

Douglas Cherokee Head Start/Early Head Start
Education and Child Development Program Services

Written Plans

2020-2021

§1302.30

***Purpose.** All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interactions. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.*

§1302.31 Teaching and the learning environment

- (a) Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through (e) of this section.*

The program uses the Creative Curriculum System for Head Start/Early Head Start that provides a developmentally appropriate framework for responsive care, effective teaching, and

organized learning environments that aligns with the Head Start Early Learning Outcomes Framework (HSELOF) and the Tennessee Early Learning Standards (TN-ELDS). The program uses Creative Curriculum Fidelity tools to monitor the implementation and identify professional development goals. The program also uses CLASS assessment data to identify professional development goals for effective teaching practices.

(b) Effective teaching practices.

(1) Teaching practices must:

(i) Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children's engagement in learning experiences and activities;

Through the Creative Curriculum research based teaching practices, the program provides training to support a language rich environment that supports growth in all areas of development. Staff also received CLASS training that supports effective teaching practices and high levels of child engagement.

(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;

The Creative Curriculum is aligned with the HSELOF and TN-ELDS. Daily learning objectives supports the developmental progression of children's learning and guides the development of high quality schedules, routines, lesson plans, and experiences.

(iii) Integrate child assessment data in individual and group planning; and,

The program uses the online system Teaching Strategies Gold (TSG) that aggregates data for program level, classroom level, and individual child planning. Teachers regularly run TSG assessment reports to identify weekly learning objectives for the group and individual children. Managers analyze assessment data at the checkpoints that occur three times a year. Managers determine program level needs and share assessment data with staff to guide classroom level planning.

(iv) Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

The TSG assessment follows a research based developmental learning progression for all domains that align with the HSELOF and TN-ELDS. The assessment reports guide the development of weekly plans and experiences that promote progress in all developmental areas.

(2) For dual language learners, a program must recognize bilingualism and bi-literacy as strengths and implement research-based teaching practices that support their development. These practices must:

(i) For an infant or toddler dual language learner, include teaching practices that focus on the development of the home language, when there is a teacher with appropriate language competency, and experiences that expose the child to English;

The Creative Curriculum for Infants, Toddlers, and Two's provides research based teaching practices that support all children as languages learners while developing their home language and exposure to English simultaneously.

(ii) For a preschool age dual language learner, include teaching practices that focus on both English language acquisition and the continued development of the home language; or,

The Creative Curriculum for Preschool provides research based teaching practices for dual language learners and promotes English Language acquisition while preserving the home language. The curriculum recognizes bilingualism as a strength for all children and provides information and resources about the specific needs of dual language learners.

(iii) If staff do not speak the home language of all children in the learning environment, include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies. Programs must work to identify volunteers who speak children's home language/s who could be trained to work in the classroom to support children's continued development of the home language.

Teaching staff incorporate key words and phrases of the child's home language during daily experiences. The program also uses translators and provides developmental information translated in the home language.

(c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

The classroom learning environments and schedules are set up based on the Creative Curriculum framework. The Creative Curriculum Fidelity tool is used to monitor and maintain

implementation of schedules and learning environments. Tennessee quality rating scales (ITERS/ECERS) are also utilized to maintain conducive learning environments.

- (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and, Part 1302*

The Creative Curriculum Infants, Toddlers, and Two's promotes learning through relationships, daily routines, and experiences. Children's needs are met on demand while small group activities are introduced as age appropriate. Assessment data is used through TSG reports to individualize plans and learning experiences.

- (2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.*

A balance of teacher directed and child lead activities are implemented through the use of the Creative Curriculum Teaching Guides. Teaching Guides include opportunities for individual, small group, and large group activities through the use of Creative Curriculum resources. Furthermore, the online lesson plans allow for teachers to customize activities to meet the needs of all children.

- (d) Materials and space for learning. To support implementation of the curriculum and the requirements described in paragraphs (a), (b), (c), and (e) of this section a program must provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials and supplies must include any necessary accommodations and the space must be accessible to children with disabilities. Programs must change materials intentionally and periodically to support children's interests, development, and learning.*

The Creative Curriculum is used as a guide to purchase and stock the classrooms with age appropriate materials and equipment that support the implementation of the curriculum. The environmental rating scales are also used to identify materials to establish high quality learning environments. Furthermore, the Creative Curriculum Fidelity tool is also used to monitor the materials for the physical environment and determine allocation of funds for replacement/additional items as needed. The Disability and Mental Health Manager determines additional materials and adaptations based on the reviews of Individualized Family Service Plans (IFSP's) and Individual Education Plans (IEP's).

- (e) Promoting learning through approaches to rest, meals, routines, and physical activity.*

(1) A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day provides a regular time every day at which preschool

age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.

The program provides individual cribs and toddler sized cots for children in Early Head Start. Rest times are individualized for children and are allowed to rest as needed. Safe sleep guidance is followed for all children including restriction of blankets and other materials inside cribs, infants are laid on their backs to sleep, and direct supervision and visual checks of children sleeping. Doctors notes are kept on file as needed for medical uses of inclining props. Head Start children who are in attendance longer than 6 hours are provided individual cots with a reclining rest period that meets the requirements of the Tennessee Child Care Regulations. Alternative quiet activities are provided for non-nappers.

(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.

Daily schedules include regularly scheduled snack and meal times. Family style meals are implemented for children who are developmentally ready to participate in table meal times. Family style meals promote self-help skills while encouraging socialization and communication through leisure conversations. Infants are feed on demand and are held when bottled feed. This promotes relationship building between caregiver and child. Infant and Toddler lesson plans also include individual care plans that promote development through daily routines such as meal times.

(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.

The Creative Curriculum provides guidance for Head Start and Early Head Start to support learning opportunities within daily routines and transitions. Learning objectives align with all developmental domains of the HSELOF and TN-ELDS. Creative Curriculum resources are used to guide these experiences and learning opportunities. Furthermore, the CLASS assessment tool provides additional guidance for teaching practices that promote a highly productive classroom that embeds learning objectives throughout the day.

(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.

Daily schedules are developed with guidance from the Creative Curriculum that has outdoor choice time embedded within the daily schedule. Learning objectives are also embed into gross motor learning experiences through the use of the curriculum resources. The curriculum also provides a balance of active and quiet activities throughout the day. The curriculum and state standards also support positive guidance techniques that include physical activities not being used as a behavior management technique.

§1302.32 Curricula.

(a) Curricula.

(1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;

The Creative Curriculum is based on the most current research and includes a developmental continuum for all children birth through third grade. Standardized training procedures are in place through the education management team and online training modules through Teaching Strategies.

(ii) Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,

The Creative Curriculum is aligned with all developmental domains and content areas in both the HSELOF and TN-ELDS. Child progress is measured through an ongoing basis and analyzed three times a year during formalized TSG checkpoints.

(iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

The Creative Curriculum includes a developmental scope and sequence that supports the online lesson plans and drives individualization using the curriculum resources.

(2) A program must support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.

Area Coordinators complete monthly lesson plan and TSG assessment reviews and provides feedback to the teaching staff. Individualized professional development plans are created based on lesson plan reviews. Curriculum fidelity is conducted throughout the year by the Mentor Coaches and Education Management team.

(b) Adaptation. A program that chooses to make significant adaptations to a curriculum or a curriculum enhancement described in paragraph (a)(1) of this section to better meet the needs of one or more specific populations must use an external early childhood education curriculum or content area expert to develop such significant adaptations. A program must assess whether the adaptation adequately facilitates progress toward meeting school readiness goals, consistent with the process described in §1302.102(b) and (c). Programs are encouraged to partner with outside evaluators in assessing such adaptations.

The Creative Curriculum is monitored for fidelity throughout the year. Significant adaptations have not been made to the curriculum; however, additional resources are available to support early literacy such as letter links and zoo phonics. The program uses Partners for a Healthy Baby (PFHB) as a supplemental curriculum for expectant families and is monitored for fidelity. PFHB resources are also available for Early Head Start to support family goals and parent knowledge of the development of infants and toddlers.

TESSIE'S

§1302.33 Child screenings and assessments

(a) Screening.

(1) In collaboration with each child's parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.

The program begins talking about screening's with the family upon enrollment into the program. The Head Start Brigance is used for all children in the program birth-five as the developmental screener. This screener includes developmental milestones for motor, language, and cognitive. For the behavioral screener, the program uses the Ages and Stages Questionnaire- Social/Emotional 2 (ASQ-SE 2) for all children birth-five. This screener address developmental milestones for behavior and social/emotional domains. All screeners are completed within the first 45 calendar days of attendance into the program.

(2) A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child's typical behavior.

The Head Start Brigance is research based and standardized screener. The ASQ-SE 2 is used to collect additional information from family members and teachers. This screener is also research based and validated.

(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional a program must, with the parent's consent, promptly and appropriately address any needs identified through:

(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child's eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,

If a child has identified flags on the initial screener, a rescreen is completed within two weeks. The Disabilities and Mental Health Manager reviews both screening results and consults the classroom teacher. The child's individual TSG assessment information is reviewed in addition to the screening results. A team decision is made to continue providing intervention services at the classroom level or if outside intervention is needed. If outside intervention is needed, a designated staff member will begin a conversation with the family to discuss referral options. If the guardian gives consent to move forward, written permission is obtained and the referral process is started. If the guardian declines the referral process, the education staff will

continue implementing individualized teaching practices that will provide daily interventions within a developmentally appropriate environment.

(ii) Partnership with the child's parents and the relevant local agency to support families through the formal evaluation process.

With parental consent, a formal referral process is completed with the family and shared with the corresponding agency. For speech and language delays, referrals are made through the Local Educational Agency (LEA), Tennessee Early Intervention System (TEIS), or independent speech therapy providers. Children who fail motor screenings will be referred to their medical doctors for further assessment who will determine if an OT or PT evaluation should occur.

(4) If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.

If it is determined that the child is eligible for services under the IDEA, the program begins a partnership with the LEA in order to ensure that services are provided in the least restrictive environment. Initial eligibility team meetings take place with the family and representatives from the LEA and Head Start. After eligibility is determined, the team creates an IFSP or IEP that determines the best placement, adaptations, accommodations, and intervention plans for the child. IFSP's are reviewed every six months for updates and determination if skill goals are met. IEP's are reviewed annual or as needed.

(5) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:

(i) Seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness; and,

The Disability and Mental Manager receives a non-eligibility letter and the results of the evaluation completed by the LEA. The results are shared with the Curriculum and Assessment Manager to review delays. The Mental Health Consultant is also ask to review delays in social/emotional domains. The team will determine any necessary interventions that can be made within the classroom. Teaching strategies are implemented through the curriculum by using assessment data to drive individualization in the classroom.

(ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child's identified needs.

Referrals are made as needed to outside private intervention programs such as occupational services, speech therapy, mental health services, family physician, or physical therapy.

(A) Such additional services and supports may be available through a child's health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act¹⁸ if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act¹⁴, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.

The program does not exclude children who have been deemed non-eligible for services under IDEA. The program works through Family Advocates to refer families to the state Medicaid program or the Children's Health Insurance Program.

(B) A program may use program funds for such services and supports when no other sources of funding are available.

Funds are allocated by the program to address any additional cost that the families insurance does not cover.

(b) Assessment for individualization.

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Ages Birth to Five. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

The program uses the Creative Curriculum System for Head Start/Early Head Start that provides a developmentally appropriate framework for responsive care, effective teaching, and organized learning environments that aligns with the Head Start Early Learning Outcomes Framework (HSELOF) and the Tennessee Early Learning Standards (TN-ELDS). With ongoing structured observations, the teacher is able to track all children's developmental levels and progress through research based developmental progression. The teacher uses this data to drive individualized teaching practices that are supported through the curriculum. Assessment data is collected as an ongoing process to create a developmental profile. Comprehensive reports are pulled three times a year to determine progress towards the achievement of school readiness goals on the program level and on individual classroom levels.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

The program uses assessment data to identify child strengths and emerging skills. This includes but not limited to data from health screenings, ASQ-SE 2, Brigance, mental health observations, and teacher observations. This data is used to determine individualized teaching practices that support the development of each child.

(3) If warranted from the information gathered from paragraphs (b)(1) and (2) of this section and with direct guidance from a mental health or child development professional and a parent's consent, a program must refer the child to the local agency responsible for implementing IDEA for a formal evaluation to assess a child's eligibility for services under IDEA.

If the team determines that a referral is needed, parental consent is obtained. Assessment and screening data is analyzed and referrals are made to TEIS or the LEA for a formal evaluation to determine eligibility for early intervention services

(c) Characteristics of screenings and assessments.

(1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.

TSG, Brigance, ASQ-SE are reliable and validated. A speech and language screener is also used as a supplement to the Brigance. The additional screener goes in depth in areas concerning speech articulation. Formal trainings are provided yearly by qualified management staff and/or contracted company representatives. Screenings and assessments are age appropriate and inclusive for all children with various abilities and cultural backgrounds.

(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:

(i) Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;

The program utilize bilingual staff to work with teaching staff to complete developmental screeners and assessments. Assessments and screeners are completed in the child's home language along with the results that are shared with families. The TSG's scope and sequence is linguistically appropriate for all children including dual-language learners. The child's ability to convey ideas and communicate are tracked regardless of what language the child uses. The TSG assessment also tracks progress in dual language learner's English acquisition for both receptive understanding and their progress in speaking English.

(ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,

The TSG is designed to track and gather information on all children including children whose primary home language is something other than English. New skills and concepts are presented to the child first in their home language by bilingual staff and then again in English. Various forms of documentation are used to gather developmental progress for children in all five central domains of the HSELOF. Documentation is analyzed to drive individualized teaching practices for all domains.

(iii) Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.

New hires participate in an interview with a certified translator to ensure they have a working knowledge of the dialects that are most commonly used within our families. Bilinguals cross train throughout the year to ensure understanding and translation of the Spanish language is consistent between staff. Bilingual staff also participate in assessment training to be able to accurately administer the tools.

(3) If a program serves a child who speaks a language other than English and qualified bilingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with a qualified staff person to conduct screenings and assessments as described in paragraphs (c)(2)(i) through (iii) of this section.

The program has multiple bilingual staff to limit the need of a contracted interpreter. The University of Tennessee has been used when the family's home language is different than what our bilingual staff can accommodate.

(4) If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessments may be conducted in English. In such a case, a program must also gather and use other information, including structured observations over time and information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

Classroom staff collect data on an ongoing basis through various forms of documentation. This documentation could include work samples, video or voice recording, and pictures that are then shared with bilingual staff to interpret.

(d) Prohibitions on use of screening and assessment data. The use of screening and assessment items and data on any screening or assessment authorized under this subchapter by any agent of the federal government is prohibited for the purposes of ranking, comparing, or otherwise

evaluating individual children for purposes other than research, training, or technical assistance, and is prohibited for the purposes of providing rewards or sanctions for individual children or staff. A program must not use screening or assessments to exclude children from enrollment or participation.

The section process does not use screening or assessment information to determine placement in specific classrooms. Screenings and assessments are not completed prior to enrollment. Information from the assessment or screener is not used to exclude or expel from the program. Results are used solely to determine if referrals are needed and to drive individualized teaching practices within the classroom setting.

DOUGLAS-CHEROKEE HEAD START/EARLY HEAD START

Eligibility, Recruitment, Selection, Enrollment, and Attendance Written Plans 2020-2021

Introduction

Douglas-Cherokee Head Start complies with all Head Start Performance Standards and Tennessee State Licensure Rules for Child Care Agencies. The program will ensure that staff are trained to implement practices to assess our communities and recruit and enroll the children and families most in need, including families at or below the poverty line, children with disabilities, families that are homeless, foster children, and pregnant women.

1302.10 Purpose

The program will determine community strengths, needs, and resources as well as recruitment areas.

1302.11 Determining community strengths, needs, and resources.

(a) Service area

1. Douglas-Cherokee Head Start has identified service areas; these areas are defined by county and sub-county areas.
 - i. Tribal program service area - N/A
 - ii. Tribal program service area - N/A
2. The program will seek the approval of ACF if changes to the service area is needed.

(b) Community wide strategic planning and needs assessment (community assessment)

1. Douglas Cherokee Head Start will identify areas by the assessment of the community which is conducted every five years and is updated annually. The community assessment will include data that describes community strengths, needs, and resources and include:
 - i. The number of eligible infants, toddlers, preschool age children, and expectant mothers, including their geographic location, race, ethnicity, and languages they speak, including:
 - A. Children experiencing homelessness
 - B. Children in foster care
 - C. Children with disabilities, including types of disabilities and relevant services and resources provided to these children by community agencies
 - ii. The education, health, nutrition and social service needs of eligible children and their families, including prevalent social or economic factors that impact their well-being
 - iii. Typical work, school, and training schedules of parents with eligible children

- iv. Other child development, child care centers, and family child care programs that serve eligible children, including home visiting, publicly funded state and local preschools, and the approximate number of eligible children served
 - v. Resources that are available in the community to address the needs of eligible children and families
 - vi. Strengths of the community
2. Douglas-Cherokee Head Start updates the community assessment annually to reflect significant changes including increased availability of publicly-funded pre-kindergarten, rates of family and child homelessness, and significant shifts in community demographics and resources.
 3. The program will strive to serve children and families from diverse economic backgrounds providing it does not result in serving less than its eligible funded enrollment.

1302.12 Determining, verifying, and documenting eligibility.

(a) Process overview

1. Program staff will:
 - i. Conduct an in-person interview with each family
 - ii. Verify information as required
 - iii. Create an eligibility determination record for enrolled participants
2. Program staff may interview the family over the telephone, with permission from the ERSEA Manager, if an in-person interview is not possible or convenient for the family; however, staff will make every effort to go to the family to conduct an in-person interview.
3. In the event an alternate method to reasonably determine eligibility is required we will petition the responsible HHS official to waive requirements.

