

**Executive Committee Meeting Agenda | February 21, 2024**

1. **Call to Order | Randy Heady, Chairman**
2. **Roll Call | Sherry Thurman**
3. **Approval of Consent Agenda | Randy Heady, Chairman**
  - a. Executive Committee Meeting Minutes – December 21, 2023
  - b. Policy Council Report
4. **UCHRA Financial Report | Ginger Stout, Finance Director**
5. **Van Buren County Head Start Report | Randy Heady, Chairman**
  - a. October November, December Financial Report
    - Program 51
    - Monthly Activity Report
    - Credit Card Reports
    - In-kind Reports
  - b. U.S. Department of Health and Human Services Certifications and Assurances
  - c. 2023-2024 One Time Supplement Revision Budget Narrative
    - Chairman’s Letter
    - Budget Revision Narrative Letter
  - d. 2024-2025 Continuation Grant Application
    - Chairman’s Letter
  - e. 2024-2025 Application for Federal Assistance SF-424
  - f. 2024-2025 Contracts and Memorandums of Understanding
6. **CSBG Update | LaNelle Godsey, Deputy Director/Community Services Director**
  - a. Dashboards
7. **Action Items | Randy Heady, Chairman**
8. **Public Transportation MOU with EMS | Mark Farley, Executive Director**
9. **Program Updates | Mark Farley, Executive Director**
10. **Executive Director Report | Mark Farley, Executive Director**
11. **Old Business | Randy Heady, Chairman**
12. **New Business | Randy Heady, Chairman**
13. **Public Comments | Randy Heady, Chairman**
14. **Adjourn | Randy Heady, Chairman**

**Upper Cumberland Human Resource Agency  
Executive Committee Meeting**

<b>DRAFT MINUTES</b>	<b>DECEMBER 21, 2023</b>	<b>9:00 A.M.</b>	<b>COOKEVILLE, TN</b>
<b>MEETING CALLED BY</b>	Chairman Randy Heady		
<b>TYPE OF MEETING</b>	UCHRA Executive Committee Meeting		
<b>FACILITATOR</b>	Chairman Randy Heady		
<b>NOTE TAKER</b>	Sherry Thurman		
<b>MEMBERS PRESENT</b>	Allen Foster, Matt Adcock, Jimmy Johnson, Randy Heady, Stephen Bilbrey, Sam Gibson, Randy Porter, Laurin Wheaton, Jeff Mason, John Potts, David Sullivan, Terry Bell, Denny Robinson, Jerry Lowery		
<b>MEMBERS ABSENT</b>	Greg Mitchell, Dale Reagan, Josh Miller, Lloyd Williams, Steve Jones, Steven Barlow, Alisa Farmer, Representative Cameron Sexton, Senator Paul Bailey		
<b>CALL TO ORDER / PRAYER / PLEDGE OF ALLEGIANCE</b>		<b>CHAIRMAN RANDY HEADY</b>	
<b>CALL TO ORDER</b>	Chairman Randy Heady called the meeting to order.		
<b>PRAYER</b>	Chairman Randy Heady asked City Mayor Jerry Lowery to open the meeting with prayer.		
<b>PLEDGE OF ALLEGIANCE</b>	The Pledge of Allegiance was cited.		
<b>ROLL CALL</b>			
<b>ROLLCALL</b>	Sherry Thurman called the roll and the attendance is recorded above. There was a quorum of the committee members present.		
<b>APPROVAL OF CONSENT AGENDA</b>		<b>CHAIRMAN RANDY HEADY</b>	
<b>DISCUSSION</b>	<p>Chairman Randy Heady advised that the consent agenda consist of the following:</p> <ul style="list-style-type: none"> <li>• UCHRA Executive Committee Meeting Minutes – October 18, 2023</li> <li>• UCHRA Board of Directors Meeting Minutes – December 21, 2022</li> <li>• Van Buren County Head Start Report <ul style="list-style-type: none"> <li>• August and September Financial Reports <ul style="list-style-type: none"> <li>• Program 51 Budgets</li> <li>• Monthly Activity Reports</li> <li>• Credit Card Reports</li> <li>• In-Kind Reports</li> </ul> </li> <li>• Coronavirus Mitigation Update</li> <li>• Early Childhood Learning and Knowledge Center Overview Fact Sheet</li> <li>• Child Care Facility Inspection Report</li> </ul> </li> </ul>		

DISCUSSION	<ul style="list-style-type: none"> <li>• Fall 2023 SNIP Survey</li> <li>• Tennessee Department of Health Immunization Audit</li> <li>• Annual Fire and Alarm Inspections</li> <li>• 2024-25 Strategic Plan and Self-Assessment</li> <li>• T/TA Plan Narrative</li> <li>• Dashboards</li> <li>• Overview of Satisfaction Survey</li> </ul> <p>A motion was made to approve the Consent Agenda.</p>
ACTION	<p><b><u>Motion to Approve</u></b>  Motion made by: Jerry Lowery  Motion seconded by: Laurin Wheaton</p> <p>Chairman Randy Heady asked for discussion or comments on the motion.  Motion carried unanimously.</p>
	<p><b>ACTION ITEMS</b> <span style="float: right;"><b>RANDY HEADY, CHAIRMAN</b></span></p> <ul style="list-style-type: none"> <li>• <b>Upper Cumberland Human Resource Agency Audit</b></li> </ul>
DISCUSSION/ ACTION	<p>Chairman Randy Heady introduced Derrick Young with Johnson, Hickey &amp; Murchison, P.C., Chattanooga, TN.</p> <p>Mr. Young presented the audit report for the Upper Cumberland Human Resource Agency.</p> <p>A motion was made to approve the audit as presented.</p>
ACTION	<p><b><u>Motion to Approve</u></b>  Motion made by: Allen Foster  Motion seconded by: Laurin Wheaton</p> <p>Chairman Randy Heady asked for discussion or comments on the motion.  Motion carried unanimously.</p>
	<p><b>NOMINATION COMMITTEE REPORT</b> <span style="float: right;"><b>RANDY HEADY, CHAIRMAN</b></span></p>
DISCUSSION/ ACTION	<p>Chairman Randy Heady advised that the Nomination Committee met and recommended that the current officers for UCHRA remain in office for FY-2024.</p> <p>The officers for UCHRA will be as follows:</p> <p><b><u>Upper Cumberland Human Resource Agency</u></b>  Jackson County Mayor Randy Heady, Chairman  Smith County Mayor Jeff Mason, Vice Chairman  Byrdstown City Mayor, Sam Gibson, Secretary  White County Executive, Denny Robinson, Treasurer</p> <p>A motion was made to accept the FY 2024 officers for UCHRA and the agency committees.</p>

<b>ACTION</b>	<p><b><u>Motion to Approve</u></b>  Motion made by: Allen Foster  Motion seconded by: David Sullivan</p> <p>Chairman Randy Heady asked for discussion or comments on the motion.  Motion carried with a roll call vote. Fourteen board members voted yes.</p>	
<b>DISCUSSION</b>	<p>Executive Director Mark Farley announced that Tyler Asher with the UCDD/Tennessee Small Business Development Center accepted a position with the state as the Regional Director for the Tennessee Department of Labor and Workforce Development.</p>	
	<b>ADJOURN</b>	<b>CHAIRMAN RANDY HEADY</b>
<b>ACTION</b>	<p>Chairman Randy Heady advised that he would accept a motion to adjourn.</p> <p><b><u>Motion to Adjourn:</u></b>  Motion made by: Jimmy Johnson  Motion seconded by: Jerry Lowery</p> <p>The Executive Committee voted unanimously to adjourn the December 21, 2023 meeting.</p>	
<b>CONCLUSION</b> <b>9:30 a.m.</b>		

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**Randy Heady, Chairman**

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**Sam Gibson, Secretary**

**Upper Cumberland Human Resource Agency  
Policy Council Meeting**

<b>DRAFT MINUTES</b>	<b>FEBRUARY 7, 2024</b>	<b>10:30 A.M.</b>	<b>COOKEVILLE, TN</b>
<b>MEETING CALLED BY</b>	Chairman Randy Heady called the meeting to order.		
<b>TYPE OF MEETING</b>	UCHRA Policy Council		
<b>FACILITATOR</b>	Chairman Randy Heady		
<b>NOTETAKER</b>	Sherry Thurman		
<b>MEMBERS PRESENT</b>	Randy Heady, Sam Gibson, Marvin Lusk, Charlene Whitaker, Keisha Richards, Cindy Putman, Kristi Paling, Marie Ferran, Bill Gibson, Bill Gibson, Barbara Wheeler, Don Hollingsworth, Linda Pastrick, Marilyn Davis		
<b>MEMBERS ABSENT</b>	Brent Anderson, Terri Dunn, Anne Stamps, Michael Burton, Misty Phy, Bob Depriest		
	<b>CALL TO ORDER</b>	<b>CHAIRMAN RANDY HEADY</b>	
<b>CALL TO ORDER</b>	Chairman Randy Heady called the meeting to order and welcomed everyone.		
	<b>APPROVAL OF MINUTES</b>	<b>CHAIRMAN RANDY HEADY</b>	
<b>DISCUSSION</b>	Chairman Randy Heady asked for a motion to approve the minutes of the October 4, 2023 Policy Council meeting.  A motion was made to approve the minutes.		
<b>ACTION</b>	<p><b><u>Motion to Approve</u></b>  Motion made by: Don Hollingsworth  Motion seconded by: Marvin Lusk  Chairman Randy Heady asked for discussion on the motion.  Motion carried unanimously.</p>		
	<b>UCHRA DASHBOARDS AND SATISFACTION SURVEY RESULTS</b>	<b>LANELLE GODSEY, DEPUTY DIRECTOR/COMMUNITY SERVICES DIRECTOR</b>	
<b>DISCUSSION</b>	LaNelle Godsey gave an update on the Community Services programs: <ul style="list-style-type: none"> <li>• Dashboards through December, 2023 were presented to the Policy Council. The mega commodity event that was recently held served significantly more people in each county. No dollar amount was reflected on the dashboards for LIHEAP because we were waiting on a new contract, but, we continued to sign up clients for regular commodities and LIHEAP. We have received the contract and are ready to get all the payments out.</li> <li>• We currently have a couple thousand dollars available for LIWAP. These funds are not recurring. They were provided as a one-time</li> </ul>		

<p><b>DISCUSSION</b></p>	<p>federal funding. Discussion was held on what can be done to get more funding for the program.</p> <ul style="list-style-type: none"> <li>• Weatherization – For this year, all units have been completed.</li> <li>• Satisfaction Surveys were completed in all fourteen counties. LaNelle highlighted the results of the surveys.             <ul style="list-style-type: none"> <li>• One hundred fifty-seven surveys were completed.</li> <li>• Eleven counties had new clients that never received services.</li> <li>• Thirty-one clients stated it was their first time visiting the county UCHRA office.</li> <li>• One hundred fifty-six clients received fair treatment.</li> <li>• One hundred fifty-one clients stated that the assistance help to increase the income available for their household.</li> <li>• All one hundred fifty-seven clients stated they were satisfied with the services that they received.</li> </ul> </li> </ul>
	<p><b>UCHRA ROUNDTABLE LANELLE GODSEY, DEPUTY DIRECTOR/ COMMUNITY SERVICES DIRECTOR</b></p> <ul style="list-style-type: none"> <li><b>a. Overview of the TQEE Network</b></li> <li><b>b. TQEE/Brightstart</b></li> <li><b>c. Fatherhood Initiative</b></li> </ul>
<p><b>DISCUSSION</b></p>	<p>Megan Choate, Director of the Economic Development department at the Upper Cumberland Development District advised that the department has been working with the Empower Upper Cumberland to explore the removal of broader barriers hindering workforce entry. Megan introduced her team members.</p> <ul style="list-style-type: none"> <li>• Rosa Smith has been working to improve the landscape for child care providers; administering federal grants that are creating additional slots across the region; she helped facilitate a connection with the Brightstart network; Rosa has been looking at the rules and regulations of what it takes to open and operate a child care facility and advocate for legislative change for availability of child care slots.</li> <li>• Charles Cobb is working to understand the challenges in affordable housing for the working population to identify best practices and help to encourage change that can help incentive. additional development in that area.</li> <li>• Shelia Scruggs has been researching the need for a fatherhood program that would support fathers in the region.</li> </ul> <p>Rosa Smith gave an overview of the Tennesseans for Quality Early Education and Brightstart Network.</p> <p>Megan Choate advised that the Development District is working toward a potential fatherhood initiative. A couple of meetings have been held to begin thinking through what fathers and the region needs. A presentation was held on what a potential program could look like and how it could serve the men in the region.</p>

	<b>STATE OF THE CHILD – TENNESSEE REPORT</b>	<b>KRISTI PALING</b>
<b>DISCUSSION</b>	Kristi Paling gave a presentation on the 2023 State of the Child – Tennessee Report provided by the Tennessee Commission on Children and Youth.	
	<b>OLD/NEW BUSINESS</b>	<b>CHAIRMAN RANDY HEADY</b>
<b>DISCUSSION</b>	No old/new business was presented for discussion.	
	<b>PUBLIC COMMENTS</b>	<b>CHAIRMAN RANDY HEADY</b>
<b>DISCUSSION</b>	There were no public comments presented.	
	<b>ADJOURN</b>	<b>CHAIRMAN RANDY HEADY</b>
<b>ADJOURN</b>	Chairman Randy Heady advised that he would accept a motion to adjourn.	
<b>ACTION</b>	<p><b><u>Motion to Adjourn:</u></b>  Motion made by: Bill Gibson  Motion seconded by: Marie Ferran</p> <p>The Policy Council members voted unanimously to adjourn the February 7, 2024 meeting.</p>	
<b>CONCLUSION</b> <b>11:45 a.m.</b>		

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**Chairman Randy Heady**

## **February 2024 Head Start Action Items Executive Summary**

### **October, November, December Financial Reports**

- Program 51
- Monthly Activity Report
- Credit Card Reports
- In-kind Reports

### **U.S. Department of Health and Human Services Certifications and Assurances**

### **2023-2024 One Time Supplement Revision Budget Narrative**

- Chairman's Letter
- Budget Revision Narrative Letter

### **2024-2025 Continuation Grant Application**

- Chairman's Letter

### **2024-2025 Application for Federal Assistance SF-424**

### **2024-2025 Contracts and Memorandums of Understanding**



**HEADSTART PROGRAM 51**  
**7/01/2023-6/30/2024**

Dec-23

POSITION	BUDGET	MONTHLY	YTD EXP	BALANCE
a.PERSONNEL				
<b>Child Health and Developmental Services Personnel</b>				
1. Program Managers & Content Area Experts	-	-		-
2. Teachers/Infant Toddler Teachers	56,635.00	5,172.64	27,638.80	28,996.20
3. Family Child Care Personnel		-	-	-
4. Home Visitors		-	-	-
5. Teacher Aides & Other Education Personnel	100,368.00	9,067.44	49,995.70	50,372.30
6. Health/Mental Health Services Personnel		-	-	-
7. Disabilities Services Personnel	30,668.00	2,205.50	7,717.40	22,950.60
8. Nutrition Services Personnel		-	-	-
9. Other Child Services Personnel Transition Specialist	82,559.00	6,920.94	39,891.55	42,667.45
		-		-
<b>Family and Community Partnerships Personnel</b>				
10. Program Managers & Content Area Experts	33,732.00	2,421.12	15,070.62	18,661.38
11. Other Family & Comm Partnerships Personnel	33,228.00	721.87	8,423.98	24,804.02
<b>Program Design and Management Personnel</b>				
12. Executive Director		-	-	-
13. Head Start/ Early Head Start Director	62,962.00	5,246.80	30,857.40	32,104.60
14. Managers		-	-	-
15. Staff Development		-	-	-
16. Clerical Personell		-	-	-
17. Fiscal Personnel		-		
18. Other Adminstrative Personell	25,692.00	2,251.15	12,006.13	13,685.87
<b>Other Personnel</b>				
19. Maintenance Personnel		-	-	-
20. Transportation Personnel		-	-	-
21. Other Personnel	23,958.00	614.63	6,576.78	17,381.22
<b>TOTAL PERSONNEL</b>	<b>449,802.00</b>	<b>34,622.09</b>	<b>198,178.36</b>	<b>251,623.64</b>
<b>b. FRINGE BENEFITS</b>				
1. Social Security(FICA),State Disability, Unemploy	35,984.00	2,684.78	15,209.49	20,774.51
2. Health/Dental/Life Insurance	43,924.00	2,905.99	16,947.92	26,976.08
3. Retirement	26,989.00	2,692.98	15,376.91	11,612.09
4. Other Fringe		-	-	-
<b>TOTAL FRINGE BENEFITS</b>	<b>106,897.00</b>	<b>8,283.75</b>	<b>47,534.32</b>	<b>59,362.68</b>
<b>c. TRAVEL</b>				
1. Staff Out-Of-Town Travel	100.00	-	-	100.00
<b>TOTAL TRAVEL</b>	<b>100.00</b>	<b>-</b>	<b>-</b>	<b>100.00</b>
<b>d. EQUIPMENT</b>				
1. Office Equipment		-	-	-

2. Classroom/Outdoor/Home-based/FCC	34,120.00	-	-	34,120.00
3. Vehicle Purchase		-	-	-
4. Other Equipment	29,450.00	-	-	29,450.00
5. Equipment Maintenance/Repair		-	-	-
<b>TOTAL EQUIPMENT</b>	<b>63,570.00</b>	<b>-</b>	<b>-</b>	<b>63,570.00</b>
<b>e. SUPPLIES</b>				
1. Office Supplies	3,500.00	153.71	543.39	2,956.61
2. Child and Family Services Supplies	13,500.00	312.19	2,008.56	11,491.44
3. Food Service Supplies	2,000.00	142.51	316.38	1,683.62
4. Other Supplies	6,500.00	749.89	1,686.85	4,813.15
<b>TOTAL SUPPLIES</b>	<b>25,500.00</b>	<b>1,358.30</b>	<b>4,555.18</b>	<b>20,944.82</b>
<b>f. CONTRACTUAL</b>				
1. Administrative Services(Legal,Accounting)		-	-	-
2. Health/Disabilities Services	15,896.00	645.63	4,519.68	11,376.32
3. Food Service	2,000.00	7,089.21	18,054.46	(16,054.46)
4. USDA	-	(3,968.34)	(11,864.12)	11,864.12
5. Training & Technical Assistance	10,000.00	2,685.00	4,414.00	5,586.00
6. Family Child Care		-	-	-
7. Delegate Agency Costs		-	-	-
8. Other Contracts		-	-	-
<b>TOTAL CONTRACTUAL</b>	<b>27,896.00</b>	<b>6,451.50</b>	<b>15,124.02</b>	<b>12,771.98</b>
<b>g. CONSTRUCTION</b>				
1. New Construction		-	-	-
2. Major Renovation		-	-	-
3. Acquisitin of Buildings/Modular Units		-	-	-
<b>TOTAL CONSTRUCTION</b>		-	-	-
<b>h. OTHER</b>				
1. Depreciation/Use Allowance		-	-	-
2. Rent		-	-	-
3. Mortgage		-	-	-
4. Utilities, Telephone	13,000.00	1,778.06	8,079.53	4,920.47
5. Building & Child Liability Insurance	6,500.00	494.94	2,205.17	4,294.83
6. Building Maintenance/Repair and Other Occupand	141,770.00	50.00	19,197.12	122,572.88
7. Incidental Alterations/Renovations		-	-	-
8. Local Travel	100.00	-	-	100.00
9. Nutrition Services	15,391.00	(785.05)	3,132.39	12,258.61
10. Child Services Consultants	-	-	-	-
11. Volunteers		-	-	-
12. Substitutes(if not paid benefits)		-	-	-
13. Parent Services	7,000.00	434.05	5,107.80	1,892.20
14. Accounting & Legal Services		-	-	0.00
15. Publications/Advertising/Printing	2,500.00	-	746.68	1,753.32
16. Training or Staff Development	15,000.00	-	384.56	14,615.44
17A. Vehicle Operations	21,000.00	370.65	9,137.81	11,862.19
17B. Administrative Cost	500.00	1.57	23.25	476.75
19. Education Incentive-Teachers	-	-	-	-
20. Training Initiatives	-	-	-	-
21. Program Improvements	-	-	-	-
<b>TOTAL OTHER</b>	<b>222,761.00</b>	<b>2,344.22</b>	<b>48,014.31</b>	<b>174,746.69</b>

<b>i. TOTAL DIRECT CHARGES</b>	<b>896,526.00</b>	<b>53,059.86</b>	<b>313,406.19</b>	<b>583,119.81</b>
j. Indirect Costs	75,133.00	<b>7,032.02</b>	43,223.89	31,909.11
<b>TOTALS - ALL BUDGET CATEGORIES</b>	<b>971,659.00</b>	<b>60,091.88</b>	<b>356,630.08</b>	<b>615,028.92</b>
<b>IN-KIND</b>	<b>197,955.00</b>	<b>23,672.27</b>	<b>95,216.32</b>	<b>102,738.68</b>

Monthly Expenses	\$60,091.88
<u>YTD ADMIN CALCULATION</u>	<u>\$305.17</u>
Total Drawdown	\$60,397.05

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Director of Finance & Administration

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Date

**HEADSTART PROGRAM 51**  
**7/01/2023-6/30/2024**

Nov-23

POSITION	BUDGET	MONTHLY	YTD EXP	BALANCE
<b>a. PERSONNEL</b>				
<b>Child Health and Developmental Services Personnel</b>				
1. Program Managers & Content Area Experts	-	-		-
2. Teachers/Infant Toddler Teachers	56,635.00	6,007.76	22,466.16	34,168.84
3. Family Child Care Personnel		-	-	-
4. Home Visitors		-	-	-
5. Teacher Aides & Other Education Personnel	100,368.00	9,796.16	40,928.26	59,439.74
6. Health/Mental Health Services Personnel		-	-	-
7. Disabilities Services Personnel	30,668.00	-	5,511.90	25,156.10
8. Nutrition Services Personnel		-	-	-
9. Other Child Services Personnel	82,559.00	9,422.46	32,970.61	49,588.39
Transition Specialist		-		-
<b>Family and Community Partnerships Personnel</b>				
10. Program Managers & Content Area Experts	33,732.00	2,811.00	12,649.50	21,082.50
11. Other Family & Comm Partnerships Personnel	33,228.00	996.87	7,702.11	25,525.89
<b>Program Design and Management Personnel</b>				
12. Executive Director		-	-	-
13. Head Start/ Early Head Start Director	62,962.00	5,246.80	25,610.60	37,351.40
14. Managers		-	-	-
15. Staff Development		-	-	-
16. Clerical Personell		-	-	-
17. Fiscal Personnel		-		
18. Other Adminstrative Personell	25,692.00	2,251.15	9,754.98	15,937.02
<b>Other Personnel</b>				
19. Maintenance Personnel		-	-	-
20. Transportation Personnel		-	-	-
21. Other Personnel	23,958.00	970.88	5,962.15	17,995.85
<b>TOTAL PERSONNEL</b>	<b>449,802.00</b>	<b>37,503.08</b>	<b>163,556.27</b>	<b>286,245.73</b>
<b>b. FRINGE BENEFITS</b>				
1. Social Security(FICA),State Disability, Unemploy	35,984.00	2,936.73	12,524.71	23,459.29
2. Health/Dental/Life Insurance	43,924.00	2,252.71	14,041.93	29,882.07
3. Retirement	26,989.00	2,936.87	12,683.93	14,305.07
4. Other Fringe		-	-	-
<b>TOTAL FRINGE BENEFITS</b>	<b>106,897.00</b>	<b>8,126.31</b>	<b>39,250.57</b>	<b>67,646.43</b>
<b>c. TRAVEL</b>				
1. Staff Out-Of-Town Travel	100.00	-	-	100.00
<b>TOTAL TRAVEL</b>	<b>100.00</b>	<b>-</b>	<b>-</b>	<b>100.00</b>
<b>d. EQUIPMENT</b>				
1. Office Equipment		-	-	-

2. Classroom/Outdoor/Home-based/FCC	34,120.00	-	-	34,120.00
3. Vehicle Purchase		-	-	-
4. Other Equipment	29,450.00	-	-	29,450.00
5. Equipment Maintenance/Repair		-	-	-
<b>TOTAL EQUIPMENT</b>	<b>63,570.00</b>	<b>-</b>	<b>-</b>	<b>63,570.00</b>
<b>e. SUPPLIES</b>				
1. Office Supplies	3,500.00	97.01	389.68	3,110.32
2. Child and Family Services Supplies	13,500.00	441.83	1,696.37	11,803.63
3. Food Service Supplies	2,000.00	62.66	173.87	1,826.13
4. Other Supplies	6,500.00	344.89	936.96	5,563.04
<b>TOTAL SUPPLIES</b>	<b>25,500.00</b>	<b>946.39</b>	<b>3,196.88</b>	<b>22,303.12</b>
<b>f. CONTRACTUAL</b>				
1. Administrative Services(Legal,Accounting)		-	-	-
2. Health/Disabilities Services	15,896.00	1,134.57	3,874.05	12,021.95
3. Food Service	2,000.00	3,433.65	10,965.25	(8,965.25)
4. USDA	-	-	(7,895.78)	7,895.78
5. Training & Technical Assistance	10,000.00	-	1,729.00	8,271.00
6. Family Child Care		-	-	-
7. Delegate Agency Costs		-	-	-
8. Other Contracts		-	-	-
<b>TOTAL CONTRACTUAL</b>	<b>27,896.00</b>	<b>4,568.22</b>	<b>8,672.52</b>	<b>19,223.48</b>
<b>g. CONSTRUCTION</b>				
1. New Construction		-	-	-
2. Major Renovation		-	-	-
3. Acquisitin of Buildings/Modular Units		-	-	-
<b>TOTAL CONSTRUCTION</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>h. OTHER</b>				
1. Depreciation/Use Allowance		-	-	-
2. Rent		-	-	-
3. Mortgage		-	-	-
4. Utilities, Telephone	13,000.00	1,223.27	6,301.47	6,698.53
5. Building & Child Liability Insurance	6,500.00	600.30	1,710.23	4,789.77
6. Building Maintenance/Repair and Other Occupand	141,770.00	321.20	19,147.12	122,622.88
7. Incidental Alterations/Renovations		-	-	-
8. Local Travel	100.00	-	-	100.00
9. Nutrition Services	15,391.00	1,764.00	3,917.44	11,473.56
10. Child Services Consultants	-	-	-	-
11. Volunteers		-	-	-
12. Substitutes(if not paid benefits)		-	-	-
13. Parent Services	7,000.00	221.84	4,673.75	2,326.25
14. Accounting & Legal Services		-	-	0.00
15. Publications/Advertising/Printing	2,500.00	238.40	746.68	1,753.32
16. Training or Staff Development	15,000.00	-	384.56	14,615.44
17A. Vehicle Operations	21,000.00	3,638.97	8,767.16	12,232.84
17B. Administrative Cost	500.00	15.49	21.68	478.32
19. Education Incentive-Teachers	-	-	-	-
20. Training Initiatives	-	-	-	-
21. Program Improvements	-	-	-	-
<b>TOTAL OTHER</b>	<b>222,761.00</b>	<b>8,023.47</b>	<b>45,670.09</b>	<b>177,090.91</b>

<b>i. TOTAL DIRECT CHARGES</b>	<b>896,526.00</b>	<b>59,167.47</b>	<b>260,346.33</b>	<b>636,179.67</b>
j. Indirect Costs	75,133.00	<b>9,515.19</b>	36,191.87	38,941.13
<b>TOTALS - ALL BUDGET CATEGORIES</b>	<b>971,659.00</b>	<b>68,682.66</b>	<b>296,538.20</b>	<b>675,120.80</b>
<b>IN-KIND</b>	<b>197,955.00</b>	<b>32,459.86</b>	<b>71,544.05</b>	<b>126,410.95</b>

Monthly Expenses	\$68,488.16
<u>Minus Admin Overage</u>	<u>-\$5,496.83</u>
Total Drawdown	\$62,991.33

\_\_\_\_\_  
Director of Finance & Administration

\_\_\_\_\_  
Date

**HEADSTART PROGRAM 51**  
**7/01/2023-6/30/2024**

Oct-23

POSITION	BUDGET	MONTHLY	YTD EXP	BALANCE
<b>a.PERSONNEL</b>				
<b>Child Health and Developmental Services Personnel</b>				
1. Program Managers & Content Area Experts	-	-		-
2. Teachers/Infant Toddler Teachers	56,635.00	4,702.40	16,458.40	40,176.60
3. Family Child Care Personnel		-	-	-
4. Home Visitors		-	-	-
5. Teacher Aides & Other Education Personnel	100,368.00	10,049.06	31,132.10	69,235.90
6. Health/Mental Health Services Personnel		-	-	-
7. Disabilities Services Personnel	30,668.00	-	5,511.90	25,156.10
8. Nutrition Services Personnel		-	-	-
9. Other Child Services Personnel	82,559.00	6,205.40	23,548.15	59,010.85
Transition Specialist		-		-
<b>Family and Community Partnerships Personnel</b>				
10. Program Managers & Content Area Experts	33,732.00	2,811.00	9,838.50	23,893.50
11. Other Family & Comm Partnerships Personnel	33,228.00	-	6,705.24	26,522.76
<b>Program Design and Management Personnel</b>				
12. Executive Director		-	-	-
13. Head Start/ Early Head Start Director	62,962.00	5,246.80	20,363.80	42,598.20
14. Managers		-	-	-
15. Staff Development		-	-	-
16. Clerical Personell		-	-	-
17. Fiscal Personnel		-		
18. Other Adminstrative Personell	25,692.00	2,001.02	7,503.83	18,188.17
<b>Other Personnel</b>				
19. Maintenance Personnel		-	-	-
20. Transportation Personnel		-	-	-
21. Other Personnel	23,958.00	-	4,991.27	18,966.73
<b>TOTAL PERSONNEL</b>	<b>449,802.00</b>	<b>31,015.68</b>	<b>126,053.19</b>	<b>323,748.81</b>
<b>b. FRINGE BENEFITS</b>				
1. Social Security(FICA),State Disability, Unemploy	35,984.00	2,364.74	9,587.98	26,396.02
2. Health/Dental/Life Insurance	43,924.00	2,983.62	11,789.22	32,134.78
3. Retirement	26,989.00	2,420.18	9,747.06	17,241.94
4. Other Fringe		-	-	-
<b>TOTAL FRINGE BENEFITS</b>	<b>106,897.00</b>	<b>7,768.54</b>	<b>31,124.26</b>	<b>75,772.74</b>
<b>c. TRAVEL</b>				
1. Staff Out-Of-Town Travel	100.00	-	-	100.00
<b>TOTAL TRAVEL</b>	<b>100.00</b>	<b>-</b>	<b>-</b>	<b>100.00</b>
<b>d. EQUIPMENT</b>				
1. Office Equipment		-	-	-
2. Classroom/Outdoor/Home-based/FCC	34,120.00	-	-	34,120.00
3. Vehicle Purchase		-	-	-

