

The background of the slide is an abstract design featuring flowing, wavy lines in various shades of blue and white, creating a sense of movement and depth. The lines are more concentrated on the right side, where they form a bright, glowing shape, and become more sparse and darker towards the left.

# Head Start Parents As Your Best Employees: Create a Parent Training Program for Entry Level Head Start Positions

MaryMargaret Reynolds  
Program Special Projects Manager  
Head Start of Lane County  
[mmreynolds@hsolc.org](mailto:mmreynolds@hsolc.org)  
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## Introduction

Head Start of Lane County is in their fifth year of their highly successful SEEKERS Program (Specialized Employment Efforts Keep Education Running Smoothly), a yearlong program training Head Start Parents for entry level positions within our agency. The two-pronged program consists of weekly Wednesday morning trainings and completion of 100-150 hours of volunteer work in an Early Head Start or Head Start Classroom. Through this program we have built a cadre of dedicated, knowledgeable employees.



As employees, SEEKERS Graduates have knowledge and understanding of the total working of Head Start that is unsurpassed. They know that we are not just a preschool program. As parents they have experienced the benefits of the program and the difference it can make in their lives.

If you have not already seen it, I would recommend viewing the HSOLC video, “A Classroom of their own” available at:

<https://www.hsolc.org/seekers-making-parents-great-teachers/>

The SEEKERS Graduates in this video were part of our first graduating class. The class continues to have a profound effect on the participants, as well as helping to meet the employment needs of Head Start of Lane County. To read comments from current participants and graduates, please see Appendix A.

## Passing It On

We, Head Start of Lane County, have a cadre of leaders and SEEKERS Graduates that has presented at our Oregon State Parent's Conference and twice in Washington State on how to start a program like ours. *Parent U* and *WorkStart* are two of the State of Washington programs. There have also been several groups from Eastern Oregon and Washington who have visited us to see the SEEKERS program in action. An example of the success of another agency in creating their own program from our example is illustrated in the following email from Bethany Sugawara, Edmonds Community College Head Start, Early Head Start, & ECEAP, Washington

*Hi Mary-Margaret,*

*You asked for feedback on what I found most helpful in setting up our WorkStart program. Here are the things that come to mind:*

- *I don't know how we could have done this as "easily" as we did were it not for your generosity in sharing your SEEKERS program with us. Visiting you, speaking with your SEEKERS and advisory board, your willingness to share EVERYTHING - including the application forms, interview schedules, class schedules, flyers, and video - enabled us to replicate the program down to every detail without spending a lot of time and energy "reinventing the wheel". It was easy for us to figure out what adjustments we'd need to make for our program (which were few, honestly) and go from there. You provided the template, and your passion for the program was infectious and extremely motivating.*
- *Documenting, documenting, documenting!! Just as it was helpful to have your documentation, I saved every document I created for WorkStart, which made going into our second year even that much smoother.*
- *Build the structure of the program but be open to letting the participants create the culture of the program - and this will change from year to year. Each year's cohort needs to feel like this is their space, their time - this helps with engagement and retention. The classroom you use is theirs for that two hours - the coffee station is available, anyone can bring treats if they want to (I tell them on the first day: "I promise to always have*

coffee. Sometimes donuts. Feel free to bring anything you want to share." ). Last year they organized a spontaneous potluck for the class just prior to Winter Break. When it came time to discuss their graduation, I let them guide me - food? They chose potluck. Time of day? They chose evening. Speeches? They wanted them. It really helped them take ownership of the program and created a community among parents who previously hadn't known each other.

- I put together binders for each participant before the first day of the program - including pens, pencils, notepaper, space for handouts, post-it notes, etc. This helps keep them organized and I think helps them get into the mode that they are students who are there to learn - and that we care about them.
- One thing I realized I should have done more of the first year was talking to staff about the program and what it was about. I mentioned it a couple of times at all-staff meetings, but by the time we were recruiting for the program it was hard to get staff to remember what it was or to spread the word. I should have spent more time talking to our staff and providing them with information.

*I hope you are all doing well!*

**Bethany**

**Bethany Sugawara**

**HR & Organizational Services Support Specialist**

Edmonds Community College

Head Start, Early Head Start, & ECEAP

[www.edcc.edu/birthtofive](http://www.edcc.edu/birthtofive)

*I wonder if cartoon characters know that whatever outfit they wear in the 1st episode will be the only outfit they wear for eternity.*

It is our hope that by sharing our success, your agency can start a similar program if it would also meet your needs. This is our story.

## The Problem

The 2014-2015 program year presented a growing problem. Head Start of Lane County did not have enough trained applicants to fill our open staff positions. In looking for possible solutions to the problem, one Head Start program stood out, Albina Head Start in Portland, Oregon. For over 25 years, they have been training parents for entry level positions with their agency.

At Head Start of Lane County, we took Albina's plan of training parents for entry level positions at Head Start and have developed it throughout the past five years into our program called SEEKERS: Specialized Employment Efforts Keep Education Running Smoothly. This is the story of our ongoing development of our program. A colleague from Sweden, Per Arheden, once told me "Wise folks borrow good ideas, geniuses steal them." You don't have to be concerned with morals or ethics, because as we have shared our program with other Head Starts in Washington State and Eastern Oregon, and we freely share it with you. Others have taken our model, and even our forms, to create similar programs that work for them and their community, training Head Start Parents for entry level positions in their agency.

**🌀 Questions for discussion:** Would a similar program benefit your agency? If so, how? What might you call it?

## The Beginning

February 2015, Annie Soto, Executive Director of Head Start of Lane County, and others visited Albina Head Start and shared what they learned with the Leadership Advisory Committee. Annie; Marci Gaston, Program Director; Tim Rochholz, HR Director; and Charleen Strauch, Operations Director; were excited about the possibility of starting a similar program with Head Start of Lane County.



It piqued my interest. I leaned back in my chair, quietly called to Annie. Getting her attention, I pointed to myself indicating my interest in being involved.

## Ask a Busy Person

Had I ever done such a thing before? No. At the time I was a Regional Manager, overseeing the staff of 10 part-day classrooms. And, I was the liaison for one of our Research Programs with the Brain Development Lab of the University of Oregon. My plate was full. However, at heart, I am a dreamer, a creator, and a teacher. This sounded like a new and exciting endeavor that I wanted to be a part of. So...

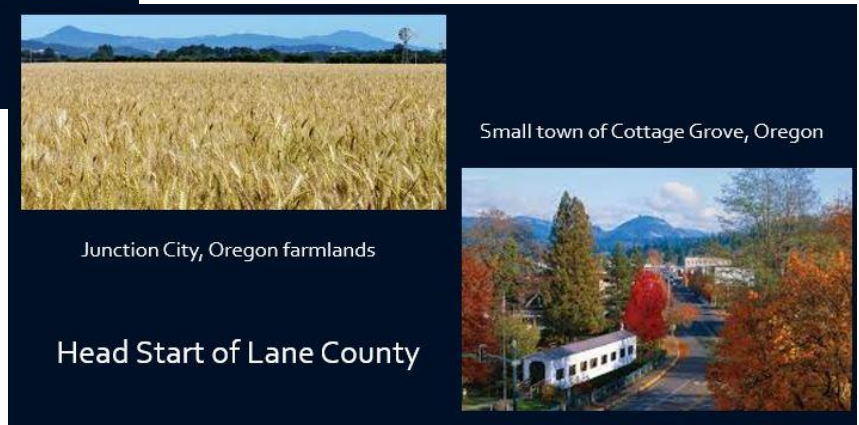
Tuesday, March 10, 2015, Early Head Start Home Visitor, Alisha Wilson and I Traveled to Portland to visit Albina Head Start and meet with their folks who have been running their *Center Training Assistant (CTA) Program*. The folks at Albina were most gracious. They shared with us how they ran their program, their trainings and their requirements for volunteer work in the classroom, 100 hours of volunteer time if interested in just EHS or Head Start, and 150 hours if interested in both. They shared how they did scheduling and placement as well as how they chose trainers from their community to lead their training topics. We left with enthusiasm, excitement, and the belief that we could create a program at HSOLC to train parents for entry level positions. Albina staff had given us all the seeds necessary to begin a similar type program in Lane County.

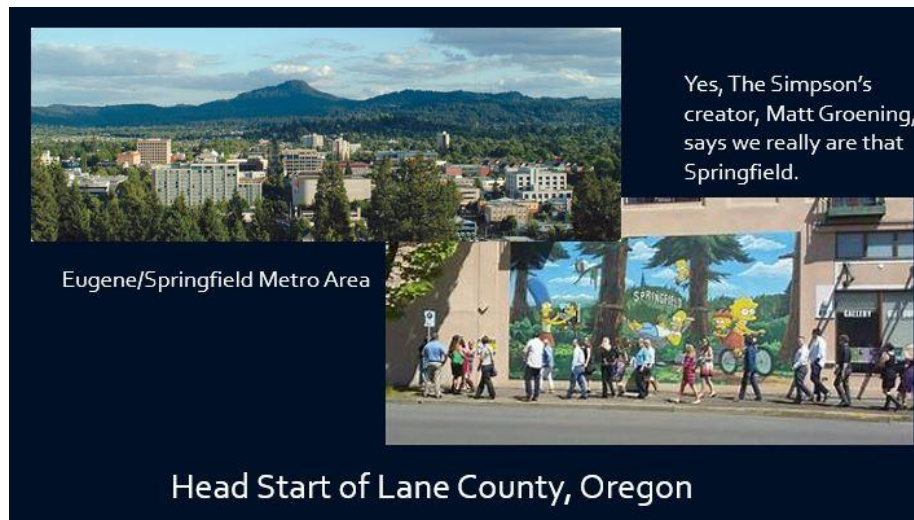
## Preparing the Ground Demographics and Environment

There are a great many differences between Albina Head Start and Head Start of Lane County. Albina is in the city of Portland. The neighborhood itself covers about six square miles while the total city has a population of over 600,000.



Head Start of Lane County covers the whole of Lane County Oregon. It encompasses the coast on the west up to former timber town in the mountains. Towards the north we have the agricultural town of Junction City in the middle of the Willamette Valley farm country, and the southern part of the county includes the small towns of Creswell and Cottage Grove. Our County is the size of two of the State of Rhode Island pluss Delaware. In the middle, we have the metropolitan area of Springfield/Eugene, Oregon. The county has a total population of about 375,000.





We have very different demographics and environments than the city of Portland and Albina Head Start. Early on, we looked at the differences between what their program offered and what we, especially with no initial budget, could offer.



**Questions for discussion:** Each agency needs to look at their own community's demographics.

What are the resources available in your community that can be used for the program? Are there demographic or geological barriers to participation?

## With a Little Help from My Friends ➤ Forming an Advisory Committee

One cannot underestimate the importance of creating an Advisory Committee to help guide and support the development of the program. For us, the committee consisted of folks with a high interest in the program, the HR Director, Early Head Start Director, Volunteer Coordinator/Executive Administrative Assistant, and the two staff persons who were going to lead the program, Alisha, an Early Head Start Home Visitor, and me, a Regional Manager. Alisha and I were tasked with developing the day to day of the program, what the curriculum would be, how we would work and select mentor teachers, etc. Our division of work was very complimentary of our individual skills and interests. Alisha was most interested in working with the parents, so she took on the planning of the classroom volunteering and selection of Mentor Teachers (with their supervisor's permission). And I, with a passion for teaching took the lead in curriculum development and oversaw the weekly training class. The committee's responsibilities included recommend strategies for implementing performance standards and program policies and procedures as related to the SEEKERS Program including the training and volunteer participation of SEEKERS participants, Oversight of the annual training syllabus, development and implementation of the SEEKERS Program including publicity, recruitment, training, and volunteer opportunities, and review the needs of the program and its development. The Advisory Committee decided who would be eligible for the program. At the end of each program year, the committee reviews the year and begins to recommend changes to the program.

The Committee Charter is included in Appendix B.1 Appendices B.2, B.3 and B.4 are examples of committee meeting agendas and minutes.

**➤ Questions for discussion:** Who, besides the head of your HR department, would be a logical choice to serve on the Advisory Committee? Who will convene the committee? Who will take notes? Who might be interested in leading the program?

## Who, What, Where, When & How & Staffing and other Concerns

Albina has two staff persons leading their program. We also have two, it worked for them and we took their lead. Throughout the last five years the program has grown and developed. Initially, the responsibility of leading the program was added to our current jobs. As a salaried employee, I just did it. As an hourly employee, Alisha's EHS responsibilities were adjusted and she was allowed to work a certain number of overtime hours. As the program evolved, so did the work configuration. The second year of the program, Anne Handy took over as the SEEKERS Advisor.

The following is the basic description of the current staff responsibilities and SEEKERS qualifications:

### ***Head Start of Lane County: SEEKERS Program***

***Program Special Projects Manager, Mary Margaret Reynolds:*** Overseas the coordination of the program, designs and facilitates SEEKERS training program. Maintains documentation. Coordinates with JOBS Program and other community partners.

***SEEKERS Specialist: Anne Handy,*** parent outreach and recruitment, overseas volunteer classroom placement, classroom observation and feedback.

### ***SEEKER Qualifications:***

- *Be a Parents or Guardians of currently enrolled children or children enrolled within the past two years. Be able to meet or obtain the minimum employment criteria for a Substitute Teacher or other entry level position of HSOLC. i.e.*

### ***Knowledge/Skills/Experience Required***

- *GED/High School Diploma minimum with post high school educational coursework in Early Childhood Education/Development highly desirable. (May work on GED concurrently with SEEKERS Program-MMR)*
- *Demonstrated classroom ability, typically one year pre-school classroom experience or equivalent. (SEEKERS will fulfil this requirement)*

- *Strong communications skills, especially good listening & writing skills.*
- *Knowledge of typical behaviors/expectations of three and four year old children typically gained through a minimum of one year of relevant experience.*
- *Must have a current Food Handler's Card, Pediatric CPR and First Aide (Will be acquired through the SEEKERS or JOBS Programs)*
- *Current enrollment in the Child Care Division-Central Background Registry. (acquired through SEEKERS or Jobs Programs)*

### ***Physical/Mental Abilities and Processes***

- *Ability to visually assess children's health and behaviors and make frequent significant decisions to assure their health and safety*
- *Ability to apply developmentally appropriate practices for young children in a classroom, playground and bus settings.*
- *Frequent kneeling, bending at waist and neck, and sitting on floor also frequent getting up and down from seat to assist children on bus and in classroom.*
- *Occasional lifting (up to 50 lbs.) in classroom setting and assisting children into seats on the bus and the ability to carry or drag a child in an emergency situation out of a bus to a safe area.*
- *Occasional climbing to enter and exit a bus and sitting throughout bus routes.*

*SEEKERS Volunteer Expectations: SEEKERS will volunteer in one or more classrooms for a total of 100 hours if the individual is interested in one program, EHS or HS. If a SEEKERS candidate is interested in both EHS and HS, a total of 150 volunteer hours are required. SEEKERS timecards are used to track total number of hours volunteered and for In-Kind where appropriate.*

***Training Presenters:*** *Training presenters are Consultants in their component areas, Managers/ Assistant Managers in area, such as food service, or in area of expertise, ECECs (Early Childhood Education Coordinators) and FSCs (Family Service Coordinators) in conjunction with current Head Teachers/Teachers in areas of expertise. This creates a multilevel of training opportunity in giving Teachers, ECECs and FSCs the opportunity to increase their leadership and training skills.*

*SEEKERS are also invited to participate in other HSOLC training opportunities when available such as Teacher Meetings, New Teacher Trainings, and Community Partner Trainings (such as Early Childhood Cares-our local early intervention agency).*

(This document is also available as Appendix C.1.)

In the second year of the SEEKERS Program, I was hired in a new Head Start of Lane County position, Program Special Projects Manager. (See Appendix C.2) This change enabled me to focus more on the SEEKERS Program as well as Research projects and other concerns. This past summer, the summer before our fifth year, Anne Handy, the SEEKERS Advisor was hired in the position of SEEKERS Specialist,



a full-time position focusing only on the SEEKERS. (See Appendix C.3) Anne no longer must split her time between her duties as an Early Head Start Home Visitor and the SEEKERS Program. This has also given us the opportunity to further develop the SEEKERS Program. Anne has passed the Reliability Test for the CLASS. She now has the time to observe each of the SEEKERS in their volunteer classroom work and give them feedback. Anne has adapted the CLASS Informal Observation tool to reflect the volunteer responsibilities. Using CLASS basic framework and vocabulary helps the SEEKERS better understand HSOLC expectations of a Teacher and understand the CLASS tool. For an example of her feedback see Appendix C.4

**🔗 Questions for discussion:** How will you structure the program's leadership? What are the qualifications for parent participation? What are the requirements to be a teacher (background checks, etc.) in your state/county?

## Community Partners

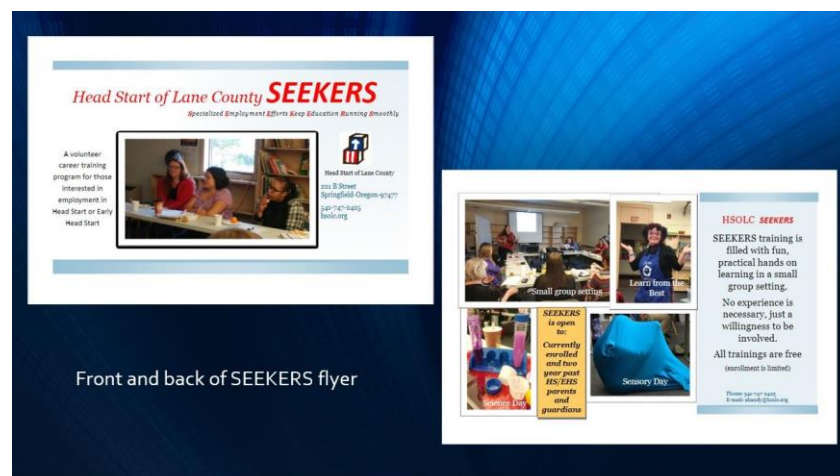
At Head Start we build community collaborations and partnerships. With the SEEKERS program the strongest collaboration we have is with the JOBS Program of Worksource – Lane. Our first year, we had one participant who was also on the JOBS Program. The connection was made through the parent's EHS home visitor. We then had a visit from Lisa Mills, DHS JOBS Program Coach, speaking to HR department and others about how JOBS and JOBS Plus could potentially benefit our agency. The JOBS Program is a natural fit for our families receiving TANIF. All the SEEKERS receiving TANIF were referred to the JOBS PROGRAM. Lisa Mills, Career Advisor, comes to the last half hour of the Wednesday classes to pick up timecards. Lisa has said she enjoys the parts of the trainings, she learns something and considers the SEEKERS Trainings quality trainings. Career Advisors and the Special Project Managers developed a plan of mutual recruitment. The Special Projects Manager spoke at several JOBS Program trainings for other Career Advisors and Family Coaches. Family Coaches and Career Advisors all had

applications for HSOLC which were given to their clients with children birth -4. In setting Career Goals, those clients meeting the criteria for SEEKERS were referred to HSOLC. About 1/3 of the SEEKERS are also in the JOBS Program. The JOBS Program has also extended the length of time their folks are eligible for their program so that the client can finish the SEEKERS Program. SEEKERS who are also in the JOBS Program have their Safety Sets, Food Handler's, Pediatric First Aide /CPR and Central Background Registry, paid for by the JOBS Program. They also can receive transportation and childcare funds. The JOBS Program can help those who do not have appropriate clothing for a work environment with clothing resources.

🌀 **Questions for discussion:** What are the organizations in your community with whom you could build relationships to support your program?

## Planting the first SEEDS 🌀 Recruit, Recruit, Recruit

In real estate, the saying is "location, location, location." For starting a parent training program, it is "recruit, recruit, recruit."




🌀 **Recruiting Parents:** As we were planning for our first year, every Head Start/Early Head Start Application that was sent out included a flier telling about the SEEKERS Program. At every intake/registration the Regional Assistants again



offered a SEEKERS flyer and told each parent or caregiver about the Program. Family Services Coordinators shared information about SEEKERS as they looked at individual family strengths and needs. SEEKERS was shared at classroom orientations and Open Houses. Flyers were also placed with the Department of Human Services. Posters were at each of our Head Start sites. The first year, the cost of printing SEEKERS recruiting flyers was absorbed by the general EHS/HS recruitment and applications budget. In following years, it has come from a community grant we received.

Recruiting parents is a yearlong activity. Throughout the year, teachers and Family Service Coordinators tell new parents about the program. Those who are interested, but cannot join after the program's third week, are put in a recruitment file and are contacted the following August as we ramp up our recruitment efforts. The SEEKERS Specialist visits as many of the open houses in the fall as she can, telling about the program and showing the video, "A Class of Their Own". <https://www.hsolc.org/seekers-making-parents-great-teachers/>

 **Recruiting Presenters:** Albina makes great use of their community resources in providing presenters for their classes. This is another difference between the City of Portland and Lane County. We do not have the same resources. What we do have is a wealth of talent within HSOLC. Logically, our Consultants, Education & Disabilities, Family & Community Engagement, and Health & Nutrition would lead classes in their areas of expertise. Likewise, Managers such as Food Service, IT, and Transportation would train in their areas.

