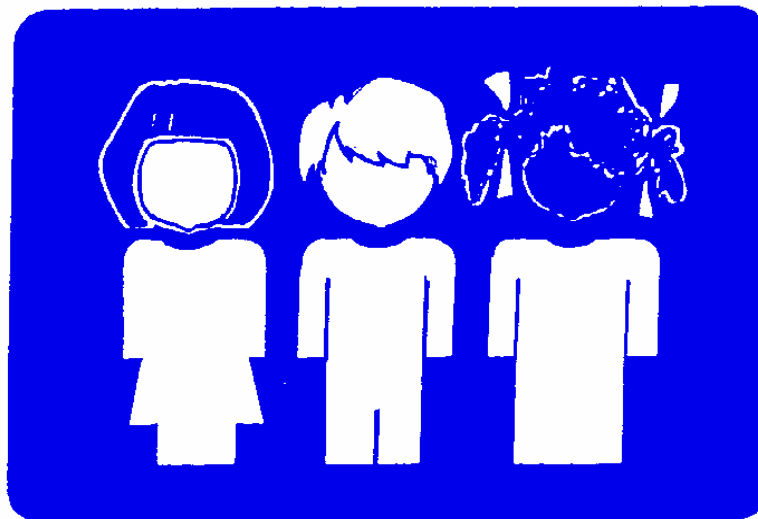


# PARENT INVOLVEMENT HANDBOOK



"The Nations Pride"

**HEAD START**

**2015-2016**

**Stronger Families, Better Communities, Brighter Futures**



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**UMATILLA MORROW HEAD START, INC.**  
**WELCOME TO HEAD START**

The beginning of the year can be an intimidating time for parents and their children. Welcome to Head Start gives families an opportunity to meet Head Start staff in a relaxed setting, ask questions about the program, and receive information about the different resources our agency can provide and completion of enrollment.

**PROCEDURE:**

1. Center staff will decide a date and time which best meets all enrolled families' schedules for "Welcome to Head Start" during the week before class begins.
2. An invitation will be mailed to families by the Family Advocates, Child Family Advocates or Center Team Leader.
3. Welcome to Head Start will be an informal open house with a parent/child activity, orientation to the center and staff, and information to answer parent questions. The information that must be reviewed and made available to parents during the open house includes:
  - Parent Handbook (full day centers only)
  - Parent Calendars
  - Pedestrian Safety BrochureIn addition, staff may choose to give parents the Community Resource Guide, or wait until the first home visit to share the guide.
4. Videos and brochures will be available for staff and consultants to use during the open house to assist families with questions. Some videos that may be used during open house are:
  - The Nation's Pride
  - Nurturing the Promise
  - ABC's of Hand washing
  - Blood borne Pathogens
5. Parents are required to attend during the designated time; children will attend with their parents. When parents are unable to attend, staff will contact the family prior to the beginning of class to inform them of pertinent information including bus information and parent handbook information necessary for the family to start attending the center. Staff on first home visit will review all other information.
6. Teachers and Family Advocates will schedule the first education and social services home visits with the parents at open house.
7. In part day classrooms, where transportation is provided, the parents will meet with the bus driver, review the bus policy and discuss route and pick up/drop off times.

## **PARENT COMMITTEE**

### **Policy:**

Umatilla-Morrow County Head Start, Inc., through the Parent Committee, provides a time for center staff and parents to participate together in training, special events and center business. The Parent Committee elects officers from the center and the parents provide leadership in planning the training/education, special events and center business. The Parent Committee is regularly scheduled throughout the year to allow for continuity and the development of social interaction with the parents and staff.

### **PROCEDURE:**

1. All Teachers, Child and Family Advocates, and Family Advocates will attend the scheduled Center Parent Meeting. Bus Drivers and Cooks will attend center parent meetings as requested when agenda pertains to their content area. Teacher Assistants may be required to attend for the purpose of interpretation in Spanish when requested.
2. A Center Parent Meeting will be scheduled within the first month of school that is convenient for the majority of the center families.
3. An invitation, with an agenda, will be sent to each family explaining the purpose of the Center Parent Meeting and what will take place.
4. The agenda of the first Center Parent Meeting will include a discussion about program governance, shared decision making, how officers for the Parent Committee will be elected and day and time for the Parent Committee meeting.
5. Parent Committee officers will include but are not limited to the Chair, Vice-chair, Secretary/Treasurer, one Policy Council Representative and Policy Council Alternates.
6. All Parent Committee officers will be elected before the first Policy Council meeting of the program year.
7. The Executive Committee (officers and at least one staff member) will be responsible for sending out invitations, arranging transportation and developing agendas for the scheduled Parent Committee meeting. The executive committee will ensure that minutes of each meeting are recorded and submitted with the agenda, attendance and invitation to the Volunteer Manager.
8. The Parent Committee will develop the parent training plan and submit a copy to the Volunteer Manager. If changes occur in the plan throughout the year, the plan will be updated and submitted to the Volunteer Manager. All parents will have input into the parent training plan and receive a copy when completed.
9. Family Advocates and Child/Family Advocates will work with each center team, and committee in developing trainings and special events.
10. Center Parent Meetings will occur monthly to conduct center business. Although training and special events may not occur monthly, these events will be scheduled for consistency and continuity. The training and special activities will occur a minimum of every month.
11. The Parent Committee will submit a parent activity budget to the Policy Council.
12. The Parent Committee will submit Parent Activity Plans that raise money to the Policy Council for approval.
13. The Team Leader (part day programs), or Family Advocates (full day programs) will complete the Parent Center Committee Report, and submit it to the Volunteer Manager after each meeting.

## **UMATILLA-MORROW HEAD START PARENT COMMITTEE OFFICERS AND DUTIES**

<b>CHAIRPERSON</b>
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Elected by a majority of the parents present at the time of vote
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### **RESPONSIBILITIES:**

- Attend monthly Parent Committee meetings.
- Helps prepare agenda for Parent Committee meetings.
- Conducts Parent Committee meetings and keeps the group following the prepared agenda.
- Leads orderly discussion, by tactfully and politely enforcing the rules that offer every member a chance to speak for or against a motion.
- The chairperson cannot participate in the discussion but serves as an impartial moderator.
- Explains each motion made before it is voted on.
- May only vote on a motion to break a tie.
- Must not allow personal feelings or outside pressure to influence his/her actions.
- May appoint committees to carry out specific assignments.
- Actively encourages center parents to participate in parent involvement activities.

<b>VICE CHAIRPERSON</b>
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Elected by a majority of the parents present at the time of vote
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### **RESPONSIBILITIES:**

- Attend monthly Parent Committee meetings.
- Takes on all responsibilities of Chairperson in their absence or dismissal. (See Chairperson's duties above).
- Actively encourages center parent to participate in parent involvement activities.

**SECRETARY**

Elected by a majority of the parents present at the time of vote  
(This position can be combined with treasurer position.)

**RESPONSIBILITIES:**

- Attend monthly Parent Committee Meetings.
- Takes the minutes of meetings and keeps a permanent record of what has taken place.
- Provides CFA/FA copy of attendance for documentation in the Head Start files.
- Assure all parents at the center receive a copy of the agenda and minutes.
- Works with chairperson and vice-chairperson on agenda for monthly meetings.
- Assist Chairperson to follow the set agenda.
- Actively encourages center parents to participate in parent involvement activities.

**TREASURER**

Elected by a majority of the parents present at the time of vote  
(This position can be combined with treasurer position.)

**RESPONSIBILITIES:**

- Attend monthly Parent Committee meetings.
- Is responsible for all of the groups financial business
- Keeps accurate records of all money received and/or spent.
- Makes regular financial reports to the group
- Actively encourages center parents to participate in parent involvement activities.

