

PORTLAND PUBLIC SCHOOLS

Dept. of Elementary Education - Area II

4825 North Haight Street

Portland, Oregon 97217

A Proposal for Early Childhood Education

Submitted To

Portland Model Cities'

Citizens Planning Board and CDA

March, 1970

I. STATEMENT OF NEED

There exists a need to expand the early childhood education services to children residing in the Model Neighborhood. Early childhood seems to be the most advantageous time for effecting improvement in a child's intellectual development, for implementing deliberate programs of intellectual stimulation, and for extending and improving the competence of parents in child rearing practices. This places a tremendous value on the ages 3 - 5 years and provides an equally great opportunity for caring for a child this age.

IDENTIFICATION OF LOCAL NEEDS

Enrollment in the Portland Public School's kindergarten program in October, 1969, was 5,720 children who were 5 years of age by November 15. Although some classes are larger than we think desirable for maximum effectiveness, all eligible children in the school district whose parents have applied for admission have been enrolled.

A significantly different picture emerges when we observe the education opportunities for three and four year old children. The current AFDC report indicates there are 908 eligible four year old children and 734 eligible three year old children in Multnomah County. Census tracts usually indicate that there exists one other child of comparable age in a family of low income not on public assistance for each welfare child in the city. It is estimated that this ratio is 2.5:1 for poverty areas.

The Portland Early Childhood Education Program as jointly funded by GEO and the School District has an enrollment of 340 four year old children with 147 applicants on the waiting list. Two hundred fifty of the 340 children are residents of the Model Neighborhood, of these 250, approximately one-half are AFDC four year old children. Approximately forty-five of the 147 children on the waiting list are also AFDC four year old children residing in the Model

Neighborhood. Based upon these data, it is estimated that over 227 AFDC and low income four year old children not on public assistance reside in the Model Neighborhood. These meet the OEO eligibility criteria for early childhood education. This calculation does not refer to three year old children.

We believe that Early Childhood Education should be available for every child who meets the age criteria of 3 years of age by November 15th of the school year, regardless of family income. Because our enrollment histories show approximately 750 first grade children each year in the Model Neighborhood, we know that there are 1,500 three and four year old children who can potentially be enrolled less the 250 children currently served; leaving 1,250 who can truly benefit from an early childhood education program.

EARLY CHILDHOOD NEEDS

Educational research indicates that children from low socio-economic families, properly motivated and taught, can learn at a much more accelerated rate than was formerly supposed. Research also indicates that the early childhood period is critical in the educational growth and development of children. Failure to provide adequate experiences at this level can significantly affect a child's future learning capacity. Experience in the early education of children indicates efforts to ameliorate or alleviate:

- . Need Relevant to a Limited Physical and Social Environment
- . Needs Related to the Development of Audio-Skills
- . Needs Related to the Ability to Reason
- . Needs Related to the Lack of Adequate Listening Skills
- . Needs Related to Expansion of Attention Span
- . Limited Quantitative and Spatial Concepts
- . Lack of Visual Discrimination
- . Need for Higher Achievement Expectancy
- . Need for a Stronger Sense of Personal Worth
- . Need for a Stronger Sense of Moral, Social, and Ethnical Values

- . Need for Proper Nutrition
- . Need for Psychological and Psychiatric Services
- . Needs of Parents
- . Health Service Needs
- . Staff Development Needs

II. OBJECTIVES

General Objectives

This project will develop and operate educational programs designed to extend the social and economic mobility of people of low financial means who reside in the Portland Model Cities Neighborhood. The objectives of the Portland Public Schools-Early Childhood Education (Head Start) program are:

1. To increase the developmental and educational background of four year old children from homes of limited financial means.
2. To help the parents of these children to understand and become involved in helping their children to progress in terms of better health habits, satisfactory self-images and positive school attitudes.
3. To assist the parents in understanding their own roles as parents and participating members of their communities, and in identifying and solving some of their own problems.
4. To provide employment and a plan of career progression and development for parents or other target area adults employed in the program.
5. To encourage all participants of various races to respect each other as humans of individual worth and to work together for the benefit of all.
6. To develop a true community school facility responsive to needs of both children and parents, in order to provide leadership and to work cooperatively with other community agencies for the improvement of educational and social opportunities of children and their parents.
7. To provide high school students with opportunities to enter the world of work upon graduation with salable skills.
8. To provide career development opportunities for paraprofessional personnel.

Some of the general plans to implement these objectives have been:

1. To provide all staff members with the best available training in the various phases of child development and growth.
2. To work with parents in their homes, providing them with means and materials for working with their own children.
3. To provide as much health care as is possible with the limited funds available.
4. To be available just to listen, advise where possible and to refer to the proper resources where necessary, so problems can be identified and resolved whenever possible.
5. To develop with the Policy Advisory Committee, a basic plan for parent education which will include all areas of concern for parents whether applicable to the young child of Head Start or other members of the family or community.
6. To encourage parents to participate in community programs available to them through other resources such as the public library, the neighborhood service centers, the Urban League, etc.
7. To develop with the career development committee a plan of training and progression for the non-professional persons in the program, and to direct parents to other resources for training and employment.
8. To encourage parents to participate in the daily program by volunteering in the classrooms whenever and wherever possible.

Specific ways in which some of these goals have been implemented are:

1. Teachers have been assigned to only one classroom session daily instead of two so one-half of each day is available for working with parents in their homes, planning group sessions with parents in the centers, and for staff to work and plan together for the daily program.
2. The career development committee is currently working on a career development ladder which will be applicable for non-professionals in the Head Start program and also in such related fields as health and social services.
3. The social work staff is presently involved in coordinating the health and social work programs with the Kaiser health program and the Albina Day Care Center. Plans are being explored to see if an on-site physical exam can be provided for each child in the Early Childhood Education program, as limited and reduced funds almost preclude the high cost of providing each child with a paid physical in a private physician's office.
4. Classes for both professional and non-professional persons are being provided in:
 - Inter-racial Relations
 - Negro History
 - Home Visiting and Interviewing Techniques
 - Teaching the Disadvantaged
 - Child Development

5. One hundred thirty volunteers in addition to parents and primarily from non-target areas have been recruited to work in the program. These volunteers spend from one-half hour to thirty hours per week assisting in the same capacity as teacher aides. A two day orientation program was provided for all volunteers who began by October. Teachers have provided individual training for volunteers who have entered the program after October 1.
6. A local Lutheran Ladies Guild made and donated 150 child-sized quilts to the program so the children could use them during rest. Several other neighborhood groups are actively involved in providing clothing, doll clothes and other additional equipment.
7. Because of the great need for more adult males to work with the Head Start children, and especially for young boys to pattern a developing self image after, an agreement has been reached with Oregon College of Education in Monmouth, Oregon, to send their sophomore classes in education to volunteer time in the individual classrooms and to take the children on field trips. As many young men as possible will be sent each time, so a one to one relationship may be established between the Head Start youngsters and the students. To date, the experience has been most satisfactory with both the Early Childhood Education participants and the Monmouth participants.

In its broadest sense, education is a lifelong process. Everything the young child experiences and everything that happens to him is a part of his education. Although each age carries with it distinctive characteristics, the early years are by far the most important in his developmental process. During these years the child develops a concept of himself, a concept of others, intellectual processes, and patterns of feeling and behavior that affect all his later experiences.

This Early Childhood Education Component is designed to meet the special needs of four year old children from the Model Cities Neighborhood. Through a well-planned program of structured opportunities, physical, social, emotional, and intellectual development is promoted. This early childhood education program will be based on principles of child development, child care, education, and social service activities.

The general objectives of the education program will be to provide opportunities for the child to:

1. Learn about himself and others;
2. Learn about social relationships;

4. Learn to deal with reality;
5. Have creative and aesthetic experiences.
6. Develop motor skill through both large and small muscle activity,
7. Develop language skills;
8. Learn to care for his own bodily needs;
9. Develop habits and attitudes which will go far towards insuring favorable adjustment to later life in school and in the outside world.

Specific Objectives

After nine months in the early childhood education classes, the following will be attained by at least 75% of the children:

Psychomotor

1. Goes to bathroom and handles bathroom routines by himself;
2. Handles the more dangerous tools safely (scissors, saw, hammer);
3. Skips

Affective

1. Waits his turn;
2. Engages in dramatic play involving at least four other children;
3. Shows his feeling of responsibility to group activities;
4. Demonstrates sensitivity to the needs of others;
5. Follows simple dance routines;
6. Sings simple songs;
7. Creates simple songs.
8. Distinguishes relationships in music (high from low, slow from fast, etc.);
9. Distinguishes between quantitative concepts (large and small, etc.).

Cognitive

1. Recognizes positions (above, below, under, etc);
2. Recognizes differences and similarities in objects;

3. Reports what he observes.
4. Counts to ten;
5. Uses numbers to ten.
6. Enunciates f, u, l, r, and the sounds clearly;
7. Listens to realistic and imaginative stories;
8. Makes designs and realistic art portrayals.
9. Assembles up to six parts of a circle into a complex whole;
10. Recognizes at least twenty letter forms.
11. Makes at least twelve letter forms.

III. RECRUITMENT AND SELECTION

Paraprofessional

Participants in the Education Aides Program must be selected with the following general criteria in mind: (1) they must be capable of benefiting from the educational component of the program and (2) they must be able to render a service to youngsters in their role as an aide. All applicants must meet the minimum requirements for the position of teacher aide as defined by the Oregon Rules and Regulations. Included in these are: minimum age 18 and evidence of a negative tuberculin test, except that the high school graduation or equivalency is waived. Beyond these basic criteria, the following priorities for selection will apply:

A. Preference will be given to residents of the Model Cities target area.

B. Participants must have a family income at or below the national poverty level as determined by current OEO criteria. The current salary of presently employed applicants will be discounted in figuring family income.

~~C. Participants will be selected, based upon the following priority.~~

~~1. Males ————— Ages 16 - 26 —————~~

~~2. Females ————— Ages 18 - 26 —————~~

~~3. Males ————— Ages 27 - 50 —————~~

~~4. Females Ages 27 - 50~~

~~5. Others~~

Applicants will be screened by a committee of four persons selected by the agencies involved. Two each will represent the School District and the Model Cities community. Those persons meeting the basic requirements will be interviewed by the committee recommended and as candidates for employment to the Superintendent of Schools.

Professional

The administrative staff of the program will be the currently employed supervisory personnel of the school district for early childhood education. No additional administrative staff is required for this program component.

Teachers will be recruited and selected by the district's personnel office based upon appropriate training, including degree and state certification requirements, and experience in early childhood or primary education. Preference will be given to currently employed Headstart Teacher Aides or parents who are enrolled in the district's professional development program for Headstart.

Pupils

The participants in the Head Start will mainly include eighty eligible four year old children. The parents (and to the extent that they benefit from the parents participation, the families) of the Head Start children will also participate in many aspects of the program.

The children will be recruited through neighborhood canvassing, referral by community action centers, referral by local schools, churches and other city organizations. The welfare list of F.A.D.C. families will be also utilized in locating eligible children. Items will appear in local and city-wide newspapers and announcements will be made on radio and TV stations. Many families hear word-of-mouth from friends or neighbors or have had eligible children enrolled in previous years and are encouraged to participate in the program.

