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ABSTRACT

This paper describes a Child Care/Parenting Project established to meet the needs of teen parents and parents-to-be in 19 area schools served by the West Campus Technical Center in Fayetteville, Arkansas. The presence of a licensed child care facility on the vocational high school campus helped to expand and improve the vocational education program. Training in child care was provided to secondary students who enrolled; by real life exposure to babies, child care students developed more realistic ideas about teen parenting and its responsibilities. The project focused on dropout prevention for at-risk teen parents and parents-to-be and offered them parenting instruction. Student and parent evaluations were a continuous part of the project. Daily evaluation forms for the classroom and child care center were used. Results showed that the project enrolled over 60 teen parents in the last 3 years but there were only 2 repeat pregnancies. Students enrolled in child care training did not get pregnant. Among others, recommendations were made to: request increased budget and staffing; require increased parent participation in child care; and work closely with area agencies and organizations. (A Child Care/Parenting Center Monograph is appended. It includes parent's and student's handbooks; explanations of procedures for school management of infectious diseases; evaluation, pupil enrollment, health record, child information, and permission forms; a resource list; an equipment list for infant/toddler room; and examples of publicity.) (YLB)

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ED 342 949

PROGRAM IMPROVEMENT  
FINAL REPORT

FAYETTEVILLE WEST CAMPUS  
CHILD CARE/PARENTING PROJECT

Conducted by

Fayetteville High School  
West Campus Technical Center  
Fayetteville, Arkansas  
Phyllis McGinty, Project Director

In Cooperation with  
Vocational and Technical Education Division  
Arkansas Department of Education  
Little Rock, Arkansas 72201

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PROGRAM IMPROVEMENT

FINAL REPORT

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## PROGRAM IMPROVEMENT FINAL REPORT

### INTRODUCTION

#### Original Problem

The Child Care/Parenting Project was established to meet the needs of teen parents and parents-to-be in the 19 area schools that the West Campus Technical Center serves. In order to aid single parents and young mothers in obtaining marketable skills so that they may support themselves and their families, a child care facility will be created. By providing supportive child care to students from the area schools, expected results will include:

- (1) a significant increase in teenage mothers' obtaining high school diplomas;
- (2) an increase in single parents and teenage mothers' obtaining vocational training in a variety of programs such as computer technology, drafting, welding, auto mechanics, auto body, dental assisting, building trades, culinary arts, and cosmetology; and
- (3) increased opportunities for single parents and teenage mothers to obtain vocational training in a variety of programs not traditionally available to young women: welding, drafting, auto mechanics, auto body, building trades, printing and computer technology classes.

Supportive services were provided to teen mothers and single parents in the Child Care Program. Young mothers often have unrealistic expectations of motherhood. This puts them at high risk for having adjustment problems with their babies. Support services will include the following:

- (1) Structured parenting classes will be provided for single parents with children in the child care program. By teaching principles of child development, individual differences, and appropriate child rearing techniques, the expected results would be to prevent maladaptive child rearing methods, prevent abuse and neglect of children and strengthen the young parents' confidence and skills.
- (2) Counseling, both career and personal, will be available through the school counseling program as a further support to the single parents and mothers.
- (3) Transportation, if needed for parents and children was provided to the Child Care Center. School buses with seat belts and care seats are used.
- (4) The program provided contraceptive information, family planning and responsible sexuality training to the young parents; this helped limit and eliminate the second teenage pregnancies.

- (5) Medical needs of children and young parents will be aided through participation of the registered nurse in the program.

The presence of a licensed child care facility on the vocational high school campus helped to expand and improve the vocational education program. Results of the training class have been as follows:

- (1) Training in child care was provided to secondary students who chose to enroll. By teaching future child care workers the principles of child development, specific age curricula, nurturing caretaking techniques, and methods of positive reinforcement and discipline, such a vocational program has graduated quality trained child care workers certified as teacher aides, assistants and teachers by the state human services department and the Home Economics Division of the Vocational Technical Education Division.
- (2) As such highly trained child care workers are in demand, the entire child care field has certainly benefited from having an available resource of trained child care workers.

- (3) By real life exposure to babies, child care students have developed more realistic ideas about teen parenting and the responsibilities involved. In this way, future teen pregnancies have been avoided.

#### MAIN OBJECTIVE

The main objective of the Child Care/Parenting Project was to focus on dropout prevention for at-risk teen parents and parents-to-be. In addition, the project offered quality parenting instruction to parents-to-be as well as teen parents with children enrolled in the licensed child care center. The project also served as a vocational shop class training high school students for a career in child care.

#### SPECIAL OBJECTIVES

1. To increase the number of teen parents graduating from high school.
2. To increase the number of teen parents completing vocational training.
3. To provide a licensed child care facility for infants and toddlers to be used as a training facility for child care training students.

4. To provide daily parenting education classes for teen parents.

#### SPECIFIC GOALS

The project has five specific goals:

1. To develop a child care facility at West Campus for young parents and their children so parents may participate in vocational and educational programs.
2. To develop and provide opportunities for these students to learn marketable skills so they may support themselves and their families.
3. To provide vocational training opportunities for these young mothers in nontraditional careers.
4. To provide support services which would include counseling, parent education and transportation.
5. To develop and expand vocational education programs to include activities which will meet student's and society's needs by training future child care workers.



PROCEDURES

July 1988

Establish an advisory committee to oversee project.

August 1988

\*Hire teacher/coordinator

\*Attend Child Care Director Orientation Workshop as well as 10 inservice hours of child care meetings.

\*Meet with licensing specialist to plan renovation of classrooms.

\*Order equipment/materials for center and solicit donations.

\*Write guidelines for center/develop pamphlet, student handbook/parent handbook, forms for center/schedules

December 1988

\*Interview and hire nurse

Note: The attached publication has a copy of all the forms.

\*Open center for parents and children within 4 months time while teaching daily child care and parenting classes.

\*Apply for Child Care Nutrition Grant.

June 1989

Graduate first teen parent.

June-August 1989

JTPA- Summer program for teen parents and babies.

August 1989

Double enrollment to ten, add a toddler teacher and a part time secretary (4hr per day) to the program with JTPA Funding. JTPA also payed students and teen parents to work during school hours.

June 1990

Graduate more teen parents and begin summer program with JTPA.

August 1990

Add new toddler room and new classroom. As usual a waiting list of babies is a part of the enrollment process.

June 1991

At the end of three years, we have graduated 19 teen parents. The first year there were 67 child care training students. The second year there were 80 students, and during the third year we have had over 214 enrolled with us during the school year.

We have solicited funding from United Way and the Single/Parent Homemaker Fund to cover the expenses for the child care center next year. We have applied for a new program for the child care training.

The program will continue with the help of the school and community.

EVALUATION

Student and parent evaluations have been a continuous part of the project. Daily evaluation forms for both the classroom and child care center are used.

Here are the examples:

Child Care / Parenting Center

Daily Evaluation

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_

A. Personal Appearance	1	2
B. Used correct sanitation procedures	1	2
C. Used correct charting procedures	1	2
D. Performed assigned jobs	1	2

Comments: \_\_\_\_\_

Child Care / Parenting Center

Daily (Classroom) Evaluation

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_

A. Report to class on time with paper, pencil, and book	1	2
B. Completed classroom assignments, accurately & on time	1	2
C. Completed homework assignments accurately & on time	1	2
D. Participated in classroom discussions	1	2

Comments: \_\_\_\_\_

These evaluations are completed by the students each day. The nurse and teacher/coordinator evaluated each students' work each hour of the day. All evaluations, all the classwork and tests are filed in a folder for each student. We document classes taken, hours in the classroom, hours in the child care center, and use the total to determine certification at the state level.

The first two years we did not see a second pregnancy. The third year we had two students who got pregnant the second time. This still is far ahead of the national average for second time pregnancies. We have had over sixty teen parents with us in the last three years and only two repeat pregnancies.

In addition, students enrolled in child care training are not getting pregnant. When they have an opportunity to see first hand the problems of the teen parent, they can understand how difficult it is to be a parent at such a young age. These students also have opportunities to work with the babies daily. They can really understand the responsibility of being a teen parent.

## CONCLUSIONS/RECOMMENDATIONS

The project has really been more successful than we could have imagined. We have 25 babies on the waiting list for next year already. Usually the enrollment does not begin until August. We had over 214 students enrolled in child care training. We have had requests from the following states about the program: Hawaii, Texas, Florida, North Carolina, Nebraska, California, and all across Arkansas. We have had seven national articles published about the program. We have received the following grants: Teacher Recognition \$1000, Chapter II Special Projects \$8000, and JTPA has contributed over \$20,000. United Way will begin a \$20,000 per year contribution in 1992. The Single Parenting Project will contribute approximately \$20,000 per year. Community donations for the last three years have amounted to over \$19,000. We have also had volunteers donate their time in the center working with the babies and their parents.

We are now beginning to help other schools set up programs like ours. Rogers, Springdale, Fort Smith, Far City, and two post-secondary schools are interested in setting up a similar program.

Recommendations:

- (1) Increase the budget request. The budget was a really a problem because it did not include consummable supplies. We had no money for food for the infants and toddlers.
- (2) Two staff members were inadequate to man a child care center and teach classes. The first year we had to rely on volunteers to work in the center to cover bathroom and lunch breaks.
- (3) Order materials from the Environments Company. Delivery was efficient. (6 days). The products/merchandise has been excellent. Free services are offered for planning and setting up indoor and outdoor play areas. The technical assistance is excellent.
- (4) Require teen parents to work at lunch time to help feed babies and prepare for naps. Give credit for a child care training hour.
- (5) Require teen parents to eat school lunches together in an area set aside in the center. Half the students eat while the others work in the center. Then the groups rotate.

NOTE: We had to get special permission from the state food service people to allow teen parents to eat lunch out of the cafeteria.

- (6) Require teen parents to provide two bags of diapers per month to help provide for expenses of child care. It really helps parents take responsibility for their child care.
- (7) Require teen parents to read and study the parents handbook and sign a contract before baby is enrolled.
- (8) Request invitations to every community organization to discuss the project. Learn to "beg" for money effectively. Write grants as often as possible.
- (9) Always write personal thank you notes for any type of donation. Keep track of all donations. Post them in center.
- (10) Strive to get as much publicity as possible. Develop a pamphlet and send them everywhere. Don't be afraid to call the TV stations. Select a TV representative for the advisory committee. Do not just have one friend at the paper or TV

- (14) Ask for a secretary. It is a real necessity to have someone available to help with the paperwork, fund raising, filing, answering the telephone, accounting, ordering equipment, planning and scheduling meetings.
- (15) Be sure to employ a registered nurse. It is a real key to the success of the program.
- (16) Make friends with the maintenance staff. They can be valuable assets to the program. We even arranged for our staff members to be on TV as they set up our playground equipment.
- (17) Work closely with the local health department. We get lots of valuable help from the local A+ program director. A+ is a program for teen parents.
- (18) Work closely with teachers, counselors, and administrative personnel.
- (19) Prepare a newsletter. Mail to everyone on the carefully prepared Rolidex list. Make sure school board members get copies of the newsletter.



- //
- (20) Find a lawyer willing to help with the incorporation of the center. This makes the center eligible for United Way and grant money.
  - (21) Make friends with the local county licensing specialist. Ask for help. Give them credit for your success.
  - (22) Get involved with the local AACUS organization. AACUS is the Arkansas Association For Children Under Six.
  - (23) Attend grant writing workshops.
  - (24) Attend county, state, and local child care meetings.
  - (25) Work with the local university. The University of Arkansas serves as a valuable resource. Appoint a child care professor to the advisory committee.
  - (26) Be prepared for daily challenges and miracles and lots of hard work.

# **Child Care/Parenting Center Fayetteville West Campus**



Funded by  
Chapter II

West Campus Technical Center  
2350 Old Farmington Road  
Fayetteville, AR 72701  
(501) 444-3063

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## **PHILOSOPHY**

This Child Care/Parenting Center is designed for high school students with children, and as a pre-employment training center for occupational child care students. It is the purpose of the center to ensure that each child has the personal attention and stimulation needed at each point in their development. The Center will emphasize developmentally enriching activities and materials for all children enrolled. In addition, the center will provide quality instruction and learning experiences necessary for training future child care workers. The center will also provide quality parenting instruction for teen parents and parents-to-be.

## **GOALS FOR CHILD CARE/PARENTING CENTER**

1. Provide a safe, learning environment where young children can develop a positive self-concept, and a sense of responsibility for personal actions.
2. Provide a place where young children can learn while experimenting with play materials and sharing experiences with other children, their parents, and their teachers.
3. Provide a flexible program to meet the child's physical, emotional, social, and intellectual needs through individualized and group instruction.
4. Provide opportunities for children to explore the learning environment, develop problem solving skills, improve body coordination, develop skills in socialization, and stimulate creativity
5. Provide a licensed child care center as a training site for high school students to observe and interact with young children.
6. Provide instruction for parenting students in basic child care procedures and parenting skills in order that teen parents can learn more about child development so expectations for their child's development are more realistic.
7. Provide instruction for teen parents to postpone a second pregnancy until graduation from high school and future job training classes.
8. Provide support group counseling for teen parents.
9. Provide up-to-date information on economic assistance and community resources as needed.

## **GENERAL INFORMATION**

The Child Care/Parenting Center is operated by the Fayetteville School System, and is located at West Campus Technical Center. The Center serves full time high school students with children from six weeks to 36 months.

The Center will be open Monday through Friday 8:00 a.m. to 3:00 p.m. It will be open when the Fayetteville schools are in session. The Center will not be open during finals because child care students are not available to work, and because the Child Care Center will be undergoing intensive cleaning to prepare for second semester and for the summer program.

Teen parents will be monitored to ensure class attendance and progress. Appropriate action will be taken if class attendance becomes a problem. Failure to attend class or to drop off a child by 8:10 a.m. and pick up a child by 3:10 p.m. will require an individual conference with the Child Care Staff and school Principal. The grades of teen parents will be monitored to make sure teen parents are making satisfactory progress.

Teen parents are required to update a child's forms each semester and at the beginning of the summer session. Each semester the child will be required to have a medical form completed by a physician. Should changes occur in home telephone numbers, address, marital status, or custody rights, these changes should be noted in each child's record.

Teen parents must sign a contract that states that they understand and agree to the established guidelines required by the center.

## **REQUIREMENTS FOR ENROLLMENT**

1. Children must be six weeks of age before enrolling in the center.
2. Teen parents are required to enroll in a parenting class.
3. Teen parents are required to spend lunch time with their children. Parents are also required to stay with their children in the mornings until dismissed to attend parenting class.
4. Teen parents are required to attend class when their child is attending child care.
5. An up-to-date immunization record and medical check-ups are required for each participant to maintain enrollment in the center.

## **PARENTING STUDENTS**

It is highly recommended that each parent enroll in a Child Care Class during the school day in addition to the required Parenting Class. The Parenting Center will strive to prepare adolescent parents to face the challenges of child care through classroom discussion, videos, and demonstrations. Students enrolled in parenting will learn basic child care procedures, guidelines for using positive discipline, and will understand basic child development. Parenting students will meet in the Parenting Center during the first period of each school day. Parenting classes offer opportunities to develop problem solving skills needed by teen parents, and provide support as necessary. Teen parents will be able to help each other with personal problems and share possible solutions.

## **CHILD CARE STUDENTS**

Child Care Students will receive training in the Child Care Center and in the classroom. Students will be given opportunities to work closely with children. Moreover, students will have the opportunity to learn how to set up, plan, and manage a child care center. Students will be trained to work as a child care aide, assistant or teacher.

## **ATTENDANCE AND HOURS OF OPERATION**

Arrival – 8:00 a.m.

Departure – 3:00 p.m.

Unless a child is sick or an emergency arises, regular attendance is expected.

You must notify the center if the child will not attend. It would be helpful for us to know the reason for the child's absence, particularly when a contagious disease such as strep throat or chicken pox is present. The Child Care Center Staff can inform other parents as necessary.

The Center must be notified if someone other than the parent will pick up the child. This must be done in the morning when the child is checked in, or by telephone if it is an emergency. The child will not be released to anyone not formally introduced to Child Care Staff previously. In case of an emergency, a phone call or hand written note will be accepted, but identification will be checked before the child is released.

## **CHILD ABUSE**

As required by law any suspected cases of child abuse – physical, emotional, or sexual will be reported to the authorities for investigation.

## **HEALTH INFORMATION**

Our primary concern is to insure the health of all the children in the child care center. The registered nurse will make the determination whether the child shows signs of illness.

### **Please keep your child home if your child:**

1. Has a fever or has had one during the previous 24 hour period.
2. Has symptoms of a possible communicable disease.
3. Has had diarrhea and/or vomiting in the last 24 hours.

You must note that children absent due to a contagious disease may not return to the center without a signed statement from a physician indicating the child is no longer contagious and is ready to return to normal center activities.

Please notify the center by phone if your child is ill and will not be in attendance.

Teen parents will be required to administer all medications to their own children as needed during the school day. No medication shall be administered by school personnel. (This includes aspirin). The druggist will provide a duplicate prescription container if requested. These policies are set forth for the benefit of the child. Please help us to comply with them. Child's name must be on non-prescription medicines. (ex. tylenol, cough syrup etc.) You must assume the responsibility of picking up the medicine at the end of the school day.

