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A general view of day care and child development social services

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A GENERAL VIEW OF DAY CARE AND CHILD
DEVELOPMENT SOCIAL SERVICES

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
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THE DEGREE OF MASTER OF ARTS

BY
EUGENE ROBERT WILLIAMS

ATLANTA UNIVERSITY
DEPARTMENT OF SOCIOLOGY

ATLANTA, GEORGIA
MAY 1974
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CHAPTER I

INTRODUCTION

In this report, I am going to discuss a general view of day care and child development that plays a major role for the survival of children today and in the future. In November 1973, I attended the annual Day Care and Child Development Council of America national conference in Atlanta. Their meeting was very interesting and sincere, and I decided to join their organization and write a report on this subject.

The national president of the Day Care and Child Development Council is Mr. John Niemeyer of New York and executive director, Mr. Theodore Taylor of Washington, D. C. Both men had relevant thoughts and information concerning the survival of youngsters today and in generations to come. In the meeting both men were reporting how the child care development bill was vetoed in 1972 by the Nixon administration and how the Honorable Senator Walter F. Mondale and other people tried to get the bill passed by Congress. The core agenda of the meeting was that a new comprehensive child care legislation must be passed by Congress and signed by the president at his earliest convenience. The Day Care and Child Development national office address is 1401 K Street, Washington, D. C. 20005, (202-638-2316).

In this paper I am going to start off with a brief historical analysis of day care and child development services as well as general view of these services. Day care services have certain qualifications for prospective
personnel with rules and regulations, responsibilities, funding and budget, authority and health welfare services for children, parents and staff. There will also be in this report and in the following chapters discussions about federal supported funding programs for pre-school children and poor families such as Head Start, Aid to Families with Dependent Children (AFDC), Work Incentive Program, and the Community Coordinating Child Care Council Program or (4-C). The definitions of these current programs will be defined later. Chapter three introduces the public policy for day care of young children and what policy a coordinating committee must do to improve and expand day care services when they receive federal subsidy or assistance. Day care also needs public support with the proper delivery system to keep these services into existence and continuing from year to year. Chapter three discusses how day care and child services can be planned and coordinated at the community level and what analytical models may be used for this purpose. Public support and the organization of day care have brought direct attention to legislatures, policy makers, and government officials.

Day care is an institution to which parents take their pre-school age children to be cared for by other people while they are required to work. Day nurseries basically are the same, the only difference is that these pre-school children are only cared for from two to four hours daily or less. Day care centers administrators of local community agencies must have analytical skills to plan and evaluate local day care needs and performance based on honest systematic information. By a child care delivery system, we mean a central community planning and coordinating agency to stimulate and control the supply of services from funds outside to match demand of needs and services for the community.
Chapter four discusses the overt and covert racism and discrimination of Black children in child welfare for many years. This issue is not so apparent today but it still goes on in many of your social welfare institutions. There have been a rampant maldistribution of services to Black youngsters and many of these services are not coming to the children like they should.

In this chapter, I am going to elaborate more on the limited opportunities for Black social workers play in decision-making and job promotions in white social welfare agencies.

I visited Philadelphia and Baltimore and conversed with two Black executive directors of day care centers. Mr. Julius Johnson of the Philadelphia, Community Coordinated Child Care Council (4-6) and Mr. Loewman Daniels of the Hyman Blumberg Day Care Center of Baltimore respectively.

According to Mr. Johnson, the problem in child care services is due to a lack of a unified system of management and a consistent delivery system for public support of day care. The second problem is that the public does not seek to enforce it and hardly makes a commitment to carry it out. This is very important in the coordinating and controlling the supply of services. Also he stresses the federal funding does not always show a positive response to child care services it is up to the community to be responsive to the needs and aspirations of child care too. Mr. Daniels says that the problem of day care is federal funds to build and operate more and better day care centers in the future. Another problem according to Mr. Daniels is that there is not enough sincere personnel dedicated to their positions as teachers and professionals to meet the needs and desires of children. As long as there is a problem in day care services there will be ultimately a child's problem.
CHAPTER II

A GENERAL VIEW OF DAY CARE

A comprehensive child care program is an very significant factor in the 1970's. There are approximately fifty-percent of mothers with preschool age children and the issues of what to do with these children is a real dilemma.

