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ABSTRACT

The Central City Head Start Day Care Center in Salt Lake City serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-images. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations. (AJ)

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DAY CARE PROGRAMS

REPRINT SERIES

ED051904

"A SMALL U. N."

Central City Head Start
Day Care Center
Salt Lake City, Utah

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Field Observers: Florence Drury
Barbara Emmons
Nancy Fering

Case Study from Volume II-A

A STUDY IN CHILD CARE

sponsored by

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National Center for Educational Communication

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AT A GLANCE

GENERAL

SINGLE CENTER designed for day care in city owned community center building

SPONSORED BY: Salt Lake City CAP (federal, non-profit organization)

ADMISSION CRITERIA: Parents must fit OEO poverty guidelines, be employed, seeking employment, or in school

TOTAL CHILDREN: 62 enrolled/55 A. D. A (pre-school)

TOTAL PAID STAFF: 14 (11 full-time) 536 hours/week

TOTAL IN-KIND STAFF: 32 (0 full-time) 123 hours/week

HOURS: M-F, 7:30 a. m. - 5:30 p. m. , 52 weeks

SPACE: (sq. ft. /child): Indoor=100
Outdoor=114

CENTER OPENED: October, 1967

STAFF POSITIONS: Director, Parent Coordinator, Nurse, Administrative Assistant, 4 Head Teacher / Guidance Teacher Teams, Bus Driver, Custodian

CONTACT: Director, Central City Head Start Day Care Center
615 South 3rd East, Room 68
Salt Lake City, Utah
801-359-8749

DISTRIBUTIONS

ETHNIC: Children: 39% Chicano, 32% Black, 23% Anglo, 5% Navajo, 1% Chinese. Staff: 36% Chicano, 21% Black, 43% Anglo

SEX: Children: 53% girls, 47% boys. Staff: 79% women, 21% men

OVERALL ADULT/CHILD RATIO: 1 to 3.5

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5.6

FAMILY STATUS: 15% complete, 77% mothers only, 8% surrogate

PARENT EMPLOYMENT: 58% employed, 13% unemployed, 29% in school or training

C O S T S

TO PARENTS: None

TO CENTER: \$2,442 per child/year, \$1.18 per child/hour

ESTIMATED FUNDING, 1970 - 71:

OEO	\$ 73,000
State Welfare	24,300
State Food Service	3,000
In-Kind	<u>34,000</u>
	\$134,300

N O T A B L E E L E M E N T S

CAREER DEVELOPMENT

PARENT INVOLVEMENT

CROSS-CULTURAL EDUCATION

HEALTH CARE

SOCIAL SERVICE RESOURCES

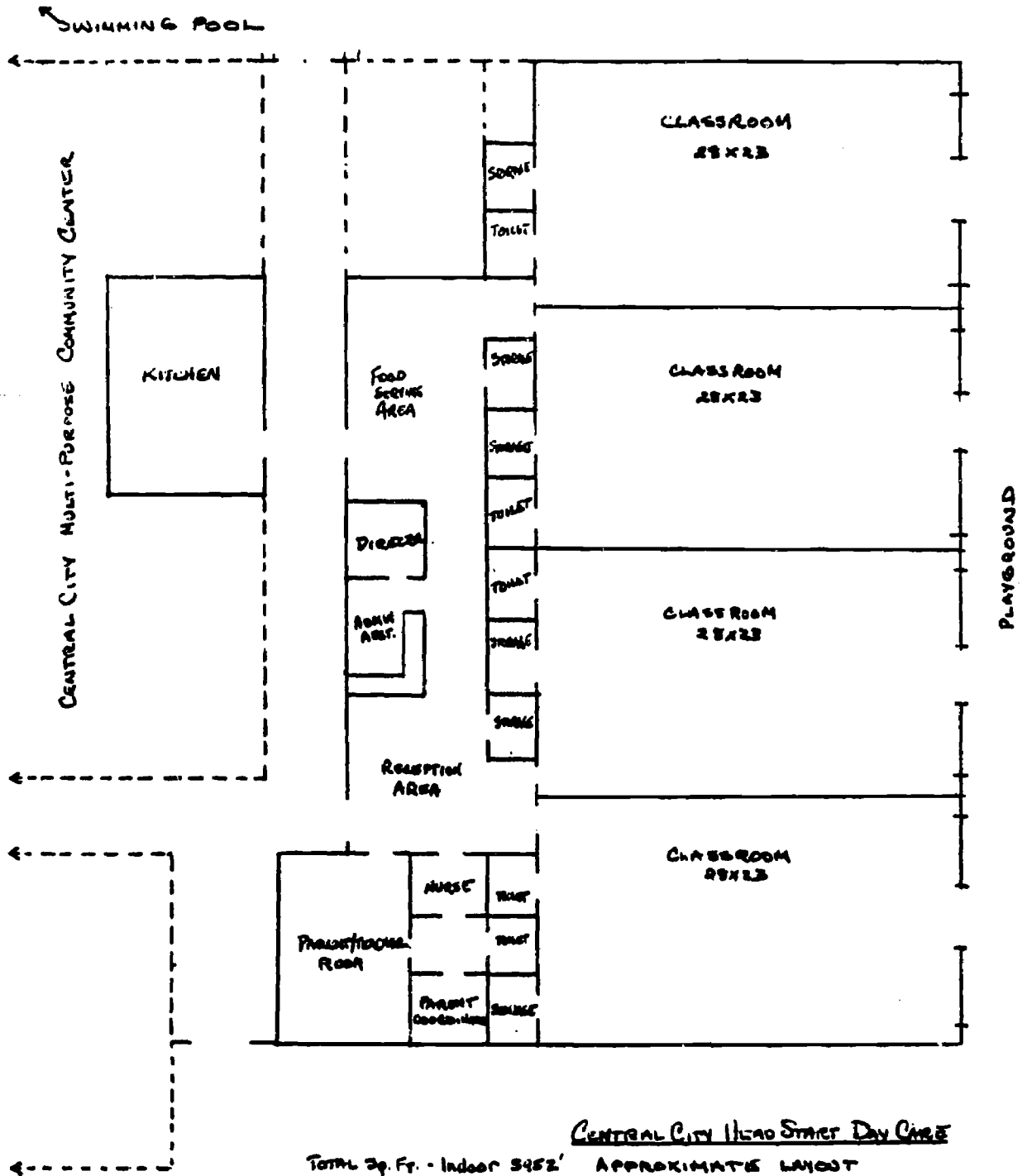
CENTRAL CITY, NOVEMBER 1970

Over half the population of Utah lives in greater Salt Lake City-- 555,000 people spread, fairly evenly, in and around the 56 square miles of city proper. There are no high density ghetto areas, although there are suburbs of lower income families where houses show signs of wear. Central City Head Start Day Care is in one of those areas, some nine blocks southeast of the Mormon Tabernacle, natural locus of the city's activities.

Central City Day Care occupies one wing of a city-built (HUD funding), multi-purpose community center, in space designed with day care in mind. The south end of the building has four classrooms of the same size and general layout. Each looks out on the small playground to the south. Three small offices are used by the director, the nurse, and the parent coordinator; a larger room is in constant use as a staff lounge during the day and a parent meeting room after hours. Open space services as an arrival and food-serving area (morning and afternoon snack, hot lunch). Food is brought, each morning, to the kitchen across the hall from the day care end of the building.

This building works. It looks like a small elementary school and feels like one--cement block and vinyl tile, institutional maintainability. It houses the local CAP offices and a teen center complete with pool room and a full-sized gym, in addition to the day care facilities. There is a fenced full-sized swimming pool that day care uses part-day in the summer. While one point of view may resist this type of building as interchangeable with an office or a hospital, interviews with parents indicate that many prefer the school-style legitimacy it confers on day care activities.

The human atmosphere at Central City Day Care in the fall of 1970 was warm, vital, relaxed. Three, four and five-year-olds spend



CENTRAL CITY HEAD STREET DAY CARE

Total Sq. Ft. - Indoor 5452' APPROXIMATE LAYOUT
 Outdoor 6820' SCALE 1"=12'

Free space/child 48 sq.ft. - Total indoor space/child 100 sq.ft. - Total outdoor space/child 114 sq.ft.

their days there, some as long as 7:30 a. m. to 5:30 p. m., five days a week, 52 weeks a year. There is a great deal of motion: kids heading out to or in from the playground; parents staying for a few minutes of conversation with a staff member; staff circling around the coffee pot during nap time; the director off to the main CAP office with bi-monthly time sheets.

Classroom equipment and furniture is adequate, not fancy: old upright pianos, new fiberglass-and-formica furniture, toys and books, sleeping cots of aluminum and plastic. Each classroom has its own miniaturized washroom. There is a lot of birch-ply cabinet space.

Paul Edward Owens--Ed--is Central City Head Start Day Care's director. He's a tall man, well above six feet, weighing perhaps 210 pounds. He's an ex-football player, who came to Central City after a season with a Texas pro team.

