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Subject: Center-based/home-based Staff Development and Training Approach  
Source: Performance Standards 1304.52 (k) (1-3)

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### ***Policy***

Early Head Start is committed to providing programs that are responsive to both the employees' and supervisors' needs in furthering an employment climate that is conducive to personal professionalism and organizational effectiveness. Staff development programs, designed in response to expressed needs of employees and periodic needs assessments (staff and training), are offered as resources permit.

### ***Procedure***

#### 1) CDA-Initial and Renewal

- a) **Initial:** Employees will be offered the opportunity to participate in the Child Development Associate Training program. The program will pay for the application booklet. Should the employee leave within two years, the employee will be responsible for reimbursing the program.
- b) **Renewal:** The CDA credential is valid for three years, after which it may be renewed for five-year periods. The Council for Early Childhood Professional Recognition will notify candidates of their expiration date. We will provide a renewal packet for the CDA candidate. The following information outlines the requirements for renewal of the CDA credential and the role of Early Head Start in the process:
  - i) **Continuing Education:** The program manager will help the candidate in compiling training records/certificates for a total of 4.5 Continuing Education Units/450 clock hours of Continuing Education Units within the past 5 years.
  - ii) **First Aid Certification:** Early Head Start provides ongoing first aid training for employees that are required to have current certification. Therefore, the employee will receive assistance from Early Head Start in this aspect of CDA renewal.
  - iii) **Proof of membership in a local or national early childhood professional organization:** Candidates may join the organization that the program uses, which will be paid for by the program. If candidates choose an organization of their choice, they will be responsible for payment.
  - iv) **Recommendation from an early childhood professional:** The candidate may request a letter from a professional of their choice.
- c) **Training:** If candidates don't have enough time or Continuing Education Units, it will be that employee's responsibility to get those hours/CEUs on their own time.

#### 2) Individual Staff Development Plan

**Goals: To provide a structured, ongoing system of training and development that will assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities and increase their professional competencies.**

**To ensure training and development are individualized to meet the goals and performance needs of each employee and simultaneously be responsive to the needs of the overall program.**

#### a) Strategies for Implementation

- i) Orientation for new staff, which includes:
  - (1) The mission of the program
  - (2) Review of Job Description

- (3) Introduction to Head Start Performance Standards
- (4) Program policies and procedures, including Standards of Conduct and transitions
- (5) Texas Department of Family and Protective Services licensing standards
- (6) TDFPS mandated reporting procedures on child abuse and neglect
- ii) Completion of an Individual Staff Development Plan for each staff person that is updated annually.
- iii) Ongoing mentoring, coaching and feedback provided to staff by managers and other appropriate staff.
- b) Staff Responsibilities
  - i) Complete an Individual Staff Development Plan each preservice to the Education Manager.
- c) Time Frames
  - i) The Education Manager will give staff a copy of the Individual Staff Development Plan each preservice in August.
- d) **Plans are confidential and kept in the Education Manager's office.**
- e) Ongoing Coaching, Mentoring, and Supervision
  - i) Center Coordinators will provide ongoing, informal coaching and mentoring throughout the program year. Teachers have the responsibility to role model and provide feedback to their co-teacher on a daily basis. Observations and/or written documentation completed by appropriate staff (managers, consultant, etc.) should be incorporated into the Individual Staff Development Plans as a goal for training. Center coordinators and Education Manager may request additional observations by appropriate staff if more documentation is needed. When closer supervision of a staff member's job performance is required, the Individual Staff Development Plan may be utilized as the monitoring tool to document and track the progress of specific goals. Frequency of the review and updates and/or the decision to involve appropriate support staff will be based on individual needs as recommended by the Center Coordinator after notification and discussion with the Education Manager.

***Forms***

- Individual Staff Development Plan

***Books***

- The Infant-Toddler Competency Standards Book