

West River Head Start
Training Plan
2010-2011

October 15, 2009; November 11, 2009; January 25, 2010; February 22, 2010;
March 11, 2010; April 14, 2010, April 26, 2010

West River Head Start (WRHS) provides services to four counties in rural North Dakota: Grant, Mercer, Morton, and Oliver Counties.

The 2009-2010 T/TA Plan was reviewed, discussed and updated at the monthly Management Team meetings with the Family Support Coordinators and Director. A section was reviewed, updated and revised at each Management Team Meeting to reflect the changes at West River Head Start.

The areas of discussion and review are: PIR Summary (2009-2010), triennial Federal On-Site Review Report (April 2009), Program Goals and Objectives (2008-2011 Continuation Grant); New Staff/Personnel Changes; Professional Development Plans (new as a result of Head Start Act of 2007); Self Assessment (dated February 2010); Community Assessment; Child Outcomes (2009-2010); and Previous T/TA Plan Unmet Needs (T/TA Plan for 2009-2010).

Strengths and challenges in each of the areas were discussed and notes are provided in each attached to this cover summary. Trends and opportunities were discussed and identified. Input from staff was obtained through a staff training assessment and also during the annual self-assessment. Input from parents was obtained from Policy Council meetings, Family Night meetings, Parent-Teacher Conferences, home visits, informal conversations, and a statistical analysis of parent information.

As a result of the discussions, training priorities were organized in accordance with the Performance Standards and the Head Start Act of 2007. This plan will be submitted with the 2010 - 2011 Continuation Grant.

The last page contains the proposed budget for the 2010-2011 Training and Technical Assistance Plan.

PIR Summary

Strengths:

- Mercer Co: Oliver/Mercer SE unit provided assistance with the screening process. Morton/Sioux SE unit provides assistance with the screening process in centers located in Morton County.
- Dental screenings for Hebron, Carson & Elgin are completed by Dr. Sanderson, dentist.
- Dr. Goebel, Pediatric Dentist, screens Mandan, Hazen, NS, Beulah, absent/new students; is also on the HAC. Dr. Goebel is also willing to take pediatric patients with severe dental needs. WRHS just needs to contact him.
- Nelson Family Dentistry is also willing to provide emergency dental services at no cost to WRHS families attending the Mandan Center.
- WRHS has well educated staff – we currently meet or exceed most Head Start Act of 2007 requirements for staff qualifications.
- North Dakota is offering teachers on-line opportunities to get AA, BA/BS, and MA degrees. This is very beneficial for our rural areas.
- Three staff members obtained their M.A. in Early Childhood Education. One staff member is working on her Masters Degree in Early Childhood Special Education through Minot State.
- Recruitment by “word of mouth” by current and prior parents in Head Start.
- Immunizations are up to date for children
- High numbers of fathers are involved with their children.
- 69% of WRHS parents have a college degree
- WRHS has been working with homeless families prior to the Head Start Act of 2007 requiring it. Last year, FSC’s worked with six families that were homeless and currently they are no longer homeless.
- WRHS has a high number of children with identified disabilities and works together with the special education units to provide services.

Challenges:

- Bridging the Dental Gap has a 40% no show for appointments.
- Rural areas cannot access Bridging the Dental Gap.
- Families have challenges making and keeping dental appointments.
- Many dentists are not taking on any new patients on medical assistance.
- Educating parents on the importance of dental care and carry through.
- Educating dentists on the importance of taking care of baby teeth.
- Finding dentists that will take 3 and 4 year olds.
- Cost of dental care is astronomical! Even with “good dental insurance”.
- Parents don’t have access to dental insurance for themselves.
- 9 parents without a high school degree or equivalent.
- 13 children without health insurance.

