

Utah State University

DigitalCommons@USU

---

All Graduate Plan B and other Reports

Graduate Studies

---

5-1975

## Utah and School Age Parents

Willa C. Hurd

*Utah State University*

Follow this and additional works at: <https://digitalcommons.usu.edu/gradreports>



Part of the [Psychology Commons](#)

---

### Recommended Citation

Hurd, Willa C., "Utah and School Age Parents" (1975). *All Graduate Plan B and other Reports*. 741.  
<https://digitalcommons.usu.edu/gradreports/741>

This Report is brought to you for free and open access by the Graduate Studies at DigitalCommons@USU. It has been accepted for inclusion in All Graduate Plan B and other Reports by an authorized administrator of DigitalCommons@USU. For more information, please contact [digitalcommons@usu.edu](mailto:digitalcommons@usu.edu).



UTAH AND SCHOOL AGE PARENTS

by

Willa C. Hurd

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF EDUCATION

in

Psychology

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1975

378.2  
H936  
c.2

Table of Contents

	Page
List of Tables . . . . .	iii
List of Figures . . . . .	iv
Chapter	
I. Statement of Thesis Problem . . . . .	1
II. Survey of Married and/or Pregnant Student Policies in Utah School Districts . . . . .	5
III. Survey of Programs Presently in Use in Utah School Districts . . . . .	9
IV. Investigation of Selected Programs from Throughout the United States . . . . .	14
V. Program Design . . . . .	24
References . . . . .	35
Appendices . . . . .	37
A. Figures 1-4 . . . . .	38
B. List of School District Responses . . . . .	42

List of Tables

Table	Page
1. Summary chart of Utah school district policies . . . . .	7
2. Summary chart of Utah school district programs . . . . .	13
3. Summary chart of selected United States programs . . . . .	23

List of Figures

Figure	Page
1. Utah live births, 1972 . . . . .	38
2. Box Elder County School District three-year drop-out study . .	39
3. Letter . . . . .	40
4. The educational sequence of proposed program . . . . .	41

## Chapter I

### Statement of Thesis Problem

#### Introduction

Background. As Dean of Women in a small high school for the past three years, I have been frustrated because of the fact that there was no program for married and/or pregnant students that would educationally aid them.

Night high school courses are not, in my opinion, "equal education;" I felt the need for a definite program. The school district is both legally and morally responsible to provide educational opportunities to these students.

Justification. In 1970 an estimated 200,000 American girls under 18 gave birth. Nearly two-thirds of the girls had married by the time of delivery (Pregnant Teen-Agers, 1970). A February 1973 estimate states, "One out of every ten girls in the United States becomes a mother while still of school age, that, is, before the age of eighteen" (Howard, 1973, p. 39). This estimate also states that 60% of the girls are married by the time the baby is born.

These girls, married or not, face a three-fold crisis at once--the transition from adolescence to adulthood, the acceptance of the mother role, and the physical and emotional changes which accompany her pregnancy.

Although these problems are generally known, pregnancy is still the major known cause of school drop-outs among girls in the United States (See Figures 1 and 2 in Appendix). "Incomplete education is associated with under-employment, unemployment, and increased welfare dependency"

(Howard, 1973, p. 39). "Without counseling, young mothers may fall into a pattern of bearing additional children in their teen years, some of whom may further complicate the health, social and educational problems of young families" (Pregnant Teen-Agers, 1970, p. 28).

Speaking to the National Association of Secondary School Principals, (1973) S. P. Marland, Jr., Health, Education and Welfare Assistant Secretary for Education has said, "Every girl in the United States has a right to and a need for the education that will help her prepare herself for a career, for family life, and for citizenship. To be married or pregnant is not sufficient cause to deprive her of an education and the opportunity to become a contributing member of society" (p. 4). The American Civil Liberties Union has published a pamphlet saying, "... the right of an education should not be abrogated because of marriage or pregnancy unless evidence proves that the student's presence in the school or classroom does, in fact, disrupt or impair the educational process" (Pregnant Teen-Agers, 1970, p. 89).

Still a 1970 study showed that scarcely one in three school districts nationwide make any educational provision for pregnant girls (Pregnant Teen-Agers, 1970).

### Purpose and Objectives

Purpose. The purpose of this report is to design an educational program for Utah's secondary schools for the married and/or pregnant students.

#### Objectives.

1. To survey the present policies of married and/or pregnant students in the forty Utah school districts.
2. To survey the present programs throughout the Utah districts through the literature available on these programs.

3. To investigate selected programs in other parts of the United States through the literature available.

4. To design a workable program for the Utah districts to accommodate the school-age parent.

#### Methodology

1. A letter requesting the current policy was sent to the forty school districts. The responses were compiled and graphed.

2. The booklet Perspectives on Utah (1974) was used to view the known programs in Utah. Logan, Ogden, Salt Lake City and Granite programs have been reviewed.

3. The booklet Sharing Among Those Concerned With School Age Parenting (1973) published by the Consortium on Early Child-rearing, has been used to survey the programs in Arizona, California, Kansas, Pennsylvania and Texas.

4. Without duplicating any of the programs surveyed, but drawing useful ideas from each, this paper has designed a program containing a broad range of subjects of interest to the married and/or pregnant student, including health, hygiene, child care, child development, legal concerns, interpersonal relationships, as well as required high school classes and career education.

#### Problem

1. There is no state standardization of requirements for married and/or pregnant students for continuing high school education if they leave the formal day classes.

2. Local districts have differing policies.



3. Districts presently have no state-accepted model programs upon which to base an educational experience for the married and/or pregnant student.

"Although many young mothers are married at the time they give birth, marriage is not always a solution for the problems they face as young parents. A high proportion of these marriages end in divorce, and often the young mothers are biologically at risk for childbearing. Young people who become parents at an early age are often locked into destructive life patterns before they themselves fully mature. For many adolescents, becoming a parent means dropping out of school" (Perspectives on Utah, 1974, p. 3).

Since the main object of this report is to design a program for school-age parents in Utah, the program developed will be presented to the Utah Education Association for approval and implementation. Coordination with other services will be assumed and instituted by the Utah Education Association. If accepted, the Utah Education Association would provide a lobbying unit to cause the Utah State School Board to assume its responsibilities to the married and/or pregnant student.