(b) Age requirements

1. For Early Head Start, except when the child is transitioning to Head Start, a child must be an infant or toddler younger than three years old.
2. For Head Start, a child must:
 - i. Be at least three years old or turn three by August 15 of the current year, the date determined by Tennessee for public school system age eligibility
 - ii. Be no older than the age required to attend school
3. Migrant or Seasonal Head Start - N/A

(c) Eligibility requirements

1. A pregnant woman or child is eligible if:
 - i. The family's income is equal to or below the poverty line; or,

- ii. The family is eligible for or, in the absence of child care, would be potentially eligible for public assistance; including TANF child-only payments; or,
 - iii. The child is homeless; or,
 - iv. The child is in foster care
- 2. If the family does not meet the above criterion, a child(ren) who would benefit from services may be enrolled, provided that these participants make up no more than ten percent of the programs funded enrollment.

(d) Additional allowances for programs Douglas-Cherokee Head Start will not participate in the additional 35 percent allowance. In the unlikely event that circumstances cause the program to enroll up to 35 percent of participants that do not meet the criterion but are below 130 percent of the poverty line we will meet all performance standard requirements.

(e) Additional allowances for Indian tribes N/A

(f) Migrant or Seasonal eligibility requirements N/A

(g) Eligibility requirements for communities with 1,000 or fewer individuals N/A

(h) Verifying age Douglas-Cherokee Head Start staff will verify a child's age according to our policy and procedures. Staff will not require families to provide documents that confirm a child's age, if doing so creates a barrier for the family to enroll the child.

(i) Verifying eligibility

1. Douglas-Cherokee Head Start staff will verify eligibility using tax forms, pay stubs, or other proof of income to determine the family income for the relevant time period.
 - i. If the family cannot provide tax forms, pay stubs, or other proof of income for the relevant time period, program staff may accept written statements from employers, including individuals who are self-employed.
 - ii. If the family reports no income for the relevant time period, program staff may accept the family's signed declaration to that effect. An alternate proof of income form will be completed to describe efforts made to verify income.
 - iii. If the family can demonstrate a significant change in income for the relevant time period, program staff may consider current income circumstances.
2. Program staff will verify that a family is receiving public assistance, or in the absence of child care would be eligible for public assistance, using documentation from the state or local public assistance agency.
3. Program staff will verify if a family is homeless using the McKinney-Vento Questionnaire or through a written statement from a homeless services provider, school personnel or other service agency attesting the child is homeless, or any other documentation that indicates homelessness, including documentation from a public or private agency, a declaration, information gathered on enrollment or application forms, or

notes from an interview with staff to establish the child is homeless; or any other document that establishes homelessness.

- i. Program staff will describe efforts made to verify information provided on the above mentioned documents and determine if the family is eligible because they are homeless.
 - ii. Program staff may accept a signed declaration describing the living situation from families that cannot provide one of the above mentioned documents as proof of homelessness.
 - iii. Program staff may seek info from third parties who have firsthand knowledge about a family's living situation, if the family gives consent to contact third parties while adhering to the program privacy policies and procedures.
4. To verify a child is in foster care, program staff will accept either a court order or other legal or government-issued document, a written statement from a government child welfare official, or proof of a foster care payment.

(j) Eligibility duration

1. If a child is determined eligible in the program, they will remain eligible through the end of the succeeding program year except that the program may choose not to re-enroll a child when there are compelling reasons for the child not to remain in the program, such as when there is a change in the child's family income and there is a child with a greater need for services.
2. Children enrolled in Early Head Start will remain eligible while they participate in the program.
3. If a child moves from EHS to HS a new application will be completed to determine eligibility.
4. The program will ensure a child enrolled in EHS whose parents wish to enroll the child in HS will receive HS services until enrolled in school, provided the child is eligible.

(k) Records

1. Douglas-Cherokee Head Start will keep eligibility determination records for each participant and ongoing records of the eligibility training for staff.
2. Each eligibility determination record must include:
 - i. Copies of any documents or statements, including declarations that are deemed necessary to verify eligibility.
 - ii. A statement that program staff have made reasonable efforts to verify information by:
 - A. Conducting an in-person, or telephone interview with the family
 - B. Describe efforts made to verify eligibility
 - iii. A statement that identifies whether:
 - A. Family's income is below income guidelines for its size, and lists family's size

- B. Family is eligible for or potentially eligible for public assistance
 - C. The child is homeless or in foster care
 - D. Family was determined to be eligible under the ten percent over income limitation
 - E. Family was determined to be eligible under the thirty-five percent over income limitation
3. Douglas-Cherokee Head Start will keep eligibility determination records for currently enrolled, as long as they are enrolled, and, for one year after they have either stopped receiving services; or are no longer enrolled.

(l) Program policies and procedures on violating eligibility determination regulations Douglas-Cherokee Head Start has established policies and written procedures for staff who intentionally violate federal and program eligibility determination regulations and who enroll pregnant women and children that are not eligible to receive services.

(m) Training on eligibility

1. Douglas-Cherokee Head Start will train all governing body, policy council, management, and staff who determine eligibility on federal regulations and program policies and procedures.
Training must, at a minimum:
 - i. Include methods on how to collect complete and accurate eligibility information from families and third parties
 - ii. Incorporate strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy
 - iii. Explain program policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information
2. The program will train management and staff who make eligibility determinations within 90 days of hiring new staff.
3. The program will train all governing body and policy council members within 180 days of the beginning of the term of a new governing body or policy council.
4. After initial training, the program will provide training annually for staff that determine eligibility.

1302.13 Recruitment of children

The program will implement the recruitment process to actively inform all eligible families, including children with disabilities, homeless children, and children in foster care, and eligible pregnant women within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process will include, but is not limited to, canvassing the local community, use of news releases and advertising, use of social media outlets, and use of family referrals and referrals from other public and private agencies.

1302.14 Selection Process

(a) Selection criteria

1. Selection criteria will be updated annually based on the community assessment. In selecting the pregnant women, children and families to be served, the program will consider each applicant's category of eligibility, the age of the child (EHS), and to the extent to which the child or family meets the criteria that each program is required to establish.
2. Because giving priority to younger children may disrupt local partnerships with local education agencies, Douglas-Cherokee Head Start will not give priority points for preschool age children.
3. The program will not deny enrollment based on a disability or chronic health condition or its severity.

(b) Children eligible for services under IDEA

1. The program will ensure at least ten percent of its total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HHS official grants a waiver.
2. After the ten percent has been met, the program will prioritize children eligible for services under IDEA in accordance with the selection criteria.

(c) Waiting lists Douglas-Cherokee Head Start will develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program's selection criteria.

1302.15 Enrollment

(a) Funded enrollment Douglas-Cherokee Head Start will maintain its funded enrollment level and fill any vacancy as soon as possible not to exceed 30 days.

(b) Continuity of enrollment

1. The program will make efforts to maintain enrollment of eligible children for the following year.
2. Any child eligible for a third year in Head Start must complete a new application. The program will maintain a child's enrollment in Early Head Start for as long as they participate in the Early Head Start program.
3. Homeless children and children in foster care will maintain enrollment regardless of whether the family or child moves to a different service area, or the program may transition the child to a program in a different service area according to the family's needs.

(c) Reserved slots Douglas-Cherokee Head Start may reserve up to three percent of enrollment slots for families and pregnant women experiencing homelessness in the area, or children in foster care that could benefit from services determined by the community assessment. If the slot(s) are not filled within 30 days, the enrollment slot becomes vacant and will be filled within 30 days.

(d) N/A

(e) State immunization enrollment requirements Douglas-Cherokee Head Start will comply with Tennessee state immunization enrollment and attendance requirements.

(f) Voluntary parent participation Parent participation in program activities is voluntary, including consent for data sharing, and is not required as a condition of the child's enrollment.

1302.16 Attendance

(a) Promoting regular attendance Douglas-Cherokee Head Start will track attendance for each child.

1. In the event of an unexpected absence and no contact with the family, the program will contact the family within an hour of school start time to ensure the child's well-being.
2. The program will implement the following strategies to promote attendance:
 - i. Provide information about the benefits of regular attendance
 - ii. Support families to promote the child's regular attendance
 - iii. Conduct a home visit or make other direct contact with a child's parent if a child has multiple unexplained absences
 - iv. Within the first 60 days of program operation, and on an ongoing basis thereafter, use individual child attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year and develop appropriate strategies to improve individual attendance among identified children, such as direct contact with parents or intensive case management, as necessary
3. If a child ceases to attend, the program will make appropriate efforts to reengage the family to resume attendance, including home visits, phone calls, and door hangers. If the child's attendance does not resume within three attendance days the slot will be considered vacant.

(b) Managing systematic program attendance issues Douglas-Cherokee Head Start will monitor the monthly average daily attendance, and if the attendance rate falls below 85 percent the program will analyze the cause of absenteeism. This data will be used to make necessary changes and corrections to improve attendance rates in a timely manner.

(c) Supporting attendance of homeless children

1. Tennessee state licensing requirements will not allow any child to attend until their immunization records are provided, with the exception of children experiencing homelessness or that are in state's custody. Therefore, according to licensing requirements, children experiencing homelessness or in state's custody have 60 days after enrollment to obtain a physical. The program will work with families to help obtain immunizations or immunization records as soon as possible.
2. If a child experiencing homelessness is unable to attend classes regularly because the family does not have transportation to and from the program facility, the program will explore community resources to provide transportation for the child.

1302.17 Suspension and expulsion

(a) Limitations on suspension

1. Douglas-Cherokee will severely limit the use of suspension due to a child's behavior. If suspension is used it will be temporary in nature.
2. The program will use temporary suspension as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
3. The program will consult with a mental health professional, collaborate with the parents, and utilize appropriate community resources as needed, to determine no other reasonable option is appropriate.
4. If a temporary suspension is deemed necessary, the program will help the child return to full participation in all activities as quickly as possible while ensuring child safety by:
 - i. Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources
 - ii. Develop a written plan to document the action and supports needed
 - iii. Provide services that include home visits
 - iv. Determine whether a referral to a local agency responsible for implementing IDEA is appropriate

(b) Prohibition on expulsion

1. Douglas-Cherokee will not expel or unenroll a child from Head Start because of a child's behavior.
2. The program will explore all possible steps and document all steps taken to address persistent and serious challenging behaviors, and facilitate the child's safe participation in the program. These steps will include engaging a mental health consultant, considering appropriateness of providing services and supports under section 504 of the Rehabilitation Act to ensure that the child is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher and:

- i. If the child has an individualized family service plan (IFSP) or individualized education plan (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services
 - ii. If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.
3. After all possible steps have been taken and documented, the program will consult with the parents, child's teacher, IDEA agency (if applicable), and the mental health consultant to determine the appropriate placement for the child. The program will facilitate the transition of the child to a more appropriate placement.

1302.18 Fees

Douglas-Cherokee Head Start does not charge families a fee to participate in Head Start or any of its special events.

DOUGLAS-CHEROKEE HEAD START/EARLY HEAD START

Family and Community Partnerships Service Unit (FCP) Management Plan 2020-2021

Introduction

The plan will outline the services proposed for developing Family and Community Partnerships. The processes of Collaboration Partnerships—building with families to establish Family Partnership Agreements may include intake interview, home visits, group meetings, assessments, goal setting, and follow up with families to continually evaluate the progress as well as the process.

Responsiveness to each family's goals, unique strengths, abilities and support services will remain the primary base for building Family Partnership Agreements. A core team will use a holistic approach that places an emphasis on the following:

- Needs based approach: meet their needs where they are and move to more engagement
- Strengths based approach: parent helping the program including social and emotional development for parents
- Provide a variety of opportunities for engagement and make them meaningful
- Celebrate success with parents
- Engagement across lifestyle issues
- Program development for parents
- Workforce development
- Parents are the system

The Core Team will consist of the: Family & Community Partnership Manager, ERSEA Manager, Parent Involvement Manager, and Family Advocates. The Core Team will utilize other staff for additional resources as needed.

The Core Team will integrate the responsibilities of the parents and staff. Staff will take into account and build upon pre-existing family partnerships that have been developed between other community agencies and the family, in order to prevent duplication.

The staff of the Core Team will coordinate with the other Agencies to the extent possible to ensure that families are provided additional support through Head Start/Early Head Start for achievement of pre-existing goals at the time of enrollment.

Positive goal oriented relationships will stem from the Parent, Family, and Community Engagement Framework. This framework is a systemic, integrated, and comprehensive approach that engages families and supports school readiness. The program impact areas of Family Partnerships & Community Partnerships will influence family engagement outcomes that directly impact child outcomes and school readiness. Family Partnerships will place families as partners in developing and achieving the goals in their family plan. These partnerships will be used to build respectful, trusting relationships between staff and parents. Community Partnerships will illustrate a commitment to social support systems within programs and with the larger community. These partnerships will provide collaborative relationships for comprehensive services for families.

Goals will be connected to the Parent, Family, Community Engagement Framework which directly impacts school readiness. These include:

- Family Well Being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connection to Peers and Community
- Families as Advocates and Leaders

Goals will also be driven by the Five Central Domains from the Head Start Early Learning Outcomes Framework and the Tennessee State Early Learning Standards. These include:

- Approaches to Learning
- Social-Emotional Development
- Language & Literacy
- Cognitive
- Perceptual Motor & Physical Development

Family and Community Partnership Staff will uphold the mission and purpose of the program by working in assigned areas and be readily available to parents to assist in self-sufficiency endeavors, social competency in children, partnership negotiations and ensure smooth transitions into the program, prepare families for their transition out of the program into another. All activities of the staff assigned to the Core Team will focus on relationship building, family engagement, communication, and school readiness goals. The Core Team will have access to the resource guide *Helping Your Child Grow (Understanding the Tennessee State Early Learning Developmental Standards)* to enhance school readiness goal progress and completion.

The Core Team will establish an outcome based accountability system that documents the level of effort toward accomplishments of goals established with Family and Community Partnerships.

The Core Team's tasks will be clearly defined in the "Specific Approach" section of the plan and the Procedures give a more detailed look at the way task may be accomplished.

1302.50 Family Engagement

(a) Purpose Douglas-Cherokee Head Start will integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Douglas-Cherokee Head Start will develop a two-generation approach that addresses the needs of families across the program utilizing community partnerships and other funding sources.

(b) Family engagement approach:

1. The program recognizes parents as the child's primary teacher and nurturer and will include parents in classroom activities, cultural experiences, child assessments/screening results, individual education plan development, training on child growth and development, home visits, parent conferences, and provide opportunities for parents to have a better understanding of their child's developmental needs that may enhance their parenting skills.
2. To create a welcoming environment staff will begin a process of collaborative partnerships to build mutual trust and respect with families. Through partnership building, staff are able to learn the unique cultural and ethnic backgrounds of families in the program.
3. Arrange family interviews to permit parents the opportunity to develop with staff, Family Partnership Agreements that describe family needs and unique strengths, goals, services and resources that support family well-being, including family safety, health and economic stability.
4. Provide opportunities for parents to participate as classroom volunteers or observers to gain knowledge that can lead to higher levels of learning or potential employment.
5. Individual parent/family communication needs are met by utilizing the most appropriate form of communication: verbal, written, providing interpreters for non-English speaking and deaf parents, and translated written materials. By communicating in these ways, families have the opportunity to share personal information in an environment in which they feel safe.
6. Teachers and Family Advocates share relevant family information upon enrollment and at designated times throughout the year with support staff to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

1302.51 Parent activities to promote child learning and development

(a) Douglas-Cherokee Head Start will share responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development.

1. Provide a variety of materials that are user friendly and parent accessible such as: the book bag, website links, Imagination Library, Partners for a Healthy Baby (for pregnant mothers and babies up to 6 weeks), and promote use of public libraries.
2. Parents are provided with information on the importance of their child's regular attendance upon enrollment, during home visits and parent orientation, and ongoing as needed.
3. Provide resource information about the benefits of bilingualism and bi-literacy and incorporate the home language into all aspects of services.

(b) Douglas-Cherokee Head Start will offer the opportunity for parents to participate in a research based parenting curriculum, *Active Parenting: The First Five Years*, to build parents' knowledge and give the opportunity to practice parenting skills to promote children's learning and development.

1302.52 Family partnership services

(a) Family partnership process Douglas-Cherokee Head Start will implement a family partnership process that includes a family partnership agreement to support family well-being; including family safety, health, and economic stability. This family partnership will support child learning and development, and provide, if applicable, services and support for children with disabilities. In this process the program will foster parental confidence and skills that promote the early learning and development of their children. The process will be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.

(b) Identification of family strengths and needs Family Advocates will complete the *Family Outcomes Instrument* to identify strengths and needs related to the family engagement outcomes as described in the PFCE Framework. The information gathered will be used to assist parents with involvement and education programs.

(c) Individualized family partnership services Douglas-Cherokee Head Start will offer individualized family partnerships services that:

1. Identify family's interests, needs, and goals related to the family engagement outcomes.
2. Provide resources, referrals, and support to help families achieve identified goals.
3. Provide follow-up through on-going contacts with families and referral resources to determine if needs were met adequately, timely, and families expectations were met. Strategies will be adjusted on an ongoing basis as necessary. Documentation of these actions will be completed in Child Plus to illustrate the ongoing Family Partnership Agreement process and case management.
4. Each family will be assigned staff to provide support and resources based on identified family needs and goals.

(d) Existing plans and community resources Existing family plans and goals with other community agencies will be considered when developing FPAs in order to avoid duplication of services.

