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ABSTRACT

Designed for use by persons interested in simultaneously initiating a child-care and parent literacy instructional program, this handbook presents a model for the literacy education of families with young children. The handbook begins with definitions of family literacy and discusses the rationale and purpose of a family literacy program. Part 1 provides an overview of Helena, Montana's Family Learning Center project, a literacy and child care program for infants and toddlers which includes an instructional program for parents. Part 2 describes the step-by-step procedures for developing literacy programs with adult instructional components for the child care setting. This part includes details for selecting staff and facilities, developing policies and procedures, planning and implementing the child care literacy and parent literacy components, and evaluating the program. A list of resources for developing a family literacy program is included. Appendices include position descriptions, child care schedules, and forms for the Family Learning Center; forms and information related to the parent instructional component; sample "lab time" activities from the parent and child instructional component; an overview of adult literacy; and an evaluation form for a family literacy program. (Contains 42 references.) (MM)

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Literacy, A Family Affair . . .

Parents, Infants, Toddlers A Literacy Model Handbook

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You may have tangible wealth untold
Caskets of jewels and coffers of gold
Richer than I you can never be—
I had a mother who read to me.

Strickland Gillilan
"The Reading Mother"

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**Nancy Keenan, Superintendent
Montana Office of Public Instruction
Helena, Montana**



Literacy

A Family Affair . . .

Parents, Infants, Toddlers

A Literacy Model Handbook

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A Message from the Montana Superintendent of Public Instruction

The education umbrella should cover not only those currently enrolled in school, but infants and toddlers who will enter our schools and the adults who have left our schools. *Literacy, A Family Affair...Parents, Infants, Toddlers: A Literacy Handbook* extends the education umbrella with a description of a model to provide literacy instruction to families of young children.

The model began as the dream of June Atkins, reading specialist at the Office of Public Instruction, and Patricia Pickett, a former Chapter 1 specialist at the office. They dreamed of instruction for undereducated parents and their young children that would break the cycle of low literacy and would establish literacy as a family value. In 1990, they sought and obtained a one-year grant from the Barbara Bush Foundation for Family Literacy, and the Family Learning Center opened its doors in Helena in 1991. The Family Learning Center provided literacy-rich day care to infants and toddlers and literacy training for their parents. The center is described in this handbook in the hope that others will replicate the model. Parents at the center were taught how to read to their children, how to encourage literacy skills and how to develop literacy environments. Parents received instruction and modeling in literacy and parenting skills, and those skills were further strengthened through the provision of books and materials.



This handbook will serve those who currently operate day care or adult centers by providing the information necessary to add a literacy component to those programs. It will also serve those who wish to develop a day-care center which includes a literacy component for parents and children.

One of the key emphases of my administration is to stress the critical role parents play in their children's education. Parents are decision makers, whose roles in their children's education must be enhanced. What better way to accomplish this goal than for both parent and child to discover reading in a cooperative learning climate? Parents are encouraged to share the information in this handbook with day-care providers.

Won't you join June, Pat and me as we dream of establishing literacy as a family value and provide parents and young children with literacy services which will reap long-term rewards for all of our citizens? Please help us make this dream a reality.

Nancy Keenan

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Preface

The **FAMILY LEARNING CENTER**, Helena, Montana, under the auspices of Nancy Keenan, Montana Superintendent of Public Instruction, and funded under a grant from the Barbara Bush Foundation for Family Literacy, was launched as a model for developing an intergenerational, family literacy project in 1991. The **FAMILY LEARNING CENTER**, a year-long project, addressed the needs of undereducated parents and their young children in an effort to break the cycle of low literacy, school failure, poor job performance, and to establish literacy as a family value.

Literacy, A Family Affair . . . Parents, Infants, Toddlers, A Literacy Model Handbook, is the continuation of the Office of Public Instruction and the Barbara Bush Foundation of Family Literacy project. It is designed to provide technical assistance and to communicate information about the **FAMILY LEARNING CENTER** model. This handbook is funded in part by the Montana Office of Public Instruction, and grants from the Special Experimental Demonstration Projects and Teacher Training (Section 353), and the Barbara Bush Foundation for Family Literacy.

The **FAMILY LEARNING CENTER PROJECT** evolved from grave concerns about the continuing cycle of family illiteracy and the desire to provide intervention methods and techniques to break this cycle. Because of these concerns and the mission of the Office of Public Instruction (OPI), which is to **advocate, communicate, educate** and to **be accountable** to those served, a family literacy model was developed. The intent of this project was to provide a model which could be replicated by planners of adult (parent) and child literacy projects.

The primary focus of the project was to provide a program which would address the literacy needs of young "at-risk" parents, especially those who had not completed high school or obtained a GED. The goals of the project were to: a) improve literacy and educational levels of targeted parents; b) empower them to lead enriched, productive lives; c) view themselves as their children's most important teacher; d) and establish literacy as a family value. Another focus of the project was to imbue parents with appreciation for the importance of early learning: a) the importance of reading and communication from "conception to death" and b) the importance of providing literacy-rich, creative, stimulating, developmentally appropriate environments for their children. The U.S. Department of Education, Compensatory Education Program, the Billings, Montana, **EVEN START FAMILY LITERACY**, and **YOUNG FAMILIES, INC.**, programs, served as models for the **FAMILY LEARNING CENTER** project.

The handbook, *Literacy, A Family Affair . . . Parents, Infants and Toddlers*, is a result of those concerns, much research and discussion, and the vision and impetus of June Atkins, OPI Reading Specialist, Pat Pickett, former OPI Chapter 1 Specialist, and Nancy Coopersmith, OPI Administrator for the Department of Accreditation and Curriculum Services, in developing the **FAMILY LEARNING CENTER** model. The special and unique qualities of the staff, Kate Solmonsson, Winifred Youngblood, Violet Norris, Fay Ranard, Foster Grandparents, Inc., volunteer, and June Atkins, Director, contributed much to the successful implementation of the model.

This handbook is designed as a springboard for ideas and an attempt to help you avoid “reinventing the wheel” in developing intergenerational and family literacy projects. Our purpose is to support family literacy projects, to encourage child-care providers and adult literacy groups to add or to strengthen early literacy components in their programs, to enhance parents’ and their children’s literacy skills and attitudes, and to provide family literacy information and technical assistance to other agencies involved with families.

Definitions

INTERGENERATIONAL FAMILY LITERACY, Ruth S. Nickse suggests, refers to “new instructional programs that hope to increase the reading skills, attitudes, and behaviors of adults and children and thus break the cycle of low levels of literacy.”

FAMILY denotes ... “the close relationship between adult family members and/or caregivers and the child.”

FAMILY LITERACY programs propose... “to treat literacy as a social activity that affects both young and older learners; it is a shared experience from which both sets of learners may benefit. Some programs teach adults and children together in highly structured, formal, daily interventions; other programs provide a rich environment for literacy development for parents and children separately; some provide special remedial or enrichment programs that enlist low-literate parents’ aid in increasing their children’s reading achievement.”

FAMILY LITERACY as described in *First Teachers, A Family literacy Handbook for Parents, Policy-makers, and Literacy Providers*, the Barbara Bush Foundation for Family Literacy, states... “there is no single definition or no single ‘family literacy model.’ Programs are based on the implicit belief that it is important for the parent or primary caregiver to place a high value on the acquisition of literacy skills and to take an active role in the child’s education in order for that child to do his or her best in school.”

FAMILY LITERACY programs according to Dr. Meta Potts of the National Center for Family Literacy are, “Developed on the premise that relationships between children and adults are important and that these relationships affect literacy achievement and activity, the programs bring parents and children together in a teaching and learning environment. While practices differ among programs, the common thread that runs through all Family Literacy Programs is practice associated with the belief that the critical teacher in a child’s life is the parent.”... “Family Literacy Programs represent a new model of education, in which family strengths can become the focus for curriculum design and implementation.”

FAMILY LITERACY as defined in *Family Literacy Library Programs, Models of Service*, 1990. “At the simplest level, any efforts that promote family support for reading and reading-related behaviors could be called family literacy programs. Family literacy programs...are intended for undereducated parents and other adult caregivers. Although not restricted by definition to families with children five years old and younger, most family literacy programs to date have focused on reaching families before the children enter school. The focus of family literacy programs is on the family, not just the adult or just the child.”

Rationale

Breaking the continuing cycle of family illiteracy must become a priority of all: the family, the community, the state, the nation. It is frightening that even today some children enter school not knowing how to hold a book, how to turn the pages, or not having experienced the joy of having a book read to them.

“Many problems of underachievement and failure in learning to read begin in the cradle.” (Friedberg). Research studies indicate that lifelong literacy begins at conception and is nurtured by surrounding children with many books, print materials, and verbal communication. Studies also indicate that providing developmentally appropriate activities for young children helps to improve their intellectual development.

Therefore, programs which assist parents, who are not fluent readers and do not have the confidence to read to their children, are essential. Often young “at-risk” parents who have inadequate reading skills: a) do not value reading as a priority in their lives; b) do not think of themselves as their **children’s first and most important teacher**; c) are unaware of the importance of reading and talking to infants and toddlers; d) are unaware of the stages of child development and the appropriate expectations at each stage; e) are unaware of the importance of providing literacy environments; and f) cannot afford books or other literacy materials.

Why are programs that involve parents and children as partners in learning crucial?

“Family Literacy treats the family as a unit, intervening across generations,...changing the messages.” (Sharon Darling, President, National Center for Family Literacy)

“Parents are the most significant people in a child’s life,” echoes (Crosby). Therefore, if the cycle of continuing illiteracy is to be broken, programs such as family literacy which are preventative and cost effective in the long run, must be developed. The old proverb, “A penny saved is a dollar earned,” exemplifies the need for early intervention and preventative programs which arm parents with good communication, parenting and literacy skills and also encourages them to value education and literacy as a top priority for themselves and their children.

Purpose

Naively, I thought all that was necessary to implement an intergenerational literacy project was an idea, a commitment to the concept, roundup others who shared your vision, and secure funding and a site. However, these conclusions proved erroneous. Therefore, this handbook, *Literacy, A Family Affair . . . Parents, Infants and Toddlers*, is an endeavor to produce a tool that will assist you in the development of your own family literacy project. It provides a framework for establishing intergenerational, family literacy projects or to add a parent/child literacy component to existing programs. It is written for those of you who do not have a mentor such as Kathi Campbell, an early childhood consultant, to lead you by the hand through the morass of red tape involved in simultaneously initiating a child-care and parent literacy instructional program.

This document is intended to alert you to the variety of details which must be considered before your concept can become a reality. Hopefully, this information will trigger ideas and enable you to personalize and customize your program for the improvement of communication, and parenting skills for the parents, and the literacy levels for both parents and their children.



The requisite steps and procedures for developing child-care and adult instructional centers, based on Montana State Rules and Regulations and the city of Helena Regulations, will be described. Also included in this document will be examples of the techniques and strategies used in the instructional components of the **FAMILY LEARNING CENTER** model such as: teaching parents how to become actively involved in the development and enhancement of their children's literacy skills; ways to improve their own

literacy skills; as well as strategies for teaching parents how to read to their children; to develop literacy environments; to become knowledgeable about the developmental stages of their children and appropriate activities for these stages. Parents' needs will also be addressed by providing strategies for instruction and modeling of literacy and parenting skills. "How tos" for developing appropriate child-care literacy environments and curriculum will also be outlined.

PART ONE

This part provides an overview of the *Family Learning Center* project, a literacy and child-care program for infants and toddlers which included an instructional program for parents.

Family Learning Center Model

The **FAMILY LEARNING CENTER** project was designed as an early intervention, interactive program focusing on children and their parents or caregivers.



The three major components of the project were: 1) parent instruction; 2) learning and developmental, pre-literacy child care; 3) parent/child interaction. Parents and children were involved separately and together in literacy activities. The parent component provided instruction and modeling in literacy, communication, and parenting skills: a) how to read to their children; b) how to develop literacy environments in the home; and c) how to improve their own literacy levels. The child component was designed to provide child care for infants to three year olds which offered a developmentally sound, healthy, literacy-rich learning environment for the children. The parent/child component enhanced parent/child relationships, offered parents hands-on opportunities to practice modeled skills, and provided opportunities for parents to read and to communicate with their children.

Daily instruction sessions were scheduled for the parents. Instruction included classes in a) the improvement of parents' literacy through the use of quality children's literature; b) in modeling parenting and communication skills; c) in child growth and development; d) in adult discussion groups; e) and supervised time in the nursery interacting, practicing skills, and reading with their children.

Children in the nursery were surrounded with love, books, play materials, developmentally appropriate activities, and a great deal of verbal interaction with adults. Child care was provided for six to eight hours per day while parents attended the **FAMILY LEARNING CENTER** instructional sessions and their other required classes or work.

Classes for the teenaged mothers and their children residing at the Florence Crittenton Home were held at the home for one hour, two times per week. The home provides statewide services for unwed teenage mothers in Helena, Montana.

Selecting Participants

Selection

Twenty-five "at-risk" parents, ages twenty-five and younger, who met the eligibility requirements for the Helena JOBS Assistance Training Program and the Florence Crittenton Home were designated to participate in the **FAMILY LEARNING CENTER** project. Selection was limited to those parents who had children ages birth to three years and who committed to at least one or more hours of literacy/communication involvement with their children each day.

Referrals

Referrals were accomplished through the Career Training Institute, contracted by the Montana JOBS Assistance Program, The Family Resources, Inc. (Child-Care Resource and Referral Agency), under contract to the Department of Family Services, and the Helena School District's Adult Learning Center.

Family Resources, Inc., approved the child-care placements and provided technical assistance; Career Training Institute (CTI) determined parent eligibility and approved the educational or work plans for the participants; Adult Learning Center coordinated the CTI educational plan and the schedule with **FAMILY LEARNING CENTER** instructional classes for the targeted parents. The Adult Learning Center also provided GED classes and literacy tutoring to some of the selected participants. Several parents participating in the JOBS program and the **FAMILY LEARNING CENTER** chose to attend classes at the Helena Vocational-Technical Center and Carroll College, a private college in Helena, Montana.

Selecting the Site

Rules and Regulations

Due to the unavailability of a suitable site to establish both a child-care and adult instructional program for twenty-five families, the **FAMILY LEARNING CENTER** was licensed as a group day care for twelve infants and toddlers. Each component, the adult (parent) child-care portion of the project, had to meet specific zoning regulations established by the city of Helena. Obtaining the group home license limited the number of families which could be accommodated at the **CENTER** as only six of the twelve children could be under age two. Therefore, in an effort to serve more families, the parent/child instructional component was extended to the mothers and their children residing at the Florence Crittenton Home.

Facility

After much searching, the **FAMILY LEARNING CENTER** was housed in a wing of a former hospital that was also in close proximity to the schools and other necessary services and agencies which the parents attended. The **CENTER**, designed to emulate a home environment, was furnished with sofa, chairs, pictures, curtains, books, and magazines. Parent classes were conducted around a dining-room table. The child-care (nursery) area contained large, life-sized, colorful drawings and paintings of Mother Goose and storybook characters, rocking chairs, and appropriate children's furnishings.



Staff

The **CENTER** was staffed by the Office of Public Instruction Reading Specialist who served as the Project Director, on-site team members, a supervisor/teacher, a child-care coordinator, a child-care aide, and a volunteer Foster Grandparent. Job descriptions for the on-site staff are included in the resources.

Curriculum

Curriculum materials selected from the *Hawaii Early Learning Project (HELP)* were used for instruction in the three components of the program. Other materials, projects and activities were developed or adapted from a variety of resources to meet the needs of the participants such as:

- Library resources, books and materials were utilized, as well as video presentations and resource people.
- Emphasis was placed on using materials easily found in the home.
- Major sources of literacy materials were quality children's literature and informational articles.
- Parents developed reading projects for their children.
- (See appendix for specific titles.)

Infant and Toddlers Literacy Component

The FAMILY LEARNING CENTER's infant and toddlers literacy curriculum encompassed structured developmentally-appropriate activities for gross motor, fine motor, cognitive learning, social, emotional (self-concept and awareness), pre-literacy, and language development. All activities were enhanced by generous amounts of cuddling and reading. During free-time periods, children were encouraged to explore books, letters, words, pictures, etc., independently, and at their own level.

Curriculum Materials

Hawaii Early Learning Profile (HELP)

Responding to Infants

Creative Activities for Infants,
Toddlers, and Twos

Mother Goose Nursery Rhymes

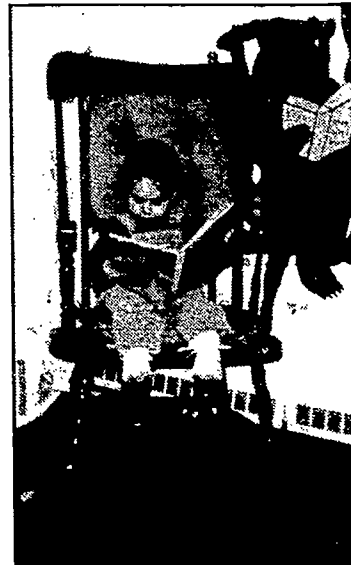
Games to Play with Babies

Finger Frolics

Higgity, Piggity, Pop!

Mudlicious

I Saw A Purple Cow and 100 Other Recipes for Learning



Parent Literacy Component

The intent of FAMILY LITERACY programs is to address the parents' needs rather than solely focusing on the help that parents can give their children.

- Parents are their children's first and most important teacher.
- Literacy (reading and communication) and parenting skills go hand in hand.
- The staff should be role models for the instruction and learning at all times.
- Educational instruction and learning experiences should be enjoyable for parents and their children.

Major Goals

The goals from the *Family Literacy Library Programs, Models of Service*, are quoted here as they offer a succinct list of goals for family literacy programs and are a reflection of the philosophy upon which the FAMILY LEARNING CENTER model was developed.

- To help parents and other adult caregivers understand the importance of modeling reading-related behaviors and reading with children.
- To improve the reading skills of parents and other adult caregivers.
- To enhance reading-readiness skills of preschool children.
- To help parents understand their role as advocates for their child's learning and to act on that understanding.
- To improve the self-esteem in both the adult and child.
- To increase parenting skills, especially those related to reading.
- To develop reading in families, where adults create a loving relationship between their children and books.

Assessment and Evaluation

Parent Assessment and Evaluation

The *Parent-Child Interactions and Parent as A Teacher (NEIS)* Form IB: Family Information, Even Start Program, with some modifications, was utilized for the initial assessment and intake information for parents. Observations of parent/child relationship conducted by the staff was an essential part of the assessment plan. An exit questionnaire developed by the Barbara Bush Foundation for Family Literacy was also used to assess the success of the project. (See Appendix B.)

Child Assessment and Evaluation

Primary sources for child evaluation and assessment:

- Observation
- Anecdotal records
- Maintenance of a daily log for each child
- Checklists from the *Hawaii Early Learning Project*

A daily "Happy Gram," an individual daily record of happenings, was given to the parent each day. The daily log maintained for each child contained records of the interactions, communication and reading time provided by the caregivers, volunteers and parents at the **CENTER**. (See Appendix A.)



PART TWO

This part describes the step-by-step procedures to develop child-care literacy programs with adult instructional components.

Getting Started

Safe, Healthy Learning Environment

A. SITE SELECTION

1. RULES AND REGULATIONS

In the pre-planning stages, it is important to determine which governmental and/or private agencies may regulate aspects of your program. In the state of Montana, for example, these agencies should be contacted:

a. CITY/COUNTY ZONING

- 1) This agency determines if a potential site is appropriately zoned for child care and/or an adult educational program. The mission (vision) statement of your program could determine into which zoning category it is placed. Before you begin site selection, obtain a copy of the following for each type of facility:
definitions and requirements
a zoning map of the community

- 2) As it is often difficult and expensive to meet zoning standards for child-care centers (13 or more children), you might consider being registered as a group day-care home, which allows you to care for 12 children at one time. State law does not allow local governments from zoning group day care homes out of residential areas, but it may request special accommodations for lot size, parking, traffic areas, and other requirements.

b. CITY/ COUNTY BUILDING DEPARTMENTS

- 1) May have regulations on the use of certain areas within a building for use as child care; i.e., basements and second floors.
- 2) A site may require an inspection for safety and all renovation must meet specific standards.

c. CITY/COUNTY FIRE MARSHALL

- 1) Coordinates a site inspection with the Building Department. They will check all:
exits, including doors and windows
wiring
extinguishing systems
- 2) You will need:
appropriate fire extinguisher
an emergency escape plan posted
a routine for fire drills planned

It is mandatory to have an outside window in each room where children will sleep. This window must open and be large enough for an adult to enter in case of an emergency.

d. CITY/COUNTY HEALTH DEPARTMENT

- 1) Inspection by a **sanitarian** may be requested as this department does not necessarily inspect *group day-care homes*.
- 2) A visit and inspection from a **public health nurse** would be helpful. Ask that inspections include these areas:
 - food preparation areas**
 - diaper changing areas**
 - handwashing procedures**
 - waste disposal**
 - sleeping accommodations**
- 3) A nurse can give you suggestions on how to:
 - prevent the spread of disease**
 - check child immunization records**
 - inform staff on where to receive CPR and first-aid instruction**

e. CHILD CARE RESOURCE AND REFERRAL AGENCY (R & R)

The resources and trained staff of these agencies may save you considerable time in locating and dealing with regulatory agencies.

