

Subpart I — Human Resources Management

5/2022

§1302.90 Personnel policies.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.90 (a)	Exec. Director	All Managers	Ongoing	

(a) Establishing personnel policies and procedures. A program must establish written personnel policies and procedures that are approved by the governing body and policy council or policy committee and that are available to all staff.

PACT’s administrative policies are included in the PACT Standard Operating Procedure Manual. Each new employee receives a manual and intensive training on their first day of employment. The SOPM is also available to staff on the agency’s website. The manual has been approved by the Board of Directors and Policy Council.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.90 (b) (1) (2) (3) (4)	Exec. Director	All Managers	Ongoing	

(b) Background checks and selection procedures.

(1) Before a person is hired, directly or through contract, including transportation staff and contractors, a program must conduct an interview, verify references, conduct a sex offender registry check and obtain one of the following:

- (i) State or tribal criminal history records, including fingerprint checks; or,**
- (ii) Federal Bureau of Investigation criminal history records, including fingerprint checks.**

(2) A program has 90 days after an employee is hired to complete the background check process by obtaining:

- (i) Whichever check listed in paragraph (b)(1) of this section was not obtained prior to the date of hire; and,**
- (ii) Child abuse and neglect state registry check, if available.**

(3) A program must review the information found in each employment application and

complete background check to assess the relevancy of any issue uncovered by the complete background check including any arrest, pending criminal charge, or conviction and must use Child Care and Development Fund (CCDF) disqualification factors described in 42 U.S.C. 9858f(c)(1)(D) and 42 U.S.C. 9858f(h)(1) or tribal disqualifications factors to determine whether the prospective employee can be hired or the current employee must be terminated.

(4) A program must ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process described in paragraphs (b)(1) through (3) of this section is complete.

Refer to PACT’s Standard Operating Procedures Manual – *Recruitment and Selection for Employment* section.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.90 (b) (5)	Exec. Director	All Managers	Ongoing	

(5) A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years which must include each of the four checks listed in paragraphs (b)(1) and (2) of this section, and review and make employment decisions based on the information as described in paragraph (b)(3) of this section, unless the program can demonstrate to the responsible HHS official that it has a more stringent system in place that will ensure child safety.

The Personnel Manager tracks employee background clearance dates in ChildPlus. The ChildPlus LiveReport 1073 lists the DCFS clearance and criminal clearance dates for each employee. The Personnel Manager will print and review the 1073 report at the end of each month and contact any staff member who will need an updated clearance to meet the five year timeline. Notices will be given in writing to the employee 6-8 weeks in advance, allowing enough time for the employee to complete the needed paperwork and have fingerprinting completed. The Supervisor will also be contacted by the Personnel Manager.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.90 (b) (6)	Exec. Director	All Managers	Ongoing	<i>Parent Employment Opportunity Survey</i>

(6) A program must consider current and former program parents for employment vacancies for which such parents apply and are qualified.

Parents of enrolled Head Start, EHS, and Child Care children are given a *Parent Employment Opportunity Survey* to complete when enrolling into the program and at the beginning of each program year, until exiting the program. Parents can indicate on that form: 1) their interest in applying for future position openings; 2) the position(s) they are interested in; 3) their level of education; 4) their relevant experience and qualifications; and 5) the counties they are willing to work in or relocate to. Files are maintained by position by the Personnel Manager.

When an opening occurs, parents whose survey shows that they meet the qualifications of the advertised position will be contacted via letter, e-mail, or phone call by the Personnel Manager. Surveys remain on file until the end of the current program year and are updated annually. Parents who apply are given five extra points during the resume scoring process.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.90 (c) (1) (2)	Exec. Director	All Staff	Ongoing	

(c) Standards of conduct.

(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that:

(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;

(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:

(A) Use corporal punishment;

(B) Use isolation to discipline a child;

(C) Bind or tie a child to restrict movement or tape a child's mouth;

(D) Use or withhold food as a punishment or reward;

- (E) Use toilet learning/training methods that punish, demean, or humiliate a child;**
 - (F) Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;**
 - (G) Physically abuse a child;**
 - (H) Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,**
 - (I) Use physical activity or outdoor time as a punishment or reward;**
- (iii) Ensure staff, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;**
 - iv) Require staff, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws; and,**
 - (v) Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.**

(2) Personnel policies and procedures must include appropriate penalties for staff, consultants, and volunteers who violate the standards of conduct.

Standards of Conduct

The Executive Director, Grantee Board, and Policy Council are responsible for developing the Standards of Conduct personnel policy for staff, consultants, and volunteers. The Executive Director or designee has the primary responsibility for ensuring that all staff, consultants, and volunteers are made aware of the Standards of Conduct Policy and abide by its requirements.

The Standards of Conduct are read, reviewed, and signed by new employees at New Staff Training. The Executive Director trains and reviews the Standards of Conduct at Pre-Service and at the January staff meeting, yearly.

For staff, the Standards of Conduct Policy will be located in the agency's Standard Operating Procedures Manual. A sign-off sheet verifying that staff have been trained on, understand, and will abide by the policy, will be placed in the staff member's individual personnel file by the Personnel Manager.

For consultants, the Coordinator responsible for their contract will ensure that training on the Standards of Conduct has been provided, that the sign-off sheet is attached to the consultant’s individual contract, and a copy of the policy is provided to the consultant.

For substitutes and contractual employees, the Site Supervisor will ensure that training on the Standards of Conduct has been provided, that the sign-off sheet is maintained in their individual file, and a copy of the policy is provided to the substitute/contractual employee.