Chapter II  
Survey of Married and/or Pregnant Student  
Policies in Utah School Districts

A letter was sent to the various school districts requesting their policies toward the married and/or pregnant student. Utah has 40 school districts, all of which were contacted, with 33 responding to the letter. (See Figure 3 in Appendix).

Two of the responding districts said they had no policy whatsoever concerning these students.

Another nine stated, "It is ... resolved that a student shall not attend school during her period of pregnancy."

Of these nine, only four included a provision for continuing the student's education through any other means, in two cases night school classes and the others through home study. As for the married and not pregnant student, these districts allowed them to continue in day school classes, but barred them from participation in the extra-curricular activities. They could not hold class, school or club offices or belong to any of the clubs organized for students. In order for the expelled, expecting student to return to day classes after the birth of her child, she must submit a written request to the principal and have a personal interview with him, after which he submits his opinion of the case to the Board of Education. The Board then acts upon the case and issues a response to the student's request. Each case is handled separately.

Seven of the 33 said they allowed the pregnant student to attend until her condition becomes obvious, or as one response put it, "until they can't get in and out of student desks."

One said the pregnant student must drop at the end of her fifth month. No provisions were made for further schooling. These same districts allowed the married students to continue but not hold any office or leading role in activities outside the classroom.

Ten responded that these special students are allowed to attend the day classes as regular students and take part in any of the other activities that interest them.

Two responded simply that they were in the process of rewriting their program and gave no details.

Only one of the responding districts, Granite District, sent a fully developed program that is currently in use. Logan District did not send its program, although one is known to exist.

The assumption can be made that responses from the remaining districts would continue to show a diversity in the programs offered (See Table 1). This diversity would indicate that each of the concerned students has rights differing from similar students in other districts. This, of course, is not true.

Regardless of location or sex, the marriage and/or pregnancy of a student is not sufficient cause to deprive that student of a formal education which is the legal right of each. All students have the right to strive for a diploma from a public high school.

It is proposed in this paper that the following program for the married and/or pregnant student be viewed as a workable solution to the need of a set, statewide program in Utah for these special students. In

Table 1  
Summary Chart Of Utah School District Policies

Policy	Pregnant Students	Married, not Pregnant Students
Expelled		
(a) at once	9 districts	2 districts, can attend with permission
(b) fifth month	1 district	
(c) when condition becomes obvious	7 districts	
Attend Regular Classes		
(a) with extra-curricular activities	10 districts	10 districts
(b) without extra-curricular activities	17 districts	
(c) with special permission	2 districts	2 districts
Provisions for Further Education	4 districts	None

Two districts had no policy and two were in the process of rewriting their policies.

preparing the program, reviews were made of various programs in use in Pennsylvania, Arizona, Texas, California, Kansas, and the one currently used in the Granite District in Utah.

## Chapter III

Survey of Programs Presently in Use  
In Utah School DistrictsLogan School District

The Alternate Learning Center serving Logan and Cache County schools is located in a house owned by the Board of Education. It consists of two classrooms, a laundry, a kitchen, and a nursery. Students prepare their own lunches using food provided by the school system. Classes are held from 9:00 a.m. to 4:00 p.m., with one full-time and one half-time teacher. Students take subjects required for graduation, graduating from either their original school or from the center. Medical supervision is required for each student. To date, all have gone to private physicians.

Two high school counselors and one home teacher provide counseling services and home visits to assess needs. Utah State University social work students regularly work with students and teachers at the center, providing both group and individual counseling. Other agencies involved are the Latter Day Saints Social Services, the Department of Public Welfare, and volunteers from the local medical auxiliary. The vocational director of the Logan City schools counsels students about jobs and career opportunities.

The students may bring their infants to the on-site nursery. It is run by the students themselves, who alternate watching the children. Lectures and demonstrations on child development are offered; visiting physicians discuss other medical subjects of interest to the students.

The home economics course includes personal care, home management, practical child care. The medical aspects of child care are taught by a nurse in a separate lecture.

The center has a current enrollment of 12 girls and an annual enrollment of about 20. Any pregnant student from the school system is eligible to attend the center.

#### Ogden School District

During their last months of pregnancy, students in the Ogden City School District are encouraged to enter the Home and Hospital Program for Pregnant Adolescents. The program has operated since 1961.

Thirty students are enrolled at present. Classes meet five days a week from 8:30 a.m. to 12:00 noon, with transportation and a light breakfast furnished by the school system. The classes are held in the same building as the Pupil Personnel Department.

Three full-time teachers conduct the required classes. There is a special course in prenatal and child care, taken for credit.

Medical supervision is required for all students. If a student cannot afford a private physician, aid is available through Children's Aid. A six-week course taught by nurses at the McKay-Dee Hospital is also required, with the young fathers encouraged to attend. The class covers prenatal care, labor and delivery and includes an exercise course and a tour of the hospital.

The program has no infant day-care facilities, but in emergencies the students may bring their babies to school. The students may extend their enrollment in order to attend school on a half-day schedule if they have difficulty making arrangements for the care of the child.

Granite School District

All of Salt Lake County outside of Salt Lake City is served by a two-part special school program.

The Cottage Program deals with girls younger than high school age, those with severe problems and those referred by the Juvenile Court. Transportation is provided. A full-time academic teacher teaches required classes with a part-time teacher offering advanced mathematics. The students make baby clothes and have made and sold baby blankets to raise money. Classes are held from 9 a.m. to 2 p.m. There are no infant facilities.

The Young Mother's Program is offered to high school students who are making good adjustment to groups and who intend to keep their babies. The program can be entered after the birth of a child. Basic required classes are taught at two locations. Home economics classes offer training in food preparation, nutrition, budgeting, and sewing. Classrooms are furnished with kitchens and infant care areas. Both students and teachers care for infants in class. Students set their own rules and make contracts for subjects they intend to learn. Lunch is prepared on site.