4. Other Equipment	29,450.00	-	-	29,450.00
5. Equipment Maintenance/Repair		-	-	-
<b>TOTAL EQUIPMENT</b>	<b>63,570.00</b>	<b>-</b>	<b>-</b>	<b>63,570.00</b>
<b>e. SUPPLIES</b>				
1. Office Supplies	3,500.00	3.47	292.67	3,207.33
2. Child and Family Services Supplies	13,500.00	681.51	1,254.54	12,245.46
3. Food Service Supplies	2,000.00	-	111.21	1,888.79
4. Other Supplies	6,500.00	222.00	592.07	5,907.93
<b>TOTAL SUPPLIES</b>	<b>25,500.00</b>	<b>906.98</b>	<b>2,250.49</b>	<b>23,249.51</b>
<b>f. CONTRACTUAL</b>				
1. Administrative Services(Legal,Accounting)		-	-	-
2. Health/Disabilities Services	15,896.00	833.81	2,739.48	13,156.52
3. Food Service	2,000.00	7,531.60	7,531.60	(5,531.60)
4. USDA	-	(7,895.78)	(7,895.78)	7,895.78
5. Training & Technical Assistance	10,000.00	149.00	1,729.00	8,271.00
6. Family Child Care		-	-	-
7. Delegate Agency Costs		-	-	-
8. Other Contracts		-	-	-
<b>TOTAL CONTRACTUAL</b>	<b>27,896.00</b>	<b>618.63</b>	<b>4,104.30</b>	<b>23,791.70</b>
<b>g. CONSTRUCTION</b>				
1. New Construction		-	-	-
2. Major Renovation		-	-	-
3. Acquisitin of Buildings/Modular Units		-	-	-
<b>TOTAL CONSTRUCTION</b>		<b>-</b>	<b>-</b>	<b>-</b>
<b>h. OTHER</b>				
1. Depreciation/Use Allowance		-	-	-
2. Rent		-	-	-
3. Mortgage		-	-	-
4. Utilities, Telephone	13,000.00	1,674.42	5,078.20	7,921.80
5. Building & Child Liability Insurance	6,500.00	-	1,109.93	5,390.07
6. Building Maintenance/Repair and Other Occupancy	141,770.00	730.99	18,825.92	122,944.08
7. Incidental Alterations/Renovations		-	-	-
8. Local Travel	100.00	-	-	100.00
9. Nutrition Services	15,391.00	1,875.25	2,153.44	13,237.56
10. Child Services Consultants	-	-	-	-
11. Volunteers		-	-	-
12. Substitutes(if not paid benefits)		-	-	-
13. Parent Services	7,000.00	152.77	4,451.91	2,548.09
14. Accounting & Legal Services		-	-	0.00
15. Publications/Advertising/Printing	2,500.00	310.00	508.28	1,991.72
16. Training or Staff Development	15,000.00	-	384.56	14,615.44
17A. Vehicle Operations	21,000.00	521.27	5,128.19	15,871.81
17B. Administrative Cost	500.00	-	6.19	493.81
19. Education Incentive-Teachers	-	-	-	-
20. Training Initiatives	-	-	-	-
21. Program Improvements	-	-	-	-
<b>TOTAL OTHER</b>	<b>222,761.00</b>	<b>5,264.70</b>	<b>37,646.62</b>	<b>185,114.38</b>
<b>i. TOTAL DIRECT CHARGES</b>				
	<b>896,526.00</b>	<b>45,574.53</b>	<b>201,178.86</b>	<b>695,347.14</b>
<b>j. Indirect Costs</b>				
	<b>75,133.00</b>	<b>6,366.55</b>	<b>26,676.68</b>	<b>48,456.32</b>
<b>TOTALS - ALL BUDGET CATEGORIES</b>	<b>971,659.00</b>	<b>51,941.08</b>	<b>227,855.54</b>	<b>743,803.46</b>



IN-KIND	197,955.00	12,224.12	39,084.19	158,870.81
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Monthly Expenses	\$51,941.08
<u>Minus Admin Overage</u>	<u>\$14,422.81</u>
Total Drawdown	\$37,518.27

\_\_\_\_\_  
Director of Finance & Administration

\_\_\_\_\_  
Date



**Monthly Report**

ITEMS TO BE BROUGHT TO THE ATTENTION OF THE CENTRAL OFFICE STAFF (Code each by item #)

- |                   |                  |              |                        |                      |
|-------------------|------------------|--------------|------------------------|----------------------|
| 1. Administration | 4. Education     | 7. Health    | 10. Social Services    | 13. Transition       |
| 2. Personnel      | 5. Disabilities  | 8. Nutrition | 11. Parent Involvement | 14. Miscellaneous    |
| 3. Facilities     | 6. Mental Health | 9. Licensing | 12. Transportation     | 15. General Comments |

Area	Comments		
<b>Date: 12/1/23-12/31/23</b>			
<b>Special Activities, Events and/or Trainings of the Month</b>			
<b>Description</b>	<b>Dates</b>	<b>Attendees #</b>	<b>Notes</b>
Birdhouse with Dad	12/5/23	20	Male Involvement
BCCX brought Lovies	12/6/23	3	
Wreath Making Class	12/13/23	3	Mother Involvement
Breakfast With Santa	12/14/23	28	
Staff Mental Health Training	12/15/23	9	
Christmas Break	12/18/23-1/3/24		
<b>List of Visits by Central Office Staff</b>			
<b>Person(s)</b>	<b>Dates</b>	<b>Purpose</b>	<b>Notes</b>
<b>List of Public School Contacts and Visits</b>			
<b>Person(s)</b>	<b>Dates</b>	<b>Purpose</b>	
Mark Loftis Child Health Meeting	12/6/23,12/11/23	ACTS	
Tonya Petit	12/7/23	SpEd	
Candance Brewer	12/8/23	OT	
Braden Powell	12/14/23	SLPA	
<b>Upcoming Special Activities, Events and/or Trainings</b>			
<b>Description</b>	<b>Dates</b>		
Students Return	1/3/24		
Prevention Coalition	1/24/24		
Van Buren Imagination Library	1/30/24		

STATISTICAL INFORMATION FOR THE MONTH (Report numbers for the month not cumulative)

Home Visits by Center Edu. Staff: 4	Medical Trips # of Children: 1	Dental Trip # of Children:0
Total Enrollment: 38	Operational Days:11	Withdrawn: 0 Added: 1
Monthly Total Present: 257	Monthly ADA: 82.28	Meals B: 323 L:287 S:281



**CREDIT CARD REPORT  
NOVEMBER 2023**

Vendor	Date	Item	Amount	Code
REGIONS BANK-CDA RENEWAL	10/6/2023	CDA RENEWAL FEE	125.00	H15
REGIONS BANK-AMAZON	10/6/2023	IPHONE SCREEN PROTECTORS 3PK	6.97	E1
		DRYER VENT COVER	7.99	E4
		2OZ PAPER PORTION CUPS (5)	96.85	H13
SAMS CLUB	10/12/2023	CELERY STICKS, BUTTERMILK BISCUITS, FISH STICKS, RAMEN NOODLES, PEANUT BUTTER, KOOL-AID JAMMERS, BLUEBERRIES, RASPBERRIES, LOAF BREAD, GRAPE JELLY, GRAVY MIX, LEMONS, FIG COOKIES, VEGGIE STRAWS,	1851.58	H9
REGIONS BANK-DOLLAR GENERAL	10/16/2023	1 GAL MEAN GREEN	24.00	E4
		FUDGE ROUNDS, OATMEAL CRÈME PIES, PEPSI	24.00	H13
REGIONS BANK-WAL MART	10/17/2023	DIAPER GENIE REFILLS	145.84	E2
REGIONS BANK-WAL MART	10/18/2023	PAPER PLATES, FOAM BOWLS,	14.86	H13
		RANCH DRESSING, ROMA TOMATOES, SLICED ITALIAN BREAD, MINI CUPCAKES, SHREDDED LETTUCE PARTY SIZE LASAGNA MEAL, WATER	40.55	H9
		1/2 GAL VANILLA SOY MILK	2.44	E3
CAPITAL ONE	10/23/2023	RSLV PET 60-2	39.94	E4
		FCH STRGN CH	11.76	H9
CAPITAL ONE	10/25/2023	GLOW STICK-30, NAPKINS, REC TC BLUE-2, RECTCLPINK-2, 24CT LUNNAP, PLATES DESSERT TWR, NOISEMAKERS, CELLO BAG-2, STKRPAD-2	48.68	E1
REGIONS BANK-WAL MART	10/26/2023	PLASTIC CUPS, PARTY FAVORS	20.56	H13
		FRESH STRAWBERRIES, GELATIN, HOT DOG BUNS, JUICE, CUBED CHEDDAR CHEESE, RANCH DRESSING, HONEY GRAHAM SNACKS, APPLE SLICES, CELERY STRIPS, POPCORN, VEGGIE SACK CHIPS, SOYMILK, CLEMETINES, CARROTS, GRAPE TOMATOES, BLUEBERRIES,	148.33	H9
REGIONS BANK-WALMART	10/26/2023	WHIPPED TOPPING, COCOA MIX	15.63	H13
REGIONS BANK-WALMART	10/27/2023	MARVEL'S INFLATABLE COSTUME	44.59	E2
REGIONS BANK-DROP BOX	10/27/2023	MONTHLY SUBSCRIPTION	14.98	F2
REGIONS BANK-WALMART	10/31/2023	YOGUART, KIWI, CUCUMBERS, SLIM JIM STICKS, GRAHAM CRACKERS	76.91	H9
CAPITAL ONE	11/3/2023	CHILDREN STO-2	5.28	E2
		6 WHEAT TORTILLA	19.08	E3
CAPITAL ONE	11/14/2023	TOMATOES, PF HRB STUFFING	41.14	E3
		BRANDED TOM, CORNMEAL	65.01	H9
CAPITAL ONE	11/15/2023	CHED MIX, BISCUIT MIX	47.36	H9
STAPLES BUSINESS ADVANTAGE	9/6/2023	T-CELL REFILL BLUE,	122.38	E4
		ACCESSORIES HOLDER MESH, 3TAB FF POLY ASST	41.36	E1
STAPLES BUSINESS ADVANTAGE	9/25/2023	ENMOTION PAPER TOWELS 2 CT	150.58	E4
		<b>Total</b>	<b>\$3,253.65</b>	

**CREDIT CARD REPORT  
OCTOBER 2023**

Vendor	Date	Item	Amount	Code
CAPITAL ONE	9/20/2023	2-PC GP 3-4, MN TG BRIEF-3, DG REFILL 3-2	113.84	E2
		CMDN HOOKS, CMND STRIPS-4	17.56	E4
		FLORAL ACCES	3.47	E1
	9/27/2023	16 in PEPPRNI, GV JCE, RAGU, TOMATOES, BOWL	56.96	H13
		PKG SALADX2, ITAL SLCE, DONUTSX2, BISMARK,		
		APPLE FRITTER, SWT TEA GAL X2, GV OJ		
		FOAM PLATES, GDIASBRUSH X2, SPRAY PAINT	16.34	E4
	10/2/2023	PC 8P 3-4 G	25.48	E2
		SNAP PEAS27-SNAP PEAS, 30 PINTO BEANS	127.61	H9
	10/11/2023	GV OJCAL, CHEESE, TOMATOES	18.58	H13
		4PK 22 MFN,	3.98	H13
		REFILL3 X4	71.88	E2
		LYSOL X2	26.56	E4
		20 WASH X4	14.64	H17A
REGIONS BANK-KAPLAN	9/1/2023	DECA ANNUAL LICENSE FEE, 85 DECA BY ASSESSEMENT-SINGLE RATING	384.95	E2
REGIONS BANK-WALMART	9/6/2023	CLEANING GLOVES, DIAPER PAIL REFILLS	46.37	E2
REGIONS BANK-WALMART	9/6/2023	CONSTRUCTIVE PLAYTHINGS RETREAT CANOPY	38.99	E2
REGIONS BANK-AED CENTER	9/7/2023	BATTERY FOR PRO POWERHEART G3 AED ONLY	463.00	F2
REGIONS BANK-NATIONAL CACFP	9/14/2023	WEBINAR	149.00	F5
REGIONS BANK-WALMART	9/14/2023	33-BREAD LOAFs, ROUND TOP BREAD, 40OZ	54.37	H9
		JAR PEANUT BUTTER		
		10-BANANA, 3LB CLEMENTINES, 6 CT RAISINS, 1 GAL GREEN BERRY JUICE DRINK, 18OZ BBQ SAUCE, 28 OZ LIT'L SMOKIES , 8OZ CUBED CHEESE, MARKETSIDE VEGETABLE BLEND	29.99	H13
		MASKING TAPE	2.68	E4
REGIONS BANK-AMAZON	9/25/2023	ALL LAUNDRY DETERGENT 158 LOADS	37.55	E4
REGIONS BANK-COUNCIL FOR PROFESSIONAL	9/25/2023	RITA MAYFIELD-CDA RENEWAL FEE	125.00	H15
REGIONS BANK-AMAZON	9/26/2023	LYSOL DISINFECTANT SPRAY PK OF 12	67.00	E4
REGIONS BANK-AMAZON	9/27/2023	2 ALL FABRIC SOFTENER DRYER SHEETS 120 CT	16.43	E4
REGIONS BANK-AMAZON	9/28/2023	ALL LAUNDRY DETERGENT 237 OUNCES	37.88	E4
REGIONS BANK-DROP BOX	9/29/2023	MONTHLY SUBSCRIPTION	14.98	F2
SAM'S CLUB	8/16/2023	64 30OZ 2PK GRAPE JELLY, 48-40OZ 2PK CREAMY	811.54	H9
		PEANUT BUTTER, 27-4OZ 16PK NO SUGAR ADDED		
		MIXED FRUIT VARIETY PK, 96-42.3 OZ 32 PK QUAKER		
		INSTANT OATMEAL FRUIT & CREAM VARIETY PK,		
		24-2OZ 32 QTY BLUEBERRY AND RASPBERRY VARIETY		
		FIG BARS		
	9/14/2023	6-1LB 6PK SPAGHETTI PASTA PANTRY PACK, 17-14.5OZ	981.73	H9
		8 PK CUT GREEN BEANS, 8-QUAKER CHEWY VARIETY PACK ,		
		33-5LBS MANDARINS ORANGES, 33-24CT FULLY		

		<b>COOKED TURKEY SAUSAGE PATTIES, 11-45OZ, 40PK</b>	
		<b>RAGU OLD WORLD PASTA SAUCE, 9-6FL OZ 40 PK</b>	
		<b>KOOL AID JAMMERS VARIETY POUCHES</b>	
	<b>Total</b>		<b>\$3,758.36</b>

**HEADSTART INKIND  
Dec-23**

	<b>PERSONNEL</b>	<b>PROF</b>	<b>GOODS &amp; SERVICES</b>	<b>OCCUPANCY</b>	<b>EQUIP</b>	<b>MILEAGE</b>	<b>TOTAL</b>
<b>July</b>	\$1,858.52	\$0.00	\$1,477.13	\$0.00	\$0.00	\$80.17	\$3,415.82
<b>August</b>	\$6,552.06	\$0.00	\$556.69	\$0.00	\$0.00	\$333.13	\$7,441.88
<b>September</b>	\$8,430.35	\$0.00	\$1,468.46	\$0.00	\$0.00	\$6,103.56	\$16,002.37
<b>October</b>	\$8,254.62	\$290.07	\$324.48	\$0.00	\$0.00	\$4,990.01	\$13,859.18
<b>Oct-revisor</b>	-\$1,635.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-\$1,635.06
<b>November</b>	\$26,662.00	\$348.05	\$1,218.20	\$0.00	\$0.00	\$4,231.61	\$32,459.86
<b>December</b>	\$11,536.78	\$0.00	\$5,864.36	\$0.00	\$0.00	\$4,636.07	\$22,037.21
<b>Dec-correct</b>	\$1,635.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,635.06
<b>January</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>February</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>March</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>April</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>May</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>June</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>June Final</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$63,294.33</b>	<b>\$638.12</b>	<b>\$10,909.32</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$20,374.55</b>	<b>\$95,216.32</b>

**HEADSTART INKIND  
Nov-23**

	<b>PERSONNEL</b>	<b>PROF</b>	<b>GOODS &amp; SERVICES</b>	<b>OCCUPANCY</b>	<b>EQUIP</b>	<b>MILEAGE</b>	<b>TOTAL</b>
<b>July</b>	\$1,858.52	\$0.00	\$1,477.13	\$0.00	\$0.00	\$80.17	\$3,415.82
<b>August</b>	\$6,552.06	\$0.00	\$556.69	\$0.00	\$0.00	\$333.13	\$7,441.88
<b>September</b>	\$8,430.35	\$0.00	\$1,468.46	\$0.00	\$0.00	\$6,103.56	\$16,002.37
<b>October</b>	\$8,254.62	\$290.07	\$324.48	\$0.00	\$0.00	\$4,990.01	\$13,859.18
<b>Oct-revisor</b>	-\$1,635.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-\$1,635.06
<b>November</b>	\$26,662.00	\$348.05	\$1,218.20	\$0.00	\$0.00	\$4,231.61	\$32,459.86
<b>December</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>January</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>February</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>March</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>April</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>May</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>June</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>June Final</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$50,122.49</b>	<b>\$638.12</b>	<b>\$5,044.96</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$15,738.48</b>	<b>\$71,544.05</b>



**HEADSTART INKIND  
Oct-23**

	<b>PERSONNEL</b>	<b>PROF</b>	<b>GOODS &amp; SERVICES</b>	<b>OCCUPANCY</b>	<b>EQUIP</b>	<b>MILEAGE</b>	<b>TOTAL</b>
<b>July</b>	\$1,858.52	\$0.00	\$1,477.13	\$0.00	\$0.00	\$80.17	\$3,415.82
<b>August</b>	\$6,552.06	\$0.00	\$556.69	\$0.00	\$0.00	\$333.13	\$7,441.88
<b>September</b>	\$8,430.35	\$0.00	\$1,468.46	\$0.00	\$0.00	\$6,103.56	\$16,002.37
<b>October</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Oct-revision</b>	-\$1,635.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	-\$1,635.06
<b>November</b>	\$8,254.62	\$290.07	\$324.48	\$0.00	\$0.00	\$4,990.01	\$13,859.18
<b>December</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>January</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>February</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>March</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>April</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>May</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>June</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>June Final</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>TOTAL</b>	<b>\$23,460.49</b>	<b>\$290.07</b>	<b>\$3,826.76</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$11,506.87</b>	<b>\$39,084.19</b>

**U.S. DEPARTMENT OF HEALTH AND HUMAN  
SERVICES COMPENDIUM OF REQUIRED  
CERTIFICATIONS AND ASSURANCES**

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**Office of Head Start**

Updated July 29, 2014

**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF  
REQUIRED CERTIFICATIONS AND ASSURANCE**

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# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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## SF424B Assurances – Non-Construction Programs

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

## U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

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## Certification Regarding Lobbying

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

1. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
2. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form- LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## Regarding Compliance with Compensation Cap (Level II of the Executive Schedule)

Federal funds will not be used to pay any part of the compensation of an individual employed by a Head Start and/or Early Head Start agency if that individual's compensation exceeds the rate payable for Level II of the Executive Schedule.

# U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES COMPENDIUM OF REQUIRED CERTIFICATIONS AND ASSURANCE

## Certification of Filing and Payment of Federal Taxes

As required by the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriation Act, 2008 (Public Law 110-161, Division G, Title V, section 523), as a prospective financial assistance recipient entering into a grant or cooperative agreement of more than \$5,000,000, I, as the duly authorized representative of the applicant, do hereby certify to the best of my knowledge and belief, that:

1. The applicant has filed all Federal tax returns required during the three years preceding this certification
2. The applicant has not been convicted of a criminal offense pursuant to the Internal Revenue Code of 1986 (U.S. Code - Title 26, Internal Revenue Code)
3. The applicant has not, more than 90 days prior to this certification, been notified of any unpaid Federal tax assessment for which the liability remains unsatisfied, unless the assessment is the subject of an installment agreement or offer in compromise that has been approved by the Internal Revenue Service and is not in default, or the assessment is the subject of a non-frivolous administrative or judicial proceeding.

## Submission Statement

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

### Authorized Representative:

Prefix:	<input type="text"/>	* First Name:	<input type="text"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text"/>		
Suffix:	<input type="text"/>		
* Title:	<input type="text"/>		
* Telephone Number:	<input type="text"/>	Fax Number:	<input type="text"/>
* Email:	<input type="text"/>		
* Signature of Authorized Representative:	<input type="text"/>	* Date Signed:	<input type="text"/>
* Submitted by:	<input type="text"/>	Date Submitted:	<input type="text"/>

Object Class Categories	Program Operations	T/TA
Personnel		0.00
Fringe Benefits	0.00	0.00
Travel	0.00	0.00
Equipment	996.00	0.00
Supplies	0.00	0.00
Contractual	0.00	0.00
Construction	0.00	0.00
Other	-996.00	0.00
Indirect Cost	0.00	0.00
Total	0.00	0.00



UCHRA HEAD START Budget Justification								HEAD START	
								PA22	PA20
<b>Personnel</b>									
	Number	Avg. Salary							
Teachers									
Teacher Assistant									
Disability Service Personnel									
Assistant Mentor Coach/ Education Supervisor									
Literacy Aid/ Safety Coordinator									
Family and Community Partnership Specialist									
Family Service Worker									
Safety Coordinator									
Custodian/Maintenance									
Management/Admin	Position	Salary							
	Head Start Director								
	Admin/Education Consultant								
	Exec								
	Fiscal								
<b>Personnel Total</b>									0.00
<b>Fringe</b>									
Health Insurance	Based on expenditures to date for previous year cost of insurance is running projection is based on no changes to staff participation								
Retirement	State Retirement system 19,970 is the amount of those eligible to contribute X 6% match								
Social Security (FICA), State Disability, Unemployment (FUTA), Worker's Compensation, State Unemployment									
<b>Fringe Total</b>									0.00
<b>Travel</b>	Name	Days	Date	# Attending	Positions	Fee/Registration			
Staff out of Town Travel	Physical/Mandatory drug testing/Mandatory Finger Printing	As required	As determined by required and/or random selection	1 each trip	As required	The state of Tennessee general reimbursement rate for standard mileage effective August 1, 2011 is 47 cents per mile.		These dollars are only used in the event a Head Start vehicle is unavilabe	
<b>Travel Total</b>									
<b>Equipment</b>	Shade covering for playground and outside storage building.								996.00
<b>Equipment Total</b>									996.00
<b>Supplies</b>									
Office	Pens, Copy Paper, Print Cartridges, File Folders, etc (based on current year expenditures to date)								
Classroom/ Playground	Sand, Crayons, Construction Paper, Play-doh, Replacement of tables, chairs, bookshelves, cots, as necessary classroom/gross motor materials, etc(based on current year expenditures to date)								
Food Service Supplies	Utensils, Plates, Bowls, cooking utensils, maintain snack packs and food pantry program to meet the needs of families as indicated in family well-being in the event community partners are unavailable to provide assistance through In Kind								
Program Supplies	Bleach, detergent, toilet paper towels, mops brooms, trash bags, cleaning supplies, etc associated with Custodial Services Associated With The Head Start Center projected \$4,600. Replace Surveillance and Associated Internet Technology Needs as determined by grantee merging process the cost of each item will be determined through the bid process at the time of conversion for the 18 satellite offices maintained by UCHRA/UCDD, Lawn Tractor with front end loader to keep playground up to mandated safety guidelines due to inability to keep entire playground up to specifications with a wheel barrow and shovel projected 16,000 bids unattainable from the state bid process at this time. Must utilize Tennessee State Contracted bids submitted through email April 6, 2020. Storage for preservation, security, and maintaining lawn tractor \$3985. State bids will be used in the purchase of all items at the time of purchase.								
<b>Supplies Total</b>									0.00
<b>Contractual</b>									
Health / Disabilities Services	Contracted staff physicals to include mandatory DOT, projected \$360.00 minimum to \$1,170 maximum depending on expectations and new hires. Average of \$630.00. Random drug tests projected from pervious state mandated selection projected at \$1,800. CPR First/Aid mandates projected \$1,040. Contracted Children physicals as indicated by population needs, Contracted Children dentals as indicated by population needs. Mental Health Contract 5,000 at a minimum if there are no additional services required ie: additional classroom observations, training for parents and staff, child evaluations, consulting, etc projected average \$5,000. Contracted Health and Disability miscellaneous support aids to be determined as needs arise.								
Food Services	To offset cost of feeding children and mandated staff eating with children not reimbursed by CACFP/USDA								





February 21, 2024

Department of Health and Human Services  
Division of Children and Families  
Administration of Children and Families  
61 Forsyth St. Suite 4M60  
Atlanta, Georgia 30303-8909

Ref,; Grant No. 04CH0011574

Dear Sir or Madam,

As the Board of Directors Chairperson, the request to approve the 2023/2024 One Time Supplement Revision request was approved as indicated.

Sincerely,

Randy Heady  
UCHRA  
Van Buren County Head Start

# **UCHRA Van Buren County Head Start Budget Revision Request**

**February 6, 2024**

**Department of Health and Human Services  
Division of Children and Families  
Administration of Children and Families  
61 Forsyth St. Suite 4M60  
Atlanta, Georgia 30303-8909**

**Ref,; Grant No. 04CH0011574**

**Dear Sir or Madam,**

**Upper Cumberland Human Resource Agency Head Start is requesting at this time a revision to the One Time Supplement budget due to rising costs. We are requesting to move funds in the amount of \$996.00 from the other category to equipment line item to cover the rising cost in materials.**

**Policy Council and Board approval is forthcoming. Your consideration in this matter is greatly appreciated.**

**Respectfully,**

**Elsie Blaylock**



Head Start Program  
CONTINUATION Grant Application  
2024/2025

**Upper Cumberland Human Resource Agency**

Cookeville, Tennessee

Grant # 04CH011574-02



Cookeville, Tennessee

Grant # 04CH011574-02

[Application and Budget Justification](#)

**Section 1: Program Design and Approach to Service Delivery**

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**Section 1: Program Design and Approach to Service Delivery**

**Sub-section A: Goals**

Program Goals.....3

Program Goals	Measurable Objectives	Program Outcomes	Challenges
<p><b>Goal 1:</b> To advocate for and provide high-quality mental health services that are respectful and responsive through strengths-based and family-centered approaches to parents/children who have to ensure awareness and identification of the effects of Adverse Childhood Trauma and ensure a foundation of resilience is established for later development outcomes.</p>	<p><b>Measurable Objective 1 (YR 20)</b> 100% of staff will gain knowledge in identifying adverse childhood trauma Baseline: Staff have received training but do not have complete understanding 0%</p> <p><b>Measurable Objective 2 (YR 21)</b> 25% reduction in behavior related incidents for children identified with childhood trauma related behaviors Base line is 24% of the population currently being tracked and/or receiving outside services for behavior issues.</p>	<p><b>Activities:</b> 100% of staff were trained by a Mental Health Professional on identifying signs of adverse childhood trauma. A Mental Health Professional provided education staff with suggestions and feedback through training and observations on how to address childhood trauma in the classroom and how to support the families at home. This is reflected on training logs and classroom observation forms.</p> <p><b>Activities:</b> All staff were trained on the implementation of strategies to build resilience in children during in-service and throughout the year. Staff team building meetings were held to include sharing/discussion of life experiences and how it affects their own working environment.</p>	<p><b>Expected Outcomes/Challenges:</b> Goal was met at 100% with no challenges and can be sustained.</p> <p><b>Expected Outcomes/Challenges:</b> This goal is ongoing and we see a rise in children with behaviors each year. Training occurs for new teaching staff throughout the year as well as our mentoring program. Staff turnover and children starting late in the year have contributed to the rise in behaviors. Staff referred more children for mental health services. There was an increase in families for mental health services.</p>



	<p><b>Measurable Objective 3 (YR 22)</b> 100% of parents will be trained in Adverse Childhood Trauma using ACES to identify Baseline 0%</p> <p><b>Measurable Objective 4 (YR 23)</b> 2 partnership will be established with outside entities addressing the needs of children experiencing Adverse Childhood Trauma Baseline: 0%</p> <p><b>Measurable Objective 5 (YR 24)</b> 100% of support system established to address addiction Baseline: 0%</p>	<p><b>Activities:</b> All parents were given information about Adverse Childhood experiences. Every family has access to a mental health professional to discuss any concerns they have with their child or family.</p> <p><b>Activities:</b> Partnerships were obtained from licensed mental health specialists and .</p> <p><b>Activities:</b> Partnerships were obtained to enhance awareness of addiction within the community.</p>	<p><b>Expected Outcomes/Challenges:</b> Goal was met 100% Parents received training on the ramifications of Childhood Trauma (ACES)</p> <p><b>Expected Outcomes/Challenges:</b> Goal was met 100%..</p> <p><b>Expected Outcomes/Challenges:</b> This goal was met 100% with the creation of the Prevention Coalition</p>
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<p><b>Goal 2:</b> Professional Development- Head Start programs must ensure all staff, consultants, and contractors have sufficient knowledge, training, experience, and competencies to fulfill the roles and duties of their position. Gaining new knowledge, skills, and abilities, along with experience and competencies that relate to one's profession, job responsibilities, or work environment</p>	<p><b>Measurable Objective 1 (YR 20)</b> 100% Education Staff will receive CLASS and Practice Based Coaching training on responsive and effective teacher-child interactions to support appropriate learning experiences providing growth in children's learning and development. Baseline: All staff have some knowledge but not complete understanding 0%</p>	<p><b>Activities:</b> Goal 2: During in-service all education staff received training in CLASS. Also, education staff have entered into a Practice Based Coaching plan whereas a Mentor Coach works with education staff on skills that will increase responsive and effective teacher-child interactions to support appropriate learning experiences providing growth in children's learning and development. This was achieved by in house training and training through NCQTL</p>	<p><b>Expected Outcomes/Challenges:</b> With mentoring and training the Classroom with the seasoned teacher CLASS scores increased. However, due to the seasoned teacher moving into the director's position the CLASS scores in the classroom with the new teacher decreased. A plan of action which includes mentoring and videoing is in place. The teacher will be videoed and the Mentor Coach will meet with the teacher and discuss strategies to improve CLASS score.</p>
	<p><b>Measurable Objective 2 (YR 21)</b> Increased CLASS scores (6) in Emotional Support -focus on <u>teacher sensitivity</u> which encompasses the teacher's awareness of and responsivity to students' academic and emotional needs; high levels of sensitivity facilitate students' ability to actively explore and learn because the teacher consistently provides comfort, reassurance, and</p>	<p><b>Activities:</b> All staff received teacher sensitivity training through ECKLC and mentoring from onsite mentor coaches. Coaching plans were created and reviewed with teachers and teacher aides. Staff met to discuss what the observations and mentoring reflected and how to proceed.</p>	<p><b>Expected Outcomes/Challenges:</b> Goal was met 100%. After training occurred, in the area of teacher sensitivity scores rose by 13%. Fall 5.75 Winter 6.5</p>

	<p>encouragement. Baseline: Baseline 5.5</p> <p><b>Measurable Objective 3 (YR 22)</b> Increased CLASS scores (5.5) in Classroom Organization -focus on <u>instructional learning</u> formats which examines the ways in which the teacher maximizes student’s interest, engagement, and ability to learn from lessons and activities. Baseline: 5</p> <p><b>Measurable Objective 4 (YR 23)</b> Increased CLASS scores (5) in Instructional Support -focus on <u>concept development</u> which measures the teacher’s use of instructional discussions and activities to promote students’ higher-order thinking skills and cognition and the teacher’s focus on understanding rather than rote instruction. Baseline 4.5</p> <p><b>Measurable Objective 5 (YR 24)</b> Increased CLASS scores (5) Instructional Support - focus on quality of</p>	<p><b>Activities:</b> All staff received teacher sensitivity training through ECKLC and mentoring from onsite mentor coaches. Coaching plans were created and reviewed with teachers and teacher aides. Staff met to discuss what the observations and mentoring reflected and how to proceed.</p> <p><b>Activities:</b> All staff received teacher sensitivity training through ECKLC and mentoring from onsite mentor coaches. Coaching plans were created and reviewed with teachers and teacher aides. Staff met to discuss what the observations and mentoring reflected and how to proceed.</p> <p><b>Activities:</b> All staff received training and mentoring in the areas of</p>	<p><b>Expected Outcomes/Challenges:</b> Goal was met 100%. After training occurred, in the area of Instructional learning formats scores rose by 19%.</p> <p>Fall 4.92 Spring 6.09</p> <p><b>Expected Outcomes/Challenges:</b> Goal was met 100%. After training occurred, in the area of Concept Development.</p> <p><b>Expected Outcomes/Challenges:</b> We are continuing to train new staff. After training</p>
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	<p>feedback/language modeling which assesses the degree to which the teacher provides feedback that expands learning and understanding and encourages continued participation while also measuring the quality and amount of the teacher's use of language-stimulation and language-facilitation techniques. Baseline (4.37)</p>	<p>quality of feedback loops and language modeling.</p>	<p>occurred of current staff percentages rose to: Quality of Feedback increased by 22% and Language Modeling increased by 38%</p>
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**School Readiness**

There were no major changes to the school readiness goals.

