

PROJECT CONNECT
c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703

CLINTON LIBRARY PHOTOCOPY

PROJECT CONNECT
c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, Massachusetts 02703

(508) 223-3244 or 226-6832

Fax: (508) 226-4751

Page 1 of 2

PROJECT CONNECT

A PUBLIC / PRIVATE EARLY CHILDHOOD PARTNERSHIP

1997/98 PROGRAM OVERVIEW

Project Connect has provided funding for the following:

- 1. Part Day Preschool Programs - low income, at risk families - 125 preschoolers served**
- 2. Childcare Subsidy for Working Families - 3, 4, and 5 year olds, state income guidelines - 68 income eligible families served**
- 3. Assistance for Accreditation - (by National Association for the Education of Young Children) - 11 Attleboro centers**
- 4. Assistance for CDA (Child Development Associate) Credentials - 15 individuals have received CDA credentials, 36 are currently in the program**
- 5. Developmentally Appropriate Materials and Equipment - for participating centers, agencies, and family daycare providers**
- 6. Cross Agency Training - 632 early childhood educators attended staff training**
- 7. Action Support Team (educational/behavioral consultants) - 265 consultant visits, 2,045 consulting hours**

PROJECT CONNECT
1997/98 PROGRAM OVERVIEW

8. **Parenting Workshops and Support Groups**
584 adults, 100 children in attendance
9. **Story Hours** - 36 story hours, 252 children, 180 adults
10. **Lending Libraries** - 2 large libraries and mini libraries at each participating center. Libraries contain parenting materials (books, articles, videos, etc.), age appropriate children's books, manipulatives, games, toys, etc., and developmentally appropriate supplies and materials for early childhood educators.
11. **Family Network Center** - children birth - 3 and their families - 137 children and families served
12. **Parents As Teachers** - home visiting program for children birth-3 and their families - 196 children and families served
13. **Childcare** - offered in conjunction with adult education and parenting workshops - 250 hours
14. **Transportation** - for parents and children to attend special programs - 198 cab vouchers

ATTLEBORO EARLY CHILDHOOD EDUCATION SERVICES
(Funded by Massachusetts Department of Education)

<i>Fiscal Year</i>	<i>Funding Source</i>	<i>Amount</i>	<i># of children directly served</i>	<i># attending Parent Connection Parent Support meetings</i>
87/88	Chapter 188	\$ 90,000	60	50
88/89	Chapter 188	90,000	60	78
89/90	Chapter 188	68,253	60	40
90/91	Chapter 188	66,143	60	48
91/92	Chapter 188	66,143	60	66
92/93	Chapter 188	79,957	60	187
(1/93)	Community Partnerships for Children	<u>157,500</u>	<u>73</u>	
		237,457	133	
93/94	Ch. 188/C.P.C.(combined)	237,097	148	439
94/95	Community Partnerships for Children	237,097	145	454
95/96	Community Partnerships for Children	237,097	145	227
(1/96)	C.P.C. Expansion	<u>167,400</u>	<u>25</u>	
		404,497	170	
96/97	Community Partnerships for Children	237,097	130	557
	C.P.C. Expansion	200,880	76	
(1/97)	Family Network	<u>100,000</u>	<u>160</u>	<u>112</u>
		537,977	366	669
97/98	C.P.C./C.P.C. Exp I, Exp II	689,092	193	318
	Family Network	<u>150,000</u>	<u>333</u>	<u>206</u>
		839,092	526	524

AGENCY	PHONE	REPRESENTATIVE
ABACUS	222-0012 X126	Kay Clare, Dir. (ECAC Correspond. Sec'y)
ABACUS	222-0012 X126	Nicole Coleman, Teacher
Attleboro Public Library	222-0157	Amy Duquette, Public Relations Director
Attleboro YMCA Sneakers	222-1110	Pattie Gay, Director
Business Representative	695-1355	Evelyn Silva
Busy Bee's Learning Center	222-4208	Lisa Hetu, Teacher
Busy Bee's Learning Center	222-4208	Missy Castoro, Teacher
Busy Bee's Learning Center	222-4208	Sue Byrnes, Teacher
Busy Bee's Learning Center	222-4208	Jennifer Benson-Claeson
Busy Bees Learning Center	222-4208	Nandini Patel, Director
Community Visiting Nurse Assoc	222-0118	Noreene Savard, Clinical Supervisor
Daycare Provider/Community Rep	226-7289	Lynn Mansfield
Daycare Provider/Community Rep	761-4844	Shevaun Keogh-Walker
Daycare Provider/Community Rep	222-6477	Diane Botelho
Daycare Provider/Community Rep	761-4407	Rosemarie David
Daycare Provider/Community Rep	226-2966	Roxanne Sweet
Daycare Provider/Community Rep	222-6721	Andrea Witherell
First Steps for Families	223-3331	Mary Ann Mahle-Skulski, Child Dev. Spec.
First Steps for Families	223-3331	Seena Franklin, Director
For Pete's Sake Preschool	761-7770	Barbara Rogers, Teacher
For Pete's Sake Preschool	761-7770	Carole Yijoki, Teacher
For Pete's Sake Preschool	761-7770	Deborah Roberts, Teacher
For Pete's Sake Preschool	761-7770	Kelly Albanese, Teacher
For Pete's Sake Preschool	761-7770	Linda Bessette, Teacher
For Pete's Sake Preschool	761-7770	Maureen Gambardella, Director, Teacher
For Pete's Sake Preschool	761-7770	Maureen Weldon, Dir., ECAC Co-Chairperson
For Pete's Sake Preschool	761-7770	Nancy Ulrich, Teacher
For Pete's Sake Preschool	761-7770	Pat Rowe, Teacher
For Pete's Sake Preschool	761-7770	Patty Paloni, Kgt. Teach
For Pete's Sake Preschool	761-7770	Susan Sullivan, Teacher
For Pete's Sake Preschool	761-7770	Linda Bolton, Teacher
For Pete's Sake Preschool	761-7770	Phyllis Cordero, Teacher
Good Shepherd Lutheran Child Dev.	761-8592	Lynette Rundgren, Director
Head Start, Attleboro	226-2030	Jo-Anne Hays, Director
Head Start, Attleboro	226-2030	Maureen Paquette, Teacher
Head Start, Avon	508 587-1716	Nancy Sullivan
Head Start, Avon	508 587-1716	Pat Foley, Director
Home Health & Childcare Referral	508 588-6070 X12	Mary Lu Love, Program Coordinator
Housing Authority, Attleboro	222-1410 X13	Leeanne Adams
Jack & Jill School	222-1149	Lynn Byrnes, Teacher
Jack & Jill School	222-1149	Ann Haskel, Director
Jack & Jill School	222-1149	Bette Renoni, Teacher
Jack & Jill School	222-1149	Julie Cusack
Jack & Jill School	222-1149	Kathy Morton, Teacher
Kennedy-Donovan E. I. Center	226-6035	Jennifer Bernard, Special Educator
Kennedy-Donovan E.I. Center	226-6035	Andrea Kefor
Kennedy-Donovan E.I. Center	226-6035	Gina Charpentier, Speech Therapist
Kennedy-Donovan E.I.Center	226-6035	Christine Crohan, E.S.
Literacy Center	226-0802	Kathy Hickman, Campaign Read Coordinator
Literacy Center	226-3603	Kelly Coyne-Wilson, Director
Little Blessings Preschool	223-5887	Linda Truffa, Director
Little Folks School	222-8977	Beth Shanley, Teacher
Little Folks School	222-8977	Sandie Nardi, Teaching Director
Maple St. Learn & Play	222-5899	Kimberly & Tiffanie Ward
Markman Day Care	226-0282	Donna Novak, Director (ECAC Treasurer)
Markman Day Care	226-0282	Sarah Garelick, Teacher
Markman Day Care Expansion	226-5718	Brenda Dyer, Educational Coord.
Markman Day Care Expansion	226-5718	Paulette Fisher, Teacher
Markman Day Care Expansion	226-5718	Brooke Harris, Teacher
Markman Day Care Expansion	226-5718	C. Rodriguez, Director