Counseling is provided by a social worker assigned to the cottage, from either the State Division of Family Services, Children's Services, and/or the Latter Day Saint Unified Social Services. The Juvenile Court provides regular counseling by social workers or probation officers.

Students from both programs participate in a prenatal course taught by nurses from the Midwifery Department of the College of Nursing, University of Utah. The coordinator of the entire program works with the nurses to develop curriculum.



Students may return to their original school or the Young Mother's Program at the end of the term or semester after delivery. Often, cottage students move into the Young Mother's Program. Those who leave the program are followed up by a social worker.

At present, 27 students are enrolled in the Young Mother's Program, and 16 in the cottage program. Fifty-five students are enrolled in home teaching, including students from outside the district and the state who want to maintain confidentiality.

#### Salt Lake City School District

Thirteen students are currently enrolled in a program for young mothers developed from the homebound program formerly used in Salt Lake. Any Salt Lake City girl is eligible with a few from outside the district attending by special permission.

Three full-time teachers instruct the students in the basic classes from 8:30 a.m. to 2:00 p.m. two days a week. Students keeping their babies take a child development class and those not keeping them take a crafts course.

The program requires medical supervision. All girls must have a statement from the physician taking care of them during pregnancy. There is no medical staff, but a pregnancy course is taught at the school by nurses from the College of Nursing, University of Utah. Labor and delivery, exercises and breathing, and contraceptives are covered in the class.

Transportation and lunch are provided to all students. There are no infant facilities, but requests for funds have been made to provide such facilities in the fall of 1974 (Perspectives on Utah, 1974).

Table 2  
 Summary Chart Of Utah School District Programs

Facility	Logan	Ogden	Granite	Salt Lake
Separate building	*yes	*yes	*yes	*yes
Medical Services	Private physician	*Private physician or Children's Aid Doctor	Private physician	Private physician
Counselors	Provided by district	Not stated	*Provided by family services	Provided by family services
Child Care Center	Girls care for babies on site	None	None	None
Duration of Stay	4 to 5 months	3 to 4 months	4 to 5 months	4 to 5 months
Grades Included	7-12	7-12	Cottage 7-9 YMP 10-12	10-12
Annual Enrollment	20	70-90	120	Not stated

\*Same as other states' programs.

## Chapter IV

Investigation of Selected Programs from  
Throughout the United StatesPhoenix, Arizona

Pregnant students from grades nine through twelve receive services from the Phoenix Union High School System Cyesis Center. The present enrollment is 72 with a maximum of 90. Average attendance is six or seven months--from about the fourth month of pregnancy to six weeks after delivery or to the end of a grading period.

The program has six full-time teachers, a secretary and a part-time school counselor. Classes are 50 minutes long, five days a week. They are held in a building rented from St. Pauls Episcopal Church, consisting of six classrooms, an office and a large meeting room. Smaller rooms are used for counseling sessions. Breakfast, lunch and a mid-morning snack are provided free or at a minimal charge.

All classes required for high school graduation are offered, including laboratory science. A full curriculum of business education and home economics as well as a variety of elective subjects are available. Credits transfer to the student's original school, with students graduating from the original school.

A special non-credit class is required for all students. Sponsored by the Center and the Bureau of Maternal and Infant Care of the County Health Department, it covers pregnancy, hygiene, nutrition, child care and development, the responsibilities of parenthood, family health, family planning, adoption, budgeting and available community resources.

A mobile clinic visits the school once a week with physician, nutritionist, and a team consisting of a social worker and two public health nurses. This team provides counseling for both groups and individuals. The girls receive both prenatal and postpartum care from the mobile clinic, with referrals for complications.

Most of the students deliver at the Maricopa County Hospital and any girl needing financial assistance can arrange it at that time. The presence of the mobile clinic has simplified the follow-up process and has helped keep daily attendance high.

Graduate and undergraduate students at Arizona State University gain field experience in secondary education, social services, nursing and counseling by working in various parts of the program.

A day care center is operated adjacent to the Cyesis Center by a church group without charge to the students. It is staffed by one full-time and one part-time day care worker, is open from 7:30 a.m. to 5:30 p.m., and can accommodate 30 children from infancy to 5 years of age. The girls may leave their children at the day care center for the rate of \$15 per week.

"Couple counseling" was recently added to the program to include the young fathers and help young couples. The four week session meets on Sunday afternoons, covering problem prevention, parenting skills, and intra-family communication. The school counselor and a social worker from Family Services of Phoenix lead the discussions and provide additional information.

Full use has been made of the services offered by the Area Vocational Center to aid in job placement and vocational training. A junior college

program conducted through the Maricopa Technical College has accepted a number of seniors from the Cyesis Center.

### Stockton, California

The Gateway School in Stockton was established in 1969 to provide educational and allied social services to pregnant high school students. Forty-eight girls are presently enrolled, with 152 enrolled during the 1971-72 school year. Girls under high school age are placed on home-bound instruction. Most students attend the school for four or five months. They transfer to their original schools at the beginning of a new grading period.

The school is located in a separate building on the Stockton Hospital grounds. It is open from 8:00 a.m. to 5:00 p.m., with classes meeting from 9:00 a.m. to 2:50 p.m. Each class is 50 minutes long and there is a 50 minute lunch break. No food facilities are available, so most students bring food or leave the campus for lunch. The girls receive a 30-cent per day transportation allowance.

Three full-time and one part-time teacher teaches all the classes required for high school graduation. No advanced mathematics or sciences are offered. The business curriculum is complete and teachers give vocational counseling in conjunction with the courses. Typing, clerical office training, filing, machine calculating, shorthand, bookkeeping, and business English and math are offered. Because no kitchen facilities are available, the home economics courses stress sewing and the like. All girls are required to take a homemaking class that covers aspects of pregnancy, health, nutrition, family planning, infant care and child development.

A public health nurse visits each Wednesday to provide group instruction and to meet with individual girls about special health problems. She does any follow up necessary. All students are expected to be under medical care during their stay at the school.

Two social workers provide group and individual counseling. If the situation warrants, girls may be referred to a psychologist employed by the school district.

A child care center is not in use at present, but is being considered for the school's new location in the next school year.

