

A. PROJECT INFORMATION

1. Project title Pre-School Expansion
2. Project category Education
3. Project status ☐ New ☐ Substantially revised  
☒ Continuing Date first funded First Action Year
4. Project no. 10-02 Previous project no. \_\_\_\_\_
5. Contract term June 16, 1973 to June 30, 1974
6. Operating Agency (O/A) Portland Public Schools - School District #1  
Address 631 N.E. Clackamas  
Director Dr. Robert Blanchard Telephone 234-3392  
Legal status ☐ City Dept. ☒ Other public agency  
☐ Private (nonprofit) ☐ Private (for profit)  
☐ Other \_\_\_\_\_
- Authorized signature(s) Lee DeLance  
(Attachment 1) Chuck Clemens
7. Project office (if different from operating agency)

Address 230 N. E. Beech  
Director Lee DeLance Telephone 288-5361

8. Funding recap

AY	Model Cities Supplemental	Categorical	Other	Total
1	40,688			40,688
2	81,674		11,016	92,690
3	52,149	156,447	19,252	227,848
4	26,074		26,074	52,148
5				

9. Model Cities responsibilities

Working Committee Education

Staff Planning Component Social Environment

Staff Planner Walt Kuust

Staff Evaluator Andrea Sharp

**ORIGINAL DOCUMENT**  
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## B. PROJECT DEVELOPMENT

1. Statement of Concern. According to Portland Public School estimates, there are approximately 3,500 three to four year old children from low-income homes eligible for pre-school education in the Portland area. Of this number, the School District currently serves approximately 500 children in its Early Childhood Education program. It is estimated that less than fifty percent of those children presently not served receive service in any type of structured program.

While there are other agencies providing pre-school services in the Model Neighborhood Area, according to the 1971 CDA Survey only 53.8% of the residents of the MNA were aware of any day care or pre-school services available. Although there is insufficient data available to indicate the exact number of MNA children eligible for pre-school, the long waiting lists at present centers indicate that there is a need for expansion of pre-school services. The Pre-School Expansion Program is an extension of the on-going Early Childhood Education (Head Start) program.

2. Purpose and objectives. The major goal of the Early Childhood Education (Pre-School Expansion) Program is to help both the child and his family achieve greater confidence, self-respect and dignity while developing a responsible attitude toward society and the community in which he lives.

It is also the goal of the program in Portland to help all children reach a minimum basic level of readiness skills and social and emotional maturity, while providing a variety of opportunities in which children may experience success.

Specific objectives for the educational component are listed in Attachment 2.

3. Strategy. The objectives of the project will be met by expanding the Early Childhood Education program presently being operated in Portland School District #1 to serve an additional 40 four year old children from low-income families in the MNA.

The program for Portland Early Childhood Education was developed basically through experimentation and study. As various programs were discovered and tried in the local program, that which seemed workable and useful from each program was retained and that which seemed unworkable or did not produce desired results was discarded. After three years of experimentation, a committee of teachers and aides consulted with parents, other community programs, local, private and public kindergarten staff and recipients, and formulated from this information and experience a tentative guide for the program. After a year of use, a committee of teachers and aides revised this guide, which reflects the goals from which the program evolved. National

Headstart Guidelines were used as a basic tool for guidance as well as needs and desires of the local community as expressed by various members of the parent committees, individual parents, and community members. Administrative personnel served only as consultants in this operation which was basically a function of staff and parent committee members.

The areas to be served were surveyed by members of the community service centers and the representatives of the delegate agency. Sites were purchased which seemed to be located in key areas which could provide the greatest service to the community. These original four sites were located in proximity to existing elementary schools and city parks. The actual buildings were designed by the Superintendent of the Model Schools, and with the recommendation of the neighborhood committees, were installed at their present locations. When the program began to expand, and where facilities and funds for building were not available, local churches were surveyed, and several of their educational facilities were rented on an annual basis.

All facilities which were designed or rented met city and state codes for the housing of pre-school children, including fire and sanitation codes, minimum allowable square footage and lighting power. All buildings have at least an annual review by city and state officials and are maintained to standard code by the delegate agency or lessee. All necessary pre-school licensing requirements are in effect at this time.

The Pre-School Expansion project is based on the proven principles of early childhood education in conjunction with the best of modern day innovations and thinking. No one model has been selected for use in this program, but many models have been studied and parts of them integrated into the program. Particular emphasis is placed on language development, the building of a positive self-image, and the growth of those cognitive skills necessary to learning and maximum individual development. It provides for physical, social, emotional, and intellectual needs that may exist as a consequence of poverty, deprivation or disadvantage.

4. Beneficiaries. The beneficiaries of this project are as follows:
  - a) 40 four year old children from low income families in the MNA who are recipients of the project;
  - b) Families of the children served by the project;
  - c) MNA residents employed in the project;
  - d) Residents of the MNA who will indirectly benefit from the encouragement of positive attitudes on the part of the child and his family towards his neighborhood and community.

Criteria used in the selection of children and families for the program are generally those set forth by the Oregon OCD, CSD, OEO and other federal agencies concerned with the welfare of pre-school children. Children whose families have the largest numbers of members, smallest income, are current, potential or past welfare recipients, or have the greatest need because of various and sundry extenuating circumstances are given the first priority. A maximum of ten percent of the total allowable participants per

class are selected from middle and above income applicants. The selection of the above income families is generally limited to those who have been referred by local pediatricians, social workers, school principals, and other therapists and technicians as families who could most benefit from the program. In addition, those families from the ten percent above income are encouraged to provide additional services to the program wherever possible. Such services are to be limited to volunteer time--performing duties as classroom aides, transporting children to appointments, assisting on field trips, and screening for vision and hearing.

### C. PROJECT DESCRIPTION

1. Content. The five major functions and sets of activities to be performed in the Pre-School Expansion Project are outlined below:

Function 1. Provide general administration for the project.