AGENCY	PHONE	REPRESENTATIVE
Markman Day Care Expansion	226-5718	Liz Towhill, Head Teacher
Markman Day Care Expansion	226-5718	Lori Hoff, Teacher
Hope	226-4015	Linda Paolino-Hughes, Dir., Parent Aide
Hope	226-4015	Mary Proulx
Parent/Community Rep	226-1980	Lori Guillette
Parent/Community Rep.		Barbara Clark
Parent/Community Rep.	222-1262	Cynthia Sauer, R.N.
Parent/Community Rep.	223-3167	Denyse Tracey
Parent/Community Rep.	222-5624	Jeffrey/Zaida Keefer
Parent/Community Rep.	222-0161	Kimberly Gilman
Parent/Community Rep.	222-1149	Lynn Gale
Parent/Community Rep.	222-4940	Nelia Dias
Parent/Community Rep.	226-7387	Terri-anne Shea (ECAC Co-Chairperson)
Parent/Community Rep.	226-4761	Thomas Sheerin
Parent/Community Rep.	n/a	Toby & Melanie Harvey
Parent/Community Rep.		Sharon O'Brien
Parent/Community Rep.		Christine Guilfuchi
Project Connect	223-3244	Susan Edmonds, Consult.Tchr., ECAC Sec'y
Project Connect	223-3244	Behavioral Consultant
Project Connect	223-3244	Candace Shipley, YCCC Ext Teacher
Project Connect	223-3244	Connie Morris, Y.C.C.C. Teacher
Project Connect	223-3244	Kim Croxford, Y.C.C.C. ILA
Project Connect	223-3244	Lynn Schweinsaut, Director
Project Connect	223-3244	Paula Iannarelli, YCCC Ext. ILA
Project Connect	223-3244	Dianne Bardsley, Behavioral Consultant
Project Connect	223-3244	Pat Medeiros, Behavioral Consultant
Project Connect, Family Network	226-2883	Cynthia Schoch, Coordinator
Project Connect, Family Network	226-2883	Gail Epstein, Educational Consultant
Project Connect, P.A.T.	226-2883	Bette Fuller, Parent Educator
Project Connect, P.A.T.	226-2883	Carolyn Macksoud, Parent Educator
Project Connect, P.A.T.	226-2883	Cheryl Jordan, Parent Educator
Project Connect, P.A.T.	226-2883	Joan Somoza, Parent Educator
Project Connect, P.A.T.	226-2883	Lisa Losiewicz, Parent Educator
Project Connect, P.A.T.	226-2883	Mach Nuon, Parent Educator
Project Connect, P.A.T.	226-2883	Marie Silveira, Parent Educator
Project Connect, P.A.T.	226-2883	Ruth Rezendes, Parent Educator
Project Connect, P.A.T.	226-2883	Shelley Pray, Parent Educator
Project Connect, P.A.T.	226-2883	Sheryl Horton, Parent Educator
School Dept - AHS Preschool	222-5150 X314	Kathy Dentch, Teacher
School Dept - Early Childhood Ctr	222-0577	Rhonda Thibault, ILA
School Dept - Early Childhood Ctr.	222-0577	Sharon Thurber, Ch I Kgt Teacher
School Dept - Early Childhood Ctr.	222-0577	Sylvia Day, Dir. Preschool/Primary Ed.
School Dept - Early Childhood Ctr.	222-0577	Michelle Witherell, ILA
School Dept - Early Childhood Ctr.	222-0577	Lisa Giammasi, Kgt Teacher
School Dept - Early Childhood Ctr.	222-0577	Paula Durkee, Kindergarten Teacher
School Dept - SPED	761-8260	Ann Zmudsky
School Dept - SPED	222-5150 X403	Barbara Dee, A.S.S.E.S.S.S., AHS
School Dept - SPED	222-0012 X403	Mary Mello, SPED Evaluator, Ch. I Kgt. Tchr.
School Dept - Teen Parenting	222-5150 X314	Arlene Duperron
School Dept - Teen Parenting	222-5150 X314	Denise Chevette
School Dept - Teen Parenting	222-5150 X314	Heather Carey
School Dept - Teen Parenting	222-5150 X314	Nancy Storer
School Dept - Teen Parenting	222-5150 X314	Patti Gamboa, Director
School Dept. - Elem. Literacy	222-2621 or 223-1570	Gay Carpenter, Teacher/Title I
School Dept. - Studley School	222-2621	Gia Sunderland, Grade I Teacher
School Dept. - Studley School	222-2621	Kim Sweeney, Teacher
School Dept. - Studley School	222-2621	Yvonne Simkins, Teacher
South Avenue Pediatrics	223-2474	
Success By Six	(508) 674-9771	Debra Ann Bridge, coordinator
Versa-Care, School Link Services	n/a	Mary Kirchmann

AGENCY	PHONE	REPRESENTATIVE
Versa-Care, Transitional Living	223-4139	Marilyn Vrontas, Director
Versa-Care, Young Families Progr	223-4137	Linda Vitale, Program Director
W.I.C., Attleboro	226-4543	Carmen Morales
W.I.C., Taunton	508 823-6346	Karen Swass, Regional Director
Wheaton College	286-3670	Vicki Bartolini, Professor
Yellow Brick Road	761-4510	Christine Massud, Director



PROJECT CONNECT
c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703

TO: Early Childhood Advisory Council

FROM: Maureen Weldon & Terri-anne Shea

Date: October 17, 1997

RE: Meeting Minutes - October 16, 1997

Linda Bessette	For Pete's Sake Preschool, Teacher
Diane Botelho	Family Day Care Provider
Heather Carey	Teen Parenting Program, Attleboro High School
Denise Cherrette	Attleboro High School Teen Parenting Program
Mary Churchill	For Pete's Sake Preschool, Teacher
Theresa Cook	For Pete's Sake Preschool
Kim Croxford	Project Connect, YCCC ILA
Rosemarie David	Family Day Care Provider
Amy Duquette	Assistant Children's Librarian, Attleboro Public School
Brenda Dyer	Markman Day Care
Susan Edmonds	Project Connect, Consulting Teacher
Maureen Gambardella	For Pete's Sake Preschool, Director
Linda Gibeault	For Pete's Sake Preschool, Teacher
Ann Haskell	Jack and Jill School, Director
Jo-Ann Hayes	Self Help Head Start
Chris Hosa	ECC, Teacher
Paula Iannarelli	Project Connect, YCCC Extension, ILA
Andrea Kefor	Kennedy-Donovan E.I. Center
Mary Lu Love	Home/Health & Child Care
Mary Mello	ECC, Teacher
Connie Morris	Project Connect, YCCC, Teacher
Sharon O'Brien	Parent Representative
Patty Paioni	For Pete's Sake Preschool, ECAC Secretary
Nandini Patel	Busy Bees Learning Center, Director
Carole Patterson	Markman Day Care Center, Teacher
Barbara Rogers	For Pete's Sake Preschool, Teacher
Pat Rowse	For Pete's Sake Preschool, Teacher
Cynthia Schoch	Project Connect Family Network, Coordinator
Terri-anne Shea	Parent Representative, ECAC Co-Chairperson
Candace Shipley	Project Connect, YCCC Extension, Teacher
Marie Silveira	P.A.T. Project Connect Family Network
Evelyn Silva	Business Representative
Yvonne Simkins	Attleboro Schools, Studley, Teacher
Noreen Solimine	First Steps
Roxanne Sweet	Family Day Care Provider
Rhonda Thibault	ECC, ILA
Maureen Weldon	For Pete's Sake Preschool, Director, ECAC Co-Chairperson
Andrea Witherell	Family Day Care Provider
Michelle Witherell	ECC, ILA

Carole Ylijoki

For Pete's Sake Preschool, Teacher

Ad Hoc Member:

Lynn Schweinshaut

Project Connect, Director

6:10 p.m.

Maureen welcomed everyone and thanked the YCCC for hosting the meeting. She asked everyone to introduce themselves and say what agency they represented.

Mary Lu Love, representing Home/Health & Childcare, told the group that the agency is one of 13 regional Resource and Referral service for 24 communities. They assist parents looking for childcare in their community, write vouchers for contracted centers, run training sessions for providers and orientation for new Family Childcare providers and conferences, including a Directors' Conference being held next week. They also offer technical assistance and information such as what is the going rate for the area. The agency is affiliated with 5 Community Partnership Grants, with Project Connect being the oldest one. Through this affiliation, they offer accreditation support and field advisors for CDA candidates. She encouraged anyone who has recently received the CDA to contact HH&CC to update their records.

Lynn reviewed some of the items discussed at the last Directors' meeting. First, the number of preschool children seems to be down citywide. The directors have decided to do some research to find the reason for this. Is there a reason why these children are not attending preschool/daycare or was the number of births actually down that year? The information will be helpful in determining whether or not we should consider some programming changes at the YCCC for next year. If there are many openings at private sites, maybe we could find more creative ways to use the funding.

She has received 15 to 20 resumes for the Behavior Consultant position. Interviews will be held on 10/29 and if anyone is interested in serving on the board, please call Lynn. The Directors discussed how to meet the needs of the children with behavior issues this year since there is no class and only a consultant.

Last year the subsidy funding was used to subsidize 45 children. 37 are now in kindergarten no longer receiving subsidy. Lynn plans to do a major outreach, as she did when the funding was first received, sending flyers to all the centers and providers. If there are parents who might be eligible, please instruct them to contact the Project Connect office.

We should hear by mid November if our proposal for additional subsidy funding has been accepted. This would allow Project Connect to subsidize Attleboro children who are being cared for outside of the community. Many people have called looking for assistance, but their children are not in care in Attleboro. This new funding will allow us to subsidize these families as well.

Lynn spoke to the group about the upcoming trip to the NAEYC conference in November. This is a great honor for the whole ECAC, since the information they will be giving the conference attendees is about the collaboration and work done by the ECAC members. The NAEYC does not provide assistance with the travel expenses. Lynn requested that the council approve her request for not more than \$1,000 to be used by herself and Maureen for expenses incurred on the trip. Evelyn Silva made a motion to provide a travel allotment of not more than \$1200 for the purpose of traveling to the NAEYC conference. Many members seconded the motion which passed unanimously.

