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Increasing Parent Volunteers in Head Start Classrooms

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December 4, 2018

Author Note

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Abstract

The Head Start Program in Monterey County serves children from birth to 5 years of age and their families. In 2015, a senate bill was passed by California stating, parents who volunteer in a public school must be fully immunized against various diseases, including measles, pertussis, influenza and tuberculosis. The new policy rapidly became a barrier to many Head Start parents who desire to volunteer in their child's classroom, creating additional obstacles for accessibility to receive the required immunizations. The purpose of this capstone was to support parents in overcoming the challenges to volunteering by connecting parents to appropriate clinics serving socio-economically disadvantaged families. A flyer was created for distribution about the requirements and benefits of volunteering. Parent volunteer applications were analyzed to case manage uninsured parents to access health clinics at no cost. The expected outcome was to increase the number of volunteers at Head Start sites, although this cannot be measured at this point due to unforeseen circumstances. Recommendations to Head Start include, providing a teacher and staff workshop about the value and expected use of volunteers, as the heart of this capstone is to reinforce parental involvement.

Keywords: *immunization, parent volunteers, health, children*

Agency, mission, and purpose

Education is often viewed in multiple ways by people. Some think education is a privilege for individuals to have the ability to learn and to think while others think education doesn't teach the proper skills needed today. The Monterey County Office of Education (MCOE) Head Start & Early Head Start Program is an agency that serves 1,245 children from birth to 5 years (MCOE, 2014). Head Start focuses on helping children learn at an early age how to interact with other children in a classroom setting, intellectual skills, such as the child's vocabulary growth, verbal and reading skills, and new methods to improve their emotional behaviors such as their temperament, values and attitudes. The families served by the agency are low-income families. Many of these families are often Hispanic and Spanish is their primary language. The agency believes that the cultural and linguistic diversity of our community is a strength to be respected. Head Start also helps connect families with resources they need to ensure that their children are healthy to improve their learning outcomes. Examples of these resources include, connecting them with health insurance programs, providing healthy food and nutritional services and disability services. The Health and Safety Services provided by the agency is needed to ensure that all children have met their basic needs, so they can learn and grow appropriately. Also, we ask the families we serve about their health insurance status. When a parent has no insurance, we assist them by finding a proper resource to meet their needs. The health and safety services program collects information on recent medical and dental visits for the children to monitor their overall health and wellbeing. We also evaluate each child's special medical concerns to ensure each child's safety to any food allergens or to identify any physical activity that they should not participate. The agency believes that services are best provided in a collaborative environment where everyone is committed to meeting the needs of Head Start

children and their families. Head Starts vision is to be recognized as leaders in research based early childhood education and family development, the agency provides high quality, comprehensive, seamless services based on community assessments and the individual needs of families (MCOE, 2014).

Problem, Issue, Need

<u>Contributing Factors:</u>	<u>Problem</u>	<u>Consequences</u>
<ol style="list-style-type: none"> 1. Limited access to immunizations. 2. Time off work 3. Lack of knowledge of volunteer requirements for parents 	<p>A recent policy change has created barriers to Head Start parents interested in volunteering.</p>	<ol style="list-style-type: none"> 1. Unable to volunteer 2. Less individualized time with students

A recent policy change has created barriers to Head Start parents interested in volunteering. In 2015, a Senate bill was passed by the state of California stating, “parents who volunteer in a public elementary school must be fully immunized against various diseases, including, measles, pertussis, influenza and tuberculosis” (California Legislative Information, 2015). This policy quickly became a barrier to recent Head Start volunteers. Out of the 1,245 children served by the agency, only 77 parents were interested in volunteering, 49 parents were cleared to begin volunteering, and 28 were uncleared to volunteer due to various reasons and barriers during the 2017-2018 academic term (MCOE,2017). Head Start has a total of 29 centers with nearly 20 students per class. Each class has 3 teachers creating a ratio of around 6 children per staff member. Although 6 children may not seem like a large number to some, a concern stems from understanding that each child has different needs. Some children require more undivided attention than others. There are also various age ranges in these settings. Head Start

classrooms range from 3 to 5 years old. It can become difficult to monitor and maintain the need of a 3-year-old who perhaps is still in diapers, in comparison to a 5-year-old who is transitioning to becoming more independent in their learning abilities. Decreasing the number of students per teacher by having more volunteers in the class could increase the quality of education being provided to the children.