## **IMMUNIZATION POLICIES**

Up-to-date immunizations are required by Arkansas Law and by the Arkansas Department of Health for all children who attend a child care facility . Documentation must be presented to the nurse for recording purposes.

Immunizations not only protect your child, but also protect other younger children in the Center (who are not old enough for certain immunizations) from being exposed to a disease that your child could carry. Your child will not be allowed to enroll, or stay enrolled without up-to-date immunizations.

## **SEVERE WEATHER AND FIRE DRILLS**

Periodic fire drills and severe weather drills will be conducted by the school system. Documentation of the drills will be posted in the Child Care Center.

## **REST PERIODS/NAPS/OUTDOOR ACTIVITY**

Naps or rest periods are required by state licensed child care centers. Consequently, a rest period is scheduled each day. The Center will provide cot covers and crib sheets for the children, and will launder them as needed. State licensed child care centers require outside play activity. The children will go outside for a few minutes each day as weather permits; dress children appropriately.



## **DEPARTURE**

A child may not leave the center until the parent signs the child out. It is our philosophy not to release a child to anyone other than the parent. Your child will only be released to another person designated by you in writing. Identification may be requested from the designated person. If there are parental custody concerns, we must have a notarized court order on file regarding parental custody matters. Please notify us if you want us to allow visitation with the baby's father.

## **PARENT PARTICIPATION**

Because our utmost goal is to provide you with the best available child care, your involvement is important. We recognize and appreciate the trust and confidence you have placed in us and offer you an opportunity to share in the joys of childhood with us. Laughter, hugs, sharing and discovery are what being a child is all about. Your participation as a partner in your child's learning will be a positive experience for us all.

It is very important to us to keep the promise of quality to our children and parents. Please discuss with us when you are particularly pleased with the care your child is receiving as well as when you are displeased.

We intend to keep parents informed by personal contacts, telephone contracts, sending notes home with the children, bulletin board announcements, and a possible newsletter in the near future.

Our goal is to have good communication with our parents. We want to hear your questions, concerns and comments. A suggestion box will be placed in the center for anonymous comments. Please feel free to contact our students advisory committee member with your comments and/or concerns. The present member is \_\_\_\_\_

Parents will be asked to complete a written evaluation of the Child Care/Parenting Center at the end of each semester.

## **BIRTHDAYS AND HOLIDAYS**

Birthdays and holidays are very special times in a child's life. We encourage you to make birthdays memorable for the child. If you would like to bring treats of some kind, please check with the director or nurse. Parties will be held during afternoon snacktime. Food must be purchased – not homemade, as required by Fayetteville School policies.

At holiday times, you may be asked to participate in special parties or activities.

## **DISCIPLINE**

Our goal at the Child Care/Parenting Center is to treat each child with love and respect. Positive attitudes and reinforcement will be an integral part of the program. We hope to plan enough enrichment activities so children will be too busy to require much discipline.

Positive discipline rewards good behavior continuously and encourages development of a child's self-esteem. A positive approach to discipline means the child will be re-directed to another activity if necessary, appropriate behavior will be praised, alternatives will be provided, and if necessary the child will be accompanied to "time-out".

"Time-out" helps the child gain self-control through learning appropriate behavior rather than forcing the child to conform to adult standards.

When a child is demonstrating a negative behavior, discipline will be used. First, the child will discuss the behavior with the teacher. If this is unsuccessful, the child will be placed in "time-out" away from other children. If a child continues a negative behavior and refuses to adopt a positive way of acting, the parent will be called in for a conference. Repeated misbehavior which the staff can not correct can lead to the child's dismissal from the program.

The children enrolled in the Child Care/Parenting Center will never be subjected to physical or psychological punishment, punished or shamed for bathroom accidents, denied food or rest as punishment, or forced to eat or rest. No child shall be subjected to any form of corporal punishment. No child shall be handled roughly in any way including shaking, pushing, shoving, pinching, slapping, biting, kicking or spanking. No child shall ever be placed in a locked room, closet, or box. No discipline shall ever be delegated to another child.

## **PARKING/TRANSPORTATION**

Children and their parents from Fayetteville or the other feeder schools sending students to West Campus will need to make arrangements to ride one of the locally scheduled buses to the Child Care/Parenting Center. The child must have a car seat to board the bus. Any parents interested in arranging for this transportation must consult with the school transportation director.

Entrance to the Child Care/Parenting Center will be through building E. This entrance provides direct access to the Center. Please be sure not to park in any assigned space. Do not block the driveway. Numerous buses unload students in this area every day. Use extreme caution when entering or leaving the Center. Hold children firmly in hand for safety. As soon as you arrive at school, the child must be checked into the Center. Do not "hang out" on campus with the child.

## **CLOTHING**

We expect your child to be very active in the child care center. Washable play clothes will be necessary. It makes a child feel much better if s/he is dressed in something comfortable that can be managed with little or no help. If your child is in the process of toilet training, please make sure to provide us with sufficient changes of clothing (underclothing, sweater, pants, socks, etc). Two-Three extra changes of clothing should be kept in the child's storage container in case of emergency situations. These clothes will be kept at school and laundered as needed. We ask that you use a laundry marker to label all of the child's clothing. Toddlers must have shoes on to come to the Child Care Center.

Fresh air and exercise are important to a child's good health. Please provide clothing appropriate for the weather and season because children are required to go outside everyday (cold or hot). If the child is too sick to go outside for a few minutes, s/he is too sick to be attending the Child Care/Parenting Center. We will carefully monitor outdoor play and provide adequate water and shade as needed. Children should not bring toys or other personal items unless it is a special toy or blanket used only during naptimes. Never allow your child to bring gum or candy into the Center.

We appreciate your cooperation with the guidelines for the Child Care/Parenting Center. In order for you to officially complete your child's enrollment, it is necessary for you to sign the following contract.

## **EXPENSES**

Each teen parent is required to bring \_\_\_\_\_ of diapers per month to help pay part of the expenses for the Center. Each parent is required to bring \_\_\_\_\_ containers of baby wipes per semester. Teen parents who qualify for free lunch will not be required to bring formula or food for their child. Teen parents who don't qualify will provide formula and baby food for infants and a small fee for toddlers. The Child Care Nutrition Program will offset these costs. Project Success funding will help with some expenses.



**CHILD CARE/PARENTING CENTER  
FAYETTEVILLE WEST CAMPUS**

I have read the parents' booklet and I fully agree to comply with all the guidelines listed. I understand that all guidelines are for the protection of my child. I also understand that if I fail to comply with the rules, my child will be dismissed from the center.

---

Teen Parent's Name (Mother) Date

---

Teen Parent's Name (Father) Date

---

Director Date

---

Nurse Date

**CHILD CARE/PARENTING CENTER  
FAYETTEVILLE HIGH SCHOOL – WEST CAMPUS  
STUDENT HANDBOOK**

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**I. Philosophy**

This Child Care/Parenting Center has been designed for the benefit of high school students with preschool children, and as a pre-employment training center for occupational child care students. The Child Care/Parenting Center is designed to provide quality child care by providing a warm, supportive atmosphere for children. It is the purpose of the Center to ensure that each child has the personal attention and stimulation needed at each point in their development. The center will emphasize developmentally enriching activities and materials for all children enrolled. In addition, the center will provide quality instruction and learning experiences necessary for training future child care workers to set up and manage their own child care center or work in an established child care center.

**II. Goals**

1. Provide a safe, learning environment where young children can develop a positive self-concept, and a sense of responsibility.
2. Provide a place where young children can learn as they play with materials and share experiences with other children, their parents, and their teachers.
3. Provide a flexible program to meet a child's physical, emotional, social, and intellectual needs through individualized and group instruction.
4. Provide opportunities to explore the learning environment, develop problem solving skills, improve body coordination, develop skills in socialization, and stimulate creativity.
5. Provide a quality child care training center for high school students to learn as they observe and interact with young children.

6. Provide instruction for parenting students in basic child care procedures and parenting skills so teen parents can learn more about child development so expectations for their child are more realistic.

### **III. History**

The Occupational Child Care/Parenting Project, using blended funds through program improvement and single parenting focuses on dropout prevention for at risk, single teenage mothers and parents. In addition, the project offers quality parenting instruction to new parents enrolled in the program. The project also serves as a vocational shop class training high school students for a career in child care.

The Child Care/Parenting Center opened January 23, 1989. Thirteen teen mothers and mothers-to-be enrolled in the parenting class, sixty-two students enrolled in child care training, and seven babies enrolled in the Child Care Center.

### **IV. Employment Policy**

#### **A. Hours**

The Child Care/Parenting Center will be open from 8:00 a.m. to 3:00 p.m. each day the Fayetteville Schools are in session except during finals. All students are expected to be in their work area and be ready to begin work when the tardy bell rings. No early departures will be allowed unless previously cleared with the nurse or director.

#### **B. Job Responsibilities**

Students will have assigned responsibilities for each week and the weekly schedule will be posted. It is your responsibility to check for your assignment in advance.

A team leader will be assigned for a one week period, and all students will have the opportunity to be team leaders. Team leaders will act as the student coordinators for the Child Care Center and will be directly accountable to the Child Care Staff.

#### **The team leader will:**

- \*Check arrival and departure time of students.
- \*Check that workers follow hand-washing procedures, have hair back from face, and are wearing smocks before they begin their assignments in the Center.
- \*Assist other students, handle questions and problems, and consult with staff as necessary.
- \*Reassign students when someone is absent.
- \*Check charts at beginning, middle, and end of hour for correct charting procedures.
- \*Remind Students to do the necessary cleaning tasks listed on the posted Daily and Weekly Procedures chart.
- \*Evaluate each team member daily on the back of the team leader's own evaluation form.

#### **The team member will:**

- \*Do daily assigned tasks. (Only team leader or staff can reassign students.)
- \*Consult team leader when problems or questions arise.

Students will come with plans made to perform assigned activities and with any materials prepared. All areas will be cleaned up after each activity.

### **C. Attendance**

Daily, prompt attendance allows students to take full advantage of the educational opportunities planned regularly for them by the staff of Fayetteville High School. Successful completion of this objective is the joint responsibility of students, teachers, and parents. (Note: Check the West Campus Student Folder for additional information.)

Since children are dependent upon the students and the Center Staff is dependent on the students, attendance is a top priority. No learning can take place when students are not present, and activities planned for the Child Care Center can not be made up for the next day. Awards will be given for perfect attendance. Students in child care training will not receive Child Care Completion Certificates if classes are missed.

### **D. Behavior Guidelines**

1. Gum chewing, eating, and drinking are not allowed in the Child Care/Parenting Center or classroom except as students are participants in the usual eating situation with the children.
2. Phone calls can only be made or received with permission from the child care staff. Phone calls can not be made unless they are business or emergency calls.
3. Appropriate language used in a calm and professional manner is expected of everyone.
4. Any student with a condition deemed unhealthy by staff personnel or which might be a threat to the children's health will not be allowed to work in the Center. (Face masks are available if needed). The only reason for staying out of the Child Care Center would be in case of fever or untreated infection. Only staff members will determine whether student can/can not work in center.
5. Students arriving under the influence of drugs or alcohol or with these in their possession will not be permitted in the Center and will be referred to the principal for immediate consultation. The use of tobacco is permitted only before school, during the noon hour and after school. The gravel area by the welding shop and the parking lots are the only approved areas for tobacco.
6. Any information of a personal nature concerning students, parents, employees and staff should not be shared outside the Center.
7. Students must complete daily evaluations while working in the classroom or child care center.

### **E. Dress Code: Personal Appearance**

The Student Handbook suggests that students use cleanliness, modesty and appropriateness as guidelines for dress. Teachers may request a student's removal from the classroom or center if they feel that clothing or appearance is disruptive or unsafe.

**Students working in the Child Care/Parenting Center will follow these guidelines:**

- \*Wear clean clothing with proper outer garment (smock).
- \*Keep fingernails clean and at a workable length.
- \*Keep hair clean and off of face.
- \*Practice good oral hygiene.
- \*Remove bracelets, necklaces, earrings, large rings or anything that would interfere with child care.
- \*Wear comfortable work shoes rather than loose sandals or any other type shoes that would encourage falls.
- \*Omit strong perfumes or aftershave lotions.
- \*Males should be clean shaven.

**NOTE:** The temperature of the Child Care Center will be maintained for the children's comfort. Dress so you feel comfortable with the temperature.

## **F. Playground Supervision**

It is imperative that playground activities be closely supervised. Those assigned playground duty must accompany the children to the area and be observant of the children's activities. No child will be allowed to leave the Center from the playground area. Play equipment is to be returned to storage after use. It is important to remember to keep children outside for the scheduled time. Children are not allowed to come back in when they choose. If a child needs to go to the bathroom, do not let them come in alone. Never leave children on the playground unsupervised.

## **G. Visitors**

No one is to be admitted to the Child Care/Parenting Center without the permission of the nurse or director. This includes the outside playground also.

## **H. Fire and Severe Weather**

Fire and severe weather drills will be held as required by licensing standards. The fire evacuation plan will be conspicuously posted. A meeting place will be designated outside of the building by the warehouse or in the case of a tornado we will meet in the center hall of the building.

## **I. Child Abuse**

Anyone reporting child abuse may do so anonymously on the Child Abuse Hot Line: 1-800-682-8544 or contact Janet Richardson at Child Protective Services at 521-1270.

## **J. Discipline**

Discipline is not punishment, rather, discipline is guidance which shapes and corrects the behavior of children.

Busy, interested children are usually not discipline problems. Discipline is a matter for each individual teacher to handle when necessary. It is important to be consistent when using discipline. Common sense in dealing with the problem of discipline is probably the best guide.

Behavior modification is an excellent way to discipline. Acceptable behavior is rewarded with praise, a smile, or a nod of the head.

Redirection can be used to change and stop unacceptable behavior. The caregiver simply removes the child from the situation and changes the activity of the child. Sometimes a child will have to be removed from an explosive situation and not be allowed to play until s/he can conduct her/himself in an acceptable manner.

**TIME OUT** is the only accepted method of discipline in the Child Care Center and can be administered by staff members only.

As stated in the licensing guidelines, the following procedures will be followed. There will no physical punishment, that is no spanking, slapping, shaking, biting, or hair pulling in the Child Care Center. No techniques which are humiliating, threatening or frightening to children shall be used. Children will not be shamed or spoken to with abusive or profane language.

**NOTE:** Parents are not allowed to spank or physically punish their own children in the Child Care Center.

## **K. Supplies**

Supplies are precious. Workers need to be very careful not to waste anything and to report to the director when supplies are low. Supplies are for the children, not for child care workers.

**NOTE:** Child care workers are only allowed to assist with art activities, not do them for the children.

## **L. Environment**

All students are responsible for maintaining a clean and pleasant classroom. Putting equipment, supplies, etc., back in the right place after use will facilitate a "clean as you go" motto that will save time.

## **M. Performance Evaluation**

Each student will be required to complete a self evaluation to receive points for a daily grade in the classroom or in the Child Care Center. These must be filled out completely and correctly to receive points. Evaluations should be completed at the end of each period. Each student must do his own.

Your teacher will grade the evaluations and put your final points for that day on them.

Attendance is essential to earn daily points. Classroom work and tests are included in the child care grade each six weeks.



## **Procedures for School Management of Infectious Disease**

Prevention of infectious diseases depends on basic principles of cleanliness and hygiene. The transmission of these infectious diseases may be prevented by using standard procedures to maintain both personal and classroom cleanliness and by monitoring the actions of suspected and known infected students. The procedures listed should be employed at all times when providing care for all students, regardless of their infectious disease status. Not all infectious diseases will be transmitted in the same way.

Teaching and supervision of staff performing these preventive measures for the control of infectious diseases is a school nursing function. Personnel responsible for carrying out these procedures include the infectious disease management team, teachers, teachers' aides, care workers, custodial staff, food handlers, volunteers and anyone who may have direct contact with the students, equipment and supplies, including eating utensils and play objects. Responsibility also extends to such areas as contaminated floors, walls, toilets, sinks and changing surfaces, as well as contaminated clothing or cleaning equipment such as mops.

### **I. Guidelines for Establishing an Infectious Disease Prevention Program**

- A.** Transmission of infectious diseases may occur more readily where close personal contact is involved in child care. Preschool and kindergarten settings, as well as special facilities for handicapped students, need special attention for the prevention of infectious diseases.
- B.** Preventing the spread of infection requires that personal and environmental cleanliness techniques be practiced at all times in every school setting.
- C.** Prior to the enrollment or continued attendance in the regular or special classroom of an infected student, the school nurse shall develop specific procedures appropriate to the student's age and the stage of development for the specific diseases. The school nurse should carry out these procedures:
  - 1) Review the child's medical records. Collaborate with parents and the family physician to ensure that the records are complete.
  - 2) Identify students and school personnel who may be at risk, such as those who are chronically ill, pregnant, capable of childbearing or taking immune-suppressant medication.
  - 3) Identify appropriate personal and environmental cleanliness techniques in accordance with children and staff needs.
  - 4) If the regular education program cannot be modified and the student is identified as an individual with exceptional needs the school nurse should serve as a resource person to help write appropriate objectives for the student's Individualized Educational Program (IEP).
  - 5) Orient and train all staff member, including custodians, substitute teachers, volunteers and bus drivers. Orientation and training must be on going and must be scheduled to include new personnel.
  - 6) Maintain on going communication with parents and the primary physician regarding the student's status.
  - 7) Verify the school district's efforts to prevent the spread of infection and to protect the health of employees.