Opportunities to meet the challenges:

- Collaborate with the local dentists to provide services to 3 or 4 families for very needy families. Give publicity if they want it.
- Dr. Brent Holman is with the Dental Health home initiative and wants to know if dentist refuse patients. If FSC's know about a dentist that is refusing to see young children, contact JoAnn and then she will visit with Dr. Holman
- Request dollars from Blue Cross Blue Shield.
- Minot State University is offering an online grant funded early childhood special education master's degree program. UND is offering an Online early childhood masters degree program, but it is not grant funded.
- Mayville State University is offering an on-line AA to BA/BS Early Childhood Education degree.
- Collaborate with BECEP to have their ECSE teacher assist WRHS staff.
- A traveling dental bus may be starting to see patients in ND.
- Healthy Steps is willing to work directly with families to see that they can get health insurance for their children.

Priority Training needs in this area:

1. Set up training for Head Start health coordinators with Dr. Brent Holman to focus on dental health issues.
2. Training on the importance of dental health for families and staff.
3. Training for staff relating to children with disabilities.

Federal On-site Review Report (April 26 through May 1, 2009)

Strengths:

- WRHS has excellent systems in place to ensure quality – communication, program governance, regularly scheduled meetings with notes shared electronically
- All staff have an e-mail address.
- The website has forms for all staff to access.
- Excellent Board of Director's input and knowledge. Program Governance training since 2004 is evident.
- Children with disabilities are identified collaboratively with WRHS & SEUs.
- Families receive accurate information in a timely manner (H1N1 Flu).
- The classrooms are consistent and excellent.
- The self-assessment process and program improvement plan follow-up work that's done by staff

Challenges:

- Being asked for square footage of classrooms & playgrounds
- Obtaining license/certificate proof that contracted consultants are qualified quickly when asked for the information
- Nutrition
- The challenge of not allowing the program to become complacent with no areas of non-compliance upon exit interview with FMR team

Opportunities to meet this challenge:

- The transportation supervisor will keep a spreadsheet with square footage for classrooms and playgrounds.
- The director will keep a copy of contracted consultants license/certificate
- Strengthen the nutrition pieces of the program

Priority Training needs in this area

None

Program Goals and Objectives

Strengths

- 2008-2011 Long term goals and short term objectives are discussed at Management Team Meetings.
- WRHS monitors and implements goals.
- WRHS utilizes family support groups such as Family-to-Family Network to educate families about disabilities.
- Specific monthly fatherhood activities are discussed at each centers staff meetings and then sent home to families through weekly inkind activities or parent activity day events. FSCs then monitor the implementation of each monthly activity.
- Community Partnerships are constantly being developed – such as Wal-Mart (donates “out-of-season” goods to WRHS); local banks (working to develop “financial literacy” program(s) for parents and staff); etc.
- 4 fathers currently serve as policy council representatives.
- Fluoride Varnish treatments are offered 2 times a year to students with consent from parents. All but one parent gave consent.
- Conscious Discipline is being effectively implemented in the classrooms. Continued training has helped with the implementation.
- Mental Health consultant attended Conscious Discipline training.
- Health and Nutrition training was provided by Ann Schuetzle with Heart Land Nutrition during an all staff meeting.

Challenges

- As of January 2010, WRHS has 20% (33) of the children in the over 90% range on their BMI.
- Decreased population in rural areas especially in Grant County.
- Finding qualified staff in rural areas.
- Including fathers without alienating mothers/other primary care givers.
- Providing Conscious Discipline training to experienced staff and new staff.

Opportunities to meet those challenges:

- Michelle and Karla are involved with the North Dakota Father Initiative Work Group.
- Head Start Act – reauthorization – opportunity to provide services to 0-5 years old.
- IMIL team develops more activities and trains staff.
- Support for IMIL team

Priority Training needs in this area

1. Staff training on how to incorporate fatherhood into all aspects of WRHS
2. Early Head Start is needed in all four counties.
3. October 2010 Early Childhood Professional Institute in Fargo will provide training on administration, supporting families, health and wellness, preschool child dev. 1 & 2, Mental, and program support systems
4. Conscious Discipline Training
5. Nutrition and Healthy Living Training for staff and families.

