

GUIDELINES FOR THE ESTABLISHMENT AND OPERATION OF
CHILD CARE CENTERS FOR COMMUNITY COLLEGES
IN KANSAS: A DELPHI APPROACH

By

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This study was concerned with the development of guidelines for the establishment and operation of child care centers on community college campuses in Kansas. The primary objective was to draw upon the expertise of those who had knowledge of child care centers on their campuses in order to compile a list of guidelines which could be used by other community colleges to plan and start a child care center.

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CHAPTER I

INTRODUCTION

Community colleges have traditionally been on the cutting edge in meeting the needs of the changing student population. As community colleges have increased their efforts to recruit older, part-time students, a changing student population is reflected in the rising average age of community college students (Cohen and Brawer, 1982). Older, part-time enrollees mean more married and single parents returning to campuses. More offerings are scheduled during the evening hours and at other nontraditional times. In the 19 public community colleges in Kansas during the 1983-84 year, over 50 percent of the student population was made up of those who attended classes after 4:00 p.m. Over 50 percent were classified as part-time students. The average age of the community college student in Kansas was 31.3 (Kansas State Department of Education Annual Report, 1984).

Cross (1981) projected that by 1986, 48 percent of all college students are expected to be part-time learners while in 1976 the figure was 39 percent. Research findings have demonstrated ". . . that the more education people have, the more they want, and the more they participate in further learning activities" (Cross, 1981, p. 15). Many community colleges have attempted to address the need to modify student services to accommodate the changing student population. Others are searching for ways to meet the needs of their students and lower the

barriers to education that some of their present and prospective students may be encountering.

One of the barriers to enrollment for some adult students is the lack of child care facilities on the campus. A study of state-supported colleges and universities in Florida found that one of the values of a campus child care center was that it allowed more students to enroll in college, thus benefiting both the institution and the students (Holdnak, 1978). Several community colleges in Kansas have faced the problem and others are considering such facilities and alternatives. According to Fountain (as cited by Kraft, 1974), 40 percent of all two-year and four-year colleges offered some type of child care service on their campuses. In Kansas, nine out of the 19 community colleges have initiated such facilities.

As early as 1974, the Los Angeles Community College District reported that:

Community colleges recognize their obligation to provide children's centers as a necessary supportive service. A campus children's center is as essential as health service, food service, placement service, a counseling office, and a bookstore. A well-run center will enable a significant portion of our campus community to pursue its education while providing for the welfare of its children ("Campus Children's Centers Sample Proposal", 1974, p.1).

In many instances community colleges have not met the obligation of providing this type of supportive service and the needs of part of the student population have not been met.

Statement of the Problem

Detailed guidelines were not available for the establishment of child care centers at community college campuses in Kansas. If community colleges in Kansas are going to be responsive to the needs of their

students and if these same colleges are committed to eliminating barriers to education that their students face, and then they must begin to consider the need for the establishment of campus child care centers.

Purpose of the Study

The purpose of this study was to obtain detailed guidelines that community colleges would be able to use in the establishment and operation of child care centers. It was also expected that this study would answer the following questions:

1. What are the guidelines for the establishment and operation of a child care center on the campus of a Kansas community college?
2. What are the perceived child care needs at selected Kansas community colleges as identified by college personnel?
3. What are the perceived expectations and outcomes of child care centers on Kansas community college campuses?
4. What are the problems and regulations surrounding the establishment and operation of child care centers on Kansas community college campuses?

Scope and Limitations

This study was subject to several limitations. They were as follows:

1. Study participants were limited to those who worked at community colleges either having a child care center or having completed plans for the establishment of child care centers.
2. Study participants were limited to presidents, deans of student services/student affairs, deans/directors of continuing education/

community services, directors of child care centers, staff members of child care centers, and either the chairpersons of the campus child care advisory committee or parents of children attending a child care center.

3. Generalization of the study to community colleges outside the state of Kansas is unwarranted.

Assumptions

The following assumptions were made concerning this study:

1. The perceptions of the participants were assumed to be accurate.
2. The perceptions of the participants were assumed to be representative of community college personnel in other Kansas community colleges.
3. The number of part-time, adult students will continue to grow in Kansas community colleges.
4. The need for child care centers will continue to expand in Kansas community colleges.

Definitions

The following definitions were used in this study to provide clarity:

Adult Student - This term refers to those students who are usually part-time, voluntary learners (Cross, 1981). Adult students ". . . tend to have a problem-centered orientation to learning" (Knowles, 1978, p. 58). Adult students have adult responsibilities.

Attendance Barriers - This term refers to actual or perceived hurdles that students are not able to negotiate and which prevent them from enrolling in classes or force them to withdraw from classes.

Child Care Center - This is a facility or space located on or near the campus which provides a safe place for preschool children of students, faculty, staff, or patrons of community colleges. This facility is meant to offer a supportive and pleasant environment to promote physical, emotional, social, and intellectual development of children ("Campus Children's Centers Sample Proposal", 1974).

Community College - This term is used in conjunction with any two-year college, junior college, and community junior college. It means an educational institution accredited by a state agency to grant the associate of arts or sciences degree (Cohen and Brawer, 1982). There are five areas of offerings: academic transfer, occupational/technical, remedial/compensatory, community/continuing education, and student services.

Delphi Technique - This term refers to a research methodology whereby a panel of experts is used to furnish opinions through brainstorming by means of a series of questionnaires. Opinions are tabulated and returned to panel members to obtain or approximate consensus on a particular topic.

Nontraditional - This term refers to both students and classes. Nontraditional students are those older than the 18- to 20-year old traditional community college student. Nontraditional classes are those offered on weekends and evenings and over varying periods of time different from the traditional classes offered during the morning and early afternoon.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter was to present a review of literature relating to the topic of child care centers on community college and university campuses. This chapter was organizationally divided into the following sections in order to give an overview of the topic:

1. Definition and philosophy of campus child care centers.
2. Types of child care centers located on campus.
3. Need and support for campus child care centers.
4. Funding and regulatory specifications of campus child care centers.
5. Advantages and disadvantages of child care centers on campus.
6. Delphi Technique.

Definition and Philosophy

Child care centers are places outside of the home which provide care and protection for children on a regular basis for all or part of a day. Child care centers on campuses of institutions of higher education offer the same services for children whose parents may be students, staff, faculty, or patrons of these colleges or universities.

Colleges and universities throughout the United States are experiencing a dramatic shift in the composition of their student populations. No longer is the typical student the full-time resident between the ages of 18 and 22. So dramatic are these changes that the growth and survival of institutions of higher education are dependent upon the ability of these institutions to attract and retain older students (Hughes, 1983, p. 51).

Generally, the term, nontraditional, has been used in the literature to describe any student over the age of 22. However, this descriptor has been a source of ambiguity since writers have also used such terminology as returning students, stopout's, reentry students, older students, and adult learners in their treatment of this population. This ambiguity has been further highlighted by the multitude of attitudes, interests, values, expectations, and motivations of these nontraditional students (Hughes, 1983). While nontraditional students have a myriad of needs as differentiated from the traditional students, one need that was mentioned was the need for service and support. Included in service and support needs was the specific need for child care (Ryan, 1979; as cited by Hughes, 1983; Tittle and Denker, 1980; Hooper and March, 1980; Creange, 1980; Hall and Gleaves, 1981; as cited by Hughes, 1983). Child care was especially important for single parents, who are generally women.

In a sample proposal, the Division of Educational Planning and Development in the Los Angeles Community College District (1974) talked about the philosophy of child care centers and indicated that part of that philosophy should include ". . . planned educational experiences, for example, opportunities to explore, discover, learn, create, and work in a cooperative manner in order to foster intellectual and personal growth" (p. 2).

The proposal elaborated on the district's philosophy:

A further aspect of the center's philosophy will be the development of the children's attitudes towards self-reliance, self-expression, and self-identity. These attitudes will be encouraged through the interaction of the children with their peers and teachers. Attitudes of good citizenship will be encouraged and children will learn respect for the rights, feelings, and property of others. Further, the emotional and social stability of the children will be enhanced (p. 2).

The Division of Educational Planning and Development for the Los Angeles Community College District (1974) pointed out the need for a planning committee and needs assessments during the feasibility stage of establishing a child care center. The committee consisted of students, faculty, administrators, and community representatives. Citizens who served on the planning committee represented the United Way of Los Angeles, the Greater Los Angeles Community Action Agency, the Crippled Children's Society of Los Angeles County, and the Office of Contract Compliance, United State Department of Defense. Additional information was gathered from the State Department of Health, the State Department of Education, and other two- and four-year institutions which already offered child care services.

Surveys of students were conducted at all of the campuses to ascertain the needs for child care services and to determine if existing public and private child care facilities were meeting the needs of the student population. The numbers of licensed children's centers were checked along with recording the number of children on waiting lists for these centers. The planning committee discovered that "existing children's centers . . . have long waiting lists . . ." (p. 1). A better understanding of the definition of child care centers can be gained by examining the services that they provide.

Types

Campus child care centers may offer a wide range of services. Some may furnish only custodial baby-sitting services while others may have a complete offering of planned educational experiences to facilitate developmental growth of children in the fields of art, music, motor, behavioral, and learning skills.

Creange (1980) indicated that there was a wide variety of types of centers operated or used by colleges and universities. Some institutions contract with family day care centers to allow students' children to attend in exchange for service or subsidy. Some campuses have preschools or nursery schools. These supply some developmental education to children, but they may not always accommodate the needs of all students because of limited scheduling. A few institutions operate child care centers with full services including educational, nutritional, medical, and dental programs. A very small number offer before- and after-school services for school-age children. Because of the comprehensiveness of their services, combination-type programs are rare on most campuses.

A form of child care services was available on many campuses for years before the present enrollment trends of older students with child care needs. Most of these programs were restrictive in their services since they served as laboratory schools for early childhood development curricula. Enrollments were limited and services were not available when college classes were not in session. Almost 40 percent of the nation's accredited colleges and universities offered some kind of early child care services, but more than half of those were laboratory schools

or related to early childhood development programs offered by the institutions (Ravenscraft, 1973).

Very few two-year colleges have laboratory schools or child care centers designed to furnish training for students in child development or childhood education. Due to the limited number of openings and strict selection process, laboratory schools may not meet the child care needs of students who are parents. Infant care centers for those under the age of two ". . . are the hardest types of care to find and perhaps the most needed" (Creange, 1980, p. 4). Because of the high cost, most universities and two-year colleges do not provide these services (Farland and Carey, 1982). Drop-in centers, baby-sitting services, or playrooms are offered on some campuses to provide flexible, short-term care.

One alternative to alleviate the high cost of establishing and operating a campus child care center is a cooperative arrangement consisting of the users of the facility. Parents contribute labor, materials, and money and form an association to administer the facility. The college or university provides the space at no cost or at a nominal rate and the members of the cooperative oversee all facets of the operation.

Cooperative child care centers are found on a growing number of campuses. While professional staff may be hired, most cooperatives are operated by parent-students on a shared basis.

Need and Support

The literature revealed a growing interest on the part of companies and educational institutions in providing child care services for

employees and students. In a study conducted for the Department of Health and Human Services, Aschbacher (1984, as cited in "Fluid Schedule Eases Child Care," 1984) reported that child care programs for workers was not a passing fad. The report indicated that there would be a 23 percent increase in the work force from 1980 to 1990 of mothers with preschool children. Community, technical, and junior colleges were offering training for employment in 1,400 different occupations in 1983 and between 1985 and 1990 enrollment at two-year colleges was expected to increase by over 150,000 students (The NEA 1984 Almanac of Higher Education). Two-year colleges were expected to furnish some of the training for those students wanting to enter the job market, reenter the work force, or update their job skills.

Business and industry, as well as educational institutions, have begun to investigate child care as a fringe benefit. The issue of child care as a benefit for some, but not all employees, has raised the legal questions of employment discrimination by some employers. Murray (1980) examined the legality of child care as an employee benefit for female employees and for parents of small children while denying an economically equivalent benefit to other employees. The major anti-discrimination law at the federal level is Title VII of the 1964 Civil Rights Act (Murray, 1980). The Civil Rights Act does not recognize "non-parenthood" as a protected basis. Therefore, employers may provide child care assistance to employees as part of a fringe benefit allowance similar to medical plans or educational assistance programs. However, such a benefit "must be made equally available to men and women employees, as well as to married, divorced and single employees" (Murray, 1980, p. 2).

Employees of higher education, as well as industry, received tax advantages from employer-sponsored child care services with the enactment of the Economic Recovery Tax Act of 1981 (Commerce Clearing House, Inc., 1982). The 1981 legislation provided that employees were allowed to exclude the value of employer-provided child care services from gross income.

Interest in child care centers on campus began to surface in the late 1960s as women students began to demand the service (Fountain as cited by Kraft, 1974). The demand has increased as more adults, single parents, reentry women, and minorities have returned to the classroom in recent years. Many of these students have faced barriers to their desire for a college education. Darkenwald and Merriam (1982) classified attendance barriers or "obstacles to participation" into four general categories: situational, institutional, informational, and psychological. While adults most often cited lack of time and cost as situational barriers, the authors listed other barriers in this category such as lack of transportation, geographical isolation, and lack of child care.

In a survey sent to 916 married or previously married day students at the College of The Sequoias (McCormick, 1977), 53 percent of the 315 respondents (225 females, 90 males) indicated that they would use a child care center on campus if one existed. Of that group, 77 percent were between the ages of 20 and 30. If such a service existed, 73 percent of those replying said they would increase their number of class hours. Jelfo and Burger (1975) also found in their study that students believed they would be able to enroll for more credit hours if child care services were provided. Nearly 90 percent of those wishing child

care services in the McCormick study indicated they would be willing to pay for such services. The willingness to enroll in a heavier class load and the willingness to pay for services addressed two concerns of campus administrators: how to combat shrinking enrollments and how to finance an expensive service for students.