- 1) Although these agencies do not regulate child care, their staffs are knowledgeable about:
 - state, and federal agencies**
 - the specific regulations that pertain to child care in your area**
- 2) Each agency has an excellent state manual for the operation of a child care setting.
- 3) The trained staff offers an orientation training to providers.

f. MONTANA DEPARTMENT OF FAMILY SERVICES (DFS)

DFS enforces the regulations for registering and licensing of all child-care facilities in the state.

- 1) A child care center must be inspected by the DFS before a license is issued.
- 2) A group or family day-care home is not required to be inspected but must **complete a registration checklist stating that the site meets all state regulations.**
- 3) The regulations are specific for each type of child-care site. The group to be served is determined by
 - number of children served**
 - ages of children served**
- 4) Obtain a copy of the regulations for each type of care
 - Center**
 - Group Home**
 - Family Home**
- 5) The regulations cover
 - staffing requirements**
 - health and safety concerns**
 - site size**
 - insurance coverage**

program policies and procedures
recordkeeping
history and qualifications of staff

- 6) Ask for the regulations specific to the care of infants (children under age of three years). Regulations for child-care centers [a group of thirteen (13) or more children] are more specific than those for a group day-care home [seven (7) to twelve (12) children] or a family day-care home [three (3) to six (6) children].
- 7) You can request a visit by the **DFS** representative as a way of introducing the program and staff to this agency.

g. **CHILD CARE FOOD PROGRAM**

The Child Care Food Program is a federal program from the U.S. Department of Agriculture that is administered in Montana by the Montana Department of Health and Environmental Sciences and a local contracting agency.

- 1) This program addresses the nutritional needs of the child through a system of
provider training
menu guidelines
cost reimbursement
- 2) This program requires specific
menu standards
health precautions
staff training
record keeping procedures
unannounced site visitations and inspections
- 3) The caregiver
submits a monthly record of menus and children served
receives a monthly reimbursement to off-set the cost of feeding the children in care
- 4) Food service contracted by a school, nursing home, or other services that provide food must
 - A) Follow the guidelines of the **Child Care Food Program**
 - B) Offer a variety of foods in many
textures
colors
- 5) The program may need to purchase food such as
formulas
cereals
food for infants
- 6) Parents may be requested to provide food for children up to a specified age.
- 7) **Child Care Program** standards should be used to assist parents in selecting appropriate foods for a particular age.
- 8) **Reimbursement** from the **Child Care Program** cannot be requested for food supplied by parents.

h. **INSURANCE AGENCIES**

- 1) May require constant
supervision of all children

- complete fencing of all outdoor areas**
removal of potentially hazardous equipment, such as trampolines
- 2) Some companies may exclude child and sexual abuse clauses from their policies.

i. **LIABILITY INSURANCE**

Montana law requires all child-care sites have adequate fire and liability insurance before licensing or registration.

- 1) A reasonably priced insurance policy can be purchased through the **Montana Child Care Association (MCCA)**.
- 2) **Membership in the association is required.**
- 3) Contact your local Child-Care Resource and Referral Agency.

j. **TRANSPORTATION INSURANCE**

- 1) All vehicles transporting children enrolled in a child-care program **must** be insured.
- 2) Appropriate safety seating and belting are required.
- 3) Many private agencies do not cover "on-the-job" use of:
a private vehicle
public transportation
- 4) **Walking is often the best alternative for short field trips with children.**

Facility

After using the regulations from the agencies to assist in site selections, some other important factors should be considered, i.e., the need of children, parents, staff and community.

A. THE CHILDREN

1. A rule of thumb to follow in child care is
the younger the children
the smaller the group
the larger the staff space and
the more "home like" the setting should be.
2. A group of no more than twelve (12) children, **of which only six (6) are under the age of three (3) years is suggested.**
3. **At least two staff members must be present at all times.**
4. The facility should
offer opportunities for safe exploration, inside and outside
be in good repair and
be free of lead-base paints.



B. THE PARENTS

1. Parents need a non-threatening, supportive atmosphere which simulates a home.
2. The site should offer
 - a. a home-like setting which enables parents to
see the home as an important teaching center for their child
understand how to use household equipment, materials, and routines as learning experiences
 - b. a space in which to hold group meetings designed to resemble a dining room with
adult-sized furniture
storage for parent reading materials and resources for browsing and easy access
a communication bulletin board
 - c. Refreshments should be available. (Some parents may use their lunch time for participation in the program.)
 - d. The facility **must be** located within easy access for parents for whom transportation may be limited or sporadic.
 - e. The facility should be located near the major school or workplace of the parents.

C. THE STAFF

1. **Staff Workspace**
The staff may also use the parent area, but private space is required to
complete managerial duties
store records
meets with individual parents
2. **Breaktime**
A quiet space away from the sounds of children and the telephone are recommended for staff breaks. Sometimes this can only be found away from the facility and arrangements should be made to allow this time for each staff member.

D. STORAGE

Storage is an important facility consideration for staff.

1. **Materials**
conveniently located in the areas of use, so that staff does not have to leave children unattended to gather items
2. **Shelving added in strategic locations such as**
above the diapering area
in the bathroom

E. THE COMMUNITY

Visibility of the facility is an important aspect to foster awareness and support.

1. Zoning requirements may limit the size or the posting of any signs.
2. A written policy and procedure for visits by citizens, community leaders, etc., should be established, and promoted.

You've selected a site, what's next?

F. RENTING THE FACILITY

Renting a facility is probably the best option during the start-up phase of a program. Once a site has been selected as appropriate, special arrangements may need to be arranged with a landlord.

The following items must be considered and discussed with a landlord.

1. **INSURANCE**
Fire insurance on the site must be current. You may wish to secure extra insurance on the program's materials and equipment.
2. **RENOVATION COSTS**
Those remodeling costs to accommodate the program, such as interior windows, probably will not be paid by the landlord, but must be considered in ensuring the facility meets state and local codes and regulations
building
fire
health
3. **REMODELING CHANGES**
decorating
securing furniture to the walls
changing the landscaping
4. **FACILITY AND YARD**
maintenance
repair
fencing
5. **JANITORIAL SERVICES**
daily and weekly cleaning and maintenance (Your program may pay for this)
identify each party's (landlord and staff) responsibilities
all carpeting should be cleaned by the landlord before acquiring the facility

6. **UTILITY COSTS AND REPAIR**

Utility and heating costs should be carefully considered. Keeping floors warm in winter can be expensive. Therefore, heating costs need careful consideration in a program budget.

7. **TELEPHONE INSTALLATION**

The program may need to cover the cost of telephone installation and the monthly billing charges.

8. **WRITTEN CONTRACT**

Any arrangements made with a landlord should be part of a written contract.

9. **TIMELINES**

Be sure to ask for timelines for work completion.

10. **LEGAL ADVICE**

A legal advisor should review any rent contract before final signature.

G. SETTING UP THE FACILITY

Setting up the facility is a very important part of the program planning and preparations.

1. **Time**

Adequate time should be allowed for staff to organize equipment and materials.

2. **Physical arrangement of the facility using three-bedroom home floor plan.**

ENTRY AND LIVING ROOM

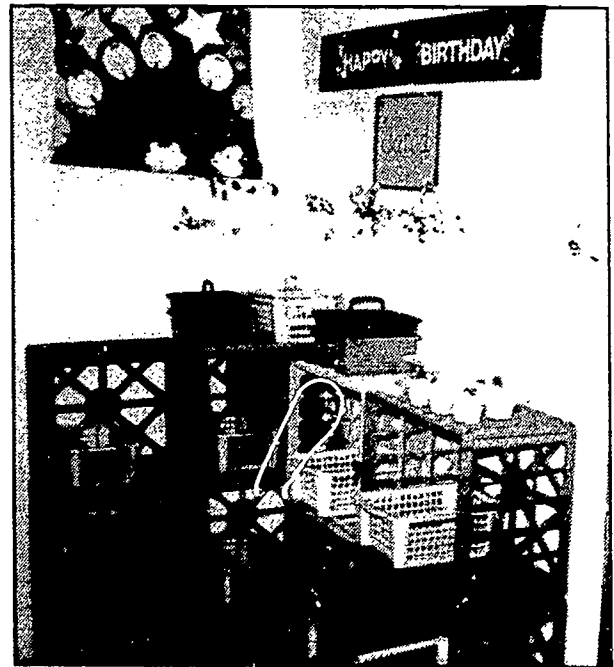
1. **The area near the entrance should be for things children bring from home such as**

- a closet or storage**
- small baskets to hold**
- diaper bags**
- changes of clothing**
- favorite toys**
- favorite books**

low hooks to promote self-help in removal of coats, etc.

2. **A WELCOMING BULLETIN BOARD**

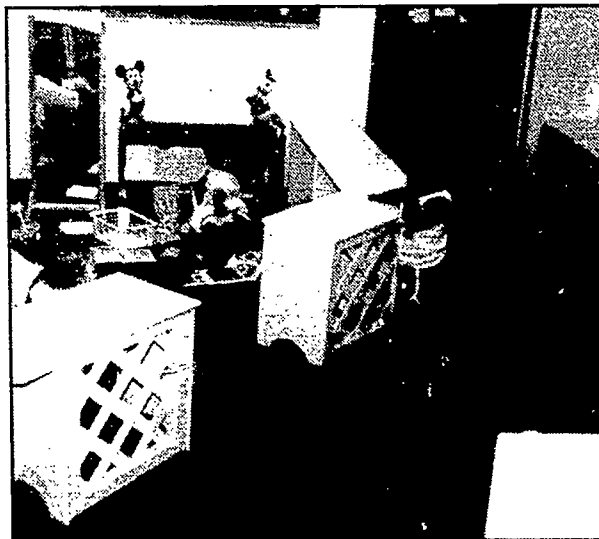
- with photos of**
- staff**
- children**
- program**
- parent and staff information**



exchange notes
post menus
parent register to sign children in and out

MAIN LIVING ROOM AREA

1. The main living room area should be the central play area for children. The floor should be
 - cushioned**
 - easily cleaned**
 - free of drafts**
2. **Any heating elements and electrical elements should be safety covered.**
3. The room should be well lighted with both
 - natural light**
 - artificial light**
4. Appropriate toys should be visible on low tables, benches, etc.
5. Floor cushions and pillows make soft places for children.
6. An adult-size couch and rocking chair are also appropriate types of furniture.
7. All furniture and toys should be arranged around the perimeter of the room to allow for open play space in the center.
8. Arrangements
 - a low, moveable barrier system can be built to allow non-mobile infants safety from toddlers and older children**
9. Barriers
 - long, seat-height boxes with lattice backs serve as good barriers**
 - the lattice allows the children to view each other**
 - the open side of the box can be used for toy storage**
10. Bookshelves
 - locate a low bookshelf near the couch, store books facing out**
11. Rotation
 - rotate all books and toys with those in storage each week**



THE DINING ROOM

1. The dining room will be both an adult and child use area.
2. This area will be a place for eating and messy play.
3. **The floor should be non-absorbent and easily cleaned.**
4. Use a typical dining table and chair arrangement.
5. If space is adequate, include a
 - child-sized table and chairs**
 - several high chairs**
 - shelves with adult materials and resources**

6. Be sure any high furniture is secured to the wall to avoid toppling if a child climbs on it or in the event of an earthquake.
7. Important items for this area are
 - a bulletin board
 - area to display children's art work

KITCHEN

1. Kitchen arrangement
 - is an "adult only" space
 - is arranged for adult convenience and should
 - be easily accessible to the dining area
 - have adequate storage
 - have easily cleanable surfaces
 - have good ventilation
 - have a safety gate and cabinet locks
2. Necessities
 - a. Sinks should be
 - at least double
 - preferably triple
 - sectioned for dishwashing purposes
 - b. Utensils must be
 - washed
 - rinsed
 - sanitized
 - air-dried
 - c. Dishwasher
 - internal temperature of one hundred sixty-five (165) degrees must be reached in order to sanitize properly. (Few home-type dishwashers will meet this standard.)
 - consider a commercial dishwasher (it can be expensive but an excellent addition)
3. Food preparation

The County Health Department and Child Care Food Program are excellent resources when setting up a safe food service.

 - a. All food preparation areas must have smooth, cleanable surfaces including:
 - counters
 - floors
 - walls
 - b. To lessen the possibility for food poisoning, there should be adequate equipment to keep:
 - "hot food hot"
 - "cold food cold"
4. Handwashing practices cannot be emphasized enough.

Good handwashing supplies are important for all adults preparing and serving food.

REAR ENTRY AREA

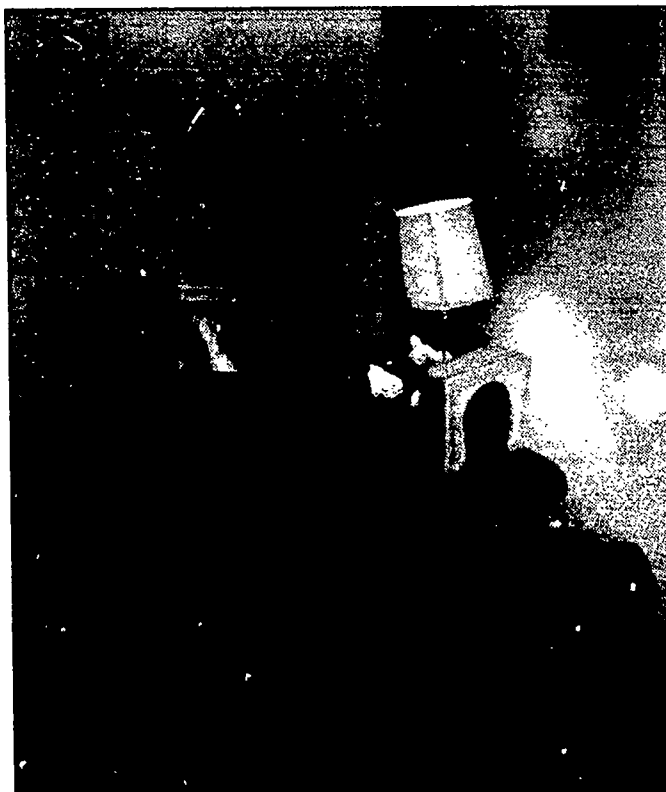
- The rear entry areas should
- exit to a fenced play area**
 - not require passage through the kitchen**
 - offer storage for some outdoor play equipment**

NURSERY, BEDROOM NUMBER ONE

1. Bedroom number one used as a sleeping area for the youngest children **must**
 - be on the main floor**
 - have an escape window to the outside**
 - have an interior window into the living room (allows staff to see sleeping children at all times)**
 - a noise monitor**
2. There must be adequate room for
 - cribs**
 - storage of individual sleeping blankets, etc.**
 - an adult rocker**
 - a few books**
 - soft toys**
 - music source**

SLEEPING AREA, BEDROOM NUMBER TWO

1. Bedroom number two should be
 - used as a sleeping area for the oldest children**
 - utilized as an active play area**
2. Mats
 - cleanable**
 - easily stored**
 - used to make stair-step climbing structures for young children**
3. Handrails and mirrors mounted at various heights around the room encourages the children to
 - pull themselves into upright positions**
 - pull themselves up for muscle development**
 - see themselves in mirror**
 - engage in social interactions through mirror play**
4. Carpet
 - Crawling children can use carpets for exploration**



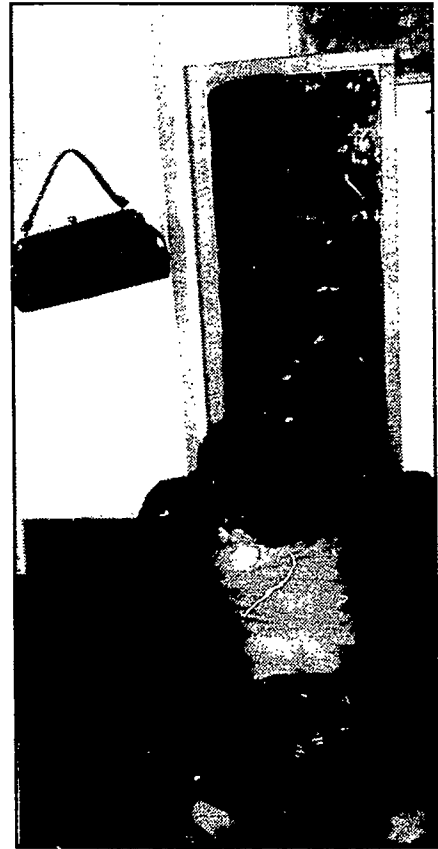
Use patch work of sample carpeting of various

colors
textures
thickness

5. Closet
A closet in the room can
store mats
linens
large floor toys such as
cardboard boxes
paper blocks
indoor riding toys

OFFICE SPACE, BEDROOM NUMBER THREE

1. Office space
can be located on a different level than the ground floor since it will not be used for sleeping.
2. Quick access to a few papers and the telephone is necessary.
3. This room is an adult only space for staff
as an office space
to be away from children's noise
to be large enough to hold
a desk and chair
work table
necessary office materials and equipment
one piece of soft furniture with a footstool
4. If this office area is located away from the ground level, a small office/desk area should also be set up in the dining room or kitchen.



BATHROOM NUMBER ONE

1. This bathroom should be nearest to the living room for use by the children.
2. It may also serve as a diaper changing area by fitting a changing table into the bathtub area. (Turn off the water to the bathtubs and shower as you will not be bathing the children.)
3. Arrange storage for diapers, extra clothing, etc., in this area where they will be used.
4. Allow room for a covered disposal container.
5. Soiled cloth diapers and clothing should be **immediately bagged in plastic** and sent home each day with the parent.
6. Good lighting and ventilation are essential in this room.
7. Handwashing cannot be emphasized enough.

- a. Good handwashing practices by adults and children is the best way to prevent the spread of illness in the child care environment.
- b. Be sure the hot water tank is set at 120 degrees or less to prevent accidental scalding.
- c. A raised step or sturdy stool to help older children reach the sink.
- d. Children should also be able to reach a "single-service" disposable towel dispenser, and wastebasket.

BATHROOM NUMBER TWO

1. This bathroom can be mainly for adult use near the office area.
2. Good handwashing supplies should be available
3. A bathtub in this room can be used to sanitize toys and equipment.

GARAGE/PATIO/CARPORT

1. These areas can become a play area during inclement weather.
2. Any paved area is good for riding toys.
3. The area should be
 - clean**
 - hazard free**
 - access to the streets securely locked**

YARD

1. The yard should be
 - safety fenced**
 - hazard free**
 - sunny and shady areas with grass and sand in both areas**
2. Bark mulch can be used as extra cushions under climbing equipment
3. The yard should have a central area open for play with sandboxes and equipment placed on the perimeter.
4. The equipment should offer opportunities for children to
 - climb**
 - slide**
 - swing**
 - crawl through**
5. Toys should provide opportunities to
 - ride**
 - push**
 - pull**
 - dig**
 - rake**
 - catch and throw**
 - kick and punch**



6. Outside access to water is important, especially during warm weather.
7. A cool drink and water play are appreciated by children.
8. A list of furniture and equipment needed can be found in Appendix I.
9. When securing any item, especially those not purchased new, evaluate its safety and age appropriateness before use.
10. The resources from the Montana Department of Health and Environmental Sciences, Bureau of Consumer Safety, can be very helpful.
11. Recalls on harmful products can happen quickly.
12. Ask for copies of
 - any recall notices**
 - information on how to judge the safety of nursery equipment**
 - guidelines on choosing toys**
13. Manufacturers list the age appropriateness of each toy on its box.

