ABSTRACT
        Designed for Head Start grantees, this book provides
training guidelines for improving Head Start staff competency.
Chapter I offers a rationale for staff training activities, while
chapter II characterizes the Head Start trainee. Chapter III
addresses assessment of training needs on program and staff levels.
The development of a training plan is explained in chapter IV.
Chapters V, VI, and VII respectively offer suggestions for designing
training to meet the needs of programs located in rural, mid-size,
and metropolitan areas. Logistics, or preparation activities, for
training events are discussed in chapter VIII, and cooperation in
sharing resources is discussed in chapter IX. Chapter X provides
assistance in the area of parent training, while chapter XI addresses
issues in volunteer training. Guidelines for evaluating the training
plan and program are provided in chapter XII. Finally, chapter XIII
lists factors contributing to a successful training program. (RH)

PATHS

PROVIDING APPROPRIATE TRAINING IN HEAD START

A Grantee Guide

Social
Service

Administration

Parent
Involvement

Education

Handicap

Volunteering

Health

PATHS

PROVIDING APPROPRIATE TRAINING IN HEAD START: A GRANTEE GUIDE

by

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This is a publication developed by the Institute for Child and Family Studies at Texas Tech University. The mission of the Institute is to assist those who work for and with young children and their families through research, development, and training activities so that they may be more effective teachers, administrators, aides, parents, and supportive personnel.

FOREWORD

PATHS is the acronym for the publication entitled Providing Appropriate Training in Head Start: A Grantee Guide. The book was designed and written to assist Head Start grantees in the development and implementation of their local training programs. PATHS was written as a basic guide for planning local Head Start training programs. Examples are interwoven with practical approaches throughout the book. The writings are based on proven principles and acceptable theoretical practices. The intent is to have something of value to all Head Start grantees.

There are several persons and organizaitons that provided ideas, concepts, and material for the publicaiton. PATHS is the final product of all the contributions provided by them. Region VI Administration for Children, Youth and Families officials: Tommy Sullivan, Program Director; Gerald Hastings, Director Head Start Division; and Jerry Stover, Training and Technical Assistance Manager expressed concern that the local grantees needed assistance in developing their training programs and a training guide would be helpful. The Texas Metro Network, a group of Executive Directors and Head Start Directors from the largest programs in Texas provided the writers with training areas that should be addressed by PATHS. The group represents the following programs:

Austin	James Strickland, Executive Director
Dallas	Wanda Smith, Head Start Director
El Paso	Dolores Cox, Head Start Director
Fort Worth	John Widner, Executive Director
	Gwendolyn Gragg, Head Start Director
Hidalgo County	Emily Salazar, Head Start Director
Houston	Ruth Marshall, Head Start Director
San Antonio	Blanche Russ, Executive Director
	Adelina Fritz, Head Start Director

Another organization that provided ideas on the content of PATHS and spent a great deal of time exploring material for the book's development was the Texas Training And Technical Assistance Policy Advisory Board. The Board is comprised of the following organizations:

Central Texas Area Handicap Consortia	Ruth Marshall
North Texas Area Handicap Consortia	Johnette Mihatsch
South Texas Area Handicap Consortia	Adela Guerro
Texas Association of Community Action Agencies	Ann Freeman
Texas Department of Human Resources	Dr. Marian Monroe
Texas Education Agency	Dr. Irene Ramirez
Texas Head Start Association	Nelle Watson
Texas Head Start Directors' Association	Emily Salazar
Texas Head Start Directors' Association	Sylvia Martinez
Texas Head Start Staff Association	Synora Kendrix
Texas Health Department	Mary Ann Acevado
West Texas Area Handicap Consortia	Dolores Cox

Others that explored and shared ideas for the book's development included staff members from the University Consortium for Head Start Training. This consortium is comprised of the Institute for Child and Family Studies at Texas Tech University, the Head Start Regional Training Office and Leadership Development Program at Texas Southern University and the Head Start Regional Training Office at Pan American University. Maidy Pirtle and James Mitchell, both from the Institute, assisted with publication logistics.

Appreciation is expressed to Renee Parsons for the art work in the manuscript and Elisha Perez for the final copy of the book. A special thanks is extended to Evelyn Klesel Myler, Private Consultant, for her assistance with the writing of PATHS. She played a key role in its development.

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PATHS

PROVIDING APPROPRIATE TRAINING IN HEAD START:
A GRANTEE GUIDE

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INTRODUCTION

PATHS - Providing Appropriate Training in Head Start: A Grantee Guide is a book designed for Head Start grantees. It is written to assist programs with their training needs to improve staff competency. Training is the key factor that is recognized as being primarily responsible for the success of Project Head Start. From its inception in 1965, when Summer Head Start programs first made their appearance, five day training orientations were mandatory before any Head Start programs got underway. Colleges and universities from throughout the United States were contracted by the now defunct Office of Economic Opportunity, the federal agency that was responsible for coordinating the War on Poverty, to conduct these pre-service training sessions. It was these Head Start Orientations that provided the Summer Eight Week programs with the quality ingredient that was ultimately responsible for the Head Start success story. This successful Summer Head Start experience ultimately led to expanding Head Start into its present full-year operation but with its continuing emphasis on training.

Though Head Start has undergone an evolution from a Summer Eight Week program to a full year program, its basic philosophy as well as its major goals and objectives have not changed. Similarly, training has also had to undergo changes in the way it has been delivered. During its infancy years training was centralized and coordinated at the national level. This was done by contracting with public and private agencies for the conduct of such activities as training and technical assistance, special initiatives such as Parent Involvement, Career Development, Supplementary Training, and other such efforts. In 1974, most of the training activities were decentralized to the federal Regional Office level with only Handicap, Indian and Migrant, Bilingual and other special initiative training programs coordinated from the national level. This system has remained in place and has served Head Start well. However, we are now seeing the responsibility for the conduct of training shift from the Regional Office level to the local Head Start grantee level. This is an abrupt change and hopefully the local grantees will meet the challenge and continue to offer to their staff, parents, and volunteers quality training programs that will serve children and their families with the best Head Start experience possible.

The change to local Head Start grantees is clear: conduct training to upgrade staff competency and therefore improve the total Head Start program. Grantees are responsible for training administrators, classroom staff, and component heads in social services, education, health, handicap, parental involvement, career development, and volunteerism. The training charge does not stop here as training for parents and volunteers must also be addressed. For this reason it is a vital necessity to have well trained staff who are knowledgeable of training techniques, to enable them to design and implement relevant training for parents and volunteers.

1.

This publication is designed for the person who is responsible
for carrying out the training effort at the local grantee level.
It is recognized that the Head Start Director has ultimate respon-
sibility for this activity, however , in some mid-size and metro
programs this task is often delegated. Regardless of who has
responsibility for training, it is clear that this position will
receive close scrutiny not only from the local program level but
also from those who monitor at the federal level and who are respon-
sible for enforcing Head Start Performance Standards. Persons who
take charge of the effort to plan, implement, and evaluate train-
ing are known by a variety of titles such as Master Trainer, Train-
ing Coordinator, Training Specialist, and even Staff Development
Specialist. Regardless of the title used, this publication was
developed for such persons.

In organizing the content for PATHS, a logical sequence of the
training process is suggested for those responsible for develop-
ing the Training Plan. First, an understanding of the NEED FOR
TRAINING needs to take place. Chapter I addresses this need. Next,
it is important to know the HEAD START TRAINEE and Chapter II looks
at that factor closely. ASSESSMENT OF TRAINING NEEDS is covered
by Chapter III, with suggestions on how to do it. DEVELOPING A
TRAINING PLAN is explained in Chapter IV, with a recommended process
to follow. Since implementing training programs differ according to
numbers of staff, children and geographical considerations, sep-
arate chapters are devoted to RURAL (Chapter V), MIDSIZE (Chapter
VI) and METRO (Chapter VII) programs. The success of conducting train-
ing workshops is dependent on the ability to handle LOGISTICS and
considerations for these training events are included in Chapter VIII.
CLUSTERING FOR TRAINING is a cost effective mechanism long used in
Head Start and suggestions are made in Chapter IX. Since PARENT
TRAINING remains a local grantee responsibility Chapter X provides
assistance in that area and Chapter XI addresses EFFECTIVE VOLUN-
TEER TRAINING. Chapter XII is devoted to the EVALUATION EFFORT and
the last part of the book ends with PATHS TO SUCCESSFUL TRAINING.

Trainers known as ...

Master Trainers

Training Specialists

Training Coordinators

Staff Development
Specialists. 9

CHAPTER I

WHY TRAIN: ESTABLISHING A NEED FOR TRAINING

"What a difference a little training can make," volunteered the Center Director for a Head Start program. "And to think I almost fired her."

That was an actual conversation between a Head Start Center Director and an evaluator that was following up on trainees who had completed a one week workshop for new teachers at Texas Southern University. The Center Director described the teacher prior to training as a very confused person with extremely poor classroom management skills. This teacher also exhibited a poor attitude toward her fellow co-workers. After attending the one week training sessions for new teachers, a change occurred in this trainee which enabled her to function more effectively in her classroom setting and she also developed a more cooperative, favorable attitude toward the staff.

This example provides the rationale for training and explains its whole purpose. It is designed to improve competency in each person who has a role to fulfill in any capacity or position in Head Start. The word "competency" in this publication is used to describe the skills, knowledge, and attitudes that are necessary for persons to function effectively in accomplishing their assigned duties.

Training provides

SKILLS

KNOWLEDGE

ATTITUDES

and develops

COMPETENCY

All training that is carried out in any Head Start training event should have the increase of staff competency as its ultimate goal.

Who Trains

Private industry has emphasized the training of its employees' since the Industrial Revolution that occurred in the 19th Century. The reason for private industry's involvement in training its employees is a simple one: increased profits. Competent employees are more efficient and efficiency leads to increased productivity. Industry recognizes that increased productivity translates to increased sales, and more sales lead to increased profits. A number of private corporations have established departments whose main responsibility is the conduct of training. These training departments assess, design, and implement training programs to assist their corporations in helping to increase employee competence and stay in the forefront, and thus compete effectively in their business. Private industry trains!

The public schools of our country are also involved in the training effort in a very comprehensive manner. Thousands of school personnel are involved in pre-service and in-service training activities. The perception that the public has that once a public school teacher obtains a teaching certificate, it is good for life holds true only in seven states (Woellner, 1982). The vast majority of states require renewable certificates based on additional course-work, experience, or some other form of training. Public schools are aware that the teaching and learning process is constantly changing as a result of curriculum demands and because research is discovering different and more innovative teaching techniques. It is interesting to note that the training that is taking place involves both professional and non-professional personnel, because all personnel needs to improve their competence. Public schools are also expanding their role in training parents in a variety of areas, which is a departure from past practice of using school facilities only from the hours of 8-5 Monday through Friday. We are now seeing these facilities in use at night and even on weekends as a result of training demands. Public schools, participate in training activities for the simple reason that it is a necessary activity in order to comply with their societal mission. Public schools train!

The Department of Defense is charged with the mission of training personnel for our Armed Forces to defend our country. Large sums of money are appropriated and expended for the various training programs under the umbrella of the Department of Defense. Much of the training is carried out by the military branches themselves and some training is contracted to private entities. It is this emphasis on training that has enabled our Military to keep up with the technological advances necessary to keep our military forces modernized and well trained to accomplish the task it has been assigned. The Department of Defense trains!

Private industry, public schools, and the Department of Defense

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all emphasize training and so does the Head Start Program. As stated in the Introduction, Head Start has mandated training since its inception. It is this focus on training that has provided Head Start with the quality factor that has made it the success that it is. Pre-service orientation workshops have helped staff to look at the total comprehensiveness of the program and assisted in assessing the needs as far as staff competencies for each component are concerned. Once these needs have been ascertained, workshops have been conducted by a cadre of experienced consultants to cover these areas.

Pre-service workshops have been followed by in-service training events which have been scheduled throughout the program year. These training workshops have added depth and understanding to the pre-service sessions and have provided the staff with sound guidance in their work with children and families. Many local grantees have incorporated regional conferences and the national Head Start conference into their in-service training plans very successfully.

Career Development was emphasized in the initial stages of Head Start and this component added impetus to training. This happened because career ladders were established in Head Start with corresponding job descriptions for each rung of the ladder. Corresponding competencies were specified with training strategies developed. Career Development Committees were set up with representation from each of the staff positions built in. This allowed for input from staff and ensured a voice into the training, and decision-making process. A combination of administrators and staff resulted in a healthy proceeding for the development of training which made it relevant, interesting, and participatory. These are the ingredients that make for good training.

Recent decentralization of training to the local program level, thus placing the responsibility on the shoulders of the grantee, may be a new undertaking. However, the previous federal departments that administered Project Head Start, namely the Office of Economic Opportunity, the Office of Child Development, and now the Administration for Children, Youth and Families, have all mandated training. So this is not a new concept. Head Start programs train!

Need For Training

Research studies abound with evidence to the effect that training is the key ingredient that has made Head Start work. Study after study confirms this. The rather popular National Day Care Study (Abt Associates, 1980) points out the fact that caregivers with specialized training and education have positive effects on children's behavior and test scores. This finding is very similar to countless other studies that have investigated the variable of training in connection with child development programs. This is not to say that any type of training, regardless of its quality, will achieve positive results. Training must be appropriate to the demands or tasks to be performed by the staff and it should be conducted through a

process that involves the trainee, the trainer, and the content to be disseminated. Some Head Start programs have received questionable training services, and this is why it is vitally necessary to conduct thorough evaluation of the training program. Through this process, it is possible to identify weak areas and to improve them. Indeed improvement and streamlining of training has been called for in Head-Start (Affholter, 1981).

An example of how training can fulfill a need can be seen by looking at the CDA Resource Model, developed by the Institute for Child and Family Studies at Texas Tech University. This model resulted from expressed needs by Head Start grantees and was specifically designed to improve the CDA Training program. The Texas CDA Resource Model implemented in Texas (Hines and Riley, 1981) set up as its goals the following:

1. To provide competency-based training for Head Start staff leading to the CDA credential (regular and/or bilingual CDA), and consequently to improve the quality of the educational experience Head Start children receive.

2. To set up viable CDA training programs for every Head Start grantee.

3. To provide support to trainees in the CDA assessment and credentialing process.

The following assumptions were taken into account in the creation of the Model design:

1. The need for training of Head Start staff is on-going.

2. Every Head Start grantee, regardless of size or location, should be served.

3. Child Development Associate training is an integral part of the total training plan of each grantee.

4. Training for local grantees is best accomplished through the cooperative effort of several entities, namely local institutions of higher learning, the grantees, and the Assessment and Credentialing National Office.

5. The training program established in each community should be one that best serves each grantee.

The advantages of this model approach are several. Briefly stated they are:

1. Fosters a positive and enduring relationship between grantee and the local college or university.

2. Makes training accessible to all Head Start grantees and teaching staff.

3. Establishes a dialogue which may lead the college to become more responsive to the

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community's needs.

4. Capitalizes on existing local and state resources.

5. Yields a high return for the training dollar.

6. Results in quality care and educational experiences for Head Start children.

7. Demonstrates to the greater child care community the value of Head Start's comprehensive programs for children.

The CDA training program, as developed and implemented through the Texas CDA Resource Model, has been a success. As of 1981, Texas led the nation in the number of credentialed CDAs (Hines and Riley, 1981).

As can be seen by the CDA example, training that meets the needs of staff members is well received and is more likely to succeed than is training that occurs sporadically without the benefit of sound planning. Training that is haphazard and of the makeshift variety is inappropriate and can lead to poor teaching in the classroom and thus could have a damaging, and possibly harmful, effect on children. Inappropriate training can also affect the competency levels of staff and result in failure to deliver needed services to parents. At best, programs that conduct the wrong type of training will be operating a babysitting approach and chances are that they will be out of compliance with Head Start performance standards.

Training and Head Start

The Lazar studies (1978) show that Head Start has been a successful program. Among the factors listed for its success is the emphasis on training. Weikart (1982) has also conducted research studies on several aspects of Head Start and has determined that it is a program that has proven its worth. His research also points out that it is cost effective. This is an important aspect, particularly with the public at large, because they tend to evaluate the effectiveness of programs based on their monetary results. Training has made the difference.

Similarly, training has been the ingredient that has provided the quality touch present in so many programs. This has helped local programs meet and even exceed the performance standards thus allowing them to be in compliance with the federal regulations. Training has also been a factor in making Head Start the popular program that it is largely through the advocacy role that has been fulfilled by parents and community members. This advocacy role has evolved as a result of extensive participation by staff, parents, volunteers, and the community at large through numerous training events.

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Training and Children

What has Head Start done for children? The CSR, Inc. (1983)
Review of Research Studies cites the Hartford Public Schools
Study (p. 18), the Smith Study (p. 19), and the HEW Inspector
General's Office Study (p. 19), all pointing to significant gains
made by Head Start children over the control groups. These gains
show overall growth and satisfaction with the Head Start Program
results obtained. The reasons for these findings suggest that
children are receiving the required services from competent staff.
The assumption that can be drawn from this is that if the staff is
competent, training is responsible for providing that competency.

Similar findings have been found with Head Start children who are
receiving a bilingual curriculum approach. These children have
been showing considerably greater gains than their controls who do
not receive a bilingual approach. If Head Start children are doing
better than non-Head Start children, and they are, then it is pos-
sible to attribute these differences to the many varied training
approaches that are being implemented throughout the Head Start
programs.

Training and Staff Development

What does training do for staff? The Introduction to this pub-
lication attributes the success of Head Start to training. How-
ever, the people who are responsible for the planning, implementa-
tion, and evaluation of the Head Start program are the staff.
Therefore, it is the staff that has made Head Start the successful
program that it is. The Success Triad (illustrated next page) ex-
plains the important role that each aspect plays.

Training increases staff competence and enables them to do a
better job with children and their families. Head Start staff are
now doing a better job in meeting the needs of children as a re-
sult of their increased knowledge, refinement of skills, and im-
proved attitudes through the CDA program. Classroom staff are
translating the augmented competencies through more inviting and
enriching classroom activities. Other supportive staff are pro-
viding more qualitative services to parents due to the improved
management systems which resulted from training that is well plan-
ned and properly carried out.

Increased competence also brings about positive psychological
changes in staff. Studies point to the fact that training which
helps the staff to do a better job also has the parallel effect of
improving the self-concept of the individual. When people feel
good about their jobs and the contributions that they are making,
the morale of staff improves. Programs which possess a high degree
of morale are usually those recognized as being in compliance, with
a minimum amount of personnel problems, where the children have
happy, enjoyable experiences, and the parents receive quality ser-
vices.

Figure 1

The Success Triad

Head Start
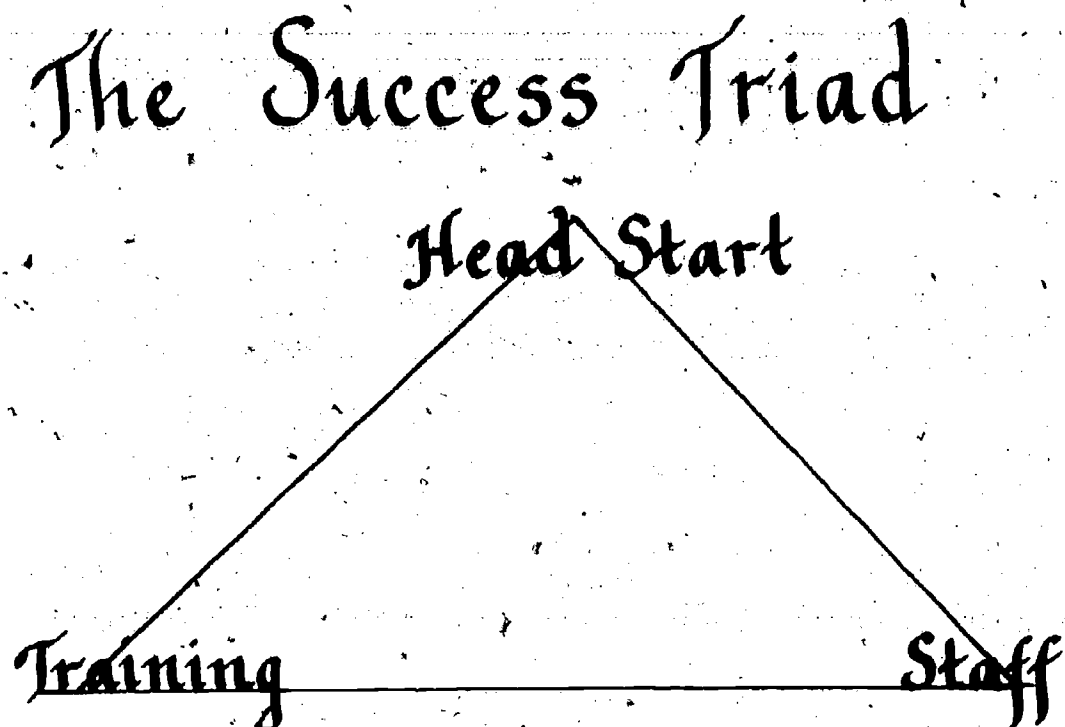
Training ———————————————— Staff

Training also assists staff to advance career-wise. A number of Head Start staff have started out as volunteers in programs and many of them have progressed through the ranks of aides, teachers, component heads, and even Head Start directors. The private sector has also benefitted by securing trained Head Start personnel, as have other local and state agencies, including the public schools. Training is the element that has assisted the Career Development Component into becoming a popular component that addresses the needs of staff.

A number of Head Start grantees recognize the importance of training. They use a variety of strategies to entice and motivate people to undergo training. Since many persons respond well to monetary rewards, several programs recognize increased competency by increasing salaries. Some grantees provide for an automatic salary increment upon the attainment of a CDA. Other programs recognize the completion of special training programs by awarding certificates during an annual awards banquet. This strategy reinforces people for their training accomplishments in front of their peers. Another way to reward trainees is with special privileges, such as attending the National Head Start Conference or other special training events.

Whatever the approach, recognition of participation in training can be an effective motivator.

Training and Parents

The Parent Involvement component in Head·Start has been emphasized from the beginning. The underlying rationale for this emphasis rests with the assumption made early on that the only way to effect change in children was to effect change in parents. For this reason, training of parents has had a high priority. The content of training has veered from one end of the spectrum to the other. Training has been conducted in child development, adult basic education courses, citizenship, and in economic self-sufficiency.

In the CSR (1983) Review of Head Start Research, a study is cited that "found that 50 to 80 project managers reported that 33 percent of their CDA trainees were parents of current or former Head Start children" (p. 58). Another study reported that "eighty-six percent of the teachers reported that they had trained parents in activities which they could perform at home with their children " (p. 58). Another study showed "that 29 percent of all Head Start staff members were parents of children " p. 5). (See Chapter X for further information on parent training.)

Why Train?

In light of the research supporting the effectiveness of training, the role of training in other fields, and the positive results of training for staff, parents and children alike, the answer to this question is obvious. Programs who do not train will be left behind and program quality will suffer. Training offers access to new information, opportunities for skill development, and a feeling of accomplishment and growth. The PATHS to successful training include careful and extensive planning, implementation, and evaluation, but the result is worth the effort - a quality Head Start program that continues the successful tradition initiated in 1965.

CHAPTER II

A LOOK AT THE
HEAD START TRAINEE

A look at any Head Start program reveals a wide variety of people
in different roles and job functions related to the program. These
people, whether they are paid staff, volunteers, or parents, rep-
resent the gamut of trainees that must be considered in planning
training for the program. Who are Head Start trainees? What are
they like? How do their needs affect the training plan? This chap-
ter will take a look at the Head Start trainee.

Who is a Trainee?

Head Start trainees represent a range of positions and roles, and
include paid staff as well as volunteers and parents. In some cases,
an individual may wear more than one hat and represent two or more
roles. An example is a parent who is also a volunteer, or a teacher
who is also the Parent Involvement Coordinator.

In general, the Head Start trainee will fall into one (or more) of
the following categories:

ADMINISTRATORS	*Executive Directors
	*Head Start Directors
	*Component Heads
	  -education coordinator
	  -health coordinator
	  -parent involvement coordinator
	  -handicap coordinator
	  -nutrition coordinator
	  -CDA coordinator
	  -other coordinators as identified by
	   the program
	*Center Directors (who do not have teach-
	  ing responsibilities

TEACHING STAFF	*Classroom teachers (some may also be Center Directors) *Aides *Home-based teachers and aides
SUPPORT STAFF	*Social service workers *Cooks *Bus drivers *Nurses *Health/nutrition aides *Speech therapists *Other support staff as identified by the program

PARENTS	Of children currently enrolled in the Head Start program.
VOLUNTEERS	*From the community *Former Head Start parents *Foster Grandparents/Retired Senior Volunteer Program (RSVP) *College/University students *High school students *Other volunteers as identified by the program

Obviously, the content of training will depend on the trainee's role and needs related to that role. But no matter what the content, how a trainee approaches the training and what he/she takes away from the training is influenced by individual characteristics and attitudes that make the trainee who she/he is.

What is a Trainee?

It is impossible to provide a description that fits every trainee in Head Start. Still, it is important to consider what the trainee is like relative to certain dimensions and descriptors, because what the trainee is like influences how effective the training will be.

Characteristics and Attitudes of Trainees

Each trainee displays certain characteristics and attitudes that affect how she/he feels about and responds to training. Characteristics are qualities or features that are usually associated with a particular person, and attitudes are ways of feeling, thinking, or acting that show a person's opinion or disposition.

Some examples of characteristics and attitudes that might be used to describe trainees are:

    *eager to learn   *uninterested
    *receptive   *unmotivated
    *attentive   *listless
    *enthusiastic   *burned out
    *motivated   *complacent
    *indifferent   *excited
    *overwhelmed   *apathetic

A trainee may exibit what could be described as a positive attitude or a negative attitude. This is usually a subjective determination, based on that person's observed behavior in a variety of situations

over a period of time.

****

Example #1: A teacher falls asleep during every train-
ing session. She leaves as soon as the training is
over, and does not incorporate training material in the
classroom. Based on observation of this behavior, her
attitude might be described as indifferent, lazy, or
unmotivated.

Example #2: An aide attends every training event,
gathers handouts, and asks questions. She tells the
trainer how helpful the information will be to her in
the classroom. Based on observation of this behavior,
her attitude might be described as highly motivated,
eager to learn, or receptive.

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In these two examples, trainee #1 appears to have a negative, or at
least neutral, attitude towards training; while trainee #2 displays
a positive attitude. These attitudes will have a definite effect
on how each trainee feels about attending training, about the train-
er, about the content of the training, and about using the material
and information presented following the training.

Consider the following trainees and how their attitudes affect
their response to training...

...a trainee who views the training as an imposition,
something she is doing because she has to, and not
really worth her time; who doesn't want to participate
and looks bored

...a trainee who attends training but doesn't understand
what is being presented and is afraid to ask; who smiles
and nods but doesn't utilize the information because she
doesn't know how

...a trainee who feels that, because of her years of ex-
perience, she knows all she needs to; who doesn't see the
point of attending; who tunes out the trainer because she
figures she already knows it anyway; who feels that the
best way to do something is her way

...a trainee who gets excited by new ideas; who attends
training so she can learn; who works hard to understand
and utilize the information presented; who enjoys parti-
cipating in training activities

...a trainee who is working on her CDA and has attended
some college training; who sees training as one means
of improving her skills and abilities; who has ambitions
for professional development and career advancement

It is helpful to identify a trainee's attitude toward training,
since attitude directly affects how receptive the person will be

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Figure 2

Factors That Have an Effect
on the Trainee

Educational Level

Personal Situation

Age

Reason for Working in Head Start

Learning Style

Experience

Length of Employment in Head Start

Motivation

Culture

COA

Degree of Literacy

Salary Level
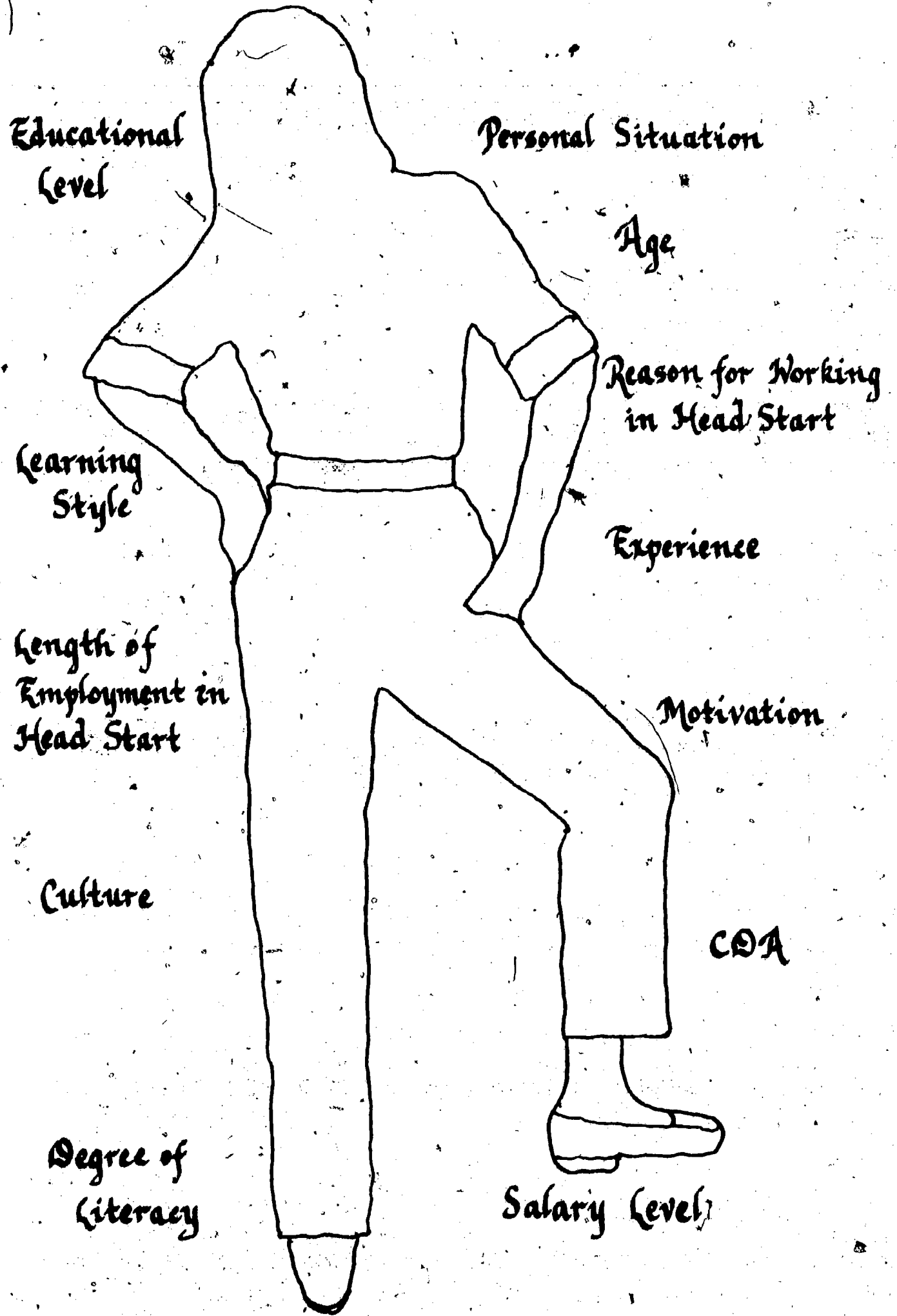
to training. There are a variety of factors that have a bearing on attitude and must be taken into account in planning appropriate training strategies.