George Mason University, for example, opened a child care center in 1973 and registered 10 children during the semester. Two years later the center was serving 70 children (Major, 1975, as cited by McCormick, 1977).

Much emphasis was given in the literature to the child care needs of older adult females as they prepare to reenter the educational process. Many of these mothers require education and training before they can enter the work force at a level where they wish to be. Others have stopped working in order to start a family and now they find that they need additional job skills to reenter the working environment. Other working mothers may discover that in order to gain a promotion, they need additional education. Many of these working mothers have found that day and evening classes at community colleges would be solutions to their needs if adequate child care services were available at these institutions (Revels, 1976; Nordh, 1972; Tittle and Denker, 1980).

Many child care centers have sprung up on community college campuses in response to back-to-school mothers and single parents who could not afford college without these services. Many colleges have continued these services over into the evening hours because of the proliferation of offerings and adult students enrolling in evening courses and because many communities do not have adequate child care services during the evenings (Nordh, 1972; Revels, 1976; Douthirt, 1979).

In 1977, 39 percent of the 350 two-year colleges answering a national survey indicated that they offered adequate or minimal child care services (Tittle and Denker, 1980). The authors noted that the lack of child care facilities was cited as the single most critical program or barrier for women wanting to return to college. Jelfo and Burger (1975) also reported that equality of opportunity for women in higher education suffered from the lack of low cost child care services available on campus. Both men and women reported such a concern along with the need for child care facilities to be open for longer periods of time to accommodate evening classes or time spent studying in the library. Reimel (1976, as cited by Tittle and Denker, 1980) found that community college students with children under six years of age did not persist as well as those without children.

Although institutions of higher education have been cautioned against involvement in day care centers (Carnegie Commission, 1973), they can take some responsibility and initiative by providing, at a minimum, space and other resources to facilitate the development of quality day care centers at institutions themselves. Here it is important to note that the absence of a program, such as for child care, constitutes a policy statement itself--a negative policy (Tittle and Denker, 1980, p. 168).

Funding and Regulations

The cost of child care is a major consideration for working parents or students (Bradbard, Endsley, and Readdick, 1983). In a study conducted by the authors in two southeastern college communities, inexpensive fees ranked fourth in a list of twenty reasons given for choosing a child care center. Cargill (1977) added that "Most student families cannot afford private nursery schools . . ." (p. 23). A few universities such as Eastern Texas State University have made child care

services available as part of a financial aid package for qualified students (Coker and Hammack, 1978). Many students, especially single parents, find themselves in a double bind. They enter or reenter higher education to find solutions to financial problems only to discover that the cost of child care is prohibitive on their limited incomes (Hooper and March, 1980).

Some campus child care centers are addressing the problem of cost and funding by offering sliding-scale fees based on income, charging a flat fee, making available a child care scholarship fund, or incorporating child care into an optional fringe benefit for college employees (Kraft, 1984). The financial burden to colleges remains a problem for many institutions. In a study of campus child care centers in New York City, Zadra (1983) found that out of the 10 centers surveyed, nine used some student activity money, eight collected parent fees, six received grants from outside sources, and three were sponsoring fund-raising activities. Few institutions can subsidize child care centers completely on their campuses. For those colleges wanting to establish centers, seed money must be allocated with the hope of recovering costs later through increased tuition or parent fees (Grossman and Keyes, (1977).

Sufficient start-up money is needed to meet requirements for facilities. State regulations require a prescribed amount of footage for each child, specified windows, doorways, toilets, and kitchen facilities (Zadra, 1983). Regulations dictate preparation of staff. There may be various state agencies, such as the State Department of Health and Environment, which regulate facilities. If a center is receiving federal grant monies, federal rules must apply. All of these

requirements serve the best interests of the children, but all of them require additional funding from the college.

The cost of beginning a child care program can be considerable at an institution of higher education. Capital outlay costs must be considered if no facility exists or if an existing building needs remodeling to meet specifications. Equipment, supplies, advertising, and employee training are also a part of start-up costs. While most colleges and universities can develop plans for a self-supporting child care program once it is operational, high start-up costs may prevent some institutions from ever bringing a child care center to fruition. The lack of dollars may overshadow the perceived needs of the college community regarding child care services on campus as well as the other advantages that such a facility might incur. College officials and their constituents must address the need for adequate funding of the establishment and operation of a facility during the initial planning stages.

Child care services must take into account all economic levels. While faculty and staff may have few problems paying for services, parent-students may have low incomes. In order to allow all students to utilize the facilities, regardless of income, a sliding fee scale offers a solution to the problem (Billups and Ernst, 1977). Parent involvement and parent education offer a twofold advantage. Both can serve as a resource to parents on the child's development and both can facilitate the child's emotional, physical, and intellectual development (Billups and Ernst, 1977). The authors noted that flexible scheduling was also vital to a program serving parent-students so that their diverse needs for taking classes could be met.

Some colleges and universities use student activity fees as one financial resource to help defray the cost of child care services (Tittle and Denker, 1980; Douthirt, 1979). According to Douthirt (1979), many resources already exist on most campuses which may be considering the establishment of a child care center. The center can offer training opportunities and practical learning situations in such curricula as early childhood education, art, health, psychology, speech and hearing, physical education, nursing, business administration, and occupational therapy. The college or university can extend its counseling, managerial, financial, and medical services to the center without additional staffing in most cases.

Many of the findings and recommendations of the Los Angeles Community College District (1974) appeared to have relevance for any community college considering the establishment of a child care center. The only reliable source of funding had to come from the district. Other suggested ways of supplementing district funds to help meet operating costs included private donors, student activity fees, fund-raising drives, parent-user fees, and federal or state grants. The committee found that no campus child care center was able to be self-supporting on the basis of user fees alone. Volunteer assistance by parent-students was found to be negligible.

The planning committee put forth several organizational alternatives, but the one the group recommended was "that campus children's centers be established, governed, and maintained by the District" (p. 8). The committee felt that such a recommendation would provide for continuity in fiscal affairs, accountability, management, and employment standards. Jelfo and Burger (1975) made similar recommendations.

Advantages and Disadvantages

Colleges with programs in early childhood education or child development can use centers for a training laboratory (Fitch, 1976). This usage is one way that colleges can justify spending state funds for its operation. Centers also offer opportunities for students on work study programs.

Child care centers eliminate one of the barriers to education for some parent-students. Increased enrollments, tuition, and state funding benefit colleges. There are other advantages that child care benefits can bring to workers and employers including shortened maternity leaves, decreasing needs for absenteeism, decreased levels of employee turnover, increased recruitment success, and more positive employee attitude (Commerce Clearing House, Inc., 1982). By extension, some of these advantages can apply to students in higher education as well as to faculty and staff.

Cross (1981) cited lack of child care as a situational barrier to higher education for young parents and women between the ages of 18 and 39. The author discussed situational, institutional, and dispositional barriers which served as a deterrent for equal opportunity and access to higher education. If child care were eliminated as a barrier, then Bowen's (1974) prediction about future credit enrollments might move closer to reality:

If women attended college at the same rate as men, if low-income people could attend at the same rate as high-income people, . . . enrollment would probably be increased by at least six or seven million. And if persons beyond the usual college age began attending in rapidly growing numbers, as they show signs of doing, enrollments would grow even more (p. 150).

Jelfo and Burger (1975) discovered a paucity of analytical studies

on child care services on campuses. They explained this phenomenon by the fact that the attendance of married women and single parents was a recent happening at higher education institutions, and therefore, campus child care facilities were relatively new. Greenblatt and Eberhard (1973, as cited by Jelfo and Burger, 1975) found that almost half of the child care services in existence were for the express purpose of serving as laboratory schools for the institution's early childhood development curriculum or were closely aligned to such programs of study. Because of the need to conduct research and to train college students for career programs, most of these centers had limiting and qualifying admissions policies. Centers operated by early childhood development departments focused on a program orientation rather than on a consumer orientation.

As part of their planning report, Jelfo and Burger (1975) interviewed directors of child care programs at other colleges in order to gather information about funding, staffing, facilities, types of programs, and level of participation. The authors also surveyed public and private child care facilities within a short driving distance of the campus to determine the feasibility of contracting the service to these facilities. The directors were not receptive to accommodating the flexible scheduling needs of the students.

Holdnak (1978) found that lack of funding and lack of space were primary reasons for not establishing child care centers. Zadra (1983) discovered that lack of space was more of an obstacle than money. Adequate funding and space requirements were only two issues that had to be addressed. Other roadblocks occurred with the inability to meet state and local licensing regulations. The availability and cost of liability insurance had to be considered.

Studies have shown that the establishment of a child care center on a campus would remove one barrier which adults with child care responsibilities have and that such a facility would have a beneficial effect on the enrollment of the institution (McCormick, 1977; Revels, 1976). By establishing child care services on its campus, a community college can offer the support services which some segments of its student population require, allow participation in its educational programs which some potential students have not been able to take advantage of, realize a part of its mission of providing community services, and assist with the development or enhancement of the employment skills of additional members of the community so that their quality of life and standard of living may be raised. By providing child care services to students seeking training, colleges and universities can contribute to boosting the general economy by preparing students for a higher level of employment or a greater degree of utilization of their talents (Revels, 1976). Other writers have recognized the relevancy of child care centers at two-year colleges thus freeing adults to continue their education and ensuring equality of opportunity (Auerbach and Levine, 1976; Revels, 1976). There was even speculation that child care benefits are an enhancement to an affirmative action plan where educational institutions are trying to recruit and retain female and minority faculty and staff (Murray, 1980).

Other advantages to having a child care facility on campus include the peace of mind experienced by the parent knowing that the child is nearby and well cared for in pleasant surroundings. The parent does not have to allow extra travel time if the facility is located in a convenient place on campus. Taines (1973) pointed out some of the advantages

and drawbacks of a cooperative approach to the administration of a child care center. Those who cannot afford to pay for services can receive credit toward their bills by devoting time to working in the facility. A cooperative program can offer residual benefits to parents by teaching them about family relationships and child development. Some parents may not have the time to devote to the child care center because of taking care of household duties and other children, studying, and differing hours of spouse's work schedule. In order to make child care accessible to low-income families, higher education institutions may want to consider low-cost fees or waiver of payment for hardship cases (Taines, 1973).

Auerbach and Levine (1976) noted problems which plagued current child care programs in almost all settings:

inadequate space . . . low salaries of the staff, the need for more bilingual, bicultural teachers and aides, increased opportunities for parent involvement, consistent standards and licensing practices, and the limitation of financial support to single parents or welfare recipients (p. 516).

Delphi Technique

The Rand Corporation began experimenting with the Delphi Technique in the early 1950s as a means to reach a convergent opinion about a potential defense problem through a contract with the United States Air Force. The early studies revealed a paucity of methodology for long-range planning. Dalkey and Helmer (1963) pioneered the technique and brought the process to the attention of those outside of the military community when the project was declassified in 1963. The method had implications for long-range forecasting in complex problem areas facing

society: environment, health, transportation, and education (Linstone and Turoff, 1975).

The first time the process was used in the field of education was reported in 1966 (Judd, 1972). Judd noted that Delphi was being used in three main areas of education: educational goals and objectives; curriculum and campus planning; and development of evaluation criteria. Delphi has gained importance as a method for forecasting, planning, and decision-making in higher education.

Summary

The review of the literature revealed that campus child care centers had a common definition with many of the centers operated on a private basis. The principal difference was that campus centers catered to students, faculty, staff, and patrons of two-year colleges and four-year universities. Philosophically, all child care centers operated on the same principles with the only exception being those campus centers that were used as training for childhood education programs or developmental studies. Campus child care centers varied on the types of centers depending on the amount and range of services offered. The need and support for child care centers began in the 1960s and has continued to expand. There was a variety of methods of funding campus centers and the lack of funding was a problem encountered by many higher education institutions. In order to anticipate problems, colleges must assess the needs of their students, faculty, and staff and as well as the college's financial and facility limitations. The perceived advantages outweighed the disadvantages on most campuses.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to obtain detailed guidelines that community colleges in Kansas would be able to use in the establishment and operation of child care centers. To accomplish this purpose it was necessary to identify community colleges in Kansas which had child care centers in operation or which had plans for implementing a child care center. Six people from each participating community college were chosen to serve on a panel of experts. Selection was based on the familiarity of each individual with the child care center on each campus. The Delphi Technique was determined as the method of collecting data and arriving at consensus among the participants in the study. This method has been shown to be a reliable way of securing a representative consensus from a group of knowledgeable people (Dalkey, 1972; Martino, 1972).

Plans were made for sending three survey instruments over a six-month period starting in September, 1984, and finishing in February, 1985. Between each mailing the data were analyzed and material was gathered to prepare each successive round of the survey. The parts of this chapter are divided into the following sections: (1) Selection of the Panel, (2) Collection of Data, and (3) Analysis of Data.

Selection of the Panel

Participants for a Delphi study consist of members who have knowledge or expertise about the subject being considered. There were 10 community colleges in Kansas which had child care centers or which had completed plans for starting a child care center. Six participants from each college were selected to create a panel of experts. These 60 participants were chosen because of their knowledge of the operation and because of their familiarity with the impact of the child care center on their campuses. This panel of experts was created from presidents, deans of student services/student affairs, deans/directors of continuing education/community services, directors of campus child care centers, staff members of campus child care centers, and chairpersons of the advisory committee for the campus child care center or parents with children attending the center.

