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ABSTRACT

This guide describes "Pequenitos en Accion" (Small Children in Action), the Edgewood (Texas) Independent School District (ISD) early childhood intervention program for Spanish-speaking 3-year-old preschool children. The program is an innovative early childhood education model involving educational programming, collaboration and integration with child care services, and strong parental education and involvement. A Piagetian and Montessori-based bilingual curriculum for Spanish-speaking children is used. The guide present a demographic profile of the area and participants and describes program development, including site and facilities selection, determining needs and target population, goals, research, and a timeline for planning and development. An implementation section details administration, staff, recruitment, eligibility and enrollment, facilities set-up and maintenance, and scheduling. An operation section covers curriculum, the child care component, parent education, staff coordination, staff development, and support services. A program evaluation section discusses costs, outcomes, program successes, obstacles and solutions, and the results of a parent survey. A final section describes changes as of the program's third year. Appendixes contain a forms index with job descriptions, needs assessment forms, student application folders, student registration forms, child care operation forms, and screening forms. Some forms are provided in Spanish. A 35-item bibliography is included. (JB)

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EDGEWOOD

INDEPENDENT SCHOOL DISTRICT

San Antonio

ED 354289

EDGEWOOD ISD MODEL PROGRAM FOR 3-YEAR-OLDS REPLICATION MANUAL

PEQUEÑITOS EN ACCIÓN

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EDGEWOOD ISD MODEL PROGRAM FOR 3-YEAR-OLDS
REPLICATION MANUAL

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EDGEWOOD ISD MODEL PROGRAM FOR 3-YEAR-OLDS REPLICATION MANUAL

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Dear Educators and Friends of Education:

"Pequeñitos en acción", the Edgewood Independent School District's Pilot Prekindergarten program for 3-year-olds is an innovative early childhood education model created in response to child care needs and the need to initiate ways to improve the academic performance of at-risk students. The Texas Education Agency provided funding as a result of legislative action which supported the development of pilot programs to address the high school drop-out rate in Texas. Each program is to provide a detailed manual for other school districts to use for replication.

"Pequeñitos en acción" is a collaborative model designed to provide prekindergarten and child care services to 3-year-olds in public schools. It is unique in that both school district and child care staff work cooperatively with the children using the same curriculum throughout the day. A critical element in the program's success is a strong parental component viewing the parent as the "primary teacher" and incorporating child-parent activities in the classroom and at home.

The manual for "Pequeñitos en acción" has been written so that school districts and other community agencies wanting to implement a similar model can use it as a working guide. Thus, the processes and strategies used to operationalize the program are stressed.

Edgewood has long been a leader in the development and implementation of innovative approaches which maximize available resources. In this spirit, we are happy to share "Pequeñitos en acción" with you.

Sincerely,

Dr. Dolores Muñoz
Superintendent of Schools

ACKNOWLEDGEMENTS

Any successful effort is accomplished only through the hard work and commitment of many individuals. Deep appreciation and gratitude is extended to those individuals responsible for the development of "Pequeñitos en acción" and to Dr. Manuela Juárez for writing this manual.

We are especially grateful to those individuals whose insights and efforts were the catalysts for the development of "Pequeñitos en acción:"

James Vásquez	Superintendent Emeritus of Schools, Edgewood ISD
Larry Crutsinger	Executive Director, YMCA of San Antonio
Elena Luderus	Executive Director of Program Implementation and Accreditation, Edgewood ISD
Sally Leudke	Director of Program Development, YMCA of San Antonio
Kathy Fletcher	UT Health Science Center
Liz Garza	Intercultural Development Research Association (IDRA)

Our sincere thanks to the staff of the Edgewood ISD and the YMCA of San Antonio whose hard work and commitment brought an idea into motion:

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Facilitator
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Lead Teacher
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PREKINDERGARTEN PROGRAM FOR 3-YEAR-OLDS

Official Name of Project: "Pequeñitos en acción"

District Name: Edgewood Independent School District

ESC Region: Region XX

Address of Project: 5358 West Commerce Street
San Antonio, Texas 78237-1399
512/433-2361 • Fax 512/433-9821

Contact Person: Dr. Elena Luderus, Executive Director
Program Implementation and Accreditation

Program Model: Collaborative prekindergarten/childcare

Population Served: Three year old children who are limited English proficient
and/or from low-income families.

Average Number of Participants: 24 full-day
12 half-day

Program Eligibility criteria: For both full-day and half-day programs, children must:

1. Have turned three by September 1 of the enrollment year
2. Live in the Edgewood Independent School District
3. Be from low-income families OR speak little or no English

To be eligible for child care services, both parents must:

1. Be working full-time OR
2. Be enrolled in training full-time OR
3. Be enrolled in an academic institution full-time (e.g., high school, junior college, university, etc.)

Synopsis:

EDGEWOOD ISD REPLICATION MANUAL

INTRODUCTION

BACKGROUND

The need for quality child care and age-appropriate early childhood programs are two major concerns being voiced nationally by parents, educators, business leaders and legislators. The inability of the current education system to properly address the needs of poor students and the increased demand for full-day child care for working families prompts a call to action by all constituencies. Historically, the policies in Texas regarding these interrelated needs have treated early childhood education and child care as distinct and independent services.

In 1984, as part of education reform, Texas adopted legislation funding programs directed at high-risk 4-year-olds (Texas Education Code 21.136). The prekindergarten for 4-year-olds is a part-day, part-year prekindergarten program. While this program reflects the concern for children's school readiness and later academic success, it lacks regard for working families that require full-day care and neglects additional types of family support services.

The educational research process seeking innovative ways to improve the academic performance of low performing or at-risk students resulted in the development of pilot prekindergarten programs for 3-year-olds. In 1989, through Senate Bill 417, the Prekindergarten for Three Year Olds was established as one pilot in eight program areas passed by the 71st Legislature. A series of bills enacted in both the regular and sixth legislative sessions established and provided support for innovative projects, granting statutory authority and funding (TEA 1990 14).

Prekindergarten for Three Year Olds pilot programs began in the spring of 1990. Nine sites were selected to provide developmentally appropriate programs to serve 3-year-olds from low-income families or children with limited English proficiency. Pilot projects proposed to design and identify strategies within various early education delivery systems, including school, home, and community-based models. An essential element in each type of pilot project was the identification and coordination of support services for children. Projects were to specifically address curriculum, staffing and assessment.

Each pilot program was required to provide documentation in handbook or manual form to provide program detail sufficient for replication, "Pequeñitos en acción", a model program in San Antonio's Edgewood ISD, presents this replication manual in compliance with funding requirements.

PROGRAM SUMMARY

Concept

In November 1989, Edgewood Independent School District (EISD) Superintendent James Vásquez articulated an interest in developing an early childhood intervention program for 3-year-olds. The venture into a model prekindergarten program for 3-year-olds was consistent with the district's commitment to providing programs to prepare children for academic life as well as programs to decrease the drop out rate.

"Pequeñitos en acción," the Edgewood Independent School District's Pilot Prekindergarten Program, was created as an innovative early childhood education model through its educational programming, collaboration and integration with child care services and through its strong parental education and involvement program. Based on the early education needs of Edgewood's non-English speaking 3-year-olds and the child care needs of their families, a full-day prekindergarten program which integrates educational programming with child care and a stand alone half-day educational program was designed.

Design

The full-day early childhood education and collaborative child care is designed to serve 24 children from families in which both parents or a single parent either work or are enrolled in full-time training or study programs. Prekindergarten instruction takes place for four hours in the morning and one-and-a-half hours in the afternoon. YMCA staff provides child care, at the same facility during intermittent hours (7 a.m. to 8 a.m., 11 a.m. to 2 p.m. and 3:30 p.m. to 6 p.m.). Child care, however, is more than adjunct day care attached to an early childhood education program. Instead, it is fully integrated with the educational curriculum through instruction, professional development and parental involvement.

Stability of care, an essential element in providing a high quality early childhood program, is achieved through YMCA child care staff serving as teaching assistants during the instructional part of the day. Coordinated staffing and joint staff development between prekindergarten instructional staff and child care staff assure continuity and consistency in team teaching strategies, discipline techniques, classroom management and parental interactions.

The half-day program for children of non-working parents enrolls 12 children. The instructor and teacher assistant for this program also serve in administrative capacities as coordinator and clerical support staff.

Implementation

The curriculum for both delivery systems emphasizes developmentally appropriate activities rather than academic skills. Using *Un Marco Abierto*, a Piagetian and Montessori-based bilingual curriculum designed for Spanish-speaking Hispanic children as a framework, the curriculum stresses that bilingual/bicultural children should be encouraged to learn using their primary language, and educational programs should support the young child's self esteem, pride in family, community, and ethnic heritage.

This developmental approach advocated by the National Association for the Education of Young Children (NAEYC) focuses on personal, social, and intellectual development rather than academics and direct preparation for kindergarten. The framework for the instructional program includes the following:

- Development of a positive self-image
- Enhancement of social and emotional development
- Expansion of early concepts, independent thinking and problem solving skills
- Improvement of communication skills in the primary language (Spanish)
- Stimulate interest in the natural world
- Development of organization, self-initiation, and self-discipline skills
- Promotion of humanistic concepts such as respect for human dignity and the rights of others
- Furtherance of the cultural concept of "un niño buen educado"
- Promotion of aesthetic appreciation and expression
- Encouragement of creativity
- Fine and gross motor development

The child care component complements the instructional framework by providing a nurturing and positive environment which addresses the holistic needs of each child. Because both instructional and child care staffs worked together in planning daily curricula, similar conceptual frameworks were implemented. Consistency and continuity were key elements to the integration and collaboration of instruction and child care.

Parental Involvement

Parental involvement and parent education, crucial to the success of an early childhood program, is an essential component of the 3-year-old program at "Pequeñitos en acción."

A separate Parent Room supports an inviting atmosphere for parents to visit, observe and hold conferences with teaching and child care staff. Formal parent conferences, scheduled at times convenient to working parents are held regularly.

AVANCE, a nationally recognized family support and education program, designed the parent education and skills training program. Attendance at parent meetings is required as a condition of program enrollment. Child care offered during parent meetings facilitates parent attendance and also encourages siblings to become part of the prekindergarten family education component.

"Pequeñitos en acción" focuses as much on the family of the student as on the student. Not only does "Pequeñitos en acción" strive to improve the chances of future success of the student, but it seeks the enhancement of prospects for the entire family. In this way, the main goal--providing quality preschool education--is reached and the family participates and benefits as well. The realization that student performance is affected by conditions outside of the classroom is crucial to the success of "Pequeñitos en acción." The next section contains a description of the economic and social disadvantages many children in the program must overcome.

DEMOGRAPHIC PROFILE

SAN ANTONIO, TEXAS

San Antonio has a population of 935,933. Fifty-six percent of the city's population is Hispanic, 35 percent white, 7 percent black, and one percent Asian. While San Antonio provides a rich cultural and historical environment for its residents, poverty is pervasive for one-fifth of its population. When compared to the 50 largest metropolitan areas in the country, San Antonio has the lowest average family income, and the disparity between the wealthiest and the poorest fifth of the city's population is greater than all but six of the largest metro areas (Partnership for Hope, *Pride and Poverty*, 1991).

Poverty affects all aspects of life for low-income families in San Antonio. High teen pregnancy rates, high drop out rates, illiteracy, low wages, and substandard and overcrowded housing create less than optimal environments for poor children to become emotionally, intellectually and physically prepared for school.

Lack of adequate education and training is a major contributor to the reality endured by the majority of the poor population in San Antonio: to be in the workforce, and yet to remain in poverty. The most recent data available from the 1980 census shows that only 59 percent of the adult (25 and older) population in San Antonio completed high school.

For those of school age, the attrition rate in San Antonio's public school systems is 36 percent. The Texas Education agency reports that of those who drop out, 71 percent are Hispanic. While teen pregnancy is only one reason accounting for the county's high attrition levels, it affects more teens living in the poor sections of the city. In 1989, teen mothers under 17 years of age living within the poorest areas of the city comprised a percentage of total births three times as high as teen mothers living in more affluent areas of the city.

Housing presents more obstacles for the poor in San Antonio. Many children from low-income families live in overcrowded and substandard housing conditions. Forty-four percent of San Antonio's poor households lived in substandard housing in 1986 and 16 percent lived in overcrowded conditions. These figures are twice as high as those faced by the poor nationwide. Poor families, even if qualified for public housing assistance, join a waiting list of over 20,000 families.

EDGEWOOD INDEPENDENT SCHOOL DISTRICT AREA

Approximately one in three children in San Antonio live under poverty and children from the Edgewood ISD live within one of the poorest districts in the state. The district's taxable value per pupil at \$38,364 is the lowest in Bexar County, compared to the county's wealthiest district which has a \$538,824 taxable value per student. Property tax

values are but one example of the challenges for families living in the Edgewood community. Inadequate prenatal care, high teen pregnancy rate, low educational attainment, substandard and overcrowded living conditions, and high unemployment and low wages characterize the difficult circumstances present within Edgewood.

1989 maternal health indicators show that 36 percent of expecting women within the district receive late prenatal care, as compared to a county rate of 26 percent. Low birth weight rates are similarly higher within EISD census tracts than for the county, 8.31 and 7.3 respectively. In 1989, teens 16 and under in the district had the highest percentage of births when compared to all other districts in the county.

The latest census information reveals that only 28 percent of adults within the Edgewood District census tracts are high school graduates. Because the type of employment and the salary is generally related to the level of education or training, it is not surprising that in 1980, the median income for families within district boundaries was \$10,698. Further, one-third of all families were poor. Data also reveal that of households living under poverty in census tracts within Edgewood ISD, 40 percent were headed by a single parent with school-aged children.

Housing and neighborhood environments within the Edgewood area are characterized by the presence of three public housing developments and overcrowded private housing. Public housing is home to approximately 900 children in the Edgewood District. For children living outside public housing, private homes do not offer much better conditions, as over one-fourth of all private housing within the district is classified as overcrowded (1.01 or more persons per room) (1990-91 Federal Survey for Impact Aid Funds).

EISD ENROLLMENT DEMOGRAPHICS

In 1989, there were approximately 15,485 students enrolled in the district's 17 elementary, four junior high, and three high schools. Ninety-six percent of the students enrolled in Edgewood ISD are Hispanic (Annual Performance Report 1988-1989). Edgewood also has the greatest percentage of students (96 percent) in the county who qualify for free or reduced meals under the National School Lunch Program (TEA Snapshot '90). Forty-seven percent, or 7,263 of the student population, qualify for Chapter 1 services and 24 percent of the district's elementary students are enrolled in bilingual programs in grades K-3. Twenty-six percent of all district students are classified as receiving bilingual or English-as-a-Second-Language curricula.

During academic year 89-90, almost half of all ninth graders in the district failed to pass the TEAMS test. The percentage of 12th grade students not passing the May 1989 TEAMS test was twice as high as the state average. Fifty-three percent of graduating seniors took the Scholastic Aptitude Test (SAT) college entrance exam and the average score was 148 points lower than the state average, and 173 points lower than the national average (Annual Performance Report 1988-89). During 1990-91, only 18 percent of all

seventh graders and 25 percent of all ninth graders mastered all TAAS tests.

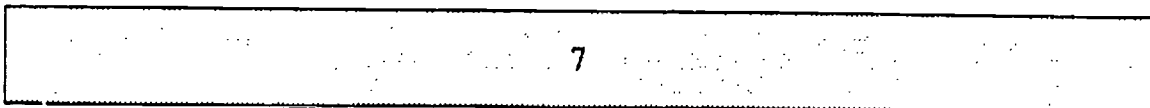
Based on a longitudinal drop out rate estimated by TEA, 29 percent of students in the seventh grade do not complete high school. Teen pregnancy affected the lives of 255 female students in the Edgewood District during the 1990-91 school year. Between 1985 and 1989, approximately half of all teen parents dropped out of school because of a lack of child care. During 1989-90 school year, 179 students were identified as pregnant or parenting. Of these, 72 students, or 40 percent, dropped out of school (Ramírez, Soledad. EISD at Risk Coordinator, Sept. 6, 1991).

EISD PREKINDERGARTEN AND KINDERGARTEN

During academic year 1988-89, there were 812 children enrolled in prekindergarten programs and 1,353 children in kindergartens throughout the district. The Texas Education Agency estimated that only 56 percent of the eligible population in the district was enrolled in the prekindergarten program. PEIMS data for 1990-91 indicated that 599 prekindergarten and 992 kindergarten students were served in Chapter I programs.

A prekindergarten study conducted in November 1990 indicated that of 652 students enrolled in prekindergarten, 94 percent were Hispanics, 97 percent were from families whose income was at or below poverty level, and 38 percent were limited English proficient.

In 1989-90, enrollment increased by seven percent in prekindergarten. Most significant was the number of children in kindergarten who were not previously enrolled in prekindergarten programs for 4-year-olds. Approximately 601 children, or 44 percent of the kindergarten enrollment in 1989, did not attend the prekindergarten program for 4-year-olds in 1988-89.



PROGRAM DEVELOPMENT

GEOGRAPHIC SITE AND FACILITIES SELECTION

Location within the district and type of facilities available were two essential considerations when planning the model program. The following criteria were noted as important when considering site selection:

Geographic location:

- Accessible, both by public transportation and within walking distance to elementary schools
- Close proximity to elementary school facilities, if site not within an elementary school campus

Facilities:

- Ability to be licensed for child care without major expenditure
- Internal and external design structured for early childhood activities
- Domestic (washer/dryer/kitchen) facilities available on-site
- Offices, conference room, and telephone for staff use

Location

Initially, several schools were considered as possible sites for the project. However, due to limited space within all elementary campuses, the José Cárdenas Center was selected. Cárdenas Center houses the "Niños" program, an early childhood program for developmentally delayed infants, toddlers and preschoolers. It is centrally located within walking distance of four elementary schools. The close proximity to the Westside YMCA was also a factor in site selection since that branch provided special recreational activities, support services, substitute child care workers, and a fax line for child care workers at Cárdenas. Transporting children to the YMCA for special programming such as gymnastics and swimming was facilitated by leasing a YMCA branch van. Two schools, Burleson and Cenizo Park, enroll children living in public housing projects. Approximately 607 children under 6 reside within these housing developments (San Antonio Housing Authority 1990).

Facilities

Due to a short time frame between planning and operation, even minor structural changes to a facility would have been impossible. Therefore, the Cárdenas Center was an ideal setting primarily because it was specifically designed for early childhood education and had several empty classrooms. Further, the certificate of occupancy allowed the entire building to be used for child care, and one wing was licensed for child care by the Texas Department of Human Resources, making additional expenditures unnecessary.

The building design is ideal for operating an early childhood education program. Four classrooms are available for instruction, each with its own child-level bathroom and sinks, hot and cold running water. Each classroom has a carpeted and noncarpeted area and the wall partitions can be moved to change space dimensions. Attached to each classroom is an observation room with a one-way mirror for parents, student trainee or supervisor observation. A parent room also holds books, audio and videotapes, educational toys and other materials available for checkouts. The parent room has adequate space for small meetings and individual conferences. A larger cafetorium is available for larger meetings.

A domestic room contains kitchen appliances as well as a washer-dryer ensemble used by child care staff. This room can also be used for "cooking" activities with the children. A second refrigerator and a microwave are located elsewhere in the building. Cafeteria services are also available within the building. A gymnasium, an indoor motor lab and an outdoor playground all equipped for early childhood activities are available for gross motor and physical activities.

Office space and a separate telephone line, specifically designated to the model project, facilitate curriculum writing and administrative duties. One office is designated for four child care staff and a smaller office houses the program facilitator and assistant.

DETERMINING NEEDS: PROCEDURES AND OUTCOMES

Procedure

Live birth statistics, census data, school district enrollment data, teacher interviews, and child care center waiting lists were used in the analysis of the early education and child care needs of families and children within the Edgewood Independent School District area.

To determine the potential number of eligible children born within the district's boundaries, development staff examined birth records available through the San Antonio Metropolitan Health District. In 1987, for example, the total number of births within the district was 1,083. In the fall of 1990, these children would be age-eligible for the 3-year-old prekindergarten program. Assuming the district's percentage of students living in families under low-income status applies to these children, the district determined that at

least 1,040 students would be eligible. Additionally, applying the district's percentage of students enrolled in bilingual programs to the prekindergarten population, 27 percent, or 292 children, qualify under the limited English proficient category and 96 percent, or 1,039, qualify under low-income status. District-wide, based on demographics alone, it was determined that a large eligible population under the model program requirements existed.

Using the Texas Education Agency estimate that only 56 percent of the eligible 4-year-old population in the district was enrolled in the prekindergarten program during academic year 1989-90, additional inferences about the existence of an eligible population can be made. Enrollment in 1988 through 1990 reflects a constant number of children in both 4-year-old and 5-year-old programs (See Table I). The marked increase between prekindergarten and kindergarten levels discussed earlier illustrates a significant number of children not receiving prekindergarten services. This may be attributed, in large part, to the lack of child care after the 4-year-old prekindergarten program which is only a half-day program. Kindergarten, on the other hand, lasts all day. (See discussion under Child Care Needs in this section.)

Table I

EISD PREKINDERGARTEN AND KINDERGARTEN STUDENT ENROLLMENT 1988-89, 1989-90		
<u>Total Enrollment</u>	<u>1988-89</u>	<u>1989-90</u>
Prekindergarten	752	781
Kindergarten	1,239	1,291

SOURCE: EISD PERFORMANCE REPORTS, 1988,1989

Outcome: Early Education Needs

Determining early childhood education needs of Edgewood ISD 3-year-olds was based on a combination of factors. Poverty and limited English language proficiency are indicators of children "at-risk." To arrive at need, program planners used low income, limited English proficiency, Chapter I, and bilingual program recipient data. In addition, program planners believed certain indicators present in 4-year-old prekindergarten students provide an adequate measure of preacademic skills lacking at the 3-year-old age level. Development staff examined test results based on 4-year-olds enrolled in the

prekindergarten programs in four target elementary schools, Burluson, Cenizo Park, Roosevelt, and H.K. Williams. The following information was gathered:

- Principals provided total enrollment statistics, numbers of children in the bilingual program, number of children on free and reduced lunch, and number of children receiving Chapter I services
- Teachers described the children's general level of skills and learning readiness
- Test results from the Dallas Preschool Screening Test administered at the beginning of the school year

School populations receiving special programs through Chapter I or bilingual education are an indicator of the need for early education. Enrollment data provided by target elementary schools indicate an enrollment averaging 97 percent eligible for free and reduced lunch, an average of 46 percent qualified under Chapter 1 funding and 29 percent enrolled in bilingual programs.

Table II

TARGET SCHOOL DEMOGRAPHICS				
<u>School</u>	<u>Enrollment</u>	<u>% Free / Reduced Lunch</u>	<u>% Chapter 1</u>	<u>% Bilingual</u>
Burluson	570	97%	61%	37%
Cenizo Park	563	96%	39%	23%
Roosevelt	507	97%	42%	34%
H.K. Williams	631	99%	45%	22%

Teacher Interviews

Prekindergarten teachers in target schools were interviewed about their observations of entering 4-year-olds. The teachers interviewed indicated a strong need for a 3-year-old program, saying that the first few months of school were required just to get the children to the point of being ready to learn. They reported children having difficulty with organizing activities, being inattentive, overly cautious and lacking in verbal expression. Children were described as having limited problem solving abilities, being slow to develop socialization skills, and unable to function successfully in a learning environment.

They were slow to adapt to the school setting, and consequently, simple routines such as standing in line, paying attention, and taking turns with other children had to be taught before the children were ready to learn.

The teachers believed 3-year-olds would benefit from a program that would offer an expansion of early concepts, encourage independent thinking, and enhance problem-solving skills. In addition, all indicated need for a curriculum with a strong emphasis in oral language development.

Preacademic Skills Assessments

One indication of preacademic skills possessed by entering 4-year-olds into prekindergarten programs can be seen in results of the Dallas Preschool Screening Test (Percival & Paxton, 1972). The items on the Dallas test assess information and measure skills that are expected of mainstream 4-year-olds entering school. Data gathered from the Dallas test indicates the majority of children enter school with significant developmental delays. Although this assessment is standardly given to all district 4-year-olds, project planners doubt that it provides an accurate assessment of the specific population at Edgewood ISD. The creators of the Dallas assessment warn that the norming population may not be representative of the global population in ethnicity, nor socio-economic status. The children used in the standardization sample were drawn from a school district serving families with above average education levels, social and financial status, in sharp contrast to the Edgewood population. Moreover, while the Dallas test does offer a Spanish language version, the reliability is questionable since it was not standardized against any comparison group.

Language is an important issue at Edgewood, since almost one-fourth of all students in grades K-3 are enrolled in bilingual programs. Nevertheless, 4-year-olds in one of the target schools were assessed in English only, and the resulting scores reflected inordinately low preacademic skills. On one hand scores may support the need for prekindergarten at an earlier level for this population, but the reality is that children should have the benefit of accurate assessment. Project planners developed the model project based on the assumption that all children have preacademic skills regardless of their language dominance from which to build and strengthen their academic futures.

The scores reflected in Table III should be read with caution and not assumed to be a true and accurate depiction of the population's preacademic skills. This manual includes scores because they are the only academic indicators available.

Table III

DALLAS PRESCHOOL TEST RESULTS 1989-90						
<u>School</u>	<u>No. of children tested</u>			<u>Number/Percent Successful</u>	<u>Number/Percent Unsuccessful</u>	
	Eng.Span.Tot.					
Burleson	28	25	53	(5) 15%	(45)	85%
Cenizo Park	N/A	N/A	16	(2) 16%	(14)	88%
H. K. Williams	56	2	58	(1) 1%	(57)	99%
Roosevelt	29	11	40	(10) 25%	(30)	57%

N/A = Not Available

Data from special education enrollment also reflect a need for language development at an early age, listing 27 of 81 early education infants and toddlers, three of 13 3- and 4-year-olds and 40 of 65 of the 5-year-olds as speech-handicapped.

Child Care Needs

The increase of working mothers with children under 6, the need for child care for parents who are looking for employment or who are in job training or educational programs, and the disparities between the supply and demand for child care services were considered when planners created the model program design. Because the model project was intent on serving family as well as education needs of 3-year-olds, child care was a necessary and integral component.

The lack of child care continues to be a barrier to employment for many families. Throughout Bexar County, it has been determined that approximately 27,000 poor children under 5 are not enrolled in any type of subsidized child care or early education program. Specific data concerning 3-year-old subsidy-eligible children living in the EISD area and not enrolled in child care centers are not available. However, certain inferences can be made based on the district's percentage of low-income students, and applying that percentage to the number of children born in 1987.

The San Antonio Metropolitan Health District reported 2,187 births in the EISD area in 1987. Applying the percentage of students district-wide who are low-income, an estimated 2,099 3-year-olds would be eligible for subsidized child care.

Further evidence of the need for child care comes from a survey conducted in 1989 by the Dependent Child Care Management Group and from the number of requests for child care to the city's Children's Resource Division. Requests for child care from families living within the Edgewood area during a nine-month period totaled 83 (City of San Antonio Department of Human Resources, Children's Resource Division). Furthermore, two Title XX low-income child care centers located within the Edgewood area reported a total of 70 3-year-olds on waiting lists.

The district's school-age parent population was an added consideration when looking at child care needs. Among EISD school age parent records indicate that from 1985 to 1989, 44 percent of pregnant parent students had dropped out of school. Lack of child care services was cited as a major factor for dropping out.

Marked increase in enrollment between the half-day 4-year-old prekindergarten and full-day kindergarten similarly supports the need for early childhood education programs to include before and after school care. Table I illustrates the rise in enrollment between the two programs. One can surmise that the increase in kindergarten population was in part due to the hours of operation.

DETERMINING THE TARGET POPULATION

The target population was based on several considerations including site location, family employment status, working family poverty rates, the district's high Hispanic enrollment and limited English proficient student population. The following three specifications were included in the initial design:

1. Three-year-olds whose parents were employed or attended training or education and whose annual income was at or below subsistence
2. Three-year-olds with unemployed mothers whose family income was at or below subsistence
3. Three-year-olds who were limited English proficient.

Children of parents employed or in training would be served through the full-day program. Children from families whose unemployed parents would receive the half-day educational program.

Program planners recruited eligible families within the boundaries of the four elementary schools surrounding the Cárdenas Center. A total of 36 children would be served, 12 in the half-day early education program and 24 in full-day collaborative early childhood/child care program.

PROGRAM GOALS

- Goal 1: Develop and implement a high quality, replicable model program for 3-year-old children.**

To facilitate the instructional area, Edgewood ISD hired three teachers and a teaching assistant and provided facilities for both the prekindergarten and child care components. Child care and parent education were contracted to two outside expert organizations.

- Goal 2: Meet the developmental needs of 3-year-old children and better prepare them for later school success.**

Educational programs must support the child's self-esteem and pride in the family, community, and ethnic heritage. Additionally, Spanish-speaking children should have the opportunity to develop their first language as well as to learn English. For these reasons, High Scope's *Un Marco Abierto* was selected for use in this program. It provides an open framework for teaching rather than a set of specific lessons or activities. The nature of the curriculum allows for arranging an environment in which the child determines the developmental level and nature of the experience. Teaching strategies used in this program are based on Piaget's and Maria Montessori's theories of learning and development, both highly acclaimed by educators. Additional guides used included NAEYC's *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age 8* (S. Bredekamp) and *Standards for Quality Programs for Young Children: Early Childhood Education and the Elementary School Principal* developed by the National Association of Elementary School Principals.

- Goal 3: To work together with parents to expand their role as partners in their child's education.**

Parent involvement is crucial to the success of an early childhood program and is high priority for this program. Parent involvement was encouraged in several ways. A Parent Room arranged to make parents feel welcomed and comfortable helped create an appealing environment. A conscious effort was made to keep parents consistently informed of program philosophy, goals, and curriculum activities. Regular communication between parents and school staff was accomplished in a variety of ways. Calendars, phone calls, notes home, newsletters, parent surveys and evaluations were used to communicate with the parents.

Additionally, parents were encouraged to volunteer for committees and activities such as field trips and school projects, and assist in the classrooms. Formal parent/teacher discussions were scheduled regularly, and times were accommodated to the parents' work schedules. Conferences were offered from 7 a.m. to 8 a.m., from noon to 2 p.m. and from 5 p.m. to 8 p.m. AVANCE, a non-profit parent education initiative, provided structured parenting courses, offering information and ideas to help parents in their roles of provider, nurturer, disciplinarian and first teacher. The parent education program was kicked off

with the video "Los padres somos maestros"/Parents Are Teachers and an orientation on how to effectively observe in the classroom.

To assure parent participation, child care was made available for the evening meetings. The high evening turnout was attributed to availability of child care. Children in evening child care averaged 40 to 45 per session and parent attendance ranged from 80 to 90 percent. In 1991-92 the prekindergarten parent program will be merged with the District Parent Involvement Program, allowing more active opportunities for involvement. Parents have expressed an interest in both learning to better understand the school system and to better facilitate the cognitive and language development of their children.

Goal 4: To increase the body of research regarding development and appropriate educational experiences for 3-year-old children.

Project staff, with the assistance of the District Division for Research, is collecting data for the following areas of study:

- a. A follow-up analysis of the daily observation notes of the children completed by the teachers in 1990-91 to develop a taxonomy to analyze data collected in 1991-92.
- b. Analysis of a language sample to examine the dynamics of language acquisition of the children over a year's time and identify linguistic elements positively impacting on later acquisition of reading.
- c. Follow-up of children through second grade to determine progress by examining information from documentation such as beginning-end of year annual teacher questionnaires, report cards, achievement test scores, referrals to special education/compensatory education programs, and parent questionnaires.

RESEARCH COORDINATION

Two organizations, Partnership for Hope and the Intercultural Development Research Association (IDRA), agreed to provide technical research assistance and help access other community resources. Partnership for Hope is a policy research and planning organization concerned with poverty, and IDRA is an educational training and research group. Partnership for Hope further offered to assist in the development of the replication manual.

The collaboration goal during the initial stages of planning and implementation was to develop the prekindergarten curriculum, the child care and the parent involvement components. Particular attention was given to developing networks with human services throughout the community which would assist the project in serving the family as a whole.

OBJECTIVES/ACTIVITIES/TIMELINE FOR PLANNING AND DEVELOPMENT

Timing is crucial in the development and implementation of any program. The following time line describes activities and timelines used in the implementation of "Pequeñitos en acción." Adjustments were made as necessary.

Six months prior

1. Conduct Needs Assessment. Include district staff, teachers, parents, community.
2. Make preliminary decision on type of program needed and estimate cost and resources needed.
3. Investigate resources available within and outside of district and determine how to access.
4. Contact other agencies to discuss collaboration possibilities.
5. Decide whether a research component is to be included.

Five months prior

1. Appoint a project manager.
2. Hold formal meeting with district staff to discuss options; obtain initial commitment.

3. Hold formal meetings with outside agencies to discuss collaborative options; obtain initial commitment.
4. Write preliminary proposal and budget; obtain feedback from cooperative agencies and pertinent district staff.

Four months prior

1. Hold formal meetings with outside agencies and appropriate district staff to formalize proposal and commitments.
2. Negotiate and write contracts and agreements.
3. Obtain board approvals on contracts and agreements.

Three months prior

1. Appoint or hire a full-time project manager.
2. Obtain board approval.
3. Post job position; collect and review applications.
4. Publicity
 - Send flyers home with children in pre-k, kindergarten, first and second graders in all elementary schools.
 - Send announcement and letter to pertinent agencies (possible sources of referrals).
5. Prepare building
 - Schedule and complete inspections for certificate of occupancy (C of O) for child care.
 - Schedule preliminary meeting with TDHS regarding license for child care.
 - Make adjustments and changes required by C of O inspections and schedule re-inspections if appropriate.
6. Order furniture, equipment, instructional materials.
7. Plan and arrange staff development and training.
8. Select curriculum. Review for possible adaptations, changes.

Two months prior

1. Publicity
 - Press releases, radio interviews.
 - Flyers to community agencies, housing projects, health clinics, community centers, churches.
 - Personal contacts with community agencies.
2. Personnel--interview and hire staff
3. Make district arrangements
 - Make arrangements with cafeteria for meals and snacks.
 - Make arrangements with maintenance for upgrading playground if necessary.
4. Prepare registration packets
 - Prepare English and Spanish versions of documents, registration forms and handouts as appropriate.
 - Obtain PRC forms, LPAC forms, emergency cards, lunch applications, permission to pick up forms, permission to use name, photo, and videotape for publicity or staff development, permission to use data collected for research, etc.
 - Make checklist to ensure all information needed is obtained--all documents completed.
 - Check with nurse regarding shots required.
 - Check with cafeteria regarding eligibility requirements.
 - Select and prepare initial Parent Interview in language necessary.
 - Announce registration dates and times.
5. Confirm presenters and speakers for staff development. Prepare materials and handouts.
6. Review curriculum with staff. Consider or make changes, adaptation.

One month prior

1. Registration--assign individuals to do registration
2. Set up classrooms--ready for inspection
3. Schedule and complete inspection by TDHS for licensing for child care.

4. Make adjustments and changes required by TDHS and reschedule inspection if necessary.
5. Complete staff development.
6. Complete changes and adaptations in curriculum.
7. At beginning of month, call all companies who have not yet delivered orders placed three months prior. Obtain estimated delivery date.

PROGRAM IMPLEMENTATION

ADMINISTRATION

Administrative support was provided by the following staff from the EISD and the YMCA:

- Chief Executive Officers
- Budget Directors
- Human Resource Directors
- Secretarial Support

Strong commitments from the Edgewood ISD superintendent and the YMCA executive director contributed to planning of the model project. Both individuals periodically participated in collaborative meetings and further articulated their personal commitments to program staff. High level administrative staff were assigned by both agencies to facilitate development and operation of the program. The Director of Program Development for the YMCA helped set up the center while the Executive Director for Program Implementation and Accreditation for the EISD participated in the bimonthly coordination meetings at José Cárdenas. Support staff assisted program staff on a regular basis to facilitate program staff interactions with other administrative staff.