New Staff/Personnel Changes

Strengths

- Staff qualifies for student loan (Perkins) forgiveness.
- 3 day new-staff orientation was effective.
- Candidates interviewing for the teacher positions answer essay questions about their philosophy of early childhood education and knowledge of creative curriculum prior to the interview.
- New staff received Creative and Conscious Discipline Manuals upon hire.
- We hire highly qualified teaching staff – usually above minimum Head Start qualifications.
- We received additional grant funds to use for staff to obtain college degrees.
- Head Start parents are part of the hiring process.
- WRHS often hire's parents as staff.
- WRHS offers valuable high quality training often tied to college credits.
- Creative Curriculum and Developmentally Appropriate Practices are taught to all.

Challenges

- Orientation of staff in the middle of the year.
- Providing new teachers enough time in their classrooms.
- Parents follow through with participating in the training involved with becoming a trained volunteer substitute.
- Finding ECE people to be substitute teachers.
- Traveling distance and time zone changes for qualified staff to substitute.
- Dollars to pay for quality staff and keep them.
- Working parents or parents with small children. It is very difficult for them to volunteer in the classroom.

Opportunities to Meet the Challenges

- Review, analyze and implement the comments and recommendations made from the new staff orientation.
- Look for trained volunteer subs at local colleges that offer early childhood programs.
- Look into training requirement of trained volunteered subs.
- Revise procedure for volunteers to receive training. Self assessment teams will research this issue during self-assessment.
- Utilize video teleconferencing to save travel and time.
- Use the HIT/WRHS Expectations as a base for new staff orientation, hiring, review periodically at staff meetings, etc.
- Implement a 5 day new staff orientation for any new lead teachers.
- Orientation packets put together containing all the information needed for orientation both at beginning of year and middle of year.

Priority Training needs in this area

1. Continued funds for staff to obtain college degrees.

Professional Development Plans

Strengths

- WRHS already meets or exceeds most of the Professional Development in the Head Start Act of 2007.
- Mentors and teaching staff complete the Creative Curriculum implementation checklist one time per year and are implementing the CLASS two times per year.
- Book studies at WRHS MTM level – it's an opportunity to read and reflect on day-to-day operations.
- Back Home Plans and Teacher Action Plans have follow-up by mentors.
- Staff consistently exceed the number of training hours required.
- Staff continually and willingly seek and attend ongoing professional training.
- Integrity and initiative at the Management Team level.
- Our Professional Development plan is a system rather than a single document.
- All staff complete a staff training needs assessment to determine training interests and needs.
- All staff are involved in monthly reflective supervision sessions with their supervisors.
- College credits are obtained for training when possible.
- Trainings are brought in to WRHS so all staff can attend and hear information from the experts.
- Performance evaluations for management staff are goal-orientated

Challenges

- Time to pull staff from the classroom duties to do reflective supervision.
- Implementing performance evaluations for all staff that are job task orientated.
- Based on Situational Leadership training and following Team Guidelines, job descriptions will be written to be job task orientated instead of behavioral orientated. (Needed time for completion)

Opportunities to Meet the Challenges

- Staff will be involved in creating their performance evaluation based on job task.
- HIT has hired a VP of Human Resources.
- Mentors will continue to seek training to help teaching staff develop professionally.

Priority Training needs in this area

1. Situational Leadership for all staff
2. Computer training for all staff
3. Trainings for Mentors
4. Teaching Strategies Gold from the Creative Curriculum
5. Family Development Specialist Certification for non-LSW FSCs
6. Region VII conference in Fargo.

Self-Assessment

Strengths:

- As a result of the self-assessment, WRHS has become a better quality program.
- Staff, parents, and community partners are involved in the SA. Gives participants an opportunity to learn the program regulations.
- The final report was very detailed and thorough.
- The staff know and understand performance standards.
- Policy Council completed the classroom safety portion of the self-assessment.
- Time is allocated without children for all to complete the self-assessment.
- At center staff meetings, Policy and Procedures are reviewed throughout the year.
- During the Self-Assessment, experienced staff mentored newer staff by providing guidance, encouragement, and support.
- FSCs took the lead in the same areas 2 years in a row and staff are assigned to the same area 2 years in a row. This has developed a better working knowledge of that particular area of the self-assessment.
- Recommendations from self assessment are used to develop the PIP. Staff have input into the development of the PIP. PIP is reviewed at Management team meetings.

