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AUTHOR   Folsom, Hyta P.
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ABSTRACT
        This report describes a before- and after-school
program for children in prekindergarten through grade 5, implemented
at a rural elementary school. The feasibility of the program was
evaluated by a survey conducted at a Parent Teacher Association
meeting. Because it has become more common for both parents to work
outside the home, the number of latchkey children has increased in
the last 25 years. Research indicates that the more supervision a
child has, the better his or her performance at school will be. The
program described in this study was implemented during the last 12
weeks of school and was funded by the school district. The curriculum
was designed to provide developmentally appropriate activities for
enjoyment and to promote critical thinking and cooperative learning
skills. Because of the low participation (less than 20% of the
enrollment at the end of the program), the morning project was
discontinued after 4 weeks. There were seven students enrolled in the
afternoon session, but only three students participated regularly.
Parents may have been reluctant to change child care arrangements
late in the year and many did not want to make the long dr e to
school to pick up the child. A grant application was submitted to and
funded by the Latchkey Organization, for an after-school enrichment
program in the second school year. Efforts were made to inform
parents about the availability of the program. At the end of the
second week of school there were 8 children enrolled on a regular
basis and 10 enrolled on a drop-in basis. Results indicate that it is
important in implementing this type of program to match parents'
schedules and to develop a curriculum that meets the needs and
interests of its participants. Appendices include the feasibility
study, program activities, and a daily schedule. (LP)

BEFORE AND AFTER SCHOOL CHILD CARE AND ENRICHMENT

FOR SCHOOL AGE CHILDREN

by

Hyta P. Folsom

A Practicum Report

submitted to the Faculty of the Center for the Advancement
of Nova University in partial fulfillment of the
requirements for the degree of Master of Science.

The abstract of this report may be placed in a
National Database System for reference.

August/1991

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Abstract

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University,
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        The need for a supervised program providing
developmentally appropriate activities for school
age children during before and after-school care
in this school district was addressed by the
development and implementation of a Before and
After School Child Care and Enrichment Project for
School Age Children.   The district in which the
project was implemented was a rural, low-income
area, with a large service area for the targeted
school.   To determine the feasibility of such a
project for school-age children, a survey was
conducted at a local PTA (Parent Teacher
Association) meeting.   The project was developed
and implemented during the last twelve weeks of
school.   Students from Prekindergarten through
grade five were targeted for participation.
Developmentally appropriate activities were
designed for the enjoyment of the students and to
promote critical thinking and cooperative learning
skills.   Results indicated that both timing and
activities are essential in the successful
implementation of this type of project.
Appendices include the feasibility study,
activities, and a daily schedule.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: _Hyta P. Folsom_

Hyta P. Folsom

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CHAPTER I

Purpose

School and Community Setting

As a parent, teacher, and lifelong resident
of this county, the author had encountered and
witnessed many of the problems that the general
parent population had experienced -- that of
adequate child care. There were two licensed day
care facilities in the county with only one being
a Title XX provider. Title XX is a federal program
which pays child care for parents with income
under the poverty level and who are working or
attending school. While both of these facilities
accepted before and after school clients, they
were primarily geared for the pre-school child.
Specific after-school programs for the school-age
child in this district were minimal, at best. A
local dance studio offered classes in dance,
baton, and very limited acrobatics usually on a
one day a week basis. Little League activities
offered opportunities for sports-oriented children
from third grade into middle school. Kindergarten
through second grade children who were not

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athletically inclined had fewer after-school and extra-curricular options.

This project focused on the development and implementation of a before and after-school child care program for local students in Pre-K through fifth grades. The project included a variety of developmentally appropriate enrichment activities and experiences not currently provided in local programs on a regular basis, and a safe, supervised atmosphere for these activities both before and after school.

There was only one elementary school in the school district which encompassed the entire county, an attendance area of 545 square miles. Approximately 80 percent of the elementary students rode buses with many on the bus for an average of 2 3/4 hours per day. The elementary school population encompassed approximately 550 students in Pre-K through fifth grade. Of these students, 28 percent lived with a single parent. The instructional staff included a principal, a guidance counselor, a Curriculum Coordinator/Prep Specialist, a media specialist, 22 regular classroom teachers, three Exceptional Student

Education (ESE) teachers (including

Gifted/Speech), three Chapter I teachers, and two

extended curriculum (physical education) teachers.

The faculty was assisted by three

non-instructional aides and two Chapter I aides.

The average ratio of students per classroom

teacher was 22 to 1.

Socio-economic and Educational Factors

This rural county, located in the north

central part of the state, covered an area of 545

square miles. The county seat, with a population

of 979, was the largest town in the county. Only

one other community large enough to support a post

office existed in the county.

Population in the county in 1989 was 5,404,

with per capita income at $11,866. The school

district, which encompassed the entire county, had

two schools: one elementary school and one

middle/high school combination with a total

district enrollment of approximately 1,150

students. Both schools were situated on adjoining

porperty in the county seat. Projected growth in

schools five years ago was zero percent. Actual

growth from the 1987-88 school year to the 1989-90

school year showed a district-wide increase of seven percent with a 19 percent increase in the elementary school, including Pre-Kindergarten. Many of the new students who enrolled were minority/migrant population. Less than 27 percent of the graduates continued their education in a college or university.

There were four major sources of employment in the county which included a state prison, the school system, one boat plant, and the farming industry. Dairy farming was the largest agricultural employer with the county ranking second in the state in dairy production. There were two forestry-related businesses which employed a combined total of approximately 60 people. Many citizens left the county each day to engage in employment in adjacent counties.

With only one grocery market and one clothing store in the county, many people did their everyday shopping in neighboring counties. The Health Clinic and the Dental Clinic supported the only local doctors and dentists. There was no hospital._ Many residents traveled to other counties, 65 to 85 miles, to obtain medical and

dental attention. In the last three to five years there had been a migration of Hispanic population into the district. At the current time, 11 percent of the students in the school system were black and one percent was Hispanic. For the first time this year the district had to prepare an English as a Second Language (ESL) program.

Child care problems were encountered by parents who had to leave home at an early hour to drive to adjacent counties to work and by parents with jobs in the farming and dairying industry which required extremely early and late hours. Low socio-economic conditions in the county were documented by the fact that 55 percent of the students at the elementary school qualified for the free and reduced lunch program. Many parents needing child care simply could not afford the cost of quality private day care.

As a working parent of four children, the author currently serves as grants writer for the school district. With previous experience as owner of a day care, as a kindergarten teacher, and as project coordinator of the pre-kindergarten program, the author chose to implement this

project to help fill a need of both students and parents in the district.