#### Kansas City, Kansas

Pregnant school-age girls from grades seven through twelve are served by the Center for Teen-Age Mothers in Kansas City, Kansas. At the present time 60 girls are enrolled, 175 students estimated for the entire year.

Most students are referred by their original school principal or counselor. An admittance committee reviews the referrals, interviews the girls' parents, and requires medical records for each girl. Parents of the students must attend at least two sessions with the coordinator and nurse while the girl is in attendance.

The girls usually attend from their fifth month of pregnancy until the end of a grading period after the birth of their babies. If the committee knows a student is not graduating and not returning to her original school, some form of continuing education is arranged or job placement aid offered by the committee. Follow up is done by a social worker or a home school counselor.

Classes are held daily from 8:00 a.m. to 3:00 p.m. in the educational wing of the First Baptist Church. The Center has access to six classrooms, a home economics room, several offices, a teachers' lounge, a library, a multi-purpose room, a large assembly room, a cafeteria and a kitchen. Free lunch is provided.

Six full-time teachers teach regular classes, including biology and physics. No foreign language is offered. A required health class covers prenatal and postpartum care, childbirth, child care, child development and human sexuality. The health class is taught by a full-time school nurse.

All students are required to be under medical supervision. To aid the school nurse in her responsibility of seeing that each girl keeps her appointments, special medical forms are brought back from each visit. The nurse makes home visits when necessary.

Both the young mothers and the young fathers are counseled in groups or individually, on immediate problems and in making long-range plans for themselves and their babies.

There is no formal day care center, but various church groups throughout the area aid in caring for the infants while the girls are in school.

Follow up studies show that 90% of the girls enrolled return to their original schools and finish high school. The remaining 10% have been placed in jobs, vocational training or junior colleges.

#### Philadelphia, Pennsylvania

An integration of the services and efforts of a widespread network of community agencies and organizations provide comprehensive services

to pregnant students throughout the area. There are 13 neighborhood centers located in different areas of the city. Some of the facilities are rented or donated, some housed in school buildings. Two of the centers serve only junior high students and most of these students remain at the center for an entire year. High school girls usually enter around the sixth month and remain for three or four months.

Each center serves between 15 and 20 girls, with approximately 600 girls served annually. All centers operate five days a week from 9:00 a.m. to 2:30 p.m. Some lunches and some breakfasts are provided.

One full-time teacher and several part-time teachers staff each of the centers. Schedules are individually determined to help each student maintain her grade level in her original school. Vocational education, clerical skills, home economics, foreign languages, math and sciences are taught by visiting teachers. Additional instruction is given in nutrition, hygiene, family planning, physiology, pregnancy, infant care and child development. Credits transfer to the students' original schools and they graduate from them.

Medical services are provided by a variety of sources, including public health nurses, school nurses, and volunteers from local clinics and hospitals. All centers have made some arrangement with local hospitals, clinics, and/or nursing agencies in order that all students will receive medical care.

Only one center offers infant care. Others maintain and offer to the students a listing of available child care centers in the area.

#### Pittsburgh, Pennsylvania

The Pittsburgh Board of Education operates a public school to provide comprehensive services to pregnant students. The Educational Medi-



cal School presently has 166 girls enrolled, with 276 served in 1971-72. Girls from seventh to twelfth grade are eligible with parental consent and a doctor's verification of pregnancy. Students usually attend for six or seven months, returning to their original school at the end of the semester following delivery.

Located on three floors of the former Rosalia Foundling Home and Hospital leased from the Sisters of Charity, the program has a kitchen and cafeteria in order to provide hot lunches and morning and afternoon snacks. Transportation is provided by the school. Classes meet from 8:30 a.m. to 3:00 p.m. five days a week. The classes are 40 minutes long with morning and afternoon breaks.

The program employs seven full-time teachers, five part-time teachers, two teacher aides, one social worker, one nurse, a guidance counselor, a clerk and a part-time librarian. All graduation required classes are offered including advanced math and laboratory sciences. Foreign languages are also offered. Homebound teaching is offered for the four to six weeks after delivery when the girls do not attend. The teachers, counselors, nurse and resource people from the community take part in prenatal and postpartum groups, baby care and development discussions, and rap sessions dealing with problems of new mothers. These are conducted on a regular basis by three school psychologists.

Graduate students in social work from the University of Pittsburgh give group and individual counseling to students making the transition back to their original school. One more full-time social worker is expected to be employed in the spring of 1975.

All students are expected to be under medical supervision, but after enrollment are to make their own medical arrangements. An on-site clinic is under study at present.

No infant facilities are available at the school.

#### Lubbock, Texas

Fifty-seven students are currently enrolled in the New Directions Program for pregnant students in Lubbock, with enrollment for 1971-72 at 150. Most students stay in the program for four or five months and return to their original schools at the beginning of a new grading period after delivery.

Classes are held five days a week from 8:30 a.m. to 3:30 p.m. Each student attends only three days a week.

All required classes except advanced math and laboratory sciences are offered. Scheduling and instruction are individualized. A health class taken for credit and taught by a Red Cross nurse covers prenatal and postpartum care, child care and development, and hygiene. Young Women's Christian Association (YWCA) instructors supplement with courses in nutrition, budgeting, cooking, sewing, and general homemaking.

Lunch is prepared by the students with the help of community women trained at the Texas A & M University's Expanding Nutrition Program. The cost of lunch and morning and afternoon snacks is 25 cents a day to each student. After leaving the program, students continue to receive information on nutrition, budgeting and new recipes from the Expanding Nutrition Program.

YWCA counselors meet with students at enrollment and do any follow up necessary during their stay. The Lubbock County Health Department provides birth control information and does follow up on each student after she leaves the program.