Factors That Have an Effect on the Trainee

There are a variety of factors, or realities, that have an effect on the trainee's attitude towards training. Often these factors are the reason why a trainee exhibits certain characteristics. Some of the more common realities, or factors, that have an effect on the trainee are:

*age - sometimes older trainees appear less receptive, or may fall asleep, while younger trainees appear eager to learn; conversely, many older trainees are eager for new ideas, while younger trainees may appear overwhelmed or resistant.

*experience - some trainees have had many years of experience, both in Head Start and other agencies; for other trainees, Head Start is their first employment or volunteer experience. Some experienced trainees may resist new information while others crave new ideas; some new trainees are overwhelmed by training information while others want to learn all they can as fast as they can.

*educational level - some trainees may be considered highly educated, while others have not graduated from high school. Some are considered to be on a professional level, some are paraprofessional; many are working on their CDA. How much education the trainee has had can have an effect on training format, content and goals.

*salary level - for many trainees, salary level can be a motivator for training; trainees who have the desire/ opportunity for advancement based on training and education may appear more receptive to and enthusiastic about training than trainees for whom no salary incentive exists.

*personal situation - factors related to the trainee's personal life can influence the trainee's attitude about and receptivity to training. Such things as marital status; number of children; family relationships; satisfaction with style and quality of life; degree of harmony in personal relationships; problems with transportation, housing, or child care; and financial situation can make demands on the trainee's time and energy and thus affect how the trainee responds to training.

*reason for working in Head Start and length of employment - some trainees have been in Head Start since its inception and are deeply committed to it. Others

are working in Head Start because it is "just a job".
The degree of commitment to Head Start certainly in-
fluences the trainee's attitude towards training, and
length of employment may also have an effect; however,
it would be a mistake to assume that trainees who
have been in Head Start for a long time will have a
better attitude toward and response to training than
"new employees".

*motivational level - some trainees need tangible re-
wards to motivate them for training; others gain moti-
vation from a desire for self-improvement or promotion;
still others don't seem to be motivated at all.

*CDA - many trainees are working toward their CDA and
need training to help them complete the program. The
relevance of the content for CDA completion and the
influence of attending college classes may have an
effect on the trainee's approach to the training.

*degree of literacy - in any given program, there may be
trainees who have difficulty reading and/or writing or
who are uncomfortable with oral expression. In addi-
tion, many trainees are bilingual, with English being
the second language. Training that leans heavily on
reading, writing, or speaking English will probably
not be very meaningful for those weak in English.

*culture - there may be a variety of cultures and ethnic
groups represented in any program, and appropriate cul-
tural and ethnic considerations must be taken into ac-
count in planning training.

*learning style - some trainees learn best when material
is presented visually; others rely on auditory input;
and still others lean toward a "hands-on" approach.
For many trainees, the opportunity to practice a new
skill or participate in group activities under the
guidance of the trainer is the best approach, while
others are more comfortable in non-participatory
roles. Trainees who feel uncomfortable or "on the
spot" during training will probably not gain much
from the training.

There are likely to be many other factors within a given program
that affect how trainees approach and respond to training. It
should be obvious, then, that trainees do not have the same back-
grounds, nor do they have the same needs, learning styles, or
attitudinal approaches to training. In short, trainees do not
all function at the same level.

Levels of Trainees

Because of the factors and characteristics described above, trainees
are at different levels professionally, educationally, personally,
and attitudinally, and have different training needs related to
these levels. Three examples will illustrate this difference.

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********************
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TRAINEE # 1 is a 48-year-old Anglo woman who is a high
school graduate. She has been a Head Start teacher for
ten years. Her personal situation is stable, but she ap-
pears complacent about her teaching and attends training
only because she has to. Her attitude is to do only
enough to "get by" since her pay is low and her husband
has a good job. She often seems depressed.

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********************
```

TRAINEE # 2 is a 25-year old Black woman who has had one
year of college. She is in her second year as a Head
Start aide and is working on her CDA. She is a single
parent with small children and no outside support. She
appears highly motivated, is anxious to learn about Head
Start, and wants to be a teacher and eventually, educa-
tion coordinator.

```
********************
```

TRAINEE # 3 is a 32-year-old Mexican-American male who
was recently promoted from classroom teacher to Handicap
Coordinator. He has his CDA and has been with the Head
Start program for four years. He is single, and is ex-
cited but apprehensive about his new position. He feels
he does not know enough about handicap services but is
often afraid to ask questions for fear of appearing stu-
pid or unfit for his job.

