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ABSTRACT

This collection of materials was developed for use in an administration training course for directors of preschools and day care centers. Section 1 contains a set of day care goals for young children; Section 2 includes various announcements, forms, and questionnaires used in the course; and Section 3 contains both federal and state (Michigan) licensing standards. Other sections include materials on topics such as: record keeping, financial policy, physical facilities, play activities, evaluation techniques, parent participation, and food and nutrition. (CS)

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PRESCHOOL AND CHILD CARE ADMINISTRATION

Course Materials

Compiled by

Pearl G. Axelrod, A.C.S.W.
Special Assistant to the Dean

January 1974

Revised September 1974

Program in Early Childhood Education
School of Education, The University of Michigan
Ann Arbor, Michigan 48104

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CONTENTS

INTRODUCTION	2
I. Goals of Day Care. The Director's Role	4
II. Administrative Forms; Response to Questionnaire; Course Syllabus; Problem Inventory	11
III. Licensing Standards	37
IV. Center Management	95
V. Physical Facilities and Equipment	129
VI. Program; Multi-Ethnic Materials	160
VII. Child Development; Behavior; Evaluation	162
VIII. The Handicapped Child in the Day Care Center	167
IX. Health and Nutrition	168
XX. Staff Development; Use of Volunteers	184
XI. Parent Involvement	200
XII. Bibliography	218

INTRODUCTION

Beginning in 1971 an annual training course in Preschool and Child Care Administration has been given by The University of Michigan School of Education, in cooperation with the Extension Service. The students are usually practicing directors of day care centers and they come to the campus for a whole-day session each week for five weeks.

This kit of materials was developed as a resource for this course. As such it may be helpful to teachers, students and consultants in the field of day care administration, and to the directors of centers.

Section II contains the announcements, forms and questionnaires used in the course. The results of the questionnaires on center sizes, fees and financial problems provides a small sample of some administrative concerns of these directors.

The materials in all other sections relate to course content. They are not meant to be comprehensive on any subject. Included are materials prepared by the faculty for distribution to students and some helpful summaries that came out of small group discussions. We have also noted inexpensive publications on each subject, many of which were also distributed.

The participants who prepared and contributed the handouts are noted. To them, as well as to two colleagues who were most helpful in gathering this material, Dr. Natalie Trager and Marian Johns, goes our appreciation. Professor Jane Schwertfeger was also most helpful as consultant. Special thanks go to Luella Gregory and Linda Freed for their secretarial assistance.

Pearl Axelrod
January 1974

Section I -- Goals of Day Care. The Director's Role.

This section contains a set of goals of day care for young children, developed in a class discussion. In addition there is a more comprehensive statement of the purposes of day care by Dr. Dan H. Cooper, Professor of Educational Administration, School of Education, University of Michigan, who served on the course faculty. A good director sets goals in concert with parents and staff. While goals are generally set in terms of children's needs, the director must also consider the needs of parents, staff, the community and keeping the center a viable enterprise. The discussion of goals led to a listing of tasks for the director, which was compiled by the class.

There follows a sensitive paper written by Sister Mary Alice Dalton, one of our students, on her role conflicts as a director/teacher. A discussion led by a director, Deloris Tillman-Seaton on policies in her center, is included.

Additional Materials

Day Care

#1 A Statement of Principles

U. S. Department of Health 30¢
Education and Welfare
Office of Child Development

Section I -- CONTENTS

1. Day Care Goals for Young Children 5
2. Role of the Director 7
3. Role Conflict as Director/Teacher 7a
4. A Discussion with a Director 8

Class Discussion -- Preschool and Child Care Administration - 1972

Day Care Goals for Young Children

Meeting Physical Needs

- large muscle activity-equipment
- calisthenics for large and small motor activity (free movement)
- well balanced meals
- healthy atmosphere
- teach good health habits-cleanliness
- preventive and corrective dental and medical care (e.g. vision and hearing tests)
- balanced day of activity
- safe environment

Meeting Emotional Needs

- peer modeling-well planned games
- trained staff to recognize children's individual needs
- need for love, friendliness and warmth
- help child feel good about himself
- recognition of more serious emotional problems
- ethnic equipment and appropriate models
- treatment of child as individual
- need to trust adults
- need to be curious
- need for physical contact
- need for firmness
- light structure and guidance
- need to establish common ground

Aiding in Readiness for School

- sharing and cooperation
- teaching responsibility and independence
- mastery of tasks
- language development and learning proper word concepts
- self expression other than language
- encourage creativity, stimulating atmosphere
- cooperation between school and home
- chance to plan for self
- following directions

Letting Kids be Kids

- freedom to choose and explore
- minimum structure and rules
- freedom to cry, shout-express moods
- opportunity for energy release

GOALS AND OBJECTIVES OF DAY CARE

Professor Dan H. Cooper
 Educational Administration
 School of Education
 University of Michigan
 March 1973

ULTIMATE GOALS OF DAY CARE

1. Income---Director and Parents
2. "Care" -- (while parents otherwise occupied)
3. "I.Q." development, intellectual background -- enrichment, concept building, verbalization
4. Academic development -- pre-reading, writing, arithmetic
5. Social development -- getting along with other children
6. Physical development -- exercise, nutrition, safety, disease protection
7. Personality development -- happiness, enthusiasm initiative, eagerness to learn
8. Moral development

ELABORATION OF THE GOALS FOR "CARE" (#2 above)

1. Physical safety -- falls, sharp objects, poisons, obstructions, fire
2. Emotional safety -- persistent fear, destructive self-image, poor behavior models
3. Physical well-being -- balance of activity and rest, nutrition, diagnosis and communication to parents regarding dental and medical needs
4. Emotional well-being -- love, friendliness, warmth, acceptance, success coping with problems
5. Development -- is inevitable, but can be kept within narrow bounds, or broadened; can have unexamined goals or clear goals. See first-level, second-level, and third-level development goals.

ELABORATION OF THE GOALS FOR "SOCIAL DEVELOPMENT" (#5 above)
 PURPOSES FOR PEERS

1. Can function properly with equals
2. Can function properly with larger peers
3. Can function properly with smaller peers
4. Can function properly with opposite sex peers
5. Can function properly with aggressive peers
6. Can function properly with non-aggressive peers
7. Can function properly with ethnically different peers
8. Can function properly with handicapped peers
9. With each of the peer groups, can
 - (a) enter into and stay in communication
 - (b) treat each peer with kindness, respect
 - (c) work towards kindly, respectful treatment from each peer
 - (d) direct the relationship to desirable ends a task, play, rest, talk

Role of the Director

(Prepared by class -- Preschool and Child Care Administration
March 1973)

Prepare budget-financial reports
Write proposals/negotiate contracts
Purchasing agent/food buyer
Handle tuition
Fund raiser

Personnel director
Staff trainer/organizer
Program planner with staff
Consultant -- staff
Evaluate staff -- conduct staff meetings
Determine philosophy of center
Set tone for program
Scheduler and co-ordinator
Policy and decision maker

Understand and relate to children
Recruit children
Problem solver -- including discipline

Knowledgeable about community resources
Interpret program to community -- handle public relations
Possible consultant to community
Organize parent involvement program
Interpret program to parents
Consultant to parents
Establish health program
Record keeper: attendance/inventory/health/accidents

Current Conflicts

Role conflict as Director/Teacher

I currently function (or mal-function!) as administrator, program director, head teacher, director of staff training, maintenance supervisor, and purchaser. The different tasks often clamor not merely for equal time but also for simultaneous attention. The usual daily events sometimes leave me with a sense of frustration and inadequacy.

In the practical realm, I have recently managed to work myself out of some of the accounting and most of the purchasing; I have encouraged the professional development of our young staff of paraprofessionals by providing tuition, transportation and study materials for one class per staff member per year in a subject related to child care, as well as paying for professional memberships and workshops when possible. I spend some small amount of time looking for new sources of income for the Center, so that I can hire someone interested in part time administration.

Personally, I prioritize daily, and delegate what I can. And I look hard at the children, their needs and gifts, the best and the worst that can and does happen to them while they are in our care, and know that they are safe, happy learning and loved much -- all of which helps me to be patient with things as they are while working towards the better.

Perhaps my greatest strength is that I love what I am doing, working with small children and with others who love them, too. I enjoy the small rewards of smiles, and hugs, and confidences, and the thanks of growth. I believe these children are worth everything I have to give.

Sometimes I find that I can't be sufficiently organized and human too, so I opt for being human. I could become quite impatient while working at one project at a time when there are many to be done -- and sometimes I do. These are the time I go back to take a fresh look at what and why and who and how, only to become more convinced of the worth of it all.

Sister Mary Alice Dalton
Director -- St. Benedict the Moor
Day Care Center
Detroit, Michigan
March 1973

BEST COPY AVAILABLE

A CONVERSATION WITH A DIRECTOR

Setting Policies: Mrs. Tillman-Seaton, Director
Church of the Messiah Day Care Center
Detroit, Michigan

Q: What about the problem of collection of tuition daily where children come part-time?

A: Try giving receipts only once a week

Q: Who should be involved in purchasing food?

A: I do all buying, as director. I purchase from firms that deal with institutions and with the Eastern Market. All buying is done once a month except for vegetables.

Q: How do you supplement the payment of parents who can pay very little?

A: By counting as a contribution all of the donations plus the in-kind help we get. Be sure to count such help as:

1. free rent
2. donated equipment
3. volunteer aides
4. parent aides

Q: How many members on the board?

A: There are six on ours including me as director.

Q: What responsibilities should the board have?

- | | |
|--|---|
| A: 1. fund raising | 4. proposals |
| 2. contracts | 5. personnel policies (developed with help of director) |
| 3. mediator in disputes--
problem solvers | |

Q: What are some starting tips?

A: I got myself a bookkeeper, a secretary and a cook right away. All started as volunteers or part-time. Now both secretary and bookkeeper are aides who work with the children when other tasks are not pressing. The cook works five hours.

Q: What kind of holidays or sick leave do you have?

A: There are two weeks vacation--not consecutive unless there is sufficient notice. Since summer is light no substitutes are generally needed. There are seven legal holidays and one floating holiday (day after Thanksgiving). There are no sick days. However, when a person is sick she is generally paid for the day.

Q: Is it necessary to have job descriptions for all employees?

A: Yes. It helps clear communication. Descriptions should be written and easily available.

Setting Policies -- (cont'd)

Q: Should staff be included in policy decisions?

A: Staff members should be included in discussion of policy where possible. Policies should be written down.

Q: When do you fire an employee?

A: When he is not performing according to the job description. The director has to be a bad guy and fire someone who is not doing a good job so that you can have a good center.

Section II -- Administrative Forms; Response to Questionnaire;
Course Syllabus; Problem Inventory

This section may be useful for those planning to give similar courses. Included are: notices of the course; questionnaires used to gather information about the directors and their centers; the response to one questionnaire on the centers; the course outline and an evaluation form. There is also included a list of the principal problems presented for discussion by the students in the 1971 and 1973 sessions.

00011

Section II -- CONTENTS

1. Announcement of Course	1.
2. Application Form	1.
3. Questionnaire on Center	1.
4. Response to Questionnaire	1.
5. Syllabus	2.
6. Assignments	26
7. Films shown	27
8. Course Evaluation Form	28
9. Problem Census -- 1971	33
10. Problem Census -- 1973	35

00017

1. ANNOUNCEMENT OF A COURSE IN
PRESCHOOL AND CHILD CARE ADMINISTRATION

B420
April, 1972

The School of Education, University of Michigan announces an Extension Course, Preschool and Child Care Administration, to be given in Ann Arbor on five Fridays, May 19, 26, June 2, 9, and 16. The course will be given each Friday from 9:00 a.m. to 4:00 p.m. and will carry two credit hours. On June 9, there will be a special luncheon at which Dean Wilbur J. Cohen will speak on "Legislation for Developmental Child Care."

While this course is aimed at those persons directing operations and/or programs at full day care centers, it will also be open on a limited basis to potential directors. The course will relate to the problem areas that you, as day care directors are facing. Here are some of the questions that we will be helping you answer:

1. What can you learn about budgeting, contracts and buying that will make the job easier?
2. What records must you keep to satisfy government regulations about day care centers?
3. What are the sources of money for day care?
4. What kinds of staff do you need? How do you choose them and keep them?
5. What are the elements of a basic educational program to meet the needs of young children?
6. How can the day care center contribute to good health and nutrition?
7. What kind of community resources are available to the day care center?
8. How do you work with a Board?
9. How do you involve parents in the life of a center?
10. What are the implications of pending day care legislation?

Both graduate or undergraduate credit will be given. There will be some required assignments. Tuition cost is \$64. If a grant proposal now in process is awarded, tuition costs for all class members will be paid by the Michigan Department of Social Services. You will be informed of this at a later time.

If you would like to take this course please fill out and return the attached form; it is to help us plan the course. If you need further information, contact Pearl Axelrod or Natalie Trager at Room 2404, School of Education, University of Michigan, Ann Arbor, Michigan 48104, telephone 764-7543.

Telephone No. _____ Sec. No. _____

(Area)

City State Zip

Day Care Center you are now associated with:

Name: _____ Telephone No. _____
(Please Print)

Address: _____
Street City State Zip

Is this center a non-profit organization? Yes | No

Is this center public, private? (underline one)

How many children are served?

Full-time _____ Part-time _____

Do you have a sliding scale of fees? Yes | No

How many children's fees in your center are paid partially or wholly by the Department of Social Services? _____

Which of these areas are problems in your center? (Check as many boxes as apply)

- Funding and budgeting
- Staff recruiting and training
- Relations with Parents
- Relations with the Community

- Programming
- Efficient management
- Relations with Board

Information about you:

What is your title in this center? _____

Please check your highest educational level:

- High School Graduate or Equivalency
- Some college work
- Associate Degree
- Bachelor's Degree
- Graduate Degree

major #credits

Yes | No

Have you had courses in early childhood education? _____

If so, how many? (circle one) 1-2-3-4-5-more than 5

What is your length of experience in day care or a related field?

_____ # months _____ # years

What is your length of experience as Director or Assistant Director in day care?

_____ # months _____ # years

Please read the following before signing this application.

I plan to attend. I need, do not need, (underline one) financial assistance.

Signature _____

Date _____

3. QUESTIONNAIRE ON CENTER

March, 1973

QUESTIONNAIRE - B420 - PRESCHOOL AND CHILD CARE ADMINISTRATION

i. Some information about your day care center:

A. What type of license do you now hold?

- Regular
- Provisional

B. Are you certified as meeting:

- The Federal Interagency Standards for day care?
- The State Standards for day care?

C. What is your licensed capacity?

D. What is your current enrollment? _____

- Full-time
- Part-time

What is your average daily attendance? _____

E. For what age group do you provide services?

- Under 2 1/2 years
- 2 1/2 to 3 1/2 years
- 3 1/2 to 5 1/2 years
- Over 5 1/2 years

F. What are your usual hours of operation?

- Opening time
- Closing time

G. Number of days open per week? _____

Number of months open per year? _____

H. Do you ever provide:

- Night care
- Twenty-four hour care
- Weekend care
- Holiday care

ii. Provide a copy of your budget for 1972-73. If available give actual and estimated costs. You may use attached budget format.

III. Sources of Funds. Check those which apply to your center.

A. Fees

- Department of Social Services
 Parents
 Scholarships
 Churches
 Unions
 Donations

B. Subsidies

- Federal government
 State government
 Local government

C. Donations

- Church
 Foundations
 Fund raising drives
 United Community Fund
 Unions
 Other

IV. Fee Schedules and Assessment:

A. As part of your fee schedule do you have different rates for part-time, full-time, and drop in children?

- yes
 no

B. Indicate your weekly rates for:

- Half day
 Full day
 Other

C. Indicate your daily rate for:

- Half Day
 Full day
 Other

D. Do you currently charge for days when a student is absent?

- Yes
 No

If yes, is there a cut off point for number of days charged for:

- Yes No

If there is a cut off point, what are the number of days?

E. What percentage of your total enrollment must be present in a thirty day period for you to meet your minimum operational expenses?
e.g. 70%, 80%, 90% . . .
 Show round figures only

F. Do you have a sliding scale of fees?

 Yes

 No

If yes, describe how it accounts for siblings, ability to pay, part-time care vs. full-time, etc. If possible, please enclose a copy.

V. Is money a problem in your center?

 Yes

 No

If yes, use the remaining space to describe your financial status.

4. RESPONSE TO QUESTIONNAIRE
 Preschool and Child Care Administration
 B420 March, 1962

22 Centers Responding

Type of License now held		Age Group Served	
Regular	17	2 1/2 to 5	2
Provisional	2	2 1/2 to 5 1/2	5
Does not apply	2	2 1/2 to over 5 1/2	8
No response	1	Under 2 1/2 to 5 1/2	4
		Under 2 1/2 to over 5 1/2	3

Certificate

Federal Interagency Standards	11
State Standards for Day Care only	9
Does not apply	2

Licensed Capacity	Current Enrollment	Full Time	Part Time	Average Daily Attendance
40	28	16	12	20
25	24			20
60	60	52	16	54
45	40	40		40
107	127	42	85	78
28	18	17	2	10
30	30	30		
150	104	86	22	85
*450	464	389	75	
*450	464	289	75	
*450	464	289	75	
*450	464	289	75	
120	120	120		101
56	73			38
35	75			35
45	45	45		35-40
20	25	15	10	17
19	10	2	8	5
60	20		20	20
drop-in center			350	45 a.m. 20 p.m.

*12 buildings with 20 classes

Usual Hours of Operation

6 or 6:30 a.m. to 6:00 p.m.	8
9 to 11:15 a.m.	1
7 or 7:30 to 5:30 or 6 p.m.	8
7:30 or 8 to 4:00	2
6:30 a.m. to 11:00 p.m.	1
8:45-11:45 and 12:45-3:45	1
Home care, 24 hours where needed	1

RESPONSE TO QUESTIONNAIRE
 Preschool and Child Care Administration
 B420, March 1973

Number of Days Oper. Per Week

7 days 1
 5 days 20
 2 days 1

Number of Months Per year

9 months 1
 12 months 21

Extended Care

None 11
 Some holidays 7
 Some nights 1
 Some week-ends 2
 Nights, 24 hour, week-ends and holidays 1 (home care)

Sources of Funds

Parents and fund raising drives only 5
 D.S.S. and parents only 3
 D.S.S., parents, Model Cities and Head Start 5
 Head Start and Federal Government only 1
 D.S.S., Parents, and:

Scholarships	Federal Gov't	State Gov't	Local Gov't	Church	Foundations	Fund Drives	United Community Fund	Other
*	*			*		*		
	*	*						
	*						*	*
	*							
	*	*	*	*	*	*		*
	*	*		*		*		



RESPONSE TO QUESTIONNAIRE BEST COPY AVAILABLE
 Preschool and Child Care Administration
 B420, March 1971

Fee schedule and assessment:

Weekly Rate		Daily Rate	
Half-day	Full-day	Half-day	Full-day
20.00	30.00	6.00	7.00
	30.00		6.00
15.00	25.00	3.00	6.00
8.50			
15.00	25.00	3.00	5.00
15.00	30.00	3.00	6.00
20.00	30.00	4.00	6.00
	22.50		4.50
19.00	26.00		5.25
14.25	28.50	2.85	5.70
14.15	28.50	2.85	5.70
14.15	28.50	2.85	5.70
14.25	28.50	2.85	5.70
	30.00 (sliding scale- min. 6.50)		6.00 min. 1.30
	30.00	3.50	7.00
	30.00	3.75	6.50
12.50	25.00	2.50	5.00
7.50-10.00	15.00-20.00	1.50 (or more if not D.S.S.)	3.00

SUMMARY

Weekly rates for 5 half-days
7.50 to 15.00 per week

Weekly rates for 5 full-days
15.00 to 30.00
(sliding scale goes lower)

Daily Rates

Half-day \$1.50 to \$6.00
per day

Full-day \$3.00 to \$7.00
per day

Do you currently charge for days when students are absent?

- 4 No
 6 Yes, with no cut-off point
 11 Yes, cut-off point from 1 day to 2 weeks (generally 3 days)
 1 Yes, cut-off point one month

What percentage of your total enrollment must be present in a 30 day period to meet your minimum operating expenses:

No response 12

50% - 1 70% - 2 75% - 1 80% - 3 90% - 1 100% - 1

Do you have a sliding scale of fees?

- 11 Yes (4 for Model Cities children only)
 7 No

Is money a problem in your center?

- 16 Yes
 6 No

-4-

RESPONSE TO QUESTIONNAIRE
Preschool and Child Care Administration
B420, March 1973

Selected Comments

"We have just opened and enrollment is not up to full"

"\$5,000 short for this year"

". . . everything has been borrowed--resulting in tremendous bank notes to be met each month . . . the actual business itself is doing very well at this point, being only 1 1/2 years old, but the initial overload of expenses consumes everything that might be considered a profit, and more."

"Money is not a problem in the sense that we are concerned as to whether we can stay open or not, but it is always a problem in that we want very much to increase salaries and hourly rates and to provide more and better equipment."

"We do not have enough to provide the quality Child Development Program which we feel children should have."

"Our biggest problem at the moment is that we have a lot of our money outstanding (accounts receivable) mostly due to late payments on ADC . . . very expensive building . . . maintenance high."

"The minimal fees that are charged do not permit an adequate salary."

"Would like a grant for an outside fire exit in order to increase license capacity."

". . . a new center and not yet financially secure."

"Because of the lack of a certified director, the center is not operating at capacity. This will be the first step in alleviating one aspect of the problem. The church has been supporting the center through its monies."

00021

5. PRESCHOOL AND CHILD CARE ADMINISTRATION
Syllabus -- B420 -- Winter 1973

PHILOSOPHY

The goal of healthy development of the young child will be facilitated by an efficient and meaningful administration of the center where he spends the majority of his waking hours. Such an administration includes an informed director, a trained or learning staff, parents who are part of the program and a supporting community. It is the director's job to work toward these goals. This course may show how.

GOALS

1. To provide specific facts about the day-to-day operation of child care centers, with reference to financing, accounting, fees and contracts, insurance and licensing requirements, equipment, environment and other "house-keeping" matters.
2. To provide information on the use of space and program development to meet the needs of young children. Sessions will be structured so that usually an academic person and a practitioner are teamed to present both theory and practice.
3. To provide a forum for discussion of problem areas in center day care and an opportunity for problem solving by the use of small groups.

All meetings in room 1322, School of Education Building
Session 1: Wednesday, March 14, 1973, 8:45-11:45 a.m.

INTRODUCTION TO COURSE

Registration

Introduction of class members and description of Centers

Purposes and Goals of Day Care

Small group discussions:

Topic: Common problems for administrators

Profile of a Director

Staff: Pearl Axelrod, Dan Cooper

Session 2: Wednesday March 14, 1973, 1:00-4:00 p.m.

INCOME AND EXPENDITURES

Funding - accounting - costs

Small group discussions - select one

Topics:

1. Accounting and bookkeeping
2. Costs
3. Purchasing

Break

Small group discussions - select one:

Topics:

1. Accounting and bookkeeping
2. Government funding sources - Writing proposals
3. A banker's evaluation of a day care loan request (Loans and credits)

Staff: Russ Wilson

Small Group Leaders: Pearl Axelrod
 Dan Cooper
 Thomas Johnson
 Pat Lampros
 Robert Lepsig
 Don Weatherspoon

Session 3: Wednesday, March 21, 1973, 8:45-11:45 a.m.

THE BUSINESS CYCLE - STEPS IN A FINANCIAL PROGRAM

Practical application of business practices

Small group discussions - select one:

1. Budget building and management
2. Reporting and record-keeping
3. Insurance (liability, accident protection for children, theft, fringe benefits)

Session 3 continued

Break

Small group discussions - select one:

1. Budget building and management
2. Reporting and record-keeping
3. Problems facing the small business

Staff: Dan Cooper

Small group leaders: Russell R. Eavey
James Hunt
James Mitcham
Don Weatherspoon

Session 4: Wednesday, March 21, 1973, 1:00 - 4:00 p.m.

OPENING A DAY CARE CENTER AND KEEPING IT OPEN

Government - Licensing and Standards
Role of the State Consultant

Setting Policy - Working with Boards

Break

Small Group discussions - select one:

1. Problems in licensing
2. The director and the board
3. Let's compare policies

Reports from small groups

Staff: Shirley Daly, George Mills

Small group leader: Deloris Tillman-Seaton

Session 5: Wednesday, March 28, 1973, 8:45-11:45 a.m.

PROGRAM, CURRICULUM, EQUIPMENT

"The Creative Curriculum: One 'Model' or 'Smorgasborg'"

Break

Small group discussions - select one:

1. Planning your program
2. Choosing and using indoor equipment
3. Use of outdoor space and equipment

Report from small groups

Staff: Jane Schwertfeger

Small group leaders: Barbara Banet
Marian Johns
Thelma Valenstein

Session 6: Wednesday, March 29, 1973, 1:00-4:00 p.m.

STAFF TRAINING

Training Your Staff - A Demonstration

Topic: Discipline

Break

Small group discussions - select one:

1. Meeting individual needs of children
2. Staff training
3. Multi-ethnic approaches
4. The handicapped child in the classroom

Reports from small groups

Staff: Evelyn Linden

Small group leaders: Sandra Berman
Carol Millson
Brenda Taylor

Session 7: Wednesday, April 4, 1973, 8:45-11:45 a.m.

SELECTING AND KEEPING STAFF

A group experience covering morale and staff conflict, productivity and incentive, work assignments, para-professionals and professionals.

Staff: Dorothy Kispert
Curtis Van Voorhees

Session 8: Wednesday, April 4, 1973, 1:00-4:00 p.m.

PARENT INVOLVEMENT

Parent Involvement: Philosophy and Research Findings

Break

Small group discussions -- select one:

1. Problems of the working parent
2. Use of the social worker with parents
3. Parents as board members

Staff: C. C. Dumbrigue, Dorothy Kispert

Small group leader: Teresa McAdoo

Session 9: Wednesday, April 11, 1973, 8:45-11:45 a.m.

HEALTH AND NUTRITION

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The group will divide into two sections:

1. "Goals for a health program; health practices and education"
2. "Nutrition needs; role of the cook; food and learning"

Each section will participate in both of these topics at one time or the other.

Staff: Mark Hildebrandt
Frances Larkin
Emmy Lou Smith

Session 10: Wednesday, April 11, 1973, 1:00-4:00 p.m.

Content to be determined by class members

Possible topics: Community Relationships and resources
Recruitment of children
Use of volunteers

6. Assignments

1. The original package of materials you received listed your first assignment, due March 21. You are to provide a budget for your Center for fiscal year 1973-74. You may use the sample format or one of your own. If you are not part of a center, you may prepare a budget for any agency with which you have contact.
2. During the remaining four weeks there will be 19 small discussion groups, as listed in your syllabus. You are to choose 1 group to which you will become a supplementary resource person, along with the leader. You may present a brief report to the group or submit a written report. You should examine the resources on that problem and present these and your ideas on the subject that would be helpful to group members. Reference books on most of the subjects will be available in the Media Center, room 3014, hours 9:00-6:00, Saturday, 9:00-12:00. Sign up for the group of your choice today. Let us cover all the groups before we assign two persons to a group.
3. Present and discuss a problem in the administration of day care, if possible from your own experience. If you have solved it describe the process and the resources that helped you do so. If you have not solved it describe your attempt and your next steps. If the content of this course affected your problem solving in any way please indicate how. Due April 11. - At least 300 words.

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7. Films Shown

The following movies will be shown during the lunch hour, in room 2224, on the second floor. You are invited to view the ones that interest you while you have your lunch.

- March 14: Early Expressionists
- March 21: Jenny is a Good Thing
Parents and Staff Together - (film strip and record)
- March 28: Parents are Teachers Too
Discipline and Self Control
- April 4: Organizing Free Play
Quality Day Care: The Quest for Quality
(film strip and record)

8. EVALUATION OF COURSE B420 -- FORM AND RESULTS

April 1973

Please check the line which applies to you:

- a. I am employed in a Center as
 A Director 11 (including one owner, one director-to be)
 An Assistant Director 2
 A Head Teacher 5 (2 also are unit coordinators)
 Other 4 (supervisor, co-ordinator-teacher Head Start; consultant; department head)
- b. I am a graduate student 8 (in addition to one of the above)
- c. I am not a graduate student and am not employed in a center 1
1. How did you find out about the course? (Check appropriate answer)
 Was on mailing list 9
 Through agency recommendation 5
 From a friend or colleague 2
 Other (Please specify) Mrs. Axelrod; My director; Jean Brown's Newsletter (2); Notice of Education School; Course list
2. What factors motivated your attendance? (Check as many as apply)
 Professional self-development 20
 Possibility of salary increment and/or promotion 2
 General interest in the subject area 10
 Pressure by superiors in agency or by Board _____
 Other (Please specify) To become prepared for future opportunity in directing day care center; did not have enough professional knowledge; had credit needs but this did not dictate my choice
3. Was academic credit a special incentive for taking the course?
 Yes 14 No 7
4. Was it necessary to hire additional staff at your center to cover your absence?
 Yes 7 No 14

5. What costs of the course are being covered by your center?
(Check as many as apply)
- a. Tuition 13
 - b. Textbooks 1
 - c. Travel 11
 - d. Incidentals 2 (per diem)
 - e. None 8
6. Would you have preferred another time arrangement for the course?
Yes 7 No 14
7. If you answered "Yes" to question #6, check your preference from this list:
- a. I would have preferred a solid week on campus 2
 - b. I would have preferred 3 hours a week for 10 weeks 1
 - c. Other (Please specify) a later starting time because of long drive; evenings; first half of term: 6 weeks for 6 hours on Wed.: 8 hours too long (2); summer workshop

PLEASE READ THE FOLLOWING EXPLANATION CAREFULLY BEFORE YOU GO ON.

Items 8 through 18 are to be answered by circling the figure on the right which best describes your reaction to the statements made. Example: The figure "1" means you "strongly agree". The figure "5" means you "strongly disagree." If you are undecided or don't feel much one way or the other, circle the figure "3".

	1 Strongly Agree	2 Agree	3 Neutral	4 Disagree	5 Strongly Disagree
8. The amount of time allotted to cover the material was sufficient	2	12	4	2	
9. The class size was conducive to learning	8	12			
10. The content of the course was well organized	8	9	2		
11. The course gave me many new ideas	11	7	3		
12. The subject matter was up-to-date	10	6	1		
13. I like the small group format	14	4	2		
14. I think there should have been fewer groups to choose from	1	3	6	6	3
15. The course satisfactorily met my expectations	3	10	6	1	
16. The course gave information which will be useful in my work	10	7	4		
17. The chance to talk with other Child Care Directors was a very important aspect of this course	16	4			
18. The handouts of material were generally helpful	13	7			

Some of you may have been pleased or displeased with certain aspects of the courses. We anticipate offering the class again in the future. Please help us make improvements by commenting on the back, on lectures, discussions and small-group experiences listed below. We would appreciate you giving this serious consideration. Please comment only on the small groups with which you were involved.

	Excellent	Good	Adequate	Fair	Poor
SESSION 1:					
Full-group presentation - Purposes and Goals of Day Care - Cooper	5	2	1	1	
SESSION 2:					
Full-Group: Funding - accounting - costs Wilson	4	3	3	2	
Small Groups: Accounting & Bookkeeping Wilson	1	4	2	2	1
Costs - Cooper, Axelrod		4		1	
Purchasing - Witherspoon, Lampros	3	4	1	2	
Government funding sources Lepsig	1	3			1
A banker's evaluation Johnson			4		
SESSION 3:					
Full Group: Practical application of business practices - Cooper	1	8	2	1	
Small Groups: Budget Building and Management - Weatherspoon	4	7		1	
Reporting and Record-keeping Mitchum	1	3			
Insurance - Hunt	1	6			
SESSION 4:					
Full Group - Licensing standards, the State consultant - Daly	5	9			
Job of the Director - Axelrod	7	7			
Small Groups: Problems in licensing - Daly	3	2			
Let's compare policies - Education the board - Tillman-Seaton	1	3	3	1	

	Excellent	Good	Adequate	Fair	Poor
SESSION 5:					
Full Group: The Creative Curriculum: One Model or Smorgasbord - Schwertfeger	3	8	2		
Small Group: Planning Your Program - Johns Indoor and outdoor equipment - Bonet	3 1	6 3		1	
SESSION 6:					
Full Group: Training your staff - a demonstration - Lyndon	1	7	2		2
Small Group: Individual needs/multi-ethnic approaches - Berman, Taylor Staff training/the handicapped child - Lyndon, Millsom	1 3	5 3	2 2		1 1
SESSION 7:					
Full Group/Small Groups - Selecting and Keeping Staff - A group experience emphasizing the "positive". - Van Voorhees	12	2			
SESSION 8:					
Full Group: Parent involvement: Philosophy and Research - Kispert, Dumbrigue, McAdoo	6	5			
Small Group: Problems of the working parent/Parents as board members - Kispert, McAdoo Use of the social worker - Dumbrigue	2 3	3 2	3		
SESSION 9:					
Health - Hildebrandt	8	3	3	2	
Nutrition - Larkin, Smith	5	5	3		

Thank you for your help. Please give this to Marian before you leave today.

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9. PROBLEM CENSUS DRAWN UP BY
CHILD CARE DIRECTORS COURSE
 1971

Problems:

- Funding - how to apply - where?
- Where to get money for building?
- Can we accept a child slightly under 2 1/2
- Funding for milk
- How much bookkeeping necessary to satisfy governmental regulations?
- Governmental requirements for facilities? Other requirements.
- Plan a budget for a center with low enrollment
- Duties of directors
- What types of service should a center provide
- Sliding scale for fees
- Budgeting for materials
- Transportation

- Inservice training
- Control of political situations i.e. inter-personal conflict within staff
- How do you fire a middle aged black woman when you are a white teacher and your population is predominantly black?

- Mental health and day care - materials

- Using substitutes - volunteers
- Providing sick leave and other staff benefits
- Inservice retraining - training staff who have had their education in different areas
- Professional consultation to individual members of staff
- Staff turnover when one depends on neighborhood youth workers and students
- Minimum and maximum salary scales
- Shortage of staff
- Personnel job descriptions
- Hiring of men
- Licensing and qualifications for different jobs
- Exchange programs for staff
- How to communicate with staff
- Improving program
- Teacher planning time
- Guidelines to discipline and behavior control - materials on these problems
- What is acceptable behavior?
- How much time should be open in direct teaching?
- Equipment - how long should it last?
- Educational programs for children

Problems:

- Curriculum planning
- Shortage of space
- Use of different types of structures
i.e. old hotel
- Program assistance - cost of?
- Workable age range of children
- Evaluation of children - where are they -
how do they progress?

- Parent involvement
- How do you get good staff in an "anti-educational"
community? (unwillingness to pay for it)
- Resources and suggestions for serving after-
school children in centers
- How do you recruit children?
- How do you deal with Board of Directors?
i.e. they know little about day care and make
inappropriate suggestions.
- Day care problems when you are in a church
- How do you deal with parents generally and
singly?
- Mobilization of resources, financial and other
- How to set up a non-profit center other than
child related
- Relationship with sponsoring agency
- Conflict between public school and day care
center
- How do you communicate with sponsor?
- Day care - supplement or substitute for kinder-
garten
- Parent-teacher conferences for each child - how
do you manage this?
- Use of title 4A monies
- What big business centers will do to private
centers
- Limits of size
- Experimental centers for infants
- How to expand i.e. move to another building
- Why does State use Centers as guinea pigs?

10. PROBLEMS LISTED BY CLASS MEMBERS OF
PRESCHOOL AND CHILD CARE ADMINISTRATION
B420, March 1973

Steps to open a Center

Licensing requirements for infants

Financial concerns:

How to keep Federal funds/or find alternatives

Limited number of programs that meet Federal funding requirements

*Sources of funds

Working within a limited budget - making choices

*DSS per diem too low/late arriving/certification gap

Irregular attendance vs. constant costs

Financial stability while maintaining goals and standards

Insurance needs/costs/unemployment compensation

Staff:

Government sources

Volunteers

Finding good staff at prices we can pay

Wages/salaries/benefits/retirement

Unions?

Morale

Getting staff to do what we want

*Training methods and time involved

Staff hours and breaks

Can an aide open/close a Center?

Substitutes: how and where to get them

Communication network for directors

Sharing facilities with other groups/individuals

Educating your Board and/or employer

*Involving parents

Community involvement and resources

(referrals, mental health)

Program scheduling

Food:

What to get for how much/quality/government surplus

*indicates the problems most frequently cited

Section III -- Licensing Standards

Early in the course there is a presentation by a state licensing consultant for day care. This helps to break down barriers between the directors and licensing agency. Included here is the current Michigan act under which day care is licensed, Michigan Standards and Requirements for Licensing, Fire Inspection Rules and the Federal Inter-agency Day Care Requirements. All are in the process of revision, but they are useful examples of such materials. Also included are the forms which the operator has to fill out for application and renewal of license.

Section III - CONTENTS

1. Michigan Act 47	38
2. Act 116	42a, b, c, d, & e
3. Michigan Standards and Requirements for Licensing: Nursery Schools and Day Care Centers	43
4. Day Care Centers Inspection Guide -- Fire Marshall Division	58
5. Federal Interagency Day Care Requirements	63
6. Michigan form reply on Day Care Licensing	88
7. Financial Statement form for Day Care Center or Nursery School License and Certification	90
8. Financial Statement for Waiver	93

1. Act 47

Pertaining to-

**CHILD-CARING INSTITUTIONS
CHILD PLACING AGENCIES
FOSTER HOMES FOR CHILDREN
MATERNITY HOMES FOR UNMARRIED MOTHERS
HOMES FOR HANDICAPPED CHILDREN
SUMMER CAMPS FOR CHILDREN
DAY CARE CENTERS
NURSERY SCHOOLS**

**State of Michigan
Department of Social Services
Lansing, Michigan 48926**

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Act 47, P.A. 1944, First Extra Session
 Being Sections No. 722.101 - 722.108, C.L. 1948
 As Amended by Act 97, P.A. 1951, Act 185, P.A. 1952,
 Act 183, P.A. 1961, Act 179, P.A. 1965, and Act 290, P.A. 1968

An act to provide for the licensing of child welfare agencies and for the regulation and supervision of the care and placement of minor children in the private homes of persons unrelated to them; and to provide penalties for the violations of the provisions of this act.

722.101 Child welfare agency; definitions. M.S.A. 25.358(1)

Sec. 1. Any agency or institution not a governmental unit having as 1 of its functions:

(1) To receive minor children for care, maintenance, training or supervision, and notwithstanding the fact that the care includes educational instruction, but excluding boarding schools which are deemed agencies or institutions accepting for board, care and instruction of 5 or more children under the age of 16 years; or

(2) To receive minor children for placement in a family home with a view toward adoption or for other foster home care; or

(3) To care for unmarried mothers and their children; shall be deemed to be a child welfare agency.

Any private home in which 1 or more minor children are given care and supervision, including a home where the child or children work whether or not such child or children receive a consideration for such work, for periods of 4 or more hours a day for 4 or more days a week for 2 or more consecutive weeks, unattended by a parent or legal guardian, except children related to an adult member of the household by blood or marriage, shall be deemed to be a foster home.

"Minor children" for the purposes of this act shall mean children under the age of 17 years.

HISTORY: Am. 1951, Act 97, Eff. Sept. 28; Am. 1961, Act 183, Eff. Sept. 8.
 Title Am. 1961, Act 183, Eff. Sept. 8; Am. 1965, Act 179, Eff. July 15.

722.102 Same, standards of child care; rules and regulations; enforcement. M.S.A. 25.358(2)

Sec. 2. (1) The department of social services, hereinafter referred to as the department, shall be responsible for the development of adequate standards of child care, and after consultation with the department of public health and the department of education shall make, prescribe and publish such rules governing child welfare agencies and foster homes, not inconsistent with the provisions of this act, as shall be deemed necessary or advisable to effect such standards, to protect the best interest of minor children, and to carry out the purpose of this act. Every agency or institution, other than a foster home, coming within the provisions of this act, whose building or buildings house minor children shall be inspected relative to their fire safety by the state fire marshal when requested

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by the department of social services. However, if a municipal fire department provides to the department of social services a statement that it has a municipal code or ordinance which provides for fire safety inspections and fire safety measures which are administered and enforced by a fire prevention and safety department, division or bureau maintained by the municipality and an annual certificate of inspection attesting to the fire safety of the agency or institution, then this shall be considered as complying with the fire safety inspection provision of this act. Any reasonable order of the department fixing minimum standards of care and supervision, personnel, food, sanitation and fire protection, may be enforced through injunction in the circuit court of the county where such a home or agency is located, through proper proceedings instituted by the attorney general on behalf of the department.