Contributing Factors

There are numerous contributing factors to the policy change and the barriers it has created for Head Start parents interested in volunteering. One contributing factor would be having the time to take off work for working parents. Low-income families cannot afford to take time off work to volunteer in their child's classroom. Many families in both Monterey County and low-income communities come from agriculture occupations. According to the Farm Bureau of Monterey, "Nearly 1 in 4 households relies on income related to agriculture which supports 76,054 jobs" (FBM, 2017). This type of occupation often requires employees to start work as early as 6AM and end work as late as 5PM. Agriculture is also a seasonal job which means parents begin to work in April and finish the season towards mid-October. This factor is followed by a trend of parents not applying to volunteer until October and stop applying and volunteering in April. It is also known that the average income for farmworkers is very low. In 2015, the average earnings of all workers with at least one farm job was \$20,500, annually (California Employment Development Department, 2017). The mean of annual income has various barriers to it, some more graphic than others.

A consequence that comes from this occupation is the accessibility to health insurance. In Monterey County, the percentage of people under the age of 65 who are uninsured is 11.0% (US Census Bureau, 2017). Limited access to health care makes it difficult to obtain preventative

care such as immunizations. The California law stating, parents who volunteer in a public school must be fully immunized against various diseases, including measles, pertussis, influenza and tuberculosis quickly became a barrier to the number of parents willing to volunteer. According to the, Center of Disease Control and Prevention, the average cost of an MMR vaccine is \$70.92 for individuals with no health insurance (CDC,2017). Families are unable to spend money on preventative care due to other priorities. What appears to be a low-cost vaccine to a middle-class family, is unreachable and high cost for a low-income family.

The lack of knowledge parents have in regards to the volunteer requirements is another contributing factor to low volunteer rates. To volunteer, automatically means the parent volunteering is both needed and helpful to the classroom. A child's safety and health are the agency's priority, therefore, any person contributing to the learning environment needs to be screened for their health. Often, parents ask if they can volunteer a particular time frame and are confused as to why their assistance and time is being rejected by Head Start teachers and staff.

Consequences

Numerous consequences stem from parent's inability to volunteer. Parent's are unable to observe their child in an environment filled with new people. They become unaware of the teaching plans, routines, or social relationships their child has through out their school week. This can lead to a disconnection in the relationship between the parent and the child. Increasing parent involvement in their child's early childhood education is associated with increasing cognitive, language, and socio-emotional domains (Early Childhood Research Quarterly, 2004). Children are aware of their parent's involvement in their education. They are able to share their work and new skills when their child is a classroom volunteer. The positive outcome comes from the child being aware that their parent is proud of their achievements.

Decreasing the number of students per teacher by having more volunteers in the class could increase the quality of education being provided to the children. Children at early ages have higher needs and are very dependent on the adults around them. For instance, at Head Start, a child is taught to always ask a teacher to assist them when they need to use the restroom. This action alone takes 1 teacher out of 3, to walk away from their task or group of children, to tend to one child. The quality of education is being jeopardized at this state. Having more volunteers will increase the duration of time a teacher has with children and their lesson plans. Teachers will have more time to recognize each child's academic area of improvement, if they have more time set out for them. Having a parent volunteer, gives the teachers that time.

