

**A
Brief
Synopsis
of
Friends of
Children
of
MISSISSIPPI**



A BRIEF SYNOPSIS OF FRIENDS OF CHILDREN

Friends of Children of Mississippi, Inc., a non profit corporation organized under the laws of the State of Mississippi to cooperate with and assist governmental and private agencies in accomplishing the purposes described in the Economic Opportunity Act of 1964, was founded in 1966 and incorporated in 1969. Its principal activities have consisted of carrying out community action programs under grants received from the Federal Government, the acceptance of which required compliance with prescribed grant conditions and other special requirements including the furnishing of certain amounts of non-federal funds, and in-kind services and/or contributions.

The agency serves 3,726 children from 3 to 5 years old and their families in Clarke, Copiah, Greene, Humphreys, Issaquena, Jasper, Jones, Kemper, Leake, Madison, Newton, Rankin, Sharkey, Smith and Wayne Counties and all forty-two (42) centers, operated by the agency are licensed under the State of Mississippi. Coupled with the fact that many parents transport their own children to the Head Start Centers, Friends operates its privately owned vehicles in the fifteen (15) operating counties.

In addition to an Education program, individually designed for each enrollee, which provides a learning environment and various experiences conducive to their development socially, emotionally, physically and mentally, the agency provides ~~Medical services, Dental, Mental Health and Handicapped services,~~ a Nutrition program and many indirect benefits to the enrollees and their families through Social Services and parent programs. Also, through a collaborative agreement approved by DHHS/OHDS/ACYF - Region IV, Friends of Children coordinates training through Cluster Handicap effort for Head Start staff in a fifteen (15) county area.

Through a liaison contract with Chapel Hill Outreach Project, the agency operates the Mississippi Resource Access Project (RAP). This project was established to facilitate Head Start efforts to mainstream and to provide services to young handicapped children. It is the responsibility of the RAP to identify local, regional, and national resources; determine local Head Start needs and match these needs with available resources; coordinate the delivery of services to Head Start Programs; provide training and facilitate collaborative efforts between Head Start and other agencies, as well as to provide resource materials to Head Start grantees.

POSITIVE IMPACT OF HEAD START

- Head Start produces substantial gains in children cognitive and language development.
- Head Start children generally fared better in school than similar children who did not attend Head Start.
- Head Start children have been found to be more aggressive, attention seeking, sociable and assertive than comparable youngsters.
- Children who are speech impaired, physically handicapped or mentally retarded showed gains in social and emotional skills.
- After receiving Head Start services, children generally improve in hemoglobin levels, motor control and physical development compared to control group children.
- Head Start, as findings reveal, has had a positive impact on families and communities.
- Increased parent involvement appears to be positively related to increased achievement in children.
- Head Start has had a profound economic impact on communities by providing jobs and services.
- Head Start encourages the coordination of community social services.
- Head Start programs have had positive influences on schools by increasing parental involvement in the children's schools and encouraging visits between preschool and kindergarten.

FRIENDS OF CHILDREN OF MISSISSIPPI, INC.

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Cowboy Maloney Building
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Friends of Children of Mississippi, Inc.

HEAD START is more than just a learning place, it is a good way of life with teachers, parents, and children all working together.

HEAD START's benefits outweigh its costs by 234 percent.

HEAD START is an investment that pays off for children, families communities, and the nation.

More children and families should have the opportunity to grow and learn through HEAD START.

PROGRAMS

Head Start (Limited Purpose Agency)
(SEID)

Self-Employment Investment Demonstration

Number of Children served by
Head Start in Mississippi.....23,673

Ten (10) percent of all Head Start slots are reserved for handicapped children.

Number of Children served by Friends of
Children, Inc.....3,000

Number of Parents served by Friends of
Children, Inc.....2,525

Number of Counties.....15

Number of Centers.....32

Number of Classrooms.....140

Number of Staff.....540

Funding Level.....\$8,400,000.00

Economic Impact..... \$33,600,000.00

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POSITION PAPER

"Responding to a Growing Demand"
A Realistic View

Prepared by:

Marvin Hogan
Executive Director

HISTORY OF FRIENDS OF CHILDREN OF MISSISSIPPI, INC.

