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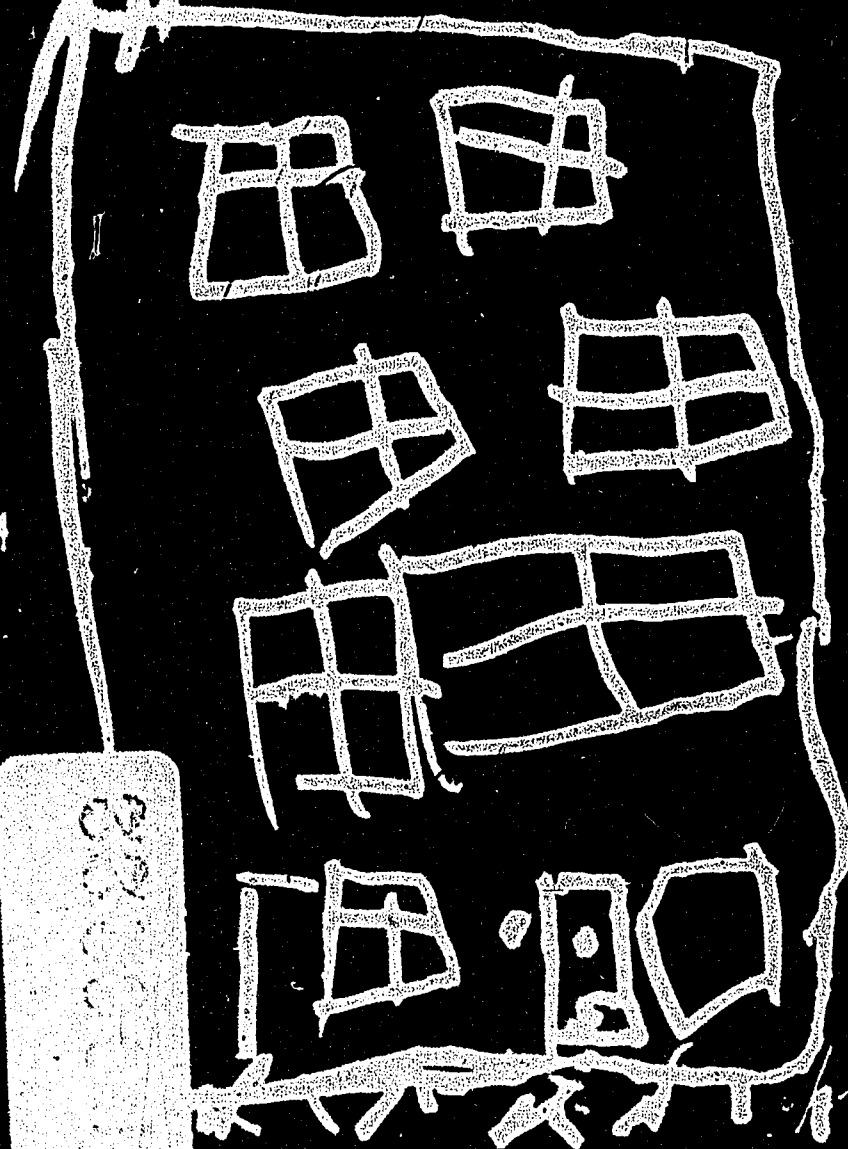
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TITLE Home Start Evaluation Study.
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IDENTIFIERS Home Start

ABSTRACT

Case studies of seven Home Start programs are given as the third section of an evaluation study. Communities involved are Huntsville, Alabama; Fairbanks, Alaska; Fort Defiance, Arizona; Dardanelle, Arkansas; Wichita, Kansas; Gloucester, Massachusetts; and Reno, Nevada. Although each study varies in format, each describes in detail the degree and manner of functioning of the Home Start program with concluding evaluations. (DJ)

A M I



Home Start Evaluation Study

interim report Ia (case studies)

August, 1972

ED 069440

HOME START EVALUATION STUDY

REPORT I
JULY 7, 1972

This Report Was Prepared For:

The Department of Health, Education and Welfare
Office of Child Development
Early Childhood Research and Evaluation Branch

Under HEW Contract No. HEW-OS-72-127

by:

High/Scope Educational Research Foundation
Ypsilanti, Michigan

and

Abt Associates Inc.
Cambridge, Massachusetts

PS 006222

SECTION III

CASE STUDIES A

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HOME START PROGRAMS

HUNTSVILLE, ALABAMA

FAIRBANKS, ALASKA

FORT DEFIANCE, ARIZONA

DARDANELLE, ARKANSAS

WICHITA, KANSAS

GLOUCESTER, MASSACHUSETTS

RENO, NEVADA

TARCOG HOME START
Huntsville, Alabama

Case Study I June 1972

Project Home Start
Huntsville, Alabama

Principal Author: Wynn Montgomery

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IN BRIEF

June 1972

GENERAL

TYPE OF PROGRAM: Predominately rural although some families may reside inside metropolitan areas.

SPONSORED BY: Delegate - Top of Alabama Regional Council of Governments
Grantee - Top of Alabama Regional Council of Governments

ADMISSION CRITERIA: HEW Head Start Guidelines

PROGRAM START-UP DATE: Program is not operative

HOURS OPEN: Monday-Friday, 8:00 a.m. - 4:30 p.m.

FAMILIES RECRUITED:

STAFF

TOTAL PAID STAFF:	2	Total Full-Time:	2	Total Part-Time:	0
TOTAL IN-KIND STAFF:	0	Total Full-Time:	0	Total Part-Time:	0
ETHNICITY OF STAFF:		Anglo:	100%	Indian:	0%
		Black:	0%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%
STAFF POSITIONS:	Director Coordinator, Teachers (2 positions) Teacher Aides (2 positions), Home Visitors (6 positions), Secretary.				
POSITIONS OPEN:	All of the above except one (1) Teacher and one (1) Teacher Aide				

CHILDREN

TOTAL HOME START CHILDREN: 0

TOTAL CHILDREN (ELIGIBLE FAMILIES): 0-3 years: 0 3-5 years: 0 6-21 years: 0

ETHNICITY OF FAMILIES: Anglo: N/A Indian: N/A
Black: N/A Oriental: N/A
Chicanos: N/A Others: N/A

SEX OF HOME START CHILDREN: Female: N/A Male: N/A

PARENTS

SEX OF FOCAL PARENT: Female: N/A Male: N/A

EMPLOYMENT OF FOCAL PARENT: Employed: N/A In School or Training: N/A
Unemployed: N/A Unknown: N/A

EMPLOYMENT OF OTHER PARENT: Employed: N/A In School or Training: N/A
Unemployed: N/A Unknown: N/A

COSTS

TO PARENTS: None

TO PROGRAM: (This will not be available until the second case study)

ESTIMATED FUNDING:

NEW:	\$100,000
In-Kinds:	<u>\$ 11,111</u>
Total:	\$111,111

FOR FURTHER INFORMATION,
CONTACT:

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Human Resources Program
Top of Alabama Regional Council of Governments
2603-C Leeman Ferry Road, S.W.
Huntsville, Alabama 35801
(205) 534-4969

JUNE 1972

The heat is stifling, although it's only 9:30 a.m. Inside the first floor conference room of the DeKalb County Activities Building in Fort Payne, Alabama, the window-unit air conditioner drones away while representatives of the County Welfare Department and the local school systems (both city and county) wait for the meeting to begin. They are there to learn more about a new program called Home Start which is sponsored by the Human Resources Program of the Top of Alabama Regional Council of Governments (TARCOG), and to help with the selection of a Home Start "target" area in DeKalb County.

Ms. Ethelyn Brewster, Assistant Coordinator of the Community Action Agency which serves DeKalb and three neighboring counties, is already there. Ms. Brewster has been closely associated with the Home Start Program from the beginning. Her role today is to help Home Start staff members explain the Program to these local residents.

Shortly after 9:30 a.m., two attractive young women--the Home Start representatives--arrive laden down with a camera, portable tape recorder, clipboards, and assorted hand-out materials. After preliminary introductions, a group snapshot is taken ("We are making slides for a presentation on the TARCOG Home Start Program which will be made in Atlanta in November."), the tape recorder is turned on ("At the last meeting, we got so involved in what was being said, we forgot to take notes."), and the meeting begins.

Paulette Spicer, who will be one of the two Home Start Teachers, takes the lead in explaining the Program, elaborating on the materials which were sent to the participants along with the request for a meeting. Becky Smith, who will be a Teacher's Aide in the Home Start Program, keeps an eye on the tape recorder and takes a few notes.

Paulette, who grew up in Fort Payne, explains that TARCOG's Home Start Program will consist of five "components"--Health, Nutrition, Psychological and

Social Services, Education, and a Parent Program -- and that the Education Component will be based on the three-phase (educational TV, classroom home visitation) approach to Early Childhood Education which was developed and field-tested by the Appalachian Educational Laboratory. She discusses the plans to serve some families in each of the five counties which TASCOS represents, indicating that logistical considerations dictate that the Home Start families in each county be "clustered" in a fairly compact area -- hopefully within a five-mile radius. The purpose of the meeting, then, is three-fold:

- To acquaint the local welfare and education representatives with the Home Start Program.
- To elicit their support in coordinating delivery of the necessary social services to Home Start families.
- To obtain local input concerning the selection of a Home Start "target" area which meets the following criteria:
 - high concentration of low-income families;
 - good reception of Alabama's educational television station; and
 - availability of a central location (church, school, Neighborhood Service Center) for the weekly classroom sessions.

The first two objectives are accomplished with relative ease. The major concerns about the Program involve the possible duplication of services (particularly in the area of nutrition where the Auburn University Extension Service recently expanded their efforts), the effect of Home Start on the local Summer Head Start Program, and the use of paraprofessionals rather than certified teachers as Home Visitors. Ms. Spicer addresses the first concern by re-emphasizing that the Home Start Nutritional Component (as well as health and psychological and social services) will consist primarily of referrals to existing agencies. She points out that since Home Start will not operate in the Summer and since the Summer Head Start Program is aimed at children who will enter school in the Fall, there will be little direct conflict between the two programs. She adds, however, that since the Office of Child Development (OCD) is quite interested in evaluating the

Impact of the Home Start Program, program guidelines require that Home Start families have no previous experience with Early Childhood Education Programs.

She promises to obtain guidance from CCD concerning whether Home Start can serve families which have previously had children enrolled in a Summer Head Start Program. Ms. Spicer also carefully explains the difference between the role of the classroom teacher and that of the Home Visitor, and the subject is dropped, but it is clear that there is still a great deal of concern over the use of paraprofessionals in such an important role.

Discussion of the Home Start "pocket area" consumes most of the hour-and-a-half meeting, and no decision is reached. The major problems are that in the rural areas of greatest need, the families are widely scattered and the television reception--particularly of Educational Television (ETV)--is very poor. The "pros and cons" of various areas are discussed in detail, but no consensus is obtained, and the meeting ends without a target area having been selected. The meeting has demonstrated, however, that the Home Start Program will include local community leaders in its planning process, and this attitude is bound to strengthen local support for the Program. Following the meeting with local community leaders, the TARCOG Home Start staff had a better idea of the location that should be investigated.

Following the meeting, Paulette and Becky personally contact several other community service agencies--the Mental Health Service (a CAA project) and the County Health Department--to acquaint them with Home Start and to learn what services these agencies can provide to Home Start families. Everyone they contact seems quite eager to assist them. They also meet with Ralph Abbott, Executive Director of the Cherokee-DeKalb-Jackson-Marshall Counties Community Action Committee. He is quite interested in the program and offers to assist in any way he can in the three counties which are jointly served by Home Start and his organization. Ethelyn Brewster then takes Paulette and Becky to a CAA Neighborhood Service Center which is located in one of the possible "pocket" areas. By the time they arrive, it is too late in the day to actually tour the areas, but they make arrangement to return the following week. Prior to their return, the CAA staff assigned to that Center will do some reconnaissance work--checking on TV reception as well as interest among the families.

Then, at 4:00 in the afternoon, Paulette and Becky begin the long drive back to their homes in Huntsville, 20 miles away. It's been a long day, and there are sure to be others just as long before the Home Start Program is operational in the TARCOG area.

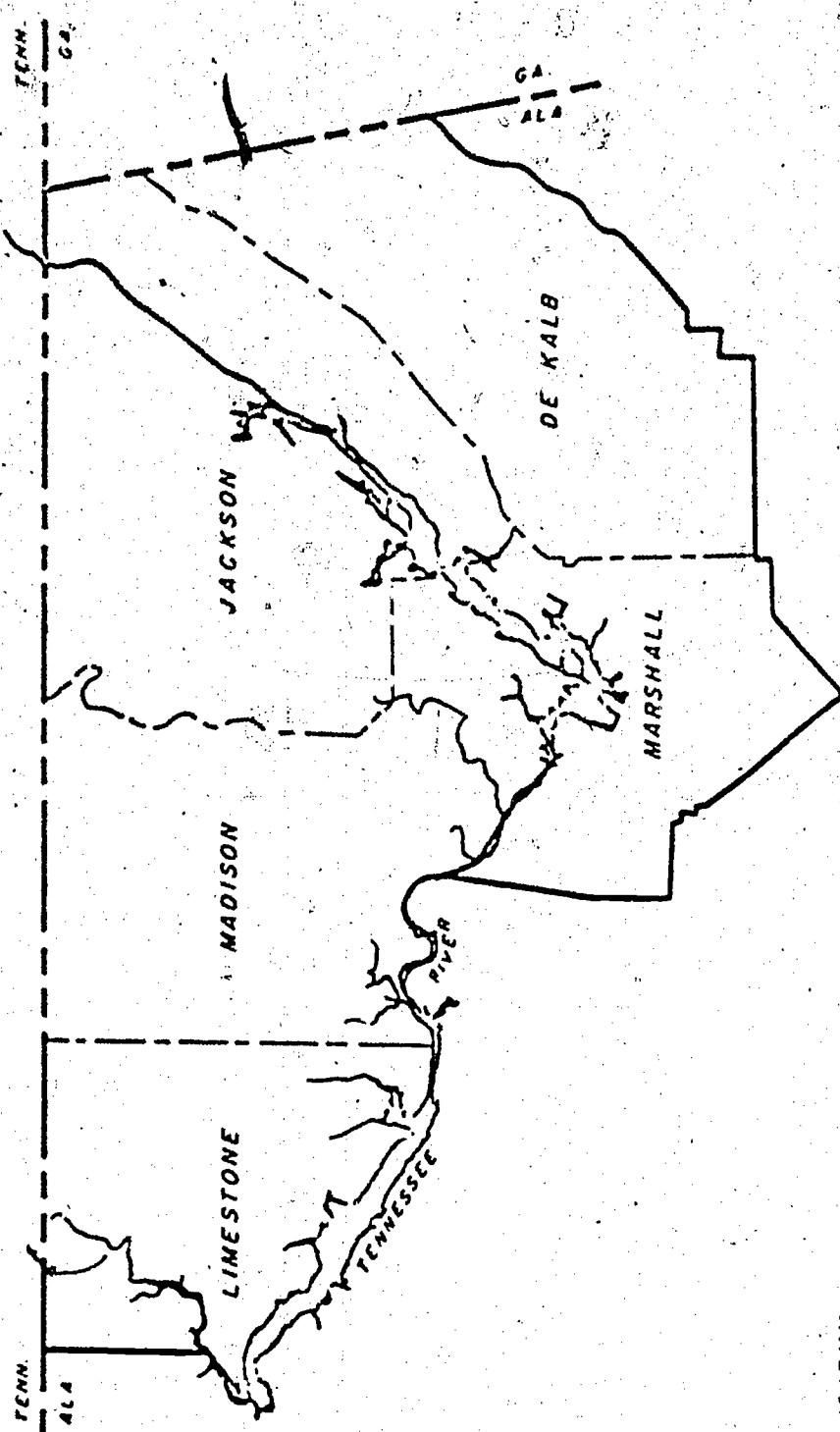
I. START-UP

Community

The Top of Alabama Regional Council of Governments (TARCOG) serves a five-county (DeKalb, Jackson, Limestone, Madison, and Marshall) area encompassing approximately 4000 square miles in the northeastern corner of Alabama. The area is bordered on the North by Tennessee and on the East by Georgia (see Exhibit I).

While the area as a whole is typical of the entire Appalachian Region in terms of income, economy, education, and culture, there are some startling contrasts. The terrain in the eastern TARCOG counties is the rugged mountain country which is brought to mind by the mention of Appalachia. To the West, however, the topography changes to gently rolling hills. While the region is primarily rural, located within it is Huntsville, a city of 122,000 which has experienced phenomenal growth during the past decade.

Huntsville's growth was primarily due to the expanding space industry, so the boom period is over, but the characteristics of the Huntsville/Madison County population still vary considerably from those of other residents of the TARCOG area. For example, 43% of Madison County's populace above the age of 21 are high school graduates, vs. 30% for the entire TARCOG region. Only 18% of the families in Madison County have incomes of less than \$3000 (and 41% exceed \$10,000), while in the other counties, between 27% and 37% exist on less than \$3000. Even in the area of unemployment, Madison County fares better than the others. Unemployment there, despite the downturn in the space industry, is 4.4%, while in the other counties, it ranges from 5.7% to 6.6%.



TOP OF ALABAMA
REGIONAL COUNCIL OF GOVERNMENTS
(TARCOG)

EXHIBIT I

The primary deliverer of social services in each county is the County Welfare Department (Department of Pensions and Securities). Four of the five counties are served by Community Action Agencies--the Huntsville-Madison County CAC located in Huntsville and the Cherokee-DeKalb-Jackson-Marshall Counties CAC headquartered in Fort Payne--which offer additional services to the low-income residents of those counties. Relations with the latter CAC appear to be extremely good (as discussed in the "June 1972" Chapter). The relationship with the CAC in Huntsville, however, is somewhat strained--primarily because of some competition between the CAA and TARCOG to be the Home Start Grantee.

History

TARCOG was created in 1968 for the purpose of seeking solutions to area-wide problems relating to health, welfare, safety, education, economic conditions and housing. It is one of 12 such multi-county planning districts in Alabama and is financed through per capita dues from the 41 member governments (36 city and 5 county governments).

A year ago, TARCOG created a Human Resources Program to develop new and creative solutions for the substantial educational problems of the area. As Director of this new program, they hired Dr. Kyo Jhin, a native Korean who moved to this country in 1955.

Dr. Jhin, who served as an interpreter for the U.S. Army at the age of 16, did not complete his high school education in Korea, but he was granted an A.A. degree at Freed-Hardeman College (Henderson, Tennessee) in 1957 and a B.A. degree in mathematics from David Lipscomb College (Nashville) in 1960. Subsequently, he has received Masters' Degrees from New York (in International Relations) and Boston College (in Mathematics) and an Ed.D., (in Education, Curriculum and Supervision) from Aukun University. In 1969, he was selected by the U.S. Junior Chamber of Commerce as one of the "Four Outstanding Young Educators in America." Now, in his new office, situated between the Rendezvous (a tavern) and the Real Life School (a kindergarten), Dr. Jhin is trying to pull together all the elements needed to make Home Start a reality in the TARCOG area.

When Dr. Jhin learned about the Home Start Program, he immediately recognized its potential for an area such as that served by TARCOG. Following preliminary conversations with the Office of Child Development and the Appalachian Regional Commission, he developed a proposal with some assistance from a consultant at nearby Calhoun State Junior College in Decatur, Alabama. Ultimately, the proposal was accepted, and TARCOG's Human Resources Program had its first project.

Staff Recruitment

Dr. Jhin learned of his Home Start grant only a few days before the National Home Start Conference and had very little time to locate staff to accompany him to that conference. He searched the applications on file with Huntsville's City School System, selected and interviewed eight applicants and hired Ms. Paulette Spicer, who had just completed three years as a teacher in the local Educational Improvement Program (EIP) funded by the Ford Foundation. He also learned that Becky Smith, whose husband is a personal friend, was extremely interested in Early Childhood Development and had taught in a private kindergarten in Birmingham. He interviewed her and hired her as a Teacher Aide. Paulette and Becky attended the National Home Start Conference along with Dr. Jhin, as did Ethelyn Brewster, representative of one of the area CAA's. The Huntsville-Madison County Community Action Committee was also invited to attend National Home Start Conference.

At the present time, no other staff positions have been filled, and in most cases, there is no rush to do so. The Educational TV broadcasts, which are one phase of the Home Start Educational Component, are not scheduled to begin until mid-September, and Dr. Jhin does not plan to initiate other aspects of the Program until shortly before that time. An additional cause for delay in hiring staff relates to Dr. Jhin's desire to have all future hires approved by a Policy Committee, which cannot be formed until Home Start families have been recruited.

Home Visitors will not be hired until "pocket areas" have been identified, since it is planned that the Home Visitor will come from the same geographic area. Furthermore, as indicated above, home visits are not scheduled to begin until late Summer.

There is not hurry to locate the other Teacher and Aide since classroom activities are not scheduled to begin for quite some time.

Becky Smith is handling the few Home Start secretarial duties which exist at the present time, so the only position for which there currently is active recruitment is that of Home Start Project Coordinator. This position has been advertised both in the newspaper and through numerous college placement bureaus, but with no success. TARCOG has established extremely high qualifications for the position-- a Masters' Degree in Early Childhood Education plus administrative experience--and these criteria may be contributing to the lack of success in filling the position.

Training

There has not been any formal training for the TARCOG Home Start staff. Both Paulette and Becky attended the National Home Start Conference, and they appear to have a clear understanding of the basic precepts of Home Start in general and of the TARCOG program in particular.

Present plans call for a three-day orientation session for staff in late June and a full-scale in-service training session in August. The specific agenda for these meetings have not been determined, but Dr. Jhin plans to utilize numerous outside consultants for both sessions.

As discussed in the following Section, the timing of family and staff recruitment raise some questions concerning the rationale of conducting staff training according to the schedule presented above, but that schedule certainly is not final.

Families

Family recruitment has not begun and will not until "pocket areas" in each county have been designated. Since Dr. Jhin wants a Parent Policy Council to approve all new staff members, and since it is necessary to recruit families in order to create a Policy Council, the question of who will recruit families remains unanswered. Paulette and Becky can do some recruiting, but it is unlikely that they can recruit 80 families in six

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geographically dispersed areas before June 30, which is the current target date for completing family recruiting. CAA outreach workers will help in DeKalb, Jackson, and Marshall counties, but even with their help it is improbable that all the families can be recruited, a Policy Council selected and staff approved and hired in time for the late June orientation session mentioned in the preceding Section.

II. PROGRAM-WHO, WHAT, HOW

Goals and Objectives

The overall objectives of the TARCOG Home Start Program are described in the proposal as encompassing the following national objectives:

- To involve parents in the educational development of their children.
- To help strengthen in parents their capacity for facilitating the general development of their own children, especially in rural areas.
- To demonstrate methods of delivering comprehensive Head Start type services to children and parents (or substitute parents) for whom a center-based program is not feasible.
- To determine the relative costs and benefits of center- and home-based comprehensive early childhood development programs, especially in areas where both types of programs are feasible.

While these objectives are discussed generally in the proposal, no specific goals have yet been established by the staff.

The approach to delivery and the current status of each of these components are discussed in subsequent Sections.

Health

The health of parents and children is described as "one of the principal concerns of the Home Start Program." The County Health Departments will

be the principal source of health care. Representatives of these Health Departments currently are being contacted by the Home Start staff to discuss the coordination necessary to maximize the medical services which Home Start families receive.

The proposal indicates that Home Start will attempt to "provide" services when no other source is available. Funding limitations will keep the provision of services to a minimum, so the Home Start staff is attempting to make arrangements for supplementing existing services. One such arrangement is with the Tennessee Valley Authority (TVA), which has agreed to perform certain lab tests free of charge.

Nutrition

According to the proposal, this component will be "aimed primarily at helping parents make the best use of food resources through food planning, buying and cooking." The primary resource for this component will be the Home Demonstration Agents in each county. The present plans are for these agents to train the Home Visitors as well as to become involved with the families themselves.

This component will also include referring families to sources of food if there is an obvious need.

Psychological and Social Services

The primary deliverer of services associated with this component will be the County Welfare Departments. In addition, the ~~CMA~~ which serves DeKalb, Jackson and Marshall Counties sponsors a Mental Health Program. Home Start staff members are contacting these agencies at the present time to determine specifically what services are available and to discuss coordinating relationships.

Education

This component is more clearly defined than the others. The three-phase Early Childhood Education Program developed by the Appalachian Educational Laboratory (AEL) will be used as a model with one significant modification.

The three phases are:

- Educational TV: Arrangements have been made for half-hour video tapes of AEL's educational series "Around the Bend" to be telecast daily over Alabama's statewide ETV network.
- Home Visitation: Trained paraprofessionals from the same geographic area as the families they serve will contact Home Start families once each week to (1) deliver materials specifically designed to complement the TV programs for the coming week, (2) instruct parents concerning the use of these materials, (3) interact with the children, serving as exemplary models, and (4) assist the parents in working better with their children.
- Classroom Experience: The AEL model utilizes a mobile classroom which moves from site to site, serving small groups of children at each stop. Budgetary restrictions preclude the purchase of such equipment by the TARCOG program, so a community building will be located in each "pocket area", and the two teams of Teachers and Teacher Aides will travel from location to location on a regular weekly schedule. They too will utilize materials prepared by AEL to complement and reinforce the TV experience.

The entire AEL model is designed specifically to combat the peculiar problems of the children of rural Appalachia, and each phase relates to and complements each of the other phases. Dr. Jhin feels that all three phases should be initiated at approximately the same time.

The TV broadcasts are scheduled to coincide with the school year and will begin in mid-September. Present plans are for classroom activities to begin at about the same time, and for Home Visitors to make their initial visits in late August so that they will have some time to become acquainted with their families prior to commencing more structured activities.

Parent Program

The general objective of this component is "to prepare the parent to prepare the child." More specifically, it will attempt to accomplish the following:

- Improve the parents' knowledge and understanding of early childhood developmental tasks and responsibilities.
- Familiarize parents with local agencies and services offered.
- Generate an awareness of family planning.
- Stimulate an interest, and active role, in Home Start and other community activities.

Basically, these objectives will be approached in two ways. First, the Home Visitor will be aware of the parental emphasis of the program and will interact with the parent during each home visit. Second, parent meetings will be scheduled on a regular (probably monthly) basis. These meetings are expected to be of both a social and informational nature but details have not been finalized.

III. HEAD START

Programs

Both of the Community Action Agencies serving counties within the TARCOG area sponsor Head Start Programs. In three counties -- DeKalb, Jackson, Marshall -- Head Start is limited to a Summer program which is aimed at children who will enter the first grade the following Fall, and is dispersed throughout the area, with the majority of the school systems participating. Madison County has a full-year Head Start Program which serves 250 children in four Centers -- two in Huntsville, two in the county.

In addition, there is an Early Childhood Development Project sponsored by the City Board of Education, using Model Cities funds to obtain matching monies under Title IV-A of the Social Security Act. This program is an off-shoot of the Educational Improvement Project (EIP) which operated in Madison County until its Ford Foundation funding expired last year. The new program is restricted to the urban Model Cities area and has strictly defined eligibility criteria, while EIP served the entire County. Needless to say, residents of the County are "up in arms" over the loss of this service.

Relationships

Since TARCOG is not involved in the sponsorship of any of these other early childhood projects, the relationship between Home Start and Head Start is not nearly so close as it is in other locations and, in Madison County, not nearly so close as it might.

While the TARCOG Home Start Proposal contains numerous references to the interaction which will occur between Head Start and Home Start little has actually taken place. Initially, there was some competition over which organization (TARCOG or the Madison County CAC) would sponsor Home Start. The Director of the CAC-sponsored Head Start (in Madison) is designated as a member of the Home Start Policy Council. To date, the Head Start Director has not been involved in planning for start up of Home Start.* Home Start staff believe that efforts at coordination with Head Start must await the receipt of formal funding sign-off from the Alabama Governor's office. The Assistant Regional Director's office had signed go-ahead papers on April 18 for the TARCOG Home Start. In late May, TARCOG had received word that the Governor's office had signed-off for the project on May 23 and was awaiting the arrival of the signed papers.

Shared Resources

While areas of cooperation between Home Start and Head Start have not been fully established, Home Start staff have identified some resources the two programs can share. It is felt that Head Start in Madison County could help Home Start by supplying the names of potential families from its waiting lists and by providing entrees into these families. In turn, Head Start hopes to have access to Home Start's TV-related materials, since "Around the Bend" will be available to everyone.

*She had, however, received an invitation to attend an orientation meeting during which Home Start staff were to explain their program to representatives of welfare, educational, and social agencies (including Madison CAC) in Madison County (See Section "June 1972" of this case study for description of a similar meeting involving the DeKalb County agencies and the Fort Payne CAC).

IV. ORGANIZATION

Policy Making

The Home Start Program is under the direction of the TARCOC Human Resources Committee, which is comprised of local school superintendents and college officials. This group can make recommendations concerning Home Start policy to the TARCOC Executive Board, which is composed of Mayors and County Commissioners. The latter board is responsible for all final decisions concerning any TARCOC project, including Home Start.

Staff Organization

The day-to-day operations of the Home Start Program are the responsibility of the Home Start Program Coordinator, who will be administratively responsible to the TARCOC Human Resources Program Director, who will in turn be responsible to the TARCOC Executive Director.

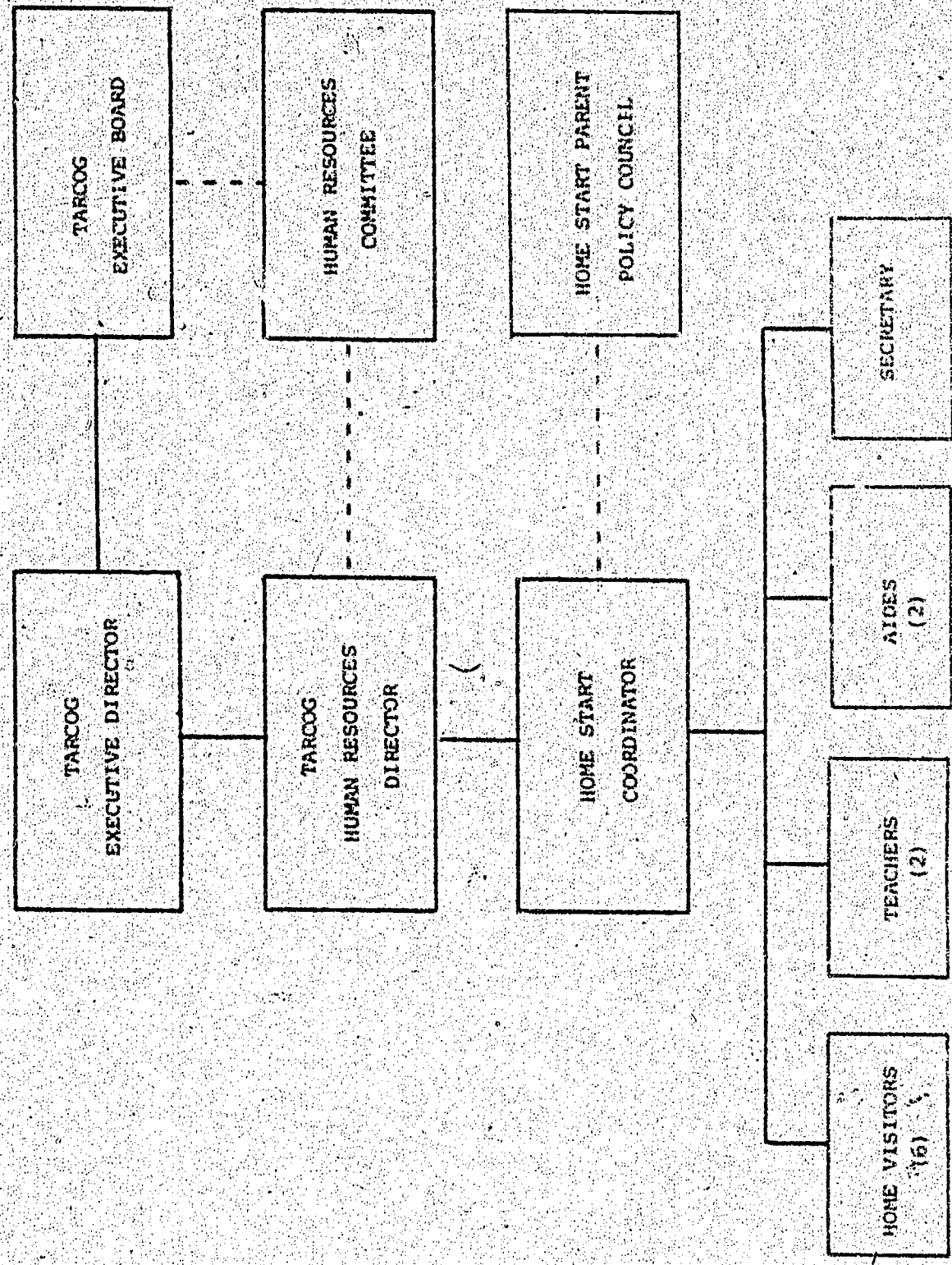
Other Home Start staff will include two Teachers, who will assist the Coordinator with overall project administration and will supervise the activities of two Aides; six Home Visitors, who will report directly to the Coordinator; and a Secretary. Detailed job descriptions for these positions are included in the Appendix. The Organization Chart (Exhibit II) on the following page presents the basic relationships planned.

Staff Meetings and Records

Staff meetings are no problem at present, since the staff is small and is located exclusively in Huntsville. When the program is operative, however, the staff will be widely scattered. This dispersion will both increase the

EXHIBIT II

ORGANIZATION CHART
TARCOG HOME START



need for periodic staff meetings and complicate the process for scheduling such meetings. No definite plans for staff meetings have been made.

A reporting system has not been finalized, since there have been no activities to report. The staff has been collecting various forms which might be useful when they begin developing their own system. They will ensure that their system supplies all information needed to prepare the Federal reports.

TARCOG has a system for keeping track of donated services, and this system is readily convertible to the Home Start Program's needs.

Staff Training

No training other than the Home Start National Conference has been provided to TARCOG's Home Start staff. As has been noted previously, present plans are for a brief orientation in late June and a detailed session in August, although no one has the specific responsibility for developing the agenda and locating necessary consultants for the presentations. Presumably, these responsibilities will fall within the Coordinator's bailiwick.

V. RESOURCES

As with other Home Start Programs, TARCOG plans to draw heavily upon donated services for their required "in-kind" contributions. Most of these services will be provided by consultants from various universities. The Alabama State Department of Education, county health departments, county pension and security departments, county mental health centers, and other community agencies. It is hoped that a significant volunteer effort can also be generated among local residents.

TARCOG's plan to utilize community buildings (churches, schools, Neighborhood Service Centers) for weekly classroom activities will generate additional in-kind contributions if they are donated as is currently planned.

Dr. Jhin has a special brand of charismatic enthusiasm which has attracted significant amounts of in-kind contributions in the past, and there is no reason to expect that attribute to diminish.

A complete cost benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

In June, 1972, the TARCOG Home Start Program is struggling with numerous logistical problems associated with delivering services to families scattered over 4000 square miles. At present, the program can best be summarized by one word: "waiting." They are waiting until target "pocket" areas have been selected before recruiting families...waiting until the families have been recruited and a Parent Policy Committee formed before hiring additional staff...waiting until additional staff has been hired before conducting staff training...waiting until the ETV broadcasts begin before initiating any phase of the Program.

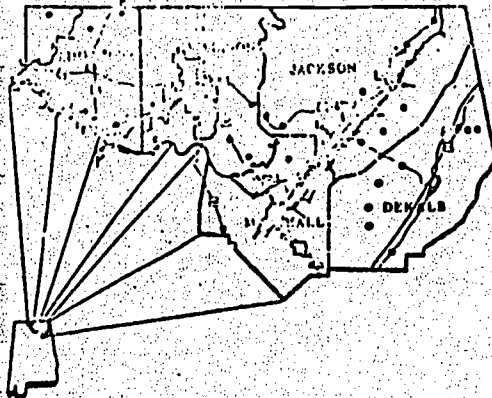
The staff is not, however, waiting passively. They are actively trying to make the decision concerning target areas which will in turn allow them to make decisions involving families and staff. Furthermore, as long as the current strategy of operating a nine-month program which coincides with the school year prevails, there is ample time to make those decisions.

VII. APPENDIX

- Family Recruitment Plan

(Provided to local agencies in the five-county TARCOG area)

- Job Descriptions



Top of Alabama Regional Council of Governments
Human Resources Program

2603-C LEEMAN FERRY ROAD, SW
HUNTSVILLE, ALABAMA 35801

TELEPHONE: (205) 634-4969

May 24, 1972

KYO R. JHIN
Program Director

DEAN Y. MATTHEWS
TARCOG Executive Director

JAMES RECORD
Committee Chairman

Dear

As you know the Top of Alabama Regional Council of Governments (TARCOG) Human Resources Program has received a grant for a new pre-school child development program called Home Start. (See enclosed summary)

Unfortunately we can not serve all the needy families in the five-county TARCOG area. Therefore, we have to select "pocket areas" in each county where a concentration of families live who are eligible for the program. We want to be fair and objective in our determination of these pocket areas, so we enlist your help.

Hopefully, County Welfare Departments can make available to us needed statistics as to concentrated areas in their counties where poverty-level income families with pre-school children live.

I would appreciate it if we could set up local county meetings with my staff, Welfare representatives and county and city school superintendents or representatives. We would like to meet at your County Welfare Department if possible at _____ on _____.

My staff will also be driving throughout your county, checking television reception of channel 25 on the same day.

Enclosed you will find information about TARCOG Home Start and recruitment information. Thank you very much for your time and assistance.

Most sincerely,

Kyo R. Jhin, Director
TARCOG Home Start

KRJ:rcs
Enclosure

to a family, the Home Start Program staff will make every effort to provide it and put the family in touch with whatever community organizations can help on a regular basis.

The health of the parents and children will be one of the principal concerns of the Home Start Program. The health program will include a complete physical examination for all children who will participate in the program. When funds become available, physical examinations for parents will also be provided. Every effort will be made to provide health services through existing resources. When no other source is available, Home Start will provide children with particular services.

Home Start will provide needed psychological and social services through existing community resources or within the existing Head Start Program. These services will include referral and follow-up of parents and children to agencies for family or job-related problems.

A unique feature of the TARCOG Home Start Program will be the inclusion of daily 30-minute television lessons on the Early Childhood Education Program developed by the Appalachia Educational Laboratory (AEL) of Charleston, West Virginia. The TARCOG Home Start Program will be the only one of the 15 programs in the country to utilize television as a means to deliver early childhood education to homes. The Home-oriented Appalachia Educational Laboratory program has been designed specifically to combat the isolation imposed by typical characteristics of rural Appalachia--rugged terrain, poor roads, scattered population, and low tax base.

The TARCOG Home Start Program

A home-based program called Home Start (for disadvantaged families) has been approved for the TARCOG region for this year by the U. S. Office of Child Development. The Program is expected to continue for three years if the Program meets the stated objectives of the National Home Start guidelines. The five-county TARCOG area will be one of the 15 Home Start sites in the United States.

The Home Start Program is designed to bring comprehensive child development services to children and families in their own homes. In the words of Dr. Ann O'Keefe, Director of the National Home Start Program, "the Home Start Program focuses on enhancing the quality of children's lives by building upon existing family strengths and utilizing parents in the role as the first and most important educators of their own children". Thus, Home Start aims at involving parents as the major means of helping the child. The TARCOG Home Start Program components include nutrition, health, psychological and social services, education for children, and a parent program.

The nutrition component is aimed primarily at helping parents make the best use of food resources, through food planning, buying, and cooking. When food is not available

RECRUITMENT OF FAMILIES

- (1) DeKalb, Marshall, Jackson, and Limestone counties will each have one "pocket area"* containing about 15 families.
- (2) Madison county, due to a much larger population, will have two "pocket areas" of about 15 families each.
- (3) 1st Year Recruitment

Each "pocket area" should have:

- (a) 7 or 8 families who meet the following criteria, have a 5 year old child and no 3 or 4 year old children. (This is a national Home Start Recruitment Guideline. It is for evaluation purposes since this is a 3-year pilot project.)
 - (b) 7 or 8 families who meet the following criteria, have a 4 year old child (and no 3 year old child). The last part in parenthesis is not definite.
- (4) 2nd Year Recruitment
 - (a) About 15 families who meet the following criteria and now have a 3 year old child. Half of this group will be randomly selected to be in the program for the following two years and the other half will be promised a place the third year.

(See attached graphs for further information)

ADDITIONAL CRITERIA FOR ELIGIBILITY

- (1) The family economic status should fall in the poverty-level.
- (2) The children are not being served by any other pre-school program.
- (3) The family has a television set operating to satisfactorily receive channel 25.
- (4) Foster family day care mothers should be included when possible.