Cynthia Schoch reported that there are currently 5 play groups running for 12 week sessions at the Family Network Center. In addition, there are 2 Infant/Toddler drop-in groups. She is planning Saturday morning groups to be in operation soon with the help of the Wheaton College student volunteers. She reported that the grand opening was very successful and that earlier that day the center hosted a parent workshop which was well attended. Parents Anonymous is using the center for meetings. There are plans for an 8 session discussion group. In connection with Family Literacy month, the Parent Educators will host a storyhour. The 11 members of the Family Network Steering Committee have set goals for the

coming months. They include: Saturday play groups; programs to focus on the roles of fathers, particularly stay-at-home dads; options for dental health care and parent advocacy/political action information.

Ann Haskell reported on the hugely successful conference held at the Wamsutta Middle School on September 27. More than 200 people attended. Ann thanked everyone who helped to make it a great day, in particular, all the new committee members and the Friday afternoon set-up crew. She promised that Donna will give a more detailed report next month.

Kathy Hickman reported that she recently attended a Family Literacy symposium with 700 other participants. The mandate for the group was that in order to address the needs of the children, the literacy needs of the parents must be met first. She recently had an opportunity to do just this, by offering a student at The Literacy Center an opportunity for his wife and child to attend play groups at the Family Network Center. This would provide an opportunity for them to become more fluent in English. She was delighted to collaborate with Project Connect and see the immediate benefit to this Attleboro family. The evening with David Zucker was a great success with 250 people in attendance. Campaign Read will be sponsoring events during the month of November, with November 20th being a city-wide "Paint the Town READ" day. There will be a calendar of events in the paper and a pledge card for people to send in committing to read for 15 minutes on November 20. Kathy is looking for ideas of how to get the whole city involved and be able to document how many hours were devoted to reading that day. She would like to be able to forward this information to the Department of Ed. Terri-anne Shea was successful in getting Dr. Entwistle involved with Campaign Read. He has agreed to give a book (provided by Campaign Read) to every baby on their 6 month check-up and will give the parent a prescription urging them to read to the baby daily. Beth Skarbinski is eager to get a literacy component into the prenatal classes. She feels that this is the best place to get the information out to new parents BEFORE they are overwhelmed with the arrival of the new baby. Lauriat's Bookstore will be hosting a storyhour at 7:00 p.m. Halloween evening at the Emerald Square Mall as part of the Trick or Treat event. "Arthur" will be appearing at the Mall on November 12.

Amy Duquette, the new Assistant Children's Librarian, is trying to make the children's room more attractive and the programs more "family friendly". In addition to the preschool storyhours, she has introduced infant and toddler storyhours. She is expanding the library's parent reference and resource collection. She is hosting a brainstorming session at the library on November 12 at 3:30 p.m. in the Balfour Room and would like people who are interested in early literacy to attend with their ideas on what is needed from the library. Children's Book Week is the week of November 17, which coincides with Campaign Read's "Paint the Town READ" campaign. She is interested in finding a way to get information out to new and expectant parents concerning the importance of reading to young children. Amy hopes to distribute a monthly newsletter. If there is anything happening in your program or agency, contact her by the middle of the previous month.

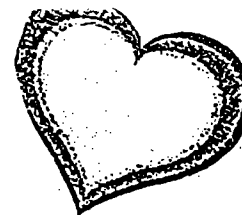
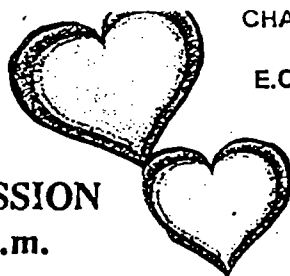
Terri-anne mentioned that only 6 people have returned the volunteer forms. Many positions were still unfilled, but through the persuasive efforts of Maureen and Terri-anne, most were filled by the end of the evening. There are still some committee and chairperson positions available. Please contact either of them if you are interested in serving. Some discussion followed concerning the evening storyhours sponsored by the ECAC. Would it be better for us to become part of a group of readers who could be called upon during the year to read to children at special events? Could we assist Joan Keiper in her efforts to provide readers at the Battered Women's shelter or Cynthia who provides readers to the Family Resource Shelter on Peck Street?

The November 20 meeting will be hosted by Head Start and held at the Hyman Fine School, 790 Oak Hill Avenue.

Meeting adjourned at 7:00 p.m.

ECAC MEETING AGENDA
NOVEMBER 20, 1997

1. Greetings and Introductions - co-chairs
Maureen Weldon and Terri-anne Shea
2. Featured Agency Presentation
Stepping Stones Family Childcare Network
3. Community Partnership Grants (Project Connect) Update
Lynn Schweinshaut - Director
4. Project Connect Parent Connections
Susan Edmonds - Educational Consultant
5. Project Connect Family Network Update
Cynthia Schoch - Coordinator
6. Early Childhood Conference Final Report
Donna Novak - Chairperson
7. Campaign Read Update
Kathy Hickman - Coordinator
8. NAEYC Annual Conference Presentation Report
Maureen Weldon
9. Sub-Committee Reports
 - ECAC Expo
 - Campaign Read Story Hours
 - ECAC By-Laws
 - Summer Scholarship Fund
 - Conference '98
 - Final Round-up
10. New Business



MORNING SESSION

9:45 - 11:45a.m.

• **A. Keeping the Flame Alive****ROOM # 103**

This exciting workshop provides practical skills and useful approaches that will help prevent burnout, manage conflict, build relationships and enhance self-esteem.

Leland Owen Clarke, Ph.D., Assistant Professor of Education and Music, Wheelock College

• **B. "Family Friendly and Family Firm"****ROOM # 106**

This workshop is designed for family daycare providers. How do family childcare providers maintain professional relationships with parents of children in their care? Can family providers develop personal relationships with the families they service and set and maintain boundaries and limits? This workshop will explore these and other questions that are unique to family daycare providers. An emphasis will be placed on positive communication skills.

Gail Epstein, MSW, Educational Consultant, Project Connect/Family Network, Attleboro Public Schools

• **C. Developmentally Appropriate Parent Conferencing****ROOM # 104**

Parents, like children, come in all sizes, shapes and developmental levels. A "one size fits all" approach to conferencing often results in frustration and poor communication. This workshop will explore teacher communication strategies that best match each stage of parent development.

Marlene Heffernan, A.B., Instructor Dean College, Franklin MA

• **D. Dramatizing Children's Stories with Puppets****ROOM # 108**

Entrall children with stories dramatized by lively puppets that are easy to make and fun to use! This workshop will include: a short performance of a children's story, a demonstration of several puppet types and a "hands-on" portion where you will learn hand-puppet movement, voices and improvisation. Then, working in pairs, we will practice and perform short skits based on "Aesop's Fables".

Sparky Davis, Puppeteer, Cranston, RI

• **E. Eat It, Drink It, Feel It, Become It - Experience the Concept****ROOM # 109**

Explore, discover and experience the process of multi-sensory methodology! This process can enhance not only the learning experience of young children, but the teaching experience of early childhood professionals.

Christine A. Keppel Atwood, M.Ed., Special Needs Teacher, Stoughton, MA

• **F. Born to be Wild-Strategies for Managing Children's Behavior****ROOM # 102**

Get your motor running...and head out on the highway of "intervention planning". This workshop will focus on developing effective intervention plans for children with behavior problems. The reasons for severe behaviors, what factors to consider in developing a plan, interventions to try and alternatives to time out will be presented. (Please attach to your registration for this workshop a description of your particular behavioral concerns).

Stephen Gannon, M. Ed. Educational Training Associates, Newburyport, MA

• **G. Habitat Happenings****ROOM # 114**

Children from a very early age like to explore various types of habitats, but parents and teachers often don't know how to encourage their curiosity or to answer their questions. This workshop will focus on ways teachers can fan the flame of curiosity through the use of hands-on activities that teach about habitats from ponds to rainforests.

Lori Engle Ross, Curator of Education, Capron Park Zoo, Attleboro, MA

• **H. Mixed Up About Ages and Stages****ROOM # 105**

Family Day Care Providers face a unique challenge in providing activities which meet the needs of various ages and stages of the children in their care. Learn ways to meet the challenge.

Sue Connor, Early Childhood Consultant, Providence, RI

• **I. An Adventure Through the Looking Glass****ROOM # 116**

We will journey to the world of children's behavior, observations, interpretations and explanations to parents. Our interactive session will leave behind subjectivity and enter the world of descriptive objectivity within the structure of developmental framework.

Patty Boonazian-MacDonald, MA, T, LMHC, Consultant, Marknian Day Care Attleboro, Adjustment Councilor, Stoughton Public Schools

• **J. How to Tell a Darn Good Story: A Play Shop on the Art of Storytelling for Teachers****ROOM # 117**

Through participatory exercises, spiced with discussion and demonstration, performer John Porcino will train participants to learn and tell stories quickly and effectively. He will lead participants through the process of finding, learning, creating, polishing and telling stories. The emphasis will be inspiring the creative storyteller in each of us. When the workshop is over participants will have at least one new story to pull from their pocket to delight/teach the students that pass through their schools.