- Activity 1-1. Recruit, hire and train staff as needed.
- 1-2. Maintain office space, equipment and supplies.
  - 1-3. Maintain inventory, fiscal and any other records that may be subject to audit.
  - 1-4. Report financial and program status as required by CDA.

Function 2. Provide a planned activities program for pre-school children, which will include structured opportunities for children to develop social, cognitive, aesthetic, physical and oral language skills. (See Attachment 3.)

- Activity 2-1. Provide opportunities for the child to learn about himself and others, social relationships, the outer world and how to deal more effectively with reality.
- 2-2. Provide creative and aesthetic experiences in music and art for the children in the project.
  - 2-3. Encourage the development of motor skills through both large and small muscle activity.
  - 2-4. Encourage the development of language skills.
  - 2-5. Provide opportunities for the child to learn to care for his own bodily needs.
  - 2-6. Encourage the development of habits that will help to ensure favorable adjustment to later life in school and in the outside world.

Function 3. Provide for comprehensive physical health needs as well as for the safety and well-being of all participating children.

- Activity 3-1. Provide for general daily health inspections.
- 3-2. Locate resources for physical examinations and medical follow-up if needed for families unable to afford this service.
  - 3-3. Schedule and operate immunization clinics where need is indicated.
  - 3-4. Provide hearing, vision and dental screening for all children.
  - 3-5. Provide for isolation of sick children (temporary holding until further disposition).
  - 3-6. Provide classroom and/or parental instruction in

preventive and emergency health care, including proper toothbrushing technique, toileting, hand washing, general cleanliness, communicable diseases, etc.

- 3-7. Facilitate inspections by fire department, city sanitation department, and other necessary local and state codifiers, licensers and/or inspectors.
- 3-8. Maintain all necessary records and obtain all necessary permission slips required to provide adequate health services for each child.
- 3-9. Require and record T.B. and food handling certificate for all staff.

Function 4. Provide for the well-being of children and their families through supportive social services.

Activity 4-1. Advise parents about available community resources and assist them in utilizing community social, welfare and health agencies where necessary or requested.

- 4-2. Make direct referrals to nursing, psychological speech and hearing services of the Portland Public Schools, University of Oregon Medical School, Multi-service Center, as well as other need-indicated agencies.
- 4-3. Prepare and present case studies for discussion, evaluation, and recommendations at staff meetings and arrange staff consultations to include teacher, nurse, parent, social work aides, classroom aides, and others directly involved in the needs of the child and/or family.
- 4-4. Arrange for special transportation for parents functions.
- 4-5. Keep all necessary records of needs and referrals.

Function 5. Provide education for parents and children in proper nutrition, meal preparation and related nutritional education and experiences.

Activity 5-1. Provide breakfast, lunch and snacks daily for children in the project.

- 5-2. Provide nutritional education for parents through weekly parent training classes.
- 5-3. Provide nutritional education for children through regular classroom instruction.

2. Operation. The project center will operate 8 a.m. to 4 p.m., Monday through Friday. Children attend pre-school for four hours daily, with the rest of the day being spent in home visitations and staff planning.

In the classroom each child is evaluated in terms of his own ability through teacher observation, performance demonstration and recording of progress through check lists. Children's performances, in turn, are used to evaluate program effectiveness. Each major component is discussed with the supervisor or component coordinator and involved staff a minimum of once a month and more often when deemed necessary.

Staffing will include an Administrative Coordinator, 2 Teachers, 2 Classroom Aides, 1 Social Worker Aide and provision for Substitute Teacher. Staffing patterns are in reasonable accord with staffing patterns outlined in the Headstart Manual of Policies and Instruction as are all other early childhood programs operated by the Portland School District.

In-service and on-the-job training will be provided for all staff members on determination of need and desire. Educational and professional counseling and assessment will be available to all members through the Career Development Committee.

All staff members will meet at least once weekly to acquire training in various classroom skills and/or to consult with the program administrators on the various components of the program to insure compliance with all guidelines.

See Attachment 4 for Organization Chart and Attachment 5 for Job Descriptions.

3. Timetable. Scheduled activity chart is Attachment 6.

4. <u>Funding.</u>	Estimated total budget	\$52,148
	Model Cities share	26,074
	Other share	26,074

Source of other funds is School District #1. During the Fourth Action Year, efforts will be made to secure commitments for future funding from School District #1 and the State of Oregon. See Attachment 7 for In-kind Contributions.

5. Administration. The Portland Public Schools will provide for the administrative support services through the Early Childhood Education specialists employed in the district and other necessary district personnel.

The Portland School District will provide, through its administration of the ECE Program, for required program services, intake (including eligibility for services), financing (including fees, expenditures, budgeting, record keeping and reporting), community relations, direct and indirect reporting and recording of information required by state and federal agencies, and continuous evaluation, improvement and development of the program to insure quality of service to direct recipients and the community it serves. See Attachment 7 In-kind Contribution.

6. <u>Resident Employment.</u>	MNA	Non-MNA	Subtotal
Professional	3	1	4
Paraprofessional	3	0	3
Total	6	1	7

All levels of the project are open to MNA residents. Notice of job openings will be circulated in the MNA for one week prior to city-wide circulation. Preference in hiring will be given to MNA residents. (A current roster of employees is on file with CDA.)

Methods of recruiting and selecting personnel will insure equal opportunity for all interested persons to apply for employment; however, preference will be given to low income parents of children in the program -- all other criteria being equal.

7. Citizens Participation. Provision will be made for a Parent Policy Committee composed of a minimum of fifty percent of the parents of participating children and a maximum of fifty percent of community and other interested persons, the members of which shall be elected by the parents. (See Attachment 8 for a list of Members on the Parent Policy Committee.) Opportunities will be provided, where possible, for parents to participate in actual daily operation of the day care center, either through employment, volunteer services or observation. Through various committees and direct participation, parents will have opportunities to assist with or assume total responsibilities in the following ways:

- a. Volunteer in the classroom
- b. Assist with health clinics
- c. Serve on personnel screening boards
- d. Organize parent activities
- e. Attend center and/or program wide meetings and assist in their organization
- f. Serve on evaluation teams
- g. Initiate program suggestions
- h. Inform other parents and the community about the various aspects of the program
- i. Encourage good daily attendance and arrange for prompt arrival and departure of own child
- j. Attend training and activity classes offered for parents

Parent involvement is an integral part of the preschool program and various aspects will be in operation daily. Minimum scheduled parent involvement activities will be: 1 parent policy committee meeting per month, 3 center parent meetings per year, and 1 parent activity or training session per week.

