May 2023

RBPD EVENT TRAINING GUIDE

Contents

RBPD Event Entry: Creating a New Event

Log in to Growing Futures Registry at www.ndgrowingfutures.org

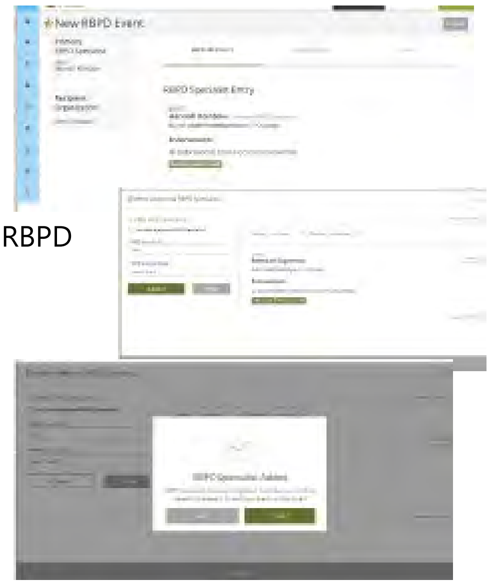
OPTION ONE:

On the left navigation bar click on "RBPD Event Entry."

This will take you to **RBPD Events**.

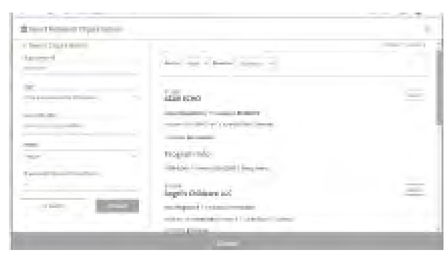
1. Click on New Event.

2. A new RBPD Event box will open. Double check your information. If you are the only RBPD Specialist involved with the Event, click "Continue" on the lower right screen.



- If another RBPD Specialist is involved with the Event, click "+RBPD Specialist" to search for another RBPD Specialist by Name or Registry ID number.
- Once you have added the information, click Search. Your results will display on the right side. Click Select to add the person as an RBPD Specialist for the Event.
- A notice will pop up to let you know the RBPD Specialist was added to the Event successfully. If you want to add another Specialist, click "Yes." Otherwise, click "No."
- **TIP:** If you want to remove an RBPD Specialist from an Event, click on the trash can icon to the right of their name. 4. Select the organization.
- You will return to the New RBPD Event screen. Click "Continue" in the lower right screen.

3. You must search for the organization using the organization ID# **(preferred method)**, program by license number, region, or program name to connect the Event to the program.



NOTE: Unless you have entered a specific Organization ID#, a list of programs will appear. The list will include ALL programs that are in the Registry system. Double check the program status, indicated here in red circles. **RBPD Events should only be created for organizations that have "Registered" status.** Registered status means that the organization has an established account with the Registry and the DHHS license number is attached.

DO NOT create RBPD Events if the organization status is shown as Unregistered, Inactive, System, Locked, or Pending. If you think the status is in error, please ask the organization to contact the Registry to update their account.

<u>If you are working with an unlicensed program</u>, use the Organization ID# to make sure you are connecting the Event to the right program. Double check that you have the correct program and then click “Select.” You will see confirmation that the organization is now connected to the RBPD Event.

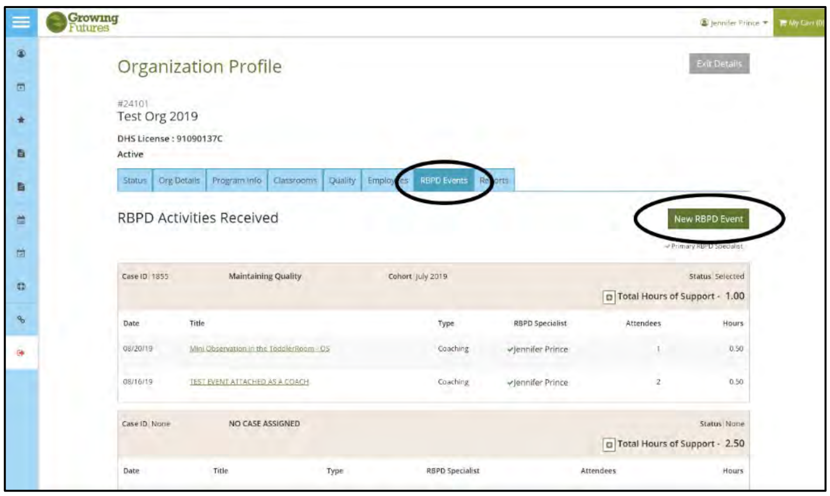
4. To attach the program to the event, use the Select button on the right-hand side. Organization added box will pop up. Verify if you would or wouldn’t like to add another organization.

For following steps refer to page 5, Recipient Organization Entry Page.

OPTION TWO:

This option works well if you do not have the program’s ID number at your fingertips. On the left **navigation bar, click on Coaching**.

1. Go to the **Organizations Tab**
2. From the **Org Profile Link list** Click on “Actual” Name of the Program that you want to enter the event for.
3. Click on the blue **RBPD Event Tab** in the organization profile.
4. Click on **New RBPD Event** button.



5. A new RBPD Event box will open. Double check your information. If you are the only RBPD Specialist involved with the Event, click “Continue” on the lower right screen.

