

Transforming one client, one family, one community at a time.

Executive Committee Meeting Agenda | February 19, 2025

- 1. Call to Order | Jeff Mason, Vice Chairman
- 2. Roll Call | Sherry Thurman
- 3. Approval of Consent Agenda | Jeff Mason, Vice Chairman
 - a. Executive Committee Meeting Minutes December 18, 2024
 - b. Amended Executive Committee Meeting Minutes October 16, 2024
 - c. Policy Council Report
- 4. UCHRA Financial Report | Ginger Stout, Finance Director
- 5. Van Buren County Head Start Report | Jeff Mason, Vice Chairman
 - a. November December Financial Reports
 - November and December 2025 Budgets
 - Monthly Activity Report
 - Credit Card Reports
 - In-Kind Report
 - b. U.S. Department of Health and Human Services Compendium of Required Certifications and Assurances
 - c. Head Start Program Baseline Grant 2025/2030
 - d. Head Start Program Baseline Grant 2025/2030 Budget Narrative
 - e. In-Kind Procedure and Form
- 6. CSBG Update | LaNelle Godsey, Deputy Director/Community Services Director
 - a. CSBG Dashboards
 - b. Satisfaction Surveys
- 7. Action Items | Jeff Mason, Vice Chairman
 - a. 2024-2025 Implementation Plan for Title VI of the Civil Rights Act of 1964
 - Executive Committee Meeting Rescheduled Changed from October 15, 2025 to October 8, 2025
- 8. Executive Director Report | Mark Farley, Executive Director
- 9. Old Business | Jeff Mason, Vice Chairman
- 10. New Business | Jeff Mason, Vice Chairman
- 11. Public Comments | Jeff Mason, Vice Chairman
- 12. Adjourn | Jeff Mason, Vice Chairman

Joint Executive Committee Meeting Upper Cumberland Human Resource Agency and Upper Cumberland Development District

DRAFT MINUTES	DECEMBER 18, 2024 9:00	A.M.	COOKEVILLE, TN		
MEETING CALLED BY	Vice Chairman Jeff Mason				
TYPE OF MEETING	UCHRA/UCDD Executive Committee Meeti	ng			
FACILITATOR	Vice Chairman Jeff Mason				
NOTE TAKER	Sherry Thurman				
MEMBERS PRESENT	Greg Mitchell, Stan Hollandsworth, Dale Reagan, Allen Foster, R.J. Crawford, Matt Adcock, Jimmy Johnson, Steven Barlow, Lori Burnett, Stephen Bilbrey, Sam Gibson, Randy Porter, Laurin Wheaton, Jeff Mason, John Potts, David Sullivan, Alisa Farmer, Terry Bell, Denny Robinson, Jerry Lowery, Senator Paul Bailey				
MEMBERS ABSENT	Luke Collins, Josh Miller, Harvey Stowers, R Tony Day, Ryle Chastain, Representative Cam		d Williams, Steve Jones,		
	CALL TO ORDER / PRAYER / PLEDGE OF ALLEGIANCE	E VICE CHAI	RMAN JEFF MASON		
CALL TO ORDER	Vice Chairman Jeff Mason called the meeting	to order.			
PRAYER	Vice Chairman Jeff Mason asked County Executive Jimmy Johnson to open the meeting with prayer.				
PLEDGE OF ALLEGIANCE	The Pledge of Allegiance was cited.				
	ROLL CALL				
ROLLCALL	Vice Chairman Jeff Mason asked that everyone Randy Heady in their prayers. Sherry Thurman called the roll and the attendation		, ,		
	quorum of the committee members present.	ince is recorded at	ove. There was a		
	APPROVAL OF CONSENT AGENDA	VICE CHAI	RMAN JEFF MASON		
DISCUSSION	Vice Chairman Jeff Mason advised that the consent agenda consist of the following: a. UCDD Executive Committee Meeting Minutes – October 16, 2024 b. UCHRA Executive Committee Meeting Minutes – October 16, 2024 c. UCDD/CAIC Board of Directors Meeting Minutes – December 21, 2023 d. UCHRA Board of Directors Meeting Minutes – December 21, 2023 e. Van Buren County Head Start Report				
	 August-September-October Finance August-September-October Monthly Activity Reports Credit Card Reports In-Kind Reports 2024 Community Assessment T/TA Plan Narrative 2025 F 	2024 Budgets at Report			

DISCUSSION/ ACTION	• Strategic Plan Narrative and Program Improvement Plan f. UCDD Resolution 24-12-01 g. UCHRA Resolution 24-12-01 Executive Director Mark Farley explained that the resolutions in the consent agenda authorize the agencies to apply for an IT grant through Public Entity Partners. A motion was made to approve the Consent Agenda
	A motion was made to approve the Consent Agenda. Motion to Approve Motion made by: Randy Porter
ACTION	Motion seconded by: R. J. Crawford
	Vice Chairman Jeff Mason asked for discussion or comments on the motion. Motion carried unanimously.
	UCDD LOAN MINDY TRAMEL, LOAN OFFICER LITTLE SUNSHINE'S ACADEMY EXPANSION
DISCUSSION/ ACTION	Mindy Tramel presented a loan request for an expansion for Little Sunshine's Academy in Smith County. The borrower has requested additional loan funds from UCDD to assist with paying the required match portion of the grant funds. Construction is expected to be finished in December at which time she will be able to enroll children to fill the newly created childcare slots. • Project Amount: \$46,000.00 • UCDD Loan Amount: \$41,000.00 • Proposed Interest Rate: 4.5% • Proposed Terms: 18 years, to mature the same year as the current UCDD loan. • The borrower will pay the remaining portion of the match plus any closing costs. • Collateral: UCDD has an existing 2 nd position lien on the building and, at closing, we will ask the closing attorney to modify the Deed of Trust to increase the indebtedness. Original appraised value at time of purchase was \$410,000 and the current tax card value is \$543,400. The construction costs for the expansion is estimated at \$495,000. Using the original appraised value plus construction costs for value. A motion was made to approve the loan request.
ACTION	Motion to Approve Motion made by: Allen Foster Motion seconded by: Laurin Wheaton Vice Chairman Jeff Mason asked for discussion or comments on the motion. Motion carried with a roll call vote. Eighteen board members voted yes. Three board members were not present for the vote.
	ACTION ITEMS a. Upper Cumberland Development District Audit b. Cumberland Area Investment Corporation Audit c. Upper Cumberland Human Resource Agency Audit d. Cumberland Regional Development Corporation Audit e. Executive Committee Meeting Date – October 15, 2025

Executive Director Mark Farley introduced Derek Young with Johnson, Hickey & Murchison, P.C.

Mr. Young presented the audits for year ending June 30, 2024 for Upper Cumberland Development District, Cumberland Area Investment Corporation, Upper Cumberland Human Resource Agency, and Cumberland Area Investment Corporation.

Executive Director Mark Farley explained that in 2012, UCHRA had a benefit in place for employees that was later determined to be inappropriate for funding through grant dollars. At that time, the board allocated a specific fund to cover the benefit for those employees who were grandfathered in under the previous arrangement. A list of eligible employees was established, and the funds have been gradually utilized over time.

As the remaining balance in the fund diminishes, it may become necessary to hire an actuary to evaluate the current number of eligible employees, project the remaining costs, and determine the amount of money that needs to be set aside to cover future obligations.

DISCUSSION/ ACTION

This matter will require further discussion at the February board meeting.

Executive Director Mark Farley shared that one of the most valued benefits for clients is the Low-Income Heating Assistance Program (LIHEAP). Over the past 4-5 years, UCHRA has successfully assisted a significant number of individuals and families through this program. However, the upcoming year's budget from the state reflects a substantial reduction in funding. This will decrease the number of clients we can assist and may also impact some utility districts.

UCHRA is in the process of notifying the affected utility districts about the funding reduction. Moving forward, priority will be given to households with children under four years of age and elderly individuals.

Executive Director Farley proposed changing the October 2025 board meeting date due to a scheduling conflict with an annual conference that several staff members will attend. The recommendation is to move the meeting from October 15 to October 8. This proposal will be presented to the board for further discussion and approval at the February 2025 meeting.

A motion was made to approve the action items as presented.

ACTION

Motion to Approve

Motion made by: Allen Foster Motion seconded by: Steven Barlow

Vice Chairman Jeff Mason asked for discussion or comments on the motion.

Motion carried unanimously.

NOMINATION COMMITTEE REPORT

Vice Chairman Jeff Mason reported that the Nomination Committee recommends retaining the current slate of officers for FY-2025, as outlined below:

VICE CHAIRMAN JEFF MASON

DISCUSSION

Upper Cumberland Development District and Cumberland Area Investment Corporation

Chairman: Randy Heady Vice Chairman: Jeff Mason

	Secretary: Jimmy Johnson			
	Treasurer: Randy Porter			
	Upper Cumberland Human Resource Agency			
	Chairman: Randy Heady			
	Vice Chairman: Jeff Mason			
	Secretary: Sam Gibson			
	Treasurer: Denny Robinson			
DISCUSSION/				
ACTION	UCHRA Policy Council			
	Chairman: Randy Heady			
	Secretary: Sam Gibson			
	A motion was made and approved to retain the current slate of officers for FY-2025.			
	Motion to Approve			
	Motion made by: Laurin Wheaton			
ACTION	Motion seconded by: Dale Reagan			
11011011	Vice Chairman Jeff Mason asked for discussion or comments on the motion.			
	Motion carried unanimously.			
	ADJOURN VICE CHAIRMAN JEFF MASON			
DISCUSSION	Vice Chairman Jeff Mason advised that he would accept a motion to adjourn.			
	Motion to Adjourn:			
	Motion made by: Dale Reagan			
ACTION	Motion seconded by: Steven Barlow			
ACTION				
	The Executive Committee voted unanimously to adjourn the December 18, 2024			
	meeting.			
CONCLUSION				
9:25 a.m.				

Ieff Mason, Vice Chairman	Sam Gibson, Secretary

Upper Cumberland Human Resource Agency Executive Committee Meeting

DRAFT MINUTES	OCTOBER 16, 2024	10:57 A.M.	COOKEVILLE, TN	
MEETING CALLED BY	Chairman Randy Heady			
TYPE OF MEETING	UCHRA Executive Committee Meet	ing		
FACILITATOR	Chairman Randy Heady			
NOTE TAKER	Sherry Thurman			
MEMBERS PRESENT	Dale Reagan, Allen Foster, Josh Mil Bilbrey, Sam Gibson, Laurin Wheat Bell, Denny Robinson			
MEMBERS ABSENT	Greg Mitchell, Matt Adcock, Jimmy Porter, David Sullivan, Jerry Low Paul Bailey	•	· · · · · · · · · · · · · · · · · · ·	
	CALL TO ORDER	CHA	IRMAN RANDY HEADY	
CALL TO ORDER	Chairman Randy Heady called the r	neeting to order.		
	ROLL CALL			
ROLLCALL	Sherry Thurman called the roll, and the attendance was recorded above. A quorum of the committee members was present.			
	APPROVAL OF CONSENT AGEN	NDA CHAI	RMAN RANDY HEADY	
DISCUSSION	Chairman Randy Heady announced following item: • Executive Committee Meeting	g Minutes – August 21,		
	A motion was made to approve the communication Motion to Approve	onsent agenda.		
ACTION	Motion to Approve Motion made by: Stephen Bilbrey Motion seconded by: Laurin Wheaton			
	Chairman Randy Heady asked for discussion or comments on the motion.			
	Motion carried unanimously.			
	Motion carried unanimously.			
	Motion carried unanimously. UCHRA FINANCIAL REPORT	GINGER STOUT	, FINANCE DIRECTOR	
DISCUSSION/ ACTION	UCHRA FINANCIAL REPORT Ginger Stout presented the UCHRA	financial report as of		
	UCHRA FINANCIAL REPORT Ginger Stout presented the UCHRA A motion was made to approve the	financial report as of		
	UCHRA FINANCIAL REPORT Ginger Stout presented the UCHRA	a financial report as of o		
ACTION	UCHRA FINANCIAL REPORT Ginger Stout presented the UCHRA A motion was made to approve the selection of the	a financial report as of a financial report.	July 31, 2024.	

	VAN BUREN COUNTY HEAD START REPORT MARK FARLEY, EXECUTIVE DIRECTOR		
DISCUSSION/ ACTION	Executive Director Mark Farley presented and highlighted the agenda items for the Van Buren County Head Start Program, which included the following: a. July Financial Reports • July, 2024 Budget • Monthly Activity Report • Credit Card Report • In-Kind Report b. 2024-2025 Carryover Request Narrative c. 2024-2025 Carryover Budget Request d. 2024-2025 NFS Waiver e. 2024-2025 Board of Directors Carryover Request Letter f. Program Information Report (PIR) g. 2023-2024 Annual Report h. 2024-2025 Strengths, Needs and Interest Parent Survey i. Caring for our Children Basics Health and Safety Foundations for Early Care		
	A motion was made to approve the Van Buren Head Start Report.		
ACTION	Motion to Approve Motion made by: Dale Reagan Motion seconded by: Alisa Farmer Chairman Randy Heady asked for discussion or comments on the motion.		
	Motion carried unanimously.		
	CSBG UPDATE LANELLE GODSEY, DEPUTY DIRECTOR/ COMMUNITY SERVICES DIRECTOR		
	LaNelle Godsey welcomed the new mayors to the meeting and provided an orientation for the new members. She then presented the dashboard for October 2023 to September 2024 along with the dashboards for September 2024 and July 2024. These dashboards offered insights into the number of service units delivered across various programs and the agency's outreach efforts in the counties. She shared that the agency recently held a community-wide yard sale to raise funds for purchasing a liftgate and making other upgrades to the commodity truck. The event		
DISCUSSION	was a success, raising over \$4,000. LaNelle thanked everyone who contributed, giving special recognition to Al Ashburn and Judy Sanchez for leading the effort and dedicating significant hours to its success.		
	LaNelle also announced that between October and September 2024, the agency provided over 22,000 units of information and referrals. When clients reach out for assistance and the agency does not have a program to help, they utilize UCassist.org and other resources to connect them with agencies that can provide the needed support.		
	She informed the board that the Whistleblower Protection Act had been emailed to all members and included in their meeting binders, as required by the Community Services Block Grant program.		
	LaNelle also presented and discussed information on Results Oriented Management and Accountability (ROMA), explaining its importance in measuring the agency's performance and ensuring effective service delivery. She mentioned that the dashboard would change moving forward, as the agency no longer has the water or rental programs. These will be removed from the dashboard, and outreach events will		

	begin to be tracked instead. She encouraged board members to inform the county offices if there are events where they would like agency staff to be present.
DISCUSSION	LaNelle, announced that the agency is currently in open enrollment for LIHEAP and encouraged the board to refer individuals in need of utility bill assistance to their offices.
	Executive Director Mark Farley informed the board that UCHRA has a Policy Council consisting of service providers, program participants, and various support systems. The Policy Council meets every other month to discuss issues and develop a strategic plan for the agency.
	LaNelle advised that the agency will focus on both internal and external training initiatives. A primary effort will involve conducting poverty simulations in all fourteen counties. To support this, the agency will work with counties and cities to secure venues capable of accommodating up to eighty individuals for the simulations and gather input to identify key participants for the training sessions.
	ACTION ITEMS a. 2024-2025 UCHRA Governing Board b. Resolution 24-10-1
	Executive Director Mark Farley provided an update on the action items.
DISCUSSION/ ACTION	 2024-2025 UCHRA Governing Board Executive Director Mark Farley informed the board that the City Mayors had voted and selected the representatives for the 2024-2025 term. The appointed board members are as follows: North Region: Laurin Wheaton, Mayor of Cookeville, and Lori Burnett, Mayor of Livingston South Region: Alicia Farmer, Mayor of Smithville, and Jerry Lowery, Mayor of Sparta West Region: Josh Miller, Mayor of Smithville, and John Potts, Mayor of Gordonsville A motion was made to approve the 2024-2025 Governing Board as presented.
ACTION	Motion to Approve Motion made by: Denny Robinson Motion seconded by: Jeff Mason
	Chairman Randy Heady asked for discussion or comments on the motion.
	Motion carried unanimously.
DISCUSSION/ ACTION	Resolution 24-10-1 Executive Director Mark Farley advised that Resolution 24-10-1 allows UCHRA to apply for a safety grant through Public Entity Partners.
	A motion was made to approve Resolution 24-10-1 as presented.
ACTION	Motion to Approve Motion made by: Terry Bell Motion seconded by: Laurin Wheaton
	Chairman Randy Heady asked for discussion or comments on the motion.
	Motion carried unanimously.

	EXECUTIVE DIRECTOR REPORT	MARK FARLEY, EXECUTIVE DIRECTOR		
	Executive Director Mark Farley introduced Megan Upper Cumberland.	Spurgeon, Director of Empower		
	Megan announced that Empower Upper Cumberland has currently enrolled 702 families, with 72% of these families being single households, averaging two children each. Among these, 67 families are employed, earning an average of \$14.00 per hour as they commit to the program. Upper Cumberland leads the state in the pilot regarding family savings, with participants having accumulated \$500 or more in savings. When they entered the program, 40% of families were struggling to pay rent, and 3% were unable to afford food in the past twelve months.			
DISCUSSION	Megan shared that 492 households have earned milestone payments, indicating their active engagement with partners like Tennessee Technological University (TTU) and the Highlands Training Center, as well as their advancements in education and skill development. These milestones have resulted in total earnings of \$354,000. The average income of participants has increased from \$1,748 per month at enrollment to \$2,080 per month. When the program began, the goal was to elevate families to 225% of the federal poverty level, and 25 families have reached that goal.			
	Executive Director Mark Farley announced that the Washington, D.C trip will be March $8 th - 12^{th}$, 2025 .			
	OLD BUSINESS	CHAIRMAN RANDY HEADY		
DISCUSSION	No old business was presented for discussion.			
	NEW BUSINESS	CHAIRMAN RANDY HEADY		
DISCUSSION	No new business was presented for discussion.			
	PUBLIC COMMENTS	CHAIRMAN RANDY HEADY		
DISCUSSION	There were no public comments presented for dis	cussion.		
	ADJOURN	CHAIRMAN RANDY HEADY		
DISCUSSION	Chairman Randy Heady advised that he would a	ccept a motion to adjourn.		
ACTION	Motion to Adjourn: Motion made by: Laurin Wheaton Motion seconded by: Steven Barlow			
	The UCHRA Executive Committee voted unanim	ously to adjourn the October 16,		
	2024 meeting.			

Sam Gibson, Secretary

Jeff Mason, Vice Chairman

Upper Cumberland Human Resource Agency Policy Council Meeting

DRAFT MINUTES	FEBRUARY 5, 2025	10:30 A.M.	COOKEVILLE, TN	
MEETING CALLED BY	City Mayor Sam Gibson ca	lled the meeting to order		
TYPE OF MEETING	UCHRA Policy Council			
FACILITATOR	City Mayor Sam Gibson			
NOTETAKER	Sherry Thurman			
MEMBERS PRESENT	Sam Gibson, Keisha Richards, Cindy Putman, Phil Fox, Kristi Paling, Bill Gibson, Anne Stamps, Michael Burton, Barbara Wheeler, Linda Pastrick, Marilyn Davis, Patti Ognibene			
MEMBERS ABSENT	Charlene Whitaker, Zack (Gilpin, Marie Ferran, Mis	sty Phy, Bob DePriest	
	CALL TO ORDER	VICE CHAI	RMAN SAM GIBSON	
CALL TO ORDER	City Mayor Sam Gibson called the meeting to order and welcomed everyone in attendance. Executive Director Mark Farley informed the council that there have been changes to the Policy Council since the last meeting due to illness and loss. Chairman Randy Heady and Mr. Marvin Lusk have passed away, and Marie Ferran is currently facing health challenges. To honor those lost and offer support, Executive Director Mark Farley led a prayer for the families in mourning and for Marie Ferran's healing. Mayor Gibson welcomed new Policy Council member Phil Fox to the meeting.			
	ROLL CALL			
ROLL CALL	Sherry Thurman called the There was a quorum of the			
	APPROVAL OF MINUTE	VICE CHAI	RMAN SAM GIBSON	
DISCUSSION	City Mayor Sam Gibson as August 7, 2025 Policy Cour A motion was made to appr	ncil meeting.	ove the minutes of the	
ACTION	Motion to Approve Motion made by: Linda Pa Motion seconded by: Patti City Mayor Sam Gibson as Motion carried unanimous	Ognibene ked for discussion on the	e motion.	

CSBG • CSBG Dashboards • Satisfaction Surveys

LANELLE GODSEY, DEPUTY DIRECTOR/COMMUNITY SERVICES DIRECTOR

Jordan Herald provided an update on the dashboards covering October 2023 – September 2024 and July – December 2024.

We want to spread the word that UCHRA sells Ensure at a discounted rate at all county offices. If you know anyone in need, please refer them to their local county HRA office.

Jordan also reported that the agency will not be receiving funding for LIWAP. However, if an opportunity to apply arises in the future, we will pursue it. Efforts are ongoing to increase enrollment in the commodities program by distributing more food and additional items at events.

Additionally, UCHRA will once again administer the THDA ERA-EPP Program this year, assisting individuals behind on rent by covering back rent plus two additional months. While we are currently awaiting the contract, the program is expected to end by June or July.

DISCUSSION

Executive Director Mark Farley noted that the October 2023 to September 2024 dashboard will be the last to reflect the additional COVID funding, as budgets have now been adjusted back to pre-COVID levels.

Jordan reported that individuals who have received THDA ERA-EPP funding year after year will now be subject to a points-based system. The agency will advocate through the TACA board for THDA to reconsider its funding allocation. Metro areas often have unused funds due to access to additional resources, while rural counties have significantly fewer options. We will allocate for THDA to send surplus funds to rural communities where they have a lot less resources.

Jordan reported that in the past, satisfaction surveys were conducted only once or twice a year at county offices. These surveys allow customers to provide feedback on the services they receive and how they were treated. We have now modernized the survey process, making it available year-round. Clients complete the survey whenever they come in for a service.