The Education Working Committee will participate in future project development through a planning and review process. The operation of the project will be subject to the approval of the CPB Evaluation Committee.

8. Coordination. Through the Social Services and Health components, all existing community agencies are continually approached for coordination and provision of needed services.

Welfare, Neighborhood Action Centers, Public Schools, Multi-Service Center, University of Oregon Medical School and Portland Community College have all been included in various planning sessions to provide the best possible coordination of local agencies and to make them aware of the program and its goals.

Coordination of program planning will be promoted to avoid duplication of services, to promote continuity in care and service to each child, to share personnel and resources to gain maximum efficiency of operation, and to avoid duplicated use of federal and local funds.

9. Evaluation and Monitoring. This project will be subject to the monitoring and evaluation requirement as are specified in the CDA Evaluation Plan. The monitoring and evaluation will be on a monthly basis. The reports will be recorded on special reporting forms supplied by the CDA Evaluation Unit.

Financial reimbursement will be based upon the timely receipt of these reports. These reports will be due in to the CDA from the operating agency by the fifth working day of the month.

Self-evaluation in the ECE Program is basically an ongoing process generally limited to discussion and assessment of needs, as well as basic satisfaction or dissatisfaction with the program, in weekly staff meetings and monthly parent committee meetings. Parents have been asked at various times to review the program and write their comments, both positive and negative, to the director and parent committee chairman. Both methods have been generally satisfactory, but the need has been felt to devise a workable system of program evaluation which can be written and better disseminated to all involved and/or interested persons.

The following is a list of process output measures upon which the CDA monitoring and evaluation of the project will be based:

- \_\_\_\_\_ Total number of children enrolled
- \_\_\_\_\_ Number of Model Neighborhood children enrolled
- \_\_\_\_\_ Total number of "care days" provided  
(one "care day" = one child x one day, or 8 hour period)
- \_\_\_\_\_ Total number of snacks and meals served each day
- \_\_\_\_\_ Average number of snacks and meals served each day
- \_\_\_\_\_ Number of children receiving physical exams
- \_\_\_\_\_ Number of children requiring "follow-up" medical care
- \_\_\_\_\_ Number of measles immunizations
- \_\_\_\_\_ Number of small pox immunizations
- \_\_\_\_\_ Number of polio immunizations
- \_\_\_\_\_ Number of DPT immunizations
- \_\_\_\_\_ Number of Tine Tests (TB)



- \_\_\_\_\_ Number of children receiving dental exams
- \_\_\_\_\_ Number of children receiving "follow-up" care
- \_\_\_\_\_ Number of children receiving follow-up care whose parents were unable to afford cost
- \_\_\_\_\_ Number of children receiving audiometer screenings
- \_\_\_\_\_ Number of children referred to further hearing care
- \_\_\_\_\_ Number of children screened for defective speech patterns
- \_\_\_\_\_ Number of children referred to other agencies for vision treatment
- \_\_\_\_\_ Number of referrals to Multnomah County Welfare Department
- \_\_\_\_\_ Number referred to Family Counseling
- \_\_\_\_\_ Number referred to Women's Protective Division
- \_\_\_\_\_ Number referred to Multnomah County Guidance Center
- \_\_\_\_\_ Number referred to other service agencies
- \_\_\_\_\_ Number of children given psychological testing during month
- \_\_\_\_\_ Number of children referred to other agencies for further psychological assistance
- \_\_\_\_\_ Number of Model Neighborhood residents enrolled in staff in-service training and career development
- \_\_\_\_\_ Number of Model Neighborhood residents attending on site training
- \_\_\_\_\_ Number of Model Neighborhood residents attending college campus courses
- \_\_\_\_\_ Number of MNA residents attending workshops
- \_\_\_\_\_ Number of MNA residents taking correspondence courses
- \_\_\_\_\_ Number of parents in attendance at parent council meetings
- \_\_\_\_\_ Number of parent Council meetings held during month
- \_\_\_\_\_ Number of volunteers working in center during month
- \_\_\_\_\_ Number of volunteer manhours devoted to center operation

10. Continued Planning. The evaluation process will be one planning mechanism. Input from staff and parents will be utilized in future project development. The Education Working Committee and the Parent Policy Committee will also have input into the planning process.

#### D. PROJECT SUMMARY

The project will provide a planned activities program for 40 preschool children from low-income MNA families, with structured opportunities for the children to develop oral and learning skills, and will provide a comprehensive approach to the health, social and nutritional needs of the children and their families served.

#### E. ATTACHMENTS

- 1 - Signature letter
- 2 - Objectives for Education Component
- 3 - Sample schedule of daily activities
- 4 - Organization chart
- 5 - Job descriptions
- 6 - Timetable
- 7 - In-kind Contribution
- 8 - List of Parent Policy Committee members

F. BUDGET. Forms CDA-091A, 092A and 093A follow Attachment 8 to this proposal.

1. Previous Application. This project was funded in the Third Action Year as part of the Comprehensive Child Care project; both First and Second Action Years, it was funded by Model Cities as a separate project.
2. Maintenance of Effort. This project is an expansion of School District #1's Early Childhood Education program to beneficiaries not previously served, and does not in any sense duplicate or substitute for local effort.



# PORTLAND PUBLIC SCHOOLS

220 Northeast Beech Street / Portland, Oregon 97212

## EARLY CHILDHOOD EDUCATION

Lee DeLance  
Education Director  
Martha Jordan  
Social Services Director

April 17, 1973

Mr. Andrew Raubeson, Acting Director  
Portland Model Cities  
5329 N. E. Union Avenue  
Portland, Oregon 97211

Dear Mr. Raubeson:

The following two persons have signature authorization for the Model Cities Pre-School Expansion Project for the Portland Public Schools.