Competent, Nurturing Staff

Staff Qualifications

**Staffing is the most important factor
in a quality family literacy program.**

Staff members must

- have a general knowledge of child development from the
theoretical
philosophical
practical concepts
- have the ability to see each child as an individual
- be knowledgeable about appropriate practices and techniques for children and adults
- have the ability to interact well with infants, toddlers and their parents
- be a team player
- work well with all elements of the program
the children
the parents
the staff team
the community
- be willing to commit at least one year to the project

Staff members need to be

- enthusiastic
- cheerful
- dependable
- flexible
- innovative
- resourceful
- empathetic
- non-judgmental
- accepting

Consistent caregiving is vital to children under the age of three years.

**This commitment needs to be stressed in job announcements
and pre-employment interview.**

Steps for Selecting Staff

In hiring staff, give careful consideration to procedures for procuring staff, current employment rules and regulations, and assistance of legal counsel.

- Form a committee of three or four members.
- Develop clearly written and specific job descriptions for each position.
- Determine required qualifications and proposed salary.
- Send position announcements to
**local newspapers and
local Resource and Referral agencies.**
- Request that applicants provide information for
**educational background and
employment history.**
- Screen applications.
- Select applicants for an interview.
- Use a structured interview process. (This process is recommended as it provides accountability.)
- Before making the final decision,
check references of the successful applicant
observe the applicant interacting with
**infants
toddlers and
parents.**
- Allow sufficient time for the process to work smoothly.
- Allow time for a second recruitment if necessary.
- Send position announcements to
**outlying communities and
education centers.**

Staff Management

The success of the family literacy project depends a great deal on the interpersonal relationships and cooperation among the staff team. Team members must be flexible, patient, mutually supportive of one another, and willing to persevere in order to deal with the problems that arise. **A sense of humor is a must!** Additional attributes of quality staff members require they be competent organizers and planners, recordkeepers, and communicators.

Team cooperation and coordination in planning the day-to-day operation, the curriculum, activities, and evaluation (children, parents, and the project) are essential. Decisions regarding daily responsibilities and the handling of emergencies and problems should be discussed by the staff as they occur in order to avoid a potential breakdown in the group process. Therefore, it is imperative that each team member shares equally in completing the assigned list of tasks and cooperatively assists in setting up, maintaining the classroom, and planning the daily schedule.

The smooth operation of the program, as well as the staff working as a team, is contingent upon the equal distribution of power and responsibilities. Although the team leader is ultimately responsible for the classroom and is answerable to parents and supervisors, all team members are obligated to participate in maintaining the environment, planning the activities, caring for children, keeping records, and communicating with parents.

After the planning is completed, it is the responsibility of all staff members to perform their duties to ensure a well-managed program. Furthermore, it is critical that all staff members understand they are teachers, regardless of their ranks, educational backgrounds, or salaries.

Staff Responsibilities

Children

The quality of the program will be most apparent in the interactions between staff and children. Interaction is the most difficult aspect of program quality to ensure. Listed below are some specific qualifications that staff members selected for infants and toddlers need to exhibit in addition to those listed on page 29, "Steps for Selecting Staff."

- knowledge and expectations of age-appropriate behavior
- appropriate response to that behavior
- ability to respond quickly and directly to children's needs, desires and messages
- ability to recognize signs of undue stress in children's behavior and
- proficiency in implementing the most beneficial stress reducing techniques for each child.

Parents

Parents and staff must become **partners** who communicate respectfully and openly for the mutual benefit of the children. To do this, the staff must respect each family's cultural and/or religious background, and child-rearing practices, including respecting a point of view which might differ from their own.

A clear understanding (by both the staff and parents) of the program's goals and policies, children's routines, children's unique behaviors, and daily events is essential. This can be accomplished by the staff developing and executing plans to provide communication with each parent on a daily basis. The staff should

- develop a system for recording children's activities and accomplishments to be given to parents each day (see "Happy Gram," Appendix A)
- suggest appropriate activities and materials for parents to share with children
- develop steps to encourage parents'
 - visitations**
 - participation**
 - input**

It is important for staff members to form attachments with the children, and yet be careful not to compete with the parents. The staff also needs to assist with parents' and children's separation problems.

It is mandatory that the staff

- observe strict confidentiality regarding families.**
- be able to discuss and resolve problems in a constructive, supportive manner**
- be able to offer support for families who are under stress.**

Community

All staff members should be knowledgeable about

- the laws, policies, and procedures pertaining to child-care programs
- local and state health and education resources
- other community services available
- how to use these resources when appropriate
- how to function as a resource to parents
- how to offer information and assistance in contacting community programs which provide services to families
- visitors' policies and procedures.

Each staff member is responsible to help visitors and observers feel welcome. However, **it is the staff's responsibility to be vigilant guards of the children's safety at all times.**

Volunteers

The recruitment and assistance of community volunteers is of special importance. The staff needs to have a clear understanding of each volunteer's desires and their special skills, and then determine how to make the volunteer's participation a rewarding experience. Staff members must make every attempt to appreciate the contributions each volunteer makes, as well as clearly understand the specific duties of each volunteer.

Scheduling

Planning Time

Planning time for staff on a regular and consistent schedule will necessitate some careful considerations of the daily and weekly routines. All staff members should have a designated time block for activity planning, recordkeeping duties, and professional growth. Adequate monies should be allotted in the budget to pay for staff planning time, and/or to hire the additional staff **required** to care for children while other staff members conduct their planning. Each time block will need to be specifically arranged around the responsibilities of that staff member. For example, nap time (specifically toddlers') might be used as a planning period. Responsibility for the napping area could be rotated among the staff on a daily basis. In this way, each member could use nap time (approximately an hour) as a planning period during the week. Another alternative is to provide for planning time at the beginning or end of each employee's shift. The wise use of volunteers can assist in addressing this need. Be sure the volunteer is informed about the necessity for teacher planning, otherwise the volunteer may feel assisting at nap time to be of little value.

Food Preparation

Consider food preparation time as part of the regularly assigned duties in planning the staff schedule. Duties to be assigned (**all on staff time**) are

- menus planned in advance
- shopping completed
- food prepared and served
- kitchen and dishes cleaned
- records maintained on the number of children served and the menu for each meal and snack
- monthly vouchers submitted for reimbursement
- staff training

Staff Absences

Absence is another contingency to be considered in planning. To minimize the spread of infectious disease in the child-care setting (especially for infants and toddlers) **the staff must be discouraged from attending work if unwell.**

Preplanning of the daily schedule and the work shifts of each staff member is essential in order to accommodate staff absences due to sick leave, vacation time and emergencies. Absences may be covered by considering six-hour work days for two primary caregivers, one arriving one-half hour before opening, and the other remaining one-half hour after closing; the third staff member can

work a split shift of eight hours; and scheduling parent and/or volunteer time during mid-day so that two adults will be supervising children at all times.

Substitutes

Substitutes are a necessity in assuring an efficiently run program. The provision of substitutes for the staff needs to be considered during the initial planning phases, as well as a continuous ongoing effort. Adequate monies should be allocated in the budget to pay for substitutes. The development of a substitute file is helpful. A substitute file can be generated by

- asking job applicant's permission for inclusion in a substitute file
- contacting the Child-Care Resource and Referral Agency
- contacting a temporary service agency
- placing advertisements requesting substitutes

Staff Training and Inservice

Staff training and inservice are crucial aspects to consider within the start-up phase and throughout the duration of the program. It is essential to provide time and to budget money for staff training and inservice. Some regulatory agencies will require staff to attend specific training on child-care, nutrition, CPR/first aid.

Training and services for program staff should be centered around the competency standards as established by the National Credentialing Program for Child Development Associates (CDA). CDA credential training can be arranged through state colleges. The colleges sometimes offer training sessions in local communities or on the program site. To locate the source of CDA training in your program area, contact the Child Care Resource and Referral (R & R) agency in your county.

National Credentialing Program for Child Development Associates

The CDA competency goals for infant toddler caregivers are:

1. To establish and maintain a safe, healthy learning environment.
2. To advance physical and intellectual competence.
3. To support social and emotional development and provide positive guidance.
4. To establish positive and productive relationships with families.
5. To ensure a well-run, purposeful program responsive to participant needs.
6. To maintain a commitment to professionalism. Training may be obtained through
 - Resource and Referral agencies
 - professional conferences
 - educational institutions in the community
 - local people who have expertise on specific topics of interest to the staff
 - staff members seeking additional professional training.

Colleges and Universities

Colleges and universities offer training in subjects such as child development, cultural and family studies, language development, and the arts. Many of these courses are available during summer and evening hours to accommodate the nontraditional student.

Professional Conferences

Other suggested sources of staff training are the national, state and local conferences offered by the Montana Child Care Association (MACCA) and the Montana Association for the Education of Young Children (MAEYC). The local associations frequently conduct short workshops at their monthly meetings. For names of local contact people in both associations, contact the Resource and Referral agency in your area.

Child Care Resource and Referral Agencies (R & R)

One of the best resources of child-care training is the Child Care Resources and Referral agencies. These agencies recruit and train providers. The R & R agency staff coordinates the state-required orientation of all new caregivers, and provides or refers child-care providers to training opportunities in the community and state. The agencies also maintain libraries of resource materials which can be used for self-study. In addition to the training and recruitment of providers, the R & R will provide parents assistance in obtaining child care and information about child-care facilities available in their area.

Child Care Food Program

The Child Care Food Program will provide training for your staff. Information about this training may be obtained from your local R & R or your Department of Family Services. This training may be offered at a community location or at your project site.

Community Services and Organizations

Local services such as health departments, hospitals, and Red Cross may provide instruction. The Red Cross organization often provides CPR and first aid instruction. Be sure to ascertain that your CPR training is specifically designed for infants and toddlers. Child protection services within city/county health offices provide training and information regarding child abuse and neglect. Public schools and Head Start programs offer training in the identification of children with special needs, and ways of adapting programs to meet the needs of these children. The public library may also offer training in the selection of books and reading techniques used with young children. Local parenting groups hold training sessions addressing discipline, family dysfunction, and other pertinent issues.

Local Resource People

One of the richest sources of training is concerned individuals found within the community itself. Physicians, nurses, psychologists, social workers, librarians and educators all are sources of interest, support and training. They may volunteer time to address issues in their areas of expertise. A child-care consultant/trainer, or an experienced child-care provider, who resides within your community, may be willing to serve as a resource. Of course, the parents in your program are excellent sources for information and training. The support and insight they offer concerning the needs of families should be valued highly, and their input requested on a regular basis.

Community Awareness and Support

The ongoing support for any community program relies on the publicizing of its existence, mission, services, and successes. From the start, every project representative who makes contact with community members, agencies, and services, establishes the awareness and support base for the program. Therefore, that representative must present its "best foot forward" even in the planning and start-up phase of the project.

Several staff committees (for example, one for public relations and another for financial support and donations) may need to be organized. Coordination with other services and volunteers, and the development of a public relations plan could be assigned to the public relations committee. This committee should work closely with the group working on financial support and donations.

The public relations plan should be well planned and "professional" looking. A program logo which reflects the program's mission should be designed. A logo is important in helping to identify the project and should be used on all advertisement/recruitment posters, brochures, letters, memos, and other types of communication and advertising. News items and press releases should be designed and submitted to newspapers, community bulletin boards, and local media stations. For additional exposure, offer to make presentations on local radio and television stations which present community information and talk shows, and to organizations and clubs.

A quality monthly newsletter is essential. This newsletter should be distributed to the program participants, to community agencies, and local leaders. The logo needs to be prominent on this publication, as well as on any correspondence being sent out from the program.

Once the staff has been selected, send announcements of their selection to local newspaper and media sources. In fact, an effort should be made to have articles submitted to the local media at least once every two weeks.

After the program becomes operational, plan a special open-house function. Send a general announcement of the event to the media, and special invitations to targeted agencies and individuals. This open house should be planned as an annual event and be used as an opportunity to honor those agencies and individuals who have been especially supportive of the program.

Another means for developing community awareness and support is to offer special presentations which are open to the entire community. For example, presentations on topics such as fostering family literacy, or the selection of books and techniques of reading to very young children.

Policies and Procedures

The policies and procedures for the program should be in **written form and compiled in handbooks** developed for the staff, the parents, and the director. The development of a handbook will serve as a clear communication tool regarding the program's policies and procedures.

Visitation Policy

Policies and procedures for classroom visitations need to be clearly understood by all staff, included in the handbook, and posted in a visible area for visitor's review.

Pre-Placement Interview

It is important to conduct a pre-placement interview with parents enrolled in the program to obtain information regarding their children's habits, needs, and schedules. The Parent Handbook should also be reviewed and distributed to parents at registration time. A copy of the parent handbook should be posted in a prominent location for easy referral by both parents and staff.

Parent Handbook

A Parent Handbook states the mission of the program, its goals and participation. The following items need to be considered:

Rate of payment	Parent requests
In advance? by hour? week? or month?	State laws regarding corporal punishment
Charge for late pickup and/or absence	Toilet training
Charge for late payments and/or bad checks	Notification of illness by
Hours of operation	Child
Early arrival	Staff
Late pickups	Parent
Items to be provided by parents	Daily communication through
Diapers and/or wipes	Notes
Bedding	Newsletters
Change of clothing	How complaints will be addressed
Special toys and/or security items	Telephone contacts
Meals and snacks (what types served)	Records needed
Breast feeding arrangements	Health information
Types of activities provided (indoor and out)	Enrollment forms
Daily routine	Emergency information
Field trips/walks	Permission slips
Special events and holidays	Who may visit/pick-up child
Discipline	Procedure for emergency pick-up

Staff Handbook

A Staff Handbook should contain the information from the parents handbook plus a section on employment considerations such as:

- Job description
- Primary responsibilities
- Organizational chart
- Salary
- Hours of employment
 - Overtime policy
 - Late arrival/early leave
 - Lunch time
 - Breaks
- Benefits
 - What is provided
 - How to request
 - Cost
- Absences
 - Illness
 - Vacation/or personal leave
 - Unexplained
 - Notice required
 - Arrangement for substitutes
 - Incomplete work
- Grievance procedures
 - To whom
 - In what form
 - Documentation needed
- Emergency procedures
 - Fire/earthquake
 - Drills
 - First aid/CPR
- Parent communication
 - Daily
 - As needed
 - Scheduled
 - Expectations
- Health and illness procedures
 - State requirements
 - Unusual occurrences
 - Sanitation schedules
 - Reporting procedures
 - Accident records
 - Medication requests and records
 - Child abuse/neglect

Director's Handbook

The director's handbook should contain the information from the parent and staff handbooks plus sections covering:

- Personnel management
 - Hiring and firing regulations and procedures
 - Payroll
 - Timesheets
 - Insurance
- Budget procedures
 - Annual and monthly budgets
 - Policies and procedures
 - Checking and savings accounts
- Filing systems
 - Business records
 - Personnel files
 - Budget and tax information
 - Parent/child information
 - Food program information

Sample Budget

Direct Costs

Personnel (list by position)
Substitutes

Fringe Benefits

Staff Recruitment/Selection
Position Announcement

Travel/Transportation

Equipment
Child-Care Component
Adult Instructional Component
Office

Contractual Services

Janitorial/Maintenance Services

Food Supplies

Instructional Materials
Child (books, toys, paints, paper, etc.)
Adult

Supplies
Child-Care
Adult
Office
Janitorial
Postage

Advertising

Other

Total Direct Costs

Indirect Costs

Rent

Utilities

Telephone
Installation
Advertising
Monthly

Insurance
Property
Liability

Other

Total Indirect Costs

TOTAL BUDGET

Child-Care Literacy Component



All children are unique and individual in the ways they interact with the world around them and they need to see themselves as competent learners.



Infants and Toddlers

In our zeal to provide programs for very young children, we must be ever cognizant of the unique nature of each individual. Children learn as a result of their own unique nature and the sum total of their experiences with the world around them. We must be aware that growth and development do not occur in a vacuum, that children grow and develop at their own individual pace, and that growth is sequential. The development of all skills are interwoven and enriched by the other, that is, one learning is built upon the next. Therefore, in planning programs for children, it is important to recognize all learning (cognitive, physical, emotional, social, sensory, and language) begins at birth and/or conception and leads toward literacy development.

ORAL LANGUAGE IS THE BASIS FOR BECOMING LITERATE, THUS EVERY LEARNING MOMENT MUST BE SEIZED.

Vital learning opportunities, for infants, occur during diaper changing, feeding, and other routines. Infants respond to the human face and voice at a very early age; thus it is important to talk and sing and play with babies at every opportunity. For toddlers, vital learning opportunities occur during the tasks of living such as: eating, dressing, toileting, and playing.

Children's understanding of words, the rhythm and intonation of language are enhanced, developed, and refined through talking, music, singing, changing, rhymes, poetry, and stories. Providing oral interaction with children at every opportunity is essential. "Without oral language," emphasizes Dorothy Strickland (Teacher's College, Columbia University), "it might be impossible to read and write."

Literacy development is enhanced through the development of all the skills. By surrounding children with mobiles, pictures, labels, puzzles, peg boards, and construction sets lead toward the development of visual discrimination and fine motor skills. Art materials and scribbling lead to writing skills. Movement and physical activities, and the hearing, looking at, and handling of books contribute to future learning and skills. Providing many learning opportunities and activities for children enables them to become a literate adult.

For example, toddlers looking at books develop communicative and cognitive skills as the adult talks about and encourages them to name things on the pages. Physical skills are further enhanced and refined as children work to focus their eyes, hold the book, and turn the pages. Creative skills develop as children imitate animals' actions or sounds, or "act out" a simple story. Social and emotional skills are developed through sharing a book with the adult and other children while sitting close to an adult, and perhaps sharing a lap with another child.

Learning Environment

Environment may be described as the sum total of a child's life experiences. Environmental influences affect a child's intellectual, emotional and physical development.

Growing Together... Pennsylvania Department of Education, 1989

If children are to become lifelong readers and learners, it is imperative that infants and toddlers be surrounded with a nurturing, caring, safe, creative, literacy-rich environment. Providing literacy-rich environments does not imply the formal teaching of reading and writing and language as the skill of reading involves more than just decoding words or mastering their meaning. "Learning to read incorporates an important and complex set of skills, emotions, attitudes, and expectations," states Joan Brooks, author of *Early Literacy*. Literacy-rich environments surround children with abundance of language and print. Literacy-rich environments surround children with pictures, colors and textures, labels, toys, art materials, writing supplies; an awareness of print such as cereal boxes, road signs, fast foods signs, logos, and books, books, books; seeing adults reading newspapers, greeting cards, writing checks, making lists, using TV Guides, reading recipes and reading books. Literacy-rich environments are augmented by caring, knowledgeable adults who provide many and varied opportunities for children to evolve, to unfold, to open up to new learning according to their own unique natures.

Atmosphere

The staff comprised of nurturing and skilled caregivers is an essential ingredient in establishing the learning environment (the atmosphere) for infants and toddlers. The atmosphere is enhanced by staff who establish within each child a sense of well-being and emotional security and who provide an atmosphere of playfulness and shared delight, as children discover themselves, develop their skills, and expand their worlds.

A nurturing staff understands and accepts children's developmental steps toward learning and are willing to allow the time necessary for children to practice skills and to use trial-and-error methods to solve problems. The staff's support, focused attention, physical proximity, and verbal encouragement enable children to successfully complete their tasks.

The staff also recognizes the importance for developing children's self-esteem. They demonstrate respect for children by accepting and comforting all children regardless of their behavior. A nurturing and caring staff also teaches children self-control, which is fostered through discipline techniques that treat children with dignity; that never shames or belittles them for accidents or mistakes. These techniques are continuously modeled for parents by all the staff.

Curriculum

A developmentally appropriate curriculum for infants and toddlers cannot be a scaled-down version of a preschool program.