(2) Such rules as to child welfare agencies or foster homes providing educational programs shall include requirements as prescribed by the superintendent of public instruction with regard to the educational program, qualifications of teacher, conditions under which teachers are employed, and necessary equipment and special services.

(3) In order to improve standards of child care the department shall also cooperate with the governing bodies of child welfare agencies and assist the staffs thereof through advice on progressive methods and procedures and suggestions for the improvement of services.

HISTORY: Am. 1952, Act 185, Eff. Sept. 18; Am. 1961, Act 183, Eff. Sept. 8;
Am. 1968, Act 290, Eff. July 1.

722.103 Same; licenses; application, form; issuance; provisional licenses.
M.S.A. 25.358(3)

Sec. 3. No person, firm, corporation, association or organization may establish or maintain a child welfare agency or foster home unless licensed to do so by the department. Applications for such license shall be made on forms provided by the department and in the manner prescribed. Before issuing such license, the department shall investigate the activities and standards of care of the applicant and if satisfied as to the need for the agency or foster home, its financial stability, the good character and intent of the applicant, and that the equipment of the agency or foster home and its services are conducive to the welfare of children, a license shall be issued. A provisional license may be issued to any agency or foster home whose services are needed but which is temporarily unable to conform to all the rules and regulations of the department as provided in section 2 hereof. All licenses shall be in force for 1 year from the date of issuance unless revoked as authorized by section 5 of this act and shall be reissued annually on application, except that a provisional issuance may be in force for not more than 3 years. Each license shall specify in general terms the kind of child welfare work the licensee is authorized to undertake, the number of children that can be received or maintained and their ages and sex, and whether authorized to place and supervise children in family boarding or adoptive homes.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

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722.104 Same; examination, inspection of buildings, records, reports, children not placed by court or agency, notice of termination of care; records confidential. M.S.A. 25.358(4)

Sec. 4. The department shall have authority at any time to investigate and examine into the conditions of any home or other place in which a licensee hereunder receives and maintains or places out children, and shall have authority at any time to examine and investigate the books and records of any licensee hereunder; and it shall be the duty of the licensee to admit the members of the department and to furnish all reasonable facilities for thorough examination of its books, records and reports. The department of health may visit any licensee to advise on matters affecting the health of children and to inspect the sanitation of the buildings used for their care. Each licensee shall keep records regarding each child in its control and care as the department may prescribe and shall report to the department, whenever called for, such facts as it may require with reference to the children upon blanks furnished by the department. Foster parents shall inform the department whenever they receive a child not related to them and not placed by the probate court or a licensed child-placing agency and give its name, sex, age, the names and addresses of the parents and the name and address of the person who placed the child in care. They shall also notify the department whenever they terminate care of the child and give the name and address of the person who received the child. All records regarding children and all facts learned about children and their parents or relatives shall be deemed confidential and disclosure of this information shall be properly safeguarded by the agency and the department.

HISTORY: Am. 1951, Act 97, Eff. Sept. 28; Am. 1961, Act 183, Eff. Sept. 8.

722.105 Same; revocation or denial of renewal of license; notice, hearing. M.S.A. 25.358(5)

Sec. 5. The department may revoke or refuse to renew any license of a child welfare agency or foster home in case the licensee shall have wilfully and substantially violated any provision of this act or the rules and regulations of the department as provided in Section 2 hereof. No license shall be revoked or renewal refused, and no application for a license denied, unless the licensee or applicant shall have been given notice in writing of the grounds of such proposed revocation, denial or refusal. If the revocation, denial or refusal is protested within 30 days of receipt of the notice by a writing addressed to the Michigan social welfare commission, the commission or someone designated by it shall conduct a hearing at which an opportunity is given to the licensee or applicant to present testimony and confront witnesses. Notice of the hearing shall be given to the licensee or applicant by personal service or by delivery to the proper address by certified mail, at least 2 weeks prior to the date thereof. The decision of the commission shall be made at the meeting following the month in which the hearing was held, or sooner, and forwarded to the protesting party by certified mail within 5 days. If notice of the proposed revocation, denial or refusal

is not so protested, the license may thereupon be revoked or the application therefor or the renewal thereof refused.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

722.106 Same; appeal; transcript, stay of action. M.S.A. 25.358(6)

Sec. 6. Any person aggrieved by the decision of the commission following a hearing under section 3 or section 5 of this act may, within 10 days after its receipt, take an appeal or certiorari to the circuit court of the county in which he resides by filing with the clerk of the court an affidavit, setting forth the substance of the proceedings had before the department and the errors of law or questions of fact upon which he relies, and serving any member of the department with a copy thereof.

The department shall, within 10 days of the service of the copy, file with the clerk of the court a transcript of the proceedings had before it. The circuit court shall thereupon be vested with jurisdiction to hear and determine the questions of law and fact involved, as in certiorari from justices of the peace. If the department prevails, the judgment of the circuit court shall be that the decision of the department be affirmed, and if the licensee or applicant prevails, the judgment of the court shall be that the revocation be set aside or the license issued or renewed, as the case may be. Pending the hearing of the certiorari the action of the department revoking or refusing renewal of a license shall be stayed.

HISTORY: Am. 1961, Act 183, Eff. Sept. 8.

722.107 Placement of children in family homes. M.S.A. 25.358(7)

Sec. 7. Placement of children in family homes. No person other than the parent or guardian of the person of a child or one related by blood or marriage, and no firm, corporation, association or organization, or agency thereof, other than a licensed child welfare agency or a governmental unit may place any child in the control and care of any person or place such child for adoption.

722.108 Misdemeanor; penalty. M.S.A. 25.358(8)

Sec. 8. Penalty. Any person, or agent, representative or officer of any firm, corporation, association, or organization, who violates any of the provisions of this act shall upon conviction, be deemed guilty of a misdemeanor; and shall be fined, not less than \$25.00 nor more than \$100.00 or imprisoned in the county jail not less than 30 days nor more than 90 days, or both such fine and imprisonment in the discretion of the court. Whenever any agent, representative, or officer of any firm, corporation, association, or organization shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the license of any such firm, corporation, association, or organization, and the person so convicted shall not be granted a license or be permitted to be connected directly or indirectly with any licensee for a period of 10 years thereafter.

Act No. 115
Public Acts of 1973
Approved by Governor
August 21, 1973

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**STATE OF MICHIGAN
77TH LEGISLATURE
REGULAR SESSION OF 1973**

Introduced by Reps. Stallworth, Bullard, Otterbacher, Morris W. Hood, Jr., Nelson, McNeely, Warner, Geake and Smit

ENROLLED HOUSE BILL No. 4321

AN ACT to provide for the protection of children through the licensing and regulation of child care organizations; to provide for the establishment of standards of care for child care organizations; to provide penalties; and to repeal certain acts and parts of acts.

The People of the State of Michigan enact:

Section 1. As used in this act:

(a) "Child care organization" means a governmental or nongovernmental organization having as its principal function the receiving of minor children under 18 years of age for care, maintenance, training, and supervision, notwithstanding that educational instruction may be given. Child care organization includes organizations commonly described as child caring institutions, child placing agencies, children's camps, child care centers, day care centers, nursery schools, parent cooperative preschools, foster homes, group homes, or day care homes.

(b) "Child caring institution" means a child care facility which is organized for the purpose of receiving children for care, maintenance, and supervision, usually on a 24-hour basis, in buildings maintained by the institution for that purpose, and operates throughout the year. An educational program may be provided, but the educational program shall not be the primary purpose of the facility. Child caring institution includes a maternity home for the care of unmarried mothers under 18 years of age and an agency group home, which is described as a small child caring institution owned, leased, or rented by a licensed agency providing care for more than 4 but less than 13 children. It also includes institutions for mentally retarded or emotionally disturbed children under 18 years of age. Child caring organization does not include a hospital licensed under Act No. 17 of the Public Acts of 1968, as amended, being sections 331.411 to 331.430 of the Michigan Compiled Laws, a boarding school licensed under section 599a of Act No. 209 of the Public Acts of 1955, being section 340.99a of the Michigan Compiled Laws, a convalescent home licensed under Act No. 139 of the Public Acts of 1956, as amended, being sections 331.651 to 331.660 of the Michigan Compiled Laws, or a hospital for the mentally ill licensed under Act No. 151 of the Public Acts of 1925, as amended, being sections 350.11 to 350.71 of the Michigan Compiled Laws.

(c) "Child placing agency" means an agency organized for the purpose of receiving children for their placement in private family homes for care or for adoption.

(d) "Children's camp" means a residential, day, troop, or travel camp conducted in a natural environment for more than 4 school-age children, apart from their parents, relatives, or legal guardians, for 5 or more days in a 14-day period. A children's camp provides care and supervision for the same group of children for usually not more than 12 weeks.

(e) "Child care center" or "day care center" means a facility, other than a private residence, receiving more than 6 preschool or school age children for group care for periods of less than 24 hours a day, and where the parents or guardians are not immediately available to the child. It includes a facility which provides care for not less than 2 consecutive weeks, regardless of the number of hours of care per day.

(5b)

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The facility is generally described as a child care center, day care center, day nursery, nursery school, parent cooperative preschool, play group, or drop-in center. "Child care center" or "day care center" does not include a Sunday school conducted by a religious institution or a facility operated by a religious organization where children are cared for during short periods of time while persons responsible for such children are attending religious services.

(v) "Private home" means a private residence which may be a full-time foster family home, a full-time foster family group home, a group day care home, or a family day care home.

(1) "Foster family home" is a private home in which one but not more than 4 minor children, who are not related to an adult member of the household by blood, marriage, or adoption, are given care and supervision for 24 hours a day, for 4 or more days a week, for 2 or more consecutive weeks, unattended by a parent or legal guardian.

(ii) "Foster family group home" means a private home in which more than 4 but less than 7 children, who are not related to an adult member of the household by blood, marriage, or adoption, are provided care for 24 hours a day, for 4 or more days a week, for 2 or more consecutive weeks, unattended by a parent or legal guardian.

(iii) "Family day care home" means a private home in which one but less than 7 minor children are received for care and supervision for periods of less than 24 hours a day, unattended by a parent or legal guardian, except children related to an adult member of the family by blood, marriage, or adoption. It includes a home that gives care to an unrelated child for more than 4 weeks during a calendar year.

(iv) "Group day care home" means a private home in which more than 6 but not more than 12 children are given care and supervision for periods of less than 24 hours a day unattended by a parent or legal guardian, except children related to an adult member of the family by blood, marriage, or adoption. It includes a home that gives care to an unrelated child for more than 4 weeks during a calendar year.

(2) "Provisional license" means a license issued to a child care organization which is temporarily unable to conform to all of the rules promulgated under the authority of this act.

(3) "Regular license" means a license issued to a child care organization indicating it is in compliance with all rules promulgated under the authority of this act.

(4) "Guardian" means the guardian of the person.

(5) "Minor child" means a person under the age of 18 years.

(6) "Related" means any of the following relationships, by marriage, blood, or adoption: parent, grandparent, brother, sister, stepparent, stepsister, stepbrother, uncle, or aunt.

Sec. 2. (1) The department of social services, hereinafter referred to as the "department", is responsible for the development of rules for the care and protection of children in organizations covered by this act and for the promulgation of these rules pursuant to Act No. 306 of the Public Acts of 1969, as amended, being sections 24.201 to 24.315 of the Michigan Compiled Laws.

(2) The department shall establish an ad hoc committee for each type of child care organization as defined in this act when it is formulating or amending rules under this act. The committee shall consist of not less than 12 members, and shall include representatives of the following groups and agencies:

- (a) Department of public health.
- (b) Department of state police, fire marshal division and state fire safety board.
- (c) Department of education.
- (d) Department of mental health.
- (e) Representatives of organizations affected by this act.
- (f) Parents of children affected by this act.

The representatives of organizations affected by this act and parents of children affected by this act shall constitute a majority of the committee membership. The committee shall serve during the period of the formulation of rules, shall have responsibility for making recommendations on the content of rules, and shall recommend to the department revisions in proposed rules at any time before their promulgation.

(3) The rules promulgated under this act shall be restricted to:

(a) The operation and conduct of child care organizations and the responsibility the organizations assume for child care.

(b) The character, suitability, training, and qualifications of applicants and other persons directly responsible for the care and welfare of children served.

- (c) The general financial ability and competence of applicants to provide necessary care for children and to maintain prescribed standards.
- (d) The number of individuals or staff required to assure adequate supervision and care of the children received.
- (e) The appropriateness, safety, cleanliness, and general adequacy of the premises, including maintenance of adequate fire prevention and health standards to provide for the physical comfort, care, and well being of the children received.
- (f) Provisions for food, clothing, educational opportunities, programs, equipment, and individual supplies to assure the healthy physical, emotional, and mental development of children served.
- (g) Provisions to safeguard the legal rights of children served.
- (h) Maintenance of records pertaining to admission, progress, health, and discharge of children.
- (i) Filing of reports with the department.
- (j) Discipline of children.
- (k) Transportation safety.
- (4) Rules once established are subject to major review by the ad hoc committee established by this act no less than once every 5 years and should be reviewed biennially by the department.

Sec. 3. The rules promulgated by the department shall be used by the department of public health, the fire marshal division of the department of state police, and local authorities in the inspection of and reporting on child care organizations covered by this act. The inspection of the health and fire safety of child care organizations shall be completed by department staff or by the department of public health, the fire marshal division of the department of state police, or local authorities upon request of the department. Inspection reports completed by state agencies and local authorities shall be furnished to the department and shall become a part of its evaluation for licensing of organizations covered by this act. After careful consideration of the reports and consultation where necessary, the department shall assume responsibility for the final determination of the issuance, denial, revocation, or provisional nature of licenses issued to nongovernmental organizations. A report of findings shall be furnished to the licensee. A license shall be issued to a specific person or organization at a specific location, shall be nontransferable, and shall remain the property of the department.

Sec. 4. The department shall provide consultation to organizations covered by this act to assist them in meeting the requirements of the act and the rules promulgated hereunder. The department shall offer assistance, upon request, in developing methods for the improvement of service.

Sec. 5. (1) A person, partnership, firm, corporation, association, or nongovernmental organization may not establish or maintain a child care organization, unless licensed by the department. Application for a license shall be made on forms provided, and in the manner prescribed, by the department. Before issuing a license, the department shall investigate the activities and proposed standards of care of the applicant and shall make an on-site evaluation of the proposed organization. If satisfied as to the need for a child care organization, its financial stability, the good character and intent of the applicant, and that the services and facilities are conducive to the welfare of the children, the license shall be issued.

(2) The department may authorize a licensed child placing agency or a governmental unit to investigate a private home pursuant to subsection (1) and to certify that the private home meets the licensing standards prescribed in this act. A private home shall be certified for licensing by the department by only 1 child placing agency or governmental unit. Other child placing agencies may place children in a private home only upon the approval of the certifying agency or governmental unit.

* Sec. 6. Local and state government child care organizations similar to those nongovernmental organizations required to be licensed pursuant to this act shall be evaluated and approved at least once every 2 years, using this act and rules promulgated thereunder for similar nongovernmental organizations licensed under this act. A report of the evaluation shall be furnished to the funding body for each child care organization. Unless child care organizations are approved, or provisionally approved, as meeting the appropriate administrative rules, state funds shall not be appropriated for their continued operation.

Sec. 7. A provisional license shall be issued to a new organization during the first 6 months of operation. At the end of the 6 months of operation, the department shall either issue a regular license or renew or refuse to renew the provisional license as provided in section 11. A provisional license may be

issued to a child care organization which is temporarily unable to conform to the rules. A provisional license shall expire 6 months from the date of issuance and may be issued not more than 4 times. The issuance of a provisional license shall be contingent upon the submission to the department of an acceptable plan to overcome the deficiency present in the child care organization within the time limitations of the provisional licensing period.

Sec. 8 A regular license shall be in force for 2 years from the date of issuance unless revoked as authorized by section 11 or modified to a provisional status based on evidence of noncompliance with this act or the rules promulgated thereunder. The license shall be reinstated biennially on application and approval. A license shall specify in general terms the kind of child care program the licensee is authorized to undertake and the number, ages, and sex of children that can be received and maintained. This section shall not be construed to limit the right of the department to periodically assess continued compliance with this act and rules promulgated under it. An on-site evaluation shall be made by the department not less than once each year.

Sec. 9 (1) The department may conduct in up to 3 counties a 2-year demonstration project of registration of family day care homes under this act. The department shall report its findings and recommendations to the legislature before March 1, 1976. "Registration" means the process whereby the department maintains a record of all family day care homes, promulgates rules under section 2 of this act, and requires the person operating a family day care home to certify that he has complied with the rules.

(2) The registration shall be in effect for 2 years from the date of issuance or until the expiration of the project period.

(3) All sections of this act shall apply to registrants as well as licensees, except sections 5, 7 and 8.

(4) The provisions of this section shall not be applicable to any county of 1,000,000 population or more.

Sec. 10 (1) The department may investigate and examine conditions of a child care organization in which a licensee receives, maintains, or places out children, and may investigate and examine the books and records of the licensee. The licensee shall admit members of the department and furnish all reasonable facilities for thorough examination of its books, records, and reports. The department of public health, the fire marshal division of the department of state police, or local authorities, in carrying out the provisions of this act, may visit a child care organization to advise in matters affecting the health or fire protection of children.

(2) A licensee shall keep such records as the department may prescribe regarding each child in its control and care, and shall report to the department, when requested, the facts as the department may require with reference to the children upon forms furnished by the department. Records regarding children and facts compiled about children and their parents and relatives shall be deemed confidential and disclosure of this information shall be properly safeguarded by the child care organization and the department.

Sec. 11 The department may revoke, refuse to renew, or modify to a provisional status a license of a child care organization when the licensee falsifies information on the application for license or wilfully and substantially violates this act, the rules promulgated under this act, or the terms of the license. A license shall not be revoked, a renewal thereof shall not be refused, an application for a license shall not be denied, or a regular license shall not be modified to a provisional status unless the licensee, or applicant is given notice in writing of the grounds of the proposed revocation, denial, modification, or refusal. If revocation, denial, modification, or refusal is appealed within 30 days of receipt of the notice by writing addressed to the director of the department, the director or his designated representative shall conduct a hearing at which the licensee, or applicant may present testimony and confront witnesses. Notice of the hearing shall be given to the licensee, or applicant by a personal service or delivery to the proper address by certified mail not less than 2 weeks before the date of the hearing. The decision of the director shall be made not more than 10 days following the hearing, and forwarded to the protesting party by certified mail not more than 10 days thereafter. If the proposed revocation, denial, modification, or refusal is not protested, the license may thereupon be revoked or the application therefor or the renewal thereof refused.

Sec. 12 A person aggrieved by the decision of the director following the hearing under section 11 of this act may within 30 days after receipt of the decision, take an appeal to the circuit court of the county in which the person resides by filing with the clerk of the court an affidavit setting forth the substance of the proceedings before the department and the errors of law upon which the person relies, and serving the director of the department with a copy of the affidavit. The circuit court shall thereupon have jurisdiction

to hear and determine the questions of law involved in the appeal. If the department prevails, the circuit court shall affirm the decision of the department; if the licensee or appellant prevails, the circuit court shall set aside the revocation, or order the issuance or renewal of the license, as the case may be.

Sec. 13. When there is a violation of this act or a rule promulgated thereunder and the unlawful activity or condition of the child care organization is likely to result in serious harm to the children under care, the department may seek injunctive action against the child care organization in the circuit court through proceedings instituted by the attorney general on behalf of the department.

Sec. 14. Only a parent, guardian of the person of a child, a person related to a child by blood, marriage, or adoption, a licensed child placing agency, or a governmental unit may place a child in the control and care of a person. This section shall not be construed to prevent foster parents from placing foster children in temporary care pursuant to rules promulgated by the department.

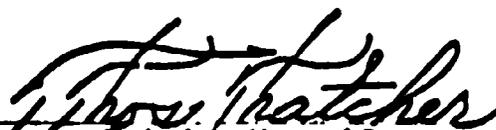
Sec. 15. (1) A person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization who violates this act is guilty of a misdemeanor, and shall be fined not less than \$25.00 nor more than \$100.00, or imprisoned for not less than 30 days nor more than 90 days, or both.

(2) When a person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization is convicted under this act, the conviction shall be sufficient ground for the revocation of its license, and the person, child care organization, agency, or representative or officer of a firm, corporation, association, or organization so convicted shall not be granted a license, or be permitted to be connected, directly or indirectly, with a licensee for a period of not less than 10 years thereafter.

Sec. 16. The department shall provide continuous education of the public in regard to the requirements of this act through the ongoing use of mass media and other methods as are deemed appropriate.

Sec. 17. Nothing in the rules adopted pursuant to this act shall authorize or require medical examination, immunization, or treatment for any child whose parent objects thereto on religious grounds.

Sec. 18. Act No. 47 of the Public Acts of 1944, being sections 722.101 to 722.106 of the Compiled Laws of 1970, is repealed.


Clerk of the House of Representatives.


Secretary of the Senate.

Approved _____

Governor.

Nursery Schools and Day Care Centers



REQUIREMENTS FOR LICENSING AND RECOMMENDED STANDARDS

State of Michigan
Department of Social Services
300 S. Capitol Avenue
Lansing, Michigan 48926

Revised 8-73

This revision amends rule 10

*The amendment was filed with the Secretary of State
on July 27, 1973, and became effective 15 days later.*

00002

SECTION I DEFINITIONS

The Statute which requires Day Care facilities for children to be licensed by the Department of Social Services is Act 47, P.A. 1944, First Extra Session.

Such facilities include nursery schools, day care centers, parent cooperative nurseries, play groups or other similar units operated by a person, partnership, agency, organized group, society or corporation giving care to a group of children away from their own homes during any part of the day.

The purpose of licensing is designed to assure the child's welfare when for any reason he is away from his parents. Standards have been established by the Department in keeping with this purpose.

Centers operated by local boards of education or by other governmental units are not required to have a license.

Two types of licenses are issued for two types of centers defined as follows by Administrative Rule: R 400.120.

- A. *A nursery school is a day time group facility which has as its main objective a developmental program for pre-school children, and whose staff meets the educational qualifications as established by the Michigan Department of Education (See Staff Qualifications, page 2). The term "School" may be used only when the staff meets these qualifications.)*
- B. *A day care center is a day time group facility which gives care for pre-school children away from their homes but which need not employ a teacher approved by the Department of Education. It provides a program which promotes the development of the individual child and is under the direction of a person with experience in child care. (See Staff Qualifications, page 2.)*

OTHER TERMS USED ARE AS FOLLOWS:

- "Must" refers to mandatory requirements as defined by the statutes.
- "Shall" refers to rules which are requirements for licensing. They are designated by number.
- "Should" refers to standards for those wishing to meet additional goals beyond those required for licensing.
- "Pre-school" applies to the child from 2½ years through 5.
- "Staff" includes all workers, directors, teachers and service staff.
- "Center" includes the Nursery School and Day Care Center.
- "Department" refers to the Michigan Department of Social Services.

SECTION II

STATE ADMINISTRATIVE RULES FOR LICENSING

(By authority conferred on the department of social services by section 6 of Act No 280 of the Public Acts of 1939, section 2 of Act No. 47 of the Public Acts of the First Extra Session of 1944, as amended, and section 553 of Act No. 380 of the Public Acts of 1965, being sections 400.6, 722.102 and 16.553 of the Compiled Laws of 1970.)

STAFF

Rule 1. There shall be an adequate staff of administrative, supervisory and maintenance personnel.

- a. A minimum of two adults is required for any group of children to insure adult supervision at all times. When the group is small enough to be under the guidance of one person, the second person must be available in the center to assist upon call.
- b. When the number of children in the nursery exceeds ten, full-time assistance for the director is to be provided, in the following ratio:

Minimum Ratio.

<u>Age of Children</u>	<u>There shall be</u>
2½ and 3 years	1 adult assistant to each 10 children or fraction thereof, beyond the first 10
4 years	1 adult assistant to 12 children beyond the first 12
5 years	1 adult assistant to 20 children beyond the first 20
2½ thru 5 years (mixed age group)	1 adult assistant to 10 children beyond the first 10

Rule 2. The head teacher or person in charge of programming of the nursery school shall meet the educational qualifications as determined by the Michigan Department of Public Instruction for nursery school assignment.*

Rule 3. The Director or person in charge of a day care center shall have a minimum of two years of study at the college level.

*The Michigan Department of Education requires a valid elementary teaching certificate.

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PROGRAM

Rule 4. Every Center shall have a balanced schedule of daily activities based upon developmental needs of children.

RECORDS

Rule 5. A record shall be kept of each child which shall include:

- a. Child's full name, age, and date of entry and discharge.
- b. Full names of both parents or relatives.
- c. Address and telephone number of parents.
- d. Places and hours of employment of parents or relative.
- e. Instructions for reaching parents or relatives.
- f. Name, address, and telephone number of another person who might be reached in case of an emergency.
- g. Name, address, and telephone number of family physician.
- h. Accurate record of daily attendance.

EQUIPMENT FOR CENTERS

Rule 6. The equipment shall be of the size and design that will fit the individual child's developmental needs.

Rule 7. There shall be a cot, sheet and blanket for every child who remains for afternoon rest.

Rule 8. There shall be an adequate and varied supply of suitable play equipment materials easily accessible to children.

FIRE, HEALTH AND SANITATION

Rule 9. All housing shall conform with local and state building codes and shall be approved by the State fire marshal or local full time fire bureau.

Rule 10. a. Within 30 days of attendance the following documentation shall be obtained by a day care center or nursery school for each child enrolled and shall be maintained in the center or school files:

1. A signed report on the state of the child's health, based on an evaluation by a qualified physician made within the preceding 12 months. The report shall contain the statement that participation in a day care program will not be detrimental to the child's health. Restrictions on physical activity shall be reported by the physician.

2. Proof of immunization procedures and boosters completed or in progress against diphtheria, pertussis, tetanus, polio, measles and rubella, or otherwise as required by law.

3. The requirements of paragraphs 1 and 2 may be waived, if a child's parents or guardian sign a statement agreeing to take part in a health care program which shall include health observations, physical assessments, screening tests and immunization procedures, when such a health program is available and has been approved by the state department of public health.

4. A child whose parents or guardian object to physical examinations, immunization or medical treatment on the grounds of religious convictions may be admitted after the following statements are submitted:

(i) Statement by the parents or guardian that the child is and has been in normal and good health.

(ii) Statement by the parents or guardian assuming responsibility for the child's state of health while at a center or nursery school with the understanding that either he notified immediately when anything unforeseen in this regard occurs. This statement shall include a provision that when the center or school is unable or does not have time to locate the persons designated to be notified in case of emergency, the center or nursery school director may take such temporary measures as he deems appropriate.

b. A full-time or more than half-time employee or volunteer who comes in contact with children shall have an examination by a licensed physician, or his designee, conducted within 12 months before employment, and every 2 years thereafter. The person shall also have a test for communicable tuberculosis within 1 year before employment and annually thereafter.

c. A center or nursery school shall have approval of the state or local full-time health department with respect to this rule.

TRANSPORTATION

Rule 11. If transportation is provided by the center, adequate precautions shall be taken for the safety of children. These include:

- a. A seat in the car for each child.**
- b. The car in good operating condition with safety locks on the doors which may be opened only from the outside.**
- c. An adult in addition to the driver in any bus or automobile transporting children to and from the Center.**
- d. Transportation on buses conforming to the Michigan school bus requirements.**
- e. Validity of driver's license for transportation of children.**
- f. Proper insurance coverage.**

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SECTION III

RECOMMENDED STANDARDS FOR CENTERS

Recommended standards are intended to be goals to encourage continuous improvement of services to children. Recommended standards are not licensing requirements, but are directed to all concerned with achieving standards of operation which are most desirable. They can be an aid to planning as well as a means for stimulating change.

STAFF

A. Recommended Ratio

2½ - 3 years

4 years

5 years

2½ thru 5 years

1 adult assistant to each 8 children beyond the first 8

1 adult assistant to 10 children beyond the first 10

1 adult assistant to 15 children beyond the first 15

1 adult assistant to 8 children beyond the first 8

If 35 or more children are enrolled, the director should be free from a regularly scheduled teaching assignment.

B. Qualifications of Staff

1. Staff members in any center should have personalities combining warmth, spontaneity and sensitivity which enable them to work effectively with children, parents and teachers. They should be sympathetic yet have the ability to be objective. They should be able to present materials creatively and provide experiences which offer rich opportunities for learning. They should have a sense of humor, be humbly teachable and be able to set up a comfortable atmosphere within which children grow.

Members of the service staff should have a real liking for young children. They should be sufficiently flexible in performing their duties to adjust to the variations inherent in such programs.

Each program staff person should have the skill and competency necessary to contribute to each child's physical, intellectual, personal and social development.

2. The operator of a day-care facility should have the skills necessary to manage a day-care facility, the ability to relate effectively to parents and community and the ability and willingness to provide a child care program which meets the recommended standards set forth in this pamphlet.

3. Assistant teachers in a nursery school should have a minimum of two years of study at the college level and experience in work with groups of children under six years of age. An assistant teacher should be under the direction of a fully qualified head teacher.

PROGRAM

The program should include:

1. Morning inspection and continuing alertness to change in each child's appearance or behavior.
2. A provision for alternate periods of quiet and active play. A good teacher will help children maintain a reasonable balance between vigorous and quiet play.
3. Play activities which provide learning experience for the group and for each individual child.
4. Mid-morning or afternoon snack of juice or milk and crackers affording a period of relaxation and pleasant conversation besides giving needed nourishment.
5. Rest or a quiet period of listening to records or stories, usually follows snack. Children who are in a center for more than four hours need an afternoon rest of one or more hours depending on the individual child.
6. Adequate provisions for toilet routine. The teacher's own attitude toward this period goes far in determining the response of the children. Several well-placed low toilets and lavatories further a healthy, casual behavior on the part of the children which constitutes a sound basis for the later habits of older children and adults. The closeness of the toilet room to the play room is an important factor in helping children to become independent in toileting techniques.
7. Provisions for outdoor play. The length of time outside is dependent upon the weather conditions, the ages of the children and the length of the program.
8. Well-balanced meals for children remaining through the lunch period. Food should be well prepared and attractively served. Guidance of the children in developing wholesome habits and healthy attitudes toward foods is more important than teaching table manners at this time. Meal time should be an unhurried, happy time, and offer a chance to experiment in eating new foods. Children who are given an opportunity to help in food preparation, setting the tables and serving themselves often develop assurance, responsibility, independence and a feeling of importance.

RECORDS

Records maintained by the center should include the following:

1. Name, address, and telephone number of a person or persons authorized to take the child from the center.
2. Hospital of choice to be used in case of an emergency.
3. Medication provided by the parents or family physician which is to be administered at the center.

EQUIPMENT FOR CENTERS

1. Furniture
 - a. Tables and chairs should be of various heights to insure the maximum comfort for children at various ages. Low open shelves should be provided for blocks, transportation toys, manipulative toys, books, and arts materials.
 - b. Furniture should be durable, safe, and appropriate to the developmental needs of the children in care.

2. Facilities for Rest

Cots should be light weight and have covers that are easily washable.

3. Play Equipment

Basic play equipment should include:

- a. Climbing apparatus, wheel toys, large building blocks, swings, saw horses, boxes, carts and ladders to encourage vigorous play.
- b. Materials for dramatic play such as dolls, housekeeping units and dress-up clothes, transportation toys and blocks.
- c. Materials that can be manipulated and experimented with such as clay, dough, sand, paints, water, scissors and paper, work tools, blocks, puzzles, musical instruments and story books.

FIRE, HEALTH AND SANITATION

No recommended standards

TRANSPORTATION

No recommended standards

SECTION IV

PROCEDURES FOR LICENSING

A. BASIC RESPONSIBILITIES OF THE DEPARTMENT

The procedure through which the Department reaches a decision regarding a license and the factors to be considered are outlined in the statute which requires the Department to:

... investigate the activities and standards of care of the applicant and if satisfied as to the need for the agency . . . its financial stability, the good character and intent of the applicant, and that the equipment of the agency . . . and its services are conducive to the welfare of children, a license shall be issued."

The decision regarding a license thus rests upon the responsible judgment of the Department. This final judgment is supported by facts showing that the essentials of an approved program as defined in this statute have been met. The Department assists the center or nursery school in meeting these requirements for a license.

The authority to issue a license rests with the Director of the Department. Recommendation is presented to the Director by a Consultant on the staff of the Department. If satisfied that the requirements are met the Director authorizes the issuance of a license. There is no fee for licensing or consultation services.

B. TYPES OF LICENSES

A regular or full license is granted to a center whose program, facilities and operations meet all required minimum standards.

A provisional license under the statute may be issued to a center "*whose services are needed but which is temporarily unable to conform to all rules and regulations.*" A provisional issuance may not be in force for more than three years.

The license will specify whether the center is authorized to operate as a nursery school, or a day-care center.

C. DURATION OF LICENSE

All licenses expire one year from date of issuance unless revoked sooner. The license expires automatically if there is a change in location or ownership. In such cases, an application for an original license must again be filed as licenses are not transferable. To avoid delay the Department should be advised at once of any contemplated change so that it may determine if the proposed center may be approved.

D. ORIGINAL LICENSE**1. Application**

An individual or group of persons or community agency planning to conduct a program for young children should file an application two months in advance of the planned opening date. The application should be signed by the individual responsible for the operation of the Center. Should the Center be operated by a Board the signatures of the Chairman of the Board and the individual responsible to the Board should be on the application. The application form is provided by and may be obtained from the Department of Social Services.

2. Material to be filed with original application

A new center with its initial application for license is expected to file the following:

- a. A statement regarding the ownership, organization of center, together with other information showing who is responsible for policy-making, administration and operation.
- b. A copy of the articles of incorporation if the center is incorporated.
- c. A copy of the Constitution and By-laws, if any.
- d. A list of board members and committees, if any.
- e. List of staff. (A form is provided by the Department.)
- f. A physical examination report of each staff member.
- g. Samples of all forms used.
- h. A floor plan of the building.
- i. A daily program.
- j. A typical week's menu.

E. FIRE AND HEALTH INSPECTION

An inspection and approval by the local full-time fire department or State Fire Prevention Bureau and by the State or local full-time Health Department for the proposed housing of the center will be requested by the Department. With each renewal of application similar inspections will usually be requested annually by the Department.

F. NOTICE TO CENTER OF DEPARTMENT ACTION

After the application for a license is approved by the Director of the Department, the center will receive a license which, as provided by the statute, will set forth the conditions under which it may operate. These terms include operating name of the center, the maximum number and age range of the children and the date on which the license is issued.

An accompanying letter requests that the license be displayed in a conspicuous place. A letter accompanies a provisional license and states the basis for the provisional status.

G. MODIFICATION OF LICENSE

A license may be modified during the licensing year in accordance with changes of staff, program or facilities.

A center should report to the Department any contemplated changes in operation. The Department will then determine whether such changes may be approved and the license modified accordingly. Plans for remodeling or construction of new buildings should be presented for review before work is undertaken.

H. RENEWAL OF LICENSE

As long as the center continues to meet minimum requirements, the statute provides that a regular license must be reissued annually upon application by the original applicant.

An application for renewal of license must be submitted annually by the original applicant on a form sent by the Department six weeks prior to the

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13

expiration date. The center applying for the renewal of its license should send with its application the following:

1. A current list of board members and committees, if any.
2. Personnel form provided by the Department.
3. Physical examination report for each staff member.
4. A report of major changes in the program or facilities made during the year or contemplated for the coming year.
5. If a provisional license was issued a statement showing which basic requirements have been met and if not completed, a statement of plan for meeting them.

I. REVOCATION OF LICENSEE

If the Director finds that a provisional license should be issued, an application for license should be rejected or renewal refused or that a license should be revoked, a written notice of the decision and reasons for such action will be sent to the center at once.

J. RIGHT TO A HEARING

If the decision of the Director is to issue a provisional license, to deny an original license or to revoke or refuse to renew a license to any center and the center sends a protest within thirty days of receipt of written notice of the action taken, the Director or someone designated by him will conduct a hearing to allow the applicant or licensee to present testimony and witnesses. A transcript of the testimony will serve as a basis for the decision of the Director. The center will receive, by certified mail, a notice of the Director's decision.

Under the statute, if the center is still not satisfied with the decision of the Director, it may appeal within ten days to the Circuit Court in the district in which the center is located.

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K. PENALTY

The statute, Act 47, Section 8, provides that:

"Any person, or agent, representative or officer of any firm, corporation, association, or organization, who violates any of the provisions of this act shall upon conviction, be deemed guilty of a misdemeanor; and shall be fined not less than \$25.00 nor more than \$100.00 or imprisoned in the county jail not less than 30 days nor more than 90 days, or both such fine and imprisonment in the discretion of the court. Whenever any agent, representative, or officer of any firm, corporation, association, or organization shall be convicted under authority of this act, such conviction shall be sufficient ground for the revocation of the license of any such firm, corporation, association, or organization, and the person so convicted shall not be granted a license or be permitted to be connected directly or indirectly with any licensee for a period of 10 years thereafter."

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BEST COPY AVAILABLE**3. DAY CARE CENTERS
Inspection Guide**

Fire Marshal Division
Department of State Police

To provide for compliance with Act 290 of the Public Acts of 1968, this guide has been drafted for prevention of fire and to protect persons and property in day care centers in the State of Michigan. This inspection guide shall apply to all day care center occupancies licensed by the Department of Social Services and shall be in effect until such time as the State Fire Safety Board promulgates rules and regulations for this type occupancy as prescribed in Act 207 of the Public Acts of 1941 as amended.

Any person or his authorized agent, confronted with practical difficulties in carrying out the strictest letter of these standards, as directed by the office of the State Fire Marshal, may apply to the State Fire Marshal in writing for modification thereof. Only such modification as will not constitute a definite hazard to life or property will be considered. The decision of the State Fire Marshal, including the particulars of any such application, shall be entered upon the records of the Department of State Police, and a signed copy thereof sent to the applicant.

Act 207, Public Acts of 1941, as amended, empowers the State Fire Safety Board to vary the application of these standards or modify the ruling or interpretation of the State Fire Marshal when in its opinion the enforcement thereof would do manifest injustice and would be contrary to the spirit and purpose of the standard or the public interest.

Enforcement of these standards shall be by procedure established by Act 207 of the Public Act of 1941 as amended.

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CONSTRUCTION

1. Hereafter, new buildings and conversions of existing buildings or parts of buildings for day care use if multi-story shall be of minimum one hour fire resistant construction. If one story, construction may be less than fire resistant, provided other features of this guide are complied with.
2. Hereafter, a complete set of plans and specifications for all new construction, additions, conversions and remodeling shall have the approval of the appropriate inspecting authority before construction is commenced.
3. Existing licensed occupancies may be certified for continued use provided other features of this guide for existing facilities are complied with.

INTERIOR FINISHES

4. The alphabetical classification of finish materials as used is for flame spread, fuel contribution and smoke development as determined by tunnel test in accordance with NFPA 255, ASTM-E-84, or UL-723 and grouped as follows:

Class	Flame Spread	Fuel Contributed	Smoke Developed
A	0-25	0-35	0-50
B	26-75	36-75	51-125
C	76-200	76-200	126-200

The same alphabetical classification is used for combustibility of prefabricated acoustical tile units only, under Federal Specifications SS-A-118b.

5. In new construction, additions and conversions, interior finish classification shall be that of the basic material used without regard to subsequently applied paint or other covering in an attempt to meet the classification. Such basic material shall be Class A or B in means of egress and basement use occupancies, and may be Class A, B or C in other areas.
6. In existing licensed occupancies, where interior finishes do not comply with those in Section 5 above, and where they are applied directly to a non-combustible backing, they must have their surfaces protected with an approved fire retardant coating so as to meet the requirements of Section 5.
7. Interior finish material more hazardous than Class C shall not be permitted.