Capstone Project Description and Justification

The name of this project is Increasing Parent Volunteers in Head Start Classrooms. The purpose of the project is to gain more parent volunteers in Head Start classrooms to improve the quality of education provided to Head Start children. According to the article, *Parent Involvement and Children's Academic and Social Development in Elementary School states*, "Parent involvement is considered a pathway through which schools enhance the achievement of underperforming children". The article also claims, "Parent involvement is a key component of early childhood education programs, such as Head Start". Numerous activities have been conducted in order to achieve this overall goal. Analyzing parent volunteer applications was one method of research used to verify numerous barriers to the families being served. This allowed the opportunity to verify whether the parent applying had health insurance as well as what immunizations they have received and when they received them. Based on this information, one of two outcomes took place. One, the parent was cleared for meeting all immunization requirements and two, the parent was uncleared by the agency and was also notified via letter,

stating the reason they weren't cleared along with what steps to take after receiving the letter. When an application was received where the parent had no form of insurance and were missing any immunizations, the intern made note of the parent to later be invited to a health clinic provided by both the intern and the agency. A note was also taken if parents were cleared to volunteer to keep track of how many volunteers the agency had for the academic term. The information was then organized by site. (see Appendix A).

A flyer was created by the intern as an outreach method to encourage parents to volunteer in their child's classroom. The flyer was distributed to the Fremont site in both the Morning session and the Afternoon session. A total of 40 flyers were created in English (see Appendix B). After 2 weeks of creating the flyer, the intern noticed only 9 flyers were received by parents. The language barrier was later determined to a potential factor prompting the intern to translate the flyer into Spanish (see Appendix C). A total of 40 Spanish flyers were distributed and within one week, 17 flyers were picked up by parents. The flyer stated the agency's mission, the requirements to become a volunteer and the benefits gained by their children that come from volunteering. A recent study by Fan and Chen made in 2001, finds moderate associations between parent involvement and academic achievement motivation, task persistence, and receptive vocabulary, during preschool (NCBI, 2018). They were placed by the sign-in binder where parents are required to sign in their child and they were distributed by the teachers each day. Both Family Specialists and teachers were notified about the flyer and its purpose. They were also encouraged to help distribute them.

Creating a case management plan was the next step of implementation used in this project. This plan consisted of creating contact notes when contacting Head Start parents in regard to volunteering. The purpose of remaining in contact with these parents was to build trust

between the intern and the parent to support all necessary steps to become a volunteer. These steps included, linking parents to resources, educating them on the reason why these requirements exist, and encouraging them to stay persistent and patient with the process of getting cleared by the agency to volunteer.

Conducting a health event in partnership with Clinica De Salud was the last step of this project. Clinica de Salud has a variety of clinics in Monterey County dedicated to providing quality comprehensive health care to men, women, and children with an emphasis on farm worker families and the agricultural community (CSVs,2012). This event was to provide parents whom are uninsured, but are highly interested in volunteering, with the required immunizations they were missing. This process required communication between both parents and the health clinic. All parents being case managed were encouraged to attend the health event. Assessing a proper date and time for the event to take place also varied on what was most convenient for both the health clinic and the parents. Maintaining constant communication with parents was important in order to track what work schedules they had as well as any other weekend commitments. A factor that came from case managing the date for the clinic was when parents were available to attend the clinic on Sundays rather than Saturdays. The issue was that the clinic was only able to work the clinic on a Saturday. The issue was resolved by scheduling the clinic on a Saturday, in November when parents are out of their seasonal jobs and able to attend a Saturday clinic. The agency holds a contract with Clinica De Salud to fund parents referred to them by the agency who have no form of health insurance or don't have the ability to pay for the immunizations needed. Further details on the mechanisms used to fulfil the projects outcome is explained in the project's Scope of Work (see Appendix D).

Project Results

Project outcomes that resulted from the project was an increase in parent volunteers for the agency within a 4-month timeframe. In 2017-2018, there were a total of 49 cleared parent volunteers out of 77 interested in volunteering. This year, the 2018-2019 academic year, there have been a total of 30 cleared parent volunteers out of 37 volunteers interested in volunteering within a four-month timeframe. Leading into a difference of 19 cleared volunteers. Given two additional months of data collection there is a good chance of doubling the number of volunteers. There has also been a decrease in the parents who are still unclear to volunteer due to various factors such as using a management system. In the 2017-2018 year there was 28 uncleared parents. Currently, within the last four months, the agency has only had a total of 6 uncleared parents. This is a result from parents being continuously supported to fulfill all requirements to become a volunteer, using the case management system. Our hope is every parent that wants to volunteer would be cleared. Below is a table of the results.