Lee DeLance  
Director, Early Childhood Education

Charles Clemans  
Director, Intergovernmental Relations

Sincerely,

Lee DeLance  
Director

LD:cc

Attachment #1

## OBJECTIVES FOR EDUCATION COMPONENT

### I. LOCAL PRE-SCHOOL EXPANSION

The following minimum levels of expectations, commonly referred to as objectives, have been prepared in the areas of language, number concepts, cognitive development, large and small motor development, emotional and social development and the fine arts, and reflect the combined thinking of the staff and parents in the program, as well as various members of the community.

#### Language Development

Each child will

- describe objects according to their characteristics
- answer simple questions in complete sentences
- identify common objects
- listen with an increasing attention span
- supply missing words in oral sentences by contextual clues
- be aware that there are symbols which stand for verbal and numerical ideas
- express himself freely
- express himself clearly
- recognize his own name
- identify simple rhyming combinations
- understand and use simple prepositional relationships

#### Cognitive Development

Each child will

- use simple reasoning processes
- making simple associations
- develop an ability to solve problems logically and with reason
- distinguish between different positional relationships

- place ideas and objects in order or sequence
- develop ability to classify objects by common groupings
- identify objects using clues other than the real object
- develop simple methods of inquiry
- distinguish between objects of different size
- recognize simple polar relationships

#### Numerical Concepts

Each child will

- recognize and identify simple shapes
- distinguish comparative sizes and quantities
- associate numerals with quantities 1 to 5
- begin to understand one to one relationships
- begin to understand the concept of sets
- understand concept of one more and one less
- understand concept of zero

#### Large Motor Development

Each child will

- stand and run on tiptoes
- go up and down stairs using alternate feet
- balance momentarily on one foot
- jump from lowest stair to floor and land on two feet
- walk backwards easily
- hop on right foot in place
- hop on left foot in place
- stand on one foot for a short period of time
- skip on one foot with alternate foot stepping
- approximate the motions of a forward somersault
- roll and catch an eight inch ball with both hands from a sitting position

- do a running leap
- do a standing broad jump
- jump with both feet off the ground

#### Small Motor Development

Each child will

- pinch off bits, squeeze, pound, push and pat clay or dough
- string beads
- manipulate puzzles, stacking materials, pegs, parquetry blocks
- use crayons, paint brushes, and primary pencils
- manipulate finger plays
- use scissors correctly
- use opposing thumb
- pound a nail with a hammer

#### Emotional Development

Each child will

- develop in the attainment of a positive self-image
- develop in the ability to accept and handle his emotions
- save face in a situation by the skillful handling of a teacher
- develop in self-confidence, self-expression, self-discipline, self-respect and curiosity
- experience success

#### Social Development

Each child will

- interrelate with his peers
- interrelate with adults
- develop a responsible attitude toward his environment
- develop an acceptable social behavior including table manners and taking turns

## Music

Each child will

- develop a feeling of a sense of rythm
- listen to and appreciate all music
- develop motor coordination
- develop social habits that are necessary to group appreciation of music
- develop enjoyment individually and with group participation in music
- learn to enjoy his singing voice
- express himself creatively through music (ideas and body movement)

## Art

Each child will

- express ideas and feelings creatively
- increase skill
- observe shape, movement, color and texture
- express reactions to his experiences through art media
- handle art media and tools appropriately
- express himself freely through art