Watching Ed work in the center, one is struck by the sense that he has decided that his job is people and thus he directs his energy to staff, parents and children. His style is non-directive and supportive; the kids love him and he loves them back. Ed Owens is clearly not fascinated by pure administration, although he does what needs to be done. He got rid of the feeding problem by contracting it out to the Granite School District. The main CAP accountant takes care of money matters. Ed spends his administrative time facilitating the work of his colleagues.

Ed Owens became director via the center's career development ladder. He started as a bus driver-guidance teacher, became a head teacher, and when the center moved into the new multi-purpose building, he was chosen over several outside candidates for the position of director. He was already known and respected in the parent community, and as a Black, his appointment served further to bolster the self-image of the mixed racial community. He has a B. A. in psychology and works toward a Master's in educational psychology as time permits.

Bonnie Clayton is Ed's administrative assistant, a job she worked into from a standard secretarial position. She is fastidious about record keeping and can immediately call up almost any information needed. She is the pivotal information source in the center, and is used as such by staff and parents alike. Her competence in dealing with administrative detail is vital in freeing the director for human management. In addition, since the administrative assistant handles the center's admissions, she is an important person in the lives of families new to the center. Families begin with the center by "asking Bonnie"-- about anything they want to know. The role Bonnie fills is not very glamorous, but it is enormously important because it facilitates everyone else in doing his job.

Alberta Henry is parent coordinator. Like Ed Owens, she is a Black; like Ed, she moved from guidance teacher to head teacher to her current position. She has a phenomenal amount of energy, which works as a catalyst in calling forth energy from parents. Every social event she organizes, for example, is laced with purpose: breaking down cross-cultural suspicions by opening up, demonstrating, using the culture. A Soul Brothers' Ball, a Mexican Fiesta, an Indian Powwow, a spaghetti dinner. Raising money for new equipment or for a parents' trip to Las Vegas. A Multi-Color Elephant Sale.

On the side, Alberta runs the Alberta Henry Foundation, which raised over \$9000 in 1969-70 to provide scholarship assistance to 23 college students of all races from disadvantaged backgrounds. In addition, she continues to work on her own B. A. at the University of Utah under the center's career development program. And all this when she is only ten years from normal retirement age.

The final "key figure" at the center is the nurse, Lily Grobstein. The title of health counselor/teacher might be a more appropriate description of the job she does (presented in some detail in the Notable Elements section of this report). She carries about her the force that decades of

experience in the medical arena provides. She lets another nurse or a doctor give shots because she doesn't want the children to associate her with hurting. Out of the same sensitivity she has learned to be responsive to the source and the workings of pride in the parents she encounters, and therefore accomplishes a great deal in the way of special health care for the center's children: teeth, hearing, general physical, vision.

The brief introduction to four important people in the center is meant to indicate that the quality of Central City Head Start Day Care is indeed indistinguishable from the quality of the people who work in the center. The four administrative people described above work as a team in the best sense, with a great deal of humor. Their combined energy level is an enormously important factor in the life and personality of the center itself.

This is not to say that other people couldn't replace them, that changes would scuttle the program. Rather, staff changes could materially change the texture, the dynamics, the quality. The key staff have been together since the beginning, and their history of common effort is an important ingredient in the center's operational success. It seems a reasonable speculation that if the same people were brought together now, cold, they either would not make it, or would make something else, as a working dynamic, that is quite different. Insofar as this speculation is accurate, it makes questions of replication extremely difficult, because to duplicate Central City Day Care requires that personnel selection produce people who work well together and complement each other not only in measurable skills but also in style. That's hard to duplicate instantly.

The remaining ten members of the staff are equally important. As one would expect, there is also vitality in the eight teachers, the bus driver, and the custodian. But the initiative, the direction, the concern

for quality seem to originate from Ed, Alberta, Bonnie and Lily. This is why there is a very clear sense, on the part of the observers who spent five days at Central City during the month of November, 1970, that the center as a whole was greater than any one of its people or its program elements.

NOTABLE ELEMENTS

To reiterate, the one single element crucial to the success of all the other aspects of Central City's program is the vital mix of complementary personalities on the staff. This should be kept in mind when examining the notable elements. They include career development, parent involvement, cross-cultural education, health care and social service resources.

Career Development

Career development at Central City is basically nothing more than a standard CAP program that is working very well. From the beginning career development was considered crucial to the needs of growing children. Lynn Crookston, the original director, strongly believed that disadvantaged children would be more likely to achieve if they could experience successful adult models from their own racial and cultural backgrounds. So a real effort was made in the initial hiring and bringing in para-professionals who not only cared about children, but who also cared about themselves and where they were going with their lives. All staff who had any contact with the children were and are considered "guidance teachers" (including the bus driver), and special attention was given to the recruitment of males. Of the original staff of 12, four were men-- despite the facts that the salary ceiling is low, lower even than day laboring, and that men are seldom easily convinced that working with 3 to 5 year-olds is a manly job.

All para-professionals were given in-service training, not only to prepare them for their jobs, but also to encourage them to attempt more. In addition, several parents were drawn into the center as classroom volunteers, and were offered full-time work as guidance teachers when vacancies developed, rather than being held at the volunteer level while outside personnel were brought in. This policy proved important

both for aiding staff career development and for increasing and strengthening parent involvement in the center program.

During the center's second year of operation, funds were made available for individual college credit courses or group workshops carrying college credit, through the OEO Supplementary Training program. The delegate agency in the State of Utah is Weber State College. (Central City Day Care is represented on the Head Start Career Development Committee and also on the state committee.) Para-professionals can receive full tuition through the B. A. degree. An economic incentive is added in the form of \$5/month salary increase for each full five credits completed. Professionals on the staff are reimbursed half their tuition costs. University extension classes are given at the center during the children's rest periods or in the evening, for interested center staff. Subjects such as child development, Spanish, sociology, and psychology, are taught for college credit.

Most of the staff members interviewed revealed strong positive feelings about themselves and the work they were doing. Part of this feeling undoubtedly results from the supportive atmosphere of the center, but a more emphatic confirmation comes from the history of the program itself. Asked how far she felt she could go in the program, one guidance teacher replied, "All the way to the top." The system proves that kind of confidence is justified: Ed Owens is a case in point.

Other advancements within the program since it started include five parents from volunteer status to guidance teacher (in addition to the director, the parent coordinator and the administrative assistant). Recently, one of the guidance teachers has been promoted to head teacher, and the head teacher she replaced has become teacher-director in a new northwest day care center. In addition, another Central City guidance teacher will soon move to a head-teacher position in that new program.

Staff have also moved upward and outward to other agencies and career positions in the larger Salt Lake educational and business community: a parent who moved from volunteer to guidance teacher to head teacher to the Family Planning Agency to State Community Services; a bus guidance teacher to the Kennecott Personnel Office to salesman for Mobil Oil; and a guidance teacher to the University of Utah on a full scholarship.

What seems to make Central City's career development program work is the staff's unthreatened attitude. Four components contribute to the success of the Salt Lake program:

1. A genuine belief on the part of staff members in the ability of people to succeed if they are given the opportunity;
2. Careful screening and hiring procedures to insure potential;
3. In-service training and maximum use of all available educational facilities and resources;
4. Positive promotion practices.

Parent Involvement

Parent involvement at Central City is both real and effective. Although it began as a dutiful response to OEO policy regulations for Head Start operations, when Alberta Henry was promoted to parent coordinator the program gained impressive impetus. It has been going strong ever since. Every teacher considers parent involvement essential and productive, and every teacher identified Alberta Henry as the most influential person at the center.

The primary objective of this program has been to get parents into the center to see-- and become a part of-- what is happening to their children. The staff feels that unless the learning which begins in the center is carried on at home, many of the benefits to the children

may be lost. A secondary objective of the program is to encourage parents to enhance their own lives-- themselves-- by providing information about and access to resources of the larger community. This objective is achieved by counseling, guidance, education, information about employment opportunities, etc. Alberta Henry makes extensive use of a directory of community services published with United Fund money by the Salt Lake Community Service Council. The services of the parent coordinator are available to all center families.

Parent involvement in Central City affairs has provided benefits to the center as well as to the parents themselves. Five to ten parents serve as volunteers in the classroom regularly from two to five hours a week; they have constructed curriculum materials; they have raised funds to buy a puddle table; they are currently improving the center's playground and its equipment. Parents are also currently involved in setting up a small profit-making corporation. Their first project has been capitalized through a loan by the parent committee to purchase the materials for making and selling aprons.