The programs established goals for improving school readiness addresses each domain of the Early Learning Outcomes Framework. As outlined in our correlation, the program defines where the program goals, curriculum, state learning standards, screenings, assessments and local LEA school readiness goals fall in the ELOF. All established program goals are approved by the governing body, policy council and parents. Since the outcomes report from Teaching Strategies GOLD online does not currently have the Approaches to Learning domain categorized as a separate entity; the program analyzed and found the thirteen Approaches to Learning goals of the Early Learning Outcomes Framework are addressed in the Social Emotional and Cognitive areas. The program also analyzed that the LEA Kindergarten Readiness goals are addressed in six of the seven domains in the Early Learning Outcomes Framework with the majority being in the Language/Communication and Social Emotional domains.

Approaches to Learning – Goal 1. The program will incorporate emotional, behavioral, and cognitive self-regulation, initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills.

Expected Outcomes: Children will obtain skills and behaviors to engage in learning.

Social and Emotional Development – Goal 2. The program will build on a child’s ability to create and sustain meaningful relationships with adults and other children, express, recognize, and manage their own emotions as well as respond appropriately to others emotions.

Expected Outcomes: Children will obtain a critical foundation for lifelong development and learning.

Language and Literacy – Goal 3. The program will develop a child’s abilities in listening and understanding (receptive language) and using language (expressive language), including dual language learners.

Expected Outcomes: Children will communicate with peers and adults.

Cognition – Goal 4. The program will help a child develop reasoning, memory, problem-solving and thinking skills including mathematical thinking and scientific reasoning.

Expected Outcomes: Children will develop thinking skills that help them understand and organize their world.

Perceptual Motor and Physical Development – Goal 5. The program will help a child develop skills to promote health, safety, and nutrition through behaviors and routines.

Expected Outcomes: Children will develop a greater awareness of their ability to keep themselves healthy and safe

Head Start’s Approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. Head Start encompasses a strong, clear and comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development all of which are essential to children getting ready for school. Head Start has established school readiness goals which include the expectations of children’s status and progress across domains of approaches to learning, social and emotional development, language and literacy, cognition and perceptual, motor, and physical development that will improve readiness for kindergarten ensuring children possess the skills, knowledge and attitudes necessary for success in school and for later learning and life.

For parents and families, school readiness means they are engaged in the long term, lifelong success of their child. Head Start recognizes that parents are their children’s primary teacher and advocate. The program consults with parents to establish school readiness goals and work together to promote school readiness and to engage school systems and families as their children make the transition to kindergarten.

The approach encompasses three major frameworks that promote an understanding of school readiness for parents and families and their children. These three frameworks provide the foundation for implementing systemic and interrogated comprehensive child development services and family engagement efforts. These frameworks entail “Program Governance”, “Program Operations”, and “Financial and Administrative Requirements”.

The final report can be linked on our web site [vanburenheadstart.com](http://vanburenheadstart.com) located under the tab governing bodies and report School Readiness.

Approaches to Learning	1. The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation, and curiosity, and creativity, to guide teaching practices that support the development of these skills. Our program classroom rules and routines with increasing independence, Child appropriately handles and takes care of classroom materials, child maintains focus and sustains attention with minimal adult support, Child persists in tasks, Child holds information in mind and manipulates it to perform tasks,
Social and Emotional Development	2. Social Development refers to a child’s ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child’s ability to express, recognize, and manage their own emotions as well as respond appropriately to others emotions. A sense of identity and belonging contributes to school readiness and learning by helping children gain self-confidence. Our program goals are: Child engages in and maintains positive relationships and interactions with adults, Child engages in prosocial and cooperative behavior with adults, Child engages in and maintains positive interactions and relationships with other children, Child uses basic problem-solving skills to resolve conflicts with other children, Child expresses a broad range of emotions and recognizes these emotions in self and others.
Language and Literacy	3. The Language and Literacy development refers to emerging abilities in listening and understanding (receptive language) and using language (expressive language). Our program goals are: Child attends to, understands, and responds to communication and language from others, Child varies the amount of information provided to meet the demands of the situation, Child understands, follows, and uses appropriate social and conversational rules, Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print), Child asks and answers questions about a book that was read aloud,
Cognition	4. Cognitive development includes reasoning, memory, problem-solving and thinking skills that help children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning. Our program goals are: Child knows number names and the count sequence, Child recognizes the number of objects in a small set, Child associates a quantity with written numerals up to 5 and begins to write numbers, Child understands addition as adding to and understand subtraction as taking away from, Child measures objects by their various attributes using standard and non-standard measurement. Child engages in scientific talk, Child asks a question, gathers information, and makes predictions, Child plans and conducts investigations and experiments, Child analyzes results, draws conclusions, and communicates results
Perceptual Motor and Physical Development	5. Perceptual, Motor, and Physical Development includes four elements: perception, gross motor, fine motor, and health, safety, and nutrition. Perception refers to children’s use of their senses to gather and understand information and respond to the world around them. Gross Motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. Health, safety and nutrition refers to the knowledge and use of safe, healthy behaviors and routines. Our program goals are: Child develops knowledge and skills that help promote nutritious food choices and eating habits, Child demonstrates knowledge of personal safety and practices and routines.

## **Child Outcome Results**

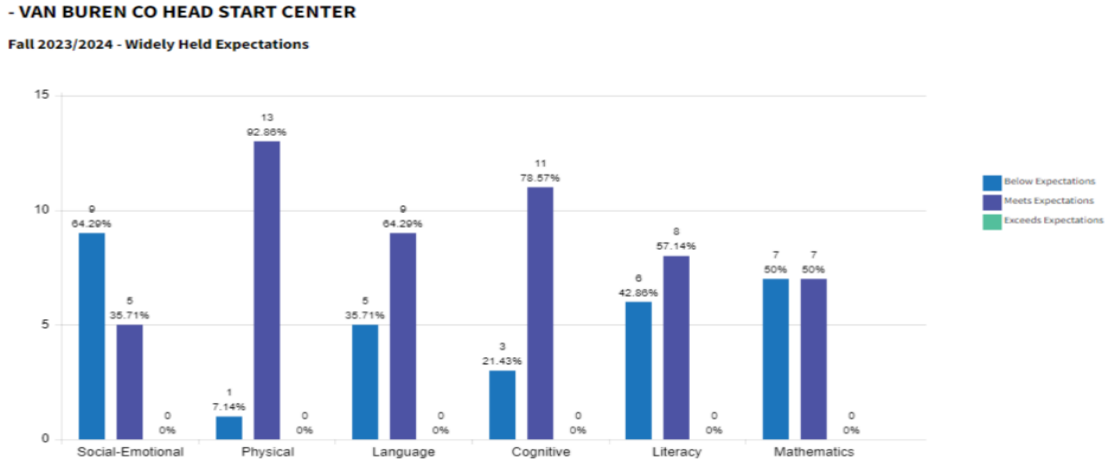
Our program has established goals for improving school readiness across each domain area. We analyzed our data and aligned our school readiness goals to reflect changes resulting in a more focused approach using the ELOF framework. Our goals in the domain areas are: Approaches to Learning – Goal 1. The program will incorporate emotional, behavioral, and cognitive, self-regulation, initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills. Expected Outcomes: Children will obtain skills and behaviors to engage in learning. Social and Emotional Development – Goal 2. The program will build on a child’s ability to create and sustain meaningful relationships with adults and other children, express, recognize, and manage their own emotions as well as respond appropriately to others emotions. Expected Outcomes: Children will obtain a critical foundation for lifelong development and learning. Language and Literacy – Goal 3. The program will develop a child’s abilities in listening and understanding (receptive language) and using language (expressive language), including dual language learners. Expected Outcomes: Children will communicate with peers and adults. Cognition – Goal 4. The program will help a child develop reasoning, memory, problem-solving and thinking skills including mathematical thinking and scientific reasoning. Expected Outcomes: Children will develop thinking skills that help them understand and organize their world. Perceptual Motor and Physical Development – Goal 5. The program will help a child develop skills to promote health, safety, and nutrition through behaviors and routines. Expected Outcomes: Children will develop a greater awareness of their ability to keep themselves healthy and safe.

The following charts reflect analyzed data of children currently enrolled in our program who are entering Kindergarten in the school year 2023-24 according to the Local Education Agency (LEA)

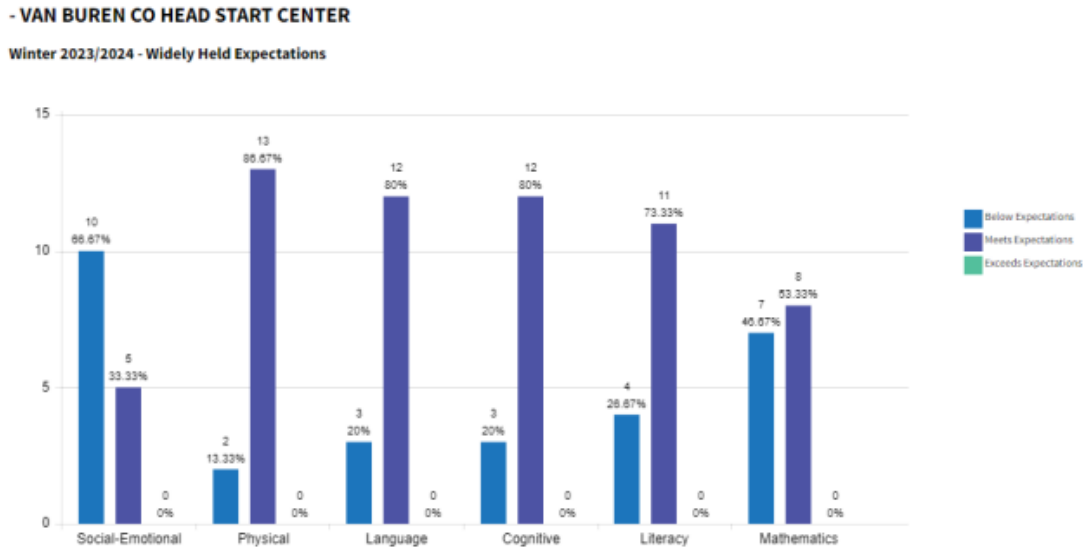
age criteria selection. The three areas that reflect the lowest percentages in the end of the year outcomes are Social Emotional, Mathematics and Literacy. Our data reflects seven children having attendance concerns ranging from 12% to 29% absenteeism. Also three children were late entrees resulting in less educational opportunities. Challenging behavior still resides in the classroom resulting in less academic instructional time and more social emotional

redirection to regulate children’s behavior to prepare and calm them for opportunities of intentional academic instruction.

### Kindergarten Beginning Outcomes



### Kindergarten Mid-year Outcomes

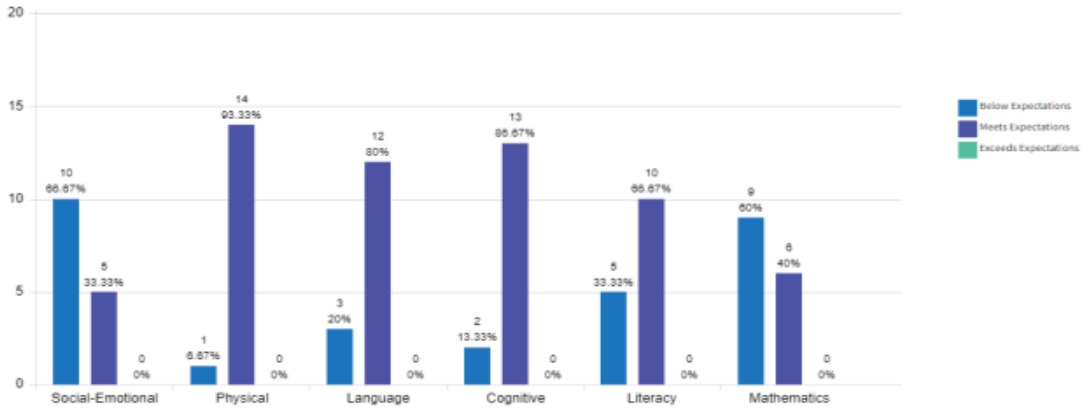


### Kindergarten End of Year Outcomes



**- VAN BUREN CO HEAD START CENTER**

Spring 2023/2024 - Widely Held Expectations

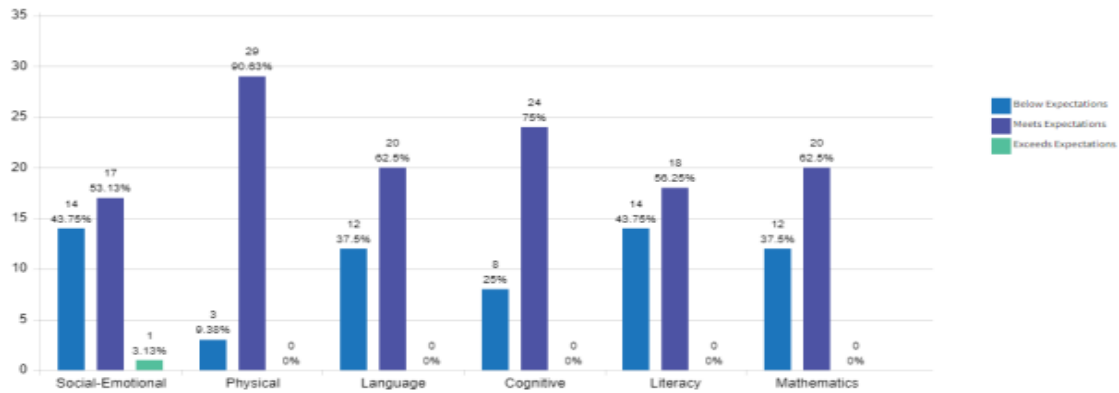


The following charts reflect analyzed data of all children currently enrolled in the program for the 2023-24 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Mathematics, Social Emotional and Literacy. These are the same three areas as children who are transitioning to kindergarten except Math is higher than Social Emotional.

**All Children Beginning Outcomes**

**- VAN BUREN CO HEAD START CENTER**

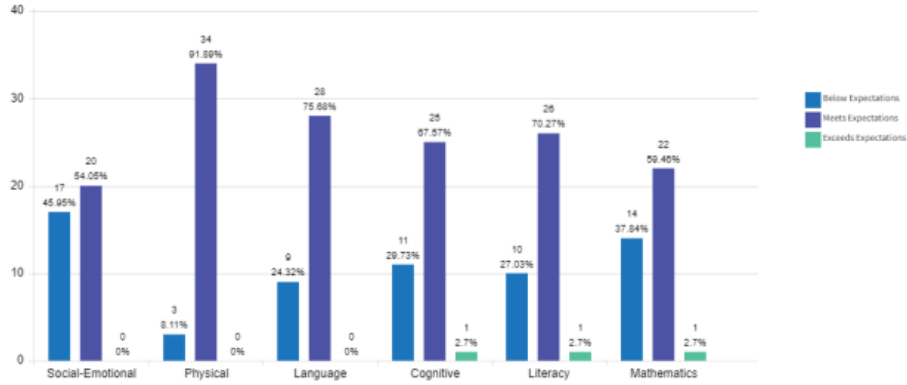
Fall 2023/2024 - Widely Held Expectations



## All Children Mid-year outcomes

### - VAN BUREN CO HEAD START CENTER

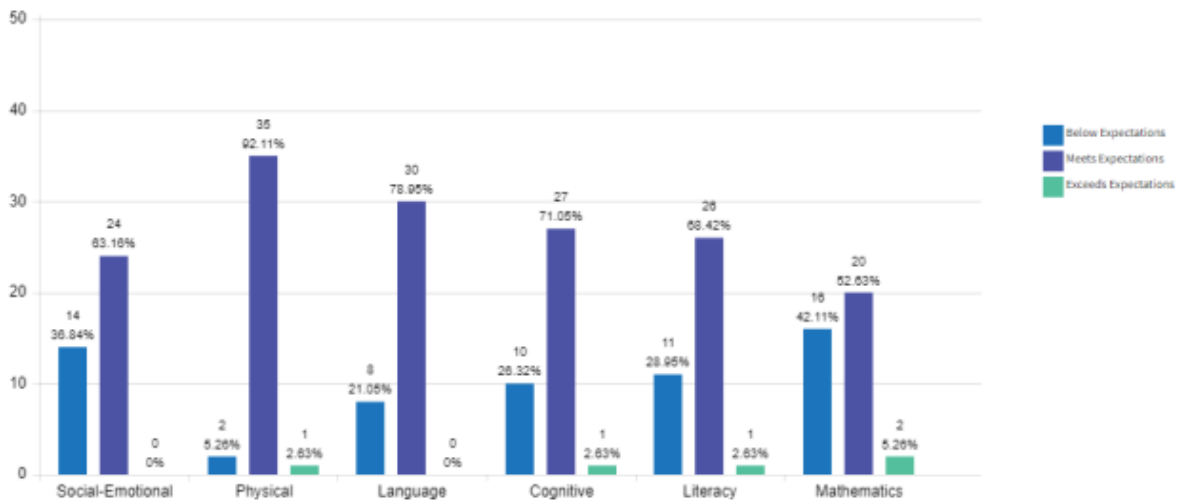
Winter 2023/2024 - Widely Held Expectations



## All Children End of Year Outcomes

### - VAN BUREN CO HEAD START CENTER

Spring 2023/2024 - Widely Held Expectations



Attendance and late entrees once again are the predominant factors for not reflecting the increases in our outcomes that we had hoped to accomplish. Our data reflects fourteen children having attendance concerns ranging from 12% to 35% absenteeism. Also eight late entrees resulting in less educational opportunities. Both of these issues are addressed by our Family and Community Partnership Specialist and our Health and Disability Specialist with the families. Both of these entities have experienced new staff this year, therefore we have enrolled them in the National Head Start Association credentialing program to assist them with training to equip them with the knowledge to stress the importance of attendance and also enrolling their children in a quality preschool program at the beginning of a school year. To address the continuing behavioral issues we will work with our local Tennessee Child Care Resource and Referral Agency to provide us with classroom observations and technical training and assistance on strategies to deal with challenging behaviors. We anticipate this additional training and implementation will prove beneficial and allow the program to experience increased outcomes.

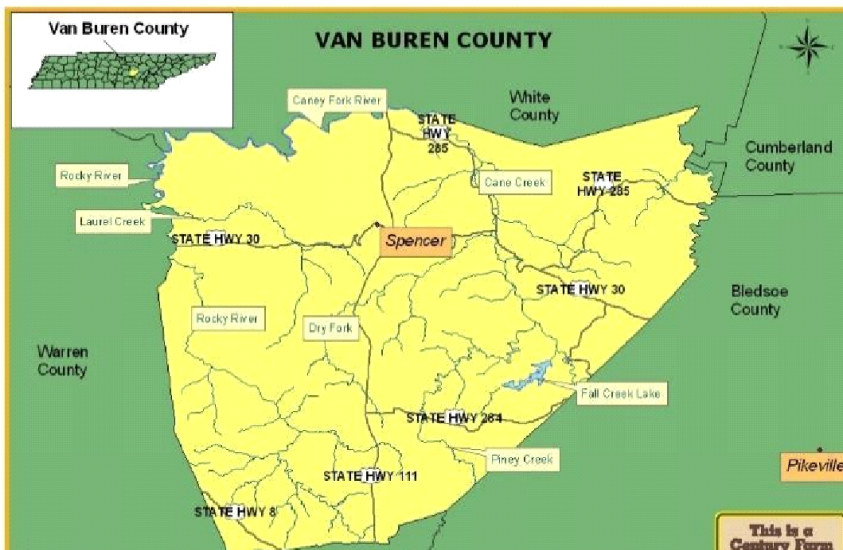
### **Sub-section B: Service Delivery**

#### **Service and Recruitment Areas**

There were no major changes to service and recruitment area

UCHRA's Van Buren County Head Start is one of only two options for high-quality early education in Van Buren County. Our community confronts geographical challenges in offering the educational opportunities that young children need in order to flourish. With a total land area of 275 square miles of mountain range, valleys and winding gorges. The county has few homes and the population density is very low. Parents and busses are required to transport enrolled children from the small town of Spencer down one side of a curvy, steep, narrow and deteriorated mountain road with a small valley before you encounter the other side which entails the same type of terrain before reaching the center at the top of what is known as "Mooneyham

Mountain”. This rigorous trip two times a day, five days a week is a must in Van Buren County to ensure enrollment and attendance of the children in highest need. Many families enrolled in UCHRA Van Buren County Head Start experience are limited to no access to regular transportation. They often do not own, or cannot afford to operate a vehicle. Families are geographically isolated, with public transit transportation nonexistent for most families the program serves. Because of the impact on the overall quality of services provided to children and families and to assure them access to services, transportation services provided to the UCHRA Van Buren County Head Start is crucial. With the geographical challenges of our service delivery area recruiting children for services becomes a rigorous task. Families’ proximity, distance, and lack of transportation provide a hardship for families who wish to enroll their children. The program often cannot service a child in need due to these circumstances. Additionally the Amish population has migrated and owns 4000 square acres, which is a large portion of Van Buren County. This community sits in the middle of the service delivery area. Our community data will reflect a fluctuation of whether children are eligible for Head Start, but Amish parents choose to educate their children at home in accordance with their cultural beliefs.



### **Needs of Children and Families:**

According to the U.S. Census Bureau 5.5% of Van Buren County's [total population is children ages zero to five years of age](#). UCHRA Head Start gives priority to children with disabilities, children who are homeless, in foster care, or below the poverty threshold. Children with disabilities will participate with their peers in the inclusive Head Start classroom receiving services as determined by their IEP. The needs of dual language learners are addressed through classroom instruction being provided in the home language when possible. Spanish is the primary language encountered by the program to date. Families are encouraged to continue to develop skills in English and their home language. Research shows the importance of intentionally supporting families in the process of English and the home language with young children. Our program has systems in place to address adult education through a program implemented by the State of Tennessee funded through lottery dollars allowing obtaining High School Equivalency, a 2-year degree, or certification at no cost to the individual. Because of the problems associated with such a rural, isolated community, the families of Van Buren Co. continue to struggle. People are pressed to find work, to have transportation to get to work, and to afford that transportation. Employment is extremely limited in the county, so there is no choice but to go to neighboring towns and counties. Food, health care, and housing costs have continued to skyrocket while wages have become stagnant. There are still no jobs becoming available in the community in the foreseeable future. Other counties are a long distance away, and minimum wage jobs do not pay enough to make up for the increased travel expenses. The misuse and abuse of prescription opioids have continually grown as a major threat to the health and well-being of the Upper Cumberland area. The prescription opioid epidemic is damaging to the community and its residents in multiple ways. Users are having their lives severely disrupted, or are losing their lives, as a result of their abuse. Upper Cumberland is also losing the economic benefits associated with a healthy workforce as productivity is lost and taxpayer dollars are expended to pay for expensive hospital visits,

incarceration, and custody of children. Another consequence of the prescription drug epidemic that has been detrimental in our area is that 34.5% of children born in Van Buren County suffer from Neonatal Abstinence Syndrome. Neonatal Abstinence Syndrome is a condition in which a newborn has withdrawal symptoms after being exposed to certain substances in utero. Many times, the newborn is exposed when the mother uses substances such as medications or illicit drugs during pregnancy and after the baby is born, the baby goes through withdrawal. The drug problems, particularly methamphetamine and now heroin, have had a resurgence across the Upper Cumberland area. Professionals still do not understand the future ramifications of children being exposed to these drugs being manufactured in their homes. Youth drug and alcohol abuse as well as adult alcohol abuse continue to be a concern for the community. Families in the community increasingly rely on community programs such as SNAP and LIHEAP. Programs helping low-income families are being slashed and families are suffering even more. Early child care is desperately needed; there is no childcare for children aged 0-3 years old provided in Van Buren County. Citizens as well as the families we serve are also concerned about the lack of affordable health insurance, affordable and accessible medical care, and employment for adults and teens. Since the State of Tennessee chose not to expand Medicaid, many low-income people still do not have access to health coverage. In the state of Tennessee, children of low-income families have access to insurance through the TN-Care insurance program. Most adults in the service area as well as across the state do not have access to a state-provided Medicaid system and must rely on Obama care to address this need, which has income stipulations our families do not meet. There is no dentist in Van Buren County, and children needing intensive treatment must travel long distances to receive these services. The COVID-19 virus has also taken a toll on this stressed area.

2023-2024 Family surveys, which are conducted at the beginning of each program year, show the top 2 areas of concern, which are indicated as families in crisis, as follows:

- Food: Many people rely heavily on programs such as WIC and SNAP, which often leaves them short by the end of the month. To aid in addressing this problem and help fill in the gap parents are encouraged to use the Commodity program administered by the grantee, Bread for Life Ministries, Second Harvest ministries, and the food bank on-site maintained by the program. Additionally, the program partners with other community programs to provide a snack pack service to enrolled children.

- Employment: Partnerships with the Tennessee Department of Labor and Workforce Development, and Career Centers support employment opportunities awareness. Employment opportunities are easily accessible and readily available for the parents/guardians and the community in the form of postings located at the Head Start Center, information being sent home to parents, and through requested information contacts. Unfortunately, as you will see from the statistics, there is little opportunity for jobs in this area. This causes difficulty as any jobs that become available are out of the county; so people must commute some distance to work. Transportation costs are still an issue as fuel costs continue to rise, making travel difficult. Opportunities are also made available at our yearly Jobs, Education, Health, and Awareness Fair to assist and support parents and the community in addressing this hardship.

### **Proposed Program Options and Funded Enrollment Slots**

The Van Buren County Head Start has been in existence for 30 years and is funded to serve 37 children ages 3-5 in one facility, which spans one county. UCHRA Van Buren County Head Start program provides services through a center-based option to include but not limited to the size of the service area and as indicated in the Community Assessment to meet the family's needs to obtain work, training to work, and lack of child care to hold jobs, and follows the school calendar for the only public school in Van Buren County.

### **Center and Facilities**

There were no major changes to the center and facilities area. The program operates in a building provided by the local school system on an in-kind basis. The facility is kept up by the program and in conjunction with the local school system when applicable. The building is in good repair but is an older building and does require continual upkeep. The facility is the only one available for the program use in the county. Facility needs for the future as program dollars become available: Minor renovations to ensure a more secure environment.

### **Eligibility, Recruitment, Selection, Enrollment and Attendance**

There were no major changes to the eligibility, recruitment, selection, and enrollment. The service delivery area for Van Buren County Head Start as defined in the refunding application process encompasses the entire county, to include the city of Spencer and all communities within the county. A comprehensive needs assessment for programmatic use regarding target population, program expansion, and site selection, program options and delivery of service delivery areas shall be complete and up-to-date yearly.

Eligibility is based on age, income and area served. The Van Buren County Head Start program determines eligibility at the time of application. In person and phone interviews are completed and all documents examined to determine eligibility and are maintained as part of the eligibility determination record as required by Head Start standards. Head Start standards state that a child must be at least 3 years of age or turn three years old by the date used to determine eligibility for public school (8/15 for the State of Tennessee) to be age eligible for Head Start. Age eligibility is verified by examining documents such as birth certificates- required by state licensing, passports, etc. The program does not require age verification documents to be collected by staff if doing so creates a barrier to the child's enrollment into the program. Children who turn three after the



school cut-off date will be served after their third birthday only if there are no income eligible and age eligible children on the waiting list.

