

CHILD CARE NEEDS ASSESSMENT OF FACULTY, STAFF,  
GRADUATE AND UNDERGRADUATE MARRIED STUDENTS  
AT OKLAHOMA STATE UNIVERSITY

By

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF THE PROBLEM

With the increase in the number of women faculty, returning students, single parents, and size of graduate enrollment, there is increasing need for comprehensive universities and colleges to provide child care on campus. The unique needs regarding child care of faculty, staff, and students demand a comprehensive child care service. However, Schmalzreid (1974) states:

. . . until such time as family goals are seen to be as important as employment requirements, it seems preferable to allow parents to function as nearly as possible like nonparents in the work force (p. 140).

The campus need for good quality child care services reflects a nationwide trend of increasing needs for child care due to the great numbers of women re-entering the work force. The demand for child care services may be for reasons other than a woman's re-entry to the work force. Since greater numbers of children need child care, their ages and the extent they need care should be examined. Women represent about 46% of all undergraduates and about 37% of graduate students in higher education. They represent about 27% of college faculty members, and the largest percentage of women faculty in public institutions are in comprehensive universities and colleges (CCHE, 1973, p. 109).

The more education a woman has completed, the higher the likelihood that she will work (Ruderman, 1965). Women who work because of their drives for self achievement or for sociability with adults are usually

in a better financial position to plan in-home care. These informal arrangements that involve many children such as care by grandmothers, fathers, siblings, neighbors, and babysitters are commonplace. On the basis of data provided by Ruderman's report (1965), many strains are associated with all or most of these forms of care.

✓ With the increasing numbers of single parents who have to make child care arrangements and working couples who have to alternate child care arrangements, day care services should not be seen as a problem only for women. This need is also felt by the male parents of the children in need of care (Schmalzreid, 1974, p. 140).

The need for quality day care services on campus is further expressed by students, faculty, and administrators. The provision of comprehensive child care services could reduce the complexities of arranging the faculty schedules by making it easier for faculty members who are parents to teach early morning, late afternoon, or evening classes. Parents of small children and infants could provide uninterrupted services to the university. Staff absences could be reduced (Schmalzreid, 1974, p. 140).

The various segments of the campus community each have unique needs for day care services. Student parents need inexpensive, part day care located in or near the married student housing. Students usually want care when both are in class or studying (Schmalzreid, 1974, p. 140). Student fathers can frequently arrange their schedules to care for the child during part of the day (CCHE, 1973, p. 158). Ruderman (1965) states, however, that fathers frequently resent being caretakers "especially if very young children are involved" (p. 212). Ideally one or both parents might work in the center in exchange for the payment of

fees, but many times the demands of course schedules and housekeeping prevent this arrangement. Although the members of this part of the campus community are concerned about their children, they may not recognize the need for good day care, and often only the more vocal will work for the establishment of day care through the married student housing association or the student government (Schmalzreid, 1974, p. 141). The child care problem is so critical that Farnsworth (1974) in her study of graduate women recommends that, due to the fact that colleges and universities are facing financial restrictions to support day care facilities, "it is better to postpone a family until after graduate training is completed" (p. 106). The adult learner or mature student in the university campus lists "lack of child care facilities at a reasonable cost" as one of the problems "relevant to women in the roles of wife-mother or single parent" (Skelhorne, 1975, p. 28).

Willner (1965) states children whose mothers are in clerical, sales, craftsman, operative, and laborer occupations rather than professional or semiprofessional occupations are cared for outside their homes. According to Schmalzreid (1974, p. 14) university staff members, the majority of whom are women employed as secretaries, have need for day care 15-30 minutes before their work day begins to 15-30 minutes after it closes. Since staff members are classified employees, their work schedules do not follow the academic calendar and they may need the services during vacation periods but not on holidays. An after-school program may be needed for children age six through twelve. Small communities could provide this care on campus. Staff members may campaign actively for child care services if they anticipate several years of employment at the institution. A student's wife who plans to work only

one or two years, until her husband graduates, settles for care by an otherwise unemployed neighbor. Sometimes staff members may fear their employer will discriminate against them if they work actively to convince the institution of its responsibility to provide quality care for children of employees. A quality campus day care center represents an employee benefit that would promote attracting and retaining competent employees in secretarial, maintenance, food service, and other positions (Schmalzreid, 1974, p. 141).

Previous research has indicated that for faculty members, men and women, the needs in child care services differ somewhat from those of staff and students. They usually are better able to afford quality care and are more willing to pay for it. They are more demanding in their purchase of care. Their hours are more flexible, and husband and wife can arrange their schedules so that the child spends a shorter day at the center. The child is usually not at the center during vacation or holiday periods. Faculty members often need after-school care for older children. A unique need within this group may be for around-the-clock care when parents are away at professional meetings, supervising off-campus students, or attending evening meetings or classes. Unlike the classified employees, their day does not usually end at four-thirty or five o'clock (Schmalzreid, 1974, p. 142).

The need for day care services for children of all ages and backgrounds has been increasingly difficult to meet for the last two decades. With the increasing numbers of women entering the work force, high quality child care services need to be provided. According to Kramer (1976), around 27 million children in the United States or 42% of those under age 18 had mothers who were working or seeking work in March, 1974.

Kramer further states that about one out of four of these children (6.1 million) was below regular school age and required some kind of care in the working mother's absence.

It has been indicated that women enter the labor force for reasons other than the presence or absence of good child care services and "such presence or absence only affects the child" (Guggenheimer, 1962, p. 11).

Oettinger (cited in Willner, 1965) states:

The fact is that they (women) are working; that, so far as we know, they will continue to work; and most importantly, that all our telling them not to work has not, in the past, reversed this trend (p. 130).

Less evident in the argument for provision of high quality child care services is the value of giving the mother free time for herself during the day. Great emphasis is placed in our society on keeping the mother and child together during the day. According to Willner (1965):

Experience suggests that a large number, if not the great majority of mothers, prefer a "breathing spell" and, in fact, are better mothers because a daily break in their routine allows them some time for recreation, socializing, and creative pursuits that may otherwise be impossible (p. 129).

The justification for good day care services should not be based on the ambivalence about the woman's role, employment, or use of her free time. Day care as a community service has unique values of its own to offer to the child and the parent. These values are "education of the child and relief for the mother during part of the day" (Willner, 1965, p. 129). Good quality day care provides the opportunity for children to develop physically, mentally, emotionally, and socially (Guggenheimer, 1962).

The need for good day care is indicated for all ages of children. In 1974, among married women with the husband present, 46% of mothers

with children under three years worked at some time the previous calendar year compared with 49% of those with children three to five years and 59% of those with children six to 17 years (Kramer, 1976). According to Pines (1967, p. 160) the mothers who most need care for their children are those with children under age three. Kramer (1976) states that "mothers of preschool age children have greater restrictions on the specific hours they can work than do other mothers" (p. 28). The sharpest increase in population groups during post World War II period was among mothers of school age children, but this pattern has reversed itself since the early 1960's with the sharpest increase among mothers of preschool children (Kramer, 1976). Even though the school age child may not be as significant in numbers within the population, studies indicate that this child is one of the most neglected when needing care out of school hours, during holidays and vacation time, or when school closes for other reasons (Hoffman, 1972).

In the 1960 conference on Day Care Services, Guggenheimer (1962) suggested:

We need to know to what extent day care services are needed, what kind of services are required and whether or not these services are satisfactory. We need to know what values day care has for families where the mother is not employed. We need to follow through on their value for older children (p. 10).

In a more recent study, Ruderman (1965) suggests that there is a need for supplementary child care for normal children in normal families where the mother works. She also indicates there is a need to know more about the various kinds of informal care that millions of children now receive.

The Carnegie Commission (1973) in its recommendations for women in

higher education states that colleges and universities should be responsive to campus groups seeking to develop child care services. It is further recommended that an essential step in developing child care services is to appoint a carefully selected committee to study different types of child care services. This study should include services already available in the community and recommendations for a plan to make such services available to students and employees of the institution.

#### Need for the Research

According to Guggenheimer (1962), the community's concern for child care services should be as great as its concern for other services that are provided. She further states:

We are a society committed to the principle that such services (child care) should employ the most modern knowledge and best known techniques and methods. The test, therefore, of whether day care should be a community concern is related to the need for it (p. 10).

At Oklahoma State University four half-day nursery school programs and one full-day care program are offered. Each program accommodates 16 children to provide total spaces for 84 children. These programs are operated as early childhood teacher education facilities and research facilities and are limited to children aged three years through five years. They have, traditionally, served the Stillwater community, not just the O.S.U. campus community.

In November, 1976, a newly formed O.S.U. Women's Advisory Council identified major concerns of O.S.U. women. One of the major concerns identified was child care. A child care task force was set up to determine how to meet the needs for child care of the O.S.U. community.



In 1974, a survey was conducted of the child care needs and concerns of married students. Although this study established a need for child care for married students, no further action has been implemented. No information was available concerning the child care needs of O.S.U. faculty and staff. The child care task force decided that the first step in meeting the needs for child care was to determine the child care needs of all O.S.U. faculty, staff, and students. This child care needs assessment was undertaken to provide a data base from which the child care task force could determine child care needs of the entire O.S.U. community.

#### Definition

According to Matthews (1962) good quality day care includes the following characteristics:

. . . the right auspices; clearly stated goals; proper standards; well-developed intake policies; qualified staff; professional counseling services; a schedule adjusted to the needs of children and their families and the general community situation; a dynamic program geared to the needs of the children involved; adequate space, equipment, and materials; close friendly working relationship with parents; close working relationship with school administrators, teachers, and maintenance personnel; close coordination with the other social, educational, recreational, and health agencies in the community serving children and families; a recognized place in community planning; adequate financing; and finally evaluation (pp. 21-23).

#### Purpose of the Study

The primary purpose of the child care needs assessment is to determine if a need is indicated by faculty, staff, and married students for additional child care services on the O.S.U. campus. The extent of the need will be determined by:

- 1) The potential users of child care services.
- 2) The demand for such services and what the consumer would be willing to pay for the services.
- 3) The specific needs the faculty, staff, and married students have relevant to:
  - (a) time periods the facility would be used,
  - (b) the ages of children needing care,
  - (c) care when the child is ill and what arrangements are made,
  - (d) the loss of work time due to lack of a caretaker and inadequate services,
  - (e) the loss of work time to stay at home and care for an ill child.
- 4) The services the O.S.U. community is currently using and the level of satisfaction of these services.

## CHAPTER II

### REVIEW OF THE LITERATURE

This review will examine the following factors concerning university day care: the use of needs assessments to determine child care needs at the campus and community level, a summary of needs assessments conducted at two other universities and O.S.U., the politics involved in planning child care centers on a university campus, a summary of a 1973 survey of campus pre-kindergarten programs, and an examination of existing university day care models.

#### The Development of Child Care Needs

##### Assessments

In the planning stage for child care services Peters and Sibbison (1972) indicate that "where such planning is attempted in a systematic fashion, the effort usually begins with an 'assessment of needs'" (p. 1). Some of the essential components within the assessment of child care needs are "potential users", "consumer demand", and "community neediness" (pp. 1-2). According to Peters and Sibbison (1972) "potential users" are individuals who are eligible for the service, i.e., "those individuals with children under six who live in a defined area" (p. 2). The "consumer demand" refers to the acknowledged need for the services expressed by a community, i.e., until the demand for day care is determined ". . . including working and nonworking status of mothers. . ."

there cannot be an accurate assessment of what percentage of the potential users would utilize the child care services should they become available. The term "community neediness" also requires definition in the assessment of need. It is the objective determination by an expert group or agency of the types of services required by the community. Peters and Sibbison (1972) suggest that the analysis of "potential users" and "consumer demand" and consideration of "community neediness" is essential before child care needs may be accurately assessed.

In 1970 the Urban Institute developed a set of day care research procedures that community residents regarded as appropriate to evaluate day care arrangements in their own neighborhoods (Zamoff, 1971, p. 6). To determine the research procedures the local residents identified alternative types of day care arrangements that existed in their communities. They identified how extensively each type was utilized by the respondents, what relationship existed between day care services provided and those desired by the respondents, the objectives of day care services, and the measures of effectiveness used in the study (Zamoff, 1971, p. 7). Day care interviews were developed for use with two categories of respondents: (1) local residents of each survey neighborhood and (2) personnel who operate the institutions that provide day care services to the residents. The questions provided information about the delivery of day care services to children, opinions about the quality of services delivered, and recommendations for improving or modifying the services offered (Zamoff, 1971, p. 7).

Needs Assessments Conducted at Other  
Universities and O.S.U.

In the study of child care needs of married students at the University of Alabama (Kent, 1966) the factors of "potential users" and "consumer demand" were examined. Almost one-half of the mothers who were employed had children who required arrangements for child care. Finding care for the children when they became ill was a serious problem. Almost one-fourth of the mothers were not satisfied with the child care arrangements they were able to make. The largest group of mothers who were satisfied with their child care arrangements were using a form of group care. This group also felt that their greatest need was for facilities for group care of preschool children. Several mothers stated they would like to have an after-school recreation program for school age children. Three-fourths of the mothers who were not making arrangements for child care said they would be interested in using good child care facilities.