Complementing this parent involvement is enthusiasm for it on the part of the center staff, who look on it not as a benefit, not as an annoyance or interference. One Central City teacher responded to a question about the participation of parents as volunteers this way: "I think it's great. There are so many ways they can relate to other parents when I can't. They also have more insight into the children's problems. For this kind of program, it's essential." This kind of attitude explains why parents are deeply involved in the center's operations: they are, quite simply, wanted and welcome. Classroom educational programs for adults have evolved so that learning at the center becomes a family affair. Parents also get together in parent meetings held once a month. These are lively sessions where Chicanos, Anglos, Blacks and Indians exchange concerns, hopes, suggestions and information about themselves and their cultures.

Alberta Henry's goals for 1971 include a yearly planning guide for the parent committee, a training program for officers for that committee, a newsletter, and business training (through the apron project) for the parents. Eventually, she aims to have all center parents working, in school, or in training. She keeps a daily log of all transactions and referrals for all the parents she works with.

Parent interviews and monitor observations indicate measurable gains for adults working through the parent coordinator. Almost all parents know how the center operates, who the staff are, what the staff are trying to do, how and why. Those who work as guidance teachers feel they understand their own children better, and other parents mention their enjoyment of the parent get-togethers at the center and on trips. These social events provide direct learning about other races and cultures that dispels old prejudices.

Some center teachers and parents attribute what they see as the success of parent involvement to Alberta Henry. The parent coordinator says that the basic constraints to such a program are "overt manipulation, and moving too fast. Parents must come to feel it is their program, and they must move and grow in their own time."

Not every center can come up with an Alberta Henry. Centers which want to emulate such a program might first look for someone who is warm, outgoing, and highly energetic, who is willing to give of him or herself to make the program go. A catalyst. Alberta Henry has the personal energy, and a shrewd eye for recognizing the possibilities and limitations of her own job. "A good leader," she says, "is not known by what he does but by what he gets others to do."

Cross-Cultural Education

"One thing I feel is really important [about Central City's racial mix]. I've learned not to fear others. In our parent meetings we've

learned so much about each other. . . . our different ways of life. Annie was ashamed of being half Mexican. Now she's not. She used to be afraid of Indians, too-- you know, TV. Now she's not." This comment by an Anglo mother was only one of many such statements by parents who find Central City's rich racial mixture a positive experience. "This is what I call a small United Nations," said a Black mother.

While the ethnic balance of the children is a circumstance created by the location of the center and the composition of its city, a real effort has been made to establish a similar balance in the center's staffing, thus providing, as mentioned in the Career Development section, successful adult models of all races. At present there are Anglo, Chicano, and Black staff members, with two Spanish-speaking teachers for language difficulties. Many of the teaching staff interviewed mentioned the importance to pre-schoolers of a positive self-image. Parent responses indicate that the center's efforts in this regard are meeting with success.

Further attempts to develop the ethnic and racial mix at the center have resulted in a series of monthly cultural and social programs planned and presented by the parents, including a "Soul Brothers' Ball," an "Indian Powwow," and a Mexican food supper. Parents have cooperated to raise more than \$800 through various fund-raising activities (including a "Multi-Color Elephant Sale"), and have spent the money not only on center needs, but also on parent social and educational activities which foster further interaction and cooperation.

Health Care

Thanks to the broad social skills and widespread nursing experience of Lily Grobstein, Central City's part-time nurse, the center has an outstandingly good health-care program. Lily's years of experience in Salt Lake have given her extensive contacts with the medical community, which have proven invaluable to the center. She uses her resources

fully, and her warmly supportive personality has helped her establish good relationships with both children and their parents.

Each new child accepted to the center undergoes a physical examination, paid for, if necessary, out of center funds. Shortly thereafter, the child also has a dental examination, and arrangements are made for dental care if needed. (Children have been found to have as many as 26 dental cavities needing attention.) Eyes and hearing are checked, inoculations brought up-to-date, and special problems (such as a need for orthopedic shoes) attended to. The nurse also sees that special clothing needs are met through items donated by the Salvation Army and other agencies.

The style in which these medical services are given supports self-image and a sense of dignity. The nurse does not give inoculations although she takes temperatures. She does not wear a uniform, feeling that many children fear that "differentness" and associate it with unpleasant experiences in the past. Whenever a child goes to a doctor or a dentist, the nurse accompanies him in a supportive and educational role. She has learned that many of the parents and children she works with distrust "professionals," and in all her dealings she takes care to be open and honest about methods and consequences. She takes great pains not to violate parent dignity. (Any used clothing offered to families, for instance, is clean and in good repair.) Comprehensive medical records are kept on all center children, and copies of these records go to the school and the parents when the child goes on to kindergarten. In addition to her regular duties with center children, the nurse provides health counseling to mothers, and will often arrange for medical care of other children in the home.

Lily Grobstein also regularly teaches basic health and nutrition in the classrooms. The subjects she covers include:

1. How to wash hands and face thoroughly (demonstration and class practice);
2. Which foods are healthy, which are not; the beginnings of a balanced diet;
3. How to brush the teeth (demonstration with large plaster model-- each child has his own toothbrush at the center);
4. How the doctor helps (she uses a bandaged doll, a doctor doll and a nurse doll to instill healthy expectations about medical services. Children help bandage and play with the dolls).

While the observers were at Central City, Lily and a teacher were in the middle of a nutrition-health unit. The first morning, the nurse weighed and measured each child, and talked to the class about good food for growth, emphasizing the extra energy provided by breakfast. The following day Lily and the teacher brought a hot plate and cooking utensils, and supervised while the children prepared their own breakfasts of orange juice, cereal, bacon and eggs, toast, and milk.

The exemplary health care provided at Central City is replicable, objectively, at any center which can afford a part-time nurse (Lily spends approximately 25-30 hours a week working for the center). But the quality achieved again has a great deal to do with Lily's experience and personality. Her widespread knowledge of and connections in the local medical community are immense intangible assets to Central City. Her warm and honest manner in dealing with disadvantaged children, and her diplomacy and sensitivity to parental concerns, are hardly less of a benefit to the center.

Social Service Resources

There is a rich mix of agency and individual professional resources available in the Salt Lake City area, and the center personnel have learned to use them fully. Administrative staff members pull in help from their own circles of influence, and these resource people then pull in others, creating ever-widening circles of commitment and concern. The Policy Advisory Committee has proved to be an invaluable source of aid. There is community prestige in serving on the board; community members respond by donating professional advice and services willingly and inventively. These people represent a wide range of professions-- health, vocational, housing, welfare, legal, social, and educational:

Health--Each year the center refers most of the children and about 10% of parents to a general health clinic. Each child receives a dental examination shortly after entering the center, and there is follow-up care at a dental clinic for those children who need it (some 30% each year). Individual children are referred for hearing, vision and orthopedic care as required, and arrangements are often made for siblings not enrolled at the center. Both parents and children are referred for counseling as needed to the local hospital's mental health clinic.

Family planning and maternity health service are also available to mothers by referral. Nutrition consulting, including food stamp information, can be obtained in the same building that houses day care. In emergencies both medical help and food can be gotten with center assistance.

In general, health care, counseling and referral service is done by the center nurse. Need is the primary determinant of response. The service is comprehensive and sensitively rendered.

The remaining social service counseling and referral is handled principally by the parent coordinator and also the director.

Vocational--Referrals for training and placement are made through the Employment Security Office to such programs as WIN (Work Incentive) and the city's New Careers program which trains and places people in various city departments by making jobs available to parents at the center and by word-of-mouth. The Central City center has also used NYC (Neighborhood Youth Corps) and is about to employ Job Corpsmen. About 40% of parents are assisted in this manner yearly.

Housing--The center makes use of two local realtors and CAP neighborhood aides to help locate housing, for both rental and purchase, for some 25% of the parents every year.

Welfare--The center personnel help parents on welfare (about 75% of center families) in their dealings with the Welfare Office.

Legal--About 5% of the parents are referred to the Legal Aid Center and to private legal services.

Social Service--Thirty percent of center families receive direct counsel from University of Utah graduate students in social work.

Educational--Discussions and lectures for parents have been held at the center, using outside "teachers" on topics such as: sex education, child development, nutrition, behavior modification, and health.

BACKGROUND INFORMATION

History

In 1966 the local CAP agency conducted a survey, centering on welfare recipients, which included questions concerning their greatest needs. The survey showed that welfare parents needed day care for their children in order to work. This survey, plus information from other sources about the need for day care in the community, led to the writing of an OEO grant proposal for a day care center. The local CAP agency prepared the proposal in 1966, and the grant was approved in the summer of 1967. The day care center opened in October, 1967.

The center was originally housed on the first floor of the old county hospital, with extensive remodeling done by the center staff, county, and hired workers. Early problems were slow funding, securing donated equipment (center staff scoured the community for it), and hiring sufficient professional staff (lack of money). Thanks to in-service training from the beginning, aides were able to handle major classroom responsibilities when funding cutbacks reduced the professional teaching staff during the second year of operation. In April 1969, a new community center built by the city with HUD funds was opened. At that time, the day care center moved into specially designed quarters in the new building.