Years	Total parents interested in volunteering	Total parents cleared for volunteering	Total parents unclear for volunteering
Aug. 2017- Jun 2018	77	49	28
Aug- Oct 2018	36	30	6

A method used to measure the projects outcomes was taking count of the number of flyers left at the end of November. A total of 80 flyers were printed and only 7 Spanish flyers were left as well as 19 English flyers, meaning 55 flyers were distributed in total. This method indicated that the Spanish flyer was more successful potentially due to language barrier faced by Head Start parents. 55 more people have access to the information about what it takes to volunteer

An alternative mechanism used was the case management between the intern and the parents. Notes had to constantly be updated in the agency's database. In situations where parents were having difficulty obtaining their immunizations, the intern had the responsibility of entering all updates in the system, contacting the parent about any further actions needed on their behalf. There was a total of 14 parents out of the 37 parents interested in volunteering whom needed to be case managed throughout the first academic trimester. The contact notes accumulated by the intern allowed family specialists and teachers the access to any updates on the parent's file.

Another method used to measure the project's outcomes was creating an invitation to the health clinic with specific details about why the parent is being invited, where and when the health event was going to take place (see Appendix E). The invitation was going to be distributed to each site for the teacher to personally hand to the parent. A total of 6 invitations were made. A sign in sheet for the intern to monitor which parents would attend the event was also created to measure the outcome of the event (see Appendix F). Parents were required to sign into the sheet where they could see what immunizations they would be receiving based on the immunization record they submitted to the agency prior to attending the health event. It was crucial for the intern to verify that the parents being invited to the health event had no form of health insurance to pay for these immunizations. The contract between the agency and the clinic strictly indicated that they only fund immunization services to those who absolutely have no accessibility to obtain them.

Unfortunately, the health clinic didn't happen. The intern was notified three weeks prior to the health clinic's date that there was an issue with the financial contract between the agency and the clinic. This was a major unexpected outcome to the project. This demonstrated the

importance behind communication between all parties, the intern, the agency, and the clinic, and the parents.

Personal Reflection

Outcomes are often unpredictable and don't happen the way we would like them to. Recommendations for the agency are to include a teacher and staff workshop during the summer prior to each new school year. The workshop would be mandatory for all teachers, family specialists, and coordinators within the agency. The workshop will talk about the benefits that come from obtaining parent volunteers as well as ideas on how to encourage parents to volunteer. The requirements to volunteering will also be reviewed after listening to what requirements the staff is already aware of. Listening to what the staff already knows about volunteering will allow the opportunity for the MCOE staff to be heard by upper directors. The workshop would only be once every new school year. This event would be led by the Health and Safety Coordinator, Alvaro, due to his knowledge on the health requirements needed to volunteer. An important discussion within this workshop would also include time frames where parents are most likely to have the time to volunteer. The agency is aware of the timeframe where parents stop working and have more time to spend in their child's classroom.

The project should continue due to the result of the project happening within a short amount of time. An aspect of the project that should be implemented each year are the flyers. The flyers were an easy way to distribute the awareness for volunteering itself. Within one sheet of paper, parents have both, the requirements and the benefits that come from volunteering. They would continue to be distributed by Head Start teachers at least once a month. If the flyer doesn't seem to be making an impact on the rates of volunteers, it would be best to distribute the flyers more often.

Identifying the need for more parent volunteers in Head Start was a learning experience within itself. The consequence of having a high number of students per teacher ratio was affecting both the agency and the children they serve. Learning factors that arose from this was how much undivided attention each child needs from adults in the classroom. Observing constant needs such as help to use the restroom, wash their hands, arguments within children, and setting up for each meal were all factors that contributed to the need of more volunteers. Children enjoyed having 1 on 1 time with their teachers and enjoyed being recognized for their accomplishments, without the support from volunteers, children wouldn't receive that recognition as often.