The selection criteria will follow the guidelines set forth in the Head Start Manual of Policies for eligibility. When maximum enrollment has been achieved, a waiting list will be kept and children will be entered as vacancies occur, on a first come basis, except where a "greater need" is clearly evident because of illnesses, exceptionally large families, delinquencies in the families, etc., and then that family will receive priority. Selection priority of children will also be based upon serving children first who were four years old by November 15.

IV. THE INSTRUCTIONAL PROGRAM

The instructional program will include structured opportunities for children to develop oral language skills and background for developing concepts of science and mathematics. Social education, including health and physical development, will be emphasized. After participation in the program, depending upon age, the children will advance into a kindergarten-elementary school program which will build upon the development they have attained.

The cognitive, affective, and psychomotor development of the children is facilitated through the program of activities described herein. The following descriptions of instruction and expected pupil behaviors are included to assist in visualizing the developmental nature of the program planned.

Language Development

Readiness to speak depends upon the maturation of the various parts of the speech mechanism and of the brain, especially the association areas of the brain. Mental readiness to speak comes somewhat later than motor readiness.

The most effective way of learning how to pronounce and to understand words is through the imitation of a good model, plus guidance. The major tasks in speech development are comprehending the speech of others, building a vocabulary, and combining words into sentences.

The first words learned by the child are nouns that relate to his needs

and to his immediate environment. They include words for toys, food, animals, pets, parts of the body, and etiquette vocabulary ("please," "thank you"). He is encouraged to speak in simple sentences.

The numbers up to 10 are practiced by planned and spontaneous conversation and by relating colors and numbers to specific objects. Time vocabulary now includes another point of time, perhaps that of a grandparent. The geologic era of the Age of Reptiles is a time concept this age enjoys learning about in a simple way. Observing and participating in the successions of seasons and holidays further develop vocabulary and concepts. This age can learn to enunciate clearly enough to be understood and should learn to use compound sentences.

Average vocabulary grows from 250 words for the two to three year olds to 750 words during the third year and to 2000 words from four to five years of age. The older child can be instructed in more complex vocabulary and concepts concerning weather, the calendar, seasons, holidays, community helpers, time, and numbers. (This age is ready for finer differentiations in time such as morning, afternoon, etc., through teacher identification of time in relation to daily routines.)

The children learn language through these daily program activities:

1. Listening to stories and records:
2. Creating and dramatizing stories.
3. Singing and creating sounds and songs
4. Conversing with peers and adults.
5. Participating in small and large group discussions about any subject of interest at the moment or as planned by the teacher.

Affective Development

During their early childhood years, children begin to form the emotional basis for their lives. From adult reactions to their emotional expressions, they learn what emotional reaction to use in a particular situation and which ones to avoid. Also, during this time, they learn to internalize many emotions and to develop conscience. They are able to initiate desirable mental health

habits such as enjoying activities, expressing feelings of love and affection, helping others individually and in a group, sharing toys, and building realistic mental concepts about the world they live in. They develop an awareness of their own emotions and discover socially acceptable outlets for strong emotions.

The program includes many experiences which are pleasurable and satisfying, thereby motivating children to learn. Frustrations which evoke strong emotions that a child cannot handle within the limits of social acceptance are avoided, if possible.

The most important way in which the teacher (adult) helps the child is by encouraging him in establishing a concept of his own importance. The teacher establishes an emotional climate favorable to active learning by expressing affection, being realistic, encouraging cooperation, stimulating the development of conscience, furthering desirable peer relations and listening for feedback. Children communicate primarily through physical contacts as they learn to communicate through new kinds of action.

The program avoids situations which tend to frustrate and block children. It provides safeguards needed to insure stimulating experiences, followed by rest or other change-of-pace activities.

Physical Development

Physical development is fostered through a planned program which helps a child move smoothly and safely through space. The program guides him as he develops new movement skills and it provides opportunities for large and small muscle development as each child is ready for such development. The program provides the apparatus, equipment, and supplies that encourage coordination between different muscles and also between the eye and other muscles.

Outdoor equipment includes climbing apparatus, toys for pulling and pushing, piles of dirt for digging (to help develop arm and shoulder muscles), large boxes and/or blocks for building, balls, etc. A large open space is

... running, hopping, and jumping to develop muscles of the leg and pelvic girdle.

Indoor instructional equipment is designed to develop small muscle and eye-hand coordination. This includes both large and smaller unit blocks, small wheel toys, rockers, and manipulative equipment such as beads, puzzles, pegboards, and formboards.

The Role of Arts and Crafts

Through art and craft experiences, children begin to perceive relationships of color, differences and similarities in texture, and balance in line, color, and mass. They experience the satisfaction of controlling materials and finding acceptable outlets for their emotions. Furthermore, they need and enjoy the social aspects of working with others.

The program includes many opportunities for children to arrange various materials provided by the teacher. The teacher then encourages the children to use them in any way meaningful to him. The teacher also helps the children to appreciate beauty in everyday life.

The children have supervised opportunities to use blunt scissors, crayons (with pieces of paper 18 x 24 inches), playdough, easel paint, and fingerpaint (hand painting), plus potter's clay, and paste. They also use many kinds of odd materials in making collages. Opportunities are available to use many art materials, such as string, salt, sand, soap, and vegetable printing.

All early art activities satisfy the child's need to manipulate materials. Between three and four, the child begins to make symbolic art representations which he recognizes and names but the teacher may not see them in the same way. The third stage in development is when some realism, recognizable by an adult, appears in the art work.

Content of art work is built around the totality of the child's experience and environment.

Centers of Interest

The class instruction program for children will utilize a variety of interest centers in each of the classrooms and on the playground. Listed below are some of the typical centers:

Playhouse Center

Materials:

Dolls, beds, buggies
Dishes and cooking utensils
Telephone
Tables and chairs
Rocking chairs
Iron and ironing board
Stove
Refrigerator
Sinks and cabinets
Dress-up clothes

Expected Outcomes

1. Involvement in dramatic play
2. Ability to get along with others
3. Release of tensions
4. Experiences in sharing with others

Library Center

Materials:

Books
Pictures
Flannel board
Pictures for flannel board
Puppets
Show 'n' Tell
Tape recorder

Expected Outcomes

1. Respect and love for books
2. Care in handling books
3. Interest in books
4. Desire to read
5. Desire to have someone read stories
6. Desire to read pictures

Block Building Center

Materials:

Lincoln logs
Blocks

Expected Outcomes

1. Willingness to share with others
2. Development of large muscles, body control, balance and coordination & eye-hand coordination
3. Development of creative and imaginative abilities
4. Development of ability to solve problems
5. Development of quantitative concepts, such as big, little, large, small, light, heavy, few, many
6. Participation in dramatic play

Language Center

Materials:

Record player
Tape recorder
Puppets

Expected Outcomes

1. Stimulation of conversation
2. Facilitate oral language development
3. Improve listening and speaking vocabularies
4. Provide interaction among children

Music Center

Materials:

Piano
Rhythm band instruments
Bells
Auto-Harp

Expected Outcomes

1. Appreciation of music
2. Ability to sing songs with other children
3. Ability to play rhythm band instruments
4. Marking rhythm
5. Interpreting music
6. Improvement of muscular coordination
7. Ability to perform simple dances and musical games

Art Center

Materials:

Clay
Variety of paper (colors and texture)
Large crayons, pressed crayons, wax crayons
Paste and scissors
Finger paint
Tempera paint
Easel and large brushes
Colored chalk

Expected Outcomes

1. Development of techniques in the use of art materials
2. Respect for materials
3. Development of ability to express ideas in color
4. Development of better coordination
5. Release from tensions
6. Development of appreciation of art and beautiful things

Science Center

Materials:

Shells
Aquarium
Magnets
Giant magnifying glass
Small magnifying glass
Specimens collected on field trips

Expected Outcomes

1. Enrichment of vocabulary
2. Ability to ask questions
3. Desire to read pictures
4. Awakening within the child an appreciation of the world about him
5. Development of keener observation of plants and animals
6. Stimulation of inquiry into phenomena

Play Store Center

Materials:

Equipment for store
Puppets

Expected Outcomes

1. Ability to participate in group play
2. Ability to dramatize
3. Development of readiness for number experiences

Manipulative Center

Materials:

Puzzles
Beads and strings
Pull toys
Pull-a-part toys
Pegs and boards
Pounding boards

Expected Outcomes

1. Development of eye-hand coordination
2. Development of readiness for number experiences
3. Ability to do simple counting
4. Appreciation of repetition in form and color
5. Ability to see and recognize simple forms
6. Release of tensions

Outdoor Playground Activities

Materials:

Jump ropes
Balls
Tricycles
Wagons
Rocket (climbing)
Balance boards
Gym playhouse
Sand boxes

Expected Outcomes

1. Development of large muscles, balance and coordination
2. Dramatic play
3. Development of practice in safety
4. Release of tensions
5. Ability to get along with others
6. Ability to take turns and to share with others
7. Respect for the rights of others

Indoor Play Activities

Materials:

Rocking boats
Tunnel of fun
Indoor gym house
Gym playhouse

Expected Outcomes

1. Dramatic play
2. Interaction among children
3. Release of tension
4. Ability to get along with others
5. Development of large muscles

Daily Activities

The daily schedule will be flexible. Teachers and aides will be continuously studying the children in order to understand them and to plan experiences appropriate for them.

The daily program will have the following characteristics:

Flexibility

To allow for special events and emergencies.

Consistency

Certain things will be done each day. Routine matters will be cared for at scheduled times.

Variety and Balance

Alternate periods of activity--the program will provide a variety of activities and experiences to meet the needs of the different children's abilities and capabilities.

Large Blocks of Time

The program will be divided into large blocks of time for work, music, play stories, and games. The staff will take advantage of every opportunity to include activities in health, safety, and spiritual values. The staff will work with the health coordinator in conducting health activities planned to insure physical growth.

The following is a daily schedule of a typical day.

TYPICAL DAILY SCHEDULE

6:30 -- 8:30 a.m.	Arrival (aides in charge) Breakfast
8:30 -- 8:45 a.m.	Restroom Arrival of certified teacher
8:45 -- 9:00 a.m.	Organize children for initial activity
9:00 -- 9:45 a.m.	Opening activities Large group - music and rhythms Small group activities Communication skills Small group activities Mathematical concepts
9:45 -- 10:00 a.m.	Restroom
10:00 -- 10:15 a.m.	Snack
10:15 -- 10:45 a.m.	Work-play experiences indoors Outdoor physical activity Large group activity Art
10:45 -- 11:00 a.m.	Rest period
11:00 -- 11:45 a.m.	Small group activities Psychosocial living skills Small group activities Communications Work-play experiences
11:45 -- 12:00 noon	Restroom and preparation for lunch
12:00 -- 12:45 p.m.	Lunch
12:45 -- 2:45 p.m.	Nap

2:45 -- 3:00 p.m.

Snack

3:00 -- 5:45 p.m.

Work-Play experiences

6:30 p.m.