A. ORIGIN

The Friends of Children of Mississippi (FCM) was originally created to plan and coordinate support for over sixty (60) volunteer centers in an effort to convince the Office of Economic Opportunity (OEO) to reverse its decision not to refund the Child Development Group of Mississippi (CDGM). The Friends involvement was initiated on October 15, 1966 (the date of termination of the 1966 CDGM grant) when a few former CDGM staff members established a new office to aid the volunteer centers. From this office the former CDGM staffers, hand-in-hand with communities across the state, staged a vigorous and constructive effort for the resurrection of the CDGM program of 1967. During this period of time, the volunteer centers that participated in previous CDGM programs were able to attract national support in an effort to secure further federal funding for the CDGM program. Many prominent organizations, groups and influential individuals supported the resurrection of the CDGM program.

The massive effort to revive one of the few poverty programs with a strong belief in "maximum feasible participation of the poor" continued through December 16, 1966. The goal appeared to have been accomplished when, on December 16, of that year, officials of the OEO and CDGM reached an "Agreement in Principle" which provided for a full year's operation in nineteen (19) counties. However, after it was determined that CDGM would be refunded, the CDGM Board of Directors were notified that the new program could only consist of fourteen (14) counties. This decision meant that counties (Clarke, Humphreys, Greene, Wayne, Neshoba and LeFlore) which were and desired to be an integral part of CDGM were excluded from the new grant. Residents of these communities, during this period, spent four months in an extremely constructive and positive effort to uphold their right to have a voice in deciding on the kind of program which could best serve them.

B. ESTABLISHMENT OF FCM AS A VOLUNTEER COMMUNITY BASED PRESCHOOL PROGRAM

On January 18, 1967, approximately eighty (80) representatives from the affected counties met in Jackson, Mississippi to discuss their response to being excluded from the CDGM program. The difficult alternatives which confronted this group, after months of volunteer service, were:

1. To continue on a volunteer basis and request federal assistance as an independent program;
2. To be absorbed by another program not of their choice;
3. To participate in no child development program at all.

Despite the absence of resources, the representatives from the six (6) counties elected to organize an independent program which retained the name of Friends of Children of Mississippi.

FCM HISTORY - Page 2

Plans were made to reorganize the Center Committees, County Councils and Board of Directors. This task was accomplished by February, 1967, when the Board of Directors, representing all six (6) counties, held its first meeting. FCM, through its elected representatives and volunteer staff, was charged with the responsibility of mobilizing support to uphold the principles that poor communities could no longer accept administrative decisions on issues which profoundly affected their lives and which might serve to stifle their future development.

The FCM Board of Directors recognized that determination and burdensome sacrifice by the residents of the six (6) counties would not be enough to sustain a preschool program of 1,500 to 2,000 poor children indefinitely. The FCM Board of Directors, staff and communities had to address themselves to the stark reality of where, when, and how could the program acquire adequate financing whereby the hundreds of poor preschool participants could receive the benefits of a quality program.

The objectives of possible achievable goals FCM chose to strive for were:

1. Possibility of reinclusion in the CDGM Program;
2. Possibility of negotiating a contractual arrangement;
3. Possibility of direct funding from the OEO.

C. SUPPORT FOR FCM VOLUNTEER CENTERS

The essential volunteer efforts of the FCM program attained remarkable success during the unfunded eighteen (18) months of operation. There was a minimum of twenty-nine (29) centers opened with an average enrollment of 1,500 children and 394 staff members.

In support of their centers, the most poverty-stricken people in Mississippi contributed thousands of hours of volunteer time, food, transportation, facilities, home-made toys and clothing. They sponsored community benefits to aid the centers. Dedication, inventiveness and sacrifice made do where money, equipment and comfortable salaries did not exist.

Each day the centers tried to provide at least one hot meal and one or two snacks. FCM was able to provide an average of only \$.30 per week for each child's food. The staff of 384 were paid an average stipend of \$.32 an hour during those long months.

Finally, FCM was incorporated in 1969 as a non-profit corporation organized under the laws of the State of Mississippi.

Responding to a Growing Demand A Realistic View

INTRODUCTION:

According to **USA TODAY** (August, 1988), fifty percent of mothers with preschool aged children are in the work force. More than ten million children under age six have working mothers, but licensed child care and home day care can only accommodate less than thirty percent (30%) of the need. Thus, early childhood programs have been transformed to address the universal need for child care without the stigma of family inadequacy necessarily attached.