Community

The center serves four CAP areas which cover the entire Salt Lake County population.

The parent coordinator indicated the following major problems facing members of the community which use the center:

- lack of jobs for people with minimal education
- few skill training programs

--a housing shortage for minority group families caused by both racial discrimination and a scarcity of low-cost housing.

The demand for day care as indicated in several local surveys far exceeds the supply of facilities, not only for pre-school, but also for infants and school-age children. The United Fund sponsors a neighborhood house day care center for 30 children. Head Start is planning another full day program like Central City. The only other care available is through a variety of private centers which charge fees ranging from twenty to forty-five dollars a week.

Central City serves only 1 1/2% of the 1970 estimate of 4,000 children between the ages of 3 and 5 in the county whose families fall within the OEO poverty guidelines.

Parents

Although not a policy decision, the center has had a continuing balanced racial and ethnic distribution of Black, Anglo, and Chicano children. At present there are also three Navajo children and a Chinese-American boy enrolled. For additional parent statistics, see At A Glance at the front of this case study.

The center follows the OEO poverty income level guidelines in its admission policies. Income levels for families of children enrolled in November, 1970, were as follows:

<u>Income Level</u>	<u>Families</u>
Below \$500/year	11%
\$500-\$1500/year	24%
Above \$1500/year but within OEO poverty guidelines	65%

Center families have, on the average, three children. Many center families need infant care and after-school care for school-age children, which are not provided by the center.

BASIC PROGRAM

Education

The Central City people believe that as a child gains confidence and masters skills, he develops socially and emotionally, and will feel accepted by his teachers and other children.

Children are divided into four classrooms on the basis of age and ability: early three-year-olds; late three-year-olds and early four-year-olds; and two rooms of late four-year-olds and five-year-olds not yet in kindergarten. Children average 15 to the classroom.

All four classrooms are similarly equipped with a child-sized toilet in a separate room off of the classroom. One of the room's two small sinks is next to the bathroom. Small tables and chairs are located near the center of the room, and are used for artwork, eating, etc. There are large and small rugs in each room, and child-sized nooks and cubbyholes. One corner of the room is for television, another is a play housekeeping area with a toy sink, stove, cupboards, dishes, ironing board, etc. Another corner is a block and toy area with shelves of equipment. Various other shelves and cabinets for equipment and materials are located around the room, often with green plants on the top of them. Chalk boards and bulletin boards for child artwork are found around the room. Small cots, stacked against one wall, are placed around the room during rest period. In general, the rooms are cheerful, well-equipped and spacious.

Equipment on the blacktopped outdoor play area includes three climbing frames, three swing sets, a large sandbox, and a playhouse. The play area is small, and the center staggers its use by the different classes to prevent crowding.

One head teacher and one guidance teacher are assigned to each classroom and are responsible for the children in that classroom.

Sometimes each teacher works with a small group of children on a particular activity. During free play periods, a teacher may remain in one area of the room, helping whichever children come to that area. If a child has special needs, one of the teachers works closely with him. (For instance, one of the two bilingual Spanish-speaking aides might help a Chicano child who has limited English.) In early morning or late evening, as children are arriving or leaving, teachers may supervise children in classrooms other than their own. The children receive a great deal of individual attention and instruction.

Teachers plan units around various subjects, and organize field trips, activities and discussions to accompany these units. Groups have gone to a post office, a farm, a zoo, a bakery, a police station, a library, on nature walks, and other things. A daily schedule and lesson plans are included in the Appendix.

Children are encouraged to be aware of their feelings and express them through dramatic play, nursery rhymes in front of a group, games like "find something which makes you feel good," or "make something you really like." A child's awareness of his own body is fostered in a special unit on parts of the body. The center has a good supply of ethnic materials-- storybooks, puzzles, puppets, dolls, magazine pictures. Ethnic self-image is also stressed through conversations, play, and units on various cultures (parents are often invited to present materials on their own cultures).

At the beginning of the year, children are rewarded with candy for appropriate behavior or for working hard. (Several parents disliked this.) As the children feel more at home, candy rewards are reduced and praise is substituted. Children are praised a great deal at Central City, to build confidence and bolster self-image. Punishment for disruptive behavior takes the form of deprivation of privileges or, in extreme cases, separation from the group.

Language-oriented activities include story-telling and book reading, records, naming of objects rather than pointing at them, picture lotto, flannel board stories, puppet plays, and continuous group discussions. The Peabody Language Kit is used now and again-- a unit here and there-- but not as a regular activity. (Sesame Street is an integral part of each day's program-- children may, however, choose not to watch, but to engage in free play instead.)

Pre-reading skills are fostered through letter recognition. This is not a formal pre-reading program of ABC's, but rather of sounds. Children learn to make name labels for their own items. Puzzles, toys, unit blocks, and games with objects are designed for number recognition. Sesame Street is very helpful with this.

Blocks, scissors, pencils and crayons, pegboards, special "smelling" bottles filled with different smelling substances, Tinker Toys, Lincoln Logs-- these are a few of the toys aimed at skill development.

Central City offers many and varied art activities to its children, with all major art supplies in the classrooms. Musical activities center around children's instruments, records, and the classroom upright piano (one in each classroom).

The atmosphere in the classrooms is generally warm, but with strong stress on child achievement. Teachers praise children for constructive behavior during achievement-oriented activities, and free play finds all the children active or absorbed in artwork, games, toys, and imaginative "pretend" activities. Teachers move about the room, helping wherever needed.

Food

The center tries to maintain a well-balanced diet for all children, following Head Start guidelines. The Granite School District is contracted to supply the center's food, thus ensuring standards equal to those of the area's public schools. Food is brought to the center's kitchen each day (usually by the same cheerful woman-- she's made lots of friends among the children), and served at scheduled times.

Children are given a hot, well-balanced lunch including a green or fruit salad, a hot vegetable, main meat dish, a starch such as potatoes, bread, or both, a dessert such as cake, ice cream or fruit, and milk. In addition, two snacks are served daily. The morning snack is generally juice, milk and crackers or cookies. The afternoon snack is fruit or vegetables. Teachers eat with the children and note appetites. They encourage children to try foods that might be strange to them, or which are not favorites. Foods from different cultures (e. g. tacos) are served when possible. Children often help teachers with snack preparation and clean-up, and crackers or cookies are always available in the classroom.

Transportation

Those families living within walking distance of the center or having cars are responsible for seeing that their children get to the center. About 10 to 12 children walk, accompanied by a parent or older brother or sister. Parents are asked to come into the center when dropping children off to discuss progress, help the teachers with information about their children, or simply get better acquainted with the staff and the classroom.

Children from farther away, whose parents have no cars, use the center's leased Ford panel bus (capacity 18). When families closer in

have car problems, they need only call the center early enough in the morning, and the bus will stop by. In addition to Solomon, the bus driver-guidance teacher, there is an aide on the bus to greet and supervise the children. If a family lives very far from the center, it must take the responsibility for transportation.

ORGANIZATION

Policymaking

Center policy is determined by the Policy Advisory Committee, made up of 12 parents and 12 professional and community people. The professionals and community people include three of the Central City Community Center's board members, an educator, a psychologist, a social worker, a day care operator, welfare representatives from the licensing department of the city, and community members who are all concerned with the program's objectives and achievements. All officers of the current committee are parents. Each member serves a three-year term, after which elections are held in the monthly parent meeting for the parent memberships. The professional and community memberships are generally given to other appropriate, interested people.

The Policy Advisory Committee has the following functions:

1. It has a voice in the selection of director and staff.
2. It has a voice in the planning of staff placement, eligibility of applicants, attendance and rules, and by-laws governing operational procedures of the program.
3. It assists in planning parent programs.
4. It acts as liaison with community agencies.
5. It evaluates the program.
6. It helps write proposals for re-funding and expansion of services.

A group called the parent committee organizes and runs parent meetings once a month; parents make suggestions for program changes during these meetings. The program also uses the CAP agency as an advisory and resource board.

Specific areas within the center program are administered as follows:

Program Planning--The parent committee, teachers, Policy Advisory Committee, and the director all have voices in the planning of the overall program of the center. The director has final approval.

Budgeting--The budget is developed by the director in consultation with the Policy Advisory Committee on an overall annual basis, then submitted for final approval to the CAP agency.

Staffing--Parents from the Policy Advisory Committee and the director are in charge of hiring, firing, and promotion of staff members. The director evaluates staff performance as needed, or upon receipt of complaints. Evaluation is by on-the-job observation, discussion with parents and other staff, and discussion with the staff member in question. The staff member is then given a copy of the evaluation for guidance in future performance of his job.

Operations--Teachers are in charge of daily curriculum for their own classes, submitting daily schedules of program activities for the director's approval. Parents and the Policy Advisory Committee often consult about daily curriculum, working with the teachers and the director to make appropriate adjustments.