If another RBPD Specialist is involved with the Event, click “+RBPD Specialist” to search for another RBPD Specialist by Name or Registry ID number.

Once you have added the information, click Search. Your results will display on the right side. Click Select to add the person as an RBPD Specialist for the Event.

A notice will pop up to let you know the RBPD Specialist was added to the Event successfully. If you want to add another Specialist, click “Yes.” Otherwise, click “No.”

TIP: If you want to remove an RBPD Specialist from an Event, click on the trash can icon to the right of their name.

Recipient Organization Entry Page

This page ties your interaction with a program to the Org Account and allows them to see the work that was done with a RBPD Specialist in their program.

Program Information

Verify the contact information of the program.

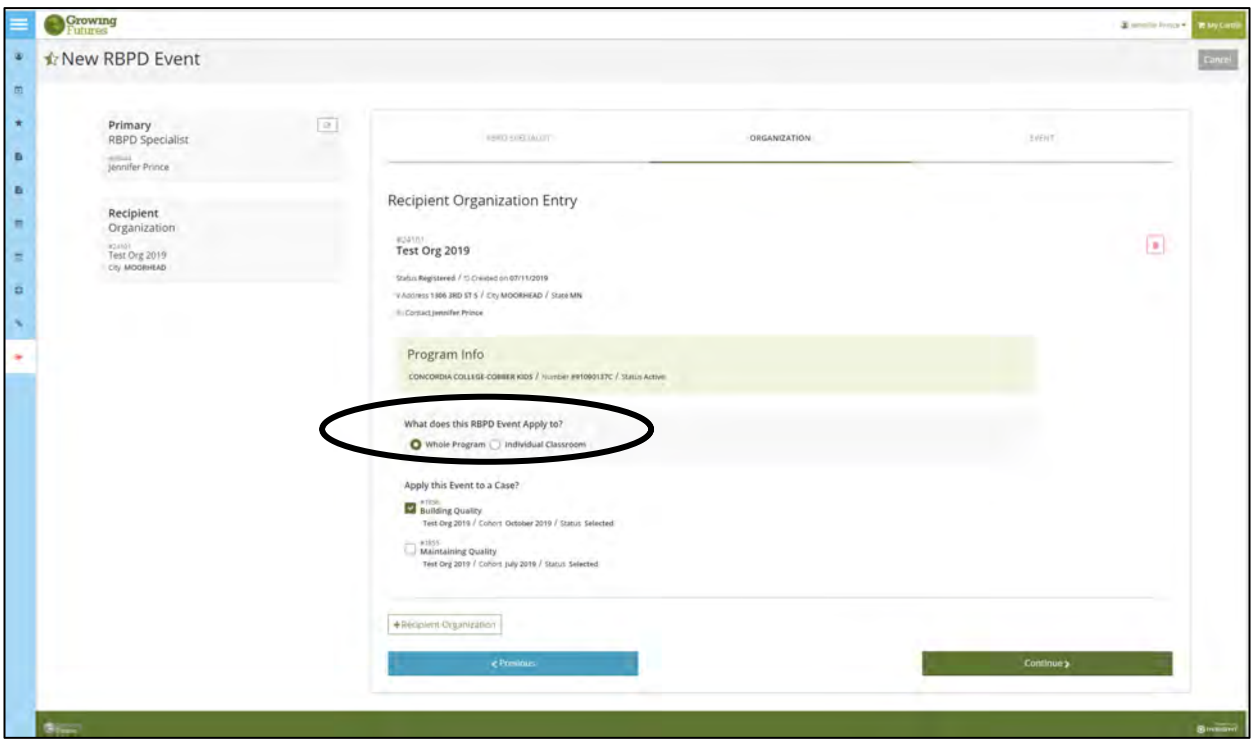
What does this RBPD Event Apply to?

Mark whether you are working with the entire program or working with just one classroom.

Whole Program = Is when an RBPD Specialist is meeting with the director/family child care provider, when meeting with the entire program, or multiple classrooms together.

Individual Classroom = Is when an RBPD Specialist is meeting with an individual classroom. Identify the Classroom you are entering for the RBPD Event by clicking on the dropdown arrow.

Note: It will not be an option to choose 'Individual Classroom' if the organization has NOT identified/named classrooms in their organization profile under the classroom tab.