EXITS**BEST COPY AVAILABLE**

8. All occupied rooms shall have access to at least two means of egress, properly separated so that the occupants will be located between the means of egress, or there shall be direct egress to the outside from the rooms.
9. If more than 12 children are maintained, exit doors shall swing in the direction of egress and shall be equipped with knob type or anti-panic hardware only, that cannot lock from the inside. If 12 or less children are maintained, the doors need not swing in the direction of egress but they shall be equipped with knob type or anti-panic hardware only, that cannot lock against use from the inside. No other type of securing hardware may be used as supplemental, or in conjunction with this permissible type hardware.

MEANS OF EGRESS

10. Means of egress shall be considered the entire way and method of leaving rooms where the day care center is operated, to free and safe ground remote from the building.
11. All means of egress shall be maintained in unobstructed, easily traveled condition at all times that the center is in operation. There shall be no exposure to inherent hazards of the building, such as heating plant, flammable storage, kitchen, or other similar conditions. Furniture, equipment and utility materials shall not be stored or maintained in such location or position that they may be liable to fall into, be pushed into, or be obstructive in any possible way to use of a required means of egress.

HEATING

12. For all new day care buildings, heating shall be by an approved heating plant separated from the occupied section by minimum one hour construction. Any doorway communicating between this room and the interior to the building shall be protected by a "B" label fire door in a labeled fire frame and equipped with a self-closing device. Any ducts piercing this enclosure shall be protected by approved heat-actuated fire dampers installed at the point the enclosure is pierced. No auxiliary heating unit such as portable combustion type or electric type shall be used. Heating units shall be properly installed in accordance with safe practices and shall be served by a proper, approved chimney or pre-fabricated stack.

In existing licensed occupancies, a properly installed heating plant located in a basement will not require additional protection, providing that the center is not operated on the same floor and there is a qualified fire separation in any opening

exposing the use floor or its means of egress. Where the heating plant is located on the occupied floor, it shall be enclosed with an assembly of materials that will provide a minimum one hour resistance to fire.

13. Underwriters' Laboratories approved permanent, fixed type electrical heating such as recognized panel or baseboard fixed type may be approved in any location.
14. Where boilers are used, they shall be inspected and a certificate provided as required by the Boiler Division, Michigan Department of Labor.

OCCUPANCIES OF STORIES

15. Except under very favorable conditions, day care centers shall be conducted on the first or main floor of buildings only. Unless a building is of fire resistant construction, with stairways properly enclosed to provide protected exits to the outside, floors above the first shall not be used.
16. Basements shall be used only under very favorable conditions, and where the occupancy is separated from all other basement use by fire resistant walls and fire doors.
17. Basements where a sufficient portion of the basement floor is not below grade so as to permit required means of egress exits without use of stairs or steps, shall be considered a first floor insofar as the intention of this guide is concerned.
18. If a basement or part of a basement is used, at least one of the required exits shall be direct to the outside from the occupied room or space.

STAIRS AND STEPS

19. Any stairway or steps necessary in a means of egress shall be maintained in first class condition at all times. Risers shall be not over seven inches and tread shall be at least nine and one-half inches in the clear. Landings at least as wide as the swing of the door shall be located outside all exits doors where steps or stairs are necessary. All landings, steps, and stairs shall be provided with adequate, proper handrails designed and constructed for use by children. Materials used in construction of these facilities shall be sturdy and adequate. If wood is used, it shall be of at least nominal two inch stock.

HOUSEKEEPING

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20. The entire building, even though used only in part as a day care center shall be maintained in a condition of good housekeeping. The maintenance or harboring of conditions that are inherently hazardous will result in denial of certification to the licensing agency.

OTHER OCCUPANCY

21. Other occupancies and use of parts of a building used as day care centers are not objectionable, provided no life safety hazard is presented. Churches, schools, club buildings and some commercial uses of buildings used in part as a day care center are not objectionable if the sections used conform in all respects to this guide and they are operated and maintained in a proper manner. Parts of a building used for hazardous operations, or occupancy that is unpredictable such as taverns, garages, repair shops and industrial operations are not suitable for day care centers and will not be certified to the licensing agency.

FIRE ALARM

22. In any building used as a day care center, where more than one room is occupied by children, some satisfactory fire alarm system shall be established. This system may be either electrical or manual. A fire drill program shall be established to assure prompt evacuation of the building in case of emergency.

ELECTRICAL

23. The electrical service shall be maintained in a safe condition. Where conditions indicate a need for inspection, and on all new or remodeled projects, the electrical service shall be inspected by a qualified electrical inspection service and a copy of the inspection report shall be submitted to the appropriate inspecting authority.

These policy standards are intentionally brief and concise. They are to be used as a guide only and in no way prevent the inspector from using sound reasonable judgment in evaluation and reporting conditions that have a bearing on the approval of a Day Care Center. However, it is suggested that for practical administration and uniform application, all inspectors observe the basic features of these standards in their evaluation.

0071

**FEDERAL
INTERAGENCY
DAY CARE
REQUIREMENTS**



09072

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The Federal Interagency Day Care Requirements have been approved by Wilbur J. Cohen, Secretary of Health, Education, and Welfare, and Bertrand M. Harding, Acting Director, Office of Economic Opportunity, with the concurrence of Willard Wirtz, Secretary of Labor.

The Requirements will be supplemented from time to time by Interagency Recommendations issued through the Federal Panel on Early Childhood. This interdepartmental panel consists of representatives of the Department of Agriculture; the Department of Housing and Urban Development; the Department of Labor, including the Women's Bureau and the Manpower Administration; the Office of Economic Opportunity; and the Department of Health, Education, and Welfare, including the Assistant Secretary for Health and Scientific Affairs, the Health Services and Mental Health Administration, the National Institutes of Health, the Office of Education, the Social and Rehabilitation Service, the Children's Bureau, and the Assistance Payments Administration.

The Panel is responsible for revising Standards from time to time and for issuing interpretations of the Standards whenever required. Questions on the Standards should initially be addressed to that Federal agency with which an organization normally conducts its business. Any organization not associated with a particular Federal agency listed above may address questions to the Federal Panel on Early Childhood, c/o the Children's Bureau, Social and Rehabilitation Service, Department of Health, Education, and Welfare, Washington, D.C. 20201.

Gule M. Sugarman
Gule M. Sugarman, Chairman
Federal Panel on Early Childhood

00073

**FEDERAL
INTERAGENCY
DAY CARE
REQUIREMENTS**

**PURSUANT TO SEC. 522 (d)
OF THE ECONOMIC OPPORTUNITY ACT**



as approved by
U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
U. S. OFFICE OF ECONOMIC OPPORTUNITY
U. S. DEPARTMENT OF LABOR
September 23, 1968

0074

DISCRIMINATION PROHIBITED--Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, the programs covered in this publication must be operated in compliance with this law.

CONTENTS

Preface	iv
Definitions	v
Introduction	1
Comprehensive and Coordinated Services	4
I. Day Care Facilities	4
II. Environmental Standards	7
III. Educational Services	9
IV. Social Services	10
V. Health and Nutrition Services	11
VI. Training of Staff	13
VII. Parent Involvement	14
VIII. Administration and Coordination	15
IX. Evaluation	17

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PREFACE

Day care is a service for the child, the family, and the community and is based on the demonstrated needs of children and their families. It depends for its efficacy on the commitment, the skill, and the spirit with which it is provided.

Day care services supplement parental care by providing for the care and protection of children who must be outside of their own homes for a substantial portion of a 24-hour day. These services may be provided when parents are employed, are in training programs, or, for other reasons, need these services for their children.

Day care services should be developed and carried out as part of a comprehensive community plan designed to promote and maintain a stable family environment for children. Day care can serve most effectively and appropriately as a supplement to care in the child's own family when other services support family care, such as homemaker service. Only then can the plan of care for a child be based on what is best for him and his particular family. Communities planning coordinated child care programs need to develop a wide range of services, including, but not limited to, day care services.

DEFINITIONS

DAY CARE SERVICES -- comprehensive and coordinated sets of activities providing direct care and protection of infants, preschool and school-age children outside of their own homes during a portion of a 24-hour day.^{1/} Comprehensive services include, but are not limited to, educational, social, health, and nutritional services and parent participation. Such services require provision of supporting activities including administration, coordination, admissions, training, and evaluation.

ADMINISTERING AGENCY -- any agency which either directly or indirectly receives Federal funds for day care services subject to the Federal Interagency Day Care Standards and which has ultimate responsibility for the conduct of such a program. Administering agencies may receive Federal funds through a State agency or directly from the Federal Government. There may be more than one administering agency in a single community.

OPERATING AGENCY -- an agency directly providing day care services with funding from an administering agency. In some cases, the administering and operating agencies may be the same, e.g., public welfare departments or community action agencies which directly operate programs. Portions of the required services may be performed by the administering agency.

DAY CARE FACILITY -- the place where day care services are provided to children, e.g., family day care homes, group day care homes, and day care centers. Facilities do not necessarily provide the full range of day care services. Certain services may be provided by the administering or operating agency.

^{1/} The Office of Economic Opportunity uses 7 hours as the minimum time period for its preschool day care programs; however, most of the Standards in this document are also applicable to part-day Head Start programs.

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STANDARDS -- Standards consist of both Interagency Requirements and Recommendations. The Requirements only are presented in this document; the Recommendations will be issued separately.

Interagency Requirements -- a mandatory policy which is applicable to all programs and facilities funded in whole or in part through Federal appropriations.

Interagency Recommendations -- an optional policy based on what is known or generally held to be valid for child growth and development which is recommended by the Federal agencies and which administering agencies should strive to achieve.

FEDERAL INTERAGENCY DAY CARE REQUIREMENTS

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INTRODUCTION

The legislative mandates of the Economic Opportunity Amendments of 1967 require that the Secretary of Health, Education, and Welfare and the Director of the Office of Economic Opportunity coordinate programs under their jurisdictions which provide day care so as to obtain, if possible, a common set of program Standards and regulations and to establish mechanisms for coordination at State and local levels. The Secretary of Labor has joined with the Director of the Office of Economic Opportunity and the Secretary of Health, Education, and Welfare in approving these Standards. Accordingly, this document sets forth Federal Interagency Requirements which day care programs must meet if they are receiving funds under any of the following programs:

Title IV of the Social Security Act

Part A--Aid to Families With Dependent Children

Part B--Child Welfare Services

Title I of the Economic Opportunity Act--Youth Programs

Title II of the Economic Opportunity Act--Urban and Rural
Community Action Programs

Title III of the Economic Opportunity Act

Part B--Assistance for Migrant, and other Seasonally
Employed, Farmworkers and Their Families (These Federal
Interagency Requirements will not apply in full to
migrant programs until July 1, 1969.)

Title V of the Economic Opportunity Act

Part B--Day Care Projects

BEST COPY AVAILABLE**Manpower Development and Training Act**

Title I of the Elementary and Secondary Education Act (Programs funded under this title may be subject to these Requirements at the discretion of the State and local education agencies administering these funds.)

These Requirements will be supplemented by a series of Federal Inter-agency Recommendations which are not mandatory but represent highly desirable objectives. The Requirements and Recommendations taken together constitute the Federal Interagency Day Care Standards.

As a condition for Federal funding, agencies administering day care programs must assure that the Requirements are met in all facilities which the agencies establish, operate, or utilize with Federal support. If a facility does not provide all of the required services, the administering agency must assure that those that are lacking are otherwise provided.

Administering agencies must develop specific requirements and procedures within the framework of the Federal Interagency Requirements and Recommendations to maintain, extend, and improve their day care services. Additional standards developed locally may be higher than the Federal Requirements and must be at least equal to those required for licensing or approval as meeting the standards established for such licensing. Under no circumstances, may they be lower. It is the intent of the Federal Government to raise and never to lower the level of day care services in any State.

The Interagency Requirements will be utilized by Federal agencies in the evaluation of operating programs.

Application of Requirements

These Requirements cover all day care programs and facilities utilized by the administering agencies which receive Federal funds, whether these facilities are operated directly by the administering agencies or whether contracted to other agencies. Such programs and facilities must also be licensed or meet the standards of licensing applicable in the State. Day care may be provided:

In a day care facility operated by the administering agency.

In a day care facility operated by a public, voluntary, or proprietary organization which enters into a contract to accept children from the administering agency and to provide

care for them under the latter's policies. (The operating organization may also serve children who are not supported by the administering agency.)

Through some other contractual or other arrangement, including the use of an intermediary organization designed to provide coordinated day care services, or the use of facilities provided by employers, labor unions, or joint employer-union organizations.

Through the purchase of care by an individual receiving aid to families with dependent children or child welfare services funds for the service.

Waiver of Requirements

Requirements can be waived when the administering agency can show that the requested waiver may advance innovation and experimentation and extend services without loss of quality in the facility. Waivers must be consistent with the provisions of law. Requests for waivers should be addressed to the regional office of the Federal agency which is providing the funds. Requirements of the licensing authority in a State cannot be waived by the Federal regional office.

Effective Date of Requirements

The Requirements apply to all day care programs initially funded and to those refunded after July 1, 1968. Administering agencies are expected to immediately initiate planning and action to achieve full compliance within a reasonable time. Except where noted, up to 1 year may be allowed for compliance provided there is evidence of progress and good intent to comply.

Enforcement of Requirements

The basic responsibility for enforcement of the Requirements lies with the administering agency. Acceptance of Federal funds is an agreement to abide by the Requirements. State agencies are expected to review programs and facilities at the local level for which they have responsibility and make sure that the Requirements are met. Noncompliance may be grounds for suspension or termination of Federal funds.

The Federal agencies acting in concert will also plan to review the operation of selected facilities.

COMPREHENSIVE AND COORDINATED SERVICES

The material which follows is, for convenience, arranged according to certain categories of activities or service. Day care works well, however, only when there is a unity to the program. The educator must be concerned with health matters, the nurse with social service activities, and the parent coordinator with helping professionals. Program design must take into account these complex interrelationships.

I. DAY CARE FACILITIES

A. Types of Facilities

It is expected that a community program of day care services will require more than one type of day care facility if the particular needs of each child and his parents are to be taken into consideration. Listed below are the three major types of day care facilities to which the Federal Requirements apply. They are defined in terms of the nature of care offered. While it is preferable that the three types of facilities be available, this is not a Requirement.

1. The family day care home serves only as many children as it can integrate into its own physical setting and pattern of living. It is especially suitable for infants, toddlers, and sibling groups and for neighborhood-based day care programs, including those for children needing after-school care. A family day care home may serve no more than six children (3 through 14) in total (no more than five when the age range is infancy through 6), including the family day care mother's own children.
2. The group day care home offers family-like care, usually to school-age children, in an extended or modified family residence. It utilizes one or several employees and provides care for up to 12 children. It is suitable for children who need before- and after-school care, who do

not require a ~~great~~ deal of mothering or individual care, and who can profit from considerable association with their peers.

3. The day care center serves groups of 12 or more children. It utilizes subgroupings on the basis of age and special need but provides opportunity for the experience and learning that accompanies a mixing of ages. Day care centers should not accept children under 3 years of age unless the care available approximates the mothering in the family home. Centers do not usually attempt to simulate family living. Centers may be established in a variety of places: private dwellings, settlement houses, schools, churches, social centers, public housing units, specially constructed facilities, etc.

B. Grouping of Children

Interagency Requirements

The administering agency, after determining the kind of facility to be used, must ensure that the following limits on size of groups and child-to-adult ratios are observed. All new facilities must meet the requirements prior to Federal funding. Existing programs may be granted up to 3 years to meet this requirement, if evidence of progress and good intent is shown.

1. Family day care home ^{1/}
 - a. Infancy through 6 years. No more than two children under 2 and no more than

^{1/} In the use of a family day care home, there must always be provision for another adult on whom the family day care mother can call in case of an emergency or illness.

There are circumstances where it would be necessary to have on a regular basis two adults in a family day care home; for example, if one or more of the children were retarded, emotionally disturbed, or handicapped and needed more than usual care.

The use of volunteers is very appropriate in family day care. Volunteers may include older children who are often very successful in working with younger children when under adequate supervision.

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five in total, including the family day care mother's own children under 14 years old.

- b. Three through 14 years. No more than six children, including the family day care mother's children under 14 years old.

2. Group day care home 2/

- a. Three through 14 years. Groups may range up to 12 children but the child-staff ratio never exceeds 6 to 1. No child under 3 should be in this type of care. When pre-school children are cared for, the child-staff ratio should not exceed 5 to 1.

3. Day care center 3/

- a. Three to 4 years. No more than 15 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 5 to 1.

2/ Volunteers and aides may be used to assist the adult responsible for the group. Teenagers are often highly successful in working with younger children, but caution should be exercised in giving them supervisory responsibility over their peers.

As in family day care, provision must be made for other adults to be called in case of an emergency or illness.

3/ The adult is directly responsible for supervising the daily program for the children in her group and the work of the assistants and volunteers assigned to her. She also works directly with the children and their parents, giving as much individual attention as possible.

Volunteers may be used to supplement the paid staff responsible for the group. They may include older children who are often highly successful in working with younger children. Caution should be exercised in assigning teenagers supervisory responsibility over their peers.

- b. Four to 6 years. No more than 20 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 7 to 1.
- c. Six through 14 years. No more than 25 in a group with an adult and sufficient assistants, supplemented by volunteers, so that the total ratio of children to adults is normally not greater than 10 to 1.

Federal Interagency Requirements have not been set for center care of children under 3 years of age. If programs offer center care for children younger than 3, State licensing regulations and requirements must be met. Center care for children under 3 cannot be offered if the State authority has not established acceptable standards for such care.

C. **Licensing or Approval of Facilities as Meeting the Standards for Such Licensing**

Interagency Requirements

Day care facilities (i.e., family day care homes, group day care homes, and day care centers) must be licensed or approved as meeting the standards for such licensing. If the State licensing law does not fully cover the licensing of these facilities, acceptable standards must be developed by the licensing authority or the State welfare department and each facility must meet these standards if they are to receive Federal funds.

II. **ENVIRONMENTAL STANDARDS**

A. **Location of Day Care Facilities**

Interagency Requirements

- 1. Members of low-income or other groups in the population and geographic areas who (a) are eligible under the regulations of the funding agency and (b) have the greatest relative need must be given priority in the provision of day care services.

2. In establishing or utilizing a day care facility, all the following factors must be taken into consideration: ^{4/}
 - a. Travel time for both the children and their parents.
 - b. Convenience to the home or work site of parents to enable them to participate in the program.
 - c. Provision of equal opportunities for people of all racial, cultural, and economic groups to make use of the facility.
 - d. Accessibility of other resources which enhance the day care program.
 - e. Opportunities for involvement of the parents and the neighborhood.
3. Title VI of the Civil Rights Act of 1964 requires that services in programs receiving Federal funds are used and available without discrimination on the basis of race, color, or national origin.

B. Safety and Sanitation

Interagency Requirements

1. The facility and grounds used by the children must meet the requirements of the appropriate safety and sanitation authorities.
2. Where safety and sanitation codes applicable to family day care homes, group day care homes, or day care centers do not exist or are not being implemented, the operating agency or the administering agency must work with the appropriate safety and sanitation authorities to secure technical advice which will enable them to provide adequate safeguards.

^{4/} No universal requirements can be established to govern every local situation. There must, however, be consideration of each of these factors in light of the overall objectives of the day care program and the legal requirements which exist, such as title VI of the Civil Rights Act of 1964 and title IV, part B, of the Social Security Act.

BEST COPY AVAILABLE**C. Suitability of Facilities****Interagency Requirements**

1. Each facility must provide space and equipment for free play, rest, privacy, and a range of indoor and outdoor program activities suited to the children's ages and the size of the group. There must be provisions for meeting the particular needs of those handicapped children enrolled in the program. Minimum requirements include:
 - a. Adequate indoor and outdoor space for children, appropriate to their ages, with separate rooms or areas for cooking, toilets, and other purposes.
 - b. Floors and walls which can be fully cleaned and maintained and which are nonhazardous to the children's clothes and health.
 - c. Ventilation and temperature adequate for each child's safety and comfort.
 - d. Safe and comfortable arrangements for naps for young children.
 - e. Space for isolation of the child who becomes ill, to provide him with quiet and rest and reduce the risk of infection or contagion to others.

III. EDUCATIONAL SERVICES**Interagency Requirements**

1. Educational opportunities must be provided every child. Such opportunities should be appropriate to the child's age regardless of the type of facility in which he is enrolled, i.e., family day care home, group day care home, or day care center.
2. Educational activities must be under the supervision and direction of a staff member trained or experienced in child growth and development. Such supervision may be provided from a central point for day care homes.

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3. The persons providing direct care for children in the facility must have had training or demonstrated ability in working with children.
4. Each facility must have toys, games, equipment and material, books, etc., for educational development and creative expression appropriate to the particular type of facility and age level of the children.
5. The daily activities for each child in the facility must be designed to influence a positive concept of self and motivation and to enhance his social, cognitive, and communication skills. 5/

IV. SOCIAL SERVICES

Interagency Requirements

1. Provision must be made for social services which are under the supervision of a staff member trained or experienced in the field. Services may be provided in the facility or by the administering or operating agency.
2. Nonprofessionals must be used in productive roles to provide social services.
3. Counseling and guidance must be available to the family to help it determine the appropriateness of day care, the best facility for a particular child, and the possibility

5/ For school-age children, it is desirable that the policies at the day care facility be flexible enough to allow the children to go and come from the day care facility in accordance with their ability to become independent and to accept appropriate responsibility. School-age children also must have opportunities to take part in activities away from the day care facility and to choose their own friends.

The day care staff must keep in mind that for school-age children the school is providing the formal educational component. The day care staff are more nearly "parent supplements." They have responsibility, however, to supervise homework and broaden the children's educational, cultural, and recreational horizons.

of alternative plans for care. The staff must also develop effective programs of referral to additional resources which meet family needs.

4. Continuing assessment must be made with the parents of the child's adjustment in the day care program and of the family situation.
5. There must be procedures for coordination and cooperation with other organizations offering those resources which may be required by the child and his family.
6. Where permitted by Federal agencies providing funds, provision should be made for an objective system to determine the ability of families to pay for part or all of the cost of day care and for payment.

V. HEALTH AND NUTRITION SERVICES

Interagency Requirements

1. The operating or administering agency must assure that the health of the children and the safety of the environment are supervised by a qualified physician. 6/
2. Each child must receive dental, medical, and other health evaluations appropriate to his age upon entering day care and subsequently at intervals appropriate to his age and state of health. 7/
3. Arrangements must be made for medical and dental care and other health related treatment for each child using existing

6/ While nurses or others with appropriate training and experience may plan and supervise the health aspects of a day care program, the total plan should be reviewed by a pediatrician or a physician especially interested in child health. Ideally, such a physician should participate in planning the total day care program and should be continuously involved as the program is carried out. Consultation on technical safety and environmental matters may be provided by other specialists. Individual health evaluations and medical and dental care should be carried out only by highly qualified physician, and dentists.

7/ If the child entering day care has not recently had a comprehensive health evaluation by a physician, this should be provided promptly after he enters a day care program.

community resources. In the absence of other financial resources, the operating or administering agency must provide, whenever authorized by law, such treatment with its own funds. 8/

4. The facility must provide a daily evaluation of each child for indications of illness.
5. The administering or operating agency must ensure that each child has available to him all immunizations appropriate to his age.
6. Advance arrangements must be made for the care of a child who is injured or becomes ill, including isolation if necessary, notification of his parents, and provisions for emergency medical care or first aid.
7. The facility must provide adequate and nutritious meals and snacks prepared in a safe and sanitary manner. Consultation should be available from a qualified nutritionist or food service specialist.
8. All staff members of the facility must be aware of the hazards of infection and accidents and how they can minimize such hazards.

8/ Because day care is designed to supplement parental care and strengthen families, the agency should help parents to plan and carry out a program for medical and dental care for the children. Agencies should not make the arrangements unless the parents are unable to do so. The agency should help to find funds and services and help parents to make use of these resources. Such help may include making appointments; obtaining transportation; giving reminders and checking to be sure appointments are kept, prescriptions filled, medication and treatments administered. Educational programs and social services should be available to help families carry out health plans.

The day care agency, however, in those instances where the Federal funds are legally available to be expended for health services, has the ultimate responsibility of ensuring that no child is denied health services because his parents are unable to carry out an adequate health plan. Funds for aid to families with dependent children are not legally available for health care, but States are encouraged to use Medicaid funds whenever possible.

9. Staff of the facility and volunteers must have periodic assessments of their physical and mental competence to care for children. 9/
10. The operating or administering agency must ensure that adequate health records are maintained on every child and every staff member who has contact with children.

VI. TRAINING OF STAFF

Interagency Requirements

1. The operating or administering agency must provide or arrange for the provision of orientation, continuous inservice training, and supervision for all staff involved in a day care program -- professionals, nonprofessionals, and volunteers -- in general program goals as well as specific program areas; i.e., nutrition, health, child growth and development, including the meaning of supplementary care to the child, educational guidance and remedial techniques, and the relation of the community to the child. 10/
2. Staff must be assigned responsibility for organizing and coordinating the training program. 11/

9/ Tuberculin tests or chest X-rays should ensure that all persons having contact with the children are free of tuberculosis. Physical and mental competence are better assured by regular visiting and supervision by competent supervisors than by routine medical tests or examinations.

10/ Special techniques for training of day care mothers in family day care homes may need to be developed. One example of such technique is the use of a "roving trainer" who would have responsibility for working on a continuous basis with several day care mothers in their own homes. Volunteers could also be used as substitutes in family day care homes to allow day care mothers to participate in group training sessions at other locations.

11/ Persons from colleges and universities, public schools, voluntary organizations, professional groups, government agencies, and similar organizations can offer valuable contributions to the total training program.

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3. Nonprofessional staff must be given career progression opportunities which include job upgrading and work related training and education.

VII. PARENT INVOLVEMENT

Interagency Requirements

1. Opportunities must be provided parents at times convenient to them to work with the program and, whenever possible, observe their children in the day care facility.
2. Parents must have the opportunity to become involved themselves in the making of decisions concerning the nature and operation of the day care facility.
3. Whenever an agency (i.e., an operating or an administering agency) provides day care for 40 or more children, there must be a policy advisory committee or its equivalent at that administrative level where most decisions are made. 12/ The committee membership should include not less than 50 percent parents or parent representatives, selected by the parents themselves in a democratic fashion. Other members should include representatives of professional organizations or individuals who have particular knowledge or skills in children's and family programs.
4. Policy advisory committees 13/ must perform productive functions, including, but not limited, to:
 - a. Assisting in the development of the programs and approving applications for funding.

12/ That level where decisions are made on the kinds of programs to be operated, the hiring of staff, the budgeting of funds, and the submission of applications to funding agencies.

13/ Policy advisory committees, the structure providing a formal means for involving parents in decisions about the program, will vary depending upon the administering agencies and facilities involved.

- b. Participating in the nomination and selection of the program director at the operating and/or administering level.
- c. Advising on the recruitment and selection of staff and volunteers.
- d. Initiating suggestions and ideas for program improvements.
- e. Serving as a channel for hearing complaints on the program.
- f. Assisting in organizing activities for parents.
- g. Assuming a degree of responsibility for communicating with parents and encouraging their participation in the program.

VIII. ADMINISTRATION AND COORDINATION

A. Administration 14/

Interagency Requirements

1. The personnel policies of the operating agency must be governed by written policies which provide for job descriptions, qualification requirements, objective review of grievances and complaints, a sound compensation plan, and statements of employee benefits and responsibilities.
2. The methods of recruiting and selecting personnel must ensure equal opportunity for all interested persons to file an application and have it considered within reasonable criteria. By no later than July 1, 1969, the methods for recruitment and selection must provide for the effective use of nonprofessional positions and for priority in employment to welfare recipients and other low-income people filling those positions.

14/ Where the administering agency contracts for services with private individuals or proprietary organizations, it must include contractual requirements designed to achieve the objectives of this section.

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3. The staffing pattern of the facility, reinforced by the staffing pattern of the operating and administering agency must be in reasonable accord with the staffing patterns outlined in the Head Start Manual of Policies and Instructions 15/ and/or recommended standards developed by national standard-setting organizations.
4. In providing day care through purchase of care arrangements or through use of intermediary organizations, the administering agency should allow waivers by the operating agency only with respect to such administrative matters and procedures as are related to their other functions as profit-making or private nonprofit organizations; provided, that in order for substantial Federal funds to be used, such organizations must include provisions for parent participation and opportunities for employment of low-income persons. Similarly, there must be arrangements to provide the total range of required services. All waivers must be consistent with 15/.
5. The operating or administering agency must provide for the development and publication of policies and procedures governing:
 - a. Required program services (i.e., health, education, social services, nutrition, parent participation, etc.) and their integration within the total program.
 - b. Intake, including eligibility for care and services, and assurance that the program reaches those who need it.
 - c. Financing, including fees, expenditures, budgeting, and procedures needed to coordinate or combine funding within and/or between day care programs.
 - d. Relations with the community, including a system of providing education about the program.

15/ HEAD START CHILD DEVELOPMENT PROGRAM: A Manual of Policies and Instructions. Office of Economic Opportunity, Community Action Program, Washington D.C. 20506. September 1967.

- e. Continuous evaluation, improvement, and development of the program for quality of service and for the expansion of its usefulness.
 - f. Recording and reporting of information required by State and Federal agencies.
6. The administering and operating agencies and all facilities used by them must comply with title VI of the Civil Rights Act of 1964, which requires that services in programs receiving Federal funds are used and available without discrimination on the basis of race, color, or national origin.

B. COORDINATION

Interagency Requirements

1. Administering agencies must coordinate their program planning to avoid duplication in service and to promote continuity in the care and service for each child.
2. State administering agencies have a responsibility to develop procedures which will facilitate coordination with other State agencies and with local agencies using Federal funds.
3. Agencies which operate more than one type of program, e.g., a group day care home as well as day care center program, are encouraged to share appropriate personnel and resources to gain maximum productivity and efficiency of operation.

IX. EVALUATION

Interagency Requirements

1. Day care facilities must be periodically evaluated in terms of the Federal Interagency Day Care Standards.
2. Local operators must evaluate their own program activities according to outlines, forms, etc., provided by the operating and administering agencies. This self-evaluation must be periodically planned and scheduled so that results of evaluation can be incorporated into the preparation of the succeeding year's plan.

STATE OF MICHIGAN



WILLIAM G. MILLIEN, Governor

DEPARTMENT OF SOCIAL SERVICES

A. BERNARD HOUSTON, Director

BEST COPY AVAILABLE

In response to your inquiry, we are enclosing information relative to the basic requirements to license and conduct a day care center or nursery school in Michigan. These requirements cover location, staffing, programming, and equipment. The location must be approved by the local fire prevention bureau or state fire marshal and sanitation division of the health department and must comply with any local zoning ordinance. Requirements vary slightly from the part-time to the full-time program.

You will note that every day care center and nursery school must be approved and licensed prior to opening. Programs opened without a license are subject to immediate closure. You are advised not to invest any money in advertisement, staff, equipment, or buildings prior to receipt of written approval of your plans for the development and operation of the proposed center. Approval of plans does not constitute a license, and you must wait to receive a license prior to operating.

The director or person in charge of a day care center shall have a minimum of two years of work (60 semester hours or 90 quarter hours) at an accredited college or university in related fields and some experience in working with children.

After considering these requirements, if your interest continues, please contact this office. We will then make an appointment with you to consider your proposed plans.

If you plan to accept children for reimbursement under the federal interagency programs, your consultant will discuss requirements and procedures necessary for participation.

Sincerely,

Division of Employment, Training, and Day Care
Bureau of Community Social Services

ENCLOSURES:

Act 47 - Day Care Centers and Nursery Schools
Minimum Health Standards - Procedures for Licensing



DAY CARE CENTER OR NURSERY SCHOOL LICENSING PROCEDURE

State of Michigan
Department of Social Services

- 1. Contact the Division of Employment Training and Day Care for the pamphlets containing the requirements for licensing in accordance with ACT 47, PUBLIC ACTS of 1944

CONSULTANT (Name, address & telephone)

- 2. After reviewing the requirements for licensing, make an appointment with the Consultant for an appointment to discuss your proposed program, staff, equipment and the tentative location which complies with local zoning ordinances.
- 3. The Consultant will request an inspection of the tentative location by 1) Fire Department and 2) Sanitation Division of the Health Department.
- 4. Submit a transcript of college credits for the person directing the children's program to the Consultant. (See requirements for licensing - rule 2 and 3.)

If the program is to be licensed as a nursery school, direct your teacher to obtain a current certification as a nursery school teacher from:

Supervisor
Teacher Certification Unit
Michigan Department of Education
Post Office Box 420, Lansing, Michigan 48902

submitting the following information: 1) Name 2) Title 3) Name under which the Teacher Certificate was issued 4) Date and Type of Certificate 5) Institution attended 6) Degrees held or semester hours of credit 7) Credit completed within the last 3 years.

- 5. Contact the Consultant for Day Care Centers and Nursery Schools for the necessary forms to apply for a license: 1) Application for a license to conduct a day care center or nursery school 2) Personnel Report 3) Employee and Children's Health Examination Record.
- 6. Send completed and signed, original license application and the personnel report to the Consultant 50 days prior to the tentative opening date.

All health records must be completed and kept on file in the day care center or nursery school.

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There is no fee for the license or the consultation service.

License must be renewed annually. Renewal application should be submitted 30 days prior to the date of expiration of current license. Nursery School Teacher Certification must be obtained annually upon the initiative of the teacher.

The license is terminated immediately upon change of location, ownership or sponsorship.

Please notify the Consultant of any contemplated change of location or program director.



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6. FINANCIAL STATEMENT FOR DAY CARE CENTER OR NURSERY SCHOOL LICENSE AND CERTIFICATION

State of Michigan
Department of Social Services

BEST COPY AVAILABLE

Prepare in duplicate
Original - State Office Consultant
Copy - Retain

INSTRUCTIONS: To be completed and returned with all certification papers and original license applications

1. NAME OF CENTER			DATE
2. ADDRESS (Number and Street)	(City)	(County)	(Zip Code)
3. NAME OF OPERATOR			
4. ADDRESS (Number and Street)	(City)	(County)	(Zip Code)

ANTICIPATED ANNUAL INCOME

5. TUITION

a. Tuition from Parents	_____
b. Scholarship Funds	_____
Source _____	
c. Department Social Services Reimbursement	_____
Total Tuition, Scholarship, DSS	\$ _____

6. OTHER SOURCES OF INCOME

COLUMN A

COLUMN B

<u>Source</u>	<u>Amount</u>	<u>Source</u>	<u>Amount</u>
Fees _____	\$ _____	United Fund	\$ _____
Contributions _____	_____	USDA Equipment	_____
_____	_____	USDA Food Program	_____
_____	_____	Other Grants and Gifts (specify)	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	Other _____	_____
Subtotal Column A	\$ _____	Subtotal Column B	\$ _____
		Total Other Sources of Income (Column A + Column B)	\$ _____
		GRAND TOTAL INCOME (TUITION, SCHOLARSHIP, AND OTHER INCOME)	\$ _____

ITEM 7: Total Salaries from Page 2 \$ _____

8. OTHER PERSONNEL COSTS

- a. Payroll taxes - e.g., employer's share of social security \$ _____
- b. Hospital insurance for employees _____
- c. Retirement plan - employer's share _____
- d. Insurance - e.g., workman's compensation, group health, life _____
- e. Other expenses (specify) _____

Total other personnel costs _____

9. TRAINING

- a. Professional conferences and inservice training \$ _____
- b. Professional books and subscriptions _____
- c. Consultation _____

Total training _____

10. PARENT INVOLVEMENT

- a. Educational materials \$ _____
- b. Incidental expenses - e.g., transportation, refreshments _____

Total parent involvement _____

11. EDUCATIONAL EQUIPMENT AND PROGRAM

- a. Annual cost of replacement and repair \$ _____
- b. If center is new, give figures and cost of equipping if it is being paid on installment plan during the budget year _____
- c. Consumable supplies _____
- d. Special programs (trips, parties, etc.) _____

Total education equipment and program _____

12. PHYSICAL PLANT

- a. Rent (includes taxes, utilities, interest, upkeep) \$ _____
- b. Renovations, if any _____

Total physical plant _____

13. FOOD SERVICE

- a. Food \$ _____
- b. Equipment _____

Total food service _____

14. ADMINISTRATION

- a. Insurance on building, equipment, transportation, public liability \$ _____
- b. Telephone _____
- c. Auditing _____
- d. Office supplies _____
- e. Other (specify) _____

Total administration _____

GRAND TOTAL OPERATING COST \$ _____

Cost per child per year is total cost divided by number of children enrolled

Perform operation here

$$\$ \frac{\text{Total Cost}}{\text{No Children}} = (1) \frac{\text{Cost per child per year}}{\text{Cost per child per year}}$$

- 2. Divide (1) by 12 to get the monthly rate.
- 3. Divide (2) by 4 to get the weekly rate.
- 4. Divide (3) by 5 to get the daily rate.



7. FINANCIAL STATEMENT FOR WAIVER

State of Michigan
Department of Social Services

93

Prepare in Duplicate
Original - State Office Consultant
Copy - Retain

INSTRUCTIONS:

To be completed and returned with all waivers

1. NAME OF CENTER _____			DATE _____
2. ADDRESS (Number & Street) _____	(City) _____	(County) _____	(Zip Code) _____
3. NAME OF OPERATOR _____			
4. ADDRESS (Number & Street) _____	(City) _____	(County) _____	(Zip Code) _____
5. LICENSED CAPACITY _____	6. TOTAL PRESENT ENROLLMENT _____	7. NUMBER DSS CHILDREN ENROLLED _____	
8. MONTHS CENTER IN OPERATION _____			
FROM _____ TO _____ OR <input type="checkbox"/> ALL YEAR			
9. DAYS AND HOURS _____			
TIME _____ AM		TO _____ AM	
DAYS OF WEEK _____		_____ PM	

ANTICIPATED INCOME

10. TUITION

A. FULL PARENT PAYMENT

(1) DAILY FEE CHARGED _____ NO. CHILDREN _____ SUBTOTAL _____

(2) DAILY FEE FOR LESS THAN FULL TIME _____ NO. CHILDREN _____ SUBTOTAL _____

B. PARTIAL PARENT PAYMENT:

(1) FULL TIME: INCOME FROM PARENTS _____ INCOME FROM SCHOLARSHIPS _____

NO. CHILDREN _____ SUBTOTAL _____

(2) LESS THAN

FULL TIME: INCOME FROM PARENTS _____ INCOME FROM SCHOLARSHIPS _____

NO. CHILDREN _____ SUBTOTAL _____

C. DSS REIMBURSEMENT: DAILY FEE CHARGED _____ NO. CHILDREN _____ SUBTOTAL _____

ANNUAL TOTAL TUITION AND SCHOLARSHIP INCOME..... NO. CHILDREN _____ TOTAL _____

00102

SIGNATURE OF OPERATOR _____

Section IV -- Center Management

The major part of this section is an excerpt from a Handbook on Day Care Administration* prepared for this course by Donald Weatherspoon, Teaching Fellow, and Frederick Bertolaet, Professor, School of Education, University of Michigan, faculty members of this course.

Other materials included were provided by faculty and course participants in summarizing small group discussions on topics related to center management.

Additional Materials

Day Care #7
Administration

-- U.S. Department of Health, \$1.25
Education and Welfare
Office of Child Development

*Sections include materials reproduced from a Handbook prepared for the Welfare Council of Metropolitan Chicago, Illinois, July 1971, under the auspices of a Federal Government Project.

Ryan Jones Associates Inc., "How to Operate Your Day Care Program" was used as a resource in preparation of this manual.