**POLICY COUNCIL REPRESENTATIVE**

Elected by a majority of the parents present at the time of vote

**RESPONSIBILITIES:**

- Attend monthly Parent Committee meetings.
- Attend monthly Policy Council meetings.
- Actively encourages center parents to participate in parent involvement activities.
- See Policy Council Job Description for the rest of PC Reps duties and responsibilities.

## **Policy Council**

To effectively implement shared decision-making, UMCHS, Inc. members of governing bodies, policy groups, and agency management teams will adopt a holistic view of the complete system of program design and management, and of how this system is integrated with Head Start Performance Standards.

Policy Council will be established according to their By-Laws. The Policy Council and the Board of Directors will be separate entities and will have separate functions. They each will comply with the Shared Decision Making and Internal Dispute Resolution policy.

Policy Council will be comprised of one representative elected from each center and up to four community representatives. All program options will be represented on Policy Council.

The Policy Council Chairperson will serve on the Board of Directors in order to:

- Provide two way communications.
- Represent Head Start in the community.
- Oversee parent activity funds that support parent activities.
- Assist in recruiting volunteers from parents and other community members.
- Assist in the mobilization of community resources to meet identified needs.

Policy Council will establish and use the internal complaint process.



**UMATILLA-MORROW HEAD START, INC.  
POLICY COUNCIL REPRESENTATIVE**

## **JOB DESCRIPTION**

**PURPOSE:** To participate in the process of making decisions about the nature and operation of the program.

### **QUALIFICATIONS:**

- Must be a parent of a currently enrolled child in Head Start, Early Head Start or Oregon Pre-kindergarten ( OPK ) programs, and be elected by parents at the center level.
- or
- A representative of the community that has an interest in low-income families, can contribute to the program, and has been approved by Policy Council.

Representatives cannot:

- Be an employee or a family member of an employee of Umatilla-Morrow County Head Start, Inc.
- Have served on Policy Council for more than three years.

### **TASKS:**

- Attend a full day Orientation to Policy Council.
- Attend Policy Council meetings the **third Tuesday of every month from 12:00 to 2:00** in Hermiston. Transportation and child care will be provided if necessary or reimbursed.
- Serve as a link between local centers and Policy Council by attending center meetings and reporting back to the center information from Policy Council.
- Serve as a member for Policy Council committees.
- Share in the decision making process for Umatilla-Morrow County Head Start.

### **AREAS OF RESPONSIBILITY:**

#### **OPERATING RESPONSIBILITY:**

- Establish and maintain procedures for hearing and working with the grantee to resolve community complaints about the program.

#### **MUST APPROVE OR DISAPPROVE THE FOLLOWING:**

- Procedures for program planning
- Program's goals and ways to meet them
- The location of centers
- The plan for the recruitment, selection and enrollment of children
- The reimbursement rate for Policy Council members' expenses
- The numbers and members of Policy Council and governing groups, and the methods for recruiting and selecting them
- The Employment Policies and periodic changes to them
- The hiring and firing of the Head Start Director and staff
- The funding applications and amendments
- The annual self-assessment and audit

- The procedures describing shared decision-making
- The written procedures for resolving internal disputes

#### **OTHER FUNCTIONS**

- Serve as a link between public, private, and local organizations, the Board of Directors and the community it serves.
- Have the opportunity to initiate suggestions and ideas for program improvements.
- Recruit volunteer services from parents, community residents and community organizations, and mobilize community resources to meet identified needs.
- Distribute Parent Activity Funds to Centers.
- Give approval to any parent activities funds that are being done at the center level, prior to the activity.
- Serve in the Interview Process of new employees.

## **Umatilla-Morrow Head Start, Inc. Policy Council Froggy Dollars**

**PURPOSE:** To help ensure that all centers have representation at all Policy Council Meetings.

**PROCEDURE:**

Umatilla-Morrow Head Start gives one “froggy dollar” certificate to each Center’s Policy Council Representative in attendance, limited to one. A “froggy dollar” certificate is also given to the in-kind winners of the month at the end of the Policy Council meeting. (Winner from each category: 2 or more classroom centers, EHS’s, and 1 classroom centers).

“Froggy dollars” are distributed to representative at the Policy Council meeting, and if lost will not be replaced. Each “froggy dollar” is worth \$10. The certificates are used at the end of the year by parents and staff to purchase supplies and equipment for the classroom. A Supply & Requisition form with the request for supplies, along with the “froggy dollar” certificates need to be turned into the Hermiston Operations Director by the end of the Program Year. The total amount for the materials requested must be no greater than the number of certificates X \$10.

## **Umatilla Morrow Head Start Guidance for Center Parent Meetings**

### **Objectives and Outcome**

To ensure a successful year of developing a sense of community at each of the UMCHS centers, the Team Leader, Family Advocate, Child and Family Advocate will collaborate and share the responsibility for Center Parent meetings. The foundation for a strong parent involvement program is developing a strong working relationship with the parents at each center so there is shared leadership as well as responsibility for Center meetings. The Family & Community Development Director, Head Start/Early Head Start Family Advocate, and Parent Involvement Manager are all available to assist you, and provide technical support for the center meetings.

Successful Center Parent Meetings include these outcomes. Please use these in your planning:

- ◆ Each center will develop a sense of community or team relationship.
- ◆ Center parents will have an opportunity to meet and talk with other center parents.
- ◆ Each center will facilitate and ensure communication to/from UMCHS Policy Council.
- ◆ Each Center meeting will involve parents, and teachers in curriculum and activity planning.

As you plan your Center Parent meeting, ask these questions

Does this activity or this part of the meeting

- Help parents and staff develop a sense of community and team?
- Give parents an opportunity to interact with other parents?
- Share or exchange information about Policy Council?
- Involve parents and teachers in curriculum-related discussions and planning?

Each Center Parent meeting is individually designed by the Center Parent Executive Committee (the Parent Committee officers and center staff). The goal over the year is for Center Parent meetings to evolve and reflect the parent/staff community in each center. There is a basic meeting structure that will enable the group to organize an effective meeting, having a prepared agenda, a facilitator and minutes.

### **Food**

In building the parent involvement budget, parents and staff need to build in a snack for each meeting. Some centers have opted to have a simple meal where families and staff each provide an item for the meal. **Please remember that all food prep needs to be done on site.** If a meal is to be served then parents and staff need to determine who will be responsible to put the meal together and have it ready for the meeting. Please consult with the Health/Nutrition Director for possible suggestions for healthy snacks and meals, and refer to our Food Service Policy. Also, your center cook can assist in preparing the menu for the snack and meal, if you choose to have one.

### **Child Care**

As with food, parents and staff need to decide how child care will be provided for the Center Parent Meetings. If a child care provider will be hired, then this cost will need to be incorporated into the parent center budget. If a volunteer is to be used, then this volunteer will need to understand the importance of the meeting and being available each month. Staff and parents will work to find volunteers. Staff will be responsible to train paid child care provider, or volunteers about agency expectations of child care providers, as well as policies and procedures of the agency.

## **Ideas on How to Achieve Outcomes**

### **Sense of Community or Team Building**

- ◆ Asking for volunteers to plan and prepare future activities. Remember when people volunteer for a specific activity, this does not mean it has to be their job every month. Asking for volunteers from staff and families for a fundraiser at the center.
- ◆ Responding to requests from the agency; i.e. volunteers for special activities, like Celebration of the Family, marketing the agency programs at Fairs, or parades. This might be a discussion at a Center Parent meeting for staff and parents to participate together.
- ◆ Advocating in the community around special issues that will affect families and children.
- ◆ Learning about Oregon Head Start Association, what the organization does and how we are involved.
- ◆ Learning about our city and state representatives, and possibly inviting them to a parent center meeting.
- ◆ Nominate parents or staff for National Head Start Association scholarships and awards.