Presidents of the targeted community colleges were aware of the total college program and how the child care center fitted into the overall mission of the college. They would also be able to give insight into the financial and organizational base that would be needed for the establishment and operation of a child care center.

Deans of student services/student affairs were aware of the support services needed for their student population. They were cognizant of the demography of their enrollees and could address the changing needs of their students.

Deans/directors of continuing education/community services dealt on a regular basis with adult students and part-time enrollees. Many of their clientele were nontraditional students who were interested in

sharpening skills in order to stay current on their jobs, apply for a promotion, or reenter the work force.

Directors of child care centers on campus knew about the daily operation of campus centers. They were familiar with budgeting, personnel, program planning, and regulations. They would be able to give insight as to how the center interacted with other units on campus.

Staff members of campus child care centers understood the daily operation of centers and could describe programming, potential problems, and ideal situations. They could also discuss special needs and point out areas for improvement.

The chairpersons of the campus child care center advisory committee would be able to address expectations and concerns from a consumer's point of view. The chairperson should be able to give a broad perspective from a user's standpoint. If a community college did not have an advisory committee for the child care center, then a parent was selected to respond to the survey.

The Kansas State Department of Education, Post Secondary, which regulated community colleges in the state agreed to support the study with identification of child care centers and letters or telephone calls to administrators to encourage support for the study. In August, 1984, telephone calls were made to the deans of continuing education or, in their absence, other community college administrators to identify those colleges which had child care centers. Of the 19 community colleges in Kansas, nine were identified as having centers and one was far enough along in the planning stage to participate in the study. The other nine were eliminated from consideration because they did not have centers or were only in the talking phase of planning one.

The researcher decided to survey the one community college which was planning a child care center because the college had an ongoing study committee consisting of faculty and administration appointed by the board of trustees to compile a feasibility report. The committee was meeting regularly, involving the students, staff, and community through needs surveys, and gathering information concerning space requirements, regulations, and funding.

The deans of continuing education at the 10 colleges which were identified as possible participants in the study were asked for permission to use their personnel as participants in the survey. Four were able to give verbal permission for their college to participate. Six suggested that permission to involve their administrators, faculty, and staff had to be secured from the president of the college. Letters were sent to the six presidents on September 5 and all gave permission in writing for their college to participate in the survey. See Appendix A for a copy of the letter mailed to presidents.

Telephone calls were then made to the deans of continuing education at the 10 participating institutions to identify names of personnel who would receive the first mailing. One president and one dean requested that the first mailing be sent directly to them and they would distribute the documents to identified participants. Both felt that there would be a higher return rate if someone in an administrative position requested participation.

As originally envisioned, the panel of experts at each community college consisted of six staff members: (1) the president, (2) the dean of community services/continuing education, (3) the dean of student affairs/student activities, (4) the director of the child care center,

(5) a teacher in the child care center, and (6) the chairperson of the child care advisory committee or a parent. With few exceptions these six people or a designated substitute took part in the study. Designated substitutes included other teachers in the child care center, chairpersons of departments where the center was administered, and in the case of the college which was considering a child care center, a faculty member who was serving on the planning committee.

Since the population was 60, the researcher determined to study the total population. The study participants represented all of the community colleges in Kansas which either had child care centers on campus or which had completed all the steps for the establishment of a center. After the creation of the panel of 60 experts, the Delphi Technique was used to gather information which was then analyzed.

During the course of the study one president declined to participate because of a pressing schedule. Two deans of student affairs/student activities, a dean of community services/continuing education, and two chairpersons of the advisory committee or parents asked not to reply because of insufficient knowledge of the process at their institutions.

Collection of Data

The Delphi Technique was the instrument used to secure opinions of the participants. The Delphi process was a series of carefully designed questionnaires sent out in three successive rounds to collect data from the panel of experts. This method allowed convergent opinions to be gathered through brainstorming without the necessity of physically

bringing all of the participants together. Feedback was provided on each successive questionnaire to allow participants to change or modify their previous responses. Each round of questions was designed to elicit group opinions which would eventually lead to detailed guidelines for the establishment and operation of child care centers on community college campuses in Kansas.

The classic Delphi Technique was used for this study consisting of the traditional "paper and pencil" model in which respondents were asked to answer freely to the subject under study. The Delphi process began with a statement of problem directed to the 60 panel members. The first round asked for responses or suggestions to the problem. Care was taken in the instructions to avoid leading statements which might reflect a bias or a preconceived idea on the part of the researcher (Linstone and Turoff, 1975). Several general areas for consideration were given to the participants. They were requested to respond freely to the issues being considered. Participants were encouraged to add other perspectives to the issues.

These responses were organized and collated into the second communication and redistributed to all previous respondents. They were instructed to react to each statement according to their perceived degree of importance for each event. The third communication included a list of the topics, the ratings, and any consensus. The experts were asked to review the information and revise their opinions if they wished. If they maintained a position outside of the consensus, they were encouraged to give reasons.

Three questionnaires designed as a Delphi process were used to collect data. The first questionnaire used ideas from the literature to

give a broad perspective for participants to consider when formulating their responses. These general areas of consideration were used only as guidelines for beginning the process. The panel was encouraged to supply other suggestions and ideas.

The panel members were asked to list the steps that they would recommend to an institution which was considering the establishment and operation of a child care center. They were asked to relate their ideas to their particular position, situation, and college. They were told to consider but not limit their ideas to philosophy, type, need, users, funding, regulations, support, and impact. They were told to consider the pragmatic and the ideal. Participants were encouraged to be brief, but to express their ideas fully.

In order to pilot test the instruments, the cover letter, the instructions for Round One, and a one-page explanation of the Delphi Technique were given to a three-member panel. See Appendix B for a cover letter to one member of the review panel. The review panel consisted of the associate dean in the College of Home Economics at Kansas State University, a specialist in community colleges and community education with the Kansas State Department of Education, and the public information coordinator with the Division of Continuing Education at Kansas State University.

The associate dean, whose background was in family and child development, reviewed the documents with regard to appropriateness for gathering information on child care centers. The community college specialist examined the instruments with regard to appropriateness for gathering data from community college personnel. The public information coordinator looked for clarity of language and directions and proper

form and construction of the three pieces of information. All three were asked to give suggestions regarding ease of administration, clarity, consistency, and form. Minor changes were recommended on wording and phrasing and these recommendations were incorporated into the final draft of the survey instrument, the cover letter, and the information page on the Delphi Technique. The dates and the processes used to complete the data gathering for this study are outlined in Table I.

Sixty people were mailed the Round One instrument together with a cover letter and a one-page explanation of the Delphi Technique on September 19. See Appendix C for materials mailed to participants in Round One. A postage-paid addressed envelope for returning the instrument was also included in the mailing. On October 9, a follow-up letter was sent to those who had not responded to Round One (See Appendix C). The importance of their participation in the study was emphasized. Four of the respondents indicated that a lack of knowledge about the child care centers at their campuses prevented them from supplying the requested information and one cited a lack of time to respond adequately to the instrument.

The 40 respondents wrote approximately 320 items of information for an average of eight pieces of information per response. See Appendix D for a complete listing of the responses to Round One. Each statement was typed and transferred to one long document to facilitate sorting and consolidation. Duplications were eliminated and like pieces of information were combined in order to prepare a manageable survey for Round Two. Care was taken in rewording and synthesizing similar data so that the flavor of the respondent's thoughts would not be changed and would be recognizable in Round Two. This was accomplished according to

TABLE I
TIME SCHEDULE FOR DELPHI SURVEY

Date	Activity
July, 1984	Prepare and pilot test instruments
August, 1984	Identification of community colleges with established or planned child care centers and identification of personnel to receive survey
September 5, 1984	Letters to presidents requesting permission to conduct study
September 19, 1984	Mailing of Round One
October 9, 1984	Follow-up letter to non-respondents
October, 1984	Process Round One returns and prepare Round Two
November 14, 1984	Mailing of Round Two
December 3, 1984	Follow-up letter to non-respondents
January, 1985	Process Round Two returns and prepare Round Three
February 8, 1985	Mailing of Round Three
February 28, 1985	Follow-up letter to non-respondents
March, 1985	Process Round Three returns
April, 1985	Analyze findings

Martino's (1972) suggestion that "the final list of events [must be] prepared in as clear terms as possible" (p. 22).

The directions for responding to Round One asked participants to list the steps that they would recommend for the establishment and operation of a child care center. The researcher determined that the responses were about evenly divided in addressing the two issues. Therefore, in the preparation of Round Two, statements were divided into two sections: Part A dealt with the establishment of a center and Part B addressed the operation of a child care center.

From the initial list of 320 items of information 38 statements were selected which dealt with the establishment of a child care center (Part A) and 21 statements were gleaned from the original responses which alluded to the operation of a center (Part B). These 59 items comprised Round Two of the survey.

The 60 individuals who received Round One were again asked to participate in Round Two of the study with the exception of the one president. Those individuals who had not responded and those who had concerns about possessing sufficient information were invited to respond. The panel was asked to rate and evaluate each item according to the degree of importance of each event. They were also asked to submit additional items not covered previously. Round Two was mailed on November 14 and a follow-up letter to those who failed to respond by the due date was sent on December 3. See Appendix E for the materials mailed to participants in Round Two and the follow-up letter.

The Round Two survey asked participants to indicate, based on a seven-point scale, their reaction as to the importance of each stated event regarding the possible steps for the establishment and operation

of a child care center at a community college. The seven-point ratings were defined as: (1) strongly agree; (2) agree (3) slightly agree; (4) neutral; (5) slightly disagree; (6) disagree; and (7) strongly disagree. The instructions emphasized that the statements were not in any particular order and that respondents could add other events not included in the list.

A cover letter was sent to each participant which gave a brief description about how the second round of the survey was developed (See Appendix E). Panelists were invited to continue the process even if they had not answered the first survey. A postage-paid addressed envelope was included in each mailing.

Round Three of the study was formulated by analyzing the information returned by the panelists during Round Two. Since five additional panelists asked not to participate in the final round of the study, 54 surveys were mailed for Round Three on February 8, 1985. See Appendix F for examples of materials mailed to participants in Round Three. A cover letter was sent with the instrument along with an addressed postage-paid envelope. The cover letter emphasized the importance of participation in the final round, explained the analysis of the Round Two data, and encouraged respondents to mark only those items where they disagreed with the majority. A follow-up letter was sent on February 28, 1985 (See Appendix F).

Using data compiled from the results of Round Two, the mean, median, mode, and quartile rankings were calculated on each item. Since the median and interquartile range are the statistical measures found to be the most representative of the group response in a Delphi study (Dalkey, 1969), only those statistical measures were given to the participants.

On Round Three, the median and the first (Q_1) and third (Q_3) quartile points for each item were listed on a seven-point scale such as the following example: $\underline{0 \quad 1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7}$ The instructions explained the fact that the Q_1 - Q_3 interval contained the middle 50 percent of the responses for a particular statement. The median or mid-point also indicated that 50 percent of the responses were above the median and 50 percent were below (Roscoe, 1975).

The panel of experts were asked to mark only those statements where their expectation fell outside the Q_1 - Q_3 range by circling the number that corresponded to their reaction. Panelists were asked to comment on the reason why their expectation differed from the majority responses. Respondents were encouraged to return the survey even if they did not disagree with the consensus rating from the previous round.

Analysis of Data

The responses to the first-round questionnaire were tabulated and analyzed as a way of eliminating duplications. No statistical treatment was applied in this round.

Data collected in the second and third rounds were analyzed to determine the mean, median, mode, and interquartile rankings for each of the items on the questionnaires. The three measures of central tendency were compared to find their relationship for each item. The interquartile range was calculated by finding the first and third quartiles and was used as a measure of consensus and agreement.

Cochran (as cited by Jones, 1982) developed a formula for measuring panel agreement and consensus. Cochran's model was based on a one to

seven Likert scale survey, with seven representing agreement and one representing disagreement. Panel consensus required a maximum interquartile range of 2.00 and a median of 5.50 or more. By converting the model to the present study in which one represents strong agreement and seven represents strong disagreement, a median of 2.50 or less and a maximum interquartile range of 2.00 would mean agreement or consensus regarding the importance of the stated event. A median of less than 2.50 would also predict likelihood of occurrence. An adaptation of the Cochran model is presented in Table II.

TABLE II
MODEL FOR CALCULATING LEVELS OF AGREEMENT
AND LIKELIHOOD OF OCCURRENCE BASED UPON
ADAPTATION OF COCHRAN MODEL

Median	Interquartile Range	Indication of Agreement
1.00 - 1.50	0.50 - 1.50	Very High
1.51 - 2.00	1.51 - 2.00	High
2.01 - 2.50	2.01 - 2.50	Fairly High
2.51 - 3.50	2.51 - 3.00	Some Agreement
3.51 - 7.00	3.01 - 7.00	Very Little Agreement

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The purpose of this study was to obtain detailed guidelines that community colleges in Kansas would be able to use in the establishment and operation of child care centers. Data for this study were collected through the administration of the Delphi Technique which was described in Chapter II. Three successive rounds of the survey instrument were employed to reach consensus by the panel of experts who participated in the study. Sixty people in 10 community college were identified as having knowledge of the establishment and operation of child care centers on their campuses. The sections of this chapter review the panel of experts and the rate of response and discuss each round of the survey as the Delphi Technique progressed through the three rounds.

Panel of Experts

The 60 individuals who were identified to serve as the panel of experts for this study represented 10 community colleges in Kansas. A list of the community colleges which participated, with the fall, 1984, enrollment count and full-time equivalent enrollment is given in Appendix G. Nine of the selected community colleges had operating child care centers.