Challenges:

- Financing to correct the areas of non-compliance and to successfully implement the recommendations.
- Ongoing accessibility to funding to help teaching staff go back to college. ARRA dollars were helpful this year.
- Expensive local college/university for staff to obtain their 4-year degree in ECE and/or professional development.
- Availability for 2 year Early Childhood degreed people to obtain a 4 year Early Childhood degree in a traditional face to face approach. Online classes are available.
- Inexperienced staff learning the federal monitoring tool. This alone can be a weeklong process.
- Unfunded mandates in the Head Start Act of 2007

Opportunities to Meet the Challenges

- Obtaining college credits to go with trainings.

Priority Training needs in this area

1. Dollars allocated in the training plan to assist staff with CDAs, college and CEU's.
2. Funds for staff with 2-year degrees to obtain a 4-year degree in Early Childhood Education.
3. Dollars specifically dedicated to addressing teaching children with special needs.
4. Dollars for a staff person to lead fatherhood services.

Previous T/TA Plan Unmet Needs

Strengths

- Using this methodology to review documents, statistics, etc. and incorporating all of it into one document.
- Training opportunities that occur during the year are reviewed to determine how they fit into the training plan.
- We are able to be reactive to training opportunities that come along.
- We strive to bring in high quality trainings and are able to offer the trainings to outside programs and community partners.
- We offer ceu's and college credits for our trainings
- Received nutrition grant through DPI to provide training and materials relating to nutrition.

Challenges

- Training new staff in the middle of the year with the same quality as the three-day orientation.
- Anticipated trainings throughout the year but funds are already dedicated to specific areas.
- Providing training to new staff alongside veteran staff and having it meet the needs of both.
- Consistently finding high quality affordable trainings for staff.
- Providing individualized training to staff.

Opportunities to meet this challenge:

- The Family Support Coordinators (day-to-day supervisors) and Mentor/Coaches (Education Specialists) divide up the new staff orientation packets and then go above and beyond to enhance the orientation.
- Use funds to train as many staff at one time
- The American Recovery and Reinvestment Act of 2009
- Using T/TA program staff.
- Work more closely with BECEP, other Head Starts, and Community partners to provide training and open it up to staff at all agencies.

Priority Training needs in this area

1. Training on Conscious Discipline and Creative Curriculum for new staff.
2. Training dollars available to assist staff with college
3. Use unallocated T/TA dollars to continue assisting AA degreed staff with obtaining their BA degrees
4. Early Head Start (or 0-5) training in order to keep services in the rural areas

Child Outcomes

Strengths

- WRHS uses creative curriculum.net system for inputting observations and collecting data on outcomes.
- ARRA dollars were used to provide a greater variety of materials for the children.
- First Books was utilized to provide books for children and families.
- Family Literacy tips are being shared with families during home visits.
- Take home activities are available for families to check out.
- CC.net reports which include outcomes are developed and compiled into useful tools for management staff and teaching staff. Mentors review outcomes with each classroom, document strengths, and brainstorm ideas to help with areas needing improvement.
- CC.net reports focus on the strengths of the children.
- WRHS has a variety of resources available that allow children to be read to and to receive attention individually and in small groups. These include: Story hour with Morton/Mandan public library and other local libraries, reading buddies with elementary students, FCCLA students read and interact with students, bookmobile available in rural areas, RIF program, foster grandparents, University of Mary students, community volunteers.
- WRHS Share a Story event at the end of the school year, promotes family literacy skills and is open to the entire community.
- Back Packs with school supplies and activities to help maintain skills over the summer are sent home with children transitioning to kindergarten.
- Back Pack reading is used on a daily basis in the classroom.
- Books are given to children to keep at home at least 5 times per year.
- Mentoring with classroom staff on a monthly basis to ensure progress and work on areas needing improvement.
- Family Literacy night held in January at each center.

Challenges

- Working with parents to get them online so they can be involved with cc.net.
- Literacy training for staff and families and training on other topics if they are a challenge area when looking at the outcomes.
- Time for teaching staff to put observations in the computer.