To address the ELOF domains, we asked Head Teachers who were experts in particular fields to present with an Early Childhood Education Coordinator (ECEC). This also established a second layer of training within the SEEKERS training. As staff applied for specialist and management positions, one thing they were typically lacking was experience in designing and leading trainings. Pairing the Teachers with an ECEC gave the Teachers support in developing a training, for perhaps the first time. When teachers asked what I wanted them to do, I left it open ended. My basic guidance was, "What would you like a new teacher of

substitute to know about your topic?” ECECs often would lead the Observation and Assessment portion of the weekly training. Teachers would bring hands on examples and activities in the area for the SEEKERS class.

**🔗 Recruiting Mentor Teachers:** The SEEKERS Specialist, Anne, is tasked with developing the team of Mentor Teachers. Regional Managers are asked to recommend teachers. Individual teachers may also request to be a Mentor Teacher, with their supervisor’s approval. The first year was the most difficult in recruiting mentor teachers. As a new program with no track record, teachers initially saw the roll of mentor teacher as yet more work being added to an already full work-load. They did not yet know the benefit of having a SEEKER in their classroom. The first year the SEEKERS Advisor, Alisha cajoled teachers she knew to accept being a Teacher Mentor. Since then, teachers have seen the benefits of having an extra person in their classroom.

**🔗 Questions for discussion:** What type of recruiting would work best for your agency? How do you best communicate with new and returning parents? Who are some of the folks you could call upon to be presenter/trainers for topics? Would you want to use teachers as presenters for curriculum domain areas? If so, how might you recruit them?

## Building Curriculum

SEEKERS is a two-pronged program. The first is weekly trainings in a classroom setting. The second is hands on experience in an EHS or HS classroom. I took the Albina training schedule and adapted it to our needs. At the end of each year the Advisory Committee has evaluated the year’s program and looked to see how it could be improved the following year. Initially, the training class portion was two & a half hours long, like Albina’s, began in October, and ended in April. In our second year, our classes ended in April, however the SEEKERS had not completed their required hours. To give them time to finish, we set graduation in May. The

SEEKERS overwhelming comments at their end of the year evaluation was to extend the classes through May to maintain contact with their cohort and continue the relationships they had built. The third year, the class was so large that everyone did not have an opportunity to contribute to classroom discussions which are so integral to the learning in the classroom. The solution was to expand the class to three hours. Since the majority of part-day morning classes are 8:30-12:00, the SEEKERS Wednesday class was scheduled from 8:15-11:45. At the end of the year each graduate is given a transcript listing all of the trainings they have attended and the number of hours of volunteers work they have completed. This transcript can be submitted to the State of Oregon for inclusion in their record in Oregon Registry Online (for ECE) and towards their professional step level, based on education completed, as part of Oregon's QRIS program. Oregon Step 7 is essentially equivalent to the requirements of a CDA. In addition, the Early Childhood Education program at our local community college, Lane Community College (LCC), will give credit towards a student's AA for community trainings. If a person has an Oregon Step 7, then with one course at LCC, they will qualify for the one-year state certificate. This also gives them up to 12 units towards their AA in ECE. Earning the training hours through the SEEKERS program essentially gives them free credits towards their ECE degree. At Head Start or Lane County, we need qualified teacher applicants. In order to assist the SEEKERS Graduates toward this end, once they are employed, they are eligible as first tier for Teacher Quality Training dollars which will help cover the cost of their education. In an attempt to get closer to the goal of an Oregon Step 7, this year we started the SEEKERS program earlier, in September. We follow the Part-Year/Part-Day model's calendar, so we do not have classes during winter or spring break. We also do not have class the day before Thanksgiving. Following this calendar with three-hour classes on Wednesdays, it is still impossible to offer enough training hours to complete the requirements for Oregon Step 7/CDA. It is just not practical. If we were to extend the hours of the class beyond three hours, we would then have to find a solution to folks picking up their children to morning classes or getting them to afternoon classes for those in the part-day program.

Having class two days a week is not feasible because of scheduling restraints. To afford the SEEKERS the opportunity to get as close as possible to the magic 120 hours of training (in the appropriate domains, of course), we give them the opportunity to attend HSOLC teacher trainings and we provide them with information about low cost or free community trainings, such as with our Early Intervention provider. We also give them information about online possibilities including the ECLKC Professional Development website.

We use the *Head Start Early Learning Outcomes Framework* as a textbook. Readings are assigned according to the topic of the day. Several years ago, the Framework was sent to all Head Start sites. We collected the extras and checked them out to the SEEKERS. Throughout the years, the number of books available has diminished. We now have them use Head Start apps on their phones. We still provide hard copies for the very few who do not have smart phone capability. This also introduces the SEEKERS to ELOF and acquaints them with the use of the Head Start apps. The ability to understand the material presented in class in English is a requirement of the SEEKERS. However, each year we have had participants for whom reading in Spanish was easier. They were free to use the ELOF in Spanish app. Also, if they had questions about any of the material presented, since I am bilingual English/Spanish, I was able to give them additional information and answer their questions in Spanish. (Please see the D.\* Appendices for forms and documentation)

**🌀 Questions for discussion:** After looking at the HSOLC SEEKERS Syllabus, what changes would need to be made to meet the needs of your agency? In building your curriculum, what time frame works best for your calendar?

## **If You Build It Will They Come? 🌀 Meet & Greet**

The most anxiety producing time of the year is the two weeks between when classes start, and we hold the SEEKERS Meet & Greet. As the SEEKERS Specialist,

Anne has called each and every person who has expressed an interest. Family Support Coordinators and teachers have given us names of people they know will come. The numbers that say they will come can be astounding. Experience says, just because they say they'll be there, doesn't mean they will. Not only do we wonder how many will come, but who will they be? What will this year's cohort be like?

We set up the agenda:

SEEKERS Meet & Greet  
September 18, 2017  
9:00 Whiteaker Cafeteria

- Welcome & Introduction to the Seekers Dream – Tim (HR) & Annie Soto (Executive Director)
- Seekers Video & SEEKERS Graduates (the video we have recommended)
- What it entails:
  - Wednesday Classes – basics & syllabus – MaryMargaret R(Moi-Program Special Projects Manager)
  - Classroom Volunteering – real life experience – Anne H(SEEKERS Specialist)
  - Requirements:
    - Safety Sets -- Central Background Registry
    - Food Handler's
    - First Aide/CPR-Tim
- The Jobs Program-- Lisa Mills
- Possible future educational opportunities – Mary G. (Data and Professional Development Manager)
  - Q & A
  - Process, interviews, when notified, etc. MMR
- Sign up for interviews

## SEEKERS Meet and Greet



I often tell stories to illustrate a point. One of the stories I tell at the Meet and Greet is about a Substitute Teacher from several years ago. One day, in conversation I learned the sub had a PhD in History. Curious, I thought, so I asked them why with a PhD in history were they working as a sub for Head Start. They explained thusly: “I went straight from high school to college, then graduate school. I always got good grades in History, so it seemed like the natural thing to do. Only thing is, when I graduated with my PhD, I discovered that I really didn’t like History.” From my perspective, this was a tragedy, to spend all that time, energy, and money only to discover it was something they really did not want to do. The SEEKERS Program gives people the opportunity to try out Early Childhood Education and see if it is a good fit for them, without spending a lot of money or going into debt. Many, upon entering the classroom discover it is their life’s work. Others discover, “It’s not for me.” It is just as important to know what you do not want to do as it is to know what you do want to do. Throughout the course of the year there is attrition. Some will come to the Meet and Greet and decide not to sign up for an interview. Wonderful! From the information we shared, for

whatever reason, they knew that this was not the program for them. Often, someone will decide in the week between the Meet and Greet and the Interview to not come to the interview. Fine, it is not the program for you. Occasionally, after the interview and the opportunity to ask questions one on one about the depth of commitment required to complete the program, someone will decide not to pursue it. Good for them, they recognize their limits. As the year progresses, one or two may discover that Early Childhood Education is not for them, often when they start volunteering in the classroom. The reality of a preschool classroom is different than what they had ever imagined. Most people who are going to drop do so before or at Winter Break. There may be a few who because of their personal life circumstances, such as the need to work to support their families now, who drop between Winter and Spring Break. Those who make it to Spring Break will inevitably become graduates. We have, as of yet, not asked anyone to leave the program. I firmly believe that it is important for people to be able to recognize what they want and need and to be able to act on it. We have at times coached a person out of the program, though the decision to leave is still theirs. And, we have, for example, with a person with chronic absences, pointed out options available. One option we offer is to drop for the remainder of the current year, and to come back the next. This option leaves the door open for them. We have had SEEKERS drop and come back the following year to finish. The option to drop and come back can also save face and give someone a graceful way to exit the program.

**🌀 Questions for discussion:** What are the requirements in your state for a teacher? What is the process for background checks? Does your state or county have additional requirements such as a food handler's card, etc.

## Interviewing Candidates

As each candidate arrives for their interview, we greet them and give them two documents to fill out. The first is the Candidate information sheet, Appendix F.1,

and the second is the Written Questions. We have members of the Advisory Committee sitting at tables around the room. As the candidates finish their papers, we send them to one of the interviewers. At the end of the day, the interviewers gather to share information about each of the applicants. SEEKERS is first and foremost a job training program. As such, we replicate the employment process as much as is feasible.

Every year we have a discussion about what is the limit of our class size, and if we have more candidates than the limit, how do we select participants. We have set the maximum class size at 25. Any more than that would lose the comradery of the smaller group setting, and class would have to be held in the cafeteria. The Whiteaker Head Start Center was built in 1926 as an elementary school. I am sure you can imagine how cold, cavernous, and hollow sounding the cafeteria is. It is not the environment I want for the SEEKERS Class. I will tell you a secret, as long as we have fewer than 25 candidates, all of them will be accepted into the program. Now, that being said, this year, fall of 2019, we had 29 candidates. Oh my! I was not willing to tell a single one of them that they could not participate this year. I know from experience that one can never really tell who will benefit from the program. Even if they participate for only a brief time, they still gain knowledge and experience. I constantly think of one of our SEEKERS Graduates. When she said she was going to go to the Meet & Greet, no one who knew her thought she'd really go. She did, and she signed up for an interview. Those who knew her were all surprised and not one of them believed that she would actually show up for the interview. She did. As she continued to attend and participate in classes and in volunteer work, those who knew her slowly lost their doubt and came to believe in her. Through participating in the program, she transformed herself, discovering her abilities and strengths. Now she is a valuable employee and advocate of the SEEKERS Program. This year, 29 candidates were too many, but I was not willing to exclude any of them. I knew from experience that there would be some attrition. They would self-select out.



One of the great joys of the program is informing candidates that they have been chosen to be in the program. I let them know at the interview that they would receive an acceptance text (instead of letter) from me by Friday. My text is simple. It says, "Hi (name). This is MaryMargaret. I am happy to let you know that you are a part of the Head Start of Lane County 2019-2020 SEEKERS Class. Congratulations. Our orientation will be Wednesday, October 2, at 8:45-11:45 at the Whiteaker site in room 7. Please confirm your acceptance by responding to this text with "Yes"."

**➤ Questions for discussion:** What information is important to ask at an interview? How would you develop your process for interviews and informing candidates of acceptance to your program?

## Orientation ➤ On Boarding

Orientation is very similar to On Boarding for new employees, paperwork, paperwork, paperwork. The SEEKERS will be volunteers in the classroom. HSOLC Volunteer Coordinator, Sami, presents the regular hour-long volunteer orientation which meets the Oregon Child Care Regulations and Performance Standards of Head Start. The volunteer orientation work includes a health survey, confidentiality, and the code of ethics. The Volunteer Orientation Check List is included as Appendix G.1. In addition to the orientation with the Volunteer Coordinator, each volunteer will have an orientation at the site where they will volunteer. This is typically with the Regional Manager for the site or the Head Teacher for standalone sites. The site orientation reviews the site-specific information such as where to park, where to put belongings, and orientation to the building.

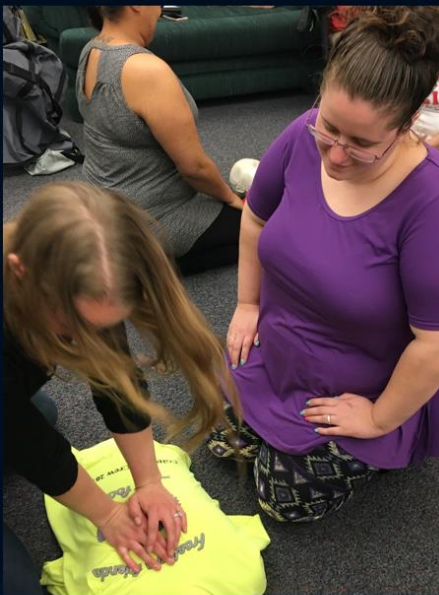
Participation in the SEEKERS Program is such a huge commitment that we consider it as a Family Partnership for each participant. We first discuss what a Family Partnership with Head Start is and how participation in SEEKERS fits into the concept. We have small, elbow partner, dialogues about each of the areas of

the individual's strengths and barriers to participation. We review the objectives/steps, the first of which is completion of the volunteer orientation. Even though they do not begin volunteering in the classroom until November, Volunteer Orientation is required to continue in the program. At the end of the morning, the participants have accomplished the first step in completion of their Family Partnership agreement. The other objectives/steps are attending classes where their responsibility is to attend, and Head Start's responsibility is to provide trainings and volunteering in the classroom with Head Start's responsibility as assigning a volunteer site and observation/supervision of the volunteer work. The final objective/step is graduation, the celebration of the culmination of 9 month's work. The form we use is a hard copy of the information in ChildPlus. We enter the information and document progress towards the Family Partnership Agreement in ChildPlus.

In prior years, we have waited until Spring Break to have SEEKERS apply for their

## Safety Sets

Learning chest  
compressions for  
Infant/Child First Aid/  
CPR



Central Background Registry (CBR). The primary reason for this was financial. The CBR fee and fingerprinting costs added up quickly. As previously stated, those who are still in the program by Spring Break typically finish the program. This did

avoid paying for the CBR for folks who then dropped from the program. However, the biggest disadvantage was that each year we had SEEKERS finish the year and then not be able to receive their CBR which excluded them from employment with Head Start of Lane County. In a few cases we were able to successfully assist the SEEKERS Graduate in appealing the denial, but not all of them. When talking to parents interested in the SEEKERS Program, we have always emphasized that one of the requirements is being able to pass the CBR. At Meet and Greet and Orientation we again stress the importance of the CBR and again explain possible scenarios for denial. This past year, Oregon Child Care Division changed their fee structure so that *IF* one sent in a hard copy of the CBR application, there was no charge for the application or fingerprints. The charge continued for online applications. This has made a positive change in our SEEKERS Program in that we are now able to apply for everyone's CBR at the beginning of the year. Orientation, Family Partnership Agreement, and CBR application make for a full morning! CBR applications were sent in the end of September, and by December, parents either received their confirmation of registry or their denial. Those who were denied their CBR dropped from the program. There is no sense in continuing if they are not eligible for employment. This does make a difference in the number of SEEKERS who finish and graduate by removing those not qualified for employment before graduation and application for work. All this year's graduates will be eligible to work.

First SEEKERS  
Class of the  
Third Year



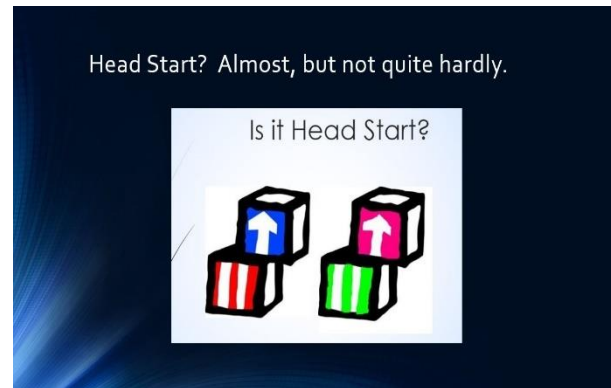
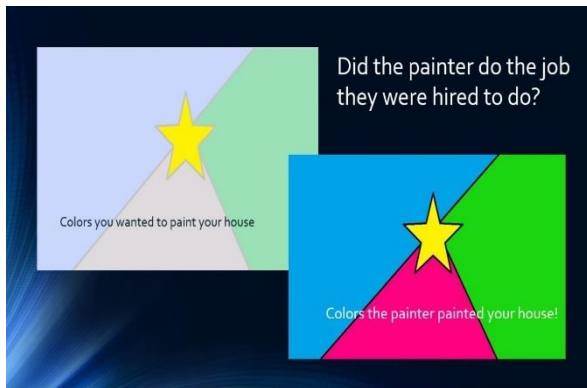
The last item in the SEEKERS Orientation is application for Food Handler's Cards. In Oregon the Food Handler's Training and test is online. We give them the information and they can then complete it at their leisure. We pay for their card when they have completed the course.

**🌀 Questions for discussion:** In addition to Performance Standards, what are the requirements for employment with Head Start in your State/County? What are the requirements of a volunteer? How can your agency facilitate participants acquiring the necessary documentation for employment? What is your process for Volunteer Orientation, and does it need to be adapted for this type of program?

## Classes Begin in Earnest

The second week of class is when the learning begins in earnest. The second week is also the last day someone can be added to the class. As shown in the annotated syllabus, appendix D.7, the topic for the second week is: **What is Head Start? – Organization, Policies & Procedures**, Introduction to the Policies and Procedures of Head Start of Lane County. I think at last count we had 7,843 policies and procedures, Performance Standards, Oregon Pre-K regulations, Oregon licensing regulations, USDA regulations, CACFP, State/county health regs, Food Handler's guidelines, etc., etc., etc., and did I leave anything out of the things that tell us what and how to do something? (Of course, the number 7,843 is a made-up number, I have not really counted them!) My goals in this class are to introduce the plethora of standards, regulations, etc. that go into defining what Head Start is and what we do AND to present it in a positive light, as assistance and guidance rather than as obstacles to be overcome. I do not expect participants to know all of these items, but it is important to know that they do exist and that they to govern what we do and how we do it. This class is where the majority of participants begin to understand that we are *SO* much more than just a preschool. We begin with HSOLC organizational chart. Typically, they had no idea that there

are so many parts to the organization or that we have about 300 employees serving about 1000 families. Yes, we are a large agency. I also tell them a story about having one's house painted, of choosing the colors you want, then going on vacation and returning to the colors the painter thought were better.

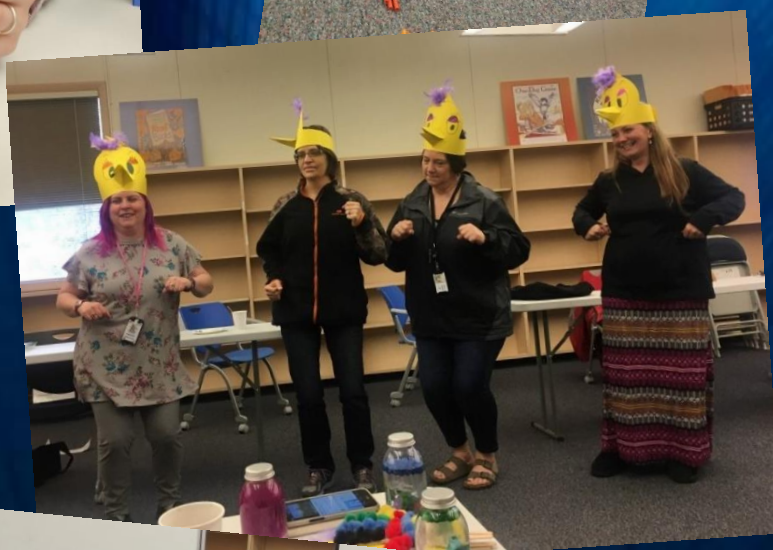


Like the painter not using the colors that were requested, so when we do things our own way instead of following Policies and Procedures, it may look similar to Head Start, but it isn't quite what it is supposed to be. Almost, but not quite hardly.

There are Policies and Procedures the participants will probably never need to look at or use. However, they know that they are there. In this class we also review three of the policies and procedures most apropos to their participation at this time, *Adult/Child Interactions*, *Behavior Management*, and a review of the *Code of Conduct & Professional Ethics* (Appendices G.3, H.1 & H.2)

In addition to receiving trainings, each participant presents an activity to the class. These typically take 15-20 minutes and are of the participant's choosing. Often, they choose an activity they have done in their volunteer classroom.