John Porcino, Storyteller, Teacher, Author, Amherst, MA

• **K. The Teacher's Role in Supporting Toddler Play****ROOM # 118**

This workshop will help participants better understand the characteristics of toddler play and how caregivers can support and enhance toddler play experiences.

Dorothy Alexander, Child Studies Instructor, Dean College Franklin, MA

AFTERNOON SESSION

12:45 - 2:45p.m.

• L. "Get A Life!"

ROOM # 104

This is a motivational workshop-FOR WOMEN ONLY. It is designed to teach you how to put yourself first, get in control of your life and take action. You're the most important person there is! Learn to see yourself that way!

Barbara Puglisi, M.Ed., Hopkinton Public Schools

• M. "Reality Bites and Who's Really Getting Toilet Trained"

ROOM # 105

Biting and "toilet training" are two significant toddler issues that daycare providers deal with frequently. In addition to being stressful in the classroom, these two issues can cause conflict between center staff and parents. Learn effective strategies for coping with both the toddler and their parent(s).

Gail Epstein, MSW, Educational Consultant, Project Connect/Family Network, Attleboro Public Schools

• N. Children With Asthma: Creating Healthy Environments for Children

ROOM # 102

This workshop will give an overview of managing children with asthma in your program. The effect of air quality on children and developing an indoor air quality management plan will be addressed.

Margie McNally and Martha DeSilva, American Lung Association, Middleboro, MA

• O. Fun With Science: A Naturalist's Approach

ROOM # 103

Simple songs, activities and stories will be presented to assist with exploring the out-of-doors with young children. This is a hands-on workshop designed to incorporate your backyard/outdoor space into your home daycare program, and make use of the natural environment as a base for your science program.

Catherine Dahlstrom, Director/Teacher, Little Chick Day Care, Mansfield, MA

• P. How to Tell a Darn Good Story

ROOM # 117

(See A.M. Session J)

• Q. Budget Buster Curriculum

ROOM # 106

Develop teaching tools and manipulatives from recycled materials, household items and business giveaways. Benefit the environment and your wallet! Includes a make and take activity.

Kathleen Runey, Pre-School Consultant, Halifax, MA

• R. BUGS!

ROOM # 118

Many educators are nervous (or even a little bugged!) about inviting invertebrates into their classrooms. Interactive and fun, this workshop presents information, resources, games and activities for using Arthropods in your curriculum - inside the classroom and out in the school yard - to deliver valuable educational experiences. The two-hour program includes games, crafts and discussions focusing on your concerns and experiences using bugs in your classroom.

Mark Berman, B.S., Bugman Enterprises, Worcester, MA

• S. Interactive Songs, Games and Storytelling for Young Children

ROOM # 116

Children love to join in!! It is one of our most important roles as educators to provide them with many opportunities each day to do so. Bring a tape recorder and take away with you many new songs, chants and dances that invite and encourage your children to join right in. Can't sing? Don't worry!! Songs can be just as effective when chanted, pitched or accompanied by simple percussive rhythm instruments. Please come prepared to sing, chant, dance and tell stories in this interactive workshop! Come and have some fun - just like the children in your center should each and every day!

Tina Stone, B.S., Early Childhood Education, Music Enrichment Specialist, "Tunes 'N' Tales by Tina"

• T. I am a Professional!

ROOM # 108

This workshop is designed for family day care providers and other professionals who feel they are viewed as "baby sitters". Learn ways to change this perception in your customers and in your community.

Marge Werner, Director, Wheaton College Nursery, Norton, Instructor, Wheaton College, Fisher College

• U. Children in Trauma

ROOM # 109

Whether you know it or not, there is a child in your care that has experienced trauma. Trauma happens in many different forms and impacts children in many ways. Learn about how children cope with trauma and how you can be supportive of their needs.

Richard Solomon, PhD., Clinical Director, Delta Consultants, (Providence/Attleboro), Child Psychologist, Professor of Psychology, University of Rhode Island

• V. Saying Good-Bye: Healthy Separations for Parent and Child

ROOM # 114

The separation process is one that continues throughout our lives as long as our parents are alive. As individuals, we constantly strive for independence and autonomy while aware of our connections to our families. For a healthy separation to occur, both parent and child need to feel safe in a new place and develop a trusting relationship with new caregivers. This workshop will give information about the separation process and discuss what caregivers can do to facilitate a healthy and happy separation and why it's important to do so.

Nancy Rose, M.A., New England Early Childhood Associates, Providence RI



Opening New Doors in Human Services

VersaCare is the 1992 merger of Attleboro Youth and Family Services and Human Services of Southeastern MA. Below is an alphabetical list and brief description of each VersaCare program.

Adult Outpatient Services

Provides evaluation and treatment for men and women who present with mental health and/or substance abuse issues which include depression, anxiety, work problems, marital concerns, etc. When clinically recommended, psychological evaluations and medication management are available in addition to individual, couple, family and group therapy.

Attleboro Center

Acute residential treatment which is an alternative to psychiatric hospitalization. Adolescents and families in crisis benefit from immediate intervention, including assessment and matching the level of stabilization and resources with the level of the client's needs.

Child & Family Outpatient Services

Provides mental health and substance abuse therapy services for children, adolescents and families. Other specialized services include individual and group therapy for child abuse, sexual abuse, ADHD, and eating disorders. Psychological testing and psychopharmacological services are also available.

Corner Clubhouse

The Corner Clubhouse is a member and staff run program serving the vocational, educational, social and advocacy needs of adults with mental illness. Club services include family support and vocational training.

Driver Alcohol Program

This is a 16 week, 40 hour program for first offenders convicted of Driving Under the Influence of Alcohol. It is psychoeducational in format and is financed by the participants.

Family Care Program

Home-based treatment services for children in crisis with mental health or substance abuse problems. Therapies include crisis intervention, family systems, time limited, and substance abuse

treatment. Includes Family Stabilization Team and community support for children funded by Medicaid managed care.

Family Preservation Network

Home-based therapy referral program which provides the coordination and service planning for DSS clients referred to a network of community agencies providing intensive, home-based services.

Family Resource Center

Educationally based residential facility for homeless families. The homeless shelter provides case management, independent living skills, group instruction, individual and group counseling, and assistance in finding permanent housing.

Hillside Elder Services Balfour Retirees—

Service coordination for retirees of L.G. Balfour Company. This program assesses needs and responds with the effective, resourceful, solutions. It is a Preventive model which addresses financial, medical and social/emotional issues.

For more information on any of our programs, contact the administrative offices at 508-226-8874.

Hillside - continued

Gero-Psychiatric Day Hospital—

A structured comprehensive day treatment program designed for individuals over the age of 55 with emotional or psychiatric disorders. A creative alternative to inpatient treatment.

Hillside Adult Day Health Center—

A day treatment program for frail elders and functionally impaired adults. Hillside provides a safe, caring environment with medical, social and rehabilitation therapies.

Hillside Adult Day Health Center at Mansfield—

Providing day treatment for frail elders and functionally impaired adults in Mansfield and surrounding areas.

Memory Disorder Unit—

Specialty unit serving clients with severe dementia.

Neuropsych Testing—

Diagnostic testing for differential diagnosis, treatment planning and consultative purposes.

Operations & Development

Provides site management, marketing, development and volunteer coordination for the Agency. Fund-raising, PR and community networking are major components of this department. Production of newsletter, promotional and marketing materials are included in the components along with research, grant writing and the recruitment of community volunteers for a various purposes.

The Road Back

Community based acute residential treatment program for adolescents with substance abuse or a dual diagnosis. A comprehensive and person-centered model with self-help interventions and therapies.

Southeast Detention Alternative

A short term diversion program for CHINS children, runaways, homeless and nonviolent juveniles.

Thrift Shop

This is a store that is open to the public selling used clothing, accessories, novelties and household items. Proceeds from the sale of donated items benefit the programs of this agency. It is staffed by part time employees and community volunteers. Donations are always welcome.

Tobacco Control Coalition

VersaCare is the host agency to the Coalition. The primary focus is to increase public awareness about the use and effects of tobacco products, prevent children from starting to smoke and to work with local agencies to institute no smoking policies.

Transitional Living Program

Supervised apartment program for pregnant and parenting young women and their children. Provides an opportunity for the development of life skills and parenting skills to aid with the successful transition to independent living within the community.

Transition to Independent Living

Assists adolescents in making a successful transition to independent living from biological family, foster care or residential programs.

Tutoring

Educational instruction program for clients of the Attleboro Center, Road Back and inpatient facilities.

Young Parents

Information and support in the areas of pregnancy, child bearing, and parenting to teens and young adults.

Youth Outreach

The provision of mental health and substance abuse intervention and preventative services to high risk youth and families. Creative programs are developed collaboratively with schools and agencies to benefit not only individual clients and families but also the community at large.

