

THE LITTLE ENGINE THAT COULD

EARLY LEARNING CENTER

GIBSON, NORTH CAROLINA



Work Prepared During Social Cycle in the arena of

1. Effective Program
2. Community Participation
3. Financial Undergirding

HUMAN DEVELOPMENT TRAINING SCHOOL

APRIL 1980

INTRODUCTION: SOCIAL CYCLEI. PURPOSE OF THE SOCIAL CYCLE

The purpose of the Social Cycle is sharing methods for developing adequate local care structures for every person in the community, including health, education and engagement of all ages and groupings (youth, elders, families, etc.). The cycle concentrates particularly on developing and using available resources effectively. This includes county, state, regional and federal as well as local resources. Careful linkage of all of these is a constant requirement to releasing local care.

Participants were introduced to some of the resources through site visits and a panel of people representing a variety of agencies. The site visits were to the following places:

1. Pate Gardner Elementary School, Gibson
2. Head Start Center, Gibson
3. Early Learning Center, Gibson
4. Scotland County Health Center, Laurinberg

The panel representing resources to the community included the following people:

1. Al McMillan, Chairman, County Commissioners
2. Harry Roberts, State Day Care Offices, Liason with the Department of Social Services
3. Rita Rudd, Department of Social Services
4. Betsy Paul, Department of Social Services
5. Ann Tindall, Literacy Council
6. Dr. John Presson, Superintendent of Schools
7. Reg Simpson, Scotland County Health Department
8. Bill Moore, Four County Community Services
9. Diane Honeycut, Richmond Technical Institute
10. Ann Braswell, County Extension Service
11. Ann Bollard, Assistant Director, Scotland County Library

The panel shared the objectives of their particular agency and types of services available to people. A discussion followed, during which participants had an opportunity to ask questions and make suggestions.

II. FOCUS OF THE SOCIAL CYCLE IN THE GIBSON HDTS: EARLY LEARNING CENTER

The focus of the task work during the cycle was "The Little Engine That Could," The Gibson Early Learning Center. This is a community owned education center sponsored by the Gibson Community Development Association for children from 1 to 5. The center was licensed for 16 children just the week before the HDTS began. Eventually it will be licensed for 57 children (See attached newspaper article for more details on the school).

INTRODUCTION (CONT'D)

The Task Forces worked in three arenas:

1. Effective Program
2. Community Participation and Support
3. Financial Undergirding

Each Task Force concentrated on work currently needing to be done as requested by the staff of the Early Learning Center. Task Force 1 created themes for a month's curriculum and designed specific curriculum for a week. Task Force 2 worked on a recruitment plan and model for community involvement. Task Force 3 designed a timeline of facility preparation for licensing, a 6 month cost projection and cash flow, a playground landscape and usage model, and a fund raising plan.

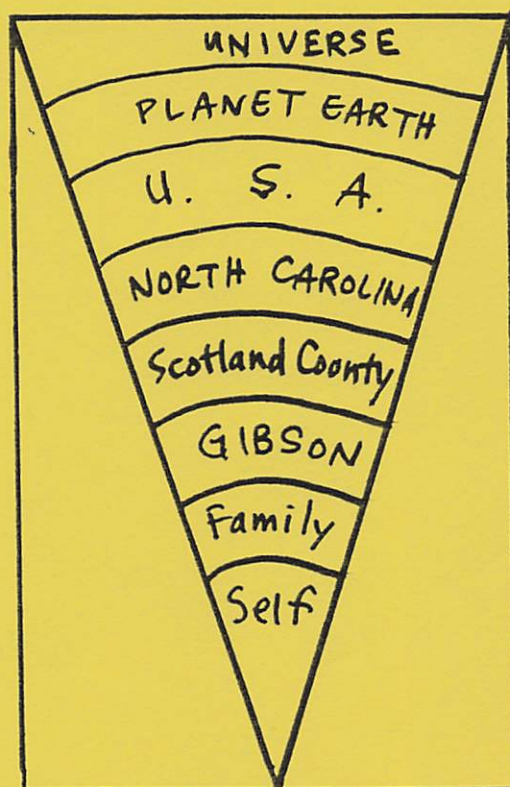
The following pages are the concrete products from each Task Force.

The school was particularly grateful for the presence of Dr. Beatrice Carmon, Raleigh Department of Human Resources, Department of the Child, and Mr. Harry Roberts, State Day Care Offices, who spent Tuesday with the Task Forces as a resource, sharing information and suggestions. Mrs. Madeline McElveen had also planned to come but was not able to because of illness.

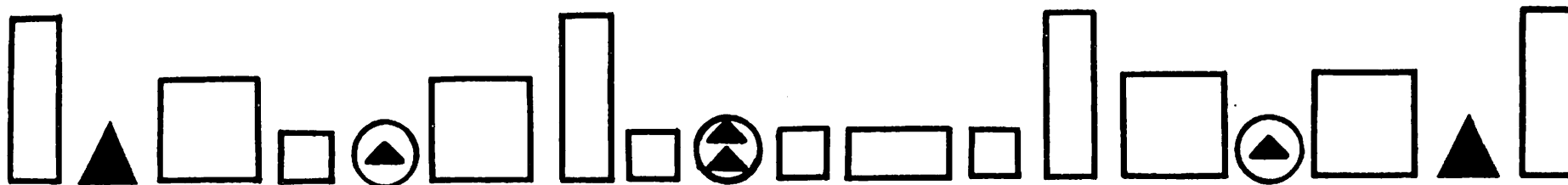
This comprehensive, life curriculum is intended to provide every child with:

- a.) the broadest possible understanding of the world
- b.) a positive self-image
- c.) the "tools" for becoming a creative force in history
- d.) the freedom to use his or her selfhood as a responsible individual

Our children are their relationships to:



THIS IS THE DAY WE HAVE.....



8:00								11:30									5:00
Cal- imaginal	Ritual	BASIC	Bath- room	Snack	RELATIONAL	Cal- imaginal	Bath- room	Lunch	Bath- room	Nap	Bath- room	Cal- imaginal	PSYCHO- LOGICAL	Snack	IMAGINAL	Ritual	Cal- imaginal

BASIC

RELATIONAL

PSYCHOLOGICAL

IMAGINAL



Basic curriculum deals with the development of logical thinking and communication through:

**MATH
READING
LANGUAGE
WRITING**

Relational curriculum deals with the scientific, secular, and urban world as it relates to:

**FAMILY
COMMUNITY
NATION
WORLD**

Psychological curriculum deals with an individual's creative thrust in terms of:

**PHYSICAL NEEDS
SOCIAL RELATIONS
LOVE
MEANING**

Imaginal curriculum deals with one's relationship to his:

**LIMITS
POSSIBILITY
LIFE STYLE
THE UNKNOWN**

FOUR BY FOUR

Tune: Frere Jacques

One, two, three, four.
One, two, three, four.
Four by four.
Four by four.
We can order chaos.
We can order chaos.
Four by four.
Four by four.