**D. All facilities should make provisions for personal and environmental cleanliness. THESE PROCEDURES MUST BE USED WITH EVERYONE REGARDLESS OF THEIR INFECTIOUS DISEASE STATUS.**

- 1) Allow sufficient time for handwashing after using the toilet and before eating meals and snack.
- 2) Provide ready access to handwashing facilities. These should include hot and cold running water and liquid soap in a workable dispenser.
- 3) Provide disposable paper towels. The use of cloth towels is discouraged; however, if cloth towels are used, discard them with other contaminated linens after each items.
- 4) Maintain storage areas for linens, utensils, equipment and disposable items. These areas must be separate from areas used for storage of soiled items.
- 5) Keep soiled disposable items in covered waste receptacles lined with disposable plastic bags. At the end of each day, the plastic bags are to be sealed and discarded. **DO NOT REUSE.**

**E. Handwashing is the most important technique for preventing the spread of disease and should be done frequently. Proper handwashing requires the use of soap and water and vigorous washing under a stream of running water for at least 10 seconds. Rinse under running water. Use paper towels to thoroughly dry hands. THE FOLLOWING SITUATIONS REQUIRE HANDWASHING WHEN CARING FOR ALL CHILDREN REGARDLESS OF THEIR INFECTIOUS-DISEASE STATUS:**

- 1) before drinking or eating;
- 2) before handling clean utensils or equipment;
- 3) before and after handling food;
- 4) before and after assisting or training the student in toileting and feeding;
- 5) after going to the bathroom;
- 6) after contact with body secretions, such as blood (including menstrual flow), urine, feces, mucus, saliva, semen, tears, drainage from wounds, etc;
- 7) after handling soiled diapers, menstrual pads, garments or equipment;
- 8) after caring for any students, especially those with nose, mouth, eye or ear discharge;
- 9) after removing disposable gloves; and
- 10) after removing lab coat or smock when leaving the work area.



**F. All staff members should practice specific hygienic principles designed to protect themselves and others from infection. THE FOLLOWING PROCEDURES MUST BE USED REGARDLESS OF THE PRESENCE OF ANYONE KNOWN TO HAVE AN INFECTIOUS DISEASE:**

- 1) Maintain optimum health through effective daily health practices such as adequate nutrition, rest, exercise and appropriate medical supervision.
- 2) If a caretaker has a cut or an open lesion on his/her hands, disposable gloves must always be worn when providing direct care for any students where there is contact with body excretions or secretions.
- 3) Avoid rubbing or touching eyes.
- 4) Refrain from kissing or being kissed by students.
- 5) Wash hands frequently.
- 6) Avoid the use of jewelry such as rings, dangling bracelets and earrings during working hours.
- 7) Use one's own personal care items such as combs, fingernail files, nail clippers, lipsticks and toothbrushes.
- 8) Keep fingernails clean and trimmed short.

**II. Procedures For Cleaning up Body Fluid Spills (blood, feces, urine, semen, vaginal secretions, vomitus). THESE PROCEDURES SHOULD BE USED FOR EVERYONE REGARDLESS OF THEIR INFECTIOUS DISEASE STATUS.**

- A. Wear disposable gloves. When disposable gloves are not available or unanticipated contact occurs, hands and other affected areas should be washed with soap and water immediately after contact.**
- B. Clean and disinfect all soiled hard, washable surfaces immediately, removing soil before applying a disinfectant.**
- 1) Use paper towels or tissues to wipe up small soiled areas. After soil is removed, use clean paper towels and soap and water to clean area.
  - 2) Disinfect area with a dilution of 1:10 household bleach solution.
  - 3) Apply sanitary absorbent agent for larger soiled areas. After soil is absorbed, vacuum or sweep up all material.
  - 4) Disinfect area with a clean mop. (See Section V for selection of a disinfectant).
- C. Clean equipment and dispose of all disposable materials.**
- 1) Apply sanitary absorbent agent, let dry and vacuum.
  - 2) Apply rug shampoo (a germicidal detergent) with a brush and revacuum.

**D. Clean equipment and dispose of all disposable materials.**

- 1) Soiled tissue and flushable waste can be flushed in toilet. Discard paper towels, vacuum bag or sweepings in a waste receptacle lined with a plastic bag.
- 2) Rinse broom and dust pan in disinfectant solution.
- 3) Soak mop in disinfectant solution and rinse thoroughly or wash in hot-water cycle after soaking in disinfectant.
- 4) Disinfectant solution should be promptly disposed of down a drain.

**E. Clothing and other nondisposable items (e.g., sheets, towels) soaked with body fluids should be rinsed and placed in a plastic bag to be sent home or laundered.**

**F. Remove disposable gloves and discard in waste receptacle.**

**G. Wash hands.**

**H. Plastic bags holding contaminated waste should be secured and disposed of daily.**

**III. Special procedures for early childhood, day care and special classroom settings. THESE PROCEDURES MUST BE USED FOR ALL STUDENTS REGARDLESS OF THEIR INFECTIOUS DISEASE STATUS:**

**A. Guidelines for Diapering**

1) Purpose: To avoid cross-contamination when diapering.

2) Equipment

- (a) Changing table, or safe, firm, nonporous surface (clean and sanitized)
- (b) Readily accessible handwashing facility, including hot and cold running water, liquid soap in workable dispenser and disposable paper towels
- (c) Supplies for cleaning child's skin: disposable baby wipes, soap, water and cotton balls or soft tissue
- (d) Plastic bags for student's soiled clothing
- (e) Covered waste receptacle inaccessible to children lined with a disposable plastic bag for disposable diapers
- (f) The use of cloth diapers is discouraged. However, if cloth diapers are used, a covered receptacle lined with a disposable plastic bag should be used for each child. Soiled cloth diapers should be stored in an area inaccessible to the children.
- (g) Plastic bags with ties or masking tape for sealing disposable plastic bags at time of discard
- (h) Disposable plastic gloves (medium or large size, nonsterile) for use with diapers
- (i) Disinfectant for cleaning changing surface (see Section VI)

### **3) Procedure**

- (a) Wash hands.**
- (b) Place infant or toddler on clean changing surface.**
- (c) Remove soiled diaper and place in appropriate receptacle.**
- (d) If other clothing is soiled, remove, rinse and place it directly in a plastic bag that can be marked with child's name, secured and sent home at the end of the day.**
- (e) Cleanse the perineum and buttocks thoroughly with disposable baby wipes or soap and water.**
- (f) Rinse well and dry skin prior to applying clean diaper.**
- (g) Wash student's hands.**
- (h) Wash own hands.**
- (i) Return infant or toddler to safe area while cleaning area and washing hands.**
- (j) Wear disposable plastic gloves to rinse and wring out in toilet any cloth diaper soiled with feces.**
- (k) After rinsing, place the cloth diaper in the appropriate receptacle.**
- (l) Remove gloves and discard them in the appropriate receptacle.**
- (m) Wash hands.**
- (n) Report abnormal conditions to the appropriate personnel, school nurse or school administrator.**
- (o) Use disinfectant to clean changing area and other contaminated surfaces (see Section V).**
- (p) Chart diaper change.**

### **B. Guidelines for Classroom Cleanliness**

**1) Purpose: To prevent the transmission of infectious disease.**

#### **2) Equipment**

- (a) Lab coat or smock (large blouse or shirt to cover street clothes)**
- (b) Covered waste receptacles with disposable plastic bags**
- (c) Plastic bags that can be labeled and sealed for individual's soiled laundry**
- (d) Disposable plastic gloves (medium or large size, nonsterile) if needed**
- (e) Disinfectant (see Section V)**
- (f) Handwashing facility, including hot and cold running water, liquid soap in workable dispenser and disposable paper towels**
- (g) Washer and dryer if disposable linens are not available**
- (h) Dishwasher (if disposable eating utensils are not available)**

### 3) Procedure

(a) Wash hands.

(b) If a lab coat or smock is worn:

1. Use a clean garment each day.

2. Always hang the garment right side out when leaving the work area for breaks or lunch.

(c) If there are open cuts, abrasions or seeping lesions on hands, wear disposable plastic gloves.

1. Use a new pair of gloves in each situation in which handwashing is indicated.

2. Discard used gloves in plastic bag in covered waste receptacle.

(d) Store and handle clean clothing and linens separately from soiled clothing and linens.

1. Immediately place each child's soiled clothing linens in an individually labeled plastic bag, which is to be sealed and sent home at the end of the day.

2. Immediately place all soiled school linens in a plastic bag in a covered waste receptacle. Launder linens daily.

**C. Techniques for storing, cleaning and disposing of classroom equipment, supplies and other items. THESE PROCEDURES SHOULD BE USED REGARDLESS OF THE PRESENCE OF ANYONE KNOWN TO HAVE AN INFECTIOUS DISEASE:**

1) Immediately after use, discard any soiled disposable items by placing them in a plastic bag in a covered waste receptacle.

2) Store each child's personal grooming items (combs, brushes, toothbrushes) separately.

3) In handling disposable diapers, at least once a day, seal and discard the disposable plastic bag used to line the covered receptacle.

4) When laundry facilities are available at school, launder diapers, sheets or other cloth items soiled in the school setting daily.

(a) Launder diapers or other items soaked with body fluids separately.

(b) Presoak heavily soiled items,

(c) Follow the manufacturer's directions on the label to determine the amount of detergent to be added.

(d) If the material is colorfast, add 1/2 cup of household bleach to the wash cycle.

(e) If the material is not colorfast, add 1/2 cup nonsodium hypochlorite bleach (e.g., Chlorox II Borateam, etc.) to wash cycle.

(f) Use hot cycle on washer and dryer.

5) Seal and discard the soiled plastic bag used to line the covered waste receptacle at least once a day.

**6) Establish a routine cleaning and disinfecting schedule.**

- (a) Clean protective floor pads, bolsters, wedges and so forth after each nonambulatory student has been removed at the end of each day.**
- (b) Disinfect all toys with the bleach solution as needed and at the end of each day.**
- (c) Clean all equipment at the end of each day.**
- (d) If a rug or carpet becomes soiled, clean it immediately (as described in Section II. C.).**
- (e) Clean changing surface, bathtubs, sinks, portable potties and toilet seats after each use. Rinse with clear water and wipe dry.**

**IV. Guidelines for Maintaining a Clean School Environment**

**A. Clean the following areas and items daily:**

- 1) Classroom, bathrooms, and kitchen**
- 2) Floors**
- 3) Sinks and faucet handles**
- 4) Cabinet and drawer handles**
- 5) Door knobs**
- 6) Soap dispenser spigots and/or bar soap containers**
- 7) Walls behind sinks**
- 8) Toilets**

**B. Vacuum carpets daily. If a rug or carpet is soiled, it should be disinfected immediately.**

**C. Clean waste receptacles at least weekly.**

**D. Empty soap dispensers, wash and air dry monthly.**

**E. Steam clean carpets quarterly.**

**F. If heavy nondisposable gloves are worn when a disinfectant is being used, they must be washed and air-dried after each use. They must be stored in the room of use in the area reserved for soiled articles.**

**G. Techniques for handling food and utensils. THESE PROCEDURES SHOULD BE FOLLOWED REGARDLESS OF THE PRESENCE OF ANYONE KNOWN TO HAVE AN INFECTIOUS DISEASE.**

- 1) Maintain a clean area of the kitchen for serving food.
- 2) Maintain a separate area of the kitchen for cleanup.
- 3) All leftover food, dishes and utensils should be treated as if they are contaminated.
- 4) Scrape food from soiled dishes and/or place disposable dishes in plastic-lined, covered waste receptacle.
- 5) Pour liquids into sink drain.
- 6) Wash dishes and utensils with warm, soapy water then dip in bleach solution before placing them in the dishwasher.
- 7) Clean sinks, countertops, tables, chairs, trays and any other areas where foods or liquids have been discarded or spilled; use approved disinfectant (see Section V).
- 8) Wash hands prior to removing clean dishes from the dishwasher and storing them in a "clean" area of the kitchen.

**V. Selecting an Appropriate Disinfectant**

- A. Any liquid or bar soap is acceptable for routine handwashing.
  - B. Select and stock a sanitary absorbent agent for cleaning body fluid spills.
  - C. Select an intermediate-level disinfectant which will kill vegetative bacteria, fungi, tubercle bacillus and virus. Aerosol sprays are not recommended because of possible inhalant problems and flammability.
- 1) Select an agent that is registered by the U.S. Environmental Protection Agency (EPA) for use as a disinfectant in schools.
  - 2) Select an agent that belongs to one of the following classes of disinfectants:
    - (a) Ethyl or isopropyl alcohol (70-90 percent)
    - (b) Quaternary ammonium germicidal detergent solution (2 percent aqueous solution)
    - (c) Iodophor germicidal detergent (500 ppm available iodine)
    - (d) Phenolic germicidal detergent solution (1 percent aqueous solution)
    - (e) Sodium hypochlorite (1:10 dilution of household bleach)
  - 3) Use all products according to the manufacturer's instructions.
  - 4) Store all disinfectants in a safe area inaccessible to students.

# **SITUATIONS REQUIRING HANDWASHING**

- \* In preparation for working with the children.
- \* Before eating or drinking.
- \* Before handling clean utensils or equipment.
- \* Before and after assisting or training the children in toileting and feeding.
- \* After going to the toilet.
- \* After contact with body secretions. (blood, urine, feces, mucus, saliva, tears, drainage from wounds.)
- \* After handling soiled diapers, clothing or equipment.
- \* After caring for any child with nose, mouth, eye or ear drainage.
- \* After removing disposable gloves.
- \* When leaving clinical area.



# TECHNIQUES FOR HANDLING FOOD AND UTENSILS

- \* Maintain a clean area in the kitchen for serving food. (Cabinet island)
- \* Maintain a separate area of the kitchen for clean-up. (Sink)
- \* Treat all leftover food, dishes and utensils as if they are contaminated.
- \* Scrape food from soiled dishes. Place disposable dishes in plastic-lined, covered waste receptacle.
- \* Pour liquids into sink drain.
- \* Rinse dishes and utensils with warm water and dip into disinfectant before placing them in the dishwasher.
- \* Clean sinks, countertops, tables, chairs, trays and any other areas where foods or liquids have been discarded or spilled with approved disinfectant.
- \* Wash hands prior to removing clean dishes from the dishwasher and storing them in a "clean" area of the kitchen.



# DIAPERING PROCEDURE

**IMPORTANT:** \* Wash hands before and after the procedure.

**\*NEVER TAKE HANDS OR EYES OFF CHILD  
WHILE CHILD IS ON CHANGING AREA**

**NOTE:** Diapers will be checked every hour and the results will be charted on the child's daily record: Charting will be as follows: A – asleep, D – dry, W – wet, B/M – bowel movement. (Always wash your hands after checking each child.)

1. Wash hands.
2. Assemble all equipment. (Clean diaper, plastic bag, gloves, wipes, etc.)
3. Place child on changing surface and put on gloves if desired.
4. Remove soiled diaper and place in appropriate receptacle.
5. If clothing is soiled, remove and place in a plastic bag to be sent home at the end of the day.
6. Clean the perineum and buttocks with baby wipes. Wipe from front to back.
7. Apply clean diaper.
8. Wash child's hands (may use baby wipes) and return the child to the class activity.
9. Disinfect and clean changing area and other contaminated surfaces.
10. Place any plastic bag with soiled clothing in the child's personal storage container.
11. Remove gloves, discard in the appropriate receptacle and wash hands.
12. Chart necessary information on child's daily record.

## TODDLER/YOUNG CHILD SCHEDULE

DATE \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

### EATING SCHEDULE

	<u>TIME</u>	<u>ATE WELL</u>	<u>ATE POORLY</u>
Breakfast	_____	_____	_____
Lunch	_____	_____	_____
Snack	_____	_____	_____

### SLEEP SCHEDULE

Night from \_\_\_\_\_ to \_\_\_\_\_  
 Nap from \_\_\_\_\_ to \_\_\_\_\_

Comments \_\_\_\_\_

### TOILET SCHEDULE

(D-dry, W-wet, U-used toilet, S-bowel movement in pants, BM-in toilet.)