Automatically eligibility is granted, according to Head Start Performance Standards and the Head Start Reauthorization Act of 2008, to children in foster care and children from families experiencing homelessness (according to the definition in the McKinney- Vento Homeless Assistance Act, 42 U.S.C11434a(2)). Families who meet the categorical eligibility requirements do not have to meet income guidelines. Verification, as outlined in the Head Start Performance Standards, is needed that they meet the automatic eligibility requirements.

**Income eligibility:** A child is income eligible if the family income is equal to or below the federal poverty guidelines or the family is eligible for public assistance (TANF or SSI). If a family is eligible for public assistance, verification is needed of the TANF or SSI benefits the family receives. In all other cases, a family's total gross income for the last 12 months or the last calendar year is used to determine income eligibility, whichever is a more accurate reflection of the family at the time of application. If a family can demonstrate a significant change in income from the last 12 months or last calendar year's income, staff may consider current family circumstances to determine eligibility.

**Over Income Placements:** No more than 35% of enrollment slots will be made available to families who fall at above 130% eligibility guidelines. No more than 10% of enrollment slots are filled with children with income levels above the poverty guidelines. Before consideration is given to the preceding, Income eligible children are always given priority. These applicants are accepted on an individual basis based on need and allow the program to provide services to children with diagnosed disabilities, children affected by special circumstances and children referred by community partners. If a family is determined to be over income at the time of

application but has a significant change in family income or circumstances during the program year, eligibility can be re-determined based on verification of the new circumstances and/or income.

Eligibility duration: If a child is determined eligible he or she will remain eligible through the end of the succeeding program year or until they become eligible for kindergarten. If a child is enrolled after his or her third birthday but was not three by the school cut-off date and returns for a third year in the Head Start program, a new application is completed and income eligibility is re-verified. Training: All VBCHS staff, Policy Council and Governing Body will be trained annually on the Head Start standards as well as the program's procedures regarding eligibility determination and verification. All staff will receive training as part of their orientation into the program and within 90 days of hire. This training will include interviewing, completing an application, verifying, categorical and income eligibility, accurate eligibility record keeping and the consequences of intentionally violating federal and program policies and procedures. Strategies for treating families with dignity, respect, communication with families, and dealing with possible issues of domestic violence stigma, homelessness, and privacy. Violations of eligibility determination regulations: VBCHS staff who intentionally violate Federal and program eligibility determination regulations will be subject to termination. Families or program participants intentionally providing or attempting to provide false information used to determine program eligibility may be subject to actions affecting their family's participation in the program. Recruitment is ongoing throughout the program year. Recruitment information is distributed throughout the community via flyers, mailings, attending community events, newspapers, public announcements, canvassing of neighborhoods, billboards and word-of-mouth. Applications are taken at office appointments, phone calls and home visits to best meet the needs of families while

adhering to COVID Mitigation guidance. During recruitment conversations about COVID concerns are discussed with families and the steps that are being taken by the Head Start to provide children and families with a safe healthy learning environment. All efforts are made to actively locate and recruit children with disabilities and children among all cultural, language and economic groups through collaborations with agencies who support and provide services to these populations. At a minimum 10% of enrollment slots are provided to children with disabilities, in addition to slots reserved for children experiencing homelessness. Children in foster care and children from families experiencing homelessness (according to the definition in the McKinney- Vento Homeless Assistance Act) are given priority and systems are in place to aid this population during the enrollment process.

Selection is the formal process for considering all eligible applicants and selecting children and their families into the program. Head Start requires that programs select children and families who have the greatest need based on selection criteria. VBCHS creates and amends our selection criteria annually based on the performance standards, the community assessment, PIR and other program data, children eligible for services under IDEA should be prioritized. The program does not deny selection based on disability or chronic health condition or severity.

The FCPS develops and maintains a waiting list. The waiting list is updated throughout the year with ongoing recruitment and new applications. Openings are filled during the program year within 30 calendar days and according to the selection criteria and following the procedures outlined program policies. Applications are ranked according to need, according to the selection criteria.

All Van Buren County Head Start applications will be completed during an in-person interview with the applicants family. Staff will go to the families' home or other place identified by the family if it is not possible or convenient for the family to come into the Head Start.

Enrollment is the official acceptance of a family by VBCHS and the completion of all procedures necessary for a child and family to begin receiving services. When accepted the participant's family receives a welcome letter with information about the start of the program year and any necessary health requirements. The participant is also given program contact information in case they have any additional questions. HDSS provides support to families to assist in obtaining all relevant health records to avoid any delay in the child's entry into the program. The education staff contacts families prior to the child's enrollment to schedule an initial home visit to start the process of building a relationship with the child and family and plan for the child's transition into the program. For late enrollees, staff will perform a home visit upon completion of assessments. No more than 3% of slots will be reserved for children experiencing homelessness as determined by the community assessment, and those vacancies can not remain vacant for more than 30 days. By requirements of Tennessee state licensing, all children must have a valid Immunization Certification and Physical on file prior to entry, with the exception of homeless children to exceed no more than 90 days. Parent participation in any program activity is voluntary and is not required as part of enrollment requirements.

Attendance for VBCHS is tracked through the use of Childplus. The FCPS enters children's daily attendance into Childplus for tracking purposes. FCPS pulls Childplus attendance reports monthly and reports any attendance concerns. FCPS must document any absences in Childplus to accurately track attendance ensuring children's safety when they do not arrive at school following program policy, there are some circumstances when a child is not in attendance in the

classroom but is still counted as attending for tracking purposes. This includes when a child is receiving required medical or dental care to meet their ESPDT. VBCHS staff encourage regular attendance through parent education on the value of consistency as it affects child learning and social-emotional development, emphasizing routines, developing patterns as part of school readiness goals and success later in life. Parents are asked to call the center if their child is going to be absent. Telephone contact is made with families by staff on each day of a child's absence. If no contact is made with the family, a home visit will be made. FCPS and Education staff work with families to identify and reduce barriers to regular attendance and form an Attendance Works Plan during the initial home visit prior to the child's entry into the program for all children. Implementation of the Attendance Works Plan is to have a plan of action to address issues concerning absences before/ or as they arise ie: sick child, transportation issues, scheduling of doctor appointments, and establishing routines to ensure the child is well rested and on time. Attendance works are designed to help parents track their children's attendance. VBCHS is committed to working with families to address specific and individual needs which may affect attendance. Re-engagement efforts will be made if a child ceases to attend. If the program's monthly average daily attendance rate falls below 85 percent, the FCPS will analyze the causes of absenteeism to identify any systemic issues that contribute to the program's absentee rate. Reasonable efforts will be made to assist homeless families with transportation and attendance needs. The Head Start Program Performance Standards prohibit programs from expelling or un-enrolling children from Head Start because of a child's behavior. The Standards also require programs to prohibit or severely limit the use of suspension due to a child's behavior. VBCHS will partner with families, consult with specialists, help the child and family obtain additional

services as appropriate, and take all possible steps to ensure the child's successful participation in the program but will take into consideration not to put other children and staff at risk.

### **Education and Child Development**

There were no major changes to the education and child development area.

The Van Buren County Head Start implements a developmentally appropriate researched based early childhood curricula that is aligned to the *Head Start Child Development Early Learning Framework* and *TN-ELDS*. The Creative Curriculum for Preschool Fidelity Tool Teacher Checklist ensures validity of the curriculum used in our program. Our program supports staff implementation of curriculum through standardized training procedures and feedback for professional development. The center staff helps each child develop linguistically with age appropriate literacy knowledge; socially, creatively, emotionally, physically and cognitively by providing sufficient time, space and age appropriate materials and equipment. The program uses a comprehensive, developmentally sound curriculum, and a learning environment with a variety of experiences geared to the appropriate age and development of the individual child. Our early childhood education method is based on principles of theory and research in early childhood development driven by Creative Curriculum. Creative Curriculum provides a developmental scope and sequence that includes a continuum for social, physical, intellectual and language development and offers opportunity for classroom staff to adapt skills and concepts to meet the needs of each individual child and the group. Creative Curriculum is used for our lesson plans and individualization; the studies' thematic focus drives our teaching scheme. In addition to Creative Curriculum, the following resources are used: Child Protection Unit, Tennessee State approved and mandated, research-based and required personal safety curriculum, focuses on teaching children basic skills designed to help them keep safe from

dangerous or abusive situations. The Early Learning Scope and Sequence for this child protection unit is to develop children's ability to identify, report and refuse unsafe touches and situations. The 6 week safety themes embedded in our curriculum materials provided for parents, caregivers, child-care providers, and teachers to work together to provide the rules, information and encouragement, and practice that children need to help protect themselves. Before the Child protection Unit Weekly Theme activities are taught to the children, staff must complete the online training which provides Unit Weekly Theme activities that are taught to the children, and staff must complete the online training which provides essential knowledge for staff to recognize, respond to and report child abuse and neglect.

UCHRA Van Buren County Head Start implements a research-based developmental standardized screening and assessment tool that supports individualization and growth in the areas of development described in the *Head Start Child Development Early Learning Framework*. Parents complete a developmental checklist on their child, upon entry into the program. After parental consent and in collaboration with each child's parent, qualified and trained personnel screen all children enrolled within forty-five (45) days of enrollment. Consultants are available for bilingual children who do not speak English. A valid screening process will be used to detect those children in need of immediate referrals. Our primary assessment information sources are the DECA assessment tool, My Teaching Strategies - GOLD, and the Van Buren School Kindergarten Readiness Skills Checklist. Additional measurement sources used are teacher observation and individual children's portfolios. These sources will be used to target the developmental and/or instructional needs of each child. The DECA (Devereux) is used for assessing needs in the social emotional area as well as a health observation form which will be completed on every child within thirty (30) days of enrollment. The program will not use any

development data to rank or compare. Computer generated reports are used to track overall successes. An outcomes/school readiness report is generated on children at the beginning, middle and end of the year based on the data collected from the following Head Start domains: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, Perceptual, Motor, and Physical Development. Part B Section dictates the method and date for outcome engagement. This is a step-by-step routine to enable the Education Specialist to complete the outcome process in a systematic approach, which will be reviewed and analyzed to help define program needs. An analysis report will be included as part of self-assessment and the strategic plan. The purpose of this process is to document accountability and information for program quality improvement. This program will measure beyond the classroom and address program outcomes/school readiness. Patterns of children's progress will be analyzed. Where was the most progress made? Where did children perform less than expected? How does children's progress align with school readiness goals? Data trends will address comparing outcomes from year to year with the intent of improving quality of services to young children and families. Informal teacher observations and additional information from family and staff are used to inform and adjust strategies to better support individualized learning. Consistency between the curriculum, assessment tools and staff development will be reviewed and changes made as needed. The outcome process will be scrutinized in an ongoing process for any revisions or corrections needed.

Before school begins, recognizing the parent's role as their child's lifelong educator, the teachers visit the home of each child/family to ensure a smooth transition from the home environment into the school environment. This allows teachers to obtain a good sense of the family environment, an opportunity to promote family literacy through the book swap and instill the



beginning foundations of the importance of the family role in their child's education prior to phase in/orientation. At this time parents will provide input on the developmental status of their child. Parents/guardians and other resource persons will be used as classroom volunteers and encouraged to share information, materials, food, and activities indicative of their backgrounds, culture and ethnicity. They are also provided with the opportunity to provide feedback on curriculum and materials used by the program. This will allow for parent involvement in the curriculum. In order to accomplish the above objective, our program will integrate various aspects of the social, health, parent involvement and other services into the educational program. Service area staff will conduct workshops for parents/guardians, make agency contacts and referrals for children and families, make home visits when needed and help staff and parents/guardians plan special center activities. Education staff will promote the strengthening of partnerships between staff and parents and enhance parent's/guardian's knowledge of the educational needs of the children. The program setting is open to parents during all program hours. As often as possible, staff and parents/guardians will participate in child development workshops together. Through child development education, parent's ideas will be more appropriate to meet the needs of the children in the program. Communication between staff and parents will be encouraged as it relates to meaningful learning experiences, to individual problems of children's concerns and enhancing parent observational skills. We will implement a comprehensive home activity program as soon as developmental screening has been completed. Parents/guardians will be asked to complete a home activity questionnaire which will pinpoint specific areas where they can become involved in the child's learning process. Each child will receive a weekly school readiness scholastic home activity to take home and complete with his/her parents/guardians. Education news that focuses on positive child development practices

and principles will be furnished to parents on a regular basis. All parents and guardians will be given information to help them select good television programs for children and will help them determine what is considered to be “too much television”. Parents are provided with notes daily informing them of their child’s classroom activities. The Burritt Memorial Library provides Head Start with library cards enabling us to sign up each parent/guardian with their very own card and we maintain 100% enrollment annually. Burritt Memorial Library keeps the Transition/Literacy staff at Head Start updated on all community literacy events that take place. Head Start also provides families with the opportunity to check out books at our center with our onsite Lending Library. Information is sent out periodically on the process of how to check out books. The Van Buren Health Department sponsors the Head Start Book Smart Express which is a section set aside for books, materials and brochures to help promote literacy for parents/ guardians to review at their convenience while visiting the health department. These and other community resources serve as classroom extension partners for our program. Parents/guardians will be given a special orientation during parent/teacher conferences and home visits to help them interpret screening data, which defines ages and stages of development and their children’s current functioning levels, using a developmental checklist. Teachers will discuss with parents during conferences how children develop at different rates and how parents and teachers must work together as a team to ensure that the children do not feel rushed and stressed into learning developmentally inappropriate skills and concepts. Parents and staff will be encouraged to capitalize on formal and informal meetings, conferences offered (three per year), home visits (minimum of two per year), and various other means of communication as an opportunity for exchange of information in the interest of children. Parents will establish educational goals early in the school year that will be reviewed and modified during parent/teacher conferences for modifications or

establishment of new goals. These goals will be documented on the “Parent Educational/ School Readiness Goal Partnership” form and presented to parents through a progress report.

## **Health**

There were no major changes to the health area.

The Upper Cumberland Human Resource Agency (UCHRA) Van Buren Head Start (VBHS) maintains a holistic approach toward providing high-quality health, oral health, mental health, and nutrition services. Staff will consider developmentally, culturally, and linguistically appropriate practice that supports each child’s school readiness. By expanding upon the slogan “A Healthy Child is a Child Ready to LEARN”, staff will assist parents in developing parental confidence and skill by engaging them in the correlation between health and school readiness.

The program will actively engage in a process to maintain a Health Services Advisory Committee by collaborating with the Van Buren County Health Council. Staff will develop relationships with community organizations and establish joint agreements to promote a coordinated system. The service delivery area is a small rural sparsely populated community. It is the program's experience that the same individuals participate in all aspects of community service, which results in duplicated efforts leading to low participation and interest therefore the assembly of service groups is an absolute necessity. The program maintains a joint agreement with the Van Buren County Health Council which is reviewed yearly and revised when necessary. The Health/Disability Services Specialist (HDSS) will be an active member of Van Buren County Health Council; and hold a leadership role when possible(as elected by panel members). All parents will be invited and encouraged to participate/attend the council meetings and accompany the HDSS staff. If parent interest/participation is unresponsive, the HDSS will utilize the Head Start Parent Committee as a subcommittee to review/discuss the information

shared at the council. Child welfare representatives will be encouraged to actively attend the council meetings. The HDSS will ensure the council is actively involved in the planning, operation and evaluation of health services in the Head Start Program. Head Start specific requirements and regulations are addressed on an as needed basis to include but not limited to consultation regarding the need for screening of regular volunteers for appropriate communicable diseases, assist parents with access to services and resources as needed and practicable, developing and identifying local agency responsible for implementing IDEA; securing adaptive equipment and devices and supports; creating linkages to family supports. The council will be utilized throughout the program year as new directives of compliance are issued. Cooperation and sharing of information gained through the council will be disseminated to families and staff as appropriate. The Council will meet on a regular schedule and the HDSS will maintain a cumulative file system of all meetings. Upon the event of the Van Buren Health Councils dissolution the program staff will immediately establish and maintain a singular Health Services Advisory Committee for the purpose of addressing the programs needs.

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Councils dissolution the program staff will immediately establish and maintain a singular Health Services Advisory Committee for the purpose of addressing the programs needs.

The Van Buren Head Start (VBHS) maintains a holistic approach toward providing high-quality health, oral health, mental health, and nutrition services. Staff will develop relationships with parents that encourage trust and respect. Maintain ongoing two-way communication between staff and parents in an appropriate cultural and linguistic manner. HDSS will play a pivotal role through a partnership with parents in the health and well-being of their children, recognizing each family's uniqueness to include religious, cultural and linguistic differences. The Health/Disability Services Specialist or appropriate staff will consult with parents immediately when new health problems are suspected or identified. Staff will educate parents/guardians about the purpose/need for procedures so that they are able to efficiently advocate for their child. Using the Parent Permission and Agreement Form, authorization will be obtained in advance from the parent/guardian or other person with legal authority for all health (medical, oral, mental) and developmental procedures administered through the program, by contract, agreement or staff. Written documentation for any refusal of authorization for health (medical, oral, mental) services will be maintained using the Child Plus Health & Developmental Services Form. Van Buren County Head Start will share with parents the policies for health emergencies that require rapid response on the part of staff or immediate medical attention during the orientation process. A parent handbook is available at all times via the website [www.ucvbheadstart.org](http://www.ucvbheadstart.org) or printed upon request.

A primary goal is to help families establish and/or maintain a long-term medical home they can remain involved in when the child is no longer enrolled in Head Start. Utilizing guardian contact at enrollment and during orientation along with tracking system reports staff will make a

determination as to whether or not each child and family has an ongoing source of continuous, accessible health care provided by a healthcare professional that maintains the child's ongoing health record and is not primarily a source of emergency or urgent care –and health insurance coverage within 30 calendar days of enrollment . If a child does not have a source of care and/or health insurance coverage, staff will provide parents with resources for an ongoing system of health care.

Care professionals shall make a determination as to whether or not the child is up-to-date on a schedule of age appropriate preventive and primary medical and oral health care ,based on: Well-child visits and dental periodicity schedules as prescribed by the Early Periodic Screening, Diagnosis and Treatment (EPSDT) for the State of Tennessee, immunization recommendations issued by the Centers for Disease Control and Prevention, as well as any additional recommendations from the Van Buren County Health Council based on prevalent community health problems.

Staff will develop and maintain a system to track services provided. An individual health record is maintained on each child enrolled. The program ensures that each child enrolled will have a complete medical, oral and developmental history on file-obtained from records of past medical care, staff observations, and information obtained from guardians. The folder and/or web based tracking system will contain the child's medical and developmental history, screening results, medical and dental examination data, immunizations certificate, up to date information about treatment and follow-up, referrals and permission forms and copies of health related contacts shared with the parent. The file is maintained at center level in a confidential manner. Copies of health information pertinent and useful to teachers will be forwarded to the child's teacher. Reports will be utilized to track services. Each child shall have a follow-up plan developed and

implemented within 90 days of enrollment to achieve and/or maintain up-to-date well child care age appropriate preventive and primary medical and oral health care for every child. Once the follow-up plan is established and implementation has begun by Care Providers, the Health/Disability Specialist will maintain ongoing communication with guardians to provide any needed assistance. Staff will assist parents in obtaining prescribed medications, aids, or equipment. All resources will be exhausted with appropriate documentation prior to the use of Head Start funds for health related services. Through a program of education for parents/guardians, health staff will ensure that families have the confidence and skills to recognize any new or recurrent developmental, medical, oral, or mental health concerns.

The guardian of each child is responsible for presenting to the program a completed school medical examination, which includes but is not limited to: Vision and Hearing screenings, hemoglobin or hematocrit, blood pressure, TB skin test (when applicable), lead test, complete medical examinations of skin, eyes, ears, nose, mouth, chest, external reproductive organs, hips, lymph glands, abdomen, extremities, spine, heart, lungs, and groin area. The medical exam cannot be older than one calendar year and is required upon enrollment as required by the state of Tennessee Child-Care licensing. Staff will ensure that relationships are built to foster trust allowing for parents/ guardians to access as a resource for any assistance needed in obtaining medical services for their child.

For children who are not up-to-date on a schedule of age appropriate preventive and primary medical and oral health care, staff will assist parents in making the necessary arrangements to bring the child up-to-date. For children who are up-to-date on an age appropriate schedule of preventive and primary medical and oral health care, staff will track and provide parents/guardians information on how to continue to follow the recommended schedule of care.



Staff will maintain documentation of support in Child Plus.

The program has an immunization policy, which requires each child must have a valid Tennessee Immunization Certificate, as determined by the Dept. of Human Services Licensing, at the time of enrollment. Staff will track, educate and assist parents with updating immunizations as appropriate. Staff will maintain documentation of support.

Initial vision screening is to be completed by the Health Care Provider, as indicated by EPSDT. In addition within 45 calendar days after enrollment, an evidence-based Vision screening is completed utilizing the in kind services of the well-trained Lions Club volunteers in collaboration with the Tennessee Vanderbilt Hospital. However, when screening cannot be obtained from the Health Care Provider or the Lions Club, the Health Services Specialist will complete this screening. Referrals are made for children failing any vision screening. Health staff will develop a partnership with the parent/guardian to devise a plan of follow-up. Resources are provided to parents and tracking of services will ensure that the child is receiving necessary services enabling them to be a full participant in the daily educational services provided by the program.

Hearing Screening is to be done by the Health Care Provider, initially. Within 45 calendar days after enrollment, an evidence-based hearing screening is completed utilizing the in kind services of the LEA. Staff will track and assist parents with the resources to address the child's needs documenting all follow-up contact/assistance.

Parents will be provided with training and education on the health benefits of following a regular schedule of oral health care. The Health/Disability Services Specialist will partner with parents/guardians to facilitate and monitor oral health preventative care, treatment and follow-up,

including topical fluoride treatments. Oral health screening is performed by a healthcare professional prior to enrollment when possible. Head Start Staff will assist parents in obtaining screenings as needed. All children will have an Oral health screening within 45 days of enrollment. Each child is then assigned a category of URGENT, Not-Urgent, or NO Treatment Needs. This will be completed by review of the documented oral health screenings and will determine the order in which dental services should be performed. Parents of children categorized in the URGENT or Not-Urgent categories will be assisted/ encouraged to schedule a dental exam for their child. Oral health follow-up must include necessary preventative measures and/or further oral treatments recommended by the oral health professional. Health staff will promote and encourage families to engage in their child's oral health by promoting tooth brushing activities, providing families with toothbrushes and incentives to develop healthy habits.

A nutritional assessment will be completed on each enrolled child by the Health/Disability Services Specialist. Referencing the initial medical examination presented by the guardian, nutrition assessment data: weight, height, hemoglobin/hematocrit will be obtained on each child. If the data is incomplete the HDSS will perform the needed assessments. An in-house BMI will be obtained within 45 days of enrollment. Based on the BMI, each child will be categorized as either: underweight, normal, overweight, or obese. Using Child Plus Head Start Nutrition Services, information regarding family eating habits and special dietary needs, food allergies, and feeding problems, will be identified and addressed/resolved to the best of our ability. The Health/Disability Service Specialist shall address the nutrition related problems obtained from the demographic characteristics of the target group such as family income, educational level, racial and ethnic composition, and from the quality of local food and water supply such as the

availability of enriched food staples and fluoridated water with applicable persons (i.e.; FCPS, Health Council, etc.)

All children are familiarized with the screening prior to receiving service through teachers planning related activities and guardians being given information to help them prepare their children in a developmentally appropriate manner. As soon as screening assessments are completed, guardians are notified of the results by note and/or conference in the primary language as applicable. Referrals are made when indicated. The Health/Disability Specialist, who utilizes the in kind services of the LEA, handles speech/language referrals. Nutritional referrals are made to the Van Buren County Health Department, WIC, and Nutritional Counseling Programs by the Health/Disability Services Specialist. Children requiring a more in-depth developmental assessment are referred to the Health/Disability Specialist who utilizes the in-kind of the LEA or contracted the services of a mental health professional. When treatment is completed, documentation will be obtained from the provider and maintained in the child's health record.

Oral health promotion is our goal which includes holistically, culturally and linguistically appropriate approaches and strategies, being mindful of stigmas surrounding oral health. Teachers and children will put health routines in place early in the year. Good health habits will be stressed as a means of preventing the spread of disease and as good practice for keeping "bodies" strong and healthy. Choosy and Cavity Free Kids are designed to present oral health as an ongoing part of the early learning curriculum. The curriculum integrates Oral Health Concepts and teaches children to incorporate these healthy practices into their daily routine. Promoting effective oral health hygiene, the programs will ensure all children swish and swallow following breakfast and snack; after lunch children are assisted by appropriate staff, or volunteers-if

available, in brushing their teeth with fluoridated toothpaste. To further promote oral health hygiene, Head Start Staff will encourage parents to practice self-care oral hygiene procedures with their child and other family members.

The nutrition service is designed to be culturally and developmentally appropriate, meet the nutritional needs of and accommodate the feeding requirements of each child, including children with special dietary needs and children with disabilities and beliefs. Every child will receive breakfast, lunch, and snack. Meals shall be designed to meet the daily caloric needs of children ages three to five years which will provide one half to two thirds of the daily nutritional needs. Particular attention shall be given to each child's need for iron, vitamin C, vitamin A, low sugar, low sodium and low fat. Meals are patterned after the USDA/CACFP (Child and Adult Care Nutrition Program) meal pattern requirements with special attention given to appropriate combinations of foods. Portion sizes are established in accordance with the USDA/CACFP Guidelines. These portions may be adjusted upward as necessary to meet the child's daily nutritional needs. Standardized recipes are adjusted for portion sizes appropriate to the USDA/CACFP Guidelines. Meal and snack periods are scheduled appropriately to meet the children's needs and are posted along with menus; (i.e., breakfast must be served at least two to three hours before lunch, and snacks must be served at least two to three hours after lunch).

The meal schedule shall be as follows in the Head Start Center: Breakfast 8:10 a.m. / Lunch 11:00 a.m. / Snack 1:30 p.m.

Safe drinking water is made available to the children throughout the day via water fountains available in each classroom as well as on the playground and indoor gym area; a water dispenser is available as a backup, when needed.

The program will utilize funds from the Child and Adult Care Nutrition Program (CACFP) administered by USDA as the primary source of payment for meal services. An outside Dietary Consultant will be used to ensure proper balancing of menus.

Head Start Staff develop collaborative relationships and partnerships with community organizations to meet the additional nutritional needs of families through partnerships or referrals for WIC and SNAP benefits. Nutrition services will be maintained by the program when dollars are available and when nutrition support cannot be located or is insufficient to meet the needs of the families.

Wellness promotion is our goal which includes holistically, culturally and linguistically appropriate approaches and strategies, being mindful of stigmas surrounding mental health. All staff are educated and provided the necessary tools to promote and support children's mental health, social and emotional well-being, and overall health that is implemented in various ways. Using a combination of Conscious Discipline Curriculum, the CSEFEL (Center for Social Emotional Foundations of Early Learning) approach, DECA screening assessment, and Second Step/Child Protection Unit, aids in effective classroom management and positive learning environments; supportive teacher practices; and strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns.

To be effective, a Head Start Program must support the mental health of staff, parents and children. The concept of mental health must be understood and the activities must be planned collaboratively among all service areas to meet the needs of the specific community. It is important to discuss mental health in a comprehensive way that considers its relationship to the physical, social, cognitive, emotional, spiritual, and occupational needs of the whole person. By its comprehensive nature, Head Start is an ideal setting for promoting a positive mental health

program, and in turn, will strengthen all other goals, objectives and activities in Head Start.

The Van Buren County Head Start believes that through the implementation of a successful intervention program for low income and economically disadvantaged children and families, it is possible to strengthen the ability of the child and family to succeed in their future years. This shall be done by soliciting parent information, observations, concerns (with parental consent-PPA) about their child's mental health. Staff will share the child's class observations with parents including behavior, development separation, and attachment concerns.

Utilizing our Behavior Support Planning Process and the Mental Health Consultant as outlined within the contract between the Mental Health Consultant and our Program, We ensure mental health support services by:

1. Assisting children in emotional, cognitive and social development toward the overall goal of social competence in coordination with the education program and other related component activities.
2. Assisting disabled children and their families in obtaining the necessary mental health services which will ensure maximum benefits from participating in the Head Start Program.
3. Provide training for staff and parents to help them understand child development and growth, appreciation for individual differences, and the need for supportive environments.
4. Assist with provisions for prevention and early identification and intervention of problems that interfere with the social-emotional development of children, parents and staff.
5. Help promote positive attitudes in parents and staff towards mental health services and recognition of the contribution of psychology, medicine, social services, education and other disciplines of mental health practices.

6. Assist in the mobilization of community resources to serve children, staff, and families who have problems preventing them from coping with their environment. (Additional support may be utilized from community partnerships with the Health Council.)

Mental Health Professionals are available to our Program on a consultant basis. They can provide the following services: Assist in planning behavior modification strategies, training staff and parents, observe children, consult with teachers and other staff, and help with behavioral screening, and assist with follow-up and referrals; keeping staff and parents aware of community mental health resources, Interpreter services will be provided on an as needed basis. Their mission is to observe, confer, intervene, and follow-up in writing and verbal communication with staff and parents regarding their findings, strengths, and weaknesses. Ultimately, when necessary, therapeutic intervention would ensue. Policies are implemented to limit suspensions and prohibit expulsion.

For success to be achieved, the Head Start Program will ensure that each child and family will be provided with a comprehensive program to meet their emotional, social, health, nutritional and psychological needs while always recognizing and reinforcing the parent's role and pride in themselves and their children. In collaboration with parents, we promote children's health and well-being by providing medical, oral, nutrition and mental health education support services that are understandable to individuals, including individuals with low health literacy.

We provide various opportunities to learn about preventive medical and oral health care, emergency first aid, environmental hazards, and health and safety practices for the home including but not limited to health and developmental consequences of tobacco products use/exposure and exposure to lead and safe sleep. Opportunities include but are not limited to:

Phase-in/Orientation; Family Reading Nights, Parent-Teacher Conferences; Home-Visits; Parent Committee Meetings; Annual Jobs, Education, Health, & Awareness Fair.

