
	DHS Head Start Program Policy		
PDM 4			
SUBJECT	Training and Professional Development		
REFERENCE	Program Design and Management		
EFFECTIVE	4/13/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 7/28/20	Governing Body Approval: 9/28/17	Governing Body Revision: 8/13/20
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Policy:

The Head Start Program will ensure all new staff, consultants, and volunteers receive at a minimum, an orientation that includes the goals and underlying philosophy of Head Start including the Head Start Program Performance Standards, regulations, policies, and procedures.

The Head Start Program, including the Head Start Grant Recipient and Education Service Providers, will develop and implement procedures for staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services. At a minimum, the procedures must include:

- a. Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act; and includes creating individual professional development plans for all full-time Head Start employees who provide direct services to children and families.
- b. A Professional Development Staff Qualification Plan for any staff, including paraprofessionals/instructional assistants, lead classroom teachers, and long-term substitutes, that do not meet the minimum staff qualifications, and a communication system to ensure any changes to staff qualifications or employment are shared with the City of San Antonio according to the City of San Antonio Benchmark Due Date Guide
- c. Annual training on mandatory reporting of suspected or known child abuse and neglect, that complies with applicable Federal, State, local, and Tribal laws;
- d. Annual training on positive strategies to understand and support children's social and emotional development, such as tools for managing children's behavior;
- e. Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way;

- f. Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes. All teaching staff assigned to a co-teach classroom must receive training specific to the co-teach model; and,
- g. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.
- h. Mental health and wellness information available to staff regarding health issues that may affect their job performance. The program must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.
- i. Training for staff who determine eligibility on applicable federal regulations and program policies and procedures. Training must include the following:
 - Methods on how to collect complete and accurate eligibility information from families and third party sources;
 - Strategies for treating families with dignity and respect and for dealing with possible issues of domestic violence, stigma, and privacy; and,
 - Policies and procedures that describe actions taken against staff, families, or participants who attempt to provide or intentionally provide false information.

Head Start Act
648A(f)

Performance Standard(s):
1301.5; 1302.12(m); 1302.92(a-b); 1302.93(b)