8 \_\_\_\_\_, 9 \_\_\_\_\_, 10 \_\_\_\_\_, 11 \_\_\_\_\_, 12 \_\_\_\_\_, 1 \_\_\_\_\_, 2 \_\_\_\_\_, Other \_\_\_\_\_

<u>DISPOSITION</u>		<u>HEALTH</u>		<u>SUPPLIES</u>
HOME	CC/P	HOME	CC/P	
_____ / _____	Happy	_____ / _____	Cough/Runny nose	Clothes _____
_____ / _____	Fussy/Crying	_____ / _____	Fever	Pants _____
_____ / _____	Irritable	_____ / _____	Rash	Other _____
_____ / _____	Unusually quiet	_____ / _____	Cut/bruise	
_____ / _____	Unusually active	_____ / _____	Diarrhea	

GENERAL COMMENTS \_\_\_\_\_

## INFANT SCHEDULE

DATE \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_

MOTHER'S NAME \_\_\_\_\_

### BOTTLE FEEDING

<u>OUNCES</u>	<u>TIME</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### FOOD

_____
_____
_____
_____
_____

### TIME

### SLEEP SCHEDULE

Night from \_\_\_\_\_ to \_\_\_\_\_  
 Nap from \_\_\_\_\_ to \_\_\_\_\_  
 Nap from \_\_\_\_\_ to \_\_\_\_\_  
 Nap from \_\_\_\_\_ to \_\_\_\_\_

Comments \_\_\_\_\_

### DIAPER SCHEDULE (A-asleep, D-dry, W-wet, BM-Bowel Movement)

8 \_\_\_\_\_, 9 \_\_\_\_\_, 10 \_\_\_\_\_, 11 \_\_\_\_\_, 12 \_\_\_\_\_, 1 \_\_\_\_\_, 2 \_\_\_\_\_, Other \_\_\_\_\_

### SUPPLIES FOR INFANT

Formula \_\_\_\_\_  
 Food \_\_\_\_\_  
 Change of clothes \_\_\_\_\_  
 Other \_\_\_\_\_

### DISPOSITION

Home	CC/P
_____ / _____	Happy
_____ / _____	Fussy/crying
_____ / _____	Irritable
_____ / _____	Unusually Quiet
_____ / _____	Unusually active

### HEALTH

Home	CC/P
_____ / _____	Cough/runny nose
_____ / _____	Fever
_____ / _____	Rash
_____ / _____	Cut/bruise
_____ / _____	Diarrhea

GENERAL COMMENTS \_\_\_\_\_

**Child Care / Parenting Center**  
**Daily (Classroom) Evaluation**

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_

A. Report to class on time with paper, pencil, and book	1	2
B. Completed classroom assignments, accurately & on time	1	2
C. Completed homework assignments accurately & on time	1	2
D. Participated in classroom discussions	1	2

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Child Care / Parenting Center**  
**Daily Evaluation**

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Period: \_\_\_\_\_

A. Personal Appearance	1	2
B. Used correct sanitation procedures	1	2
C. Used correct charting procedures	1	2
D. Performed assigned jobs	1	2

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Child Care/Parenting Center  
Fayetteville High School – West Campus  
Check List**

**STUDENT'S NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE NUMBER:** \_\_\_\_\_

**CHILD'S NAME:** \_\_\_\_\_

**CHILD'S BIRTHDATE:** \_\_\_\_\_

- \_\_\_\_\_ Pupil Enrollment
- \_\_\_\_\_ Standard Health Examination Record
- \_\_\_\_\_ West Campus Information Sheet
- \_\_\_\_\_ Bad Weather Permission Sheet
- \_\_\_\_\_ Persons Authorized to Take Child From Center
- \_\_\_\_\_ Child Care Waiting List Application Form
- \_\_\_\_\_ Class Schedule
- \_\_\_\_\_ School Lunch Form (for parent)
- \_\_\_\_\_ Child Care Nutrition Form for baby
- \_\_\_\_\_ Release for Publication (one for parent/one for baby)
- \_\_\_\_\_ Signed Contract Child Care Services

**FAYETTEVILLE PUBLIC SCHOOLS**  
Fayetteville, Arkansas

**PUPIL ENROLLMENT**

School \_\_\_\_\_

Grade \_\_\_\_\_

Date \_\_\_\_\_

**For School Use**  
**Verified by:**

Name \_\_\_\_\_  
(Legal Last Name) (First) (Middle)

Address \_\_\_\_\_

Phone No. \_\_\_\_\_ Date of Birth: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

Birth Certificate No. \_\_\_\_\_ State of Birth \_\_\_\_\_ Sex \_\_\_\_\_ Race \_\_\_\_\_

Are both parents living? \_\_\_\_\_ Is child living with both parents? \_\_\_\_\_

If not: Are parents separated? \_\_\_\_\_ Divorced? \_\_\_\_\_ Is father remarried? \_\_\_\_\_

Is mother remarried? \_\_\_\_\_ Church preference \_\_\_\_\_

With permission from principal, access to students by parents during school hours is permitted unless legal documents restricting access are on file in the principal's office.

**GIVE INFORMATION ABOUT PERSONS WITH WHOM CHILD IS LIVING IN ITEMS BELOW**

Father's name \_\_\_\_\_ Birth Year \_\_\_\_\_

Father's occupation \_\_\_\_\_

Father's place of employment \_\_\_\_\_ Phone No. \_\_\_\_\_

Father's schooling: Elementary \_\_\_\_\_ High School \_\_\_\_\_ College \_\_\_\_\_

Mother's name \_\_\_\_\_ Birth Year \_\_\_\_\_

Mother's occupation \_\_\_\_\_

Mother's place of employment \_\_\_\_\_ Phone No. \_\_\_\_\_

Mother's schooling: Elementary \_\_\_\_\_ High School \_\_\_\_\_ College \_\_\_\_\_

Name and birth dates of all others who are residing in household

Name	Birth Date	Relation	Name	Birth Date	Relation
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

List schools previously attended

Grade	Name of School	Address	Date
Nursery School	_____	_____	_____
Kindergarten	_____	_____	_____
1st Grade	_____	_____	_____
2nd Grade	_____	_____	_____
3rd Grade	_____	_____	_____
4th Grade	_____	_____	_____
5th Grade	_____	_____	_____
6th Grade	_____	_____	_____

# STANDARD HEALTH EXAMINATION RECORD

In accordance with Act 244 of the General Assembly of the State of Arkansas 1967, amended by Act 633 of 1972, all children regardless of grade, must show evidence of three doses of diphtheria/tetanus/pertussis (DPT), or tetanus/diphtheria (TD), three doses of oral polio (OPV), and a single dose each of measles and rubella vaccine. These must be evidence by a certificate of a licensed physician or a public health department, acknowledging same.

Diphtheria/Tetanus/Pertussis (PT) \_\_\_\_\_

Oral Polio (OPV) \_\_\_\_\_

Measles, Rubeola (RED) \_\_\_\_\_

Rubella (German measles) \_\_\_\_\_

Others \_\_\_\_\_ Others \_\_\_\_\_

Others \_\_\_\_\_ Others \_\_\_\_\_

## PHYSICAL EXAMINATION

Date of Examination \_\_\_\_\_

Height \_\_\_\_\_ Weight \_\_\_\_\_ B.P. \_\_\_\_\_ Appearance, Nutrition \_\_\_\_\_

Eyes  
without glasses                      R20/    L20/                      with glasses                      R20/    L20/

HEENT:

CHEST:

HEART:

ABDOMEN:

GENITALIA:

RECTAL:

EXTREMITIES:

NEUROLOGICAL:

LAB: UA \_\_\_\_\_  
WBC \_\_\_\_\_  
HB \_\_\_\_\_

This person is in satisfactory condition and may engage in all usual activities except as noted

Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ M.D.  
5141 ES f

FAYETTEVILLE PUBLIC SCHOOLS

STANDARD HEALTH EXAMINATION RECORD

SCHOOL \_\_\_\_\_ DATE \_\_\_\_\_

STUDENT \_\_\_\_\_ PARENT OR GUARDIAN \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE NO. \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

NAME, ADDRESS & PHONE number of person to notify in case of an emergency \_\_\_\_\_

Family Doctor \_\_\_\_\_ Family Dentist \_\_\_\_\_

**HEALTH HISTORY** (Check)

DISEASES	ALLERGIES	CHRONIC OR RECURRING ILLNESS
Chicken pox _____	Hay Fever _____	Ear Infections _____
Measles (Red) _____	Asthma _____	Heart Disease _____
German Measles (Rubella) _____	Drugs _____	Convulsions _____
Mumps _____	Insect Stings _____	Diabetes _____
	Ivy, Oak, Etc. _____	Behavior _____
	Food _____	Other _____

Other diseases or medical conditions: \_\_\_\_\_

Hospitalization, operations or serious injuries (dates) : \_\_\_\_\_

Other health information which might be helpful to the school: \_\_\_\_\_

I understand that the school will attempt to reach me in an emergency health situation involving this student and will take whatever emergency action is deemed necessary.

\_\_\_\_\_  
Signature of Parent or Guardian

WEST CAMPUS CHILD CARE PARENTING CENTER  
Information Sheet

Date: \_\_\_\_\_

Child's Name \_\_\_\_\_  
Last First Middle Nickname

Birthdate \_\_\_\_\_ Birthplace \_\_\_\_\_

Age \_\_\_\_\_ Social Security No. \_\_\_\_\_

Mother's Social Security No. \_\_\_\_\_

Father's Social Security No. \_\_\_\_\_

**FAMILY DATA:**

Father's Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Student \_\_\_\_\_ School \_\_\_\_\_ Phone \_\_\_\_\_

Employer \_\_\_\_\_ Phone \_\_\_\_\_

Mother's Name \_\_\_\_\_ Age \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Student \_\_\_\_\_ School \_\_\_\_\_ Phone \_\_\_\_\_

Employer \_\_\_\_\_ Phone \_\_\_\_\_

**Marital Status:** (Check One)

Married \_\_\_\_\_ Single \_\_\_\_\_ Divorced \_\_\_\_\_ Other \_\_\_\_\_

Other siblings: Number \_\_\_\_\_ Ages \_\_\_\_\_

Who should we contact in case of emergency if parents cannot be reached?

Name \_\_\_\_\_ Relationship \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Is there any unusual circumstances in the family situation which you believe might influence your child's behavior? If yes, please explain: \_\_\_\_\_



If parents are not living together, what are the custody/visiting arrangements? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SOCIAL DATA:**

Who has cared for the child other than his parents? (State whether adult or teenager) \_\_\_\_\_  
\_\_\_\_\_

Has child had group play experience? \_\_\_\_\_ Where? \_\_\_\_\_  
\_\_\_\_\_

Has your child had the experience of being cared for by adults other than members of your family?  
Please describe. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your accustomed mode of reassuring and rewarding your child? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**DEVELOPMENT HISTORY:**

Type of birth: Normal \_\_\_\_\_ Premature \_\_\_\_\_ (If so, how many weeks \_\_\_\_\_).

Any Complications: \_\_\_\_\_  
\_\_\_\_\_

Birth Weight \_\_\_\_\_ Length \_\_\_\_\_ Head Circumference \_\_\_\_\_

**GENERAL INFORMATION:**

Does your child have any emotional disturbances or physical handicaps? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Age child began sitting \_\_\_\_\_ Crawling \_\_\_\_\_

Walking \_\_\_\_\_

Is your child a good climber? \_\_\_\_\_ Does your child fall easily? \_\_\_\_\_

Age child began talking \_\_\_\_\_ Does child speak in words? \_\_\_\_\_ or sentences? \_\_\_\_\_

Does child have difficulty in speaking? \_\_\_\_\_

Does child dress own self? \_\_\_\_\_ Undress self? \_\_\_\_\_

What time does child usually eat? \_\_\_\_\_

Breakfast \_\_\_\_\_ Lunch \_\_\_\_\_ Dinner \_\_\_\_\_

Does your child feed himself? \_\_\_\_\_

What time does your child go to bed at night? \_\_\_\_\_ Awaken? \_\_\_\_\_

Does the child take naps? \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

By what method does your child go to sleep? \_\_\_\_\_

Are there any problems connected with sleeping? \_\_\_\_\_

What are the child's favorite indoor play activities? \_\_\_\_\_

What is your child's favorite toy? \_\_\_\_\_ Pet? \_\_\_\_\_

Book? \_\_\_\_\_ Person? \_\_\_\_\_

Security Item? \_\_\_\_\_

Does your child have any particular habits or mannerisms such as thumbsucking? nailbiting? Please describe. \_\_\_\_\_

Does your child have any particular fears, such as dogs, or sirens? Does he have nightmares? Please describe. \_\_\_\_\_

In general, how does your child react to anxiety or stressful situations? Does he cry, withdraw, throw tantrums? \_\_\_\_\_

Has your child ever had an allergic reaction to anything other than food, such as medication, insect bites, stings, etc.? (This should also be noted on the Medical Report.) \_\_\_\_\_

How well do you anticipate your child will adjust to our child care program? \_\_\_\_\_

**EATING:**

What are the child's favorite foods? \_\_\_\_\_

What foods are refused? \_\_\_\_\_

Is your child allergic to certain foods? (Food allergies should also be noted on the medical report.) If so, please list: \_\_\_\_\_

Does your child feed her/himself? \_\_\_\_\_

If so, does s/he use fingers \_\_\_\_\_ spoon \_\_\_\_\_ fork \_\_\_\_\_

How frequently does your child have between meal snacks? \_\_\_\_\_

If your child is on formula, baby food, or on a special diet, please describe the type of diet and the pattern of eating in the course of one day. \_\_\_\_\_

Does your child relate well to other children? Does he/she seek friendships: or is he/she a loner?  
How does your child relate to adults: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If your child is bottle-fed, how is s/he held for feeding? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**BEHAVIOR:**

What method of behavior control is used in your home? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your child's usual reaction? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How would you describe your child's personality? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please describe an ordinary day in the life of your child, from his/her rising in the morning to going to bed at night. (Use back of page as necessary) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**TOILET HABITS:**

If your child is in diapers, approximately how long does he/she stay dry? \_\_\_\_\_

If there is anything unusual about your child's bowel movements (frequent, loose, etc.) please describe: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can the child be relied upon to indicate a desire for "toileting"? \_\_\_\_\_

If so, at approximately what age did your child become toilet trained for urine? \_\_\_\_\_  
Bowels? \_\_\_\_\_

Does your child normally stay dry during naps? \_\_\_\_\_

What word is used for urination? \_\_\_\_\_ for bowel movements? \_\_\_\_\_

If a male child, does your child prefer to stand or sit to urinate? \_\_\_\_\_

Are there any irregularities or problems connected with elimination? \_\_\_\_\_

Is there anything else you think we need to know about your child? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Fayetteville Public Schools  
Fayetteville, Arkansas

Dear Parents,

When it becomes necessary to dismiss school before regular dismissal time because of bad weather, we are anxious to get children home safely as soon as possible. Many times telephone conversation is impossible, phone lines may be overloaded or we may be talking with the bus garage or other school offices.

In order for us to know what you wish for your child to do, please fill out this form and return to school.

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Room No. \_\_\_\_\_

PLEASE CIRCLE APPROPRIATE STATEMENTS

**BUS STUDENT:**

1. Ride bus
2. Other (specify

\_\_\_\_\_  
\_\_\_\_\_

**OTHER STUDENTS:**

1. Allow my child to walk or drive home as soon as school is dismissed.
2. Keep my child until I pick him up or until regular dismissal time.  
He may also be picked up by:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I UNDERSTAND THAT THIS WILL BE IN EFFECT FOR THE REMAINDER OF THE SCHOOL YEAR.

\_\_\_\_\_  
Parent or Guardian

\_\_\_\_\_  
Phone

**PERSON AUTHORIZED TO TAKE CHILD FROM  
CHILD CARE/PARENTING CENTER FACILITY**

**NAME** **RELATIONSHIP**

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**AUTHORIZATION FOR EMERGENCY MEDICAL CARE**

I understand that I will be notified at once in case of accident or illness to my child, and I will make arrangements for medical care for my child with physician or hospital of my choice.

If I cannot be reached to make necessary arrangements, or in a critical emergency requiring medical care, I hereby authorize Child Care/Parenting Center to contact Dr. \_\_\_\_\_  
(Provider)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Phone)

or Emergency Medical Services for transportation and emergency treatment of my child.

**AGREEMENTS**

1. The provider and I have agreed on a plan for continuing communication regarding my child's development, behavior, etc.
2. When my child is ill it is understood and agreed that s/he will not be accepted into the child care facility.
3. I have been informed of this facility's policies pertaining to the admission, care and discharge of children.
4. I have been informed that a copy of Licensing Rules for Child Care Centers in Arkansas is available at this facility for review.

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Parent or Legal Guardian Signature)



# CHILD CARE WAITING LIST APPLICATION FORM

DATE OF APPLICATION \_\_\_\_\_

CHILD'S NAME \_\_\_\_\_

CHILD'S AGE \_\_\_\_\_ DATE OF BIRTH \_\_\_\_\_

PARENT'S NAME \_\_\_\_\_

GRADE \_\_\_\_\_

SCHOOL: EAST \_\_\_\_\_ WEST \_\_\_\_\_ AREA \_\_\_\_\_

COUNSELOR: BOWLIN \_\_\_\_\_ BRINKLEY \_\_\_\_\_ DETMER \_\_\_\_\_

GUYTON \_\_\_\_\_ HARDGRAVE \_\_\_\_\_

AREA SCHOOL COUNSELOR \_\_\_\_\_

Name \_\_\_\_\_

PARENT'S ADDRESS \_\_\_\_\_

PARENT'S PHONE NUMBER \_\_\_\_\_

\*\*\*\*\* FOR OFFICE USE ONLY \*\*\*\*\*

CONTACT MADE ON THIS DATE \_\_\_\_\_

PERSON MAKING CONTACT FROM WEST CAMPUS \_\_\_\_\_

CONTACT WAS MADE BY: PHONE, LETTER, OR IN PERSON

DATE PROCESSED \_\_\_\_\_

\*\*\*\*\*

Name \_\_\_\_\_ M / F \_\_\_\_\_ Grade \_\_\_\_\_  
 (Last) (First) (Middle)

Address \_\_\_\_\_ Home Phone \_\_\_\_\_

Parents Name \_\_\_\_\_

Father's Occupation \_\_\_\_\_ Phone \_\_\_\_\_

Mother's Occupation \_\_\_\_\_ Phone \_\_\_\_\_

In case of emergency – Name \_\_\_\_\_ Phone \_\_\_\_\_

School Entered From \_\_\_\_\_ Date \_\_\_\_\_

Dr's. Name \_\_\_\_\_ Phone \_\_\_\_\_

Locker # \_\_\_\_\_ Date of Birth: \_\_\_\_\_

5112-S-b

.....  
 Name \_\_\_\_\_ M / F \_\_\_\_\_ Grade \_\_\_\_\_  
 (Last) (First) (Middle)

H.R.	Teacher	T.	NT
Module	Subject	Room #	Teacher



**WEST CAMPUS TECHNICAL CENTER  
CHILD CARE/PARENTING CENTER  
RELEASE FOR PUBLICATION**

Release for publication must be on file for everyone in photograph.