Opportunities to Meet the Challenges

- Provide training on literacy and alphabet recognition.
- FSC's/teachers work with parents to get them an internet address if needed.
- Revise distribution of budget to allow classrooms to meet individual needs to improve classrooms and outcomes.

Priority Training needs in this area

1. More training on alphabet recognition, literacy and letter knowledge.
2. Training on Creative Curriculum's new system – Teaching Strategies Gold.
3. Region VIII conference in Fargo in October.
4. NDAEYC Conference – October 2, 2010 in Grand Forks

Community Assessment

Strengths

- Nutrition is a huge issue nationally with 1 out of 5 children being obese, at this time WRHS still falls below the national average.
- WRHS is effectively assisting with identifying children with disabilities.
- Nutrition Task Force

Challenges

- WRHS has a geographical area of 5,354 square miles.
- WRHS functions in both Central and Mountain Time zones.
- Historically there is a low number of children on Individualized Family Support Plans (ages 0-2) and a substantial increase in the number of children on Individualized Education Plans (IEP's)
- Lack of Preschools and services for infants/toddlers in all areas
- Adult obesity is an issue.
- Migration of people from the rural areas to the "urban" areas.
- Graying of North Dakota citizens.
- Financial literacy for families

Opportunities to Meet These Challenges:

- Continue with encouraging organized physical exercise and movement.
- Offering job skills, parent activities/tips, and educational opportunities through WRHS in collaboration with community partners.
- All Staff attended nutrition training through Heartland Nutrition. Continue with nutrition training for staff and families.
- Nutrition/Healthy Living Booth at Share a Story Event.

Priority Training needs in this area

1. Financial literacy training – in conjunction with the local banks.
2. Nutrition and physical activity training for staff and families.

2010-2011 Training and Technical Assistance Plan Budget

	Topic	Anticipated Participants	Time	T/TA (PA 20)	PA 22
1	Dental Health training for staff and families	All Staff and Parents	on-going	0	\$0.00
2	Creative Curriculum Training for staff relating to children with disabilities	All Staff and Parents	Fall 2010	\$2,450.00	\$0.00
3	Incorporating fatherhood into all aspects of WRHS	All Staff and Parents	on-going	\$0.00	\$0.00
4	Early Head Start	N/A	on-going	\$0.00	\$0.00
5	October 2010 Early Childhood Professional Institute	All Staff and Parents	Oct. 2010	\$6,825.00	\$0.00
6	Conscious Discipline	All Staff and Parents	Fall 2010	\$3,600.00	\$0.00
7	Nutrition	All Staff and Parents	on-going	\$0.00	\$0.00
8	Healthy Living for staff and families	All Staff and Parents	on-going	\$0.00	\$0.00
9	Staff to obtain college degrees	Staff	on-going	\$0.00	\$0.00
10	Situational Leadership for all staff	Staff	on-going	\$0.00	\$0.00
11	Computer training	Staff	on-going	\$0.00	\$0.00
12	Training for Mentors	Staff	on-going	\$0.00	\$0.00
13	Teaching Strategies Gold (Outcomes) for all staff	All Staff and Parents	Fall 2010	\$2,450.00	\$0.00
14	Family Development Specialist Certification for non-LSW FSCs	New Family Support Coordinators (Non-LSW)	on-going	\$0.00	\$0.00
15	Assist staff with CDAs, college credits and CEUs	Staff	on-going	\$0.00	\$0.00
16	Funds for staff with a 2-year degree to obtain a 4-year degree	Staff	on-going	\$957.00	\$0.00
17	Alphabet recognition, literacy and letter knowledge training	All Staff and Parents	Fall 2010	\$2,900.00	\$0.00
18	NDAEYC Conference in October in 2010	Staff	on-going	\$0.00	\$0.00
19	Financial literacy training	All Staff and Parents	on-going	\$0.00	\$0.00
20	Program Governance	HIT Board of Directors, Policy Council Members, HIT CEO, HIT CFO, HIT COO, WRHS Director, WRHS Assistant Director, WRHS PC Assistant	on-going	\$0.00	\$0.00
	Total			\$19,182.00	\$0.00