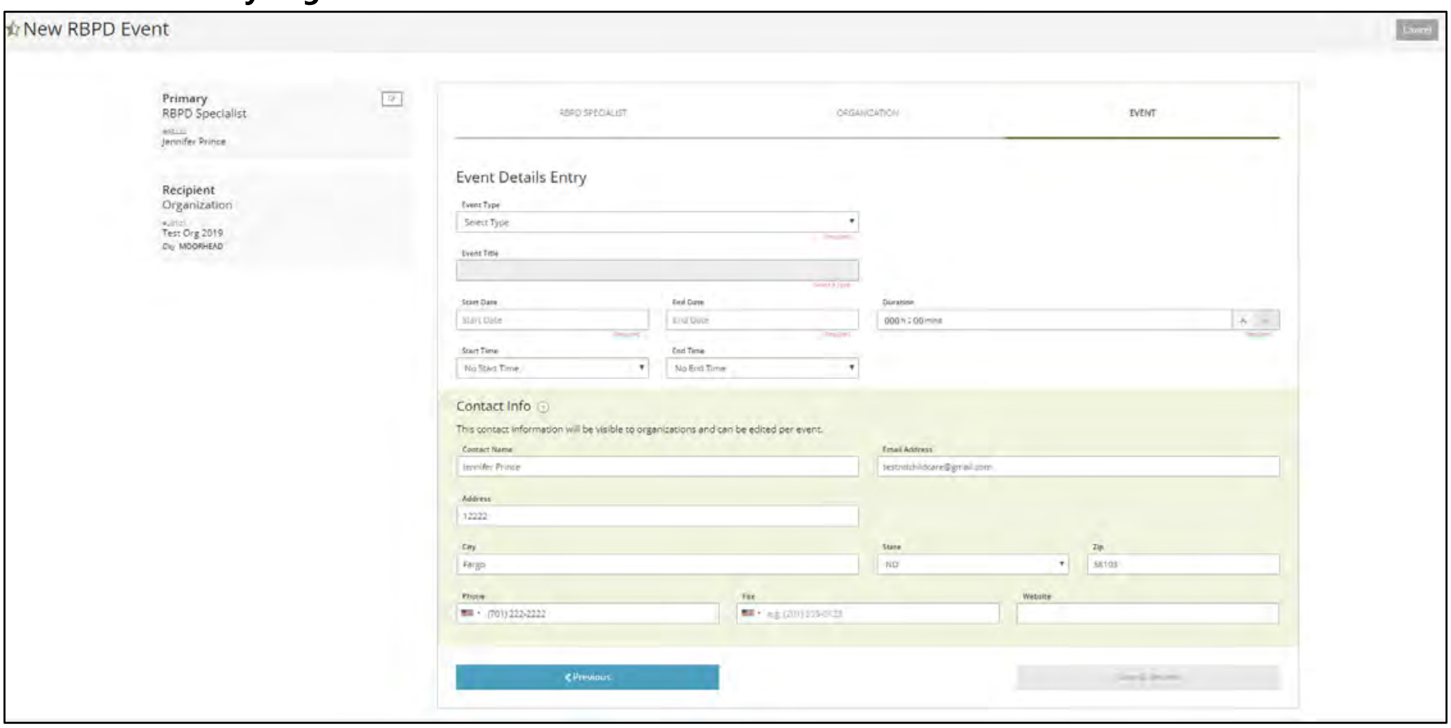
Apply this Event to a Case

Mark the case type pertaining to the event.

Note: A case needs to be selected to tie it to a case type which could reflect in coaching expectation for the case. When a box is not checked it will still show as an event but won't be reflect within a case. And any coaching expectations will not be met.

Click Continue

Event Details Entry Page



Event Type

- Use the dropdown box under "Event Type" to select the appropriate type of RBPD depending on the purpose of your visit.

1. **Coaching**
   Supporting the development of specific skills and practices; focused on a performance-based outcome(s); part of a broader plan or goal.

   - Coaching is a collaborative relationship that is intentionally designed to achieve a desired result and maximize those results.

   - Coaching is a strategy used to expand personal awareness, self-reflection practices, and examine their frame of reference and perceptions.

2. **Consulting/Technical Assistance**
   Addressing or resolving a specific concern or set of concerns; capacity building; "how-to" assistance.

3. **ERS and CLASS Observation (Option only for Quality Program Observation Cases)**
   Utilized by assessors

Event Title

The title should consist of:

- Start Child Care = Child Care Aware of North Dakota
  - Start Child Care Cases Title = Start Child Care
- Building Quality = Child Care Aware of North Dakota
  - Building Quality Cases Title = Building Quality
- Inclusion = UspireND – Inclusion Support Cases
  - Inclusion Support Case Title = Inclusion Support
- QRIS Coaching = Lakes & Prairies Community Action Partnership
  - QRIS Coaching Case Title = QRIS Coaching
- Assessor = Lakes & Prairies Community Action Partnership
  - ERS Case Title = Environment Rating Scale Observation
    - ERS Consultation/Technical Assistance = ERS Communication
  - CLASS Observation Case Title = CLASS Observation
    - CLASS Consultation/Technical Assistance = CLASS Communication
- Compliance = Assigned Program
  - Compliance Plan Case Title = Compliance Plan

Event Time

- The **Start and End Date** should represent the time of your coaching/consulting. If entering an email support/TA enter in the "Start Date" and the "End Date" as the day the support started.
- **Enter the duration in hours:** Note enter in increments of .25.
- The **Start time and End time** should = the duration of the interaction. If it is an email the duration should equal the time spent composing/responding to the email.

Service Delivery

- Phone
- Video
- Email (not to exceed 15 minutes)
- On-Site

Services

If your event included information on the ND Early Learning Standards, please select box.

Coaching Tools Utilized

When entering an event, you are required to select which coaching tools you use with a program. Select all that apply to your visit/interaction (multiple can be selected). Best practice would be that coaching notes document how tools were used with the program.

For example:

☑ Goal Setting & Tracking progress on pre-set goals

Discussed the goals set from last visit.

- Completing required PD (10 steps to Positive Discipline) by Nov. 11th. Goal is complete.

Together we established new goals for the upcoming month.

- Review the environment checklist and make one change in one interest area, specifically organizing the toys in bins with like toys. Goal to be completed by next visit, 12/10.

Definitions of the Coaching Tools:

Relationship Building:

Relationship building should be marked if the purpose of the visit was to build the relationship with the provider. Typically, the first few visits. An orientation is an example of marking an RBPD Event as Relationship Building.