## If It's not Documented—it didn't happen

Documentation, documentation, documentation. In addition, for following up with documentation for the Family Partnership Agreement, we keep records of attendance, volunteer hours, contact information, etc. I put it all on a spreadsheet which is kept in Microsoft Office.com Teams. (My understanding is that Office.com is free for educational institutions.) Keeping it in Teams makes it available to both Anne, SEEKERS Specialist, and me whenever we might need to consult the documentation.

|    | A        | B            | C          | D           | E         | F                    | G | H          | I             | J              | K     | L         | M   | N             | O       | P     | Q               | R             | S            |
|----|----------|--------------|------------|-------------|-----------|----------------------|---|------------|---------------|----------------|-------|-----------|-----|---------------|---------|-------|-----------------|---------------|--------------|
| 1  | Name     | 9/18/2019    | 9/25/2019  | 10/2/2019   | 10/9/2019 | 10/1/2019            |   | Taniff/OBS | referred name | email          | phone | bilingual | R # | child site    | 1st CPR | miles | volunteer       | Ed background |              |
| 2  |          | meet & Greet | Interviews | orientation | P & P     | Child's Work is play |   |            |               |                |       |           |     |               |         |       |                 |               |              |
| 3  | Adrienne | Yes          | Yes        | Yes         | Yes       | Yes                  |   |            |               | adria@gmail.co | 541.2 |           |     | Whiteake      | y       |       | Whit. 1 AM      | Stacey C.     | some college |
| 4  | Alondra  |              | Yes        | Yes         | Yes       | Yes                  |   |            | Alo           | yn@icloud.co   | 541.3 | E/S       |     | R4C El Camino | 2.5     |       | Danebo Tonya P. | some college  |              |
| 5  | Ashlee   | Yes          | Yes        | Yes         | Yes       | yes                  |   |            | Sunny         | iki@gmail.co   | 541.2 |           |     | R4C Whiteaker | 22      |       | Whit. 3 AM      | Casey W.      | some college |
| 6  | Brittany | Yes          | Yes        | Yes         | Yes       | Yes                  |   | Y-Y        |               | lev@gmail.co   | 541.5 |           |     | FF            | 2       |       | EHS FF          | Sandy G.      | HS           |
| 7  |          |              |            |             |           |                      |   |            |               |                |       |           |     |               |         |       |                 |               |              |
| 8  |          |              |            |             |           |                      |   |            |               |                |       |           |     |               |         |       |                 |               |              |
| 9  |          |              |            |             |           |                      |   |            |               |                |       |           |     |               |         |       |                 |               |              |
| 10 |          |              |            |             |           |                      |   |            |               |                |       |           |     |               |         |       |                 |               |              |
| 11 |          |              |            |             |           |                      |   |            |               |                |       |           |     |               |         |       |                 |               |              |

This is an abbreviated copy of the spread sheet. Keeping track of Wednesday Training Class attendance in this form makes it easier at the end of the year to create individual transcripts of trainings completed. I color the background; I use green for absences with the reason if known. For me, colored background gives a quick view of patterns of attendance that might develop. We model much of what we do by how things are done in the rest of the HSOLC program. Since children are expected to attend at least 85% of the time, we have set the expectation to be at least 85% of the Wednesday Training class. At the beginning of the program, I do tell the participants that as they apply for positions with HSOLC, I base my recommendation for their dependability on their classroom attendance. Excellent will be 100% attendance, Good is between 85-99%, with fair less than 85% attendance. Likewise, letting me know they are going to miss class is like letting one's employer know they will be absent. Contact information, email and phone numbers, is included on the spread sheet and completion of required Safety Sets (Oregon's term for background check, infant/child first aid/CPR and

Food Handler's Card), volunteer placement (always different that child's site/classroom) educational background, etc.

Educational background helps us know which positions the graduate would be qualified for.

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Each participant's volunteer hours are recorded in their own book of the spreadsheet.

Each individual's hours are recorded on their individual sheet with a running total of the hours completed to date. Of course, to receive credit, they must turn in their timecard. (Appendices I.4)

|                        |          |           |  |  |
|------------------------|----------|-----------|--|--|
| Classroom placement #1 |          |           |  |  |
| Classroom placement #2 |          |           |  |  |
| EHS Placement:         |          |           |  |  |
| Date                   | HS Hours | EHS hours |  |  |
| 11/18/2019             | 2.75     |           |  |  |
| 11/19/2019             | 2.75     |           |  |  |
| 11/21/2019             | 3.75     |           |  |  |
| 11/25/2019             | 3.75     |           |  |  |
| 11/26/2019             |          |           |  |  |
| 12/2/2019              | 3.75     |           |  |  |
| 12/3/2019              | 4        |           |  |  |
| 12/9/2019              | 3.75     |           |  |  |
| 12/10/2019             | 2.5      |           |  |  |
| 12/12/2019             | 3.5      |           |  |  |
| 12/16/2019             |          |           |  |  |
| 12/17/2019             | 3.75     |           |  |  |
| 12/18/2019             | 2.25     |           |  |  |
| 12/11/2019             | 2.5      |           |  |  |
| 12/19/2019             | 1.5      |           |  |  |

At the beginning of the year, participants may turn in their timecards on whatever schedule they choose. Since so many parts of our training is also teaching them how we do things at HSOLC, towards the end of the year, I request the time cards every two weeks, following our payroll periods. Many of our participants have never worked before. For them, a time card is a new experience, from rounding to the nearest quarter of an hour, we pay by the quarter of an hour, to the difference between time signature, 3:45 being three forty five o'clock, and decimal hours, three hours and 45 minutes as 3.75. There are many things to learn in becoming a good employee. Some are very simple and subtle.

After our first year we received a community grant which enabled us to pay for the participant's safety sets and provide some travel expenses for those who live



more than 10 miles from the Wednesday Training Class site. At the beginning of the year I check the distance between each participant's home and the training site. Participants in the JOBS Program are not eligible for this benefit because they can receive travel expenses through the JOBS Program. The spreadsheet also makes gathering data to report to the Advisory Committee very simple. Most of the information is in one spot.

**🌀 Questions for discussion:** What type of record-keeping and documentation does your agency use? How is it similar to or different than these samples?

## Ready Set Grow 🌀 Volunteering in the Classroom

Placement of the SEEKERS Volunteers in a classroom with a Mentor Teacher is one of the many responsibilities of the SEEKERS Specialist, Anne Handy. The following is her description of part of the work that she does.

*One part of my SEEKERS Specialist roles to support the parents as they come into the program with their individual needs and get to know their strengths and challenges. Our goal is to work with our parents to create a positive, supportive environment where they will be able to be successful and graduate from the program. A unique aspect of the SEEKERS group is they become a group of people who have come together with the same hopes and dreams and they provide support to each other and become a tight knit group that has relationships that extend beyond SEEKERS and into their personal lives and professional roles.*

*I work to enlist Head Start teachers to become "Mentor" teachers in the classrooms with our SEEKERS parents. Mentor teachers have a special opportunity to showcase their skills and talent in the classroom, gain confidence as a "skilled trainer", impact our SEEKERS parents both professionally and in their personal lives, inspire our SEEKERS parents to dream, and are an active part in creating a pool of qualified applicants to fill open positions, maybe even as a teacher in their own classrooms. WE are creating our own sustainable job applicant pool. I place*

*SEEKERS parents in a classroom to complete their 100-150 hours that best fits their specific needs. I coordinate the times for volunteering, and I work with the Mentor Teachers to provide support in the classroom to them as well as provide the SEEKERS with feedback in areas of strength and areas that extra guidance and support may be needed. We also use the volunteer hours towards our In-Kind hours that we report to the federal government.*

*SEEKERS are placed in a classroom that geographically works for them to be able to get to; some drive, walk, or take public transportation to get to their destination. We do not place them in their own child's classrooms to allow them an environment most conducive to learning. They are not considered part of the teacher to child ration and are never left alone with children. They do perform duties just a a teacher would; we often see them leading a circle, an art project, or an outside activity. They can 'job shadow' several different teachers and teaching teams and are encouraged to move from a Head Start classroom to an Early Head Start classroom to a Home Base play group to experience the different model types. SEEKERS will receive positive and constructive feedback from the teachers they are working with and will recognize areas of strength and areas that need extra support (SEEKERS FEEDBACK Form Appendix C.4)*

*Most of us are familiar with the term "Cycle of Poverty" and I have the opportunity to look at our SEEKERS program as a "Cycle of Opportunity!" take part in a parent training program they graduate from the program, they become employed at a living wage with access to medical and dental benefits, sick pay, and retirement options, they have an opportunity to seek out higher education and Head Start provides money towards their education, and they are able to provide opportunities for their children to have these same things..... and the cycle continues! ~Anne Handy, SEEKERS Specialist*

*(Please see Appendices J.\*)*

✧ **Questions for discussion:** What qualities would you want in a Mentor Teacher? Who are some of your best teachers you might want to ask? What type of support might a participant need in your employment process?

## Reaping the Harvest ✧ Celebration Time!!!

Our very last class is led by our HR department. They cover the application process, where and how to fill it out, and how to write a cover letter and resume. The SEEKERS Specialist and I also help our graduates with the process if needed. This is the first job many of them have ever applied for, so having help walking through the process is often appreciated.

Finishing the SEEKERS Program is a cause for celebration! A few years ago, one of our participants said it was the only thing she had ever finished in her whole life. Completing the program is indeed an accomplishment. Participants are given Invitations to the Graduation that they may send to their family and friends. Staff are invited as well. (Appendix K.1) The Advisory Committee plans the graduation. We always put our HR director in charge of food since it is his favorite thing. Our



Our first and second graduation celebrations were in the meeting room of the public library. (Left)

Our third and fourth graduations moved to the Gym at our Whiteaker site. We had over 100 guests. (Right)



Executive Director, Annie Soto, speaks to the graduates and families, as do I. Our SEEKERS Specialist prefers not to speak in front of large groups but does participate by passing out our Certificates. (Appendix K.2 Graduation Program)

A program such as SEEKERS is only possible through the concerted efforts of many people. Mentor Teachers and Presenters are invited to the celebration as well as the participant's family members. Recognition of each person's contribution is important. Mentor Teachers and Presenters each receive a certificate of appreciation. (They are not distributed at graduation because of time restraints Appendix K.3) Throughout the year we express our appreciation with coffee gift cards for mentor teachers and hand-written thankyou notes for the presenters.

The most important documents given to the participants are their Transcript (Appendix K.4), and the document showing which areas of trainings are needed and how many for completion of Oregon Step 7. (comparable to CDA) (Appendix K.5) The transcript can be presented to Oregon Registry Online for verification of community trainings leading toward achieving a Step. However, Performance Standards do not recognize Oregon's QRIS Step system as sufficient education to qualify for a teaching position. Upon presentation of the transcript to the Early Childhood Education Department of our local community college, Lane Community College, the participant may be credited with up to 12 credits leading towards an AA in ECE. If they are able to complete enough additional trainings to achieve a Step 7, then the college, upon completion of one required course will award them a one-year Early Childhood teaching certificate. Either is significant progress towards completing the requirements to be a teacher with Head Start. The second document is completed for each participant, recording their completed trainings and shows how many hours of training in each core area are necessary for them to complete the requirements for a Step 7. At the end of the program, each participant is scheduled to meet with HSOLC's Data Management and Professional Development Manager, Mary Groesbeck. Mary reviews their documentation and helps guide them in what they may need to further their work.

After graduation, we continue to maintain contact with each of our graduates in a supportive role. Members of the Advisory Committee are their biggest cheerleaders and champions. If you have not seen it, I would encourage you to view the video, “A Class of Their Own”,

<https://www.hsolc.org/seekers-making-parents-great-teachers/>

or to view it again if you have. Also, read the comments from the graduates in Appendix A.1. The SEEKERS Program was developed to meet the need of the agency for qualified applicants for teaching positions. I don’t think we ever imagined the effect it would have in so many lives. It is truly humbling.

**✎ Questions for discussion:** How would you want to celebrate completion of the program? Who would plan it? What type of documentation would your participants need to receive at the end of the program for state or federal requirements? What is your favorite way to celebrate?

## New Developments and Looking Towards the Future

At the end of each program year, the Advisory Committee reviews the year and looks at ways to improve the program and better meet the needs of the agency. Throughout the year, we follow progress to see that we are indeed on track. This year, 2019-2020 Program Year has been extraordinary in many ways. We began the year understaffed, using all our available substitutes to fill in where there were gaps. At times whole teaching teams or sites would have staff sick, and this was before COVID-19 hit. Our overriding concern was how were we going to keep classes open. Our Executive Director and Program Director called us together with the HR Director. Did we have any SEEKERS who were ready enough to step in and work in the classroom even though they have not yet completed their training or

required volunteer hours? I pulled up the spread sheet on my laptop and looked to see which participants had their background checks in order and their food handler's card. We hadn't yet gotten to First Aid/CPR in class yet, but one has 30 days after their date of hire to acquire their card. We then looked at attendance as an indicator of reliability and at their Classroom Observations that Anne, SEEKERS Specialist has just completed. We chose four participants to invite to apply as a substitute teacher as a temporary position of SEEKERS Intern. They were then interviewed and became paid employees while still in the SEEKERS Program. Each was assigned to a region that was having difficulty in finding enough staff to keep classrooms open. The position of SEEKERS Intern has added a whole other dimension to the program. Select parents are paid while they continue to attend the Wednesday Trainings and are working a regular schedule in the classroom. It is a limited, pilot program, devised to meet a specific need of the agency. So far, it has worked.

Each year has brought new challenges and new opportunities to meet the need of qualified applicants for entry level positions in Head Start of Lane County. And, each year we have strived to create the best educational program possible to transform our cadre of parents into our agency's best employees.

## Thank You & Recognitions

***If you have found this manual helpful, and especially if it has helped you start a similar program for your agency, please drop us a line and let us know. Best wishes on your journey of building a strong reliable Head Start work force.***

Thank you to the many staff persons who have made the SEEKERS Program possible. It is through cooperation and working together that we have built a program to train parents and create knowledgeable and capable employees.

Thank you also, to **Bethany Sugawara** of Edmonds Community College Head Start, Early Head Start, & ECEAP. Your questions through email as you developed and lived your first year of your WorkStart program have helped me reflect and articulate our process with the SEEKERS Program.

A special thank you to my “partners in crime”, Anne Handy, SEEKERS Specialist my work partner, and Lisa Mills, JOBS Program coach. The three of us work closely to make the program a reality. And, in working together, we discovered that we are three Head Start Grandmas.

**MaryMargaret Reynolds**, Head Start of Lane County, Program Special Projects Manager, is responsible for designing and leading the SEEKERS program, training parents for entry level positions with HSOLC. She is the liaison for research projects with the University of Oregon and others. With 30+ years as a bilingual ECE educator and 20+ years with HSOLC, she mentors teachers working with Dual Language Learners. MaryMargaret’s latest project is working with representatives of local Indian Tribes to create a Native’s Classroom for children who identify as American Indian or Alaskan native which will open in September 2020. The class will focus on AIAN heritage and culture with native teachers. This classroom is in response to a need expressed by the local Indian community as no one tribe has enough registered families to sustain a Tribal Head Start classroom. [mmreynolds@hsolc.org](mailto:mmreynolds@hsolc.org)

**Anne Handy**, Head Start of Lane County, SEEKERS Specialist, has worked for Head Start of Lane County for 20 years previously as a Teacher, Family Advocate, and Early Head Start Home Visitor. Her goal is working to build community partnerships with local organizations who also work with young fathers to build interest in the SEEKERS program and provide fathers with education and employment opportunities within Head Start and to give children and staff in the classrooms the benefits of having male figure representation. [ahandy@hsolc.org](mailto:ahandy@hsolc.org)

**Lisa Mills**, Lane County Department of Human Services, JOBS Program Coach, [lisa.mills@dhsosha.state.or.us](mailto:lisa.mills@dhsosha.state.or.us)

# The Seed Bank

## Appendices



## Appendix A SEEKERS Graduates In Their Own Words

### SEEKERS Graduates In Their Own Words

#### Support My Family

For me it (SEEKERS) changed everything. I was able to support myself and my 3 kids, and it made me grow not only as a parent but also made me a better person. It made me come out of my anxiety more, and for that I am thankful. I am also confident now, more than I have ever been. Thanks for Head Start and to SEEKERS.

~Ann B. -SEEKERS Graduate 2018

#### Confidence

I would love to tell you some amazing things about SEEKERS and how it helped me to bloom into the teacher that I am today.

I feel honored to have been part of the SEEKERS program. It has helped me to feel more confident in my classroom, and with my teaching strategies. I feel the classes that I took has helped me to recognize when a child would need someone to help them through their feelings or just sit there and be next to them. Without the SEEKERS training I would have been lost walking into the classroom; however, I felt more confident. I would not be where I am today had it not been for the SEEKERS program and for that I thank everyone who helped me. Thank you

~Treva. -SEEKERS Graduate 2018

#### Eye Opening

Being a SEEKERS has opened my eyes to what Head Start is really about, and what it does for such a variety of families. I have learned different ways that I can address situation. Also, I have met some neat people, had fun experiences and have made some new friends.

~Shannon- SEEKER Graduate 2019

## **Better Parent**

Participating in the seekers program has given me a sense of purpose. It has taught me to be a better parent and gave me the chance to develop skills to help children in the toughest situations. I've developed friendships and overcome anxiety in order to pursue the chance to fulfill my lifelong dream of becoming a teacher. Being a seeker is an opportunity of a lifetime that I am grateful to be given.

~ Nikki- SEEKER Graduate 2019

## **Smiles, Laughter & Fun**

I've been asked what being a Seeker means to me. It is a hard question to answer with a restriction on the amount of words I can use. To me it is an opportunity to fulfill the desire to work with children, teach them, watch them grow, learn, explore, and expand who they are. The Seekers program has given me the chance to obtain this dream. I have had the wonderful opportunity to meet exceptional people, learn from them, work with them, and be encouraged by all. All the smiles, laughter, and fun we have as a group has made me feel right at home. I am extremely happy to be a Seeker and encourage anyone with the opportunity to take it in a heartbeat, you won't regret it.

~ Tiffany B. -SEEKER Graduate 2019

## **Leadership**

This year has been packed full of learning. I have joined Policy Council as the Secretary and worked on the events committees for Good-bye Brattain and Fishing day. I am also a SEEKER and work in the classroom as a volunteer. All of this is possible because of SEEKERS and my love of teaching that SEEKERS has helped me discover. We have learned about CATCH and activities to help children learn and keep them healthy. We saw how to use science & math in a preschool classroom, but most of all we learned how to play like four-year-olds once again. I am so thankful to Head Start and the SEEKERS Class who have made this year such

a joy. Playing with the children has been phenomenal. Thank you for this year of learning fun.

~ Michelle- SEEKER Graduate 2019

### **Career**

SEEKERS has had a tremendous impact on my life personally and professionally. It gave me the opportunity to learn and grow as well as feeling supported and valued. I would not be where I am now without the knowledge that I gained from doing the SEEKERS program. I feel privileged to have this job and work with the people that I do! I will always be thankful.

~Bethany. -SEEKERS Graduate 2017

### **My Dream Job**

Being in SEEKERS means a lot to me. In my personal life it has given a purpose. I came from being a stay at home mom needing/wanting to do more during my days. I loved being home with my kids, but I felt like there was more I could do with my time. In a professional way, SEEKERES helped me with professional development to become a teacher. Being a teacher has been my dream job and because of SEEKERS I get to work in my dream job! I love saying that I get to be a preschool teacher!!! I have met many people and have made lasting friendships because of SEEKERS!

~Kristina. -SEEKERS Graduate 2018

### **A Chance to Be Somebody**

I joined SEEKERS this year not knowing really what it was. I just enrolled my child in Head Start for the first time this year and got told about the program and the Policy Council as well. So, I thought to myself I'd give it a try. I haven't done anything for five years because I've been gravely ill recovering from 2 brain strokes and living with Myasthenia Gravis and having raise my child alone. I had been so busy in the last 4 years of her life, so I was very anxious, but I jumped

headfirst into Head Start. I would never imagine 5 years ago sitting in a hospital bed that I would be working on hours teaching children, working on Policy Council, making decisions, helping on the hiring panel, the ERSEA Committee, the Trauma Informed Committee or Curriculum Committee. I would imagine I would be planning fishing day for Head Start for its 18th year, advocating for Head Start with local politicians or writing my story to people who may or may not ever read it. I was a no body, stay at home mom, sick and disabled. Head Start gave me a chance to be important, to be somebody and I hope it matters, because it changed my life. Head Start should be available to everyone, regardless of income, because Head Start is so wonderful and it's more than a pre-school. It's more than ensuring a solid foundation for our youth. Its caring for the parents, community of the youth as well. Without it I don't know where I would be.

~Tiffany A. – SEEKERS 2020

### **Enjoyment Working with Kids**

When I enrolled my 3-year-old, Madilynn in Head Start, I had no idea what Head Start did for parents. I entered the Seekers Program and had no idea how much it was going to change my life. It's helped me be a better parent.

First, and today I have found true enjoyment in working with kids, I would have never been able to get an education to find this love of fulfilment, I can't wait to finish the program and be employed at Head Start.

~Oona – SEEKERS 2020

### **Part of a Team**

When enrolling my children into Head Start, I never imagined becoming a part of the team. Being in the SEEKERS program has given me a foundation to decide how I want to go further with my professional education. It has been a wonderful opportunity for me because I was able to start volunteering and know that I did want to be in a classroom. Once I got hired, I did not feel a huge change, I just feel like a more part of the team. I have been able to go back to school and I am

working on getting my associates in Early Childhood Education. I am so grateful for this opportunity.