Although the tenth institution was not operating a center, it was

selected because it had been involved in a year-long planning process for a child care center. The previous year the board of trustees had instructed the administration to appoint a committee to start investigating the possibility of establishing a child care center. The committee that was appointed held meetings, surveyed the students and the community, and investigated regulations and space requirements prior to making a proposal to the board of trustees. The committee consisted of administrators and faculty members. With the amount of planning that the committee had accomplished, the researcher decided to include the institution in the study.

The 60 members of the panel consisted of: (1) presidents; (2) deans of community services/continuing education; (3) deans of student affairs/ student activities; (4) directors of child care centers; (5) teachers in child care centers; and (6) chairpersons of child care advisory committees or parents. All were identified as having sufficient knowledge about child care centers on their campuses to respond to the survey.

Rate of Response

The response rate in each of the three communications exceeded 70 percent. Information is presented in Table III which gives the number of mailings, the number of responses, and the percentage for each round.

Forty-five out of 60 people returned Round One of the survey for a response rate of 75 percent. Four of the returns indicated that the respondents lacked sufficient knowledge of the process to answer the survey and one respondent did not supply information because of the lack of time needed to devote to the survey and the subsequent process.

Therefore, 40 returns or 60 percent contained useful information and were used to construct Round Two of the survey.

TABLE III
DELPHI TECHNIQUE RESPONSE RATE

Round	Number Mailed	Number Returned	Percentage
One	60	45	75
Two	59	42	71
Three	54	44	82

Round Two was mailed to all of the individuals who received Round One with the exception of the one president who cited lack of time to participate in the survey. The four people who indicated a lack of knowledge about the child care center on their campuses were invited to participate. Forty-two responses were returned for a reply rate of 71 percent. Two surveys were returned unmarked for a total of 40 usable responses. One additional person along with the four earlier ones indicated their unwillingness to participate in the final round.

The six people who had asked not to continue the Delphi process were eliminated for the Round Three mailing. Fifty-four surveys were sent to participants and 44 individuals replied for a response rate of 82 percent. Two of the returns were deemed unusable because the respondents did not follow directions and marked all items rather than only the ones where their responses fell outside the interquartile range.

Round One

The first survey yielded approximately 320 pieces of information concerning the establishment and operation of a child care center for an average of eight items of information per reply. Each piece of information was incorporated into one document so that the consolidation process would be more manageable. Duplicate items were eliminated and similar pieces of information were collapsed and reworded in the preparation of the second communication. A deliberate attempt was made by the researcher to retain the essence of each expert's thoughts so that they would be recognizable in Round Two.

The instructions for Round One asked respondents to list actions necessary for the establishment and operation of a child care center on their campuses. In the preparation of Round Two a determination was made by the researcher that respondents had addressed the two issues in fairly equal fashion. Round Two was, therefore, divided into two sections. Part A reflected statements about the establishment of a child care center and Part B contained events about the operation of a child care center.

From a list of 320 items which the panelists generated in Round One, 38 statements were chosen which addressed the establishment of a child care center (Part A). Twenty-one statements were taken from the original responses as representative concerning the operation of a child care center (Part B). Round Two included a total of 59 items.

The instructions for Round One asked participants to relate their ideas to their particular position, situation, and college. They were asked to consider, but not limit their responses, to philosophy, type, need, users, funding, regulations, support, and impact. These were

areas which the literature had revealed as being important considerations for institutions of higher education which had child care centers or which were planning centers.

A majority of those who returned Round One of the instrument indicated directly or indirectly the necessity for assessing the need for a child care facility. Coupled with the recommendation to conduct a feasibility study was the idea of forming an advisory or study committee to analyze the potential for the establishment of a child care center. Most suggestions zeroed in on student needs, but some respondents urged the consideration of faculty and staff needs as well as other users of campus facilities such as those attending short courses or special activities.

The question of funding appeared on many of the returns. The concerns for a cost-effective operation were also mirrored in the review of the literature. Community college personnel in Kansas shared this concern by referencing financing directly or indirectly on many of the responses. One administrator might have reflected frustration, bias, or candor when he/she made the statement: "Child care centers are too costly" (See Appendix D).

While the panel of experts gave adequate attention to staffing, facilities, and evaluation and alluded to philosophy as being important areas for the establishment of child care centers, the overriding considerations dealt with funding and need. The 38 statements in Part A reflected those concerns since almost one-fourth of the statements were directly or indirectly linked to assessing need and almost one-third of the stated events were tied to gaining funding and support. The events in Part B designated as being more closely aligned to the operation of a

child care center continued to include some of the same areas of consideration as Part A, but management of the daily operation took on a greater degree of importance.

Round Two

There were very few written comments on Round Two. Two people noted a similarity between ITEMS 14 and 17 and ITEMS 13 and 23 on Part A and another made a similar comment on ITEMS 1 and 18 on Part A. A few wrote comments to emphasize or clarify their responses. One person added two extra statements to Part B. The researcher did not deem those comments unique enough to be included in the next round. See Appendix H for a complete list of comments on Round Two.

The measures of central tendency, including mean, median, mode, and interquartile range, were calculated for each of the 59 items included in Round Two of the survey. These measures of central tendency for each statement are indicated in Table IV.

An inspection of the interquartile range values for each of the 59 items showed that six were greater than the 2.00 rating needed for agreement and consensus on the Cochran scale (as cited by Jones, 1982). Three of these items also failed to meet the median criterion of 2.50 or less for likelihood of occurrence as established in the adaptation of the model. ITEMS 25 and 32 in Part A and ITEM 3 in Part B did not meet consensus and agreement requirements. ITEM 25, which related to the solicitation of financial support from community agencies, had a median of 3.25 and an interquartile range of 2.23. ITEM 32, which dealt with support from student government, had a median of 2.79 and an interquartile range of 2.25. ITEM 3, which referred to fund-raising, had a

TABLE IV
MEASURES OF CENTRAL TENDENCY FOR EACH STATEMENT
ON ROUND TWO

Item	Statement	Median	Mean	Mode	Interquartile Range
PART A					
1.	Seek preliminary approval of the board of trustees.	1.33	1.98	1.00	1.25
2.	Appoint a campus administrative committee.	2.24	2.63	2.00	1.79
3.	Examine mission statement of the college	1.88	2.13	1.00	1.62
4.	Appoint a child care advisory committee consisting of administration, faculty, staff, students, and community members.	1.67	1.80	2.00	1.13
5.	Survey potential users (students, staff, community) to ascertain interest and need.	1.11	1.20	1.00	.61
6.	Assess the number of child care centers in the community and their services.	1.41	1.70	1.00	1.17
7.	Review the codes, laws, and licensing requirements (federal, state, local) governing child care centers (space, equipment, facilities).	1.09	1.18	1.00	.67
8.	Visit other community colleges with child care centers.	1.64	1.93	2.00	1.18
9.	Visit other child care centers in the community.	2.21	2.25	2.00	1.30
10.	Select an individual to start the planning process.	1.37	1.55	1.00	1.11
11.	Identify sources of funding and financial support.	1.30	1.40	1.00	.94
12.	Seek financial help through grants.	2.33	2.60	2.00	1.72
13.	Develop a tentative budget (salaries utilities, staff, facilities, equipment, supplies, maintenance).	1.27	1.43	1.00	.98

TABLE IV (Continued)

Item	Statement	Median	Mean	Mode	Interquartile Range
14.	Locate a facility.	1.37	1.55	1.00	1.07
15.	Determine the type of facility needed.	1.19	1.30	1.00	.76
16.	Determine the types of services needed.	1.20	1.33	1.00	.86
17.	Identify potential facilities.	1.57	1.75	1.00	1.20
18.	Seek support of the administration and the board.	1.21	1.36	1.00	.82
19.	Find a campus location.	1.57	1.83	1.00	1.26
20.	Analyze costs and potential benefits.	1.22	1.33	1.00	.90
21.	Identify the population to be served.	1.30	1.38	1.00	.93
22.	Write philosophy, mission, goals, and objectives for the center.	1.27	1.50	1.00	1.02
23.	Estimate costs to the institution.	1.21	1.40	1.00	.86
24.	Estimate costs to the users.	1.20	1.50	1.00	.96
25.	Solicit financial support and donations from community groups or agencies (i.e., United Way).	3.25	3.20	4.00	2.23
26.	Collect data from established child care centers re: facilities, financing, staffing, organizational structure, problems.	1.89	1.93	2.00	.92
27.	Solicit support from state department of vocational education for possible occupational training program or service to disadvantaged students.	2.27	2.43	2.00	1.78
28.	Determine type and number of personnel to provide adequate staffing needs.	1.50	1.58	1.00	1.06
29.	Determine fees to be assessed to participants.	1.50	1.63	1.00	1.09
30.	Determine participant's ability to pay.	2.05	2.23	2.00	1.15

TABLE IV (Continued)

Item	Statement	Median	Mean	Mode	Interquartile Range
31.	Assess extent of institutional support (secretarial and janitorial services, work study, equipment, remodeling, etc.)	1.78	1.85	2.00	1.17
32.	Seek support from student governing association.	2.79	2.90	4.00	2.25
33.	Keep the college administration and the board informed of progress.	1.37	1.48	1.00	1.04
34.	Find a rent-free facility.	3.58	3.28	4.00	1.79
35.	Determine the type of child care center needed.	1.22	1.33	1.00	.84
36.	Determine types of services to be offered (ages of children, hours of operation, level of service).	1.21	1.30	1.00	.81
37.	Plan cooperation with other areas of the college.	2.00	2.10	2.00	1.00
38.	Seek approval of ongoing plans by the president and the board.	1.50	1.73	1.00	1.21
PART B					
1.	List and purchase the materials and supplies needed.	1.74	1.90	2.00	1.20
2.	Incorporate as a nonprofit organization.	2.50	3.13	2.00/ 4.00	2.46
3.	Engage in fund raising.	3.79	3.65	4.00	2.13
4.	Hire a director three or four months in advance.	2.04	2.43	1.00/ 2.00	2.03
5.	Apply for a license.	1.37	1.56	1.00	1.11
6.	Advertise with brochures, local television, radio stations, and newspapers.	1.87	2.30	2.00	1.29
7.	Select and enroll children according to licensing specifications.	1.50	1.70	1.00	1.12
8.	Support the center with college funds.	2.39	2.68	4.00	2.60

TABLE IV (Continued)

Item	Statement	Median	Mean	Mode	Interquartile Range
9.	Plan curriculum and program of instruction to ensure physical, social, and intellectual growth and development of the child.	1.19	1.38	1.00	.78
10.	Analyze and evaluate the program each semester with a review committee or advisory committee.	1.50	1.73	1.00	1.33
11.	Develop a handbook that includes operational procedures and center policies and guidelines.	1.37	1.45	1.00	1.01
12.	List and purchase games, toys, equipment, audio-visual equipment, playground equipment, learning center equipment.	1.61	1.65	2.00	1.07
13.	Devise forms to collect information about parents and children.	1.72	1.78	2.00	1.16
14.	Outline basic job descriptions of each position in the center.	1.37	1.55	1.00	1.11
15.	Develop a criteria and preference list for users of center.	1.92	2.00	2.00	.83
16.	Establish hours of operation.	1.27	1.35	1.00	.91
17.	Provide for parent involvement in the operation and evaluation.	1.75	2.03	1.00	1.80
18.	Provide for training and staff development of employees.	1.41	1.45	1.00	1.00
19.	Plan a budget, then determine costs and establish fees.	1.62	1.88	1.00	1.15
20.	Determine and plan food service needs.	1.50	1.83	1.00	1.27
21.	Determine liability needs.	1.27	1.45	1.00	.98

median of 3.79 and an interquartile range of 2.13. Information about these three items which exhibit a lack of agreement and a lack of likelihood of occurrence is presented in Table V.

TABLE V
STATEMENTS IN ROUND TWO WITH A LACK OF AGREEMENT
AND A LACK OF LIKELIHOOD OF OCCURRENCE

Section	Item	Statement	Median	Interquartile Range
Part A	25.	Solicit financial support and donations from community groups or agencies (i.e., United Way).	3.25	2.23
Part A	32.	Seek support from student governing association.	2.79	2.25
Part B	3.	Engage in fund raising.	3.79	2.13

The other three items which had an interquartile range in excess of the 2.00 rating were ITEMS 2, 4, and 8 in Part B. ITEM 2, which referred to incorporation as a nonprofit organization, had an interquartile range of 2.46. ITEM 4, which related to hiring a director three or four months in advance, had an interquartile range of 2.03. ITEM 8, which dealt with center support through the use of college funds, had an interquartile range of 2.60. All three items had an acceptable median of 2.50 or below which was below the standard on the Cochran scale. Information about these three items which indicated a lack of agreement is found in Table VI.

TABLE VI
STATEMENTS IN ROUND TWO WITH A
LACK OF AGREEMENT

Section	Item	Statement	Interquartile Range
Part B	2.	Incorporate as nonprofit organization.	2.46
Part B	4.	Hire a director three or four months in advance.	2.03
Part B	8.	Support the center with college funds.	2.60

Of the remaining 53 items, all were within acceptable limits of the interquartile range of 2.00 which indicated agreement. Of these, only ITEM 34 in Part A exceeded the 2.50 median standard required to predict likelihood of occurrence. ITEM 34, which related to finding a rent-free facility, had a median of 3.58 and an interquartile range of 1.79. Information about this item which exhibits a lack of likelihood of occurrence is presented in Table VII.

