

Part 1: Identified T/TA Goals --1302.92 (b)

T/TA Goal - I: The training and professional development system, as described in §1302.92, effectively supports the delivery and continuous improvement of high-quality services; **Governing bodies and management staff (coordinators, managers and supervisors) will maintain skill levels necessary to execute the duties of their jobs and conduct/provide the training required to achieve and maintain a quality program for children and families.**

| T/TA Strategies Events/Activities (include size & scope) (On-going Activity) | T/TA Resource | Target Audience or HS Mgt. System | Responsible Manager | Timeline | Estimated Cost |
|---|---|---|--|--|--|
| <ol style="list-style-type: none"> 1. Governing bodies receive required training on eligibility and their respective roles and responsibilities 2. Based on needs, develop and continue to provide ongoing comprehensive management training events/opportunities to approximately 14-16 key staff members. During future planning meeting, discuss as appropriate key items learned in recent trainings and ways to implement. 3. Stay current on knowledge of budgeting, auditing, and other fiscal requirements | <ol style="list-style-type: none"> 1. Programs Coord., Parent Eng. Coord. Outside trainer 2. SECAA graduate training 3. Webinars & HS State & Regional confs | <ol style="list-style-type: none"> 1. Board/PC 2. 16 HS/EHS managers, supervisors and other key staff in all areas w/ certification and others as part of succession planning. 3. Fiscal staff | <ol style="list-style-type: none"> 1. CEO, Program Coord with CEO 2. CEO 3. CEO | <ol style="list-style-type: none"> 1. Within 90 days for new; ongoing for others. 2. SEACAA graduate training – December 3. GMS and other training as available | <ol style="list-style-type: none"> 1. Staff time, written materials 2. HS: \$3,500 EHS \$2,800 3. As need; some at no cost such as from ECLKC |

| Expected Outcomes (Short-Term &/or Long-Term) | Indicators | Documentation/Frequency of Measurement |
|--|--|---|
| <ol style="list-style-type: none"> 1. Training developed and provided based on the needs of management staff 2. Over time, core management group formed a cohesive unit that support one another as needed to provide a quality program for children and families. Continue to develop a team that plans, supports, and works together and to develop other persons in their management area. 3. Management staff works with their staff to provide a quality program for children and families and that meets standards. | <p>Professional Development Plan and other assessment information</p> <p>Staff complete SECAA training as offered Graduate certifications maintained, additional staff receive certificate of completion</p> | <p>Annual Evaluation</p> <p>Intermediate Assessment as needed</p> |

Part 1: Identified T/TA Goals

T/TA Goal II: To provide regularly professional development for education/family engagement/health staff, particularly those who train or mentor other staff or who work directly with parents, to increase staff member's ability to build school readiness & PFCE competencies.

