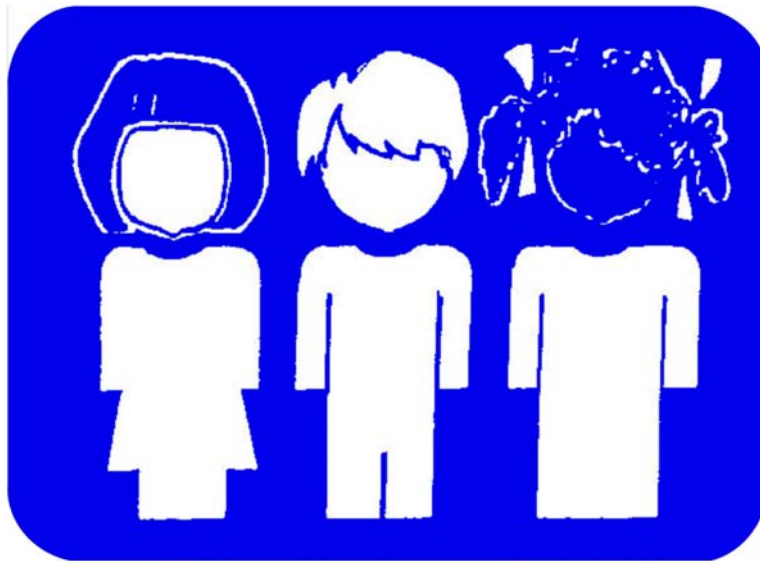


PARENT INVOLVEMENT HANDBOOK



"The Nations Pride"

HEAD START

**PARENT INVOLVEMENT
TABLE OF CONTENTS**

TIMELINE.....	(Social Services, SS-4)	
WELCOME TO HEAD START		3
PARENT COMMITTEE MEETING PURPOSE & PROCEDURES.....		4-5
Chairperson and Vice-Chairperson Job Descriptions		6
Secretary and Treasurer Job Descriptions.....		7
Policy Council Representative Job Description.....		8
PARENT ACTIVITY FUND PURPOSE & PROCEDURES.....		9
Parent Activity Fund Request Form		10
Parent Fund Budget.....		11
FUNDRAISERS PURPOSE & PROCEDURES.....		12
Fundraiser Plan Form.....		13
PARENT TRAINING PLAN PURPOSE & PROCEDURES.....		14-15
Parent Train Plan Form.....		16-17
List of Possible Topics and Activities		18-19
CENTER ACTION PLAN PURPOSE & PROCEDURES.....		20
Center Action Plan Form		21
POLICY COUNCIL PURPOSE & PROCEDURES.....		22
Policy Council Representative Job Description.....		23-24
Policy Council Office Letter of Intent Form.....		25-26
Policy Council Incentives (Froggie Dollars)		27
BUDDY EXCHANGE PURPOSE & PROCEDURES.....		28
Buddy Exchange Request Form.....		29
Buddy Exchange Evaluation Form.....		30
PARENT EDUCATION PURPOSE & PROCEDURES.....		31-32
Parent Education Request Form.....		33
Parent Education Evaluation Form.....		34
MALE INVOLVEMENT PURPOSE AND PROCEDURES.....		35
Male Involvement Program		36
Male Involvement Activity Idea List.....		37-38
Male Involvement Interest Survey.....		39
Overall Parent Involvement Evaluation.....		40
AHOW ARE WE DOING@? –SURVEY PROCEDURES		41
How are We Doing? Parent Survey		42-43
How are We Doing? Parent Survey Part 2.....		44-47
Community Input Survey.....		48-50
VOLUNTEER APPLICATION		51

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

POLICY:

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, 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 begin.
2. An invitation will be mailed to families by the Family Advocate 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

In 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
 - Bloodborne 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.

**UMATILLA MORROW COUNTY HEAD START, INC.
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 elect, from the center parents, officers to 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:

- All Teachers, Child and Family Advocates, and Family Advocates will attend the scheduled Parent Committee. 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 translations when requested.
- A Center Parent Committee will be scheduled within the first month of school that is convenient for the majority of the center families.
- An invitation with an agenda will be sent to each family explaining the purpose of the Parent Committee meeting and what will take place.
- The agenda of the first Parent Committee 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.
- Parent Committee officers will include but are not limited to the Chair, Vice-chair, Secretary/Treasurer, one Policy Council Representatives and one Policy Council Alternate.
- All Parent Committee officers will be elected before the first Policy Council meeting of the program year.
- 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 Family and Community Development Director(FCDD).
- The Parent Committee will develop the parent training plan and submit a copy to the Family and Community Development Director. If changes occur in the plan throughout the year, the plan will be updated and submitted to the FCDD. All parents will have input into the parent training plan and receive a copy when completed.
- Family Advocates and Child and Family Advocates will work with each center team and committee in developing training and special events.
- Parent Committee 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 other month.
- Parent Committee will submit a parent activity budget to the Policy Council.
- Parent Committee will submit Fundraisers to the Policy Council for approval.
- The Team Leader (part day programs) or Family Advocates (full day programs) will complete the Parent Center Committee Report and submit it to the Family and Community Development Director after each meeting.

**UMATILLA MORROW COUNTY HEAD START, INC.
GUIDANCE FOR CENTER PARENT MEETINGS**

OBJECTIVES AND OUTCOME

To ensure a successful year of developing a sense of community at each of UMCHS centers, all staff 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, Male Involvement Coordinator and Bilingual Outreach Coordinator 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 and support other center parents.
- Each center will facilitate and ensure communication to/from UMCHS Policy Council to share and exchange information
- Each Center meeting will involve parents and teachers in curriculum planning and activities.

As you plan your Center's 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 meal together and have ready for the meeting. Please consult with the Health/Nutrition Director for possible suggestions for healthy snacks and meals. 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 involvement 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 and/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/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; ie. 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 meeting or to visit the center.
- Nominate parents and /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, a father who does auto mechanics could 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 scrapbooking, sewing, cooking, or home maintenance.