In general, parents, staff, and the Policy Advisory Committee cooperate in arriving at policy and making the program work. In practice this system has proved efficient and well-coordinated. With half the Policy Advisory Committee composed of parents, they not only have a voice, but virtually control the program.

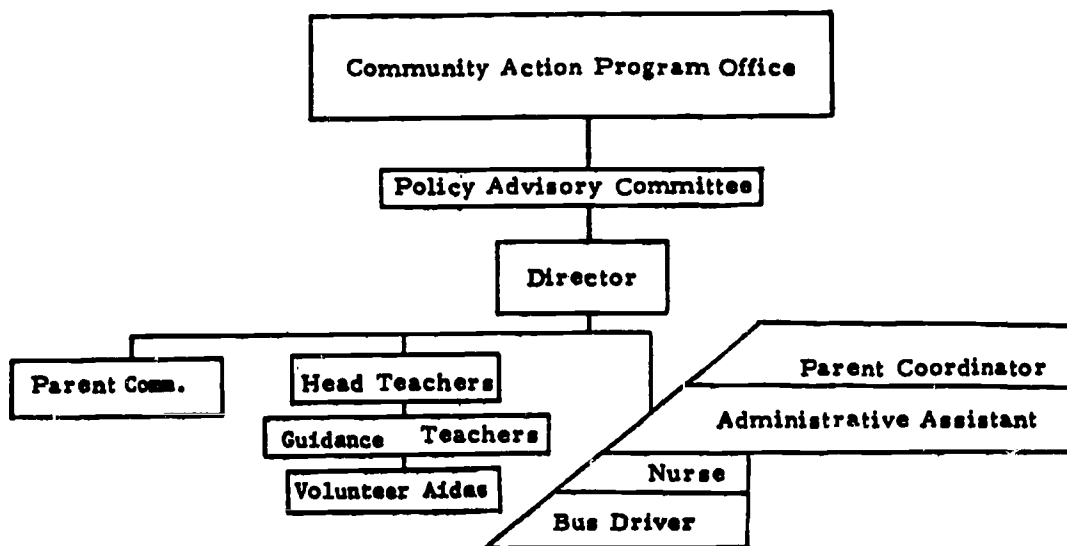
Staff Organization

The director is in charge of, and administers, the entire program. The administrative assistant handles administrative detail work including record keeping, ordering of supplies, and interviewing prospective clients. The parent coordinator works directly with the parents. She also assists in the nutrition program, substitutes in classrooms, and shares general administrative responsibilities. The nurse handles child health and parent health counsel. The head teachers are in charge of daily activities in their own classrooms, and plan curriculum which they review with the director. Guidance teachers assist the head teachers. All teachers carry out general child education, social-emotional development, and physical recreational activities. Teachers discuss and evaluate child progress, and keep in contact with parents by individual contact at the school, home visits and monthly attendance at the parent meetings. Formal parent-teacher conferences are scheduled every two or three months.

Volunteers are used in the program wherever possible. On an average day each classroom has one volunteer working in it. Volunteers attend a half-day orientation session before they begin working in the program. Some volunteers come in regularly for one day a week; some come in for a special activity, such as art or music. Volunteers include student teachers from the University of Utah, church group members, high school students, and community residents.

Volunteers are also used in more specialized areas. Three University of Utah social work graduate students act as the center's social workers each year. Speech therapists from the University of Utah volunteer to work with special problems. The center has both Neighborhood Youth Corps and Job Corps workers. Records are kept of volunteer activities.

CENTRAL CITY HEAD START DAY CARE CENTER
ORGANIZATION CHART



Staff Meetings and Records

The entire project staff meets regularly once a month, to discuss children's problems, changes in policy or rules, center activities and curriculum, and program plans. The director meets once a week with the head teachers, and separately with the guidance teachers. In addition the teachers of each classroom meet frequently to discuss the children, curriculum, and schedules. The director meets with the staff individually as needed.

Each teacher keeps her own anecdotal records of each child's progress. An effort is made to follow through after the child leaves the center, with records on his progress kept as a measure of program benefits. Most of the children who go on to kindergarten from the center enter the Head Start Follow Through program, in which detailed records are kept on those children with emotional problems.

Staff Training

Before the project started, the original staff received two weeks of training, primarily in child development but also in working with parent groups, interviewing parents, and role playing. All staff members currently receive in-service training. Consultants come to the center every few weeks for programs in such areas as curriculum, health, and first aid. Aides receive special in-service training in three 1 1/2-hour sessions per week for three months, in such areas as child development, program activities, and program planning.

CENTRAL CITY STAFF ROSTER

STAFF POSITIONS	Hours/Week (Av. Position)	Child Contact Hours/Week (Av. Position)	OVERALL PAID STAFF PROFILE	
			Sex:	Ethnicity:
Total Staff (46 - 14.3 full-time equiv.)	659	409		
<u>Paid Staff (14 - 13.4 full-time equiv.)</u>	<u>536</u>	<u>325</u>		
DIRECTOR	50	2		Graduate Work 1
PARENT COORDINATOR	40	2		B.A.'s 5
ADMINISTRATIVE ASSISTANT	40	1		Professional Degree 1
NURSE	25	20		College 3
HEAD TEACHERS (4)	168(42)	140(35)		High School 3
GUIDANCE TEACHERS (4)	168(42)	140(35)		Grade School 1
BUS DRIVER	25	20		
CUSTODIAN	20	0		
<u>In-Kind Staff (32 - .9 full-time equiv.)</u>	<u>123</u>	<u>84</u>		
HEAD START COORDINATOR	10	-	Male 3	
CAP ACCOUNTANT	4	-	Female 11	
CAP BOOKKEEPER	4	-		
IN-SERVICE TRAINER	2	-		
SOCIAL WORKERS (3)	17	3		Anglo 6
PSYCHOLOGIST	1	1/mo.		Black 3
SPEECH THERAPISTS (3)	3	3/mo.		Chicano 5
VOLUNTEER AIDES (20)	80(4)	80(4)		

Parents of Project Children: 3

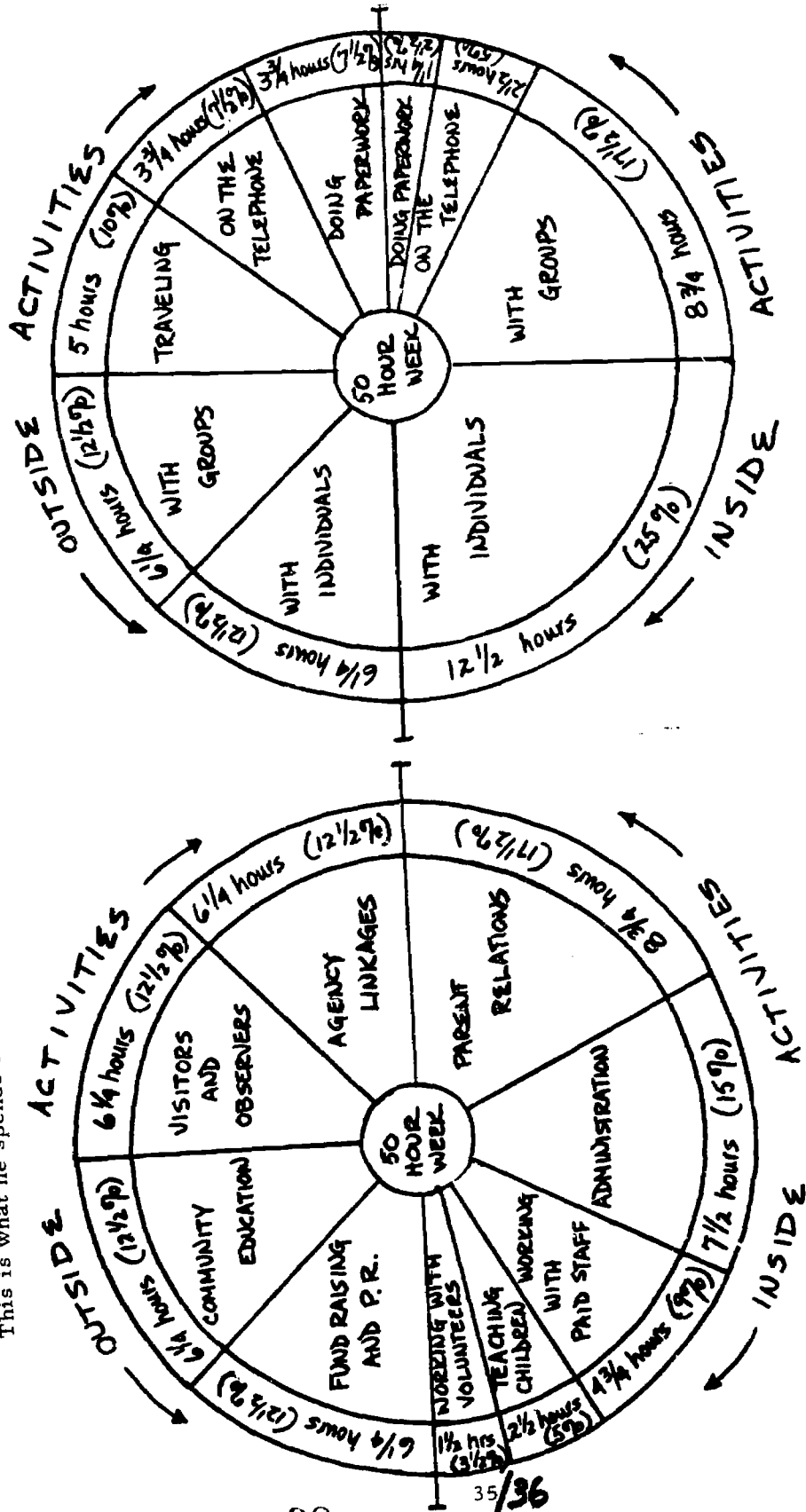
* Estimated



This is the way Central City's Director spends his time:

And this is how he spends it:

This is what he spends it on:



HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

- A. Child Care and Teaching--personnel, curriculum and general classroom supplies.
- B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.
- C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

- D. Health--personnel, supplies, health related services.
- E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

CENTRAL CITY ESTIMATED \$ AND IN-KIND EXPENDITURES 1970 - 71 *

SUMMARY:	<u>% of total</u>	<u>total cost</u>	<u>cost/child year</u>	<u>cost/child hour</u>	<u>Personnel costs make up:</u>
Standard Core	67 %	\$ 89,300	\$ 1,624	.78	83 % of \$'s
Varying Core	12 %	16,100	293	.14	68 % of In-Kind
Occupancy	11 %	15,400	280	.14	79 % of Total (\$ + In-Kind)
Supplemental	10 %	13,500	245	.12	
TOTALS	100 %	\$ 134,300	\$ 2,442	\$ 1.18	

*costs to nearest \$100, % to 1.0

	<u>% OF TOTAL</u>	<u>TOTAL</u>	<u>\$ COST</u>	<u>\$ IN-KIND</u>
I. STANDARD CORE COSTS				
A. Child Care and Teaching	43%	\$ 57,200	\$ 48,900	\$ 8,300
B. Administration	18%	23,800	18,700	5,100
C. Feeding	6%	8,300	8,300	0
II. VARYING CORE COSTS				
D. Health	8%	10,500	6,200	4,300
E. Transportation	4%	5,600	5,600	0
III. OCCUPANCY COSTS				
	11%	15,400	5,500	9,900
IV. SUPPLEMENTAL SERVICE COSTS				
F. Career Development	1%	1,100	500	600
G. Parent Involvement	6%	7,600	6,600	1,000
H. Social Service	3%	4,800	0	4,800
TOTALS	100%	\$134,300 (100%)	\$100,300 (75%)	\$34,000 (25%)

BASIC CARE



IN CONCLUSION

It seems reasonable to let parents speak to the impacts they have observed on both their children and their family lives and to let the staff speak for themselves.

What parents like for their children:

"He just says, 'Teacher loves me very much.'" "I like the way they love the children first, and then teach them things." "Praise is wonderful." "If the teachers weren't good, Carl wouldn't have learned as much as he has."

"He has learned to count to 5 in Spanish. And he has learned songs at school and sings them at home." "She's learned shapes, colors, counting, writes her name. . . now she's prepared for public school." "Most of all I like the way they prepare her for when she goes to kindergarten. I had two go through before and they are doing very well-- better than they could have without it." "He's learning shapes-- triangle, circle, square-- learning to recognize and print the alphabet."

"He carries on a conversation at meals now." "She's overcome her shyness, she's more independent-- doesn't depend on me so much." "The children learn more about the world, and each child gets a sense of identity and pride in his own culture when the parents bring experiences-- food, music, stories-- from the different race or culture groups." "She's willing to try everything." "He was very withdrawn when he came here. Our home is broken and he has been surrounded by adults. He has learned his colors, learned to enjoy books and field trips. He's learned to watch out for and protect himself-- to fight his own battles-- he's a happy child now." "He used to get upset when I had to leave him to go to adult education, but now he just says bye-bye to me. Before he didn't want to stay with his father. Now he will."

"Barbara learned to mix with other kids than black kids." "He can learn English-- some pre-school education-- and he has many children to play with because he is very lonely at home." "He's learned to help me."

"The nutrition program is really important, because for many of the kids the hot lunch is probably the only well-balanced meal they have." "The center got corrective shoes for him."

What parents like for themselves:

"I can work. I got off welfare which I like. My kids don't get teased about being on welfare any more." "It seems like there really is a lot of time for everything now." "I have time to learn English now. If I had a lot of money, I'd get a babysitter for my baby and I would go back to school full time. But I would leave Tommy at Central City." "I have had my children in private nursery and I didn't like it as well because there was no parent involvement." "I really have more peace of mind because I don't have to worry about her." "The teachers and all are always so pleasant. It makes me feel good."

"I think if there were something going on that I didn't like I would say so and they would listen. When we have our meetings we discuss things and share opinions. The parents have a lot to say. It's what keeps the center going."

"I've learned to continue the work of the center at home and that makes what happens at the center better." "I'm very excited about the things he's learned and I feel like I can cope with things. Besides I have good friends here who can help me."

"I'm not as nervous as I was and that makes all of us happier." "I never realized before I brought my children here that they are people too. I understand them better now. . . you get along so much better when you understand them. I understand myself better, too. The atmosphere at home is happier-- our family life is better-- I'm not under pressure all the time wondering why my kids are behaving the way they do."

What parents don't like:

"The (kids) use of cuss words in school-- I don't think it's good for children." "There's nothing I dislike, however, I would like for them to say grace-- we do it at home and he is getting away from it since they don't do it here." "I never think about what I like the least. Mostly just personal stuff-- teacher conflict can make a room feel up tight."

"Sometimes they reward the children with treats, and I really don't like for my children to have candy or sweets."
"She does come home a bit messy sometimes-- you know, paints and so on."

What the staff has to say:

"I like working with small children." "I try to see that the children's needs are filled every day." "I feel like I'm really needed. I can use my talents. They would be wasted on upper or middle class children." "The center involves the whole family." "This is the parents' thing. The Policy Advisory Committee makes all the decisions, including hiring of teachers." "The director's very good. He's given me a lot of self-confidence." "I plan to stay at this job until I make it all the way to the top." "We can take college credit for half price, and the regional supervisor gives in-service training which qualifies me for better positions."

This case study has clearly not attempted to deal in depth with the issues and problems facing Central City Head Start Day Care. There are problems as with any human organization. A synopsis of these problems and concerns are presented in Ed Owens' own words, with some additional comments by Alberta Henry.

Comments by the director:

1. Teacher Morale

Teacher morale tends to be irregular at times because of the complexities of a full day, full year program.

(a) Irregular morale also arises because teachers have a problem finding time to get together with their individual teaching teams in order to plan and coordinate their programs.

(b) The teachers are required to do home visits once every quarter. Because most of the parents are out of the home during the work day, home visits have to be done at night or on the weekend, and since the majority of teachers are women, there are strong feelings about making visits to the homes after dark.

2. Parent Involvement

Although we are getting very good parent involvement, how much parent involvement should be expected for a day care program?

3. Attendance

Even though we have space for 60 children, we have learned in the past to enroll more than the normal child capacity of our program, because of a drop in attendance.

Usually there are about an average of 8 to 12 children absent a day. The absences are for various reasons such as:

- (a) During the winter, there is a high peak of colds and other illnesses.
- (b) During the summer --
 - 1) the public schools are out and the day care children often want to stay home with older brothers and sisters.
 - 2) also, many parents take vacations during these months and some children are absent for at least two weeks.

4. Nurse

The fact that our nurse is only on part-time limits some of the services that she could perform with the entire family.

If it were possible, she could work with the family in the home and perform different services that would involve their health.

5. Federal Guidelines

Federal guidelines are normally directed toward the regular half-day Head Start, but do not fully cover a full day, full year Head Start day care program such as ours. I feel that full day care needs specific guidelines to cover its complexities and differences.

Comments by the parent coordinator:

1. Job Definition

Set hours for the parent coordinator is very bad, for she must put in a lot of overtime-- setting up and attending meetings at night, Policy Advisory, parent meetings, etc.

Hours must be flexible; very few hours are spent in office.

Most problems with parents and teachers arise at night or on the weekend.

Coordinator should be on call 24 hours a day, seven days a week.

2. Parent Involvement

Getting jobs for new parents with no skills.

New parents, with smaller children at home with no training, are not good with children (volunteer in the nursery).

They must work, for they need money, but they also must have time for training. [It is a] Problem of going to school or in training but earning no money.