Survey results revealed that a significant number of respondents were first-time users of HRA services. Nearly all reported feeling they were treated fairly, had the process explained to them, and expressed a high level of satisfaction. Clients also had the opportunity to provide narrative feedback, which was positive. Most survey participants learned about UCHRA through word of mouth. Between October and December, 148 surveys were collected. Updates on survey results will be shared with the Policy Council throughout the year.

Additionally, the Community Needs Survey Questionnaire was distributed to the

Policy Council for their input. This year, Jordan will begin collecting responses DISCUSSION from community members regarding their most significant service gaps and needs. UCHRA ROUNDTABLE MARK FARLEY, EXECUTIVE DIRECTOR • State of the Child Report Executive Director Mark Farley distributed portions of the State of the Child Report, compiled by the Tennessee Commission on Children and Youth, along with select county profiles from the report. The full report is available on TCCY's website. According to the findings, eight of the fourteen counties in the Upper Cumberland region have declined in statewide rankings. Mr. Farley noted ongoing discussions regarding the education system, including vouchers. In the Upper Cumberland, education saw the most significant decline in the report. He emphasized the need to strengthen the education system to improve outcomes, particularly in reading and math proficiency. The best reading proficiency in one of the Upper Cumberland counties is 45% and the best math proficiency is at 47%. Not a single county in the Upper Cumberland has a majority of third-through eighth-grade students performing at grade level in either subject. To address these challenges, UCHRA and UCDD launched an initiative a few years ago to shift this dynamitic. Multiple organizations and individuals serving DISCUSSION on the Policy Council have been actively engaged in this effort. Rosa Smith and Katlyn Ray provided an overview of the Bright Start TN initiative for the Upper Cumberland region. UCDD partnered with Tennesseans for Quality Early Education in June 2023 to enhance reading and math proficiency for children from birth through third grade. Currently, less than half of Upper Cumberland students are on track in reading or math by third grade, with economically disadvantaged students falling even further behind. More than half of the region's children live in low-income families or poverty. To address these challenges, UCDD has formed a steering committee focused on three core areas, each with five measures of success: High-quality learning environments for children from birth through age • Ensuring children's physical and mental health, as well as proper developmental progress Supporting families and communities to foster early childhood success

The steering committee and working group have identified key barriers and

Executive Director Mark Farley encouraged Policy Council members interested

developed strategies to improve early childhood outcomes.

	in the initiative to contact us.			
DISCUSSION	The council discussed the impact of poverty on education.			
	Mark Farley also shared that UCHRA received Opioid Abatement funds,			
	allowing the agency to hire Certified Recovery Specialists. One specialist will be			
	assigned to each of the 14 counties to support individuals entering or exiting			
	treatment on their path to recov	very.		
	OLD/NEW BUSINESS	VICE CHAIRMAN SAM GIBSON		
DISCUSSION	No old/new business was pre	esented for discussion.		
	PUBLIC COMMENTS	VICE CHAIRMAN SAM GIBSON		
DISCUSSION	No public comments were pre-	esented for discussion.		
	ADJOURN	VICE CHAIRMAN SAM GIBSON		
ADJOURN	City Mayor Sam Gibson advadjourn.	ised that he would accept a motion to		
	Motion to Adjourn:			
Motion made by: Bill Gibson				
ACTION	Motion seconded by: Keisha Richards			
	The Policy Council members	voted unanimously to adjourn the February		
	5, 2024 meeting.			
CONCLUSION				
11:30 a.m.				

Sam Gibson, Secretary



Transforming one client, one family, one community at a time.

February 2025 Head Start Action Items Executive Summary

November-December Financial Reports

- November and December 2025 Budgets
- Monthly Activity Report
- Credit Card Reports
- In-kind Report

U.S. Department of Health and Human Services Compendium of Required Certifications and Assurances

<u>Head Start Program Baseline Grant – 2025/2030</u>

Head Start Program Baseline Grant 2025/2030 Budget Narrative

<u>In-Kind Procedure and Form</u>



HEADSTART PROGRAM 51 7/01/2024-6/30/2025

AWARD#

04CH011574 **Dec-24**

Dec-2				
POSITION	BUDGET	MONTHLY	YTD EXP	BALANCE
a.PERSONNEL				
Child Health and Developmental Services Personnel				
Program Managers & Content Area Experts		-		-
2. Teachers/Infant Toddler Teachers	56,084.00	4,876.80	29,295.20	26,788.80
3. Family Child Care Personnel		-	-	-
4. Home Visitors		-	-	-
5. Teacher Aides & Other Education Personnel	99,648.00	8,857.60	51,450.20	48,197.80
6. Health/Mental Health Services Personnel		-	-	-
7. Disabilities Services Personnel	34,913.00	3,809.42	16,901.81	18,011.19
8. Nutrition Services Personnel		-	-	-
Other Child Services Personnel	87,570.00	6,864.24	43,733.60	43,836.40
Transition Specialist		-		-
Family and Community Partnerships Personnel				
10. Program Managers & Content Area Experts	31,741.00	1,633.98	14,533.67	17,207.33
11. Other Family & Comm Partnerships Personnel	26,988.00	1,463.58	9,850.62	17,137.38
Program Design and Management Personnel				
12. Executive Director		-	-	-
13. Head Start/ Early Head Start Director	65,166.00	5,430.50	31,967.75	33,198.25
14. Managers	•	-		-
15. Staff Development		-	-	-
16. Clerical Personell		-	-	-
17. Fiscal Personnel		-		
18. Other Adminstrative Personell	26,291.00	2,047.80	12,286.82	14,004.18
Other Personnel	2, 2	,	,	, , , , ,
19. Maintenance Personnel		-	-	-
20. Transportation Personnel		-	_	_
21. Other Personnel	26,988.00	1,660.80	11,168.88	15,819.12
TOTAL PERSONNEL	455,389.00	36,644.72	221,188.55	234,200.45
	100,000100	00,011112	221,100.00	
b. FRINGE BENEFITS				
Social Security(FICA),State Disability, Unemploy	35,431.00	2,833.52	17,075.60	18,355.40
Health/Dental/Life Insurance	43,924.00	2,083.28	13,523.45	30,400.55
3. Retirement	27,287.00	2,800.77	17,267.93	10,019.07
4. Other Fringe	21,201.00	2,000.77	-	-
TOTAL FRINGE BENEFITS	106,642.00	7,717.57	47,866.98	58,775.02
TOTAL TRINGE BENEFITO	100,042.00	7,717.07	47,000.50	00,110.02
c. TRAVEL				
Staff Out-Of-Town Travel	100.00	-	_	100.00
TOTAL TRAVEL	100.00	_	_	100.00
IVIAL IIIAVEE	100.00	-	-	100.00
d. EQUIPMENT				
Office Equipment				
1. Onice Equipment		-	-	-

TOTAL OTHER	129,000.00	23,334.76	70,410.29	39,449.71
IUIALUINER	123,000.00	23,334.70	/ U,4 IU.23	JJ,44J.1 I
<u> </u>	129,860.00	23,334.78	70,410.29	59,449.71
21. Program Improvements	_	_	-	-
20. Training Initiatives	-	_		_
19. Education Incentive-Teachers	230.00	_	-	-
17B. Administrative Cost	500.00	-	0.68	499.32
17A. Vehicle Operations	27,300.00	256.91	10,527.50	16,772.50
16. Training or Staff Development	14,190.00	1,433.17	4,780.33	9,409.67
15. Publications/Advertising/Printing	1,200.00	_	463.97	736.03
14. Accounting & Legal Services	,	_	-	0.00
13. Parent Services	7,000.00	164.51	4,622.27	2,377.73
12. Substitutes(if not paid benefits)		-	-	-
11. Volunteers		-		-
10. Child Services Consultants	29,070.00	19,380.00	29,070.00	-
9. Nutrition Services	15,000.00	603.20	4,295.04	10,704.96
8. Local Travel	100.00	_	_	100.00
7. Incidental Alterations/Renovations	11,230.00	-	-	-
6. Building Maintenance/Repair and Other Occupand	11,000.00	105.00	6,062.87	4,937.13
Building & Child Liability Insurance	6,000.00	-	2,889.56	3,110.44
Utilities, Telephone	18,500.00	1,391.99	7,698.07	10,801.93
3. Mortgage		_	-	
2. Rent		-	-	_
Depreciation/Use Allowance		-	-	-
h. OTHER				
TOTAL CONSTRUCTION		-	_	_
Acquisitin of Buildings/Modular Units		-	_	_
Major Renovation		-	-	_
New Construction		-	-	-
g. CONSTRUCTION				
		110110	,	,
TOTAL CONTRACTUAL	26,000.00	110.43	12,562.06	13,437.94
8. Other Contracts		-	-	-
7. Delegate Agency Costs		-	-	-
6. Family Child Care	·	-	-	-
5. Training & Technical Assistance	10,000.00	-	10,000.00	-
4. USDA		-	-	-
3. Food Service	2,000.00	3.79	25.75	1,974.25
Health/Disabilities Services	14,000.00	106.64	2,536.31	11,463.69
Administrative Services(Legal,Accounting)		-	-	-
f. CONTRACTUAL				
	·	·	·	·
TOTAL SUPPLIES	24,500.00	1,126.63	4,617.52	19,882.48
4. Other Supplies	5,000.00	606.24	1,568.55	3,431.45
3. Food Service Supplies	2,000.00	15.98	104.26	1,895.74
Child and Family Services Supplies	15,000.00	401.62	2,231.15	12,768.85
1. Office Supplies	2,500.00	102.79	713.56	1,786.44
e. SUPPLIES				
TOTAL EQUIPMENT	-	-	-	_
5. Equipment Maintenance/Repair		_	-	-
Other Equipment		_	_	
3. Vehicle Purchase		_	_	-
Classroom/Outdoor/Home-based/FCC		-	-	

j. Indirect Costs	67,701.00	7,660.65	47,508.98	20,192.02
TOTALS - ALL BUDGET CATEGORIES	810,192.00	76,594.78	404,154.38	406,037.62
IN-KIND	202,548.00	29,982.96	109,863.42	92,684.58

 Monthly Expenses
 \$76,594.78

 YTD ADMIN CALCULATION
 -\$797.08

 Total Drawdown
 \$75,797.70

Van Buren Co. Head Start Director	 Date



HEADSTART PROGRAM 51 7/01/2024-6/30/2025

AWARD#

04CH011574

	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	7072020	AWAND#	Nov-24	
POSITION	BUDGET	MONTHLY	YTD EXP	BALANCE	
a.PERSONNEL					
Child Health and Developmental Services Personnel					
Program Managers & Content Area Experts					
Teachers/Infant Toddler Teachers	56,084.00	6,308.32	24 449 40	24 005 00	
Family Child Care Personnel	30,004.00	0,306.32	24,418.40	31,665.60	
4. Home Visitors			-		
Teacher Aides & Other Education Personnel	99,648.00	10,186.24	42 502 60	F7.055.40	
6. Health/Mental Health Services Personnel	99,046.00	10,100.24	42,592.60	57,055.40	
7. Disabilities Services Personnel	24 012 00	2 000 42	40,000,00	04.000.04	
Nutrition Services Personnel	34,913.00	2,909.42	13,092.39	21,820.61	
Other Child Services Personnel	97 570 00	0.000.40	-		
Transition Specialist	87,570.00	9,880.40	36,869.36	50,700.64	
Family and Community Partnerships Personnel		_		-	
10. Program Managers & Content Area Experts	24 744 00	0.045.00	40.000.00		
11. Other Family & Comm Partnerships Personnel	31,741.00	2,645.08	12,899.69	18,841.31	
Program Design and Management Personnel	26,988.00	1,757.68	8,387.04	18,600.96	
12. Executive Director					
13. Head Start/ Early Head Start Director	05.400.00			<u> </u>	
14. Managers	65,166.00	5,430.50	26,537.25	38,628.75	
			-		
15. Staff Development 16. Clerical Personell		-	-		
		16.	-	(#	
17. Fiscal Personnel	202	-			
18. Other Adminstrative Personell Other Personnel	26,291.00	2,559.76	10,239.02	16,051.98	
19. Maintenance Personnel					
20. Transportation Personnel		K#:	-	•	
21. Other Personnel	26 000 00	0.400.00	0.500.00	4= (=0.00	
TOTAL PERSONNEL	26,988.00	2,138.28	9,508.08	17,479.92	
TOTALTEROOMINE	455,389.00	43,815.68	184,543.83	270,845.17	
b. FRINGE BENEFITS					
1. Social Security(FICA), State Disability, Unemploy	35,431.00	3,382.22	14 242 09	24 400 00	
Health/Dental/Life Insurance	43,924.00	2,700.98	14,242.08	21,188.92	
3. Retirement	27,287.00	3,453.53	11,440.17	32,483.83	
4. Other Fringe	21,201.00	3,433.33	14,467.16	12,819.84	
TOTAL FRINGE BENEFITS	106,642.00	9,536.73	40 440 44	00 400 50	
TO METALINE SERVER 110	100,042.00	9,536.73	40,149.41	66,492.59	
c. TRAVEL					
Staff Out-Of-Town Travel	100.00	•	-	100.00	
TOTAL TRAVEL	100.00		-	100.00	
d. EQUIPMENT					
Office Equipment					
Classroom/Outdoor/Home-based/FCC				- 4	
Z. Olassicom/outdoor/Home-based/FCC		-	-	-	

3. Vehicle Purchase		-	- 1	
4. Other Equipment			_	
Equipment Maintenance/Repair		_	-	
TOTAL EQUIPMENT	-	100	-	8.
As imported to				
e. SUPPLIES				
1. Office Supplies	2,500.00	45.23	610.77	1,889.23
2. Child and Family Services Supplies	15,000.00	280.01	1,829.53	13,170.47
3. Food Service Supplies	2,000.00		88.28	1,911.72
4. Other Supplies TOTAL SUPPLIES	5,000.00	75.11	962.31	4,037.69
TOTAL SUPPLIES	24,500.00	400.35	3,490.89	21,009.11
f. CONTRACTUAL				
Administrative Services(Legal,Accounting)				
2. Health/Disabilities Services	14,000.00	458.44	2,429.67	11,570.33
3. Food Service	2,000.00	21.96	21.96	1,978.04
4. USDA			-	- 1,070.01
5. Training & Technical Assistance	10,000.00	_	10,000.00	
6. Family Child Care		_	-	
7. Delegate Agency Costs		_	-	=
8. Other Contracts		- 1	_	
TOTAL CONTRACTUAL	26,000.00	480.40	12,451.63	13,548.37
g. CONSTRUCTION				
New Construction				
Major Renovation				#?
Acquisitin of Buildings/Modular Units		-		<u> </u>
TOTAL CONSTRUCTION				940
TOTAL GONGTROCTION		-	-	
h, OTHER				
Depreciation/Use Allowance		-	-	
2. Rent		-	-	
3. Mortgage		-	_	
4. Utilities, Telephone	18,500.00	1,326.42	6,306.08	12,193.92
5. Building & Child Liability Insurance	6,000.00	1,595.26	2,889.56	3,110.44
6. Building Maintenance/Repair and Other Occupand	11,000.00	1,377.75	5,957.87	5,042.13
7. Incidental Alterations/Renovations	,	-	-	5,012.10
8. Local Travel	100.00	-	-	100.00
9. Nutrition Services	15,000.00	1,487.09	3,691.84	11,308.16
10. Child Services Consultants	29,070.00	-	9,690.00	19,380.00
11. Volunteers		-	-	-
12. Substitutes(if not paid benefits)		-	-	-
13. Parent Services	7,000.00	(4.03)	4,457.76	2,542.24
14. Accounting & Legal Services		- 1	-	0.00
15. Publications/Advertising/Printing	1,200.00	=	463.97	736.03
16. Training or Staff Development	14,190.00	575.00	3,347.16	10,842.84
17A. Vehicle Operations	27,300.00	4,653.69	10,270.59	17,029.41
17B. Administrative Cost	500.00	_	0.68	499.32
19. Education Incentive-Teachers		-	-	(\)e e5
20. Training Initiatives				-
21. Program Improvements	-	-	-	€ <u></u>
TOTAL OTHER	129,860.00	11,011.18	47,075.51	82,784.49
i. TOTAL DIRECT CHARGES	742,491.00	65,244.34	287,711.27	454,779.73
j. Indirect Costs	67,701.00	9,057.26	39,848.33	27,852.67

TOTALS - ALL BUDGET CATEGORIES	810,192.00	74,301.60	327,559.60	482,632.40
IN-KIND	202,548.00	19,269.90	79,880.46	122,667,54

Monthly Expenses	\$74,301.60
YTD ADMIN CALCULATION	\$5,453.54
Total Drawdown	\$68,848.02

Director of Finance & Administration

Date

Van Buren Co. Head Start Director

12/20/5 Date



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

1. Administration 4. Education 2. Personnel 5. Disabilities

6. Mental Health

3. Facilities

7. Health 8. Nutrition 9. Licensing 10. Social Services 13. Transition 11. Parent Involvement 14. Miscellaneous

12. Transportation

15. General Comments

Area	Comments		
Date: 12/1/24-12/31/24			
Special Activities, Events and/or Trainings of the Month			
Description	Dates	Attendees #	Notes
No School	12/3/24		Due to Weather
Fire Drill	12/5/24		Training
Bus Evacuation	12/6/24		Training
Earthquake Drill	12/9/24		Training
Bomb Drill	12/10/24		Training
Tornado Drill	12/12/24		Training
Dad's BirdHouse Building	12/13/24	20	Male Involvement
Breakfast with Santa	12/17/24	18	Parent Involvement
Pictures with Santa	12/19/24		Parent Involvement
Winter Break	12/20/24-01/3/24		No School
List of Visits by Central Office Staff			
Person(s)	Dates	Purpose	Notes
List of Public School Contacts and Visits			
Person(s)	Dates	Purpose	
Dr. Loftis	12/2/24	Observation	He observed a couple of kids in the classroom.
April CCR&R	12/2/24	CCR&R	Library Set Up
Brandon Powell	12/4/24	Speech	Did Speech screening on 5 kids and worked with 1.
Wreath Making with Ms Paula	12/16/24		
Candice			
Upcoming Special Activities, Events and/or Trainings			
Description	Dates		
Fire Drill	1/7/24		Training
Bus Evacuation Drill	1/8/24		Training
Tornado Drill	1/9/24		Training
Parenting Classes with Paula May	1/10/24		
Fire Drill	1/14/24		Training
Martin Luther King Jr Day	1/20/24		No School



Monthly Report

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

1. Administration4. Education7. Health10. Social Services13. Transition2. Personnel5. Disabilities8. Nutrition11. Parent Involvement14. Miscellaneous3. Facilities6. Mental Health9. Licensing12. Transportation15. General Comments

Van Buren Coalition	1/22/24	
Paula Buildings	1/23/24	

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

Home Visits by Center Edu. Staff:39 Medical Trips # of Children:1 Dental Trip # of Children:2

Total Enrollment: 39 Operational Days: 13 Withdrawn: 0 Added:

Monthly Total Present: Monthly ADA: 89.5 Meals B: L: S:



CREDIT CARD REPORT DECEMBER 2024

Vendor	Date	Item	Amount	Code
		2 GV PEACHES, WITCH 150CT, MAND 3 BAG,		
		CRACKER, YELLOW BELL , GV OLIV 10, 2 PREP		
		PROD, 2 BABY CARROTS, 2 CAUL FLORETS, 2		
		FALVARSLC, 18CT CLASSIC, 2 BER MARINARA, 2		
		MOTTS AJ 6PK, 2 SAND WHITE, 42 CT CLASSIC,		
CAPITAL ONE	10/21/2024	2 WELCHES JCE, 2 HAW PNCH JCE	142.71	Н9
		PARSLEY CURL, GV TOM PASTE, GV PENNE, 2		
CAPITAL ONE	11/12/2024	ACTIVE DRY, 17 EGGPLANT, SPAGHETTI-	143.50	Н9
CAPITAL ONE	11/18/2024	2 ALL FC,4 DG REFILL	107.82	E4
		PACIFIC CELERY STICS 2.5 LBS-3, 34-GRAPE		
SAMS CLUB	11/12/2024	TOMATOES 2LBS EA.	190.20	Н9
		HEFTY SUPREME FOAM DISPOSABLE PLATES,		
		250CT	15.98	E3
REGIONS BANK MTG-DROP BOX	11/27/2024	MONTHLY SUBSCRIPTION	14.98	F2
REGIONS BANK MTG-CONCIL FOR				
PROFESSION	11/1/2024	CARRIE SWAFFORD-CDA RENEWAL FEE	125.00	H15
		12 FAMILY SIZE BUTTERY HOMESTYLE MASHED		
		POTATOES, 12 40Z. MASHED POTATOES, 5LB		
		WHITEL LILY UNBLEACHED BREAD FLOUR, 12		
REGIONS BANK MTG-WALMART	11/12/2024	40Z LOADED BAKED MASHED POTATOES	53.52	Н9
		COFFIE CREAMER, ALUMINUM FOIL SHEETS, 42		
		CT SNACK CHIPS, 42 CT CLASSIC MIX CHIPS	55.27	H13
		FOOD FOR HEALTH FAIR PARENT SERVICE		
REGIONS BANK MTG-KFC	11/14/2024	MEETING	38.28	H13
REGIONS BANK MTG-WALMART	11/19/2024	KEYED PADLOCK WITH 2IN SHACKLE	11.59	E4
		4-PEPPERIDGE FARM HERB STUFFING	10.72	Н9
REGIONS BANK MTG-AMAZON	11/21/2024	4- CASES VINYL GLOVES	159.96	E4
		REGISTRATION FOR CARRIE SWAFFORD AND		
REGIONS BANK MTG-RIVHSA	11/21/2024	ELSIE BLAYLOCK	970.00	H15
REGIONS BANK MTG-OMNI HOTEL	11/21/2024	HOLTEL AND TICKETS FOR CONFERENCE	338.17	H15
REGIONS BANK MTG-WALMART	11/25/2024	BIG AND TALL OFFICE CHAIR	102.79	E1
REGIONS BANK MTG-OTC	11/26/2024	2 JUMBO FLOOR PUZZLES	19.54	E2
		T CELL REFILL BLUE, 2 PLY TOLIET TISSUE,		
STAPLES BUSINESS	11/20/2024	PURELL PRF MLD GRN CERT FM	199.20	E2
	11/26/2024		23.60	E2
CAPITAL ONE	11/21/2024	BRANDED HEN, INST POTATO	59.56	Н9
	Total		\$2,782.39	