Reflection:

Should be marked when coachee is given the space and time to reflect on their words, thoughts, and feelings regarding a certain problem or situation.

An example of a reflective question is: *'You're apprehensive about the changes…tell me more?*

Observation and Feedback:

Can be marked for several reasons, such as helping the coachee better their environment, identify concerns, consider curriculum options, or organize program structure. Typically, the provider/director is told a head of time that an observation is going to happen. Observation does not need to be marked for classroom walk throughs.

Modeling:

Should be marked when the **coach** demonstrates a new concept or approach to develop the teacher's practices enhancing student outcomes. Modeling does not include work that is non-teaching practices ex. Showing how to enter and update software/data systems, etc.

Goal Setting & Tracking progress on pre-set goals:

Should be marked when identifying goals, and strategies in a specific, measurable way with information on accountability, resources needed, and timelines. Tracking progress on goals is important for success in reaching goals. Creation of action items within QIP are part of this process.

Note: Reflection may be a tool that is used during goal setting and if so, also mark Reflection.

Providing Information & Materials:

Should be marked when giving or pointing in the direction of articles, materials, information, and other resources.
If you are providing coaching and technical assistance in the same event you would check Providing Information & Materials.

Federal Reporting Topics

Each year states are required to submit a Quality Progress Report describing how CCDF and state funds are used for activities. During development the following federal topics were identified:

- Health and Safety
- Infant Toddler Care
- School Age Care
- Interactions
- Curriculum
- Individualized Instruction
- Assessment
- Family Engagement
- Inclusion
- Teaching Dual Language Learners
- Developmental Screening for Program Improvement
- Mental Health
- Business Management
- Homelessness
- Disaster Preparedness/Emergency Preparedness

Data Reporting Instructions

If you have coached or provided consultation during an interaction with a program on any of these topics, please mark them. Be sure your notes reflect the exchange on these topics. Each topic is described below to help you know when to mark that specific topic.

Not every visit or interaction with a program will have a federal reporting topic, however most will.

- You may address more topics than appear on this list, such as Professional Development and that's great, at this time we aren't collecting data on that topic. In this type of situation, you wouldn't have a topic to check.

There may be times you choose multiple topics.

- Coaching or consultation may be provided on more than one topic at any one visit.
- Infant Toddler Care and School Age Care are unique. You may be coaching or consulting on any other federal reporting topics and also be marked Infant Toddler Care or School Age Care topic. You will need to specifically address the other topic in relation to these special age populations. This should be spelled out in your documentation.

Federal Reporting Topic Descriptions

Health & Safety: Coaching or consultation on Safety & Injury Prevention, Special Health Care Plans, Medication Administration, Health Emergencies & First Aid, Healthy Practices & Disease Prevention, Diapering, Toy & Environment Safety, Nutrition, and more.

Infant/Toddler Care: Coaching or consultation needs to address the topic specific to caring for infants and toddlers in the program. Remember to document in the notes section, detailing the infant/toddler specifics. Most often one of the other federal topics will also be marked.

For example:

- Coaching or consultation on breast feeding, bottle feeding, safe sleep, diapering mouthed toy buckets, and choke tube utilization would all be marked Health and Safety + Infant/Toddler Care.
- If you selected Curriculum + Infant Toddler Care you would need to be specific in your documentation about curriculum as it relates to infants and toddlers even if you discussed curriculum for the whole program.

School Age Care: Coaching or consultation provided to programs caring for children five or older, eligible for or attending kindergarten or elementary school. Most often one of the other federal topics will also be marked.

Interactions: Coaching or consultation on the way staff engage with children in their care. Emotional support: ways teachers help children develop warm, supportive relationships, experience enjoyment and excitement about learning, feel comfortable in the classroom, and experience appropriate levels of autonomy or independence. This includes CLASS dimension elements of positive climate, negative climate, teacher sensitivity, regard for student perspectives.
Remember you may be marking more than one federal reporting topic. If you are coaching during a diapering session and modeling ways for the teacher to interact with a toddler by singing a rhyme or sharing words you would mark Interactions + Infant Toddler Care.

Curriculum: Coaching or consultation on curriculum (the written plan for the children's learning) philosophies/models; recommendations on purchasing and implementing a curriculum; aligning curriculum with early learning standards; lesson planning.

Individualized Instruction: Coaching or consultation to support each child's individual rate of development and learning in active partnership with children's families; helping teachers analyze ongoing child assessment data to individualize experiences, instructional strategies, and services to best support each child, match their interests and anticipate the next steps of development.

Assessment: Coaching or consultation on types of assessment, practical strategies for observing and documenting what children do and how they do it, using data to inform practices.

Family Engagement: Coaching or consultation to support early childhood professionals on family engagement and the interactive process of relationship-building.

Inclusion: Coaching or consulting on the practice of including children with disabilities in a child care setting with typically developing children of similar ages, with specialized instruction and support when needed.

Teaching dual language learners: Coaching or consulting on strategies to support children's language development in both English and their home language(s).

Developmental screenings for program improvement: Coaching or consulting on types of screening tools that look for and monitor signs that a child may be delayed in one or more areas, implementing ASQ screening, the practice of analyzing screening results and considering adjustments that could be implemented in the program to best support all children, or referrals to community agencies/programs if more in-depth assessment is the next step.