Center closes

V. ADMINISTRATION AND STAFF

The Early Childhood Education project described in this proposal will be administered and directly supervised by the delegate Agency, the Portland Public Schools. Immediate administrative responsibility will be given to the Supervisors of Early Childhood Education. The coordination of all services as described and other agencies concerned with this program will be in the hands of the Supervisors of Early Childhood Education.

School District Number One, Multnomah County, the Portland, Oregon, Public Schools, derives its authority from the Constitution of the State of Oregon. Its qualifications for operating this proposal are based on past experience and excellent educational practice.

The Executive Director of the Portland Model Cities Agency, or other officers of either Agency or the Citizens Planning Board, will exercise appropriate evaluation functions, and will request from the Portland Public Schools such reports as are necessary to keep the Agency and Board informed of progress.

HEADSTART CHILD DEVELOPMENT STAFF

<u>Name of Person</u>	<u>Qualifications</u>
Director of Child Development and Education Programs	
<u>Lee DeLance</u>	Formerly kindergarten teacher, Master's degree in Education and Early Child Development
Director and Coordinator of Social Services (Parents & Volunteers)	
<u>Martha Jordan</u>	Formerly kindergarten teacher, Master's degree in Early Child Development & Education

Director of Medical Program

Physician in City-County
Health Bureau

Director of Dental Services

D.D.S. - Kaiser Health
Services

Director of Psychological Services

Ph.D. - Educational
Research-Former elementary
teacher and principal

Director of Nutrition

M.S. - Institution
Administration

TEACHERS CURRENTLY EMPLOYED IN THE ECE PROGRAM

<u>NAME</u>	<u>SHORT DESCRIPTION OF TEACHERS' TRAINING AND EXPERIENCE</u>
Mrs. Geraldine Evans	B.A. Stowe Teachers College, St. Louis, Missouri M.A. Columbia University, New York 18 years public schools 3 years Headstart
Mrs. Rayko Hashimoto	B.A. University of California Experience: 5 years at Neighborhood House 2 years Headstart
Mrs. Dorothy Heffner	B.A. Alcorn College Alcorn, Mississippi Home Economics and Child Development 1 year Headstart
Mrs. Marjorie Holmes	B.A. Jarvis Christian College Hawkins, Texas 7 years public schools 4 years pre-school 1 year Headstart
Miss Eva Hider	B.S. Texas Womens University Denton, Texas 2 years Headstart - Texas
Miss Marlene Hunter	B.A. Portland State College Portland, Oregon
Mrs. Lois Kelley	B.S. Oregon State University Corvallis, Oregon 4 years Portland Public Schools 4½ years Headstart
Mrs. Gayle Knowles	B.A. Columbia College Columbia, S. Carolina 4 years teaching experience
Mrs. Vicky Love	B.Ed. Eastern Oregon College of Education - LaGrande, Oregon 3 years experience primary 1 year Headstart
Mrs. Ruth McNitt	Working on degree - Portland State College, Portland, Oregon 5 years - Sunset Cooperative Nursery 4½ years Headstart

NAME

SHORT DESCRIPTION OF TEACHERS'
TRAINING AND EXPERIENCE

Mrs. Olive Manning

B.Ed. Portland State College
Portland, Oregon
13 years pre-school
2 years teacher's aide
1 year Headstart

Miss Darrell Parrish

B A. Huston Tillotson College
Austin, Texas

Mrs. Lorraine Roche

B.S. University of Oklahoma
Norman, Oklahoma
12 years Portland Public Schools
4½ years Headstart

Mrs. Marjorie Shapiro

B.A. Portland State
2 years Headstart

Mrs. Diane Small

B. Ed. Wheaton College
Wheaton, Illinois
Montessori Schools, Wheaton & Oregon
1 year Headstart

Mrs. Jane Threadgill

B.S. Methodist University
Dallas, Texas
Valley Migrant League
4 years own nursery
4½ years Headstart

Mrs. Shirley Ward

B.A. Purdue University
Lafayette, Indiana
10 years experience in primary and
pre-school education

Policy Advisory Groups

The Headstart Policy Advisory Committee is composed of one elected parent representative from each of the eighteen classes, one representative from each of the five neighborhood service centers, several interested community residents, the Headstart medical and dental directors, and the Early Childhood Education social worker. The Headstart and Day Care Analyst and the E.C.E. directors serve ex-officio.

Meetings are held on a regular monthly schedule with extra called meetings when they are deemed necessary.

Members serve from October to October of the following year when new members are elected. New officers are also elected from the new members in October.

The duties of the Policy Advisory Board include discussion of major policy changes, review of proposed budgets, suggestions for improvement and evaluation, and planning for the parent education programs.

The Nutrition Program

Each child is provided with a type A school lunch each day. This lunch, planned under the guidance of a trained dietitian meets all of the basic nutrition requirements known to be needed for the proper growth and development of the children. Children are seated in small groups with an adult. Meals are served family style, with the adult serving initially and in time with the children serving themselves. Small portions are served and when serving themselves, children are helped to judge the proper amount to be taken. Everyone is encouraged to try all foods and to eat what they take.

Midday snacks and finger foods are usually sent out in natural form and used as a learning experience as well as a taste experience. Items include carrots with tops, celery with roots, peas unshelled, potatoes unpeeled, and whole, fresh beans. More unusual foods such as whole fresh pineapple, avocado, unhusked coconuts, whole bell peppers and papayas are also frequently included. Children help in the preparation of such foods and are eager participants.

Juice is also provided midday and includes many varieties such as:

orange juice

grape juice

apple juice

apricot nectar

tomato juice

pineapple juice

Sample weekly menu follows.

Some surplus foods and federal milk subsidy are provided for the program.

PORTLAND PUBLIC SCHOOLS
1968-1969

E.C.E. only

Monday, October 21

Baked Beans and Wieners
Cole Slaw
Buttered Corn Bread
Deep Dish Apple Pie
Milk

Finger Food
2 whole pineapples

Tuesday, October 22

Orange Juice
Meat and Rice Loaf
Mexican Salad
Hot Buttered Rolls
Apricot Halves
Milk

Finger Food
Whole carrots

Wednesday, October 23

Old Fashioned Braised Beef and Vegetables
Green Pepper Rings and Radishes
Hot Buttered Cinnamon Rolls
Peach Crisp with whipped cream
Milk

Thursday, October 24

Swedish Meat Balls with Gravy
Parsley Buttered Noodles
Buttered Peas and Carrots
Hot Wheat Rolls
Apple Wedges
Milk

Finger Food
Unshelled peanuts

Friday, October 25

Spanish Egg and Noodles
Tossed Green Salad
Hot Buttered Spiced Beets
Buttered French Bread
Milk

Finger Food
10 whole apples

The Health Component

Medical

Every eligible child in the program is expected to have a physical examination unless families have religious or other objections. Those children whose families are receiving welfare are encouraged to get their physicals at the county clinic, and those families under the new federally funded Kaiser Health Plan receive theirs through that agency. All children not receiving care under the two aforementioned agencies are entitled to seek a private physician for their medical exams with fees paid through the Headstart program. Those children for whom welfare does not have enough funds have also been granted the privilege of seeking a private physician. Those children from the ten percent over income are encouraged to have their physicals from their own physicians at their own families' expense.

The Oregon Medical School has done a number of studies involving the younger children of some of the families and they too will provide physicals for those youngsters. Because of increasingly limited funds available, the possibilities of having an on-site physical for each child by local physicians is being explored. This could probably be done more economically than the individual physicals in private offices and would insure a larger number of children actually receiving this service.

After an on-site screening, those youngsters with further health needs would be referred to private physicians or the Oregon Medical School, if space is available, for further treatment.

Transportation is provided for those children whose parents are unable to get them to the proper places for either initial examinations or further treatment.

Several physicians speak with parents about the necessity for proper medical care in parent education sessions.

Immunizations

Immunizations in the form of serum injections, vaccines, or oral medication is provided through the city-county health department.

Immunizations (continued)

On-site immunization clinics are held three times each year at each center. Permission slips and immunization records are required from parents before the clinic is held. Younger members of the family may also be brought at no cost if the parents so desire.

The following immunizations are provided:

- | | |
|-------------|---------------------|
| a) measles | d) DPT |
| b) smallpox | e) T.B. (Tine Test) |
| c) polio | |

Dental

Every eligible child is expected to have his dental needs taken care of through the Headstart program. Each family is provided with the proper forms and may attend the dentist of their choice. Through a contract with the Oregon Dental Service, all dentists must present a plan of treatment to them for approval if the total amount of work to be done exceeds a certain prescribed amount of money. (At present this figure is \$35.00.) All treatment plans, regardless of cost, must be sent with proper billing to the O.D.S. for payment at the completion of work. The O.D.S. is composed of licensed dentists from various sections of the city who help to determine local fee scales and who are qualified to judge whether the work planned for the pre-school child is adequate or necessary.

Children from this area are literally "dental cripples." Although the Oregon Dental School and the Portland Public Schools Dental Clinic are available, the waiting periods for help are often very long and therefore emergency treatment receives priority.

Through a strong program of dental education it is anticipated that many families will become more knowledgeable about good dental health and recognize the need to seek proper dental care for themselves and their children. Only very limited funds are available for follow-up treatment and examinations.

All children in the classrooms are provided with tooth-brushes and are helped to brush their teeth after lunch. It is hoped that a pattern of "eating and brushing" will begin to form through the classroom routine.

Dental (Continued)

Toothbrush kits of brush and paste are provided for all members of the families by the Oregon State Dental Association Women's Auxiliary as part of the dental education program.

Most of the children in the Headstart classes are involved, with permission from their parents, in a fluoridated mouthwash program. Once each week, each child under the guidance of the teacher, rinses his mouth for one minute with a fluoridated mouthwash. This program has markedly reduced the numbers of dental caries in children in other areas, and results from this area will be published as part of a long-range research project by the Oregon Dental Society.

Copy of instruction to teachers from the Oregon State Board of Health follows.

FLUORIDE MOUTHRINSES
INFORMATION FOR TEACHERS

1. Each participating child must have parental permission. Permission slips for children may be obtained from the school offices.
2. Each participating child will receive the mouthrinse once per week on Tuesdays.
3. The solutions are contained in one-gallon polyethylene bottles with pumps. You will be able to quickly dispense 10 milliliters (one depression of the pump handle) in a small paper cup for each participating child. The children should then receive a signal from you to take the solution into their mouths and to force it between the teeth by alternately blowing out the cheeks on the right, left and front of the mouth for ONE MINUTE. When you have signalled that the minute is over, each child will spit the solution back into the cup. The children will empty their cups into the sink and throw the cups away.

It will be helpful if you wish to participate in the rinsing right along with the children.

4. If a child is absent on the mouthrinsing day, you may wish to have him rinse on the following day.
5. There is no cause for concern if children occasionally swallow the solution. However, if it becomes apparent to you that the child is going to swallow it every week, his participation should be discontinued.
6. After lunch is a good time to rinse, because the children's mouths will be cleaned by the solution in addition to the fluoride coating on the teeth. You should decide on the most convenient time for you. We recommend that you attempt to time it so that the children do not drink, eat or brush their teeth for 30 minutes after the rinsing.
7. If you have any difficulty, Miss Smith, Mrs. Daniels or I will be glad to stop in to see you if you will leave word at the school office. If you wish, we will be happy to come to your classroom to assist you with the first mouthrinsing time.