```
********************
```

These three different people are obviously functioning at different
levels in terms of motivation, experience, education and attitude
toward training and professional development. Since they are all
in the same program, training content and approach must reflect
their levels and needs.

Evans (1981) suggests some general considerations regarding trainees,
no matter what level they are on. She indicates that any trainee

1. wants practical, useful information,

2. will learn what he/she perceives is relevant
    to his/her needs,

3. needs information that will help solve problems
    and improve abilities,

4. does not want to be talked down to, and

5. changes because he/she wants to.

What all of this means, then, is that any given group of trainees
will be a heterogeneous group, with a wide range of skills, know-
ledge, and needs. Thus, there is no one single "type" of trainee.
It is important to be aware of this fact and to incorporate this
awareness into assessing and planing for training. Developing a
Trainee Profile is one way to help determine where an individual

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is functioning in relation to others in the program or in relation
to goals or standards of the program.

The Trainee Profile

A Trainee Profile is an objective picture of a person's level of
competence or status in relationship to specified demensions.
These demensions can be in terms of others in the group or in
terms of standards set by the program. A Trainee Profile shows
where the trainee falls along each dimension and can be designed
to fit the goals and needs of the program.

What Does a Trainee Profile Look Like?

A Trainee Profile can be a computer printout, a bar graph, a chart,
a narrative, a line graph, or any other representation of trainee
skills and status. Some samples are shown at the end of this
chapter (Figure 3, 4, and 5).

Any dimensions can be selected for use in a Trainee Profile. Some
common dimensions are:

    *experience (usually number of years)
    *education level
    *age
    *CDA (completed, in progress, not started)
    *length of employment in Head Start
    *sex
    *ethnicity
    *job category (teacher, aide, coordinator, cook, etc.)

These are fairly objective dimensions for profiling a trainee.
More subjective dimensions (which may be harder to measure) can be
included in a Trainee Profile. Some of these are:

    *motivation level (and motivators)
    *strengths (with regard to job role)
    *weaknesses (with regard to job role)
    *learning style
    *reward strategies

These dimensions may be incorporated into the assessment process
(see Chapter III), and a training profile determined through obser-
vation, specific assessment tools, and self-report.

What is the Purpose of a Trainee Profile?

A Trainee Profile is intended to provide a picture of a trainee.
It shows what a trainee looks like in relation to specific dimen-
sions or standards. It can be used to:

    1. compare an individual trainee to the total program
       on specific dimensions

2. gain a composite picture of the trainee group

3. help identify trainee needs and goals

4. help measure trainee growth along specified dimensions

A word of caution: The Trainee Profile should not be viewed solely as an assessment tool for determining training needs. Other assessment measures should be utilized to identify specific training needs, learning styles, reward/motivation strategies, and trainee strengths and weaknesses. The Trainee Profile is simply a picture of a trainee with regard to specific measures or dimensions.

How Can a Trainee Profile Be Used?

A look at two Trainee Profiles will illustrate how they can be used in planning for training,

Trainee #1	Program Average	Trainee #2
*male *24-years old *Black *3 years teaching experience (public school only) *3 years college (child development major) *CDA not started *first year in Head Start *Education Coordinator	Using this information from the Trainee Profile, some assumptions may be made with regard to training for these 2 people: 1. Trainee #1 might benefit from training in supervisory/management skills and general Head Start orientation. 2. Trainee #2 might be encouraged to begin her CDA training. 3. Trainee #1 might provide Trainee #2 with current material relating to classroom activities, behavior management, transition to public school etc. 4. Trainee #2 might provide Trainee #1 with some insights into Head Start in general and the Education Component in particular.	*female *46 years old *Anglo *10 years experience (all Head Start) *high school graduate *CDA not started *10 years in Head Start *head teacher

These profiles can also be used to show each trainee's status in relation to the total program.

Trainee #1	Program Average	Trainee #2
*male *24 years old *black *3 years experience *CDA not started *first year in Head Start *Education Coordinator	*75% female *25% male *35 years old *65% Anglo *35% Black *8 years experience *high school graduate *CDA in progress *7 years in Head Start *10 teachers, 6 co-ordinators	*female *46 years old *Anglo *10 years experience *high school graduate *CDA not started *ten years in Head Start *head teacher

Using this information, several comparisons may be made that will have an effect on training:

1. Trainee #1 has more education than the average employee, but less Head Start experience, and is almost ten years younger.

2. Trainee #2 is almost ten years older, has more experience, and has been with Head Start longer than the average employee, but has the same level of education.

3. Both trainees are below the program average on their CDA's.

4. Training for the program as a whole will need to take into account education level and experience.

Keep in mind that all of these are only initial assumptions based on minimal data, but they provide a starting point for identifying and confirming training needs and direction.

The Head Start Trainee - A Final Look

In eight of the many variations in job role, attitude, experience, education, motivation, age, reason for involvement in Head Start, and the many other factors that make up any given group of trainees, it seems safe to conclude that there is no one type of trainee. Head Start is responsible for a gamut of trainees who are functioning at various levels and who have wide ranges of skills, abilities, and needs. "The" Head Start trainee is the individual, whether he is a cook or director, teacher or volunteer, parent or nurse.

Still, because of limited resources, training is usually a group affair, where many individuals come together for a common purpose.

Designing group training that effectively meets the needs of the individuals is a challenge, but can be done. The key to planning and implementing effective training that meets the needs of the trainees is assessment. The next chapter addresses assessment of staff and program needs, as both a preliminary step to training and on-going process during training.

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Figure 3

SAMPLE TRAINEE PROFILE

Sex _____

Age _____ yrs.

Ethnicity _____

Experience
(Head Start
and other) _____ yrs

Education _____
_____

CDA _____

Length of
Employment
in H.S. _____ yrs

Job Category _____

List Strengths _____
_____
_____

List Weaknesses _____
_____
_____

Figure 4

SAMPLE TRAINEE PROFILE

DIMENSION	TRAINEE	PROGRAM
Sex	F	85% F 15% M
Age	21	Average Age 33
Ethnicity	Mexican American	25% M.A. 50% Black 25% Anglo
Experience	1 year (HS)	Average years exp. 8
Education	High School	Average Education 2 year college
CDA	Not started	30% No 50% In progress 20% Completed
Length of Employment in Head Start	1 year	Average years in Head Start 7
Job Role	Aide	15% Aides
Strengths		Head Start Performance Standards
Weaknesses	Handicapping condition IEP Head Start Performance Studies	handicap IEP

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Figure 5

Sex ___Male ___Female

Age ___18-30 yrs ___31-40 yrs ___41-50 yrs ___51-older

Ethnicity ___Black ___Mexican- ___Anglo ___Native ___Asian
                    American   American   American

Experience ___0-5 yrs ___6-10 yrs ___11-15 yrs ___16-20 yrs ___more than 20 yrs
(Head Start
and other)

Education ___Did not ___High School ___1 yr ___2 yrs ___3 yrs ___college
           complete   Grad/GED   college college college degree
           H.S.

CDA ___not started ___in progress ___awaiting ___have CDA
                                     assessment

Length of ___0-5 yrs ___6-10 yrs ___11-15 yrs ___more than 15 years
Employment
in HS

Job Category ___teacher ___aide ___coordinator ___administrator ___support
                                                                   staff
                                                                   (specify)

OPTIONAL

*Motivation
Level   ___highly motivated ___motivated ___do my job ___could care less

*Learning
Style   ___auditory ___visual ___hands-on

*Reward   ___tangible ___recognition ___special activities ___internal

*Strengths
(list)

*Weaknesses
(List)

*These may be determined through assessment

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ASSESSING TRAINING NEEDS

A fellow in Austin, Texas, asked "I'm driving to Dallas, how
do I get there?" He was told "Take I-35 north." Good advice--
if he was starting from Austin, but poor advice if he was start-
ing from New Orleans, Little Rock, Oklahoma City or Albuquerque.
Without assessing the man's starting point, it is impossible to
determine the best route to help him reach his destination.

A teacher of 4-year-olds would be considered foolish and a poor
teacher if she assumed that, since all the children are the
same age, they are all functioning on the same level and planned
the same activities and lessons for all the children.

In working with children, it is accepted practice to assess
their skills and level of development prior to instruction. The
rationale is that, in order to establish goals for instruction and
plan appropriate activities, one must first know where each child
is starting from. In this way, a teacher can plan the best route
to take to help the child reach the goals and objectives set for
him.

The Head Start program that provides training for staff, parents
and volunteers without first assessing training needs is, like the
example of the teacher of 4-year-olds, foolish. In a time of
limited resources, programs cannot afford to waste precious
dollars and time on training that is irrelevant, inappropriate,
and of little benefit to staff. As in driving to Dallas or
working with children, the way to find out what training is
needed is through assessment.

This chapter addresses assessment of training needs on two
levels: program and staff. It also recognizes that assessment is
a formative (on-going) process that determines whether training
is meeting the needs of staff and whether changes are occurring
in knowledge, skill development and program operations.

Program Assessment

Some instruments that provide a means for assessing program
needs are:

*Performance Standards
*Self-Assessment Validation Instrument (SAVI)
*Program Information Report (PIR)

These three are inter-related and help a program identify areas
of service and program operations that need to be improved.
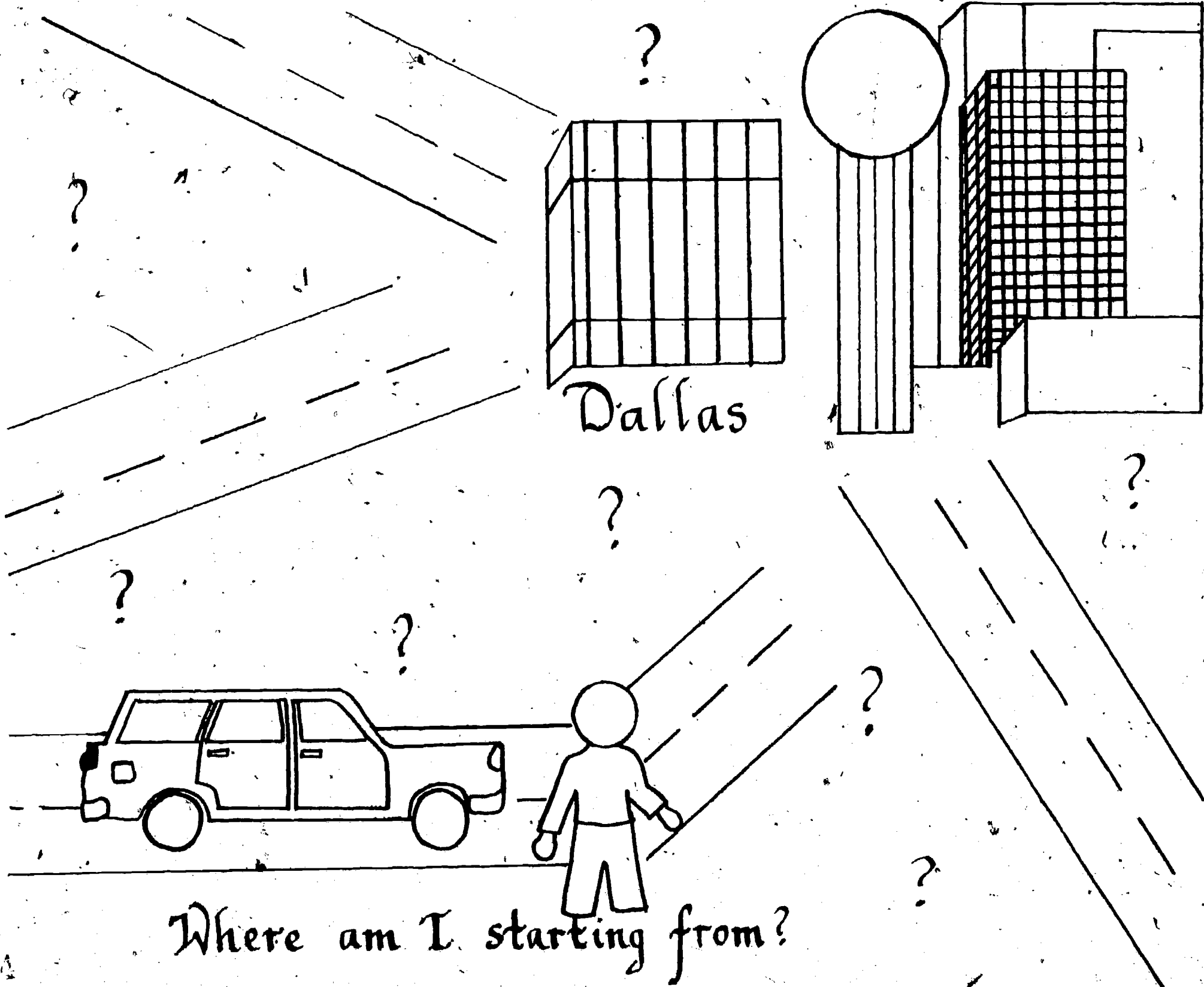
Dallas

Where am I starting from?

Figure 6

Performance Standards

The foundation of Head Start operations rests on the Performance Standards as requirements and guidelines. As a grantee conducts a needs assessment for training, it reviews the activities specified in the Performance Standards for each component. These activities provide the "what" of Head Start operations through specific, explicit guidance. Performance Standard sections spell out guidance for compliance, which may be used as assessment measures. The following example from the Education Performance Standards shows how assessment information can be gained.

PERFORMANCE STANDARD	GUIDANCE	ASSESSMENT APPLICATION
A supportive social and emotional climate which enhances children's understanding of themselves as individuals, and in relation to others, by providing for individual, small group, and large group activities.	Encourages awareness of self through the use of full-length mirrors, photos and drawings of child and family, tape recordings of voices, etc. / *Use child's name on his work and belongings. *Arrange activity settings to invite group participation (block and doll corners, dramatic play). *Include active and quiet periods, child-initiated and adult-initiated activities, and use of special areas for quiet and individual play or rest.	If no evidence of this awareness exists in the classroom, then training could address self-concept development, teaching approaches, and utilization of special areas.

SAVI

Another source of information for identifying needs is the Self-Assessment Validation Instrument (SAVI), completed by grantees. The SAVI for each component provides specific guidance for assessing compliance with Performance Standards. The SAVI is a useful tool for grantees to determine areas that need strengthening through training. The specific nature of the guidance sections

enable the grantee to not only identify weak areas, but also provide a means for how to assess compliance (eg: through observation, interviewing, etc.). Because the SAVI is based on the Performance Standards, these two instruments can serve very well as complementary program component assessment tools. The example below shows the utility of the Education Component SAVI in assessing training needs.

PERFORMANCE STANDARD	SAVI GUIDANCE FOR ASSESSING COMPLIANCE	ASSESSMENT APPLICATION
Enhance children's understanding of themselves as individuals, and in relation to others, by providing for individual, small group, and large group activities.	Observe in classrooms to see if room arrangement and daily schedule enable children to participate in individual small group and larger group activities.	Through observation it is determined that classroom staff need training in basic room arrangement and scheduling to enhance children's development.

PIR

The PIR yields information on program operations along selected dimensions. Comparing the program's performance to state, regional, and national levels on specific indicators will identify areas that need to be strengthened. (See Chapter XII). In the example below, the fifteen indicators selected from the PIR reveal that this program is weak in several areas. Training in CDA, use of EPSDT services, and utilization of former parents in the program can help raise the weak areas and bring about an improved PIR profile.

In addition to selected indicators, the PIR can identify training needs in other related areas. For example, in the Handicap Section, PIR results may indicate that more training is needed in coordination with other agencies serving handicapped children or in providing support services to parents.

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Figure 7

Figure 7

Y-axis: 100, 90, 80, 70, 60, 50, 40, 30, 20, 10, 0

X-axis categories:
- %Children Medically Screened
- %Children Rcvg Medical Treatment
- %Child Completing Dental Exams
- %Child Receiving Dental Treatment
- %Child Completing Immunizations
- %Children Enrolled in Medicaid/EPSDT
- %Children Rcvg Med/EPSDT Pd Scrg
- %Child Rcvg Med/EPSDT Pd Med Trt
- %Rcvg Med/EPSDT Pd Dental Exams
- %Rcvg Med/EPSDT Pd Dental Treat
- %Families Prvd/Or Refd for Soc Ser
- %Clrm/HomVis Staff w CDA/ECE'or Both
- Class Size
- %Staff-Parents of Cur/Form HS Child
- % USDA Reimbursement

Identifying Areas for Training

Using the Performance Standards, SAVI, and PIR together can help
identify basic program weaknesses and needs for training.   These
will be general areas of need, but serve as a basis for develop-
ing specific staff assessment.   For example, if the three instru-
ments indicate a basic weakness in the health area, staff can
be assessed regarding their knowledge of health concepts, use
of health in the curriculum and with parents, and concerns
for training in health.

Assessment of program needs forms the basis for determining staff
training needs.   This process follows a logical, on-going pro-
gression.

Figure 8
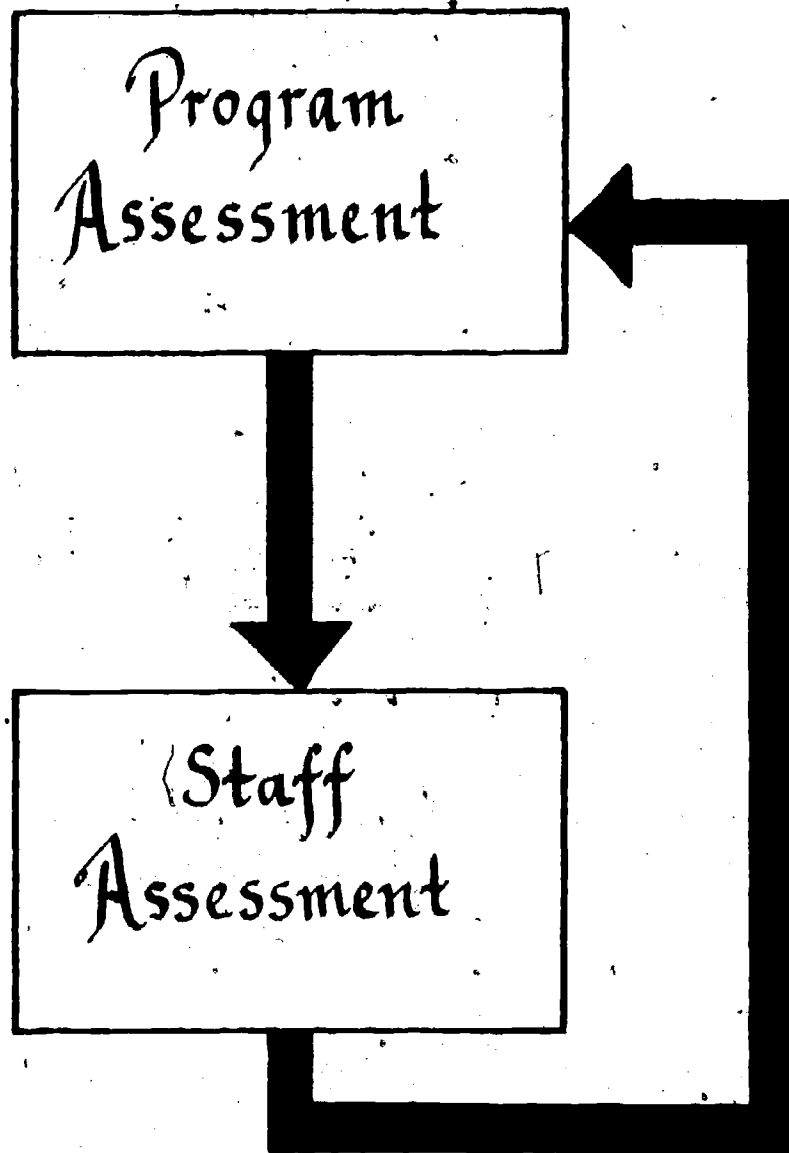
Two other tools that may help in the program assessment process
are The Quick Check of Head Start Activities (Quezada, 1977) and
The Quick Check of Head Start Documentation (Quezada, 1978).
These will assist grantees in further pinpointing areas that
require training. These may be used in conjunction with other
locally designed instruments or other evaluation models that are
available.

Staff Assessment

There are three basic types of staff assessment: formal, informal,
and self-assessment. All three feed into the Trainee Profile
described in Chapter II.

Formal Staff Assessment

The most useful and relevant means of formally assessing class-
room staff training needs is through CDA. This program defines
thirteen Functional Areas in six Competency Areas. Trainees
are assessed in relation to their skills in the Functional
Areas and thus appropriate areas for training can be identified.
The Functional Areas are specifically defined and include indi-

cators by which the trainee's performance can be evaluated.
These Functional Areas and Competencies are directly related to
the Head Start Performance Standards and provide a direct link
from program assessment to staff assessment.

For those staff who are enrolled in the CDA program, assessment
of training needs can be easily and thoroughly accomplished.
Trainee performance and skills in relation to the defined compe-
tencies will ascertain areas for training.

Informal Staff Assessment

Much of the information gained about staff training needs can
be assessed through checklists and observation.

CHECKLISTS.   Simple checklists or inventories can be developed
to determine trainee's knowledge about specific areas.   These
checklists can be constructed from information in the Performance
Standards, SAVI's, and Head Start regulations, and may be
generic to Head Start or may focus in on a specific area, such
as the requirements of T.N. 70.2 on Parent Involvement.   A
sample checklist regarding handicap services is shown in
Figure 11).   Another example is provided in Figure 12) which can
be used in the Nutrition Component for food services personnel.

These checklists may be filled out by trainees prior to training,
or a program administrator may assess the trainee and record the
responses.   Gaps in knowledge will serve as the basis for
identifying training needs.

OBSERVATION.   Identifying training needs through observation is
another means of staff assessment.   The observer should have a
pre-determined set of guidelines to use in observing, and should
record observations in as factual a manner as possible.   Subjective
statements like "she is lazy" or "she doesn't work well with
peers" do not say anything about the trainee's needs for skill
development.

Figure 10) shows a sample observation form for use in assessing
classroom activities.   The content of an observation form is
wide open to, adaptation, depending on the area to be assessed.

Observation offers a wealth of valuable assessment information,
especially concerning areas that are harder to measure, such as
teacher attitude toward a handicapped child or parent reaction
to a referral.   The danger, however, is that subjectivity enters
in and overrides the importance of specifying what is to be
observed beforehand.

Many trainees feel uncomfortable or threatened if they know
someone is observing them.   It is important to prepare them
beforehand by telling them the reason for the observation and
how the results will be used.   Following the observation, schedule
a convenient time to share what was observed.   Trainees who feel

a part of the assessment process are much more likely to benefit from training than those who feel imposed on.

Problems in Informal Assessment

Self-Assessment

A third means of informal assessment is self-assessment, where the trainee identifies needs for training. Sometimes these needs coincide with assessed needs; sometimes trainees report needs in other areas.

Trainee input should be part of the assessment process. As previously stated, trainees who are involved in determining their training plans are more likely to participate and benefit from the training provided.

When trainees assess their own needs, several points should be considered:

1) self-assessment should cover all components
2) specific topics for training should be listed
3) trainees should state why they feel a particular area is a need for training
4) trainees should identify goals or outcomes of training

Figure 9

SELF-ASSESSMENT GUIDE

WHAT I WANT TO LEARN	WHY I THINK I NEED TO LEARN THIS	WHAT I HOPE TO GAIN FROM TRAINING

The assessment process is the beginning step in the conduct of training. It sets the stage for what is to follow. If it is properly accomplished, the training is more likely to be relevant and useful. The result of relevant and useful training is going to be staff that is competent, which will ensure that children and their families receive the quality services that they deserve.

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Figure 10

OBSERVATIONAL ASSESSMENT--CLASSROOM

1. How do lesson plans address a sequence in learning in the following areas?

1. Head Start Components

_____ Health (including hygiene
and safety)
_____ Nutrition
_____ Mental Health (good self
concepts, multicultural exposure)

2. Learning Center Use (including outdoors)

_____

_____

3. Use of assessment information (also IEP's for handicapped and non-handicapped children)

_____

_____

4. Unit Study

_____

_____

5. Volunteers

_____

_____

6. Transitions

_____

_____

2. How are lesson plans implemented in actual classroom activities?

_____

_____

_____

3. Have individual on-going assessments been conducted for all children?

_____

_____

_____

4. Have the required amount of home visits been made?

_____

_____

_____

5. Is the teacher able to provide useful student information for referrals/staffings?

_____

_____

_____

6. How has the teacher assisted parents in conducting Center/ Parent meetings?

_____

_____

_____

7. Does the teacher send home parent/child activities related to classroom activities to promote reinforcement?

_____

_____

_____

8. How are handicapped children's needs addressed in lesson plan activities?

_____

_____

_____

9. Is the curriculum developed by the grantee used in actual teaching activities (age level, cultural background, language development, special needs, Head Start components, etc.)?

_____

_____

_____

10. How are volunteers used?

_____

_____

_____

11. How are daily transition periods handled?

_____

_____

_____

12. How does the teacher utilize resources in lesson plan development?

_____

_____

_____

13. Recommendations for training: _____

_____

_____

_____

_____

_____   _____
OBSERVER   DATE

Figure 11

ASSESSMENT CHECKLIST--HANDICAP

Do You . . .

GUIDANCE

_____ know the categories of handicapping conditions specified on the PIR and in T.N. 75.11?

_____ know what T.N. 73.4 is?

_____ know what P.L. 94-142 is?

_____ have on file a completed copy of a current Self Evaluation for Head Start Program Section 504 of the Rehabilitation Act of 1973?

_____ know the Handicap SAVI (Revised 1983) and use it to check your Handicap Component?

_____ have written procedures instituted for confidentiality of children's records?

_____ have and implement a written plan for continuity of services after the child leaves Head Start?

_____ have written termination procedures/policies for handicapped children?

_____ provide special transportation for all handicapped children who require it?

_____ provide a full range of services to all children regardless of handicapping condition?

_____ have facilities that, in accordance with Section 504, assure the safety and comfort of handicapped children enrolled?

_____ have designated person(s) responsible for coordinating and implementing Handicap Service Delivery?

OUTREACH AND RECRUITMENT

_____ have written plans documenting outreach and recruitment activities to enroll handicapped children based on a survey of community needs with regard to handicapped children?

_____ work with social services and other agencies to recruit handicapped children?

Figure 12

TRAINEE SELF-ASSESSMENT FORM

Name of Trainee _____

Program _____ Phone _____

To the Instructor: List each subcompetency on which you plan to
train under "Behavior": Example: "Plans menus which follow the
prescribed meal pattern; In conversation with the Trainee ask if
he performs that task and place a check in the appropriate column.
Rephrase the subcompetency if necessary to be sure the Trainee
understands what you mean.

BEHAVIOR	NEVER	SOMETIMES	USUALLY	ALWAYS
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

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_____ enroll children already diagnosed as handicapped by other
agencies/individuals?

_____ have severely handicapped children enrolled?

SCREENING

_____ have written screening plans for inclusion of special needs
children?

_____ discuss screening results and concerns with parents so they
are kept informed and are not taken by surprise when you
suggest referring their child for a possible handicapping
condition?

_____ have comprehensive observation and assessment information
on which you base a referral for further evaluation?

_____ have signed, written consent forms from parents for all
additional evaluations?

DIAGNOSIS

_____ have a system in place for keeping track of which children
are referred for additional evaluation, to whom, and what
the results were?

_____ utilize a Diagnostic Team to diagnose handicapped children?

_____ have a categorical diagnosis signed-off by appropriate
certified professional (according to T.N. 75.11) on every
child you report as handicapped on the PIR?

_____ have functional assessments from specialists who do the
evaluations on children suspected of having handicaps?

_____ know how many handicapped children are enrolled in your
program by Categorical Diagnosis?

INDIVIDUAL EDUCATION PLAN

_____ know what the IEP is?

_____ have an IEP, written by a team that includes the child's
parents and teacher, on each child identified as handicapped?

_____ have IEP's written in terms understandable to professionals,
parents, and teachers?

_____ have a comprehensive IEP covering the skill areas of Gross
and Fine Motor, Language, Cognitive, Perceptual, Self-help,
and Socialization?

_____ have child's present level of functioning in each IEP?

_____ have IEP Annual (Long Range) goals based on child's present
level, stated in observable/measurable terms?

_____ have IEP short term goals, based on annual goals, stated in
observable/measurable terms, including conditions under
which child will perform task and to what criteria?

_____ have IEP short term goals that include beginning and ending
dates and person responsible for implementing each objective?

_____ have related services necessary for child stated on IEP
including amount of time for each service with beginning
and ending dates?

_____ have signatures and positions of IEP team members (including
parents) on the IEP form?

_____ have provisions for assessing handicapped children as an
on-going process through periodic observations of the
child's functioning?

_____ know what services a specific handicapped child is receiving?

_____ coordinate with Education and Mental Health components to
provide program activities that include a series of ex-
periences designed to meet the needs of the handicapped
child as provided for in the IEP?

REPORTING

_____ have a current written program plan for Head Start Handicap
Service Delivery?

_____ have written procedures and permission for administering
medication at school?

_____ have cooperative agreements with the local education agency
for dual enrollment of children and transition of children
from Head Start to public school?

_____ provide accurate data for reporting on the PIR?

_____ complete the Handicap section of the PIR (or supply the
information to someone who does)?

_____ have written plans and a calendar for training of staff
concerning working with special needs children?

_____ communicate with other components, such as Nutrition,
concerning special needs the handicapped child might have?

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CHAPTER IV

DEVELOPING A TRAINING PLAN:
THE CDA EXAMPLE

The path to successful training in the local Head Start program
has thus far covered three steps:

1. establish a need for training (Chapter I)
2. consider the trainees involved (Chapter II)
3. assess trainee and program needs (Chapter III)

The next step, to be discussed in this chapter, is to develop
a program training plan, utilizing information from the previous
steps. The Program Training Plan becomes the working tool for
designing, implementing, and evaluating training in the local
program.

What is a Program Training Plan?

A Program Training Plan is an organized, assessment-based
written procedure for providing training activities for staff,
parents, and volunteers in Head Start. It is a comprehensive,
long-range plan for training that takes into account identified
needs (both program and staff), available resources, program
goals and objectives, training content, and evaluation proce-
dures. This program training plan provides the framework from
which specific training events are planned, implemented, and
evaluated.

The Program Training Plan may be developed 1) by a single program
for that program, 2) by a team of two or more programs who choose to
cluster for training and want to develop a single plan for the
cluster, or 3) by each program in a cluster specifically for
that program but taking into account cluster considerations.
(In the second case, it is important that each program in the
cluster have input into the development of the training plan
and that each retain a copy of the plan). For purposes of
clarity in this chapter, "Program Training Plan" will refer to
this comprehensive, long-range plan, whether it is developed
by a single program or by a cluster of programs.

Purpose of the Training Plan

Trying to plan and implement training without a training plan
is a little like trying to take a trip without a roadmap---you
may know, or have an idea, where you want to go, but you really
aren't sure how to get there. Consequently, you wander around,
veering off course, using valuable fuel and time, until finally
you stumble onto your destination by accident or give up in total

frustration. Considering the limited amount of "fuel", or resources, it is vital to develop a training plan. The purpose of the training plan is to serve as the roadmap on the path to successful training.

The training plan "roadmap"

*provides a logical, sequenced approach to training and avoids a "scattershot", random selection and presentation of training topics and events. Through needs assessment and sequential planning, the program training plan keeps the program on the right path.

*creates a team approach to training. All staff, volunteers, and parents have input, through needs assessment, into the selection of training topics. In addition, when two or more programs choose to cluster for common training needs, the training plan developed in collaboration with other programs enhances this team approach.

*provides a means for measuring and evaluating training and determining future program/staff needs. Evaluation of each training event and of the total training plan in relation to stated needs and objectives will indicate whether or not objectives have been met, what training needs still exist, and future directions for modifying the training plan.

Characteristics of a Training Plan

CHARACTERISTIC	EXAMPLE
1. The training topics and events are sequenced so that the training builds on itself.	1. "Developing an IEP for Handicapped Children" is presented before "Implementation of the IEP"
2. Training relates to the PIR and Head Start Performance Standards.	2. The program's PIR indicates a weakness in the area of health services. By reviewing Health Performance Standards and correlating these with PIR deficits, the program can plan training in health that is consistent with identified health training needs and increased competence in health services.
3. Training addresses all Head Start components.	3. The training plan topics might include "Behavior Management" (Education); "Nutrition Activities for

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Home and School" (Health);
"Home Learning Kits: Help-
ing Parents Work with Their
Children at Home" (Parent
Involvement); "The Role of
Social Services in Helping
Families with Handicapped
Children" (Social Services);
"Concepts Involved in Main-
streaming" (Handicap); and
"Time Management" (Admini-
stration).

4. The training plan takes
   into account the basis for
   Head Start.

4. Training topics are based
   on, and make reference to,
   relevant Head Start Regula-
   tions, Performance Standards,
   and other guidelines. Train-
   ing events are introduced
   and presented in terms of
   their relevance to these
   regulations. A session on
   "Diagnosis of Handicapped
   Children" is based on trans-
   mittal Notices 73.4 and
   75.11, and staff are made
   aware of what these are and
   how they relate to the topic.

5. The training plan is
   flexible and may be
   revised without losing
   its focus.

5. Training dates may need to
   be changed or a topic that
   was identified as "high"
   need in September may be
   "low" need by January.

6. The training plan includes
   basic training to under-
   stand Head Start, training
   that is relevant to the
   local community, and
   training that is considered
   enrichment or enhanced.

6. The training plan might
   include "Orientation to
   Head Start", for both new
   and returning employees;
   training for the Retired
   Senior Volunteer Program
   (RSVP) senior citizens that
   want to volunteer; and
   provisions for staff to
   attend the National Head
   Start Conference, State
   early childhood conferences,
   or special topical confer-
   ences.

7. The training plan is based
   on the program's pre-
   service and is built
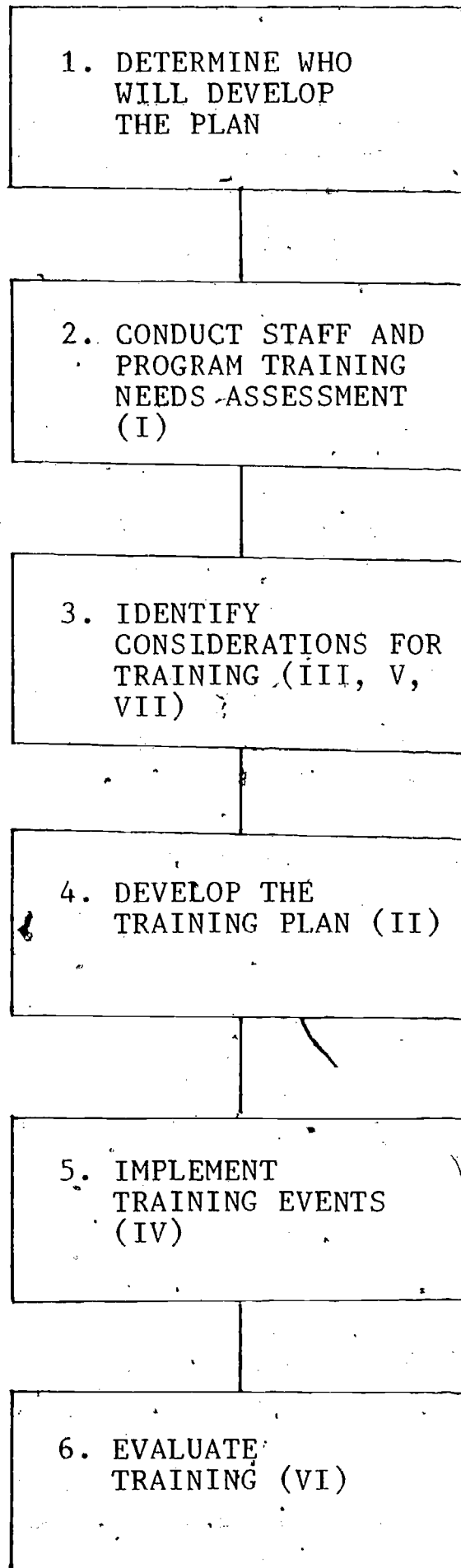   around it. This will

7. See Step 4.

be discussed further in
the section on "Develop
the Program Training
Plan" (step 4).

The CDA Example

The CDA model can be used to demonstrate the program training
plan process. The success of the CDA model in developing compe-
tency-based training can be attributed in part to the CDA
training criteria and in part to development of a training plan
that closely parallels the training plan of the Head Start
program.

CDA TRAINING CRITERIA (Hines and Riley, 1981)	PROGRAM TRAINING PLAN
1. Training should address the thirteen Functional Areas of the CDA compe-tencies.	1. Training should address the Head Start Performance Standards, the PIR, and Head Start regulations, plus needs identified by staff through program needs assessment.
2. At least 50% of the training must be super-vised in the trainee's place of work, and must integrate well with the academic work done in the college classroom.	2. Training should be based on a program pre-service, held in the local program, and should relate to identified needs. Training should be sequenced and should integrate with CDA training, basic training to understand Head Start, and training related to all components.