Additional support was available to the project. Payroll, substitute child care workers, secretarial, accounting and human resources personnel from Edgewood and the YMCA collaborated in getting the program started.

Within each agency accounting directors met regularly with the project facilitator and the child care director to review and amend budgets, and to advise on procedures for submitting requests for payment of services, purchase orders, and developing contracts for consultant services. A computerized report from the EISD accounting office, reflecting current expenditures and balances, was sent to the facilitator at the end of each month. Towards the end of each program year, the accounting director and the program facilitator balanced the account book and proposed end-of-the-year budget amendments.

Human resource directors from EISD and the YMCA drafted and announced job descriptions, recruited teachers and staff, scheduled interviews and processed new employees. The EISD human resource director identified degreed applicants as substitute teachers who were bilingual, credentialed in kindergarten and possibly interested in teaching full-time. He then arranged interviews for the facilitator and the José Cárdenas principal with those teachers.

Licensing

The licensing process takes approximately six weeks. Prior to obtaining a license a Certificate of Occupancy allowing the operation of a child care center in the building must be obtained. In San Antonio, the Building Inspection Department is responsible for the inspection of the building and issuing the certificate. There is a \$100 charge for the service.

Once the department was contacted there was little waiting time and six types of inspections were scheduled within two weeks: fire, environmental management, electrical, mechanical, plumbing and health. Several minor changes were made to comply or more fully meet fire department regulations. A gas pressure test is also required for the certificate of occupancy. This was scheduled during spring break since this must be done when the children are not in the building.

Once the Certificate of Occupancy was obtained, the City of San Antonio Health Department--which issued Facility Permits including permits for day care -was contacted and checked the facility and playground. The Health Department requested the following improvements to the playground: painting rusted handrails and parts of equipment, replacing wooden seats on the swings with rubber ones, pouring sand or gravel around the concrete boxes stabilizing the equipment and an area where children were more likely to fall (for instance, at the base of the slide). It was also recommended that the grass be mowed and the playground regularly sprayed for ants and fleas. All improvements were handled by the EISD Maintenance Department. The playground has been and continues to be problematic because many of the structures are concrete.

The Certificate of Occupancy and the Facility Permit obtained, the classrooms were set up to schedule the licensing visit. This was also done quickly, made easier because the same TDHS (Texas Department of Human Services) representative monitored all YMCA child care facilities and had already established a personal relationship. The Child Care Licensing Division is responsible for issuing licenses for all types of child care settings. Staff used the TDHS' *Minimum Standards for Child Care* to prepare for the inspection. Since the classrooms had to look much like they would on opening day and because furniture and materials had not yet arrived, the special education/early childhood teachers lent chairs, tables, shelves and other furniture and materials. The classrooms and areas that would be used by the program easily passed inspection, but the playground was placed off-limits until the conditions set earlier by the City Health Department were met. These improvements took almost a month since the rubber seats for the swings had to be ordered and maintenance had to schedule delivery of the sand and workers to spread it. In the meantime, teachers used the motor lab for group motor activities and the blacktop behind the building for trike riding.

Although TDHS has set *Minimum Standards for Child Care*, waivers and exemptions can be obtained from TDHS when necessary. A waiver is official permission not to meet a specific standard and is only granted for economic reasons. A variance is official

permission to meet the intent of a specific standard in a way other than as stated in the standard. Variances are granted for good and just cause when a particular standard is not applicable for a facility (*Minimum Standards for Day Care Centers*, 1985, p.1). School districts that are apprehensive about meeting standards should obtain a copy of the *Minimum Standards* and address their questions to TDHS prior to committing the district to developing a prekindergarten/child care program for 3-year-olds.

Because the location of the EISD/YMCA program was in a building especially designed for early childhood education, no waivers or exemptions were needed. The staff's major concern was to ensure that the program strictly adhered to those standards concerning the health and safety of the children.

Collaboration and Contracts

Prior to implementing the program, contracts were negotiated between the EISD and the YMCA as well as with AVANCE. In each case, at least one meeting took place to discuss needed services, the responsibilities of each party, time and durations of services, cost, billing and reimbursement, and the evaluation of the delivery of services. Each contracting agency with whom the EISD was to contract submitted a written proposal or plan describing the services to be provided.

The child care contract between the YMCA and the EISD was negotiated at the administrative level, with assistance from the accounting directors of each agency. This component was to be located in a school district facility, the José Cárdenas Center. In addition to the Certificate of Occupancy, the Facility Permit and a Child Care License, the district also had to show proof of ownership of the facility and of liability insurance in order to place the child care program at the center. The contracts were submitted to the executive director of YMCA and the superintendent of EISD, who then presented the contract to the board of directors and school board for approval. The school board also formally appointed the child care director, an employee of the YMCA. Part of the agreement, although not part of the formal contract itself, was that all child care staff hired by the YMCA for the EISD program would be fluent speakers of Spanish.

The program facilitator and the consultants who would do the training negotiated the staff development contracts. Consultants familiar with both child care and prekindergarten programming were recruited since all staff participated in every training session. It was also sometimes necessary to convince consultants that training provided needed to meet commitments made in the proposal to the Texas Education Agency. For example, intensive training in *Un Marco Abierto*, identified as the curriculum approach to be used, was a priority and demanded more training time than other approaches during the curriculum session. Additionally, the model that TEA approved was bilingual and could not be radically changed during the demonstration period. Contracts were written once topics and content were agreed upon and then were submitted to the superintendent for approval.

Informal Agreements and Understandings

Informal agreements were made with the food service about breakfast and snacks, with the maintenance department about the upkeep of the playground, and with the principal about space use, building hours and security. Arrangements with food service included assigning program staff to take applications for the Federal Lunch Program, a large task in a district like Edgewood where over 90 percent of the students are eligible for free lunch and almost all of the remainder for reduced lunch. Arrangements were also made to serve meals in covered styrofoam containers since meals were taken in the classroom. Food service also provided a milk cooler to store the afternoon snacks since the cafeteria workers left at 2 p.m. and the food was not served until 3 p.m. The pilot pre-k paid for part of the snack because a special request was made for fresh fruit, juices and yogurt among other foods. The food service picked up the cost of one remaining worker during the summer when all school programs except the pilot pre-k were on vacation.

Arrangements were made with the maintenance director to have the grass mowed and the playground sprayed for fleas and ants on a regular basis. The schedule, however, proved inadequate during the rainy season when the grass and weeds flourished and during the flea and ant seasons. In the interim, the child care director would request special mowing or spraying as needed. On many occasions either the licensing or health representative would schedule an unannounced monitoring visit when the playground was out of compliance, however, a formal citation was never given since the child care director provided evidence that maintenance had already been requested and scheduled.

Early in the planning, a series of meetings were held with the principal to discuss space use, building hours and security. Since the building was to be open longer hours, building maintenance staff had to work in shifts since they generally opened the building in the morning and locked it in the evenings. Later, when the child care staff had to stay later than 6 p.m. and the school lost a janitor, security passes for opening and closing the building were made available to the program facilitator and to the child care director.

Additionally, since the school is in a high crime area, all doors except the front entrance were locked and while staff and children could leave, they could not come back in without a key. Because the front door was also locked at 4 p.m., a buzzer was installed so that parents picking up their children could announce their arrival. Scheduling of parent activities was also arranged with the principal so that they could be coordinated with parent activities from other programs. To facilitate coordination, the principal assigned a pilot pre-k staff member to serve on the school's Parent Involvement Committee and requested that all evening activities for parents be held on the same night. Other arrangements were made with the principal as issues came up during the year.

Community Resource Coordination

Taking advantage of available community resources greatly enhances the quality of services that any program can provide. The exchange of benefits was the basis for some of the agreements arrived at with outside agencies. For example, graduate students from Our Lady of the Lake University provided hearing screenings for the children. The graduate students received clinical hour credits for their work and the children received Threshold Pure Tone screenings and Typanogramic testing. The RSVP (Retired Seniors Volunteer Program) provided volunteers to work with the children on a weekly basis. An abuelito/grandparent staffed the carpentry center while other volunteers read to the children and guided them in the learning centers and other activities. In return for their assistance, volunteers were offered meals in the school cafeteria or help with transportation if needed. They also enjoyed the interaction with the children.

Other community agencies offered technical assistance or consultation as part of their role at no cost to other community programs. Intercultural Development Research Associates made their library materials available to project staff including loan of the *Un Marco Abierto* curriculum materials before the district could order its own. Early childhood education faculty from three of the major universities in the city helped access information about other early childhood education curricula.

Other coordination efforts flowed from networking. Attempts were made to identify representatives from other agencies who could assist families with specific needs. Information flyers and booklets sent by community agencies were made available to the families. Contacts made at professional meetings and conferences also produced valuable information about helpful agencies that should be contacted as well.

At José Cárdenas, both the nurse and the social worker were instrumental connecting families with outside agencies. It was also possible to get families and children included in agency-sponsored activities such as the Arts Teach Program sponsored by the City Recreation Department.

In all cases, community agencies responded positively to requests that volunteers, representatives and workers interfacing with program families and staff speak Spanish or provide culturally relevant activities.

STAFF

Prekindergarten

Teachers for prekindergarten had to meet the Texas Education Agency's (TEA) requirements for bilingual/early childhood education teachers. In addition to the TEA requirements, the following criteria were used:

- Willingness to work in an innovative pilot program
- A strong belief in parent involvement
- Willingness to work cooperatively with personnel from child care and other community agencies
- Demonstrated proficiency in understanding how young children learn
- An understanding of bilingual education and ability to teach in and confer with parents in Spanish and in English
- Demonstrated leadership qualities and self-motivation

Personnel office staff, the building principal and the program facilitator interviewed candidates for the teacher position. Since the program started in March in its first year, it was difficult to find credentialed teachers. However, a teacher with bilingual and elementary education background who had not yet passed the EXCET and a newly graduated teacher with early childhood education certification who spoke Spanish were hired on a temporary basis.

The requirements for the lead teacher/facilitator included the same requirements as the teacher position with additional preference for individuals with experience in curriculum development. The lead teacher/facilitator taught 60 percent of the time to maintain eligibility for the teacher career ladder, devoting the remainder of the day to administrative duties, coordination of the parental involvement component, staff development, curriculum development, and resource coordination. It was an 11-month position that included a \$1500 supplement to regular teacher's pay. The EISD wanted an assertive self-initiator who could function with minimal supervision. Candidates were interviewed by the Executive Director for Program Implementation and Accreditation, who would be responsible for the program.

To assist the Lead Teacher/Facilitator, the EISD hired a half-time teaching assistant/half-time administrative clerk. The administrative component of the job placed this individual at Level II Paraprofessional. In addition to the requirements of the job position, key skills sought included:

- Ability to translate documents from English into Spanish
- Ability to function with minimal supervision
- Ability to make judgement calls about work priorities

- Willingness to be flexible
- Willingness to work cooperatively with program staff and with personnel from other community agencies

Candidates for this position were interviewed by the personnel office staff, the building principal, and the program facilitator. Job description and salary scale for the Lead Teacher/Facilitator is in the appendix section.

Child Care

The child care pool of applicants was rather large with approximately 40 applicants for the director's position and 200 for the three child care worker positions. The jobs offered above average salaries for the San Antonio area because the YMCA desired strong bilingual applicants with some college background. The YMCA also wanted applicants who were flexible and who would be able to work with the school district staff.

The selected individuals would be YMCA employees but work in a school district facility, requiring a cooperative relationship with the building principal. In particular, the child care director would report to YMCA central office staff, the Westside YMCA branch director, the EISD executive director for program planning and development, and the school principal, in addition to building working relationships with representatives from the regulatory agencies.

Candidates for the child care worker/teacher positions met the following criteria:

- Experience working with young children, specifically 3-year-olds
- Education: at least 6 hours of college level work in child development
- Bilingual: ability to speak English and Spanish, preferably one who reads and writes Spanish as well
- Ability to work well with teachers, parents, and children

The child care director, the program facilitator, the school principal, and the prekindergarten teachers interviewed applicants for the child care positions. The prekindergarten teachers were included in the interviewing process the second year (1990-91) since the child care workers also functioned as teaching assistants during prekindergarten instructional time.

Job descriptions and salary scales for the positions mentioned above are in the appendix section.

Preservice Activities

There was little time the initial year for preservice activities. The second year, five days were set aside for preservice training. Permission was obtained from TEA to begin one week later than the school district since the prekindergarten was scheduled to run through the end of June. Ms. Rebecca Barrera from Niños Group, Inc. was contracted to provide three days of training and technical assistance to the prekindergarten/child care staff on the following topics: team building and communication, and the *Un Marco Abierto* approach to early childhood education. The Niños Group, Inc. is a private Texas operation, specializing in the establishment and operation of early childhood programs.

One half day was used by the child care director to review the *Minimum Standards for Day-Care Centers* with all staff and highlight those areas for which the entire staff would be responsible. The remaining day-and-a-half were spent reviewing the program philosophy and program goals; setting a timetable for major projects during the year; designing the daily routine; rewriting agreements on training procedures to be used in activities such as toileting, hygiene, behavior at mealtimes; setting down the behavior management plan; mapping out the daily routing with particular attention to transitioning periods; ensuring that everyone understood the role and responsibilities of each staff member; and other items that would ensure the smoother functioning of the program. It was crucial that all staff attend all of the sessions since the previous year's experience showed how easily conflict can arise when understanding and communication are lacking or ambiguous.

STUDENT RECRUITMENT

The student recruitment included flyers, personal contacts, media releases, word of mouth, and informational letters with attached flyers to district elementary school principals, pastors of local churches, and to community agencies.

1. Flyers and Informational letters

Year one was scheduled to start March 26, 1990. Brightly colored flyers in English and in Spanish were printed and sent home the first week in March with the prekindergarten, kindergarten, first and second-graders in the four originally targeted schools. In mid-March, when the response to the first set of flyers was still low, flyers were sent home with the students in an additional four elementary schools further from José Cárdenas, the program's location, but still close to a major bus line and within 15 to 20 minutes of bus travel time. The second year, with a starting date of September 4, 1990, flyers were sent home in mid-May with the prekindergarten, kindergarten, first- and second-graders of all 13 elementary schools. The target area was extended to include the whole district since parents had indicated the previous year that they were willing to transport their children to José Cárdenas.

In early March of the first year, informational letters with attached flyers were delivered or mailed to the 16 district elementary school principals, pastors of 15 churches, five clinics and five community agencies serving families living within the Edgewood School District boundaries. Personal deliveries were made to the churches and clinics within walking distance of the school as well. This same approach was used in the summer of 1990 to recruit students for the second year of the project.

2. Media Releases

Both years media releases were prepared in English and Spanish by the program facilitator for the public relations office, which sent them to city-wide and community newspapers, radio stations, and to television Channel 41's Rótelo (a service announcement bulletin service). Because of the broad response in the first year from all over the city and from parents of non-limited English proficient children, media releases the second year were limited to two community newspapers, the *Westside Sun* and *La Prensa*, read widely in the community, Spanish-language community service radio programs, and Channel 41's Rótelo. This helped limit calls. This was important because during intensive recruitment periods, phone calls came in at a rate of 30 to 40 per day.

3. Word of mouth

The flyers and word of mouth were the most effective vehicles for recruitment. When families called for information or came by the school, they were asked to tell other families about the program. By August 1990, families calling about the 1990-91 school year would invariably begin with a statement such as "My neighbor told me...", "A woman at the washeteria said...", "Someone at church mentioned...", "A woman who had her child here last year referred me...".

ELIGIBILITY AND ENROLLMENT PROCESS

The intake process gradually evolved into a three-step application and registration process:

1. Initial contact
2. Filing an application
3. Enrollment and registration

During the initial and application stages eligibility decisions were made and enrollment was not completed unless all eligibility criteria were met. The application process also allowed staff to begin a list of possible candidates while funding decisions and collaborative contracts were completed, approved and signed. This also allowed families the opportunity to obtain missing documents, schedule doctor appointments to update inoculations, or obtain a physical.

The initial contact was usually a phone call from the family although families who did not have telephones came to the center. The information obtained during the initial contact allowed for an initial screening based on the four major requirements: that the child be 3 by September 1 of the enrollment year, that the family live in the school district, that the family meet income and language requirements, and whether the family needed half-day or full-day services. Questions related to parent employment, enrollment in training or school helped determine whether the child qualified for full- or half-day services. In most instances, parents reliably reported the language spoken by the child. However, in some cases parents insisted the child spoke Spanish when he/she did not and there was an overriding interest to get the child enrolled.

Once the child met the initial criteria, an appointment was made for the family to come to the center and formally apply for the program. Along with the appointment, the family was reminded to bring the documents required. This included: child's birth certificate, proof of residence, proof of income, social security numbers of the child and working parent(s), shot record, note from the doctor or copy of a recent physical examination describing the child's health status, and employment information (name, address, phone number of employer). The application forms were filled out and included an application for the Federal Lunch Program. The application was considered pending until all documents were submitted, the nurse reviewed the shot record and physical, and the cafeteria supervisor reviewed the lunch program application.

The parents were asked to bring the child with them when they came to fill out the application packet. This was so a staff member could determine the child's language dominance when this was unclear. The parents were asked to fill out a language usage questionnaire adapted from the *Un Marco Abierto* curriculum. It contains questions that are situation specific that require responses on a continuum reflecting language use by the parents and the child. Parents were more likely to provide more accurate information on this questionnaire than to the two questions from the *Home Language Survey* required by TEA. Parent-initiated verbal interactions and the child's responses were observed and a notation made on whether they were in English or Spanish. Additionally, the program facilitator or her assistant engaged the child in play for five to 10 minutes and made a note describing the language the child used to respond to verbal interactions in Spanish.

Once all application criteria, including the language requirement, were met and program staff were informed that funding was assured, the family was asked to return and register the child. At this point, it was merely a matter of filling out the remaining forms needed by the school district, the YMCA, and the program. At this time as well, parents filled out a medical history and a questionnaire on parental needs, expectations, their views on child-rearing and on how they see their child. Copies of documents and questionnaires were made and distributed to the appropriate personnel.

FACILITIES SET-UP AND MAINTENANCE

Since the program was set up in a school, project staff had only to worry about setting up the three classrooms that would be used and inspecting the other areas to ensure that health and safety standards were being met. The first year, preparations included setting up and taking down of partitions and shelves, putting together new furniture and equipment and hauling furniture and equipment between locations. Building maintenance staff assisted with constructing large furniture such as desks and the nine-foot storage cabinets. Using borrowed tools, project staff assembled easels, sand and water tables, scooters and other smaller items. Spouses of staff were recruited to help whenever they were available. Assembling furniture and equipment, and organizing the classroom took about two weeks. The second year it took only two days.

Initially all instructional and child care activities took place in the same classrooms. However, additional space was obtained soon thereafter. Because the children were in the classroom from 7 a.m. to 6 p.m., the teachers were unable to prepare the room for instruction each day, and had no place to do work. Additionally, the child care director's office was crammed in one of the classroom's observation rooms during the first year. The second year a portion of the parent involvement room was sectioned off to provide office space for the child care staff.

The furniture and equipment was primarily bought with project funding. However, the school principal also made available early childhood education furniture and equipment not used at the time. The extra furniture and equipment met a critical need when it was decided that at least one extra classroom was needed for naptime and activities after 3:30 p.m. when the prekindergarten teachers needed to work in their rooms.

Scheduling arrangements with other building staff included:

1. Use of the motor lab, gymnasium and music room
2. Story-time in the library
3. Use of physical education and music equipment
4. Art and music sessions with arts teacher
5. Use of the stage area for music, dance, and to practice for programs
6. Cooperative field trips
7. Setting hours for lunch and snacks
8. Maintenance activities, such as sweeping and mopping the floors after breakfast and lunch which were done in the classroom

Such arrangements eliminated possible areas of conflict and helped operations run smoothly.

SCHEDULING

The daily routine was divided into segments designed to flow into one another. Transitioning time between child care and prekindergarten was planned especially so that the shift was not jarring to the child. Having teacher assistants serve as child care workers, and the child care classrooms being in the same building already encouraged smooth transitions. The daily routine enhanced that smoothness.

The specific amount of time allocated to each segment of the schedule may have varied; however, the same schedule was maintained the entire year. Copies of the schedule were posted in each classroom and parents were given a copy so that they knew when to observe and where to find the children. The consistency of the schedule helped the child to develop internal controls and to make predictions.

Following are examples of typical daily schedules at "Pequeñitos en acción:"

Schedule for "Pequeñitos en acción"

- 7:00 a.m. Children are greeted, signed in and involved in on-going activities in the child care room.
- After breakfast, the children proceed with the daily activity that have set-up and planned by the teachers and teacher's aides. The curriculum used in the pre-kindergarten classroom was *Un Marco Abierto*, which had been slightly adapted for three year old children.
- 8:00 a.m. Teachers pick up the children from the child care room. The teaching assistants bring breakfast from the cafeteria to the classroom. For three year olds, "family style" food service is most appropriate. Therefore, the children eat in the classroom with their teachers and the teacher's aides.
- 8:30 a.m. Breakfast, table etiquette, clean-up, oral hygiene.
- 9:00 a.m. Gross Motor Activities: use of outdoor playground, indoor motor lab, playground equipment, vehicles, etc.
- 9:30 a.m. Water break/bathroom
- 9:45 a.m. Introduction of new materials and activities. Choosing individual work (planning).
- 10:00 a.m. Work period: use of centers as planned by child-self directed with teacher guidance. Observation of child's activities is documented throughout the day but especially during this period.
- 11:00 a.m. The children have lunch. Once again the children and all teaching staff eat in the classroom using family style food service. Also, lunch time is used as instructional time. The children are taught social skills, nutrition, textures, taste, etc.

Immediately following lunch, the children practice good oral hygiene by brushing their teeth. The children then proceed to the child care room where they have a rest period. Most children at this age will nap for at least an hour. Licensing standards require that rest period last no longer than 3 hours and after 2 hours the center must allow children who are awake to get up.

- 11:45 a.m. Naptime in child care room
- teacher lunch period (30 minutes)
 - teacher conference period (45 minutes)
 - preparation of environment
 - staffing
 - planning period
 - review of observation notes
 - staff meetings/development
- 1:45 p.m. Afternoon prep--water, bathroom, dressing, clean-up.
- 2:00 p.m. The children return to the classroom for one and a half hours for more pre-kindergarten instruction and an afternoon snack.
- 2:20 p.m. Open Centers
- 3:00 p.m. "Ritmo y Canto"
- 3:15 p.m. Snack
- 3:30 p.m. The children return to the child care room, where they are involved in developmentally appropriate activities (that are coordinated with the pre-kindergarten curriculum) until their parents arrive.

Meals and snacktime were considered instructional as was hygiene and cleanup. In addition, because each center activity included its own cleanup step, usually there was no need to have a group cleanup time at the end of the work period. Recall time was usually done at the end of the day or at the end of the work period.

The Plan-Do-Review Process was an integral part of the *Un Marco Abierto* curriculum and consisted of a daily work cycle in which each child planned an activity, worked on it, then reviewed it with the teacher and/or the children. The process as used with older children involved breaking an activity into parts, defining a sequence of steps to accomplish the activity, and identifying the necessary materials or equipment. As modified for the 3-year-olds in "Pequeñitos en acción", the Plan-Do-Review Process consisted of the following:

1. The child decided what first activity would be for the day and subsequently decided the next activity as he/she completed the first. This continued until the end of the work time in the learning centers
2. The child engaged in the first activity and completed it and

3. The child asked the teacher or other children to come see what was accomplished, either verbally describing the project and how it was done, or the teacher and children asked specific questions about the work and
4. At specific closure times during the day (during lunchtime in the morning, during snacktime in the afternoon, for example), the child was asked to review the day's activities, what the child liked best and how that was accomplished, and to show the final product, if any. There is no evaluative judgement made of any work the child completes.

The daily work cycle supports, encourages and values interests and involvement. Children develop the ability to work independently and in groups, and to get things done. During the review time, as well as during the work time, the teacher helps the children reflect on their activities, make observations, notice relations, define problems and describe their work. Through this daily cycle, children are encouraged to see themselves as competent and to experience satisfaction from finishing a product, solving a problem, or expressing themselves in a variety of media.

Environment

Before setting up the classroom and the child care environment, it is recommended that staff visit several child care centers. At this time, it is crucial that child care and teaching staff work together to determine the most suitable and developmentally appropriate environment for their program and facility.

Furniture and equipment must be ordered at least 6 to 8 weeks in advance of the start. In addition to furniture and equipment, supplies must be ordered for the instruction pre-kindergarten and all child care learning centers. Also, time must be allowed for assembling the equipment and setting up the environment. Teaching and child care staff should work together in setting up the environment. The developmentally appropriate practices established by the National Association for the Education of Young Children (NAEYC) should be used as a standard for setting up the environment. NAEYC recommends the following learning centers: art, blocks, library, manipulatives, music, dramatic play/housekeeping, and science/discovery. Having child care in a separate room from the pre-kindergarten instruction allows the child care staff to provide care while the teaching staff works before and after school in planning curriculum and adapting the instructional environment. If space is limited and both the child care and pre-kindergarten must take place in the same area, a great deal of cooperation and communication must take place to accommodate the following:

- use of materials (must be delegated)
- transition time (a schedule and procedures must be worked out)
- Curriculum and activities (coordination must take place to avoid repetition and to encourage continuity of education and care)

PROGRAM OPERATION

EARLY CHILDHOOD CURRICULUM

Young children learn best through direct sensory encounters with their environment. Thus program curricula need to be designed so that they provide a sound base of experiences essential for later learning, a strong sense of self-esteem, and an excitement and curiosity for learning. Toward that end, the prekindergarten faculty and staff researched, identified and selected a curriculum that was developmentally appropriate for 3-year-olds and at the same time addressed the cultural and linguistic needs of the children. The EISD sought an instructional program for young children that provided active exploration of the environment, allowed for guided discovery, involved concrete experiences, and provided structured and unstructured opportunities for play.

Un Marco Abierto was selected for two major reasons. One, it is an "open framework" that is not content specific. Curriculum development is instead based on the teacher's ongoing observations and experiences with the children and their families. Each decision about the curriculum can be made in light of what is best for each particular child. Thus the *Un Marco Abierto* curriculum can be easily tailored to 3-year-old children.

The guiding concept for this program is summarized in the term "developmentally appropriate;" the educational practices of the teaching staff tie directly to the characteristics of 3-year-olds in all areas of development. The work of Jean Piaget on the development of young children serves as a major underpinning for *Un Marco Abierto*. Key characteristics of young children identified by Piaget in his work are described in the *Teacher's Guide* (p.20):

1. Children are active learners.
2. Children think differently from adults.
3. Intellectual development involves a sequential process of mental reorganization.
4. Both the child and the environment are responsible for intellectual development.

Incorporated into this program as well are the revolutionary goals of Montessori in such areas as freedom of choice of activity and physical expression; the creation of a literate and numerate classroom environment, and the individualization of instruction. "Pequeñitos en acción" also includes other educational goals in the areas of social, emotional and physical development. These goals are implemented through play, the encouragement of creativity, and the use of language.

Secondly, *Un Marco Abierto* is a bilingual curriculum especially designed for Spanish-speaking Hispanic children. The open approach shares with other bilingual/bicultural frameworks the basic assumptions that educational programs need to support self-esteem and that children should be allowed to use their first language for learning. Content is

thereby responsive to the cultural and linguistic needs of the children. The mastery of one's own language promotes cognitive growth and academic achievement. According to Katz (1986, p. 204), the teacher has the responsibility for initiating activities that contribute to language development. These include establishing the classroom as a literate environment, encouraging children to verbalize, introducing new vocabulary, encouraging children to speak freely in the classroom and the playground, and promoting the daily use and enjoyment of books.

Language of Instruction

The Edgewood model called for a program that closely reflected community cultural and linguistic characteristics making it familiar and comfortable to the families. The intent was to make separation between parents and their 3-year-olds less stressful and anxious and to initiate a positive long-term relationship with the school district. A major factor in achieving a high comfort level was to make Spanish the primary language of interaction and instruction.

The decision to instruct solely in Spanish was also influenced by the schedule used to introduce English in the Bilingual Education Program. In programs for Spanish-dominant children, English is used 25 percent of the time in kindergarten and approximately 10 percent of the time in the prekindergarten for 4-year-olds. The project staff chose to concentrate on helping the 3-year-olds acquire those skills that facilitate a "learning set" in the language the children knew best.

The selection of Spanish as the language of instruction also enabled staff to work more closely with the families and to show them formally and informally how to support and facilitate learning experiences for their children. Parents were also better able to understand the activities when they came to observe or to assist in the classroom.

Culture

While culture reveals itself in all aspects of the program, specific, intentional integration of culture includes both the surface and deep culture of the students and community. Surface culture involves the observable and classic cultural characteristics, such as holidays, customs and architecture. Deep culture refers to the beliefs that guide daily interactions in the life of a child and community, including language usage patterns, child-rearing practices, and personal interaction styles.

Surface culture is evident throughout the classroom environment, as seen in the food served, the clothing worn, the art displayed, and the utensils and tools used in the art centers. The majority of the children live in a bicultural environment, thus the items found in the classroom are drawn from both the Hispanic and Anglo cultures. For example, "metates"/mortars are found in the play kitchen along with McDonald's containers and

napkins. The children demand "piñatas" on their birthdays but sing Happy Birthday in English.

Deep culture, at once more complex as well as hidden from casual observers, provides the true cultural richness permeating all aspects of the program. An example of deep culture is in the notion of "un niño buen educado"/a well-educated child, which parents traditionally value as a primary reflection of the family "name" or "face." It refers to the courtesy, respect and dignity that a child shows towards adults, other children, animals and their environment. It is, in a sense, a code of comportment toward the world. The teachers in "Pequeñitos en acción" strived to model this attitude. For example, when a child in the program experiences a death in the family, the other children are shown how to give the "pésame," expressing their sympathy in the traditional manner.

The Teaching Team

The teaching team in the prekindergarten child care classroom consisted of one teacher, who was hired by the school district and credentialed by the TEA in both Bilingual and Early Childhood Education, and two bilingual teaching assistant/child care workers hired by the YMCA. The teaching assistants worked in overlapping shifts, one in the morning and one in the afternoon. In the *Un Marco Abierto* framework, both the teacher and the teaching assistant are resource people for children, helping them solve problems, extending their experience, and serving as language models. At "Pequeñitos en acción," not only were the three adults in each classroom Hispanic of Mexican descent and native speakers of Spanish, but also closely tied to Mexican tradition and culture. Their background closely reflected that of the children.

Members of the teaching teams in the *Un Marco Abierto* framework are equal planners and participants in the program. However, at "Pequeñitos en acción," the EISD teachers took the lead in planning the instructional time (8-11:45 a.m. and 2-3:30 p.m.) and the YMCA teaching assistants planned the activities that were offered 7-8 a.m. and after 3:30 p.m.. Two factors helped maintain a common curriculum. First, the teaching assistants and child care workers were one and the same and thus the teaching strategies as well as the curriculum framework could be smoothly incorporated into the child care program. Secondly, the whole team participated in all of the inservice training, giving everyone access to the same information.

All members of the teaching team were trained to make written observations of the children's activities, sharing that responsibility. However, even though both adults might take notes, one person ultimately was responsible for a specific period of time. The classroom teacher was responsible for collecting and documenting each day's observations and analyzing them for modifications to the daily curriculum.

"Centros de Trabajo"

The classrooms and child care rooms contain work centers, and children make choices based on their own interests. Each center contains material appropriate for a wide range of developmental capabilities. Children choose centers to work or play in and determine the length of time spent at each center. Free interaction and talking with one another are encouraged, but an area in which a child could be alone is also provided. The child always has the option of engaging in some of the activities alone or with other children.

This approach is consistent with developmentally appropriate practice because it provides the opportunity to consider the individual appropriateness of the learning experience--a fundamental element of the *Un Marco Abierto*. According to Day (1983) the essential characteristics of centers as a teaching strategy are that centers provide 1) an intentional strategy for the active involvement of children, 2) experience-based learning, and 3) individualized activities that take into account a child's developmental abilities, interests, and learning styles. Three major requirements for teachers using this approach are that the teacher 1) be knowledgeable about age-appropriate curriculum for the groups being taught, 2) be attentive to the developmental levels, interests, learning styles, and needs of the individual children in the group, and 3) be intrinsically involved in the development and expansion of the curriculum. (Myers & Maurer, 1988, p. 193)

Although activities for each center are intentionally planned and structured by the teacher, the children assume responsibility for their own learning by selecting to "work" or "play" at that center. Myers and Maurer (1983, p. 193) describe a center as space (table, floor, mat, box, area) that may have defined or open-ended educational objectives, and is either self-directed or teacher-instructed. On a daily basis at "Pequeñitos en acción," one center is teacher-instructed, usually one in which a new material or activity is to be presented, and the remainder are open-ended and self-directed. The self-directed centers do not need continuous teacher supervision, but the teacher may help a child explore, share an experience, or display some work.

Myers and Maurer (1983) further suggest that before setting up centers, teachers reach some decisions based on the following questions (p. 193-194):

1. **Will centers be offered all day, every day, part of the day, or only some days of the week?** At "Pequeñitos en acción," centers are offered during a one-and-a-half hour block of time in the morning and one hour in the afternoon. Some are offered every day, others only some days of the week. Approximately eight to 10 centers are offered all of the time. These are gradually added at the beginning of the school year and some are dropped and modified during the year. Although the centers do not change very often, the activities do, usually on a weekly but sometimes daily basis.

2. **What classroom features offer potential settings for centers?** This will depend on the size of the classroom and the furniture and equipment available. At "Pequeñitos en acción," the block center and other noisy activities are concentrated in the carpet area, the writing center encompasses the chalkboard, the science center is by a window, and the reading center incorporates "el hoyito"--a small pit in the corner of the room.
3. **Should there be limits on the number of children using a specific center? If so how will this be determined, and how will the children know what the limits are?** At "Pequeñitos en acción," the activities at the centers are designed so children have the opportunity to work individually, in small groups of two or three, and as many as six at a time. The teacher guides the number of children when they decide at which center they will begin the day. Later the children are told a center is for "solo un niño"/only one child or "pueden jugar dos"/two can play or "pueden estar tres"/three can be here. By the second semester, most of the children can count to four or five on their own.
4. **What kinds of centers will provide a workable balance in terms of content?** "Pequeñitos en acción" uses centers listed at the end of the section. The major impacting factor in the selection of centers was the variety of activities offered at each center that would enhance targeted developmental goals and skills.
5. **How free should movement be in and out of the centers?** The children at "Pequeñitos en acción" move at their own pace with certain ground rules: 1) finish what you are doing/"terminar" (e.g. a puzzle must be completed before being put away), 2) ask for help (from another child, the assistant or the teacher) if you need it to finish/"pedir ayuda," 3) put away materials and clean up before moving/"limpiar y guardar," and 4) move only to a center where space is available for another child/"hay lugar."
6. **Must every child use every center? Each day? Each week?** Children at "Pequeñitos en acción" do not have to use every center, however, at some time they must work at the teacher-directed center. If the children do not come on their own, the teacher asks them to take their turn. For children who spend all their time at one center, the teacher introduces variations and new activities at that center, or redirects the child to other centers.