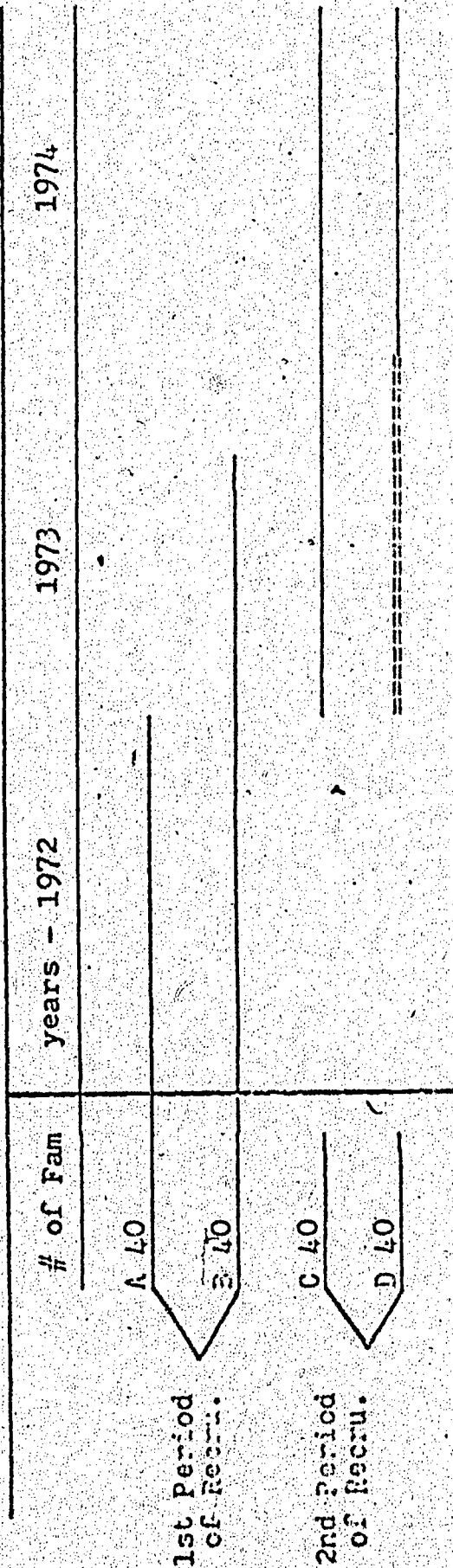
* A "pocket area" is defined as a community or rural area of about a 3 mile radius in which there is a concentration of families eligible for Home Start. There should be a church or community building in each "pocket area" where the weekly class meetings could be held.

The education component of the Home Start Program will include three phases: televised instruction in the home; home intervention by trained para-professional (home visitors); and group experiences using professionals in classrooms provided by church groups in the region.

A total of 80-90 disadvantaged families with children between the ages of 3-6 in the five-county TARCOG area will be served. "Pocket" areas within the TARCOG counties where a concentration of these families live will be determined. The Home Start staff will consist of a Teacher-Coordinator, 2 Teachers, 2 Teacher Aides, 6 Home Visitors, and one Secretary. The Home Visitors will be employed from each county to work with the "pocket" area in that county. A training program for the staff will be held during the summer with the Program in full operation by September, 1972.

FAMILY RECRUITMENT PLAN

Total TARCOG Home Start Area



===== - recruits, but not active until the following year (control group)

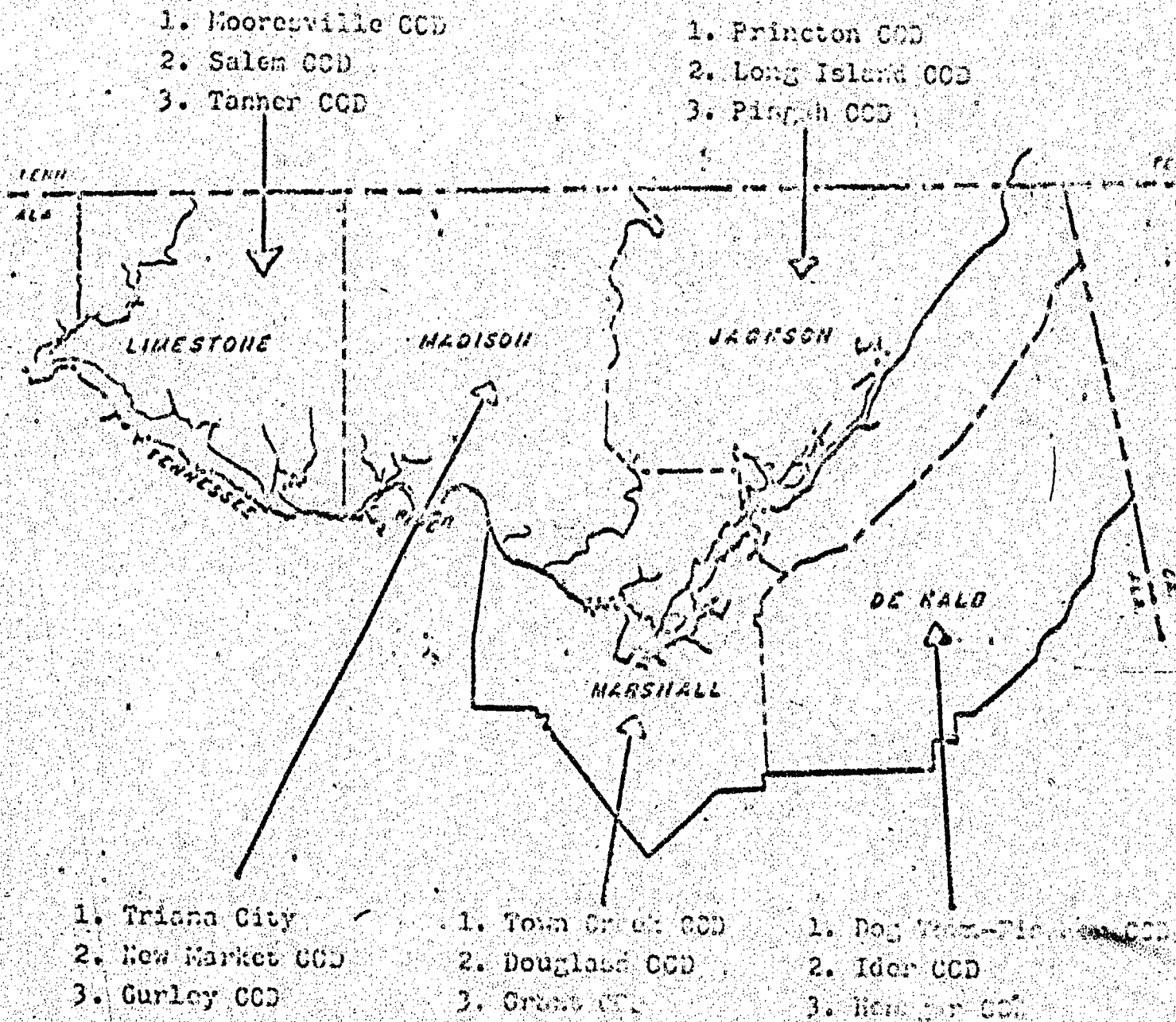
(See bottom of the following page for more explanation about groups A, B, C, and D.)

CEO INCOME

POVERTY LEVEL GUIDELINES

<u># in Family</u>	<u>Urban</u>	<u>Rural or Town</u>
1	\$1,600	\$1,100
2	2,100	1,500
3	2,600	1,800
4	3,300	2,300
5	3,900	2,800
6	4,400	3,100

POSSIBLE RURAL COUNTY BOUNDARY AREAS
 (Based on Needs According to Census Data)



Family Recruitment Plan for Each Pocket Area

1st Recru.	2nd Recru.	Yrs. Target Child is Active in Home State	
1972	1973	1972	1973
*A 7 or 8		_____ enters schl	_____ enters schl
B 7 or 8		_____ enters schl	_____ enters schl
C	7 or 8	_____ enters schl	_____ enters schl
*D	7 or 8	=====	=====
Total 15 fam.	15 fam.		

* Group A - Must be 5 yrs. old, or ready to enter public school in the fall of 1973. And must not have siblings 3 or 4 yrs. of age.

Group B - Must be 4 yrs. of age or ready to enter public school in the fall of 1974.

Group C - The target child should be ready to enter public school in the fall of 1975.

* Group D - (Control Group) Recruitment will be in 1973 and the family will be promised that the target child will be allowed to enter the program in 1974, and ready to enter public school in 1975.

• Job Descriptions

Staff

The Home Start Program staff will include one project coordinator, two teachers, 20 volunteer teacher aides, 6 home visitors, and a secretary. Responsibilities are provided in terms of a basic job description.

1. Project Coordinator (1)

a. Responsibilities -

- 1) Overall administration of the program in accordance with grant; direct operation of administrative component.
- 2) Recruitment, selection, and recommendation of personnel for employment.
- 3) Budgetary responsibilities.
- 4) Revision of program.
- 5) Supervisor of project personnel.
- 6) Recommendations regarding equipment and supplies acquisition.
- 7) Reporting function.
- 8) Facilitate the task of evaluation and dissemination.

b. Qualifications -

- 1) Minimum of Master's degree.
- 2) Administrative experience.
- 3) Background in ECE is desired but not essential.

2. Teachers (2)

a. Responsibilities -

- 1) Assist the project coordinator in the overall administration of the project.
- 2) Develop and write lessons for mobile classroom use, based upon the objectives of the Home Start Program.

- 3) Instruct children in the mobile classroom.
- 4) Document the effectiveness of the mobile classroom lessons and make recommendations for future lessons.
- 5) Share in the driving of and supervise maintenance for the mobile classroom.
- 6) Maintain appropriate records such as attendance and progress of children, mileage of vehicle, etc.
- 7) Recommend purchases of supplies and teaching equipment for use on mobile classroom, including art materials, books, and toys.
- 8) Directs and supervises activities of the mobile classroom aide.
- 9) Assess social and cognitive progress of pupils in group settings.
- 10) Assist in pre- and in-service programs for home visitors.
- 11) Maintain adequate records of attendance and checklists of appropriate behaviors of children relative to Home Start objectives.
- 12) Act as resource personnel to home visitors during in-service and/or planning periods to suggest child-parent activities at home.

b. Qualifications -

- 1) Minimum of Master's degree in early childhood education.
- 2) Experience in early childhood education.
- 3) Administrative or supervisory experience or some experience in testing and diagnostic work.

4) Some experience in working with adults, parents, or community groups.

5) Certificate in early childhood education.

3. Volunteer Teacher Aides (20)

a. Responsibilities -

1) Direct and assist with group activities in the mobile classroom as instructed by the teacher and under the teacher's supervision.

2) Conduct activities with individual children as directed by the teacher.

3) Perform other job related activities as may be directed by the teacher.

4) Participate in scheduled pre- and in-service activities.

5) Assist in selection of pupils for the project.

6) Give tests under the direction of the professional staff.

b. Qualifications -

1) High school education or equivalent.

2) Some experience in working with adults, parents, children, or community groups.

4. Home Visitors (6)

a. Responsibilities -

1) Visit in the home of each child weekly, delivering instructional supplies and materials.

2) Consults with and instructs parent (or parent surrogate) on instructional activities expected to occur during following week.

- 3) Review activities of past week with parent and child.
 - 4) Make periodical observations of children watching the television program and record their actions and conversation.
 - 5) Administer tests and questionnaires as directed by project coordinator and evaluator.
 - 6) Encourage parent to actively participate in instructional process with child.
 - 7) Maintain appropriate records.
 - 8) Direct parents to appropriate community agencies for ancillary services.
 - 9) Participate in half-day in-service workshop weekly.
 - 10) Serve as a prime source of feedback to professional and paraprofessional team, administrative staff, and evaluator by recording child and parent reactions on a structural checklist monthly.
 - 11) Help survey subsites to identify prospective enrollees and discuss implications of participating in the program to parents.
 - 12) Serve as a model for parent through working directly with child in a learning situation.
 - 13) Assist in selection processes for pupils for the project.
- b. Qualifications -
- 1) Driver's licence.
 - 2) A high school diploma is preferred with additional preference given for continued or advanced work beyond high school.
 - 3) An interest in and experience with ECE and young children.

- 4) A willingness and ability to work with parents, the community, and other project staff members.
- 5) A willingness to work in a project where there will be visitors.
- 6) A willingness to travel and visit in the homes.
- 7) Ability to get along with or work well with poverty families.
- 8) Experience in some form of social work is desirable; especially knowledge of services of various social agencies.

5. Secretary (1)

a. Responsibilities -

- 1) Necessary office work related to the Home Start Program under the supervision of the project coordinator and teachers.

b. Qualifications -

- 1) High school diploma or equivalent.
- 2) Ability to type fifty words per minute.
- 3) Ability to operate office machines.

IV. HOME START PROGRAM COMPONENTS

A. Nutrition

In the Home Start Program the nutrition component is aimed primarily at helping parents make the best use of food resources, through food planning, buying, and cooking. However, when food is not available to a family, Home Start Program staff will make every effort to provide it and put the family in touch with whatever community organization can help on a regular basis. Some of the community organizations would include welfare agencies, Christmas charities, Salvation Army, Red Cross, and

FAIRBANKS HOME START

Fairbanks, Alaska

Case Study I June 1972

Project Home Start

Fairbanks, Alaska

Principal Author: Keith McClellan

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FAIRBANKS

IN BRIEF

June 1972

GENERAL

TYPE OF PROGRAM: Urban

SPONSORED BY: Delegate: None
Grantee: Greater Fairbanks Head Start Association

ADMISSION CRITERIA: Head Start Guidelines; Residency in Fairbanks North Star Borough

PROGRAM START-UP DATE: March 20, 1970

HOURS OPEN: Monday - Friday 8:15 a.m. - 4:15 p.m. (2 hours off in the morning on Monday and Friday are made up from 6:00 a.m. - 8:00 p.m. on those evenings.)

FAMILIES RECRUITED: 12

STAFF

TOTAL PAID STAFF: 10 Total Full-Time: 7 Total Part-Time: 3

TOTAL IN-KIND STAFF: 7 Total Full-Time: 0 Total Part-Time: 7

ETHNICITY OF STAFF: ✓

Anglo:	30%	Indian:	0%
Black:	30%	Oriental:	0%
Chicano:	0%	Other:	40% (Native Alaskan)

SEX OF STAFF: Female: 80% Male: 20%

STAFF POSITIONS: Director, Education Coordinator, Home Visitor Supervisor, Home Visitor (7 positions), Secretary, Business Manager (part-time), Nurse (In-Kind), Parent Coordinator (In-Kind)

POSITIONS OPEN: 3 Home Visitors

CHILDREN

TOTAL HOME START CHILDREN: 12

TOTAL CHILDREN (ELIGIBLE FAMILIES): 0-3 years: 11 3-5 years: 12 6-21 years: 12

ETHNICITY OF FAMILIES: Anglo: 67% Indian: 0%
Black: 17% Oriental: 0%
Chicano: 0% Other: 17%

SEX OF HOME START CHILDREN: Female: N.I.* Male: N.I.*

PARENTS

SEX OF FOCAL PARENT: Female: 60% Male: 40%

EMPLOYMENT OF FOCAL PARENT: Employed: 50% In School or Training: 0%
Unemployed: 10% Unknown: 40%

EMPLOYMENT OF OTHER PARENT: Employed: N.I. In School or Training: N.I.
Unemployed: N.I. Unknown: N.I.

COSTS

TO PARENTS: None

TO PROGRAM: Information not available until second case study.

ESTIMATED FUNDING:

HEW:	\$100,000
In-Kind:	<u>10,000</u>
Total:	\$110,000

FOR FURTHER INFORMATION, CONTACT: Ms. Elizabeth Wescott
Head Start/Home Start Director
Greater Fairbanks Head Start Association Inc.
Box 724
Fairbanks, Alaska 99701
(907) 456-5858

MAY 1972¹

The Fairbanks, Alaska, Home Start Program is still struggling to enroll participants, recruit and train staff, and plan service delivery. As yet, no Program services have been delivered, and, because of a necessary summer lull in Program activities, it appears unlikely that Program services will be delivered much before the next scheduled evaluation in October. Moreover, it seems equally unlikely that the Fairbanks Home Start staff will be able to recruit the desired 80 participant families prior to October.

On the other hand, there is a clear need for pre-school child care services in Fairbanks. The obstacles to Home Start success in Fairbanks are: (1) a cultural conflict between (a) Program concepts and staff attitude and (b) native cultures and styles of life, and (2) the limited appeal of a home-based program in a climatic region that fosters "cabin fever" and otherwise limits the value of using the home of poor people as learning environments for young children.

¹ The author would like to express particular thanks to Niilo Koponen, Bettye Fahrenkamp, Joel Bostrom, Emma Widmark, Dick Regan, Margaret Connet, Henry Herbert, Jr., Elizabeth Wescott, Richard Farris, Westeen Holmes, and a host of other Fairbanks residents for their contributions to this case study. The author, however, takes full responsibility for the content and viewpoints expressed in the case study.

I. START-UP

Community

The Fairbanks North Star Borough¹ is located in the Tanana Valley of Alaska, approximately 100 miles South of the Arctic Circle. The Borough has a population of 44,000 people and contains the home rule cities of Fairbanks, North Pole, the University of Alaska, Fort Wainwright and Eielson Air Force Base. The Tanana Valley is the traditional meeting place of the three principal native cultures of the Alaskan mainland -- the Eskimo, the Tlingit, and the Athapascan.

The area was settled in 1902 with the discovery of gold, and for many years served as one of the principal gold mining centers in Alaska. Gold mining, however, ceased in the early 1960's and no longer contributes to the economic base of the community. Fairbanks is primarily the distribution and service center for central and northern Alaska and, as such, is an important starting place for oil development on the North Slope.

Delays in the development of the proposed North Slope pipeline have led to an economic depression in the area. The average unemployment rate for 1970 in the Fairbanks area was 10.4 per cent. The unemployment rate has risen to an estimated 16% during 1971, as a result of the slowing down of North Slope pipeline.

Approximately 12% of the area population is composed of Alaskan Indians or Eskimos with another 4% composed of Blacks. Native students constitute 10% of the student body enrolled in the Borough School District, while

¹The term "borough" in Alaska corresponds to the "town" in New England, or the "county" in most states.

Black students constitute 4.5%, with other minorities 1 per cent.

Federal, state and local government provide the major source of jobs for the area residents whose employment status is particularly sensitive to general revenues. Those citizens employed in government make up 52% of the working population. This includes the employees of the two local military bases and the University of Alaska.

The Office of Economic Opportunity guidelines governing Head Start set the poverty level in Fairbanks at \$5,600 income per year for a family of four. This figure was derived by an addition of 25 per cent to the poverty level figure of the rest of the United States. However, recent Bureau of Labor statistics show the minimum middle class standard of living in Fairbanks costing \$10,500 per year, while other borough surveys (by the University of Alaska) indicate 58% of the local family units earn less than this minimum. Over 12% of the 11,466 local family units have annual incomes less than \$3,000, and approximately 20% of the borough's population falls below the poverty line frequently enough to be eligible for Head Start services.

The business stagnation dependent on the construction delays led local borough leaders to cut existing public services in line with projected decline in tax revenues and growing unwillingness toward further public investment. The budget submitted by the school administration was pared by \$2,700,000 by the Borough School Board, and further reduced by \$936,400 in the borough assembly. This led to the dismissal of school Nurses, Teacher Aides, Attendance officers, all elementary school Assistant Principals and other needed people in the school system. These positions were terminated with no anticipation that additional Federal funding would be made available. Dismissal notices and/or transfers were sent out.

The needs of the Fairbanks North Star Borough for human services are greater than a community of similar size elsewhere because of a high population mobility. A recent survey indicates that one-third of Alaska's entire population has lived in the State less than two years. A substantial portion of Fairbanks residents have no plans to stay in the area, and typically do not. Retiring generations usually move to a warmer, less

expensive climate, and many families move to less isolated environments as their families grow and their spirit of adventure wanes. Many people come to the Fairbanks area from "outside" at the time their families are growing fastest and they often require assistance in accommodating themselves and their children; the demographic profile of the area indicates a high dependency ratio. Nearly half of the population of the area is of school age. A continuing high birth rate means that it is anticipated that by U.S. standards a relatively small percentage of the population will be in the economically productive age categories and must continue to bear a high proportion of local service costs. Moreover, public service employment is of year-round character and is needed to provide a stable economic base for the community. It is estimated that the dollar spent in public service employment with permanent residents can circulate from seven to ten times in the community, thus bolstering the local economy, whereas the construction dollar may circulate only once or twice before going "outside."

The winters in Fairbanks are characterized by six months of near sub-zero temperatures with long, dark days characterizing four of these months. During the Winter, the Fairbanks temperature frequently falls as low as 60 degrees below zero and occasionally falls as low as 70 degrees below zero. The mean average temperature for January, 1970, was 27 degrees below zero and the five months from November through March average only six hours of sunlight a day. When the temperature drops below 40 degrees below zero, ice fog often develops. Ice fog is associated with the high incidence of tuberculosis, emphysema, and the other lung problems that are so prevalent in the Tanana Valley.

As a result of these conditions, much of the economic activity of Fairbanks is concentrated in the Summer months.

The adversities of the Tanana Valley, however, do not end with the Spring thaws. Three rivers -- the Chena, Chatanika, and the Salche -- converge

near Fairbanks to form the Tanana River. In the Spring these rivers flood, due to ice jams during "breakup," often causing considerable damage to the homes of the families housed along their banks.

Summer brings unbelievably large mosquitoes and hot, dusty days that never get dark. The long days distort people's sense of time in the Summers as much as the long nights do in the Winters. Parents often find it necessary to cover bedroom windows with aluminum foil to persuade their children that it is dark enough to go to sleep.

It is the Winters, however, that play real havoc with people's life styles. The long periods of sub-zero weather make it difficult and expensive to heat homes. It is not unusual for a family to spend as much as \$160 per Winter month in heating a three bedroom home. Consequently, poor families limit their living space sharply. Small, one to three room housing units, are common even for large families. The living space in these homes is very limited -- the ceilings are low and the rooms small. The number of doors and windows are also limited, as they represent sources of heat loss. As a result, many homes are fire traps because they do not have an adequate number of emergency exits. Moreover, these homes are typically heated by old fashioned stoves or oil heaters rather than modern central heating units because these types of heating are less expensive and more efficient for the housing units involved. If wood is used as a source of heat, it is necessary to refuel the fire at least every three hours day and night. In any event, in the Tanana Valley families with limited financial resources frequently find it difficult to keep the layer of air near the floor warmer than 50% because their homes are poorly insulated.

Extended periods of time with sub-zero weather also affect the price and availability of electricity, running water, and indoor plumbing. All of the electricity in Fairbanks and throughout Alaska is generated by burning oil, kerosene, coal, or other combustible fuels. The cold winters make it impossible to use hydroelectric generators, and nuclear generators have not yet been introduced to this part of the Far North. The net result is that electric prices are very high. Minimal electric

service costs as much as \$25 per month. Likewise, extended periods of sub-zero weather play havoc with water pipes and indoor plumbing. While progress is being made in this area, "honey buckets" and watermen that go house to house selling water are not totally unknown phenomenon in Fairbanks.

Finally, prolonged periods of sub-zero weather and the great distance from food production have greatly increased the cost and availability of food. Several attempts have been made to raise food and husband animals in the Fairbanks area. Most of these attempts have failed. The lung diseases brought on by sub-zero weather also affect farm animals. Moreover, it is difficult to grow adequate grain and foliage and the cost of heating animal shelters is an added expense not required in the "lower forty-eight." As a result, most meat and dairy products must be shipped in from Seattle or other points South.

The result is that it is very expensive to live in the Tanana Valley if a family does not follow the traditional, native hunting culture¹ -- a style of life that is no longer viable on a scale large enough to be considered a real alternative. Indeed, income and budgeting guidelines developed for the "lower forty-eight" or even for Anchorage are inappropriate. Similarly, given the contrasts of seasons, the terms "employed" and "unemployed" are relative terms dependent on season more than upon skills, ability, or will to work.

With all of these adversities, what kind of people chose to live in the Tanana Valley and why do they chose to live there? Unlike most places, few people live in Fairbanks simply because they were born there, as there are few incentives to stay and few people with solid stake in the future of the community; most residents do not have deep roots or large investments in the area that cannot be easily liquidated. On the other hand, there are many second generation residents of Fairbanks. Invariably they have come back after trying things else-where; the Arctic has gotten into their blood. As one long time resident put it, "You either love it here and stay or hate it and leave as quickly as you can."

¹ Rents in Fairbanks, for example, are 198% of those in Seattle. (See following chart for comparable costs of living.)

COMPARABLE COSTS OF LIVING

FOR

RESIDENTS OF FAIRBANKS

(October 1971)

Rent: Two bedroom excluding utilities (approx. 650 sq. ft.)	\$250/mo
Utilities: Fuel for Heat - gas (average per year)	42/mo
coal	45/mo
oil	60/mo
electric	
Gasoline for auto	56c/gal
Food costs: Flour 95 lbs)	\$1.69
Sugar (5 lbs)	1.69
Milk (1/2 gal)	1.10
Crisco (3 lbs)	1.19
Coffee (2 lbs)	2.30
Bread (loaf)	.55
Cooked Cereal	.63
Ground Beef (1 lb)	.79
Tomatoes (1 lb)	.79
Eggs (doz)	.69
Canned fruit & vegetables	.29 - .40
Chicken fryer (whole) (per lb)	.59
Peanut Butter (pt)	.69
Dry Beans (1 lb)	.29
Broccoli (1 lb)	.55
Green Peppers (1 lb)	.79
Carrots (1 lb)	.29
Lettuce (1 lb)	.59

A second group also has been moving to the forty-ninth state and to the Fairbanks area. This group is comprised principally of young people, but also contains some older people too. They move to Alaska because they are disgusted and/or disillusioned with life in "the lower forty-eight." They are turned off by what they consider to be the disorder, corruption, hypocrisy, distorted priorities, and artificiality of work and culture in the States. They decry the lack of power they had over their lives and the absence of community where they lived, and they moved to Alaska to make one last attempt to live an honest, orderly life close to nature, away from the big crowds, overly ambitious people, and meaningless work. Often these people do not find the new life they were looking for as they find themselves subject to the same pressures they faced in the "lower forty-eight."

Finally, some people move to Alaska because they see it as the last frontier. They often seek adventure and/or "a piece of the action." These are the people who take wild rides on snow mobiles in sub-zero weather, race rafts down the Tanana River, sponsor 40 mile bicycle rides, and search for minerals -- among their other activities. Paradoxically, there is adventure and pioneering to be found in Fairbanks, but there is also boredom, isolation and, of course, the fatalism that always seems to characterize the Arctic.

All of these groups are represented among the poor of Fairbanks.

History

A flood in August, 1967, destroyed the records of the Fairbanks Community Action Program (CAP). It may have been just as well for the Agency, for an investigation later that year uncovered overexpenditures of \$300,000 and several unauthorized local programs being supported by OEO funds. As a result, the Fairbanks CAP Agency was defunded. In 1969, the Greater Fairbanks Head Start Association was organized so that Head Start activities could continue in Fairbanks.

Fairbanks Office of Family and Children Services

NUMBER OF HOUSEHOLDS
RECEIVING WELFARE SERVICES
BY SCHOOL ATTENDANCE AREA

January 1, 1972

<u>School Attendance Area</u>	<u>No. of Families</u>	<u>Per Cent of Total</u>
Barnette	150	24.31
Hunter	137	22.20
Denali	115	18.64
Nordale	57	9.24
North Pole (K - 8)	57	9.24
University Park	44	7.13
Joy	33	5.35
Adler	23	3.73
Two Rivers	1	0.16
Salcha	0	0.00
Birch (Sp. Ed.)	0	0.00
TOTALS	<u>617</u>	<u>100.00</u>

In November, 1971, the Greater Fairbanks Head Start Association Inc. submitted a Letter of Intent to the Region X Office of the U.S. Department of Health, Education, and Welfare, Office of Child Development (OCD), as the first step toward planning for a Home Start Program in Fairbanks. Upon selection by OCD as Region X's pilot Home Start Program, the Greater Fairbanks Head Start Association began the planning steps for implementing a Home Start Program in Fairbanks. Neither the organization nor its personnel had any previous experience with home-based pre-school activities for parents and children.

In December, 1971, Elizabeth Wescott, Director of the Fairbanks Head Start Program, and Larry Irving, Chairman of the Greater Fairbanks Head Start Association, attended a Home Start planning session in Chicago. Upon returning to Fairbanks, Ms. Wescott met with the Fairbanks Head Start staff and the Executive Committee of the Greater Fairbanks Head Start Association and began planning for a Home Start Program.

A waiting list of eligible low income families was compiled from the waiting list of the Head Start Parent Coordinator. (After the Program was funded and the Association began recruiting, it was discovered that nearly all of these families were no longer eligible for the Program. They had either increased, at least temporarily, their incomes or their children had grown too old for the Program.) The relevant public and private agencies in Fairbanks were contacted for supportive services, and parent members of the Head Start Parent Advisory Board became actively involved in planning the proposed Home Start Program. At the December meeting of the parent Advisory Board, the Board amended the Association By-Laws to incorporate the Home Start parents into the Greater Fairbanks Head Start Association. Finally, Northwest Social Systems, Inc., a Head Start training institute located in Seattle, was contacted through the Regional Office of the Department of Health, Education, and Welfare, Office of Child Development, and was scheduled to conduct training sessions for Home Start staff starting in March, 1972.

In January, 1972, the planning process for the prospective Home Start Program suffered a serious setback. Elizabeth Wescott, Director of the Greater Fairbanks Head Start Program and the principal planner for the Home Start Program, fell and injured her back. This untimely accident interrupted the involvement of parents in the planning process and totally disrupted staff planning activities. Fortunately there were strong, experienced parent leaders and self-starting staff members, or the planning process, such as it was, could not have been completed within the time frame established by Washington.

Recruitment

At the time when the Home Start Program for Fairbanks was being planned, the Greater Fairbanks Head Start Association had a waiting list of 44 low-income families. A random sampling of these families indicated that most of them were willing to participate in the Home Start Program. Discussions with key personnel at the Alaska State Department of Health and Social Services, the Fairbanks Health Center, and the Fairbanks Native Center reinforced the impression that recruitment of participants would pose no problem.

While these opinions were probably an accurate reflection of the demand for pre-school child care that relieved parents of responsibility for child care during a portion of or all of the day, they were not an accurate reflection of the demand among the poor of Fairbanks for family life support services delivered by paraprofessionals. The people on the Head Start waiting list did not want Home Start type services. This fact was quickly discovered during the recruitment, although it has not been so quickly recognized.

Initially, families on the Head Start waiting list were contacted by telephone, or in cases where the family did not have a telephone, by home visits. No one in this group has been enrolled in the Program. Several families expressed a desire to participate, but no longer qualified for the Program. But the fact remains that among qualified families on the waiting list, none were successfully recruited.

Subsequently, radio announcements and signs in service agencies that specialize in providing assistance to low-income families were also tried. Neither recruitment device yielded recruitments. Finally, Home Start Home Visitors were sent out door-to-door to recruit families for the Program. From May to June, when the Program closed for the Summer, four Home Visitors working part-time, without adequate transportation, recruited 26 families. However, only 12 of these 26 families have received notification of acceptance.

The Home Start grant for Fairbanks calls for 10 staff members: seven full-time and three part-time. The Director, Business Manager, and Educational Coordinator share responsibilities with the Head Start Program, while the Home Visitor Supervisor and six Home Visitors have full-time Home Start responsibilities.

The Director, Business Manager, Educational Coordinator, and the Home Visitor Supervisor were already on the Head Start staff when the Home Start grant was signed. Upon receipt of the grant, the remaining positions were advertised in the newspaper and on radio. An effective word-of-mouth campaign was also initiated. By the end of March, all of the new positions were filled. However, three Home Visitors did not like the job, particularly the part involving house-to-house recruitment, and they left the Program. Two of those three positions are currently vacant.

The new recruits came to the Program from a variety of places. One was a North Star Borough School District Teacher's Aide in a Retarded Children's Program and a low income parent. A second was a Head Start Teacher's Aide. A third learned of the position through friends who were parents of Head Start children. She had recently moved back to Alaska with her husband who had just retired from a military career. The fourth Home Visitor, a male and a Native, was a Head Start substitute teacher. Three of these four Home Visitors do not currently have access to automobiles, and one of the three does not even have a drivers' license.

Training

The Fairbanks Home Start staff received two weeks of training in March, 1972, from Gene Meyers of Northwest Social Systems, Inc. of Seattle. In May, 1972, a week of follow-up training was conducted and a second week of follow-up training is schedule for late August. The training was in the vain of group dynamics and contained:

- Overview of Home Start.
- Development of Local Program Mission Statement.
- Role analysis.
- Component understanding.
 - emphasis on cultural awareness;
 - early childhood growth and development;
 - medical/dental;
 - social services; and
 - nutrition.
- Use of community resources.
- Education skills.
- Theory and practice in leadership, communication, and the problem-solving skills.
- The dynamics of the helping relationship.

The training sessions appear to have been a useful and successful introduction for Home Visitors. Without exception the Home Visitors praised the sessions and apparently learned some of the basic skills involved in meeting with people in a helping relationship in their own homes. The training sessions, however, were not oriented toward teaching the content skills so apparently missing in the paraprofessionals interviewed.

Families

To date, only 12 families have been enrolled in the Fairbanks Home Start Program. Four of these families have female heads of household. Two are on welfare; an additional two are eligible for and are using Food Stamps. Three are enrolled in Work Incentives Training Programs. Ten of the twelve heads of household are seasonally employed.

The Program has been unsuccessful in recruiting native Alaskan families. One Eskimo family and one mixed Indian-white family are currently enrolled in the Program, yet according to one active leader at the Native Center, no less than 500 native families in the Tanana Valley are eligible for Program participation. Why has the Home Start concept lacked appeal to this group? The answer is complex.

Native Alaskans are in cultural transition. Since the 1890's when the Bureau of Indian Affairs (BIA) carved up Alaska and assigned Indian and Eskimo education to various churches, native Alaskans have been told that traditional ways and customs are bad. Young children have been separated from their families for BIA supported boarding school education and both the role of the parent and the culture of the tribe have been demeaned. After three generations the messages of missionaries and BIA boarding schools have to some extent taken root. The theme of the Home Start Program runs counter to the ingrained message of three generations of influence that have put down native languages, customs, and life style.

In addition, the attitudes of the Home Visitors in the Fairbanks Program toward child rearing run counter to those of the three traditional native cultures that influence the Eskimos, Athapascans and other Natives of the Tanana Valley. Whereas the Fairbanks Home Start Home Visitors are not familiar with behavior modification techniques and would recommend strict disciplinary action as a response to undesired behavior. Many native parents would not. For example, when the Home Visitors were asked how they would respond to an inquiry for help from a participant parent regarding the handling of overt behavior that both the parent and the Home Visitor agreed was undesirable, all of the Home Visitors recommended strict handling -- even corporal punishment, without regard to possible reasons for the undesired behavior or consideration of other behavior changing strategies.

Likewise, native culture, attitudes, and style of life appear to have little need for what the Fairbanks Home Start Program currently has to offer. Furthermore, it may well be that the very concept of Head Start-Home Start

is alien to native Alaskan culture.¹ Finally, anti-white feelings are growing rapidly among native Alaskans and the prospects of a white staff recruiting natives is rapidly diminishing.² This is particularly true for Anglos who have not learned to read the unspoken messages often signified by natives and are unaware of the importance of voice tone to communications.

¹ For an extended discussion of this point see Keith McClellan, "Care for Children who use English as a Second Language," OPF Child Care Paper (Cambridge, Mass.: Abt Associates, Inc. for the U.S. Department of Labor, Welfare Reform Planning Staff, November 10, 1971, pp. 119-144.

² See "Eskimo and White," (editorial) Anchorage Daily News, June 10, 1972, p. 4.

II. PROGRAM - WHO, WHAT NOW

Goals and Objectives

The Greater Fairbanks Head Start Association has identified four overall goals for their Home Start Program:

- Involve parents directly in the educational development of their children;
- Strengthen the capacity of parents for facilitating the general development of their own children;
- Organize Home Start participants so that they will be able to share common feelings and problems with the goal of increasing their individual and group effectiveness in dealing with problems;
- Stress native heritage in the Program so that positive feelings of native Alaskans will be created and more pride in individual backgrounds will be instilled.

As the Program is still in the process of being organized and recruiting participants, no progress has been made toward these goals to date. Specific objectives have been identified for Education, but not yet for other Components, because the Program is not yet operational.

Health

According to the proposal, the Greater Fairbanks Head Start Association plans to provide health services to native children through the Alaska Native Health Service, Public Health and Welfare Service. All other participants are to be treated through private medical facilities or aided by the Public Health Nurse who is on the staff of the Head Start Center. Dental and physical examinations are paid for all children participating in the Program through the Home Start Grant, as is dental care for children not covered by other programs. No other plans have been articulated.

Nutrition

While the Cooperative Extension Branch of the University of Alaska has agreed to extend their aide program into the homes of Home Start families, no action has been taken on this offer yet, nor have Home Visitors received any special training in nutrition. A consumer newsletter is planned but has not been designed or issued, although a consumer column has been added to the Head Start newsletter which is currently being sent to Home Start families as well as Head Start families.

Psychological/Social Services

The Fairbanks Program plans to handle nearly all needs for psychological and social services by referral. The staff was not oriented to the range of services available in Fairbanks and has not made any referrals to date. Follow-up on referral is planned, but no procedures for follow-up have been established.

Education

The primary objective of the Education Component is to increase the effectiveness of parents as the prime educators of their children. To achieve this objective Home Start Visitors are expected to:

- Develop a positive relationship between parent/child based around a mutual learning experience.
- Involve the parent directly in the early childhood developmental learning tasks.
- Create an awareness of the early childhood developmental learning tasks.
- Create a better understanding of the parent of the child.
- Generate and build upon positive feelings of self esteem, particularly in regards to cultural heritage.
- Develop a better understanding between the parent and child and attempt to develop different attitudes in terms of understanding the child.
- Enable the Home Start children to enter public schools better prepared for this experience by providing adequate and positive testing background information of the child.

Home Start Visitors are in the process of developing a better understanding of these objectives and how to achieve them.

III. HEAD START

Program and Staff

The Head Start Program in Fairbanks seems to be well organized, adequately staffed and managed. The Program has been operating continuously since 1967. It has an excellent reputation in the entire community. It serves 80 children, is a two year program, and closes operations for the Summer.

The Program does not operate in the Summer because of the desire for local families and children to take advantage of the out-of-doors while the weather is warm. It is probably fair to say that few families would send their children to a normal Summer program if it was available.

Resources Shared

The Home Start Program of Fairbanks shares facilities, grants, parent organizational structures, and management with the Head Start Program. These resources are the Program's biggest assets at this time.

IV. ORGANIZATION

Policy Making

Policy is made primarily by the Parent Board and Policy Council of the Greater Fairbanks Head Start Association, Inc., in consultation with a group of community leaders that function as unpaid consultants. This group is quite interested in the future of programs for young children in the Tanana Valley, and they are very talented. This Policy Council can be a considerable help to the Home Start Program once it gets off the ground.

Staff Organization

See Organizational Chart.

The Home Start/Head Start Director is responsible for overall Program operations. The Education Coordinator is responsible for supervising and training Home Visitors. The entire Staff meets to determine specific Program operations and to assign Staff responsibilities.

Staff Training and Development

At the present time, the Home Visitors have participated in pre-service training. They are new to Home Visiting Programs and additional training will be necessary. Plans for the in-service training program have not yet been developed.

GREATER FAIRBANKS
H.S. ASSN. - ALL PARENTS
HOME START - HEAD START

POLICY COUNCIL
HOME START - HEAD START

DIRECTOR

HOME START
SECRETARY

HEAD START
SECRETARY

FOLLOW-UP
CORD.

BUSINESS
MANAGER

HOME START
VISITOR
SUPER-
VISOR

EDUCATION
COORDINATOR

HEALTH
DIRECTOR

PARENT
COORDINATOR
(SOCIAL SERVICES)

BUS
DRIVERS

HOME START
VISITORS

TEACHERS
(5)

COOK

SOCIAL SERVICE
AID

JANITOR

VOLUNTEERS

VOLUNTEERS

TEACHER
AIDES

CLASSROOM
VOLUNTEERS

CAREER DEVELOPMENT
COMMITTEE-ALL FULL
TIME STAFF

CAREER DEVELOPMENT
COORDINATOR

Staff Meeting and Records

Staff meetings are generally conducted by Weston Holmos, the Home Visitor Supervisor and the new Acting Director of the Fairbanks Head Start and Home Start Programs.

Record-keeping is adequate for the state of Program development.

V. RESOURCES

A complete cost-benefit analysis is being planned for the Home Start Project. Donated goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

The Greater Fairbanks Head Start Association fulfills an important social and service role for low-income families and children in this sub-Arctic community. Home Start offers a different program and it is not clear whether the target populations for Head Start and Home Start are the same. This needs to be more clearly defined as additional families are recruited.

Alaska probably requires more planning, a higher per participant level of financing, and a smaller case load per Home Visitor to meet the difficult environmental situation. The Home Start Program is only beginning to develop a program which will meet the needs most pressing to its population.

Finally, there are three challenges that the Fairbanks Home Start Program must successfully meet if it is to succeed:

- The challenge of inadequate conditions for optimum home-based services for young children.
- The problem of seasonal employment.
- The difficulty of delivering services to a complex and diverse clientele.

NAVAJO HOME START PROGRAM
Fort Defiance, Arizona

Case Study I June 1972

Project Home Start
Fort Defiance, Arizona

Principal Author: Brigid O'Farrell

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IN BRIEF
June 1972

GENERAL

TYPE OF PROGRAM: Rural, with two centers on the Navajo Reservation.

SPONSORED BY: Office of Navajo Economic Opportunity

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: April 1972

HOURS OPEN: Not determined

FAMILIES RECRUITED: 0

STAFF

TOTAL PAID STAFF: 9 Total Full-Time: 9 Total Part-Time: 0

TOTAL IN-KIND STAFF: 0 Total Full-Time: 0 Total Part-Time: 0

ETHNICITY OF STAFF:

Anglo:	0%	Indian:	100%
Black:	0%	Oriental:	0%
Chicano:	0%	Others:	0%

SEX OF STAFF:

Females:	78%	Males:	22%
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STAFF POSITIONS: Home Start Coordinator, Home Visitors (4), Parent Aides (4), Secretary

POSITIONS OPEN: 1 Homevisitor

CHILDREN

TOTAL HOME START CHILDREN: 0

TOTAL CHILDREN (ELIGIBLE FAMILIES): N.A. 0-3 years: N.A. 3-5 years: 6-21 years: N.A.