1302.53 Community partnerships and coordination with other early childhood and education programs

(a) Community partnerships

1. The program will take affirmative steps to establish on-going relationships with community organizations that will promote the accessibility of children and families to community services that are responsive to their needs, and to ensure that the program is operating to the needs of the community as determined by the community assessment.
2. The program must establish necessary collaborative relationships and partnerships, as needed, with community organizations that may include:
 - i. Contracting and/or securing agreements with health care providers to include dentists, doctors, clinics, mental health professionals, and other health care providers.

- ii. Coordination with elementary schools and state preschool providers and other organizations that can provide services to children with disabilities and their families.
- iii. Establishing a network for family preservation and support services with professional service providers that will allow for open communication and develop a positive rapport with other agencies that deal with child abuse, neglect and reporting as required by state law.
- iv. Connecting and partnering with educational and cultural institutions, such as public libraries, for both children and families.
- v. Linking families with Temporary Assistance for Needy Families, agencies and programs that include nutrition assistance, adult education, post-secondary education, and financial institutions that provide asset-building education services to enhance family financial stability.
- vi. Partnering with organizations and agencies to help families access community resources to meet their affordable housing needs including the local educational agency liaison for families experiencing homelessness (McKinney-Vento Homeless Assistance Act).
- vii. Collaborating with organizations to support families in the prevention, education, and intervention of domestic violence.
- viii. Referring to other organizations or businesses that may provide support and resources to families.

(b) Coordinate with other programs and systems Douglas-Cherokee Head Start will take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communication, cooperation, and the sharing of information among agencies and their community partners while protecting the privacy of child records.

1. Memorandum of Understanding. To support coordination between Head Start and publicly funded preschool programs the program will enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in our service area.
2. Quality Rating and Improvement Systems
Douglas-Cherokee Head Start participates in the state QRIS of STARS on an annual basis. Early Head Start is scored using the ITERS while the Head Start classrooms are scored using the ECERS. STARS rating scores are shared with the state licensing program evaluators. Licensing reports that include the STARS rating scores are shared with the teacher.
3. Data Systems
Douglas-Cherokee Head Start will share information with all LEAs as requested by their administration. Information that can be shared includes but is not limited to: HATCH Early Learning reports, public information reports, community needs assessment information, CLASS scores, and education assessment outcome scores. These can be shared via email, phone, and mail. Board members are also invited to attend the bi-annual Douglas-Cherokee Head Start School Readiness meetings.
4. American Indian and Alaska Native programs N/A

Douglas Cherokee Head Start/Early Head Start

Program Design and Management

Written Plans

Introduction

The overall goal of Head Start/Early Head Start is to promote the "social competence" of children. HS/EHS is guided by a set of Program Standards, the on-site program federal review instrument, and by ACF regulations and policies. These standards and policies specify that DCEAHS/EHS must deliver a wide range of services to ensure comprehensive care including education and early childhood development, child health and safety, child nutrition, child mental health, disabilities, family and community partnerships, and to include program design and management so it may oversee these services.

Program design and management consists of program governance, management systems, procedures and ongoing-monitoring, human resources management and facilities, materials, equipment and transportation. Each unit of program design and management is vital to the success, comprehensiveness and quality of the program.

For many parents, the HS/EHS program offers the first chance to influence what happens to their child outside the home. Parents are encouraged to become advocates for their children and become involved in policy-making decisions regarding the HS/EHS program. This is accomplished via organization of Parent Committees and the Policy Council early in the program year, and providing for on-going participation throughout the program year. Active parent engagement at all levels of the HS/EHS program strengthens the quality of the program by helping parents understand and assume their roles and responsibilities.

The parent groups (Policy Council and Parent Committee) provide the formal structure of the shared governance for parents. Parents will elect officers for the Parent Committee and parent representatives to the Policy Council.

Policy Council is comprised of two types of representatives: enrolled pregnant women and/or parents of currently enrolled children, and community representatives. At least 51% of the members will be current parents. The community representatives will be drawn from the local community: businesses, public or private organizations, professional organizations, former parents, and others who are familiar with resources and services for low-income children and families. The Policy Council will be charged with responsibilities as outlined in the Head Start Program Performance Standards and as specified in the 2007 Head Start Act.

Activities in the program governance area will be accomplished in partnership with key management staff, the governing body (DCEA Board), and Policy Council. The Policy Council shall approve and submit to the governing body decisions outlines in the Policy Council Bylaws including activities to support the active involvement of parents in supporting program operations, planning, funding applications, the annual audit; recruitment, selection, and enrollment; the annual self-assessment; and the community assessment. The Policy Council will review program personnel policies and decisions regarding the employment of program staff, standards of conduct, and employment and dismissal of program staff.

The Policy Council, Parent Committees, and program staff will be provided training on their responsibilities and program operations, including the functions of parent committees and policy council.

DCEA HS/EHS has identified service areas in the HS/EHS grant application; these areas are defined by county and sub-county areas. The annual community assessment has indicated that there are many more eligible children in the counties/communities than there are available HS/EHS slots. With the area being primarily rural, targeted areas of low-income have been identified. These areas are identified by the assessment of the community which is conducted every five years and is updated each of the intervening years by considering whether there have been significant changes in the information from the counties and communities served. Since resources are not available to service all eligible children and DCHS/EHS desires to maintain the highest quality of services, effort will be made to seek supplemental funding.

An annual self-assessment will be conducted to determine areas of administration/components that are not being completed, need improvements or additional services. Any regional office letters of understanding or guidance, as well as audit reports, internal and external monitoring reports, child assessment data, PIR data, ECERS/ITERS scores, CLASS scores and other program data will also be utilized in improvement planning.

a suitable personnel management system be developed and maintained, and that written procedures be developed and maintained. These policies and procedures, including the DCEA Employee handbook, are reviewed on a regular basis to ensure they include all requirements for the HS/EHS Program.

The HS/EHS Director will work closely with the Executive Director, Fiscal Officer, Personnel Manager, Board of Directors, and Policy Council in revising personnel policies and procedures, staff recruitment, selection, performance appraisals, job descriptions, and staff development. Office forms will also be revised as needed to ensure a smooth flow of work and operation of the project. An annual training and technical assistance plan for staff will also be developed by the T/TA Manager in conjunction with the HS/EHS Director, Component Managers and staff.

The Department of HHS/OHS requires that adequate and efficient methods and procedures be established and maintained to ensure accountability and documentation of all grantee project funds. The agency maintains these procedures and documentation which include procurement and purchasing, annual audit, adequate liability insurance, property management, and budget management, which maintains control over current operations and provides accurate and current disclosure of financial matters. Any recommendations for improvement made during the annual self-assessment or in the audit report will be included in the improvement plan.

The primary responsibility for fiscal bookkeeping and accounting is assumed by the Fiscal Department of the agency. No actual funds are handled by HS/EHS. Control of HS/EHS funds remain with HS/EHS, in that no funds from the grant may be expended without approval of the HS/EHS Director. After appropriate authorization, expenses are forwarded to centralized accounting for payment. HS/EHS audits payment of expenses by computer printouts of payments to vendors and budget comparisons of the Accounting Department and the HS/EHS Financial Department. It is the HS/EHS Director's responsibility to provide day-to-day management of the project, including expenditures necessary to implement the planned activities and objectives to meet the funding guidelines.

Identification and reporting of child abuse and neglect is required by HS/EHS, and by state and local child abuse and neglect reporting laws. The program will preserve the confidentiality of all records pertaining to child abuse and neglect. The program will cooperate fully with child protective agencies in our communities and make every effort to retain children allegedly abused or neglected and assist families with preventive treatment and other abuse and neglect concerns. Children suffering from abuse or neglect, as referred by the child protective services agency, will be given additional criteria points for priority of enrollment. All staff and parents will receive orientation and annual training relating to identifying and reporting child abuse and neglect. The Family Community Partnership Manager and/or the Program Director are the designated staff members responsible for child abuse and neglect issues. Refer to detailed policies and procedures on reporting of suspected child abuse and neglect (Social Services Policy 7.2).

The safe transportation of children and parents to and from HS/EHS activities is of the utmost importance, and will be treated as such. Drivers will be monitored and trained for effectiveness in safe transportation. All local, state, and federal regulations will be enforced. The Transportation Manager and/or Director will be responsible for ensuring drug and alcohol policies are put into force and are strictly followed.

A quality Head Start/Early Head Start facility should provide a physical environment responsive both to the needs of the children and families served and to the needs of staff and volunteers. Quality facilities will help the program to achieve Head Start/Early Head Start goals of promoting children's social competence, providing opportunities for parent engagement, and fostering family self-sufficiency. The program makes improving the quality of all Head Start/Early Head Start facilities a priority.

The program design and management unit's task will be clearly defined in the "Specific Approach" section of the plan, and the procedures give a more detailed look at the way tasks will be accomplished.

Program Design and Management

Sec. 1301 Program Governance

(A) Policy Council and Parent Committee Structure

1. Parent Committees are established at the classroom (center) level. (August)

- (i) Parent Committees are comprised exclusively of pregnant women/parents/guardians of children currently enrolled at the center level.
- (ii) Provide training for parents on Parent Committee functions and provide technical assistance in organizing and structuring. (August/September) See training information for Parent Committee.
- (iii) Assess parent training needs and provide training.

2. Parent Committees will carry out the following responsibilities:

- (i) Advise staff in developing and implementing local program policies, activities, and services.
- (ii) Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff.
- (iii) Within the guidelines established by the governing board and Policy Council, participate in the recruitment and screening of HS/EHS employees.

3. Policy Council established at the grantee level (51% parents minimally). (August-September)

- (i) Policy Council will not be dissolved until a successor council is elected (August) and seated (September).
- (ii) The Governing body and the Policy Council membership will be reviewed to ensure that persons with governing responsibilities do not have dual authority on both the Council and the Board. (September)
- (iii) Secure from Governing body the proposed total size of Policy Council and the procedures for the election of parent members and the selection of community representatives. (March)
- (iv) Secure approval from Governing body of the proposed composition of Policy Council and the procedures for choosing members. (March)

(B) Policy Group Composition and Format

1. Establish and maintain procedures that provide for 51% or more pregnant women/parents of currently enrolled children, and 49% or less community representatives. (April)
2. Review with Policy Council and the Governing body the regulations that control the framework of Policy Council. (October - November)
 - (i) Community Representatives must be drawn from the local community, selected annually with a combined five-year term limitation.
 - (ii) Parent members must be elected annually with a combined five-year term limitation.
 - (iii) Staff or members of their immediate families may not serve on Policy Council. Policy Council affirmation statements signed. (September)

(C) Policy Group Responsibilities

1. Work in partnership with key management staff and the Governing body to develop, review, and approve or disapprove the following Policies and Procedures.
 - (i) On-going communication through monthly reports of activities. (monthly)
 - (ii) Provide training sessions on performance standards, policies, and procedures. (on-going)
 - (iii) Organize and train committees to assist with administrative issues before finalizing and submitting for approval. (October)
 - 1) Personnel/Grievance
 - 2) Finance
 - 3) Self-Assessment
 - (iv) Develop procedures for how the Governing body and the Policy Council will share decision-making. (October)
 - (v) Develop procedures for strategic planning for program growth, development, and on-going program planning. (February/March)
 - (vi) Review the program's philosophy and proposed long-range and short range goals and objectives. (February/March)
 - 1) Review annual community assessment. (January-March)
 - 2) Review existing resources and partnerships. (on-going)
 - 3) Identify funding sources and funds availability. (on-going)

(vii) Review and revise, as needed, the composition of the Policy Council and the procedures for choosing memberships.

(viii) Re-evaluate criteria for defining recruitment, selection, and enrollment priorities, in accordance with the requirements of 45 CFR Part 1302 (Eligibility, Recruitment, Enrollment, and Attendance in Head Start/Early Head Start). (February and March)

(ix) Review procedures and revise as needed for conducting the annual self-assessment of the Grantee's progress in carrying out the programmatic and fiscal intent of the grant application. (October/November)

1) Provide training for the team on program operations, fiscal management, corrective action requirements, and other related issues to determine compliance. (November - January)

2) Review the prior year annual audit and federal review with the Policy Council prior to self-assessment, including the procedures for both. (February)

(x) Review the agency's personnel policies and provide revisions and/or changes to the Policy Council for input and approval. (as needed)

(xi) Work in partnership in the decisions to hire or terminate the director and other staff. (on-going)

(xii) Funding applications and amendments for HS/EHS, including administrative services, prior to submission of the application to regional office. (on-going)

(xiii) Annual independent audit. (November - October)

2. Provide an orientation and training for the Policy Council in performing the following functions.

(i) Serving as a link to the Parent Committees, governing board, public and private organizations, and the community. (September-November)

(ii) Assist Parent Committees in communicating to parents their rights, responsibilities, and opportunities, and to encourage their participation in the program. (September and on-going)

(iii) Assist Parent Committees in planning, coordinating, and organizing program activities for parents, and ensure that parent activity funds support these activities. (August - May)

(iv) Assist in recruiting volunteer services and in mobilization of community resources to meet identified needs. (on-going)

- (v) Establish and maintain procedures for working with the grantee to resolve community complaints. (October)
- (D) Provide reasonable reimbursement for Policy Council and Parent Committee, if necessary, for participation in their group responsibility. (August - July)
- (E) Governing Board Responsibilities
 - 1. Develop, distribute, and implement written policies that define the roles and responsibilities of the governing board members. (July)
 - 2. Inform the governing board members of the management procedures and functions required: provide training on Appendix A and implement governance and management responsibilities. (July-September)
 - 3. Ensure appropriate internal controls are established and implemented to safeguard Federal funds. (July)
 - 4. Jointly, with Policy Council, review and revise, as needed, written procedures for resolving internal disputes. (October/as needed)

Sec. 1302.101 Management Systems and Procedures

(A) Program Planning

- 1. In consultation with the governing board, policy council, staff and other community organizations that serve low-income families, the program will develop and implement a systematic on-going process of program planning.
 - (i) Assess community strengths, needs and resources through completion of the community assessment in accordance with 45 CFR 1302.11. (every five years and update annually – January-March)
 - 1) Determine make-up of HS/EHS eligible children and families, their estimated number, geographic location, and racial/ethnic composition.
 - 2) Assess other child development/child care programs serving eligible children.
 - 3) Estimate the number of children with disabilities four or younger, types of disabilities, relevant services and resources provided by community agencies.
 - 4) Collect data on education, health, nutrition and social service needs of eligible pregnant women, children, and their families.

- 5) Determine education, health, nutrition and social service needs of eligible pregnant women, children, and their families.
 - 6) Assess availability and accessibility of resources in the community that could be used to address needs of pregnant women, eligible children, and their families.
- (ii) Conduct survey to gather concerns of low-income families.
(December-January)
- (iii) Compile results and integrate strategies of the agency and other community organizations in the program planning. (January)
- (iv) Formulate multi-year goals and yearly program and financial objectives that address the findings of the Community Assessment and the annual self-assessment. (January - March)
- 1) Correct deficiencies determined in the annual self-assessment.(on-going)
 - 2) Seek expansion funds to extend services to areas not served or areas needing more slots.
 - 3) Work closely with school systems to develop and implement inclusion/partnership classes and maintain current MOUs. (on-going & every 2 years)
 - 4) Continue to request preschool funding from state, in collaboration/Head Start funds..(on-going)
 - 5) Continue to seek additional funding for Early Head Start.
 - 6) Partner with Child Care Brokers, as needed, to provide extended services for parents who are working or continuing their education.
 - 7) Continue efforts to reduce class size to 17 (HS).
 - 8) Continue efforts of staff development by working in partnership with local community colleges, and other colleges and universities to ensure qualified and trained staff.
 - 9) Determine if and/or when NAEYC accreditation is practical for the program.
 - 10) Continue to provide additional support and monitoring of field staff through area coordinators.

- (v) Develop plans to acquire funds to achieve objectives impacted by the community assessment, self-assessment, and survey of needs of low-income families. (February - June)
- (vi) Implement plans to correct areas of concern, weaknesses, and out of compliance areas addressed in the annual self-assessment. (March-on-going)
- (vii) Update and revise, as needed, management plans for implementing services in program areas of Early Childhood Development; Health Services; Family and Community Partnerships; and Program Design and Management. (January - March)
- (viii) Submit plans for review and approval to Executive Director prior to presenting to Policy Council and the Governing Board for input and approval.

(B) Communication

1. Ensure the dissemination of information flows up and down the chain of command in formal and informal methods. (on-going)
2. Provide accurate and updated information. (on-going)
3. Bi-weekly management meetings. (Central Office staff)
4. At a minimum, quarterly meetings with upper and mid-level management.
5. Quarterly meetings with mid and lower-level management. (Area trainings and classroom staff meetings)
6. During the school year, monthly meetings of Policy Council and at least five Parent Committee meetings.
7. Provide information regarding service delivery and goal accomplishment to governing board, Policy Council, and Advisory Committees. (on-going)
8. Monthly status reports of meeting objectives and long and short-range goals. (on-going)

(C) Communication with Families

1. At a minimum, schedule two (2) home visits and two (2) parent/teacher conferences; and one (1) home visit by Family Advocates with newly-enrolled families. (school year) More personal contacts in the classroom at pick-up and drop-off and other times are also expected.

2. Provide at least five Parent Committee Meetings and the opportunity to participate in a research based parenting curriculum. (school year)
3. Provide monthly information/training newsletter to parents. (monthly/school year)
4. Provide interpreter for non-English speaking or non-hearing parents. (on-going)
5. Open Door Communication Policy. (on-going)
6. Day-to-day contact with parent by child attending class by means of bus driver/teacher assistant or teacher and when parents transport their children to the classroom. (school year)
7. Two-way comprehensive communication between staff and parents. (on-going/school year)
8. Request from parent any health/safety needs of child that the program may need to address; share information with appropriate staff. (recruitment/August)
9. Transition child and parent into and out of EHS, and into HS and out to the school system; inform parent of child's progress while enrolled in HS/EHS. (March - April)
10. Utilize parent suggestion forms to gather information from parents. (on-going)

(D) Communication with Governing Bodies

Provide on-going information in all areas as required by the HS Act 2007 and the Head Start Program Performance Standards.