"By 1990, there will be an estimated 23.3 million preschool children in this country... This increase in number of births will lead to an unprecedented demand for nonparental, out-of-home care for young children" (**DIMENSIONS**, January, 1988), and children who are handicapped. These demographic shifts in American population and the changing attitudes of women toward going to work outside of the home while their children are preschool age, have served to generate renewed interest, excitement, and the possibility of expanding financial support for child care in the state and nation.

As the national awareness of child care needs continues, it becomes increasingly imperative to redefine the role of Head Start, the largest early childhood/family development program in the state and nation, and its relationship to new initiatives in early childhood programming. As a national model for good practices and innovating programming for young children and their families, it has a great deal to offer in program development for early childhood education, and the child care dilemma in the State of Mississippi.

This paper will provide a brief historical overview of Head Start in meeting the needs of young children; identify specific problems that affect Head Start's efforts to give leadership to local initiatives responding to early childhood needs; and propose future directions for Head Start in the State of Mississippi for the 1990's based on current trends.

HEAD START: A HISTORICAL OVERVIEW

Project Head Start begun in 1965 as a part of President Lyndon B. Johnson's War on Poverty. Project Head Start has as its overall goal to break the cycle of poverty by increasing social competence among low-income preschool children. Currently funded at a level of \$1,235,000,000 Head Start serves approximately 454,000 children in all 50 states and U. S. territories.

The children enrolled come from a diverse group of families, almost all of whom are struggling to survive on extremely low incomes. Over 90 percent of all Head Start families live below the federal poverty line.

One facet of the Head Start program merits a special salute: Its

services to handicapped children. Head Start is the forefront of the provision of services to the preschool handicapped child as the largest mainstream placement program in the nation. During the early, crucial years of growth, it is important for children to develop healthy attitudes and perceptions about each other as well as themselves. Mainstreaming helps children reach that goal.

Support for these programs of educational intervention came largely from concern over the effects of poverty and discrimination on the cognitive growth of children. Thus, considerable attention was given to the learning process, and this has had an effect on preschool education for all children - advantaged and disadvantaged, regardless of race, creed, color, sex, religion, national origin, or handicapping condition.

Project Head Start began as an eight-week summer program under the auspices of the Office of Economic Opportunity. Early research indicated that a full year (approximately 32 weeks) program was necessary to meet the developmental needs of children and accomplish the project's goals. By 1982, all summer programs had been phased out or converted to full year programs. This effort marked one of the first major cost analysis efforts in the program. With little regard to overall cost structures, fixed and variable costs, or need for capital expenditures (e.g. busses, buildings, renovation), the rule of thumb for conversion from summer to full year programs became "divide by four." Many programs still suffer budgetary problems today because of this ill-conceived, shortsighted formula.

In 1981, the Head Start program was granted funds to expand the number of children it served. No federal formula was applied to requests for funding and Head Start grantees were left to their own devices. Many simply divided their budget by the number of children they served to establish an annual cost per child. This per child cost multiplied by the number of children they proposed to serve became their budget request. Experience being the teacher that it is, many programs this time requested additional one-time funding for busses, renovations, and additional classroom equipment.

Despite President Reagan's budget cuts in social programs and Gramm-Rudman Hollings Balanced Budget Act, Project Head Start was granted additional funding for program expansion in 1984, 1985, 1987 and 1988. By 1984, the Administration for Children, Youth and Families (ACYF) had developed and field tested a cost analysis instrument to assist (1) grantees in budgeting; and (2) ACYF in evaluating program costs. This instrument evolved to become Head Start's primary cost analysis instrument.

Although there remains no firm indicator of program quality, the cost analysis data provide a significant improvement over the inconsistent hodge-podge of numbers generated to justify budget requests in 1981. Of particular note was the realization that, since there was no standard number of days per year or hours per day that children attend Head Start, comparison of the annual cost per child figures was meaningless.

EDUCATIONAL IMPACT ON HEAD START

The impact on schooling at an early age has far stronger consequences than the impact at any other age. Thus, education must begin with the very young. Head Start as a first step toward effective preschool education and child care has greatly contributed to the development of early childhood programs and has directly benefited more than ten million children.