### **Opportunity for parents to meet and talk with other center parents**

- ◆ Inviting a new parent to come with you to the meeting.
- ◆ Car-pooling.
- ◆ Cooperative child care.
- ◆ Parents have opportunity to share their skills and expertise, i.e. a parent who does auto mechanics, scrap booking, home repair, or photography, could help assist.
- ◆ Sharing ideas around a challenge a parent is having.
- ◆ Parent presenters at center meeting.
- ◆ Parents taking on a task of doing a parent bulletin Board
- ◆ Celebrating family accomplishments
- ◆ Plan a social support group for the community such as scrap booking, sewing, cooking, or home maintenance.

### **Facilitating and ensuring communication to/from Policy Council**

- ◆ Review Policy Council minutes and highlights of PC meeting; point out where PC minutes are posted.
- ◆ Let parents know they can attend the Policy Council meeting. They would need to let staff know that they want to attend. Staff will need to notify the Parent Involvement Manager so the parent will be welcome at the meeting.
- ◆ Putting a photo of Policy Council Rep on Parent Bulletin board.
- ◆ Responding to surveys or information requested by the Policy Council.
- ◆ Volunteering to serve on a committee of Policy Council, i.e. agency self-assessment.
- ◆ Ensuring center reports are in place for the PC rep to take to Policy Council. Do something creative with your report to share with PC; i.e. do a story board of what you are doing at your center, or take pictures of activities and put into the report.
- ◆ Help parents to know what items they can request to have on the PC agenda.

### **Involve parents and teachers in curriculum planning and activities**

- ◆ At the center meeting, teachers could discuss what theme they will be presenting over the next week, month, etc. Brainstorm some ideas of how this theme can be carried out in the classroom.
- ◆ Do a Make and Take it activity at center meeting and give a hand-out to parent to take home.
- ◆ Simple, “You can do this at home” activities-easy and fun- play dough, fruit pizza, making books
- ◆ Question and answer session on parent request topics
- ◆ Viewing children’s art work/ having a family music night
- ◆ Videos/ language development

## **CENTER MEETING GOVERNANCE**

### **DON'T LET ROBERT'S RULES OF ORDER THROW YOU!**

Boards who work well together have learned that the secret to strong organization and effective running of the center/policy council meeting rests with their ability to pitch in and work together, to trust each other, and to respect the rights of others to speak out.

It is **not** necessary to follow strict parliamentary procedure. It is necessary to have rules, however. The rules should be agreed upon by members from the beginning.

Rules or Parliamentary Procedure should not be used to confuse other members of the Board, gain power, or silence opinions that are uncomfortable. **RULES SHOULD BE USED TO HELP GET THINGS DONE—NOT TO STOP THINGS FROM HAPPENING.** Most rules have to do with getting ideas into action and guaranteeing the rights and responsibilities of each member on the board.

Below are words and terms you often hear when parliamentary procedure is being used. Becoming familiar with the words and their meanings will give you confidence when attending and participating in future board meetings and other meetings you attend.

--*abstain* – not voting one way or the other.

--*adjourn* – ending the meeting.

--*adopt* – to okay or accept.

--*agenda* – an outline of what is to be done at the meeting.

--*amendment* – adding onto a motion, usually to improve it, enlarge its intent, or make it more understandable.

--*appeal the decision of the chair* – to question the Chairman's decision and to ask the group to change it.

--*appoint* – to place someone in a job or position.

--*by-laws* – the rules a group has agreed to follow and the goals of the organization.

--*caucus* – getting together outside the regular meeting to decide on plans, positions, policy, and/or people to nominate.

--*chair* – the position held by the meeting's leader.

--*committee* – a small group that reviews and reports on a special task given them by the larger membership. A committee can recommend certain action be taken, based on its findings.

--*general consent* – approval by the group. If even one member objects, a vote must be taken.

--*majority opinion* – the decision of more than half the voting members.

--*motion* – a member's proposal for action.

- nominate* – to recommend a person for election to office. Nominations do not need a second.
- pending* – still "up in the air" and undecided.
- personal privilege* – calling attention to something having to do with the well-being of the people at the meeting, such as asking to have a window opened.
- point of information* – asking for more information to make a decision.
- point of order* – correcting a mistake that is against the rules of the organization.
- pro-tem* – temporary.
- proxy* – permission given (usually written) by one absent member for another member to vote in his name.
- orders of the day* – calling for the group to get back to the agenda or the main business of the meeting,
- question* – a motion that is under discussion with a vote to be taken on it.
- recess* – taking a short break.
- rescind* – to take back, withdraw.
- resolution* – usually a policy statement being suggested to the group for approval.
- second* – support for a motion. Before a group can handle a proposed action (motion), it must know that two people want it discussed.
- standing committee* – a committee that goes year-round, such as a program committee.
- special committee* – a committee selected to handle a single task or event.
- sub-committee* – a small group of members serving on a large committee who take a special problem, study it, and report back to the whole committee so that a final decision can be made.
- suspending of the rules* – discussing something without sticking to the rules of the meeting.
- unanimous vote* – everyone votes the same way.
- veto* – to turn "thumbs down" on a motion or idea.

## **SAMPLE MEETING AGENDA**

The agenda is the Chairperson's guide for timing various items of business so that the really important things are not overlooked.

1. Call to order
2. Minutes of the last meeting.
3. Reports
  - a. Report from the Executive Board or Committee
  - b. Treasurer Report
  - c. Committee Reports
4. Correspondence
5. Old Business
6. New Business
7. Announcements
8. Adjournment

## **HOW A MOTION IS MADE**

1. RECOGNITION – Get the Chairperson's permission to speak.

Mr. (or Madam)  
Chairperson

2. MAKE THE MOTION – Offer your recommendation to the rest of the group.

I move we have  
a Spring Picnic.

3. IT MUST BE SECONDED – To support your idea, another member should say

I second the motion.

4. CLEARLY STATE THE MOTION – The Chairperson puts the motion in words that everyone can understand and then states the motion.

It has been moved and seconded  
that we have a Spring Picnic.

5. DISCUSSION – The Chairperson invites members to discuss the motion.

Is there any discussion?

6. RESTATE THE MOTION – The discussion ends when the Chairperson prepares the members for voting by restating the motion.

The motion before us is to  
have a Spring picnic.



7. VOTING – The Chairperson calls for the vote. The vote can be done by voice, written ballot, or show of hands.

All those in favor of a  
Spring Picnic, raise your  
right hand.

8. STATE THE RESULTS – The Chairperson announces whether or not the motion has been approved or carried.

The motion is carried.

### **WHAT IS INCLUDED IN THE MINUTES**

The minutes should contain the following information:

1. Kind of meeting, regular or special.
2. Name of the organization.
3. Date and place of meeting.
4. Presence of regular president and secretary or names of substitutes.
5. Approval of previous minutes.
6. All reports and action taken.
7. All main motions carried or lost (omit those withdrawn)
8. All other motions carried and which contain information needed at a future meeting.
9. Adjournment
10. Signature

**SITE:** \_\_\_\_\_

**Format (parent/child interaction, parent/parent interaction, guest speaker, other):**

**Topic/Purpose: Celebrate last parent meeting**

**Ages:** \_\_\_\_\_

## **Umatilla Morrow Head Start**

### **Parent Meeting / Executive Meeting Planner**

(Must be completed each month and turned in with month end report)

**This report must be completed prior to each center meeting, whether a regular parent meeting, a meeting of the executive officers or both. This form should be completed by the Team Leader. In the full day sites where there is no Team Leader, the Family Advocate is responsible to complete this form. The completed form is then routed to the Family Services Director, with a copy of the invitation/flyer used to notify parents, the agenda and the minutes/notes.**

#### **Parent Meeting Planner:**

Date/Time: \_\_\_\_\_ Title of the Meeting (make it catchy!): Family Fun Night!