Problem Statement

For many generations of American families, the customary role for wives was exclusively that of homemaker and mother, while the primary role of husbands was that of the breadwinner. However, economic pressures and a growing insistence on equal treatment for women has led to rapid change (Schilt and Shutrump, 1990). The traditional image of an American family headed by a male breadwinner and a full-time mother has been challenged by the increasing numbers of full and part-time working mothers and by the escalating number of single-parent, male or female, heads of households. Each such non-traditional family configuration is an indication of major change in the social structure in which child rearing occurs and in the economics related to the financing of this changed structure (Pittman, 1987).

More than ten million school children are currently living in single-parent family units.

Eighteen percent of the nation's school children are now living with a lone parent.

The U.S. Bureau of the Census projects that 48 percent of all children born in 1980 will live a considerable time with only one parent before reaching the age of 18. In actual numbers, this is talking about more than 12 million children, and that figure is growing at a rate of more than one million a year (Illinois Association of School Boards, 1989).

The majority of American school children reside in homes in which both parents (or the sole parent) are employed outside the home (Saligson, 1986). Current research indicates that 72 percent of mothers with school-age children are in the out-of-home workforce (Schilit and Shutrump, 1990). This means that two to seven million children fall in the latchkey group (Zigler and Ennis, 1988).

The large numbers of latchkey children, or children in self-care, are a phenomenon of the last 25 years (Long and Long, 1987). More recently, the term "self-care" has surfaced as an alternative label, used by some because it does

not carry the negative connotations associated
with "latchkey" and "unsupervised" (Powell, 1987).
The newness of this topic is demonstrated by the
fact that in the Library of Congress Subject
Headings (1980) there is no listing for school-age
child care. The descriptor "School-Age Child
Care" was only added to the ERIC Thesaurus in
October, 1984 (Webb, 1988). Even as recently as
five years ago, few child-care programs existed
for school-age children, but today we are more
aware of the problem than ever before. This is
the case partly because of the growing number of
children affected by changing patterns of work and
family life, partly because the traditional and ad
hoc arrangements no longer work very well, partly
because of the appalling evidence that children
are no longer safe even in their own homes, and
partly because of sustained coverage of the
problem by the mass media (Seligson, 1986).

Common sense would seem to tell us that these
children are in jeopardy. They are too young and
vulnerable to fend for themselves in this modern
and often dangerous world. Latchkey children are
often described by youth workers as afraid,

lonely, or bored. The School Age Child Care Project at Wellesley College in Massachusetts says supervision may be a "critical element in a child's development" (McCurdy, 1989). Responsibility and Independence are qualities that children develop in small increments. Ten-, eight-, and even six-year-old children may often seem Independent, but they are still children, and more often than not they still need the adult supervision that goes with childhood. All children need some supervision. Holding all other factors constant, the more supervision a child receives the better off that child will be (Zigler and Ennis, 1988).

According to a recent Harris poll, over 50 percent of American teachers believe that the most critical factor undermining school performance is children being left alone after school hours. More than 60 percent of teachers also cited "leaving children alone too much after school" as their chief criticism of parents. In this same survey, of more than 2,000 parents polled, a majority agreed with the teachers (Zigler and Ennis, 1988).

Parents often cannot find available or affordable substitute adult child care. Their children resist attending child-care programs that are not age appropriate. Parents begin experimenting with self-care on an occasional basis (Long and Long, 1987). In several studies, parents have reported higher rates of dissatisfaction with latchkey arrangements than with supervised situations. With self-care arrangements, some parents reported nervously awaiting phone calls from the child to ascertain safe arrival at home. Also, some parents complained of too many phone calls from self-care siblings requesting arbitration in fights with siblings and other decisions. The findings are consistent with anecdotal reports of the "three o'clock syndrome" where the quality of parents' performance at work suffers from giving long-distance attention to children at home alone (Powell, 1987). According to Comfort and Williams as quoted by Webb (1988), latchkey children of working parents are frequently left unsupervised for three to four hours each week day.

Self-care arrangements can be viewed as an instance of expecting children to assume adult-like responsibilities too soon. Pressure on children to grow up quickly is thought to produce unnecessary stress with negative outcomes in such areas as achievement and socioemotional development (Powell, 1987).

Most of the existing research on latchkey children have focused on children in fourth grade (nine years) and above; yet, it appears many children are in self-care arrangements at an earlier age. In one study, about 40 percent of the children in latchkey situations began the arrangement between 8 and 10 years of age; some started staying alone at seven years and younger (Powell, 1987).

In some communities, parents simply don't want to pay for after-school services even when the cost is low (Sailgson, 1986). Several other factors influencing parents' decisions about after-school care arrangements were suggested by Powell and Widdows (1987). One is the child's preference for care arrangements. In one situation, for example, a parent withdrew her

10-year-old son from an after-school program based
at a child care center because the child was being
teased by peers for "going to the place for
babies" (Powell, 1987). Some children enjoy the
feeling of being independent and responsible for
themselves. This sense of well being can be
short-lived, however. Some hospitals are
reporting a higher incidence of injuries among
children who are unsupervised during non-school
hours. Parents and children may seem satisfied
with an unsupervised situation, but only until
something negative happens (Webb, 1988). Another
factor influencing parents is the quality of many
of the in-center after-school programs. In a
current study, most of the centers were
proprietary, and typically had a large number of
children, a small staff with minimal training, and
limited age-appropriate activities. The poor
quality of these programs may have exerted a
negative effect of the children in the same way
that poor quality day-care adversely affects
preschool-aged children. In the study conducted
by Vandell and Coranasiti (1988), day-care
children had lower CTBS scores and significantly

poorer GPAs compared to children in other forms of after-school care. This seems to reflect directly to types and appropriateness of activities offered to children in an after-school program. An organized after-school program offering a high-quality experience of age-appropriate activities which include both physical and mental excerises would affect after-school care children very differently, exerting a positive affect. Child care experiences in the United States have been concentrated in preschool care, thus preschool programs are often the model used when organizing school-age programs. However, the interests and needs of school-age children are quite different from those of preschool children. Daycare for infants, toddlers, and preschoolers has become a valuable service for children and their parents. Little planning, however, has been done for school-age children when school is not in session and their parents are not available (Webb, 1988).

Many believe that schools are in a strategic position to offer care for school-aged children. They have the facilities, the knowledge, and the

experience in working with children, parents, and professionals (McCurdy, 1985). If schools do not begin to provide high quality and affordable care that develops the whole child, in many cases nobody will. The result will be millions of impoverished futures (Zigler and Ennis, 1988).