Section IV - CONTENTS

Center Management

1.	Business Management Practices - Accounting	96
1a.	A Standard Reporting System	97a
1b.	Functional Reporting Worksheet	97b
2.	Budget Building	98
3.	Categorization	99
4.	Financial Support	99
5.	Daily-Weekly-Annual Operations	99
6.	Personnel	100
7.	Salary Schedules	106
8.	Occupancy	108
9.	Licenses	109
10.	Taxes	109
11.	Communications	109
12.	Advertising	110
13.	Supplies	110
14.	Non-consumable Supplies	111
15.	Leasing	111
16.	Transportation	111
17.	Miscellaneous Costs	112
18.	Care Costs per child	112
19.	Sliding Fee Schedule	114
20.	Food Costs	116
21.	Depreciation	117
22.	Inventory	118
23.	Purchasing Guidelines for Educational Materials	121
24.	Purchasing	121
25.	Manpower Resources	123
26.	Federal and State Government Forms usually used in Day Care (not licensing)	124
27.	Insurance	125
28.	Record Keeping	126
29.	Proposal Writing	127

1. BUSINESS MANAGEMENT PRACTICES - ACCOUNTING*

In this section, several charts, formulas, and recommended accounting procedures will be provided. Total operating costs for day care centers usually have to be reduced to cost per unit terms in order to get a clearer understanding of how much is being spent and where the funds are going. Without the services of an accountant, it is difficult to coordinate all the trivial items that comprise a successful business operation. Items such as utilities, office supplies, insurance, etc., are harder to plan for than salaries and taxes. A high school accounting text can provide greater depth of coverage in this area. Following is a list of suggested texts which may be of assistance to you:

TWENTIETH CENTURY BOOKKEEPING AND ACCOUNTING

Boynton, Carlson, Forkner and Swanson,
Southwestern Publishing Company
Cincinnati, Ohio 1970

ELEMENTARY ACCOUNTING (Outline)

Baver, D. M. and Paul Holland, Darby,
Barnes and Noble, Inc.
New York, New York 1970

*Written by Donald Weatherspoon
Frederick Bertolaet
University of Michigan
School of Education

FINNEY AND MILLER'S PRINCIPLES OF ACCOUNTING

(Business Administration Accounting)
Gentry and Johnson
Englewood Cliffs, New Jersey
Prentice-Hall 1970

BOOKKEEPING MADE SIMPLE

Freds, Lenis W. Doubleday Company, Inc.,
Garden City, New York 1956

ACCOUNTING PRINCIPLES (Elementary Accounting)

Niswonger, Fees, Southwestern Publishing Co.
Cincinnati, Ohio 1969

ELEMENTARY ACCOUNTING VOL. I (Programmed Text)

Pyle and Hermanson, Learning Systems Company
Homewood, Illinois 1970

BOOKKEEPING MADE EASY (Bookkeeping and Business Math)

Soheff, Alexander, Barnes and Noble, Inc.,
New York, New York 1970

Accounting assistance may be given by volunteers from the Certified Public Accounting organization in your community. It is also an appropriate in-kind contribution from a local industry under its community service program. Students in accounting may be available for service. In Detroit there is an Accounting Aid Society, an organization of professionals and volunteers who volunteer their time to day-care centers. The California Department of Education Child Development Unit will provide a free accounting manual to California centers. Yearly financial audits are a required but expensive item and there may be great variation in the price for this service.

Source: Dr. Karl W. Grube
Adjunct Lecturer
School of Education
The University of Michigan
Ann Arbor, Michigan 48104

Date: April 10, 1974

1a. A STANDARD REPORTING SYSTEM FOR ANNUAL EXPENDITURES
AND REVENUES AS RELATED TO CHILD CARE ADMINISTRATION

An annual system of functional reporting simply concentrates on reporting the operating costs by program or service function for child care centers. Essentially, functional reporting is an end product of functional accounting; however, it is not a prerequisite to establish a functional reporting system. Functional Accounting implies a method (1) of structuring accounting books of entry and general ledger, or (2) of using a subsidiary ledger to facilitate the accumulation and allocation of revenues and expenditures by program and service function.

The implementation of a standard functional reporting system for operating expenses and income permits directors, administrators and funding agencies to analyze income and expenditure data for the specific purpose of isolating management and fiscal problems before serious incursions affect daily operations. This system also allows for insight into two additional management areas: (1) the nature of fiscal changes that occur within funding agencies, institutions, and private sectors, and (2) the legal ramifications associated with major legislative changes and their applicable rules, guidelines and interpretations.

Accordingly, a standard reporting system for revenues and expenditures recognizes five mutually exclusive program service functions of child care centers: (1) Supervision and Education, (2) Special Services (including consultation and evaluation), (3) Food Service, (4) Health Service, and (5) Staff Development and On-The-Job Training. In order to facilitate the implementation of the five program service functions of a child care center, three supportive service functions are offered: (1) Administration, (2) Building Occupancy, and (3) Transportation.

.....

1b. Functional Reporting Worksheet
For Preschool and Child Care Administration

SUMMARY OF EXPENDITURES FOR REPORTING PERIOD
BY FUNCTIONAL CATEGORIES

	<u>Amount</u>	<u>Percent of</u> <u>Total Expenses</u>
Total Expenditures for Reporting Period	\$ _____	_____

	<u>Amount</u>	<u>Percent of</u> <u>Total Expenses</u>
<u>Functional Categories:</u>		
1. Administration	_____	_____
2. Building Occupancy.....	_____	_____
3. Supervision and Education	_____	_____
4. Special Services	_____	_____
including consultation and evaluation		
5. Food Service.....	_____	_____
6. Health Service.....	_____	_____
7. Staff Development and On-the-Job Training....	_____	_____
8. Transportation.....	_____	_____

2. BUDGET BUILDING

Sound fiscal information is a prerequisite for consistent, successful management of a day care center. It provides data for determining both the patterns and the foundations for financial support. Effective management of a day care center requires that the director possess the ability to relate to contributors, the board, to staff, to clients, and to the community, reliable information about the elements of a good program with the knowledge of budgetary allocations as related to program costs.

The fiscal information as collected and reported by the director during the budget planning stage provides raw material from which operational and managerial decisions can be made. However, in this form, the total operational procedures of the day care center are not adequately represented. When properly categorized and compared with previous and/or similar operations, the budget becomes the core ingredient for decision making. In short, it is now the most essential management tool which guides the director's decisions as they pertain to operational controls, the pricing of goods and services, and determining sound fiscal practices.

The size and length of operation will have an appreciable influence on the variance in operational costs of the day care center. To insure adequate funding for every aspect of the program, an over-estimation of 10% per category is suggested. This provides for a flexible approach toward the transfer of funds from one program account to another as the need arises.

The following are categorical suggestions which, combined with the director's skill and knowledge in financial planning, will allow a flexible, yet thorough approach to developing a personalized style for budget planning.

3. CATEGORIZATION

Using the data provided by previous budgets or other centers, categorize the operational and management areas by their respective function.

Determine what approximate percentage of the total budget each category occupies, e.g., administration, salaries, fringe benefits, taxes, transportation, food, rental, etc. Once these areas are identified and their required allocations determined, the director is provided with a closer estimate of the realities of costs.

4. FINANCIAL SUPPORT

Identify and define the amount and sources of income for the center. This area includes fees, grants, monies from state and federal agencies, etc.

5. DAILY-WEEKLY-ANNUAL OPERATIONS

Determine the number of days per week and the number of weeks of operation per fiscal year the day care center will be open. Subtract from this figure the number of paid legal holidays. It is practical to estimate on the basis of average



daily cost rather than using larger time units. Average daily cost can be extended to reflect a truer estimate of the full program year costs.

6. PERSONNEL

Within this category include all full-time, part-time, or shared-time staff who are on the payroll. To avoid confusion, this includes all persons from whom you withhold federal taxes. Personnel who were discharged, resigned, or retired are carried up to and including the last reporting period worked.

Full-time employees are considered to be anyone who works and is paid for more than 35 hours/week and part-time is considered to be any employee who is engaged for 34 hours or less per week. Shared-time employees are persons whose services are engaged by more than one day care center.

When computing employee compensation, include salaries paid to employees and the portions of taxes and fringe benefits the day care center has to pay for them. Included are FICA/Social Security, Workmen's Compensation, health insurance, etc. An expansion of this could also include retirement, life and accident insurance, automobile insurance, etc.

In order to get a composite picture of the several costs connected with personnel, the following format can be applied to individual preferences.

PERSONNEL

CODE #	JOB	STATUS	FORMULAE
01	Teacher	Full-time salaried	Salary/wk x # program weeks = annual amount
04	Teacher aide	Full-time hourly	Rate/hour x # hours worked x # weeks of program = annual amount
15	Social worker	Part-time salaried	% time employed x full- time salary/wk x # program weeks = annual amount
52	Cook's helper	Part-time hourly	Wage/hour x # hours* worked/week x # program weeks = annual amount

*Personnel Forms 1 and 2 , page 103, 104.

To figure by category subtotals, figure the total wages required per category multiplied by the number of employees in that category to get the annual cost per category. For fringe benefits, figure the cost to the employer per month multiplied by the number of employees multiplied by the number of operational months to get the annual cost of benefits. For increases in taxes, etc., figure the percentage multiplied by the total costs per year to get the cost of increases per year.

In addition to compensation, vacation, sick leave, professional development, substitute time, overtime, and compensatory time has to be computed for each employee. This includes the costs associated with conferences, memberships, conventions and professional meetings. If you have a salary step scale, determine the number of people in each category and the total number of employees advancing to the next scale during the fiscal year. This requires careful checking. As costs for personnel increase, there are also changes in fringe benefits, taxes, vacation time, overtime, etc., which may or may not be reflected elsewhere in the personnel costs sections.

To avoid frustrations and to insure continued quality in your operations, budgeting for substitutes for all positions on a realistic basis is of great importance. The wages paid these persons for the anticipated amount of work to be performed should be considerate of the following: (1) amount and type of work required, (2) amount of supervision needed, and, (3) the length of time required for their services. The wage scale should be somewhere between the minimum required wage and the salary paid to your employees at the top of the scale in their respective categories.

PERSONNEL I

CODE NUMBERS FOR JOB POSITIONS *

Code No.

01	.....	Executive Director
02	.....	Director
03	.....	Assistant Director
04	.....	Administrative Aide
05	.....	Business Manager
06	.....	Accountant/Bookkeeper
07	.....	Secretary
08	.....	Receptionist
09	.....	Clerk
10	.....	Director of Public Relations
11	.....	Director of Program—Education
12	.....	Registrar
15	.....	Social Worker/Case Worker
20	.....	Teacher
21	.....	Assistant Teacher
22	.....	Teacher's Aide
23	.....	Substitute Teachers
24-28	.....	Special Teachers: (24) Music, (25) Drama Arts, (26) Photography Worker, (27) Psychodramatist, (28) Language Teachers
30-37	.....	Medical Professionals: (30) Medical Doctors, (31) Dentists, (32) Audiologist, (33) Optometrists, (34) Psychiatrists, (35) Psychologists,
40-44	.....	Therapists: (40) Speech, (41) Physical, (42) Occupational, (43) Gross Motor Instructors, (44) Other
45	.....	Recreation Worker
46	.....	Foster Grandparent
50	.....	Maintenance Man and Attendant
51	.....	Cook/Dietician
52	.....	Cook's Helper
53	.....	Bus Driver

*McClellan, "Day Care Cost Analysis," Welfare Council of Metropolitan, Chicago, 1971, p. 70.

7. Salary Schedules

DAY CARE SALARY SCHEDULE---Detroit Union, 1971

The Agency agrees to pay employees according to the following schedule:

	<u>OFFICE</u>	<u>BASE SALARY</u>	<u>*SENIORITY FACTOR/YR.</u>	<u>*RELATED EXPERIENCE/YR.</u>
01	Clerk-Typist Recept-Switchbd I	\$5,250	\$150	\$50
02	Clerk-Typist Recept-Switchbd II	5,550	150	50
03	Head Clerk.	5,650	150	50
<u>MAINTENANCE</u>				
M1	Apprentice Cust. *1	4,000	One year only	50
M2	Custodian I	4,500	150	50
M3	Cust. II, Cook	5,250	150	50
M4	Custodian III & Mainten. Supervisor	5,650	150	50
*1 (At the completion of one year of service, the apprentice custodian will move up to the M2 classification at the base rate plus \$150 seniority increment.)				
P1	Community Aid - Teacher	4,750	200	50
P2	Soc. Service I, Teacher I (Less than 1 year college)	5,900	200	50
P3	Soc. Ser. II, Teacher II (2 yrs college or equiv.)	6,000	200	50
P4	Soc. Ser. III, Tea- cher III (3/4 yrs college or equiv.)	7,200	200	50
P5	Soc. Ser. IV (BS,BA)	7,800	200	50
P6	Soc. Ser. V (MSW)	9,750	300	100

00117

<u>PROGRAM DIRECTORS</u>	<u>BASE SALARY</u>	<u>*SENIORITY FACTOR/YR.</u>	<u>*RELATED EXPER.</u>
Program Coordinator, Supervisor, Head Teacher	\$300 over base	\$200	\$ 50
Technical Consultant	\$1,000 over base	200	50
Dept. Director	\$1,000 over base	300	100
Branch Director	\$1,500 over base	300	100

*A maximum of 10 years credit for both factors.

SENIORITY FACTOR

This amount to be paid for each year of service inside the agency up to 10 years. Employees of less than one year at the beginning of the contract year will have this factor prorated.

RELATED EXPERIENCE FACTOR

This amount to be paid for each year of service in education, recreation or social work up to 10 years. Employer will make decision on credit to be allowed new employees.

EDUCATION BEYOND CLASSIFICATION FACTOR

An amount of \$100 will be paid to those employees who successfully complete a year of college or appropriate education beyond the requirements of their classifications. When employees have completed their third year of undergraduate work or complete their degree they will be reclassified appropriately.

HAZARDOUS DUTY FACTOR

An additional \$100 will be paid to each employee who continually works late hours alone in the building or who must be out in the neighborhood at night meetings or who works primarily with teenage or young adult groups.

1971 INCREMENTS

The permanent full-time employees in the employ of the Agency on January 1, 1971 shall receive:

- a. A \$250 Annual Increment, plus
- b. Cost-of-living increase based upon figures for 1970, established for the Detroit area by U.S. Dept. of Labor

RETROACTIVE SALARY PAYMENTS FOR 1970 WILL BE MADE ON THE LAST PAYDAY IN AUGUST, OCTOBER, DECEMBER.

8. OCCUPANCY

Perhaps the second most sensitive area of the budget is that of occupancy. Planning for, maintaining, and utilizing a feasible level of operational efficiency entails knowledge of physical capacity, licensed capacity, and planned operational capacity. Failure to recognize the limitations of a facility will adversely affect the per child per day costs. Developing a strategy for maintaining a level of occupancy to meet minimum operational levels is imperative. Based on the projected income from fees and/or tuition, determine the amount required for daily/weekly operations.

A suitable approach for computing space costs use cost/square foot multiplied by the number of square feet (Number of square feet x cost per square foot per annum annual space cost/day care center.) This figure will vary by size, location, etc. Make use of other day care center director's data to compare costs/square foot/year.

If the center is housed in a building where a history of the cost of utilities is available, the former occupants can provide data which will allow the director to make estimates for this expense. The expense becomes the average rate of monthly or quarterly expenses multiplied by the number of program months or quarters. (Annual cost/utility.)

Determining the costs for occupancy includes those costs arising from rent/mortgage payments, expenses attributed to housekeeping, janitorial/maintenance, repairs of buildings and grounds, and utilities. In short, the amount of money necessary for the center to use, lease, or buy lands, buildings, and offices. Rent = rate/months x twelve months

00119

9. LICENSES

Most licenses are for a fixed amount and require a lump sum payment. Budget for this item during the reporting period that it is due. Licenses may be required by the city, state, and county on an annual or biannual basis.

10. TAXES

Excluding those taxes paid by the employer on employee salaries, taxes on property, sales, etc., are included during the reporting period due. Consulting the manuals provided by city and state agencies will provide the dates when payments are required. Planning for these items requires checking the amount previously paid by the center or estimating the costs on the basis of a similar operation.

11. COMMUNICATIONS

TELEPHONE, MAILING AND SHIPPING

Telephone costs (Individual) monthly rate plus the average amounts spent over the monthly rate multiplied by the number of operational months equals the annual cost. If more than one phone is required in a day care center, the director should make a comparison of individual versus trunk lines. Extra features in terms of service will increase costs significantly.

Annual postage and shipping is figured by multiplying the average cost/month by the number of operational months.

12. ADVERTISING

For recruitment and to gain additional exposure to the public, various forms of advertising can be utilized. The regular newspaper or neighborhood weekly are effective. The rates for advertising is usually determined by the publisher on a daily, weekly, monthly or contractual basis. Usually the contractual is the least expensive providing that the center advertises over a long period of time. Planning for this allocation is determined by vacancy loss of outgoing children. It should be prorated on a monthly basis.

13. SUPPLIES

CONSUMABLE, OFFICE, FOOD, HEALTH, EDUCATIONAL EQUIPMENT, HOUSEKEEPING, AND CENTER SUPPLIES

These areas are best planned for by utilizing the skills of the staff employed by the center. For supplies related to the center or employees of the center, figure the average cost per employee multiplied by the number of employees (by category if necessary) per year to reach annual cost.

The nutritionist can figure food costs per child by determining the cost per child per day multiplied by the number of children enrolled and multiplied by the number of program days. (Annual cost of food and/or supplies/child.) The per diem food service cost may reflect a substantial cost as part of staff costs as opposed to child care cost. If possible, devise a method for separating meal day costs for children and meal day costs for staff. This allows for a more realistic per child per day food ~~service~~ cost comparison.

For consumable supplies, determine average cost/child multiplied by the number of children enrolled multiplied by the number of operational days (annual cost per child). Because consumable supplies are always subject to be influenced by scheduling changes, etc., the director should plan for an emergency fund which would allow for extra meals, toys, books, records, crayons, blocks, etc.

14. NON-CONSUMABLE SUPPLIES

In this category are those items defined as equipment or supplies which will last for one or more years. A guide for appropriating funds requires the director to compare quality and purchase price, to compare purchase and rental price, to compare new and used equipment and to investigate services such as auctions, or cooperative buying plans.

A purchasing guideline:

Estimated Cost of Unit x Number of Units Required = Cost.

15. LEASING

Rate/month for unit multiplied by number of units required = annual cost.

16. TRANSPORTATION

Includes expenses for and related to travel and transportation for children and staff as associated with professional meetings, emergencies, conventions, etc. Two

formulae are provided:

Daily Number of miles/day x rate/mile x number of
drivers needed x number of days required =
annual mileage cost.

Travel Number of days of travel by employees x
number of employees x per diem rate plus
transportation = annual costs (especially
related to out-of-town travel costs).

17. MISCELLANEOUS COSTS

All costs of fees, equipment, materials, uncollected accounts, and programs not accounted for in your categorical headings are entered here. The costs incurred can be allocated on an annual basis. Providing funds for this category is best determined by experience. This category provides relief when other areas are exhausted.

18. CARE COSTS PER CHILD

When calculating the cost per unit of service, it is assumed that a common unit of service exists. In this unit of service, there must be a specified time during which service is provided as well as a reflection of what is being measured. The problem of determining the cost/child being served can be handled by one of three common measuring services: (a) licensed capacity, (b) enrollment, or (c) average attendance. Each measure has a major limitation.

Licensed Capacity - A center may enroll to licensed capacity or it may enroll more than its licensed capacity.

Enrollment - is representative of the number of children who pledged to receive full service although some children may only be part-time.

Average Attendance - is normally less than total enrollment and reflects seasonal variations.

A suggested method of calculating the number of child hours of service is as follows:*

	A	B	C	X
	NUMBER OF CHILDREN ENROLLED	NUMBER OF HOURS/DAY (2-12) ENROLLED	NUMBER OF DAYS ENROLLED	NUMBER OF CHILD-HRS OF SERVICE (A X B X C =X)
JANUARY				
FEBRUARY				
MARCH				
APRIL				
MAY				
JUNE				
JULY				
AUGUST				
SEPTEMBER				
OCTOBER				
NOVEMBER				
DECEMBER				

*McCleilan, "Day Care Cost Analysis," Welfare Council of Metropolitan Chicago, 1971, p. 93.

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SLIDING FEE SCHEDULE -- WEEKLY RATE

GROSS MONTHLY INCOME	FAMILY OF 2		FAMILY OF 3		FAMILY OF 4		FAMILY OF 5		FAMILY OF 6	
	1 CH.	2 CH.								
120 - 150	5.00	6.00	6.00	11.00	6.50	11.00	6.00	11.00	6.00	11.00
151 - 190	7.00	6.00	11.00	6.00	11.00	6.00	11.00	6.00	11.00	6.00
191 - 210	8.00	6.00	11.00	6.00	11.00	6.00	11.00	6.00	11.00	6.00
211 - 230	9.50	6.00	11.00	6.00	11.00	6.00	11.00	6.00	11.00	6.00
231 - 270	11.00	7.00	11.00	6.00	11.00	6.00	11.00	6.00	11.00	6.00
271 - 310	13.00	8.00	12.00	7.00	11.00	6.00	11.00	6.00	11.00	6.00
311 - 350	15.00	9.50	15.00	8.00	12.00	6.00	11.00	6.00	11.00	6.00
351 - 390	17.00	11.00	17.50	9.50	15.00	7.00	11.00	6.00	11.00	6.00
391 - 430	19.00	13.00	20.50	11.00	17.50	8.00	12.00	7.00	11.00	6.00
431 - 470	21.00	15.00	23.00	13.00	20.50	9.50	15.00	8.00	12.00	7.00
471 - 510	23.00	17.00	26.00	15.00	23.00	11.00	17.50	9.50	15.00	8.00
511 - 550	25.00	19.00	28.50	17.00	26.00	12.50	20.50	11.00	17.50	9.50
551 - 590	27.00	21.00	31.50	19.00	28.50	15.00	23.00	13.00	20.50	11.00
591 - 630	29.00	23.00	34.00	21.00	31.50	17.00	26.00	15.00	23.00	13.00
631 - 670	31.00	25.00	36.00	23.00	34.00	19.00	28.50	17.00	26.00	15.00
671 - 710	33.00	27.00	38.00	25.00	36.00	21.00	31.50	19.00	28.50	17.00
711 - 750	35.00	29.00	40.00	27.00	38.00	23.00	34.00	21.00	31.50	19.00
751 - 790	37.00	31.00	42.00	29.00	40.00	25.00	36.00	23.00	34.00	21.00
791 - 830	39.00	33.00	44.00	31.00	42.00	27.00	38.00	25.00	36.00	23.00
831 - 870	41.00	35.00	46.00	33.00	44.00	29.00	40.00	27.00	38.00	25.00
871 - 910	43.00	37.00	48.00	35.00	46.00	31.00	42.00	29.00	40.00	27.00
911 - 950	45.00	39.00	50.00	37.00	48.00	33.00	44.00	31.00	42.00	29.00
951 - 990	47.00	41.00	52.00	39.00	50.00	35.00	46.00	33.00	44.00	31.00
991 - 1030	49.00	43.00	54.00	41.00	52.00	37.00	48.00	35.00	46.00	33.00
1031 - 1070	51.00	45.00	56.00	43.00	54.00	39.00	50.00	37.00	48.00	35.00
1071 - 1110	53.00	47.00	58.00	45.00	56.00	41.00	52.00	39.00	50.00	37.00
1111 - 1150	55.00	49.00	60.00	47.00	58.00	43.00	54.00	41.00	52.00	39.00
1151 - 1190	57.00	51.00	62.00	49.00	60.00	45.00	56.00	43.00	54.00	41.00
1191 - 1230	59.00	53.00	64.00	51.00	62.00	47.00	58.00	45.00	56.00	43.00
1231 - 1270	61.00	55.00	66.00	53.00	64.00	49.00	60.00	47.00	58.00	45.00
1271 - 1310	63.00	57.00	68.00	55.00	66.00	51.00	62.00	49.00	60.00	47.00
1311 - 1350	65.00	59.00	70.00	57.00	68.00	53.00	64.00	51.00	62.00	49.00
1351 - 1390	67.00	61.00	72.00	59.00	70.00	55.00	66.00	53.00	64.00	51.00
1391 - 1430	69.00	63.00	74.00	61.00	72.00	57.00	68.00	55.00	66.00	53.00
1431 - 1470	71.00	65.00	76.00	63.00	74.00	59.00	70.00	57.00	68.00	55.00
1471 - 1510	73.00	67.00	78.00	65.00	76.00	61.00	72.00	59.00	70.00	57.00
1511 - 1550	75.00	69.00	80.00	67.00	78.00	63.00	74.00	61.00	72.00	59.00
1551 - 1590	77.00	71.00	82.00	69.00	80.00	65.00	76.00	63.00	74.00	61.00
1591 - 1630	79.00	73.00	84.00	71.00	82.00	67.00	78.00	65.00	76.00	63.00
1631 - 1670	81.00	75.00	86.00	73.00	84.00	69.00	80.00	67.00	78.00	65.00
1671 - 1710	83.00	77.00	88.00	75.00	86.00	71.00	82.00	69.00	80.00	67.00
1711 - 1750	85.00	79.00	90.00	77.00	88.00	73.00	84.00	71.00	82.00	69.00
1751 - 1790	87.00	81.00	92.00	79.00	90.00	75.00	86.00	73.00	84.00	71.00
1791 - 1830	89.00	83.00	94.00	81.00	92.00	77.00	88.00	75.00	86.00	73.00
1831 - 1870	91.00	85.00	96.00	83.00	94.00	79.00	90.00	77.00	88.00	75.00
1871 - 1910	93.00	87.00	98.00	85.00	96.00	81.00	92.00	79.00	90.00	77.00
1911 - 1950	95.00	89.00	100.00	87.00	98.00	83.00	94.00	81.00	92.00	79.00
1951 - 1990	97.00	91.00	102.00	89.00	100.00	85.00	96.00	83.00	94.00	81.00
1991 - 2030	99.00	93.00	104.00	91.00	102.00	87.00	98.00	85.00	96.00	83.00
2031 - 2070	101.00	95.00	106.00	93.00	104.00	89.00	100.00	87.00	98.00	85.00
2071 - 2110	103.00	97.00	108.00	95.00	106.00	91.00	102.00	89.00	100.00	87.00
2111 - 2150	105.00	99.00	110.00	97.00	108.00	93.00	104.00	91.00	102.00	89.00
2151 - 2190	107.00	101.00	112.00	99.00	110.00	95.00	106.00	93.00	104.00	91.00
2191 - 2230	109.00	103.00	114.00	101.00	112.00	97.00	108.00	95.00	106.00	93.00
2231 - 2270	111.00	105.00	116.00	103.00	114.00	99.00	110.00	97.00	108.00	95.00
2271 - 2310	113.00	107.00	118.00	105.00	116.00	101.00	112.00	99.00	110.00	97.00
2311 - 2350	115.00	109.00	120.00	107.00	118.00	103.00	114.00	101.00	112.00	99.00
2351 - 2390	117.00	111.00	122.00	109.00	120.00	105.00	116.00	103.00	114.00	101.00
2391 - 2430	119.00	113.00	124.00	111.00	122.00	107.00	118.00	105.00	116.00	103.00
2431 - 2470	121.00	115.00	126.00	113.00	124.00	109.00	120.00	107.00	118.00	105.00
2471 - 2510	123.00	117.00	128.00	115.00	126.00	111.00	122.00	109.00	120.00	107.00
2511 - 2550	125.00	119.00	130.00	117.00	128.00	113.00	124.00	111.00	122.00	109.00
2551 - 2590	127.00	121.00	132.00	119.00	130.00	115.00	126.00	113.00	124.00	111.00
2591 - 2630	129.00	123.00	134.00	121.00	132.00	117.00	128.00	115.00	126.00	113.00
2631 - 2670	131.00	125.00	136.00	123.00	134.00	119.00	130.00	117.00	128.00	115.00
2671 - 2710	133.00	127.00	138.00	125.00	136.00	121.00	132.00	119.00	130.00	117.00
2711 - 2750	135.00	129.00	140.00	127.00	138.00	123.00	134.00	121.00	132.00	119.00
2751 - 2790	137.00	131.00	142.00	129.00	140.00	125.00	136.00	123.00	134.00	121.00
2791 - 2830	139.00	133.00	144.00	131.00	142.00	127.00	138.00	125.00	136.00	123.00
2831 - 2870	141.00	135.00	146.00	133.00	144.00	129.00	140.00	127.00	138.00	125.00
2871 - 2910	143.00	137.00	148.00	135.00	146.00	131.00	142.00	129.00	140.00	127.00
2911 - 2950	145.00	139.00	150.00	137.00	148.00	133.00	144.00	131.00	142.00	129.00
2951 - 2990	147.00	141.00	152.00	139.00	150.00	135.00	146.00	133.00	144.00	131.00
2991 - 3030	149.00	143.00	154.00	141.00	152.00	137.00	148.00	135.00	146.00	133.00
3031 - 3070	151.00	145.00	156.00	143.00	154.00	139.00	150.00	137.00	148.00	135.00
3071 - 3110	153.00	147.00	158.00	145.00	156.00	141.00	152.00	139.00	150.00	137.00
3111 - 3150	155.00	149.00	160.00	147.00	158.00	143.00	154.00	141.00	152.00	139.00
3151 - 3190	157.00	151.00	162.00	149.00	160.00	145.00	156.00	143.00	154.00	141.00
3191 - 3230	159.00	153.00	164.00	151.00	162.00	147.00	158.00	145.00	156.00	143.00
3231 - 3270	161.00	155.00	166.00	153.00	164.00	149.00	160.00	147.00	158.00	145.00
3271 - 3310	163.00	157.00	168.00	155.00	166.00	151.00	162.00	149.00	160.00	147.00
3311 - 3350	165.00	159.00	170.00	157.00	168.00	153.00	164.00	151.00	162.00	149.00
3351 - 3390	167.00	161.00	172.00	159.00	170.00	155.00	166.00	153.00	164.00	151.00
3391 - 3430	169.00	163.00	174.00	161.00	172.00	157.00	168.00	155.00	166.00	153.00
3431 - 3470	171.00	165.00	176.00	163.00	174.00	159.00	170.00	157.00	168.00	155.00
3471 - 3510	173.00	167.00	178.00	165.00	176.00	161.00	172.00	159.00	170.00	157.00
3511 - 3550	175.00	169.00	180.00	167.00	178.00	163.00	174.00	161.00	172.00	159.00
3551 - 3590	177.00	171.00	182.00	169.00	180.00	165.00	176.00	163.00	174.00	161.00
3591 - 3630	179.00									

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F-E SCHEDULE II (CONTINUED)

GROSS	NET	FAMILY OF 2		FAMILY OF 3		FAMILY OF 4		FAMILY OF 5		FAMILY OF 6	
		1 CHILD	2 CHILD	1 CH.	2 CH.	1 CH.	2 CH.	1 CH.	2 CH.	1 CH.	2 CH.
846 - 895	631 - 670	31.00	37.00	25.00	34.00	23.00	34.00	19.00	28.50	17.00	26.00
896 - 935	671 - 710	33.00	39.50	27.00	37.00	25.00	37.00	21.00	31.50	19.00	28.50
936 - 995	711 - 750	35.00	42.50	29.00	39.50	23.00	34.00	21.00	31.50	19.00	28.50
996 - 1050	751 - 790	31.00	45.00	31.00	42.50	29.00	42.50	25.00	37.00	23.00	34.00
1051 - 1170	791 - 830	31.00	47.50	33.00	45.00	31.00	45.00	27.00	39.50	25.00	37.00

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20. FOOD COSTS
 (Additional information
 under Supplies)

There are assists with food costs from the Department of Agriculture for non-profit centers that serve indigent children. The program is funded by a flat grant to the Michigan Department of Education by the Federal government under the Special Food Service Programs for Children. Since funds are limited, an application does not automatically assure a center of participation. Priorities are set.

A. Day Care Programs can apply for subsidy if they:

1. Are non-profit (Tax exempt under Federal Revenue Law)
2. Licensed by Michigan Department of Social Services as day-care center or nursery school.
3. Serve children from low income families. (Low income level same as for USDA School Lunch Program)

B. The subsidy program:

1. Cash reimbursement per child:
 - 36¢ for lunch
 - 18¢ for breakfast
 - 12¢ per snack
2. Commodities:
 - surplus foods purchased by USDA and made available
3. Equipment:
 - assistance with a percentage of costs

If your center can qualify as a "neediest center" -- at least 80% of families on welfare or poverty incomes and the center has little source of income other than tuition -- the reimbursement may increase for meals and money is available for administrative costs.

If centers meet the three criteria outlined under A, they can apply for the program by contacting:

Food and Nutrition Service
 Michigan Department of Education
 1116 S. Washington Ave.
 Lansing, MI. 49092
 Telephone: (517) 373-3347
 Contact: Miss Henrietta Moore

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21. DEPRECIATION

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A. NATURE OF EXPENSE

1. In the case of assets acquired for use in business (such as buildings, machinery, furniture, equipment, etc.) the cost is charged off to expense over full period of the respective asset's useful life, instead of being charged entirely to period in which it was acquired. The amount so prorated each year, is called depreciation and deemed to be an expense of business (decrease in capital).
2. Depreciation may be physical (wear and tear) or economic (obsolescent). Depreciation is generally charged.

THE STRAIGHT-LINE METHOD

Most usually encountered, it calls for proration of asset cost, reduced by its expected ultimate salvage value, evenly over the estimated number of years of its useful life.

$$\text{ANNUAL DEPRECIATION (D)} = \frac{\$ \text{COST (C)} - \$ \text{EXPECTED SALVAGE VALUE (S)}}{\text{ESTIMATED USEFUL LIFE, IN YEARS (L)}}$$

22. INVENTORY

It is advisable to keep perpetual inventory records. A card or looseleaf sheet should be maintained for each item carried. Each record should show the number placed in stock, the number issued, and the balance on hand. There are two methods that can be used to supplement good inventory practices.

- A. PHYSICAL INVENTORY: An actual count of each item in stock.
- B. ESTIMATED INVENTORY: This is predominantly used in business to show gross profit.

To help distinguish between expendable and non-expendable materials, provide for the person responsible for receiving coding system (in duplicate) so that all materials are verified, recorded, properly routed, and the supplier paid.

INVENTORY CARD

PROGRAM CATEGORY _____

Reporting Period _____

INVENTORY CHECK DATES
OF THIS PERIOD _____

DATE OF PURCHASE _____
SUPPLIER _____

ID NUMBER _____

ITEM _____

QUANTITY _____

TOTALS

BALANCE
FORWARD _____

CARD NUMBER _____ OF _____

The following chart is functional for year-end tabulations.

NET CHANGES IN SUPPLIES INVENTORY WORKSHEET * BEST COPY AVAILABLE

Group Code	(Substitute Your Own Classifications)	Beginning of Reporting Period	End of Reporting Period	Percent of Change in Inventory			
				Increase		Decrease	
				Amount	%	Amount	%
	Office Supplies	\$	\$			\$	
	Educational Supplies						
	Special Educational Supplies						
	Food Supplies						
	Health Supplies						
	Housekeeping Supplies						
	TOTAL	\$	\$	\$		\$	

*McClellan, "Day Care Cost Analysis," Welfare Council of Metropolitan Chicago, 1971, p. 104.

23. PURCHASING GUIDELINES FOR CHILDREN'S PRODUCTS

Several business organizations have developed pre-school "discovery centers." Their advertising stresses "educational" clothing, toys, etc. An investment in their products is supposed to be utilitarian and educational according to them. It is necessary to be aware of the benefits and/or drawbacks to such products and it is also helpful to have a policy on the selection of any such products.

For safety purposes, check material content for combustion level, toxicity, breakability, sharp, pointed or protruding parts, detachable parts, general construction, if it is washable, etc. (Consult Children's Bureau publication 473-1971, Safe Toys for Your Child. Also Good Housekeeping, November, 1971, "Caution: Toys Ahead.")

24. PURCHASING

The purchasing function of a day care center should be parallel to the overall organizational plan. The responsibility and authority for this function should be delegated to an administrative agent and/or staff member. There should exist a purchasing policy for the day care center that outlines the policy, principles, and general procedures to be followed in the performance of the purchasing function. It should also provide authorized persons with a clear statement of their duties, responsibilities, prerogatives, and limitations as they relate to the day care center.

The purchasing policy should also convey to suppliers, vendors, etc. a statement of those practices employed by the day care center that insure fair and uniform treatment.

As a secondary function, the policy statement should describe the record-keeping and inventory system maintained by the day care center, provide a description of desired conduct and expected levels of performance of the purchasing agent(s), and serve as a reference source for legal technicalities, taxes, excess property disposition, etc.

To summarize, the reasons for the establishment and maintenance of a purchasing policy and purchasing agents are as follows:

1. To centralize the responsibility for the purchasing function.
2. To hold delegate person(s) responsible for uniform and impartial practices.
3. To establish a mechanism for data collection, recordkeeping, and coordination of equipment and supplies.
4. To reduce the number of personnel involved in the procurement function, enabling personnel with other skills to pursue their respective areas.
5. To establish and maintain policies for proper quality, quantity, timing, and pricing.

25. MANPOWER RESOURCES

As part of donated goods and services, unpaid volunteer efforts can contribute to general or specific program goals. A card file with these headings could provide the source for a variety of volunteer help.

PARENTS AND RELATIVES OF CHILDREN ENROLLED

CUSTODIAN AND OTHER SCHOOL WORKMAN

INDUSTRY: OCCASIONALLY INDUSTRIAL FIRMS PERMIT EMPLOYEES TO USE COMPANY TIME FOR VOLUNTEER SERVICES

HOMES FOR SENIOR CITIZENS, RETIREES

FRATERNAL ORGANIZATIONS

OFF-DUTY POLICE AND FIREMEN

HIGH SCHOOL STUDENTS

COLLEGE STUDENTS AND THOSE IN EDUCATION COURSES

LOCAL MILITARY BASES

COMMUNITY/CIVIC ORGANIZATIONS

CHURCHES, TEMPLES, ETC.

PUBLIC SCHOOL PERSONNEL

BOY SCOUTS, GIRL SCOUTS, CAMPFIRE GIRLS

INTERESTED COMMUNITY MEMBERS.

26. FEDERAL AND STATE GOVERNMENT FORMS
Usually used in Day Care (not licensing)

<u>Federal Government Forms:</u>	<u>Form Title</u>
SS-4.....	Application for Employer Identification Number
Publication #557.....	How to Apply for an Exemption
1023 for 501 (c) (3)	
1024 for 501 (c) (4).....	Exemption Applications
SS-15 and SS-15a.....	Certificate Waiving Exemption from taxes Under the Federal Insurance Contributions Act (FICA)
990.....	Return of Organization Exempt from Income Tax
1120.....	U.S. Corporation Income Tax Return
Publication #15.....	Employer's Tax Guide Circular E (booklet)
Publication #393.....	Federal Employment Tax Forms (booklet)
941.....	Employer's Quarterly Federal Tax Return
501.....	U.S. Deposit Tickets
W2.....	Withholding Tax Statement
W3.....	Reconciliation of Income Tax Withheld from Wages
W4.....	Employee's Withholding Exemption Certificate

State of Michigan Forms:

Michigan Employment Security Commission

MESC 1007.....	Application for Determination of Employment Status
MESC 1009.....	Registration Report to Determine Liability

Department of Treasury

C1120.....	Michigan Corporation Income Tax Return
C2000.....	Michigan Annual Report, Non-Profit Corp.
C4001.....	State of Michigan Employer's Withholding Tax Guide (booklet)
C3202.....	Quarterly Sales, Use and Withholding Tax Return (Send pre-addresses from Lansing, not available otherwise)
W2.....	Optional Wage and Tax Statement (6 pt)
MI-W2.....	State of Michigan Wage and Tax Statement (4 part)
MI-W3.....	Reconciliation of Michigan Income Tax Withheld
MI-W4.....	Employee's Michigan Withholding Exemption Certificate

INSURANCE

Notes on Class Meeting on Insurance with Insurance Agency,
Ann Arbor, Mich.
1973

I. Public Liability Coverage

Protection from lawsuits as a result of negligence of yours or employees, or conditions of premises. Insurance company pays costs of defense. "Coverage for Business Pursuits covers teachers for something they might do."

\$100,000 - \$300,000 - considered - of high limit (for bodily damage)

\$5,000 limit for property damage. (minimum premium \$53.00 per year for 2,000 sq. feet) -- figure varies with space
Play areas -- equipment also considered

II. Bus must be insured

Medical payments for people on bus

Damage to bus

Rate for bus for use of organization costs less than Bus used for hire

If staff uses car for center, non-owned automobile coverage -- \$25.00 per year premium. This is attached to bus policy on public liability policy.