Location/Room arrangements: Lunch room

Child care arrangements (**must be at least one adult and teens must be 16 or older**):

**Resources Needed:**

**Parent Handouts:**

**Videos:**

**Materials (list what's needed for entire meeting):**

#### **Process:**

- I. Welcome** (Rapport-building). Reminded parents about upcoming meeting.
  - a.
  
- II. Observation (Discussion)** (Incorporate, as appropriate, child development and parenting information)
  - a.
  
- III. Activity** (parent/child or parent/parent)
  - a. Rationale. Tell parents why these activities are important**
    - i.
    - ii.
  - b. Activity
    - i.
    - ii.

**IV. Closing** (Summary-discussion/reflections, observations, homework, suggestions):

- a.
- b.
- c.

**Attendance:**

Number of children ( ) Number of Men from ( ) HS Program  
Number of Men from ( ) EHS Program Number of women ( )  
Number of Staff ( )

**Total families:**

Was this activity geared towards men Yes or No? Example, Pine wood derby, father parenting class, bring dad or male role model to school day.

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Next Meeting Date:

**Parent Meeting** or Executive Meeting (circle one)

Next Meeting Topic: \_\_\_\_\_

**Executive Meeting Report:**

**Date:** \_\_\_\_\_ **Purpose of meeting:** \_\_\_\_\_

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**Executive Committee Members present:** \_\_\_\_\_

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**Agenda/Discussion topics:**

Number of Executive Committee Members Present: \_\_\_\_\_

Next Meeting: \_\_\_\_\_

**Reminder: Attach invitation/flyer, agenda, pictures, meeting minutes/notes**

# CENTER MEETING ATTENDANCE

**CENTER NAME:** \_\_\_\_\_

Family Name	Dates											

**UMATILLA MORROW COUNTY HEAD START, INC.**  
**PARENT TRAINING PLAN**

**POLICY:**

The annual parent training plan, a part of the parent involvement plan, is a schedule of activities, workshops, lectures, and discussions which the parents have arranged to answer questions, to improve their skills, and to be with each other for leisure and recreation. Responsibility for developing the parent training plan rests with the parents, and all parents are invited to participate in the planning. The content of the parent plan responds directly to the expressed needs of the parents. Required training will be incorporated with the concerns expressed by the parents, but not forced into the program to the exclusion of information parent's request.

**PROCEDURE:**

1. At the September Parent Committee Meeting, parents will be notified that the Parent Training Plan will be developed in October and given an opportunity to provide input for the trainings.
2. The Parent Training Plan is developed during the October Parent Committee Meeting. The plan will document how training /activity will be provided, who will provide the training, and where and when the training will take place.
3. Parent input on training is gathered by staff during home visits, from information obtained at recruitment and enrollment and during Parent Committee meeting.
4. Send completed copy of Parent Training Plan to the Volunteer Manager by October 31st.
5. **All center parents will receive a copy of the Center Parent Training Plan and a copy will be posted on the parent bulletin board.**
6. A copy of the Staff Training Plan will be posted with the Center Parent Training Plan so parents can attend trainings of interest.
7. Education/Training programs are required, but not limited to, the following areas:
  - a. Increase knowledge, understanding, skills, and experience in family literacy to include both emergent and adult literacy.
  - b. Activities that can be used in the home to reinforce the learning and development of their children in the center.
  - c. Training and developmental needs of preschool children.
  - d. Orientation to mental health issues of children and adults and mental health resources in the community and in the program.
  - e. Selection and preparation of foods to meet family needs, guidance in home and money management and help in consumer training so that they can fulfill their major role and responsibility for the nutritional health of the family.
  - f. Health and Dental Training to include:
    - How to enroll and participate in a system of ongoing family health care
    - Encouragement of parents to be active partners in their child's medical and dental health.
    - Principles of preventive medical and dental health, emergency first aid, occupational and environmental hazards and safety practices in the classroom
  - g. Child Abuse and Neglect.
  - h. Program governance, shared decision making and orientation to Policy Council
  - i. Orientation to Buddy Exchanges for center staff and parents
8. The Parent Training Plan will reflect parents' request for information, training and education.

9. Center staff will be responsible to define each of the requirements to the Parent Committee.
  
10. The Family Advocate and Child and Family Advocate must ensure that all parents receive education/training on the following topics: Child abuse and neglect, dental health, safety, child development, social-emotional development, budgeting, nutrition, physical activity, and neighborhood walkability.
  - a. The education may happen through parent meetings or home visits.
  - b. If the parent does not attend the parent center meeting, the education on that topic must be completed within one month through a home visit. If a topic is not offered as a part of the parent meetings, the Family Advocate or Child and Family Advocate must make sure that the topic is covered during the program year via a home visit.
  - c. The Neighborhood Walkability visit must be completed by Spring Break.
  - d. The Parent Education Home Visit book illustrates how to cover each topic during the course of the home visit.

**Umatilla-Morrow County Head Start  
PARENT ACTIVITY PLAN**

Center \_\_\_\_\_

Contact Person \_\_\_\_\_ Phone # \_\_\_\_\_

Date & Time of Event \_\_\_\_\_

Location of Event \_\_\_\_\_

Parent Activity Planned \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Specific Purpose money from Parent Activity will be used for \_\_\_\_\_

\_\_\_\_\_

Donations? Yes \_\_\_ No \_\_\_ (If, Yes, elaborate) \_\_\_\_\_

\_\_\_\_\_

Advertising Planned \_\_\_\_\_

(Attach sample, if possible; all advertising must have Director's Approval)

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

(Team Leader, Teacher, or Child & Family Advocate)

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

(Center Committee Chairperson or Policy Council Representative)

*Please give a copy of your center's plan to the Policy Council Chair, after approval.*

<b>FOR OFFICE USE ONLY</b>	
<b>PC Approval</b> _____	
	<b>Chairperson</b>
<b>Date</b> _____	

**UMATILLA-MORROW COUNTY HEAD START, INC.  
PARENT TRAINING PLAN**

Center \_\_\_\_\_

Day & Time of Center Day/Center Committee Meeting \_\_\_\_\_

Each year Umatilla-Morrow County Head Start, Inc. provides training to families in their areas of interest, which leads to enhancing the development of their skills, self-confidence, and sense of independence in fostering an environment in which their children can develop to their full potential. These are topics that may be presented to you in a number of ways; trainers, guest speakers, home visitor, resources from the library.

Please take the time to brainstorm about the topics listed below and tell us:

- 1) How you would like to receive the information and who you would like to present it.
- 2) What time during this program year it would be most useful to you.
- 3) How much each event or activity cost.

### **Activities:**

**(Orientation required)** to Policy Council, program governance, and shared decision making:

- Past HS parent sharing activities from previous year.

**Pedestrian Safety:** Information on Pedestrian Safety and Neighborhood Walkability:

- Building Leadership through Community Development.
- Neighborhood Watch/Citizen Policing.
- Fire Safety, CSEPP training.
- Substance Abuse Prevention Campaigns.

**Information on Family Literacy:** Increase knowledge, understanding, skills, and experience in family literacy to include both emergent and adult literacy.

- Nursery rhymes and stories.
- Library Reading Guest.
- OMSI Presentation.
- Scavenger hunt, Bear hunt, and Dr Seuss Activities.