A hard look at some basic facts may justify major, initially costly, changes in the nation's approach to the development and education of young children. Contrary to the widespread belief that poor constitute only a small minority. Despite the current economic recovery, we continue to suffer a poverty rate that is higher than in any year in the 1970's - even than in 1975, during a major recession. Moreover, the overall poverty rate masks the sharp increase in poverty during this decade among children, and particularly among young families with children. Most disturbing, however, are the data on the growth incomes below half of the poverty line now constitute a larger proportion of those in poverty than at any time in over a decade. For both white and black children, the number living below half the poverty line went up more than 50 percent from 1978 to 1986.

The High/Scope Educational Research Foundation warns that "without more help than they now get, these impoverished children are likely to grow up without the chance, as adults, to make productive contributions to society." Instead, they will be costly, and potentially dangerous, liabilities for the rest of their lives.

Head Start's original purpose - helping disadvantaged children to move into the mainstream - has created the impression that early childhood education and day care are for the poor only; in fact, affluent parents are far more likely to send their children to organized preschool education programs at age three or even younger. For families with incomes below \$20,000, the preschool enrollment rate is forty-six percent (46%). The selection of better programs by those who can afford to pay for them makes the gap between rich and poor infinitely wider.

Finding good day care and preschools is far more difficult, and not only for the poor. Running a good program is costly, and calls for a great deal of professional skills in management and staff. In an article in **The New York Times**, Tony Schwartz, a writer and editor, reported it is extremely difficult to operate a self-supporting high quality facility without charging rates so high that most families cannot possibly afford them. And while there is some public support for parents at the lowest end of the income scale, there's not nearly enough to make quality developmentally appropriate child care available to all working parents. Early childhood education and day care clearly are not confined to the poor.

With so much activity in an area that is still new and unconventional, some opposition, or at least concerned questioning, are to be expected. Money is clearly an issue, particularly at a time

when all existing education programs are threatened with budget cuts. But beyond dollars, legitimate questions are being raised by some experts about the effect of early childhood education on children.

IMPACT QUESTION:

If Head Start is meeting its original objectives and the program is breaking the cycle of poverty, for its participants, most taxpayers should consider the money well spent! Where do we stand?

Many valid and reliable research studies results show positive effects of Head Start programs upon the cognitive growth of the children. Gains in social behavior, more adaptability to school expectations, more interest in school-related tasks, increased spontaneity in interaction with adults and other children are reported by many studies. The first major evaluation of Head Start, the Westinghouse Study (1969), not only challenged the long term effectiveness of the program without follow-up, it convinced many that summer programs alone were insufficient.

One result of early educational intervention programs has been the increased involvement of families and community groups. The participation of parents, while a significant part of some programs of the mid-60's, has increased in scope and altered in the nature of their roles. Initially, the parent was seen primarily as a subsidiary target for intervention by the program staff. They were viewed as adult students, whose competence and experience was to be upgraded. With the experience of the past ten years, the family is seen much more often as a partner in the educational task and more often seen as having a degree of political control over the finances and management of the program. Groups of parents have developed programs of their own, with professionals providing resources and back up services. Parental involvement is now being mandated by local rules and by legislation. One major consequence of Head Start, then is the greater recognition of parental roles in early education and their participation in planning and managing activities.

The rights of children have also become a focus of concern. Several organizations such as Children's Lobby have been created to promote legal services and rights for children. They also lobby for new legislation concerning children and children's programs. For the first time children, as a group in the society, are being represented in systematic and effective ways in the Congress and in state legislatures. Child abuse laws have been passed to protect children from their own parents. Many of the issues involved in this sort of advocacy speak to the quality of extra-family care and education of very young children and are thus relevant for teachers.

Public schools, in some parts of the country, are developing programs of early education which allow entrance of pre-kindergarten children into elementary classrooms. This trend seems to be encouraged not so much by force of research as by a public acceptance of early education as a good thing for children and for their parents. For economic reasons, some parents welcome the opportunity to send their young children to publicly supported school settings.

There is a similarity between this trend moving pre-school educational programs into the public schools and the growth of kindergartens and other preschool programs in the United States. Roughly one hundred years ago, there was intense social concern about the effects of urbanization and industrialization upon young children. Kindergartens were started with the financial aid of private foundations. These crusading efforts and the subsequent public acceptance of the idea of kindergartens lead to the inclusion of kindergartens in the public school program in many parts of the country. From the writer's point of view, the strengths of early childhood education in public schools falls in three categories: (1) professionalism, (2) accountability, (3) universality. The effects of a new lowering of school age entrance upon children is not clear and the prospect has both advocates and opponents. It is, however a trend that has significance for teachers and other professionals in the field.