Because of the unique characteristics, rapid change, and total dependence of children at this age, the curriculum must be distinctly different from that of preschool children. Scheduling of daily routines must be flexible and smooth, dictated more by children's needs than by adults. However, there must be a relatively predictable sequence to the day to help children feel secure. For these very young children, it is important to emphasize again, **seize every learning moment!**

Although the curriculum revolves around the daily routine of caregiving, creative opportunities designed to enhance physical growth, cognitive skills and communication need to be provided. The frequent experiences of washing, changing diapers and clothing, and eating are as much a part of the curriculum for infants and toddlers as looking at books or building with blocks is for the older child. Infants' developments must be viewed from this perspective. The daily routines must be used to promote the children's developments in a natural and informal manner.

Learners

Infants

Learning from birth to age three centers on physical movement and the senses of taste, touch, smell, sight and sound. Infants develop an awareness of their bodies and their ability to move, touch and be touched. At the earliest stage, infants use their mouths, then their hands, and finally their whole bodies



to explore the world around them. They begin to interact with adults, to discriminate sounds, to develop visual perspectives, and to notice changes in the environment. Communication during this developmental stage depends on adults who recognize and respond to their non-verbal and pre-verbal signals. As infants experience changes in positions, sights, sounds, smells, textures, and temperatures, the staff must talk to even the youngest about what is going on, how they are feeling, and what they are doing.

Mobile Infants

Mobile infants expand their uniqueness by beginning to act on the environment and to develop a variety of ways to express themselves. They delight in practicing all new discoveries, especially physical skills such as crawling, standing, sitting down, cruising, and eventually walking. They begin to jabber, to use facial expressions, to understand many words and phrases, to imitate others, to name familiar people, objects and places. During this phase they still use all their senses to explore objects and begin to understand cause and effect, space and distance. A favorite activity, for example, is to look for hidden objects, to fill and empty containers, and to use objects as tools.

Toddlers

Once children are walking, their learning and interaction with the environment and activities rapidly increase. Trying out new materials to satisfy growing curiosity is a major focus of their play. Because of this natural curiosity, their safety becomes a major concern for adults. In the earliest stages of their development, infants counted on the adult to carry them to interesting items,

or to bring the item to them. Now, as a toddler, their learning becomes more self-directed. Therefore, the staff must channel their curiosity into safe boundaries, and at the same time allow them to direct their own play.



The use of creative materials such as paint, clay, and markers becomes a source of satisfaction. As they experiment with these materials in painting, drawing, or working with puzzles, they begin to control some small muscles.

Toddlers are very interested in words and symbols, in remembering and imagining things, people and events. Sentences are now included in their communication skills repertoire. Make-believe and pretend begin to replace imitation. They tend to use their whole bodies creatively as they sway, chant and sing. Pleasure is derived from song and stories.

Scheduling

Daily routines promote children's development in a natural and informal manner.

Each element of the daily routine must be based on the needs of the children. The basic elements of a daily routine are **feeding, sleeping, diapering/toileting, play, reading, and communication.**

Daily routines must be adjusted to reflect each infant's feeding and sleeping schedule.

The routine for each child is based on staff observations and the recordings of each child's developmental progress and interests. Parents share in the insights and decisions about the caregiving routine for their children.

Mobile Infants

For mobile infants, daily routines begin to include interactions with each other, as well as with adults. Eating and playing begins to occur in pairs or groups of three. Sleep needs begin to lessen and active periods increase in length. Toddlers begin to enjoy participation in planned and group activities for a short time. They are not ready to sit still for any length of time; however, they are ready for expansion of the learning environment through neighborhood walks and trips to local shops.

Feeding and Food Service

The planning, preparing, serving, and cleaning involved in snacks and meals are very important in the daily schedule, in establishing the environment, and the efficient running of the project. Food and the atmosphere at mealtimes are important elements in the children's day. Nutritious meals and snacks help establish lifelong eating habits for children. Offering a wide variety of foods in a healthy, supportive atmosphere encourages positive attitudes about food and the importance of mealtimes in family living. Mealtimes encourage social interaction, language development, and provide many opportunities for learning experiences. It is important for the staff to model these activities and attitudes for the parents to emulate in the home environment.

Meal Activities and Attitudes

These policies for healthy, unhurried, happy mealtimes should be stressed to staff and parents. Written statements regarding the guidelines should be part of staff and parent handbooks.

- 1) Meals should be served
 - family style
 - serving dishes placed on the table.
 - all adults should sit and eat with the children
- 2) Infant feeding
 - The infants must be fed
 - on an individual basis**
 - based on the child's own routine**
 - The adult feeding the infant must be able to focus attention on the child during the entire process
 - to hold eye contact
 - to conduct quiet verbalization

3) Scheduling mealtimes and snacks

The feeding of toddlers and preschoolers can be set as a group routine to
provide an early morning snack (or a late breakfast) upon arrival
serve lunch about 11:30 a.m.
provide a snack between 2:00 and 3:00 p.m. (after nap)
consider serving an early dinner if parents do not normally arrive until
after 5:30 p.m.

4) Handwashing

wash the hands of all children with soap and warm water before eating
dry on disposable paper towels
discard all towels after a single use

5) Serve all snacks and meals in a family atmosphere in the dining area

6) Mealtime

adults, both staff and parents, should sit with the children to
model good eating habits
encourage social interactions
meals must be unhurried with children given sufficient time and opportunities to
feed themselves
food should be brought to the table in small serving containers
encourage the children to serve
themselves
introduce a few foods routinely
encourage children to taste new
foods
do not force or bribe a child to
eat
no food should be
used as a reward
withheld as a
punishment
a child should
not be chided to "clean
your plate"
be carefully directed to
choose smaller servings in the future
provide learning opportunities for the child to explore food with all the senses
discussing food offers excellent language development
talk about how food
tastes
smells
feels
sounds
looks



7) Preparations of simple foods can be important learning experiences in

promoting hand and eye coordination needed later in pre-reading and writing tasks
buttering toast
using a hand beater
pouring from cups and spoons
establish pre-math and space discrimination skills
passing out napkins
setting a table

- 8) At least one mealtime should be followed with a toothbrushing routine
- 9) Brushes need to be sanitized after use and stored without touching each other

Food as a Learning Experience for Young Children

*Every opportunity
should be used in the
program to use food
and mealtimes as
learning experiences.*



Food is a natural and interesting topic for children. Food, its preparation, serving, and eating can act as a source of learning experiences for children of all ages. At first, food is a source of comfort for the infant, and its supply on a regular basis helps develop the bond and sense of trust between child and adult. Holding eye-to-eye contact and verbalization are important during feeding of the youngest child.

Food is an important part of the learning experience. At about the age of 4-6 months, the children have learned to sit up, have good control of their heads, can chew, and thus are developmentally ready for solid food. Feeding children their first cereal from a spoon can begin. At about 5 months, juices can be offered from a cup.

With the increase of muscle control and manual dexterity of the fingers, food that can be grasped is now interesting. At 10-12 months, the children should begin to self-feed. Utensils and cups should be offered to assist in learning physical dexterity.

Up until the age of about 24 months, most children continue to put interesting objects in their mouths as a way of sensory exploration. Their natural interest in food can offer opportunities for sensory exploration in taste, texture, and temperatures. Language development can be enriched by learning to request food, name it, and describe its properties in one word or simple phrases.

Children nearing 3 years of age and older may begin to participate in the preparation and serving of their own meals. Simple tasks of stirring, pouring, cutting and serving foods provide excellent learning experiences. By assisting in setting tables, spatial and premath concepts are learned. At cleanup, sorting utensils, cups and plates into appropriate dishpans offers additional opportunities for skill development. Children of this age can also make comparisons, learn the colors and names of most common food items. Food becomes an important part of their pretend play as they act out family roles in the "kitchen" play center. Food begins to carry a cultural significance. Parents can act as an important resource in providing food experiences both in the classroom and at home. Simple recipes diagramed on large posters can become one of the first prereading tools used with children.

Books Good Enough to Eat

- Chicken Soup With Rice* (Maurice Sendak)
- Growing Vegetable Soup* (Lois Ehlert)
- Strega Nona* (Tomie dePaola)
- Giant Jam Sandwich* (John Vernon Lord)
- Cloudy with a Chance of Meatballs* (Ron and Judi Barrett)
- The Gingerbread Boy* (Paul Galdone)
- The Popcorn Book* (Tomie dePaola)
- Stone Soup* (Marcia Brown)
- Pancakes for Breakfast* (Tomie dePaola)
- Max's Breakfast* (Rosemary Wells)
- The Great Big Enormous Turnip* (A. Tolstoy)
- The Very Hungry Caterpillar* (Eric Carle)
- Benny Bakes a Cake* (Eve Rice)
- Bread and Jam for Frances* (L. Hoban)
- The Wolf's Chicken Stew* (Keiko Kasza)

Cookbooks for Kids

- The Little House Cookbook* (Barbara Walker)
- The Pooh Cook Book* (J. Ellison)
- Teddy Bear's Picnic Cookbook* (Abigail Darling and Alexandra Day)

Adapted from Strickland, Dorothy S., Morrow, Lesley, Editors, *Emerging Literacy! Young Children Learn to Read and Write*, International Reading Association, Newark, Delaware, 1989.

Sleeping

Sleeping is part of the balance of rest and active movement that should be maintained for children throughout the day. The intense physical exploration of children must be offset with naps and quiet activities such as music, quiet stories, and finger plays.

Most of the children will need morning and/or afternoon naps, so the transition from active times to sleep is very important. These transitions should be carefully planned to quiet down the children especially after eating or play outdoors. Soft music, darkened rooms, adults talking about what will happen next, and a consistent routine in preparing for sleep are important.

All children must have their own individual crib or mat with their own blankets. The beds should be in the same location for each child every day. A special comforting object or toy brought from home is often desired by children at this time. Some children like to be swaddled in their blankets or "tucked in," others like their backs or heads gently stroked, still others do not wish to be touched at all. Careful observations by the staff will help determine the comforting techniques for each child.

Staff should remain close by, giving attention and physical contact to the children as they settle down. It is important that all visible staff model a quieting, resting behavior by sitting on the floor or in a nearby rocking chair.

Because young children have a poorly developed sense of time, or the permanence of people and objects out of sight, sleep in a strange place can be frightening for some children. Imagine not being able to comprehend that a short nap will not extend into night, and all adults, especially your parents, did not disappear—or worse yet—abandon you to strangers. Add to this the normal stranger anxiety of most toddlers, and you can understand their fighting off sleep, their anxiety upon awakening, and sometimes the almost panic if an unfamiliar adult is present when they awake.

All cries of the sleeping children demand an immediate response in a warm, soothing manner as the adult identifies each child's needs. Rousing the children after sleep must be a carefully planned transition starting slowly while reassuring the children that things have not changed as they slept.

Diapering and Toileting

Infants

Children relish and learn from each individual social contact.

Changing **diapers** and **dressing** are important ways of responding to the needs of infants. When these activities are performed by warm responsive adults, a sense of well-being and emotional security is conveyed to the infants in a manner that develops their sense of trust and self-worth.

During the routine, the adult must give full attention to even the youngest children by eye contact and explanations about what is happening and how the child is feeling. These contacts and interactions help to lay the foundation for future learning experiences. During diapering or dressing, infants will also experience varied sensations such as changes in the temperatures, textures, positions, sights, sounds, and smells which are occurring in the world around them.

A mirror hung at the changing table area enables children to see the changing process and admire themselves. The mirror also allows the staff to see what is happening around them without taking attention from the child. Large pictures of faces, friendly animals, and black/white patterns can be placed around the table, and a mobile over the table adds an additional interest area.

Extreme care must be taken at all times to prevent the spread of disease by soiled diapers.

The changing table itself must have a smooth, cleanable, non-absorbent surface. Any mats or cushioning used must have the same qualities. After every diaper change the surface must be cleaned with warm, soapy water and sanitized with disinfectant.

If possible, the use of disposable diapers is recommended. After use they should be immediately put into a covered container lined with a plastic bag. Contents of the container must be placed in an outside receptacle at least twice a day. After handling diapers, the adults must wash and sanitize their hands.

If cloth diapers are used, you might want to consider the use and cost of a laundry service. The hot water temperature of your child-care facility would not properly sanitize laundry, and the necessity of keeping clean and soiled laundry separate requires more space than most settings provide; therefore, a laundry service might be a feasible option.

The ten most common spreaders of disease are the fingers on the human hand.

After each diaper change, the adults must wash their hands using detergent and warm water. After washing, a hand sanitizer is recommended. The children's hands should also be washed before they join the group or handle any toys.

Toddlers

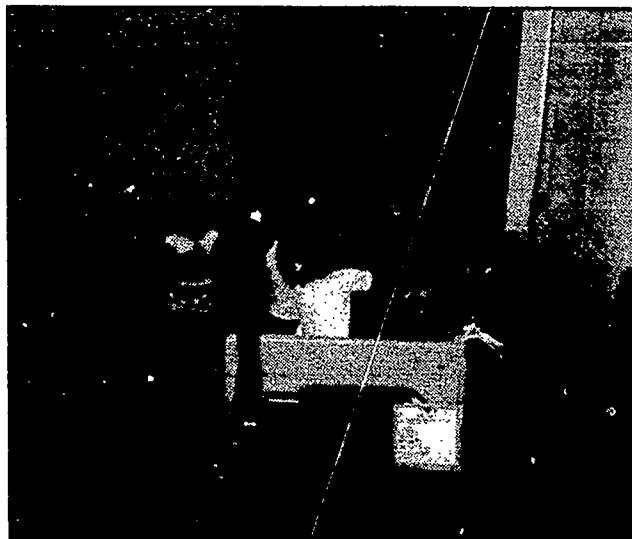
As children enter their third year of age, some will indicate a desire for toilet learning. However, toilet learning can only be effective when the child wants to learn and feels responsible. It takes a spirit of cooperation and enthusiasm to accomplish the task.

The approach to this new aspect of self-control must be agreed upon by staff and parents. The staff must respect different family practices and expectations. The staff should provide developmental information and supportive guidance to assist parents who may wish to begin the process before the child is ready, or who may use inappropriate methods such as punishment or shaming.

Play

“Children’s play reflects their curiosity and their observation of life.” Bernice Cullinan

Play is one of the major components of the children’s daily routine. It must be stressed that play is the children’s work. Through play the physical, cognitive, communicative, and creative skills are promoted. The social and emotional development occurring during play helps children know, accept, and take pride in themselves. Playing helps to develop their sense of independence.



Play within a developmentally appropriate program for young children warrants entire manuals in itself. However, two important resources that are recommended to serve as the guidelines for all the program activities, especially play, are:

Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8,* and
Child Development Associate (CDA) Competency Standards for Family Day Care Providers, and/or Center Based Care for Infants and Toddlers*

(* See Resources)

Some of the major points outlined in these manuals are:

For infants:

- The area that is the focus of play changes periodically from floors, strollers, being carried, rocked and swung.
- Play is offered inside and outside each day.
- All toys are safe, washable and too large to swallow. Some toys are simple, others complex.
- Toys are responsive to children’s actions such as bells, busy boards, balls, vinyl-covered cushions for climbing, large beads that snap together, nesting bowls, small blocks, shape sorters, music boxes, and squeeze toys that squeak.
- Toys are scaled to a size to grasp, chew and manipulate such as clutch balls, rattles, spoons, teethingers and rubber dolls.
- Toys and books are available on open shelves so children can make choices.
- Well padded and safe, low-climbing structures are available.
- Books are heavy cardboard with rounded edges and bright pictures of familiar objects.

For toddlers:

- Adults play with them by modeling pretend behaviors with dolls and “dress-up” accessories.
- Several of the same popular toys are provided in recognition of solitary and parallel play. **(Sharing is not forced)**
- Reading is done frequently with an individual child or in small groups of two or three.
- Songs, finger plays and acting out simple stories are part of each day.
- Stories are told with flannel or magnetic boards, and children are allowed to place and manipulate the figures.
- Access and experiences with large crayons, watercolor markers, large paper and easels are provided.
- Outdoor activity is offered every day with opportunities for water and sand play.
- Opportunities for large muscle play both inside and outside are offered.
- Toys and books are available on open shelves and can be carried and moved about by children.
- Sturdy picture books depicting a variety of ages and ethnic groups in a positive way are available.

For both infants and toddlers: All toys that are mouthed are replaced when a child has finished with them so they can be cleaned with a bleach solution.

Dramatic or Pretend Play Suggestions

**“Oral language is increased through activities such as role play, dramatic play in response to life and literature, literature experiences, and artistic experiences.”
Bernice Cullinan**



Role play is one of the most important ways children have to understand the world. By acting out what is going on around them, they begin to make sense and order out of the daily events in their lives. Adults can promote pretend play in even the youngest of children. For the infant, soft dolls, simple telephones, large trucks and blocks should be offered for exploration and play. “Prop-boxes” containing a variety of hats, shoes, or purses are often the best dress-up clothing for toddlers. Ride-on cars and trucks, a simple kitchen with a few dishes, and cardboard blocks are also excellent for toddlers. Puppets are another source for oral language development and role playing. For example, life-size story puppets can help children recall stories they’ve heard or encourage them to pretend to be a character in the story.

As children near three years of age, dress-up items can now include clothing with simple fasteners, eye glasses, jewelry, and role props for occupations. The pretend kitchen area can now be fire/police stations, hospitals, etc. These props can be extra enriching if they are added after an actual field trip to the location.

Dramatic play is a powerful way for guiding the growth of oral language as it offers opportunities for social and language development among peers. Adults should be advised not to direct or dominate this play, but to facilitate its development and enrich the experience by supplying the necessary props and time needed for prolonged play. Children need to be provided time to play freely until they have completed "acting out" their role.



Suggested resources for puppets

[I Saw A Purple Cow, and 100 other Recipes for Learning](#)

[Rainy Days Puppets, Games and Projects](#)





“The single most important way to help children become good readers is to read to them—even when they are infants.” Diane Ratvitch, Teacher’s College, Columbia University.

“Next to hugging a child, nothing has a greater impact than reading aloud.” Jim Trelease, “Read Me A Story,” *Parents*, February 1991.



Jim Trelease emphasizes that, “It is never too early to start reading aloud. Even infants respond positively to the comfort of a familiar lap, and the words and pictures of first books.” Trelease further states, “We read to children for the same reasons we talk to them: to inspire, inform, stimulate, affirm, amuse and guide;...It is also important to realize that listening comprehension must come before reading comprehension.” (Jim Trelease, “Read Me a Story,” *Parents*, February 1991.)

Reading to Infants

- Make reading a natural part of the children’s day.
- Infants respond to the rhythm and cadences of Mother Goose nursery rhymes.
- Choose books that have rhythmic language, interesting vocabulary; within the conceptual level of the children; sturdily constructed; and ones you like yourself.
- Choose books that have clear pictures of familiar objects, such as faces (black and white); familiar objects such as babies, a cup, a spoon, a cat.
- Choose books that are activity oriented, touch and feel, such as *Pat The Bunny*, by Dorothy Kunhardt.
- Books should have rounded corners; be durable; washable; chewable; and be made from cardboard (board books), cloth or plastic.

- Read frequently but for short periods of time.
- Focus children's attention by pointing to something on the page.
- Ask questions and make comments about something you're reading.
- Involve children in the comments.
- Learn to vary your reading voice between whispers and excitement.

Reading to Toddlers

- Young children love and need the repetition of familiar words, characters and stories. Children enjoy the words and pictures in a book, as well as the security that comes with sitting in a lap and cuddling close to someone.

- Encourage children to be active participants in the story.

- Encourage and acknowledge their comments and questions.

- Point to objects as they are named.

- Run your finger along the words as you read.

- Remember that visual literacy precedes print literacy.