WE LIVE IN THE UNIVERSE

Tune: Three Blind Mice

We live in the universe,
We live in the universe,
On the planet Earth,
On the planet Earth:
We look for life in the sky so blue
And down in the ocean for something new,
Look at the world we have on our hands!
What shall we do?
What shall we do?

HOW MANY?

Tune: Blowin' In the Wind

How many hairs do I have on my head?
How big will I grow?
How many years will I live in my life?
How many people will I know?

I have a lot of questions.
A lot that I don't know.
A lot of answers to find.
And I know that some are easy.
I know that some are hard.
I know there are some I'll never find.

I'M ALWAYS FALLING DOWN

Tune: Old MacDonald

I am always falling down,
But I know what I can do,
I can pick myself up and say to myself,
I'm the greatest too.
It doesn't matter if I'm big or small,
I live now if I live at all.
I am always falling down,
But I know what I can do.

PRESCHOOL RITUALS

OPENING RITUALS

DRUMS

This is the drum of the town
 This is the drum of the town
 It says to us that we can live,
 Let's be the drum of the town. Yeah!

UNIVERSE MAN

(Tune: This Land is Your Land)

We are the Black Man.
 We are the Red Man.
 We are the Brown Man.
 We are the Yellow Man.
 We are the Tan Man.
 We are the White Man.
 This is the land for you and me.
 (Chanted)

Black Man! Red Man! Brown Man!
 Yellow Man! Tan Man! White Man!
 Universe Man!

WE ARE HERE

(Tune: Waltzing Matilda)

We are here in Gibson Preschool
 Out in Scotland County
 We sing our song
 To greet each brand new day
 We dream our dreams
 And we dance our Yes.

GOOD MORNING, EVERYBODY

Good Morning, everybody.
 Good Morning, everybody.
 Good Morning, everybody.
 We are glad to see you.

MEAL OPENING RITUAL

(Leader)

(Response)

Food is Good, Right?
 Life is Good, Right?
 All is Good, Right?

Right!
 Right!
 Right!

What do you say?
 What do you say?
 What do you say?

It's OK!
 It's OK!
 It's OK!

MEAL CLOSING RITUAL

(Leader)

(Response)

Who are you?
 Where do you live?
 Where are you going?

I'm the greatest!
 In the universe!
 To dance to life!

CLOSING RITUALS

GIBSON IS A WONDERFUL PLACE

(Tune: Washington Square)

Gibson is a wonderful place,
 Scotland County's where we live;
 Gibson is a wonderful place,
 Scotland County's where we live.
 So sing all you people.
 Life is here to love.
 So sing all you people.
 Life is here to live. (Repeat)

DRUMS

(See opening rituals)

GOOD-BYE, EVERYBODY

Good-bye, everybody.
 Good-bye, everybody.
 Good-bye, everybody.
 We'll see you Tuesday morning.

PRESCHOOL SONGS

DOORS THAT SHUT

Tune: Heigh, Ho! Nobody Home

I'm always running into doors that shut.
But I can live no matter what!
I'm alive and here I am!
I decide as the only one who can.

VOOM, VOOM, ASTRONAUT

Tune: Baa, Baa, Black Sheep

Voom Voom, Astronaut! Are you having fun
With the moon and the stars and the very large sun?
Do you like it, being all alone?
Voom, Voom, Astronaut! are you having fun
With the moon and the stars and the very large sun?

GREATNESS SONG

I'm the greatest, you're the greatest:
That's the way life is.
When you know it, when you show it,
You are free to live.

I'm a Black Man, you're a White Man,
That's the way life is.
When you see it, when you be it,
You are free to live.

UNIVERSE SONG

Tune: Three Blind Mice

We live in the universe,
We live in the universe,
On the planet earth
On the planet earth.

We look for life in the sky so blue
And down in the ocean for something new,
Look at the world we have on our hands!
What shall we do?
What shall we do?

GO-GO ASTRONAUT

Tune: Farmer in the Dell

We will land on the moon
We will land on the moon.
Go, go, astronaut.
We will land on the moon.
We will build a city there.
We'll discover new worlds.

I'M THE GREATEST

Tune: The Children's Marching Song

I'm the only one like me.
I'm the greatest, can't you see.
I want to be the great one I am;
I'm the only one who can.

IF YOU'RE GREAT

Tune: If You're Happy

If you're great and you know it
Clap your hands!
If you're great and you know it,
Clap your hands!
If you're great and you know it,
Then your life will surely show it.
If you're great and you know it
Clap your hands!

If you're great and you know it
Stamp your feet.

If you're great and you know it,
Nod your head.

If you're great and you know it,
Do all three.

OUTDOOR ACTIVITIES

INDOOR FUNCTIONS

IN THE YARD

CONTAINED ACTIVITIES

AIDED
METHODS

SPACIOUS ACTIVITIES

OFF THE PREMISES

EQUIPMENT:

Tricycles
Wagons
Swings
Tires
Steps
Ladders
Jungle Gym

ARTS/CRAFTS:

Card board boxes
Containers, jars, lid
Spices
Dried beans
Paste
Foods
Drawing
Easle
Cloths
Wall paper
Cutting
Paper
Crayons
Posters
Pots, pans, etc.
Nails, screws, hammer
Sewing
Crafts
Clay modeling
Painting
Picture cards
Magazines

MEDIA:

Comics
T.V.
Radio
Films
Film strips
Slides
Camera
Books
Nursery Rhymes
Great Poems
Children's Poetry
Flannel Board
Record Player
Great Paintings
Chalk Talk
Records - foreign
classical
modern

Peabody Kit

METHODS:

Observing
Art form (reflective)
Listening

TEACHING MODELS:

Balls - sizes/wts.
Zippers, snaps, etc.
Models clocks
Collague Body care
Montague Grooming

LARGE MOTOR ACTIVITIES:

Steps, ladders
Rhythm band/toys
Musical games
Sounds
Singing
Dancing
Marching
Exercises
Games
Blocks
Sports
Folk Dance
Interpretive dance
Record activities

DRAMA:

Student Role Play
Teacher Role Play
Fairs
Puppets
Selling
Cooking
Stage Productions
Housekeeping
Dress-up
Guest Performers
Situational free play

NATURE:

Walks
Nature hikes
Picnics

FIELD TRIPS:

Museums
Farms
Gardens
Zoo
Parks

OTHER:

Hop Scotch
Jump rope
Sand play
Water play
Games

SMALL MUSCLE:

Learning blocks, ball
Games
Puzzles
Indoor Word Games

I-5

Blocks	BASIC	RELATIONAL	PSYCHOLOGICAL	IMAGINAL
Quarter	Recognition	Economic	Biological	Limits
Month	Articulation	Shelter	Ego	Cultural Traditions
What to Learn?	Learn letters, numbers, shapes, colors and language patterns	Learn that shelter provides protection and privacy	Learn cleanliness, eating habits and bathroom habits	Learn about Black, White, Tan, Red, Yellow and Brown cultures
What to Experience?	Experience the building blocks to language and math	Experience having and not having adequate shelter	Experience that "I decide about my physical activity"	Experience how others dress and act
EVENTS BRAIN-STORM	<ol style="list-style-type: none"> 1. Write and color the alphabet 2. Play games "I bet I can fool you." 3. Draw shapes and paint colors 4. Cut out letters from a magazine 5. Count beans 6. Sew on letters 7. Make clay models of shapes 	<ol style="list-style-type: none"> 1. Read "3 Little Pigs" 2. Talk about what lives without shelter 3. Look at pictures of houses around the world 4. Made an adobe house 5. Make a card board house 6. Experience with and without shelter 7. Look at pictures of animals that have their own houses 8. Build a log house 9. Build leggo houses 10. Look at apartment pictures 	<ol style="list-style-type: none"> 1. Talk about why practice cleanliness 2. Wash hands 3. Comb and brush hair 4. Going to the toilet 5. Wash hair 6. Brush teeth 	<ol style="list-style-type: none"> 1. Mexican Fiesta 2. Listen to music 3. Different languages 4. Say in play ground 5. Cultural artifacts 6. Visiting speakers 7. Museum visit 8. Using colors related to culture 9. Parade of People around the world 10. Dress up 11. Puppets 12. Caravan 13. Visit beach

THEME OR TITLE		BASIC RESOURCES		
area day	BASIC	RELATIONAL	PSYCHOLOGICAL	IMAGINAL
MON. May 5	ARTICULATION "1", "2" "A" Say - Trace - Feel	SHELTERS -RESOURCES WHY AND WHAT	EGO - Oral "I'M THE GREATEST!"	YELLOW CULTURE FILM ON CULTURE
TUES. May 6	"3", "4", "B" Trace	FAMILIAR KINDS	CHOOSING	CUSTOMS
WED. May 7	"5", "6", "C" Color	HOW TO MAKE	SONG FEST	HARVEST/PLANT RICE
THUR. May 8	"7", "8", "D" Use Clay	UNFAMILIAR TYPES	GUEST WHISTLER	MUSIC AND DANCE
FRI. May 9	"9", "10", "E"	VISITING SHELTERS	RELAY RACES	RICE HARVEST FESTIVAL

CURRICULAR UNIT BASIC Articulation

Date Monday 5
QTR WEEK

RATIONAL OBJECTIVE (what you want them to learn)

Letter A

1+2

EXISTENTIAL AIM (what you want them to experience)

That alphabet are use
to make words

THE INTRODUCTION -

Today Start of W the A, G # 1+2

	I "objective"	II "reflective"	III "interpretive"
ACTIVITY	Sing alphabet song Hold up Capital A and know case A Make sound of "A" What words start with "A"	Lets Look in our Alphabet Dictionary + "Read + Show"	Act out A words Dined group up ① Apple - ② Airplane - ③ Alligators ④ Acrobats How many apples? Airplane etc + Count
SETTING	Table	Table	rug or floor
TOOLS	Aa 1+2	Dictionary -	Children
TIME	9:15 (5 min)	(5 min)	10 min

CONCLUSION - "decisional"

What is the letter of the day? Sounds like - ?
What your favorite A word -

Materials needed -

Dictionary
pictures of A words
Capital A
"Lower case" A

Preparation to do -

Cut of letters an numbers
gather pictures of words

RATIONAL OBJECTIVE (what you want them to learn)

why shelters are needed
+ what shelter is

EXISTENTIAL AIM (what you want them to experience)

What it is like to be
with and without
shelter.

TIME INTRODUCTION - Shelters provide protection and privacy.

	I "objective"	II "reflective"	III "interpretive"
ACTIVITY	Teacher reads the "3 Little Pigs" story. (w. pictures)	Questions: 1. Remember? 2. Why run into House?	Questions: 1. What else do we need protection from? 2. What happens if we don't have shelter?
SETTING	Around Table	table.	table.
TOOLS	Story book.		
TIME	10:15	10:25	10:35 10:45

CONCLUSION - "decisional"

Animals + people need shelters for protection + privacy.

Materials needed -
Story Book.

Preparation to do -

Practice reading "3 Little Pigs"

GIBSON EARLY LEARNING CENTER		PSYCHOLOGICAL		TEACHER	
		MON		Date MAY 5 - 1980	
CURRICULUM UNIT		Ego (one)		QTR WEEK	
RATIONAL OBJECTIVE (what you want them to learn)		EXISTENTIAL AIM (what you want them to experience)			
Each person is unique		Their own uniqueness			
TIME	INTRODUCTION - Sing the song "I'm the Greatest" Ask class to sing with you.				
	I "objective"	II "reflective"	III "interpretive"		
ACTIVITY	Every person is different. What is different about — ? (name child)	Draw an outline picture of each child.	Hang picture What do you notice about the picture? Where is the big one? Where is the small one? Can you guess who the people are?		
SETTING	In classroom				
TOOLS					
TIME	30 min.				
CONCLUSION - "decisional" Which one of these shapes would you like to be? Why. Sing if you great and you know it clasp your hands					
Materials needed -		Preparation to do -			
large sheets of paper pencils scissors Tape		I-10			

RATIONAL OBJECTIVE (what you want them to learn)

There are other people in the world beside black & white

EXISTENTIAL AIM (what you want them to experience)

The language & clothing of the yellow in.

TIME

INTRODUCTION - BACKGROUND JAPAN music.

Visitor from Japan giving greeting

I "objective"

II "reflective"

III "interpretive"

ACTIVITY

What did the Visitor talk about

Children listen to visitor explain the dress. picture are shown.