7. **How will children know what to do in each center?** Activities at "Pequeñitos en acción" at each center are largely guided by the material at the center. The teacher has intentionally planned activities in the center and already introduced them using the vocabulary needed to identify and discuss the activity. Beyond that, the child is free to explore, experiment, and discover.
8. **Is it important that a record be kept of each child's center work? If so what is the most efficient way to keep records?** Teachers at "Pequeñitos en acción" keep two types of records. On one, an activity is listed and a notation made regarding readiness for the task, the facilitating strategies that will help the child develop that skill, or activities that lead to that skill that are appropriate to the child's developmental level. However, the major record-keeping activity is open-ended observation. The teacher or teacher assistant observes the children at the centers and records the child's actions and conversation while engaged in the activity or while interacting with the other children at the center.

Usually only salient or new and emerging behaviors are recorded. The daily observations are organized and transferred to the observation record at the end of the day and later summarized for the parents via a progress report. This procedure is further described in the assessment section.

As noted earlier in this section, centers can be of different types. Myers and Maurer (1983, pp. 194-196) divide them as follows: self-directing/self-correcting, self-directing/open-ended, or teacher instructed/exploratory. The first type allows teachers to set up activities designed for a specific purpose. The remaining two types allow the teacher to design activities that meet a variety of levels—developmental, experiential and ability-based.

Self-directing/self-correcting centers contain material that lets the child know whether the activity is correctly or incorrectly completed. For example, nesting cups have to be assembled in order otherwise the cups do not fit. No one has to tell the child whether the activity was correctly or incorrectly done.

Self-directing/open-ended centers allow for a variety of learning outcomes limited only by the child's experience and imagination. The block center for example, is self-directing, because it invites the children to build things. Blocks are open-ended because the child can use them any way he/she wants.

Teacher-instructed/exploratory centers provide opportunities for the children to further explore techniques or concepts that the teacher has already presented and introduced. For example, following a teacher-presented experiment which tests whether certain objects are attracted by a magnet, children may look for other objects throughout the room that are also attracted by the magnet.

All of the centers described above require minimum direction from the teacher enabling more time spent observing the children and designing additional individualized activities. The teacher's own skills, values, and interests will influence the focus and use of the centers. One teacher may have more interest in art and another in science. It is to everyone's benefit if teachers work as a team and share information, materials and ideas. Additionally, teachers who are uncomfortable with centers may initially use more self-directing, self-correcting centers and those who do not want to intrude on the children's activities may plan for more self-directing/open-ended centers.

It is difficult setting up centers, but once the environment is structured and children learn the uses and limits of each center, teachers will find this approach a rewarding experience.

Activities in the centers and in the classroom were supplemented by a range of special experiences including fieldtrips, hands on activities, and the celebration of cultural events.

Field trips were scheduled at least once a month. An attempt was made to tie in important events and holidays, as in the visit to the "Día de Los Muertos" exhibit at the Institute of Texan Cultures in October. The field trips are instructional and pre- and post-trip classroom lessons and activities are incorporated in the lessons. Activities for home are developed as part of the lessons, such as a seed-planting kit (dirt, seeds, pot) that was sent home with each child after the visit to the Botanical Garden. Picture books of wildlife to be seen at the Zoo and at the Texas Wildlife Exhibit at the Witte Museum are sent home prior to the scheduled visits. When possible, picnic lunches are taken so that the children can eat outdoors. Parents often go on the fieldtrips although their schedules often do not permit it. Nevertheless, families use the information sent home to plan their future family outings. Field trips were made to the following places:

Institute of Texan Cultures ---	Día de los muertos exhibit
Witte Museum (Twice) ---	Texas Wildlife and Days of Dinosaurs II
Kiddie Park (Twice) ---	Kiddie Rides
Botanical Garden ---	Plant and animal life
San Antonio Zoo ---	Wildlife
Woodlawn Lake ---	Playground and Lake
Water Garden ---	Fountains and pools at Hemisfair Plaza
City Playground ---	Specially built playground for children
River Barge Rides ---	Riverwalk
Via Trolley Rides ---	Downtown
El Mercado ---	Marketplace and Bakery

Room Arrangement

The room is arranged to facilitate the development of decision-making and problem-solving. While the classroom space itself can be divided into many smaller spaces, only the larger divisions are identified and offered as choices at first, recognizing that the very young child has trouble choosing between more than two or three choices. Additionally, clearly defined options help the child make a decision. Teachers begin with two choices, depending on the teacher's level of comfort with various areas or centers. The choice can be between two areas of familiar activities. Other areas and centers are gradually introduced and the number of options increased until the children can select from 10 or more options.

The areas or centers are arranged so that the children can easily distinguish them. Shelves, table screens, and naturally sectioned parts of the room define the area boundaries. Sufficient space is provided in each area for the children to use the materials. Centers can be arranged around one open area in the center of the room that can be used for group meetings or activities. Choice of group space can vary according to the characteristics of the space used. The room arrangement also includes display and storage space for the children's work and belongings. All of the areas are labeled in Spanish, and for the staff's convenience, a list of vocabulary pertinent to that center is displayed close by.

Each center contains materials that can be used in a variety of ways. All material is stored in an orderly manner within the reach and view of the children. There should be enough materials so that more than one child can use them at the same time.

Centers in "Pequeñitos en acción" include the following:

- The creative expression or Art Center, "Expresión creativa o arte," is designed to develop creativity using a variety of media. The child has opportunities to use all of his or her senses in the creation of their choice using paints, clay, playdough, glue, scissors, and a wide range of collage materials.
- The Manipulatives Center, "Manipulativos," develops reasoning, relationships, visual discrimination, fine motor skills and basic concepts (color, size, shape, and so on) through the use of puzzles, small construction sets, and a variety of manipulatives designed for young children.
- The Scribbles Center, "Garabatos," is designed for using a variety of writing and marking implements in an open-ended format. The child has opportunities to explore the relationship of writing implements to a variety of surfaces and can choose from a variety of markers, crayons, pastels, pencils, chalkboards, magic slates, and many different kinds of paper.

- The Dramatic Play Center, "Dramatización," develops a child's oral language and social interactive skills within the context of imaginative play. Opportunities for trying on a variety of roles are enhanced by the setting provided: "casita," "clínica," "peluquería," for example.
- The Self-Help Center, "Quehaceres," provides the child opportunities to practice tasks which require concentration, focus, and control. The tasks offered are real-life tasks which enhance self-help skills, pre-handwriting skills and develop poise. These can include tasks such as spooning, pouring, dressing frames, washing a table, cleaning leaves of a plant, and so on. These activities, however, can be incorporated into more contextually-based and other more meaningful experiences in other centers.
- The Library Center, "Biblioteca," develops the child's appreciation for and correct usage of books. Daily reading by the teacher provides opportunities for development of pre-reading skills, oral language, and thinking and reasoning skills.
- The Construction Center, "Construcción," develops perceptual-motor skills, relational skills and gross motor skills. The Construction Center can include hollow blocks, unit blocks, wood bits, plastic blocks or blocks made of cardboard.
- Music Center or Rhythm and Song, "Ritmo y Canto," this center develops the child's ability to distinguish between rhythms, tone, volume and their relationship to voice and instruments. A variety of rhythm instruments recordings and records are available for the children to experience and these can include movement and dance as well as fingerplays.
- Pre-Math Center, "Agrupaciones," is designed to develop pre-mathematical skills, particularly sorting, categorization and seriation skills. Opportunities for grouping, ordering, comparing and developing one-to-one correspondence are provided through a variety of manipulatives which focus on those skills.
- Investigation/Discovery Center, "Investigaciones," develops a child's interest, curiosity and respect for the earth and our environment through observation of natural phenomena and processes. Examination of natural phenomenon allows the child to explore living and non-living things using all of his or her senses. Observation of processes allows the child to reflect on changes and cause-effect relationships.

Materials for "Pequeñitos en acción"

"CENTRO DE GARABATOS" - This center allows the child to explore a variety of tools for writing and drawing in an open-ended manner. The child begins to develop emergent literacy and representational skills through the exploration of scribbles. Many opportunities to connect language with writing and drawing occur in "Centro de Garabatos" as the child begins to interpret the scribbles. Materials are set up in small trays or containers so children can choose their own materials. New materials are introduced demonstrating proper usage, cleanup, and storage. Appropriate materials include:

Markers: Studies show that young children prefer markers for "writing." Thick and thin markers and other varieties, should be available. Proper use of markers and storage are demonstrated before use. Small trays or containers with four to six markers in each allow individual use and proper care.

Chalk: Children are first introduced to chalk using the white or alphasite chalk on classroom chalkboards or smaller slates. Some types of colored chalk (poster chalk) are best used on paper surfaces only. It is best for teachers to use the chalk on different surfaces before introducing its use to the children. Wet chalk is one variation that can be introduced. Procedures for cleaning slates or tables after chalk use can also be demonstrated to students.

Crayons: Oil-based crayons produce the most brilliant colors with less hand pressure. Regular and jumbo crayons are not as attractive to 3-year-olds. Other kinds of crayons include pastels, pencil-crayons, and cray-pas. At this age, children should use crayons to explore and not to fill in figures in color book pages or ditto sheets.

Grease-pencils: A cross between pencil and crayon, grease pencils are excellent for young children. They can be handled easily and marks are dark and bold. A set of colored grease pencils can last a long time if the teacher tapes down the string that controls the lead exposure. Grease pencils are checked daily to see if they are usable.

Pencils: The best lead pencils are extra soft (e.g. Ebony). Other kinds of pencils include charcoal pencils, color pencils (soft leaded), chalk pencils, and drawing pencils. Three-year-olds will not choose pencils as their preferred writing tool until they have explored other implements.

Pens: Young children enjoy using pens because they are the tools children most often see adults use. Pens in all colors are available and come in different styles including ball point, ink pen, rolling writers and so on.

Writing surfaces can include a variety of papers, chalkboards, magic slates, salt or sand trays, posterboard, cardboard, and solid colored trays, or plastic underlays that can be wiped clean. Paper and other types of surfaces to write on can be arranged in baskets, trays or small compartments, allowing the child to readily see what is available. The child is then ready to choose materials.

Teachers observe closely the child's work and note the progression the "scribbles" take. The child may be exploring space or perfecting appealing lines or figures, or the child may be exploring the movement of the writing tool on the surface and not necessarily attempt to draw or write yet. Young children often get more pleasure from the process than the final product. Careful observation will help determine when intervention is needed or when the teacher should be available to listen to a child interpret his or her work.

"CENTRO DE ARTE (Expresión Creativa)" - This center allows the child to change materials in a variety of ways to create a unique product. In doing so, the child develops spatial awareness, and understanding of relational concepts and cause-effect relations. Again, the process may be more important to the child than the product. Areas of creativity include:

Painting: Paints give the child opportunities to apply a substance to a surface, controlling its movement on the surface with or without an applicator. The child's fascination with painting centers on controlling the paint on the paper. Often the young child's main interest is merely filling up the paper using methodical strokes. Variations for paint use are endless.

- Tempera paint can be used on an easel or table, each giving the child a different type of control. Applicators that can be used with tempera include a variety of brushes, sponges, swabs, cardboard rolls, and other materials. Procedures for painting with each new item are demonstrated to minimize spills and accidents.
- Fingerpaints allow the child to act directly on the paint with fingers or hands. Direct sensorimotor experience is quite pleasurable to the young child and a final product is not needed. Fingerpaints can be set up in palettes for fingers or in trays to accommodate hands. Blending paints to create new colors can be introduced after the child has had a chance to explore individual colors.
- Watercolor sets can be made available to individual children in the Art Center. The procedure for changing water is demonstrated before using watercolors. A small pitcher of water and a container for soiled water on a tray come in handy. Tempera blocks provide an opportunity to share the watercolor process with friends.

Children should have daily opportunities to paint. Painting can be available for free use in the Art Center (watercolors and easel painting are best for this) or can be set up as a special lesson at a table. Painting is easily varied by changing applicators or using special paints (glitter paint, fluorescent paints, and so on). Procedures for paint use and cleanup are demonstrated before painting.

Collage: Gluing materials to produce a collage gives the child opportunities to explore a variety of materials. The possibilities for developing language and reasoning skills through the creation of collage are limitless. The child's expression of creativity will become evident in the many ways children choose to make a collage using the materials provided.

- Objects from the outdoors make the best collage material. These include dried plant or flower parts, bark or sticks, seeds or nuts, tiny shells or rocks, feathers, or earth matter such as sand or dirt. These materials give rise to many questions and generate interest in studying various subjects.
- Artificial products for collage can be found throughout the home or at school in cafeterias, offices and classrooms: a variety of styrofoam, bits of wood, variations of cloth and yarn, plastic scraps and straws, miniature tiles, beads, sequins, buttons, foil, glitter, colored glue and a plethora of paper products.
- Food products such as pastas, beans, peels, nuts, and seeds can form collages which reveal the child's natural inclination to sort and categorize.

A collage area for children to choose their own materials can be designated. Rather than dumping materials together in large containers, materials can be placed in small baskets or shallow containers allowing the child to pick different items (shiny paper, seeds, dried flowers, wood bits, macaroni, pasta stars). The collage materials can be changed throughout the year depending on the child's interest and availability of items.

Molding: Opportunities for molding playdough should be provided daily. Molding encourages the child to develop small muscle control in the hands and creativity. Molding calms children and allows them to concentrate on the effect their actions have on the substance they are molding.

- Playdough is the easiest, most convenient molding material to use. A child's interaction with Playdough will progress from primitive stages of tearing or picking apart the playdough to rolling balls or lines. The child may begin to push together pieces to create new forms, or combine lines and balls by stacking them. Finally children begin to make representational figures. The child should be given adequate time to shape Playdough solely with the hands before introducing tools or utensils.

- Clay is less easy to use and requires better developed hand control. The stickiness of clay (not entirely absent in Playdough) makes its use less attractive to young children. However, when children begin to form balls or lines they appear smoother when using clay.
- Natural or potter's clay is pleasurable to use and gives the children an opportunity to experience properties not evident in classroom Playdough and clay, such as the drying and wetting process and the hardening of the clay. The feel of natural clay is itself a learning experience.
- Utensils to cut clay or Playdough include butter knives, metal scissors, pizza cutters, small spreading knives, and pie crust cutters. Utensils used for pressing and flattening clay include potato mashers, tortillita presses, metal forks, rolling pins, and can bottoms. Every effort should be made to encourage children to create their own figures, shapes, or "monitos" when they appear ready for this. Pressing out figures or shapes can be done with cookie cutters, biscuit cutters, film containers, and plastic glasses of various sizes. These are introduced after the children molded substances with their hands. The child will invent new ways to use utensils in conjunction with other tool, for instance, rolling and then cutting. The teacher looks for new inventions and creations and introduces these to other children.

Cutting: Plastic scissors with metal blades are best for cutting. Before cutting, children should have opportunities to tear paper and strips to develop finger muscles. Open-ended cutting on blank paper allows the child to progress at a flexible pace, either cutting through large pieces, snipping away at small pieces, or cutting long strips. Cutting on lines or cutting out shapes should occur when the child's work with scissors indicates the ability to cut on a line. Cutting allows the development of eye-hand coordination and fine motor skills. The child will enjoy cutting for its own sake at first and later use it for other projects, like collages.

"Centro de Arte" can be set up many ways. One approach is to have two tables within the center, one giving access to certain materials at any time, the second to introduce new activities or projects needing teacher guidance. The storage of materials includes clearly defined areas for collage, painting, cutting and molding. Any of these areas can also be set up as a "centrito", a smaller center which would allow the child access to that activity daily. It is important to update and restructure the center as needed and to train the children how to use and store materials properly.

"CENTRO DE MANIPULATIVOS" - This broadbased center can include everything from puzzles to games which develop the child's visual and fine motor skills. This center also allows the child to begin exploring patterns, sequencing and categorizing in an open-ended manner. As new materials appear in "Centro de Manipulativos," the teacher demonstrates how the game is removed, carried from its place, and replaced. A brief demonstration on its use is also appropriate, however the child is free to modify its use.

Puzzles: Puzzles can be set out in a separate section within "Centro de Manipulativos" and changed throughout the year. Large pegged puzzles with a few pieces which correspond to individual objects (a puzzle which has four pieces each representing a fruit for instance) are best for beginners. The gradual introduction of smaller pegged puzzles with more pieces develops motor control and patience.

Puzzles without pegs are introduced by demonstrating how to remove individual pieces from the frame and then replace them. Each piece of a puzzle should represent a recognizable part of a whole picture. Body puzzles are especially good for young children to see the relationship between parts which make up a whole.

Two and three level puzzles (body, dressed and undressed), representing a picture in different stages, can be introduced first using the bottom level and then adding the other levels to increase interest.

Games: An endless variety of games can be organized in a center for 3-year-olds. Selected games should have a definite purpose for the development of the young mind. Observation and knowledge of the young child's thought processes are key components to appropriate manipulatives that guide learning.

For instance, stringing beads and connecting cubes allow the child to begin sequencing. A random selection of beads without regard to color or shape allows the child to focus on stringing beads, developing fine motor skills and eye-hand coordination. A smaller number of beads limited in color and shape may lead children into sequencing on their own. Observing the child's interaction with objects like these lets the teacher know what the student may be ready for next.

Different shape sorters, parquetry, colored blocks, pegboards, cubes, and so on allow the children to see similarities and differences and begin to categorize them. It is not uncommon at this age to naturally stack similar objects or place them in lines. With shapes abounding in "Centro de Manipulativos," the children also begin combining shapes and creating patterns, a more advanced visual skill.

Much of the activity in "Centro de Manipulativos" reveals the child's thought processes. Language is enhanced when the child begins to interpret work or asks for new words to describe a new activity. The teacher guides the children's efforts by preparing the environment to match their needs. Rather than sit with small groups and directly teaching

skills, the teacher of the 3-year-old should be attuned to the direction the child is taking when working independently in the centers. The child chooses the work, works with materials, and returns them to their place.

"CENTRO DE AGRUPACIONES" - This center allows the child to explore specific skills in pre-math. In contrast to "Centro de Manipulativos," which is open-ended, "Centro de Agrupaciones," is organized to teach skills like sorting, one-to-one correspondence, and seriation through games and activities that allow for exploration, but guide the child to complete the activity.

Sorting: Sorting and grouping tasks are easily organized by varying the items sorted, the containers, and the tools to sort the items. For example, a child can sort two to three varieties of beans by dividing the of beans by type among areas on a fingerprint palette. Pom-poms can be sorted by color from a bowl to two smaller containers. Tiny shells can be sorted on a table using an underlay. Small plastic parquetry of the same color can be sorted by shape. Small picture cards of common items can also be sorted. The endless possibilities allow children to sort at many different levels.

One-to-one correspondence: Activities can make use of a variety of classroom and home environment items. Screws and nuts of the same size and number can be paired, screwing and unfastening each nut and bolt. The child can insert pegs into the same number of beads. A child can place a cube of one color on top of another color. Each activity can follow a similar procedure; putting one item with another until both sets are used and then returning them to their original state. An initial demonstration of one activity will guide the child in other tasks of this nature.

Seriation: Seriation tasks involved ordering a graduated series of objects. Games like fit-a-shapes, nesting cups, graduated ring stacks, seriation puzzles, graduated cylinders, cuisenaire rods, Montessori cylinder blocks, and graduated towers help children develop a sense of order. More difficult tasks which go beyond size can make use of graduated color tiles, textures, sound boxes, and other objects. Games which children have mastered can also be reintroduced, seriating objects without frames or bases.

"CENTRO DE INVESTIGACIONES" - Through observation and exploration of objects and natural phenomenon and processes, the child gains an appreciation of the world and how it functions. Observation first involves direct sensory interaction with objects from the environment. Observation also involves processes that result in change and show causal relationships. Activities should enable children to investigate items on their own at the center and later report when the class gathers to review work.

Observation: Tasks developing observation skills allow the child to use all senses individually or in conjunction with one another. Specific activities incorporate different senses. For the sense of smell, film containers filled with aromatic substances such as mentholatum, cloves, plant potpourri, or lemon rinds stimulate the sense of smell. In the same manner, containers with various objects can produce different sounds when shaken. Containers of different colors with liquids or foods of different flavors can develop an awareness of taste. Touch becomes important in handling new objects or experiencing new textures, and by blindfolding a child when feeling familiar objects enables exploration of this sense. Color paddles, magnifying glasses, kaleidoscopes, prisms and telydescope are good tools for enhancing sight.

Materials for these activities can include plant and animal life, inanimate objects like rocks or shells, foods from various categories, and so on. Substances like sand, water, rice and cornstarch can be explored in the water table. Substances like salt and flour explored in trays. The children and their curiosity about their natural surroundings should provide clues as to what items to include in their activities.

Processes: Processes for observation can include activities as simple as planting a seed or as complex as growing a garden. The growth process allows the child to observe change and causal relationships and can be applied to plants, animals and natural phenomenon such as air (such as in a balloon or bubbles) or rocks which transform into sand. Cooking activities provide examples of many processes. For example, a food item such as an egg undergoes different changes when boiled, scrambled, soft-cooked or incubated, resulting in a baby chick!

Observing objects, natural phenomena and processes enable young children to develop advanced thinking skills. In completing observations, the child practices hypothesizing, predicting, comparing, verifying and analyzing. The teacher's introduction of new materials and the child's direct observations increase basic knowledge. The sharing of observations between children in the center and at the end of the work period develops language.

"CENTRO DE CONSTRUCCIÓN" - This area develops perceptual motor skills, thinking and reasoning and spatial relationship skills as the child decides what and how to build. Imaginative play and representational skills develop as the child defines what she has constructed and assumes appropriate roles.

Construction center materials include large wooden hollow blocks, wooden unit blocks, cardboard blocks and bricks, plastic bricks, wooden screws and board sets, and toddler Legos. Smaller building materials include wood bits, small colored blocks, colored cubes, preschool Legos, bristle blocks, and screw together sets. Teachers can decide whether to make the smaller building materials part of the manipulatives center or keep them in the construction center.

The construction center plays a very important role in the child's social development. Blocks enhance the transition from solitary to cooperative play. At first individuals build simple structures, but by year's end a group may work together to build obstacle courses, enclosures, roads and bridges, or stacked buildings. To encourage cooperative play and allow for solitary play, the construction area should be limited to no more than three children.

Blocks can be introduced with a single type of large blocks and gradually include a variety of large blocks. Smaller blocks can be used in the block center at different times or can be integrated with larger blocks later in the year. The teacher must be clear and demonstrate proper and safe procedures for their use. Storage and organization of blocks in the center are the responsibility of the children and training on how to put them away is provided during the first weeks of class.

"CARPINTERÍA" - An extension of the construction center, carpentry provides experience in using tools and building. Carpentry can be integrated into the classroom or organized in a separate outside area. The area chosen for carpentry must allow for noise and be away from the center of activity. Carpentry requires safety and close supervision, and thus enables adults (parents, elderly, volunteers) to work directly with children. Child-size tools should be used--but they must be real tools. A basic tool set will include hammer, nails, screwdrivers, screws and saw. Hammering a nail into a board requires total concentration and develops eye-hand coordination like no other activity. The children are not role-playing in this center but actually performing simple carpentry procedures, eventually completing a project.

"CENTRO DE LA BIBLIOTECA" - Children should be read to daily. A library center for young children helps develop an appreciation of books and their proper care. In looking at books and listening to stories with the teacher, the child develops book handling knowledge as well as thinking skills. The teacher models book handling skills by holding books and turning pages carefully, pointing out the top and front of the book where the title is often found and replacing it with the top and front placed properly. The children will easily learn these skills if teachers are consistent about handling books.

Language and thinking skills grow as children progress from interpreting pictures on a page, to simulating reading behaviors and discussing stories or information in books. Children develop listening skills and attention as they learn to enjoy stories read to them. As their appreciation of books increases, children want more and more reading time.

The book center or library should be a quiet, restful place. In "Pequeñitos en acción" the library was located in "el hoyito," a sunken area which served as a gathering place between transitions and discussion area. Having the library located in the central gathering area is what fosters a desire among the children for daily reading.

Books should include informational books, story books, photograph books, picture books, and movable page books. There should be at least one book per child and new books

should be introduced weekly. Old favorites can also be kept in a separate basket or box, showing the children how to store them.

"CENTRO DE RITMO Y CANTO" - Music, singing, movement and finger plays should be an integral part of the curriculum. Music allows children to explore instruments, creating different rhythms and moving to the beat. Organizing a traditional rhythm band set enables use with the whole class or by a small group during the work period. Creating rhythms and music as opposed to noise can be taught by introducing each instrument individually showing children how to use them.

Instruments like xylophones, small keyboards, a variety of drums, and tone blocks or bells can be introduced throughout the year. The music center can be permanent or a special center set up at various times during the year.

"CENTRO DE QUEHACERES" - This self-help center incorporates small tasks that the child needs to practice. "Centro de Quehaceres" was developed with practical life tasks in mind appeal to the young child because they are based on real life experience and not imaginative play. Tasks that a child might find difficult are isolated so the child can concentrate on accomplishing that skill.

Some of the tasks include spooning or scooping substances from one container to another, pouring dry or wet substances from one container to another, dripping water from an eyedropper, using tongs or tweezers to move items, screwing nuts and bolts, opening and closing lids on containers, using keys and locks, caring for plants, and cleaning or washing a variety of items.

The procedures for these tasks are very specific and include a sequence of steps which are self-correcting and lead the child to plan from the beginning to the end of a task. The skills being developed include concentration, pre-handwriting skills, self-help skills, and independence. Because the tasks are so focused, the child should concentrate totally on that particular project, otherwise the child probably is not ready for the task and should be redirected.

These activities can be incorporated into more contextually-based and other more meaningful experiences in other centers.

"DRAMATIZACION" - The main purpose of this center is the development of social interactive skills, language exchange, and role-playing. Dramatic play can center around a house area complete with wood furniture and accessories, however, dramatic play can occur in other centers as well. In order to explore roles and different life situations the house can be modified throughout the year to become an office, a clinic, a beauty shop, a store, and so on. The center should incorporate appropriate accessories when it is changed. The children should be reintroduced to the area when altered because the experiences of 3-year-olds are limited.

Although 11 centers are discussed, the number in a classroom can vary as the teacher chooses. Some centers can be divided into smaller centers, combined, closed for periods of time, or not used at all. The importance and relevance of the experiences and skill development which each center fosters must remain.

Assessment

The assessment of student progress, whether for on going planning or reporting, depends primarily on teacher observation. This process has three steps:

1. Teachers and child care workers constantly observe individual students. Observations are discussed daily to share details and check each other's interpretations of a specific child's behavior.
2. Observations are recorded. Typically these notes include social interactions, demonstration of new motor skills, use of problem-solving strategies, significant events and general behavior.
3. Observations are transferred to the observation record (see attachment) on a daily or weekly basis. These forms are then summarized every six weeks for parental reporting, and at the end of the year for the benefit of teachers of the prekindergarten for 4-year-olds.

This process allows for immediate use of the open-ended, free-form observations in the basic design, and enables continuous modification of the prepared environment, including both materials and activities. The more formal observation record provides a standard way of organizing the information for various reporting requirements.

The six week summaries of the observation serve as the basis for the *Child Observation Record (COR)*. This document assesses the educational progress of each child, examining changes over time. The items of the *Child Observation Record* are organized according to the nine areas of learning emphasized in the *Un Marco Abierto* curriculum: Using Language; Representing Experiences and Ideas; Classification; Seriation; Number Concepts; Spatial Relations; Movement; and Social-Emotional Development. Each area is composed of several items, each of which is numerically scored with higher ratings indicating higher level of behavior. Each area also includes a section for additional comments or anecdotes.

Since the COR (*Un Marco Abierto*) evaluates four- and 5-year-old children, it is not expected that 3-year-olds will be able to acquire all higher behavior levels listed. On the other hand, the children quickly fulfill some areas like language usage because this section does not list higher level linguistic skills.

CHILD CARE COMPONENT

To determine the operating hours of the child care component, parents were polled to determine when they would drop off and pick up their children. During the first year, 15 of the 19 parents were polled, four families needing services as early as 6:30 a.m. with the majority of children arriving between 7:30 a.m. and 8 a.m. Initially, the child care center opened at 6:30 a.m. but after the first month, all the children began to arrive later so that by the second month, the center was opened at 7 a.m. Only five children needed services between 5 p.m. and 6 p.m. with two remaining until 6 p.m. In 1990-91, about half the children arrived between 7 and 7:30 a.m. with the remainder arriving before 8:00 a.m. In the afternoon, four children needed services until 6:00 p.m. Center hours were thus set from 7:00 a.m. to 6:00 p.m.

PARENT EDUCATION AND INVOLVEMENT

The parent education component entailed evening "pláticas", sessions using the AVANCE parent education modules, toy-making classes also from the AVANCE parent program, and classroom observations. The program also offered access to a Parent Resource Library where parents were encouraged to check out books and other materials.

Before each program year, the facilitator and one of the AVANCE parent educators met to decide on a scope of work and the training modules to be used in the Edgewood program. A schedule was also worked out for the year. These agreements served as the base for the contract that was subsequently signed. Although modules were preselected, it was agreed that these could change once parents made known their interests, needs and preferences. A list and description of the modules selected is found at the end of this section. AVANCE training began the second month. The first session was used for orientation, kicked-off with the video "Los padres somos maestros" reflecting the idea that parents are the primary teachers of their children. A program overview followed and the first session ended with a review of elements to look for during parent observations of the classroom (observation is required at least once every eight weeks). The "platicas" lasted one hour and an additional half hour was devoted to questions from and dialogues with the parents.

Attendance at the evening meetings averaged between 80 and 90 percent, the major factor being the child care and activities provided for the children and their siblings while parents attend the sessions. Child care for the evening meetings was built into the contract with the YMCA. Refreshments were served at every meeting, tablecloths, matching paperware and napkins, center pieces and holiday snacks reflecting the staff's esteem for the parents. Door prizes were offered at every meeting with children's books in Spanish quickly becoming the coveted prize. At the first meeting it was announced that prizes would be awarded at the end of the year to families with at least 90 percent attendance and the classroom with the highest number of families attending the meetings. Prizes included coupons to McDonald's and free movie passes. All families were awarded a

certificate of participation.

The toy-making class has been handled differently each year. The first year it included the training module and three-hour classes were held every Thursday; one-and-one-half hours on the education module and one-and-one-half hours on toy-making. The toy-making class consisted not only of constructing a toy, but also discussing the use of the toy and its learning opportunities. An example of the content of a toy-making session is at the end of this section. Attendance was close to 100 percent that first year for the mothers of the children attending the half-day program. The availability of child care for the 3-year-olds and their younger siblings provided in the half-day teacher's classroom, boosted attendance. The second year, only the toy-making component was offered to the half-day parents for one hour twice a week to encourage the adults to participate in the English-as-a-Second Language classes at the center. However, child care was not available and the class was canceled at mid-semester for lack of participation, even though it had been offered to parents throughout the school. Parents of the full-day children attended the evening meetings without the toy-making class since they worked full-time.

The parent education and toy-making classes were presented primarily in Spanish. However, since the Parent Educator(s) were bilingual, they could switch between English and Spanish. The first year the Parent Educator was female and attendance was mostly by mothers. The mothers requested a team presentation by a male and a female because they wanted the fathers to have access to the same information and felt a male presenter would draw more fathers. This recommendation was incorporated the second year.

Parental classroom observations were required at least every eight weeks. Each classroom has a built-in observation room so parents were able to observe without the child knowing, although parents could also observe from inside the classroom. Inside each observation room was a folder with a sign in sheet and instructions to place the building pass, obtained in the office as parents arrived, in an envelope attached to a folder. The teachers would make themselves briefly available to answer questions and provide explanations. If parents needed more teacher time they would come back during noninstructional time. Keeping track of parent observations using this self-monitoring system did not work--parents often did not sign in, leave their passes or let teachers know they were observing. The third year (1991-92) parents will be given 4 observation tickets that they will need to turn in each time they observe so that staff can keep better track. Observations do not replace parent-teacher conferences, which are required at least twice a year by the district.

Up to this year, the Parent Resource Library contained only books for parents most of which were in English. This next year (1991-92) videos, audiotapes and children's books as well as informational booklets and newsletters will be added.

PRE-K AND CHILD CARE STAFF COORDINATION

Coordination strategies were easily implemented because the program was collaborative, and both programs and staff were housed in the same building. Discussions during overlapping lunch periods; shopping together for instructional and consumable supplies; sharing materials, furniture, and equipment; filling in for each other during absences when necessary and other situations served as informal coordination opportunities.

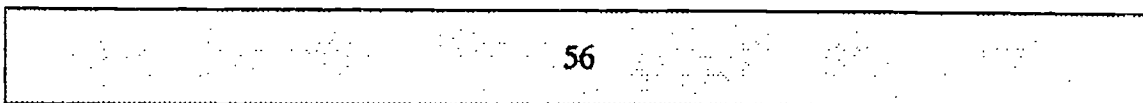
To better understand each agency's role and function EISD and YMCA staff participated in the following: school district orientation including attending the EISD convocation and formulating the campus plan; attending three-day workshops, one on parent involvement directed by AVANCE and another on child care and early childhood education; and a session on the health, safety, and sanitation requirements for child care centers. Additionally, staff together attended city wide conferences on child care, bilingual education and early childhood education.

Because the teaching assistants (YMCA staff) were more familiar with the curriculum and the children then were substitutes, when a prekindergarten teacher was absent, the teaching assistant assumed the teacher role, the substitute took an assistant role, and both were monitored and assisted by the prekindergarten teacher or the prekindergarten master teacher. In turn when the child care director had to be out of the building in the late afternoons, the lead teacher would be available to close the program and the building for the day. Substitutions for and assisting each other were simplified by being in the same building.

Internal coordination between teachers and teacher assistants and between shifts of child care workers was accomplished through written notes in a notebook, one per classroom team and one for the child care workers. The teachers were made aware of events and children's behaviors during child care time, and the same occurred for child care workers when they were not on duty.

The program schedule was organized so that all but one staff member--who would take a turn monitoring the children during nap--would be available at one time for at least an hour daily for planning, staffing, writing curriculum, coordination and staff development. One of the EISD teachers would monitor naptime during the biweekly YMCA staff meetings, and YMCA teaching assistants in turn would take over the class when teachers had to attend 3:15 p.m. faculty meeting or a required inservice. A monthly calendar indicating the type of meeting scheduled, time and naptime monitors for specific dates was provided to each staff member.