DCFS Site Volunteers will receive training on the Standards of Conduct by the Center Based Education Coordinator, the sign-off sheet will be maintained in their individual file, and a copy of the policy is provided to the volunteer.

One-on-One Aides will receive training on the Standards of Conduct Policy by the Executive Director (or designee). The sign-off sheet will be maintained in their individual file, and a copy of the policy is provided to the One-on-One Aide.

As agency volunteers, Policy Council members will receive training on the Standards of Conduct Policy by the Home-Based Education Coordinator. Each Policy Council member will sign a Standards of Conduct Policy at Policy Council Orientation or before their first Policy Council Meeting.

PACT Personnel Policies include the provision for appropriate penalties for violating the Standards of Conduct and Code of Conduct policies. The Standard Operating Procedures Manual states “Violations by employees of the requirements and duties of these procedures and policies (except to the extent expressly limited by any collective bargaining agreement to which PACT is subject) shall be deemed grounds for disciplinary action by PACT, including, at the discretion of PACT, based upon the nature and character of the violation, oral or written warnings, and/or reprimands, suspension and/or discharge. Nothing herein shall be construed to limit or restrict any right held by an employee under the grievance procedures of PACT or any applicable collective bargaining agreement.”

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.90 (d) (1) (2)	Exec. Director	All Staff	Ongoing	

(d) Communication with dual language learners and their families.

(1) A program must ensure staff and program consultants or contractors are familiar with the ethnic backgrounds and heritages of families in the program and are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.

(2) If a majority of children in a class or home-based program speak the same language, at least one class staff member or home visitor must speak such language.

The classroom or socialization is assigned a staff that speaks the primary language of the children, when the majority of children speak a home language other than English. When a few children or single child speaks a language different from the rest, the Site Supervisor and Personnel Manager will make every attempt to locate a volunteer or a paid interpreter to communicate in the home language.

PACT will make every effort to provide a bilingual translator for families who speak a language other than English. The Family & Community Services Coordinator will alert the Personnel Manager of the need for a translator, based on enrollment information. The Personnel Manager will advertise in local newspapers and on the agency’s website and Facebook page. The Site Supervisor will post a notice at the Center. Translators will be hired on a contractual basis, as needed.

§1302.91 Staff qualifications and competency requirements.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.91 (a) (b) (c)	Exec. Director	All Managers, Board of Directors		

(a) Purpose. A program must ensure all staff, consultants, and contractors engaged in the delivery of program services have sufficient knowledge, training and experience, and competencies to fulfill the roles and responsibilities of their positions and to ensure high-quality service delivery in accordance with the program performance standards. A program must provide ongoing training and professional development to support staff in fulfilling their roles and responsibilities.

(b) Early Head Start or Head Start director. A program must ensure an Early Head Start or Head Start director hired after November 7, 2016, has, at a minimum, a baccalaureate degree and experience in supervision of staff, fiscal management, and administration.

Head Start Director Qualifications

Job Descriptions for the qualifications of the Head Start Director and content area experts (component Coordinators) are located on the agency’s website at www.pactheadstart.com. The Grantee Board and Policy Council approve all revisions and changes to the agency job descriptions.

It is the responsibility of the Grantee Board to hire the Executive/Head Start Director. The Grantee Board ensures that the Director has demonstrated skills and abilities in a management capacity relevant to human services program management.

The Grantee Board is responsible for reviewing and approving key management staff job descriptions. It is the responsibility of the Executive/Head Start Director to hire (with approval of the Policy Council), management staff who meet the qualifications outlined in the Head Start Performance Standards, to provide content area expertise and oversight on an on-going or regular basis. The Executive Director is also responsible for the hiring of consultants to assist the component Coordinators in their responsibilities.

(c) Financial Officer. A program must assess staffing needs in consideration of the fiscal complexity of the organization and applicable financial management requirements and secure the regularly scheduled or ongoing services of a fiscal officer with sufficient education and experience to meet their needs. A program must ensure a fiscal officer hired after November 7, 2016, is a certified public accountant or has, at a minimum, a baccalaureate degree in accounting, business, fiscal management, or a related field.

Chief Financial Officer

PACT employees a full time Chief Financial Officer, who has experience, knowledge, and a bachelor’s degree in accounting.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.91 (d)	Exec. Director	All Coordinators and Managers		

(d) Child and family services management staff qualification requirements.

(1) Family, health, and disabilities management. A program must ensure staff responsible for management and oversight of family services, health services, and services to children with disabilities hired after November 7, 2016 have, at a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.

The Family & Community Services Coordinator is experienced and knowledgeable in the area of parent, family, and community engagement, and has an advanced degree in human services.

Health services are supported by the Health Coordinator, who also has training, knowledge, and experience in health education and social services. The Health Advisory Committee members assist in program development and serve as consultants in their field of expertise, as needed by the Health Coordinator.

The Disabilities/Mental Health Coordinator has professional knowledge and many years of experience working with children with disabilities, and a bachelor’s degree in human services.

Disabilities/Mental Health Services Coordinator

- 1) Maintains and updates children’s IEP/IFSP files
- 2) Facilitates, attends, and participates in all PBS and Family Support meetings
- 3) Helps locate resources for staff
- 4) Provides or accesses parent and staff training

Training records for all content area experts are maintained in their personnel files.

Parent Engagement services are supported by staff, the Family & Community Services Coordinator, and the Disabilities/Mental Health Coordinator, who are trained, knowledgeable, experienced, and skilled in assisting parents in this area.