III. Fire Insurance

Michigan Inspection Bureau inspects property to set rate -- if rate is not already established. Premium based on construction (brick or frame) -- fire protection in location and value of property

IV. Workman's Compensation -- Required by State

Rate -- coverage that protects the injured employee

Pays medical costs

Pays time off the job in excess of 7 days

Rate depends on pay and number of dependents

(\$60 to \$120 per week)

Workman's compensation pays before medical insurance

V. Unemployment Compensation paid to state

Person who is laid off. Ex. \$15,000 payroll -- \$79

VI. Social Security -- 5.85%

Dorothy Picard

28. RECORD KEEPING

Notes on a Class Meeting - 1973

Rev. Mitcham, Director
Chateau-Gai Day Nursery
3130 Puritan, Detroit, MI

1. Method chosen should be a functional one. Best pre-organized, printed system is: "The Idea System - Bookkeeping and Tax Record for Service Businesses," Book Stock no. 3621.
2. Must keep a record of all toys, consumables, etc., when they are purchased and when they are retired.
3. Must keep records on yourself (director, owner) re. assets, liabilities, etc.
4. Must keep records on employees: Name, address, phone, social security number, educational experience, references, etc. This may all be put on your application blanks.
5. You must keep records on the children: enrollment forms should have health information on them as well as on the health forms, addresses, phone numbers, places where parents work and phone numbers, name of person to be called in case neither parent can be reached, permission to take child to a hospital in an emergency. Include a space for eye problems and dental problems. Have teachers take notes on these problems and record on forms and inform parents.
6. Rumor has it that Federal Interagency Requirements are changing from a 5 to 1 ratio to a 10 to 1 ratio.
7. It would be ideal if day care centers would pass on their records with the kindergarten child. It would be a real help to the kindergarten teachers.
8. Keep accurate attendance records. Charge whether children are in attendance or not.
9. The main advantage to forming a corporation is the larger buffer for liability. The main disadvantage is that the corporation is doubly taxed. A corporation does have inheritance benefits.
10. There should be a 30 day probationary period before having teachers sign contracts. A working agreement is a little easier to use than a contract.
11. Take into consideration the amount of independent study in which an employee engages when considering raises. If a person is not enough interested to further his own knowledge, then he is not usually deserving of a raise.

29. PROPOSAL WRITING

Notes on Class Meeting - 1973

Suggested outline for Proposal Writing. Bob Lepsig - Michigan
State Department of
Social Services

- I. Summary - optional
 - Who - what agency will provide the service
 - What - what exactly is being requested
 - For Whom - who is the service aimed at
 - Where - any geographical limits
 - When - period of time service will cover
- II. Statement of Need
 - Develop reason why service is needed (Statistical evidence to document the problem is available). Show that there is a problem that is not receiving adequate attention.
- III. Define Service
 - Objectives - What do you want to do (This must be tied in to the need identified in section above)
 - Service or Program - Show how the service or program will be developed to achieve the stated objectives.
- IV. Staff and Organizational Plan: (if applicable)
- V. Budget: Categories that money will be spent for
- VI. Accountability: How do you plan to report back, or work with the funding sources to show how the money was used.

Students should also be aware that many sources have their own outline that must be followed in submitting application for a grant and they should be cautioned to check before compiling an application.

Section V -- Physical Facilities and Equipment

In addition to the basic equipment list in this section there are materials developed by innovative and experienced nursery school teachers like Barbara Banet and Thelma Valenstein, who served as course faculty in 1973.

Additional Materials

Project Head Start #9 <u>Equipment and Supplies</u>	--Project Head Start Office of Child Development U.S. Department of Health, Education, and Welfare Washington, D.C. 20201	FREE
<u>Designing The Child Development Center</u>	--	FREE
<u>Choosing Toys for Children of All Ages</u>	--American Toy Institute, Inc. 200 Fifth Avenue New York, N.Y. 10010	FREE
<u>Community Playthings Catalog No. 191</u>	--Community Playthings Rifton, New York 12471.	FREE
<u>Criteria for Selecting Play Equipment for Early Childhood Education</u>	--Community Playthings Dept. #2 Rifton, New York 12471	FREE
<u>Play and Your Child's Development</u> Extension Publication 605 Home and Family Series Reprinted April, 1972	--Michigan State University East Lansing, Michigan	
<u>A Creative Life for Your Children</u> HEW Headliner Series #1 1962	--U.S. Government Printing Office Washington, D.C. 20402	

Section V -- CONTENTS

Physical Facilities and Equipment

1. Equipment Lists 130
2. Indoor Play Areas and Interest Centers 133
3. Creative Outdoor Equipment 140
4. Creative Uses for Discarded Material 145
5. "Box Bonanza" 149

EQUIPMENT LIST*

When developing a list of necessary items for both the center and the children, criteria consideration should be developed regarding functionality, health, safety, costs, learning, and general development provisions of each item under consideration. The numbers required for a particular item are dependent upon the need, and especially, the cost.

The following list is suggested as basic equipment for each group of children:

I. A COMPLETE SET OF HOUSEKEEPING FURNITURE SUCH AS:

- 1 child size stove
- 1 child size refrigerator
- 1 child size cupboard
- 1 child size sink
- Set of unbreakable dishes
- Set of pots and pans
- 1 doll bed with at least 4 dolls
- 1 doll buggy
- 1 child size ironing board
- 2 child telephones

Dress-up clothes for boys and girls, with dresses shortened to suitable length. These could include hats, purses, shoes, jewelry, dresses, jackets, vests, and costumes.

II. A COMPLETE SET OF UNIT WOOD BLOCKS AND OF HOLLOW WOOD BLOCKS

Three or more large wooden trucks or equivalent, such as jet airplanes, big boars or riding trains.

Indoor climbing equipment, such as A-frame climber, house-gym climber

*From Handbook on Day Care Administration, Donald Weatherspoon

III. ART MATERIALS

At least one two-sided easel for each class, with large brushes and paint

Paper, crayons, pencils, chalk, past and glue

Sufficient blunt scissors for each child (at least 10 pairs in each class)

Playdough and utensils for each class, such as small, sturdy, rolling pins, cookie cutters and small dishes

Junk materials for collage designs and art projects

IV. TABLE TOYS

10 puzzles for each class of suitable difficulty for ages of the children

Storage racks for puzzles

Assorted table toys such as: Play tokens, early learning kits, twisting bang-a-ball, vari-peg pounder, jigsaw cone, perception plaques, number sorter, snap blocks, trains and tracks, mini-cars, rig-a-jig, nail and hammer sets, pegboard and pegs, large beads to string, junior lock box, picture dominoes and wood lotto

V. SOME PROVISIONS FOR WATER PLAY

A water table would be ideal

Plastic dishpans can be used (2 or 3) or small plastic wading pool

Water proof aprons

Small boats, plastic bottles, floating objects

VI. SOME PROVISION FOR SAND PLAY

A sand table would be ideal

Plastic dishpans can be used (2 or 3) or small plastic wading pool

Spoons, pans, plastic bottles, small cars, trucks, etc.

VII. MUSIC

Record player and records

Rhythm instruments

VIII. HIGHLY DESIRABLE EQUIPMENT

Workbench with real tools, soft scrap wood, nails, etc.

IX. LANGUAGE

A good assortment of children's books

Pictures

Magazines and catalogs

X. OUTSIDE PLAY EQUIPMENT

Sand box

Climbers

Wheel toys (tricycles, wagons, wheel barrow, riding toys, such as tractors, etc.)

Imaginative equipment (old tires, old stumps, concrete drain pipes)

2. INDOOR PLAY AREAS AND INTEREST CENTERS

BLOCK AREA

low shelves with compartments or containers for different types of materials
 blocks (wooden) - make your own with "2 x 4's" of different lengths
 cartons for large blocks - use liquor boxes with dividers inside, taped shut
 cars and trucks of different sizes
 animals and people - rubber, plastic, or wooden
 boards of different lengths - wooden or cardboard (e.g. from bolts of fabric)
 carpet samples - for children to arrange as they choose
 old bedspread or blanket - for making houses, tents, caves, etc.
 large carton or crate - for hiding, etc. - cut windows, doors and decorate if wish
 low sturdy table (e.g. piano bench) - for pretend car (add real or cardboard steering wheel)

HOUSEKEEPING CORNER

kitchen appliances (sink, stove, refrig., cupboard) - orange crates or cartons will do
 table and chairs
 doll bed (carton or crate can be used)
 mirror
 dolls and doll clothes
 chest or hooks on wall for dress-up clothes
 clothes and accessories for women, men, workmen, etc. (including toy tools, hats, flashlight, piece of hose, wallets, handbags, scarves, etc.)
 doll dishes, pots, pans, utensils, empty food containers
 telephones
 pillows, blankets
 cleaning supplies - mop, broom, dustpan, sponges, scrub brushes, towels, vacuum cleaner

DRAMATIC PLAY MATERIALS (in addition to those listed above)

props for special people: mailman, doctor, fireman, garage mechanic, barber, grocer, shoe repair man, waitress, etc.
 puppets - lots of varieties exist and are easy to make
 puppet stage - use large carton
 doll house and furniture - homemade variety works well (needn't stories to act out - with props, if desired)

BOOK CORNER (and a place for a child to be alone when he chooses)

books and a display rack
 rug or mattress to sit on, and/or a table with chairs
 pillows to sit on or lean against
 easy chair, couch, or child-size rocking chair - if available

WATER AND SAND PLAY (also try salt, rice, dried beans, etc. instead of sand)

table or sand or water - or use several plastic dishpans
 pouring, sifting, and measuring devices - funnels, cups, spoons, bowls, strainers, etc.
 for water play - try paint brushes, scrub brushes, sponges, squirt bottles. bubble blowing, floating and sinking experiments, and snow experiments

ART AREA, TABLE TOYS AND GAMES

materials are too numerous to list; keep in mind that many of the materials needed for these areas can be obtained free or handmade

SCIENCE CORNER

table with shelves or drawers
 scale (such as a balance scale - make your own!)
 magnets - with objects to attract and repel
 magnifying glass
 measuring devices - ruler, yardstick, measuring cups and spoons
 seeds to grow
 animals to care for
 things to take apart and examine: alarm clock, keys and locks, nuts and bolts, etc.
 treasures: leaves, shells, rocks, sticks, flowers, bark, nuts, weeds, etc.

LARGE-MUSCLE ACTIVITY AREA (see also BLOCK CORNER)

climbing and jumping apparatus
 mat, mattress, and/or some other kind of bouncing, jumping surface
 punching bag - make your own with rags and a pillow case (also good for kicking, biting, etc.)
 rocking boat or horse
 ride-on cars and trucks
 tunnel
 balance beam (easy to make)
 bean bags and place to toss them
 ball

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*MUSIC CORNER

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instruments for children - purchased and/or homemade
 scarves, bells, feathers, or flags to dance with
 record player for teacher, and if possible one for the child-
 ren to use
 records - for marching, different motions, songs, quiet music, etc.
 piano and/or auto harp for teacher

*COOKING EQUIPMENT

pots, pans, muffin tins, bowls
 utensils - egg beater, spoons, measuring cups and spoons, etc.
 hot plate with closed coils
 portable oven (unless kitchen oven is available)
 plates, cups, spoons, forks, and knives (dull)
 for beginners: pudding, jello, cake mixes, frosting to spread
 on graham crackers, etc.
 also - sandwiches, fruit salad, vegetable salad

*WOODWORKING EQUIPMENT

workbench or a board on the floor (2' x 2' - covered with old
 carpet to muffle the noise, if desired)
 small, but real, tools and supplies - hammer, nails, sandpaper,
 wire, screwdriver, screws, hand drill, plane, vise and
 saw (if possible)
 soft wood scraps - pine is best
 pieces of styrofoam and chunks of corrugated cardboard for
 children who can't or don't want to use wood. Toy tools
 can be used with these and golf tees can be used instead
 of nails for a change.
 odds and ends to nail or wire onto wood - spools, cardboard
 shapes, nylon mesh, sponge pieces, aluminum foil, pieces
 of straws, etc.
 pegboard or box to store tools

*indicates materials can be stored elsewhere (such as on a cart
 with casters) and used as desired, or easily shared with other
 classrooms.

THE USE OF INDOOR SPACE AND EQUIPMENT

More important than WHAT you have in your classroom are these considerations:

1. HOW IS THE ROOM ARRANGED?
Is the space being used effectively?
What is the atmosphere like?
2. HOW ARE THE MATERIALS BEING USED?
Are they suitable for the children using them?
Are the children encouraged to explore the materials creatively and given a chance to choose from a variety of activities?

THE USE OF SPACE

HOW SPACE IS USED (that is, how the room is arranged) DETERMINES TO A GREAT EXTENT HOW THE CHILDREN AND TEACHERS BEHAVE.

Question: How would you LIKE them to behave? What are your center's goals and are they being reached?

IN DECIDING HOW TO SET UP THE ROOM, SEVERAL THINGS SHOULD BE CONSIDERED:

"Dead space" (that is, open space - without boundaries - such as the middle of the room) invites running and wrestling.

"paths" (NOT a line on the floor; rather, a clear direction to move when going from one activity to another) can successfully guide children from one area to another - such that they walk AROUND other activities instead of through them.

Noisy and quiet areas should be separated. Rugs can be used to muffle noise, and shelves, dividers, etc. can be used to "enclose" areas. Be sure there is a quiet, cozy corner for reading, resting, or just being alone for awhile.

"Transition areas" (with quiet, less overwhelming activities) should be set up near the entrance in order to make the transition from home to school, or from outdoor play to indoor play, less abrupt.

Space in an adjoining hallway may be used for lockers and for special activities when supervision is available.

A "loosely organized" classroom (where activity areas are separated and therefore are seldom congested) will probably have a less pressured atmosphere for both the teachers and the children. On the other hand, if play areas (such as housekeeping and blocks) are close together, the chances are greater that good dramatic play will occur - but more supervision and guidance will be needed. Consider, too, the possibility of having a more open, less pressured classroom at the beginning of the year, and then adding activities as the children grow in both age and experience.

Activities placed side-by-side may "merge" in unanticipated ways - and in ways that are sometimes undesirable. If so, create boundaries between them, or move one activity to another part of the room.

THE USE OF MATERIALS

ARE THE MATERIALS SUITABLE FOR THE CHILDREN'S NEEDS?

Are they appropriate, considering the children's developmental levels?

Are they presented in such a way as to reinforce the concepts and develop the skills you are trying to teach?

Are the materials on low shelves so that the children can get what they need, use it, and put it away when they are finished?

Are the materials clearly marked and arranged so that similar objects are always found together?

ARE THERE A VARIETY OF APPEALING ACTIVITY AREAS OR INTEREST CENTERS DESIGNED TO INTRIGUE AND CHALLENGE THE MIND OF A PRESCHOOLER? (See accompanying list)

If not, enlist the cooperation of parents, friends, scout troops, and local merchants to collect scrap materials to make the interest centers more intriguing, e.g.:

paper scraps - from printers

wallpaper books - from paint and wallpaper stores

carpet scraps - from carpet stores

cartons

styrofoam

scrap lumber - from lumber yards

dress-up clothes and accessories - from thrift shops

blankets, bedspreads, plastic tablecloths

liquor boxes with dividers inside (for sturdy blocks)

old mattress - for tumbling and jumping, or for the book corner

multi-colored wire - from the telephone company

pillows, puppets, bean bags, and doll houses with furniture
- from interested scout troops (hand made)

chalkboard - make one yourself by painting a large piece of wood with 2 or 3 coats of "chalkboard enamel" (\$5.00 a quart - covers 8' x 8')

When equipment breaks, it's advisable either to remove it from the classroom or enlist the aid of the children in repairing it (such as taping torn pages, sanding rough edges, sorting scrambled toys, etc.)

Whenever possible, encourage the children to participate in upkeep chores, such as scrubbing paint off tables, walls, or floors, washing dirty doll clothes, or scrubbing dirty cots. For these tasks, be sure you have plenty of child-size brooms, mops, scrub brushes, sponges, and even a manageable vacuum cleaner, if possible.

Decorate the classroom attractively - display artwork at the children's eye level.

Compiled by Barbara Banet

Resource: Planning Environments for
Young Children: Physical Space

FOR A COZY AND COMFORTABLE CLASSROOM

PILLOWS and FOAM SCRAPS

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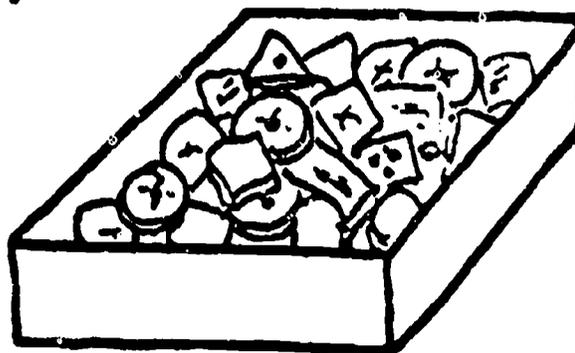
all sizes and shapes

- throw pillows
- bolsters
- sofa and chair cushions

get someone to make new ones (such as Girl Scouts), or scrub, vacuum, and cover old ones (with vinyl or plastic tablecloths for easy cleaning in the future)

LARGE PUNCHABLE PILLOW - fill a large bag (2' x 3', e.g.) with foam scraps, old pillows, or fabric scraps. Use it for punching, kicking, cuddling, etc.

PILLOW BED - lots and lots of small pillows or foam scraps can be tossed into a small closet or a large low-sided box for jumping into, burying in, or resting cozily.



MATS

any size is fine, but crib or cot mattresses are more easily moved around.

make your own mats by covering sheets of foam with vinyl or a plastic tablecloth.

great for tumbling, jumping, and placing under climbing structures.

pile several on top of each other for a sofa.

BEDSPREADS, BLANKETS, and BEACH TOWELS

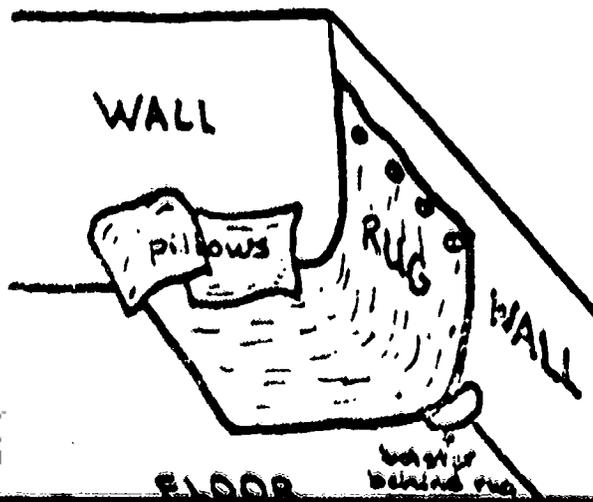
use for hide-outs, tents, tunnels, dividers, stage curtains, picnic lunches -- indoors or out. Simply drape over tables, rows of chairs, clothes lines, tree branches, or saw horses, using hooks or clothes pins to secure them when necessary.

RUGS

areas rugs on the floor or wall-- attractive, sound-muffling, and comfortable. Rugs help divide the room into play areas.

carpet samples - for sitting on, for arranging ("paths," "beds,")

COZY, COMFORTABLE CORNER - secure a rug on a wall, letting half of it lie on the floor below. Put a bolster or several pillows behind it, along the baseboard.



SOFAS and CHAIRS

used easy chairs, loveseats, and sofas are great places to curl up and relax or read.

vacuum and scrub as needed, and perhaps make bright new arm covers or pillow covers.

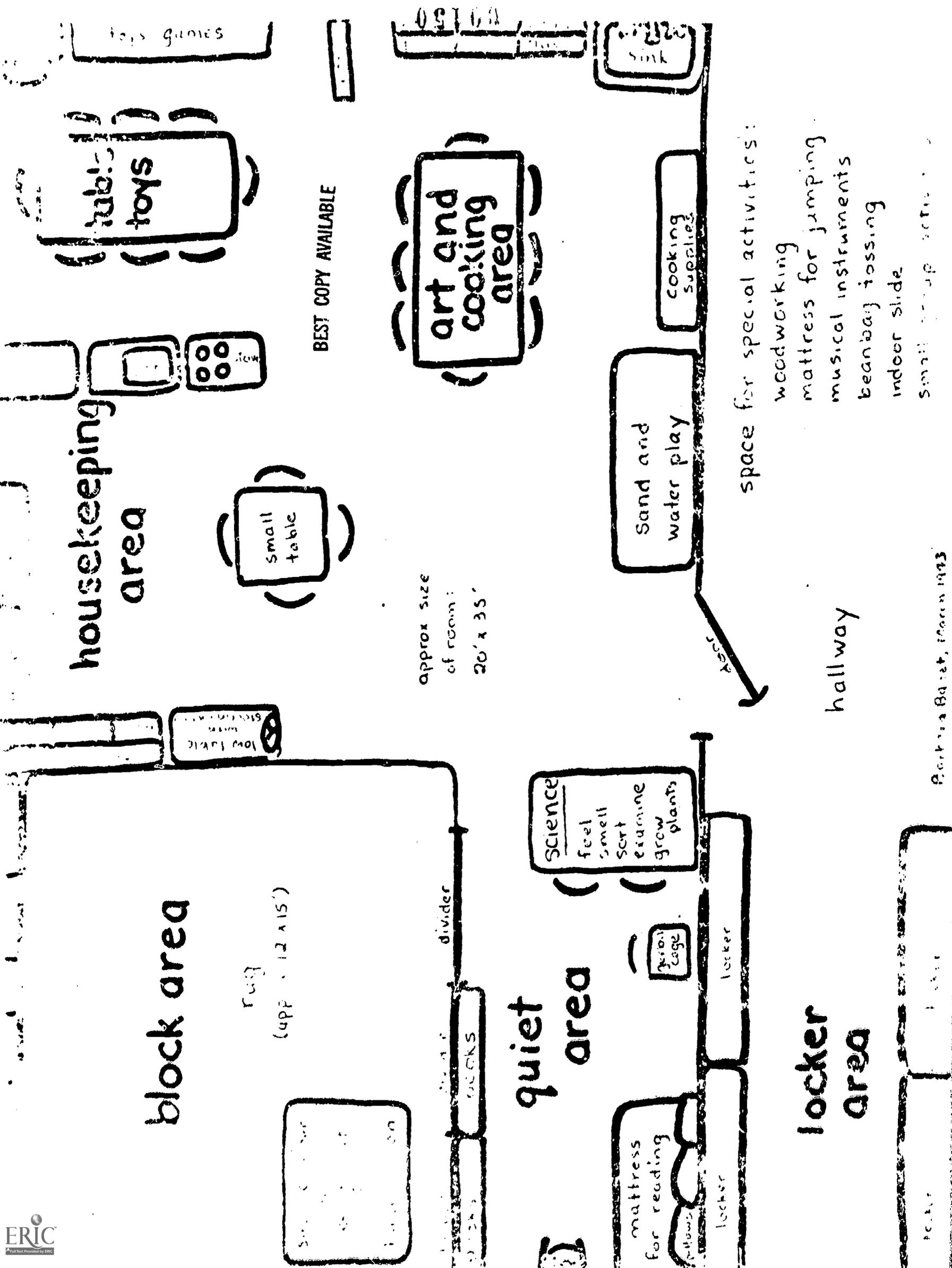
make your own couch by putting a mattress on a platform made of wood.

HAMMOCKS

put dowels along the ends of a large piece of canvas, and secure it to a wall or tree with rope and hooks. With one hook at each end it will swing and be tipsy; with additional hooks it will be more stable.

position it close to the ground or floor, perhaps with a mat underneath it.





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approx size of room: 20' x 35'

- space for special activities:
- woodworking
 - mattress for jumping
 - musical instruments
 - beanbag tossing
 - indoor slide
 - Small group activities

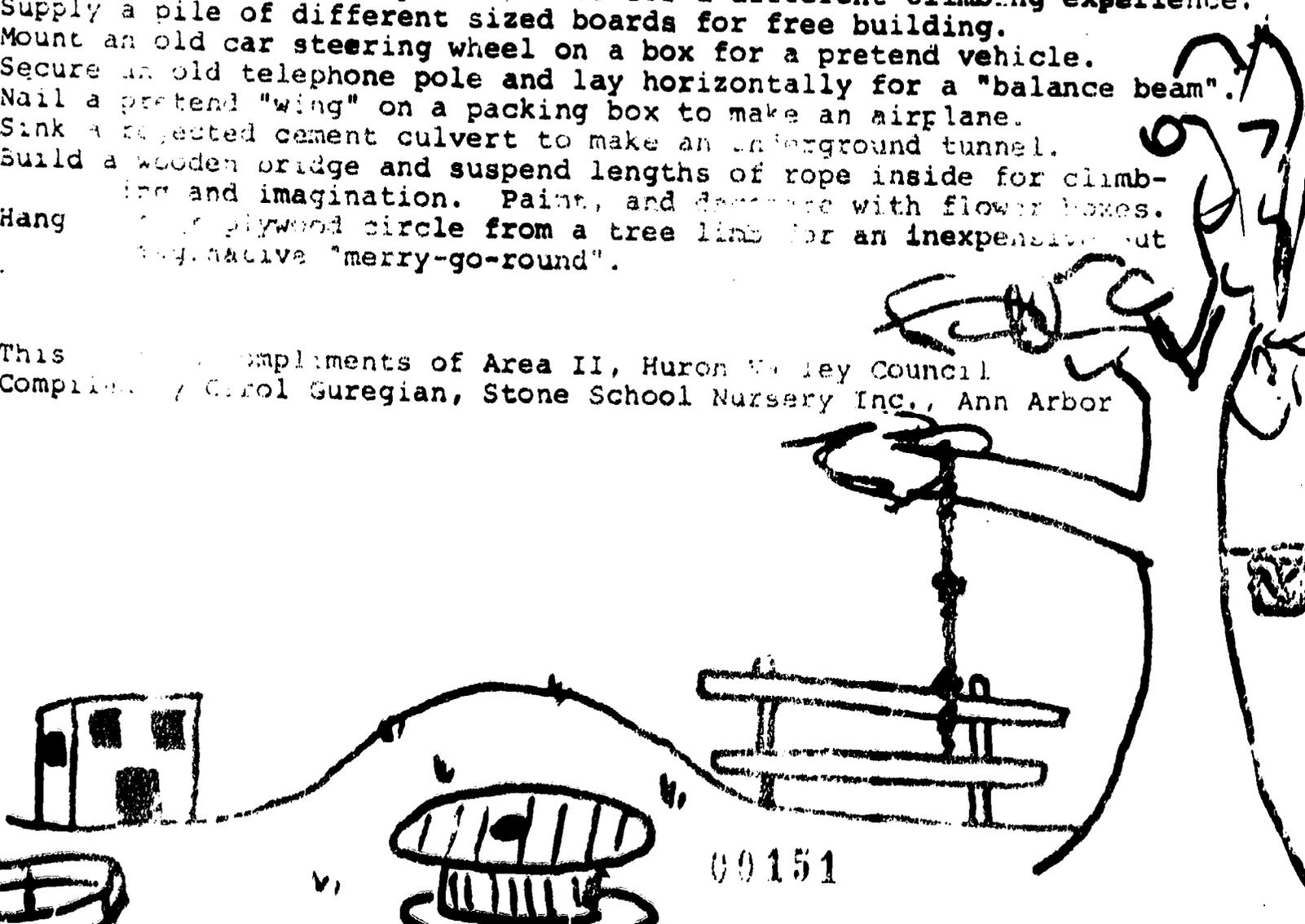
hallway

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CREATIVE OUTDOOR EQUIPMENT -- HAVE YOU THOUGHT OF THESE? 140

- Build and sod a hill for climbing, rolling, sledding.
- Attach 4 feet of garden hose to a heavy wooden box or post, and set it in the ground for a filling station.
- Cut a large tire in half and fill with water for a river
- Arrange a group of stumps of different heights for stepping, climbing, etc.
- Fill an old rowboat with sand or leave empty for pretend boating.
- Build a low wooden fence for climbing over and under.
- Plant an 8 foot cedar post 2 feet deep. Place old tires over the post for a vertical climber.
- Build a large sawhorse and equip with an old tarpaulin for a tent.
- Supply a pile of bricks for building.
- Secure or build a large packing box for a makeshift playhouse.
- Arrange for a large assortment of smaller packing boxes for trains, planes, etc.
- Bury large tractor tires erect for a pretend horse
- Add a wooden "head" and "tail" to a wooden barrel for a pretend horse.
- Make outdoor tables from industrial wire spools.
- Cut metal barrels open at both ends and paint bright colors. Use for rolling, hiding, etc.
- Place a basketball hoop low on a tree or building for use with large balls.
- Build open, simple, sturdy, square boxes and paint brightly for building, climbing, etc.
- Sand and paint heavy 10-12 foot planks for free play.
- Build sawhorses about 24" high for use with planks.
- Sink a metal washtub in the ground and fill with water for boat play.
- Tie a sturdy knotted rope to a tree for a different climbing experience.
- Supply a pile of different sized boards for free building.
- Mount an old car steering wheel on a box for a pretend vehicle.
- Secure an old telephone pole and lay horizontally for a "balance beam".
- Nail a pretend "wing" on a packing box to make an airplane.
- Sink a rejected cement culvert to make an underground tunnel.
- Build a wooden bridge and suspend lengths of rope inside for climbing and imagination. Paint, and decorate with flower boxes.
- Hang a plywood circle from a tree limb for an inexpensive but imaginative "merry-go-round".

This is a compilation of Area II, Huron Valley Council
Compiled by Carol Guregian, Stone School Nursery Inc., Ann Arbor



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MAKE-IT-YOURSELF PLAYGROUND IDEAS

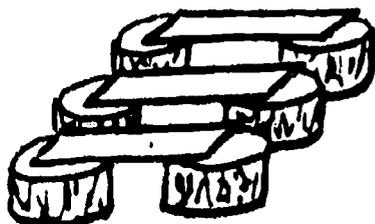
TREE STUMPS

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CLIMBING STEPS - arrange stumps in step formation; paint the top surfaces different colors



TUNNELS - line up stumps in two rows, not too far apart. By placing boards across the top, children can make a tunnel.



PRETEND STONE - a stump with burners painted on the top can be used in the sand and water areas, or where other make-believe activities are going on.



CLUMP OF STUMPS - place stumps of varying heights together



BENCHES - two stumps and a long board make a bench for sitting, a table for sand creations and art activities (etc.), or a "wall" between play areas.



WOODWORKING WORKBENCH - in a protected spot, a stump can be a good pounding surface - for use as a workbench or for pounding nails directly into it.



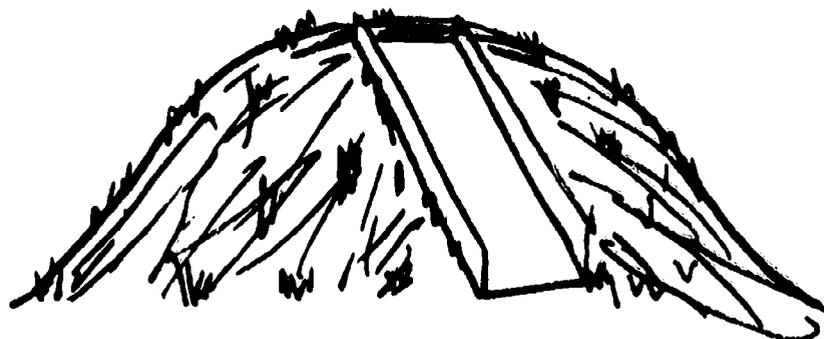
LOW RAMP

using long, wide, sturdy boards, make a low ramp for wheel toys - indoors or out. paint with liquid plastic



HILL-SLIDE

secure a sliding board on the side of a hill or mound

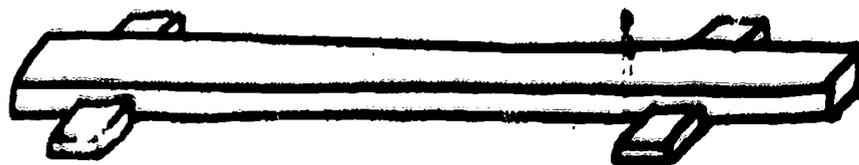


CHALKBOARD

buy "chalkboard enamel" and paint it on a wall or large board - indoors or out. (Glidden Paint Store in A.A. will order it for you. One quart (\$5.00) should cover a surface about 8' x 8' with two or three coats.) green only.

BALANCE BEAM

place a long board (such as a 2 x 4) on several cross pieces, or use as is on floor. cut out a portion of each cross piece, as shown:



PULL CART

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142

bolt an old tire on a board with 4 casters
add a piece of rope for pulling



HAMMOCK

attach a hammock (made from canvas) to trees
or the building
position it close to the ground, preferably
over a patch of grass, since hammocks tend
to be tipsy

TREASURE CHEST OF JUNK

possible contents:

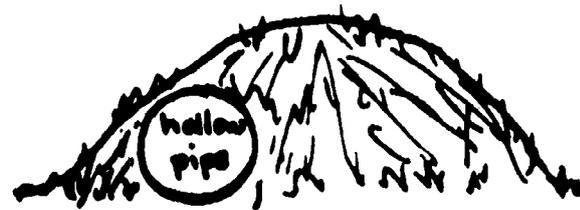
- rope and string of varying lengths
- pieces of cloth - strips and squares
- wheels of all sizes
- old tire pump
- tubes of varying widths and lengths
(such as pieces of old garden hose)
- small clear plastic bottles (for col-
lecting bugs and things)
- old oil can
- old brushes - paint brushes, scrub
brushes, whisk broom
- springs of different sizes
- popstick sticks
- small plastic containers

DOLLY

secure 4 casters to a piece of wood
(12" x 18" will do nicely)
children can lie or sit on it and
scoot themselves around

CONCRETE TUNNELS

obtain one or more large sewer
pipes
paint with bright colors
use as is on the ground or
build a mound over it with
dirt or wood chips



TARGETS - for beanbags + balls

- ① paint a bull's eye or clownface on
the side of a shed, school, or
on a board (which can be leaned
against the building or 2 trees)
- ② use tires or fiberdrums as containers
for tossing beanbags or balls into
- ③ cut holes in a board or in a
cardboard carton:



"INDOOR" MATERIALS TO BRING OUTDOORS

art materials

art materials

musical instruments - purchased or homemade

science materials - including seeds to plant

woodworking tools and wood scraps

water and sand equipment

books

punching bag

"cooking" materials - e.g. sandwiches for a picnic

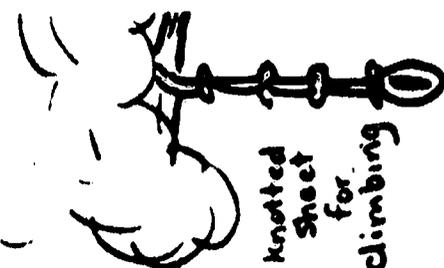
cardboard cartons of all sizes - the bigger the better

boards of varying lengths - paint with liquid plastic

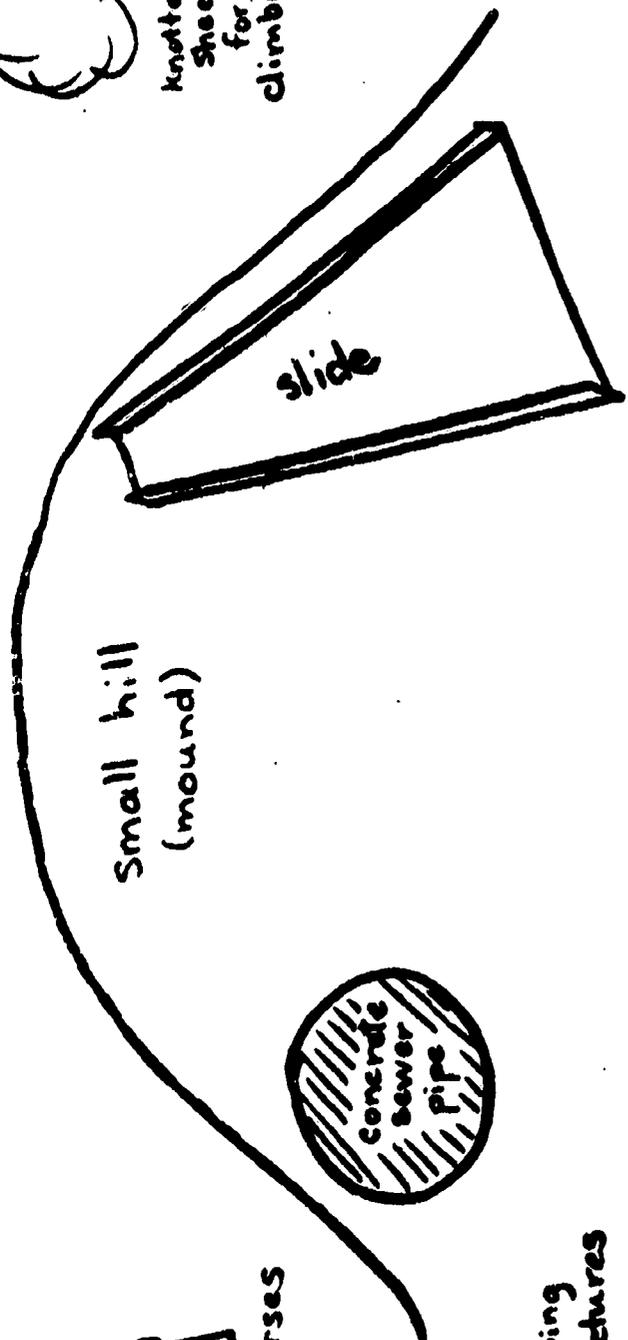
compiled by

Barbara Banet

Aug. 1, 1972



knotted sheet for climbing

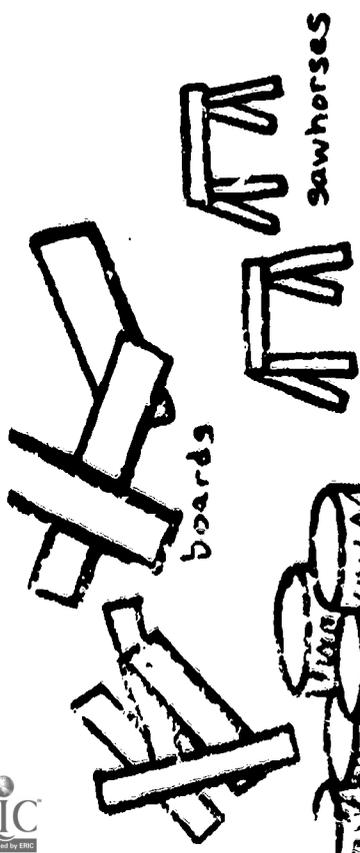


Small hill (mound)

slide



concrete sewer pipe

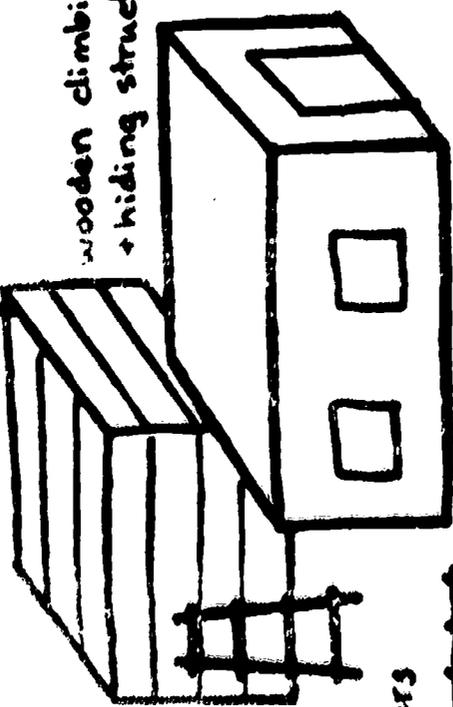


sawhorses

boards

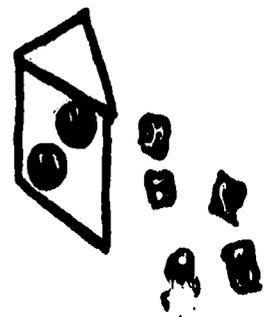
wooden climbing + hiding structures

tree stumps for climbing



ladders

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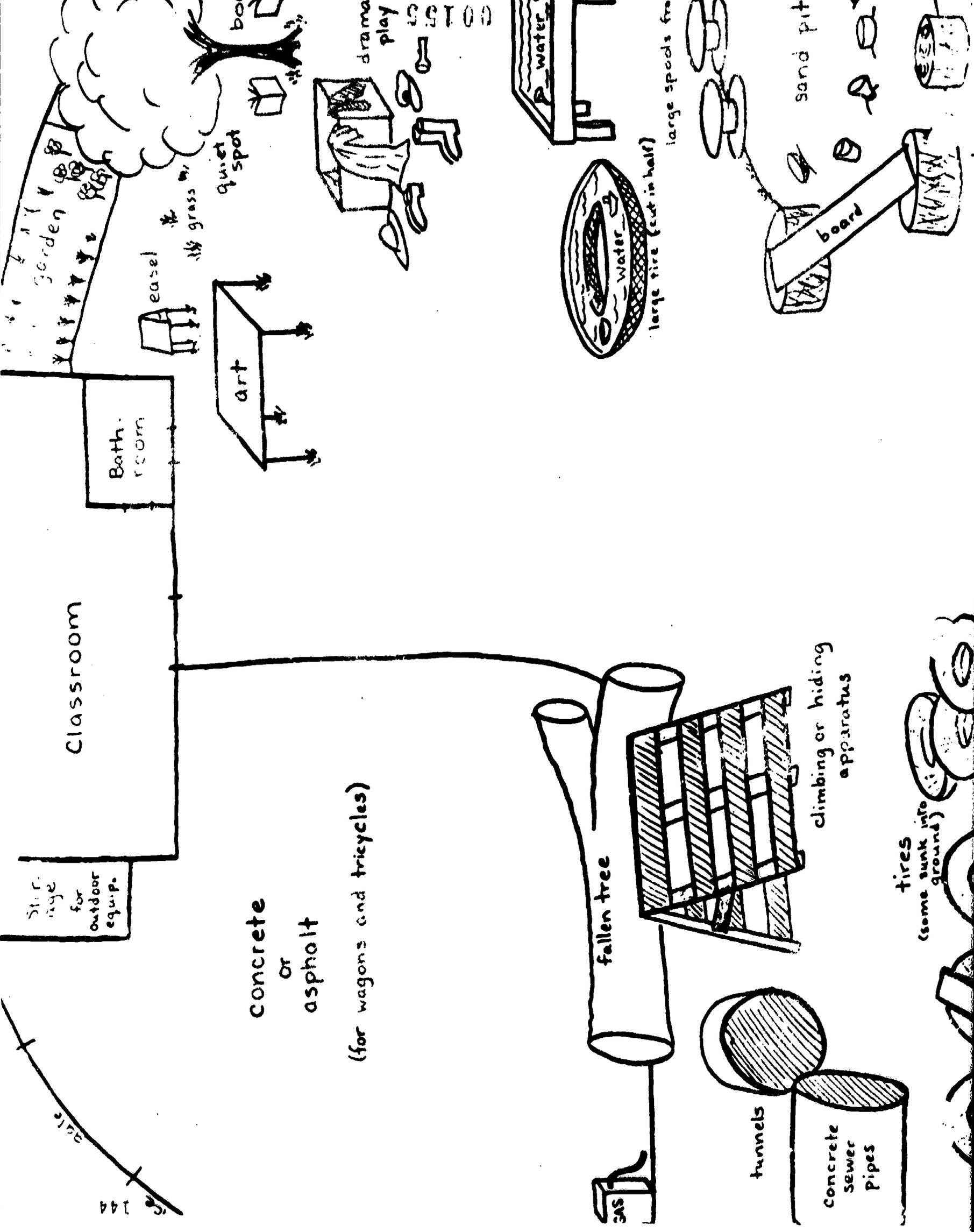
open space for balls + bean bags



balance beam

swing set (with sling seats)





144

Storage for outdoor equip.