During the last year, we have received many inquiries about our fluoride mouthrinses program from throughout the Nation. Many dental health experts feel that self-application of fluorides holds a great potential for improving the dental health of children, and that our program is the most workable yet devised. I have really appreciated your enthusiasm, interest and your patience. The teachers are the key to the success of programs like this one. We will keep you informed of the results of the first year's evaluation which should be completed about the first of the year.

IF PARENTS ASK YOU. This mouthrinse program is not a substitute for anything that parents and dentists may be doing to protect the child's dental health. They should keep right on with fluoride applications by dentists, using fluoride toothpastes, taking fluoride tablets and cutting down on sweets.

Speech and Hearing

Every child in the Early Childhood Education program will be given an audiometer screening for hearing disorders. This will be performed by a trained audiometrist from the Oregon State Department of Health. Referral will be made for those children needing additional screening or treatment to the Oregon Speech and Hearing Clinic.

The speech and hearing department of the Portland Public Schools will screen every child for defective speech patterns. Proper medical referrals will be made where necessary and remedial treatment will be provided by trained speech therapists from the department.

A strong language development program is part of the regular daily program.

Social Services Program

Social work component follows.

Basically the work of the social work department is to provide necessary case work service for child and parents; consult with school personnel and other agencies; refer to medical, psychological and other necessary services.

Some of the agencies that will be expected to provide services for the children and their families are:

Multnomah County Welfare	To assist in developing data on families
Family Counseling Service	Assist with family problems affecting children
Women's Protective Division	Police assistance as necessary
Neighborhood Service Centers	Cooperate in referral to other agencies and provide complementary parent activities
Multnomah County Guidance Center	Assist with referred children and their families

SOCIAL SERVICE COMPONENT
EARLY CHILDHOOD EDUCATION OF PORTLAND, OREGON PUBLIC SCHOOLS

The Social Worker is supervised by Miss DeLance, Director of Education and Mrs. Jordan, Director of Social Services. Categorically her functions are to:

- I. Serve as a liaison between the teacher and the home.
 - A. Consulting with teachers about children who are atypical or appear to have problems in the classroom or who seem unable to adjust to the program.
 - B. Observing the above mentioned children as they perform in the classroom.
 - C. Discussing with each parent the child's adjustment and how parents and teachers can cooperate to help this child.
 - D. Advising parents about available community resources and helping parents to utilize community social, welfare and health agencies where necessary.
 - E. Making direct referrals to the nurse, psychological, speech and hearing services of the Portland Public Schools, University of Oregon Medical School clinics as well as other health agencies where necessary.
 - F. Arranging for the purchase of clothing for E.C.E. children and obtaining other essential items for all family members where need has been established.
- II. Prepare and present case studies for discussion, evaluation and recommendations at teacher staff meetings, arrange staff consultations to include the teacher, nurse, parent, social worker aides and others directly involved in helping the child.
- III. Assist in organizing and executing the medical and dental component of the program.
- IV. Assist in the recruitment and in-service training of E.C.E. parent volunteers and other E.C.E. volunteers from in and outside the Albina area.
- V. Serve as an advisor to the Parent Education Committee, representing all of the six centers, which meets monthly during the regular school year to plan monthly Parent Education evening meetings, to set up parent study groups and to arrange parent field trips during the school day.
- VI. Supervise the social work aides. Prior to this assignment each aide had worked in a classroom under the direct supervision of a teacher for one year. Each was selected for this job because of her consistent demonstration of understanding, of empathy for and desire to work with children and parents. Each social work aide is assigned to two centers (six teachers) to:

- A. Recruit new children for both the regular school year and summer program.
- B. Attend functions such as board meetings of the community action centers, and serve as a liaison between the center and Headstart.
- C. Consult with parents about attendance of children who are absent frequently and who are failing to take advantage of the opportunities available.
- D. 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 parent to center for volunteer work if she cannot provide her own transportation.
- E. Help distribute medical and dental forms and information, explain procedures to parents and make follow-up visits periodically to assure each E.C.E. child receives complete medical and dental service.
- F. Refer to the Social Worker matters or concerns about children or parents that come to her attention.
- G. Act as liaison between the teacher and the social work department when immediate communication is necessary.

Psychological Services

The psychological services program is offered through the Portland Public Schools at no cost to the Headstart Program.

These services include:

Counseling with the staff and parents

Observation of children

Individual testing and diagnosis

Referral for treatment to:

The Oregon Medical School

The Parry Center for Emotionally Disturbed Children

The Child Guidance Clinic

Edgefield Lodge Residence for Emotionally Disturbed Children

Family Counseling Center

Multnomah County Mental Health

EARLY CHILDHOOD EDUCATION (HEADSTART)

PORTLAND PUBLIC SCHOOLS

CAREER DEVELOPMENT PLANS

The supplementary training program became an additional service program available to the Portland Headstart program during the 1967-68 school year through the Division of Continuing Education of the Oregon State System of Higher Education. During that period several courses were planned and contracted for various personnel groupings of both the combined and individual Headstart programs in the Portland Metropolitan Area. In addition, a series of in-service classes was planned by the Headstart Career Development Committee to meet the needs of the individual staff members. There is also available to all staff members a series of in-service training courses in various subjects through the Portland Public Schools.

Each staff member (both professional and non-professional) attended approximately three ten week courses during the period from September 1967 through June 1968. In addition, four staff members attended college campus courses on a separate tuition basis, seven paraprofessional attended a basic skills course, and during the summer of 1968 eight teachers participated in a five week Follow-through workshop. Two teachers have enrolled in the School of Independent Studies (correspondence courses). Nine teacher and social work aides have completed the eight week training courses offered at San Jose, California and at Bellingham, Washington.

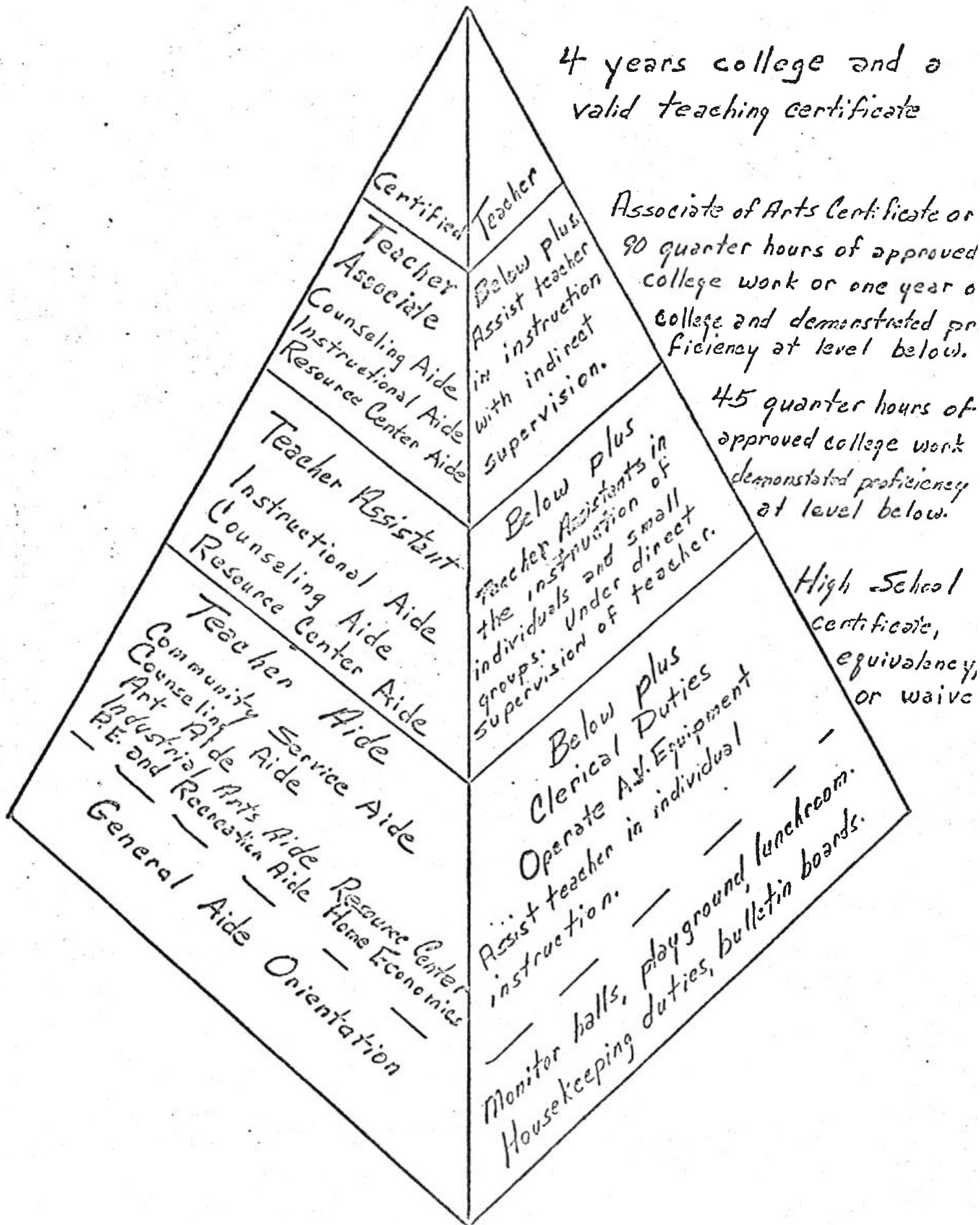
Currently, all staff members are enrolled in classes in Inter-racial relations, one third of the staff is enrolled each quarter in the Portland Public Schools' class in Negro History, eighteen teachers and social worker are enrolled in a seminar on Home Visitations and Interviewing Techniques, six aides are enrolled in a class in Teaching the Disadvantaged Child and three aides are enrolled in a basic English course.

At the present time, the career development team with the staff of the Supplementary Training Program are working on a career development ladder for non-professional, paid staff members. It is planned to expand the ladder both horizontally and laterally.

Portland Public Schools

Portland, Oregon

Para-Professional Progressive Pyramid Program



PARAPROFESSIONAL EMPLOYEES

- Job Classifications -

Portland Public Schools

Level	Education/Selection Requirements	Library/Resource Center/Media Aide	Instructional Aide	Counseling/Community Aide
III	Those specified at Levels I & II + Completion of 90 credit hours of college course work and/or in-service work related to education and area of specialty. Experience may be substituted for 45 credit hours at the rate of 15 credit hours per year.	Performs those duties specified at Levels I & II +: Responsible for the operation of a resource or media center. Assists students in guided study. Coordinates the ordering and distribution of instructional materials.	Performs those duties specified at Levels I & II +: Assists teachers in instruction without supervision. Participates in planning with teachers. Selects appropriate instructional activities to meet student needs as defined by teachers. May be responsible for skills laboratories.	Performs those duties specified at Levels I & II +: Conducts interviews, maintains liaison between students, parents and instructional staff.
II	Those specified at Level I +: Demonstrated competencies in dealing with students and adults in an educational context.	Performs those duties specified at Level I +: Assist teachers and/or librarians. Assists students in finding material. Prepares instructional materials to meet specifications. Maintains inventories.	Performs those duties specified at Level I +: Assists teachers in the instruction of individuals and small groups under supervision.	Performs those duties specified at Level I +: Assists counselors in making contacts and appointments. Works on short and long range scheduling. Conducts preliminary interviews.
I	High School Graduation. Must be prompt and reliable. Must be able to communicate with students and adults about routine matters.	Catalogs materials and maintains files. Performs routine and clerical tasks under the supervision of teachers and/or librarians.	Supervises halls, playgrounds and buses. Provides routine clerical assistance.	Provides clerical and routine assistance for counselors and similar personnel.