| T/TA Strategies Events/Activities (include size & scope) (On-Going Activity) | T/TA Resource | Target Audience or HS Mgt. System | Responsible Manager | Timeline | Estimated Cost |
|--|--|--|--|--|--|
| <p><i>List each strategy, event, or activity</i></p> <p>1. Provide HS/EHS Coordinators, Educators, family engagement and health staff with broad array of outside training including that on child development/family needs/ health/ nutrition/disabilities/Trauma Informed Approach/Dual language learners./culture etc. to include but not limited to:</p> <p>a. Appro. free webinars; (ex. ECKLC-, e-DECA, Early Childhood Investigations, Ounce)</p> <p>b. Paid webinars (e.g. Conscious Discipline, HighScope and the Fieldsman-Tucker series, speechpathology.com, WipFli , Child Trauma Academy)</p> <p>c. Consultants when appropriate (ex. for PFCE - relating to parent well-being and parents as educators; motivating parents to become more self-sufficient; financial planning, Conscious Discipline, HighScope.)</p> <p>2. Attendance of targeted HS/EHS staff at related conferences (state/cluster regional/national); staff (education, health, mental health, family engagement etc.) sent dependent on specifically what is being offered at that time and what information/skills staff need per their plan.</p> <p>a. Region IV Head Start Conference</p> <p>b. AL Head Start Association Conference</p> <p>c. Region IV Spring Head Start Conference</p> <p>d. NHSA Conference</p> <p>3. Providing parents with opportunities to attend research-based parenting curriculum</p> | <p>1. Includes</p> <p>a. supervisors arrange</p> <p>b. supervisors arrange</p> <p>c. The Jones Connection, CCRC, Lee Co Extension, ECLKC, etc.</p> <p>2. HS Confs. –</p> <p>a. Region</p> <p>b. State</p> <p>c. Region spring</p> <p>d. National</p> <p>3 Family Resource Center and ACHR/EAMH</p> | <p>1. Includes</p> <p>a. Center Assistant/health assistants, other support staff</p> <p>b. Family Engagement Staff, Health Staff, Intervention/ Behavior Spec./Home Based Educators, Administrative Coord.</p> <p>c. Same as b.</p> <p>2. Targeted HS/EHS staff, dependent on offering</p> <p>a. Fiscal, FE Coord. 2 parents</p> <p>3. Parents/Guardians</p> | <p>1.Trainer and or CEO, designee</p> <p>2. Programs Coord.</p> <p>3. Health Coord, FE Coord</p> | <p>1. Includes:</p> <p>a. TBA</p> <p>b. Depends on availability of events</p> <p>c. Same as b.</p> <p>2. Includes</p> <p>a. Fall</p> <p>b. Winter Meeting</p> <p>c. Spring</p> <p>d. NHSA Spring</p> <p>3. October/Feb or as families agree upon</p> | <p>1 Includes</p> <p>a. No cost but time-- In-kind if possible;</p> <p>b. HS \$1000 EHS \$500 (paid webinars)</p> <p>c. \$4,500 HS 2500 EHS 1500</p> <p>2. a. Reg IV (Feb) HS: \$2486 EHS: \$2486</p> <p>b. AL HS Assoc HS:\$1268 EHS \$1268</p> <p>c. Region IV (Jun) HS \$2486 EHS \$4922</p> <p>d. NHSA HS \$2615 EHS \$3830</p> <p>3. Parenting HS 0 EHS 0</p> |

| Expected Outcomes (Short-Term &/or Long-Term) | Indicators | Frequency of Measurement |
|--|---|---|
| <p>1. Children ready for the next developmental level; 4yr olds going on to kindergarten will be school ready; 3 yr olds transitioning from EHS will be ready for preschool.</p> <p>2. Parents more involved w/children/development & advocate for children’s school success.</p> <p>3. Knowledge of those who train kept current so can provide quality staff training.</p> <p>4. Teaching/HB Parent Educators/Family Engagement/Health Staff increase knowledge base so are able to interact with children and/or families in a positive manner to support broad array of learning.</p> <p>5. Staff continues to meet requirements for high quality program.</p> | <p>1.Child Outcomes</p> <p>2. RAGS activities, Family Eng. Staff notes, Vol Time Sheets</p> <p>3. Positive training evaluations from staff trained.</p> <p>4. Average CLASS Score</p> <p>5. Appropriate classroom set-up; lesson plans, staff-child interaction; Child Data, positive feedback from parents, etc.</p> | <p>3x/yr. monthly</p> <p>After attending</p> <p>CLASS Twice yearly</p> <p>Periodic Classroom monitoring; Lesson plans checked weekly.</p> <p>Education Staff Evaluations –April- June</p> |

Part 1: Identified T/TA Goals

T/TA Goal III: To regularly provide professional development for education staff particularly those who train, coach, observe or mentor other staff or who work directly with children, designed to increase each staff member’s ability to build trauma-informed, school readiness-related competencies in their areas.