Prior to the Great Depression of 1929, child care services were funded by charitable organizations for poor and low-income working families. The trend in funding for child care and other social services had not yet become responsive to the real needs of citizens with the overriding moral consideration being the work ethic of America's Puritan tradition; this meant that few, if any, social services as we know them now were available. During the Depression, the Workers Progress Administration funded emergency nurseries for the care of needy children and for the employment of many workers who were then given special training in child development in conjunction with colleges. Thousands of children were provided for on a part and full-time basis, but as the economic crisis eased down, the government planned to withdraw its support for emergency nurseries. The Lanham Act provided grants-in-aid to communities that could demonstrate a need for day care until 1946 when the funding was discontinued. During that time the centers were in operation, over one million benefited from the comprehensive services that allowed parents to leave their children early in the day and
return for them as their schedule dictated. As funds for the Lanham Act programs were withdrawn, communities in New York and California pushed their state legislatures to continue operation of the centers with state money. The Lanham Act of 1941 was also used to provide care of children of mothers who were needed in the war economy. 1

The New York City Hospital was one of the first prosperous day care centers that was established in this country. Also many hospitals in the past and even now had played a major role in day care and comprehensive health care with the staff of nurses, doctors, teachers, and social workers. The New York City Hospital has cared for children of working mothers who had been patients in the hospital and were returning to their jobs.

Several years back day care programs were operated under the auspices of welfare institutions in the community and were viewed as a service for employed mothers whose entrance in the labor force was very demanding by society. Today day care services have been expanded to be used on the campuses of colleges and universities and some unions companies play a major role by helping to pay for day care services for their employees.

In the 1960's Head Start was a massive federally funded anti-poverty project for assisting children of poor families in their learning skills and capacities so that their minds will be more stimulated to learn by the time they reached school age. This is an opportunity for poor children to break away from poverty, neglect, and a general lack of attention. This is the definition of Head Start. Day care is not only for the poor but for

1"The Protector" 4-C Philadelphia Community Coordinated Child Care Council Volume 1, No. 6.
the middle and upper income families who desire such care. Their bill for each child is more money than if they were poor or in poverty.

It is almost inevitable that a national program of day care for preschool children will expand in the foreseeable future. The executive branch of government has repeatedly emphasized the need for improving the quality of the first five years of life. The legislative branch has discussed various means of implementing programs that deal with early childhood development. The judiciary recently began supporting child care for mothers when they are away from home by ruling in favor of paying more to those who provide such care than is paid to mothers who care for their children at home under programs such as Aid to Families with Dependent Children and Head Start.

Aid to Families with Dependent Children is a program sponsored by the Social Security Act of 1964 to provide for welfare services of low income mothers who are unemployed and whose husbands have left them with their children. Later, I will discuss about other welfare services sponsored by the federal government. Welfare agencies may use these expenditures to pay our contemporary licensed family day care homes and nurseries or they may contact a private non-profit group to provide new services.

The Problem of Day Care

There are many families that works cries out for an urgent need for day care whether they are poor or rich. Our national government should pay more attention to the child welfare of handicapped children and the children