Mental Health: Coaching or consultation to support healthy social and emotional development; strategies to teach young **children** about emotions, friendship skills, problem solving, handling anger and other difficult emotions. Along with, practical strategies for helping young children with problem behaviors; helping teachers identify trauma signs and symptoms, helping identify sources of stress and implementing strategies to reduce stress.

Business Management Practices: Coaching or consultation related to fiscal management, budgeting, record-keeping, hiring, developing, and retaining qualified staff, risk management, community relationships, marketing and public relations, and parent-provider communications.

Homelessness: Coaching or consultation to help providers identify families that may be experiencing homelessness; understanding enrollment grace period for required documentation and resources to support individuals who lack a fixed, regular, and adequate nighttime residence.

Disaster Preparedness/Emergency Preparedness: Coaching or consultation providing information and resources to handle a disaster or emergency including but not limited to flood, fires, and tornadoes; helping a program implement drill procedures and tracking forms, providing support to a program during and after an event.

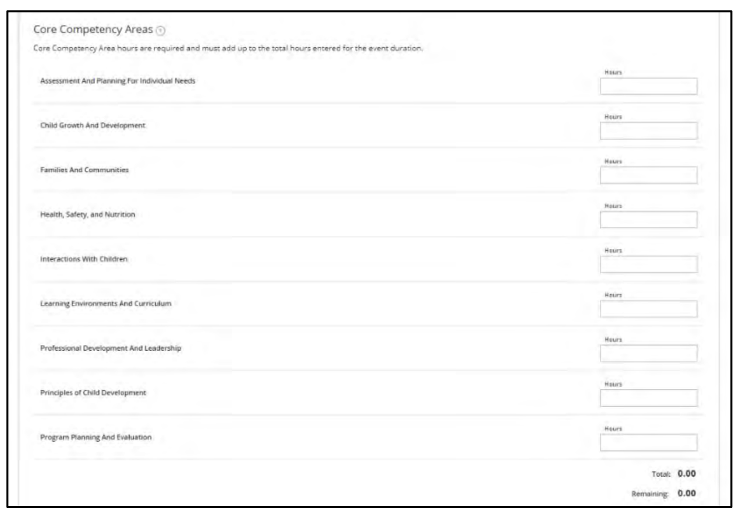
Contact Information

Make sure your contact information is accurate.

Core Competency Areas

Core Competency are only recorded on 'Coaching' events.

Enter the length of time each Core Competency was covered in your event. Enter the time in increments of .25 (15 minute). Total and Remaining hours appear on the bottom based on the duration of your visit.

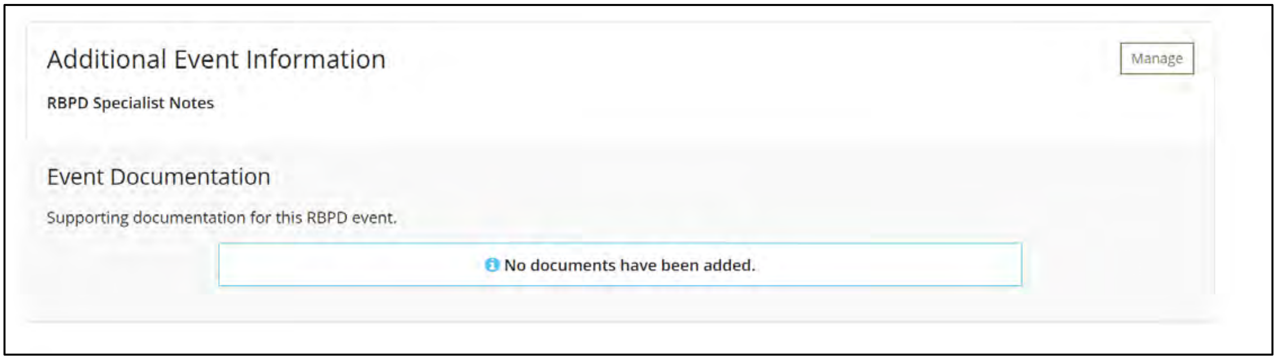


Click Save and Review

Review information and add RBPD Specialist notes and necessary documents (instructions below)

Additional Event Information: RBPD Specialist Notes

After completing all the components of the 'Event Details Entry' select save and review. That action takes you to the next page where RBPD Specialist Notes are added. (Scroll to the bottom of the screen). Select manage to enter notes.