Table 3

## Summary Chart Of Selected United States Programs

	Phoenix Arizona	Stockton Calif.	Kansas City Kansas	Philadel- phia Penn.	Pitts- burgh Penn.	Lubbock Texas
Annual Enroll- ment	70-90	152	175	600 at 13 centers	276	150
Grades Included	9-12	9-12	9-12	7-12	7-12	7-12
Duration of Stay	6-7 months	4-5 months	4-5 months	3-4 months	6-7 months	4-5 months
Medical Services	mobile clinic	private w/health nurse followup	private	private or public available	private	private
Counsel- ing	provided by stu- dents from Arz. State U.	social workers	full- time social worker	volun- teers from local agencies	full- time social worker, students from U. of Pitts.	YWCA counsel
Child Care Center	offered up to children age 5	none at present	aid from church groups	some centers	none	run by YWCA
Meals	small charge	no facility	free lunch	some centers	small charge	25¢ a day
Father Training	4-week session	none	counsel by social workers	none	none	none

## Chapter V

Program Design1. Introduction to the Program

- I. Purpose of Program
- II. Instigation of Program

- A. By whom
- B. How

2. Program Goals

## I. Educational Goals

## A. Short-range goals

- 1. school attendance during pregnancy
- 2. school attendance after the birth of baby

## B. Long-range goals

- 1. high school graduation
- 2. marketable skills

## II. Health Goals

## A. Health of the mother

## B. Health of the child

- 1. prenatal
- 2. postpartum

## C. Mental health of both

## III. Economic Goals

- A. Keep unwed mothers off the welfare rolls

3. Funding the Program4. Education for Young Fathers

## 1. Introduction to the Program

Purpose. This program is proposed to serve all of the Utah school districts. It will be made available to girls in the junior and senior high schools, that is, from the seventh to the twelfth grade. Any girls requiring the facility at the time it is being established should be given the opportunity to contribute ideas for development of the program. Parents of these students should also be asked to participate in the planning of the program.

Instigation of program. It is proposed that the Utah Education Association be the implementing agency for the program. Therefore, school districts as they are now established or in any combination of districts which seems feasible to the planners, will be asked by the Utah Education Association to develop the following program in a separate building or at least in a separate portion of the existing buildings. This will allow the pregnant students to create their own social atmosphere and to interact without fear of ridicule or social stigma.

The girls should transfer to the separate school during or at the end of the grading period during which they give birth. Credits earned will be transferred back to the original school and the girls will graduate with their class at that school. This will include taking part in the graduation ceremonies with the other students. The counselors at both schools should work to make the transition to and from their school as smooth as possible for the students.

Classes will be conducted from 9 a.m. to 3 p.m. There will be an hour lunch as well as morning and afternoon breaks. Snacks and lunch will be provided at a minimal cost to the students.

Students will provide their own transportation at the beginning of the program until such time as each district can arrange to furnish this facility for them.

The child-care center will accompany the school whenever possible or be added as soon thereafter as is feasible. The center will be available to the students at a small cost until their children are five years old.

## 2. Program Goals

Educational goals. The main, long-range goal of this program is the graduation of each girl from high school with marketable skills. Two additional immediate goals which aid in reaching the long-range goal are the continuation of the education of the pregnant student during pregnancy and the return to formal education by the young mother as soon as possible after the baby's birth.

There are two possible solutions to this: First, the pregnant student can continue in her regular high school, dropping several weeks before the birth and returning several weeks after; or, second, a special school can be established separate from the regular school, which the student would attend until her delivery and for a short time thereafter.

It is the opinion of this paper that the second solution would be best for the concerned students. The girls would be free from embarrassment in that they attend with other students in their same condition. The social life established would aid in the long-range goals by contributing a peer atmosphere favorable to continued education. The teaching could be geared to aid these students in accepting their new status, new responsibilities and the physical changes taking place.

A special class, taken for home economics credit, covering the pre-natal and postpartum care of the child and mother, nutrition, family planning, hygiene, child care and development, family health, adoption, parental responsibilities, budgeting and a survey of available community services should be required of all students.

Since no one teacher could be expected to be an expert in all of the above fields, resource people from the community and a trained school nurse should be used to greatest benefit.

It has been found that most young mothers do not nurse their babies because they feel it indicates a low financial status (Sharing, 1973). It is the opinion of this paper that the benefits of breastfeeding to both mother and child should be thoroughly explored by the girls and a resource woman who has successfully nursed a child. Apart from the obvious benefits, such an attachment between mother and child, resulting from the necessity of holding the child, would help dispel the fantasy aspect of the child and force the young mother to see the baby as a real human person. It is felt that such an attachment would reduce the negligent attitude often found in young mothers, thus reducing the multiple-caretaker aspect of childrearing and reduce child abuse.

Although the pregnant student could not safely take part in some activities, a physical education class should be required. This class should then be geared to these special students, preparing them for birth and getting them into shape after it.

Another area of emphasis should be the business skills, such as shorthand and typing. With concentrated training and practice, these girls could leave the school with marketable skills, aiding in getting



a job to support herself and her child. Should it be known that a student does not intend to return to her original school after her baby's birth, she should be channeled into an intensive business program to make her as professional and employable as possible.

Other than these special interest areas, all classes required for graduation, except those requiring a lab, should be offered. Labs are not offered because of the high cost of building facilities to accommodate such classes.

In order for the girls to continue at the school after their babies are born, a child-care center should be established in conjunction with the school whenever possible, and as soon as possible afterward if not feasible when the school is established. The girls should be allowed to visit, feed, care for, and observe their children during the day. When the girls return to their original schools, the child-care center should remain available to them until their children are five years old, at a minimal charge.

Summary. The establishment of a school for pregnant students separate from the regular schools would encourage students to continue their education. Special classes in child care, prenatal care, physical education, and business training are necessary to attain the educational goals of the program.

The addition of a child-care center to the school, available up to five years after the students leave, would further encourage them to continue their education after the birth of their child.

Health goals. The most immediate health need is that of the young mother. It has been found that these girls tend to fantasize about what is happening to them rather than accept the reality of the pregnancy.

As a result they do not get the early prenatal care most older women receive. It is also known that although young girls can conceive a child, they are not fully biologically developed and are a great child-birth risk. Prenatal care and close association with a doctor who knows her case well at the time of birth can minimize the risks.

Any program for these girls should require that each one have a doctor's certification of pregnancy at the time she is admitted to the program. Thereafter she should be expected to continue under his care. Follow up should be done by the school nurse and her counselor if for any reason it is thought she is not keeping her appointments.