whose mother are ill or handicapped. Little expenditures are sent out in this area. Also the masses of poor Black families have been denied decent adequate services in this country. When a mother from a poor family has to pay for some services it should be at a small price and it should not be as high as if she were earning money in the middle or higher income brackets. Today there are many women who are unable to accept employment because they have no place to leave their children while they work. Therefore there should be a comprehensive day care program days and evenings to provide services for mothers whether they work days or at nights. Some day care centers sponsored this program but they are very limited in America. This method could at least improve the employment opportunities of unemployed mothers. One of the greatest problems to the immediate implementation of national day care program from children from low income families is the lack of personnel. There are a small number of nursery schools and kindergarten teachers and trained day care and child development professionals. Many professionals and teachers do not have two or more years of college and many directors of day care programs do not have a college degree. A major effort would have to be made to expand training facilities and personnel recruitment immediately so that the preschool teachers and aides would be available. Also it is wise for the government to expand and build day care facilities within the ghettos of this country rather than having centers near or in the suburbs. Black children and other minorities needs better services in day care relating to health, education, welfare, medical attention, nutrition and other services for their own personal use for survival. Every child must have some wide range of physical, emotional, social and intellectual stimulation in their environments. This is a process of developmental day care. Another major
crucial factor in day care and child development was when President Richard Milhouse Nixon vetoed the 1971 comprehensive child development bill. This bill was supported by the Honorable Senator Walter F. Mondale, (Democrat) of Minnesota. Its primary goal was to have a comprehensive quality child care legislation that will strengthen family life for children in America. The national Day Care and Child Development Council of America would like this bill to be passed by the Congress and signed by the President real soon. The federal government must approve adequate expenditures for private non-profit quality day care and child development programs which are community oriented and community based with appropriate stipulations to protect all existing Head Start and Model Cities programs.

Many child development centers have problems of getting their institutions licensed and the welfare agencies, state and national government should strive to get more of these centers licensed if they are qualified and up to date whether in an urban or rural community.

Many people have feared that the constant separation of mother and child can be detrimental to the child's security and have argued that separation should occur only under extreme circumstances. A good child care facility can offer safe and attractive surroundings with adults who are sensitive to children. When proponents of federally subsidized child care argue that more subsidies would improve the environment in which most poor children grow up the argument is based on observation of a small number of high quality child care centers with many preschool components, highly trained, carefully selected staff, ample budget, and a generally appealing atmosphere. These centers are then different from the oppressive conditions which prevail in most disorganized low-income families, and especially in families where the
mother works, and a variety of Ad Hoc arrangements have to be made for looking after the children. Such a comparison inevitably suggests that children in bad family situations would be better off in good child care centers and if federal subsidies helped them more into such centers the next generation would have well served. 3

Rules and Regulations in Comprehensive Child Development Services

Many states differ in their policies of rules and regulations in day care services. In planning several day care services, administrators and officials contacted a licensing agency in their state and requested a copy of rules and regulations for a special day care service. Some agencies such as the Department of Welfare or the Department of Public Health has jurisdiction over what states should be licensed and what other states should not be licensed. In most states, the Department of Welfare is the core licensing agency. Many states in the union are in the process of upgrading the standards for day care services in terms of staff qualifications, teacher-child ratios, and providing better equipment for children to use in child care. Youngsters need up to date playing devices and equipment indoor and outdoors to increase their knowledge of their environment and stimulate minds. 4


In terms of federal interagency day care requirements federal requirements apply only to centers receiving funds under specific federal programs. These requirements are now being revised by the Federal Panel on Early Childhood which is an interdepartmental group representing the departments of Health, Education, and Welfare, Labor, the Office of Economic Opportunity, and the Housing and Urban Development. The panel, and the day care requirements represent an attempt by the federal government to coordinate federal programs having to do with any day care and to impose general standards that apply to all of them.5