The social problem that was addressed by this project included better quality education provided to Head Start children, parent involvement, and stronger relationships between children and their parents to prolong high levels of self-esteem among children at an early age. According to the article, *Parent Involvement and Children's Academic and Social Development in Elementary School states*, "Parent involvement is considered a pathway through which schools enhance the achievement of underperforming children". Further actions that could take place for this project include, monitoring the number of current parent volunteers each month and asking teachers and staff how they are utilizing their volunteers throughout their week. This will help ensure that parent volunteers are still being utilized and encouraged to volunteer in the program.

Future advice for any future capstone students working in this agency include maintain communication with your mentor on a weekly basis. The semester can become overwhelming when having to balance your internship, school work and it can become easy to lose track of what you accomplished each week at your internship. Mentors are extremely busy, and it is your responsibility to communicate what tasks have been completed and which have not. If you are

looking for feedback from your mentor each week, let them know. Time will be set aside for you and your mentor to discuss any upcoming plans or events and this time should be beneficial to you so make the most out of it. Most importantly, ask plenty of questions throughout your time spent with the agency. Networking with as many people as you can in the office will help you when you least expect it in various ways. Enjoy your time with your mentor, they want to help you and want you to succeed.

Conclusion

The project led to an increase in parent volunteers in a short amount of time. In 2017-2018 academic year, 63% of Head Start parents were cleared to volunteer. This year, between the months of August-October 2018, 83% of Head Start parents were cleared to volunteer. There has also been a decrease in the parents who are still unclear to volunteer due to various factors. In the 2017-2018 year, 36% of parents were left unclear to volunteer. Currently, 16% of parents are unclear, but are continuously being supported to fulfill all requirements to become a volunteer.

Based on the results of this project, it is certain that the spread of awareness on the necessity and the support that comes from parents volunteering in their child's classroom impacts the quality of education received by Head Start children. This increase in parent volunteers has led to supporting hands in the classroom which allows teachers to have more time to focus on daily learning plans for each child. Focusing on lesson plans that are fitting for each child's academic needs will help target each child's intellectual levels. A child's self-esteem level can boost their self confidence in their school work causing them to have a positive outlook on their education. Parents observe their children interact and build relationships with other children and their teachers. This helps demonstrate behavioral mechanisms parents can use at home with their child and reassures the importance of parent involvement.

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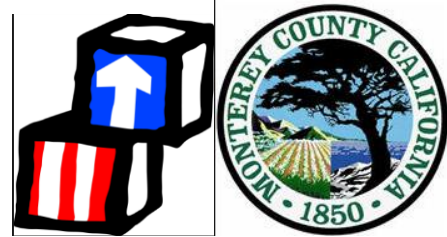
Appendix A

Head Start Parent Volunteers for 2017-2018 Academic Year			
Sites	# of Cleared Volunteers	# of Uncleared Volunteers	Immunization Needed
Alisal	2	0	
Chular	2	0	
First Steps 2	3	1	TB test
First Steps 3	0	0	
Hall	1	2	Flu
Seaside 6	4	0	
Seaside 7	0	1	TB test, Flu
Seaside 8	1	0	
MLK A	0	1	Flu
MLK B	1	2	Flu, Tdap, Measles, TB test
NMC	4	1	Flu, Tdap, Measles, TB test
Santa Rita	3	2	Flu/Flu, Tdap, Measles, TB test
SCDC 4	1	0	
SCDC 5	3	0	
SCDC 6	3	0	
Creekside 1	2	2	TB Test
La Joya	5	2	Tdap, TB test
Gonzalez	0	0	
Greenfield	1	1	TB test, Flu
Creekside 2	1	0	
Frank Paul 1	0	0	
Frank Paul 2	3	2	Flu, Tdap, Measles, TB test
Frank Paul 3	3	0	
Fremont 1	0	1	TB test
Fremont 2	0	0	
Gabilan 1	0	0	
Gabilan 3A	0	1	Flu, Tdap, Measles, TB test
Gabilan 3B	2	2	TB test
San Ardo	4	0	
Total parents interested in volunteering=		77	
Total parents Cleared for volunteering=		49	
Total parents Uncleared for volunteering=		28	

Appendix B

Parent Flyer

Interested in becoming a Parent Volunteer?