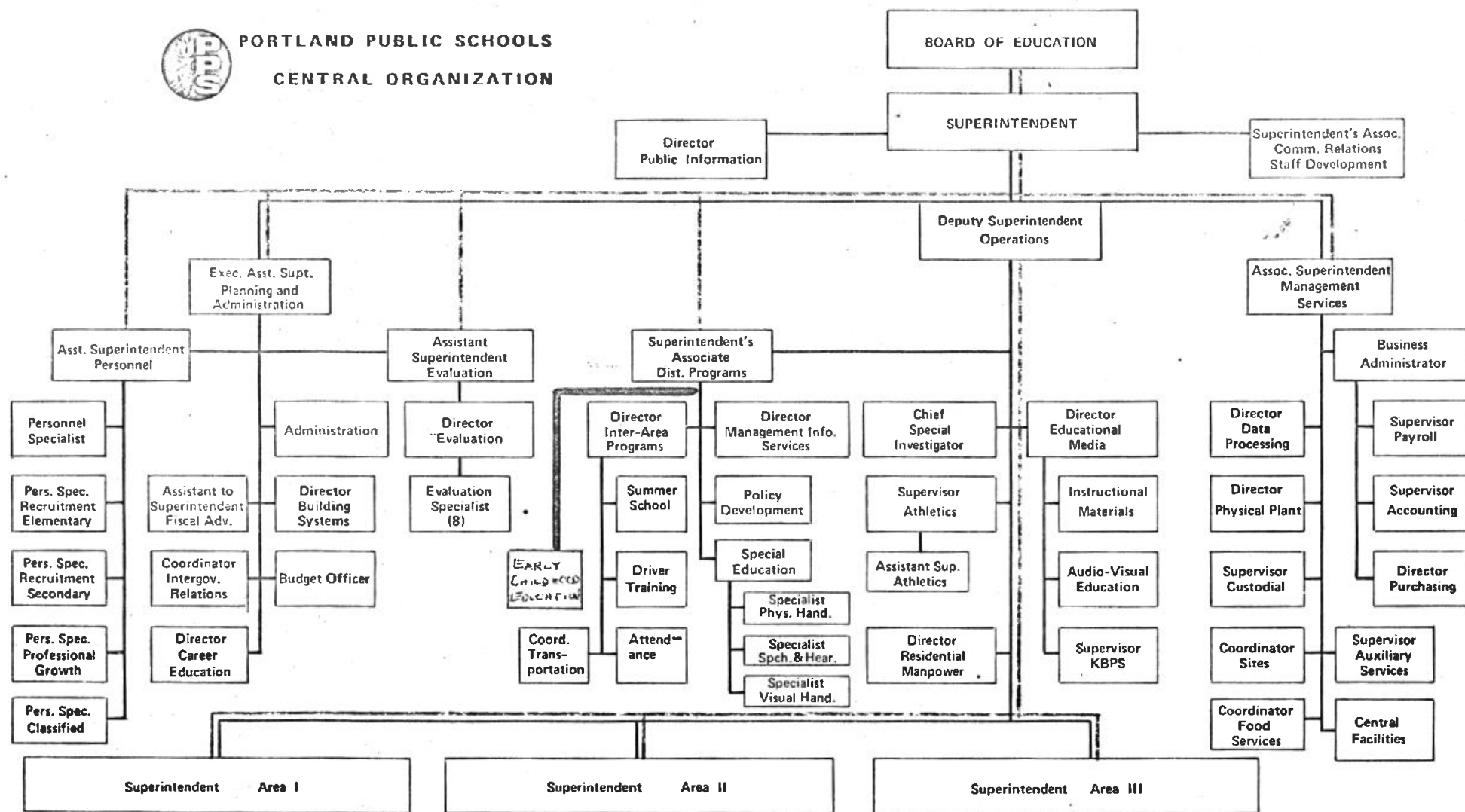
### Sample Daily Schedule of Activities

- 8:15 Teachers and assistants make advance preparations for the day.
- 9:00 Children arrive.  
General health inspection, greeting, attendance, etc.
- 9:10 Breakfast or snack.
- 9:30 Guided play in interest centers.
- |                        |                     |
|------------------------|---------------------|
| Finger paint           | Playhouse           |
| Easel painting         | Tools and workbench |
| Block construction     | Puzzles             |
| Clay and/or play dough | Beads and pegs      |
| Cutting and pasting    | Parquetry blocks    |
| Coloring               | Records, etc.       |
- 10:00 Clean Up.
- 10:10 Teacher directed activities.
- |              |                           |
|--------------|---------------------------|
| Science      | Reading Readiness         |
| Numbers      | Flannel Board             |
| Story boards | Individual tutoring, etc. |
- 10:30 Juice and light snacks - conversation.
- 10:45 Small group activities.
- |                   |                      |
|-------------------|----------------------|
| Music and rhythms | Finger plays         |
| Dramatic plays    | Story telling        |
| Puppets           | Magnetic Board, etc. |
- 11:00 Outdoor play -- or indoor games if weather is too bad.
- 11:45 Rest period  
Quiet music  
Poems or stories
- 12:10 Wash and prepare for lunch.
- 12:20 Lunch (served to small groups, family style)
- 12:40 Tooth brushing and clean-up.
- 12:50 Evaluation and preparation for dismissal.
- 1:00 Dismissal (either to bus or parents)
- 1:30 - 3:45 Teachers and assistants involved in:  
Evaluation and Planning sessions  
Home visitations and conferencing  
Parent activities  
Volunteer planning  
General staff meetings  
Workshops and training sessions, etc.





**PORTLAND PUBLIC SCHOOLS  
CENTRAL ORGANIZATION**



July, 1971

Legend: Red indicates reporting for policy determination.

### COORDINATING ADMINISTRATOR

Supervision includes but is not limited to:

Leadership for the Day Care staff

Training of staff members

Maintenance of staff morale

Development of curriculum

Improvement of instruction

Evaluation of instructional effectiveness

Support of the staff through assistance with classroom educational and operational problems, advice in coping with the administrative structure, and facilitation of decision making

Coordination of social services

Establishment of community relationships which are productive and favorable for the program

Planning and implementation of an effective program for parent involvement.

Planning for and coordination of volunteer services

### EXPERIENCE AND SKILLS REQUIRED

Master's Degree - minimum of five years experience in the area of early childhood education

Personal health and vigor with the personality and attitude to deal effectively with staff, students and parents.

## TEACHER

### POSITION SUMMARY

The teacher is responsible for setting and maintaining a suitable climate to facilitate learning experiences. The teacher shares in routine duties necessitated by the structure of the Early Childhood Education program and Child Care Services. The teacher is responsible for the management of the classroom.

### RESPONSIBILITIES

1. Providing for the physical welfare and safety of the children
2. Knowing the program and carrying out the goals of the program
3. Determining discipline and maintaining it
4. Scheduling and subsequent follow through
5. Conferring with the assistant and aides--however, the final decisions about the children are the teacher's responsibility)
6. Working with and training the assistant and aides in her classroom and helping them to know and accept their responsibilities in working with children, volunteers and parents
7. Planning the curriculum within the framework of the established goals and objectives, but conferring and working with the other adults in her classroom and including them in the planning
8. Establishing the feeling of working together as a team for the benefit and growth of the children involved
9. Contacting parents, conferencing and parent involvement in the classroom and home
10. Maintaining all required reports and records
11. Assigning and scheduling of housekeeping duties (she should also help out on these duties when her time permits)
12. Planning of intra-center and classroom meetings so program planning and problems that may arise can be discussed and dealt with
13. Working with and training volunteers as she needs or requests them in the classroom
14. Organizes, prepares and distributes instructional materials
15. Operating audio-visual equipment
16. Performing other related duties necessary to the full accomplishment of the program's objectives

17. Conferring with persons delegated from the High School in coordinating the Child Development Training Program of the high school students
18. Conferring with supervisors whenever and wherever needed

EXPERIENCE AND SKILLS REQUIRED

Degree from a 4 year institution. Appropriate training and experience in the area of early childhood education.

Personal health and vigor with the personality and attitude to deal effectively with staff, students and parents.

## TEACHER AIDE

### POSITION SUMMARY

The teacher aide is responsible for providing assistance to the teacher in helping to set and maintain a suitable climate to facilitate appropriate learning experiences. The teacher aide shares in the routine duties necessitated by the structure of the Early Childhood Education Program combined with Child Care services.