Nutrition education shall be provided for staff, parents, and children. Based on identified needs, activities will be planned. Families shall receive education and guidance at home and money management and help in consumer education so that they can fulfill their major role and responsibility for the nutritional health of the family. Special provisions for the involvement of parents and appropriate community agencies in planning, implementing, and evaluating the nutrition services will be made. Training services will be utilized through the University of Tennessee Agriculture Extension Services, Public School Nutritionist/Dietitians and the Health Department. Information related to food assistance programs, (i.e., food stamps, The Supplemental Food Program for Women, Infants and Children (WIC), Child Nutrition Program (CNP), Commodity Distribution) all support materials will be made available for distribution to parents. We will encourage participation and address questions and comments on these programs as needed.

In an effort to promote parent involvement, copies of the menu will be posted in the center each month. Parents will be provided opportunities to evaluate the Menu. Menus will be made available monthly for review by parents along with information focusing on the Health, Oral, Nutrition, Mental, and/or Disabilities services by the publication and distribution of a monthly newsletter translated into the primary language as applicable. Miscellaneous nutritional information, (i.e., canning and preserving food, food assistance programs, sharing mealtimes with children) shall be made available for distribution to parents. Parents shall be encouraged to participate in the Nutrition Services by:

- Helping to establish or update statements of philosophy or policies.



- Participating in planning the menus within established guidelines.
- Contributing recipes for foods their children particularly like.
- Making materials for nutrition learning activities.
- Collecting appropriate food packages and other props to be used in role-playing activities.
- Conferring with caregivers or teachers about feeding/nutrition concerns.
- Participate in the Health Advisory Committee/Health Council addressing health and nutritional needs.

Through the program's efforts to educate and promote healthy living choices, health staff will assist and provide resources to families with expectant mothers as needed to aid them in making healthy choices for themselves and their unborn child.

Staff will encourage, engage and collaborate with families during Phase-in/Orientation; Parent-Teacher Conferences; Home-Visits; Parent Committee Meetings; Mental Health Parent Trainings to discuss observations, concerns and identify issues related to child mental health and social and emotional well-being. Through this partnership parents will gain the confidence and skills to appropriately respond and promote their child's social and emotional development.

On a monthly basis we provide developmentally appropriate vehicle and pedestrian safety for keeping the children safe via bus evacuation drills and simulation videos. Passenger safety related to Car-seats, Booster-seats, and seatbelts is addressed with an annual visit from the Tennessee Highway Patrol and Tenny C. Bear the safety mascot and alert parents to scheduled community car-seat safety checks as they become available.

Health staff will implement a system to provide ongoing support in assisting parents in accessing resources and navigating through health systems to address the identified needs of their children

and families and educate parents in understanding the results of diagnostic and treatment procedures, as well as plans for ongoing care.

Utilizing the document Caring for our Children Basics a system of management for safety policies and practices has been developed, implemented and enforced. Training is provided and staff development is applied to ensure the implementation of policy and procedures that ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures maintain child safety and well being at all times. Evaluation, correction and continuous improvement of program systems allows the program to achieve quality services to children and families.

Child-designated areas for learning, playing, sleeping, toileting, and eating meet licensing requirements; and are clean and free from pests; free from pollutants, hazards and toxins. Checklists are performed daily, weekly, and monthly to ensure all areas of the facility are well lit, designed, and maintained to eliminate the hazards associated with child injury, choking, strangulation, electrical, and drowning hazards, hazards posed by appliances, etc. The facility is equipped with emergency lighting, safety supplies, first aid and fire safety supplies. Firearms and other weapons are strictly prohibited on persons, grounds or vehicles. Classrooms are accessible to toileting and diapering areas. Using the Office of Head Start's Environmental Health & Safety Protocol along with the Office of Head Start's Life Safety Code Information along with internal controls, the program ensures that the facilities and grounds are free of hazard. The program will maintain current inspection reports to ensure that children and adults are protected from environmental hazards such as air pollution, lead, and asbestos. Areas that have been recently painted, carpeted, tiled, or otherwise renovated are well ventilated before they are used by children. Areas used by staff or children who have allergies to dust mites or to components of

furnishings or supplies are maintained by the program according to the recommendations of the health professional.

When purchasing materials and equipment for use by children indoor and outdoor the Consumer Product Safety Commission or the American Society for Testing Materials guidelines are adhered to. A regular schedule of sanitation and maintenance is performed by staff and documented.

In compliance with state and federal requirements background checks are performed with clearance prior to the first day of employment.

All staff, consultants, contractors and volunteers are provided pertinent training to ensure the safety of children in their care. Training includes agency and Head Start orientation, Prevention and control of infectious diseases; a program of detection, prevention and reporting of child abuse and maltreatment ( twice yearly) and inclusive of parents during orientation, Prevention and response to emergencies related food and allergic reactions (yearly determined by current children enrolled), Emergency Preparedness and response planning for emergencies; Handling and storage of hazardous materials and the appropriate disposal of bio-contaminants; policies and procedures for the safe transportation of children, First-Aid and cardiopulmonary resuscitation (twice yearly) and the administering of Medication, parental consent, storing medication and documenting administering medication, and how to read a prescription (doctor's instruction) and accurately measure and administer prescribed dose by the local/regional health department consistent with standards of parental consent; All trainings by staff are tracked and verified by staff three times yearly. In addition staff and consultants follow policies that ensure practices to keep children safe during all activities, including: indoor and outdoor supervision. A playground and indoor gross motor supervision plan will be implemented to include arrival and departure

procedures to those areas, supervision assignments, and communication links. Procedures for authorization of the release of children are maintained and followed. Updates are made on a continuous basis and all center staff/transportation staff are provided up-to-date copies immediately upon changes being made via DRIVE access. All staff, volunteers, consultants, and contractors will sign, acknowledge, and follow Safe Environment Policy prior to interactions with children.

To eliminate the spread of germs and disease, staff, children and volunteers will be properly trained in hand washing techniques, using soap and water. For protection of children and adults, hand washing will be practiced after diaper changing, aiding in toiletry, personal use of toilet, before any food-related activity, and after the handling of pets or animals. Any staff member administering medication to a child will wash their hands before and after dispensing. To eliminate the spread of germs and disease further, all cots will be placed at least 3 feet apart, using head to toe sleeping arrangements. Bathrooms, toilets, classroom sinks, faucet, and water fountain will be checked and disinfected daily and should any additional need arise. Universal precautions are used by all staff when blood or other bodily fluids are likely/known to be involved. Spills of bodily fluids will be cleaned and disinfected immediately. Any tools and equipment used to clean spills of bodily fluids must be cleaned and disinfected immediately. Other blood-contaminated materials must be disposed of in a plastic bag with a secure tie. Implementation of the procedure for Changing Children's Soiled Diapers/ Pull-Ups/ Underwear and Clothing addresses and ensures both child and staff health and safety.

Emergency preparedness (prevention and response) practices are ensured with the implementation of fire, tornado, and bus evacuation drills which are practiced regularly. Utilizing the Prevention and Control of Infectious Diseases and Contagious Conditions by Illness

Exclusion procedure staff protect themselves and children from exposure to contagious disease. Children's individual specific health care needs and/or allergies are made known to applicable staff via an Individual Health Plan, which is maintained in their health file with a copy provided to education staff; Alerts are posted within the classroom and kitchen to warrant appropriate health and safety precautions.

The Van Buren Head Start maintains a plan for the response to natural and manmade disasters and emergencies, a well-stocked first aid cabinet is located at the center in the Central Office. First aid supplies are accessible to all staff which are trained in the use of its contents. Inventory is conducted monthly and supplies are restocked as necessary. First aid quick fix unit is located in the indoors gross motor area and out of the reach of children. First aid supplies are not accessible to children due to the location in a non-child area. All buses and vehicles are provided with first aid kits, which are inventoried monthly and restocked as necessary. When off the bus ie:field trips, etc, staff possess portable first aid kits with quick fix items.

### **Family and Community Engagement**

The family and community engagement process is functioning normally although COVID is still a topic of conservation and steps to prohibit the exposure of COVID are in place. Primary goals for the Head Start Program across all aspects of the program in general, and the Family/Community Partnership Specialist in particular, is to assist the parent/guardian of Head Start children, to assume a more active and confident roles in identifying the needs of their children and families, establishing and understanding of safe, stable and nurturing environments and relationships, and giving them the tools to recognize that they are their child's primary teacher and lead them to the understanding of how important it is to participate in their child's learning and development. Community partnerships are established to support positive child and

family outcomes that can respond to families interests and needs. The Family/Community Partnership Specialist is responsible for making parents aware of community services and resources thus facilitating their use and making community agencies aware of Head Start families' needs and ways of meeting them.

Fathers make critical contributions to the " educational achievement and physical and emotional health" of their children. Research shows that fathers make unique and important contributions to their children's development and children of involved fathers are more likely to succeed in school. Fathers can help a Head Start program be more effective at promoting children's development and learning. And at the same time, a Head Start program can help fathers be more effective in their children's lives. The Van Buren County Head Start will involve fathers/ male valued partners by incorporating activities to include but not limited to Pizza for Pops/Donuts for dads, Birdhouse building, MVP Day (Male Valued Partner), a socializing activity day geared toward significant males and children only. We ensure that in situations where the father does not live in the home, they will receive invitations to activities and access to center to home communications.

Van Buren County Head Start staff will develop meaningful and respectful relationships to encourage trust through an ongoing system of communication, recognizing the unique cultural, ethnic and linguistic backgrounds in the program and community. A notification of family needs through ChildPlus notes is used by the education staff and other Head Start staff to notify the Family/Community Partnership Specialist of a child's/family's social service, health and disability needs which they have been trying and/or unable to meet, and ask for assistance. Parents/guardians will be encouraged to visit the center and take part in daily activities such as performing classroom observations, Parents/ guardians are always welcome to observe at their

convenience. If parents/guardians have exhibited outstanding performance while volunteering in the center and classrooms, they will have priority, consideration for employment, as positions become available. Whenever possible and as required, transportation and child care services will be provided by the Family/Community Partnership Specialist to facilitate participation in parent activities.

A literacy program is established to encourage parents and families to obtain the necessary skills required to advocate for them and their families. Adult Basic Education and G.E.D. classes are made available to assist families in this goal. A library has been established for parents/guardians and staff to utilize, with various levels of reading materials and interests. This will expand vocabulary and enrich knowledge. Through this service we encourage parents and staff to set the proper example for our children by teaching and developing good reading skills. The preschool child is impressionable and enjoys imitating peers and parents/guardians; thus the adults and teachers that surround the child daily play an important role in molding the child's attitude toward school and learning. The program will extend school readiness through partnerships that include but are not limited to Burritt Memorial Library where all parents/children will be provided a library card to access books for home use On site Lending Library for parents to access books when public library is not a convenient, Van Buren County Health Department partners with the program allowing us to maintain the Book Smart Express at their facility where parents and community can access books, materials and brochures while accessing Health Dept. services. Staff will assist and educate dual language families to the importance of and benefits of bilingualism and biliteracy.

Staff will promote and train parents in the need of regular attendance and its importance to the child's educational needs, now and for the future, by using the “attendance works” model, reviewing the parents plan to assist them to modify the plan as attendance issues arise.

The Family/Community Partnership Specialist staff will conduct a Parent Needs and Interest Survey during the first weeks of the school year. On the survey, parents will be asked to list their interests and preferences concerning training activities to be held throughout the school year and will be scheduled at a convenient time for parents. Training will be offered throughout the school year aimed at educating and providing resources.. Through follow-ups made with parents/guardians, the staff will obtain feedback using evaluation forms as to the quality and usefulness of services and training provided. The Family/ Community Partnership Specialist will be responsible for developing, arranging and coordinating all training. All training will take place at the center level.

The Van Buren County Head Start utilized the Compendium of Parenting Interventions provided by the Office of Head Start to determine which research based parenting curriculum would be used by the program to improve child outcomes. The compendium provided the program with information needed to make informed judgments. Information from the Compendium of Parenting Interventions helped the program compare parenting interventions and includes a brief description of child outcomes, child age, required initial training, level of education required to deliver the intervention, and startup costs. Through the programs comparison of each Parenting Intervention provided by the Office of Head Start. Extensive research and determined needs of the program and families served by Van Buren County Head Start chose to use Systematic Training for Effective Parenting (STEP) as the program’s parenting curriculum. STEP is provided to enrolled families once a year, while staff provide information and resources from



STEP on an ongoing basis to parents in need of intervention. STEP utilizes lectures that are presented in group format in combination with interactive activities including role-play exercises, discussions of hypothetical parenting situations, and the sharing of personal experiences. Topics include: Understanding child behavior, building children's confidence and self-esteem, communication skills including developing the parent-child relationship, managing anger, drug prevention, guilt, adoption, stepparents, and parenting without a partner.

As part of the application process, the Family/Community Partnership Specialist will complete a Family Partnership Agreement identifying with parents the goals and strengths of the family. A Family Partnership Agreement Plan will be established and implemented for each family of an enrolled child within 30 days of enrollment into the Head Start Program. In conjunction with the parent/guardian, the Family/Community Partnership Specialist will identify needs, both of their children and other family members, and set goals to improve the conditions and quality of their family lives. Information obtained during the family assessment process will result in the development of the Family Partnership Agreement Plan geared toward helping families reach their desired goals, which should include school readiness and to fully prepare children and families to succeed in school. Acknowledging that families are changing (no parent in the home, grandparents as parents, fathers as single parents), we will ensure that the needs of these families will be addressed. The Agreement Plan will include, but is not limited to, family goals and responsibilities, and strategies designed for family members to achieve these goals within reasonable time frames. The Family/Community Partnership Specialist will assist parents/guardians through referrals to local community partnership agencies, i.e., Department of Human Services, Family Resource Center, G.E.D., and other Educational Resources, Housing Assistance, Child Support Services, etc. The parents have the support of the Mental Health

Consultant who conducts classroom observations and is available to the parents for meeting, training, and individual support. Follow-ups will be made to ensure services are being obtained and provided. Services will be tracked and monitored in Childplus. Close contact will be kept with partnership agencies and resources to eliminate the duplication of services. Referrals will also be made to other Head Start staff members, i.e., the Health/ Disability Specialist, for assistance in additional areas of family life. Our goal is to strengthen Family Well Being so that the families we serve will gain additional knowledge and take opportunities to advance their education/ employment/etc.

The Family Partnership staff will maintain contact with the families of Head Start children, monitoring each family's progress and offering assistance as needed throughout the child's Head Start enrollment period. This will be done by phone calls, contact at the center or on bus routes, parent meetings and training, other events and home visits when needed. Support will be provided to Dual Language Learners, through translating and interpreting as needed. Each family's Family Partnership Agreement will be reviewed mid year and will be used to ensure needs and school readiness goals are current. End of year surveys will be obtained from parents evaluating services and quality of services received.

The Family/Community Partnership staff will arrange for a Parent Committee to be held, through memorandums sent home by children, personal phone calls and calling system. All Head Start parents will be invited to attend. The Family Partnership staff will arrange and assist with the organization of the Policy Council and their related meetings.

The Family Partnership Specialist will establish and maintain a comprehensive and confidential record keeping system for the Social Services Area. Parents may examine their child's file, when necessary. The Family Partnership Specialist will be responsible for establishing the social

services file system, and all correspondence pertaining to the family will be documented on Family Contact Notes and/or in the Childplus reporting system. The Family Contact report will present a composite picture of the interaction with the family by Head Start staff. The Family/Community Partnership Specialist will be responsible for maintaining confidentiality and protecting the privacy of personally identifiable information regarding Head Start children and their families. There will be equal protections to FERPA (Family Educational Rights and Privacy Act).

The Van Buren County Head Start builds relationships and partnerships with community organizations by establishing procedures, contracts and informal partnership agreements with local and regional entities providing services to children and families served as determined by the community assessment.

Head Start develops collaborated relationships and partnerships with community organizations, including the utilization of services administered by the grantee that may include but are not limited to:

- Health care providers, Medicaid managed care networks
- Dentists, other health professionals
- Nutritional service providers
- Individuals and agencies that provide services to children with disabilities and their families
- Elementary schools
- Nutrition assistance agencies
- Workforce development and training programs
- Adult education,

- Housing assistance agencies
- Domestic violence prevention and support providers
- Any other organizations or businesses that may provide support and resources to the children and families served by the program.

Additional nutrition services will be maintained by the program when dollars are available and when nutrition support cannot be located or are insufficient to meet the needs of the families ie:(food bank, snack packs, commodities, etc.)

Van Buren County Head Start works to promote comprehensive early childhood services by establishing partnerships, relationships and effective communication with the local school system. A Memorandum of Understanding is maintained by the program and Head Start Staff will assume an active role in the local school system preschool advisory council sharing and learning from one another.

The State of Tennessee provides for a quality rating system through the Department of Human Services Licensing unit. Through this process the program is evaluated in seven areas which include parent family involvement, staff compensation, director qualifications, staff /child ratios, environmental rating system, professional development, developmental learning. The process evaluates programs using a three star rating scale. Van Buren County Head Start actively participates, maintaining a 3 stars rate since the inception of the program.

### **Services for Children with Disabilities**

The changes to the services for children with disabilities are as follows.

The Head Start program has historically had a policy of inclusion for all low-income children. Children with disabilities have been served since Head Start's inception in 1965. In 1972, Head Start began to provide handicap/disability services in a more structured manner, with

evaluations, Individual Education Plans and Special Services.

The Van Buren County Head Start program provides services for low-income, preschool children with disabilities in the least restrictive environment, with necessary support services provided at the Head Start center or through service providers in the community. This disability plan includes a full range of activities and services normally provided to all Head Start children and provisions for any modifications necessary to meet the special needs of children with disabilities. Also taken into account are the needs of the children for small group activities, for modifications for large group activities, and for any individual special help. As part of its programming for young children with disabilities, Van Buren County Head Start works closely with other agencies, including Van Buren County Schools, to provide the most appropriate placement and services available.

If a child comes into the program with an IFSP the families have the option to continue with an IFSP until the child reaches the age of 5 or start proceedings to convert to an IEP with the local LEA. The Van Buren County Head Start program refers all children with suspected disabilities to the LEA for evaluation and special services unless the family has decided to continue with an IFSP. The following plan stipulates the manner in which Van Buren County Head Start will provide services to special needs children.

The Head Start program will make all efforts to develop and maintain interagency agreements with LEAs and other agencies. When resources are not available within the service area, efforts will be made to obtain agreements to ensure services. If no agreement can be reached, the Head Start will document all efforts and inform the regional office.

Agreements should include, but is not limited to participation in Child Find, joint training of staff and parents, procedures for referrals for evaluations and responsibility to reporting children with

IEPs to LEA for child count report. Agreement should also include any other items agreed upon by both agencies. This agreement will be updated annually.

The Van Buren County Head Start Program has an active recruitment program designed to seek out preschool children with disabilities who are most in need of Van Buren County Head Start, i.e., children from low-income families, children with special needs and children from high-risk environments. Ten percent of the slots are to be maintained by children with disabilities eligible for special education and related service or early intervention services. The Community Assessment is used to determine geographic areas to be served, as well as the potential need of the population to be served. The Van Buren County Head Start program begins its annual recruitment activities in May of each year. They include: (1) door-to-door surveying, (2) newspaper advertisements, (3) neighborhood center recruitment and surveying, (4) current UCHRA-Head Start parents, and (5) contact with community agencies that serve families with young children. Major recruitment efforts are carried on with the Department of Children's Services and the Van Buren County Health Department. Parent Committees, Policy Council and other parent participants are involved in recruitment efforts.

Van Buren County Head Start maintains continuing contact with persons, agencies and organizations that serve, or are likely to be aware of young children with disabilities. Emphasis is given, in the spring of each year, to special recruitment activities by phone, personal contacts and meetings.

The Van Buren County Head Start Family/Community Partnership and Health/Disability Services staff are jointly responsible for these contacts, and for providing agencies with information about Head Start disabilities services, eligibility guidelines, diagnostic criteria of disabling conditions and application and referral forms. Maintains a MOU with TEIS to aid in

ensuring Head Start's ability to actively participate in Transition meetings from part c services to part b services and to support ongoing communications and relationships with all stakeholders. While young children with special needs receive special recruitment efforts and some priority for enrollment, they still must meet the Head Start guidelines and be considered within the framework of the selection criteria rating process.

During the application process children suspected of having or identified as having disabilities are flagged by the Family Community Partnership Specialist, who is responsible for the application process. Any referrals of children suspected of having or identified as having disabilities go to the Family Community Partnership Specialist so that she may flag the concern on the application. Generally, the decision to enroll a suspected or certified special needs child will be made by the Family/Community Partnership Specialist in conjunction with the Health/Disability Services Specialist. However, for children with severe disabilities, the Family/Community Partnership Specialist will work closely with the Health/Disability Specialist and the Van Buren County School System to determine the appropriate placement and services based on the IEP. Upon application or upon enrollment, the Family/Community Partnership Specialist notifies the Health/Disability Specialist of children with suspected disabilities. These children are identified for referral priority in the Head Start screening process.

The Health/Disability Specialist is involved with other program staff in the assessment of children. This assessment is completed in three stages. A. The first stage of the ongoing assessment process is the screening process, in which all enrolled children participate. This screening includes both developmental and health screenings. Screenings must be completed by 45 calendar days after the start of the program or 45 days after the child's enrollment.

B. The second stage of the ongoing assessment process is the collection of data in each child's

development areas. All data is documented on the outcome-tracking tool. The classroom teacher completes this developmental assessment during the early weeks of the child's enrollment.

C. After a child is referred for a comprehensive evaluation, parental consent is obtained for the initial assessment.

A meeting for children referred and evaluated by the LEA will be scheduled by the Van Buren County School system. IEP team members shall include but not limited to; the Van Buren County Head Start Health/Disability Specialist, the teachers, and the child's parents must attend the first initial meeting. Others who may also be invited include the Director, other special service providers, staff or consultants directly involved with the child's program, or persons requested to attend by the parent. The Head Start staff will assist in contacting persons who are to attend the meeting, and will help to provide transportation and/or childcare if needed.

At this meeting, the team members will determine whether the evaluated child is eligible for special education or related services as regulated by the state of TN eligibility guidelines for disability. The child may meet eligibility if his/her educational achievement or performance differs significantly from that of his/her peers. This information has been addressed in the Eligibility Report. In order to be eligible, the child must meet the IDEA criteria. It must also be demonstrated that his/her needs cannot be met in the regular classroom without receiving special education services.

It is also the responsibility of the team members at the meeting to develop an Individualized Education Program (IEP). The IEP will first establish the child's present level of functioning. This includes a statement of the child's educational performance in the following areas: cognitive/language, self-help skills, psychological, gross/fine motor skills, and social skills. An annual program goal must then be established for each identified deficient area. The annual goal



must describe what the student can reasonably be expected to accomplish within one school year. This annual goal must be measurable and will be established with the input and the cooperation of all members of the meeting. The IEP will include a description of all the special education and related services required by the child; any modifications or adaptations of the regular school program, which may be required, as well as any special materials needed in order to implement the IEP.

The IEP will include the date that each service will commence, and the person/agency responsible for providing each service. It will also include a description of the frequency and duration of the special education services to be provided.

All members of the meeting will sign the IEP indicating their agreement or disagreement with the proposal. The parent also signs under the “informed parental consent.” This signature indicates that the parent was informed of his/her rights, including the right to view the IEP at any time, the right to request a due process hearing, and the right to review their child’s records. The parent’s signature also indicates their consent to implement the IEP.

The Health/Disabilities Specialist must act as an advocate for the child and must be mindful of the rights and responsibilities of the parents of the child, the LEA, and the Head Start program. Minutes will be recorded at each meeting. Copies of the Procedural Safeguards will be given to the parent at the first meeting and paren

The first responsibility of the members of the meeting is to verify eligibility and then if so a primary and as necessary a secondary disabling condition of the child. The process of verification includes a review of the health record, developmental screening, parent observations, teacher observations, and professional consultations. Also reviewed are the diagnosticians’ reports, the certification statement, functional description and recommendations. Members of the

meeting will verify that they agree that the child has a disability by signing and may also offer a dissenting opinion. However, if the parent offers the dissenting opinion, the process shall be stopped, unless the parent agrees to services through the completion of the IEP. In the case of a dissenting opinion a narrative statement explaining the dissention will be attached.

It is the responsibility of the members to develop an IEP for the child, which identifies mutually agreed upon goals for the disabled child. Included in the written IEP shall be a statement of the child's present levels of performance in the areas of gross motor, fine motor, pre-writing, social/emotional, self-help, cognitive and language as applicable and in accordance with the identified disability. Also included is information describing the child's strengths and weaknesses.

The IEP provides for a statement of annual goals; related services needed by the disabled child, and the extent to which the child will participate in regular educational programs. These goals and services are determined through a collaborative effort involving all of the members of the meeting.

The IEP should identify classroom and home activities-as applicable, that will enhance the child's development. For example, it may address any of the following: staff or parent education, medication, transportation, diet, physical concerns, counseling, educational services, special materials or equipment, facility modifications and other agency involvement. The Health/Disability Specialist must act as an advocate for the child and must be mindful of the rights and responsibilities of the parents of the child and the Van Buren County Head Start program, the disability reviewing progress and ensuring that all provisions of the IEP are carried out.

If any member of the meeting disagrees with any or all parts of the IEP, he/she may file a

statement explaining why he/she does not concur. Minutes will be recorded at each IEP meeting.

At the annual meeting, annual goals and/or objectives will be developed by the Health/Disability Specialist Services Staff in conjunction with the LEA and family input.

The approval of the IEP by the meeting members sets in motion the next phase of the disability process; implementation of the IEP. The Health/Disability Specialist will schedule the agreed upon special education and related services as outlined and defined in the child's IEP.

If special education services are to be provided by the Van Buren County School System, the Health/Disability Specialist will work with them to schedule the required services. The Health/Disability Specialist will make sure that Van Buren County Head Start staff and parents understand these schedules. If services are to be provided at the Head Start center, Van Buren County Head Start will provide adequate and appropriate space for use by the service provider and/or therapist. If the services specified by the IEP are to be provided at a location other than Head Start, the Health/Disability Specialist will make parents aware of these appointments and assist with transportation, if necessary.

When the special education services are being provided by UCHRA Head Start, the Health/Disability Specialist will prepare a Schedule of Services for the child and assure that appropriate scheduling of time and responsibility are understood and coordinated among UCHRA Head Start staff, parents and outside service providers. When the special education services, as indicated on the child's IEP, are to be provided by outside service providers, other than the LEA, a Consultant Contract will be written. This contract will include a description of the strategy and approach on the child's IEP, time period covered, specific measurable objectives, and will require periodic progress reports.

Whether the special education service is provided by the LEA or Van Buren County Head Start,

the Health/Disability Specialist will work closely with UCHRA Head Start service area staff to ensure that goals and objectives expressed in the IEP are being addressed, and that the child receives regular Van Buren County Head Start services he/she is entitled to, as well as the special services as they relate to and are required by the disabling condition.

Throughout the child's program, the Health/Disability Specialist will ensure that the scheduling of special and regular service does not impair their combined delivery. Quarterly Progress Reports will be required. Health/Disability Specialist will track that each child is receiving the appropriate services and implementation of the current IEP is occurring. Progress Reports will be provided at nine-week intervals. An IEP meeting will be held annually.

The HDSS collaborates with the LEA Service provider as needed. An IEP progress report is generated every 9 weeks and copies are placed in student's files and copies are sent home to guardians. If further explanation is necessary for the parent, the Disability Specialist will call, make a home visit or conduct a conference in the center. The parent may request a conference or a meeting at any time to discuss the IEP.

All children who have been identified as having special education needs and who will be transitioning to the public schools will be reviewed in the spring of each school year. Van Buren County Head Start has an extensive transition plan to support all children families while entering our program, throughout program services, and in exiting to another program and/or kindergarten.

A. When the special services have been provided by the Van Buren County School System, school personnel will complete assessments as required updating the child's current level of functioning. Van Buren Head Start will update developmental assessment information and Health information. The LEA will conduct and participate in the meetings with Head Start personnel to

determine fall placement and special services, which may be required. The Health/Disability Specialist will encourage parent meetings through home visits, center conferences, telephone calls and reminder letters.

Files containing therapy attendance and notes will be maintained with limited access at the center until the end of the school year. At that time, center files will be incorporated into the child's comprehensive file. The Health/Disability Specialist will monitor the center records to assure that services are being delivered as defined in the IEP. Progress reviews are necessary to periodically review the child's placement and progress, to determine the appropriateness of the IEP or to determine the need for change in the program.

The purpose of the review is to:

1. Review the child's progress
2. Determine whether the goals, objectives and services of the IEP are being implemented, and that the roles and responsibilities of the staff are clearly understood.
3. Determine if the IEP continues to be appropriate or needs revision. When the LEA is providing services, progress reviews will be completed every nine weeks. Progress is reviewed on the Progress Reports. Copies of the review are sent to parents and to the child's teacher. The LEA will release, with therapy notes, progress reports, and attendance records for the child's comprehensive Van Buren County Head Start files.

B. When special services have been provided by Van Buren County Head Start (such as children not meeting the state of TN guidelines for disability or are in the process of obtaining IEP), results from developmental assessments are compiled, observations are made and reevaluation, if needed, is conducted. On the basis of this information, recommendations for continued special services in subsequent educational placements can be made. The Disability Specialist and

Education Supervisor schedules a conference with the parents regarding these recommendations. This meeting may convene when questions of removing the disabled conditions arise, or when a revised IEP is desired.

The Health/Disability Specialist may obtain parental consent for the release of information/records to the LEA or other appropriate placement. The Health/Disability Specialist or designee will be responsible for making the follow-up contact within 60 days after the new placement is scheduled to begin. This is to determine if the child is attending and if he/she is adjusting to his/her new environment. (During Monthly Staffing- updates will be shared among the team.)

For returning Van Buren County Head Start children, within 30 days after a special needs child returns to the program, the Van Buren County Head Start Disability staff and the LEA will review current IEPs for appropriateness by examining current developmental screening/assessment results, completing classroom observations and necessary screening and examining reevaluation results, when available.

When the LEA has provided special education services, or when the services have been provided by Van Buren County Head Start, the Health/Disability Specialist will conduct a Parent Review Conference during either a home visit or center conference to review services. When changes in the IEP are necessary, or when questions of removing the disabling condition arise, a meeting will convene. Changes will be documented on the IEP and copies given to the parents and teacher.

The Annual Parent Review for returning children is held on or before the annual review date noted on the IEP. The purpose is to review the progress the child has made toward reaching the written objectives, and to discuss the possibilities for subsequent services, if needed.