In determining the need for a before-and-after school child care/enrichment program in this district, the author first looked at care currently being offered. There were two licensed child care facilities in the district. Both are located in town and both were geared primarily for preschool children. Since only one was a Title XX provider, this further limited the availability of affordable child care for the low income parents in the district. There was no before- or after-school care or enrichment program offered on the school site by a private provider or by the school system.

The author next conducted a survey of parents (Appendix A) at a PTA meeting. Parents who had a spouse present were asked to fill one survey out together so that children would not be duplicated in the results. There were 59 surveys returned.

The survey represented 97 children. To the question "Where do your children go after school?", 64 percent indicated that their children went home; 19 percent went to a relative's home. Only four percent went to daycare. To the question "Who takes care of your children after school?", 85 percent indicated that their child(ren) were kept by a family member (parent, relative, sibling), but did not indicate the relationship. Ninety-six percent responded that they were satisfied with present arrangements, but when asked if they would be interested in daycare provided by the school if it were available, 50 percent responded with a "yes" answer. Of those indicating an interest in daycare provided by the school, 28 percent indicated an interest in before school care, and 76 percent indicated interest in after-school care. An interest survey for possible activities to be offered at daycare were ranked in the following order from most to least: homework help, computer activities, Girl Scouts/Brownies, tutoring, arts and crafts, outdoor activities, games (Board games/group games, etc.), stories, music time, Community

Resource People, Boy Scouts, aerobics, hobbies, 4-H Club, and movies.

School-age child care programs are not designed to replace the family or school, but rather to complement and support both. Good programs combine the best features of child care, education, and recreation. Children who might otherwise spend valuable afternoon hours alone watching television, in an inappropriate preschool center, or in less than safe circumstances in their neighborhood get an opportunity to learn new skills, play with friends, and develop interests in special areas such as music, art, sports, dramatics, and literature (Florida House of Representatives, 1985). The response of the parents surveyed by the author seemed to reflect an agreement with this opinion and a desire for such programs.

Outcome Objectives

Outcome objectives of the project were stated as follows:

The success of the project will be measured through growth and continued enrollment of students in the project. Over a period of 12

weeks of supervised enrichment activities after
school, 85 percent of the children Initially
enrolled In the project will remain enrolled and
will continue participation after the project
ends, as measured by physical count at the
beginning of the project. The author anticipates
that growth will occur throughout the
Implementation period, once the project has proven
that It Is a safe, fun, appropriate, and
affordable alternative In before- and after-school
care for the children.

The author will conduct a survey among
parents of the students enrolled at the end of the
Implementation period to determine satisfaction
with the overall project, staff, and with project
activities In making sure that activities match
participants, needs and Interests. The program
will be deemed successful If 90 percent of the
parents surveyed Indicate overall satisfaction
with the project, staff, and activities.

Students Involved In the after-school project
will acquire an appreciation of community and
environment through planned activities which
require thinking and Input. At given times during

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each afternoon session, 75 percent or more of the
students will be engaged in activities which
involve cognitive skills, as evidenced by teacher
observation.

CHAPTER II

Research and Solution Strategy

Research

Mrs. X laments "My child is coming home from school, and I am not there to greet him, to hear about his day, and to supervise his snacks. I am not there to make sure he doesn't watch television all afternoon, to help him with his homework and see that he gets outdoors for exercise. I am not at home because I am a working mother, and he is a latchkey child" (Walters, 1985). Latchkey is a term dating to the 19th Century, when children on their own actually wore housekeys tied around their necks. Most often the term refers to youngsters between the ages of five and thirteen who are unsupervised by a responsible adult when these children are not in school. Given this definition, the Children's Defense Fund estimates the number of latchkey children to be 7 million. However, this number could be low because many working parents are embarrassed to admit that their youngsters go unattended (McCurdy, 1985).

It is a risky supposition in today's society with
its many sexual stimuli, confused values, and lack
of cohesive communities, to assume that young
people are able to care for themselves. When the
vulnerable psychological characteristics of young
people are considered, it seems unwise to expose
them to the temptations offered by regular and
extended periods of time without responsible adult
supervision (Long & Long, 1987).

Old images die hard. How many of us still
think of a young child hurrying home at the end of
the school day to be greeted with open arms by a
waiting mother (McCurdy, 1985)? It is a fact that
many children go home to an empty house after
school dismissal time. Parents find many
difficulties in arranging for proper child care.
Fear and anxiety are experienced by children about
coming home to be by themselves. This anxiety
affects student learning and behavior (Latchkey,
Rural Model, 1984). Surveys indicate that some
parents believe or profess to believe that an 8
year old child (or third grader) should be able to
care for himself or herself. Such parents may be
reluctant to reveal that their children are alone;

other parents may counsel their children not to reveal that they will be alone for security reasons. Experts have suggested that the dimensions of the problem are truly hidden from both school and public authorities (Illinois Association of School Boards, 1989). But researchers have consistently found that 25 percent or more of the school-age population are latchkey children (Long & Long, 1987).

A survey revealed in <u>Keynotes, School Age News and Views</u> (1990) showed that an estimated 40 percent of school-age children in this state are in need of before and after school care, but only 11 percent of the in-need population are being served. An increasing number of corporations are offering or supporting child care for their employees. <u>The Chicago Tribune</u> cited a national study: "A decade ago only 110 employers gave workers child care support. Last year more than 3000 companies provided help, either on-site day care, subsidies, or referral services." However, the fact remains that many who most need the child care assistance are not employed in positions

which are likely to offer this fringe benefit
(Illinois Association of School Boards, 1989).

Self-care is not only not beneficial, but may
be harmful, according to evidence compiled by a
number of researchers. Researchers have found
latchkey children to be more fearful and anxious
than adult-supervised peers (Zigler & Ennis,
1988). Some researchers believe latchkey children
may be "at risk" developmentally. In order to
learn new behaviors, children need consistent,
frequent, and healthy interaction with warm
affirming adults. Children who do not have access
to such adults may not learn the behaviors
necessary for healthy development. The latchkey
arrangement may, also, force responsibilities on
children too young to cope and may deprive some
children of the playtime with peers necessary for
the development of social skills (Florida House of
Representatives, 1985).

The risks involved in leaving school-age
children to care for themselves are frightening.
Their feelings of loneliness, fearfulness,
rejection, and alienation are accompanied by
increased risks of accidents and sexual

victimization, overexposure to television,
exposure to drugs and alcohol, improper nutrition
leading to obesity, peer pressure leading to
vandalism and delinquency, and academic failure.
For many of them, the telephone has become their
only link to security and the television their
only friend (Walters, 1985). Latchkey children
are also extremely vulnerable to accidents and
abuse. Reports of unattended children being
victimized, encountering burglars, or starting
fires are commonplace (Zigler & Ennis, 1988). In
1981, U.S. News and World Report stated that one
in six calls received by the Newark, New Jersey,
fire department involved a child or children alone
at home. Many children lack the judgement to deal
with crises that arise or the experience to
prevent minor accidents (such as small fires) from
becoming tragedies (Florida House of
Representatives, 1985).