I freely grant consent to West Campus Child Care/Parenting Center, to photograph me and to use the photos for publicizing activities of the Child Care/Parenting Center, without payment to me.

SUBJECT'S SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

PARENT'S (or guardian's) SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

**Note:** This is an example of a sample letter soliciting support and funding for the program.

Dear \_\_\_\_\_,

The Child Care/Parenting Center is designed as a drop-out prevention program for teen parents. In order to keep teen parents and parents-to-be in school, the center was designed to care for their children. The Child Care Center is supervised by a registered nurse and staffed by a child care aide. The facility is licensed by the state to serve ten children from age six weeks to three years.

In addition to the Child Care Center, we have an intensive training program for teen parents and parents-to-be. Each morning the high school parents and parents-to-be are required to attend a parenting class. The class provides information on basic procedures for caring for children. Students are instructed in the basic principles for discipline and guidance of their children. Information is presented to the parents on basic survival skills. The parenting class also provides a time for parents to share their experiences. This time helps the parents learn from each other. It is surprising to see how the teen parents share information, resources, and baby clothes with each other. Examples of the teen parents helping each other is when they babysit for each other, share food, and help with transportation.

The third part of the Child Care/Parenting Center is child care training for high school students. There are over one hundred high school students involved in child care training. Students spend time in classroom training for one week, and then spend one week working in the Child Care Center. Community child care directors have been extremely interested in hiring our students when they graduate. At the present time we have seven students working in child care centers now

One advantage of our program is that high school students have the opportunity to see how difficult it really is to care for a baby. They find out what it is like to feed babies and change diapers. Many of them have classes with teen mothers, and they witness their problems first hand. We can't stop teen pregnancy because of all the different reasons teens get pregnant, but we really believe that our students in child care training are less likely to get pregnant because they learn what a responsibility it is to be a parent.

The community support has been overwhelming. The newspaper and television stations have been instrumental in helping spread information about the program. This week one television station called to see if we could allow them to raise money for additional beds. The Methodist, Baptist, and Episcopal churches are working with us. The Bank of Fayetteville is helping us through the adopt-a-school program. The Arkansas Association of University Women has provided daily volunteer help. The Springdale Jaycees held a basketball tournament to raise money for us. They also started a transportation project to help the teen parents. The University of Arkansas has provided expert guidance and practicum students. Levi – Strauss has provided the Child Care/Parenting Center with playground equipment.

The Job Training Partnership Act has provided funding for the child care aide and secretary as well as funds to pay teen parents and at-risk economically eligible students to work in the Child Care Center. The Standard Register Company has recently agreed to help with our program. We are really lucky to have been so well accepted by the community, especially when our Little Rock Funding was cut so drastically this year.

After this brief summary of our Child Care/Parenting Program, I wanted to explain to you about our specific needs. We are sending students away because we have already met our licensing requirement of 10 students. We are licensed for ten babies in the Child Care Center, but we have nine babies on the waiting list to enroll. Requests from area schools are already being made for next year. It is impossible for us to add to the child care enrollment unless we get more space and additional staff members.

We also need to ask for help with supplies like diapers and food. Most of our mothers really have to be careful with money. Infact, we just enrolled a mother and baby who have not had enough to eat. Yesterday when breakfast was served, the child started to grab the food with both hands. Today we fixed a huge breakfast, and the child just ate and ate. We sent home a food stamp application with the mother so she can begin the process to get help. We also sent some of our milk, peanut butter, sandwich meat and bread home with her. The needs of the teen parents are so complex. Many do not have a place to live. They do not have transportation, and many just don't know how to get help from human services.

Everyday we have challenges and miracles. We have heard so many heartbreaking stories, and we have been able to counsel the teen parents through some major problems. That's why we get a chance to witness lots of miracles.

The Child Care/Parenting Program has been more successful than everyone expected. We are really committed to finding a way to expand the center and meet the needs of more teen parents. When you believe strongly in a program that benefits teen parents, teen parents-to-be, high school students, and especially the babies; it becomes a part of your life. We have had 15 teen mothers and fathers graduate this year. We have four more planning to graduate in June.

I would love to have you come by and visit the Child Care/Parenting Center. We are located behind the Highway 62 Walmart Store at West Campus. The center is housed in three classrooms at the back of the Printing Building. Feel free to drop in anytime from 8:00 – 3:00 to watch the program in action. Call me at 444-3063 if you need additional information.

Sincerely,

Dr. Phyllis McGinty  
Teacher/Coordinator  
Child Care/Parenting Center  
Fayetteville West Campus

Enclosures

Note: Send pamphlets and zerox copies of newspaper articles.

## COMMUNITY SUPPORT

### **American Heart Association**

Grant Idea to other kids – \$500

### **Bank of Fayetteville**

\$500 for rug and stroller

\$1,000 donation of diapers and formula

\$250 donation

\$350 donation for video at open channel

### **Methodist Church**

3 groups + 1 Sunday School Class – \$150

### **AAUW**

Daily volunteers for Child Care/Parenting Center

### **First Baptist Church – (Youth group)**

Birthday parties for infants and toddlers and Christmas party for the teen parents

### **Kappa Delta Sorority**

\$150 donation

State Project on St. Patricks Day – \$1,000 donation

### **Springdale Jaycees**

Trans. Project Kids w/Kids Tournament

### **Foundation**

Bank

### **Fire Department**

Donation of toys, clothing and room decorations

### **Adopt-a-Mom Program**

Community Volunteers

### **Sue Gohn**

Clothing Program, Exchange Store

### **State Nurses Association**

Altrusa, Exchange Club

### **Levi Strauss**

Local & National Level

\$3,900 playground equipment

### **Wal-Mart**

College

**Washington Regional**

Donated CPR,  
Support Group – Joanna Hussey, Allison-RN Nurse Educator

**Autumnfest**

\$1,000 donation

**Tysons**

\$500 donation

**Sam's Wholesale**

highchairs, play yards, diapers, and strollers

**Standard Register Company**

Christmas Shopping trip for teen parents – \$100

**Human Services (Food)**

Food donation

\$200 shopping trip to one teen parent

**University of Arkansas**

Social Welfare Dept. sends volunteers

Education Dept. sends changing schools students

**Episcopal Church**

Clothing for children and teen parents

\$100 donation

**Christian Women**

\$200 donation

**The Llama Company**

\$2,500 donation – 1989-90 school year

\$2,500 donation – 1990-91 school year

**Mrs. England**

\$20

**Mrs. Jack Budd**

\$20

**Mrs. Jack Krie**

\$25

**IBM**

\$150

Food and weekly volunteer



**Preceptor Zeta of Beta Sigma Phi**

Regina Gabel

Easter Basket of supplies for Child Care/Parenting Center

**First National Bank**

Christmas party for teen parents and children, Christmas gifts,  
Christmas tree for Child Care/Parenting Center

**The United Methodist Church, Little Rock**

\$500 grant

**Sequoyah Kiwanis Club**

\$250

**Chapter II**

Educational Materials for Child Care Classes and Parenting Classes

\$8,000

**Teacher Recognition**

Education Materials for Parenting Class Teen Panel Travel & Expenses money to present panel  
discussion to area schools

\$1,000

**K-Mart**

1991 Various childrens items, clothes – infant/toddler toys, bibs etc.

**Anonymous Donations**

\$3,000

# *Thank You*



*from*

*West Campus  
Occupational Child Care/Parenting*

## RESOURCE LIST

### LAKESHORE LEARNING MATERIALS

2695 E. Dominguez Street  
P.O. Box 6261  
Carson, California 90749  
1-800-421-5354

### ENVIRONMENTS

P.O. Box 1343  
Beaufort Industrial Park  
Beaufort, S.C. 29901-1348  
1-800-EI-CHILD

### NASCO

901 Janesville Ave.  
Fort Atkinson, Wisconsin  
1-800-558-9595

### SCHOOL SPECIALTY SUPPLY, INC.

P.O. Box 1547  
Salina, Kansas 67402-1547  
1-800-255-0004

### BUILDING BLOCKS

38W567 Brindlewood  
Elgin, Illinois 60123

### ACOG DISTRIBUTION CENTER

409 12th Street, SW  
Washington, DC 20024

### COMMUNITY PLAYTHINGS

Rt. 213  
Rifton, NY 12471  
914-658-3141

### "Getting Started in the Child Care Business"

Sharon Kimery  
The Arkansas Vocational Curriculum Dissemination Center  
The University of Arkansas  
115 Graduate Building  
Fayetteville, Arkansas 72701  
1-800-632-8754

### "Minimum Licensing Requirements for Child Care Centers"

Available from your local county licensing director at  
the Department of Human Services

Kathy Stegall

Coordinator

Arkansas Department of Human Services  
Division of Children and Family Services  
626 Donaghey Plaza South  
P.O. Box 1437  
Little Rock, Arkansas 72203-1437

National Association for the  
Education of Young Children  
(NAEYC)

1834 Connecticut  
Avenue, NW  
Washington, DC 20009-5786  
1-800-424-2460 or 202-232-8777

AVCDC Curriculum Center

University of Arkansas  
Graduate Education Bldg., Room 100  
Fayetteville, Arkansas 72701

Children's Defense Fund  
122 C Street N.W.  
Washington, DC 20001

Children's Welfare League of America, Inc.  
440 First Street, NW, Suite 310  
Washington, DC 20001-2085

Hector Sanchez  
Educator Program Specialist  
Head Start Bureau  
P.O. Box 1182  
Washington, DC 20013  
202-245-0420

Daycare and Child Development  
1401K. Street N.W.  
Washington, D.C. 20005

Child Development Associate  
1718 Connecticut  
Avenue, NW  
5th Floor  
Washington, DC 20009

Child Care Employee Project  
6536 Telegraph  
Avenue, Suit A-201  
Oakland, Ca 94609  
415-653-9889

Children's Defense Fund  
122 C Street NW  
Washington, DC 20001  
202-628-8787

Child Welfare League of America  
67 Irving Place  
New York, New York 10003

U.S. Department of Health Education Welfare  
Office of Child Development  
P.O. Box 1182  
Washington, DC 20013

Centers for Disease Control  
Atlanta, Georgia 30333

Deborah Bryant, M.D.  
Acting Director  
Division of Maternal & Child Health  
State Health Department of Arkansas  
4815 W. Markham  
Little Rock, Arkansas 72201

### TEXTBOOKS:

Caring for the Developing Child – book and workbook  
Patricia E. Marhoefer and Lisa A. Vadnais  
Delmar Publishers, Inc.

Parenting and Teaching Young Children  
Verna Hildebrand, Ph. D.  
McGraw – Hill Publisher

# EQUIPMENT FOR INFANT AND TODDLER ROOM

## INFANT ROOM

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Sink with running water  
Playpens  
Bathroom  
Potty chairs  
Child size sink  
Infant Toys  
Baby Swing  
Paper Towel Dispenser  
Infant Strollers

## ADULT KITCHEN

Refrigerator  
Counter Sinks  
Oven & Stove  
Microwave  
Counter Surface  
Dishwasher

## BATHROOM

Sink with running water  
Toilet  
Paper Towel Dispenser

## TODDLER ROOM

High Chairs  
Cubbies  
Toddler Table & Chairs  
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\*Storage Room for supplies and equipment

\*NOTE: The crib we use is pictured above.

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Teen parents participating in the program will have quality child care provided while attending academic and/or vocational classes. Opportunities for participation in non-traditional vocational shop classes is provided. Teen parents with children in the child care/parenting program receive parenting education, counseling, and transportation, as needed.

All teen parents and parents-to-be in the two junior highs, Uptown East and West Campus will be encouraged to participate in the Fayetteville West Campus Occupational Child Care/Parenting Program. The program is available to all students from the following participating area schools: Springdale, West Fork, Home Grove, Bentonville, Siloam Springs, Lincoln Winslow, Farmington, Central Arkansas, Rogers and Greenland, Decatur, White Mountain, Pea Ridge.



For additional information  
on the  
West Campus  
Occupational Child Care/Parenting Program  
contact  
John Davidson or Phyllis McGinty  
Child Care/Parenting Center 444-3063  
West Campus Technical Center 444-3058



Children are the world's greatest resource. The future depends on them. What better reason could there be for devoting yourself to making life better for children?

*Occupational Child Care/Parenting Project*

**West Campus  
Technical Center**

2350 Old Farmington Road  
Fayetteville, Arkansas 72701



## *Occupational Child Care/Parenting*

The Occupational Child Care/Parenting Project is funded through the Program Improvement Division of the State Department of Education, Vocational and Technical Division.

The main objective of the Child Care/Parenting Project is to focus on dropout prevention for at-risk teen parents and parents-to-be. In addition, the project offers quality parenting instruction to parents-to-be as well as teen parents with children enrolled in the licensed child care center. The project also serves as a vocational shop class training high school students for a career in child care.

The Child Care Center is supervised by Mrs. Sandra Jenkins, a registered nurse. The center is also staffed with a child care teacher aide, and other community volunteers.



By providing child care, it is expected that teen parents and parents-to-be will be able to continue their education and obtain a high school diploma as well as marketable skills. The project has five specific goals:

1. to develop a child care facility at West Campus for young mothers and their children so parents may participate in vocational and educational programs,
2. to develop and provide opportunities for these students to learn marketable skills so they may support themselves and their families,
3. to provide vocational training opportunities for these young mothers in nontraditional careers,
4. to provide support services which would include counseling, parent education and transportation, and
5. to develop and expand vocational education programs to include activities which will meet student's and society's needs by training future child care workers.

The Occupational Child Care Class teaches wage earning, parenting, and human relations skills as well as assisting students who may lack higher academic skills and are at risk for dropping out. The class includes information on employment skills, planning and management of a child care program and child care facility, guiding children's behavior, caring for children with special needs, and pre-employment laboratory experience.



Parenting classes are provided for parents-to-be and teen parents with children enrolled in the child care center. Students study the principles of child development while learning appropriate child rearing techniques. The expected results will be the prevention of maladaptive child rearing methods as well as preventing child abuse and neglect of children. The primary objective of the parenting education class will be to strengthen young parents' confidence and skills while parenting their own children.

# Help for teen mothers at West Campus

### New day care center offers assistance



A young mother with her baby at FHS West Campus day care center.

By DEBORAH ROBINSON  
Times Staff Writer

Challenges and miracles are an everyday part of a new program at the Fayetteville Community Center designed to help teen mothers deal with the pressures of raising their babies alone. The program is the West Campus Day Care Center at Fayetteville High School, West Campus, says the program focuses on frequent preparation for at-risk single teen-age parents. We help them get the tools to solve problems and help them. Mathis says, it's the only center of its kind in the area.

Teen mothers are a significant part of the population in Northwest Arkansas, which has more than 100,000 teen pregnancies. "There were two babies born to teen mothers in Washington and Benton counties last year," McGinty said. Though some of the babies were born to mothers who had high school diplomas and other skills, many teen mothers are starting out with no education and no job.

The day care program, just one year old, is expected to be the only one of its kind in the area.

The program is just one of the many services offered by the center. It also offers parenting classes and other services. McGinty says the program is a "hand" from the Fayetteville Partnership for Teen Pregnancy.

With assistance from JTPA, which is administered through the Nur-

thwest Arkansas Economic Development District, McGinty says the project will grow and better serve the needs of teen parents trying to complete their education.

JTPA, she said, will pay part of the center's operating expenses, including salaries for a part-time secretary and a full-time teacher's aid. In addition, she said, it will help with diapers and transportation and food and office supplies.

Kim Richardson, JTPA job coordination specialist, says the program is beneficial because young mothers can come in and care for their babies during breaks between classes, and students interested in entering a day care profession will be able to work at the center and get paid by JTPA. "They were just doing this during the school term, but now they'll be doing it year round," she said.

Other funding sources of funding are program improvement funds, the single parent homemaker and see equity funds, and generous donations of money and other assistance from the community.

This is a perfect job for a teacher, says McGinty, who teaches a parenting class at the center. "You teach it and you talk about it and you see it happen. Then you see the benefits to the little children."

Just last year, principal of West Campus says, "I'm not aware of any program, exactly like this in the area. This is beginning to take place in Arkansas. I believe others will follow."

He said the idea for the local program came about when school officials began looking at ways they could help five young mothers attending I prawn School finish their education.

The Arkansas Board of Education was contacted concerning the matter, and the board proposed a program that would provide child care in school.

He said once it was decided that a program should be started, a committee of three got together and wrote a grant application to obtain a three-year funding source for the program. When the funds were approved, McGinty and Sandra Jenkins, a registered nurse, were hired to get the program off the ground during the spring 1989 semester. The center opened its doors.

Since that time, the program has been successful in attracting other groups and others in the community who wanted to help. It has worked beyond its wildest dreams, Mathis said of the community support.

