

BSACAP-HEAD START
IN-SERVICE
2018-2019

IN-KIND SHEETS:

As a reminder with the In-Kind Sheets: it is a team effort! There is a mixture of Teachers and Teacher Assistants who complete the main portion of this sheet. I realize we have some new staff this year so, this will be all you know. Family Advocates are to review these sheets. When In-Kind Sheets are NOT correct, then send these back to the teacher for corrections. VOLUNTEERING CAN BE INSIDE AND OUTSIDE THE CLASSROOM

THINGS TO REMEMBER WHEN COMPLETING IN-KIND SHEETS

- List month and week of
- Something must be listed in child's name section
 - Volunteer Code listed
 - Hours and Code completed
 - Classroom listed
- Teachers Signature **MUST** be signed with entire name **NOT** initialed or typed

If families see they are important to the Head Start family then they are more likely to volunteer in the classroom. Show families they are needed! Families have resources that you may not know about such as connections to organizations that may benefit the Head Start classrooms. **Give out handout regarding In-Kind Sheet.**

WAYS TO GET FAMILY INVOLVEMENT:

To build good relationships and having family involvement takes both the teaching staff and Family Advocates. Look at and think about how you work with each other. Sometimes families will respond to the teaching staff and not so much with the Family Advocate and vice versa. IF you cannot work as a team then look at the problem and come up with a solution. **Families deserve the BEST Head Start has to offer! Clear the path to have open communication and be truthful with those conversations.**

PARENT MEETINGS:

- Let's talk about Parent Meetings! This involves both Family Advocates and Teachers working together as a team. The key to the Program is FAMILIES. We need their input, their decisions, the involvement, and most of all, the FUN!

Why would families want to attend Parent Meetings? What are they going to get out of it? This is something that has been an ongoing battle.....getting families to attend meetings. Have some props. Props??? This could be items that classrooms have worked on. Another way may be displaying of children's artwork for families to see during the meeting. Who are the guest speakers? Think about it. Is this person going to be beneficial for the families? Set goals and show progress at the meetings. What kind of goal? This could be attendance...state how many were present for the month verses absent. So, to make it clear this goal is different than that of the Family Partnership Agreement. Think of this as a personal goal, that you want to reach concerning Parent Meetings.

CHANGE OF STATUS:

While reviewing some of the change of status forms during Record Review, it was noticed that not just one particular person completes these. When completing a change of status, remember it is only what is on that page: if it is not a question on the change of status form, then you will not change it on COPA. ONLY address the questions on the form! So, let's take a look at the Change of Status form. If there has been a change with the primary caregiver's job, then you would not use a change of status form and you **would not** make the change on COPA. Only if there has been a change with the work phone number. Also, if a teacher has completed a change of status for a change in phone numbers or whatever it may be, then the Family Advocate does not need to complete one for the exact same thing.

Hand out a Change of Status form.

STATISTICAL REPORT:

For those who put the statistical report together for submission, remember to calculate attendance for those children that were Head Start and then transferred to KERA. The attendance will be different than that of COPA. Please, notify Family Services Manager of this change to ensure accuracy.