All of the project staff were involved in the development of the program as well as having individual responsibility for specific program areas. The principal of the school served as ad hoc committee member and reviewed the work of the committees. The following committees met regularly:



Curriculum (met weekly)

Chair: Teacher

Committee: All Staff

Purpose:

- Develop a mission statement, goals and objectives
- Identify, select, adapt, develop a curriculum framework
- Select, name, and develop learning centers
- Select and order instructional and staff development material

Parent Program (met bimonthly)

Chair: Teacher

Committee: Two Teaching Assistants

Purpose:

- Plan and organize monthly meeting programs (based on initial parent needs survey) and the weekly toy-making classes
- Design, make copies and send flyers and reminders of meetings and prepare agenda and handouts
- Invite, confirm, arrange speakers or presenters
- Keep records of meetings, classes, workshops, attendance
- Purchase and keep inventory of materials
- Plan for and purchase door prizes, parent awards
- Decorate and prepare refreshments

Procedures (met biweekly)

Chairs: Program Facilitator and Child Care Director

Purpose:

- Develop, describe, implement procedures related to the operation of the program for which both the YMCA and the EISD had responsibility, such as licensing requirements, deadlines, inspections
- Registration and enrollment procedures
- Recruitment procedures
- Security matters
- Documentation and record keeping
- Playground equipment and safety

Staffing (met biweekly)

Chair: Teaching Teams--One teacher, two assistants
(Teams met alternately)

Purpose:

- Review daily observation notes, child progress, and matters related to specific children
- Design individualized activities and management plans as appropriate
- Consult with other professional staff (e.g. nurse, social worker) and parent(s) as appropriate

Coordination (met monthly)

Chair: Facilitator
Committee: All staff

Purpose:

- Identify and resolve issues and problems that impede or could impede program effectiveness
- Decide on instructional and management strategies to be used across both the prekindergarten and child care programs
- Decide on consistent procedures to be used for specific activities with the children (transitioning, meals, hygiene)
- Identify and clarify roles, procedures, and expectations for cooperative activities (cleaning and sanitizing classrooms, communication with parents and with each other)

Project Faculty (met biweekly)

Facilitator and EISD Teachers

Purpose:

- Topics covered included those related only to the teachers, e.g.:
- Review LPAC procedures, complete LPAC forms, and forward to LPAC Committee
- Review PRELAS and schedule its administration

Child Care Staff (met weekly)

Child Care Director and staff

Quality Control (met monthly)

Chair: Child Care Director and staff

Health and Safety (met monthly)

Child Care Director and staff

School-wide Early Childhood

All staff from all the ECE programs in the building

Purpose:

- Coordinate fieldtrips, Arts Teach, and other integrated activities
- Develop format for lesson plans
- Share information and material
- Schedule peer classroom observations/assistance
- Develop school-wide goals and objectives for early childhood education
- Plan staff development activities

Special Planning (as needed)

Appropriate staff

Purpose:

- To plan for special activities
- Plan activities (to be sponsored by the prekindergarten classes) for school carnival
- Design and develop a slide presentation describing the program
- Select activities/music for school programs

STAFF DEVELOPMENT/INSERVICE-PRESERVICE

Coordinated staff development sessions attended by both the child care staff and prekindergarten staff included the following:

- Drug Free Schools 1.25 Hours

Description:

Inservice on the philosophy and goals of the Edgewood Independent School District on drug use in public schools. Reviews general knowledge of the effects of drug use on students and teachers, including the detection of drug use by students, and how to identify various types of drugs and drug paraphernalia.

- Effective Discipline 2 Hours

Description:

Inservice on age appropriate discipline practices, including what works and what doesn't, positive reinforcement, and the appropriate use of language.

- Pre-Kindergarten Curriculum Workshop 4 Hours

Description:

Joint inservice training with prekindergarten and kindergarten teachers in the Edgewood Independent School District, including age appropriate activities for early childhood programs.

- Developmentally Appropriate Practices and Philosophical Perspectives in Early Childhood Education 5.5 Hours

Presenter: Rebecca Barrera

Description:

Overview of developmental appropriate practices specific to 3-year-olds as well as theories and perspectives of early childhood education.

- Classroom Organization, Management and Discipline 3 Hours

Presenter: Rebecca Barrera

Description:

Overview of methods to incorporate into classroom organization based on *Un Marco Abierto*. In addition, classroom management and discipline practices that are developmentally appropriate for 3-year-olds were presented.

- Un Marco Abierto/Key Experiences 2.5 Hours

Presenter: Rebecca Barrera

Description:

- Plan-Do-Review Process/Using the CAR (Child Assessment Record) 3 Hours

Presenter: Rebecca Barrera

Description:

An in depth view of the Plan-Do-Review process incorporated into the *Un Marco Abierto* curriculum. Included a video tape showing the Plan-Do-Review process. In addition, an overview of how to use the CAR for recording children's progress was presented.

- Working with Parents/Goal Setting 2 Hours

Presenter: Rebecca Barrera

Description:

Information on how to deal with parents, how to communicate effectively and positively, getting parents involved and a rap session to set goals for the prospective future.

- Practical Life Boxes and their applications to the classroom 3 Hours

Presenter: Steve Jackson

Description:

A Montessori based approach to teaching life skills.

- Effective Schools: Edgewood Independent School District 9.5 Hours

Description:

An orientation to the effective school model used by the Edgewood Independent School District, including school policies and procedures of the Cárdenas Center.

- Pilot Pre-Kindergarten Policies and Procedures 1.5 Hours

Description:

Orientation of child care and education staff on policies and procedures of the pre-kindergarten program, including staff, assignment of assistants to teachers, and assignment of students to teachers.

- Parent Training Institute 24 Hours

Presenter: AVANCE Staff

Description:

A three-day institute focusing on community demographics, how to recruit parents, models of effective parent education programs, on-site visits of parent education programs.

In addition, child care staff were required to meet the 15 clock hours of training by the Texas Department of Human Services as well as training required by the YMCA.

These included:

- Orientation: Child Care/YMCA Policies & Procedures 4 Hours

Presenters: Ruth Lightfoot and Sallie M. Luedke

Description: Overview of Texas Department of Human Services Minimum Standards, NAEYC Developmentally Appropriate Practices and YMCA Child Care Policies and Procedures.

- Cardio Pulmonary Resuscitation Certification 4 Hours

Presenter: Certified Instructor

- First-Aid Certification 8 Hours

Presenter: Certified Instructor

Prekindergarten Teachers also attended the following workshops/staff development sessions:

- Dyslexia Program Update 1 Hour

Presenter: Sylvia Vásquez, EISD Dyslexia Consultant

Description: An overview of dyslexia, the District program, the referral and evaluation process.

- Child Abuse 2 Hours

Juanita Gomes, Social Worker, José Cárdenas
Diana Martinez, Counselor, Jose Cárdenas
Medical staff from Brady Clinic

Description: Presentation of signs and symptoms of child abuse and the referral process.

- Emotional Disturbance: An Overview for Teachers 1 Hour

Presenter: Pat Picacio, Behavioral Disorders Consultant

Description: Emotional problems of children, signs and symptoms, suicide, and the District referral and evaluation process.

- Language Proficiency Assessment Committee 1 Hour

Presenter: Manuela Juarez, Prekindergarten/Child Care Facilitator & Member of the Cárdenas LPAC

Description: An overview of the LPAC process in the district, how to complete the LPAC forms.

- Administration of the PRELAS 8 Hours (4 for trainers, 4 for PreK staff)

Presenter: Steve Jackson, Consultant

Description: Workshop on how to administer and score the PRELAS.

Presenters:

Sallie Leudke, Director of Program Planning, YMCA of San Antonio
Ruth Lightfoot, Child Care Director, José Cárdenas Developmental Center
Manuela Juárez, PH.D., Facilitator, Prekindergarten for 3-Year-Olds, José Cárdenas
Rosa Zapata, Principal, José Cárdenas Center
Toni Olivieros, Effective Schools Team, José Cárdenas Center
Mary Vásquez, Effective Schools Team, José Cárdenas Center
Mona García, Effective Schools Team, José Cárdenas Center
Chesney Hunter, Drug Abuse Counselor, Edgewood ISD
Juanita Gómez, Social Worker
Diana Martínez, Counselor, José Cárdenas Center
Beth Corrigan, R.N., José Cárdenas Center
Minerva Adams, Early Childhood Education Consultant, Edgewood ISD
Dolores Mena, Early Childhood Education Consultant, Edgewood ISD
Rebecca Barrera, President, Niños Group, Inc.
Steve Jackson, Ph.D., Education Consultant, Early Childhood,
Montessori/Bilingual Education
Sylvia Vásquez, Dyslexia Consultant, Edgewood ISD
Gloria Rodríguez, President, AVANCE
Patricia Price, AVANCE
Julia Garza, AVANCE
Richard Zorola, AVANCE

SUPPORT SERVICES

All services available to children in a public school system are accessible to the prekindergarten. A library technician is available three times a week and the children are scheduled for story time once a week. At that time children check out books to take home. The teachers also check out books from the public library system (each teacher is allowed 30 books every two weeks) and these along with other books purchased with grant money are available in the classrooms.

José Cárdenas also has a full-time nurse who is available to the children daily until 4 p.m. In addition, First Aid Kits are kept in the child care area for emergencies before and after the nurse is available and during the summer. The nurse supervises vision screening done by the teachers. A social worker is also assigned to José Cárdenas as part of Special Education Niños Program for infants and toddlers. She is available on an as needed basis to both children and parents participating in the project.

Vision, physical and occupational therapy, physical education and music consultants for special education are housed at the José Cárdenas Center. While they do not work directly with the pilot prekindergarten, they do provide information on request and can informally consult with the teachers about children or their siblings who may possibly need their services.

Services available to all of the children at José Cárdenas from the Principal and the other school office staff were also available to the prekindergarten programs. All the recordkeeping, data tracking, and assistance generally provided by school office staff supported the prekindergarten program. Additionally, the principal rescheduled the maintenance workers' shifts to cover the child care's hours of operation to 7 a.m. to 6 p.m.

The district math and science consultants serve as second evaluators of the teachers on career ladder since these two consultants also have backgrounds in early childhood education. They also provide inservices for all of the district prekindergarten and kindergarten teachers including project staff.

PROGRAM EVALUATION

PROGRAM DEMOGRAPHICS

Students

All of the children participating in the project had turned 3 by September of the enrollment year. Child care services were available to families of children whose parents both worked, were in training, or were enrolled in an academic institution full-time.

Descriptive data for both school years are in Table IV below:

Table IV

	1989-90	1990-91
Total Number of children	19	37
(LEP) Limited English Proficiency	13	37
Free or Reduced Lunch Program	19	37
Special Education	0	0
Female	7	21
Hispanic	19	37
Received child care	12	25
Normal visual acuity	19	37
Normal auditory acuity	18	36
Referred to Special Education	1	5

(five children were referred for speech-language evaluations and one for occupational therapy evaluation)

The PRELAS was administered to all the children as they turned 4. Children not yet 4 by the end of June were not tested. The purpose of administering the language dominance test at this time was two-fold: 1) the children would be tested by someone with whom they were comfortable and familiar, and 2) language samples to be used in the follow-up study could be obtained. Table V shows the breakdown of the PRELAS scores for children who had been tested at the time this report was compiled:

Table V

PRELAS	Spanish 1989-90	1990-91
Level 1	0	4
Level 2	1	1
Level 3	4	9
Level 4	2	11
Level 5	7	8

The PRELAS categories are interpreted as follows:

Levels 1 and 2	Non-English/Spanish Speakers
Level 3	Limited English/Spanish Speakers
Levels 4 and 5	Fluent (proficient) English/Spanish Speakers

Parents

Parents of the children in the full-day program tended to be young (20-25) with high school educations. They tended to be able to speak both English and Spanish but most could not read nor write well. Their children tended to be Spanish dominant because grandparents of older family members had been a major source of child care before the children were enrolled in the program. Additionally, there continued to be strong ties to family still in Mexico. In most cases, parents used more Spanish than English when interacting with their children. Employment for both parents tended to be in service and skilled labor occupations (waitressing, carpentry, landscaping, masonry, clerical). Employment was not steady for about half the parents of the full-day children, and mothers especially tended to remain unemployed for long periods before finding work. A combination of the high unemployment rate in the area and lack of marketable job skills appeared to be the greatest impediments to finding and retaining employment.

Parents of the children in the half-day program also tended to be young (20-25) with more obtaining secondary education levels in Mexico or through GED programs. These parents were generally Spanish dominant and interested in or engaged in studying English as a second language. There was still much traveling back and forth between San Antonio and Mexico and the children often stayed long periods of time in Mexico with relatives. The children in the half-day program tended to be the oldest of two or three siblings, the major reason the mothers were not working. Economically, these families were more fragile and often eligible for foodstamps.

Table VI shows a breakdown of the data describing participating parents:

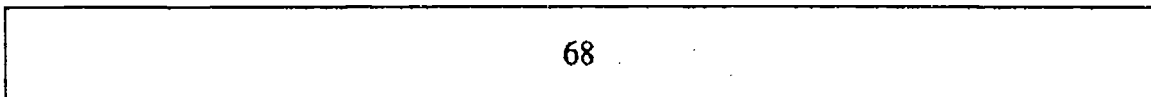
Table VI

	1989-90		1990-91	
MARITAL STATUS				
Single	9		7	
Married	10		30	
SES				
\$15,000	19		36	
\$10,000	UNK		12	
Foodstamps	UNK		12	
LEVEL OF EDUCATION				
	Mother		Father	
Elementary	2	1	0	0
Junior High	4	1	5	6
High School	8	5	26	19
Technical School	5	3	4	4
Junior College	1	2		
AGE RANGE				
20-25 years			26	22
25-30 years			6	10
30 + years			7	7

Staff

In general, both the prekindergarten and child care staff had extensive experience working with children under 5. All staff were Mexican-American females with close ties to the Mexican culture and Spanish language. All had background in early childhood development and six of the eight had some background in bilingual education.

The following graphically describes staff background:



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PREKINDERGARTEN

Position	Degree	Areas of Proficiency	Teaching Experience	Language	Career Ladder	TTAS Rating
Teacher	M.A.	Early Childhood Bilingual Education	16 years	Bilingual/Biliterate	III	Clearly Outstanding
Teacher	B.A.	Early Childhood Bilingual Education	0 years	Bilingual/Biliterate	I	Exceeding Expectations
Teacher/Facilitator	Ph.D.	Speech-Language Pathology	17 years	Bilingual/Biliterate	II	Clearly Outstanding
Teaching Assistant	50 college hours	Early Childhood Bilingual Education	7 years	Bilingual/Biliterate	N/A	N/A

CHILD CARE

Position	Certificate(s)	Major Area of Training	Years experience/3-4 year olds	Language proficiency
Director	Associate in Liberal Arts & 121 college hours	Early Childhood/Bilingual Education	8 years	Bilingual
Assistant Director/Teacher	60 college hours	Child Development/Nursing	5 years	Bilingual
Teacher	17 college hours	Child Development	4 years	Bilingual
Teacher	40 college hours	Child Development	5 years	Bilingual

PROGRAM COSTS

Following are spreadsheets describing the cost of a program similar to the one implemented by the Edgewood ISD. These costs were calculated by program staff, the district director of accounting, and by Dr. Bob Woodson of the Texas Education Agency.

In a later review of these figures by program staff it was determined that the cost of setting up a classroom with sufficient instructional materials had been underestimated and that in fact it would have taken \$5,000 per classroom for start-up costs. The nature of the materials needed for this age level makes a program more costly. The \$1,200 per year incremental estimate would not be sufficient if originally start-up costs are underestimated.

Cost per child for 10 month kindergarten and 12 month wrap-around child care: \$5365
 Cost per child for child care only: \$2736

COST SUMMARY

RECURRING COSTS

	INSTRUCTION	GUIDANCE COUNSELING	CASE MANAGEMENT	CHILD CARE	TRANSPORT	PROGRAM PLANNING	STAFF TRAINING	PROGRAM ADMIN	OTHER	TOTALS
PERSONNEL	66424	1097	1389	2949		17088	7969	11652		108578
SUPPLY/MATERIALS	4900			2500		1250	250	850		9750
EQUIPMENT										0
FACILITIES										0
CONTRACTED SERVICES	4100			60000	300	3000	1500			68900
TRAVEL							5000			5000
COST TO CLIENT										0
OTHER				220			700			920
TOTAL	75424	1097	1389	65669	300	21348	15419	12502		193148

NON-RECURRING COSTS

	INSTRUCTION	GUIDANCE COUNSELING	CASE MANAGEMENT	CHILD CARE	TRANSPORT	PROGRAM PLANNING	STAFF TRAINING	PROGRAM ADMIN	OTHER	TOTALS
PERSONNEL	8400			1400		1000	1500			0
SUPPLY/MATERIALS	17000			6500				2000		12300
FACILITIES				7500		6000				25500
CONTRACTED SERVICES										13500
TRAVEL										0
COST TO CLIENT										0
OTHER										0
TOTAL	25400			15400		7000	1500	2000		51300

Recurring costs does not include Federal Lunch Program. Nor does it include costs such as maintenance, electricity, and other services normally provided by the school or district.

Personnel Costs

COMPONENT	DISTRICT JOB TITLE	PROGRAM ACTIVITY/TITLE	INCREMENTAL IN PROGRAM	PERCENT OF TIME	SALARY	COST PER POSITION	NUMBER OF POSITIONS	INCREMENTAL PROGRAM COSTS	TOTAL RESOURCE COSTS
Instruction	Teacher (Master)	Facilitator	Yes	5%	33,253	18,289	1	18,289	18,289
	Teacher	Teacher	Yes	86%	24,842	21,364	2	42,728	42,728
	Instructional Aide	Aide	Yes	50%	10,813	5,407	1	5,407	5,407
		TOTAL						66,424	66,424
Guidance/Counseling	Nurse		No	5%	21,942	1,097	1	0	1,097
Case Management	Counselor		No	5%	37,773	1,389	1	0	1,389
Child Care	Food Service Worker		Yes	25%	11,796	2,949	1	2,949	2,949
Program Planning	Teacher (Master)	Facilitator	Yes	20%	33,253	6,651	1	6,651	6,651
	Teacher	Teacher	Yes	8%	24,842	1,987	2	3,975	3,975
	Instructional Aide	Aide	Yes	10%	10,813	1,081	1	1,081	1,081
	Principal		No	5%	39,358	1,968	1	0	1,968
	Curriculum Specialist	Teacher Evaluator	No	5%	34,230	1,712	2	0	3,423
		TOTAL					11,707	37,098	
Staff Training	Teacher (Master)	Facilitator	Yes	15%	33,253	4,988	1	4,988	4,988
	Teacher	Teacher	Yes	6%	24,842	1,491	2	2,981	2,981
		TOTAL					7,969	7,969	
Program Admin	Teacher (Master)	Facilitator	Yes	10%	33,253	3,325	1	3,325	3,325
	Instructional Aide	Aide	Yes	40%	10,813	4,325	1	4,325	4,325
	Principal		No	5%	39,358	1,968	1	0	1,968
	Division Director		No	5%	40,678	2,034	1	0	2,034
		TOTAL					7,651	11,652	

*State average salary from PEIMS, adjusted to length of contract.

Non-Personnel Costs

Non-Recruiting Recruiting

COMPONENT	COST CATEGORY	DESCRIPTION OF ITEM	Non-Recruiting		Recruiting	
			Total	Incremental	Total	Incremental
Instruction	Supplies	Ed stimuli inventory	5,600	5,600		
	Supplies	Ed stimuli updates			3,600	3,600
	Supplies	Toy-making inventory	2,000	2,000		
	Supplies	Toy-making materials			1,000	1,000
	Supplies	Parent Ed library	800	800		
	Supplies	Parent Ed booklets			300	300
		Total	6,400	6,400	4,900	4,900
	Equipment	Furniture/Equipment	17,000	17,000		
	Contracted Services	Buses/Admissions			2,100	2,100
	Contracted Services	Avance Program			2,000	2,000
		Total			4,100	4,100
Child Care	Supplies	Ed stimuli inventory	1,400	1,400		
	Supplies	Ed stimuli updates			900	900
	Supplies	Snacks			1,600	1,600
		Total	1,400	1,400	2,500	2,500
	Equipment	Furniture	4,000	4,000		
	Equipment	Appliance/playground	2,500	2,500		
		Total	6,500	6,500		
	Facilities	Renovation/Security	7,500	7,500		
	Contracted Services	YMCA contract			60,000	60,000
	Other	Permit/License fees			220	220
Transportation	Contracted Services	Bus tokens			300	300
	Supplies	Resource library	1,000	1,000		
	Supplies	Library updates			250	250
	Supplies	Assessments			500	500
		Total	1,000	1,000	1,250	1,250
	Contracted Services	IDRA (donated)	6,000	6,000	2,000	2,000
Staff Training	Supplies	High Scope material			250	250
	Supplies	Technical resources	1,500	1,500		
		Total	1,500	1,500	250	250
	Contracted Services	ECE/Methodology			1,500	1,500
	Travel	Conferences			3,000	3,000
	Other	Substitutes' fees			700	700
Program Admin	Supplies	Office/Telephones			800	800
	Equipment	Furnishings	1,000	1,000		

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STUDENT OUTCOMES

Pre-post performance data were collected both program years using the Child Observation Record (COR). Observations were completed when the child first entered the program and again during the last week of the prekindergarten. Preliminary analysis of the data reflected the following trends:

1. Group post-test mean scores on the COR were significantly better than pre-test scores for both the full-day and the half-day groups both years.
2. Group pre- and post-test mean scores on the COR were significantly better for the full-day students than for the half-day students both years.
3. High parent attendance at parent education meeting was positively associated with high gain scores on the COR.
4. High student attendance was also associated positively with mean gain scores on the COR.

Seventeen of the 19 first program year students enrolled in prekindergarten classes for 4-year-olds in 1990-91. Teacher surveys were mailed to the teachers known to have students who had been served by "Pequeñitos en acción" in 1989-90. Completed surveys were returned for eight students, six within district and two from out-of-district.

Each of the students was rated on eight characteristics by the teacher; the rating were (B) better than peers, (S) same as peers, and (L) less well than peers at both the beginning and the end of the 1990-91 school year.

Table VII

	Begin '90			End '91		
	<u>B</u>	<u>S</u>	<u>L</u>	<u>B</u>	<u>S</u>	<u>L</u>
Following routines, procedures	2	6		3	5	0
Communicates plan for activity	4	4		4	4	0
Plans project, works on it more than one time	2	6		2	6	0
Solves problems independently	2	5	1	4	4	0
Appropriate vocabulary	5	2		5	2	0
Uses materials creatively	3	5		5	3	0
Focus on task	3	5		3	0	
Creative	4	4		4	4	0
TOTAL	25	37	1	30	28	0
Grades comparable?	6y	n				
Fail any content?	y	6n				
Retained this year?	y	7n				
Referred to SpEd?***	2y	6n				

* The two children referred to Special Education were for Speech-language disorders and were made by the Facilitator for "Pequeñitos en acción."

Teacher responses indicated that 40 percent of the students were considered "Better than their peers" on the eight student characteristics. Three areas were identified as "better" were following routines, solving problems independently and using materials creatively. Considering that the children had received only three months of instruction, this level of advancement is substantial.

Results of the teacher survey for the second program year student's had not yet been calculated at the time this manual went to print.

PROGRAM SUCCESSES

Integrated Staff. Possibly the major factor contributing to the success of the program, the overlap of staff from one area to another, resulted in a truly collaborative programmatic effort. It was easier to consistently implement the curriculum and maintain the language of instruction throughout the entire day. Transitioning was less traumatic for the children because staff and programming remained constant. A YMCA child care worker came to class with the children, remained as teacher assistant, and walked them back to the child care room for naps. The children viewed the entire wing as theirs and all of the district teachers and YMCA staff as their teachers. Teachers and YMCA workers could substitute for one other with little change for the children. Working this close also facilitated the blending and sharing of philosophy between the district and YMCA staff. On the spot explanations and clarifications were always possible, and an individual could always see how another person applied training and beliefs about teaching.

The integrated staffing pattern also contributed greatly to the district's ability to continue child care services when the legislature approved only half day funding for 1991-92. The Child Care Management System (CCMS), the consortium in the Bexar County area responsible for funding child care for families with reduced incomes, views the Cárdenas program as one that happens to provide a quality prekindergarten program as well. Because a YMCA child care worker is present as the teacher assistant during prekindergarten time, CCMS is allowing full-day child care funding for the children enrolled at Cárdenas. If the staff had not been integrated as it is, CCMS would have provided only partial funding.

Parent Program. Parent attendance at parent education meetings averaged over 90 percent and for some sessions there was a 100 percent turnout. Critical to achieving this high attendance was the provision of child care. Parents and grandparents could all come to the meetings because they could bring all the children with them. Infants and toddlers were cared for in one of the classrooms and movie videos were available in another classroom for the older children.

Staff Development. All development activities were open to all district and YMCA staff, making it easier to reach agreements and more consistently implement programming. Since no one was ever excluded, this gave the staff more cohesion as well.

Acceptance of Staff. The integrated staffing pattern, the collaborative programming, and the joint staff development not only gave cohesion to the program staff but also presented them as a unit to the rest of the school. Although it was not that easy for the child care staff to quickly be seen as part of the school staff, this relationship made the process easier and faster.

OBSTACLES AND SOLUTIONS

As with any new program, a myriad of problems cropped up during the first two years. Most were related to the merging of two systems, each with its own philosophy, processes and procedures. Compromise while not always easy, was accomplished.

Scheduling. It was difficult to pull EISD and YMCA staff together at the same time for joint meetings. Most meetings, however, could be scheduled during naptime and staff took turns monitoring the napping children while the rest of the staff met. It was possible to meet for an hour because of the two-and-one-half hour break after lunch. Teachers took their duty-free lunch and conference period during that time and then were available for one hour of planning, staffing, and other programmatic activities. Staff development during the year was more difficult to schedule because child care staff worked in shifts and district inservices were held in the afternoons. Parents agreed to find alternative care for their children on training days, enabling child care staff to participate in staff development activities together. Other staff development activities were held during the two week hiatus in the summer when the center was closed to prepare for the next year.

Another issue related to staffing and scheduling was the school calendar, which does not easily lend itself to child care schedules. Day care centers offer year-round services including school holidays, Christmas break, spring break and summer. A parent survey determined that all but one parent would have no difficulty finding alternative care during school holidays. Thus, child care services were offered during the summer but not during school holidays or breaks.

Space. Initially it was planned to use the same classrooms for both child care and prekindergarten. However, teachers were unable to set up the classrooms nor to use their rooms for planning because the children were always presents. Furniture had to be moved every day to make space for the mats for naptime. There were also disagreements about the presentation and use of materials. Luckily, an additional classroom in the same wing was not occupied and a child care classroom was set up for use when needed. This gave teachers access to the classroom, thus relieving tension among staff.

Building Security. The center is tightly secured at all times, but especially in the mornings before school staff arrives and after school when staff leaves. This created a problem for child care staff who had to move between the wing and the front door to let parents enter and leave. A doorbell was installed, maintaining a proper adult/child ratio, and allowing staff to respond to the door. The center was designed for completely open classrooms. Thus, partitions, not doors, divide classroom space. All equipment and materials are in the open and it is necessary to monitor all movement into and out of the building. The issue has been partially resolved by having central office staff arrive earlier in the morning and by moving the children into space closer to the front door during the afternoon hours when most of the parents arrive to pickup their children. It continues to be difficult to determine who belongs in the building and who does not since active extended families are the norm in this community.

Another issue is who locks up in the evening. At Cárdenas, the child care director was provided a security code and keys to open and lock the building when school administrative staff is not available. In general, either the principal or the program facilitator stay at the school until the last child is picked up, except when both the principal and the facilitator are on vacation. Although, the constant presence of district staff is not crucial, this is one way the district and YMCA staff support each other.

Curriculum. Writing the curriculum while it was being implemented was sometimes frustrating. Inexperienced teachers found it difficult to work without a teacher guide and YMCA staff had trouble incorporating an unwritten curriculum into their own approach. A crucial factor in alleviating some of the frustration was the staffing pattern. The teaching team was able to implement sections of the curriculum, and the YMCA staff worker could then carry over that application into child care time. What also helped, but took a little longer, was agreeing on items that provided a structure for the curriculum: philosophy, mission statement, general teaching strategies and basic guidelines for organizing and managing the classroom. It is important to note that both the lead teacher and the master teacher had at least 15 years of experience and that all of the child care staff had college and practical experience.

Playground. The playground at Cárdenas was built over 20 years ago and some of the equipment is neither safe nor appropriate for younger children. Only minor things, such as replacing swing seats, scheduling regular insect spraying and bringing in more sand could be accomplished. Tight supervision--two adults per 12 children--kept accidents to a minimum and some of the equipment was kept off limits. Eventually, the playground will have to be razed and rebuilt.

PARENT SURVEY

Final program evaluations in both English and Spanish were distributed to the parents in June of 1991 for the second program year. Of the 36 families, 29 returned the questionnaire and results and comments were as follows:

1. How satisfied are you with the way our child was taught in the classroom?

27 Very satisfied
0 Moderately satisfied
0 Not satisfied

2. How do you feel about the quality of education your child received? Do you think it was?

27 Very good
0 Good
0 Poor
0 Very poor

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3. In what way did the program help your child most?
- 12 To better express self
 - 12 To get along better with other children
 - 12 Social development (e.g. self-confidence, independence, responsibility, patience)
 - 4 Respect self, others, elders
 - 4 Improve behavior
4. In what ways did the program help your child the least?
- 16 No response/left blank
 - 11 Could not think of anything
 - 1 Felt child still needed more self-confidence
 - 2 Felt program should teach the children numbers
5. What are some things you especially liked about the program?
- 9 The manner in which teachers interacted with and taught the students
 - 23 Mentioned 16 different areas they especially liked ranging from parent meetings, involvement of RSVP Volunteers, fieldtrips, parent observations, library loan books, and so on
6. What do you think we could have done or done more this year to serve you?
- 6 No response/left blank
 - 16 No improvement needed
 - 6 Gave the following recommendations:
Provide bus/transportation, make half-day program full-day, have more programs by the children, make parent programs more instructive, continue the program for 4-year-olds
7. If another parent asked you about enrolling his/her child in the program, what would you say to him/her?
- 29/29 Enroll your child because it is a good program
8. Did you attend parent meetings?
- 28/29 Yes

9. What did you get out of these meetings?

- 10 How to manage/help my child
- 5 How to discipline my child
- 4 How to understand my child
- 14 Information and reaffirmation on how to be a better parent
- 1 How to resolve family problems

10. What would you like us to do different for parents/parent meetings?

Only six parents made suggestions: Two parents suggested that more time be spent with parents regarding problems they may have with their own children. Two suggested topics were how to teach children and drug abuse. Another parent suggested more meetings.

Additional Comments:

"Hace unos días me sentí muy orgullosa.....su tía le preguntó cómo sabía la palabra metereólogo y el contestó, mis maestras me enseñan muchas cosas."

"My daughter couldn't have gotten this chance to get a head start in life. Her teacher is excellent."

"She has been taught to listen to elders and also respect her classmates....We will miss you."

"Ojalá y siga este programa para que se beneficie la demás gente."

"She would always come home with new ideas saying the teachers enjoyed the way she would dance and she was always singing in the classroom."

"Ojalá y sigan adelante ayudándonos a educar a nuestros hijos."

"She grew up a lot and is ready for her next step into school."

"I wish they had a program for 4-5-year-olds to help working parents who are trying to better themselves. I will not be able to send my son to prekindergarten for 4-year-olds because I couldn't find anyone to pick him up at 11:30 when I am at work."

PROGRAM YEAR THREE: WHAT WE'RE DOING DIFFERENTLY

The 1991-92 school year will bring quite a change to "Pequeñitos en acción." The legislature provided only half-day prekindergarten funding, immediately forcing the district to look at other sources to maintain the child care component. The district and the YMCA investigated the possibility of funding child care through the Child Care Management System (CCMS), a consortium of agencies in the Bexar County area that certifies and funds low-income families for child care at whichever center is selected by the family. Two factors appeared favorable to the success of this effort. First, most of the families served by "Pequeñitos" would qualify either at no cost or minimal cost to the family and, second, the program would be eligible for full-day child care because of the integrated staffing pattern. It was agreed that the YMCA would contract with CCMS as the vendor and the district would contract with the YMCA to provide the services at the Cárdenas Center.

Two factors arose that slowed a full-swing beginning in the third year. The CCMS is a new system yet to rid itself of operational kinks, and the certification of families is backlogged 60 to 90 days. Children trickle in at a very slow pace, but the system should improve. Secondly, the unemployment rate has increased in the district and reduced the number of families eligible for CCMS which funds parents who are working, in training or in school. Thus recruitment efforts have had to be intensified and conducted over a longer period of time.

The district also consolidated the child care services offered to school-age parents enrolled in the district. The YMCA was contracted to provide the care, and additional space at Cárdenas was allotted to infants and toddlers under the age of 3. The child care director supervises both the school-age parent and the 3-year-old child care programs. Some of the school-age parents are eligible for CCMS funding for child care. This will help keep the program in operation since the state will be further reducing funding for the school-age parent program.

Another major change will be that a variety of options for language of instruction will be offered in 1991-92. Options are Spanish only for monolingual Spanish-speakers', English with Spanish-as-a-second-language for children who understand Spanish but do not speak it, and for those whose parents want their children to develop some Spanish; and dual language instruction for those children who speak both Spanish and English.

Additionally, the full-day prekindergarten is being reduced to half-day because state funding provides for only half-day sessions and more children can be served. The enrollment will thus increase from 36 children in 1990-91 to 75 in 1991-92. The children will spend a larger portion of the day in child care instead. The child care teachers will be the same individuals who worked as teacher assistants in the prekindergarten the previous year. Thus, they will be able to continue the collaborative programmatic curriculum that they themselves helped develop.

The parent program is also undergoing a change. Rather than provide a separate parent education component for the parents of "Pequeñitos" 3-year-olds, it will become a part of the parent involvement program for the whole school. Collaborative planning by parents with assistance from the staff will no doubt produce a different but possibly better way of meeting parent needs. Classroom observations by parents will be a major focus for "Pequeñitos" this year and more energy will go into this effort.

A different, improved version of "Pequeñitos en acción" has evolved even in this short period of time. Each new change brings with it new issues to be resolved, but in the end, the needs of the community are better served.

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APPENDIX

NEEDS ASSESSMENT

PREKINDERGARTEN FOR THREE YEAR OLDS
NEEDS ASSESSMENT SURVEY FOR 1990-1991

Child's name/Nombre del niño/a: _____

D.O.B/F.D.N: _____

Home Campus/Escuela primaria: _____

Language child speaks/Idioma que habla el/la niño/a: _____

Name of parents/Nombre de los padres: _____

Address/Dirección: _____

Phone/Teléfono: _____

Where do you work?/¿Dónde trabaja? _____

Hours of work/¿Horas de trabajo? _____

Where does spouse work?/¿Dónde trabaja su esposo/a? _____

Hours of work/¿Horas de trabajo? _____

What time would you drop off your child?
¿A qué hora traería a su niño/a a la escuela? _____

What time would you pick up your child?
¿A qué hora recogería a su niño/a? _____

Who takes care of your child now?
¿Quién cuida a su niño/a ahora? _____

If this program were not available, who would take care of your
child in September?
Si este programa no lo hubiera en septiembre, ¿Quién cuidaría a su
niño/a? _____

DEVUELVA ESTA FORMA A:

MANUELA JUAREZ, PH.D.
JOSE CARDENAS CENTER
3300 RUIZ STREET
SAN ANTONIO, TEXAS 78237

PREKINDERGARTEN FOR THREE YEAR OLDS

Preliminary Survey Results

FULL-DAY COMBINED PREK/ DAY CARE

SPANISH SPEAKERS:

1. Number Inquiries _____ (does not include those not eligible)
2. Number polled _____
3. Use of Preschool daycare services:
6:30-7 7-7:30 7:30-8

4. Use of afterschool daycare services:
3:30-4 4-4:30 4:30-5 5-5:30 5:30-6

5. Number who would be leaving early because of:
Parent work-end hours Extended family who can pick up

6. Number who would have no other alternative for daycare:
Would not be able to work Would have to purchase babysitting/daycare services

ENGLISH-SPEAKERS

1. Number inquiries _____ (does not include those ineligible)
2. Number polled _____
3. Use of preschool daycare services:
6:30-7 7-7:30 7:30-8

4. Use of afterschool daycare services:
3:30-4 4-4:30 4:30-5 5-5:30 5:30-6

5. Number who would be leaving early because of:
Parent work-end hours Extended family who can pick up

6. Number who would have no other alternative for daycare:
Would not be able to work Would have to purchase babysitting/daycare services

INTAKE FORM

(Full or Half-Day Program)

Child: _____ DOB _____ SS# _____

Parents: _____ Language: _____

Address: _____ Home School: _____

Phone: _____

Mother Employer: _____ Father Employer: _____

Employer Address: _____ Employer Address: _____

Phone: _____ Phone: _____

(Full or Half-Day Program)

Child: _____ DOB _____ SS# _____

Parents: _____ Language: _____

Address: _____ Home School: _____

Phone: _____

Mother Employer: _____ Father Employer: _____

Employer Address: _____ Employer Address: _____

Phone: _____ Phone: _____

(Full of Half-Day Program)

Child: _____ DOB _____ SS# _____

Parents: _____ Language: _____

Address: _____ Home School: _____

Phone: _____

Mother Employer: _____ Father Employer: _____

Employer Address: _____ Employer Address: _____

Phone: _____ Phone: _____

JOB DESCRIPTIONS

Position Title: Program Director/Child Care
Cardenas Center
Reports To: YMCA Branch Executive

GENERAL FUNCTION:

With accountability to the Branch Executive, Westside Branch YMCA, this position is directly accountable for all phases of the supervision, management, and administration of the child care program for the Pilot Pre-kindergarten Program for Three Year Old Children of the Edgewood Independent School District, Cardenas Center. This position must administer the child care program in accordance with all regulatory agencies, the partnership agreement with the Edgewood Independent School District, and the YMCA goals and objectives as agreed upon by the Board of Directors. This position is a member of the YMCA of San Antonio staff team and the child care cabinet.