CREDIT CARD REPORT NOVEMBER 2024

Vendor	Date	Item	Amount	Code
REGIONS BANK-AMAZON	10/3/2024	34-12OZ TORTILLA CHIPS	125.73	Н9
REGIONS BANK-WALMART	10/3/2024	33-SOY SAUCE, 33-CREAM CHEESE SPREAD	123.45	Н9
		4-TOLIET BOWL CLEANER	13.92	E4
		3-LACTOSE FREE LOWFAT MILK	11.08	F3
		28-DRIED PINTO BEANS, 2- 6CT APPLE JUICE, 2		
		12CT MUFFINS, 6-NAVY BEANS, 36CT		
REGIONS BANK-WALMART	10/16/2024	MOZZARELLA STRING CHEESE	72.11	Н9
		MINI GLUE GUN, HOT GLUE STICKS,	13.58	E2
		LOWFAT LACTOSE FREE MILK, FOAM PLATES	10.88	F3
		33-2PK STRAWBBERRY LEAMONADE, 33-5PK		
		STIR FRY MIX, 33-TERIYAKI CHICKEN FILLETS		
SAM'S CLUB	10/10/2024	FROZEN, 33-PETITE BABY CARROTS 3LBS	1165.80	Н9
STAPLES BUSINESS ADVANTAGE	10/15/2024	50PK PLASTIC HOOKS	24.19	E2
		1 10PK EZ CORRECTIONS TAPE, 1.25 BINDERS		
		CLIPS 24PK, 2-100 BOX ENVELOPES	45.23	E1
		1-6 CARTON TCELL PASSIVE AIR SYSTEMS &		
		ACCESSORIES	61.19	E4
REGIONS BANK-DROPBOX	10/27/2024	MONTHLY SUBSCRIPTION	14.98	F2
	Total		\$1,682.14	



HEADSTART INKIND Dec-24

GOODS &

			GOODS &				
	PERSONNEL	PROF	SERVICES	OCCUPANCY	EQUIP	MILEAGE	TOTAL
July	\$765.82	\$1,582.15	\$520.05	\$0.00	\$0.00	\$314.52	\$3,182.54
August	\$8,023.92	\$0.00	\$379.06	\$0.00	\$0.00	\$1,758.38	\$10,161.36
September	\$10,475.43	\$77.34	\$747.95	\$0.00	\$0.00	\$537.02	\$11,837.74
October	\$21,445.77	\$1,237.45	\$6,840.66	\$0.00	\$0.00	\$5,905.04	\$35,428.92
November	\$14,456.78	\$763.74	\$1,757.49	\$0.00	\$0.00	\$2,291.89	\$19,269.90
December	\$21,564.03	\$38.67	\$6,388.37	\$0.00	\$0.00	\$1,991.89	\$29,982.96
January	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
February	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
March	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
April	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Мау	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
June	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
June Final	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$76,731.75	\$3,699.35	\$16,633.58	\$0.00	\$0.00	\$12,798.74	\$109,863.42



HEADSTART INKIND Nov-24

GOODS &

			GOODS &				
	PERSONNEL	PROF	SERVICES	OCCUPANCY	EQUIP	MILEAGE	TOTAL
July	\$765.82	\$1,582.15	\$520.05	\$0.00	\$0.00	\$314.52	\$3,182.54
August	\$8,023.92	\$0.00	\$379.06	\$0.00	\$0.00	\$1,758.38	\$10,161.36
September	\$10,475.43	\$77.34	\$747.95	\$0.00	\$0.00	\$537.02	\$11,837.74
October	\$21,445.77	\$1,237.45	\$6,840.66	\$0.00	\$0.00	\$5,905.04	\$35,428.92
November	\$14,456.78	\$763.74	\$1,757.49	\$0.00	\$0.00	\$2,291.89	\$19,269.90
December	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
January	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
February	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
March	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
April	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
May	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
June	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
June Final	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$55,167.72	\$3,660.68	\$10,245.21	\$0.00	\$0.00	\$10,806.85	\$79,880.46

Office of Head Start

Updated July 29, 2014

Table of Contents

SF424B, Assurances	. 1
Certification Regarding Lobbying	3
Certification Regarding Level II of the Executive Schedule	3
Certification of Filing and Payment of Federal Taxes	. 4

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.

- 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.

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.

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 Re	presentative:						
Prefix:		* First Name:					
Middle Name:							
* Last Name:							
Suffix:							
* Title:							
* Telephone Nu	mber:			Fax Number:			
* Email:							
* Signature of A	uthorized Representative:			* Date Sign	ed:		
* Submitted by:					Date Subi	mitted:	

UPPER CUMBERLAND HUMAN RESOURCE AGENCY



HEAD START PROGRAM BASELINE GRANT APPLICATION 2025/2029

Upper Cumberland Human Resource Agency

Cookeville, Tennessee

Grant # 04CH10011-000

Application and Budget Justification

Section 1: Program Design and Approach to Service Delivery

Sub-section A: Goals

Sub-section B: Service Delivery

Service and Recruitment Areas

Needs of Children and Families

Proposed Program Options and Funded Enrollment Slots

Center and Facilities

Eligibility, Recruitment, Selection, Enrollment and Attendance

Education and Child Development

Health

Family and Community Engagement

Services for Children with Disabilities

Transition

Transportation

Sub-section C: Governance, Organizational and Management Structures

Governance

Human Resource Management

Program Management and Quality Improvement

Section II: Budget and Budget Justification Narrative

Budget Justification

Contract Services

Program Management System and Internal Controls

Non Federal Match

Equipment

Section 1: Program Design and Approach to Service Delivery

Sub-section A: Goals

Goal 1: To effectively retain staff in a Head Start program, it's essential to foster a supportive and inclusive work environment that prioritizes professional development, worklife balance, and open communication. By offering ongoing training opportunities, recognizing and rewarding staff contributions, and creating a culture of collaboration, we can empower our educators to thrive, ultimately enhancing the quality of care and education we provide to children and families.

Measurable Objective 1 (YR 25) Implement a comprehensive wellness program that includes physical health, mental health, and work-life balance initiatives.

Measurable Objective 2 (YR 26) Create and integrate robust support systems to address staff mental health and stress management.

Measurable Objective 3 (YR 27) Increase access to professional development opportunities that contribute to staff growth and job satisfaction.

Measurable Objective 4 (YR 28) Provide opportunities for staff to reduce stress through weekly wellness activities.

Measurable Objective 5 (YR 29) Conduct regular assessments of staff wellness to gauge effectiveness and identify areas for improvement.

Expected Outcome: Increase staff retention, strengthen program workforce and quality of services.

Expected Challenges: Maintaining staff due to current pay rates.

Program Activities That Support the Goals and Objectives	Goal Year	Person Responsible	Completion Date	Financial Support	Data Tools or Methods For Tracking Progress
Offer confidential counseling services and mental health resources.	Objective 1 Year 2025	HDSS/Mental Health Consultant	December 2025	Allocated Program Dollars for Contracted Mental Health provider	Agenda/Sign-in sheet

F . 111 1	01: 4: 2	HDSS/	August 2026	N/A	Meeting
Establish a wellness	Objective 2 Year 2025	Director	August 2020	14/74	Minutes
committee to	1 ear 2023	Director			1/1
regularly assess and enhance					
the wellness					
program. Launch	Objective 3	HDSS/	December	Allocated	Reduction in
wellness	Year 2026	All Education	2026	Program	documented
programs that	1041 2020	Staff		Contract	related issues
include regular		<u> </u>		Dollars/	and
fitness classes,				Mental	Documentation
mental health				Health	of Mental
workshops, and				provider	Health Services
stress					
management					
resources.					
Support staff	Objective 4	HDSS/	October	Staff	Partnership/
attendance at	Year 2027	Education	2027	_Time/	Certification
relevant		Supervisor		Program	
conferences				Dollars	
and seminars					
on staff					
wellness and					
stress					
management	011 / 5	IIDaa/	December	Staff Time	Meeting
Use data from	Objective 5 Year 2028	HDSS/ Education	2028	Stall Time	Minutes
wellness	Year 2028	Supervisor	2026		Williams
surveys to		Bupervisor			
make evidence-					
based					
adjustments to					
wellness				1	
initiatives.					
Implement	Objective 5	HDSS/	June 2030	Staff Time	Policies and
flexible work	Year 2030	FCPS			Procedures
arrangements					
such as					
adjusted					
schedules,					
where feasible.					

Goal 2: Prioritize the mental, emotional, and physical health of our team. Retain qualified staff to strengthen our programs workforce while enhancing services to the children and families we serve.

Measurable Objective 1 (YR 25) Establish at least three new partnerships and see 50% increase in candidates from these partnerships as positions become available.

Measurable Objective 2 (YR 26) Increase positive mental health environment for staff and children by adding Mental Health Specialist position.

Measurable Objective 3 (YR 27) Streamline the recruitment process to improve efficiency and reduce time-to-hire by 25%.

Measurable Objective 4 (YR 28) 40% increase in positive candidate perceptions as measured by surveys and feedback within five years of employment

Measurable Objective 5 (YR 29) Achieve a 30% increase in applications from diverse candidates within five years.

Expected Outcome: Improve the well-being of our educators and support staff to enhance the education, care and learning experiences of the children and families in our programs.

Expected Challenges: Due to the program's monocultural society getting past cultural norms to hire staff from different cultures.

Program Activities That Support the Goals and Objectives	Goal Year	Who	Completion Date	Financial Support	Data Tools or Methods For Tracking Progress
Establish internship and apprenticeship programs, collaborate on curriculum development and create a recruitment strategy focused on early career professionals.	Objective 1 Year 2025	Director	December 2025	Staff Time	Partnership forms
Implement an applicant tracking system, refine job descriptions, and standardize interview processes.	Objective2 Year 2026	Director	Director 2026	Staff Time	Policies and procedures
Create a structured	Objective 3 Year 2027	Director	August 2027	Staff Time	Policies and procedures

onboarding program, offer mentorship opportunities, and provide access to continuous training and certification programs.					
Highlight success stories, showcase the program's impact on the community, and promote a positive work culture through testimonials and online content.	Objective 4 Year 2028	Director	December 2028	Staff Time	Newsletters, social media
Partner with local community organizations, colleges, and universities; utilize social media and local media channels; and attend job fairs and community events.	Objective 5 Year 2029	Director	June 2030	Staff Time	Partnerships

School Readiness

There were no major changes to the school readiness goals. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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

<u>Approaches to Learning</u> – 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.

Language/Communication and Social Emotional domains.

<u>Social and Emotional Development</u> – 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.

<u>Language and Literacy</u> – 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.

<u>Cognition</u> – 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.

<u>Perceptual Motor and Physical Development</u> – 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 located under the tab governing bodies and report School Readiness.

Approaches to Learning

1. The Approaches to 1. 1. The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation, and also includes initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills. Our program goals are: Child follows 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 n tasks, the child holds information in mind and manipulates it to perform tasks.

2. Social and Emotional		
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 prosocial and cooperative behavior 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 waries 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, 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 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	Social and	2. Social Development refers to a child's ability to create and sustain meaningful
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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

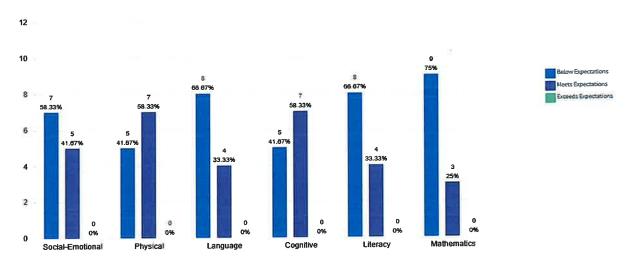
Learning - Goal 1. The program will incorporate emotional, behavioral, and cognitive, selfregulation, initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills. Expected Outcomes: Children will obtain skills and behaviors to engage in learning. Social 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, problemsolving 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 2025-26 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 Literacy, Mathematics and Social Emotional. When we analyzed in the Fall of 2024, we implemented some additional strategies in our classrooms in these areas to support learning and provide an increase in our children's knowledge. In the Literacy area we implemented

a"Letters and Sounds" game for additional enhancement. Teachers also were more intentional in working with children practicing retelling stories using props. In the Mathematics area we implemented additional hands-on counting activities along with games on our Smart Board focusing on number recognition and counting. In the Social Emotional area teachers made "Emotions Videos" using the children in our classrooms as they modeled emotions and discussed why they were feeling these emotions and what to do to help change their emotions. Teachers also modeled emotions when they were teaching "Conscious Discipline" in the classrooms. These additional strategies produced increased outcomes as reflected in our end of the year outcomes report.

Kindergarten Beginning Outcomes

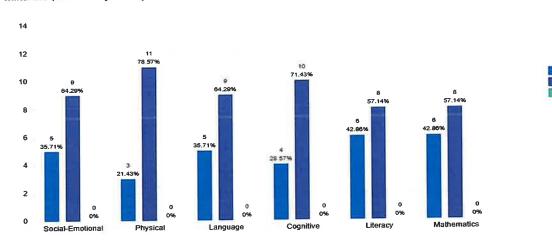
- VAN BUREN CO HEAD START CENTER Fall 2024/2025 - Widely Held Expectations



Kindergarten Mid-year Outcomes

- VAN BUREN CO HEAD START CENTER

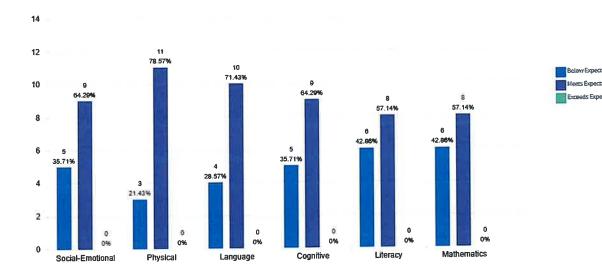
Winter 2024/2025 - Widely Held Expectations



Kindergarten End of Year Outcomes

- VAN BUREN CO HEAD START CENTER

Spring 2024/2025 - Widely Held Expectations

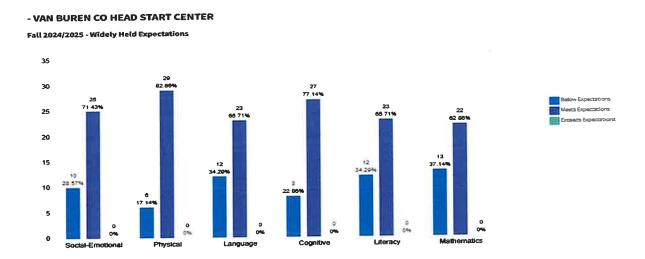


Meets Expectations

The following charts reflect analyzed data of all children currently enrolled in the program for the 2024-25 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Social Emotional, Literacy and Math. These are the same areas as children who are transitioning to kindergarten.

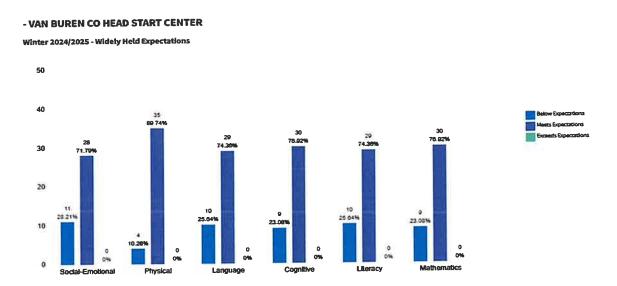
All Children Beginning Outcomes

24.25 Site Beginning Outcomes



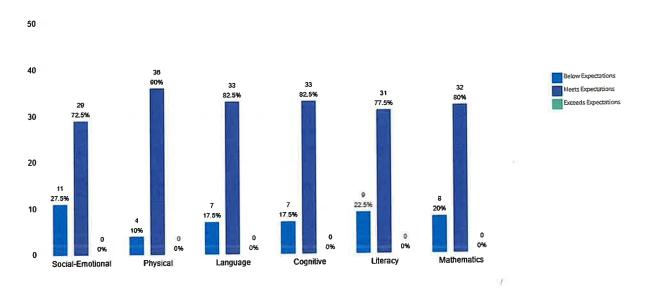
All Children Mid-year outcomes

24.25 Mid-year Site Outcomes



All Children End of Year Outcomes

- VAN BUREN CO HEAD START CENTER Spring 2024/2025 - Widely Held Expectations



In the Beginning outcomes we only had 35 children, however by the end of the year we had 40 children. These additional new students did impact our ending outcomes since they were unable to spend as much time with teachers due to enrolling late into our program. Despite this fact, we did experience an increase in our outcomes in these three areas which we attribute to the implemented strategies we incorporated after reviewing our beginning outcomes. Due to weather, school was only in session for an additional four days in the month of January which greatly impacted opportunities to increase areas in program outcomes. We have budgeted to purchase "The Discovery Source" social emotional materials to provide positive interactions between teachers, children and parents. These interactions will enhance positive redirection and problem solving. As an additional strategy to enhance our social emotional area we have created an additional position for a Mental Health Services Specialist for next school year. This person will work one-on-one with children experiencing difficulty in the social emotional area. This intensive direct interaction should provide children with the support they need and produce increased positive social skills. We are working with the local Childcare Resource and Referral Agency to

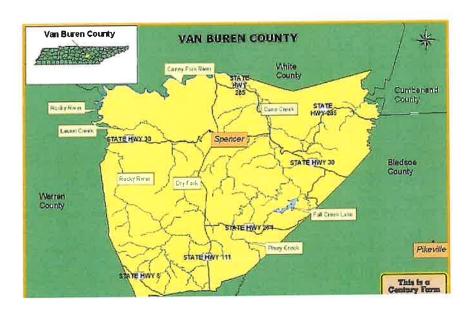
establish a mobile library with parental online access to increase at home literacy opportunities. The classroom will also have access to the mobile library to enhance literacy options for children to check out books they are interested in reading at home or in the classroom. To increase math outcomes, teachers will implement math counting and number recognition games.

Sub-section B: Service Delivery

Service and Recruitment Areas

There were no major changes to the service and recruitment area. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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 5.1% 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 a person to obtain a 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. Neonatal abstinence syndrome (NAS) or neonatal opioid withdrawal syndrome (NOWS) occurs when

women use drugs such as opioids during pregnancy. Since the early 2000s, the incidence of NAS in Tennessee has increased by 10-fold, far exceeding the national 3-fold increase over the

same time period. In 2013, Tennessee became the first state in the nation to require reporting of NAS for public health surveillance purposes. Providers are required to report all diagnoses of NAS within 30 days. Since 2013, Tennessee had seen annual increases in the number of cases of NAS until 2018, when rates started to fall. In 2020, the last year data was made available, rates had dropped to 10 per 1,000 live births from a peak of 13.5 per 1,000 live births in 2017. The state of Tennessee is seeing endemic levels of addiction, overdoses, and death. Despite legislation aimed at reducing the opioid drug supply, the state is ranked third in the nation for prescription drug abuse. In recent years, the Tennessee Bureau of Investigation Crime Lab's Forensic Chemistry Unit has seen a surge of methamphetamine, heroin, and certain opiates in submitted case samples. Additionally, testing has become much more complicated with the increased prevalence of synthetic drugs, counterfeit drugs, fentanyl, carfentanil, and fentanyl analogs. 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. The rate of adults and the rate of children with no health insurance in Van Buren County are higher than the state and national rate. There is no dentist in Van Buren County, and children needing intensive treatment must travel long distances to receive these services.

2024-2025 Family surveys, which are conducted at the beginning of each program year, show the top 3 areas of concern, which are indicated as families in crisis, as follows:

- Housing: The shortage of affordable housing is an issue throughout our area. The UCHRA Van Buren County Head Start keeps in contact with, and has a partnership with, the local housing authority who keeps us informed of housing openings that become available. We have seen a trend where a lot of Head Start families live in different locations throughout the year but usually one of those is their parents/grandparents of their children. We have two apartment complexes where some of our parents live. Housing costs continue to outpace wages, and affordable housing is hard to come by. Families at Head Start are informed of programs such as LIHEAP (Low Income Home Energy Assistance Program), which help to pay utility bills for heating and cooling their homes. The previous year indicated that 8 families were considered homeless, which is 15% of the total number of families served in the previous year. With no access in the county to homeless shelters, the target the program addresses is homeless with a roof.
- Child Care: Early child care for children birth to three is hard to find in our area. The only early child care can be found through family members or friends of family. Two public pre-K programs are present in our community and can only serve only up to ninety children. UCHRA Van Buren County Head Start works diligently to assist families in finding affordable child care. Our program also assists and supports parents and the community in addressing this hardship.
- 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.

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. The Van Buren County Head Start programs schedule will consist of 160 days, 5 days a week, 7 hours a day.

Center and Facilities

There were no major changes to the center and facilities area. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs. 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. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs. 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 socialemotional 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. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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

The major change occurred in the health area is as follows. Increased the positive mental health environment for staff and children by adding a Mental Health Specialist position.

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. 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 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. Implementation of a Mental Health Service Specialist will ensure that child, family and staff mental health wellness is tracked and services provided as needed. Also, the Mental Health Service Specialist will encourage staff and families to participate in stress relieving activities and track progress. 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 consist; 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

There were no major changes in the family community engagement. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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 (Conscious Discipline) as the program's parenting curriculum. Conscious Discipline is provided to enrolled families once a year, while staff provide information and resources from Conscious Discipline on an ongoing basis to parents in need of intervention. Conscious Discipline 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 developing the parent-child confidence and self-esteem, communication skills including 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. Followups 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

There were no major changes to the services for children with disabilities. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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 revaluation 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 CountyHead 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

There were no major changes to the transition process. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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 the transportation area. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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 enroute except to notify Head Start Staff of time of departure and any necessary details in reference to the route such as absent parent, vehicle problems, etc. This information will be relayed to Head Start by the bus monitor. 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. Drivers will call Head Start Staff to inform them a Pre-Trip walk around has been completed and with any concerns.