3. Valid college credit may be given for all train-ing.	3. Provisions should be made for recognition or reward for training achievement. Possibilities include attendance at National Head Start Conference, or other national, state, or local, conferences.
4. Training must be of variable intensity and duration to accommodate individual training needs.	4. Training should be based on identified staff needs, and a variety of training approaches utilized to allow for learning styles.

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Figure 13

Program Training Development Process

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┌─────────────────────────┐
│                         │
│  1. DETERMINE WHO       │
│     WILL DEVELOP        │
│     THE PLAN            │
│                         │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│                         │
│  2. CONDUCT STAFF AND   │
│     PROGRAM TRAINING    │
│     NEEDS ASSESSMENT    │
│     (I)                 │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│                         │
│  3. IDENTIFY            │
│     CONSIDERATIONS FOR  │
│     TRAINING (III, V,   │
│     VII)                │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│                         │
│  4. DEVELOP THE         │
│     TRAINING PLAN (II)  │
│                         │
│                         │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│                         │
│  5. IMPLEMENT           │
│     TRAINING EVENTS     │
│     (IV)                │
│                         │
└────────────┬────────────┘
             │
┌────────────┴────────────┐
│                         │
│  6. EVALUATE            │
│     TRAINING (VI)       │
│                         │
│                         │
└─────────────────────────┘
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The CDA Training Plan follows a seven-step sequence (Administration for Children, Youth, and Families, 1980):

     I. Develop Needs Assessment Profile
    II. Establish goals and objectives
   III. Identify resources
    IV. Develop implementation strategies
     V. Design staffing pattern and coordination procedures
    VI. Establish monitoring and evaluation procedures.
   VII. Design final budget

While this plan is highly individualized for the CDA candidate, it nevertheless has generalized applicability for development of the Program Training Plan for Head Start.

Developing the Program Training Plan

There are six basic steps in developing a Program Training Plan for the local Head Start program. In Figure), applicable CDA Training Plan steps are indicated in parentheses for each step in the Program Training Plan development process. The six steps will be described in detail.

1. Determine Who Will Develop The Plan

The ultimate responsibility for developing the program training plan lies with the Head Start Director. The Director may choose to develop the plan him/herself, or may delegate this task to someone else within the program, such as the Education Coordinator, Training Coordinator or Master Trainer. In any case, it is still the Head Start Director's responsibility to supervise the development and implementation of this plan, just as it is the Director's responsibility to supervise every aspect of the Head Start program.

Whether it is the Director, the Education Coordinator, the Training Coordinator or any other staff member, the person who develops the Program Training Plan must have certain characteristics:

interpersonal skills - be able to listen, communicate, observe, provide feedback, suggest, and manage effectively with program staff, other Head Start programs, and providers.

knowledgeable about Head Start Performance Standards and regulations - be able to relate training to Performance Standards and identify areas that need strengthening through the PIR and SAVI.

knowledgeable about resources - know where to find community resources, how to use providers such as the RAP, and how to collaborate with other agencies for maximum use of the training dollar.

organization skills - be able to plan long-range training goals and objectives, plan specifics related to each training event, and utilize specific procedures for assessing and evaluating training.

trainer skills - be aware of what to look for and what makes a good trainer; provide a model for staff; demonstrate organization, knowledge of philosophy of training, ability to relate to staff; know what to expect in good trainers. NOTE: This does not necessarily imply that the developer can do the actual training (although that is a possibility), but that s/he can identify those who can in order to provide the best possible training.

The person who will develop the training plan should be identified early and should participate in conducting the program training needs assessment.

2. Conduct Staff and Program Training Needs Assessment (I)

Assessment of needs for training was addressed in Chapter III, and relates to determining a starting point for planning and implementing training. It is important that assessment of training needs include both programmatic needs and staff needs, and that staff, parents, and volunteers have input into the content of the training to be provided.

This step of assessing training needs cannot be overlooked, nor can it be treated lightly. Only by carefully determining where the program and staff are functioning today can appropriate, helpful training be planned for tomorrow. It is also the only means for evaluating the effectiveness of the training.

At this stage in the development of the training plan, jot down the specific topics or areas needing training as identified through the assessment process. It is also helpful to note which component(s) each relates to and, possibly, who would be an appropriate audience (eg; Health Coordinators, Teachers, Parents, All Staff). It might also be helpful to prioritize the identified needs in terms of which topics are of greatest need to staff or which topics should be presented early in the program year.

3. Identify Considerations for Training (III, V, VII)

There are certain factors that will have to be considered in developing the training plan. Although they will vary from program to program, some common ones are listed here. They are intended to help identify gaps in planning and to highlight areas where additional help or thought may be needed. It will be helpful to list these as they are reviewed.

Resources

1) What resources are available locally? List agencies, providers, materials, training sites, and other resources that are available within the community to meet the training needs identified in Step 2.

2) What training needs exist for which there are no local resources available?

3) What are the options for securing resources to meet these needs? Some possible options are to cluster for training (see Chapter IX), to pay for outside resources, or to revise training needs. Which option works best for a particular program will be a local decision.

Budget

1) How much money is available for training?

2) What is the most cost-effective use of the money allotted for training?

3) What is the projected cost for each training event?

4) Are some of the identified resources available on an in-kind basis?

Training Topics

1) Are all Head Start components addressed in the list of topics generated in the assessment process?

2) Do the training areas or topics relate to deficits on the PIR and SAVI, and do they complement CDA training competencies?

3) Do the training topics correlate with the Head Start Performance Standards?

4) Will the training content help provide staff, volunteers, and parents with an interdisciplinary approach to and understanding of young children in Head Start?

Training Format and Trainees

1) What format, or presentation style, will work best for the topics to be included in the plan?

2) Will the trainees have opportunities to practice new skills or participate in activities, or will they be involved in a more passive role? NOTE: Evans (1981) suggests a variety of format options. These are listed at the end of this chapter.

3) What are trainee learning styles? How best will they retain and utilize the material presented in the training events? Will handouts and audio-visuals be needed for presentations?

4) Will trainees have opportunities to participate in other professional development activities that build on the training provided by the program?

5) Is the plan intended for the Head Start staff, for parents, for volunteers, or for a combination of these?

Cluster Arrangements

1) Is clustering an option for training?

2) Are there other programs to cluster with (consider budgets, geographics, similarity of training needs, etc.)?

3) What steps need to be followed in arranging cluster training?

4) Will clustering help meet training needs? NOTE: See Chapter IX for a discussion of clustering as an option.

Culture/Ethnicity

1) Are the various cultures and ethnic groups in the program represented in the training topics?

2) Are there parents or volunteers of specific cultures or ethnic groups who might participate as trainers?

3) Do special arrangements need to be made so that non-English speaking staff can take advantage of training conducted in English?

Trainers

1) Are trainers available who are familiar with Head Start?

2) Do identified trainers have the necessary expertise and background to provide training on the topics selected?

3) Are there staff, parents or volunteers who are qualified to provide training?

4) What type of trainer is appropriate for the target audience? NOTE: Evans (1981) offers examples of the types of trainer styles. The most appropriate type depends on the content and learning style of the trainees. These trainer styles are listed at the end of this chapter.

Choosing a Trainer. Choosing a trainer is a critical step in planning training, because how the trainees respond to and learn from the training depends a great deal on the trainer. It is difficult to know ahead of time if the trainer is a "good" one if she/he has not worked with the program before. In some cases, the program may have to "take a chance" on the trainer the first time, but can evaluate the trainer during training to decide whether to use that trainer again or not. In other cases, the training topic may limit the choice of trainers.

What to Look for in a Trainer. Those trainers who are considered to be "good" trainers and are in demand for training appear to

possess certain characteristics. In general, they:

*are knowledgeable about the subject and have had field
 experience (eg. a trainer who has been a classroom teacher
 and provides training on "behavior management" or "setting
 up learning centers")

*know the subject matter so that they speak extemporaneously
 and do not read from a "speech"

*appear excited and interested in the topic, and do not
 speak in a monotone; they use inflection, conversational
 tones, and variations in voice pitch and speed

*use language that is understood by the trainees; they do not
 "talk down" to the trainees or use vocabulary that is not
 familiar to them

*involve the trainees in activities and solicit trainee
 input and response; they make the trainees feel part of the
 training and recognize that trainees have contributions to
 make, through opinions, experiences, or questions

*provide concrete, usable suggestions and ideas that trainees
 can implement rather than long-winded, theoretical dis-
 courses that don't offer anything of value to the trainees

*are organized in their presentation and may use a variety
 of instructional aids (such as handouts, audio-visuals,
 and demonstrations) to help present concepts and information

*establish rapport with the trainees and keep them interested
 and attending throughout the training session

*indicate by their appearance, body language, and personality
 that they are professionals who enjoy working with the
 trainees and presenting the session

As a rule, if the trainees appear enthusiastic about the training,
utilize the information presented, and look forward to hearing the
trainer again, use that trainer again if appropriate! Trainee
attitude toward and satisfaction with a trainee is one of the
best indicators of a "good" trainer.

Things to Shy Away From in a Trainer. Unless it is unavoidable
or absolutely necessary (such as when this person is the only
trainer available to present a certain topic), stay away from
trainers who:

*read their presentations

*talk in a low/monotone that puts trainees to sleep

*ramble and seem unorganized or unfamiliar with the material,
 or are unprepared

*are condescending to trainees and talk down to them

Where to Find Good Trainers. Good trainers can be found in a
variety of places. Some of these are:

*Resource Access Project (RAP)

*Project LATON

*state and local agencies

*colleges and universities

*other Head Start programs and the Head Start network

*local school districts

*private consultants (although these people may have
 expensive consultant fees)

*within the local program

Tips for Working with Trainers. In order to have a successful
training session, consider the following points when working
with trainers:

*contact the trainer as early as possible to schedule dates
 for training events--this gives the trainer plenty of time
 to prepare and helps ensure that the program gets the
 trainers it wants

*be specific about the content of the session desired.
 Don't ask a trainer to talk about "handicapped children"
 or "child development"--these are much too broad. Specify
 the topic--"Working with physically handicapped children"
 or "What is developmentally appropriate for four-year-olds?"

*give the trainer enough information about Head Start and
 the trainees so that s/he has a feel for the trainees'
 background, level of experience, language level, and previous
 training; number of handicapped children in the program;
 specific concerns; and other pertinent information

*allow sufficient time in each training session for the
 trainer to adequately cover the material. Nothing will
 frustrate a trainer (and trainees) more than having too
 little time to present a session, especially if the topic
 is new to trainees or is complex

*find out about materials, equipment, seating arrangement,
 and other logistics the trainer needs for the session
 (see Chapter VIII for more discussion on logistics for
 training events)

*confirm arrangements in writing and give the trainer adequate
directions to the program

4. Develop The Training Plan

After training needs have been identified and all training
considerations have been taken into account, the next step is
to incorporate all this into the long-range Program Training
Plan. This is the comprehensive plan that outlines training needs
and arrangements for the program year. It is not intended to
detail specific logistical arrangements for each training event.
This aspect will be described in Chapter VIII.

The Program Training Plan should specify:

    *training needs as identified through assessment (Step 2)

    *goals and objectives for training.

    *pre-service plans

    *training content

    *estimated dates for training events

    *resources available for training

    *training arrangements

    *estimated cost of each event

    *evaluation procedures

    *additional staff development opportunities

This format can be utilized for developing a training plan for
staff, for parents, or for volunteers. Chapter X addresses

training for parents and Chapter XI discusses training for volunteers.

Figure 14 shows a sample training plan format. The format to be used is determined by the local program, but should include all components listed. Circled numbers in the descriptions below indicate corresponding location of that item on the sample plan in Figure 14. A sample of a completed plan is shown in Figure 15. These plans are for demonstration only. An actual plan will probably contain several more pages to adequately list all training needs, topics, and plans.

(1) Assessed Training Needs

List training needs as identified through assessment. It is helpful to prioritize these needs and to indicate which topics should be presented early in the program year.

(2) Goals and Objectives for Training

State long-range goals and short-term objectives for training, based on assessed training needs. Goals should be broadly-stated, overall aims, while objectives are measurable, more specific, and related directly to the training topics. Number the goals and objectives for easy reference.

(3) Pre-service Plans

Describe the program's arrangements, including dates, location, topics, schedule, target audience, and trainers (if known). Make sure that plans are specific, and that topics are relevant to all staff. It is recommended that part of the pre-service include basic information on Head Start, both for new employees and for returning employees, who need to be up-dated on regulations, policies, and other relevant Head Start data.

If the Head Start program plans to cluster with another program or program for pre-service, it is recommended that part of each program's pre-service be held in the home program. One way to accomplish this is for each program to complete a needs assessment, then compare training needs. Topics for which there is mutual need can be offered in a cluster arrangement on one day, and topics needed by a single program can be offered solely for that program at the home site on another day.

(4) Training Content

Specify training topics that will be presented, in the order they are to be presented. Also indicate:

    *the appropriate group for whom the training is intended
     (Some training is applicable to the total staff; other
      topics are intended for specific audiences, such as Health
      Coordinators or Cooks)

PROGRAM TRAINING PLAN

_____ HEAD START

19__ - 19__

ASSESSED TRAINING NEEDS	GOALS AND OBJECTIVES FOR TRAINING	EVALUATION PROCEDURES AND RESULTS
①	②	⑨

ADDITIONAL OPPORTUNITIES FOR STAFF DEVELOPMENT

Activity	Dates	Location	Staff	Estimated Cost
		⑩		

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Figure 14

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Date	Site	Times	Topic	Trainer	Audience

	TRAINING CONTENT ④			⑤	⑥	⑦	⑧
Topic	Target Audience	H.S. Component(s)	Goal/ Obj.	DATES	RESOURCES	ARRANGEMENTS	ESTIMATED COST

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PROGRAM TRAINING PLAN
~HAPPY HEAD START
1984 - 1985

ASSESSED TRAINING NEEDS	GOALS AND OBJECTIVES FOR TRAINING	EVALUATION PROCEDURES AND RESULTS

1. Recruitment/Enrollment of Handicapped Children
2. Utilizing EPSDT for Health Services
3. Behavior Management
4. Writing and Implementing IEPs for Handicapped Children
5. Nutrition Activities for Parents
6. Communication Skills
7. Working with Parents
8. Working with Handicapped Children
9. Language Development Activities
10. CDA Competencies
11. Time Management
12. Classroom Organization/ Learning Centers
13. Home Visit Procedures
	1. Improve services to handi-capped children.
	  a. increase enrollment of handicapped children
	  b. write and implement IEPs
	  c. demonstrate appropriate techniques for working with handicapped children
	2. Increase staff competencies in classroom techniques
	  a. demonstrate appropriate behavior management techniques
	  b. plan appropriate language development activities
	  c. acquire CDA competencies
	  d. arrange Learning Centers appropriately
	3. Improve health services
	  a. utilize EPSDT for medicals
	  b. help parents plan nutri-tion activities
	4. Improve work skills
	  a. demonstrate effective communication skills
	  b. develop time management plan
	5. Improve home visit skills
		
		Check PIR
		
		Check IEPs and lesson plans
		Observe in classroom
		
		observe in classroom
		use trainers to observe
		Check CDA Training Plan
		Observe
		
		Check PIR
		Check written plans
		
		Observe
		
		Check plan
		
		Check reports

ADDITIONAL OPPORTUNITIES FOR STAFF DEVELOPMENT

Activity	Dates	Location	Staff	Estimated Cost
National Head Start Association Confer-ence	April 4-7, 1984	Kansas City, MO	Director Handicap Coordina-tor Education Coordina-tor	$500 $500 $500
Texas Association for the Education of Young Children State Conference	October 8-10, 1984	Austin, TX	Director 2 teachers Education Coordina-tor	$150 $150 $150

Figure 15

PRE-SERVICE PLANS

Date	Site	Times	Topic	Trainer	Audience
August 1, 1984	Happy H.S. Office	9-12:00	Orientation to Happy Head Start	Director	all staff
		1- 4:00	Continued	Director	all staff
August 2, 1984	Super Head Start Center	9-12:00	1 Working with Handicapped Children (1c) 2 Behavior Management(2a)	RAP Sue Z.	teachers, coordinators teachers, coordinators
		1- 4:00	1 Effective Communication Skills (4a) 2 Behavior Management		all staff teachers, coordinators
August 3, 1984	Super Head Start Center	9-12:00	1 Effective Communication Skills 2 Recruitment and Enrollment of Handicapped Children (1a)	RAP	all staff social service coordinator, handicap coordinator, teachers
		1- 4:00	1 Utilization of EPSDT (3a) 2 Classroom Organization (2d)		health coordinators, teachers, coordinators

TRAINING CONTENT							
Topic	Target Audience	H.S. Component(s)	Goal/ Obj.	DATES	RESOURCES	ARRANGEMENTS	ESTIMATED COST
Writing IEPs for Handicapped Children	teachers, handicap coordinator	Handicap	1.b.	Sept 7, 1984	RAP	held at Happy Head Start Center	$0
Nutrition Activities for Home and School	teachers, coordina- tors, cooks, parents	Health Parent Involve- ment	3.b.	Oct. 5, 1984	State Health Department County Extension Agency	held at Happy Head Start Center; will have to transport some parents	$100
CDA	teachers	Education	2.c.	Oct 12, 1984	Jr. College Instructor	held at Jr. College	$100
Implementing the IEP for Handicap- ped Children	teachers, handicap coordinator	Handicap	1.b.	Nov. 2, 1984	RAP	held at Happy Head Start Center	$0
Home Visit Procedures	teachers, Social Service Coordinator	Social Service	5.	Dec. 7, 1984	Ms. H. (Super Head Start staff)	Held at Super Head Start Center	$150
EPSDT	Health Coordinator	Health	3.a.	Dec. 7, 1984	State Health Department		
Language Develop- ment Activities	teachers	Education	2.b.	Jan. 4. 1985	Smiley ISD Language Specialist	with ISD	$50
Behavior Manage- ment	teachers, coordinator, parents	Education Parent Involvement	2.a.	Feb. 8, 1985	RAP	held at Happy Head Start	$0
Time Management	all staff	Administra- tion	4.b.	Mar. 8, 1985	Director	held at Happy Head Start with Super H.S. Staff	$0

*the component(s) addressed in the training

*the goal/objective to which the topic relates (record the number for easy reference)

It is important to note that a topic may appear more than once on the training plan. Some topics are complex or require on-going updates, so that a follow-up session may be scheduled at a planned interval after the initial presentation. In these cases, make sure that the follow-up or continuation session does not duplicate the first one. This would be a waste of time and money. The follow-up session should build on information presented during the first session.

(5) Estimated Dates for Training

List tentative calendar dates for each topic. Times may also be indicated if known.

(6) Resources

List any resources to be utilized for each topic. These could include training sites, materials, equipment, trainers, and any in-kind resources. Refer to the section on resources, under Step 3, of this chapter for additional information on resources.

(7) Training Arrangements

Specify under what circumstances the training event will take place, eg. on-site in local program; for local program only; in a cluster arrangement with a specific Head Start program; in conjunction with local school district training, with other programs invoted to the training, and so forth.

(8) Estimated Cost of Each Event

Estimate how much each training event will cost, based on trainer cost, facility and equipment costs, materials (handouts) to be printed, travel costs for staff, and other related training costs.

(9) Evaluation Procedures and Results

Specify how the training will be evaluated. Indicate specific instruments and procedures to be used. Show results of evaluation as they become available.

(10) Additional Opportunities for Staff Development

List any conferences, workshops or training opportunities outside the local program that might be available to staff for enrichment. Indicate type of activity, dates, location, applicable staff and estimated cost.

5. Implement Training Events

Once the Program Training Plan has been developed and approved, the next step is to prepare for the first training event. The preparation process will be the same for each event, and should begin as early as is feasible.

The process of preparing for and implementing a training event involves attending to details and logistics. This includes: confirming the site, securing equipment, arranging for trainers, preparing needed materials such as handouts and evaluations, gathering supplies, and a whole gamut of details that can make or break a training event. The amount of preparation and attention to detail can ensure that it is smooth and successful or can ruin it.

Chapter VIII addresses the preparation and implementation process. It covers the logistics that must be considered and provides a training event checklist to assist in preparation.

6. Evaluate Training

Evaluating the training effort should be done on two levels.
First, each separate training event should be evaluated on such
dimensions as usefulness of the information; trainer skills,
style, and preparation; organization of the session; and overall
knowledge or skill gain by the trainees. Second, the total
training effort should be evaluated to determine whether or not
goals and objectives were met and to identify areas still in
need of training.

This step is critical because it feeds directly into the assess-
ment step, and the process of developing and implementing a
training plan begins again. Chapter XII addresses the evaluation
process and offers suggestions for both types of evaluation.

Now That The Training Plan Is Developed

If the Program Training Plan has been developed by someone other
than the Head Start Director, it should be submitted to the
Director for review and approval. If it has been developed by
the Director, it may be submitted to the Career Development
Committee or other appropriate entity for review and approval.
The training plan developed should be submitted to
the Policy Council for input, review, and approval. The plan
approval process may be determined by the local program, but in
any case, the completed plan should be reviewed prior to imple-
mentation.

Developing a Program Training Plan requires thought, planning,
organization, and coordination, but the pay-off is evident: a
training plan that meets the needs of the staff and strengthens
the total program. No matter what the size of the program, the
training plan provides the roadmap for a trip down the path of
successful training. Use it, modify it, revise it--but don't
ignore it.

TRAINING FORMATS
(Evans, 1981)

1. Role play – mini-impromptu skits structured by the trainer. Excellent for illustrating interpersonal communication.

2. Demonstration – well rehearsed replication of actual procedures used to accomplish a task. Should include practice opportunities for participants.

3. Group experiences – illustrative activity that explains an idea; the whole group participates. Trainer must have all materials prepared and the procedure well rehearsed.

4. Discussion – a limited group of people are brought together to discuss a specific topic, idea, or issue. A discussion leader who has been prepared for the role is essential. The leader must be able to guide the discussion, keep it on track, and help the group reach concluding statements.

5. Brainstorming – focusing on a specific idea, problem or question, the leader elicits input from all participants. All input is accepted and recorded. The leader synthesizes input to convey a concept.

6. Group project – entire group effort is focused toward accomplishing one task. Committees may be formed as part of the plan of action. Group goals should be clear and evaluation of goal attainment should be built into the process.

7. Work stations – small centers developed within the training room. Material in each center is organized by topic. Each center has a specific list of activities for the participants to work without supervision. Participants must be oriented to each center before they are expected to work with materials.

8. Independent activities – each participant sets up a plan for learning about a specific area. The plan might include reading, observation, or application of a technique. Participants also agree on a summary project that organizes what they have learned.

9. Making materials – materials are made which concretize an idea that has been presented in the session. Careful planning is a must. All materials necessary for construction should be available. A model of the materials should be on display.

10. Simulation – used to illustrate a condition or circumstance that a participant may never or rarely experience in the normal daily routine. The activity serves to focus attention on different perspectives of other people.

11. Panel - a small group of persons present various views of information on a specific topic to the total group. May include audience questioning and discussion with panel members.

12. Media - an effective development of information advantageously used for independent learning or in a learning center format. Media do not substitute for a well designed, enthusiastic "live" presentation but can support a presenter.

13. Lecture - verbal presentation of information can prove dull to participants. This format should be combined with other formats that demonstrate the information conveyed.

TRAINER STYLES
(Evans, 1981)

1. Entertainer - primary purpose is to attract attendance, entertain, set the stage, or initiate a conference; technique is primarily lecture; audience is passive receiver. Example: Erma Bombeck on raising children.

2. Inspirer - primary purpose is to inspire, create awareness, motivate through emotional appeal; technique is primarily lecture with personal examples; audience is passive receiver. Example: Helen Keller on blindness.

3. Informer - primary purpose is to provide information related to general topic area; provides overview of current theory, information, or facts related to area of expertise; technique is primarily college lecture with visual aids; audience is passive receiver with related interests or experience.

4. Elucidator - primary purpose is to elaborate on very special- ized topic; delivers in-depth, current, little known, or emerging concepts; technique is lecture, perhaps with visual aids; audience is passive receiver with related interests and background. Example: Neuro-psychiatrist on effects of various chemicals on the metabolic system.

5. Demonstrator - primary purpose is to demonstrate application of knowledge with children, materials, or equipment through modeling specific procedure; technique is modeling with explanation; audience observes and may participate. Example: Therapist demonstrating techniques for language simulation.

6. Trainer - primary purpose is to convey information through active involvement; uses a variety of techniques to convey concepts by matching content with techniques; audience is actively involved.

CHAPTER V

DESIGNING TRAINING FOR RURAL PROGRAMS

What is rural? How is training in rural programs different from
training in mid-size or metro programs? How is it the same? What
can rural programs do to maximize their training opportunities with
best results and utilization of available resources? What resources
are available to them? These questions serve as food for thought
for rural programs who are designing and implementing their train-
ing plans. This chapter will address these and other issues re-
lated to being rural.

It should be noted that no matter what size a program is, the
process of developing a training plan follows the sequence out-
lined in Chapter IV:

     *determine who will develop the plan
     *conduct staff and program training needs assessment
     *identify considerations for training
     *develop the training plan
     *implement the training plan
     *evaluate training

Whether it is a small rural program with ten staff members, a mid-
size program with thirty staff members, or a large metro program
with sixty staff members, the process remains the same. It allows
for variations in program size, needs, and resources, while utiliz-
ing staff input, needs assessment, available resources, careful
planning, and evaluation.

What is Rural?

Probably the surest way to define "rural" is to say that there is
no absolute definition. Rural is different things to different
people and places. Sher (1978) notes that all of the following
are classified as rural:

     "...an island village off the coast of Maine, a coal-
     mining town in West Virginia, a ranching area in Wyoming,
     a college town in Minnesota, an impoverished community
     in the Mississippi delta region, a ski-resort section in
     Vermont, a migrant-worker settlement in Texas, an Alaskan
     native village near the Arctic Circle, and a prosperous
     grain-farming area in Iowa..." (p. 3)

Diversity, then, seems to be the essential ingredient in rural
areas.

Another aspect of "ruralness" involves attitude (Sher, 1978). How
people consider themselves and others often determines whether or
not they are rural. Certainly a community of 1200 people in a

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farming county would be considered "rural" by the 300,000 people living in the state capital; but those 1200 people may consider "rural" to be those few people who live outside of town on large farms. So "rural" is often as much a state of mind as it is a state of geography.

In 1979, the Technical Assistance Development System (TADS) conducted a survey of projects funded by the Handicapped Children's Early Education Program (HCEEP), Office of Special Education, Department of Education (Black, et.al., 1980). This national survey was designed to identify rural projects in the HCEEP network and to gain insights on why the project considered itself rural, critical issues facing families and service providers in rural areas, and unique strengths of rural communities.

Results of this survey indicated that most programs judged themselves to be rural generally on the basis of geography or population density, or both (Black, et.al., 1980). Respondents felt that the most critical issues facing families of handicapped children and service providers in rural areas included transportation; recruiting staff for rural areas; getting funding for rural programs; getting appropriate services for handicapped children; and isolation (Black, et.al., 1980). In terms of strengths of rural communities, three major themes were identified: family closeness, community support, and cultural values (Black, et.al., 1980).

A second survey was conducted of the HCEEP projects that identified themselves as rural in the TADS survey, in an effort to further define "rural" and determine problems and strengths of rural programs (Hutinger, 1981). Again, definitions of rural (by the projects themselves) emphasized the diversity of "ruralness" across the nation:

> " '(state) is rural!'
