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ABSTRACT

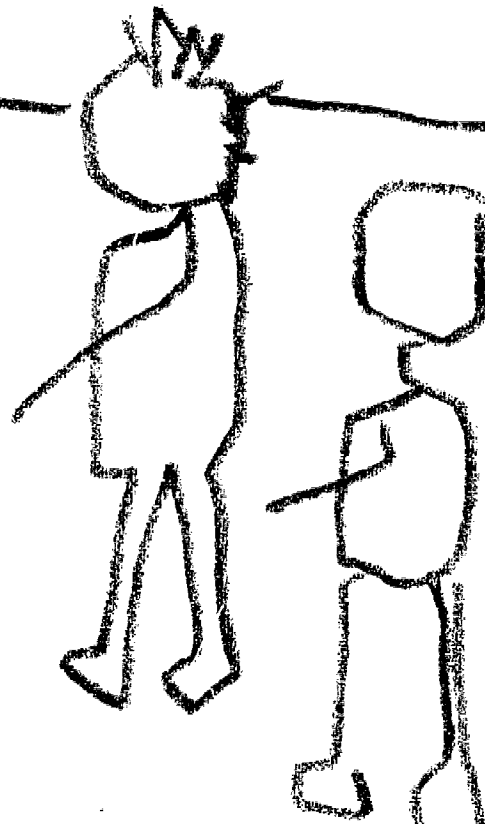
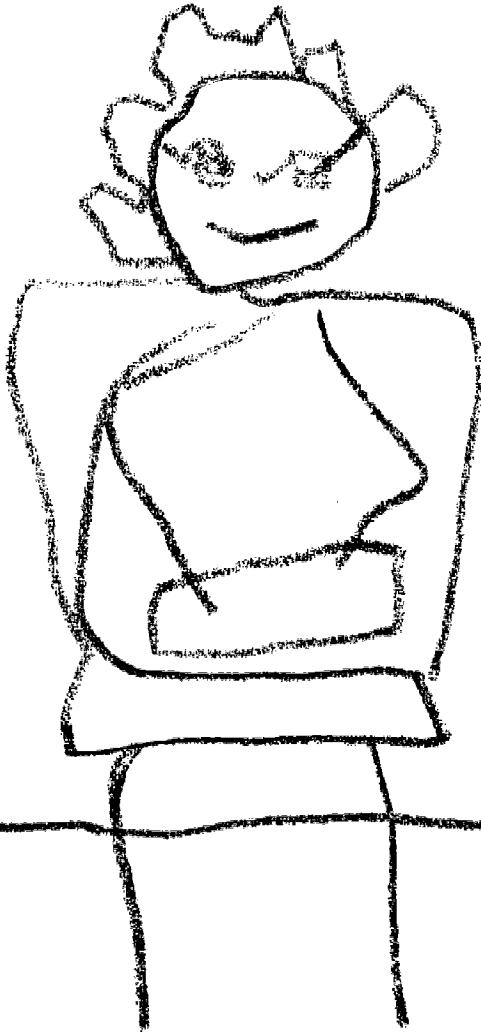
The Federal Government's position on the establishment and regulation of day care services in the United States is reported. The point is made that there are certain fundamental requirements and characteristics of children which every program must take into account. The most important of these basic needs include health and nutrition, security, freedom, structure, compassion, developmental differences, and challenge. A day care program is responsible for the quality of service it delivers to its consumers. Program administrators have the responsibility of recruiting the best qualified staff who possess the necessary talent for the conduct of the programs. (CK)

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Acknowledgments

The first draft of the "Statement of Principles" was created by a Committee of the Day Care Workshop composed of:

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The document was considered by the Advisory Committee of the Workshop in a critique held in June, 1970, then by all participants at the Workshop during July, 1970. The final document, fourth revision, embodies the collective judgment of approximately 85 participants at the Workshop.

In conformity with the wishes of the participants, these principles are presented here as finalized on July 29, 1970.

RONALD K. PARKER, Ph.D.
Project Director

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**
Office of Child Development

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Foreword

I believe that we have embarked upon an exciting new venture in formulating a public policy for the development of our Nation's children. The Statement of Principles for day care services contained in this volume is the first step in this venture.

A conventional way of drawing up such a statement would have been to call upon the knowledge of the professional staff in the Office of Child Development, the Office of Economic Opportunity and other concerned Federal agencies. We decided against this method in favor of a new approach.