For more information on any of our programs, contact the administrative offices at 508-226-8874.

A Parable

Many years ago, there were four excellent weavers. Each one, in his own artist's studio, had developed a unique approach to weaving. Starting with different colors of thread, distinct styles of weaving, disparate subject matter, and varying degrees of detail, each one thought the art of the other weavers was lacking something. One thought the colors used by the others were too dull. Another thought the style of the other artists was dated. Another thought the subject matter of the other tapestries was unimaginative. And still another thought the needlework of the others lacked detail. But one day a customer saw the work of the four and thought each one wonderful. He commissioned the artists and offered them fame and fortune - under one condition...that they find a way to combine the unique aspects of their art into a unified whole.

Wanting fame and needing fortune, the artists agreed. They spent days arguing about the virtues of their various approaches to their art. Each attempt started with an artist in a separate corner of the tapestry working toward the middle. The end result, with four different corners, always looked disastrous.

One day they fell to the ground, exhausted and lay there surveying their work. Finally, the first weaver asked the second, "How do you get those colors?". The second told him, and they all listened and learned. The second weaver asked the first, "How do you get such depth and texture?". The first weaver told him, and they all listened and learned. The third weaver questioned the fourth, "How did you think of the subject for your story?" and as the fourth told them, they all listened and learned. The fourth weaver asked the third, "What method do you use to produce such detail?". The third weaver told them and they all listened and learned.

With renewed enthusiasm, the four weavers began anew. The effect achieved by intermingling their talents and skills in a collaborative, noncompetitive effort was marvelous. The tapestry won the praise of all who beheld it with its sumptuous colors, luxurious texture, lavish detail and imaginative story. The four weavers became a medieval sensation whose work of art was celebrated far and wide...and the weavers became rich and famous!

Author Unknown

GEESE *Have This All Figured Out*

"LESSONS FROM GEESE"

FACT 1: As each goose flaps its wings it creates an "uplift" for the birds that follow. By flying in a "V" formation, the whole flock adds 71% greater flying range than if each bird flew alone.

LESSON: People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

FACT 2: When a goose falls out of formation, it suddenly feels the drag and resistance of flying alone. It quickly moves back into formation to take advantage of the lifting power of the bird immediately in front of it.

LESSON: If we have as much sense as a goose, we stay in formation with those headed where we want to go. We are willing to accept their help and give our help to others.

FACT 3: When the lead goose tires, it rotates back into the formation and another goose flies to the point position.

LESSON: It pays to take turns doing the hard tasks and sharing leadership. As with geese, people are interdependent on each other's skills, capabilities and unique arrangements of gifts, talents or resources.

FACT 4: The geese flying in formation honk to encourage those up front to keep up their speed.

LESSON: We need to make sure our honking is encouraging. In groups where there is encouragement, the production is much greater. The power of encouragement (to stand by one's heart or core values and encourage the heart and core of others) is the quality of honking we seek.

FACT 5: When a goose gets sick, wounded or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it dies or is able to fly again. Then, they launch out with another formation or catch up with the flock.

LESSON: If we have as much sense as geese, we will stand by each other in difficult times as well as when we are strong.

A Collaboration Checklist*

What Factors Are Helping or Hindering Your Collaboration Efforts?

Factors Which Help Collaboration

- ☐ Perception that the collaboration is needed
- ☐ Benefits outweigh the costs
- ☐ Positive attitudes
- ☐ Consensus between administrators and staff
- ☐ Players see each other as valuable sources/resources
- ☐ Ability to maintain program identity, prestige, and power
- ☐ Reward system for staff who reinforce the collaboration
- ☐ Accessibility to other organizations
- ☐ Positive evaluations of other organizations and their staff
- ☐ Similarity or overlap in resources and goals
- ☐ Common commitment to families
- ☐ Common definitions, ideologies, interests and approaches
- ☐ Perception of partial independence
- ☐ Good history of relations
- ☐ Procedures have been standardized across organizations
- ☐ Occupational diversity of staff that is complimentary
- ☐ Leaders favor the collaboration
- ☐ Chances exist for regular contact and exchange of information
- ☐ Existence of boundary-crossing roles
- ☐ Compatibility or similarity of organizational structures

Factors Which Can Hinder Collaboration

- ☐ Vested interests of program or other agencies
- ☐ Perception of threat, competition for resources or clients
- ☐ Perception of loss of program identity
- ☐ Perception of loss of prestige or role as authority
- ☐ Lower service effectiveness
- ☐ Alienation of some families
- ☐ Inability to serve new families who could be drawn to the program
- ☐ Differing leadership styles
- ☐ Differing professional background or staff
- ☐ Disparities in staff training
- ☐ Different priorities, ideologies, outlooks or goals for families
- ☐ Lack of a common language
- ☐ Staff members don't favor the collaboration
- ☐ Negative evaluation of other organizations
- ☐ Imperfect knowledge of other agencies in the community
- ☐ Poor history of relations
- ☐ Costs in terms of resources of staff time outweigh benefits
- ☐ Lack of communication among higher level staff
- ☐ Bureaucracies that inhibit internal, external communication
- ☐ Centralization of authority, "red tape"
- ☐ Little staff time devoted to boundary-crossing roles
- ☐ Differences in priorities, goals, tasks
- ☐ High staff turnover
- ☐ Other organizations have little to offer

* Source: C. Adler, and P. Seppanen, Collaboration: A Positive/Negative Checklist

QUESTIONS FOR AGENCIES: ASSESSING THE NEED FOR INTERAGENCY PARTNERSHIPS

Agencies and communities can take the first steps toward improving outcomes for the children and families they serve by asking themselves tough questions. The following inventory is presented to stimulate reflection and to assist organizations to make the case for change. We trust that the conversations begun by these inquiries will lead to action on behalf of more comprehensive services for children and families.

I. How are we doing on our own?

1. Are the lives of the children, youth, and families we serve improving? If not, why not?
2. Have we reassessed our mission recently in light of the overlapping economic, education, health, employment and social services needs of our clients?
3. Are services to clients well-integrated within our own agency?
 - a. Do staff working with the same clients communicate frequently?
 - b. Do staff and clients work together to set personal and family goals?
 - c. Does our agency measure the impact of its services on the lives of children and families or do we simply tabulate the number of services we provide?
 - d. Do we offer preventive supports and services to help our clients avoid more serious problems?
 - e. Are our services organized in response to client needs or are the kinds of services we offer constrained by the limitations of available funding and administrative rules?
4. How well are we connected with other agencies offering services which our clients need?
 - a. Do our line workers have effective working relationships with their counterparts in other agencies?
 - b. When our clients are referred elsewhere for services are we kept informed of their progress and changing needs?

II. Do we need to change?

1. How effective will we be in ten years if the needs of our client population continue to increase

and we continue to do "business as usual"?

2. What resource limitations do we face in bringing more comprehensive services to our clients?
3. How might closer relationships with other agencies help us improve outcomes for the families we serve?

III. How ready are we to engage in interagency partnerships?

1. Do the agencies serving children and families in our neighborhood, our school community, our city, our county, have a common vision of what they are trying to accomplish?
2. What is the history of cooperation and collaboration in our neighborhood, community, city/county? What lessons can we learn from past experience (or lack of it)?
3. Do we have close working relationships with the directors of other agencies that deliver services to the same clients? What do we know about other agency's current needs and priorities that might encourage them to discuss common problems and potential solutions on behalf of our clients?
4. Who are the leaders from outside the direct service community who are interested in the well-being of the community and who might take a leadership role in a collaborative effort or assist with the expansion and improvement of ongoing activities?
5. What are we willing to pay in terms of tangible resources and loss of unilateral control to formulate common goals with other agencies and to better serve our shared clients?

GUIDELINES FOR NEW PARTNERS

- **INVOLVE ALL KEY PLAYERS**

Commitment to change must be broad-based and include all key players. In both service delivery and system level efforts, participation that involves representatives from appropriate levels of all the sectors and services necessary to achieve the initiative's goals and objectives is essential. Participants should include not only those with the power to negotiate change, but also representatives of the children and families whose lives will be affected by the results.

- **CHOOSE A REALISTIC STRATEGY**

Partners need to choose an interagency strategy that accurately reflects the priorities of service providers, the public, and key policy makers, the availability of adequate resources, and local needs. In situations where potential partners are not yet ready to undertake the financial commitment and degree of change inherent in collaboration, a cooperative strategy to coordinate existing services is a realistic starting point. Down the road, the trust and sense of accomplishment built up in these initial efforts will make it easier for agencies to accept the greater risks and more ambitious goals of collaboration. By the same token, when conditions already bode well for change, partners who never move beyond cooperation toward collaboration waste resources and pass by an important window of opportunity.

- **ESTABLISH A SHARED VISION**

Cooperative ventures are based on a recognition of shared clients. Collaborative partnerships must create a shared vision of better outcomes for the children and families they both serve. It will be far easier to agree on common goals and objectives if participants work to understand the issues, priorities, and perspectives that partners bring to the table and demonstrate a willingness to incorporate as many of these as possible.