~Alondra-SEEKERS 2020

### **Enriched My Life**

I enrolled my daughter in Early Head Start, and my home visitor asked me what I want to do with my life, and I told her I always wanted to be a Head Start Teacher, and she told me about SEEKERS. And I thought I should look more into SEEKERS, and I went into my first training it was amazing. I thought to myself that I should go through this program and every day then I showed up to Head Start and I would work with the little kids. It enriched my life. I never thought I would become a Head Start Teacher. And I have SEEKERS to thank for that. I really love this program and it helps me understand some stuff I didn't know about parenting, and now my daughter is more into projects instead of TV. I'm so thankful for that, I just love seeing how it enriched my life.

~Sammy- SEEKERS 2020

### **Opportunity**

I'm here because I always wanted to work with children. When I heard about the program (SEEKERS) I thought it was the perfect opportunity to start working with children. Plus, I can always learn new ways and tricks for my own children.

~ Brittany-SEEKERS 2020

### **Regain Confidence**

Being a single mother of 5, it is hard to find a job that works with my schedule. The SEEKERDS Program has helped me become a functioning member of society again after fleeing domestic violence. I have regained my confidence and have become a stronger parent. I would honestly be lost without this program. I am grateful for this opportunity. Eventually I would like to be a schoolteacher.

~Cristal- SEEKERS 2020

## **Fun, Knowledge, Rewarding**

I enrolled my first kid in Head Start since I have good memories of being in Head Start. At the time I was unaware of all the support that was given. That year was the first time I heard about SEEKERS, but at the time I was not able to join. Once my second child entered, I planned to join. I looked forward to learning and having experiences with teaching in a classroom. SEEKERS was everything I expected, fun and very knowledge filled classes and having a very rewarding time in the classroom. I stuck with SEEKERS because I enjoy my time in the classroom, I enjoy the class on Wednesday. I look forward to each week to hear from experienced people all throughout Head Start. Experience is the best learning tool.

~Sunny- SEEKERS 2020

## **Opened Doors**

I never realized enrolling my child in Head Start would open up so many doors as a Head Start parent. The first week my son attended Head Start I was asked to serve on the Policy Council. I thought WOW, I can give my input. As a college student for education I was excited. Within school and Policy Council I felt good. The JOBS program saw my interest and referred me to SEEKERS. SEEKERS changed my life! With all of my schooling they recognized that this is the field for most parents SEEKERS gives parents opportunities to be trained for free. This program has opened so many doors for my family. With starting I've achieved to be a SEEKERS inter/sub teacher which is the biggest thing I've ever done. Plus who is more qualified to teacher children, than parents themselves. Thank you, SEEKERS,!!!

~Lacey – SEEKER 2020

## Appendix B.1 SEEKERS Advisory Committee Charter

### Head Start of Lane County

#### SEEKERS Advisory Committee Membership and Responsibilities

Purpose of the SEEKERS Program: To train current and past (2 years) HSOLC parents for employment in entry level positions as Substitute Teachers or other positions for which they may qualify. The SEEKERS Advisory Committee oversees the SEEKERS Program.

1) SEEKERS Advisory Committee Membership: the following minimum guidelines are recommended (one person may fulfill more than one category)

- a) Human Resources Director
- b) Early Head Start
- c) Program Special Projects Manager
- d) Data Management and Professional Development Manager
- e) Executive Administrative Assistant/ Program Volunteer Coordinator
- f) SEEKERS Specialist
- g) Regional Manager
- h) SEEKERS participant (annual term)
- i) Community Rep/JOBS Program

2) Meetings

The committee will meet **every** other month, Noon – 1:30 PM the fourth Wednesday of the month following SEEKERS Training Class at Whiteaker or at the Central Office when Training Classes are not in session. Meetings may be added or canceled, as needed by the group.

3) Responsibilities

- a) Recommend strategies for implementing performance standards and program policies and procedures as related to the SEEKERS Program including the training and volunteer participation of SEEKERS participants.
- b) Oversee annual training syllabus.
- c) Develop and implement SEEKERS Program including publicity, recruitment, training, and volunteer opportunities.
- d) Review needs of the program and its development.

4) Timelines

- a) August –September: plan SEEKERS program year. Review & update, if necessary, the Committee Charter.
- b) October: Hold informational Meet and Greet, interview **SEEKERS**
- c) October- May: Monitor weekly SEEKERS trainings and classroom volunteer work.
- e) April: Review SEEKERS progress, plan graduation for May
- f) May: Hold Graduation
- g) June: Debrief year. Plan for summer and early fall recruitment.

Approved by SEEKERS Advisory Committee November 29, 2017



## Appendix B.2 Advisory Committee Agenda

### Agenda for SEEKERS Advisory Committee:

#### Old Business

- Washington State Summit update -- Tim
- SEEKER Graduates update
- 2017-2018 syllabus
- SEEKERS Candidate recruitment
- SEEKERS candidate eligibility
  - Grandparents?
  - Subs?

#### New Business

- Policy Council &/or SEEKERS committee member, term, etc.
- SAC Budget -CBRs
- 
- Committee Charter
- Other?

#### SEEKERS 2016-2017 Budget

|                   |         |
|-------------------|---------|
| Printing          | \$ 423  |
| Meeting Supplies  | 330     |
| Volunteer Support | 892     |
| Training Supplies | 55      |
| Total             | \$1,700 |

## HEAD START of LANE COUNTY ***DRAFT***

### SEEKERS Advisory Committee Membership and Responsibilities

#### Purpose of the SEEKERS Program:

1) Membership: the following minimum guidelines are recommended (one person may fulfill more than one category)

- a) Human Resources Director
- b) Early Head Start Director
- c) Program Special Projects Manager
- d) Data Management and Professional Development Manager
- e) SEEKERS Coordinator

## Appendix B.3 Committee Minutes

### SEEKERS Advisory Committee Minutes September 20, 2017

Present: Tim, Mary Margaret, Anne H., Cheri, Sami

| <b>Topic</b>   | <b>Notes</b>  | <b>Follow up</b>   |
|--|---|--|
| HS/EHS/ECEAP<br>Washington State<br>Association Summit | Hotel reservations have been made, and a 7 person van has been reserved. Those attending will be: Tim, MMR, Anne, Cheri, and hopefully: Bethany Towery, Sara Lopez and Jessica Deeds. Alyana will be the SEEKERS alternate.                             | <b>MMR</b> will contact RMs to arrange for subs for SEEKERS & SEEKERS for final arrangements for their attendance.<br><b>All</b> will send ODL, Birthdate and Full name to Sami for airline reservations.<br><b>MMR</b> will schedule planning meeting for Mid October |
| Graduate updates                                       | 2016: Alayna C- Teacher at Delight Valley, Bella-Teacher @ The Park, Sorccia- will be applying for ERSEA Job when opened, Julie- has completed On-boarding & will begin as SUB, Latisha- hired by ISMT preschool in South Eugene                        | Thank you <b>Cheri</b> for bringing <b>Julie</b> in to say hello.<br>Possibility of having a new video focusing on the outcomes of the SEEKERS   |
| Meet & Greet   | Scheduled for October 11, 9:30-11:30 AM Whiteaker Cafeteria   | <b>MMR</b> to invite <b>Bethany, Jessica &amp; Sara Sami</b> to reserve Whiteaker Cafeteria<br><b>Tim</b> to focus on need to pass <b>CBR</b>  |
| Class syllabus for next year                           | Training Schedule/ syllabus is almost complete. Has presenters from Rs: 1, 2, 3, 5, 6, & 9.   |  |
| Candidate Recruitment                                  | <b>Anne</b> has been in contact with more than 50 possible candidates. She has also been participating in several regional orientations and Meet & Greets.  |  |
| SEEKERS Eligibility                                    | Inclusion of Subs is as space is available with Director recommendation. Current staff may attend one or more training. Grandparents who are primary caregivers or who are part of household such as with a teen parent are eligible for participation. |  |
| SAC Budget   | Last year spent \$1700. Will have same amount available this year. Notice of grant will be next month.  |  |
| Committee charter                                      | Need to delete G for committee makeup. Meeting in December needs to be changed to November since typically on break the third week of December  | <b>MMR</b> will make edits and send out for approval next meeting.   |

Next Meeting: Wednesday, November 15, 2017, Brattain Library, 12:00 noon – 1:30 PM

## Appendix B.4 Advisory Committee Minutes

### SEEKERS Advisory Committee June 20, 2018

Present: Sami Allen, Patrick DeCelles, Mary Groesbeck, Angelica Guerrero, ~~Anne Handy~~, Cheri Peterson, MaryMargaret Reynolds, Tim Rochholz

#### AGENDA

SEEKERS updates -- MMR

Step Registry report--Mary G

Discussion & decision: Do we want to expand the program? – MMR

Review of this year -- MMR

Budget -- Tim

#### SEEKERS Updates

| <i>Year</i> | <i>Began</i> | <i>Grad</i> | <i>%</i> | <i>Currently employed w/ HSOLC</i>                          | <i>%w/HSOLC</i>               | <i>#JOBS Program</i> | <i>%</i> |
|-------------|--------------|-------------|----------|---|-------------------------------|----------------------|----------|
| 2018        | 23           | 14          | 61       | 2-Working, 3 PC approved, 4-Applications submitted, 5???    | 57% (assumes ¾ apps approved) | 8                    | 57       |
| 2017        | 12           | 6           | 50       | 1 H Teacher, 1 Teacher, 1 RA, 1-non-HSOLC employment, 2 ??? | 50%                           | 1                    | 16       |
| 2016        | 12           | 6           | 50       | 3 teachers, 2 subs, 1???                                    | 83%                           |                      |          |

Three who dropped SEEKERS program have applied for positions.

Beginning of schedule for 2018-19

|               |                                  |  |
|---------------|----------------------------------|--|
| Wednesdays    |                                  |  |
| Sep. 26/Oct 3 | Meet & Greet, Overall Interviews |  |
| October 10    | Volunteer Orientation &          |  |
|               |                                  |  |
| May 29        |                                  |  |
|               |                                  |  |

32 X 3 = 96 missing -120 24 missing 8- 3-hour trainings

#### Oregon Registry Steps for the Oregon Registry

| <i>Step</i> | <i>Degree/Credential (DCC)</i>               | <i>College Course Credit (CCC)</i>  | <i>College Course Credit (CCC) and/or Community Based Training (CBT)</i>       |
|-------------|--|---|--|
| Step 7      | Child Development Associate Credential (CDA) | 12 quarter College Course Credits (1 quarter credit = 10 clock hours) OR<br>8 semester College Course Credits (1 semester credit = 15 clock hours)<br>Credits must be in at least 2 Core Knowledge Categories | 120 hours of training w/ a minimum of 10 hours in each Core Knowledge Category |

## Appendix C.1 Program Staff Qualifications

### Head Start of Lane County: SEEKERS Program

**Program Special Projects Manager**, Mary Margaret Reynolds: Overseas the coordination of the program, designs and facilitates SEEKERS training program. - Maintains documentation. Coordinates with JOBS Program and other community partners.

**SEEKERS Specialist**: Anne Handy, parent outreach and recruitment, overseas volunteer classroom placement, classroom observation and feedback.

#### SEEKER Qualifications:

- Be a Parents or Guardians of currently enrolled children or children enrolled within the past two years. Be able to meet or obtain the minimum employment criteria for a Substitute Teacher or other entry level position of HSOLC. i.e.

#### Knowledge/Skills/Experience Required

- GED/High School Diploma minimum with post high school educational coursework in Early Childhood Education/Development highly desirable. *(May work on GED concurrently with SEEKERS Program-MMR)*
- Demonstrated classroom ability, typically one-year pre-school classroom experience or equivalent. *(SEEKERS will fulfil this requirement)*
- Strong communications skills, especially good listening & writing skills.
- Knowledge of typical behaviors/expectations of three and four-year old children typically gained through a minimum of one year of relevant experience.
- Must have a current Food Handler's Card, Pediatric CPR and First Aide *(Will be acquired through the SEEKERS or JOBS Programs)*
- Current enrollment in the Child Care Division-Central Background Registry. *(acquired through SEEKERS or Jobs Programs)*

#### Physical/Mental Abilities and Processes

- Ability to visually assess children's health and behaviors and make frequent significant decisions to assure their health and safety
- Ability to apply developmentally appropriate practices for young children in a classroom, playground and bus settings.
- Frequent kneeling, bending at waist and neck, and sitting on floor also frequent getting up and down from seat to assist children on bus and in classroom.

- Occasional lifting (up to 50 lbs.) in classroom setting and assisting children into seats on the bus and the ability to carry or drag a child in an emergency situation out of a bus to a safe area.
- Occasional climbing to enter and exit a bus and sitting throughout bus routes.

**SEEKERS Volunteer Expectations:** SEEKERS will volunteer in one or more classrooms for a total of 100 hours if the individual is interested in one program, EHS or HS. If a SEEKERS candidate is interested in both EHS and HS, a total of 150 volunteer hours are required. SEEKERS timecards are used to track total number of hours volunteered and for In-Kind where appropriate.

**Training Presenters:** Training presenters are Consultants in their component areas, Managers/ Assistant Managers in area, such as food service, or in area of expertise, ECECs (Early Childhood Education Coordinators) and FSCs (Family Service Coordinators) in conjunction with current Head Teachers/Teachers in areas of expertise. This creates a multilevel of training opportunity in giving Teachers, ECECs and FSCs the opportunity to increase their leadership and training skills.

SEEKERS are also invited to participate in other HSOLC training opportunities when available such as Teacher Meetings, New Teacher Trainings, and Community Partner Trainings (such as Early Childhood Cares).

## Appendix C.2 Special Projects Manager Job Description

### Program Special Project Manager Job Description

#### Position Purpose

Under the supervision of the Head Start Director this position has three major responsibilities:

1. To apply professional expertise in program design and implementation of educational projects outside of the typical daily operations of Head Start of Lane County that lie within the realm of Head Start Performance Standards.
2. Be the leader of the agencies special projects with responsibility for overseeing the development and coordination between people and groups working on a project. This requires formulating, organizing and monitoring inter-connected projects.
3. To provide mentoring and training for Regional Managers and Assistant Regional Managers and provide support to the sites as needed.

#### Essential Job Responsibilities – Performance Indicators

**Planning.** Planning is the essential duty of the special project manager. Determining what needs to be done, who is going to do it, and when it needs to be done are all part of the planning process. Planning is an iterative process that takes place throughout the life of a project. Some key planning duties include:

1. Define and clarify project scope
2. Develop the project plan
3. Develop the project schedule
4. Develop policies and procedures to support the achievement of the project objectives

**Organizing.** Setting up the project's structure. Some of the key organizing duties include:

1. Determine the organizational structure of the project
2. Identify project team roles and positions if needed.
3. Identify services to be provided by external organizations
4. Staff project positions

**Leading.** Leading refers to carrying out the project plan in order to achieve the project objectives. Leading the project involves a lot of "soft skills". Skills such as communicating clearly, team motivation, and conflict resolution. Some key duties for leading projects include:

1. Setting direction
2. Coordinating activities across different organizational functions
3. Motivating others
4. Assigning work

**Directing.** Directing is keeping the project on track. Project directing can be performed using a three-step process.

1. Measuring: Checking project progress toward meeting its objectives
2. Evaluating: Determining the cause of deviations from the plan
3. Correcting: Taking corrective actions to address the deviations

**Some key directing duties include:**

1. Defining project baselines
2. Tracking project progress
3. Project status reporting
4. Determining and taking corrective actions

**Examples of current Special Projects within the Agency**

***Research Projects Liaison***

- Work as the liaison between Head Start of Lane County and Educational or Community Groups with research grants focusing on the domains of Head Start of Lane County.
- Promote collaboration among research grantees and Head Start of Lane County.

***Coordination of Parent Education: SEEKERS Program***

- Develop, maintain and oversee the training of the volunteers in the SEEKERS Program
- Work with the SEEKERS Advisory Committee to maintain the ongoing function of the program

***Systems and Services for Dual Language Learners and Their Families***

- Annual completion of the Program Preparedness Checklist, or its equivalent.
- Oversee the implementation areas of the GIP that relate to the Program Preparedness Checklist, Dual Language Learners and their families.
- Provide professional development for teachers and staff to meet the needs of Dual Language Learners and their families.

**Organizational Planning**

1. Provide Training and support to Regional Managers and Assistant Regional Managers as requested by the Head Start Director.
2. Provide back up support for Regional Managers to support regions and classroom sites as needed.
3. Provide assistance and consultation to assure that written policies and procedures are updated and assure compliance with standards and regulations.
4. Perform other duties as assigned.



### **Minimum Qualifications:**

- BA/BS or MA in Early Childhood Education, Business Administration, Project Management, Non-profit Administration, or related field.
- Proven experience as a Program Manager or other managerial position.
- Experience acting as a liaison with research groups; especially those of higher education.
- Excellent knowledge of performance evaluation and change management principles.
- Advanced teaching or training skills.
- Outstanding leadership and organizational skills.
- Excellent communication skills. In-depth knowledge of Head Start Performance Standards.
- Ability to set and revise policies and procedures while brokering buy-in from all stakeholders.
- Demonstrate capacity to frame complex situations and present options.
- Excellent knowledge of MS Office; working knowledge of program/project management software (Basecamp, MS Project, etc.).
- Current enrollment in Child Care Division-Central Background Registry/fingerprinting.
- Valid Oregon Driver's License/ Proof of auto insurance/DMV check.

### **Physical/Mental Abilities and Processes:**

- Self-motivation, excellent communication and influencing skills.
- Working collaboratively within a multi-disciplined team.
- Ability to prioritize, organize multiple projects and shifting priorities.
- Ability to facilitate diverse functional teams and forums.
- Ability to work independently, while collaborating with agency and community resources.
- Ability to provide compliance monitoring in a proactive and supportive manner.
- Ability to translate theory and professional training into practical solutions.

***All communications are potentially sensitive and are subject to Head Start's policy on confidentiality.***

### **Position information**

- 48 weeks,
- Exempt Position/Non-Bargaining Unit
- Supervised by Head Start Director

Head Start of Lane County is an EEO Employer. Policy Council approved: April 2017©, 2017 Head Start of Lane County | 221 B Street, Springfield, OR 97477 | (541) 747-2425

## Appendix C.3 SEEKERS Specialist Job Description

### SEEKERS Specialist Job Description

#### Position Purpose

The purpose of the Head Start SEEKERS Specialist is to build a partnership with currently enrolled and two-year past HS/EHS parents and guardians, community partners and agency staff to ensure SEEKERS graduates have the skills for entering the early childhood workforce.

#### Essential Job Responsibilities: Performance Indicators

1. Develops and maintains positive, supportive relationships with SEEKERS, Head Start staff and community partners for the purpose of supporting the SEEKERS growth through the training and employment process.
2. Serves as a Point of Contact. The SEEKERS Specialist is a personal contact for the agency SEEKERS program. Helps orient people to the program. For example, the SEEKERS Specialist connects with parents/guardians interested in the program, in other settings may meet with SEEKERS and advise them on individual issues. Reinitiating contact with SEEKER mentor teachers, community partners or Regional Managers that need follow-up is another key responsibility. Participates in bi-monthly SEEKERS Advisory Board meetings.
3. Participate in SEEKERS Community Outreach and Recruiting Meetings. Promoting the SEEKERS program is a key task for the SEEKERS Specialist. Performing recruiting related functions such as making presentations, contacting interested individuals, partnering with Family Support Coordinators, Regional Assistants and Regional Managers to recruit parents/guardians from Regional areas. This position needs strong public speaking skills to present at public and private meetings such as at Policy Council and the SEEKERS graduation event.
4. Managing Community Partner Relations. Interfacing with community partners and openly representing the SEEKERS program among public officials, businesses, other agencies, and the general public is another responsibility of the SEEKERS Specialist. Overall, the SEEKERS Specialist goal is to increase public awareness of Head Start of Lane County's SEEKERS activities in favorable ways.
5. Conflict resolution. The SEEKERS Specialist is often responsible for identifying the root cause of disputes and using problem solving skills to encourage resolution.
6. Interpersonal Skills. A critical duty of the SEEKERS Specialist is building trusting and effective partnerships to facilitate engagement and outreach. To do this, the SEEKERS Specialist must be able to quickly relate with many different types of people. Provide SEEKERS with coaching and mentoring support and encourage successful teaching strategies and goal setting.

7. Administrative Skills. It is common for the SEEKERS Specialist to perform administrative such as creating and coordinating the spreadsheets of SEEKERS classroom placements. Create forms for Head Teachers to evaluate SEEKERS training in their classrooms.
8. Provides constructive feedback and support for the purpose of increasing SEEKERS confidence and competence. This may include modeling, co-teaching, observing, providing reading materials or other resources as needed.
9. Attends and assists with weekly SEEKERS professional development and leads meeting for Program Special Project Manager as needed.
10. Provides follow up support to SEEKERS following any form of training for the purpose of increasing implementation of information and transfer of skill into practice. Also, supports recent SEEKERS graduates as they transition into the role as Head Start employees.
11. Writing skills. Supports recent SEEKERS graduates to create cover letters, resume, complete employment application's and navigate the Head Start web page. Provide interview tips.
12. Report regularly to the Program Special Project Manager.
13. Attend meetings, training and appropriate professional development activities.
14. Other duties as requested.