Loneliness or boredom are chief complaints of
latchkey children. And in one telling survey, the
editors of Sprint, a language arts magazine for
children, asked children to "think of a situation
that is scary." Anticipating answers such as

"snakes" or "bad report cards", the editors were shocked to discover that over 70 percent of the responding children were most afraid of being home alone (Zigler & Ennis, 1988). In a national survey of children, Zill found 32 percent of boys and 41 percent of girls between the ages of 7 and 11 years worried when they were home without an adult. The primary concern was that "someone bad" might get into the house (Powell, 1987).

Most latchkey children are told by their parents to come home after school. Most latchkey children do. These children are those least likely to become involved with peers, most likely to spend hours in front of the television. If the stay-at-home latchkey child is otherwise without companionship, televison can have a very great impact on his or her thinking because latchkey children do not have readily available resources for helping select and process what they are watching. These television-watching children are routinely called on to deal with information for which they have no foundation or understanding. It may be from what they see on television that

their visual impressions of what is usual sexual

behavior is shaped (Long & Long, 1987).

A study by Garbarino in 1981 revealed that

investigations showed a positive correlation

between self-care and juvenile delinquency. As

lonely children seek companionship and

entertainment on the streets, the result is often

vandalism, teenage pregnancy, and experimentation

with drugs (Zigler & Ennis, 1988).

Children usually learn adult values and adult

behaviors by watching adults act like adults.

Sometimes today's models are only images;

sometimes they are still only children themselves.

Approximately half of all latchkey children spend

their after-school hours in the company of their

siblings. Many of these older siblings are not

really ready to take on the responsibility of

child care and actually need supervision

themselves (Dumont, 1987). Young latchkey

children learn a great deal about their sexuality

by observing older siblings. Older siblings often

determine the television programs that both

children watch together. Younger siblings often

listen to music selected by older siblings when

their parents are not home. Dating patterns, what
is said to a boy or girl friend during telephone
conversations, estimations of what is attractive,
are all often observed in the activity of older
siblings during after school hours. The younger
siblings may then strive to become similar to the
older one by attempting to adopt the latter's
behavior. Older latchkey children themselves may
have had less guidance in these crucial areas of
sexual development so that a great deal of
misinformation can be passed on from one age child
to another (Long & Long, 1987).

Many parents, teachers, and politicians have
looked for explanations for the changes in sexual
activities in young adolescents. The existence of
easily obtained means of birth control, sex
education in the schools, television, and song
lyrics have all been cited as potential culprits.
Until recently, however, few have examined the
impact of self-care as a possible concommitant of
increased sexual behavior among American young
people. It seems no accident that the rise in
sex-related behaviors, unwanted pregnancies and
sexually communicated diseases parallels the

changes in child-care arrangement in American
society. Children home alone, or in the company
of siblings, need to be provided with
opportunities to process sexual information that
they may have picked up while unsupervised.
Confusion about sexual issues portrayed on
television, sexual interaction with an older
sibling, and/or sexually explicit telephone calls
children receive while home alone can all
stimulate anxiety in unattended children (Long &
Long, 1987).

Unless parents are willing to take more
responsibility for monitoring their children, they
should not be surprised that their children will
take advantage of the freedom offered them by
becoming more sexually active. The Guttmacher
Institute reports that in some cities the greatest
increases in teenage pregnancies occur among
children 12 to 14 years of age (Long & Long,
1987). The National Committee for the Prevention
of Child Abuse was told that adolescents are the
ones most often neglected by working parents and
harmed by lack of after-school opportunities.
This lack of activities may even be linked to teen

suicides (McCurdy, 1985). Other problems are
associated with children who are left on their
own. Truancy among children left to get to school
in the morning by themselves is an increasing
trend (Florida House of Representatives, 1985).

Generally, school personnel feel that
children who regularly spend many hours each day
without adult supervision are less well-prepared
for school than their more closely supervised
peers (Saligson, 1986). It is self-evident that
fearful, injured or delinquent children do not
make good students. They lack the stability and
confidence needed to succeed in school and lack
practice in cognitive activities. In general, as
the level of care falls, social adjustment and
academic performance deteriorates. In 1986
Steinberg found that children who return home
after school seem to fare better than those who go
to a friend's house, and those who go to a
friend's house in turn fare better than those who
hang out on the street (Zigler & Ennis, 1988).
Recent evidence suggests there is reason to be
concerned about the welfare of latchkey children
who are not at home alone after school. A study

In Wisconsin of 865 children found both boys and girls in fifth through ninth grade to be more susceptible to peer pressure when they were in an after-school situation removed from consistent adult control. Children who were on their own and not at home were more susceptible to peer pressure than children on their own in their own homes. A hierarchy of susceptibility seemed to be operating (Powell, 1987).

Many researchers seem to think that any adult is better than none. But other research shows that poor daycare can have an adverse affect on school age children, just as it does on preschool age children. The quality of daycare, and the appropriateness of activities for the age levels seem to be the difference. In the argument that regular day-care programs are sufficient, a study was done by Vandell and Coranasiti (1988) which showed that day-care children had significantly poorer GPAs compared to children in the other forms of after-school care. There was also some evidence of poorer conduct grades. In the study, analyses determined that those third graders who attended day-care centers or who stayed with

sitters after school received significantly more
negative peer nominations for friends than did
those children who returned home to their mothers
or latchkey children.

There are other views pertaining to latchkey
children. McCurdy (1985) says that being a
latchkey child may not be so bad, especially if
the settings are rural or suburban, which are much
safer than large urban areas. A survey by Working
Mother Magazine found that latchkey children enjoy
t e feelings of independence, privacy and
self-reliance (McCurdy, 1985). A study done by
Galambos in 1983 of rural and small-town students
who cared for themselves found that their school
adjustment and academic performance were identical
to those of peers cared for by adults (Zigler &
Ennis, 1988). Several studies have discovered no
differences in the functioning of children who
were supervised versus unsupervised at home by an
adult after school. The child areas measured
included school achievement, and susceptibility to
peer pressure. The studies were conducted in
suburban and rural areas but not urban settings

(Powell, 1987). In a predominantly rural,
blue-collar sample of fourth and seventh graders,
Rodman found no differences between latchkey and
adult-care children's self-reported sense of
control and self-esteem or in teachers' ratings of
the children's social adjustment. Using a
working-class/middle class sample of fifth to
ninth graders, Steinberg found no overall
differences in the responses of latchkey children
and mother-care children to a set of story
dilemmas assessing susceptibility to negative peer
pressure, although those latchkey children who
were allowed to "hang out" as opposed to going
home were more likely to report that they could be
negatively influenced by peers (Vandell and
Corasaniti, 1988). A key factor in the findings
of these studies is whether the parents know a
child's whereabouts - what Steinberg calls "distal
supervision." There were minimal differences in
susceptibility to peer pressure between
adult-supervised and unsupervised children when
parents knew the child's whereabouts (Powell,
1987).