Another successful element has been the reaction from the young



Sandra Jenkins, center, a registered nurse at the FHS West Campus center, enjoys some games with mothers and their youngsters in the center's play area.

## Living on their own often tough for young mothers

By DEBORAH ROBINSON  
Times Staff Writer

Living on their own is a frightening prospect for many young mothers. The pressure of going to school and finding a job, and taking on the responsibility for another person's life among the problems young parents often face.

Terry, a young mother, said, "I'm not married. My parents have a hard time with me. I have it all right trying to make money to pay bills. We never have money to spare."

Patricia, another young mother who got married not long before her daughter was born, says finding a job and taking care of her daughter for assistance at various social agencies can also be difficult. "I finally gave up. I couldn't find a babysitter."

Asked how their friends at school reacted when they found out they were pregnant, Patricia had mixed responses.

Just about all my friends try to help me, so they come over and help me take care of it, she said. Another mother, however, said, "Mine all left me. They wouldn't have anything to do with it."

All the girls and they had found new friends at the center, she said. "Whenever I have emotional problems, they help me. A lot of help."

Deann is a straight A student who gave birth to a son two months ago. She is living on her own, holding down two jobs, and will start her senior year in high school this month. Though she has applied for housing through HUD, she is living in a \$66-a-month city center's apartment.



A young mother works on scheduling for nursery school activities planned for toddlers at the day care center.

...about all my friends plan to have babies, so they come over and help me take care of it, one mother said. Another mother, however, said, "Mine all left me. They wouldn't have anything to do with it."

If I get hours, it's going to be better because I won't have to be sitting on my money for where I live, she said.

Asked what advice they would give other teen girls, all of the young mothers strongly advised against getting pregnant.

pregnancy a secret from her parents for six months. Tell someone and get help.

"Don't get pregnant," advises Annette, who graduated from high school in May and was one of the first mothers in the day care program. "It's too much trouble. Sometimes you have to drop out of school. There's a lot of pressure."

There were 690 babies born to teenagers in Washington and Benton Counties last year, McGinty said. Though some of the babies were planned and born to mothers 18 to 19 years old, a significant number were born to younger mothers, she said.

mothers, McGinty says it has been rewarding to see the young women learn to take care of their babies and develop close, supportive relationships with each other and those who run the center. "There are bad days when the mothers are crying and the babies are sick," she said. "It's not little time stuff. It's tough stuff like we don't have a place to live or anything to eat, or somebody's beating me up. We have a lot of challenges and miracles."

In order to qualify for the program, teen mothers must be enrolled in one of the schools participating in the program and working toward a high school diploma. Participating schools include Fayetteville, Springdale, West Fork, Prairie Grove, Bentonville, Siloam Springs, Janesville, Winslow, Farmington, Gentry, Elkins, Rogers, Greenland, and Huntsville. Children, aged six weeks to three years, are sent to the center and teen parents are required to enroll in a day care class taught at the school.

Not a free ride. Both McGinty and Mathis stress the fact that the center is not a free ride for the teen mothers. "It's not a place to drop the baby off and disappear," Mathis says. "It's to help the mother get a high school education and to help the baby get off to a good start in an appropriate day care setting."

The students see how much work it is to have a baby, McGinty says. "That's the best thing about the whole program - if a girl of your thinks they want to have a baby, it makes them think twice."

If a group needs a special project, we're ready to be adopted, McGinty says. "Someone might adopt a mother," McGinty said. "Teen mothers use an additional amount of time as well as food and clothing. For more information about the center, call 442-6102."



Teaching of parenting skills is among the many vital benefits of the center, now in its second year.

Photo courtesy David Bell, JTPA



### Arkansas First Lady speaks at FHS ceremony

# Child care crucial, says Hillary Clinton

By DON TROOP  
Times Staff Writer

Arkansas First Lady Hillary Clinton said Friday that the United States spends less money on child care services than any of its international competitors.

"If we don't support our young women in need, it's not just the individual babies at their families that will pay the price," Clinton warned. "We'll all pay the price."

Clinton made her remarks at a ribbon-cutting ceremony and dedication program for the Fayetteville High School West Campus Occupational Child Care/Parenting Project. Officially opened at the beginning

of the 1989 spring semester, the program has three distinct aims.

—To provide day-care services for teenage mothers so that they can continue their education.

—To teach child-care skills to mothers so that their children will receive proper care.

—To teach child-care skills to other students so that they may pursue careers in that field.

Prior to the dedication ceremony, Clinton toured the facility and visited with the mothers and their babies. The facility serves nine mothers and expectant mothers and eight babies. Some of the mothers are married, but most are not. Clinton praised the program,



Hillary Clinton

which serves a 12-school area, for providing a safe and healthy environment for the children and child-care training for the mothers. She noted that the effort represents a partnership between the school system, federal and state government, local businesses, the University of Arkansas and the entire community through the involvement of civic and church groups.

Clinton observed that it is now more difficult than ever for young parents to "navigate their way to adulthood" through the many challenges and temptations that confront them. She emphasized that adults must find the time to help children make that transition.

"Schools are one of the few institutions left that are there for all children," Clinton said. Thus, she said, American schools must make a stronger effort than ever before to see that the nation's children receive the help they need to become productive adults. Otherwise, she said, we will all pay the price through increasing social programs.

Clinton noted that in France, when a young woman is pregnant, the government with the government so that she will receive training and care to ensure that her child stays healthy and is properly raised.

"They loved so much more than

we do to make sure that children don't grow up to become a burden on society," Clinton lamented.

Noting that she was "twice the age of these girls" when she gave birth to her daughter, Clinton said she believed that she still would help to fund the many responsibilities of parenthood. She added that she could not imagine how difficult it must be to raise young women.

The good news, Clinton said, is that the teen pregnancy rate in Arkansas, often described as being "the highest in the nation, is finally beginning to drop."

"It shows that our efforts are beginning to make a difference," Clinton said. "We're not giving in to the idea that they don't want to be about that 'out there' to our parents when it's all over the television, and the children have more than one of age 13 than I have at 41."



Photograph by Chris Bowers

### Hillary meets Dusty

Arkansas First Lady Hillary Clinton visits with Fayetteville High School senior Vanessa Blair and daughter, Dusty Ann Blair, who is 18 weeks old, at the FHS West Campus Occupational Child Care/Parenting Project which was dedicated

Friday. The project provides teenaged mothers with day-care services so they can continue their education and teaches child-care skills in a 12-school area.

Register

Feature

Apr. 28 1989

# Helping teen mothers succeed

By Heather Reinholz

A glimmer of hope is now available to teenage parents in Northwest Arkansas.

The Occupational Child Care/Parenting Center at West Campus focuses on dropout prevention for at risk teenage mothers and parents. The program provides child care for teenage mothers. This allows them to be full-time students. The mothers are required to attend a parenting class along with other vocational or academic classes needed to graduate. Coordinator of the program is Phyllis McGinty.

"Everyone I have enrolled is 18 (years) or younger. The average age is 16 to 15 years old. We have two young mothers who are 17 and 18 that have two young children space," Ms. McGinty said.

The parenting class teaches child development, individual differences, and



Photo by Cody McLoud

A NEW PROGRAM at West Campus helps keep teenage parents in school and teaches vital parenting skills. Angela Guthrie and program coordinator Phyllis McGinty participate in the Occupational Child Care/Parenting Center at West

appropriate child rearing techniques.

Other topics covered are employability skills, planning and management of a child care program, planning the child care facility, guiding children's behavior, caring for children with special needs and pre-employment laboratory experience.

The class serves as a support group for the parents. It gives them a chance to talk about their problems with other teenagers in the same situation. A high school counselor is also available to provide support services.

A registered nurse Sandra Jenkins is in charge of the child care center.

"It's a real advantage to have a registered nurse in the child care center. She has experience working with children and if somebody

does get hurt or if something goes wrong she's right there to take care of it," Ms. McGinty said.

In addition to caring for the children and teaching their parents, the program also serves as a vocational shop class for other high school students who are interested in a career in child care. These students help take care of the children. They also get to teach art, music, P.E. and help with science activities. They do have several responsibilities and duties that aren't quite as glamorous. For example they have to do the laundry, clean up and take out the diapers.

"We can place anybody from child care worker training into a center in the area. There is such a demand for qualified workers," Ms. McGinty added.

The program is being

financed in part by a federal vocational education grant. According to Ms. McGinty, it's cooperative effort and support from other school personnel and programs is helping develop a center superior to what the funding alone could provide.

The program serves all Fayetteville students as well as students in 12 of the surrounding school districts.

The P.D. at Root School has been collecting clothing, blankets, etc. for the young mothers. An exchange store has been set up for them to use as needed.

If they (students or anybody in the community) have maternity clothes or baby clothes, we would like for them to bring them to us and we'll give them to the teen mothers or mothers-to-be. And when those children outgrow the clothes they'll bring them back and we'll give them to someone else. It works really well. Right now we desperately need maternity clothes and especially the newborn babies. We have a pretty good supply in other areas," Ms. McGinty said.

She said the support from the teachers and administrators, particularly West Campus Principal Jack Mathis, has been great.

"I've worked with a lot of other principals before but I've never worked with anybody quite like Mr. Mathis. He's over here all the time to check on us and to help us," Ms. McGinty said.

Mr. (Lloyd) Thomas, our transportation director, arranges for the mothers to ride the bus with their babies in the morning and they come pick them up in the afternoon. The mothers have to have their own car seats and then the school system will install seat belts," Ms. McGinty said.

Wage earning, parenting and human relations skills are also taught.

They are doing everything they would be doing if they worked in a real child care center. Ms. McGinty said. This might explain why there is such a demand for these students in the child care business.

# EQUITY WORKS

ARKANSAS VOCATIONAL AND TECHNICAL EDUCATION

### Child Care/Parenting Center Provides Valuable Service

The Occupational Child Care/Parenting Center at West Campus provides a valuable service to teenage mothers and parents in Northwest Arkansas. The center offers a supportive environment where young mothers can continue their education while receiving child care for their children. The program includes a parenting class, vocational training, and a child care facility. The center is staffed by experienced professionals and is supported by the community. The program is a success story for many young mothers and their children.



# Ash trees donated to center

### West Campus facility helped by local bank

By DON TROOP  
Times Staff Writer

The tiny residents of a day care center in Fayetteville will keep cool next summer thanks to a donation made recently by the Bank of Fayetteville.

The bank donated three ash trees to the Child Care Parenting Center at Fayetteville High School West Campus, a special program that allows teenaged mothers to complete their high school education while their infants receive professional care nearby. Workers planted the trees in the center's outdoor play yard so that children can play in comfort even during the hottest days of summer.

The Bank of Fayetteville also donated \$500 worth of diapers and formula and bank employees dug through their closets and wallets to donate clothing money and other items that the center desperately needs.

#### Diapers formula

The bank also donated \$500 worth of diapers and formula and bank employees dug through their closets and wallets to donate clothing money and other items that the center desperately needs. In addition, the bank planted two oak trees in the front lawn of West Campus.

The school and bank are part of the Fayetteville Chamber of Commerce's Adopt A School program. Officials from both the bank and school agreed that the Child Care Parenting Center and its crucial patrons has given the bank a focal point that makes giving feel especially good.

#### Education

Since it opened about a year ago, the center has helped several mothers continue their schooling despite the responsibilities of parenthood. West Campus principal Jack Mathis emphasized the importance of mothers receiving their academic education so they will be able to support themselves as adults. Mathis added that the mothers are kids themselves and must be taught how to properly care for and



Bank and school officials, along with some of the center's youngsters, at dedication ceremony last week at PHS West Campus.

#### Feed their babies

One of the most important aspects of the program is that the mothers must attend parenting classes one hour a day and also during the noon hour to feed their infants and have contact with them, Mathis said.

The center, which serves 12 area schools, has reached its capacity of 10 babies and presently has a waiting list of six. Mathis said the program needs to expand to serve more babies. To do that, he said, the center would have to hire another teacher, expand its kitchen facilities and add more space. Mathis said that he has asked to use one of the Fayetteville district's portable buildings when additions to the city's two junior high schools are completed and the buildings are no longer needed there.

Mathis praised the program noting that several years ago a girl got pregnant and she just disappeared. That's not true anymore.

#### Funding

Thelma McGinty, director of the center, said the program receives federal financial funding as well as help through the Job Training Partnership Act. But she emphasized that private help is also needed to

offer the day-tray instruction for babies.

Each baby averages seven diaper changes a day. McGinty said she added in some cases when the mothers would be unable to afford the costs of diapers and formula, the center sends supplies home with them.

Those who wish to donate diapers, clothing or other supplies should call McGinty at 444-446.

### SECTION

## C Wedding bells ring in area... 2-6C

Signals, anniversaries noted



# FAMILY LIVING

Northwest Arkansas Times, Sunday, December 10, 1989



### 'Tender lovin' care

Thanks to many dedicated volunteers and staff members, the day care facility at Fayetteville High School West Campus is a resounding success. The staff members teach teenaged parents how to provide proper care for their children, and they watch over the tots while the teens attend classes so they can complete high school education. At right, Larene Raymond holds a baby in four-month-old Monica. Above, Christie Harris rocks a tot in a swing at the facility. Below, Jeanette Kuester left and Vickie Moton conduct a hand-clapping sing-along with youngsters.



### Teen Pregnancy

## Fayetteville School Has Alternative to Problems

With the summer months behind them, Fayetteville High School has found an alternative to the problems of teen pregnancy. The school's new West Campus facility, which opened in September, provides a safe haven for teen mothers. The center allows them to complete their high school education while their infants receive professional care nearby. The facility is a resounding success, thanks to the dedication of staff members and volunteers. The center provides a safe haven for teen mothers, allowing them to complete their high school education while their infants receive professional care nearby. The facility is a resounding success, thanks to the dedication of staff members and volunteers.

The center provides a safe haven for teen mothers, allowing them to complete their high school education while their infants receive professional care nearby. The facility is a resounding success, thanks to the dedication of staff members and volunteers. The center provides a safe haven for teen mothers, allowing them to complete their high school education while their infants receive professional care nearby. The facility is a resounding success, thanks to the dedication of staff members and volunteers.



BEST COPY AVAILABLE

# Innovative Center for Teen Parents, Training

"School districts across the U.S. should take note of a teenage-pregnancy program initiated by the Fayetteville School District. This program, we might add, exists in a state where one out of every five students drops out of school before getting a high school diploma. Many of the dropouts in Arkansas leave school because of pregnancy.

"The fates of such dropout students and their offspring are indeed bleak. Without a high school diploma and with no chance to attend college, the students end up in low-paying jobs or on public relief. Their children grow up in socially and financially deprived environments."

dropout prevention for at-risk single-teen-age mothers and parents. Students from the Fayetteville schools participating in the program have quality child care provided while they are attending academic and/or vocational classes.

The Fayetteville West secondary vocational school gives the students the opportunity to learn a trade and hold a future vocational and non-vocational vocational shop classes: computers, dental assisting, culinary arts, auto mechanics, welding, drafting, auto body repair, building trades, printing and the Child Care Learning Class. For those interested in working in the child care industry, students also attend classes for the college located at Fayetteville East Campus.

Vocational students in the Child Care Learning Class work in the Child Care Parenting Center. Among these students are ones who may lack higher academic skills and who are at risk for dropping out of school. They learn wage earning and human relations skills in addition to parenting skills. And for those interested in a child care career, the Child Care Learning Class includes information on employability skills, planning and management of a child care facility, guiding children's behavior and teaching children with special needs. Working in the school center also provides them with pre-employment labor market experience.



## Benefits for Children, Teen Parents, Vocational Students

The Child Care Parenting Center is a community center that is supported by Smith-Johnson, a registered nurse, who provides excellent care for the high-risk children that teenage mothers often have. In addition, the registered nurse serves as a valuable resource person for the parents, teen parents and both in training students.

Maternity tests and parents with children in the Child Care Parenting Center receive high-quality parenting instruction and counseling. Because of the program's success, the center is being replicated in other schools and communities. The program is also being replicated in other schools and communities.

Programs that provide child care during the school day and night are being sought by the young parents, confidence and skills. The center is using blended services from program components to provide single parents with market and support funds to assist in

## Center Receives Strong Support

The Child Care Parenting Center received a statewide attention when Arkansas Gov. Bill Clinton, in a letter to the governor, commended the facility and provided the office with a letter of support. The Arkansas Governor's Office commended the center for its role in providing a safe and secure environment for the children of single mothers. The letter also commended the center for its role in providing a safe and secure environment for the children of single mothers.

Particularly noteworthy is the support from both the school system and the local community. All citizens in the Fayetteville school system have received the center and have helped to fund it. The center has also received support from the local business community. The center has also received support from the local business community.

Every day we are reminded of both the challenges and the rewards that are a part of the Child Care Parenting Center. The project was originally designed to keep teen mothers on school. But it has done far more than that. It has provided a safe and secure environment for the children of single mothers. It has provided a safe and secure environment for the children of single mothers.

By Phyllis McCarty, Fayetteville School District, Fayetteville, Ark.

NOVEMBER/DECEMBER

120 THE MORNING NEWS  
Sunday, December 2, 1990

## School Briefs



Robin Neathery and her 11-month-old son Alicia cuddle together next to a baby quilt. Q.U.I.T. (Quilters United) is making quilts for recently made and donated quilts to every child at the Fayetteville High School West Campus.