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 VB 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, monitors will call Head Start by cell phone to inform the center staff that all children have been delivered and third person signature obtained. 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. Transportation Specialists must ensure that information about inspection is correct on the PAAMS

system. 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. UCHRA 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 dismount 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 a PS 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, Education Supervisor 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. A.M. routes will begin at 6:30 and P.M. routes will

begin at 2:40. 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 3 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

There were no major changes to the governance, organizational and management structures. This plan is conducive to the regulations and services are rendered to meet staff, families and children's 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
 - o regarding hiring, evaluation, compensation, and termination of the Executive
 - Director, Head Start Director, Director of Human Resources, Chief Fiscal Officer
 and
 - o 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
- o 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. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs.

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

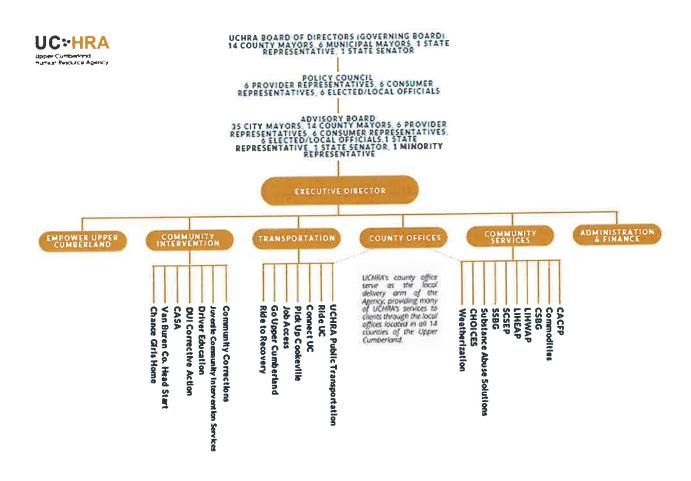
The Board and Council representatives will be elected by their respective bodies and will then meet and select the third party member. Both the Board and Policy Council may make recommendations as to third party members. Issues can be presented to the Impasse Resolution Committee and properly considered 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.

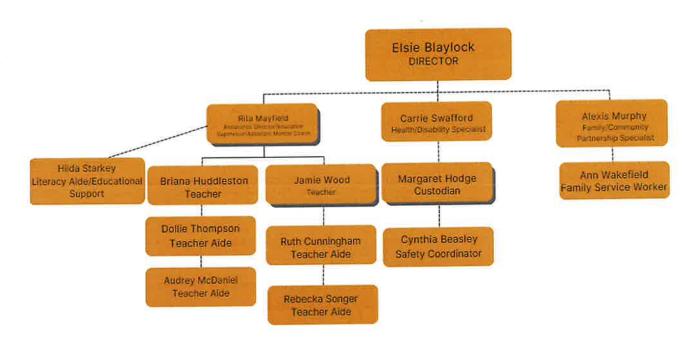
Human Resource Management

Organizational Charts

There were no major changes in Human Resource Management.







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 (1) Mental Health Service Specialist 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 areas. This plan is conducive to the regulations and services are rendered to meet staff, families and children's needs. 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

Line Item	Cost of Operation	•
Personnel	\$455,572	Personnel cost is the total of 15 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) Mental Health Services Specialist, (1)Safety/Maintenance Coordinator
Fringe	\$36,445	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
	\$40,000	Health/Dental/Life Insurance
	\$27,334	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 \$.67 per mile at 149.26 miles for a total of \$100.
COLA	N/A	Planned use of COLA funds.
Supplies	\$2,500	Office Supplies-Includes Copying, Paper, Pens, Print Cartridges, Disk, Envelopes, Binders, Chairs etc.
	\$14,000	Child and Family Services Supply- Includes All Teaching, Classroom, Playground, Family Related Activities, Classroom Center Surfacing
	\$2,000	Maintain kitchen
	\$6,000	Other Supplies-All Additional Supplies With the Custodial Services Associated With The Head Start Center.
Contractual	\$16,000	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 which
		indicates staff development.
Other	\$17,800	Utilities/Telephone-Phones, LP Gas for Kitchen Operation,
		Internet Services, Cell Phone, Electric for Lending House
	\$6,200	Building and Child Liability Insurance-Insurance
	\$10,000	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.
	\$12,542	Materials and aids for nutrition training/services provided to
		parents at all parent events. Projected costs based on previous
		expenditures.
	0	Child Services Consultants to assist with 5 yr community
		assessment
	\$9,059	Parent Services-Parent Involvement Field Trips, Policy
		Council, Parent Committee, Male Involvement Committee,
		Trainings Related to Parent Involvement
	\$1,800	Publications/Advertising/Printing
	\$11,040	Training or Staff Development- Related to Staff Development
		and Training
	\$40,000	Vehicle Operations- Cost Related to Providing Transportation
		For Children, Parents and Maintenance, Insurance, Radio
		Tower Usage, Gas, etc.
	\$100	Administrative office located within the grantee offices
	\$89,600	Indirect Charges
Total	\$810,192	

Upper Cumberland Human Resource Agency T/TA Training Costs						
T/TA Strategies Events/Activities	T/TA Resource	Target Audience or HS Mgt. System	Responsible Manager	Timeline	Est. Cost	

CLASS Certification	Teachston e	Director, Teacher	Director	PY 2025	\$2,550
Discovery Source Training	Discovery Source	Education Staff	Education Supervisor	PY 2025	\$2,000
Fiscal Manager Certification	The Academy	Director	Director	PY 2025	\$1,195
Data Essentials	The Academy	Family Service Worker	Director	PY 2025	\$590
Education Manager Credential	The Academy	Education Supervisor	Director	PY 2025	\$1,065
Mental Health Micro Credential	The Academy	Mental Health Service Specialist	Director	PY 2025	\$295
OSHA Certification	OSHA	Safety Coordinator /Custodian	Health & Disability Specialist	PY 2025	\$360
Conference to obtain training on monitoring protocol.	RIVSHA	Director	Director	PY 2025	\$1,945
					\$10,000 T/TA Dollars

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 (2), 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 the 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

Line Item Description	Generated In-Kind	Description
Health/Mental Health Services Personnel	\$6,501	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	\$17,426	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	\$16,569	Donated Personnel by the LEA 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	\$5,917	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	\$2,252	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	\$7,352	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 donated by LEA.

Child and Family Services Supplies	\$30,475	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	\$1,114	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. 18,571 miles @ .70 a mile = \$13,000
Nutrition Services	\$3,500	Food donated by community resources such as Walmart, American Legion, Food City etc. for nutrition packs and the food bin.
Volunteers	\$60,266	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. 61 volunteers total 3233 hours yearly x 19.09 = \$61,717 5 Volunteers for Policy Council for a total of 55 hours yearly @ 38.67 hr = 2126.85 See in-kind procedure
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	\$4,421	Family mileage to events and school where transportation is not provided. Approximately 6,316 miles @ .70 a mile - \$4,421.00

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.

Object Class Catagories	Program Operations	T/TA
Personnel	455,572.00	0.00
Fringe Benefits	103,779.00	0.00
Travel	100.00	0.00
Equipment	0.00	0.00
Supplies	24,500.00	0.00
Contractual	18,000.00	0.00
Training & Technical Assistance	0.00	10,000.00
Construction	0.00	0.00
Other	108,641.00	0.00
Indirect Cost	89,600.00	0.00
Total	800,192.00	10,000.00

			UCHRA HEAD	START Rudget	Justification			HEAD ST	ART
			OCHRA HEAD	JAKI Buuget	Justification			PA22	PA20
Personnel									
	Number	Avg. Salay							
Teachers	2							60,058	
Teacher Assistant	4	<u> </u>	40000 a sid by the ad Short		Th.:	alah and Birahiliki an	1004 - 4	99,648	
Disability Service Personnel Mental Health Service	1	34,913	100% paid by Head Start		This position 90% He	ealth and Disabilities :	LO% admin	34,913	
Specialist	1	25,500						22,500	
Assistant Mentor Coach/	_								
Education Supervisor	1	38,548						38,548	
Literacy Aid/ Safety									
Coordinator	1	32,885						32,885	
Family and Community									
Partnership Specialist	1	31,741						31,741	
Family Service Worker Custodian	1	26,988 26,988		-				26,988 26,988	
Safety Coordinator	1	16137						16137	
Management/Admin	Position	Salary						20237	
	Head Start Director	,	100% paid by Head Start		Head Start Director	split 50% Admin/ 50%	Education	65,166.00	
			based on previous years salary;			, , ,			
			salary indicated in indirect cost,						
			please see submitted indirect cost						
	_	450,000	rate agreement and cost						
	Exec	160,000	allocation plan						
			based on previous years salary; salary indicated in indirect cost,						
			please see submitted indirect cost,						
			rate agreement and cost						
	Fiscal	125,000	allocation plan						
Personnel Total								455,572.00	
Fringe									
			evious year cost of insurance is run			hanges to staff partic	pation	40,000.00	
		tem 19,970 is the	amount of those eligible to contrib	oute X 6% mai	tch			27,334.00	
Social Security (FICA), State Disability, Unemployment	Salaries of those								
(FUTA), Worker's Compensation, State	contributing	\$455,572.00	V99/					36 445 00	
Fringe Total	455,572 X 8%	\$455,572.00	A6%					36,445.00 103,779.00	
Travel	Name	Days	Date	# Attending	Positions	Fee/Registration		103,779.00	
	Physical/Mandatory	As required	As determined by required and/or	_	As required	The state of	These dollars are only		
Stan dat or roun mater	drug	/isrequired	rendom selection	1 cdc cp	/ S required	Tennessee general	used in the event a Head		
	testing/Mandatory					reimbursement	Start vehicle is unavilabe		
	Finger Printing					rate for standard			
						mileage effective			
						January 1, 2025 is			
						.70 cents per mile.		100.00	
Travel Total								100.00	
Equipment								100.00	
	To replace playgroup	I nd to piece to ens	ure safety and reduce						
,8	maintenance								
Equipment Total								0.00	
Supplies									
Office	Pens, Copy Paper, Pr	int Cartridges, Fil	e Folders, etc (based on current						
	year expeditures to							2,500.00	
Classroom/ Playground			ay-doh, Replacement of tables,						
			y classroom/gross motor					14,000,00	
Food Service Supplies	materials, etc(based		expeditures to date) ils, maintain snack packs and food					14,000.00	
i dou sei vice supplies			families as indicated in family						
			artners are unavilable to provide						
	assistance through Ir							2,000.00	
Program Supplies	Bleach, detergeant, t	toilet paper towe	ls, mops brooms, trash bags,						
			nd etc associated with Custodial						
	Services Associated	With The Head St	art Center projected \$6,000.					6,000.00	
Supplies Total								24,500.00	
Contractual	Combinated	alaala ta 15 -15 -2	DOT modele de desce de						
Health / Disabilities Services			mandatory DOT, projected \$360.00						
			ding on experations and new hires. sts projected from pervious state						
			00. CPR First/Aid mandates						
			en physicals as indicated by						
			en dentals as indicated by						
	1		tract 5,000 at a minimum if there						
		•	: additional classroom						
			I staff, child evaluations,						
			00. Contracted Health and					16,000,00	
Enad Consises			to be determined as needs arise. mandated staff eating with					16,000.00	
rood Services	children not reimbur							2,000.00	
Training and Technical			nented with training/professional					2,000.00	
	development under		g/professional						10,000.00
Contractual Total								18,000.00	
Construction									

		1	T						
Contraction Tabel									
Contruction Total									
Other		.	<u> </u>						
			does not pay as in kind, propane						
	10	• • •	, phone system for the center and						
			sed from the phone company, long delivery area and location of						
	1		es to keep families and staff						
			costs based on previous						
Utilities, Telephone	expenditatures	es. etc Projecteu	costs based on previous					17,800.00	
	<u> </u>	incurance the sch	nool system does not pay as in kind					17,800.00	
Building and Child Liability Insurance	Projected costs base							6,200.00	
Ilisulatice	+		grounds to be determined based on					0,200.00	
			ounds. Projected costs based on						
Building Maintenance / Repair and Other Occupancy	previous expenditur		ourius. I rojecteu costs buseu ori					10,000.00	
and Other Occupancy	+		itart vehicle is not avilable,					10,000.00	
	1 -		per mile, for purposes of staff						
			ry travel to local sevice delivery						
			ncil meetings, recruting, etc.						
	Keeping in mind the	program is locat	ed in a very isolated rural						
			ng distances to reach parents, and						
Local Travel	recruiting.							100.00	
	Materials and aids for	or nutrition traini	ing provided to parents at all parent						
Nutrition Services	events. Projected co	sts based on pre	vious expenditures					12,542.00	
Child Services Consultants	Consultants for prov	Consultants for providing services to children and families							
	All costs associated with to include but not limited to Parent Committee,								
	Male Involvement, I	Mothers Day Out,	, Trainings, Transitioning services,						
	Recruiting, Parent er	ngagement activi	ties. Projected costs based on						
Parent Services	previous expenditur							9,059.00	
	Bonding, Notary, He	ad Start portion	of Grantee Audit etc. Projected						
Accounting and Legal Services	costs based on previ	•							
Publications / Advertising /			ps advertising postage. Projected						
Printing	costs based on previ							1,800.00	
			nented with training/professional						
Training or Staff Development			costs to meet program goals					11,040.00	
	1 '		o include buses costs are related to						
Vehicel operations	maintenance, gas, c		•					40,000.00	
		rative costs at the	e Grantee, projections based on						
Adminstrative office	current costs.				1			100.00	
			<u> </u>						
Other Total								108,641.00	
Indirect Cost		1						89,600.00	
	See indirect cost agr	reement and cost	allocation plan submitted on HSES		-				
		1						<u>PO</u>	<u>T/TA</u>
	1	1					Total Budget	800,192.00	10,000.00
	Additional in kind								
	will be matched								
	through program								
	volunteers	+					Non Federal Share	202,548.00	
							Total Federal	1,002,740.00	



Upper Cumberland Human Resource Agency Van Buren County Head Start Administration Policy

Subject: In-Kind & Volunteer

Department: 051

Date(s) Revised: May 2015, Nov. 2016, August 2018, July 2020, Jan. 2022, 7/22,1/23,

1/24, 7/24, 1/25

Title: In-Kind & Classroom Volunteer Form

Date Effective: August 1994

Approved by: Director

File in Section: Policy # 6-3F

Regulation Reference 45 CFR 75.23

Policy: To ensure matching contributions to be verified necessary and reasonable for accomplishment of the program objectives efficiently.

Monthly Reading In Kind Calendar Reading Calendar Policy Council

By Law Policy Council

All other In kind Attached to procedure

Lending Library and Power Pack In kind form In Kind for Books and Power Packs

Home Activity In Kind

In the event an Agency recruited volunteers contacts us for volunteer opportunities all staff must encourage and offer volunteer opportunities that are approved by the Director. In the event the Director is unavailable, staff must receive approval of volunteer opportunity activities from Assistant Mentor Coach. When documenting Agency Volunteer code in the top right hand corner, staff must document as follows UCHRA/ then indicate code from the Parent/Volunteer In-Kind Sheet Key Guide on the back of the In Kind form. Designated staff documenting In Kind must scan all In Kind forms completed by the UCHRA Volunteer to? then include UCHRA Volunteer In Kind forms with all forms to be scanned and filed on Head Start's Drive. Send all scanned In Kind forms to the Agency.

to be equilibrial and the first equilibrial						
Procedure	Person	Est. Completion				
	Responsible	Date				
1. All donations in-kind to the program will be counted when necessary and reasonable for proper and efficient accomplishment of project or program objectives.	Designated Staff & Volunteer	Ongoing				
2. Donations can not be included as a contribution from any other federally-assisted project or program.	Designated Staff & Volunteer	Ongoing				
3. Determining the value of donations is calculated by the publication 561 of the IRS. The value of donated equipment shall not exceed the fair market value of equipment at the same age and condition at the time of donation. Printed documentation of item(s) price must be included when in-kind is scanned then stapled to in kind form before submitting to the Agency. The Value of donated rent shall not exceed the fair rental value of comparable space.	Designated Staff & Volunteer	Ongoing				

Designated Staff & Volunteer Designated Staff & Volunteer	Ongoing Ongoing
	(every July use the June final to reverify fringe
Designated Staff & Volunteer	Ongoing
Designated Staff & Volunteer	Ongoing
Teachers	
	Designated Staff & Volunteer Teachers

		Ass.
Program Governance		Q
Calculation 52,000 salary		So.
52,000 x23% 11,960		
52,000 + 11,960 = 63,960		
1950 hours - 296 vacation, sick and personal hours =		
1654 hours		
63,960 / 1654 = <mark>38.67 hourly</mark>		
8. Volunteer services shall be documented and	FCPS/FSW	Ongoing
supported by the same methods used by Head Start		
for its own employees. Volunteer services shall be		
documented by sign in/out forms, in-kind forms		
including time records. See In Kind Key for codes, for		
the purpose of tracking indicate key code followed		
with specific detail on ChildPlus.		
9. Mileage accrued to support the program by	FCPS/FSW	Ongoing
attending Parent Committee, Policy Council, Male		
Involvement, or Multi Advisory Meetings is calculated		
by state rate- obtain monthly by website thru TN.state		
10. Use an In-Kind Form when documenting	Designated Staff &	Ongoing
volunteering time or donated items.	Volunteer	
11. Place form in a central location that is accessible	Designated Staff	Ongoing
for volunteers.		
12. Fill out form as follows:	Designated Staff &	Upon
Date when volunteering (Date of Service)	Volunteer	volunteering
Print Volunteer Name		
Signature of volunteer		
(for both parents if both are attending the same event.		
<u>Indicate 2 volunteers</u>)		
Check appropriate program type		
Check appropriate volunteer type		
13. Staff will calculate rates and total values	FCPS/FSW/Director	Upon receipt
and initial verification line to justify reasonable usage		
to achieve program goals and objectives. Director will		
review and sign off before sending it to the agency.		
14. Lending House donations are not to be used in	Designated Staff &	Ongoing
n-Kind totals	Volunteer	
15. Input data in computer system	FCPS/FSW	Upon receipt
nitial all forms and date when entered		Within 5days
Ensure that double entry does not occur.		
16. After Director signs off on all in kind original	Director/FCPS/FSW	Upon receipt
In-Kind form will be submitted to Grantee		Within 5 days
17. Forms used with procedure	Designated Staff &	Monthly
OES Wage Survey	Volunteer	,
GSA Basic/mileage rate = .70 increased		
effective 1/1/2025		
IRS Publication 561- Determining the value	Designated Staff &	Yearly
In-Kind Form	Volunteer	Teally
	Tolulitool	
All In kind forms must be printed 2 sided with		
codes on back to ensure accuracy and		
facilitate use.		

http://www.state.tn.us/labor-wfd/wages/2010/tennessee.pdf
http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentId=9646&contentType=GSA_BASIC



UCHRA Van Buren County Head Start In Kind

In-Kind (Goods) (donations by pare purpose of promo	For In Kind Purpo ents and community fi ting and providing for and value)	or use in clas	cipation)	nined related to p	arent servic	es for the		
Volunteer 2								
Volunteer 1								
Volunteer	Time In indicate	am or pm	Time Out indica	te am or pm	Total Hours	Hourly I	Hourly Rate	
(Time associat school function outcomes rela	ed with related persons as and extended active ed to school readine or Home Activities)	ities perform	ed to support individ	ualized education	n of the child	to support th		
Volunteer 2 Sign N <u>Both Parents</u> <u>above</u>	ame <u>can sign on one for</u>	m if both ar	e attending the san	ne event please	indicate tw	o volunteers		
Volunteer 2 Print Name						Volunteer Parent Volunteer	Volunteer Community Volunteer	
Volunteer 1 Sign Name								
	not sign in kind record if it is inaccurate (3) and acknowledge all entries will be Volunteer 1 Print Name					Parent	Community	



UCHRA Van Buren County Head Start Parent/Volunteer In-Kind Sheet Key Guide

JA/MA- Janitorial/Maintenance in nature. This can consist of sweeping and dusting the classroom, picking up toys after playtime, and general straightening of room/center or maintenance of building, playground, washing vehicles etc.

HA- Home Activity. Time spent performing an activity outside of normal classroom time to support the classroom curriculum and outcomes such as reading 20 minutes a day, Power Packs, and Scholastic Home Activities, can be counted. Specific home activity, reading and power pack sheets must be completed appropriately in order for this time to be counted.

FT- Field Trips. Included but are not limited to ensure the safety of children, assisting with lunches, helping to ensure appropriate behavior at outside events such as parks and playgrounds.

NA- Nutrition Activity. Examples would include promoting healthy eating habits, seasonal tasting parties, and recipe instruction examples. Assisting with breakfast and/or lunch procedures.

AM- Attendance at advisory meetings.

GEA- Group Educational Activity such as exploration/center time, each child chooses timing and location of his activities with lots of hands-on activities such as clay, blocks, painting, cutting, etc. Academic subjects are taught during their choice time, using items that can be manipulated, such as blocks, counters, plastic animals, etc. These activities give the children an opportunity to learn to function in a group, share ideas and begin listening skills **but are only a short portion of the day.**

SS-Socialization Skills. This broad category includes volunteer classroom readers. Children want to read and understand books and other written material. Volunteers are needed to come and read to the children. Also children will often draw pictures and will explain what the picture is about. Volunteers also need to write down what the children say about their pictures.

This classification would also include special events such as Family Reading Night, End of the Year Picnic, group seasonal celebrations, grandparents day and holiday plays which involve peer to peer interaction.

GS-Guest Speaker. Most often a community volunteer or representative who gives presentations to the classroom such as dental hygiene, a police officer or a fireman, and training for parents.