1. On-going communication with the governing bodies will be provided by written reports and verbal reports to include: (monthly - on-going)
 - (i) Procedures and timetables for program planning.
 - (ii) Enrollment reports, reports of meals and snacks, PIR information.
 - (ii) Policies, guidelines, and other communications from HHS.
 - (iii) Financial audit reports and monthly financial information.
 - (iii) Program plans, policies, procedures, and grant applications
 - (iv) Annual self-assessment and improvement plan and community assessment and strategic planning to include program goals and objectives.
 - (v) Monthly director's report
 - (vi) Meet with the Head Start Committee as often as needed.

(E) Communication among Staff

1. Regular staff meetings (on-going)

- (i) Agency staff meetings. (monthly)
- (ii) Management staff meetings. (bi-weekly)
- (iii) Management/mid-management staff meeting (quarterly).
- (v) Mid-management/county staff meeting (quarterly).
- (vi) Director and Executive Director (quarterly or more often as needed)

2. Inservice (school year)

3. Open Door Policy, distribution of information received, fax, phone, email (on-going)

4. End of the year random staff questionnaires (May/as needed)

(F) Record-Keeping System

1. Establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding pregnant women, children, families, and staff, to be maintained confidentially. (on-going)

- (i) Personnel files kept confidential and up-to-date. (on-going)
- (ii) Child Plus Personnel information kept up-to-date. (on-going)
- (iii) Early Childhood Development and Health Services. (school year)

2. Establish record-keeping systems to reflect the activities outlined in each service unit, to be maintained confidentially, to include: (on-going/August)

(i) Early Childhood Development and Health Services

- 1) Children's folders
- 2) Curriculum guides
- 3) Minutes of parent involvement in curriculum development
- 4) Assessment instrument
- 5) Individual Assessment Summaries
- 6) Lesson Plans
- 7) IEPs & IFSPs/Evaluation results
- 8) Anecdotal records of on-going observations and records
- 9) Volunteer records
- 10) Individual health records:

- * Current immunization cards
- * Health screenings/physical exams
- * Height/weight/assessments
- * Health histories
- * Nutrition assessment
- * Health treatment plans/follow-up treatment services
- * Dental screenings/exams

* Dental treatment plans/services received

11) Mental health observation results/Individual Observations

12) Mental Health Services

13) Diagnostic reports/disability

- Disability therapeutic services
- Special dietary needs

(ii) Family and Community Partnerships

1) List of all community partners

2) Partnership Agreements with Agency

3) Family Partnership Agreements

- Goals, interests, and needs
- Family Service Workers activities to meet goals, interests, and needs
- Agencies involved
- Time frames for achieving goals
- Outcomes/results
- Follow-up activities
- Training/education programs

4) Resource Directory

5) Volunteer time sheets and evaluations

6) Job placement referrals

7) Emergency/crisis intervention activities/outcomes

8) Follow-up activities and status of family's achievement of self-sufficiency

9) Recruitment/screening enrollment records

- News releases
- Newspaper clippings
- Correspondence to other agencies
- Referral information
- Master roster of all applicants
- Application for enrollment
- Selection results
- Unit assignments

- Transportation list of all transported children
- Master roster of children with disabilities
- Special partnership arrangements

10) Training plans for parents include:

- Agendas
- Sign-in sheets
- Resource center training
- List of participants
- Contractual agreements

11) Copies of Parent Committee/Training Meeting minutes/sign-in rosters

12) Partner contacts/outcomes

13) Attendance rosters/monitoring reports/ADA

14) Home Visits/Conferences

15) Strengths Assessment results

16) Referral procedures/records

17) Suspected and/or child abuse/neglect*

*Records will be maintained separately in a confidential file

18) Self-instructional materials

19) Parent/Partner health education procedures, brochures, training seminars

20) Nutrition education

21) Mental health education/conferences

22) Parent interest surveys/summary

23) Transition activities

- Joint staff, parent, kindergarten teacher staffing meetings and conferences
- Field trips to public schools
- Advisory committee minutes
- At-home child development activities

- Pre-enrollment visit to the center
- Six-month transition period from EHS into HS

- 24) Parent advocacy efforts/activities
- 25) Teacher home visits/conferences
- 26) Copies of TEIS (EHS) and LEA (HS) agreements for parents
- 27) Parent support group minutes
- 28) Children and family services activities
- 29) TANF Act
- 30) Outreach program participants and training
- 31) Family Services Advisory Committee roster/minutes of meetings
- 32) Transfer records for transitioning
- 33) Health Service summaries for families
- 34) Summary of Community Assessment
- 35) Family and Community Partnership

(G) Reporting System

1. Maintain a system of reporting that is efficient and effective throughout each Service Unit. (monthly)
2. Secure periodic reports from each Service Unit to include progress status, difficulty encountered, resources needed, and corrective actions to be taken. (as requested)
3. Provide financial reports to each governing body and management staff for review of expenditures and budget balances. (monthly)
4. Generate reports from Child Plus to advise staff, each governing body, and advisory committees, of program progress. (on-going)
5. Generate official reports as required by funding sources, community partners, and local authorities. (as required)
6. Utilize and analyze monitoring data reports (as needed)

(H) Program Self-Assessment and Monitoring

1. In partnership with Policy Council and the governing board, develop, review, and approve or disapprove the annual self-assessment of the program's progress in carrying out the programmatic and fiscal intent of the grant. (January-March)
2. Train self-assessment teams, parent and Community Representatives of Policy Council, Board Members and staff, on the Performance Standards, the instrument used to evaluate the program and the process. (October - February)
3. Conduct an annual self-assessment of the program. (February - March)
4. Develop an improvement plan to correct deficiencies. (March)
5. Update improvement plan (periodically)
6. Develop on-going monitoring procedures to include instruments for recording progress of the effectiveness and implementation of federal regulations. (On-going)
7. Maintain monitoring data file and hard copy notebooks for all internal and external monitoring (on-going)

SECTION 1302.47 Safety Practices (Facilities, materials, and equipment)

- (a)
 - (1) Head Start/Early Head Start physical environments and facilities will be conducive to developmentally appropriate learning.
 - (2) Provide appropriate space to conduct program activities. (On-going)
 - (3) Space organized into functional areas; recognized by children, allows for individual activities and social interaction. (On-going)
 - (4) Space used by mobile infants and toddlers is separated from general walkways and areas used by preschoolers. Non-mobile infants have a protected space. (On-going)
 - (5) Provide appropriate square footage of usable space for classrooms and playgrounds. (On-going)
 - (6) Ensure facilities are meeting State licensing and zoning requirements. (On-going)

- (7) Ensure that the maintenance, repair, safety and security of facilities, materials and equipment are provided for. (On-going)
- (8) Ensure that Centers are free of toxins and that children are not present during spraying of pesticides and herbicides.
- (9) Ensure that all playgrounds are fenced to prevent any child from leaving the premises without supervision. (On-going)
- (10) Ensure annual safety inspections are being performed (On-going)
 - (i) Ensure that heating and cooling systems are protected to prevent potential burns. (On-going)
 - (ii) Ensure that all purchases for furnishings, decorations or materials are of a non-toxic construction. (On-going)
 - (iii) Dangerous materials/poisons and non-emergency medications are stored in locked cabinets or storage facilities; medications are under lock and key. Emergency medications are kept out of reach of children, but easily accessible to staff. (On-going)
 - (iv) Ensure that all facilities are well lit and emergency battery operated lighting is provided. (On-going)
 - (v) Ensure all fire extinguishers, including those on buses, are inspected annually and are in working condition. (Jan, Feb, Mar)
 - (vi) Ensure that State Fire Marshall has approved the location and number of smoke detectors used. (Annually)
 - (vi) Ensure all facilities have operating exit lights and that emergency evacuation plans are posted. (On-going)
 - (viii) Ensure facilities are cleaned daily. (On-going)
 - (ix) Ensure no lead paint is used/accessible (interior or exterior). (On-going)
 - (x) Ensure play equipment complies with the US Consumer Product Safety Commission, Handbook for Public Playground Safety. (On-going)
 - (xi) Ensure all electric outlets are child proof. (On-going)

- (xi) Ensure windows and doors are constructed of safety glass. (On-going)
- (xiii) Facilities using well water inspected daily and approved by the State Water Department. (All centers on public water systems)
- (xiv) Ensure toilet and sinks are in good repair and can be reached by children, and toileting/diapering areas are separate from cooking, eating, and activity areas. (On-going)
- (xv) Provide toilet training equipment. (On-going)
- (xvi) State law mandates approved sewer or septic systems before occupation of any facility. (On-going)

Douglas Cherokee Head Start Transportation Plan

Douglas Cherokee Head Start is committed to providing a safe and efficient transportation system. Transportation is a crucial component of any HS program; therefore, much emphasis is placed on total safety.

Safety procedures are the core of our transportation component. These procedures include training in operational safety, vehicle maintenance, specification and regulation of commercial driver's licenses, guidelines for transporting children, and emergency procedures and policies.

Vehicles are well maintained and training is provided to the transportation staff on preventive maintenance procedures. Bus drivers complete a pre-trip inspection prior to beginning their bus route each day and a post trip at the end of each bus route. If any problems are noted then the driver takes the bus in for repairs and drives a loaner bus that is available in each county. The needed maintenance is provided by professional mechanics. The drivers are allowed time each week for cleaning and servicing their vehicles.

All drivers must observe rules of the road. Procedures that relate directly to the safety of the passengers are strictly enforced. Drivers will follow accepted rules of transportation, which includes procedures for loading and unloading passengers. A transportation log is used to check children on and off the bus. Evacuation drills are conducted twice a month, one from the front of the bus and one from the back of the bus. The evacuations are documented and kept on file in the Transportation Manager's office.

Regulations listed below are, for the most part, composed of State and Federal Laws and Douglas Cherokee Head Start's own policies:

General

Sec. 1303.70 & 1303.72

- (a) Douglas Cherokee HS will assist as many families as possible in obtaining transportation, in order for their child/children to attend the program.
- (b) If transportation cannot be provided for a family, reasonable assistance will be arranged to and from activities and the specific types of assistance being offered will be made clear to all prospective families in the program's recruitment announcements.
- (c) Transportation Manager will ensure compliance with applicable requirements of Subpart F-Transportation Requirements.

- (d) Each vehicle used in providing transportation services is equipped with:
 - (1) A communication system to call for assistance in case of an emergency;
 - (2) Safety equipment for use in an emergency, including a charged fire extinguisher that is properly mounted near the driver's seat and a sign indicating its location;
 - (3) A first aid kit, body fluid kit and a sign indicating their location;
 - (4) A seat belt cutter for use in an emergency evacuation and a sign indicating its location.
- (e) Any auxiliary seating, such as temporary or folding jump seats, are to be built into the vehicle by the manufacturer as part of its standard design, are to be maintained in proper working order and are to be inspected as part of the annual inspection.
- (f) All accidents involving vehicles that transport children are to be reported in accordance with applicable State requirements.
- (g) The program will ensure that children are only released to a parent or legal guardian, or other individual who has been identified in writing by the parent or legal guardian. This applies to children that are picked up at the center as well as those transported by HS. Must maintain lists of the persons, including alternates in case of emergency, and up-to-date child rosters must be maintained at all times to ensure that no child is left behind in the classroom or on the bus. Transportation logs will be kept to track children at each stop and walk-thrus will be conducted at the end of each route. On field trips walk thrus will be conducted after each stop to ensure that all children are off the bus.
- (h) Each driver must, at all times:
 - (1) Observe and abide by all rules of the road, all signals and all signs. Drivers will be responsible for any violations of the law, and if such violations occur, this may result in job dismissal and loss of CDL License.
 - (2) Practice courtesy to other motorists, and never pass another vehicle except on a four-lane highway.
 - (3) Avoid hazardous stops such as on hills or in a blind curve.
 - (4) Avoid sudden stops or jerky starts and avoid backing up the bus in all situations unless the bus aide is available to spot the situation.
 - (5) Use signal lights when turning or changing lanes. Avoid being a "lane switcher".

- (6) Stop at all railroad crossings, empty or loaded. Four-way flashers must be used. Drivers must come to a complete stop, open door, look, and listen.
- (7) Not exceed the posted speed limit.
- (8) Turn on headlights when transporting passengers.
- (9) Never drive a bus when emotionally upset and must report all accidents promptly to the Transportation Manager by phone, which will be followed up by a written report within twenty-four (24) hours.
- (10) Be courteous and considerate to the motoring public and help maintain good public relations.
- (11) Maintain a consistent schedule.
- (12) Ensure that a bus monitor is present at all times and good discipline maintained.
- (13) Never leave the bus unattended when children are on board.
- (14) Refrain from smoking, use of drugs, use of alcohol, or use of profanity at any time on HS buses and property.
- (15) Be certified in Infant and Child CPR and First Aid.

Child Restraint Systems

Sec.1303.71

- (a) Each vehicle used to transport children is equipped for use of height and weight appropriate child safety restraint systems.

Required Use of School Buses or Allowable Alternate Vehicles

Sec. 1303.71

- (a) Effective January 18, 2006 each vehicle used to transport children must be equipped with reverse beepers.
- (b) Each vehicle purchased with grant funds and used to transport children must be a school bus or allowable alternate vehicle and must be equipped:
 - (1) For use of height and weight appropriate child restraint systems; and

- (2) With a reverse beeper.
- (3) Equipped with a child reminder alarm which prompts staff to inspect the vehicle for children.

Maintenance of Vehicles

Sec. 1303.71

- (a) Each vehicle used in transporting must be maintained in safe operation condition at all times and must conform to the following procedures:
 - (1) Each vehicle must have a thorough safety inspection by the Tennessee Department of Safety on an annual basis;
 - (2) Systematic preventative maintenance must be conducted at regular intervals; and
 - (3) Daily pre-trip and post trip inspections of the vehicles performed and documented by the driver.

Inspection of New Vehicles at the Time of Delivery

Sec. 1303.71

- (a) The program must ensure that bid announcements for school buses and allowable alternate vehicles include the correct specifications and a clear statement of the vehicle's intended use. Must ensure they are equipped in accordance with the bid specifications and the manufacturer's certification of compliance with the applicable FMVSS is included with the vehicle.

Operation of Vehicles

Sec. 1303.71 & 1303.72

- (a) When providing transportation services, directly or through other arrangements with another organization, the program must ensure that:
 - (1) All vehicles are equipped with the appropriate height/weight passenger restraint according to the Tennessee Child Passenger Safety Law (TCA 55-9-602).
 - (2) All buses are equipped with factory installed passenger restraints or retrofitted passenger restraints that have been approved by the Federal Motor Vehicle Safety Standards ("FMVSS").

- (3) Baggage and other items transported in the passenger compartment are properly stored and secured and the aisles remain clear and the doors and emergency exits remain unobstructed at all times.
- (4) There is at least one bus monitor on board at all times, with additional bus monitors provided as necessary, such as when needed to accommodate the needs of children with disabilities as provided in 45 CFR 1310.2(a).
- (5) Except for bus monitors who are assisting children, all vehicle occupants must be seated and wearing height and weight appropriate safety restraints while the vehicle is in motion.

Driver Qualifications

Sec. 1303.72

- (a) The program must ensure that persons who drive vehicles to transport enrolled children at a minimum:
 - (1) Have a valid Commercial Driver's License (CDL) for vehicles in the same class as the vehicle the driver will operate; and
 - (2) Meet any physical, mental and other requirements established under applicable law or regulations as necessary to perform job-related functions with any necessary reasonable accommodations.
- (b) The program must ensure that there is an applicant review process for use in hiring drivers, that applicants for driver positions must be advised of the specific background checks required at the time application is made, and that there are criteria for the rejection of unacceptable applicants. The applicant review procedure must include, at minimum:
 - (1) All elements specified in 45 CFR 1303.72 (c), with additional disclosure by the applicant of all moving violations, regardless of penalty;
 - (2) A check of the applicant's driving record through the appropriate State agency, including a check of the applicant's record the National Driver Register; and
 - (3) After a conditional offer of employment to the applicant and before the applicant begins work as a driver, a medical examination, performed by a licensed doctor of medicine or osteopathy, establishing that the individual possesses the physical ability to perform any job related functions with any necessary accommodations.

Driver and Bus Monitor Training

Sec. 1303.72

- (a) The program must ensure that person employed to drive vehicles used in transportation have received training required under paragraphs (b) and (c) of this section prior to transporting any child enrolled in the program and must receive the training required under paragraph (d) of this section at least annually.
- (b) Drivers must receive a combination of classroom instruction and behind- the-wheel instruction sufficient to enable each driver to:
 - (1) Operate the vehicle in a safe and efficient manner;
 - (2) Safely run a fixed route, including loading and unloading children, stopping at railroad crossings and performing other specialized driving maneuvers;
 - (3) administer basic first aid in case of injury;
 - (4) Handle emergency situations, including vehicle evacuation procedures;
 - (5) Operate any special equipment, such as wheelchair lifts, assistance devices or special occupant restraints;
 - (6) Conduct routine maintenance and safety checks of the vehicle; and
 - (7) Maintain accurate records as necessary.
- (c) Drivers must also receive instruction on the topics listed in 45 CFR 1302.92(a) (b) and the provisions of the Head Start Program Performance Standards for Children with Disabilities (45 CFR 1303.75) relating to transportation services for children with disabilities.
- (d) Drivers must receive refresher-training courses including the topics listed in paragraphs (b) and (c) of this section and any additional necessary training to meet the requirements applicable in the state of Tennessee.
- (e) Each driver must qualify under the applicable driver training requirements in Tennessee.
- (f) Each program providing transportation services must ensure that:
 - (1) The annual evaluation of each driver of a vehicle used to provide such services includes an on-board observation of road performance; and
 - (2) Before bus monitors begin their duties, they are trained on child boarding and exiting procedure, use of child restraint systems, and required

paperwork, responses to emergencies, emergency evacuation procedures, use of special equipment, child pick-up and release procedures and pre- and post-trip vehicle check.