### **Parent Education:**

- GED/ESL classes.
- Parenting classes-Incredible Years, Financial Literacy.
- American Consumer Credit Counseling.
- Family Counseling Services
- Job training—interviewing, resume building, and local jobs-CAPECO.

### **Community Cluster:**

- Picturing America.
- Fun healthy activities.

**Orientation to Mental Health Issues and resources:** Orientation to mental health issues of children and adults and mental health resources in the community and in the program.

- Speaker from local Mental Health.

### **Child Abuse and Neglect:**



**Child Training and Developmental needs:** Activities that can be used in the home to reinforce the learning and development of their children in the center. Training on the educational and developmental needs of preschool children.

- Froggy Loggy
- Children Museum-\$3.00 per person.
- Native American Museum (Tamastlikt Cultural Museum):  
Adults: \$10.00  
Seniors/Children/Students: \$9.00  
Age 5 & under are free.

**Training/Incidental Learning:**

- Local car mechanic demonstrating basic maintenance.
- Basic home repair demonstration.
- Session on hair cutting and styling.

**Dental Health:** Health and dental Training to include how to enroll and participate in a system of ongoing family health care. Encouragement of parents to be active partners in their children's medical and dental health. Principles of preventive medical and dental health, emergency first aid, occupational and environmental hazards and safety practices in the classroom.

- Local Dentist presenting on proper dental care.

**Health:**

- Oregon Walk and Bike to school day which takes place October 7<sup>th</sup>.
- CPR and First Aid Training, \$40.00 per class.
- Physical fitness/court clubs.

**Nutrition/Budgeting/ food preparation:** Selection and preparation of foods to meet family needs, guidance in home and money management and help in consumer trainings so that they can fulfill a major role and responsibility for the nutritional health of the family.

- Preparing healthy and fun nutrition activity for children.
- OSU-Oregon Nutrition Education Program.
- Cooking class.
- Canning and freezing fresh foods.
- Gardening and nursery.

**Videos:**

- The Money Trap.
- My parents, My teachers.
- Pursuit of the Dream: Cars and Jobs in America.
- Stretching the food dollar.

**Parent Requests:**

- Games to make and play.
- Attending sporting event.
- Flower arranging workshop.
- Craft class taught by parents.
- Fishing activity-fly tying.
- Quilt demonstration.

# Parent Training Plan Calendar

<b>(Month)</b>	<b>(Activities selected)</b>
<b>September:</b>	(Required) election of officers and planning upcoming parent activities.
<b>October:</b>	_____
<b>November:</b>	_____
<b>December:</b>	_____
<b>January:</b>	_____
<b>February:</b>	_____
<b>March:</b>	_____
<b>April:</b>	_____
<b>May:</b>	_____
<b>June:</b>	_____

# Froggy Loggy

## Procedure:

1. All families will be informed about how to use the Froggy Loggy by September 30<sup>th</sup> of each school year. Staff may choose to review the Froggy Loggy with families at Open House, the first education home visit or the first parent center meeting of each school year.
2. The Froggy Loggy tracking form will be kept in each classroom. Families will self-report completion of activities and/or UMCHS staff will follow-up with families on home visits about progress in Froggy Loggy activities. Staff will document activity completion in each child's Froggy Loggy and on the classroom Froggy Loggy tracking form. Documentation of completion in the Froggy Loggy is at the discretion of staff and may be a stamp, a sticker, staff initial, etc.
3. Each month at the parent center meeting, families who have completed Froggy Loggy activities in the previous month will be recognized. After completion of their first activity, families will receive a badge and a bead for each activity completed. Please note that families will only receive one badge and then one bead for each cultural area no matter how many activities are completed in each area.
4. The end of the year celebrations at each center should include recognition of participation in the Froggy Loggy program. Certificates for Froggy Loggy participation are available upon request from the main office. Please give a least two weeks lead time for certificate completion. Centers may also choose to give an award such as a globe, map or cultural book to each child who completes the entire Froggy Loggy. This is not required and is a decision to be made by each parent center committee. Please refer to the Parent Center Budget Policy in the UMCHS Parent Handbook.

## Froggy Loggy Evaluation

1. Did you try a new activity because of the Froggy Loggy?
  - a. Yes
  - b. No
  
2. If your answer to #1 is yes, what was the activity?
  
  
3. Which activity did you enjoy the most?
  - a. Would you do this activity again?
  
  
4. Was there an activity you did not enjoy?
  - a. Yes
  - b. No
  
  
5. If your answer to #4 is yes, please explain below.
  
  
6. Is there anything that prevented you from participating in a Froggy Loggy activity?
  - a. Yes
  - b. No
  
  
7. If your answer to #6 is yes, please explain below.

## UMATILLA-MORROW HEAD START, INC VOLUNTEER TRAINING PROGRAM/CAREER LADDERS

### **POLICY:**

Umatilla Morrow Head Start, Inc. volunteer training program is to assist volunteers to obtain experiences that will be beneficial to them in gaining future employment. The program provides on the job training, experience, work discipline skills and habits in a positive environment conducive to experiencing new opportunities. In turn UMCHS, Inc. will be insured that the agency has appropriately trained volunteers working in the program. Volunteers will be asked to commit to a set number of hours of training and volunteer time in the chosen career ladder. At completion of this time, volunteers may ask for letters of references and will receive a certificate of completion.

### **PROCEDURE:**

#### **Volunteers will:**

1. Complete the Program Application
2. Submit to a Criminal Record Check
3. Show Documentation of a TB screen prior to volunteering
4. Complete onsite interview with agency assigned supervisor.
5. Complete tasks for each performance skill of the career ladder in the job position in which they are placed.
6. Attend training and meetings specified by supervising staff that would be beneficial to their career development.
7. Attend evaluation meeting with supervising staff and the Volunteer Manager. At this time a final evaluation will be completed to assess volunteer's performance and show completion of the Volunteer Training Program.
8. Volunteers will fill out a time sheet that will keep track of their volunteer and training hours, making sure that in-kind is credited to the appropriate center.

#### **Staff will:**

1. Recruit volunteers for the Volunteer Training Program/Career Ladders during the following:
  - a. Recruitment
  - b. Enrollment
  - c. Home visits
  - d. Parent Center Meetings
  - e. Community Contacts
2. The Human Resource Director and Component Directors will:
  - a. Screen applicants
  - b. Interview applicants
  - c. Select applicants
  - d. Place volunteers in career ladder positions

The Volunteer Manager and Family Advocates will coordinate the Volunteer Training Program/Career Ladders.

Supervising staff will be the appropriate staff member at the designated placement of the volunteer, they will:

- a. Help devise schedule, outline job duties and develop work plan with the volunteer.
- b. Give technical assistance, on the job training, and complete and review with the volunteer assessment/observations of performance skills monthly and at the completion of the required hours.
- c. Insure that all volunteers sign time sheet at their work areas, and credit in-kind to the proper center

# **VOLUNTEER/CAREER LADDER TRAINING PROGRAM PERFORMANCE SKILLS**

## **COOKS**

Volunteers will need the following performance skills:

1. Experience in purchasing and preparing foods for groups.
  - a. Work with center cooks in kitchen preparing food.
  - b. Participate in scheduled shopping trips with center cooks.
2. Knowledge of early childhood nutrition in the following areas:
  - a. Best practices for feeding infants and young children, including Division of Responsibilities.
  - b. Appropriate serving sizes for young children
  - c. Knowledge of the benefits of breastfeeding
  - d. Knowledge of infant formulas
  - e. Strategies for prevention of childhood overweight
3. Will be familiar with basic food groups and the required components for each meal per Child and Adult Care Food Program Standards
4. Be able to prepare all types of food, including a variety of cultural dishes.
5. Will be able to demonstrate the cooking skills necessary to prepare Head Start menus.
6. Understand and follow Bottle Preparation and Sanitation policies
7. Be familiar with USDA Buying Guide and menu planning sheets.
8. Will be able to accurately complete USDA menu planning sheets and transfer information to shopping list form.
9. Be able to properly sanitize dishes.
10. Maintain a safe and sanitary kitchen.
11. Be able to organize work schedule in order to have meals ready on time and maintain a clean and orderly kitchen.
12. Obtain Food Handlers Card from Oregon Health Division.