REQUIREMENTS:

This position requires the following:

1. A bachelors degree (preferred) in one or more of the following areas:
 - Child Care of Child Development
 - Management/Business Administration
 - Early Childhood Education
 - Social Service or Behavioral Science
 - or
 - Child Development Associates Credential (required)
 - Associates Degree in Early Childhood Education/Child Development
2. Three years experience in child care administration
3. Background/knowledge in the following:
 - Administration
 - Staff Recruitment, training, and management/supervision
 - Public relation, promotions, and marketing
 - Federal, state and local regulatory standards for child care center
 - Food service for early childhood centers
 - Child development and Early childhood education
 - Budget development, monitoring, and control
4. Certification in the following areas:
 - A. C.P.R. Instructor
 - B. First-Aid Instructor
 - C. Driver license--van (required)--bus (preferred)
 - D. YMCA Child Care Director
 - E. YMCA Program Director (required)--Senior Program Director (preferred)
5. Bilingual (English/Spanish) with knowledge of bilingual early childhood education

RESPONSIBILITIES

ADMINISTRATION:

1. Development, monitoring, and control of the child care budget.
2. Administration of the child care program and facility in compliance with the established standards of all federal, state, and local regulatory agencies and the YMCA of San Antonio.
 - Communication of any regulatory concerns, upon occurrence, to the Branch Executive and the Association Director of Child and Family Development.
 - The routine reporting on the status of all licensing and inspection issues.
3. Maintenance of all documentation that pertains to the administration of the child care program and facility.
4. Definition and implementation of all policies, procedures, and goals pertaining to the administration, attendance, daily operations and educational/care program.
5. Maintenance of an optimum enrollment at all times, making allowances to achieve an ethnic and social-economic balance in the program and/or in accordance with the pilot program goals.
6. Routine reporting on the status of the child care program including administration, enrollment, staffing and programming.

STAFF/LAY SUPERVISION AND DEVELOPMENT

1. Development of written job descriptions and performance evaluations for all child care staff and volunteers.
2. Recruitment, training, supervision and evaluation of all child care staff and volunteers.
3. Scheduling and directing routine and special staff meetings and training events.
4. Development and implementation of all policies and procedures relative to staffing.
5. Maintenance of all personnel records in compliance with the standards of all federal, state, and local regulatory agencies and the YMCA of San Antonio.

FACILITY/RESOURCE MANAGEMENT

1. Supervision of all day to day operations of the child care program and facility.
2. Coordination of all custodial services, maintenance, and repairs, insuring the cleanliness and security of the facility, equipment and grounds at all times. Maintaining the facility in compliance with all federal, state, and regulatory standards.
3. Supervision of the operation and maintenance of all vehicles used for transportation of the children, families and staff for all programs, field trips, and special events.
4. Development and implementation of all policies and procedures for the storage, distribution, inventory, and maintenance of all child care equipment, supplies, and furnishings.

Position Description

Position Title: Lead Care Giver/Assistant Director

Reports To: Program Director: Child Care, Cardenas Center

Branch: Westside Branch YMCA

Position Status: Non-exempted Program Part-time

This position serves as a team member in the assigned staff group of the Cardenas Center. This position plans and implements programs for children under the supervision of the Edgewood school teacher. In addition, the position serves as the assistant to the Program Director. In the absence of the Program Director, this position serves at the Acting Child Care Director.

Requirements:

1. High school diploma
2. College level course work in child development or early childhood education.
3. One year of classroom experience in an early childhood center
4. One year of supervisory/administrative experience in an early childhood center

SPECIFIC RESPONSIBILITIES

1. Assisting, planning, and implementing the daily program under the direction of the teacher (during the educational hours) and under the Program Director: Child Care during child care hours.
2. Assistant in planning, preparing, and caring for the environment. Making any suggestions that may benefit the program.
3. Helping to maintain the observational records kept on each child and other required documentation.
4. Being familiar with all health and emergency policies of the program and being ready to implement them if necessary.
5. Helping with general housekeeping tasks.
6. Assisting the teacher in assigned duties.
7. Treating all children with dignity and respect and allowing for individual difference.
8. Maintaining a professional attitude at all times and maintaining loyalty to the program.
9. Attending all staff meetings and recommended training programs and conferences. Providing the Program Director: Child Care, with documentation in accordance with regulatory requirements.
10. Showing initiative in the improvement of early childhood education, the program, and the curriculum.
11. Supervising and interacting with children in all activities.

12. Maintaining appropriate communication with staff, children, and families at all times. Maintaining an open, warm, and very professional relationship with all families. Being available for parent/teacher conferences as needed.
13. Maintain a curriculum that helps each child develop to his fullest in all areas of development; while maintaining an environment that helps each child to have positive experiences throughout the school day.

Position Description

Position Title: Child Care Giver/Teaching Assistant

Reports To: Program Director: Child Care, Cardenas Center

Branch: Westside Branch YMCA

Position Status: Non-exempted Program Part-time

This position plans and implements programs for children under the supervision of the Edgewood school teacher. The position provides a learning environment that is safe, comfortable, and healthful in order to enhance the growth and development of each child.

REQUIREMENTS:

This position requires the following:

1. High school diploma
2. College level course work in child development or early childhood education.
3. One year of classroom experience in an early childhood center.
4. A demonstrated ability to understand the program goals and philosophy, and agreement to work within their framework.
5. A demonstrated desire to work with young children with a general knowledge of child growth and development.
6. A demonstrated ability to work as a team member.
7. Current certification in CPR and First-aid.
8. Compliance with all federal, state, and local standards for personnel in a licensed day care center.
9. Bilingual (English/Spanish) with knowledge of bilingual early childhood education.

RESPONSIBILITIES

1. Assisting, planning, and implementing the daily program under the direction of the teacher (during the educational hours) and under the Program Director: Child Care during child care hours.
2. Assisting in planning, preparing, and caring for the environment. Making any suggestions that may benefit the program.
3. Helping to maintain the observational records kept on each child and other required documentation.
4. Being familiar with all health and emergency policies of the program and being ready to implement them if necessary.
5. Helping with general housekeeping tasks.
6. Assisting the teacher in assigned duties.
7. Treating all children with dignity and respect and allowing for individual differences.
8. Maintaining a professional attitude at all times and maintaining loyalty to the

- program.
9. Attending all staff meetings and recommended training programs and conferences. Providing the Program Director: Child Care, with documentation in accordance with regulatory requirements.
 10. Showing initiative in the improvement of early childhood education, the program, and the curriculum.
 11. Supervising and interacting with children in all activities.
 12. Maintaining appropriate communication with staff, children, and families at all times. Maintaining an open, warm, and very professional relationship with all families. Being available for parent/teacher conferences as needed.
 13. Maintaining a curriculum that helps each child develop to his fullest in all areas of development; while maintaining an environment that helps each child to have positive experiences throughout the school day.

YMCA EMPLOYEE FILE

YMCA Of SAN ANTONIO

CHILD CARE

EMPLOYEE FILE

Employee's Name _____

Address _____

Phone Number _____ Alternate Phone Number _____

Date of Hire _____ Date of Birth _____

- Application
- Conviction Statement
- Emergency Authorization
- References
 - Personal
 - Previous Employer
- Staff Handbook
- TB Test
- Employee In-Service Audit
- C.P.R. Certification -- Expires _____
- First-Aid Certification -- Expires _____
- Evidence of High School Graduation
- TDHS Background Check

NOTE: All childcare employees of the YMCA of San Antonio must be certified in C.P.R. and in First-Aid procedures.



STUDENT APPLICATION FOLDER

NAME OF CHILD: _____
 D.O.B.: _____
 ADDRESS: _____
 HOME PHONE: _____

NAME OF PARENT(S): _____
 SS#: _____
 ZIP CODE: _____
 WORK PHONE: _____

PREKINDERGARTEN FOR THREE YEAR OLDS
 APPLICATION CHECKLIST

Before your child can be registered for the program, you will need to (1) submit the following information and (2) be accepted by the Child Care Management System (CCMS) for child care funding.

DOCUMENTS NEEDED	DATE SUBMITTED	DATE APPROVED
1. Birth Certificate	_____	_____
2. Proof of Residence	_____	_____
3. Lunch Application	_____	_____
4. Shot Record	_____	_____
5. Note from Doctor - child is free from contagious diseases	_____	_____
6. Employment Information	_____	_____
OR		
Training/School Information	_____	_____

To be considered for CCMS child care funding call the following number:

CHILD CARE MANAGEMENT SYSTEM 270-4215

DATE APPLIED: _____ DATE APPROVED: _____

Tell CCMS you need child care and that you want your child to attend the Edgewood/YMCA Day Care at Jose Cardenas Center.

NOMBRE DEL NIÑO/A: _____ NOMBRE DE LOS PADRES: _____
 F. DE N.: _____ SS#: _____
 DIRECCION: _____ CODIGO POSTAL: _____
 TELEFONO (CASA): _____ TELEFONO (TRABAJO): _____

PREKINDERGARTEN PARA NIÑOS DE TRES AÑOS DE EDAD

LISTA DE VERIFICACION

Antes de que pueda matricular a su niño/a en este programa, hay que (1) presentar la siguiente información y (2) ser aceptado/a por el Child Care Management System para la recaudación de fondos para el cuidado de su niño/a en la guardería.

DOCUMENTOS REQUERIDOS	FECHA PRESENTADOS	FECHA APROBADOS
1. Acta de nacimiento	_____	_____
2. Prueba de residencia	_____	_____
3. Aplicación para el programa de comida	_____	_____
4. Registro de vacunas	_____	_____
5. Nota del médico-que especifique que el/la niño/a no tiene enfermedades contagiosas	_____	_____
6. Datos sobre el empleo	_____	_____
O Prueba de matriculacion/ entrenamiento		

Para ser considerado para el acompañante programa de guarderia, tendra que llamar a:

CHILD CARE MANAGEMENT SYSTEM 270-4215

FECHA DE SOLICITUD: _____ FECHA DE APROBACION: _____

Expliqueles que necesita servicios de guarderia y que desea que su niño/a sea inscrito/a en la guarderia de Edgewood/YMCA en la escuela José Cardenas.

NAME OF CHILD: _____
D.O.B.: _____ SS#: _____

EMPLOYMENT INFORMATION.

MOTHER: _____
EMPLOYER: _____
ADDRESS: _____
PHONE: _____
SUPERVISOR: _____

FATHER: _____
EMPLOYER: _____
ADDRESS: _____
PHONE: _____
SUPERVISOR: _____

For each question below check one of the responses. Use the bottom of this page, if necessary, for explanations.

MOTHER

FATHER

1. How long have you worked for your current employer?

- _____ more than 5 years
- _____ 3 to 5 years
- _____ 1 to 3 years
- _____ less than a year
- _____ months (if less than a year, how many months)

- _____ more than 5 years
- _____ 3 to 5 years
- _____ 1 to 3 years
- _____ less than a year
- _____ months (if less than a year, how many months)

2. Do you work full time or part time?

- _____ full time
- _____ part time

- _____ full time
- _____ part time

3. Is this job permanent or temporary?

- _____ permanent
- _____ temporary

- _____ permanent
- _____ temporary

4. What are your work hours?

from _____ to _____
hour hour

from _____ to _____
hour hour

5. What days do you work?

EXPLANATIONS:

NOMBRE DEL NIÑO/A: _____

F. DE N.: _____ SS#: _____

INFORMACION SOBRE EL EMPLEO

MADRE: _____

PADRE: _____

LUGAR DE EMPLEO: _____

LUGAR DE EMPLEO: _____

DIRECCION: _____

DIRECCION: _____

TELEFONO: _____

TELEFONO: _____

MAYORDOMO: _____

MAYORDOMO: _____

Marque con una (x) la respuesta correcta a cada pregunta. Use el espacio de abajo si necesita dar mas explicación.

MADRE

PADRE

1. ¿Cuanto tiempo ha trabajado en esta empresa?

_____ mas de 5 años
_____ 3 a 5 años
_____ 1 a 3 años
_____ menos de un año
_____ meses (si menos de un
año ¿cuántos meses?)

_____ mas de 5 años
_____ 3 a 5 años
_____ 1 a 3 años
_____ menos de un año
_____ meses (si menos de un
año ¿cuántos meses?)

2. ¿Trabaja de regla (full-time) ó por horas (part-time)?

_____ de regla (fill-time)
_____ por horas (part-time)

_____ de regla (full-time)
_____ por horas (part-time)

3. ¿Es trabajo permanente ó provisional?

_____ permanente
_____ provisional

_____ permanente
_____ provisional

4. ¿Cuáles son sus horas de trabajo?

de las _____ a las _____
hora hora

de las _____ a las _____
hora hora

5. ¿Que días de la semana trabaja?

EXPLICACIONES:

NAME OF CHILD: _____
DOB: _____ SS#: _____

TRAINING/SCHOOL INFORMATION

MOTHER: _____
SCHOOL/INSTITUTION: _____
ADDRESS: _____
PHONE: _____
CONTACT PERSON: _____

PADRE: _____
SCHOOL/INSTITUTION: _____
ADDRESS: _____
PHONE: _____
CONTACT PERSON: _____

FOR EACH QUESTION PLEASE MARK A RESPONSE. USE THE SPACE AT THE BOTTOM OF THE PAGE FOR FURTHER EXPLANATIONS.

MOTHER

FATHER

1. For how many hours are you registered or are planning to register?

or

How many hours are you attending training?

_____ hours registered

or

_____ hours in training

_____ hours registered

or

_____ hours in training

2. If in school, what semesters will you be attending?

_____ summer 1991

_____ fall 1991

_____ spring 1992

_____ summer 1992

_____ summer 1991

_____ fall 1991

_____ spring 1992

_____ summer 1992

3. If in training, how long will the training last?

_____ months

_____ months

What are your plans after your training program ends?

EXPLANATIONS:

NOMBRE DEL NIÑO/A: _____
F. DE N.: _____ SS#: _____

INFORMACION SOBRE ENTRENAMIENTO/MATRICULACION ACADEMICA

MADRE: _____
ESCUELA/INSTITUCION: _____
DIRECCION: _____
TELE.: _____
REPRESENTANTE: _____

PADRE: _____
ESCUELA/INSTITUCION: _____
DIRECCION: _____
TELE.: _____
REPRESENTANTE: _____

MARQUE UNA RESPUESTA PARA CADA PREGUNTA. SI NECESITA DAR EXPLICACIONES, USE EL ESPACIO

MADRE

PADRE

1. ¿Cuántas horas se ha matriculado o piensa matricularse?

o

¿Cuántas horas asiste usted a clases de entrenamiento?

_____ horas matriculado/a

_____ horas matriculado/a

o

o

_____ horas en entrenamiento

_____ horas en entrenamiento

2. Si esta matriculado/a en un programa academico, cual(es) semestres va a asistir?

_____ verano 1991

_____ verano 1991

_____ otoño 1991

_____ otoño 1991

_____ primavera 1992

_____ primavera 1992

_____ verano 1992

_____ verano 1992

3. Si esta en entrenamiento, ¿Cuanto tiempo va a durar?

_____ meses

_____ meses

¿Cuales son sus planes despues de terminar su entrenamiento?

EXPLICACIONES:

✓

CHILD NAME: _____
 D.O.B.: _____ SS #: _____

BILINGUAL/BICULTURAL PARENT INTERVIEW
 HIGH/SCOPE

MR./MRS. _____. I would like to ask you some questions about the language your family uses at home, your attitudes toward preschool education and child rearing, and needs and interests you may have.

Your answers will help us to better understand how we may best serve you and your child through our program. Everything you tell me will be kept confidential.

I. HOME ORIENTATIONS TOWARD LANGUAGE USE.

We will start with questions about the language/s spoken at home. Please check appropriate space.

	Spanish Only	Mostly Spanish/ some English	Spanish and English about Equally	Mostly English some Spanish	English Only	Other (Specify)
1. What language/s is/are spoken in the home?						
2. When speaking to your spouse, what language do you use?						
3. When teaching your child, what language do you use?						
4. When playing games with your child, what language do you use?						
5. When telling your child what's right or wrong, what language do you use?						
6. When telling your child how you feel, what language do you use?						
7. When disciplining your child, what language do you use?						
8. When praising your child, what language do you use?						
9. When telling or reading a story to your child, what language do you use?						
10. When talking to your child in the presence of strangers, what language do you use?						
11. What language do you think your child can use and understand best?						
12. When talking to each other, what language do siblings use?						
13. When talking to you, what language does your child use?						
14. When talking to your spouse, what language does your child use?						
15. What language/s does your child use with relatives/babysitter?						

ENTREVISTA BILINGUE/BICULTURAL PARA PADRES
 HIGH/SCOPE

Sr./Sra. _____, me gustaría hacerle unas preguntas acerca del idioma que su familia usa en la casa, lo que Ud. piensa acerca de la educación prescolar y la forma de criar al niño y las necesidades e interese que Ud. tenga.

Sus respuestas nos ayudarán a entender la forma como podríamos servir mejor a Ud. y a su hijo/a a través de nuestro programa. La información adquirida será mantenida confidencial.

I. ORIENTACIONES EN LA CASA HACIA EL USO DEL IDIOMA

Empezaremos con preguntas acerca del idioma/s hablado/s en su casa. Favor de marcar en el espacio apropiado.

	Solamente español	Mayormente español/ algo de inglés	Español e inglés en forma igual	Mayormente inglés algo de español	Solamente inglés	Otros (Nombre-los)
1. ¿Qué idioma/s se habla/n en su casa?						
2. ¿Qué idioma usa Ud. cuando habla con su esposo/a?						
3. ¿Qué idioma usa Ud. cuando le enseña algo a su hijo/a?						
4. ¿Qué idioma usa Ud. cuando juega juegos con su hijo/a?						
5. ¿Qué idioma usa cuando le dice a su hijo/a lo que esta bien ó mal?						
6. ¿Qué idioma usa cuando le dice a su hijo/a como se siente?						
7. ¿Qué idioma usa Ud. cuando disciplina a su hijo/a?						
8. ¿Qué idioma usa Ud. cuando elogia a su hijo/a por algo que ha hecho?						
9. ¿Qué idioma usa cuando le cuenta un cuento a su hijo/a?						
10. ¿Qué idioma usa Ud. cuando le habla a su hijo/a en la presencia de extraños?						
11. ¿Qué idioma cree Ud. que su hijo/a puede hablar y entender mejor?						
12. ¿Qué idioma usan sus niños cuando hablan mutuamente?						
13. ¿Qué idioma usa su hijo/a cuando habla con Ud.?						
14. ¿Qué idioma utiliza su hijo/a cuando habla con el esposo de Ud?						



STUDENT REGISTRATION FOLDER

NAME OF CHILD: _____
D.O.B.: _____ SS #: _____

PREKINDERGARTEN/DAYCARE FOR THREE YEAR OLDS

ENROLLMENT CHECKLIST

- ___ 1. PARENT CONTACT FORM (Date and note interaction)
- ___ 2. PROGRAM INFORMATION SHEET (Use to explain program, then give to parent to keep)
- ___ 3. ITEM NEEDED LIST (Use to explain, then give to parent to keep and bring on first day of school)
- ___ 4. EISD REGISTRATION FORM (Complete, get signature)
- ___ 5. EMERGENCY FORM (Complete, get signatures)
- ___ 6. AUTHORIZATION FOR EMERGENCY MEDICAL CARE (Complete, get signature)
- ___ 7. HOME LANGUAGE QUESTIONNAIRE (Complete, get signature)
 - ___ LEP FOLDER DOCUMENTATION FORM (Fill in appropriate blank)
 - ___ LPAC FORM (Fill in appropriate blanks)
- ___ 8. AUTHORIZATION TO PICK UP CHILD (Complete)
- ___ 9. AUTHORIZATION TO RELEASE NAME, PHOTO, VIDEO (Complete, get signature)
- ___ 10. RELEASE OF INFORMATION FOR RESEARCH (Complete, get signature)
- ___ 11. PARENT-TEACHER AGREEMENT (Explain, get signature on one form, keep and give the other one to the parent)
- ___ 12. PARENT ACKNOWLEDGEMENT/RECEIPT OF PARENTS' GUIDE TO DAY CARE (Give booklet to parent for their information and get parent signature on receipt)
- ___ 13. BILINGUAL/BICULTURAL PARENT QUESTIONNAIRE (Complete face-to-face interview)
- ___ 14. MEDICAL HISTORY FORM (Complete face-to-face interview)
- ___ 15. CUMMULATIVE RECORD FORM (Fill in appropriate blanks)
- ___ 16. CHILD CARE: CHILD INFORMATION
- ___ 17. GENERAL INFORMATION
- ___ 18. YMCA CHILD CARE HANDBOOK FOR PARENTS

JOSE CARDENAS SCHOOL

Welcome to José Cardenas School.

The name of you child's teacher: _____

The school phone number is: _____

Principal: _____

Prek Facilitator: _____

Daycare Director: _____

General Information

Prekindergarten for Three Year Olds

Arrival and dismissal

Half-day Program: Children should not arrive at school before 7:45 a.m. School begins a 8:00 a.m. If for some reason you need to bring your child before 7:45 a.m., you should let someone in the office know that you have dropped off your child early. Students should be in class by 8:00 a.m. After the third tardy, the parent needs to go to the office and explain the reason for the late arrival. Breakfast will not be served after 8:30 a.m.

Class is dismissed at 11:30 a.m. Please pick up your child on time. If a child leaves school before 11:30 a.m., the parent must go by the office and sign the child out. **DO NOT GO DIRECTLY TO THE CLASSROOM.** A pass will be given to each parent who removes a student from the class. The office will not release your child to anyone you have not listed as having permission to remove your child from school. You are asked to complete and sign a form that lists persons who are authorized to remove your child from school. These policies are for you child's safety and protection.

Full-day Program/Prekindergarten and child care: Children should not arrive at the Center before 7:00 a.m. Child care services are available from 7:00 a.m. to 6:00 p.m. Children will attend kindergarten either in the morning from 8:00 a.m. to 11:00 a.m. or 12:15 p.m. to 3:00 p.m. The remainder of the day will be spent in child care. Children must remain for the entire kindergarten class time 8:00 a.m. to 11:00 a.m. or 12:15 to 3:00 p.m. unless there is a good reason for the child to arrive late or leave early. (See section on attendance). Once the classes are in session and until they are over, you are asked not to go directly to the classrooms without first obtaining a pass from the office. A pass is also necessary to remove a child from class or child care. The office will not release your child to anyone not listed as having permission to remove your child from school. You are asked to complete and sign a form that lists persons who are authorized to remove your child from school or child care. These policies are for your child's safety and protection.

Parents **MUST** pick up their children by 6:00 p.m. If there is an unavoidable emergency and parents will be late for pick up, the school **MUST** be notified.

Conferences

We encourage you to have several conferences a year with your child's teacher. Conferences will be scheduled during the teacher's conference period or after 3:00 p.m. Either you or the teacher can request a conference at any time. Feel free to request a conference with the teacher whenever you have a question or a problem.

Emergency Cards

Parents must maintain current all information on the emergency card. If changes in address or phone number occur, please let us know immediately. It is important that we be able to reach you in an emergency. We must have a phone number where you can be reached.

Classroom Observations

All classroom observations should be cleared through the school office. A pass will be given to each parent who observes in a classroom. Parents of children in the Prekindergarten Program for Three Year Olds are required to observe in the classroom at least once every eight weeks.

Parent Meetings

Parents of children in the Prekindergarten for Three Year Olds are required to participate in parent meetings one time per month.

Dress Recommendations

The student's clothing and shoes should not interfere with his/her comfort, health or safety. Shoes should be designed so that students can easily put them on and take them off; rubber soled shoes are recommended. Clothing should not be binding. It is the parent's responsibility to provide one extra change of clothing for their child and to furnish diapers if still necessary.

Medication/Illness

Students who take medication will be administered these medications daily by the school nurse. If your child is going to take medication throughout the school year, please make sure an adequate supply of medication is kept at school so that your child does not run out of medication. It is also recommended that an adequate supply be kept at home.

According to the state law, all medications given to students must be in their original containers and labeled. Also, parents must give written permission for medications to be given to their children.

Students with communicable diseases, high temperature, or illness such as vomiting, diarrhea, or prolonged pain/cramping should be kept at home. If a child develops these conditions while at school, the parent will be asked to pick up the child as soon as possible.

Community-Based Instruction

Students will be taken on community-based trips periodically. The students will be supervised by teachers and aides. You will be asked to sign a permission form for these trips. The purpose of the community-based trips is to provide the children a wide variety of experiences. Money may be requested from parents on a periodic basis in order to carry out the objectives of the program.

Attendance

State law and district school policy have minimum attendance requirements. José Cardenas School enforces these minimum requirements while considering the individual need of its students. All students should be in regular attendance in school if they are in good health so that they can learn and achieve to their best abilities.

Students' absences will be either excused or unexcused. Examples of excused absences will include personal illness or accident, death in the immediate family, or medical or dental appointments. Examples of unexcused absences include registering late, vacations and trips, and attending funerals of nonfamily members. Parents will be notified of all unexcused absences. Should these become excessive, you will be asked to withdraw your child from the program.

Parent Day Care Booklet

You will be given a Parent Day Care Booklet. Please read it carefully and follow the requirements for the part of the program.

ESCUELA JOSE CÁRDENAS

¡Bienvenidos a la Escuela José Cárdenas!

La maestra de su niño/a se llama: _____
El número telefónico de la escuela es: _____
La directora de la escuela es: _____
La facilitadora del prek es: _____
La directora de la guardería es: _____

Información general

Prekindergarten para niños de tres años de edad

Hora de entrada y salida

Programa de medio día: Los niños no deben de llegar a la escuela antes de las 7:45 a.m. Las clases empiezan a las 8:00 a.m. Si por alguna razón necesita traer a su niño/a antes de las 7:45 a.m., debe informarle a la secretaria en la oficina que ha traído su niño/a antes de tiempo. Los niños deben de estar en clase a las 8:00 a.m. Después de haber llegado tarde tres veces, se les pedirá explicar las razones por ello. El desayuno no se servirá después de las 8:30 a.m.

Las clases se terminarán a las 11:30 a.m. Favor de recoger a su niño/a a tiempo. Si el niño/a va a ser recogido de la escuela antes de las 11:30 a.m. los padres tienen que pasar por la oficina para firmar y obtener un permiso para recoger al niño/a. **NO SE VAYA DIRECTAMENTE A LA CLASE** sin haber firmado y obtenido un permiso en la oficina primero. Se le dejará recoger al niño/a solamente a las personas que usted hubo autorizado por escrito. Se le pide que lea y firme un documento donde usted menciona los nombres de las personas autorizadas para recoger a su niño/a. Esta norma es para el bienestar y protección de su niño/a.

Programa de todo el día/guardería y prekindergarten: Los niños no deben de llegar a la escuela antes de las 7:00 a.m. Los servicios de guardería están a su disposición de las 7:00 a.m. a las 6:00 p.m. Los niños asistirán al prekindergarten ya sea en la mañana de las 8:00 a.m. a las 11:00 a.m. ó en la tarde de las 12:15 a 3:00 p.m. El resto del día lo pasarán en la guardería. Los niños deben de permanecer en la escuela mientras la clase de prekindergarten se está llevando a cabo; ya sea de 8:00 a.m. a las 11:00 a.m. ó de las 12:15 p.m. a las 3:00 p.m., de lo contrario debe de existir una buena disculpa porque el niño/a llegó tarde ó se va temprano. (Favor de referirse a la sección tocante asistencia). Mientras las clases se están llevando a cabo, se le solicita **QUE NO SE VAYA DIRECTAMENTE A LA CLASE** hasta que haya firmado y obtenido un permiso en la oficina. También será necesario obtener un permiso para recoger a su niño/a de la clase ó de la guardería. La oficina no permitirá a ninguna persona que se lleve al niño/a si esa persona no está incluida en un documento el cual se le requiere complete al principio del año escolar. Si usted autoriza a alguna persona de recoger a su niño/a ya sea del prekindergarten ó de la guardería, asegúrese de que esa persona esté incluida en el documento antes mencionado. Estas normas son para el bienestar y protección de su niño/a.

Los niños deberán de ser recogidos a las 6:00 p.m. Si hay alguna emergencia no presentada y los padres llegarán tarde a recoger al niño/a, tiene que notificar a la escuela.

Conferencias

Les urgimos que tengan varias conferencias durante la hora de conferencia de la maestra ó despues de las 11:30 a.m. para los alumnos del medio día y después de las 3:00 p.m. para los almnos de todo el día. Usted ó la maestra pueden solicitar una conferencia. Favor de solicitar una conferencia con la maestra cuando tenga/n alguna pregunta ó algún problema.

Tarjetas de emergencia

Los padres deben de mantener al corriente toda la información en la tarjeta de emergencia. Si hay cambios de dirección ó número/s telefónico/s favor de informar a la escuela inmediatamente. Es importante que podamos encontrarlos en caso de una emergencia. Es su deber darnos el número telefónico donde lo/s podamos localizar.

Observaciones de la clase escolar

Todas las observaciones de clase necesitan ser aprobadas por la oficina de la escuela. Se le/s dará un permiso para que pasen a la clase. Los padres de niños/as en el programa de prekindergarten TIENEN QUE observar a sus niños/as en clase cuando menos una vez cada ocho semanas.

Reuniones de padres

Los padres de los niños/as matriculados en el programa de prekindergarten para niños de tres años de edad TIENEN QUE participar en reuniones para los padres una vez al mes.

Ropa

La ropa que le ponga a su niño/a no debe de interferir con su comodidad, salud ó bienestar. La ropa no debe de apretar. Los zapatos deben ser diseñados a modo que se puedan poner y quitar fácilmente. Se recomiendan suelas de hule. Es la responsabilidad de los padres de mandar a la escuela ropa extra, en caso de accidentes y también pañales desechables, si todavía es necesario.

Medicamento/enfermedades

Los niños que tomen medicina la recibiran de la enfermera. Si su niño/a va a tomar medicina todo el año, será necesario mandar a la escuela suficiente medicina. Se recomienda que usted también tenga suficiente medicina en casa. Según la ley estatal y del distrito escolar, todas las medicinas tienen que mandarse en el botellón original y tener el nombre de la medicina por fuera. Se les pedirá a los padres permiso por escrito para darle medicina al niño/a.

Estudiantes con enfermedades contagiosas, alta temperatura ó con otra enfermedad que incluye: vómito, diarrea ó dolor/calambres de larga duración deben de quedarse en casa. Si el niño/a se enferma en la escuela, se le pedirá a los padres que vengan a recogerlo/la lo más pronto posible.

Instrucción en la comunidad

De vez en cuando se les llevará a los niños/as a diferentes lugares en la comunidad. Serán

supervisados por las maestras y sus asistentes. Se les pedirá firmar permiso para esas excursiones. El propósito es darles a los niños/as una variedad de experiencias. De vez en cuando se les pedirá dinero a los padres para llevar a cabo los objetivos del programa.

Asistencia

La ley estatal y las normas del distrito escolar tienen requisitos mínimos para la asistencia en la escuela. Estando en buena salud, se espera que el niño asista regularmente para que aprenda lo máximo según sus habilidades.

Las ausencias pueden ser disculpadas ó no disculpadas. Ejemplo de ausencias disculpadas incluye enfermedad ó accidente personal, muerte en la familia inmediata ó citas médicas/dentales. Ejemplo de ausencias no disculpadas incluye matriculación tardiza, vacaciones/viajes y asistir a funerales de personas que no sean de la familia inmediata. Se les notificará a los padres de ausencias no disculpadas. Si son excesivas, se les pedirá a los padres que saquen al niño/a del programa.

Folletos para padres acerca de guarderías

Se les dará un folleto para padres acerca de las guarderías. Favor de leerlo con cuidado y seguir los requisitos para esta parte del programa. (ESTE PARRAFO SE REFIERE SOLAMENTE A LOS NIÑOS/AS DEL PROGRAMA DE TODO EL DIA).

DOB _____

**EDGEWOOD INDEPENDENT SCHOOL DISTRICT
INFORMACION SOBRE ACCIDENTES O ESTADO DE SALUD**

Instrucciones: El Padre o el encargado del niño debe llenar esta tarjeta personalmente y firmar su nombre donde indica firma del padre. Favor de llenar toda la tarjeta y contestar todas las preguntas.

1. Nombre de Niño _____ Grado _____

Escuela _____ Número de Cuarto _____

2 Domicilio/dirección _____ Teléfono _____

3. Nombre del padre o guardián _____ Lugar de empleo _____ Teléfono _____

4. Nombre de la madre _____ Lugar de empleo _____ Teléfono _____

5 En caso de emergencia, si no es posible localizar a los padres o guardian se le puede llamar a _____

al teléfono numero _____

6 ¿Existe alguna restricción porque su niño no deba recibir tratamiento medico? _____ (si o no) Si su respuesta fue si favor de anotar esa restricción

7. ¿Es su niño alérgico a ciertas medicinas o comidas? _____ (si o no)

8 Si la contestación a la pregunta número 7 fue si, favor de mencionar cuales cosas, medicinas o comidas le causan reacción al niño. _____

Fecha _____ Firma del Padre o Guardian Legal _____

**EDGEWOOD INDEPENDENT SCHOOL DISTRICT
HEALTH AND ACCIDENT INFORMATION**

Instructions: This card is to be filled out in the handwriting of the parent or parents responsible for the named child. Please answer all questions and sign both parts of this card.

1. Child's Name _____ Room No. _____ Grade _____

2. Home Address _____ Phone _____

3. Father's Name _____ Business Address _____ Phone _____

4. Mother's Name _____ Business Address _____ Phone _____

5. In case of a minor illness or injury and neither parent can be reached please call _____

Telephone No. _____, Relationship _____

6. Are there any limitations as to the medical treatment of the child for any reason? _____ If yes, please note them _____

7. Does your child, or ward, have any allergies? _____ If yes, please note here _____

8. If your child, or ward, is allergic to penicillin or any type drug or food which would cause an adverse reaction, please note it here _____

Signature of Parent or Legal Guardian _____

PERMISO O CONCENTIMIENTO

1. Nos da su permiso para darle auxilio medico a su niño en caso de emergencia sin exponer al distrito o la persona administrando el auxilio a perjuicios legales? Favor de contestar (si o no) _____.

2. En caso de accidente o enfermedad seria y el personal de la escuela no puede comunicarse conmigo, yo como padre (o guardián) doy permiso para que se le llame:

al doctor _____ al teléfono número _____

dirección _____

3. SI NO SE PUEDE CONSEGUIR AL DOCTOR O LA FAMILIA NO INDICA DOCTOR FAMILIAR? SE LE DA AL PERSONAL DE LA ESCUELA LA AUTORIDAD DE LLEVAR AL NIÑO? EN AMBULANCIA SI ES NECESARIO? AL HOSPITAL DE MEDICAL CENTER. NO SE LE HARA CARGOS AL PERSONAL DE LA ESCUELA O DISTRITO SI ALGO SERIO LE RESULTA AL NIÑO DEBIDO AL TIEMPO QUE SE TOMO PARA ATENDERLA.