- Read aloud print encountered in the environment.

bumper sticker

junk mail

weather

shopping lists

post notes and messages on telephone, bulletin board

billboards

headlines

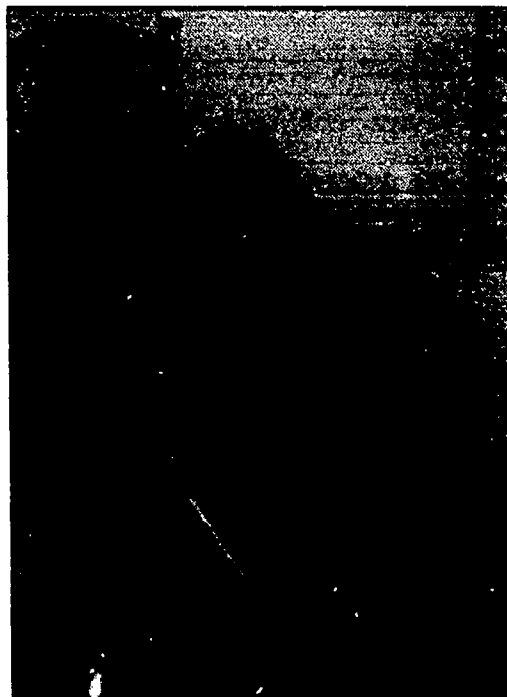
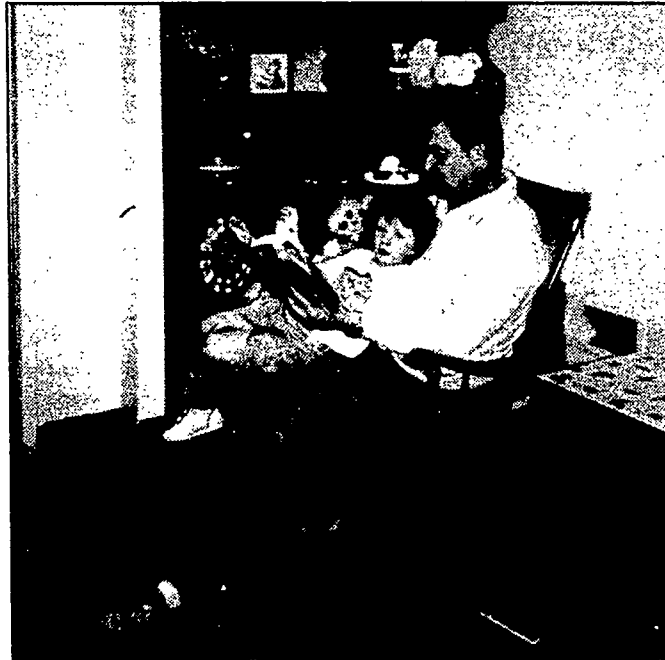
comics



- Announce the title and author each time you read aloud.
- Look at the cover of the book and say, "I wonder what this book is going to be about?"
- Avoid turning read-aloud sessions into structured teaching sessions, quizzing the child for certain answers, but do ask questions such as What do you think will happen next? How do you think Little Bear feels?

- Learn information about a chosen author and share the information.

Most importantly, introduce children to the library. Children should obtain their own library cards. Provide frequent, regularly scheduled trips to the library.



A VARIETY OF BOOKS SHOULD BE SELECTED (Suggested Titles)

Mother Goose and Nursery Rhymes

More often sung and recited from memory than read.

Tommie dePaola. Tommie dePaola's Mother Goose

Arnold Lobel. The Random House Book of Mother Goose

Marguerite de Angeli. Marguerite de Angeli's Book of Nursery and Mother Goose

Books for Babies

Helen Oxenbury. Playing; Dressing; Working; Friends; Family; Good Night; Good Morning; Monkey See. Monkey Do

Rosemary Wells. Max's First Word; Max's Toys; A Counting Book

Tana Hoban. Red, Blue, Yellow Shoe; Panda, Panda; What Is It?: A First Book of Objects

Nursery Songs

Jane Hart (compiler). Singing Bee!: A Collection of Favorite Children's Songs

Merle Peek. Roll Over!: A Counting Song; Mary Wore Her Red Dress; Henry Wore His Green Shoes.

Aliki, Go Tell Aunt Rhody

Participation Books

Dorothy Kunhardt. Pat the Bunny

Eric Hill. Where's Spot?: Spot Goes to the Circus; Spot's First Walk; Spot's First Picnic

Finger Plays

Marc Brown. Finger Rhymes; Hand Rhymes; Play Rhymes

Tom Glazer. Eye Winker Tom; Tonker Chin Chopper

Concept Books

Do not have story lines

Often have themes such as animals or toys

Alphabet and number books are considered concept books

Picture Storybook

Ann Jones. When You Were a Baby; Where Can It Be?: Now We Can Go

Nancy Tafuri. Have You Seen My Duckling?

Margaret Wise Brown. Goodnight Moon

Poetry

Jack Prelutsky (compiler). Read-Aloud Rhymes for the Very Young

Caroline Royds (compiler). Poems for Young Children

Josette Frank (compiler). Poems to Read to the Very Young

Nancy Larrick (Compiler). When the Dark Comes Dancing: A Bed Time Poetry Book

(Adapted from: "Literature for Young Children," by Bernice Cullinan. Strickland, Dorothy, Morrow, Lesley Mandel, Editors. Emerging Literacy: Young Children Learn to Read and Write. International Reading Association, 800 Barksdale Road, Newark, Delaware, 1989.)

Parent Literacy Component

Books help families communicate.

“In many ways, sharing storybooks with young children is a celebration of family life. As parents and children listen, talk, read, and play together, they learn about themselves, one another, and the social world in which they live.” Dorothy Strickland, Denny Taylor, Emerging Literacy: Young Children Learn to Read and Write.

Most parents are anxious to do whatever is best for their children; they are motivated to learn ways to help them to learn and to succeed. Therefore, using quality children’s literature as the vehicle for instruction for parents at the **FAMILY LEARNING CENTER** provided the ‘want to’ and enabled parents to acquire the competencies necessary to read to their children.

“You’ve gotta have the ‘want to,’ ‘cuz if you don’t have the ‘want to’ you ain’t got nothin!” says Norman, (“Case Study-Norman: Literate at age 44,” Journal of Reading, September 1991).

“Brunner (1986, 1990) calls for using literature as a way into literacy because literature encompasses the wide range of human experiences and shapes events into some kind of meaning.” Literature extends first-hand experiences and relates information in the stories to everyday experiences. “Literature helps to link events and characters to the healthy traits of the individuals within the story’s families and to total family wellness. Reading activities create opportunities for the students to interact with the literature, making connections to their own family strengths.” says Sharon Darling, President, National Center for Family Literacy. Also according to Bernice Cullinan, New York University, “Literature speaks to our elemental need for story and our search for meaning.” Hardy (1978) says literature is compelling because “narrative is a primary act of mind...story is the way in which we organize our minds.”

“Limited expectations can only be changed when parents themselves find success as learners.” Sharon Darling, President, National Center for Family Literacy

At the **FAMILY LEARNING CENTER** the parents’ feelings of inadequacy were lessened and their reading abilities improved by instructors who modeled “how to read” techniques, appropriate reading, comprehension, and listening strategies. Instruction for parents was conducted in a home-like setting, which was furnished with a round dining table and chairs, sofa, pictures, mirrors, and bookcases filled with children’s books, adult books, magazines, and other materials.

The parent literacy instructional component consisted of instruction in literacy skills using quality children’s literature; communication and writing; parenting skills; and parent/child interaction and communication. The instructional design incorporated a whole language philosophy, integrating pieces of literature with reading, writing, speaking, listening, thinking, and connections to real-

life topics and situations. Instruction was conducted through modeling, limited lectures, discussion, practicing reading strategies and techniques. During the instructional periods, parents read and discussed interesting children's books and related adult materials. Strategies and techniques were modeled by the instructors and practiced by the parents, with each other, and then with their children in the nursery. Seeing strategy in operation helped the parents to understand the value of the strategy being taught and prepared them to use it with their children.



Lectures were designed and delivered in such a way as to encourage active group discussion. Instruction was broken into four interrelated units: Language Development, Cognitive Development, Social/Emotional Development and, most importantly, Literacy Development. (The first three units served as base knowledge for the Literacy Development units.) Class instruction took place each Monday and Wednesday. (Two to three classes were offered on these days to accommodate parents' scheduling needs.) These instruction sessions enabled the parents to become less intimidated about reading to their children and enjoyable relationships were established between the generations.

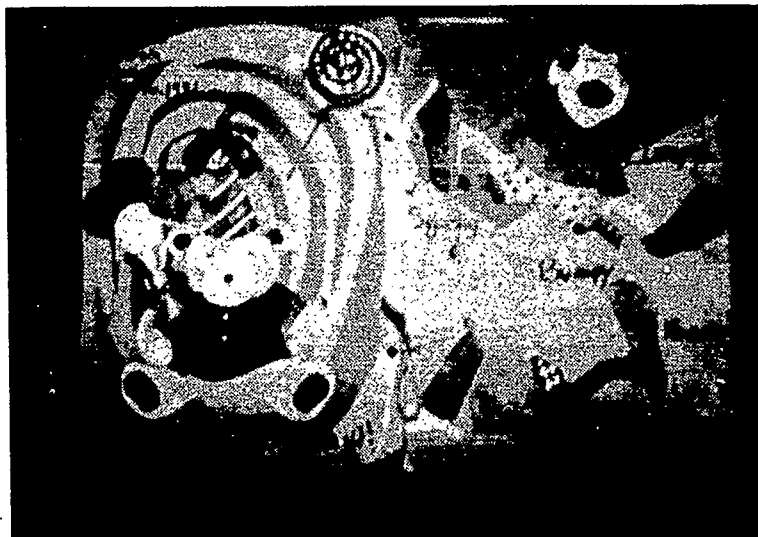
Resources

Hawaii Early Learning Profile (HELP): The Read Aloud Handbook; The New Read Aloud Handbook; Make Your Child a Lifelong Reader; The Reading Teacher; Journal of Reading; Creative Activities for Infants, Toddler, and Twos. Various literary genres, stories, fairy tales, fables, poetry, jingles, chants, nursery rhymes, songs, etc.

Parent Instructional Sessions

Provided instruction in

- Reading
- Listening
- Talking
- Writing
- Critical thinking
- Problem solving
- Decision making
- Reading comprehension strategies
- Various literary genres
 - stories
 - fairy tales
 - fables
 - poetry
 - nursery rhymes
 - jingles, chants
 - songs
 - finger plays
 - dramatization



Age-appropriate literature for their children

Reading and other literacy resources

How to apply the strategies learned to the text and illustrations in the children's books

Good questioning strategies

How to involve children in the stories, conversations and other activities

How to build literacy skills using free and inexpensive materials

How to capitalize on environmental print such as signs, billboards, cereal boxes, McDonald's, K-Mart, etc.

How to make books, puppets, toys and games using materials found in the home

How reading becomes a natural springboard for writing

How to develop background knowledge

How to relate reading to real-life experiences (children's, parents')

How to develop a literacy-rich environment

How to provide experiences for children

How to make education a family value

How to use the library

How to obtain a library card

How to stay involved, informed, and empowered

How to become active participants in their children's education throughout their school years

Strategies for Reading

While students (parents) make gains in such reading skills as vocabulary development and comprehension through the reading of literature, it is important to also develop strategies based

on the literature being read by guiding students in the reading process. The strategies used should actively involve students in the reading process and to interact with the material in a thoughtful and meaningful way. The instructors and staff members are crucial as facilitator and modelers of these strategies and techniques. As the parents become knowledgeable in the process, they should then be able to transmit this learning to their children.

Suggested strategies might include metacognition, directed reading, modeling, story mapping, reciprocal teaching and questioning. (See Appendix B.)

Lesson Outline Sample

1. Access prior knowledge and experiences.
2. Establish purpose for reading the story or other materials.
3. Connect reading to writing, speaking, listening, and real-life situations.
4. Use "Directed Reading Strategies" such as
 - a) provide background information
example: K-W-L strategy (see Appendix)
 - b) set the purpose for reading
 - c) read the selection
 - d) discuss the selection
 - e) develop skills
 - f) plan questioning strategies using the following criteria:
 - should be relevant
 - should foster higher-level thinking
 - should help to reach an understanding of an issue or concept
 - should encourage application of background knowledge, ideas, and experiences
 - should be given time to reflect on the questions and following responses
5. Evaluation
 - a) write personal reactions to the story, article or other materials read
 - b) ask students to respond to interpretive, synthesis, evaluative and other higher-level order questions

Suggested Resources

New Directions in Reading Instruction, International Reading Association, 1988.

Strategies for Thinking, Zaner-Bloser, Inc., 1990.

The Literature Connection, Liz Rothlein and Anita Meyer Meinbach, Scott Foresman and Company, 1991.

Literacy Through Leadership, West Virginia State Reading Council.

A Strengths Model for Learning in a Family Literacy Program, Dr. Meta W. Potts, National Center for Family Literacy, March 5, 1992.

Parent/Child Interaction Component

"Give your children literature, it is part of their heritage." Bernice Cullinan

"Early learning is a family affair." Sharon Darling

Parents and caretakers can share books with babies as easily as they change their diapers.

The Parent/Child Interaction Component, the core of the Family Learning Center project, provided hands-on experiences for parents in sustaining their children's literacy development while focusing on the parents' own parenting and literacy needs. The parent/child component must be carefully planned so that learning activities are closely aligned in both components.

An essential ingredient of the Parent/Child component was the "Lab Time." Instruction and modeling presented to parents during the parent instruction time was followed up by parents practicing with their children during a supervised time in the nursery. This was a time for parents to interact, to read, to play, and to practice skills with their children. The labs, which were held two times per week, provided a structured, yet non-threatening, means for parents to practice skills and concepts that corresponded directly to those presented in the preceding Parent Component.

Resources

Teacher-made Labs
Playful Parenting
Diaper Gym Program
Active Parenting
The New Read Aloud Handbook, Jim Trelease



Parent Time

The Parent Time component, which also served as a support group, provided an opportunity for parents to interact and to exchange ideas and experiences with each other. Parents initiated topics of discussion which were pertinent to the instructional sessions, child interaction time and adult informational materials, articles, and books read. These discussion sessions, facilitated by the Program Specialist, proved to be a valuable part of the project as they offered an opportunity for sharing experiences, feelings, and concerns. Discussions and reactions to the materials and books being read were also incorporated into this time.

Fridays were set aside as loosely structured make-up days and/or project days. Projects included creating puppets, making books and preparing for presentations to the group on suggested child activities and books to read. The project activity time offered a "safe" working "laboratory" for the parents to practice vital literacy, communication and parenting skills in a group situation. It also provided an additional opportunity for parents to spend quality time with their children.

During the work and instructional times, the security of a reliable, developmentally appropriate nursery provided for their children was a plus for parents. Parents could be actively involved with their children's learning in a supervised and supportive situation.

Resources

Selected Parent Resources

Active Parenting Materials (adapted, presented and discussed as applicable)



BEST COPY AVAILABLE

Evaluation Component

Family literacy projects should encompass a wide variety of assessment and evaluation tools in assessing the progress of the parents as well as the progress of the children.

Assessment and Evaluation Resources

Parent

Intake assessment

Staff interviews

Modified Even Start Family Information Form

Family Learning Center Survey Form

Reading materials

Exit Criterion

Pre and Post-Survey (modified Even Start Family Information Form) (Appendix B)

The Barbara Bush Foundation For Family Literacy Participant Questionnaire (1990-1991 Grants) (Appendix B)

Number of books read to the children

Interviews

Anecdotal records

Daily Journal Writing

Reading logs, records of books, magazines, journals, articles read by the parents

Infants and Toddlers

Hawaii Early Learning Profile (HELP)

Checklists

Anecdotal records

Observation

individual interaction with books

pre-literacy

skill check and awareness check

responses to being read to

responses to verbal and visual stimuli

Daily record of activities and achievements, "Happy Grams"

Parent/Child Interaction

Observation

Anecdotal records of parent/child interactions, attitudes, etc., which parents shared during an unstructured read-aloud time upon entering the project

Portfolio Assessment

Although the Family Learning Center project did not employ a formal type of portfolio assessment, a portfolio system, as well as keeping reading logs and daily writing journals for assessment of the participants in a family literacy program, is highly recommended

A portfolio provides a means for systematically collecting and documenting information and progress over time and allows the students (parents) to share in the responsibility for assessing their own performance. Many of the testing instruments presently on the market do not adequately assess the learning outcomes of the participants in a family literacy program. Portfolios offer a framework that is dynamic and grounded in what students are actually doing. It allows for diversity and empowers students to take control of their own learning.

The teacher/instructor keeps selected samples of each students' reading to determine their general reading ability. Miscue analysis records and running records aid in determining student performance. The samples should also include an accumulation of anecdotal notes taken during instructional sessions combined with the students' self-assessments to aid in determine students' (parents') progress during the project.

A portfolio enables the student to:

- Make a collection of meaningful work
- Reflect on their strengths and needs
- Set personal goals
- See their own progress over time
- Think about ideas presented in their work
- Look at a variety of work
- See effort put forth
- Have a clear understanding of their versatility as a reader and writer
- Feel ownership for their work
- Feel that their work has personal relevance

Tierney, Robert J., Carter, Mark A., Desai, Laura E., Portfolio Assessment in the Reading-Writing Classroom.

Suggested Resources

Portfolio Assessment in the Reading-Writing Classroom, Tierney, Carter, Desai. Christopher-Gordon Publishers, Inc., Norwood, MA. 1991.

Language Arts Portfolio Handbook For the Primary Grades, Juneau School District, 1991.

Family Portfolios: Documenting Change in Parent-Child Relationships. Robert J. Popp, National Center for Family Literacy, February 11, 1992.

Conclusion

“One parent is worth a thousand teachers.”
Chinese proverb

The **FAMILY LEARNING CENTER** project provided an opportunity to assist a number of young “at-risk” parents in the Helena area to improve their literacy skills through the use of quality children’s literature, to cultivate literacy and education as a family value, and to enjoy reading to their children. The parents became “hooked” on the importance of parent involvement with reading and literacy while enrolled in the project.

Library cards were obtained by all the parents and their children enrolled in the **FAMILY LEARNING CENTER** project.

In the words of one of the mothers, “It helped me learn more about how reading to, singing and talking to your baby helps them.”

Other parent comments include the following:

“...learning about the different types of books and which books are most appropriate for what ages. That it (reading to your child) is very important. How to go on, how to carry this learning on outside this program and into school, to them (her children) like to read.”

“It helped me in picking out the important material needed in order to pass my tests. This has helped me in not being so frustrated when I do have difficulty in reading. I actually passed my two courses over the summer!”

“I think (Morgan, 7 months) is developing a lot faster mentally, or...maybe I’m just more aware of her learning.”

“My children have learned how to respect and appreciate books...and they have more of an interest in them. Making time for being with just the children and time for myself as well has helped a lot.”

“It helped give (Jamie, 24 months) the desire to read. He goes to books and requests to be read to and/or he will read to himself. He seems to enjoy books more. It makes him feel proud of himself...like he can do it.”

“It will help (Dakato, 5 months) to know about reading ‘cause I’m reading to him so much.”

“Family literacy is not a panacea, nor is it a quick ‘fix.’ Complex, deeply rooted problems are not quickly or easily solved. But family literacy is an important part of the solution. This powerful intervention holds great promise for breaking the intergenerational cycle of undereducation and fulfilling America’s broadest educational aims.” (Sharon Darling)

Hopefully, the information and tips contained in this document will make your task in implementing a family literacy project or adding a literacy component to your existing program a little easier.

“I want to learn more (Michele, a mother).” This makes it all worthwhile.

RESOURCES

Resources

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

1834 Connecticut Ave. N.W.

Washington D.C. 20009-5786

- Administration Programs for Young Children
- Character Development: Encouraging Self-Esteem and Self-Discipline in Infants, Toddlers and Two-Year Olds
- Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8
- Emerging Literacy: Young Children Learn to Read and Write
- Families and Early Childhood Programs
- Helping Young Children Develop Through Play: A Practical Guide for Parents, Caregivers and Teachers
- How to Generate Values in Young Children: Integrity, Individuality, Self-Confidence and Wisdom
- Human Side of Child Care Administration: A How-To Manual
- Infants: Their Social Environments
- The Infants We Care For
- More Than Graham Crackers: Nutrition Education and Food Preparation With Young Children
- More Than ABCs: The Early Stages of Reading and Writing
- Parent Involvement in Early Childhood Training: An Annotated Bibliography
- Setting Up for Infant Care: Guidelines for Centers and Family Day Care Homes
- Teacher - Parent Relationships
- Teaching Adults: An Active Learning Approach
- Young Children and Picture Books: Literature From Infancy to Six
- Many brochures and videos covering these and other topics

COUNCIL FOR EARLY CHILDHOOD PROFESSIONAL RECOGNITION

1718 Connecticut Ave. N.W. Suite 500

Washington D.C. 20009-1148

- Child Development Association (CDA) Assessment System and Competency Standards for Infant/Toddler Caregivers in Center-Based Programs

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Office of Human Development Services

Head Start Bureau

Washington D.C. 20201

- Getting Involved Series: Your Child and Reading, et al.