The University of Southern California conducted a survey (Tincher, 1974) to determine the needs of employees and students on campus. Over 8,000 copies of the questionnaire were distributed to campus offices, building lobbies, with return boxes, and through direct mail. A total of 181 questionnaires were returned in a month's time with 172 in usable form. Of the total respondents (172) 50% held administrative or staff positions, 36% were students and student employees, and 14% were faculty. The greatest demand for child care of the 226 reported children was for nursery school children ages 2-5, which represented 53% of that total population of children. The majority of parents who requested child care needed care for their children 7-8 hours per day, Monday through

Friday. The parents were not asked to express satisfaction or dissatisfaction with current arrangements, but they were asked to state current arrangements, payment for that arrangement and expected payment for university child care services.

Two needs assessments have been conducted at Oklahoma State University. The first study was conducted by Kay Kielhorn, former Assistant Dean of Student Services, in April, 1972. The second needs assessment was conducted by the Student Association in summer, 1974. These reports are available from the office of the Vice-President of Student Services, Oklahoma State University.

The 1972 study utilized questionnaires and random interviews. This study reported 49% of the on-campus married students had problems finding and affording suitable child care. The N is not reported with this study. The statement was made that the data represented 16% of the total married student housing population at the time of the study.

The 1974 data more clearly affirmed the need for quality low-cost child care. In this study 275 surveys of 2,725 married students were completed and 72% of the 275 individuals were interviewed. Of this sample, 61% were currently using babysitting services, and 73% were using these services more than 21 hours each week. Ninety-two percent of that population felt that a day care center was needed and 85% indicated that they would use such a service. Ninety percent of the respondents said they preferred an educational service for their child rather than just babysitting (Powell, Note 1).

## Politics Involved in Planning Child Care:

### The Tufts University Study

The politics of university decision making involve many groups and decisions are influenced by the demands of these different university groups. The case study of Tufts University on the establishment of child care facilities provides valuable information concerning the politics of child care for those who desire to establish it on university campuses.

The groups involved in bringing child care to Tufts University were: the Office of the Jackson College dean, representing the interests of women; the Office of Minority Affairs and the Afro-American Society; faculty committees, primarily the Educational Policies Committee; the new University Conference; various student groups; a new dean of the Faculty of Arts and Sciences; and the provost.

Child care was a concern of the dean of Jackson College, the women's division, as a part of concerns for women's education. This dean turned to the Department of Child Study for support and to examine the possibility of expanding the current nursery school laboratory to provide day care on campus. The Department of Child Study was willing to cooperate, but was concerned about possible undermining or weakening of a successful nursery school program, particularly in terms of financial and academic commitment as well as time and energy. The department was also reluctant to take the financial risks which active involvement in day care required, since financial support did not seem to be readily available. Department members were willing to discuss or contribute to proposals but did not want to implement a day care center on campus.

The faculty approved a proposal for day care, depending on the availability of funds. This indicated their approval for the new program without committing themselves to providing the program.

Three significant changes in the spring of 1970 forced the university to examine day care again. They were: (1) a sudden increase in the constituencies and numbers of child care advocates; (2) the opening of a Head Start program at Tufts; (3) the availability of outside funds.

The second impetus for child care at Tufts came when a Head Start Center was relocated into a men's dormitory lounge due to a fire. Some of the child care advocates suggested keeping Head Start on campus and adding a center with a group of equal size to create two classes. They felt that this unusual model might attract outside funding and would assure Head Start funds. It was felt that the Head Start program would help students and faculty toward refining and developing a model for low-cost quality child care.

Acquiring outside funding was the third factor contributing to the university decision to bring child care to Tufts. The New World Foundation was attracted by Tufts' proposal to establish higher educational standards in a relatively low-cost center that provided university community cooperation. A grant of \$10,000 was issued. These funds were supplemented by a \$5,000 gift that the graduating senior class voted to give the center. These monies provided funds to begin a child care center, but renovated space was needed.

The administration of the university at this point feared that once the initial funds were exhausted the center would operate at a deficit and were reluctant to make a commitment to child care. The



provost believed child care should be linked to undergraduate education and the faculty needed to assume responsibility for costly innovation. He insisted that the issue be considered by the major faculty committee, the Educational Policies Committee.

At this point, the child care supporters began to focus on the nature of child care at Tufts. There was disagreement between student/faculty groups and the Department of Child Study on administration of the center. They agreed that the principle governing board would be composed of a majority of parents and child study departmental approval was required for staff appointments. Funding and tuition was another source of disagreement. Some groups insisted upon university subsidies to fund the care and some groups tried to insist upon free day care. The Educational Policies Committee appointed a subcommittee to determine expenses. They obtained what was taken to be a definite commitment from the university to provide space and \$9,000 to renovate that space. They also approved the principle of a sliding scale for tuition with a budget that required a average weekly tuition of \$17.50 per week with the help of available outside funds.

The two-year period involved in Tuft's developing a plan for a center and obtaining faculty and administrative support is not unusual. The different groups worked in cooperation and sometimes in conflict toward the common goal. At every university the establishment and continuity of day care is a dynamic political process. Awareness of the politics can shortcut the process and anticipate frustrations, but it cannot eliminate them.

Survey of Child Care Centers and Existing  
Operating Models

Early studies by Whipple (cited in Greenblatt, 1977, p. 225) indicate that child care centers and preschool programs have been established by colleges and universities throughout different periods of history due to pressure from student-mothers. More recently, many colleges and universities have felt the need to establish comprehensive child care centers for children of students, staff, and faculty (CCHE, 1973, p. 158). In a 1971 survey of 310 four-year colleges and universities (Greenblatt and Eberhard, 1973), about one-fourth of these institutions offered at least one preschool program and many offered two or more programs. The larger schools were more likely to have more than one program. About 25% were day care programs, 32% were nursery school programs, 18% were laboratory schools, and the remainder were a combination of these or of an indeterminate type. The majority of nursery and laboratory schools had been started at the initiative of the faculty, but more than one-half of the child care programs had been initiated by student-parents. Student-parents also managed almost one-half of the day care centers, had hiring authority in 30% and were included as staff members in 30% of the centers. The majority of the day care centers were located in facilities owned by the university, although they were more likely to be located off-campus than were the nursery or laboratory schools.

Many child care programs have been implemented at various universities around the country. Greenblatt and Eberhard (1973) reported an estimated 90 day care centers on college and university campuses.

The majority of these centers provide care for children of student families. The California State University and College system has child care centers on almost all of its campuses, with the remainder working toward opening centers soon (Cargill, 1977). These centers accommodate children of students. Most of these centers were started by students with the institution's permission, and have a working arrangement between the students and the university through the Dean of Students (Cargill, 1977). The Children's Center of California State University at Sacramento is operated by the Associated Students of CSUS with a grant from the Associated Students and the California State Department of Education (Setbackin, Note 2).

The University of Colorado Medical Center implemented a comprehensive child care facility for employees and students which included components for three direct service programs. These components were a child care center, a counseling coordination office and an advisory board (Blatt, 1975). The program failed after a two-year period due to withdrawal of Office of Child Development funds. According to Blatt (1975), the program was also overly ambitious, containing too many components to be developed in such a short period of time.

Colorado State University has developed the Village Child Care Center as a service to student families and as an extension of the departmental child development laboratory program. Facilities are provided by university housing. The program is maintained by the fees of the families served. The center can handle up to 58 children and is open from 7:00 a.m. to 5:30 p.m. five days per week (Gardner, Note 3).

The University of Wisconsin at Milwaukee has opened a Day Care Center through the School of Education for students, faculty, and staff.

This service became available in the fall of 1976. The University of Akron has established a child care center in conjunction with the Departments of Home Economics and Education. It serves students and faculty who need child care services while they are on campus (Ravenscraft, 1973).

In 1974 Resources for Community Change conducted a random survey of approximately 20 universities scattered throughout the country of several different types of campus centers currently in operation. The information collected from this study is summarized in Table I (RCC, 1974, pp. 20-22).

#### Recommendations for the Establishment of a Child Care Facility

Schmalzreid (1974) suggested that the campus community assuming responsibility for child care on campus should consider the following recommendations:

- 1) The costs of quality child care should not be underestimated. Estimates of \$15-\$35 per week per child may be reduced somewhat by the institutional donation of space, utilities, food service, transportation, and janitorial services. Sample budgets are available to help estimate the cost in representative local communities.
- 2) A program should not rely heavily on volunteer help from students and the community. Children need the presence of adults who provide continuity of care. Volunteers are often irregular attenders and disappear on vacations and during exam periods. Certainly they can help enrich the daily program, but a regular, paid staff of professionals and paraprofessionals should be on hand at all times.
- 3) The university child care program should exemplify quality child care. The program must, of course, comply with state licensing regulations for group care. However, these are usually minimal and in most cases less demanding than an institution's own standards of excellence. A certified

TABLE I

## UNIVERSITIES AND COLLEGES OPERATING CHILD CARE CENTERS ON CAMPUS

Name of the Center College or University	Type of Funding	Policy Making and/or Type of Program	No. of Children	Age of Children	Clientele	Staff Ratio Adult-Child	Cost
Comprehensive Child & Family Services Center Univ. of Alabama	parents receive ADC contract thru univ Title IV match. reimbursed US Dept Ag. for meals	director parents	90	6 weeks - 5 yrs. including speech & hearing problems	not required to have affiliation with university	1:3 under three prof., para-prof., student volunteers	
Assoc. of Men/Women Students Child Care Center Western Michigan Univ	Association of Men/Women Students tuition		65 attend, but only 35 at any given time according to parent class schedule	2½ (toilet trained) 5 years	students receive priority over faculty and staff	professional & volunteer	50¢/hr students 75¢/hr faculty & staff
Child Care Center Monterey Peninsula College	If on welfare- free Remaining - sliding scale	Staff and parents under Home Ec. Dept.		2-5 years	low income students	hired staff	if on welfare - free sliding scale
Bloomington's Co- operative Day Care Center Indiana University	sliding scale	parents			students	parents required to work a certain amount of time each week	
Mohegan Community College Norwich, Conn.	student body voted to help fund the center	decided by parents and staff			children of parents and community		\$3/day/child
Home Economics Dept. North Carolina Central University Durham, North Carolina		laboratory for home economics students for child develop.					\$7.50/week

Friendship Day Care Center University of Iowa	receives some federal money for meals					salaries staff	\$70/month
Child Development Center Project Univ. of Colorado	variety of funding sources	run in conjunction with depts. of education, sociology, & psychology, also student government					sliding scale
Hobbit House Indiana University		parent-run cooperative	16-fulltime up to 100 part-time	8 months - 7½ years			\$15.50/week
North Seattle Community College		laboratory pre-school training program for day care		includes facilities for children with speech and hearing problems	serves campus and community		
Hunter Community Child Care Center Hunter College, N.Y.	Association of Hunter College	parent co-op includes educational program				parents work there 8 hrs/week or pay on a sliding scale paid staff	
Children's Center Chico State University Chico, California	some funds from student activity fee work/study programs	student-run			campus children	relies heavily on volunteers	75¢/half day
Federal City College Day Care Washington, D. C.		stresses socialization, early learning skills		60 including facilities for handicapped children		salaries staff	sliding scale
Child Care Pilot Program Ohio State University			40 part time 75 fulltime	2 months - 5 years	campus affiliated children only	salaries staff	sliding scale
Students and Parents Child Care Center, Inc. Florida State University & Florida A&M	Title IV A matching funds from fed. govt. special food services program	parent/student board educational		3 - 5 years	children in low income families of Tallahassee - Leon County		
Early Childhood Education Center University of Iowa		parent participation teaching and research	60 fulltime 25 half time		cross section of the community priority - single working parents		\$50/month \$25/month for food

early childhood teacher or day care worker and a competent paraprofessional staff are the first step toward quality.

- 4) Provision should be made to care for children with minor illnesses. Many public and private centers send children home at the first sign of illness; this practice does not help any parent employee in maintaining job status. Isolation rooms, extra staff, medical services, and other precautions are necessary to provide for the sick child in the center.
- 5) When possible, the parent should be permitted to join the child in the center during coffee periods and the lunch hour. The day care center staff may find these visits disruptive, but occasional visits and luncheons together should be seen as helping the child and parent strengthen their relationship. The day care center should be viewed as a service to the whole family, not the child alone. Parent education, marriage and family counseling, food service, and other programs may further give the employee the help she needs to function most effectively in the institutional work force (pp. 143-144).

Universities traditionally provide parking lots, recreational facilities, food service, emergency medical care, group health and life insurance, and many other benefits for their employees. Quality care for the children of employees should be the first, not the last, service provided by an institution concerned about the development of individuals (Schmalzreid, 1974, p. 144). The consideration of the establishment of a university child care center should involve assessment of the needs of the campus community, maintaining open communication between the departments and offices involved in the decision making process, examination of existing university programs operating successfully, and attention to recommendations made previously.