FIRMA DE PADRE O GUARDIAN LEGAL _____

Fecha _____ Firma de Padre o Guardian Legal _____

CONVENIENT REORDER SCHAEFER & ASSOC (512) 691 1088

CONSENT FOR TREATMENT

1. Do we have your permission to give first aid to the best of our ability, without personal liability on the part of the District or the person rendering such first aid? Please answer with a yes or no _____.

2. In case of major accident or illness, and I cannot be reached by telephone, I hereby authorize a representative of the school to refer my child, or ward, to the following named physician:

Physician _____ Telephone Number _____

Physician's Address _____

3. IN THE EVENT THE ABOVE NAMED PHYSICIAN IS NOT AVAILABLE OR A PHYSICIAN IS NOT NAMED, I HEREBY AUTHORIZE A REPRESENTATIVE OF THE EDGEWOOD INDEPENDENT SCHOOL DISTRICT TO TAKE OR CALL AN AMBULANCE TO TRANSPORT MY CHILD, OR WARD, TO THE BEXAR COUNTY HOSPITAL IF IN THE JUDGEMENT OF THE REPRESENTATIVE, DELAY OF MEDICAL TREATMENT WOULD PROVE SERIOUSLY OR PERMANENTLY HARMFUL TO MY CHILD, OR WARD.

SIGNATURE OF PARENT OR LEGAL GUARDIAN _____

Date _____ Signature of Parent or Legal Guardian _____

NOMBRE DEL NIÑO/A: _____
F. DE N.: _____ SS #: _____
ESCUELA: _____ GRADO: _____

CARTA PARA PADRES TOCANTE AL
CUESTIONARIO DE IDIOMA HOGAREÑO
GRADOS K-8

Estimados padres/guardianes:

Por favor conteste las preguntas que se encuentran abajo. Llene un cuestionario por cada niño.

No deje de llamar a la escuela si tiene alguna pregunta. Se le agradece su cooperación y atención en proveernos esta información para mejor educar a su niño.

Indique solamente UNA categoría, la que mejor describa su origen.

----- Indio americano o' nativo de Alaska - una persona que es descendiente de los pobladores originales de norteamérica.

----- Asiático o' de las islas del Pacífico - una persona que es descendiente de los pobladores originales del oriente, el sudeste de Asia o' de las islas del Pacífico.

----- Esta área incluye: China, Japón, Korea, las islas Filipinas y Samoa.

----- Negro de descendencia no hispánica - una persona que es descendiente de la raza negra.

----- Hispano - una persona de origen mexicano, puertorriqueño, cubano, centro o' sudamericano u otra cultura española u origen, sin referencia a su raza.

----- Blanco - de descendencia no hispánica - una persona que es descendiente de los pobladores originales de Europa, el Africa del norte, medio oriente o' del subcontinente de la India.

----- Rehuso informar.

Debe de completarse por el padre:

1. ¿Qué idioma se usa en la casa la mayoría del tiempo? _____
2. ¿Qué idioma habla su niño/a la mayoría del tiempo? _____

Firma del padre/guardián

Fecha

NAME OF CHILD: _____
D.O.B.: _____ SS #: _____
SCHOOL: _____ GRADE: _____

LETTER TO PARENTS ANSWERING
HOME LANGUAGE QUESTIONNAIRE
GRADES K-8

Dear Parent(s)/Guardian(s):

Please answer the questions on the bottom. Complete one questionnaire for each child.

Do not hesitate to call the school if you have any questions. Once again, we deeply appreciate your cooperation in helping us to provide a better education for your child.

Please check only ONE category which best describes your child's racial/ethnic background.

- _____ American Indian or Alaskan Native - A person having origins in any of the original people of North America.
- _____ Asian of Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, or the Pacific Islands. This area includes, for example: China, Japan, Korea, the Phillipine Islands and Samoa.
- _____ Black, not of Hispanic origin - A person having origins in any of the Black racial groups.
- _____ Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- _____ White, not Hispanic origin - A person having origins in any of the original peoples of Europe, North Africa, the Middle East, or the Indian subcontinent.
- _____ Decline to state.

To be filled out by parent:

1. What language is spoken in your home most of the time? _____
2. What language does your child speak most of the time? _____

Signature of Parent/Guardian

Date

NAME OF CHILD: _____
 D.O.B.: _____ SS #: _____

STUDENT NAME: _____

LEP FOLDER DOCUMENTATION
 EDGEWOOD INDEPENDENT SCHOOL DISTRICT

	Year				
Home Language Survey (original only)					
Pre-LAS or LAS Test (entry)					
English					
Spanish					
Student Review Form (Document Annually)					
Annual LPAC Review					
Reading Achievement					
Language Arts Achievement					
Parent Notification of Program Entry					
Approved					
Denied					
LAS Test (exit) English					
Parent Notification of Program Exit					
Approved					
Denied					
Follow-up Documented (on student review form)					

Upon transfer of folder, review and sign verifying inclusion of all required documentation:

Sending School: _____
 Signature: _____ Date: _____

Sending School: _____
 Signature: _____ Date: _____

(PERSON SIGNING MUST BE A PROFESSIONAL)



NAME OF CHILD: _____

D.O.B.: _____ SS#: _____

AUTHORIZATION FOR EMERGENCY MEDICAL CARE

In the event that I cannot be reached to make arrangements for emergency medical attention, I authorize the nurse and child care/prekindergarten staff to take my child to:

Licensed Physician: _____

Address: _____

Office Phone: _____

and

Hospital/Clinic: _____

Address: _____

Phone: _____

I give my consent for any and all necessary treatment when my child is in the care of this physician or hospital/clinic.

Signature of Parent or Guardian

DATE

List any problems/limitations your child may have (allergies, previous/existing illnesses, sunburn sensitivity, diet requirements, long-term medication, hospitalizations during the previous 12 months) which the staff should be aware of:

Treatment to be given: _____

If your child needs special care because of a disabling or limiting condition, a physician, psychologist or other expert must submit written recommendations in your child's record and make sure they are carried out.

NOMBRE DEL NIÑO/A: _____
F. DE N.: _____ SS #: _____

AUTORIZACION PARA TRATAMIENTO MEDICO DE EMERGENCIA

En el caso que no me encuentren para hacer arreglos para tratamiento de emergencia, le doy mi autorización a la enfermera y a los trabajadores de la guardería y del kindergarten que lleven a mi hijo/a a:

Médico titulado: _____

Dirección: _____

Teléfono: _____

y

Hospital/clínica: _____

Dirección: _____

Teléfono: _____

Doy permiso que se use cualquier y todo tratamiento necesario cuando mi hijo/a esté bajo el cuidado de este médico ó de esta clínica/hospital.

Firma del padre/guardián

Fecha

Enumere cualquier problema ó limitaciones que tenga su niño/a (alergias, enfermedades previas ó existentes, requisitos de dieta, sensibilidad al sol, hospitalizaciones durante los últimos 12 meses) que deberían saber los trabajadores:

Tratamiento requerido: _____

Si su hijo/a necesita cuidado especial a causa de condiciones restrictivas ó incapacidades, un médico, siquiatra ó cualquier otro experto deberá entregar recomendaciones en escrito para que los trabajadores las puedan llevar a cabo.

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
José Cárdenas Center
Prekindergarten for Three Year Olds
1991-92

Child's Name/Nombre del niño (a): _____
DOB/FDN: _____ SS #: _____
Teacher's Name/Nombre de la maestra: _____

AUTHORIZATION TO USE STUDENT DATA FOR RESEARCH PURPOSES

I hereby authorize the Edgewood Independent School District to use evaluation and progress data for research purposes. I understand that the data will be presented in such a way that my child/charge cannot be identified.

Parent/Guardian Signature

Date

AUTORIZACION PARA USAR DATOS ESTUDIANTILES PARA INVESTIGACIONES
ACADEMICAS

Le doy permiso al Distrito Escolar de Edgewood para usar datos abstraídos de evaluaciones ó notas de progreso para investigaciones académicas. Entiendo que los datos seran presentados a modo que no se pueda identificar a mi niño (a)/encargado (a).

Firma del padre (s)/guardián

Fecha

CHILD NAME/NOMBRE DEL NIÑO/A: _____
D.O.B./F. DE N.: _____ SS #: _____
TEACHER NAME/NOMBRE DE LA MAESTRA: _____

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
José Cárdenas Center
Prekindergarten for Three Year Olds

AUTHORIZATION TO RELEASE STUDENT NAME, PHOTOGRAPH OR
AUDIO/VIDEO TAPE

I hereby authorize the Edgewood Independent School District to release the name,
photograph or audio/video tape of my child/charge.

- a. _____ for publicity
- b. _____ for staff development

Signature of Parent/Guardian

Date

AUTORIZACION PARA USAR EL NOMBRE, LA FOTO O
AUDIO/VIDEO DEL ESTUDIANTE

Le doy permiso al Distrito Escolar de Edgewood de usar el nombre, la foto ó la cinta
audio/video de mi niño (a)/encargado (a).

- a. _____ para publicidad
- b. _____ para entrenamiento de la facultad

Firma del padre/guardián

Fecha

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
José Cárdenas Center
Prekindergarten for Three Year Olds
1991-92

Child's name/ Nombre del niño/a: _____
DOB/FDN: _____ SS #: _____
Teacher's name/Nombre de la maestra: _____

Dear Parents:

In an effort to protect your child, we will allow only persons listed below to remove him/her from this campus. If another person is to pick up your child you must notify us in writing that you give permission for your child to leave school with this person. All people, including parents removing students from school during the school day, must sign out at the office at the time of removal.

Estimados padres:

Para la protección de su niño(a) solo las personas autorizadas por usted podrán recoger a su niño(a) de la escuela. Si alguna otra persona, no autorizada, viene por su niño(a), usted tendrá que autorizar esa persona por escrito. Toda persona, incluso los padres, tendrán que firmar en la oficina cuando recogan a un estudiante durante el día escolar.

Principal's Signature/Firma del director

NAME OF PERSONS AUTHORIZED TO PICK UP CHILD

Name: _____
Address: _____
Phone #: _____
Relation: _____

Name: _____
Address: _____
Phone #: _____
Relation: _____

NOMBRE DE PERSONAS AUTORIZADAS PARA RECOGER A SU NIÑO (A)

Nombre: _____
Dirección: _____
No. de telé: _____
Parentesco: _____

Nombre: _____
Dirección: _____
No. de telé: _____
Parentesco: _____

YMCA OF SAN ANTONIO

CHILD CARE/DAY CAMP

EMERGENCY PICK UP VERIFICATION

Center/Site _____

School year _____

Date _____ Time _____

Child's Name _____

Name of Person _____
(picking up child)

Driver's License Number (or other I.D. with picture) _____

Staff Signature _____

Date _____ Time _____

Child's Name _____

Name of Person _____
(picking up child)

Driver's License Number (or other I.D. with picture) _____

Staff Signature _____

Date _____ Time _____

Child's Name _____

Name of Person _____
(picking up child)

Driver's License Number (or other I.D. with picture) _____

Staff Signature _____

NOTE: Person's checking a child out of the center/site must be at least 12 year's of age.

NAME OF CHILD: _____
D.O.B.: _____

DATE: _____
SS #: _____

PARENT-TEACHER AGREEMENT

PARENT GOALS ARE DESIGNATED TO HELP YOU AND YOUR CHILD. PARENT PARTICIPATION IS VERY IMPORTANT AND YOUR SUPPORT IS NEEDED TO HELP YOUR CHILD BE SUCCESSFUL IN THIS PROGRAM. THANK YOU.

ANNUAL GOAL

I. OBJECTIVE: Parent(s) will
observe/ visit child in the
classroom.

I. ACTIVITIES/TIME LINES: At
least once every 8 weeks.

I. COMMENTS/PERSON RESPONSIBLE:
Teacher or parent can re-
quire an appointment to ob-
serve/visit, eventhough it
is possible to observe/visit
without it.

II. OBJECTIVE: Parent(s) will
attend parent workshops/me-
etings.

II. ACTIVITIES/TIME LINES: At
least once a month.

II. COMMENTS/PERSON RESPONSIBLE:
Teacher to let parents know
reasonably ahead of time to
make plans and/or arrange-
ments to attend.

III. OBJECTIVE: Parent(s) will
promptly follow up on re-
quests made by the teacher
for items or action.

III. ACTIVITIES/TIME LINES: e.g.
take child to doctor, get
information/documents need-
ed, send change of clothes
when needed.

III. COMMENTS/PERSON RESPONSIBLE:
Teacher will send written re-
quest home with reasonable
amount of time allotted for
response.

Contact Person at School: _____

Phone: _____

Parent/Guardian Signature _____

Date _____

NOMBRE DEL NIÑO/A: _____ PADRE(S): _____
FECHA DE NACIMIENTO: _____ SS #: _____ MAESTRA/O: _____

ACUERDO ENTRE PADRES Y MAESTROS

LAS METAS PARA LOS PADRES SON DISEÑADAS PARA AYUDARLES A UD. Y SU NIÑO/A. LA PARTICIPACION DE LOS PADRES ES MUY IMPORTANTE Y SE NECESITA SU APOYO PARA QUE SU NIÑO/A TENGA EXITO EN ESTE PROGRAMA. GRACIAS.

META ANUAL

I. OBJETIVO: Observar a mi niño en el
salón.

I. ACTIVIDADES/FRECUENCIA: Cuando
menos una vez cada 8 semanas.

I. COMENTARIO/PERSONA RESPONSABLE:
El padre ó la maestra puede re-
querir una cita para observar,
aunque es posible observar sin
ella.

II. OBJETIVO: Asistir a las reuniones
de los padres.

II. ACTIVIDADES/FRECUENCIA: Cuando
menos una vez al mes.

II. COMENTARIO/PERSONA RESPONSABLE:
La maestra les avisará con bas-
tante tiempo para que hagan
planes ó arreglos para asistir.

III. OBJETIVO: Seguir las recomendacio-
nes de las maestras.

III. ACTIVIDADES/FRECUENCIA: Ejem-
pló; llevar al niño/a con el
médico, conseguir información
y/ó documentos pedidos, man-
dar un cambio de ropa. Cuando
sea necesario.

III. COMENTARIO/PERSONA RESPONSABLE:
La maestra le mandará un recado por
escrito dándole suficiente tiempo
para cumplir con la recomendación.

Representante del programa: _____

Teléfono: _____

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Firma del padre/guardián _____

Fecha _____

CHILD NAME: _____
D.O.B.: _____ SS#: _____

YMCA DE SAN ANTONIO

INFORMACION ACERCA DEL NIÑO/A

INTERVIEWER: WRITE ADDITIONAL INFORMATION PROVIDED BY PARENTS ON PAGE 3. IDENTIFY QUESTION AND RESPONSE.

Historial del desarrollo:

A. Embarazo y parto-mencione cualquier problema especial que haya tenido: _____

B. Desarrollo físico:

Rodó/dio vuelta: fué lento _____ adecuado _____ rápido _____
Se sentó solito: fué lento _____ adecuado _____ rápido _____
Empezó a gatear: fué lento _____ adecuado _____ rápido _____
Empezó a caminar: fué lento _____ adecuado _____ rápido _____

C. Dejó la teta y empezó a comer comida de mesa:

¿Le dio pecho a su niño/a? _____
¿Alimentó a su niño/a con teta? _____
¿A qué edad dejó de alimentar a su niño/a con teta? _____
¿Usa ó usó chupón su niño/a? _____
¿Puede su niño/a alimentarse sin ayuda? _____
¿Qué usa su niño/a cuando come, cuchara ó tenedor? _____
¿Cuáles son las comidas favoritas de su niño/a? _____

¿Cuáles son las comidas que no le gustan a su niño/a? _____

¿Tiene su niño/a algún problema de alimentación? _____

¿Desayunara su niño/a aquí en la escuela? _____

D. Uso del baño:

¿Puede ir al baño su niño/a? si _____ no _____ con ayuda _____
¿A qué edad empezó a enseñarle a su niño/a como usar el baño? _____

¿Cómo le enseñó a su niño/a a usar el baño? _____

¿A qué edad aprendió a usar el baño sin ayuda? _____

Durante el día _____ Durante la noche _____

¿Qué tan seguido tiene accidentes cuando va al baño? _____

¿Qué palabra usa cuando tiene que hacer del cuerpo? _____

¿Qué palabra usa cuando tiene que orinar? _____

¿Pide permiso su niño/a cuando tiene que ir al baño? _____

E. Reposar/dormir:

¿Esta su niño/a acostumbrado a tomar siesta? _____

¿Existe alguna rutina que le ayuda a su niño/a a quedarse dormido-a? _____

¿Duerme su niño/a con algún juguete favorito? _____

¿Qué juguete? _____

¿A qué hora toma su siesta su niño/a? _____

¿A qué hora se va a dormir su niño/a? _____

¿A qué hora se levanta en la mañana su niño/a? _____

¿Duerme su niño/a en su propia cama? _____ Si acaso no, ¿con quién duerme? _____

CHILD NAME _____
D.O.B.: _____ SS #: _____

YMCA OF SAN ANTONIO

CHILD'S INFORMATION

INTERVIEWER: WRITE ADDITIONAL INFORMATION PROVIDED BY PARENTS ON PAGE 3. IDENTIFY QUESTION AND RESPONSE.

Developmental History:

A. Pregnancy and Delivery - state any special problems: _____

B. Physical Development:

Rolled over: slow _____ on time _____ fast _____

Sat up: slow _____ on time _____ fast _____

Crawled: slow _____ on time _____ fast _____

Walked: slow _____ on time _____ fast _____

C. Weaning and Eating:

Did you nurse your child? _____

Did your child use the bottle? _____

At what age was your child weaned? _____

Does/Did your child use a pacifier? _____

Does your child feed him/herself? _____

Does your child use a spoon and/or a fork? _____

What are your child favorite foods? _____

What foods does your child dislike? _____

Does your child have any feeding problems? _____

Will your child eat breakfast here? _____

D. Toilet Training:

Is your child toilet trained? yes _____ no _____ partially _____

Age when toilet training was begun? _____

How did you train your child? _____

Age when toilet training was completed: _____

Daytime _____ Nighttime _____

Frequency of accidents: _____

Word used for bowel movements: _____

Word used for urine: _____

Does your child ask to use the toilet? _____

E. Sleep:

Is your child use to taking a nap? _____

Are there special routines that help your child go to sleep? _____

Does your child sleep with a favorite toy? _____ What? _____

Usual nap time _____

Usual bed time _____

Usual morning wake-up time _____

Does your child sleep in his own bed? _____ If not, with whom does he/she sleep? _____

Any sleep problems and how are they handled? _____

Problem	How Handled
---------	-------------

_____	_____
_____	_____
_____	_____

¿Tiene su niño/a algún/os problema/s para dormirse o mientras duerme y cómo lo/s resuelve?

Problema

Lo resuelve

F. El habla:

- ¿Se puede expresar el/la niño/a fácilmente? _____
¿Se le puede entender a el/la niño/a fácilmente? _____
¿Piensa usted que su niño/a tiene problemas del habla? _____
Si acaso sí, ¿de qué naturaleza? _____
¿Qué idioma/s habla su niño/a? _____
¿Que idioma se usa en la casa para comunicarse con el/la niño/a? _____

G. Salud:

- ¿Tiene Ud. alguna preocupación acerca del desarrollo físico o mental de su niño/a? _____
¿Está tomando su niño/a alguna medicina actualmente? _____
Si acaso sí, ¿cuál medicina? _____
¿Tiene su niño/a alguna alergia a cierta/s comida/s? _____
Si acaso sí, explique por favor _____
¿Ha tenido su niño/a alguna/s enfermedad/es seria/s, accidente/s, u operación/es? _____ Si acaso sí, favor de enumerar:
¿Qué? _____ ¿Cuándo? _____

- ¿Ha tenido su niño/a infecciones del oído? _____. Si acaso sí, ¿qué tan severas? _____
¿Qué tanto le duró/a la infección? _____ ¿Qué tan seguido le dieron/dan las infecciones? _____
¿Tomó medicina su niño/a? _____ ¿Tiene/ha tenido tubitos en los oídos su niño/a? _____ ¿Cuándo fue la última vez que se los pusieron? _____
¿Ha sido hospitalizado su niño/a alguna vez? _____
¿Cuándo? _____ ¿Por cuánto tiempo? _____ ¿Por qué? _____

H. Experiencia previa en guarderías:

- ¿Ha tenido su niño/a oportunidad de interactuar con otros niños o niñas de su edad? _____
¿Como se lleva su niño/a con otros niños/as? _____
Favor de darnos información acerca de previa/s guardería/s.
- | Nombre de la guardería | ¿En qué ciudad? | Fecha ó edad del niño/a | ¿Por cuánto tiempo? | ¿Por qué cambió? | ¿Estuvo el niño o la niña con intento/a? | ¿Estuvo Ud. con intento/a con el cuidado? |
|------------------------|-----------------|-------------------------|---------------------|------------------|--|---|
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ | _____ |

- ¿Es su niño/a activo/a? _____
¿Es tan activo que se puede decir que es tosco y ruidoso? _____
¿Como se siente su niño/a sobre el venir a la escuela? _____

¿Cómo piensa Ud. que su niño/a se adaptará a la escuela en las primeras semanas? fácilmente _____ con poca dificultad _____ con mucha dificultad _____

I. General:

¿Acepta su niño/a su ayuda o prefiere hacer las cosas sólo/a? _____

¿Cuáles son las actividades favoritas de su niño/a? _____

¿A qué le tiene miedo su niño/a? _____

¿Qué situaciones molestan a su niño/a? _____

¿Esta encariñado/a su niño/a con algún juguete u objeto? _____

¿Lo traerá su niño/a al centro? _____

¿Qué consuela a su niño/a cuando está molesto? _____

¿Cómo disciplina a su niño/a? _____

¿es efectivo? _____

¿Qué tan seguido tiene que disciplinar a su niño/a? _____

¿Qué le preocupa más de su niño/a? _____

¿Hay alguna otra información que nos ayudaría a cuidar mejor de su niño/a? _____

When your child is upset, what seems to comfort him/her the most

How do you discipline your child? _____

Is it effective? _____

How frequently do you find yourself disciplining your child? _____

What worries you about your child the most? _____

Is there any other information about your child that would help us to better care for your child? _____

YMCA CHILD CARE
HANDBOOK FOR PARENTS

Sponsorship:

This Child Care Program is an approved program of the Westside Branch of the YMCA of San Antonio.

Purpose:

The purpose of our program is to provide young children with full day care in a pre-planned positive environment. This environment will enhance the "whole" child, nurturing the needs of each child's mind, body, and spirit. Our program will provide each child with experiences that encourage the following:

1. Self-esteem and positive self-image -- Provide experiences that enhance each child's sense of identity and support his or her group identification.
2. Social interaction -- Provide opportunities for each child to interact with both peers and adults, including those who are different from himself or herself, in order to perpetuate acceptance of individual differences.
3. Self-Expression and Communication skills -- Provide activities that enhance and develop language skills, opportunities for children to express themselves through language, and other non-directive experiences.
4. Creative expression -- Provide opportunities for each child to be original and to make use of equipment and materials in a way not prescribed by others.
5. Large and small muscle development -- Provide opportunities for each child to participate in activities and utilize equipment to enhance his or her small and large muscle development according to ability.
6. Intellectual growth -- Provide opportunities and resources for each child to develop cognitive skills for more effective communication and interaction.

Non-Discrimination Policy:

This program will accept applications upon enrollment without regard to race, religion, color, sex or national origin.

Staff:

All staff meet or exceed the requirements set by Texas Department of Human Services (TDHS) and by the YMCA. Staff are in a continuous program of training, consisting of a minimum of 15 class hours of continuing education per year, to stay current with the needs of the children and families.

Enrollment:

The center is now open to all children who may benefit from our type of program, regardless of race, nationality or creed. To insure placement of the child, we must have a complete enrollment agreement, and an emergency medical form.

(Continued from page 1)

Nutrition:

If a child has any food allergies, you must supply the center with a list of the foods.

A variety of foods will be offered. Children will be encouraged to eat, but not forced.

Clothing:

Children should be dressed in washable play clothes, as they will be involved in painting, water play, glue, and playdough. The clothes should be easy for the child to manage by him/herself when going to the bathroom. Enclosed, soft-soled shoes are the best for running, jumping and climbing. Boots, thongs and clogs are not safe for these activities.

Each child will need to bring a change of clothes in case of accidents. These need to be labeled with the child's name on each article.

Because the children will be going outside daily, unless it is raining, please be sure to provide appropriate clothing (coat, sweater, hat, mittens, etc.) labeled with the child's name. Teachers will help the child assume responsibility for their clothing, but we cannot assume responsibility for lost articles.

Nap Time:

Children may bring a small sheet or blanket to use at nap time. Please take these home weekly to wash. The child may also bring a soft, stuffed animal or doll to sleep with.

Health and Medication:

Your child must not be brought to the center if exhibiting any of the following symptoms:

1. Fever (100 or higher) during the past 24 hours.
2. Vomiting or diarrhea during the past 24 hours.
3. Heavy, thick nasal discharge, sore throat or earache.

If your child has a communicable disease, you must notify the Director. The child will need a doctor's release to return to care. Check with the Director if in doubt. The center will notify you if your child has been exposed to any communicable disease.

If a child becomes ill while in care, they will be isolated and the parent will be called to pick up the child from the center.

Medication at the center will be administered only if the medication form is filled out by the parent. Medicine must be in the original container and labeled with the child's name, type of medicine, date, amount and time of dosage.

(Continued from page 2)

Accidents:

The staff will make every effort to ensure the safety of the children at all times. If your child is hurt or in an accident, we will apply first aid and contact you for instructions. If unable to reach you or the people you have listed, we will use your signed medical release to assist in getting prompt medical attention.

In order to keep you informed, you will be provided with an accident record on all accidents, no matter how small.

Transportation:

In order for a child to go on field trips and use the center's transportation, the parent must sign a field trip permission form. Unless this is done in advance your child will not be able to go on the trip.

Parent Involvement:

To help us provide the best care possible for your child(ren), we will have a Parent Committee. This committee will consist of two parents, one YMCA Board member, the Director and one at-large community member. Newsletters will be sent out to help keep you informed. Caregivers will send notes home to let you know any classroom information.

Parent meetings will be held regularly, to be informative to the parents and will give parents a chance to have input to the program. Parents are encouraged to set up a meeting with the caregivers, or Director at anytime they feel they need to discuss their child, our policies or any problems.

Once a year, parents will be invited to a conference with the Director to help evaluate and critique the quality of care in our center.

Please keep the Director informed of any changes: address, phone, job, within the family, etc., that help us give the best of care to your child.

Authorized Persons:

Your child will only be released to persons listed on the enrollment form. Anyone picking up your child should be prepared to show proper identification.

Closing Due to Weather Conditions:

If weather conditions warrant, the school and the center may be closed without prior notice. This would only happen in the event of ice, snow, or any weather which would cause the Highway Department to close major thoroughfares: such as Loop 410, IH 10, IH 35, Loop 1604 and IH 37. The center will use radio station WOAI (1200 AM) to broadcast any unscheduled closings. WOAI has announcements every 15 minutes between the hours of 6:00 and 9:00 am.

Holidays:

The center will be closed on all school holidays.

Schedule:

Please allow ample arrival time to escort your child to the classroom, sign the child in and give any pertinent information and supplies to the teacher.

6:30 - 8:00	Child Care Check in Activity - Learning Centers
8:00 - 8:30	Breakfast
8:00 - 11:00	Education
11:00 - 11:30	Lunch (Child Care staff - prepare for nap time)
11:30 - 1:45	Nap Time
1:45 - 2:00	Transitions
2:00 - 3:00	Education
3:00 - 3:30	Snack both for staff
3:30 - 6:00	Child Care
3:30 - 4:15	Outside Play (Gross Motor)
4:15 - 5:00	Afternoon snack Activities
5:00 - 6:00	Learning Center Check Out

Curriculum:

The curriculum is set up to meet the needs of young children. We believe that children learn through playing in learning centers. The learning centers are:

- | | |
|------------------------------|-------------------------|
| 1) Creative Arts and Crafts | 5) Blocks |
| 2) Music | 6) Dramatic |
| 3) Library | 7) Science Play |
| 4) Manipulative (fine motor) | 8) Gross Motor/Exercise |

This learning is enhanced by field trips. The children are taught readiness skills for public school. We provide time for children to explore, experiment, discover and grow. There is a balance between active periods and quiet times.

Discipline and Guidance:

Positive reinforcement will be used to guide the children. Rules will be consistent, based on the understanding of individual needs and development and will promote self-discipline and acceptable behavior. If necessary, time out will be used to the extent of 1 minute per year of age. No child will be subjected to any form of physical punishment. Children will not be humiliated or subjected to abusive or profane language. Punishment will not be associated with food, naps, or toilet training.

Nutrition:

The center will be serving 2 nutritious, well-balanced meals and an afternoon snack. These components will meet 1/2 the child's daily nutrition requirements.

DAILY PROCEDURES OF OPERATION

Checking in and out the children

1. Each child registered in the child care center must be checked in and out by a parent or responsible party who is authorized on the child's enrollment agreement. Under no circumstances shall any one not authorized on the child's enrollment agreement be allowed to check the child in/out of the center. NOTE: At the time of enrollment, parents will provide the names and telephone numbers of persons authorized to bring/pickup the child. Form used: Sign In/Out Sheet.
2. Daily attendance records must be kept and maintained according the TDHS regulations. Form used: Attendance Form.
3. Emergency Pickup Verification - get instructions from Prime Time Orientation Notebook. Form used: Emergency Pickup Verification Form.

FIRST AID, SAFETY, AND HEALTH PROCEDURES

Illness:

- A. Staff members should screen each child upon arrival for illnesses or health conditions that are unacceptable.
- B. If a child becomes ill at the center, the staff should:
 1. Make the child as comfortable as possible and isolate the child from the group.
 2. Contact the parent to take the child home.
 - a. Parents should be asked to take the child home if a fever, vomiting, or diarrhea are present, or if the child continues to feel ill for 20 minutes or longer.
 - b. Parents are required to make immediate arrangements to pick up sick child(ren).
 - c. If a parent cannot be reached by telephone, the staff should call the next person designated on the enrollment agreement to pick up the sick child.
 3. If a child has been exposed to or has had a contagious disease or condition, the parents are requested to report it to the staff immediately.
 4. If a child/staff in the center develops a serious communicable disease or condition, the staff should talk to the Director for instructions on how to notify the families and for any other procedures.

Medications:

A. Medications will be dispensed to children at the center only under the following conditions:

1. Prescription medications shall be:
 - a. In the original container.
 - b. Labeled with the child's name, a date, directions, and the physician's name.
 - c. All prescription medications should only be administered in accordance with label directions.
2. All non-prescription medications, including aspirin or aspirin substitute, shall be:
 - a. Labeled with the child's name and a date.
 - b. In the original container.
 - c. All non-prescription medications should only be administered in accordance with label directions.
3. Any medication must be accompanied by a written statement from the parent with the dosage, time and date of the administration of the medication.
4. Each time a child is given any medication (including aspirin), an entry must be made in the Medication Administration Log. Form used: Medication Administration Log.

Emergency Care Procedures

The welfare of each child is our first consideration.

A. Serious/Life Threatening Emergency.

1. Do a thorough check-up of the child.
2. Follow first-aid procedures.
3. Call EMS (all emergency phone numbers are posted by the phone).
4. Call the Director and the YMCA office for assistance.
5. Notify the parents if needed.
6. Keep the child as comfortable as possible until EMS arrives.
7. Keep all other children at the center calm, quiet, and away from the injured or sick child.
8. GIVE THE ENROLLMENT AGREEMENT TO THE EMS ATTENDANT ONLY AFTER YOU HAVE COPIED ALL PERTINENT PHONE NUMBERS OFF THE FRONT PAGE. THE EMS ATTENDANT NEEDS THE ENROLLMENT AGREEMENT IN ORDER TO TREAT THE CHILD.
9. Complete an accident form. Form used: Report for a Child's Accident.

NOTE: In notifying the parent of a serious emergency, the staff member is to use the utmost discretion to prevent alarming the parents. Staff should notify the parent that the child has been injured and has been sent to the hospital by EMS. Be sure to tell the parent the name of the hospital and that they should go directly to that hospital's emergency room.

B. Serious/Non-Life Threatening Emergency

1. Do a thorough check-up of the child.
2. Follow first-aid procedures.
3. Call the Director or the YMCA office for assistance, if needed.
4. Notify the parents and ask them to pick up the child, if necessary.
5. Keep child as comfortable as possible until the parents arrive.
6. Keep all other children at the center calm, quiet, and away from the injured or sick child.
7. Complete an accident form.

NOTE: If a child needs to be taken to a physician's office in a non-life-threatening emergency, it is the responsibility of the parent to provide the transportation. However, if the child is in extreme discomfort, the staff should make arrangements immediately with the YMCA office to provide transportation.

C. Non-Serious/Non-Life Threatening Emergency

1. Do a thorough check-up of the child.
2. Follow first-aid procedures.
3. Keep the child quiet until he/she is feeling better.
4. Monitor the child for the rest of the day.
5. Notify the parents of the illness/injury and the first-aid given. (Give the parent the option of picking up the child.)
6. Notify the Director.
7. Complete an accident form.

YMCA/CHILD CARE OPERATION FORMS

YMCA OF SAN ANTONIO

REPORT FOR A CHILD'S ACCIDENT

1. NAME OF CHILD _____
2. ADDRESS OF CHILD _____ PHONE _____
3. BIRTH DATE OF CHILD _____ AGE _____
4. NAME OF ATTENDING PHYSICIAN OR HOSPITAL IF APPLICABLE: _____

5. DATE AND TIME OF THE ACCIDENT _____
6. PLACE OF THE ACCIDENT _____
7. NATURE OF INJURY _____
8. FIRST-AID ADMINISTERED _____
9. WHO ADMINISTERED FIRST AID? _____
10. WHAT CAUSED THE ACCIDENT? _____
11. DESCRIBE TYPE or ACTIVITY ENGAGED IN AND LOCATION AT THE TIME OF ACCIDENT _____
12. NAME OF PERSON RESPONSIBLE FOR CHILD AT THE TIME _____
13. WITNESS TO ACCIDENT _____
14. REMARKS/FOLLOW UP _____

_____	_____
Teacher	Date
_____	_____
Parent	Date
_____	_____
Director/Asst. Director	Date

NOTE: Staff member is to complete these forms for each accident. Parents are to sign the form. One copy goes to the parent and one copy is maintained in the child's file at the center.



FIRST-AID KIT AND SUPPLIES

A well equipped, clean first-aid kit must be available at the center at all times.

The following supplies must be available in the first-aid kit at all times (TDHS Standard - San Antonio Metropolitan Health District Standards):

1. Multi-size adhesive bandages
2. Gauze pads
3. Tweezers
4. Cotton balls
5. Hydrogen peroxide
6. Thermometer
7. Syrup of ipecac
8. Air mattress or cot
9. Ice chest
10. Magnifying Glass
11. Cotton Tipped Applicators
12. Working Flashlight
13. Bar of Soap

The following supplies are recommended to be kept in the first-aid kit along with the required supplies:

1. Scissors
2. Roll bandages
3. Adhesive tape
4. Ice/cold pack
5. Aspirin (individually wrapped packages)
6. Neosporin ointment/Betadine
7. Splints
8. Calamine Lotion
9. Alcohol
10. Battery operated radio, weather radio, or television
11. Blankets

CLASSROOM CLEANLINESS

Caregivers are responsible for keeping the classrooms neat and orderly at all times, by ensuring the following:

1. All toilets are clean, flushed, and toilet paper is available at all times.
2. All sink areas and drinking fountain areas are clean and free of excess water. All handwashing sinks are furnished with soap and hand drying towels.
3. No water is present on floors in restrooms or sink areas.
4. All storage cabinets and closets are neat, orderly and inventoried.
5. Equipment, furnishings, and supplies are clean and maintained in good condition.