Trip Routing

Sec. 1303.73

- (a) The program must ensure that in planning fixed routes the safety of the children being transported is the primary consideration.
- (b) The program must also ensure that the following basic principles of trip routing are adhered to:
 - (1) The time a child is in transit to and from the HS program must not exceed 45 minutes unless there is a waiver due to lack of shorter route availability or an alternative shorter route is either unsafe or impractical.
 - (2) Vehicles must not be loaded beyond the maximum passenger capacity at any time.
 - (3) Vehicles must not be required to back up or make “U” turns, except when necessary for reasons of safety or because of physical barriers.
 - (4) Stops must be located to minimize traffic disruptions and to afford the driver a good field of view in front of and behind the vehicle.
 - (5) Stops must be located to eliminate the need for children to cross the street or highway to board or exit the vehicle.
 - (6) Specific procedures must be established for use of alternate routes in the case of hazardous conditions that could affect the safety of the children who are being transported, such as ice or water build up, natural gas line breaks, or emergency road closing. In selecting among alternatives, transportation providers must choose routes that comply as much as possible with the requirements of this section.

Safety Education

Sec. 1303.74

- (a) The program must provide training for parents and children in pedestrian safety. The training provided to children must be developmentally appropriate and an integral part of program experiences. The need for an adult to accompany a preschool child while crossing the street must be emphasized in the training provided to parents and children. The required transportation and pedestrian safety education of children and parents, except for the bus evacuation drills required by paragraph (a) of this section, must be provided within the first thirty days of the program year.
- (b) To ensure that safety training is provided on topics (b-e), our program will conduct training at parent orientation; utilize the Transportation Safety Education Curriculum (Safety Sam), Keeping Kids Safe Curriculum in the classroom, website links, the Parent Handbook and handouts on safe practices. Centers will attempt to contact local public service offices (police department, fire department and local school system's SRO (Safety Resource Officer) to provide training at the centers for children and parents on safety. Head Start staff will receive extensive training on these topics and will conduct bus evacuation drills monthly. These drills are timed and documented.
 - (1) Safe riding practices;
 - (2) Safety procedures for boarding and leaving the vehicle;
 - (3) Safety procedures in crossing the street to and from the vehicle at stops;
 - (4) Recognition of the danger zones around the vehicle; and
 - (5) Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
- (c) The program must provide training for parents that:
 - (1) Emphasizes the importance of escorting their children to the vehicle stop and the importance of reinforcing the training provided to children regarding vehicle safety; and
 - (2) Complements the training provided to their children so that the parent can reinforce safety practices both in HS and at home.
- (d) The program must ensure that at least two bus evacuation drills in addition to the one required under paragraph (b) of this section are conducted during the program year.

- (e) The program must develop activities to remind children of the safety procedures. These activities must be developmentally appropriate, individualized and be an integral part of the HS program activities.

Children with Disabilities

Sec. 1303.75

- (a) The program must ensure that there are school buses or allowable alternate vehicles adapted or designed for transportation of children with disabilities available as necessary to transport such children enrolled in the program.
- (b) The program must ensure compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the HHS regulations at CFR part 84, implementing Section 504 of the Rehabilitation Act of 1973 (29 U.S.C.794), and the Head Start Program Performance Standards on Services for Children with Disabilities (45 CFR part 1303.75) as they apply to transportation services.
- (c) The program must specify any special transportation requirements for a child with a disability when preparing the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), and ensure that in all cases special transportation requirements in a child's IEP or IFSP are followed, including:
 - (1) Special pick-up and drop-off requirements;
 - (2) Special seating requirements;
 - (3) Special equipment needs;
 - (4) Any special assistance that may be required; and
 - (5) Any special training for bus drivers and monitors

Coordinated Transportation

Sec. 1303.70

- (a) The program must make reasonable efforts to coordinate transportation resources with other human services agencies in its community in order to control costs and to improve the quality and the availability of transportation services.
- (b) At a minimum, the program must:
 - (1) Identify the true costs of providing transportation in order to knowledgeably compare the cost of providing transportation directly versus contracting for the service;

- (2) Explore the option of participating in any coordinated public or private transportation systems existing in the community; and
- (3) Where no coordinated public or private non-profit transportation system exists in the community, make every effort to identify other human services agencies also providing transportation services and, where reasonable to participate in the establishment of a local transportation coordinating council.

Douglas Cherokee Head Start/Early Head Start
Financial Component

Written Plan

Goals

The goal of the Financial Component is to provide accurate, current, and readily accessible records of all financial transactions occurring within the Head Start/Early Head Start Program and to maintain a sound financial management system following all in-house policies and regulations as well as those of Federal constraints.

The Financial Component of Head Start/Early Head Start works closely with the Agency Accounting Staff to ensure that all standard accounting procedures are followed. A close working relationship is maintained between the Financial Component and other Component staff to ensure proper use and documentation concerning all Federal and Non-Federal funding. Regular monitoring of current expenditures and line item balances is an ongoing process. Monthly budget expenditure reports are made available to the Head Start/Early Head Start Director, Component Managers, Board and Policy Council members.

Cash Controls and Accounts Receivables

All cash control, PMS draws, and CACFP reimbursements will be processed by the Grantee's accounting staff. All checks or cash received by the Head Start/Early Head Start staff will be directed to the Grantee for proper depositing, accounting, and posting. The Grantee's accounting staff will provide Head Start/Early Head Start with a record of receivables. Head Start/Early Head Start will use these records for tracking and monitoring. All journal and general ledger books will be maintained by the Grantee.

Development and Administrative Costs

Douglas Cherokee Head Start/Early Head Start will comply with development and administrative cost requirements. These costs will include but are not limited to salaries of the Director, Human Resources Manager, Finance Manager, and Facilities and Maintenance Manager. These costs will not exceed 15 percent of the total approved costs of the program.

HSPPS 1303.5

Requirements for Compliance

Douglas Cherokee Head Start/Early Head Start describes all development and administrative costs in its application. The program will calculate the percentage of approved costs allocated to development and administration as a part of the budget submission for initial funding, refunding or for a request for supplemental assistance in connection with the Head Start/Early Head Start program. All development and administrative costs will be outlined in the grant application. Indirect costs which are categorized as program costs will be fully explained in the application.

HSPPS 1303.5

Dual Benefit Costs/Blended Funding

Douglas Cherokee Head Start/Early Head Start identifies and appropriately will allocate the portion of the costs that are for development and administration based on an established Cost Allocation Plan which is currently in place.

HSPPS 1303.5

Budget/Budgeting

The procedure for the completion of an annual budget, Federal and Non-Federal, will be reviewed and revised as to Agency and DHHS guidelines. A plan will be made of each area involved per the refunding and additional funding instructions. Written procedures are in place for developing budget for grants, reviewing and revising budgets, and monitoring budgets. Assessment of In-Kind available from local resources will be completed on a monthly basis. Compensation system for staff will be evaluated and will include current salaries, salary scale, possible increases for additional duties, training, etc. as well as the fringe benefit package with emphasis on medical insurance. Salary surveys are completed every three years to ascertain that employee compensation is comparable to similar jobs in the region.

HSPPS 1303.5

Matching Requirements

Non-Federal share of budget dollars will not be required to exceed 20 percent of the total costs of the program, and in some instances, a waiver may be requested and granted by the funding office that would allow grantee to match at an amount less than 20% or no match at all. Documentation for all non-federal dollars will be processed according to policies and procedures. ChildPlus will track volunteer hours and printouts will be given to the Agency Accounting Office, the Head Start Director, and the Parent Involvement Manager monthly. The standard rate for volunteers will be reviewed annually and is based on Head Start/ Early Head Start's lowest pay scale listing for the particular position that a volunteer is covering. The list of professional volunteer rates will be updated annually. Every 3 years, property values will be solicited from licensed, certified real estate agents as a means to place a reasonable and acceptable value for space that is donated free of charge to Douglas Cherokee's Head Start/Early Head Start Program. Space donations will be verified and documented each month. All other in-kind contributions will be recorded monthly. Head Start/Early Head Start will present the Agency with the non-federal totals and entry will be made in the records. The Parent Involvement Manager and Finance Manager will maintain all backup documentation in Head Start/Early Head Start's central office.

HSPPS 1303.4

Insurance and Bonding

Douglas Cherokee Head Start/Early Head Start will carry reasonable amounts of student/volunteer accident insurance, liability insurance for accidents on the premises, and transportation liability insurance. Student/Volunteer Accident Insurance covering Head Start/Early Head Start children and center volunteers will be in force at all times. The policy has an umbrella clause that automatically drops or adds a new child as enrollment increases or decreases. A Liability Policy will be in force at all times. The

policy covers all individuals who may enter the program locations. Volunteers are covered under the Medical Payments endorsement. A full coverage Vehicle Policy will be in force at all times. The policy will list each vehicle insured and the usual location of that vehicle. Additional coverage is carried for non-agency owned vehicles authorized to be on agency business.

HSPPS 1303.12

Annual Audit

An annual audit for Douglas Cherokee Head Start/Early Head Start will be conducted by an independent auditor covering the prior budget period. It will be the responsibility of the auditor to determine whether the agency's financial statements are correct; whether the agency is complying with the terms and conditions of the grant; and whether appropriate financial and administrative procedures and controls have been installed and are operating effectively. Douglas Cherokee Head Start/Early Head Start's annual audit is included with the agency's annual audit.

HSPPS 1303.3

Technology

Douglas Cherokee Economic Authority, Inc. uses Abila MIP Fund Accounting system to track expenses, revenues, and program budgets. Abila also generates various reports, as needed.

Availability

The overall goal of the Financial Component is to be available and cooperative at all times to assist in any way while following closely the mission statement and philosophy of Douglas Cherokee Head Start/Early Head Start.

Douglas Cherokee Head Start Facility & Maintenance

Written Plan

The Douglas Cherokee Head Start program constantly strives to improve standards in meeting local and state licensing requirements. All facilities are in good repair, with maintenance personnel taking a pro-active approach to insure a healthy and safe work place. Proper equipment needs are met and necessary supplies are made available.

All property purchased with Head Start funds are classified as federal property and subject to federal regulations and must be used for its intended purpose.

An Inventory Control System is in effect to insure that all equipment is adequately safeguarded to prevent loss, damage, or theft. For each item of equipment, the records have been revised to include:

1. A description of the equipment by type, i.e. audiovisual, classroom, housekeeping, ride-on toys, fire extinguisher, playground, and vehicle identification.
2. Identification numbers, such as the manufacturer's serial number and a locally assigned Central Office control number.
3. Location, use, and condition of the equipment and the date the information was reported.
4. All pertinent information on the transfer, replacement, or disposition of the equipment. A physical inventory of equipment shall be taken and the results reconciled with the property records at least once every two (2) years.

All non-expendable equipment that is valued at \$5000.00 or more, having a useful existence of two years or more, must be prior approved by Regional Office and will be included in the Inventory Property Records. Expendable material valued at less than \$5000.00 will be approved by the Head Start Director and Executive Director and will be included in the Inventory Property Records.

Budgets are drawn up prior to the beginning of each fiscal year and are broken down into each property account in order to plan the use and flow of funds in purchasing of equipment, materials, supplies and building/ground maintenance.

The Facilities/Maintenance Manager will maintain a productive working rapport with vendors and suppliers to enhance a sound and systematic approach in obtaining goods and services necessary to operate cost effective Head Start Program.

To ensure that the best interest of Head Start is served through fair bidding practices and requirements, priority will be given to small businesses, minority, or women-owned companies. ***Agency Procurement policies will be adhered to during the purchasing process.***

For any equipment, materials, or large orders of supplies, it is essential to establish a detailed description of each item. A minimum of three vendors/suppliers for any purchase of \$500.00 or more will be invited to bid on the material or services needed.

The vendor(s)/supplier(s) whose bid is most responsive to the request and is most advantageous to the program, but not necessarily the lesser of the bids, will be selected. Documentation is required as to why the contract was awarded regardless of the vendor/supplier selected. When selecting the vendor(s)/supplier(s) the purchaser will maximize the dollar value before awarding the bid to a company, always acting in a manner that best serves the needs of Head Start.

The vendor(s)/supplier(s) awarded a contract from Douglas-Cherokee Head Start must be able to deliver within a reasonable time frame, maximum value, quality and quantity of material and services as outlined in the contract.

After bids are received, each bid will be reviewed to insure that the quotes are by the specifications requested for by Head Start. Recommendations to select a vendor/supplier, to award the contract to, will be forwarded to the Head Start Director and Executive Director for approval.

The Purchase Order (PO) is the document used to request material, supplies and services necessary to accomplish the goals of Head Start. Each PO should be filled out to include the name and address of the vendor, the quantity of products or amount of service to be provided, the dollar amount, the center code, and the name of the individual requesting the purchase. All PO's must be approved by the Head Start Director prior to the purchase of any services, materials, or supplies. When delivery is made, material/supplies should be inventoried to ensure that quantity requested is actually received.

Maintenance of Head Start facilities will be maintained to ensure that all classrooms, kitchens, bathrooms, playgrounds, and water wells are safe, clean, and free of hazardous conditions. Maintenance work will be performed, in the most part, by the Head Start maintenance staff. The maintenance staff will perform their duties in a pro-active mode. Having a pro-active attitude toward maintenance issues of the facilities should reduce the need to have work order lists and non-compliance issued by the Tennessee Department of Human Services, environmentalist, and State Fire Marshall.

Whenever possible, maintenance materials will be purchased through local hardware and supply stores in each county to enhance the local economy. Arrangements will be scheduled for up-keep of facilities, i.e. mowing grass and landscaping through summer close down.

Currently, no Douglas Cherokee Head Start Centers are supplied by wells. In the event it became necessary for water at any of our sites to be supplied by wells, we would follow guidelines established by the Tennessee Department of Health and other state and local authorities.

The Facilities/Maintenance Manager will work closely with other staff to assess new sites and locations for possible use by Head Start. Should the demand of the community needs assessment suggest a new area for service, the Facilities/Maintenance Manager will contact the local officials and community resources to secure a suitable area for a new Head Start center.

The local health department environmentalist will be contacted to ensure, a safe sewage system. The Facilities/Maintenance Manager will work with community resources and property owners to secure buildings for use by the Head Start program. Lease agreements are drawn up by the Facilities/Maintenance Manager in conjunction with the Fiscal Director and will be approved by Douglas Cherokee Economic Authority Executive Director and the Head Start Director. Local property owners are responsible for fire and casualty insurance coverage. The Head Start Program will carry a public liability policy of \$650,000 to \$1,000,000 for each occurrence on each location used by Head Start. Computer equipment will be covered by a special rider.

Floor plans and playground drawings of each Head Start center will be maintained on file in the Facilities/Maintenance Manager's files and will be made available to State of Tennessee Department of Human Services, Health Department Environmentalist and State Fire Marshall upon request.

Future Objectives:

1. Improve e-mail communications systems between classrooms and central office.
2. Maintenance personnel to continue being pro-active and responsive.
3. Continue to upgrade security systems at all locations as budget allows.
4. Continue to install video systems at all locations as budget allows.
5. Continue to work closely with Environmentalists, Licensing, and State and local fire officials on new regulations and procedures that are being planned for implementation.
6. Continue to cross train and educate maintenance personnel in various techniques for improvements in skills and efficiency of repairs.
7. Upgrade centers with new playground equipment as budget allows.
8. Upgrade playgrounds to better resilient surfacing such as pea gravel or pour in place rubber surfacing as budget allows.
9. Continue to upgrade fire safety systems as needed and as budget allows.

10. Upgrade facilities with paint, flooring, roofing, siding, concrete, decks and ramps, etc. as needed.

DOUGLAS-CHEROKEE HEAD START/EARLY HEAD START

Program Governance Written Plans 2020-2021

Introduction

Program design and management consists of program governance, management systems, procedures and ongoing-monitoring, human resources management and facilities, materials, equipment and transportation. Each unit of program design and management is vital to the success, comprehensiveness and quality of the program.

1301.1 Purpose

Douglas-Cherokee Head Start will establish and maintain a formal structure for program governance that includes a governing body, a policy council, and a parent committee. The governing body will have a legal and fiscal responsibility to administer and oversee the agency's Head Start and Early Head Start programs. Policy council is responsible for the direction of the agency's Head Start and Early Head Start programs.

1301.2 Governing Body

(a) Composition

(b) Duties and responsibilities

1. Governing body
2. Ongoing monitoring

(c) Advisory committees

1. Advisory committees
2. Gov body
 - i. Establish
 - ii. Notify

1301.3 Policy council and policy committee

(a) Establishing policy councils and policy committees Douglas-Cherokee Head Start will establish and maintain a policy council responsible for the direction of the program.

(b) Composition

1. Policy council is comprised of two types of representatives: enrolled pregnant women and/or parents of currently enrolled children, and community representatives. At least 51 percent of the members will be current parents. The community representatives will be

drawn from the local community: businesses, public or private organizations, professional organizations, former parents, and others who are familiar with resources and services for low-income children and families.