Helpful Tips for Entering Notes

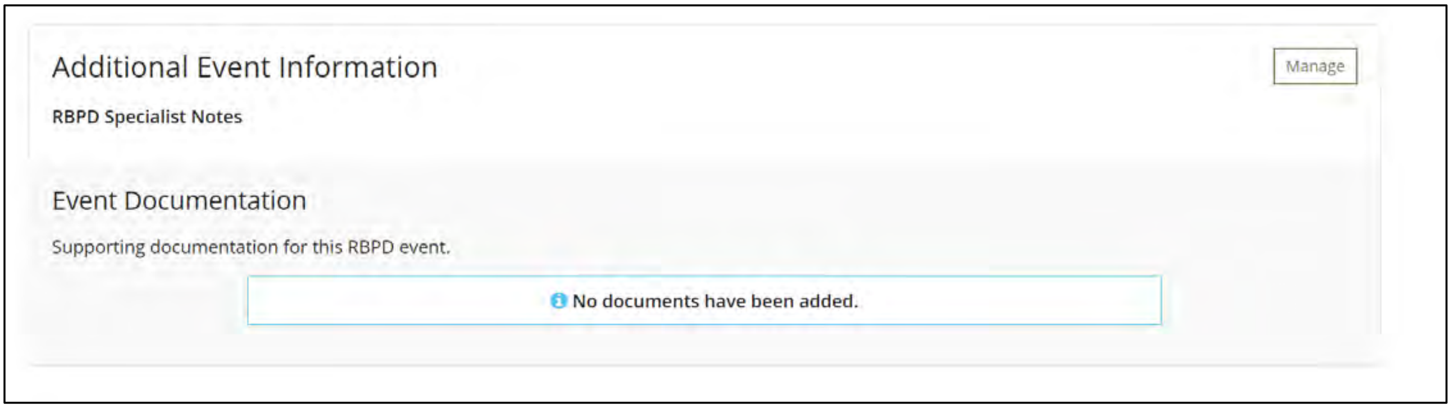
Notes can be seen by the Org Account Administrator within their Org Account in the RBPD events tab, therefore, all events must be factual and objective

Here is a checklist to go through

- ✓ **Check the facts.** This comes down to the tiniest details, such as correct and complete business names, staff names/initials.
- ✓ **Provide an Overview.** Provide an overview of the contact/visit with the program.
- ✓ **Check for errors in grammar and spelling.** You can use tools like spell check to help you.
- ✓ **Read the document out loud.** If a sentence or your documentation gives you pause, or if you have to repeat is to understand it, rewrite it.
- ✓ **Enhance readability with formatting.** Make sections stand out by using bulleting or headers.
- ✓ **Get your colleagues opinion.** They can help check for typos and whether it is clearly written
- ✓ **Factual.** Stick to facts. Avoid providing an opinion.
- ✓ **Would anybody reading this know what was accomplished and by whom?** Ask yourself if someone were to take over this case would my notes complete a clear picture of what happened and what was accomplished during this interaction with the program?

RBPD Specialist Notes improves transparency and accountability by providing a paper trail. When you submit both an event and notes, you've placed on record your work with a program.

Additional Event Information: Event Documentation
Documents can be added to an RBPD event (in the same location where notes can be added) after completing all the components of 'Event Details Entry' page and selecting save and review. That action, like described in adding notes section of this document allows you to add additional event information (found in the bottom section of the page). Select manage to add documentation.

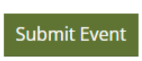


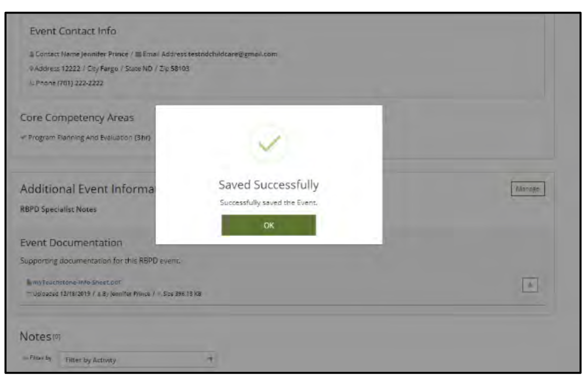
RBPD Event Documentation is a place to store documents related to or shared during a consultation or coaching event. The organization can view the document on their RBPD Events Tab.

Adding Documents:

1. Click on +Files and you can choose a document from your computer.
   NOTE: You can Not upload documents once the Event has been verified as "Complete".
2. You do have the option of deleting the file you uploaded. Click on the little Red Trash Can to delete the file.
3. Click on 'Save' to save the document to the event.

Submitting an Event
Once all of the components of the event entry are completed and checked for accuracy a specialist will 'submit event' by clicking the 'Submit Event' button.





What does submit an event mean?

- It means that it will move into a que for DHHS Early Childhood Section staff to review.
  - o While awaiting review the event is in 'Pending' status. (Only Notes and Documentation can be edited by an RBPD Specialist in 'pending' status)

- During review if edits are required your DHHS Early Childhood Section staff will email the specialist requesting changes. The event is moved to 'draft' status, as this status allows for editing to take place in any section of the event entry.
- If changes were required, the specialist will again submit the event for approval.
- Once the event is considered 'approved' the DHHS Early Childhood Section staff moves the event to 'approved' status (see Approved RBPD events section).
- NEXT STEP – Completing an Approved event (see filtering section for tips on finding your events in different statuses)