NOTE: Any broken equipment/furnishings, or supplies are to be removed from the classroom at once.

6. Wall hangings and pictures are neatly arranged. Children's art work is displayed in an orderly fashion and is rotated according to the curriculum.
7. Cubbies (children's personal storage areas) are neat, clean and free of trash. Cubbies are attractively decorated with each child's name.

The following cleaning tasks will be the responsibility of each caregiver prior to departing each day:

1. All tables cleaned and sanitized.
2. All chairs cleaned and placed under tables in an orderly fashion.
3. All furnishings and equipment placed in the original classroom design.
4. All supplies collected, organized, placed in original containers, and appropriately stored on shelves, in learning centers, or in closets/cabinets.

NOTE: All equipment and supplies must be sanitized in accordance with regulatory standards, preferable no less than once a week.

5. All electrical equipment turned off and unplugged with all electrical sockets properly covered.
6. The room temperature in each classroom is to be properly set for the closing of the center.
7. All window treatments are appropriately placed for the closing of the center.

Chemical Release and Toxic Fumes

This category includes any chemical/gas accident inside or outside the facility.

A. Establish a shelter at the center.

NOTE: In the event of an airborne release of toxic fumes or other hazardous chemicals, it is usually best to stay inside and take steps to protect the children. Quick work is important, but don't panic.

1. Turn off air conditioning/heating and all ventilation systems, including vented hoods over kitchen stoves.
2. Close all windows and doors.
3. Seal all doors and windows with wet towels, sheets or duct tape.
4. Move to the most protected part of the building (area with the fewest doors and windows).
5. Turn radio to the emergency radio frequency.
6. Provide damp towels for all staff and children to breathe through, if breathing becomes difficult.
7. Avoid using tap water because the water supply might be turned off, or the water may become contaminated.

NOTE: Since some gases are heavier than the air around, staying as close to the ground as possible can be a life saving procedure.

B. Transport children.

NOTE: In some cases, the authorities may notify a center to evacuate.

1. Turn off the air conditioner or heater in the vehicle.
2. Close the windows.
3. Travel crosswind of the chemical release. For example, if the wind is blowing from the south, travel east or west.
4. If the vehicle has a radio, turn to the emergency frequency.
5. Keep the children calm.
6. Drive to a prearranged buddy center or a relocation point in a different area of the city. Form used: Central Relocation Point.

C. Evacuation

1. Forward telephone to the YMCA or leave emergency message.
2. Collect the following items:
 - a. Children's enrollment records and attendance sheets;
 - b. Children's prescribed medications; and
 - c. First-aid kits.
3. Post a sign on the facility door, indicating where you have gone, including address and phone number. Also leave this information with authorities at the road blocks.
4. Have drivers follow the instruction in Part B.

YMCA OF SAN ANTONIO
CHILD CARE
MEDICATION ADMINISTRATION LOG

Center/Site _____

Child's Name _____ Date _____

Name of Medication _____

Dosage given _____ Time _____

Administered by _____
Staff's Name

Child's Name _____ Date _____

Name of Medication _____

Dosage given _____ Time _____

Administered by _____
Staff's Name

Child's Name _____ Date _____

Name of Medication _____

Dosage given _____ Time _____

Administered by _____
Staff's Name

Child's Name _____ Date _____

Name of Medication _____

Dosage given _____ Time _____

Administered by _____
Staff's Name

CHILD CARE

NAPTIME

PROCEDURES AND POLICIES

Room temperature is to be set at a comfortable range.

Record players or other audio equipment is to be turned low to encourage the children to be quiet.

Teachers/aides must be certain all children are asleep before working on any approved (in room) projects. Some children may need assistance in falling asleep (backs patted or rubbed).

Teachers/aides must sit/work where they can observe all children at all times.

Teachers/aides are to assist children in remaining on their mat/cots and remaining adequately covered while sleeping.

CHILD CARE

EMERGENCY TELEPHONE NUMBERS

NAME OF CENTER: _____

ADDRESS: _____

TELEPHONE NUMBER: _____

LOCATION: _____

EMERGENCY NUMBERS

POLICE: _____

AMBULANCE (EMS): _____

FIRE DEPARTMENT: _____

POISON CONTROL CENTER: _____

CHILD ABUSE HOTLINE: _____

YMCA CORPORATE OFFICE: _____

WESTSIDE BRANCH OFFICE: _____

EDGEWOOD I.S.D. EMERGENCY NUMBER: _____

YMCA OF SAN ANTONIO

CHILD CARE

EMERGENCY DRILL

TYPE OF DRILL: _____

CENTER/SITE: _____

DIRECTOR: _____

STAFF PRESENT: _____

DATE: _____

TIME: _____

NUMBER OF CHILDREN PRESENT: _____

TIME REQUIRED TO VACATE FACILITY: _____

OBSERVATIONS: _____

RECOMMENDATIONS: _____

SIGNATURE: _____

(PERSON CONDUCTING DRILL)

YMCA OF SAN ANTONIO
CHILD CARE
CENTRAL RELOCATION POINT

THE WESTSIDE YMCA AT 2900 RUIZ (PHONE NUMBER: 433-6391) IS THE CENTRAL RELOCATION POINT FOR THE CHILDREN OF THE CARDENAS CHILD DEVELOPMENT CENTER.

Field Trips

The center must post in a prominent place a notice 48 hours before the trip and remaining until the trip ends, stating:

- a. When trip occurs.
- b. Where children are going.

Staff supervising field trip must have immediate access to the following on each child:

- a. Emergency medical forms.
- b. Emergency contact information.
- c. First-aid supplies.

Staff must have a written list of children on the field trip and check roll frequently.

Field trip ratios.

- a. Enclosed area: same as in the center (include CPR and First-Aid).
- b. Mixed area:

Age of Youngest Child	Maximum Number of Children to One Staff
3 years	8
4 years	9
5 years	11
6 years and up	15

Children must have name tags or other identification listing name and phone number of the center.

Staff must have transportation or a plan for transportation at the field trip location in case of emergency.

PREKINDERGARTEN FOR THREE YEAR OLDS
JOSE CARDENAS CENTER

FAMILY DATA UPDATE

AS OF _____ : UPDATE

CHILD: _____

PARENTS: _____

ADDRESS: _____

PHONE # _____

MOTHER EMPLOYER _____ FATHER EMPLOYER _____

ADDRESS _____ ADDRESS _____

PHONE # _____ PHONE # _____

AS OF _____ UPDATE

CHILD: _____

PARENTS: _____

ADDRESS: _____

PHONE # _____

MOTHER EMPLOYER _____ FATHER EMPLOYER _____

ADDRESS _____ ADDRESS _____

PHONE # _____ PHONE # _____

AS OF _____ : UPDATE

CHILD: _____

PARENTS: _____

ADDRESS: _____

PHONE # _____

MOTHER EMPLOYER _____ FATHER EMPLOYER _____

ADDRESS _____ ADDRESS _____

PHONE # _____ PHONE # _____

YMCA OF SAN ANTONIO
CHILD CARE/DAY CAMP
MONTHLY FIRE EXTINGUISHER CHECK

Center/Site _____ School year _____

Extinguisher properly mounted:

#1 Yes _____ No _____ #2 Yes _____ No _____

Date last serviced #1 _____ #2 _____ Date checked _____

Extinguisher Properly Charged:

#1 Yes _____ No _____ #2 Yes _____ No _____

Extinguisher properly mounted:

#1 Yes _____ No _____ #2 Yes _____ No _____

Date last serviced #1 _____ #2 _____ Date checked _____

Extinguisher Properly Charged:

#1 Yes _____ No _____ #2 Yes _____ No _____

Extinguisher properly mounted:

#1 Yes _____ No _____ #2 Yes _____ No _____

Date last serviced #1 _____ #2 _____ Date checked _____

Extinguisher Properly Charged:

#1 Yes _____ No _____ #2 Yes _____ No _____

Extinguisher properly mounted:

#1 Yes _____ No _____ #2 Yes _____ No _____

Date last serviced #1 _____ #2 _____ Date checked _____

Extinguisher Properly Charged:

#1 Yes _____ No _____ #2 Yes _____ No _____



CHILD CARE
QUALITY CONTROL CHECKLIST

SITE: _____ BRANCH: _____
 DATE: _____ TIME: _____ TO: _____
 SIGNATURE: _____

<p>___ Children Enrolled</p> <p>___ Number of Staff at Site</p> <p>___ Number of Staff Per Age Group</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">___ Children</td> <td style="width: 33%;">___ (ages)</td> <td style="width: 33%;">___ Staff</td> </tr> <tr> <td>___ Children</td> <td>___ (ages)</td> <td>___ Staff</td> </tr> <tr> <td>___ Children</td> <td>___ (ages)</td> <td>___ Staff</td> </tr> <tr> <td>___ Children</td> <td>___ (ages)</td> <td>___ Staff</td> </tr> <tr> <td>___ Children</td> <td>___ (ages)</td> <td>___ Staff</td> </tr> <tr> <td>___ Children</td> <td>___ (ages)</td> <td>___ Staff</td> </tr> </table>	___ Children	___ (ages)	___ Staff	___ Children	___ (ages)	___ Staff	___ Children	___ (ages)	___ Staff	___ Children	___ (ages)	___ Staff	___ Children	___ (ages)	___ Staff	___ Children	___ (ages)	___ Staff	<p>___ Children in Attendance</p>
___ Children	___ (ages)	___ Staff																	
___ Children	___ (ages)	___ Staff																	
___ Children	___ (ages)	___ Staff																	
___ Children	___ (ages)	___ Staff																	
___ Children	___ (ages)	___ Staff																	
___ Children	___ (ages)	___ Staff																	

I. ADMINISTRATION/AVAILABLE RECORDS

A. POSTINGS

- ___ 1. License
 - ___ Capacity
 - ___ Annual Date
- ___ 2. Certificate of Occupancy/Letter
 - ___ Capacity
- ___ 3. First-Aid guide
- ___ 4. TDHS Availability Notice
- ___ 5. TDHS Standards
- ___ 6. San Antonio Metropolitan Health District Standards
- ___ 7. Acting Director's Designation
 - ___ Director
 - ___ Acting Director
- ___ 8. Menu
 - ___ Current
 - ___ Previous 30 days
 - ___ Items on menu
 - ___ Items served
- ___ 9. Most recent TDHS Inspection
 - ___ Posted if required
 - ___ Date
 - ___ All non-compliances corrected



- 10. S.A. Health District Permit (Copy)
- 11. YMCA Documentation
 - Charter
 - Board Members (Current)
 - Board Minutes
- 12. Emergency telephone number displayed by telephone
- 13. Administrative records organized, well identified, and in good
- 14. Telephone available and in working condition

B. INSPECTIONS

- 1. TDHS inspections (see above)
- 2. Annual health inspection/letter
 - Date
 - All non-compliances corrected
- 3. Annual fire inspection
 - Date
 - All non-compliances corrected
- 4. Gas pressure test
 - Date
- 5. Monthly fire extinguisher inspections
- 6. Emergency Drills (4 per year)
 - Fire
 - _____
 - _____ | DATES (Sept./Dec./Mar./June)
 - _____
 - _____
 - Tornado (1 per year)
 - Other (1 per year)
 - Type (toxic fume/chemical release/flood/utilities failure)
 - Date

C. HEALTH/SAFETY DOCUMENTATION

- 1. Emergency pick-up verification forms
- 2. Accident Report Forms
 - Major accidents
 - Minor accidents
- 3. Medication Administration Log

D. CHILDREN'S RECORDS

- 1. Complete file on each child
- 2. Files in alphabetical order
- 3. Code of Conduct in file

E. POLICIES AND PROCEDURES

- 1. Daily Operation Procedures
- 2. First-aid, Safety, and Health Procedures
- 3. Procedures for Environmental Emergencies
- 4. Procedures during Regulatory Inspections
- 5. Procedures for Transportation

F. ATTENDANCE SHEETS

- 1. Current Sign-in sheets
- 2. Old sign-in sheets for past three months (chronological-complete)

G. EMPLOYEES' RECORDS

- 1. Complete file on each employee
- 2. Time sheets
 - Current time sheets
 - Previous 3 months

EMPLOYEE FILE AUDIT

EMPLOYEE					
DATE OF HIRE					
APPLICATION					
CONVICT/ORIENT. STATEMENT					
EMERGENCY AUTHORIZATION					
PERSONAL REFERENCE					
EMPLOYER REFERENCE					
STAFF HANDBOOK					
TB TEST					
ORIENTATION/IN-SERVICE RECORD					
CPR/DATE OF EXPIRATION					
FIRST-AID/DATE OF EXPIRATION					
H.S. GRADUATION					
TDHS BACKGROUND CHECK					

II. FACILITY/EQUIPMENTS/SUPPLIES EVALUATION

A. PLAYGROUND

- 1. Ants/other insects
- 2. Glass/dangerous objects
- 3. Impact absorbing material at base of playground equipment
- 4. Large holes/mud/standing water
- 5. Climbing equipment in good repair
- 6. Swings in good repair/empty chains wrapped up
- 7. Stray animals
- 8. Playground fenced with two exits

B. RESTROOMS

- 1. Paper towels
- 2. Toilet paper (every stall)
- 3. Soap (sanitary)
- 4. Floors clean/dry
- 5. Toilets clean/flushed
- 6. Sinks clean
- 7. Hot water
- 8. Odor
- 9. (Covered) Trash

C. CHILDREN'S BELONGINGS

- 1. Stored separately
- 2. Neat/orderly

D. FIRST-AID KIT Required First-aid Items

- 1. Multi-size adhesive bandages
- 2. Gauze pads
- 3. Tweezers
- 4. Cotton balls
- 5. Hydrogen peroxide
- 6. Thermometer
- 7. Syrup of ipecac (Date: _____)
- 8. Cot/air mattress (Sanitized _____)
- 9. Ice chest/refrigerator with separate compartment for medication
- 10. Working flashlight
- 11. Magnifying glass
- 12. Cotton tipped applicators

Suggested First-aid Items/But Not Required

- 1. Scissors
- 2. Roll bandages
- 3. Adhesive tape
- 4. Ice/cold pack
- 5. Aspirin/tylenol (individually wrapped packages) Children's strength
- 6. Neosporin ointment
- 7. Betadine
- 8. Alcohol
- 9. Calamine lotion
- 10. All first-aid supplies out of the reach of children
- 11. Splints

E. MEDICATION

- 1. Medication in original container
- 2. Accompanied by note from parent
- 3. Medication stored out of reach of children
- 4. Medication administration form completed
- 5. Aspirin administered only under proper procedures
- 6. Medication returned/disposed of properly

F. FIRE SAFETY FEATURES

- 1. Fire Extinguisher
 - Mounted on wall
 - Current inspection tag
 - Date
 - Charged
 - Staff familiar with use
 - Checked monthly by staff
- 2. Fire Exits
 - Signs posted over at least two exits
 - Signs lighted (if electric) ALL exits
 - All fire exits unblocked
- 3. Fire evacuation plan posted on wall by one exit in each room
- 4. Central relocation plan posted with fire evacuation plan

G. HEALTH AND SANITATION FEATURES

- 1. Floors clean/dry/good condition
- 2. Ceilings clean/good condition
- 3. Walls clean/good condition
- 4. Window/screens in good condition
- 5. Electrical outlets in good condition
- 6. Water fountains clean/good condition
- 7. Lighting is appropriate
- 8. Room temperature is appropriate (65 to 84 degrees F.)
- 9. All doors in good condition/close appropriately
- 10. All trash containers properly covered
- 11. All hand washing sinks have hot and cold running water
- 12. Facility free of insects/rodents
- 13. Roof in good condition
- 14. All roof well ventilated.

H. SUPPLIES AND EQUIPMENT

- 1. Storage space adequate, orderly and secure
- 2. All equipment/supplies clean/good condition
- 3. Adequate amount and variety for developmentally appropriate activities

Arts and crafts

- Variety of paper
- Crayons, markers, pencils, chalk
- Paints
- Glue, paste
- Glitter, sequins, etc.
- Scissors
- Tape
- Stapler
- Sewing equipment/yarn, etc.

Dramatic play

- Dress up clothes/accessories
- Thematic play props
- Household props
- Dolls, playhouses, airports, garages, farms, etc.

Manipulatives

- Inter-connecting toys
- Building blocks
- Puzzles
- Clay
- Stringing activities supplies

Games

- Table games
- Card games
- Folder games
- Word games/work sheets
- Dominoes
- Chess/checkers

Reading/listening/homework

- Books
- Magazines
- Story tapes/player
- VCR system
- Paper/pencils/pens
- Resource books/materials
- Music tapes/records and player

Continued on following page

- Gross motor activities
 - Balls
 - Soccer
 - Basketballs
 - Footballs
 - Playground
 - Nerf/soft
 - Softballs
 - Jump ropes
 - Frisbees
 - Other equipment at site _____

III. SNACK/FOOD SERVICE

A. FOOD/SUPPLIES AND EQUIPMENT

- 1. Food fresh/appropriately prepared
- 2. Food stored properly
- 3. Food storage containers are clean
- 4. Food service areas properly sanitized/cleaned
 - Sanitizing solution
 - Properly mixed
 - Properly labeled
 - Out of the reach of children
 - Other cleaning supplies
 - Properly labeled
 - Properly used
 - Out of the reach of children
- 5. Menu
 - Food served according to menu
 - Menu offers a variety of nutritious snacks
 - Food well accepted by children
- 6. Napkins/cups/plates/utensils appropriately used
- 7. Food service supplies stored properly

B. FOOD SERVICE

- 1. Proper handwashing prior to snack
 - Staff
 - Children
- 2. Food served in a sanitary manner
- 3. Proper clean up procedures followed
- 4. Food served in adequate amount
- 5. Trash disposed of promptly/properly

IV. CURRICULUM/PROGRAMING

A. CURRICULUM

- 1. Written daily schedules planned and implemented
- 2. Written weekly/monthly themes planned and implemented
- 3. Realistic curriculum goals set for children based on YMCA philosophy
- 4. Staff and children contribute to curriculum
- 5. Curriculum/activities resources available to staff
- 6. All activities developmentally appropriate

B. PROGRAMING

- 1. Developmentally appropriate interest centers

*****INSERT PER ROOM*****

- Active play (gross motor/dramatic play)
- Passive play (arts & crafts/games)
- Quite corner/quiet area (homework/reading/listening)
- 2. Centers stocked with adequate/varied supplies
- 3. Centers consistent with theme weeks/months
- 4. Proper number of children participating in centers
- 5. Staff provides adequate leadership/supervision of centers and all other activities
- 6. Modifications made in the environment for children with special needs
- 7. Staff conduct smooth and unregimented transitions between activities
- 8. Staff flexible enough to change planned or routine activities according to the needs or interests of children or changes in weather, etc.
- 9. Activity areas clearly defined by spatial arrangement
- 10. Private areas available for children to have solitude
- 11. Environment includes soft elements such as rugs/cushions

C. HEALTH/SAFETY/RISK MANAGEMENT

- 1. Procedures followed for safe arrival/departure of children
- 2. Staff alert to the health/safety of each child
- 3. Children dressed appropriately for all activities

V. STAFFING

A. AMOUNT OF STAFF

- _____ 1. TDHS director present on site daily
- _____ 2. Staff: child ratio maintained
- _____ 3. No less than 2 staff present at all times
- _____ 4. Child Care Program Director visits site frequently
_____ Date of last visit
- _____ 5. Branch Executive visits site at least annually
_____ Date of last visit

B. STAFF QUALIFICATION/ABILITIES

- _____ 1. All staff certified in CPR/First-aid
- _____ 2. All staff meet TDHS requirements
- _____ 3. All staff meet TDHS/YMCA training requirements
_____ Association orientation
_____ Continuing education
- _____ 4. All staff have identification (name tags/T-shirts/smocks)
- _____ 5. All staff maintain good appearance
- _____ 6. All staff conduct themselves as appropriate role models

C. STAFF/CHILD INTERACTIONS

- _____ 1. Staff interact frequently/showing affect/respect
- _____ 2. Staff responsive to children
_____ Children in distress
_____ Listen to children
_____ Respond verbally/non-verbally
- _____ 3. Staff treat children of all ages/races/sexes with respect
- _____ 4. Staff encourage independence
_____ Ask for children's assistance in routine tasks
_____ Include children's input into activities
- _____ 5. Staff use positive approaches to guidance
- _____ 6. Staff encourage pro-social behavior and cooperation
- _____ 7. Staff encourage children to talk about feeling/ideas instead of solving problems with force
- _____ 8. Sound of the environment marked by pleasant conversation, spontaneous laughter, and exclamations of excitement, rather than harsh stressful noise or enforced quiet
- _____ 9. Staff assist children to be comfortable, relaxed, happy, and involved in activities
- _____ 10. Site has a continuity of adult care providers

D. STAFF/PARENT INTERACTION

- _____ 1. Parents treated as welcome visitors to the site
- _____ 2. Staff report changes in child's physical/emotional state to parents
- _____ 3. Parent communication system exists to keep parent informed about program and other YMCA

RATINGS

	ADMINI- STRATION	FACILITY/ EQUIP- MENT/ SUPPLIES	SNACK/ FOOD SERVICE	CURRI- CULUM/ PRO- GRAM	STAFFING
OUTSTANDING					
ABOVE OUTSTANDING					
STANDARD					
BELOW STANDARD					
POOR/ UNACCEPTABLE					

SCREENING FORMS

EDGEWOOD INDEPENDENT SCHOOL DISTRICT
PREKINDERGARTEN FOR THREE YEAR OLDS

HEARING SCREENING

NAME _____

HEARING SCREENING

	R	L
500 Hz		
1000 Hz		
2000 Hz		
4000 Hz		

1ST
Pass
Fail--
RESCREEN

Date _____

Signature _____

TYMPANOMETRY

	R	L
500 Hz		
1000 Hz		
2000 Hz		
4000 Hz		

2ND
Pass
Fail--
REFER

Date _____

Signature _____

NAME _____

HEARING SCREENING

	R	L
500 Hz		
1000 Hz		
2000 Hz		
4000 Hz		

1ST
Pass
Fail--
RESCREEN

Date _____

Signature _____

TYMPANOMETRY

	R	L
500 Hz		
1000 Hz		
2000 Hz		
4000 Hz		

2ND
Pass
Fail--
REFER

Date _____

Signature _____

NAME _____

HEARING SCREENING

	R	L
500 Hz		
1000 Hz		
2000 Hz		
4000 Hz		

1ST
Pass
Fail
RESCREEN

Date _____

Signature _____

TYMPANOMETRY

	R	L
500 Hz		
1000 Hz		
2000 Hz		
4000 Hz		

2ND
Pass
Fail
REFER

Date _____

Signature _____

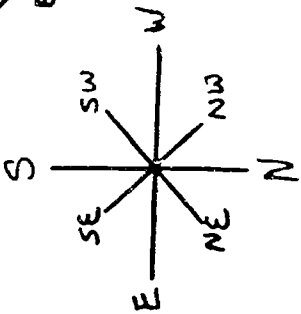
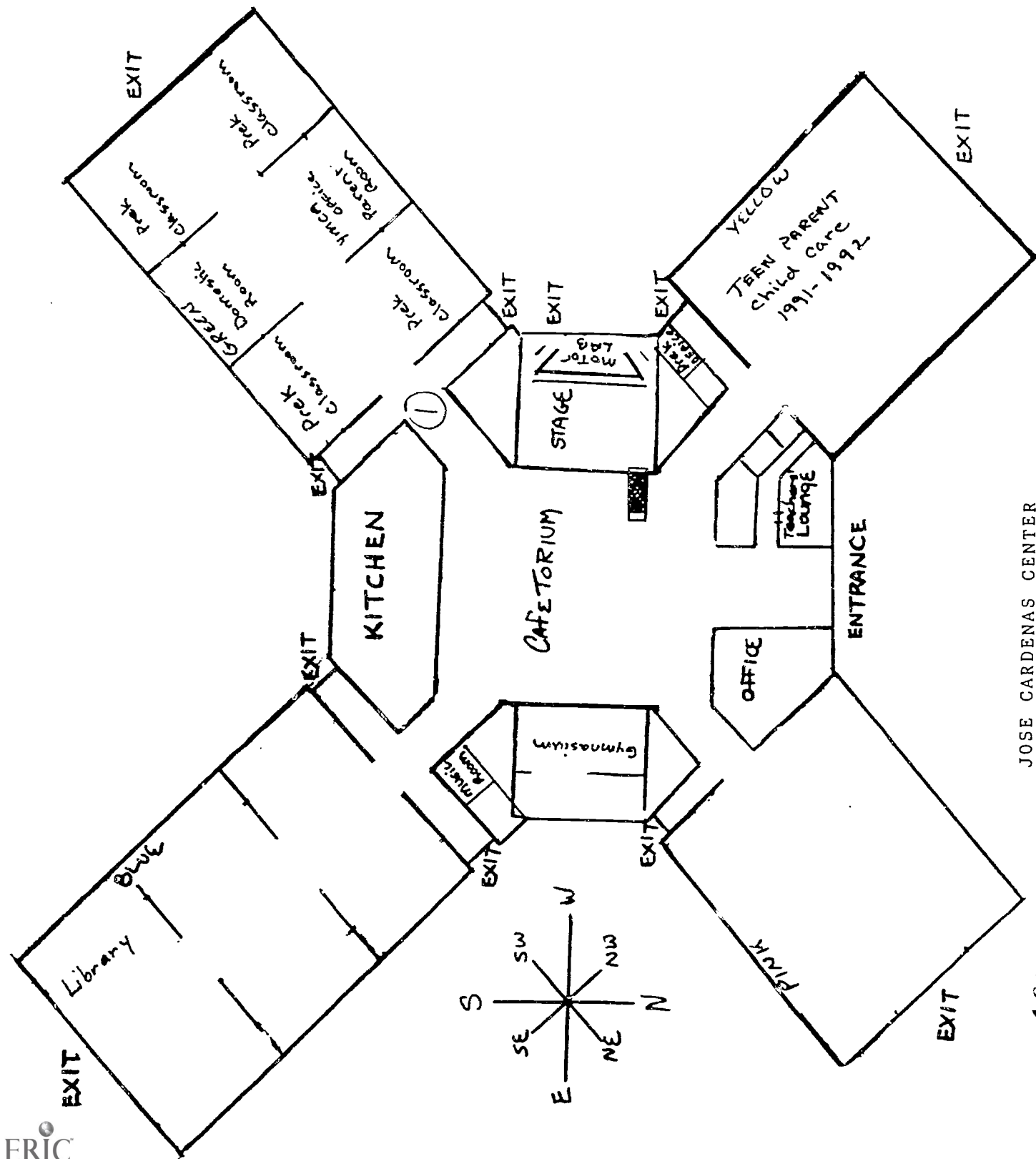
SCHOOL: JOSE CARDENAS

Teacher:

YEAR:

NAME	A			H			W			D			M			Pollo	B/P	500	1K	2K	4K	Vision	Retest
	G	E		T			T			P			M										
1.																							
2.																							
3.																							
4.																							
5.																							
6.																							
7.																							
8.																							
9.																							
10.																							

PREKINDERGARTEN



HORARIO PARA PREKINDER

NIÑOS DE TRES AÑOS-CLASE DE TODO EL DIA

- 7:00 A.M. Recibo de niños - actividades abiertas en el salón de la guardería (YMCA staff)
- 8:00 A.M. Clase de Prekinder - Prevista del día, juegos meñiques, calendario, lenguaje oral.
- 8:15 A.M. Desayuno - preparación, limpieza, higiene oral
- 8:45 A.M. Cuentecitos (expresión oral)
- 9:00 A.M. Desarrollo de destrezas motóricas en el laboratorio motórico o el patio de recreo
- 9:45 A.M. Planificación y demostración de trabajos
- 9:45 A.M. Trabajo en centros
- Manipulativos - para desarrollar destrezas de razonar, destrezas visuales, y conocimientos básicos
- Arte o expresión creativa - para desarrollar expresión del ser y creatividad utilizando una variedad de medios y materias
- Garabatos - para desarrollar coordinación de ojo y mano usando utensilios de escritura en actividades de preescritura
- Dramatización - para desarrollar expresión oral y comportamiento social haciendo el papel de una variedad de personajes
- Biblioteca - para desarrollar el aprecio y el uso correcto de libros y escuchar cuentos
- Construcción - para desarrollar destrezas de construcción perceptuales-motóricas y de razonar
- Agrupaciones - para desarrollar conceptos de número agrupando y ordenando objetos
- Investigaciones - para desarrollar interés y respeto para nuestro ambiente
- Quehaceres - para practicar tareas en ayuda de si mismo (vertirse, abrir y cerrar botellas, doblar ropa, etc.)
- Ritmo y canto - para desarrollar la habilidad de cantar y distinguir ritmos usando instrumentos, grabaciones, y discos

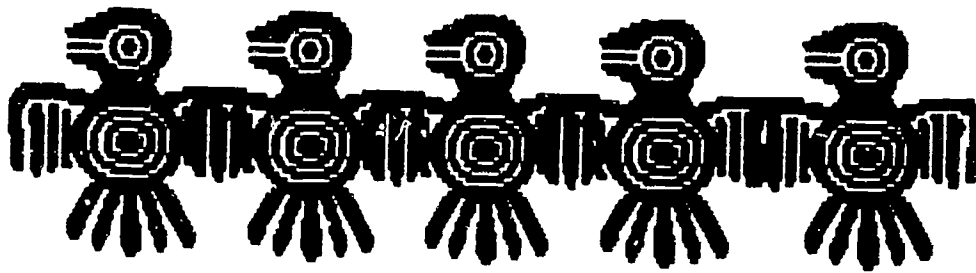
- 10:45 A.M. Periodo de música (Ritmo y Canto)/Movimiento
 •Juegos Musicales •Juegos de círculo
 •Danza y Baile •Instrumentos musicales
 •Ritmo coordinado con movimiento o canto
- 11:15 A.M. Almuerzo - preparación educación de mesa, nutrición, aseos y limpieza, higiene oral
- 11:45 A.M. Descanso/Musica suave en el salón de la guardería (YMCA Staff)
 Almuerzo de maestras, limpieza de salón, planificación, preparación del salón, traspasar observaciones
- 2:00 P.M. Clase de Prekinder - Trabajo en centros (repaso, centros abiertos, o actividades nuevas
- 3:00 P.M. Clausura y repaso del día
- 3:15 P.M. Merienda (preparación y limpieza)
- 3:30 P.M. Guarderia/cuidado de niños
 - Actividades Físicas (Laboratorio motórico o patio de recreo)
 - Juegos Grandes (bicicletas etc.)
- 6:00 P.M. - Ejercicios y movimiento
 - Centros de actividades
 - Despedida

Schedule for Pequeñitos en Acción

- 7:00 a.m. Receive children in child care room. Open centers.
- 8:00 a.m. Pequeñitos en Acción class begins with introduction to the day:
Greeting, Calendar/seasonal concepts, weather overview of day.
- 8:30 a.m. Breakfast, table etiquette, clean-up, oral hygiene.
- 9:00 a.m. Gross Motor Activities: use of outdoor playground, indoor motor lab, playground equipment, vehicles, etc.
- 9:30 a.m. Water break/bathroom
- 9:45 a.m. Introduction of new materials/activities. Choosing individual work (planning).
- 10:00 a.m. Work period: use of centers as planned by child-self directed with teacher guidance. Observation of child's activities is documented throughout the day but especially during this period.
- 11:00 a.m. Lunch-Preparation, table etiquette, nutrition, clean-up, oral hygiene.
- 11:45 a.m. Naptime in child care room
- teacher lunch period (30 minutes)
 - teacher conference period (45 minutes)
 - preparation of environment
 - staffing
 - planning period
 - review of observation notes
 - staff meetings/development
- 1:45 p.m. Afternoon prep - water, bathroom, dressing, clean-up.

2:00 p.m.	Reading period
2:20 p.m.	Open Centers
3:00 p.m.	Ritmo y Canto
3:15 p.m.	Snack
3:30 p.m.	Child Care

PARENTS



P A R E N T M E E T I N G

THURSDAY, MAY 2, 1991 FROM 7:00 PM TO 8:30 PM. JOSÉ ARDENAS

TOPIC: WHAT EVERY PARENT SHOULD KNOW ABOUT LEARNING.

PRIZES FOR:

1. PARENTS WHO ATTENDED ALL MEETINGS OFFERED BY JOSE CARDENAS CENTER
2. PARENTS WHO CAME TO 8 OUT OF 9 MEETINGS
3. THE CLASS WHOSE PARENTS MISSED THE FEWEST MEETINGS

4. DOOR PRIZE

CONTEST: NAME THE PROGRAM

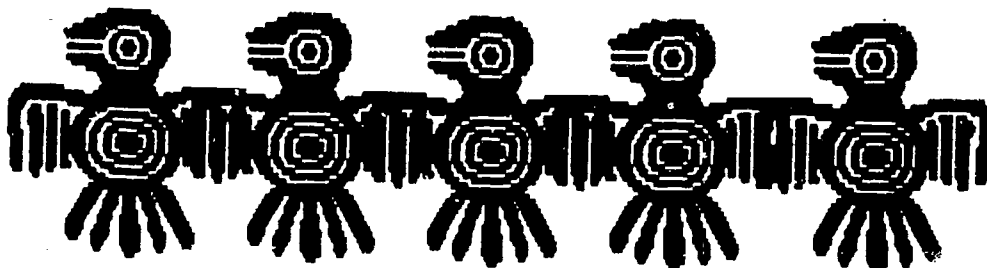
A PRIZE WILL BE AWARDED TO THE PERSON WHO SUBMITS THE NAME CHOSEN.

REFRESHMENTS

ATTENDANCE IS REQUIRED AS PER YOUR CONTRACT WITH US WHEN YOU ENROLLED YOUR CHILD IN THE PROGRAM.

S E E Y O U T H U R S D A Y





REUNION DE PADRES

EL JUEVES 2 DE MAYO DE 1991 7:00 PM A 8:30 PM. ESCUELA JOSE CARDENAS

TOPICO: LO QUE CADA PADRE DEBE SABER SOBRE EL APRENDISAJE

PREMIOS PARA:

1. LOS PADRES QUE HAN ASISTIDO A TODAS LAS REUNIONES OFRECIDAS POR LA ESCUELA JOSE CARDENAS
2. LOS PADRES QUE ASISTIERON A 8 DE LAS 9 REUNIONES
3. EL SALON CUYOS PADRES FALTARON MENOS A LAS REUNIONES
4. PREMIO DE ENTRADA

REFRESCOS

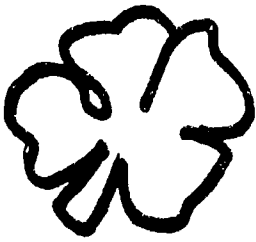
SE REQUIERE SU PRESENCIA DE ACUERDO CON EL CONTRATO QUE SE HIZO CUANDO MATRICULARON A SU NINO/A EN EL PROGRAMA. HABRA QUIEN CUIDE A LOS NINOS

CONCURSO: NOMBRE EL PROGRAMA

PREMIO PARA LA PERSONA QUE SUGIERA EL NOMBRE SELECCIONADO

NOS VEMOS EL JUEVES





REUNION DE PADRES

JUEVES 7 de MARZO de 1991 de 7:00 a 8:30 p.m.

ESCUELA JOSE CARDENAS

TOPICO: LA DISCIPLINA por JULIA GARZA Y RICHARD ZOROLA de AVANCE

REUNION OBLIGATORIA ! HABRA QUIEN CUIDE A LOS NINOS.