OCD, in cooperation with OEO, chose to convene a Workshop of non-governmental child development experts, practitioners and parents. Such a broad-based and representative group, we felt sure, would bring fresh perspectives to the questions of methods and goals for the Nation's day care efforts.

Our experiment was fully justified. The Day Care Workshop, held at Airlie House in

Warrenton, Virginia, July 10-21, 1970, produced a number of program examples for infants, preschoolers and school-aged children from different cultural backgrounds. These will be published in handbook form by the Office of Child Development.

The Statement of Principles, applying to all age groups, was produced by the group after much thoughtful discussion. I should emphasize that members were not unanimously in favor of every statement, and the following material represents a **consensus** of the Workshop. It is also important to note that the Statement does not necessarily reflect the position of OCD. We are, in this case, simply serving as a channel between the ideas of a group of day care experts and those among the public concerned with the provision of quality day care services.

I believe that the Statement of Principles will focus discussion and communication among individuals and groups who seek to improve the quality of life for our Nation's children.

The Office of Child Development will be referring to this Statement often as an important source of guidance for our future day care planning.



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Introduction

This country stands at the crossroads in establishing new day care services and in expanding and improving existing services. Whatever direction such services take, the family will remain the basic unit for the care of children. Our changing society requires that other methods of day care be provided to supplement the role of the child's basic unit while keeping the family an integral part of all day care services.

The need for expansion of day care services in this country is a growing and compelling concern of every community, of many agencies and organizations and of families and citizens. Day care services extend only to children who remain under the continuing influence and guidance of their families while requiring other planned services to meet and complement their maximum needs and possibilities.

The term, "day care services" has come to mean, in both legislation and regulation, the care of children, either in their own homes or outside of their homes, for part of the twenty-four (24) hour day. These services are usually of three types: family day care homes, group day care homes, or day care centers. The most frequent need for such care is because the mother works during the day but there are many other situations calling for day care services.

To accommodate varied circumstances, day care programs must take into account certain basic factors of child development, family life, and social settings which identify the conditions that enable a child to realize his potentialities. The inclusion of these factors makes the difference in quality between a developmental approach to services which actually benefit the child and those which provide only custodial care. Experience has

demonstrated that programs of the latter type may actually do the child harm.

The unacceptability of purely custodial programs and the necessity of a developmental approach have been identified by the President of the United States as keystones of federal policy in day care. In his address on welfare reform, the President stated:

"The child care I propose is more than custodial. This Administration is committed to a new emphasis on child development in the first five years of life. The day care that would be part of this plan would be of a quality that will help in the development of the child and provide for his health and safety. . . ."

The U.S. Government has a public responsibility to provide day care services to any family desiring such services. When families reach beyond their own kinship resources for assistance with the care and rearing of their children, they need a wide variety of arrangements for supplemental care. We advocate as national public policy the creation of programs to strengthen all kinds of supplemental day care arrangements that families strive to make. This may include the direct provision of comprehensive day care and child development programs within organized facilities that are publicly subsidized. It also includes the development of programs designed to reach and enrich the informal day care arrangements that take place in the child's own home, in neighborhood homes, or in privately-operated centers, if consumer controlled.

Furthermore, program development in relation to all forms of supplemental day care will require regulations, both to raise standards of day care and to promote consumer control.

Principles underlying effective day care programs

The principles which follow represent a consensus derived from three major sources:

1. The accumulated wisdom and experience that is not the exclusive possession of any profession, but is shared by parents and people in general as they have participated in the process of living with and raising the next generation.
2. The extended experience of professionals engaged in work with children and in the conduct and administration of programs designed for their benefits.
3. The now-substantial body of research con-

ducted by specialists in a variety of disciplines, on the nature of human development and the conditions which facilitate the process.

The purpose of this document is to present a statement of principles of day care services under five major headings:

AIM

THE BASIC NEEDS OF CHILDREN

IMPLICATIONS OF NEEDS FOR PROGRAMMING

ECONOMIC AND SOCIAL CHANGE

ADMINISTRATION

AIM

1. The Individual Child and His Family

The primary objective of day care is to **meet the needs of children for experiences which will foster their development as human beings.** The purpose is not just to free parents for other activity or to serve manpower requirements. Since so many of the experiences that are critical for a

child's development involve his parents,¹ the primary focus of any effective day care program must be **the individual child and his family.** It is only by respecting the rights of parents to decide what will be advantageous to their child and by providing them with the information they need to make an informed judgment, that a day care program can achieve its objective of creating an environment that permits the realization of human potential.