It was the judgment of the observation team that visited Central City in November of 1970 that the quality of day care in this program is high. Parents and staff interviewed shared this opinion.

At the basic care level every element was present and effective: protection, nutrition, tender loving care, general stimulation of mind and body, health and transportation. In addition, the center has a rich mixture of program elements which meets many of the developmental needs of children, staff and parents:

For children: planned skill teaching in self-reliance; communication; peer cooperation; health and nutrition; community awareness; cross-cultural appreciation; self-image enrichment

For staff: advancement through training; in-service support; adequate pay

For parents: employment; maintenance of parent role; awareness of adequate care for child; cross-cultural appreciation; response to need by effective referral to other service agencies; parent decision-making; parent-community social events.

For community: continual information flow about center activities through media; significant volunteer opportunities; use of other service agencies.

Central City Head Start Day Care is an example of extensive and important service delivered to the entire family from the starting point of the day care child. In this sense the center houses an effective community.

APPENDIX

The appendix consists of illustrative materials drawn directly from the center. Included are:

Central City Head Start Day Care Fact Sheet

Regulations, Fall 1970

Job Descriptions

In-Service Training Schedule

Volunteer Orientation Schedule

Learning Games

Daily Classroom Schedule

Weekly Classroom Schedule

CENTRAL CITY HEAD START DAY CARE CENTER FACT SHEET

PURPOSE

1. Head Start Day Care is a program for low income families who need help in caring for their children:
 - a. because they want to work
 - b. because they want training for work
 - c. because of other family problems

The Day Care Center is a place where the children of low income families are cared for during the day while both parents are out of the home and unable to provide care. To be eligible a family must have an income that is below the guideline limits set by the Office of Economic Opportunity in Washington D.C. In addition to the income limits, both parents must be absent from the home during the day. They must be working, in vocational training, or school. We will occasionally accept a child whose parents are job hunting and need care for the child while they are looking for work. In this case, the child is only accepted for one month. At the end of that month, the parents must be working or in training or the child will be terminated.

OBJECTIVES

1. To provide quality day care service for 60 children including:
 - a. education classroom activities
 - b. field trips for children and parents
 - c. hot lunches
 - d. medical examinations
 - e. dental examinations
 - f. psychological services
 - g. social work services
 - h. speech and hearing therapy
 - i. nutritional education for children and parents



LOCATION

Central City Multi-Purpose Center,
615 South 3rd East, Room No. 68,
Telephone No. 359-8749.

PARTICIPANTS

1. Sixty children from poverty families will be served – ages 3, 4, and 5.
2. Preference will be given to children whose mothers are in training, employment and children from multi-problem families.

PARENT INVOLVEMENT

Parents are involved in all aspects of the program: employment, planning, evaluation, classroom assistance, etc. Activities by and for the parents are an integral part of the program.

All children must have a medical examination recorded on our forms before entering the Center.

School hours are from 7:30 A.M. to 5:30 P.M. – Monday through Friday. The length of each child's day will be discussed with each parent.

There is no charge for the services of the Center but we do ask parents to participate in our program in two ways: by donating volunteer time either in the day or evening and by attending the parent's night meeting which is held on the last Thursday of every month. Volunteer time can be in the classroom as an aide to the teachers, it can be helping to plan parent's night or helping to obtain donated equipment. Parent night is usually a program to help you learn to be a partner with us in the preschool education of your child.

To enroll your child in the Headstart Day Care Program, complete and mail the coupon below to the center.

FAMILY NAME _____		CHILD'S NAME _____	
FATHER _____		MOTHER _____	
ADDRESS _____		TELEPHONE _____	
CHILD'S BIRTHDAY _____	SEX _____	ETHNIC GROUP _____	
NUMBER IN HOUSEHOLD _____		NUMBER OF CHILDREN _____	
FAMILY INCOME FOR LAST YEAR _____			
SOURCE OF INCOME FATHER _____			
MOTHER _____			
REASON FOR APPLYING FOR SERVICES _____			

A sample of the daily schedule is on the attached sheet.

October 29, 1970

HEAD START DAY CARE CENTER REGULATIONS

1. Have children at the Center by 9:00 A.M. Our classroom curriculum begins at 9:30 A.M. Children who are late will miss the educational activities of the Program.
2. Please do not let children bring candy, gum, toys or money to school.
3. Parents must walk the children to the Day Care Center and not let them out of the car outside.
4. Medication of any kind will not be given at the Day Care Center unless the nurse has a written or oral permission from the doctor or clinic.
5. Parents must accompany their children for dental care, medical treatment and for a physical examination.
6. When a dental or physical examination appointment is made by the Day Care Center and if the parent is unable to keep this appointment, the parent must call the dentist or the doctor and cancel the appointment. Also, the parent must call the Day Care Center and confirm the cancellation.
7. When a child has an elevated temperature, he will be sent home from school. He must stay at home for at least 24 hours unless, he has a doctor's written or oral consent to return to school.
8. If a child becomes ill during the night, please do not send him to school the following day.

Head Teacher - Head Start Day Care Program

Job Description: Under the direction of the program director, is responsible for all activities that take place with assigned children, whether in the classroom, on the playground or on a field trip.

Major Duties

1. Set up the classroom for the daily activities.
2. Is responsible for the educational program within her classroom.
3. Is responsible for the safety of children assigned.
4. Provide training for guidance teachers assigned to her.
5. Develop weekly written outlines of activities in consultation with other staff members.
6. Provide a classroom program in which language and reasoning development is of primary importance.
7. Insure cleanliness and repair of classroom.
8. Complete home visits every other month at a minimum.
9. Alert social worker, public health nurse, or director to any family problems which might indicate a need for referral or an administrative conference.
10. Keep notes on the progress of each child.
11. Attend parent meetings when requested.
12. Plan and coordinate all field trips for her students.
13. Supervise the activities of volunteers assigned to her.
14. Encourage parents to visit the classroom or make materials.
15. Develop suggested activities for volunteers.
16. Assist the social worker in maintaining contacts with the neighborhoods.

Job Qualifications: Preferably a B.S. degree in child development or its equivalent in experience, training to include nursery school or pre-school experiences, ability to train and supervise guidance teachers and volunteers, the ability to relate to low income area children of all races, maturity of judgement to accept the responsibility for children assigned.

Guidance Teacher (aides)

Job Description: Under the direction of the Head Teacher, plans and conducts activities in the classroom.

Major Duties

1. Plans and directs classroom and playground activities under the direct supervision of the Head Teacher.
2. Assists the Head Teacher in making home visits.
3. Assists the Head Teacher in making reports on the children.
4. Alerts the Head Teacher to any safety and health problems of the family which may affect the child and the center.
5. Attends all parent meetings and staff training sessions.
6. Participates in evaluation classroom programs.
7. Supervises volunteers and trainees assigned to his classroom.

Job Qualifications: Must have the ability and interest to relate to children and be responsible for their welfare while at the center, maturity of judgment to handle emergency situations in the classroom or on the playground, and the ability to work with groups of children. Must be interested in training and have the ability to develop teaching skills; must be able to work cooperatively with other teachers.

Bus-Driver Teacher

Job Description: Under the direction of the Head Teacher, drives the centers bus to pick up children in the morning and return them to their homes in the evening, help the Head Teacher plan and conduct activities in the classroom.

Major Duties

1. Drive the bus.
2. Responsible to see that the bus is cleaned once a week.
3. Responsible to report necessary repairs or service to the transportation company.
4. Plans and directs classroom and playground activities under the direct supervision of the Head Teacher.
5. Assists the Head Teacher in making home visits.
6. Assists the Head Teacher in making reports on the children.
7. Alerts the Head Teacher to any safety and health problems of the family which may affect the child and the center.
8. Participates in evaluating classroom programs.

Job Qualifications: Must be male, have a good driving record, have valid chauffer's license, able to accept responsibility for the safety of the children on the bus, and be able to maintain a set schedule. In addition he must have the same qualifications as a guidance teacher.

Public Health Nurse

Under the direction of the Program Director.

Job Description: Supervises the health program for the center.

Major Duties

1. Arranges for health examinations for all enrollees.
2. Examines children referred to her by staff members.
3. Responsible for the administration of all medicines whether furnished by the program or sent from home.
4. Develops and administers a health education program that includes the child both in the center and at home.
5. Provides necessary follow-up on referrals to other agencies or private physicians.
6. Arranges for dental, speech, hearing, vision, immunisation and other clinics as needed.
7. Keeps medical records of the child and the family.

Job Qualifications: A minimum of a four year degree in nursing, and experience with children.

Administrative Assistant

Job Description: Under the direction of the Program Director, is responsible for the business and office activities of the center.