Solution Strategy

Based on a review of the literature, several facts become evident. Child care is everybody's responsibility (Press-Dawson, 1987). Many creative programs have tried to soften the lack of supervision during non-school hours. In some areas telephone hot-lines have been established for latchkey children who need adult reassurances or advice. There are area video programs and books designed to help children with their hours alone (Dumont, et al, 1987).

The cost of after-school programs is cited frequently as a barrier to program use. However, the existing research does not support the idea that programs are too expensive, except for low-income parents. Schools should help parents provide more organized after-school and summertime activities for students of all ages. Indeed, parents must learn more effective strategies for controlling the activities of their children when the parents are not present to personally monitor their children's behavior, but effective parental strategies always assume non-parental support by organizations (Long & Long, 1987). Dumont

(1987) concurs that although public schools are
not the only option for provisions of before and
after school child care, they are one of the most
natural and convenient. After school programs may
not only provide a place for the children, but may
also provide complementarity by increasing the
opportunities for*social interaction between
peers. Opportunities for neighborhood children to
play together after school have decreased owing to
the lack of neighborhood adults in close
proximity. Many children are directed to go
straight home and lock the doors when they arrive
because there are no adults available. This
limits the children's social experiences with
peers. Child care attendance has been associated
with increased social maturity and with some
populations, with increased cognitive development.
Children in the after-school program appeared to
be more advanced in social development as measured
by the ability to form friendships than the
children who attended only the elementary school
program (Carolee, et al, 1987).

School-age child care is primary prevention
for the physical, psychological, and delinquency

risks of latchkey children -- problems which can require even greater state involvement and expense (Florida House of Representatives, 1985).

There are a variety of programs for school-age child care, but a program that works well in one community may not always work well in another community although some parts of the program will be successful. When designing a curriculum for a school-age child care program, attention should be paid to the needs and strengths of the children in the program, and the community's characteristics, the skill of the staff, days and hours of the program s operation, and the goals of the program (Webb, 1988).

The district the author worked in had many unique situations to work around in developing a before and after school project: most of the children were from low-income families; this was a very rural district and most of the children rode the school bus for extended periods during the day; many parents who had their children go home to relatives other than the parent worked out of the county or worked very early and late hours; and, considering the attendance area of the

district, many may not have wanted to drive the distance to the school in order for their child to take part in the program. The challenge was to design a project that would serve the needs of the children well enough that parents would consider it worthwhile to go the extra distance to have their child participate. There was a district need for academic improvement and improvement of test scores. While this project was not intended to be an extension of the school day, the project would incorporate activities that would infuse critical thinking skills into the activities provided, and promote cooperative learning among participants of the project. With the research facts in mind, the author intended to develop and implement a before- and-after school project designed to serve the unique needs of the children and parents of this district.

CHAPTER III

Method

There were several people involved in the
implementation of this project. The author
collaborated with the elementary principal in
determining the best method and location for
actual implementation of the project. Several
steps toward preparation of this project occurred
before actual implementation began. After a
survey (See Appendix A) was conducted at a PTA
meeting, a need was established for an
after-school child care project. Approval of this
project was granted by the district superintendent
after the practicum plan had been reviewed and
approved by the advisor. The author appeared
before the school board to explain the results of
the survey, how the program would work, who it
would serve, and answer any questions. A request
was made for program approval and seed money for
personnel wages and initial purchase of materials
and supplies to fund the project until the end of
the school year. The desire of the author in

developing the project was to implement a project
that would meet the needs of many parents and
students in the district, increase critical
thinking skills in students while implementing
cooperative learning strategies, and also
eventually become a self-supporting program.

The school board granted project approval and
agreed to provide seed money to fund the project
until the end of school. Following district
procedure, the author developed a job description
for a lead teacher and a job description for an
aide, before beginning advertisement for the
positions. The author was assigned responsibility
for job advertisement, and in assuring that
district procedure was correctly followed. The
Job Training Partnership Act (JTPA) Coodinator was
approached in an effort to gain additional funding
to help support the salary of the aide assisting
the lead teacher. The request was honored, and an
agreement was made to fund one-half of the aide's
salary, with the stipulation that the aide work at
least 30 hours per week. Since the project was
for less than 30 hours per week, administration
agreed for the aide to work the additional hours

in the district Dropout Prevention Daycare Program
which was also being organized at this time due to
the closing of one of the two daycare centers in
the county.

The author participated in all interviews and,
together with the Supervisor of Personnel, made
recommendations to the superintendent, which were
honored. The aim was to have at least two
employees at all times in the project. As the
project expanded, more aides would be employed as
needed to keep student/adult ratio to no more than
15 to 1. Before the project began, an inservice
for project staff was conducted by the author.
While the lead teacher and aide served as project
teachers on site with the children, The author
served as project coordinator, overseeing the
entire project, and performing all administrative
duties. Prior to implementation, the selected
staff and the author worked closely together,
developing the project, a daily time schedule for
the project, and a list of developmentally
appropriate activities for the children to
participate in. (See Appendix B.) The author also
developed the necessary forms for the parents to

sign, including the form for registration,

emergency authorization forms, field trip

permission forms, disciplinary rules, and a fee

schedule, modeled from a combination of forms used

by nearby districts in their after-school programs

and revised to meet the needs of this district.

The next step was to publicize and advertise

the program. A start-up date for the project was

set, and a time scheduled for registration. A

presentation was made at an Elementary PTA

program describing the program, activities, and

fees. Letters were sent home by students, posters

were placed in prominent locations around town,

and an article about the project was published in

the county newspaper. Open registration continued

throughout the project. As parents registered

their children in the project, they were requested

to complete necessary registration forms,

emergency/medical forms, field trip permission,

and a parent information form. Although the

development of a handbook was not accomplished,

parents were given a packet of papers explaining

the project activities, behavioral expectations,

and operational policies. The project was open to

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all children in Pre-k through grade five in the district, but each child had to be registered by a parent or guardian prior to participation.

The daily schedule for the morning session began at 6:30 A.M. and ended at 8:15 A.M. when the schoolday began. The afternoon session began at 3:00 P.M. and lasted until 6:00 P.M. Both sessions were open to a possible time adjustment if needed. A daily schedule of activities was developed and posted for the children, allowing flexibility for the needs of the children or for special events.