Facilitating and ensuring communication to/from Policy council

- Review Policy Council minutes/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 they wanted to attend. Staff will need to notify the Hermiston Operations Director so parent will be welcome at the meeting.
- Putting 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, ie 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; ie. 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 requests 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 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
- Computer use in the classroom

CENTER PARENT MEETING PREPARATION

Center _____ Date of Meeting _____

AGENDA DEVELOPMENT

Each center will develop a sense of community

Center parents have an opportunity to meet and talk with, and support other center parents

Each center will facilitate and ensure communication from/ to Policy Council, sharing and exchanging information

Each center will involve parents and teachers in curriculum planning and activities

**UMATILLA-MORROW COUNTY HEAD START, INC.
PARENT COMMITTEE OFFICERS AND DUTIES**

CHAIRPERSON

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

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.

VICE CHAIRPERSON

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

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 majority of center parents in attendance at time of voting
(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 majority of center parents in attendance at time of voting
(This position can be combined with secretary position.)

RESPONSIBILITIES:

- Attend monthly Parent Committee meetings.
- Is responsible for all of the group's 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 majority of center parents in attendance at time of voting

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.

**UMATILLA-MORROW COUNTY HEAD START, INC.
PARENT ACTIVITY FUND**

POLICY:

Federal/State Parent Activity Funds are distributed through the Policy Council to the Center Committees. The Parent Activity Fund budget is to be used for personal enrichment of the parents, including educational, social, and recreational activities. If a center designates funds for an entertainment activity, the Policy Council requires justification of how that activity would enhance parents. Parent Activity Funds are budgeted at the rate of \$175/one and two classroom centers, and \$225/three classroom centers. The budgeted use of these funds must be submitted to the Policy Council and approved by the body prior to expenditure. The Policy Council's role in budgeting approval for Parent Activity Funds is intended (as per federal guidelines), as a preliminary practice for the federal budget procedure:

- Make a plan
- Receive money
- Make revisions

PROCEDURE:

Each center committee will develop a center parent fund budget.

The completed parent fund budget is due for Policy Council approval at the October Policy Council.

All line item amendments to center parent activity fund budget must be approved by Policy Council prior to fiscal changes being made locally.

All detail changes within line items do not need Policy Council approval provided the cost has not changed.

Center Policy Council Representatives are responsible to check each month with their center regarding any parent activity fund revisions which should be presented to the Policy Council.

Parent activity funds are accessed by using the request for Parent Activity Funds form.

Federal/State Parent Activity Funds cannot be used for the following:

- Classroom activities and supplies
- Gifts & Door Prizes
- Class Pictures
- Purchase of Alcohol
- Supplement Fundraisers

Money from Fund Raisers is put into the Parent Activity Fund, but it is considered Non-Federal Funds. For use of Fundraising money, see Fundraisers, REQUEST FOR PARENT

Parent activity funds must be spent by May 17 of each program year. Parent activity funds not expended will become part of the general agency funds.

**UMATILLA-MORROW HEAD START, INC.
POLICY COUNCIL FUND
ACTIVITY FUNDS REQUEST**

I wish to request funds from _____ 's parent activity fund.
(center)

For the amount of \$_____.

Please make check payable to: _____

Address: _____

In Payment of (full description): _____

Date approved by Parent Committee _____

In consideration of receiving this check, I understand that I must turn in all receipts and any unused portion of the check, and they must be equal to the value of the check or I will be responsible for reimbursing the account the amount of the check.

Parent Committee Chairperson _____

Center Staff _____

FOR OFFICE USE ONLY	_____Account
	Paid by check # _____
	_____ (check amount)
	_____ (receipts returned)
	_____ (balance due to account)
Executive Director/Operations Director _____	

PARENT FUND BUDGET

CENTER: _____ DATE: _____

AMOUNT OF BUDGET: _____

LINE ITEM	AMOUNT	DETAIL
Personnel (childcare)		
Supplies		
Food		
Transportation		
Training		
Other: Specify		
TOTAL		

UMATILLA-MORROW COUNTY HEAD START ACTIVITIES WHICH RAISE FUNDS

POLICY:

Umatilla-Morrow County Head Start depends on community support and appreciates the efforts of parents involved in raising funds. Fundraising events accomplish a few objectives. First, they increase the parent activity funds for centers, and they increase community awareness. Furthermore, fundraising can be a great deal of fun for parents and staff who are involved. It is important to be aware that parents and staff involved in fundraisers are representing the program and need to remember the guidelines for fundraising.

PROCEDURE:

All centers must complete a Fundraiser Plan form and have it approved by Policy Council prior to the Fundraising event.

- Money from fundraisers must be used for a specific purpose and be advertised as such.
 - All expected donations must be documented on the Fundraiser Plan form.
 - All advertising planned must be submitted with or explained on the plan for approval by the Director.
 - Fundraisers will not consist of the selling of candy or solicitations from businesses.
 - Fundraising events will not be related to a holiday theme.
1. All money received from fundraisers will be turned into Area Directors within five working days of the activity.
 2. Money from fundraisers will be put into the center's Parent Activity fund, but is considered Non-Federal/State funds.
 3. Fundraising money can be accessed by using the *Request For Parent Activity Funds* form.
 4. All money from fundraisers must be spent by May 17, funds not used after this date become general agency funds.
 5. Non-Federal/State fundraising funds cannot be used for the following:
 6. Gifts & Door Prizes
 7. Purchase of Alcohol
 8. No Federal/State money can be used in support of a fundraiser.
 9. All donations for and time spent by parents during the fundraiser is considered in-kind, and appropriate in-kind sheets will be completed.

**UMATILLA-MORROW COUNTY HEAD START
ACTIVITIES WHICH RAISE FUNDS PLAN**

Center _____

Contact Person _____ Phone # _____

Date & Time of Event _____

Location of Event _____

Fundraising activity planned _____

Specific Purpose money from Fundraiser 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.*

FOR OFFICE USE ONLY	
PC Approval _____	Chairperson
	Date _____

**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 and 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:

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.