TABLE VII
STATEMENT IN ROUND TWO WITH A LACK
OF LIKELIHOOD OF OCCURRENCE

Section	Item	Statement	Median
Part A	34.	Find a rent-free facility.	3.58

Forty-seven of the 53 items had an interquartile range of 1.50 or less which indicated a very high degree of agreement according to the adaptation of Cochran's scale. The other six items, including ITEM 34, revealed an interquartile range of 1.51 to 2.00 which indicated a high degree of agreement.

Round Three

All of the original 59 items were included in Round Three of the survey. According to Martino (1972), it was not necessary to keep items in subsequent rounds which the panel has seen little likelihood of occurrence. It was decided to keep the original survey items intact so that the panel members would have an opportunity to react to all of the items and to give them a chance to make comments either agreeing with or not supporting the results. The returns indicated that panel members maintained their positions throughout the process and were not influenced by other panel members since out of a possible 2,478 possible choices (59 items X 42 panel members), there were only 65 changes on Round Three.

Seventeen panel members made one or more changes on 23 of the items in Round Three. Nine items contained one change, five items had two changes, one item had three changes, and two items had four changes. None of these changes affected the results on any of the items since some of the changes occurred above the interquartile range and some were placed below the range. See Appendix I for a list of changes on items in Round Three together with written comments.

The remaining six items had five to seven changes each. ITEMS 25 and 32 of Part A and ITEMS 2 and 3 of Part B again reflected a lack of

agreement or consensus similar to the results of Round Two. ITEM 25 continued to demonstrate a lack of likelihood of occurrence since there were three "5's", three "6's", and one "7" marked. ITEMS 32, 2, and 3 demonstrated that there was still no agreement nor a likelihood of occurrence. ITEM 32 had one "1", one "5", and three "6's". ITEM 2 had one "1", one "5", two "6's", and one "7". ITEM 3 had one "1", one "5", two "6's", and two "7,s".

Only ITEMS 1 and 8 of Part A presented some changes from the previous round. On ITEM 8 which related to visiting other campus centers, there were five changes: one "1", one "3", two "4's", and one "6". These changes did not affect the results since there was still agreement that this would be important to consider in the establishment of a child care center.

ITEM 1 displayed the most amount of disagreement with the panel consensus with four "3's", one "5", and two "6's". However, these ratings were not important enough to change the median or the interquartile range so that they would not meet the standard for likelihood of occurrence and agreement.

If a median of 1.50 or below were considered as evidence of very strong agreement on the part of the panel as to the importance of the statement when considering the establishment and operation of a child care center, then 32 items, or 54 percent, met the criteria. If a mean of 1.50 or below were considered as evidence of very strong agreement about the importance of a statement, then 20 items, or 34 percent, met the criteria. If a mean of 2.50 or below were accepted as evidence of strong agreement concerning the importance of an event, then 51 statements or 86 percent met the criteria.

A high degree of agreement was reached on 53 out of the 59 statements. Funding and control were found to be major areas of concern. The few areas of disagreement involved funding from outside agencies. Administrators were especially concerned about the cost effectiveness of campus centers. Participants reflected a knowledge of the advantages and disadvantages of child care centers as outlined in the literature.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to obtain detailed guidelines that community colleges in Kansas would be able to use in the establishment and operation of child care centers. The Delphi Technique was used to collect data from community college personnel in Kansas whose institutions were operating or planning to begin operation of a child care center on their campuses.

Ten community colleges were identified in the state which met the criteria. Nine of them had ongoing child care facilities and one was deemed to be far enough along in the planning stages to participate in this study. Six people at each community college were selected to compose a panel of experts based either upon their knowledge of the child care operation or its impact on the total college.

Sixty individuals made up the panel of experts. The panel consisted of: (1) the president, (2) the dean of community services/continuing education, (3) the dean of student affairs/student activities, (4) the director of the child care center, (5) a teacher in the child care center, and (6) the chairperson of the child care advisory committee or a parent. A few community colleges asked to substitute another member of their staff in lieu of the position identified, but all members of the panel were believed to possess the requisite

knowledge to serve on the panel prior to mailing Round One of the instrument.

The 60 individuals were mailed Round One and asked to participate in the first step of the process. Members were asked to list the steps they would recommend to an institution which was considering the establishment and operation of a child care center or the steps that they would use if they were starting the organizational process again. The usable responses from 45 of the panel members generated more than 320 statements which were condensed into a total of 59 items to be considered during Round Two of the process. The items were divided into two parts with 38 statements dealing primarily with the establishment of a child care center and 21 events directed mainly toward the operation of a child care center.

Round Two of the Delphi Technique was mailed to 59 of the original participants since one president asked not to participate. The panel members were asked to react to the importance of each of the identified statements if their institution were considering the establishment and operation of a child care center or if their institution were starting the planning process again. They were asked to rank the importance of each stated event based on a seven-point Likert scale ranging from one (strongly agree) to seven (strongly disagree). The 40 usable responses were analyzed and evaluated for agreement and consensus ratings and for relationships among median, mean, mode, and interquartile range.

Round Three of the instrument was mailed to 54 participants excluding those who indicated an unwillingness to continue the process due to a lack of knowledge or contact with the child care center on their campus. The third round supplied the participants with a summation of

the consensus rankings as illustrated by the median and interquartile ratings. Participants were asked to review the data, change their markings if they disagreed with the consensus, and explain any changes they might make.

The data from the responses to Round Three were analyzed to detect changes from the results of Round Two. There was little change and the results from Round Three substantiated the findings in Round Two. There was strong consensus on 53 out of the 59 items. Only four of the statements were singled out as being of little importance for consideration in the establishment and operation of a child care center.

Conclusions

This study identified guidelines for the establishment and operation of child care centers on campuses of Kansas community colleges as perceived by a panel of experts selected from 10 Kansas community colleges which were either operating or planning child care centers. Agreement was reached on practically all of the statements generated by the panel. Community college personnel who participated in the study were able to generate a long list of detailed guidelines related to the topic of study.

1. A high to very high degree of agreement and consensus was reached on 53 of the 59 statements generated by the panel of experts on Round One of the Delphi Technique. Only four statements were noted by the panel as not having very much relevance in the formulation of detailed guidelines for the establishment and operation of a child care center on a community college campus in Kansas.

2. The perceptions of the panel of experts utilized in this study to arrive at detailed guidelines for the establishment and operation of a child care center closely matched the criteria reviewed in the literature. The literature noted the growing numbers of nontraditional, older students in college classrooms. Also pointed out were a number of barriers to participation for these students including the lack of child care facilities. Given the cooperation, enthusiasm, and rate of return by the panel members who participated in this study, the participants appeared to be consistent with other institutions of higher education throughout the country. They appeared to be aware of the needs at their particular institutions.

3. The panel demonstrated an awareness regarding expectations and outcomes for centers at their institutions. The detailed statements made during Round One gave evidence that the panel understood how the center on their campus impacted on the total educational process and how the center interfaced with the total program. There was also indication that the respondents were cognizant of the changing student population and the barriers to attendance faced by many of their students with small children.

4. There was a great deal of concern about the cost effectiveness of campus centers. Overall, there might be a wariness on the part of community college personnel, especially administrators, about the ability of child care centers to be self-supporting. The literature reflected this concern. Many statements related directly or indirectly to funding or more specifically, fund-raising and control. The literature supported the contention that successful child care centers must be supported financially and controlled administratively by the

institutions they served. Community college personnel in Kansas agreed that outside funding would be less important for planning a center, and by implication, local control would be more important. In relation to the area of control, the literature pointed out the advantages and disadvantages of some type of cooperative arrangement among users, but this idea was not suggested in Round One by any of the panel of experts in this study.

5. While the panel of experts appeared to be aware of the changing demographics of their student population, one of the areas where there was much agreement as to the importance of the statement was the necessity to conduct a feasibility study or a needs survey of the potential users of child care service. This type of planning was also emphasized in many of the statements which were returned in Round One. This concern might also reflect the program planning skills that most community college administrators must use on a regular basis to meet the changing needs of their clientele.

Recommendations for Further

Research and Practice

Practice

The following recommendations for further practice by community colleges are made based upon the findings of this study:

1. The formation of an advisory group or a study committee is recommended as one of the first steps for planning a child care center.
2. A comprehensive survey to assess the child care needs of the students, faculty, staff, and patrons of the community college is recommended during the initial planning stages of a child care center.

3. Prime consideration for funding and administration of a proposed child care center is recommended for any institution considering the establishment of a child care center.

4. An examination of all local, state, and federal regulations regarding a campus child care center is recommended as part of the planning process.

5. The consideration of a campus child care center is recommended to community college administrators as they formulate long-range goals and implement long-range planning for their colleges.

Research

The following recommendations for further research are made based upon the findings of this study:

1. An analogous Delphi approach is recommended using a nationwide panel of community college personnel selected randomly.

2. An identical Delphi approach is recommended using a panel consisting only of parents of children using child care centers at community colleges.

3. A similar Delphi approach is recommended using a panel consisting of community college personnel to formulate a needs assessment tool which colleges planning a child care center can use.

4. A study is recommended to gather data which would show different needs and requirements for child care centers of rural versus urban community colleges.

5. A study is recommended which would isolate and itemize direct and indirect costs for establishing and operating child care centers on community college campuses.

6. A study is recommended which would describe the structure, governance, and administration of child care centers which presently exist at community colleges.

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APPENDIXES

APPENDIX A

LETTER TO PRESIDENTS

September 5, 1984

Dear

On August 17, I talked with _____ about using six of your staff members to serve as a panel of experts for a study I am doing as part of my doctoral thesis at Oklahoma State University. She suggested I contact you for permission.

The study will examine child care centers at community colleges in Kansas. With the help of _____ I have identified your institution as either having a child care center or planning one. The results of the study will assist institutions considering the establishment of a child care center, and also I will make the study available to the Kansas State Department of Education, Post-Secondary.

The survey instrument will require about twenty to thirty minutes of each participant's time three or four times during the next few months. For consistency, I would like the participants at each college to be (1) the president, (2) the dean of community services/continuing education, (3) the dean of student affairs/student activities, (4) the director of the child care center, (5) a teacher in the child care center, and (6) the chairperson of the advisory committee or a parent.

If you approve mark the attached clip-off sheet, sign, and return in the self-addressed stamped envelope.

Let me know if you need additional information. Thanks for your assistance.

Yours truly,



Theodore W. Wischropp

You have my permission to contact staff members regarding our college's child care center.

Signature

APPENDIX B

COVER LETTER TO REVIEW PANEL MEMBER



Development

Division of Continuing Education
301 Umberger Hall
Manhattan, Kansas 66506
913-532-5560

July 6, 1984

Dear

Here are three pieces of information which will go to the panelists regarding their perceptions for guidelines for the establishment and operation of child care centers. Six people from each of the community colleges which have child care centers or which are planning them will form the panel: 1) president; 2) dean of student affairs/student services; 3) dean of continuing education/community service; 4) director of child care centers; 5) staff member of child care center; and 6) chairperson of child care advisory committee.

Please review the cover letter, the explanation of the Delphi Technique, and the instructions for Round One. If you had to respond, are all of the documents clear? What changes would you suggest?

Perhaps this information will be sufficient for you to compose a cover letter. Call if you have questions. I look forward to hearing from you on Thursday about coming to Manhattan on Friday. Thanks for your assistance.

Yours truly,

A handwritten signature in dark ink, appearing to read 'Ted'.

Theodore W. Wischropp
Director of Development

TW/sn

Enclosures

APPENDIX C

ROUND ONE MATERIALS AND FOLLOW-UP LETTER

September 19, 1984
2409 Vaughn Drive
Manhattan, KS 66502

Dear

Because you are in a position to comment authoritatively about the establishment and operation of a child care center supervised or planned by your community college, I am requesting your help in developing guidelines to assist other institutions which are interested in starting child care centers.

Your participation should require only about twenty minutes at three or four intervals during the next few months. You will be a member of the panel for the study which utilizes the Delphi Technique (a brief description is attached). You will be asked for your ideas, comments, and predictions for the establishment and operation of child care centers. Results of each round of the survey, including final outcome data, will be made available to you. Individual responses will be strictly confidential.

Data from this study will be used as part of my doctoral thesis at Oklahoma State University. The results will be made available to the Kansas State Department of Education, Post-Secondary.

I hope it will be possible for you to participate, and that you will begin by reacting to the Round One enclosure. A return within seven days is important. I am enclosing a return envelope for your convenience.

Thank you for your assistance in making this research possible.

Yours truly,

Theodore W. Wischropp

ROUND ONE

Instructions: Based upon your experience and knowledge of the child care center operated or planned by your community college, please list the steps that you would recommend to an institution which is considering the establishment and operation of a center or steps that you would use as you start or if you were starting the organizational process again. Be brief, but adequately express your ideas. Relate your ideas to your particular position, situation and college. You may want to consider philosophy, type, need, users, funding, regulations, support, and impact. However, do not limit your comments to only these items. Consider what is and what should be as you list guidelines, criteria, and steps. Please return this instrument to Theodore Wischropp, 2409 Vaughn Drive, Manhattan, KS 66502 by October 22.

Signature

Position

College

The Delphi Technique

Delphi is a process for eliciting and refining group judgments through brainstorming about an issue where exact information may not be available. Divergent ideas are gathered and clustered from a group of knowledgeable panelists to secure convergent opinion or consensus about the issue. Responses are analyzed and resubmitted to the same panel.

The aim is to reach general agreement through a free interchange of views, judgments, and information, provided by those with experience and understanding of the total issue. The process is designed to minimize the problems of face-to-face committee meetings. Consensus is accomplished through a series of successive questionnaires, each of which builds upon the preceding. The second and each subsequent questionnaire provides feedback from the previous questionnaire and gives panelists the opportunity to reconsider and modify their opinions. Each round of questions is designed to produce more carefully considered group opinions.