CAREER LATTICE

Career Opportunities Program

Portland Public Schools

SEQUENCE OF PROMOTION			SPECIALTY AREAS		
Level	Salary Range	Education Required	Library/ Resource/ Media	Instruction	Counseling/ Community Services
Certificated Teacher	\$6,400 +	4 Years College			
Teacher Associate	\$5,027.40 - \$4,324.40	Associate of Arts degree or 90 qtr. hours or one yr. col- lege plus dem- onstrated pro- ficiency at level below.			
Teacher Assistant	\$4,536.60 - \$3,858.80	45 quarter hours or demonstrated proficiency at level below.			
Teacher Aide	\$4,132.50 - \$3,207.20	High School Graduation, Equivalency, or waiver	Audio- Visual	Art Music P. E. Classroom Home Ec. Ind. Arts	

In-Service

In-service training has been an integral part of the Early Childhood Education program since its inception. In-service classes will continue to be coordinated and offered to and by the Head Start staff with the cooperation and assistance of the OEO Regional Training officer, the school district staff and college resources.

All staff will be encouraged to continue attending classes in those areas where added strength and/or skills are indicated. When ever possible, workshops directed by recognized authorities in the field of early childhood education will be promoted. At present, training is being offered in the fields of art, music and story-telling, as well as methods of classroom control and room organization.

Parent Education

Three coordinated plans for parent education are presently in existence and seem to be received quite well by a large percentage of the parents.

1) Program-wide

A monthly, program-wide, meeting is held for all parents on a subject which they have earlier designated as one of interest. These meetings are held in the various centers and transportation and child care are provided. It is part of the responsibility of the Policy Advisory Committee to poll the parents and with the help of the E.C.E. staff to organize the monthly meetings. The staff helps to locate and acquire qualified persons to speak, procures films or other needed materials, and makes all necessary arrangements for meeting places. The parents determine what the topic will be.

2) Center-wide

Each center holds as many meetings with their parents as their combined efforts think meet their needs. These meetings may be initiated at the request of the staff, the parents or the combination of the two. They may range from film previews to pot-luck dinners to excursions to the art museum. A minimum of three center meetings are required during the year. Transportation and child care are provided.

3) Small Group Discussions

These discussion groups are usually planned for the parents and are concerned with such topics as:

Food and Nutrition
Career Possibilities
Discipline Problems

These groups are purposely kept limited to ten or less, to insure ample opportunity for all participants to enter into the discussions. They are usually held in the various neighborhoods (a local church, the community action center, etc.) for the convenience of the parents in one particular area. Several similar meetings are held simultaneously in several areas. Transportation is usually not needed but is provided as is child care.

EARLY CHILDHOOD EDUCATION
Portland Public Schools

Sample Schedule of Program Wide Parent Education Agenda

Session 1. "Physical Growth and Well-Being of the Young Child"

Speaker: Dr. Charles Varga, pediatrician, Bess Kaiser Hospital
Place: OMSI 7:30 p.m. - 8:30 p.m.
Arrangements: Bus from Church of Christ, 3908 N.E. Mallory
Babysitting

Session 2. "Perceptions of Pre-School Children"

Speaker: Mary Frances Gerber, Speech Specialist
Place: Unit 2-A, 4231 N.E. Mallory 7:00 p.m. - 9:00 p.m.
Arrangements: Use of second unit for babysitting

Session 3. "The Young Child's Feelings and Emotions About the World
He Lives In"

Speaker: Dr. Gary Kohlves
Place: Unit 3-A, 2710 N.E. 14th, Augustana Lutheran Church
7:00 p.m. - 9:00 p.m.

Session 4. "The Meaning and Value of Art for the Young Child"

Speaker: From Morningside Hospital, skilled in techniques and
deeper benefits derived from art media
Place: Unit 4-A, 3611 N.E. 10th 7:00 p.m. - 9:00 p.m.
Arrangements: Adults will all participate in finger painting and
perhaps clay. Extra materials needed for class
involvement.

Session 5. "Toys and Games and Their Importance in a Child's Life"

Speaker: Dr. Milton Field
Place: Unit 5-A, 4852 N.E. 10th
Arrangements: A number of different toys needed
Special Projects: Instructor will show examples of blocks etc.
that parents could have at home. Every family is to
have a box of blocks. A committee of fathers can
go to lumber yards and they can cut blocks etc.
some evening.

Some children have no creative toys at all. The
father's committee could canvas quietly the homes
in their Unit area and work with parents so that a
good toy box is filled for the extremely poor cases.

In the fall when speakers are more readily available a series of instruction works very well. Following are classes to run about eight weeks:

Home Management Teacher, Mrs. Janet Lehte, Home Economist

Personal Improvement Teacher, Mrs. Gracie Taylor, Licensed Beautician

Care of the Sick Child and Childhood Diseases Teacher, Dr. Raymond F. Friedman

Home Sewing and Clothing Repairs Teacher, Mrs. Janet Lehte, Home Economist

Home Furnishings Workshop Simple instructions and group projects: Bookcases, desks made from a board and boxes, to be painted. Curtains, bedspreads to be made from donated fabric - techniques on painting walls and cupboards. This class lends itself well to field trips.

Cultural Enrichment These programs include going to concerts, libraries, art museums, etc. In the daytime for the women, and evening programs for both parents.

Agencies and How They Function Field trips to the Red Cross Building, visiting speakers from the Family Counseling, Visiting Nurses, Welfare, State Employment, etc. Develop a little reference file for the women to keep.

Family Nutrition Teacher, Mrs. Lehte and Mrs. Florence Scott, State Board of Health, Ways of Cooking on a Small Budget, field trips to markets, etc.

Manners and Dress for All Occasions Speakers will change with each session. Women have to be taught how to act and be comfortable in new surroundings.

Safety in the Home Speakers from Fire Department.

Books and Their Value to the Home Speakers, Miss McConnell and others from Portland Library. Will also include a field trip and all mothers getting library cards. A second session on books and reading by some excellent first grade teacher and Mrs. Jordan.

Opportunities for Going Back to School Speaker, Mr. Grigsby, Portland Community College. Classes explained, concerning all the avenues open for adult education in the city.

Understanding Ourselves and Our Family A series by Dr. Wallen, Social Psychologist.

Speech Therapy or Communication Enoid Brown and Ben Padrow

A parent committee is composed of two parents from each Unit. A man and woman team can be effective. Usually a woman is free during the day and can do jobs like phoning. A man can do calls in the evening and participate in mens' projects. Often one member of a team can't come to a meeting and you have representation by having two to draw from.

PROJECT ANALYSIS

MODEL CITIES
PORTLAND, OREGON

PROJECT TITLE PRE-SCHOOL EXPANSION (3.43)

PROJECT NUMBER

PROJECT STATUS ☒ New
☐ Expanded

OPERATING AGENCY PORTLAND PUBLIC SCHOOLS - AREA II

PLANNING COMPONENT SOCIAL ENVIRONMENT

ADMINISTRATIVE NUMBER 1400

PROGRAM ACCOUNT

CITIZENS' WORKING COMMITTEE EDUCATION COMMITTEE

PROJECT FUNDING	100% SUPPLEMENTAL	USING SUPPLEMENTAL	USING CATEGORICAL	OTHER	TOTAL
Anticipated		\$74,333		\$35,448	\$109,781
Affirmed					



DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

June 1, 1970

Mr. Kenneth Hampton
Acting CDA Dir., MCP
5329 NE Union Ave., Rm 210
Portland, Oregon 97211

Dear Ken:

Subject: May 14, 1970 Letter re Project 3.43 Pre-School Expansion
May 20, 1970 Letter re Project 3.185 Consumer Protection

I wish to inform you that the proposed budget changes do not constitute a substantial change. You may proceed to execute the contract for Project 3.43 for \$74,333 supplemental, including a reallocation of \$25,907 from Project 3.44, Secondary and Continuing Education. However, you may not execute a contract for Project 3.185 for \$87,621 supplemental until HUD has approved the reallocation of \$56,326 needed in addition to the presently approved amount of \$31,295.

Sincerely yours,

Zoltan Szigethy

cc: Mr. Edward J. Warnoth, Mayor's Office

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Summary

Pre-School Expansion (3.43)

This project is designed to expand the Early Childhood Education presently being operated by the Portland School District #1 specifically to the children of low-income families residing in the Model Neighborhood. The overall intent is to attempt to raise their level of achievement to a comparable level, in their school years, as that of children in other sections of the city. The direct beneficiaries will be the MN children of low-income families.

This project will embody nine (9) distinct services for eighty (80) four-year-olds programmed toward increasing their level of achievement in their early, formative years. They are:

- (1) Provision of Educational Services
- (2) Provision of Nutritional Services
- (3) Provision of Medical Services
- (4) Provision of Dental Services
- (5) Provision of Speech and Hearing Services
- (6) Provision of Social Services
- (7) Provision of Psychological Services
- (8) Provision of Staff In-Service Training and Career Development
- (9) Provision of Parent Education Services

This project will be serviced by eleven (11) persons on regular basis and several student assistants. Seven of these staff persons, in addition to the student assistants, will be recruited from MN residents.

Teacher Associates - 1 (225 days)
Teacher Assistants - 1 (225 days)
Teacher Assistants - 1 (190 days)
Teacher Aides - 2 (225 days)
Teacher Aides - 1 (190 days)
Food Service Attendant - 1 (190 days)
Student Assistants - To be named

Provisions have been built into this program for upward mobility of the teacher aides, assistants, and associates.

Total Program Cost	\$109,781.00
- CDA Cost Portion	74,333.00
- Portland Public Schools	<u>34,448.00</u>
Total	\$109,781.00

1. PURPOSE AND BENEFICIARIES

This project is designed to expand the Early Childhood Education Program presently being operated by Portland School District #1 to 80 four year old children from low income families in the Model Neighborhood.