Some children ask question

These people look different & dress different and have a different language and that good!

STAGE

Table

TOOLS

TIME

CONCLUSION - "decisional"

would you like to wear kimono?
Do you know any from Japan?

Materials needed -

Kimono (robe)
Cone shaped hat
Zoris (flip-flap)

Preparation to do -

Kimono (robe)
Cone shaped hat
Zoris (flip-flap)

MARKETING EARLY LEARNING

CONTEXT

The great need for early learning opportunities to enable children to reach their greatest potential is the reason to market preschool education through the Early Learning Center. The goal of the Center is to facilitate the movement of the child into the community and world about him and to become one with his time and himself. Personal growth will be stressed through experiential learning programs. This center will make a part of its overall objectives methods for presenting to the community information about the importance of their support of the center. These objectives will also include recruitment practices and methods for drawing the public into the center.

RECRUITMENT PLAN

At present, the enrollment of the ELC stands at 12 students. The school is licensed to take 16 students and has a potential to take 57 students. Therefore, we propose a recruitment plan to reach potential enrollees ages 1-5. This plan is composed of four major tactics: getting the word out, talking to specific target groups, holding an Open House, and conducting a door to door campaign. The plan moves from indirect contacts to inform people about the ELC to door to door visits with 60 families who have children who could apply. This is a one month campaign for the month of May. The plan will be accomplished by a committee being formed to engage the broader community in this effort.

"Getting The Word Out"

To get the word out for enrollment to the ELC we plan to put ads in newspapers in Laurinburg, Bennettsville, Rockingham. Brochures will be printed and handed out. Radio announcements will be made from both Laurinburg and Bennettsville stations. Flyers will be passed out and placed in various places. Brochures will also be placed in such places as doctor's offices, hospital waiting rooms, stores and other businesses. Posters will also be created and distributed. A slide show will be created which tells the story of the ELC. Forums and a speaker's bureau will be available. Behind all these forms of communication, the committee will have a brainstorm and discussion of the importance of early learning which will give content to the ads and other promotional material.

"Targetting Specific Groups"

We plan to recruit children for the ELC by targeting in on specific groups such as the churches, Brownies, Jaycees, Cub Scouts, and the PTA. In order to do this we must first find out who the club leaders are and when they meet. Talking to these groups not only involves the preschool parent, but the whole community. We will assign the preschool parents to go to the different organizations and explain what the ELC is about. They will have with them brochures to give the people in the organizations and a paper telling them what to say and do. They will be accompanied by an ELC staff member.

RECRUITMENT PLAN (continued)

"Holding an Open House"

We plan to schedule an Open House at the ELC to get people together to learn more about the center and to actually see what goes on in the center. To promote the Open House we plan to put an article about it in the Voice. We also plan to put posters about the Open House around town and to have the preschoolers create flags to hang outside the building to attract attention. A "Welcome" sign might also be used. Refreshments will be provided by people from each stake to increase involvement in the event.

"Door to Door"

A door to door calling campaign will be conducted. To make this a success, we will have a list of all the families with small children and only these families will be contacted during this particular event. We will make assignments to some persons, using as many community people as possible to make door to door calls. The present calling list is about 60 families.

DRAWING CARD PLAN

In an effort to invite community participation we are recommending 7 drawing card programs that could be planned and promoted by the ELC or Parents Association or Advisory Board or all three together. The following events are proposed:

- a) Kids Day - with a
demonstration of childrens learning experiences for parents and community citizens.
- b) Visiting marathon - ELC kids will visit in the community.
- c) Multiple use of the ELC building for exposure to facility which promotes enrollment.
- d) ELC hosting dental check for community children under age 5.
- e) Fish Fry Open House at the ELC.
- f) "One week free tuition" for person recruiting another person for enrollment.
- g) ELC children participating in community events (i.e. Labor Day Parade)

GIBSON HDTS
SOCIAL CYCLE

RECRUITMENT PLAN TIMELINE

APRIL, 1980

PROMOTION							DOOR TO DOOR AND OPEN HOUSE							
SUNDAY	MONDAY	TUESDAY	WED.	THUR.	FRI.	SAT.	SUN.	MON.	TUES.	WED.	THUR.	FRI.	SATU	SUN.
HDTS : close	Approve draft of flyer and brochure	Article in Voice Print flyer and brochure	Radio announ. and news ads	Committee meeting	Contact	organizns.	Church anncmts. Start door to door	Door to	Door Visitation			Flags & Posters	Distrib. Brochures	OPEN HOUSE

II-3

GIBSON
HDTs

POTENTIAL STUDENT POPULATION
EARLY LEARNING CENTER

APRIL-MAY
1980

FAMILY NAME	ADDRESS	TELEPHONE NUMBER	CHILDREN	COMMENTS
James/Sharon Bowden	McColl St.		3 children	
Betty Ingram	McColl St.		Saquana (1+)	
William/Roxie Foland	Stake 3		Billy (2+)	
Lea/Ruth Harper	Stake 3		Eric (4)	
Julie Ann McLaurin	Stake 1		Terry (7 mo)	
Carletha McIntosh	Clear Acres		William (3)	
Howard/Katherine Patterson	Clear Acres		son (2)	
Jane Teal	X-way Road		child (1)	
Annie McCall	Clear Acres		1 child (-1)	
Edna Purvis Grandchildren	Stake 1		2 children	
Ronald/Geraldine Bennett	Stake 1		1 child(4)	
Della Bennett	Box 423	268-3125	1 child(1-2)	
Mae Helen Brigman	Davis St.		1 child (2)	
Damon/Sally Smith	Stake 1 P.O.Box 284	268-4756	Rodney (3) Reginal (2)	
Brenda McRae (Noah Smith)	Stake 1 Oil Mill Road		Varone Dupree (4)	
Mahalia McLaurin	Stake 1		Minyarn (2)	
Cathryn Monroe (Earlene Brett)	Stake 1 Box 433		Brooks (1½-2)	
Britel May Johnson	Stake 1		Brian Johnson (2)	
Josephine Johnson	Stake 1	268-4919	Carlos (3) Kawanas (2)	
Lucille York Grandmother Kanny Robinson	Stake 1		April Robinson (4)	
Tommy/Mary Copper	Stake 2		Tommy Jr (3) Natille (2)	