(2) Education management. As prescribed in section 648A(a)(2)(B)(i) of the Act, a program must ensure staff and consultants that serve as education managers or coordinators, including those that serve as curriculum specialists, have a baccalaureate or advanced degree in early childhood education or a baccalaureate or advanced degree and equivalent coursework in early childhood education with early education teaching experience.

The Home Based and Center Based Education Coordinators are responsible for the implementation of education and child development services. They are trained, knowledgeable, and experienced in the theories and principles of child growth and development, early childhood education, and family support. The Center Based Education Coordinator meets the qualifications of Education Coordinators (needed by September 30, 2013) as specified in Section 648A of the Head Start Act. This position serves as the Curriculum Specialist for the agency and conducts the Curriculum training for Staff.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.91 (e) (f)	Exec. Director	All Managers		

(e) Child and family services staff.

(1) Early Head Start center-based teacher qualification requirements. As prescribed in section 645A(h) of the Act, a program must ensure center-based teachers that provide direct services to infants and toddlers in Early Head Start centers have a minimum of a Child Development Associate (CDA) credential or comparable credential, and have been trained or have equivalent coursework in early childhood development with a focus on infant and toddler development.

EHS:

Center Base Early Head Start Teacher Qualifications:

Job descriptions for the qualifications of Center Based Teachers for Early Head Start are also located on the agency website. The EHS teachers must possess an Associate or higher degree in early childhood education or an infant/toddler Child Development Associate (CDA) credential, and two years of experience working in a nursery school or licensed day care center.

Prior to entry into the classroom (entry into EHS Teacher role), the center based Early Head Start Teacher must also have education with a focus on infant /toddler development. This focus on infant/toddler development can be met by:

1. A 3-credit hour college class that has a focus on infant/toddler development.
2. 45 hours of total college education that focuses on infant/toddler development.

3. 45 hours of professional training/care courses that focus on infant/toddler development.
4. 8 sessions of PITC training with a plan to complete remaining sessions.
5. Infant/toddler CDA.
6. Infant/toddler Gateways Credential Level 2 or higher.

EHS Teacher Training

PACT will use a certified PITC trainer to provide EHS Teachers training in infant-toddler care and development. The *Program for Infant/Toddler Care* (PITC) offers a comprehensive training program in four Modules: Social-Emotional Growth, Group Care, Cognitive and Language Development, and Culture and Family partnerships. EHS Teachers will receive PITC infant-toddler certificates at the completion of each module.

EHS teachers hired without infant-toddler care and development credentials will receive the following PITC training topics with ongoing training support through resources and staff development:

Temperament & Individual Differences
 Understanding Children’s Behavior
 Guidance and Discipline
 Social-Emotional Milestones
 Primary Caregiving for Infant Toddler Care
 Setting Up Environments for Infant Toddler Care
 Daily Routines in Group Care Settings
 Group Size & Individualization of Infant-Toddler Care
 Brain Development
 Discoveries of Infancy – Cognitive Development & Learning
 Language Development and Communication
 Special Needs
 Protective Urges – Self Awareness
 Harmonizing Cultural Diversity
 Responding to Families
 Respectful Care

(2) Head Start center-based teacher qualification requirements.

(i) The Secretary must ensure no less than fifty percent of all Head Start teachers, nationwide, have a baccalaureate degree in child development, early childhood education, or equivalent coursework.

(ii) As prescribed in section 648A(a)(3)(B) of the Act, a program must ensure all center-based teachers have at least an associate’s or bachelor's degree in child development or early childhood education, equivalent coursework, or otherwise meet the requirements of section 648A(a)(3)(B) of the Act.

Upon receiving a recommendation for hire from the Personnel Manager, the Executive Director will complete a Transcript Review Form to determine what classes meet the Early Childhood requirement

and to determine if the applicant meets these qualifications. The Transcript Review form is signed by the Supervisor and the employee and retained in the employee personnel file.

It is the responsibility of the Education Coordinator to maintain a list of all classroom employees and their qualifications and determine if they meet the 2013 requirements. Professional Development Plans are written with staff on an annual basis to assist them in planning to meet upcoming requirements. The Education Coordinator will review each classroom to ensure that every classroom meets the requirements of the Head Start Act, Section 648A.

(3) Head Start assistant teacher qualification requirements. As prescribed in section 648A(a)(2)(B)(ii) of the Act, a program must ensure Head Start assistant teachers, at a minimum, have a CDA credential or a state-awarded certificate that meets or exceeds the requirements for a CDA credential, are enrolled in a program that will lead to an associate or baccalaureate degree or, are enrolled in a CDA credential program to be completed within two years of the time of hire.

Current PACT requirements for Center-Based Teacher's Aides are:

Education equivalent to the completion of the 12th grade, be 19 years of age or older, and meet one of three requirements:

- A) Associate's or Bachelor's degree with 6 hours in ECE; or
- B) Enrolled in a program leading to Associate's or Bachelor's degree, having completed at least 30 semester hours with 6 hours in ECE and one year (1560) clock hours of child development experience in nursery school, kindergarten, or licensed day care center; or
- C) Completion of or enrollment in Child Development Associate Credential to be completed within two years of hire

Each newly-hired Center-Based Teacher's Aide that does not meet (2)(B)(ii)(I) or (II) will be enrolled in the CDA process at the time of hire and will continue in the process until completed. The CDA process is required to be completed within 2 years of date of hire.

(4) Family child care provider qualification requirements.

(i) A program must ensure family child care providers have previous early child care experience and, at a minimum, are enrolled in a Family Child Care CDA program or state equivalent, or an associate's or baccalaureate degree program in child development or early childhood education prior to beginning service provision, and for the credential acquire it within eighteen months of beginning to provide services.