2. The program will ensure that members of the policy council do not have a conflict of interest. Staff will not serve on policy council.

(c) Duties and responsibilities

1. Policy council is responsible for:
 - supporting the active involvement of parents in program operations
 - program recruitment, selection, and enrollment priorities
 - applications for funding and amendments to applications for funding
 - budget planning for program expenditures
 - bylaws for the operation of the policy council
 - program personnel policies and decisions regarding employment of program staff
 - developing procedures for policy council member elections
2. To enable policy council to conduct its responsibilities, the program will ensure the sharing of the following information:
 - ongoing monitoring results
 - data on school readiness goals
 - program goals
 - monthly financial statements
 - monthly program information
 - program enrollment reports
 - monthly reports of meals and snacks
 - financial audit
 - annual self-assessment
 - communitywide strategic planning and needs assessment
 - communication and guidance from the Secretary
 - program information reports

(d) Term

1. A member will serve for one year.
2. If the member intends to serve for another year, they must stand for re-election.
3. The policy council will include in its bylaws how many one-year terms, not to exceed five terms, a person may serve.
4. The program will seat a successor policy council before an existing policy council may be dissolved.

(e) Reimbursement Douglas-Cherokee Head Start will enable low-income members to participate fully in their policy council by providing, if necessary, the reimbursements for reasonable expenses incurred by the low-income members.

1301.4 Parent committees

(a) Establishing parent committees Douglas-Cherokee Head Start will establish parent committees comprised exclusively of parents of currently enrolled children as early in the program year as possible. The committees will be established at the center level. Program staff will ensure parents of currently enrolled children understand the process for elections to the policy council and other leadership opportunities.

(b) Requirements of parent committees The program will determine the best methods to engage families using strategies that are most effective in the community served. Responsibilities of the parent committee include:

1. Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families
2. Have a process for communication with the policy council
3. Within the guidelines established by the governing body and policy council, participate in the recruitment and screening of Early Head Start and Head Start employees

1301.5 Training

Douglas-Cherokee Head Start will provide appropriate training and technical assistance or orientation to the governing body, any advisory committee members, and the policy council, including training on program performance standards and training on eligibility to ensure members understand the information they receive and can effectively oversee and participate in the programs in the Head Start agency.

1301.6 Impasse procedures

(a) Douglas-Cherokee Head Start has established written procedures to resolve all disagreements between any parties in its executive leadership fairly and expeditiously. Whenever possible, disagreements will be resolved through processes of mediation and conciliation, through discussion, compromise and consensus seeking among the parties.

1. Demonstrate that the governing body considers proposed decisions from the policy council and that the policy council considers proposed decisions from the governing body
2. If there is a disagreement, require the governing body and the policy council to notify the other in writing why it does not accept a decision
3. Describe a decision-making process and a timeline to resolve disputes and reach decisions that are not arbitrary, capricious, or illegal

(b) If the parties agree that a mediated solution is possible, professional mediation may also be employed.

(c) Failure of mediation, either formal or informal, to produce agreement will result in binding arbitration.

**Douglas Cherokee Head Start/Early Head Start
School Readiness Plan
2020-2021**

Program Mission Statement

Douglas Cherokee Head Start/Early Head Start program will provide children and their families with high quality learning environments, experiences, and services that support school success and lifelong learning.

Introduction

As defined by the Office of Head Start school readiness goals mean the expectations of the children's status and progress across the central domains of Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual Motor and Physical Development that will improve their readiness for Kindergarten. School readiness is further defined as, "Children are ready for school, families are read to support their children's learning, and schools are ready for children." The partnerships that Douglas Cherokee Head Start/Early Head Start establishes with families, communities, and local education agencies support these expectations of school readiness for the children and families that are served within eight county and eleven school system service areas.

The program has a long standing partnership with each of the eleven local school systems and has signed Memorandums of Understanding that support smooth transitions for children and families into the public school system. These memorandums of understanding are updated every other year and include discussions on school readiness expectations. The local school systems within our service areas use the Tennessee Early Learning Standards to define their expectations for successful entry into Kindergarten.

Furthermore, the state of Tennessee has also developed a comprehensive school readiness model that encompasses and further defines what school readiness means for local communities, schools, and families. The model aligns with our school readiness mission statement and embraces the Head Start philosophy of providing families with comprehensive services through partnerships with local community agencies to ensure that every family has the resources needed to support their child's school success.

The early experiences of child's life play a critical role in laying a foundation for future development and learning that supports success in school and life. Therefore, the program has set high standards for establishing quality learning environments, high quality adult-child interactions, and meaningful learning experiences that support the programs goals for school readiness for both Head Start and Early Head Start children.

Curriculum

The program uses the Creative Curriculum System for Head Start/Early Head Start that provides a developmentally appropriate framework for responsive care, effective teaching, and organized learning environments. The curriculum is founded upon the most current child development research and includes learning objectives in the five central domains of the Head Start Early Learning Outcomes Framework: Ages Birth to Five. The Creative Curriculum framework emphasizes that early learning occurs within the context of trusting relationships, daily practices of routine care, and engaging learning experiences. Daily learning objectives supports the developmental progression of children's learning and guides the development of high quality schedules, routines, lesson plans, and experiences. A balance of teacher directed and child lead activities are implemented through the use of the Creative Curriculum Teaching Guides. Teaching Guides include opportunities for individual, small group, and large group activities through the use of Creative Curriculum resources. Furthermore, the online lesson plans allow for teachers to customize activities to meet the needs of all children.

In combination with the Creative Curriculum for Infants, Toddlers, and Two's the program also uses Partners for a Healthy Baby (PFHB) as a supplemental curriculum for expectant families and is monitored for fidelity. The health and well-being of the mother during pregnancy directly effects the development of the baby and impacts the child's school readiness. Therefore, the program takes an active role in supporting the health/health education of the mother throughout the pregnancy. The Partners for a Healthy Baby curriculum provides health education information and resources to support a healthy pregnancy and a healthy baby.

Assessment

Teaching Strategies Gold (TSG) is an authentic observation-based assessment system that measures children's growth and development on 38 learning objectives: 36 basic objectives and 2 objectives for English language learners for children birth through Kindergarten. These learning objectives are based upon the most current research that are predictors of school success and are aligned with the Creative Curriculum, the Head Start Early Learning Outcomes Framework, as well as the Tennessee Early Learning Standards Birth-48 months. Teaching Strategies Gold is inclusive of all children with disabilities, advanced learners, and dual language learners. The learning objectives include nine areas of development and learning. The first four areas are the major areas of growth and development: social/emotional, physical, language, and cognitive. The remaining five areas relate to content learning: literacy, mathematics, science & technology, social studies, and the arts. Teachers regularly run TSG assessment reports to identify weekly learning objectives for the group and individual children. Managers analyze assessment data at the checkpoints that occur three times a year. Managers determine program level needs and share assessment data with staff to guide classroom level planning.

Alignment of School Readiness Goals

Douglas Cherokee's school readiness goals address the five central domains from the Head Start Early Learning Outcomes Framework and are aligned with the Tennessee State Early Learning Standards (TNELDS), and local standards within the counties that the program serves. Furthermore, the goals are also aligned with the programs curriculum and assessment tool. The TSG assessment follows a research based developmental learning progression for all domains that align with the HSELOF and TN-ELDS. The assessment reports guide the development of weekly plans and experiences that promote progress in all developmental areas.

School Readiness Goals: Birth to Five

Approaches to Learning

- Children will display an increasing ability to self-regulate behaviors and emotions.
- Children will demonstrate persistence, sustained attention, working memory, and impulse control when using materials and activities.
- Children will demonstrate interest, initiative, curiosity, creativity, and preferences when interacting with a variety of materials and others.

Social & Emotional Development

- Children will develop positive relationships with adults and other children.
- Children will develop the ability to express, recognize, and manage emotions.
- Children will develop a personal sense of identity and belonging.

Language & Literacy

- Children will develop receptive and expressive language skills.
- Children will comprehend and use an increasingly complex and varied vocabulary.
- Children will develop early literacy skills to understand and effectively use print, language, and books.

Cognition

- Children will develop the ability to use math concepts in every day routines to count, compare, relate, identify patterns, and problem solve.
- Children will explore their environment to develop an understanding of self, others, objects and engage in symbolic play.
- Children will develop reasoning, problem solving skills, and engage in scientific inquiry.

Perceptual, Motor, and Physical Development

- Children will develop perceptual and gross motor skills.
- Children will develop and progress in using fine-motor skills.
- Children will develop and practice safe and healthy habits with increasing independence.

Early Head Start Strategies to Support School Readiness Goals

- Maintain continuity of care by assigning primary caregivers and limiting transitions within the program.
- Develop relationships with families to identify each child's temperament, biological patterns, and culture to develop individual care plans for the child.
- Incorporate the family's cultural values, customs, traditions into daily care routines and experiences.
- Incorporate child's home language into daily care routines and experiences.
- Maintain ongoing communication with families to support the child's growth and developmental progress.
- Provide families with at-home activities that support school readiness goals. **(Ex. Partners for Healthy Babies Handouts, Hello! Books, Helping Your Child Grow; A Parent Guide to Understanding the Tennessee Early Learning Standards, TSG Learning Games, Getting Ready for School Begins at Birth, and other resources)**
- Provide families with copies of the Tennessee School Readiness Model.
- Provide families with information on Kidcentral.tn and encourage them to sign the school readiness pledge.
- Provide families with links to school readiness resources on the agency's web-page.
- Enroll families in the Imagination Library program to promote family and early literacy.
- Conduct a family engagement /school readiness survey to identify/support family goals.
- Maintain organized stimulating classroom learning environments that reflect the Creative Curriculum for Infants & Toddlers and ITERS/ ECERS standards.
- Review and analyze assessment data to plan for each child's individual needs. (weekly child observations, TSG results, and family goals for child's learning)
- Identify individual support and intervention strategies to maximize each child's progress towards the achievement of developmental milestones that support school readiness goals.
- Develop individual and group plans based upon goals for children's learning, individual interests, and development.
- Provide age appropriate materials/equipment/experiences that reflect the age and stage of each child's individual development.
- Utilize daily routines and planned experiences to support learning across all developmental domains.
- Establish consistent routines based on individual needs.
- Utilizes CSEFEL Infant/Toddler strategies and experiences to promote Social/Emotional Competence.
- Respond appropriately to child's verbal and non-verbal cues to meet their individual emotional, physical, and intellectual needs.

- Use language (self-talk, labeling, repetition/extension, questioning, and advanced language) during daily routines and experiences.
- Assist families and children in making smooth transitions into/within/out of the program.
- Provide professional development opportunities/resources that support school readiness goals.

Head Start Strategies to Support School Readiness Goals

- Maintain organized stimulating classroom learning environments that reflect the Creative Curriculum framework and ECERS standards.
- Review TSG Class Profile report to plan monthly/weekly learning objectives that support school readiness goals of individual/group learning outcomes.
- Plan intentional activities and experiences that support school readiness goals and connect activities to the Head Start Early Learning Outcomes Framework.
- Actively engage children in meaningful experiences using research based teaching strategies that support sustained child outcomes.
- Incorporate DLL activities/materials into the weekly lesson plans to support the home language and acquisition of second language.
- Schedule bi-lingual aids to make regular visits to classrooms with DLL students to support goals for DLL.
- Families will participate in the Book Bag program.
- Incorporate CSEFEL materials/activities/experiences to promote social emotional goals.
- Monitor and analyze assessment data.
- Assess the quality of adult child interactions and develop professional goals. **(CLASS)**
- Identify individual support and intervention strategies to maximize each child's progress towards the achievement of school readiness goals.
- Provide professional development opportunities/resources that support school readiness goals.
- Conduct annual reviews with families of children with disabilities.
- Provide families with at-home activities that support school readiness goals. **(Ex. Helping Your Child Grow; A Parent Guide to Understanding the Tennessee Early Learning Standards, TSG Learning Games Activities, Development and Learning Activities, and other resources)**
- Provide families with copies of the Tennessee School Readiness Model.
- Provide families with information on Kidcentral.tn and encourage them to sign the school readiness pledge.
- Provide families with links to school readiness resources on the agency's web-page.
- Conduct a family engagement /school readiness survey to identify/support family goals.
- Enroll families in the Imagination Library program to promote family and early literacy.

- Assist families in making the transition to Kindergarten.
- Maintain partnerships and communication with local education agencies.

Assessing Child Progress, Aggregating, and Analyzing Data

As stated in the introduction, child assessment data is collected at three intervals during the course of the school year with the first assessment data being collected in November, February, and May. (EHS November/March/June) The data is aggregated and analyzed at each of the three intervals to determine progress towards the achievement of school readiness goals on a program level and on an individual classroom level.

Program Managers analyze data to determine the programs overall progress towards the achievement of school readiness goals and make informed decisions about how to support individual classrooms and to identify program improvement goals. Furthermore, the data will be incorporated into the annual program self-assessment which will also be used to determine program improvement goals. The overall results of data collection on school readiness goals is be reported to families, governing bodies, and the community.

Teachers utilize TSG system reports to analyze individual groups of children and their progress towards school readiness goals. The teachers use the reports to make necessary adaptations in curriculum planning, teaching strategies, and methods for individual support that will support continued progress towards school readiness goals. Teachers also share classroom profile reports with parent groups to inform them of goals for individual groups of children so that everyone is informed and can work together towards these shared goals.

Development and Learning and Family Conference reports are also generated at each of the assessment intervals to share with individual families about their child's individual progress. This will support families in understanding their child's pattern of development and will support them in assisting their child in making progress across all developmental domains that leads to school readiness. Resources such as, ***"Helping Your Child Grow; A parent Guide to Understanding the Tennessee Early Learning Standards"*** (Birth-Three & Three to Five) will be shared with families to support them in taking practical steps in using everyday learning opportunities to promote their child's progress towards specific goals.

Examining Data for Patterns of Progress for Groups of Children

The assessment data is reviewed and analyzed to determine what variables may have impacted the results of the outcomes for individual groups of children within the program. A number of variables may/or may not impact outcomes such as teacher training, teaching strategies, classroom materials, number of ELL enrolled, number of children with challenging behaviors, number of children with disabilities, student/staff absences, staff turnover, extenuating classroom circumstances, etc. These variables are examined on an individual classroom level when assessments are conducted and on a wider program level by Program Managers. By

reviewing all the variables that may or may not have impacted groups of children's progress Program Managers and teachers are able to make informed decisions about what immediate adaptations to make as well as what future plans need to be developed to improve outcomes and make continuous program improvements.

Staff carefully analyzes data to identify:

- achievement and progress towards school readiness goals
- individual center strengths and goals for improvement
- improved teaching strategies/methods
- levels of family engagement and support towards school readiness goals
- professional development goals
- training needs
- additional materials and/or equipment needed
- cultural and/or linguistic barriers
- demographic differences and/or similarities
- program improvement goals.

The School Readiness Advisory Committee meets yearly to share program updates, child outcomes data, school readiness activities, and to review the school readiness plan. Members of the committee are asked to provide recommendations for updates/revisions to the plan.

Policy Council Approval- Pending March 2020

**DOUGLAS CHEROKEE
HEAD START/EARLY HEAD START
T/TA PLAN**

2020-2021

POLICY COUNCIL APPROVAL:

Fusi Human

SIGN & DATE

3-19-20

BOARD APPROVAL:

Gene Baker

SIGN & DATE

03-12-2020

APPROVED BY POLICY COUNCIL & BOARD: MARCH 2020
SIGNED COPY WITH HARD COPY OF THE GRANT (DIRECTOR OFFICE)

Grantee Official Name: Douglas Cherokee Economic Authority

Grant # 04CH9999

Funding Year: 2020-2021

T/TA Plan Narrative

Preparation

The preliminary part of this plan began as a review of our plans from prior years. Our management team met as a group as needed to create and review items we identified in our Initial Program Profiles. To continue the capacity building process and in taking advantage of the skills and knowledge of our management team, our group worked collectively, with our T/TA Manager, in the development of this plan. Using our existing plans as guides, in addition to the community and self-assessments, PIR Data & the performance standards, the individual service area managers reviewed current goals, updating as needed and looking to identify new ones. The Management Team, which consists of the individual component managers and the Director, met at least bi-weekly throughout the grant period. During these meetings, team members reported on their service area with feedback as appropriate from the entire team. The information presented, along with current issues facing our program were used as a basis for determining training needs. The team established the timelines and costs included with this plan using historical information as a guide.

Systems-Focused Goal Development

Our program has consistently excelled in providing effective services to our children and families. We utilize the OHS Monitoring Protocol to ensure we are managing our program effectively and efficiently. Using the protocol, in addition to the appreciative inquiry processes, we first measure how well our program is functioning and then concentrate on areas of improvement. While we identified several potential needs, we used the monitoring protocol to prioritize and determine which goals would have the greatest impact on improving services to our children and families. Thereby, we ensure the effectiveness of our systems and the excellence of our program as a whole.

Comprehensive Self Analysis

Our management team reviewed last year's T/TA plan to determine how successful we were in attaining listed goals. We will continue the previous five goals that we have either revised or added the next step in the progression of obtaining that goal. We added three new goals, giving us a total of eight training goals for the 2020-2021 T/TA Plan.

This goal will be continued since the teaching staff are at different levels of understanding of how to use the assessment system to drive purposeful teaching practices and curriculum fidelity.

The program is currently in its third year of implementing Teaching Strategies Gold and Creative Curriculum Resources. Since training needs continue for core teaching staff, we will continue with the goal in order to build on their knowledge of the system and how the resources drive individualizing. Children's growth and development is also promoted through the use of the TN-ELDS, HSELOF, developmental screeners, and the programs school readiness goals.