FAMILY NAME	ADDRESS	TELEPHONE NUMBER	CHILDREN	COMMENTS
Marvin Lee	Stake 2		Bobby Robby (2)	
George/Betty Sue Hinson	Stake 2		Mary Alice (4)	
William/Ann Taylor	Stake 2	268-4494	Becky (3)	
Earl/Martha Byrd	Stake 2		Jason	
John/Mary Britt (grandmother)	Stake 5		Kimberly (4)	
Charles/Emy Lou Liles	Stake 5		2 children	
M/M Jackie Justice	616 Phillips Laurin'g	276-6712	2 children (3&4)	
Shirley McRae		268-4919	1 child (1)	
Judy Rusich	Rt, 1 Box 23A Laurin'bg	276-8149	1 child	
Louise Williams		268-4530	1 child (1)	
Mary Church	Rt. Box 90-D Laurin'g	277-0296	(3+) 2 children (1)	
Wanda Jackson		276-5514	Ethel Sloan Shirley Sloan	Rt.1 Box 113 Laurinb'g
Linda Keziah	Leisure Living	276-8260	1 child (1)	
Helma Jenkins	Rt. 10	297-8815	3 children (3,4,5)	
Louise Yew	Rt. 1 Box 84c Laurinb'g	276-4617		
M/M Ernest Jones	Rt1 Box 30A Laurinb'g	276-7811	Garrett (3)	
Carla Tomas	Rt. 2 Box 70 Laurel Hill		1 child (1+)	
Lucy Bell Atoms		276-2576	1 child (2+)	
Georgia Anne Quick	Gen Del/Gibson	Call Gin	4 (sister & friend	
Roseanna Russell	Rt. 2/Gibson	265-4796	2 children (3 & 2)	
Loretta (Sue)Brand	Rt. 2/Gibson	265-4976	1 child (3)	
Patricia Russell	Laurinburg		1 child (1)	

CREATING COMMUNITY INVOLVEMENT

Context

The future of the ELC is related to community involvement. Sharing community structures, creating visible signs, building a community base and building an extended frame are ways of getting community involvement. County service personnel, local school board members and other community systems will provide the underlying support.

CREATING VISIBLE SIGNS

In an effort to make the ELC more visible in the community its recommended that a campaign be designed for creating visible signs. This campaign can take the form of money raisers, community participation and use of the center for adult and childhood learning experiences. Some suggestions for making the center more visual would be rummage/cake sales, lemonade stands operated by ELC children, a landscape project by parents and staff, the use of t-shirts by children with ELC logo and the display of children's art work in public places.

BUILDING AN EXTENDED FRAME

In order for the ELC to have a varied, different, yet positive program, it is believed that there should be a supporting group of people who are in professional education and related areas who will provide contacts, advice and support for the ELC. It is further suggested that a county Child Development Council be created in order that the county and the state agencies and day care programs will be able to become more involved with each other in relation to caring for children and their development. A recommendation is also made that an Imaginal Education course for preschool teachers be held for area teachers, sponsored and conducted by the Early Learning Center.

SHARING COMMUNITY STRUCTURES

To further extend the communities participation in the Early Learning Center a sharing of resources through community structures will be done to expand the support base of the center. Regular events and programs will become a part of the overall operating program of the Center. Open Houses, adult night events, monthly community events, monthly birthday parties, grandparent's day, mother/daughter and father/son events, foster grandparent program, big sister/big brother happenings, will be just a few of the ways endorsed for sharing the resources of the community.

CREATING COMMUNITY INVOLVEMENT

BUILDING A COMMUNITY BASE

The Early Learning Center is gaining new support in the Gibson community. Knowing that the growing period between birth and 5 years-old is very important to building the basic foundation of a child's learning and that every child deserves this opportunity, a new effort is being launched to gather greater involvement of Gibson Citizens in helping to undergird the development of the Early Learning Center which was initiated by the C.D.A. in 1978.

ADVISORY BOARD

It is recommended relative to the continuing development of the advisory board that in addition to the eleven citizens who have accepted the invitation

- 1) that the president of the Parents Association and 4 selected parents serve on the board.
- 2) that the membership also include a broad base representation from the economic, social and governmental structures of the community.

The suggested guidelines are as follows:

- 1) That the advisory board advise and consent on policies and procedures dealing with employment, practices, financial management, administrative guidelines, education objectives and overall operation of the center.
- 2) Assist in fund raising through the use of their expertise in grant resources/state funding or regional resources.
- 3) Oversee regulatory requirements and see that center is in compliance.
- 4) Design evaluative instruments to judge overall effectiveness of center and its goals.
- 5) Director should be ex-officio member.
- 6) Should meet quarterly - director's report and reports by Parent Association members should be presented.
- 7) 3 consecutive unexcused absences should result in automatic dismissal.

PARENT ASSOCIATION

For quality education of preschool children, it is recognized that parents need to be actively involved and aware of what the child is learning and experiencing so that the parents may enjoy and assist in the child's growth. The need for a Parent Association is encouraged as a way to facilitate this role. In addition, the Association will play a vital role in advising and supporting the overall operation of the school.

It is recommended that the following guidelines be a part of the development of the association.