Morning sessions were implemented, with the teacher prepared each morning. A typical morning session was scheduled to begin at 6:30 A.M. After two weeks, the time was moved to 6:45 A.M. when there were no participants. Because of a total lack of participation, the morning part of the project was discontinued after four weeks. As a part of the morning schedule, although breakfast was not served, students were allowed to bring breakfast, and help would be given to students who needed to finish homework assignments. Students involved would have participated in low-key,

Indoor activities such as board games, reading books, and center activities during the period of time before the regular school day began.

There were seven students who enrolled in the afternoon project. Of the seven who enrolled, only three attended, and these were not on a regular basis. Schedule for a typical afternoon session (See Appendix C) included outside free play (a let-down time); snack time; special activity time (fun things to do and learn, such as music, games, club meetings, art, etc.); Drop Everything and Read (D.E.A.R.) time; quiet time for homework, tutoring, or other activities which require critical thinking skills and cooperative learning; and free choice indoors. After children began in the project, an interest survey was to be conducted among the students to determine preferred activities. A parent meeting was scheduled to be held after two weeks into the project to obtain input, ideas, and suggestions for improvement of the project. Because of the lack of participation, the scheduled meeting was never held although sidewalk conferences with parents by project teachers helped to determine

reasons for lack of regular participation. Staff meetings were held on a much more frequent basis to determine solutions for the problem.

A second notification advertising the project was sent by the school to all parents via students, with no response. An informal survey conducted during the last week of the project helped to determine the reasons for lack of participation of those enrolled. Three of the parents were teachers. They had enrolled their children so that the children would have a place to go after school, during teacher meetings. Since the elementary school had begun restructuring this past year, teacher meetings were very frequent, but tapered off as the end-of-school activities increased, and so the need for after-school care also tapered off. One teacher who had enrolled two children suffered a back injury and was out of school for the last six to eight weeks of school. Grandparents picked the children up each day after school. One parent used the project for her child while she worked on a PTA program, but discontinued use when the program was over.

In development of this project, the author
had researched several different before- and
after- school day care programs. This included
programs in adjoining districts, published daycare
reviews, and programs proclaimed as exemplary
during various district and state meetings. The
author wrote to directors and received copies of
successfully developed programs and spoke to
directors who were very helpful in conveying
information about things that did and did not work
in their district. While many things that worked
for other districts would not work at this site,
several ideas which the author perceived
worthwhile or feasible were incorporated into this
project. The project was designed for the unique
needs of the parents and students in this
district.

Weekly Timeframe

Week one. A survey was conducted at a PTA
meeting to determine need of the project within
our district. There were approximately 130
persons attending the meeting. The author
requested that if both husband and wife were

present that only one respond to the survey so children would not be duplicated. Of 70 surveys returned, approximately 50 indicated approval of this project, and 25 indicated interest in enrolling their child(ren) in the project.

Week two. The School Board approval for the project was granted, and the author was instructed to develop job descriptions. Following Board approval of the job descriptions, permission was given to begin job advertisements. Initial interviews were conducted by the author and recommendations to the Superintendent were honored, resulting in the subsequent employment of personnel in the project. The author developed all project forms. Staff orientation was held, and a daily activity schedule was formulated jointly with the staff. Initial student registration was held, with open registration continuing throughout the project.

Week three This was the first week of project implementation. The regular daily schedule was implemented. The morning schedu included a breakfast time for those bringing their breakfast, a time to finish homework, and other low-key,

Indoor activities, such as board games, books and
magazines, and free choice. The afternoon program
was Implemented, and the daily schedule Included:
arrival and attendance check; snack time; outdoor
free play; special activity time; D.E.A.R. (Drop
Everything and Read) time; quiet time for
homework, tutoring, cognitive thinking skill
activities and cooperative learning strategies;
and free choice Indoor activities. Students were
surveyed as to activities preferred, and an
orientation period was planned In learning the
rules for participation In the project as well as
the procedure for checking out each day. Due to
the low participation of no more than one or two
children per day, the survey and checkout
procedures were conducted Informally and
Individually.

Week four. The regular daily schedule
continued. A parent meeting scheduled to be held
for Input, Ideas, and suggestions for the project
was done on an Individual basis. Enrollment
continued to be very low. The activity leaders
advertised throughout the town and notices were
sent out a second time by the school

administration to parents of all children in grades Pre-K through five. It was determined that it would not be feasible to reduce fees. The children attending conveyed favorite activities to the leaders.

An informal sidewalk survey of parents indicated that most were unwilling to change child care arrangements so late in the year, though they still thought the project was needed overall. Little League baseball and softball for boys and girls from third grade up began, with after school games or practices held daily. Siblings and other children not involved as team members participated as spectators.

Weeks five through eleven. The project continued on a daily basis, with regular staff meetings. Although enrollment continued to be very low, administation agreed to continue the project to the end of the school year, realizing the importance of project completion to parents who were observing as well as those with children participating.

Week twelve. A survey was conducted informally with the parents of enrolled children

during the final week of the project to determine student and parent satisfaction with the project in meeting clientele needs, in satisfaction with staff, in providing developmentally appropriate activities, and in meeting project objectives. Both parent and student response was very positive.

Although participation was very low, for the students participating, a time was set aside each day for completion of homework and engagement in activities involving critical thinking skills and cooperative learning. On days of attendance, because of the low number of participants, 100 per cent were engaged in those activities.

CHAPTER IV

Results

Evaluation of the program was conducted not only during the final week of the project implementation, but also throughout the project. Success of the project was to be determined through growth and continued student enrollment, and through surveys of parents of enrolled students. Evaluation criteria pertaining to student enrollment stated that, of the number of students initially enrolling, at least 85 percent of that number would continue participation beyond the end of the project period. Actual student participation at the end of the project was less than 20 percent of the enrollment, with no students on a regular basis, and no more than three at any one time. These were on a drop-in basis at very irregular intervals.

Through surveys, the author had determined that participation should range from eight to fifteen students per day. The actual number ranged from zero to no more that three per day.

The small number of participants prevented the activity leaders from carrying out scheduled activities as anticipated.

Parents of enrolled students were surveyed at the end of the implementation period to determine satisfaction with the overall program, staff, and with project activities in making sure that activities match participants, needs, and interests. This objective would be considered successful if 90 per cent the parents surveyed indicated overall satisfaction with the project, staff, and activities. In conducting the informal survey during the final week of the project, 100 per cent of the parents who had initially enrolled their child in the project indicated overall satisfaction with the project, staff, and activities, even though the participation had been very low.