A systematic approach should be in place to support staff in their professional development needs to effectively implement curriculum, maintain curriculum fidelity and provide feedback for continuous improvement and accuracy of the assessment process. This will be met by maintaining the goal to help teaching staff improve existing practices that will promote accurate administration of the developmental assessment and screenings to effectively plan classroom and home activities using Developmentally Appropriate Practice, Creative Curriculum and Partners for Healthy Babies.

To stay current with changes in our program, staff turnover, and to emphasize the importance of the PFCE Framework, we will continue the goal to increase staff knowledge and understanding of the Parent, Family & Community Engagement Framework to enhance engagement practices & support professional development. For this goal in program year 2019-2020, Family Advocates were trained on PFCE Framework basics in July and all staff were trained in August. Also in July, Family Advocates received training on Family Outcome Indicators and how to document goals and how to show the relationship between the goals and the PFCE Framework. Family Advocates completed vision boards with the families to initiate the Family Partnership Agreement with goal setting. In December, "Strategies for Implementing the Head Start Parent, Family, and Community Engagement Framework" was reviewed with and given to Family Advocates to achieve positive Family and Child Outcomes.

To explore innovative ways to increase community awareness of Douglas Cherokee HS/EHS services, we have partnered with the agency in developing a central intake form to identify potential clients in an effort to locate and increase the number of eligible families for our program. This goal will be continued. The agency formed a team and created an intake form that is in the revision process. Once the form is ready, our Family Service staff will be trained on utilizing the form to identify and locate children and families in need of our services. Family Advocates planned and hosted a meeting with parent and community volunteers to share creative ways to recruit children for the upcoming year.

Through central office monitoring, errors were found indicating that staff need more training on allowable and reasonable non-federal match. It was also discovered that not all classrooms were utilizing their tools to acquire in-

kind/volunteer time. These issues were addressed through individual trainings; however, management staff recognize the need for all staff to be trained on the importance of the required non-federal share match.

Due to an emphasis being placed on homeless and foster kinship, we added a goal to identify and prioritize families experiencing homelessness and foster care. Family Advocates will complete the eight modules in supporting children and families experiencing homelessness. In an effort to find new ways to inform and recruit children and families in our community, Family Advocates will partner with current parents, community agencies and businesses to help recruit children and families.

Due to an increase of behavior incident reports and the request of classroom staff for more behavior management training, we are adding a goal to equip staff with behavior prevention and management techniques. We will provide training on how to prevent and deal with behaviors concerns. Staff will gain knowledge on possible causes of behavior concerns and how we can encourage families to overcome past and present trauma through the help of community resources.

We continue to use community and self-assessments as well as internal monitoring information to identify current issues facing our program. Several continuing goals in this plan were direct results of review and analysis of these assessments. We also used PIR and child outcomes data to measure our successes and identify additional areas for improvement.

T/TA Plan – Strategic Plan

As with previous plans, goals were prioritized by the management team using the goals from prior years as a guide, along with our community and self-assessments and the Head Start Performance Standards.

Training needs will be assessed on individual basis and will be provided throughout the year as needed. Training will also include how program school readiness goals and the CLASS observation tool is used to promote high quality adult-child interactions and intentional teaching strategies.

Ongoing training will be provided in order to enhance the working knowledge of the systems and how they all support a holistic approach to guiding development and learning. Training specific to behavior management techniques will remain a priority for the program and will focus on implementation of CSEFEL resources and appropriate referral procedures.

Training will continue to promote accurate administration of developmental assessments and screenings in order to effectively analyze and plan for children's individual needs.

We will carry this goal over to continue increasing staff knowledge and understanding of the Parent, Family and Community Engagement Framework to

enhance engagement practices and support professional development. The program management team will continue to provide ongoing professional development opportunities to Family Advocates. Ten additional family advocates will be enrolled in the Family Development Credential program. We will continue to utilize ECLKC as a resource for our program.

Family Services staff will be trained to utilize the agency central intake form to identify and locate children and families and to develop and use new innovated ways to find children and families in need of our services. Family Advocates will invite parents, community agencies and businesses to recruit families for our program.

Small group training for all staff will be provided by the Parent Involvement Manager on the “Why, What, and How” for non- federal match. We will continue to explore new and innovative ways to encourage volunteerism. We will continue to work with the Policy Council on the importance of planning for the community’s involvement in our program.

Family Advocates will gain knowledge on how to support children and families by completing the eight modules in supporting children and families experiencing homelessness. Family Advocates will discover new ways of recruiting children and informing the community about our program by partnering with current parents and businesses in the community to join us in our recruiting efforts. All staff will have poverty simulation training to enhance their knowledge and understanding of the hardships and difficulties that families face living in poverty.

Staff will receive training on Conscious Discipline, Push Past It (Positive Approach to Challenging Behaviors) and Child Welfare Trauma Tool Kit Training to better understand and work with children/adults who have experienced traumatic events. This will enable our staff to better support our children and families through trauma informed practice.

We continue to train staff and to monitor and stress the importance of the Emergency Management Plan for the safety of children, families and staff. We will continue training on GHS Labeling and Safety Data Sheets to enable our staff to identify and understand standardized hazard labels. We continue to partner with local emergency management agencies and The State of Tennessee Department of Commerce and Insurance “Fire Marshals”, to ensure we are following all local and state codes and training staff on an annual/semi-annual basis or as information changes. We will also continue to partner with the local law enforcement agencies to provide safety training, active shooter training and updates on current trends in our area.

We will continue center staff meetings between Family Service Workers and all center staff as a communication tool between all staff to help support Family Engagement. Staff complete these meetings during the year and discuss family and children’s goals, changes in family situations, attendance and any other issues or successes the families might have. With all staff having knowledge about the families, they were each able to support and encourage the families to

increase family engagement in the program and promote school readiness for children and families.

We will continue with staff and parent trainings concerning nutrition practices, healthy choices, and physical activity levels to increase their understanding of how these things can impact overall health. We will continue to use the Head Start menu as a training tool for healthy food choices and menu planning. Staff will be trained on an as needed basis and training throughout the year will be provided for families. We partner with the Tennessee Agricultural Extension offices and WIC providers in our counties to provide trainings to the parents.

We will also continue to provide training for staff in development of Spanish speaking skills on an as needed basis to enable them to communicate more effectively with Spanish speaking families. We also provide training for transportation staff on the school bus industry news and updates on the local and national level.

To ensure our program is moving forward and kept abreast of current Office of Head Start initiatives, current focuses and to remain up to date on trends and new mandates, we will utilize ICF State Trainers and ECLKC for training and information on current topics. We are consistently making progress in meeting and exceeding required and identified goals which will result in school readiness for our children and provide efficient, quality services to the families served.

Shared Governance

Our program continues to have a very energetic and active Policy Council. Policy Council meets every month for training, information exchange, and as a governing body for conducting business. Management team members and selected staff attend these Policy Council meetings. During the March 2020 meeting, our management team received approval for submission of our grant application and the accompanying documentation, including this T/TA plan. Likewise, the Board of Directors for our agency, Douglas Cherokee Economic Authority, approved the same request for approval during their March 2020 board meeting.

Participants

Executive Director:	Kay Hale (approval)
Head Start Director:	Curt Amos
Data/Monitoring Manager:	Aranda Pruitt
Family/Community Partnership Manager:	Felicia Savoni
Human Resources Manager:	Emily Kelley
Finance Manager:	Haley Moore
Disabilities/Mental Health Manager:	Tessie Crawford
Curriculum/Assessment Manager:	Tonya Purkey
Health/Nutrition Manager:	Lisa Henson
Facilities/Maintenance Manager:	Shannon Smith
Parent Involvement/Volunteer Manager:	Terri Rickard
Transportation/Training Manager:	Kristie Woolard
Education Manager	Arlene Radcliff
ERSEA Manager	Jennifer Coopman

DOUGLAS CHEROKEE
HEAD START/EARLY HEAD START
T/TA PLAN

PART 1
IDENTIFIED GOALS

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

EDUCATION

T/TA Goal: Help teaching staff develop new skills and improve existing practices that will result in positive, significant and sustained outcomes for children and promote career development for staff.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
<p>Provide one on one & group trainings for all teachers & teacher assistants addressing the learning needs/styles & background experience of teaching staff.</p> <p>Training related to Program School Readiness Goals:</p> <ul style="list-style-type: none"> On-going assessment & its connection to teaching & learning. The aggregation & analysis of child progress data & its use for curriculum implementation & continuous improvement. Strategies for improving teacher-child interactions. Effective strategies for working with culturally, linguistically, developmentally, & age diverse groups of children. Creative Curriculum System CLASS Implementation & Dimension Guide <p>Re-certify CLASS assessors & certify new assessors</p>	<p>1-2. Professional Development / CLASS/Mentor Coaches & Related Written Information, ECLKC</p> <p>Teach Stone</p>	<p>1-2. Teachers & Teacher Assistants</p> <p>Selected Staff</p>	<p>1-2. Education Manager, Curriculum & Assessment Manager, Professional Development / CLASS/Mentor Coaches</p> <p>Education Manager</p>	<p>Ongoing through year</p> <p>Prior to CLASS Expiration</p>	<p>No cost</p> <p>\$1,000 HS (\$125 x 8)</p>	<p>Improve the ability of teaching staff to analyze and interpret child assessment outcomes in order to improve classroom interactions, effective implementation of curriculum & overall continuous program improvement.</p> <p>Prepare teaching staff to work effectively with children and parents of diverse cultural/linguistic backgrounds, as well as those at diverse ages and stages of development.</p> <p>Improve the ability of teaching staff to foster children's language and literacy development.</p> <p>Improve staff's understanding and ability to effectively plan experiences to meet school readiness goals.</p> <p>Improve teaching staff's ability to fully implement Creative Curriculum system.</p> <p>Improve quality of adult child interactions that support sustained outcomes for children.</p> <p>Maintain CLASS certified staff</p>

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

EDUCATION

T/TA Goal: Help teaching staff to effectively accomplish program goals that facilitates the children's growth, development and school readiness within the five developmental domains of the Head Start Early Learning Outcomes Framework and the Tennessee Early Learning Standards

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Provide ongoing training on the following: Head Start Performance Standards, School Readiness Plans/Goals, Head Start Early Learning Outcomes Framework, TN-ELDS, Teaching Strategies Gold, and the Brigance	Education Manager, Curriculum & Assessment Manager, Mentor Coaches	Teachers, Teacher Assistants, Child Care Aides, Bilingual Aides	Curriculum & Assessment Manager, Education Manager	August – Ongoing as needed		To ensure that the classroom staff understands basic child development principles that includes an understanding of developmentally appropriate practices To possess a working knowledge of TSG, Creative Curriculum System & online lesson plans, Developmental Screener (Brigance) To ensure that classroom staff possess a working knowledge of the Early Childhood Development & Health Services performance standards and education procedures To ensure staff are knowledgeable of the Head Start Early Learning Outcomes Framework, Tennessee Early Learning Standards and program school readiness goals
Provide training on basic behavior management using CSEFEL tools and PBS guide lines	Mental Health Consultant	Child Care Aides, New Teacher Assistant, designated Family Advocates	Disabilities Mental Health Manager	Aug/Sept	\$1,388 HS \$112 EHS	To increase basic skills in providing assistance in the classrooms & increase skills in behavior management.
Provide refresher training in making referrals for behavior issues	Disabilities Mental Health Manager	Teachers and Teacher Assistants		August	No Cost	To increase skills in observation and completion of steps to obtain consultation assistance.
Provide training on services for children with disabilities	Disabilities Mental Health Manager	Teachers & Special Services Assistants		Aug/Sept	No Cost	To increase staff knowledge and expectations of children with special needs.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

EDUCATION

T/TA Goal: To help teaching staff improve existing practices that will promote accurate administration of the developmental assessment and screenings to effectively plan classroom and home activities using Developmentally Appropriate Practice, Creative Curriculum and Partners for Healthy Babies.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
To provide one on one and group trainings for all teachers to correctly use Brigance and ASQ2-SE-2 to assess individual skill development and compile a comprehensive picture of a child's developmental progress.	Curriculum & Assessment Manager, Disabilities/ MH Manager, Area Coordinators, Curriculum associates (Brigance) and Teaching Strategies	Teachers & Teacher Assistants	Disabilities/ Mental Health Manager	Fall & Ongoing as needed	Curriculum \$10,060 HS \$3,300 EHS Brigance \$1,851 HS \$149 EHS	Improved ability of teaching staff to recognize normal & abnormal patterns of development in children through use of standardized screening tools. Improve staff's understanding of how to score & interpret results of developmental screenings & innate a referral for children with suspected developmental delay. Improve staff's understanding of how to use the screening tools as part of a routine developmental assessment to identify children with areas of concern & intervene to enhance the care they provide. Ensure assessments are administered accurately by systematic observations & direct interaction with the child. 2. Improve the ability of teaching staff to analyze & interpret child assessment outcomes in order to improve classroom interactions, effective implementation of curriculum & provide a complete picture of a child's acquired & emerging skills. Prepare teaching staff to work effectively with parents by collaborating with the family about their child's progress using assessment data.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

SOCIAL SERVICES

T/TA Goal: Staff will increase their knowledge and understanding of the Parent, Family & Community Engagement Framework to enhance engagement practices & support professional development.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Support staff development in developing and building relationships with families.	ECLKC, Family Dev. Credential,	Family Advocates	Family Community Partnership, ERSEA & Parent Involvement Managers	Ongoing	\$3,500 HS	To develop effective partnerships & goal oriented relationships with families to achieve positive family & child outcomes. To develop a deeper understanding of PFCE framework
Provide resources and training on how to relate Family Partnership goals to the Family Engagement Outcomes from the Parent, Family and Community Engagement Framework.	ECLKC, Webinars, PFCE	Family Advocates	Family Community Partnership & Parent Involvement Managers	Ongoing	No Cost	Family Advocates will partner with families to set goals that directly relate to the Family Engagement Outcomes in the PFCE Framework.
3. Provide ChildPlus training on documenting goals and showing the relationship between the goals and the Parent, Family, and Community Engagement Framework.	ChildPlus, PFCE, Webinars	Family Advocates	Family Community Partnership Manager	July 2020 & Ongoing	No Cost	Goals will be documented in ChildPlus and connected to the PFCE

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

ERSEA

T/TA Goal: To explore innovated ways to increase community awareness of Douglas Cherokee HS/EHS services.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
To partner with the agency in developing a central intake form to identify potential clients in an effort to locate and increase the number of eligible families for our program.	Agency	Family Advocates	ERSEA Manager	July 2020	No Cost	Family Advocate staff will gain knowledge on how to utilize the agency intake form to identify and locate children and families in need of our services.
Family Advocates will invite current parents, community agencies and businesses to recruit families for our program.	Parents, staff, community agencies & businesses	Family Advocates, Parents, and Community	ERSEA Manager	July 2020-May 2021	None	Family Advocates will discover new innovated ways of informing the communities about our program and in recruiting children and families.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

AREA- Parent Involvement

T/TA Goal: All Staff will understand the importance of non-federal share and that volunteer services are an integral part of the Head Start program.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Provide training for all staff on non-federal share.	Parent Involvement and Fiscal Managers ECLKC	All Staff	Parent Involvement Manager	August 2020	N/A	All staff will recognize the crucial role they play in acquiring non-federal match share.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

AREA- ERSEA

T/TA Goal: To identify and prioritize families experiencing homelessness and foster care.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Family Advocates will complete the eight modules in Supporting Children and Families Experiencing Homelessness.	ECLKC	Family Advocates	ERSEA and Family Community Partnership Manager	July 2020	None	Family Advocates will gain knowledge on how to support children and families experiencing homelessness.
Family Advocates will invite current parents, community agencies and businesses to help recruit children.	Parents, Staff, Community Agencies and Business	Family Advocates, Parents and Community	ERSEA Manager	July 2020-May 2021	None	Family Advocates will discover new innovative ways of recruiting children and families while informing the community about our program.
Provide poverty simulation training for all staff.	Poverty Simulator Kit	All Staff	Family Community Partnership Manager	August 2020	\$150 HS	Staff will have a better understanding of families living in poverty.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 1: Identified Goals

AREA- Mental Health

T/TA Goal: To equip staff with behavior prevention and management techniques.

T/TA Strategies Events/Activities	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Conscious Discipline Training	Conscious Discipline	Classroom staff	Disabilities/ Mental Health Manager	July/August	\$6,800 HS \$1,200 EHS	Staff will have more knowledge to deal with behavior concerns.
Push Past It : Positive Approach to Challenging Behaviors	Angela Nelson Searcy	All Staff	Disabilities/ Mental Health Manager	October/ November	\$4,250 HS \$750 EHS	Staff will have more knowledge to deal with behavior concerns.
Child Welfare Trauma Tool Kit Training	Dr. Kara Johansen Dr. Kris Mahoney	Teachers and Teacher Assistants	Disabilities/ Mental Health, Family Community Partnership Managers	July/August		Staff will have a better understanding of how to work with children/adults who have experienced traumatic events. Staff will be able to support children and families through traumatic informed practice.