Classroom

Bath room

concrete or asphalt
(for wagons and tricycles)

fallen tree

tunnels

concrete sewer pipes

climbing or hiding apparatus

tires (some sunk into ground)

Garden

easel

grass

quiet spot

art

dramat play

book

water

large tire (cut in half)

large spoils from

sand pit

beard

water

4. CREATIVE USES FOR DISCARDED MATERIAL

Paper and Cardboard

- | | |
|---|---|
| 1. milk caps
uses: wheels
collages | 13. Kleenex
uses: mix with starch
and form trees or
twigs |
| 2. paper plates
uses: hats
collages | 14. paper napkins
uses: stuffing
decorate |
| 3. paper cups
uses: grow plants in
decorate | 15. old valentines
uses: cut out pictures |
| 4. paper straws
uses: cut up and string
cut up and use for
collage | 16. old Christmas cards
uses: cut out pictures |
| 5. paper bags
uses: animals
puppets
mail bags
valentine bags | 17. sample books of wall
paper |
| 6. large paper cleaning bags
uses: costumes | 18. sample books of gift
wrapping paper |
| 7. newspaper
uses: costumes
stuffing
cutting & pasting practice | 19. rolls of obsolete
tickets
uses: play store
sell milk at
milk line |
| 8. magazines
uses: pictures
cutting practice | 20. shelf paper
uses: cutting
finger painting |
| 9. paper punchings
uses: collages
decorations | 21. shirt cardboards |
| 10. paper doilies
uses: to decorate
to mount work on | 22. cardboard tubes from
yard goods |
| 11. cup cake liners
uses: May baskets
collages
flowers | 23. cardboard tubes from
paper towels |
| 12. construction paper scraps
uses: collages
cutting and pasting | 24. cardboard tubes from
toilet paper |
| | 25. cardboard inside lids
uses: wheels
string them
counters |

Boxes and Cartons

- | | |
|---|--|
| <p>1. oat meal boxes
uses: drums
Easter baskets</p> <p>2. salt boxes
uses: baskets
small drums</p> <p>3. shoe boxes
uses: store things in post
office unit (pigeon
holes)
small houses</p> <p>4. large boxes
uses: houses
stores
puppet theater</p> <p>5. nylon stocking boxes
uses: paint pictures inside
blue seeds in them</p> <p>6. meat cartons
uses: animals
dishes</p> <p>7. milk cartons
uses: flower pots
baskets</p> <p>8. cottage cheese cartons
uses: waste baskets
large drums</p> <p>9. ice cream cartons</p> <p>10. egg cartons
uses: store beads, seeds,
etc. in them</p> | <p>3. saw dust
uses: mix with water
and shape it</p> <p>4. clothes pins
uses: butterflies</p> <p>5. broom sticks</p> <p>6. tongue depressors
uses: counters</p> <p>7. toothpicks</p> <p>8. excelsior
uses: mix with water</p> <p>9. twigs
uses: animals
paint & use as
trees</p> <p>10. berry baskets
uses: hats
store things in</p> |
|---|--|

Clothes and Cloth

1. old uniforms and costumes
uses: dress up
stuff & mount on a frame
2. old clothing - shoes,
gloves, scarves
3. nylon stockings
uses: stuffing f. dolls
masks
4. men's socks
uses: puppets
5. felt
uses: collages
6. cheese cloth
uses: aprong
7. scraps of cloth
uses: collages
mates

Wood

1. spools
uses: string them
dolls
wheels
2. scraps of wood
uses: carpenters bench

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Kitchen Materials

1. macaroni
uses: string
collages
2. potatoes
uses: printing
growing
3. pop corn
4. seeds
uses: collages
science table
5. nuts
6. corn meal
uses: use in place of sand
Easter egg tree
7. egg shells
uses: decorate
Easter egg tree
8. old kitchen tools
uses: gadget printing
9. round detergent barrels
uses: waste baskets
drums

Aluminum, Tin and Wire

1. TV dinner plates
uses: hats
2. aluminum plates
uses: mount clay objects
in them
hats
3. scraps of aluminum foil
uses: collages
4. wire
uses: carpenters bench
5. coat hangers
uses: mobiles
6. umbrella frame
uses: Christmas tree

7. juice cans
uses: paint containers

Plastic

1. plastic straws
uses: cut and string
collages
2. spoons, knives & forks
uses: play house
counters
3. plastic discs - Plaskon Co.
uses: decorate
abacus

Odds and Ends

1. wire insulation
(Willys Overland Co.)
uses: string them
collages
mosaics
2. string
3. ribbon
4. camera flash bulbs
uses: dolls heads
5. light bulbs
uses: rattles
6. old candles
uses: melt and remold
7. Pipe cleaner
uses: animals
flower stems
8. old jewelry
uses: dress up
9. sponges
uses: sponge painting
cut up for collages
10. feathers

11. Ivory Snow
uses: make snow men
decorate twigs
12. swatches of fur
13. swatches of leather
14. swatches of plastic
15. beads
16. styrofoam
17. keys
18. pebbles
19. magnets - from television speakers
20. gourds
uses: rattles
21. old artificial flowers
uses: trimmings
collages
22. old spray guns
uses: spray painting
23. yarn
24. cotton
25. buttons
uses: string them
collages

Large Materials

1. old automobile
2. old tent
3. old boat
4. large crates for storage, building, climbing

BOOK BOONANZA

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66 ways to use
cardboard boxes

MAKE
BELIEVE

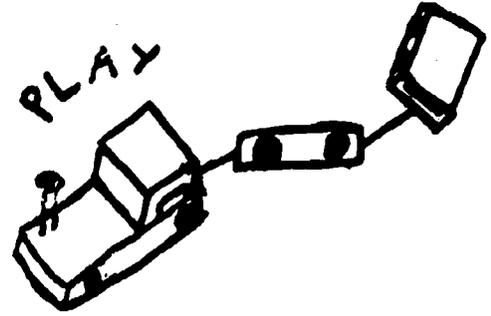
PLAY



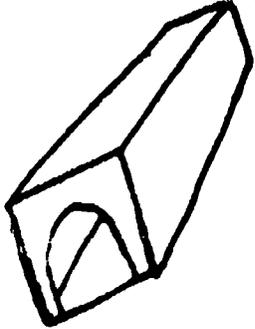
FURNITURE



PLAY



GAMES

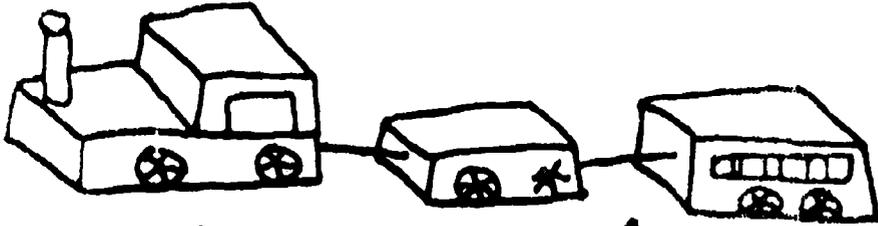


Educational Day Care Program
University of Michigan
School of Education
Thelma Valenstein, Director

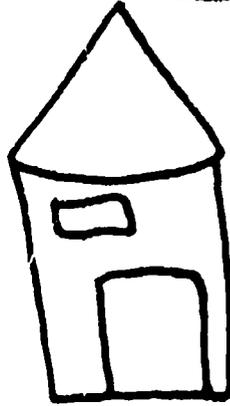
Artists: Richard Oglesby
Maureen Sullivan
Neighborhood Youth Corps

Make Believe Play

Train



Space Ship (drum)



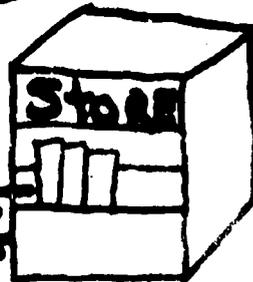
(cone out of poster board)

Space helmet



(ice cream carton)
Antennae can be made out of pipe cleaners.

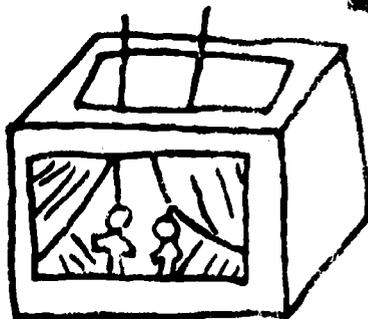
Grocery Store



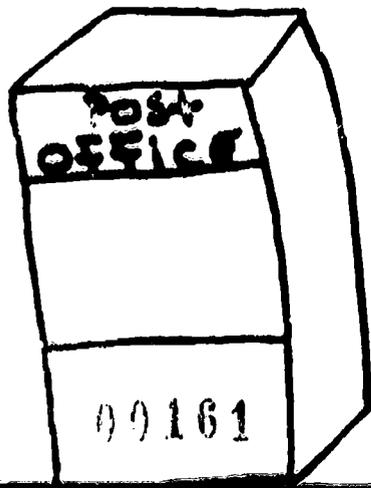
Bend down shelf

inside: small cardboard table and use empty food boxes.

Puppet theater



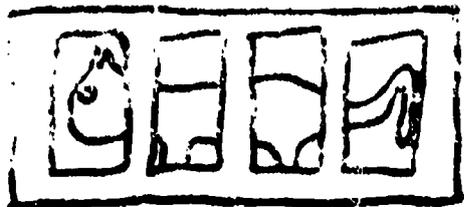
Post office



inside: Storage shelves (shoe boxes)

Stamps and old letters. for a mail bag you can use

70000



Cut out window with bars.

Dress up box Keep old clothes for kids to play with. Mens shoes, ties, hats, nightgowns, or veils are good examples

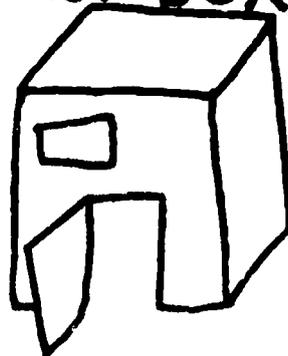
toilet paper rolls - people

Paste on felt or wool hair and hands. Color in face and clothes



Large play house - refrigerator box

Can put cardboard chairs and tables in it.



Gas pump (outdoors)

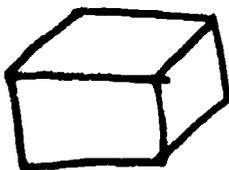
Count out gallons of gas



Small boxes covered for doll furniture

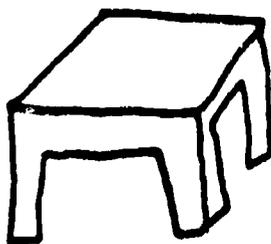


furniture - stools
(reinforced-liquor box)



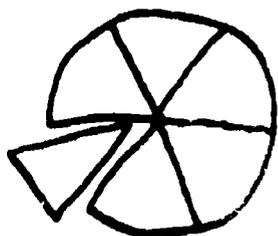
Decorate with pictures or contact paper.

furniture-table



cut a square out of each side of a box.

5. Card board pies



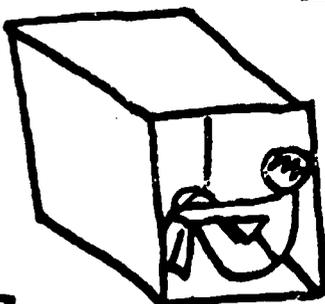
cut a circle. Then cut it like you cut a pie.

Life size paper doll

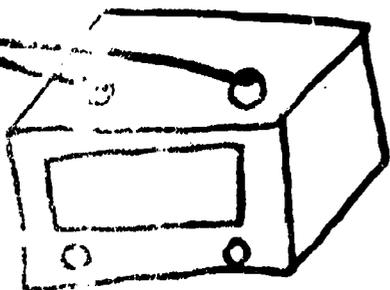


Have child lie down and trace out line of child on cardboard. Let child paint in clothes, face etc.

Private Place



holes for roller



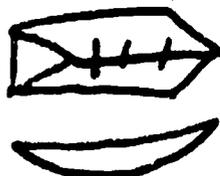
make a roller of pictures and insert it in the t.v.

TV

9. Cradle



cut box in half diagonally

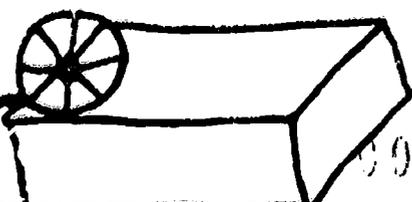


bottom-cut two slits and insert half moon shaped runners.

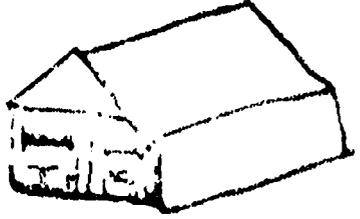
Car with wheels

or cardboard or playpen wheel

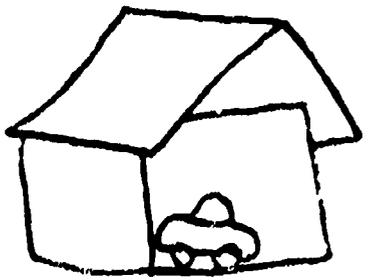
tinker toy attachment



21. playhouse (small)
dollhouse



22. Garage (for parking cars)

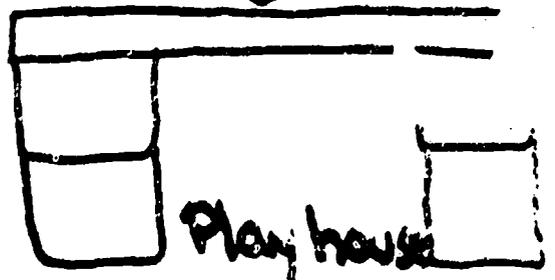


Games

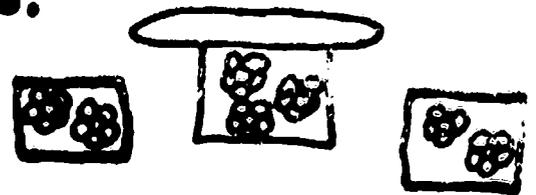
23. Reinforced cardboard
building blocks

Boxes with partitions
(especially liquor boxes)
Can support up to 150 lbs.
Can be covered with
contact paper.

CARDBOARD ROOF



Playhouse
or
furniture



24. Feel (Surprise box)



Put something fuzzy, made of
of velvet, cotton, or leather,
in box. Have child describe it
and also guess what it is.

25. bean bag toss



Cut box diagonally
make bean bags.

7. Go together pair

Have two boxes. Have different kinds of go together things such as: shoe & sock, paper & pencil. Have one of each set in each box. Have child pair them up.

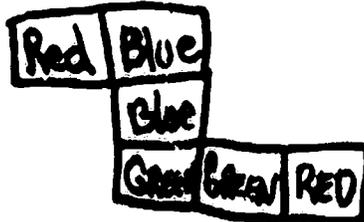
27. tunnel



28. Game mates

Have two boxes. Also have a pair of socks, shoes, etc. Put one of each set in each box. Have child pair them up.

29. Color dominos



30. fishing



31. target - little flour bags



try to hit the clown!

32. target - balloons 00165

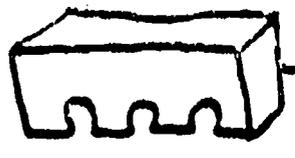


Pin balloons to cardboard. Throw

35. Path of cardboard foot prints



36. Marble roll



Shoe box

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35. Smell board Cotton balls dipped into different liquid smells - paste on cardboard.

36. Feel board (textures) Sandpaper, fur, velvet, foil, vinyl, and sponge.

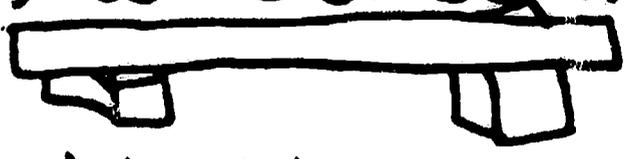
37. puzzles Cut a picture out of a magazine. Paste it on cardboard, and cut the cardboard up.

38. Milk cartons - small building blocks



open top, flatten and tape shut.

39. Balance board - two reinforced boxes (liquor) - wood board.



40. number box - buttons, bottle caps, stone macaroni, candy, paper circles. Egg cartons are good for this.



41. Cubes of milk cartons - covered in pictures. Toss and match.

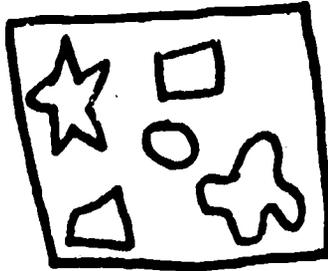
42. Sorting boxes - egg cartons

by color, by shape, and by size. Use different beans, buttons, and candy.

43. Soundboxes - Small about same size taped shut. Sound boxes 2 of each to compare.

rice	Salt
pebbles	cotton
seeds	beans

44. Cut out shapes



match by shape and color

Active games

45. Crunching up acorns, paper, leaves

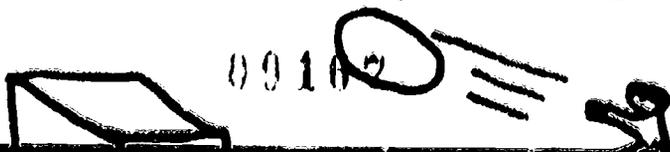


Put things (above) in box and let child jump around.

46. Indoor sand box ("coffee sand")

47. Newspaper "sea" - torn newspapers in large box. Let child jump around in box.

Floor Ball

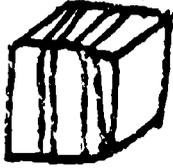


49. Small drum (Quaker-oats, salt)
Stick-padded with news-
papers and covered with
rubber or cloth.



old
inner tube

50. Musical Instrument



Wrap rubber bands of
different widths around
a box.

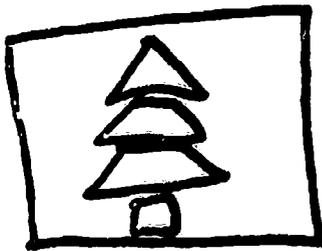
Art

51. Easel



tape on pieces of
blank paper. Use
Crayons, paint, or
magic markers.

52. Cut up for printing



Brayer

Cut up shirt
cardboard for
design. Paste
heavier cardboard
Roll on paint with
brayer. Print on
paper.

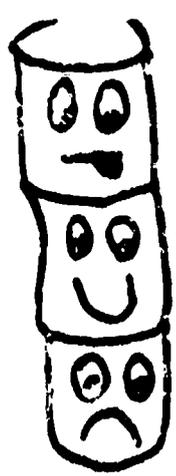
53. Backing for collage



Cut out pictures
from magazines and
paste on cardboard.

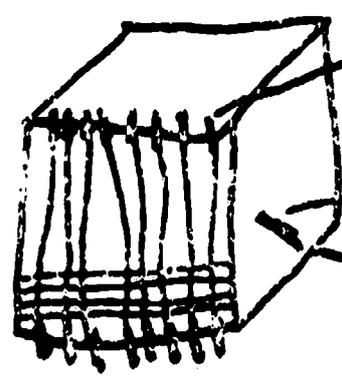


54. totem poles-



Use ice cream cones. Decorate each one differently and stack them, or cover with paper strips dipped in flour-water, dry, then paint.

55. Weaving



slits in cardboard

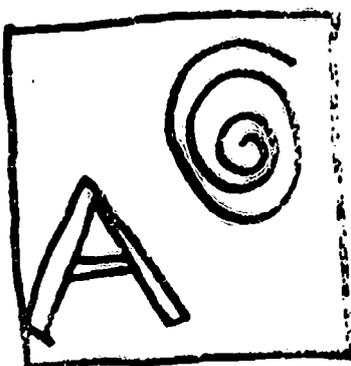
heavy needle or tape end of yarn.

56. Printing with mortite

mortite (comes in rolls at hardware stores. stays soft, reusable).



comes in strips. Cut into single strips. make design.



Roll on paint with brayer. Print on paper.

57. Cover for home made books

Written by children



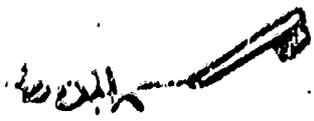
fold cardboard in half. Decorate front and back. Sew book in.

58. Spatter paint frame

ice cream carton lid or piece of cardboard.



Pin down. Rub toothbrush with paint over screen.



59. Storage (beer boxes - store bought)

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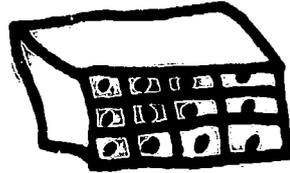


60. Soft drink boxes (with cans)
for holding paint

61. egg carton - decorated jewelry box

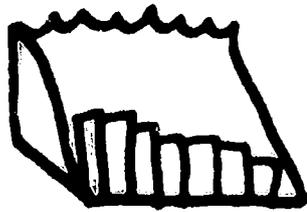
62. Scissor holders (upside down - egg carton)

63. match box files



64. assortment of boxes (small - large)

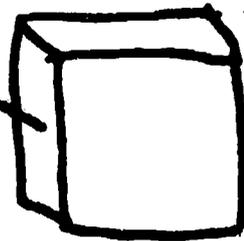
65. Book rack



make the top
different, like:
mm, wwww, etc.

66. record rack

keep
records



Section VI -- Program; Multi-Ethnic Materials

Since there are many excellent publications on program content, no original materials were developed for the course.

Materials

Program

Project Head Start	--Project Head Start	FREE
#4 "Daily Program" 1	Community Action Program	
#7 "Daily Program" 2	Office of Economic Opportunity	
#11 "Daily Program" 3	Washington, D.C.	
<u>Early Childhood Educa-</u>	--Mrs. Jeanne Brown	Subscription
<u>tion Newsletter</u>	103 Human Ecology Bldg.	\$1.00
	Michigan State University	
	East Lansing, Michigan	

Carol Austin, class participant, contributed a list of useful multi-ethnic materials from her center's library. This is included.

Additional Materials

Multi-Ethnic Materials

<u>Starting Out Right</u>	--Wisconsin Department of	FREE
<u>Choosing Books About</u>	Public Instruction	
<u>Black People for</u>	Wisconsin Hall	
<u>Young Children</u>	126 Lagoon Street	
Preschool Through	Madison, Wisconsin 53702	
Third Grade		
Bulletin No. 2314, 1972		

SOME MULTI-ETHNIC MATERIALS

Carol Austin
Saginaw County Child Development
Center

Books:

All by E. J. Keats
An Apple is Red, Nancy Curry
Run and Play, Bank Street
City Rhythms, Ann Grijalconi
Two is a Team, L. and J. Beim
Little Brother, Carol Wilde
Making Applesauce, E. K. Barth
The Mailman, Lynn Sweat
The Monster
Do you Know What? Ruth Janes
Sesame Street Book of People and Things

Flannel Board:

"The Family," Milton Bradley

Teaching Pictures:

"School Experiences," Scholastic
 "Motor-Perceptual Learnings," Bowmar
 "Black ABC'S," Society for Visual Education

Wooden Figures:

"Community Workers"
 "Negro Family" Judy Story Sets

Puppets:

"Family Face Puppets," Instructo

Films:

"About Myself," set of 3, Bowmar
 "Who Am I," set of 5, Scholastic
 "Robert and His Family," Society for Visual Education
 "Squares are Not Bad," Western Publishing Company

Records:

All by Ella Jenkins
 "Children's Songs of Mexico"
 "Coniones infantiles"
 "Pueblo Songs of the Southwest" (American Indian songs)

Section VII -- Child Development; Behavior; Evaluation

As in the previous section, since there are many excellent publications on child development and behavior, no original materials were developed for the course. In addition to materials mentioned below, we suggested use of Evelyn Linden's book on child development listed in the bibliography.

MATERIALS

- | | | |
|---|--|--------|
| <u>Your Child from 1 to 6</u>
Children's Bureau
Publication Number 30-1962 | --U.S. Department of Health,
Education, and Welfare 20¢
Office of Child Development
Children's Bureau | |
| <u>Development and Behavior</u>
<u>from Birth to Five Years</u>
Extension Bulletin #437 | --Cooperative Extension Service
Michigan State University
East Lansing, Michigan | FREE |
| <u>Child Guidance Techniques</u>
Extension Bulletin 565
Home and Family Series | -- | |
| <u>Project Head Start</u>
<u>#12 Psychologist</u> | --Project Head Start
Community Action Program
Office of Economic Opportunity
Washington, D.C. | FREE |
| <u>Away from Bedlam</u> , Murphy, L.
DHEW publication
(OCD) 72-18 | --U.S. Department of Health,
Education, and Welfare
Office of Child Development
Washington, D.C. | 45¢ |
| <u>The Individual Child</u>
Murphy, L., DHEW
Publication OCD 74-1033 | " " | 55¢ |
| <u>From "I" to "We"</u> , Murphy, L.
DHEW publication
OCD 74-1033 | " " | 60¢ |
| <u>A Guide to Discipline</u>
Galambos, J. | --National Association for the
Education of Young Children
1969 | \$1.50 |

EVALUATION

Tools are needed to assist in evaluating individual children and the overall functioning of the center. We attach a piece written by Kathryn Cole and Anne H. Stevenson for students at Michigan State University which provides observation guidelines for describing where a child is in his development. A good beginning questionnaire for evaluating quality in a child care center was developed by Ann Diggs and Patti Scanlon at Memphis State University. A more comprehensive outline for evaluating a center was put together by Suzanne Franzini and Kathryn Cole for the Saginaw County Development Centers. Finally, a detailed look at the indoor program of a center is available as developed by Eugene Love, Licensing Consultant for Wayne County, for the Head Start program.

ADDITIONAL MATERIALS

- | | | |
|--|--|-----|
| <u>Evaluation of the Child</u>
<u>A Guide for Teacher Re-</u>
<u>recording in Day Care</u>
Agencies, J-17 | -- Child Welfare League
of America, Inc.
44 E. 23 St.
New York, N.Y. 10010 | 60¢ |
| <u>Evaluation of the Center</u>
<u>A Guide for Collecting</u>
<u>and Organizing Information</u>
<u>on Early Childhood Programs</u>
M. Smith and R. Gresy | -- National Association for
Education of Young Children
in Young Children, June 1972 | |
| <u>Evaluating Children's</u>
<u>Progress - A Rating</u>
<u>Scale for Children in</u>
Day Care, 1973 | -- Southeastern Day Care
Project
130 6th St.
Atlanta, Ga. 30513 | |
| <u>The Organization of Day</u>
<u>Care, Considerations</u>
<u>Relating to the Mental</u>
<u>Health of Child and</u>
Family, Christopher
Heinicke | -- American Journal of
Orthopsychiatry, 43 (1)
January 1973 | |

Section VII -- CONTENTS
Evaluation

1. Child -- Observation Guidelines 163

2. A Checklist for Evaluating
Quality Child Care Programs 164

3. Guide Sheet for Evaluation of an
Early Childhood Center 165

4. Indoor Program Evaluation Form 166

OBSERVATION GUIDELINES

Kathryn J. Cole
Anne H. Stevenson

Observation objective:

After reviewing the principles and characteristics of social, emotional, physical, and intellectual growth of children ages 2 1/2-5, the observer will recognize specific behaviors as reflecting a child's position on the developmental continuum.

CHILD DEVELOPMENT PRINCIPLES

- Growth is continuous.
- Growth follows a developmental direction.
- Growth rates vary widely.
- Growth is sequential -- present skills build on past one.
- Growth sequence is the same for everyone.
- Growth can be discussed in terms of four interrelated areas of development.
- A child attains growth through active involvement with his/her environment.

Growth CharacteristicsObservational Guidelines

PHYSICAL GROWTH

What activities are planned to promote physical growth?

Development of muscular control

reflex action

large-muscle control

small muscle control

Describe the amount of energy used in different activities by the child. Which type of activity does he spend the most time doing? Which the least?

Where is the child in large-muscle control? How is this evident?

Development of hand preferences

use of both hands

use of one hand majority of the time

fixed use

Does the child show a hand preference? Observe which hand is used during eating, during use of table toys, during use of marking implements, during outdoor play.

Notice foot and eye preference when situation presents itself.

Does the child use the same hand, does he use different hands for different tasks?

Development of posture

center of gravity near head

center of gravity shifting

center of gravity near pelvic region

Describe the height and weight of the child as it compares to those who are his/her same age.

What proportions (head to foot) does the child have?

How skilled is the child in movement and control of his body? In walking? In running? In balancing? In outdoor play?

Growth CharacteristicsObservation Guidelines

PHYSICAL GROWTH (continued)

Development of bowel and
bladder control

no control

aware of accident

remembers ahead of time

daytime control

nighttime control

What evidence do you see which shows the child trusts his body to perform? What evidence do you see of hesitancy to trust his body?

When the child uses the toilet, what sets him off? Other children? An adult? Part of the group routine?

Growth CharacteristicsObservation Guidelines

SOCIAL GROWTH

What activities are planned to promote social and emotional growth?

Development of play

unoccupied

solitary

onlooker

parallel

cooperative

Which type of play does the child engage in most? When does he play alone? When does he play with other children?

How does he relate to other children during snack or other adult-directed small groups?

Development of independence

totally dependent

varying degrees of independence -- changes from time to time

independent with ability to recognize need to be dependent for certain things

In what setting does the child behave in a dependent manner (when parents leave, when dressing, when hurt, when in unfamiliar setting)?

In what setting does the child behave in an independent manner (choosing play materials, using toilet, settling arguments with other children)?

Development of awareness of the needs and rights of others

self-centered

beginning awareness of other's needs but unable to put before his own

aware of others' needs and able to place above own for increasing periods of time

Is the child only self-seeking in his contacts with adults and children?

What does the child do when another child is hurt?

How does the child relate to classroom pets?

Growth CharacteristicsObservation GuidelinesDevelopment of conscience

imposed by adult authority
figure

When does the child "mis-
behave"?

remembers when authority
figure is present

What role does the adult play
in the behavior of the child?

inner control based on own
decision

What roles do the other chil-
dren play in the behavior of
the child?

Development of emotional control

no control

What events lead to an emotional
outburst by the child? Is his
outburst direct? Indirect?

some control, facilitated
by adult

What ways does the child relate
to adults when he is "upset"?

self-regulation of emotion

Development of self-image

unaware of self in relation
to others

Does the child demonstrate self-
confidence? When?

aware actions of self influ-
ence others

Does the child approach other
children and adults freely?

successful or unsuccessful
interactions

Does the child maintain eye con-
tact when speaking with others?
Is the child a leader? A follower?
When?

self-image fixed (difficult
to change)

Does the child enjoy talking about
himself? Herself? His/her family?

Growth CharacteristicsObservational Guidelines

COGNITIVE GROWTH

Development of hand-eye coordination

movements of hand and eye independent in gross activities

use of hand and eye together in gross activities

use of hand and eye together in refined activities

Development of visual perception skills - matching

objects to objects

objects matched to pictures

pictures to pictures

abstract symbols

groups of abstract symbols

Development of language

listening vocabulary

labels

sentences:

2-word sentences

complex sentences

using language to reason

What activities are planned to promote cognitive growth?

Is the child able to control a pencil? Crayon? A paintbrush?

Is the child able to throw a beanbag into a receptacle, catch a large ball bounced to him?

Is the child able to use a peg-board? Connect dots? Cut on a line?

Is the child able to match objects on the basis of color? Shape? Size? or any other criteria?

Is the child able to match objects to their pictures?

Is the child able to complete a lotto game?

Does the child recognize his name in print?

Can the child distinguish between b and d? M and W? P and q?

Is the non-verbal child able to carry out simple directions?

What types of sentences does the child use? When?

Does the child describe an action picture including several people and objects by labeling objects?

Growth CharacteristicsObservational GuidelinesDevelopment of memory

visual memory

Does the child describe events in terms of cause and effect

Is the child able to name an object when it is removed?

auditory memory

Can the child repeat several nursery rhymes of fingerplays?

Development of problem-solving skills

Classification - grouping - labeling

1 criteria	the group
2 criteria	objects
additional	pictures
abstract criteria	

Does the child count by rote? How high?

Is the child able to identify two equal groups as equal in number, even if they are arranged differently?

Seriation

big-little	
3-4 objects	
4+	"

Can the child place similar objects together? Can the child tell you why they go together?

Conservation, mass, volume length

perceptual
reasoning

Can the child order a group of objects according to size? How many?

Numbers

perceptual - rote
1:1 correspondence
conservation

Is the child able to recognize equivalencies in mass? Volume? Length? Regardless of how the equivalencies are presented?

A CHECKLIST FOR EVALUATING QUALITY CHILD CARE
PROGRAMS

- () 1. Joyful, happy children showing more enthusiasm than boredom.
- () 2. Enough warm, caring, competent adults, attentive to children and their individual needs for total growth. The quality of the interaction between children and adults is the critical factor.
- () 3. Enough varied, stimulating pictures, toys, and equipment for cognitive growth, accessible and within child's reach and at his eye level.
- () 4. Some adult-planned, more child initiated activities and choices throughout the day's program.
- () 5. Cheerful rooms, preferably arranged with interest centers, equipped to encourage child to freely explore, discover, satisfy curiosity and assume responsibility for returning things to shelves.
- () 6. Plenty of space in which to safely play and grow, indoors and out, including enough space for privacy at rest time.
- () 7. A special "storage" place for each child's own things.
- () 8. Well balanced, nutritious meals and snacks, food children enjoy, not too starchy or sweet. (Ask to see the week's menus).
- () 9. Indication that parents are welcome at all times.
- () 10. Provision for emergency health needs of child such as an isolation area, accessible physician, or nearby health facility. (Ideally - a comprehensive health care program).

The authors suggest visits to Child Care facilities under consideration, from 9 to 12 A.M., when the children are present and a revisit if there are any questions. A passing score is 70 or better.

Caution: Licensing does not guarantee quality.

Prepared by Ann Diggs and
Patti Scanlon
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Franzini, Cole
Saginaw County Child Development Centers
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GUIDE SHEET FOR EVALUATION OF AN EARLY CHILDHOOD
CENTER

A. Classroom Set-up

I. Planning

- a. Are teaching plans communicate to all the staff?
- b. Is the day well planned or do activities get pulled out at random?
- c. Does content change from day to day/week to week?
- d. What kind of planning is used?
- e. Does it provide a variety of new and old experiences?
- f. Could a new teacher step into the room and teach from it?
- g. Are activities included to promote the total development of the child: physically, socially, emotionally, and mentally?

II. Scheduling

- a. How do staff know their duties for the day? Is there any planning of duties or is this left to whomever is free?
- b. Is minimal time spent away from the children in chores?
- c. At all times are the majority of teachers with the children?
- d. Are staff duties assigned fairly?
- e. Is a daily schedule of the sequence of activities developed? Is it posted where everyone can see? Does the schedule provide a variety of activities for young children?
- f. Is over 1/2 of the schedule active/non-structured times?
- g. Are children kept sitting for short periods of time - 10/15 minutes?
- h. Do quiet, sitting times rotate with active, non-structured times?

III. Are the following activities and/or items in evidence?

- a. Painting easel - set up for action
- b. Play dough
- c. Science table - current
- d. Book display - current
- e. Large muscle equipment available for action
- f. Special art project for the day
- g. Planned dramatic play activities

- h. Manipulative toys on shelves in small containers or individually displayed for children's use, some on tables
- i. Sponges and aprons easily available to children
- j. Kleenexes easily available to children
- k. Large and small blocks

IV. Room Arrangement

- a. Are interest areas well defined?
- b. Is there an area for group or story time? Is this area defined for children?
- c. Are there clear paths for children to move from one area to another?
- d. Is it possible for the Head Teacher to see all areas at once?
- e. Are quiet areas grouped together and noisy areas grouped together?
- f. Are light sources used where most needed?

V. Room Appearance

- a. Are shelves neat and clean? Do children have a choice of toys available? Do children know where to take and return toys?
- b. Are bulletin boards attractive?
- c. Is children's art work displayed on the child's eye level?
- d. Are the teacher storage cabinets neat and clean? Are materials easy to find?
- e. Does the room give an over-all feeling of "this is a nice place?" Is it kept simple or cluttered?

B. Daily Schedule

I. Before Children Arrive

- a. Is staff in the classroom before children?
- b. Is set-up of the room done then?
- c. Does the room "invite" children to participate?
- d. Are all the interest centers set up?
- e. Is staff aware of what will happen during the day?

II. Arrival

- a. Are all children greeted by the staff? Is there interaction with parents?
- b. Are activities available between arrival and breakfast? Are there enough activities to service all the children? Are activities such that the children are not overstimulated?
- c. How many staff are with the children? Are the staff talking to and playing with the children?

- d. Does each child have a special place to hang his/her clothes?
- e. Are nametags used?
- f. Is there a board to communicate to parents?

III. Freeplay

- a. Do adults go to different areas of the room? How do they know where to go?
- b. Is there an adequate number and variety of play potentials? (3 spaces x the number of children?)
- c. Are all areas well supervised? Do all staff keep their backs to the wall?
- d. Is the Head Teacher aware of the whole room?
- e. Do the staff interact with the children while supervising them? Talking? Touching? Guiding?
- f. Are all interest centers in use? Are they all covered by an adult? Do they all "invite" children to come and play? Are they all set-up before the children begin to play?

IV. Group or Story Time

- a. Is staff sitting on the floor with and between children unless job responsibility dictates otherwise?
- b. Is the group time content concrete, imaginative, and interesting?
- c. Are children involved or restless? Are they provided with activities which are a good balance between quiet and active?
- d. Is length of group time right for the children's needs (10-15 min.)?
- e. In large centers is group split in two?