| T/TA Strategies Events/Activities (include size & scope) (On-Going Activity) | T/TA Resource | Target Audience or HS Mgt. System | Responsible Manager | Timeline | Estimated Cost |
|--|---|---|---------------------|--|---|
| <p>List each strategy, event, or activity</p> <ol style="list-style-type: none"> 1. Arrange for appropriate staff to attend training conferences such as HighScope, so Educators, Coaches and those who help them receive training to keep skills current, provide coaching/mentoring, ensure curriculum fidelity and help them track child progress. 2. Arrange for key staff to be trained and annually recertified in the CLASS assessment tool 3. Provide HS/EHS Teachers, HB Parent Educators, with broad array of outside training including child development/ school readiness domains. Includes: <ol style="list-style-type: none"> a Partners for a Healthy Baby (online-Curriculum practices) or Home based conference (TN) b. Conscious Discipline 4. Provide Teachers & HB Parent Educators ongoing in-house training | <ol style="list-style-type: none"> 1. High/Scope Registry Conf, ECKLC PBC info 2. CLASS training & video 3 Includes <ol style="list-style-type: none"> a Home Based Conf. b. Conscious Discipline Conf. 4. ACHR Train & EC Coordinator | <ol style="list-style-type: none"> 1. Educators (6) 2. Educators (7) 3. Includes: <ol style="list-style-type: none"> a. Home Ed +FEAs (10) b. EHS/HS Education staff/ Teacher/HV 8 if can budget 4. Teachers, HV | Trainer CEO | <ol style="list-style-type: none"> 1 May High Scope Conf. 2. As cert Expire 3. Includes <ol style="list-style-type: none"> a. HB Conf. b. summer June/July 19 4. In house | <ol style="list-style-type: none"> 1. HS \$5370 EHS \$4320 2. HS \$1350 EHS 0 3. Includes <ol style="list-style-type: none"> a. EHS \$11,330 b.HS 6313 EHS 5,313 4 HS 3,243 EHS 2749 |

| Expected Outcomes (Short-Term &/or Long-Term) | Indicators | Frequency of Measurement |
|---|--|--|
| <ul style="list-style-type: none"> • Educators obtain/enhance skills that include creative methods for working with adults (e.g. coaching/support) and children, and assist staff in implementing school readiness goals. Those who train/coach/mentor keep knowledge current to be able to provide quality staff training and support. • Teachers/HB Parent Educators increase knowledge base and increase skills in interacting with children and/or families to support school readiness including self-regulation and social skills, higher order thinking skills, trauma informed approach and PFCE. • Teachers will improve/maintain positive climate of classrooms as reflected in results of CLASS monitoring. • Classroom staff will continue to meet requirements for high quality teaching and learning and implement curriculum with fidelity. • Children will make measurable progress on HighScope COR Advantage outcomes. | <p>Positive training evaluations from staff trained.</p> <p>Appropriate classroom setup; lesson plans, staff-child interactions; Positive feedback from parents, etc.</p> <p>CLASS Scores</p> <p>Children’s Abilities increase on High Scope COR Advantage</p> | <p>Training summaries/evaluations for ea.</p> <p>Classrooms monitored an average of twice monthly; lesson plans checked weekly.</p> <p>CLASS 2x per year average</p> <p>Staff evaluations—Spring/Summer High</p> <p>Scope COR Data 3x per year</p> <p>Ongoing PQA, home-based assessment tool (e.g. HOVRS), informal/formal Observations</p> |

Part 1: Identified T/TA Goals

T/TA Goal IV: To improve Head Start and Early Head Start Teachers,' HB Parent Educator's & Family Engagement staff's ability to support children's development of self-regulation, resilience and higher order thinking skills in the classroom and home.