## Minimum Requirements

- A minimum of a high school diploma.
- Prefer two years' experience in pre-school setting. Experience in meeting the needs of children including at risk, special needs and culturally diverse populations.
- Must have experience working with adult learners.
- Excellent written and verbal communication skills.
- Intermediate to advanced computer skills, internet and e-mail.
- Bi-lingual English/Spanish skills preferred.
- Must have a valid Oregon Driver's License and proof of insurance and must provide own vehicle for site visits.
- Within 30 days of employment must be Pediatric CPR & First Aid certified and have a current Food Handler's Card.
- Health Appraisal Questionnaire is required at hire and will be updated every two years.
- At time of hire must be currently enrolled in Child Care Division-Central Background Registry and must renew every five years.
- Within 60 days of employment, must provide valid proof of enrollment into the Oregon Registry Step's Program. Application forms will be issued at time of hire.

## Knowledge, Skills and Abilities

- Frequent significant decision and problem-solving abilities.
- Ability to work as a team member collaborating with staff, parents and community resources.

- Ability to apply Early Childhood Development theory in daily activities, and adapt to the individual needs of SEEKERS participants
- Ability to respond appropriately to an emergency or a crisis situation.
- Regular driving for observations and meetings sometimes in outlying areas.
- Regular kneeling, stooping, bending, and sitting on the floor to attend to classroom needs.
- Occasional lifting up to 50 lbs.

### Position Information

- 46 weeks per year position/non-exempt
- Supervised by Program Special Projects Manager

*Job Description created 7/5/2019*

Policy Council approved 9/2019

Head Start of Lane County is an EEO Employer.

## Appendix C.4 CLASS Observation Feedback Form

### CLASS Observation Feedback Form

January 28<sup>th</sup>, 2020

#### Danebo Extended Day Classroom: Alondra

Focus Areas of Observation:

Emotional and Instructional Support and Classroom Organization.

Alo touched on most of the domain areas (10).

Alo was sitting at a table with 3 children leading a Lego activity. She was sitting close to the children, smiling, using positive communication and respectful responses. She was aware and responded to children at different tables and areas of the classroom.

Language examples: "You are working hard on your tower, you did it, good job stacking, it's ok if it falls down."

She noticed and walked over to a table where a child had gone under and got down to see the child and said, "Hey friend, what are you doing down there?"

She had clear rules for stacking Legos, redirected when needed, and gave a child who was wandering a job of putting a toy away. The 3 children stayed with the Lego table activity for 30 minutes with questions and prompts from Alo. They stacked, counted, and color labeled Legos, and talked about what you could make with them. The children engaged in conversation with her openly and asked many questions that she responded to.

She asked open ended questions "What do you think will happen if you put another Lego up there, what might happen to the other pieces, why do you think that?"

She used self and parallel talk, "I am going to put one more Lego, you are putting the blue Lego on top, the tower fell down". At clean up time she engaged children to pick up by saying "I'll pick up the blue one, can you find the red one?" and the child found the red one and put it away. She walked and scanned the classroom during clean up time checking in with several children.

At story circle, Alo read a book in Spanish to the children and then used pictures and English words to provide hints to the children about the item stated in Spanish.

One child wanted to read a different book and Alo said "we are reading this one at story circle but, after lunch today I can read that to you." She used advanced language when reading a story about going to the dentist and then, explain what the words meant so children could make the connections themselves. She sat on the floor while reading the story, showing pictures, and asking questions about what they saw. She gave them time to look at the pictures in the book and to think about a question when she asked it. She asked if they had been to the dentist and then let them share their experiences about that.

## Appendix D.1 SEEKERS Daily Schedule

### SEEKERS Daily Schedule

Wednesdays, 8:45-11:45 AM

*All times are approximate – go with the flow*

*8:10ish to 8:45:* Set up. Anne & Seekers get the snacks from kitchen. Projector not needed on Seekers Activity Presentation days typically used for all others.

*8:45-9:00-9:15:* Welcome & Meet the SEEKERS person

*9:00-9:15ish:* Info from Anne Handy

*9:15-11:30ish:* Topic Presentation (See Weekly Schedule)

*11:15ish:* Pass around the *Non-Staff Sign-in Sheet*. Have Staff Sign-in sheet available for HSOLC Staff. Please have presenter sign Staff Sign in Sheet.

*11:30ish:* Announcements, assignment reminders, Q & A

*11:45ish:* Seekers turn in timecards & pick up ones for next week. Seekers Timecards are turned in on countertop to left of Library door (have a stack of plank SEEKERS Timecards for them to pick up. Sign JOBS Program timecards with Lisa Mills.

## Appendix D.2 SEEKERS Weekly Schedule

# SEEKERS Weekly Schedule 2018-2019

| <b>Date</b> | <b>Topic</b>  | <b>Presenter</b>  | <b>Meet the Seeker</b>                        |
|-------------|---|---|---|
| Sep 26      | Meet & Greet at Whiteaker   | MMR-The author,<br>Anne-SEEKERS<br>Specialist, Tim-HR,<br>Sami, etc | --  |
| Oct 3       | Interviews -- At Brattain   | Advisory Committee  | --  |
| Oct 10      | Volunteer Orientation & Safety Sets At<br>Whiteaker                     | Sami-Volunteer<br>Coordinator                                       | --  |
| Oct 17      | What is Head Start – Organization, Policies &<br>Procedures at Brattain | MMR   | Annie Soto-Executive<br>Director              |
| Oct 24      | A Child’s Work is Play—At Brattain                                      | MMR   |   |
| Oct 31      | Observation and assessment, Head Start<br>Framework                     | MMR   | Patrick-Regional<br>Manager (RM)              |
| Nov 7       | PBIS Module 1   | Kerry-Ed & Disabilities<br>Consultant                               | Shanna-Assistant<br>Regional Manager<br>(ARM) |
| Nov14       | Trauma informed workplace ...<br>Trauma Stewardship                     | 1. Charleen-<br>Operations<br>Director                              | Irina G-RM                                    |
| Nov 21      | No school   | ---   | --  |
| Nov 28      | Safety First training   | Kerry Ed & Disabilities   | Les-Facilities<br>Manager                     |
| Dec 5       | Creating Connections  | MMR   | Alissa G-RM                                   |
| Dec 12      | Food Service—USDA, etc.   | Caroline-Food Service<br>Manager                                    | Leslie P-RM                                   |
| Dec 19      | Work Place safety & health concerns Blood<br>Borne Pathogens            | Val-Health and Safety<br>Consultant                                 | Terri F-RM                                    |
| Dec 26      | Winter break  | -----   | --  |
| Jan 2       | Winter break  | -----   | --  |
| Jan 9       | Family Engagement   | Karla-Family Services<br>Consultant                                 |   |
| Jan 16      | EHS   | Carol EHS RM & Cheri-<br>EHS Director                               |   |
| Jan 23      | Music & Movement  | Diana V. Teacher &<br>Trixie, ECEC                                  | Doe C-RM                                      |
| Jan 30      | STEM: <b>Science, Technology</b> , Engineering &<br>Math                | Jessica F, Teacher &<br>Jen Cooper, ECEC                            | Jim B- Transportation<br>Manager              |
| Feb 6       | Cultural & Linguistic Responsiveness-equity                             | Karla, Carol, Angel-<br>ECEC  | Mel S, IT Manager                             |
| Feb 13      | Dual Language Learners  | MMR   | Chris B-ARM                                   |
| Feb 20      | Story Telling; Puppets, plays and FUN                                   | Lisa C-Teacher & Lauri<br>N. ECEC                                   | Sandy B-RM                                    |



|          |  |  |                               |
|----------|--|--|-------------------------------|
| Feb 27   | Children with Special Needs                              | Jen Judd, Teacher & Sarah Rose ECEC    | Jan O-ARM                     |
| March 6  | Attachment & Emotion Coaching                            | Carol N. EHS RM & Kerry ED & Dis. Con. | Karen H-ARM                   |
| March 13 | SEEKERS 1st activity presentation                        | SEEKERS                                | --                            |
| March 20 | STEM: Science, Technology, <b>Engineering &amp; Math</b> | Kayla G- teacher & David N ECEC        | Alissa King-Finance Manager   |
| March    | Spring break   | -----                                  | --                            |
| -April 3 | SEEKERS 2 <sup>nd</sup> activity presentation            | SEEKERS                                | --                            |
| April 10 | CATCH  | Val Health Consultant                  | --                            |
| April 17 | Art & Dramatic Play                                      | Kristine L teacher & Stephenie K ECEC  | Gretchen S ARM                |
| April 24 | Language & Literacy                                      | Mariann R-Teacher & Stephanie K ECEC   | Mycena -EARSE                 |
| May 1    | Communication  | Chava-FSC & Karla                      | Marci Gaston Program Director |
| May 8    | SEEKER 3 <sup>rd</sup> Activity Presentation             | SEEKERS                                | --                            |
| May 15   | Interviews, Jobs and Professional Development            | Tim, et. al HR Dept.                   | --                            |
| May 22   | SEEKERS Graduation                                       | Advisory Committee                     |                               |

### Appendix D.3 Reading Assignments for Class

## SEEKERS Reading Assignments 2018-2019

| Date     | Core    | ELOF         | Topic  | Presenter                          |
|----------|---------|--------------|--|------------------------------------|
| Oct 31   | OA      | THE BOOK     | Observation and assessment, <b>Head Start Early Learning Outcomes Framework</b> check out  | MMR                                |
| Nov 7    | UBG     | pp22-33      | PBIS Module 1  | Kerry                              |
| Nov14    | PM      | Book<br>www. | Trauma informed workplace ...Trauma Stewardship<br><a href="http://www.tfff.org/select-books">http://www.tfff.org/select-books</a> | Charleen                           |
| Nov 28   | UGB     | pp 22-33     | Safety First training  | Kerry                              |
| Dec 5    | OAS     | pp-10-21     | Creating Connections   | MMR                                |
| Jan 16   | PM      |              | EHS  | Carol & Cheri                      |
| Jan 23   | LEC/ OA | pp 66-75     | Music & Movement   | Diana V & Trixie Place             |
| Jan 30   | LED     | pp 62-65     | STEM: <b>Science, Technology</b> , Engineering & Math  | ??<br>& Jen Cooper                 |
| Feb 6    | Div     | Handout      | Cultural & Linguistic Responsiveness-equity  | Karla, Carol, Angel                |
| Feb 13   | Div     | p. 4         | Dual Language Learners   | MMR                                |
| Feb 20   | LED/OA  | pp 46-49     | Story Telling; Puppets, plays and FUN  | Lisa Campbell & Lauri01 Noda       |
| Feb 27   | SN      | p. 5         | Children with Special Needs  | Jen Judd & Sarah Rose              |
| March 6  | UGB     | pp-10-21     | Attachment & Emotion Coaching  | Carol N. & Kerry                   |
| March 20 | LED/OA  | pp 57-61     | STEM: Science, Technology, <b>Engineering &amp; Math</b>   | Kayla Goddard & David Neubauer     |
| April 10 | LED/OA  | Pp 66-75     | CATCH  | Val                                |
| April 17 | LED/OA  | pp 50-56     | Art & Dramatic Play  | Khistine LeMay & Stephenie Kearney |
| April 24 | LED/OA  | pp.34-45     | Language & Literacy  | Mariann Roldan & Stephanie Kropp   |

## Appendix D.4 Meet the SEEKERS sample

**LAC Meet the SEEKERS 2018-2019**

| <b>Date</b> | <b>Topic</b>  | <b>LAC Meet the SEEKERS</b> |
|-------------|---|-----------------------------|
| Nov14       | Trauma informed workplace ...<br>Trauma Stewardship         |                             |
| Nov 28      | Safety First training                                       |                             |
| Dec 5       | Creating Connections  |                             |
| Dec 12      | Food Service—USDA, etc.                                     |                             |
| Dec 19      | Workplace safety & health<br>concerns Blood Borne Pathogens |                             |
| Jan 9       | Family Engagement   |                             |
| Jan 23      | Music & Movement  |                             |
| Jan 30      | STEM: <b>Science, Technology,</b><br>Engineering & Math     |                             |
| Feb 6       | Cultural & Linguistic<br>Responsiveness-equity              |                             |
| Feb 13      | Dual Language Learners                                      |                             |
| Feb 20      | Story Telling; Puppets, plays & FUN                         |                             |
| Feb 27      | Children with Special Needs                                 |                             |
| Mar 6       | Attachment & Emotion Coaching                               |                             |
| Mar 20      | STEM: Science, Technology,<br><b>Engineering &amp; Math</b> |                             |
| Apr10       | CATCH   |                             |
| Apr17       | Art & Dramatic Play   |                             |
| Apr 24      | Language & Literacy   |                             |
| May 1       | Communication   |                             |

Meet the SEEKERS is a 15-30-minute Leadership Advisory Committee (LAC) member visit with the SEEKERS. The purpose is for the SEEKERS to have the opportunity to be acquainted with those in leadership positions and to have a better understanding of what they do. Sharing your educational background and Head Start story is also helpful.

## Appendix D.5 Oregon Core Knowledge Categories



**Oregon Center for Career Development in  
Childhood Care and Education**

Setting Standards  
Developing Systems  
Providing Supports

### Definitions of Core Knowledge Categories

**Diversity (D)** – Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth.

**Family & Community Systems (FCS)** – Knowledge of the complex characteristics of children's families and communities. Establishing respectful relationships and communication with family and community members.

**Health, Safety & Nutrition (HSN)** – Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

**Human Growth & Development (HGD)** – Knowledge of social, emotional, cognitive and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

**Learning Environment & Curriculum (LEC)** – Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

**Observation & Assessment (OA)** – Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

**Personal, Professional & Leadership Development (PPLD)** – Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participation in leadership, advocacy, personal growth, and professional development activities.

**Program Management (PM)** – Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

**Special Needs (SN)** – Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

**Understanding & Guiding Behaviors (UGB)** – Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

## Appendix D.6 Cross Walk of Oregon Core Knowledge & CDA

### Cross Walk of Oregon Core Knowledge Categories & CDA Subject Areas

| <b><i>Oregon Core Knowledge Categories</i></b>  | <b><i>CDA Subject Areas</i></b>                            | <b><i>Your State ?</i></b> |
|---|--|----------------------------|
| Diversity                                       |  |                            |
| Families & Community Systems                    | Building productive relationships with families            |                            |
| Health, Safety & Nutrition                      | Planning a safe and healthy learning environment           |                            |
| Human Growth & Development                      | Understanding principles of child development and learning |                            |
| Learning Environments & Curriculum              | Advancing children's physical and intellectual development |                            |
| Observation & Assessment                        | Observing and recording children's behavior                |                            |
| Personal, Professional & Leadership Development | Maintaining a commitment to professionalism                |                            |
| Program Management                              | Managing an effective program operation                    |                            |
| Special Needs                                   |  |                            |
| Understanding & Guiding Behavior                | Supporting children's social and emotional development     |                            |

## Appendix D.7 SEEKERS Annotated Syllabus

### SEEKERS Annotated Syllabus

*October 2, 2019: Volunteer Orientation & Safety Sets, ORO account,* Orientation as a volunteer with Head Start of Lane County to meet the Oregon Child Care Regulations and Performance Standards of Head Start. Application for Food Handler's Cards and Central Background Registry with the Oregon Child Care Division. Explanation, review and completion of Family Partnership agreement. This is then entered into Child Plus.

*October 9, 2019: What is Head Start? – Organization, Policies & Procedures,* Introduction to the Policies and Procedures of Head Start of Lane count with particular emphasis on Adult/Child interactions and Behavior Management policies and procedures. Will also review appropriate release, confidentiality and Code of Conduct & Professional Ethics.

*October 16, 2019: A Child's Work is Play,* Learning about Head Start's various components playing a lotto game (From *Abriendo Puertas* - similar to Mexico's lotto game) which includes health, nutrition, parent involvement, dual language learners, family services and family partnerships. Seekers will also have an opportunity to play with various open-ended materials such as homemade playdough, Widgets, Lego, Marble Run etc.

*October 23, 2019 C.L.A.S.S. and Universal Principles* The expectations of all Head Start of Lane County Employees and the expectations and evaluation of teacher performance.

*October 30, 2019: Observation and Assessment, Head Start Early Learning Outcomes Framework:* Introduction to Observation and Assessment, why and how. Introduction to ELOF, and domains.

*November 6, 2018: Trauma Informed Workplace* what it means to work in a trauma informed workplace and how it is put into practice.

*November 13, 2019: Child Behavior Management, PBIS Module 1,* Positive Behavior Intervention Strategies, how to guide children's behavior through positive means, redirection, using undesired behavior as an opportunity to teach children the desire expectations rather than as a form of punishment.

Developing a child's emotional literacy by identifying feelings and teaching appropriate responses. Also, attention to Teacher's state of wellbeing, knowledge of one's own triggers and emotional state and how that may affects working with children.

*November 21, 2019: **Safety First training***, working with high needs behaviors in children, suggestions of how to effectively intervene using calming strategies in order to avoid situations requiring a restraining hold with the child. Participants receive certification. SEEKERS are NOT trained on how to do a restraint.

*November 27, 2019: No class*

*December 4, 2019: **Creating Connections, view*** segment from NOVA: School of the Future, Presentation of multigenerational program. The classroom component consists of general behavior management techniques and brain train activities which increase metacognitive awareness, executive function and focused attention which contributes to improved school readiness. The parent/caregiver component involves parent groups focused on improving communication skills, behavior management and improved caregiver well-being through the resulting stress reduction. (SEEKERS will also receive volunteer/training credit for attending the Creating Connections Parent Groups)

*December 11, 2019: **Food Service***, Family Style meals, point of service attendance, portion sizes and nutrition education.

*December 18, 2019: **Workplace safety & health concerns Blood Borne Pathogens*** Common OSHA concerns, blood borne pathogens, typical health risks in working with children- for children, staff and families, especially pregnant women.

*December 25, 2019 & January 1, 2020: **Winter Break***

*January 8, 2020: **Family Engagement***, Head Start views the child as inseparable from their home environments. As such, improved financial and emotional conditions in the home and with the parents will result in better outcomes for the child. Family goals.



*January 15, 2020: **Early Head Start**, Overview of the Early Head Start (EHS) programs and birth through 3 child development.*

*January 22, 2020: **Music and Movement**, Hands on exploration of songs, finger plays, and dance through childhood favorites such as “Bear Hunt” “Bean Bag Boogie” “Freeze Dance” utilization of musical instruments and dance implements such as scarves, ribbons, etc. in expression of emotions through music.*

*January 29, 2020: **STEM: Science, Technology, Engineering & Math**, Hands on exploration of how children 0- 5 years old learn Science, Technology. Concrete materials and examples will be used which are standard equipment in Head Start of Lane County classrooms.*

*February 5, 2020: **Cultural and Linguistic Responsiveness**, learning to work with diverse populations of the staff and families of Head Start. Learning appropriate interactions and responses of varying cultures and languages spoken by children and families in Head Start.*

*February 12, 2020: **Dual Language Learners**: Strategies for developing the child’s home language through home language support. Tips for working with children and families who speak another language other than English as their primary language at home. Suggestions for helping children and families acquire English, the stages of second language acquisition.*

*February 19, 2020: **Puppets, Plays and Storytelling**, Use of puppets, props, and other aides in storytelling.*

*February 26, 2020: **Children with Special Needs**, how to develop an inclusive classroom for children with special needs. This includes children with developmental delays, speech concerns, orthopedic disabilities and others. Focus is on how to fully include children in classroom activities, modifying where necessary to meet the needs of the individual child.*

*March 4, 2020: **Attachment & Emotion Coaching**, The importance of parent/child and teacher/child attachment in the development of the child. Identification of emotions, naming of emotions in order to build a child’s emotional literacy and knowledge and ability to respond to emotions in*

appropriate ways.

*March 11, 2020: **SEEKERS 1<sup>st</sup> activity presentation***, SEEKERS participants prepare and present an activity/lesson of their choosing.

*March 18, 2020 **STEM: Science, Technology, Engineering & Math***, Hands on exploration of how children 0-5 years old learn engineering and math. Concrete materials and examples will be used which are standard equipment in Head Start of Lane County classrooms.

*March 25, 2020: **Spring Break***

*April 1, 2020: **SEEKERS 2<sup>nd</sup> activity presentation***, SEEKERS prepare and present an activity/lesson of their choosing.

*April 8, 2020: **CATCH***: Coordinated Approach to Child Health, health programs aim to impact the messaging a child receives in physical education, the lunchroom, the classroom, and at home, to influence a child's choices not only in school, but lifelong.

*April 15, 2020: **Art & Dramatic Play***, Hands on exploration of various artistic mediums including painting techniques, collage, sculpture and developing possibilities for children to learn through pretend play in various community situations such as the home, doctor's/dentist office, restaurant, etc., environments created in the dramatic play area.

*April 22, 2020: **Language & Literacy***, The use of story, books and literature for language and literacy development. Storytelling, puppets and the use of props in circle time. Rhyming and phonological awareness. Letter and numeral recognition.