2. CONTENT AND OPERATION

The key functional elements of the project are the following:

- 1-41-02-01 The Provision of Educational Services
- 1-41-02-02 The Provision of Nutrition Services
- 1-41-02-03 The Provision of Medical Services
- 1-41-02-04 The Provision of Dental Services
- 1-41-02-05 The Provision of Speech and Hearing Services
- 1-41-02-06 The Provision of Social Services
- 1-41-02-07 The Provision of Psychological Services
- 1-41-02-08 The Provision of Staff In-Service Training and Career Development
- 1-41-02-09 The Provision of Parent Education Services

The key activities with functional elements include:

1-41-02-01 The Provision of Educational Services

- 01 Language development
- 02 Affective development
- 03 Physical development
- 04 Arts and crafts

1-41-02-02 The Provision of Nutrition Services

- 01 Midday snacks
- 02 Daily lunch

1-41-02-03 The Provision of Medical Services

- 01 Physical examination
- 02 On site immunizations

1-41-02-04 The Provision of Dental Services

- 01 Dental examinations
- 02 Weekly fluoridated mouth-washing

1-41-02-05 The Provision of Speech and Hearing Services

- 01 Audiometer screening
- 02 Screening for defective speech patterns

1-41-02-06 The Provision of Social Services

- 01 Develop data on families
- 02 Assist with family problems affecting children
- 03 Police assistance as necessary
- 04 Referral to social service agencies
- 05 Assist referred children and their families

4. FUNDING

This project will be funded with \$48,538.00 (Pre School Expansion 3.43), \$25,907.00 (Secondary and Continuing Education 3.44) and \$28,585.00 from Portland School District #1 funds. This project is expected to continue indefinitely. Efforts will be taken to secure more categorical funds in Second-Action Year.

5. PROJECT ADMINISTRATION

The project will be administered and directly supervised by the Portland Public Schools, District #1. Immediate administrative responsibility will be given to the supervision of the present Early Childhood Education Program. Staff from School District #1 have worked very closely with Model Cities Agency staff and the Model Cities Education Working Committee on this project and the Education Aides (3.141) Project. The School District is presently operating a successful Early Childhood Education Project.

6. COORDINATION

The project will be coordinated closely with the present Early Childhood Education Program through the use of the same supervisory personnel.

7. EVALUATION AND MONITORING

This project will be evaluated by the City Demonstration Agency (CDA) staff and, if required, another agency under contract with CDA. This will be monitored through monthly and quarterly progress reports and monthly meetings, between CDA project coordinator and supervisors of the Early Childhood Education Program, to assess general conditions and progress. The following is a list of process output measures with functional elements.

1-41-02-01 The Provision of Educational Services

- _____ number of MN children enrolled.
- _____ number of black MN male children enrolled
- _____ number of black MN female children enrolled
- _____ number of children initially enrolled
- _____ number of children enrolled at reporting time

1-41-02-02 The Provision of Nutrition Services

- _____ number of snacks and meals served per day

1-41-02-07 The Provision of Psychological Services

- 01 Counseling with staff and parents
- 02 Observation of children
- 03 Individual testing and diagnosis
- 04 Referral to medical and social service agencies

1-41-02-08 The Provision of Staff In-Service Training and Career Development

- 01 On site training courses
- 02 Attendance at college campus courses
- 03 Follow through workshops
- 04 Correspondence courses
- 05 Implement career lattice

1-41-02-09 The Provision of Parent Education Services

- 01 Monthly program wide meetings
- 02 Center wide meetings
- 03 Small group discussions

This project will be operated at Jefferson High School which is located in the Model Neighborhood

3. TIME TABLE

- 1. Submission of proposal to Education Working Committee, November 16, 1969
 - 2. Approval by Education Working Committee, February 27, 1970
 - 3. Approval by Citizens Planning Board, March 17, 1970
 - 4. Approval by Portland City Council, July 8, 1970
 - 5. Approval by Board of Directors, Portland Public Schools, July 13, 1970
 - 6. Recruitment of staff
 - 7. Recruitment of children
 - 8. Renovation of facilities
 - 9. Purchase of equipment and supplies
 - 10. Staff reports for work, September 2, 1970
 - 11. Classes for two groups of 40 children each commence, September 8, 1970
 - 12. Classes for one group of 40 children end June 4, 1971
 - 13. Classes for one group of 40 children end August 1971.
- } July 15 - August 31, 1970

1-41-02-03 The Provision of Medical Services

_____ number of children receiving physical examinations
_____ number of children requiring follow-up treatment
_____ number of children receiving measles immunizations
_____ number of children receiving smallpox immunizations
_____ number of children receiving polio immunizations
_____ number of children receiving DPT immunizations
_____ number of children receiving T.B. (Tine test) immunizations

1-41-02-04 The Provision of Dental Services

_____ number of children receiving initial dental examinations
_____ number of children receiving follow-up dental treatment
at this reporting time
_____ number of children receiving follow-up dental treatment but
parents unable to afford costs

1-41-02-05 The Provision of Speech and Hearing Services

_____ number of children receiving audiometer screening
_____ number of children referred for follow-up treatment
_____ number of children screened for defective speech patterns
_____ number of children referred for treatment

1-41-02-06 The Provision of Social Services

~~1-41-02-06~~

_____ number of children and/or parents referred to Multnomah
County Welfare Commission
_____ number of children and/or parents referred to Family
Counseling Services
_____ number of children and/or parents referred to Women's
Protective Division
_____ number of children and/or parents referred to Neighborhood
Service Center
_____ number of children and/or parents referred to Multnomah
County Guidance Center
_____ number of children and/or parents referred to other service
agencies

1-41-02-07 The Provision of Psychological Services

_____ number of children tested

_____ number of children receiving counseling services

_____ number of referrals to Oregon Medical School

_____ number of referrals to the Parry Center for Emotionally Disturbed Children

_____ number of referrals to the Child Guidance Clinic

_____ number of referrals to Family Counseling Center

_____ number of referrals to Multnomah County Mental Health

_____ number of referrals to Edgefield Lodge Residence for Emotionally Disturbed Children

_____ number of referrals to other service agencies

1-41-02-08 The Provision of Staff In-Service Training and Career Development

_____ number of MN residents hired

_____ number of black MN males hired

_____ number of black MN females hired

_____ number of MN residents having attended on-site training courses during reporting time

_____ number of MN residents having attended college campus courses during reporting time

_____ number of MN residents having attended workshops during reporting time

_____ number of MN residents taking correspondence courses during reporting time

1-41-02-09 The Provision of Parent Education Services

_____ number of people in attendance at monthly program-wide meetings

_____ number of persons in attendance at center-wide meetings

_____ number of small group discussions held

_____ average number of persons attending small group discussions

8. CITIZEN PARTICIPATION

The Education Working Committee approved this project March 26, 1970. The Citizens Planning Board approved it April 21, 1970. All monthly and quarterly reports will be submitted by CDA staff to the Working Committee for review and recommendations.

9. RESIDENT EMPLOYMENT

The administrative staff of the program will be the currently employed supervisory personnel of the school district for early childhood education.

Teachers will be recruited and selected by the district's personnel office based upon appropriate training, including degree, state certification, requirements, and experience in early childhood or primary education.

Preference will be given to current Headstart Teacher Aides or parents who are enrolled in the district's professional development program for Headstart.

Other positions in the program, which MN residents can qualify for, will be filled with MN persons.

10. BUDGET

(See Attachments.)

BUDGET FOR EARLY CHILDHOOD EDUCATION EXPANSION

PERSONNEL

S

TOTAL

Personal Services

Teachers (2) (225 days)	21,316
(2) (190 days)	14,000
Teacher Associates (1) (225 days)	5,131
Teacher Assistants (1) (225 days)	4,569
(1) (190 days)	3,858
Teacher Aides (2) (225 days)	8,172
(1) (190 days)	3,586
Student Assistants - 1864 hrs @ \$1.60	2,983
Food Service	3,150

Benefits

Retirement (6% of salaries)	4,006
Social Security (4.8% of salaries)	3,206
Medical Insurance (\$9.95 mo/12 ea)	1,195
State Ind.Accident (\$.40 mo/12 ea)	49

SUB TOTAL

75,221

OTHER DIRECT COSTS

Food

Lunches (\$10 per mo. 40 children/12 mos)	4,800
(\$10 per mo. 40 children/9.5 mos)	3,800
Snacks (\$2 per mo. 40 children/12 mos)	960
(\$10 per child/40 children/190 day)	760
Supplies-Instructional (\$16 per child/40)	640
(\$12 per child/40)	480
Supplies-Office	500
Equipment (Special Classroom Furniture and Instructional Equipment)	6,000
Communication	500

Transportation

Field Trips and Admissions	1,250
Emergency Trips	227
Bus (\$.66 ea child/40/38 wks)	1,003
Staff Development	900
Staff (Home visitation: \$.10 per mile/ 2,000 miles)	200

Health Services

Medical (\$12.50 each child/80)	1,000
Dental(\$75 each child/80)	6,000
Immunizations (\$6 each child/80)	480

Parent Education

2,400

Accident Insurance (\$2 each child)

160

Staff Development

2,500

SUB TOTAL

34,560

TOTAL

109,781

BUDGET FOR SUPPLEMENTARY GRANT ACTIVITY

(Use This Form as a Budget for Each Activity (Including Relocation)
Funded Under Section 105 of Title I of the Demonstration Cities and
Metropolitan Development Act of 1966)

1. NAME OF CITY DEMONSTRATION AGENCY

Portland City Demonstration Agency

2. BRIEF DESCRIPTIVE TITLE OF ACTIVITY

Early Childhood Education
Pre-School Expansion

3. NAME, ADDRESS AND ZIP CODE OF OPERATING ENTITY

Portland Public Schools - Area II
4825 N. Haight St.
Portland, Oregon 97212

4. TYPE OF ENTITY - Is the entity a (Check applicable box or boxes):

☐ City Department☒ Public Agency☐ Neighborhood-based☐ Private (Nonprofit)☐ Private (Profit Making)☐ Other (Specify)

5. PREVIOUS APPLICATION - Has this activity, in substantially its present form, ever been the subject of a previous application for Federal financial assistance?

☒ NO☐ YES

If "YES", attach an explanatory statement.

6. MAINTENANCE OF EFFORT - Any activity which is an extension to the Model Neighborhood or an upgrading of existing services must be accompanied by an explanatory statement which shows that the extension or upgrading being funded by this budget is an addition to and not a substitution of local efforts.

In addition to this project the School District is presently operating Educational Aide/Intern Programs funded at over \$1,033,059.00.

7. METHOD OF ALLOCATION - If cost is to be shared by others add an explanatory statement which identifies the sharing entity (or entities) and the method of allocation.

This will be a \$109,781.00 Project. MCA share will be \$74,333.00. Portland, Public School District will contribute \$35,448.

8. BUDGET

a. COST CATEGORY	b. ESTIMATED COST	c. MCA SHARE (If cost is being shared with others)
(1) Personnel	75,221.	51,353.*
(2) Consultants and Contract Services		
(3) Travel	3,580.	3,580.
(4) Postage		
(5) Consumable Supplies	12,440.	3,840.
(6) Rental, Lease, or Purchase of Equipment	6,000.	6,000.
(7) Others:	7,480.	7,000.
	2,400.	2,400.
	160.	160.
	2,500.	
TOTAL	109,781.00	74,333.00

9. SUBMISSION:

a. _____
Signature and Title of Authorized Official

b. _____
Date

10. APPROVAL:

a. _____
Signature and Title of Authorized HUD Official

b. _____
Date

BUDGET JUSTIFICATION

(Attach This Form to Each Budget for a Capital Project,
Activity, and to the Program Administration Budget)

1. NAME OF CITY DEMONSTRATION AGENCY

Portland City Demonstration Agency

2. BRIEF DESCRIPTIVE TITLE OF CAPITAL PROJECT OR ACTIVITY

Pre-School Expansion

3. NAME, ADDRESS AND ZIP CODE OF OPERATING ENTITY

Portland Public Schools-Area II
4825 N.E. Haight Street, Portland, Oregon 97217

4. DESCRIPTION OF ITEM* AND BASIS FOR VALUATION**	AMOUNT OR VALUE OF ITEM
Consumable Supplies	
-Snacks	3,340.00
-Supplies, Instructional	
-Supplies, Office	
Telephone	500.00
Equipment	6,000.00
Staff Mileage	200.00
Parent Education	2,400.00
Accident Insurance	160.00

* For personnel costs use Personnel justification form.