| T/TA Strategies Events/Activities (include size & scope) (On Going Activities) | T/TA Resource | Target Audience or HS Mgt. System | Responsible Manager | Timeline | Estimated Cost |
|---|---|--|---|--|---|
| <p><i>List each strategy, event, or activity</i></p> <p>1. ACHR trainers/educators and others as appropriate attend Conscious Discipline training to gather ideas for training staff.</p> <p>2. Provide training to education staff on a variety of topics, e.g. areas of curriculum and CLASS, methods for using the Conscious Discipline in the classroom including self-regulation skills, composure, and assertiveness leading to higher SEL skills and resilience.</p> <p>3. Provide Conscious Discipline training to all HS/EHS staff who work for ACHR with children and families in 2022-23.</p> <p>4. Provide Trauma Informed Care approach training to Education, Health, Family Engagement and other key staff</p> | <p>1/2. Conscious Discipline Confs. in Orlando</p> <p>2. ACHR's trainers and other staff who have been trained to assist and use of training materials from Conscious Discipline</p> <p>3. On site multiple day Conscious Discipline training including parenting curriculum</p> <p>4. Online free webinars & ECKLC</p> | <p>1. Includes Educators, Trainer, ECC, HV (3)</p> <p>2 Educators, Teachers, interns, HB Parent Educators</p> <p>3. All HS/EHS Staff</p> <p>4. Education, Health, Family Engagement, and other key staff</p> | <p>CEO</p> <p>Trainer</p> <p>CEO/Trainer</p> <p>Trainer/ Coordinators</p> | <p>1. Summer June/July</p> <p>2 In-house Training June/August and periodic ongoing</p> <p>3 March 2022</p> <p>4. TBA</p> | <p>1 HS 1 EHS (See goal III)</p> <p>2. included in other in-service training (See goal III)</p> <p>3. HS 5,300 EHS 5,100</p> <p>4. HS 0 EHS 0</p> |

| Expected Outcomes (Short-Term &/or Long-Term) | Indicators | Documentation/Frequency of Measurement |
|--|--|---|
| <p>1. Teachers and support staff will be more effective in the implementation of Conscious Discipline Skills such as composure (anger management and gratification delay), encouragement (pro-social skills: kindness, caring, helpfulness) and assertiveness (bullying prevention, healthy boundaries), CD parenting curriculum information, trauma informed care and more capable of implementing strategies and techniques leading to children's higher order thinking and other skills.</p> <p>2. Children increase social-emotional and relationship skills that contribute to resilience and self-regulation so that they can function successfully in a classroom with other preschoolers and in school/life. Infants/toddlers build strong attachments and healthy relationships as the foundation to future resilience and self-regulation.</p> | <p>Classroom Observation, Interventionist/Behavior Specialist's notes</p> <p>Observation DECA follow-up for children with identified needs</p> | <p>Applicable sections of the Conscious Discipline rubrics</p> <p>Ongoing COR – three times yearly DECA post screening if funds are available</p> |

Part 1: Identified T/TA Goals

T/TA Goal V: To note skills required of management, supervisory and other key staff in using Child Plus, COR Advantage, e-DECA and other software and provide training based on reported and observed needs to use the computer systems in collecting, evaluating, reporting data, and communicating with families.

| T/TA Strategies Events/Activities (include size & scope) | T/TA Resource | Target Audience or HS Mgt. System | Responsible Manager | Timeline | Estimated Cost |
|--|---|--|--|---|--|
| <p><i>List each strategy, event, or activity</i></p> <ol style="list-style-type: none"> Continue to observe staff’s use of technology and if needed survey staff to determine training needs to efficiently use computer software specific to job duties, including methods of data collection. (e.g. ChildPlus University Essential Level: Virtual Library/Videos). Decide methods for individuals to receive needed skills e.g. using in-house (staff with more skills train other staff) or outside training, such as done by ChildPlus or other software trainers. Locate/review appropriate training materials or training time based on needs Plan timelines and training with key staff | <p>Supervisors</p> <p>Assistance as need determined from a consultant</p> | <ol style="list-style-type: none"> Key HS/EHS staff and Managers New staff (e.g. teachers, FEAs, Home Educators, interns) Coordinators & Educators | <p>Administrative Coordinator, Special Projects/Technology Coordinator, Trainer with computer specialist</p> | <p>1 thru 4 This is an on-going process due to increasing demands for timely data. Also as changes in software are available or when there is staff turnover.</p> | <p>HS 1.thru 3 HS 1000 EHS 500</p> |