*April 29, 2020: **Communication***, Techniques to improve communication among staff and with others.

*May 6, 2020: **SEEKER 3<sup>rd</sup> Activity Presentation***, SEEKERS participants prepare and present an activity/lesson of their choosing.

*May 15, 2020: **Resumes, Application & Interviewing Tips***, Workshop on how to effectively fill out applications, and effective interview tips. How to present one's self as an educational professional. Tips on dress and demeanor.

*May 22, 2020: **SEEKERS Graduation TBA***

## Appendix E.1 Interview Schedule



SEEKERS Interview Schedule: Whitaker Head Start Center, 29 N Grand, Eugene

☐

|             | Please Print |  |               |              |               |  |
|-------------|--------------|--|---------------|--------------|---------------|--|
|             | First Person |  | Second Person | Third Person | Fourth Person |  |
| 9:15-9:45   | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 9:45-10:15  | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 10:30-11:00 | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 11:00-11:30 | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 11:30-12:00 | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 12:45-1:15  | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 1:15-1:45   | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 2:00-2:30   | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |
| 2:30-3:00   | Name         |  |               |              |               |  |
|             | Phone        |  |               |              |               |  |

## Appendix E.2 Interview Reminder Card

|   |   |   |
|---|---|---|
| <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> |
| <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> |
| <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> |
| <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> |
| <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> | <p>Your SEEKERS Interview is:<br/>Wednesday, September 25 at</p> <p>_____AM/PM</p> <p>Whiteaker Head Start Center</p> |

## Appendix F.1 SEEKERS Candidate Information

## SEEKERS Candidate Information

Name:

Prefer to be called:

Pronouns: She/her/hers he/him/his they/them/there

Child's Head Start Site:

Phone Number: text? Yes No

Email Address: do you check it regularly? Yes No

The best way to contact me is:

Do you receive TANIF? Y N Are you in the JOBS Program? Y N

Do you have a current CBR? Yes No

Do you have a current Infant/child First Aid/CPR Card? Yes No

Do you have a current Food Handler's Card? Yes No

What is your highest level of education? Some high school GED High School

Diploma some college AA/AS BA/BS higher Major:

Staff will write below this line



CBR Number:

Date of First Aide/CPR:

Date of Food Handler's Card:

JOBS Program?: Y N

1<sup>st</sup> Classroom Placement:

Site:

Head Teacher:

2<sup>nd</sup> Classroom Placement:

Site:

Head Teacher:

3<sup>rd</sup> Classroom Placement:

Site:

Head Teacher:

## Appendix F.2 SEEKERS Interview Questions

### Head Start of Lane County SEEKERS Written Interview Questions

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

- 1) Please tell us about yourself.

|  |   |  |
|--|---|--|
| <b>Family:</b><br><i>Example: I have three children, the youngest is in Camel Back Head Start...</i> | <b>Education:</b><br><i>Example: High School Diploma. I would like to continue my education and get a BA in Technology...</i> | <b>Career Path:</b><br><i>Example: I would like to be a Head Start Teacher and possibly go into a management position...</i> |
|--|---|--|

- 2) What special skills would you like to use as a volunteer in the classroom?

**Appendix F.3 SEEKERS Applicant Interview Questions**  
**Head Start of Lane County**  
**SEEKERS Applicant Interview**

Candidate's Name: \_\_\_\_\_ Interviewer \_\_\_\_\_ Date: \_\_\_\_\_

- 1) What interests you about this SEEKERS Program?
  
  
  
  
  
  
  
  
  
  
- 2) Is there anything that will make it difficult for you to complete the weekly trainings and the 100-150 hours of Classroom Volunteer time?
  
  
  
  
  
  
  
  
  
  
- 3) What is confidentiality and how do you think it is important as a SEEKERS volunteer?
  
  
  
  
  
  
  
  
  
  
- 4) How do you react to instruction and criticism? Give an example.
  
  
  
  
  
  
  
  
  
  
- 5) What is your approach to conflict resolution? Provide an example.
  
  
  
  
  
  
  
  
  
  
- 6) Do you have any questions you would like to ask us?

## Appendix G.1 Volunteer Orientation Checklist

### VOLUNTEER ORIENTATION CHECK OFF SHEET

#### Human Resources Orientation: *(To be completed with the Volunteer Coordinator.)*

1. Volunteer Application Completed ..... ☐ Yes .... ☐ No
2. Volunteer Personal Information Form ..... ☐ Yes .... ☐ No
3. Child Abuse Policy Procedures for Volunteers..... ☐ Yes .... ☐ No
4. In-Kind requirements and procedures. .... ☐ Yes .... ☐ No
5. Drug Free Policy ..... ☐ Yes .... ☐ No
6. Confidentiality Expectations (Code of Conduct form) ..... ☐ Yes .... ☐ No
7. Volunteer Handbook ..... ☐ Yes .... ☐ No

#### Classroom Orientation: *(To be completed on-site with designated personnel.)*

- Building tour / know the hours school is open ..... ☐ Yes .... ☐ No
- Have met with the Regional Manager and classroom staff ..... ☐ Yes .... ☐ No
- Know where the In-Kind sheet is located. .... ☐ Yes .... ☐ No
- Shown the classroom set-up and signs for interest areas ..... ☐ Yes .... ☐ No
- Know the school safety and emergency procedures. .... ☐ Yes .... ☐ No
- Head Start meal time expectations / philosophy. .... ☐ Yes .... ☐ No
- Classroom rules. .... ☐ Yes .... ☐ No
- Parking Locations ..... ☐ Yes .... ☐ No
- Current staff list ..... ☐ Yes .... ☐ No

\*Please sign and return form to Volunteer Coordinator once completed.

\_\_\_\_\_  
Volunteer's Name *(please print)*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Volunteer's Signature


\_\_\_\_\_  
Regional Manager's Signature

\_\_\_\_\_  
Date



## Appendix G.2 Volunteer Orientation Forms

### VOLUNTEER PERSONAL INFORMATION

|   |                          |                |
|---|--------------------------|----------------|
| Last Name   | First Name               | Middle Initial |
| Address   |                          |                |
| City  | State                    | Zip Code       |
| Cell/Telephone Number   | E-mail                   |                |
| Emergency Number  | Emergency Contact Person |                |
| *****   |                          |                |
| Office Use Only   |                          |                |
| <div style="text-align: center; padding-top: 10px;">Admin Orientation Date:</div>   |                          |                |
| <div style="text-align: center; padding-top: 10px;">Volunteer Site</div>  |                          |                |
| <div style="text-align: center; padding-top: 10px;">Direct Supervisor</div>   |                          |                |
| <div style="text-align: center; padding-top: 10px;">  </div> |                          |                |

# **HEAD START of LANE COUNTY VOLUNTEER AGREEMENT AND RELEASE FROM LIABILITY**

1. I, \_\_\_\_\_ [full name of volunteer], agree to volunteer for HEAD START of LANE COUNTY (HSOLC).
2. As a volunteer, I understand that I will not be compensated for any time spent volunteering, nor am I entitled to benefits, including employment insurance benefits upon the termination of this agreement or as a result of this service.
3. I am aware that participation as a volunteer may require periods of standing, lifting and carrying up to 40 pounds and will require the exercise of reasonable care to avoid injury. I am voluntarily participating in this activity with knowledge of the hazards and potential dangers involved, and agree to accept any and all risks of personal injury and property damage.
4. As consideration for volunteering for HSOLC, I hereby agree that I, and my assignees, heirs, guardians, and legal representatives, will not make a claim against or sue HSOLC or its employees, agents or contractors for injury or damage resulting from the negligence, whether active or passive, or other acts, however caused, by any of its officers, employees, agents, or contractors of HSOLC as a result of my volunteering. I HEREBY RELEASE AND DISCHARGE HSOLC AND ITS OFFICERS, EMPLOYEES, AGENTS AND CONTRACTORS FROM ALL ACTIONS, CLAIMS, OR DEMANDS THAT I, MY HEIRS, GUARDIANS, AND LEGAL REPRESENTATIVES NOW HAVE, OR MAY HAVE IN THE FUTURE, FOR INJURY OR DAMAGE RESULTING FROM MY PARTICIPATION IN THE PROJECT.
5. I UNDERSTAND THAT IF I AM INJURED IN THE COURSE OF THE PROJECT, I AM NOT COVERED BY HSOLC's WORKERS' COMPENSATION PROGRAM. I authorize HSOLC to seek emergency medical treatment on my behalf in case of injury, accident or illness to me arising from my involvement as a volunteer. I understand that I will be responsible for medical costs incurred by such accident, illness or injury.
6. I understand that the materials and tools provided by HSOLC are and remain the property of HSOLC, and I agree to return these tools and any remaining materials to HSOLC at the end of my volunteer service.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT THIS IS A RELEASE OF LIABILITY, AND SIGN IT OF MY OWN FREE WILL.

Date: \_\_\_\_\_ Volunteer Signature

Printed Name: \_\_\_\_\_

*If volunteer is under 18 years of age, parent or guardian must read and sign the following:  
This release, its significance, and assumption of risk have been explained to and are understood by the minor.*

Date: \_\_\_\_\_ Parent or Guardian Signature

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_ [Nonprofit] Representative Signature

Printed Name: \_\_\_\_\_

## HEAD START OF LANE COUNTY EMPLOYEE HEALTH

Immunization History for Employees and Volunteers who work in Early Head Start

### EMPLOYEE OR VOLUNTEER INFORMATION

Full Name: (Please Print) \_\_\_\_\_

Have you been diagnosed with a communicable disease that could pose a health risk to infants and pregnant women? \_\_\_\_\_

Have you ever been told that you have Tuberculosis? \_\_\_\_\_

Please confirm that you have had these vaccinations with your Initials:

MMR (Measles, Mumps, Rubella) Vaccination: \_\_\_\_\_

Varicella Vaccination or History of Chickenpox: \_\_\_\_\_

Annual Influenza Vaccination: \_\_\_\_\_

Pertussis (TDAP) Vaccination in past 5 years: \_\_\_\_\_

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

Recommendations:

---

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---

---

Signature of Employee Health Nurse: \_\_\_\_\_

Val Haynes, RN, BSN  
541-968-0558

## Appendix G.3 Family Partnership Agreement

### Family Partnership Agreement *Acuerdo de colaboración con la familia*

Parent/Guardian Name / Nombre del padre/madre/tutor legal:

\_\_\_\_\_ Child's Name / Nombre del niño: \_\_\_\_\_

\_\_\_\_\_ Staff Name / Nombre del

personal: MaryMargaret Reynolds & Anne Handy Date / Fecha: October 17, 2018

\_\_\_\_\_ ChildPlus #:

\_\_\_\_\_

? What hope or dream do you have?: / ***¿Tiene algún sueño o aspiración?***

? What current strengths or supports are already in place? / ***¿Con qué fortalezas o apoyo cuenta en este momento para lograr su sueño/aspiración?***

? What might get in the way? / ***¿Qué le podría impedir lograrlo?***

### Objectives/Steps / *Estrategias/Pasos*

|   |   |
|---|---|
| <p><b>1<sup>st</sup></b><br/>Attend SEEKERS Volunteer Training provided by Sami Allen</p> | <p>Person Responsible / <i>Persona responsable</i> _____ <b><i>&amp; Sami</i></b></p> <p>Date to be Completed / <i>Fecha a lograrse</i> <b><i>November 1, 2018</i></b></p> <p>Date Completed / <i>Fecha en que se logró</i> _____</p> |
|---|---|

|  |   |
|--|---|
| <p><b>2<sup>nd</sup></b></p> <p>Complete 100 – 150 hours of classroom volunteer time as organized by Anne Handy.</p> | <p>Person Responsible / <i>Persona responsable</i> _____ <b>&amp; Anne</b></p> <p>Date to be Completed / <i>Fecha a lograrse</i> <b>May 15, 2019</b> _____</p> <p>Date Completed / <i>Fecha en que se logró</i> _____</p> |
| <p><b>3<sup>rd</sup></b></p> <p>Attend SEEKERS Wednesday Trainings as led by MaryMargaret Reynolds</p>               | <p>Person Responsible / <i>Persona responsable</i> _____ <b>&amp; MMR</b></p> <p>Date to be Completed / <i>Fecha a lograrse</i> <b>May 15, 2019</b> _____</p> <p>Date Completed / <i>Fecha en que se logró</i> _____</p>  |
| <p><b>4<sup>th</sup></b></p> <p>SEEKERS Graduation -- Planned by SEEKERS Advisory Committee</p>                      | <p>Person Responsible / <i>Persona responsable</i> <b>SEEKERS Advisory Com.</b> Date to be Completed / <i>Fecha a lograrse</i> <b>May 22, 2019</b> _____</p> <p>Date Completed / <i>Fecha en que se logró</i> _____</p>   |

**Comments/Notes/Follow Up / Comentario/Notas/Pasos Complementarios:**

**Parent/Guardian Signature / Firma del padre/madre/tutor legal:**

\_\_\_\_\_

## **Appendix G.4 Code of Conduct and Professional Ethics**

### **Code of Conduct and Professional Ethics**

All staff and volunteers are required at time of hire or placement to understand and abide by the codes of conduct as set forth in the Federal Performance Standards 45 CFR 1304.52 (h)(1-3) and Head Start of Lane County. The following standards specify that:

1. I will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or gender identity.
2. Maintaining confidentiality is important to the success of our mission, our reputation in the community and the privacy of clients and staff. Family files, personnel records, financial information, client information and other related information is considered confidential. I am required to protect this information by safeguarding it when in use, filing it properly when not in use, and discussing it only with those who have a legitimate need to know. Additionally, staff who are also parents, may not access confidential information (as defined above) other than what is required within the scope of their job responsibilities. If approached by members of the news media, requesting information regarding Head Start of Lane County operations, I will refer requests to the Executive Director.
3. I understand that no child shall be left alone or unsupervised while under my care. Supervised is interpreted to mean at least one paid or contracted staff person is present, unless an exception has been approved by the Regional Manager or their designee. I will ensure children are kept safe at all times
4. I will use positive methods of child guidance that do not engage in corporal punishment, emotional or physical abuse, humiliation, isolation or the use of food as punishment or reward or the denial of basic needs.
5. I understand that no child may be removed from the presence of staff other than a child's own parent or guardian or other authorized person.
6. I will not solicit or accept gratuities, favors, or anything of significant value for personal use or enrichment from contractors/vendors or potential contractors/vendors who have been awarded contracts or provide services or materials for Head Start of Lane County.

7. Unless authorized by the Executive Director or Regional manager to do so, I will not solicit or request donations (monetary, services and/or goods) for the agency or agency sponsored events.
8. I understand that I must maintain professional boundaries with agency enrolled children/families at all times. Staff are expected to keep their personal lives separate from that of enrolled children/families and shall have only limited contact outside of work time and/or workrelated activities. Staff are to discuss with their supervisor any situations/relationships with enrolled children/families that are unclear or questionable.
9. I understand this document shall be placed in my personnel file and that violations of these codes may result in disciplinary action up to and including termination.

This policy complies with Head Start Performance Standard 1304.52 (h-1-3)  
Policy Council Approval on April 24, 2001, updated and approved 08/14/2007.  
Board of Directors approved on November 17, 2009 Updated December 2016

## Appendix G.5 Table Tent Name Card

Note: to make a table name card tent, fold in half, the fold in half again. Fold the section under the name to the back, then fold other sections making a triangle.



*Amie*



## Appendix H.1 Child Guidance and Behavior Management Policy & Procedure

# Child Guidance and Behavior Management

### Policy

Young children can present challenging behaviors in the educational setting. Head Start of Lane County is committed to using Positive Behavior Intervention Support (PBIS) to promote social competence and address challenging behaviors. Child guidance and classroom / bus management decisions will promote: (a) positive social skills; (b) emotional literacy; (c) positive self-esteem, and (d) provide a nurturing, safe environment.

- I. Promoting social competence and preventing/addressing challenging behaviors to enhance children's social success in educational settings involve the components below. See Social Emotional Inventory of Practices in the Document Archive for specific recommendations and examples to achieve the following:
  - A. Building Positive Relationships: Supportive, responsive relationships among adults and children are an essential component to promoting healthy social emotional development.
    - i. Adults will:
      1. Develop and support meaningful relationships with children and families
      2. Examine their personal, family, and cultural views of child's challenging behavior
      3. Examine their own attitudes toward challenging behavior
- II. Creating Supportive Environments: High quality environments promote positive outcomes for all children.
  - A. Adults will:
    - i. Design the physical environment to support social and emotional security
    - ii. Develop schedules and routines
    - iii. Ensure smooth transitions
    - iv. Design activities to promote engagement
    - v. Give directions that are clear to each child
    - vi. Establish and enforce clear rules, limits, and consequences for behavior
    - vii. Engage in ongoing monitoring and positive attention
    - viii. Use positive feedback and encouragement
- III. Social Emotional Teaching Strategies: Systematic approaches to teaching social skills can have a preventive and remedial effect.
  - A. Adults will:
    - i. Interact with children to develop their self-esteem
    - ii. Show sensitivity to individual children's needs
    - iii. Encourage autonomy
    - iv. Capitalize on the presence of typically developing peers
    - v. Utilize effective environmental arrangements to encourage social interactions
    - vi. Use prompting and reinforcement of interactions effectively
    - vii. Provide instruction to aid in the development of social skills
    - viii. Promote identification and labeling of emotions in self and others
    - ix. Explore the nature feelings and the appropriate ways they can be expressed
    - x. Model appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day
    - xi. Create a planned approach for problem solving processing within the classroom
    - xii. Promote children's individualized emotional regulation that will enhance positive social interactions within the classroom
- IV. Individualized, Intensive Interventions: Assessment – based interventions that results in individualized behavior support plans (see [Referral for Behavior Support policy](#))

- A. Adults will:
  - i. Team with family to develop support plans
  - ii. Use Functional Behavior Assessment (FBA) provided by Early Childhood CARES as a guide to support the child in the classroom
  - iii. Implement the behavior support plan
  - iv. Teach replacement skills
  - v. Communicate regularly with the Collaboration Team as well as the Early Childhood CARES Behavior Team regularly
  - vi. Monitor how well the plan is working and make adjustments as guided by Early Childhood CARES

## Procedure

- I. See Social Emotional Inventory of Practices in the Document Archive for specific recommendations and examples on “how” to achieve the above policy.
  - A. Bus Drivers/Monitors:
    - i. The Bus Monitor will initially meet with classroom staff/Regional Manager to develop a plan for the bus. If more intensive support is needed, bus staff will follow the same procedure as needed for requesting behavior support in the classroom. See Referral for Behavior Support Policy and procedure for guidance.
    - ii. The Bus Monitor will be responsible for behavior management on the bus. The Bus Driver may need to assist when children are loading or there is a substitute Monitor. The Bus Monitor will inform DST of behavior problems on the bus and work with classroom staff to ensure that strategies used for behavior management are consistent in the classroom/on the bus.
    - iii. The Bus Driver, monitor, and parent will be included in the development of the bus behavior plan if possible. If that is not possible, the Bus Driver and Monitor will be informed of the plan by the Regional Manager. A copy of the bus behavior plan will be kept on the bus. If there is a substitute bus monitor, the bus driver will share the plan with him/her.
    - iv. The Regional Manager will ensure that there is structure (pictures, rules posted, clear expectations, assigned seating) inside the bus environment to communicate to the children what to do and how to behave.
    - v. There will be systems, schedules, and routines established by the Regional Manager/Teacher/Bus Monitor to promote predictability and security for children.
    - vi. Bus Drivers/Monitors will be expected to interact with children in a positive, friendly, and socially supportive manner using positive behavior support strategies and encouraging pro-social interactions among the children.
    - vii. Monitors will provide developmentally appropriate, individualized, and safe activities for children to engage in while riding on the bus.
  - B. Hierarchy on the bus (least intrusive to most intrusive strategies with increasing intensity):
    - i. Restate the rules and give positive support to those who are following the rules (sometimes using tangible rewards such as stickers).
    - ii. Use natural consequences including removing objects, activities, and giving verbal redirection.
    - iii. Physical touch (such as hand on shoulder), direct eye contact, sitting beside the child, or moving the child to another seat.
    - iv. Move the child to the front seat of the bus with no other child next to him/her.
- II. Supplementing positive behavior intervention using strategies with intensity. Occasionally, young children present dangerous behaviors in the educational setting, with the potential to injure themselves or others. In such circumstances, children may need strategies with intensity to help them learn appropriate

behavior. After consultation (with Regional Manager, Program Consultants, Directions Services and Early Childhood CARES as needed) the direct service team and family may supplement the above strategies with one or more of the following interventions. These examples of such consequences might include but are not limited to:

- A. First Response Strategies (see First Response in the Document Archive)
- B. Responding to unanticipated dangerous behavior. Occasionally, staff may be unaware of a child's potential for dangerous behavior, which may occur very quickly and with little warning. All DST will have a Site Plan for Dangerous Behaviors in the Document Archive that will include the following:
  - i. A safe, quiet place in the classroom for a child to be alone.
  - ii. A procedure for quickly exiting the children from the classroom so the child with behavior issues is isolated with an adult.
  - iii. A place outside the classroom to take a child that needs time alone.
  - iv. Ways of quickly communicating to the rest of the team (including regular parent and community volunteers) with a signal word so that the plan can be quickly implemented without a lot of discussion.
  - v. DST will submit their plans to their RM at the beginning of the program year and update it as needed.
  - vi. The plan will enable staff to take immediate action to ensure the safety of the child and others in the area.
  - vii. For the safety of the child and staff, the crisis intervention for the child will not exceed gentle but firm physical guidance/direction, holding a child only long enough to get them to a safe space to calm down.
  - viii. When dangerous behaviors occur on the bus, the Bus Monitor will move the child to the front seat of the bus if possible. The Bus Driver will proceed to the child's drop off as soon as possible.
  - ix. When dangerous behaviors occur, staff will contact the child's parent to debrief the incident. Collaboration Team will look at the Social Emotional Inventory of Practices to work and support DST teams to develop skills, if needed, while ECCARES supports intensive interventions. (see Referral for Behavior Support forms in the Document Archive; Check with RM and Collaboration Team for assistance; or reference the Social Emotional Inventory of Practices in the Document Archive)
- III. Use of physical restraint. Rarely, a child may need use of physical restraint if there is imminent danger to self or others. The team will be required to consult with a member of the Collaboration (ED/D Consultant, MH Consultant, Early Childhood CARES, and Direction Service) Team. Physical restraint is not to be used as a routine procedure nor without an approved behavior plan specifying its use. (signed by parent)
  - A. Teacher will fill out a First Incident of Dangerous Behavior Checklist in the Document Archive and LEAD form Criteria (See the LEAD steps) (See Behavioral Referral Checklist in the Document Archive)
  - B. The use of corporal punishment is strictly forbidden. Use of such methods will result in disciplinary action.
  - C. Withholding of food, access to the bathroom, or name calling or any other form of demeaning treatment is strictly forbidden. Use of such methods will result in disciplinary action.
  - D. Continual communication with parents and guardians must be maintained concerning the child's behavior and ongoing documentation and progress reports are required. Staff will be sensitive to different cultural beliefs and values.
  - E. Behavior that is chronically dangerous may be an indicator that further support and assessment is needed. The child be will referred to the Collaboration team as soon as possible (see Referral for Behavior Support policy)
  - F. If a child's behavior requires special support during the time of referral and assessment, the Regional Manager, the CD/D Consultant, and the Collaboration Team will be included in planning the support.