When the LEA has provided special education services, the SPED staff will complete testing/assessments as required to update the child's current level of functioning. Van Buren County Head Start staff will update developmental assessment information as well as health information. The LEA's staff and UCHRA Head Start personnel will participate in the meeting to determine if the current IEP remains appropriate to meet the child's special education needs. The Health/Disability Specialist will assist in enlisting parental participation in this meeting.

When Van Buren County Head Start has been providing special education services, updated Teaching Strategies/Developmental scores are compiled, observations are made and reevaluation, if necessary, is conducted. The Health/Disability Specialist schedules a meeting with the parents. During this meeting the current IEP goals will be discussed. If these goals and objectives are judged to be inappropriate, new goals and objectives will be provided.

Parental input is sought to help the Health/Disability staff identify children who may have special needs. At the time of application, the parent is encouraged to provide information and observations of their child that may be helpful in identifying any suspected disabilities. At this time the parent is informed of the health and developmental screening which will be completed on all enrolled children and grants consent for these activities.

When screening and follow up assessments are complete the Health/Disability and Education Supervisor staff will meet with the parents of the child and share screening information and observations about the child's strengths, weaknesses and other pertinent information. If further evaluation is recommended, the parent is asked to sign an initial consent form for the evaluation of the child by the LEA.

No evaluation can be done without securing this consent. If the LEA does not evaluate the child the Van Buren County Head Start Health/Disability Specialist will obtain parent consent and

evaluation will be arranged and provided by Head Start.

Whether the evaluation is to be completed by the LEA or by Head Start the parent is kept apprised of all appointments with providers and is encouraged to attend these appointments. Van Buren County Head Start staff will assist/provide transportation and childcare related to these appointments as necessary.

The parents are further involved in the process once the diagnostic reports are completed. When the evaluations are completed by the Van Buren County School system, diagnostic reports are reviewed prior to and at the time of the meeting. If Van Buren County Head Start has provided the evaluations, parents may be invited to review with the diagnosticians prior to the meeting. In both cases the Health/Disability Specialist will be present to help parents understand the results of the evaluations as well as to explain the implications for the child.

Once the evaluations are complete the parents attend the meeting. At this time the parents, along with other members of the team, decide whether or not the child is eligible for special services and develop the child's IEP.

The parent will be given progress reports and end-of-the-year reviews. These provide parents with the necessary information to follow his/her child's progress and to ensure that the child is receiving all of the services as specified in the IEP. This will also assist parents in participating in any future IEP meetings. Communication and coordination among all of the Van Buren County Head Start staff is necessary to the success of the disability services.

Curriculum, learning materials and equipment are planned so that the needs of the disabled, as well as those of their typically developing peers, may be met. The Education component is largely responsible for managing the "least restrictive" mainstream environment.

The Education Staff assists the Health/Disability Specialist by providing updated Teaching



Strategies/Developmental information, classroom and child observations and other pertinent data to complete the assessment of the child before and/or after referral.

Teaching staff are trained in identifying children who may have special needs and in making appropriate referrals to the Health/Disability Specialist. The teacher is a member of the IEP planning process. The teacher is also the primary implementer of mainstream educational activities. He/she designs a learning environment which provides developmentally appropriate activities, socialization, play, art activities, sensory and language development for the disabled child within the regular program. The Education staff helps to ensure that classroom staff makes provisions for inclusion and provides for the needs of children with disabilities. Individualization to address IEP goals is reflected in Lesson Plans and tracked in Teaching Strategies.

The Health/Disability Specialist is responsible for health screenings, medical examinations and health care for all Van Buren County Head Start children. Health staff are also responsible for the management of health related problems of disabled children, especially health concerns related to the child's disability. The Health/Disability Specialist will assure the accessibility of facilities for children with disabilities. The Health/Disability Services Specialist also assists parents to access services and resources for their family, including securing adaptive equipment and devices and supports available through a child's health insurance or other entities, creating linkages to family support programs, and helping parents establish eligibility for additional support programs, as needed and practicable.

The Family/Community Partnership Specialist has the responsibility for recruitment of disabled children and maintaining contact with community service providers for children with disabilities. The Family/Community Partnership Specialist may provide initial contact between Head Start and the disabled child and his/her family. They also provide other needed social services for the

family such as clothing, shelter, food, employment training, adult education, etc.

The Transportation Staff works with the Health/Disability Specialist providing staff to transport parents and children to appointments which may be scheduled for the purpose of screening, evaluation, therapy, or treatment for the child with a disability—suspected or confirmed. The transportation staff also cooperates in providing transportation for parent training groups, Policy Council and Parent Committee meetings and other Van Buren County Head Start functions, which are of interest and importance to the parents of special needs children. Parent Involvement and Mental Health are important and integral parts of the Van Buren County Head Start program. Parents are encouraged to volunteer regularly in their child’s classroom. For the parent of a special needs child, this provides them with a unique opportunity to see how their child functions in an inclusive environment and in cooperation with their peer group. All parents, including the parents of children with disabilities are invited to participate in and attend parent groups, which address improved parenting skills, health training and counseling as needed. Regular attendance at the Parent Committee, Policy Council and/or Health Council (HSAC) helps to increase knowledge and provides a support base to help parents deal with the special needs of the child. Parents are provided with the Parent File, which includes copies of evaluations, rights and responsibilities, IEPs, progress reports and other pertinent information.

A Comprehensive File is maintained on each Van Buren County Head Start child at the Head Start center. The file includes all documentation related to the child, family and services provided by and through Van Buren County Head Start.

### **Transition**

The changes to the transition process are as follows: Due to the decline of COVID 19 the first initial home visit will continue to be implemented according to the model that has worked

successfully in the past. Young children enter preschool from a variety of settings, which may include Early Head Start, child care and the home. These children represent diverse circumstances and learning needs and encounter many new experiences: separating from family; adjusting emotionally and socially to new environment; learning more structured routines at home and at school; developing relationships with new adults; interacting with other children in a classroom setting; taking care of self and personal belongings; learning new rules; and riding a bus, just to name a few.

In an effort to help alleviate the child and parent's feelings of transitioning anxiety , Head Start teachers make an initial home visit prior to children's attendance into Head Start so that children/family will feel more comfortable with their teacher. This allows teachers to obtain a good overview of the whole child in their family environment, learning the unique cultural, ethnic, and linguistic backgrounds of families. In order to ease the parents' worries they will attend orientation prior to their child's enrollment. At this time, parents will be encouraged to engage in their child's education by participating in school readiness activities, home activities, join in classroom and school events by volunteering in the classroom, attend child/parent events, engage in family meetings, and be involved in their child's education through parent/teacher conferences and home visits. During the program year if a child and family must move from our service area we will make all efforts to support an effective transition into another Head Start program. If a Head Start program is not available, we will assist the family as needed to identify another early childhood program that meets their needs. In the summer the program will provide for all the Head Start children a calendar of summer educational activities to encourage continued educational opportunities for the child and families in the home environment. When Head Start parents transition into public schools they will be prepared to exercise their rights and

responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children who are homeless and whom have disabilities and various options for their child to participate in language instruction educational programs as well as when they enter the program.

Head Start works to establish a connection between the preschool child and kindergarten by partnering with local school systems, creating a connection between the child and kindergarten using special school functions, and aiding children in practicing kindergarten rituals in preschool. During kindergarten transition, children are given opportunities to practice activities that will be helpful for them when they enter elementary school such as opening milk cartons, handling trays for cafeteria style lunch and learning bus riding rules. During this transitional phase Head Start children are given the opportunity to meet teachers on field trips to the elementary schools and attend kindergarten orientation during which time children will establish connections with peers who will be in kindergarten. During orientation children will visit the kindergarten classroom and will meet kindergarten teachers and participate in educational activities with currently enrolled kindergarten students. Prior to kindergarten visitation children will transition to cafeteria style lunch while in Head Start allowing skills to be developed that will be used during kindergarten visitation. In addition, transitioning children/parents will participate in local school system bus training. All parents will be contacted prior to kindergarten orientation so that they may attend transition training. Transition issues are addressed at this training and at other family meetings and individually with families as needed. All parents will be provided a Transition material kit housing expectations and developmental milestones of their child's future placement at kindergarten with one-on-one transitional training by education staff for transitioning families. The FCPS will work with parents to ensure that all documentation is provided to the next

placement. Parents are provided with academic expectations, local school policies, and school supplies requirements, allowing for families to establish a two way communication with the kindergarten environment. Backpacks and school supplies are provided to each child entering public school in partnership with the LEA to ensure children have established a strong “head start” in the public schools. The Assistant Director-Mentor Coach/Education Supervisor will hold membership on the local school system’s Pre-K Advisory Board. Head Start will ensure policy coordination through interagency agreements. Van Buren County Head Start staff will work with the local school system to make certain all Head Start students will attend Kindergarten registration, and share written records. Head Start “Preschool” teachers will discuss children’s strengths and challenges with designated school system staff. Preschool teachers will monitor success of former students by meeting with and receiving updated status of progress from current kindergarten teachers. The program and local school system will participate in joint training and professional development opportunities as possible. The program will inquire about summer school opportunities for children who are entering kindergarten. Staff will assist parents in developing individual plans for children entering kindergarten through the kindergarten transition training kit to include dual language and cultural considerations. Through collective efforts and in partnership with the local school system, parents and community partners, Head Start strives to ease the transition into, through and out of Head Start.

## **Transportation**

There were no major changes to transportation area

The Van Buren County Head Start will follow the regulations for the safe operation of vehicles to transport children participating in Head Start. Transportation is vital to the operation of the program. It is the responsibility of ALL personnel who operate vehicles of the agency to provide

and observe safety procedures when traveling and transporting clients to and from one approved destination to another. Use of cell phones and texting devices is prohibited while in enroute. Staff will monitor the interior temperature of a vehicle when transporting children during extreme weather conditions to ensure child safety. Reasonable efforts will be made to control costs, quality and availability of transportation services.

The Head Start program will assist as many families as possible who need transportation in order for their children to attend the program. Reasonable assistance will be offered to all families. In 1991 (the inception of Head Start within this county), the location of the center was based on structure availability, which was across the mountain from the only town. Our region is a rural farming area and access is not readily available to the entire community, so transportation is a dire need, costly and very limited. Because of the problems associated with such a rural, isolated community, the families of Van Buren County continue to struggle. People are pressed to find work, to have transportation to get to work, and to afford that transportation. Therefore Van Buren County Head Start shall provide transportation services in assistance for families across the mountain to attend the program. Due to the limitations placed on the program related to time spent on a bus and the size of the service area (entire county), the program is unable to provide door to door services. Pick up locations are maintained in order to meet the mandates and provide transportation to as many families as possible. Pick up locations will be modified according to family needs. We further provide assistance to families by providing networking opportunities among guardians in which they could arrange a carpooling schedule within their own comforts for pick-up/drop-off days and thus cost savings to their budgets.

Vehicles used in transporting children at a minimum will meet the following requirements: a communication system, safety equipment for use during an emergency with signs indicating

locations of first aid kit, seat belt cutter and charged fire extinguisher. All buses are equipped with surveillance cameras which automatically record all transit use/events and can be retrieved via the Seon system. All buses are equipped with air conditioners and provisions will be made to ensure that water is made available on the bus in the event of need.

The Head Start program will ensure all accidents are reported in accordance with applicable state requirements. All staff are required to ensure that all children are only released to a legal parent/guardian or other individual indicated by parent/guardian in writing. Any person receiving, picking up or delivering a child will be required to sign the child in and out of the classroom attendance sheet. When transported by Head Start, transportation staff will make sure that an adult is available to assume responsibility for the child/children when delivering. Document by using and obtaining signatures on the transportation log. Bus monitor will obtain signatures supervised by the bus driver. Children will be counted upon arrival and departure from the center. Upon arrival at the center the bus driver will check the sign in form in each classroom and view all children that were transported by bus to the center. An adult must accompany a child when crossing the street and when entering and exiting the vehicle. When arriving at the center an additional center staff will check the bus to ensure all riders have exited and in the evening prior to buses being parked after inspection for riders, drivers will radio Head Start that all children have been delivered, and obtain parent third person signature. The reviewer shall have no other responsibilities at the time of the physical walk through of the vehicle. During phase-in it will be explained to all parents the requirement of third person signature, upon completing bus routes in the evening and on field trips, confirmation signature will be obtained at this time. Seating charts will be maintained and posted on the bus and at the center for all transportation routes and field trips. All staff will be provided with a current release and

emergency contact list for all children.

All vehicles transporting children will be equipped with age appropriate height and weight restraint systems and all staff will be trained in the use, installation and maintenance of required restraint systems. All child transportation vehicles will be equipped with reverse beepers and a child safety monitoring device which prompts staff to inspect the vehicle for children. The full name of the child care agency will be placed on each side of the vehicle and the words child care transportation complaints followed by the department's toll free child care complaint phone number.

All vehicles used for the purpose of transporting children are maintained in safe operating conditions at all times. Buses will be inspected by the Tennessee Dept. of Transportation under the pupil transportation requirements by the state of Tennessee on a yearly basis. Each vehicle will maintain an inspection sticker on the bumper, proof of insurance and a legal registration. All drivers are expected to perform a pre-trip inspection of the vehicle that he/she is driving daily, using the walk around safety checklist. Any and all vehicles will be checked prior to usage using the checklist for that vehicle. In the event that a deficiency is found, it must be reported. When applicable designated maintenance personnel will make necessary repairs prior to usage or back-up vehicles will be used. Systematic preventive maintenance will be maintained according to agency procedures.

Inspection of new vehicles will be conducted upon delivery to ensure they are equipped in accordance with the bid specifications and that the manufacturer's certification of compliance with the applicable FMVSS is included with the vehicle. Van Buren County Van Buren County Head Start will ensure that procurement procedure is followed in the purchase of all vehicles. Vehicle must be kept clean inside. No boxes, crates, bottles, etc. will be on board. Baggage and



other items transported in the passenger compartment will be properly stored and secured. Aisles will remain clear and doors and emergency exits will remain unobstructed at all times. Vehicles will be swept/vacuumed daily and cleaned. If vehicles are found dirty when monitored by authorized personnel, corrective action will be taken. Vehicles will not be used for personal business. Monitor will be on board at all times. Monitor will ensure children board and disembark safely and keep order thus allowing the driver to pay strict attention to his/her driving. NO child will be left on board unattended at any time. All passengers will be seated and wearing restraint devices while the vehicle is in motion.

All persons operating agency vehicles must have a valid Tennessee Drivers License. When transporting parents, staff must have an F endorsement for such purpose. All individuals hired to drive buses will maintain a valid CDL and a safe driving record. All individuals who have CDL are required to attend student transportation training provided by TDOT yearly and maintain a valid DOT medical card. Each driver of a vehicle used to provide services must participate in an annual evaluation including an on-board observation of road performance. CPR and first aid training required for driver and bus monitor.

To ensure all staff are kept abreast of transportation laws and regulations affecting the safe transportation of our clients we will develop and implement an ongoing training plan to meet program needs. Transportation training will be implemented through regular in-service training twice yearly. Staff will participate in cluster, state regional workshops. Training will include classroom instruction and behind the wheel instruction sufficient to enable staff to operate the vehicle in a safe and efficient manner, safely run a fixed route including loading and unloading children, child pick-up and release procedures, stopping at railroad crossings and performing other specialized driving maneuvers, administer basic first aid, handle emergency situations

including vehicle evacuations procedures, operate any special equipment, conduct routine maintenance and safety check of the vehicles, child boarding and exiting procedures, twice yearly state licensing required transportation training, and maintain accurate records as necessary. In the event of a new hire, the Director, Assistant Director or Transportation Specialist - having sufficient training to be a trainer will be responsible for training on the state licensing required transportation training. The Health & Disability Services Specialist is directly over the safety component and will ensure this training occurs, since Health encompasses safety of the environment.

Van Buren County Head Start will ensure that in planning fixed routes the safety of the children being transported is the primary consideration. Morning routes will begin at 7:00 am and afternoon routes will begin at 2:00 pm. No route will exceed 45 minutes as required by state licensing unless operating under a waiver. Drivers are required to alert management staff in the event the route extends past the 45 minute requirement on a regular basis. Drivers will stay on established routes only using alternate routes in the case of an emergency. Vehicles will not be loaded beyond the maximum capacity, be required to back up or make U-turns except when necessary for reasons of safety or because of physical barriers. Stops must be located to minimize traffic disruptions and to afford a good field of view in front of and behind the vehicle. When possible, stops must be located to eliminate the need for children to cross the street or highway to board or leave the vehicle. The Department of Human Services will be notified of Pickup and Drop Off locations prior to each school year.

Training will be provided to parents/guardians and children in pedestrian safety during the Phase-In process and through classroom activities within the first 30 days. Training will include the need for an adult to assist a child when crossing the street, children will be taught safe riding

practices, safety procedures for boarding and leaving the vehicle, safety procedures in crossing the street to and from the vehicle at stops, recognition of the danger zones around the vehicle, and emergency evacuation procedures including participating in an emergency evacuation drill conducted on the vehicle the child will be riding. Program will ensure at least three bus evacuation drills will be conducted during the year. Parents will be trained in the importance of reinforcing the above training provided to children regarding vehicle safety to complement the training provided to their children, so that safety practices can be reinforced in Head Start and at home by the parent. Idling of vehicles is discouraged during loading/unloading unless necessary for extreme heat or cold; the emissions/environmental health concern is addressed with guardians during the enrollment process.

Vehicles with adaptive or designed for transportation of children with disabilities will be made available as necessary. When possible, children with disabilities will be transported in vehicles used to transport other children enrolled in the Head Start program.

To ensure that quality transportation services are provided at a minimum all transportation staff must adhere to posted speed limits at all times, maintain WEX gas cards on vehicles and use WEX gas cards appropriately. Vehicle mileage logs/expense logs are to be maintained. All staff are subject to background checks and mandated drug/alcohol testing as part of employment. All vehicle accidents/incidents are to be reported immediately. When fueling vehicles absolutely no children are to be on board. Monitors will sit in the rear of the bus to ensure all children are in sight. Children will be monitored to ensure handrail is used when departing or entering the bus. Only buses will be used in transporting children to and from Head Start. Minivan will only be used when necessary for transporting children to and from medical visits and during emergency at last resort. Two staff will always be on board when transporting children.

## **Sub-section C: Governance, Organizational and Management Structures**

### **Governance**

The changes to the governance, organizational and management structures are as follows: The Policy Council elected to keep these meetings by phone due to being an easier transition for family members who attend. Documents are given to policy council members in a timely manner before the meeting occurs for members to review. The policy council determines what route for meetings best fit their needs.

**a.** The Head Start Grantee, Upper Cumberland Human Resource Agency (UCHRA) is the successor to the governmental agency empowered pursuant to an Act adopted by the General Assembly of the State of Tennessee, known as the Human Resource Agency Act of 1973, Tennessee Code Annotated (TCA), and 13-26-101 et seq. The purpose of UCHRA is to promote the development of human resources in the Upper Cumberland region and recognizes that a need exists to obtain a strong local involvement of federal, state or other agencies which affect the welfare and well-being of the region's citizens. As prescribed in TCA the county mayor of each county, the city mayor of each incorporated city, one minority member at large appointed by the governing body, one State Senator, one State Representative, **b.** and one consumer representative from each county served shall serve on the governing board. Each county mayor and/or city mayor maintain expertise in fiscal management. One member shall have knowledge in early childhood education and development, when this is not applicable an individual for contract in this area will be obtained. One member shall be a licensed attorney, when this is not applicable an individual for contract in this area will be obtained. Conflict of interest statements will be signed and obtained by all members. All items as outlined in Appendix A and of the Head Start

regulation and the Head Start Act of 2007 for governing bodies shall be submitted on a regular basis.

The agency shall establish and maintain a policy council responsible for the direction of the Head Start Program. The policy council shall be elected by the parents of children who are currently enrolled in the Head Start Program. The policy council shall be composed of parents of children who are currently enrolled in the Head Start program and shall constitute a majority of the members and members at large of the community served by the program who may include parents of children who were formerly enrolled in the Head Start program. Members of the policy council shall not have a conflict of interest in the Head Start program and not receive compensation for serving on the policy council. Staff may not serve on the policy council. A member will serve for one year. If the member intends to serve another year she/he must stand for re-election. The bylaws for the policy council shall confirm the number of one -year terms, not to exceed five terms, a member can serve. The program must enable low-income members to participate fully in the policy council by providing, if necessary, reimbursements for reasonable expenses incurred.

### **Process**

The Governing Body shall have legal and fiscal responsibility for administering and overseeing the program, including safeguarding the Federal Funds. They shall fully participate in the development, planning and evaluation of the Head Start Program, be responsible for ensuring compliance with Federal laws (including regulations) and applicable state and local laws, (including regulation) and be responsible for other activities including All documents, data and plans are submitted by the Head Start Director to Executive Director who disseminates and obtains approvals for

Selecting delegate agencies and service areas for such agencies when applicable;

- Establishing procedures and criteria for recruitment, selection and enrollment of children;
- Reviewing applications for funding and amendments to applications for funding;
- Establishing procedures and guidelines for accessing and collecting information:
  - Monthly financial statements, including credit card expenditures
  - Monthly program information summaries
  - Program enrollment reports
  - Monthly reports of meals and snacks provided through the Dept. Of Agriculture
  - The financial audit
  - The annual self-assessment, including any findings related to the assessment
  - The communitywide strategic planning and needs assessment, including updates
  - Communications and guidance from the Secretary
  - The program information report

Reviewing and approving all major policies including

(aa) the annual self- assessment and financial audit

(bb) Agency progress in carrying out the programmatic and fiscal provisions

within the agency grant application, including implementation of corrective actions.

- (cc) Selection (except when the financial auditor is assigned by the State under State law or under local law) of independent financial auditors who shall report all critical accounting policies and practices to the governing body
- (dd) Monitoring of the agency's actions to correct any audit findings and of other action necessary to comply with applicable laws (including regulations) governing financial statement and accounting practices
- Reviewing results from monitoring conducted under administrative and financial management standards
  - Approving personnel policies and procedures, including policies and procedures regarding hiring, evaluation, compensation, and termination of the Executive Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer and
  - any other person in an equivalent position with the agency.
  - Establishing, adopting and periodically updating written standards of conduct and formal procedures for disclosing and addressing and resolving--
  - Any conflict of interest, and any appearance of a conflict of interest, by members of the governing body, officers and employees of the Head Start agency, and consultants and agents who provide services and furnish goods to the Head Start program
  - Complaints, including investigations, when appropriate

The governing body must use ongoing monitoring results, data on school readiness goals to promote school preparedness of children through school entry, including activities to encourage families and caregivers to engage in highly interactive, developmentally and age appropriate

activities to improve children's early social, emotional, and cognitive development and foster parental and family involvement in the early education of young children. They shall support professional development, recruitment and retention initiatives for early childhood educators. Enhance existing early childhood education and development and services including quality improvement activities and carry out activities consistent with the State's plan.

The policy council shall approve and submit to the governing body decisions about:

- Activities to support the active involvement of parents in supporting program operations including policies to ensure that the Head start is responsive to community and parent needs
- Program recruitment, selection and enrollment priorities
- Applications for funding and amendments to applications for funding prior to submission
- Budget planning for program expenditures including policies for reimbursement and participation in policy council activities
- Program personnel policies and decisions regarding the employment of program staff, including standards of conduct for program staff, contractors, and volunteers and criteria for the employment and dismissal of program staff.
- Developing procedure for how members of the policy council will be elected
- Recommendations on the selection of delegate agencies and the service area when applicable.
- The Policy Council must use ongoing monitoring results, data on school readiness goals to promote school preparedness of children through school entry, including activities to encourage families and caregivers to engage in highly interactive, developmentally and age appropriate activities to improve children's early social, emotional, and cognitive



development, and foster parental and family involvement in the early education of young children. They shall support professional development, recruitment and retention initiatives for early childhood educators. Enhance existing early childhood education and development and services including quality improvement activities and carry out activities consistent with the State's plan.

### **Parent Committee**

There were no major changes to the parent committee area. Committee shall be established and be composed exclusively of parents of currently enrolled children as early in the program year as possible. The committee shall be established at the center level and ensure that parents understand the process for elections of policy council and other leadership opportunities. The program shall determine the best methods to engage families using strategies that are most effective in their community. The program must ensure the parent committee carries out the following minimum responsibilities:

- Advise staff in developing and implementing policies, activities and services that meet the needs of children and families.
- Have a process for communication with the policy council.
- Within the guidelines established by the governing body, and policy council participate in the recruitment and screening of Head Start employees.

### **Relationships**

There were no major changes to the relationships area.

The Program provides appropriate training and technical assistance or Orientation to the governing body and advisory committee members and policy council, including training on program performance standards and determining, verifying and documenting eligibility.

To facilitate meaningful consultation and collaboration about the decision of the governing body and the policy council. The governing body and policy council must establish written procedures for resolving internal disputes between the governing body and policy council in a timely manner. These procedures shall reflect that the governing body considers proposed decisions from the policy council and that the policy council considers proposed decisions from the governing body. If there is a disagreement, set forth the requirement that notification in writing must occur by the governing body/policy council informing either group why it does not accept the decision. . There shall be established an Impasse Resolution Committee. This committee will be composed of an equal number of members from both the Policy Council and Grantee Board, and one disinterested third party on whom the Board and the Council members can agree. The Committee will be structured as follows:

UCHRA Executive Board-One (1) member

Policy Council-One (1) member

Third parties- (1) member

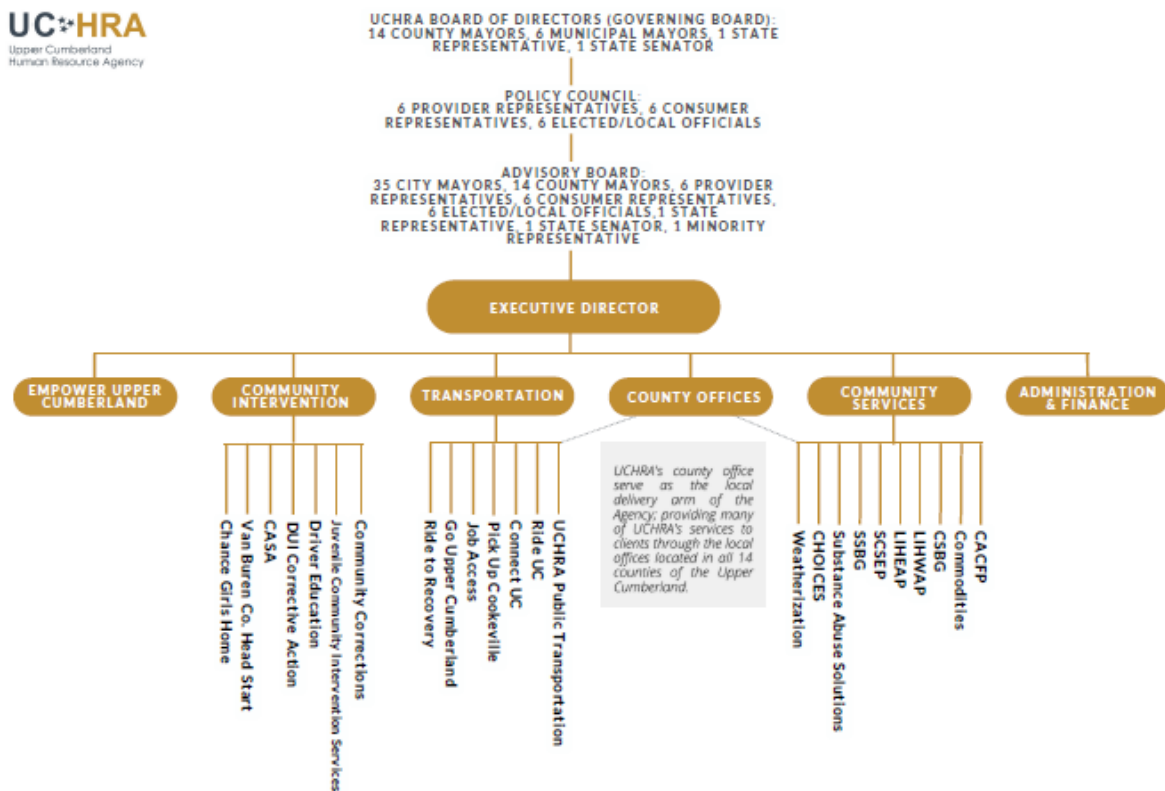
The Board and Council representatives will be elected by their respective bodies and will then meet and select the third party member. Both the Board and Policy Council may make recommendations as to third party members. Issues can be presented to the Impasse Resolution Committee and properly considered by them only after either the Policy Council or the Board has initiated a written request to the Committee members, and after the President/Chairperson of both groups have verified to the Committee that the prescribed prior procedures and efforts to reach an agreement have failed and that an impasse has in fact been reached. Once all Committee members have been properly notified that an impasse has been reached, said Committee must meet and consider the issues and render a decision within 30 days. Written notice of the

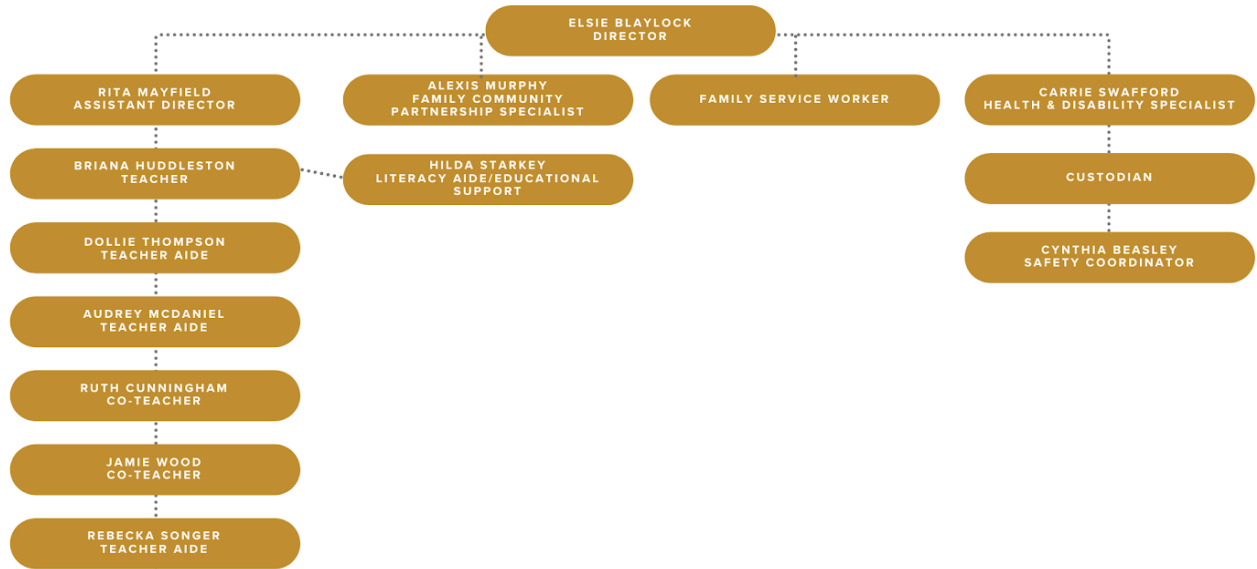
Committee’s decision will be forwarded to the Board and Council Chairperson and the Grantee Executive Director and Head Start Director. In the event the decision making process does not result in a resolution and an impasse continues the governing body and policy must select a mutually agreeable third party mediator and participate in a formal process of mediation that leads to a resolution of the dispute.