** Describe the item in sufficient detail to insure that it is adequately identified and indicate the basis for determining or computing its value. For example, office space rental for two professionals: 150 square feet at \$2.00 per square foot, including utilities and janitorial services.

PERSONNEL

(Attach This Form to Each Activity Budget Justification)

1. NAME OF CITY DEMONSTRATION AGENCY

Portland City Demonstration Agency

2. BRIEF DESCRIPTIVE TITLE OF PROJECT OR ACTIVITY

Early Childhood Education
Pre-School Expansion (3.43)

3. NAME, ADDRESS AND ZIP CODE OF OPERATING ENTITY

Portland Public Schools - Area II
4825 N.E. Haight St.
Portland, Oregon 97217

a. NUMBER OF PERSONS	b. POSITION OR TITLE	c. AVERAGE SALARY MONTH	d. PERCENT OF TIME ON UNDERTAKING	e. MONTHS TO BE EMPLOYED	f. COST (c x d x e)
1-41-02					
01	Teacher (190 days)	700	100	10	7,000
02	Teacher (190 days)	700	100	10	7,000
03	Teacher Associate (225)	513	100	10	5,131
04	Teacher Assistant (225)	456	100	10	4,569
05	Teacher Assistant (190)	385	100	10	3,858
06	Teacher Aide (225 days)	408	100	10	4,086
07	Teacher Aide (225 days)	408	100	10	4,086
08	Teacher Aide (190 days)	358	100	10	3,586
09	(1,864 hrs) Student Assistants \$1.60/hr	1,864 hrs.	\$1.60/hr	10	2,983

COST OF FRINGE BENEFITS (Indicate Basis for Estimate)

TOTAL, PERSONNEL	
TOTAL, PERSONNEL	

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

PERSONNEL

Page 2

(Attach This Form to Each Activity Budget Justification)

1. NAME OF CITY DEMONSTRATION AGENCY

2. BRIEF DESCRIPTIVE TITLE OF PROJECT OR ACTIVITY

3. NAME, ADDRESS AND ZIP CODE OF OPERATING ENTITY

a. NUMBER OF PERSONS 41-02	b. POSITION OR TITLE	c. AVERAGE SALARY MONTH	d. PERCENT OF TIME ON UNDERTAKING	e. MONTHS TO BE EMPLOYED	f. COST (c x d x e)
10	Food Service Attendants*			10	3,150.00
COST OF FRINGE BENEFITS (Indicate Basis for Estimated from page 1					42,297.00
TOTAL, PERSONNEL					45,447.00
Benefits					5,904.00
TOTAL, PERSONNEL					51,351.00

* Includes use of present food service personnel or additional as needed.

U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
MODEL CITIES ADMINISTRATION
SUPPLEMENTARY GENERAL CONDITIONS
FOR CONTRACTS WITH OPERATING AGENCIES AND CONTRACTORS*

The following conditions take precedence over any conflicting conditions in the Contract:

SEC. 1. Restriction on Disbursements. -- No money under this Contract shall be disbursed by the Agency to any contractor except pursuant to a written contract which incorporates the applicable Supplementary General Conditions and unless the contractor is in compliance with HUD requirements with regard to accounting and fiscal matters, to the extent they are applicable.**

SEC. 100. Definitions. -- As used in this Contract:

(A) Agency means an entity, whether public or private, which has the responsibility for administering a project or activity.

(B) Area means the model neighborhood designated in the Program.

(C) Contractor means an entity, other than an Agency (except as noted in the Labor Standards Provisions) that furnishes to the City or to an Agency services or supplies (other than standard commercial supplies, office space or printing services).

(D) HUD means the Secretary of Housing and Urban Development or a person authorized to act on his behalf.

(E) Program means the Comprehensive Demonstration Program approved by HUD as the same may from time to time be amended.

SEC. 101. Records. --

(A) Establishment and Maintenance of Records. -- Records shall be maintained in accordance with requirements prescribed by HUD or the City with respect to all matters covered by this Contract. Except as otherwise authorized by HUD, such records shall be maintained for a period of three years after receipt of the final payment under this Contract.

(B) Documentation of Costs. -- All costs shall be supported by properly executed payrolls, time records, invoices, contracts, or vouchers, or other official documentation evidencing in proper detail the nature and propriety of the charges. All checks, payrolls, invoices, contracts, vouchers, orders; or other accounting documents pertaining in whole or in part to this Contract shall be clearly identified and readily accessible.

* The conditions must be incorporated in (1) City contracts with operating agencies, (2) City contracts with contractors, (3) Operating agency contracts with contractors.

** The bracketed material should be deleted in contracts with contractors.

SEC. 102. Reports and Information. -- At such times and in such forms as HUD or the City may require, there shall be furnished to HUD or the City such statements, records, reports, data and information, as HUD or the City may request pertaining to matters covered by this Contract.

SEC. 103. Audits and Inspections. -- At any time during normal business hours and as often as the City, HUD and/or the Comptroller General of the United States may deem necessary, there shall be made available to the City, HUD and/or representatives of the Comptroller General for examination all of its records with respect to all matters covered by this Contract and will permit the City, HUD and/or representatives of the Comptroller General to audit, examine and make excerpts or transcripts from such records, and to make audits of all contracts, invoices, materials, payrolls, records of personnel, conditions of employment and other data relating to all matters covered by this Contract.

SEC. 104. HUD Requirements. -- Unearned payments under this Contract may be suspended or terminated upon refusal to accept any additional conditions that may be imposed by HUD at any time; or if the grant to the City under Title I of the Demonstration Cities and Metropolitan Development Act of 1966 is suspended or terminated.

SEC. 105. Conflict of Interest. --

(A) Interest of Members of City. -- No officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the planning and carrying out of the Program, or any other person who exercises any functions or responsibilities in connection with the Program, shall have any personal financial interest, direct or indirect, in this Contract; and the Agency shall take appropriate steps to assure compliance.

(B) The Agency agrees that it will incorporate into every contract required to be in writing the following provision:^{7*}

Interest of Contractor and Employees. -- The Contractor covenants that no person who presently exercises any functions or responsibilities in connection with the Program, has any personal financial interest, direct or indirect, in this Contract. The Contractor further covenants that he presently has no interest and shall not acquire any interest, direct or indirect, in the Model Neighborhood Area or any parcels therein, which would conflict in any manner or degree with the performance of his services hereunder. The Contract further covenants that in the performance of this Contract no person having any conflicting interest shall be employed. Any interest on the part of the Contractor or his employees must be disclosed to the Agency and the City. Provided, however, that this paragraph shall be interpreted in such a manner so as not to unreasonably impede the statutory requirement that maximum opportunity be provided for employment of and participation by residents of the area.

* The bracketed material should be deleted in contracts with contractors.

SEC. 106. Opportunities for Residents. -- In all work made possible by or resulting from this Contract, affirmative action will be taken to ensure that residents of the model neighborhood area are given maximum opportunities for training and employment and that business concerns located in or owned in substantial part by residents of the model neighborhood are to the greatest extent feasible, awarded contracts.

SEC. 107. Discrimination Prohibited. --

(A) In all hiring or employment made possible by or resulting from this Contract, there (1) will not be any discrimination against any employee or applicant for employment because of race, color, religion, sex, or national origin, and (2) affirmative action will be taken to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. This requirement shall apply to but not be limited to, the following: employment, upgrading, demotion, or transfer, recruitment or recruitment advertising; lay-off or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. There shall be posted in conspicuous places available to employees and applicants for employment, notices to be provided by HUD setting forth the provisions of this clause. All solicitations or advertisements for employees shall state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex or national origin.

(B) No person in the United States shall, on the ground of race, color, religion, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity made possible by or resulting from this Contract. The Agency and each employer will comply with all requirements imposed by or pursuant to the regulations of HUD effectuating Title VI of the Civil Rights Act of 1964.

[(C) The Agency hereby agrees that it will incorporate into any contract for construction work, or modification thereof, as defined in the regulations of the Secretary of Labor at 41 CFR Chapter 60, which is paid for in whole or in part with funds obtained pursuant to this Contract, the equal opportunity clause which is a part of the labor standard provisions attached hereto.

The Agency further agrees that it will be bound by the equal opportunity clause and other provisions of 41 CFR Chapter 60 with respect to its own employment practices when it participates in federally assisted construction work: Provided, That if the Agency so participating is a State or local government, the above equal opportunity clause is not applicable to any agency, instrumentality, or subdivision of such government which does not participate in work on or under the contract.

The Agency agrees that it will assist and cooperate actively with HUD and the Secretary of Labor in obtaining the compliance of contractors and subcontractors with the equal opportunity clause and the rules, regulations, and relevant orders of the Secretary of Labor, that it will furnish HUD and the Secretary

of Labor such information as they may require for the supervision of such compliance, and that it will otherwise assist HUD in the discharge of its primary responsibility for securing compliance.

The Agency further agrees that it will refrain from entering into any contract or contract modification subject to Executive Order 11246 of September 24, 1965, with a contractor debarred from, or who has not demonstrated eligibility for, Government contracts and federally assisted construction contracts pursuant to the Executive Order. In addition, the Agency agrees that if it fails or refuses to comply with these undertakings, the City may take any or all of the following actions: Terminate or suspend in whole or in part this Contract; refrain from extending any further assistance to the Agency under the program with respect to which the failure or refusal occurred until satisfactory assurance of future compliance has been received from such Agency; and refer the case to the Department of Justice for appropriate legal proceedings.

SEC. 108. Labor Standards. -- There shall be included in all construction contracts, made possible by or resulting from this Contract, with private entities the applicable labor standards provisions, if the work being carried on is not otherwise subject to provision of Federal law imposing labor standards on federally assisted construction and in the case of residential projects if the project is designed for the residential use of eight or more families.**

SEC. 109. Copyrights. -- If this Contract results in a book or other copyrightable material, the author is free to copyright the work, but HUD reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, all copyrighted material and all material which can be copyrighted.

SEC. 110. Patents. -- Any discovery or invention arising out of or developed in the course of work aided by this Contract shall be promptly and fully reported to HUD for determination by HUD as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered, in order to protect the public interest.

SEC. 111. Political Activity Prohibited. -- None of the funds, materials, property or services provided directly or indirectly under this Contract shall be used in the performance of this Contract for any partisan political activity, or to further the election or defeat of any candidate for public office.

SEC. 112. Lobbying Prohibited. -- None of the funds provided under this Contract shall be used for publicity or propaganda purposes designed to support or defeat legislation pending before the Congress.

** The bracketed material shall be deleted in contracts involving construction, rehabilitation, alteration or repair work with private entities. The attached labor standards provisions shall be inserted in lieu of Sections 107 and 108. In contracts for such work with public entities, only sections 1 - 3 of the labor standard provisions should be included.