(ii) By August 1, 2018, a child development specialist, as required for family child care in §1302.23(e), must have, at a minimum, a baccalaureate degree in child development, early childhood education, or a related field.

Not applicable to PACT.

(5) Center-based teachers, assistant teachers, and family child care provider competencies. A program must ensure center-based teachers, assistant teachers, and family child care providers

demonstrate competency to provide effective and nurturing teacher-child interactions, plan and implement learning experiences that ensure effective curriculum implementation and use of assessment and promote children’s progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five and applicable state early learning and development standards, including for children with disabilities and dual language learners, as appropriate.

See job descriptions on the PACT website and ongoing monitoring tools for staff and program.

(6) Home visitors. A program must ensure home visitors providing home-based education services:

(i) Have a minimum of a home-based CDA credential or comparable credential, or equivalent coursework as part of an associate’s or bachelor’s degree; and,

(ii) Demonstrate competency to plan and implement home-based learning experiences that ensure effective implementation of the home visiting curriculum and promote children’s progress across the standards described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities and dual language learners, as appropriate, and to build respectful, culturally responsive, and trusting relationships with families.

Home-Based Teacher Qualifications

Job descriptions for the qualifications of Home-Based Teachers (Home Visitors) are located on the agency website. Staff hired in the Home-Based program will meet the qualifications outlined in this regulation through prior education and/or experience or through specific on-the-job training.

Home-Based Teachers will be hired with or given training on child development and early childhood education; the principles of child health, safety, and nutrition; adult learning principles and family dynamics. Home-Based Teachers will be skilled in communication and motivation, as well as have knowledge of community resources and how to link families with appropriate agencies and services.

(7) Family services staff qualification requirements. A program must ensure staff who work directly with families on the family partnership process hired after November 7, 2016, have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling, or a related field. Prefer an Associate Degree or higher in Human Development or a related field or willingness/ability to obtain one of the above within two years from date of employment.

Family Advocate qualifications state the above standard.

Home Based Teachers must have a CDA in home visiting within 18 months of hire, as minimum qualification.

(8) Health professional qualification requirements.

(i) A program must ensure health procedures are performed only by a licensed

or certified health professional.

No health procedures that require a licensed/certified health professional are provided by PACT staff.

(ii) A program must ensure all mental health consultants are licensed or certified mental health professionals. A program must use mental health consultants with knowledge of and experience in serving young children and their families, if available in the community.

Mental Health Services Consultant

A contract is completed annually between the Disabilities/Mental Health Services Coordinator and the Mental Health Consultants. Hours of service depend on need and planned budget. The mental health consultants have professional knowledge of early childhood social-emotional, physical, sensory, and intellectual development.

The mental health professional provides the following services for PACT in consultation with the Disabilities/Mental Health Services Coordinator:

1. Makes recommendations for overall planning of mental health program.
2. Provides staff training.
3. Observes group of children and consults with staff.
4. Advises and/or assists in developmental/behavioral assessments and gives direct guidance on how to use the findings to address identified needs.
5. Orients and consults with parents, as needed, and advises in utilization of community mental health resources.
6. Provides suggestions for children with atypical behavior.

(iii) A program must use staff or consultants to support nutrition services who are registered dietitians or nutritionists with appropriate qualifications.

Nutrition Consultant

A registered dietician provides nutrition consultant services to PACT. A written agreement is developed yearly in joint agreement between the PACT Health Coordinator and the nutrition consultant. Hours of service depend on need and planned budget.

The nutrition consultant will provide the following services for the PACT program on an as-needed basis, in consultation with the Health Coordinator:

1. Make recommendations for overall nutrition plan according to involved regulations.
2. Participate in menu planning and review.
3. Review files of children with nutrition concerns and make recommendations for further services, as needed.

4. Provide parent counseling, if needed.
5. Make recommendations for nutrition education plan for staff, parents, and children.
6. Provide training for staff, parents, and children, as needed.

(f) Coaches. A program must ensure coaches providing the services described in 1302.92(c) have a minimum of a baccalaureate degree in early childhood education or a related field.

PACT’s coach has a Bachelor’s degree in Child Development.

§1302.92 Training and professional development.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.92	Exec. Director, Coordinators, Personnel Manager	Coordinators, Managers		

(a) A program must provide to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.

Training and Development

Newly employed staff receives Administrative Training by the Personnel Manager or the Executive Director. This training includes the goals and philosophy of Head Start; agency rules and regulations; personnel policies, including the standards of conduct policy; safety; union contract; and administrative forms.

All staff also receives training on the Head Start Performance Standards and their role in implementing the standards through the agency’s component plans. Component plan training is provided by the appropriate Coordinators or Supervisors. Staff are offered a refresher training after being in the field no less than 6 months, to review program requirements, paperwork processes, and give the staff member an opportunity to ask questions.

Consultants to the program also receive training on Head Start goals and philosophy. Component Coordinators are responsible for ensuring consultants receive this training.

Regular Volunteers are trained by the Education Coordinator. This training includes the goals and objectives of the Head Start program, as well as ways volunteers will implement specific procedures and policies of the program. Other observers and interns will be trained by Site Supervisors or appropriate coordinators.

The Education Coordinator will provide a Volunteer Training Guide for regular volunteers. This guide will help volunteers become familiar with Head Start and the population it serves, aid in building the volunteer's self-confidence and skills, and help the volunteer become familiar with safety and health policies. Volunteers will also view "Head Start 50th Anniversary" DVD.