- IV. Sending a child home/loss of bus privileges due to a behavior related incident: Rarely, a child may engage in behavior that poses a significant physical and/or mental risk to self or others. Only then, should a team consider sending a child home and/or removing bus privileges due to a behavior related incident.
  - A. No child will be sent home or lose bus privileges without prior approval from the Regional Manager in consultation with the Mental Health and/or Child Development & Disabilities Consultant(s) and ECSE service coordinator, if applicable. In the case of loss of bus privileges, the Transportation Manager will be consulted. If the child attends a full day classroom, the Full Day Consultant will be given prior notification in order to address possible financial and childcare concerns/issues.
  - B. Each incident will be considered on its own merit and not be generalized with other incidents by the child or other children.
  - C. Any incident resulting in approval to send a child home/lose bus privileges will be followed up immediately with:
    - i. A staffing (or team meeting in the case of a child on an IFSP) including any outside agency consultants working with the child, focal teacher, family advocate, regional manager, family and program consultants if needed.
    - ii. Development of a temporary behavior plan or modification of existing plan so the child can return the next day.
    - iii. The incident, behavior plan, and the team meeting will be documented in ChildPlus as soon as possible in the behavior plan table (including notes) in the Education (or Disabilities when applicable) sections.
    - iv. A referral (or call when there is open case management) will be made to the Collaboration Team to conduct a Functional Behavior Assessment and develop a formal behavior plan to manage the behavior.
    - v. Documentation will be maintained on the child's progress on the behavior plan.
- V. ChildPlus Acuity Scale
  - A. In order for Regional Managers and program Consultants to monitor challenging behaviors, focal teachers will use the Acuity Scale in the Education section of ChildPlus:
    - i. Choose the child's ChildPlus file.
    - ii. Go to the Education section.
    - iii. Enter date on entry.
    - iv. Left click on Indicator.
    - v. Enter a note
  - B. The Focal Teacher will update the Acuity Information (when section is in use) at the same time as the Galileo benchmarks. Behavior indicators will be removed when the behaviors have extinguished.
    - 1. Indicators are eliminated by un-checking the indicator box and entering a note in Acuity section about why the behavior indicator was removed.
  - C. DST will print out the acuity scale scores and send them, with the referral packet, to the Collaboration Team for Behavior Support and/or Mental Health Services (see Referral for Behavior Support or Mental Health Referrals and Tracking).

This policy complies with Head Start Performance Standard 45 CFR1304.21(a)(3)(i)(A) – 1304.21(a)(3)(ii)

It was approved by Policy Council on December 12, 2000. September 12, 2006. August 14, 2007

Updated July 20, 2000. July 10, 2002. August 11, 2005. August 22, 2006, June 12, 2007, August 17, 2008. June 2009

## Appendix H.2 Child/Adult Interaction Policy & Procedure

### Child/Adult Interaction

#### Policy

Interactions between children and adults provide opportunities for children to build trust, to develop an understanding of self and others, and to encourage respect for the feelings and rights of others. All interactions between children and adults will be respectful and supportive of each child's gender, culture, language, ethnicity and family composition.

#### Appropriate Touch with Children

Positive touch is an important part of healthy brain development in young children. Touch reduces stress, aids in healthy emotional development, and demonstrates love for the children in our care. Appropriate touch is defined as non-intrusive and causing no feelings of discomfort or confusion for children. Such contact should also not cause feelings of discomfort or confusion for caregivers. Each child should be allowed to determine what kinds of touches he or she finds acceptable.

#### Procedure

1. Adults will greet each child to acknowledge that they belong in the classroom.
2. Adults will actively listen to children and observe non-verbal communication.
3. Adults will physically place themselves at the child's eye level while interacting.
4. Adults will encourage children to talk about their feelings.
5. Adults will use language and materials free from ethnic and gender bias.
6. Adults will stimulate critical thinking skills and cognitive concepts by using open-ended questioning, modeling and other appropriate communication strategies.
7. Adults will demonstrate respect and caring for children in all interaction, giving reinforcement for children's efforts.
8. Staff will make every effort to include persons in the classroom who speak the primary language of each child and are knowledgeable about their culture.

**So that touch is used appropriately with children, staff and volunteers are asked the following:**

1. Physical contact is valuable to children. Let the child lead in showing you what kind of touch is acceptable to him or her.
2. In general, avoid using touch with children if you are the only supervising adult. If possible, have another adult present.

3. Ask permission before touching children. If the child says no, then refrain from hugging him/her. Be aware that a child may be uncomfortable saying no to an adult. Read the child's body language to gauge the child's comfort level.
4. Try to touch non vulnerable body parts only, such as the shoulders, back, arms, and hands. Likewise, avoid vulnerable body parts, such as the chest, and genitals. Be aware of the cultural considerations when touching children. What is acceptable in some cultures is prohibited in others. Again, let the child lead.
5. Be aware of the child's activity level and do not interrupt the child's engaged play with touch.
6. Understand that a child's need for physical contact varies individually. Get to know each child and determine what kind of touch is appropriate.
7. If you must touch a child's vulnerable areas-such as during diapering-tell the child which parts you are touching and why. Use the proper names for body parts.
8. It is not appropriate for teachers/staff to kiss children.

This policy complies with Head Start Performance Standard 45CFR 1302.30, 1302.31 (a)

It was approved by Policy Council on April 8, 1997.

Updated July 26, 1999. November 15, 2000, June 29, 2007, September 11, 2007. June 2008. August 2017

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## Appendix H.3 Head Teacher/Teacher Performance Evaluation categories

### Head Teacher/ Teacher Performance Evaluation

1. **Behavior Management:** Rules and expectations are clear and consistently taught and reinforced. Monitors classroom and playground areas consistently in a proactive manner to prevent problems from developing. Uses positive redirection to focus on expectations, rules, and routines.
2. **Productivity:** Makes use of prompts, both verbal and visual, to help children maintain success without taking time away from learning. Transitions are quick and efficient. Activities and lessons are consistently planned and prepared before class begins.
3. **Instructional Learning Formats:** Facilitates children's engagement in activities and lessons, encouraging participation and expanded involvement. Uses a variety of modalities (auditory, visual, and movement) to interest children and gain their participation during activities and lessons.
4. **Concept Development:** Uses discussions and activities with children that encourage analysis and reasoning. Provides many opportunities for children to be creative and generate their own ideas and products. Provides scaffolding for children's learning by linking concepts and activities to previous learning using concepts from children's lives.
5. **Quality of Feedback:** Prompts children to explain their thinking and rationale for responses and actions, providing additional information to expand children's knowledge.
6. **Language Modeling:** Participates in frequent conversations with children, asking open-ended questions, and expanding on children's responses. Uses advanced language frequently, explaining the meaning of words and concepts to build on previous knowledge.
7. **Teacher Sensitivity:** Uses effective techniques to monitor children needing extra support and assistance, being responsive to problems and concerns raised by children.
8. **Regard for Child Perspectives:** Provides consistent support for children to be autonomous; listens to children's ideas and interests. Provides many opportunities for children to talk and express their ideas. Children have frequent opportunities for freedom of movement and placement during activities and lessons.
9. **Curriculum/ Assessment/ and Individualization:** Develops and utilizes balanced curriculum plans, which reflect mandated elements and components, parental and cultural influences. Adapts curriculum to address and meet individual goals for children as identified in their individualized education plans. Establishes weekly goals that promote individual and group educational plans.

|   |   |            |          |          |       |          |
|---|---|------------|----------|----------|-------|----------|
| 4 |   |            |          |          |       |          |
| 5 |   |            |          |          |       |          |
| 5 |   |            |          |          |       |          |
| 7 |   |            |          |          |       |          |
| 3 |   |            |          |          |       |          |
| 9 |   |            |          |          |       |          |
| 0 |   |            |          |          |       |          |
| 1 |   |            |          |          |       |          |
|   | ▶ | Attendance | Adrianne | Alondara | Sunny | Brittany |

|                        |          |           |  |  |
|------------------------|----------|-----------|--|--|
| Classroom placement #1 |          |           |  |  |
| Classroom placement #2 |          |           |  |  |
| EHS Placement:         |          |           |  |  |
| Date                   | HS Hours | EHS hours |  |  |
| 11/18/2019             | 2.75     |           |  |  |
| 11/19/2019             | 2.75     |           |  |  |
| 11/21/2019             | 3.75     |           |  |  |
| 11/25/2019             | 3.75     |           |  |  |
| 11/26/2019             |          |           |  |  |
| 12/2/2019              | 3.75     |           |  |  |
| 12/3/2019              | 4        |           |  |  |
| 12/9/2019              | 3.75     |           |  |  |
| 12/10/2019             | 2.5      |           |  |  |
| 12/12/2019             | 3.5      |           |  |  |
| 12/16/2019             |          |           |  |  |
| 12/17/2019             | 3.75     |           |  |  |
| 12/18/2019             | 2.25     |           |  |  |
| 12/11/2019             | 2.5      |           |  |  |
| 12/19/2019             | 1.5      |           |  |  |



## Appendix I.2 Sample Hours Report to Advisory Committee

### SEEKERS Volunteer Hours

| <b>SEEKER</b> | <b>1/15/2019</b> | <b>3/18/2019</b> | <b>4/9/2019</b> |       |  |
|---------------|------------------|------------------|-----------------|-------|--|
| Amie          | 0                | 0                |                 |       |  |
| Ashley        | 0                | 0                |                 |       |  |
| Belinda       | 0                | 0                |                 |       |  |
| Carlie        | 0                | 0                | 84              |       |  |
| Chereva       | 21               | 42               |                 |       |  |
| Elizabeth     | 0                | 28               | Hired by        | HSOLC |  |
| Isabel        | 5                | 43.5             | 51.5            |       |  |
| Martha        | 11.25            | 22.5             |                 |       |  |
| Michelle      | 15               | 53               | 53              |       |  |
| Nichole       | 32               | 129.5            | 139.75          |       |  |
| Rosa          | 27               | 69               | 99              |       |  |
| Rexan         | 36.25            | 77.25            | 94.75           |       |  |
| Sequoia       | 24               | 31.5             | 34.25           |       |  |
| Shannon       | 10               | 35.75            | 54              |       |  |
| Skyler        | 38               | 100.35           | 136             |       |  |
| Tiffany       | 21               | 34.75            | 83.5            |       |  |
| Tiffany       | 0                | 44               | 53.5            |       |  |

 Dropped from program

## Appendix I.3 Sample Travel Reimbursement Form

### HEAD START OF LANE COUNTY

#### SEEKERS MILAGE REIMBURSEMENTS FORM FORMA DEL REEMBOLSO PARA GASOLINA DE SEEKERS

Please Print/ Letra de Molde

**NAME / NOMBRE:** \_\_\_\_\_

**MAILING ADDRESS/**

**DIRECCION:** \_\_\_\_\_

**CITY, STATE, ZIP/**

**CIUDA, ESTADO,** \_\_\_\_\_

**CODIGO POSTAL**

I live at least 10 miles from the Whiteaker Head Start Center 21 N Grand, Eugene, Oregon and would like to be reimbursed for travel to SEEKERS Wednesday class for the following date/s of class attendance.

Reimbursement rate is \$8.00 per class day.

*Vivo por lo menos 10 millas de distancia del Centro de Head Start Whiteaker, calle Grand 21, Eugene, Oregon y pido el reembolso de gasolina del viaje al clase de SEEKERS los miércoles para lo siguiente días de asistencia. El reembolso es \$8.00 por día de presencia.*

Date: \_\_\_\_\_ \$ 8.00

Date: \_\_\_\_\_ \$

Date: \_\_\_\_\_ \$

Date: \_\_\_\_\_ \$

total \$

#### SEEKERS

**SIGNATURE / FIRMA:** \_\_\_\_\_

**DATE / FECHA:** \_\_\_\_\_

#### HSOLC STAFF

**SIGNATURE / FIRMA:** \_\_\_\_\_

**DATE / FECHA:** \_\_\_\_\_

## Appendix I.4 SEEKERS Classroom Volunteer Time Sheet

# SEEKERS Classroom Volunteer Time Sheet

Name: \_\_\_\_\_

Site: \_\_\_\_\_

*Submit Timecard to Program Special Projects Manager each week*

| <b><i>Date</i></b> | <b><i>Time in</i></b> | <b><i>Time out</i></b> | <b><i>Total Hours</i></b> |
|--------------------|-----------------------|------------------------|---------------------------|
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |
|                    |                       |                        |                           |

Total hours worked: \_\_\_\_\_

\_\_\_\_\_  
Seeker Volunteer Signature

\_\_\_\_\_  
Classroom Head Teacher Signature

## Appendix J.1 Mentor Teacher Guide

### SEEKERS Mentor Teacher Guide

~Provide positive feedback using and building upon SEEKERS strengths.

~Role model:

- ❖ expected behaviors around child supervision, interactions, re-directions, language, communication, and transitions in the classroom with children
- ❖ establishing a positive classroom climate for children and staff
- ❖ preparing classroom environment to support curriculum plans and learning experiences
- ❖ consistent classroom schedule
- ❖ encouraging child exploration, experimentation, problem solving, cooperation, socialization, and choice-making
- ❖ professionalism, team communication, individual roles, division of work and effective problem-solving skills.
- ❖ English language acquisition of children who are English and dual language learners.
- ❖ an understanding of family engagement and community partnerships
- ❖ Provide opportunities for SEEKERS to supervise an activity, sit at a table for meals, read a story, plan an activity for circle, and plan an activity based on individual needs of children in the classroom.

~Role model having.

~ Role model providing resources based on family needs.

~ Role model using Head Start classroom curriculum to individualize child and group needs and to support guided learning.

~ Role model assessing individual and group needs, attending to specific interests, strengths and concerns.

~ Role model using appropriate agencies to develop specialized planning for children and families as needed

## Appendix J.2 SEEKERS Classroom Volunteer Feedback Form

### SEEKERS Classroom Volunteer

#### Feedback Form 2019

Your Name and classroom \_\_\_\_\_

Name of your classroom SEEKER volunteer \_\_\_\_\_

Please rate their performance as “demonstrated, emerging, or growth area”

Group Management skills \_\_\_\_\_

Reliability \_\_\_\_\_

Maintains safety \_\_\_\_\_

Child Guidance \_\_\_\_\_

Supports child -directed learning \_\_\_\_\_

Planned and/or led an activity \_\_\_\_\_

Communication with staff \_\_\_\_\_

Other demonstrated skills or strengths

---



---



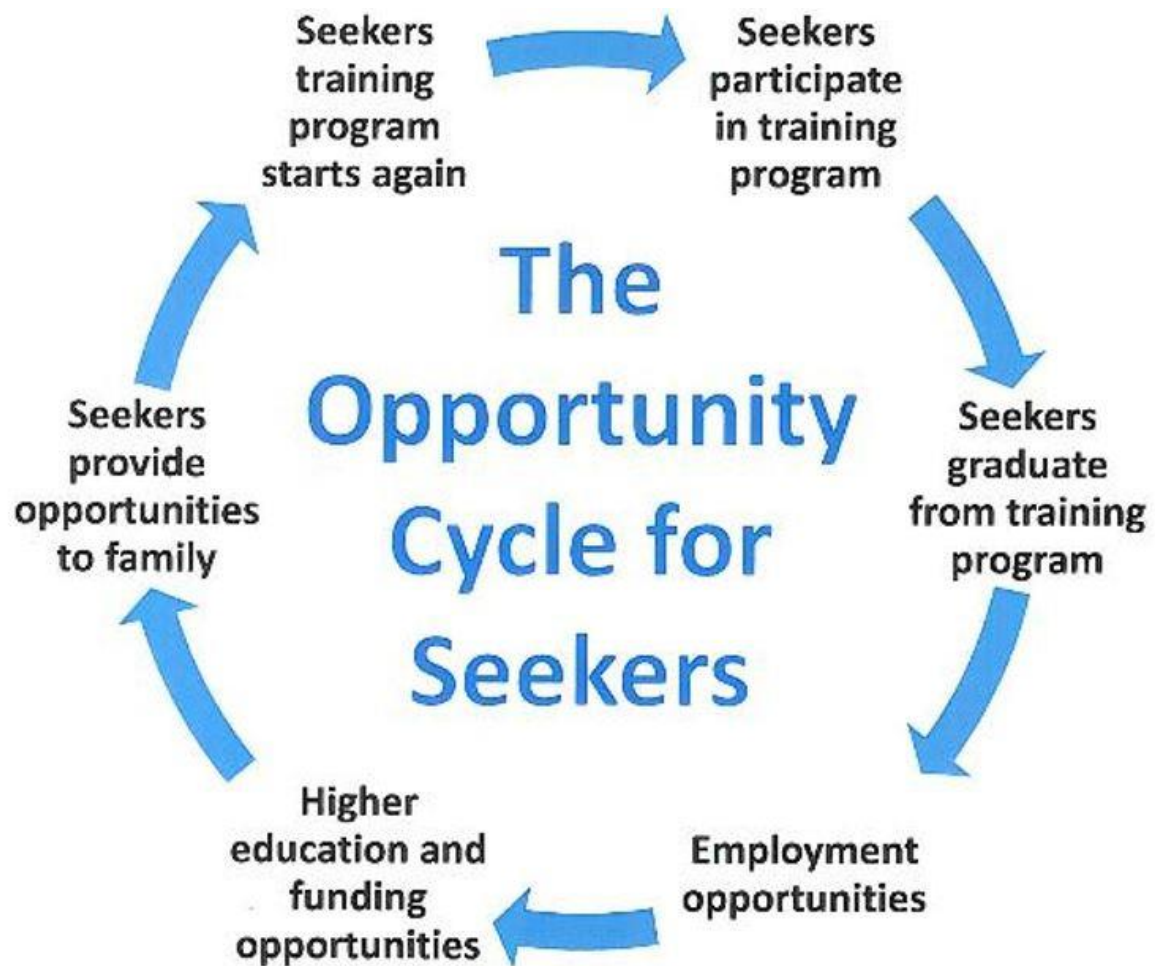
---

Would you recommend this person for hire in our agency? \_\_\_\_\_

Your willingness to be a mentor teacher in the SEEKERS program is invaluable to Head Start of Lane County and your feedback about the program is very important to us. Please share what worked well, what needs improvement, and any other feedback you feel is important and we need to know. Are there any skills you feel we should work on adding to the training calendar that you feel would be beneficial to the SEEKERS program?