THE BASIC NEEDS OF CHILDREN

There are certain fundamental requirements and characteristics of children which every program must take into account. The most important of these basic needs are the following:

2. Health and Nutrition

A prime concern of any program designated to foster human development is to do everything possible to create and sustain an intact, healthy and well-nourished child.

3. The Need for Security

All children, especially very young children, are emotionally dependent on their caregivers. Unless adults and others can be depended upon, the child becomes anxious, unable to cope with his environment, and unresponsive to opportunities for learning. Any day care program must

¹ The term "parents" refers to the persons carrying out the parental roles. In view of the fact that many day care programs focus predominantly on the mother, special attention should be given to including fathers or others fulfilling a parental role.

insure that these needs are met by staffing the program with a sufficient number of adults who are understanding and responsive to children. Since the parents are the primary source of the child's emotional security, it is their treatment of the child, particularly the way in which they introduce him into the day care setting and the extent to which they participate in its activities, which is most influential in determining the child's capacity to make a successful transition. In the case of young children, it is the responsibility of the staff to assist the parents in this process by preparing them in advance, encouraging an appropriately-paced withdrawal, providing the necessary attention when the parents are not there to enable the child to feel secure in the new setting, and assuring that there are continuing and frequent opportunities for parent involvement in the program.

4. The Need for Freedom

The child is strongly motivated to satisfy his curiosity and to make an impact upon his environment. He is equipped not only with capacities to become a talking, acting, thinking human being, but with basic urges to use his equipment for exploring, probing, and manipulating in every possible way. The day care program should be so designed as to allow ample opportunity within a safe environment, for the child to observe, ask questions, experiment, and search out answers to increasingly complex problems.

5. The Need for Structure

A child learns more readily in settings which are more stable and familiar. Appropriate programming offers limits which are deliberately designed to be firm but flexible, when necessary, within which children engage themselves in choice-making experiences timed to blend active with less active periods. Opportunities for discovery must be planned so that the child is able to pursue, at his own pace and in his own style, real problems and solutions within the program.

6. The Need for Compassion

The development of sensitive and active responses to the needs of other human beings, so central to the concept of a democratic society, has its roots in the earliest years of life. Concern with

this aspect of the child's development must therefore play a prominent role in all day care programs.

7. The Developmental Differences

As children grow, their needs and capacities change. Even children of the same chronological age can differ markedly. An effective day care program and staff must be able to adapt to these differences by providing appropriate variation and flexibility in treatment. A good deal of knowledge exists about the nature of developmental differences and the kinds of activities most suitable for children who exhibit them. It is the joint responsibility of parents and professional staff to design the day care program so as to provide the necessary variety to meet individual and group differences.

8. The Need for Challenge

Once a child feels secure, he welcomes and profits from being challenged to perform at the highest level of his capacities. This principle applies not only to activities but also to social responsibilities both in the day care setting and at home. The child's development is fostered primarily through his participation in a planned program of increasingly more complicated educational and social interactions involving both imitation and reinforcement, which occurs in the context of a close, continuing relationship with an adult—usually one or both parents. An example of the operation of this principle is provided by a mother who daily engages in conversation (interaction) with her child and usually without thinking much about it—responds more warmly when he uses different words and expressions (reinforcement) and gradually introduces new and more complex forms which the child in turn adopts. It is the obligation of the staff working together with the parents, to insure that the child is presented with opportunities, problems and social responsibilities that are demanding, but still within his capacity. Thus, the setting for learning should be designed toward enabling the child to develop initiative, self-reliance and competence, along with responsibility, cooperation, and consideration of others. The child's need for security, structure, compassion, challenge and individual treatment speak to the critical role of other human beings in his life.

IMPLICATIONS OF NEEDS FOR PROGRAMMING

Programs for day care services must reflect and represent the needs, skills and abilities of consumers, practitioners and theorists. A program combining all these perspectives is more likely to deliver those services which are sought by the consumer. Theorists who develop program materials based on research in the behavioral and social sciences have an obligation to draw upon the resources, expertise and experience of practitioners and consumers who are in a unique position to evaluate the credibility, viability and effectiveness of program design.