DOUGLAS CHEROKEE
HEAD START/EARLY HEAD START
T/TA PLAN

PART 2
HEAD START TRAINING

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 2: HS Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Child Care Professional First Aid/Safety: <ul style="list-style-type: none"> • Childhood Emergencies • Health Policies • Childhood Safety • Medications/Poisonings • Fire Extinguisher Use • OSHA Training • First Aid, Infant/Child CPR 	Component Manager, Local Fire/EMS	All Center Staff	Health/Nutrition & Transportation Managers, HR Manager, Facilities Manager	Annually in July or as soon as practical after employment, renew as required	\$6,750 HS \$1,800 EHS	Appropriate safety practices and first aid procedures followed in the event of an emergency situation.
Identification & Reporting of Child Abuse & Neglect: <ul style="list-style-type: none"> • Definitions • Laws/Regulations • Program Policies/Procedures 	Certified First Aid/CPR trainers	All Staff working with children	Human Resource Manager			Basic First Aid and life support will be provided in the event of an emergency.
Supporting First & Second Language Acquisition: <ul style="list-style-type: none"> • Strategies • Assessing Outcomes • Dual Language Acquisition Policies 	FPC Manager, Human Resource Manager, DCS & other local agencies	All Staff	FPC Manager, Human Resource Manager	Annually & at employment/prior to contact w/children	No Cost	Staff will recognize and report any known or suspected child abuse and/or neglect according to laws/regulations, and Agency policies.
Disabilities Training <ul style="list-style-type: none"> • Recruitment of children with disabilities. • Referrals for Evaluation • Child Screening Training 	Curriculum/Assessment Manager, Education Manager, Literacy Advisor, Bilingual Staff	Teachers, Assistants, Family Advocates, Mentor Coaches, Parents	Education Manager	August	\$370 HS \$30 EHS	Children will progress in understanding and speaking both English and their home language.
	Disabilities/ Mental Health Manager	Family Advocates	Disabilities/ Mental Health Manager	Annually or upon employment	No cost	In adherence to 45 CFR Part 84, non-discrimination on the basis of disability (Rehabilitation Act and ADA)
	Component Managers	Special Services Assistants, PBSA's Education Staff, FA's, PBSA's & SSA's	Component Managers	Annually or as needed	No Cost	Staff will understand the importance of requirements and procedures to perform screeners.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 2: HS Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Parent Orientation & Training: <ul style="list-style-type: none"> • Head Start Philosophy • Confidentiality Expectations • Code of Conduct • In-Kind Requirements • Bus Safety Procedures • Disabilities/Health/Nutrition/Safety/Abuse/Neglect • Substance Misuse • Pre-natal health care, fetal develop, alcohol/tobacco risks • Labor/Delivery/Benefits of Breast Feeding • Post-partum health, recovery • Sudden Infant Death Syndrome • Family Literacy • Parenting Classes • ACES 	Managers, FA's, Area Coordinators, Classroom staff, Local Professionals, video resources ("Partners for a Healthy Baby Curriculum"), Parent Handbook & Policy Manual, Parent Resources on Website, Community Parent Fairs, Parent Ed. Centers, "Helping Your Child Grow" (Parent Guide), Getting Ready for School Begins at Birth" booklet, Program Newsletter, Parenting Curriculum (researched based)	Parents, Pregnant Mothers	All Managers for their area	Annually On-going and as pregnant mothers are enrolled in EHS.	No Cost \$300 EHS	Parents will have an orientation including child and family health, nutrition, and safety, abuse and neglect, mental health, disabilities, parent's rights and responsibilities, and the opportunity to participate in training. Expectant mothers will learn of pre-natal and post-natal care and the benefits of healthy choices and potential harm of unhealthy choices. Parents will have the opportunity to participate in a research based parenting curriculum that builds on parent's knowledge and offers the opportunity to practice parenting skills to promote children's training and development
Child Growth & Development <i>Planned learning activities via parent meetings, parent/teacher conferences, In-services, workshops, written/verbal communication, and home visit include:</i> <ul style="list-style-type: none"> • Normal Child Growth & Development • Interactive Literacy Activities between Parents & Children • Nutrition • Health • Mental Health • Disabilities • Dental Care • Special Needs • Discipline/Guidance • Safety • Child Abuse Prevention • Shaken Baby/Head Trauma 	Individual Component Managers, All Classroom Staff, Family Advocates, Local Professionals	Parents & Family Members	All Managers for their area	On-going as needed (at least monthly)	No Cost	Head Start parents will increase their knowledge and confidence about child development and how to best meet their own child's needs.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 2: HS Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
<p>Effective Transition of Children into & out of Head Start:</p> <ul style="list-style-type: none"> • Early Head Start to Head Start • Local Transition Plans • Parents Rights & Responsibilities • Strategies & Activities • Timelines 	Disabilities/MH & Transition, FCP, Education, Parent Involvement, Education Managers, Local School Systems Family Advocates	Teachers, Family Advocates, Special Service Assistants, Community Partners, Parents, PBSA's	Transition Manager	On-going	No cost	Collaborative efforts of program staff, school staff, community partners and parents to meet the individual needs of children and families as they transition into, through, and out of the Head Start program.
<p>New Staff Orientation:</p> <ul style="list-style-type: none"> • Job Duties & Responsibilities • Head Start Philosophy • Program Goals & Objectives • Personnel Policies/Procedures • Confidentiality • Professional Development • Child Abuse/Neglect Reporting • ADA/Accessibility • Transportation Safety Reporting-Arrival & Departure • Shaken Baby/SIDS/Safe Sleep • CLASS Overview • Appropriate Supervision of Children At All Times • Procedures for Receiving & Releasing Children • Standard of Conduct • Hygiene Practices • Emergency Health/Safety Procedures • Disease Control, Prevention & Health Promotion • Administration of Medication • Food Allergies & Emergencies • Emergency Preparedness • First Aid & CPR-90 days & renew as required • ACES • InKind 	Human Resource Manager, Component Managers, Area Coordinators, Head Start Director	New Employees	Human Resource Manager	Upon Employment & On-going as required	\$250 HS \$250 EHS	Increase knowledge of program operations, policies, procedures, job duties, and personal responsibilities; knowledge of federal, state and local regulations for staff.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021
Part 2: HS Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Bus Driver/Monitor Training <ul style="list-style-type: none"> • Evacuation Procedures/Drills • Defensive Driving – Operating in safe & efficient manner-run a fixed route • Loading & Unloading Procedure • Child Pickup/Release Procedures • Preventative Maintenance, maintaining records & required paperwork • Pre & Post Trip Inspections • Child Restraint Systems • Disabilities/Operating Special Equip. 	Transportation Manager, WSCC, DHS Licensing, Cert. TDOT Instructor, Lead Drivers, Area Coordinators, DCEA Head Start Website Training videos & Info. Disabilities/Mental Health Manager, Mental Health Consultant	Drivers, Teacher Assistants,	Transportation Manager	Annually, Semi-annually & as needed with new staff	\$1875 HS	Safe and dependable transportation for Head Start children, staff, and parents.
Professional Development Plan <ul style="list-style-type: none"> • Training Needs Analysis • Job Training/Retraining • Career Counseling • CDA, FDC, Certifications, College Degrees • Supervisory Training • CLASS Training Individual Plan 	Human Resource Manager, Component Managers, Area Coordinators, Local colleges,	All staff Required Staff Supervisors	Human Resource Manager, Component Managers, Head Start Director	Annually or upon employment	\$19,425 HS \$4,680 EHS	Increase knowledge of educational opportunities and career development. Formal Certification/Degree Increased supervisor knowledge and productivity of supervised staff
<ul style="list-style-type: none"> • Standardized Curriculum & Assessment training 	Mentor Coaches Curriculum and Assessment Manager and Teaching Strategies	Teachers, Teacher Assistants Teacher and TA's	Mentor Coaches, Ed. Manager, Curriculum/Assessment Manager Curriculum Assessment Manager	Aug– May Ongoing	\$500 HS N/A	Improve the quality of adult interactions that support positive child outcomes. New hire teaching staff will be trained through standardized procedures to increase knowledge of ongoing assessment, curriculum implementation, and analyzing and interpreting child assessment data to drive outcomes for all children.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 2: HS Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Governance Training	Director, Managers, LEAD Handbook (Leaders Engaged As Decision Makers	Board & Policy Council Members	Director & Parent Involvement Manager	July - Ongoing	No cost	Policy Council members will understand the information they receive to effectively oversee and participate in DCEA Head Start
1302.12 Eligibility Training	ERSEA Manager, Director (Board Training)	Family Advocates, Policy Council, Board Members, Any staff verifying eligibility	ERSEA Manager	Within 90 days of hire, within 180 days of term, Annually	No cost	Increase knowledge of eligibility rules and guidelines for Policy Council, Board of Directors and any staff responsible for verifying eligibility of Head Start families.
Administrative Training	Regional and National Trainers	Management Staff and/or Field Staff	Director	July - June	Cost Varies	Staff trained on all areas of HS/EHS and provide staff development training through pre-service, in-service small group or individual T/TA
Facility Usage	Local Churches, Community Buildings, Conf. Centers	All Staff	Director, T/TA Manager	July - June	\$4,250 HS \$1,189 EHS	
Out of Area Trainings	National, Regional & State Conference	Management Staff and/or Field Staff	Director	July – June	\$17,748 HS \$7,104 EHS	
Parent & Family Engagement: Exploring Strategies in Systems and program services	Regional T/TA	Family Advocates	Family Community Partnership and Parent Involvement Managers	July-Aug	\$4,798 HS \$847 EHS	Participants will broaden their definition of Family Engagement through PFCE framework and develop a greater understanding of the importance of relationships between parents and staff.

DOUGLAS CHEROKEE
HEAD START/EARLY HEAD START
T/TA PLAN

PART 3
STATE TRAININGS

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 3: State/Local Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Child Care Professional First Aid & Safety: <ul style="list-style-type: none"> • Agency Policies/Procedures • Childhood Emergencies • Health Policies • Childhood Safety • Handling of Medications • Poisonings • CACFP • Childhood Injury Control • Fire Extinguisher Use • Infant/Child First Aid/CPR 	Component Managers, Local Fire/EMS	All Center Staff	Health/Nutrition Manager, Human Resource Manager, Facilities Manager	Annually, within 30 days of employment,	Listed in Part 2	To assure appropriate safety practices and first aid procedures are followed in the event of an emergency situation.
Emergency Plans & Procedures <ul style="list-style-type: none"> • CPR/First Aid Procedures • Evacuation Procedures • Natural Disaster Procedures • Terrorist Threat Procedures 	Certified First Aid/CPR trainers	All Staff working with children	Human Resource Manager	Within 90 days of employment, renew to stay current		Basic First Aid and life support will be provided in the event of an emergency.
Emergency Plans & Procedures <ul style="list-style-type: none"> • CPR/First Aid Procedures • Evacuation Procedures • Natural Disaster Procedures • Terrorist Threat Procedures 	Facilities & Maintenance Manager, Certified First Aid/CPR trainer, Local Emergency Agencies	All Staff	Facilities & Maintenance Manager, Education Coordinator, Personnel Manager	Annually, during new staff orientation	Listed in Part 2	To assure awareness of appropriate safety practices in the event of an emergency situation.
Dismissing/Receiving Children <ul style="list-style-type: none"> • Agency Policies/Procedures • Hand-to-Hand Policy • Parent Agreement 	Area Coordinators, Teachers	All Center Staff, Parents	Curriculum Assessment Manager	Monthly & during new staff orientation	Listed in Part 2	Follow policies and procedures to ensure safe receiving/releasing of children.
Discipline policies <ul style="list-style-type: none"> • Non-punitive Discipline Techniques 	Component Managers, Dr. Kris Mahoney	All Staff	Education & Mental Health Managers	Annually, As Needed	Listed in Part 2	Follow policies and procedures in non-punitive discipline techniques.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021
Part 3: State/Local Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
Overview of Licensing Requirements <ul style="list-style-type: none"> Continuous Training through In-Service & Workshops TCCOTS New Caregiver Training TNELDS Shaken Baby/Abusive Head Trauma Before You Begin Gold Sneaker ACES 	Area Coordinators, Component Managers, T/TAS staff	All Center staff	Education Manager, Facilities Manager	Annually, as needed	Listed in Part 1 and/or Part 2	Understanding of licensing procedures.
Child Abuse/Neglect Prevention Orientation & Training in: <ul style="list-style-type: none"> Identification & Reporting Definitions Laws/Regulations Program Policies/Procedures 	DHS Certified trainers, Human Resource Manager, Supervisors, Teachers, Family Advocates, State approved child abuse curriculum, Parent Resources on Website	All Staff & parents	FCP Manager, Curriculum & Assessment Manager	Annually		Increase knowledge of definition of child abuse and a better understanding of how to prevent child abuse. Full understanding of the legal responsibilities in reporting.
Disease Control <ul style="list-style-type: none"> Health Promotion Information on Risks (Infection, Stress, CMV, etc.) Appropriate Disposal of Bio Contaminants 	Health/Nutrition Manager, Human Resource Manager	Center staff, parents	Health/Nutrition Manager	New Hire Orientation		To reduce the risk of infection or the spread of childhood illnesses in the individual Head Start facilities.
Blood Borne Pathogen Control <ul style="list-style-type: none"> General Explanation of Blood Borne Diseases Modes of Transmission Exposure Control Plans 	Health/Nutrition Manager, Human Resource Manager	All Staff	Health/Nutrition Manager	Annually		To minimize the risk of transmission of HIV, Hepatitis B and other blood borne pathogens to staff, volunteers and children.

Region IV Head Start T/TA Plan
Grantee: Douglas Cherokee Head Start/Early Head Start
Year: 2020-2021

Part 3: State/Local Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
<u>Transportation</u> <ul style="list-style-type: none"> Tennessee Department of Safety (TDOS) CDL License Drug/Alcohol Testing Program Licensing Training-6 Point 	Certified TDOS & Specialized Trainers, In-Service, Workshops, Video Resources, Lead Drivers, Area Coordinators, Transportation Manager	Bus Drivers, Teacher Assistants Supervisors, CDL Holders All Staff	Transportation Manager	TDOT-Annual CDL-as needed Drug/Alcohol-Annually Licensing-every 6 months, As needed with new staff	\$300 HS	Adherence to federal and state DOT regulations and to ensure safe transportation of children.
<u>Administrative</u> <ul style="list-style-type: none"> Agency Policies/Procedures Program Philosophy Job Descriptions Employees Assigned Duties & Responsibilities Child Abuse Reporting Current topics and issues 	Human Resource Manager, Component Managers, Area Coordinators	All Staff	Human Resource Manager	Prior to assuming duties	\$6,117 HS \$3,965 EHS	Increase knowledge of program operations, policies and procedures, and job duties and responsibilities, current trends, regulation changes & monitoring issues
<u>Staff Development</u> <ul style="list-style-type: none"> Professional Development CDA, Certifications FDC 	Human Resource Manager, Component Managers, Local colleges	Classroom Staff	Human Resource Manager, Component Managers	Annually	Listed in Part 2	Increase knowledge of educational opportunities and career development. Formal Certification/Degree

Region IV Head Start T/TA Plan
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Part 3: State/Local Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
<u>Parent Involvement</u> Parent Training/Communication <ul style="list-style-type: none"> Meeting & Training Schedules In-service training opportunities Educational Opportunities Job Assistance Head Start Job Openings 	Handouts, Postings, Pre/In-Services, Teachers, FAs, Community Resource Book/Pamphlet, Neighborhood Service Centers, Parent Ed. Centers, FB/Social Media	Head Start Parents	Parent/Volunteer Manager	Annually and on-going weekly	Listed in Part 1 and/or Part 2	Parents will receive timely communication concerning meetings, training, educational, and job opportunities in adherence to program requirements and regulations.
<u>Education</u> Staff & Parent Training <ul style="list-style-type: none"> Child Development Program Curriculum Implementation/Fidelity Individualizing 	Education, Parent/Volunteer Managers, Parent Education Center	Teachers, Center Staff & Parents	Education, Parent/Volunteer Managers	Annually & as Needed		Adherence to program requirements and regulations
<u>Health</u> Health Education Program <ul style="list-style-type: none"> Staff Parents 	Health/Nutrition & Parent/Volunteer Managers, Teachers, FAs, Parent Ed. Center	All Staff, Parents	Health/Nutrition, Parent/Volunteer Managers	Annually or as Needed		Adherence to program requirements and regulations
<u>Mental Health</u> <ul style="list-style-type: none"> Staff Training Parent Training Individual Differences Supportive Environments Parenting Skills 	Disabilities & Mental Health, Parent/Volunteer Managers, Teachers, FAs, Community Resources, Parent Ed. Centers	All Staff & Parents	Disabilities & Mental Health, Parent/Volunteer Managers	Annually & as Needed		Adherence to program requirements and regulations

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Part 3: State/Local Training

Required Training (including size & scope)	T/TA Resource	Target Audience	Responsible Manager	Timeline	Estimated Cost	Expected Outcomes
<u>Nutrition</u> USDA Child & Adult Care Food Program Sponsor Training <ul style="list-style-type: none"> • CACFP 	USDA and/or DHS officials	Health/Nutrition Manager	Health/Nutrition Manager	Annually	No Cost	Ensure adherence to all administrative regulations for CACFP
Basic Principles of Nutrition <ul style="list-style-type: none"> • Staff • CACFP Requirements 	Health/Nutrition Manager, Component Manager s, Family Advocates	Cooks, Center Staff	Health/Nutrition Manager	Annually or upon employment	No Cost	Adherence to program requirements and regulations
Prevention & control of infectious diseases (including immunization)	Health/Nutrition Manager	All Staff	Health/Nutrition Manager	Annually	No Cost	Staff will have increased knowledge of disease control & prevention
Prevention of sudden infant death syndrome & use of safe sleeping practices	Health/Nutrition Manager	All Staff	Health/Nutrition Manager	Annually	No Cost	Staff will have increased knowledge of safe sleeping habits
Administration of medication, consistent with standards for parental consent	Health/Nutrition Manager	All Staff	Health/Nutrition Manager	Annually	No Cost	Staff will have increased knowledge of appropriate medication administration
Prevention of & response to emergencies due to food & allergic reactions	Health/Nutrition Manager	All Staff	Health/Nutrition Manager	Annually	No Cost	Staff will have increased knowledge of appropriate practices regarding food allergies and emergencies