Major Duties

1. Receives volunteers and provides a brief orientation before they enter the center.
2. Maintains a schedule for all volunteers and time records.
3. Maintain all records for the center.
4. Is responsible for issuance of purchase orders.
5. Is responsible for the petty cash.
6. Orders equipment and supplies as authorized by the director.
7. Keeps record of daily lunch count and coordinates center schedule with that of the dietitian each day.
8. Supervises ill children until their parents arrive at the center.
9. Maintain a calendar of events for the center.
10. Maintain a Day Care Center scrap book.
11. Is responsible for all of the center's clerical work.
12. Acts as liason with the maintainance department to report and follow through on needed repairs and service.
13. Is responsible for recruitment and enrollment of children to the center.
14. Sends lists of children with their addresses to neighborhoods quarterly.

Job Qualifications: Must have training and experience in secretarial field, management skills, ability to organize and maintain records as well as contact the public.

**DAY CARE CENTER
IN-SERVICE TRAINING**

AGENDA

Introduction.....Trino Raso
Ideas for Nursery School Activities.....Rense Eastham
How we set up our food experience.....Trino Raso
Food experience with the staff.....Rense Eastham
Trino Raso
Evaluation of Experience.....The Staff
Ideas for food experiences.....The Staff

IN-SERVICE TRAINING

January 12

IDEAS FOR NURSERY SCHOOL ACTIVITIES

OBJECTIVE: To give some ideas on how to set up and follow through on Nursery School activities, whether creative, science, food, learning games, etc., and to use a food experience as an example.

IDEAS ON WHAT MAKES UP AN ACTIVITY:

A. Planning an activity

1. Ask yourself why you are doing this activity. What are your goals? What do you want the children to get out of the activity? Remember, the children are always most important.
2. How are you going to set up the activity? Planning every detail is important. You should know exactly how you want to proceed even though sometimes, while you are doing the activity, things go differently. (Children may react in a way you didn't anticipate. You need to be sensitive and flexible.)
3. What materials do you need and what arrangements need to be made?
 - a. Do you need to talk to anyone before arranging the activity? (Cafeteria, welfare, kitchen, etc.)
 - b. Gather your materials far enough in advance

B. Actual Experience - carrying through with your plans.

1. Have your materials ready so the activity goes smoothly.
2. Gather and prepare the children. Keep the group small so you will be able to manage them. (4 to 5 children)
3. Presentation - Guidance
 - a. Have the children participate in every way possible. Let them experiment, discover, make decisions, mistakes and question.
 - b. Explain limits before hand. What can and can't the children do?
 - c. Make a point of hazards and safety, such as, electrical outlets, sharp objects and hot things.
 - d. Make things clear, simple and specific. Speak calmly, directly to the children, in short, meaningful sentences which the child can understand. Be on the child's physical level. Answer the children's questions but don't monopolize their conversation.
 - e. Give reasons for things so the child understands directions and limits.
 - f. Make it a pleasant experience. The children should feel good about it. An activity should be presented in an unhurried manner. Praise the children for things well done..

Page 2.

6. An activity should be kept very simple and clear,
and yet challenging.

4. Have the children help with clean up.

C. Evaluation. Ask yourself these questions.

1. What went well?
2. What didn't go well?
3. What would you do next time?

DAY CARE CENTER
IN-SERVICE TRAINING

January 12, 1968

IDEAS FOR FOOD EXPERIENCES

Construction

Make Bread
Pancakes
Butter cookies
Ice Cream
Jello - whip 'n chill with fruit
Fruit drinks in a blender

Units

Foreign Foods:
Mexican - tortillas, tacos
Greek - Shish - k - bobs
Italian - Pizza

Separate Foods

Apples - applesauce - cider
Pineapple - whole - cut - juice
Orange - sections, squeeze - juice
Eggs - raw - soft boiled - hard boiled
Popcorn - kernals - popped with or without lid

HEAD START DAY CARE - VOLUNTEER ORIENTATION

March 16
9:00 A.M. - 11:30 A.M.

9:00 - 9:30

General Session

"So You Came to Help"

"Well, this is the center..."

"And These are the children"

9:30 - 11:30

Unit One - Promoting Learning and Concept Development

"It's hard to chew with a lot in your mouth."

"Don't you remember anything about our trip to the farm?"

Unit Two - Stimulating Dramatic Play

"Blocks are not for hitting, Susie."

"Does every house have a Daddy?"

Unit Three - Guiding Creative Activities

"No, YOU paste the beans on the mouth part."

"What do you mean, what is it?"

Unit Four - Guidance Problems

"If you can't say Poopoo nice, then don't call her that at all."

"When my eye starts to twitch, then I want you to take over."

LEARNING GAMES

NAME OF GAME: Identification Game

OBJECTIVE: Help children to be able to identify different items and tell what they are used for.

MATERIALS NEEDED: Household items such as, pencil, cotton, bar of soap, comb, curler, nail, key, scissors, sack or any container children can reach into.

RULES OF THE GAME:

1. Adult pulls out one item and asks the child what it is. Talk about what it is used for. After all items have been discussed put them back in the sack.
2. Adult describes one item by it's use and then has the child search in the sack for it. Discuss the item generally again.

Example: "Find me something that you use in a car (key)." Child looks in the sack and finds the key. Adult asks, "what does the key do?" Child says "turns the car on". Adult says "anything else that the key does?" Child says "opens the door", etc.

3. Have the child choose an item and describe it's use to the adult. Adult can ask how the child knows what the item is used for.

Example: The child picks a pencil out of the sack. Adult says "what is it?" Child says, "a pencil" Adult asks how do you know it is a pencil?" Child says "because you draw or write with it."

NAME OF GAME: Magnetic Board

OBJECTIVE: To help children learn the meaning of up, down, side, top, bottom, over, under, on, in, out, etc. Also to learn colors.

MATERIALS NEEDED: A hard surface (cardboard, pan, wood) with magnets or flannel figures such as a house, boy, girl, trees, sun, etc.

RULES OF THE GAME: Talk about the figures, what color they are, where they are in the scene.

Example: Yellow sun is over the house, girl is by the side of a green tree. Have the child move the figures around as the adult says, "put the yellow sun over the green tree, or put the boy by the side of the girl, or put the boy in the house."



Daily Schedule



- 7:30 A.M. Children arrive at center
Free play, indoors or outside (depending on weather)
- 9:30 A.M. Outdoor play
- 10:00 A.M. Snack Time
- 10:15 A.M. Music, stories and discussion time
- 10:30 A.M. Work period, organized activities
- 11:30 A.M. Outside or indoor activities
- 12:00 P.M. Lunch served in class room
- 12:45 P.M. Quiet story time (to relax before rest period)
- 1:00 P.M. Rest period
- 2:15 P.M. Children begin to get up
- 2:30 P.M. Organized creative play
- 3:00 P.M. Clean up
- 3:15 P.M. Snack time
- 3:30 P.M. Outside activities, bus delivery begins.



Don't Delay – Complete and return the enrollment form at your earliest convenience.
Thank You.



DAILY SCHEDULEROOM NO. 75DATE: Wednesday, May 13

Time	Activity	What the Activity Teaches	Teacher
7:30-8:00	Preparation and room set up		Janis
8:00-9:00 Free Play Indoors	Paper, crayons, scissors - collage - creative experience Animals in the block area - fantasy play - (Leggo Blocks - small muscle development Color lotto -		Sondra Janis
9:00-9:30	Outdoor Play		Janis
9:30-10:30 WORK GROUPS	1). snack - and story time (used zoo animals for story) 2). writing letters of names - (improve pencil skills) 3). object lotto - matching size and shape		Minnie Sondra Janis
10:30-11:15	TOKEN STORE	(Free Play items in the closet closet which children are allowed to buy with tokens.	Minnie Janis Sondra
11:15-11:30	Chalk - drawing story on rug		Janis
11:30-12:30	Sesame Street set up lunch and cots		Sondra Minnie Janis
12:30-1:00	Lunch in classroom		
1:00-1:30	Clean up after lunch and get ready for rest		
1:30-2:30	Rest on cots		All teachers
2:30-3:00	Quiet activity in room, puzzles, books, crayons		
3:00-3:10	Clean up after rest		
3:10-3:20	Afternoon snack		
3:20-3:30	Get ready to go home		

<u>Week of October 11</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:30 - 9:30 Choosing Time					
10:30 - 11:30 Creative		-Make a small thoroughfare and have the children, play with it; -Puzzle of vehicles -Look through magazines and find pictures of vehicles and cut them out.			
1:30 - 2:30 Naptime Activity	Job Corps	3 year olds Field trips to the airport and bus depot	3 year olds	4 year olds	4 year olds
2:30 - 3:30 Science and Learning			Play a traffic game with a traffic light, traffic signs, pedestrians, and bicycles (in the gym)		
3:30 - 4:30 Quiet Activity					
Volunteer Projects			Once a week 1. Food Activity 2. Rhythm Instruction 3. Wood working 4. Puddle table	Twice a month 1. Guest 2. Excursion	Once a month 1. New Story 2. New finger-play