THE HIGH/SCOPE PRESS

600 North River Street, Dept. 10
Ypsilanti, Michigan 48198

- Involving Parents: A Handbook
- Getting Involved: Workshops for Parents

TEACHERS COLLEGE PRESS

P.O. Box 2032
Colchester, Vermont 05449

- Observing and Recording the Behavior of Young Children
- Infant/Toddler Environment Rating Scale and Video Training Package

TOYS N THINGS PRESS

906 N. Dale Street, Box 03
St. Paul, Minnesota 55103

- Single Parenting
- A Guide to Discipline
- And multiple resources on age-appropriate activities to do with children of all ages

Dr. Robert Ruthemeyer
Director, Adult Education
Montana Office of Public Instruction
State Capitol
Helena, Montana 59620
(406) 444-4443

Dr. Gloria Gregg
Lifelong Learning Resource Network
College of Education
Montana State University
Bozeman, Montana 59717

Montana Association of Adult and Community Education
Bill Shupe, President
Helena Learning Center
815 Front Street
Helena, Montana 59601-3310

National Center for Family Literacy
401 South 4th Avenue, Suite 610
Louisville, Kentucky 40202-3449

APPENDIX

A

**Family Learning Center
Position Descriptions
Child-Care Schedules
Forms**

Position Descriptions

Family Learning Center Child-Care Assistant

Duties and Responsibilities of Position

Responsibilities

This position works closely with the Child Care Coordinator, to foster in-program communication, work toward implementation of program goals, address child care concerns and needs, and assists with direct child care and housekeeping needs. These activities are under the close supervision of the Office of Public Instruction.

Duties—100%

Assist with the direct care and supervision of infants and toddlers, under the direction of the Child Care Coordinator and the FLC Education Program Specialist.

Assist in implementing the program and curriculum designed for the children.

Provide appropriate caregiving and parenting skills.

Assist in the supervision of play of each child.

Assist in providing play variety and opportunities for each child.

Provide field trips to the fenced play area, parks, walks.

Maintain the orderliness and cleanliness of the center, toys, and equipment.

Maintain proper feeding practices.

Assist in the feeding of the infants and toddlers.

Assist in the preparation of meals and snacks.

Assist in the charting of bottle and infant feeding.

Maintain proper diapering procedures.

Assist in charting changes daily and special diapering needs.

Perform laundry and bedding laundry tasks as assigned.

Provide input regarding child care and housekeeping.

Perform other duties as assigned.

Supervision Exercised:

None

Equipment or Machinery Used:

Care of infant and toddler furniture, toys, play equipment, kitchen and bathroom appliances.

Personal Contacts:

The child care assistant will meet with the following persons, groups, agencies and organizations to perform duties associated with the Family Learning Center.

1. Children
2. Child Care Coordinator
3. Family Learning Center Program Specialist
4. OPI Project Director
5. Volunteer groups

Supervision Received:

Position works under the direct supervision of the Child Care Coordinator and the FLC Education Program Specialist.

Knowledge, Skills and Abilities:

Knowledge in nursery and child care;

Specific knowledge of direct care and supervision of infants and toddlers, feeding and care, appropriate play opportunities for each child, housekeeping techniques, feeding and meal planning, appropriate caregiving and nurturing skills;

Skills—interpersonal, nurturing, food preparation, orderliness and cleanliness, housekeeping;

Abilities—to nurture infants and toddlers; follow directions, to be pleasant under stress of the job, interact with parents, infants and toddlers, maintain proper diapering procedures, chart health concerns daily, maintain orderliness and cleanliness of the center, toys and equipment, to follow feeding instructions and meal preparation.

Education and Experience:

Experience in child care.

Physical Demands and Working Conditions:

Ability to lift, supervise and care for infants and toddlers.

Ability to provide housekeeping duties.

Family Learning Center Education Program Specialist

Duties and Responsibilities of Position

This position directs the planning, designing, development, implementation, evaluation and supervision of the day to day operation of the "Family Learning Center," a Barbara Bush intergenerational literacy project under the supervision of the Project Director at the Office of Public Instruction; design, implement and provide instruction in comprehensive and ongoing programs which strengthen the goals and objectives of the Family Learning Center; provide child, parent, and program assessments. These activities are conducted within broad policy guidance established by the Office of Public Instruction and the Barbara Bush Foundation. These services include technical assistance of both general and a specific nature which relies upon extensive knowledge of early child development, parenting, literacy and management skills.

A. Administration —35%

1. Coordinate the day to day operation of the project.
2. Coordinate participants' schedules with the Career Institute, Adult Learning Center, Vocational Technical Center, Carroll College.
3. Direct and supervise staff members and volunteers for specific activities pertaining to the project.
4. Act as liaison between staff and other program components, and community volunteers.
5. Develop, administer, monitor the budget in cooperation with the OPI Project Director.
6. Coordinate the ordering of supplies and equipment with the Project Director, Office of Public Instruction.
7. Keep an updated inventory of instructional materials and equipment in the program.
8. Assist the Project Director in preparing all required reports and in program evaluation.
9. Monitor updated inventory of materials and equipment in the Family Learning Center.

B. Instruction and Evaluation —65%

1. Develop and implement curriculum, assessment materials and procedures for children and parents enrolled in the "Family Learning Center."
2. Instruct and model parenting, communication, literacy skills for the parents.
3. Establish developmental learning stations and activities for infants and toddlers.
4. Provide technical expertise for child care and training.
5. Maintain confidential files including family data and contact reports in accordance with federal policies.
6. Serve as a liaison to community social agencies involved with the targeted parents and their children.
7. Conduct ongoing evaluation of child and parent progress in the Family Learning Center.
8. Assess child's strengths and weaknesses as per assessment instruments and procedures outlined in the project.
9. Assess parents' strengths and weaknesses as per assessment instruments and procedures outlined in the project.
10. Provide for ongoing program assessment.
11. Maintain and update written records of child and parent progress.
12. Other duties as assigned by the Project Director, OPI.

Supervision Exercised:

This position supervises Child Care Specialist, and the Child Care Assistant; directs work plan, work methods and priorities in the care and teaching of the infants and toddlers; participates on performance appraisal and in discipline actions. The major supervisory responsibilities of the Family Learning Center Education Program Specialist position will involve the implementation of the prescribed curriculum and direct child care. Supervision will be provided as directed and supervised by the Project Director, OPI.

Equipment or Machinery Used:

Computers: IBM; database; slide projector, movie projector; overhead projector; typewriter, hand-held calculator; infant furniture, toys, play equipment, kitchen and bathroom appliances.

Personal Contacts:

The Education Program Specialist will meet with the following persons, groups, agencies and organizations to perform duties associated with the Family Learning Center:

1. Project Director
2. Children and parents

Community Resources:

3. Resource and Referral personnel
4. Career Training Institute personnel
5. Adult Learning Center and other educational personnel involved in the project
6. Volunteer groups

Supervision Received:

Supervision is provided by the Office of Public Instruction Project Director. Work assignments developed cooperatively with the Project Director are based on program and office goals and legal mandates. Position works under the general guidance of the OPI Project Director and the Curriculum Services Administrator.

Knowledge , Skills and Abilities:

—Knowledge of family centered educational programs

— Specific knowledge of child growth and development, and appropriate care and activities for children ages birth to age 3; knowledge of curriculum, assessments, materials, and supplies needed for developmentally sound early childhood programs, family training, parenting, literacy programs.

—Skills—organizational, supervisory, interpersonal.

Skill in working with parents and young children in developing and implementing individual child and parent interactive literacy programs.

—Abilities

Ability to design, implement, teach and evaluate early childhood, parenting, and literacy curriculum.

Ability to establish and maintain effective working relationships with staff, volunteers, parents and children; to communicate effectively verbally and in writing.

Education and Experience:

Degree in Education; expertise in early childhood development, or equivalent combination of training and experience; a member of the Lewis and Clark Reading Council.

Physical Demands and Working Conditions:

Family Learning Center Child-Care Program Coordinator

Duties and Responsibilities of Position:

This position is responsible daily for the direct care and supervision of the infants and toddlers enrolled in the program. These activities are conducted within the broad policy guidance established by the Office of Public Instruction and the Barbara Bush Family Literacy Foundation. These services include technical assistance of both a general and a specific nature which relies upon knowledge and experience with infants and toddlers in a day care or other educational setting.

Duties

1. Coordinate the day to day operation of the child care center.
2. Coordinate proper infant and toddler care procedures and caregiving behaviors.
3. Coordinate proper nursery care, feeding, play and housekeeping procedures.
4. Supervises appropriate play and play areas for infants and toddlers.

A. Management—40%

1. Perform proper housekeeping and cleanliness procedures.
2. Provide individualized care for infants and toddlers.
3. Maintain an environment with a consistent routine for feeding, naps, and care.
4. Assist the program specialist in maintaining an updated inventory of equipment and materials in the program.
5. Assist the program specialist in preparing all required reports and in program evaluations.

B. Program and Evaluation—60%

1. In conjunction with the FLC Education Program Specialist, provide technical assistance in establishing and maintaining a registered child care facility.
2. Maintain developmental learning stations and activities for infants and toddlers under the direction of the FLC education program specialist and the project director, OPI.
3. Implement prescribed developmental programs for each child.
4. Maintain a log for each child for concerns, abilities, growth, behavior, etc., under the direction of the FLC education program specialist.
5. Assist the FLC education program specialist in assessment procedures.
6. Provide appropriate role modeling of parenting and caregiving skills.

Supervision Exercised:

Supervision of the child care assistant under the direction of the Family Learning Center Education Program Specialist and the Office of Public Instruction Project Director

Equipment or Machinery Used:

Care of infant and toddler furniture, toys, play equipment, kitchen and bathroom appliances.

Personal Contacts:

The child care program coordinator will meet with the following persons, groups, agencies and organizations to perform duties associated with the Family Learning Center

1. OPI Project Director
2. Family Learning Center Program Specialist
3. Parents enrolled in the project
4. Volunteer groups
5. Children

Supervision Received:

Work assignments are cooperatively developed based on program goals and legal mandates. Position works under the general guidance of the Family Learning Center Program Specialist and the Project Director, Office of Public Instruction.

Knowledge, Skills and Abilities:

—Knowledge in establishing and maintaining a registered child care facility.

—Specific knowledge of infant growth and development, direct care and supervision of infants and toddlers; feeding and care; appropriate behavioral techniques; appropriate play variety and opportunities for each child; a wide variety of activities appropriate for infants and toddlers; providing a safe, hygienic environment; modeling appropriate caregiving and nurturing skills.

—Skills—organizational, interpersonal, nurturing, time management; food preparation, menu planning; orderliness and cleanliness; implementing prescribed programs.

—Abilities

Maintain a registered child care facility; nurture infants and toddlers; role model appropriate care techniques for parents; modify care schedule to suit individual child; to be pleasant under stress of the job; interact with parents, infants and toddlers to foster caring environment; chart bottle and infant feeding schedules; maintain appropriate feeding practices; supervise play of each child; maintain proper diapering procedures; chart health concerns daily; maintain orderliness and cleanliness of the center, toys, and equipment.

Education and Experience:

Three years' experience with infants and toddlers in a day care and/or other educational setting. Supervisory skills.

Physical Demands and Working Conditions:

Ability to lift, supervise, and care for infants and toddlers.

Family Learning Center Child Care Staff Schedule

7:45	Welcome Children and Parents
8:10	“Family Time” - Large Groups, Name/Welcoming Song
8:15	Breakfast - Rotate Children in, staff split times Free Play - Child Self-Initiated Play Toileting - Diapering: one-on-one activity (see card above table) Prepare for Nap
9:15	Clean Dining Area Nap Time Volunteer (M: 9-10, T and Th: 9-9:30) Reading/Literary Activities
9:30-10:00	Assistant Planning Time Walk/Literary, Nature Walk
10:00	Small Group Center Activity - Staff Planned
10:45	Pick-up Time Large Group Activity - Language Activities
11:15	Lunch Free Play Toileting
12:15	Clean Dining Area Story Time P.M. Nap Time
12:30-1:30	Coordinator’s Lunch
1:30-2:30	Assistant Lunch
2:30	Awaken Nappers
2:45	Snack
3:15	Activity Clean Dining Area

Family Learning Center Child Care Coordinator Schedule

7:45-8:10	Welcome Children and Parents
8:10-8:45	Prep for Breakfast (Wash Hands, Children in Seats)
8:15-8:45	Breakfast
8:45-9:00	Clean Up Dining Area (see list) (Children Free Time) Post Medicine Log, Record What and When on Bottom of Happy Gram
9:00-9:15	Toileting, Diapering
9:15-9:45	If Staff Adequate, Take Non-Nappers for Walk, Otherwise Gross Motor Activities (Assistant Doing Planning)
9:45-10:00	Toileting, Drinks
10:00-10:45	Center Activity of Day for Non-Nappers
10:30-10:45	Babies Getting Up
10:45-11:00	Language Activities
11:00-11:15	Prep for Lunch
11:15-11:45	Lunch
11:45-12:15	Story Time
12:15-12:30	Toileting, Afternoon Nappers Down
12:30-1:30	Lunch
1:30-2:30	(Assistant Lunch Break) Prep Time, Cleaning, Play with Awake Babies
2:30-2:45	Nappers Wake Up, Prepare for Snack
2:45-3:15	Snack
3:15-3:30	P.M. Activity (Assistant Clean Dining Area)
3:30-4:00	Planning

Family Learning Center Child Care Assistant Schedule

8:15	Deliver Breakfast
8:30	Assist with Feeding Babies
9:00	Free Play Prep for Babies to Nap Diapering Preparation of the Bottles
9:30	Menu Planning
10:00	"Gross Motor Activity"
10:30	Babies Wake Up Diapering Preparation for Activity
10:45	Large Group Time for Toddlers
11:00	Story Time for Toddlers
11:15	Pre-Lunch Activity Wash Hands - Use Bathroom
11:30	Lunch Time
12:00	Nap Time
12:30	Story Time, Quiet Time Take a Walk Coordinator Lunch Break
1:00	Quiet Time for Babies
1:30-2:30	Assistant Lunch Break
2:45-3:00	Preparation for Snacktime for Babies
3:30	Start with the Cleaning-up
4:00	Story Time (Dining Room)
4:30	Planning, Record Keeping, Clean Up

Family Learning Center Cleaning Checklist

CLEANING CHECKLIST	Date					Date					Date				
	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
DINING AREA															
• After each meal															
—Clear table															
—Wipe high chairs															
—Wipe table & chairs															
—Sweep floor															
—Put food away															
—Return tray															
• End of day															
—Sweep and mop floor															
NURSERY															
• Wash crib frames & playpen with chlorine solution															
• Change sheets on Wednesday & Friday															
• Disinfect mattress on Friday															
• Fold blankets neatly over cribs															
• Disinfect blue mats on Friday															
• Tuck blue mats under cribs															
LIBRARY															
• Tidy up books															
• Dust table, lamp, . . .															
CLOSETS															
• Close gate															
BATHROOMS (3)															
• Mop floors with ammonia cleaner															
• Spray and wipe toilets															
• Clean toilet bowls on Wednesday															
• Clean potty chair															
• Wipe down sink															
ACTIVITY CENTER															
• Wash mouthable toys															
—Fill sink with bleach water															
—Soak toys for 2 minutes															
—Rinse and air dry															
• Spray, wipe, sanitize walkers, gym, dividers															
GARBAGE															
• Remove trash from															
—diaper pail															
—activity room															
—family room															
—bathrooms (3)															
• Rinse trash cans with bleach water Wednesday															
• Disinfect trash cans															
• Replace garbage bags															
• Place bagged trash by large outside door															
KITCHEN															
• Dishes															
—Wash in hot, soapy water															
—Rinse															
—Soak in bleach solution for 1 minute															
—Rinse and air dry															
—Put away															

**FAMILY LEARNING CENTER
ATTENDANCE**

DATE: _____

INFANTS

INITIALS

TIMES IN/OUT

Angelica

Bo

Jarod

Jamie

Morgan

Sarah

TODDLERS

Jaramia

Sarah

PARENTS

Laurie

Katie

Kim

Kathy

Mary

Kristan

Lucinda

* TIME TO BE MADE UP:

**Family Learning Center
Parent Time**

WEEK OF: _____

PARENT _____ CHILD _____

	Monday	Tuesday	Wednesday	Thursday	Friday	TOTAL
Class Instruction						
Parent/Child Interaction						
Child Instruction						
Comments						

HAPPY GRAM

Name _____

Date _____

Diapering _____

Nap Time _____

Feeding Information _____

News

Caregiver _____

_____ 's Pre-Literacy Communication Chart

Week of _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Experiences					
Reading Time (Titles)					

APPENDIX

B

Parent Instructional Component

Sample Weekly Project Schedule

Daily

7:15 Open and Ready Child Care Center (Child Care Staff)
7:45 Child Arrive
8:15 Breakfast for Children

Monday & Wednesday

8:45-10:15 (Group 1 Parents) Parent Class—direct instruction, modeling in literacy, communication, parenting
11:30-1:00 (Group 2 Parents) Parent Classes
2:00-3:00 (Group 3 Parents) Parent Classes
4:00-5:30 Florence Crittenton Home Family Literacy—instruction, modeling, parent/child interaction, reading and literacy projects

Tuesday & Thursday

8:45-10:15 (Group 1 Parents) Parent/Child Interaction (Family Literacy) Lab: practice skills and reading with the children
11:30-1:00 (Group 2 Parents) Parent/Child Interaction (Family Literacy)
2:00-3:00 (Group 3 Parents) Parent/Child Interaction (Family Literacy)
3:30-5:30 Planning, Curriculum Development, Staff Development

Friday

8:45-10:15 (Group 1 Parents) Parent/Child Interaction (Family Literacy) and Literacy Projects
10:15-11:30 Planning, Curriculum Development, Staff Training
11:30-1:00 (Group 2 Parents) Parent/Child Interaction (Family Literacy)
2:00-3:00 (Group 3 Parents) Parent/Child Interaction (Family Literacy)
3:30-5:30 Make-up Classes for Parent Groups

Family Learning Center Initial Assessment

Here are some statements about children. I will read each statement and then I want you to tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. Think of any of your children between one and four when answering. Here is one for practice. I'll read the statement:

I need to be by myself sometimes.

Do you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with that statement?

Okay, let's go on with the rest of the statements.

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Refused Don't Know
a. Much of my child's learning will take place before (he/she) enters school.	4	3	2	1	8
b. My child needs to play with me.	4	3	2	1	8
c. Playing with my child makes me feel restless.	4	3	2	1	8
d. It is difficult for me to think of things to say to my child during play.	4	3	2	1	8
e. Playing with my child improves the child's behavior.	4	3	2	1	8
f. More of my child's learning at this age takes place by watching people and things rather than by being told.	4	3	2	1	8
g. It is difficult for me to stay interested when playing with my child.	4	3	2	1	8
h. I scold my child when (he/she) doesn't learn.	4	3	2	1	8
i. I imitate my child's speech when we play so that the child understands.	4	3	2	1	8
j. My child learns by playing with other children.	4	3	2	1	8
k. If we play whenever my child wants to, not much learning will take place.	4	3	2	1	8
l. My child's education is the responsibility of our family.	4	3	2	1	8
m. I really like to teach my child something new.	4	3	2	1	8

Adapted from [NEIS Form 1B: Family Information] pp. 14-18.

Strategies for Reading and Learning

Approaches that emphasize student's awareness of their own strategies and alternative strategies as well as technique for self-monitoring result in sizable gains in comprehension performance.

Palincsar & Brown, 1985. Paris, Lipson, & Wixson, 1983.

Strategic behavior improves learning.

Strategic behavior can be taught.

Strategic behavior can be learned.

Paris 1985

Prior Knowledge

One of the most conclusive findings to emerge from recent research is how much a learner's prior knowledge of a topic facilitates comprehension. Students brainstorm what they already know, define problems, and set goals. At the beginning of each lesson the students are asked to recall what they know from the prior learning and experiences.

J.E. Readance et al., 1981

Think/Pair/Share

Think/Pair/Share is a dyad activity in which students work in pairs to complete a learning task. First, students work with a partner and come up with an answer. Each pair then shares its response with another pair or the class as a whole.