ETHNICITY OF FAMILIES: Anglo: 0% Indians: 100%
Black: 0% Orientals: 0%
Chicano: 0% Others: 0%

SEX OF HOME START CHILDREN: Female: N.A. Male: N.A.

PARENTS

SEX OF FOCAL PARENT: Female: N.A. Male: N.A.

EMPLOYMENT OF FOCAL PARENT: Employed: N.A. In School or Training: N.A.
Unemployed: N.A. Unknown: N.A.

EMPLOYMENT OF OTHER PARENT: Employed: N.A. In School or Training: N.A.
Unemployed: N.A. Unknown: N.A.

COSTS

TO PARENTS: None

TO PROGRAMS: \$100,000

ESTIMATED FUNDING:
HEHs: \$100,000
In-Kind: 0
Totals: \$100,000

FOR FURTHER INFORMATION,
CONTACT:

Arthur Sandoval
Home Start Coordinator
Office of Navajo Economic Opportunity
P.O. Box 485
Ft. Defiance, Arizona

JUNE 1972

The rainy season is beginning early in the Southwest this year. It's only the first week in June, but it has rained off and on for three days now. The Navajos are pleased by the rain. The land is extremely dry, and horses and cattle have been wandering farther and farther to find better grazing land. They've gone so far that the Hopi Tribe claim that the Navajo are moving onto Hopi land. A young girl in Chinle explained that six days ago the medicine men had a special ceremony and promised rain within four days. It came in three, and people are glad.

On the reservation the rain, and particularly the rainy season, has a direct effect on many things. In Home Start the staff fully expect the Program to almost come to a complete stop in August. That's usually when the rains are the heaviest and the back roads completely wash away. Some of the hogans they plan to visit are scattered on back roads which even pickup trucks can't get to when the roads are gone.

Arthur Sandoval, Home Start Coordinator, is not very concerned about August rains. He's confident that all of the families will be recruited and initial home visits made before the weather gets too bad. He and the three Home Visitors and three Parent Aides have already talked with over 115 potentially eligible families. They're working hard not only to finish their recruiting while it's dry, but also while it's still reasonably cool. Most of the Navajo Reservation is flat, arid Arizona country.

which gets unbearably hot for families and staff. And air conditioning is a rare commodity on the reservation.

Home Start staff will face similar weather problems in the winter. The snow is expected to be early and heavy this year. Many of the homes will be completely unreachable. Arthur shrugs and says they'll just have to work around it. After all, there's nothing he can do about the weather. He makes it very clear, however, that he speaks only for himself in that respect, and not for the medicine men.

The land, the weather, natural forces have always played a critical role in the history and culture of the Navajo people. They will be an integral part of the Home Start Program. Wind, rain, dust storms, huge buttes and lovely canyons are all very much a part of Navajo lives and Navajo social programs. A Home Start staff training session, for example, was held outdoors on the floor of Canyon DeChelly with everyone camping out and grandparents telling stories around the fire at night.

The land and weather will affect the very teaching in the Home Start Program. Mothers will learn about new ways to fix the corn and squash that they grow and the mutton from sheep that they raise. Children will learn about growing things, folk tales, and medicine men, as well as about letters and numbers. Parents and children will learn to talk to each other more in their own language.

For years now the Navajo children have been taken from their parents at five and six years old to "learn" in the Bureau of Indian Affairs (BIA) boarding schools. Now, before going to boarding school, these children will learn more in their own homes, taught by Navajo men and women and, most importantly, taught by their own parents in their own language. While not an answer to many of the long-standing and painful problems facing Navajo families, Home Start is for many a good beginning.

1. START-UP

Community

The Navajo Reservation covers 25,000 square miles in Arizona, New Mexico, Colorado and Utah. The Home Start Program is working in two areas about 200 miles apart on opposite sides of the reservation. The Grey Mountain-Cameron area, with about 1280 people, is on the western side of the reservation, slightly south of the Home Start base in Tuba City. The Elmer Marcus area, with 800 people, is on the far eastern side, in fact slightly off the reservation in a checkerboard area, where some land is owned by Navajo and some by Anglos, slightly east of the staff base in Crownpoint, New Mexico. The Home Start Coordinator and his Secretary are located in between, at Ft. Defiance, Arizona, just over the New Mexico border, where OIED has its main headquarters.

The communities for these two areas are hard to identify. While Tuba City and Crownpoint are the staff centers, the Home Start communities are not actually in these towns. Tuba City and Crownpoint are small towns with the trading posts, the gas stations, and offices of government agencies, e.g., emergency food and medical, legal services, Home Start. The Home Start communities are much less clearly identified. Houses are miles apart. The identifiable center seems to be the Tribal Chapter House, where even the most isolated families manage to come for at least a few meetings a year.

The Navajo "community" is a complex entity. In one sense, Home Start serves individual homes separated by acres and miles of land. In another sense, the Program works with the areas governed by tribal chapters. Home Start also deals with the town communities of Tuba City and Crownpoint, which contain most of the referral agencies which the Program needs. Each of these "communities" must be seen in the context of the Navajo Tribe; the reservation is one giant community.

The picture is such the same for potential Home Start families. For people in the Tuba City and Crownpoint areas, and for the reservation as a whole: rural, farm, some grazing livestock, high unemployment, little education, minimal social services. Average family income is under \$3,000 a year. Home Start, as all Navajo social programs, must grapple with the difficult question of how to help families improve their living conditions while maintaining their history, culture, land, and pride.

HISTORY

The Office of Navajo Economic Opportunity was started in 1965 as part of the Office of Economic Opportunity's War on Poverty. ONEO now has a \$10 million-dollar budget, and runs many diverse programs: e.g., VISTA, Neighborhood Youth Corps, Community Development Corporations, FCP, Head Start and Day Care Centers. Home Start is the newest project.

Each regional representative was responsible for selecting one program or agency which he or she thought could quickly and yet efficiently start a Home Start Program. ONEO was contacted as the potential Indian program. In November, 1971, Patty Delaney, representative for the Navajo in the Indian Migrant Division of the HCV Office of Child Development, contacted Lottie Nave, Child Development Director at ONEO, and explained a little about the new Home Start program. With the help of an assistant and four coordinators, Mrs. Nave directs the \$1.1 million Head Start Program on the reservation. She was very interested in Home Start and went to the proposal preparation meeting in Chicago, December 9 and 10, 1971.

With the help of Lorraine Wallace of the Erik Erikson Institute for Early Childhood Education in Chicago and Florence Sequin of OEO Headquarters Home Start staff, Mrs. Nave and her staff pulled together a Home Start proposal. Facing a deadline, the proposal was signed by James Atchity, Director of ONSO, and Peter MacDonald, Chairman of the Navajo Tribal Council, and rushed to Washington ("Mr. MacDonald has breakfast every Saturday at the Window Rock Inn," said Mrs. Nave with a grave twinkle. "I brought it to him. He signed it, and we drove it to Albuquerque airport and put it on a plane to Washington.")

The proposal was reviewed in Washington, and some technical assistance was provided by the National Home Start staff. A revised proposal was submitted and accepted, and the Navajo Home Start program was funded.

Recruitment

All of the Home Start staff have now been recruited: Coordinator, Secretary, three Home Visitors, and three Parent Aides. All of the positions, except Parent Aides, were recruited through the Head Start staff and ONSO in general. Notices were sent to the five Head Start Area Directors, asking them to recommend potential Home Start Coordinators and staff. For the Coordinator's job, three candidates from the applicants were selected by the Head Start Director and her staff, and a recommendation made. The ONSO Executive staff reviewed the candidates and recommendation, considered other possible sources and then approved the Head Start recommendation. The Secretary was recruited from the Head Start Central Office, and the four Home Visitors from applications from the Head Start staff. The Parent Aides were recruited from the two community areas where Home Start will be working. The positions were announced at tribal chapter meetings, through the Head Start Centers and through other agencies working with families in those areas. Job descriptions and recruiting guidelines were developed as part of the proposal. (See Appendix).

As of June, 1972, Home Start was conducting a survey of potential families to be served. Home Visitors received names of families with young children

from agency staff in the Lake City and Grandpoint areas, from teachers, from
parents from tribal chapters. Travelling back roads in and along the
area staff visited homes, explaining the new program to Navajo families
by early June. In the Hinton Marcus area, the Home Visitors and
Parent Aides met with 23 families in the City Mountain Canyon
area, they had met with 22. The aim of Home Start staff was to complete
a census of eligible families in the two areas before conducting selection
criteria and inviting families to join the program. It appeared that more
than 40 families with young children in each area would meet the program
guidelines. Home Start expects to have all families recruited by the end
of the summer.

TRAINING

Training for Home Start, both pre-service and in-service, is closely coordi-
nated with the Head Start training program. Both work with the Navajo Com-
munity College-ICAF Training and Technical Assistance Program in Early
Childhood Education. Pre-service training for Navajo Home Start was unique
any other Home Start in the United States. For three days in May, 1972
the entire staff, several parents, the Head Start Director, Curriculum
Specialist, Nutritionist, and Nurse, a Midwestern consultant, and representa-
tives from several community agencies (the Deputy Director of Legal
Services, Director of the Emergency Food and Medical Agency and representa-
tives from the Public Health Service) camped out beneath 400-foot cliffs
on the floor of Canyon DeChelly. Some staff slept out; others slept in
neatly hogan. Living in the "traditional ways," the staff discussed the
purpose of Home Start, the role of Home Visitors and Parent Aides, the
availability of community resources, and Navajo history and culture.
Particularly useful were the presentations of several parents who talked
with staff about their lives and needs. Everyone felt that the training
went quite well, and another session may be planned for late August or
early fall.

Families

The families for home start have yet to be recruited. Of the families surveyed so far, however, the majority of them have preschool age children, at least one of which was between the ages of three and six. Almost all are below the poverty level, with a high rate of unemployment. Most families in the area receive some form of public assistance, housing or meals. There is very little other employment available. In many families, young children are cared for by older siblings.

Plans call for two family gatherings in August, one for the 40 families to be selected in the Tube City area, another for the 40 families from Vroman point. As envisioned by Arthur Sandival, the families and home start staff will camp out together for several days of talk about home start, child development, and Navajo culture.

II. PROGRAM -- WHAT, HOW, AND

Goals and Objectives

The goals of the Navajo Home Start Program are stated in the proposal of January 19, 1972:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents their capacity for facilitating the general development of their own children.
- To demonstrate methods of delivering comprehensive Headstart-type services to children and parents (or substitute parents) for whom a Center-based program is not feasible.
- To determine the relative costs and benefits of Center- and Home-based Comprehensive Early Childhood Development programs, especially in areas where both types of programs are feasible.
- To help Navajo parents make better use of existing resources.
- To develop available resources which have not been utilized in the past.
- To create a greater responsiveness and awareness of the needs of Navajo children and their families by direct and regular contacts on the hogan level.
- To strengthen and build within families the positive elements which we find are there.
- To devise and adapt home educational cultural materials.

- To tap resources including Indian educators, research studies and model programs to provide information to integrate into the Home Start Program design and activities.
- To extend the Navajo language ability of the staff.

Discussions with staff members in the Program suggested that once families are recruited into the Program, Home Start will reformulate its objectives, depending on the needs of the families. Components are described but since families have not been recruited, they are not yet operational.

Health

Home Start plans to use the medical services of the U.S. Public Health Service, which provides medical care to all American Indians. In cases of special need, the Public Health Services will authorize, arrange, and pay for medical services and care from outside sources. Transportation to Health Services is often a critical service for the Home Start families.

The Public Health Service will also assist in the training of Home Visitors who will help inform families about health needs and care.

Nutrition

HEO sponsors an Emergency Food and Medical Services Program which sends Home Visitors to work with families around food buying and preparation questions. Home Start staff will work with the HEMS staff to learn more about nutrition and will bring information about food to their families. Staffs will coordinate home visits.

Psychological and Social Services

Home Start will refer families to the social/psychological services that they need. Particular effort will be made to take cultural factors into

account in any referral. Several agencies have expressed willingness to work with Home Start as it serves Navajo families. Petercoe Jan, Deputy Director of DHA, the Navajo Legal Services Agency, will help Home Visitors and Parent Aides become more sensitive to the social problems of Navajo people. Elizabeth DeGroot, Director of the Public Health Service Navajo Mental Health Program has also offered her services to Home Start.

Education

The Education Component is essential in meeting several of the goals of Navajo Home Start Program which center around involving parents in the education of their children and drawing on Navajo culture and materials. This will be done by first assessing the skill level of parents and children and then planning specific activities for parents and children which take into consideration age levels, interest areas, and environmental learning factors. Basic activities will help prepare the child for formal schooling and provide readiness experiences such as opportunities for parents to help children talk more. Navajo will be spoken and Navajo culture, as well as natural environment and things found in the region, will all be used as learning materials for Navajo families.

Pictures, magazines and books will be rotated in the homes. Books etc. donated by the Red Cross will be used with children (see Appendix for descriptions) and Home Visitors will take such things as lotto games and number games on Home Visits.

The Navajo ICAP Head Start TETA, the Bureau of Indian Affairs, the Navajo Community College, the Navajo Tribe Education Department, Ramah Navajo High School, Tuba City Public Schools and Northern Arizona University have agreed to help where possible with the Navajo Education Component. Lorraine Wallach of the Erickson Institute for Early Childhood Education in Chicago is a consultant. Most assistance will come at the present time from the Head Start staff, learning from their experiences and adapting the Head Start Program to meet Home Start needs.

III. HEAD START

Program and Staff

The Navajo Head Start Program started in 1965. They have a staff of approximately 275 and a \$2.3 million budget, one-quarter of the total OHEO budget. There are 102 classrooms all across the reservation, enroll about 2,040 children, almost one-fourth of children Head Start age on the reservation. Under the Child Development Director and her Administrative Assistant, there are four Coordinators: Career Development, Child Development Specialist, Nutrition Coordinator, Health and Social Services Coordinator. Finances are handled by the Budget and Supply Manager. They are supported by four clerks. The Centers then are divided into five areas with several classrooms under each, with one Teacher and two Teacher Aides per classroom. The areas for field directors include Fort Defiance, Shiprock, Crownpoint, Tuba City and Chinle.

The staff is predominantly Navajo and the Program emphasizes a bilingual bicultural approach with parents and children. They are now in the process of developing their own Navajo materials. The goals of the child development program are:

- To provide a good nutrition program for children and parents which includes meals at school and nutrition education programs for parents.

- To enable parents to become involved in all phases of Head Start education and activities for their children.
- To provide a sound education program for the children using the native language as a mode of communication; also providing educational materials for the child to develop skills such as visual, manipulative, oral language and listening.
- To provide medical care and treatment for the child.
- To provide social and psychological services for the child.

Similarities and Differences

Home Start is working very closely with Head Start. The primary difference between the two programs is that Home Start is reaching families that are even more isolated than Head Start, families for whom Head Start services are just not feasible. As it is now, some Head Start children spend as many as four hours a day on buses going to and from the Centers. The primary difference between Head Start and Home Start is that while Head Start has encouraged parent participation, parents have not often been directly involved in the actual education of the child.

Many educational programs on the reservation have taken children away from parents and homes -- in spirit and in fact. Home Start is the first program to work with the parents in their homes about the development of their children. Other agencies have gone into homes to deliver services (such as the Emergency Food and Medical Agencies), but have not focused on the education of parent and child.

Overall, Head Start and Home Start are very much alike, serving Navajo parents and pre-school children, using bilingual-bicultural approaches, facing similar problems in the needs for education, health, nutrition, and psychological and social services.

Resources Shared

It is not clear yet how the resources will be shared, but there will be sharing. In early June, 1972, Home Start and Head Start shared offices in the Child Development Program trailer at ONED Headquarters in Fort Collins. The two staffs worked closely together. Harriet Warner, Head Start Curriculum Specialist, was planning to work over the week end on Home Start curriculum. ONED was about to move Home Start into its own offices in a newly purchased trailer (perhaps related to anticipated organizational changes - see Section on Organization). In any event, Head Start and Home Start will share some resources. At the least Home Start will receive support and guidance from Head Start staff.

IV. ORGANIZATION

Policy Making

Home Start's organizational position within ONED was in some question in June, 1972. Overall policy is set by the ONED executive staff, with final approval coming from their Executive Board. The executive staff makes the key day-by-day operational and policy decisions in ONED, and thus determines much that affects the Home Start Program. The executive staff is composed of the Executive Director, the Deputy Director, the Comptroller, the Director of Operations, the Director of Administration, and the Director of Research and Development.

The Home Start proposal, signed by the Executive Director of ONED and approved by the Office of Child Development, has the Home Start Coordinator reporting to the Director of Child Development Programs who, in turn, is responsible to the ONED Director of Operations. At the time of the first field visit the Executive Staff was considering changing this relationship so that Home Start Coordinator would report directly to the Director of Operations, coordinating with, though not supervised by, the Director of Child Development Programs. In early June, 1972, the outcome and possible effects of these deliberations were unclear.

Under the current proposal each of the major Home Start project areas will elect a President, Vice President, and Secretary to officiate at Parent meetings. The voting representatives would then be elected to the Home Start Policy Council, which would then consist of four Home Start parents and 15 Head Start parents. If the organizational position of Home Start changes, there will probably be a shift from this form of parental participation.

The budget for Home Start was designed by the Head Start Director, but at OMS, the Comptroller and executive staff control fiscal management and reporting. Recruitment for the current Home Start staff was handled by Head Start, with Executive Staff approval. Day-to-day operations are directed by the Home Start Coordinator, with assistance from Headquarters Head Start staff. It is not yet clear at the present what role OMS executive staff will choose to play in Home Start decision-making.

Staff Organization

The entire Home Start staff is Navajo and bilingual. The Home Start Coordinator is responsible for the overall planning and day-to-day implementation and operation of the Program including the recruitment of families, staff training, working with the other community agencies and coordinating activities within the child care programs at OMS. The Coordinator is from the Grandpoint area and was a Head Start Teacher there with an extremely effective parent involvement program. He has not had a great deal of administrative or supervisory experience. The Coordinator works with a secretary in the main office at Fort Defiance who is responsible for all of the correspondence and basic record keeping. She is well organized and quite competent.

Each Home Visitor will be responsible for visiting each of 20 families once every other week. Each Home Visitor will also be responsible for supervising the Parent Aides in her target area. Home Visitors will develop plans for each family and keep records on their families' activities and referrals. Home Visitors are the primary contact with the families, responsible for the delivery of the Health, Nutrition, Psychological/Social and Educational Components of the Program. The Parent Aides will work under the supervision of the Home Visitors. They will visit families at different times than the Home Visitors, following up on things that the Home Visitor is doing. According to current plans each family will be visited once a week, by either a Parent Aide or a Home Visitor.

Staff Training and Development

The Coordinator is developing a training program with the Navajo Community College Head Start-ICAP Early Childhood T & TA Programs. As of June, 1972, ICAP was unsure of its level of involvement with Home Start. For now, the Home Start Coordinator is working with the Head Start staff and developing the in-service training program. One pre-service training meeting was held (see Start-Up Section). A second is planned. The staff have been meeting at the Fort Defiance Office, working out their own roles and techniques for recruiting and working with parents and children. Home Start currently follows Head Start Guidelines in terms of career development and salary scale. Personnel procedures are handled through the Office of the Director of Administration, Personnel Manager at OSED.

Staff Meetings and Records

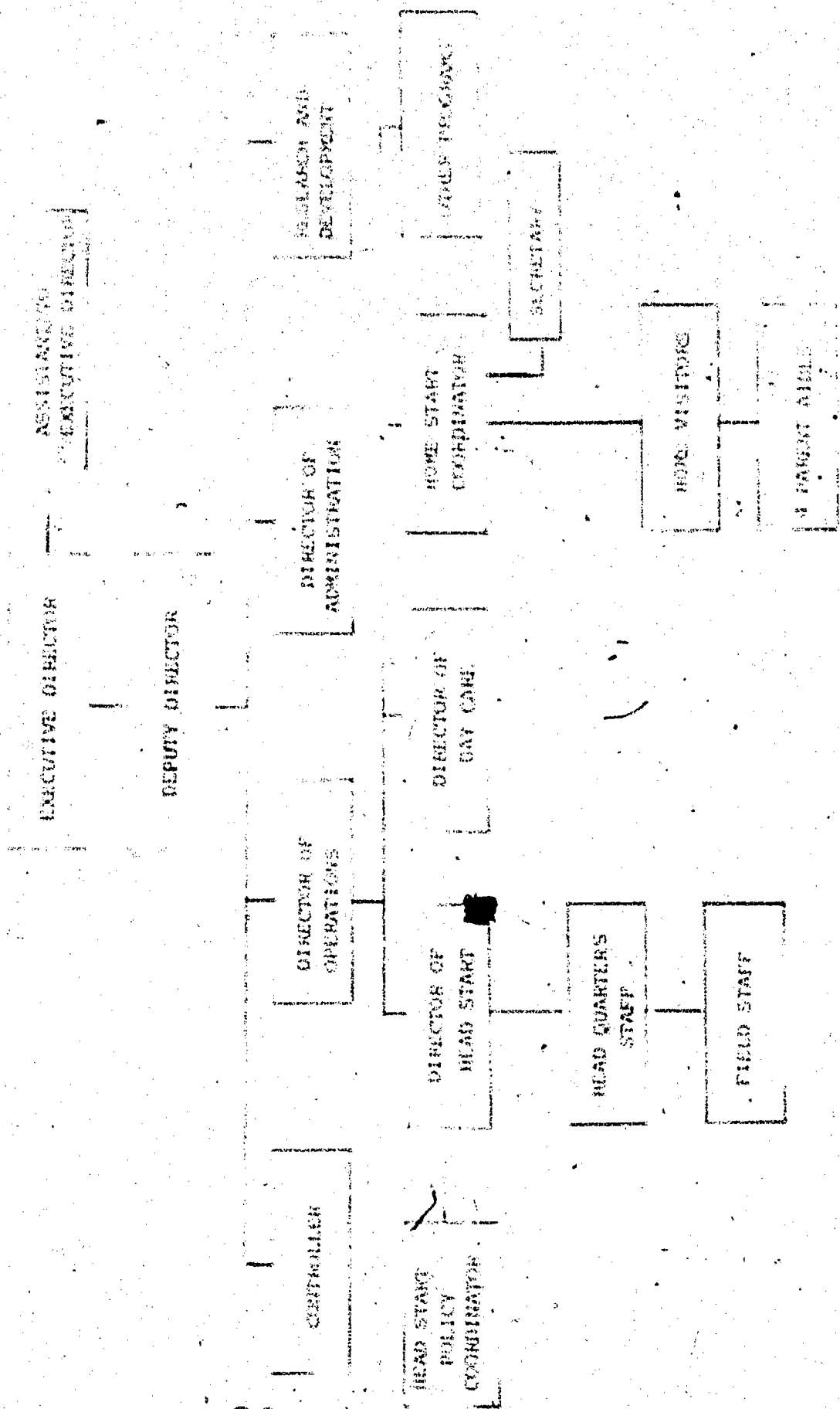
The Coordinator will meet with the staffs once each week traveling back and forth between the two areas. Once a month the entire staff will meet in Fort Defiance. The focus of these meetings is planned to be:

- Parental Involvement
- The Navajo Child, Home and Environment
- Child Development
- Health and the Navajo Child
- Nutrition
- Social Service
- Use of the Rainbow Series

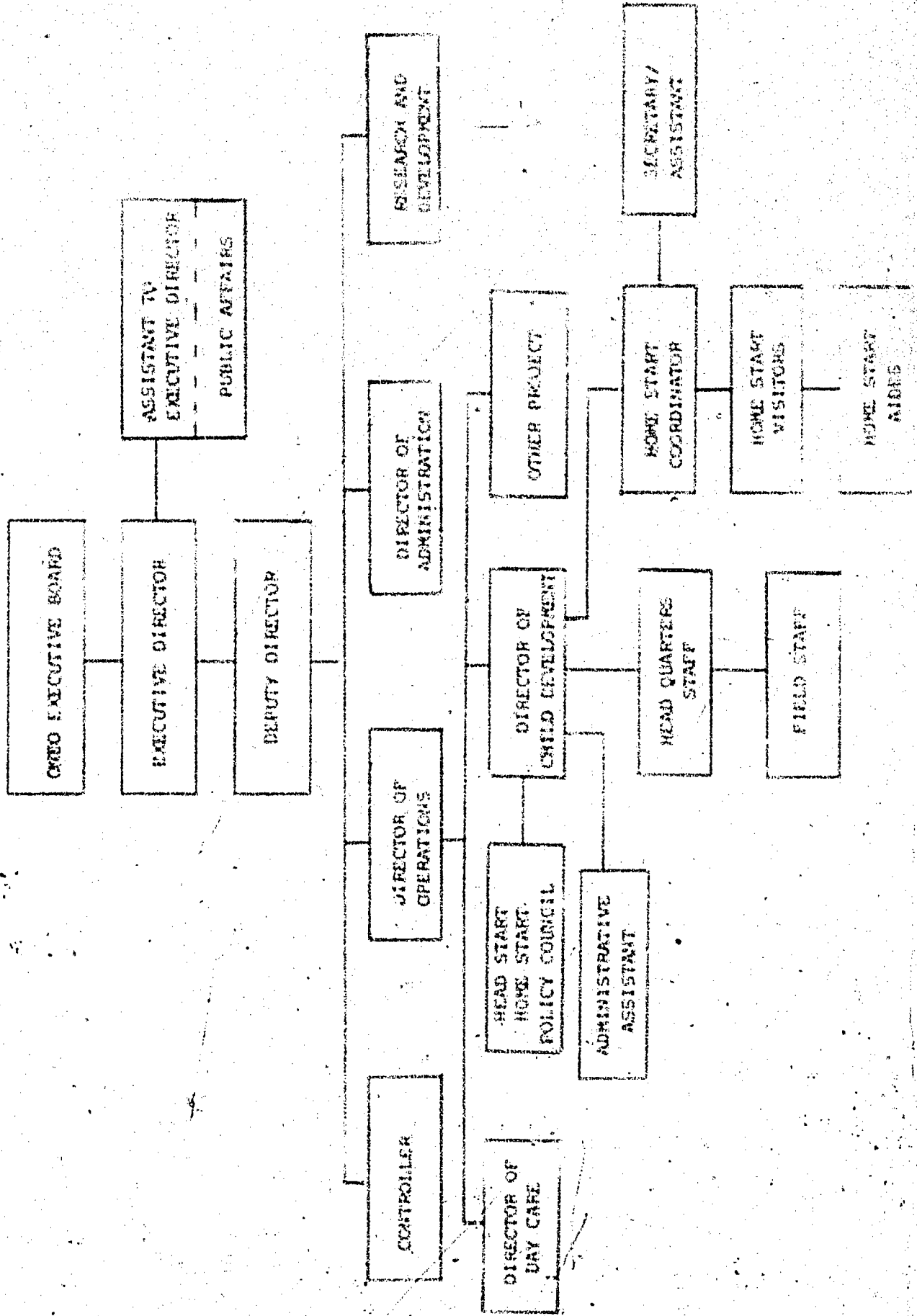
Home Visitors will keep individual records on family services. The Secretary is responsible for consolidating information for reports and for maintaining personnel files. Financial records will be completed by the OSED Accounting Office.

PROPOSED ORGANIZATION

EXECUTIVE BOARD



CURRENT ORGANIZATION - June 1972



V. RESOURCES

The Navajo Home Start Program has access to and plans to make use of available tribal, Bureau of Indian Affairs, Legal Services and Public Health Service, Public School resources for referrals, training, and general consultation. Most resources used by Home Start will come directly from the Office of Navajo Economic Opportunity and the many programs that they are operating.

A complete cost-benefit analysis is being planned for the Home Start Project. Donated goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

Navajo Home Start is off to a good beginning, but there is much work to be done. While many potential Home Start families can well use this new Program. Home Start will probably only be able to touch the surface of the problems of Home Start families. There are few jobs on the Reservation, and for many, living conditions border on survival. Thousands of young children leave for boarding school at age 5 or 6, medical services for many areas are still inadequate, traders in some parts of the reservation continue to gauge their prices. Home Start will be only a patch on these problems. But a patch, say the staff, is better than nothing.

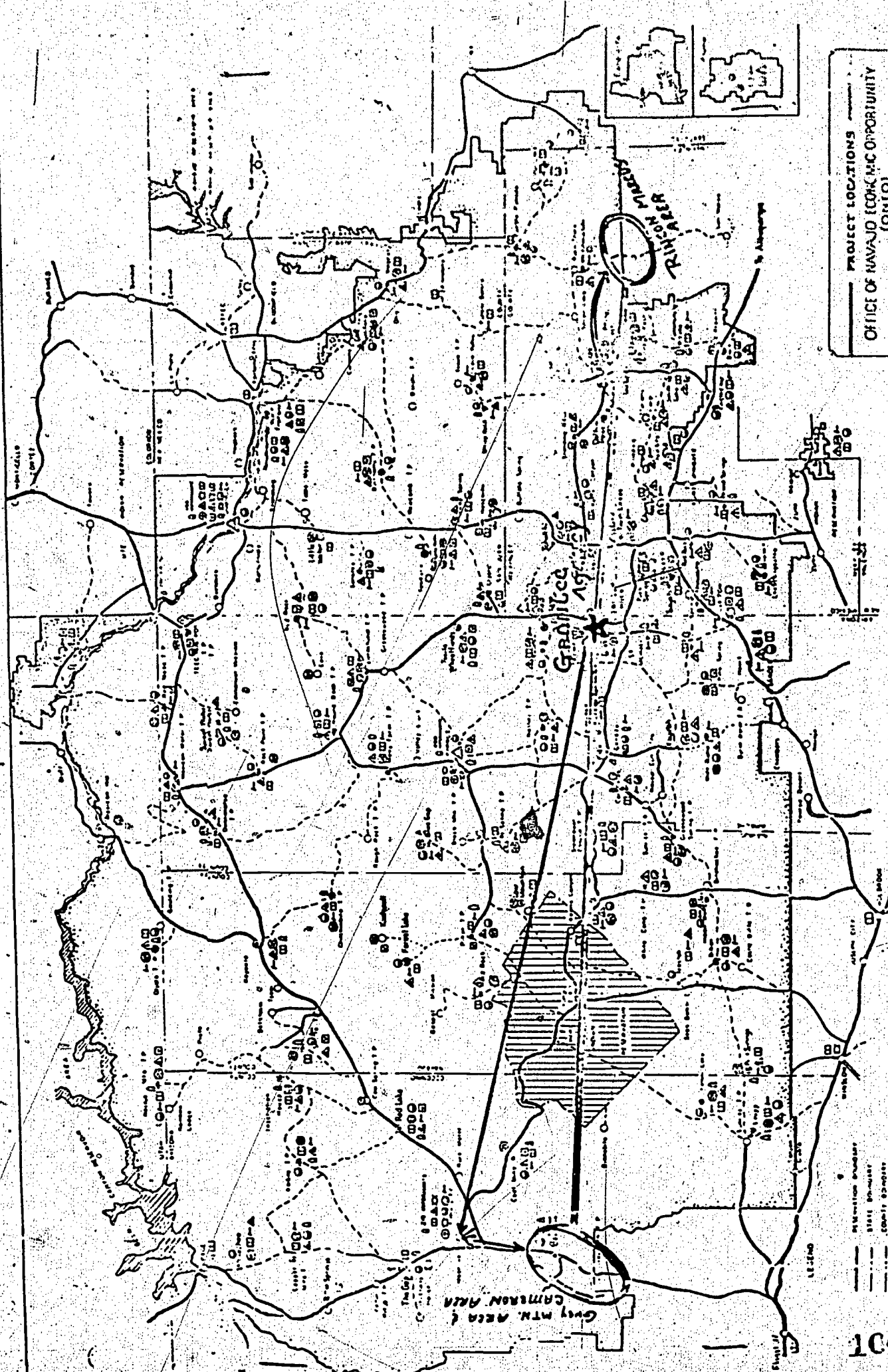
Coordinator Arthur Sandoval and his staff will need continued support and encouragement as they begin Home Start operations. Training will be a continual need, as will administrative advice. Several agencies that serve the reservation have indicated willingness to work with Home Start, and the Program will gain from using their resources.

"We feel we have a contribution to make to our people," says Arthur Sandoval. And in the reservation world of buttes, canyons, rain, dust, and sun, Home Start is beginning.

APPENDIX

- Navajo Reservation Map
- Home Start Brochure
- Job Descriptions and Recruitment Guidelines
- Hogan Kits

Navajo Reservation Map



PROJECT LOCATIONS
 OFFICE OF NAVAJO ECONOMIC OPPORTUNITY
 (ONTO)

NAVAJO RESERVATION
 NOVEMBER 30, 1967
Prepared by Charles P. de - 4/1/68

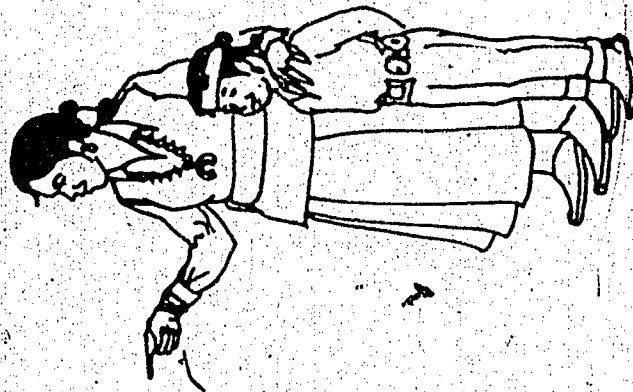
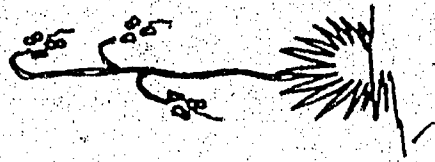
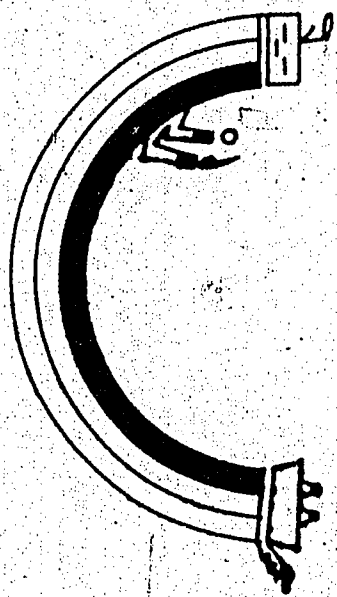
- MEXICAN AND ARGENTINEAN FULCRUM
- ⊗ COMMUNITY ALCOHOLISM TREATMENT
- TRIBAL HOUSING AND TRAINING
- ⊕ DRESHINA MARIJUNA SE ADDICTION, INC (DMA)
- ⊖ VOLUNTEERS IN SERVICE TO AMERICA

- △ LOCAL COMMUNITY DEVELOPMENT
- ⊕ HEADSTART CHILD DEVELOPMENT
- ⊖ MESA-BORHOOD YOUTH CORPS
- NAVAJO CULTURE CENTER
- HOME IMPROVEMENT TRAINING

- INTERSECTION POINTS
- STATE HIGHWAY
- COUNTY HIGHWAY
- FEDERAL ROAD
- LOCAL ROAD
- STATE POST OFFICE
- CHIEF CENTRAL HEADQUARTERS
- NAVAJO CHAPTER HEADQUARTERS
- ONTO AGENCY HEADQUARTERS

ETHNIC COMPOSITION OF ABOVE TARGET AREAS
 IS 100% NAVAJO INDIAN

Home Start Brochure



ONEO
NAVAJO
HOME START PROGRAM

Office of Navajo Economic Opportunity
Child Development Program
P.O. Box # 589
Fort Defiance, Arizona 86504

What is Home Start?

Home Start is a program of Early Education that involves the best teachers in the world--the parents!

Who can participate in Home Start?

Children ages 3-6 who live at home with their family.

When you join Home Start:

Our Home Start visitors will provide learning sessions and creative activities for all your children at home at your convenience.

When you join Home Start:

Home Start will provide group sessions for you and your children at local chapters to discuss mutual interests concerning your children's education and social development.

When you join Home Start:

Home Start will help you find extra educational community services for your family.

Join Home Start:

Give your child a good start for school with your assistance through:

Health Care

Nutrition

Education Activities

Psychological - Social Service

Home Start serves:

Rincon Marcus Area
Crownpoint, New Mexico

and

Grey Mountain Area
Tuba City, Arizona

Call or write: Mr. Arthur Sandoval
Home Start Director

Office of Navajo Economic Opportunity
Child Development Program

P.O. Box 7589
Fort Defiance, Arizona 86504

(602) 729-5220

Job Descriptions and Recruitment Guidelines

Home Visitor Job Description

- a. The Home Visitor will supervise the activities of the Parent Aide.
- b. The Home Visitor will make home visitations to the target families on a regular basis every two weeks.
- c. The Home Visitor will supervise the activities of the students of Ramah Navajo High School in working with the target families.
- d. The Home Visitor will work under the supervision of the Home Start Coordinator.
- e. The Home Visitor will follow the education and parent activity plans as set down by the Home Start Coordinator.
- f. The Home Visitor will serve as a referral source for children and parents.
- g. The Home Visitor will attend Home Start Parent group meetings and activities, community chapter meetings, and Home Start staff meeting.
- h. The Home Visitor will attend Head Start staff meetings.
- i. The Home Visitor will plan educational activities such as field trips, story book hour and showing films, and work with small groups of children in these areas.
- j. The Home Visitor will plan activities for the mothers and fathers to do with their children and help parents to understand how to work with the children.
- k. The Home Visitor will attend in-service training sessions.
- l. The Home Visitor will keep a daily log of their work with target families.
- m. The Home Visitor will prepare a case file for each target family.
- n. The Home Visitor will provide for regular use and care of educational equipment and materials by all target families.

Parent Aide Job Description

- a. The Parent Aide will work under the supervision of the Home Visitor.
- b. The Parent Aide will make home visits on a regular basis every two weeks to the target families.
- c. The Parent Aide will help target families in cases of emergencies such as taking sick individuals to the hospital, going to the homes for infant care, if mother is sick, etc.
- d. The Parent Aide will arrange for meeting facilities in the target communities.
- e. The Parent Aide will follow the education and parent activity plans as set down by the Home Start Coordinator.
- f. The Parent Aide will serve as a referral source.
- g. The Parent Aide will attend Home Start staff meetings, Home Start Parent Group Meetings, and Community Chapter Meetings.
- h. The Parent Aide will attend Head Start staff meetings.
- i. The Parent Aide will conduct educational activities such as field trips, story book hour, and showing films and work with small groups of children in these areas.
- j. The Parent Aide will work with the parents in helping them to know how and what to do in activities with the children.
- k. The Parent Aide will attend in-service training sessions.
- l. The Parent Aide will keep a daily log of their work with the target families and children. This will be done on a portable tape recorder if necessary to be written down later by the Home Visitor.
- m. The Parent Aide will help the Home Visitor prepare a case file for each target family.
- n. The Parent Aide will provide for regular use and care of educational equipment and materials by all the target families.

RECRUITMENT GUIDELINES

(a). Home Start Coordinator - position will be advertised in local papers; will be recruited from within the existing Head Start Program or from without. The coordinator will submit a vita or resume. In determining the selection of the coordinator interviews and final evaluation will be conducted jointly by the Office of Navajo Economic Opportunity, Head Start Central Administration, ICAP Head Start Training and Technical Assistance Coordinator, and the Navajo Head Start Policy Council. Emphasis in the selection criteria will be:

1. Applicant is bilingual (fluent in Navajo/English)
2. Can relate with people.
3. At least one year experience in working with children ages 0 - 6.
4. Knowledgeable of Navajo life style and the geography of the reservation.
5. Meet general guidelines of the Home Start Policies and procedures.

(b). Home Visitors - will be recruited from the present existing Head Start Program. Because of cultural implications, women for the position will be preferred. In addition to other criteria, main emphasis for selection will be based on the following:

RECRUITMENT GUIDELINES

1. Applicant is bilingual (Fluent in Navajo/English)
 2. Presently employed by ONEO-CDP in a teacher position for at least 2 years.
 3. Can relate well with people and has demonstrated some excellent skills and understanding in the areas of Early Childhood Education.
 4. Has in depth knowledge of the Navajo way and geography of the reservation.
 5. Is willing to undergo intensive training in those skills which make for a better teacher with the Navajo target family.
- (c) Home Start Parent Aides - will definitely be indigenous to the chapter communities in which they will be working. Chapter communities in which the target families will be selected will have the responsibility of making the selection. Suggested criteria for making the selection are:
1. Applicant must speak fluent Navajo.
 2. Must be indigenous and stable to the chapter community.
 3. Cognizant to the needs of the families in the chapter community.
 4. Willing to learn and show an interest in implementing the Home Start Program as well as functioning effectively as a Home Start Parent Aide.

Hogan Kits

HOGAN KITS FOR NAVAJO CHILDREN

These kits are designed to help familiarize the Navajo pre-school and primary grade child with school related materials. They are distributed by teachers on the reservation. These kits are appreciated by the Navajo Children, and good use is made of them.

Some articles from each of the three groups listed below should be placed in an individual draw-string bag of washable material, approximately 12" x 15" in size (the bags are usually made in Home Economics classes using remnant material.)

