

# Head Start of Lane County Non-Staff Training Attendance Roster

**Community Partners, Parents, etc.**

*(to be signed at end of training session)*

**Training** *(circle one)*

|  |   |
|--|---|
| (CAR) ..... Child Abuse & Recognizing/Reporting<br>(D) ..... Diversity<br>(FCS)..... Family & Community Systems<br>(HGD)..... Human Growth & Development<br>(HSN) ..... Health, Safety & Nutrition<br>(LEC)..... Learning Environment & Curriculum | (OA)..... Observation & Assessment<br>(OT) ..... Other Training<br>(PPLD) ... Personal, Professional & Leadership Development<br>(PM) ..... Program Management<br>(SN) ..... Special Needs<br>(UGB) ..... Understanding & Guiding Behaviors |
|--|---|

Date: \_\_\_\_\_ Hours: \_\_\_\_\_

Agency: \_\_\_\_\_

Trainer Name (print): \_\_\_\_\_

Trainer Name (signature): \_\_\_\_\_

General Content Description: \_\_\_\_\_

Meets mandatory 15 hour classroom focused teacher training.....  check if applicable

**By signing this roster I acknowledge receipt of training materials provided  
and understand the content and responsibilities outlined in the training**

|    | Signature | Print Name | Position |
|----|-----------|------------|----------|
| 1  |           |            |          |
| 2  |           |            |          |
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| 13 |           |            |          |
| 14 |           |            |          |
| 15 |           |            |          |



## 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.