Las notas de progreso de los niños se les entregarán a los padres la semana del 4 al 8 de Marzo segun el siguiente horario. Se les pide a los padres venir a hablar con las maestras tocante el progreso de su hijo/a y recoger los reportes durante esas horas.

Martes a viernes de 12 mediodía a 2:00 p.m.(5-8 de marzo)
o jueves de 5:00 a 7:00 p.m. antes de la reunión.(7 de marzo)

PARENT MEETING

THURSDAY MARCH 8, 1991 from 7:00 to 8:30 p.m.

JOSE CARDENAS CENTER

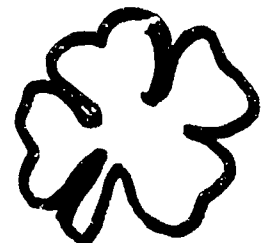
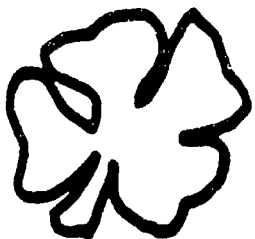
TOPIC: DISCIPLINE BY JULIA GARZA AND RICHARD ZOROLA from AVANCE

REQUIRED MEETING . BABYSITTING WILL BE AVAILABLE.

Student progress reports will be given to parents the week of March 4th through 8th. Please come by the school to talk to the teacher about your child's progress and pick up the report. Teachers will be available the following hours.

Tuesday through Friday , March 5th -8th from 12 noon to 2:00 p.m.
and Thursday March 7th, from 5:00 to 7:00 p.m. before the meeting.

¡NOS VEMOS! SEE YOU THURSDAY!



A G E N D A

PARENT MEETING
REUNION DE PADRES

PREKINDERGARTEN FOR THREE
YEAR OLDS
PREKINDERGARTEN PARA NINOS
DE TRES ANOS

September 13, 1990

13 de septiembre de 1990

WELCOME
BIENVENIDOS

ROSA ZAPATA, PRINCIPAL
JOSE CARDENAS SCHOOL

FRED SAUCEDO, EXECUTIVE DIRECTOR
WESTSIDE YMCA

INTRODUCTION OF STAFF
PRESENTACION DE PERSONAL

MANUELA JUAREZ, LEAD TEACHER
CELIA CARDENAS, DAY CARE DIRECTOR

ORIENTATION
ORIENTACION

Half Day Class
Clases de medio dia

Manuela Juárez

Full Day Classes
Clases de todo el dia

Celia Cárdenas
Gloria Ramírez
Martha Sánchez Clarke

REFRESHMENTS
REFRESCOS



JOSÉ CARDENAS CENTER

3300 Ruiz
San Antonio, Texas 78228
(512) 433-8630

◊ EDGEWOOD L.S.D. ◊

S P R I N G S E M E S T E R
T O Y M A K I N G C L A S S E S

FROM 8:00 AM TO 9:00 AM
MONDAYS AND WEDNESDAYS
PARENT INVOLVEMENT ROOM

ALL PARENTS WHOSE CHILDREN ATTEND JOSE CARDENAS ARE WELCOME

JANUARY

16 & 23
28 & 30

JINGLE BELL BRACELET
POCKET APRON

FEBRUARY

4 & 6
11, 13 & 18
20 & 25
27

SMELLING BOOK
RAG DOLL
TOUCH AND FEEL BOOK
TOY DRUM AND BEAN BAGS

MARCH

4
6, 11 & 13
25 & 27

TOY DRUM AND BEAN BAGS
CONCEPT BALL
FEELING BLOCKS

APRIL

1 & 3
8 & 10
15 & 17
22 & 24
29

TOY BOX
SORTING FLANNEL BOX
COLOR BOATS
HAPPY-SAD PILLOWS
SHAPE PUZZLE

MAY

1
6 & 8
13 & 15
20 & 22
27 & 29

SHAPE PUZZLE
TO BE ANNOUNCED
TBA
TBA
TBA

JOSÉ CARDENAS CENTER

3300 Ruiz
San Antonio, Texas 78228
(512) 433-8630

RB Zapata

◊ EDGEWOOD L.S.D. ◊

S E M E S T R E D E P R I M A V E R A
CLASES PARA HACER JUGUETES
DE 8:00 AM A 9:00 AM
LUNES Y MIERCOLES
SALON DE ENVOLVIMIENTO PARA PADRES

TODOS LOS PADRES QUE ACTUALMENTE TIENEN NINOS ATENDIENDO LA ESCUELA JOSE CARDENAS SON BIENVENIDOS.

ENERO

16 Y 23
28 Y 30

PULSERA DE CASCABELES
DELANTAL CON BOLSA

FEBRERO

4 Y 6
11, 13 Y 18
20 Y 25
27

LIBRO PARA EL OLFATO
MUNECO DE TRAPO
LIBRO PARA EL TACTO Y SENTIDO
TAMBOR Y SAQUITOS DE FRIJOLES

MARZO

4
6, 11 Y 13
25 Y 27

TAMBOR Y SAQUITOS DE FRIJOLES
PELOTA PARA EL CONCIERTO
BLOQUES PARA EL TACTO

ABRIL

1 Y 3
8 Y 10
15 Y 17
22 Y 24
19

CAJA PARA JUGUETES
CAJA DE FRANELA PARA CLASIFICAR
BARCOS DE COLORES
COJIN FELIZ O TRISTE
ROMPECABEZAS DE FORMAS

MAYO

1
6 Y 8
13 Y 15
20 Y 22
27 Y 29

ROMPECABEZAS DE FORMAS
SE LES INFORMARA DESPUES
SE LES INFORMARA DESPUES
SE LES INFORMARA DFSPUES
SE LES INFORMARA DESPUES

OFRECIDA POR EL JARDIN DE NINOS DE TRES ANOS DE EDAD

March 25, 1991

Cardenas Parents

Learn To Paint T-Shirts !

What: Free T-Shirt Painting Lesson

When: Monday, April 1, 1991

Time: 9:00 a.m. - 11:00 a.m.

Where: 3300 Ruiz Cardenas Center
Green Wing-Parent Involvement Room

Cost: Free, but you must bring a T-Shirt to paint on and a piece of cardboard. Call Juanita C. Gomez, Social Worker, 433-8632 to let us know if you plan to come.

Padres de Ninos de Cardenas

Aprenda Ud. a pintar una T-Shirt gratis. El lunes dia 1 de Abril de 1991 en la escuela Jose Cardenas de 9:00 a.m a 11:00 a.m.. Es gratis la leccion pero tiene que traer su propia T-Shirt para pintar y un pedazo de carton grande. Llame a 433-8632, Juanita Gomez, trabajadora social para dejarnos saber si piensa asistir.

Jose Cardenas Center
3300 Ruiz
San Antonio, Texas 78228

Abril 3, 1991

Hola Padres,

Ojalá que hayan pasado una feliz pascua llena de alegría. Favor de notar los siguientes días en su calendario. Si requiere más información favor de llamar 433-8632. Gracias por su cooperación. Juntos podemos hacer la diferencia en la educación de su niño/a.

RZ

Rosa Zapata, Directora

- 4 de abril Reunión para padres de los niños superdotados: Vengan a platicar con los maestros y a informarse y aprender más acerca del programa de su niño/a.
- 5 de abril El jardín de niños de tres años de edad no tendrá la ordinaria reunión de padres para que los padres puedan participar en el festival de Cardenas. "El festival de Cárdenas" 4:00- 7:00 p.m. Toda la familia está invitada a comida, diversión y juegos. Todo el dinero recaudado será a beneficio de programas para los alumnos. Su ayuda será apreciada.
- 7 de abril Hora adelantada para utilizar la luz del día y ahorrar fuerza eléctrica.
¡Adelante su reloj!
- 8 de abril Zoológico de San Antonio - Aida Guerrero
- 10 de abril Parque McGinsey - B.D. clases
- 8 al 14 de abril Semana de la prevención del abuso de menores: de dicada para la prevención del abuso de menores y esforzarnos en trabajar para que todos los niños tengan un futuro brillante
- 11 de abril Se plantará un árbol en la area de enfrente de la escuela a las 10:00 a.m. - Todos los alumnos pueden participar. Los padres de familia estan cordialmente invitados.

- 13 de abril El sábado es el día del niño en el parque San Pedro. Todas las actividades son "gratis" y habra mucha diversión para toda la familia.
- 15 de abril "Rey Feo" visitará de 11:20-11:45.
- 16 de abril Fotografía escolar: mande a su niño(s) listos para una pose muy atractiva
- 17 de abril Salida a temprana hora - los alumnos terminarán sus clases a la 1:30 p.m. - favor de hacer arreglos para recibir a sus niños temprano en casa.
- 19 de abril Día festivo para los alumnos y la facultad "Centenario de Fiesta"
- * Olimpiadas especiales (viérnes y sábado)
- 20 de abril Día de Latierra: alumos y familiares están cordialmente invitados a atender la presentacion de astronomía en el centro comercial Ingram. Gran oportunidad de pláticar con los astrónomos.
- 23 de abril La clase de la Sra. Gray visitará Sea World/Mundo marítimo
- 24 de abril La clase de la Maestra Aguilar visitará El mercado
- 25 de abril Las clases de la Sra. Gray y (B.D) visitarn el zologico/Fiesta
- 26 de abril Día festivo para los alumnos y la facultad - Batalla de las flores
- 30 de abril, 1 de mayo, 9 de mayo y 10 de mayo La clase de los niños superdotados visitara el museo witte

PREKINDERGARTEN FOR THREE YEAR OLDS
JOSE CARDENAS CENTER

PARENT EDUCATION PROGRAM EVALUATION

SESSION #: _____ TOPIC: _____
PRESENTER: _____ TOY: _____
DATE: _____ TIME: _____ PLACE: _____

1. How interesting did you find the session?
_____ not interesting _____ a little interesting _____ somewhat interesting
_____ very interesting
2. I learned _____ nothing _____ a little _____ some _____ a lot today.
3. What was the most important information you learned today?

4. Will you be able to apply what you learned today to your family and children?
In what way? _____

5. Would you recommend this session to other parents? _____
6. Would you recommend this presenter to other parents? _____

COMMENTS AND RECOMMENDATIONS FOR IMPROVEMENT: _____

PREKINDERGARTEN PARA NIÑOS DE TRES AÑOS
CENTRO JOSE CARDENAS

PARENT EDUCATION PROGRAM EVALUATION

SESSION #: _____ TOPICO: _____
PRESENTADOR/A: _____ JUGUETE: _____
FECHA: _____ HORA: _____ LUGAR: _____

1. ¿Estuvo interesante esta sesión?
_____ muy poco _____ un poco _____ así así _____ bastante

2. Aprendí _____ nada _____ un poco _____ bastante hoy.

3. ¿Cuál fue el punto más importante que aprendí hoy?

4. ¿Podría aplicar lo que aprendí con su familia e hijos? _____

¿En que manera? _____

5. ¿Recomendaría usted esta sesión a otros padres? _____

6. ¿Recomendaría usted a la presentadora a otros grupos de padres? _____

COMENTARIOS Y RECOMENDACIONES PARA MEJORAR: _____

PARENT QUESTIONNAIRE

Parent Name: _____

Child Name: _____

Date: _____

The purpose of this questionnaire is to help us understand how successful we have been in serving you and how we might improve the program to better serve others. Please take a few minutes to answer the following questions.

1. How satisfied are you with the way your child was taught in the classroom?
(Please check one)

- _____ very satisfied
- _____ Moderately satisfied
- _____ Not satisfied

2. How do you feel about the quality of education your child received? Do you think it was: (Please check one)

- _____ Very good
- _____ good
- _____ poor
- _____ very poor

Why do you think that? _____

3. In what ways did the program help your child the most? _____

4. In what ways did the program help your child the least? _____

5. What are some things you especially liked about the program? _____

6. What do you think we could have done or done more of this year to serve you better?

7. If another parent asked you about enrolling his/her child in the program, what would you say to him/her? _____

8. Did you attend the parent meetings? _____ yes _____ no

9. What did you get out of these meetings? _____

10. What would you like us to do different for parents/ parent meetings? _____

We need a name for the program. What name would you suggest? _____

USE THE SPACE BELOW FOR ADDITONAL COMMENTS. THANK YOU FOR YOUR HELP!

ENCUESTA PARA LOS PADRES

Nombre del/los padres: _____ Nombre del/la niño/a: _____

Fecha: _____

El proposito de esta encuesta es el ayudarnos a determinar cuanto éxito hemos tenido en servirles a ustedes y también obtener algunas ideas de como mejorar para mejor servirles a otras familias. Favor de tomar algunos minutos para contestar las siguientes preguntas.

1. ¿Está usted satisfecho con la forma cómo se enseñó a su hijo/a en el salón de clase? (Marque uno)

- Muy satisfecho
- Más o menos satisfecho
- No satisfecho
- Satisfecho

2. ¿Cómo se siente acerca de la calidad de educación que su hijo/a ha recibido en este programa? Ud. cree que fué: (Marque uno)

- Muy buena educación
- Buena educación
- No muy buena educación
- Muy mala educación

¿ Por qué? _____

3. ¿En qué forma ha ayudado más a su hijo/a este programa? _____

4. ¿En qué forma ha ayudado menos a su hijo/a este program? _____

5. ¿Cuáles son algunas de las cosas que a Ud. le gustaron más de este programa?

6. ¿Qué otras cosas piensa usted se deberían de haber hecho para servirles mejor a Ud. y a su niño/a?

7. ¿Si otro padre/madre le preguntaría acerca de matricular su hijo/a en este programa, ¿qué les diría Ud. ? _____

8. ¿Asistió Ud. a las reuniones de padres? _____ si _____ no

9. ¿En que forma se benefició de estas reuniones? _____

10. ¿Qué piensa Ud. deberíamos haber hecho diferente tocante a las reuniones de los padres? ¿Qué sugerencias nos puede dar para el próximo año? _____

Necesitamos un nombre para el programa. ¿Qué nombre nos sugeriría Ud.? _____

USE EL ESPACIO AQUI ABAJO PARA HACER COMENTARIOS ADICIONALES. ¡MUCHISIMAS GRACIAS!

1990-91 **SCHEDULE**

THURSDAY EVENING CLASS
7:00 - 8:30 P.M.

<u>DATE</u>	<u>LESSON</u>
October 4, 1990	Key Concepts in Parenting
November 8	Foundation for Learning
December 6	Do Parents Make a Difference
January 11, 1991	Children's Behavior
February 6	Discipline
March 6	What Every Parent Should Know About Learning
April 3	Learning Basic Concepts
May 1	Parents and Language Development

1990-91 **SCHEDULE**
TOY MAKING CLASS
8:00 - 9:00 a.m.

September	18, 20 / 25, 27
October	2, 4 / 9, 11 / 16, 18 / 23, 25 / 30, 1
November	6, 8 / 13, 15 / 20 / 27, 29
December	4, 6 / 11, 13 / 18, 20
January	8, 11 / 15, 18 / 22, 24 / 29, 31
February	5, 7 / 12, 14 / 19, 21 / 26, 28
March	5, 7 / 12, 14 / 26, 29
April	2, 4 / 9, 11 / 16, 18 / 23, 25 / 30
May	2 / 7, 9 / 14, 16 / 21, 23 / 28, 30

ASSESSMENT FORMS

Child Assessment Record (CAR)

© 1987 High/Scope Educational Research Foundation

Child's Name _____

DATE: _____

Key Experience **Dates/Entries**

LANGUAGE

REPRESENTATION

CLASSIFICATION

SERiation

NUMBER

SPATIAL
RELATIONS

TEMPORAL
RELATIONS

MOVEMENT

SOCIAL
EMOTIONAL
DEVELOPMENT

FINE AND GROSS
MOTOR SKILLS

ACTIVE
LEARNING

Child Observation Record (COR) Form

© High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48198

1987

Time
1 2 3

A. USING LANGUAGE

1. Receptive Language

- | | | | |
|---|---|---|---|
| (1) Child does none of the following | 1 | 1 | 1 |
| (2) Child responds minimally to spoken language | 2 | 2 | 2 |
| (3) Child responds to simple commands (e.g., come to circle time; please pour the juice) | 3 | 3 | 3 |
| (4) Child responds to simple conversational sentences (e.g., You're using two paintbrushes) | 4 | 4 | 4 |
| (5) Child usually understands the general flow of classroom conversation | 5 | 5 | 5 |

2. Basic Expressive Vocabulary

- | | | | |
|---|---|---|---|
| (1) Child only communicates in ways other than spoken language | 1 | 1 | 1 |
| (2) Child uses a small number of words to communicate with adults and peers (e.g., Lookit! No!) | 2 | 2 | 2 |
| (3) Child's spoken language is adequate for communication | 3 | 3 | 3 |
| (4) Child's spoken vocabulary is large and varied | 4 | 4 | 4 |

3. Descriptive Detail

- | | | | |
|--|---|---|---|
| (1) Child does none of the following | 1 | 1 | 1 |
| (2) Child incorporates some descriptive details and/or elaboration in spoken statements about persons, things, or events | 2 | 2 | 2 |
| (3) Child incorporates a great deal of descriptive detail and/or elaboration | 3 | 3 | 3 |

4. Decoding Nonverbal Symbols

- | | | | |
|--|---|---|---|
| (1) Child does none of the following | 1 | 1 | 1 |
| (2) Child shows little interest in nonverbal symbols (e.g., drawings or photographs) | 2 | 2 | 2 |
| (3) Child responds to nonverbal symbols | 3 | 3 | 3 |
| (4) Child asks or talks about nonverbal symbols | 4 | 4 | 4 |

5. Reading

- | | | | |
|--|---|---|---|
| (1) Child does none of the following | 1 | 1 | 1 |
| (2) Child asks teacher to read written words | 2 | 2 | 2 |
| (3) Child identifies some letters and/or numbers | 3 | 3 | 3 |
| (4) Child identifies own name | 4 | 4 | 4 |
| (5) Child identifies words in addition to own name | 5 | 5 | 5 |
| (6) Child attempts to read | 6 | 6 | 6 |

6. Writing

- | | | | |
|--|---|---|---|
| (1) Child does none of the following | 1 | 1 | 1 |
| (2) Child asks teacher to take dictation | 2 | 2 | 2 |
| (3) Child pretends to write (e.g., makes "squiggles" and calls them letters) | 3 | 3 | 3 |
| (4) Child attempts to trace or copy letters and/or numbers | 4 | 4 | 4 |
| (5) Child can write/copy entire first name | 5 | 5 | 5 |
| (6) Child can write/copy words in addition to first name | 6 | 6 | 6 |

E. REPRESENTING EXPERIENCES AND IDEAS

7. Problem-Solving with Materials

- | | | | |
|--|---|---|---|
| (1) Child does none of the following | 1 | 1 | 1 |
| (2) Child perceives problems | 2 | 2 | 2 |
| (3) Child attempts to solve a problem, but gives up quickly if it does not succeed | 3 | 3 | 3 |
| (4) Child persists at trying to solve a problem | 4 | 4 | 4 |

	Time		
	1	2	3
8. Diversity of Materials			
(1) Child chooses to use same materials repetitively	1	1	1
(2) Child chooses to use a range of materials either in the same or different activity areas	2	2	2
(3) Child chooses to use a range of materials in novel and imaginative ways	3	3	3
9. Spontaneous Two-Dimensional Representation			
(1) Child does none of the following	1	1	1
(2) Child draws/paints representations with a few details	2	2	2
(3) Child draws/paints representations with many details	3	3	3
10. Spontaneous Three-Dimensional Representation			
(1) Child does none of the following	1	1	1
(2) Child engages in object level play (exploring objects)	2	2	2
(3) Child's representations take simple form (e.g., towers, dots) without apparent organization; may be named by child but are not recognizable as objects to adults	3	3	3
(4) Child's representations are recognizable to adults after child has explained them	4	4	4
(5) Child's representations are recognizable to adults without any explanation	5	5	5
(6) Child's representations are recognizable to adults without any explanation and include at least three attributes/details of the thing being represented	6	6	6
11. Spontaneous Representation in Dramatic and Role Play Activities			
(1) Child does none of the following	1	1	1
(2) Child uses one object to stand for another	2	2	2
(3) Child uses actions or sounds to pretend to do something	3	3	3
(4) Child uses words to "set the stage" for activity (e.g., "This is the clinic; I'm the mom")	4	4	4
(5) Child assumes role of someone/something else	5	5	5
(6) Child talks in language appropriate to role	6	6	6
(7) Child coordinates role play with peers	7	7	7
C. CLASSIFICATION			
12. Sorting and Matching			
(1) Child does none of the following	1	1	1
(2) Child sorts and matches objects that are exactly alike (e.g., by shape, texture, color, etc.)	2	2	2
(3) Child sorts and matches objects that are the same in some way	3	3	3
(4) Child sorts and matches objects that are the same in some way and can describe what has been done	4	4	4
13. Using "Not" Statements			
(1) Child does none of the following	1	1	1
(2) Child uses the word "not" in spontaneous conversation	2	2	2
(3) Child describes what attributes an object does not possess or what group of objects it does not belong to	3	3	3
14. Distinguishing Between Some and All			
(1) Child does none of the following	1	1	1
(2) Child uses the word "some" in conversation	2	2	2
(3) Child uses the word "all" in conversation	3	3	3
(4) Child distinguishes between "some" and "all" (e.g., "all of the children are people; some of the children are girls")	4	4	4

		Time		
		1	2	3
D. SERIATION				
15. Seriating Materials				
(1)	Child does none of the following	1	1	1
(2)	Child arranges materials in serial order according to size (or some other attribute) by trial and error	2	2	2
(3)	Child inserts new items into ordered set of objects	3	3	3
(4)	Child matches one ordered set of objects to another (e.g., different-sized cannisters and lids)	4	4	4
16. Using Comparative Terms				
(1)	Child does none of the following	1	1	1
(2)	Child compares two objects on the basis of one attribute (e.g., This is big and this is little)	2	2	2
(3)	Child compares three or more objects on the basis of one attribute (e.g., big, bigger, biggest)	3	3	3
E. NUMBER CONCEPTS				
17. Counting Objects				
(1)	Child does none of the following	1	1	1
(2)	Child counts objects up to "2"	2	2	2
(3)	Child counts objects up to "10" or beyond	3	3	3
18. Comparing Continuous Quantities				
(1)	Child does none of the following	1	1	1
(2)	Child judges whether or not continuous quantities (sand, salt, water) are the same	2	2	2
(3)	Child compares continuous quantities using the words "more" and "less"	3	3	3
19. Comparing Discontinuous Quantities				
(1)	Child does none of the following	1	1	1
(2)	Child judges whether or not discontinuous quantities (pegs, blocks, cars) are the same	2	2	2
(3)	Child compares discontinuous quantities using the words "more" and "fewer"	3	3	3
(4)	Child compares the number of objects in two sets by matching them in one-to-one correspondence	4	4	4
F. SPATIAL RELATIONS				
20. Manipulating Objects in Space				
(1)	Child does none of the following	1	1	1
(2)	Child fits things together and takes them apart (e.g., tinkertoys, pegs and pegboard, nuts and bolts)	2	2	2
(3)	Child transforms a group of objects by rearranging its members to carry out a plan (e.g., changing block construction, taking apart and refitting interlocking shapes)	3	3	3
21. Representing Spatial Relationships				
(1)	Child does none of the following	1	1	1
(2)	Child describes the relative position of things (e.g., over, under, behind, in front of)	2	2	2
(3)	Child describes the direction of movement of things (e.g., up/down, forward/back, in/out)	3	3	3
(4)	Child describes the relative distances among things (e.g., closer/farther away)	4	4	4
(5)	Child imitates or describes a spatial relationship seen in a visual representation (e.g., photograph, drawing)	5	5	5

	Time		
	1	2	3
G. TEMPORAL RELATIONS			
22. Basic Temporal Relations			
(1) Child does none of the following	1	1	1
(2) Child starts or stops an action on signal	2	2	2
(3) Child understands "fast" and "slow"	3	3	3
(4) Child uses conventional time units when describing events (e.g., morning, yesterday, hour)	4	4	4
(5) Child compares time periods (e.g., short vs. long; new vs. old; a little while vs. a long time)	5	5	5
23. Temporal Sequencing			
(1) Child does none of the following	1	1	1
(2) Child plans/anticipates future sequence of events (e.g., next activity in the daily routine)	2	2	2
(3) Child describes/represents past events	3	3	3
(4) Child represents the order/sequence of events in own activities (e.g., drawings, dramatic play, series of constructions)	4	4	4
(5) Child is aware that clocks and calendars mark the passage of time	5	5	5
H. MOVEMENT			
24. Moving to a Steady Beat			
(1) Child does none of the following	1	1	1
(2) Child imitates a simple sequence of actions and movements	2	2	2
(3) Child feels and responds to the beat of a song or instrumental music (e.g., pats to the steady beat)	3	3	3
(4) Child walks to the steady beat of a musical selection	4	4	4
25. Connecting Movement to Language			
(1) Child does none of the following	1	1	1
(2) Child follows a simple sequence of verbal instructions for movement	2	2	2
(3) Child can link actions to words (e.g., patting and saying the name of two different body parts two times each: Head, head, knees, knees)	3	3	3
(4) Child can chant or sing while performing the sequence of movements for that chant or song (e.g., can put body part in and "shake it all about" while singing "Hokey-Pokey")	4	4	4
I. SOCIAL AND EMOTIONAL DEVELOPMENT			
26. Adherence to General Classroom Procedures			
(1) Child does none of the following	1	1	1
(2) Child tests classroom limits	2	2	2
(3) Child tries to follow classroom rules, does not intentionally break them	3	3	3
(4) Child tends to be actively involved and content, whether or not adult is in the immediate vicinity	4	4	4
(5) Child actively and willingly participates in total group activities (e.g., joining in at circle time; assisting with clean-up after work time)	5	5	5

COR SUMMARY SCORE SHEET

Child's Name _____ Birthdate _____ COR Dates T1: _____ T2: _____ T3: _____

Item	Range	Scores		
		T1	T2	T3
A. USING LANGUAGE				
1. Receptive Language	1-5	___	___	___
2. Basic Expressive Vocabulary	1-4	___	___	___
3. Descriptive Detail	1-3	___	___	___
4. Decoding Nonverbal Symbols	1-4	___	___	___
5. Reading	1-6	___	___	___
6. Writing	1-6	___	___	___
(USING LANGUAGE SUBSCORE)	(6-28)	(___)	(___)	(___)
B. REPRESENTING EXPERIENCES AND IDEAS				
7. Problem-Solving with Materials	1-4	___	___	___
8. Diversity of Materials	1-3	___	___	___
9. Spontaneous Two-Dimensional Representation	1-3	___	___	___
10. Spontaneous Three-Dimensional Representation	1-6	___	___	___
11. Spontaneous Representation/Role Play	1-7	___	___	___
(REPRESENTING EXPERIENCES SUBSCORE)	(5-23)	(___)	(___)	(___)
C. CLASSIFICATION				
12. Sorting and Matching	1-4	___	___	___
13. Using "Not" Statements	1-3	___	___	___
14. Distinguishing Between Some and All	1-4	___	___	___
(CLASSIFICATION SUBSCORE)	(3-11)	(___)	(___)	(___)
D. SERIATION				
15. Seriating Materials	1-4	___	___	___
16. Using Comparative Terms	1-3	___	___	___
(SERIATION SUBSCORE)	(2-7)	(___)	(___)	(___)
E. NUMBER CONCEPTS				
17. Counting Objects	1-3	___	___	___
18. Comparing Continuous Quantities	1-3	___	___	___
19. Comparing Discontinuous Quantities	1-4	___	___	___
(NUMBER CONCEPTS SUBSCORE)	(3-10)	(___)	(___)	(___)
F. SPATIAL RELATIONS				
20. Manipulating Objects in Space	1-3	___	___	___
21. Representing Spatial Relationships	1-5	___	___	___
(SPATIAL RELATIONS SUBSCORE)	(2-8)	(___)	(___)	(___)
G. TEMPORAL RELATIONS				
22. Basic Temporal Relations	1-5	___	___	___
23. Temporal Sequencing	1-5	___	___	___
(TEMPORAL RELATIONS SUBSCORE)	(2-10)	(___)	(___)	(___)
H. MOVEMENT				
24. Moving to a Steady Beat	1-4	___	___	___
25. Connecting Movement to Language	1-4	___	___	___
(MOVEMENT SUBSCORE)	(2-8)	(___)	(___)	(___)
I. SOCIAL AND EMOTIONAL DEVELOPMENT				
26. Adherence to General Classroom Procedures	1-5	___	___	___
27. Expression of Choices and Plans	1-6	___	___	___
28. Following Initial Plan	1-6	___	___	___
29. Relationships with Adults	1-5	___	___	___
30. Relationships with Peers	1-6	___	___	___
31. Social Problem-Solving	1-5	___	___	___
32. Empathy	1-3	___	___	___
(SOCIAL EMOTIONAL DEVELOPMENT SUBSCORE)	(7-36)	(___)	(___)	(___)
TOTAL COR SCORE	33-141	___	___	___

PROGRESS REPORT/ REPORTE DE PROGRESO

NAME/NOMBRE: _____ DOB/F DE N: _____

SCHOOL/ESCUELA: _____ DATE OF REPORT/ _____

TEACHER/MAESTRA: _____ FECHA DEL REPORTE _____

DATES ATTENDED/ DIAS PRESENTE: _____

LANGAUGE DEVELOPMENT/DESAROLLO DEL LENGUAJE

	SI YES	NO NO	COMMENTS/COMENTARIOS
3 - 4 years/ 3 a 4 años			
1. Asks why, what, where, how, when questions. Hace preguntas con porqué, qué, cómo, cuándo.			
2. Engages in word play. Hace juegos con palabras.			
3. Uses a few auxiliary verbs. Usa unos cuantos verbos auxiliares.			
4. Tells sex and age. Dice su edad y sexo.			
5. Uses compound sentences with connecting and.. ...but etc. Usa frases compuestas con los conectivos y, pero			
6. Engages in imaginary play with dialogue & monologue. Participa en juego imaginario usando monólogo y diálogo.			
7. Says full name. Dice su nombre completo.			
8. Follows 2- & 3-part requests. Sigue direcciones de 2- y 3 partes.			
9. Relates ideas and experiences. Relata ideas y experiencias.			
10. Uses adverbs, adjectives and prepositions. Usa adverbios, adjetivos y preposiciones.			
11. Names some colors and is interested in counting. Nombra algunos colores y se interesa en contar.			

Language Development/ Desarrollo del Lenguaje (cont.)

	SI YES	NO NO	COMMENTS/COMENTARIOS
12. Looks at books while alone and enjoys reading times. Repasa libros cuando está solo y le gusta la hora de lectura.			
13. Talks about relationships. Habla de sus relaciones.			
14. Memorizes a short song, poem, finger-play, or story. Memoriza una corta cancion, un poema, o juego de dedos.			
15. Can imitate a clapping rythm. Puede imitar golpes con la mano.			
16. Talks about the functions of objects. Habla de las funciones de las cosas.			
17. Knows names of common shapes. Conoce los nombres de figuras comunes.			
4-5 years/ 4 a 5 anos			
1. Has vocabulary of over 1500 words. Tiene un vocabulario de más de 1500 palabras.			
2. Uses sentences of 5-6 or more words. Usa frases de 5 a 6 o más palabras.			
3. Argues, convinces, and questions correctness. Averigüa, convence y hace preguntas sobre si algo esta correcto o no.			
4. Shares books with friends. Comparte sus libros con sus amigos.			
5. Acts out story themes or recreates life happenings in play. Actua temas de cuentos o recrea acontecimientos verdaderos en su juego.			
6. Has favorite books. Tiene libros favoritos.			
7. Notices signs and print in the enviornment. Se fija en anuncios y cosas escritas en el ambiente.			

Language Development/ Desarrollo del Lenguaje (con)	SI	NO	COMMENTS/COMENTARIOS
	YES	NO	
8. Uses etiquette words, such as please and thank you. Usa palabras sociales como por favor y gracias.			
9. Enjoys different writing tools. Le gusta usar diferentes instrumentos para escribir.			
10. Knows many nursery rhymes & stories. Conoce varias rimas y cuentitos.			
11. Adds alphabet letters to work. Añade letras del alfabeto a su trabajo.			
12. Creates and tells long stories. Inventa y cuenta largos cuentos.			
13. Can verbally express the highlights of his/her day. Verbalmente expresa los acontecimientos importantes del día.			
14. Knows many colors. Conoce los nombres de varios colores.			!
15. Can repeat a sentence with 6 or more words. Repite una frase de 6 o más palabras.			
16. Attempts to read books and nametags. Atenta leer libros o cartoncitos con el nombre de otras personas.			
17. Asks what words mean. Pregunta que quieren decir algunas palabras.			

COGNITION/CONOCIMIENTO

	SI YES	NO NO
1. Makes and expresses choices. Escoge y expresa sus preferencias.		
2. Makes and follows plan. Hace y sigue un plan.		
3. Engages in long-term projects. Se empeña en proyectos de largo termino.		
4. Makes more than 2 attempts to solve a problem in play with materials. Hace más de 2 esfuerzos para resolver problemas cuando juega con materiales.		
5. Focuses on an activity for 10-30 minutes at a time. Mantiene atención en una actividad por 10 a 30 minutos a la vez.		
6. Interacts with 3 or more children. Actua reciprocamente con 3 o más niños.		
7. Creates a structure OR draws figures that are recognizable after explanation by the child. Hace estructuras o dibuja figuras que pueden ser reconocidos despues que los explica el niño.		
8. Uses language appropriate to a role in dramatic play. Usa lenguaje apropiado a un carácter en juego dramático.		
9. Creates structures or drawings with 3 to 4 details. Hace figuras o dibujos con 3 a 4 detalles.		
10. Can recall and explain how she did something. Se acuerda y explica cómo hizo algo.		
11. Works with peers towards a common goal. Trabaja con sus compañeros en una meta común.		
12. Participates in games that involve agreed-upon rules and/or a clear division of labor. Participa en juegos con reglas aceptadas por el grupo o/y hay una clara división de trabajo.		
13. Can apply at least 2 strategies to social problem solving. Puede usar a lo menos 2 estratagedias para resolver problemas sociales.		

GROSS MOTOR/ DESTREZAS MOTORICAS GRUESAS

	SI YES	NO NO	COMMENTS/COMENTARIOS
1. Walks heel to toe on a line. Camina talón a dedo en una línea.			
2. Walks backward. (4-6 steps) Camina a espaldas. (4 a 6 pasos)			
3. Jumps with both feet together. Brinca con pies juntos.			
4. Runs in place. Corre sin moverse.			
5. Hops on one foot at a time. Brinca en un pie a la vez.			
6. Walks on tip toe. Camina en puntitas.			
7. Throws the ball overhand to someone, 5 feet distance. Tira la pelota sobremano a alguien, 5 pies de distancia.			
8. Kicks the ball to someone, roll- ed to midline. Patea la pelota a alguien, rodada a medio cuerpo.			
9. Climbs two steps. Sube dos escalones.			
10. Climbs down steps unassisted. Baja escalones sin ayuda.			
11. Stands on one foot, 5 seconds. Se para en un pie, 5 segundos.			

FINE MOTOR/ DESTREZAS MOTORICAS FINAS

1. Strings beads in patterned sequence. (8) Enlaza 8 cuentas según un patrón.			
2. Cuts paper - one inch strips. Corta papel en tiritas de una pulgada.			
3. Builds a 3-block bridge. Hace un puente de tres bloques.			
4. Builds a nine cube tower. Hace una torre de 9 bloques,			
5. Laces a 6-8 hole card. Enlaza una tarjeta de 6 a 8 agujeros.			