Individual responses are tallied and resubmitted to the panel in general terms so that each participant's ideas are protected by anonymity. This allows each participant to respond freely without outside influence and affords each panelist the opportunity to evaluate numerous peer opinions and to privately change his or her mind.

October 11, 1984
2409 Vaughn Drive
Manhattan, KS 66502

Dear

A few weeks ago, I sent you a questionnaire and requested your help in a Delphi study of child care centers at Kansas community colleges. I hope you have decided to participate in the survey because your perceptions of the establishment and operation of a child care center are important to the study.

Since my first inquiry may have found you busy with all of the duties associated with starting a new semester, I am enclosing another questionnaire for your further consideration.

Please do not feel compelled to make lengthy comments. Short statements reflecting your initial reactions will be greatly appreciated.

Yours truly,

Theodore W. Wischropp

P.S. If you have already mailed your reply--Thanks!

APPENDIX D

RESPONSES TO ROUND ONE

ROUND ONE RESPONSES

Based upon your experience and knowledge of the child care center operated or planned by your community college, please list the steps that you would recommend to an institution which is considering the establishment and operation of a center or steps that you would use as you start or if you were starting the organizational process again.

- * Assessment of need.
- * Determination of physical facilities, to include playground. (Location from main stream would be important.)
- * Staffing needs (perhaps could tie in with the Child Care Program of the institution).
- * Analyze all aspects of federal, state, county and local laws and regulations.
- * Determination of funding--to include staff, facilities, equipment, etc.
- * I would take a poll of students to see how many people would use a campus child care.
- * I would find a facility and make sure it met with state regulations.
- * I would list materials and supplies needed.
- * I would figure the cost for each child to attend per hour.
- * I would figure out cost per child per hour and then poll again to see if this was a cost students could live with.
- * I would then look into different types of funding available for some financial assistance.
- * Next I would gather a child care board and search for qualified staff.
- * Organize a group of dedicated people. It is important to have people in the group who feel the day care services are needed.

- * Study and observe. Visit other Day Care Centers in your community. See how they operate. Compare different types of curricula. Read information about operating a Day Care Center.
- * Incorporate as a nonprofit organization by negotiating leases, contracts, and engage in fund raising.
- * Decide how your center will be financed. Study other Day Care Center's budgets. Try to get a grant. See if there are any governmental funds available.
- * Hire a Director about three or four months in advance. Director must have knowledge in operating and planning a Day Care Program. Hire other staff members according to your needs.
- * Search for a physical facility. Try to find a rent free facility. Churches and schools are good possibilities. Find a facility as soon as your group organizes.
- * Prepare the facility. Often regulations for licensing requires alterations in the building before it can be approved for licensing. Build or purchase the equipment. Try to get donations.
- * Apply for a license to operate and maintain a Day Care Center.
- * Advertise. Let people know about your center by advertising in brochures, local TV and radio stations, and newspapers.
- * Enroll children. Hold a parent enrollment meeting. Enroll according to your license capacity and age limit.
- * Establish the need for the endeavor.
- * Select the individual to start the planning process.
- * Review all state regulations.
- * Find the room on campus.
- * Keep the cost so it is affordable.
- * Determine the hours of operation.
- * Determine who the clients might be.
- * When hours are determined, examine the impact this has because of regulations.

- * Determine the number of employees needed.
- * Be sure you are prepared to support the function with funds.
- * A survey of the town or area to see if a day care center is feasible. I wouldn't want to take business away from other child care centers that are already established in the area.
- * Form a committee to make outlines for the center. Where the center should be located, funding, how it should be ran, who should be in charge, how many personnel would be needed to run the center efficiently, would be some questions that need to be answered.
- * Once the guidelines were set, you would need to outline the objectives. You want to be sure both children and students will benefit from the program. You'll need full support of the college. Center curriculum must be learning and not total playtime or babysitting. State and local regulations should be met in planning the center.
- * Determine need for a child care center. How many students would use the facility? Would center allow more students to attend college?
- * Determine type of facility needed. What age group? What hours? Do we feed and sleep?
- * Study regulations for child care center. What are SRS regulations? Can we meet all state and federal regulations for space, etc.?
- * Determine if we have the facility to handle the center we want and will meet regulations.
- * Determine cost, i.e., management, supplies, equipment. What will it cost us in terms of time and money? List the advantages and disadvantages of having the center.
- * Hire a director to help plan the center and the program of instruction. Apply for license.
- * Staff the center and purchase supplies and equipment.
- * Publicize and market the center.
- * Enroll children.
- * Analyze and evaluate program each semester.

- * Establish need for the child care center. This could be accomplished by the following: Survey of student population. Assess the number of child care centers in the community by enrollment capabilities and current enrollment counts. Determine costs of services and students' economic ability.
- * Determine type of child care center and ages of children to be served. This information should come from your need analysis.
- * Acquire all regulations that affect your center, such as facility and personnel needed.
- * Determine proposed budget necessary and identify sources of funding and financial support.
- * Assess the impact on the community.
- * Implement the child care center.
- * Identify the clientele to be served, either student or community.
- * Determine the needs including the hour needs, evening needs, weekend needs, and day needs.
- * Establish a tentative time of service to be provided.
- * Identify potential facility sources.
- * Examine licensing and regulatory requirements.
- * Determine personnel required.
- * Develop a tentative budget.
- * Develop an operational and procedural plan.
- * Determine time of implementation.
- * Market program.
- * Accept applicants.
- * Determine opening day.
- * Find out who would be interested to help plan, organize, and start such a center.
- * Talk to administration and present ideas and names of those interested. Find out if it is needed.
- * Seek financial help through government funding (grants).

- * Find out space available and legal requirements or restrictions.
- * Apply for license.
- * Hire help.
- * Develop environment of center i.e. toys, audio/visual equipment, learning centers.
- * Publicize availability.
- * Review law governing centers.
- * Survey students to determine interest.
- * Review services available in the community.
- * Visit other colleges with child care centers.
- * Determine location on campus.
- * Prepare report and recommendation for administration and board staff.
- * Staff the center.
- * Market the service.
- * First and foremost--must establish need. Needs can be determined by surveying students and potential needs for child care center. Numbers, time needing service, availability to pay for services, etc. Is there a care center in community already servicing the needs?
- * Several fiscal needs and cost effectiveness. Must look at cost to the College and what percent the fees would fund total costs. Would be well to know how many parents would not be able to attend college if services not available. This could impact college revenues.
- * Overall college effect. Take a look at what the service would do for the college in terms of public relations, i.e. positive image--sensitive to meeting student needs, etc.
- * I believe the most important issue to look into before developing a child care center is see if there is even a need for one. If you are in a position where it's a small city but there are already 8 large child care facilities in it, you might want to reconsider.

- * Another issue to look at is if you are in a particular area of town where the majority of the centers are in the central or south part of the city, but there are none in the north section of town then you would probably be a success in starting one.
- * If an institution is thinking about opening a center it could be very useful in several perspectives. It will not only be a place for learning experience for children, but also for adults. For instance Dodge City Community College would probably not have this center if they did not have their Child Care Development Program in its curriculum. It provides a site for the practicum students to obtain their required hours of observation and working time to receive their child care certificate.
- * Other important issues to look into or think about are: What is there to offer? Are you going to offer strictly child care or will you combine it with a learning program for the preschool?
- * What ages of children are needing to be cared for? Just preschool age or afterschool, vacation and summer school age also?
- * Where will you you receive your funding? Will you be able to receive federal and state aid? What other funding sources will you have?
- * If you are owned by an institution, are only the students' children allowed to be enrolled, or will it be open to the public?
- * Step one would be a community survey and establishment of an advisory board from the community.
- * If the community does not feel that this would be too great an infringement upon private enterprise, proceed to obtain facilities on campus if at all possible.
- * Provide a budget for equipment and supplies and director and one full time teacher.
- * Hire a full time director of the day care center.
- * Allow director to set up learning centers, play area, etc.
- * Hire teachers and aides for the center.
- * Establish fees for services.
- * Advertise services and date of opening.

- * Identify the population to be served.
- * Survey a sample of this population to determine level of need (potential participation), appropriate user fees (what the market will bear), appropriate operational hours, and level of food service participation.
- * Establish advisory committee.
- * Analyze the survey results to determine staffing, facilities, and equipment/supply needs.
- * Develop handbook that includes center policies and operational procedures.
- * Understand the need.
- * Identify the client's needs.
- * Survey the user's needs.
- * Establish advisory group.
- * Gather survey data.
- * Discuss results/advisor group.
- * Discuss cost/benefit.
- * Decision (set objectives: faculty, news release, student need)
- * Plan.
- * Implement.
- * Supervise.
- * Determine the need for child care. Age range of children. Time of day desired. Length of stay desired.
- * Consult state licensing regulations for guidelines. Approval regarding fire code and local health and environment regulation will be necessary to obtain a license.
- * Designate the location and any building for remodeling needs.
- * Determine funds available, if any, and estimate fees for child care. Design a budget for full operating expenses.

- * Invite members of the community to serve as an advisory committee. They can provide guidance not only in beginning the center, but also toward constant improvement.
- * Outline materials and equipment needed.
- * Establish the mission of the center and determine policies and procedures to provide initial organization.
- * Determine what information is needed about each child (i.e. health, personal, etc.) and devise any forms necessary to assess the parents upon entry.
- * Determine the philosophy that will best suit the center. Upon hiring a director, he or she should feel comfortable with the philosophy for a smooth implementation.
- * Outline basic job descriptions of each available position in the center.
- * Hire a director.
- * Hire teachers and aides.
- * Advertise in the community to establish awareness of the center.
- * Identification of interested person to get ball rolling and to do preliminary leg work.
- * Discuss the idea with the administrative team to determine interest and to go ahead or to stop.
- * Survey student population to determine need.
- * Establish advisory committee to give input as to organization, operation, and resources available.
- * Get preliminary okay to precede with planning from the Board of Trustees.
- * Contact Kansas Department of Health and Environment for current licensing laws.
- * Contact local Health Department (local licensing institution) for their input.
- * Plan: Physical facilities, budget, projected purchase needs, personnel needs, philosophy of care, time frame, population to serve, policies for child care center, organizational make-up.

- * Present plan to administrative team and Board of Trustees for approval.
- * Make any needed changes, modifications and/or deletions.
- * Apply for a temporary license if time frame is short; a permanent license if there is ample time to get all paper work done.
- * Place plan into action.
- * Need: A study of college programs should be conducted to ascertain which courses and/or programs attract adults with children. Survey adults to ascertain if lack of child care services prevents enrollment in college courses and/or programs. What new or expanding programs may require child care services?
- * Providing for child care services outside the institution: One should investigate whether private and/or non-profit child care services are available and accessible in the community for your students. It may be cheaper to contract for services from them than provide this service yourself.
- * Providing your own child care service: Obtain SRS's licensure guidelines to ascertain personnel and physical facilities requirements. Determine the number and ages of children to be served--both have a bearing on personnel and facility requirements. Determine what hours the child care service will be provided--time of day--nine months or twelve months. Determine what funding sources are available to the institution. Local--you are in control--you know year by year how much money is available. Vocational, private and/or other educational grant--funding approved on a year to year basis. Community support (United Way). Establish registration fee and hourly fee for users. Discount on hourly fee per child if more than one per family.
- * Establish a budget to include salaries (full and part-time), rent, utilities (including telephone), furniture (tables and chairs). A determination should be made whether the child care service will be education--if so, provision must be made for instructional materials, supplies, and equipment. Provide for liability insurance.
- * Determine if users are to be limited to participants from one specific college program or for all users.
- * Set up day care committee of staff, students, and faculty.
- * Review site or location of day care.

- * Visit with Health & Environment, SRS, and other agencies on regulations.
- * Establish criteria and preference list for students wanting day care (full time vs. part-time).
- * Establish hours of center and director.
- * Set up review committee to look into questions or problems.
- * Make day care a non-pay proposition as it will attract students to campus.
- * Review process of selecting clients and ascertain how services can be improved.
- * Check with Board of Trustees to see if such an operation is within scope of institutions offerings.
- * Survey the area to see if a need exists.
- * Plan cooperation with other areas of the institution.
- * Do a feasibility study to estimate costs, etc. to institution if any.
- * Approach various agencies and groups to solicit support for venture.
- * Make a decision of go/no-go.
- * Review local, state, federal regulations.
- * Select direction.
- * Select site.
- * Adapt site.
- * Advertise for clients.
- * Hire Coordinator or Director of Project. This person works closely with college administrators.
- * Survey clients to be served to establish needs and support the new program.
- * Collect data from established Child Care Centers regarding physical facilities, financial aspects, organizational structure, staff, problems, philosophic base, etc. Visit other facilities during operation, arranging to visit personally with administrative staff.

- * Submit proposal to Vocational Education agency, justifying need and outlining developmental procedures for establishing a Child Care Center with a two-fold objective: to establish an occupational training program for Child Care Workers and to provide child care services for disadvantaged students.
- * Establish a board and advisory group.
- * Design and Implement facility and equipment based on state and federal guidelines and licensing requirements.
- * Develop policy procedures and regulations for administration, staff, and center operations and providing for parent involvement and staff development.
- * Select and train staff members.
- * Publicize the center.
- * Select children and open center. Evaluate all aspects frequently with board, parents, staff as initial procedures are implemented, modifying as necessary.
- * Determine the type and number of students to be served.
- * Select a physical location which meets requirements of size and physical characteristics.
- * Determine the requirements which must be met for certification/license.
- * Establish criteria for supervisor in conjunction with the individual under whose jurisdiction or direction the day care center operates.
- * Establish a budget.
- * Select the supervisor.
- * With the help of the supervisor/director (person who will be in direct charge of the center establish guidelines for the day care center)
- * Publicize the day care services.
- * Sign up potential users.
- * Begin operation.
- * Establish criteria for evaluation of the center.
- * Determine dates for program review.