## CHAPTER III

### METHODS AND PROCEDURES

#### Subjects

The population of this study included the entire university faculty, classified personnel, and married graduate and undergraduate students. Administrative systems retrieved computerized lists of faculty, staff, and married students. The population of faculty and staff was 3,660 and the population of married students was 4,385. The population included each spouse if both were enrolled or employed at Oklahoma State University, however, only one questionnaire was completed per child. The total population of O.S.U. employees and married students for this study was 8,045. The total number of respondents was 1,489, including 608 faculty, 636 staff, 155 graduate students, and 90 undergraduate students.

#### Development of the Needs Assessment

Initially, a large pool of possible items for the needs assessment instrument was created from the literature review, previous surveys of students at O.S.U., and suggestions from child care task force members. A rough draft was developed through a series of conferences with the investigator's academic committee, the Women's Advisory Council, and consultants in educational measurement and social statistics in the



spring, 1977. This instrument was piloted with a sample of the campus population (N = 16) including two members of each group representing faculty, staff, graduate and undergraduate students with and without children. Each of the pilot group completed the questionnaire in an individual interview with the investigator. Each interview lasted approximately forty-five minutes. Each subject indicated items which lacked clarity. Results of the pilot study indicated need for further revision of the instrument. The final instrument was approved by the child care task force and the investigator's academic advisor and committee. The instrument also received approval of the special assistant to the Vice President for Academic Affairs and Chairperson of the Women's Advisory Council. The final draft of the instrument can be found in Appendix A.

#### Procedure

The final draft of the instrument (Appendix A) was duplicated and sent with a cover letter by the Vice President for Academic Affairs to faculty and staff and with a cover letter by the Vice President for Student Services to the married students. The questionnaire and cover letter were sent by Central Mailing through campus mail for faculty and staff and bulk mailing for the married students. The respondents were instructed to return the questionnaire through the campus mail to the office of the Vice President for Academic Affairs.

Administrative Systems was asked to retrieve a computerized list of all faculty, staff, and married students. Because of some difficulties with duplication of names in the lists retrieved, there was duplication in mailing to some faculty. However, instructions on the

questionnaire cautioned "if more than one family member is associated with O.S.U. only one person should complete the questionnaire." The respondents were also instructed to complete only the first four questions if they did not have children for whom they were responsible for arranging care.

A notice was run in the student notices of the campus paper, The O'Collegian, to the married students to encourage them to turn in the questionnaire. Since single parents could not be identified, a campus newspaper notice encouraged single parents with child care needs to complete the questionnaire. Data was analyzed on the IBM 370/158 computer with a SAS 76.2 software program (Bar and Goodnight, 1976).

#### Inquiries From Additional Resources

Letters were sent to four major colleges and universities operating university child care centers on their campus (Appendix C). Information was requested regarding: program development, staffing, budget, sources of financial support, and operating policies.

Information was collected from Vicki Burquette, Day Care Licensing Agent for Payne County Department of Institutional, Social, and Rehabilitative Services, regarding the numbers of licensed places for child care available in Stillwater. Information was also obtained from Suzanne Shanefelt, Institutional Research, regarding turnover rates of employment of the O.S.U. population.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter will present a demographic description of respondents, and analysis of the data according to the expressed needs for child care, evidence of support for child care, and the current child care arrangements of faculty, staff, and students. A summary of exact responses to the complete instrument, reported by frequencies, can be found in Appendix A.

#### Data Analysis

##### Description of the Respondents

Figure 1 illustrates the total number of respondents and representation by groups. The total number of respondents was 1,489, which represents an 18% return. The respondents were 608 faculty, 636 staff, 155 graduate students, and 90 undergraduate students.

##### Expressed Needs for Child Care

Figure 2 illustrates the perceived need for quality child care services on the O.S.U. campus. Eighty-nine percent of the respondents or 1,261 persons believed that quality child care is needed. This figure represents 470 (84%) of responding faculty, 564 (92%) of responding staff, 141 (94%) of responding graduate students, and 84 (95%) of responding undergraduate students.

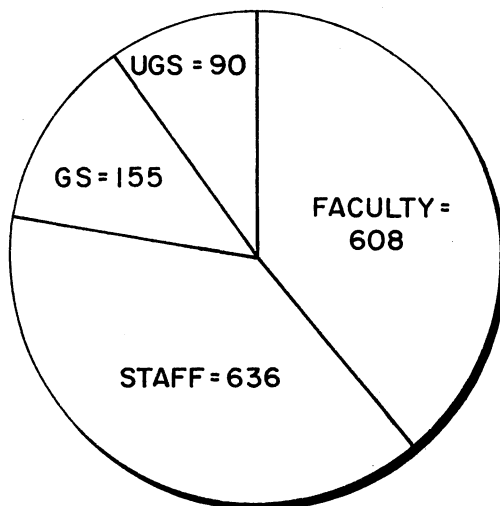


Figure 1. Number of Respondents and Representation by Groups to the Instrument

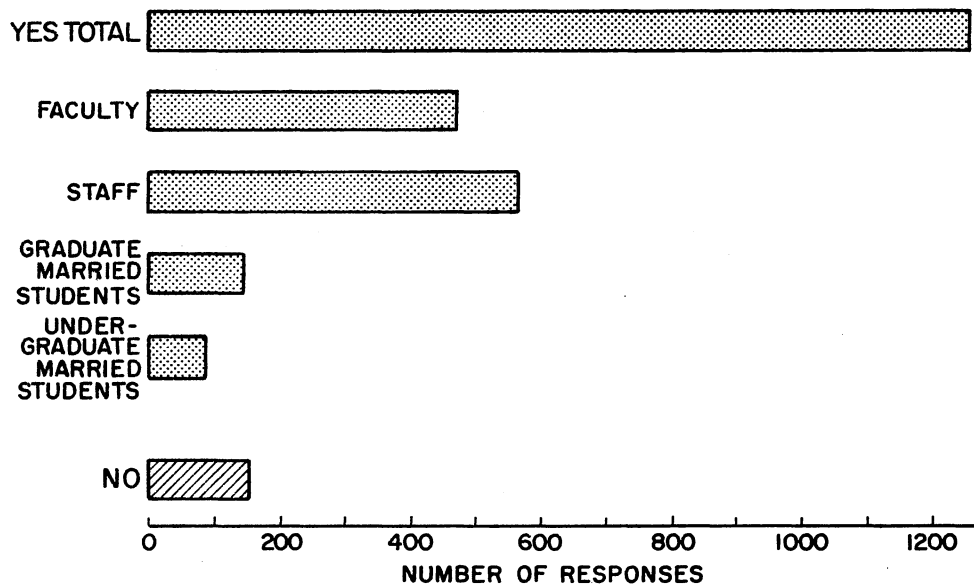


Figure 2. Faculty, Staff, Student Responses to Perceived Need for Good Quality Child Care for OSU Employees and Students

There were 429 potential users of a child care facility who had a total of 556 children, or 1.3 children each. Figure 3 illustrates the number of children by categories of hours per week care is used and the ages of the children using this care. The largest expressed use is full-time care of 47 infants, 61 toddlers, and 55 three-and-four-year-olds. Part-time care is used by 98 school age children for the combined categories of 1-10 hours per week and 11-20 hours per week. This concurs with Hoffman's (1972) statement that the school age child may not be significant in numbers within the population, but is one of the most neglected when needing care out of school hours, during holidays and vacation time, or when school closes for other reasons. In the fourth and fifth categories, 5 yrs. to kindergarten and kindergarten, there seemed to be some confusion as to where the respondent would place the kindergarten age child.

The consumer demand for a good quality child care service is indicated by the responses of 346 parents of a total of 450 children who indicated they would use a good quality child care service if such a service were provided on campus. This is in agreement with Schmalzreid's (1974) recommendation that small communities provide child care on their campus. High percentages of respondents in all groups indicated they would use a child care service. The highest rate of need for such service was indicated by students (94% and 93%), followed by staff (82%), and faculty (78%).

When asked what time the respondents would use a child care service, the greatest need was expressed for full time care followed by occasional drop in, and after school care (Table II). Only 13% of the respondents indicated a need for evening care from 6:00 p.m. through 9:00 p.m. The

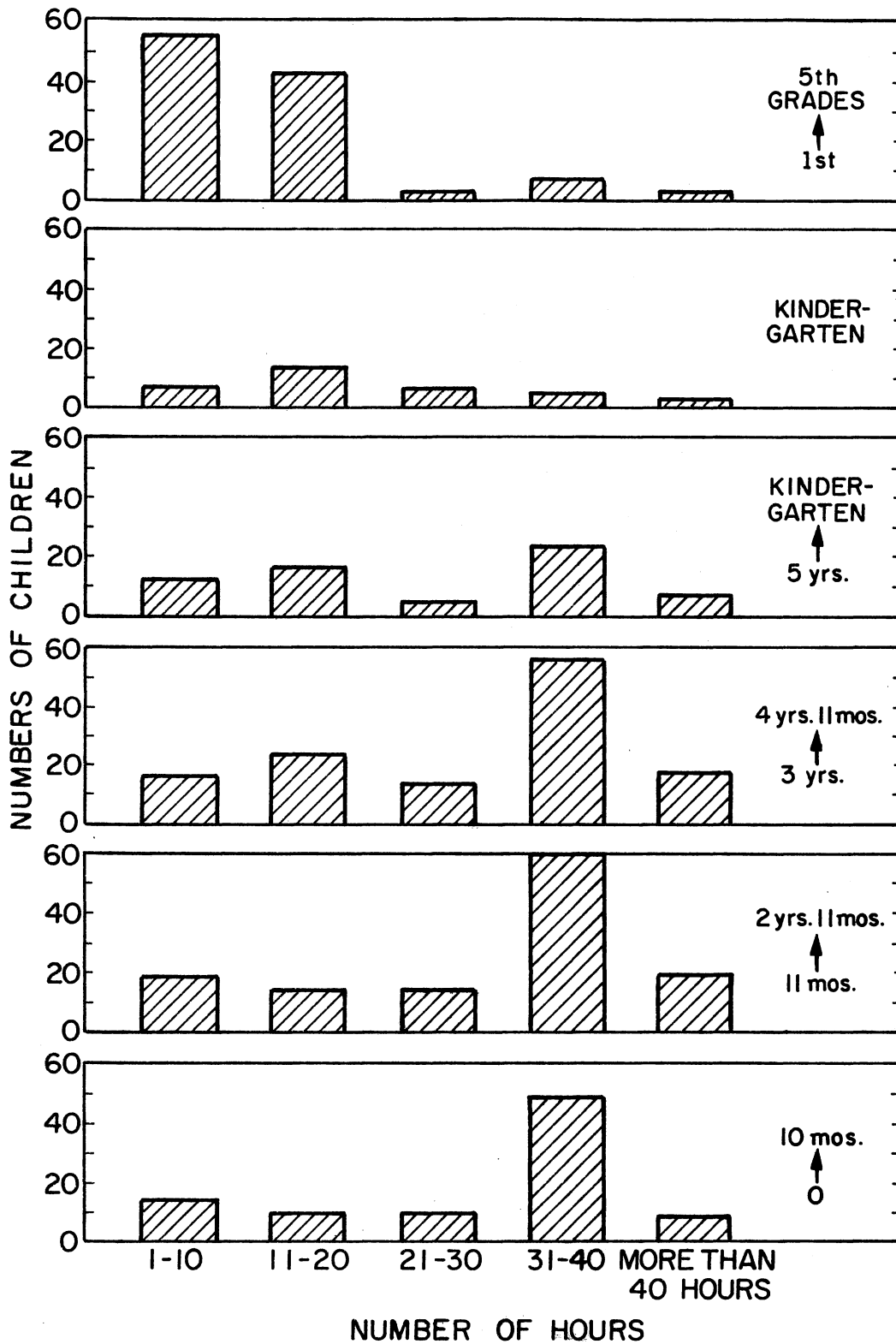


Figure 3. Number of Children in Each Age Category for Whom Child Care is Needed and the Number of Hours Per Week Child Care is Used

category "summer" was not included in the questionnaire, but was written in by 19 people. Since this category was not included on the questionnaire, the write-in suggests a need for summer care for children in first through fifth grades. This finding is consistent with Hoffman's (1972) findings that there is need for care of school age children during summer months and holidays.

TABLE II  
NUMBERS OF PARENTS NEEDING CARE AND THE TIME  
THEY WOULD USE A CHILD CARE SERVICE

Category	Frequency N=346	% of Total
Full Time	249	72%
Morning 7:30 a.m.- 12:30 p.m.	39	11%
Afternoon 12:30 p.m.- 5:30 p.m.	28	8%
Evening 6:00 p.m.- 9:00 p.m.	44	13%
After School 3:00 p.m.- 5:30 p.m.	78	23%
Occasional Drop In	92	27%
Summer	19	5%*

\* Percentage will not equal 100--respondents could indicate more than one item.