PCI- Parent Curriculum Involvement. Volunteers are often needed to further and enhance classroom curriculum. Examples would include donating time to cut out items for lesson plans, decorating the room for certain lessons as well as classroom observations. Assisting with letter-word identification, early writing, early math, and creative curriculum.

MI-Male Involvement- Attendance at Male Involvement meetings and acting as role models assisting in events.

PMQI-This can consist of program assessments, program evaluations and monitoring to aid the program in the process of quality improvement.

SDA-Service Delivery Assistant: Provide general support for each service delivery area

			Decem	be	r 2024 U	CHRA Ser	vi	ces Dash	board			
	Total Households Served Duplicated	Cases of Ensure Sold	Regular LIHEAP Households Served		Regular LIHEAP Funds Utilized	Crisis LIHEAP Households Served	_	RISIS LIHEAP Inds Utilized	Outreach events- number of attendees	WP Applications	Commodities	Information and Referrals
					TIE	R I Counties						
Cumberland	405	3	49	\$	39,200.00	20	\$	14,600.00	173	3		157
Putnam	668	47	56	\$	44,800.00	20	\$	15,200.00	1	4	437	103
Warren	868	10	73	\$	59,400.00	4	\$	2,600.00	0	2	354	425
					TIE	R 2 COUNTIE	S					
DeKalb	371	6	79	\$	63,200.00	14	\$	10,800.00	0	1	220	51
Fentress	406	6	51	\$	41,600.00	19	\$	14,000.00	0	0	322	8
Macon	337	0	55	\$	44,000.00	18	\$	13,400.00	0	1		263
Overton	454	12	60	\$	48,000.00	11	\$	7,200.00	0	0	369	2
Smith	74	3	48	\$	38,600.00	13	\$	9,600.00	4	0		6
White	512	18	46	\$	37,200.00	15	\$	11,000.00	358	0		75
					TIE	R 3 Counties	5					
Cannon	481	7	74	\$	54,600.00	10	\$	7,600.00	240	0	131	19
Clay	118	14	68	\$	53,000.00	31	\$	23,000.00	0	0		5
Jackson	83	9	51	\$	40,400.00	18	\$	13,400.00	0	0		5
Pickett	31	2	24	\$	19,400.00	1	\$	600.00	0	0		4
Van Buren	120	0	63	\$	50,400.00	11	\$	8,200.00	45	0		1
Total:	4928	137	797	\$(633,800.00	205	\$	151,200.00	821	11	1,833	1,124

No. of Lot	N. P. ST.		Novem	ber 2024 U	CHRA Ser	November 2024 UCHRA Services Dashboard	ooard			
	Total Households Served Duplicated	Cases of Ensure Sold	Regular LIHEAP Households Served	Regular LIHEAP Funds Utilized	Crisis LIHEAP Households Served	CRISIS LIHEAP Funds Utilized	Outreach events- number of attendees	WP Applications	Commodities Distributed to HH	Information and Referrals
				T	TIER I Counties		STATE OF			
Cumberland	738	11	86	÷ \$	0	\$	166	3	352	108
Putnam	327	29	256	\$	0	\$	0	5		37
Warren	375	10	96	\$	0	- \$	0	8		261
				TIE	TIER 2 COUNTIES	S				
DeKalb	108	10	54	\$	0	\$	0			44
Fentress	1002	9	170	÷.	0	\$	446			380
Macon	406	1	55	* \$	0	\$	0	2	131	217
Overton	125	24	95	\$	0	÷	0	2		4
Smith	195	2	59	\$	0	\$	0		129	5
White	407	12	34	\$	0	- \$	0		310	51
	ALC: CALL	Scotler 25	The source	Ē	TIER 3 Counties	(6)				
Cannon	121	1	36	\$	0	\$	74	5		5
Clay	522	10	96	\$	0	\$	206		208	2
Jackson	284	16	6/	\$	0	\$	0	1	178	10
Pickett	244	10	58	÷	0	\$	0	1	168	7
Van Buren	247	0	44	÷	0	\$	0		182	21
Total:	5101	142	1230	\$0.00	0	\$0.00	892	27	1,658	1,152
			completed applications	ications	No funds					

completed applications no funds at this time

			Octo	be	r 2024 U	CHRA Ser	vic	es Dash	board			
	Total Served Duplicated	Cases of Ensure Sold	Regular LIHEAP Households Served		Regular LIHEAP Funds Utilized	Crisis LIHEAP Households Served		ISIS LIHEAP nds Utilized	Outreach events- number of attendees	WP Applications	Commodities Households served	Information and Referrals
					T	IER I Countie	es					
Cumberland	207	14	7	\$	5,600.00	0	\$	-	0	0		186
Putnam	568	44	29	\$	22,200.00	0	\$	-	0	4	425	37
Warren	1264	17	33	\$	26,000.00	0	\$	-	448	4	362	400
					TI	ER 2 COUNT	ES					
DeKalb	314	14	34	\$	25,000.00	1	\$	600.00	0	0	220	45
Fentress	1472	1	7	\$	5,600.00	2	\$	1,400.00	423	0	317	722
Macon	607	5	16	\$	12,400.00	0	\$	-	0	0		586
Overton	799	21	10	\$	7,800.00	0	\$	-	399	0	348	21
Smith	57	2	27	\$	20,200.00	2	\$	1,400.00	6	1		19
White	147	22	49	\$	37,600.00	0	\$	-	0	0		76
					T	IER 3 Counti	es					
Cannon	296	3	14	\$	11,000.00	2	\$	1,600.00	104	4	137	32
Clay	30	15	9	\$	7,200.00	1	\$	800.00	1	0		4
Jackson	61	9	34	\$	25,400.00	0	\$	-	0	1		17
Pickett	518	5	7	\$	5,600.00	0	\$	-	500	0		6
Van Buren	14	0	12	\$	9,600.00	0	\$	-	0	0		2
Total:	6354	172	288	\$2	221,200.00	8	\$	5,800.00	1881	14	1,809	2,153

1708 on waiting list

Waiting for contract

from state- aplications for LIHEAP have been completed



IMPLEMENTATION PLAN FOR TITLE VI OF THE CIVIL RIGHTS ACT OF 1964 2024-2025

February 2025

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OVERVIEW – The Upper Cumberland Human Resource Agency

A. Overview of The Upper Cumberland Human Resource Agency

Human resource agencies were established by the Tennessee General Assembly in 1973 to deliver services to the people of the state of Tennessee. The Agency is governed by County Mayors, City Mayors, two members of the General Assembly, and one Consumer Representative from each of the fourteen counties in the Upper Cumberland region. The Upper Cumberland Human Resource Agency aims to improve the quality of life for residents in the 14-county area. UCHRA strives to promote a strong sense of community and family values by administering programs designed to provide tools, knowledge and resources to improve the quality of life, promote a positive sense of individual self-worth, encourage responsible decision making and provide opportunities for individuals to become productive and independent. UCHRA is divided up into several departments which provide services to the public or provide administrative support to the agency.

- 1. **Information Technology (IT) Support** Incorporates the latest technological advancements to meet the ever changing needs of the Upper Cumberland Human Resource Agency. The IT staff provides technical assistance and service to various departments and offices in each of the 14 counties
- 2. Administrative Department- The Administrative Department performs vital executive support for day-to-day tasks for the Executive Director as well as the functions for the Board of Directors. This consists of the front desk with its multi-function switchboard as well as internal support to achieve a well-run organization. This also includes oversight of general county office functions. Public relations, marketing, and media communications are also handled by specific administrative staff. General service responsibilities are also included in Administrative duties. This includes purchasing, property management, telecommunications, asset inventory control, property leases, building maintenance and janitorial services, as well as all other aspects of physical operations.
- 3. **Human Resources** is responsible for the administration and processing of all new hires, orientation, benefits, insurance, safety sensitive issues, drug and alcohol policies and compliance, employee relations, employee safety, safety committee oversight, workers' compensation, compiling and maintaining all personnel records, development and enforcement of the Affirmative Action Plans, and maintaining and updating all policies and procedures for the Agency. The department is responsible for ensuring the Agency's

compliance with all regulatory agencies. Responsibilities include compliance with Employment Laws, Family Medical Leave Act Laws, Fair Labor Standards Act, OSHA, TOSHA, Workers Compensation, Affirmative Action Plans, and Agency compliance concerning personnel requirements based on contract and grant regulations.

4. **Community Intervention**- Community Intervention includes:

Community Intervention for Juvenile Offenders This program works to reduce the number of youths committed to institutions by providing them opportunity to remain in their communities while under intensive supervision including drug and alcohol treatment, community service work, family and individual counseling, education and employment assistance.

Adult Community Corrections offers alternatives to incarceration for selected non-violent felony offenders sentenced by Criminal Court Judges. Under intense supervision, offenders receive alcohol and drug treatment, counseling, education, and employment assistance as needed. This project is funded under an agreement with the State of Tennessee.

The DUI School provides education on drug and alcohol use and state requirements for license renewal, while serving the courts and the community.

Drivers' Education offers thirty hours of classroom training and six hours of on-the-road training for adults and youths.

5. **Court Appointed Special Advocates (CASA)- CASA** is under the umbrella of UCHRA. The program is funded by Tennessee Commission on Children and Youth (TCCY), local government, community donations, and fund raising events. CASA recruits, trains, and supervises community volunteers. Afterward, they are then appointed by the judge to advocate for abused and neglected children in court proceedings, ultimately assuring the child's placement in a safe and nurturing permanent home. CASA currently serves Cumberland, Overton, Putnam, and Smith Counties. CASA is looking forward to expanding into other counties within the Upper Cumberland.

6. **Community Services-** Community Services include:

Homemaker, Chore, Personal Care, and Respite Caregiver Services include light housekeeping, errands, cooking, and counseling as required for protective service clients. Services enable elderly, disabled, and protective service clients to continue living in their own homes. Personal Care Services assist clients with activities of daily living, essential

household tasks, and other activities. Respite Caregiver Services provide temporary relief from routine care-giving responsibilities to caregivers of certain CHOICES clients.

Low-Income Home Energy Assistance Program (LIHEAP) provides assistance in meeting energy bills for low- income families (regular assistance) and families who have either exhausted their fuel supply or have received a notice of shut-off (crisis assistance).

Weatherization Assistance Program (WAP) provides basic insulation and weatherization measures for low-income households.

The Community Service Block Grant (CSBG) Program provides food, shelter, energy and housing assistance to the vulnerable populations of the Upper Cumberland. CSBG also provides programs to assist eligible individuals with training for employment, education assistance and support, and comprehensive self-sufficiency case management which utilizes trained specialists to guide individuals to meet their goals.

Information and Referral Services assist families and individuals in accessing available services and resources in their communities.

The Child and Adult Care Food Program supplements the cost of meals to children or adults in licensed private day care homes.

Choices Home Modifications provides installation of minor home modifications to enhance accessibility and home safety to eligible TennCare enrollees referred to UCHRA.

Housing Opportunity for Persons with Aids (HOPWA) provides housing information services including counseling, information, and referral to assist eligible individuals to locate, acquire, finance, and maintain housing to prevent homelessness. Additional services include assistance with needs assessment, drug and alcohol abuse treatment and counseling, and nutritional service through local, state, and federal benefits and services.

Ryan White Community Aids Partnership (Case Management) provides timely and coordinated access to medically appropriate levels of health and support services through ongoing assessment of the client and other key family members' needs and personal support system. Key activities include an initial assessment of the service needs, development of a comprehensive service plan, coordination of the services required to implement the plan as well as client monitoring and periodic re-evaluation and adaptation of the plan as necessary over the life of the client. Additionally, transportation includes conveyance services provided by UCARTS or a gasoline card for access to health care or psychosocial services.

The Nutrition Program provides individuals aged 60 and over or individuals with disabilities a nutritious noon meal either in a group setting (congregate meal) or in their home (home delivered meal), thus improving quality of life. These services are proved by UCHRA in various counties throughout the Upper Cumberland region

- Congregate Meals are provided at Senior Citizens Centers. Anyone age 60 or older is eligible to receive a noon meal at the congregate site (reservations are requested). Nutrition education with updates on nutritional needs and requirements is provided on a monthly basis.
- *Home Delivered Meals* are provided through four separate programs:
 - *Title III* enables persons aged 60+ and/or the spouse of someone 60+ to remain in their own home thus avoiding premature institutionalization by providing a nutritionally balanced noon meal.
 - Options provides meals for residents of the State of Tennessee; persons 18 years of age or older; possess a physical disability; and limited in daily and independent activities
 - Family Caregiver provides relief to caregivers of a senior 60 years of age or older and grandparents or other senior relatives who are primary caregivers of children not more than 18 years of age.
 - *CSBG* provides a limited amount of funding for meals to persons under the age of 60 who meet program guidelines.

7. Transportation Services-

Upper Cumberland Area Rural Transit System (UCARTS) and deviated fixed route Cookeville Area Transit Service (CATS) offer public transportation to rural residents of all ages with first priority to elderly, handicapped, and economically disadvantaged with medical needs. We provide each community with customized services to address the needs of residents as they are identified.

New Freedoms provides Mobility Management, connecting communities and transportation providers, and coordinating transit services to meet the needs of customers.

Shuttle on Schedule (SOS) provides same day and after-hours transportation service.

My Ride is an expanding senior-friendly volunteer transportation service. Volunteer drivers for My Ride use their personal vehicles to carry older Tennesseans to a variety of destinations, including medical appointments and grocery stores

Temporary Emergency Food Assistance (Commodities) offers government surplus foods to families with low- income.

8. **Residential Services-** *Residential Centers* offer a safe, structured, friendly environment for youth, ages 12-18. Around-the-clock care, counseling with emphasis on family therapy, academic instruction in transitional school settings, and recreational activities are provided. The average length of stay is approximately six months. Youth are reunited with their families, whenever possible.

CHANCE Residential Center for Girls is located at Bloomington Springs in Putnam County. The Center has been serving young girls since 1988.

Indian Mound Residential Center for Boys has been serving in DeKalb County since 1991. The Center is situated on a 118-acre fully operational farm. Boys receive academic credits through a curriculum provided at the Center. Additionally, an on-site vocational program offers basic carpentry and construction skills.

Cumberland Mountain School/YIC is a boy's center located in Cumberland County

9. Van Buren County Head Start- Van Buren County Head Start provides a positive learning environment and experiences to help children develop social skills appropriate to their age and stage of development. Training and resources assist parents in assuming a more active and confident role in identifying the needs of their children and family. The program develops community partnerships to assist families with needs and objectives while job training and educational opportunities are offered to enable families to achieve their goals. Head Start promotes school readiness ensuring children and families possess the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

Appendix A displays the organizational chart for the Upper Cumberland Human Resource Agency

The primary goal of the Agency's Title VI Program is to ensure that all staff, contractors, and service beneficiaries are aware of the provisions of Title VI and the responsibilities associated with Title VI of the Civil Rights Act of 1964. Public Chapter 502, passed by the Tennessee General Assembly and signed into law on May 31, 1993, requires each State agency to develop a Title VI Implementation Plan. Each State governmental entity must submit an updated plan annually to the Human Rights Commission by October 1.

B. Mission Statement

Our Mission is to move people from dependence to independence

C. Nondiscrimination Policy

The Agency's Title VI and non-discrimination policies and statements are as follows:

Policy Compliance Statement

The Upper Cumberland Human Resource Agency, complies with Title VI of the Civil Rights Act of 1964, as codified in 42 U.S.C. 2000d, which states that: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

Affirmative Action/Equal Employment Opportunity

UCHRA is an Equal Opportunity Employer. No person is unlawfully excluded from consideration for employment because of age (40 or older), race, color, national origin, ancestry, religion, sex (including gender identity, orientation, and pregnancy), disability, veteran status, genetic information, or any other category protected by State and/or Federal civil rights laws in admission to, access to, or operations of its programs, services or activities.

The Human Resources Department does not discriminate in its hiring or employment practices. The following individual has been designated to handle questions, concerns, complaints, requests for accommodation, or requests for additional information regarding Title VI of the 1964 Civil Rights Act:

Tammy Kulpa

Equal Employment Opportunity Officer 580 South Jefferson Avenue Suite B Cookeville, TN 38501 Phone: (931) 528-1127

TDD: (800) 848-0298 Email: tkulpa@uchra.org

Americans with Disabilities Act (ADA)

It is the policy of the Upper Cumberland Human Resource Agency to comply with all Federal and State laws concerning the employment of persons with disabilities. The Agency prohibits discrimination and harassment against any qualified individual with a qualified disability as defined by the Americans with Disabilities Act and the Americans with Disabilities Act Amendment Act (ADA/ADAAA). Furthermore, the Agency shall comply with applicable requirements set forth by the Rehabilitation Act of 1973, and any other applicable laws that pertain to disability non-discrimination. Anyone wishing to request an accommodation under the ADA, or individuals seeking to file an ADA complaint, should contact UCHRA Human Resource Department directly.

SECTION 2 DEFINITIONS

- A. Beneficiary: Any person or group of persons (other than States) entitled to receive benefits, directly or indirectly, from any Federally-assisted program.
- B. Complaint: A written allegation of discrimination, which indicates that a program is operated in such a manner that it results in disparity of treatment to persons or groups of persons because of race, color, or national origin.
- C. Compliance: Fulfillment of the requirement of Title VI, other applicable laws, implementing regulations and instructions to the extent that no distinctions are made in the delivery of any service or benefit based on race, color, or national origin.
- D. Compliance Reviews: Conducted by means of either regular inspections of Department programs to determine compliance with Title VI requirements (which may be conducted by means of on-site visits), or desk (structured paper) reviews of programs and associated documentation.
- E. Contractor: An individual, group, or company that agrees to perform services or provide commodities at a specified price pursuant to a contract.
- F. Limited English Proficiency (LEP): A person who does not speak English as their primary language and has a limited ability to read, speak, write, or understand English.
- G. Monitoring: A review process used to determine compliance with the requirements of a State and/or Federal program, applicable laws and regulations, and stated results and outcomes.

- H. Recipient: Any individual, to whom assistance is extended, either directly or through another recipient, for any program. Recipient includes any successor, assignee, or transferee thereof. The term recipient does not include any ultimate beneficiary under any such program.
- I. Title EEO Officer/VI Coordinator: A position designated by the Upper Cumberland Human Resource Agency to ensure compliance with the Equal Employment Opportunity Act and Title VI program requirements.
- J. UCHRA: The Upper Cumberland Human Resource Agency

SECTION 3 FEDERAL PROGRAMS OR ACTIVITIES

A. Program Coverage

Title VI prohibits discrimination in "any program or activity" which receives Federal financial assistance. UCHRA receives Federal and State funding and thereby all Title VI requirements are applicable to operations of the Agency.

B. Federal Assistance

Based on the 2024 audit UCHRA received \$26,846,450 in Federal funding/financial assistance.

SECTION 4 ORGANIZATION

The Upper Cumberland Human Resource Agency has assigned Title VI responsibilities to the EEO Officer. The EEO Officer/Title VI Coordinator is charged with the responsibility for implementing, monitoring, and ensuring the Agency's compliance with Title VI regulations.

Title EEO Officer/Title VI Coordinator responsibilities are as follows:

- 1. Receive and process the disposition of Title VI complaints.
- 2. Review annual Title VI reviews and audit of UCHRA departments to determine the effectiveness of program activities at all levels.

- 3. Coordinate training programs on Title VI
- 4. Prepare a yearly report of Title VI accomplishments and goals, as required.
- 5. Establish procedures for promptly resolving deficiency status and reducing to writing the remedial action agreed to be necessary, all within a period not to exceed 30 days. See **Appendix B-Title VI Policy**.
- 6. Prepare annual Title VI Implementation Plan as required by the Tennessee Human Rights Commission.
- 7. Disseminate Title VI information to the public and, where appropriate, in languages other than English. See **Appendix C Title VI LEP Plan.**

The Upper Cumberland Human Resource Agency ensures compliance within programs by training all agency staff on Title VI regulations annually. This is a key component in fostering the Agency's mission to ensure all program recipients receive the best service possible in an environment free of discrimination.

SECTION 5 DATA COLLECTION AND ANALYSIS

A. Beneficiaries of Federally Assisted Programs

The primary beneficiaries of the Upper Cumberland Human Resource Agency are the citizens within the Upper Cumberland region. Collection of specific participants' race, color, or national origin data is not collected. However, the most current United States Census information is utilized to ensure compliance with all Federal and State laws regarding inclusion.

B. Minority Representation of Agency Staff

The following organizational chart displays the staff composition of UCHRA as of June 2022:

Gender	Executive	Director	Manager	Specialist	Support	Mechanic	Front Line	Total
Male	1	0	8	2	20	3	99	133
Female	0	4	35	10	35	0	94	178
Total	1	4	43	12	55	3	193	311

Race	Executive	Director	Manager	Specialist	Support	Mechanic	Front Line	Total
White	1	4	43	11	54	3	185	301
Black	0	0	1	3	1	0	4	9
Hispanic	0	0	0	0	1	0	2	0
Native	0	0	0	0	0	0	0	0
American								
Asian	0	0	0	0	0	0	1	1
Hawaiian	0	0	0	0	0	0	2	0
Two or more	0	0	0	0	0	0	0	0
races								
Total	1	4	44	14	56	3	261	311

SECTION 6 DISCRIMINATORY PRACTICES

The following activities would be considered discriminatory practices under Title VI:

- Denying any individual any service, financial aid, or other benefits offered by the Agency because of their race, color, or national origin.
- Treating individuals differently because of their race, color, or national origin.
- Using methods which directly or indirectly, through contractual relationships, defeat or substantially impair the accomplishment of effective non-discriminatory practices.

SECTION 7 LIMITED ENGLISH PROFICIENCY (LEP)

Limited English Proficiency policies and procedures for the Upper Cumberland Human Resource Agency are included as **Appendix C**.

As part of the LEP services UCHRA utilizes telephonic interpretative services. UCHRA's vendor for telephonic interpretative services is Avaza Language Services Corporation.