FEDERAL INTERAGENCY STAFF QUALIFICATIONS 1968*

<table>
<thead>
<tr>
<th>Title</th>
<th>Recommended Qualifications</th>
<th>Required Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Child Development Program</td>
<td>Advanced Degree in Early Childhood Education, Social Work, Psychology, or related fields plus relevant experience, particularly in working with disadvantaged children.</td>
<td>3 years of experience or formal training in working with young children</td>
</tr>
<tr>
<td>Director of Education Program</td>
<td>Degree in Early Childhood Education and relevant experience with preschool children and poverty</td>
<td>3 years of teaching experience or formal training in Education or Child Development</td>
</tr>
<tr>
<td>Director of Social Services</td>
<td>MSW in Social Work and substantial experience in comparable problems working with poverty families</td>
<td>3 years of experience or training in welfare or community service work</td>
</tr>
<tr>
<td>Director of Nutrition Program</td>
<td>BA in Home Economics and 2 years relevant experience</td>
<td>2 years in Nutrition and Food Service</td>
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5 Ibid., p. 9.
<table>
<thead>
<tr>
<th>Title</th>
<th>Recommended Qualifications</th>
<th>Required Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator of Parent Activities</td>
<td>Professional with training in Human Development, Sociology or Community Organization: experience working with adults in target areas</td>
<td>When professional is not available, parents with minimum experience and potential to function in administrative capacity should be considered</td>
</tr>
<tr>
<td>Coordinator of Volunteers</td>
<td>None</td>
<td>Paid or volunteer capable administrator</td>
</tr>
<tr>
<td>Director of Career Development</td>
<td>Degree or experience in Vocational Guidance Counseling, Manpower, Industrial Relations, Social Work: relevant experience</td>
<td>Administrative skill and ability to work with other staff members and institutions</td>
</tr>
<tr>
<td>Teachers</td>
<td>BA in Early Childhood Education, Nursery, Kindergarten; relevant work experience teaching disadvantaged preschool children</td>
<td>Some noncertified teachers who are experienced, bilingual and have personality characteristics needed to work successfully with young children</td>
</tr>
<tr>
<td>Teacher Aides</td>
<td>Informal experience, personality, potential to perform duties, is poor at time of employment</td>
<td>None</td>
</tr>
</tbody>
</table>


When the director of the center is hired for day care services, he must give the final approval of decisions from the demands and suggestions of his co-workers in their conferences. He must be a very understandable person and let other staff members exercise power in decision making if demands are relevant for social change in child development.

In reference to hiring and firing, the director will have to work with staff members in procedures of rules, regulations and philosophy of the
center and he should feel that those applicants hired should be able to fulfill those expectations and responsibilities. The director is responsible for terminating any staff member when the time is necessary to do so. For funding and budget of the day care program the director must devise a workable schedule budget based on both the anticipated federal subsidies and the financial needs of his program. This strategy requires skill in writing proposals for government and private foundation grants. These budgets and other funds should be enough to meet the needs of operating the center each year. Another significant responsibility of the director is in public relations. The director is responsible for maintaining community understanding and of good will towards the day care center. Many kinds of public relations activities are the responsibility of the director. These include advertising, attending conferences, speaking before interest groups, and helping other individuals set up better day care centers.6

All staff members whether they are professional or non-professional should get involved in more staff meetings to develop a strategy for better day care service. Such meetings can be a good model and effective method of intensive day care service training.

Strategies of Staff Meetings

1. To provide a definite time of sharing and communicating relevant information.

2. To discuss current problems and difficulties regarding the program and its administration.

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6Ibid., p. 25.
3. Formulate plans for solving problems.

4. To increase the staff's understanding of children.

5. To create an interdisciplinary approach to problem solving.

Need for Group Discussion in Developmental Care

The need for group discussion and development care in day care services will depend upon the interests, needs, experience and background of your particular teaching committee. Group discussions are feasible when they are used regularly for a period of one or two hours per week. For example:

A. Understanding children's feelings and behavior: (teacher, social worker, nurse, psychologist, psychiatrist, pediatrician).

B. Relationship of self-understanding to understanding children.


D. Understanding behavior problems in children and how to handle them.

E. Principles of child development - the whole child - his physical, emotional, intellectual, and social needs.

F. Learning how to observe and interpret behavior in children.

G. Mental health aspects of child care.7

It is very important and educational for all day care personnel and especially for teachers to take time out and make appointments for field trips to other centers. Teachers as well as other professionals need new concepts and ideas to stimulate their thinking for a better strategy of revolutionary social change in day care services.

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7Ibid., pp. 76, 77.
Health and Social Services

The health and welfare of the child is the core responsibility of the parents as well as the community and its institutions.

Responsibility of the Center

1. To review all medical examinations and keep on file the name of each child's physician or health clinic used for continuing care.