The school nurse should be available at all times. Through her, the students should have access to family planning materials and to any resource person from the community services in which the girls are interested. The nurse should be specially trained in obstetrics and be willing to discuss frankly questions from the students. She is also expected to be part of the special home economics class, as specified in the educational goals.

Aside from this, any problems with the individual student should be handled by the nurse and the girl's counselor, including the girl's parents whenever possible.

The prenatal health of the child is comparatively assured if the health of the pregnant student is given consideration. However, after the child's birth, the problems become more difficult. Since the school cannot require the students to bring their babies to the school child-care center where school employees can observe them, there are few ways in which to do a follow up on the children.

Here the success of the health goals becomes interdependent on the educational goals. Thorough exposure to child care and child development long before the child is born seems to be a way that the child will be well cared for. Training in bathing, changing, and holding can be done with the children of their peers who have been brought to the child-care center.

Contact between a counselor and a doctor should be rare, but each girl should be required to submit a form from her physician on the health of the child before she returns to her original school.

All children develop mentally as well as physically. These young mothers should have access to material specifying the month-by-month mental and physical development of the child. Toys and games she can use to aid this development should be included in the material provided. In addition, the emotional needs of the child should be stressed and each young mother encouraged to hold, cuddle, and talk to her child during the class breaks.

The mental health of the mothers can be best assured if they are aided in developing themselves to the fullness of their potential. If the educational and the physical health goals are reached, this development can continue more smoothly when the girls return to their original schools.

Summary. The health of each student being paramount, each girl must submit a doctor's certification of pregnancy and is expected to continue in his care throughout her stay at the school. The physical and mental health of the child rest on the concentrated education of the mother in

child care and child development, both mental and physical. The mental health of the young mother is dependent upon the success of the educational program of the school.

Economic goals. Without an education, a girl giving birth in her early teen years is likely to give birth at least once more before she turns twenty. These unstable families cannot support themselves and therefore become dependent on public welfare.

The cycle begins with a young woman who is untrained and uneducated and cannot hold a worthwhile job. She turns to welfare to feed herself and her child. If other children are born she becomes even less employable and will pass the idea of public dependence on to her children. Without education this second generation will in turn pass the idea on to their children and the cycle is continued.

If the educational goals of the program are reached, the girls are less likely to become dependent on welfare. The marketable skills they gain should be sufficient to support themselves.

However, one further step must be taken in order to assure that these girls do not give birth to a second child before it is wanted. Contraceptives should be made available to these students, whichever form they choose in conjunction with their doctors. (The legal aspect against the doctors should be removed to allow them to help these young adults.) At the birth of their child, the role of these students changes drastically. Married or unmarried, they should not have to pay for their sexual activity with an unwanted child.

Various contraceptives should be discussed in the family planning unit of the home economics class. All side effects and benefits should be brought out so the girls can ask further questions. Background to

the contraceptives should include the mental health of the user and venereal disease.

Summary. The continued education and training in marketable skills to make these students employable will aid greatly in keeping them off the public welfare rolls. A further step of making all forms of contraception available to them will further assure a useful future for each.

### 3. Funding the Program

Since fragmented services offered for a limited time period are not enough to solve the problem, long-range funding is the ideal for the proposed program. While it is desirable, it is also the most difficult to obtain.

With the Utah Education Association as sponsor, federal funds should be requested under the Title I (Education for Disadvantaged Children) Act and/or the Federal Vocational Education Act, or Title IV-A of the Social Security Act. A committee within the Utah Education Association should be assigned to contact the Inter-Agency Task Force in Washington, D.C., and act upon the financing information received.

State cash funds can be sought through the reimbursement for the education for the physically handicapped or the matching of funds for underprivileged children. State Health Departments often place a knowledgeable coordinator within interested organizations to aid in seeking all funds available throughout the state. The Utah Education Association should request that the State Board of Education provide paid teachers, counselors, books and supplies in these special schools, with the ultimate goal of the Board operating the schools as part of the regular school systems.

Churches often feel some responsibility toward these students. If at all possible, the Utah Education Association should approach them in asking for direct funding and the use of existing facilities for the program. While the child-care centers must be manned by trained personnel, the extra help can be requested from the church service organizations on a donation basis. Child care can also be offered in the homes of church volunteers on an individual basis.

Volunteers from the medical societies, social workers and public health nurses who are paid to provide this type of service should be pressed into service. Hospitals and clinics often provide services to the public, such as prenatal and childbirth classes. The YWCA and universities near the program centers have trained counselors or trainees who can be used to full advantage.

The funding will change over the years as the awareness and need for the program change. Constant evaluation of the support for the program must be made, with renewals, additions, and substitutions in the funding being sought.

#### 4. Education for Young Fathers

Since the physical aspects of fathering in no way make it necessary for the young man to leave school or enter a special program, he should be considered from another point of view. Young marrieds not expecting a child should also receive special opportunities from their schools.

Sixty to seventy percent of the young couples are married before the birth of the child. This pushes them into the adult world and new relationships while they are still participating in problems of adolescence.

Their new life style is different from the students around them and their experiences begin to diverge from those of their friends.

The mental health of young fathers must be assured in order to help sustain their recent marriage. Special counseling and marriage classes should be offered. Rap sessions conducted wherever possible will allow the students to air their problems in an understanding atmosphere. Whenever possible, the husband and wife should attend marriage classes together. Subjects such as budgeting, legal concerns, and child development, with stress on the importance of the father, should be covered.

Soon-to-be fathers need to have some idea of what is happening to the mother, what happens during labor and delivery, and how the emotions of the girl will be affected after the birth. Resource people should be pulled from the community--doctors, labor room nurses, instructors of prenatal classes--to help cover the material.

These special students should not be barred from any of the activities in which they are interested, as such participation will aid their character development. Classes with practical application, such as shop or business courses should be encouraged. Before graduation, the young fathers should receive job placement services.

The success of the young family depends on the mental, physical and financial standing of the young people involved. The mental state can be helped through formal education which will in turn help solve other problems. School districts should begin a program to take the first step toward success with these special students.