All too often, the intellectual and practical concerns of those at the operational level have not been adequately reflected in the theoretical context. As a result, there are many programs with goals that look beautiful on paper, but cannot be implemented to achieve their stated objectives, thus forcing practitioners into compromise positions at the expense of "good" programs.

Integrity and accountability should permeate the program so that it is honest in its design and operation. The design must be structured to deliver services which have been promised to the consumers. Consideration must first be given to such practical matters as budget allocations and priorities, physical facilities, staff availability and competence. The program is then responsible for the quality of service it delivers or fails to deliver to its consumers. This responsibility must be exercised to insure inclusion of all essential ingredients to a quality service in the initial planning.

9. Knowledge of Child Development

Effective day care must utilize existing knowledge regarding the ways in which human beings develop and the environmental factors that influence the rate and quality of maturing of each individual child. The administrators of the day care programs have the responsibility of recruiting the best qualified staff who possess the necessary talent for conduct of programs. Where this staff is not possible, additional advice and services should be provided on a consultant basis with opportunities for training and sharing of ex-

periences to achieve the maximum in knowledge and skill.

10. Comprehensiveness

Since children's basic needs are diverse, effective day care programs must be comprehensive in scope. They must provide for all aspects of the child's development: physical, intellectual, emotional and social. Programs which focus on one area to the neglect of others cannot be considered satisfactory. All phases of life for the developing child move simultaneously, each affecting and being affected by all the others. Day care programs, therefore, should be planned to contribute to all aspects of the child's development rather than to a single dimension.

11. Health Care

Provisions for coordination of all health services under a single administrative structure are preferred in order to guarantee continuity of care for children and other family members. Planning for screening, diagnosing, prescribing and treating the physical, mental and emotional health are all processes contributing to healthy family living and survival. Education for maintaining health and adequate nutrition for consumers is a major day care program service. Programs may care for children who are ill under professional medical supervision. Cooperation among other agencies through the use of homemaker services may be employed to meet this need. Wherever possible, children with handicapping conditions should be included in day care programs.

12. Cognitive Development

This aspect of the program must go beyond stimulation to include a range of experiences designed to strengthen the development of attention, perseverance, listening skills, as well as the more complex intellectual capacities of concept formation, recognition of relationships, reasoning, judgment and language development. It is important to recognize that the total cognitive development is strongly influenced by emotional and

social factors and these must be taken into account in guiding the child's learning experiences.

13. Esteem for Self and Others

Children need support as they grow and face life tasks. Day care programs should help children experience success. When a child experiences conflicts, programs should help him to face the realities without the feeling of loss of personal worth and courage to try again. Progress in harmony with a child's cultural heritage and style are more likely to strengthen his sense of himself. Children who have been denied these opportunities will need programs and people in day care services who can supply them.

Experiences in day care must foster a sense of responsibility for one's self as well as the capacity to work with and enjoy others. Respect for one's own culture, values and life styles usually precedes appreciation of those of others.

The day care program must insure many chances to rely on one's initiative so as to help children develop self-reliance and confidence. The day care staff that **feels with** children rather than **feels for** children is more likely to provide for healthy emotional growth. Such a staff can demonstrate human ways which can well modify society's turbulence.

14. Freedom Within Structure

A day care program must be planned; it therefore, has structure. That structure has order that admits to the necessity for children and others to learn to live within it. Children are given the freedom to explore the boundaries of that order and given the privileges of deciding when those boundaries may be expanded or contracted. Within the day care program, each child is expected to be himself in order that he may establish for himself whether or not that is the kind of person he wishes to be. His parents and the staff make certain that there are many kinds of behaviors and experiences to which he is exposed. They plan to interpret and help him learn to be a person who can be free within the presence of others. Within that setting, a child creates, imagines, makes choices, discovers problems, and learns how to solve them. He explores his feelings, learns and primarily grows to know how people do live within an orderliness known as day care. He learns to know that freedom is accompanied by respon-

sibility and that he has a contribution to make to both. He learns to respect his own abilities and ultimately those of others. All these and more are a part of the design of day care services which provide both the order and freedom essential for children.

15. Identification of Children With Special Problems

Day care programs should secure the services of specialists who can assist the staff in learning the necessary skills required in the early identification of handicapping conditions. The staff needs to be alert to the full range of community resources (local, county and state) which can be made available to families who need to refer their children for such services (i.e., the brain injured; autistic and other emotional disturbances; sight, speech and hearing difficulties and other learning disabilities; mental retardation; the physically handicapped). It is important that full effort be made to continue to provide day care for such children as well as these other required services.