When asked for what purpose they would use a child care service, 78% of the respondents indicated they would use it while at work with strongest support from staff (91%) and faculty (74%). Twenty-nine percent of the respondents said they would use a child care service while attending classes or studying, representing 82% of the graduate students and 88% of the undergraduate students. Use of the facility while at recreational activities was indicated by 24% of the respondents, with approximately equal representation from each group. Use of the facility for other purposes was 4%, including "while wife works and I have class", "all of the above", "both work and study time", "banquets", "P.T.A. meetings, socials", "volunteer activities and personal enrichment", "meetings", etc. (Appendix B). Reasons given for needing child care service, in addition to work and study included mental health, including professional development, peace of mind, and recreation.

The respondents were asked to mark the number of hours of work or classes missed last year to care for a child for reasons other than a child's illness (such as no child care, babysitter ill) (Table III). A total of 3,081 hours were missed, 919 hours by faculty, 1,527 hours by staff, 331 hours by graduate students, and 304 hours by undergraduate students. This loss of work time can represent losses in salaried money. For example, with an average salary for assistant professor of \$15,000 (Faculty Council minutes of December 14, 1976) based on 198 work days and 22 paid vacation days, or \$68 per day, the faculty time missed due to the lack of child care equals 115 days, or a loss of \$7,820 in faculty salary. With an approximate average salary for classified staff of \$569 per month (Gene Turner, Director, University Personnel Services) or \$19 per day, the total staff (including professional staff) time



missed due to the lack of child care equals 191 days, or an approximate loss of \$3,629 in staff salary.

TABLE III  
LOSS OF WORK TIME TO CARE FOR A CHILD FOR  
REASONS OTHER THAN CHILD'S ILLNESS

	<u>Faculty</u> # of Hours	<u>Staff</u> # of Hours	<u>Graduate Student</u> # of Hours	<u>Undergraduate Students</u> # of Hours	<u>Total Hours</u>
0-10 hrs.	7 51	27 197	7 49	8 60	357
12-20 hrs.	12 218	20 333	5 86	0 0	637
24-40 hrs.	4 125	22 757	0 0	2 60	942
50-120 hrs.	6 525	4 240	2 196	2 184	1,145
TOTAL					
FREQUENCY	29	73	14	12	
HOURS	919	1,527	331	304	3,081

A greater percentage (33%) of those respondents who missed 50-120 hours of work were dissatisfied with the hours per day care is currently provided than those who missed 0-10 hours of work (9%). A greater percentage (36%) of those respondents who missed 50-120 hours of work were dissatisfied with the current geographic location of the child care than those who missed 0-10 hours of work (13%). This finding supports

Schmalzreid's (1974) argument that ideally child care for university employees should be located on campus. A greater percentage (42%) of those respondents who missed 50-120 hours of work were dissatisfied with the current cost of their child care than those who missed 0-10 hours of work (17%).

Table IV summarizes information provided by respondents regarding loss of work time due to child illness. A total of 7,373 hours of work was missed last year by all groups due to the parent staying home to care for an ill child. The faculty missed 1,414 hours, the staff missed 4,817 hours, the graduate students missed 855 hours, and the undergraduate students missed 287 hours of work or class.

This loss of work time can represent losses of salaried money. For example, with an average salary for assistant professor of \$15,000 (Faculty Council minutes of December 14, 1976) based on 198 work days and 22 paid vacation days, or \$68 per day, the faculty days missed to stay home with an ill child equals 177 days, or a loss of \$12,036 in faculty salary. With an approximate average salary for classified staff of \$569 per month (Gene Turner, Director, University Personnel Services) or \$19 per day, the total staff days (including professional staff) missed to stay home with an ill child equals 602 days, or an approximate loss of \$11,438 in staff salary.

Seventy-eight percent of the respondents indicated they would use a child care facility which provided a separate room where a moderately sick child could be kept. This is in agreement with Schmalzreid's (1974) recommendation in the review of literature which states:

Provision should be made to care for children with minor illnesses. Many public and private centers send children home at the first sign of illness; this practice does not help any parent employee in maintaining job status.

TABLE IV  
LOSS OF WORK TIME TO STAY HOME WITH AN ILL CHILD

Range of Hours	<u>Faculty</u> # of Hours	<u>Staff</u> # of Hours	<u>Graduate Students</u> # of Hours	<u>Undergraduate Students</u> # of Hours	Total Hours
0-10	24 162	25 172	15 108	10 72	514
12-20	20 354	38 656	8 126	2 32	1,168
24-36	9 248	39 1,097	3 89	3 87	1,521
40-50	8 320	35 1,466	4 160	2 96	2,042
56-150	4 330	19 1,426	4 372	0 0	2,128
TOTAL					
FREQUENCY	65	137	34	17	
HOURS	1,414	4,817	855	287	7,373

Isolation rooms, extra staff, medical services, and other precautions are necessary to provide for the sick child in the center (p. 143).

### Evidence of Support

The degree of support for establishment of good quality child care services is indicated by the 85% "yes" responses to the question "Would you support the establishment of a good quality child care center for O.S.U. faculty, staff, and students?" Figure 4 illustrates each of the groups strongly support the establishment of a child care center, with students indicating the strongest support, 89% and 93%, graduate and undergraduate, respectively, followed by 87% support from the staff, and 81% from the faculty. Of the 1,167 respondents who indicated they would support the establishment of a child care center, 637 indicated preference for partial funding by the university in conjunction with parent fees, 388 had no opinion about funding method, and 288 preferred funding by outside grants and fees. Additional comments made by respondents can be found in Appendix B.

With regard to preferred methods of payment: faculty preferred hourly payments by a margin of 9% over both payment by day or by month; staff preferred daily payments (45%), with monthly payments being preferred by 37%; graduate students showed a slight preference for monthly payments (38%) over daily payments (36%), or hourly payments (26%); undergraduate students reported virtually equal amount of preferences for the three categories of payment. Apparently, there is no clear consensus among the three groups about the preferred method of payment (Table V).

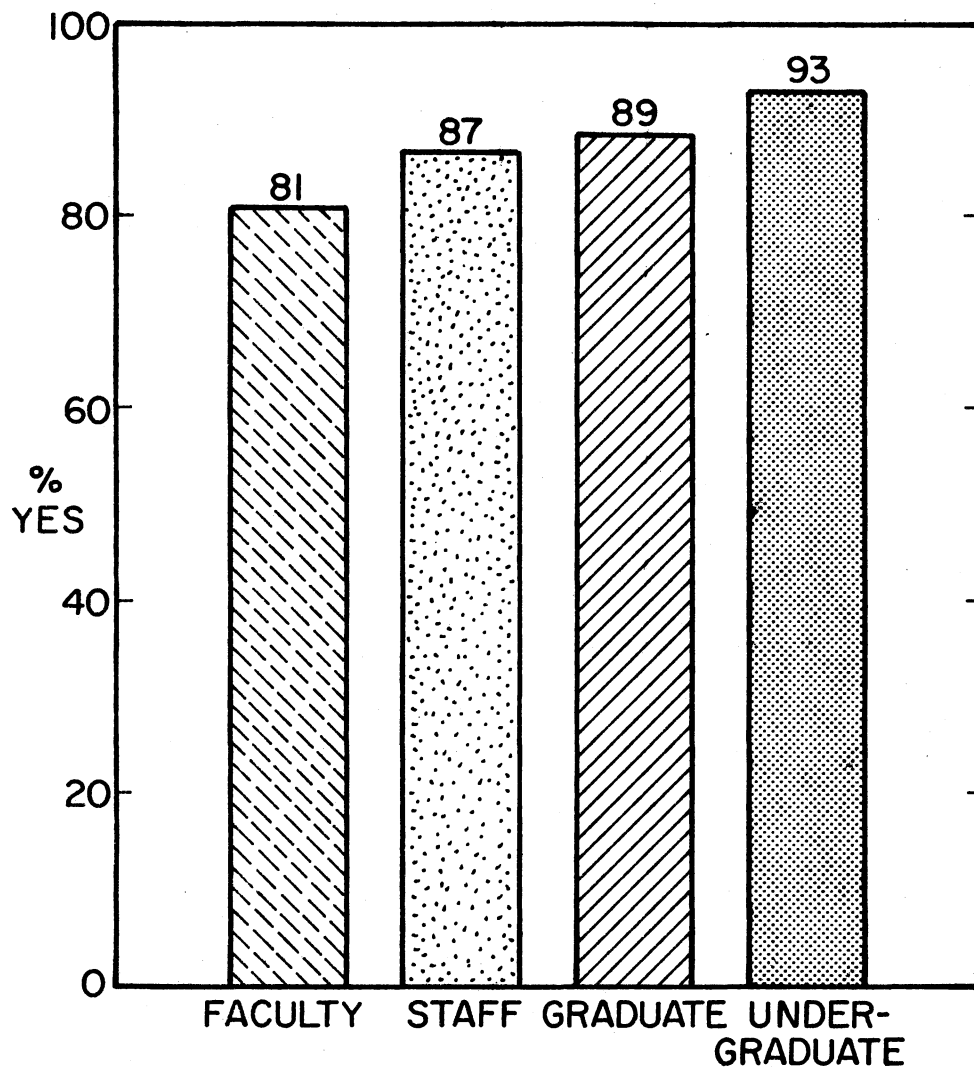


Figure 4. Percentages of the Support by Group of Those Who Indicated They Would Support the Establishment of a Good Quality Child Care Facility

TABLE V

AMOUNT RESPONDENTS ARE WILLING TO PAY FOR GOOD QUALITY CHILD CARE SERVICE

Payment per Mo.	Faculty		Staff		Graduate Student		Undergraduate Student	
	Freq.	row% Col.%	Freq.	row% Col.%	Freq.	row% Col.%	Freq.	row% Col.%
\$10-50	9	25 8	15	42 7	6	17 9	6	17 15
\$60-80	8	16 7	34	68 16	4	8 6	4	8 10
\$85-100	9	19 8	24	50 11	12	25 18	3	6 7
\$110-200	10	48 8	7	33 3	3	14 4	1	5 2
<u>Payment per Day</u>								
\$2.00-3.00	5	13 4	26	68 12	5	13 7.35	2	5 5
\$3.50-4.50	12	18 10	40	62 19	5	8 7.35	8	12 20
\$5.00	10	20 8	27	55 13	9	18 13	3	6 7
\$6.00-8.00	10	50 8	4	20 2	4	20 6	2	10 5
<u>Payment per Hr.</u>								
\$.50-.80	19	35 16	18	33 8	10	18 15	8	15 20
\$1.00	22	47 18	15	32 7	7	15 10.3	3	6 7
\$1.25-2.00	6	43 5	4	29 2	3	21 4	1	7 2

All of the respondents (N=21) who indicated they would pay \$110-200 per month indicated they would use a child care facility if such a service were provided on campus. Of the respondents (N=48) who reported they would pay \$85-100 per month 85% or 41 people indicated they would use a child care facility if such a service were provided on campus. Of those respondents (N=38) who would be willing to pay \$2.00-3.00 per day, 94% or 36 people indicated they would use a child care facility if such a service were provided on campus. Eighty-eight percent of the respondents (N=65) or 57 people who would be willing to pay \$3.50-4.50 per day indicated they would use a child care facility if such a service were provided on campus. Ninety percent of the respondents (N=49) or 44 people who would be willing to pay \$5.00 per day indicated they would use a child care facility if such a service were provided on campus. Eighty-six percent of the respondents (N=20) or 17 of the respondents who would be willing to pay \$6.00-8.00 per day indicated they would use a child care facility if such a service were provided on campus. Ninety-two percent of the respondents (N=14) or 13 people who would be willing to pay \$1.25-2.00 per hour indicated they would use a child care facility if such a service were provided on campus.

The preferred method of determining fees indicates support for a set fee or a fee based on a sliding scale (Table VI). Other comments included: "based on the total number of hours either per week or per month"; "a choice of 2 or 3"; or "limited to O.S.U. employees and O.S.U. student dependents"; "pay according to number of children in family, for example, \$4.00 per day per 1 child, \$6.00 per day for 2 children" (Appendix B).

TABLE VI

THE PREFERRED METHOD OF PAYMENT BY FACULTY, STAFF,  
GRADUATE STUDENTS, AND UNDERGRADUATE STUDENTS

	Faculty (N=133)		Staff (N=213)		Graduate Student (N=55)		Undergraduate Student (N=32)	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
set fee	61	46	102	48	20	36	8	25
sliding scale	41	31	100	47	29	53	20	63
work in exchange for reduced fee	18	14	14	7	18	33	10	31
other	7	5*	6	3*	4	7*	0	0*

\* Percentage will not equal 100 -- respondents could indicate more than one item.