2. To observe each child when he arrives for symptoms of possible illness or contagious disease and send child home immediately with parent. However, if transportation is provided by the center, notify the parent and keep child in isolation until he can be taken home.

3. To provide an isolation room for the child who presents symptoms of illness during the day. The child should remain excluded from the group until he can be taken home by his parents or until other arrangements can be made for his care.

4. To arrange for emergency care of children. All centers should have a written plan for handling emergencies, injuries, and slips for emergency care of each child signed by his parents.

5. To provide simple first aid treatment of injuries. During the hours of program operation, there should be at least one staff member familiar with basic first aid procedures. All injuries must be recorded and parents should be notified of any injury that same day.

6. To secure all first aid materials in a lock cabinet.

7. To give medications to a child when necessary (diabetic or epileptic child, for example) only on a written order from a physician.
8. To ensure all staff personnel are in good health.\(^8\)

All staff members must be sensitive and responsive to any emotional, psychological and social problem the child complains about. The role of the center is to provide for a healthy environment for emotional and mental health. This is another significant factor in any child developmental program.

In any child service agency as well as other institutions and clinics staff members should receive a physical examination prior to employment each year and have a health certificate signed by his physician. This certificate certifies that the individual has been examined and that there is no apparent illness which may be hazardous to the children at the center. These certificates should continue to be kept up to date and on file at the center.

In day care comprehensive services nutritional services are an important factor. The proper nutrition has a role to play in the physical, mental, social, and emotional development of youngsters in our society. Research data indicate the cases of malnutrition not only effects physical health and growth patterns, but also mental development and intellectual ability. Therefore centers which care for children during the day should take the responsibility for securing consistent nourishing meals.

\(^8\)Ibid, pp. 93-95.
Title IVA of the Social Security Act provides for day care services for the children of parents on AFDC (Aid to Families with Dependent Children) who are enrolled in training or educational programs leading to employment. Grants to the states are open-ended with the federal government matching state funds on a seventy-five to twenty-five percent basis. The program is administered on the state and local levels by the departments of welfare. The WIN (Work Incentive) program is the major training program covered by this title. WIN is administered by the Department of Labor and provides for people on AFDC, the necessary employable skills and when they receive this technical know how would give them an opportunity to get off welfare. AFDC recipients in other kinds of training or educational programs with similar goals are also eligible for day care, as are people who are working part-time but still receiving some AFDC payments. Also eligible AFDC families who for medical or psychological reasons would benefit from having their children in day care. Finally at the discretion of each state, "former and potential" AFDC recipients may be eligible so that people with marginal incomes who cannot afford to work if they have to pay for child care can have this paid for by welfare departments.

When parents complete their training programs, get jobs, and leave AFDC, their children are no longer eligible for day care and would probably have to leave the program (unless the parent can afford to pay, although most times she cannot). Unless families are still eligible for day care under the "former and potential" criteria, they are faced with the bizarre situation of having a substantial new expense of child care as soon as they
leave welfare.\textsuperscript{9}

In the meantime the WIN program does not provide salaries for the trainees, they still continue to receive AFDC payments while they are in training and in addition receive a small incentive stipend to cover their personal services and costs, such as travel, etc.

\textsuperscript{9}Ibid., pp. 271-273.
CHAPTER III

PUBLIC POLICY FOR CHILD DEVELOPMENT

Day Care for Infants

Day care for infants is very significant today and interesting in the future. Throughout America as well as in other countries day care for babies is expanding. As I stated earlier adequate nutrition is a prerequisite for the survival of the child and his emotional, physical, mental, and intellectual growth.

The need for day care is tremendous almost half of all American mothers work, and from these, two out of every five have children of preschool age. It is estimated that by the year 1980, there will be 5.3 million working mothers with ever increasing day care needs for their preschool children. In the past day care services were thought to be necessary only for the underprivileged and families which had no means of support except the mother's income. Today this attitude is changing.10

Understanding teachers who have a basic knowledge of child development can help children learn to handle such emotions as anger, fear, jealousy, and friendship in a constructive manner, thus promoting emotional growth and development.11

11 Ibid., p. 10.
What Is the Purpose of Day Care?

The core purpose of child care services is for the director and staff to provide the best care available for youngsters of parents when they are employed. Things should continue to be stimulating for the child and education should be formal and informal with established learning goals for pupils and teachers.  