A letter or at least the name and address of the child supplying a bag, may help the Indian children in sending thank you notes.

Educational Items

- Pencils
- Notebook or Tablet
- Alphabet Blocks
- Number books
- ABC books
- Picture books

Supply Items for Projects

- Crayons
- Coloring book
- Scissors - round or blunt point
- Needles with large eyes
- Spool of white thread #40
- Colored construction paper
- Buttons for children's clothing

Playthings

- Dolls
- Small rubber ball
- Small plastic animals
- Plastic cars or wheel toys
- Jumping ropes
- Paper dolls
- Paint sets

Note: All of these items must be new.

ADVISE THE WESTERN AREA OFFICE WHEN YOU HAVE A QUANTITY OF HOGAN KITS READY FOR SHIPMENT. YOU WILL BE PROVIDED SHIPPING INSTRUCTIONS UPON REQUEST.

RCY INF. #10
Rev. 6/68

ARVAC HOME START
Dardanelle, Arkansas

Case Study I May 1972

Project Home Start
Dardanelle, Arkansas

Principal Author: Marrit Nauta

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IN BRIEF
June 1972

GENERAL

TYPE OF PROGRAM: Rural Program serving 5 counties (7 Offices)

SPONSORED BY:

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: 1965

HOURS OPEN: Monday - Friday: 8:00 a.m. - 4:30 p.m. (Staff on-call evenings and weekends)

FAMILIES RECRUITED: 64

STAFF

TOTAL PAID STAFF:	11	Total Full-Time:	10	Total Part-Time:	1
TOTAL IN-KIND STAFF:	6	Total Full-Time:	1	Total Part-Time:	5
ETHNICITY OF STAFF:		Anglo:	91%	Indian:	0%
		Black:	9%	Oriental:	0%
		Chicano:	0%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%

STAFF POSITIONS: Head Start/Home Start Director, Assistant Director for Home Start, Family Education Specialist, Child Development Specialist, Medical Specialist, Nutrition Specialist, VISTA Nurse, Speech Pathologist, Home Visitor Supervisor (2 positions), Home Visitor (8 positions), Secretary.

POSITIONS OPEN: Speech Pathologist, 1 Home Visitor

CHILDREN

TOTAL HOME START CHILDREN:

86

TOTAL CHILDREN (ELIGIBLE FAMILIES): 238

0-3 years: 43 3-5 years: 86 6-21 years: 109

ETHNICITY OF FAMILIES:

Anglo: 89% Indian: 0%
Black: 9% Oriental: 0%
Chicano: 0% Other: 2%

SEX OF HOME START CHILDREN:

Female: 46% Male: 54%

PARENTS

SEX OF FOCAL PARENT:

Female: 100% Male: 0%

EMPLOYMENT OF FOCAL PARENT:

Employed: 6% In School or Training: 0%
Unemployed: 94% Unknown: 0%

EMPLOYMENT OF OTHER PARENT:

Employed: 73% In School or Training: 0%
Unemployed: 27% Unknown: 0%

COSTS

TO PARENTS:

None

TO PROGRAM:

Information not available until second case study

ESTIMATED FUNDING:

HEW: \$110,000
In-Kind: 11,140
Total: \$111,140

FOR FURTHER INFORMATION,
CONTACT:

Ms. Jo Ann Braddy
Home Start/Head Start Director
Box 238, 103-1/2 Locust Street
Dardanelle, Arkansas 72834
(501) 229-4655

MAY 1972

A drive to the Home Start Center in Dardanelle from Little Rock provides a glimpse of the vastness of that part of the country, its magnificence and rural beauty. The wide open spaces and the few scattered towns do not begin to reflect, however, the rural isolation that is experienced by a large segment of the population who live in the 3,560 square-mile area surrounding Dardanelle. The immediate scene does not begin to portray the stark poverty that is found in this region, the implications of total lack of public transportation outside of Little Rock, and the resulting inaccessibility of care for the pre-school child, the sick, the poorly-housed, and the malnourished. Home Start funding has enabled the Arkansas River Valley Action Council (ARVAC) to "reach out" to these isolated families.

Outreach efforts by the Home Visitors were often met with hesitation, however. Some families were reluctant to enroll, a reticence which is characteristic of that part of the country. The area is mostly populated by Anglo-Saxon families who have grown up with a tradition of self-sufficiency and a deeply religious faith which precludes a quest for "more and better" things. Families do not actively seek assistance and are suspicious when help is offered. They have lost faith in government programs--in the promises that were made and often not kept.

It is in this setting that Home Start services are being provided to 70 families¹. They are being served out of seven small offices which are located in county court houses, and Community Service or Head Start Centers in five counties (Scott, Franklin, Johnson, Pope, and Perry).

¹ Although the actual family involvement at the time of the site visit was 70, full information was available for only 64 families. Therefore, only these 64 are reflected in the Demographic Tables in Section I of the Interim Report.

Some of the offices are bright and sunny; others are tucked into basements without phone service. All space has been donated.

These offices are used by the Home Visitors to prepare educational materials for their visits and to make referrals on behalf of their families. However, most of their time is spent traveling from home to home on roads which are often narrow and winding and difficult to travel.

Home Visitors meet with each family twice a week. During the first visit the weekly lesson plan and new educational materials are introduced; the second visit allows the Home Visitor to review the assignments that were left with the mother. All assignments are specifically geared to increase positive parent/child interaction and to encourage the mother to give each child individual attention. The weekly lesson plans outline, in detail, the educational activities which should be undertaken during the home visits. While Home Visitors follow these lesson plans carefully, each home visit is quite different in character and geared to meet the individual needs of the child.

The lesson plans are developed by Marie Mowery, the Family Education Specialist, and Linda Reasoner, the Assistant Director for Home Start, who both operate out of the Dardanelle office, which is rather cluttered and small. Other central Home Start staff provide input into these weekly lesson plans--Peggy Powers, the Child Development Specialist; Dawn Gardner, the Medical Specialist; Sandra Moudy, the Nutritionist; and Ruth Kendrick, the VISTA Nurse. A Speech and Language Development Specialist will be added to the staff in the near future to work directly with the children in the home. All staff members have specific program planning and operations responsibilities.

Home Start is under the able direction of Jo Ann Braddy, a dynamic, somewhat shy, woman in her early-forties who had an excellent rapport with her staff. Jo Ann has been with the CAP Agency since 1965, and presently is in charge of the entire Child Development Program. Home Start and Head Start are under one roof, and it is Jo Ann's responsibility

to see to it that the program and planning aspects of the both programs are fully coordinated and integrated.

Central staff and the two Home Visitor Supervisors, Winona Vaughan and Ruby Sanders, frequently accompany Home Visitors to the homes to observe interaction between Visitor and child, to assess family needs, and to assist the Home Visitor in dealing with special problems. They also are instrumental in suggesting educational materials which could be used in order to achieve the objectives and goals of the weekly lesson plans. Home Visitors use a wide range of materials, books, construction paper and crayons, games and puzzles and booklets for the mother to read. Some of the materials that are used in the home are "live", such as the turtle which Laverne Beaty, one of the seven Home Visitors², brought to the home of three-year-old Mae to show her that the turtle's home is a shell. In May, Home Visitors talked with the children about all the different types of homes, to make the child more aware of his own environment. The children heard stories about barns, chicken coops, tents, apartments, birds nests and houseboats and learned to identify them. Home Visitors introduced colors and shapes and asked the children to make pictures of homes on the flannel board or to do paste-ups on construction paper.

All of the children who are enrolled in Home Start are excited about Home Start, meet the Home Visitor with great eagerness, and help her unload the car. Four-year-old Kevin can't wait to tell Claudine Shuffield, the Home Visitor in Dover, and her Supervisor, Winona Vaughan, about the fox that killed one of the chicks and his three new kittens. After a brief walk in the yard, watching and admiring, the Home Start staff goes into the home. Kevin and Robert, both Home Start children, bring out the box they decorated, in which they keep extra paper, crayons, scissors and glue. Robert proudly shows Claudine the paste-up he did depicting his family. "This is my father...", and he points to a picture of a pilot. "...and here is me and there is the baby." During the previous visit, Claudine talked with the children about

²An eighth Home Visitor was hired in June.

members of the family. She brings out a stack of children's books and asks one of the children to select a story to be read. Each child gets a chance to tell a story with pictures on the flannel board. Kevin selects the story of the Three Little Bears. The look on his face is serious; he waits impatiently for the other children to quiet down so that he can tell his story.

Before leaving the home, Claudine talks with the mother about assignments with the children, the upcoming visit of the VISTA Nurse to establish a health record on the children, and the group meetings.

The degree of participation in the home visit by the mother varies. Some quietly watch the Home Visitor and the activities she undertakes; others help to encourage the children. Mothers smile proudly when their children learn to count to ten without difficulty or learn to recognize the colors and shapes that were introduced earlier in the week. Parents are enthused about the Program and hope it will give children a "head start" in life and help them meet their many needs. Meeting these needs has required persistent efforts on the part of staff, sensitivity to the problems and traditions of the poor, and an ability to provide quality care.

I. START-UP

Community

Dardanelle, population 3000, and incorporated in 1847, is some 70 miles from Little Rock. Dardanelle is the home of the Arkansas River Valley Action Council, Inc. (ARVAC) Home Start which is situated on the left bank of the Arkansas River, with the Ozark Plateau on the North and the Ouachita Mountains on the South.

Home Start provides services to families in five counties surrounding Dardanelle (Pope, Scott, Johnson, Perry and Franklin), covering an area of 3,560 square miles. Yell County, in which Dardanelle is located, is not being served by Home Start because child care needs of the families are more adequately met by Head Start in Yell County than in other counties.

The economy in the Ozarks is mostly agricultural or agriculturally related. Farming (poultry, beef cattle, timber, cotton, soybeans, and grain) is the livelihood of most of the people living in this area. There is also some industry around and the number of industrial plants has been increasing over the past seven years. Morton Frozen Foods, Firestone Tire Co., and Dow Chemical recently moved into the area. In addition, the Arkansas Power and Light Company has a nuclear generating plant under construction.

The rapid expansion of the area in the past seven years is largely the result of the construction of a dam in the Arkansas River. This project has attracted industry to the area and generated more jobs for skilled workers. For the first time, salaries have climbed to the minimum

wage level, increasing the per capita income. Unemployment has declined from 7.1% at the end of 1971 to below the 1972 national average of 6%.

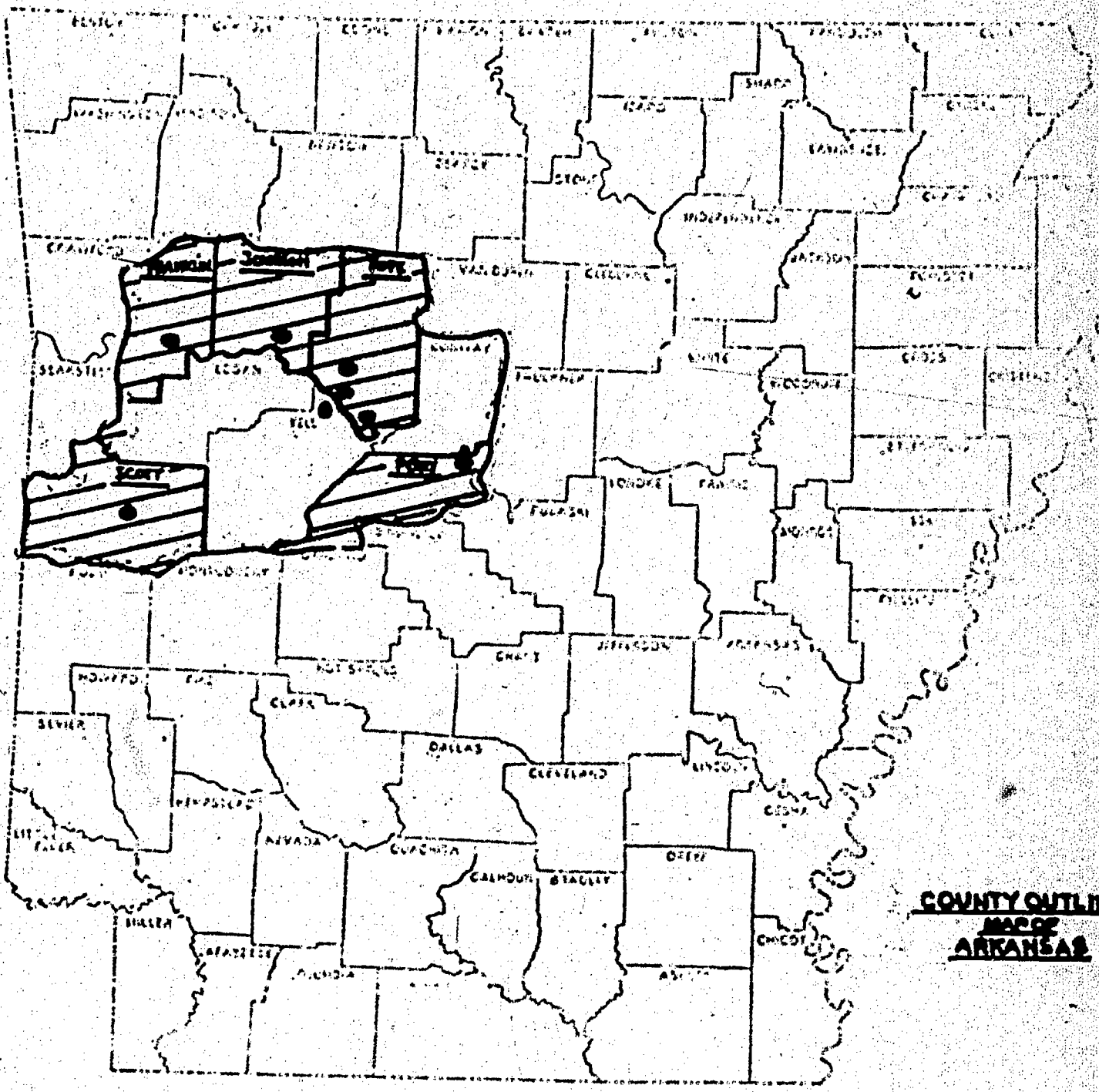
West Central Arkansas is predominately Anglo, with only a 4.5% Black population. There are also a few American Indian families. Some counties, such as Scott for example, have minority populations of less than one percent. Social services are largely available at the county seat, some 30 to 60 miles from the homes of some low-income families who live throughout the Arkansas River Valley. A number of families live in extreme poverty under housing conditions which are substandard in many cases. Most families have to grow their own vegetables and raise poultry and hogs to supplement their incomes.

Transportation is a critical problem in this region. Outside of the city of Little Rock, public transportation is non-existent and has resulted in great isolation of families, especially those who reside outside of the small communities and do not own a vehicle. People hitch rides from neighbors and strangers, and school children often walk miles from the school bus stop over the dirt roads which lead up to their homes.

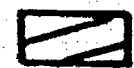
As a result of this lack of transportation, a number of families have never been to a doctor or dentist; their health is poor, their teeth decayed. There is a critical shortage of doctors and dentists in the area. Some counties have only one. Other families are unable to enlist the services of county social service agencies and local CAP offices. There seems to be good cooperation between the various agencies in each county--the Welfare Department, the Public Health Nurses and local CAP personnel.

History

The Home Start Program is a part of the Arkansas River Valley Action



**COUNTY OUTLINE
MAP OF
ARKANSAS**



AREA SERVED BY HOME START

HOME START OFFICES

Council (ARVAC) the CAP agency which serves eight counties: Franklin, Johnson, Pope, Logan, Scott, Yell, Conway and Perry. ARVAC was established in 1965 by Development Councils in these counties in order to coordinate and plan economic development on a regional basis. From its inception, the CAP agency has worked closely with other community agencies in the amelioration of problems of the poor. They have emphasized the need for full coordination and utilization of existing resources.

Also in 1965, Head Start was initiated in the eight-county area. Head Start began operating 12 full-year Centers, serving 265 children, and sponsored a summer Head Start Program with 36 school districts providing services to 1200 children.

ARVAC, in the same year, obtained a grant from OEO to operate a Home Management Program designed to help families in the home to meet social, nutritional, health, and occupational needs. The emphasis was not on the pre-school child, however, but rather was geared toward teaching the mothers basic home management skills. JoAnn Braddy, currently Director of the Child Development Program for ARVAC (Home and Head Start) was in charge. When funds were cut by OEO in 1967, the Home Management Program became a community service-type organization, providing services in a center setting rather than in the home. In addition, the Home Management Aides could no longer be utilized, since emphasis shifted to more specialized services.

The Home Start proposal was prepared by the Child Development Program of ARVAC with the cooperation of the Manpower, Community Development, Housing and Mental Health Divisions of the CAP agency. The Home Start Program is able to reach out to families to whom no Head Start has been possible as a result of transportation problems and provides some of the home management-type services that were provided to the poor during 1966 and 1967.

Recruitment of Families

Last year ARVAC conducted an in-depth survey of the eight-county area to determine the needs of the poor. This study identified a number of low-income families who would be eligible for Home Start by Public Service Aides and Community Development Specialists; some through the local welfare department, the public schools, and the public health nurses.

These referrals were followed-up by a home visit during the first week of March. These visits were used to explain the Program, to enlist parent interest, and to obtain needed information. Each visit was discussed in detail with the Home Visitor Supervisor to determine whether the family met eligibility requirements. All applications were reviewed by the entire Home Start staff on March 13, 1972, when the families were selected.

Local Home Start Offices are located in each of five counties and each serves 10 families. Pope County has three offices serving 30 families from the towns of Dover, Russellville, and Atkins. Another 10 families will be recruited in the northwestern section of Scott County as soon as an additional Home Visitor has been recruited (see footnote 2, page v).

Minority participation in Home Start is limited; only 9% of the families enrolled are Black and 2% have mixed ethnicity. All of the Black families that have been recruited are located in the Russellville and Atkins areas, some of which are being served by a Black Home Visitor.

While the economy in the Ozarks is mostly agricultural, only 3% of the Home Start families are receiving income from farm occupations. The majority are employed in local factories, food processing plants, etc. Twenty-four percent of the fathers and 94% of the mothers are unemployed. Incomes of Home Start families are low; 22% make less than \$2000 a year. Only a very small portion are receiving aid, however--9.4% are on welfare,

14% receive food stamps, and 3% are on Medicaid.

Most live in single family homes, but housing conditions usually are substandard. A number of homes have no plumbing, running water, or heat. Home furnishings are poor, often broken or torn. People do not seem to mind so much as long as they have the essentials to survive.

Presently there are 70 families enrolled in the Program with 86 three-to-five-year-olds and 43 zero-to-three-year-olds. Of these 85.9% are complete, and 98% of the children are with their natural mother.

Six of the mothers enrolled in the program have only completed six years of schooling, one mother received no schooling at all. Only 23% of the families have completed high school.

Staff Recruitment

All central Home Start staff, except the Family Education Specialist and the VISTA Nurse, were working with Head Start on a full-time basis prior to Home Start funding. All serve Home Start on a part-time basis. The Family Education Specialist was recruited through a newspaper ad. Three candidates for this position were then recommended to the Head Start Policy Council for action.

The two Home Visitor Supervisors also are serving both programs; each directs a Child Development Center (Head Start) on a part-time basis, one in Bates (Scott County) and one in Dover (Pope). They were recruited through the ARVAC Career Development Program.

Home Visitors were recruited from existing programs sponsored by ARVAC, Inc. Preference was given to staff from Head Start and OEO Community Action Programs such as Parent Coordinators and Social Service Aides. A number of the Visitors worked as aides in the Home Management Program in 1966-67 and later became Parent Coordinators. Their experience in both

child development and work in the home with families made them unique candidates for these positions. All of the Home Visitors have raised families, but none currently have pre-school children.

Staff was recruited in January and was on loan to Home Start from other community programs until Home Start became available on March 15.

Qualifications for each of the Home Start staff positions can be found in Appendix A--Job descriptions.

Training

The month of February, 1972 was devoted entirely to intensive pre-service training for Home Visitors and other staff members. There were lectures and discussions on Home Start goals and objectives, the role of the Home Visitor, techniques to assess the needs of families, ways of dealing with confidential information, record keeping, the identification of health problems, etc. The training was provided by the Home Start central staff.

In addition, there was considerable field training at local Head Start Centers to give Home Visitors an opportunity to observe teacher-child interaction, language development work with children, and the use of manipulative toys, water play, and flannel boards. Home Visitors taught or led story hours with children, sang songs with them, finger painted, made play dough and clay. They read books and articles such as "Helping the Child to Listen and Talk" and "What to Expect of 3,4,5 Year Olds." They attended Head Start Center Committee and Parent Organization Meetings, learned to work with tape recorders. Staff listened, observed, talked and learned a lot.

A more complete outline of the pre-service training activities is included in the Appendix.

In January of 1972, four of the Home Start staff members--the Assistant

Director for Home Start, the Child Development Specialist and the two Home Visitor Supervisors--visited the home-based program in Parkersburg, West Virginia, to see a home-based program in operation.

In-service training will be conducted on a monthly basis and will be part of training activities which are planned for Head Start. Since it is not always possible for Home Visitors to attend these training sessions, their Supervisors will participate on their behalf and train Home Visitors in regional workshops. Special training sessions will be conducted for Home Start staff to address specific problems the Home Visitors are encountering with their enrolled families by Home Start staff and consultants from local universities and the Regional Training Office.

In May, Home Start staff attended a training session on movement and motor development which was conducted by Ms. Joann Walley, Assistant Regional Training Officer. June training will focus on art and music. Arrangements were made for staff to also participate in a workshop entitled "Healthy, That's Me" at the Jonesboro Branch of Arkansas State University.

II. PROGRAM -- WHO, WHAT, HOW

Goals and Objectives

The overall goals of ARVAC, Inc. Home Start, as stated in the proposal, are as follows:

- Involve the parents directly in the educational development of their children.
- Strengthen parents in their capacity for facilitating the general development of their own children.
- Assist families in assessing health and nutritional needs of their families and to make plans for meeting these needs.
- Plan with the family in recognizing the psychological, social and behavioral needs and and to develop plans for meeting those needs.

Specific goals the Home Visitors would like to achieve with their families over a period of one year are:

- To improve the mother's self-concept and to make her feel more important and instrumental in the development of the child.
- To recognize the need to spend time with each child and to become actively involved in his development.
- To assist the shy and reserved child, build his confidence, and help him to express himself more freely.

- To make parents more aware of health problems and their responsibility in terms of obtaining care for the family.

The central Home Start staff who share responsibility for program planning are much more detailed in specifying goals than the Home Visitors (See Appendix). A summary of these goals follows as part of a description of the various program components and how they are presently being operated.

Health

Goals to be achieved in terms of medical and dental care include:

- The identification of health problems: This is primarily the responsibility of the VISTA Nurse who works in consultation with the Medical Specialist who is a Registered Nurse. The nurse visits each of the families to establish a health record on each of the Home Start Children. She weighs and measures the child, makes a preliminary assessment of the child's general health and the condition of their teeth, and obtains information from the mother regarding immunizations the child has received. Approximately three-fourths of these records have already been established. The child must be immunized and have a health record before physicals will be given to the children.

Arrangements are presently being made to have local doctors and dentists agree to provide check-ups and follow-up services to the Home Start children at a reduced fee basis. In some instances, physicals will not be within the reach of the Home Start families since there is a tremendous shortage of doctors in some of the counties. The waiting lists are often extremely long.

Two one-day clinics have been scheduled for Home Start children

to receive vision and hearing tests at the Head Start Centers in Dover and Clarksville. Since only 25 children can be tested per day, it will be necessary to make arrangements with the Public Health Nurse from Little Rock to hold two additional clinics.

There are a few scattered child-health conferences which are operated by local health departments. These clinics are equipped to immunize and test children, but the shortage of facilities and manpower make it impossible to give a child a physical examination. Clinics are overloaded and transportation to them is a critical problem for most families.

- To assist families in obtaining medical care to correct problems and to make them aware of health services agencies within the community This is primarily the responsibility of the VISTA Nurse and the Home Visitors. All are acquainted with existing resources within their community. While the list of agencies to which referrals can be made is quite lengthy it should be noted that not all these services are available in each county. Families often must travel 50 to 60 miles to obtain specialized care. The shortage of medical personnel is critical in West Central Arkansas. The Nurse and Home Visitors make referrals to a team of nine public Health Nurses in the five-county area, all of whom have received a special six-week orientation session to help them deal with the problems of the poor. The Nurses make visits to the home to work with the handicapped and children who have special problems.

The Public Health Nurses make referrals to the Family Planning Clinics, the Crippled Children's Clinic, the Arkansas School for the Deaf and Blind, the State Vocational Rehabilitation Department, chest clinics, the Hearing and Speech Center,

the University of Arkansas Medical Center, the Child Development Clinic and other special clinics at the Arkansas Children's Hospital.

Referrals are also made to private doctors and dentists who have agreed to work with Home Start children on a no-fee or reduced-fee basis. Referrals have been minimal to date. One child and a number of mothers were referred to Family Planning Clinics.

Home Visitors also assist the family in becoming aware of resources that are available in the community.

- To introduce good health habits and dental care Home visitors and the VISTA Nurse will work with the mother and the child to discuss the importance of good health habits and dental care. Some of the group meetings will focus as health-related topics, such as the need for cleanliness.
- To acquaint other agencies with the problems of the poor and to help them achieve better health services.

Nutrition

Tied into the health activities is the Nutrition Component of Home Start. Most of the activities in the area of nutrition are still in planning stages, however. Most Home Visitors have introduced some booklets on nutrition to the mother and read books to the children dealing with different types of food. Home Visitors also are working with a list of symptoms which characterize the malnourished child.

The primary goal of this Program Component is:

- To assess the nutritional needs of each family member and to help the homemaker to identify special needs.

The Home Start/Head Start Nutritionist will accompany the Visitors to the homes of each enrolled family to evaluate their needs and to become acquainted with the food habits of the family. This will enable her to identify special problems and to determine the need for the Nutritionist, or a Homemaker Aide from the Agricultural Extension Service, to work with the mother in the home.

Other goals are:

- To teach the homemaker to prepare menus using the Basic Four Food Groups.
- To assist the homemaker in planning and preparing nutritious, low cost, appetizing meals.
- To provide consumer information and plan shopping trips and help the homemaker make the best use of food money.
- To help parents plan vegetable gardens.
- To talk about hazards in the home and safety precautions that help prevent accidents.

Achievement of the goals will be primarily through literature on nutrition which will be shared with the mothers. Some of the mothers will be unable to use any of the recipes, however, as a result of their inability to read. The Nutritionist and/or Home Visitors may have to assist these mothers directly in the home.

Use will be made of existing resources--the Agricultural Extension Service which provides information on planning meals on low incomes, suggestions for gardening, freezing and canning foods, and the ARVAC Emergency Food Program which provides help when food is needed and the Welfare Food Stamp Program.

In addition, group meetings may be used to make mothers more aware of the need to plan nutritious meals. Some of this is already going

on. One of the group meetings based their discussions on the film, "Jenny is a Good Thing." This prompted a mother to tell her group about the cabbage she is growing and suggestions on how to make kraut.

Psychological and Social Services

Goals for this Program Component are to:

- Establish a sound rapport with parents and to gain their confidence.
- Make parents aware of existing resources and to assist them to use these independently.
- Identify pertinent developmental problems of family members and see to it that they are referred to appropriate agencies.
- To help build a strong self-concept in the mother and the child and to make the child realize his worth as an individual.

Home Visitors will be very instrumental in the achievement of these goals through weekly visits with the families. Group meetings also will be helpful to the mother in improving her self-concept. Home Visitors may consult with staff at the ARVAC-sponsored Mental Health Clinic in Russellville if they are in need of assistance in dealing with special problems.

Psychological services available through the Russellville Clinic include diagnostic evaluation, counseling, family therapy and case work. The Clinic is only providing services to families in Pope and Perry Counties. The other three counties are served by clinics in Morrilton and Fort Smith, approximately 50 to 60 miles from Dardanelle.

Mental Health Hospitals are non-existent outside of Little Rock.

Referrals are made to the Department of Social and Rehabilitative Services, the Department of Health, and various programs which are

sponsored by the CAP Agency, such as their manpower, employment counseling and placement, housing and emergency food and medical programs.

Education

The educational activities for both the parent and the child constitute the most important component of the ARVAC Home Start program. They are designed to involve the parents directly in the development of the child and to create an environment which is stimulating and conducive to growth.

Primary responsibility for the Educational Component of the Program is with the Home Visitors who visit each family twice each week. The first visit is used to introduce new subject matter and educational materials. The mothers are present during these visits. They observe visitor/child interaction or directly participate in the educational activities. Assignments are left with the mother at the conclusion of the first visit, and are then reviewed by the Home Visitor during the subsequent visit. All activities are designed to encourage the mother to give individual attention to each child.

Activities for the children are planned around various topics. Home Visitors have talked with the children about homes, the make-up of the family, different types of food that people and animals eat, etc. In June, they will teach the children about parts of the body, to make the child aware of his own physical capabilities and to discuss with the mother the need for large and small muscle development. Other activities which are planned are designed to teach the child the concepts of "alike and different".

The Home Visitors use a wide range of teaching materials in the home which are ordered by the Child Development Specialist--supplies of construction paper, finger paint, children's books, scissors for each child, puzzles and manipulative toys. Other educational materials are prepared by the Home Visitors such as flannel board stories, paste-ups of different kinds of homes, colored shapes which the children may use

in the home to make pictures with, etc. They spend quite a bit of time preparing for the visits and often enlist the assistance of volunteers in this activity.

In addition, the two Home Visitor Supervisors maintain a lending library for toys, books, and other educational materials at the local Child Development Center. Since these two centers are fifty miles away from the local Home Start office, Home Visitors frequently borrow materials from Head Start Centers in their community.

During the first home visits, children were given a simple test to determine their abilities in terms of using scissors, tracing outlines, counting, etc. The test produced a checklist of ability levels which has been extremely helpful in individualizing the curriculum. At the conclusion of each two-month period, the children will be similarly tested to determine progress and problem areas which need special attention. These progress sheets are reviewed by the Supervisors and the Central staff who will recommend activities which address themselves to these problems.

The goals for the Educational Component of Home Start are many (See Appendix). Emphasis is placed on the total child, and helping each child in the development of visual, auditory and cognitive skills and in assisting parents to meet the child's social, emotional physical and educational needs.

III. HEAD START

Program and Staff

Head Start has been in West Central Arkansas since 1965. It started with 12 full-year centers serving 265 children and one Summer Head Start Program which was operated by 36 school districts. Since that time, the number of Head Start Centers has increased from 12 to 21; at present, approximately 600 children are being served. This is only 23.7% of all children who are eligible for Head Start.

The Centers in which Head Start Programs are operated differ from community to community--some are new, others are converted homes or school buildings. Head Start staff work long hours; most Centers are open from 8 to 9-1/2 hours per day on the average. Their day often starts as early as 7:00 a.m.

For research purposes, Head Start received permission from the Office of Child Development last year to serve a greater percentage of families with incomes above the poverty level (an SES mix of 75% - 25% as opposed to the 90% - 10% ratio for regular centers). Twelve Head Start Centers participated in this experiment, and research results published by the State College of Arkansas indicate that the 75% - 25% ratio is beneficial in terms of fostering adult and peer interaction.

Similarities and Differences

Minority participation in Head Start is slightly higher than it is in Home Start; 15% as opposed to 9% for Home Start. This is due to the fact that

few Black families live in the outlying areas where Home Start outreach activities have concentrated.

Resources Shared

Head Start and Home Start are operated under one roof, and are completely integrated. The Director, Ms. Jo Ann Braddy, serves both programs. All other central staff, with the exception of the VISTA Nurse and the Secretary, are shared, but paid for the most part out of the Head Start budget. In addition, two of the Child Development Center Directors serve Home Start in the capacity of Home Visitor Supervisor. Their Centers have become lending libraries for the visitors,--for books, supplies, and games.

Policy for both programs is set by the Head Start Policy Council which will become the Head Start/Home Start Policy Council in the near future (See Section IV--Policy Making).

IV. ORGANIZATION

Policy Making

Policy for ARVAC Inc., Home Start is set by the Policy Council whose Executive Committee meets monthly. The Council is presently made up of 16 Head Start parents, 8 Home Start Parents and 8 community representatives. Home Start Council members are drawn from each group of 10 families who have formed their own local Home Start Policy Committees, with one Chairman, a Vice-Chairman and a Secretary. The Director of Head Start/Home Start serves as a liaison to the Policy Council and keeps the Executive Director of the CAP Agency informed so that he, in turn, can report to the ARVAC Corporate Board of Directors.

Policy is made in compliance with the Head Start Policy Manual. Day-to-day operational decisions are made by the Director and the Assistant Director for Home Start, and then are discussed with the entire Home Start staff at their weekly Friday afternoon meetings. Copies of all correspondence are forwarded to the Director of Program Operations, the Executive Director and other relevant personnel within the CAP Agency to keep them informed.

• Specific areas within the project are administered as follows:

- Program Planning--Program planning is the principal responsibility of the Director of Head Start/Home Start and the Assistant Director for Home Start. However, other staff members at the Dardanelle office also participate in these planning activities.

ORGANIZATION LINE OF AUTHORITY
HOME START
ARVAC, INCORPORATED

EXECUTIVE DIRECTOR
ARVAC, INCORPORATED
BOB ADKINSON
OEO, CAP

DIRECTOR OF
PROGRAM OPERATIONS
ELTON TONEY
OEO, CAP

HEAD START-HOME START DIRECTOR
JO-ANN BRADY
HEAD START

SECRETARY
JANICE PARSLEY

FAMILY
EDUCATIONAL
SPECIALIST
HOME START
MARIE MOWERY

MEDICAL
SPECIALIST
HEAD START
DAWN GARDENER, R.N.

NUTRITIONIST
HEAD START
SANDRA MOUDY

CHILD DEVELOPMENT
SPECIALIST
HEAD START
PEGGY POWERS

VISTA NURSE
RUTH KENDRICK,
R.N.

ASSISTANT DIRECTOR FOR
HOME START AND SOCIAL
SERVICE COORDINATOR
HEAD START - LINDA REASONER

SUPERVISOR
HOME START
RUBY SANDERS

SUPERVISOR
HOME START
WINONA VAUGHAN

HOME START
VISITOR
CLAUDINE SHUFFIELD
DOVER

HOME START
VISITOR
EULILA LANDRUM
RUSSELLVILLE

HOME START
VISITOR
LOIS KEENER
ATKINS

HOME START
VISITOR
LOUISE CHARTON
PERRYVILLE

HOME START
VISITOR
LAVERNE BEATY
WALDRON

HOME START
VISITOR
MARCELLA GAINES
OZARK

HOME START
VISITOR
BONNIE KING
CLARKSVILLE

HOME START
VISITOR
(NOT HIRED)

- Budgeting--Responsibility for budgeting lies with the Head Start-Home Start staff. The comptroller for ARVAC Inc. is responsible for bookkeeping and provides guidance to staff in insuring that the program is operated within OEO-HEW guidelines.
- Staffing--Recruitment of new staff has been the responsibility of the Director and the Assistant Director. All hiring is done through the ARVAC Personnel Department and approved by the Head Start Policy Council.
- Operations and Coordinating-- The Director is responsible for program operations and coordination. She is specifically charged with the task of integrating the Head Start and Home Start Programs. The Assistant Director for Home Start sees to day-to-day operations to insure that services provided by the staff are coordinated.

The Head Start Policy Council, the ARVAC Corporate Board of Directors, the ARVAC Staff and Home Start Staff work cooperatively in arriving at policy and at making the Program work.

Staff Organization

The central staff of ARVAC Inc. Home Start consists of seven part-time professionals and one Secretary. The educational requirements for the central staff are quite high; the Director holds a B.S. in Home Economics and an M.E. Five central staff members hold B.S. degrees and one staff member holds a B.A. degree. In addition, one staff person has an LPN and one an R.N. Supervisory responsibility for all central staff lies with the Director, who evaluates performance of the Assistant Director for Home Start, the Family Education Specialist, the Child Development Specialist, the Nutritionist, the Medical Specialist, the VISTA Nurse, and the Secretary.

Staff duties are specialized, but their activities are carefully coordinated. Below is a brief description of the responsibilities of each of the central staff members:

- Director for Head Start/Home Start--responsible for overall coordination of the two programs and supervision of central staff.

- Assistant Director for Home Start and Social Services Coordinator--assists the Director in program coordination, supervises the two Home Visitor Supervisors and does all the planning for the social services aspect of the Head Start/Home Start Programs. In addition, she works with the Family Education Specialist in the preparation of monthly units for the home visits.
- Family Education Specialist--is in charge of the Educational Program for families and the children. She also is active in assessing individual child and family needs and provides assistance to the Home Visitors in dealing with special problems.
- Child Development Specialist--is serving as a consultant to Home Start in planning the educational units. In addition, she orders supplies for the Home Visitors as well as for Head Start.
- Speech and Language Development Specialist--who was recruited after June 1, 1972. (See job description in Appendix).
- Nutritionist--provides input into the lesson plan on nutrition and consumer education. In addition, she will start making home visits in the near future.
- Medical Specialist--is serving in a consultant role to the VISTA Nurse.
- VISTA Nurse--responsible for the Health Component of the Home Start Program. She provides input into the monthly units and visits the families to establish health records and to assess their needs. In addition, she is in charge of coordinating health services in the various communities to which referrals could be made.

ARVAC INC.; HOME START

STAFF POSITIONS

OVERALL STAFF PROFILE

Total Staff: 18

Staff Paid by Home Start (11)

- Family Education Specialist (PT)
- 2 Home Visitor Supervisors (FT)
- 7 Home Visitors (FT)
- 1 Secretary (FT)

Staff Paid by Head Start (6)

- Director of Head Start/Home Start (PT)
- Assistant Director of Home Start (PT)
- Child Development Specialist (PT)
- Medical Specialist (PT)
- Nutritionist (PT)

In-Kind Staff (1)

VISTA Nurse

Education:

M.S. 1
B.S. 5
B.A. 1

Sex:

Male 0
Female 18

Ethnicity:

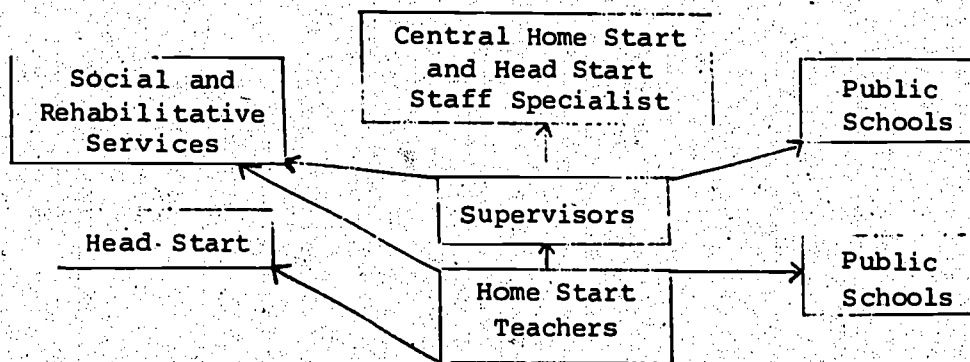
Anglo 17
Black 1

The Assistant Director for Home Start has supervisory responsibility for the two Home Visitor Supervisors. The Supervisors work closely with the Home Visitors, and frequently accompany them on home visits to observe their work in the home and to make suggestions for dealing with specific problems. Both Supervisors are presently taking courses at Arkansas State University, Beebe Branch, toward an Associate Arts Degree in Early Childhood. Most of the Home Visitors are paraprofessionals who have been involved in Head Start and/or OEO Community Action Programs. Complete job description qualifications can be found in Appendix.

Staff Training and Development

See "Start-Up", Chapter I, and the Appendix for a detailed outline of training activities.

Home Start will be part of the ARVAC Career Development Program. Opportunities for upward mobility for Home Start staff, as stated in the proposal, are as follows:



Staff Meetings and Records

The entire Home Start staff meets every Friday afternoon at the Central Office in Dardanelle. These meetings will be used for in-service training or to address specific problems. Very little time is spent on administrative

details, such as records, reimbursement of expenses, etc. These operations seem to run smoothly, however. Staff meetings are primarily used to introduce and discuss the weekly lesson plans. Home Visitors and Supervisors concentrate on teaching methods and resources to be used in order to achieve the weekly goals and objectives.

For the enrollment of families, Home Visitors completed a Head Start Intake Form on each family, copies of which are kept at the central office in Dardanelle. Records are also kept on out-of-pocket expenses, mileage, use of volunteers and referrals, in addition to the evaluation form which was completed on each child (see Chapter II, Program). The Home Visitor notes down her observations after each visit which are reviewed weekly with the Supervisor.

V. RESOURCES

As with most Federally-funded programs, Home Start Grantees are required to contribute local matching funds or in-kind contributions. The requirement for Home Start is that these local funds equal at least 10% of the total program budget.

The donated space for the seven Home Start offices will constitute a major portion of the in-kind contributions. Home Start also will utilize volunteers in a variety of ways. They have already been used to assist Home Visitors in the preparation of educational materials for the home visits. Their assistance may also be enlisted for the group meetings, to transport parents to the meeting place, baby-sit for the children, or go along with the Home Visitor to work with older children who are out of school for the summer.

In addition, Home Start is receiving the services of a number of professionals from local universities who, from time to time, consult with Home Start staff or conduct special training sessions.

As was noted in the "Program" section of this report, Home Start will be working closely with existing community resources who will provide a wide range of services to Home Start families.