### EXAMPLES OF WORK PERFORMED

1. Help to carry out and support the daily program as planned by the assigned teacher (regular or substitute).
2. Follow the example and directions of the assigned teacher as a team member.
3. Maintain a professional attitude; does not discuss the children or their families with anyone except the staff.
4. Provide for the physical welfare and safety of the children.
5. Supervise assigned areas during the day's activities.
6. Under immediate supervision of the teacher, may assist in instruction of individual children or groups.
7. Usually responsible for carrying out routine procedures such as toileting, snack set-up, lunch set-up, and helping with children's wraps.
8. Performs minor housekeeping duties as assigned to him/her.
9. Monitors and supervises children in the buildings, on playgrounds, on school buses and on field trips, as required.
10. Operate audio-visual equipment.
11. Performs related duties necessary to the full accomplishment of the program's objectives.
12. Closes the Center each operating day.

### EXPERIENCE AND SKILL REQUIRED

High school education or equivalent is required.

## SOCIAL WORK AIDE

### POSITION SUMMARY

The social work aide is responsible for assisting in all phases of the work of the social services department with the exception of organization and management.

### RESPONSIBILITIES

1. Recruit new children for the E.C.E. program.
2. Attend functions such as board meetings of the community action centers when requested, and serve as a liaison between the Center and Headstart.
3. Consult with parents about attendance of children who are absent frequently and those who are failing to take advantage of the opportunities available.
4. Provide transportation when a parent cannot make arrangements to take child to the doctor, dentist, clinic, etc.; provide emergency transportation when a child becomes ill; help in the transportation of parents to study group meetings; field trips or to the monthly Parent Advisory Committee meetings; and transport parents to center for volunteer work if they cannot provide their own transportation.
5. Help distribute medical and dental forms and information, explain procedures to parents and make follow-up visits periodically.
6. Refer to the Social Worker matters or concerns about children or parents that come to her attention.
7. Act as liaison between the teacher and the social work department when immediate communication is necessary.

### EXPERIENCE

Must have at least one year experience in the E.C.E. or Day Care Program.



## TIME TABLE

Pre-School Expansion 10-02

DATE 4/18/73

ACTIVITY	JUNE	JULY	AUG	SEP	OCT	NOV	DEC	1974 JAN	FEB	MAR	APR	MAY	JUNE
1-1	Staff already hired; replacements hired as needed												
1-2	Supplies ordered as needed and/or requested												
1-3	Records updated weekly												
1-4	Reports submitted monthly and/or as requested by CDA												
2-1	See Attachment 2 for program goals and Attachment 3 for sample daily schedule												
2-2	Same as 2-1												
2-3	Same as 2-1												
2-4	Same as 2-1												
2-5	Same as 2-1												
2-6	Same as 2-1												
3-1	General health inspections made daily												
3-2	As needed - physical exam arranged as soon as possible after child's admission												
3-3	Immunization clinics scheduled 4 times yearly (average)												
3-4	Screening provided for all children at least once yearly												
3-5	As needed												
3-6	Classroom instruction ongoing/parental instruction in weekly training classes												
3-7	Inspections as scheduled and/or needed												
3-8	Ongoing - health records updated daily												
3-9	TB and food handling certificates are renewed annually												
4-1	Meeting with parents held daily												
4-2	Referrals made at teachers' discretion												
4-3	Ongoing/staff meetings held weekly and/or as needed												
4-4	As needed/parent activities held weekly												
4-5	Ongoing/records updated daily												
5-1	Meals and snacks served daily												
5-2	Nutrition education for parents provided through planned activities and classes (a minimum of 3 times per year)												
5-3	Ongoing part of daily food program												

PRE-SCHOOL EXPANSION - IN-KIND CONTRIBUTION

Classroom space - 2 rooms @ \$125 per month ea. x 12 months	\$ 3000.00
Office space - 2 @ \$50 per mon. ea. x 12 months	1200.00
1 Kitchen (food preparation site) \$1 per day x 190 days	190.00
Outdoor space - 4¢ x 40 children x 75 sq. ft. x 12 months	1440.00
	<hr/>
SPACE TOTAL	\$ 5830.00

VOLUNTEER PERSONNEL

Non-professional volunteers.

1 per day x 4 hrs. x 190 days x \$1.60 per hr.	1206.00
Professional volunteers (psychiatrists, nurses, doctors, therapists, etc.) 20 x 4 hrs. ea. x 10 days x \$7 per hr.	5600.00
	<hr/>
VOLUNTEER TOTAL	\$ 6806.00

IN-KIND TOTAL	\$12,363.00
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**PARENT ADVISORY COMMITTEE  
1972-73**

Chairman Mrs. Johnnie Mae Walsh  
Vice-Chairmen Mrs. Billie Ottens  
Secretary Mrs. Barbara Duran  
Treasurer Mrs. Lorraine Diegel  
Parent Coordinator Mrs. Margie Edwards