(b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

- (1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act.**

The Education Coordinators are responsible for ensuring staff are getting adequate training hours. The Office Manager will document in-house training sessions in each employees' Gateways Registry record. Staff are trained and instructed to self-report any outside training topics and hours in their Gateways Registry. Supervisors must ensure that teaching staff obtain 15 minimum training hours annually (Macomb teaching staff must obtain 20 minimum training hours annually, due to ExceleRate Silver requirements, QRS system direct path) leading to professional growth in child development, curriculum, and on-going assessment to improve instruction and learning.

Center-based teaching staff (teachers, aides, and site supervisors) will print their PDR and submit it to the Site Supervisor at the end of the program year. Site Supervisors will ensure the Center Based Education Coordinator has them by the end of the fiscal year, June 30th.

Home-based teachers will need to print their year-end PDR from the Gateways Registry at the end of the year and submit to the Home-Based Education Coordinator.

Non-Teaching staff (Family Advocates, Clerical, Transportation staff, Cooks, Coordinators, and Managers) will need to print their year-end PDR from the Gateways Registry once per year, at the direction of their immediate supervisor.

The Personnel Manager will need a copy of the final, year-end PDR on all staff to include in each employee's personnel file.

- (2) Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;**
- (3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;**
- (4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,**

Staff education for PACT personnel is provided through yearly Pre-Service, monthly In-service meetings, and additional training sessions, as well as through conferences with the appropriate Supervisor. New staff receives administrative training, as well as training in all components of the program. All staff are taught the principles of preventive health, emergency first aid measures, safety practices, confidentiality policies, child abuse and neglect, and advocacy. See 1302.47(b)(5)(i) in Health Program Services in the Work Plans and Health & Safety Training Guide for specific methods of identifying and reporting child abuse and neglect. The Personnel Manager is responsible, with collaboration of Supervisors, for scheduling new staff training needs. The Personnel Manager monitors the progress of the new staff training, verifying training is complete.

New staff training checklists have been developed which identifies the required training for each position within the agency, as well as who is responsible for implementing or arranging for such training. The checklists are updated yearly.

In order to strengthen staff knowledge and skills, training is an ongoing process. A Supervisor can utilize various tools, such as the Professional Development Plan, and/or a staff's evaluation goals, to assist the individual staff member in obtaining his or her training needs.

PACT Management staff also look at the agency as a whole regarding training needs. The agency has a yearly Training and Technical Assistance plan that is included in the grant application and followed throughout the year. Information and training that are unavailable locally are obtained through outside consultants and workshops. Providers of in-house and outside agency training include staff members and Supervisors, as well as qualified professionals from public health, mental health, public aid, schools, community colleges, and other social service or educational agencies. The responsible Coordinator makes sure that speakers have been scheduled for the agency's monthly staff meeting. With speakers in place, the Office Manager drafts the staff meeting agenda.

The Executive Director and Family & Community Services Coordinator are responsible for ensuring that all Head Start staff and Policy Council members receive training on the Illinois Law regarding Child Abuse and Neglect, as well as the methods and agency procedures for identifying and reporting abuse and neglect. Also see procedures in Early Childhood Development and Health Services section.

PACT for West Central Illinois is dedicated to the continuing education of its entire staff. Employees are encouraged to enter educational and training classes and attend conferences and workshops based on their individual training needs.

As an agency, PACT makes the commitment to locate resources, conferences, and materials to ensure that staff feel knowledgeable and adequately trained for the position in which they are employed. The following are programs/resources available to staff members:

Educational Supplemental Pay -

Staff members who enter the agency with educational course work or who proceed through the educational system while employed at PACT, receive supplemental pay increases as an incentive to continue to further their professional growth. Educational Supplemental Pay increases are attained by staff members for a Certificate, Diploma, Associate's, Bachelor's, or Master's

Degree in a major or area of concentration as defined by their position and job responsibilities. Educational Supplemental Pay rates are listed in the Union Contract.

Tuition and Fee Grants -

In order to encourage professional growth and academic credit, a tuition and fee grant program has been established. The Executive Director may authorize and approve grants reimbursing tuition, fees, and required books. Tuition grants will be approved according to such procedures and conditions as the Director may prescribe from time to time. However, the course work for which a grant is made must be completed while the staff member is employed by the agency. Reimbursement will be issued only after successful completion of work involved, with a grade of at least "C" as evident by submission of a final grade, proof of payment of tuition, fees, or books or appropriate evidence as may be required by the Executive Director. Reimbursement will not be made for any course work where reimbursement is not permitted under the grant program in which the employee is employed or where the course work is not related to the field in which the employee is working for the agency or in which the employee may reasonably be expected to be working. Procedures for tuition and fee grants are located in the agency's Standard Operating Procedures Manual and/or Union Contract.

Conference/Workshop Reimbursement -

Workshops related to child development are offered through organizations such as the Red Cross, Child Care Resource and Referral Agencies, local chapters of the National Association for the Education of Young Children (NAEYC), STARNET, or county extension agencies. Such workshops can address child safety and a range of other topics that will assist staff in providing appropriate experiences for young children. Employees attending conferences/workshops must obtain approval from their Supervisor prior to their attendance. Staff should also ensure that the Central Office clerical staff is aware of changes in the workers' normal schedule. Procedures for conference/workshop reimbursement are located in the Standard Operating Procedures Manual.