Each day that students attended, 100 per cent of the students were engaged during that day in planned activities that involved cognitive skills, emphasizing critical thinking. With zero to no more than three participants on any given day, cooperative learning skills involving

student-to-student interaction were minimal.
Evaluation of this objective was easily conducted
due to the very low number of participants.

When polled as to reasons for not
participating in the project after enrollment, two
teachers who had enrolled students stated that
their reason for enrollment was to have child care
during teacher meetings after school. During the
final weeks of school when end-of-the-year
activities increased, staff meetings were held
after school much less frequently, decreasing the
need the child care services. One teacher who had
enrolled two children experienced back surgery and
was out of school for the last six to eight weeks.
Grandparents picked the children up after school
each day. One parent working on a PTA program
enrolled her child, discontinuing use of the
project services after the PTA program was over.
Little League softball and baseball activities for
girls and boys began in the late spring, and
practices or games were held on a daily basis.
The practice and playing fields are adjacent to
the elementary school. With parental permission,
children could ride the school buses across to the

adjacent high school, get off the bus, and walk over to the playing fields, all without leaving school property. Because Little League activities were the only organized activities for the elementary children on a regular basis, many children participated as team members or as spectators until picked up by a parent or another relative.

The target school has a county-wide service area of 545 square miles. Children living at the outer edges of the county ride the school buses up to 2 3/4 hours per day. Many parents are unwilling to drive the distance required to pick up children after work each day, a possible distance of up to 30 miles each way. Many parents are simply unwilling to pay for child care, whatever the cost.

Another variable affecting the project was the timing in implementation. Parents were reluctant to change child care arrangements so late in the school year, especially to a new program that contained no guarantees for the future. The history for the establishment and acceptance of many new programs in the county,

especially for those involving children, reveals

a reluctance for participation until time proves

that the program will remain established.

CHAPTER V

Recommendations

During the implementation of this project,
one of the two daycare centers in the county
closed its doors. There were no centers in the
county that were prepared to offer developmentally
appropriate and age-appropriate activities for
school-age children. Because there was still a
need for school age child care, with
administrative permission the author, as District
Grants Writer, submitted a grant to the Latchkey
Organization for a development and planning grant,
to get seed money to establish a new program
beginning with the new school year. The grant was
funded.

With grant funding, personnel has been
employed to plan and implement an after school
child care enrichment program for the new school
year. Because of the total lack of participation
in the before school care portion of this project,
the new program will address only after-school
care and enrichment activities. If there proved
to be very low participation then the program

would be discontinued at the end of the grant

period. If enough parents indicate a need for

both before-and-after school care, the district

administration is willing to make arrangements to

implement both programs. Recommendations to

implement a regular after-school enrichment

program based upon this project stemmed from the

feedback from surveys that indicated that the need

was there; primarily, timing for the project was

wrong. While the basic format of this project

seems substantial, there was never really the

opportunity to see the entire project in operation

because of the lack of participation. As

recommended in the proposal, the program should

mold to fit the individual needs and interests of

the students in the program.

A presentation about after-school child care

was made to parents at the Prekindergarten

Orientation. Information in the form of handouts

have been made available on a continual basis in

the elementary school office, and was included in

material given to parents of kindergarteners at

the time of registration. Handouts were developed

and placed in grocery bags in the local grocery store.

Because of the project implementation during the last school year, interest in a day care program has increased for the coming school year. Using forms, project format, and activities developed during this project, as well as rehiring the same personnel, After School Enrichment was implemented on the first day of the current school year. At the end of the second week of school, there were eight children attending on a regular basis and ten children enrolled on a drop-in basis, for a total of eighteen children. Average daily attendance has ranged from eight to eleven children per day.

Because of the newness of before and after school child care programs, especially in rural areas, this project will be shared with any district or individual who requests it. The project evaluation was shared with the elementary principal, superintendent, school board and other district administration.

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APPENDIX A

TO: PARENTS

FROM: DR. GWEN DURHAM, LES PRINCIPAL / HYTA FOLSOM, GRANTS
       WRITER

DATE: JANUARY 7, 1991

RE: FEASIBILITY STUDY FOR BEFORE AND AFTER SCHOOL CARE FOR
      SCHOOL AGE CHILDREN

****

    There is a possibility of implementing a program this
semester to provide before and after school care for school-age
children in Pre-K through fifth grades. This program would not
only include supervision but learning experiences, activities,
and projects for those children participating. To participate,
parents would be charged a fee on a sliding scale, which means
your fee would be according to your income and the number of
children you wish to be served in the program.
    This is only a SURVEY and does NOT commit you to the
program. Thank you for your cooperation!!.

Number of children in Pre-K through grade 5 _____

Age(s) _____

Where do your children go after school?
_____Home
_____Relative's home
_____Sitter's home
_____Friend's home
_____Daycare
_____Other:_____

Who takes care of your children after school?
_____no one
_____family member (parent, relative, sibling)
_____sitter
_____friend
_____day care personnel
_____other:_____

Are you satisfied with present arrangements?
_____Yes
_____No

Would you be interested in Day Care provided by the school if it were available?

_____No
_____Yes

    If yes,
_____Before School Care
_____After School Care
_____Both Before and After School Care

Which of the following activities would you be interested in being provided at Day Care?

_____Homework help
_____Girl Scouts/ Brownies
_____Boy Scouts
_____4-II Club
_____Movies
_____Arts and Crafts
_____Computer Activities
_____Hobbies
_____Outdoor Activities
_____Stories
_____Games: Board games/group games, etc.
_____Musictime
_____Tutoring
_____Aerobics
_____Community Resource People
_____Other: _____

APPENDIX B

ACTIVITY LIST

<u>Cognitive Domain</u>
Intellectual development is the concern of the cognitive domain. Activities in art, drama, music, and other creative activities are components to encourage growth in the cognitive domain. Homework assistance is offered daily, with tutoring upon the request of parents. A quiet time is provided so that all students who need the study time will have a chance for a productive period.