Parent Representatives

1-A	Mrs. Helen Shum	9400 N.E. Union (11)	289-8112
1-B	Mrs. Joan Clemen	4842 N.E. Cleveland (11)	282-6809
	Mrs. Margaret Abraham	4036 N. Albina (27)	287-9495
1-A	<b>Betty Lou Pressley</b>	<b>305 N. Mason (17)</b>	<b>284-1603</b>
2-A	Mrs. Janet Warren	3946 N.E. Grand (12)	287-4015
	Mrs. Joysalena Parker	1531 N.E. Morgan (11)	289-1326
2-B	Mrs. Darlene Fisher	3935 N. Albina (27)	281-7590
	Mrs. Carol Boxley	4326 N.E. 6th (11)	284-3339
3-A	Mrs. Janyce Watney	2609 N.E. Hamblet (12)	284-1819
	Mrs. Grace Meyers	3534 N.E. 19th (12)	281-1542
3-B			
3-C	Mrs. Deloris Kimball	2507 N.E. 14th (12)	287-6471
	Mrs. Molly Hartman	6825 N.E. Rodney (11)	285-3346
4-A	Mrs. Kathryn Mathews	4065 N.E. 9th (11)	281-7962
	Mrs. Linda Christian	3835 N.E. 15th (12)	282-5398
4-B	Mrs. Lynn Boatsman	2242 N.E. 11th (12)	282-4755
	Mrs. Sonja Armsbury	77 N.E. Hancock	281-4659
5-A	Mrs. Mattie Hines	1606 N.E. Coing (11)	281-6668
	Mrs. Elvira Stephens	5051 N.E. 7th (11)	281-7704
5-B	Mrs. Eleanor Ford	4406 N.E. 12th (11)	
	Mrs. Joy Gosney	4620 N.E. 14th Pl. (11)	281-2374
6-A	DeEtte Katona	4619 N.E. 52nd (18)	284-7605
	Marsha Nelson	635 N.E. Liberty (11)	285-7202
6-B	Caroline Hooper	315 N. Summer	
	Harlie Lampkin	4702 N.E. 27th (11)	281-7436
6-C	Mrs. Bettie Johnson	5041 N.E. 28th (11)	287-4646
	Mrs. Geraldine Griggs	5105 N.E. 24th (11)	282-8723
6-D	Mrs. Patsy Stockdale	1017 N. Buffalo (17)	
	Mrs. Elmyria Waggoner	6635 N.E. 22nd (11)	285-8960
	Ruth Smith	5300 N.E. Cully Blvd. #23 (18)	
	Mrs. Olga Doyle	1044 N.E. Madrona (11)	285-9682
7-A	Mrs. Johnnie Howard	134 N. Alberta (17)	287-3084
	Mrs. Charles Williams	60 N.E. Ivy (12)	
7-B	Mrs. Johnnie Mae Walsh	529 N.E. Halsey (32)	288-4795
	Mrs. Dorothy Bethune	815 N. Alberta (17)	
8-A	Mrs. Lorraine Diegel	3524 S.E. Belmont (15)	234-5147
	Mrs. Billie Ottens	4305 S.E. Belmont (15) <i>apt 16</i>	232-4204
8-B	Mary Breazeale	3116 S.E. 10th	232-2867
	Mrs. Janice Smith	4604 S.E. Yamhill (15)	235-1259

P.A.C. Members  
Page 2

9-A	Mrs. Barbara Wilder	8600 N. Swift Way #37 (03)	286-5197
	Mrs. Pam LeRessignol	8600 N. Swift Way #35 (03)	286-1944
9-B	Mrs. Yolanda Duran	9447 N. Allegheny (03)	286-4258
	Mrs. J. Porter	4205 N. Alaska #46 (03)	
9-C	Mrs. Ron Brown	7407 N. Jordan (03)	
	Mrs. Barbara Duran	6860 N. Pessenden (03)	286-3460
	Mrs. Margie McCormick	5032 N. Hudson (03)	285-8870
9-D	Mrs. Daphne Fivecoats	9157 N. Woolsey Ct. (03)	283-4591
	Mrs. Andrea Trimble	9422 N. Woolsey Av. (03)	283-3741

Jefferson Day Care

	Mrs. Rosie Lovings	4815 N. Kerby (17)	284-5149
	Mrs. Bessie Henry	821 N.E. Church (11)	281-0301
	Mrs. Sharon Slaughter	4841 N.E. 8th (11)	287-7786

Adams Day Care

	Mr. Robert Ollison	5625 N.E. 32th (11)	284-0123
	Mrs. Barbara Friday	3924 N.E. 16th (12)	287-9043

Community and Professional Representatives

Mr. Fred Milton	1114 S.E. Alder (14)	233-6541
Mrs. Aphra Katzev - P.C.C.	12000 S.W. 49th (19)	
Dr. Walter Gosa	104 S.W. 5th (04)	228-6141
Dr. Margaret Waynon	6310 S.W. Burlingame (01)	246-3271
Mr. E. Shelton Hill	718 W. Burnside (09)	224-0151
Rev. John Jackson	2503 N.E. Liberty (11)	284-1954
Rev. Eugene Kindschuh	2710 N.E. 14th (12)	288-6174
Mrs. Pat Ollison	5329 N.E. Union (11)	288-8261
Mrs. Asa Brock	6926 N.E. 22nd 911)	281-9778
Mrs. Edith Ryman	1630 S.W. Morrison (05)	222-6406
Mrs. Este Morgan	3612 N.E. 9th (12)	284-7164

Ex-officio Members

Miss Lee DeLance	220 N.E. Beech (12)	288-5361
Mrs. Martha Jordan	220 N.E. Beech (12)	288-5361
Miss Erma Hepburn	1110 S.E. Alder (14)	233-6541
Dr. Harold Kleiner	631 N.E. Clackamas	234-3392
Dr. Robert Hughley	220 N.E. Beech (12)	288-5361
Mrs. Mary Roberts	746 N.E. Church (11)	288-4735

MBJ:mb  
4/2/73



## BUDGET SUMMARY

DATE April 6, 1973

PROJECT NO. 10-02

PROJECT TITLE Pre-School Expansion

CATEGORY CODE	CATEGORY TITLE	TOTAL BUDGET	MODEL CITIES SHARE
10	SALARIES (INCLUDING FRINGE BENEFITS)	42,425	26,074
20	CONTRACTED SERVICES (INCLUDING AUDITING)	2,230	
30	TRAVEL, LOCAL	790	
35	TRAVEL, OUT OF TOWN	2,000	
40	CONSUMABLE SUPPLIES	3,353	
50	SPACE (INCLUDING RENOVATION)		
55	UTILITIES (INCLUDING TELEPHONE)		
60	FURNITURE & EQUIPMENT (RENTAL)		
65	FURNITURE & EQUIPMENT (PURCHASE)		
70	INSURANCE	100	
71	MAINTENANCE OF EQUIPMENT		
79	MISC. EXPENSES	1,250	
TOTALS		52,148	26,074