The program ensures joint decisions by maintaining a board member on the policy council acting as a liaison in the event there are questions related to policy council decisions. All required documents are presented to both entities ensuring that input and guidance is maintained.

## Human Resource Management

### Organizational Charts





Revised 12/04/2023

Personnel policies and procedures are determined by the grantee Upper Cumberland Human resource agency in the form of an Employee Handbook and supplemented by the Head Start Program.

The Van Buren County Head Start is committed to the concept of equal opportunity in employment by Upper Cumberland Human Resource Agency (UCHRA). Positive practices will assure equal opportunity regardless of political affiliation, race, color, creed, national origin or ancestry, age, sex, sexual orientation, citizenship status, genetic information, HIV status, or disability.

Our purpose is to support, educate, train, coach and lend technical assistance to all employees of UCHRA Van Buren County Head Start. We seek to provide knowledge and viable resources on Human Resources related laws and issues. Our success is dependent on how effectively we recognize and meet our responsibilities. We are dedicated to the continued growth and success of UCHRA Van Buren County Head Start. We strive to provide an atmosphere where every employee is given the opportunity to grow and achieve their maximum potential.

To provide for a comprehensive management system, the following staff are employed to manage and provide the required and necessary high quality services. Fourteen (14) employees will be paid by the Head Start budget. They are as follows: One (1)

Director/Transportation/Education Specialist, One (1) Mentor Coach/Education Supervisor, one (1) Health and Disabilities Service Specialist, One (1) Family and Community Partnership Specialist, One (1) Family Service Worker, Two (2) Teachers, Four (4) Teacher Aides, One (1)

Literacy Aide/Education Support, One (1) Safety Coordinator and One (1) Custodian/Maintenance. In addition, one (1) Cook to be paid by the Van Buren County Board of Education. One center will be maintained with two classrooms to house all related employees. Background checks, child abuse registry checks, standards of conduct and selection procedures are maintained in accordance with head start and state requirements. All potential staff prior to employment must submit to pre-employment drug screenings, background checks, abuse/registry checks, sex offender check, and sign a Safe Environment Policy/Staff Code of Conduct. An explanation of required criminal background checks by fingerprinting is given to each applicant. Potential employees will fill out a Criminal History Disclosure Form provided by State Licensing and fingerprinting will be scheduled. A technician will obtain fingerprints for submission and provide the applicant with signed confirmation. Applicants must submit to the potential employer the signed copy of completion to be filed in the personnel file at the agency and a copy will be maintained at Head Start. Upon receipt of clearance, the Director will submit a letter of approval to the agency HR department and maintain copy at the Head Start Center. The new employee will be contacted to set the 1st day of employment. However, if an applicant/employee is denied due to any reason the Director will notify them of results and forward documentation to the agency HR Department and maintain a copy at Head Start. Additionally our agency performs Random drug screening pulls and an employee is sent for screening without notice. Upon receipt of clearance from the agency, the Director will maintain a copy at Head Start Center. However, if an employee fails the screening and medical documentation cannot be provided for cause, the Director will notify them of results and terminate their employment; then forward documentation to the agency HR Department and maintain copy at Head Start.

All new staff and consultants are provided with an overview/orientation to Head Start and all employees are required to attend an additional agency orientation process. The orientation covers a basic overview of the following: What is Head Start? / Personnel Policies & Procedures/ Integration of Components/ Health/ Mental Health/ Disabilities/ Education/ Family/ Community/ Program Management/ Transportation. All staff are mandated to attend a minimum of 60 hours of training yearly building on their knowledge and experience in child and family outcomes, to include but not limited to child abuse training (twice yearly), ensuring teachers have a knowledge of the content in Head Start Early Learning Outcomes Framework, partnering with families, supporting dual language learners, addressing challenging behaviors, preparing children for transitions and use of data. A mentor coach and assistant are available to provide the necessary support to the education staff. Staff and consultants are made familiar with ethnic backgrounds and heritages of families served by the program and translators are made available when applicable. Spanish is the most common language encountered to date by the program and efforts have been made to translate materials. The program ensures that staff and consultants have sufficient knowledge, training and experience and competencies to fulfill the roles and responsibility of their position by providing training opportunities and implementing professional development plans, and/or contracting with specialists when employees do not have the necessary credentials.

The program must ensure that staff and consultants have sufficient knowledge, training and experience and competencies to fulfill the roles and responsibility of their position by providing training opportunities, implementing professional development plans, contracting with specialists when employees do not have the necessary credentials.

The Van Buren County Head Start provides for ongoing training and assistance for all staff, consultants and volunteers engaged in the delivery of program service at a minimum of the goals and underlying philosophy of the program and the ways they are implemented. All Staff are provided opportunities to expand on current skills and knowledge base ensuring competencies to perform the roles and responsibilities of their position, focusing on areas of quality teaching and learning and service delivery. Staff will complete at a minimum 60 to 100 hours as reflected on job evaluation per year of professional development in order to demonstrate competency to perform the function of their job. All staff are cross trained in all areas of service delivery due to the size of the program. A training plan will be devised each year to incorporate all required basic regulated training. Education staff must meet the basic requirements of high quality, sustained intensive and classroom focused interactions in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom which is regularly evaluated for effectiveness. All staff will receive DHS approved training on methods to handle suspected or known child abuse or neglect, first aid and Cardiopulmonary Resuscitation (CPR), training on best practices for implementing family engagement strategies, and training that builds on their knowledge experience and competencies to improve child and family outcome. Directors, assistant directors and educators shall have evidence of completing training in Adverse Childhood Experiences every five (5) years. Education staff will focus on researched based approaches that are focused on effective curriculum implementation, knowledge of the ELOF, partnering with families and supporting children with disabilities and their families, focusing on teacher child actions (CLASS), supporting dual language learners when applicable, addressing challenging behaviors, preparing children and families transitions and using data for individualization. All first year teachers and education staff who are identified in areas of need



and support will participate in intensive coaching. All staff not identified for intensive coaching will receive other forms of professional development that are aligned with program performance goals. The teaching practices are implemented within the program to support the achievement of school readiness goals. The program will assess, identify, and provide resources for coaching. Procedures will be implemented that will ensure that the process is supportive and not punitive. Practice based coaching will be provided through a team approach, due to the size of the program and staff job requirements. The Practice Based Coaching team will consist of the Mentor coach, Asst. Mentor Coach and identified Senior Education Staff allowing for communication across the program. The process will be conducted as a collaborative coaching partnership through a coaching contract. The coaching approach will consist of expert coaching, reciprocal peer coaching and self-coaching. Intensive coaching will occur for all teachers employed less than one year and any staff identified through needs assessment as needing additional intensified support. The program will implement The National Center on Quality Teaching and Learning Practice Based Coaching Collaborative Partnership process. All stakeholders were included in the process prior to implementation. The coaching process will be inclusive in the identified staff's professional development plan. All staff will be trained in the purpose of the coaching process elaborating on the three principles of Quality coaching, quality teaching and quality learning. The implementation of the process of practiced based coaching will be evaluated by analyzing outcomes. Observation will be documented and videoed by designated team members. All members will meet to review the focus of identified coaching. Team will meet with the teacher to discuss and devise a plan of action reflecting on strengths and needs identified. Education staff are supported by a mentor coach utilizing the NCQTL method and are offered support. Staff will review their job qualifications and competency requirements

when completing training request forms and professional development plans. Head Start Director Qualifications after November 7, 2016 is at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration. Fiscal Officer after November 7, 2016 is a certified public accountant or has a minimum of a bachelor's degree in accounting, business, fiscal management or a related field. Education Management after September 30, 2013 must have a bachelor or advanced degree in early childhood education or bachelor or advanced degree in coursework equivalent to a major related to early childhood education, with experience teaching preschool age children. Family, Health, and Disabilities management staff qualifications after November 7, 2016 is at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee. Currently contracts are in place to support this requirement. Head Start Center-based Teacher Qualification is no less than fifty percent of all Head Start teachers nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework. Teachers must have at least an associate's or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A (a)(3) (B) of the Act. Head Start Assistant Teacher Qualification is at a minimum, to have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, be enrolled in a program that will lead to an associate or baccalaureate degree or, be enrolled in a CDA credential program to be completed within two years of the time of hire. Family Services Staff qualification after November 7, 2016 is within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field. Family service workers support the Family and Health service area and do not require credentials. This position does not work directly with family case management. All staff are surveyed using staff training interest/request

form to determine needs. This survey is conducted by the professional development coordinator in the month of Feb. for the next program year. All training requested will be addressed at in-service, state, federal and local training opportunities. Using the professional development goal sheet the program will provide support to all staff for improvement. Systems are developed to provide CEU training and technical assistance to address the need for ongoing staff professional development. Education staff will use results from CLASS observation, job performance evaluations, outcomes, ECERS scores, teacher self-evaluation needs assessment and personal training request to determine professional development goals. Education staff are supported by a mentor coach utilizing the NCQTL method and are offered support. All support staff will use job performance evaluations to determine professional development goals. (Goals will be documented on the professional development goal sheet by April for the next program year.) Staff will implement the goals and the Professional Development Coordinator will track progress. Staff will be notified of approaching deadlines and staff training interest/request for training needs deadlines.

### **Program Management and Quality Improvement**

There were no major changes to program management and quality improvement area:

In an effort to promote compliance with standards and regulations and to improve the quality of services, Van Buren Head Start uses data from the following sources to update its planning and practices: community assessment, PIR, child and family outcomes, ongoing monitoring and assessment, evaluations. The data collected from the individual data sources collectively make up the Self-Assessment and Strategic System. Long range goals and annual short term objectives as established in the five year grant process devised from the outcomes identified in the Self-Assessment. Planning is a recurrent process, integrated into ongoing program operation,

with planning activities occurring in an annual cycle, consistent with the Office of Head Start refunding system. Planning is not completed in seclusion, but includes information and involvement from a variety of sources to include parents, staff, and community partners. Input and feedback is obtained through small and large group meetings such as Policy Council, Board of Directors, Advisory Committees, as a formalized method of discussion and is also gained from in less formal settings such as staff and parent meetings, and meetings with community partners. Plans are working documents and are modified and updated as regulations and requirements change or in response to the needs of our Head Start children and families.

The program maintains multiple systems for the purpose of data collection. Procedures are in place that indicate what reports are collected, identifying the individual to collect and the purpose of the collection i.e. data collection for analysis, tracking, verification, etc. The program utilizes multiple web based systems allowing for accessibility of all staff. Costs are included in the process for determining which electronic data collection programs will be used by the program and staff. Effectiveness of data collected determines the continuation of the use of specified electronic data collection systems. Systems are backed up on a regular basis. Program implements a real time approach for the use of the data ensuring that all staff have access to information with no lag time delays. The management of program data is maintained in a secure and effective manner allowing for sharing of data for staff to access and achieve the goals of the program, protecting the privacy of the child's records.

Financial reports and invoices are prepared on a monthly basis. Once all financial activity for a month is balanced and posted to the general ledger, each program's general ledger, specified by program number, is printed and used to prepare monthly/year- to-date financial reports and invoices for each contract. The Finance Director is responsible for ensuring all financial reports

and invoices are accurate and submitted on a timely basis. Copies of all reports, invoices, and relating documentation will be kept on file in the finance department. Copies will also be given to the Program Directors. The Finance Director and Program Directors are responsible for reviewing the financial reports periodically to ensure spending is consistent and the Agency is at no risk of deficit spending within the programs. Thus Directors can ensure adequate staffing patterns that promote continuity of care, allow sufficient time for staff participation in training and professional development, and allow for the provision of the full range of services.

**Section II: Budget and Budget Justification Narrative**

**Budget Justification**

<b>Line Item</b>	<b>Cost of Operation</b>	<b>Description</b>
Personnel	\$439,417	Personnel cost is the total of 14 positions: (1) Mentor Coach Asst./Education Supervisor (2) Teachers, (4) teacher assistants, (1) Family/Community Partnership Specialist, (1) Health/Disability Service Specialist, (1) Director/Education Specialist, (1) Custodian/Maintenance, (1) Family Service Worker,(1)Literacy/EducationalSupport, (1)Safety/Maintenance Coordinator
Fringe	\$34,153	Social Security (FICA) 7.65%, State Disability, Unemployment (FUTA), State Unemployment Insurance (SUI) 2%, Worker’s Compensation 1% Other Benefits Include Sick Leave, Annual Leave, Longevity
	\$43,924	Health/Dental/Life Insurance
	\$26,365	State Retirement-6% 401K-5%
Travel	\$100	Staff Travel Related To The Use Of Personal Vehicles Outside Service Delivery Area. The amount allotted for mileage is \$.47 per mile at 212.77 miles for a total of \$100.
Supplies	\$2,500	Office Supplies-Includes Copying, Paper, Pens, Print Cartridges, Disk, Envelopes, Binders, Chairs etc.

	\$15,000	Child and Family Services Supply- Includes All Teaching, Classroom, Playground, Family Related Activities, Classroom Center Surfacing
	\$2,000	Maintain kitchen
	\$5,000	Other Supplies-All Additional Supplies With the Custodial Services Associated With The Head Start Center.
Contractual	\$14,000	Health/Disabilities Service- All Cost Related To Contracted Services Related To Child Physicals, Dental Services, Mental Health Services, Staff Physicals And Drug Testing, Child Disability Services
	\$2,000	Food Services- Food Cost Not Covered By USDA/CACFP Reimbursement
	\$10,000	T/TA- Training Dollars As Indicated In The T/TA Plan
Other	\$18,500	Utilities/Telephone-Phones, LP Gas for Kitchen Operation, Internet Services, Cell Phone, Electric for Lending House
	\$6,000	Building and Child Liability Insurance-Insurance
	\$11,000	Building Maintenance/Repair and Other Occupancy-Upkeep of Building, Grounds, Playgrounds Minor renovations to ensure security of front hallway, install heat/air conditioning units to improve air quality in offices.
	\$100	Local Travel- Cost Incurred by Staff Through Use of Their Personal Vehicles Within The Service Area.
	\$15,000	Nutrition Services to promote monthly nutrition weekend feeding program not covered by in kind partner
	\$29,070	Child Services Consultants to assist with 5 yr community assessment
	\$7,000	Parent Services-Parent Involvement Field Trips, Policy Council, Parent Committee, Male Involvement Committee, Trainings Related to Parent Involvement
	\$1,200	Publications/Advertising/Printing
	\$14,190	Training or Staff Development- Related to Staff Development and Training
	\$27,300	Vehicle Operations- Cost Related to Providing Transportation For Children, Parents and Maintenance, Insurance, Radio Tower Usage, Gas, etc.
	\$500	Administrative office located within the grantee offices

## Contract Services

The Van Buren County Head Start is actively involved in coordination and collaboration with the local Board of Education. Upper Cumberland Human Resource Agency has entered into contracts each year of operation with the Van Buren County Board of Education in the following areas.

1. Nutrition - The Van Buren County Board of Education as a part of In-kind dollars, reviews completed menus and orders raw food for delivery to Head Start. An on-site kitchen is maintained by the school system and a cook provided as in-kind for the program. Head Start reimburses the county at an agreed upon rate per meal for each meal served within the program and field trips.

2. Disabilities- Van Buren County Board of Education furnishes in-kind speech Services on site, speech and language evaluations and screenings, hearing screenings and all related services pertaining to disabilities identified within the program. Consultation services, joint training opportunities and file maintenance are also included as in-kind.

3. Transportation- Van Buren County Board of Education has entered into a contract with the program to maintain all vehicles. The agreement is for the upkeep/maintenance and repair work of the Van Buren Head Start; buses (4), vans (3), and SUVs (1) which is to include:

- To maintain fluid changes and all other maintenance work on all Agency.
- To inspect all Agency vehicles monthly for maintenance needs.
- To be responsible for all repairs of the Agency vehicles.
- To provide invoices of all purchased items within one (1) week of purchase date

5. The Van Buren County Head Start has also entered into contracts with the Van Buren County Health Department for physical examinations at a reduced rate per child, and dental screenings.

Plus, in addition contracted the services of a registered nurse to supervise the administration of medication, handling and storing medication and file review.

6. The Mental Health Services consultation is contracted with Assessment, Counseling and Training Services (ACTS) mental health providers. (ACTS) will provide licensed clinicians to perform in classroom assessments twice per school year. ACTS staff will provide a designated mental health services coordinator to serve as a liaison between ACTS and Van Buren County Head Start in the management of Mental Health Services. ACTS will fill out the customary evaluation forms and give an exit interview with each set of classroom personnel prior to leaving the location for that day. Besides the classroom observation, ACTS will provide in-service training for all staff (2) two times per year in a centralized location that is convenient for the Van Buren County Head Start staff. The in service training will cover a wide variety of topics which may be generated from either the ACTS staff or requests made from the Head Start staff. ACTS are also available on an as needed basis for parent consultations. ACTS will provide a two-session parent training program (one in the Fall and one in the Spring). ACTS will provide consultation services for both staff and parents, team home evaluations that consist of one Head Start Staff member along with ACTS staff member, a behavior intervention specialist is available to work one on one with children in the classroom that are exhibiting behaviors, ACTS will provide individual mental health services in the form of either Telehealth or Play Therapy on an as needed basis to children who have been referred for mental health services but have transportation or health insurance barriers. The costs for all of these services are contained within the contract. ACTS can offer additional services/support to the program on an as needed basis as outlined within the contract.



7. Services are contracted through USDA for the CACFP program for the reimbursement of meals provided by the Head Start Program. The Child and Adult Care Food Program (CACFP) is a federal program that provides reimbursement for nutritious meals and snacks to eligible children who are enrolled for care at participating child care centers.

### **Program Management System and Internal Controls**

There were no major changes to program management system and internal controls area

UCHRA has implemented strong fiscal controls and cost effective fiscal management by maintaining a financial management system that ensures the effectiveness and efficiency of operations, the reliability of financial reporting and compliance with applicable laws and regulations. Carefully planned and administered internal controls is a high priority of UCHRA'S sound fiscal practices, eliminating risk, implementing control and ensuring the sharing of information through communication and monitoring. Staff, governing board and Director of Finance and finance staff are trained in federal regulation ensuring expenditures must be "reasonable, allocable and allowable". An independent internal audit consultant who reports directly to the board. To maintain control of fiscal integrity, UCHRA has established a system to identify, analyze and manage risks associated with fiscal operations. Objectives identified to eliminate risk are incorporated into the Head Start program's annual self-assessment, corrective action plan and continuous improvement plan, as applicable. Ongoing measures to reduce risk include: maintaining liability and property insurance, maintaining security cameras and security/fire alarms, safeguarding fixed assets through proper maintenance and repair and inventory controls, maintaining user-security settings for all agency databases, and establishing measures for off-site backup of fiscal and program data. UCHRA has established control activities to guide fiscal operations and protect fiscal integrity from potential risks as indicated

Title 45 part 75 UCHRA’s written policies and procedures form the basis for all other controls and can be subcategorized into the following but not limited to: financial reporting, accounting records, internal control, budget control, allowable cost, source documentation and cash management. A carefully developed technology plan and acceptable use procedure is essential. Internal controls are in place that allow for the separation of duty for cash receipts, the payroll process, purchase/cash disbursements and non-federal shares all of which have been approved by the governing board. UCHRA is committed to protecting the integrity of fiscal data information to all stakeholders. In addition, the systems are in place to ensure timely reporting of state and federal financial reports, to include retirement contribution reporting, unemployment tax reporting, payroll tax reporting (form 941) , and federal 424.

**In-Kind Justification**

<b>Line</b>	<b>Item</b>	<b>Generated</b>	<b>Description</b>
<b>Description</b>	<b>In-Kind</b>		
Health/Mental Health Services Personnel	\$6,301		Donated Personnel by the Van Buren County School System (1) School Psychologist Consultation and observations related to behaviors with typical and non-typical functioning children in conjunction with Head Start and LEA health and disability services personnel, screens children for behavior and/or related disabilities to devise plans and address related issues.
Disability Services Personnel	\$17,227		Donated Personnel by the Van Buren County School System (1) Speech Pathologist who comes to the center to provide speech and language services twice weekly. Performs all speech/language/ hearing screenings. (1) Special Education Supervisor who maintains all paperwork/IEP, files report to special education department within the department of education, coordinates all disability related services, supervises speech pathologist and other related personnel i.e. (1) OT/PT etc.
Nutrition Services Personnel	\$15,462		Donated Personnel by the Van Buren County School System Cook Prepares meals on-site, maintains production records and inventory (1)Nutrition Supervisor who Approves menu, orders groceries, supervises delivery, supervises cook, and arranges for substitute cook, obtains food supply vendors,

		arranges milk delivery, submits meal counts to grantee for payments
Academic Service Personnel	\$5,717	Donated Personnel by the Van Buren County School System to work with children in the classroom on academic skills. (1) Academic Support Personnel
Maintenance Personnel	\$2,152	Donated Personnel by the Van Buren County School System (1) Maintenance Building and Ground Personnel Maintains industrial appliances in kitchen, provides emergency maintenance for sewer system, grounds, and building
Transportation	\$7,152	Donated Personnel by the Van Buren County School System (1) Transportation Personnel Oversees transportation provided by Van Buren County School System.
Child Services Consultants	\$9,348	Services to address family needs.
Child and Family Services Supplies	\$25,175	Donations by parents and community for the use in classrooms i.e. books, art supplies, clothing, food for nutritional activities and to support the food bank.
Rent	\$14,400	Donated Rent by the Van Buren County School System for the building occupied by the Head Start program and supported by current fair market value.
Utilities	\$1,867	Donated Utilities by the Van Buren County School System for Water of the building occupied by the Head Start Program
Building and Child Liability Insurance	\$9,444	Insurance paid by Van Buren County School System for liability of building and transportation
Parent Services	\$13,000	Travel accrued by parent committee members, policy council, male involvement to attend meetings to support the Head Start program. Parents transporting children from areas where bus services are not provided
Nutrition Services	\$1,200	Food donated for nutrition packs and food bin.
Volunteers	\$64,715	Time associated with but not limited to related persons attending male involvement meetings, parent committee meetings, policy council meetings, multi advisory meetings. volunteers assisting in classrooms and field trips and other related school functions, in addition extended classroom activities performed by parents/guardians to support the individualized education of the child producing significant outcomes related to the support of school readiness as indicated in the classroom curriculum lesson plans all of which support the objectives of the program.

Grounds (mowing)	\$563	Local school system pays for the mowing of the area around the school but not all 6 acres where the program is located.
Transportation	\$4,232	Family mileage to events and school

UCHRA has successfully demonstrated in meeting the 15% limitation on development and administration costs as indicated in the summary page of GABI with historical compliance.

Other funding sources are limited to CACFP in the projected amount of \$30,592

The UCHRA's Cost Allocation Plan is very simple and straightforward. Administrative costs will be equitably distributed among direct agency activities (programs and services) by dividing the total administrative cost by the total salaries and fringe benefits of the other agency activities. The cost allocation rate thus determined will be charged against total salaries and fringe benefits of each direct activity.

The Agency must submit an Indirect Cost Rate proposal to the Department of Health and Human Services Division of Cost Allocation since it operates a direct federally funded Head Start Program. This proposal includes the proposed method of allocating the Agency's general administrative costs to the Head Start Program. The proposal is amended based on the timeframe outlined in the rate agreement. The Agency's direct program salaries and wages plus in-kind wages are used as a base in computing the indirect cost rate. The Agency is assigned a provisional indirect cost rate that is not finalized until after the audit is complete each year. The quarterly and Final FFR reports that are sent to the Head Start regional office requires us to disclose the approved provisional indirect cost rate and the total indirect cost allocated to the Head Start program. A copy of the indirect cost rate is attached as a separate document.

The program at this time will not be asking for reduction in enrollment.

The program at this time will not be asking for a conversion.

The program at this time will not be asking for any equipment and/or the purchase, construction or major renovation of the facilities.



February 21, 2024

Department of Health and Human Services  
Division of Children and Families  
Administration of Children and Families  
61 Forsyth St. Suite 4M60  
Atlanta, Georgia 30303-8909

Ref,; Grant No. 04CH011574-02

Dear Sir or Madam,

As the Board of Directors Chairperson, the request to approve the 2024/2025 Continuation Grant Application was approved as indicated.

Sincerely,

Randy Heady  
UCHRA  
Van Buren County Head Start

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input type="checkbox"/> New <input checked="" type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text"/>	4. Applicant Identifier: 04CH011574
---------------------------------------------	----------------------------------------

5a. Federal Entity Identifier: N/A	5b. Federal Award Identifier: 04CH011574
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**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: Upper Cumberland Human Resource Agency	
* b. Employer/Taxpayer Identification Number (EIN/TIN): 620906260	* c. UEI: NQETB84MNEG8

**d. Address:**

* Street1:	580 S Jefferson Ave
Street2:	Ste B
* City:	Cookeville
County/Parish:	Putnam County
* State:	TN: Tennessee
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	38501-4673

**e. Organizational Unit:**

Department Name: Upper Cumberland Human Resourc	Division Name: <input type="text"/>
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**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: Elsie
Middle Name: <input type="text"/>	
* Last Name: Blaylock	
Suffix: <input type="text"/>	

Title: Director
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Organizational Affiliation: Upper Cumberland Human Resource Agency
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* Telephone Number: (931) 528-1127	Fax Number: (931) 526-8305
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* Email: EBLAYLOCK@UCHRA.COM
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**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

ACF-Head Start

**11. Catalog of Federal Domestic Assistance Number:**

93.600

CFDA Title:

Head Start

**\* 12. Funding Opportunity Number:**

eGrants-N/A

\* Title:

N/A

**13. Competition Identification Number:**

Not Applicable

Title:

Not Applicable

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

Head Start

Attach supporting documents as specified in agency instructions.



**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="791,819"/>
* b. Applicant	<input type="text" value="197,955"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text" value="0"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text" value="989,774"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

# CONTRACT

Between  
ASSESSMENT COUNSELING AND TRAINING SERVICES  
And  
VAN BUREN COUNTY HEAD START PROGRAM

Assessment, Counseling and Training Services (ACTS) and the Van Buren Head Start Program hereby enter into a Contact Agreement, this 1<sup>st</sup> day of July 2024 for Mental Health services to be provided to the Head Start Program for a term of (12) twelve months and terminating June 30, 2025.

Assessment, Counseling and Training Services (ACTS) will provide licensed clinicians to perform in classroom assessments twice per school year. These assessments will be done on site in each classroom.

ACTS staff will provide a designated mental health services coordinator to serve as a liaison between ACTS and Van Buren County Head Start in the management of Mental Health Services. ACTS will fill out the customary evaluation forms and give an exit interview (interview to include discussion of strategies/supports for improvement and sustaining things done well) with each set of classroom personnel prior to leaving the location for that day. Besides the (9) nine monthly classroom observations, ACTS will provide in-service training for all staff (2) two times per year in a centralized location that is convenient for the Van Buren County Head Start staff. The in service training will cover a wide variety of topics which may be generated from either the ACTS staff or requests made from the Head Start staff.

Assessment, Counseling and Training Services are also available on an as needed basis for parent consultations.

In consideration for:

- Designated mental health service coordinator.
- Nine classroom observation visits by a licensed staff member in each classroom
- Consultation with the Federal Site monitor for the Van Buren Head Start program on an as needed basis.

ACTS will receive (\$5000.00) Five Thousand dollars, per year. The in service training sessions and the consultation services for both staff and parents are considered part of this basic contract.

Additionally, ACTS will offer the following options:

OPTION I: On a per case basis, ACTS will perform individual student evaluations. A licensed ACT staff member will provide individual observations for students upon referral from a Head Start staff member. The ACT staff will fill out the appropriate paperwork and provide documentation of the assessment. A meeting will be arranged with the Head Start staff and the parents to discuss the finding of the observation. Also, recommendations will be made to help intervene with the identified problem areas. The cost of the individual observations is (\$250.00) Two hundred dollars per evaluation.

OPTION II: A strong aspect of any educational program is family or parenting training. ACTS will provide a two-session parent training program (one in the Fall and one in the Spring). The parents will be expected to participate in the treatment program under the direction of a trained staff member. This program will focus on the parenting skills necessary for preschool children. Attempts will be made to schedule the training program at times that are convenient for families and Head Start personnel. The training programs will be 2 hours in length in the Fall and in the Spring. The cost of this option is (\$500.00) five hundred dollars per year.

OPTION III: ACTS staff members will conduct team home evaluations. The team would consist

of a Head Start staff, and an ACTS staff member. Children having learning or behavioral difficulties that continue after every reasonable attempt has been made by Head Start staff may be having problems at home that are being acted out at school. Home visits may prove beneficial in addressing these problems. An individualized in-home behavioral intervention recommendation will be submitted for each case. Cost for home visits is (\$150.00) one hundred fifty dollars per visit.

OPTION IV: ACTS will provide a Behavior Intervention Specialist on an as needed basis to work with children having behavioral or adjustment difficulties in the classroom during normal school hours. ACTS will provide training for the Behavior Intervention Specialist. The Behavior Intervention Specialist will have a minimum qualification of a bachelor degree in education, psychology or related field. The cost of this option is (\$350.00) One Hundred Fifty dollars per day.

OPTION IIV: ACTS will provide individual mental health services in the form of either Telehealth or Play Therapy on an as needed basis to children who have been referred for mental health services but have transportation or health insurance barriers. The cost of each session is (\$60) sixty dollars with five sessions expected to be done in Head Start center and five in the home-for Play therapy; Telehealth can be utilized as a supplement as needed/appropriate at the cost of each session (\$60) sixty.

ACTS will submit a monthly statement at the end of each month and receive payment on or before the tenth of the following month.