| Expected Outcomes (Short-Term &/or Long-Term) | Indicators | Documentation/Frequency of Measurement |
|---|---|--|
| <ol style="list-style-type: none"> As needed, provide identified computer training resources through purchased and/or contracted services. Training based on observations & staff self-assessment provided/documented Services to children and families more efficient because HS/EHS staff who need to do so are able to create/maintain data collection from various sources, input and retrieve data to track services, analyze data and create reports, account for finances etc. with reasonable efficiency; those needing further training will be identified. | <ul style="list-style-type: none"> Child Tracking System used more effectively to access and monitor data – less printing. Most staff members more skilled at inputting data to improve data flow. ChildPlus Attendance tracking | <p>CEO/designee receive summary reports of child/information status and other information needed on time and with complete information – monthly or more frequent, as needed by time of yr.</p> <p>Data tracking, staff training, parent training and materials produced more regularly and with less staff effort.</p> <p>Patterns of concern such as poor child attendance identified more quickly and services across staff not duplicated.</p> |

Part 1: Identified T/TA Goals

T/TA Goal VI: To assist and support teachers, teacher assistants, and interns (sometimes the second person in our classrooms) in staying in or returning to college to attain an AA in Child Development or BA/BS in Early Childhood Education or HDFS with concentration in infancy and preschool or a certificate in Child Development or a CDA, depending on their Professional Development Plan

| Events/Activities (include size & scope) | T/TA Resource | Target Audience or HS Mgt. System | Responsible Manager | Timeline | Estimated Cost |
|---|---|--|---|--|----------------------------------|
| <p><i>List each strategy, event, or activity</i></p> <ol style="list-style-type: none"> Review classroom staff progress towards educational goals Provide assistance when needed to obtain documentation (transcripts, course schedule etc.) so that participant and person working with participant can plan best schedule for participant and agency and so the agency will provide release time or other assistance if funds are available and as needed. Work with colleges in the area to try to see that courses needed by staff are provided at times that people who work can attend or that they are provided on line through various colleges. | <p>Colleges: Local or distance learning</p> <p>TEACH Scholarships</p> <p>SUSCC Child Development Advisory Board</p> | <p>Teachers and second persons in the classroom who need additional course work to continue in position or to advance to next level that fills a program need</p> | <p>CEO, Educators</p> | <p>College coursework as needed</p> <p>(For interns, certification or CDA must be attained within 2 years)</p> | <p>HS: \$696 EHS: \$1414</p> |
| Expected Outcomes (Short-Term &/or Long-Term) | | Indicators | Documentation/Frequency of Measurement | | |
| <ol style="list-style-type: none"> Colleges in the area may provide classes at times that students who work can attend and some staff access online courses. <ul style="list-style-type: none"> Teachers and second persons in the classrooms attend school as needed. Teachers and second persons in the classroom attain required credentials. Children's school readiness enhanced through experiences provided by higher qualified teachers. | | <p>Additional teachers and interns attain the required credentials</p> <p>Courses provided at times or in ways that working people can attend</p> <p>Staff retention/morale improved</p> | <p>Grades and graduation notes at the end of each semester marking progress toward or attainment of degrees. Documenting attainment of CDA.</p> <p>Child outcomes - measured 3x/year</p> <p>More staff remain at Agency and are motivated to increase education and improve salary.</p> | | |