V. Outdoor Play

- a. Do all staff go out?
- b. Is there an adequate number of activities? Are all adults involved with the children?
- c. Is supervision adequate?
- d. Does each staff member, if necessary, take a 10 minute break? Are the breaks staggered?

VI. Music Time (if a separate time, otherwise include in group time)

- a. Are adults on the floor with the children? Are they singing with the children?
- b. Is there a variety of activities - sitting and movement?
- c. Are music activities always the same, or are new activities introduced?
- d. Does staff get as involved in music as the children do?

VII. Transitions

- a. Do the children know where to go next after completing an activity?
- b. Does an adult always go ahead of a group of children who are moving to another area? Do children go to and from group times smoothly?
- c. Are children ever left alone at any one place in the room?
- d. Who cleans up? Are children used to helping in clean up?
- e. Are the big clean up jobs saved until nap time?
- f. Are children well supervised in moving to and from bathrooms and outdoors? Is someone always with every child?

VIII. Nap Time

- a. Are the children given quiet activities to prepare them for nap time?
- b. Is only one person putting down cots? Are too many staff taken from the children to do this?
- c. Do all assigned staff members help the children to go to sleep? How is there adequate supervision?
- d. What is done during naptime? Preparation for the next day? Clean-up? Lesson planning? Getting children's work ready to go home? Breaks?
- e. Do all the classroom staff participate in classroom clean-up?
- f. Is the room set up for the late afternoon? Toys? Snack?

IX. Transition - Post Nap Time

- a. Are children awakened gently but firmly?
- b. Is the movement of children to the bathroom smooth and adequately supervised?
- c. Who puts up the cots? Are children used to help put up cots?
- d. How many staff members are with the main number of children?

X. P.M. Activities

- a. Is there an adequate number of play potentials?
- b. Is there an adequate variety of play potentials?
- c. Does the variety move from a balance of noisy-quiet to primarily quiet at closing time?
- d. Does the staff play with the children? Talk to the children?

XI. Departure

- a. Is there adequate supervision?
- b. Are children encouraged to help themselves in getting dressed to go home? Are children helped when needed?
- c. Are children said "good-bye" to? Given art work? Escorted to the door or bus?
- d. Are parents given news about the child's day?

XII. After Children Leave

- a. Is the room cleaned?
- b. What jobs have been left for clean up?
- c. Are set up jobs assigned and carried through for the next day?

XIII. Mealtimes

- a. Do adults sit with children right away and stay seated?
- b. Do the children participate in setting the tables?
- c. Do the adults eat? Do adults positively encourage the children to eat?
- d. Is there conversation between children and adults?
- e. Do children serve themselves? Pass serving dishes? If spills occur, do children clean them up? Are sponges easily available for clean up?
- f. Are the children encouraged to take small servings at first and come back for seconds?
- g. Do the children clean up their own area after meals? Do the children know where to go after meal times?

C. Interaction

I. Interaction with Children

- a. Do adults get down on the children's eye level to speak with them?
- b. Do adults talk with the children about what they are doing?
- c. Are there classroom limits? Are they reasonable? Are they positively stated by adults?
- d. Do adults set a good example for children?
- e. Does the staff follow through on directions to the children?
- f. What are the guidance and discipline techniques used? Are they effective and appropriate for the age of the children? Do they help children grow or just stop behavior?

- g. Are the adults cooperative and consistent with each other in disciplining children?
- h. Is there good language modeling by the teachers throughout the day?

II. Staff Relations

- a. Does staff work together as a team?
- b. Are the staff cheerful and pleasant with one another?
- c. Does the staff seem to be communicating with one another well? Willing to help each other?
- d. Do all staff members share clean up and set up jobs?
- e. Does staff carry through on directions they may not like in front of children?
- f. Do staff support each other in guidance given to children?
- g. Are staff duties divided fairly?
- h. Does the director or head teacher provide leadership and yet encourage individual strengths?

INDOOR PROGRAM EVALUATION FORM

Teacher's Name _____ Date _____

Center _____ Administrator _____

Evaluation Purpose: To evaluate, improve, and promote a space facility and indoor program which provides maximum growing experiences for preschool children.

Space:

Are activities so centered as to not interfere with each other?	YES	NO
Are there areas for active and quiet play?	YES	NO
Is the block area in a location free from traffic?	YES	NO
Are the boundaries of the housekeeping corner well defined by dividers of screens, shelves or house-keeping furniture?	YES	NO
Are the easels located where the lighting is good and, if possible, near the water supply?	YES	NO
Are there lanes of traffic for transportation toys?	YES	NO
Is the tool bench in a protected area?	YES	NO
Are the tables for quiet activities placed away from strenuous and noisy play?	YES	NO
Is the equipment always in the same place or is its position sometimes changed to stimulate interest?	YES	NO

Housekeeping:

Is it large enough to accommodate a number of children?	YES	NO
Is the unit set up in an orderly fashion when the children arrive?	YES	NO
Does the unit include most of the following? A stove, sink, refrigerator, bed, table and chairs, dishes, ironing board, dolls, doll carriage, telephone, doll clothes, pots and pans, broom?	YES	NO
Is the equipment in good condition?	YES	NO
Are the dolls dressed in relatively clean clothes?	YES	NO
Are there changes of clothes for the dolls which can be managed by the younger child in the group?	YES	NO
Are the dress-up clothes visible?	YES	NO
Can a child get into them easily?	YES	NO
Are they shortened so that there is no hazard involved?	YES	NO
Have dress-up clothes been provided for the boys?	YES	NO
Are there accessories such as pocketbooks, hats, scarfs, beads, gloves, bracelets, etc.?	YES	NO
Is water provided for washing dishes?	YES	NO
Are there towels to use in wiping dishes and drying the babies?	YES	NO

Eugene Love for
Wayne County Head Start and
Michigan Department of Social Services

Table Activities:

Are there large sheets of paper for crayoning?	YES	NO
Are the crayons large and adequate in number and condition?	YES	NO
Is there a variety of materials for making collages?	YES	NO
Are there ample brushes and paste?	YES	NO
Do the scissors cut?	YES	NO
Is the dough a good consistency?	YES	NO
Is there a generous amount for each child?	YES	NO
Are there different colors of dough?	YES	NO
Do they experiment with mixing the different colors?	YES	NO
Are there a variety of utensils to use with it?	YES	NO
Do the children have experience with clay as well as dough?	YES	NO
Are the puzzles complete?	YES	NO
Are there some simple ones for the young children and more complicated ones for those with more dexterity?	YES	NO

Paints:

Are the easels equipped with large sheets of paper, several jars of bright thick paints and broad brushes?	YES	NO
Are there smocks available to protect the children's clothing?	YES	NO
Is there water near by for the children to wash their hands?	YES	NO
Are there sponges to wipe up the paint and water?	YES	NO
Is there a place to dry the paintings?	YES	NO
Do the children ever finger paint? Sponge paint? Spatter paint? String paint? Block paint? Paint their own workbench creations, cartons, macaroni, stones, shells, weeds?	YES	NO

Block Building:

Is there a generous supply of unit blocks?	YES	NO
Are the blocks arranged on shelves in an orderly fashion conducive to constructive play?	YES	NO
Are there boards, trucks, trains, wooden animals and people near by to enrich the block play?	YES	NO
Are there large hollow blocks and boards for building larger structures?	YES	NO

Equipment for Large Muscle Activity:

Is the equipment sturdy and safe?	YES	NO
Does it provide many different uses?	YES	NO

Music:

Is there a wide variety of musical experience?	YES	NO
Is there a sturdy record player that children, as well as adults, may use?	YES	NO
Does the supply of recommended records include a variety for quiet listening, songs and rhythms?	YES	NO
Is there space where children can move about freely during rhythms?	YES	NO
Are there sufficient rhythm instruments available for experimentation?	YES	NO
Is music brought into the general play?	YES	NO

Books:

Are books available to the child?	YES	NO
Are they in good condition?	YES	NO
Is there plenty of table space and chairs for a child to look at books comfortably?	YES	NO
Do you have a shelf where books may be displayed attractively?	YES	NO
Are a few colorful books laid open on the table to attract attention?	YES	NO
Are the addition of new books or change of the selections ever used to stimulate interest?	YES	NO
Are books available to meet the interest of individual children?	YES	NO
Are books ever correlated with daily interest and activities?	YES	NO

Science:

Is your nursery exposed to many experiments in science?	YES	NO
Is it possible in your nursery to have a turtle, fish, hamster, etc.?	YES	NO
Are they in a place where a child may watch and feed them?	YES	NO
Do you ever have visiting pets?	YES	NO
Has a leaf-eating caterpillar been brought to the nursery, or a bag of green pea pods, or a dry milkweed pod with flying seeds?	YES	NO
Would the exploration of a coconut, a red cabbage, or an orange be exciting?	YES	NO
Are there plants or seeds growing?	YES	NO
If so, are they in glass jars so the children can see the gradual growth development?	YES	NO
Are there several bowls, egg beaters, and ingredients for experiments in cooking?	YES	NO
Are there nails besides the magnet?	YES	NO
Is there a tub of water to experiment with materials that sink or float?	YES	NO

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Section VIII -- The Handicapped Child in the Day Care Center

No original materials were developed. Available materials follow:

Day Care #8
Serving Children
With Special Needs
 Stock #1791-0176

Supt. of Documents
 U.S. Government Printing Office
 Washington, D.C. 20402

75¢

The Vulnerable Child
 E. Murphy, E. Leiper
 DHEW No. (OCD) 72-19

FREE

Children with Special
Programs
Annual For Day Care
Centers
 M. Dashe

Day Care and Child Development
 of America, Inc.
 1401 K. St., N.W.
 Washington, D.C. 20015

Section IX -- Health and Nutrition

The two summaries on health concerns were provided by faculty members of The School of Public Health and the Medical School at the University of Michigan. A public health nurse tells how to observe for signs of trouble and a pediatrician gives tips on management of common medical problems of preschoolers.

Additional Materials -- Health

<u>Project Head Start #2 Health Services</u>	Project Head Start Community Action Program Office of Economic Opportunity Washington, D.C.	FREE
<u>Standards of Child Health Care, Common Standards of Child Health Care, 1967- 1972</u>	American Academy of Pediatrics P.O. Box 1034 Evanston, Ill.	FREE
<u>Day Care #6 Health Services</u> DHEW publication No. (OCD) 72-4, 1971	U.S. Department of Health, Education and Welfare, Office of Child Development	75¢

There are innumerable free booklets on nutrition. This list of suggested snack foods was a helpful addition.

Additional Materials -- Nutrition

<u>Food for All Pub. No. 208</u>	League of Women Voters of the United States 1730 M Street, N.W. Washington, D.C. 20036	50¢
<u>Project Head Start #3B Nutrition Instructors' Guide</u>	Project Head Start Community Action Program Office of Economic Opportunity Washington, D.C.	FREE
<u>#3C Leader's Handbook for a Nutrition and Food Course</u>	"	FREE
<u>#3 Nutrition</u>	"	FREE
<u>#30 Nutrition-Staff Training Programs</u>	"	FREE
<u>A Guide for Planning Food Service in Child Care</u>	Food and Nutrition Service U.S. Department of Agriculture Washington, D.C.	

Nutrition Education:
Lesson Plans
Kindergarten Through 3
January 1973

Nutritional Guidelines and
Menu Suggestions for
Head Start and Day Care
Centers
May, 1968

Expanded Nutrition and
Family Program
Cooperative Extension
Service of Washtenaw County
County Building
Ann Arbor, MI 48108

Nutrition Services
Division of Maternal and
Child Health
Department of Health and
Welfare
Augusta, Maine 04330

Section IX -- CONTENTS

Health and Nutrition

1. Teacher's Observation of Pupils' Health 171
2. Tips on Management of Common Medical Problems . . . 176
3. Snacks that Count 179

1. Teacher Observation of Pupil's Health *

The teacher occupies a unique position in relation to pupil observation since the elementary school child spends more of his waking hours with the classroom teacher than with any other adult with the exception of his parents. The teacher is aware of his physical and emotional health as well as his academic performance. Since she sees the child each day, she is in a strategic position to detect changes that may indicate deviations from health.

Teacher observation is an important means of pupil health appraisal. Making a diagnosis is not the concern of the teacher although she may need help in making decisions about the need for referral.

Formal inspections in which children parade before the teacher so she can "screen" them for physical defects, is neither necessary nor desirable. This system has been replaced by continuous informal observation which begins when the children are first seen for the day by the teacher. A quick glance, as the children arrive in class, and for those who need it, a more careful scrutiny, indicates those students who may need special observation during the day or immediate referral to the school's health service.

During the course of the days' activities, the teacher continues to note any changes in appearance or behavior of the children. Some may be lethargic or day-dreaming more than is customary. Others may be hyperactive or excessively excited over their projects and activities. A few may look sick, with pale skin and lusterless eyes, or show signs of a "cold", or even give evidence of pain or show signs of illness in many other ways. Depending upon the problem, the astute teacher will make a mental reminder of those children who need further observation. In certain instances he will make immediate referral to the nurse serving the school, and note on the health records what he has seen and the action taken. By consultation with the public health nurse, teachers may more effectively learn the signs and symptoms of what may properly be suspected as a significant deviation from normal health, and the proper method of handling the problem.

The following signs or complaints may indicate to the teacher that the child probably needs to be checked by a physician, or in the case of teeth, by a dentist to determine the cause and perhaps remedial care with appropriate recommendations to the school by the physician or dentist based upon his findings. The teacher should plan the kind of guidance and health instruction that will encourage the child to seek professional care.

1. GENERAL APPEARANCE

- a. Undue fatigue, chronic fatigue, lassitude, poor stamina, tires easily
- b. Very thin, very fat
- c. Rapid loss or gain in weight or failure to gain over a six month period
- d. Persistent and unusually enlarged glands in neck
- e. Excessive frequency of respiratory infections
- f. Repeated absence because of respiratory sickness
- g. Excessive breathlessness
- h. Excessive pallor
- i. Bluish lips
- j. History of "growing pains" (joint or muscle pain)
- k. Chronic lack of appetite
- l. Lack of vigor and poise
- m. A general "look" of not feeling well
- n. Repeated, severe headaches

2. POSTURE AND MUSCULATURE

- a. Unevenness in child's hips or shoulders
- b. Prominence of back or shoulder blades
- c. Inflexibility of joints, or stiffness
- d. Peculiarity of gait
- e. Peculiarity of use of hands
- f. Poor posture on "standing tall"
- g. Difference in size of arms, differences in size of legs
- h. Poor muscular coordination, muscular rigidity
- i. Poor muscle tone (flabby muscles), poor muscular development
- j. Obvious deformities of any kind

3. SKIN AND SCALP

- a. Unusual pallor
- b. Excessive redness (flushed)
- c. Eruptions or rashes, vesicles, blisters, scales, sores, ulcers, infections, boils
- d. Unusual dryness or roughness
- e. Frequent scratching of scalp or skin, brittle hair
- f. Cracks at creases of mouth
- g. Nits on the hair, lice

4. EYES

- a. Crossed eyes or wall eyes (even though noticeable only at times)
- b. Red and crusted eyelids
- c. Reddened and inflamed eyes, watery eyes

- d. Sties
- e. Headaches after reading
- f. Holding book too close or too far away
- g. Excessive blinking, frowning, scowling, squinting
- h. Covering one eye when reading, attempting to brush away a "Blur", rubbing eyes
- i. Tilting head, turning to one side, or thrusting head forward
- j. Reading constantly rather than playing as a normal child
- k. Retarded reading development
- l. Reversed tendencies in reading
- m. Making apparent guesses for a quick recognition of words in easy reading materials
- n. Showing inattention to wall charts, maps or blackboard lessons
- o. Showing inattention in reading lesson
- p. Poor alignment in penmanship

5. EARS

- a. Complaints of earache, tenderness about the ear, "stuffy" or "stopped up" feeling in ear, or constant ringing or buzzing in the ear
- b. Discharge from the ear; having cotton stuffed in the ear
- c. Frequent picking at the ear or other evidences of irritation
- d. Frequent or continuous colds, tonsillitis, or throat infections
- e. Inability to hear discussions or questions readily apparent to other listeners
- f. A tendency to tilt head to one side; a look of "watchful waiting"
- g. Turning the head to hear
- h. Often asks to have words, dictation, or assignments repeated
- i. Has difficulty in locating the source of sound, i.e., look up and not know who spoke or from where the sound came
- j. Makes mistakes in directions or assignments
- k. Inattentiveness, excessive noisiness
- l. Inability to repeat accurately things heard
- m. Talking in a monotone

6. NOSE AND THROAT

- a. Colds, sore throat, tonsillites (recurring with far greater frequency than ordinarily expected)
- b. Chronic nasal discharge
- c. Chronically swollen, unusually enlarged glands at side of neck

00100

- d. Habitual mouth breathing while at rest, nasal speech
- e. Frequent nose bleeding

7. TEETH AND MOUTH

- a. Swollen gums, bleeding gums, gum boils (If severe, handle as an emergency case and refer to a dentist at once.)
- b. Severe toothache
- c. Broken tooth* (Handle as an emergency case and refer to a dentist at once.)
- d. Avulsed tooth* (Handle as an emergency case and refer to a dentist at once.)
- e. Spongy gums, highly inflamed gums
- f. Offensive breath, poor mouth hygiene
- g. Any sore in mouth that does not heal in two weeks
- h. Badly stained teeth
- i. Decayed teeth (cavities)
- j. Irregular, protruding or crooked teeth (malocclusion)

Occlusion. The degree of normality of jaw relations (bite or occlusion) is studied with the child's back teeth tightly closed. His upper front teeth should bite slightly over the lower ones and his upper molar teeth should bite a little behind the corresponding lower teeth. Thumb sucking (in the school-age child), lip biting, tongue thrusting, and other mouth habits often produce irregularities in the occlusion of the front teeth. Children who practice these habits persistently should be encouraged to overcome them.

*Save the fractured pieces and send with the victim to the dentist.

8. SPEECH

- a. Faulty rhythm of speech
- b. Substitutions or omissions of certain sounds (ex: "Tat" for "Cat")
- c. Poor auditory response in repeating sounds involved in phonics, word games, oral reading, spelling, etc.
- d. Partial or complete loss of power of oral expression

Significance of speech defects. Abnormal variations in speech may be indicative of a hearing deficit, structural interference, abnormal speech development or emotional disturbances. Treatment of children with speech difficulties should be started early. Such problems should be discussed with the teacher, speech correctionist, the public health nurse, the physician and the family.

9. BEHAVIOR

Teachers should become aware of the need for acquiring skill in daily observation of children's behavior. They are needed to help children understand their own behavior and their contribution to effective group living. Parents are an essential and dynamic part of this team in developing experiences for creating good personal social relationships.

To understand and help students, a teacher must understand what particular characteristics are normal for the stage of growth in question and which peculiarities are serious enough to interfere with normal development and make the "problem" student unacceptable to the social group.

- a. Domineering and over aggressive
- b. Unhappy and depressed
- c. Over excitable
- d. Overstudious, docile and withdrawing
- e. Lack of confidence, self-censure
- f. Poor accomplishment in comparison with ability
- g. Lying
- h. Abnormal sex behavior
- i. Continually quarreling

Compiled by
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Source Material

Joint Committee on Health Problems in Education, Health Children. NEA and AMA, 3rd ed., 1961

Unpublished material prepared by C. Dale Barrett, Detroit, Michigan, March, 1958.

176
2. Child Care Directors Course - U of M Extension Service

by H. M. Hildebrandt, M.D.

TIPS ON MANAGEMENT OF COMMON MEDICAL PROBLEMS

I. Colds and their Complications

Signs of Viral Respiratory illness

any combination of the following

watery, nasal discharge

sneezing

dry cough, turning to loose cough

fever sometimes first two days

Contagious the first three days or so

Subsides in 3 - 7 days

Complications

Ear infections, ear ache, or eye discharge, white or light liquid discharge from ear after several days of a cold, should be seen by physician for treatment.

Not infectious.

Chest infection - deep cough, fever, breathing fast or grunting after several days of a cold, should be seen by physician (not usually infectious).

Asthma - dry cough, rapid breathing, wheeze with expiration, usually no fever; should be seen by physician for adrenalin shot.

II. Stomach Upsets - Vomiting and Diarrhea

Very contagious, two days incubation

Vomiting usually occurs first, then stomach ache, then diarrhea, which may last two to four days. Fever sometimes on the first day.

Management of:

Vomiting - feed no food or drink for three hours, then try sips of water or skim milk

Diarrhea - small frequent feedings, no fruit, vegetables or crackers.

III. Sore Throat

Signs of virus cold if associated with sneeze, snuffle or cough.

Signs of Strep Throat (needs to be treated) if associated with fever, vomiting, sore nodes under jaw, no sniffing, sneezing. Strep throat with rash is Scarlet Fever.

IV. Nose Bleeds

Compress nostrils continuously for five minutes. If still bleeding, hold nostrils for 10 minutes. If associated with fever or sore throat, may be Strep Throat.

V. Chicken Pox

Incubation - 14 days, very contagious
1st day - scattered small water blisters on red base - scalp, face, extremities.
Fever - 3rd and 4th day
Healing and not contagious after 5th day.

VII. Measles

Incubation Period - 14 days, very contagious
Fever, red throat, first day, then cough and spots inside cheeks, the clustered rash on chest, fever, red watery eyes, watery nose, and rash. Fever lasts 5 - 7 days.

VIII. Rubella

Fever 102 and discrete speckly rash, identical to rash or other virus illnesses especially summer viruses (ECHO, Coxsacki)
Proof of Rubella is illness with hand arthritis in adult women. Risk to susceptible women in the first 3 months
*Vaccine available for prevention.

IX. Summer Viruses

Fever, sore throat, head ache, with or without rash, lasts 3 - 5 days
July, August and September

X. Influenza

Virus, coughing illness - 5 day illness (fever, cough, cough Fever)
Start with headache, sore throat and fever. November, December, January.

XI. Skin Problems

Impetigo - crusting, oozing, spreading skin infection. Needs to be treated by physician.
Bug Bites - No problem unless associated with generalized hives.
Boils - Local area of tenderness, swelling with pus pocket, heals when drained. May recur, should be seen if several boils develop. Caused by staphylococci. Not influenced by treatment.

- XII. Convulsion
Grand Mal - Loss of consciousness, falling with jerking of extremities, head. May last several minutes. If longer than 5 minutes, should be taken to Emergency Room. Convulsions with Fever seen in Infants; short duration and not serious.
Petit Mal - Brief, momentary lapse of consciousness, may flutter lids or drop object. Many times a day.
- XIII. Breath Holding Spells (Infantile Syncope)
Seen in some children 9 months to 4 years.
Precipitated by bump on head or frustrations, followed by cry and then loss of consciousness. Not serious.
- XIV. Tiredness, Listlessness
Inadequate sleep, illness, depression. Commonest causes. If hard to rouse, could be low sugar (which should be checked). Improved by feeding.
- XV. Frequent Voiding
Usually seen in little girls with bladder infections. Occasionally due to drinking excess water. If craving water and losing weight, possibly diabetes (pretty uncommon).
- XVI. Pinworms
Fine thread like worms around anus or in stool. Universal social disease in preschoolers. Spread anus to hand to mouth, worse in thumb suckers.
Easily treatable. Usually no problem days, but causes severe itching of anus when going to sleep. Not a health hazard.

3. SNACKS THAT COUNT *

The young child needs food for growth and health. The foods that he eats must be carefully chosen to provide the essential nutrients needed to build a strong body. The foods which are selected for the young child can help him develop positive food habits which may lay the foundation for good health throughout his entire life.

In a preschool program, the selection of "snacks that count", snacks that contribute to the child's daily nutritional intake, snacks that help his body grow strong and healthy is important. Snack foods should complement the main meals and add nourishment. Snack foods may be selected from the Four Food Groups: the Fruit and Vegetable Group, the Milk Group, the Protein Group, and the Bread Group. Foods with high sugar and fat content should be avoided.

Snack time (or mealtime) may provide opportunities for the child:

1. To enjoy food and the sociability associated with it.
2. To eat foods that contribute to meeting his nutrient needs.
3. To taste new foods to see how they look, feel, smell and taste.
4. To develop a willingness to try new foods.
5. To develop coordination using appropriate utensils.
6. To develop language through conversation with others.
7. To develop concepts such as shape, color, texture, weight, quantity, etc.

* Reproduced with permission of
Nutrition Section
Michigan Department of Public Health
Lansing, Michigan

SNACKS THAT COUNTFROM THE FRUIT AND VEGETABLE GROUPFruit Juices

Apple
 Apricot Nectar
 Grapefruit
 Grape
 Orange
 Peach Nectar
 Pear Nectar
 Pineapple
 Prune
 Tangerine
 Tomato
 V-8

Fruits

Apple wedges
 Applesauce
 Appricots (fresh,
 canned, dried)
 Banana pieces
 Berries
 Cherries
 Dates
 Grapes
 Grapefruit
 sections
 Melon wedges
 Nectarine wedges
 Orange wedges or
 wheels
 Peaches (fresh,
 canned, dried)
 Pears (fresh,
 canned, dried)
 Raisins
 Tangarine sections

Vegetables

Broccoli flower, raw
 Cabbage wedge, raw
 Califlower bud, raw
 Celery sticks
 Chicory leaves
 Cucumber sticks or slices
 Escarole leaves
 Green Beans, raw
 Green Pepper rings or
 slices
 Lettuce leaves
 Mushrooms, raw
 Radishes
 Romaine leaves
 Rutabaga strips
 Spinach leaves
 Sweet Potato strips
 Tomato wedges or
 Cherry Tomatoes
 Turnip strips
 Zucchini strips

Combination Juices

Grapefruit Juice - Orange Juice
 Pineapple Juice - Orange Juice
 Pineapple Juice - Grapefruit Juice
 Apriocot Nectar - Orange Juice
 Pear Nectar - Grapefruit Juice
 Peach Nectar - Orange Juice

MDPH
 9/2/71

PARTY SNACKS

When it's time for a party or other celebration, take extra efforts to make snacks special.

Chunky Pretzels

Alternate frankfurter and cheese chunks on pretzel sticks.

Treasure Logs

Cut thin slices of meat and roll with a piece of mild cheese.

Black and Orange Pick-Ups

Stick cooked, pitted prunes or apricots on the end of a carrot stick.

Merry-Go-Rounds

Spoon peanut butter on a thin apple slice.

Fancy Sandwich

Cut enriched or whole-grain bread into shapes with cookie cutter; cover with meat spread or cheese spread.

Jack-O-Lantern Sandwich

Spread a round piece of enriched or whole-grain bread with cheese spread or grated raw carrot moistened with salad dressing or orange juice. Decorate with eyes and nose of raisins.

Valentine Sandwich

Cut enriched bread into heart shape; spread with softened cream cheese and decorate with pink-colored cream cheese.

Ice Cream Cone Cakes

Make batter for cupcakes (applesauce cake, pumpkin spice cake). Pour scant 1/4 cup of batter into each flat-bottomed waffle ice cream cone, filling 1/2 full. If cones are filled too full, they will not have a nice round top. Set on baking pan and bake 15-18 minutes in 400 degree oven. Cool.

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FROM THE MILK GROUP

Cocoa
 Custard
 Ice Cream
 Milk
 Puddings
 Fruit Milkshakes:
 Banana
 Berry
 Peach

FROM THE PROTEIN GROUP

Cheese cubes
 Cottage Cheese
 Deviled Egg
 Fruits and Vegetables stuffed
 with peanut butter
 Hard Cooked Egg half
 Meat slices or wedges
 Vienna Sausage

FROM THE BREAD GROUP

Enriched Crackers
 Graham Crackers
 Enriched or Whole Grain Bread

 Biscuits
 Cornbread
 Muffins
 Rolls

USE ENRICHED CRACKERS AND BREAD TO BRING EXTRA PROTEIN

Graham Crackers with peanut butter
 Whole Wheat Crackers topped with cheese cube
 Enriched Saltine spread with cottage cheese
 Enriched Crackers spread with egg salad
 Enriched Bread Sandwich with tuna or meat fillings

MDPH
 9/2/71

Section X -- Staff Development; Use of volunteers.

In a session on staff training, Evelyn Linden, Day Care Consultant for the United Community Services in Detroit, led the class discussion that resulted in the attached summary describing the atmosphere needed to promote staff development. Few centers represented in the course had regular staff meetings, one of the most important avenues for staff growth.

The Office of Child Development has listed competencies for workers with young children in connection with their proposed Child Development Associate Program. These are included. Finally, there is a job profile of a Head Start Teacher and Head Start Aide developed by our class participant, Sally Atchison and her staff. The list of specific behaviors helped that staff to know what was expected of them.

Additional Materials

Project Head Start #1D <u>Training Courses and Methods</u>	Project Head Start Office of Child Development U.S. Department of Health, Education, and Welfare Washington, D.C. 20201	FREE
#1A <u>Recruitment and Selection</u>	" "	FREE
#1B <u>Evaluating Performance and Progress</u>	" "	FREE
Day Care #5 <u>Staff Training</u> DHEW publication No. (CCD) 73-23	U.S. Department of Health, Education, and Welfare Office of Child Development Washington, D.C. 20201	50¢

Volunteers

Project Head Start #5 <u>Volunteers</u>	Project Head Start Office of Child Development U.S. Department of Health, Education, and Welfare Washington, D.C. 20201	FREE
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Section X -- CONTENTS

Staff Development; Use of Volunteers

1. Staff Training	185
2. CDA Competencies	187
3. Teacher and Aide Profile	193

5

Summary of a session on Staff Training at Course in Preschool and Child Care Administration, University of Michigan, School of Education, 1973.

1. Evelyn Linden -- STAFF TRAINING

I. What are favorable conditions for staff development?

Physical Conditions

Good basic equipment
 enough space-comfortable space
 "reasonable hours"
 decent wages
 fringe benefits
 relief time
 planning time
 adequate staff/child ratio

Psychological Conditions

cooperation
 communication
 helping people
 need and respect
 opportunity to move
 decision sharing
 opportunity for flexibility
 respect for individual
 skills
 positive reinforcement
 parent/staff communication
 staff/Board communication

II. We want to aid staff development toward:

Good feelings toward each other and children
 Comfort about philosophy of the Center
 Knowledge of child development
 Skills in dealing with children
 Willingness to be involved with children
 Good reasons for working in a Center
 Willingness to better self
 Dealing with own problems without taking them out on children
 Respect for children and other staff
 Encouragement of creativity
 A capacity for enjoyment
 An ability to set limits and discipline (non-punitive)
 An ability to communicate with parents - without hostility and competition
 An ability to make decisions
 Organization

Being a desirable "model" in these areas:

speech	dress
neatness and cleanliness	trustworthiness
reliability	appropriate expression of feelings
sense of humor	patience
self-worth	helpfulness
kindness	ability to complete a job
honesty	

III. "How to" develop staff

Learning goes on all the time

Discussions such as we have had - generate with staff goals goals, purposes, etc.

Find the time to encourage individual staff - provide praise

Meet with staff:

During nap time at staggered intervals

whole staff by use of: volunteers, hired substitutes, after school meetings

Allow - encourage their input

Office of Child Development
November, 1972

2. CDA COMPETENCIES

Competencies for the Child Development Associate

A comprehensive, developmental program for preschool children is one in which the total design helps children acquire the basic competencies and skills for full development and social participation, while at the same time assuring that the quality of the child's experience is emotionally satisfying and personally meaningful.

Within such a child development program, the Child Development Associate will be expected to have the knowledge and skills to be able to:

1. Set up and maintain a safe and healthy learning environment
 - a. Organize space into functional areas recognizable by the children, e.g., block building, library, dramatic play, etc.
 - b. Maintain a planned arrangement for furniture, equipment and materials, and for large and small motor skills learning, and for play materials that is understandable to the children
 - c. Organize the classroom so that it is possible for the children to be appropriately responsible for care of belongings and materials.
 - d. Arrange the setting to allow for active movement as well as quiet engagement.
 - e. Take preventive measures against hazards to physical safety.
 - f. Keep light, air and heat conditions at best possible levels.
 - g. Establish a planned sequence of active and quiet periods, of balanced indoor and outdoor activities.
 - h. Provide for flexibility of planned arrangements of space and schedule to adjust to special circumstances and needs of a particular group of children or make use of special educational opportunities.
 - i. Recognize unusual behavior or symptoms which may indicate a need for health care.

2. Advance physical and intellectual competence

- a. Use the kind of materials, activities and experiences that encourage exploring, experimenting, questioning, that help children fulfill curiosity, gain mastery, and progress toward higher levels of achievement.
- b. Recognize and provide for the young child's basic impulses to explore the physical environment; master the problems that require skillful body coordination.
- c. Increase knowledge of things in their world by stimulating observation and providing for manipulative-constructive activities.
- d. Use a variety of techniques for advancing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.
- e. Work gradually toward recognition of the symbols for designating words and numbers.
- f. Promote cognitive power by stimulating children to organize their experience (as it occurs incidentally or pre-planned for them) in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative size, amount, degree; orientation in time and space; growth and decay; origins; family kinship, causality.
- g. Provide varied opportunities for children's active participation, independent choices, experimentation and problem-solving within the context of a structured, organized setting and program.
- h. Balance unstructured materials such as paint, clay, blocks, with structured materials that require specific procedures and skills; balance the use of techniques that invite exploration and independent discovery with techniques that demonstrate and instruct.
- i. Stimulate focused activities: observing, attending, initiating, carrying through, raising questions, searching answers and solutions for the real problems that are encountered and reviewing the outcomes of experience.
- j. Support expressive activities by providing a variety of creative art media, and allowing children freedom to symbolize in their own terms without imposition of standards of realistic representation.

- k. Utilize, support and develop the play impulse, in the various symbolic and dramatic forms, as an essential component of the program; giving time, space, necessary materials and guidance in accordance with its importance for deepening and clarifying thought and feeling in early childhood.
- l. Extend children's knowledge, through direct and vicarious experience, of how things work, of what animals and plants need to live, of basic work processes necessary for everyday living.
- m. Acquaint children with the people who keep things functioning in their immediate environment.

3. Build positive self concept and individual strength

- a. Provide an environment of acceptance in which the child can grow toward a sense of positive identity as a boy/girl as a member of his family and ethnic group, as a competent individual with a place in the child community.
- b. Give direct, realistic affirmation to the child's advancing skills, growing initiative and responsibility, increasing capacity for adaptation, and emerging interest in cooperation, in terms of the child's actual behavior.
- c. Demonstrate acceptance to the child by including his home language functionally in the group setting and helping him to use it as a bridge to another language for the sake of extended communication.
- d. Deal with individual differences in children's style and pace of learning and in the social-emotional aspects of their life situations by adjusting the teacher-child relationship to individual needs, by using a variety of teaching methods and by maintaining flexible, progressive expectations.
- e. Recognize when behavior reflects emotional conflicts around trust, possession, separation, rivalry, etc., and adapt the program of experiences, teacher-child and child-child relationships so as both to give support and to enlarge the capacity to face these problems realistically.
- f. Be able to assess special needs of individual children and call in specialist help where necessary.
- g. Keep a balance for the individual child between tasks and experiences from which he can enjoy feelings of mastery and success and those other tasks and experiences which are a suitable and stimulating challenge to him, yet not likely to lead to discouraging failure.

- 190
- h. Assess levels of accomplishment for the individual child against the background of norms of attainment for a developmental stage, taking into careful consideration his individual strengths and weaknesses and considering opportunities he has or has not had for learning and development.
4. Organize and sustain the positive functioning of children and adults in a group in a learning environment
- a. Plan the program of activities for the children to include opportunities for playing and working together and sharing experiences and responsibilities with adults in a spirit of enjoyment as well as for the sake of social development
 - b. Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, both positive and negative -- love, sympathy, enthusiasm, pain, frustration, loneliness or anger.
 - c. Establish a reasonable system of limits, rules and regulations to be understood, honored and protected both by children and adults, appropriate to the stage of development.
 - d. Foster acceptance and appreciation of cultural variety by children and adults as an enrichment of personal experience; develop projects that utilize cultural variation in the family population as resource for the educational program.
5. Bring about optimal coordination of home and center child-rearing practices and expectations
- a. Incorporate important elements of the cultural backgrounds of the families being served, food, language, music, holidays, etc., into the children's program in order to offer them continuity between home and center settings at this early stage of development.
 - b. Establish relationships with parents that facilitate the free flow of information about their children's lives inside and outside the center.
 - c. Communicate and interact with parents toward the goal of understanding and considering the priorities of their values for their children.
 - d. Perceive each child as a member of his particular family and work with his family to resolve disagreements between the family's life style with children and the center's handling of child behavior and images of good education.

- e. Recognize and utilize the strengths and talents of parents as they may contribute to the development of their own children and give parents every possible opportunity to participate and enrich the group program.
6. Carry out supplementary responsibilities related to the children's programs
 - a. Make observations on the growth and development of individual children and changes indicated as necessary to meet particular needs of a given group of children or incorporation of new knowledge or techniques as these become available in the general field of early childhood education.
 - c. Be aware of management functions such as ordering of supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants), monitoring food and transportation services, safeguarding health and safety and transmit needs for efficient functioning to the responsible staff member or consultant.

In addition to the knowledge and experience that are essential components of "educational competencies", it is essential that the people who teach young children shall have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood.

- To be sensitive to children's feelings and the qualities of young thinking.
- To be ready to listen to children in order to understand their meanings.
- To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with children
- To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.
- To be differently perceptive of individuality and make positive use of individual differences within the child group.

- To be able to exercise control without being threatening.
- To be emotionally responsive, taking pleasure in children's successes, and being supportive for their troubles and failures.
- To bring humor and imaginativeness into the group situation.
- To feel committed to maximizing the child's and his family's strengths and potentials.

3. Teacher & Aide Profile *

I. <u>Relationships</u>	<u>Teacher</u>	<u>Aide</u>
A. Responsibility Defined	Education component Nutrition program Coordination of Health Service Program Training of Aide & volunteers Home Visitation Busing Recruitment Developing Community Resources Helping organize center committee Public Relations Physical Environment	Assist Teacher in carrying out total program Manage classroom in Teacher's absence
B. Responsible to:	Director Assistant Director (delegated areas) School Administration Parents	Teacher
C. Authority	Set up class program (guidelines) Delegate aide & volunteer program Control student behavior Requisition and monitor supplies	as given by Teacher

*Thumb Area Head Start Program
 Sally Atchinson, Director

II. Results

A. Goals & Activities

1. The Head Start teacher shall help prepare the pre-school child for entrance into school.
 - a. Teach children to listen
 - b. Provide language development exercises and experiences
 - c. Give consistent directions and follow through
 - d. Plan activities to enhance both small and large muscle development
 - e. Familiarize children with school materials and procedures
 - f. Provide socialization skills and opportunities
 - g. Teach responsibility by rewarding responsible behavior
 - h. Enhance perceptual development

2. The Head Start Teacher shall teach and encourage good personal hygiene habits.
 - a. hand washing
 - b. teeth brushing
 - c. good eating habits
 - d. toilet training

3. The Head Start teacher shall provide an environment and experiences to aid in development of the child.
 - a. express love through physical contact with a hug, touch or smile
 - b. recognize and express appreciation for each child's strengths and successes
 - c. give guided opportunity for choices which will be equally beneficial
 - d. maintain control of activities to stay within child's attention span, frustration level, and physical stamina.