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 Training.

Parent input on training is gathered by staff during home visits, from information obtained at recruitment and enrollment and during Parent Committee meeting.

Send completed copy of Parent Training Plan to the Family and Community Development Director by October 31st.

All center parents will receive a copy of the Center Parent Training Plan and a copy will be posted on the parent bulletin board.

A copy of the Staff Training Plan will be posted with the Center Parent Training Plan so they can attend training of interest.

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 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
- 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

The Parent Training Plan will reflect parents= request for information, training and education. Center staff will be responsible to define each of the requirements to the Parent Committee.

**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 required topics 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.

Orientation to Policy Council, program governance, and shared decision making:

Pedestrian Safety:

Information on Family Literacy:

Orientation to Mental Health Issues and resources:

Child Abuse and Neglect:

Child Training and Developmental needs:

Training/incidental Learning:

Dental Health:

Health:

Nutrition/Budgeting/ food preparation:

Buddy Exchange:

Parent Requests:

Listed below is an explanation for the above topic 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 on the educational 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 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
- 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

POSSIBLE TOPICS AND ACTIVITIES FOR PARENT COMMITTEE**Child Growth and Development**

- Your child: infant to age five
- The school age child
- Sex education
- Using community youth services
- Behavior management
- Discipline and setting limits
- Nutrition needs of young children
- Sibling rivalry

The Parent As Educator

- Trips to take
- Games to make and play
- Toys to buy and make
- Using home materials
- How to help in the classroom
- Importance of TV
- Songs, nursery rhymes and stories
- The value of play
- Early stimulation of infants

Consumer Education

- Stretching the food dollar
- Consumer resources
- Installment buying, loans, checking and saving accounts and credit cards
- Do-it-yourself home repairs
- Income tax preparation

How To Get A Job

- Reading want ads, writing resumes, and going for interviews
- Good grooming
- Literacy and basic education
- Civil service test preparation
- High school equivalency diploma
- Physical fitness
- English as a second language

Family Life

- Family planning and sex education
- Dealing with divorce and death
- Handling stress
- Family counseling services

Policy Groups

- Policy making procedures
- Parliamentary procedures
- Duties of the Officers
- Head Start terminology
- Guidelines and policies
- Agendas and budgetary planning
- Developing program proposals
- Component Planning Committees

Classroom Participation

- Observation techniques
- Role of volunteers
- Skills in working with children

Staff Recruitment:

- Guidelines for hiring
- Interviewing techniques

Suggested Activities

- Workshop on developing positive ethnic identity
- Setting up a lending library of toys, books, records, and dress-up kits
- Session on hair cutting and styling
- Sewing classes for the fabric store
- Home management and repair, invite a dry cleaner to talk about spot removal, local hardware store to offer class on home repairs
- Monitoring supermarket prices have the grocery store come and explain how pricing is done
- Car repair, have a local mechanic demonstrate basic maintenance
- Spanish class for non-Spanish speaking parents
- Gardening, have a nursery come and discuss gardening in a small space
- Cooking class
- Hobby demonstration and display, parent led
- Fire safety, have local fire station talk about fire prevention
- Craft class taught by parents
- Everything you want to know about.....
- Exercise class
- Demonstration on canning and freezing fresh food
- Flower arranging workshop
- Making a quilt demonstration

**UMATILLA-MORROW COUNTY HEAD START, INC.
PARENT INVOLVEMENT CENTER ACTION PLAN**

POLICY:

All staff of Umatilla Morrow County Head Start, Inc. are responsible for implementing the Parent Involvement Program. The Parent Involvement Center Action Plan gives parent and staff at each center the opportunity to have input into the Parent Involvement Program of the agency, and helps them set goals to expand parent involvement at their center.

PROCEDURE:

1. Center staff will introduce the Parent Involvement Center Action Plan to the Parent Committee by the November meeting.
2. At the November parent committee meeting brainstorm ideas to expand parent involvement at the center.
3. Family Advocates, Family Advocate/Parent Involvement Coordinator, Family and Community Development Director will be available for assistance to centers in developing their plan.
4. Each center will complete a Parent Involvement Center Action Plan by their January Parent Committee meeting.
5. After completion, a copy of the plan will be submitted to the Family Advocate/Parent Involvement Coordinator and the Family and community Development Director.

**UMATILLA-MORROW COUNTY HEAD START, INC.
PARENT INVOLVEMENT CENTER ACTION PLAN**

Please complete the following Center Action Plan for by your January Center Day meeting. This form will be used to help expand parent involvement in each center and program-wide. Please make a copy and turn it into the Family Advocate/Parent Involvement Coordinator and the Family and Community Development Director

I. What are three new strategies that our program or your center would like to implement to expand parent involvement for this year or the upcoming year.

1)

2)

3)

II. What is necessary to accomplish these plans? Who will be responsible?

III. What kind of support do you need from the Family Resource Specialist/Parent Involvement Coordinator, or other staff members within the program, to accomplish these plans?

IV. Please add anything else you think might be helpful.

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 communication.
- 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, PCC, 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 11:30 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 fundraiser that is being done at the center level, prior to the activity.

**POLICY COUNCIL OFFICE
LETTER OF INTENT**

PURPOSE: To assist Policy Council members in making a more informed decision for officers.

PROCEDURE:

Complete *Letter of intent to run for Head Start Policy Council Office.*

Bring to the October Policy Council Meeting.

Be prepared to make a brief presentation of why you would make a good officer.

OPTIONAL - Bring to October Policy Council Meeting

LETTER OF INTENT TO RUN FOR HEAD START POLICY COUNCIL OFFICE

Name _____ Center _____

I want to put my name in nomination for the following office: Please run for just one office.

President

Vice-President

Secretary

Treasurer

Two-year Representative to Oregon Head Start Association

Please be prepared to make a brief speech, i.e. 2 to 3 minutes, of why you would be a good officer.