## CLERICAL

Volunteers will need the following performance skills:

1. Understand general office procedures.
  - a. Appropriate telephone communication and etiquette with message taking.
  - b. Understanding of how to use the telephone system.
  - c. Filing, copying, greeting clients, use of a 10 key, laminator, and other office equipment.
  - d. Will be able to send out mailings using the postage machine, including different weights and odd sized packages
  - e. Knowledgeable about Frequently Asked Questions, and gives appropriate answers.
2. Knowledgeable about agency programs.
  - a. Basic understanding about Head Start, Early Head Start, USDA, WIC, Child Care Resource and Referral, After School Program, Neighborhood Revitalization, Car Seat Loan Program, and classes that are offered.
  - b. Understanding of organizational matrix, and who is located where.
  - c. Knowledgeable about agency site locations.
  - d. Refers people to the correct program.
3. Knowledgeable of program forms and curriculum.
  - a. Which component uses which forms.
  - b. Where forms are located.
  - c. How to complete forms.
4. Have experience or knowledge with computers and computer applications.
  - a. Will be familiar with current Word and Excel programs.
  - b. Will be familiar with Publisher and Power Point Programs.
5. Demonstrates good customer relations skills and the ability to work effectively with people of different personalities.

## **TEACHER ASSISTANT**

Volunteers will need the following performance skills:

1. Experience in Early Childhood Development and Head Start Preschool and Early Head Start Program.
  - a. Assist teacher in developing a classroom lesson planning and follow a written lesson plan in the classroom.
  - b. Assist teacher in recognizing and have ability to change classroom environment to the needs of the children and the lesson plan.
  - c. Have an understanding of developmental and learning domains for the different age ranges.
  - d. Develop and understanding and practice RIE philosophies in Early Head Start classrooms.
  - e. Have an understanding of educational philosophies and UMCHS philosophies.
  - f. Learn the use of Portage, ASQ, ASQ:SE, and DECA, and assist the teacher in developing written children's goals from them.
2. Learn appropriate Child Guidance Techniques for ages birth through five.
  - a. Have an understanding of social-emotional development for children ages birth through five.
  - b. Understand how to use the Behavior Intervention Guidelines.
3. Familiar with the Education Plan and various components of Head Start, (health, nutrition, social services, parent involvement, mental health)
  - a. Discuss with supervisor the various components of Head Start.
  - b. Attend team meeting if appropriate.
4. Familiar with materials on Early Childhood practices used in our classrooms.
  - a. View and discuss video of Creative Curriculum and complete one classroom project with the Education Manager and teacher.
  - b. Read and discuss Developmentally Appropriate Practices with the Education Manager and teacher.
  - c. Read and discuss Anti-bias Curriculum with the Education Manager and teacher.
5. Build positive relationships with parents.
6. Work cooperatively with team members.



## **BUS DRIVERS**

Volunteers will need the following performance skills:

1. Possess current First Aid and CPR cards.
  - a. Complete required training to receive cards ( 4 hours first aid, 4 hours CPR).
2. Possess a valid CDL and School Bus Certificate for the class of bus driven
  - a. Requires Physical for medical Card and /or permit
  - b. Requires minimum of 15 hours Behind the Wheel training
  - c. Requires Pre-Trip and Driving test
3. Be familiar with UMHS, Inc. Policies and Procedures
  - a. Read and review with Transportation manager
  - b. Receive CORE Training (8 hours) within 120 days of testing.
4. Demonstrate knowledge of emergency bus procedures.
5. Knowledge of child restraints, route planning, bus driving and requirements.
  - a. Will assist in installation of child restraints and route planning/changes
  - b. Will demonstrate appropriate bus driving duties and requirements with supervision by the Transportation Manager.
6. Receive other classroom training pertaining to bus driving as required. (8 hours per year, up to four years)

Volunteers will be evaluated at the completion of, \_\_\_\_\_ reflecting ability to complete above tasks.

## **WIC CLERK**

Volunteers will need the following performance skills:

1. Understand general office procedures.
  - a. Appropriate telephone communication with message taking.
  - b. Filing, labeling, copying and greeting clients.
  - c. Scheduling appointments and directing clinic flow.
2. Knowledge of WIC programs forms and policies.
  - a. Know appropriate use of forms.
  - b. General knowledge of WIC policies and where to locate them.
  - c. Knowledge of foods that can be bought with WIC vouchers.
  - d. Be able to explain to a WIC client how to redeem their WIC vouchers.
  - e. Ensure participants understand their rights and responsibilities prior to signing the Participant Signature form.
  - f. Offers opportunity to register to vote during intake for all adult participants and insures voter registration section is completed on the Participant Signature forms.
  - g. Is able to process completed Voter Registration Forms.
  - h. Have working knowledge of criteria for client referral to the Registered Dietitian.
3. Knowledge of Nutrition in the following areas:
  - a. The basic food groups, serving sizes and servings needed per day for pregnant and lactating women and children.
  - b. The benefits of breastfeeding
  - c. Have a working knowledge of the different types of infant formula.
4. Have experience or knowledge with computers and computer applications.
  - a. Will be familiar with word processing programs.
  - b. Be able to work within the TWIST system in order to complete a client intake, schedule appointments and look up the status of a client's WIC vouchers.
5. Work in cooperation with the Head Start/Early Head Start program to recruit families and children for programs.
6. Work cooperatively as a part of a team.

## MAINTENANCE SPECIALIST

Volunteers will need the following performance skills:

1. Be able to perform general building maintenance.
  - a. Sweeping, vacuuming, and mopping, waxing and shampooing of centers and offices.
  - b. Major and minor repairs that may include small motor and equipment repair, painting, sheetrock repair, plumbing, carpentry, and mending fences.
  - c. Build small structures and materials for classrooms and offices
2. Maintain a healthy and safe outdoor environment at all UMHS, Inc. sites.
  - a. Edge and mow lawns.
  - b. Aerate, fertilize and water lawns and plants.
  - c. Remove and kill weeds
  - d. Understand how to trim trees and shrubs and when to do it.
  - e. Have an understanding of appropriate landscaping for areas that have small children (i.e. poisonous plants, thorny bushes)
3. Maintain Quality Playground Equipment
  - a. Learn Playground safety procedures and state licensing requirements for outdoor play areas.
  - b. Build and/or fix playground equipment.
4. Have an understanding of occupational hazards and safety.
  - a. Know how to mix chemicals and solvents.
  - b. Understanding of MSDS, and what to do in an emergency.
  - c. Know how to operate and maintain equipment in a safe manner (i.e. lawnmowers, weed eaters, chain saws, drills, circular, jig, and hole saws).

## **RECRUITMENT SPECIALIST**

Volunteers will need the following performance skills:

1. Learn Performance Standards regarding recruitment and enrollment.
2. Understand Recruitment, Selection, and Enrollment Policies and Procedures.
  - a. Understand and abide by Non-Discrimination Policy.
  - b. Can complete income verification.
  - c. Understand recruitment protocol and paperwork.
3. Complete recruitment home visits.
  - a. Understand agency programs and program options.
  - b. Have knowledge of community resources, and how to make referrals to community agencies.
  - c. Understand health requirements and immunization policy.
4. Understand ERDC and how to help families apply.
5. Understand the waiting list and prioritization of applicants.