APPROVED EVENTS

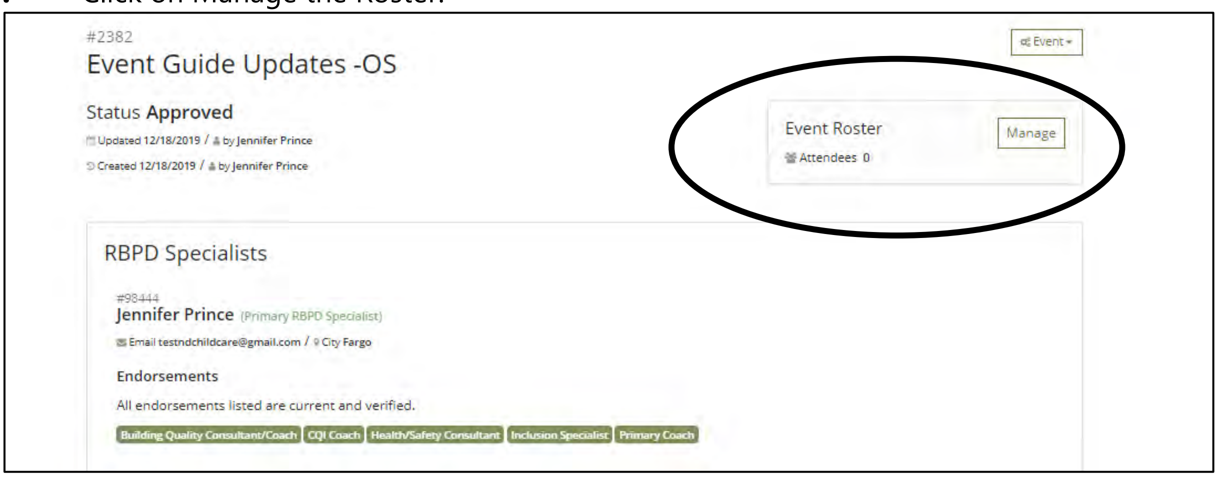
Adding Attendees to the Event Roster

It is **REQUIRED** to enter attendees for all 'Coaching' and 'Consultation/TA' visits regardless of delivery method Attendance is required to pull data for reporting purposes to maintain ND Funding.

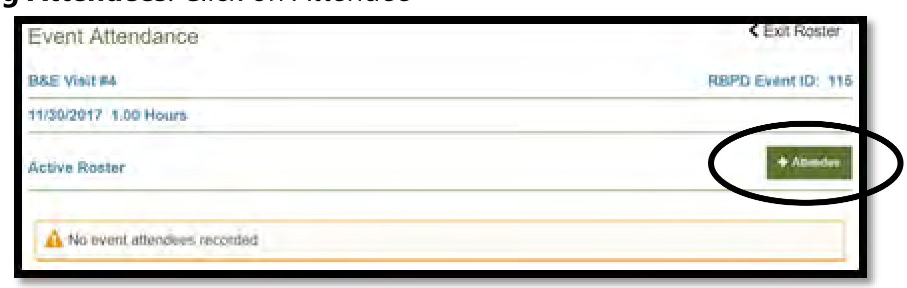
Who can be an attendee?

- o Any individual Registry user can be added to the roster.
- o Others can be added by creating a Registry account.
- o Others can be added by name, but the attendance record wouldn't be linked to an account.

1. Click on Manage the Roster.



2. **Adding Attendees**: Click on Attendee

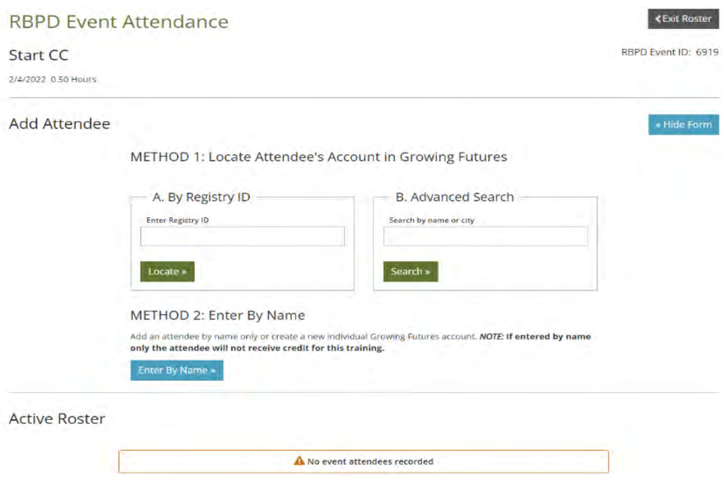


3. Use **Method 1 to locate the attendee**

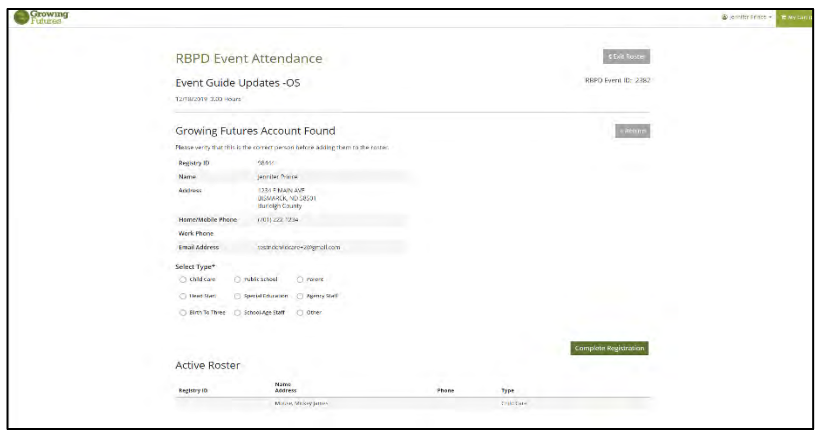
Method 1: Locate Attendee's Growing Futures Registry ID (preferred method- assures you that it is the person working in the program the event occurred) by accessing the employees tab within the Organization account or by an Advanced Search (advanced search will search the database for names of people with Registry Accounts- they may or may not be the person working in the program your event occurred in because it will show all people with that name)

Method 2 (not recommended): Enter By Name

Note: If entered by name only the attendee will not receive credit for this coaching/training. This method allows any name to be added regardless of whether or not they have a Growing Futures Account or even whether they or not they currently provide care, it is simply adding the name of person on a record (real or not real).