16. The Importance of Parental Involvement with Children

In view of the critical role of parents in the child's development, an effective day care program must create every opportunity for enhancing the amount and quality of family interaction with children both in the day care setting and at home. Parents should be encouraged but not required to spend time in the program. They should be helped to make good use of the many informal opportunities to carry over learning activities from the program into their own daily interaction with the child. In order to make this possible, the program should serve as a lending resource for child development materials, including games, toys, pictures, records, books, tapes, film strips and other equipment to be used by parents and other family members in activities with the children at home. Members of the immediate family are crucial influences in the child's development even when, as in later years of childhood, the young person finds important relations and models outside the home.

It is particularly desirable to involve parents as paid personnel in various aspects of the children's program. The existing strengths and quality of family life as it should be recognized

and appreciated by the staff. They too should be encouraged to take advantage of the many informal opportunities with parents to learn and exchange information both in the center and through visits to better understand and plan for the children's needs.

17. The Importance of Familiar People

As children become older, interaction with other familiar persons becomes increasingly significant. The day care program should encourage the involvement of other persons both within and outside the program. Particularly significant are such persons as: family and neighborhood friends, storekeeper, policeman on the block, filling station manager, especially when they are from the child's own cultural background. The special relevance of such familiar persons derives from the fact that **any appreciable, enduring improvement in the child's development can be effected only through appropriate behavior on the part of persons intimately associated with the child on a day-to-day basis.**

18. The Role of Older Children in the Development of the Young

In contrast to the adult, the older school-age child, preadolescent and teenager, provides a more accessible model, whose example and approval are extremely potent. **By locating day care programs within or near schools or other places where older children and youth are present, and making the center a focus of educational activities for older children, a double purpose is served: not only are the younger children benefited, but the older students receive the best possible preparation for parenthood—namely, supervised experience and responsibility in the care of the young.** The older children should observe and participate with the younger ones: escorting them to and from school, teaching them games, helping them with projects, getting to know their parents, and studying the neighborhoods and circumstances in which the children live and grow. Older children however, cannot serve as a substitute for experience with adults, nor should they ever be regarded as a replacement of staff. Also their involvement with younger children should not be considered a substitute for day care programs for

older children, especially since many of them have already had significant responsibility for younger children in their own families.

19. The Importance of Programs Appropriate to Older Children

Programs of day care must be especially designed to accommodate the needs of children who are closer to adulthood: school-age and adolescents. The greater influences in their lives of their own age groups is one guide. The older child must help design the activities in the program which enable him to be independently responsible to himself and others. He can lead the staff to discover what challenges him. Adults who will work best with these children must be able to permit this planning and follow-up participation throughout the program. The staff must be able to provide the comfort and security essential when the older child's behavior indicates the imbalance which his developmental position between childhood and adulthood guarantees.

20. Family Day Care Programs

The most flexible programs that can be made available in rural, urban and suburban communities alike, if consumers so wish, and therefore bring day care services to larger numbers of families who need it on a planned basis, are those known as family day care service programs. In addition to flexibility, other sound reasons exist which make this type of care highly suitable though it may be the least well known.

a. **Facilities.** These services are offered for home-based programs; they do not have to be acquired or built. To comply with local housing regulations, some homes may need to be renovated; if so, housing authorities should give priority to residences that are otherwise approved for family day care service. Under their programs to relieve poor living conditions for families in low income circumstances, where the need for day care is greatest, consumers need to mobilize this government-funded resource.

b. **Overhead and rental costs of buildings are eliminated.**

c. **Unemployment relief.** Such programs employ persons within their own neighborhoods: i.e.,

older persons and families who have children of their own. Moreover, the children are surrounded by people who are usually of their own cultural heritage with whom their families may have an enduring relationship. Individuals employed in family day care remain in their homes, avoid time-consuming transportation and its high costs of travel to and from their work.

d. Joint supervision and administration with group care services. Family day care services and group day care services may be operated under the same administrative structure utilizing some staff jointly. However, parents should be given the choice as to which type of care best suits their family needs.