>
> 'where the superintendent is also elementary principal'
>
> '...where the great bulk of the population ... has no access to urban services such as a public waste disposal...'
>
> '...anything outside of (large city) is considered rural' "
>
> (Hutinger, p. 2)

Finally, numbers are often used to define rural. Census figures and complex statistical measures are often used to assign labels of "rural" or "urban" to regions having a specific number of people (see Figure   ). Often, however, the numerical definition is misleading and results in non-functional distinctions. Sher (1978) emphasizes that statistical definitions of rural are often inconsistent with the commonly-held impressions of rural life. Thus numbers are not much help in defining rural.

What is rural? It appears that there is no one definition that captures the essence of rural Montana, rural New Mexico, rural Maine, and rural Appalachia at the same time. How rural is defined depends on the part of the country and the attitude of its people. Perhaps the best definition of rural is in this sense - if you consider yourself rural, then you probably are!

(Sher, 1978, p. 4)

STANDARD METROPOLITAN STATISTICAL AREAS

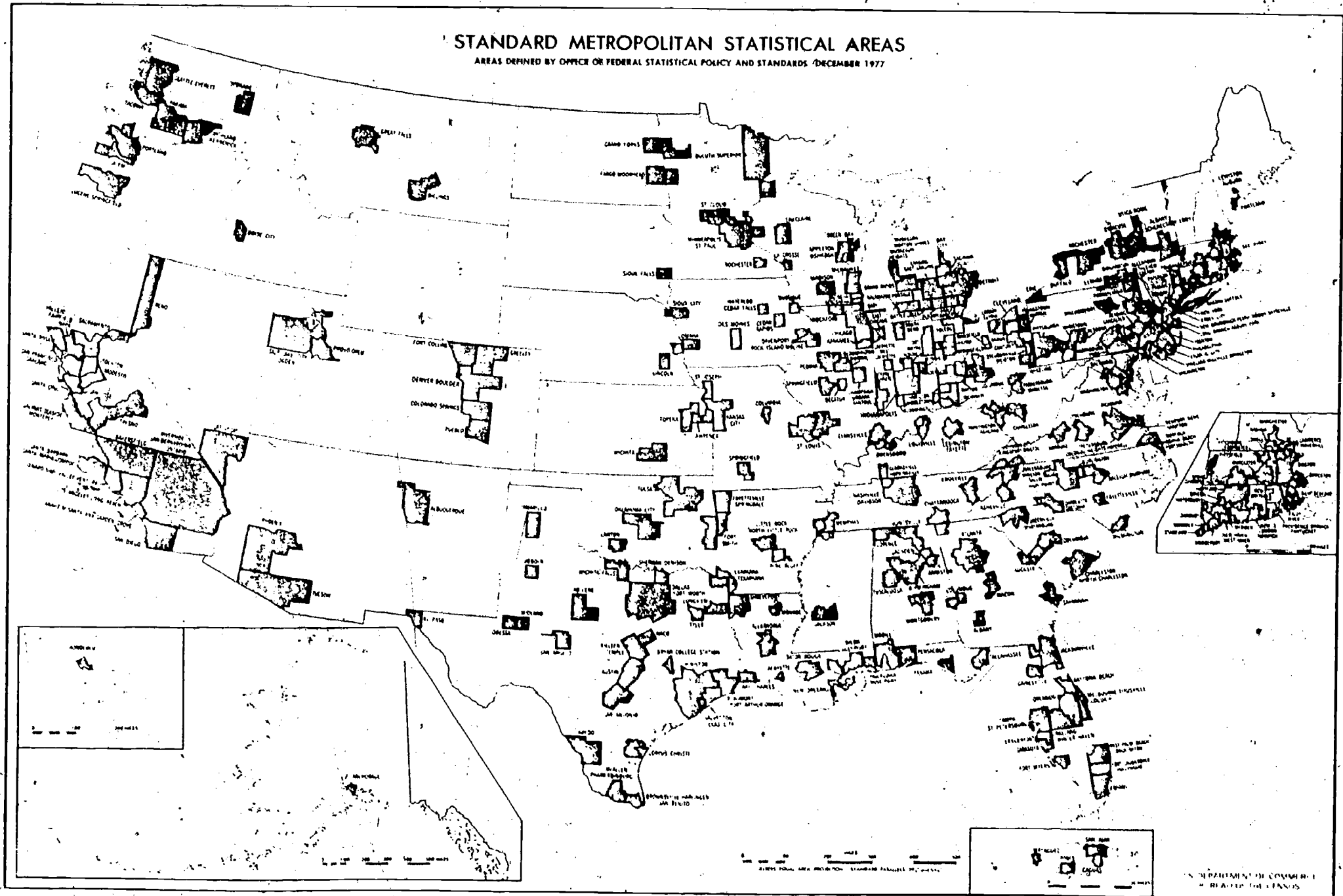AREAS DEFINED BY OFFICE OR FEDERAL STATISTICAL POLICY AND STANDARDS DECEMBER 1977

Figure 16

Rural areas have certain characteristics, problems, and strengths.
These are summarized in the chart and described in detail below.

CHARACTERISTICS	*isolation *long distances *type of economy base *low population density *small towns
PROBLEMS	*limited access to services and resources *socioeconomic level *transportation *educational opportunities
STRENGTHS	*strong cultural values *family closeness *community support *strong regard for religion and education *spirit of independence

Characteristics of Rural Areas

Although there is apparently no one definition of rural that ade-
quately covers the range of "ruralness", there are some character-
istics of rural areas that may be applicable across the gamut.
This is not to say that every rural area possesses all of them,
but simply that some may apply to a variety of rural areas.

*isolation - many rural areas are geographically isolated
from larger cities, services, and people. This isolation
may be the result of the geography of the territory; moun-
tains, plains, lakes or rivers, and other geographic bar-
riers can increase the isolation of a particular area.

*long distances - often a result of isolation and geo-
graphic factors, rural people may be miles and miles from
friends, services basic survival, supplies and recreational
opportunities.

*economy base - many rural areas depend on farming, fish-
ing, mining, lumbering, ranching, and other such activi-
ties for a livelihood, but many more are turning toward
industry (Sher, 1978).

*population - a frequent descriptor of rural areas is in terms of low population density. Sher (1978) notes that 1970 census figures show an average of 15 people per square mile in rural areas as compared with an average of 2760 people per square mile in urban areas. This reinforces the notion of isolation and long distances in rural areas, since there are fewer people on more space.

*small towns - many rural areas are characterized by small towns and communities because of the low population densities. It would be a mistake, however, to assign a number definition to the term "small", because a "small town" could be a farming community of 500 or a college community of 12,000, depending on other factors and attitudes.

Problems Associated with Rural Areas

By the very fact of their ruralness, rural areas seem to face certain problems. Some of these appear to be unique to rural areas; others are found in midsize and metro areas as well.

*limited access to services and resources - largely because of their isolation, some rural areas do not have access to services that are taken for granted in urban areas. Local offices of state agencies may be located several miles away, or may only be open during selected hours. Medical and social services may be unavailable in the community, or may be available in reduced quantity or quality. Manpower and monetary resources may also be in short supply.

*socioeconomic level - according to Sher (1978) there is a disproportionately high number of low-income rural citizens in relation to urban counterparts. Although poverty does exist in great numbers in urban areas, it seems that on the whole, the economy of rural areas is lower than in urban areas.

*transportation - as noted in the TADS Survey (1980), transportation is a major problem in rural areas. This is due primarily to the distances involved and the scarcity of comprehensive public transportation.

educational opportunities - while not all rural areas experience this problem, many communities struggle with decreasing enrollments, inadequate books and supplies, providing special education, and recruiting teaching staff.

Strengths of Rural Areas

Despite the problems faced by many rural residents, there are a number of strengths that seem to balance out.

*family closeness - in the TADS Survey, Black, et.al., (1980) found that rural programs identified family-related items as

a major strength in rural areas. Specifically, the avail-
ability of an extended family, close family relationships,
commitment to the (handicapped) child's program, willing-
ness to participate in the child's program, and conductive
home environment were listed. Hutinger (1981) also found
that:

> "rural parents tend to be very supportive of
> programs where they are involved and are brought
> to an understanding of program goals and objec-
> tives..." (p. 17)

*community strengths - rural communities project a close-
ness and togetherness not often found in urban areas
(Black, et.al., 1980). Rural communities develop strong
social networks based on good communication and coordina-
tion of services, less bureaucratic red tape, the church,
the effect of citizens advocacy groups, community endea-
vors such as meetings and banquets, and the mixing of
age groups (Black, et.al., 1980). Rural people know each
other and help each other.

*culture and values - rural areas tend to have a "rural
spirit" characterized by autonomy, independence, pride
and cooperation (Black, et.al., 1980). Education and
religion are highly valued, and the "good neighbor" ethic
is a strong influence (Black, et.al., 1980). Hutinger
(1981) reported a survey response from a Mississippi pro-
ject that seems to sum up the strength of the rural com-
munity:

> "Rural families are often monetarily poor, in
> the sense that they have little or no ready
> cash resources, but they often have land and
> can provide themselves with some basic needs
> from land use of one kind or another. Urban
> poor seem to suffer from a lack of such hidden
> alternatives and seem to me to have a 'poverty
> of the soul' which does not exist among rural
> poor families. There is often a more readily
> identified family structure in rural areas,
> and this suggests people who are often more
> capable of coping with their problems, which
> in turn means that they are often less likely
> to seek and/or accept outside assistance." (p. 2)

Implementing the Training Plan in Rural Head Start Programs

While the process of developing the training plan is the same for
any program, implementation of the plan must take into account the
unique characteristics found in rural areas. Implementation of the
plan involves careful planning for each separate training event,
with special attention to details and logistics (see Chapter VIII
for a training event checklist and discussion of logistical consid-
erations). As each training event is scheduled and planned, care-
ful thought should be given to the unique problems and strengths

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in rural areas, and how these affect the training program.

Rural Head Start

In eight of the preceeding descriptions of rural areas, it seems
safe to conclude that a rural Head Start program, no matter where
it is located, will have certain problems to deal with and certain
strengths to draw from. Rural Head Start programs will have fewer
staff and children than Head Start programs in more urban areas,
and will probably be located in relatively small towns. The rural
Head Start program may not have as much money as its urban counter-
parts, but will have a wealth of intangible resources in the com-
munity and an ability to find ways to get the job done with less.
Size and wealth are not always the determining factors in develop-
ing and implementing a quality training program for Head Start
staff - it is the level of commitment that determines quality.
Given the tradition of rural America, rural Head Start is rich in
commitment to quality and how it overcomes the obstacles in provid-
ing quality training is indicative of this commitment.

Considerations with Regard to Rural Characteristics

Given the nature of rural areas discussed earlier, certain rural
realities may affect the training events. Some of those to keep
in mind are:

*travel - how far do trainees have to travel to reach
the training site? Those trainees who live several
miles out of town or who must travel to another town
(if the training event is presented in a cluster
arrangement) will have much farther to go than those
who live in town.

*time - how early can a training event start and still
give the trainees sufficient time to get to the train-
ing site? This is especially relevant for those train-
ees described above who have to travel long distances.
Also related to this issue is what time the training
event will end. How early (or late) does it have to
end to allow enough travel time back home?

*number of trainees - how many people will be involved
in the training event? In small rural programs there
may only be seven or eight total staff. For many train-
ing events, the number of trainees may not be critical,
especially if the trainer is a local person. However,
if a trainer is being brought in to do the training, it
may be more cost-effective to cluster with another pro-
gram, thereby enabling a larger number of trainees to
benefit from the training while minimizing the cost for
any one program.

*availability of materials and equipment - are there
meeting sites, trainers, materials, and audio-visual
equipment available within the local community? Do
the identified training needs require specialized (and
perhaps expensive) equipment and materials? There may be other
available sources within the community that can provide an ade-
quate substitute. Again, a cluster arrangement may
offer a solution to specialized training at minimal cost.

*trainer - who will provide the training and is this per-
son available locally or must she/he be brought in? In
many situations, trainers will be solicited from outside
the community. If this is the case, be sure that the
trainer is good and will provide the kind of training
that is appropriate for the program. This is especially
critical in rural areas since the training dollar is
limited and the costs of bringing in a trainer to a rural
area can be quite high. See Chapter IV for a discussion
of what makes a good trainer, and don't be afraid to ask
other programs who have used the trainer in the past for
a recommendation about the trainer.

*agenda - can several topics be presented on the same day
to maximize use of the trainer, /trainee time, and train-
ing dollar? Are two-day training events more cost-effec-
tive in the long run than several single day training
events? It may be better to plan a two day or a day and
a half event, especially if a trainer is being brought
in or if trainees are travelling long distances to get
to the training site.

*transportation - how are trainees getting to the train-
ing site? Can carpools, busing, or other transportation
options be arranged to ensure maximum participation? In
some situations, cooperative aggreements with Senior Citi-
zen programs or city/county transportation systems may be
arranged to bring trainees in to the site. This may be
an option especially if the training is appropriate for
the senior citizens or staff of the city or county agency
sponsoring the transportation system.

*training - where will the training be held? In many
cases, the local Head Start center serves as the training
site. However, if the training is being held in conjunc-
tion with a local agency or if the Head Start program is
serving as host for a cluster training event, the Head
Start center may be too small or lack the proper facili-
ties. In these instances, community facilities such as a
church, a town meeting hall, or public library may better
serve as the training site. Another possibility is that
the training event is held at a local college or junior
college in return for using a college instructor as a
trainer on an in-kind basis. There are many other op-
tions, depending on the local circumstances.

Resources Available in the Rural Community

Every rural community, no matter how large or how small, has a
wealth of resources available locally that can be utilized in
planning and implementing training events. Some of these resources
may involve facilities, some are sources of printed materials and
audio-visuals, and some may offer manpower resources such as train-
ers or sources for trainers.

The following list is meant to offer a starting point for locating
and utilizing resources. Each community will vary in the avail-
ability of resources suggested below, but every rural Head Start
program should survey its resources and keep a directory for use
in planning and implementing each training event.

As resources are identified, it is helpful to document the follow-
ing information for future reference:

    *name of agency or resource
    *address
    *phone number
    *contact person
    *types of services/resources available
    *any restrictions or limitations on use of the
     agency or resource

This information should be updated periodically and kept on file
for reference in planning and implementing training events.

TYPE OF RESOURCE	WHAT THEY CAN OFFER
COMMUNITY	
Churches	meeting sites; trainers
Service clubs/organ- izations (e.g.: Kiwanis, Lion's Club, Jr. League, Women's Auxiliary)	volunteers; potential trainers; assistance with recruitment
Public schools	meeting site; audio-visual equip- ment; trainers; cluster possibil- ities; materials (books, films, etc)
Colleges/Universities	CDA; meeting sites; trainers; vol- unteers; cluster possibilities; libraries; invited speakers; con- ferences or workshops
Council of Governments	materials and statistical informa- tion regarding funding sources

Libraries	meeting sites; audio-visual equipment; books, films, reference materials
Local branches of state agencies (e.g.: Department of Human Resources, Health Department)	materials and information; trainers; meeting sites
Chamber of Commerce	information and materials; meeting site
City agencies (e.g.: Parks and Recreation Department, Police Department, etc.)	materials and information; trainers
Local branches of state and national special-purpose organizations (e.g.: Association for Retarded Citizens, United Way, American Heart Association, United Cerebral Palsy, etc.)	materials and information; trainers; volunteers; possible meeting site
Hospitals	materials and information; trainers

COUNTY

County Extension Agency	materials and information
Rural Community Action	information; transportation; volunteers

HEAD START NETWORK

Resources Access Project (RAP)	trainers; materials and information; audio-visuals
Project LATON	trainers; materials and information; audio-visuals
ACYF Region VI Office	materials and information; program guidance; referrals for training resources
Other Head Start Programs	materials and information; trainers; meeting sites; joint communication and planning; audio-visual equipment

Alternative Training Arrangements

As previously noted, rural areas tend to be characterized by long
distances and sparse populations, and "when there is a sparse den-
sity of population, the cost per unit of delivering anything goes
up" (Black, et.al., 1980, p. 20). This means that a rural Head
Start program has to spend more to provide training for its small
number of staff, parents, and volunteers than does a program lo-
cated in a more accessible area with more staff. Considering
availability of trainers and resources, travel costs and time in-
volved, the rural Head Start program may be at a disadvantage mon-
etarily unless alternative training arrangements are developed to
get the most for the training dollar.

The following are some suggestions for alternative training arrange-
ments that a rural Head Start Program might explore.

Cluster with other Head Start programs who have similar training needs and are within a feasible geographic distance.	Develop cooperative agreement with the local school district to participate in ISD training that is relevant for Head Start.
Trade-offs with other agencies relevant to Head Start such as Department of Human Resources: Head Start attends their workshops, they attend relevant Head Start training.	Send one staff member to a training event sponsored by a state or national association or other agency; that person trains the rest of the staff on return.
Secure appropriate materials for self-instruction; staff participates in individual or small group self-paced instruction.	Use video tape to record training events; play the tape for staff.

What can you create?

A Final Word...

Creativity is the key to planning and implementing training events
in rural Head Start programs. Be creative with the use of resour-
ces, training alternatives, and cost-effective training events.
One of the strongholds of the rural culture is the ability to draw
on internal resources and figure out ways to do a lot with just a
little - so dig deep and be creative!

CHAPTER VI

DESIGNING TRAINING FOR
MID-SIZE PROGRAMS

What is a mid-size program? Are there particular characteristics
for mid-size programs that differ from metro or rural programs?
How are all programs the same? How available are resources, for
services and provision of training? Services provided by mid-
size Head Start programs vary, based on these and other varying
factors.

It should be noted that no matter what size a program is, the
process of developing a training plan follows the sequence out-
lined in Chapter IV:

    *determine who will develop the plan
    *conduct staff and program training need assessment
    *identify considerations for training
    *develop the training plan
    *implement the training plan
    *evaluate training

Whether it is a small rural program with six staff members, a
midsize program with twenty staff members, or a large metro
program with sixty staff members, the process remains the
same. It allows for variations in program size, needs, and
resources, while utilizing staff input, needs assessment,
available resources, careful planning and evaluation. No
step should be deleted.

What is a Mid-size Program?

For purposes of this guide, Head Start grantees serving one
hundred to seven hundred and fifty children are considered
mid-size programs. Because the program type is based on
enrollment figures, differing characteristics exist.

"Hub city" is a familiar term used for a city that is generally
the largest with a radius of one to two hundred miles of smaller
cities. Much family business and livelihood takes place in the
big city.

The city serving as the county/parish seat represents a central
point in many areas of information and legal record transactions.
This city may not be the largest of the county/parish area.

"Urban" area is a familiar term used when describing a city.
Sometimes Head Start Delegate programs are located in what
can be considered urban areas of a city, or even the "suburbs".
Urban Head Start programs in essense, are with varying qualities.

Another location of a mid-size program might be in the largest

city of the county/parish even though it is not the county/parish
seat.   Because of all the types of mid-size programs, service
delivery methods will differ based on geographic location.

Many mid-size program cities are not large enough to host a
cadre of resource services.   Therefore co-op systems are put into
place and their services reach multiple cities.   This type of
collaborative effort denotes attitudes geared to serving all,
similiar to attitudes existing in rural areas.

Characteristics of Mid-Size Programs

Even though mid-size programs have a range of differences, some
characteristics are applicable across the board.   All programs
however, have very individual traits.

> *Economy-generally mid-size areas have little or no industry
> to employ the majority of the working families.   Outlying
> areas of the city or town usually host agricultural and/or
> ranching activities.   In some areas the fishing industry
> is evident, but not prevalent.   The seasonal changes
> promote movement for some to keep up with the crops ready
> to be harvested.   Head Start parents of mid-size programs are
> more apt to be working parents.   Another characteristic
> of mid-size program areas is that usually the shopping
> mall and catalogue store outlets are located in the cities.
> These businesses also provide jobs and resources for the
> citizens.

> *Population-often target areas of low-income persons are
> also the sites for Head Start centers, having several
> centers for one grantee.   Other arrangements might include:
> all classes in one center location; outlying rural centers;
> and/or the home-base option.   Different settings also
> propose varying staffing patterns with the mid-size program
> employing anywhere from 12-90 employees.   In some program
> classroom staff double as component coordinators and it's
> not unusual for one coordinator to fill multiple component
> roles, thus wearing many hats.

Other considerations relate to possible problem areas as well
as to strong points.   The following lists are presented for review:

Areas of Strengths	Problem Areas
community resources readily available	limited specific professional services
cultural entertainment/ facilities	low socio-economic level
civic organizations/associations	limited employment choices
overall·enrichment·and growth values	inner-city transportation

many public relations avenues	few educational institutions
range of city government agencies	limited medical/dental specialists
libraries and other information centers	

Implementating the Mid-size Program Training Plan

Conducting training for a mid-size program is no different than
for a metro or rural program. Details have to be attended to in
all cases. The type and size of the training event will determine
what and how many task activities are necessary. Whatever the
case, the Task Checklist for Training Delivery and Documentation
of Chapter VIII should be used when the time comes to carry out
the training event planned. Concern needs to be placed with only the
applicable items of the checklist. Considerations in implementing
training include:

1. Travel-most staff and guests will live in the city,
   however those having to drive a distance or pick-up
   parents should be considered when choosing starting
   and ending times of the event. If clustering, travel is
   a greater factor for some.

2. Time-enough time should be allowed for driving as
   mentioned above, but also for length of session. A
   short overview session seldom gives trainees skills to
   take home and implement.

3. Number of trainees-many details depend on the number
   of trainees, some are: meeting room size, feasible cost
   for consultant, handouts, refreshments, etc.

4. Availability of materials/resources-early planning and
   contact always assure better chances for the preferred
   consultant or resource. If few are available locally,
   resources from other cities may need to be sought.

5. Provider/trainer/consultant-locating the right consultant
   isn't always an easy task. Popular providers have full
   schedules on a regular basis. When a grantee is in a
   tight spot, care must be taken to assure consultant
   familiarity with Head Start philosophy.

6. Combining topics-two or more topics can be presented
   at one event to maximize use of consultant, trainee
   time, and money.

7. Transportation-some centers located in target areas have
   staff who live within walking distance. When training is
   away from the center carpooling, busing, or other trans-
   portation options should be arranged to ensure maximum
   participation.

8. Culture-best results occur if the consultant is aware of language and mores of the locale will the consultant provide appropriate, realistic training examples, suggestions, etc.

Resources for Mid-size Programs

Every Head Start program is located in a city or town that has resources available. Some mid-size programs are more fortunate than others in that they are located within an area rich in available resources. Other programs will need to travel to neighboring towns/cities to fulfill service needs. The following are a sample of resources that should be sought:

1. Community
   *service organizations/clubs
   *interest group organizations/associations
   *special needs service foundations
   *community colleges
   *churches
   *council of governments
   *libraries (journals, publications, etc.)
   *city agencies (zoos, parks, etc.)
   *private professionals
   *public schools
   *adult vocational classes at high schools

2. County/Parish
   *agricultural agencies
   *social service agencies
   *medical facilities

3. Head Start Network
   *ACYF Region VI Office
   *Resource Access Project (RAP)
   *Project LATON
   *Skill Building Blocks
   *Parent Involvement Makes It Work
   *Exploring Parenting
   *Leadership Development Program (LDP)
   *ARVAC, Inc.
   *National Head Start Association
   *Other Head Start grantees
   *Other

Options for Training Arrangements

Grantees will find that each training event is different in nature and purpose, and therefore calls for suitable arrangements. Needs will vary for the program, the staff, component areas, and/or the individual. The following are suggested for consideration in implementing mid-size program training:

1. Center training
2. Grantee training

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3. Cluster training
    -by handicap consortium
    -by grouping based on common needs
4. Co-op arrangement
5. Reciprocal exchange programs
6. Send staff/parent to return and train others
7. Arrange for self-instruction courses
8. Utilize college classes for specific needs

CHAPTER VII

DESIGNING TRAINING FOR METRO PROGRAMS

Metro Head Start programs are big. They have enrollments serving
large numbers of children and their families. Since these pro-
grams serve more children and parents, it stands to reason that
they will have more teachers, aides, component heads, custodians,
cooks, secretaries, bus drivers, and a number of other staff. Regard-
less of their size and large numbers of children and staff, they
share the same concern of other mid-size and rural programs,
which is to have knowledgeable, skilled staff with a
positive attitude.

It should be noted that notwithstanding program size, the process
of developing a training plan follows the sequence outlined in
Chapter IV, which is as follows:

    *determine who will develop the plan
    *conduct staff and program training needs assessment
    *identify considerations for training
    *develop the training plan
    *evaluate training

The process for developing the grantee training plan is the same
for small rural programs with six staff members, a midsize pro-
gram with 30 staff members, or a large metro program with over
100 staff members. The reason for this being that the process al-
lows for variations in program size, needs, and resources, while
utilizing staff input, needs assessment, available resources,
careful planning, and evaluation.

What is Metro?

Metro Head Start programs differ. Some are larger than others,
some are situated in high density, heavily populated areas and
some of these programs even have centers located in isolated ru-
ral tracts. There are Metro Head Start programs that delegate
some of their operation to other entities, such as school dis-
tricts; and then there are others that don't delegate. The man-
agement system in place in metro settings also differs as Commun-
ity Action Agencies operate some programs, Limited Purpose Agencies
operate others, and even some public agencies, such as county enti-
ties function as grantees. The differences in metro settings are
noted here because there is a tendency to group all of these pro-
grams and generalizations are made that they are all alike and their
problems are the same. From the metro descriptors provided here, it
can easily be seen that each program is unique and that each has its
own specific needs.

Head Start Metro Programs

Head Start Center

Head Start Center

Head Start Center
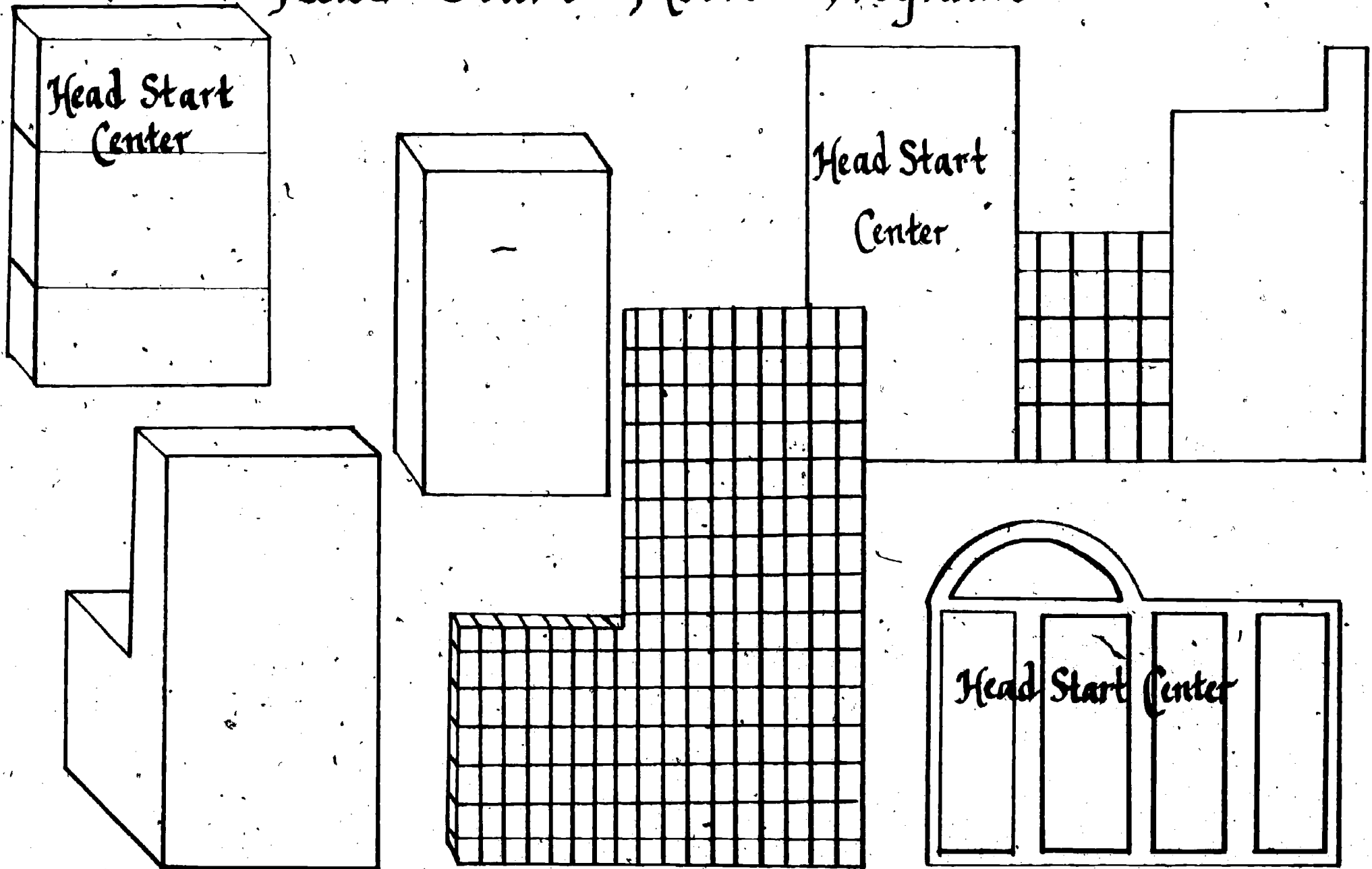
Figure 17

General Characteristics of Metro Areas

There are general similarities among the metro programs. The most glaring one is that they operate Project Head Start and are responsible for meeting all of the performance standards. Other features that identify metro settings according to Sher (1978) are the multiplicity of educational and cultural institutions that abound in these settings. According to this same source, metro areas have markedly higher salary schedules than rural areas (public schools), and in-service and other professional development activities for teachers are more plentiful. Certainly a most common element would be the large numbers of people that reside there.

Transportation

Most metro areas are served by airports, which are handy for flying in and out. This is particularly appealing to consultant trainers who can do a one-day consultation rather than spending one day for travel and one day for training, as is the case in many rural areas. Most have adequate bus systems for getting around in the city. In-city travel may require an excessive amount of time because of traffic congestion.

Industrial Economy

Industries tend to locate in areas that have ample education resources and manpower. The economic base of the metro areas is heavy industry and also high technology businesses with banking and investment emphasis abound in these settings.

Employment Prospects

Metro settings provide many job opportunities for skilled and professional positions. However, unskilled labor may have problems securing positions because of the large numbers of people. This is especially true for Head Start parents, whose skills are limited and educational levels are low.

Educational Opportunities

Since two-year and four-year colleges abound in metro settings, educational opportunities are present. In addition, private business and vocational training colleges are available. Several community colleges in metro programs offer CDA training classes and the fact that child development centers are located in the city helps to overcome the problem of finding instructors willing to train in the centers to meet the field-based training requirements.

Descriptions of Head Start Metro Programs

Though training has recently been decentralized to the local grantee level, many metro programs have been developing their grantee training plan for a long time. These programs have always had the capacity to plan and implement training activities and, indeed,

several of these have a specific person assigned to fulfill this responsibility. The fulfillment of this staff development role is then a common characteristic. The title for this position may differ but the job function is 'the same. This has been a necessity in these programs, because of the vast number of staff that need to be trained.

Emphasis on multicultural and bilingual approaches have always been priority areas in metro settings. The rationale for this approach is that the children and families served are more culturally diverse and linguistically different than in rural or mid-size environments. This aspect has several curricular and training implications. The main one being that implementing this kind of an approach requires much more competency which is dependent on training.

Metro programs also possess sophisticated Management Information Systems (MIS) approaches which are required to assist in gathering data and compiling it into constructive manageable products. Computors are used extensively for this purpose and these could easily be adapted to assist in developing the grantee training plan. This type of MIS capacity is descriptive of most metro programs.

There is wide availablility of training sites in most metro areas. The various Head Start centers can be utilized for training facilities when these are not in use.' Space for training is a minimal problem in metro settings, unlike rural areas, where space is at a premium. If the Head Start centers are not available for any reason, there are still other facilities in the area that could be utilized. Public librarirs, schools, colleges and universities and even hotels can be used at little or no cost.

Resources Available for Training

Metro programs are projected to receive a greater share of Head Start training funds from ACYF that the mid-size and rural programs. The reason for this stems from the fact that metro programs serve more children, have more staff and are responsible for training more parents and volunteers. These funds are a primary resource and metro programs stretch their buying power by purchasing at volume rates. This enables them to get more training materials and services.

Staff Expertise

Staffing patterns at the metro program level provide for a wide variety of expertise that can be utilized for training. Unlike rural or midsize programs that have one staff position to coordinate and direct multiple components, metros usually have a staff person to head each component. This allows the metro programs the services of a specialist that is thoroughly knowledgeable about each of the component areas. A specialist of this type is a most valuable asset and can be an excellent resource to the training program.

Every metro program has a wealth of personnel with the talent, skills, and abilities that can be used in training. What makes these people more valuable to the training process is the knowledge that they possess about Head Start. A common failing of some "expert" consultants that are brought in to conduct training workshops is their ignorance about Head Start and its philosophy. Though they may be good at what they do, they often fail to "tie in" their content with Head Start. When this happens, the effectiveness of their presentations is diminished. Local staff used for training purposes are inbued by Head Start, know the standards, and find ways of integrating their material with the various components. This type of training is most effective and should be encouraged.

In order to use staff to assist in the conduct of training, a process needs to be developed to find the personnel with the expertise needed. Application forms for employment can be a source to discover these people. Some of these forms ask the prospecive employee to list special attributes, hobbies, languages spoken, and interests. The use of a "talent form" listing the special attributes that staff have is another means of finding the people with the necessary expertise needed.

Organizations and Agencies