4. Select the type of care the attendee offers.
5. Click on Complete Registration.



6. Now you can choose to continue to add attendees or Click 'Exit Roster' on the top right corner.

Completing an RBPD event

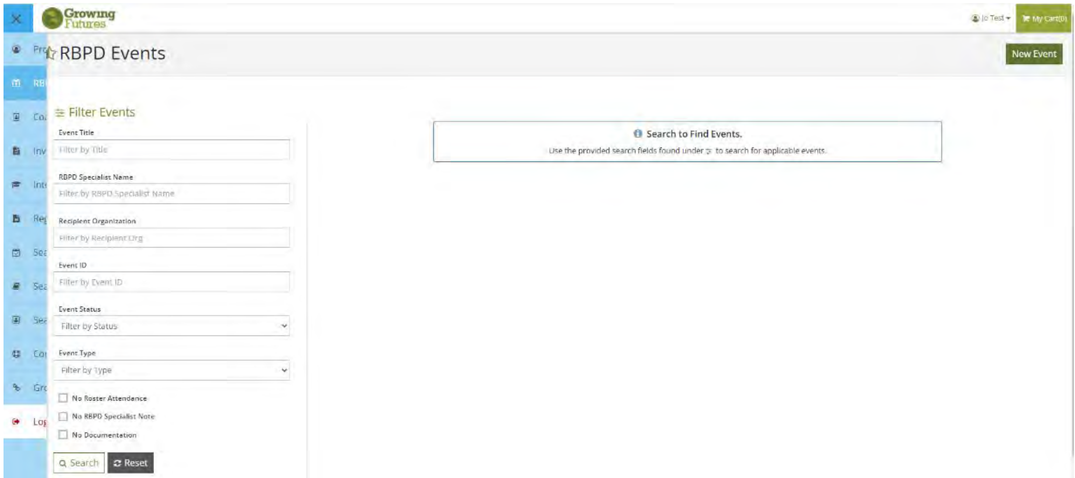
Individuals can be removed from the roster while the event is in 'Approved' status, but the roster cannot be changed when the event is in 'Completed' status.

Once attendance is added move the event to 'Complete Event'. Completing an event means everything is done. Notes, documents and attendees are all attached, this 'Event' needs no further action.

Click on 'Event' at the top of the screen and select 'Complete Event'

How to Filter RBPD Events

Filtering Events is located on the left-hand navigation of Individual's Membership Account.



Filter Events by:

Title

RBPD Specialist Name

Recipient Organization

Event ID

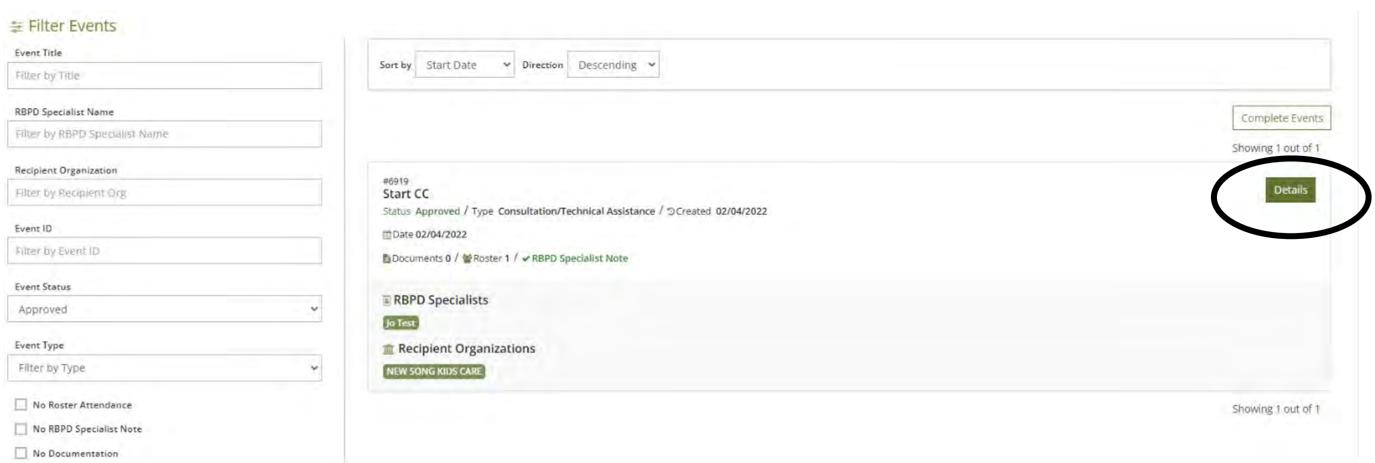
Event Status

Event Type

Whether No Roster was added, No Note was entered, or No Documentation was added by checking the boxes.

Filtering Approved RBPD events

To find the approved events search under RBPD Events page filter 'Event Status' for "Approved Events". Next look for the screen below and click on 'Details'. Approved events must have attendees added before completing the event.



Data Collection Expectations:

The assigned RBPD Specialist(s) will document all technical assistance/coaching events in Growing Futures. RBPD events should be entered into Growing Futures by the 5th day of the following month.

Remember, what you enter will be visible to the organization and to the RBPD Administrator.