Larson & Dansereau, 1986

K-W-L-

K-W-L is an instructional strategy that was developed by Ogle. Before reading, the teacher uses brainstorming and direct questioning with the whole class to determine what they Know(K) about the content from prior instruction and personal experiences. The teacher then guides the students to categorize the information they have generated. Next, the students think about what they Want(W) to learn. Students read to answer their question. After reading, students articulate what they have Learned(L) and what they still need to learn.

Ogle, D. (1986). K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39, 564-571.

K-W-L Worksheet

What We Know	What We Want to Learn	What We Learned

Categories We Expect to Use

- A.
- B.
- C.
- D.
- E.
- F.

Adapted from: Ogle, D. (1986). K-W-L, The Reading Teacher, 39, 564-571.

Modeling

One of the techniques is a “think aloud” process in which teachers verbalize their own thoughts as they work with a piece of text or a learning strategy. It is important for teachers to model any uncertainties they have about what they are doing as well as saying, “Well, if I make a mistake I can correct it later.” Some ideas might be:

- “From this I predict”
- “I have a picture in my mind of”
- “This is like”
- “This doesn’t make sense”
- “This is different from what I expect”
- “This is a new word to me”

C. Gordon, 1985

Graphic Organizers - Definition

Graphic organizers are visual illustrations of verbal statements. Many are familiar to adults: flow charts, pie charts, and family trees. Many graphic organizers are associated with frames. Frames are sets of questions or categories that are fundamental to understanding a given topic. Graphic organizers are important because they help learners to comprehend, summarize, and synthesize complex ideas in ways that, in many instances, surpass verbal statements.

Graphic organizers help students select important ideas and details as well as giving them a means for detecting missing information and unexplained relations. Graphic organizers foster non-linear thinking and summarizing. They help students to become actively involved in processing ideas and provide input in two modes (visual and verbal) rather than just one.

Jones, Pierce, & Hunter, 1989

Construction of a Learning Log will enable the reader to connect facts with findings, to establish a knowledge base and to use higher-order thinking skills.

Writing dialogue journals enables students and teachers to converse on paper. The student responds to the reading, and the teacher responds to the students.

Readability

Readability is related to many factors which cannot be measured by conventional readability formulas that are based on length of sentences and the number of long or multisyllable words.

Readability includes

- reader's prior knowledge
- reader's purpose
- reader's understanding of vocabulary
- reader's interests and attitudes

Difficulty of materials is related to

- author's style of writing
- author's purpose
- organization of content
- physical layout of textual material

Text Materials

Other factors which affect readability are text considerations and text factors that inhibit comprehension.

Text Considerations

How easy or difficult a text is to understand is affected by:

- Organization and structure of the text
- Whether the text addressed one concept at a time or tries to explain several at once
- The clarity and coherence of what is explained
- Whether the text is appropriate for the students and the purpose
- Whether the information is accurate and consistent

Text Factors That Inhibit Comprehension

- Referents that are ambiguous, distant, or indirect
- Concept for which the reader lacks requisite background
- Events or ideas that are not relevant to the text

J.Maonahan & B. Hinson, (Eds.), 1988

APPENDIX

C

Parent/Child Component Samples of “Lab Time” Activities

Family Learning Center Infant Language Development Lab

Please complete each of the following activities in the Family Learning "Lab," checking them off and adding notes as indicated. Choose either your own child or another child in this age group.

COOING (with babies ages 2-7 months)

- ____ 1. Listen for :
- Single, open mouth vowel sounds (i.e., "ahh")
 - Closed vowel sounds (i.e., "ee" and "oo")
 - Varying vowel sounds (i.e., "ah-ee" or "oo-ah")
- ____ 2. Write down which cooing sounds you heard and from whom.
- ____ 3. Encourage varied vocalizations by:
- ____ a. Manipulating the child's mouth or lip to vary sounds
 - ____ b. Vibrating his/her chest to change the pattern of sounds
- ____ 4. Play a turn-taking, cooing communication game (see hand out pg.144)

BABBLING (with infants ages 5-18 months)

- ____ 5. Play a turn-taking, babbling communication game (see pg.150, #1-2. i.e., Baby says, "Lala." you repeat, "Lala.")
- ____ 6. Encourage babbling couplets by:
- ____ a. Imitate couplets as taken from the child's babbling chains. (ie, "Lala," as taken from "Lalala.")
 - ____ b. Emphasize double-syllable words such as "Oh,no!"
- ____ 7. Encourage babbling singlets by:
- ____ a. Imitate singlets as taken from the child's babbling couplets. (i.e., "Ba!" as taken from "Baba.")
 - ____ b. Emphasize single-syllable words such as "Wow!"
- ____ 8. Interpret into real words what the child is babbling about.
- ____ 9. Write down which babbling sounds you heard and from whom.
- ____ 10. Use a variety of the following to encourage the child(ren)'s language:
- | | | |
|----------------|-------------------------|---------------|
| *mirrors | *pounding bench | *exaggerated |
| *infant blocks | *activity center box | facial |
| *plastic tubes | *toy cars,trucks,etc. | expressions |
| *toy telephone | *ride-on toys | *animated |
| *puppets | *misc. other sound toys | voice tones |
| *rattles | *music instruments | *child's name |

Family Learning Center First Year Cognitive Development Lab

It is widely known that children are the most reliant on their environment and on their parents when they are infants.

Infants are extremely dependent and impressionable, thus this is a perfect stage in which to begin to help them LEARN HOW TO LEARN.

As parents, we need to provide plenty of loving interaction and stimulating experiences in order to foster an active, empowered learner versus a passive, environment-dependent learner.

Please complete the following age-appropriate activities by working with your own child and/or other children in this (2-12 month old) group. Remember: Children's play is their work.

- _____ 1. Encourage the infant's self-awareness and help him/her to localize what they feel by doing the following:
 - _____ a. Play some "Did You Feel That" games using a variety of toys which make different sounds, have different textures, and are different temperatures.
 - _____ b. Use a sticker to attract attention to the place of touch.
- _____ 2. Play a rhythmic bounding, rocking, or interaction game. (Please note here WHO you worked with and WHAT the "signals" are that he/she uses to "restart" or keep a game going, i.e., Bo, raises eye brows and squeals.)
- _____ 3. Play a "Hide and Seek" game with a 4-7 month old to help him/her learn that an object still exists even when only a part of it can be seen. (This is called "object permanence.")
- _____ 4. Help this infant figure out where a moving object will reappear by playing a "Find Me" game with:
_____ your body, _____ with a sound toy, and _____ with a pull toy.
- _____ 5. Assist a 6-9 month old in learning object permanence by hiding objects under a cover. Does he/she uncover the object by her/himself?
- _____ 6. See what a 6-7 month old, then what a 8-10 month old will do when holding two objects and offered an attractive third object.
- _____ 7. Explain a ring stacking toy to a 9-12 month old, "modeling" its use, then observe as he/she explores this toy independently.
- _____ 8. Guide a 10-15 month old in playing with a shape box toy.

Family Learning Center Infant Preliteracy Lab

Please complete the following preliteracy exercises with your own child and one other infant (0-18 months old). Feel free to settle yourself with the infant anywhere in the center where you'll both be comfortable, but not disturbed.

Throughout this lab, watch your infant's expression to discover which pictures he/she likes best, as well as to stay in tune with when he/she is ready for you to turn the pages, and when he/she is ready for a different activity. (Be sensitive to the fact that most infants enjoy an average of three minutes of "reading" at a time.)

- ___1. Allow your infant "breaks" when necessary by doing the following without giving up the lab:
 - ___a. take short "talk walks" with your child, pointing to and describing objects and their functions;
 - ___b. review other age-appropriate activities which we have covered in our past Language Development and Cognitive Development units (i.e., object-permanence games, cause-and-effect games, babbling conversations, etc.); and
 - ___c. permit a few minutes of "free play." During this time, describe what he/she is doing. Gently "hook" him/her back into reading by giving a choice between two new books to be read.

VISUAL LITERACY

- ___2. Select a picture book of animals and/or objects, then
 - ___a. point to and name the pictures in order to help him/her understand that pictures represent real objects,
 - ___b. imitate sounds pictured animals make in real life.
- ___3. To encourage your infant's growing sense of story, tell him/her a story using a picture book. Actively interpret and describe the pictures' visual clues and details in relaying your story. (Let your childlike creativity go!)

LITERACY "MECHANICS"

- ___4. In reading to your child, you will be showing him/her how a book works implicitly. However, practice emphasizing each book's sequential structure (beginning, middle, end) by talking about the front cover and saying something such as "Let's start this story." Stress the conclusion of the story by saying, "That's the end," or "All done," etc.

(Continue on Back)

- ___ 5. Observe an infant as he/she explores a cardboard, or otherwise mouthable book with easy-to-turn pages. Does he/she:
- ___ a. hold the book independently? _____
 - ___ b. turn pages by him/herself? _____
 - ___ c. turn one page or many at a time? _____
 - ___ d. right the book if it is upside down? _____
 - ___ e. turn pages nonsequentially? _____
(i.e., from the back to the front, or from the middle to the front to the back, etc...
Have I lost you yet?)
 - ___ f. make any vocalizations while playing with or manipulating the book? _____
 - ___ g. seem to view the pages from top to bottom? _____
and/or from left to right? _____
- ___ 6. What did you find to be the most interesting or useful in Literacy Development packet #1, Lab #9, and/or Lab #10?

Family Learning Center Literacy Introduction Lab

As an introduction to our Literacy Unit, choose and read at least one book to at least one child in each of the following age groups.

0-12 month olds

12-24 month olds

24-36* month olds

(*Clarification: This means that you will be reading a total of at least three different books to at least three separate children.)

Please fill out the following:

BOOK ONE - _____

title

child read to

1. Why did you choose this book for this child?

2. What did this child seem to like best or respond the most to in this book?

3. What new concepts, words, and/or ideas did you include in this reading-communication activity?

BOOK TWO - _____

title

child read to

4. Why did you choose this book to read to this child?

5. What did this child seem to like best or respond the most to in this book?

6. What new concepts, words, and/or ideas were included in this reading-communication activity?

(Continue on Back)

BOOK THREE - _____

title

child read to

7. Why did you choose this book to read to this child?

8. What did this child seem to like best or respond the most to in this book?

9. What new concepts, words, and/or ideas did you include in this reading-communication activity?

10. What did you enjoy the most about this lab?

11. What did you learn in this "lab" experience?

12. Which other books, if any, did you read with these children for this lab?

13. Please write all of the titles of the books which you read onto the corresponding child's Communication Chart in the Center Activity Room. THANKS!

Family Learning Center Infant Literacy Lab

Please complete the following with at least three infants (0-18 month olds) in the center. Select simple storybooks and picture books with limited print and colorful, attractive, simple pictures on cardboard, or on other mouthable, easy-to-learn pages. Feel free to settle yourself with the infant (0-18 month olds) anywhere in the center where you'll both be comfortable, but not distracted.

- _____ 1. During most of your reading time hold the child closely, "such as to suggest support and bonding."
- _____ 2. For 5-10 percent of your reading time with 9-18 month olds, turn the child such that he/she can still see the book clearly and easily, yet can also watch your face, mouth and eyes as you are reading.
- _____ 3. Begin a book dialogue by "talking the book." (This will require you to read the pages ahead of time, observe the pictures, and have what amounts to a conversation with the child.)
 - _____ a. Comment to the child on what you are reading about, relating it to their own experiences whenever possible. ("Those red shoes look like yours, don't they?")
 - _____ b. Ask simple, unthreatening questions. For example, to draw the child into the book, and to get him/her to anticipate its theme or concept say, "Look at this cover. What do you think this book will be about?" And/or at a critical or climatic point in the story, nurture the child's recall and prediction skills by asking questions such as, "What is going to happen next?" or "Where do you think they are going?" etc.
 - _____ c. Even though this infant may be too young to reply, pause a few seconds for an answer to your questions, praise him/her for any response, then give him/her the answer. (This will help the infant to subconsciously absorb the pattern of conversation, to develop their listening comprehension, and to expand their vocabulary.)
- _____ 4. Choose at least three Mother Goose and/or other nursery rhymes consisting of rhythmic language which can be emphasized physically. For example, "Patty-cake" (hand clapping and rolling), "London Bridge" (act out bridge falling down), "One, Two, Buckle My Shoe" (pretend dressing), "Little Jack Horner" (act out eating). Enjoy reading/singing/repeating these rhymes a few times, first with a 0-6 month old, then with a 7-12 month old, and lastly with a 13-18 month old. Please comment on each of these experiences below:
 - 0-6 month old:
 - _____ a. Who did you work with?
 - _____ b. Which rhymes did you do?
 - _____ c. What was the child's reaction?
 - 7-12 month old:
 - _____ d. Who did you work with?
 - _____ e. Which rhymes did you do?
 - _____ f. What was the child's reaction?
 - 13-18 month old:
 - _____ g. Who did you work with?
 - _____ h. Which rhymes did you do?
 - _____ i. What was the child's reaction?

Family Learning Center Infant Literacy Development Lab

Please complete the following preliteracy exercises with your choice of infant(s) (0-18 month olds) at the center. Again, be sensitive to the child's "reading" attention span, and allow supervised breaks whenever needed.

With the infant in close contact and facing you, do the following using an abundance of facial expressions and smiles to emphasize and accent your communication:

(From the list you wrote on page 20 of our Literacy Development Packet #2)

- ___1. Recite at least two memorized rhymes.
 - ___ a. Which rhymes did you recite and to who?

- ___2. "Perform" two finger plays and/or games. (Thumbkin, Patty-Cake, Etc. I will gladly teach you a finger play or game to do if you would like me to!)
 - ___ a. Repeat this at least two more times.
 - ___ b. Encourage your child to follow along and praise any of their attempts to do so.
 - ___ c. Which finger plays and/or games did you do and with who?

- ___3. Sing at least two songs to your infant.
 - ___ a. Which songs did you sing and to who?

- ___4. Tell a short story from your memory (without a book).
 - ___ a. Which story did you tell and to who?

- ___5. Which of the above did your child(ren) enjoy the most?

- ___6. Which did you enjoy the most?

(Continue on Back)

- ___7. Read at least two of your child's favorite books from the center.
- ___a. What seems to be your child's favorite book and why do you think it is his/her favorite?
-
- ___8. Help your infant to comprehend that pictures in a book represent real objects. Show them the corresponding object and then point to it on the page. (Use a cup, spoon, plate and/or our Kermit Frog doll, etc.)
- ___9. Concentrate on pointing to and naming the pictures in a book.
- ___10. Encourage the child's involvement - patting, touching and "helping" you turn the pages of books read.
- ___11. Remember to write the titles of any books you read to children at the center onto their communication chart! (These charts are on our library door.)
- ___12. Check out and read at least two of our books to your child(ren) tonight.
- ___13. See _____ about how to construct, fill out, and maintain a book card catalog for your child(ren).

Family Learning Center

Toddler Literacy Development Lab

Please complete the following with your choice of toddler(s) at the center, being sensitive to their "reading" attention span, and allowing supervised breaks whenever needed.

With Object(s)

- ___1. Help this toddler understand the concept of upside down. Give him/her a
- ___a. push toy or a toy car upside down and ask him/her to push it to you,
 - ___b. box with a familiar or easy to recognize picture on it upside down, and
 - ___c. another familiar container, i.e., a cup, plate, or pail upside down.

(If he/she doesn't right the object on his/her own, show them how to, while you thoroughly describe what you are doing using simple terms such as "top" and "bottom.")

- ___2. Which of the above objects did the child have the most success righting?
- _____

Objects and Corresponding Books

- ___3. Select and use a number of real objects for the child to match to pictures in books.

Concept and Picture Books

- ___4. Foster this toddler's recognition and naming of picture.
- ___a. Ask him/her to find (point to) the pictures of the objects which you name.
 - ___b. Ask him/her to name a few familiar pictures.

(Pause to give the child plenty of time to think and to answer, but do not give the answer when needed.)

- ___5. Name any pictures which the child points to spontaneously.
- ___6. Which level of picture representation of objects does this toddler seem to understand and enjoy the most?

Picture Books

- ___7. Encourage the child's visual discrimination and, thus, his/her ability to fully "read the pictures" by helping him/her to attend to important details in pictures.
- ___a. Relate these details to the story.
 - ___b. Give a "hint" if they have difficulty finding a specific detail by tapping next to it, describing its location, and/or covering up part of the picture.
- ___8. Introduce and reinforce this child's initial awareness of theme, concept, and/or main idea by:
- ___a. choosing a book which is familiar to the child and asking "What is this book about?"
 - ___b. praising any attempts at answering you, i.e., even "bugs," trucks," "baby," "Kermit," then different types of make-believe bugs in differently colored boxes!" or "Right, this book is about what babies do."

- ___9. Begin to develop this toddler's sense of main character. Choose a book such that you can:
- ___a. Help the child find this character on the pages.
 - ___b. Ask the child to locate things that are part of the main character such as his/her shirt, shoes, or hat.
 - ___c. Whenever possible, point out the main character's expression and discuss the expressed emotion.

Wordless Picture Books

- ___10. "Read" a wordless book to a toddler, then have him/her tell it to you.

Rhyming Books, Finger Plays and Poems

- ___11. Stimulate the child's thinking and language development by having him/her listen to various simple nursery rhymes and nonsense rhymes and finger plays.
- ___12. Teach the child to participate in at least a few parts of a nursery rhyme, nonsense rhymes, or finger plays.
- ___a. Use sound effects, body, hand, and facial expressions, and/or gestures which the child can simply do at the appropriate place in the rhymes, poem or finger play.

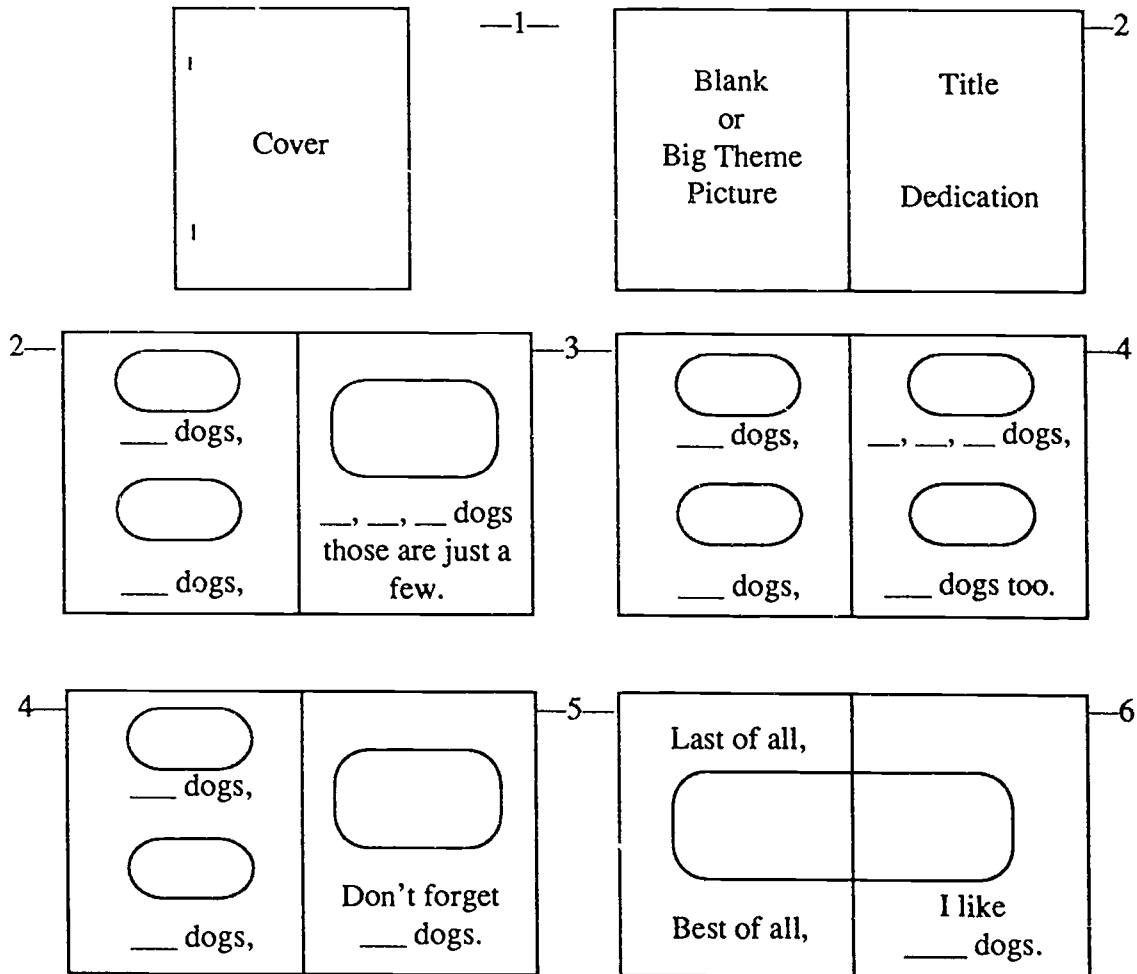
Any Books

- ___13. Call on what you have learned about this and other toddlers' preferences and preliteracy development to select and "free read" a book.
- ___a. Go at the child's pace; consider his/her attention span and making up your own story line, lingering on pages, and even skipping reading pages where necessary.
 - ___b. Use many and exaggerated gestures, intonations, and inflections to set the mood, and to accent concepts, events and feelings.
 - ___c. Invite the child to say something or to add a comment wherever the story may spark their memory or extra interests.
- ___14. What did you find most useful and/or interesting in Literacy Development Packet #3 and/or Lab #12?