In general terms, the answer must be — we want to maintain and improve the quality of care to children. This goal has two important aspects: primarily day care must cope with the increasing demand of extra-family day care arrangements arising out of underlying economic and social trends, so that children will not experience deterioration in the care they receive when they are placed in day care environments, and secondarily, a demand for extra-family day care arrangements might be stimulated in some circumstances where such arrangements would be clear improvements in the care children receive at home.

There is a significant need for an additional delivery component — a central community planning and coordinating agency to stimulate and channel the supply of services to match demand. For in the context of a day care sector in which a large part of the supply is not especially

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13 Ibid., p. 5.
motivated by profits, consumers may not be made aware of the available options and suppliers may not be informed of the outstanding demands for day care. In order to carry out its mission such an agency will require control even public funds. But equally as important the community agency must have analytical capabilities to plan and to evaluate local day care needs and performance based on systematic information. Part of our discussion here documents evaluation methodology that may be used for this purpose.\textsuperscript{14}

Within the last decade there have been a rapid expansion of licensed day care centers induced by the availability of national public funds. Several state licensing laws were passed the period of 1960–62. The Westinghouse study has some information regarding licensed centers, licensed facilities providing care to groups of seven or more children with full time care available.

The cost of full-time care per month in certain centers varies and it could range from about forty to two hundred dollars per month depending on the center.

Federal Preschool and Day Care Programs 1971

The bulk of funds, covering the great majority of young children for which federal day care subsidies are provided are discussed below.

Federal support for day care has risen from less than ten million dollars in the early 1960's to 332 million dollars affecting children, in 1971, exclusive of income tax deductions for day care now permitted under the

\textsuperscript{14} Ibid., p. 7.
Internal Revenue Act of 1971. The growth of Public support for day care has been accompanied by a proliferation of many different federal programs. 15

15 Ibid., p. 21.
### Major Federal Preschool and Day Care Programs

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<th>Social Security Act</th>
<th>Economic Opportunity Act</th>
<th>Elementary and Secondary Education Act</th>
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<tr>
<td>APDC Title IVA</td>
<td>WIN Title IVC</td>
<td>CEP Title I Sect. 103 (a)</td>
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<tr>
<td>Day Care Expenditures for Fiscal Year 1971</td>
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<td></td>
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<tr>
<td>Federal Share</td>
<td>Variable match</td>
<td>80%</td>
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<td>State Agency</td>
<td>Welfare Department</td>
<td>State Dept. of Education</td>
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<td>Local Agency</td>
<td>Welfare Department</td>
<td>Local Education</td>
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<td>Eligible Operators</td>
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<th>APDC Title IVA</th>
<th>WIN Title IVC</th>
<th>Child Welfare Services Title IVA (a)</th>
<th>Headstart Title IIA Sect. 22 (a)</th>
<th>CEP Title IB Sect. 123 (A,B)</th>
<th>ESEA Title I Sect. 103 (a)</th>
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<tr>
<td>130 million</td>
<td>26 million</td>
<td>20 million</td>
<td>363 million</td>
<td>about 12 million</td>
<td>92 million</td>
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16 Ibid., pp. 22-23.
Head Start (Title IIA, Section 222)

Going back to the Head Start program this project is administered by the Office of Child Development in the Department of Health, Education, and Welfare. It is a compensatory educational program. The real purpose of this project is to improve the health, and physical ability of poor children, to develop self-confidence, ability to relate to others, to improve perceptive skills and to apply consistent social services for the family so that poor children can begin school on equal intellectual basis with other fortunate youngsters. The youngsters that came in the Head Start program are not mentally retarded, they are culturally deprived of certain things they should be aware of before they start the first grade.