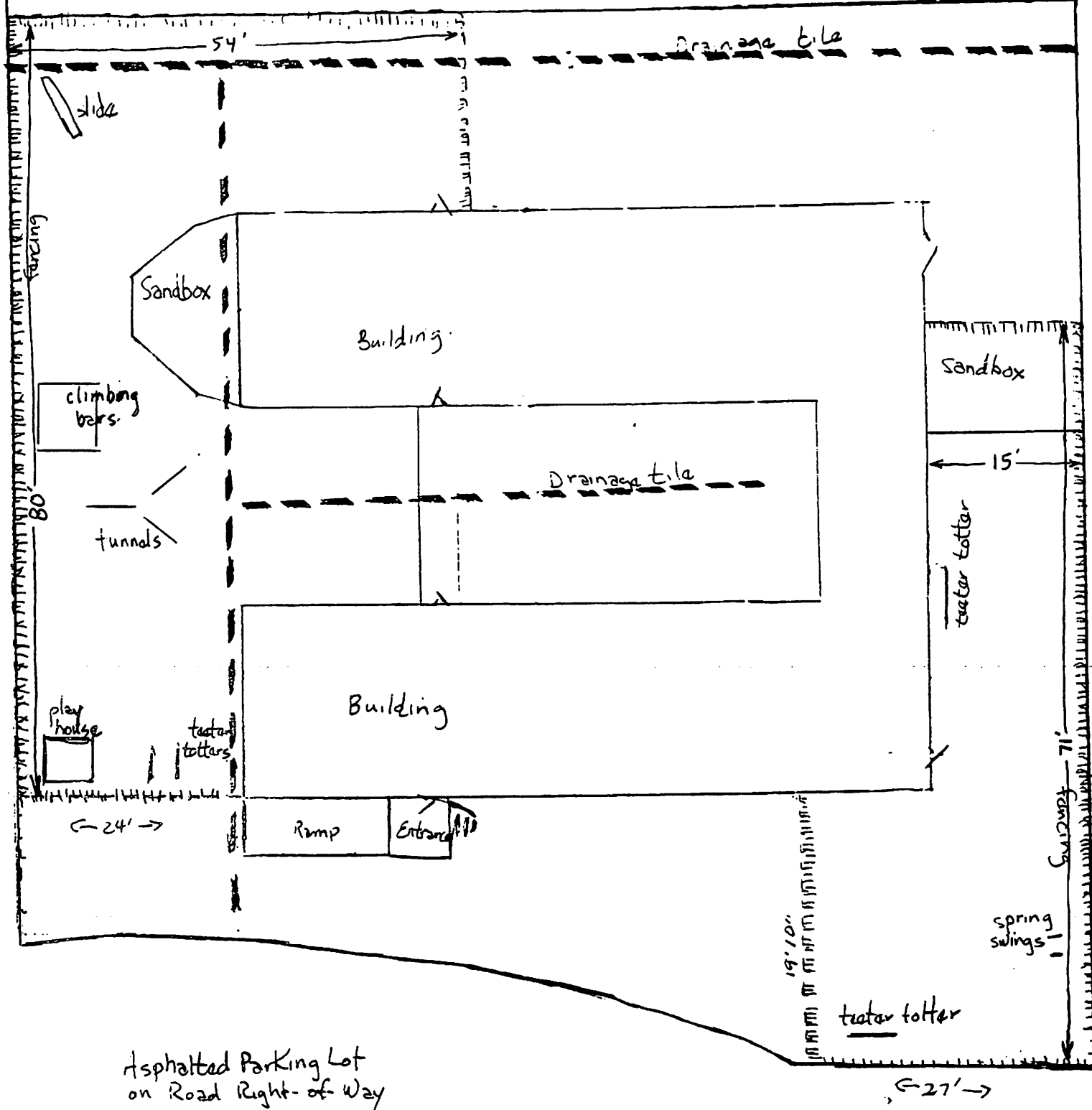
- 1) Make recommendations in the overall operation of the center

Creating Community Involvement (continued)

- 2) Review curriculum and evaluate its impact in helping children grow intellectually, emotionally and socially.
- 3) Aid in maintenance of building and upkeep of the building and grounds.
- 4) Aid in recruitment of students for the school.
- 5) Be responsible for involving civic clubs and organizations in school support.
- 6) Assist staff with funding through community projects, drives, etc.
- 7) Develop volunteer program.
- 8) Monthly meetings with planned agenda and formal programs such as family and child development, effective parenting, etc.
- 9) Involve each member in committee assignment.
- 10) Conduct workshop to develop consensus on role and tasks of a parent association.
- 11) Hold training sessions on leadership skills.
- 12) Director should be member of program committee.
- 13) All staff should be a part of the association.
- 14) President and 3 or 4 other association members should serve on Advisory Board.

MONTH	CATEGORY	FUNDING	INSULATION	UNDERPINNING	KITCHEN EQUIPMENT	TOILETS	HEAT EXCHANGE UNITS	DITCHING	PLAYYARD	LANDFILL	FENCING	PLAYGROUND EQUIPMENT	LANDSCAPING	TRAIN PAINTING	PARKING LOT
APRIL	21-27	APRIL 28	MAY 4	MAY 11	MAY 12-18	MAY 19-25	MAY 26	JUNE 1	JUNE 2-8	JUNE 9-15	JUNE 16-22				
		DECISION MADE BY STATE	AGREEMENT WITH EAGLE INSULATION MADE	CALL HARDY PERSON TO BEGIN WHEN UNDERPINNING COMPLETE	PLACE ORDER IN KIND FOR KITCHEN EQUIPMENT	ORDER TO GET TOILETS	GET ESTIMATE FOR SIZE OF UNITS	CONTACT 820 CONSTRUCTION FOR TILING. OK WITH DATE TO TIE INTO HIS FIELD DITCH	BRING DIRT IN	MEET COUNTY EXT FOR AG EXT FOR RECOMENDATION FOR GRADING & SOD PLANT.	INSTALL FENCE.	BUILD FIRST PIECE OF EQUIPMENT FOR 0-2 AREA. GET VOLUNTEERED MEN FOR 0-2 AREA.		IN KIND PAINT TRAIN PAINT ON BUILDING.	CONTRACT COUNTY TILE & ASPHALT COMMISSIONER TO PARKING AREA.
		NOTIFICATION OF AWARD.	EAGLE INSULATION COMPLETE INSULATION.	UNDERPINNING COMPLETE	IN KIND INSTALL KITCHEN CABINETS. EQUIPMENT	ORDER TO GET TOILETS	ORDER UNITS	OK WITH DATE TO TIE INTO HIS FIELD DITCH				IN KIND 3' CONCRETE TILE. MAKE PLANS FOR REMAINING TUNNELS DURING YARD LEVELING.			
		FUNDING STARTS		UNDERPINNING COMPLETE	IN KIND INSTALL KITCHEN CABINETS. EQUIPMENT	INSTALL TOILETS	UNITS REPLACED.	GRADE NORTH DITCH TO DATE'S FIELD DITCH.	LEVEL YARD 500 IN.			BUILD MAJOR EQUIPMENT PIECE.	PLANT TREES & SHRUBS.		

GIBSON HOTS IMPLEMENTARIES TO ACHIEVE LICENSING WITH STATE START UP MONIES



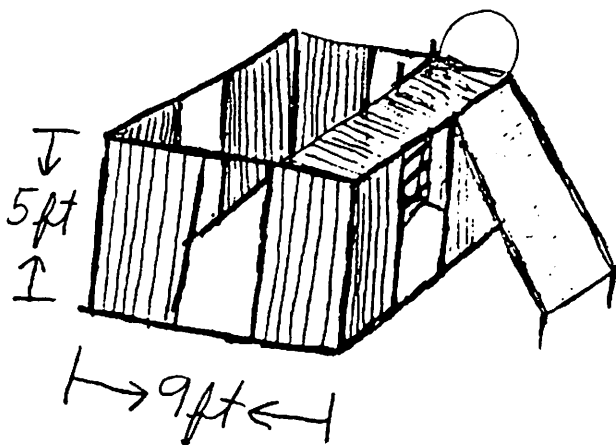
Above is a sketch of the ELC and property. Play areas are delimited and suggested placement of various play equipment is shown. Included in the sketch is the proposed placement of drainage tile.