My experience and/or training for the above office included the following:

Why I am interested in the above office:

**UMATILLA-MORROW HEAD START, INC.
POLICY COUNCIL “FROGGY DOLLARS”**

PURPOSE: To help keep representation at Policy Council meetings high, from all centers

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 inkind 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 COUNTY HEAD START, INC.
BUDDY EXCHANGE**

POLICY:

Networking is 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:

The Family and Community Development Director and /or Male Involvement Coordinator will inform staff and parents about buddy exchange as well as resources and special activities being done within our program.

Buddy exchanges will include at least one parent with each center team.

To request a buddy exchange, center teams will complete the Buddy Exchange form.

The Buddy Exchange must be approved by the Center Team Leader and the Administrative Team.

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.

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.

Adequate transportation can be provided depending on the size of the group and will be arranged through the Team Leader.

Child Care for the buddy exchange will be decided by the parent committee of the center.

If the buddy exchange will involve being gone over the lunch hour, all participants will be responsible for their own lunch.

At the completion of the buddy exchange, the team will complete a Buddy Exchange Evaluation and submit a copy to the Male Involvement Coordinator and the Family and Community Development 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?

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

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

**UMATILLA-MORROW HEAD START, INC
PARENT EDUCATION**

POLICY:

UMCHS, Inc. Parent Education classes provide a forum for parents to feel secure to explore their social interactions, self-esteem and parenting skills. A facilitator will moderate discussions and introduce parent education material. Parents will be given an opportunity to learn new interpersonal skills, improve self esteem, enhance parenting skills and gain knowledge about child development. They will be encouraged to explore those new skills in a safe environment. Parents will enhance their ability to seek out and use resources, as they improve their problem solving and social networking skills. They will be encouraged to explore those new skills in a safe environment. Parents will enhance their ability to seek out and use resources, as they improve their problem solving and social networking skills.

PROCEDURE:

Parent Education classes/support groups are scheduled throughout the year in the communities served by Umatilla Morrow County Head Start, Inc.

Classes/Groups are opened to any parent and/or significant other in Umatilla Morrow County Head Start, Inc. programs and in the community.

The primary focus of the parent education/support groups will be for parents of children 0 to 5 years.

Curricula available to provide parent education by the facilitators are:

- Steps to Excellence for Personal Success, Pacific Institute
- The Incredible Years (The Parents and Children Series videotapes), Carolyn Webster-Stratton
- Teaching Parents of Young Children, Child Welfare League of America
- Breaking Barriers
- Teen Peer Leadership Curriculum
- Developing Capable People
- Parenting for a Positive Future
- 1, 2, 3, 4, Parents!
- Learning and Growing Together
- Temperament Talks
- Power of Play
- Love and Logic

The Family and Community Development Director and/or the Family Advocates will network with existing community agencies to develop a method of making parents aware of all parenting opportunities available within the community.

The Family Advocates will provide a brochure/flyer explaining available curricula and referral form to community agencies for referring families to Umatilla Morrow County Head Start, Inc. parent education groups.

Family Advocates will provide the Child and Family Advocates and teachers with information about Parent education opportunities to share with parents on home visits and parent meetings.

The Child and Family Advocates/Teachers will refer families interested in parent education groups to family advocates; giving name, phone number, parent=s area of interest and best time for parents to meet.

Times and places of the parent education/support groups will be determined by the majority of the parent=s needs.

Family Advocates will contact referred families to inform them of the time and place for groups and to answer any parent questions.

The Family Advocates in conjunction with community agencies and parents will implement and facilitate the parent education and support group.

At the conclusion of the parent education/support group, the Family Advocates will assess with participants the curriculum/topics presented.

The Family Advocates will assess with the Child and Family Advocate/Teacher and/or community referral agency the progress or concerns of each participant, letting them know of possible areas of follow up.

If a family is referred from the community, the Family Advocate will discuss with agencies what procedure is appropriate for documentation.

UMCHS Parent Education Helping Parents Take Time

What your child learns from you lasts forever!!! DON'T TAKE A CHANCE...TAKE TIME to add to the parenting skills you already have through parent education.

Take time to talk about the good things in your child's life. Take time to remember how you liked to be treated when you were a child. Take time to think about how you might sound to your child when you're talking to him. Take time to think about what your child will remember when they are grown. Take time to learn what tasks and behaviors can be expected from your child at that age. Take time to really listen to what your child is trying to tell you. Take time to explain why a behavior is wrong. Let the child have time to think about it and learn problem solving skills. Take time to let your child pick one thing to buy at the store from choices you offer.

Parent Education offers tips and tools all parents can use. Take time now to let us know how we can best assist you in how you take time.

Date initiated _____

Parent Name _____

Address _____

Phone # Home _____ Work _____

Head Start Classroom that child attends _____

Check areas of information or topics that are of interest to you:

Parenting

- Understanding Your Potential
- Sibling Rivalry
- Ages & Stages of Growth & Development
- Open Family Communication
- Play - things to make & do at home
- Positive Discipline
- Building Self-Esteem-Parent &/or Child
- Discipline and guidance
- Other _____

Personal/Professional Development

- Cooking/Nutrition
- Sewing
- Handy work/fix it skills
- Computers/Word processing
- Budgeting
- Time Management
- Stress Reduction

What do you need to participate in a parent education program? Transportation

Child Care Other _____

What is the best time for you to participate in a parent education program? Please state the day of the week and the time of the day.

**Umatilla Morrow Head Start, Inc.
Parent Education Evaluation**

Training _____ Date _____

Your ideas, thoughts and feelings about the training are important to us. We use this information to improve our presentations in the future. Please complete this evaluation and return it to the presenter. All of your suggestions are appreciated.

How did you hear/learn about this training? PSA, TV, Radio, or Newspaper Flyer
 Agency Staff Agency Newsletter Other _____

2a. What did you want to gain from this training?