Professional Development Plans -

Teaching staff have a formal Professional Development Plan that is completed each year in a meeting with the appropriate supervisor. This plan is designed to identify and address job requirements as outlined in the Head Start Act. If the staff person does not currently meet or will not meet future educational requirement for their position, the coordinator works with the staff person to identify and write a plan containing steps to meet the requirement by the deadline. If basic job requirements are being met, then staff may identify areas where they wish/need to upgrade their skills or gain more/new knowledge that will assist them in their work with children. Education staff will focus on school readiness when setting professional development goals. Avenues to gain the knowledge and skills are identified and documented on the plan. The supervisor will meet with each staff person at least one more time within the year to assess progress on the professional development plan and provide any needed assistance.

Child Development Associate Credential Plan-

The agency has a plan for assisting staff in obtaining a CDA if their position/job requirements make it necessary for staff to have a CDA. PACT also assists substitutes and non-teaching staff who are interested in the field of early childhood to obtain a CDA. The Education Coordinators

are responsible for preparing a list of staff in priority order each year that needs to obtain or renew their CDA. At the beginning of the year, the Education Coordinators develop a plan for each staff member that needs to obtain or renew their CDA. The plan includes timelines for each stage of the CDA process.

(5) Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

Within six months of hire, home based teachers attend the Parents As Teachers (PAT) training and recertify with PAT to have access to the curriculum. Center-based teachers receive an overview of The Creative Curriculum during New Staff Training, and receive annual training on the curriculum from child care resource and referral agencies, state-wide training agencies, and/or consultants. Agency coordinators meet periodically at monthly staff meetings with teaching staff to review curriculum and the HS Early Learning Outcomes Framework in relation to the lesson plans and individual experiences for the classrooms and children.

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;**
- (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;**
- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;**

PACT offers Practice Based Coaching to classroom staff. All HS and EHS classroom staff complete a needs assessment annually. Staff that would benefit most from intensive coaching will be offered those services. Assessment, observations, modeling of teaching practices, development of individual action plans, and feedback conferences are included. PACT offers coaching to some home-based teachers using the TLC approach, coupled with reflective supervision practices.

Training opportunities for staff not in the formal coaching process will continue with agency coordinators and training consultants from the T/TA entity, Illinois Child Care Resource and Referral agencies, and the ExceleRate QRIS system.

(4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:

(i) Align with the program’s school readiness goals, curricula, and other approaches to professional development;

(ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;

(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,

(iv) Include clearly articulated goals informed by the program’s goals, as described in §1302.102, and a process for achieving those goals; and,

(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

The PBC coaching process will usually be offered from four months to one year in length. The Education Coordinator identifies candidates based upon Professional Development Plans, Supervisor recommendations, and ongoing monitoring, and then will discuss with coaches the plan to administer agency-wide. The PDP will be used with each participant and shared with the coach. A needs assessment is completed by each teacher and teacher’s aide in the fall. The coach will meet with the teaching teams to get acquainted and complete a needs assessment tool. Timelines will be set for conference times, in conjunction with the Supervisor, and adjustments made to work schedule/classroom coverage, if needed.

The coach will conduct the first observation, review the needs assessment and write an action plan with the teaching teams. Verbal and written feedback is given within 48 hours. This process will continue until action plan is completed.

The coach will discuss conference and observation schedules and techniques to assist the staff during the period between observations with the Site Supervisor (while maintaining confidentiality for the coaches). If the coach plans to make any suggestions that impacts an agency procedure or process, they will discuss this with the supervisor to get approval before suggesting the change in the classroom.

When the action plan is complete, a decision will be made to change the goal, write a new goal or discontinue coaching. The Action Plan and Evaluation are completed and turned in to the Central Office. The Coach shreds the Needs Assessment and Focused Observation Log.

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part. No adaptations are made to the PBC approach.

§1302.93 Staff health and wellness.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.93	Exec. Director, Personnel Manager	All Managers	Ongoing	<i>EEOC Religious Accommodation Request Form</i>

(a) A program must ensure each staff member has an initial health examination and a periodic re-examination as recommended by their health care provider in accordance with state, tribal, or local requirements, that include screeners or tests for communicable diseases, as appropriate. The program must ensure staff do not, because of communicable diseases, pose a significant risk to the health or safety of others in the program that cannot be eliminated or reduced by reasonable accommodation, in accordance with the Americans with Disabilities Act and section 504 of the Rehabilitation Act.

- (1) All staff, and those contractors whose activities involve contact with or providing direct services to children and families, must be fully vaccinated for COVID-19, other than those employees:**
 - (i) For whom a vaccine is medically contraindicated;**
 - (ii) For whom medical necessity requires a delay in vaccination; or**
 - (iii) Who are legally entitled to an accommodation with regard to the COVID-19 vaccination requirements based on an applicable Federal law.**

- (2) Those granted an accommodation outlined in paragraph (a)(1) of this section must undergo SARS-COV-2 testing for current infection at least weekly with those who have negative test results to remain in the classroom or working directly with children. Those with positive test results must be immediately excluded from the facility, so they are away from children and staff until they are determined to no longer be infectious.**

Staff and Volunteer Health

Refer to PACT’s Standard Operating Procedures Manual – *Medical/TB Examinations/Immunizations* section.

The Personnel Manager is responsible for tracking DCFS physicals, TB tests, immunizations, and COVID-19 vaccines for PACT employees. Staff are required to be fully vaccinated against COVID-19 before they can be hired by PACT, unless they are exempt under 1302.93 (a)(1) above. Staff must

submit a statement from their health provider indicating the condition that makes the COVID-19 vaccination a medical contraindication. Staff requesting a religious exemption should submit an *EEOC Religious Accommodation Request Form* to the Executive Director, who approves or disapproves the request. In those cases of exemption, proof of weekly testing will be required to be submitted to the Supervisor, showing the employee has tested negative for COVID-19.