A complete cost benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

In May of 1972, ARVAC Inc. Home Start is in full operation. Seventy of the families have been recruited and have received Home Start services since the beginning of May. Visitors have already established a relationship of "trust" with the families, and the children look forward with great eagerness to the next visit.

All staff have been hired, with the exception of an eighth Home Visitor and a Speech Pathologist who will provide services in the home to children with special problems. All have had extensive experience in working with children, and have received intensive pre-service training. The staff is energetic and enthusiastic about the Program. It provides a very needed service to families who live in rural isolation.

ARVAC Home Start Inc. is unique in this area, both because of its makeup and its ability to "reach out" to low-income families, who often live miles away from the nearest community. Their problems and needs are many, and community resources are scarce and sometimes completely inaccessible to the families because of total lack of public transportation. To meet these needs, Home Start is providing a number of specialized services directly in the home--the health assessments of the VISTA Nurse, the visit by the Nutritionist to help families plan nutritious meals, etc.

However, the central focus is the child--the "total child"--and the Program is designed to meet his social, physical, psychological and educational needs.

VII. APPENDIX

- Job Descriptions
- Pre-Service Training Outline
- Goal Statement

Job Descriptions

JOB DESCRIPTION

JOB TITLE: Head Start-Child Development
and Home Start Director

SALARY RANGE:

CLASSIFICATION:

STATEMENT OF THE JOB

Under the over-all supervision of the Director of Program Operations, responsible for implementing the ARVAC Head Start-Child Development and Home Start programs. Supervises the Central Head Start and Home Start team, and gives guidance to entire Head Start-Child Development and Home Start Programs.

DUTIES OF JOB

1. The Child Development Director is responsible for interpreting the Head Start Manual of Policies and Instructions, and the Federal Inter-Agency Guidelines for Child Development Programs as applicable to the ARVAC Child Development.
2. Responsible for interpreting Home Start Guidelines and instructions as applicable to ARVAC's Home Start Program.
3. Responsible for over-all operation of the Home Start program and totally integrating Home Start with the Head Start program.
4. Responsible for recommending to the Director for Program Operations methods of coordinating, program evaluation, and career development training for the ARVAC Head Start-Home Start program. Responsible for implementation after procedures are established.
5. Responsible for performing on-site inspections of Head Start and Home Start programs.
6. Responsible for assisting and advising the Head Start-Child Development staff on technical assistance needed for Head Start-Home Start program.
7. Responsible for devising procedures to effectively coordinate career development training objectives in cooperation with the Director of Personnel and the Program Operations Director, according to established OCD Policy directives, Federal Inter-Agency Guidelines and ARVAC.
8. Meets with the Policy Council to explain and clarify policy directives and recommendations for meeting standards for effective operations and meeting HEW established eligibility criteria.
9. Responsible for maintaining files and additional prescribed reporting procedures as required by HEW and Federal Inter-Agency policy directives and memorandums.

Head Start Child Development
and Home Start Director

10. Responsible for reporting discrepancies and/or variations that would be detrimental to the successful operation of the Head Start-Home Start program, and offering suggestions or recommendations to off-set reported discrepancies to correct and improve program quality.
11. In cooperation with the Planning Development Program for ARVAC, is responsible for presenting alternatives to the Policy Council for formation and/or decision making processes concerning Head Start-Home Start.
12. Responsible for furnishing pertinent facts and data for news releases and for performing general over-all public relations concerning the Head Start-Home Start programs.
13. Serves as Career Development and Training Officer. Coordinates this aspect of Head Start-Home Start programs with total agency Career Development and Training Plan.

JOB SPECIFICATIONS

Educational Requirements:	Masters Degree
Experience Requirements:	At least five years of work experience in Program Administration and Supervision.
Training:	General orientation of CEC and HEW programs; specialized training in Child Development and Family Living Programs.
Resourcefulness:	Should have initiative, ability, and know how to motivate groups of people and to stimulate group action.
Responsibilities	Should be able to assume supervisory responsibilities in Family and Child Development Programs and to perform liaison contact with other CAA's and non-CAA programs.
Personal Traits:	Should be able to work with people and have a dedicated interest in community development projects related to all areas of poverty.
Physical Demands:	Good general health and able to work long hours.

JOB DESCRIPTION

JOB TITLE: Secretary

SALARY RANGE:

CLASSIFICATION:

DUTIES OF THE JOB:

1. Record, process, and file reports and records.
2. Assists in analysis of family information sheets.
3. Typing and mimeographing materials to be used in program components.
4. Assumes other general office duties as assigned by receptionist.
5. May be asked to serve as receptionist in the absence of the regular receptionist.

JOB SPECIFICATIONS

Educational Requirements:	At least a high school education with completed courses in typing, filing, and office machines.
Experience Requirements:	Typing, filing, and use of office machines.
Training provided:	General training on office routine.
Resourcefulness:	Ability to assume by own initiative the responsibility of the Child Development office in the absence of the receptionist.
Responsibility:	Assume responsibility for keeping information confidential as to families, and able to carry out duties without close supervision.
Manual Skills Required:	Ability to type and take shorthand at minimum speeds.
Supervision Available:	Receptionist for Director
Physical Demands:	Good general health.
Employee Public Relations:	Represents the agency and HEW among the community and therefore, should understand the Home Start program.

JOB IDENTIFICATION

JOB TITLE: Social Services Specialist
Assistant Head State Director

SALARY RANGE:

CLASSIFICATION:

STATEMENT OF THE JOB

Responsible for supervision of the Head Start-Child Development Program, including local Head Start and Home Start centers, and coordination with community resources available to Head Start and Home Start. Direct supervision of two Head Start Centers. Responsible for supervisors of Home Start.

DUTIES OF JOB

1. Responsible for planning and giving recommendations for implementation of social services aspect of Head Start and Home Start related to both child and family.
2. Responsible for assisting the Head Start Center Committee of each local center in interpreting and carrying out their responsibilities.
3. Responsible for initiating licensing of the local center with the State Department of Welfare and coordinating licensing requirements with the central staff Head Start-Child Development team.
4. Responsible for working with the local centers and communities to meet the non-federal share of the center budget. Responsible for assisting supervisors of Home Start with organization of non-federal share of Home Start budget.
5. Responsible for planning with Head Start Center Committee for yearly programs and parent education groups.
6. Responsible for home visits to Home Start families and on-site monitoring of Home Start program.
7. Assist Directors and Home Start Supervisors in implementing a good volunteer program for each center and Home Start Program.
8. Prepare and submit center evaluation for each visit made in a series of volunteer and parent involvement program to Director of Child Development programs. The evaluation should carry with it recommendations for improvements.
9. Mobilize local resources available in the field of Social Services.
10. Serve as a member of the central Head Start and Home Start team in over-all coordination and planning for Family and Child programs.

11. Assume the responsibility of giving over all direction to the staff in the absence of the Head Start-Home Start Director.

JOB SPECIFICATIONS

Educational Requirements:

At least a Bachelor's degree in social work, sociology, and/or psychology.

Experience Required:

Minimum of three (3) years experience in programs demonstrating commitment to working with poverty families.

Personal Traits:

Must show a concern for the poor and a sympathy with the concepts of the Home Start and Head Start Programs.

JOB DESCRIPTION

JOB TITLE: Home Start Educational Specialist

SALARY RANGE:

CLASSIFICATION:

STATEMENT OF THE JOB

Under the supervision of the Head Start-Home Start Director is responsible for developing and implementing educational programs for family and child.

DUTIES OF THE JOB

1. Responsible for assessment of individual child and family needs as related to education.
2. Is responsible for planning individualized approach to education.
3. Serves as the supervising teacher for the educational component.
4. Responsible for devoting 75% of work time to observation of children and families in Home or Head Start Centers, training of staff in on-site situations.
5. Will spend 25% of time in developing educational materials to be used with parent and child.
6. Serves as a member of the Central staff in over-all planning and coordination of Home Start-Head Start programs.
7. Submits evaluations and reports to Home Start-Head Start Director as deemed necessary for program quality.
8. Maintains certain records on children and family needed to determine program direction.

JOB SPECIFICATIONS

Educational Requirements:

At least a BS degree with training in special education, sociology, and psychology.

Experience Required:

Some work experience in a pre-school program with preference given for experience in a family-child approach.

Training:

In-Service training on OCD programs. Visits to other home-based programs.

Personal Traits:

Must show a concern for the poor. Must have a belief in the objectives of the Home Start Program.

Page 2

Home Start Educational Specialist

Resourcefulness:

Must be a planner, organizer, and a leader. Must be creative and imaginative.

Responsibility:

Must be able to work with personnel in a specialist role. Must be able to plan and organize work for long and short periods of time. Must be able to develop resource materials.

Manual Skills:

Must be able to drive an automobile and travel for extended periods of time.

Supervision Available:

Will be supervised by the Home Start-Head Start Director.

JOB DESCRIPTION

JOB TITLE: Medical Specialist

SALARY RANGE:

CLASSIFICATION:

STATEMENT OF THE JOB

Under the supervision of the Head Start-Child Development Director, is responsible for the planning and giving recommendations for implementation of the Health Program for Head Start and Home Start. Supervises assigned Centers.

DUTIES OF THE JOB

1. Responsible for development of total Health Program for Head Start and Home Start.
2. Responsible for follow-up needed in all areas of health.
3. Assist the Child Development Director in keeping each child's medical and dental records at the local level. At Central office level, keep control sheets, follow-up cards and all medical and dental records of Head Start and Home Start enrollees.
4. Responsible for referrals to: School for the Deaf, School for the Blind, Rehabilitation, Special Education, Mental Health, Medical Center, and Children's Hospital, etc.
5. Responsible for Health Education classes for staff and parents where needed.
6. Responsible for seeing that Health Cards are up-to-date for Center staff and volunteers.
7. Responsible for monitoring safety, fire prevention, and sanitation as it effects the health and well-being of the staff and children.
8. Consult with local doctors, dentists, and public health nurses, and inform them about the program and its purpose. Cooperate with all interested agencies in programming, evaluation, and information.
9. Serve as a member of the Central Staff Head Start-Home Start team in over-all coordination and planning for Family and Child Development Program.
10. Assist Health Review Team in setting up priorities in the use of health funds for medical follow-up.
11. Responsible for assisting in training for Home Start staff in the area of health.

JOB SPECIFICATIONS

Educational Requirements:	Must be a Registered Nurse.
Experience Requirements:	Must have at least five (5) years actual work experience in nursing field. It is preferred that a part of this experience be in Public Health Nursing.
Training:	Seminars.
Personal Traits:	Capable of mobilizing community resources, in health and related areas of work. Must have sympathy with the Head Start and Home Start programs.

JOB DESCRIPTION

JOB TITLE: Nutritionist

SALARY RANGE:

CLASSIFICATION:

STATEMENT OF THE JOB

Under the supervision of the Head Start-Child Development Director, responsible for developing a Nutrition and Food Program, and giving recommendations for implementation of the food and nutrition program for Head Start and Home Start. Directly supervises assigned Centers.

DUTIES OF JOB

1. Responsible for planning of all meals and food supplements for the Head Start Centers according to U.S.D.A. requirements.
2. Provide technical assistance to the cooks in the Head Start-Child Development Centers in the areas of purchasing, preparation, and serving of foods. Also, assists in selection and purchasing of kitchen and housekeeping equipment.
3. Is responsible for coordination of nutrition programs with other agencies such as Public Health, Agricultural Extension Service, and local Home Economics Programs.
4. Develop lesson plans in the areas of nutrition and consumer education. Directs implementation of these plans with parents or parent groups in their home.
5. Prepares and submits evaluation of nutrition program for each visit made in a Center to the Assistant Head Start-Child Development Director, or a visit made to a family home to the Assistant Director for Home Start.
6. Mobilizes local resources available in the field of nutrition and consumer education.
7. Provides at least six (6) staff training sessions in nutrition and consumer education during the year.
8. Serves as a member of the central staff Head Start-Home Start team in over-all coordination and planning for Family and Child Development Programs.
9. Responsible for central purchasing of food for most centers.
10. Responsible for central records for all food programs connected with the centers.
11. Responsible for planning meal and snack service.

12. Responsible for making recommendations and training staff for program service implementation.

14. Responsible for directing training of staff for nutrition component in Home Start.

JOB SPECIFICATIONS

Educational Requirements:

Must have at least a BS Degree in Home Economics.

Experience Requirements:

A minimum of two years in nutrition service. A background in food and institutional management is preferred. Relevant experience as a Home Economics nutritionist in public health or welfare agencies, commercial agencies, hospital dietitian and etc.

Training:

Short course in nutrition as related to Child Development Centers. Consultant assistance and training. In-service training on Head Start and related programs.

Personal Traits:

Must show a concern for the poor and have sympathy with the concepts of the Head Start Home Start programs.

JOB DESCRIPTION

JOB TITLE: Speech and Language Development Specialist

SALARY RANGE:

CLASSIFICATION:

STATEMENT OF THE JOB

Under the supervision of the Head Start-Home Start Director, is responsible for developing and implementing speech and language development program.

DUTIES OF JOB

1. Responsible for developing and implementing system whereby assessment of speech and language development needs can be achieved.
2. Responsible for developing programs to meet needs discovered in assessment phase.
3. Serves as a speech clinician.
4. Spends 75% of time with children, their parents, and program staff in training situations.
5. Spend 25% of time in developing materials and volunteers to work in this program area, and coordination.
6. Maintains records and reports on children and families.
7. Serves as a member of the Central staff in an over-all planning and coordination of program.
8. Submits regular reports to the over-all Director.

JOB SPECIFICATIONS

Education Requirements:

BS in Speech Pathology

Experience Required:

Experience in an early childhood program in the area of speech and language development.

Training:

In-Service training on ODD programs. Must be able to attend to other related programs.

Personal Traits:

Must show a concern for the child and be able to relate to the objectives of the program.

Must be a person of integrity, and a person. Must be creative and imaginative.

Page 2
Speech and Language Development Specialist

Responsibility:

Must be able to work with personnel in a specialist role. Must be able to plan and organize work for long and short periods of time. Must be able to develop resource materials.

Manual Skills:

Must be able to drive an automobile and travel for extended periods of time.

Supervision Available:

Will be supervised by the Home Start-Head Start Director.

JOB DESCRIPTION

JOB TITLE: Supervisor

SALARY RANGE:

CLASSIFICATION:

DUTIES OF JOB

1. Supervises four (4) Home Start Visitors.
2. Responsible for first line coordination with referral or potential referral agencies and services.
3. Responsible for implementation of agency objectives for Home Start Program.
4. Meets weekly and directs planning with Home Start Visitors.
5. Supervise one (1) Child Development Center with a maximum of 25 children.
6. Meets at least once a week with staff of Child Development for program planning.
7. Delegates day-to-day operation of local Child Development Center to the Assistant.
8. Responsible for maintaining or delegating maintenance of all records and reports needed for both programs.
9. Responsible for maintaining educational lending library to be used by Home Start Visitors.
10. Responsible for meeting with parents and parent groups.
11. Responsible for on-site visits to the homes of Home Start families for the purpose of monitoring and/or assistance to Home Start Visitors.

JOB SPECIFICATIONS

Educational Requirements:

Must have participated in at least four (4) semesters of Head Start Supplemental Training.

Experience Required:

Must have at least five (5) years experience as a Head Start Teacher and/or a Community Service Leader with Arvac, Inc.

Training:

I. Head Start Supplemental Training.

2. Monthly In-Service Teaching.

3. Special Workshops for Home Start or Head Start.

Resourcefulness:

Must be a planner, organizer, and a leader. Must be creative and imaginative.

Responsibility:

Must be able to supervise personnel. Must be able to plan and organize work for short or long periods of time. Must be able to handle the responsibility outlined in the work program.

Personal Traits:

Must be able to take supervision, be a listener, adaptable, emotionally stable. Must trust other people and be able to delegate responsibility to other staff.

Manual Skills:

Must be able to drive an automobile. Must be able to organize and file equipment and supplies. Should be mechanically inclined.

Supervision Available:

Will be supervised by the Assistant Director for Home Start.

JOB DESCRIPTION

JOB TITLE: Home Start Visitor

SALARY RANGE:

CLASSIFICATION:

DUTIES OF JOB

1. Meets one-half day weekly with the Supervisor to plan and coordinate Home Start Program.
2. Is responsible for spending a minimum of two (2) hours per week (except for weeks set aside for training and re-assessment) with each individual family enrolled in Home Start.
3. Is responsible for carrying out day-to-day activities of the work program as outlined by grantee agency.
4. Is constantly concerned and works to maintain community support for Home Start.
5. Participates in all training designed for Home Start teachers.
6. Makes family referrals to other agencies and facilitates the referral process.
7. Keeps records of referrals, follow-up of referrals and other family records as deemed necessary for meeting program objectives.
8. Must be available on call by families at night and on weekends.
9. Must participate in occasional group activities of/or for parents.
10. Develops a developmental plan for each family, taking into consideration the individual needs of the family members.
11. Is responsible for assistance from supervisors and other agency personnel in an effort to better serve individual families.

JOB SPECIFICATIONS

Educational Requirements:

Must have participated in Head Start Supplemental Training courses previously offered by ARVAC or other CAP training.

Experience Required:

Must have been employed as a Community Service Aide or Head Start Teacher or Aide with ARVAC, Incorporated, for at least two (2) years.

Training:

1. Head Start Supplemental Training
2. Public Service Careers Training
3. Monthly In-Service Training
4. Special Workshops for Home Start or Head Start.

Responsibility:

Must be a responsible person. Must be able to handle confidential information, without sharing it inappropriately. Must be able to plan and organize her work. Must be able to work without constant supervision.

Personal Traits:

Must be a listener. Must be able to delegate responsibilities to other people. Must be mild natured, respected in the community, responsive, and an emotionally stable individual. Must be trustworthy. Must have an interest and concern for low income families. Must have an interest in children and their development. Must be able to adapt to a variety of situations and be able to work with other people in the behalf of clients.

Manual Skills:

Must be able to drive an automobile. Must be adept to assembling equipment and supplies.

Supervision Available:

A Supervisor with five (5) years of previous experience at working with children and/or low income families.

Pre-Service Training Outline

ARVAC, Incorporated
Home Start - Pre-service Training
February 1-29, 1972

ASSIGNMENTS

GENERAL:

1. Attend a Head Start Center Committee Meeting of your assigned center.
2. Attend a Parent Organization Meeting of your assigned center.
3. Read the materials listed on the "Selected Reading List". The materials may be borrowed from C.D.C.
4. Fill out the "Check List".
5. Bring "Check List" and "Reading List" with you each week to staff meeting.
6. Turn in all reports, etc., on February 29, 1972, at staff meeting.
7. Attend Child Development staff meeting when possible.
8. Observe as many sessions of Peabody Language Development Time as possible.
9. Go on as many field trips and walks as possible.

ARVAC, Incorporated
Home Start Pre-Service Training
February 1-29, 1972

SELECTED READING LIST

READING MATERIAL	DATE READ	DATE REPORT SUBMITTED
1. Home Start Proposal		
2. <u>A Child Goes Forth</u>		
3. <u>A Guide to Discipline</u>		
4. Home Start Parent Manual		
5. <u>Nursery School Handbook</u>		
6. <u>Cooking and Children. Mix Well</u> (Booklet by Mrs. Steinsiek)		
7. <u>Food for Tots</u>		
8. <u>Helping the Child to Listen and Talk</u>		
9. <u>Is My Child Normal?</u> An open letter to a normal mother and father.		
10. <u>What to Expect of 3, 4, 5 Year Olds</u>		
11. Rainbow Series #10 "Parents"		
12. Rainbow Series #5		
13. Rainbow Series #6		
14. Rainbow Series - "Nutrition"		
15. 50 childrens books (From Center or Public Library)		

CALNDAR

MONTE FRIEDMAN, 1972

S T W T F S

6	<p>1 Pre-Service training ARVAC conference room 9:00 - 12:00</p> <p>2 Home Start Reading Assignment Proposal</p>	<p>3 Visit assigned Center - Observe positive guidance techniques. Make notes of situation and techniques used.</p>	<p>4 Visit assigned Center - Observe children in free play and teacher-child interaction. Make notes.</p>	<p>5 Pre-Service training ARVAC 1:00-3:30</p> <p>6 Penny Towers Cleo's Field</p>	<p>7 Review reading assignments finish written assignments</p> <p>8 Pre-Service training ARVAC 1:00-3:30</p>	<p>9 Visit assigned center observe: small manipulative toys Note: 1) attention develop activity 2) coordination teaching shapes or colors. design 4) language by work with child</p>	<p>10 Reading Assignment Home Start Proposal</p>	<p>11 Visit assigned Center. Observe story time and then do written observation of story time.</p>	<p>12 Reading assignment from work with one child on activity you planned. Take child on walk looking for shapes & colors follow-up with art activities</p>	<p>13 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>14 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>15 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>16 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>
13	<p>17 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>18 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>19 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>20 Pre-Service training ARVAC 1:00-4:00</p>	<p>21 Review readings and finish written assignments.</p>	<p>22 Visit Center. Observe rice bin play or sand box play with one child with manipulative toys - take notes</p>	<p>23 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>24 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>25 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>26 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>27 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>28 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>29 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>
20	<p>30 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>31 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>32 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>33 Pre-Service training ARVAC 1:00-4:00</p>	<p>34 Review readings and finish written assignments.</p>	<p>35 Visit Center. Observe rice bin play or sand box play with one child with manipulative toys - take notes</p>	<p>36 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>37 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>38 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>39 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>40 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>41 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>42 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>
27	<p>43 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>44 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>45 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>46 Pre-Service training ARVAC 1:00-4:00</p>	<p>47 Review readings and finish written assignments.</p>	<p>48 Visit Center. Observe rice bin play or sand box play with one child with manipulative toys - take notes</p>	<p>49 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>50 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>51 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>52 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>53 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>	<p>54 Visit Center. Go on walk looking for items for science table. Follow up with art activity.</p>	<p>55 Visit Center. Observe children show filmstrip and read discussion. Teach fingerplay</p>

Table 2
Continued

6. Have you used filmstrip? Yes No
Films Shown _____

7. Have you used tape recorders? Yes No
Number of times _____

8. List walks, name, numbers and dates.

9. Have you participated in these activities? Give dates.

Water Play	Yes	No	Comments:
Sand Piles	Yes	No	Comments:
Rice Bins	Yes	No	Comments:

10. List areas in which you have observed children in the center.

Comments:
Housekeeping
Science Table
Work Bench Area
Reading Area
Manipulative Toy Area
Snack Time
Meal Time
Nap Time
Block Area

11. List and describe any cooking, tasting or smelling experiences.

12. Have you observed Feabody Language Development Lesson?

Yes	No	Dates
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ARVAC, Incorporated
Home Start Pre-Service Training
February 1-29, 1972

CHECK LIST

1. Have you visited Head Start Center Committee Meeting?

Yes No Date

Comments:

2. Have you visited Parent Organization Meeting?

Yes No Date

Comments:

3. Check each art activity you have participated in and give date.

Play Dough _____
Clay _____
Crayons and Paper _____
Collage _____
Other _____

Easel Painting _____
Finger Painting _____
Sponge Painting _____
Straw Painting _____
String Painting _____
Cutting _____
Pasting _____

4. Have you taught or lead:

(Name, Number, Date)

Finger Play
Song
Story
Game
Other

5. List manipulative toys with which you have worked.

HOME START TRAINING CALENDAR
April 1972

CALENDAR

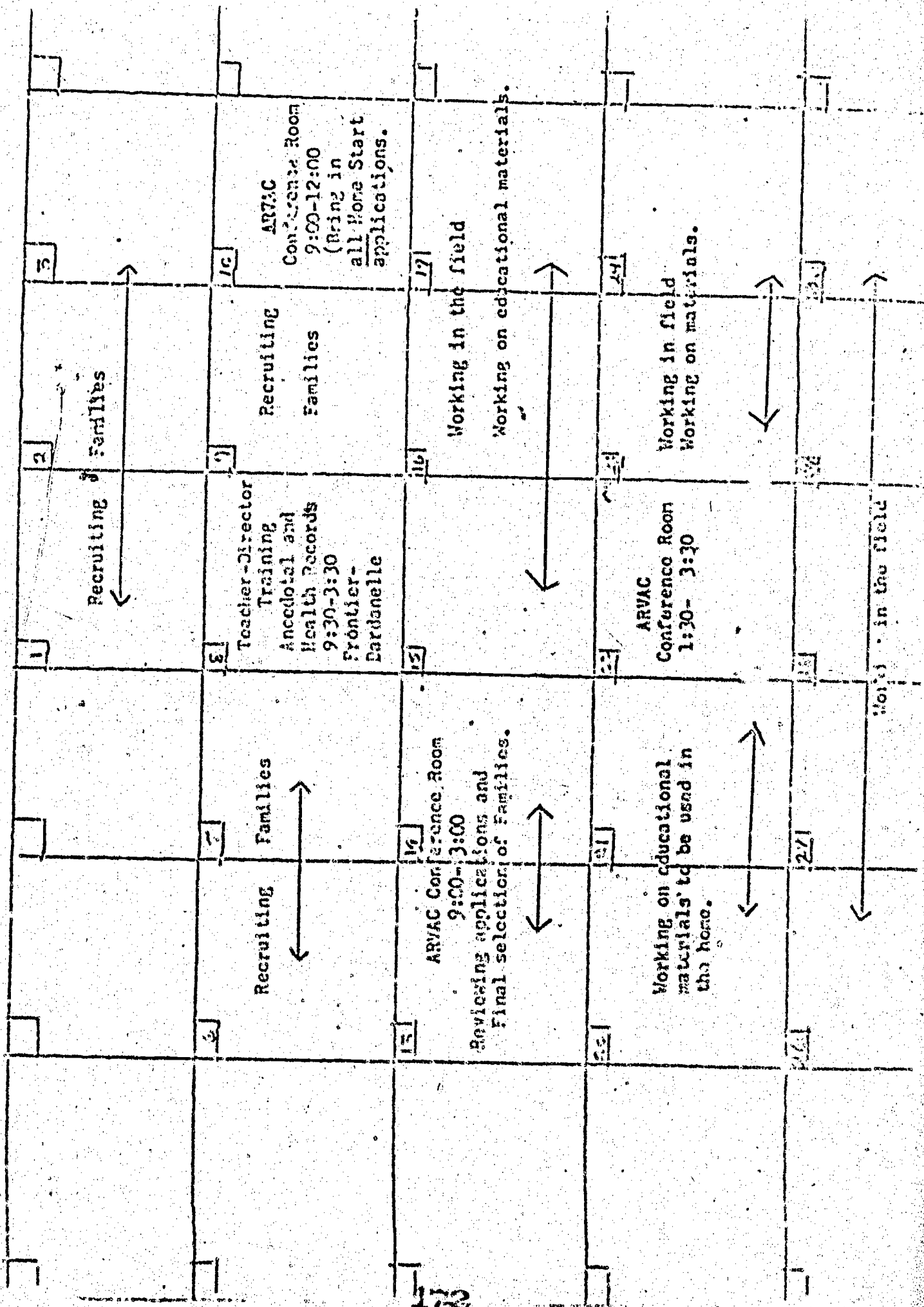
MONTH April, 1972

2	3	4	5	6	7	8
			National Home Start Conference St. Louis, Missouri			
9	10	11	12	13	14	15
	Home Start Training 9:30-3:00 Linda Reasoner Marie Mowery					
16	17	18	19	20	21	22
			Teacher-Director & Home Start Visitor Training Jo Ann Braddy Linda Reasoner Ruth Phillips			
23	24	25	26	27	28	29
					Home Start Training 9:30-3:00 Linda Reasoner Marie Mowery	

CALENDAR

MONTH March 1972

NOVE START



Goal Statement

ADMINISTRATION CURRENT

AKVAC, Incorporated
Dardenville, Arkansas 72834

Home Start Goals

3 MONTH (6-15-72)	6 MONTH (9-15-72)	9 MONTH (12-15-72)	12 MONTH (3-15-72)
<ul style="list-style-type: none"> - Initial publicity to inform public of program. - To have all employees hired. - To have employee complete initial training which includes pre-Service and beginning in-Service training. - To have all families recruited. - Establish administrative system and framework for day to day operation. - Order a portion of the equipment and consumable supplies. - To establish a filing system on families, employees and programmatic information. - Have year program planned more completely than proposal permitted. - To begin working with families. 			

111

Prepared by: Jo Ann Brad
Home Start Director
6-2-72

3 MONTH (9-15-72)

6 MONTH (9-15-72)

9 MONTH (12-15-72)

12 MONTH (3-15-72)

EDUCATIONAL OBJECTIVES:

To have established a work program for the child.
To initiate the development of an exploratory, constructive to learning.
To make the child aware of the fact that there is a world outside his own limited environment.
To have used every day objects as learning experiences.

- To have made parents aware of importance of their spending time with the child and trying to answer his questions.
- To have built the child's self-confidence.
- To have taught child the names of persons in his family, his address, his age, sex, etc.
- To have made him realize he is an individual apart from any one else.

- To have taught child the concepts of over, under, around, behind, above, below, in between, middle, right, left, etc.
- To have instilled the concept of classification in the child. (Ex.-the world has animals, plants and minerals.) (Ex.-things can be grouped according to a common characteristic) (Ex.-people live according to schedules).

- To have developed in the child and parent the realization that his surroundings contain enough things necessary for learning.
- To have started the parents spending as much constructive time as possible with their children.
- To have opened a line of 2 way communication between parent and child.
- To have increased the child's vocabulary and willingness to talk.

To have let child experiment with simple tools of learning (scissors, crayons, paste, etc.)
To begin to strive to parents and child the importance of muscle development, both large and small, low physical fitness, eye-hand coordination, etc.

- To have communicated to parents the extreme importance of attention; exposure to learning experiences during the early years of life. That this doesn't require money.
- To have developed an understanding in the child that learning can be fun and that you don't have to "sit still" to learn.

- To have developed the learning of self sufficiency in the child. (Don't stand and cry when something is lost - look for it! Exposure to simple problem solving situations.
- To have made parent aware of his responsibility to child's future and initiate him as teacher. Let him conduct some of the activities.

- To have incited in the family the desire and habit of using the available resources for facilitating learning.
- To have developed in parents the habit of encouraging their children and helping them to ask questions, experiment and learn.

To have increased the amount of available facilities for further learning experiences (library, field trips, recreational facilities).

- To have exposed child to at least two new environments other than his own.
- To have shown parents how to construct cheaply, playground equipment.

- To have made parent aware of his responsibility to child's future and initiate him as teacher. Let him conduct some of the activities.

- To have made the parents realize each child is an individual and should be treated as such. He will have talents and disabilities. It is the parent's responsibility to be related to his own child, not to his own rights.

3 MONTHS (6-8-72)	6 MONTHS (9-13-72)	9 MONTHS (12-15-72)	12 MONTHS (3-15-72)
<ul style="list-style-type: none"> - To assist the parents in seeing the importance of spending time with their children. - To introduce and assist the parents in knowing of various community resources and how to take advantage of them. - To introduce the parents to the Policy Council through the Parent Organization and their roles and relationships to the committee. To start to understand the purpose of the Policy Council. - To get the fathers involved in the program. - To help fathers know how to be better "educators" and how to get assistance in this role. - For parents to receive the importance of working together as their children's educator. - To realize how important it is for the children to have good guidance in developing. 	<ul style="list-style-type: none"> - For the parents to be spending more time in interaction with their children. - The parents to realize that community resources are available and the procedure to take advantage of the resources. - To have Home Start parents represented on the Policy Council and actively involved. For them to begin to know and understand the program, its goals and objectives. To be introduced to guidelines regarding Parent Participation (Parent Manual). - To emphasize the importance of the father to the family and to the child. - To assist the father in seeing the importance of being with the child. - To help fathers be aware of resources available. - To assist the parents in working as a team with their children and interact as a team with their children. - To see the importance of children developing properly and how this may be accomplished. 	<ul style="list-style-type: none"> - For the parent to have set aside specific times for interaction with the children. - For the parents to assume some initiative in contacting various resources for needs of the family. - For Home Start parents to continue to develop awareness and knowledge of program so as to be stronger Council representatives. - To be able to make decisions and to function within a group. - For the father to have set aside time for being with the children. - Fathers taking lead in contact of community resources. - The parents team to have established goals for their children and the family as a whole and to start working toward these or at least to start a portion of action. - To have a good knowledge and understanding of the importance of the father's role in the family. 	<ul style="list-style-type: none"> - For the parent to be spending a significant time (both quality and quantity) with the child/children in interaction. - For the parents to know what resources exist and the proper procedure to follow and to feel confident in making the contact (ex. Housing, Food Stamps). - To have Home Start parents who continue in the program for the new parents in the program and council. - To be able to conduct and/or participate in a group meeting or a business meeting. - For the father to be significantly more involved in interaction with the children. - For the father to have more in knowledge and confidence in his role in the family as his role as educator of his children. - For the parents to be working as a team not only as far as Home Start but as to their total life. - Parents to gain understanding of the importance of the father's role in the family.

1. NUTRITION COUNCIL

ARVAC, Incorporated
Dardanelle, Arkansas 72834

Home Start Goals

3 MONTH (6-2-77)	6 MONTH (9-15-72)	9 MONTH (12-15-72)	12 MONTH (3-15-77)
<ul style="list-style-type: none"> - To become familiar with the available food habits. - To become familiar with cooking equipment and technique. - To take a look at possible nutritional needs of family members. 	<ul style="list-style-type: none"> - To help the homemaker to see any special nutritional needs of her family members. - To aid the homemaker in planning and preparing nutritious, low cost, appetizing meals for her family. - To work with the homemaker learn how to plan menus using the Basic Four Food Group. - Get homemaker to see the need for serving the foods in the Basic Four Foods Group. 	<ul style="list-style-type: none"> - To make the homemaker aware of hazards in the home and to use safety precautions to help prevent accidents. - To provide family members with more consumer information that is practical to their needs. - Plan shopping trips and help with homemaker to take the best use of her food money. Compare prices, sizes, stores, brands, etc. - Help homemaker to become aware of specials that are good and can be used by her family. (Ex. foods in season - freeze or can). 	<ul style="list-style-type: none"> - To aid homemaker in making the best use of available storage space. Help homemaker plan new storage space where needed. - To aid family in budgeting time, money and energy to make the best use. - To help families plan gardens to grow some of their vegetables for the coming year. - Plan to preserve the excess garden foods to use during winter.

Prepared by: Sandra Moody,
Nutritionist

DIETITIAN CURRICULUM

ADVAC, Incorporated
Bardanelle, Arkansas 72834

Home Start Course

3 MONTH (9-15-72)	6 MONTH (9-15-72)	9 MONTH (12-15-72)	12 MONTH (3-15-73)
<ul style="list-style-type: none"> - To become familiar with the facilities food habits. - To become familiar with cooking equipment and utensils. - To take a look at possible nutritional needs of family members. 	<ul style="list-style-type: none"> - To help the homemaker to see any special nutritional needs of her family members. - To aid the homemaker in planning and preparing nutritious, low cost, appetizing meals for her family. - To work with the homemaker learn how to plan menus using the Basic Four food Group. - Get homemaker to see the need for serving the foods in the Basic Four Foods Group. 	<ul style="list-style-type: none"> - To make the homemaker aware of hazards in the home and to use safety precautions to help prevent accidents. - To provide family members with some consumer information that is practical to their needs. - Plan shopping trips and help with homemaker to make the best use of her food money. Compare prices, sizes, stores, brands, etc. - Help homemaker to become aware of specialties that are good and can be used by her family. (Ex. foods in season - freeze or can). 	<ul style="list-style-type: none"> - To aid homemaker in making the best use of available storage space. Help homemaker plan new storage space where needed. - To aid family in budgeting time, money and energy to make the best use. - To help families plan gardens to grow some of their vegetables for the coming year. - Plan to preserve the excess garden foods to use during winter.

3 MONTH (6-15-72)	6 MONTH (9-15-72)	9 MONTH (12-15-72)	12 MONTH (3-15-73)
<ul style="list-style-type: none"> - Recognize symptoms of problems - Help find source for correction. - Introduce family to services available - UCC use. - Introduce good health habits - dental care. 	<ul style="list-style-type: none"> - Acquaint other agencies with problems of poverty. - Delivery of health services. 	<ul style="list-style-type: none"> - To take and follow up on referrals to other agencies for health services. - To continue to take children to doctors and dentists for examination and follow up. 	<ul style="list-style-type: none"> - To continue medical and dental follow up. - To implement a better health supportive program within the family unit.

Prepared by: Ruth Kendrick



WICHITA HOME START

Wichita, Kansas

Case Study I

May 1972

Project Home Start

Wichita, Kansas

Principal Author: Merril Nauta

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WICHITA
IN BRIEF
June 1972

GENERAL

TYPE OF PROGRAM: Urban

SPONSORED BY: Grantee: Wichita Area Community Action Program, Inc. (non-profit)

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: April, 1972

HOURS OPEN: Monday - Friday: 8:00 a.m. - 5:00 p.m. (Staff available as needed)

FAMILIES RECRUITED: 57

STAFF

TOTAL PAID STAFF:	10	Total Full-Time:	10	Total Part-Time:	0
TOTAL IN-KIND STAFF:	0	Total Full-Time:	0	Total Part-Time:	0
ETHNICITY OF STAFF:		Anglo:	50%	Indian:	0%
		Black:	40%	Oriental:	0%
		Chicanos:	10%	Other:	0%
SEX OF STAFF:		Female:	100%	Male:	0%
STAFF POSITIONS:	Director, Home Visitor (8 positions), Secretary				
POSITIONS OPEN:	0				

CHILDREN

TOTAL HOME START CHILDREN:

76

TOTAL CHILDREN

(ELIGIBLE FAMILIES): 710

0-3 years: 30

3-5 years: 26

6-21 years: 104

ETHNICITY OF FAMILIES:

Anglos: 46%

Indians: 4%

Black: 17%

Oriental: 0%

Others: 14%

Other: 0%

SEX OF HOME START CHILDREN:

Females: 50%

Males: 50%

PARENTS

SEX OF FOCAL PARENT:

Female: 100%

Male: 0%

EMPLOYMENT OF FOCAL PARENT:

Employed: 12%

In School or Training: 0%

Unemployed: 68%

Unknown: 0%

EMPLOYMENT OF OTHER PARENT:

Employed: 64%

In School or Training: 3%

Unemployed: 11%

Unknown: 22%

COSTS

TO PARENTS:

None

TO PROGRAM:

Information not available until second case study.

ESTIMATED FUNDING:

NEW: \$100,000

In-Kind: 10,350

Total: \$110,350

FOR FURTHER INFORMATION,
CONTACT:

Ms. Helen E. Bousler
Director, Home Start Program
Wichita, Area Community Action Program, Inc.
352 North Broadway
Wichita, Kansas 67202
(316) 267-1045

MAY 1972

The Home Start Office is only a few blocks from downtown Wichita, at the corner of Broadway and Third, right next to the United Methodist Church. The three-story building which houses Home Start and the Grantee Agency is old and badly in need of paint. It is a little difficult to find the Home Start offices; no mention of the Program is made on the CAP Organizational Chart in the lobby, and staff have not yet gotten around to putting a sign on the Home Start door. The setting is all part of "being-new," of "just getting started."

The two-room office which Home Start occupies on the second floor of the building is small and crammed with beaten-up, old surplus desks and chairs. The staff is very pleased with its quarters, however. It is a definite improvement over floor-sitting or occasionally using one of the desks of an absent Head Start staff member. Home Start just moved into these new offices on June 1st. Prior to that, they had no office space at all.

The walls of the two offices are filled with pictures of staff and Home Start children and poems of love. Perhaps the drawing of the three little children huddled over a book entitled, "HOME START IS HAPPINESS" describes the Program best--the warm, vital and exciting atmosphere that was present at the end of May.

Helen Elizabeth "Betty" Besser is Wichita Area Community Action Program (WACAP) Home Start's Director. She is a tall, middle-aged woman who has a tremendous rapport with her staff. Her door is wide open to all of them, and together they discuss family enrollment, eligibility requirements and special problem situations. Betty is a Social Worker and before coming to Wichita last year, she worked for the School for Disturbed Children in

Hannau County, New York. She has been with Home Start since March and her job has been to get the Program off the ground--to recruit and train staff, enroll families and to enlist the support of community agencies. She is now very excited about Home Start but feels it is "too little, too late..." In order to really create an environment for growth and give children a head start in life, she feels services should be provided to the younger child: reaching out to the 0-2 year olds. She hopes that additional funds can be made available for such an extension of services.

Betty's involvement in the start-up of Home Start has given the Program a unique and "humanistic" touch. The Program's unstructured approach allows each Visitor to plan to meet the individual needs of each child and family. Home Visitors spend a lot of time talking with the mothers, listening to their concerns and becoming acquainted with their problems. Jointly they develop goals, which range from teaching the mother how to cook and sew to obtaining special care for their children. The emphasis is on the "total family" and on "helping families help themselves."

Throughout the day there is a lot of motion and excitement at the Home Start Office--Home Visitors come and go. They are all still spending a great deal of time on outreach activities, trying to enroll an additional 21 families in the Program. They follow up on referrals or go from door-to-door explaining the Program. A special effort is being made to enroll Mexican-American families in the Program, many of whom are distrustful of the Program. And Home Visitors encounter hesitation on the part of some white families who are not sure about the Black Visitor. Other families are reluctant to admit that they are poor and in need of services. They believe "there is something wrong with you if you are poor," and make every conceivable effort to make it on their own.