References

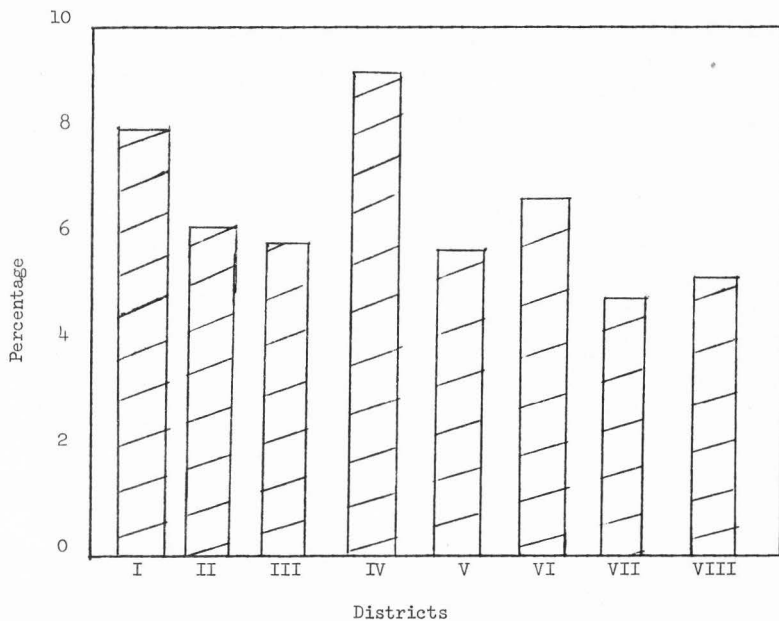
- American Medical Association. Proceedings of house of delegates, June 20-24, 1971.
- Box Elder County School District. Drop-out study. Brigham City, January 1974.
- Calderone, Mary S., M. D. Adolescent sexual behavior: whose responsibility? The PTA Magazine, September 1964, 59(1), 4-7.
- Daniel, Glenda. Single, pregnant, sweet sixteen. The PTA Magazine, December 1973, 68(4), 28-29.
- Gadpaille, Warren J., M. D. Adolescent sexuality and the struggle over authority. The Journal of School Health, November 1970, 40(9), 479-483.
- Gallagher, Ursula M. School age pregnancies. U.S. Department of Health, Education and Welfare. Washington, D.C.: U.S. Government Printing Office, 1966.
- Herzog, Elizabeth. Unmarried mothers: some questions to be answered and some answers to be questioned. Child Welfare, October 1962, 41, 339-350.
- Herzog, Elizabeth. Some notes about unmarried fathers. Child Welfare, 1966, 45(4), 194-197; 235.
- Hilldrup, Robert P. Why sex education belongs in the schools. The PTA Magazine, February 1974, 66(6), 13-14.
- Howard, Marion. Teen-age parents. Today's Education, February 1973, 62(2), 39-40; 73; 76; 78.
- Howard, Marion & Eddinger, Lucy. Beginning a program for pregnant school-age girls. Prepared by the Consortium on Early Childbearing and Childrearing. Information series #1, Washington, D.C., 1972.



- National Association of Secondary School Principals. A legal memorandum concerning student marriage and pregnancy. Washington, D.C., January 1973.
- Nelson, Shirley A. School-age parents. Consortium on Early Childbearing and Childrearing. Washington, D.C., 1973.
- Nelson, Shirley A. Sharing among those concerned with school-age parenting. The Consortium on Early Childbearing and Childrearing. Washington, D.C., Spring 1973.
- Perspectives on Utah. Consortium on Early Childbearing and Childrearing. Washington, D.C., May 16-17, 1974.
- Pregnant teen-agers. Today's Education, October 1970, 52(7), 26-29; 89.
- United Nations Economic and Social Council, Commission on the Status of Women. The role of women in the family--status of the unmarried mother. 24th Session, Agenda Item 5(a), April 1973.
- Whelan, Elizabeth M. & Higgins, George K. Teenage childbearing, extent and consequences. Consortium on Early Childbearing and Childrearing. Washington, D.C., January 1973.
- Williams, Tannis M. Childrearing practices of young mothers: what we know, how it matters, why it's so little. American Journal of Orthopsychology, January 1974, 44(1), 70-78.

## Appendices

Appendix A



Health Department Districts				
I	III	V	VI	VII
Box Elder	Salt Lake	Juab	Beaver	Daggett
Cache	Tooele	Millard	Garfield	Duchesne
Rich		Piute	Iron	Uintah
		Sanpete	Kane	
II	IV	Sevier	Washington	VIII
Davis	Summit	Wayne		Carbon
Morgan	Utah			Emery
Weber	Wasatch			Grand
				San Juan

Figure 1. Utah live births 1972 (Perspectives on Utah, 1974).