## **COURT APPOINTED SPECIAL ADVOCATE (CASA)**

Volunteers will need the following performance skills:

1.
  - a. Appropriate understanding of family court timelines
  - b. Understanding the type of hearing.
  - c. Knowledgeable about Proper Court Etiquette.
  - d. Ability to communicate with Citizen Review Board
2. Knowledgeable about Child Welfare System
  - a. Understanding of child welfare law
  - b. Knowledgeable about the child welfare office
3. Ability to effectively communicate.
  - a. Effectively communicate with individuals involved with the child.
  - b. Ability to write a court report
  - c. Advocate for best interest of the child in meetings.
4. Knowledgeable about community resources, example.
  - a. Understanding of alcohol/drug and mental health treatment services

## **COURT APPOINTED SPECIAL ADVOCATE (CASA) CLERICAL**

Volunteers will need the following skills:

1. Knowledgeable about CASA Program
  - a. Basic understanding of CASA Program and Training
2. Understand general office procedures
  - a. Appropriate telephone communication and etiquette with message taking
3. Knowledgeable about Data Tracking System
  - a. Ability to enter case information into system



**VOLUNTEER APPLICATION**  
**UMATILLA-MORROW HEAD START, INC.**  
**110 NE 4<sup>TH</sup> ST.**  
**HERMISTON, OR 97838**

**PHONE: (541) 564-6878**

**FAX: (541) 564-6879**

(Answer All Questions - Please Type or Print Clearly)

**PERSONAL INFORMATION:**

NAME: \_\_\_\_\_ PHONE (Home/Cell) \_\_\_\_\_ (Message) \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_

STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_

Date of birth: \_\_\_\_\_

**AREA OF INTEREST:**

<input type="checkbox"/>	<b>Teacher Assistant</b>	<input type="checkbox"/>	<b>Bus Monitor</b>	<input type="checkbox"/>	<b>Clerical/ WIC Clerk</b>
<input type="checkbox"/>	<b>CASA Advocate</b>	<input type="checkbox"/>	<b>Cook Assistant</b>	<input type="checkbox"/>	<b>CCR&amp;R Trainer</b>
<input type="checkbox"/>	<b>SMART Reader</b>	<input type="checkbox"/>	<b>Health Resource Assistant</b>	<input type="checkbox"/>	<b>Maintenance Specialist</b>
<input type="checkbox"/>	<b>Healthy Start Volunteer</b>	<input type="checkbox"/>	<b>Mentor</b>	<input type="checkbox"/>	

Other areas interests or talents that you would like to share: \_\_\_\_\_

I am a (check one)  Community Member  Parent

**EDUCATIONAL TRAINING:**

<b>NAME AND LOCATION</b>	<b>YEARS OF ATTENDANCE</b>	<b>DIPLOMA, CERTIFICATE OR DEGREE RECEIVED</b>
Elementary School:		
High School:		
College or University:		

**HOURS AND DAYS AVAILABLE:**

Hours Available	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Morning							
Afternoon							
Evening							

**PROCEDURE: To volunteer in the Umatilla-Morrow Head Start, Inc. programs:**

- M. Complete the Program Application
- N. Submit to a criminal record check
- O. Complete an onsite interview
- P. Show documentation of a TB screen before volunteering

<b>EQUAL OPPORTUNITY</b>	<b>DRUG-FREE WORKPLACE</b>	<b>AMERICANS WITH DISABILITIES ACT</b>
UMCHS, an equal opportunity employer, complies with provisions of all Federal and State statutes relating to nondiscrimination, such as Fair Practices Act, section 504 of the rehabilitation Act, and Title IX Regulations.	UMCHS is committed to maintaining a drug-free workplace and strictly complies with the Drug-Free Workplace Act of 1988.	UMCHS complies with provisions of the Americans with disabilities Act of 1990. Reasonable accommodations for the application and interview process will be provided upon request and as required. Disabled persons may contact the Personnel office for additional information or assistance.

I authorize Umatilla-Morrow Head Start, Inc (UMCHS) to seek all information relative to my Application for Career Ladders and candidacy. I further authorize past employers or anyone with information about my history, education and qualifications to provide such information to UMCHS in response to their inquiry. I agree to hold harmless from any liability (suit, claim or other action) anyone supplying such information. The statements made by me in this application are true and complete to the best of my knowledge. I understand that any willful misstatements or material omission on this application will be considered sufficient cause to disqualify me for volunteer opportunities with UMCHS.

Applicant Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **UMATILLA MORROW COUNTY HEAD START, INC. BUDDY EXCHANGE**

Networking is an important part of the programs of Umatilla Morrow County Head Start, Inc. The Buddy Exchange process provides parents and staff an opportunity to visit and observe other centers within the agency or other Head Start programs throughout the state. The Buddy Exchange is designed to be a learning experience and center teams are encouraged to plan a buddy exchange each year.

### **PROCEDURE:**

1. The Family and HS/EHS Director and /or Family Advocate will inform staff and parents about buddy exchange as well as resources and special activities being done within our program.
2. Buddy exchanges will include at least one parent with each center team.
3. To request a buddy exchange, center teams will complete the Buddy Exchange form.
4. The Buddy Exchange must be approved by the Center Team Leader and the Administrative Team.
5. If funding for the Buddy exchange outside of the agency is necessary, center teams will request funds through the training committee, completing a Request for Training form.
6. Participants choosing a Buddy Exchange within our program have the choice of visiting a center on a classroom day or on a Parent Committee Meeting Day. If they choose a classroom day; they have the choice of one of the outlying centers (Grant Co., Wallowa Co., Tri-County, Heppner), or three of the centers on the east and west end of Umatilla and Morrow counties.
7. Adequate transportation can be provided depending on the size of the group and will be arranged through the Team Leader.
8. Child Care for the buddy exchange will be decided by the parent committee of the center.
9. If the buddy exchange will involve being gone over the lunch hour, all participants will be responsible for their own lunch.
10. At the completion of the buddy exchange, the team will complete a Buddy Exchange Evaluation and submit a copy to the Family and HS/EHS Director.



**UMATILLA-MORROW COUNTY HEAD START, INC.**  
**BUDDY EXCHANGE REQUEST FORM**

Networking is important! Buddy Exchanges give parents and staff an opportunity to visit and observe other Head Start programs, and centers within our own agency. Training money is available upon request for an exchange outside our program.

Date of Exchange: \_\_\_\_\_

Names of Parents and Staff Going on the Exchange: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Place of Exchange: \_\_\_\_\_

\_\_\_\_\_

What are you going to observe?

- Early Head Start Classroom
- Head Start Classroom (please specify model)
- Social Services
- Health and Safety
- Mental Health Services
- Administrative Services
- Parent Involvement
- Other (please specify) \_\_\_\_\_

Are you requesting training funds?      Yes      No   Please explain \_\_\_\_\_

\_\_\_\_\_

**Approved by:** \_\_\_\_\_      **Date:** \_\_\_\_\_

(Team Leader)

**Approved by:** \_\_\_\_\_      **Date:** \_\_\_\_\_

(Executive Director)

**UMATILLA-MORROW COUNTY HEAD START, INC  
BUDDY EXCHANGE EVALUATION**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

PLACE OF EXCHANGE \_\_\_\_\_

Who went on the Buddy Exchange?

---

---

---

Where did you go to observe and what did you observe that would help you or someone else in our program?

---

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---

---

How are you going to implement this into the program? (Specifically to your job duties at Head Start or as a parent)

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---

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---

---

Why would you recommend a Buddy Exchange to other staff members or parents?