All of the Home Visitors are just now starting to meet regularly with each of the enrolled families. Most of the children are very excited about Home Start and look forward to the next visit. With others it takes considerable time and special effort to get acquainted with the child, "to get the child to trust you." Janice Glymph, one of the eight Home Visitors, recalls her

experience with one of her Home Start children. "He wouldn't respond to any of my questions or participate in the activities I suggested we do. So instead we went on a walk and silently sat on a bench. He looked at each other, and looked again, taking stock. The child would get up and walk around me in circles, still not saying a word. After a while, the child lost his fear and out of the clear blue sky suggested that we go to my house to play."

Other shy and withdrawn children have special problems. They are afraid to talk because "the mother thinks the child does not know how." So they silently cling to the mother and turn their heads away when the Home Visitor comes. Sometimes it helps to take the child out of the home and bring the child into contact with other children who are more outgoing. That is what Jackie LaGrand did with three-year old Robin, after she had been unable to get the child to talk during the first few visits. Together they picked up Lorena, another Home Start child, for an excursion to the zoo. They played games identifying red objects, watched the monkeys and the lions being fed and went to the playground. It took a little bit of time to get Robin's confidence before she started to express herself and naming objects rather than point to them.

Most of the educational materials that have been used in the home are prepared by the staff members--cloth books, cut-out paper shapes and pictures that help the children learn about different colors. Recently, the staff discussed the needs for ready-made materials--books, puzzles and games--but could not reach agreement. Some felt strongly that emphasis should be placed on materials that were already in the home. "It would not be fair to bring these educational materials into the home, since the mother would want to buy additional toys which she could not afford," one of the Visitors noted. Few of the materials that have been used to date were purchased, although some of the Visitors picked up some small and inexpensive items.

Interaction between staff is continuous and exciting--they share experiences, frustrations and problems. They talk about arrangements for the parent group meetings and the topics they plan to discuss. Some plan to hold a picnic for the mothers; others will meet in Community Service Centers. Group

activities for children are still in planning stages. One of the Home Visitors is already involved in group work with children, however, not all of whom are of Home Start age or enrolled in the Program. Every Friday, Suzie Baltzer, one of the Visitors, meets with a Home Start mother who runs a pre-nursery school in Haco-Finn, and tries to involve other target children in the activities she undertakes.

The staff of Home Start is a dynamic, energetic and sensitive group of people, dedicated to children and the needs of the poor, and confident about their ability to extend a helping hand.

1. START-UP

Community

Wichita is an old town. It has been around since 1870, when a group of traders and settlers incorporated it as a small village at the fork of the Arkansas and Little Arkansas Rivers. The city's history is colorful and its growth has been constant--from a small pioneer village to a bustling cow-town, from a trading post to an industrial metropolis. Wichita, with a population of about 300,000, is the largest city in the state of Kansas.

Wichita's economy is diverse, with the aviation industry, agriculture and petroleum as its cornerstones. Companies like Boeing, Cessna and Beech have made the city into the "Air Capital of the World," producing some 65% to 75% of the world's general aviation aircrafts. During the past year, there have been considerable layoffs at Boeing, however, as a result of military cutbacks and a slackening economy. Unemployment rose sharply to a 1971 high of 7.2%. It is on the decline, however, and presently stands at a little lower than the 6% national average.

Despite its industrial wealth, there is considerable poverty throughout the city; 13.2% of its population have incomes below the poverty level; 9.2% receive Public Assistance or Welfare. While most of the low-income families are concentrated in the six "poverty pockets" of the city--Cleveland, Grove, Naco, Plainview, and the South and West--there are a number of low-income families who live outside these target areas. Social Service Agencies in these outlying parts of the city are very scarce and often totally inaccessible because of inadequate public transportation.

The area is 86.6% Anglo, with only a 9.7% Black and a 2.6% Mexican-American population. American Indians in the city account for less than one percent.

Most of the minority population of the city is concentrated in the north and northeastern sections of the city--Waco-Finn (Mexican-American) and Grove and Cleveland which are mostly Black. Racial integration efforts are underway, but progress is very slow.

Wichita, despite its size, is still rather small-townish and unurbanized. The inner-city is fairly small with only a few modern office buildings and stores. One moves quickly into the residential areas and then to the outskirts of town where the industrial plants are located and the farmlands begin. Low-income tenement housing projects are scarce in the city; most families live in single family homes, some of which show signs of wear and have been in the neighborhood for generations. The attitude of the people is conservative and is influenced by the numerous religious organizations (475 in all) that are scattered throughout the area. Government programs are viewed with distrust and often have a difficult time getting started.

History

Head Start got started in Wichita in 1965 with three Summer programs which were operated by the Board of Education. To make pre-school service available on a year-round basis, two volunteer programs were initiated at the same time. One served approximately 175 pre-school children in a center setting; the other provided services to families whose children were enrolled. This program was operated entirely by volunteers until the Spring of 1970, when it was turned over to the Neighborhood CAP Center.

When Head Start converted from Summer to full-year programs in 1969, there was great concern about the low-level of funding which would be available to serve only a small percentage of all eligible children. The Head Start Policy Council that year requested \$46,000 for an Experimental Pre-School Program which would operate one-half day in the home and one-half day in a center setting. This proposal did not get funded, however. When Home Start funds became available, WACAPI Head Start was invited to submit a proposal and to send two representatives to the Chicago Home Start Meeting. It became clear at the meeting that very little of the original proposal could

be used. At the same time that the Head Start refunding package was being prepared, the Social Service Coordinator, together with three Head Start parents, developed the Home Start proposal.

Recruitment

Home Visitors have the primary responsibility for the recruitment of families. A number of families were referred by the County Welfare Agency, the public schools, the Health Department, and Community Service Centers; other called the Home Start Office directly in response to a newspaper article which explained the Program in detail. Not all of the families that were referred were eligible for enrollment, however, and most of the recruitment had to be done through a door-to-door outreach effort.

Outreach started in the six "poverty pockets" of Wichita, which are being served by the WACAFI CAF Agency. Slowly these activities extended to other parts of the city as well, such as the small town of Coklawn, southeast of Wichita. Families were enrolled as they were identified and after their eligibility for enrollment had been verified by the Director. Her task was to ensure that the Visitors serve families in neighborhood clusters, rather than a few in northeast and Waco-Finn, and the rest in the southern part of the city. This neighborhood concept is particularly important in terms of the monthly group meeting. The lack of adequate public transportation in Wichita would prevent a number of parents from participating in group activities scheduled in another part of town.

Fifty-seven families had been recruited at the end of May. The remaining 23 have already been identified and will be enrolled in the near future.

Minority participation in WACAFI Home Start is quite high--36.8% of the families are Black, 14% Mexican-American and 3.5% American Indian. This is representative of the overall ethnic mix of the city, although it is slightly lower than Head Start minority participation. This is primarily the result of outreach efforts to families outside the "poverty pockets" where fewer child care facilities are available.

The median income of Home Start families is quite low; most of them have annual incomes of between \$2000 and \$4000, with six receiving less than \$2000 per year. Only 47.4% of the fathers live in the home, 11.3% of whom are unemployed. 12.3% of the mothers are employed and a number are receiving aid. Approximately 50% are on Welfare and receive Medicaid.

Presently, Home Start is serving 76 children, ranging in age from 3 to 5 years, and 19 children 0-3 years old. Over 90% of the children are living with their natural mothers.

The Director for Home Start was recruited in March, just a few weeks prior to the St. Louis Home Start Conference. Upon asking Ms. Betty Besser how she was recruited, there is a moment of silence and then a long story. She is not quite sure how she got the job. She responded to a newspaper ad but could have been recommended to the WACAPI Director of Personnel by numerous community agencies she had also approached for jobs. She was appointed directly by the Executive Director of the CAP Agency after being approved by the Head Start Personnel Committee, and did not meet her immediate Supervisor, the Director for Head Start, until after she had been hired.

One of the Director's first tasks was the recruitment of the eight Home Visitors and the Home Start Secretary. In all, over 100 persons responded to the newspaper advertisement, all of whom were screened by the WACAPI Director of Personnel who in turn selected 64 applicants to meet the Home Start Director and the Parent Coordinator of Head Start. They spent many hours in selecting three candidates for each of the eight positions, who were to be interviewed by the Personnel Committee of the Head Start Policy Council.

Prior to interviewing any of the candidates, this committee of five parents met to determine qualities each Home Visitor should have. "She must be at ease during the interview, show respect for other people, and be friendly and patient." The committee conducted interviews for two days and asked applicants to talk about themselves and their experiences with children and

parents. They confronted them with problem situations to determine whether their response would be acceptable to the Home Start parents. "What would you do if..."

- one of the children fell and broke his arm while you and the mother were on a trip to the park?
- while you were working with the mother and child the mother got impatient and hit the child across the face?
- you went for your visit and found that there had been a big quarrel between the mother and father last night and the mother wants to tell you about it?
- you came to the house to work and found that the gas and electricity had been turned off and it is very cold out?

Committee members asked questions, observed and noted responses and finally took a vote selecting the eight Visitors. The Director is extremely pleased with the Visitors and their ethnic mix (4 Blacks and one Mexican-American). They are wonderful people--sensitive to the needs of low-income families, experience with children and excited about the Program.

The Home Start Secretary was also selected by the Head Start Personnel Committee.

Job descriptions and qualifications for each position can be found in the Appendix. It should be noted, however, that all Home Visitors are receiving equal salaries, regardless of their educational background. A number of them are former or current Head Start parents or they served the Program as a teacher or Parent Coordinator.

Training

Immediately following their recruitment on April 24, Home Visitors participated in an intensive pre-service training program. Staff spent two weeks getting acquainted with Home Start goals and objectives and listening to lectures on Child Development, interviewing techniques, nutrition and health. They saw films on parent/child interactions and visited an Early Childhood

Education Center. They also made a field visit to the Crossroads Center for Retarded Children. Head Start staff and a number of Community Specialists participated in the training, as well as the Regional Home Start Representative, Sally Edwards. A complete outline of pre-service training activities can be found in the Appendix.

Staff listened, observed and learned a great deal. At the conclusion of training, all were ready to get down to work.

In-service training activities will be part of the Head Start and overall WACAPI Training Program and staff will be encouraged to attend sessions that are of relevance to their work. In addition, special training sessions may be held for Home Start staff to help them meet special needs. A session is presently being planned on group work by the Head Start Social Services Coordinator, and the Regional OCD Representative may hold a training session on Parent Effectiveness.

Funds are also available for supplementary training for Home Start staff. WACAPI allows four hours of leave with pay to enable staff to attend training sessions.

II. PROGRAM--WHO, WHAT, HOW

Goals and Objectives

The goals and objectives of WACAPI Home Start, as stated in their proposal, cover three areas:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents their capacity for facilitating the general development of their own children.
- To assist the family in becoming a self-sufficient unit by:
 - making families aware of existing community resources;
 - promoting better utilization of existing resources; and
 - making the community more aware and responsive to the needs of low-income families.

During their pre-service training session, staff discussed goals and objectives at great length and came up with the chart on the following page.

Staff would like to achieve the following more specific goals with their families:

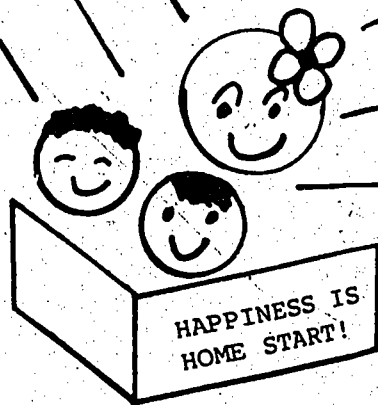
- To get parents talking to their children and knowing what their children are doing.
- To increase their understanding of the child's capabilities and limitations.
- To make parents aware of what they can do to improve their self-image and gain confidence.

LOOK

Develop Skills

Educational
Development

Community
Awareness



LISTEN

Increase Parental
Confidence

Parent Involvement
in Community

Define Family Goals

APPRECIATE

ENJOY

- To help parents get along with neighbors.
- To involve the father more directly in the development of his children.

The major goals for children are:

- To prepare them for kindergarten by teaching them how to share and play with other children.
- To obtain care for special health and speech problems.

In terms of health and nutrition the goals are:

- To familiarize parents with family planning and work with the clinics on more adequate methods of birth control.

- To assist parents in planning nutritious meals and in some cases to teach the mother how to cook and shop on a low-income budget.

Efforts will also be made by staff in the following ways:

- To help integrate the community by exposing parents to other values.
- To change the attitudes of Community Agencies towards the poor.

In addition to these overall program objectives, more specific goals will be set individually with each family in order to meet their special needs.

The four Program Components--health, nutrition, psychological and social services, and education--are still for the most part in the planning stages.

Betty Besser recently met with eleven representatives of community agencies to enlist their support for Home Start and explain the Program. These representatives constitute the Home Start Inter-Community Agency Committee, which will serve the Program in an advisory capacity. Agencies presently represented on this committee include the:

- Mental Health Center
- American Red Cross, Nursing and Health Program
- Wichita Sedgewick Health Department, Nursing Department
- Family Consultation Service
- Model Cities
- South CAP
- West CAP
- Sedgewick County 4-Cs
- Wichita JOC
- Wichita Public Schools, Head Start
- Waco-Finn Head Start

The committee will meet again in the Fall, hopefully with additional representation of other community agencies.

Health

The major objectives, as stated in the proposal, of the Health Component are:

- To identify existing health defects.
- To obtain necessary treatment to remedy these defects.
- To provide preventive health services.
- To acquaint families with health care needs and introduce them to community resources.

Home Start will rely primarily on the five Well-Baby Clinics which are operated by the Model Cities Health Stations and the Wichita Sedgewick County Department of Health. Physical examinations, immunizations and follow-up care will be arranged for each Home Start child at one of these health facilities. Referrals to private physicians or special clinics will be made if specialized treatment is required. The Health Department has a team of visiting Public Health Nurses who can be called upon to provide services to the family in the home.

Since transportation to clinics is only available for families who live in the Model Cities area, Home Visitors may have to assist in working out these problems. A wide range of medical services are also available through the Medical Society of Sedgewick County.

The proposal calls for dental examinations for all children. Due to a tremendous shortage of doctors, it may be difficult to arrange these services. The Health Department Dentist, for example, has a waiting list of a year's backlog. The Health Department is trying to alleviate this problem by setting up an evening Dental Clinic which will be run by volunteers and which would provide services to low-income families.

The Health Department also operates a number of Family Planning Clinics in Wichita to which a number of the Home Start mothers have been referred for services.

All Home Visitors are familiar with available resources within the community, which were discussed in detail during pre-service training. This enables the Visitors to make direct referrals on behalf of the family when needed.

Home Visitors will be instrumental in insuring that follow-up services are being provided to the families and in making families aware of existing health facilities which provide care free of charge. In addition, they plan to discuss health care with the mothers in their group meetings.

Nutrition

Nutritional services will be provided directly by the Home Visitors in the home or through the Kansas State University Cooperative Extension Service in Wichita, which has a Comprehensive Educational Program in Home Management and Nutrition. Home Visitors will work with parents, familiarizing them with literature on nutrition, help them plan low-cost nutritious meals and in some cases teaching mothers how to cook. Assistance will also be provided to some of the parents in shopping and budgeting skills.

Mothers who seem particularly interested in learning more about nutrition may be referred to the Kansas State University Extension Service in Wichita which has a Comprehensive Nutrition Program. Homemaker Aides are available through the Extension Service who are able to provide assistance to the mother directly in the home.

Another aspect of the Nutrition Component will be to assist the parent in obtaining emergency food supplies through the neighborhood CAP Centers and other community agencies.

Psychological and Social Services

The primary resources for psychological services in Wichita are the Family Consultation Service, the Wichita Guidance Clinic, and the Sedgewick County Mental Health Clinic. The agencies provide a wide range of services, from marital counseling to the diagnosis and treatment of children and families who have special problems. Direct services by the Home Visitors will be limited to counseling and to helping parent identify problems and the need for special care. Home Visitors will consult frequently with the Home Start Director and the Social Services Coordinator for Head Start, both of whom are Social Workers, who can assist them in dealing with special problems and in dealing with special problems and in recommending appropriate agencies to which referrals can be made.

Social services will be arranged through the Wichita Welfare Department and the CAP Agency Programs which can provide assistance in housing, employment, legal aid, adult basic education and in obtaining needed food, clothes and furniture. In addition, the CAP Agency is operating an Alcoholism Project to which Home Start families can be referred.

The monthly group meetings will also help parents in coping with special problems.

Education

As is outlined in the Home Start proposal, objectives for the Education Component include:

- Increased interaction between parent and child.
- Increased ability of the parent and child to use existing resources (time, space, money, energy, physical vigor) to their advantage.
- Increased self-esteem.

Home Visitors will have primary responsibility for the Education Component of the program. Each has been assigned a group of ten families which they

will visit weekly for a two-hour period. Emphasis during the initial visit has been on getting acquainted with the family and to encourage the mother to identify educational goals for her children. Activities which are undertaken during the visit are planned by the Home Visitors to meet the individual needs of the children. Home visits will be supplemented by occasional field visits to the zoo, store or library.

Parent involvement in the home visits is stressed in order to make parents more aware of the need to give special attention to each child and to identify activities which they jointly can undertake. Home Visitors also will assist parents in utilizing resources in and outside the home which would provide learning experiences for the child. One parent, for example, has never taken her children to the park, although she lives only a block away from it. In addition, group meetings may be used to discuss Child Development and teaching techniques with the parents.

A special effort will be made to involve fathers in the education of the child. This will be done through evening home visits when the father is at home. For children of one parent families, staff will try to make arrangements to have a volunteer of Big Brothers work with the child from time to time. Since the Wichita Big Brother Program is mostly Anglo, attempts will be made to establish another volunteer program which would provide similar services to Black and Mexican-American families.

Most of the educational materials that are being used in the home are prepared by the Home Visitors, rather than toys which must be purchased. A number of materials, such as large wooden toys, manipulative toys and audio-visual materials can be obtained free of charge at the Resource Loan Center which is being operated by the Board of Education under the sponsorship of 4-C (Community Coordinated Child Care).

Home Visitors will also be instrumental in identifying special learning disabilities and for making appropriate referrals. Visitors will frequently consult with Anne Yoder, one of the Home Visitors, who has a Master's Degree in Special Education and has considerable experience in working with

retarded children. A recent referral was made, for example, for a cerebral palsy child with a speech problem to the Institute of Logopedics.

A number of outside consultants have agreed to assist Home Start in dealing with special problems and in the further development of the Education Component.

III. HEAD START

Program and Staff

Head Start has been in Wichita since 1965. It started as a Summer program in three Centers and was operated by the Wichita Board of Education. Since that time, responsibility for Head Start has been transferred to WACAPI as the Grantee Agency, with the Board of Education and two Neighborhood Citizens' Corporations as Delegate Agencies.

Head Start has been a full-year program since 1969 and is presently operating in five Centers serving a total of 348 children. This is only one-third of the families who would be eligible under OEO guidelines. All Centers provide part-day services to four-years olds, with the exception of the Claver Center which serves three to five-years olds in a full-day setting.

WACAPI Home Start is an adjunct of Head Start. The relationship between the two programs is one of cooperation, although there has been some tension at the Head Start staff level following the recent resignation of their long-term Director, Jan Yocum. Responsibility for the two programs presently rests with Norma Tolson, who is serving as Acting Director.

Similarities and Differences

As was noted earlier, minority participation in Head Start is slightly higher than in Home Start. Ethnic breakdown for both Head Start and Home Start is as follows:

	<u>Head Start*</u>	<u>Home Start</u>
Anglo	36.7%	45.6%
Mexican-American	10.7	14.0
Black	50.5	36.8
American Indian	1.0+	1.0+
Oriental	1.0+	1.0+

The areas that are being served by both programs overlap in Waco-Finn and Northeast Wichita. Home Start has made a concerted effort, however, to reach out to low-income families to whom no other pre-school services are available.

The Head Start Policy Council and Head Start staff have been actively involved in all aspects of program planning for Home Start--from the preparation of the proposal to the recruitment and training of staff--and generally consider the Program a "great asset" to the community.

* Based on October, 1971 Enrollment Figures.

IV. ORGANIZATION

Policy Making

Policy for WACAPI Home Start is set by the Head Start Policy Council, which presently consists of nine Head Start Parents (three from each Delegate Agency) and six community representatives. The size of the Council will be determined by the Home Start Policy Committee. This Committee will consist of eight parents (one from each of the parent groups) and community representatives. The specific responsibilities of these two Policy Boards, in terms of planning and program administration, are outlined in the Appendix.

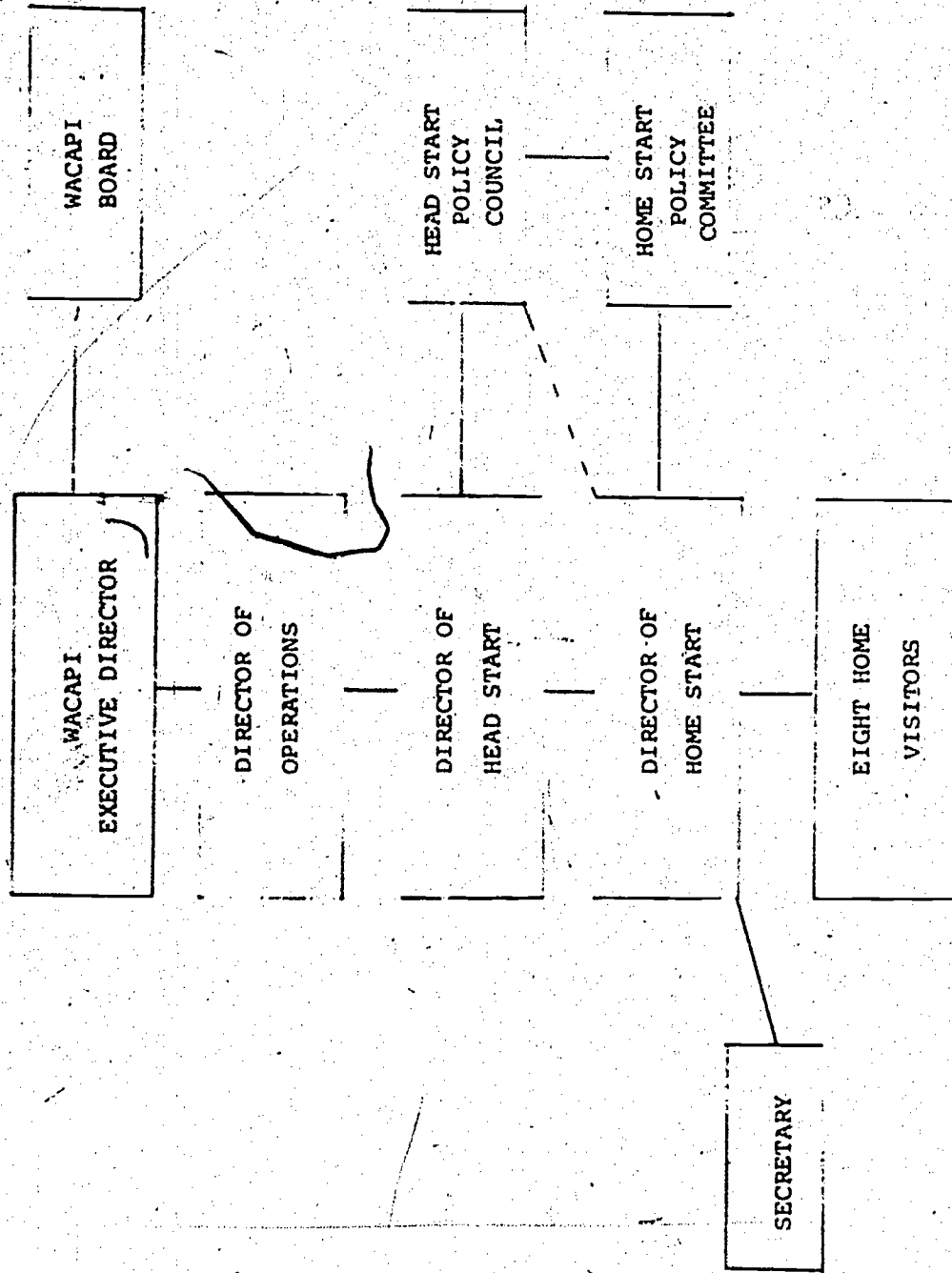
Day-to-day operational decisions, however, are made at the program level and approved by the Director of Head Start, who has overall supervisory responsibility for the Home Start Program. She in turn reports directly to the WACAPI Director of Operations and the Executive Director.

The Home Start Director is responsible for all aspects of the Program, including budgeting. The yearly budget, however, is prepared in cooperation with the Comptroller, who also maintains all Home Start financial records.

Staff Organization

The staffing chart for WACAPI Home Start is quite simple. There is a Director, eight Home Visitors, and a Secretary. The Director has supervisory responsibility for all personnel. Her duties are varied, from acting as principal liaison between Home Start and appropriate community agencies to ensuring active parent participation in all aspects of program planning. Most of her activities during the past two months have centered around staff recruitment, the development of the pre-service training program and the enrollment of Home Start families.

ORGANIZATIONAL CHART FOR HOME START



One of the primary responsibilities of the eight Home Visitors has been the recruitment of families. They will continue to spend considerable time on outreach activities until all of the 80 families have been enrolled.

Home Visitors have also been instrumental in enlisting community support for Home Start in their assigned neighborhoods.

In addition to recruiting families, Home Visitors are responsible for the development of educational materials to be used in the home, the assessment of major family needs, and for making referral and follow-up contacts.

Visitors meet with each family once a week for a minimum of two hours and will make arrangements for the monthly parent group meetings. Most of the Home Visitors are paraprofessionals.

Staff Training

See Chapter I, Start Up, and the Appendix for an outline of training activities.

Home Start staff are included in the overall Career Development Plan for the WACAPI CAP Agency and will be notified of any job opening for which they might qualify.

Staff Meetings and Records

Staff meetings are held every Friday morning when no other activities are planned. The focus of these meetings has been mostly administrative, although some were designed to actively involve all staff in program planning. These meetings also may be used for in-service training.

The Director meets informally with all of her staff throughout the week to review family application forms and to assist the Home Visitors in dealing with specific problems.

Each Home Visitor is responsible for keeping records on each visit. Until now this has consisted of preparing a Weekly Narrative that includes an outline of the activities that were undertaken, the abilities of the child,

referrals that were made and special problems. These are reviewed periodically and kept with the Family Information Record. In addition to the Weekly Narrative, Home Visitors will be completing the Home Start Information System Forms.

The Home Start Director submits a monthly report on Home Start activities to the WACAPI Executive Director so that he can keep the Board informed.

V. RESOURCES

As with most Federally-funded programs, Head Start Grantees are required to contribute local matching funds or in-kind contributions. The requirement for Home Start is that these local funds equal at least 10% of the total program budget.

The office space and furniture have been donated by the CAP Agency. Other in-kind contributions will be obtained from a number of Specialists who have agreed to consult with Home Start staff or to assist in in-service training. Extensive use will also be made of volunteers for transporting parents to group meetings or working with older children in the home.

WACAPI Home Start will rely heavily on existing community resources to provide a variety of direct services to Home Start families. For a more complete listing of services that are available to Home Start, see Chapter II.

A complete cost benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

The "unstructured" approach to providing services to families and focal children is exciting and seems to work in Wichita. It is unique in that each staff member is able to plan individually for each family and to assist them in obtaining care for a wide range of problems. Emphasis is placed on using existing resources and building on the strength of the community. Where services are lacking or are inadequate, a special effort will be made to make agencies aware of the gaps and establish additional programs in the community to meet these needs.

The staff of Home Start is dynamic, energetic and sensitive. They strongly believe that they are providing a much needed service in the community and are confident that they can assist families in helping themselves and in becoming more actively involved in the development of their children.

VII. APPENDIX

- Job Descriptions and Qualifications
- Pre-Training - Home Start Visitors
- Policy-Making Responsibilities of the Home Start Parent Policy Committee and the City-Wide Parent Policy Council

7

Job Descriptions and Qualifications

March 8, 1972

WACAPI
POSITION DESCRIPTION
(Amended)

TITLE: Home Start Director

REPORTS TO: Director of Operations/OCS Programs

Areas of Responsibility

Responsible for administering the Home Start Program within OEO, OCD^o Home Start Guidelines, Policies and sound Early Childhood Educational principles. Responsible for staffing, budgeting, training and supervisory aspects of the program.

Principal Duties

Act as liaison between Home Start and appropriate community agencies with the goal of securing broad-based community support and involvement.

Work closely with Head Start Coordinator and Social Services Coordinator.

Work actively to secure parent participation in areas of planning, developing, implementing and evaluating the program.

Conduct and arrange for: Pre-service and in-service training for Home Start Staff.

Conduct weekly staff meetings.

Hold weekly individual conferences with Home Visitors.

Serve as resource person to the Home Start Parent Policy Committee, and City-Wide Parent Policy Council in terms of the Home Start Program.

See that appropriate parent groups are formed and receive instruction in Parent Guidelines as outlined in the work program.

Prepare reports as requested.

Recruit and coordinate volunteer efforts and contributions to the program.

Authority and Accountability

Supervisor for all Home Visitors in the Home Start Program.

Accountable to the Director of Operations.

Minimum Qualifications

Must have a minimum of six years experience in working with young children in a home-based or pre-school program. Up to three years experience may be waived for a BA degree in Early Childhood Development or related field. An additional two years of the experience requirement may be waived for an advanced degree in Early Childhood Development or related field.

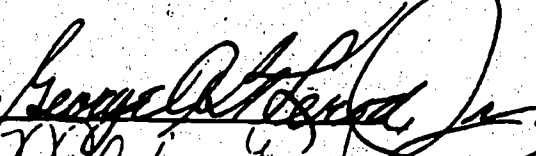
Must be able to relate to low-income and minority group people.

One year administrative experience is preferred.

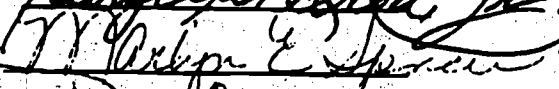
Salary Grade 12 Salaries are fixed on an individual basis.

APPROVALS

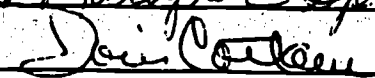
Executive Director



Division Director



Personnel Director



MARCH 30, 1972

WACAPI
POSITION DESCRIPTION

TITLE: HOME START SECRETARY

REPORTS TO: Home Start Director

AREAS OF RESPONSIBILITY

Serves as the principal clerical employee for the Home Start Program.

PRINCIPAL DUTIES

Confers with superior to determine policies and requirements for clerical work; devises or selects work methods and procedures accordingly.

Establishes and maintains files, filing system, and records for the Home Start Program.

Prepares minutes of meetings; perform related work as required, including correspondence and reports.

Takes and transcribes dictation and must be able to use a dictaphone.

MINIMUM QUALIFICATIONS

Experience - Must have 3 years experience in a clerical capacity.

Skills - Must be able to type 60 words per minute and take shorthand at 80 words per minute or be able to use dictaphone.

SALARY GRADE - 5

APPROVALS

Program Director *[Signature]*

Division Director *[Signature]*

Personnel Officer *[Signature]*

MARCH 29, 1972

WACAPI
POSITION DESCRIPTION

TITLE: HOME START VISITOR

REPORTS TO: Home Start Director

AREAS OF RESPONSIBILITY

Responsible for visiting home, providing learning equipment and techniques to help the parent encourage their children to learn.

Be aware of needs in the home such as medical, nutritional, etc.

Help the family use the community resources to meet the needs.

Develop groups and arrange field trips for parents and children.

PRINCIPAL DUTIES

Visit homes.

Provide learning experiences and techniques for parents.

Be aware of needs and help parents make use of community resources.

Help parents arrange yearly health examinations and dental care for children.

Help parents provide needed psychological services.

Help with Nutritional needs.

Prepare reports as required.

Weekly conferences with Home Start Director.

Attend training sessions.

MINIMUM QUALIFICATIONS

Should have prior experience in Early Childhood Programs. Should be sensitive to needs and culture of families they visit. Must have access to car with valid drivers license. Should be able to arrange working hours: evenings and Saturdays if necessary.

SALARY GRADE - 6

APPROVALS

Program Director Elizabeth Breen

Division Director W. Kelly E. Spencer

Personnel Officer Donna Cottrell

Pre-Training - Home Start Visitors

3

5

PRE-TRAINING - HOME START VISITORS

MONDAY, APRIL 24:

- a.m. - At WACAPI--filling out employment forms
- p.m. - ● Orientation to WACAPI--Pam McVay
- Orientation to OEO & OCD--Jan Yocum, Head Start Director, Discussion of Home Start on national level--Elizabeth Besser
- Discussion of Local Home Start Programs--Dave Storm

TUESDAY, APRIL 25:

Early Childhood Development--Presented by Dr. Ruth Tasch (early childhood specialist, Head Start Consultant) and Wilma Chaffin (Day School Center)

WEDNESDAY, APRIL 26:

- a.m. - Visit to Little School, meeting with Ruth Nathan, Head Start Director, Wichita Public Schools.
- 2:00-3:00 - Discussion of visit
- 3:30-5:00 - Psychological Services - Audell Herndon, psychologist at the Wichita Guidance Center

THURSDAY, APRIL 27:

Nutrition, Dental Health, Physical Health, and Resources, Betty Burton, School nurse

FRIDAY, APRIL 28:

- a.m. - Nutrition and work in the home, Helen Adams, Kansas Extension Service
- p.m. - Resources, CRIS, by Nurine Wyatt, Martin Mendoza (Community Referral Information Service)

MONDAY, MAY 1:

Group discussion of training and reactions to it, etc., Jan Yocum, Head Start Director

Movies, RE: Head Start

PRE-TRAINING - HOME START VISITORS (continued)

TUESDAY, MAY 2:

Discussion of role of visitor-interviewing, record keeping, lesson plans, schedules, professional ethics, etc., Dave Storm and Elizabeth Besser

Visit to Cross Roads Center

WEDNESDAY, THURSDAY & FRIDAY, MAY 3, 4, 5:

Communications, awareness by Mrs. Sally Edwards, Regional Home Start Representative. This included discussion, role playing, and the last day films prepared by Mrs. Edwards and the regional staff showing interaction between parents and children in actual live situations.

ADDITIONAL TRAINING:

05/11/72: Virginia Stuckey, nutritionist from Wesley Hospital--spoke on the importance of good foods (not sweets)

05/12/72: Dr. Marjorie Stith of Kansas University--meeting on Early Childhood Development

05/16/72: Lorraine Priceman--Speech Therapist talked with us on good speech development. Resources for help with speech problems.

Policy-Making Responsibilities of the
Home Start Parent Policy Committee and
the City-Wide Parent Policy Council

	Chart B	Chart C
<p>A = General Responsibility B = Operating Responsibility C = Must Approve or Disapprove D = Must be Consulted E = May be Consulted</p>	<p>Home Start Policy Committee</p>	<p>City and Parent Policy Council</p>
<p>EXECUTIVE DIRECTOR</p>	Executive	Board
	Home Start	Executive Director
	Policy	Home Start
	Committee	Policy Council
	Home Start	Home Start
	Director	Director
	Executive	Director
	Home Start	Director
	Policy	Director
	Committee	Director
	Home Start	Director
	Director	Director
	Executive	Director
	Home Start	Director
	Policy	Director
	Committee	Director
	Home Start	Director
	Director	Director
	Executive	Director
	Home Start	Director
	Policy	Director
	Committee	Director
	Home Start	Director
	Director	Director
	Executive	Director

A = General Responsibility
 B = Operating Responsibility
 C = Must Approve or Disapprove
 D = Must be Consulted
 E = May be Consulted

I. PLANNING

- (a) Identify child development needs in the area to be served
- (b) Establish goals of Home Start Program and develop ways to meet them within HEW guidelines
- (c) Determine areas in the community in which Home Start Programs will operate
- () Develop plans to use all available community resources in Home Start



FUNCTION	Chart B				Chart C			
	Executive Director	Home Start Director	Home Start Policy Committee	Home Start Policy Council	Board	Executive Director	Home Start Policy Council	Home Start Director
<p>A = General Responsibility B = Operating Responsibility C = Must Approve or Disapprove D = Must be Consulted E = May be Consulted</p>								
<p>II. <u>GENERAL ADMINISTRATION - Continued</u></p>								
(c) Determine what services should be provided to Home Start from Agency	B	C	D	-	-	-	-	-
(d) Establish a method of hearing and resolving community complaints about the Home Start program	C	A	B	D	C	A	-	-
(e) Direct the CAA Home Start staff in day to day operations	-	-	-	E	A	E	B	-



FUNCTION	Group B				Group C			
	Executive Director	Home Start Policy Committee	Home Start Committee	Home Start Director	Executive Director	Home Start Policy Committee	Home Start Committee	Home Start Director
<p>General Responsibility</p> <p>B = Operational Responsibility</p> <p>C = Must Improve or Disapprove</p> <p>D = Must be Consulted</p> <p>E = May be Consulted</p>								
<p><u>III. TRAINING - Continued</u></p> <p>(f) Establish criteria for selection of children within applicable laws and HEW guidelines</p>	-							
<p>(k) Develop Plan for recruitment of children</p>	C							
<p><u>IV. GENERAL ADMINISTRATION</u></p> <p>(u) Determine the composition of the appropriate Policy Group and the method for setting it up (within HEW guidelines)</p>	B	C	D					
<p>(b) Determine what services should be provided to Home Start from the WAA Central Office and the neighborhood centers</p>	-							



PROJECT HOME START
Gloucester, Massachusetts

Case Study I May, 1972

Project Home Start
Gloucester, Massachusetts

Principal Author: Kathy Kearins

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IN BRIEF
JUNE 1972

GENERAL

TYPE OF PROGRAM: Urban

SPONSORED BY: Delegate - Gloucester Home Start
Grantee - Action, Inc.

ADMISSION CRITERIA: Head Start Guidelines

PROGRAM START-UP DATE: March, 1972

HOURS OPEN: 9:00 a.m. to 5:00-5:30 p.m.

FAMILIES RECRUITED: 29

STAFF

TOTAL PAID STAFF: 10 Total Full-Time: 9 Total Part-Time: 1

TOTAL IN-KIND STAFF: 0 Total Full-Time: 0 Total Part-Time: 0

ETHNICITY OF STAFF:

Anglo:	100%	Indian:	0%
Black:	0%	Oriental:	0%
Chicano:	0%	Other:	0%

SEX OF STAFF:

Female:	90%	Male:	10%
---------	-----	-------	-----

STAFF POSITIONS: Director, Coordinator of Home Visitors, Family Service Administrator, Home Visitor (6 positions), Secretary.

POSITIONS OPEN: None

CHILDREN

TOTAL HOME START CHILDREN: 89

TOTAL CHILDREN (ELIGIBLE FAMILIES): 0-3 years: 6 3-5 years: 43 6-21 years: 40

ETHNICITY OF FAMILIES: Anglo: 100% Indian: 0%
Black: 0% Oriental: 0%
Chicano: 0% Other: 0%

SEX OF HOME START CHILDREN: Female: 37% Male: 63%

PARENTS

SEX OF FOCAL PARENT: Female: 100% Male: 0%

EMPLOYMENT OF FOCAL PARENT: Employed: N.I. In School or Training: N.I.
Unemployed: N.I. Unknown: N.I.

EMPLOYMENT OF OTHER PARENT: Employed: N.I. In School or Training: N.I.
Unemployed: N.I. Unknown: N.I.

COSTS

TO PARENTS: None

TO PROGRAM: (This will not be available until the second case study)

ESTIMATED FUNDING:

HEW:	\$100,000.
In-Kind:	13,326.
Total:	<hr/> \$113,326.

FOR FURTHER INFORMATION,
CONTACT:

Ms. Rose Margosian
Gloucester Home Start
3 Center Street
Gloucester, Mass. 01930

MAY, 1972

People in Gloucester start to work early. Activity on the waterfront begins at 6:30. Just up from the harbor, in a small storefront office near Main Street, the Gloucester Home Start Program is located. By 9 a.m. the Center is intimate as only a small office can be with six Home Visitors, three administrators, one visitor, and one secretary. In late May, Home Start staff have just completed three weeks of pre-training. They are to begin home visits with families the following week. But this week they have time to reflect on their training experience, recruit more families, decide what Home Visitor will visit which families, put finishing touches on home-made materials and the materials workshop upstairs.

On this day Home Visitors, the Director and the Coordinator of Home Visitors sit down to determine which families expressing interest in Home Start are eligible for the Program according to Federal Home Start guidelines.

Home Visitors have recruited families for almost a month, in addition to participating in staff training. They have talked with mothers, knocked on doors where they suspected small children lived, followed referrals from clergy, welfare and other agencies. A table is soon set up in the midst of children's books, Home Start brochures, publicity pictures of the staff, posters, and toys. Other Staff gather around the table; each Home Visitor has a stack of applications from families she has talked with.

Roberta Stevens begins in a quiet, rather high and hesitant voice; at 23 she is the youngest of the Home Visitors and has two years' experience as an elementary school teacher. "I met with the Carletons and spoke with the mother; she seemed really depressed and didn't want to talk at all. I told her about the program and spoke to her little boy. He was the most darling boy. Big smile, cheerful. He could really use the program. But I think it would be good for her too. She was a little more willing to talk by the time I was ready to leave."

The age of the child and the family's income make them eligible and they are accepted into the Program.

Virginia McKinnon is next. She has taught Sunday School, worked with boy and girl scouts and has seven children on her own. Matter of factly she talks about the Bastons. "She (Ms. Baston) was in bed when I got there and didn't seem to want to get up. There were two kids playing in the kitchen, dropping pots on the floor. She has two others but I didn't see them. She mentioned during our conversation she had had a miscarriage," she paused. "I don't know if that was last week or last month. The Welfare Office referred me there and said she hadn't been out of bed much lately. Perhaps she's ill."