---

### Appendix J.3 The Opportunity Cycle for SEEKERS



## Appendix K.1 Graduation Invitation

**Head Start of Lane  
County  
SEEKERS Advisory  
Committee**

Cordially invites you to the

**SEEKERS Class of 2019  
Graduation Celebration**

Wednesday, May 29, 5-7 PM

Whiteaker Cafeteria

21 North Grand, Eugene.

Oregon

Please RSVP by May 17 by email or



## Appendix K.2 Graduation Program

*Many Thanks to the following people:*

| <i>Training Presenters</i> | <i>Mentor Teachers</i> |
|----------------------------|------------------------|
| Angel                      | Alissa                 |
| Carol                      | Andi                   |
| Caroline                   | Ashlee                 |
| Charleen                   | Casey                  |
| <del>Chave</del>           | Christal               |
| Cheri                      | Grace                  |
| David                      | Jennifer               |
| Karla                      | Kayla                  |
| Kayla                      | <del>Kayla</del>       |
| Kerry                      | <del>Kristina</del>    |
| Jen C                      | <del>Maria</del>       |
| Jen J                      | <del>Maria</del>       |
| <del>Laura</del>           | Roslyn                 |
| Lisa                       | Sandi                  |
| Lorraine                   | Shelley                |
| <del>Maria</del>           | Tarra                  |
| Mariann                    | Tonya                  |
| Sami                       |                        |
| Stephanie                  |                        |
| <del>Stephanie</del>       |                        |
| Trixie                     |                        |
| Val                        |                        |

**SEEKERS Advisory Committee:** Sami Allen, Patrick ~~DeCelles~~, Mary Groesbeck, Anne Handy, Cheri Peterson, Mary Margaret Reynolds, Tim Rochholz

**Photographer:** Sami Allen



### SEEKERS Graduates Class of 2019

Carlie  
Isabel  
Michelle  
Nichole  
Rosalee  
~~Rexan~~  
Sequoia  
Shannon  
Skyler  
Tiffany  
Tiffany

### SEEKERS Graduation Celebration

May 29, 2019

**Welcome** Mary Margaret Reynolds

**Dinner** Cascade BBQ

#### *Recognitions and Thanks*

*SEEKERS Graduates, 2016-2018*

*Perfect Class Attendance:* Rosalee Deas

*Jobs Program:* Lisa Mills

*Mentor teachers*

*Teacher Training Presenters*

*SEEKERS' Families*

**Keynote Address** Annie Soto, Executive Director

**Presentation of Graduates** Anne Handy & Mary Margaret Reynolds

**Dessert** Cupcakes

**Greeters & Helpers:** Blanca Flores, Marci Gaston, Mary Groesbeck, Anne Handy, Cheri Peterson, Sally Pope, Charlene Strauch, Sami Allen, Melanie, Annie Soto, Patrick ~~DeCelles~~, Tim Rochholz



**Appendix K.3 Mentor Teacher and Presenter Certificates of Appreciation**

## Appendix K.4 Transcript Template

### HEAD START of LANE COUNTY

221 B Street Springfield, OR 97477-45522

(541)747-2425 FAX(541) 747-6648 <http://www.hsolc.org>

*"Ensuring that our youngest Children have a solid foundation for life."*

## Name of SEEKERS Graduate Completed the SEEKERS Program of Head Start of Lane County May 29, 2019

[Name of SEEKERS Graduate] has completed 129 hours of volunteer work in a Head Start Preschool Classroom, ages 3-5.

As part of the SEEKERS Program of Head Start of Lane County, [Name of SEEKERS Graduate] completed the following trainings:

Page 1 of 5, \_\_\_\_\_

| <b><i>Date/<br/>Core area</i></b> | <b><i>Training<br/>Title</i></b>                   | <b><i>Description</i></b>   | <b><i>#<br/>hours</i></b> |
|-----------------------------------|--|---|---------------------------|
| 10/10/2018<br><br>PPLD            | Volunteer Orientation & Safety Sets                | Orientation as a volunteer with Head Start of Lane County to meet the Oregon Child Care Regulations and Performance Standards of Head Start. Including Ethics and Confidentiality signed statements and on-line application of Food Handler's Cards and Central Background Registry with the Oregon Child Care Division.  | 3                         |
| 10/17/2018<br><br>PM              | What is Head Start – through Policies & Procedures | Introduction to <i>the Policies and Procedures of Head Start of Lane County</i> with particular emphasis on implementation of Adult/Child interactions and Behavior Management policies and procedures. Review of appropriate release, confidentiality and Code of Conduct & Professional Ethics.   | 3                         |
| 10/24/2018<br><br>HGD             | A Child's Work is Play                             | Developmentally appropriate learning strategies of play through child development. Experiencing learning through play with Head Start's various components addressing child development using a lotto game (From <i>Abriendo Puertas</i> - similar to Mexico's lotto game). Seekers will also have an opportunity to experience play with various open-ended materials spanning different developmental stages such as homemade playdough, Widgets, Lego, Marble Run etc. | 3                         |
| 10/31/2018                        | Observation and Assessment                         | <i>Head Start Early Learning Outcomes Framework</i> system of dimensions and outcomes demonstrating ongoing assessment of children 1-5. Introduction to Teaching Strategies Gold as the ongoing assessment tool, the objectives, goals and strategies   |                           |

|                   |  |   |   |
|-------------------|--|---|---|
| OA                |  | throughout the age ranges and widely held expectations color bar.   | 3 |
| 11/7/2018<br>UGB  | Seekers' overview of Child Behavior Management through PBIS Module 1 | <i>PBIS 101 Positive Behavior Intervention Strategies</i> , how to guide children's behavior through positive means, redirection, using undesired behavior as an opportunity to teach children the desired expectations rather than as a form of punishment. Developing a child's emotional literacy by identifying feelings and teaching appropriate responses. Attention to Teacher's state of wellbeing, knowledge of one's own triggers and emotional state and how that may affect working with children.  | 3 |
| 11/14/2018<br>PM  | Trauma informed workplace  | How to take care of one's self while taking care of others to prevent burn out or caregiver fatigue. Recognizing trauma in one's self and others, responding to suffering in a thoughtful, intentional way by developing a quality of compassionate presence rather than by hardening one's hearts or by internalizing others' struggles as one's own,  | 3 |
| 11/28/18<br>UGB   | Seekers Safety First Training  | Working with high needs behaviors in children, ways to effectively intervene using calming strategies in order to avoid situations requiring a restraining hold with the child. <i>Safety First: A Set of Guidelines and Procedures for Maintaining a Safe Environment for Early Childhood Settings</i> is an early childhood curriculum based on the philosophy of PBIS. Training focuses on the use of research-based strategies and interventions appropriate for the physical and developmental attributes of young children, with an emphasis on prevention. | 3 |
| 12/5/2018<br>UGB  | Creating Connections in the classroom                                | <i>Creating Connections</i> is a two-generation program and curriculum focusing on improving children's school readiness and long-term outcomes combined with services focused on improving caregiver well-being. Creating Connections targets attention, self-regulation, and stress regulation with the portion of the program focusing on the children in the classroom and the other part focusing on the parents in multiple week parent groups.   | 3 |
| 12/12/2018<br>HSN | Food Service/ USDA   | Family Style meals, point of service attendance recording, portion sizes, nutrition education within USDA guidelines.   | 3 |
| 12/19/18<br>HSN   | Workplace safety & health concerns: Blood Borne Pathogens            | Common OSHA concerns, blood borne pathogens, typical health risks in working with children- for children, staff and families, especially pregnant women.  | 3 |
| 1/9/2019          | Family Engagement as an integral part of HS                          | Head Start views the child as inseparable from their home environments. As such, improved financial and emotional conditions in the home and with the parents will result in better outcomes for the child. Head Start works with parents through   |   |

|           |  |   |   |
|-----------|--|---|---|
| FCS       | program  | the family partnership process in which the family sets goals which   | 3 |
| 1/16/19   | Early Head Start stages of Growth and development  | Scope and content of the home base, combo and extended day options of Early Head Start addressing a child's growth and development from pre-natal through age 3.  |   |
| HGD       |  |   | 3 |
| 1/23/2019 | Car Seat Training                                  | Proper utilization and installation of child car seats for ages 0-8   | 2 |
| HSN       |  |   |   |
| 1/23/2019 | Professional Development                           | Professional Development, educational opportunities and advancement goals with Head Start of Lane County.   | 1 |
| PPLD      |  |   |   |
| 1/30/2019 | STEM: Science, Technology, Engineering & Math, PT1 | Hands on exploration of how children 0-5 years old learn Science, technology. Concrete materials and examples will be used which are standard equipment in Head Start of Lane County classrooms.  | 2 |
| LEC       |  |   |   |
| 1/30/2019 | STEM, Part 1                                       | TS-Gold and HS Outcomes Framework assessment strategies and how to observe dimensions in Science and Technology.  | 1 |
| OA        |  |   |   |
| 2/6/2019  | Cultural & Linguistic Responsiveness               | Working with diverse populations of staff and families in Head Start. Learning appropriate interactions and responses of varying cultures and languages spoken by children and families in Head Start.  | 3 |
| DIV       |  |   |   |
| 2/13/2019 | Music and Movement                                 | Hands on exploration of songs, finger plays, and dance through childhood favorites such as "Bear Hunt" "Bean Bag Boogie" "Freeze Dance" utilization of musical instruments and dance implements such as scarves, ribbons, etc. in expression of emotions through music. | 2 |
| LEC       |  |   |   |
| 2/13/2019 | Music and Movement                                 | TS-Gold and HS Outcomes Framework assessment strategies and how to observe dimensions in Music and Movement.  | 1 |
| OA        |  |   |   |
| 2/20/2019 | Story Telling: Puppets, play & fun                 | Use of puppets, props and other aides in story -telling. Language and Literacy development through use of realia.   | 2 |
| LEC       |  |   |   |
| 2/20/2019 | Story Telling                                      | TS-Gold and HS Outcomes Framework assessment strategies and observation of dimensions in language use and development.  | 1 |
| OA        |  |   |   |
| 3/6/2019  | Attachment & Emotion Coaching                      | The importance of parent/child and teacher/child attachment in the growth and development of the child. Development of a child's emotional literacy, knowledge and ability to respond in appropriate ways.  | 3 |
| HGD       |  |   |   |
| 3/13/19   | Activity Presentation part 1                       | Demonstration of student lead learning activities across the curricula.   | 3 |
| LEC       |  |   |   |
| 3/20/2019 | STEM-Math Part 2                                   | Hands on exploration of how children 0-5 years old learn engineering and math. Concrete materials and examples will be used which are standard equipment in Head Start of Lane County classrooms.   | 2 |
| LEC       |  |   |   |

|                  |   |   |           |
|------------------|---|---|-----------|
| 3/20/2019<br>OA  | STEM-Math<br>Part 2                               | TS-Gold and HS Outcomes Framework assessment strategies and observation of dimensions in Math and Engineering.  | 1         |
| 4/3/2019<br>LEC  | Activity<br>Presentation<br>part 2                | Demonstration of student lead learning activities across the curricula.   | 3         |
| 4/10/2019<br>HSN | CATCH   | Coordinated Approach to Child Health (CATCH) activities to increase the health and wellness of preschool aged children.   | 3         |
| 4/17/2019<br>LEC | Art &<br>Dramatic<br>Play                         | Hands on exploration of various artistic mediums, painting techniques, collage, sculpture and developing possibilities for children to learn through pretend play in various community situations such as the home, doctor's/dentist office, restaurant, etc., environments created in the dramatic play area.            | 2         |
| 4/17/2019<br>OA  | Art &<br>Dramatic<br>Play                         | TS-Gold and HS Outcomes Framework assessment strategies and observation of dimensions in Art and Dramatic Play.   | 1         |
| 4/24/19<br>LEC   | Engaging<br>children in<br>Language &<br>Literacy | The use of story, books and literature for language and literacy development. Development of circle time. Rhyming and phonological awareness. Letter and numeral recognition.   | 2         |
| 4/24/19<br>OA    | Engaging<br>children in<br>Language &<br>Literacy | TS-Gold and HS Outcomes Framework assessment strategies and observation of dimensions in Literacy.  | 1         |
| 5/1/2019<br>PM   | Communica-<br>tion                                | Best practices of communication with co-workers, parents and children.  | 3         |
| 5/8/2019<br>SN   | Children<br>with Special<br>Needs                 | How to develop an inclusive classroom for children with special needs. This includes children with Developmental delays, speech concerns, orthopedic disabilities and others. Focus is on how to fully include children in classroom activities, modifying where necessary to meet the needs of the individual child.     | 3         |
| 5/15/19<br>PPLD  | Application<br>& Interview<br>Tips                | Workshop on how to effectively fill out applications, and effective interview tips. How to present one's self as an educational professional. Tips on dress and demeanor.   | 3         |
| 5/22/2019<br>DIV | Dual<br>Language<br>Learners                      | Strategies for developing the child's home language through home language support. Tips for working with children and families who speak another language other than English as their primary language at home. Suggestions for helping children and families acquire English, the stages of second language acquisition. | 3         |
|                  |   |   |           |
|                  |   |   |           |
|                  |   | <b>Total Training Hours</b>   | <b>83</b> |

Mary Margaret Reynolds  
SEEKERS Training Coordinator  
Program Special Projects Manager  
(541)747-2425 X 1264

## Appendix K.5 Template for completion of Step 7

**Name:**

### FYI: Training hours in Core Knowledge categories for Step 7

**To obtain a Step 7 in the Oregon Registry**, you need a total of 120 hours consisting of at least 10 hours in each of the Core Knowledge categories. That leaves 20 hours of electives, or areas of training of your choosing. The charts below show how many hours you have in each core areas and how many more hours of training you need in each area.

**Diversity (D)**—Knowledge of differences in race, gender, ability, age, language, family composition, culture, ethnicity, socio-economic status, and/or religion. Weaving anti-bias awareness throughout all program activities and learning environments for children and youth.

|   |   |
|---|---|
| 3 | Cultural & Linguistic Responsiveness          |
| 3 | Dual Language Learners DLL                    |
| 6 | Total Hours                                   |
| 4 | How many more hours you need in this category |

**Family & Community Systems (FCS)**—Knowledge of the complex characteristics of children’s families and communities. Establishing respectful relationships and communication with family and community members.

|   |  |
|---|--|
| 3 | family engagement  |
| 3 | Creating Connections establishing communication and connection from the parent perspective |
| 3 | Total Hours  |
| 9 | How many more hours you need in this category  |
| 1 | How many more hours you need in this category  |

**Health, Safety & Nutrition (HSN)**—Knowledge of basic health, safety, and nutrition principles and practices. Knowledge of child abuse and neglect prevention, identification, reporting procedures, and therapeutic care. Promoting healthy choices and safety awareness with children and youth.

|   |                                     |
|---|-------------------------------------|
| 3 | Blood Borne Pathogens               |
| 2 | Car Seat Training                   |
| 3 | CATCH                               |
|   | disaster drill in May (2-5.5 hours) |

|    |   |
|----|---|
| 3  | food service  |
| 11 | Total Hours   |
| 0  | How many more you need in this category (you have one elective hour in this category) |

**Human Growth & Development (HGD)**—Knowledge of social, emotional, cognitive and physical growth and development. Using developmentally appropriate practices and principles in programs for children and youth.

|   |   |
|---|---|
| 3 | Play  |
| 3 | Early Head Start                              |
| 3 | emotion coach                                 |
| 9 | Total Hours                                   |
| 1 | How many more hours you need in this category |

**Learning Environment & Curriculum (LEC)**—Knowledge of the relationship between physical space, activities, experiences, and materials with child behavior, growth and development. Creating developmentally appropriate and culturally appropriate learning environments and curricula to foster optimum growth and development of children and youth.

|    |  |
|----|--|
| 2  | STEM 1—Science and Technology  |
| 2  | music  |
| 2  | Story  |
| 3  | activity 1   |
| 2  | math   |
| 3  | activity 2   |
| 2  | Art  |
| 2  | language   |
| 18 | Total Hours  |
| 0  | How many more you need in this category (you have 5 elective hours in this category) |

**Observation & Assessment (OA)**—Knowledge of observation techniques, assessment tools, and documentation procedures for children and youth. Using observation and assessment to individualize learning experiences, improve the effectiveness of the learning environment, and support referrals for specialized services.

|   |   |
|---|---|
| 3 | Observation and Assessment, Framework & TS Gold |
| 1 | STEM 1 Science & Engineering                    |
| 1 | Music   |



|   |   |
|---|---|
| 1 | Story                                   |
| 1 | Math                                    |
| 1 | Art                                     |
| 1 | Language                                |
| 9 | Total hours                             |
| 1 | How many more you need in this category |

**Personal, Professional & Leadership Development (PPLD)**—Knowledge of childhood care and education as a profession with an identified body of knowledge, professional standards, professional ethics, and established systems. Participation in leadership, advocacy, personal growth, and professional development activities.

|   |   |
|---|---|
| 3 | Orientation                                       |
| 3 | how to apply to work @ HSOLC                      |
| 1 | Professional Development possibilities with HSOLC |
| 7 | Total hours                                       |
| 3 | How many more hours you need in this category     |

**Program Management (PM)**—Knowledge of accepted business practices, legal and regulatory requirements, financial obligations, and record keeping. Developing or implementing program policies, communication strategies, management plans, and sound financial practices.

|   |   |
|---|---|
| 3 | Policies and Procedures                       |
| 3 | Trauma informed workplace                     |
| 3 | Communication                                 |
|   | Trauma Stewardship—All Staff in March (2)     |
| 9 | Total hours                                   |
| 1 | How many more hours you need in this category |

**Special Needs (SN)**—Knowledge of disabilities and other special needs, related resources, and regulations/laws. Implementing an inclusive and sensitive practice with children and youth in partnership with families.

|   |   |
|---|---|
| 3 | children w/ special needs                     |
| 3 | Total Hours                                   |
| 7 | How many more hours you need in this category |

**Understanding & Guiding Behaviors (UGB)**—Knowledge of developmentally appropriate and culturally appropriate guidance theories, principles and practices. Providing positive guidance to foster self-esteem, self-regulation, constructive behavior, and positive relationships for children and youth.

|   |   |
|---|---|
| 3 | PBIS 101                                |
| 3 | safety first                            |
| 3 | Creating Connections in the classroom   |
| 6 | Total hours                             |
| 4 | How many more you need in this category |

You have **9** elective hours, which leaves **11** hours of training you will want to take in the area of your choice (this is after how many hours you may need in each category) This will get you firmly on your way to progressing with Head Start of Lane County.

Also, keep in mind that occasionally the State reviewers see things differently than I do and place a training in different core category. The information is the best I have at this time. If I hear of any changes, I will try to let you know.

Questions: ask either Mary Groesbeck or MaryMargaret.

## Appendix L Questions for Discussion

### Questions to Consider When Building a Parent Education Program for Entry Level Head Start Positions

**The Problem:** ➤ **Questions for discussion:** Would a similar program benefit your agency? If so, how? What might you call it?

**Preparing the Ground ➤ Demographics:** ➤ **Questions for discussion:** Each agency needs to look at their own community's demographics. What are the resources available in your community that can be used for the program? Are there demographic or geological barriers to participation?

**With a Little Help from My Friends ➤ Forming an Advisory Committee ➤**  
**Questions for discussion:** Who, besides the head of your HR department, would be a logical choice to serve on the Advisory Committee? Who will convene the committee? Who will take notes? Who might be interested in leading the program?

#### **Who, What, Where, When & How ➤ Staffing and other Concerns**

➤ **Questions for discussion:** How will you structure the program's leadership? What are the qualifications for parent participation? What are the requirements to be a teacher (background checks, etc.) in your state/county?

**Community Partners ➤ Questions for discussion:** What are the organizations in your community with whom you could build relationships to support your program?

**Planting the first SEEDS ➤ Questions for discussion:** What type of recruiting would work best for your agency? How do you best communicate with new and returning parents? Who are some of the folks you could call upon to be presenter/trainers for topics? Would you want to use teachers as presenters for curriculum domain areas? If so, how might you recruit them?

**Building Curriculum ➤ Questions for discussion:** After looking at the HSOLC SEEKERS Syllabus, what changes would need to be made to meet the needs of your agency? In building your curriculum, what time frame works best for your calendar?

**If You Build It Will They Come? ➤ Meet & Greet ➤ Questions for discussion:** What are the requirements in your state for a teacher? What is the process for background checks? Does your state or county have additional requirements such as a food handler's card, etc.

**Interviewing Candidates ➤ Questions for discussion:** What information is important to ask at an interview? How would you develop your process for interviews and informing candidates of acceptance to your program?

**Orientation ➤ On Boarding: ➤ Questions for discussion:** In addition to Performance Standards, what are the requirements for employment with Head Start in your State/County? What are the requirements of a volunteer? How can your agency facilitate participants acquiring the necessary documentation for employment? What is your process for Volunteer Orientation, and does it need to be adapted for this type of program?

**If It's not Documented—it didn't happen ➤ Classes Begin ➤ Questions for discussion:** What type of record keeping and documentation does your agency use? How is it similar to or different than these samples?

**Ready Set Grow ➤ Volunteering in the Classroom ➤ Questions for discussion:** What qualities would you want in a Mentor Teacher? Who are some of your best teachers you might want to ask? What type of support might a participant need in your employment process?

**Reaping the Harvest ➤ Celebration Time!!! ➤ Questions for discussion:** How would you want to celebrate completion of the program? Who would plan it? What type of documentation would your participants need to receive at the end of the program for state or federal requirements? What is your favorite way to celebrate?