On the following page is a list of equipment and prices. Some equipment can be constructed from available materials. Several sketches of such equipment is shown.

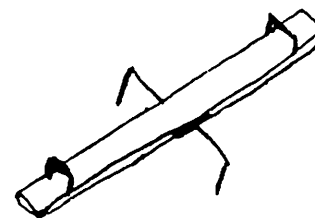
PLAY GROUND EQUIPMENT

Equipment	Cost	Source
Stainless slide	\$419	Carolina School Supplies
Geodesic Playdome	55	Childcraft Catalogue
Spring Swing	140	CSS
Seesaw 12"	106	CSS
Climbing Gym	460	CSS
Double Swing--set	255	CSS
Nursery Swing seat	41	CSS

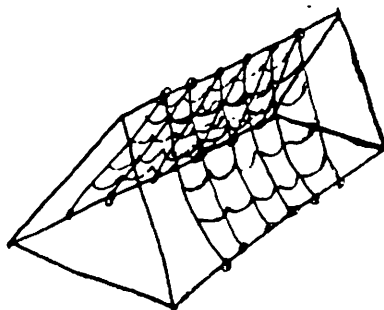
PLAYHOUSE WITH SLIDE



see saw



ROPE RIGGING CLIMBER



GIBSON EARLY LEARNING CENTER PROJECTED PROFIT AND LOSS STATEMENT

HPTS 4/23/80

Licensing for 57 students obtained

#

	MONTH	per month Budget	FEB Figures	MAR Figures	APRIL Projected	MAY	JUNE	JULY	AUG	SEPT →	OCT	NOV	DEC
1	INCOME												
1	Minischool number + income	1920			2 192	4 768	8 1536	9 1728	10 1920	12 2304	12	12	
2	Preschool number + income	1170			9 585	12 1404	16 1872	20 2540	24 2808	30 3570	30	30	
3	TOTAL STUDENT INCOME		186	167	879	2272	3408	4068	4728	5814	5814	5814	5814
	EXPENSES												
4	Director's salary	650	650	650	650	650	650	650	650	650	650	650	650
5	Teachers' salaries	550 x 4	1100	2200	2200	2200	2200	2200	2200	2200	2200	2200	2200
6	Substitutes	108	-	-	190	-	-	-	-	108	108	108	108
7	Consultant fee	500	500	500	500	500	500	-	-	-	-	-	-
8	Payroll taxes	311	203	302	319	302	302	257	257	266	266	266	266
9	Employee benefits	130	-	-	-	130	130	130	130	130	130	130	130
10	Professional fees	50	-	-	-	50	50	50	50	50	50	50	50
11	SUB TOTAL	3949	2453	3652	3859	3832	3832	3287	3187	3404	3404	3404	3404
12	Rent	360	-	-	-	-	-	-	-	360	360	360	360
13	Utilities	200	1854	122	150	150	200	150	200	150	200	200	200
14	Classroom supplies	4.250	-	-	-	68	102	94	145	179	179	179	179
15	Lunches and snacks	32.250	83	83	473	662	756	1071	1229	1481	1481	1481	1481
16	Travel	50	-	-	-	-	-	-	-	50	50	50	50
17	Training	83	-	-	-	-	-	-	-	83	83	83	83
18	Miscellaneous	116	-	-	-	-	100	100	100	100	100	100	100
19	Sub Total	2343	1937	207	623	880	1158	1415	1674	2403	2453	2453	2453
20	Loan Payments									16000			
21	TOTAL EXPENSES		4310	3857	4482	4712	4990	4702	4861	5807	5857	5857	5857
22	NET PROFIT [LOSS]		[4214]	[3690]	[3603]	[2440]	[1582]	[634]	[233]	7	[43]	[43]	[43]
23	CUMULATIVE PROFIT [LOSS]			[7904]	[11,579]	[14,019]	[15,601]	[16,235]	[16,468]				

LINE #	NOTES
	We assume that the state money can be obtained to allow licensing so that additional students can be admitted in June
1	2 of the Mini-school (0-2) students are totally subsidized by social services
2	8 of the Pre-school (2-5) students are subsidized by social services
3	these totals assume full payment by parents
8	Payroll taxes are 9%
9	Health benefits will be started as soon as possible
10	Extra bookkeeper or accountant fees
12	No rent will be paid until September. This covers insurance and maintenance.
13	This figure varies with how hot/cold the month is
15	The lunch fee is shown as an expense, but this will actually be paid by School Food Service and be subtracted from the portion of the income paid by Social Services.
16	No travel paid until the fall.
17	No training money set aside until the fall.
18	No miscellaneous money spent til the fall.

CALCULATION OF SUBSIDY FOR THE SLIDING SCALE STUDENT CHARGE

MONTH	APRIL		MAY		JUNE		JULY		AUGUST		SEPT	
	#	PAY	#	PAY	#	PAY	#	PAY	#	PAY	#	PAY
MINI STUDENTS SOCIAL SERVICE ASSIST	2	384	2	384	2	384	2	384	2	384	2	384
MINI STUDENTS 75% ON SLIDING SCALE 25%	0	-	2	260	6	420 320	7	650 320	8	780 320	10	910 480
PRE STUDENTS SOCIAL SERVICE ASSIST	8	936	8	936	8	936	8	936	8	936	8	936
PRE STUDENTS 75% ON SLIDING SCALE 25%	1	90	4	270 103	8	540 206	12	810 309	16	1080 412	22	1440 618
ACTUAL PROJECTED INCOME	1/2 month 705		1953		2806		3409		3912		4766	
DEFICIT FROM BUDGETED INCOME	174		319		602		657		816		1048	

- ASSUMPTIONS:
1. All parents will pay their assigned fees.
 2. 75% of all parents not assisted by Social Services will be assigned the minimum fee, \$15/week pre and \$25/week mini. (This figures as \$90 and \$130 / month income if all qualify for Food Service.
 3. 25% of the parents will pay more than this, on the sliding scale.