2b. Did the training meet your needs?

3a. Please describe briefly how the training was helpful to you?

3b. Is this a training you would recommend to others? If so, why?

4a. Are there other classes/topics we could offer that would be helpful to you?

4b. Are there any unanswered questions from the training?
 Would you want to be contacted for follow up? Yes No

5. Please rate this training on its effectiveness, from your point of view. Check which box most closely describes your feelings:

- Very effective - I learned many things that I can use for myself and/or my family.
 Somewhat effective - I gained some new ideas, but some of the information was review.
 Very helpful indirectly - the topic was not what I needed, but the contact with other parents, to be able to socialize and know I was not alone in my situation was great for me!
 Not effective - I was not satisfied with the information, but I am interested in future offerings on other topics.
 Other (please describe) _____

Are you a Parent UMCHS Staff CCR&R Provider Community Member

If you are a parent, which UMCHS program are you with? (Check all that apply)

- Head Start Early Head Start WIC CCR&R USDA

Name _____

Other Comments: _____

**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 Male Involvement Coordinator 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. Center staff and parents will complete parent and father action plan by the end of November and turn into Male Involvement Coordinator. The Male Involvement Coordinator will follow-up with all centers to answer all questions and ensure the completion of the plan.
4. HS/EHS sites will increase collaboration and coordination within the community regarding male involvement.
5. Parents and staff will assess male involvement participation throughout the current school year and turn in the evaluation and Male Friendly Environment Assessment to Male Involvement Coordinator by May 31st.

Umatilla-Morrow County Head Start Male Involvement Programs

Family Reading Night

Family Reading Night is a collaboration of UMCHS and the elementary schools within Morrow and Umatilla counties. The schools allow HS and EHS children and families to their events, on the condition UMCHS provides books for all the preschool youth that attend the event. The majority of the Family Reading Night take place once a month throughout the school year. During these events a snack or meal is generally provided, and activities such as puppet shows, crafts, and art booths also take place. At these events many schools promote a dress up theme with their event, like pajama night, cowboy night and camping night. Overall, the Family Reading Nights are quite successful with fathers.

Soccer Jamboree

In the spring, April and May, Head Start centers throughout the counties hold their annual soccer tournament. Teams consist of Head Start boys and girls from 3 to 5 years of age. Teams from the varying centers compete against each other. Fathers and mothers are selected as coaches/refs, and teams are established by a sign-up list. Practices times and days are established by the coaches. All games take place on Saturday at the local Head Start fields, city parks or school district. Team trophies and individual ribbons are awarded to the children. The soccer activities provide an excellent opportunity for families to have their child in a sporting event for the first time. Furthermore, the soccer activity allows the men to take on new leadership roles by becoming a coach or referee.

Soccer coach and ref day

Parents that are interested in coaching and refereeing a UMCHS soccer activity but have never refereed or coached before, we offer a one day training to provide them with the basics. Coach and referee day take place a month before the first soccer game.

Open Gym Night

This is an opportunity to meet other fathers through basketball, home repair class, auto mechanics and other activities. There will also be a short time to discuss issues that fathers face.

(If parents or staff has questions concerning events please contact Male Involvement Coordinator).

**UMATILLA-MORROW COUNTY HEAD START, INC.
MALE INVOLVEMENT PARENT CENTER ACTIVITIES**

IDEA LIST

Father and family Involvement	Envolvimiento de Padre y Familia
Food Activities:	Actividades de Alimentos:
Taco feed (any kind of feed in that matter)	Alimentación de Tacos (o de cualquier otra comida)
Dad cake sale/cake walk	Venta o caminata de pasteles, por el Padre
Fathers breakfast group	Grupo de desayuno de Padre
Family Picnic	Día de campo familiar
B-B-Q	Parrillada
Food eating competition	Competencia de comer comida
Can food drive	Recaudación de Alimentos enlatados
Sporting & other out of door activities:	Deportes y otras actividades al aire libre:
Soccer	Fútbol
Basketball	Balón Cesto
T-ball	T-ball (pelota en T)
Flag football	Balompíe de bandera
Super Ball Sunday Activity	Actividad de Domingo de Súper Ball
Bowling	Boliche
Roller skating	Patinando con patines de ruedas
Ice skating	Patinando en el hielo
Hiking trip	Paseo a escalar
Golfing	Golf
Fishing trip	Paseo a pescar
Track and field day	Día de carreras y 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-brincando con sacos, guerra de jalar, carrera de tres piernas
Volleyball	Voleibol
Tennis	Tenis
Maintenance and Repair work around center:	Trabajo de Mantenimiento y Reparación alrededor del centro:
Creating bird boxes	Creando casitas para pájaros
Fixing toys and play ground equipment	Arreglando juguetes y equipo del patio de juego
Painting	Pintando
Clean up park day or clearing yards-senior homes	Día para limpiar el parquet o limpiar el patio-de casas de ancianos
Soap box car	Carro de una caja de jabón
Model Repair—cars, boats, houses, trains	Modelar Reparación—carros, lanchas, casas, trenes
Bike & Ride repair day	Día de montar en bicicleta y reparación

Other Ideas:	Otras Ideas:
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 Padre a padre
Community service projects	Proyecto de servicio para la comunidad
Music presentation	Presentación de música
Having civil service attend class—police officer, fire fighter presenting info.	Tener asistencia a la clase de servicio civil—oficial de policía, 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 padres
Male lending library	Biblioteca de préstamo para hombres
Radio station discussion (Dad show)	Platica por estación de radio (programa de padre)
Activities offered to all sites:	Actividades que se ofrecen a todos los sitios:
Reading at school with a child	Leyendo en la escuela con un niño
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
Activities that will be offered to all sites:	Actividades que serán ofrecidas a todos los sitios:
Parenting groups: Topics include-co-parenting skills, discipline with consistency, step-parenting	Grupos para ser padres: Temas incluyen-habilidades de co-padres, consistencia con la disciplina, ser padrastro/madrastra

**UMATILLA MORROW HEAD START, INC.
PARENT/MALE INVOLVEMENT BRAINSTORMING PLAN**

Please complete the following Brainstorming Plan by Dec center meeting. This form will be used to help expand parent/male involvement in each center and program wide. Please make a copy and turn it into the Male Involvement Coordinator.