- **AGREE TO DISAGREE IN THE PROCESS**

Participants need to establish a communication process that gives them permission to disagree and uses conflict and its resolution as a constructive means of moving forward. Interagency initiatives that circumvent issues about how, where, why, and by whom services should be delivered and resources allocated, in an effort to avoid turf issues and other conflicts, are likely to result in innocuous objectives that do little to improve the status quo.

- **MAKE PROMISES YOU CAN KEEP**

Setting attainable objectives, especially in the beginning, is necessary to create momentum and a sense of accomplishment. At the same time, sufficiently ambitious long-term goals will ensure that momentum is maintained.

- **"KEEP YOUR EYE ON THE PRIZE"**

It is easy for collaborative initiatives to become so bogged down in the difficulty of day-by-day operations and disagreements that they

lose sight of the forest for the trees. Particularly in system level efforts, a leader from outside the direct service community who is committed to the goals of the initiative and able to attract the attention of key players, policy makers, and potential funders can ensure that a sufficiently ambitious agenda is devised and stays on track.

- **BUILD OWNERSHIP AT ALL LEVELS**

The commitment to change must extend throughout the organizational structure of each participating agency. Include staff representatives in planning from the earliest possible moment and keep all staff members informed. In-service training should allow staff time to air feelings about proposed changes and identify the advantages changes are likely to bring. Cross-agency training is essential to provide staff with the specific information, technical skills, and abilities necessary to meet new expectations.

- **AVOID "RED HERRINGS"**

Partners should delay the resolution of the "technical difficulties" that impede the delivery of comprehensive services to shared clients until partners have: 1) had the opportunity to develop a shared vision and 2) assessed whether specific impediments result from policies and operating procedures that can be changed or from statutory regulations that must be maintained. The bulk of the differences that emerge usually result from misunderstandings or from policies that can be changed or otherwise accommodated. They should not be allowed to become "red herrings" that provide convenient excuses for partners who are not fully committed to working together.

- **INSTITUTIONALIZE CHANGE**

No matter how useful or well-designed, the net effect of interagency initiatives that are here today but gone tomorrow is minimal. If changes in programming, referral arrangements, co-location agreements, and other initiatives are to endure, both service delivery and system level efforts will need facilities, staff, and a continuing source of financial support. Participants must incorporate partnership objectives into their own institutional mandates and budgets and earmark the permanent flow of adequate resources to keep joint efforts up and running.

- **PUBLICIZE YOUR SUCCESS**

Interagency partnerships are a promising conduit for the large scale creation and delivery of comprehensive services to children and families, but, even when resources are reconfigured and used more wisely, current funding levels are insufficient to meet the level of need. Partnerships must demonstrate the ability to improve outcomes for children and families and express their success in future dollars saved and taxpayer costs avoided. Well-publicized results that consistently meet reasonable objectives will go far to attract the funding necessary to replicate and expand innovation.

"What It Takes: Structuring Interagency Partnerships to Connect Children and Families With Comprehensive Services"

by Atelia I. Melaville
William T. Grant Commission Foundation

with Martin J. Blank
Institute for Educational Leadership

LYNN SCHWEINSHAUT, M.ED.

EARLY CHILDHOOD COORDINATOR
ATTLEBORO, MA SCHOOL SYSTEM

TEL: 508-223-3244

DIRECTOR PROJECT CONNECT

(508) 222-1240

ATTLEBORO PUBLIC SCHOOLS

PROJECT CONNECT

*c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703*

*(508) 223-3244 or (508) 226-6832
Fax: (508) 226-4751*

**PROJECT CONNECT AND
THE EARLY CHILDHOOD ADVISORY COUNCIL
PACKET INFORMATION**

1. Project Connect (general overview)
2. Project Connect Preschool Program Information
3. Project Connect Subsidy for Working Families Information
4. Project Connect Licensed Family Daycare Providers Information
5. Project Connect Parent Connection Schedule
6. Project Connect Parent Workshop Flyers (3 samples)
7. Project Connect Cross Agency Staff Training Series (sample)
8. Project Connect, Parents As Teachers Information (National PAT Brochure also included)
9. PAT Program Flyer
10. Project Connect, Family Network Flyer
11. Attleboro Early Childhood Community Salutes Project Connect (full page in local newspaper - 6/96)
12. 1997/98 Early Childhood Advisory Council (ECAC) Membership
13. ECAC Meeting Minutes (sample)
14. ECAC 1997 Conference Brochure, "Challenges of the Heart: For the Love of Children", Wamsutta Middle School, Sept. 27, 1997
15. ECAC Member Agency, Versa Care (example of information shared by ECAC members)
16. Collaboration Information, A Parable
17. Collaboration Information, Geese Have It All Figured Out
18. A Collaboration Checklist
19. Questions for Agencies: Assessing the Need for Interagency Partnerships and Guidelines for New Partners

ATTLEBORO PUBLIC SCHOOLS

PROJECT CONNECT

c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, Massachusetts 02703

(508) 226-6832 or (508) 223-3244
Fax: (508) 226-4751

Project Connect is a state funded grant program administered through the Attleboro Public Schools. Project Connect strives to serve young children (ages 3, 4 and 5) and their families by linking them with comprehensive, quality, and flexible preschool/daycare education and parenting support. Participating agencies in our program:

Attleboro Public Schools:
Young Children's Community Center
Young Children's Community Center Extension
Busy Bees Learning Center, Inc.
For Pete's Sake Preschool
Greater Attleboro Community Day Care Services:
Markman Day Care Center
Markman Day Care Expansion Program
Jack and Jill School
Self Help, Inc. - Head Start
Sneakers Preschool at the Attleboro YMCA

and selected family daycare providers

We believe that all children, including those considered special needs, low income, homeless, limited English speaking, victims of abuse and neglect, etc., are entitled to quality services regardless of their family's ability to pay. Consequently, we offer a sliding fee scale according to family income for preschool and day care services.

Recognizing the role of parents as their child's first teacher and the importance of parental involvement in their child's education, our parent program encompasses several components. Parent training takes the form of "Parent Connection" sessions. These sessions are open to the public and held in various sites, day and evening, with limited childcare usually available.

In addition, our Project Connect, Family Network and Parents As Teachers programs offer free services to all Attleboro families with children from birth to 3. Certified parent educators, trained in child development, provide practical and effective support through monthly home visits. Infant/toddler playgroups, and parenting workshops are offered at the Project Connect Family Network Center.

Another unique and valuable feature of our program includes mini lending library resources available to all Attleboro residents and housed at the various Project Connect sites. These resources include children's books, games, and videos as well as books and videos on parenting for adults.

Enrollment in Project Connect programs continues throughout the school year given the availability of openings. For more information, call (508) 223-3244.

"PROJECT CONNECT"

Sponsored by

Attleboro Public Schools

Pre-School Program Sessions Start Now!

Enroll your child NOW for Project Connect, a state funded pre school program for children ages 3, 4, and 5. Priority consideration given to three year olds, children from low-income families, and children considered at risk for school success. Fees for program based on a sliding scale. Must be a resident of Attleboro.

For More Information, Contact:
Lynn Schweinshaut, M. Ed.
Project Connect Coordinator

Call 223-3244 or 226-6832
Mon.-Fri. 9 a.m.-3 p.m.

Enscriba su niños ahora para proyecto unido, un programa, pre-escolar que es fundido del estado, para niños de las edades 3, 4 & 5 años.

Prioridad será considerada para niños, de edad de 3 años, familia, de bajo recursos niños en riesgo de tener éxito en las escuela.

Para mas informacion contacte
Lynn Schweinshaut, M. Ed.
Coordinador de proyecto unido

ATTLEBORO PUBLIC SCHOOLS
PROJECT CONNECT
c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703

(508) 223-3244 or (508) 226-6832
Fax: (508) 226-4751

ATTENTION

WORKING PARENTS

Funds are available through Project Connect and the Attleboro School Department to subsidize daycare and preschool education costs for working families of 3, 4, and 5 year olds (not yet in kindergarten).

If you

- are a resident of Attleboro
- have a 3, 4, or 5 year old (not yet in kindergarten)
- are a two parent family with both parents working at least part time or are a single parent working at least part time
- have a household income of less than \$51,000 per year

you may qualify for funding.

Childcare and preschool education under this funding will be available at designated programs and family daycare settings across the community that have agreed to strive for and maintain high quality programming and are affiliated with Project Connect.

For more information ask your daycare provider, preschool director, or call Project Connect at (508) 223-3244 or 226-6832.