The Elementary and Secondary Education Act of 1965 Title I distributes funds to school districts for programs established to meet the needs of educationally deprived children from low-income families. With full financing (requiring no matching funds) is provided by the United States Office of Education to state departments of education for local distribution to school districts and other public agencies. The program requires districts to submit plans and applications to the state for the expenditures of their federal entitlement. Compensatory preschool education programs for low-income children may be shown on these plans.

Child Welfare Services (Title IVB, Section 422)

From this program grants from the federal government are authorized to state welfare agencies for child welfare services, including day care. Priority must be given to children from low income families and to those
regions with the greatest need for extension of day care services. The federal contribution varies from state to state according to the child population under twenty-one and the average per capital income. Direct assistance to individuals is not authorized under this section.17

Going back to 1968, the Federal Panel on Early Childhood was provided by the Secretary of Health, Education and Welfare by the request of the Nixon administration, to coordinate and to improve all early childhood programs financed by federal funds. The panel consist of representatives from federal agencies concerned with services to families and children.

Another significant program, the Community Coordinated Child Care (4-C) is administered by the Office of Child Development of HEW is a primary purpose and goal to achieve coordination of all day care-related organizations within a local community in order to provide better child care services by linking available resources and establishing a suitable coordinating group such as a council, agency or committee.

17Ibid., pp. 24, 25.
CHAPTER IV

BLACK CHILDREN AND CHILD WELFARE

The Situation of Black Children

The manner in which the nation's economic system malfunctions for Black people is much more a cause of the difficulties Black children face than any weaknesses or malfunctioning within their families or communities. Indeed the malfunctions of Black families and Black communities are largely due to the malfunctioning of the larger society. None of the institutions of larger society work as well for Black people as they do for white people. They were not designed to do so. This is true of all major institutions without exception. But whether we think of education, health services, the communications media, religion, law enforcement, or any other dominant system of the larger society, we see white racism at work. It is this force more than any other which makes Black children, Black families, and Black communities especially vulnerable to the vicissitudes of life, and it is the major cause of widespread and continuing poverty within the Black community.18

For over two hundred years until in fact the last decade - the dominant child welfare institutions of the country openly excluded Black children.

This overt racist discrimination has been replaced by a covert but none-theless effective racism in the maldistribution of services to Black children. The policies of exclusion have largely ceased, but the services are not reaching the children. We have detailed the gradual shifts away from the exclusion of Black children and have presented the current national picture in the distribution of services to Black children. We have also examined some of the special efforts made to stop overt discrimination against Black youngsters, especially in relation to the services of adoption.19

The racism that describes American society has severe effects upon Black children and other racial minorities. The issue in the 1970's is the process of survival of all children in any comprehensive day care setting. It seems that Black children have suffered more than white children in the organization, distribution, and the delivery of awards white dominated social agencies has to offer now and in the past. Since poverty and racism have produced enormous stresses on Black families different both qualitatively and quantitatively from those on white families due to stresses, Black youngsters are apt to suffer more. Child care services should be a policy to prevent child-care problems as well as assisting people about those problems and it must focus on strengthening and preserving family life rather than rescuing children from families that are considered to be disorganized. It is the responsibility of all professional people in social services regardless

19Ibid., p. 213.
of race to be more sensitive to the needs and aspirations of Black children. Many children have been rejected and neglected by both their families and society and if the family and professional society does not progress for social change it would have an enormous psychological effect on the generations to come. With more positive changes, we can have a more realistic and positive conception of the Black family as it functions within the Black community and within the large white society and they can evaluate themselves with positive results. Black professional workers in any social welfare setting should not be excluded to participate in any policy making and administrative skill to meet the needs of the Black community. They were barred in the past to make these important decisions and they should have ample opportunity today. There should be more minority board of directors and executives in child care services with a substantial proportion of Black people representing all social classes. Since the death of the late Dr. Martin Luther King, Jr. there have been some improvements in this area.