Either party giving written notice to the other at least 60 days before the effective date of termination may terminate this agreement.

By entering into this contract we agree to adhere to all the code of conduct standards of the UCHRA Van Buren County Head Start and certificate of liability shall be maintained.

ACTS looks forward to a professional relationship with Van Buren County Head Start. We are looking forward to your response to this proposal.

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For ACTS

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For Van Buren Head Start

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Date

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Date

**AGREEMENT BETWEEN  
UPPER CUMBERLAND REGION  
TENNESSEE DEPARTMENT OF HEALTH  
AND  
UCHRA VAN BUREN COUNTY HEAD START**

This Agreement by and between the Upper Cumberland Region Tennessee Department of Health, on behalf of Van Buren County Health Department, hereinafter referred to as “Regional Health” and UCHRA Van Buren County Head Start, hereinafter referred to as “Head Start” are provisions for Dental Services for the period of July 1, 2024 through June 30, 2025.

**DENTAL**

We agree to provide dental services to clients of the Van Buren County Head Start.

When possible, these services will be billed to TennCare. Head Start will be responsible for non-TennCare participants. Payment should be made to the Van Buren County Health Department.

If a child should require a procedure unable to be performed by the Health Department Dentist, an appropriate referral will be made in conjunction with Head Start personnel.

A list of Dental charges is attached.

**PHYSICAL EXAMINATIONS FOR HEAD START**

We agree to provide to clients of the Head Start Program the following services:

1. Unclothed physical examination to be performed by an R.N. or M.D.
2. Height, Weight, Blood Pressure
3. Ears, Nose, Mouth, Throat, Heart
4. Vision Screening
5. Hearing Screening
6. Anemia Screening(Hemoglobin)
7. Sickle Cell when appropriate
8. Urine Test when indicated
9. Tuberculin test as indicated
10. Lead History and blood lead test, if necessary
11. Immunizations

The Health Department will send a statement monthly for services provided. Payment should be made to each respective Health Department. The charge will be \$50.00 per child. Follow-up treatment will be subject to our usual fee. If blood lead test is needed per protocol the additional charge will be \$4.00 for lead test plus \$3.86 collection fee for a total of \$7.86 . Any needed immunizations will be \$20.00 for the first immunization, and \$13.70 each for subsequent immunization. Head Start will be responsible for obtaining parental permission for immunizations.

**Service Agreement**

When possible, these services will be billed to TennCare. If the child has TennCare, we will perform an EPSDT exam and bill TennCare. Head Start will be responsible for obtaining permission from the child’s parent for the exam. Children’s exams that appear to be covered by a family medical plan will be billed to that insurance company. Head Start will be billed for services if the insurance denies the claim or for reimbursement less than \$50.00.

The Health Department’s physical exam form PH 3565 will be used for documentation of the physical examination.

We will also provide a Registered Dietitian to review and approve a menu annually for the agency at a charge of \$48.00. Upon receipt of documentation of service, please send a check for that amount to Tennessee Department of Health, 200 West 10<sup>th</sup> Street, Cookeville, Tennessee 38501-6076.

We will also provide a Registered Nurse to review and approve a sample health file review annually and be available for questions for the agency at a charge of \$48.00. Upon receipt of documentation of service, please send a check for that amount to Tennessee Department of Health, 200 West 10<sup>th</sup> Street, Cookeville, Tennessee 38501-6076.

Head Start will upon receipt of documentation, pay the amount of said services as specified in the Services Agreement: Child Physical Examinations and Child Dental Health Services.

If there are any questions or problems, please contact Angel Troxell at 931-528-7531, Karen Roper at 931-946-2438 or Cathy Phillips, D.D.S. at 931-646-7506.

**TERM**

To be effective July 1, 2024 through June 30, 2025; however either Party shall have the right to terminate this agreement through the provisions of a thirty-day(30) written notice.

By entering into this contract we agree to adhere to all the code of conduct standards of the UCHRA Van Buren County Head Start and certificate of liability shall be maintained.

\_\_\_\_\_  
Angel Troxell, Regional Director  
Upper Cumberland Region  
Tennessee Department of Health

\_\_\_\_\_  
Date

\_\_\_\_\_  
Elsie Blaylock  
UCHRA

\_\_\_\_\_  
Date

<b>PROCEDURE</b>	<b>CODE</b>	<b>STANDARD FEE</b>
Comprehensive Oral Evaluation	D0150	\$35.00
Periodic Evaluation	D0120	\$25.00
Prophylaxis, Child	D1120	\$35.00
Fluoride, Topical, Child	D1203	\$20.00

UPPER CUMBERLAND HUMAN RESOURCE AGENCY  
Contract Between

Van Buren County School System  
And  
UCHRA-Van Buren County Head Start

This agreement is made pursuant to the Child and Adult Care Food Program (CACFP) which is funded by the Tennessee Department of Human Services (DHS) and the U.S. Department of Agriculture (USDA). This agreement is entered into by and between the Upper Cumberland Human Resource Agency, herein referred to as the **Agency**, and the Van Buren County School System, herein referred to as the **Contractor**.

This agreement is for the provision of food service under the CACFP, and is subject to the following conditions:

A. The Contractor Agrees:

1.To provide In-kind services( In Kind contributions are gifts of goods or services donated to our program as Non-Federal Match.) to the UCHRA-Van Buren County Head Start as follows:

a.Nutritionist.....10% X yearly salary

**The nutritionist is to oversee the cook/kitchen/meals operations.**

*Responsibilities include:*

aa.To have public health certification for the facility in which it prepares meals for use by the Agency; to ensure that public health and sanitation requirements are met at all times; to allow inspections of its facility and meal delivery process by public health officials or a representative of the TN Department of Human Services.

ab.Develop/provide monthly menus aligned with CACFP(3-5 year) standards and Head Start Performance Standards.

ac.To ensure that meals provided meet CACFP and Head Start requirements at the Agency's Head Start Center.

ad.To deliver or provide food component substitutes for children with allergens or other special needs as identified on a 504, or Individual Health Plan.

ae.To ensure inventory, order goods, and maintain equipment needed for food services..

af.To maintain such records, supported by invoices, receipts or other evidence, as the Agency will need to meet its responsibilities under the CACFP; including menu records which specify the amount of food prepared, and the number of meals delivered or provided by type.

ag.To allow the inspection and audit of its books and records pertaining to the Agency's food service operation at any reasonable time and place by any of the following representatives :

Tennessee Department of Human Services

Tennessee Comptroller of the Treasury

U.S. Department of Agriculture

U.S. General Accounting Office

for a period of seven (7) years from the receipt date of final payment under this agreement. Also, in any such cases where the Tennessee Department of Human Services or the U.S. Department of Agriculture, or their representatives' findings remain unresolved, and until such time as the audit is resolved.

ah. If meals are prepared on site, the Contractor agrees to provide a cook -who will prepare,deliver,set up the family style meals and conduct meal service clean up (IE:Dishes, kitchen surfaces) at no cost to the Agency. In the absence of a regular cook, Head Start will be responsible for providing a substitute cook. Contractor is responsible for the training and supervision of the cook.

ai. If meals are prepared off site, Contractor agrees to provide a kitchen worker to deliver and set up the family style meals.In the absence of a regular kitchen worker, contractor will be responsible for providing a substitute kitchen worker. Contractor is responsible for the training and supervision of the

kitchen worker.

b. Cook/kitchen worker.....5.5 hours per day x hourly rate x 165 days, Monday - Friday.  
*\*However, inclusive in the agreed upon 165 days, is built in clean-up/set up days: 160 school days with additional days for prep time for start up, cleaning during closing at Dec, & shutdown for summer.*

**The cook/kitchen worker is to implement the kitchen/meals operations.**

Responsibilities include:

- ba. To ensure that meals are prepared in accordance with health safety standards.
- bb. To ensure that the meals provided meet CACFP and Head Start requirements at the Agency's Head Start Center.
- bc. To deliver or provide uniform meals with or without milk, as required by DHS, in accordance with 7 CFR Part 226.6(I)(II).
- bd. To deliver or provide food component substitutes for children with allergens or other special needs as identified on a 504, or Individual Health Plan.
- be. To conform to menu changes agreed upon by the Agency and the Contractor.
- bf. To complete all meal preparation and conclusion clean up. (Dishes, kitchen surfaces)
- bg. To ensure inventory, order goods, and maintain equipment needed for food services.
- bh. To promptly submit invoices to the Agency for meals delivered, at least once a month.

**B. The Agency Agrees:**

- 1. To submit reimbursement claim to CACFP, upon receipt of meals delivery invoice.
- 2. To pay the Contractor for the meals delivered at the indicated cost per plate listed below:

<b>Breakfast</b>	<b>Lunch</b>		<b>Snack</b>
	Child	Adult	
\$2.00 ea.	\$3.85 ea.	\$3.85 ea.	\$1.00 ea.

- 3. To maintain open communication with the Contractor upon which to relay any allergens, 504, IEP, and other necessary data to allow for the contractor to ensure meals are provided accordingly.

***Confidentiality:***

Both the Van Buren County School System and the UCHRA Van Buren County Head Start Program shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

*This contract may be terminated by either party by giving written notice to the other at least fifteen (15) days before the effective date of termination. In the event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory and authorized meals served as of the termination date.*

*If the Contractor fails to fulfill in a timely and proper manner its obligation under this agreement, or if the Contractor shall violate any terms of this agreement, the Agency shall have the right to immediately terminate this agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Agency for damages sustained by virtue of any breach of this agreement by the Contractor.*

*This agreement is for the period beginning July 1, 2024 and ending June 30, 2025.*

By entering into this contract we agree to adhere to all the code of conduct standards of the UCHRA Van Buren County Head Start and certificate of liability shall be maintained.



Van Buren County School System

\_\_\_\_\_  
Director of Schools                      Date

\_\_\_\_\_  
.....                      Date

Van Buren County Head Start

\_\_\_\_\_  
Executive Director                      Date

\_\_\_\_\_  
Director                      Date

\_\_\_\_\_  
Health Specialist                      Date

Contract Between

Van Buren County School System  
And  
UCHRA-Van Buren County Head Start

Vehicle Maintenance Services (Contractor) and the UCHRA Van Buren Head Start Program (Agency) hereby enter into a Contact Agreement, this 1<sup>st</sup> day of July 2024 for services to be provided to the Head Start Program for a term of (12) twelve months and terminating June 30, 2025.

This agreement is for the upkeep/maintenance and repair work of the Van Buren Head Start; buses (4), vans (3), and SUVs (1). The Contractor will receive (\$4800) four thousand eight hundred dollars, per year, and is subject to the following conditions:

A. The Contractor Agrees:

1. To maintain fluid changes and all other maintenance work to the Agencies (4) four buses, (3) three vans, and (1) one SUV.
2. To inspect all Agency vehicles monthly for maintenance needs.
3. To be responsible for all repairs of the Agency vehicles.
4. To provide invoices of all purchased items within one (1) week of purchase date to the UCHRA-Van Buren County Head Start.

B. The Agency Agrees:

1. To reimburse claims made by the Contractor, upon receipt of invoice of items purchased.
2. To maintain an account to be billed to the Agency with NAPA Auto Parts Store for the purchase of all required parts and materials needed by Contractor to maintain upkeep of Agency vehicles.
3. To pay Contractor in either;
  - a. (10) ten monthly payments (\$480) four hundred eighty dollars, with the first payment starting August and each month thereafter until May (or)
  - b. At the end of the school term (in May) for the full amount of (\$4800) four thousand eight hundred dollars

*Confidentiality:*

Both the Contractor and the UCHRA Van Buren County Head Start Program shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

*This contract may be terminated by either party by giving written notice to the other at least fifteen (15) days before the effective date of termination. In the event, the Contractor shall be entitled to receive just and equitable compensation for any satisfactory and authorized meals served as of the termination date.*

*If the Contractor fails to fulfill in a timely and proper manner its obligation under this agreement, or if the Contractor shall violate any terms of this agreement, the Agency shall have the right to immediately terminate this agreement and withhold payments in excess of fair compensation for work completed. Notwithstanding the above, the Contractor shall not be relieved of liability to the Agency for damages sustained by virtue of any breach of this agreement by the Contractor.*

*This agreement is for the period beginning July 1, 2024 and ending June 30, 2025.*  
By entering into this contract we agree to adhere to all the code of conduct standards of the UCHRA Van Buren County Head Start and certificate of liability shall be maintained.

Vehicle Maintenance Services

Van Buren County Head Start

---

Date

---

Director

Date

---

Date

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MEMORANDUM OF UNDERSTANDING  
BETWEEN  
UCHRA VAN BUREN COUNTY HEAD START  
AND  
VAN BUREN COUNTY SCHOOL DISTRICT

**I. Parties to the Agreement**

- A. UCHRA Van Buren County Head Start
- B. Van Buren County School District

**II. Purpose of Agreement**

- A. To improve availability and the quality of services through coordinated service delivery systems for preschool children and their families to include underrepresented populations such as children with disabilities, low income, homeless, migrant, and/or English Language Learners.
- B. To support children's optimal development and readiness for school entry and success.
- C. To promote collaboration regarding shared transportation, facilities, and other resources, as appropriate.
- D. To define the roles and responsibilities of the parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services.

**III. Agency Descriptions and Authority**

- A. UCHRA Van Buren County Head Start

Head Start is a nationwide Federal grant program funded by the U.S. Department of Human Services. It is a comprehensive child development program for families with preschool children in the areas of educations, social services, health, nutrition, and family involvement.

Head Start's responsibility for coordinating and collaborating with the appropriate local entity responsible for managing publicly funded pre-school programs in the service area of the Head Start Program is mandated by the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007".

- B. Van Buren County School District

The Voluntary Pre-K program is a statewide grant program administered by the Tennessee Department of Education, Office of Early Learning. It is a program for three and four year old children who are at-risk and provides an opportunity to develop school readiness in an age appropriate environment.

The Local Education (LEA) is the appropriate entity that manages publicly funded pre-K programs across the state. Funding for Pre-K programs is through TCA §§49-6-110.

#### **IV. Joint Roles in System Review, Coordination, Collaboration, Alignment and Implementation**

The parties will assess needs and develop plans for coordination, collaboration, alignment, and implementation of each of the following activities, as mandated by the Head Start Act.

- A. Educational activities, curricular objectives, and instruction
  - Alignment-Early Learning Development Standards (ELDS) and the Head Start Framework
  - Screening/assessment instruments
  - Home Visits
  - Parent Conferences
  - IEP
- B. Public Information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs.
  - Representation on State Pre-K Advisory Council and the County Pre-K Advisory Councils
  - Head Start Annual Report
  - Websites
  - Public Service Announcements (PSA)
  - Information regarding intake/recruitment procedures
  - Program Information Report (PIR)
  - Imagination Libraries
  - Participation in the annual self-assessment
  - Participation in community-sponsored events (health fairs and county fair)
- C. Selection priorities for eligible children to be served by the programs.
  - Recruitment/enrollment criteria
  - Referrals
  - Sharing of waiting lists
- D. Definition of service areas.
  - Geographic
  - Special populations
  - Component areas (transportation, food, etc.)
  - Ages of children
  - Service needs

- Program specific goals (literacy, etc.)
  - Comprehensive vs more narrowly defined services
- E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development.
- Joint in-service opportunities
  - Sponsor early childhood trainings for providers in regional area
- F. Program technical assistance.
- On site consultation
  - Referrals
  - Formal/information inquires
  - Follow-up on particular families
  - Phone calls
- G. Provision of services to meet the needs of working families, as applicable.
- Before and after school care for school aged children
- H. Communication and parent outreach to smooth transitions to kindergarten.
- Visits to kindergarten classrooms
  - Transfer of records (with parent consent)
  - Early registration for kindergarten
  - Transition from family style meals to cafeteria style
- I. Provision and use of facilities, transportation, and other program elements.
- Agreements for classroom and meeting space.
  - Purchase of meals
- J. Other elements mutually agreed to by the parties.
- Disability contract
  - Lunch program contract
  - In kind
  - Building, utilities, grounds upkeep, etc.
- K. The Director, in coordination with the public school superintendent (as stated in the memorandum of understanding) shall convene the entire team at any time or may convene selected members or representatives to respond to a specific event. After any event, the chairperson may convene any/all members to debrief, discuss, and review the actions or responses of the team in order to ensure that the plan that was followed is fast and effective.

## V. Confidentiality

All parties acknowledge confidentiality requirements that each grantee and agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. It is the intent of this agreement to ensure that parents have the rights of access rights of privacy with respect to such records and reports, and that applicable State and Federal laws for exercise of these rights be strictly followed as indicated by the Family Educational Rights and Privacy Act (FERPA) and health Insurance Portability and Accountability Act (HIPAA).

**VI. Review of Agreement**

This agreement will be jointly reviewed by all parties biennially (every two years) and more frequently if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

**VII. Terms of Agreement**

The agreement will become effective immediately after being signed and dated by all parties. By signing the agreement, each party agrees to the terms.

**VIII. Signatures**

For \_\_\_\_\_

\_\_\_\_\_  
Director of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Pre-K Supervisor

\_\_\_\_\_  
Date

For \_\_\_\_\_

\_\_\_\_\_  
Head Start Program Director

\_\_\_\_\_  
Date

Memorandum of Understanding  
Between  
Van Buren County School System  
And  
UCHRA Van Buren County Head Start

This agreement is between Van Buren County School System and UCHRA Van Buren County Head Start Program for the period of July 1, 2024 through June 30, 2025.

I. Propose Statement

The purpose of this agreement is to establish working procedures between Van Buren School System and UCHRA Van Buren County Head Start in the provision of services to preschool children eligible for special education in compliance with Federal and Tennessee State law and regulations.

*It is the intent of this agreement to:*

1. Define which service will be provided by each agency.
2. Ensure that children eligible for preschool special education services receive a free and appropriate public education, as required by law, in the least restrictive environment.
3. Ensure that each agency cooperatively maintains communication and shares leadership responsibilities at the local level and to ensure that available resources are utilized in the most effective manner.
4. Ensure that cooperative arrangements between Van Buren County School System and UCHRA Van Buren County Head Start are developed, implemented, and preserved.

**This agreement applies only to preschool children three years old to kindergarten who are eligible for special education services.**

II. Program Mandates

*Responsibility of Local Education Agency:*

1. Locate and identify all preschool children with disabilities within their jurisdiction.
2. Provide services to preschool children with disabilities on a mandatory basis following August 1994 (Expanded Requirements under the Individuals with Disabilities Education Act as amended PL102-119); including providing comprehensive evaluations of children with suspected disabilities by appropriate personnel using appropriate instruments.
3. Provide preschool children with disabilities a free and appropriate public education (FAPE), including the development and implementation of an Individualized Education Plan (IEP) or Individualized Family Service Plan (IFSP), which includes all of the components of an IEP, procedural safeguards, and the provision of related services.
4. Place preschool children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers to the maximum extent appropriate.
5. Work with appropriate community agencies to provide services to preschool children with disabilities.
  - A. Screening
  - B. Hearing
  - C. Vision

*Responsibility of Head Start Program:*



1. Recruit, enroll, and serve eligible children age three to kindergarten age. No less than 10% of the total number of enrollment opportunities in Head Start Programs shall be available for children with disabilities who are eligible to participate (PL92-424).
2. Screen all enrolled children for potential problems in the area of health and development.
3. Refer children found to be at risk to the Van Buren County School System for appropriate diagnostic evaluation. (Special Education Coordinator (LEA)).
4. Participate in the developmental and implementation of the IEP for children with disabilities (with parent participation) based on diagnostic information.
5. Work closely with other community agencies in order to provide services to children with disabilities.
6. Share information about area resources with Local Education Agencies and families.

III. Program Description:

UCHRA Van Buren County Head Start Program (general identifying information to include names and addresses of centers located within the school district and the number of children served.)

UCHRA Van Buren County Head Start 24038 State Route 30 Spencer, TN 38585	Enrollment 37	Est. # with Disabilities 6
--------------------------------------------------------------------------------	------------------	-------------------------------

IV. Service Implementation:

1. Child Find/Screening

*Van Buren County School System will:*

- A. Review the referrals and contract with Head Start to provide comprehensive evaluations of children with suspected disabilities.
- B. Screen all children in the area of speech and hearing completing evaluations within 45 calendar days from entering school, to ensure all children receive needed services in a timely manner.

*UCHRA Van Buren County Head Start will:*

- A. Conduct community needs assessment.
- B. Contact community agencies and individuals who serve children with disabilities
- C. Advertise services through newspapers, flyers, radio spots, and other printed materials.
- D. Receive referrals from Van Buren County School System
- E. Screen all enrolled children within 45 days of entry into the program in the areas of health and development.
- F. Maintain a minimum of ten- percent enrollment of children with disabilities.

V. Referral of Evaluation:

*Van Buren County School System will:*

1. Review the referrals and provide Head Start with specified diagnostic evaluations in 40 school days.
2. Maintain the special service folder with assistance of Head Start Disabilities Specialist and Service Area Staff.

*UCHRA Van Buren County Head Start will:*

1. Refer children who fail screening and are suspected of having a disability to appropriate professionals for evaluation.
2. Conduct monthly tracking of children at risk and refer for evaluation.
3. Contact and involve parents/guardians in the referral and evaluation process
  1. Parents/guardians permission to refer
  2. Informed consent to evaluate

VI. Comprehensive Evaluation:

*Van Buren County School System will:*

1. Provide the following services to the Head Start Program according to IEP:
  - A. Physical Therapy
  - B. Occupational Therapy
  - C. Speech and Language
  - D. Assisted Technology
  - E. Psychological as needed
  - F. Speech and Language evaluations
  - G. Provide Speech Therapist and/or SLPA

*UCHRA Van Buren County Head Start will:*

1. Participate in the meetings and assist in the development of an IEP for children eligible for special education.
2. Facilitate active involvement of parents/guardians.
3. Coordinate review of both agencies.
4. Provide space for the team meetings.
5. Provide location for Occupational Therapy/Speech/Physical Therapy
6. Provide transportation as needed.

VII. Placement:

*Van Buren County School System will:*

1. Place preschool children with disabilities in the least restrictive environment with the opportunity to interact with non-disabled peers. (Head Start if appropriate)
2. Van Buren County School System will process all referrals/placements in 40 school days.

*UCHRA Van Buren County Head Start will:*

1. Provide services for children in an inclusive environment.
2. Provide part-time/shared slots for dual placements in both programs, if deemed necessary in the IEP.

VIII. Procedures for Hiring and Supervising Staff Providing Special Services:

*Van Buren County School System will:*

1. Provide consultative support to Head Start as needed.
2. Provide disability aid when appropriate.
3. The Special Education Director will oversee the provision of services to children with disabilities as required in 1308.4(K) page 265.

*UCHRA Van Buren County Head Start will:*

1. Work with and assist any school personnel designated to work with UCHRA Van Buren County Head Start.
2. The Disabilities Services Specialist will coordinate with her counterparts to assure smooth integration of services.

IX. Procedures for Reviewing/Monitoring Child's Progress:

*Van Buren County School System will:*

1. Maintain special service folders following Van Buren County School System and Head Start protocol.
2. Provide ongoing consultation with Head Start staff.
3. Therapists should provide progress reports following the grading period for regular school.

*UCHRA Van Buren County Head Start will:*

1. Report attendance.
2. Coordinate meetings to share information concerning children.
3. Document progress.

X. Confidentiality:

Van Buren County School System and the UCHRA Van Buren County Head Start Program shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

XI. Training and Technical Assistance:

*Van Buren County School System will:*

1. Provide appropriate training for Head Start staff and parents/guardians on specific procedures and regulations for each agency.
2. Offer on-site assistance to individual teachers and staff members as needed.

3. Provide training to parents/guardians on the laws governing Special Education
4. Provide training for Disability Aide appropriate for diagnosed disability. All training provided pending funds available during the school year.

*UCHRA Van Buren County Head Start will:*

1. Notify Van Buren County School System of needed training and provide space for it.
2. Jointly plan training based on needs of staff and parents/guardians.

XII. Counting and Reporting Children with Disabilities:

*Van Buren County School System will:*

1. Complete head counts report.

*Van Buren County Head Start will:*

1. Complete appropriate forms and submit to the Van Buren County School System whenever a child is suspected of having a disability.
2. Complete annual Program Information Report (PIR)

XIII. Transition Plan:

Transition effort to be developed from Head Start to Kindergarten will include:

1. Develop process for sharing information.
2. Notify Van Buren County School System of children who will be transitioning by December 1, 2023.
3. Provide training about the school system and expectations for children and families.
4. Arrange visits to receiving school.
5. Develop transition forms if necessary.
6. Develop timelines for transition to occur.
7. Work together in the intervention process.
8. Provide additional services for all at risk children.

XIV. Termination Review

This memorandum of understanding will be reviewed by the Special Education Director and Disabilities Services Specialist on an as needed basis or at least once annually. Either party upon thirty (30) days written notices may terminate this agreement.

By entering into this contract we agree to adhere to all the code of conduct standards of the UCHRA Van Buren County Head Start and certificate of liability shall be maintained.

Van Buren County School System

UCHRA Van Buren County Head Start

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Name/Title/Date

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Name/Title/Date

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Name/Title/Date

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Name/Title/Date

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Name/Title/Date

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Name/Title/Date

December 2023 UCHRA Services Dashboard

	Total Households Served Duplicated	Cases of Ensure Sold	Regular LIHEAP Households Served	Regular LIHEAP Funds Utilized	Crisis LIHEAP Households Served	CRISIS LIHEAP Funds Utilized	THDA ERA-EPP Households Served	THDA ERA-EPP Funds Utilized	LIHWAP Households Served	LIHWAP Funds Utilized	WP Applications	Commodities	Information and Referrals
<b>TIER 1 Counties</b>													
Cumberland	536	8	61	\$ -	33	\$ 22,400.00	1	\$ 3,175.00	0	\$ -	0		433
Putnam	1054	13	175	\$ -	69	\$ 52,000.00	6	\$ 17,994.50	0	\$ -	2	508	281
Warren	754	13	63	\$ -	20	\$ 14,200.00	3	\$ 6,462.00	0	\$ -	3	480	172
<b>TIER 2 COUNTIES</b>													
DeKalb	391	9	24	\$ -	9	\$ 7,000.00	1	\$ 1,120.00	0	\$ -	3	318	27
Fentress	1177	7	47	\$ -	50	\$ 36,200.00	0	\$ -	0	\$ -	0	551	522
Macon	417	1	32	\$ -	19	\$ 14,200.00	0	\$ -	0	\$ -	0		365
Overton	453	11	42	\$ -	17	\$ 13,600.00	0	\$ -	0	\$ -	0	383	0
Smith	106	0	15	\$ -	27	\$ 19,000.00	0	\$ -	0	\$ -	0		64
White	173	10	30	\$ -	24	\$ 17,800.00	1	\$ 2,775.00	0	\$ -	0		108
<b>TIER 3 Counties</b>													
Cannon	287	2	15	\$ -	11	\$ 8,200.00	0	\$ -	0	\$ -	0	229	30
Clay	106	11	42	\$ -	41	\$ 28,000.00	2	\$ 2,367.00	0	\$ -	2		8
Jackson	96	1	46	\$ -	29	\$ 22,000.00	4	\$ 7,601.00	0	\$ -	0		16
Pickett	57	14	30	\$ -	3	\$ 2,400.00	0	\$ -	0	\$ -	0		10
Van Buren	59	0	39	\$ -	12	\$ 9,200.00	1	\$ 638.42	0	\$ -	0		7
<b>Total:</b>	<b>5666</b>	<b>100</b>	<b>661</b>	<b>\$0.00</b>	<b>364</b>	<b>\$266,200.00</b>	<b>19</b>	<b>\$42,132.92</b>	<b>0</b>	<b>\$0.00</b>	<b>10</b>	<b>2,469</b>	<b>2,043</b>

No Data at this time

### November 2023 UCHRA Services Dashboard

	Total Households Served Duplicated	Cases of Ensure Sold	Regular LIHEAP Households Served	Regular LIHEAP Funds Utilized	Crisis LIHEAP Households Served	CRISIS LIHEAP Funds Utilized	THDA ERA-EPP Households Served	THDA ERA-EPP Funds Utilized	LIHWAP Households served	LIHWAP Funds Utilized	WP Applications	Commodities	Information and Referrals
<b>TIER 1 Counties</b>													
Cumberland	1039	9	81	\$ -	65	\$ 47,200.00	3	\$ 7,415.00	0	\$ -	2	477	402
Putnam	300	23	67	\$ -	101	\$ 75,000.00	1	\$ 1,930.00	0	\$ -	1	-	107
Warren	208	8	86	\$ -	29	\$ 21,000.00	7	\$ 27,789.80	0	\$ -	4	-	74
<b>TIER 2 COUNTIES</b>													
DeKalb	101	8	70	\$ -	8	\$ 6,400.00	0	\$ -	0	\$ -	0	-	15
Fentress	536	4	130	\$ -	64	\$ 47,800.00	1	\$ 2,439.94	0	\$ -	1	-	336
Macon	1092	10	27	\$ -	16	\$ 12,600.00	0	\$ -	0	\$ -	0	243	796
Overton	89	13	44	\$ -	23	\$ 17,200.00	0	\$ -	0	\$ -	0	-	9
Smith	322	1	25	\$ -	39	\$ 28,200.00	0	\$ -	0	\$ -	0	181	76
White	641	17	42	\$ -	30	\$ 21,600.00	5	\$ 7,434.00	0	\$ -	0	409	138
<b>TIER 3 Counties</b>													
Cannon	94	3	28	\$ -	17	\$ 12,600.00	0	\$ -	0	\$ -	0	-	46
Clay	358	14	43	\$ -	43	\$ 31,400.00	1	\$ 1,058.00	0	\$ -	0	253	4
Jackson	330	13	62	\$ -	36	\$ 25,800.00	0	\$ -	0	\$ -	0	200	19
Pickett	335	19	26	\$ -	3	\$ 2,400.00	0	\$ -	0	\$ -	0	263	24
Van Buren	302	0	31	\$ -	11	\$ 8,200.00	0	\$ -	0	\$ -	0	201	59
<b>Total:</b>	<b>5747</b>	<b>142</b>	<b>762</b>	<b>\$0.00</b>	<b>485</b>	<b>\$357,400.00</b>	<b>18</b>	<b>\$48,066.74</b>	<b>0</b>	<b>\$0.00</b>	<b>8</b>	<b>2,227</b>	<b>2,105</b>

No data at this time