- * Complete review of all aspects of the program as unnecessary.
- * Survey the need for services by day of the week and hour of the day for each age group; i.e., up to 6 months of age, 7-12 months, etc.
- * Check state regulations for space, type of accommodations, and equipment which will be required to meet standards.
- * Determine type and number of personnel needed to provide adequate staffing.
- * Assess costs involved in steps 2 and 3 and develop a realistic operating budget. Determine if funds can be obtained from other sources to offset part of the costs. Check whether these can be funds assigned from the operating budget for the project. Determine the fees which will have to be assessed to participants.
- * Develop a set of regulations to use in the operation of the center.
- * A needs assessment should be made to determine if there is indeed a need.
- * A board of directors needs to be set up.
- * An administrator needs to be hired.
- * A budget should be drawn up and funding found to meet the budget.
- * A facility should be located that meets state and local licensing laws.
- * Must be licensed.
- * Goals and objectives of program must be determined.
- * Staff must be hired.
- * All equipment, supplies, etc. must be ready before children are enrolled. (Actually, part of getting facility ready for licensing.)
- * Enroll children.
- * A wide array of interested people should participate in early planning.
- * Incentive for adult students.

- * Employment for qualified students.
- * Cost.
- * Licensing.
- * Competition.
- * Do not undercut community standards or prices.
- * Restricted clientele--should restrict to college staff or students or people who have legitimate reason to be at the college. Could restrict by age of child also.
- * A few qualified people should make final plans and procedures.
- * Adequate facility.
- * Nighttime may not be necessary, thus saving on facility requirements. Also maximum hours per child/per day.
- * Staffing--need a trained professional director who can operate pretty independently. Care givers can be hourly wage but should have either training or give orientation and supervision.
- * Fringe benefit (legal) to employees.
- * A day care facility on campus must not be confused with or dumped on a child care educational program unless the program coordinator wants it in the program.
- * Adequate facilities with proper amount of space per child.
- * Work on the physical, social, emotional and intellectual growth and development of the child.
- * Need for income based center.
- * Funding by state and federal along with gifts of estate.
- * Regulations that need to be followed from diet to how many children a teacher can handle alone at one time.
- * Large outdoor equipment and manipulative games for children.

- * Teach children at the level they need to be taught.
- * Have enough teachers to spend individual time with the children.
- * Child care centers are too costly.
- * Service in the formation, staffing and design of a child care center.
- * The type of center needs to be addressed according to consumer needs for the parent group and children who will utilize the center. Physical type features include: convenient location, readily accessible entry and exit for vehicle and pedestrians, adequate equipment, parent involved support group, proper staffing to include trained personnel in all facets of the center's service, i.e., food service, play experiences, and learning experiences.
- * Survey of potential users.
- * Analysis of local, state and federal center requirements.
- * Survey of employers who may be supplying parent or adult students for the center.
- * An analysis of cost factors for the center's creation, implementation and operation.
- * An analysis of the service providers who would be contracted with for service providing aspects of the center.
- * Users: Students, instructors, operational personnel, and various others employed by college; special contract groups utilizing the college campus for a variety of events, i.e., conferences, seminars and workshops.
- * Funding sources for the creation of a child care center would include the following: college financial support, users' payment for service, special grants and funding available through competitive grant process, funding solicitation through special projects or other gifts provided to the center, funding received through the various allocations of local, state and federal sources.
- * Guidelines for the proposed center would be developed as follows: locally created and monitored set of operating policies and bylaws, a review and compliance

to the Kansas regulations for licensing of pre-school and child care centers, an analysis by the college's legal council to insure compliance, an analysis and documentation for insurance purposes, a facilities compliance of the physical plant, a set of personnel guidelines and regulations as relates to personnel.

- * The support for this program is a product of all the prior items. Items of particular note would be the outcome of the needs survey, user interest, compliance with local and non-local regulations as well as the service orientation.
- * The impact of a child care center, operated appropriately, would be an enhancement of student options and employee benefits to persons at the college. Further, children using the center would be expected to have an enriched daily experience due to access to the child care center.
- * Conduct needs assessment survey.
- * Institutional support basically for facility, secretarial and janitorial services, initial equipment, work study and institutional help. Be a model center not only for the welfare of the children, but also for an example for child care students--as a lab setting.
- * Inspection from health department and fire marshall.
- * Ages of children.
- * Survey the need of present students.
- * Survey potential market who are not enrolled.
- * Determine budgetary need.
- * Establish space needs and equipment needs.
- * Develop a viable program.
- * Implement a trial program.
- * After the above, evaluate the results and determine directions for the future.
- * Establish a feasibility study committee to determine need.
- * If study indicates needs, select an advisory committee made up of college and community leaders.

- * Committee recommends creation of center which in turn is reviewed by President before recommending it to board.
- * Plan an organizational meeting inviting those people who are interested in a child care center. Have a variety of groups represented (parent users, faculty, staff, administrators, community leaders, and Board members).
- * Discuss the need for a center to rally support. Bring questions and concerns into the open so they can be addressed.
- * Develop a needs assessment survey.
- * Administer survey to prospective student users in a comprehensive a manner as possible.
- * Tabulate survey results.
- * Report back to advisory group.
- * Report to Student Senate (or comparable group) to solicit student support.
- * Present recommendations to appropriate division and/or president.
- * Once need is established, organize a permanent planning committee. Tasks that need to be addressed include:
 - Establish location for child care center.
 - Determine what ages will be served.
 - Check out licensing requirements.
 - Determine numbers that can be served and staff required.
 - Prepare tentative budget.
 - Present information to president for approval by Board of Trustees.

- * The child care center was designed to be a service to students having children. By providing them a place to bring their children, they would take classes thus resulting in the generation of FTE.
- * The child care center serves as a lab site for our college students in the Child Care and Guidance program.
- * The center is an early learning facility--not babysitting.
- * The age of children is limited to children ages 2 1/2 - 6 years of age.
- * State licensed facility.
- * Parents pay a minimal fee to have their child in the center.
- * One teacher is paid out of the fees. The director's salary is considered to be faculty and has been paid out of the college's salary fund.
- * Find out if there is an actual need for a center through surveys of the college population (this would probably be the easiest and most effective way of gathering the information).
- * Once a need has been established, the project of the center would need to be approved by whatever channels
- * Whether a site for the center is already located, or a new center is being built, the Health Dept. would need to be contacted in order for the center to meet the regulations to insure proper regulation needs.
- * The college administration would need to be kept informed of the progress being made in establishing the center and possibly input they may have for the center.
- * The survey that was used to find a need for establishing a center should also include questions to the type of educational program that would be needed and for preferred for the children attending the center.
- * Once your center is approved for operation, you would need to hire staff. The staff would need to realize the special service they are giving the college students and that this should be reflected in their work and attitude.
- * Enrollment procedures should be established according to state regulations and information that is important to that particular center.
- * Enrollment drive would need to be started (the best time for this is when the students are enrolling in their own classes).

- * Determine if idea is worth pursuing.
- * Run a survey to determine need.
- * If results of survey are favorable, project income, expense and best location feasibility.
- * Visit other locations to find advantages, disadvantages, short cuts, pitfalls, rules and regulations.
- * Hire a director with experience in day care operation.
- * Day care must be established in a convenient location within the establishment--a building specifically designated for daycare is ideal, a building designed for children, an adequate kitchen, work and play areas, child sized bathrooms.
- * Building must meet all safety standards and be secure in that no child can leave or enter facility without caretakers knowledge. A fenced-in outdoor playground, with play facilities appropriate for outdoor play, meeting safety standards, and good for preschool gross motor activities.
- * Indoor facilities should contain materials specific for each age group. The center shouldn't be set up just for play, but for learning experiences through play and specific activities. Group activities: games, singing, dancing, exercising. Individual activities: artwork--cutting, pasting, painting, coloring, assembling materials--all which promote fine motor skills.
- * The daycare serving preschool children should provide learning experiences in alphabet, numbers, writing, etc. in preparation for kindergarten. Teaching experiences should also incorporate building self-esteem in children, teaching manners, teaching good health habits (washing hands, brushing teeth, etc.), consistent discipline for all children so that there is a semblance to the day and children aren't running helter-skelter.
- * The center should have a routine day so that children will know what to expect and begin to learn about time and order.
- * Users of the facility should be students and staff, and they should use the facility only while attending classes, teaching, or attending to college business. Costs for day care should be kept at a minimum as long as there is proper funding. The center shouldn't suffer from lack of funds--there should be sufficient

quantity and quality of teachers, assistants, materials, food (for breakfasts, lunches, dinners), etc. Meals should be nutritious and appealing to the young and be provided daily at establishment times.

- * The most important aspect of establishing a center is getting the support and backing from those parents using the facility. They should assemble an advisory board of parents so that parents can have an input into the running of the center, voice, opinions, make changes, help with fundraising, and assess the quality of child care given to their children.
- * Establish an advisory committee comprised of administrators, students and community representatives as well as the child care center director.
- * Develop the philosophy, goals and objectives of the center, utilizing advisory committee input.
- * Identify an appropriate facility.
- * Determine the cost of operation.
- * Determine sources of financing and then make a decision regarding user fees. (Cost of care should be kept at a minimal level.)
- * Obtain health department approval and state licensure.
- * Develop brochure and identify promotional strategy.
- * Develop handbook containing philosophy, by-laws and guidelines for operation.
- * Plan orientation session for parents.
- * Distribute necessary paperwork to parents and obtain completed forms.
- * Conduct regular advisory committee meetings.
- * Conduct annual evaluation, utilizing parental input.
- * Student survey to determine needs of students now enrolled.
- * Market survey to determine effect of program on those potentials not currently enrolled for various reasons.
- * Incorporate student needs with the institutional philosophy.
- * Detail various methods of funding (sources).

- * Determine beginning hours and rules and regulations by integrating student and institutional needs with those of the market area.
- * Select and train staff.
- * Advertise.
- * Review the program monthly during the first year.
- * Review the program yearly thereafter.

APPENDIX E

ROUND TWO MATERIALS AND FOLLOW-UP LETTER

2409 Vaughn Drive
Manhattan, KS 66502
November 14, 1984

Dear

I am enclosing Round Two of the Delphi study of Child Care Centers at Kansas community colleges that we began several weeks ago. Even if you did not return Round One, I hope you will consider participating in this round of the process.

Our goal is to achieve consensus for the establishment and operation of a child care center at a community college. Your help in this project will give valuable insight and information based upon your experience.

The responses from Round One have been examined and summarized to form Round Two. If you do not recognize some of your statements, they may have been included as part of a broader category in order to reduce the size of the questionnaire. Instructions for completion are given at the beginning of the form. All replies will be kept strictly confidential.

Please use the enclosed postage-paid envelope for mailing your response. A return by November 30 will be appreciated.

Yours truly,

Theodore W. Wischropp

Enclosure

ROUND TWO

Instructions: The following statements indicate possible steps for the establishment and operation of a child care center at a community college as identified by individuals responding to the Round One questionnaire. Please place a check (✓) in the box that most nearly represents your reaction regarding the importance of each stated event. You may also add others not included in the list. (Be sure to check the appropriate box for any added statement.)

- (1) strongly agree
- (2) agree
- (3) slightly agree
- (4) neutral
- (5) slightly disagree
- (6) disagree
- (7) strongly disagree

Please react to the importance of each of the identified statements if your institution were considering the establishment and operation of a child care center or if your institution were starting the planning process again. These statements are not in any particular order.

- 26. Collect data from established child care centers re: facilities, financing, staffing, organizational structure, problems.
- 27. Solicit support from state department of vocational education for possible occupational training program or service to disadvantaged students.
- 28. Determine type and number of personnel to provide adequate staffing needs.
- 29. Determine fees to be assessed to participants.
- 30. Determine participant's ability to pay.
- 31. Assess extent of institutional support (secretarial and janitorial services, work study, equipment, remodeling, etc.)
- 32. Seek support from student governing association.
- 33. Keep the college administration and the board informed of progress.
- 34. Find a rent-free facility.
- 35. Determine the type of child care center needed.

	strongly agree	agree	slightly agree	neutral	slightly disagree	disagree	strongly disagree
	1	2	3	4	5	6	7
26. Collect data from established child care centers re: facilities, financing, staffing, organizational structure, problems.							
27. Solicit support from state department of vocational education for possible occupational training program or service to disadvantaged students.							
28. Determine type and number of personnel to provide adequate staffing needs.							
29. Determine fees to be assessed to participants.							
30. Determine participant's ability to pay.							
31. Assess extent of institutional support (secretarial and janitorial services, work study, equipment, remodeling, etc.)							
32. Seek support from student governing association.							
33. Keep the college administration and the board informed of progress.							
34. Find a rent-free facility.							
35. Determine the type of child care center needed.							

2409 Vaughn Drive
Manhattan, KS 66502
December 3, 1984

Dear

Response to our second round Delphi questionnaire concerning the establishment and organization of child care centers has been very good. However, scheduled as it was around Thanksgiving break, this round may have arrived at an inconvenient time for your attention.

If you have not already returned yours, I hope this letter will serve as a reminder. If you have misplaced your questionnaire and need another, call me toll free at 1-800-432-8222. Your participation is important in order to make this a representative study of child care centers at community colleges in Kansas.