Program's Mission

Monterey County Office of Education Head Start & Early Head Start's Program's mission to provide the highest quality early childhood education and family services to all of our children. We strive to build new relationships with the communities we serve. We strongly encourage you to become a volunteer in our program as you are the core to the foundation of the program's success itself.

Requirements

Our student's health and safety is our priority in every classroom. Our program follows the California Senate Bill 792 which requires that both the staff and the volunteers in our program to have proof of a few immunizations

- | | |
|------------------------------------|--|
| <input type="checkbox"/> Measles | <input type="checkbox"/> Influenza (yearly between Aug. 1 st & Dec. 1 st) |
| | *volunteers may choose to decline to get the influenza immunization |
| <input type="checkbox"/> Pertussis | <input type="checkbox"/> Tuberculosis Exam (within one year of volunteer date) |

Accessible Resources

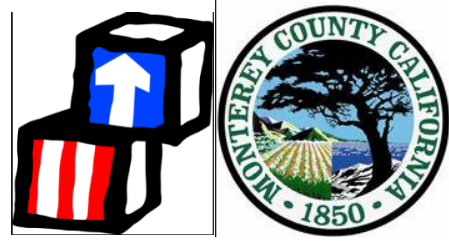
The Head Start Program is here to assist you with any requirements needed to become a parent volunteer. Whether you have limited insurance to no insurance or aren't aware of health clinics that offer these immunizations, we are here to assist you. We encourage you to speak to the Family Service Advocates in your child's classroom, Head Start staff, or contact the Head Start central office at (831)-755-0350 for any questions or concerns you may have.

Benefits of Volunteering and Parental Involvement

- Increases student achievement including higher test scores
- Creates Positive Behavior
- Impacts Attendance
- Promotes positive self-esteem
- Creates opportunities for children to communicate with other adults
- Allows teachers to work individually with students having difficulties
- Promotes active involvement in the child's learning environment

Appendix C

¿Está interesado en ser un padre voluntario?



Misión del programa

La oficina de educación del Condado de Monterey Head Start y la misión de Program's para proporcionar la más alta calidad de educación infantil y servicios para la familia a todos los nuestros hijos. Nos esforzamos por construir nuevas relaciones con las comunidades a las que servimos. Le recomendamos encarecidamente que se convierta en un voluntario en nuestro programa ya que usted es el centro de la Fundación del éxito del programa en sí mismo.

Requisitos

Salud y seguridad de nuestros estudiantes Es nuestra prioridad en cada aula. Nuestro programa sigue el proyecto de ley del Senado de California 792 el cual requiere que tanto el personal como los voluntarios en nuestro programa tengan pruebas de algunas vacunas

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Sarampión | <input type="checkbox"/> Influenza (anualmente entre el 1 de agosto St y 1 de diciembre St) |
| | * los voluntarios pueden optar por declinar la vacuna contra la influenza |
| <input type="checkbox"/> Tos ferina | <input type="checkbox"/> Examen de tuberculosis (dentro de un año de la fecha del voluntario) |

Recursos accesibles

El programa de Head Start está aquí para ayudarle con cualquier requerimiento necesario para convertirse en un padre voluntario. Si usted tiene un seguro limitado a ningún seguro o no está al tanto de las clínicas de salud que ofrecen estas vacunas, estamos aquí para ayudarle. Le animamos a que hable con los defensores del servicio

familiar en el aula de su hijo, personal de Head Start, o comuníquese con la oficina central de Head Start al (831)-755-0350 para cualquier pregunta o inquietud que pueda tener.

Beneficios del voluntariado y la participación de los padres

- Aumenta el logro estudiantil incluyendo puntajes de prueba más altos
- Crea un comportamiento positivo
- Impactos asistencia
- Promueve la autoestima positiva
- Crea oportunidades para que los niños se comuniquen con otros adultos
- Permite que los profesores trabajen individualmente con los estudiantes que tienen dificultades
- Promueve la participación activa en el entorno de aprendizaje del niño