Child Care Arrangements and Degree of  
Satisfaction with the Arrangements

Responses to the question related to current arrangements for child care indicates that the majority use day care centers or private baby-sitters (Figure 5). Table VII indicates the satisfaction level with current child care arrangements. Respondents indicate they are "very satisfied" with hours per day care is provided, including 61% of the faculty, 70% of the staff, 64% of the graduate students, and 56% of the undergraduate students. The undergraduate students (19%) expressed more dissatisfaction with the hours per day care is provided than was expressed by the other groups. Respondents indicate they are "very



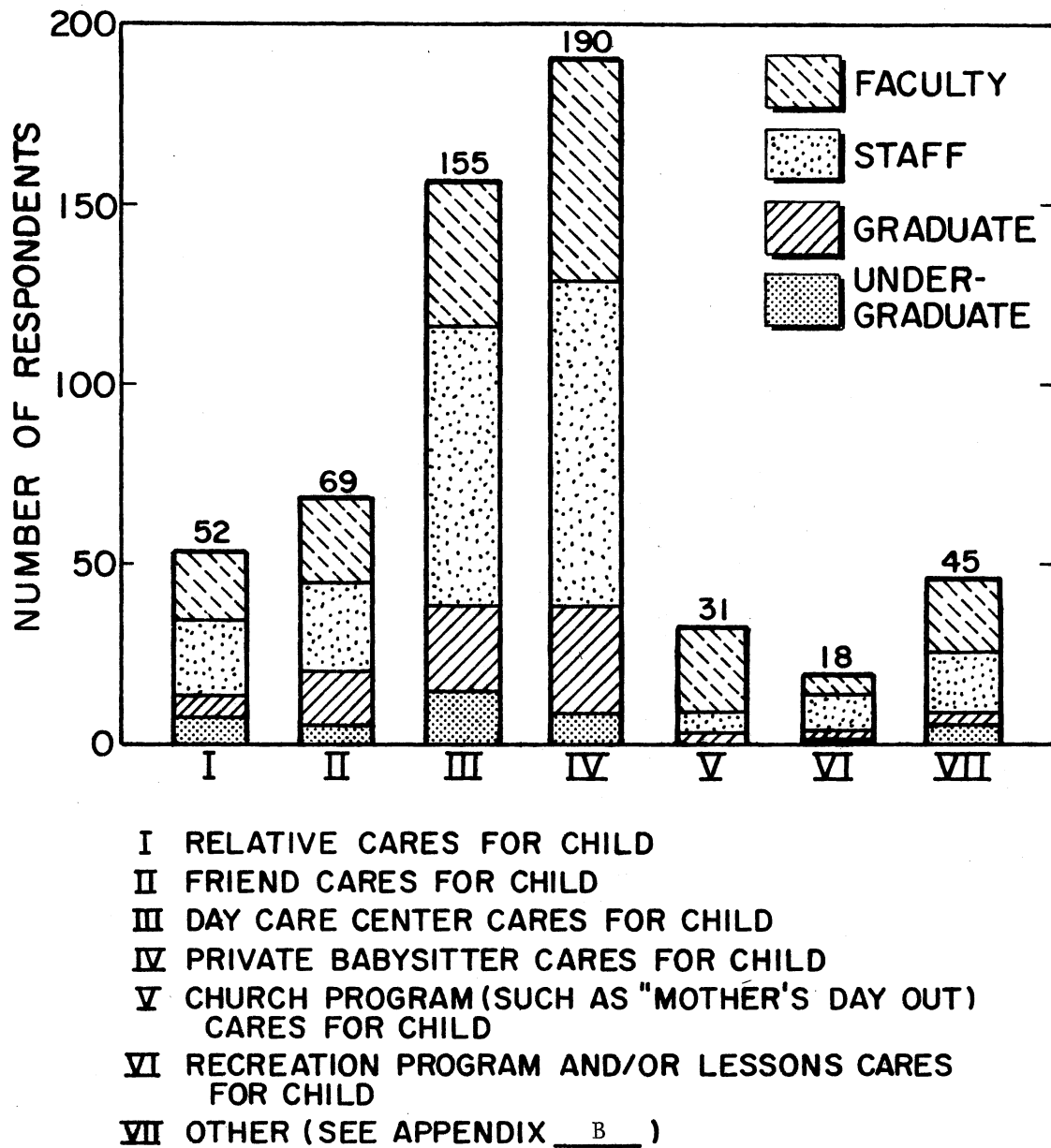


Figure 5. Number of Respondents Currently Using Different Child Care Services

TABLE VII

## RESPONDENTS' SATISFACTION WITH CURRENT CHILD CARE ARRANGEMENT

	<u>Faculty</u>		<u>Staff</u>		<u>Graduate Students</u>		<u>Undergraduate Students</u>		<u>Total</u>	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Hours Per Day Care is Provided										
VS*	70	61	137	70	32	64	15	56	254	66
MS**	36	31	48	25	17	34	7	26	108	28
DS***	9	8	10	5	1	2	5	19	25	6
Geographic Location										
VS*	82	68	110	57	33	63	13	48	238	61
MS**	30	25	58	30	16	31	9	33	113	29
DS***	8	7	25	13	3	6	5	19	41	10
Quality of the Care Provided										
VS*	79	66	124	64	26	51	11	41	240	62
MS**	37	31	57	30	22	43	14	52	130	33
DS***	4	3	12	6	3	6	2	7	21	5
Cost of the Care Provided										
VS*	69	58	79	41	28	56	11	41	187	48
MS**	40	33	82	42	12	24	7	26	141	36
DS***	11	9	33	17	10	20	9	33	63	16

\*Very Satisfied

\*\*Moderately Satisfied

\*\*\*Dissatisfied

satisfied" with the geographic location including faculty (68%), staff (57%), graduate students (63%), and undergraduate students (48%). The undergraduate students (19%) expressed greater dissatisfaction with the geographic location than was expressed by the other groups. The respondents indicate they are "very satisfied" with the quality of child care provided including 66% of the faculty, 64% of the staff, 51% of the graduate students, and 41% of the undergraduate students. Moderate or lower levels of dissatisfaction are indicated by all groups on the current cost of child care that is provided including 42% of the faculty, 59% of the staff, 44% of the graduate students, and 59% of the undergraduate students.

When the child becomes ill the majority of the respondents (243) reported staying at home to care for the child. Some respondents (79) including 50 staff, have a relative who cares for the child and some respondents (74) hire a private babysitter to care for the child (Figure 6). Only 19 respondents said a child care center cares for the child when she/he is ill.

#### Discussion of Data From Sources Other Than the Instrument

Three hundred and forty-six parents of approximately 450 children indicated they would use a child care facility if it were provided on campus. According to the Payne County Department of Institutional, Social, and Rehabilitative Services a total of 619 licensed places for children in day care centers and day care homes are available in Stillwater. However, according to the Payne County Day Care Licensing Agent, there are only 203 places in centers which parents use most often.

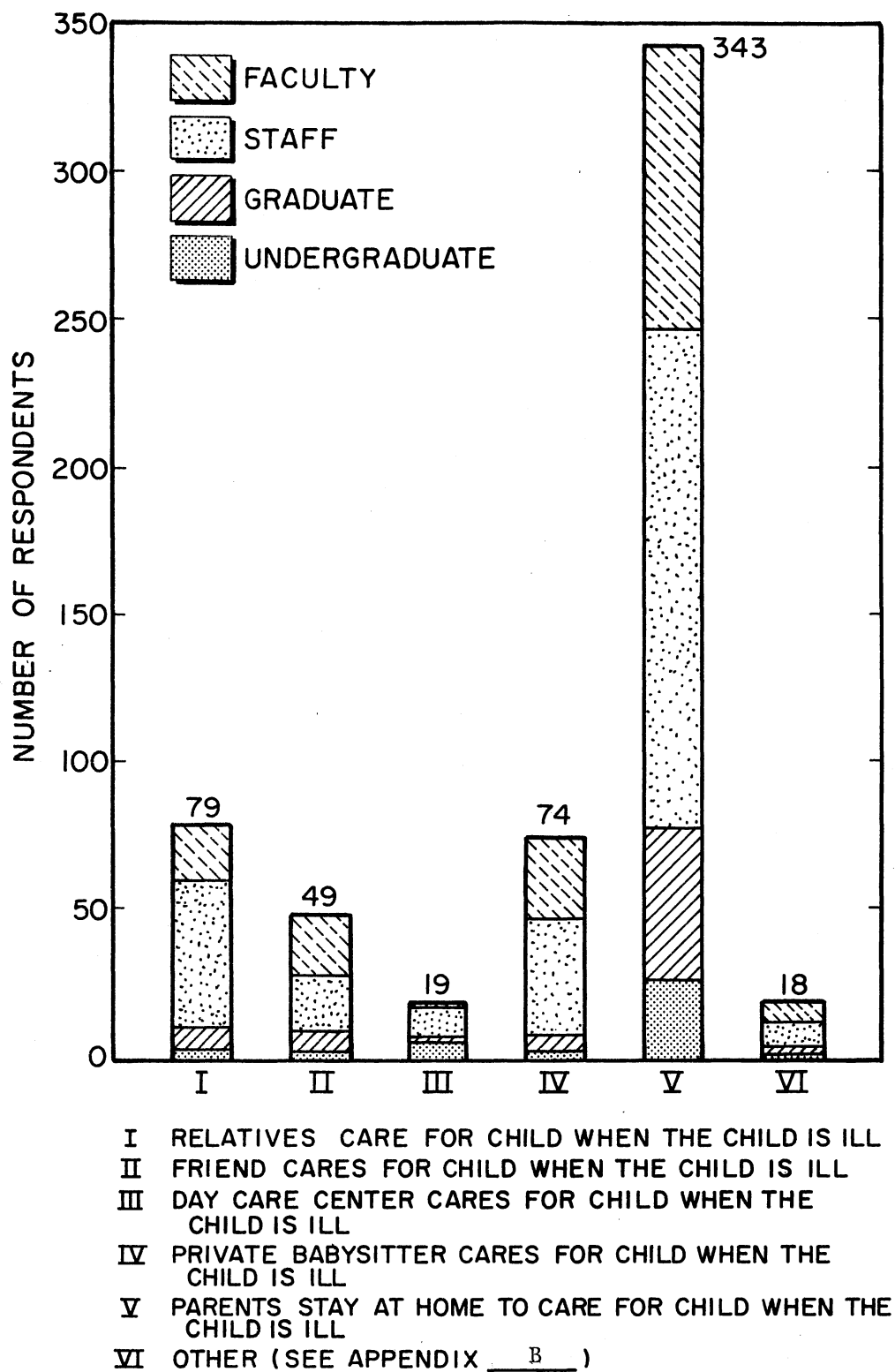


Figure 6. Current Arrangements Respondents Make When Child is Ill

The reported turnover rate at O.S.U. (Suzanne Shanefelt, Institutional Research) during 1975-1976 was 806 persons among all those employed at 75% time or greater. Of the 806 persons, 558 were staff. This high rate of turnover would indicate a constant need to re-assess child care needs of the O.S.U. community.

## CHAPTER V

### SUMMARY

#### Purposes of the Study

The primary purpose of the child care needs assessment was to determine if a need was indicated by faculty, staff, and students for additional child care services on the O.S.U. campus. The extent of the need was determined by the potential users of child care services and what the consumer would be willing to pay for the services. The need was further determined by examining the specific needs of the faculty, staff, and students regarding time periods the facility would be used, the ages of children needing care, what arrangements are made when the child is ill, loss of work time due to inadequate services, and loss of work time to care for an ill child. The current child care services used by the O.S.U. community and the level of satisfaction with these services were determined.

#### Methods of the Study

The population of this study included the entire university faculty, classified personnel, and married graduate and undergraduate students. Administrative systems retrieved computerized lists of faculty, staff, and married students. The population of faculty and staff was 3,600 and the population of married students was 4,385. All populations included each spouse if both were enrolled as students or employed at Oklahoma

State University; however, only one questionnaire was completed per child. The total population of O.S.U. employees and married students for this study was 8,045. Data represent returned questionnaires of 1,489 respondents, including 608 faculty, 636 staff, 155 graduate students, and 90 undergraduate students.

### Results

The major results of the study were:

- 1) There is an expressed desire for additional child care facilities on campus.
- 2) The "potential users" of the child care facility would be 556 children who are currently in child care the majority being infants and toddlers in full time care, and school age children in after-school care.
- 3) The current "consumer demand" indicates that 346 parents of approximately 450 children said they would use the facility and 249 parents would use the facility full time if such a service was provided on campus.
- 4) The majority of parents stay at home with the child when she/he is ill.
- 5) The hours of work time lost during the previous year due to the lack of a caregiver was 3,081.
- 6) The hours of work time lost during the previous year to stay at home with an ill child was 7,373.
- 7) The O.S.U. community uses private babysitters and day care centers and indicates high levels of satisfaction with hours per day care is provided, geographic location, and quality

of care. A lower level of satisfaction is indicated regarding cost of child care.