Avaza Language Services Corporation 5209 Linbar Drive, Suite 603 Nashville, TN 37211 1-800-482-8292

The Upper Cumberland Human Resource Agency utilized Avaza's translation services 2 times during the fiscal year July 1, 2024 – June 30, 2025 UCHRA used Avaza's over the phone interpretation service to facilitate two conversations with a Spanish speaker.

UCHRA does not encounter LEP persons on a regular basis. However, the Agency has elected to provide its Title VI poster in both English and Spanish, the second most common language spoken in Tennessee. This poster is displayed in all of the Agency's offices. The Agency provides other written documents in Spanish as well; this includes program information on services, and EEO information. The agency website also provides information in Spanish.

SECTION 8 COMPLAINT PROCEDURES

A. Process for Filing a Complaint

A formal complaint must be filed in writing, within one hundred eighty (180) days of the occurrence of the alleged discrimination. See the Agency's Title VI Policy in **Appendix B**.

The complaint should be filed on the Title VI Complaint Form. See **Appendix D.**

The complaint may also be filed in a letter stating the elements of the complaint.

Allegations that are received by telephone, fax, or e-mail will be acknowledged and reduced to writing. However, a complaint form will be forwarded for the person(s) to sign and return to the

EEO Officer/Title VI Coordinator for processing. The person to whom the complaint is made will document the elements of the complaint in writing if the complainant is unable or unwilling to file the complaint in writing.

The complaint must contain the following information:

- 1. Name, address, and telephone number of the complainant
- 2. Location and name of the agency, facility, or other office where the alleged discrimination took place
- 3. Identification of the agency staff alleged to have engaged in discrimination
- 4. The elements of the event(s) that led to the belief that discrimination occurred
- 5. The basis of the complaint, i.e., race, color, or national origin
- 6. Names, addresses, and telephone numbers of people who may have knowledge of the event.
- 7. The date(s) the alleged discriminatory event(s) occurred.

A complaint alleging discrimination against the Agency, or an Agency program may be filed internally with UCHRAs Title VI Coordinator. In addition, a complaint can be filed externally with the Tennessee Human Rights Commission or the Office of Civil Rights of the U.S. General Services Administration.

B. Investigation, Determination, and Ruling

The Department's supervisory staff shall forward all written complaints to the Title VI Coordinator within two (2) business days of the receipt of any complaint.

The Title VI Coordinator will:

- 1. Coordinate the review and investigation of complaints.
- 2. Notify the complainant of receipt of the complaint.

- a. The notification will be accomplished by the most expedient means available, including e-mail, fax, or telephone call to be documented in writing and confirmed by letter.
- b. The notification will include a request for a time and date an investigator can reach the complainant by telephone or in person to discuss the complaint.
- 3. Notify the complainant by certified letter of the determination and/or any remedial action that has been taken if it is determined that discrimination exists based on race, color, or national origin.
- 4. Maintain copies of complaints and findings for a minimum of three (3) years from the resolution of the complaint.
- 5. Take primary responsibility for investigating complaints and reporting findings to the Commissioner. The investigation will review, minimally:
 - a. Applicable practices and policies
 - b. The circumstances and events which led to the filing of the complaint
 - c. All other pertinent information
- 6. Complete the investigation and prepare a written determination on the alleged discrimination and/or make any recommendations on appropriate remedial action to the Commissioner within thirty (30) calendar days of receipt of the written complaint.

C. The Upper Cumberland Human Resource Agency Complaints for Fiscal Year 2024-2025:

No Complaints were filed against UCHRA during FY 2024-2025

There were no lawsuits filed during fiscal year 2024-2025 against UCHRA alleging discrimination on the basis of race, color, or national origin under any federally funded program or activity.

A copy of the Agency's Title VI Complaint Log has been included as **Appendix E**

SECTION 9 COMPLIANCE INTERNAL REVIEW

The Agency agrees that as a condition to receiving any Federal financial assistance, it will comply with Title VI of the Civil Rights Acts of 1964. The Title VI Coordinator has the overall responsibility for compliance with Title VI. The Title VI Coordinator is responsible for coordinating Title VI within the UCHRA programs. UCHRA will make available to the Human Rights Commission any compliance reports upon request.

The Upper Cumberland Human Resource Agency has included the Title VI Audit Checklist utilized for compliance checks. It is included as **Appendix F** of this Implementation Plan.

A. Public Notice and Outreach

All UCHRA offices receive Title VI posters and brochures for display and distribution. Agency program materials include standard language concerning non-discrimination practices and compliance with the requirements of Title VI.

The Title VI Coordinator is responsible for checking all Public Notice/Bulletin Boards on an annual basis to ensure all Title VI notices are posted and visible. In addition, the Title VI Coordinator is responsible for ensuring all language regarding Title VI/EEO is kept up to date and in accordance with current Federal and State discrimination laws.

SECTION 10 TITLE VI TRAINING PLAN

The Upper Cumberland Human Resource Agency has communicated the Title VI policy to its staff through New Hire Orientation, annual training sessions, and posters displayed in centrally located areas, dissemination of Title VI brochures, the UCHRA website, and by making information available upon request about its written non-discrimination policies.

UCHRA clients have access to the Title VI policy via posters displayed in centrally located areas, dissemination of Title VI brochures, the UCHRA website, and by making information available upon request about its written non-discrimination policies.

In addition, the Agency includes its non-discriminatory policy clause on all pro forma Invitation to Bid and Request for Proposal contract documents. The phrase "UCHRA is an EOE" is also printed on any newspaper job postings.

UCHRA provides and requires Title VI training for employees on an annual basis. For the current FY year, the Title VI Coordinator provided 2 classroom trainings, held in Putnam county. All UCHRA staff were provided with an opportunity to attend on August 23, 2024. Title VI Employees were provided make-up days for training. A copy of the Title VI Power Point utilized for the training is provided as an attachment. **See Appendix G**

For fiscal year 2023-2024, a total of 124 employees completed the classroom training in April for Title VI, with the remainder scheduled with the transportation class or make-up classes (Note: new employees receive Title VI training during agency orientation). Records of training completion are maintained in the employee's personnel files. Sign in sheets for classroom training are also maintained by the Title VI Coordinator. **See Appendix H**

The Title VI Coordinator will provide additional training to any employee as requested, or as needed.

SECTION 11 PUBLIC NOTICE AND OUTREACH

A. Commitment Statement

The primary goal of UCHRAs Title VI Program is to ensure that all staff, contractors, and service beneficiaries are aware of the provisions of Title VI and the responsibilities associated with Title VI of the Civil Rights Act of 1964. We are readily available to provide high-quality technical assistance, resources, guidance, and any other information in regard to Title VI.

Information related to UCHRAs Title VI Policy, which includes complaint procedures, is included as part of the Agency's Title VI Implementation Plan, which will be made accessible on the Agency's internet page http://uchra.com/. A brief Title VI Fact Sheet created by the Human Rights Commission will also be made available on the homepage at http://uchra.com/. While this fact sheet does not contain information specific to UCHRA, it does provide general Title VI information to the public in an easily accessible manner. In addition to electronic distribution, the Agency will provide all of these documents in print, upon request.

B. Minority Representation

UCHRA does not directly control the membership of any Board or Commission. UCHRA board membership is composed of elected officials, and individuals appointed by those officials as Consumer Representatives. All County Mayors (County Executives) and City Mayors of the 14 counties within the Upper Cumberland region are automatically allotted a board member position. Consumer representatives from each county are selected by the Mayors. Consumer Representatives must be consumers of the services offered by UCHRA. When possible minorities are selected as consumer representatives for the board and committees to help ensure minority representation.

SECTION 12 EVALUATION PROCEDURES OF TITLE VI IMPLEMENTATION

The Upper Cumberland Human Resource Agency evaluates its Title VI compliance program on a regular basis to ensure effectiveness and efficiency and considers the following information when evaluating its Title VI program:

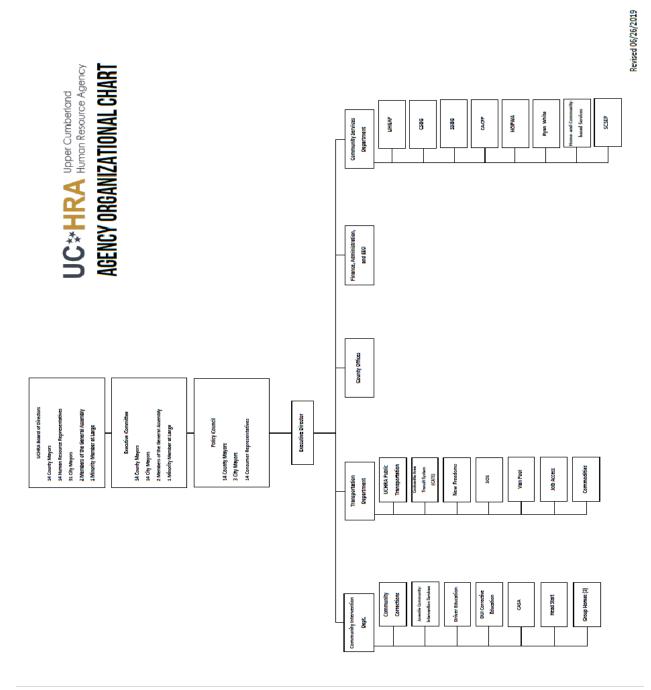
- Compliance reports received from the Human Rights Commission
- Recent complaints received
- Department program changes and additions
- Other relevant data and information

SECTION 13 RESPONSIBLE OFFICIALS

Tammy Kulpa Equal Employment Opportunity Officer 580 South Jefferson Avenue Suite B Cookeville, TN 38501

Phone: (931) 528-1127 TDD: (800) 848-0298 Email: tkulpa@uchra.org

APPENDIX A ORGANIZATIONAL CHART





TITLE VI POLICY AND PROCEDURES

Approved By:

Effective	e Date:February 2025	
ast Rev	ision: <u>February 2025</u>	
Purpose	: To state the Commitment of the Upper Cumberland Human Resource Agency to	
	Title VI compliance.	
	<u>AUTHORITY</u> : TCA §§ 4-3-1105, 4-21-901, 4-21-904, 4-21-905, 49-1-304; Title VI of the Civil Rights 1964, 42 U.S.C. § 2000d.	Act of
I.	<u>POLICY</u> : No person based on race, color, or national origin, shall be excluded from participation in denied the benefits of, or otherwise subjected to discrimination under any program, service, or a operated, funded, or overseen by the Upper Cumberland Human Resource Agency.	-
II.	<u>PURPOSE</u> : To ensure agency compliance with the requirements of Title VI of the Civil Rights Act o and related civil rights laws and regulations.	f 1964
V.	<u>APPLICATION</u> : All UCHRA Employees, Contractors, Subcontractors, and clients who are eligible to federal funds and/or services.	receive
/ .	RESPONSIBILITY: The Title VI Coordinator will coordinate all programs and activities associated will complaint investigations and compliance monitoring.	th Title
/ 1.	<u>DEFINITIONS</u> : As used in this policy, include the following:	
	A. <u>Beneficiary</u> : Any person or group of persons entitled to receive benefits, directly	
	2	0 Pag

or indirectly, from any federally assisted program.

- B. <u>Complaint</u>: A written allegation of discrimination, which indicates that a program is operated in such a manner that it results in disparity of treatment to persons or groups of persons because of race, color, or national origin.
- C. <u>Compliance</u>: Fulfillment of the requirements of Title VI, other applicable laws, implementing regulations, and instructions to the extent that no distinctions are made in the delivery of any service or benefit based on race, color, or national origin.
- D. <u>Compliance Reviews</u>: Conducted by means of either regular inspections of Department programs to determine compliance with Title VI requirements, which may be conducted by means of on-site, or desk (structured paper) reviews of programs and associated documentation.
- E. <u>Contractor</u>: An individual, group, or company that agrees to perform services or provide commodities at a specified price pursuant to a contract.
- F. <u>Limited English Proficiency (LEP):</u> Persons that do not speak English as their primary language, and have a limited or no ability to read, speak, write or understand English.
- G. <u>Monitoring</u>: A review process used to determine compliance with the requirements of a state and/or federal program, applicable laws and regulations, and stated results and outcomes.
- H. <u>Recipient</u>: Any individual or group that receives services or assistance from any federally or state funded program or entity
- I. <u>Title VI Coordinator</u>: A position designated to ensure compliance with Title VI program requirements as well as all state and federal laws regarding Title VI

VII. PROCEDURES:

A. Complaint Filing

A formal complaint must be filed in writing, within one hundred-eighty (180) days of the occurrence of the alleged discrimination.

- The complaint should be filed on a Title VI Complaint form, under Title VI of the Civil Rights
 Act of 1964 available on the Agency's internet webpage as well as by request from the HR
 Department, and reception desks
- 2. The complaint may also be filed in a letter stating the elements of the complaint.

3. Allegations that are received by telephone, fax, or e-mail will be acknowledged and reduced to writing. When possible, a complaint form will be forwarded for the person(s) to sign and return to Title VI Coordinator for processing.

The person to whom the complaint is made will document the elements of the complaint in writing if the complainant is unable or unwilling to file the complaint in writing. The complaint must contain the following information:

- a. Name, address and phone number of the complainant
- b. Location and name of the agency, facility, or other office where the alleged discrimination took place
- c. Identification of the agency staff alleged to have engaged in discrimination;
- d. The elements of the event(s) that led to the belief that discrimination occurred
- e. The basis of the complaint: race, color, or national origin
- f. Names, addresses and phone numbers of people who may have knowledge of the event
- g. The date(s) the alleged discriminatory event(s) occurred.
- 4. A complaint alleging discrimination against a division or entity of UCHRA may be filed internally with the Title VI Coordinator.
- 5. In addition, a complaint can be filed externally with the Tennessee Title VI Compliance Commission or the Office of Civil Rights, U.S. General Services Administration.

B. Investigation, Determination and Ruling:

UCHRA supervisory staff shall forward all written complaints received to the Title VI Coordinator within two (2) business days of the receipt of any complaint.

The Title VI Coordinator will:

- 1. Coordinate the review and investigation of complaints.
- 2. Notify the complainant of receipt of the complaint.
 - a. The notification will be accomplished by the most expedient means available, including e-mail, fax, or telephone call to be documented in writing and confirmed by letter.

- b. The notification will include a request for a time and date an investigator can reach the complainant by telephone or in person to discuss the complaint.
- 3. Notify the complainant by certified letter of the determination and/or any remedial action that has been taken if it is determined that there was discrimination based on race, color, or national origin.
- 4. Maintain copies of complaints and findings for a minimum of three (3) years from the resolution of the complaint.
- 5. Take primary responsibility for investigating complaints and reporting findings as needed. The investigation will review, minimally:
 - a. Applicable practices and policies;
 - b. The circumstances and events which led to the filing of the complaint
 - c. All other pertinent information.
- Complete the investigation and prepare a written determination on the alleged discrimination and/or make any recommendations on appropriate remedial action within thirty (30) calendar days of receipt of the written complaint.

C. <u>Internal Appeal Process:</u>

If the complainant is not satisfied with the Title VI Coordinator's findings and/or the remedial action taken, an appeal may be filed with the Executive Director and/or Grievance Committee, which constitutes the last level in the internal complaint system.

- 1. Upon an appeal, the Director of Human Resources and the Title VI Coordinator will assist the Executive Director and the Grievance Committee in reviewing the matter and making a determination.
- The appeal process can include, but is not limited to, discussing the complaint with the complainant, the alleged offender, the initial recipient of the complaint, available witnesses, and the Title VI Coordinator whose finding is appealed.

D. External Review Process:

A complaint may be filed simultaneously with the Tennessee Human Rights Commission or the Office of Civil Rights, U.S. General Services Administration and with UCHRA. In such case, the external complaint supersedes the internal UCHRA complaint. Accordingly, the internal complaint procedures will be

suspended pending the outcome of the Tennessee Human Rights Commission or federal review procedure, unless there is a request from the external agency for assistance in the investigation.

E. <u>UCHRA Program and Activities Internal Monitoring Process:</u>

1. The Title VI Coordinator will:

- a. Coordinate desk audits and on-site reviews.
- b. Ensure proper notice is given to employees and outside parties regarding the Department's nondiscrimination policy.
- c. Ensure that LEP guidelines are followed and that Title VI materials are available.
- c. Collect and maintain data on race and ethnic categories, if applicable.

2. Upon completion of the Review:

- a. Prepare a corrective action plan outlining the steps that will be taken to correct findings, if any, identified in the monitoring report.
- b. Provide the name(s) of the contact person(s) responsible for corrective action, the corrective action planned, and the anticipated completion date.

F. Title VI-Compliance Review and Implementation Plan:

- 1. The Title VI Coordinator will develop the UCHRA, Title VI-Implementation Plan and monitor agency compliance.
- 2. The Implementation Plan will be prepared in accordance with guidance issued by the Tennessee Human Rights Commission (HRC).

Signature Page

VIII. Title VI Assurance

Signature of Executive Director

Signature of Board Chairman

As required by contractual agreement, the Upper Cumberland Human Resource Agency will
comply with the applicable laws and regulations relative to nondiscrimination in federally or
state assisted programs. This policy outlines the steps and procedures taken to ensure
compliance.

VIII. Signature of Tilt VI Coordinator		
As required by the contractual agreement, the Upper Cu comply with the applicable laws and regulations relative state assisted programs and fulfill all above mentioned d	e to nondiscrimination in federal	•
Signature of UCHRA Title VI Coordinator	Date	
IX. Declaration of Administrative Head: Executive Dire	ctor and Board Chairman	
I declare that I have reviewed and approved the informa Procedures on this date.	tion provided in this Title VI Po	licy and

Date

Date



FOUR-FACTOR ANAYLYSIS

AND LANGUAGE ACCESS PLAN FOR LIMITED ENGLISH PROFICIENCY (LEP) PERSONS

February 2025

Purpose: In compliance with FTA C. 4702. 1. A. The Upper Cumberland Human Resource Agency (UCHRA) has developed the following Language Access Plan (LAP) for Limited English Proficiency (LEP) persons.

History: Title VI of the Civil Rights Act in 1964 is the federal law which protects individuals from discrimination on the basis of their race, color, or national origin in programs that receive federal financial assistance. In certain situations, failure to ensure that persons who have limited English proficiency can effectively participate in, or benefit from, federally assisted programs may violate Title VI's prohibition against national origin discrimination. Persons who, as a result of national origin do not speak English as their primary language and who have limited ability to speak, read, write, or understand English may be entitled to language assistance under Title VI in order to receive a particular service, benefit, or encounter.

UCHRA Four-Factor Analysis: The following Four Factor Analysis will serve as the guide for determining which language assistance measures the Upper Cumberland Human Resource Agency should provide to guarantee access to the program services offered by and/or through grant programs by LEP persons.

1. The Number of proportion of LEP persons served or encountered in the eligible service population (served or encountered includes those persons who would be served by the recipient if the person received education and outreach and the recipient provided sufficient language services).

Currently, the US Census does not provide data regarding Limited English Proficiency below the County Level. Therefore, for determining the LEP population, for the Upper Cumberland Human Resource Agency district communities the estimated census social chart was utilized to determine the estimated LEP population in the UCHRA district. This is an estimation of the LEP population and does contain a small margin of error, as indicated on the census charts. (please see attached US Census information)

All citizens are eligible for program services and participation activities administered by the Upper Cumberland Human Resource Agency and most of all the agency's programs are open to the general public. As a result LEP persons are likely to come into contact with program activities and program staff.

The overall 14 county percentages of people that speak a language other than English is 4.08%. However, only one language (Spanish) in the counties of DeKalb, Putnam and Warren was identified as exceeding the five percent (5%) benchmark, or 1,000 population mark. Eligible participants speaking "English less than very well" is greater than 5% or 1,000 therefore brochures and Title VI literature will be made available in Spanish. The language line and language cards with over 100 languages supported are provided and made available to all employees of UCHRA and contractors to assist as needed with any participant needing interpretation services

2. The frequency with which LEP persons come into contact with the program.

As of 2016 UCHRA had contacted AVAZA Language Services a total of 25 times. This number has been slowly growing over the last couple of years for a current contact total of 29 as of June 2019.

Given the LEP population percentages identified by the 2010 census, it is estimated that LEP persons routinely are exposed to UCHRA programs. As a result, program information, including materials such as a Transportation customer handbook, are available in Spanish and offered to the public at all of our site locations.

3. The nature and importance of the program, activity, or service provided by the program.

All UCHRA programs and activities have the potential of encountering a person speaking a language other than English. UCHRA programs provide services that allow LEP members of the community to interact with the public. This interaction can include, but is not limited to: transportation to jobs, the ability to travel to community functions, provides access to receiving medical care, and transportation to education classes, in home care, residential services for youth in states custody, food assistance, emergency service assistance for bills and health care cost, and many others.

In short, the program services for the LEP community are exactly the same as for the English speaking population. Without these public services LEP populations may be less likely to engage in seeking assistance from their community due to language barriers. UCHRAs goal is to allow LEP populations to have the same community experiences as their English speaking counterparts.

4. The resource available and costs to the recipient.

Currently, language cards and access to a language line can be utilized to translate in over 100 languages and some written materials. The cost to the agency is billed per minute per phone call. AVAZA can also offer onsite translation services for events such as meetings or seminars. Translation needs are an eligible administrative expense covered by the programs. Accommodating LEP needs via these services are reasonable given the resources available to UCHRA to fulfill its obligations.

Certification: Based on the above Four-Factor Analysis, the Upper Cumberland Human Resource Agency is required to develop a Language Access Plan (LAP) UCHRA has and will make all reasonable attempts to accommodate language access needs of residents requesting oral translation during participation activities and program services.

Language Access Plan: As a result of the preceding Four-Factor Analysis, the Upper Cumberland Human Resource Agency has identified that language assistance be made available and provided on an as needed basis by UCHRA through a language service.

• All UCHRA contractors, transit operators, dispatchers, County Coordinators and programs will make available as needed: Citizen Participation documents, project-related resolutions, public notices, and other requested material to the identified LEP Language (Spanish) and upon request of other participants speaking a language other than English.