O/A APPROVAL

Lee De Lancey, director  
SIGNATURE & TITLE

4-16-73  
DATE

CDA APPROVAL

Shirley D. Dyer  
SIGNATURE & TITLE

5-8-73  
DATE





# BUDGET JUSTIFICATION

(CATEGORIES 20 THROUGH 79)

DATE April 13, 1973

PROJECT NO. 10-02

PROJECT TITLE Pre-School Expansion

CATEGORY CODE	DESCRIPTION OF ITEM AND BASIS FOR VALUATION	ITEM TOTAL	CATEGORY TOTAL
20	<p>Food Preparation Costs</p> <p>Standard district charges - \$20 per month x 9.5 months</p> <p>Health Care for 40 Children</p> <p>Dental and physical exams and follow-up treatment average \$51 per child - 40 children x \$51</p>	<p>190</p> <p>2,040</p>	2,230
30	<p>Field Trips</p> <p>1 per month per class @ \$35 each (18 trips x \$35)</p> <p>Staff visitations to children's homes - 1,600 miles per year @ 10¢ per mile</p>	<p>630</p> <p>160</p>	790
35	<p>Conference fees and costs for staff and/or parents 8 conferences @ \$250 each (average)</p> <p>*Possible conferences to be attended:</p> <ul style="list-style-type: none"> <li>National Association of Education for Young Children (Administrator)</li> <li>Quarterly State Parent Meetings (2 parents)</li> <li>Quarterly Career Development (1 professional/1 paraprofessional)</li> <li>Child Welfare League (1 professional)</li> <li>Social Work Seminars (3 paraprofessionals)</li> <li>Speech Seminar (1 professional)</li> </ul> <p>*Location of conferences not known at this time; valuation based on previous year's conference and costs</p>	2,000	2,000



# BUDGET JUSTIFICATION

(CATEGORIES 20 THROUGH 79)

DATE April 13, 1973

PROJECT NO. 10-02

PROJECT TITLE Pre-School Expansion

CATEGORY CODE	DESCRIPTION OF ITEM AND BASIS FOR VALUATION	ITEM TOTAL	CATEGORY TOTAL
40	<p>Food</p> <p>Lunches for adults working with children - 6 x 50¢ per meal x 190 days (not USDA reimbursable)</p> <p>Children's snacks (not USDA reimbursable) 10¢ per snack x 40 children x 190 days</p> <p>Supplies - Educational</p> <p>Paste, paper, paint, brushes, scotch tape, puzzles, table toys, etc. \$5 per month per child x 40 children x 9.5 months</p> <p>Supplies - Office</p> <p>Postage, stencils, mimeo paper, stationery, Envelopes, etc. - based on past year's costs \$10.25 per month x 12 months</p>	<p>570</p> <p>760</p> <p>1,900</p> <p>123</p>	<p>3,353</p>
70	<p>Children's accident insurance - Blanket coverage through Oregon School Activities Association - \$2.50 per child x 40 children</p>	<p>100</p>	<p>100</p>
79	<p>Parent Fund - Child care, transportation, etc. for parent functions - (estimate historical) 60 parents (approximately) x \$5 per parent per year</p> <p>Consultants - Training for staff and/or parents - approximately 10 @ average of \$50 per each session (estimate based on past year's costs)</p>	<p>300</p> <p>500</p>	<p>(cont.)</p>



# BUDGET JUSTIFICATION

(CATEGORIES 20 THROUGH 79)

DATE April 13, 1973

PROJECT NO. 10-02

PROJECT TITLE Pre-School Expansion

CATEGORY CODE	DESCRIPTION OF ITEM AND BASIS FOR VALUATION	ITEM TOTAL	CATEGORY TOTAL
79	(Misc. Expenses Cont.)		
	Entrance Fees and Other Related Charges		
	For children's field trips (zoo, train rides, Jr. museum etc.) - 40 children x \$6.25 per child per year	250	
	Telephone		
	1 x \$20 per month x 10 months (Actual cost)	200	1,250



RECEIVED

JUN 15 1973

## ORDINANCE No. 129365

MODEL CITIES

An Ordinance authorizing an agreement by and between the City of Portland and the Portland Public School District No. 1 to provide educational services to preschool children of the Model City Neighborhood for the Third Action Year Extension at a cost to the City of \$26,074, authorizing warrants pursuant thereto, and declaring an emergency.

The City of Portland ordains:

Section 1. The Council finds that pursuant to Ordinance No. 129365, the City entered into a contract with the Department of Housing and Urban Development whereby funds were made available to the city to conduct a Model City Program; that a pre-school education project has been carried out by the Portland Public School District as a part of the Model City Program throughout the First and Second Action Years; that the Director of the Model City Agency has recommended that the Portland Public School District be authorized to continue providing said services throughout the balance of the Model City Program (June 16, 1973 through June 30, 1974); that an appropriate form of agreement for the balance of the Model City Program, attached to the original only hereof as Exhibit "1," and by this reference made a part hereof, provides for reimbursement to the School District for their total cost not to exceed \$26,074; that said amount of \$26,074 is available within the Model City Fund; now, therefore, the Mayor and the Commissioner of Public Affairs hereby are authorized to execute on behalf of the City an agreement with the Portland Public School District No. 1, similar in form to Exhibit "1," attached to the original only hereof, and the Mayor and Auditor hereby are authorized to draw and deliver warrants pursuant thereto.

Section 2. Inasmuch as this ordinance is necessary for the immediate preservation of the public health, peace and safety of the City of Portland in this: In order that pre-school education services for Model Neighborhood children may continue without undue delay; therefore, an emergency hereby is declared to exist and this ordinance shall be in force and effect from and after its passage by the Council.

Passed by the Council, JUN 13 1973

Commissioner Schwab  
June 5, 1973  
MAL/fg

*W. G. ...*  
Mayor of the City of Portland

Attest:

*...*  
Auditor of the City of Portland