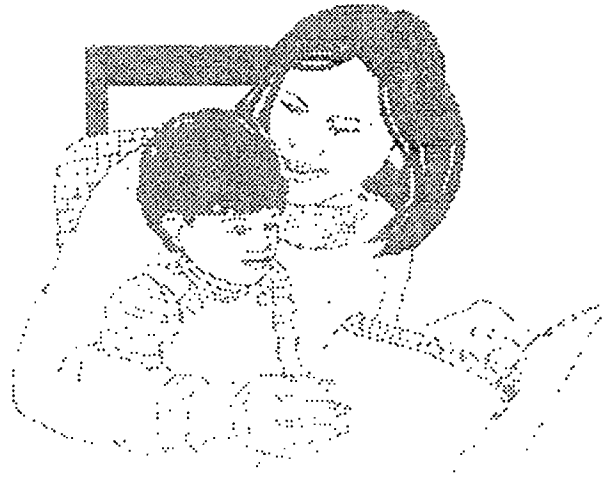
Theme Pattern Book

1. Choose a theme for your book.
2. Brainstorm catchy, unique and/or interesting descriptive words for the open parts of the text.
3. Write your rough draft and share it with someone.
4. Refine/revise your text.
5. Construct your (blank) book.
6. Plan your pictures and dedication.
7. Write in your text.

Example:



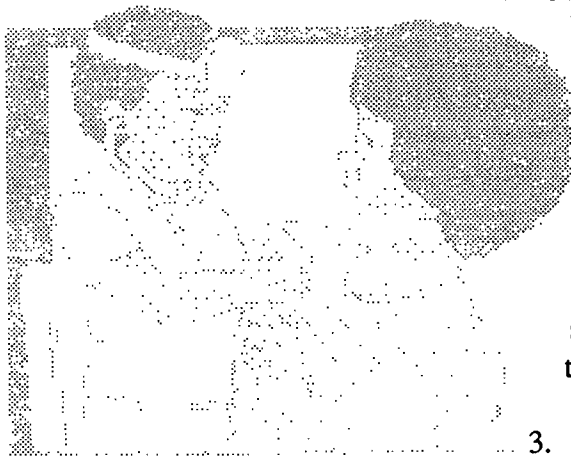
Helping Your Children Become Readers



When you open a book with your children, you are opening the world for them.

You are making them think and wonder, and want to know more. You are helping them to do well in school, and someday find a good job. Best of all, you are enjoying time together as a family.

Here are ways to interest your little ones in books, and help them learn skills that will lead to reading.



1. **Talk with your children** as you play, go shopping, or work around the house. Listen to what they say. Ask questions. When you talk to your children, you are helping them learn to use words.

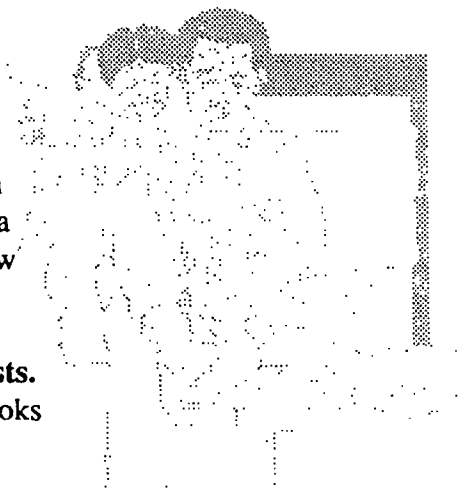
2. **Read to your children.** Try to read to them at the same time every day. Bedtime or before a nap is a good time. Let them choose the story.

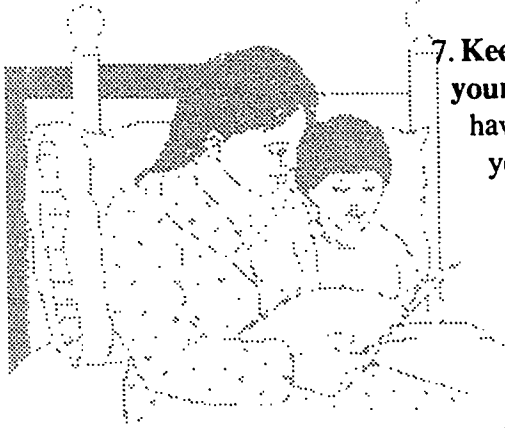
3. **Let your children see you read.** That is the best way to show them that you think reading is important, and that you enjoy it, too.

4. **Ask older children to read to younger ones.** The older children will be proud of their skills. The younger children will want to read like their older brothers, sisters, or friends.

5. **Go to the library together.** Ask a librarian for help in finding books your children will enjoy. If you don't have a library card, ask for one. With a card, your family can borrow books.

6. **Give your children books about their special interests.** Do they like animals, sports, or magic? Surprise them with books or magazines about their favorite interests or activities.



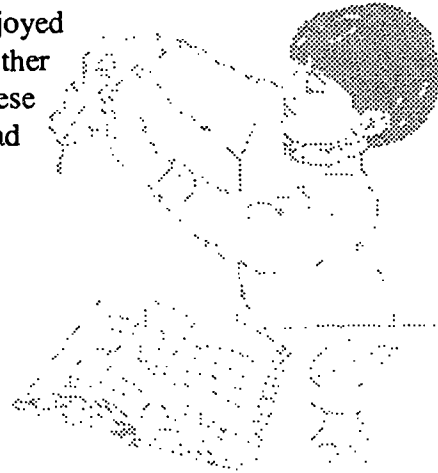


7. **Keep books, magazines, and newspapers around your home** so you and your children will always have something to read. Read aloud other things you see during the day. Read street signs, milk cartons, cereal boxes, and signs in store windows.

8. **Plan outings for your children.** Children learn from what they see and do. Take them to a park or a parade, or just out for a walk. Church and community groups also plan trips that your family might want to go on.

9. **Say rhymes, raps, and poetry, and sing songs.** Rhymes and songs are easy for kids to remember, so they can say them and sing them along with the rest of the family. Rhymes also help them learn letter sounds.

10. **Tell stories about your family,** and stories you enjoyed hearing when you were a child. Ask grandparents and other family members to tell stories, too. Write down some of these stories, and also ones your children tell. Save them to read aloud another time.



Reading Is Fundamental, P.O. Box 2344, Washington, DC 20026.

The Family Learning Center Parent Resource Books

The Read-Aloud Handbook, Jim Trelease
The New Read-Aloud Handbook, Jim Trelease
Choosing Books for Children, Betsy Hearne
How to Choose Books for Kids, Kate Hall McMullan
Children's Books: Awards and Prizes, Christine Stawicki
Books for Children to Read Alone, George Wilson & Joyce Moss
Let's Read Together, American Library Association
Smiles, Nods, and Pauses, Dorothy Grant Henning
Check It Out! The Book About Libraries, Gail Gibbons
Make Your Child a Lifelong Reader, Jaquelyn Gross
How Children Construct Literacy, Yette McGoodman
Honey for a Child's Heart, Gladys Hunt
The Tell It-Make It Books, Shari Lewis
Shopping Cart Art, James E. Siedelman & Grace Mintonye
Pint-Size Fun, Betsy Pflug
Egg Carton Zoo II, Rudi Haas
Smart Toys for Babies from Birth to Two, Kent Garland Burt & Karen Kalkstein
Making Toys that Crawl and Slide, Alice Gilbreath
Mudluscious Stories and Activities Featuring Food for Preschool Children, Jan Irving &
Robin Carrie
Teddy Bears' Picnic Cookbook, Abigail Darling & Alexandra Day
Games for Reading: Playful Ways to Help Your Child Read, Peggy Kaye
Games to Play with Babies, "Miss Jackie" Weissman
Games for the Very Young, Elizabeth Matterson
Games, Giggles, and Giant Steps, Susan Miller
The Incredible Indoor Games Book, Bob Greghon
Higglety Pigglety Pop!, "Miss Jackie" Weissman
Rain, Rain, Go Away, a Book of Nursery Rhymes, Jonathan Langley
More Things to Do with Toddlers and Twos, Karen Miller
Explore and Create, Dixie Hibner & Liz Cromwell
Creative Activities for Infants, Toddlers and Twos, Mary E. Mayesky
How to Help Your Child Start School, Bernard Ryan Jr.
All I Really Need to Know I Learned in Kindergarten, Robert Fulghum

BOOKS ESPECIALLY FOR CHILDREN AGES BIRTH TO THREE

Pat the Bunny - Kunhardt, Dorothy
The Baby's Lap Book - Charao, Kay
Airport - Barton, Byron
Horns to Toads and In Between - Boynton, Sandra
Snuffy - Bruna, Dick
Goodnight Moon - Brown, Margaret Wise
Mr. Grumpy's Car Ride - Burningham, John
Sleepy Bear - Dabovich, Lynda
Poppy the Panda - Gackenbach, Dick
Tool Book - Gibbons, Gail
Where Does the Sun Go at Night? - Ginsburg, Mirra
Where's Spot? - Hill, Eric
Ten Sleepy Sheep - Keller, Holly
Corduroy - Freeman, Don
The Complete Adventures of Peter Rabbit - Potter, Beatrix
Harry the Dirty Dog - Azion, Gene
I Can, Can You? - Parish, Peggy
The Napping House - Wood, Audrey
The Very Hungry Caterpillar - Carle, Eric
Ask Mr. Bear - Flack, Marjorie
The Box with Red Wheels - Petersham, Maud and Miska
Caps for Sale - Slobodkina, Esphyr
Bruno Munari's ABC - Munari, Bruno

APPENDIX

D

Adult Literacy

Literacy Overview

Definitions

Functional illiteracy: The inability to perform everyday reading tasks at home or in the workplace.

Function illiterate: An adult whose reading, writing, and computing skills are below the sixth grade level. By the year 2000, an adult will need a minimum of eleventh grade skills to perform effectively in society.

Statistics

According to 1980 census data, approximately 2 million adults in Illinois are functionally illiterate (17% of the state's populace). Illinois ranks 34th in state literacy rankings.

In the U.S.A., 1 person in 20 cannot read and understand headlines; 4 in 20 have difficulty comprehending USA TODAY; 8 in 20 have difficulty comprehending instructional manuals, safety directions, product labels, etc. The population of adult illiterates grows by 1.2 million individuals each year.

Programs and Learners

Traditional adult literacy/basic education programs serve only 1 to 2 percent of functional illiterates.

Adults require 100 hours of practice for each grade level of growth. Approximately 80 percent of voluntary learners leave programs before one year or 100 hours of practice.

About 80 percent of the gain achieved disappears if the training was unrelated to ongoing practice. There is approximately a 25 percent overlap from "general" reading to task specific reading.

Workplace Literacy

Today, 90 percent of all jobs require reading and writing two to three hours a day, 85 percent of that reading to task specific reading.

Industry already spends \$1 billion per year (100 hours of training per worker per year) on worker literacy projects. In ten years that figure is expected to grow to \$10-25 billion.

Intergenerational Literacy

For every grade level of attainment for a mother, there is an extra half-grade level of achievement for her offspring. A mother's completion of high school is more significant to the enrollment of 16 and 17 year olds than either her marital status or an additional \$10,000 in annual family income.

Characteristics of Illiterate Adults

Adults with limited literacy skill typically:

- Have low self-esteem.
- Keep illiteracy a secret, often from family and close friends.
- Are afraid of being exposed, especially to employer.
- Channel large amounts of energy into hiding their illiteracy.
- Live under high levels of stress daily.
- Fear failure in teaching-learning situations.
- Resist change.
- Are educated through life experiences.
- Develop extraordinary resourcefulness to survive in a world of print.
- Are found in every socio-economic, age, and racial group in society.
- Have jobs that pay low wages.
- Avoid promotion or retraining into jobs with more written language demands.
- Feel isolated.
- Have parents with low literacy skills.
- Are unable to help their children with homework or model a literate lifestyle.
- Use excuses to avoid reading situations.
- Are undetectable from casual observation.

Delaware Adult Literacy Summit—September 1990

Families and Poverty

Children, Youth and Family Trendfacts. . .

- Every month 821 American children die from poverty. Children are the poorest Americans. One in five—a total of more than 12 million children—are poor.
- Every month of the school year 61,333 American teenagers drop out of school. Poor teenagers are three times more likely than others to drop out.
- Every month 77,751 American children are born to unmarried women. More than half of the children in female-headed families are poor.
- Every month 83,333 American teenagers get pregnant and 39,385 have babies. Regardless of race or ethnic origin, poor teenage females with poor academic skills are far more likely to be mothers than their non-peers with better academic skills.
- Every month 86,500 American children see their parents divorced. Less than one-quarter of American children now live in “traditional” families, in which fathers work for wages and mothers care for children at home.
- Every month American working families with children pay an average of \$286 for day care for one child. That amounts to nearly HALF the pre-tax earnings of a parent employee full time at the minimum wage.
- Every night of every month an estimated 100,000 American children go to sleep homeless. Despite the enormous need, the federal government has slashed funding for low income housing by more than 80 percent since 1990.

Only a generation after President Lyndon Johnson officially declared war on poverty, nearly one-fifth of America's children still grow up poor. The scale of the problem is overwhelming. Over the past 15 years, poverty among children has increased and become complicated in ways that can cause catastrophic consequences for the children, our schools, our economy and our social well-being (Reed and Sautter, 1990).

Families in poverty have difficulty providing the basic needs of life: a comfortable shelter, satisfactory clothing, good health, adequate food, and a stimulating environment for cognitive growth. Family educators need to be prepared to advise these families whose income is the main contributor to at-riskness.

With so many children growing up poor, related social and economic problems arise. More crime, teen pregnancy, unemployment, welfare dependency, high school drop-outs, and fewer skilled workers create a bleak future not only for poor families and their children but for all of us (Graves, 1990).

Nearly 40 million people of all ages live in families with income levels below the official 1989 poverty line of \$7,704 for a family of two, \$9,435 for a family of three, and \$12,092 for a family of four. The current poverty rate is higher than during the worst recession years of the 1970s. The real crisis is even worse than it first appears since the income for the average poor family in 1988 was \$4,851 below the poverty line. Even worse, for female-headed families, the gap was \$5,206. For the children in these families, the result is sickness, psychological stress, malnutrition, underdevelopment, and daily hardships that quickly take their toll on young minds and bodies. More than 10,000 children die each year in the United States as a direct result of poverty (Reed and Sautter, 1990).

The Children's Defense Fund (1989) states that in 1986, over 12 million (which is over 1 in 5) were growing up in homes that were unable to provide the basic necessities due to their financial situation. In 1985, over 5 million children lived in families whose incomes were less than half of a bare bones subsistence level which at that time was set at \$8,737 per year for a family of three.

According to Lansky (1989), on the average, women's income is 73 percent lower after a divorce. Divorced mothers' average income is 13 percent of fathers' income. Only 48 percent of fathers ordered to pay child support do so regularly, 27 percent pay partially, and 26 percent never pay. Fewer than 10 percent of divorce settlements include college tuition.

Affects of Poverty on Child's Cognitive Development

The affect on cognitive development can be long-term and tragic—both for the families of their children and for society. Following are some of the children's signs and symptoms that are related to poverty and lower socioeconomic status as identified by Barbara Bowden (1989). These children:

- perform less well than middle and upper classes on traditional IQ tests. The average difference is 15 points or more.
- perform less well in schools with differences found as early as kindergarten and growing larger as the children progress through school. By fifth or sixth grade, poor children may be a full year behind in reading and math performance.
- perform less well on standardized tests of vocabulary, know fewer words.
- perform less well on standardized intelligence and achievement tests.
- are slightly slower in proceeding through the cognitive developmental sequence.
- tend to have lower self-esteem than their peers.
- are more accepting of failure.
- tend to be less persistent in taking standardized IQ tests.
- are more likely to be malnourished, sick, and chronically below par in physical health.

Physical and Psychological Symptoms of Children Due to Poverty

There are other physical and psychological symptoms resulting from crowded living conditions, lack of food, constant physical problems, lack of medical treatment, lack of cognitive stimulation, lack of supervision, and lack of sanitary facilities. Children's behavior, health, learning, and development can be negatively affected. Those symptoms include:

- tired, sleepy
- unable to concentrate
- poor language skills
- poor problem-solving skills
- lacks learning tools such as pencils and paper
- doesn't complete homework
- aggressive
- exhibits attention-getting behaviors
- withdrawn, passive
- doesn't have good relations with peers
- ashamed
- low weight, low height
- often sick
- listless
- skin, teeth, and hair in poor condition
- self-blaming

- not motivated to do well in school
- lacks background experiences such as gained from books, educational toys, creative activities, and trips
- dirty, unkempt

Families living in conditions of poverty often experience symptoms of stress. For a list of general symptoms related to stress, refer to "An Overview: Children Under Stress and At Risk" *Marketing & Outreach*, p. 29 in the July 1990 workshop packet from Family Information Services.

A Hopeful Side

While the negative affects and seriousness of poverty should not be minimized, and while no caring person would want anyone to be destitute, it is not always in the best interest of the family to take such a negative approach as to blame everything on poverty. Many families survived the Depression intact and well-adjusted. Looking into our country's history reveals that many of our most outstanding leaders came from a background of poverty. Some families by temperament are resilient to do well regardless of the family's financial straits.

Focus on Family's Strengths

Families in poverty who have known nothing else and whose friends and neighbors are in the same income bracket may be reasonably satisfied. Families who know that their low income is a temporary set-back may maintain hope for a better life and may gain strength from the ordeal they face and overcome. Families who lack money but who exhibit plenty of love and caring to each other can grow up to be well-adjusted adults—in spite of their crowded conditions, lack of "things," and their dependency on government or agency assistance for basic needs. By focusing on family strengths along with specific sources of economic and psychological help, family pride and hope can remain in place.

Families and Poverty, 1991 Family Information Services, ISSN1042-0878, Section 111, T & E 2-4.

APPENDIX

E

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EVALUATION

Evaluation

Your comments regarding the usefulness of this document in planning a family literacy project will be greatly appreciated. Please help us by responding to the following questions. Thank you for your cooperation.

1. Do you work with an existing family literacy project? Yes No
2. Are you planning an intergenerational literacy program in the near future? Yes No
3. Was the content of this publication generally appropriate for your purposes?
 Yes No

 Family Literacy Provider
 Adult Literacy Provider
 Child Care Provider
 Even Start Director
 Adult Basic Education Provider
 Native American Tribal Official
 Other, specify _____
4. Is there sufficient information?
 Yes No
5. Is it in a format to enable the establishment of an intergenerational literacy project for parents and their young children?
 Yes No
6. Have the major barriers and facilitating factors which affect implementation or adaptations of the model been identified?
 Yes No
7. Are there other issues which need to be addressed? Yes No
Specify:
8. Would this document be helpful to those interested in establishing a family literacy project or in adding a literacy component to an existing project?
 Yes No
9. Comments:

Return to: June Atkins, Reading Specialist, Montana Office of Public Instruction, State Capitol, Helena, Montana 59620 (406) 444-3664.