Metro programs have access to a variety of local, state, and federal agencies that can assist in some phase of training, whether it be securing the services of speakers or gaining availability of materials. Most agencies are inclined to be in close proximity to the people they serve so they turn to metro areas for establishing area or district offices. Examples of agencies that may be found in these areas include:

    Department of Human Resources
    State Department of Public Health
    State Education Agency
    State Employment Agency
    Social Security Administration
    Internal Revenue

There are also a number of organizations with specific emphasis on certain special interests. Many of these are willing to participate in training activities and welcome the opportunity to do so. Some of these are:

    Association for Children with Learning Disabilities
    American Cancer Society
    Arthritis Foundation
    American Red Cross
    American Diabetes Association
    Cystic Fibrosis Foundation
    Local Association for Retarded Citizens
    March of Dimes
    Mental Health, Mental Retardation Centers
    Muscular Dystrophy
    Parents without Partners

Speech and Hearing Association
Spina Bifida Association
Sickle-Cell Anemia Association

Professional Associations

Professional associations are helpful to the training process.
These can be utilized by incorporating their activities into the
training plan. An example of a most helpful association is the
affiliates that exist in practically every metro area for the Na-
tional Association for the Education of Young Children. The local
affiliates conduct numerous workshops and bring in speakers who
are nationally known. It would be a most expensive venture for
Head Start programs to bring in these kinds of speakers, but
through cooperative ventures with the local AEYC affiliates it can
be done. Area, state, regional, and national conferences sponsored
by the AEYC organizations are excellent for training and the local
programs should send some staff to them. It is worth the cost of
the travel and registration expenses that are incurred. Program
staff should be encouraged to gain membership in these organiza-
tions as it is helpful to their continuing professional development.
Examples of supportive organizations are:

    National Association for the Education of Young Children
        and Affiliates
    National Association for Bilingual Education and Affiliates
    National Education Association and Affiliates
    National Association for Community Development and
        Affiliates

Colleges and Universities

Community colleges, four-year colleges, and universities are pre-
valent in most metro areas. Practically all heavily populated
areas depend on those institutions to assist the people with the
skills and knowledge needed to function in our society. Community
colleges have been very supportive of the CDA Training Program and
without them, it is doubtful that the CDA program would even exist.
These institutions possess excellent resources that can be utili-
zed in training such as college courses, consultants, library re-
sources, research, and facilities. All metro programs should avail
themselves of this resource.

Head Start Associations

Head Start is strong because of the support it has generated from
its associations. These four organizations have been its most faith-
ful supporters and have long acted as advocacy groups for all Head
Start endeavors. From the national, regional, state, and local le-
vels, the conferences that have been sponsored have provided Head
Start with sound expertise in assisting local programs in meeting
their obligations to serve children and their families. The various
training workshops that have been conducted have been helpful in
exposing both trainers and training content to the Head Start com-
munity. Metro programs should continue to support these associa-
tions and participate in their various functions. The four asso-
ciations are:

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1. Head Start Staff Association.
2. Head Start Parents Association
3. Head Start Directors Association
4. Head Start Friends Association

Head Start Network

Even though Head Start training has been localized, programs should continue to use those training resources that are sponsored by ACYF through contracts and grants. Grantees should avail themselves of these training programs to ensure that these special training efforts assist them in meeting their total training needs. Incorporating these elements with local training events assures grantees that their training program is cost effective in addition to utilizing all available resources. It is also helpful to utilize these ACYF training activities because they are a part of the Head Start Network and they address special identified needs, where local resources may be strained or non-existent.

The Resource Access Project (RAP) in ACYF Region VI serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. It is sponsored by the Institute for Child and Family Studies at Texas Tech University. The RAP is charged with the following responsibility:

*identify local, regional, and national resources
*determine local Head Start needs and match these needs
  with available resources
*coordinate the delivery of services to Head Start programs
*provide training and technical assistance
*promote and facilitate collaborative efforts between Head
  Start and other agencies.
*provide resource materials to Head Start grantees

Project LATON (Acronym for Louisiana, Arkansas, Texas, Oklahoma, New Mexico) was conceived as a training plan for parents. The reason for its existance was to assist parents by making materials available to them and thus enabling them to become leaders of training activities. LATON also was charged with the responsibility of making parents aware of the attitudes and feelings of being parents of handicapped children.

Grantees should also continue to utilize their Regional ACYF and National ACYF offices in their training activities. These offices are part of the Head Start Network and possess materials that have been developed through the years. In addition, they can also assist local programs by referring them to other government sources that can be utilized by Head Start. The Community Representative at the Regional Office level is the key person that can offer such assistance and should be the first point of inquiry.

Head Start Metro Network

Metro programs in Texas have organized informally into the Texas Metro Network. The Network is an informal group of Head Start Directors and Executive Directors from the state's largest programs.

The group was organized for improving the delivery of training
and technical assistance and also, as a means of opening commu-
nication channels amongst themselves. The Network has been an
important vehicle to help its members keep informed and to stay
abreast of happenings in Head Start. This group has also partici-
pated in several joint projects which have benefitted not only
their programs but Texas Head Start programs in general. This
informal Network has been an effective model for Texas and other
metro programs could profit in developing similar arrangements.

Metro Training Mechanisms

The planning and implementation of the training plan in metro set-
tings can be carried out through several options. Deciding what
option to follow is dependent on several factors, such as:

1. Is the Head Start program grantee operated or do
    delegate agencies administer it?
2. Is grantee clustering possible?
3. Is special purpose clustering possible?

Grantee Considerations

Some metro grantees administer their Head Start program without the
use of delegate agencies. These grantees are responsible for de-
veloping their training plan in the manner that they determine is
more feasible for them. However, grantees that delegate a portion
of their programs have to determine if the training function is also
to be delegated or if the grantee is to maintain complete control
over it. In instances where a cooperative venture can be arranged
for developing one training plan between the grantee and delegates,
this approach is preferred. Pooling of funds and resources in this
manner can result not only in more cost effective training, but also
in the development and implementation of a quality training program.
While a cooperative venture is better to pursue, in order for it to
work requires much cooperation and acceptance of differing points
of view.

Grantee Training Clusters

Grantee clustering for planning and carrying out training functions
is another option that metros can pursue. This can be accomplished
by conducting joint cluster training in areas of common training
interests. Since the content of training in many areas such as CDA,
new teacher training, federal reporting procedures, and parent in-
volvement (T.N.70.2) is the same, these lend themselves for joint
training. The metro grantee clustering option allows for the use
of common training providers such as colleges and universities or
other private training groups. This approach may be viable since
it could result in reduced costs and a better designed quality
program.

Special Purpose Clusters

This particular option allows metro programs to plan and conduct

their own training but special training events could be jointly
sponsored in cluster situations. A special event is defined as
an activity that is performed mostly on a one time basis, such as
a pre-service workshop, conducted once a year. Another special
event might be a workshop on the process for completing a PIR form.
Several of these special training events are planned and carried
out every year such as management training, grantee training plan
development, or some other ACYF training initiative. Clustering
for metros for special training events can result in the following:

    1.   reduces planning time,
    2.   alleviates demands on staff,
    3.   provides consistency to data being disseminated,
    4.   allows for cost-effective results.

Figure 18

Planning the Training Event

Things to Consider

* travel distance
* time to begin and end
* number of trainees
* materials & equipment available
* trainer -- who?
* agenda
* transportation
* training site
* available resources in community
* alternative training arrangements

How can I get the most for my rural training dollar?

CHAPTER VIII

LOGISTICS: THE HOW, WHEN, WHERE. AND WHO OF IMPLEMENTING THE TRAINING EVENT

Preparing for a training event is much like preparing for a
vacation -- you have to be sure you packed everything you need,
made reservations at the hotel where you plan to stay, have
enough money to finance the trip, left phone numbers for relatives,
and attended to all the thousands of details that go into planning
and taking a successful vacation. You have taken care of
logistics.

Logistics are just as important in planning and implementing each
training event specified on the Program Training Plan (Chapter IV).
Whether a program provides training singly or as part of a
cluster arrangement, logistics must be included in planning and
implementation. In a cluster arrangement, the responsibilities
for attending to various logistics will be divided among programs;
in a single program-training event, one program must oversee all
logistics. In either case, it is helpful to identify one person
as having overall responsibility for seeing that delegated
logistics are taken care of.

Why Logistics Are Important

The overall effectiveness of a training event depends on the
efforts put into preparation activities. Attention to detail is
a must if trainees are to retain information, if trainers are
to provide an informative, organized session, and if the training
atmosphere is to be relaxed and smooth. In other words, details
can make or break the training event. Sometimes one oversight in
preparation can cause a chain reaction in trainee and/or trainer
feelings. An example might be a situation where the registration
table set-up accommodates only one line and has only one pen
available with 150 participants to register in 30 minutes. Not
all trainees arrive at the same time, but many arrive within the
last 15 minutes, causing a bottleneck effect at the registration
table. While people are still registering, the training begins
so that the scheduled break will occur on time and the session
will not run over the allotted time. Already, some trainees feel
uneasy and some are watching to see who's in line. Then in the
middle of the trainer's presentation, the bulb in the overhead
projector goes out with no extra bulb available. In fact, there
is no back-up black board or chart tablet with felt markers and
the trainer has no hand-outs for that particular section of the
presentation. Even though this is a separate mishap from the
bottleneck at the registration table, it seems to make the situa-
tion worse for the eager trainee and the bored person alike.
More than likely trainee evaluations will reflect negative comments

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related to organization of workshop activities, the rushed feeling of registration, the lack of visual media, the lack of handouts and/or the need for more training.

Careful planning and preparation could have alleviated the situation at the registration table and reduced the problems that arose during the session. Attention to logistics (or planning details) may not eliminate all the problems that could occur during a training event, but can turn potentially big problems into small ones that do not have to disrupt the flow of the training event.

What Logistics Need To Be Considered And When

To simplify the training event planning and implementation process, a sample Training Event Checklist is included here. While this form may be adapted or completely revised, it is recommended that a checklist of some kind be used to prevent overlooking important logistics and to help assign responsibilities and dates for completion of tasks.

Before Training

Long before the training event is to occur, the following logistics need to be addressed. Some of them were included on the Program Training Plan, but may have been considered tentative when the plan was developed. Now is the time to firm them up!

1. TRAINING SITE

   *where will the training event be held (facility, address, phone number and directions, if needed)

   *if the training event is to be held somewhere other than a Head Start Center, find out about size of meeting rooms (how many people each will hold); name of contact person; how much the rooms will cost (if applicable); what audio-visual equipment is available, if any; and if xerox facilities are available.

   *how will meeting room be arranged (eg: theater style; with tables; with chairs in a circle, etc.). This may be determined by talking to the trainer to find out what seating arrangement is best for the training.

2. TOPICS

   *confirm topics from Program Training Plan

   *don't over-schedule or try to cram too many topics into too short a time period -- trainers and trainees alike will wind up frustrated!

*offer topics that are relevant for all staff who will
attend (consider parents and volunteers as well)

3. TRAINERS

*confirm dates and topics

*confirm trainer's affiliation, correct job title and
correct spelling of name

*find out what equipment the trainer will need and what
seating arrangement is preferred

*specify any travel arrangements that need to be made
(eg: does the trainer need a hotel reservation, trans-
portation from the airport, directions for driving, etc.)

4. TRAINEES

*how many people are expected to participate

*if concurrent sessions are scheduled, how many trainees
will be in each session

*what is the makeup of the audience (eg: cooks, teachers,
aides, parents, administration, etc.)

5. AGENDA

*develop an agenda that specifies date, time, topic, trainer,
room, and audience (if desired)

*allow enough time for sufficient presentation of each
topic -- 1½ hours is usually adequate for a single session,
but some topics may require more time. Consult the trainer
for time needed, and remember that trainees need time to
absorb new information. Scheduling six 1-hour sessions may
cover a lot of material, but how much will trainees retain
if they are rushed? More may not be better.

*Allow for short breaks both in the morning and afternoon --
usually 1½-2 hours after the session starts and lasting
10-15 minutes. Allow time for lunch.

*a sample agenda is shown in Figure 20.

6. EQUIPMENT

*what audio-visual equipment is needed for each session
(eg: overhead projectors, film projectors, etc.)

*are replacement bulbs available for projectors in case one
burns out during training

*do you know how to operate equipment

7. REGISTRATION PROCEDURES

*when will registration begin (how much time is allotted
 for registration before the first session starts)

*will a separate area be designated for registration

*are multiple copies of sign-in sheets and several pens
 available to speed up the process

*will agendas or packets be available for trainees at the
 registration area

*are nametags needed

8. MATERIALS AND SUPPLIES

*are all needed materials and supplies available (the
 Training Event Checklist has a list of suggested supplies)

*does the trainer require special materials or supplies,
 such as materials for a "make-and-take"

9. REFRESHMENTS/FOOD

*are refreshments to be served at breaks and, if so, who
 is responsible for them

*will lunch be provided or arranged, or is it "on your own"

*what special arrangements need to be made for refreshments
 or food (eg: extra tables, coffee pot, napkins, etc.)

10. HANDOUTS/EVALUATIONS

*are evaluation forms ready

*do handouts need to be run off and, if so, how many of each

*is the trainer furnishing his/her own handouts

11. CONFIRMATION LETTERS

*after arrangements have been made, have confirmation
 letters been sent to 1) participating programs, 2) trainers,
 and 3) the training facility (if appropriate)

*does the confirmation letter specify 1) date, time,
 topics, location of training events, 2) trainees or
 programs attending, and 3) arrangements. Sample confirma-
 tion letters are shown in Figure 21, 22, and 23.

*keep copies!!

During Training

The person who is responsible for the training event logistics should be on-site thirty minutes to an hour before the event is scheduled to start. If the training event is being presented in a cluster arrangement, a representative from each program should also be on-site early to help set up.

Things to do before the trainees arrive include:

1. set up the registration area with sign-in sheets, pens, nametags and packets or agendas

2. check room arrangements to be sure that chairs and head tables are set up appropriately

3. put equipment in place; check for electrical outlets and run extension cords if needed

4. make sure coffee and other refreshments are ready, if appropriate

5. post any appropriate signs (eg: directing trainees to meeting rooms or showing topic of training.

Starting the training event off on the right foot does wonders for all involved. Assuring comfort throughout the sessions and during their transitions helps trainees to keep a positive attitude and involvement level for learning new skills.

When the session is ready to start, the trainees should be greeted, welcomed and provided with an orientation of the day's events. This can be done by the person in charge of the event, by the Head Start Director, or by another designated person. This person should also introduce the trainer by providing some background information on him or her and indicate the trainer's professional affiliation (who the trainer works for, etc.).

During the session, assist the trainer with handouts, equipment, or other logistics. Keep track of time, especially at breaks, and help get trainees back into session on time.

At the end of each session, distribute evaluation forms (see Chapter XII for samples) so that trainees can provide feedback on training content, logistics, and presentation. This is a vital step in determining the effectiveness of the training event. Collect all evaluations.

After the Training

It is essential to document the training event and its outcome. It is recommended that a folder be maintained on each event that includes the following:

1) the agenda

2) the Training Event Checklist

3) copies of confirmation letters

4) sign-in sheets

5) completed evaluation forms

6) copies of handouts

These folders can be maintained in a central file for reference and for documentation purposes. They represent a complete report of each event; from planning, to implementation, to evaluation and can document that the Program Training Plan is being utilized. This assures that the training being provided is relevant, organized and professionally managed.

Thank-you letters should be written to trainers and facilities, indicating appreciation for their time and contributions. Not only does this show appreciation now, but can also pave the way for future contacts!

The Training Event Checklist

The sample checklist included in this chapter represents the kind of logistical details that have to be considered in planning and implementing a training event. Grantees are encouraged to use or modify the checklist as needed, but are reminded that some form of written documentation is essential.

Many people find that making lists help keep them organized. Grocery lists, errand lists, vacation packing lists, Training Event Checklists all serve the same purpose -- to make sure that everything is covered and nothing is forgotten so that the shopping trip, vacation or training event goes smoothly and is successful.

Figure 19

TRAINING EVENT CHECKLIST

Date(s) of Event: _____

Time Schedules: _____

Program(s) Involved: _____ Planner(s): _____

_____ _____

_____ _____

_____ _____

_____ _____

I. TRAINING SITE

   A. Facility _____

   B. Address _____

     _____

   C. Phone _____

   D. For facilities other than Head Start Center

     1. contact person _____

     2. number and size of meeting rooms _____
       (how many people each holds)

     3. cost of facility _____

     4. audio-visual equipment
       available _____

     5. xerox facilities _____

   E. Room Arrangements for training _____

   _____

II. TOPICS

   A. List topics to be presented

   _____

   _____

   _____

   _____

   B. Indicate amount of time for each topic

III. TRAINERS

   A. Trainer #1

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1. Name _____

2. Title and affiliation _____

3. Topic _____

4. Date and time _____

5. Equipment needs _____

6. Travel arrangements _____

   _____

B. Trainer #2

   1. Name _____

   2. Title and affiliation _____

   3. Topic _____

   4. Date and time _____

   5. Equipment needs _____

   6. Travel arrangements _____

   _____

C. Trainer #3

   1. Name _____

   2. Title and affiliation _____

   3. Topic _____

   4. Date and time _____

   5. Equipment needs _____

   6. Travel arrangements _____

   _____

IV. TRAINEES

A. Number _____

B. Makeup _____

   _____

V. AGENDA

A. Attach agenda that specifies

   1. Date

   2. Time breakdowns

   3. Topics for each time slot

   4. Trainer for each topic

   5. Room assigned to each topic

   6. Scheduled breaks and lunch

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VI. EQUIPMENT

 A. Check equipment needed   _____

  1. Movie/film projector   _____

  2. Over head transparency projector _____

  3. Carousel slide projector   _____

  4. Video tape player and monitor   _____

  5. Movie screen   _____

  6. Tape player   _____

  7. Record player   _____

  8. Black board   _____

  9. Chart tablet and easel   _____

 B. Check working order of equipment and
   availability of replacement parts   _____

VII. REGISTRATION

 A. Describe arrangements _____

 _____

 _____

 B. List supplies needed _____

 _____

 _____

VIII. MATERIALS AND SUPPLIES

 A. Check materials needed   _____

  1. Sign-in rosters   _____

  2. Name-tags   _____

  3. Agendas   _____

  4. Handouts (if applicable)   _____

  5. Evaluation forms   _____

  6. Certificates/awards   _____

  7. Signs   _____

  8. Budgetary forms
   (travel vouchers, meal tickets, etc.) _____

  9. Resource pamphlets/flyers   _____

  10. Registration packets   _____

 B. Check supplies needed

1. Tape _____
2. Construction paper _____
3. Scissors _____
4. Stapler and staples _____
5. Rubber bands _____
6. Ballpoint pens _____
7. Pencils _____
8. Pencil sharpener _____
9. Paper clips (large and small) _____

10. Wide felt tip markers _____
11. Blank transparencies for overhead projector _____
12. Transparency pens/ grease pencils _____
13. Glue _____
14. Index cards _____
15. 3-prong adapter _____
16. Extension cords _____
17. Trainee note pads _____
18. Envelopes/file folders _____

19. Other (list)

_____   _____

_____   _____

_____   _____

IX. REFRESHMENTS/FOOD

A. Describe arrangements for refreshments _____

_____

B. Describe lunch arrangements _____

_____

X. CONFIRMATION LETTERS

A. Date sent to participating programs _____

B. Date sent to trainees _____

C. Date sent to facility (if appropriate) _____

XI. DOCUMENTATION

A. Attach copy of (check)

1. Agenda _____

2. Training Event Checklist _____

3. Confirmation letters _____

4. Sign-in sheets _____

5. Completed evaluation forms _____

6. Handouts _____

B. Date thank-you letters sent **116** _____

Figure 20

AGENDA
HAPPY HEAD START
SUPER HEAD START

October 2, 1984
Happy Town Hall
Happy, State

8:00 - 8:30	Registration	Foyer
8:30 - 8:45	Opening Session -Welcome -Introduction	Meeting Room A
8:45 - 10:15	"Working with Handicapped Child- ren in the Class- Room" Miss R.	Meeting Room A
10:15 - 10:30	Break	Lobby
10:30 - 12:00	"Parent Involvement Makes It Work" Mr. M.	Meeting Room A
12:00 - 1:00	Lunch	Cafeteria
1:00 - 2:30	"Nutrition Activities for Home and School" Miss B.	Meeting Room A
2:30 - 2:45	Break	Lobby
2:45 - 4:15	"Behavior Management in the Classroom" Mrs. S.	Meeting Room A
4:15 - 4:30	Closing Session 1) Evaluation of Workshop 2) Awards/Certificates	Meeting Room A

Figure 21

SAMPLE CONFIRMATION LETTER
FOR CLUSTER TRAINING EVENT

Date

Dear Super Head Start Program:

Arrangements have been made for the joint Super and Happy Head
Start training event, scheduled for October 2, 1984, in Happy,
State. The training will be held at the Happy Town Hall,
123 Pleasant Drive, in Happy.

The training event will begin with registration at 8:00 a.m.,
and sessions will start at 8:30. Training will end by 4:15 p.m.
Topics and trainers are listed in detail on the enclosed agenda.
The training is intended for teachers, aides, parents, volunteers,
and administrative staff. We are planning for thirty (30)
trainees from the combined programs.

Happy Head Start will furnish an overhead projector and re-
freshments, and Supper Head Start has agreed to bring a film
projector.

We are looking forward to this training event. Please call if
you have any questions.

Sincerely,

Happy Head Start Director

Figure 22

SAMPLE CONFIRMATION
LETTER FOR TRAINER

Date

Dear Miss R.

Arrangements have been made for the joint Super and Happy Head
Start training event, scheduled for October 2, 1984, in Happy,
State. The training will be held at the Happy Town Hall,
123 Pleasant Drive, in Happy.

The training event will begin with registration at 8:00 a.m.,
and sessions will start at 8:30. Training will end by 4:15 p.m.
Topics and trainers are listed in detail on the enclosed agenda.
The training is intended for teachers, aides, parents, volunteers,
and administrative staff. We are planning for thirty (30)
trainees from the combined programs.

We understand that you will present a session from 8:45-10:15 a.m.
on "Working with Handicapped Children in the Classroom   We
will provide an overhead projector for you, and have made motel
reservations for you at the Happy Motel, phone (123) 456-7890.
We understand that you are bringing handouts.

We are looking forward to this training event. Please call if
you have any questions.

Sincerely,

Happy Head Start Director

Figure 23

SAMPLE CONFIRMATION
LETTER FOR FACILITY

Date

Dear Happy Town Hall:

Arrangements have been made for the joint Super and Happy Head
Start training event, scheduled for October 2, 1984, in Happy,
State.   The training will be held at the Happy Town Hall,
123 Pleasant Drive, in Happy.

The training event will begin with registration at 8:00 a.m.,
and sessions will start at 8:30.   Training will end by 4:15 p.m.
Topics and trainers are listed in detail on the enclosed agenda.
The training is intended for teachers, aides, parents, volunteers,
and administrative staff.   We are planning for thirty (30)
trainees from the combined programs.

We would like for Meeting Room A to be arranged theater style
for 30 with a head table. We will need two tables at the back
of the room, one for registration and one for refreshments.

As agreed, we are paying $50 for janitorial services and room
set up.   It is our understanding that the hall is furnished on
an in-kind basis.   We appreciate this contribution.

We are looking forward to this training event.   Please call if
you have any questions.

Sincerely,

Happy Head Start Director

CHAPTER IX

CLUSTER FOR TRAINING:
A COOPERATIVE MECHANISM FOR SHARING RESOURCES

The dictionary defines "cluster" as "a number of things grouped together; persons or things in a group". With regard to Head Start training, this definition might be expanded to include "persons or programs grouped together to share resources for a common goal". Clustering is one mechanism that can be used effectively by Head Start grantees in planning and implementing cost-effective training through a team approach. This chapter will explore the mechanism of clustering, including why cluster, advantages in clustering, and planning for successful clustering. It should be emphasized that clustering is one mechanism for providing training and is not intended to be a panacea for every Head Start grantee; however, it represents a very viable option for many programs.

Why Cluster?

There are a variety of situations that promote or foster clustering.

Situation	Examples
*Geographic considerations	1) 3 small rural programs located in towns within 30 miles of each other
	2) 4 inner-city centers from the same metro grantee located within a 10-mile radius in a large city
	3) a Mid-size program located within a 50-mile radius of 3 rural programs
*Cultural considerations	1) 2 grantees with predominantly Native-American staff and parents
	2) 3 centers with large enrollment of Vietnamese children
	3) 2 grantees who are implementing a curriculum developed on a specific group or culture

*Common needs

1) Bilingual (Spanish, Native American, Vietnamese, etc.)

2) CDA

3) Special initiatives such as Exploring Parenting

4) Migrant

5) Home-based

6) Handicapped

*Program size

1) 3 small, rural grantees with staff of 15 or less each

2) A mid-size grantee with a staff of 30 and a nearby rural grantee with a staff of 10

3) A metro program with a total staff of 70 spread over a 40-mile radius in a large city

*Resources

1) One program provides a facility, another has audio-visual equipment, a third has money to bring in a trainer

2) One center is easily accessible, a second center can provide transportation, a third has a large parent turnout, a fourth has a staff member who can provide CPR training for parents

3) 3 grantees split the cost of sponsoring a training event where trainer and facility must be secured

Advantages in Clustering

For those grantees who view clustering as an option, either for selected training events or as the primary mechanism for training, there are a number of advantages to this arrangement.

ADVANTAGE   : Get more for the training dollar
EXPLANATION: Clustering enables a grantee to save money by

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either sharing expenses or contributing resources other than dollars to the training event. It also maximizes use of the dollars spent by enabling more staff to participate in a training event and by taking advantage of a variety of training events.

ADVANTAGE   : Share resources
EXPLANATION: Clustering maximizes the use of resources available from each grantee and expands the type and amount of resources available to any one grantee. Each grantee has a variety of resources available within the program and the community, but these will vary from grantee to grantee. Clustering enables Grantee X to utilize Grantee Y's video equipment, and Grantee Y can take advantage of Grantee X's in-kind trainer from the local college. It also helps a grantee avoid spending money on resources that could be accessed by clustering. This is especially important if the grantee has only a limited amount of training money to begin with and in-kind resources are limited as well.

ADVANTAGE   : Meet common/shared needs while avoiding duplication
EXPLANATION: If two programs who are geographically close to each other have similar training needs, they can combine their efforts to bring in a trainer and provide the training. This is a more cost-effective and time-saving method than for each program to bring the trainer in at a different time for the same purpose. Duplication of effort and expense wastes valuable resources that can be channelled elsewhere for maximum utilization.

ADVANTAGE   : Emphasize team approach to training
EXPLANATION: Through a cluster arrangement, grantees can share skills and abilities with each other and can disseminate successful program practices. Clustering also offers a support network for grantees to communicate and cooperate with each other to strengthen Head Start. This is particularly help-ful to programs with new staff who may feel over-whelmed and confused and to programs who prefer to share the responsibilities and requirements in providing training. Clustering can help avoid an isolationist approach to training and delivery and helps provide unity and commonality of purpose through teamwork.

Planning for Effective, Successful Clustering

Clustering can be a valuable and useful mechanism for sharing resources for training, but to be successful it requires immaculate planning and coordination among programs. The Region VI Handicap Consortia Model can serve as a prototype for developing cluster arrangements.

REGION VI HANDICAP CONSORTIA MODEL. Since 1976, Head Start
programs in ACYF Region VI (Texas, New Mexico, Louisiana,
Arkansas, and Oklahoma) have utilized the consortium approach
for delivery of handicap services. Under this model, Head Start
grantees within a designated geographic area cluster in an
effort to match resources to handicapped children and programs
and to maximize the use of handicap funds. The advantages of this
arrangement as identified in the Guidance for Handicap Consortia
(ACYF Regional Office VI, January, 1983) are:

     1) cost effectiveness
     2) improved services
     3) sharing of resources, materials and personnel
     4) joint planning by grantees and sharing of ideas

As part of the workscope, each consortium develops an annual
work program that includes seven (7) major activities. These
activities are described in the Guidance for Handicap Consortia
(ACYF Regional Office VI, January, 1983) and correspond to activities
that should take place when two or more programs cluster for train-
ing across components. The chart below shows the seven activities
in the Handicap Consortia work program model and how they can