Yours truly,

Theodore W. Wischropp

P.S. If you have already mailed your reply, please accept my thanks, and disregard this request.

APPENDIX F

ROUND THREE MATERIALS AND FOLLOW-UP LETTER

2409 Vaughn Drive
Manhattan, KS 66502
February 8, 1985

Dear

Thanks for your help in the Delphi study. The rate of return has been extremely high. We are approaching the end of the project and you are providing valuable information about the organization and administration of child care centers. Even if you did not return the second questionnaire, I hope you will consider participating in this round of the process.

I am enclosing Round Three, containing data compiled from the Round Two responses. A high degree of consensus is appearing in many of the statements, as indicated by a small interval between the first and third quartiles (Q_1-Q_3). Please review the statements and the group responses. If you disagree, make changes and write comments in the space to the right of each statement. It does not matter if you do not agree with the majority.

Please note that you are to mark ONLY the items for which your choice is not within the interquartile range. Even if you make no changes, please sign and return the questionnaire in the postage-paid envelope provided by February 25.

Thanks again for your continuing support and cooperation.

Yours truly,

Theodore W. Wischropp

Enclosure

Name _____

ROUND THREE

Instructions:

The interval Q_1 - Q_3 contains the middle 50% of the responses for a particular statement. The median (M) is the mid-point of all responses for that item, with 50% of the responses above it and 50% below it.

Please respond ONLY to statements for which your expectation falls outside the Q_1 - Q_3 range, by circling the number that corresponds to your reaction. Also please use the space provided to comment on the reason for your position.

PART A--
ORGANIZATION

- | | |
|--------------------|-----------------------|
| (1) strongly agree | (5) slightly disagree |
| (2) agree | (6) disagree |
| (3) slightly agree | (7) strongly disagree |
| (4) neutral | |

-
1. Seek preliminary approval of the board of trustees to begin planning.

0 1 2 3 4 5 6 7
Q₁ M Q₃

2. Appoint a campus administrative committee.

0 1 2 3 4 5 6 7
Q₁ M Q₃

3. Examine the mission statement of the college.

0 1 2 3 4 5 6 7
Q₁ M Q₃

4. Appoint a child care advisory committee consisting of administration, faculty, staff, students, and community members.

0 1 2 3 4 5 6 7
Q₁ M Q₃

5. Survey potential users (students, staff, community) to ascertain interest and need.

0 1 2 3 4 5 6 7
Q₁ M Q₃

6. Assess the number of child care centers in the community and their services.

0 1 2 3 4 5 6 7
Q₁ M Q₃

7. Review the codes, laws, and licensing requirements (federal, state, local) governing child care centers (space, equipment, facilities).

0 1 2 3 4 5 6 7
Q₁ M Q₃

8. Visit other community colleges with child care centers.

0 1 2 3 4 5 6 7
Q₁ M Q₃

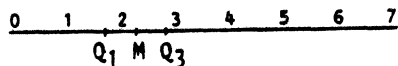
Round 3

(1) strongly agree
 (2) agree
 (3) slightly agree
 (4) neutral

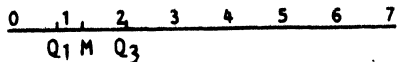
(5) slightly disagree
 (6) disagree
 (7) strongly disagree

Page 2 Q_1-Q_3 = middle 50% of responses
 M = median (mid-point)

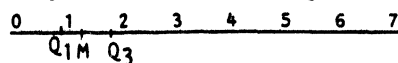
9. Visit other child care centers in the community.



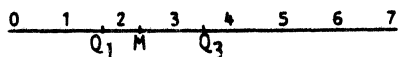
10. Select an individual to start the planning process.



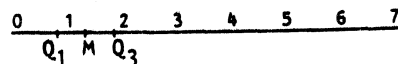
11. Identify sources of funding and financial support.



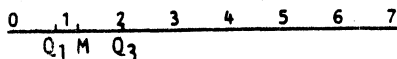
12. Seek financial help through grants.



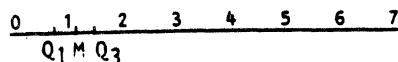
13. Develop a tentative budget (salaries, utilities, staff, facilities, equipment, supplies, maintenance).



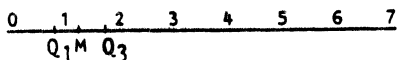
14. Locate a facility.



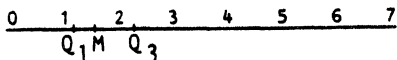
15. Determine the type of facility needed.



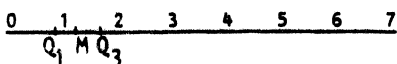
16. Determine the types of services needed.



17. Identify potential facilities.



18. Seek support of the administration and the board.



Round 3

(1) strongly agree

(5) slightly disagree

(2) agree

(6) disagree

(3) slightly agree

(7) strongly disagree

(4) neutral

Page 3 Q_1-Q_3 = middle 50% of responses
 M = median (mid-point)

19. Find a campus location.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

20. Analyze costs and potential benefits.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

21. Identify the population to be served.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

22. Write philosophy, mission, goals, and objectives for center.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

23. Estimate costs to the institution.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

24. Estimate cost to the users.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

25. Solicit financial support and donations from community groups or agencies (i.e., United Way).

0 1 2 3 4 5 6 7
 Q_1 M Q_3

26. Collect data from established child care centers re: facilities, financing, staffing, organizational structure, problems.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

27. Solicit support from state department of vocational education for possible occupational training program or service to disadvantaged students.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

28. Determine type and number of personnel to provide adequate staffing needs.

0 1 2 3 4 5 6 7
 Q_1 M Q_3

Round 3

(1) strongly agree

(5) slightly disagree

(2) agree

(6) disagree

Page 5 Q_1-Q_3 = middle 50% of responses

(3) slightly agree

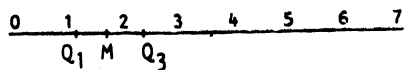
(7) strongly disagree

M = median (mid-point)

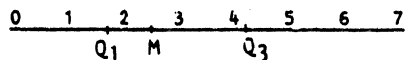
(4) neutral

PART B--ADMINISTRATION

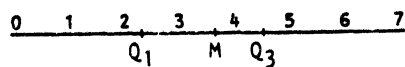
-
1. List and purchase the materials and supplies needed.



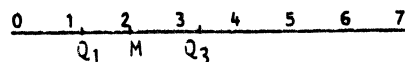
2. Incorporate as a nonprofit organization.



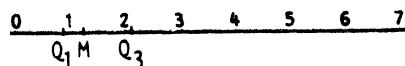
3. Engage in fund raising.



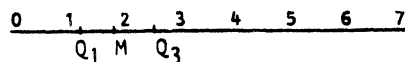
4. Hire a director three or four months in advance.



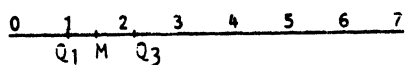
5. Apply for a license.



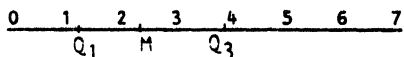
6. Advertise with brochures, local television, radio stations, and newspapers.



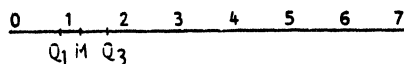
7. Select and enroll children according to licensing specifications.



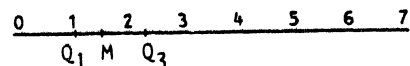
8. Support the center with college funds.



9. Plan curriculum and program of instruction to ensure physical, social and intellectual growth and development of the child.



10. Analyze and evaluate the program each semester with a review committee or advisory committee.



Round 3

Page 6 Q_1 - Q_3 = middle 50% of responses
 M = median (mid-point)

(1) strongly agree
 (2) agree
 (3) slightly agree
 (4) neutral

(5) slightly disagree
 (6) disagree
 (7) strongly disagree

11. Develop a handbook that includes operational procedures and center policies and guidelines.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

12. List and purchase games, toys, equipment, audio-visual equipment, playground equipment, learning center materials.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

13. Devise forms to collect information about parents and children.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

14. Outline basic job descriptions of each position in the center.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

15. Develop a criteria and preference list for users of center.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

16. Establish hours of operation.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

17. Provide for parent involvement in the operation and evaluation.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

18. Provide for training and staff development of employees.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

19. Plan a budget, then determine costs and establish fees.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

20. Determine and plan food service needs.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

21. Determine liability needs.

0 1 2 3 4 5 6 7
 Q₁ M Q₃

Please return to Ted Wischropp by February 25.

2409 Vaughn Drive
Manhattan, KS 66502
February 28, 1985

Dear

Response to the third round of the Delphi questionnaire concerning child care centers at Kansas community colleges has been quite good. Although I forgot to take into account the postal rate increase, all letters have been arriving during the past week with no postage due.

If you have not already returned your questionnaire, I hope you will complete it and mail it to me. Your participation is important in order to bring closure to the process.

Yours truly,

Theodore W. Wischropp

P.S. If you have already mailed your reply, please accept my thanks, and disregard this request.

APPENDIX G

1984 FALL ENROLLMENT BY COLLEGE

TABLE VIII
1984 FALL ENROLLMENT BY COLLEGES

College	Number of Students	Number of FTE*
Barton	2394	1108
Butler	3402	1769
Coffeyville	1598	664
Dodge City	1379	918
Independence	930	543
Johnson County	7998	4106
Kansas City	3712	2016
Labette	2400	1047
Neosho	1001	479
Pratt	1611	677

Data supplied by the Kansas State Department of Education

* Full-time equivalent

APPENDIX H

ROUND TWO COMMENTS

ROUND TWO COMMENTS

<u>Item</u>	<u>Comments</u>
Part A	
6.	and <u>don't</u> compete with them
17.	similar to #14, same as #14
18.	similar to #1
23.	similar to 13, how different from #13
24.	how different from #13
34.	if you could
35.	already included in other statements
Part B	
1.	if budget is made and center approved
8.	only to get started--should become self-supporting
10.	or year
12.	only if center has been approved and budget is made
22.	clearly divide responsibility of planners from those of director
23.	put "things to be done in a tentative timeline for planning

APPENDIX I

ROUND THREE COMMENTS

ROUND THREE COMMENTS

<u>Item</u>	<u>Comments</u>	<u>Numbers outside of interquartile range</u>
Part A		
1.	Present study to them. Planning can take place without board approval. One should have some planning done to present to the board before they can "approve" anything. Would not seek approval for planning.	6 6 3 3 3 3 5
6.		3 4
8.	Might be helpful, but local centers are more convenient.	3 4 4 1 6
9.	Only if little experience has been had.	4
12.	The <u>aim</u> should be to keep it self-supporting and to justify capital outlay from existing funds to get it started. Can come later when plans are finalized.	5 5 1 5
14.		4
17.		1
19.	Either adapt an existing facility or plan a new one on campus. Does it have to be on campus?	1 3
25.	Should be self supporting. Unfair competition could be a real issue. I disagree if the center is used as an educational tool for the students of the college. Can be done if internal financing isn't available.	6 7 5 6 5 5 6
26.		1
27.	In our case the program is separate.	1 6
29.	Agree only to the extent that fees should not undercut existing services. Actual fees should be based on costs.	3

ROUND THREE COMMENTS (Continued)

<u>Item</u>	<u>Comments</u>	<u>Numbers outside of interquartile range</u>
30.	Those with hardships would automatically be covered through other aid programs.	4 6
31.		1
32.	I do not see the necessity for this, generally our student government is not active.	6 6 1 5 6
34.	The college should not charge rent, in my opinion. This is probably not essential and as a precondition it might limit planning freedom. Facility should be on campus to be effective and meet needs.	7 6 5 1
37.		3
Part B		
2.	Should be a part of student services just like bookstore, snack bar, etc. Would seek legal advice before proceeding.	6 6 7 1 5
3.	Should not detract from commercial day care programs. Only as last resort. For toys and extra teaching aids.	6 7 7 6 1 5
6.	Brochures maybe--but other media would bring a great influx of children competing for openings designed for student's children.	6
8.	Decision--student fees.	5 5 7
10.	Initially maybe each semester but after a year or two make it either less formal or less often.	4
15.	<u>At least</u> decide if it is open to everyone or just college-centered people.	1

VITA 2

Theodore William Wischropp
Candidate for the Degree of
Doctor of Education

Thesis: GUIDELINES FOR THE ESTABLISHMENT AND OPERATION OF CHILD CARE CENTERS FOR COMMUNITY COLLEGES IN KANSAS: A DELPHI APPROACH

Major Field: Occupational and Adult Education

Biographical:

Personal Data - Born in Olathe, Kansas, October 19, 1937, the son of Mr. and Mrs. Harold Wischropp.

Education - Graduated from Michigan Valley High School, Michigan Valley, Kansas, in May, 1954; received Bachelor of Science in Secondary Education from Emporia State University, Emporia, Kansas, in 1958; received Master of Science degree from Emporia State University, Emporia, Kansas, in 1963; completed requirements for Doctor of Education degree at Oklahoma State University in July, 1985.

Professional Experience - Spanish and English teacher at Garnett High School, Garnett, Kansas, 1958-1960; Spanish and French teacher at El Dorado High School and El Dorado Junior College, El Dorado, Kansas, 1960-1965; Spanish and French instructor at Butler County Community College, El Dorado, Kansas, 1965-1976; Director of Continuing Education at Butler County Community College, El Dorado, Kansas, 1976-1979; Coordinator of Off-Campus Programs, Division of Continuing Education, Kansas State University, 1979-1981; Director of Development, Division of Continuing Education, Kansas State University, 1981 to present.

Professional Organizations - Kansas Adult Education Association, Missouri Valley Adult Education Association, American Association for Adult and Continuing Education, Association for Continuing Higher Education.