New employees have 30 days from hire in which to obtain their initial physical, TB screening, and needed immunizations, in order to meet DCFS regulations. The Personnel Manager alerts staff 6-8 weeks in advance of when their DCFS health re-examination is due. The Beardstown Site Supervisor/Transportation Coordinator is responsible for ensuring bus/transportation physicals are completed on Transportation Staff. All employee health examinations and screenings are located in locked, confidential files, with access only to staff designated by the Executive Director.

(b) A program must make mental health and wellness information available to staff regarding health issues that may affect their job performance and must provide regularly scheduled opportunities to learn about mental health, wellness, and health education.

Mental health and wellness information is made available to agency staff through a variety of means. Staff have individual access to materials through the Central Office resource libraries. Books, pamphlets, and brochures on such topics as: Stress, Weight Control, Smoking Cessation, Mental Health, Domestic Violence, and Drug and Alcohol Abuse, plus many others, are available to staff and/or supervisors that may have concerns which affect the staff member's job performance.

PACT also provides a monthly staff newsletter called The PACT Highlighter. The PACT Highlighter contains articles on various health and mental health topics, such as healthy eating, reducing stress, exercising, emotional wellness checklist, and other preventive health topics.

The PACT Mental Health Consultants are also available for staff in crisis. Refer to PACT's Standard Operating Procedures Manual for process.

If an employee would like to talk with one of the mental health consultants or a manager becomes aware of a situation in which they believe an employee may need some assistance, the employee or manager should contact the Disabilities/Mental Health Coordinator to facilitate the consultation. If the Disabilities/MH Coordinator is not available, then the Executive Director can be contacted. PACT has set up direct email addresses to our Mental Health Consultants to ensure confidentiality.

The agency also maintains comprehensive resource directories for each of the 8 counties in its service area. Referrals to local community mental health organizations or hospitals can also be made in such a way that confidentiality is protected.

Approach to Staff Wellness

We believe our staff experience a variety of stressors in their own lives as well as their professional lives. These stressors can impact the ability for staff to do their jobs to the fullest potential. Our program is committed to create an approach that will address staff wellness, mental health, and education to support the well-being of our staff. We encourage staff to be in tune with the messages their body sends them when they (or a co-worker) are stressed or overwhelmed. When this happens we encourage them to take a "breather" or encourage their co-worker to take a "breather." This "breather" may consist of a variety of practices, such as:

- Deep breathing
- Mindfulness
- Take a walk
- Visualization
- Muscle relaxation
- Meditation
- If needed, staff have access to free consultation with our Mental Health Consultant

If the staff member or co-worker that needs to take a “breather” works in a classroom, they must consider the staff:child ratio when stepping out of the room. If the staff:child ratio is high enough that you can leave the room without asking for assistance, make sure you let the other staff in the classroom know you will be stepping out for a brief period. If the staff:child ratio will not allow for you step out without a replacement, contact an extra staff member at your center for assistance (i.e. Site Supervisor, Family Advocate, Cook, Bus Driver, Coordinator, etc.) If no extra staff member is available, the staff may need to find an area near a corner or in a quieter area of the room to take their “breather.”

In our commitment to the children and families we serve, we want to also recognize the value we have in our staff and the importance of staff wellness. Creating a safe and healthy environment is not only important for our children, but also a priority in taking care of ourselves and supporting each other throughout the agency.

§1302.94 Volunteers.

Head Start Performance Standard Number	Who is Responsible	Who Implements	Timelines or Ongoing	Form Name
1302.94	CB Education Coord.	Site Supervisor & Education Coordinators		<i>EEOC Religious Accommodation Request Form</i>

(a) A program must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal or local laws. In the absence of state, tribal or local law, the Health Services Advisory Committee must be consulted regarding the need for such screenings.

- (1) All volunteers in classrooms or working directly with children other than their own must be fully vaccinated for COVID-19, other than those volunteers:**
 - (i) For whom a vaccine is medically contraindicated;**
 - (ii) For whom medical necessity requires a delay in vaccination; or**
 - (iii) Who are legally entitled to an accommodation with regard to the COVID-19 vaccination requirements based on an applicable Federal law.**
- (2) Those granted an accommodation outlined in paragraph (a)(1) of this section must undergo SARS-CoV-2 testing for current infection at least weekly with those who have negative test results to remain in the classroom or working directly with children. Those with positive test results must be immediately excluded from the facility, so they are away from children and staff until they are determined to no longer be infectious.**

Regular Volunteers are required to obtain COVID-19 vaccine(s), TB screenings, and/or health examinations, according to requirements mandated by State Law and agency policy. Volunteers are required to be fully vaccinated against COVID-19 unless they are exempt under 1302.94 (a) (1) above. Volunteers must submit a statement from their health provider indicating the condition that makes the COVID-19 vaccination a medical contraindication. Volunteers requesting a religious exemption should submit an *EEOC Religious Accommodation Request Form* to the Executive Director, who approves or disapproves the request. In those cases of exemption, proof of weekly testing will be required to be submitted to the Site Supervisor, showing the volunteer has tested negative for COVID-19.

In the home based program, a volunteer is defined as a person (excluding parents of enrolled children) who commits to participating in 4 or more program activities where children are present. Volunteers in a non-licensed site, in the home based program, are required to have a TB screening only, as required by PACT agency policy. In the center based program, a volunteer is defined as a person who commits to participating in 15 hours or more per week in program activities where children are present. Volunteers in the center based program are required to have a health examination and TB screening, as mandated by State Law, and are required to follow the same requirements as an employee working in a DCFS licensed Child Care Facility. Parents of children enrolled, who are used as replacement or supplemental staff, have to meet all DCFS staff requirements. PACT will reimburse parents and volunteers for the cost of physical exams, should no other source be available. Volunteers who commit to 15 hours or more a week will require a background check and fingerprinting.