It is the emergence of day care, and the demand for pre-school education in its various forms, that represents the most dramatic and significant development in the field. Two events, among others, contributed to this shift in emphasis. One of these was the realization that the gains in cognitive and scholastic capabilities were less dramatic than had been expected and that more comprehensive and long term programs were essential. The second was the public awareness of the right of women from all socio-economic levels who want to respond to their own desires for greater individual freedom and self-development. The public acceptance of the fact that greater equality for women can only be attained if more national resources are devoted to child care will probably allow or stimulate expansion of existing resources and create new institutional forms.

These trends reflect both the importance of early education and the continuing salience of developmental care for young children. The professional teacher maintains and renews her competence by watching the progress of these new features of the field.

It has been documented that the risk of educational failure falls heavily on children who live in poverty. Their families are not able to pay for early education services.

Head Start has benefited millions of children who could have been doomed to life long failure. It has for many years served as a social, economic and intellectual lifesaver and has provided a crucial chance to introduce youngsters into the mainstream of American life. Head Start's uniqueness is that it responds to the needs of the whole family. Its components address family needs ranging from housing and health care to emotional support as well as family counseling.

It does not offer certainty, but at least opens the escape hatch from a growing underclass that threatens the future, not only of the economy but of a free society. As all responsible pioneers of the early childhood education readily acknowledge, no educational strategy alone is a miracle cure for the nation's ills - not even for the problems of American education. Early childhood education will not

wipe out unemployment or crime; but if it can cut either of these epidemic diseases by half, or even by 30 percent, the economic gain and the improvement of life in America would be worth the cost many times over. Available documented research points out that every dollar spent on high-quality early childhood education will be repaid seven times over by the time the youngsters reach adulthood. In terms of these children's chance to join in the pursuit of happiness, such gains exceed any dollar estimate.

ECONOMIC IMPACT

While the educational impact of early childhood intervention programs such as the Head Start Program is long term, the short term economic impact of Head Start may be seen if the case of Mississippi is considered. Here, over the past ten (10) years \$540,000,000 dollars in Federal funds have been dedicated to Head Start Programs in the state. Using a conservative turnover factor of four, Head Start injected the equivalent of 2,160,000,000 into a state whose annual gross state product in 1987 was only \$33,552,000,000.

The Head Start Program has had a profound short term economic effect in terms of employment. Since the program touches all eighty-two (82) counties, employment opportunities for some 4,500 jobs have been widely dispersed throughout the state. This has had a profound impact on many rural counties in the state.

The long term economic impact of the Head Start Program may only be estimated. Certainly, low educational achievement and high crime rate are positively correlated. Likewise, high educational achievement and high socio-economic levels are also positively correlated.

Although the Head Start Program has had positive educational and economic impact on the state, several problems have hampered the program from achieving its full potential.

The major problems facing programs today are: (1) lack of adequate funding, (2) the perception that Head Start is a baby sitting/black peoples program, and (3) the lack of adequate professionals in the program. These problems are addressed briefly below:

Problem 1: Adequate Funding

Despite this impressive record, inadequate funding levels have threatened the effectiveness of Head Start and forced many programs to diminish the quality of their services over the past several years. To cut costs, programs have reduced the number of hours per day and the number of weeks per year that they remain open. High transportation costs exclude many isolated rural families from Head Start. Teachers continue to receive extremely low salaries, averaging \$7,500 a year.

Problem II: Head Start Image

Head Start image may be dissected into two parts. Part One deals with the perception that Head Start is a program for Blacks and Part Two views the program as merely a babysitting service. Of course, both of these notions are incorrect in that the Head Start program is designed to serve primarily the disadvantaged regardless of race, creed, color, sex or national origin. Moreover, the program is designed to provide comprehensive services to children and families.

The comprehensive program involves, in part, education, health, parent involvement, special related services for handicapped children, social services and nutrition.

Problem III: Educational Achievement of Instructional Personnel

The third problem - educational achievement of instructional personnel - is, in part a result of the first problem - a lack of adequate funding. It is impossible to attract the requisite number of high caliber professionals with salaries slightly above the poverty level. However, in spite of under-funding, a quantum leap has been made toward improving the quality of instructional personnel in Mississippi. Still some pertinent questions regarding the health of the program remain. Head Start does have its critics; and it will be interesting to see in what future direction program administrators will want Head Start to move, and whether government funding can keep up with the needs of the program. The inability of Head Start to attract and retain qualified staff is increasingly identified as one of the most serious barriers along with how to increase compensation and improve working conditions.