WANTED

ATTLEBORO LICENSED FAMILY CHILDCARE PROVIDERS WHO ARE INTERESTED IN:

FREE EARLY CHILDHOOD TRAINING

FUNDING FOR CDA ASSESSMENT FEES

CDA FIELD ADVISOR

TECHNICAL SUPPORT

COLLABORATION

**We are hosting an informational session on Tuesday, December 2, 1997
from 7:00 to 8:00 P.M. at the Family Network Center, 70-80 Park Street
(adjacent to the VNA and the Museum).**

FIND OUT ABOUT PROJECT CONNECT/FAMILY NETWORK

MEET WITH CDA FIELD ADVISORS

**HEAR FROM A PANEL OF CDA CANDIDATES AND ACCREDITED
FAMILY CHILDCARE PROVIDERS**

**You may be wondering how you can fit this into your already busy life. We
look forward to addressing your questions and concerns, and demystifying the
CDA process.**

RSVP Project Connect 223-3244 by November 24, 1997

ATTLEBORO PUBLIC SCHOOLS

PROJECT CONNECT

*c/o Hyman Fine Elementary School
790 Oak Hill Avenue
Attleboro, MA 02703*

(508) 223-3244 or (508) 226-6832

Fax: (508) 226-4751

1997/1998 PARENT CONNECTION

The Parent Connection, a series of workshops for parents, providers and educators of young children, is free and open to the public. Meetings are held at the Hyman Fine School (directions on the reverse side).

To register for any of the following workshops, please call the Project Connect office at (508) 223-3244. Childcare is available on a limited basis for morning presentations.

October 23
7:00-9:00 pm

The Value of Play
Ellen Kirstein, Touchstone School

October 27
9:30-11:00 am

Preschool Art: Process Vs Product
Susan Edmonds, Consulting Teacher, Project Connect

November 6
7:00-9:00 pm

Teaching Your Child to be Safe
Jackie Kikuchi, Rhode Island Rape Crisis Center

November 24
9:30-11:00 am

Terrific Toddlers, Two's and Three's
Gail Epstein, Consulting Teacher, Project Connect/Family Network Center

December 8
9:30-11:00 am

Kindergarten Readiness
Marge Werner, Early Childhood Instructor, Wheaton College

January 8
7:00-9:00 pm

Attention Deficit Disorder
Richard Solomon, Ph.D., Delta Associates

January 12
9:30-11:00 am

Taming Temper Tantrums
Andrea Kefor, Kennedy-Donovan Center, Early Intervention Center

February 5
7:00-9:00 pm

How to Choose a Preschool for Your Child: What's Important
Sue Connor, Early Childhood Consultant

The Care and Feeding of a Picky Eater

Janice Gould, Independent Quality Assurance Dietitian

Supporting Children through Grief and Loss
Susan Lake, Hospice Chaplain, Rhode Island VNA

Speech and Language Development: What's Normal

Julie Abramson, Attleboro Public Schools

Sweet Dreams Bedtime Issues
TBA

Helping Children Through Transitions
Patty Boornazian-McDonald, Adjustment Counselor, Stoughton Public Schools

• • •

[illegible]

PROJECT CONNECT PARENT CONNECTION

TEACHING YOUR CHILD TO BE SAFE



JACKIE KIKUCHI
RHODE ISLAND RAPE CRISIS CENTER

How do we tell young children how to handle themselves in potentially dangerous or uncomfortable situations without frightening them? Ms Kikuchi will help us decide what is the best way to approach this topic of great parental concern.

WHEN: Thursday, November 6, 1997
7:00 to 9:00 P.M.

WHERE: Hyman Fine School
790 Oak Hill Ave Attleboro

FREE

CALL EARLY TO RESERVE A SPOT
PROJECT CONNECT 223-3244

PROJECT CONNECT PARENT CONNECTION

TERRIFIC TODDLERS, TWO'S AND THREE'S



**GAIL EPSTEIN,
CONSULTING TEACHER,
PROJECT CONNECT FAMILY NETWORK**

TERRIBLE TWO'S? NOT SO!! Ms Epstein will help us see why these ages and stages are TERRIFIC and should be viewed as such by parents and childcare providers alike.

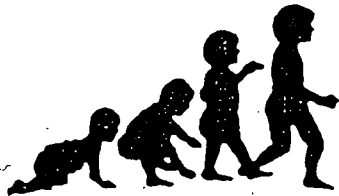
**WHEN: Monday, November 24, 1997
9:30 to 11:00 A.M.**

**WHERE: Hyman Fine School
790 Oak Hill Ave Attleboro**

**FREE
LIMITED CHILDCARE AVAILABLE
CALL EARLY TO RESERVE A SPOT
PROJECT CONNECT 223-3244**

PROJECT CONNECT PARENT CONNECTION

KINDERGARTEN READINESS



MARGE WERNER
EARLY CHILDHOOD INSTRUCTOR,
WHEATON COLLEGE

**How do know if our children are ready to go to Kindergarten?
What are the expectations for them when they enter school? Ms
Werner will help us determine what are the most important
milestones for a child to have attained to be "ready" for school.**

WHEN: Monday, December 8, 1997
9:30 to 11:00 A.M.

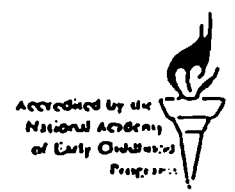
WHERE: Hyman Fine School
790 Oak Hill Ave Attleboro

FREE
LIMITED CHILDCARE AVAILABLE
CALL EARLY TO RESERVE A SPOT
PROJECT CONNECT 223-3244

ATTLEBORO PUBLIC SCHOOLS



PROJECT CONNECT
c/o Hyman Fine Elementary School
 790 Oak Hill Avenue
 Attleboro, Massachusetts 02703



(508) 226-6832 or (508) 223-3244
 Fax (508) 226-4751

PROJECT CONNECT TRAINING SESSIONS

JANUARY 23

COOKING WITH YOUNG CHILDREN

LYNN REGAN

A hands-on workshop to encourage children to learn basic concepts of good nutrition through classroom cooking activities.

MARCH 4

AGE APPROPRIATE TECHNIQUES TO BUILD

CHILDREN'S SELF-ESTEEM

SINE' POUNDER

In this session Ms Pounder will discuss the process of developing self-esteem. This is a life long process beginning in infancy and continuing right through adulthood. She will discuss how your self-esteem impacts the children in your care.

APRIL 1

FUN, MUSIC AND MOVEMENT

GAYLIN CORDES

* This unique and enjoyable session is "feet and hands-on", incorporating the use of age appropriate materials, kazoos, animals, big books, musical instruments, bubbles, etc. Mr. Cordes' emphasis will be on participation, joy and group involvement.

APRIL 28

**HOLIDAY IDEAS: WHAT SHOULD AND
 SHOULDN'T GO ON IN THE PRESCHOOL
 CLASSROOM**

MARLENE HEFFERMAN

Are you wondering what types of celebrations are appropriate? How do we acknowledge special occasions with young children? Ms Hefferman will help us sort out these and other questions we have concerning this important subject.

**CURRICULUM AND PLANNING TECHNIQUES
 FOR INFANTS AND TODDLERS**

DOROTHY ALEXANDER

Ms Alexander will discuss and share developmentally appropriate curriculum techniques that can be used to reinforce infant and toddler skills.

The above workshops are sponsored by PROJECT CONNECT and will be held at FOR PETE'S SAKE PRESCHOOL, RTE. 1, SOUTH ATTLEBORO from 7 to 9 P.M. Training certificates will be issued.

**CALL (508)223-3244 TO REGISTER FEE IS \$5 IF YOU LIVE OR WORK
 IN ATTLEBORO \$10 FOR ALL OTHER PARTICIPANTS**

ATTLEBORO
PROJECT CONNECT



As a parent, you are your child's first and most influential teacher.
The Parents As Teachers program can help support you in that role.

The Attleboro Parents As Teachers Program is:
A voluntary, free service, available to all Attleboro families with children from birth to age 3.

Using certified parent educators, trained in child development, Parents As Teachers (PAT) provides practical and effective support through monthly home visits.

Parents As Teachers:

- *Helps parents give their children the best possible start, laying the foundation for later school success.
- *Is a flexible program for all types of parents.
- *Has been found to be highly effective. An independent evaluation showed that participating children:
 - *Were significantly more advanced in language development than their peers.
 - *Had made greater strides in problem solving and other intellectual skills.
 - *Were further along in social development than their peers.
 - *Demonstrated competencies that are predictive of and essential to later school achievement.

Services available include:

- *Prenatal information and guidance.
- *Information on child development.
- *Referral services network.
- *Review of your child's development through use of a standardized screening.

The Attleboro Public Schools recognize that children learn more during the first few years than at any other time in life.
Give your child the best possible start.

Parents As Teachers is a component of Project Connect, a state funded grant program to support young children and their families.

ENROLL TODAY IN THE ATTLEBORO PAT PROGRAM!

(508) 226-2883



ATTLEBORO

"Parents as Teachers"

PROGRAM

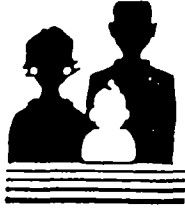
Enroll your child NOW in the new "Parents as Teachers" program, sponsored by Project Connect and the Attleboro Public Schools. The PAT program can help support you in your role as a parent by offering the following services:

- Prenatal information and guidance
- Information on child development and childrearing practices.
- Referral services network
- Review of your child's development through use of a standardized screening.

This is FREE of Charge and for families of children birth through 36 months.