#### Limitations of the Research

- 1) Results of this study should be interpreted with regard to the relatively small rate of return, 1,489 of the total population of 8,045, or 18%.
- 2) Problems associated with the mailing list caused duplication of mailing to some faculty.
- 3) Methods used in returning the questionnaire seemed to be more effective with staff and faculty than with students. However, since no records of numbers of students with children were available, the assumption is made that those students who needed child care completed the questionnaire. If this is not the case, better methods of eliciting student response are needed.
- 4) There were no records available to identify single parents who needed child care. Public notices in the campus newspaper were not very effective in identifying single parents.



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APPENDIX A

RESEARCH INSTRUMENTS



5. List the number of children in each age category for whom child care is needed and the number of hours per week child care is used:

Number of Children	Age Category	Number of hours child care used per week				
		1-10	11-20	21-30	31-40	More
<u>83</u>	0-10 months	<u>11</u>	<u>8</u>	<u>8</u>	<u>47</u>	<u>7</u>
<u>127</u>	11mo.-2yrs.11mo.	<u>18</u>	<u>13</u>	<u>13</u>	<u>61</u>	<u>19</u>
<u>124</u>	3yrs.-4yrs.11mo.	<u>17</u>	<u>22</u>	<u>13</u>	<u>55</u>	<u>18</u>
<u>62</u>	5yrs.-kindergarten	<u>11</u>	<u>16</u>	<u>5</u>	<u>22</u>	<u>7</u>
<u>39</u>	kindergarten	<u>8</u>	<u>14</u>	<u>7</u>	<u>5</u>	<u>3</u>
<u>121</u>	1st-5th grades	<u>56</u>	<u>42</u>	<u>3</u>	<u>8</u>	<u>2</u>

6. What kind of service are you currently using? (If more than one kind is being used, mark all services used and star the service you use most often.)

<u>52</u>	1. Relative
<u>69</u>	2. Friend
<u>156</u>	3. Day care center
<u>190</u>	4. Private babysitter
<u>31</u>	5. Church program (such as "mother's day out")
<u>18</u>	6. Recreation program and/or lessons
<u>45</u>	7. Other _____ (specify)

7. How satisfied are you with your current child care arrangements? (Check one column by each criteria.)

	<u>very satisfied</u>	<u>moderately satisfied</u>	<u>dissatisfied</u>
1. Hours per day care is provided	<u>255</u>	<u>108</u>	<u>25</u>
2. Geographic location	<u>239</u>	<u>113</u>	<u>41</u>
3. Quality of the care	<u>241</u>	<u>130</u>	<u>21</u>
4. Cost of the care	<u>187</u>	<u>142</u>	<u>63</u>

8. Would you use a good quality child care service if such a service were provided on campus?

<u>346</u>	1. Yes
<u>42</u>	2. No
<u>30</u>	3. No opinion

9. When would you use the child care service?

<u>126</u>	1. While attending classes or studying
<u>338</u>	2. While at work
<u>107</u>	3. While at recreational activities
<u>19</u>	4. Other _____ (specify)

10. What time would you use a child care service?

- 249 1. Fulltime - 7:30 a.m. - 5:30 p.m.  
39 2. Morning - 7:30 a.m. - 12:30 p.m.  
28 3. Afternoon - 12:30 p.m. - 5:30 p.m.  
44 4. Evening - 6:00 p.m. - 9:00 p.m.  
79 5. After school 3:00 p.m. - 5:30 p.m.  
93 6. Occasional drop-in  
19 7. *Summer*

11. What would you be willing to pay for a good quality child care service?  
(Please fill in amount.)

- 155 /per month  
172 /per day  
116 /per hour

12. What method of determining fees would you prefer for funding a center?

- 191 1. A set fee for all children  
191 2. A sliding scale - based on total family income or ability to pay  
60 3. Work at center in exchange for reduced fee  
17 4. Other \_\_\_\_\_ (specify)

13. What arrangements do you make for care when your child is ill? (If more than one service is being used, mark all services used and star the service used most often.)

- 79 1. relative cares for child  
49 2. friend cares for child  
19 3. day care center cares for child  
74 4. private babysitter cares for child  
343 5. parents stay at home and care for child  
18 6. other \_\_\_\_\_ (specify)

14. Estimate the number of hours missed from class or work due to child's illness last year.

7373 hours

15. Would you like to have a child care facility with a separate room where a moderately sick child (i.e., colds, fever from shots, earaches) could be kept?

- 309 1. Yes  
86 2. No

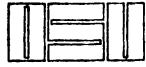
16. Estimate the number of hours missed from class or work last year to care for a child for reasons other than child's illness (such as no child care, baby-sitter ill, etc.).

3,081 hours

Fold and Staple or Place in a Campus  
Envelope and Return to:

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS  
101 WHITEHURST HALL  
CAMPUS





# Oklahoma State University

VICE PRESIDENT FOR ACADEMIC AFFAIRS

STILLWATER, OKLAHOMA 74074  
 WHITEHURST HALL  
 (405) ~~372-6214~~ 624-5627

March 16, 1977

## MEMORANDUM

TO: OSU Faculty and Staff

FROM: James H. Boggs, Vice President for Academic Affairs

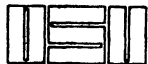
SUBJECT: *JHB* Child Care Needs Assessment

The OSU Faculty Council in February recommended that all faculty and staff receive a copy of the enclosed Child Care Needs Assessment. I hope you will take the time to fill out the questionnaire and return it in campus mail to this office by April 11, 1977.

The Child Care Needs Assessment is being conducted by a graduate student in the department of Family Relations and Child Development as a part of her thesis research. However, the information from this needs assessment will be shared with the OSU administration, Faculty Council, and Student Government Association.

JHB:cs

Enclosure



Oklahoma State University

Office of Vice President for Student Services

STILLWATER, OKLAHOMA 74074  
201 WHITEHURST HALL  
(405) 624-5328

April 22, 1977

MEMORANDUM

TO: OSU Students

FROM: Norman F. Moore, Vice President for  
Student Services

SUBJECT: Child Care Needs Assessment

The OSU faculty and staff are receiving copies of the enclosed Child Care Needs Assessment. Student input on the question of child care needs is very important. I hope you will take the time to fill out the questionnaire and return it in Campus Mail to 101 Whitehurst Hall by May 2, 1977

The Child Care Needs Assessment is being conducted by a graduate student in the department of Family Relations and Child Development as a part of her thesis research. However, the information from this needs assessment will be shared with the OSU administration, Faculty Council, and Student Government Association.

NFM:cs

Enclosure

## Campus news in brief

# Young American meeting slated

Students interested in forming an Oklahoma State University chapter of Young Americans for Freedom will meet today, said Steve Antosh, local YAF representative.

The meeting will be in the Student Union North Tower at 7:30 p.m.

"The Young Americans for Freedom is exactly what the names implies — a group of youth who are for the individual and against collectivism," Antosh said.

Antosh explained that YAF was founded in 1960 at the home of William F. Buckley by a "group of youth who wanted an organization that would put principle above party politics."

YAF was involved in the presidential campaign of Ronald Reagan, and more than 30 members of the YAF were selected as delegates and alternates to the Republican National Convention. Antosh was one of the 30.

Current plans include a drive for "Zero Government Growth" aimed at halting the spread of government bureaucracy, said Antosh.

**MARRIED STUDENTS** who have received questionnaires on child care needs assessment are to go to 101 Whitehurst before Monday.

**A&S STUDENT-FACULTY COMMITTEES** applications for student representatives for five committees are available in Life Sciences East 202 and Student Union 372. Applications are due by 5 p.m. Friday.

**SINGLE PARENTS** who have needs or concerns about child care are to fill out a questionnaire in Student Union 362 before Monday.

**VARSIITY REVUE STEERING COMMITTEE** applications are available in the Student Union Activities Office, Student Union 372. Deadline is 5 p.m. May 3.

**DAILY O'COLLEGIAN** summer staff applications are available in Paul Miller 106 and are due Monday.

**STILLWATER JAYCEES-LEISURE TIME MARINE BASS TOURNAMENT** will be Sunday at Lake Carl Blackwell.

**BUREAU OF INDIAN AFFAIRS SCHOLARSHIP** renewals are due by Saturday. Renewal forms are available in Student Union 373.

**UNIVERSITY LIBRARY** will play recorded classical and semi-classical music 3:30-4:30 p.m. Mondays and Wednesdays and 8:30-9:30 a.m. Tuesdays in the Browsing Room. campus news in brief

### MEETINGS

**CONSUMER ACTION COUNCIL** will meet at 7:30 p.m. today in Student Union Case Study A. Bernest Cain, lobbyist for Common Cause, will be the guest speaker.

**AGRONOMY CLUB** will hold its spring picnic at 5:30 p.m. today at Couch Park. All agronomy majors, faculty and people interested in joining the Agronomy Club are invited.

**FRCD CLUB** will hold a picnic at 5:30 p.m. Thursday at Couch Park. Members need to RSVP on the list in Home Ec West 333. Plans will be made for next fall. All members and FRCD majors are invited. **PEP COUNCIL** will meet at 4 p.m. Wednesday in the Student Union William

Lounge to elect officers.

**COLLEGIATE FFA** will meet at 7 p.m. today in Ag Hall 103 to elect officers.

**STUDENT CHAPTER OF THE WILDLIFE SOCIETY** will meet at 7:30 p.m. Wednesday in Life Sciences West 202.

**ARTS & SCIENCES STUDENT COUNCIL** will hold a special meeting at 6:30 p.m. today in Life Sciences East 217 to elect a new A&S senator.

**ALPHA ZETA** will meet at 6:30 p.m. today in Ag Hall 102 to select a new advisor.

**YOUNG AMERICANS FOR FREEDOM** will hold an organizational meeting at 7 p.m. today in the Student Union North Tower.

**CAMPUS CHRISTIAN FELLOWSHIP** will sponsor a women's retreat Saturday and

Sunday for college women interested in Christian fellowship and fun. For more information, contact Joyce in Student Union 368, extension #500. The retreat will feature Becky Coe and Linda Le Sourd from Washington, D.C.

**AGR RHOMATES** will meet at 8:30 p.m. Wednesday in the AGR house.

**ORANGE & BLACK QUILL** will meet at 6:30 p.m. Tuesday in Student Union Case Study B. Dues may be paid and certificates will be available to be picked up.

**AGGIE-X** will hold its annual spring student-faculty picnic at 5:30 p.m. Wednesday in Couch Park.

**PHI BETA LAMBDA** will hold its recognition banquet at 6 p.m. Wednesday at the Holland House.

## Prizes presented to bikers

The American Diabetic Association presented cash prizes and trophies to winners in the recent bike-a-thon.

First place winners received \$100, second place won \$50 and third won \$25.

The individual winners for most money turned in were first place, Hutch Jobe of Stillwater; second, Jay Jones of Oklahoma City, and third, Anthony Cooper of

Stillwater.

Winners in the most sponsors category were first, Hutch Jobe of Stillwater; second, Cindy Troll of Tulsa, and third, Johnny Jones of Stillwater.

A three-way tie for the most miles ridden was between Bob Little of Stillwater, Carl Acely of Perkins and Lee Sorenson of Tulsa. all rode 96 miles.

Glen Patton of Guymon and

Kent Grebing of Frohna, Mo., won certificates for off-campus students riding the most miles. They rode 70 miles.

A trophy was presented to Willard Dormitory for being the residence hall with the most participation and to Pi Kappa Alpha fraternity for being the Greek house with the most participation.

s in brief

# Forum engineers meet today

**FRCD CLUB** will hold a picnic at 5:30 p.m. Thursday at Couch Park. Members need to RSVP on the list in Home Ec West 333. Plans will be made for next fall. All members and FRCD majors are invited.

**PEP COUNCIL** will meet at 4 p.m. today in the Student Union Willham Lounge to elect officers.

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**CAMPUS CHRISTIAN FELLOWSHIP** will sponsor a women's retreat Saturday and Sunday for college women interested in Christian fellowship and fun. For more information, contact Joyce in Student

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**PHI BETA LAMBDA** will hold its recognition banquet at 6 p.m. today at the Holland House.

#### ANNOUNCEMENTS

**SGA COMMITTEE** applications for the Traffic Appeals Board, Academic Standards and General Education Council are available in the Student Government

Association Office, Student Union 367.

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APPENDIX B

COMMENTS FROM THE QUESTIONNAIRE

## Faculty with Children

2. Do you feel there is a need for good quality child care services for O.S.U. employees and students?

O.S.U. program on McElroy--is this what you have in mind?

and some is already available

but not provided by O.S.U. as a standard university function

private centers are available but may not be adequate or too expensive for some students. Some people gripe without investigating what is presently available

yes, but no more so than any other group

but not necessarily supported by O.S.U.

I would have put more down if this had been a year or so earlier--our 2 children are now in public school. Stillwater needs a quality care center that is reasonably priced.