In Mississippi, in spite of an average education level, 85% of all Head Start workers earn poverty level wages, making child care (Head Start) employees the second most under paid workers in the nation (National Committee on Pay Equity, 1987). These inadequate wages, coupled with the low status and stressful working conditions on the job, provides little incentive for experienced staff to make a commitment to quality, or have a sense of pride and loyalty to the organization. There is a false commitment and loyalty because there exist no other means of employment within his/her community.

Our programs in Mississippi are facing a crisis: Head Start workers, advocates and policy makers are grappling with how to increase compensation and improve working conditions, along with improving program quality.

Public subsidy remains limited, Mississippi will be in a very questionable position as it relates to receiving any new additional funds. Therefore, it is the position of this writer that programs must 1) master the skills and techniques needed to secure community support. 2) Build on and improve services in your community, 3) Develop individual and organizational advocacy. 4) Mobilize the resources within the target area that will impact upon the program. 5) Maximize federal dollars.

While our nation is still a long way from having solved this dilemma, we are heartened by the many experiments that have been tried so far. In communities throughout the country, comprehensive child care staff have recognized the need for advocacy and understood that in becoming **advocates for their own economic well-being**, they become **advocates for high quality comprehensive child care**, they have built alliances with parents and other community members and are discovering innovative solutions to the low salary, lack of loyalty, noncommitment crisis.

Head Start is facing a crisis! In responding to this growing need for improved developmentally appropriate comprehensive Head Start services to children, the following questions need to be asked - is there any good reason you should stay in Head Start one more week? one more day? one more month? If you stay - who will benefit? The children of the state, the families, or just who?

BUILDING ADVOCACY

With approximately 20,000 children in the program - and with at least one parent for every child who knows at least three people, this would represent 60,000 persons, (60,000 advocates). With approximately 4,500 employees in the program using the same multiplier of three, represents 73,500 persons. (73,500 advocates), and with 73,500 persons using the same multiplier, this would represent 220,500 persons within the state of Mississippi, That's just in the family! $(20,000 \times 3 = 60,000 + 4,500 \times 3 = 73,500 \times 3 = 220,500)$ But something must be wrong when we cannot count on all the family members to move in one direction for children. I challenge you to stop being so jealous, so envious and critical of each other. Director against director, director against staff, staff against director, staff against staff, staff and director against board and policy council, spreading negativeness about the program to persons outside of the agency. Staff as well as parents quick to criticize some aspect of the program to outsiders, not knowing their interest or ulterior motives. What we need to learn most of all is when we have problems, we go to our brother/sister and keep our problems and difficulties, confusion, misunderstandings, all within the family.

I challenge you that we all should write a letter to Senator Trent Lott to just say thanks for your visit to Mississippi Head Start and inspiring comments to the Mississippi Head Start parents and staff.

The economic community need to be made aware that when there are losses within the lives of children, the entire communities losses are even greater. We must do everything possible in determining the availability of resources and how best we can influence the decision makers who have access to the resources in order that those resources will be made available to the program. This would be instrumental in aiding us to meet our non-federal requirement as well as reduce operating cost.

For many of us, advocating for ourselves runs contrary to our professional, socialization and self-image. We have been taught to consider the needs of children first and foremost, and voicing our own

concerns - feels awkward or even inappropriate. But the current conditions most Head Start staff face directly, infringe on the quality of services children and families receive. Thus, the real violations of our professional ethics lies in the failure to speak up for what we know impacts on children the most, even if we are inappropriately accused of self-interest. Like teachers and nurses of previous generations, we must recognize the relationship between our own economic well-being and the quality of services we provide.

I hope this paper will stimulate new ideas and experiments. Most important, however, I hope this paper will help Head Start staff and parents recognize how the possible solutions expand when we join together as advocates for developmentally appropriate comprehensive Head Start Services.

The choice is yours. You invest now and get involved or do nothing and children will suffer from the most repugnant disease of all - apathy.

May God bless you real good.

Submitted in part by: Marvin Hogan, Executive Director
Friends of Children of Miss., Inc.
Chairman of the Advocacy Committee
Mississippi Head Start Association
Conference - March 24, 1989