- Additionally, all published citizen participation advertisements in the counties of Dekalb, Putnam, and Warren will include a statement in LEP language (Spanish) as identified to indicate other program materials are available in LEP language upon request.
- If other populations of LEP persons are identified in the future, the Upper Cumberland Human Resource Agency will consider additional measures to serve the language access needs of those persons.

Date

Additionized orginatares.	
Preparer Signature/EEO officer	Date
Preparer Signature/ HR	Date
Executive Director Signature	– ————————————————————————————————————

Authorized Signatures:

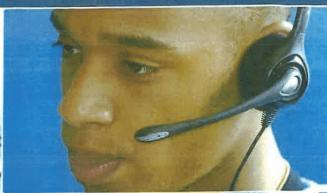
Board Chairman Signature

			·											
	Cannon	T	Cumberland	uland		Clay	Dekalb	n n	Fentress	ress	Jackson	son	2	Macon
Population 5 Years and older	12,992		54,256	556	7,	7,331	17,936	9	16,992	192	10,975	75	20	20,947
	Estimate Perce	Percentage	Estimate	Percentage	Estimate	Percentage	Estimate	Percentage	Estimate	Percentage	Estimate	Percentage	Estimate	Percentage
English Only	12,609 9	97.10%	52,514	96.80%	7,199	9 98.20%	16,509	95.06%	16,648	%86	10,889	99.20%	20,168	96.30%
Launguage Other Than English	383	2.90%	1,742	3.20%	132	7 1.80%	1,427	%8	344	2.06%	8	0.80%	779	3.70%
Speak English less than "very well"	116	0.90%	662	1.20%	12	7.4 1.00%	915	5.10%	63	0.04%	14	0.10%	490	2.30%
Spanish		2.30%	1,100	2.00%	106		1,075	800.9	244	1.40%	89	0.60%	619	
Speak English less than "very well"		0.80%	200	0.90%	62		779	4.3	46	0.30%	12	0.10%	490	
Other Indo-European Launguages	46	0.40%	461	6.70%	-1	14 0.20%	160	%96'0	44	0.30%	81	0.20%	17	0.10%
Speak English less than "very well"	9	0.00%	23	0.10%		%60	133	0.76%	0	%0	2	%0		88
Asian and Pecific Islander Launguages	4	0.00%	180	0.30%	7	12 0.20%	191	1.10%	26	0.30%	0	%0	133	0.60%
Speak English less than "very well"	0	0.00%	62	0.10%		12 0.20%	e	%90'0	17	0.16%	Ð	%0		9%0
Other lampnages	3.4	0.30%	19	0.10%			-	%00.0	_	750	-	960		
Crash English lace than "nanuall"	-	2000	47	0.10%		700	-	20000	-	790	-	700		000
Cheen and the control of the control	Oreston	0.00%	Dicket	10.10	Ti-d	me	Cmith		Van Buren		Waren		M	White
Population 5 Years and older	20.788		4.891	91	89	68.947	18.025		5.312	12	37.407	07	24	24.642
									6					
	Peg	entage	Estimate	Percentage	Estimate	2	Estimate	Percentage	Estimate	ď.	Estimate	Percentage	Estimate	8
English Only	20,462	98.40%	4,787	97.90%	64,876	6 94.10%	17,636	97.80%	5,177	97.50%	34,778	93.00%	24,065	97.70%
Launguage Other Than English	326	1.60%	104	2.10%	4,071	1 5.90%	389	2.20%	135	2.50%	2,629	7.00%	277	2.30%
Speak English less than "very well"	47	0.20%	59	0.60%	2,376	3.40%	141	0.80%	13	0.20%	1,443	3.90%	150	0.60%
Spanish	179	0.90%	54	1.10%	2,532	3.70%	211	1.20%	99	1.20%	2,423	96.20%	497	2.00%
Speak English less than "verv well"	9	%0	29	0.60%	1.583	3 2.30%	66	0.50%	9	0.10%	1.322	3.50%	141	0.60%
		200		2000			-	200		7000		2000		
Uther Indo-European Launguages		0.40%	3/	0.80%	689		/8	0.50%	24	1.00%	8 8	0.70%	2	0.7
Speak English less than "very well"		0.10%	0	0.36	875		97	0.10%		0.10%	77	0.10%		
Asian and Pecific Islander Launguages	63	0.30%	0	9%0	370	0.50%	19	0.16%	12	0.20%	125	0.30%	25	0.10%
Speak English less than "very well"	21	0.10%	0	9%0	250	0.40%	2	%0	0	%0	66	0.30%	.,	0%
Other Launguages	0	960	13	0.30%	480	0 0.70%	72	0.40%	3	0.10%	0	960		0 0%
Speak English less than "very well"	0	960	0	9%0	215	5 0.30%	11	0.10%	0	9%0	0	960	_	0 0%
					Tc	Total								
Population 5 Years and older	and older				321	321,441								
					Estimate	Percentage	ge							
English Only					308,317	95.92%	5%							
Launguage Other Than English	nglish				13,124	4.08%	3%							
Speak English less than "very well"	han "very	"llew			6,533	3 2.03%	3%							
Spanish					9,470	2.95%	2%							
Speak English less than "very well"	han "very	"Mell"			5,185	5 1.61%	1%							
Other Indo-European Launguages	nguages				1800	0.56%	2%							
Speak English less than "very well"	han "very	"Mell"			603	3 0.19%	%6							
Asian and Pecific Islander Launguages	Laungua	ges			1190	0.37%	2%							
Speak English less than "very well"	han "very	"Mell"			472	0.15%	2%							
Other Launguages					664	1 0.21%	1%							
Speak English less than "very well"	han "very	"llew			273	3 0.08%	3%							
							1							



OVER-THE-PHONE INTERPRETING





Over-the-Phone (OTP) interpreting remains the most popular method of delivery for the interpreting industry. We believe that OTP services should be quick, flexible and managed to allow the best practices and minimize missed opportunities for our clients and the individuals that are limited to English Bessel (ED). that are Limited in English Proficiency (LEP).

Quality from the start...

Each of our Call Center Coordinators must initially complete at least 20 hours of training before they are ready to take calls. This enables us to better assist you in professionalism, accuracy, and precise monitoring. With these three attributes, we are able to gather detailed information and connect you to an interpreter in a matter of seconds.

Professional Training...

AVAZA interpreters follow nationwide standards of interpreting from the leading training organizations and curriculums. From ethics to practice, and confidentiality to compliancy, interpreter trainings are continuous, effective and integrated with call center processes and customer care trainings. In addition, AVAZA interpreters submit to the mandatory completion of the nation's leading medical interpreter training program (Bridging the Gap Medical Interpreter Training) and further professional development in healthcare.

Technology...Providing quality language services over-the-phone requires scalability in telephony systems and/or server platforms that meet redundancy, reliability, security, and performance needs. While our systems engage in those fundamental needs, we continuously race to integrate the newest technologies that only support efficiency in the deployment of our services.

Delivery of Services...

- User-friendly
- Support in over 180 languages and dialects
- 24/7 access
- Qualified medical interpreters
- Proficiency in active-languages
- Aggressive quality control
- · Emphasis on clarity, customer care, and consistency
- Billing for usage only
- · No monthly or annual fees

The best in over-the-phone language support, available 24/7, 365 days a year

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615.534.3400 | fax: 615.810.8506 | 800.482.8292 www.avaza.co



How to Connect to AVAZA Language Services

In the event that you need an interpreter, we have created a simple process to contact us. However before beginning, here are the ground rules:

- Interpreting is the conversion of language orally.
- Translating is the conversion of language on documents.
- LEP (Limited English Proficiency) is a person described as being unable to communicate effectively, in this case, English.

Here is how you can access our services. This can be done in many ways:

- When the LEP person is present at your location.
 - If the LEP person is present with at your location, dial the assigned AVAZA number.
 - b. Be ready to provide your access code, your name, and the language that you are requesting.
- c. Provide the information above and you will be connected to an interpreter.

 When the LEP person is on the telephone with you.
- - a. If the LEP is on the telephone with you, place them on hold and dial the assigned AVAZA number.
 - b. Be ready to provide your access code, your name, and the language that you are requesting.

 - Provide the information above and you will be connected to an interpreter.

 Once you have the interpreter on the line, conference in the LEP, yourself and the interpreter. If you do not know how to use your conferencing feature on your telephone, please contact your telephony administrator.
- 3. When you need to contact the LEP and conference in the interpreter.
 - If you need to contact the LEP person at home, dial the assigned AVAZA number.

 - Be ready to provide your access code, your name, and the language that you are requesting. Indicate that you need to perform a "call out" (understand that you must have the LEP person's contact number)
 - Provide the LEP person's contact number and our agents will call that number and conference in all ď.

Here are your corresponding numbers for AVAZA Language Services for the various regions in the state of

NUMBERS TO DIAL TO ACCESS AN AVAZA INTERPRETER

(615) 534-3405 - Nashville

(901) 257-3190 - Memphis

(865) 342-7768 - Knoxville area

(731) 410-2911 - Jackson area

(931) 472-0446 - Clarksville area (423) 424-0950 - Chattanooga area

If you have any questions or concerns, please feel free to contact me:

Timothy Capra, Senior State Manager t.capra@avaza.co (615) 534- 3403

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5209 Linbar Drive, Suite 603 Nashville, TN · 37211

Phone: 615.534.3400 Fax: 615.810.8506

www.avaza.co



LANGUAGE IDENTIFICATION GUIDE

Do you speak English?	Point here and an interpreter will be assigned to you, at no cost.	English
¿Habla Español?	Señale aquí y se le asignará un intérprete sin costo.	Spanish
هل تتكلم العربية ؟	أشر هنا والمترجم سيكون موجوداً مجاناً.	Arabic
تە كوردى دەئاخقى ؟	ئیشارهت فیری بکه تهرجومان بن تهحازر دکهین ، به خور ای.	Kurdish (Behdini)
ئايا كوردى قسه دەكەيت ؟	نیشارهت لیّره بکه موته رجیمت بوّناماده دهکهین ، به خوّرای.	Kurdish (Sorani)
آیا شما فارسی صحبت میکنید؟	تروصه مجترمك يدينه كه راشا اجنيا اجرگا رايگان در اختيار شما قرار ميگيرد.	Farsi
Bạn nói tiếng Việt phải không?	Chỉ vào đây và sẽ có người thông dịch viên giúp đỡ Bạn, Bạn không phải trả gì hết.	Vietnamese
Maku hadashaa afka somaaliga?	Halkaan farta ku-fiiq turjubaan lacag la-an ayaad heleysaa.	Somali
Da li govorite Bosanski?	Pokažite ovdje I prevodilac će vam biti obezbijedžen, besplatno.	Bosnian
Parlez-vous français?	lci, un interpreteur sera assigné pour vous, sans avoir payé.	French
ຫ່ານເວົ້າພາສາລາວແມ່ນບໍ່?	ກະຣຸນາບອກເຈົ້າໜ້າທີ່ຕາມນີ້ຈະມີນາຍພາສາມາແປໃຫ້ທ່ານໂດຍບໍ່ໄດ້ເສັ່ງເງີນ.	Laotian
你會講中文嗎?	請點在這裡我們爲你免賽提供翻譯服務.	Chinese (Mandarin)
日本語を話せますか ?	ここを指して下さい。 無料の通訳者を指定します。	Japanese
Je-una azungumza kiswahili?	Nyosha kidola hapa na utatafsiriwa bila kulipa chochote.	Kiswahili
Voce fala Português?	Aperte aqui e um intérprete lhe será fomercido sem custo algum.	Portuguese
कया आप हिंदी बोल सकते हैं ?	इञ्चारा यहाँ पर किजिये, भाषांतर करनेवाले विनामुल्य मिल जायेंगे।	Hindl
한국어를 하십니까?	이곳을 지적해주시면 통역자가 무료로 호출됩니다.	Korean
Вы говорите по-русски?	Укажите сюда, и совершенно бесплатно Вам будет предоставлен переводчик.	Russian
አማርኛ ይናንራሱን ?	በጣትዎ ወደዚሕ ያመልከቱ ያለምንም ከፍያ ኣስተርጓ ሚ ይመደብለ-ታል!	Amharic
Eske ou pale kreyòl	Pwen isit la e yon entèprèt ap vin ede'w gratis.	Haitian Creole
Jin kueni Thuok nuera?	Wane eme deri thuok nuera jek ke kuic du a thil kok.	Nuer
તમે ગુજરાતી બોલી શકો છો?	અહિંયા ઇશારો કરો, ભાષાઁતર કરનાર વિનામુલ્યે મળી જશે.	Gujarati
Turkçe biliyormuşunuz?	Burayi gösterirseniz, ücretsiz tercuman size yardim edecektir.	Turkish
คุณพูดภาษาไทยหรือเปล่า?	กรุณาบอกให้ทราบด้วยถ้าคุณต้องการคนแปล	Thai
Afaan Oromoo nidubata	Harkake asiti baasi gargasa Afaan hikaa malaqa duwa argaata.	Oromo

Avaza Language Services Corp. 5209 Linbar Dr. Suite 603 Nashville, TN 37211 www.avaza.co tel: 615.534.3400 fax: 615.810.8506 800.482.8292

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LIST OF LANGUAGES

SPANISH

Medical Certified Administrative Certified Court Certified

Arabic Cantonese French German Greek Hindi Italian Mandarin

Portuguese, European

Punjabi Russian

Sign Language (ASL)

Tagalog Taiwanese Vietnamese

Assyrian Dari Dutch Farsi Fijian-Hindi Gujarati Hebrew llocano Japanese Korean Laotian Pashto Polish Tegrinyan Thai Urdu Yemeni

Afghani Afrikaans Albanian Amharik. Apakapa Armenian Ashkarik Azerbaijani Basque Bengali Bosnian Bulgarian Burmese Cambodian Catalan Cebuano Chaldean Chamorro Chiu Chow Choktaw Creole Croatian Czech Danish Estonian Fijian Finnish Flemish

Georgian Hakka Hmong Hoiping Chinese Hungarian Ibo Ilongo Indonesian Kamasaja

Fukien Chinese

Kapangpongan Konkani Kurdi Latvian Lithuanian Macedonian

Kanarese

Kannada

Malay Malayalam Malaysian
Marathi
Mestaco
Mesquito
Mien
Minh
Mixteco
Moldavian
Nagamese
Nepali
Norwegian
Oaxaca
Papiamento
Pangasinan
Pompango

Portuguese, Brazilian

Roumanian Samoan

Sephardic Konkan

Serbian

Shanghai Chinese

Sibuano Sicilian Sindhi Slovakian Slovenian Somalian Swahili Swedish Tamil Telugu Toisan Tongan Tulu

Turkish Urghur Ukrainian Visayan



ACCESS CODE REGISTRATION FORM

Fields indicated in red are for internal use only.

THE STOLENGE FINA

Division Information:

Access Code	Client ID	Division Name/ Address	Contact Name/Title	Tel # (with prea code)	Fax # (with area code)	E-mall
37091	900600	Upper Cumberland Human Resource Agency	Mary Harris	931-528-11 27	931-526-83 05	
37094	900600		Putnam Co	931-528-12 85	931-372-87 54	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1
37097	900600		Ann Sanders	615-735-04 76	615-735-05 77	14
37100	900600	*	Mairen Co	931-473-66 52	931 -47 3-66 55	
37103	900600		Sheila Robinson	931-738-62 55	931-738-62 58	
37106	900600		Jamie Hickey	931-526-45 65	931-372-88 89	
37109	900600		Cumtu	931-707-10 77	931-484-80 10	
37112	900600		Imound	931-761-53 35	931-761-21 82	
37115	900600		Karla Hillis	423-881-51 82	423-881-52 92	
37118	900600			615-597-42 98	6150597-6 805	¥.
7121	900600	-(Tong, Hub	931-372-80 00	931-528-30 83	

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Phone: 615.534.3400 Fax: 615.810.8506

WWW, avaza, co

				1	
Access Code		Account Number	Client Name	Agency	Division Contact
37064	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Carrie Baker
37067	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Brandi Adcock
37070	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Jamie Edwards
37073	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Karen Adkins
37076	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Carol Watson
37079	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Brandi Adcock
37082	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Tracey Powell
37085	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Dian Dillon
37088	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Dian Dillon
37091	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Mary Harris
37094	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Judy Sanchez
37097	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Emily Thaxton
37100	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Carrie Baker
37103	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Sheila Robinson
37106	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Brenda Miller
37109	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Johnnie Thompson
37112	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Brian Swearengen
37115	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Karla Hillis
37118	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	remove code
37121	900600	600-069	State of Tennessee	Upper Cumberland Human Resource Agency	Steve Lancaster

SPECIFICATIONS INTERPRETATION SERVICES SOURCING EVENT # 3097

THE STATE OF TENNESSEE AND THE DEPARTMENT OF GENERAL SERVICES IS COMMITTED TOWARD COMPLIANCE WITH, TITLE VI OF THE CIVIL RIGHTS ACT OF 1964, AS CODIFIED IN 42 U.S.C. 2000D, WHICH STATES: NO PERSON IN THE UNITED STATES SHALL, ON THE GROUND OF NATIONAL ORIGIN, BE EXCLUDED FROM PARTICIPATION IN, BE BENEFITS OF, OR BE SUBJECT TO DISCRIMINATION UNDER ANY ACTIVITY RECEIVING FEDERAL FINANCIAL ASSISTANCE.

THIS CONTRACT IS TO ADDRESS THE TITLE VI RESPONSIBILITIES OF STATE DEPARTMENTS AND AGENCY RECIPIENTS OF FEDERAL FUNDS WHO SERVICE INDIVIDUALS WITH A LIMITED PROFICIENCY IN ENGLISH.

THE PURPOSE OF THIS CONTRACT IS TO PROVIDE ACCESS TO "OVER THE PHONE" TRANSLATION SE:RVICES OF LANGUAGES OTHER THAN ENGLISH WHEN, DUE TO LANGUAGE BARRIERS, STATE EMPLOYEES ARE NOT ABLE TO COMMUNICATE THE POLICIES AND PROCEDURES OF THE DEPARTMENT TO INDIVIDUALS, AND WHEN STATE PERSONNEL ARE NOT ABLE TO TAKE VITAL INFORMATION FROM INDIVIDUALS DUE TO NATIVE LANGUAGE BARRIERS.

GENERAL SPECIFICATIONS:

- 1. VENDOR MUST PROVIDE A SCHEDULED AND UNSCHEDULED TELEPHONIC, (OVER THE PHONE) INTERPRETATION SERVICE FOR NON-ENGLISH SPEAKING INDIVIDUALS TWENY-FOUR (24) HOURS PER DAY AND SEVEN (7) DAYS PER WEEK.
- 2. VENDOR MUST PROVIDE INTERPRETATION SERVICE FOR THE FOLLOWING LANGUAGES INCLUDING, BUT NOT LIMITED TO SPANISH, AMHARIC, PORTUGESE, SWAHILI, MANDARIN, HINDI, KOREAN, RUSSIAN, ARABIC, LAOTIAN, SOMALI, NUER, FARSI, VIETNAMESE, KURDISH, AND BOSNIAN.
- 3. CALLS WILL BE ANSWERED BY A CENTRALIZED COORDINATOR WHO WILL ASSIST IN IDENTIFYING THE SPEAKER'S LANGUAGE AND THEN CHOOSE THE CORRECT INTERPRETER FOR THE CLIENT'S REQUEST WITHIN FORTY FIVE (45) SECONDS, FOR THE LANGUAGES AS LISTED IN SPECIFICATION .2. COORDINATOR WILL THEN TRANSFER THE USER TO THE INTERPRETER AND REMAIN ON THE LINE UNTIL THE COMPLETION OF THE TRANSFER IS CONFIRMED.

VENDOR ALSO SHALL PROVIDE AS AN OPTION TO THE AGENCY, AN INTERACTIVE VOICE RESPONSE (I.V.R) SYSTEM IN PLACE WITH LANGUAGE CODES PROVIDED FOR THE LANGUAGES LISTED IN

SPECIFICATION .2 FOR FASTER ACCESS TO THE INTERPRETER WHEN THE LANGUAGE CAN BE IDENTIFIED BY AGENCY PERSONNEL.

IN THE EVENT THAT THE VENDOR IS UNABLE TO PROVIDE AN INTERPETER FOR A LANGUAGE OTHER THAN LISTED IN, SPECIFICATION #2. THE VENDOR (AT THEIR EXPENSE) MUST PROVIDE AN ALTERNATE MEANS OF INTERPRETATION WITHIN 15 MINUTES OF DETERMINATION THAT THEY CANNOT PROVIDE A QUALIFIED INTERPRETER. A SCHEDULED CALL BACK TIME WITHIN THE ALOTTED 15 MINUTES IS CONSIDERED AN ACCEPTABLE ALTERNATIVE. THE USE OF AN ANSWERING SERVICE IS PROHIBITED.

- 4. ALL INTERPRETERS MUST ADHERE TO THE ASTM STANDARD GUIDE FOR LANGUAGE INTERPRETATION SERVICES WITH TRAINING TO INCLUDE, BUT NOT LIMITED TO MEDICAL, LEGAL, AND EDUCATIONAL TERMINOLOGY.
- 5. VENDOR ~USL PROVIDE TRAINING PACKAGES FOR AG~NCIES WHICH INCLUDE, BUT ARE NOT LIMITED TO. ONE (1) CD TRAINING TAPE, ONE (1) BOUND USER GUIDE/TRAINING MANUAL, TWELVE (12) LAMINATED 8" X 10" LANGUAGE IDENTIFICATION FLASHCARDS, TWO (2) LAMINATED 18" X 24" AWARENESS POSTERS.
- 6. ALL CALLS WILL BE HANDLED COMPLETELY. ACCURATE INTERPRETATION WILL BE PROVIDED WITH NO CONTENT ADDED OR OMITTED, WITH NO BIAS OR CONFLICT OF INTEREST, ACCORDING TO ASTM STANDARDS.
- 7. CONNECTION TO THE INTERPRETER SERVICE MUST BE PROVIDED THROUGH A TOLL FREE NUMBER AT NO ADDITIONAL COST TO THE STATE INCLUDING INTERNATIONAL CALLS.
- 8. NO, CALLS WILL BE TRANSFERRED TO ANOTHER LOCATION, WHICH WILL I-NCUR ADDITIONAL CHARGES.
- 9. CALLS WILL BE BILLED AT A PER MINUTE RATE ROUNDED TO THE NEAREST MINUTE AS FOLLOWS:

A. REGULAR TIME - REFERS TO CONDITIONS WHEREBY SERVICES ARE REQUIRED AT TIMES OF NORMAL BUSINESS HOURS OF 7:00 AM - 5:00 PM C.T. MONDAY THROUGH FRIDAY AND CHARGED AT "REGULAR TIME" RATES.