e. More than one or two children of varying ages in one family may be served by family day care whether it is near a group care service or not. The child who has a handicapping condition may be provided a continuing day care service

under this plan. The child who is ill will be able to be cared for, under appropriate medical direction, within surroundings with his family members or other familiar adults he knows well in this day care service.

f. Training leading to career development for consumers. Opportunities for consumers and other staff members to receive training as a part of their positions can be provided. Continuing opportunities to provide quality in family day care are possible through a decentralization from the central administrative unit. These services are diversified as needed in order to accommodate varied training plans suited to individuals at many levels. Movement into other careers is assured due to the components built into the plan which include training in supervision, management, administration, early and later childhood education. This makes it possible to identify personal strengths and build increasing economic advantages inherent in the career ladder.

ECONOMIC AND SOCIAL CHANGE

We see day care as a partial solution to the problems of our society; but it is *not* a panacea. The success of any day care program depends upon the existence of economic and social policies that strengthen and enrich family life.

21. Child Development Services as a Right

Day care is a way of improving the well-being of the total family. Supplemental day care makes a positive contribution to family goals. The family's prerogative to use or not to use such programs must remain, but the right to such service should be established. We advocate the concept of consumer control in order to bring about economic and social change. A system of day care enables people to seek jobs, training and other experiences which serve as a way out of economic poverty. There are other families, not economically impoverished, who also need these opportunities. Priorities will have to be set for groups, neighborhoods and areas where the needs are greatest.

We recognize that the development of day care programs creates a new industry with jobs and economic opportunities. We believe that the consumers of these programs should have the greatest access to the immediate economic benefits and opportunities created by this burgeoning day care industry.

22. Day Care and the Industrial World

In keeping with the objective of "bringing adults back into the lives of children," day care facilities should insofar as possible be located in places where they can readily become part of the larger world in which people live and work—for example, in local neighborhoods, schools, factories, store fronts, or office buildings. The surrounding institutions could then take an active interest in the activities of the program, its children, and their families. Industrial and business world employers have a moral responsibility to help provide plans for working arrangements for mothers

of young children. This enables them to fill their roles as parents and not sacrifice the quality of life for their families by being forced to lose the economic advantages their employment gives. Employers will strengthen their contributions to communities by supporting the development and maintenance of varied and comprehensive day care programs. This will permit parents to make a choice suited to their family needs while securing for their employers a stable productive manpower resource.

23. Continuity with the Child's Cultural Background

The day care program should incorporate prominent elements of continuity with the cultural background of the families being served, including furnishings, food, and customs. When children come from a non-English speaking background, there must be staff members who can converse in the child's own language, and wherever possible, that language should be utilized throughout major segments of the program. In general, day care settings should not be cast in a single mold but reflect the particular characteristics of different regions and styles of life. The younger the child, the more necessary it is to assure continuity and consistency in the child's cultural experiences through close cooperation on the part of consumers and other program personnel.

24. Program Control

A primary objective of day care and child development programs is to provide a service for families. This objective negates the idea that these programs should replace the rights and responsibilities that are inherently those of the parent. Therefore, an underlying principle for effective day care and child development programming is policy control, program implementation and operation by the consumers of this service. This control may be exercised either by all of the consumers or at least by a majority of them.

Consumers must be able to exercise control of the total process of program development which affects the day-to-day operation. Additionally, consumers must have the authority to make the final decisions in areas which include, but are not limited to, program planning, program content, staff selection, program location and the se-

lection of others who may participate in a policy making role.

25. The Role of the Community

The day care center should become the focus of social and service programs involving families, neighbors, local businesses, civic organizations, and any other agencies in the community. This enables the entire community to become aware of and actively concerned with the children in its midst. The day care program has the responsibility of serving as a bridge to the larger community in which the child lives. There must be deliberate planning which draws into the program persons from the community, both children and adults, who offer special interest, skill, or knowledge to the children and their families. This at the same time contributes to increasing contact and understanding among families in the community. As the child grows older, variety in the ethnic, racial, socioeconomic and age composition of groups becomes increasingly important.

26. Day Care as a Social Institution

Day care is only one of the institutions which affects the life of children and families; some others include schools, health and welfare services, recreational programs, transportation facilities and the courts. The day care programs must relate to all these institutions. Parents need to have full information on the options available to them in order to choose the types of day care most suitable to their needs. Established referral services should be used by the day care staff to assist families in making individual plans suitable for their purposes. Parents should be encouraged toward practices which are consistent with the developmental approach in day care.