I. What are three new parent focused activities that you would like to see implemented in your center this coming year?

1.

2.

3.

II. What will it take to accomplish these plans? Who will be responsible?

III. If you need personal resources outside the center, what other community agencies will your center collaborate with?

IV. What kind of support do you need from the Male Involvement Coordinator, Teacher, Family Advocate or other staff members to accomplish your goal?

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.

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, 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 Congratualtions

UMATILLA-MORROW COUNTY HEAD START, INC.**HOW ARE WE DOING? SURVEY****POLICY:**

Umatilla Morrow County Head Start, Inc. seeks parent input in the development of the Community Assessment on how services in the program and community are being provided. Through the parent input surveys combined with other information, recommendations can be made to add or enhance services to program families and community.

PROCEDURE:

1. The Family Development Director will work with Area Directors to review and revise the parent survey each program year. An input survey is developed for each program within the agency.
2. Surveys are printed and ready for distribution by November 30th of each program year.
3. Distribution of survey is as follows: 100% Head Start families, 100% USDA/CCR&R providers. WIC program completes an independent assessment for input.
4. Surveys will be given to each center for distribution to parents.
5. Surveys will be handed out on a home visit or by the bus driver on their route.
6. Due date on the surveys is before Winter Break of each year.
7. Information from the surveys is compiled and tabulated by the East End Area Director.
8. Follow up to any issue and concerns will be assigned by the Administrative Team.

4. Do you assist low income families/individuals or migrant or seasonal farm workers?

	Number Assisted?	Percent	Don't Know
a. Low Income?	_____	_____	_____
b. Migrant Farm workers or their family members? (workers that move from one geographic Location to another, within the state or out)	_____	_____	_____
c. Seasonal Farm workers or their family members? (workers that do not migrate from one location to another but perform temporary agricultural work)	_____	_____	_____

5. Do you provide special assistance to children with disabilities?

Yes No

If yes, in what way?

6. Are the families you work with able to get the Head Start/child care they need?

Yes No

If yes, where do they get these services?

If no, why not?

- No Head Start/child care available.
- Not eligible for available Head Start/child care services.
- Hours Head Start/child care available does not meet their work hour needs.
- Cannot afford child care.
- Other

7. What do you see as the three most significant strengths of your community?

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Religious involvement | <input type="checkbox"/> Social support networks | <input type="checkbox"/> Safety |
| <input type="checkbox"/> School involvement | <input type="checkbox"/> Recreational opportunities | <input type="checkbox"/> Housing |
| <input type="checkbox"/> Medical care | <input type="checkbox"/> Community group involvement | <input type="checkbox"/> Child care |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Neighborhood involvement | <input type="checkbox"/> Employment |
| <input type="checkbox"/> Family togetherness | <input type="checkbox"/> Dental care | <input type="checkbox"/> Public |
| <input type="checkbox"/> Other | | |

8. What do you see as the three greatest challenges faced by children and families in your community?

- | | | |
|---|---|---|
| <input type="checkbox"/> Safety | <input type="checkbox"/> Vocational training opportunities | <input type="checkbox"/> Teen pregnancy |
| <input type="checkbox"/> School drop out | <input type="checkbox"/> Affordable housing | <input type="checkbox"/> Mental Health |
| <input type="checkbox"/> Illegal drugs | <input type="checkbox"/> Affordable child care | <input type="checkbox"/> Spousal abuse |
| <input type="checkbox"/> Child abuse | <input type="checkbox"/> Accessible medical care | <input type="checkbox"/> Available child care |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Support services for teens | <input type="checkbox"/> days |
| <input type="checkbox"/> Delinquency | <input type="checkbox"/> Affordable recreational activities | <input type="checkbox"/> weekends |
| <input type="checkbox"/> Child care subsidies | <input type="checkbox"/> Accessible dental care | <input type="checkbox"/> evenings |
| <input type="checkbox"/> Alcohol abuse | <input type="checkbox"/> Employment opportunities | <input type="checkbox"/> Special needs |

If there are other challenges you feel your community faces that are not listed, please add them: _____

Please indicate why you feel the three challenges are a concern to your community _____

9. Are there populations of special concern in your community?

- | | | |
|---|--|---|
| <input type="checkbox"/> Teenagers | <input type="checkbox"/> Single parents | <input type="checkbox"/> Infants and Toddlers |
| <input type="checkbox"/> Elderly | <input type="checkbox"/> Unemployed | <input type="checkbox"/> Preschool Children |
| <input type="checkbox"/> People with disabilities | <input type="checkbox"/> School age children | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Parenting grandparents | <input type="checkbox"/> Other _____ | |

10. Which of the following services do you feel are needed by low income families or migrant and seasonal farm workers, but are not available in our community?