4. The Head Start teacher shall plan and carry out a nutrition program of
 - a. plan snack experiences for nutrition and learning value
 - b. provide a variety of food experiences

- c. arrange time schedule, set up procedure, and location for lunches with school administration.
 - d. within school limitations, strive to create an environment conducive to socialization.
5. The Head Start teacher shall provide instruction, directions and opportunities to the aide.
- a. provide orientation including
 - 1. through discussion of policies and guidelines
 - 2. goals and methods chosen to carry out program
 - 3. concise responsibilities and duties given
 - b. guidance in lesson planning and teaching experience
 - 1. daily discussion of program and delegation of specific assignments
 - 2. demonstration of ways to accomplish daily objectives
 - 3. post review of day's activity and evaluation
 - c. discuss relationships to parents and volunteers
 - 1. give aide the opportunity to assist in training volunteers
 - 2. explain home calls, special problems and services out agency can provide
 - d. prepare aide to take over class in teachers absence
 - 1. be sure materials are available
 - 2. have reserve activities and lessons planned
 - 3. familiarize aide with any special procedures required
6. The Head Start teacher shall coordinate Health Program with parents, nurse, consultants and Head Start administration and maintain required health records.
- a. see that health services are provided
 - b. keep parents informed
 - c. maintain safe classroom environment
 - d. observe and refer health problems
7. The Head Start teacher shall coordinate daily transportation and arrange special transportation
- a. provide information to transportation director
 - b. supervise the children to and from the bus
 - c. keep driver informed to changes and of children's special needs
 - d. set up special transportation for field trips
 - e. try to arrange transportation for volunteers if needed

8. The Head Start teacher shall work in involve parents in the program.
 - a. Parents should always be welcomed
 - b. parents should be informed of the need and value of volunteers
 - c. referrals to appropriate social agencies should be made if needed and desired.
 - d. home call visits should seek parents reaction and suggestion for the program
 - e. parents should be informed of Head Start goals, organization and opportunity
 - f. parents should be informed of Center Committee functions
 - g. all Center Committee functions should be attended
 - h. social activities should be planned through the Center Committee
 - i. leadership should be provided as needed
 - j. experiences should be planned which will give the parents leadership success or broaden his role in the program or community
 - k. parent workshops should be planned in program components

9. The Head Start teacher shall recruit and encourage volunteer participation
 - a. advertise for volunteers in the community
 - b. seek specific resource people
 - c. efficiently utilize volunteer services
 - d. enlist help from parents or community for specific occasions
 - e. give orientation to Head Start guidelines
 - f. provide explanation and training in the services you request.

10. The Head Start teacher shall provide adequate, accurate reports and accounting
 - a. inventory of supplies
 - b. inventory of equipment
 - c. attendance
 - d. record of volunteer time
 - e. in-kind reports

- f. home call reports
 - g. time sheets
 - h. expense sheets
 - i. petty cash records
 - j. telephone calls
11. The Head Start teacher shall recruit enrollees
- a. responsible to review all applications for completion before submitting to Director
 - b. guide aide, parents, volunteers in techniques of interviewing, required guidelines and the application procedure.
12. The Head Start teacher shall create a desirable classroom environment which incorporates the following:
- a. cleanliness
 - b. arrangement
 - c. safety
 - d. good operating order
13. The Head Start teacher shall represent Head Start to the community favorably.
14. The Head Start teacher shall seek personal and professional growth.
- a. by continuing education in the areas which will improve competence in teaching or lead to a degree
 - b. by literature available in professional library
 - c. by attending seminars and workshops
15. The Head Start teachers shall seek to develop and enhance mutually rewarding relationships with school administration and staff.
- a. should be particularly acquainted with primary grades program
 - b. should develop communication to exchange information and ideas with kindergarten staff.

198

B. Evaluation

Programs will be regularly evaluated.

1. Teacher and aide should review goals and evaluate ongoing program monthly. Responsibilities or goals with less than satisfactory progress or results should be carefully scrutinized and new plans made for achievement.
2. The Head Start Director will review the entire job profile with the teacher and aide together at intervals.

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Section XI -- Parent Involvement

Although there is general agreement on the importance of parent involvement in the care and education of young children in a day care center, few centers have been successful in achieving such involvement. Dorothy Kispert and C. C. Dumbrigue, former Director and Social Worker respectively, Franklin Wright Day Care Center of Detroit, felt that working together as a team, they succeeded in effectively involving parents. Included in this section is an account of their experiences which they shared with the participants. Cleo Goldie, a Lucas County, Ohio, day care director who participated in one of the early courses, gives her suggestions for parent activities in the center.

The role of the case worker in the day care center has been thoughtfully drawn by Esther Eckstein and her 10 year old article is still timely. "Return of Mom," a recent article, is an interesting summary of early childhood programs involving parents and contains some useful hints for teachers working with parents.

Additional Materials

- | | | |
|--|---|--------|
| Project Head Start
#6 <u>Parents are Needed</u> | Project Head Start
Office of Child Development
U.S. Department of Health,
Education, and Welfare
Washington, D.C. 20201 | FREE |
| <u>Parents and Teachers Together</u>
A Training Manual for Parent
Involvement in Head Start
Centers by Larry A. Rood | Gryphon House
1333 Connecticut Ave., N.W.
Washington, D.C. 20036 | FREE |
| <u>The Day Care Book</u>
The Why, What and How of
Community Day Care by
Vicki Breithart with articles,
ideas and help from the women
and men of the day care move-
ment. | Alfred A. Knopf
1974 | \$3.95 |

Section XI -- CONTENTS

Parent Involvement

1. Summary of Session on Parent Involvement 201
2. Parent Participation Activities..... 205
3. "The Function of the Caseworker in Day Care Centers Centers"..... 207
4. "Return of Mom" 214

1. Summary of Session on Parent Involvement--Course in Pre-school and Child Care Administration, University of Michigan, School of Education.

Dorothy Kispert and Cece Dumbrigue

A. PARENT INVOLVEMENT -- GENERAL PRINCIPLES

The center they worked with had 45 children ages 2 1/2 to 6. One director, 1 head teacher, 3 other teachers, a cook, a driver and a maintenance staff, plus full-time social worker for parent contact.

Their philosophy about parents: Parents can do a good job with their children. The Center's role is to enhance the mother's relationships with the child - to support the family.

One must begin to build a trustful relationship with the parents at the initial interview.

The mother is encouraged to spend first day or half day with the child at the Center. If she says she can't because of a new job, the Director may call her employer and explain why it would really be good for him (his worker's performance) if she could start one day later.

To maximize the child's experience at the Center they try to minimize the anxieties at home.

The parent group was organized by a student in social work from Wayne State University.

She contacted every parent to see if he/she had any concerns he'd like to discuss with others.

She followed this up with a sign-up sheet for preferred hour of attendance.

B. THE GROUP EXPERIENCE WITH THE SOCIAL WORKER

Parents come with needs (for example, rushed for time - harrassed, asking how to deal with certain problems).

The workers first concern is to meet those needs.

As those needs are met, the worker will then try to make parents aware of their relationship with their children and provide parents with alternatives in child rearing, - for example in nutrition, disciplines, supportive behavior, etc.

It is imperative to meet the parents' concerns first. Parent groups cannot be specifically organized because the Center needs help (volunteers, etc.)

Center provides or helps arrange transportation and baby sitting.

"Alumni" mothers may work with new mothers. Best if you have a staff member specifically for parent involvement, but it is important that all staff be encouraged to work with parents. The worker maintains contact with parents who don't come to meetings also.

The Director has an important role.
 Showing concern and trust to parents.
 Encouraging team work by staff.

A social worker is not the only one who can perform the job of working with the parents, but some mothers had real needs which the parent-leaders could not meet. The director was consultant but social work expertise is often needed.

Groups start slowly and expect only a core group to work with the caseworker. It will spread by word. Some parents won't get involved. Gather the ones who will, use them as a start. When their needs are met, they will spread the word.

Getting them together on a social basis might work. Make sure names are mentioned in the newsletter. "Marilyn T finished her hooked rug, Jody sawed his first board today" Use parents craft skills for decorating center for Christmas and monthly birthday cards. If someone is ill, everyone sign a card and send it. Someone was burned out - raised \$300 for them. Raffle off donated things - and little things - kids can have a fashion show, etc. Have resource people come in (who are knowledgeable about children) - some people love to do crafts and sell them - could have a bazaar.

More important to do "people" things. Call people individually and explain what is going to be. Some meetings can sometimes meet parents needs - some concern the day care center.

Some parents need to know where to turn for certain kinds of care. For psychological problems, refer them to family doctor, child guidance, mental health, school principal. Hook them up with available resources. Build a social service directory, if there is none for your use, to help them.

Always have names, addresses, to refer them to. Use phone book for resources if necessary. The more personal contacts you have with these people, the more appropriately you can work with the parent. You might go with parent if parent has a caseworker he can't reach.

If meeting meets only once a month, it can be a potluck - birthday parties - cookies, cupcakes - center buys a gift for each child on his birthday. Parents in one center are helping bring in treats for the morning.

The people who are being paid to attend parents meetings come where they wouldn't otherwise. One center got the money for parents who came.

One center had 3 sewing machines donated for women to mend clothing, make aprons for children.

Parents may become involved without coming to the meeting. Convey to them what happens at the meetings. If they see that their needs are met they might come. Puppets, bean bags and graduation gowns could be made in the home.

Might be a fund for workshops or field trips. Parents might go on a field trip with the children. Ask parents what areas they like to work in. When they register the child find out what crafts and activities they like.

Should not be structured, should be informal, low-keyed. Let it flow the way they want it. It is their group. If they meet a block - you might suggest or explore. You know them. If you read something in the paper that applies, bring it up. Bring someone in from Planned Parenthood or other resource people they are interested in. If they want to talk about contraception, let them - let them razz you. They love it. You build on people's strengths - find out what they are.

If a lecture at a school, suggest that you all go - learning will go both ways. This will build them up. You relate on a horizontal level. Let them teach you about their life, children, home - don't project your values on them. If you know 2 people who have the same problem, plug them into each other.

Go to the homes - be in the center - know the children. Parents/teachers/social worker/director should be a team.

Little things that happen within the center are related to the parents.

Center director starts the chain of caring, trusting, with the parents. She sets the atmosphere. It belongs to the whole family.

If a regular misses a meeting - go visit her - dress informally unless you are going to advocate for them. You deal on several different levels. The parent gets the feeling that they want to do something back. A mother who can't advocate for herself can learn how through the center.

204
If a teacher in center spots a problem, worker needs to visit the home. Find out in the home what happens before he gets to the center.

Work into this problem at the next parent meeting - ask questions until a parent responds with the problem and then work on it. They might be doing crafts while talking - refreshments - Let them discuss the problem.

It's possible to go to a movie with them, it is good. You may have to furnish the transportation. Wednesday is ladies' day at many theaters - 75¢ - big deal and expands their experiences. Increases warm and friendly feelings and brings them closer together.

September 13, 1971

2. Parent Participation Activities *

These activities need not be limited to suggested locations.

AT THE CENTER

1. Hand-craft workshop for making things that are made in school. Day Care will furnish all materials.
2. Workshop on how to make a learning environment from the natural surrounding of the home. (Development of five senses and language.)
3. Patch and button committee for mending clothing of children.
4. Repair broken toys and furniture at school so children can watch.
5. Make duplicate teaching aids for teachers and home use. Aids will be used at home to continue learning experiences for the child. (Example--geometric shapes, felt pieces representing foods, people, animals, size variations, etc.)
6. Grown-up talent or art show. Creative work is displayed at Day Care Center or other available place in community.
7. Luncheon for grandparents of other members of extended family.
8. Visit center to observe.
9. Accompany teacher and children on field trips.
10. Useful activities to improve home making and parental skills.

AT HOME

1. Open canned goods upside down for play stores at home or school.
2. Save buttons, trimmings, beads and scrap items. See attached scrap list.
3. Telephone: Volunteer Service Bureaus
National Council of Churches
National Council of Jewish Women
Girl Scouts
Boy Scouts
University Students
Parent Teachers Association

00281

*prepared by Cleo Goldie, Toledo, Ohio

4. Social service workers and teachers will visit homes by previous arrangement to demonstrate simple ways for parents to help child with similar school learning experiences.

IN THE NEIGHBORHOOD AND COMMUNITY

1. Education meetings on food stamps, legal and other community services. Use of resource visitors.
2. Ask for old magazines and book for reading materials.
3. Volunteer Block Coordinator to remind parents about meetings and encourage participation.
4. Resource person selected from parent membership to be guest speaker at meeting.
5. Field trips.
6. Special training in:
 - Budgeting
 - Food preparation
 - Child care
 - Family Relations
 - Basic arithmetic
 - Typing

3. THE FUNCTION OF THE CASEWORKER IN DAY CARE CENTERS

Esther Eckstein

The function of the caseworker in day care centers is often described as "giving casework services to families." I have found, however, that this is only partially true, and unless the caseworker understands as much she is often confused about the services she does render.

"Giving caseworker services to families" echoes the major function of the traditional family agency, which has the caseworker as its primary enabling force and casework as its method. In contrast, the function of the day care center is to offer group care for children as a supplement to family life. The teacher is its enabling force, the group process its method. The fact that family casework is the special competence of the family agency caseworker does not mean that she can extend the function of an agency that uses casework as its primary method of providing service to a different type of agency. Nor can she be merely an adjunct-working in a center but not a part of it; rather, she should be integrated into the totality of the day care center's services. As such, her function is widened from "casework services to families" to "service to the day care center," with the caseworker relating herself to the dynamic interdependence of day care and casework services. Thus, the caseworker's function in relation to staff becomes as important as direct service to families- She can implement and supplement service not only by giving specialized service to parents and/or children, but also by broadening and deepening the understanding of the dynamics of behavior so that effective programming can be developed. Through demonstration, she can also interpret the strengths and limitations of casework and of community resources in general.

DIRECT AND INDIRECT SERVICE

There is often a tendency to create a false separation of caseworker/staff emphasis and caseworker/client activity, giving less importance to the former.

What appears to be two things is actually a unit, with effort of staff and caseworker interwoven on behalf of the children and their families. Although the caseworker does have a single goal - to help parents and/or children - she reaches this by two routes: direct contact and caseworker/staff emphasis. In some instances, caseworker/staff discussion may clarify a situation enough so that the parents do not have to become involved; "fresh eyes" and "fresh ears"

point up what may have been overlooked in the daily pressures of caring for a group of children. In other instances, there is the opportunity to help staff members express grievances and irritations about a vexing child until the air is cleared for more positive planning for the child and his parents. When the parents themselves are too limited, emotionally or mentally, to use the caseworker's help, the caseworker can still be used as a source of interpretation and support to help staff understand and accept the parents' limitations.

In direct service, there needs to be a continuing flow of information-facts, feelings, strengths, weaknesses, inner and outer pressures, plans about a child and his family-between the caseworker and the staff. From this interflow, integrated planning is conceived with differential roles for the teacher and the caseworker. Where efforts are effectively interwoven it means the dynamic use of both professions, merging and separating, depending upon the particular emphasis, for the common goal of service.

Such interdependence calls for more than casework skills per se. The caseworker must be mature and flexible enough to identify with another discipline without losing sight of her own professional identity. This identification is derived primarily through a sound understanding of her own profession and through an emotional readiness to face the limitations and strengths that are evidenced in practice; she must also have a appreciation and acceptance of professional differences in working toward a shared goal.

The caseworker may find herself faced with ancient and current misunderstandings, honest confusions, and valid complaints about the casework field, along with a distorted image of herself as a person who is aloof and omnipotent and who is interested only in "problems." In reinterpreting casework specifically, the caseworker needs to be aware of the deep-rooted negative feelings between education and social work. Culturally, the caricatured social worker--humorless, unfeeling, first "poking her nose into iceboxes" and later, on a more esoteric level, "poking her nose into psyches"--faces the caricatured teacher--punitive, authoritarian, petty. Professionally, the schism has gained strength with the divergent growth of the two fields, each concentrating on its own problems of changing content and goals, with a concomitant lack of knowledge and/or understanding of the other.

Although both professions are concerned with children and families, each has tended to consider the other remiss in carrying out its expected functions. Unfortunately, confusion in implementation of these functions has led to unrealistic expectations and demands by teacher, caseworker, and community upon each other. The emphasis in progressive education on the "total child" has become fused with the psychiatric implication

of "meeting the needs of the child" within the family orbit. Consequently, the educational function to instruct has become obscured by the emphasis on the maladjusted child, with an expectation for early case-finding and referral. With the social work field reinforcing this latter emphasis, an equation has arisen in education and in the community: referral equals treatment and cure. Obviously, for the teacher and the caseworker, the failures of this equation have bred further mutual resentment.

Although each discipline speaks of "meeting the needs of children," the caseworker must be alert to differences in concepts such as: (1) emphasis on "understanding the child" but not on self-awareness; (2) development of a working knowledge of normal variations in children's growth and behavior as experienced a group setting; (3) acquisition of techniques in the use of tangible aids-materials, equipment, and physical environment - to support and enrich the child outside of his home; (4) the numerous roles imposed upon the teacher judge, umpire, friend, dispenser of skills, etc.; and (5) interaction, not of one to one, but of child to child, child to teacher, teacher to child, group to teacher, and teacher to group, for several hours each day, with much physical, intellectual, and emotional activity that is "in the open," to be seen, heard, and judged by a variety of observers.

In addition, the caseworker must understand the meaning of programming, of "the group" and "the individual," and acquire the technique of observation. This will not only enrich her own diagnostic skills but will also enable her to be more effective in working with staff.

PROGRAMMING

Programming is the core of day care service. As casework is more than "listening to people's troubles," so programming is more than "activities." As the casework process is the entire experience of caseworker and client working together, so programming is, in its fullest sense, the entire experience of teachers and children living together daily. Programming recognizes that the child, like the client, is the sum total of his life experience; it uses clues from his verbal and nonverbal behavior to provide the kind of emotional climate and satisfying experiences necessary for his growth as an individual and as a member of the group.

Like the caseworker, the teacher uses herself as well as her skills, aware that she is an integral part of programming and that understanding behavior is not enough without being able to translate it into various program elements. Unlike casework, however, programming does not focus upon the direct one-to-one relationship between teacher and child to the exclusion of others.

The caseworker must learn to differentiate the program elements--indoor and outdoor play periods, free play, directed play, routines--any one of which may play a more important role than another for the child, the teacher, and the caseworker. Some children find the confines of a room more comforting than the temptation of outdoor space with its invitation to run and jump, climb and chase, and be more aggressive. Others may be restricted in free play but outgoing in directed play. "Routines" are routine only in the sense of their daily regularity, for conflicts among the child, the teacher, and the caseworker often become evident in the routines of eating, napping, dressing, toileting, and cleaning up. These are considered necessary social requirements, and differences in expectations between the home and the day care center can cause concern.

The caseworker adds to her diagnostic skills by learning to recognize individual play levels regardless of chronological age levels and the play level of the group itself. Sometimes immature play is because of a lack of experience with materials and equipment, emotional or physical retardation, or a combination of factors. Good programming is aware of these varying levels and involves the child as an individual as well as a member of the group. It may mean teaching a special skill to give the unsure child a sense of achievement, understanding another's need to practice self-assertion, or giving more individual support to one child. Good programming also provides the kind of group activities that offer a satisfying experience of healthy interdependence and of accepting differences without loss of cohesion.

The caseworker is heavily dependent upon programming since it should provide a sound reality-testing ground for the child, the teacher, the caseworker, and the parent. Only when a child cannot respond constructively to good programming in its fullest sense does the caseworker step in with direct casework service. When programming becomes basically weak and ineffective, diagnostic assessment of a child and his family may be distorted by what can be a natural reaction to poor programming. In such instances, neither the parent nor the child can be properly involved, for the caseworker should not be used as a substitute or crutch for continuously poor programming.

THE GROUP AND THE INDIVIDUAL

The caseworker must soon come to grips with the question, "Which comes first, the individual or the group?" and with such terms as "adjustment to the group," or "groupness." Placing the individual and the group on an either-or basis is false and dangerous. Both are intricately interdependent, with a balance that should be a shifting one as each requires more or less dependence on the other. A constant equal balance, such as when group influence dominates to the detriment of

individual growth or when individualism prevails, would prevent the necessary group cohesion. Group influence is not groupness, nor is individualism individualization.

A group is a collection of people, but groupness is the intangibility of attitudes and feelings, which are often confused with the tangibles of activity of children and/or adults doing or feeling the same thing at the same time. Groupness is a sense of belonging but not being possessed, of sharing common interests but also accepting differences.

It is an emotional climate under which, when used constructively, children and adults thrive. True groupness, however, cannot be achieved unless there is a sense of individual well-being. That is why the phrase "adjustment to the group" is fallacious; it gives the impression that the child adjusts by yielding and merging himself with his group. Actually, the phrase should be "individual growth based on a satisfying group experience." In this latter framework, the group setting becomes a means toward helping the child, first, to adjust to himself through an awareness and appreciation of his capacities and potentialities, second, to achieve the successes and skills he needs, and third, to use these as a bridge to his peers. It is on this basis of individual satisfaction, shared by and with others, that individualization and groupness develop. It is not deciding which comes first, the individual or the group, but the weighing of values to each in terms of the shifting balance of emphasis. There are many times when a child needs to be removed from the group temporarily or permanently because neither can tolerate the other or because the child has an inordinate craving for the individual attention he cannot get in a group setting.

The caseworker's function will be affected by her ability to recognize both the group's influence and the parents' influence on a child and to correlate the often differing expectations of parents, staff, community, and herself for the children in behavior and in social skills. For instance, she may forget that on a young age level group living in day care centers requires an early, superficial maturity in dressing, lining up, eating, etc., to which a child may react by being petulant and demanding at home, or that releasing an inhibited child may create havoc with his parents. She must always consider whether the child is a problem only to himself, to the teacher, to the group, or to all three, or whether a burden of guilt is being placed upon a child when the problem may lie with programming or group composition.

Unfortunately, too many of us still believe in the magical quality of "learning to get along in a group" in order to develop social adaptability. As a result, we often overlook the use of the group as a "hiding place" for those children who are social but prove to be emotional isolates

and those children who hide a burden of resignation under a so-called adjustment. It is a passivity to overwhelming forces that puts them into nurseries, day care centers, etc., denying them the right to go home or to be at home.

OBSERVATION OF CHILDREN

The first impact of observation is usually that of deafening noise. The sensitive caseworker, however, can soon learn to distinguish between happy noise and hysterical noise and to become quickly aware of the emotional climate. The second impact, which may continue at length, is the effect of certain types of behavior upon one's intellectual and emotional bulwarks. The third may be one of bewilderment in trying to see what one wants to be. Observation needs to be structured in relation to the child and his use of materials and equipment, other children and teachers. His approach to materials, the kinds of materials and equipment chosen and how they are used, the types of children approached or avoided, the roles played in subgroups, his use of the teachers, can yield important clues in understanding the child in the group. Combined with what the teachers see and hear, the caseworker can usually derive some diagnostic sketch in a relatively short time.

Observation of children needs to become a habit--watching them and talking with them as they come and go, in their rooms or out of them, wherever they are. Only in this way does one begin to experience and incorporate the wide range of normal behavior and understand something of group dynamics. One becomes used to the different tempos within an age level, to the ebb and flow from one developmental level to another, and to the uneven growth of ego and superego, with the revelations of struggle in various behaviorisms.

One very important reason for this concentration on the normal child is that teachers and caseworkers may become too focused upon "problem children": they need to have some balance restored as to who or what is the problem. Then too, like the skilled, experienced teacher, the caseworker finds that she has absorbed normal variations to the extent that, for instance, she may sense and explore further the child whose screams at play seem different from the others, or among the restless, angry children, spot the one who is "different."

SUMMARY

The broadening of the caseworker's function to "service to the day care center" stresses the necessary interdependence of education and social work, with each enriching the other through its special knowledge and skills.

For the caseworker, particularly, her emphasis with staff, which may often take precedence over direct service, gives recognition to the preventive aspect of casework through helping another discipline to meet some of the needs of children and families.

Return of Mom

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Carter Smith

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Getting mothers involved in the raising of their own children may be the most important educational movement of the decade. Not the "another knows best" approach to involvement that assumes every woman who picks up a baby automatically "instinctively" what to do. Most women don't. In fact, it educators have sent a single message for parents over the past decade, it has been that parents have done a generally good job of messing things up. Home, not the school, has been taking most of the blame for educational failure. But ask the Office of Child Development what is the most critical ingredient of early learning. Ask community groups setting up day care centers, ask educational publishers, ask child psychologists and educators of almost any philosophical stripe. All of them will answer: parents.

The new emphasis on parent involvement rests heavily on the broken dreams of the 1960s—a decade of compensatory education, enrichment programs, "head starts," and "follow-throughs." There was a dream that the poverty cycle could be broken, that every child could attain his full potential. For many children, however, the disparity between their ability and their performance is still a gap of despair. Rich and poor remain starkly identifiable by IQ, reading level, and report card.

Only a few years ago the way to close the gap seemed clear. Jean Piaget's meticulous experiments had documented how experiences shape cognitive development from earliest infancy. Benjamin Bloom's statistical studies revealed that 50 per cent of our ability to learn is met by age four and that from then on greater effort is required for less gain. Clear case of diminishing returns, a strong call to earlier education. At the same time other research demonstrated the importance of early learning. In a review with Jerome Kagan, Harvard's child development coordinator, thought they had found the answer to disparities in learning between rich and poor children. The key was early stimulation of children through mobiles, toys, and games. It had long been part of the "hidden curriculum" of middle-class homes. An-

BY SARA STEIN
AND CARTER SMITH

other key was language. "Get me your red shirt from under the bed" tells a child more ways of thinking about both shirt and bed than "get that," the vernacular of less-articulate parents. A third key was exploratory behavior: babies investigating steps and cupboards learn more than babies confined in playpens.

It seemed logical that if schools could intervene early enough and teachers could provide stimulation, encourage exploration, teach skills, and talk a lot, the miracle would happen—intelligence would soar. And it did—or so it seemed. By intervening in a child's education by the time he was two and a half or three, schooling could raise his IQ by 5 points, 10 points, even an incredible 30 points.

By 1965 the rush into early schooling was on with the start of federally sponsored Head Start . . . until it ran smack into its own results. A controversial study by Westinghouse in 1970 cast grave doubts on the effectiveness of Head Start for many children. One by one other programs begun with bright hopes met with the same disappointment—dramatic initial gains washed out within four or five years.

One response was to begin schooling even earlier. Infant day care was started at both the community level and in the university laboratory. Again the research results supported the efficacy of earlier learning. Burton White, director of the Harvard Preschool Project, found that the period between 10 and 18 months was critical to a child's development. His studies also indicated that accurate predictions about a child's future IQ scores can be made at two years of age, and that differences between lower- and middle-class children are evident as early as one year of age.

But to confuse research findings with solutions is a dangerous business. The

Sara Stein is editor of The Open Home, a magazine for parents of young children. Carter Smith is a director of the Day Care and Child Development Council of America.

finding that infant learning is related to later ability does not necessarily indicate that babies should go to school. While it is true that programs for preschoolers have worked because environment does affect intelligence, it is also true that few programs have maintained gains. Environment was not conceived broadly enough; the environment that affects children for all the years of their growth is at home, not at school. A crucial ingredient has been missing. In the words of the Cornell child development authority Urie Bronfenbrenner, "Any appreciable enduring improvement in the child's development can be effected only through an appreciable enduring change in the behavior of the persons intimately associated with the child on a day to day basis." Those persons, for most children, are parents.

Early learning in school can work, in a limited way, but school will never be home. The complexity of family relationships cannot be reproduced. The bond between mother and child is qualitatively different from the bond between care giver and baby. No one teacher, no one institution, will see a child from his infancy through all the years of his growth, in chicken pox and scary dreams, lost in a department store, cranky on Christmas morning, fighting for the television, laughing at inscrutable family jokes. The frequency with which mothers have to explain their child's behavior in school by referring to events at home points up the difference: the core of a child's life is his home; school, no matter how good, is peripheral to his growth.

But focusing on the home as the main center of learning unearthed almost as many problems and contradictions as did the discovery that early learning was important. Getting parents involved in the education of their young children is tricky business. Each kind of involvement has its own unique pitfalls.

Traditionally, parent involvement has meant parents' working with institutions—choosing teachers, developing curriculum, assisting with the children. Head Start was based on this sort of parent involvement, and more and more day care centers and pre-

They also talk with the mother about what she is doing to further her child's development—and how she can do it better.

"Mothers are awfully concerned about what it means to be a mother," says Ann O'Keefe, the director of Home Start. "Interest in parent education is surging because parents in all economic conditions, from a wide variety of locales and with different ethnic and cultural backgrounds, with children of all ages, are searching for support and guidance in the difficult task of rearing children in a world caught up in future shock. Many parents want to be a part of a program which supports their relationship with their children. Home Start acknowledges and builds on a significant strength and resource—the parent—and its simple, straightforward approach appears to have struck a responsive cord in today's America."

But despite hopeful signs, home-based programs are not everyone's first choice as the way to early learning. Evelyn Moore, director of the Black Child Development Institute in Washington, D.C., has criticized home programs: "From a black perspective, [one] major pitfall inherent in this [Project Home Start] family day care program [is] intervention in the positive, children-rearing methods that have existed in our homes over the years and are mainly responsible for the survival of blacks in a hostile society. . . ."

The issue here is cultural difference, but not as it pertains to parents' goals for their children. Studies show that most parents want the same things for their children: to do well in school, to get a good job, to live a fulfilling life. What does appear to be different are the techniques of communicating, of teaching, of disciplining, of interacting—that seem to hinder the development of skills in poor black children, while they help middle-class children succeed. The child-rearing techniques of middle-class whites—exploratory, verbal—are generally instrumental to their goals. The techniques of the low-income black families—authoritarian, less verbal, with an emphasis on rote learning rather than exploration—are often destructive of their goals.

If that's clear, and it is to many pros in the field, then all that seems necessary is to barge in and tell people what they're doing wrong and how to do it right. The trouble is that no one likes to be interfered with. Maybe home is where it's happening, but do we know how to get our foot in the door, or, once in, how to get a mother to sit still for a lecture on child rearing?

The task of the home visitor is not to identify deficiencies, but to find out what a mother really needs. What bugs

BEST COPY AVAILABLE Teaching Tools for Mothers

MAGAZINES & NEWSLETTERS	
The Black Child Advocate <i>Monthly free with membership</i>	For more information write: Black Child Development Institute, Inc. 1028 Connecticut Avenue, N.W. Suite 514 Washington, D.C. 20036
Mister Rogers' Letter <i>Monthly \$2/year</i>	Family Communications, Inc. 4802 Fifth Avenue Pittsburgh, Pennsylvania 15213
The Open Home <i>Monthly \$5.95/year</i>	159 West 53rd Street New York, New York 10019
Parents Magazine <i>Monthly \$3.88/year</i>	80 Newbridge Road Bergenfield, New Jersey 07621
Sesame Street Magazine <i>Monthly \$3.50/year</i>	North Road Poughkeepsie, New York 12601
Toy Review <i>Quarterly \$2/year</i>	383 Elliot Street Newton, Massachusetts 02164
RECENT BOOKS	
Baby Learning Through Baby Play by Ira Gordon <i>Paperback \$3.95; Hardcover \$5.95</i>	Available at bookstores or write: St. Martin's Press 175 Fifth Avenue New York, New York 10010
How To Parent by Fitzhough Dodson <i>Paperback \$1.25</i>	New American Library 1301 Avenue of the Americas New York, New York 10019
I Saw a Purple Cow by Ann Cole, Carolyn Haas, Faith Bushnell, and Betty Weinberger <i>Paperback \$2.95; Hardcover \$5.95</i>	Little, Brown & Company 34 Beacon Street Boston, Massachusetts 02106
Learning Through Play by Jean Marzollo and Janice Lloyd <i>Hardcover \$7.50</i>	Harper & Row 10 East 53rd Street New York, New York 10022
Parent Effectiveness Training by Thomas Gordon <i>Hardcover \$6.95</i>	Peter Wyden, Inc. 750 Third Avenue New York, New York 10017
Steven Caney's Toy Book by Steven Caney <i>Paperback \$3.95; Hardcover \$8.95</i>	Workman Publishing Company 231 East 51st Street New York, New York 10022
PRESCHOOL-LEVEL BOOK CLUBS	
Beginning Readers Program <i>Monthly \$1.95/month</i>	Grolier Enterprises, Inc. Sherman Turnpike Danbury, Connecticut 06816
Read Aloud Book Club <i>Monthly \$1.98/month</i>	Parents Magazine 80 Newbridge Road Box 161 Bergenfield, New Jersey 07621
Weekly Reader Children's Book Club <i>Monthly \$1.69/month</i>	Primary Division Xerox Education Center Columbus, Ohio 43216
PRESCHOOL-LEVEL MAIL ORDER LEARNING PROGRAMS	
Earliest Years Programs (birth to 24 months) <i>\$5.95/month</i>	EDCOM Princeton, New Jersey 08540
Games to Grow on (birth to age 8) <i>\$1.95/month</i>	Grolier Enterprises, Inc. Sherman Turnpike Danbury, Connecticut 06816
FOR INFORMATION ON DAY CARE RESOURCES:	
Black Child Development Institute 1028 Connecticut Avenue, N.W. Washington, D.C. 20036	Day Care and Child Development Council of America 1401 K Street, N.W. Washington, D.C. 20005

visitors. Certainly not their child's inability to master concepts of "same" and "different" for two objects by size, but their probably spiraling, teasing, pestering, bossiness, whining, nagging, and wailing. A good "how to" story comes from Dr. Susan Gray of Peabody College, Nashville. In Dr. Gray's home-visit program, a mother complained to the visitor that she was constantly fighting her two-year-old over the few possessions she owned. What little she had was so dear to her that she could not let her child mess with it. As a result, the child's exploratory behavior was frustrated, and the relationship between mother and child was angry, exasperating, and unifying. But the home visitor sympathized with the mother's need to have things of her own, and they talked about its importance to her feelings about herself. With that support, it was not hard for the mother to see that her daughter also might tie her feelings about herself to what she owned—except that she, unlike her mother, didn't own anything. It was a revelation for the mother to see that both she and her daughter really felt the same way. A small cache of toys and household things was given to the child, and soon she was able to leave her mother's things alone.

The lesson, there are onerous differences between a program that says, "We're interested in helping your child," and one that says, "We're interested in helping you." Anyone who seems to take sides with a mother's child—whether "expert" neighbor, mother-in-law, or home visitor—is an unwelcome guest. But anyone who is ready to help the mother—whether it is to get more free time for herself or to get a cranky child to behave in the supermarket—is bound to be invited in and even given a cup of coffee.

To some parents, both home visitors and institution-based parent-involvement programs are unwelcome. They prefer to rear their children in privacy and in their own way. But just the fact that visitors are unwelcome doesn't mean that help is unwelcome. When a series to parents called *How Do Your Children Grow?* first appeared on public television in New York, parent response was enthusiastic. Abundant mail encouraged the program's continuance. *Fires Rogers of Mister Rogers' Neighborhood* has started work on approaches to a parent education television series. And the Nassau County, Long Island, school board has developed two pilot programs for a parent-directed, child-oriented tv series called *Room to Grow*.

The Nassau County Board of Cooperative Educational Services will also be distributing another do-it-yourself home curriculum called "While

You're At It." In the form of 200 recess-sized cards, it shows parents everything from how to make toys and how to keep a child occupied through a long wait at the clinic, to ways to include children on household chores. The "While You're At It" cards are based on Burton White's findings that the most effective mother is the one who has learned to respond to her child in a natural way as she goes about her daily chores. Sitting down for a prescribed hour of "educational games" puts a strain on both mother and child. But working the child's education into the mother's life "while she's at it" is an easy and fun way to make learning an all-the-time event.

Involving parents in the use of standard educational toys and school materials is also becoming more popular. Recently McGraw-Hill distributed bumper stickers and helium balloons as part of a huge campaign to get parents involved in home activities using their children's own kindergarten materials. Grolier Enterprises started a

Intuition and research are for once pointing in the same direction: "Children thrive better in bad homes than in good institutions."

toy-of-the-month program that includes parent-education materials that are not specifically related to the toys themselves.

As more experience is gained in working with parents, the possible combinations of home- and school-based activities multiply. The Living Room School, a school-in-the-home day care program in Nassau County, Long Island, not only uses home visitors but is also the source of "While You're At It" cards and the *Room to Grow* television pilots. The Appalachia Educational Laboratory developed a five-day-a-week children's television show in conjunction with home visitors, toys, parent publications, and mobile preschools. The cover of their brochure reads, "You might say we've developed a preschool education program for parents."

Parent-education activities are proliferating, because parents are recognizing—and admitting—that they need help in the all-important task of child

rearing. The Moskeller-Moyanhan reassessment of the 1965 Coleman report on race and education confirmed Coleman's findings that family background is much more important in determining a child's educational achievement than is the quality of his schooling. This, along with other studies, puts a tremendous burden on parents, and particularly on mothers, to succeed where the schools apparently cannot.

It seems that a woman's responsibility as a mother is becoming increasingly confused. She is no longer accorded the status of a professional homemaker—holder of secret recipes, master of the fine seam. Her role as a mother has been denigrated as well, as though it were some lower-order occupation, mechanical and boring. And yet if she tries to raise her status by shipping her child off to nursery school and taking a job, the message of her crucial role as mother has filtered down to her just enough to cause painful guilt. By gaining more time for the very pursuits that might raise her self-esteem, it's as if she were committing the sin of child abandonment. Perhaps the most important function that a serious study of parenthood can serve is to raise child care above the level of nose wiping and squabble stopping. And if parent education starts by lending a sympathetic ear to a mother's petty gripes and big troubles, guilt will give way to the sure knowledge that a woman who feels good about herself will become a better mother.

The first baby a woman holds is likely to be her own. Inexperienced, untrained, scared, most parents are ready now to drop the romantic notion of "maternal instincts." They don't know what to do; they want to learn. And with the new movement toward parent involvement in all its kaleidoscopic forms, the means are becoming available.

Politicians are realizing that the more parents learn about the promise of early learning, the more they demand help from the government in providing universal comprehensive child care—whether it be more and better centers or in more enlightened and involved homes. As parenthood education and involvement in a child's early learning reaches American homes, more mothers will know more about children than they ever have before. As the variety of alternatives grows—home learning, family day care, child care facilities in offices and factories, home visitors, infant day care centers—more mothers will have more choices than ever before. Once she knows what she is doing, a mother will be able to turn from full-time child care to some alternative of her own choosing without relinquishing the crucial role she plays in her child's life. □

Section XII -- Bibliography

Of the thirty odd items listed in the bibliography, there are four books we encourage directors to buy. Two are manuals on day care: Boguslawski's "Guide for Establishing and Operating Day Care Centers for Young Children" and Ryan-Jones Associates' "How to Operate Your Day Care Program." Evelyn Linden's "An Introduction to Child Development" and J. Swenson's "Alternatives in Quality Day Care" are both readable and sound in their approach to child development and quality in day care.

ANNOTATED BIBLIOGRAPHY - CHILD CARE COURSE

American Academy of Pediatrics, Committee on Infant and Preschool

Child: Standards for Day Care Centers for Infants and Children Under Three Years of Age (23 page brochure, describing basic principles on administration, personnel, records, program, health services, nutrition and physical facilities.) P.O. Box 1034, Evanston, Illinois 60204
Quantity prices on request.

Association for Childhood Education International: Housing for Early Childhood Education: Centers for Growing and Learning (Articles of description and philosophy of housing facilities for early childhood education. Graphic sketches and illustrations from the United States and in other countries.) 3615 Wisconsin Ave., N.W., Washington, D.C., 20016, 185 pages, \$1.50.

Axelrod, Pearl G. And Trager, Natalie: Directing a Day Care Center, Children Today, November-December 1972.

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Boguslowski, D., Guide for Establishing and Operating Day Care Centers for Young Children. Child Welfare League of America, 44 East 23rd St., New York, N.Y. 10010

Child Welfare League of America: Standards for Day Care, revised 1969, 115 pages, \$2.50. Child Welfare League of America, 44 East 23rd St., New York, N.Y. 10010

Day Care and Child Development Council of American, Inc., 1426 H Street N.W., Washington, D.C. 20005.

The following publications are recommended as particularly useful:

- 1) PLANNING A DAY CARE PROGRAM, DCCDA, 1971. 15 pages, \$1.50
- 2) RESOURCES FOR DAY CARE: Bibliography, free.
- 3) ALTERNATIVES IN QUALITY DAY CARE, J. Swenson. A Guide for Thinking and Planning.

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- Harm, Mary Jay: How to Encourage and Use Parents on Advisory Boards. Office of Economic Opportunity, Project Head Start, 1200 19th Street, N.W., Washington, D.C. 20506. 1968, 4 pages. Limited free supply. (Guidelines, suggestions and ideas for encouraging parent participation at the decision-making level.
- Harris, Carol: How to Begin From Scratch, Michigan State Housing Development Authority, Community Services, 300 South Capitol Avenue, Lansing, MI 48926, May 1972.
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| #3 | <u>Preparing for Change</u> | |
| #4 | <u>Away from Bedlam</u> | |
| #5 | <u>The Vulnerable Child</u> | |
| #6 | <u>A Setting for Growth</u> | |
| #7 | <u>The Individual Child</u> | |
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