Appendix D

Scope of work

Activities	Deliverables	Timeline	Estimated completion dates
Create an informational parent volunteer flyer.	Number of parents that receive flyer	May 2018	Printed May 2018 Delivered out August 2018-October 2018
Analyzing parent volunteer clearance forms	Information gained from forms, Number of parents being cleared	Oct. 2017- Oct. 2018	November 1, 2018
Translate flyer into Spanish	Flyer can be used in the future to gain more volunteers	Sept. 2018	September 24, 2018
Observe two different class sites. One with volunteers and one with zero volunteers.	Observed behaviors from children and teachers, comparing the two. Observing quality of education in both settings.	Aug.-Oct. 2018	November 1, 2018
Clinixa De Salud Health Clinic Event	Warm hand support for future parent volunteers	Oct. 2018	November 10, 2018
Create a sign-up sheet for volunteers to sign upon arriving clinic	Number of signatures	Oct. 2018	October 20, 2018
Create invitation to distribute to parents invited to health clinic	Number of invitations distributed	Oct. 2018	October 30, 2018
Create spreadsheets for academic annual parent volunteers for 2017-2018 & 2018-2019	Data presented in both spreadsheet in an organized matter. Able to see total of volunteers per site.	Aug. 2017- Oct. 2018	November 9, 2018
Contact Notes created for parent volunteers who haven't been cleared.	The data entered informing staff about any incomplete requirements on parent's behalf.	Aug. 2017- Oct. 2018	Oct. 29, 2018

Appendix E



Monterey County Office of Education
Head Start & Early Head Start Program



901 Blanco Circle Post Office Box 80851 Salinas, California 93912-0851
Phone (831) 755-0350 Fax (831) 755-6480

Dear Head Start Parent,

Our agency will be hosting a Health Clinic in partnership with Clinica De Salud Del Valle clinic. This clinic will support Head Start parents with obtaining the required immunizations needed to volunteer in their child's classroom. This clinic is specifically for families who have restricted health insurance as well as uninsured families.

This letter is to invite you to this year's Health Event. Below you will find the event in detail.

Date: Saturday November 10, 2018

Time: 8:00 A.M.- 2:00 P.M.

Address: Clinica De Salud Del Valle

620 E. Alvin Dr. #G

Salinas, CA 93906

If you have any questions in regard to this letter, please contact the Head Start Office.

Thank you for cooperation.

Sincerely,

Anali Fuentes & Alvaro Suarez

CSUMB Intern & Health and Safety Coordinator

Monterey County Head Start Program

831-755-0845

Appendix F



Monterey County Office of Education
Head Start & Early Head Start Program



901 Blanco Circle Post Office Box 80851 Salinas, California 93912-0851
 Phone (831) 755-0350 Fax (831) 755-6480

Clinica De Salud Health Clinic Sign-in Sheet for Nov. 10, 2018

Name	Site	Immunizations received (MMR, T-Dap, Influenza, TB)
1.		
2.		
3.		
4.		
5.		
6.		

Appendix G

Head Start Parent Volunteers for Academic Year(Aug.-Nov. 2018)			
Sites	# of Cleared Volunteers	# of Uncleared Volunteers	Immunization Needed
Alisal	0	0	
Chular	1	0	
First Steps 2	1	0	
First Steps 3	1	0	
Hall	0	0	
Seaside 6	0	0	
Seaside 7	0	0	
Seaside 8	0	1	TB Test, Flu
MLK A	0	0	
MLK B	0	1	TB Test
NMC	0	1	TB Test
Santa Rita	2	0	
SCDC 4	3	0	
SCDC 5	1	0	
SCDC 6	1	0	
Creekside 1	2	0	
La Joya	1	0	
Gonzalez	0	0	
Greenfield	0	0	
Creekside 2	2	1	Flu
Frank Paul 1	0	0	
Frank Paul 2	3	1	TB test
Frank Paul 3	0	0	
Fremont 1	0	1	TB Test
Fremont 2	0	0	
Gabilan 1	1	0	
Gabilan 3A	2	0	
Gabilan 3B	1	0	
San Ardo	4	0	
Fremont 3	3	0	
Total parents interested in volunteering=		36	
Total parents Cleared for volunteering=		30	
Total parents Uncleared for volunteering=		6	