Part 2 Required Head Start Training

| Required Training (including size & scope) | T/TA Resource | Target Audience | Expected Outcomes | Responsible Manager | Timeline | Estimated Cost |
|---|---|--|--|--|--|--|
| <p>1301.5 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 eligibility (1302.11(m)).</p> | <p>HSPPS Consultant Webinars. Videos, written materials</p> | <p>Governing Body & PC</p> | <p>Members understand information and effectively oversee & participate in the HS program</p> | <p>Programs Coord. & Parent Engagement Coord,</p> | <p>Within 180 days of new term</p> | <p>Outside Consultant And agency staff time as appropriate</p> |
| <p>1302.12 Determining, verifying, & documenting eligibility</p> | <p>ECKLC CAP Law Conf. Webinars</p> | <p>Governing body, PC, Mgt & staff who determine eligibility</p> | <p>Eligibility requirements understood and implemented appropriately in a timely manner</p> | <p>Programs Coord./& Parent Engagement Coordinator</p> | <p>Initial for new staff within 90 days; governing body & PC within 180 days of beginning term</p> | <p>Outside Consultant And agency staff time as appropriate</p> |
| <p>1302.32 Curriculum training using standardized training & curriculum materials</p> | <p>HighScope Trainers, Educators, coaches, mentors, & HighScope materials</p> | <p>Classroom Staff, HB Parent educators</p> | <p>Classroom staff able to implement high quality comprehensive education curriculum with fidelity</p> | <p>Education Team</p> | <p>Initial for new staff, ongoing as need for classroom staff (pre-service/in-service)</p> | <p>Staff time</p> |
| <p>1302.47 (b)(4) (i) and CCDF Safety Training: Orientation & Ongoing Training in the following areas as applicable to ages of children worked with</p> <ul style="list-style-type: none"> •(A)Prevention & control of Infectious diseases; •(B)Prevention of sudden infant death syndrome, use of safe sleeping practices •(C)Administration of medication, consistent with standards for parental consent; •(D)Prevention and response to emergencies due to food and allergic reactions •(E)Building & physical premises safety, including identification of and protection from hazards, bodies of water, &vehicular traffic; •(F)prevention of shaken baby syndrome, abusive head trauma, and child maltreatment; | <p>Quorum web-based training, video, webinars.</p> | <p>Staff with direct child contact and Daycare Staff (CCDF required topics w/ certificate)</p> | <p>Safety of children in staff care</p> | <p>Coordinators, supervisors</p> | <p>Preservice for new staff & ongoing periodic for staff</p> | <p>Staff time HS:0 EHS: 0</p> |

| Required Training (including size & scope) | T/TA Resource | Target Audience | Expected Outcomes | Responsible Manager | Timeline | Estimated Cost |
|--|---|--|--|---|---|---|
| <ul style="list-style-type: none"> •(G)Emergency preparedness & response planning for emergencies; •(H)Handling & storage of hazardous materials & the appropriate disposal of bio-contaminants; •(I)Appropriate precautions in transporting children: • (K) Recognition and reporting of child abuse and neglect. | | | | | | |
| <ul style="list-style-type: none"> • (J)Administration of basic first aid/CPR <p>ACHR Required: Helping families handle emergency situations by developing things such as emergency plans/fire escape plan</p> | <p>Certified trainer in American Heart Association, American Red Cross</p> <p>EHS HB Parent Educators</p> | <p>Teachers, drivers/aides, center managers and some support staff every 2 years CPR and first aide</p> <p>EHS Home based families</p> | <p>Staff will obtain knowledge and skill in administering first aid/CPR to injured children and staff.</p> <p>Staff and volunteers will obtain knowledge and skill in following appropriate procedures to handle emergency situations.</p> | <p>Educators and Transportation Assistant</p> | <p>Preservice & otherwise as new teachers/ drivers are hired</p> <p>Ongoing for Home-Based families</p> | <p>HS: \$ 3,500 EHS \$2500</p> |
| <p>ACHR Required: Building and physical premises safety, including identification of and protection from hazards, bodies of water, and vehicular traffic;</p> | <p>Maintenance Mgr., Webinars, checklists, written materials</p> | <p>Maintenance Mgr., Certified Playground Inspector, maintenance staff</p> | <p>Buildings and premises will be kept maintained, safe, and free from hazards</p> | <p>Maintenance Coord.</p> | <p>Ongoing</p> | <p>Staff time Materials Recertification</p> |
| <p>1302.47 (1) (ii) Safety Training : Orientation & Ongoing Training as applicable to their work & Emergency & disaster preparedness</p> | <p>handouts, video, webinars, individual & group training</p> | <p>Staff w/ no regular contact w/ children</p> | <p>Safety within the work place</p> | <p>Coordinators & supervisors</p> | <p>New staff within 3 months; ongoing periodic for staff</p> | <p>Staff time</p> |