The CB Education Coordinator is responsible for the training of volunteers in this standard, for discussing with volunteers the arrangements for payment, and for ensuring CFS 602 Medical Reports are maintained.

(b) A program must ensure children are never left alone with volunteers.

Volunteers: (Definition taken from ACF Performance Standards)

Volunteer means an unpaid person who is trained to assist in implementing ongoing program activities on a regular basis under the supervision of a staff person in areas such as health, education, transportation, nutrition, and management.

Volunteer Restrictions and Screenings

All center based classroom volunteers, including parents, need to pick up a name tag from the Site Supervisor. All volunteers and substitute staff will wear name tags while working.

Volunteers, including parents, will not be counted in staff-child ratios or be left alone with children in a licensed child care facility outside the auditory or visual supervision of facility staff that have undergone a background check. This does not prohibit a parent being alone unsupervised with his or her own child.

Teachers and Site Supervisors need to know their volunteers, learn their names, relationship to children or staff, and their personalities. This will help you determine how and where they can best be used as a volunteer. When checking sex offenders list, be sure to look for any names of volunteers.

PACT considers a parent or volunteer who commits to 15 or more hours per week in the classroom as a regular volunteer, and therefore must go through the DCFS licensing process, including fingerprinting and background check. It is the responsibility of the Site Supervisor to inform the CB Education Coordinator if a parent or volunteer has committed to helping in the classroom 15 hours or more per

week. Regular volunteers will receive training using the *Volunteer Training Manual*. Regular volunteers will also complete a health examination and TB screening. All other volunteers, such as student observers, will be trained by the Site Supervisor.

The Volunteer Training Manual contains the following information:

Program Philosophy and Mission Statements

Organizational Structure

Volunteer Training Objectives and Mission Statement

PACT Policies

- Standards of Conduct Policy
- Cell Phone Policy
- Child Abuse and Neglect
- Confidentiality
- Non-Smoking Policy
- Child Guidance Policy

Safety

- Active Supervision
- Emergency Situations
- Pet Policy
- Sanitizing
- Hand Washing
- Meal Service

Forms

- Volunteer Checklist
- Medical Report
- Authorization for Background Check
- Standards of Conduct
- Change of Status
- Volunteer Time Sheet

Implementation

The Education Coordinator is responsible for implementing and maintaining the volunteer program. Input and approval are sought from staff and parents annually. Site Supervisors, Teachers, Family Advocates, or anyone who is aware of a regular volunteer/student worker will notify the Education Coordinator. The Education Coordinator will train Teachers to effectively recruit volunteers throughout the year. The Education Coordinator will also be available to assist in the screening, training, assigning, and providing job descriptions and feedback to volunteers regarding their performance.

Mission

The mission of the volunteer effort will be to expand the range of volunteers involved in PACT, to enhance the image of Head Start in the community, and to strengthen the provision of services to children and families.

Volunteer Handbook and Brochure

The volunteer handbook and brochure are available from the Education Coordinator. These materials will be used by staff to recruit and train volunteers.

Target Groups

Four specific groups will be targeted for recruitment. They include: parent, civic groups, youth/student, and community service volunteers.

Recruitment of Volunteers- Classification of Volunteers

Parents (refer to 1304.40 (d) (3):

Parents will be actively recruited through direct contact during home visits by Teachers and at parent events by Teachers, Family Advocates, and the Education Coordinator. Parents will be trained during Open House/Orientation and Policy Council Orientation on the importance of volunteers and in-kind donations. The Policy Council Representative from each area also speaks to parent groups, keeping them updated as to the need for volunteers and recruiting their services. Parents are instrumental in recruiting other parents, relatives, and community residents. Parent volunteers will be trained by the Education Coordinator if they commit to volunteering in the classroom three days or more per week totaling nine hours a week on a consistent basis.

Civic Groups/Businesses:

Parents and staff will be encouraged to look for volunteers in their personal community. Teachers reach out to community volunteers through scheduling guest readers and field trips into the community. Civic groups will also become aware of PACT's need for volunteers through education provided at Parenting Fairs and Week-of-the-Young-Child activities. The Education Coordinator will arrange for staff and volunteers to be present at these community activities. These occasional volunteers do not receive formal training prior to volunteering.

Youth/Student Observers:

PACT staff will work with High Schools/Colleges to provide opportunities for students to observe and work with Head Start children and staff. The students will be trained by the Site Supervisor before entering the classroom. The training will include watching the DVD "Head Start 50th Anniversary," completion of PACT's Standard of Conduct form and training, and completion of DCFS Required Information on High School Student Volunteer. Records for High School volunteers will be filed on site by the Site Supervisor. The students will always be under direct supervision of PACT teaching staff.

Interns:

College Interns are welcomed and trained by appropriate coordinator.

Forms to be used for Recruiting and Documenting Volunteer Services:

In center based option, this will be a team effort by Family Advocates, Center Based Teachers, and Site Supervisors. Discussion at weekly team meetings will occur around volunteer recruitment.

Volunteer Sign-In Sheet - volunteer signs and documents hours daily. Teacher sends form to the Education Coordinator at the end of the month.

Non-Federal Share Inkind Contributions - filled out and signed by the volunteer to document volunteer service. It is checked and approved by the Teacher or Family Advocate, then sent to the Office Manager.