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Financial Assistance | <input type="checkbox"/> Life Skills Training |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Foster Care | <input type="checkbox"/> Linkage to Public Assistance |
| <input type="checkbox"/> Case Mgmt/Service Coord. | <input type="checkbox"/> Health Care-children | <input type="checkbox"/> Literacy |
| <input type="checkbox"/> Child Care/Development Serv. | <input type="checkbox"/> Health Care-Dental | <input type="checkbox"/> Nutrition |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Health Care-Mental | <input type="checkbox"/> Outreach/Referral |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Health Care-Physical | <input type="checkbox"/> Parenting Education |
| <input type="checkbox"/> Emergency Clothing | <input type="checkbox"/> Health Education/Prev. Care | <input type="checkbox"/> Prenatal/Preg. Services |
| <input type="checkbox"/> Emergency Food | <input type="checkbox"/> Housing Assistance | <input type="checkbox"/> Services for Disabled |
| <input type="checkbox"/> Emergency Shelter | <input type="checkbox"/> Housing Provider | <input type="checkbox"/> Subst. Abuse/Prev. Ed. |
| <input type="checkbox"/> Employment Trg/Counseling | <input type="checkbox"/> Information & Referral | <input type="checkbox"/> Summer Schl ages 6-12 |
| <input type="checkbox"/> Energy/Winterization Assist | <input type="checkbox"/> Language Assistance | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Family Counseling/Support | <input type="checkbox"/> Legal Assistance/Counseling | <input type="checkbox"/> Other _____ |

11. Please indicate the five greatest barriers to low income families and migrant and seasonal farm workers receiving assistance in our community:

- | | |
|---|---|
| <input type="checkbox"/> Client apathy | <input type="checkbox"/> Lack of availability of Head Start services |
| <input type="checkbox"/> Comfort level with staff and/or agencies | <input type="checkbox"/> Lack of awareness of services offered |
| <input type="checkbox"/> Conflicting rules/requirements among providers | <input type="checkbox"/> Lack of transportation |
| <input type="checkbox"/> Duplication of services among agencies | <input type="checkbox"/> Language |
| <input type="checkbox"/> Eligibility requirements | <input type="checkbox"/> Length of waiting lists |
| <input type="checkbox"/> Hours agencies are open | <input type="checkbox"/> Location of assistance agencies |
| <input type="checkbox"/> Lack of accessibility for disabled | <input type="checkbox"/> Service fees |
| <input type="checkbox"/> Lack of availability of child care | <input type="checkbox"/> Staff don't seek input on improving services |
| <input type="checkbox"/> Other _____ | |

12. Do you think the number of migrant and seasonal farm workers present in our community has changed in the last year?

- Yes No

In what way? _____

Why have things changed? _____

How have you noticed they have changed? _____

13. Do you think that service availability for low income families and migrant and seasonal farm workers in our community has changed in the last year?

Yes No

In what way? _____

Why have things changed? _____

14. What can the Regional Head Start and the Migrant Head Start programs do to help low income families and migrant and seasonal farm workers in our community? _____

15. If the quality of services provided in your community is weak, what do you see needs to be done to improve the services? _____

16. If the service is not available, do you see a need to develop those services? Yes No If so, which ones and how do you see these services being developed? _____

17. Would you be willing to collaborate with community partners to improve services to children and families in our community? Yes No If so, please give name, address, phone, and email address if available.

18. If you would like a copy of the results of this survey, please give us your name and address.

19. Do you have other ideas, concerns or information you feel is important for us to know as we develop services under OCDC and Umatilla Morrow Head Start, Inc, either independently or jointly. Please use the space provided below to give us your thought.

Thank you,

UMATILLA-MORROW HEAD START, INC.

) COMO ESTAMOS HACIENDO? ENCUESTA PARA PADRES

(Usted merece los mejores servicios posibles! Nosotros necesitamos sus opiniones y comentarios para ayudarnos a mejorar los servicios que proveemos para su familia y su niño. Favor de tomar un momento para llenar esta hoja y regresarla a su maestro para Noviembre 29, 2004. Gracias por su ayuda y cooperación.

Nombre de Padres: _____ Nombre de Niño(s): _____

Mi niño(a) asiste al siguiente Centro:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Boardman EHS | <input type="checkbox"/> Hawthorne II | <input type="checkbox"/> Hermiston CDC-HS | <input type="checkbox"/> Pine Tree EHS |
| <input type="checkbox"/> Boardman I | <input type="checkbox"/> Hawthorne III | <input type="checkbox"/> Hermiston I | <input type="checkbox"/> Pine Tree HS |
| <input type="checkbox"/> Boardman II | <input type="checkbox"/> Hawthorne Toddlers | <input type="checkbox"/> Hermiston II | <input type="checkbox"/> Umatilla I |
| <input type="checkbox"/> Boardman Full-Day | <input type="checkbox"/> Hawthorne Full-Day | <input type="checkbox"/> Irrigon | <input type="checkbox"/> Umatilla II |
| <input type="checkbox"/> Enterprise | <input type="checkbox"/> Highland | <input type="checkbox"/> Milton-Freewater CDC | <input type="checkbox"/> Wallowa |
| <input type="checkbox"/> Gladys | <input type="checkbox"/> Head Start Family Child Care | <input type="checkbox"/> Milton-Freewater I | <input type="checkbox"/> West Park I |
| <input type="checkbox"/> Grant County | <input type="checkbox"/> Heppner | <input type="checkbox"/> Milton-Freewater II | <input type="checkbox"/> West Park II |
| <input type="checkbox"/> Hawthorne I | <input type="checkbox"/> Hermiston CDC-EHS | <input type="checkbox"/> Pendleton EHS | |

Mi niño va a clase por la Mañana Tarde Día Completo

Para ayudarnos en hacer planes para el futuro y para dar mejor servicio a las necesidades de nuestras familias, favor de marcar cual modelo de programa cumple mejor con sus necesidades. Favor de asegurar que si usted secciona un modelo diferente al que su niño asiste actualmente usted marque la caja si o no de abajo.

Este año estamos haciendo nuestra Evaluación de la Comunidad en unión con OCDC (Oregon Child Development Coalition). Las últimas 5 opciones del programa se ofrecen a través de OCDC y si alguna de estas pueden servir mejor sus necesidades, favor de ponerse en contacto con OCDC al 938-3170, para ver si usted pudiera calificar.

- Tres días por semana por 3 1/2 horas al día con 12 visita en hogar al año
- Cuatro días por semana por 3 1/2 horas al día con 2 visitas educacionales y 2 visitas de servicio social en el hogar al año
- Un programa de día completo/todo el año; cinco días por semana todo el año con 2 visitas educacionales y 3 visitas de servicio social en el hogar al año con contacto mensual.
- Un programa de día completo 5 días a la semana durante el año escolar con 2 visitas educacionales y 3 visitas de servicio social en el hogar al año con contacto mensual.
- Un programa basado en hogar con 1 visita en el hogar a la semana
- Cuidado de niño familiar con una programación que será determinada según sus necesidades y 2 visitas educacionales en el hogar y 3 visitas de servicio social en el hogar por año con contacto mensual.