serve as guidelines for developing cluster training arrangements.

The seven steps in this model serve as a sequenced approach for
developing a cluster training plan. They can be modified or
adapted as needed to fit local program needs and situations.

| HANDICAP CONSORTIA WORK PROGRAM ACTIVITY	DESCRIPTION OF ACTIVITY FOR HANDICAP CONSORTIA	APPLICATION FOR CLUSTER TRAINING
Assessment of Program Needs	Program-by-program needs assessment	Each program conducts staff and program training needs assess- ment (see Chapter III), step 2 in Developing a Program Training Plan (Chapter IV)
Identification of Resources		Each program identi- fies resources with- in the program, the community, the state, and the Head Start network. This includes: trainers, budget, equipment, materials, information, and faci- lities, etc.-Step 3 in Developing a Program Training Plan (Chapter IV)

Consortium Planning Committee	Includes one representative from each grantee; handles planning for the consortium; meets at least quarterly	One representative from each program meets with the cluster planning team; provides input into training content, arrangements, contributions based on information from pre-vious steps
Funding System	Mechanism for distribution of handicap funds to all grantees	Contribution of each program is determined, including dollars spent and in-kind; equitable outlay of funds by each program
Written Plan	Operating plan that includes objectives, roles and responsibilities, services, training, equipment, interagency argree-ments, reporting and time lines	Document area of shared needs, planning de-cisions, contributions of each program, re-sponsibilities of each program
Agreements	Separate written agreement between lead grantee and each cooperating grantee; includes method of distribu-tion of funds, amount of funds, number of children to be served, and reporting obligations	Written plan or agree-ment between cluster programs documenting contributions of each to training events; each program has a copy of written plan
Self-Assessment System	Evaluation of handicap services	Evaluation of train-ing effort in cluster arrangement is con-ducted

DEVELOPING A CLUSTER TRAINING PLAN--THE TEAM APPROACH. In a cluster arrangement, there are two options for developing the Program Training Plan:

1) a single plan is developed for all programs in the cluster.
2) each program develops its own plan, taking into account the arrangements determined by the cluster.

In either case, careful planning, documentation, and follow-through are required, through a team approach.

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Figure 24
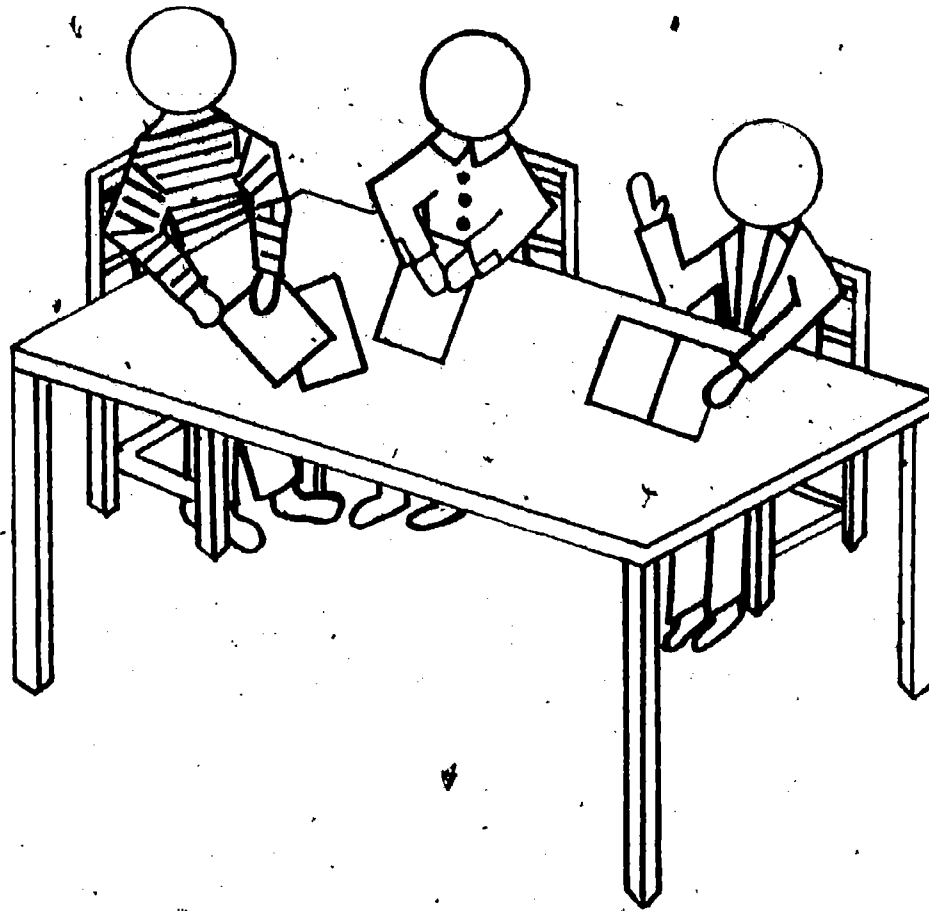
Each program should have a representative to participate in the planning process. This cluster planning team should meet as early in the program year as possible (and before the Program Training Plan is developed) so that:

*common needs and goals for training can be identified

*projected dates and sites for training events may be coordinated

*resources available through each program can be identified

*potential contributions of each program may be determined

*coordinated pre-service plans can be developed

*a comprehensive Program Training Plan may be written to include cluster arrangements

Documentation

The results of this planning must be documented and each team member provided with a copy of the documentation. There are several ways to document the cluster planning arrangements. Two

samples are the Summary Planning Form (see Figure 26) and the
Cluster Planning Matrix (see Figure 27).

The Summary Planning Form is a narrative that describes each
program's needs, resources, and contributions to training
while the Cluster Planning Matrix provides a quick appraisal of
where gaps exist, which programs can contribute what services to
the training effort, and where imbalances in contributions exist.
Both can serve as the basis for developing a written agreement
among programs concerning training efforts, and may be used
separately or together.

These are only suggestions; each cluster of programs can develop
its own format, but the important thing is to document the
contents and results of the cluster planning meetings.

Clustering for Training Events

Just as important as the overall cluster plan are the arrange-
ments made for each separate training event. If a training event
is to be provided in a cluster arrangement, then the participating
programs should meet beforehand to plan the logistics.

The Training Event Checklist presented in Chapter VIII can serve
as the planning and implementation tool for a cluster arrangement
as well as for an individual program training event. In a cluster
arrangement, the various tasks (eg: securing equipment or con-
firming a trainer) will be divided among the programs rather than
be the responsibility of a single program. Each program's
responsibilities regarding a particular training event should be
assigned based on what it is able to contribute (as determined in
the planning form) and should be noted on the Training Event
Checklist. A copy of the Training Event Checklist should be
given to each program so that responsibilities are defined and
documented. This prevents any misunderstandings concerning
tasks and helps in the evaluation of the training event.

As much as possible, responsibilities should be rotated among
programs for each event so that the same program doesn't always
have to provide the meeting site or secure the trainer. This
is especially important in maintaining harmony among the clustering
programs and in assuring equal distribution of tasks and ex-
penditures.

Keep careful records of both dollars spent and in-kind contribu-
tions for each training event. This helps prevent overspending
and also helps assure equal distribution of expenses.

Tips for Clustering--Making It Work

Successful clustering requires careful planning and documentation,
but it also requires something else. Attitudes, communication
and cooperation can determine how successful the cluster arrange-
ment is.

Understandings [gain information on the
areas needing coordination
and on services available
from each program] = Cluster
Planning Meeting

Expectations [expected activities of
each program; type of
service or task that
is to be completed by
each program] = Summary Planning
Form, Cluster
Matrix (or other
documentation)

Commitments [delegation of tasks for
delivery of service
through coordination] = Training Event
Checklist for
planning and
implementing
training events

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Figure 25

LEVELS OF COORDINATION. Pinkstaff and Cansler (1978) suggest
levels of coordination and collaboration that can be applied.
to clustering. These levels are shown below.

KEYS TO SUCCESSFUL CLUSTERING. The keys listed below will
unlock the door to successful clustering experiences.

COMMUNICATION

*maintain regular and frequent contact
 with each other

*allow equal input from each program
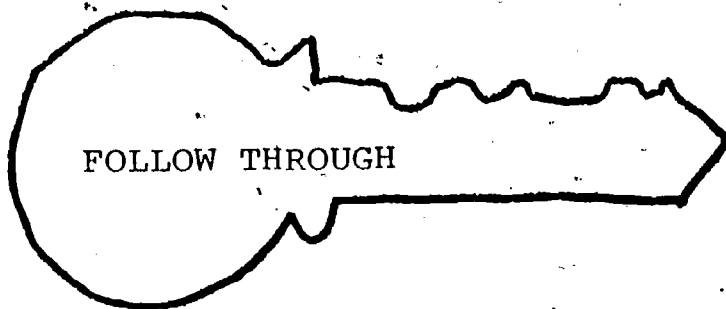
*keep each other informed

*listen to each other

ELIMINATE TURFISM
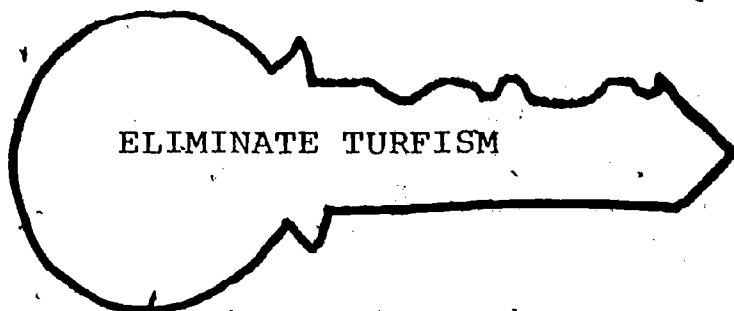
*rotate training and meeting sites
 among programs

*respect each others' ideas and
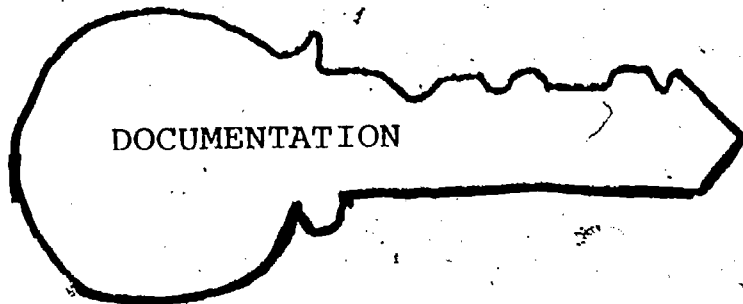 resources

*eliminate defensiveness

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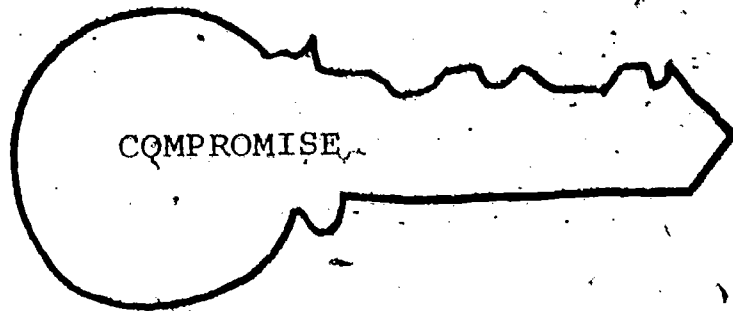
COMPROMISE

*refocus/rethink/revise training
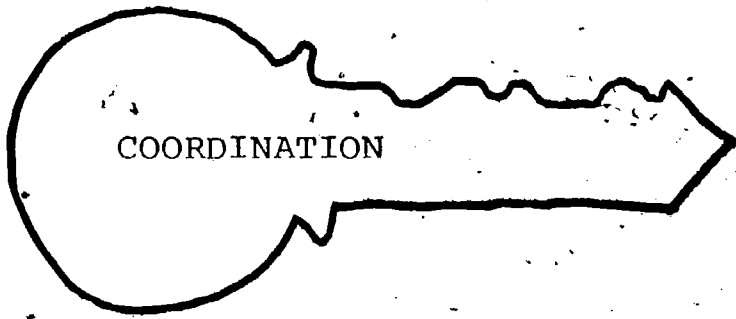plans as needed for clustering

*practice shared decision-making

FOLLOW THROUGH

*make good on promises and
commitments

*don't offer/commit to do more
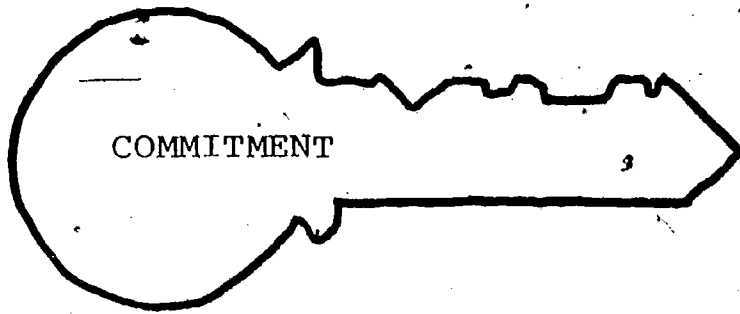than is possible

*be dependable

DOCUMENTATION

*make sure everything is in
writing.

*each program has a copy of
all documentation.

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COORDINATION

*maintain a team approach

*joint planning for training

COMMITMENT

*to successful cluster training

*to quality programs

*to strengthen Head Start

Figure 26

SUMMARY PLANNING FORM
FOR CLUSTER TRAINING

I. Programs Involved in Cluster Training

A. Program   B. Location   C. Team Representative

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

II. List each program's assessed training needs

A. Program A   B. Program B   C. Program C

III. List resources available through each program

A. Program A   B. Program B   C. Program C

IV. List contribution of each program for training
    (including dollar amounts)

A. Program A.   B. Program B   C. Program C

V. List tentative dates and sites for training (19__-19__)

VI. Describe cluster pre-service plans

VII. Additional Comments, notations

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Figure 27

CLUSTER PLANNING MATRIX

	PROGRAM A	PROGRAM B	PROGRAM C
Contribution of Each Program			
Facilities for Training			
Equipment Available			
Access to Potential Trainers			
Budget for Training			
Xerox Facilities			
Furnish Supplies for Training			
Number of Trainees			
Training Needs			
Agencies in the Community as Potential Resources			

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CHAPTER X

EFFECTIVE PARENT TRAINING: THE HEART OF HEAD START

A reflection of the philosophical foundation of Head Start emerges when a review of research studies is made. Head Start staff who provided opportunities for Parent Involvement resulted in significant and important institutional changes (Mann, et.al., 77). Study after study points out the fact that when parents are involved in their children's activities, more positive, lasting changes occur. O'Keefe (1978) summarizes these findings when she stated that, "The underlying assumption is that opportunities for the parent's development and participation would directly and indirectly be passed on to the children in the family." She supported this assumption with considerable evidence from the work of a number of researchers. "For example, Susan Gray--who originally coined the term "vertical diffusion" to describe the benefits to all children within a family when parents are the focus of the child development program--has found sustained gains in children over a 2-year period, when parents were an important focus of a program. And Phyllis Levenstein found that the parenting behavior of parents of 4-year old children, correlated well with various aspects of the children's competence when observed two years later, at age six, in the child's classroom. As a last example, Lazar found that the persistence of program effects for children in child development programs was particularly strong when parental involvement and participation were high.

The Cooke memo, of 1965, laid the groundwork for parent participation as we know it today by recommending that parents assist in planning the program, participate in parent education programs, participate in their children's classrooms, serve as a link between children, staff and neighborhood, and fill appropriate job roles in the program.

Accordingly, the evaluation study which looked at the very first Head Start effort during the summer of 1965 included descriptions of and effects on parents, families and communities as well as the children themselves. While the actual impact of the summer 1965 program could only barely be assessed at the time of the evaluation study, the evaluation was able to document parent participation and the considerable opportunities provided by these earliest programs for the parents' own development. Thus, even though in the Summer of 1965 many Head Start programs construed Head Start goals fairly narrowly as school readiness, 74% of the teachers felt responsible for helping families solve problems, 42% felt responsibility for helping parents learn about their children, and hundreds of programs--even in the crunch of that first brief summer program--offered programs to parents on childrearing, homemaking and consumer education.

"In 1972 a giant programmatic step was taken with the issuance of the Head Start Program Performance Standards." Revised in 1975, these standards are the programmatic heart of the program. Although it is well known that the Parent Involvement Performance Standards spell out Head Start's responsibilities to parents, it is not as well known that in fact all program component areas (education, health and social services as well as parent involvement) address the role of Head Start parents. Three of the five program objectives in the Educational component are aimed directly at parents, as are three of the five Social Service and six of the fourteen Health objectives. And of course all the Parent Involvement Performance Standards clearly place parents at the core of the Head Start program and both require and provide extensive opportunities for parents to be served by the Head Start program as well as to serve (participate in) the program."

"CDA training, in which many Head Start staff are involved as they work toward being awarded a CDA credential, specifies as one of its six competency areas that trainees understand the importance of parents and know how to effectively encourage parent participation at home as well as in the center."

Part of parent participation involves parent training opportunities; affording the parent the chance to learn, grow, and function independently after leaving Head Start. The concept falls back on the old adage, "Give a man a fish, feed him for a day. Teach a man to fish, feed him for a lifetime."

Rationale for Parent Training

The foremost reason for providing parent training in Head Start is based on compliance with the Performance Standards. Training is built into all components and addresses a wide scope of topics, including:

1. parenting skills
2. decision making processes
3. child development
4. self-sufficiency skills
5. program assistance activities
6. becoming a productive community member

Parents should be included in all relevant Head Start training events. Thus opportunities for parent participation can increase, especially since not all scheduled specific "parent training" events meet all parent's schedules. Parents, like community persons, become more effective volunteers the more they understand Head Start operations and philosophy.

Training in Head Start can be viewed as a "linking" factor for parental growth; that is training allows for parent understanding of the child and the program, which promotes more involvement with both. Thus, all benefit and grow: the parent, the child and the Head Start program. Probably the most important aspect of parent

training is the focus on personal development of the parents.
Having positive attitudes, especially when dealing with unknowns,
asserts parent's strengths and desire to grow and learn more.
As child and family needs are handled, parents prove to themselves
that they are valuable family and community members and have as
much to contribute as anyone.

Assignment of Staff for Effective Parent Participation

An important role in Head Start is the coordination of parent
involvement opportunities which assure integration of component
activities as well as entertains specific plans for parents of
the program. According to the Head Start Manual (Sept. 1967,
p. 15) the duties of the coordinator of parent activities include:

1. "The liaison between the Child Development Center (CDC)
    and the community..."

    The coordinator should serve as a broker to access
    resources for identified family, child and/or CDC
    needs. Special projects should be encouraged
    utilizing parent and community resources. Oppor-
    tunities for training should be made available to
    increase parent involvement and program growth.

2. "... assist in all phases of planning for the parent pro-
    grams."

    According to Performance Standards the objectives
    of the Parent Involvement program are:

    *planned experiences and activities which support
     and enhance the parental role as the principle
     influence in their child's education and de-
     velopment.
    *recognize the parent as: responsible guardians,
     prime educators, and contributors to Head Start
     and the community.
    *provide opportunities for direct involvement
     in decision making in program planning and
     operations; participation in program activities
     as paid employees, volunteers, or observers;
     participation in activities parents themselves
     helped to develop and cooperative conditions
     with staff to aid working with their child(ren).

3. "be responsible for coordinating activities of parents in
    the daily program in the classroom..."

    Parents can serve as resource persons or visitors for
    special unit topics of the lesson plan, and can visit
    all classrooms. They can also take part in center
    meetings or special committees established to revise
    or develop materials for the program (curriculum units,

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planning parent projects at the centers, conducting
a training needs assessment for parents, etc.).
Another area of involvement during daily operations
is assistance in an on-going program self-assessment.

4. "encourage the involvement of parents in policy making
   decisions."

   According to Performance Standard 1304.5-2(a):
   "The basic parent participation policy of the Head
   Start program, with which all Head Start programs
   must comply as a condition of being granted financial
   assistance, is contained in Head Start Policy Manual,
   Instruction 1-31 -- Section B2, The Parents (OCD
   Transmittal Notice 70.2, dated August 10, 1970).

5. "The coordinator should also follow through on a program,
   planned with the cooperation of parents, to assure that
   parent's needs are being met.

   The involvement of parents for planning in Head
   Start is cited in the guidance of the Performance
   Standards for each component. From the very be-
   ginning, parents are to be included in develop-
   ment of plans for all component activities.
   Training will enhance knowledge and skills that
   can be shared with the classroom, program staff
   and parent activities, and advocating community
   support. Thus parent input is a must for meeting
   program needs, and in essence, the children
   served.

These measures can best be achieved through the assignment of
a person as the Parent Involvement Coordinator. Many programs
assign one coordinator two roles or more, and Parent Involvement
may be one of these roles. Some small programs may want to
investigate the possibility of community persons or organizations
serving as coordinators in a volunteer role, monitored by the
agency for compliance issues.

Assessment of Parent Needs

Assessment of training needs of parents must be conducted before
training topics can be planned. This assessment can be carried
out as part of the enrollment process when parents are completing
other necessary forms. It can also be conducted after the school
year starts and new parents are involved.

Included in this chapter is a Parent Training Needs Assessment.
This is a sample form that is open to adaptation of particular
program needs. Head Start staff should always allow time for
explaining the form to parents and for assisting parents who
need help in completing the form.

Planning and implementing parent training follows the same course
as all training events. Reference should be made to Chapter IV
for plan development and to Chapter VIII for logistics to assure
all aspects are covered. Completion of the forms suggested in
Chapters IV and VIII and the Parent Training Needs Assessment of
this chapter can also be considered for documentation efforts for
parent training provided.

Training Content

Head Start in DHHS Region VI utilizes three special initiatives
for parent training experiences. They are:

   *Project LATON - developed for use with parents of handi-
    capped children in Head Start and named after the Region
    VI area (Louisiana, Arkansas, Texas, Oklahoma, and New
    Mexico)
   *Exploring Parenting - designed to develop/enhance skills
    of parents of young children.
   *Parent Involvement Makes It Works - developed for use
    in understanding parent roles and responsibilities in
    Head Start program operations

Areas of training for parents relate to component requirements
and parental desires and needs. The topic areas listed below
reflect the Parent Training Needs Assessment included in this
chapter. Specific topics for each area are listed on the
assessment instrument. Topics may be determined by local program
assessment and will probably vary from program to program.

Sample topic areas for parents are:

   1) Child Development
   2) Self-Sufficiency Skills
   3) Program Assistance Activities
   4) Decision Making Procedures
   5) Being a Productive Community Member

Logistical Considerations

Efforts to provide training for parents will be to no avail if
parent's needs are not considered in the planning process. Needs
do not refer only to training topics; they also reflect factors
that can make or break the training session. The following
considerations were included on the Parent Training Needs Assess-
ment as a source for gathering this needed information.

   *Time of day training is held-Head Start parents represent
    various levels of the working force: full time, part-time,
    day shift, night shift and unemployed
   *Transportation needs-the location of the training event
    should be based on travel accessibility for parents. If
    necessary, staff should: provide transportation for parents,
    arrange car pools for parents, have training in more than

one center if travel distance is great; and/or rotate
locations and training topics to reach more parents.
*Baby-sitting needs-some Head Start parents will be in need
of a babysitter if they are to attend a training event.
Staff or volunteers can be assigned this task. However,
should the training be a day event, the Head Start classroom
should not be considered the drop-off baby-sitting service.
Classes in session should continue as outlined in the
lesson plans. Evening sessions offering baby-sitting services
should not be scheduled to run late for the children's sake.
*Language levels/interpreters needed-in some Head Start
areas, more than one language is prominent among the target
population served. Should this be the case, interpreters
or bilingual consultants should be employed. Some popu-
lations also exhibit low language levels and considerations
for these persons' retention levels should be accounted
for. Discussing participant needs with the trainer is
a must for an effective event.
*Motivators-every Head Start program is located in an area
with cultural practices that differ from the next program.
In some programs, covered-dish meal/meetings brings everyone
out. In other areas, a children's performance is the key
or, a guest speaker from out of town. Door prizes also
make for a change of pace. Discovering what motivates
parents in a particular program to participate is the key
to successful training.

Tapping Available Resources

Resources available within the Head Start networks offer consultants
and training for trainers to afford grantees local training on a
regular basis once program skills are developed. These resources
are:

1. Parent Involvement Makes it Work (film and book)
2. Project LATON (films and books)
3. Exploring Parenting (audio/visual/materials)
4. Other Head Start programs' staff expertise/paid
   professional
5. DHHS Region VI Office
6. Other

Every Head Start program is located in a city or town that has
resources available. Some programs may have an abundance of
resources available. Other programs may have to travel to
neighboring towns/cities to fulfill service needs. The following
is a sample of community/area resources that should be sought out:

1. City/county/parish social service agencies
2. Community service organizations/clubs
3. Interest group organizations/associations
4. Special needs service foundations
5. Community colleges - universities
6. Churches
7. Private Professionals
8. Public Schools
9. Other

Figure 28

Child Center Represented _____

Age(s) of Head Start Child(ren) _____

PARENT TRAINING NEEDS ASSESSMENT

Please rate the following possible training topics according to your interests, abilities and/or participation level. A summary of all parent responses will determine the most wanted topics for this training period. Specific requests should be noted in the Comment section at the end of this form. Thank You.

Topic Area	Topic List	Unfamiliar with topic	No Interest in topic	Interested in topic	Would Try Hard to Attend Session	Can Share Skills About Topic
Child Development	Child Discipline/ Behavior Management					
	Development Stages: From Scribbling to Printing Own Name, Reciting Address and More					
	Child Self-Help and Social Skills Development Related to Hygiene and Safety					
	Medical and Dental Needs of Children					
	Nutrition-Meals and Snacks for Children					
	Helping a Child Feel Good About Himself					

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	Being an Effective Parent Volunteer with Children					
	Making Educational Toys and Games					
	Cooking with Children's Help					
Self-Sufficiency Skills	Music/Dance/Exercise Classes					
	Nutrition-Budgeting, Buying, Cooking					
	Sewing-Basic Clothing Repair, Simple Patterns, Fabric Selection					
	Boost/Learn Secretarial Skills					
	Minor Home Repairs					
	Making a Budget Work					
	Minor Car Maintenance					
	First Aid/Safety					
	Basic Carpentry Skills					
	Learn a New Language					
	Employment in Head Start or Community					
	Learning Craft Ideas for Family Gift Giving					

Program Assistance Activities	Being an Effective Program Parent Volunteer					
	Participate in Development of Program Component Plans					
	Participate in Update of Education Curriculum					
	Participate in Development of Training Plans					
	Participate in Component Activities Planned					
	Participate in Program Self-Assessment of the Quality of Head Start Service					
	Exploring Parenting/Project LATON					
Decision Making Processes	Head Start Transmittal Notice 70.2 - The Parents (Basic Parent Participation Policies of Head Start					
	Being an Active Member of Head Start Center Committee					
	Working with Other Parents on Projects for Head Start					

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	Orientation/Up-date on Head Start Rules and Regulations					
Being a Productive Community Member	Becoming Involved in the Community					
	Sponsoring Projects to Help a Family in Crisis (fire, theft, natural disaster, etc.)					
	Being an Advocate for Head Start Family Services					
	Learning About Public Relations for Head Start					

My/our best time to attend training is:

_____ Mornings

_____ Afternoons

_____ Evenings

I have _____/do not have _____ transportation to attend training.

I need _____/do not need _____ baby-sitting services to attend training.

I speak _____/understand English _____/Spanish _____.

I prefer to bring someone with me to Head Start training events.

_____ yes

_____ no

_____ sometimes

Additional Comments: _____

_____

CHAPTER XI

EFFECTIVE VOLUNTEER TRAINING --
INVOLVING THE TOTAL COMMUNITY

From the beginning, Head Start has relied very much on volunteers
to increase the adult resources and to provide more individual
attention for the children. Head Start has always recognized
the full, open cooperation among all members of the Head Start
team. By working together, by sharing concerns about individual
children as well as about the program as a whole, everyone
benefits (Riley and Bloom, 1983).

The one qualification most needed for a volunteer is a dedication
to the welfare of children and a willingness to commit time and
energy in their behalf. Those who work directly with children
enjoy the young, take pleasure in working with them and listen-
ing to them, and are willing to learn more about the fostering
of the processes of growth and development.

Volunteer services in a Head Start Program fulfill several
functions (1) they provide additional staff in all areas of the
program, thus increasing the effectiveness of the paid staff,
(2) they give interested citizens, including the parents of
the children, an opportunity to participate in the program,
(3) they establish a systemized method of mobilizing community
resources, (4) they build a better understanding of and support
for improved services for Head Start children and their families,
(5) they provide opportunities for senior citizens to feel
needed and useful in a grandparents' program, and (6) they provide
opportunities for students in child development classes to observe
children and to gain the practical learning experience that comes
with working with children.

Guidelines for Developing a Volunteer Training Program

Advance planning is vital to the success of a volunteer train-
ing program. One of the first steps that must be taken is
the designation of a person to be responsible for the overall
direction and supervision of the training program. In some
communities it might be possible to enlist a qualified volunteer
to serve as coordinator. The volunteer coordinator should select
a Volunteer Services Committee. Members selected for this
committee should represent a wide variety of individuals and
groups within the community. The success of a Head Start
training program will depend upon the support of the general
community and people from the different factions in the community
should be represented.

The Volunteer Service Committee needs to meet well in advance of
the opening day of classes to identify the jobs to be managed by
the volunteers and to develop plans for recruitment, interviewing,
training, and placement.

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Volunteers make a commitment to Head Start when they offer their
services and will be made to feel an integral part of the program.
They will be included in regular meetings of the paid staff
whenever possible. Training will be provided to Volunteers
initially upon joining the project -- called Pre-Service Train-
ing -- and regularly throughout the volunteer experience --
called In-Service Training. It is the responsibility of the
program to acquaint the volunteers with the underlying philosophy
of Head Start and the goals of the local program. It is also
the Head Start program's responsibility to explain the duties,
train, and tell the volunteers who to report to, as well as basic
regulations pertaining to the volunteers and the children.

Orientation and Training Considerations

At least one formal orientation needs to be planned for all
volunteers who are planning to participate in the program.
The area of service (health aides, social work aides, trans-
portation aides, clerical aides or classroom aides) will determine
the type and amount of training that will be needed. All
training programs should be thought of as on-going processes,
involving on-the-job training, and continuing throughout a
volunteer's tenure with the program.

An initial orientation session should include (1) the goals and
purposes of Head Start, (2) specific duties and responsibilities
of volunteers, (3) relationships between volunteers, staff,
parents, and children, (4) techniques of working with young
children, and (5) regulations relating to the safety of small
children.

Specific training procedures for the program should include
films and demonstrations whenever possible. It is especially
helpful to involve some of the experienced volunteers in pre-
sentations so new volunteers can have an opportunity to learn
from them.

A handbook for elderly volunteers has been developed and is
available for distribution to all new volunteers. This hand-
book provides detailed information about Head Start and how
volunteers can best serve the needs of the local program and
community. The title is "Volunteer Grandparents in Head Start"
and is available from the Institute for Child and Family Studies
at Texas Tech University.

Any training effort is naturally determined by the program's
objectives, the needs of the participants, and the resources
available in your local program.

What Training Model Works Best

The approach to volunteer training which has been used for many
years successfully with Head Start teachers, integrates theoretical
and field-based learning opportunities.

Figure 29

Successful Volunteer Training Integrates Both

Field-Based & Theoretical

Learning
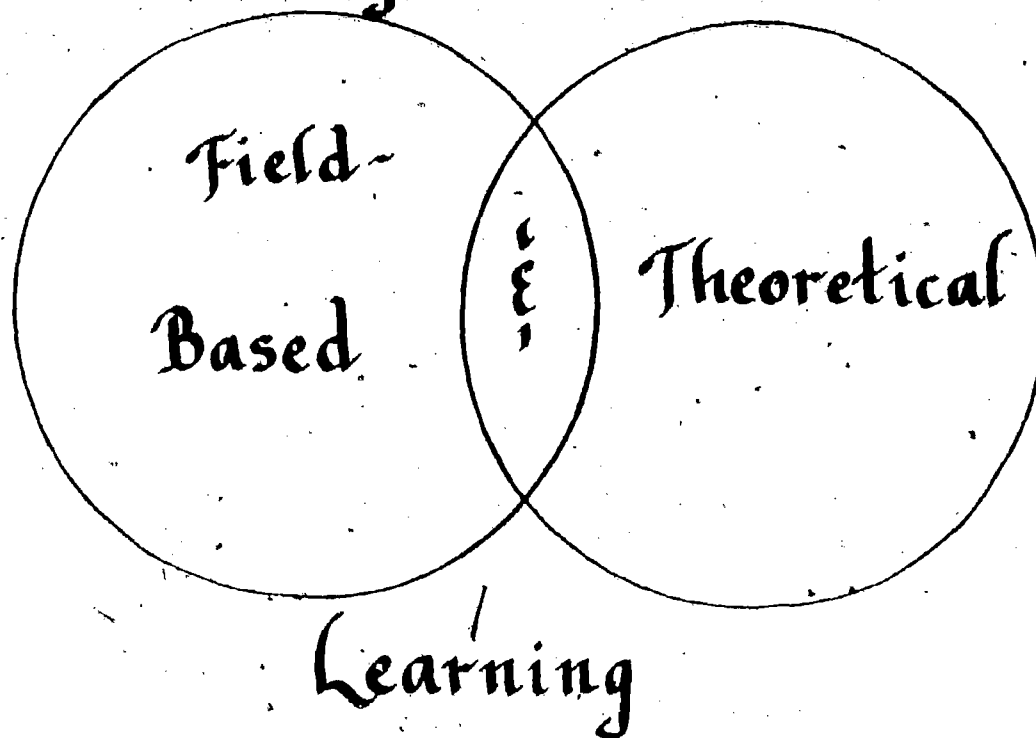
Volunteer Training Resources

Many agencies, organizations, associations and other informal groups of people can provide services which are vital to the Head Start programs. Such groups include state or local departments of health, education or welfare, medical and dental associations, parents, teacher associations, church groups, schools, foundations and local businesses. Use of community resources involve agencies, organizational groups and individual services; for example, an early childhood specialist can design the classroom program. A social worker can provide advice regarding the social services. A pediatrician or dentist can provide advice on the health services. Lawyers, bankers, and advertising personnel also have special expertise which they can bring to the development, growth, and maintenance of the Head Start centers.

College, high school, junior high, and elementary students can also function very successfully as volunteers. In many cases they can become volunteers as a part of their regular school curriculum or during their summer vacation. A relationship between a student volunteer and children helps both parties, giving the children someone to respect and love and giving volunteers a sense of accomplishment and awareness of their responsibility for and to others.

These individuals all can contribute in some manner to the training program. Parents of Head Start children should always be the first choice in recruitment and in selection as they provide an opportunity for increasing the program's impact and enhancing its effectiveness in the home as well as promoting the program in the community. One should remember that volunteers also have needs and reasons for volunteering. Head Start staff should be sensitive to volunteer needs in addition to carefully studying the skills and talents the volunteer can offer the Head Start program.

It is suggested that a job description be written for the type of activity that is desired for the volunteer. A job description permits the volunteer to know the qualifications, tasks, and expectations for time commitments and supervision. Training plans can be developed rather easily from job descriptions. It is easier to determine training content when one knows the expectations. Examples of job descriptions which outline distinct roles for volunteers can be found in Figure 31. These descriptions, formulated before recruitment, will assist in the initial screening by offering potential volunteers opportunities to make an early choice as to the desirability of serving as a volunteer for any one job.

Intake and Placement Considerations