| Required Training (including size & Scope) | T/TA Resource | Target Audience | Expected Outcomes | Responsible Manager | Timeline | Estimated Cost |
|--|---|---|---|--|--|---|
| <p>Head Start Act Section 640(a)(3)(B)(ii) 1.Developing skills in working with children with non-English language background and 2 . children with disabilities, as appropriate</p> | <p>HS state/regional meetings; special workshops on topics such as Early Interv; Workshops at High Scope; Info and webinars on ECKLC; Consultants; Conscious Discipline</p> | <p>Family Engagement Staff, teachers, assistants, bus drivers</p> | <p>1.Staff will have access to information on providing appropriate experiences for children with non-English language backgrounds. 2. Staff will have access to information and consultation on providing appropriate experiences for children with disabilities</p> | <p>Disability Liaison, Educators, coaches, mentor, FS coordinator, Transportation Manager/Coord.</p> | <p>1. Throughout the year as opportunities arise. 2. Consultation throughout the year for HS staff in specific classrooms with children having special needs.</p> | <p>HS 0 EHS 0 HS \$6,000 EHS \$0</p> |
| <p>1302.71 Transitions Transition training for Early Head Start or Head Start staff & kindergarten teachers/ public school officials as possible.</p> | <p>Educators, Family Engagement Coordinator, handouts, video, webinars, school reps.</p> | <p>Education Staff, Parents, School personnel</p> | <p>Children and families will successfully transition into and out of the EHS/Head Start program</p> | <p>Family Engagement Coordinator; Educators</p> | <p><u>Staff:</u> training prior to HS/EHS transitional home visits & pre-service training, <u>Parents:</u> At orientation or Transitional Home Visit, info sent home; also at April parent meeting. <u>EHS:</u> begin providing parent information when child turns 2 ½. <u>School Personnel/ Kindergarten teachers or other school personnel</u> at SR Advisory Committee, other meetings as possible.</p> | <p>Cost part of ACHR staff time + paper & notebooks. (Cost included in in-service training)</p> |
| <p>1302.92 (b)Pre and in-service training & professional development opportunities designed to improve the ability of staff to deliver services required by Head Start regulations and policies.</p> | <p>CEO or designee, All department. Cords. Various workshops HS offers – e.g. state conf.,consultants, T/TA Network; state liaison; ecklc</p> | <p>All Head Start/Early Head Staff</p> | <p>Program staff will acquire or increase the knowledge and skills they need to fulfill their job responsibilities. This training will be directed toward improving the ability of staff to deliver services required by Head Start regulations and policies</p> | <p>Trainer, Coordinator in the department, Educators, and Coaches/Mentor Teachers</p> | <p>Orientations, Pre-service and throughout the year as needed/ available.</p> | <p>Materials for training. (Also State & regional HS conferences in Goal 2)</p> |