Black Standards and Guidelines

Develop a set of Black standards and guidelines for child development programming in our communities. (2) Develop ways of disseminating the funding and results of the conference to the general Black community. (3) Discuss ways of identifying, locating, funding and using sources of technical assistance for child development centers. (4) Discuss ways of helping communities establish and control their centers and use them for total community economic development. (5) Discuss an overall position and strategy regarding child development, welfare trends and issues, adoptions, institutional, infant care, white institutional and government research and surveys. (6) Organize the conference into a permanent body to be inclusive of other concerned individuals, organizations and institutions.20

(Conference of Black Child Development, June 10–13, Washington, D. C.)

20Ibid., p. 216.
If social change must come about by excluding racism and discrimination in child welfare agencies, white people must disregard the negative conception and evaluation of Black people that they cannot control and administered their institutions without white assistance. The idea of racism has come about in the systematic exclusion of Black people from substantial participation in the design and execution of child welfare that affect the lives and well being of Black people. There is a paternalistic view that white people know what is best for everybody.
CHAPTER V

CONCLUSION AND SUMMARY

In the future we need more day care centers in child development services despite they are expanding every year. These centers must begin to remain open for a twenty-four hour period so that mothers can place their children in centers any hour of the day. We must have more federal expenditures for these facilities and need support from the people. Day care centers and nurseries on the campuses of your colleges and universities should provide better services and programs for youngsters. There should be a public policy to improve and coordinate all early childhood programs financed by federal funds.

The child development legislation for day care must be passed at its earliest convenience because it would be an important and consistent beginning in the construction of an adequate day care universal delivery system. In management, federal funds should be more distributed to benefit the children as well as the administration, personnel, and staff. Through these services day care can have more to offer through public policy and federal subsidy to get people off of welfare rolls, liberating women to work more and improve other serious problems within the community.

In day care comprehensive programs parents may notify an agency early if they are aware that their children are mentally retarded or have some deficiencies in their learning ability.
Howard University of Washington, D. C. has a new Child Development Center funded by the United States Children's Bureau on their campus and it serves youngsters classified as mentally retarded with a wide range of diagnostic evaluations and treatment services. The purpose of this program is to focus on mental retardation while providing on-the-job training for students enrolled in Howard's professional schools. More programs should be developed from other institutions in this area. The services are free to people regardless of income who lives in the District of Columbia and who are of preschool age.

Dr. Pearl Rosser, a pediatrician is the director of the center. The child development center used a multidisciplinary approach and addressed itself to the child, his personal problems and how they intervened with other goals. The staff employed by the university must develop a research oriented to the needs and aspirations of urban children. It is in overcrowded areas of urban poverty where you find many cases of poor health, drug addiction, alcoholism, and filth of all kinds that breeds problem children. The school's new child development center was in existence since 1965. Howard received a grant of $100,000 from the Eugene and Agnes Meyer Foundation and the District of Columbia Government to create and build a section of the Institute of Child Development and Urban Family Life. This institution is still under construction according to Dr. Rosser.

My criticism of day care services is that the administrators and staff do not work closely with the parents concerning the problem of preschool children. Children have personal problems and parents and staff should unite together to clear up these problems. Day care staff and personnel do not complain enough to the federal government concerning the issues of child and drug
abuse. These problems are serious in child care services. Therefore, the present national administration have failed to improve and develop a national policy of family and child care that effects the survival of parents and children in this country. According to Mr. Julius Johnson of the 4-C Council of Philadelphia, he says that the future of day care services is the need for parents to participate in the decision making process of their children and working closely with the staff and other children concerning the health and welfare of the child. Professional trained staff should be expecting these services. Mr. Johnson says that unions and banks should play a role in day care services for their employees and use it as fringe benefits for the health and welfare of their employees children. He also says that day care should be more affiliated and connected to hospitals to provide good health and medical attention for low-income families. According to Mr. Loewman Daniels of the Baltimore center, the future of day care will continue to expand but federal expenditures will be very small.

In this decade, parents and community leaders should focus on the survival of Black children and minorities. Despite the Civil Rights Act of 1964, the federal government continues to be a major cause of poverty, poor health, inadequate education and housing that breeds major problems to the lives of Black children. With federal funds the Black community needs to control and operate their institutions more regularly.
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