Call for more information or to enroll your child today in the Attleboro PAT program! Call 226-2883 between the hours of 10-2.

LIMITED ENROLLMENT



PROJECT CONNECT
Family Network
Parents As Teachers



(508) 226-2883

If you are the parent of a child from birth to three years old, come see what we have to offer! The Family Network Center is a place for Attleboro parents and children to come for playgroups, story hours, craft activities, and parent meetings.

The Parents as Teachers Program is also available for parents who would like to meet with a parent educator each month to discuss their child's development and get information about appropriate activities. All programs are free and services are provided in English, Spanish and Khmer. Call us today to get more information.

Si usted es un parente de un niño de zero a tres anos, ben a ver que tenemos nosotros! The Family Network Center (El Centro de los Familias) es un lugar para parentes de Attleboro, y sus niños chiquitos, para actividades, cuentos, grupos de jugar, artes, y reuniones. El programa Parents as Teachers, tambien es disponible para los parentes que quiere un educador cada mes. Puede hablar sobre del desarrollo de su niño y obtener informacion de actividades apropiado. Todos los programas son gratis y los servicios esta en Engles, Español y Khmer. Llamar hoy para mas informacion.

ចំពោះអស់លោកដែល មានកូនក្មេងក្រោមអាយុ បីឆ្នាំចុះ សូមមកទាក់ទង និងការិយាល័យ Family Network Center ដែលស្ថិតនៅ ក្រុង Attleboro យើងនេះ។ ការិយាល័យ Family Network Center ផ្តល់នូវកម្មវិធីចំពោះអ្នកប្រើប្រាស់ និង កូនរបស់ អ្នកមានដូចជាទៅ អ្នកអាយុ យកកូនមក ទីការិយាល័យ ដែលមាន បង្គោលផ្នែកខាងរចនា ព្រមជាមួយគ្នានេះ លោកអ្នកដែលជា មាតាបិតា អាចពិគ្រោះជាមួយនិងគ្រូបង្រៀនអំពីកូន របស់អស់លោក។

បើសិនជាអ្នកចង់ ពិគ្រោះអំពីការលូតលាស់ របស់កូនអ្នក គ្រូបង្រៀននឹងទៅជួបជាមួយអ្នកប្រើប្រាស់កូន របស់អ្នកជារាងរាល់ខែ ដោយឥតគិតថ្លៃ កម្មវិធីនេះមាន សំរាប់ប្រជាជនខ្មែរ Spanish ហើយនិង English. បើសិនជាអ្នកចង់ដឹងច្បាស់ អំពីព័រមានណ៍នេះ សូមទាក់ទង អស់យ៉ាង ខាងក្រោមនេះ។

"I learned how to read to my child at a very early age, how to play games she can do, and how to make her feel important."

"Understanding how my child develops takes a lot of the stress out of parenting and helps me enjoy my child even more."

"My parent educator is great. She helps me understand my baby so I don't panic every time he cries."

"We've never taken care of a baby before. My wife and I are glad PAT can help us give our baby a good start. And we've become friends with other parents we meet at the group meetings, too."

Enroll in Parents as Teachers today.



**Your baby was
born to learn.**



**Enroll now in
Parents as Teachers.**

**An early-learning program
for parents with children
birth to age 3**



Your baby begins learning at birth, and Parents as Teachers (PAT) can help you give your baby the best possible start in life. Parents as Teachers is a *free and voluntary* early-learning program for parents with children birth to age three. This nationally known program, which originated in Missouri, has spread throughout the United States, reaching thousands of families of all kinds. Parents as Teachers has much to offer you and your child, too.

How you benefit from Parents as Teachers

As a parent, you are your child's first and most influential teacher. Parents as Teachers can help you lay a strong foundation for your child's future success in school.



As a PAT participant, you'll receive the following services:

- Personalized home visits by a certified parent educator, specially trained in child development and eager to help you give your child a great start. Information - even before your baby is born - on what to look for as your child develops, constructive play and more.
- Group meetings with other parents, where you can share parenting experiences, gain new insights and talk about topics that interest you.
- Periodic screening to ensure that your child has no undetected learning, sensory (hearing and vision) or developmental problems.
- A network of resources that can help you with special services you may want that are beyond the scope of PAT.



How children benefit

A 1985 independent evaluation of PAT determined that participating children were significantly more advanced than other 3-year-olds in language development, social development, problem solving and other intellectual skills. A 1991 study of a broader group confirmed these results.

A 1989 follow-up study of the first group found that PAT children in first grade were still ahead, as measured by teacher evaluation and standardized tests of reading and math. In addition, parents who participated in PAT were far more active in their children's school than other parents.

Enroll today

You and your baby deserve the support that Parents as Teachers offers. Give your child the best possible start in life.





BUSY BEES
LEARNING CENTER, INC.

Early Childhood Center for
INFANT, TODDLER, PRESCHOOL
& KINDERGARTEN

209 South Main Street, Attleboro
508-222-4208

**JACK & JILL
SCHOOL**

ESTABLISHED 1948-
at Second Congregational Church
30 Park St., Attleboro

FALL REGISTRATION
Preschool for 3, 4 & 5 year olds
morning or afternoon sessions



Readiness Skills
Field Trips
Science Units
Art & Music
Pre-Kindergarten Program
Professional, experienced Staff

Call 222-1249 for further information and to arrange a classroom visit
Ann Henshel, Director

SNEAKERS

PRESCHOOL

at the
Y
**ATTLEBORO
YMCA**

Child-Centered Curriculum

Low Weekly Rates

139 North Main St., Attleboro, Mass.
(508) 222-1110

ATTENTION! ATTENTION!!

Attleboro Working Parents

Childcare/Preschool Subsidy is Available

"PROJECT CONNECT", together with area Early Childhood Education Agencies, have received state funds to subsidize childcare for Attleboro working families.

Requirements:

- 1) Family must live in Attleboro
- 2) Child must be 3, 4 or 5 years of age (but not in Kindergarten)
- 3) Parents must work full or part time
- 4) Families must meet state income eligibility guidelines

Apply at any one of the Early Childhood Education Agencies listed in this ad
Family Childcare also available

Call "PROJECT CONNECT"
(508) 223-3244

**Greater Attleboro Community
Day Care Services**

95 Pine St., Attleboro, Mass.
Care for INFANTS, TODDLERS and
PRESCHOOL AGE CHILDREN

Morning, Afternoon, and Full Day Programs Center based
programs for infants, toddlers and preschoolers
Family Childcare available
A network of home day care providers
Sliding fee scale available
Call 226-5718

**Greater Attleboro Community
Day Care Service**

505 North Main St., Attleboro, Mass.
Care for PRESCHOOL, KINDERGARTEN, and
SCHOOL AGE CHILDREN

Mckimman Day Care Center
Morning Part-Day Preschool
Kindergarten Club
School Age Enrichment

Sliding fee scale available
Call 226-0282

SELF-HELP, Inc. - HEAD START



is a federally funded program
providing to income eligible families
pre-school services to children ages
3-5 and comprehensive services to
the families. **226-2030**

PROJECT CONNECT

Sponsored by
Attleboro Public Schools
The Young Children's Community Center
PRESCHOOL PROGRAM
SESSIONS START IN THE FALL

Enroll your child for Project Connect, a state funded preschool program for children ages 3, 4, and 5. Priority consideration given to three-year-olds, children from low-income families, and children considered at risk for school success. Fees for program based on a sliding scale. Must be a resident of Attleboro.

For More Information, Call
PROJECT CONNECT at
223-3244 OR 226-6832
AT MONDAY-FRIDAY - 9 a.m. - 5 p.m.

FOR PETE'S SAKE PRESCHOOL

18 Baltic Street, South Attleboro, Massachusetts
For Pete's Sake Preschool offers a full day preschool program with an extension program for children ages 2 to 5 years old. Developmentally appropriate activities and experiences for all children. Accredited.



761-7770

The Early Childhood Community of Attleboro salutes

"PROJECT CONNECT"

and the ATTLEBORO PUBLIC SCHOOLS for our Successful Collaboration

In addition to the Childcare/Preschool Subsidy Program for Attleboro Working Families listed above, Project Connect also provides the following services to the community:

- ▶ Part-day preschool programs for low income, at-risk preschoolers at participating centers
- ▶ Developmentally appropriate materials and equipment for participating centers
- ▶ Training for teachers, assistants and family day care providers
- ▶ Parenting workshops
- ▶ Assistance for participating centers to achieve accreditation from the National Association for the Education of Young Children - a process which promotes excellence in early childhood programming
- ▶ Parent Lending Libraries
- ▶ Behavior Specialists and Consulting Teachers to support participating centers in meeting the needs of young children
- ▶ Parent Support Groups
- ▶ Parents as Teachers - parent education regarding child development birth through three
- ▶ Early Childhood Advisory Council - a network of agencies, parents, and persons interested in early childhood
- ▶ Annual Early Childhood Conference
- ▶ Early Childhood Expo
- ▶ Summer Scholarship Fund for low income at risk preschoolers
- ▶ Resource and Referral