---

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---

---

## **Umatilla-Morrow County Head Start Male Involvement**

### **Policy:**

The focus of Male Involvement at UMCHS is to increase male and family involvement through leadership training, parenting classes, literacy programs and other activities men enjoy. Staff and parents are encouraged to develop and implement strategies to increase male participation in parent center meetings, classroom, policy council and other UMCHS functions.

### **Procedures:**

1. Center staff and Volunteer Manager will discuss and present male involvement program during parent center meetings.
2. Parents and staff will implement strategies to increase male involvement at parent center meetings, policy council and other UMCHS programs.
3. HS/EHS sites will increase collaboration and coordination within the community regarding male involvement.
4. Parents and staff will assess male involvement participation throughout the current school year and turn in the Male Friendly Environment Assessment to Volunteer Manager.

## **Father-Friendly Environmental Assessment**

The Father-Friendly Environmental Assessment is designed to help prepare you for father participation in your classroom. Your response will help you have a better understanding of where you are in the process of creating father friendly environments. If your points fall below 5 you may want to consider adding male involvement goals to center action plan.

---

*Directions: Walk through your center and complete the following assessment. If you are a woman, it might be helpful to take a man with you.*

*Scoring:            2 points for having achieved this goal  
                         1 point for some progress made  
                         0 points for no action taken yet*

### **A. First Impressions** \_\_\_\_\_

The initial reception area is free of signs or posters that would be possibly intimidating for men, e.g., domestic violence posters that target men as batterers. The name of the agency is neutral or inclusive of men. The receptionist is warm, friendly, and comfortable with men and fathers participating in program activities.

### **B. Physical Landscape** \_\_\_\_\_

All visual materials include men and fathers of varied racial and ethnic backgrounds in positive roles; posters have positive, non-stereotypical messages. Magazines and brochures are relevant to both men and women. Materials are available in the home languages of the families.

### **C. Role Models** \_\_\_\_\_

There are men present in the agency, including male staff working with parents and children in roles other than as van driver, cook, janitor, and accountant.

### **D. Linguistic Landscape** \_\_\_\_\_

Verbal and nonverbal language and cues avoid stereotyped generalizations about men; there is no joking or humorous conversation where men/fathers are the butt of the joke; there are no informal negative conversations about men to be overheard.

### **E. Materials/Activities for Parents** \_\_\_\_\_

Equipment, resources, and types of parenting activities are diverse and relevant for both fathers and mothers. Specific brochures/publications are provided for fathers, and non-custodial fathers are recognized. Referral lists include services for fathers as well as mothers. Fathers are involved in planning and implementing fatherhood involvement programs and other activities for the agency.

## **F. Communication and Roles** \_\_\_\_\_

Men in the agency, whether staff or fathers, are listened to with open minds; their ideas are considered thoughtfully. Differences in male/female communication styles are understood and respected- men are not expected to communicate exactly like women. Men are appreciated in both traditional and non-traditional roles. They are not asked to do all of the heavy labor tasks (but are appreciated if they volunteer to do these things). Their ability to be effective and appropriate in their interaction with young children is recognized.

## **G. Interaction with Parents** \_\_\_\_\_

Mothers and fathers get equal respect and attention from staff. Fathers are addressed by name in their primary language, if possible. The staff expects fathers to be involved, welcomes them warmly, recognizes and respects differences in male and female parenting styles, and avoids “correcting” fathers as they interact with children.

## **H. Classroom Environment** \_\_\_\_\_

Father-friendly children’s books, including non-fiction, are available. Pictures, posters, and other visual materials show fathers at work and at home. Materials are available that fathers might enjoy using with young children. Curriculum topics and learning experiences are chosen to appeal to men. Stereotypic presentations of men in books, posters, toys, or conversation are avoided.

**TOTAL SCORE** \_\_\_\_\_

**Rating: 0-5** just beginning **6-10** in process **11-14** Almost There

**15-16** Congratulations

Using this information above please write a brief explanation to increase father involvement or parent involvement at your center:

**UMATILLA-MORROW COUNTY HEAD START  
MALE INVOLVEMENT PARENT CENTER ACTIVITIES  
Idea List**

**Father and family Involvement**

**Involucración de Padre y Familia**

<b>Food Activities:</b>	<b>Actividades con Alimentos:</b>
Taco feed (any kind of feed in that matter)	Comida de Tacos (o cualquier otra comida)
Dad cake sale/cake walk	Los Papás venden pasteles/juego de caminata para ganar un pastelito
Fathers breakfast group	Grupo de los Papás se reúnen para desayunar
Family Picnic	Día de campo familiar
B-B-Q	Parrillada
Food eating competition	Competencia de comer comida
Can food drive	Recaudación de Alimentos enlatados
<b>Sporting &amp; other out of door activities:</b>	<b>Deportes y otras actividades al aire libre:</b>
Soccer	Fútbol
Basketball	Balón Cesto
T-ball	T-ball (pelota en T)
Flag football	Balompíe de bandera
Super Bowl Sunday Activity	Actividad de Súper Bowl del Domingo
Bowling	Boliche
Roller skating	Patinando
Ice skating	Patinar en el hielo
Hiking trip	Paseo para ir a escalar
Golfing	Golf
Fishing trip	Viaje de ir a pescar
Track and field day	Día de juego de carreras y día de campo
Board game day-Bingo, checkers, etc.	Juegos de mesa-Lotería, Damas, etc.
Relay races-jumping in sack, tug a war, leg race	Carreras de relevos-brincar con sacos, guerra de jalar la sogá, carrera de tres piernas
Volleyball	Voleibol
Tennis	Tenis
<b>Maintenance and Repair work around center:</b>	<b>Trabajo de Mantenimiento y Reparación alrededor del centro:</b>
Creating bird boxes	Construir casitas para pájaros
Fixing toys and play ground equipment	Arreglando juguetes y equipo del patio de recreo
Painting	Pintar
Clean up park day or clearing yards-senior homes	Día para limpieza del parque o limpiar el jardín-de casas de ancianos
Soap box car	Formar un carro de una caja de jabón
Model Repair—cars, boats, houses, trains	Reparación de Manualidades—carros, lanchas, casas, trenes
Bike & Ride repair day	Día de montar en bicicleta y reparación
<b>Other Ideas:</b>	<b>Otras Ideas:</b>
Early childhood certificate classes	Clases para certificado en Niñez Temprana
Father and Family Retreat	Retiro de Padre y familia
Father to Father Mentoring program	Programa de Mentor de Papá a papá
Community service projects	Proyecto de servicio para la comunidad
Music presentation	Presentación de música
Civil service attend class—police officer, fire fighter presenting info.	Servicio civil, asistir a clase—oficial de policía, un bombero presentando información
Yard & Garage sale	Venta de patio y garaje
Movie Night	Noche de Película

Father Day activity	Actividad para el día de los papás
Father Involvement library	Biblioteca de préstamo para el papá
Radio station discussion (Dad show)	Platica por estación de radio (programa para el papá)
<b>Activities offered to all sites:</b>	<b>Actividades que se ofrecen en todos los sitios:</b>
Reading at school with a child	Leer con un niño en la escuela
Parenting education class—Incredible Years	Clase de Educación para padres—Los Años Increíbles
Leadership Training—Free to Grow	Entrenamiento de Liderazgo—Libre para Crecer
Wellness Day	Día de Bienestar
<b>Activities that will be offered to all sites:</b>	<b>Actividades que se ofrecerán en todos los sitios:</b>
Parenting groups. Topics include: co-parenting skills, discipline with consistency, step-parenting	Grupo para padres. Temas incluye: habilidades para ser co-padres, consistencia con la disciplina, ser padrastro/madrastra