Before acceptance, it is suggested that all volunteers be interviewed by either the coordinator of volunteers, a member of the Volunteer Services Committee, the center director or a volunteer. In special instances this is not necessary, especially if the volunteer has been referred from an agency which does its own interviewing. The main purpose of the interview is to ascertain the volunteers' motivation and special skills, and to determine where a volunteer should be placed in order to develop the content for the Volunteer Training Program. The interview also provides an opportunity for the volunteers to be introduced to the purpose of the Head Start Program and how they can best help the program. At this time volunteers could also be made aware of their duties and responsibilities, the program's organizational patterns, basic regulations of the program, expectations for their services in the program and the commitment they need to make if they decide to offer their services to Head Start. The main qualification for volunteers is that they have a strong commitment to the ideals of Head Start and be willing to work directly with the children.

A registration form should be completed by the volunteer at the time of the interview. This form can be used as a part of the volunteer's record of participation in the program and provides a basis for comparison between selected volunteers for specific tasks. (See Figure 30 for a sample registration and placement form.)

In volunteer placement an effort needs to be made to honor a volunteer's request for placement if this would not be detrimental

to the program. Other considerations related to placement are convenience factors (transportation, proximity of home and school), and matching skills of volunteers with the needs of the program.

Suggestions for the Training Coordinator

The following Curriculum Workshop series consists of 3 sequential learning experiences designed for the new Volunteer Grandparent in order to help them become in touch with what it is like to play with a young child and his or her toys. The activities are recommended highly for any personnel who work with preschool-aged children.

The role of the trainer in these sessions is similar to the role of the classroom teacher -- to prepare the classroom learning environment and to facilitate the adults' progress through the learning episodes.

An important aspect of the workshop model is to allow sufficient time at the end of each session for processing of the adults' reactions to playing and interpretations of these experiences in terms of children's learnings.

Cooking with Children

OBJECTIVES	ACTIVITIES
1. State experiences in food preparation which would be appropriate for pre-schoolers.	1. Construct recipe cards from a written recipe using graphic symbols, cut-out magazine pictures of ingredients, and few words.
2. List concepts in math, science, social studies, language arts, and aesthetics provided by experiences in food preparation.	2. Trade recipe cards with each other and measure out the ingredients for the recipe you were given. (Note: recipes and ingredients must be predetermined by the trainer).
3. Identify steps in problem-solving that children may experience as they are preparing food.	3. Complete the recipe's steps for the ingredients you measured.
4. Describe the role of the teacher in planning, preparing and implementing an experience in cooking.	4. Everyone taste each others completed food.

Pretend Play

OBJECTIVES	ACTIVITIES
1. Describe the value of pretend play in the social and emotional development of young children.	1. Dress-up in the old clothes provided and identify your character.
2. List roles of children and adults which might be clarified through engaging in pretend play.	2. Act out a story from literature with someone else in the group.
3. State how pretend play contributes to intellectual development in each of the following curriculum areas: math, science, social studies, and language arts.	3. Build something with blocks. Use trains, cars and other props to create a town scene. Tell a story about it.
4. Identify roles of the teacher in supervising pretend play.	4. Play with a doll house or with paper dolls. Make up a pretend situation and share it with someone else.

Other possible training activities that can be developed for volunteers can be found in Figure 32.

Figure 30

SAMPLE REGISTRATION AND PLACEMENT FORM*

LAST NAME	GIVEN NAME	NAME OF SPOUSE		DATE
Mr. Mrs. Miss				

Home Address		Phone	Job Preference
Business Address		Phone	1.
Education and Special Training		Year of Birth	2.
		No. of Children	3.
			4.
Business Experience		Under 6 · 6 to 16	Time Available

	Morn.	Aft.	Eve.
Mon.			
Tues.			
Wed.			
Thurs.			
Fri.			
Sat.			
Sun.			
Flexible			

Volunteer Experience

Interests, Hobbies, Skills

Club or Organization Affiliations

Foreign Languages (Speak, Read, Write)

Car Available for Motor Service   Yes ___   No ___

Physical Limitations

References

Comments

Referred By   Signature of Volunteer   Interviewed By

Reverse Side of Card

Name   Volunteer Record

Date	Assigned to	Type of Job	Remarks

*Source: Project Head Start, Community Action Program, Office of Economic Opportunity, Washington, D.C., H-19a.

Figure 31

Job Description:*

Classroom Assistant

30 min.: Is involved directly with the children in small groups
or one to one. Under the direction of the teacher, you are
responsible for discipline and executing a planned lesson or
art activity.

Cook's Assistant

2 hrs.: Is involved with kitchen type activities from preparing
meals, setting tables, serving food, and clean up. Responsible
person is the cook.

Playground Supervision

30 min.: Duties are to help supervise children during physical
activities on the playground and/or field trips. Responsible
person--teacher or teacher's aide.

Driver

Varies: Prerequisite--valid driver's license. Duties are to
drive and often supervise a group of children to and from
activities. Often you are responsible for children's safety
until located back on school campuses.

Professionals

Varies: Duties are to perform whatever tasks qualified or
willing to do. Example: Carpenters, doctors, lawyers, masons,
mechanics, plumbers, nurses, painters, carpet layers, etc.

* Source: Volunteers working with Handicapped Children. Skill
Building Blocks, Institute for Child and Family Studies, Texas
Tech University.

Figure 32

### POSSIBLE ACTIVITIES FOR VOLUNTEERS
IN
EARLY CHILDHOOD EDUCATION

1) Research and compile instructional materials - books, pamphlets, newspaper and magazine articles and pictures, etc. - in a clip file for teacher reference or classroom use.

2) Compile a list and make arrangements for any possible field trips, community resources, guest resource people, appropriate programs, all with the teacher's approval.

3) Operate various types of projectors, tape recorders, record players, or other audiovisual equipment used in the classroom; attend to maintenance and storage of such equipment.

4) Check out and return equipment borrowed from other classrooms or center facilities.

5) Organize and maintain center libraries, files, catalog system, etc.

6) Make or mend posters, learning games, toys, books, clothes, cot covers, curtains, etc.

7) Prepare various remedial or supplementary materials for children needing special help and assist them with their tasks.

8) Make picture cards for basic language instruction. Create games from various instructional materials. Make charts, graphs, overhead transparencies, and similar items for classroom presentations and use (i.e., doll clothes, bean bags and targets, flannel boards, puppets, games, toys).

9) Make puppets for story telling. Assist in language development activities.

10) Record filmstrip narrations, stories, and drills.

11) Act as recorder for activities, checklists, evaluations.

12) Arrange bulletin boards and other displays; dismantle and file material for future use.

13) Distribute books, center notices, and instructional materials.

14) Prepare, distribute, and collect art materials - paper, paints, paste, crayons, and scissors.

15) Assist in clean-up activities on a routine basis without prompting.

16) Set up materials for teacher presentations by checking her plans.

17) Adjust heating or cooling, window shades, and lights in the classroom as necessary.

18) Help move classroom furniture for special activities and return to original arrangement.

19) Clean boards, desks, tables, and storage areas for books and other supplies.

20) Assist with bathroom duties and help train those children needing such care in self-help skills. Direct wash-up activities.

21) Prepare center forms, anecdotal records, and assist with arrival of buses and departure.

22) Alphabetize materials for various center files.

23) Type material on request by teachers.

24) Write notes as directed by teachers.

25) Collect and record money for parties, pictures, special activities.

26) Inventory classroom equipment, supplies, instructional materials, books as needed by the teacher. Keep inventory up to date.

27) Order and process books, filmstrips, films, and free materials.

28) Type stencils for class handouts, take-home information, etc.

29) File student work. File resource materials for specific instructional units.

30) Help children with coats and boots. Encourage independence and neatness.

31) Take new students on a tour of the building. Introduce to helpers.

32) Lead small-group discussions.

33) Help with remediation exercises, drills, routines, etc, as directed.

34) Write down stories or autobiographies which children dictate. Assist with creative writing activities, such as helping children write and illustrate their own books.

35) Assist children in using educational toys and games designed to develop certain skills and abilities.

36) Read stories to and with groups or individuals.

37) Assist with creative dramatics, crafts, and art and music activities.

38) Aid students with science experiments, art projects, or other special activities.

39) Assist individuals or groups with enrichment instructional projects, independent study, or follow-up work.

40) Assist the children in understanding and following directions.

41) Help children plan and arrange bulletin boards or displays.

42) Supervise rest periods.

43) Direct student clean-up after activities.

44) Monitor class in the absence of the teacher.

45) Supervise peripheral group while the teacher works with others.

46) Give special instruction in hobbies or crafts.

47) Serve as a resource person, talking to a class about occupations, travel experiences, or other areas where they may learn from his or her special knowledge; show slides or special collections; take students on special tours; give performances in the arts; also provide professional health, nutritional education and social services for children and/or training for staff and parents.

48) Help plan and supervise center parties and field trips, including transportation of children.

49) Solve minor discipline problems under direction of the teacher.

50) Help children check out library books or find reference materials.

51) Help with screening tests, weighing and measuring children, calling parents if necessary and providing transportation for medical visits.

52) Set up hall displays.

53) Supervise children in the cafeteria, rest rooms, playground, halls, etc.

54) Supervise motor activity and give skills test.

55) Make signs to direct visitors to guest parking areas, center meeting rooms; direct visitors to specific rooms.

56) Act as assistant host or hostess for center open houses or meetings.

57) Write "thank-you" notes to those who have performed a service for the center.

58) Provide an occassional animal visitor for a few minutes for each class.

59) Assist in clean-up activities for center animals.

60) Baby-sit for younger children while their parents visit the center, serve on planning committees, help with public relations or special events.

61) Cut out letters, pictures, bulletin board ideas; laminate; use the opaque projector to enlarge pictures for bulleting board use.

62) Sew an occasional button, repair zippers, emergency repair work.

63) Share special talents, hobbies, ideas.

64) Assist in the lunchroom setting with cutting meat servings, opening milk cartons, encouraging children to try new foods.

65) Help with the non-ambulatory children to facilitate their participation in center activities.

66) Take pictures of center activities on request.

67) Assist in center's recruitment activities to locate additional children or even special equipment needed (braces, wheel chairs, clothes, toys, beautiful junk for arts and crafts activities).

Evaluation
Measures the
Degree of
Success
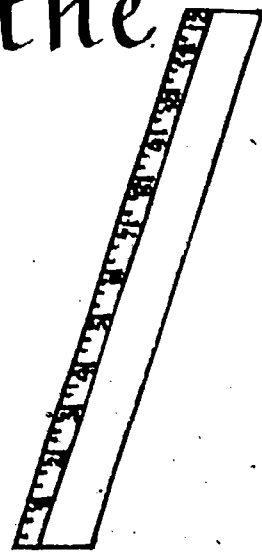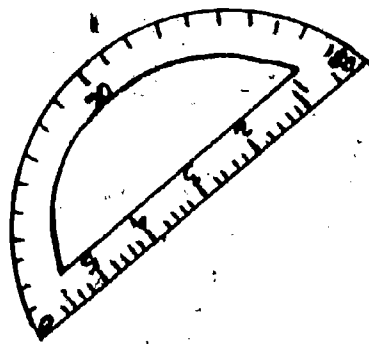
HOW DID IT·GO: EVALUATING TRAINING

The training plan has been implemented and the program year has
terminated. What happened to your training program? Were all
of the objectives accomplished and if so, to what degree? How many
people were trained? How much time was spent in training? How
much did it cost? Have training reports been prepared for your Pol-
icy Council, Board, and the federal funding agency? Do you have'
available data that will help you in the conduct of training for the
following year? How did the individual trainees fare in the course
of the training year? These are questions that a well designed
evaluation process should respond to.

The purpose of evaluating a training plan is to measure the extent
to which the goals and objectives have been achieved. How-
ever, evaluations accomplish other important functions such as:

1. Using evaluation data to modify existing
   training plans.

2. Providing a data base to assist in the
   planning of future training events.

3. Assist in the development of reports to
   monitoring entities.

Figure 33

Evaluate to :

Modify Current Training
Assist in Future Planning
Prepare Reports

Program Evaluations

There are several kinds of evaluation that are conducted at the grantee level that are useful for the development and evaluation of the grantee training plan. The Self-Assessment Validation Instrument (SAVI) is an excellent means of assessing the total program performance standards. This evaluation process looks at the total program operation and is particularly useful because of its involvement of parents, staff, and other community people. The SAVI's major contribution to the training program is that all of the out-of-compliance areas are quickly and easily noted, thus making it relatively simple to plan training to bring the program up to the acceptable performance levels. The SAVI results hould be incorporated into the overall training plan evaluation.

Another instrument that assists in the evaluation process is the Program Information Reports (PIR) profile that is developed through the PIR data that is submitted to ACYF on an annual basis by each Head Start program in the country. The PIR data is then tabulated by a private contractor. In ACYF Region VI, a profile has been developed for each grantee that reflects national, regional, and state norms for each indicator in the PIR. These norms are superimposed on the PIR profile and comparisons can be made with local program data. In this manner, a local program can at a glance determine if it functions below or above the national, regional, and state norms. The information gleaned from here make the deficits or areas where the program is below the acceptable norm apparent and training areas are easily identified. Since training funds are limited, priority for training is given to the "deficits" as reflected in the PIR profile. The PIR for apparent reasons is an excellent evaluation instrument that should be a part of the overall training evaluation process. (See figure 34 that depicts a sample PIR profile.)

Another type of program evaluation useful to the conduct of training evaluations is the Consolidated Management Review process, (CMR). The CMR is a process established by ACYF to monitor local program development. Major elements of the CMR are:

1. The Program Pre-review conducted annually by government officials.

2. Performance Indicators as identified by Program Information Reports, and

3. The Program Improvement Plan as jointly negotiated between ACYF and the local grantee.

Program evaluation results are good indices to use for the evaluation of the grantee training plan. It is important to remember that one individual program evaluation does not equate to a grantee training plan evaluation. All program plans should be included in the overall evaluation along with other measures that are deemed necessary by the training coordinator.
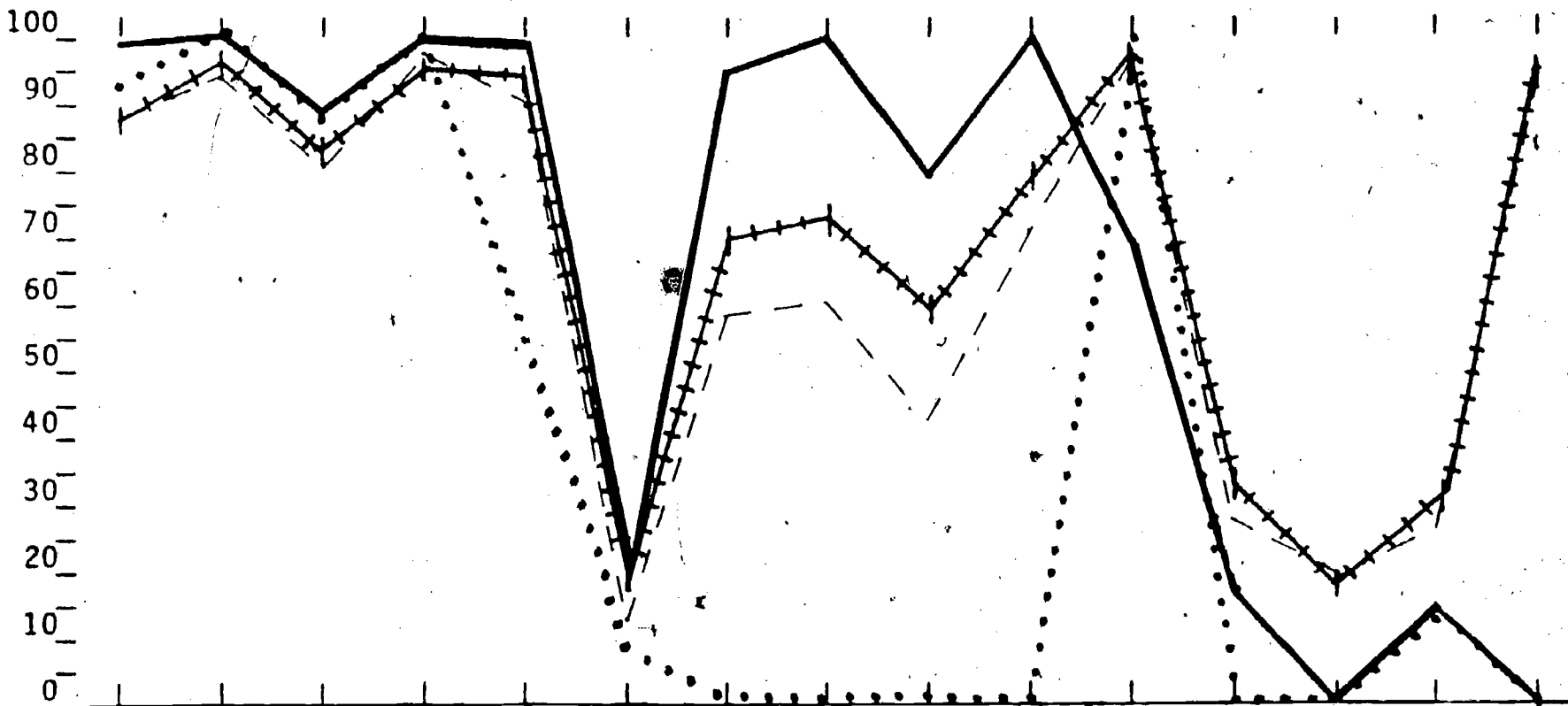
Figure 34

INDIVIDUAL PROGRAM PROFILE 1982 — 8 3

PROGRAM: _____ ( )Grantee Grant #_____

( )Delegate

TYPE OF AGENCY: ___CAA ___School System ___Private/Public Non-Profit
___Local Government (Non-CAA) ___Other:_____

TYPE(S) OF PROGRAM(S) OPERATED: ___Part Day Only ___No. of Delegate Agencies
___Full Day Only ___Home Based
___Full and Part Day

STAFFING: ___No. Classes ___Total No. of Staff ___Staff With CDA
___No. of Centers ___Total Classroom Staff ___Staff With CDA & ECE
___Total Home Visitors ___Staff Employed 1 Yr. or less

ENROLLMENT: ___Actual Total Enrollment Breakdown of Part Day Enrollment
___Average Daily Attendance ___No. in Double Sessions.
___No. of Children Funded by Head Start ___No. in Home Based
___No. of Children Funded by Other Sources ___No. in All Other Part Day
___No. of Families Served Programs
___No. of Children Who Dropped Out After ___Total Actual Enrollment
Classes Began For Part Day

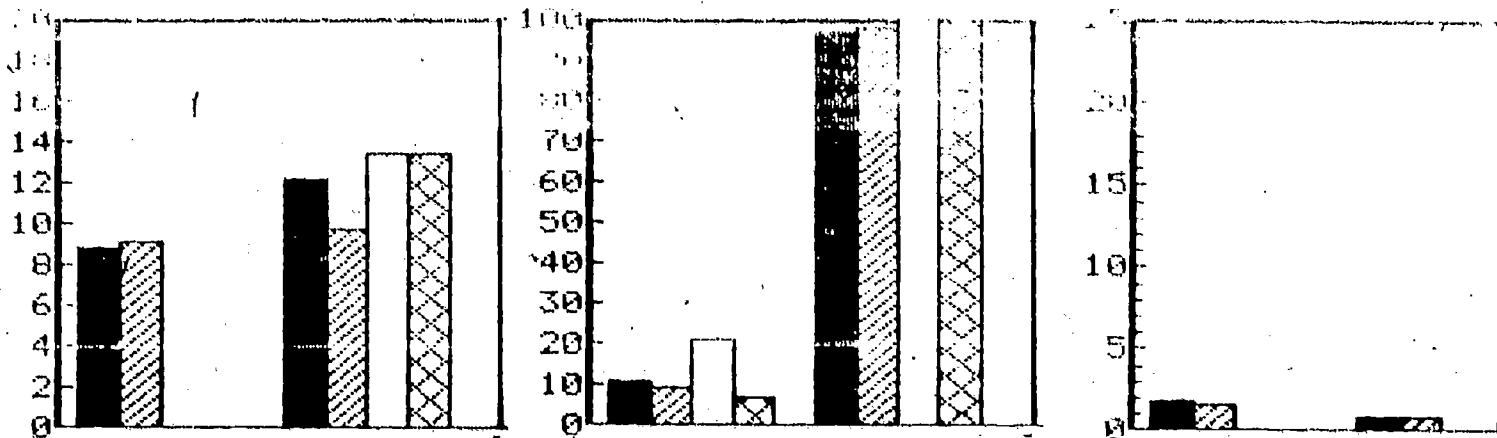KEY: Reg 82/83 ┼┼ / Sta 82/83 ─ ─ ─ / Pgm 82/83 ─── / Pgm 81/82 ·····

	%Children Medically Screened	%Children Rcvg Medical Treatment	%Child Completing Dental Exams	%Child Receiving Dental Treatment	%Child Completing Immunizations	%Children Enrolled in Medicaid/EPSDT	%Children Rcvg Med/EPSDT Pd Scrg	%Child Rcvg Med/EPSDT Pd Med Trt	%Rcvg Med/EPSDT Pd Dental Exams	%Rcvg Med/EPSDT Pd Dental Treat	%Families Prvd/Or Refd for Soc Ser	%Clrm/HomVis Staff W-CDA/ECE or Both	Class Size	%Staff-Parents of Cur/Form HS Child	% USDA Reimbursement
Nat 81/82	84.2	94.8	78.2	92.9	86.4	45.3	86.6	80.4	64.5	78.5	95.7	----	18.2	28.7	93.2
Reg 82/83	88.2	96.5	83.8	95.4	93.0	19.4	70.6	72.7	58.9	79.2	97.3	33.6	18.7	31.8	94.5
Sta 82/83	88.1	95.6	81.4	96.9	90.7	13.0	57.8	59.2	43.0	70.6	97.4	28.7	19.2	26.8	96.8
Pgm 82/83	98.0	100.0	89.0	100.0	99.0	25.0	95.0	100.0	79.0	100.0	70.0	17.0	0.0	15.0	0.0
Pgm	92.0	100.0	88.9	100.0	88.9	7.4	0.0	0.0	0.0	0.0	100.0	0.0	0.0	12.5	0.0

REG 82/83   STA 82/83   PRO 82/83   PRO 81/82

RATIO #:1   PERCENT   PERCENT

		Classroom Child to Staff Ratio	Homebased Child to Staff Ratio	*%Children Prof Diag Handicapped	**%Prof Diag Rcvg Special Services H.S. or Others	+%Not Diag - Believed Handicapped	++%Located/Referred Unable to Enroll
NAT 81/82		8.3	11.7	NO NATIONAL DATA		NO NATIONAL DATA	
REG 82/83		8.9	12.2	11.5	98.7	1.9	.7
STA 82/83		9.1	9.7	9.3	99.8	1.6	.8
PRO 82/83		N/A	13.5	21.0	100.0	0.0	0.0
PRO 81/82		N/A	13.5	7.4	100.0	FORMULA CHANGE	

---

* Breakdown of Handicapped Children

_____ Blind

_____ Visual Impaired

_____ Deafness

_____ Hearing Impaired

_____ Physically Handicapped

_____ Speech Impairment

_____ Health Impairment

_____ Mental Retardation

_____ Serious Emotional Disturbance

_____ Specific Learning Disabilities

_____ + No. Children NOT Diagnosed, Believed Handicapped

_____ ++ No. Handicapped Children (located/ referred) Unable to Enroll

** Breakdown of Children Professionally Diagnosed as Handicapped Receiving Special Services

_____ Receiving Services from both Head Start and Other Agencies

_____ Receiving Services from Head Start Staff Only

_____ Receiving Services from Other Agencies Only

_____ Receiving No Special Services As Required

_____ TOTAL NO. OF HANDICAPPED CHILDREN

146

161

The expression "you can't see the forest for the trees" comes
to mind when a grantee training plan is being formulated. There
is a tendency to rely on program evaluations in determining needs
for the training plan and individual staff needs are often over-
looked. Chapter II is particularly good in recommending strategies
to use in identifying individual staff needs. The Trainee Profile
(p. 24) is an excellent means of assessing individual needs and
these can also be used for evaluation purposes. Since individual-
ization of training must take place in order to make training rele-
vant as well as effective, individual staff evaluations must be
taken into consideration in evaluating the overall grantee training
plan.

Types of Evaluation

Formal evaluations are desireable and preferable in the conduct
of grantee training plans. Formal evaluations are in writing
and follow objective criteria. Since procedures are specifically
spelled out, any evaluators conducting this type of an evaluation
should arrive at the same findings with minor differences. In the
conduct of formal evaluations, the instruments used should empha-
size measurable areas to facilitate the evaluation process for the
following reasons:

1. Simplifies the process

2. Ease of scoring the results

3. Findings easily understood

4. Follow-through effort on results more
   apparent

Informal evaluations play an important role. However, this type of
evaluation is too subjective and open to interpretation. Informal
evaluation is based largely on observation and individual percep-
tions are different. Informal evaluation has the following charac-
teristics:

1. Based on observation

2. Can be quickly accomplished

3. Relatively inexpensive

4. Limited use of evaluation instruments

Formative Evaluation

This type of evaluation emphasizes "on-going" evaluation. It allows
for programs to evaluate training as it is implemented. Changes or
directions of the grantee training plan can be made at various

intervals of the training process. This kind of evaluation shows
what was well received by the trainees. In turn, the content, tech-
niques, or trainer that was faulty or in need of improvement is iden-
tified. Formative evaluation should be used by all Head Start programs.

Summative Evaluation

This type of evaluation is usually done "after the fact" or after
the training plan has been implemented. Its intent is to "sum up"
what happens for a final report. Normally, the goals and objec-
tives of the training program are listed, the means of carrying
out the plan are spelled out, and the results are given. This kind
of evaluation normally closes out the program year and is submitted
to policy making bodies and funding sources.

Pre-Post Evaluation

For training coordinators responsible for carrying out the training
program and evaluating it, "pre" and "post" evaluations are the de-
sired evaluation strategy to use. Pre refers to pre-tests or pre-
conditions that existed prior to the training and these are quanti-
fied or measured numerically. Pre-tests are administrated before
the actual training begins and then a post-test is administered at
the end of training. Ideally, the test should be the same one so
that the "outcome" or change that occures is easily measured. Pre
and post measures are gaining in popularity and these are excellent
means to measure the effectiveness of training. To ensure maximum
effectiveness of pre and post measures, it is suggested that these
be based on performance criteria. Evaluating how a person performs
in the conduct of his job duties is the best indicator. Since the
basic purpose of training is to increase competency in job perfor-
mance, then we should incorporate these elements into our evaluat-
ing procedures.

Evaluating a Training Event

The grantee training evaluation process should provide for measure-
ment of single training event activities, such as a conferance or
a workshop. The evaluation of these "single" training event ac-
tivities should provide a means of feeding the information obtained
into the total evaluation process. (See Chapter VIII for further
information.) Evaluation of a single training event activity such
as a workshop should consist of the following:

1. Provide a means for evaluating the total
   conference (see Figure 35).

2. Provide the means for evaluating each in-
   dividual presentation (see Figure 36).

Figure 35 depicts a suggested approach for evaluating a conference. It provides information on conference attendees as well as information on the content and conduct of the conference. The data from this event can easily be extracted and pulled together with information from other training events for compiling into the final grantee evaluation plan.

Figures 36 and 37 show examples of formats for evaluating individual session presentations. The major difference between these two examples is that Figure 36 specifies the different types of attendees and this information may be relevant in finding out whose needs were met during a presentation. Figure has the advantage of providing a numerical score and if a pre and post evaluation method were used, this would allow a better means for measurement purposes. The two examples offered for evaluating individual session presentations also provide for comments which will enable trainees to respond to areas not covered by the check list portion of the forms. In this manner, trainees are ensured of having a means of expressing their desires.

Considerations for Training Plan Evaluation

The process for the conduct of the grantee training plan is a comprehensive one. All facts that were addressed in the actual training, including the planning process should be considered. The form that the final evaluation product will take needs to be kept in mind to determine its structure. While Policy Councils and Grantee Boards may require general summaries of the training activities, ACYF officials may require a more comprehensive and substantive evaluation report to satisfy legislative and administrative mandates. A proper evaluation of a grantee training plan would address the following:

1. Who is the person that conducted or supervised the evaluation?

2. Who participated in carrying it out?

3. Who and by whom was it planned?

4. What was evaluated?

5. What training occured and in what areas?

6. Who was trained?

7. How did the training take place?

8. How much did it cost? Federal? Non-federal?

9. How were the training funds spent?

10. What was the impact of the training on the trainees and on the program?

Head Start has taken the lead in the development and support of the CDA program since its inception. The reason for this emphasis has been the fact that CDA has assisted so many Head Start staff in

gaining the competence that they need in working with young children. There will continue to be reliance on this program and as long as funds are earmarked for it, Head Start grantees will have to account for its CDA activities. Therefore, a section of the grantee training plan evaluation will have to address this area. So the following questions should be answered:

1. How many CDA candidates applied for assessment?

2. How many CDA's were addressed and credentialed?

3. How many CDA college based credit hours were earned?

4. How much CDA non-college based training occured?

Another aspect of the grantee training evaluation should focus on training expenditures. It is expected then that a budget report showing expenditures be included. A sample form for reporting this aspect follows:

Training Budget

Categories	Federal	Non-Federal
Staff Costs		
Consultants		
Volunteers		
Space Costs		
Travel		
College Tuition		
Materials		
Equipment		

The training plan evaluation process is a long and cumbersome one. However, its completion affords the grantee with the knowledge that it needs to determine the effectiveness of its training program. Head Start programs should welcome this kind of information because it shows the competency levels of its staff and this reflects on the kind of program that the children and their families are receiving. This then allows for those responsible for its administration to offer the children, their families, and the community a chance to have a quality program.

Figure 35

RESEARCH IN ACTION III CONFERENCE
February 8-10, 1984
Institute for Child and Family Studies
Texas Tech University

Participant Affiliation (check one)

_____College/University   _____Public Childcare

_____Head Start   _____Public School

_____Private Childcare   _____State Agency

_____Other (identify) _____

CONFERENCE CONTENT

I. Interest Sessions (circle one)

A. Quality of Interest sessions: Excellent Good Fair Poor

B. Degree that sessions met expectations: Excellent Good Fair Poor

C. Indicate general sessions most helpful to you:

1. _____

2. _____

II. General Sessions (circle one)

A. Quality of general sessions: Excellent Good Fair Poor

B. Degree sessions met expectations: Excellent Good Fair Poor

C. Indicate general sessions most helpful to you:

1. _____

2. _____

III. Conference Logistics/Availability

A. Conference Facilities: Excellent Good Fair Poor

B. Hotel Accomodations: Excellent Good Fair Poor

C. Transportation   Excellent Good Fair Poor

D. Pre-conference Information: Excellent Good Fair Poor

E. Content of Conference: Excellent Good Fair Poor

F. Conference Design: Excellent Good Fair Poor

GENERAL COMMENTS

IV. What did you like best about the conference?

_____

_____

_____

OVER PLEASE →

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V. What did you like lease about the Conference?

_____

_____

_____

VI. Suggestions for conference next year:

_____

_____

_____

VII. Any additional Comments:

_____

_____

_____

Figure 36

Track _____ . Session Leader _____

INTEREST SESSION EVALUATION
TEXAS HEAD START PRESERVICE CONFERENCE

Participant Status (check one)

    Head Start Director   _____

    Executive Director   _____

    Cordinator/Specialist   _____

    Teacher   _____

    Aide   _____

    Parent/Policy Group Member   _____

    Volunteer   _____

    Other (identify) _____ _____

I. For Each item, circle the response most appropriate:

    A. The content of presentation was: Excellent Good Fair Poor

    B. The effectiveness of the presen-
        ter(s) was: Excellent Good Fair Poor

    C. The interest level of presenta-
        tion was: Excellent Good Fair Poor

    D. The pace of activities was: Excellent Good Fair Poor

    E. Opportunities for asking ques-
        tions were: Excellent Good Fair Poor

    F. Practical application of ideas
        presented was: Excellent Good Fair Poor

II. Additional comments:

_____

_____

_____

_____

_____

Figure 37

Presenter: _____ Participant Position: _____

Session: _____ Date: _____

WORKSHOP EVALUATION

Instructions: The following evaluation form needs to be completed
by each participant at the end of the presentation. Please rank each
question by denoting 10 as Extremely High and 0 as Extremely Low.
(Excellent = 10-9; Very Good = 8-6; Average = 5; Below Average = 4-2;
Unsatisfactory = 1-0)

QUESTION	10	9	8	7	6	5	4	3	2	1	0
SCALE											
1. How well was the workshop organized?											
2. How well were the objectives of the workshop met?											
3. How clearly were concepts and activities explained?											
4. Were the materials appropriate and relevant?											
5. Did the presenter(s) encourage questions/participation?											
6. Did the presenter(s) seem prepared?											
7. Did the audio-visuals (transparencies, films, displays, etc.) benefit your understanding of the subject?											
8. How helpful was the information to you?											
9. How comfortable do you feel about using the information/materials presented?											
10. Overall, how would you rate the workshop?											
11. Additional comments:											

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EPILOGUE: THE PATHS TO SUCCESSFUL TRAINING

Follow the PATHS to successful training in Head Start . . .
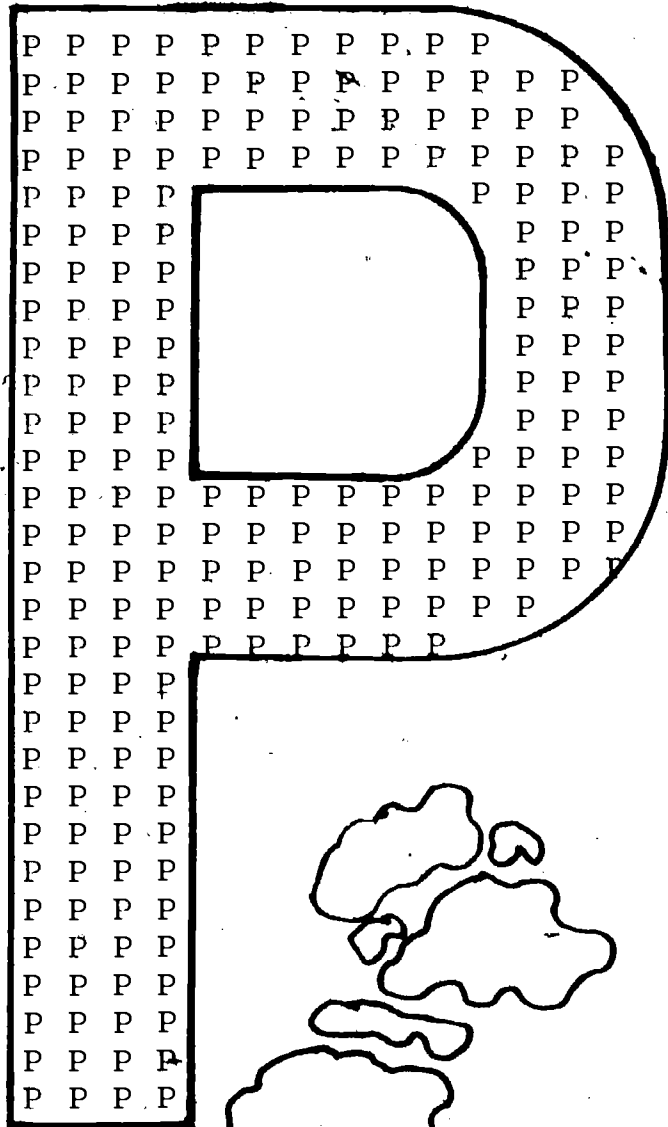
PLAN
*develop a plan for training
that addresses all components
*plan for each event with care--
remember logistics
*avoid a haphazard approach

PIR
*provides a frame of reference
for training
*helps measure the effectiveness
of training - it should improve

PERFORMANCE STANDARDS
*the ultimate guidance for
Head Start
*training should be based on
and tie in to them

PARENT TRAINING
*the heart of Head Start
*should be assessed, planned,
and evaluated for effectiveness

PROGRAM
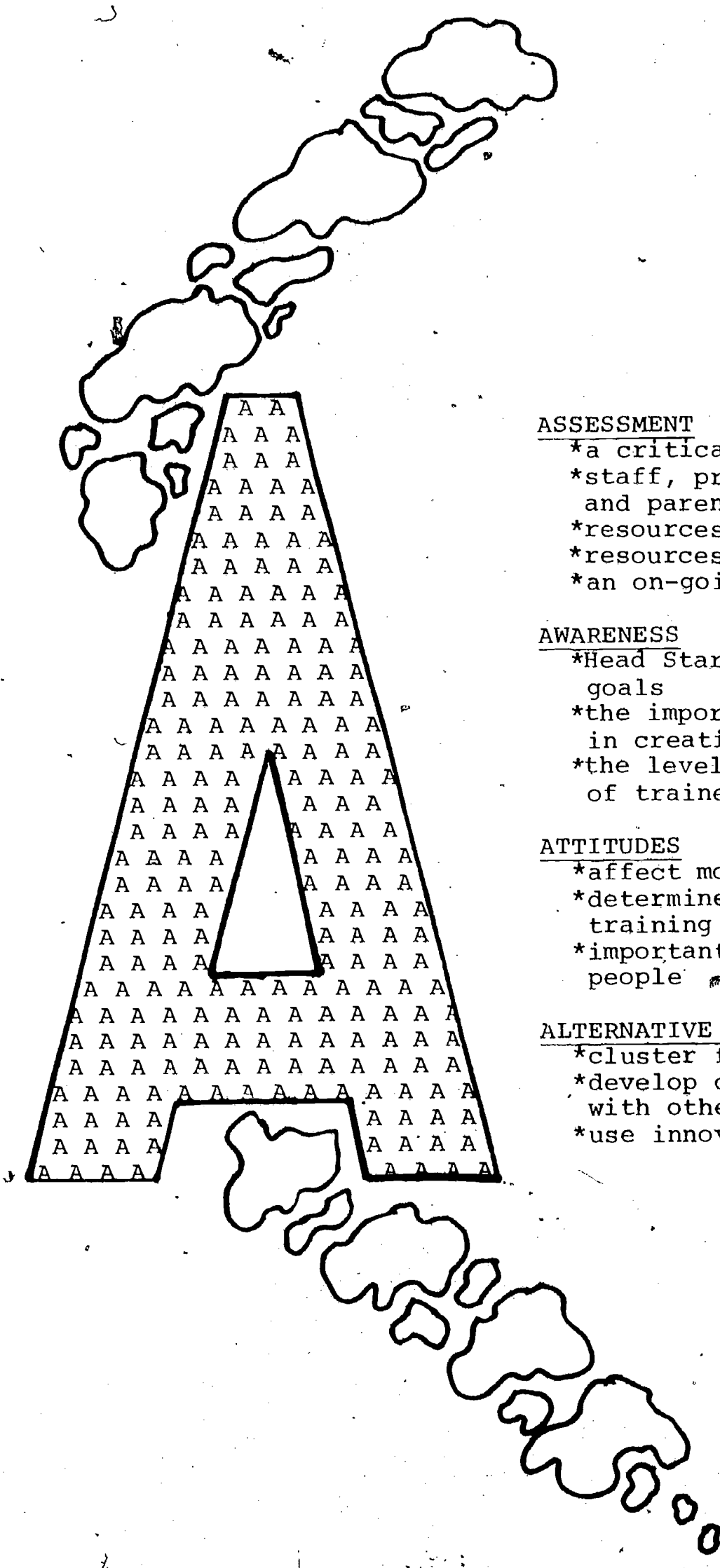*each Head Start program is
unique
*a strong program contributes
to a strong Head Start

PEOPLE
*the essence of Head Start
*includes staff, parents,
volunteers, and children

PROOF DOCUMENTATION
*write it down
*assess needs, plan for
training, logistics, evaluation
*prevents misunderstandings
*appropriate parties have
copies of agreements, plans,
and records

ASSESSMENT
    *a critical step in planning
    *staff, program, volunteer,
     and parent needs
    *resources available
    *resources needed
    *an on-going process

AWARENESS
   *Head Start philosophy and
     goals
    *the importance of training
     in creating a strong program
    *the levels and personalities
     of trainees

ATTITUDES
    *affect motivation for training
    *determine receptivity to
     training
    *important in dealing with
     people

ALTERNATIVE TRAINING ARRANGEMENTS
    *cluster for training
    *develop cooperative agreements
     with other agencies
    *use innovation and creativity

156   171
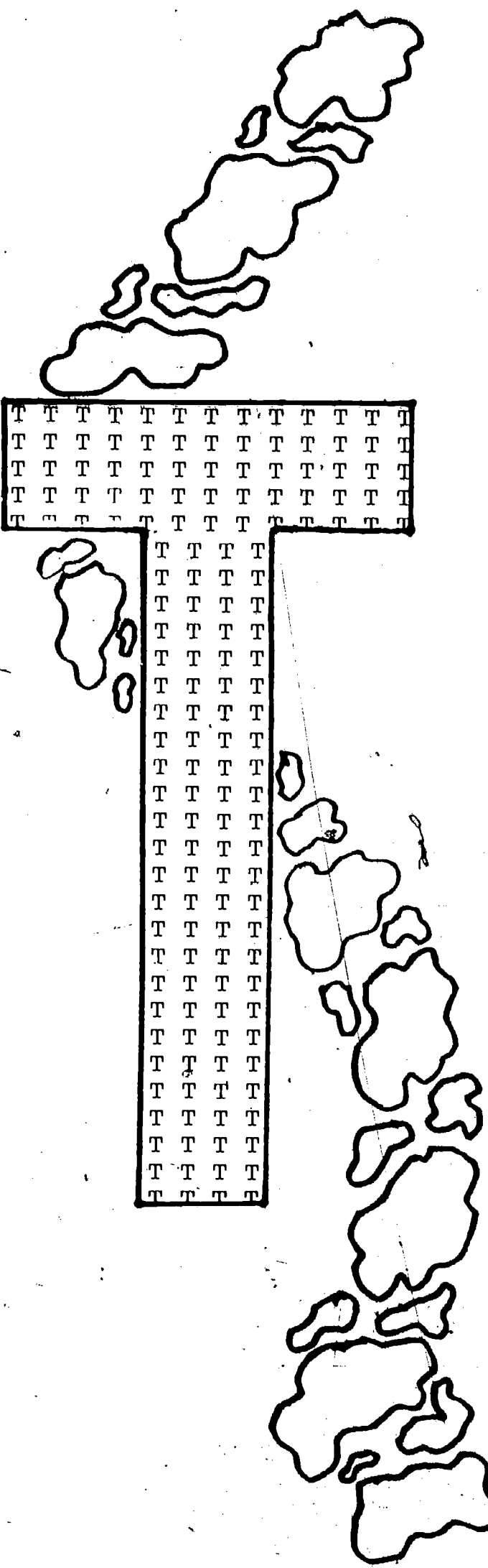
TEAMWORK
   *in the local program
   *coordinate with other programs
   *share knowledge and practices
   *avoid isolation

TIE IN TO WHAT IS AVAILABLE
   *Resource Access Project (RAP)
   *Project LATON
   *other Head Start programs
   *on-going Head Start activities

TRAINING
   *the key to a successful
    program
   *must be relevant, planned,
    and based on assessment
   *related to CDA and Head
    Start components
   *vital for program, staff,
    parents and volunteers
   *results evident in classroom,
    program, and development of
   staff, parents and volunteers

TRAINEES
   *represent a wide range in
    Head Start
   *function at different levels
    with different learning style
    and needs
   *should have input into training
   *develop skills and acquire
    knowledge through training

TRAINERS
   *should have knowledge of
    Head Start
   *utilize different presentation
    styles
   *select appropriate trainers
    for program and staff needs

THEMES RELEVANT TO TRAINING
   *PIR
   *CDA
   *Resources
   *Team approach
   *Head Start components
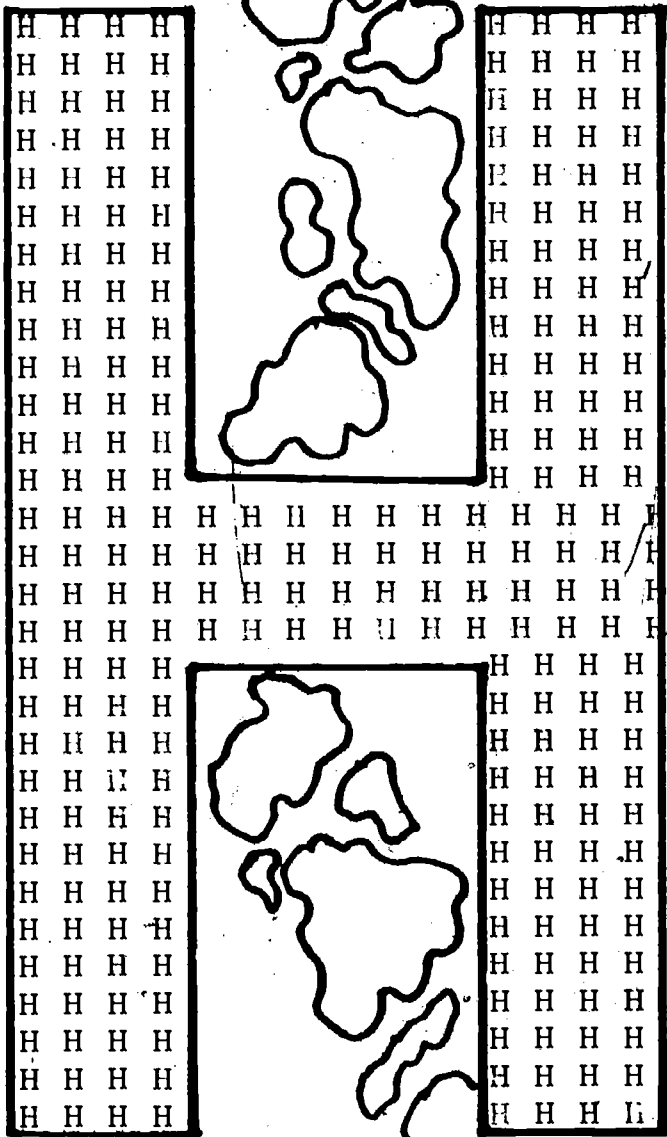
HOW DID IT GO -- EVALUATION
 *evaluate each training event
  *evaluate training plan
  *utilize PIR and SAVI
  *helps determine future needs
   and directions
  *evaluate trainers used

HOW, WHEN, WHERE, WHO -- LOGISTICS
  *plan carefully for training
   events
  *attention to detail important
   for a successful event
  *assign responsibilities

HEAD START COMPONENTS
  *should all be addressed in
   training plan
  *represent a comprehensive
   approach to services
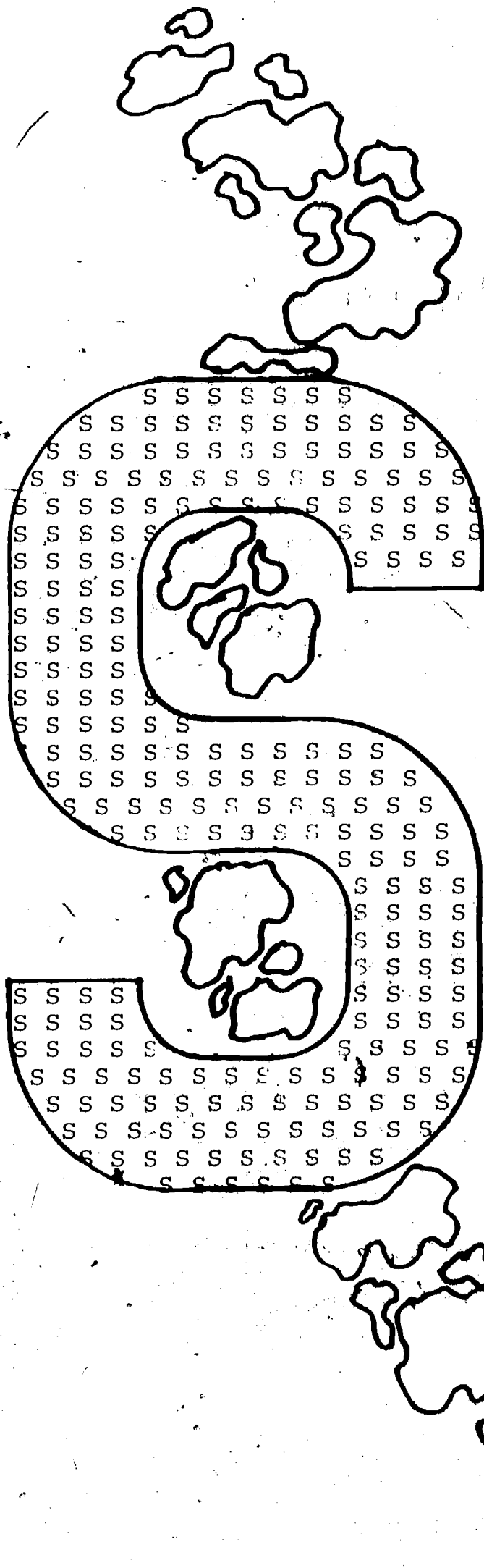
SKILL DEVELOPMENT
  *of staff, parents and
   volunteers
  *as a result of training
  *of the program in working
   with other programs

SAVI
  *self-assessment for training
   needs
  *guidance for compliance
   with performance standards
     >

SHARING
  *resources
  *expertise
  *ideas
  *creates strong team

SIZE
  *rural programs
  *mid-size programs
  *metro programs
  *similar needs and unique needs
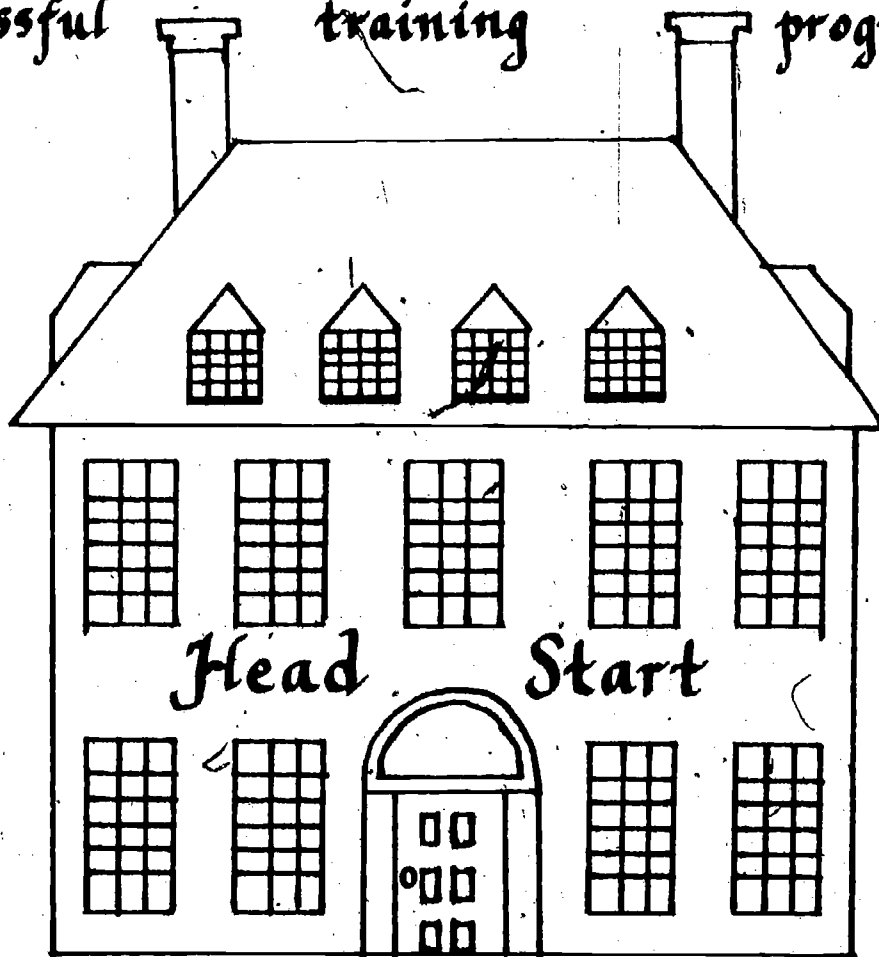
STAY IN TOUCH -- COMMUNICATION
  *with program staff
  *with other program directors
  *verbal and written
  *includes listening
  *keeps all parties informed

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Success . . .

All the factors go together to create a successful training program

Head Start

Successful training strengthens
Head Start

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