**T**his excerpt appeared in an editorial in the December 18, 1988 edition of the *Northwest Arkansas Times*. It could have appeared in any newspaper in the country. The editorial was a commentary on the late writing by a magazine editor who was writing the concluding words of a piece that will not be published for their children as well.

But the program to which the editorial refers is the Child Care Parenting Center located at Fayetteville West Campus. It gives teen parents the chance to stay in school, get a diploma, and lead a better life. And the success of the center provides a model for other schools and communities in the state.

## Program keeps teen mothers in school

By KIM CAMBON  
Morning News Writer  
"It's like being grounded for 18 years."

These words, along with a picture of a teen-age mother holding a baby, are found on a poster in the day-care center at Fayetteville High School's West Campus. "Observing its first year in operation, the Occupational Child Care/Parenting Project at the site is making an attempt to keep teen mothers in school."

The project is funded through the Program Improvement and Site Equity Division of the State Department of Education, Vocational and Technical Division, and the Job Training Partnership Act (JTPA). Its main focus is enabling teen parents and parents-to-be to continue their education and obtain marketable skills.

"If it weren't for this program, I'd be at home watching soap," said one junior who has two children. Each morning, teen mothers load up with school books in one van and babies in the other meet at the center for their first hour parenting class.

Attendance is required in order for the mothers to enroll their babies in the day-care facility. Topics include crisis control, parenting skills, nutrition and other appropriate child-rearing techniques.

The center is available to all students in participating districts. Presently, two girls are from outside the Fayetteville School System: one is from Bentonville and the other from Pine Bluff. Transportation is provided for those in the program.

"None of these girls would be in school if it weren't for this program," Phyllis McCarty, the center's teacher-coordinator, said. Licensed to keep 10 babies, ages 6 weeks to 3 years old, the facility has a long waiting list of teen mothers wanting to get into the program.

In 1989, 483 babies were born to females between the ages of 15 and 19 in Washington and Benton Counties. To some, this figure may

seem a little high, but according to the Center for Health Statistics in Little Rock, both counties are following national trends.

Of the 73 counties in Arkansas, Benton County's teenage fertility rate ranked 43rd, Washington County ranked 66th.

"The program has made a world of difference in the appearance of the babies and the attitudes of the mothers," West Campus Principal Jack Marhan said.

Working with a yearly budget of less than \$60,000, McCarty said they must go out into the community for support. "People are really taking care of us," McCarty said. "We get donations from all kinds of organizations and businesses."

Levi Stern recently donated playground equipment which was installed Friday. Tyson, Inc. donated \$500 to help defray costs of diapers for the center, and a member of the school board set up an exchange shop in the facility. The shop is stocked with maternity and baby clothes. The girls use the clothing, then return them for someone else to use.

"I think one of the best parts of the program is that it is within the school system," McCarty continued. "We have all the professional staff here to meet our needs from speech therapist to maintenance."

The center is staffed with a registered nurse, child-care teachers and staff students from the high school.

"The students who work in here find out first hand how tough it is to have a baby," McCarty noted. The mothers are also required to spend their lunch periods in the center, feeding and spending time with their child. "It takes a lot of pressure off the girls," Mathis said of the program. "They can concentrate on their studies and not worry about what kind of care their child is receiving."

Monday morning at the center the bell rang and six young mothers sat themselves down at a group of tables and began talking

NORTHWEST ARKANSAS MORNING NEWS, TUESDAY, FEBRUARY 6, 1990



Three children play together at the day-care facility on Fayetteville High School's West Campus while their teenage mothers attend classes.

with McCarty. "Sounds of clanking toys filtered in from the adjoining day care room, mixed with the laughter of the happy toddlers."

The walls of the two rooms the program uses were adorned with rainbows and finger paintings produced by the hands of children. Pamphlets and books on child-rearing lined the walls of the classroom.

"While taking roll call, McCarty asked each girl what had been developing in their lives. "The best way to learn is from each other," she told the young mothers.

The topic of discussion was whether it was easier living at home with their parents or living on their own. A mixture of answers emerged from the room. "I find it easier to live on my own," said one mother. "I don't have someone telling me all the time how to do this or that."

"I live on my own, but I call my mom about every little thing," another commented. "If I didn't have my soon or brother to help me out, I would never get my homework finished," said a voice from the back of the classroom.

"What are the things these mothers face day to day? Not only do they attend school and do their homework, they must also provide for their babies by working outside of the home."

"I hardly ever see my little girl," a junior said. "I get up at 6 a.m., feed her, come to school then go to work from 4 p.m. to 11 p.m."

"Somehow, we need to tap into the resources made available to these mothers," Mathis said. "They have such overwhelming problems and being pregnant is only the beginning."

Mathis also said that the issue of housing needed to be addressed. "Some of these girls have nowhere to go. Their families have shut them out," he said.

You can educate people about

parenthood all you want," he continued. "But they're still going to do it. There's nothing. There are other reasons we need to look at."

For students of the high school who see these mothers and their babies every day, there has been a rude awakening about teen pregnancy. "You can't get more realistic than this," Mathis said as he picked up one of the 12-month-old babies. "The mothers aren't hesitant at all to talk with their peers about the problems that come being a parent."

"The program not only serves as a good counseling tool," he said, "it has helped students make better decisions."

## Child Care/Parenting Center Lends A Helping Hand In Fayetteville

by Dr. Phyllis McGinty

School districts across the U.S. should take note of a unique program initiated by the Fayetteville School District. This program, which might add existing rates to an area of care, has students drop out of school before getting a high school diploma. Many of the dropouts are from area schools because of program.

The fate of such dropout parent and their offspring are sad stories. Without a high school diploma and with no money to attend college, the student and, in many cases, the family, are in a relief. Their children grow up in a financially deprived environment.

This excerpt appeared in a editorial in the December 18, 1988 issue of the *Northwest Arkansas Times*. The program is based on the editorial by the Child Care/Parenting Center located at Fayetteville High School West Campus.

The secondary vocational school gives students the opportunity to learn the trade they would like to learn for themselves in the future. The classes include computers, dental, printing, auto parts, auto mechanics, welding, drafting, auto body repair, fooding, trade printing, as well as child care. Students also have the opportunity to attend college based classes at Fayetteville High Campus High School.

### Varied Services

The Child Care/Parenting Center uses blended grants from program improvement funds, the single parent workmaker and day care funds. Focus on dropout prevention, but it also includes treatment of the child and support of the parent. The program offers a variety of services to the parents and the children in the program. The

program also provides a variety of support services for the parents and the children.

The Child Care/Parenting Center is a governmentally funded and human resources center as well as a consulting center for students who may lack higher academic skills and who are at risk for dropping out of school. The class includes information on employment skills, planning and management of a child care facility, guiding children's behavior, caring for children with special needs and pre-employment laboratory experience.

The Child Care Center is a licensed facility that is supervised by a registered nurse. A registered nurse provides excellent supervision for the high

school students. In addition, she acts as a valuable resource person for the mothers-to-be, the teen parents and the child care training students.

The parenting class is provided to single mothers and parents with children in the child care program. By teaching principles of child development, individual differences, and appropriate child-rearing techniques, the expected results are to prevent maladaptive child-rearing methods, prevent abuse and neglect of children, and to strengthen the young parents' confidence and skills.

Students from the fifteen area schools participating in the program have qual-

Continued on page 18



A Child Care student holds her two children.

### Child Care/Parenting

Continued from page 7

its child care provided while they are attending academic and/or vocational classes. Opportunities for participation in nontraditional vocational opportunities are provided. Mothers-to-be and parents with children in the Child Care/Parenting Program receive parenting education and counseling.

### Strong Support

The program has received strong support from the school system and the community. School officials have been involved in a variety of support activities. All counselors in the Fayetteville School System have toured the center and have helped recruit in their own school as well as in area schools. Merchants and civic groups have donated funds and supplies and local agencies have given their support.

Challenges and miracles are an everyday part of the Child Care/Parenting

Center. The project was designed to keep teen mothers in school, but it has done more than give teen mothers information about the trials of parenthood. Teen parents are learning how to solve their own problems and where to go for help when necessary. Most of all it is helping them prepare for the future.

Dr. Phyllis McGinty is teacher coordinator of the Child Care/Parenting Center. The Child Care Center is supervised by Sandra Jenkins, R.N.



# Teachers awarded 23 grants

Teachers in Arkansas are the recipients of 23 grants awarded under the State Recognition Program of the state Department of Education for projects designed to improve students' performance. The grants vary in amount up to \$1,000. The grant recipients for the 18 new projects are:

■ **Elementary level:** Carol Fair, Dardanelle Middle School, "Global Awareness/Language Arts;" Rhonda Mullikin and Wanda Owen, Jimmy Brown Elementary School (St. Ar City School District), "Stepping Stones - Early Childhood Education;" Leann Beard and Donr-a Johnson, Chidester Elementary School (Fairview School District), "Read With Me;" Kim Wilbanks, University Heights Ele-

mentary (Nettleton School District), "Learning to Read the 'Write' Way;" Suzanne Self, Clarendon Elementary School, "Science Starters - Bringing the Arts to Science;" Mary May, Gosnell Elementary, "Cultural Units of Art;" Becky Castleberry and Shirley Howard, Albright Elementary School (Newport School District), "Knowledge Pow Wow;" Eleanor Thomas, Julia Shannon Elementary (Stuttgart School District), "Learning Styles Project;" and Mary Margaret Torok, Berryville Elementary, "Oral Interpretation and Drama Workshop."

■ **Secondary level:** Michele Miro, Alma High School, "The Wrap Session;" Dr. Phyllis

McGinty, Fayetteville High School West, "S.T.P. (Survive Teen Pregnancy);" Nena Diddy, Joyce Moore, and Shirley Holcomb, Lake Hamilton Junior High School, "Scarecrow Project;" Kittena Bell and Marilyn Schambach, Magnolia High School, "Geo-T;" Mitch Walton, Sloan-Hendrix Junior High, "American History in the News;" Madeline Marquette, Northside High (Fort Smith School District), "Improving Oral Proficiency in the High School Foreign Language Classroom;" Claire Purdome, Yellville-Summit High, "Learning, Doing, Providing - Good Science!;" Gary Morris, Jonesboro High, "Midi From Bach to Byte;" and Lynn Smith, Northside High School (Fort Smith School District), "Mega Prints: Printing Large Without A Press."

## Inside Fayetteville

Betty Ezell

Ramay Junior High

Independent Living is a home economics course offered to ninth grade students in each junior high in Fayetteville. In this course basic skills are integrated with new technology as students study life skills — interpersonal relationships, consumer education and home management, housing, child development and parenting, personal and family health, foods and nutrition, and clothing and textiles.

This course utilizes community resources, guest speakers, and field trips to institutions such as banks and day care centers that relate specifically to course context. Students are also given practical application of computer usage in the classroom.

Every effort is made to make the course practical and relative to the needs and problems of teens. For example, students enrolled in Independent Living at Ramay Junior High have gained new insights into teen parenthood. The students interviewed five teen-age mothers at the Child Care-Parenting Center located on the Fayetteville High School West Campus concerning the problems and challenges of teen parenting.

The interviews were held after the Independent Living classes completed study on the problems of teen parenting. Each class collectively devised a list of questions pertaining to parenting issues. These questions were then given to the teen parents prior to the interviews.

The teen parents were open and honest in talking about their teen parenting situations. They said that life as a teen parent is difficult and told the junior high students that, if they could do it all over again, they would choose to wait until they were more mature and finished their education to become parents. After the interviews, Ramay students described the activity as both interesting and informative and concluded that each teen parent's plight was unfortunate but had been preventable.

Written comments in response to information presented in this column may be sent to Corneal, Fayetteville Public Schools, P.O. Box 849, Fayetteville 72702.

Northwest Arkansas Times, Wed., October 31, 1990  
FAYETTEVILLE, ARKANSAS

## McGinty: Arkansas faces teen pregnancy outbreak

By KAY B. HALL  
Times Staff Writer

Arkansas is facing an "epidemic" outbreak of teenage pregnancies, Phyllis McGinty told her audience at a United Community Services luncheon recently at Park Inn.

McGinty, director of the Child Care/Parenting Center at Fayetteville's West Campus High School, works to prevent such an outbreak, and she spoke from her own experience in dealing on a daily basis with teenage mothers and teenage mothers-to-be and their babies.

The ChildCare/Parenting Center is a three-year pilot program funded by grant money to serve students from schools throughout Benton and Washington Counties. Unless the program receives financial help, she said, the program will be discontinued after this year.

**Training**  
In addition to providing childcare for the babies, vocational and training opportunities, support services and counseling, wageearning and human relations skills are all included in the pilot program.

So many of the young women using the daycare services come to McGinty for answers and in search of food, clothing, or a place to live, and resources and referrals are given them. A full-time registered nurse is on staff.

"You see the mother coming each day in school buses their babies strapped in car seats with seat belts," she said.

When the program student or parent is accepted into the West Campus program, each is required to take a turn working in the center, caring for the babies or doing the laundry and mother-to-be and father-to-be, alike are all required to take teen-parenting and child care classes.

**Elective classes**  
The classes aren't all work, she said. Elective classes are offered to other students in hopes of helping many of whom are boys so they

may learn the joy and responsibility of childcare.

Problem-solving occurs in these classes, she said.

"A student was crying that her baby was due in two weeks and it didn't have a father. She said she had to find a boyfriend."

The other students counseled her, convinced her that she would be better off without a boyfriend and that she need her baby would make it just fine. These are rewarding moments, she said.

Having traveled to other areas, including the Boston area to compare similar pilot programs, she said, Fayetteville's West Campus wins the competition, hands down.

"We've had letters from about 20 other states including Hawaii asking about our program," she said.

**Ratio**  
Staff to student is on a basis of one to five, and volunteer and student workers are not included in that count. Their assistance make the ratio better than one-to-one, she said, sometimes even making it two-to-one, she said, with care of the babies being shared by two students.

The West Campus facility could care for at least 30 babies, but averages only 10 because there is not enough funding to hire additional staff.

To keep the program operational another year, a budget of \$60,000 to \$70,000 would be needed for 1991-1992.

The classes have proven to be great deterrents, she said in preventing pregnancy. Students who come in and work for the hour, the maximum amount of time, and leave exhausted, realize the responsibility involved in caring for a baby on a 24-hour basis. It makes for a strong argument against teen pregnancy.

**Praises community**  
The community and Jack Mathis principal have been wonderful so supportive, she said.  
She told of "anonymous" donations of food, diapers, baby clothes

and maternity clothes that have been dropped off during the three years, a gesture that enables the school to keep its teenage parents and their offspring fed and clothed.

The community, she said, needs to become more active in an overall preventive effort. Churches and elementary schools, she said, need to implement drug prevention programs and sexuality classes.

An official discovery in caring for these young parents, she said, is the discovery that many of the girls did not have a good mother-daughter relationship and do not feel good about themselves.

She invited the public to tour the West Campus facility at any time to see what they accomplish. Area residents can write letters, she said, and make phone calls to their legislators telling them how valuable the program has been.

And, she said, "We can always use disposable diapers and paper products or food that can be sent home with the students."

# Program designed for teen mothers to stay in school

BY MAX PARKER  
Staff Writer

FAYETTEVILLE — The occupational child care Parenting Center has set up 2007 keeping term-age mothers in school.

Last week, the center opened its child care and parenting sessions, located in two classrooms at the Fayetteville High School West campus, a secondary vocational school that also offers art and dance classes.

Another phase of the program, child care instruction, began in August 1996, program coordinator Phyllis McGinty said in a telephone interview.

Everyone I have interviewed is 16 years old or older, McGinty said. The average age is 17 and 18 years old. We have two young mothers who are 16. But these two young children probably do have a chance to finish high school, she said.

The program is designed to help these mothers stay in school. The program is a partnership between Fayetteville High School and the Fayetteville School District. A year ago, McGinty said.

A high summer conference also available to provide support services to the teens.

## Must attend class

Mothers are required to attend a parenting class, a course that is available to any vocational student in the classes at the center, McGinty said. They are also required to attend their own hour with their children.

Nearly 500 students in the program are obligated through federal grants, said Charlie Russell, assistant superintendent of the Fayetteville School District. Although this is the first year of such a program, it is a three-year funding period. Russell said the grant has to be used accurately.

The program's instruction was prompted when two students at the district's Payne School Center told McGinty their habits to class during the

1997-1998 school year, McGinty said. The application for the grant was submitted by Jack Mathis, west campus principal. Mary Charlton, psychological examiner for the district, and David Liskner, west campus teacher.

## Also open to fathers

McGinty, herself a mother of two boys, and a home economics teacher for 14 years, said the program is also open to teen fathers and to students who do not have a parent.

We also found out certain reproductive needs have not been met by many teenagers, McGinty said. The community has to be supportive. By the time the students come to us, their decisions are already made.

But we want the program to be a support system for the students.

The program is open to both sexes, where kids can come to us for help. We are available to them. We are available to them.

## No contain threat

McGinty said the program is not a threat to the students. The teens involved in the program accept the fact that they are facing the "random" task of being "mother."

We have tried to avoid all these emotions, McGinty said.

McGinty said that every parent that she matters what the children are. The children are there. We're going to stress responsibility. We offer them a lot of informal education in the program. But these are typical teenagers. They're concerned about their future, but also about coming out with their friends.