HUD-7020 (2-69)

HUD-Wash., D. C.

235825-P

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
MODEL CITIES ADMINISTRATION
LABOR STANDARDS PROVISIONS

1. OPPORTUNITIES FOR RESIDENTS

In all work made possible or resulting from this Contract, affirmative action will be taken to ensure that residents of the model neighborhood area are given maximum opportunity for training and employment and that business concerns located in or owned in substantial part by residents of the model neighborhood are to the greatest extent feasible, awarded contracts.

2. EQUAL OPPORTUNITY

A. During the performance of this Contract, the Contractor agrees as follows:

(1) The Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

(2) The Contractor will, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, state that all qualified applicants will receive consideration for employment without regard to race, color, religion, sex or national origin.

(3) The Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of the Contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

(4) The Contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

(5) The Contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access

to his books, records, and accounts by HUD and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

(6) In the event of the Contractor's noncompliance with the nondiscrimination clauses of this Contract or with any of the said rules, regulations, or orders, this Contract may be canceled, terminated, or suspended in whole or in part and the Contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation or order of the Secretary of Labor, or as otherwise provided by law.

(7) The Contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (7) above and paragraph B below in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The Contractor will take such action with respect to any subcontract or purchase order as HUD may direct as a means of enforcing such provisions, including sanctions for noncompliance: Provided, however, That in the event a Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by HUD, the Contractor may request the United States to enter into such litigation to protect the interests of the United States.

B. Non-Segregated Facilities. The Contractor certifies that he does not maintain or provide for his employees any segregated facilities at any of his establishments, and that he does not permit his employees to perform their services at any location, under his control, where segregated facilities are maintained. The Contractor covenants that he will not maintain or provide for his employees any segregated facilities at any of his establishments, and that he will not permit his employees to perform their services at any location, under his control, where segregated facilities are maintained. As used in this paragraph the term "segregated facilities" means any waiting rooms, work areas, restrooms and washrooms, restaurants and other eating areas, timeclocks, locker rooms and other storage or dressing areas, parking lots, drinking fountains, recreation or entertainment areas, transportation, and housing facilities provided for employees which are segregated by explicit directive or are in fact segregated on the basis of race, creed, color, or national origin, because of habit, local custom, or otherwise.

3. SPECIAL USE OF TERM

Notwithstanding Section 100 of the Grant Agreement and Section 100 of the Supplementary General Conditions, the term "Contractor" may include an "Operating Agency" as defined in the Grant Agreement and an "Agency" as defined in the Supplementary General Conditions.

HUD-7031 (2-69)

4. DAVIS-BACON ACT

(1) Minimum wages. (1) All mechanics and laborers employed or working upon the site of the work will be paid unconditionally and not less often than once a week, and without subsequent deduction or rebate on any account (except such payroll deductions as are permitted by regulations issued by the Secretary of Labor under the Copeland Act (29 CFR Part 3)), the full amounts due at time of payment computed at wage rates not less than those contained in the wage determination decision of the Secretary of Labor which is attached hereto and made a part hereof, regardless of any contractual relationship which may be alleged to exist between the Contractor and such laborers and mechanics; and the wage determination decision shall be posted by the Contractor at the site of the work in a prominent place where it can be easily seen by the workers. For the purpose of this clause, contributions made or costs reasonably anticipated under section 1(b)(2) of the Davis-Bacon Act on behalf of laborers or mechanics are considered wages paid to such laborers or mechanics, subject to the provisions of 29 CFR 5.5(a)(1)(iv). Also for the purposes of this clause, regular contributions made or costs incurred for more than a weekly period under plans, funds, or programs, but covering the particular weekly period, are deemed to be constructively made or incurred during such weekly period.

(ii) The Contracting Officer shall require that any class of laborers or mechanics which is not listed in the wage determination and which is to be employed under the Contract, shall be classified or reclassified conformably to the wage determination, and a report of the action taken shall be sent by the Federal agency to the Secretary of Labor. In the event the interested parties cannot agree on the proper classification or reclassification of a particular class of laborers and mechanics to be used, the question accompanied by the recommendation of the Contracting Officer shall be referred to the Secretary for final determination.

(iii) The Contracting Officer shall require, whenever the minimum wage rate prescribed in the Contract for a class of laborers or mechanics includes a fringe benefit which is not expressed as an hourly wage rate and the Contractor is obligated to pay a cash equivalent of such a fringe benefit, an hourly cash equivalent thereof to be established. In the event the interested parties cannot agree upon a cash equivalent of the fringe benefit, the question, accompanied by the recommendation of the Contracting Officer, shall be referred to the Secretary of Labor for determination.

(iv) If the Contractor does not make payments to a trustee or other third person, he may consider as part of the wages of any laborer or mechanic the amount of any costs reasonably anticipated in providing benefits under a plan or program of a type expressly listed in the wage determination decision of the Secretary of Labor which is a part of this Contract: Provided, however, the Secretary of Labor has found, upon the written request of the Contractor, that the applicable standards of the Davis-Bacon Act have been met. The Secretary of Labor may require the Contractor to set aside in a separate account assets for the meeting of obligations under the plan or program.

(2) Withholding. HUD may withhold or cause to be withheld from the Contractor so much of the accrued payments or advances as may be considered necessary to pay laborers and mechanics employed by the Contractor or any subcontractor on the work the full amount of wages required by the Contract. In the event of failure to pay any laborer or mechanic employed or working on the site of the work, HUD may, after written notice to the Contractor, take such action as may be necessary to cause the suspension of any further payment, advance, or guarantee of funds until such violations have ceased.

(3) Payrolls and basic records. (i) Payrolls and basic records relating thereto will be maintained during the course of the work and preserved for a period of three years thereafter for all laborers and mechanics working at the site of the work. Such records will contain the name and address of each such employee, his correct classification, rates of pay (including rates of contributions or costs anticipated of the types described in section 1(b)(2) of the Davis-Bacon Act), daily and weekly number of hours worked, deductions made and actual wages paid. Whenever the Secretary of Labor has found under 29 CFR 5.5(a)(1)(iv) that the wages of any laborer or mechanic include the amount of any costs reasonably anticipated in providing benefits under a plan or program described in section 1(b)(2)(B) of the Davis-Bacon Act, the Contractor shall maintain records which show that the commitment to provide such benefits is enforceable, that the plan or program is financially responsible, and that the plan or program has been communicated in writing to the laborers or mechanics affected, and records which show the costs anticipated or the actual cost incurred in providing such benefits.

(ii) The Contractor will submit weekly a copy of all payrolls to the City if the City is a party to the Contract, but if the City is not such a party the Contractor will submit the payrolls to the Agency for transmission to the City, for transmission to HUD. The copy shall be accompanied by a statement signed by the employer or his agent indicating that the payrolls are correct and complete, that the wage rates contained therein are not less than those determined by the Secretary of Labor and that the classifications set forth for each laborer or mechanic conform with the work he performed. A submission of a "Weekly Statement of Compliance" which is required under this Contract and the Copeland regulations of the Secretary of Labor (29 CFR, Part 3) and the filing with the initial payroll or any subsequent payroll of a copy of any findings by the Secretary of Labor under 29 CFR 5.5(a)(1)(iv) shall satisfy this requirement. The prime Contractor shall be responsible for the submission of copies of payrolls for all subcontractors. The Contractor will make the records required under the labor standards clauses of the Contract available for inspection by authorized representatives of HUD, the City or the Agency and the Department of Labor, and will permit such representatives to interview employees during working hours on the job.

(4) Apprentices. Apprentices will be permitted to work as such only when they are registered, individually, under a bona fide apprenticeship program registered with a State apprenticeship agency which is recognized by the Bureau

of Apprenticeship and Training, United States Department of Labor; or, if no such recognized agency exists in a State, under a program registered with the Bureau of Apprenticeship and Training, United States Department of Labor. The allowable ratio of apprentices to journeymen in any craft classification shall not be greater than the ratio permitted to the Contractor as to his entire work force under the registered program. Any employee listed on a payroll at an apprentice wage rate, who is not registered as above, shall be paid the wage rate determined by the Secretary of Labor for the classification of work he actually performed. The Contractor or subcontractor will be required to furnish to the Contracting Officer written evidence of the registration of his program and apprentices as well as of the appropriate ratios and wage rates, for the area of construction prior to using any apprentices on the contract work.

(5) Compliance with Copeland Regulations (29 CFR Part 3). The Contractor shall comply with the Copeland Regulations (29 CFR Part 3) of the Secretary of Labor which are herein incorporated by reference.

(6) Subcontracts. The Contractor will insert in any subcontracts the clauses contained in 29 CFR 5.5(a)(1) through (5) and (7) and such other clauses as HUD may by appropriate instructions require, and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts which they may enter into, together with a clause requiring this insertion in any further subcontracts that may in turn be made.

(7) Contract termination; debarment. A breach of clauses (1) through (6) may be grounds for termination of the contract, and for debarment as provided in 29 CFR 5.6.

5. CONTRACT WORK HOURS STANDARDS ACT

(1) Overtime requirements. No Contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any laborer or mechanic in any workweek in which he is employed on such work to work in excess of eight hours in any calendar day or in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times his basic rate of pay for all hours worked in excess of eight hours in any calendar day or in excess of forty hours in such workweek, as the case may be.

(2) Violation; liability for unpaid wages; liquidated damages. In the event of any violation of the clause set forth in subparagraph (1), the Contractor and any subcontractor responsible therefor shall be liable to any affected employee for his unpaid wages. In addition, such Contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District

or to such territory), for liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic employed in violation of the clause set forth in subparagraph (1) in the sum of \$10 for each calendar day on which such employee was required or permitted to work in excess of eight hours or in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in subparagraph (1).

(3) Withholding for unpaid wages and liquidated damages. HUD may withhold or cause to be withheld, from any moneys payable on account of work performed by the Contractor or subcontractor, such sums as may administratively be determined to be necessary to satisfy any liabilities of such Contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in subparagraph (2).

(4) Subcontracts. The Contractor shall insert in any subcontracts the clauses set forth in subparagraphs (1), (2), and (3) of this paragraph and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts which they may enter into, together with a clause requiring this insertion in any further subcontracts that may in turn be made.



PORTLAND PUBLIC SCHOOLS

631 NORTHEAST CLACKAMAS STREET
PORTLAND, OREGON 97208

CURRICULUM DIVISION

September 2, 1970

MAYOR	
EXEC. ASST. II	
EXEC. ASST. I	
COMM. ASST.	
ADM. SEC.	
YOUTH COORD.	
M. C. COORD.	

Mr. Edward J. Warmoth
Model Cities Coordinator
City Hall
1220 S. W. 5th Avenue
Portland, Oregon 97204

Dear Ed:

Enclosed are copies of our Model Cities agreement for the expansion of our Head Start program. We were advised by our attorney to remove the discrimination on sex provisions on pages 7 and 8 of the proposal. You will note that I did so by lining out that section.

Dr. Robert Hughley will direct this program. Please feel free to contact either him or me if you have any questions.

Sincerely,

Charles A. Clemans
Intergovernmental Specialist

CAC:mh
enc.