ADMINISTRATION

How a child learns and develops depends on the knowledge, experience, feelings and wisdom of the people who care for him, teach him, and create the world of his experience day by day. The administration is responsible to the parents for the children's program and will be strengthened through the development of planned programs.

27. The "Open" Day Care Setting

It is essential that day care settings be designed as "open systems" providing frequent opportunities for parents, older children, and other adults to participate in activities with the young. This means that such persons must not be restricted to the role of passive observers. In keeping with this principle, day care settings should include space, furniture, and materials (games, books, toys) designed to encourage the participation of other persons in activities with children.

28. Diversity in Available Programs

Day care programs must be adapted to the differing conditions under which families live and to the diverse life experiences of the children growing up in these families. Conditions and experiences may vary considerably even in the same community. Day care needs to be provided in a variety of forms with differing program components designed to serve children of diverse ages (e.g. infants, pre-schoolers, school-age children), for varying periods of time (e.g. full day, part-time, evening, overnight), and in different kinds of settings (e.g. in the child's own home, in someone else's home, at a center located in a school, church, factory, or store front). To provide such diversity, it is important to take advantage of every kind of competent organization, both public and private, that offers services to children and families. These include health or welfare agencies, educational institutions, community action programs, Head Start, parent cooperatives, churches

and civic groups, industries, and business organizations. There is no indication that any one theoretical approach or type of sponsorship is inherently superior to any other. Thus any program which is comprehensive in meeting the full range of children's needs as outlined in these principles is deserving of consideration.

29. Coordination

Consumers of day care service should have maximum opportunities for choice. Communities may have different types of day care: private and public, profit and non-profit. Communities may choose to develop other highly creative day care service plans more suitable to their needs. When different day care services exist within the community, families must be assisted in making the wisest possible choices. If no central community referral service exists, the day care program should develop one incorporating all child and family agencies. This can be an instrument for improving coordination as well as one for improving the quality of services to families in day care.

30. Physical Facilities and Equipment

The role of physical facilities and equipment in services for day care will need to be geared to the type of program: individual family home or group center. The quality of materials and equipment is one of the vital keys to how useful the program is for the children. Criteria by which to choose materials and equipment are: the variety and quantity of learnings which are fostered and supported by them, usefulness for children across developmental age ranges, adaptability, mobility, safety, sturdiness, *and* the numbers of children who engage them in regular usage. Outdoor and indoor experiences can be strongly affected by space limitations; care should be exercised to avoid over-stimulating children with "too much" or under-stimulating them with restricted usage. The facilities, materials and

equipment should serve the needs of children and adults—the consumers of the program; the need to engage them for optimum growth and learning should lead the way to choosing. Adequate storage for items not in use must be provided. Children must have open and ready access to regularly used materials and equipment. Arrangements for adult privacy for work and rest will need to be planned, since day care usually requires a long, full day. Confidential conference space needs to be planned. Safety, fire, health and food service regulations must be met; state, county, and local departments can furnish the guidelines. An area for parents and family members to gather should also contain provisions for children who may accompany them and arrangements for their visibility as well as plans to engage them in activities. Few communities have the kinds of facilities waiting and ready to be used. After a careful study of the need for day care programs, most communities will discover facilities which can be renovated to meet the needs of their individual programs.

31. Selection of Personnel

The staff and administration must have a commitment to a curriculum that will provide the child with an understanding of his social and economic conditions. Such curriculum will help the child understand that if his living conditions are

deplorable it is not the fault of his parents or of his people, because this creates in the child feelings and attitudes of helplessness. Feelings and attitudes of helplessness can be overcome when the staff is committed to maximizing child and family strength and potential. The children need adults who will listen and try to understand them, who will be sensitive to their processes of thought and feelings, and who will adapt their language and style to whatever yields maximum communication. They need support for their troubles, challenge for their skills and guidance for their control.

32. Training

Day care programs must provide continuing opportunities for training toward greater competence for parents and other staff members, older children and other volunteers. Skills of policy and decision making required for the operation of programs can be learned and should be included in the training. Career opportunities in day care must be made a conscious goal. Education in a day care service has a continuing responsibility to help develop more sensitive people in their roles as family members and citizens. The training program should deliberately include knowledge of the cultural values, life patterns, ethnic history of children and families with whom the trainee will be working.

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