- Día-Completo (8-horas) Head Start Emigrante, 5 días por semana desde primeros de Julio a mediados de Octubre.
- Día-Completo (8-horas) Head Start Temporal, 5 días por semana desde finales de Febrero a mediados de Noviembre.
- Día-Completo (8-horas) Head Start Temporal, 5 días por semana por 17 semanas (se puede determinar la temporada cada año dependiendo de las necesidades de los padres).
- Cubriendo el cuidado de niño para Head Start Emigrante y de Temporada proveído por CCD hasta 4 horas en total antes y después del día de Head Start Emigrante y de Temporada proporcionando cuidado de Día-Completo para estos programas hasta 12 horas. Las familias deben calificar para el CCD con mudanza de emigrante dentro de los últimos 24 meses y ambos padres deben estar trabajando en agricultura para calificar.
- Para las familias quienes califican para CCD con las cualidades nombradas arriba, día-completo (8 horas) cuidado de CCD, 5 días a la semana por meses cuando el Head Start Emigrante haya cerrado (por ejemplo: Noviembre a Mayo).

¿Porque? _____

Lo que marco arriba, ¿es diferente al programa en el que su niño esta ahora? Si No

Involucración de Padres

1. ¿Ha participado en un grupo de apoyo de padres o en clases para ser padres? _____ ¿Este año? _____
Donde: Head Start Comunidad _____

2. ¿Estaría usted interesado en asistir a un grupo de apoyo o clases para padres? Si No

3. ¿Ha asistido a un Día de Padres del Centro en su centro? Si No
Si la respuesta es no, ¿Porque? _____

4. ¿Aprendió usted acerca del programa de Escalera de Carrera? Si No

¿Desea usted conversar mas acerca de sus comentarios o proveernos con otra información acerca de cómo estamos haciendo? Si No

Si usted desea conversar con nosotros, favor de darnos su numero de teléfono y a que horario le podemos llamar.

De Nuevo, gracias por tomar tiempo para contestarnos estas preguntas. Nos ayudara a mejorar los servicios que proveemos a las familias y niños.

Comentarios: _____

**UMATILLA-MORROW HEAD START, INC.
FAMILY TELEPHONE SURVEY**

CENTER _____

Ages of child/ren in Head Start

-

What do you like best about Head Start?

-

What would you like changed in the Head Start program?

-

What changes have you seen in your child's life and/or your family since entering Head Start?

-

What has been the most important thing you have learned in Head Start?

-

What is the best time for you to participate in activities at the center?

-

What do you need to allow and encourage you to participate in the center?

-

What parent training topics are of interest to you?

-

What do you like about parent trainings and parent meetings?

-

What would you change about your parent meetings and/or groups?

-

How do you feel about the change in the home visits including all the components of the Head Start program, education, health, social services and parent involvement?

-

What would you change about the home visits?

-

Do you have any other ideas or information you would like to share with the program?

-

UMATILLA-MORROW HEAD START
Family Telephone Survey
ENCUESTA DE FAMILIA POR TELÉFONO

Centro _____

Edad del niño(s) en Head Start _____

¿Qué es lo que le gusta mejor del Head Start?

•

¿Qué es lo que le gustaría que cambiara en el programa de Head Start?

•

¿Qué cambios se han visto en la vida de su niño y/o en su familia desde que entro al Head Start?

•

¿Qué es la cosa más importante que usted ha aprendido en el Head Start?

•

¿Cuál es el mejor horario para que usted participe en actividades en el centro?

•

¿Qué es lo que usted necesita permitir y animarle para que participe en el centro?

•

¿Qué temas para entrenamiento de padres son de interés para usted?

¿Qué es lo que le gusta acerca de los entrenamientos para padres y juntas de padres?

-

¿Qué cambiaría usted acerca de las juntas de padres y/o grupos?

-

¿Cómo se siente usted acerca de los cambios en las visitas de hogar incluyendo todos los componentes del programa de Head Start, educación, salud, servicios sociales e Involucración de padres?

-

¿Qué cambiaría usted acerca de las visitas de hogar?

-

¿Tiene usted otras ideas o información que le gustaría compartir con el programa?

-



VOLUNTEER APPLICATION
UMATILLA-MORROW CO. HEAD START, INC.
 110 NE 4th St.
 HERMISTON, OR 97838

PHONE: (541) 564-6878

FAX: (541) 564-6879

POSITION PREFERRED: _____ **DATE:** _____

TIME AVAILABLE: _____

PERSONAL INFORMATION:

NAME: _____ **SOCIAL SECURITY #:** _____

ADDRESS: _____ **EMAIL:** _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PHONE (Home) _____ **(Message)** _____

NAMES OF CHILDREN IN HEAD START: _____

EDUCATIONAL & SPECIAL TRAINING:

NAME AND LOCATION	YEARS OF ATTENDANCE	SKILL OR DIPLOMA
Describe specialized training, apprenticeship, skills:		

BUSINESS & VOLUNTEER EXPERIENCE:

NAME AND LOCATION	TIME SPENT	JOB DUTIES

INTERESTS, HOBBIES, SKILLS:
List other experiences:
Foreign Languages (Speak, Read, Write)
Please list any Physical Limitations:

CONFIDENTIALITY AGREEMENT

I agree to preserve, in confidence, all information concerning a student, client, or staff member that may be disclosed during the course of performing the job I am assigned. I also agree not to share any information obtained while volunteering or performing other non-paid services with Umatilla-Morrow County Head Start, Inc. with individuals outside of the agency.

Volunteer Signature: _____

Interviewed by: _____

Placement of Volunteer: _____