There is a Home Start-age child, but there is another child aged two and a half years which I think makes the family ineligible" says Nona Porter, Coordinator of Home Visitors who is looking at the recruitment age guidelines.

"Oh, she can't be" Bea O'Conner says emphatically. "I thought these were the people we are trying to reach." Bea married young and, at 33, knows what it is like to try to keep her family happy and proud while being forced to depend on welfare. She has developed rapport with families in Gloucester through her experience in door-to-door selling.

"They are the ones we're trying to reach," says Rose Margosian, Program Director. "Put them in a special pile. We'll have to see what we can do to include them in the Program but not make them one of the 60 target families."

¹ Not the family's real name.

So it goes around the table. Families without fathers; families with many children; single mothers with single children, children with nerve disorders, speech problems, learning disabilities. Anxiety builds among the staff about the problems of so many families and how they are going to be able to help. At this point they have had neither successes nor disappointments with families. Donna Ciepley describes a family with rather unusual problem and tension is eased somewhat because this is the third "unusual" family Donna has visited. Laughter is sometimes the only way to express fear, sadness, and bewilderment. "The minister told me that the woman had two children, that he knew there were two children in the house...a four-year-old and an infant. Yet, when I talked with the mother and asked about the baby she assured me there was no baby in the house. Later she told the four year old 'not to wake little Stevie' when she went upstairs." There is a reason that Donna has somewhat more difficult families. With a semi-nary degree in religious education, Donna has had some training and experience in counseling. Decisive and articulate, she is prepared for the demands that special, particularly disturbed, families may make on her.

Nancy Winchester and Fran Callahan are not as outspoken as other Home Visitors, but have important resources for both Home Start staff and parents. Nancy is particularly creative in crafts, sewing, knitting and spends extra time making materials for the Workshop. Fran has been a Montessori teacher, and is very enthusiastic about this new Program; by afternoon she is arranging for one family to get surplus foods and has dug up a possible part time job for another.

At noon, Rose and Nona talk about possibilities for serving children in families who do not meet eligibility guidelines. Energetic and talkative Rose, as Program Director, has good rapport with the community of parents in Gloucester. With a degree in early childhood education, she has been a Head Start teacher. She developed the first home visit program in Gloucester for eight families during the summer of 1971, was invited to participate in the Home Start Planning Conference in Chicago, and developed the proposal plan for the current program -- all while directing Head Start.

Nona, as Home Visitor Coordinator, has worked full-time since being hired in March, because of program needs she will be a three-quarter

time staff member. She has a Bachelor of Arts Degree in English and a Master's in Education. In addition to teaching, she has long been interested in programs for women and in family day care. She developed a Partnership Teaching Program for mothers who wanted to return to teaching. As Director of Research and Development for the Women's Educational and Industrial Union in Boston, she developed a Family Day Care Program sponsored by that organization.

A third supervisory position, Family Services Administrator, is held by Peter Anastas. A native of Gloucester, a published writer, a father, Peter looks something like a Buddah, thinner but with a beard and long hair. Because Peter is a writer and spends a lot of time at home, he cared for his three small children part time while his wife worked part time, and originally applied to Home Start to be a Home Visitor. He was instrumental in starting the year-old Cape Ann Cooperative School, an "alternative" school that now has 35 children and their parents involved in each other's education in the Gloucester area.

The Center is a comfortable, informal place with toys in the window inviting many passerbys to come in. Sharon Kearsey is Secretary, messenger keeper, decorator/painter and sometimes baby-sitter when children drop in to play with toys and wait for their parents. This group of Home Start staff began their Program with the determination to make Home Start a "household word" in Gloucester. With good publicity, and by opening some training lectures to the public, they are on their way. But they are depending much more on providing services to families to make themselves known. News travels fast in Gloucester, but good experiences with parents and children remain the best recommendation for the Program.

I. START-UP

Community

"Entering Gloucester-Incorporated 1623"

Gloucester is the third oldest city in North America, according to a resident of the city whose family has lived in Gloucester for 100 years and, at that, are "relative newcomers." Only St. Augustine, Florida and Plymouth, Massachusetts are older, and yet Gloucester has not become a rebuilt tourist city like St. Augustine, nor a suburban bedroom town like Plymouth. People in Gloucester still work and live in the midst of its history.

Boats in the harbor are working boats; sturdy, weathered, with orange masts and oil scars, painted green and brown and black. Down the coast, around the edge of the harbor, there are other boats; white ones with chrome, cushions and ice chests. Some belong to the people who maintain tourist homes and motels. Some of the bigger ones belong to people who own estates farther up the coast and who cannot tie up at home because of the rocky shore and constant force of tides.

Houses and shops near the harbor are small, built close together up the steep hills. They look tight against weather and dampness. Many have tiny stairways and surprising little porches, chimneys and windows. At the top of the hill are churches, the library, and houses with yards, still close to each other and to the streets. In late May, the lilacs are just coming to bloom. On foggy or hazy days a horn sounds

every few minutes reminding fishermen of the rocky shore of the coastline. The horn reminds visitors that the sea is near, even in the fog.

Many different ways of living now exist in Gloucester and in the Cape Ann area which covers the tip of the jutting point outlined by Rockport, Gloucester and Ipswich. Fishing boats line the piers but fewer and fewer men can make a living at fishing. Some new business has been attracted to the area--electronics, light manufacturing, fish processing. But generally, the city's old economy, that of a small fishing village, is inadequate to support even the people who have traditionally lived by it.

One cannot generalize about the city without leaving out something important. It is a town in which there is a strong work ethic, elements of traditional European family life, a summer tourist haven, a growing year-round population. As a small village and summering place, Gloucester has not developed social and health facilities that keep up with its changing population. There is a single hospital in the area, few medical and dental clinics, few facilities to care for children and no public kindergarten. Although there is an Interagency Council in the Cape Ann area which coordinates almost 30 educational, social, health, and psychological facilities, community needs seem to be ahead of available services.

There are strong ethnic and social groups within the city's population of 20,000. Forty percent of the population is non-Anglo; some of Gloucester's oldest families are Italian, Portuguese, Scandinavian and Greek. They are proud, independent and take care of their own families and interests.

Many people do not fit into any particular category. They have been in or around Gloucester for a long time, although perhaps not 100 years. They like the atmosphere and people in this small city, and they want some control over what happens to their lives here.

The people in Gloucester are being pulled many ways; toward commercialism by some well-meaning citizens; back by others who would prefer to preserve the identity and traditions of the city against urban renewal. But people very much unlike in some ways are working together in Gloucester. They retain a sort of populism and determination which may enable them to keep the city they love and help those they love in it.

History

The Community Action Program in Gloucester, which is called ACTION, Inc., began very gradually. In 1964, three Gloucester citizens applied for an initial grant to establish a Neighborhood Youth Corps. The same citizens, working through the Neighborhood Youth Corps, obtained a grant in 1966 for "program development" and formed the Community Action Committee of Cape Ann, Inc. In June 1966, this Committee began a Summer Head Start Program in Gloucester. Two years later the territory to be covered by ACTION, Inc. was set at its present five-town region which includes Gloucester, Rockport, Essex, Manchester and Ipswich. Four years later, ACTION, Inc. has been funded for \$950,000 and is offering residents 21 community-oriented programs. ACTION, Inc. is located in a homey looking frame house on Elm Street. Dress is casual, communication among staff is frequent and informal.

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ACTION, Inc.'s Executive Director Denton Crews says that people in the community usually support agency programs and staff even though they are occasionally somewhat distrustful of agencies in general. "There is nothing in ACTION, Inc.'s image that detracts from our programs," says Denton. As Executive Director, Denton provides administrative leadership, guidance in setting agency goals and objectives, and supervision of financial matters. The organization of the agency into five major program areas (below) gives each Area Director independence to administer existing programs and develop new ones.

The five ACTION, Inc. areas are:

- Community Development.
- Job Development.
- Planning and Economic Development.
- Neighborhood Youth Corps.
- Child Development.

In addition to usual community agency programs, ACTION, Inc. has begun several new ones. The agency runs a Community Bus Service for senior citizens, youth groups and day care mothers with the loan of a General Services Administration bus and cooperation of local government in Gloucester and Rockport. The agency sponsors a credit union, a food coop, a youth group which offers a hot line, rap groups and counseling for drugs and other problems. Other activities center on developing new businesses and using existing services such as fish cooperative ventures, ferry service and use of community school buildings.

Home Start in Gloucester began when the Head Start Director, Rose Margosian, became interested in a home visit program which had begun in nearby Haverhill, Massachusetts. In early 1971, Rose and Jack Robards from Pupil Personnel Services of Gloucester Public Schools visited Haverhill, and proceeded to develop a plan for home visiting that served

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eight families in Gloucester during the Summer of 1971. The program lived on \$1,500 of Title 1 money, which was granted through public schools. The first Summer Program served Head Start families with young children and was a success with both parents and children (see evaluation comments in Appendix B).

When the Office of Child Development in Washington began to draw guidelines for the Federally funded Home Start Demonstration Projects, Rose was invited to join in the planning conference in Chicago. At the same time she was developing the proposal for Federal funding of the Gloucester Home Start as one of the 15 Demonstration Programs.

In mid-January, Rose was notified that the Gloucester program had been tentatively accepted as a Demonstration Project. Two staff, hired with Emergency Employment Act funds (EEA) joined the staff as Home Visitors and began helping to develop Home Start publicity displays, mailings, fact sheets and schedules for the start-up of the Program. Today, there are four child care programs in the Child Development area of the ACTION, Inc. agency. These programs are:

- Head Start--a full-year pre-school education program for children aged 4 to 5 located in 4 centers in Gloucester and serving 68 children in the Gloucester area.
- Home Start--also a full year pre-school for children aged 3 to 5. Instead of holding classes in a center workers visit homes where they help parents learn different ways of teaching their own children.

- Family Day Care--a system of providing child care in a family home setting; the program trains mothers to provide child care in their homes for their own and other children.
- Project Image--a program for school-age children from fatherless homes in Gloucester. Similar to the Big Brother programs, Image staff meet with children two hours a day a five days a week.

Since 1966, Head Start Programs have been part of Gloucester. The Head Start Policy Council was at first dominated by interested members of the community, early childhood education specialists, and local public school personnel. In the past two years, however, parents have begun to take an active and vocal part in governing the policies of Head Start. The parents make up 51% of the Head Start Policy Council; the remaining 49% of the Council are community people who have not taken an active part in the Council activities.

The introduction of a new Home Start Program to Gloucester came as something of a surprise to Head Start parents who were working with a program they cared about and believed in. They suspected that Home Start was to "replace" the Head Start they had worked to develop--that even the Head Start Director, Rose Margosian, was deserting "their program" to begin another new and somewhat rival program. But relations are friendly now and both Head Start and Home Start plan to share resources, books, and ideas with each other.

Staff Recruitment

"Gloucester", said one Home Start staff member, "is a grapevine town." What he meant, of course, is that "news" travels informally and fast, that "news" is not always what appears in the community newspaper, and that "news" is not always accurate. But it does travel.

Home Start planners had worked with child care in Gloucester and knew the town. They wanted Home Start to be well-publicized from the very time the grant was awarded.

Even before the Federal grant was awarded to Gloucester, their home visit program was underway. Rose Margosian, as Head Start Director, was directing start-up efforts. Two Home Visitors were hired early in February with Emergency Employment Act funds channeled through the ACTION, Inc.

In early news releases concerning the home visit program and with the announcement of Federal funding, positions were advertised with Home Start. Recruitment for staff was done in newspapers, radio bulletins, pamphlets and through the ACTION, Inc. Community Agency. All applicants were approved by the ACTION, Inc. Personnel Board composed of parents and community representatives. Applicants were interviewed by Rose and Nona Porter, already hired as Coordinator of Home Visitors. Hiring was done in conjunction with ACTION, Inc. Personnel and Governing Boards.

Training


Not only were the Home Visitors to recruit as many families as possible for participation in the program, but this contact with potential participant families gave particular meaning to much of the staff training. It was during recruitment that many staff members were introduced to the types of problems they would be facing--needs of the families, conflicts about caring for people and helping them, conflicts about helping people become independent, uncertainties about the staff's own abilities, ideas about what ought to be done presently and what could be done in the future.

Plans for the three-week staff training were made primarily by Nona Porter, Coordinator of Home Visitors. The first week of training focused on the people in the program--staff, prospective families--and the setting of Gloucester. Newly hired Home Visit staff began to know each other as they examined their responsibilities to families and began to develop skills they would need in working with the families. Staff observed children in many settings all over the city--in doctors' offices, public schools, YMCA programs, Head Start Montessori and Family Care programs, playgrounds, and restaurants. Four of the six staff members have children, and one other had been an elementary school teacher. Staff was doing more than watching children, however. They were learning about each other and developing a common vocabulary for describing the children they would work with. George Witt and staff from his home visit program LEAP (Life Enrichment Activities Program) in Hartford, Connecticut, came to help explore the activities and roles of Home Visitors.

The second and third weeks stressed parent-child relations and the physical social and emotional development of children. Five days were devoted to Parent Effectiveness Training (P.E.T.), a program developed by California psychologist Dr. Thomas Gordon, which emphasizes honest and specific communication between parents and children. College credit for some visitors was arranged for this training.

Home Start staff also spent one day in blue jeans and sweatshirts at the Advisory for Open Education in Cambridge, Massachusetts. They made heavy cardboard furniture for the center and learned techniques for developing games and toys. Not only would they make their own toys for home visiting, but would be able to suggest to mothers ways to make interesting games and activities out of many kinds of materials.

One learning session during the week featured Burton White from Harvard University, who spoke on infant stimulation. Another day, Home Start staff attended the Conference for National Adult Basic Education in Boston.



In Gloucester, staff observed activities of other child care programs to learn about models of early childhood education such as Montessori, Head Start, and the Cape Ann Cooperative School. Materials brought by staff from the St. Louis Home Start Conference were discussed. All read Darcee's Guide for home visitors and Darcee case study materials.

Home Start staff came to this three-week training program with various experiences. The Home Start Director, Coordinator of Home Visitors, and Family Service Administrator have college degrees. The Director has a degree in early childhood education and both other staff have done graduate work past the Master's Degree. Three Home Visitors have Bachelor's Degrees; one finished high school, one did not, another taught pre-school Sunday school classes and still another was a Montessori teacher.

On one day a training session was held on a beach in Gloucester. Nona Porter organized the training. Looking back on the three weeks, she said she thought there had been too much material covered in too little time. Following the feelings of some Home Visitors, the staff allowed a week of catching up, of breathing time, of stock-taking between the time the training was done and the home visiting began.

Families

Recruitment of families was a major goal of publicity about the new Home Start Program. One Home Start staff member was hired for a dual role in the program. Although he applied for the job of Home Visitor, Peter Anastas was experienced as a writer and was a native of Gloucester. It suits him well to be Family Services Administrator and the program's writer, record keeper, publicist and diarist. Weekly stories about Home Start activities, training programs, and speakers, are sent to the

Gloucester Times and most are published. With each news feature, families are invited to participate in the Program. The Center, just off Main Street, is always open during the day for people who have read or heard of the Program and want to know more about it.

Door-to-door recruiting and newspaper articles were not the only media used for recruiting. All three administrative staff members have taped radio interviews in Gloucester and Boston, and Rose appeared on a local talk show to discuss Home Start and answer questions from callers. Rose and a Home Visitor will be in the Boston area late in June to tape a television talk show which will focus on the Gloucester Program.

Sixty families are the target for the first year; half are recruited.

Of the 30 families accepted in the Program so far this year, all are Caucasian but many are not Anglo-Saxon. They are, in addition to Anglos, Italian, Portuguese, Polish, etc. Three families speak only Italian, but one Home Visitor and the Family Services Administrator speak Italian. Almost all families live in Gloucester; other families live in Ipswich and Rockport. Although families from nearby Manchester and Essex are eligible and Home Start staff have done some recruiting in the area, no families from those areas met O.E.O. guidelines as of May, 1971.

A little over half of the recruited families are single-parent families with the mother as head of the household. In families where both father and mother are present, fathers are often unemployed and/or looking for steady work.

In families accepted for the program so far, there are 43 children ages 3 to 5; in these same families there are 40 children between the ages of 6 and 21 but only six children under two years of age. In each family there will be one child who, along with his mother or other relative, will be the focus of Home Start activities. These children are called "focal children" or "Home Start children." In the 30

families accepted, there is a total of 30 Home Start children; 19 are boys and 11 are girls.

No family in this program is considered a farm family. Eighteen of the 30 families now accepted have yearly incomes between \$2000 and \$4000. Three families have incomes under \$2000; six families have incomes between \$4000 and \$6000 and only two families earn over \$6000.

II. PROGRAM-WHO, WHAT, HOW

Goals and Objectives

Although the staff organization of this program is loose and informal, the people on the staff have been cooperating closely in the training and start-up activities. The feeling from staff in May is that both administrative staff and Home Visitors have defined for themselves some goals for the Program and for their own first months of work. Individual goals are, in fact, very personal. Yet there is agreement and understanding among staff about what the program means at the beginning and what they all want it to become. Perhaps more importantly, they have identified the Program as one which they will continue to develop as they increase their experience with the families they are serving, the needs of those families and the limits or lengths of service the Program can provide.

Asked about goals for the Program, Rose says that overall they are much the same as they appear in their funding proposal:

- To involve parents directly in the educational development of their children.
- To help strengthen parent's capacity for facilitating the general development of their own children through home visits, center workshops, and parent involvement meetings.
- To make available to parents comprehensive outreach services.
- To develop a career ladder for Home Visitors.
- To activate and coordinate with existing community human services -- Surplus foods, Coop store, Credit Union, Mental Health Clinic and Social Services.

Since the program is just beginning, staff will begin to meet some goals simply by getting various parts of the program underway. One goal is

aimed at arranging for Centers in two locations where parents and children can have group meetings once all families are recruited. Another objective for the immediate future is to lay foundations for lasting parent involvement. In the next months, that means encouraging parents to serve on the Home Start Policy Council, to come to parent meetings, and to begin to identify issues over which they want to set policy.

There are one-year goals too, and Rose identified three that she would like to have accomplished in some part by next May.

1) Program Operation: "The critical thing", she says, "beyond Centers and curricula and parents, is that all of us function smoothly as parts of the Program. Whether or not we can deliver the services we are planning depends on the delivery system we are able to establish.

2) Developing curricula: "I'd like for us to know in the next year what materials are really best suited for a program of this type. We'll only know what those materials are by working with families. We are setting up a materials workshop in Gloucester and may work with the Advisory for Open Education of Cambridge later in the year. For this year, I want to plan for curricula developed around general areas. Those areas will be identified by Home Visitors in the weekly staff meetings. It is important for all Home Visitors to be planning activities around the same subjects. This is a small town, people will be comparing what others have done with their own Home Visitor and it won't be long before someone feels cheated if they are getting something totally 'different' from another family in the program. This summer we're planning self-image activities for kids and parents that relate to the environment. People in Gloucester are out all summer on beaches and in parks. It's foolish not to plan activities around the places they are."

3) A home for the Child Development Programs of ACTION, Inc.: The ACTION, Inc., agency sponsors a Community Development Corporation that buys local property to develop for low-income families. The dream is that the Corporation will be able to find a house which will become headquarters for all four Child Development Programs. "It could have administrative offices on

the top floor" Rose imagines, "and a kitchen for all kinds of activities including nutritional education classes for Home Start. There could be a place for parent and children group meetings every other week, and parents could have a room for meeting and activities all their own."

Nona Porter, as Coordinator of Home Visitors, shares Rose's interpretation of the formal goals as the ones which generally guide the program. She also shares Rose's informal objective (although they expressed this objective separately) that the program begin to function smoothly in this first year. Nona feels that the beauty of the program is that "things can be accomplished at all levels." Even if the program does not accomplish its most basic goal for parents' education, she believes "We shall have provided urgently needed services." This is a community where people have been battered about. Schools have largely failed them. If they can become involved and active in this program, then I think we will have accomplished a great deal."

Many people in the community can become involved in the program, Nona believes. She would like to arrange for a group of volunteers from local schools to become tutors for family members who want to brush up skills in reading or math. Volunteers might join in a "Youth tutoring Youth" program providing tutoring services to young people in Home Start families.

Peter Anastas, as Family Services Administrator has both immediate and long range goals. Like Rose and Nona, he wants to develop a means of keeping records and recording program processes that will be interesting and valuable to the program as it develops. A more long range and deeply held objective reflects his concern for the education of his own children and his involvement in the free school "movement," his participation in founding the present cooperative school in Gloucester.

"I would just like to see mothers become really self-confident as teachers of their children, so they wouldn't feel that they have to turn over their kids to professionals to be educated."

"Like the free school, I think Home Start can be a model for decentralized education at the family level. I think this kind of thing must be done on a personal basis. Home Start is particularly important because its very existence, as an alternative education model should have an effect on the way people look at the traditional school system.

Just as the Home Visitors are the real field workers in this program, they also have individual goals for the program in addition to the objectives they have all agreed upon.

Donna Clepley wants to help children (and, if possible, parents) to become comfortable with their feelings about themselves, their experiences and their world. "When all activities for children tend toward making them happy with themselves, the cognitive skills will take care of themselves. No matter what the parent defines as her priorities for the children, they can be developed with the child in terms of self-concept and relationship concepts."

Bea O'Connor knows there will be lots of demands made on her as Home Visitor but she sees her role clearly as helping each child toward his/her potential for growing. "I'm not a social worker. I'm not a counselor. I'm just going to try to make it easier for parents to teach their kids and for their kids to learn things.

"Of course, I always was a dreamer," she says, "but I think a child who can't imagine things is missing a lot. Maybe I can help them use the imagination that all of them have, but some just don't have much opportunity to enjoy."

These are some of the private goals in this Home Start program. There are others. Each of the six Home Visitors have their own personal goals for themselves as a part of Home Start.

In addition, the Executive Director of ACTION, Inc. has some goals for the Home Start Program, too, as it is a part of the Child Development area within the agency. For the new funding year, Denton Crews has developed some priorities within the agency. They include (for 1972-75) stimulating growth and development of pre-school children and helping parents become aware of children's needs.

As one of the five program areas at ACTION, Inc. the Child Development Council has been asked by Crews to develop some measurable objectives for judging what progress they are making with all child care programs throughout the year.

Now, in May 1972, home visits with families have not started. For the families who have been recruited and accepted, home visits will start in the second week of June. Generally, visitors plan to spend the first two or three visits getting acquainted with the family, especially the focal mother and the child.

Nutrition services and referrals to health and psychological/social services have not yet begun, although the organization is clearly set up to handle those referrals through the Family Services Administrator.

Health

Gloucester has few regular health clinics as part of Community Health Services. Health examinations and dental examinations, which are planned as basic service to at least all target children, will be arranged with Cape Ann Medical Center as well as private doctors and dentists. All such referrals will be made through the Family Service Administrator.

Home Start will pay medical and dental bills for target children of families who are not eligible for Medicaid. Services for other children in the family will be arranged through the Family Services Administrator but cannot be paid by Home Start.

Nutrition

Some basic nutrition services will be provided by Home Visitors. These will, and in fact have already, included arrangements with families to obtain Surplus Commodity foods. Home Visitors anticipate some home-based and center-based group activities on meal planning, budgeting, and even actual food preparation. Other services Home Visitors can offer are membership in the ACTION, Inc., sponsored Food Cooperative, recipes for using surplus food, and discussions with mothers in home. The Director hopes to extend the current

"Meals on Wheels" Program (which now serves primarily elderly residents of Gloucester) to low-income mothers who also need low-cost but nourishing meals for their families.

Ms. Helen Early of the Essex County Agricultural Extension Service was contacted by Rose Margosian early last year during the first Home Visit Program development stage. She did agree to provide nutrition services to groups of Home Start parents, and may also provide the services of Nutritional Aides who have an independent home visiting program in Gloucester.

The Expanded Food and Nutrition Program of which Ms. Early is head, provides classes, demonstrations and discussions for groups within the county and state on subjects which include:

- human relations;
- textiles;
- nutrition and health;
- family economy;
- consumer education;
- budget management.

Ms. Early sees the most important function of her office as "teaching people who are to go out and teach others." Her office recently provided training in nutrition and money management to graduating Social Workers. It is this approach she would like to take in providing service to Home Start. She is interested in providing direct instruction and discussions with parent groups only if they express solid interest in the subjects. "I am really interested in the quality of education we provide, not just in time spent," she said. Sometimes lecture meetings with parents or families are not useful because the parents themselves do not identify with the subject which the nutrition staff has been asked to cover."

Psychological/Social Services

Family needs related to social activities such as employment, housing, drug counseling, and training will be referred to appropriate programs operating through ACTION, Inc. Since the Home Start Program and ACTION, Inc. have a close relationship, these services are likely to be provided quickly and with maximum contact with the family during referral.

Psychological consultation for families, and individual family members, will be provided on an informal contract basis by the Cape Ann Children and Family Center in the Addison-Gilbert Hospital in Gloucester.

The Children and Family Center is relatively new in Gloucester and provides services no other agency in the area does. Dr. Philip Cutter began the Children and Family Center in 1969 as a Child Guidance Clinic, emphasizing treatment for children's mental health problems and offering consultation in mental retardation. From a staff of two doctors and two part-time people in August of 1969, the Center has grown to a staff size of 12 full-time and eight part-time staff. Services provided by the clinic now are 50% direct services in psychotherapy, diagnosis, and specialized treatment. The other 50% are indirect services involving referrals and coordination with School Adjustment Counselors in the public schools, with other medical facilities in the area, with clergy, and with the local welfare office.

Although the details of the services to be provided by the Center to Home Start have not yet been spelled out, Dr. Cutter favors the type of program which he helped design and run for Head Start, both in Boston and in Gloucester (while Rose Margosian was Director).

Dr. Cutter's approach to providing services is first to meet with program teachers and aides for informal training. The idea is basically educational. "The Center can best serve a program," said Dr. Cutter, "when the program staff can recognize which are appropriate problems (or families) to refer to the Center and when is the appropriate time for referral."

Once a Home Visitor and the Family Services Administrator conclude that a family is both in need of consultation or diagnosis, and willing to go to the Center for service, the Family Service Administrator will call an Intake Worker in the Center to discuss the family and make an appointment.

In addition, Center staff will be available for some psychological testing for perceptual handicaps and for some screening and diagnosis of referrals to the Center. The decision at the Center, once a family has come for consultation, may be referral to a more appropriate agency, such as the School Adjustment Counselors, to one of the medical or social agencies of the Cape Ann Interagency Council, or individual or group treatment continuing at the Center. Some referrals may be made to the State Rehabilitation facility where there is a nursery school for retarded children and a few children who are emotionally disturbed.

Education

In addition to Home Visits, educational activities will be planned around a Toy-Lending Library and a Center Workshop, where staff and parents can make toys, games and other playthings.

During the first two weeks of home visiting, very informal, educational activities will be taken into some homes. One or two Home Visitors want to become more acquainted with mothers and their expectations before taking materials to the homes.

Curriculum areas for home visits will be developed by the Home Visitors and the Home Visitor Coordinator in their weekly staff meeting. Summer activities will emphasize environment and the child, and will encourage activities like finding and matching shells, drawing in sand, understanding properties and comparisons of water, sand, sun and weather, observing sizes and shapes on the beach and in the water. All activities are planned to emphasize the children in their relationships to this Summer world of Gloucester, their feelings about themselves and the people around them -- mothers, Home Visitors, brothers, sisters, fathers, grandparents. During

the Summer, and into the Fall, most toys and materials taken into homes will have been made by Home Visitors as a means of suggesting to mothers that home-made games are attractive, fun to use and can be fun for mother and child to make.

Home Visitors are collecting scraps and "beautiful junk" as well as drawing paper, pens and other materials for the Parent Craft Workshops which will begin as soon as parents become familiar enough with the Program to begin group meetings. Workshops will be held in the top floor of the building above the Home Start Center at 3 Center Street, in the middle of Gloucester. In the old building which used to house "The Gloucester Daily Times," the top (third) floor is a high ceiling space divided into two rooms. From the tall windows one can see rooftops, trees, nests of baby birds, and the main street of Gloucester. A very pleasant place in which to create toys and games.

When parent activities begin, parents will be meeting here or in centers for discussions or workshops on topics they will identify.

Some days they may make toys, other days they may identify problems they wish to discuss as a group; problems with health care at home, using surplus food, learning about infant stimulation, using housing services provided by ACTION Inc., or others. Once centers are established, parents will be encouraged to volunteer as center staff on weekends to enable other parents to use a center or workshop (at times other than regularly scheduled meetings).

III. HEAD START

Program and Staff

Head Start Director Jean Clarke had been Director for about six weeks in May, 1972. She was chosen by Head Start Parents and the Personnel Committee of the Board of ACTION, Inc. to replace Rose Margosian when Rose was officially hired as Director of Home Start.

"I love this program and I believe in it", Jean says. A Head Start parent who has come by briefly to deliver some toys to Jean volunteers that "everybody does" believe in Head Start.

Head Start was one of the first Federally-sponsored programs in the community; it has been in Gloucester since 1966. Parents have become increasingly eager to participate in the planning and control of Head Start since that time.

Head Start is one of four child care programs sponsored by ACTION, Inc., the Community Action Agency. Others are Home Start, Project Image, a school age activity program, and Family Day Care. Head Start administrative offices are located in the ACTION, Inc. building. In addition to the Director, Head Start administrative staff includes a Social Services worker, a full-time Nurse, and two part-time Aides: a Family Service Aide and Administrative Aide (a position usually held by a Head Start parent).

Head Start presently serves 68 children in four different Centers, all located in Gloucester churches. Each Center has a staff which includes a Teacher, Teacher's Aide, Neighborhood Youth Corps aide (part-time volunteer, and one parent volunteer. Emphasis in each Center is on enriching the child's experiences through creative play, although each teacher is free to develop her own program. Some teachers have arranged for local folk singers and crafts teachers to visit the Program and provide

leadership in special arts and crafts. Snacks and hot lunches are served, daily with the help of a parent volunteer.

Many administrative and aide positions are held by parents. One parent who has been involved with Head Start in various positions is the current Director, Jean Clark. Jean is a former Head Start parent and has lived a long time in Gloucester. She began working with Head Start after her children were no longer involved, and was hired as a member of the Commonwealth Service Corps to serve as a parent aide in the office. From that capacity, she moved to the job of Family Services Worker for Head Start and then applied along with many others for the job of Director when it was available. She knows the people in Gloucester well. "There are lots of old families and they look out for one another. They wouldn't leave Gloucester if you paid them." Many have come to feel that Head Start is really their Program.

The Parent Policy Council is composed of 51% Parents; at present the Council also includes two community representatives. Four parents from each of the four Centers are elected by parents of children at each Center. Next year the Council will have at least six new parent members. An informal arrangement has been to elect one new parent from each Center to serve on the Policy Council, along with one parent experienced in Policy Council work.

Similarities and Differences

Head Start and Home Start are based on two different ideas of early childhood education. Head Start focuses learning among children who participate in activities with each other in a Center, while Home Start emphasizes the learning relationship between parent and child and concentrates on helping parents teach their children in a variety of ways. In Gloucester, through considerable participation by parents in administration and policy making, parents in Head Start are also important educators of their own children even in a Center setting.

Another interesting similarity in the programs is the staff pattern which reflects the difficulty of many Gloucester and Cape Ann parents to obtain services needed by their families. Both Head Start and Home Start have Family Service Administrators or Social Service Aides with similar responsibilities: to help make appointments, provide transportation and make other arrangements necessary which enable a family to go to clinics, seek employment, obtain food, public assistance and other services. Although the staffing may have originated in both programs under the administration of Rose Margosian, the staffing of both programs can be seen as a direct response to needs expressed by Head Start and Home Start families in Gloucester.

Shared Resources

Head and Home Start Programs, despite some initial apprehension by Head Start, work together closely as ACTION, Inc. programs. Both women as Program Directors work regularly on the four-member Child Development Program Council for ACTION, although Home Start is the only child care program whose administrative offices are not in the house on Elm Street (where ACTION, Inc. is located).

As child care programs of ACTION, Inc. both Programs share in close social service ties with other ACTION, Inc. programs. Both contract separately with Cape Ann Family and Children's Center for psychological services, as do all 4-C programs in the area.

In addition, the Directors of both Programs have a close working relationship that allows them to share publications and materials. They will also pool resources to purchase services that both need.

The Home Start Director has suggested that the Head Start Parent Policy Board may be able to help Home Start parents' participation by offering training on how to make policy and operate as a board. Availability of spaces in Head Start for Gloucester children may have some impact

on recruitment of families for Home Start in this first year. Head Start is limited by funding to its present size. One Head Start parent suggested that families wanted their kids in Head Start if they could get in but would take Home Start only if Head Start were not available to them.

IV. ORGANIZATION

Policy Making

Although there are four programs in the Child Development area, the Parent Council for Head Start is by far the most active and powerful advisory group. The current organization of four programs in the Child Development area was a recent change to centralize child care programs within ACTION, Inc. and to clarify the role of respective parent groups. Each program will have its own Parent Advisory Council. Home Start Council members will be elected from the groups of families served by each of six Home Start Centers. Two members will be selected from each of the six groups and then other community people will be invited to take remaining places on the Council. One or more members of each Parent Council will participate in the activities of:

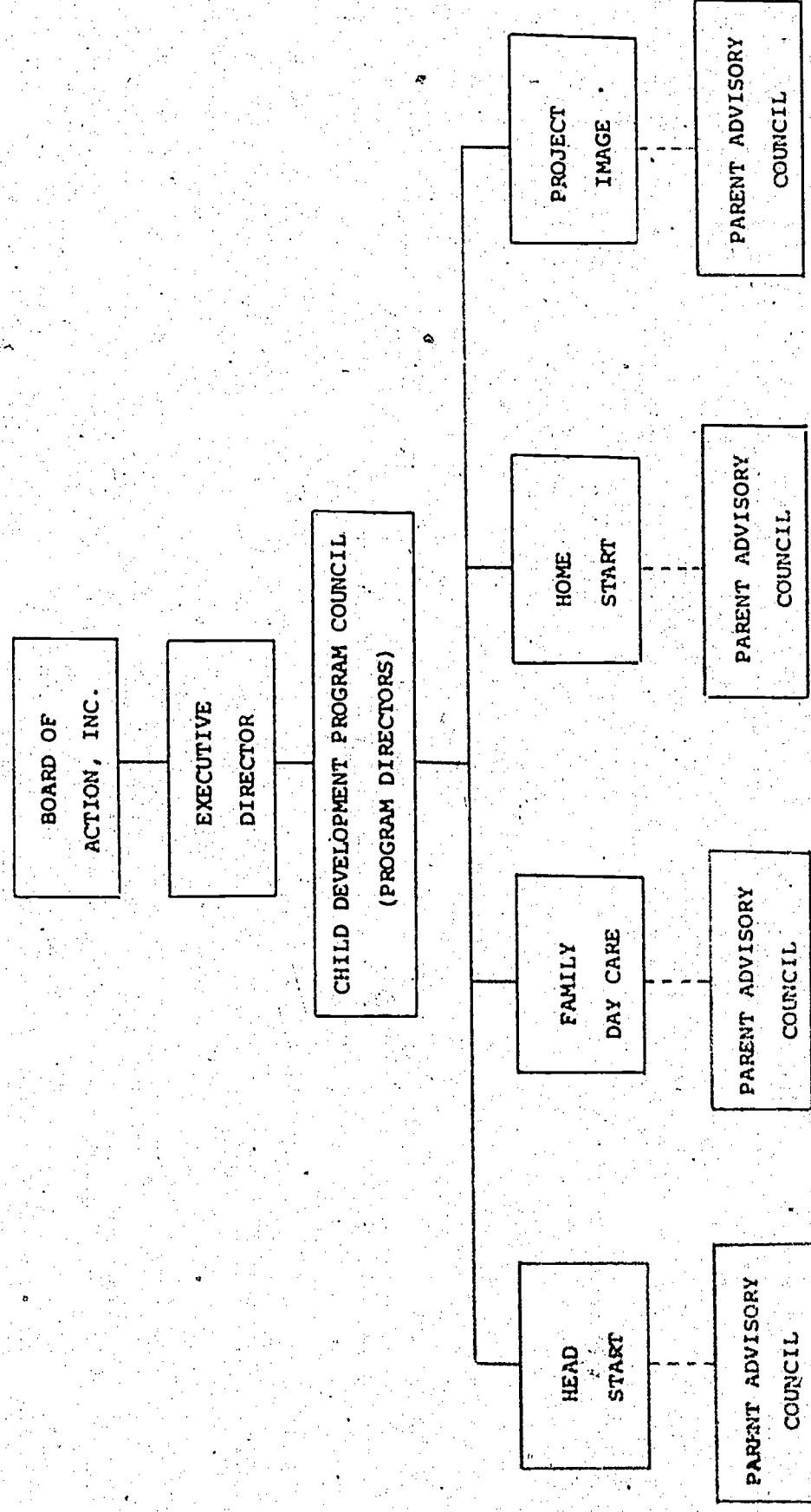
- Board of Directors, ACTION, INC.
- Title I Advisory Committee for City of Gloucester.
- Child Development Program Council.

In terms of helping guide the Program, Home Start Parent Council will have primary responsibility in the area of policy making. Administrative decisions will be made primarily by the Home Start Director, although she may ask the Council for advice in making final decisions. Changes or new directions in the Program must be approved by the Council who may also initiate suggested changes in policy. Parents are encouraged to make policy suggestions first within small groups and bring them before the entire Policy Council through each group's representative at the Council.

It is planned that Parent Councils for all Child Development programs will be involved in writing work plans for the area's child care programs next year (See Organizational Chart).

ORGANIZATION CHART I

CHILD DEVELOPMENT PROGRAMS WITHIN ACTION, INC.



Staff Organization

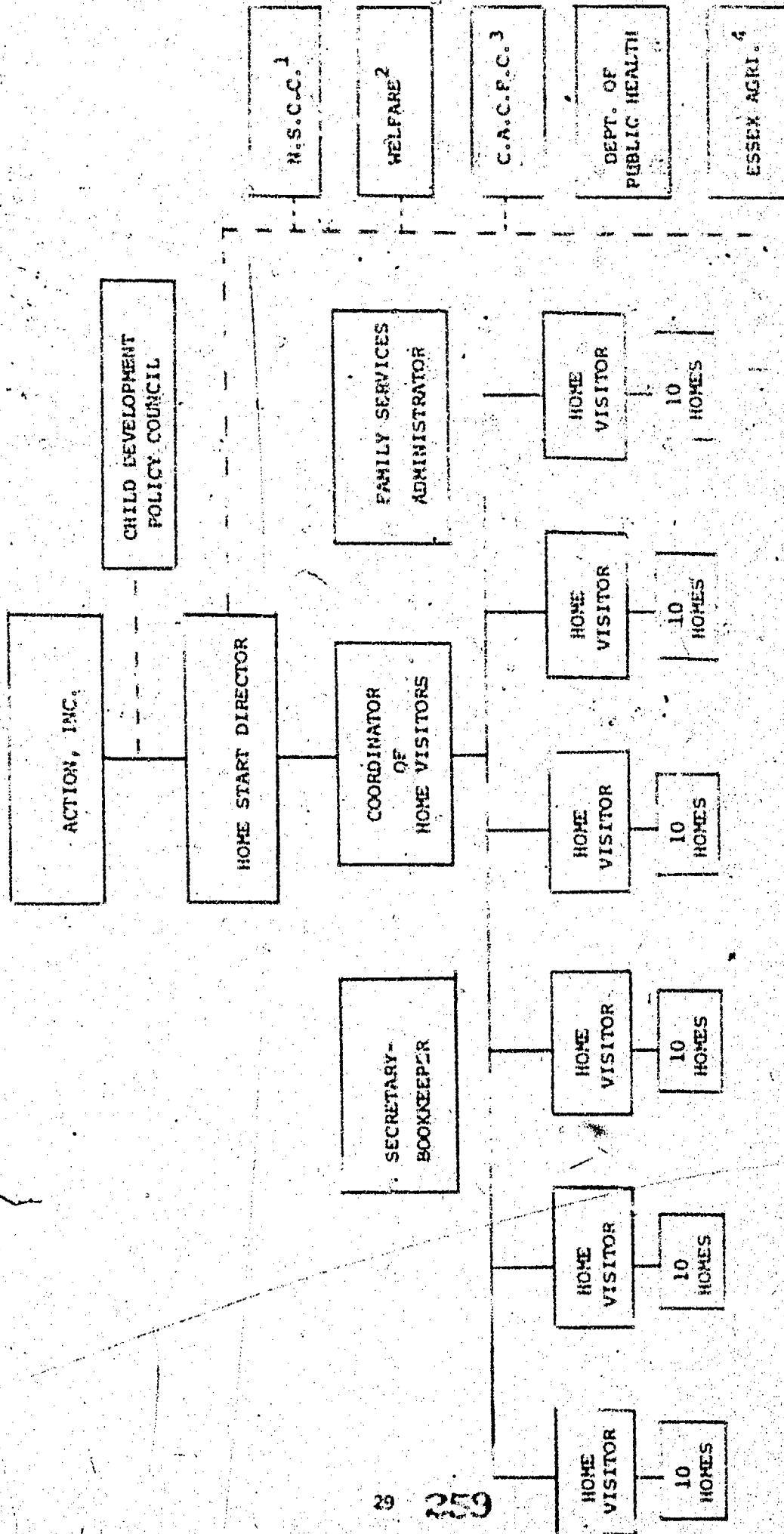
Staff structure is loose by choice at this time. Administrative positions appear to be particularly suited to the people who hold them. Since the office is small, responsibilities sometimes go to the person available at the time; usually even informal responsibilities match reasonably well with the person's job description.