3. Would you support the establishment of a good quality child care center for O.S.U. faculty, staff and students?

\_\_\_\_\_ 1. Yes

\_\_\_\_\_ If funded by outside grants and fees

\_\_\_\_\_ Partially funded by the university and parent fees

\_\_\_\_\_ No opinion about funding method

\_\_\_\_\_ 2. No

Child care is the responsibility of the parents and all fees should be paid by them, not the taxpayer

I am opposed to using university funds to subsidize this unless collected specifically for this purpose.

but I don't agree with the above. Should come from private funds. O.S.U. funds used only if center is used as a lab for credit

I do not feel the University has any responsibility for child care. I support good quality child care but not as a university function. Special units of O.S.U. may provide services as a part of their training programs

## 3. (Continued)

NO ABSOLUTELY I would feel that no university supportive funds should go into such a project when people like my wife and I have cut corners and done without so that she could stay home and carry on this role in our societal obligation

totally funded by parent fees

(by partially funded) students and staff should pay less than faculty

## 4. Do you have children for whom you are responsible for arranging child care?

occasionally, but not regularly

but not on a regular schedule

Family schedule is arranged so that one parent is able to be with one child when the child is most in school.

but we hope to have

## 5. List the number of children in each age category for whom child care is needed and the number of hours per week child care is used.

No comment

## 6. What kind of service are you currently using? (If more than one kind is being used, mark all services used and star the service you use most often.)

O.S.U. day care center--all day program "very good"

relative--my wife!

OTHER

left home alone

our own resources

university nursery school

O.S.U. day lab

juggling between parents/very dissatisfied on #6

O.S.U. child development lab

## 6. (Continued)

OTHER (Continued)

child development labs

O.S.U. pre-school (all day program)

babysitter's coop

O.S.U. nursery school

O.S.U. child care

O.S.U. exceptional child clinic

O.S.U. labs

pre-school

child at home alone -- (#5 1st-5th grades)

parental responsibility

Presbyterian pre-school

church pre-school program

pre-school

7. How satisfied are you with your current child care arrangements?  
(Check one column by each criteria.)

No comments

8. Would you use a good quality child care service if such a service  
were provided on campus?

\_\_\_\_\_ 1. Yes

\_\_\_\_\_ 2. No

\_\_\_\_\_ 3. No opinion

depends on whether or not child is accepted in O.S.U. pre-school

yes, if a babysitter's coop member was not available

would use in addition to #6 - 7 above

We have used the preschool lab when the children were appropriate  
age



## 8. (Continued)

On Saturday or after school

Not on a regular basis--If provision were made for minor illness care would use the arrangement

but a hassle when someone is ill or a friend visits or some other plan comes up. If a quality service reasonably priced were provided, we would use it instead of making all these other arrangements.

if the hours were in agreement with my schedule

but only very seldom. My wife is a housewife and looks after the children, but there are instances where someone else is needed in times of schedule conflicts, emergencies, etc.

Can't answer without knowledge of quality and cost relative to already existing establishments. If it was a rip-off like the Union and most other O.S.U. services or a laboratory for FRCD I would not only not use the facility I would fight against its establishment.

## 9. When would you use the child care service?

- \_\_\_\_\_ 1. While attending classes or studying  
 \_\_\_\_\_ 2. While at work  
 \_\_\_\_\_ 3. While at recreational activities  
 \_\_\_\_\_ 4. Other \_\_\_\_\_ (specify)

spouse also works

no provision is made in questions 9 and 10 for those who answered "no" to 8, a flaw in the questionnaire

while attending classes or studying for my wife

(first choice) possibly  
 (third choice) possibly

OTHER

only under extreme need

banquets PTA meetings socials

volunteer activities--personal enrichment activities

at night

## 9. (Continued)

OTHER (Continued)

shopping trips, meetings, etc.

evenings

as needed

meetings, etc.

## 10. What time would you use a child care service?

\_\_\_\_\_ 1. Fulltime - 7:30 a.m. - 5:30 p.m.

\_\_\_\_\_ 2. Morning - 7:30 a.m. - 12:30 p.m.

\_\_\_\_\_ 3. Afternoon - 12:30 p.m. - 5:30 p.m.

\_\_\_\_\_ 4. Evening - 6:00 p.m. - 9:00 p.m.

\_\_\_\_\_ 5. After school - 3:00 p.m. - 5:30 p.m.

\_\_\_\_\_ 6. Occasional drop-in

Added 7. Only under extreme and unusual circumstances.

## 11. What would you be willing to pay for a good quality child care service? (Please fill in amount.)

\_\_\_\_\_ /per month

\_\_\_\_\_ /per day

\_\_\_\_\_ /per hour

I do not wish to pay for this service for anyone else nor for ourselves

I do not know the current rates for such care

\$1.00/hour more than just watching

too vague

4.00/day for regulars .75/hr for one or more children of same family for drop-ins

not an issue. Quality is most important to me

depending on how good

no opinion

11. (Continued)

\$150/mo--if good lunch is included

I don't really know how to answer this question. The answer given is just a guess. (Answer -- \$.75 - \$1.00/hr)

OTHER

\_\_\_\_\_ nothing

12. What method of determining fees would you prefer for funding a center?

\_\_\_\_\_ 1. A set fee for all children

\_\_\_\_\_ 2. A sliding scale - based on total family income or ability to pay

\_\_\_\_\_ 3. Work at center in exchange for reduced fee

\_\_\_\_\_ 4. Other \_\_\_\_\_ (specify)

per hour set fee

depends on availability of outside funding - sliding scale - some parents should not subsidize others - may result in chaos for the children

My experience with sliding scales has been uniformly bad

OTHER

no fee

set fee/mo/week/and hour

free

set fee with deductions where necessary

free

Amount of time spent at center

13. What arrangements do you make for care when your child is ill?  
(If more than one service is being used, mark all services used and star the service used most often.)

child at home alone (#5 1-5 grader)

depend on illness

## 13. (Continued)

mother and father alternate

my husband (also faculty) and I run back and forth all day--have always managed to cover classes.

child stays alone if not seriously ill (1-5th grader)

not many hours missed we have a good babysitter in this regard

parents stay at home and care for child--As they should!

few have had healthy children

OTHER

stays home alone

haven't encountered this problem yet

I don't go

## 14. Estimate the number of hours missed from class or work due to child's illness last year.

\_\_\_\_\_ hours

10 hrs. only 1 9 yr. old child was involved then (however am expecting a baby)

## 15. Would you like to have a child care facility with a separate room where a moderately sick child (i.e., colds, fever from shots, earaches) could be kept?

prefer to keep child at home when ill

should not be at center

family responsibility

Sick children belong at home!

separate room . . . including staff!

yes . . . and how!

would be nice but I probably wouldn't use it

No Reasons: A sick child should not be in such a facility at all because (1) he would expose other children to his infection (2) all the children are sick which implies a weakened condition in the

## 15. (Continued)

ability to resist infection, (3) all would be exposed to the infection of others, and (4) multiple infections are harder to recover from than are single infections. Isolation of individual cases is the most effective ways to prevent the spread of infectious diseases.

16. Estimate the number of hours missed from class or work last year to care for a child for reasons other than child's illness (such as no child care, babysitter ill, etc.).

\_\_\_\_\_ hours

per week during normal working hours time made up by working after hours (nights, early morning and week-ends)

over 2 weeks semester/spring breaks recesses

I brought him with me to my office. This will be more difficult with a baby (expecting a baby)

General Comments Found Elsewhere on the

Questionnaire

Would like to stress that a full scale and professionally staffed day care operation would be a tremendous selling point for incoming women faculty with small children. Even if other arrangements such as private babysitting were eventually made, the incoming person who is new in town and knows no one has the peace of mind of good child care for a period of time. It is an anxiety-filled experience to move to town with 3 weeks (and few "contacts") to find good child care arrangements. It is also frustrating to find that the present University FRCD laboratory child care facilities are not available to the University's own full-time faculty women (the "you have to be on the list since birth" plan).

NOTE: My family would not need to use such a facility often because my wife is a housewife and cares for our two children both before and after school--as well as when they must stay home due to illness; but there are occasional, infrequent times when such a service would be of benefit to us. Such a service (reasonably priced) would be of immense value to families where both parents (esp. with pre-school children) had to work or go to school or both at the same time.

NOTE: One comment we would like to make is that we feel that the need for quality babysitting for mothers who work or are students is so great that the facility should be restricted to usage by these people. Based on the fact that other arrangements, such as trade-offs, are more easily made by students, we feel that the priorities should be:

1. Children of faculty
2. Children of staff
3. Children of students

We feel that there are other provisions which can be made for the occasional babysitting needs of non-working or non-student mothers.

#### Faculty Without Children

2. Do you feel there is a need for good quality child care services for O.S.U. employees and students?

left blank, no basis for opinion

no based on personal needs - children grown

I don't know - they have an excellent kindergarten

left blank - I do not know

I do not know. Also, I do not know if current facilities are satisfactory nor do I know what impact univ. competition might have on existing centers

third blank drawn ?

item - I do not know

don't know

good (circled)

I don't know current status of child care at O.S.U. but would assume, if there is no care or minimal care, then should be more

I don't know I have no need for this.

Yes - rates with God and motherhood

should be handled by private enterprise

blank - participate with the rest of the community

yes probably - providing it was self supporting

don't know

don't know

?

## 2. (Continued)

don't know what the needs are

don't know

yes but not necessarily on campus or funded (whole or partially) by O.S.U.

don't know (left blank)

don't know (left blank)

option -- no opinion

option -- uncertain

single -- do not have concern in this area

the key is good quality!

don't know

I don't know

Yes but my children are teenagers or older now. At one time this was a problem for us.

option -- undecided

There are many good ones that already exist in the community

I'm not sure about this. It's my opinion that what we have is very good; however, it may not be available to enough people.

(blank) no idea

no There are sufficient services in the Stillwater community. I used these for many years until my child was old enough not to need them.

no opinion

(left blank) I do not have adequate knowledge of these services supplied by O.S.U.

?

3. Would you support the establishment of a good quality child care center for O.S.U. faculty, staff and students?

- \_\_\_\_\_ 1. Yes
- \_\_\_\_\_ If funded by outside grants and fees
- \_\_\_\_\_ Partially funded by the University and parent fees
- \_\_\_\_\_ No opinion about funding method

\_\_\_\_\_ 2. No

no not specifically for O.S.U. personnel

no nor now nor when my children were young enough to participate definitely not funded by university

should be funded by parent fees

I thought we already had a child care center

more so by parents

maybe

no Under no circumstances should university funds be used to subsidize a child care center. I have two reasons for this strong statement:

1. It would in effect be taking money from the pockets of of those who care for their own children or who arrange for private child care
2. In my opinion it would be a misuse of tax dollars appropriated for higher education

No opinion about funding Actually prefer full funding by parents, but this option not given above.

NOT if funded by outside grants and fees, no opinion about funding method, otherwise.

yes - my children are grown. I would give it my moral support

no What justification is there for a single student or childless couple to support somebody else's child???

yes if funded by outside grants and fees (underlined)

yes university (underlined) only if the center could be used for student obs.

I'd be neutral on it

either or 1 or 2nd choice



## 3. (Continued)

parent fees (circled many times)

if funded by parents

support (circled) How? financially NO

fourth category added - private market

partially inserted before funded on first yes choice

if funded by outside grants and fees parent inserted before fees

fourth yes added if funded by parents

question ambiguous -- I have no need for such a service. I did have, I would expect to pay for the service

no I doubt the university could provide this service at a comparable cost to available care now

unfair competition to existing facilities which cannot get such grants

yes "moral support"

(support circled) I don't understand the question

all of the above

if funded by parent fees

our children are too old for these services

parent (inserted before fees on 1st choice)

I don't eligible age children

would have no need

## 4. Do you have children for whom you are responsible for arranging child care?

My answer is no at present. However, during my 20 yrs on the faculty I have raised five children each of whom profited from child care at the university. During these years it was well run but inadequate to fill the need.

no not any more

no They are currently in school

## 4. (Continued)

My baby is 32 years old

No My wife is the mother of my children and loves the responsibility and rewards by caring for our children -- A full time calling

no Not at the present time

I have had children this age since coming to O.S.U. and am aware of the problem

spouse does not work

No only a dog

As wife of faculty member and not working am currently taking full care of our infant would be interested in O.S.U. child care in future

have child but wife remains at home for care. Child attends nursery school in town.

However, I have in the past and would have been willing to pay for this type of service if it were offered.

Not any more.

except for the "care" required by two "children," 18 and 21 yrs. old respectively.

my children are all grown!

no but I did have, and I was alone and I know the problem. They are grown now.

I would like a place to take my dog on days that I have classes through the lunch and dinner hours.

I think it would be a good idea. I would have like a facility when my children were younger.

only indirectly

not anymore -- youngest is 10

General Comments Found Elsewhere on the  
Questionnaire

title changed to Survey of Need for Child-Care

high quality professional child care services should be available for all employed and student parents.