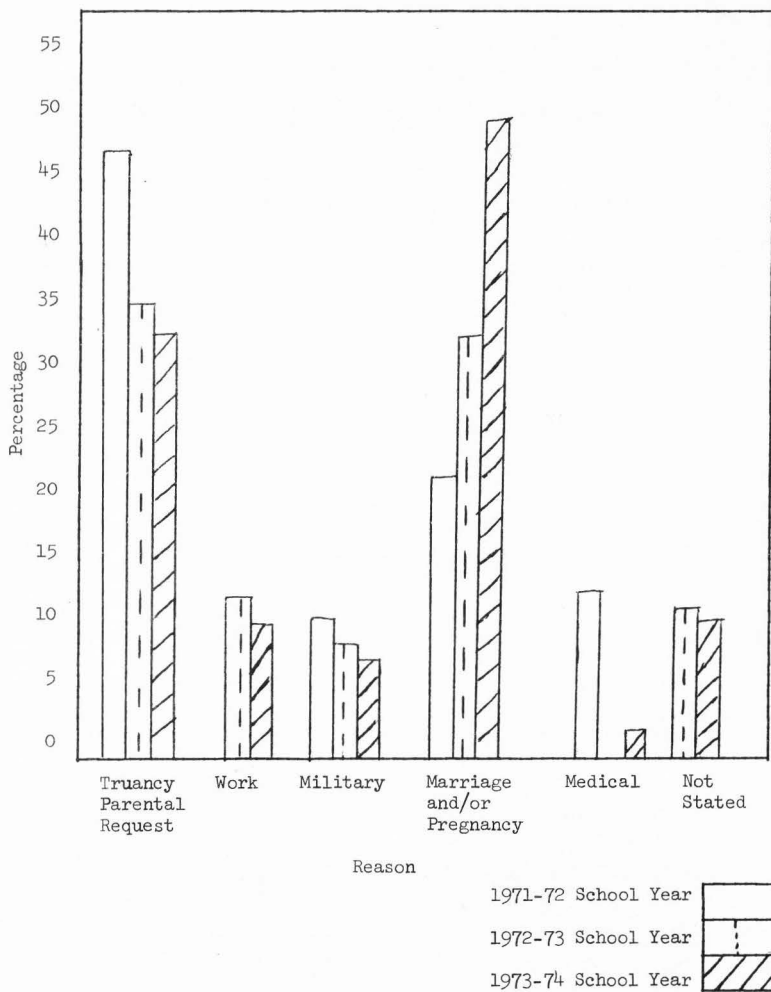


Figure 2. Box Elder County School District three-year drop-out study.

Dear Superintendent \_\_\_\_\_ :

I am continuing a comparative study regarding the married and/or pregnant student in the 40 Utah school districts. Previously our district pupil personnel director, Richard Kimber, contacted your office regarding information on this subject. I am now asking each superintendent for a copy of his current policy concerning this type student.

This information is vital to the completion of the study and an accurate assessment of how Utah is responding to the needs of this special group.

Sincerely,

Willa Hurd  
Dean of Women  
Bear River High School  
Tremonton, Utah

Figure 3. Letter.

Pregnant Student

5th Month	6th Month	7th Month	8th Month	9th Month	2 to 4 Weeks After	Graduation
Leaves original school, enters program	Home Ec. class stresses prenatal care	Enters full schedule of career and academ. classes	P.E. class aids in preparing for birth (breathing relaxation exercises)	Birth of child	Child enters day care center--girl returns to full schedule of classes	Returns to original school-- graduates with class

Young Fathers

Enters special marriage class	Group and individual counseling	Child development class	Prenatal class	Continued counseling	Use of job placement services	Graduates with class
-------------------------------	---------------------------------	-------------------------	----------------	----------------------	-------------------------------	----------------------

Figure 4. The educational sequence of proposed program.

Appendix B

## List of School District Responses

Alpine School District: married students attend day classes; pregnant students must withdraw from school during period of evident pregnancy.

Beaver County School District: married and/or pregnant students may attend school, but not participate in extra-curricular activities; students not allowed to participate in graduation exercises.

Box Elder School District: married and/or pregnant students attend as regular students; special services made available to them.

Cache School District: married students must apply to the principal for permission to continue in school; pregnant students may attend until the pregnancy becomes apparent; the visiting teacher will not be made available to them.

Carbon County School District: married and/or pregnant students are permitted to attend day classes as long as they are physically able in both situations; they are not barred from extra-curricular activities.

Davis School District: married students may attend, but are barred from activities apart from daily schedules; pregnant students may not attend during period of pregnancy.

Daggett School District: rewriting policy.

Emery County School District: married and/or pregnant students attend as regular students.

Granite School District: special program for the pregnant students which includes academic training, vocational training and individual counseling; classes are offered also to the young fathers; home teaching offered to some pregnant students.

Iron School District: married and/or pregnant students attend classes as regular students; drop-outs due to pregnancy are eligible for homebound instruction.

Jordan School District: pregnant students must withdraw from regular classes, but may attend evening school or have a home teacher during her pregnancy; may return to regular school after birth of the baby.

Juab School District: married students may attend as regular students as long as they refrain from discussing married life; pregnant students must work with officials to develop special program.

Kane School District: no policy.

Logan City School District: married students continue with special permission and can be expelled for indiscreet conversations about marriage; pregnant students may attend; neither can participate in any extra-curricular activities.

Morgan County School District: pregnant students urged to leave school, but opportunity given to obtain credit; married students attend as regular students but may not participate in extra-curricular activities.

Murray School District: married and/or pregnant students attend as regular students.

Nebo School District: pregnant students attend until the end of their fifth month, then can continue with principal permission or transfer to high school.

North Sanpete School District: married students are ineligible to attend regular classes; pregnant students may attend until the pregnancy becomes obvious.



North Summit School District: married students attend but may not participate in extra-curricular activities during the first year of marriage; pregnant students attend until the condition becomes obvious; schooling is continued at home.

Ogden City School District: married students continue as regular students; pregnant students attend until the later stages when they must enroll in special classes conducted separately.

Park City School District: married and/or pregnant students attend as regular students.

Plute School District: married students continue as regular students, but may not hold any office in clubs or student body or hold a leading role in any other activity; pregnant students are expelled immediately but may return with the permission of the principal.

Provo School District: married students can continue in the regular classes or transfer to night school; pregnant students can continue in regular classes or transfer to "a special class held outside the Provo High School campus;" students delt with individually.

Salt Lake City School District: married students may continue as regular students after receiving special permission; pregnant students attend special classes conducted separately.

San Juan School District: no policy.

South Sanpete School District: married students attend as regular students; pregnant students attend until their condition becomes obvious.

South Summit School District: married students must request permission from the principals to continue in regular classes and cannot

participate in extra-curricular activities; pregnant students immediately expelled.

Tintic School District: married and/or pregnant students continue as regular students.

Uintah School District: pregnant students continue at own discretion; if quit, encouraged to return to regular or adult program after the child's birth.

Wasatch School District: married students attend with permission but cannot participate in extra-curricular activities; pregnant students immediately excluded from school; must have permission to return after birth.

Washington County School District: married students attend with permission of principal but cannot participate in extra-curricular activities; pregnant students withdraw during period of obvious pregnancy.

Wayne County School District: pregnant students continue as long as health permits, but cannot graduate with class.

Weber County School District: married students can attend regular classes or transfer to the adult high school program, but may not participate in extra-curricular activities; pregnant students can attend the Young Mother's Program and may not participate in extra-curricular activities.