| Required Training (including size & Scope) | T/TA Resource | Target Audience | Expected Outcomes | Responsible Manager | Timeline | Estimated Cost |
|--|---|---|--|---|---|--|
| 1302.92 (a) Orientation on the goals and underlying philosophy of the program and on the ways they are implemented. | Department Coordinators or designee, Education Team, | All new Head Start/Early Head Staff, consultants volunteers, PC and Board | Staff, volunteers, consultants, Policy Council and Board will increase knowledge about the goals and underlying philosophy of Head Start and the program options being implemented to provide high quality, comprehensive services within the scope of their job responsibilities. | Coordinator in the department, and Educator Team | Part of staff or consultant/volunteer orientation. | Cost part of ACHR staff time. |
| 1302.92 (c) Coaching & Professional Development system | ECKLC, HighScope, Educators, trainers, Coaches, Mentor teachers, HS/EHS Assistants | Classroom Staff, HB Parent Educators, Coaches | Will improve knowledge & skills to ensure high-quality comprehensive services and ensure fidelity of curriculum implementation and higher order thinking skills | Education Team | Throughout the year | ACHR Staff Time and Support Materials, such as online PQA, copies HS \$1000 EHS \$1000 |
| 1303.72 (b)(1) (2)Driver training to ensure drivers can operate the vehicle in a safe and efficient manner and follow all regulations including DOT & HSPPS, safely run a fixed route and perform specialized driving maneuvers | Transportation, Maintenance Coordinator and Transportation Assistant | Garage Staff, New Drivers as hired & yearly (40 hours) refresher training; | Transportation staff stay current on state regulations; requirements & licenses, New drivers get CDL if needed. Transportation services provided to children will be completed safely and efficiently, without incidents of injury to persons or damage to property. | Transportation, Maintenance Coordinator & Transportation Assistant | Annually, periodically, and otherwise as new drivers are hired. Drivers 40 hours annually | Cost part of ACHR staff time. Handouts? Binders etc. |
| 1303.72 (b) (2) (i) Operate special equip. – car seats/seat belt cutters; fire extinguishers & assistive devices as required. Conduct routine maintenance and safety checks of the vehicles and maintain accurate records as necessary. | ACHR Garage & Transportation Staff by direct instruction/training, videos, written materials, webinars | Drivers & Garage Staff annually or as hired; aides on bus at orientation & annually | Staff and aides will obtain knowledge and skill in operating special equipment. Garage staff & drivers conduct maintenance and safety checks to ensure a safe environment for buses & complete required documentation | Garage Coord., Transportation, Maintenance Coordinator & Transportation Assistant | Pre-service and otherwise as new drivers are hired and new aides on bus. Monthly safety checks made | Cost part of ACHR staff time. Materials, videos, webinars |
| 1302.72 (b)(2)(ii) Bus monitor (aide) training | Trans./Maint. Coord. /Asst, Educators. May include direct instruction, videos, written materials, webinars. | Bus aides | Ensure safe boarding/exiting, proper pick-up/release, use of child restraints & special equip. & able to respond to emergencies. Practice emergency evacuations. No child is ever left on bus or released to unauthorized person. | Transportation/ Maintenance Coordinator Transportation Assistant | Pre-service and otherwise as new aides are hired. | Cost part of ACHR staff time. Materials, videos, webinars |

| Required Training (including size & Scope) | T/TA Resource | Target Audience | Expected Outcomes | Responsible Manager | Timeline | Estimated Cost |
|---|---|---------------------------|--|---|--|----------------|
| <p>1302.51 Offer parents opportunities to participate in a research-based parenting curriculum and to offer parents the opportunity to practice parenting skills to promote children’s learning and dev.</p> | <p>Conscious Discipline. Parenting Curriculum. Family Resource Ctr. Triple P Prog.; parent newsletter, HScope info. series and the parent-child home activity sheets articulated by teachers/Home Based Parent Educators.</p> | <p>Parents, Guardians</p> | <p>Increased parenting knowledge and skills to promote children’s learning and development</p> | <p>Programs Coord, Health Coord, Education Team</p> | <p>Offer appropriate curr. and begin sessions. Provide HS/EHS staff with guidance on the Conscious Disc. approach and parenting curriculum</p> | <p>0</p> |