McGinty said she believes the district has the model program. District workers are interested to try to become the two exempt classes, a program accepted for a year. The district is interested in the program.

Russell said his son, a high school senior, has been with his parents and the district's support. He has been a student of a local high school at the facility.



Crystal Weatherman sits with daughter Brianna at Fayetteville High School West Campus as students from Woodland Junior High look on.

Friday, a group of Woodland FHS members adopted some of the FHS teen parents and their children for the holidays, bringing presents.

and other items. In turn, they heard about the realities of parenthood.

# HELPING TEEN MOMS

Woodland students bring Christmas to FHS parent project and learn about the trials of raising a child

BY BOB HOBBS

Teen mothers and their babies were the guests of honor at the Christmas party at the Woodland Junior High School on Friday. The party was a joint effort of the Woodland Junior High School and the Fayetteville High School Parenting Center.

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Phyllis McGinty, director of the project, called the party a "sweet little Christmas story," that came about after a panel of teen mothers visited Woodland to talk about the realities of being a parent. As a result of the visit, the FHS chapter decided to adopt teen mothers involved with the childcare center.

The party was held at the Fayetteville High School Parenting Center. The party was a joint effort of the Woodland Junior High School and the Fayetteville High School Parenting Center. The party was held at the Fayetteville High School Parenting Center.

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**EMERGENCY PROCEDURE  
CHILD CARE/PARENTING CENTER**

- 1. Call out to Supervisor (Mrs. Jenkins, or Mrs. McGinty) "I need help". (NEVER LEAVE INFANT OR CHILD IN DISTRESS)**
- 2. Administer first aid as necessary until help arrives.**
- 3. Supervisor will assist in first aid.**
- 4. Student assigned to toddler area will call 911 if necessary and then call office and state what emergency exists and have office representative contact parent of child.**
- 5. Students assigned to infants will supervise all children during an emergency.**
- 6. Other students will remain calm, help with other children and follow instructions.**
- 7. If an emergency occurs on playground one person should stay with child (DO NOT MOVE CHILD) and another students should go for help.**



Georgette Parrot and Scott Reame help toddlers Shehita and Stanley assemble a puzzle at the child care center at Fayetteville West Campus. The center, due in open in January, is part of a program to provide day care for the children of area students working

for their high school diploma. Instructions in parenting for the student-parents and child care training for other students as a vocational course.

# Opinion

editorials/analysis/comment

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## Program in Fayetteville schools can help

# Life for a pregnant teen is tough

By RUSTY GARRETT  
Times Staff Writer

No one is sure how many teenagers quit school because of pregnancy. The girls just have come back to school says Mrs. Charlton, psychological examiner for the Fayetteville School District. We usually find out later that they are pregnant.

Sometimes the student cannot bear the combined pressures of an education and motherhood. Sometimes it is simply a problem of not having anyone to care for a child. Whatever the reason, the result is the same: the mother does not complete her education. Consequently she ends up in a job paying no future job or on welfare. The hardship and depression the child is subjected to can hinder its development, making it unlikely that it will enjoy a successful life.

A program aimed at helping break the cycle of poverty that results around teenage pregnancy has been put together in Fayetteville. It may become a model program for other school districts nationally.

The Occupational Child Care Parenting Center is housed at Fayetteville's West Campus, but serves all Fayetteville students as well as some of the 12 surrounding school districts. It serves students in the West Campus, Fayetteville

The long range goal is a better relationship between mother and baby, developing skills that will lead to a better quality of life for that young mother and her baby.

McInty says the program is providing day care for the girls during the school year. The program is made up of a day care center for the students, a Parenting Center, and a Vocational Center. The program is designed to help the girls develop the skills and confidence to balance the job and motherhood. The program will be in place on a trial basis for one year. The program will be evaluated at the end of the year.

All the students in the program are from the West Campus. The program is designed to help the girls develop the skills and confidence to balance the job and motherhood. The program will be in place on a trial basis for one year. The program will be evaluated at the end of the year.

The program is being funded in part with federal, national education grants obtained by Mattie Charlton and Diana Falkner, a west campus instructor. Its need became evident when several students at the Fayetteville School began to be pregnant. The girls were with them determining the need for the program. The three did some intensive research and submitted their grant proposal.

But McInty says the cooperative effort and support from other school personnel and programs is helping develop a center superior to what the funding alone could have provided. Much of the furniture in the center is loaned by the carpenters in the school system. District workers have donated the necessary materials and space into an area in the school system. A Medicaid grant is also being used to help with the program. McInty says the program will be in place on a trial basis for one year. The program will be evaluated at the end of the year.

The program is being funded in part with federal, national education grants obtained by Mattie Charlton and Diana Falkner, a west campus instructor. Its need became evident when several students at the Fayetteville School began to be pregnant. The girls were with them determining the need for the program. The three did some intensive research and submitted their grant proposal.

A kitchen and laundry area are taking shape.

Everyone the teachers and administrators have been so supportive, McInty says, adding the carpenters work on furnishings for the room provided material better than anything we could buy.

The center is preparing for an initial enrollment of six to 10 children. McInty says some as young as six weeks. The student just had a baby, he says. She'll be back in here with her young one after she gets to be six weeks. We have one other student who is due in December.

McInty says the parenting program for the young mothers should keep them from learning the hard way the basics of child care. He said the immediate goal of the program is a high school diploma for the student and to provide close appropriate child care while the student is in school. The long range goal, he says, is a better relationship between mother and baby, developing skills that will lead to a better quality of life for that young mother and her baby.

A lot of people think the program is just set up for pregnant students, McInty says. But we also have regular child care students. We have babies in the program too. We have three of the 20 students currently in the program.

## F'ville teen program

School districts across the U.S. should take note of a teenage-pregnancy program initiated by the Fayetteville School District. This program, we might add, exists in a state where one of every four students drops out of school before getting a high school diploma. Many of the dropouts in Arkansas leave school because of pregnancy.

The fathers of such dropout students and their offspring are indeed bleak. Without a high school diploma and with no chance to attend college, the students end up in low-paying jobs or on public relief. Their children grow up in socially and financially deprived environments.

Students while they are attending classes, but will also provide parenting classes and counseling to teen-parents and child-care training for high school students who want to enter this career field.

Funding for the program is provided, in part, by a federal vocational education grant. Classrooms were remodeled and furniture was constructed for the center by school personnel, thus keeping costs to a minimum.

Initially, the center will have an enrollment of six to 10 children, with some as young as six weeks old.

Some people like to moralize about teen pregnancy. Children shouldn't have children, but in today's world they often do. Moralizing doesn't do anything for the teen parents or children which are caught up in the problem. Teen pregnancies are a reality, and programs like the one at Fayetteville schools are attempting to deal with it.

Fayetteville's new program is housed at the Occupational Child Care/Parenting Center at the high school's West Campus. It serves all Fayetteville and Washington County students. The center will not only care for the offspring of stu-

dent's while they are attending classes, but will also provide parenting classes and counseling to teen-parents and child-care training for high school students who want to enter this career field.

Northwest Arkansas Times, Fri., Dec. 16, 1988

## Tough

(Continued from page 1)

the program are male a percentage that is actually quite lower than has been elsewhere. We have a lot of child care center directors and workers that are men. They are really going in to the profession. And she says the demand for them is also high. The centers want to have a male role model. One of her three male students, Scott Reame, had offered a job on the spot at the new school during a class field trip to the center.

Neither Reame nor either of the other two child care training students interviewed during a recent class had decided whether to pursue a full-time career in child care. We don't know what we want to do, said one student. Last who is also enrolled in West Campus dental lab.

Pay appears low. McInty says a number of students are discouraged by the pay they can expect in the field. A telephone survey of local centers by the class indicated most child care workers start out at or slightly above minimum wage.

The child care training program is offered in combination with a course of trade and skill classes at West Campus. Reame also studies works with computers and printing at the campus and has an art class at Fayetteville. Scott Davall, another student in the class, is based from Fayetteville and divides his time between child care training, welding and auto body repair.

McInty has praise for the students who enrolled in the course at its outset. I arrived Aug. 20 and didn't even have a desk, he said. The course's curriculum was not outlined, so the students were taking a chance. We went through a wide

ing and they marked what they wanted most to learn about. We started there, she said.

She said the students had been just handed the work involved in putting together a child care center. We've been having issues the whole time, the program, she says. The students are learning the requirements are the problems and challenges that are involved in a program.

McInty said one of the students, Scott Reame, has a job offer at the center when he has the opportunity. McInty believes the program will provide a viable alternative to the development of the program in a field.

McInty said the program is designed to help the girls develop the skills and confidence to balance the job and motherhood. The program will be in place on a trial basis for one year. The program will be evaluated at the end of the year.

Charlton says the program differs from others in that it keeps the pregnant students in a classroom in the classroom, rather than segregating them. It is important for them to be in the regular environment of a classroom while they still come here and get parenting skills. The program, she says, has a real interest in it. She can not only provide first aid for the children, McInty says, but she can give the parents more intensive training in quality care with more emphasis on sanitation than they would otherwise receive.

The three in the program of the program, providing a path for the girls, who are pregnant and who are young parents and offering child

care training for other students — is a unique program.

And McInty says critics who contend such a program will promote teen pregnancy are dead wrong. We have found what is happening is exactly the opposite. The mothers in class are the students who see just what the problems are with their teen mothers. Then when they work in the center, they see exactly what it is like to take care of that little girl, she pointed out.

The program has nothing to do with birth control, she said. We're not about that, she said.

The program, she says, offers the program's potential for dovetailing into other programs. Some parents in the county, a plus program for pregnant teens, have helped with the program. They are entering school and working on their high school diploma. And police and other service agencies have seen the program this way. McInty says the child care instruction students themselves have been recruiting teen parents. And in the summer the center will remain open as a training site for the Job Training Partnership Act program as well as for mothers who want to attend summer school.

And the center has provided a support group for teen parents. The support group part of the program is a combination, meet at 1 p.m. each Tuesday at the center. Lena Hines, a coordinator of the group, says topics covered include child instruction for teen parents as well as offering support. And the center provides child care for the parents while they must work. We must have because they have great families, Hines says.

Another important group benefiting from the program will be the children. The program will help prepare the kids for kindergarten.

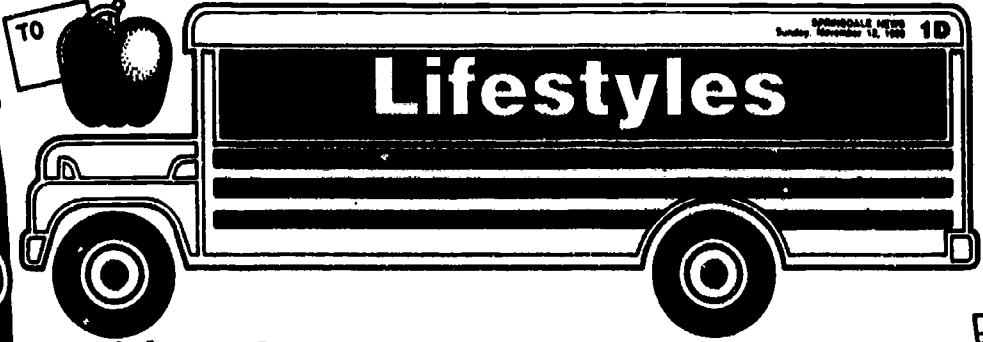
McInty says. They're going to be ahead before they get kindergarten. We're not doing a high pressure program to read or anything. We offer basic social skills, learning to get along, some basic reading activities. We will expose them to books and music they may not have at home.

Charlton says caring for the children in the center may also help them spot and treat learning problems before they start.

The little children are so loved and so needed by the high school kids, McInty says. I'm not sure who enjoys it more. Reame was however. He said without hesitation, "The high school kids."

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# Kids Help Kids at Campus Day Care

Becca Bacon Martin  
Lifestyles Editor

When patrons of the Fayetteville School District need a reason to feel good about life, many of them know exactly where to go. They stop by the Child Care-Parenting Center on the high school West Campus.

There, next door to the printing plant and around the corner from English class, 10 babies are learning to crawl and crawl and sing and play. And their mothers — and fathers, too — are learning how to be good parents without dropping out. In fact, several appear to attend college, and one even has a perfect 4.0 grade point average.

If you stop by, don't try to guess which caregivers are the parents and which are the students enrolled in the occupational child care classes. It doesn't seem to matter to the moms or the toddlers. There's love in abundance from 8 a.m. to 3 p.m. every weekday, and the "high risk" babies seem to be flourishing.

The idea for the Child Care Center was born when Mary Charleston, a school testing expert, realized how many babies were accompanying their mothers to Updown, the Fayetteville alternative school. There were no facilities there and no real care for the babies. Charleston started looking for funding, a grant proposal was written at record time and the program was approved in the summer of 1989. But that was just the beginning.

A school maintenance team went to work on two classrooms at West Campus — the vocational-technical branch of Fayetteville High School — converting them to a bright, cheerful and safe day care facility. Carpenters crossed cabinets, a changing table, shelves and a sink. Electricians installed a dry but functional kitchen, and plumbers put in a child-sized bathroom. Many of the furnishings were donated or purchased at a discount.

Since the center opened Jan. 23, a full-time aide has been hired to assist Sandra Jenkins, the full-time registered nurse who supervises child care. That means the center is licensed to care for 10 children, but others are already on a waiting list. Two mothers are currently studying at home with their babies, and a third is due any minute — not to mention others who have inquired from area schools.



Photo courtesy David Bell, JTPA

"We need another full-time person," says teacher coordinator Dr. Phyllis McGinty, who holds a Ph.D. in vocational education-home economics. "We have the room — if we just had the money." And she's working for it all the time.

The money provided to the center through the federal Job Training Partnership Act (JTPA) pays for the aide and a part-time secretary. Best of all, JTPA funding lets the center compensate moms for the time spent waiting with the children. That, McGinty says, is good for everybody and offers another incentive for mothers to stay in school.

It's amazing what the Child Care Center has accomplished on a shoestring. Individuals and organizations have pitched in to provide maternity and baby clothes, snacks and canned foods, diapers, diapers, toys for the walls, books and toys. The Bank of Fayetteville donates, once Tuesday and plans them on the playground, and employees of local business plan to add equipment. Help has come from clubs like Alpha Xi, the American Association of University Women and the Springdale Jaycees, Washington Regional Medical Center, the Center for Arkansas and PAM a dozen church groups.

McGinty can't say enough good things about the school board and administrators, either. "They're always watching out for us."

Now the everything's running smoothly, McGinty's begun to think ahead, wondering if summer child care will again be funded by JTPA and worrying about what will happen in 1991 when the grant money would start the Child Care Center will run out. She thinks the program is vital not just for the area moms but for their pets as well. In addition to the 18 students enrolled in parenting classes, 60 women are learning about child care the hard way in the occupational training arm of the program.

Being here though it is to be a parent has a tremendous impact, she says. "There's no way any teacher can tell them as much as they can see here. And I think for many of them it's a good reason to delay parenthood."

Almost half of the mothers involved in the program are married, the others are not. Some are taking at West Campus for jobs in dental hygiene or food preparation, others are taking college preparatory classes at East Campus. Some have family support while others are on their own. In short, McGinty says, the girls are as different as you'd expect to find in any classroom.

The only thing they have in common is the babies," she says, but they all become friends and support each other.

McGinty says the required first hour parenting classes teach the girls more than child development, good nutrition and effective discipline. They also learn how to stretch a budget, how to sign up for

assistance if they need it and, perhaps most important, how to laugh at their problems. McGinty says it's easier when you know you're not alone.

Not only does the well-esteem of the mothers soar, the babies are well ahead of standard milestones used to measure progress. McGinty thinks that's because of the one-on-one attention they receive.

"Where else could they find someone new every hour who's happy to see them and interested?" she says. And, because of the various guidelines under which it must function, the center is exceptionally strict about health and hygiene. Student workers wear clean smocks and put their hair back, hands are washed constantly, diapers are checked every hour and the changing table cleaned each time. A sick baby cannot come to the Child Care Center and so far, everyone has stayed remarkably well.

In their care of the babies, the staff assumes a "strict case" attitude. The babies get breakfast, lunch and a hearty afternoon snack in case there is little to eat at home. They play outside three times a day in case that's unpleasant at home. And facilities are available in case they can be heated and their clothes washed — just in case.

A typical day goes something like this:

Babies and moms arrive sometime between 8 and 8:25 a.m. A simple activity is waiting to keep the youngsters entertained until breakfast served by the mothers about 8:40 a.m. When the mothers leave for their other classes, occupational child care students take over, involving the toddlers in outdoor play, storytime and songs.

At 10 a.m. the mothers return to spend 20 minutes feeding their children, and another 15 or 20 minutes eating lunch together in shifts. This McGinty says gives them a chance to spend time with their babies, provides an opportunity for them to socialize with each other and keeps them on campus. Students who arrive campus at lunch are less likely to come back, she says, but is picked up for the girls at the fast campus cafeteria and first for the babies on site.

After lunch it's time for naps, then games, snacks and another change to play outside before Mom returns at 3 p.m.

Ten mothers from Springdale, West Fork, Preppie Grove, Bensonville, Sikeston Springs, Lincoln, Winslow, Farmington, Cedar, Elkins, Rogers and Greenland are welcome to participate in the program. Transportation is provided by regular school bus with the addition of car seats and child restraints.

For information on the Child Care-Parenting Center, call 444-3063.