Art:
    Body painting
        Child paints self while looking in a mirror using tempra mixed with liquid soap
    Collage
        Child glues design on paper
                Found objects from beach walk or nature walk
                Magazine pictures
                Odds and ends
                    Material scraps
                    School box stuff
                    Paper scraps of different textures

    Foot prints
        Child paints feet with tempra mixed with liquid soap then walks on paper
    Hand prints
        Child paints hand with tempra mixed with liquid soap then presses hand on paper
    Magic markers
        Child draws design to music
    Marble painting
        Child lays paper flat in a box and rolls over the paper a marble that has been dipped in tempra paint
    Mobiles
        Child glues string to objects and hangs them from a branch

Rubbings
        Child places textured items under paper
        then rubs top paper with soft pencil or
        crayon
    Sand casting
        Child presses shells or other objects
        into damp sand or uses wooden stick to
        draw a design; plaster (3 parts to 1
        part water) is poured over design and
        allowed to harden
    Sponge printing
        Child folds construction paper and cuts
        a design; unfolds it; places it on
        another sheet; dips sponge into paint
        and prints cutout design
    String painting
        Child glues string on cardboard in a
        design; when design is dry, with string
        covered with paint, place face down and
        roll with rolling pin or like object

Craft Activities:

    Shells
    Woodworking
    Latch hook weaving
    Leather
    Finger knitting
    Beads
    Macrame

Social Domain
Games and fun activities are components that
foster growth in the social domain. Heterogenous
age groups play at centers.

Quiet Table Games and Activities

Solitaire/other card games
Drawing/individual art
Reading
Resting
Homework
Playdough
Puzzles
Stories at Language Center, using earphones

Small Group Games and Activities

Water play
Dot to dot drawings and games
Art
Jacks
Monopoly
Candyland
Checkers
Chinese Checkers
Legos
Lincoln Logs
Dominoes
Music Center
Cooking
Block Center
Science Center
Miniature toys:
     cowboys and Indians
     farm and zoo animals
     soldiers
Sandbox with toys

Creative Group Activities

Scavenger hunt
Storytelling
Thumb Wrestling
Room Mazes/Obstacle Course
Musical Chairs
Aerobics
Jumprope
Hopscotch

Outdoor Games

Playground free play
Kickball
Baseball
Basketball
Soccer/football
Relays/tag
Volleyball
, Dodgeball   (Cohn, 1989)

Many times problem solving can be attacked through
drama, an activity that promotes social growth:

Imaginative play
Nursery Rhymes and familiar stories
Original stories written by the students
Plays found in children's books
Puppets can serve as actors.

Group games: (These games can be tailored to the
                age of the children involved, by
                simplifying the rules or by adding
                additional rules and activities
                to the game.)

Squat Tag
        One child is chosen to be "It". The child
        attempts to tag one of the other players who
        run or dodge. They cannot be tagged if they
        are squatting.

Squirrel in the Trees
        Partners form trees by placing both hands on
        other's shoulders. Another child is the
        squirrel in the tree and stands between the
        partners. There is an extra squirrel. At
        the signal all squirrels change trees. The
        extra player tries to find a tree. Only one
        squirrel per tree.

Teacher Ball
        Several children line up side by side. The
        child selected as the teacher stands in front
        of the group. The teacher throws the ball to
        each child in turn and the child throws it
        back. One who misses the ball goes to the
        foot of the line. If the teacher misses, the
        child at the head of the line becomes the
        teacher.

The Farmer is Coming
        All players except one, the farmer, stand
        behind the starting line. The farmer seated
        a distance away give the signal for the
        children to walk foward. When they approach,
        the farmer claps hands and shouts: "The
        farmer is coming!" and attempts to tag one of
        the players. The tagged player becomes the

new farmer.

Circle Relay
Children form circles. A player in each
circle is given a handkerchief. This child
runs around the circle and gives the
handkerchief to the child on the right who
repeats the procedure. Each child in the
circle has a turn. The circle that finishes
first is the winner.

Line Relay
Players form teams in parallel lines and
count off. The game leader calls out a number
and this player on each team steps out of
line and runs clockwise around the line back
to the same place. The player who returns
first scores a point. The team that scores
15 points first wins.

Midnight
One child is selected to be Mr. Fox and one
to be Mother Hen. All other players are
chickens. Hens and chickens have a goal line
some distance from the fox. Mother Hen leads
the chickens to Mr. Fox and asks, "What time
is it?" The fox may choose any time to
reply. When the answer is midnight, hen and
chickens run for goal line with the fox
chasing them. Tagged chickens become Mr.
Fox's helpers. The last one tagged is the
winner.

Rabbits and Foxes
Two teams are chosen. One is named the
rabbits and the other is named the foxes.
Both teams stand behind their goal lines.
The rabbits come out to play in front of
their goal line. One fox calls out, "Run,
rabbit, run!" Rabbits try to return to their
goal line before any fox can catch them.
Caught rabbits become foxes. Play continues
until there are no rabbits.

Spiders and Flies
Mark two goal lines and a circle large enough
to hold all players. One player, the spider,
squats in the circle while the rest, the

flies, stand behind the goal lines. Flies
advance and go around the circle t. the
right. When the spider jumps up, all flies
run toward a goal as spider tags as many as
possible. All tagged join spider in circle
and help catch remaining flies. Last fly
tagged is the spider in the next game.

Shadow Tag
The child who is It tries to step on the
shadow of another child's head. When that
happens, that child becomes It.

Beat the Bunny
The players form a circle. A small ball
(bunny) and a large ball (farmer) are given
to children on opposite sides of the circle.
Points are scored by the ball that catches up
with the other.

Circle Stride Ball
Children form a circle. They stand with
their legs straddled and touching the next
child's feet. One player stands in the
center of the circle and attempts to roll the
ball through the other players' legs.
Players may not move their legs but may stop
or deflect the ball with hands. If the ball
passes through a child's legs, that c ld
goes to the center.

Hit the Basket
A circle is drawn and a waste basket is set
in the center. The children stand outside of
the circle and in turn try to throw the ball
into the basket. A point is scored for each
basket. After an equal number of turns the
child with the highest score wins.

Red Light
Two parallel lines are drawn. All players
except one line up on one line. That child
stands facing away from the others at the
goal line. This player who is It counts
aloud from 1 to 10, shouts "red light" and
turns to face the other players. Players
race toward the goal line as the player who
is It counts, but must stop when "red light"

is spoken. Any child seen moving by the
player who is It is sent back to the starting
line. When a child reaches the finish line
that player is It.

(Webb, 1988)

AFTER SCHOOL SCHEDULE FOR LAFAYETTE

DISTRICT ENRICHMENT PROGRAM

2:30 -3:15 - Children arriving, attendance, pick helpers

3:15-3:30 - Snack time, clean up

3:30-3:45 - D.E.A.R. (Drop Everything and Read) time

3:45-4:15 - Homework, tutoring

4:15-5:00 - *Enrichment time

5:00-5:30 - Outside free play

5:30-5:45 - Poetry, singing, storytime (Friday's sharing)

5:45-6:00 - Clean up

*ENRICHMENT TIME

1-Centers- [A] Art (clay, paint, drawing)

    [B] Flashcards

    [C] Games

    [D] Puzzles

    [E] Tinker toys

2- Cooking

3- Guest speakers

4- Craft projects

**Times and order are subject to change based on need.