Gibson ELC Sliding Fee Scale

Fee Group Indication	Monthly Fee Excluding Food		Fee Group Indication	Monthly Fee Excluding Food	
	0-2 yrs.	3-5 yrs.		0-2 yrs.	3-5 yrs.
A	1st 100 2nd 50 3rd 25	1st 60 2nd 30 other 15	H	142 71 35.50	88 44 22
B	116 53 26.50	64 32 16	I	148 74 37	92 46 23
C	112 56 28	68 34 17	J	154 77 38.50	96 48 24
D	118 59 29.50	72 36 18	K	160 80 40	100 50 25
E	124 62 31	76 38 19	L	166 83 41.50	104 52 26
F	130 65 32.50	80 40 20	M	172 86 43	108 54 27
G	136 68 34	84 42 21	N	178 89 44.50	112 56 28

CHILD DAY CARE FEE GROUP INDICATOR TABLE

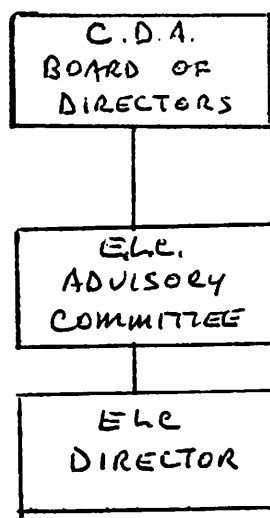
(To be used in conjunction with Child Day Care Fee Table)

NUMBER IN FAMILY -- GROSS MONTHLY INCOME												FEE GROUP
1	2	3	4	5	6	7	8	9	10	11	12	
415 - 430	543-563	670- 695	798 - 828	926 -960	1,053-1,093	1,077-1,117	1,101-1,142	1,125-1,167	1,149-1,192	1,173-1,217	1,197-1,242	A
431 - 446	564-584	696-721	829 - 859	961-996	1,094-1,133	1,118-1,159	1,143-1,185	1,168-1,211	1,193-1,237	1,218-1,262	1,243-1,288	B
447 - 462	585-604	722-746	860 - 889	997-1,031	1,134-1,174	1,160-1,200	1,186-1,227	1,212-1,254	1,238-1,281	1,263-1,307	1,289-1,334	C
463 - 477	605-625	747-772	890 - 920	1,032-1,067	1,175-1,214	1,201-1,242	1,228-1,270	1,255-1,297	1,282-1,325	1,308-1,352	1,335-1,380	D
478 - 493	626-646	773-798	921 - 951	1,068-1,103	1,215-1,255	1,243-1,283	1,271-1,312	1,298-1,341	1,326-1,369	1,353-1,397	1,381-1,426	E
494 - 510	647-667	799-824	952 - 981	1,104-1,138	1,256-1,295	1,284-1,325	1,313-1,354	1,342-1,384	1,370-1,413	1,398-1,442	1,427-1,472	F
511 - 525	668-688	825-850	982 - 1,012	1,139-1,174	1,296-1,336	1,326-1,366	1,355-1,397	1,385-1,427	1,414-1,458	1,443-1,487	1,473-1,518	G
526 - 541	689-709	851- 875	1,013-1,043	1,175-1,209	1,337-1,376	1,367-1,407	1,398-1,439	1,428-1,470	1,459-1,502	1,488-1,532	1,519-1,564	H
542 - 557	710-730	876-901	1,044-1,074	1,210-1,245	1,377-1,417	1,408-1,449	1,440-1,481	1,471-1,514	1,503-1,546	1,533-1,578	1,565-1,610	I
558 - 573	731-751	902-927	1,075-1,110	1,246-1,281	1,418-1,457	1,450-1,490	1,482-1,524	1,515-1,557	1,547-1,590	1,579-1,623	1,611-1,656	J
574 - 589	752-771	928-953	1,105-1,135	1,282-1,316	1,458-1,498	1,491-1,532	1,525-1,566	1,558-1,600	1,591-1,634	1,624-1,668	1,657-1,701	K
590 - 605	772-792	954-978	1,136-1,166	1,317-1,352	1,499-1,535	1,533-1,573	1,567-1,608	1,601-1,643	1,635-1,679	1,669-1,713	1,703-1,748	L
606 - 621	793-813	979-1,004	1,167-1,196	1,353-1,387	1,536-1,579	1,574-1,615	1,609 -1,651	1,644-1,687	1,680-1,723	1,714-1,758	1,749-1,794	M
622 - 638	814-835	1,005-1,031	1,197-1,228	1,388-1,424	1,580-1,620	1,616-1,657	1,652-1,694	1,688-1,731	1,724-1,768	1,759-1,804	1,795-1,841	N

FINANCIAL PROCEDURES FOR THE GIBSON EARLY LEARNING CENTER

THE GIBSON E.L.C. IS A PROGRAM OF THE GIBSON COMMUNITY DEVELOPMENT ASSOCIATION, INC., BUT WILL FUNCTION AS A FINANCIALLY AUTONOMOUS SOCIAL STRUCTURE. PRACTICALLY, THIS WILL MEAN THAT THE ELC WILL OPERATE OUT OF ITS OWN BANK ACCOUNT FOR ITS ON-GOING OPERATIONAL EXPENSES. ALL IN-COMING MONIES DIRECTLY RELATED TO OPERATIONAL EXPENSES (I.E. CONTRIBUTIONS, FUND-RAISING EVENTS' PROCEEDS, GRANTS, LOANS AND STUDENT FEES) WILL BE DEPOSITED INTO THE ACCOUNT. MAINTENANCE, INSURANCE, CUSTODIAL SERVICES AND MAJOR REPAIRS WILL BE PAID FOR BY THE GIBSON CDA OUT OF THE RENT PAID BY THE ELC.

THE CHART BELOW SHOWS THE FLOW OF FINANCIAL ACCOUNTABILITY.



11 PERSONS ELECTED BY THE CDA MEMBERSHIP

VOLUNTEER GROUP COMPOSED OF PARENTS, STAFF, TECHNICAL ADVISORS, CDA BOARD MEMBER(S) AND INTERESTED COMMUNITY PEOPLE

HIRED BY THE CDA BOARD UPON RECOMMENDATIONS FROM THE ADVISORY COMMITTEE.

Any EXPENDITURE OR CHARGE FOR OVER \$10 MUST BE APPROVED BY TWO OF THE ADVISORY COMMITTEE (ONE OF WHOM MUST BE A CDA BOARD OF DIRECTORS AND NEITHER OF WHOM CAN BE THE ELC DIRECTOR). THE CHECKING ACCOUNT WILL BE A DOUBLE-SIGNATURE ACCOUNT, WITH THE DIRECTOR (ELC) BEING ONE OF THE SIGNERS. THE ADVISORY COMMITTEE WILL DECIDE THE OTHER SIGNER(S).