B. PREMIUM TIME - REFERS TO CONDITIONS WHEREBY SERVICES ARE REQUIRED AT TIMES OTHER THAN THE REGULAR TIME. THESE CONDITIONS MAY EXIST DURING AND/OR AFTER NORMAL BUSINESS

HOURS OF 7:00 AM 5: 00 PM C.T. MONDAY THROUGH FRIDAY, INCLUDING WEEKENDS AND/OR HOLIDAYS (AS PROCLAIMED BY THE STATE OF TENNESSEE COMMISSIONER OF PERSONNEL) AND CHARGED AT "PREMIUM TIME" RATES.

10. BILLING OF THE CALL WILL BEGIN UPON COMMENCEMENT OF THE INTERPRETER BEING CONNECTED WITH THE AGENCY AND CUSTOMER

11. VENDOR WILL PROVIDE A SPECIFIC ACCESS CODE TO ALL AGENCIES REGISTERED WITH THE SERVICE, THEREUPON AN ITEMIZED MONTHLY BILLING STATEMENT WILL BE SENT TO THE REGISTERED AGENCIES TO INCLUDE THE FOLLOWING.

- * ACCESS CODE FOR EACH REGISTERED AGENCY * PIN #'S FOR EACH AGENCY SUBDIVISION (MUST PROVIDE AGENCY THE OPPORTUNITY TO CREATE PIN #'S IN A COMBINED ALPHA AND NUMERIC FORMAT.)
- * DATE OF CALL
- * START AND END TIME
- * LANGUAGE TRANSLATED
- * INTERPRETER ID OR NAME
- * CALLER NAME, LOCATION, AND RETURN PHONE NUMBER IF APPLICABLE
- * LENGTH OF THE CALL
- * DOLLAR AMOUNT OF THI= CALL

12. THE VENDOR IS TO HAVE AN EMER~ENCY ROUTING SYSTEM SET UP TO INSURE CONNECTION WITH THE COORDINATOR WITHIN THE DESIGNATED TITLE PERIOD, ALSO THE: VENDOR MUST HAVE IN PLACE A BACKUP CALL DATA STORAGE SYSTEM TO INSURE ACCURATE BILLING FOR THE AGENCY.

INTERPRETATION SERVICES PROVIDED FOR "WALK IN" AND "CALL IN", SCHEDULED CALL BACK TIMES ARE TO BE DURING REGULAR BUSINESS HOURS ONLY

^{*} USER NAME





1 - 800 - 207 - 1424

"One Moment Please" PIN Number 27271

Below are phonetic transliterations of the phrase "One Moment Please" in a number of major languages:

Arabic	Lahza-Wahida men fadlak
Armenian.	Meg varssan, yete hajik
Bengali	Ektoo Shomoy liney thakoon
Cantonese	Cheng Dang Yat Dang
Czech	Momment, proseem
Dutch	Ain ouchenblic astublief
Farsi	Lutfan yek dageegah
French	Un momen sil voo play
German.	Eihnen Mohment, bitteh
Gujerati	Ek minute raah juo please
Hindi	Zaraa Hold Keejeeyea .
Hungarian	Kerame Varion
Italian See	oraga dee attenda rey, grazie
Japanese	Sho sho omatch koodasay
Korean	Jam can man yo
Korean	
	Cheng Dung Dung
Mandarin	Cheng Dung Dung Seelakan tungoo sebentar
Mandarin	Seelakan tungoo sebentar Shper hum mumentu
Mandarin. Malay. Portuguese.	Seelakan tungoo sebentar Shper hum mumentu Prosheh chekatsh
Mandarin. Malay. Portuguese. Polish	Seelakan tungoo sebentar Shper hum mumentu Prosheh chekatsh Ik mint thero
Mandarin. Malay. Portuguese. Polish. Punjabi	Seelakan tungoo sebentar Shper hum mumentu Prosheh chekatsh Ik mint thero Adnu minutu, pozhalsta
Mandarin. Malay. Portuguese. Polish Punjabi Russian	Seelakan tungoo sebentar Shper hum mumentu Prosheh chekatsh Ik mint thero Adnu minutu, pozhalsta Momment, proseem
Mandarin. Malay. Portuguese. Polish. Punjabi . Russian. Slovak.	Seelakan tungoo sebentar Shper hum mumentu Prosheh chekatsh Ik mint thero Adnu minutu, pozhalsta Momment, proseem Oon momento por fahvor
Mandarin. Malay. Portuguese. Polish. Punjabi . Russian Slovak. Spanish.	Seelakan tungoo sebentar Shper hum mumentu Prosheh chekatsh Ik mint thero Adnu minutu, pozhalsta Momment, proseem Oon momento por fahvor Kruna rouh sak kru

Transfer

To Transfer an active call:

- 1. Press (TRANS/CONF).
- 2. Dial the number of the third party.
- 3. Do one of the following:
 - To complete the Transfer, hang up.
 - To announce the Transfer, wait for an answer, consult, and hang up.
 - To cancel the Transfer, press \otimes (CANCEL).

To transfer an active call during headset operation:

- 1. Press 🖜 🕮 (TRANS/CONF).
- 2. Dial the number of the third party.
- 3. To complete the Transfer, press the Release feature key.

Conference

To form a Conference when a two-party call is already in place, or to add another party to an existing Conference:

- 1. Press 🍑 🕮 (TRANS/CONF).
- 2. Dial the number of the next party.
- 3. Wait for an answer.
- 4. Press (TRANS/CONF).

To leave a Conference:

Hang up or press ⊗ (CANCEL).

Conference Split (5324 IP Phone only)

To Split a Conference and speak privately with the original party:

• Press the **Split** softkey.

Add Held (5324 IP Phone only)

To move a call on hold to another line appearance:

- 1. Press an available line key.
- 2. Press the AddHeld softkey.
- 3. Press the flashing line key.

To add a call on Hold to an existing conversation or conference:

- 1. Press the AddHeld softkey.
- 2. Press the flashing line key.

2020 Census information is attached to the original

FOUR-FACTOR ANAYLYSIS AND LANGUAGE ACCESS PLAN FOR LIMITED ENGLISH PROFICIENCY (LEP) PERSONS

If you desire to access this information in its entirety please contact the UCHRA Title VI Officer

Upper Cumberland Human Resource Agency Title VI of the Civil Rights Act of 1964 *Discrimination Complaint*

Federal law prohibits discrimination against persons based on their race, color, religion, sex or national origin. You have the right to complain to the Upper Cumberland Human Resource Agency if you feel that you have been discriminated against for these reasons.

Please provide the following information so that your complaint can be investigated thoroughly. If you need help in completing this form, please let us know.

TYPE OF COMPLAINT. Circle which type of complaint you are filing-.

d. National origin

e. Religion

c. Sex

a.

Race

b. Color

me		Address	
lephone		City	
nail	County	State	Zip
		e the name and addres	, s o j
party(ies) that you believ Name	ve discriminated against		

Title VI of the Civil Rights Act of 1964 *Discrimination Complaint*

1.	WHEN DID THE DISCRIMINATORY ACT(S) OCCUR? Beginning date of the alleged discriminatory act?
	Most recent date of the alleged discriminatory act?
	Is the alleged discriminatory act ongoing? Please circle one: Yes No
5.	In your own words, explain what happened and who you believe was responsible. Please be as specific as possible. You may attach additional sheets if needed.
ô.	Have you tried to resolve this complaint with the institution, agency or person? Please circle one.
	Yes No
	If yes, what is the status of the complaint?

Upper Cumberland Human Resource Agency

Title VI of the Civil Rights Act of 1964 *Discrimination Complaint*

7.	Are you filing this complaint for s	omeone else? P Yes	lease circle one. No	
	If yes, against whom do you believ	ve the discrimina	ation was directed?	
	First Name .		Last Name	
8.	Have you filed this complaint with	any other federa	al, state, or local age	ncy, or with any
	federal or State court? Please circ	le one.		
	Yes	S		No
9.	What is the name of the contact posterior Name Agency/Court Address	·		ne complaint was filed?
	City, State, and Zip Code			_
	Telephone Number ()			
	10. Please sign below. You may att be helpful to us in looking into	-		information that you think car
	Complainant's Signature			Date
	Mail this form to:	580 S Cooke	VI Equal Opportunity (outh Jefferson Ave., S eville, TN 38501 e: 931-528-1127	

Filing a complaint with our Title VI Office is voluntary. However, without the information requested above, our Title VI Office may be unable to proceed with your complaint. We collect this information under authority of Title VI of the Civil Rights Act of 1964, and other civil rights statutes. We will use the information you provide to determine if we have jurisdiction and, if so, how we will process your complaint. Information submitted on this form is treated confidentially and is protected under the provisions of the Privacy Act of 1974. Names or other identifying information about individuals are disclosed when it is necessary for investigation of possible discrimination, for internal systems operations, or for routine uses, which include disclosure of information outside the department for purposes associated with Civil Rights compliance and as permitted by law.

APPENDIX E DISCRIMINATION COMPLAINT LOG

		Investigator								
		ADR: Yes or No								
ן ל		Date of ADR: Yes Disposition or No								
		Disposition								
	1-2022	Is Respondent a recipient? Disposition Yes or No								
MAI	Agency 2014	Name of a recipient? Respondent Yes or No								_
	esource /	Description/ Issue of Complaint								_
DISCRIMINATION COMPLAINT LOG	Name of Entity: Upper Cumberland Human Resource Agency 2014-2022	Grounds/Bases of Complaint Complaint								
VATI	Upper Cumbe	Date of the Alleged Discriminatory Incident								_
RIMII	e of Entity:	Address of Complainant								
DISC	Nam	Name of Complainant								_
		Date of Complaint								_



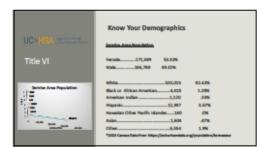
Title VI Audit Checklist

UCHRA OFFICE SITE:		
ADDRESS:		
CHECKLIST COMPLETED BY:		
DATE:		
1. Are Title VI Posters prominently displayed within the facility? _	YES	NO
If yes, where?		
If no, please explain:		
enforcement of Title VI compliance? YES 3. Does the office have copies of existing written policies regardin YES NO		ation)?
4. Are records kept of any/all Title VI complaints received at the o Where are the records kept?		NO
Number of complaints received during the last fiscal year:		
5. State name(s) and title(s) of person(s) who reviews/receives a	nd make reports of all co	omplaints:

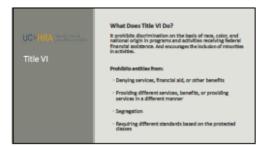
6. Were the little VI complaints received forwarded to the little villages. 3 days)?YESNO	VI Officer in a timely matter (within
If not, Why?	
7. Has the office developed and implemented policies and proceen enforcement of Title VI compliance? YES	
8 Is information on Title VI and laws requiring equal services to discrimination disseminated to the general public, including min YES NO N/A	
If yes, state by whom and method used:	
 Has your staff received training on the policy for Title VI/Limit compliance? YES NO Has your entire staff been trained on how to utilize the transport of the policy for Title VI/Limit (Property). 	
agency?YESNO	
Auditors Signature	Date
Site Supervisors Signature	Date

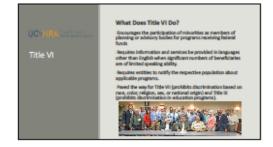






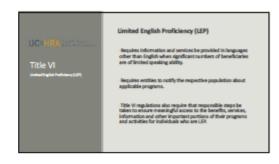








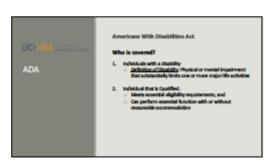
Limited English Proficiency (LEP) This Vi regulations also require that responsible steps be taken to ensure meaningful access to the benefits, services, information and other important portions of their programs and activities for individuals who are LER. LEP: Persons for whom English is not their primary language and who have limited ability to speak, understand, read or write English. It includes BOTH people who reported to the US Census that they do not speak English as all.



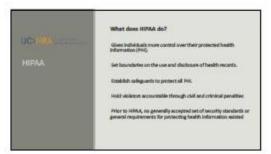








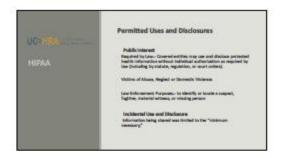
























Fraud, Waste & Abuse

Fraud, Waste & Abuse

The purpose of the Fraud and Abuse Policy is to comply with the requirements of the Deficit Reduction Act of 2005 with regard to Federal and State Bits claims laws.

www.prinett of policies and education relating to fake claims, which elicower protections, and procedures for detecting and preventing float and allower must be implemented. The policy is designed to meet regulatory requirements and protect provident, wendors, and employee

Fraud, Waste & Abuse

Definition of Fraud

An intentional deception or misrepresentation made by a person with the knowledge that the deception could result in some unauthorized benefit to himself or some other person. It includes any act that constitutes frou

False statements or deliberate omission of information that is critical in the determination of authorization and payment for services.

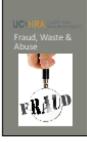
Billing for services that were never rendered

Billing for more expensive services or procedures than were actually provided or performed

Abuse can result in the same process impediments and unnecessary cost of care as fraud.

Waste is the inappropriate or inefficient use of resources.
Waste also refers to useless consumption or expanditure without adequate return, or an act or instance of wasting.

Differences The difference between fraud and abuse is the intent behind the action. Abuse involves actions that are incondinent with cound fiscal, business or accepted behavioral healthcare practices and result in an unnecessary cost or in relimbursement for services that are not medically necessary or that full to meet professionally recognised standards for healthcare



Prevent Fraud and Abuse

finance all member information you submit is accurate and the services provided are in the best interest of your Client

sk yourself the hilmening questions:

-Nove i black the right allest and weiffed eligibility?

-Nove i verified in elimits skentily?

-In this worker measure?

-Out himse the control desir?

-Are my allest of verifier convect and length of each session assumption.

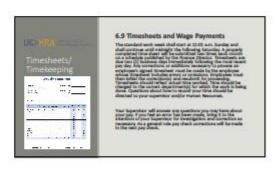
-Nove the services for which i am billing been performed?

-Nove the services for which i am billing been performed?





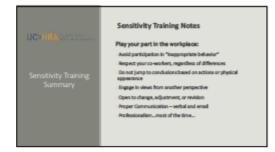












Becoming A Better Agency

Care Values & Bellett – who we are

Vidon & Mission Satement – what we do, what we look like

Goals – where we want to go or be

Strategies – how we will get there

Perimeters – boundaries, following rules

DO YOU WANT TO DO YOUR PART7777

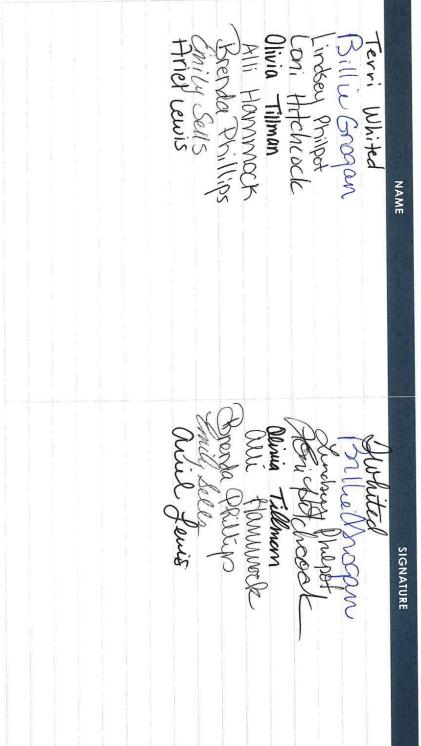


Shorn Bilbrey	Rachel Medies	MARcia Hodges	Breick Bilbray Kathy Weaver	Soura Moore Heather Melton	Karen Cummings	NAME
Sherry Bilbrey	Rocal Stermin	Marcia Hodges	Kathy Weaver	John Wingh	Laver Curredy	SIGNATURE

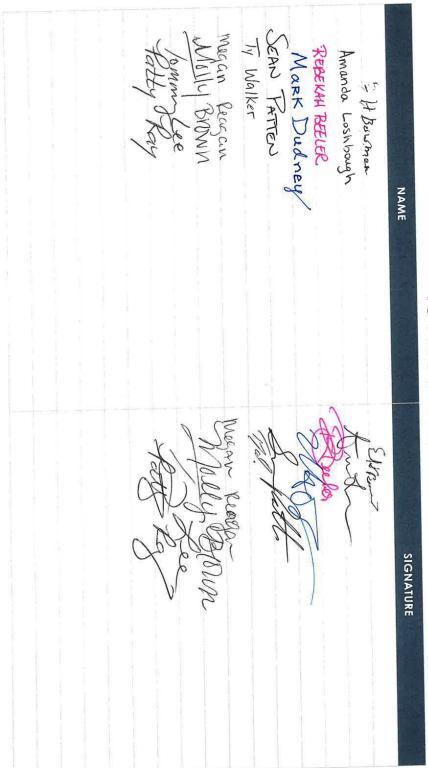


Holly Dakley Holly Dakley Jessica Roberson Ishill Seymon Connie Vassilev Nathan Tork Maacie Ackerman Susile Allen Ginger Stout	NAME
Holy Carley Mondown Seymon In His Spiner Suri Alm Suri Alm Suri Alm	SIGNATURE

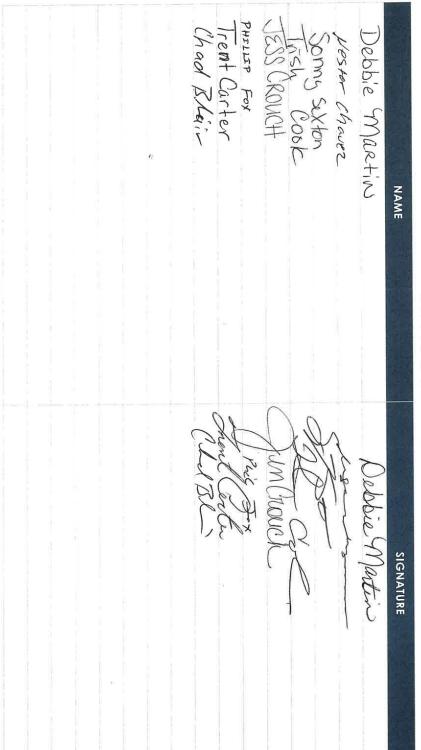








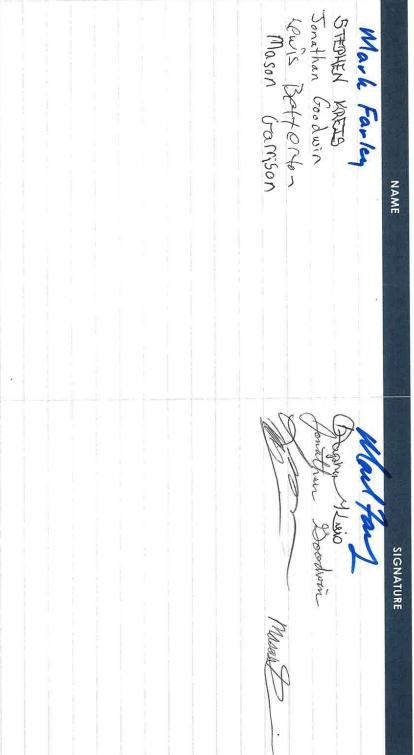






Mindy Tramel Helly Sullivan	APPRILLE EVANS-WILLERATT GEORGE S. ROGETS IDENJOHING J. MCCrca Chadwick Math: 5 Jessie Phillips	NAME
Mar Charte Mar Charte Kelly Selli	Liprille towns Whight Firms Chadwich Mathos Olward Both	SIGNATURE

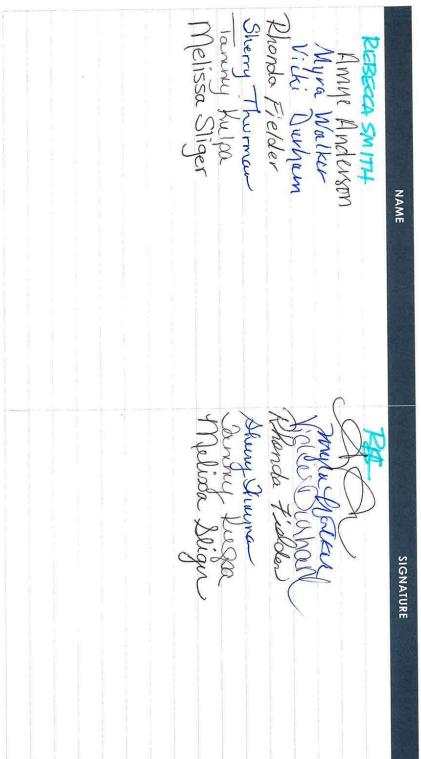






Jeff Hobes Meghian Moore Kelly Clarkson SARA MARTIN Jonine Lopec Nikke Forlow Mille Brown Lynn Drew	S N
Maramantin James John James Brown Summ Drews	





2024 UCDD FALL TRAINING TITLE VI, HIPPA, FACTA, LEP SIGN-IN SHEET 15 AUGUST 2024



Divis Chida Dina
D 13 10 01 0



2025 Board Meeting Dates

- February 19, 2025April 16, 2025June 18, 2025

- August 20, 2025
- October 8, 2025
 December 17, 2025 (Annual Meeting)