The Director is Chairwoman of the Child Development Program Council which directs general policy of all child care programs in ACTION, Inc. She is responsible for the general budget, planning and program operations of Home Start. Perhaps more important, she has had the most experience with child care programs in Gloucester, having directed Head Start for two and a half years. She knows the town, its resources, its manner of operation and she, more than other administrative staff members, works directly with the community at large.

The Coordinator of Home Visitors has primary responsibility for helping Home Visitors identify materials, skills and resources they need in working with families. She is responsible for providing training to Home Visitors, other Home Start staff, and parents; Friday training sessions are planned by her. She also contributes to the monthly progress report and works with the Family Services Administrator to help provide referral and educational services to families.

The Family Services Administrator will be responsible for making sure families receive referred services; he will make medical, dental, psychological and social referral appointments and, if necessary, see that families receive services to which they are referred. He will attempt to develop additional sources of service in the community during the year. In addition, he is responsible for keeping all information records about families and working with Home Visitors to develop adequate record-keeping for home visiting activities. Also, he keeps accounts of training plans and activities, prepares news releases and media appearances to publicize the program. With some help from the Home Visitor Coordinator, he prepares monthly narrative progress reports about the program (See Organizational Chart II).

ORGANIZATIONAL CHART II



¹ North Shore Community College

² Local Welfare Department

³ Cape Ann Children & Family Center

⁴ Essex Agricultural Extension Program

The Home Visitors, of course, are the critical staff in Home Start as they define the program individually for every family they visit. In Gloucester, each of the six Home Visitors brings unique skills and experience to her responsibilities. The Cape Ann population makes more demands on organized social services than can be met, so many social and nutritional, and virtually all educational services will be provided to families by Home Visitors. They will have individual responsibility for tailoring materials and curriculum to the needs of each family. They will also be instrumental in helping parents become involved in the Center Workshops and in Parent Policy Council activities.

Staff Training

Home Visitors and administrative staff participated in three weeks of intensive pre-service training prior to making Home Visits. In-service training to be held weekly (or as necessary) on Fridays will be planned by the Home Visitors Coordinator as Home Visitors identify their training needs. See outline of training in Appendix.

There are plans to utilize volunteers in working with Home Visitors in the Center Workshops and in planning activities for parent groups. Parent volunteers may staff Center Workshops on evenings and weekends to make facilities available to other parents. Volunteer activities will be supervised by the Director and Home Visitor Coordinator.

Record Keeping and Staff Meetings

Friday staff meetings with all Home Start staff will provide time for in-service training, discussion and problem solving, materials construction and general program planning. Initially, some part of Friday meetings will concentrate on developing records for keeping track of services to each family. Home Visitors will work primarily with the Family Services Administrator in this activity. Records have been developed to describe activity plans, home visits, family members involved and results of home visit activity. These will be kept in conjunction with other records in the information system, and will be filled out during Friday meetings.

V. RESOURCES

The non-Federal share of Home Start Program resources are contributed by parents who "donate" space in their homes for the Program operation. This contribution amounts to 10% of the total Home Start operating budget.

Services from some community agencies must be listed as resources although Home Start will pay some fees for services. Among these are medical clinics, private physicians and dentists and the Cape Ann Children and Family Center. Services provided by the Essex County Agricultural Extension Agency and the ACTION, Inc., community agency are not paid by Home Start funding.

Aside from social services, Gloucester has a rich resource in the town, its environment of woods and beaches, and its diverse community of people whose talents as writers, teachers, and artists can and will be utilized in the Home Start Educational Program. Many people experienced in early childhood education from Gloucester, Cambridge, and Boston contributed to the pre-service training and will be available for consultation throughout the life of the Program.

The Center Workshop and the Toy Lending Library already set up by the Home Start Program offer resources which parents may use to follow their own inclinations about the education of their children.

A complete cost-benefit analysis is being planned for the Home Start Project. Donated Goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contacted and coordinated, as well as what the real costs of services for families are.

VI. APPENDIX

- Job Descriptions
- Informal Evaluation
- Pre-Service Training Program

JOB DESCRIPTION

Position - Director

Salary - \$9,500 - 11,800

Number,- 1

The Program Director should have background in Early Childhood Education and extensive experience in working with children. Experience working in Early Childhood Programs of a Community Action Program is preferable. Background in Head Start and prior experience in working with home based programs would be desirable.

Duties:

- 1) To coordinate all phases of the Home Start Program, including administration, recruitment of families, medical, social, psychological, educational, nutritional services, transportation, parent activities, volunteers and public relations.
- 2) Interview and screen job applicants, make referrals of candidates to the Screening Committee of the Child Development Policy Council, assign and supervise all personnel.
- 3) Conduct weekly meetings for staff at administrative level to consider personnel matters.
- 4) Work in coordination with Coordinator of Home Visitors and Home Visitors to design meaningful training.
- 5) To develop a Home Start center development committee.
- 6) To receive visitors or inspectors conducting authorized evaluations of the program.
- 7) Conduct public relations and enlist community support.
- 8) Supervise the maintenance of all records, responsible for correspondence and reports, and the payment of all monies due out.

a. Program Director (cont.)

- 9) Present regular reports to Child Development Policy Council. Supervise the preparation of Home Start and other pertinent proposals.
- 10) Prepare a summary report at the close of each program.
- 11) Coordinate the planning of the curriculum and supervise its carrying out. To order all equipment and supplies for the Home Start program.

JOB DESCRIPTION

Position - Coordinator of Home Visitors

Salary - \$7,500 - 8,000

Number - 1

Experience:

Formal education preferred. The Coordinator of Home Visitors must have extensive background in Early Childhood Education and experience in working with young children and their families.

The Coordinator will be accountable to the Director of the Home Start Program.

Duties:

- 1) To be responsible for preparing design of three week intensive training program in coordination with Director.
- 2) To coordinate training a) for home visitors b) for parents.
- 3) To schedule regular appointments for home visitors.
- 4) To assess progress being made and help with problems being encountered in the home.
- 5) To coordinate workshops for each home visitor on a weekly basis and help prepare a) activities for the children b) sessions for parents (parent education).
- 6) To meet with all home visitors on a regular basis to instruct them in parent education concepts as health and nutrition education for them to carry out in the home.
- 7) To work in coordination with the coordinator of community and comprehensive services to see that individual needs of families are met.
- 8) To prepare a monthly progress report to be submitted to the Director of the Home Start Program.
- 9) To participate in any necessary training.

JOB DESCRIPTION

Position - Home Visitor

Salary - \$6,000/yr.

Number - 6

The Home Visitor should be an indigenous community person with a good understanding of people and sincerely like young children.

The Home Visitor must be willing to undergo an intensive three week training program prior to beginning home visiting. The individual must be able to work with ten families on a weekly basis. The Home Visitor will be responsible to the Coordinator of Home Visitors. It would be preferable for Home Visitors to have their own car. If not a car, a license. This is due to the extensive moving from one home to another that the program entails.

Duties:

- 1) Must attend in-service training sessions once a week.
- 2) Will be responsible for working with the Coordinator of Home Visitors to plan weekly workshop, specifically to provide group activities for the children while consultants instruct mothers in the area of child rearing techniques, menu planning, health education, etc.
- 3) The Home Visitor will spend the remaining three days per week visiting homes at least two hours per day, and to provide children in these homes with educational activities designed to meet their individual needs.
- 4) To prepare materials to leave with mothers to follow-up on activities designed.
- 5) To report any special needs of families to the Coordinator.
- 6) To meet with the Coordinator of Home Visitors on a regular basis to discuss progress and problems being encountered in the home.
- 7) To prepare a monthly written report to be submitted to the Coordinator summarizing monthly progress.

JOB DESCRIPTION

Position - Secretary-Bookkeeper

Salary - \$6,240/yr.

Number - 1

The Secretary-Bookkeeper should have a high degree of competency in the areas of typing, filing, and good bookkeeping skills. The Secretary-Bookkeeper should have prior experience in both the areas of secretarial work and bookkeeping.

The Secretary-Bookkeeper will be responsible to the Director of the Program.

Duties:

- 1) To answer the telephone and take all messages.
- 2) To know where staff members are at all times, and know how to reach them.
- 3) To serve as receptionist for all people coming into the office.
- 4) To handle incoming and outgoing mail for the Program.
- 5) To be responsible for all bookkeeping tasks including preparation of the payroll, ledgers, cash disbursement journals, financial statements, reconciliation of checkbook and all other bookkeeping functions.
- 6) To prepare a monthly financial statement for the Policy Council and the Board of Directors.

JOB DESCRIPTION

Position - Clerk of Comprehensive & Community Services

Salary - \$5,200/yr.

Number - 1

The Clerk of Comprehensive & Community Services should be an indigenous community person with a good knowledge of the Service Area of Action, Inc. The individual hired for this position should have good filing and organizational skills. Typing skills would be helpful. The Clerk of Comprehensive & Community Services will report to the Director of the Home Start Program.

Duties:

- 1) To contact family physicians and dentists and determine when medical and dental services are due for children in the family.
- 2) To give reminders of need for medical and dental care to appropriate home visitors to pass on to families served by Home Start.
- 3) To create and maintain a file on medical and dental care for follow-up purposes.
- 4) To contact community groups and agencies and create a catalogue of existing services; including names and addresses of agencies, type of service provided, eligibility for service and cost of service.
- 5) To be aware of all referrals made by Home Start staff (e.g. psychological and social work referrals). To keep a file of reports on families that have been referred for additional services.
- 6) To work with the Coordinator of Home Visitors and the Director of Home Start to create a booklet for parents on places to take children in the Gloucester area.
- 7) To prepare a monthly report on progress for the Director of the Home Start Program.

JOB DESCRIPTION

Position - Resource Center Librarian

Salary - Volunteer Position (Neighborhood Youth Corps)

Number - 1

The Resource Center Librarian will be responsible for handling all materials within the resource center.

Duties:

- 1) To catalogue and organize all materials in the resource center with the supervision of the Program Director.
- 2) To be responsible for checking in and checking out all materials borrowed from the resource center.
- 3) To report any materials missing to the Program Director.
- 4) To notify Program Director of any additional materials requested by staff.

INFORMAL EVALUATION OF
SUMMER HOME START PROGRAM IN
GLOUCESTER, MASS. 1971

Conducted by:

Rose Margosian
Director, Head Start
1971

The children were evaluated by each of the teachers in terms of their present development. Any long range changes in the children's ability was impossible to test because of the brevity of the program. It was felt however, that the children enjoyed the program and that they looked forward to having their teacher come. It was evident from what parents said that the children learned in the course of the program.

The real aim of the program however, was to reach the mothers and change their attitudes about working with their own children. Many of the mothers involved did not feel they could do things with children. As the program went on, more visits were made by an individual rather than the teacher and the teacher aide. It was felt that one person going into a home could ask a mother to get involved and "help" more readily than if two individuals were to go into the home. The degree of involvement varied from mother to mother. However, it was the feeling of the staff that all of the mothers who signed up were interested in their children and wanted to help. They felt that they were not really dealing with "hard core" people. If mothers could be paid a small stipend for participating in a program like Homestart, it might be more likely to reach homes where there is a serious lack of adult-child interchange. Under our volunteer status, it was difficult to reach some who needed it more than others. Two of the mothers who signed their children up were obviously looking at our program as a way of getting rid of their children. One of the two, however, began to see what the program had done for her child and wanted to get involved. If the program had lasted longer than five weeks, it surely would have captured her and she would have become involved.

All of the staff felt that a program like Homestart would have been more successful if it were to run during the school year. They felt that more families would have become involved in the Fall and Winter when the outdoors and the beaches were not readily available. Some of the mothers wanted the program to continue into the fall.

The most difficult aspect of the program was the lack of materials. An order had been put in for Homestart supplies by the Gloucester Public Schools. During the course of the program, not one item was delivered and it still has not been delivered. This made full planning difficult and the teachers did a great deal of scrounging in order to get materials. Also, salary payment through the public schools was slow and we received several complaints about late checks, etc. A program such as Homestart could have run much more efficiently had the money been turned over to the administering agency.

An evaluation was done at the end of the program, to get an idea of the mothers' attitude to the program. Their responses on the whole were very positive and in favor of programs like Homestart.

- MOTHER VI. Yes, definitely. I saw much progress in Kim.
- MOTHER VII. Definitely, especially Chris.
- MOTHER VIII. Yes, a lot.
- MOTHER IX. I think so. They're working with someone else rather than myself. The other children in the class haven't attended enough to evaluate my girls ability to relate to other kids.

Q. Do you feel your child was the right age for the program?

- I. Yes.
- II. Oh, I would say so.
- III. Yes, kids any younger have a hard time sitting still. I think that he was the perfect age. Intelligence wise he is fine, but he needed to learn how to sit and pay attention (Age 5)
- IV. Yes, I thought she was good, she behaved well (Age 3)
- V. Yes (age 4)
- VI. Yes, one difficulty was the age range. The class has a range from 6 to 7 1/2 and there are problems in attention range and appealing to all.
- VII. Oh, yes, both of them (ages (ages 4 and 6)
- VIII. Yes, both of them I think, even Stephano whose 2 1/2
- IX. Oh yes, Susie's a joiner; if there's a group of children, she's right in the middle. However, Dobbie looked on from the side.

Q. How do you think your child has benefited from these classes?

- I. Well, take for example my daughter Laurie (age 4) - she's the type that can't sit still and the teacher has really caught her attention. Especially since the first meeting she's really improved. Georgie (2) my son, seems a little young; Allison knows most of the stuff already (6). They've all learned different things but especially Laurie has really learned how to sit there and listen.
- II. Lisa is practically like an only child, and this program has helped her to fill her time constructively. When she's just alone with me she looks to me, her mother, to entertain her.
- III. Definitely. Yes.
- IV. It has helped her learn to sit still better and in that way lengthened her attention span.

Mothers' Interview (Includes Day Care Parents who for the most part are working - Children were in Day Care homes that had Homestart)

Q. What has been your child's response to the program?

A. Mother I: They like it very much. They look forward to the classes.

Mother II: My daughter, Lisa, who is 6 1/2, is crazy over it.

Mother III: Most of the time he was enthused. The only problem that arose was that he was the only boy in the class. Sometimes he complained about this. On the whole he was very enthusiastic. I also feel that the two hours that the program ran for was definitely enough time. I don't think he could have handled a longer time period.

Mother IV. She likes it and looks forward to the classes. So do the other kids in the neighborhood.

Mother V. Scott likes the classes and he likes to go to them.

Mother VI. They look forward to it very much. They've really loved it.

Mother VII. They really enjoyed it and looked forward to it.

Mother VIII. They love it.

Mother IX. Susie's very enthusiastic; she's five. Debbie is enthusiastic to a point and then bows out; she's four.

Q. Do you feel your child has benefited from the program?

A. Mother I: Yes, I do.

Mother II: That's hard to answer. Socially she has. She has had school experience before, she went to Head Start this year. The only problem that I see is that she has some trouble with the marble game. She doesn't seem to get that.

Mother III. Yes, he learned to express himself. He retells about all his class experiences.

Mother IV. Yes

Mother V. Yes

Q. Would you take part in such a program again?

I. Oh, yes definitely. I saw one problem for the program this time and that was that the materials weren't available.

II. Probably would.

III. Well, I have no other pre-school age children, but if I did, certainly. This is just about ~~got~~ him ready to let know what Head Start is like. The only other problem I saw was that other kids had the classes in their home. I think that if my son had had classes held in his home he would have had an even more positive attitude. (Mrs. M. did not initially want to participate)

IV. Yes, I think the idea was good

V. Yes, he's enjoyed it.

VI. Yes, I certainly think it's been terrific

VII. Yes.

VIII. Oh, yes. The program came at a good time this summer

IX. Yes.

- V. He carries over what he has learned to home. He brings home his new experiences. He especially has a chance to be with other children his own age. He also seems to remember things that he's learned.
- VI. Well, Jill already had a year of first grade and my other child had a year of Head Start. Therefore this continuing of school helped them - they didn't slack off during the summer. They both had a very enjoyable time learning in this summer program.
- VII. Well, they learned to settle down. They are quite active - especially to have them interested and finish something is hard to do. Chris is sort of lazy for his age, he seems to have a negative attitude: "I can't do this". Cindi, his sister, used to bother him too much. This program has helped him develop his independence.
- VIII. At the point before the Homestart Program began, neither of my children wanted to go the babysitters. I think it helped the Day Care mother realize that the children have to have something to do. The children have brought home things they have made. They seem to have learned that there is pleasure in giving; bringing home their crafts to mother. Also Stephano's attention time was lengthened. The program also helped the personal relationship between the babysitter and the children.
- IX. One instance is I tell her, "Teacher is coming today" - well she's very happy. These classes have turned her on to school and learning. She realized that on the class days she will be able to do something constructive.
- Q. Would you be interested in some follow-through materials assisting you to work with your child ie. suggesting activities and so on?
- I. Yes
- II. Yes
- III. Definitely yes
- IV. Yes
- V. Yes
- VI. Yes, definitely - something for me to work with the children
- VII. Oh, definitely. Things to do that you can find the materials right in your home are great. So many simple things really pleased the children.
- VIII. Yes, if I was at home and not working.
- IX. Yes.

Criteria that would increase the effectiveness of Homestart

1. Paid transportation for staff
2. Equipment and supplies readily available.
3. Funds to permit a full school year program
4. Funds to hold field trips to local sights
5. One homestart staff in each home
6. Better organized neighborhood clusters
7. Development of a formal evaluating tool for children and for mothers

PRE-SERVICE TRAINING PROGRAM

Developed by

Hona Porter

Coordinator of
Home Visitors

Training Program for Home Visitors

May 8 - May 26
Gloucester, Mass.

May 8 Morning

Discussion of training program: What do we want to do for children, for parents? What is the aim of the program?

Observation of children

- First grade classrooms
- First grade at recess time
- Head Start at meal time
- Parochial school at recess time
- Arts and Crafts School for Preschoolers

Guidelines: How are children dressed?, etc.

Afternoon

Discussion: How do we feel about children, about parents?

Observation of children

- Doctor's offices
- Children's program at WPCA
- Informal activities - Laundermat
- Family Day Care

May 9 Day Retreat

Morning bus trip around Cape Ann, discussion of sociology of Gloucester.

Day long discussion about home visiting with George Witt and two home visitors from the Life Enrichment Activities Program (LEAP) in Hartford, Conn.

May 10 Boston, Mass.

Conference for National Adult Basic Education with Boris Frank from WSA-TV, Madison, Wisconsin.

May 11 Morning

Observations of children

- Cape Ann Cooperative
- Montessori Children's House
- Notre Dame Children's Class (2nd Montessori School)

Discussions of observations

Observations

- Dentist Office
- Playgrounds
- Restaurants

May 12, 17, 21, 24, 26

Parent Effectiveness Training (P.E.T.)

All staff participants in P.E.T., developed by California psychologist, Dr. Thomas Gordon; training by P.E.T. trainer.

May 15 Morning

Early Childhood Education

Presentation of "Ages and Stages 3-6 yr. olds"

Mr. Charles Rossow, Director, Montessori Children's House
Gloucester, Mass.

Afternoon

Review of morning discussion and recruitment of families.

May 16 Cambridge, Mass.

Day long workshop visit to Advisory for Open Education,
Cambridge, Mass.

May 18 Morning

Demonstration lessons with 3 year olds - Rose Margosian
Discussion of lessons

Afternoon

Director of Guidance, Gloucester Public Schools - "Educational
Problems in Gloucester"

Staff development of procedures to be used in recruitment of families

May 22 Day Retreat

Lecture: Dr. Burton White, Harvard University
Infant Stimulation

Discussion of materials to use with 3 to 6 year olds

May 23

Early Childhood Education

Joan Bergstrom, Consultant: Lecture and discussion on using
materials with 3-6 year olds

May 25 Morning

Recruitment of families

Afternoon

"Ages and Stages, 3 to 6 year olds"

Kate Lafayette, Educational Consultant
Associated Day Care Centers, Boston, Mass.

2

RENO HOME START

Reno, Nevada

Case Study 1

June 1972

Project Home Start

Reno, Nevada

Principal Authors: Robert Fein

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IN BRIEF
June, 1972

GENERAL

TYPE OF PROGRAM: Urban

SPONSORED BY: Economic Opportunity Board of Washoe County

ADMISSION CRITERIA: HEW Head Start Guidelines

PROGRAM START-UP DATE: Program is not operational yet

HOURS OPEN: Program is not operational yet

FAMILIES RECRUITED: 0

STAFF

TOTAL PAID STAFF: 0

TOTAL IN-KIND STAFF: 0

ETHNICITY OF STAFF: N.A.

SEX OF STAFF: N.A.

STAFF POSITIONS: Head Start/Home Start Director, Home Start Supervisor,
Education/Training Supervisor, Social Services Specialist,
Health Services Specialist, Home Visitors (8)

POSITIONS OPEN: All except Director and Health Services Specialist

CHILDREN

TOTAL HOME START CHILDREN: 0

TOTAL CHILDREN (ELIGIBLE FAMILIES): N.A.

ETHNICITY OF FAMILIES: N.A.

SEX OF HOME START CHILDREN: N.A.

PARENTS

SEX OF FOCAL PARENT: ~~N.A.~~

EMPLOYMENT OF FOCAL PARENT: N.A.

EMPLOYMENT OF OTHER PARENT: N.A.

COSTS

TO PARENTS: N.I.

TO PROGRAM: N.I.

ESTIMATED FUNDING:
NEW: \$100,000
In-Kind: 12,350
Total: \$112,350

FOR FURTHER INFORMATION,
CONTACT:

Ms. Marie Mills
Project Home Start
195 North Arlington Avenue
Reno, Nevada 89501

JUNE 1972

Three blocks from the brilliance of the casinos on ever-flashing South Virginia Avenue in Reno, Nevada ("The Biggest Little City In The World") is an aging brick school building, next to a church, that houses the offices of the Economic Opportunity Board of Washoe County (EOB). It is hot in Reno, even in the morning. Out back, in the parking lot behind the building, an EOB van drops off an assortment of Black and white four-year-olds, who run eagerly into their Head Start classroom. Inside, jammed into a former primary classroom, are the well-used offices of Head Start. There is not much space here for a new program. Head Start itself is quite cramped, with only a blackboard and several scarred tables and chairs and three small, partitioned offices for the Head Start Nurse, Secretary, and Director. The room is quiet early in the morning.

There is no Home Start yet in Reno, Nevada. Head Start/Home Start Director Marie Mills is busy planning the Program and interviewing potential staff members. She and Sarah Battle, Head Start/Home Start Health Specialist, are the only Home Start staff so far hired. Reno Home Start has yet to be born.

I. START UP

Community

Reno is a city that revolves around gambling, the major industry in the State of Nevada. South Virginia Avenue, with its gaudy lights and twenty-four-hour casinos, each with its lineups of ever-clanging slot machines, is the center of town. In each direction from the intersection of South Virginia and 4th Street begins a parade of motels: North, toward the quiet tree-lined campus of the University of Nevada; West, toward the mighty Sierra Mountains and San Francisco; South, toward the old mining towns of Virginia City and Silver City, home of the Comstock Lode, and toward popular skiing and swimming resorts on Lake Tahoe; East, toward the seemingly endless Nevada desert. Reno is a gambling oasis. Its crap tables, blackjack games, betting, keno, and slot machines are said to attract eight million persons a year. Many people visit to try their luck at gambling. Others take a vacation in the mountains or by Lake Tahoe. Still others, with joyful anticipation or sad realization, come to Reno to begin or end a marriage.

The prevailing ideology in the Reno area is rugged individualism. "hard work leads to success." Politically, Reno is quite conservative. The Nevada State Legislature has been reluctant to spend tax dollars on programs for the social welfare. Public welfare payments are determined by a formula, with the State paying 55% of what it determines a family needs. Since the cost of living is quite high, many low-income families live with little other than the basic necessities of food, clothing, and shelter. And sometimes not even that. Stories are common of families who can afford electricity one month and not the next. When asked why welfare payments are so low (a 1971 table ranked Nevada as 40th in the Nation), residents explain that State Legislators want to discourage women who come to Nevada for divorces from hanging around and becoming public dependents.

A former social worker summed up her feeling about the city. "Reno is not a very cuddly place. People around here don't do a very good job of taking care of each other. A mother will move into town to establish residence for a divorce. After a while, her children join her, her money runs out, and she has to find a job. Well, the woman finally gets her divorce (often with a minimal support payment), and many people move on. But many don't. They've been moving and struggling; and they're plumb tuckered out. Plus there's no where to go. And the climate's real nice around here. So they stay and settle--hurt, angry, uncared-for. And they struggle to make out a life for themselves and their kids."

The per capita income in Nevada is among the highest in the nation, and resources derived from the gambling industry make it unnecessary for Nevada to impose a state income tax. While the rich in the area grow very rich, cost of living increases take away much of the earnings of low-paid casino and service workers. An estimated 20,000 persons in Washoe County (out of a total population of about 120,000) stay poor. Washoe County has experienced waves of growth in the past 10 years, as many families have moved in from California, the Midwest, and the East. In the words of one resident, "Many people get stranded here." The population of Reno is mainly Anglo. About 4,000 of the residents are Black and 4,000 Indian.

Reno does not provide many services for its children. The need for expanded child care support services is especially clear. Local attitudes in Washoe County dictate that "mother's place is in the home." There are many families who desire to, and are able to, adopt this pattern of domesticity. But a high percentage of Reno families are single-parent families, with no male in the home. The mothers in these families face the choice of receiving support from welfare or finding a paying job inside or outside the home. In Reno, a "twenty-four hour" town, there are often casino and waitress jobs available, at low pay and, many times, undesirable hours.

There is little organized child care in Reno. A series of day and night nurseries charge between \$15 and \$25 per child per week. Quality of the staff in these Day Care Centers varies enormously. Many mothers hire a babysitter or trade children with each other. ("You care for them during

the day while I work, and I'll take them at night while you work." Many mothers on welfare bring in a few extra dollars by babysitting. There are practically no educational or supportive services for those who care for young children in their homes. And while estimates of the percentage of mothers who regularly work outside their homes vary from 60% to 80%, there is virtually no public consciousness of the need for child care.

A teacher at the University articulated the feelings of many people. "Reno can be a very hard and lonely place."

History

Head Start in Reno has been sponsored by the Economic Opportunity Board of Washoe County (EOB), the local anti-poverty agency. The EOB, with, according to its Director, Deputy Director, and Program Planner, an annual budget somewhere between one and two million dollars, sponsors a series of planning and service programs for the low income community. Included are G-Ednet; Grandparent program, a Family Planning Service, an Emergency Food and Medical Program, Neighborhood Youth Corps, and a Legal Services Agency. Some programs, like Head Start, are based in the building that houses the offices of the EOB. Others, like Legal Services, with its own offices, are basically autonomous entities.

In November, 1971, EOB Education Division Head and Head Start Director Marie Mills sent a letter to the San Francisco Regional Office of Child Development, indicating interest in the possibilities of a Reno Home Start Program. In March, 1972, after the Regional Office's first choice, a program in Hawaii, fell through, the EOB received a call from Mary Lewis, Regional Home Start Representative in San Francisco, inviting the Agency to apply for a Home Start grant.

The reasons for the choice of Reno are complex and somewhat unclear. EOB was looking for a program that it thought could quickly start a Home Start Program. The EOB had helped organize, in 1970, a Home Visiting Project, which was staffed by VISTA Volunteers. The EOB had expressed interest in

applying for a Home Start Program. And, in general, relationships between the EOB and San Francisco OCD had been quite friendly.

With the assistance of Mary Lewis and Florence Sequin, a member of the National Home Start Staff, in March, 1972, a proposal was written and submitted to the Regional Office of OCD in a matter of days. Late in March, 1972, the EOB received notice from San Francisco that its proposal, though needing revision, had been approved.

By early June, 1972, the EOB had not received any Home Start funds from the Regional Office. Since the EOB would not or could not "borrow" money for Home Start from funds already in its coffers, as of early June, Home Start had hired no new staff.

Recruitment

In anticipation of receiving Home Start funds, in April, 1972, Marie Mills, with the assistance of Jack Peters, Deputy Director of the EOB and in charge of personnel, began to solicit applications for the three new professional and eight new non-professional positions funded by Home Start.

As of June, 1972, a screening committee composed of Head Start parents and Reno Early Childhood and Education Professionals had reduced the number of applicants for Home Start Supervisor, Education/Training Supervisor, and Social Services Specialist jobs from 92 to 29. About 30 applicants had applied for the eight Home Visitor jobs. Plans called for the EOB to hire the Supervisory Staff first and involve them in the selection of the Home Visitors. As of June, the specifics of the final selection process had not been decided on.

Since no new staff had been hired, by June little work had been done to recruit families for Home Start. In May, the State Welfare Department reported that it had contacted 120 families about Home Start, 20 of whom were interested in joining the Program.

Training

In June, 1972, Director Marie Mills was planning training for the Home Start workers to be hired. Teachers from the Expanded Food and Nutrition Program and the Home Economics Department of the University of Nevada agreed to work with Home Start staff. Jerry Johnson, State Head Start Training Officer, was working with Ms. Mills to develop a training program for Home Visitors.

Families

As of June, 1972, no families had been recruited into Reno Home Start.

II. PROGRAM - WHO, WHAT, HOW

Goals and Objectives

Although the directions and goals of the Home Start Program will not take concrete form until the staff is hired and trained, and begins work with families, the stated goals as of June, 1972, were several. The original proposal of March, 1972, lists two major objectives:

- To involve parents directly in the educational development of their children.
- To help strengthen in parents, their capacity for facilitating the general development of their children.

The March, 1972, proposal also states goals for each component area.

Nutrition:

- To insure that each family and each individual in each family eats the kinds of foods which will best ensure the good health of the family.

Health:

- To provide physical and dental examinations to Home Start children, and where necessary and possible needed health care.

Psychological and Social Services:

- To meet the social services needs of Home Start families, either by providing the service or an appropriate referral.

Education:

- To allow the child to become aware of the world around him, aware of himself, and aware of the relationship between himself and the rest of the world in a positive way.

Discussions with Teachers at the University of Nevada, the Director of the Follow-Through Program, Nurses at the County Health Department, leaders of the Economic Opportunity Board, and the Home Start Director, helped expand

and clarify the goals of the original proposal.

There are three main goal areas for Reno Home-Start: 1) parents and children, 2) families and social services, and 3) community relations.

In the area of parent-child interaction, the Program hopes to help parents gain increased understanding of the developmental needs of their children, so that parents may come to feel secure about their roles as the primary educators of their children. An important objective here is that parents be helped to enjoy their children more.

Reno Home Start hopes to serve as a referral center for its families. Often families do not get the social and medical services they need simply because they do not know where to go. Home Start hopes to remedy this situation for its families.

The third area of goals is community relations. "Many people in Reno view us quite favorably," said Ms. Mills. "Others know only a little about Head Start and nothing about Home Start. In the next year I want to spend time on public education activities, as well as improve our ties with the school district, the Special Children's Clinic, and the County Health Department. I want to help the community better understand the needs of children and families."

Health

Home Start children will receive the same health services as Head Start. Each Home Start child will be given physical and dental examinations, including checks on vision, hearing and speech. The Nevada State Dental Clinic provides free dental services for people who cannot pay. Home Start will work to secure in-kind donations to provide the health care needed by its children.

Health Specialist Sarah Battle will be in close contact with Home Start families, providing information, arranging medical appointments, and keeping medical records on Home Start children.

Nutrition

Home Visitors will provide information about nutrition and food preparation to Home Start families. As of June, 1972, the details of the Nutrition Component had not been worked out.

Psychological/Social Services

"To build a linkage of social services for our families," said Jack Peters, Deputy Director of the EOB, "we will hire a Social Service Specialist who will be in charge of referrals; knowing whom to refer where, for what service. The Social Service Specialist will work closely with the Home Visitors."

Education

Home Visitors will work with families around the educational development of their children. Although no Home Visitors have been hired yet, plans call for eight Home Visitors to each work with 10 families.

"I would feel pleased," commented Marie Mills, "if by May, 1973, 50% of our families have a clearer understanding of their children, more pleasing family interactions, and better ways of teaching and caring for their children."

III. HEAD START

Program and Staff

Reno Head Start is a half-day program serving 80 mainly four-year old children nine months a year. Head Start has five classrooms, with 16 children in each, based in three centers in the Reno area. A teacher and an aide direct the activities in each classroom. Marie Mills, Education Coordinator of the EOB is Head Start Director, and Sarah Battle is the Head Start Health Specialist. About half the children served are black and Indian, and half are Anglo.

Similarities and Differences

Since Home Start has not recruited staff or families, no comparison to Head Start can be made at this time.

Resources Shared

Head Start and Home Start will be a joint program, sharing key staff. The addition of Home Start money will enable Home Start/Head Start to hire several professionals that neither program could independently afford. The budget submitted by the EOB to OCD calls for the Education Division Head, the Head Start Secretary, the Social Service Specialist, the Health Specialist, and the Education/Training Supervisor to spend 50% of their time with Head Start and 50% with Home Start. What will actually happen remains to be seen.

IV. ORGANIZATION

Policy Making

Policy making at the Economic Opportunity Board of Washoe County is clear in principle, and sometimes cloudy in practice. EOB Director Cloyd Phillips, an energetic man, is proud of the accomplishments of the agency since he assumed control, a little over a year ago. "We aim here to meet the total needs of the low income family. The Division Heads in this agency each run their own program. It's impossible for me to run a one-man show here; I hold each Division Head accountable. Our system here is management by objectives. The Division Heads keep me informed about their programs, but, in the final analysis, they've got to make their decisions. Hell, that's what we're paying them good money for: to administer their programs."

EOB Deputy Director Jack Peters spells out the relationship between Head Start/Home Start and the EOB. "We are the Grantee. We submit the proposal and receive the money. Our board is the governing board and we are responsible for the fiscal affairs and management of the Program. Employees in these programs are EOB employees, not Head Start or Home Start employees. Around here we try to be clear on decision-making. Sometimes there are just too many bosses in a program. If you've got someone you're paying to run a program, they've got to run the program. That's the way we want to run Home Start. Marie Mills is in charge."

Head Start has a Policy Council which advises the EOB on matters relating to the Program. It is unclear how Home Start parents will participate in programmatic decision-making. Cloyd Phillips speaks to these questions. "Head Start parent participation grew like a monster, and lots of people with real problems got involved in decision-making. That's what we get paid for--to make decisions and administer programs. We're looking to recruit solid families for Home Start. We're not going to let parent participation get out of hand."

Staff Organization

(See Organization Chart.) Reporting to the Director through the Deputy Director of the EOB, Marie Mills, Education Division Head of the EOB, is responsible for Head Start/Home Start. Plans call for the Home Start Supervisor to be responsible for the eight Home Visitors, while the Education/Training Supervisor supervises five Head Start Teachers and five Head Start Aides. Both Supervisors and the Health and Social Services Specialists will report to the Education Division Head. If Home Visitors feel that their families need referrals, they will consult with the Health Specialist and/or the Social Service Specialist. The Education/Training Supervisor will work with all staff on questions of in-service training.

Staff Training and Development

"Our key task in the next year," noted Jack Peters, Deputy Director of the EOB, "is to train Home Visitors. We must convince them that they have something to offer and help them develop planned ideas of what they will do with their families." The details of staff training await the hiring of the Home Start Supervisor and Education/Training Supervisor, but already the staff, at the University of Nevada's Expanded Food and Nutrition Education Program, a Teacher in the Home Economics Department, and State Head Start Training Officer Jerry Johnson have agreed to participate in training sessions.

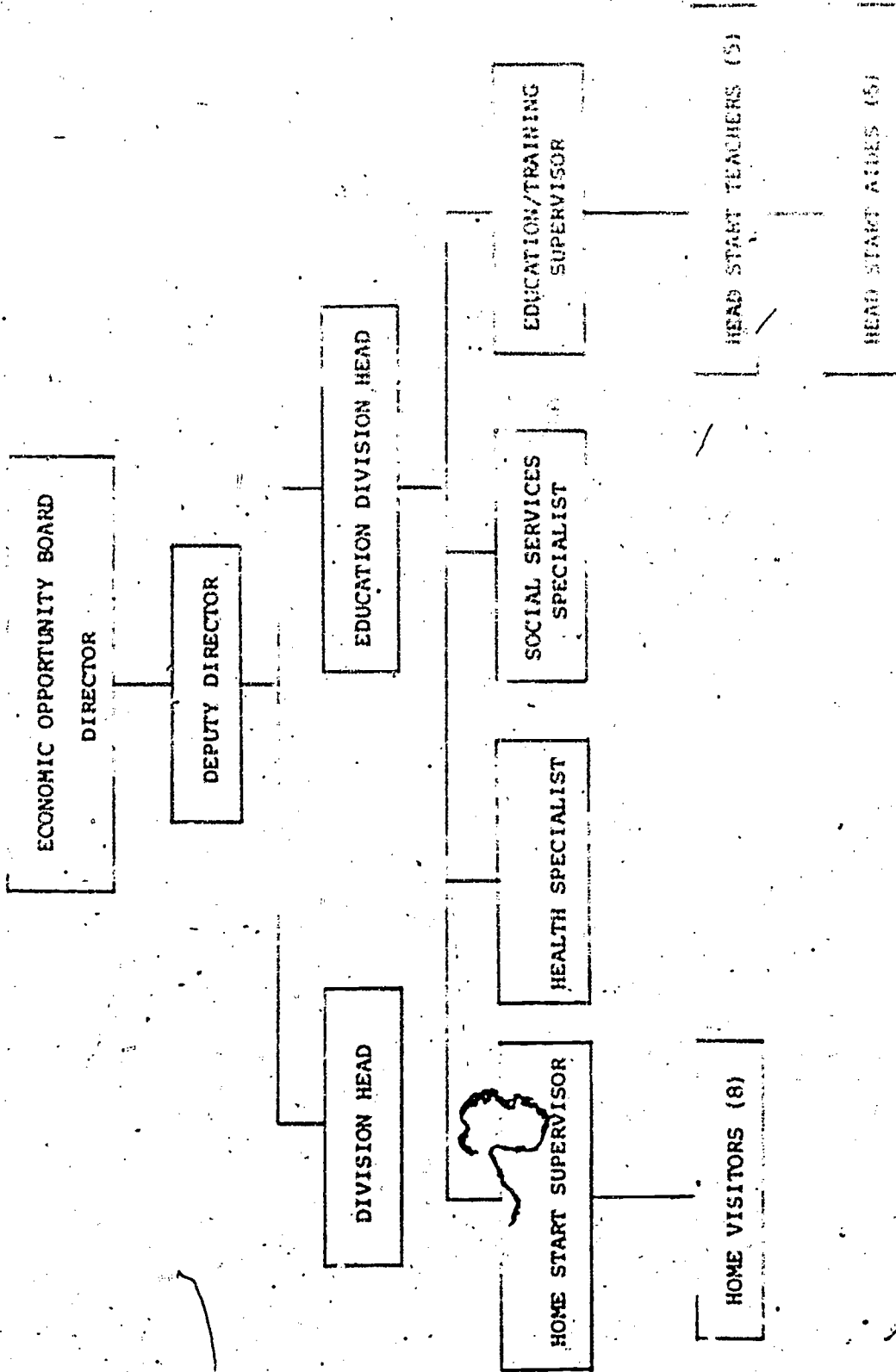
Staff Meetings and Records

The frequency and format of staff meetings will be decided once the Program is operational. Home Start plans to keep medical records on each family. Home Visitors will be developing forms to use to keep track of their work with each family, but records will not be designed until staff are hired.

ECONOMIC OPPORTUNITY BOARD OF WASHOE

HEAD START/HOME START

ORGANIZATIONAL CHART



V. RESOURCES

Total resources listed in the budget submitted by the EOB to OCO amount to \$112,250, of which \$100,000 is the Federal share. The mechanics of the resource sharing between Home Start and Head Start have yet to be worked out. It is unclear how much in-kind goods and services the Program will be able to attract.

A complete cost-benefit analysis is being planned for the Home Start Project. Donated goods and time will be valued and a form of functional budgeting will be used. Particular emphasis will be placed on where in-kind contributions come from and how community resources are contracted and coordinated, as well as what the real costs of services for families are.

VI. CONCLUSION

Reno Home Start has its share of obstacles to overcome if it is to be a program that meets the health, nutritional, psychological/social, and educational needs of the children in the families it chooses to serve. The late start joining the National Home Start Program has kept Reno far behind other Home Starts in the country. Marie Mills is aware of this, and is working hard to catch up. An especially close relationship between the EOB and Head Start/Home Start adds to the complexity of beginning a new Federal program. Sometimes it is unclear who has the responsibility and the authority to make key operational and personal decisions for Head Start/Home Start.

The harshness of being poor in Reno, coupled with community attitudes of "pull yourself up by your bootstraps," makes it no easy matter to effectively serve low income residents of the area. Keeping families involved in the Program may be a problem. "Many mothers around here have such a difficult time providing for their families," said a Teacher, "that they have neither the energy nor the interest to get involved with a program like this."

Clearly, the hiring decisions of the next few months will exert a profound influence on the directions and possibilities of Reno Home Start. Hiring, training, and recruitment are the major tasks of the months ahead. And when a full complement of staff is hired, Home Start will have to find more space. The Head Start offices are cramped already.

"We need this Program," said a Head Start mother. Home Start will need strong and effective leadership if it is to thrive in Reno. As of June, 1972, much of Reno Home Start was still up in the air.