DOES NOT APPLY!

NOTE: Some of the questions in this questionnaire are leading or limited in alternatives.

retired faculty

Sorry - can't comment on any of these. Am a 1 man family!!!

What kind of socialistic system are we attempting to establish?  
We can have good, private child care systems if HEW et al. get out of the business of establishing ridiculous constraints and laws.

I feel a mother with child should stay in the home and rear the child!

Although I do not have children it would be unfortunate to phase out an outstanding program on early childhood education based on some reason such as community care needs for their children--not implying this isn't needed, but U. of Ga. did away with their outstanding program on a justification equally non-related.

## Staff with Children

2. Do you feel there is a need for good quality child care services for O.S.U. employees and students?

good quality -- "loaded"

yes for those whom there is no alternative

3. Would you support the establishment of a good quality child care center for O.S.U. faculty, staff and students?

           1. Yes

           If funded by outside grants and fees

           Partially funded by the university and parent fees

           No opinion about funding method

           2. No

if funded by parent fees

people without children should not pay for care of other children

parent fees underlined

would be nice if funded by outside . . . as needed university and parent fees

first 2 yes both would be good & worth consideration

I am going to be leaving O.S.U. the 11 Apr. 77.

4. Do you have children for whom you are responsible for arranging child care?

yes care when children are not in school such as Christmas, breaks, and summer

soon to be

I will

will have shortly

I don't need child care center for my children, but I'm sure a lot of people do. But there's no problem -- Grand parents live next door and our children are completely under good care at all times.

however am expecting 1st child in May and have a few opinions  
but will soon

5. List the number of children in each age category for whom child care is needed and the number of hours per week child care is used:

No comments

6. What kind of service are you currently using? (If more than one kind is being used, mark all services used and star the service you use most often.)

- \_\_\_\_\_ 1. Relative  
 \_\_\_\_\_ 2. Friend  
 \_\_\_\_\_ 3. Day care center  
 \_\_\_\_\_ 4. Private babysitter  
 \_\_\_\_\_ 5. Church program (such as "mother's day out")  
 \_\_\_\_\_ 6. Recreation program and/or lessons  
 \_\_\_\_\_ 7. Other \_\_\_\_\_ (specify)

OTHER

YMCA when necessary

Head start

FRCD HEE Bldg.

wife

sometimes take to work with me

oldest child sometimes - teenager

preschool at a elem/sec school

O.S.U. child dev. labs.

Ripley preschool

3 yr old is in ½ day O.S.U. child dev. lab. program

none my children are in school all day except when ill

none

pre-school

O.S.U. nursery school 4 mornings/wk

7. How satisfied are you with your current child care arrangements?  
(Check one column by each criteria.)

very satisfied moderately satisfied dissatisfied

except that I am charged for babysitting whether she is there or not

- A. This is not a fair question when you have 2 children going different places. My response is made on the baby only. (See comments at end questionnaire.)

cost of care - No person is ever satisfied with #4 when you have more than one child.

relative marked as use - would use O.S.U. care if would help family strain

mother who is going back to work soon

8. Would you use a good quality child care service if such a service were provided on campus?

parttime

I feel an off campus location would be best, because of the traffic and students that are back up during the hours you would need to pick up and deliver your children.

infant - after my child is older yes, possibly if I were convinced it offered quality care

good quality underlined

care would have to be provided every day except official staff holidays

If your definition of "good quality" agrees with mine

yes - probably

if parking facilities for leaving and picking up children were easily accessible

if the need occurred

elem. age - no, because my children go to school in Perkins. If they attended Stillwater schools, I would say yes.

kind, & elem. - but not after next year most likely, or at least only after school then

will depend on quality & cost

## 8. (Continued)

child attends school out of Stillwater

I live in Perkins and it would be difficult to transport children back & forth

yes for younger child - planning on having another one

no not for school

depends upon definition of "good quality"

## 9. When would you use the child care service?

\_\_\_\_\_ 1. While attending classes or studying

\_\_\_\_\_ 2. While at work

\_\_\_\_\_ 3. While at recreational activities

\_\_\_\_\_ 4. Other \_\_\_\_\_ (specify)

while at recreational activities - occasional

maybe while at recreational activities

while at rec. activities - if available

I won't need child care services after May

I am full time O.S.U. staff - if possible I would enroll in a 3 hr. course - possibility would be increased if a good O.S.U. child care program were available

before and after school

OTHER

at night if open

when necessary

evening classes

as necessary

community organizations

when I also need time to go to the library

9. (Continued)

OTHER (Continued)

often have commitments where I can't take care  
meetings

10. What time would you use a child care service?

fulltime - different hours each day, but within this time  
varies

fulltime - now next year would be less  
after school - for 8 yr old

varying times depending on class schedule & rotating work shift  
as needed, but on a regular basis during working hours

why not 7:30 - 2:30

fulltime 6:00 a.m. - many people on campus start work before 6 a.m.

during the summer. In the fall is goes to Pleasant View school,  
therefore it would not be convenient before & after school

Mrs. Opal Collins, Kiddie Kollege, my present day care center has  
a service of taking elem children to school & picking them up  
afterwards; therefore I leave my daughter there all day.

11. What would you be willing to pay for a good quality child care  
service? (Please fill in amount.)

\_\_\_\_\_ /per month  
\_\_\_\_\_ /per day  
\_\_\_\_\_ /per hour

\$100/mo. with hot meals field trips, awareness of math, etc., for  
4 yr. old

4.25/per hour/per child

this would depend on the length of time that is used for each child.  
i.e. a child in school would only need the center ½ hour/morning  
and 1½ - 2 hr./afternoon

I now pay 4.25/hour

\$25/mo. from 3:00 to 5:00 p.m. M-F



## 11. (Continued)

depends upon the individual has to be good quality background

I now pay \$85.00-100.00/mo. but wouldn't pay so much if I could help it.

\$1.00/hr evenings or week-ends

.50/hr. one teacher/10 children thus \$3.00 per hour for the teacher and \$2.00 for center - could be less if some outside funding or O.S.U. support

160/mo for two maximum - cut rate for those with more than one

\$100/mo. 2 children 30 hrs.

1.50-2.25 this is ½ the present charge for all day care at most nurseries in town

\$50/mo part time \$100 full time - eleme

\$4 - \$5/day ideally including snacks & a meal

\$3.00/day/child

## 12. What method of determining fees would you prefer for funding a center?

\_\_\_\_\_ 1. A set fee for all children

\_\_\_\_\_ 2. A sliding scale - based on total family income or ability to pay

\_\_\_\_\_ 3. Work at center in exchange for reduced fee

\_\_\_\_\_ 4. Other \_\_\_\_\_ (specify)

a set fee for all children (faculty & profession staff)  
sliding scale - (students, classified employees)

OTHER

based on no. of children "cheaper by the dozen"

state funded welfare

don't know

any of the above

## 12. (Continued)

OTHER (Continued)

first child at regular rate, second at reduced rate

a reduced rate for 2nd child and on in one family combine  
w/#1

by age of child

hourly charge especially for school age children who spend  
most of day at school

more children, the cheaper the fee/family

13. What arrangements do you make for care when your child is ill?  
(If more than one service is being used, mark all services used and  
star the service used most often.)

depends upon how ill the child is

depending on illness

day care center cares for child - if normal illnesses like flu,  
colds

parents stay at home & care for child - if quite ill

depends on how sick child is

depending on severity of illness

right now my husband works nights - so he just stays up - and  
get no sleep

OTHER

child stays home by himself (elem)

never had to worry

I take off work and have to make it up later

wife

I use my vacation or make it up but I take care of my own  
child

on the way

oldest son stays home from school

13. (Continued)

OTHER (Continued)

none needed yet

I have left my daughter at home in morning then brought to work in p.m.

14. Estimate the number of hours missed from class or work due to child's illness last year.

\_\_\_\_\_ hours

30 hrs/2 children

44 hrs - child was hospitalized for 9 days and I stayed with him

\$75/mo flat rate on full month

1.00-5.00/hr on drop in basis

not employed 1976 - none for 1977

hard to estimate - I was sick, too, most of the times

indeterminable - but significant

was in hospital once

24 hrs/2 children

wife didn't work last yr.

brand new baby - 5 mo. old

nine months old now

I'm half time since Feb. 1; however neither of my children missed any school due to illness before that time.

15. Would you like to have a child care facility with a separate room where a moderately sick child (i.e., colds, fever from shots, earaches) could be kept?

yes - definitely

yes - possible

A mother should be home with her child when they are sick. A child needs a parents comfort when sick.

## 15. (Continued)

not necessarily - if a child (my child) is sick, I would probably stay at home, if possible.

My baby belongs home if she is ill. Also, I don't want her exposed to other illnesses unnecessarily.

No matter how minor the illness, it will still be passed around and therefore the children will probably have more illnesses than usual, thus the parents will again have to either stay home with the sick child or arrange for alternate care.

I feel some parents might abuse this privilege.

however, if my child had one of the above symptoms I would keep it home

If the child is ill - he should be away from all children, including other moderately ill children.

Would depend on the management - do you mean for special attention or strictly for isolation?

Yes if qualified supervision such as practical nurse available.

I'm not sure - perhaps if it was really run properly.

if a nurse on duty

rather a luxury!

16. Estimate the number of hours missed from class or work last year to care for a child for reasons other than child's illness (such as no child care, babysitter ill, etc.).

\_\_\_\_\_ hours

hometown - all relatives live in town

closed for X-mas break

brand new baby  
excellent idea

I can only work part-time because of taking care of children

General Comments Found Elsewhere on the

Questionnaire:

If a full time child care service could be provided for faculty, staff and students of OSU, I think this would be one of the most beneficial things to happen. I commute and have to leave my children in another city and a care center here in Stillwater at a moderate cost would be most helpful. I hope something like this can come about in the very near future.

I think that a good child care center is needed. I currently have to pay \$9.50/day for two children. One of my children is there 5½ hrs./day & the other is there for 2½ hrs per day. I think a good center with rates set according to length of time would be the most fair.

I work in the Library and none of the staff people received this questionnaire. Why? The faculty members did, however.

I think a lot of people would also be interested in a summer day school for children who are too old to go to the nursery and too young to tend themselves all day. A program where in they could have a project such as having a small plot for a garden, go swimming, play tennis, etc. The age between 9 and 14.

NOTE: There is a great shortage of care centers who are willing to care for children under 2 yrs of age. The ones available are either unsatisfactory or extremely high in price.

Suggested facilities:

Colvin Center would be great for kids after school, from 3:15-5:00.

My husband is a graduate student working on his Ph.D., we have one child. I work full time for O.S.U. and also attend 3-6 hrs. of classes a semester. Child care quality and availability is of course a major concern to both of us. We plan another child in the next three or four years -- whether we stay at O.S.U. for Post Doctorate work and my degree (I lack 40 hrs. of credit to graduate) would depend in part on child care services. I feel the need for a program is great.

Comments: Having a 10 year old son which I feel needs supervision before and after school hours and all day during the summer months I have problems in finding a suitable place for him. There are a lot of people who fee this age could stay at home by themselves. "Forget That" parents who work need to think about work when they are there, NOT about what their children may or may not be doing at home.

Most sitters have nothing for this age group to do unless it's watch TV or play outside. I would think ages 8-12 need activities

planned for them at their level not a baby's level. They should be kept busy with things they enjoy and that would be a learning tool.

Another thing that would be useful would be transportation for those children who have other activities like swimming lessons, baseball, etc. This way it would keep parents from taking off work to do this type of thing.

Staff Without Children With Comments

2. Do you feel there is a need for good quality child care services for O.S.U. employees and students?

From my personal experience, I have no "feel" for the problem.

probably (left blank)

don't know

really cannot respond intelligently to #2 and #3 questions since I have no children needing child care

who does not - This is a poor question

Not at the taxpayers expense! Not really for myself, but guess if mothers are working its necessary somewhere.

don't know

yes students

yes if off-campus

no I believe the services offered now are fine

maybe why is it needed? Stillwater not sufficient?

no opinion

3. Would you support the establishment of a good quality child care center for O.S.U. faculty, staff and students?

<u>      </u> 1. Yes	<u>      </u> If funded by outside grants and fees
	<u>      </u> Partially funded by the university and parent fees
	<u>      </u> No opinion about funding method

       2. No

## 3. (Continued)

Yes, if research indicated that a need actually existed  
combination of 1st two choices

partially (underlined)

no by partially - (below) parents should pay for the care of their  
own children

(partially funded) if above not possible

If funded by parents. As a part-time student I do not want my fees  
to include child care facilities for others.

Yes & No parent fees only

Yes - though we no longer need it - Working mothers do need such  
care at reasonable cost.

no unless had children

(partially funded by univ.) if possible

feel it is the university's responsibility to prepare people to  
establish, manage, and maintain child care rather than provide  
this service

I have checked if funded by outside grants and fees and by univer-  
sity and parent fees both, because I believe both are good choices.  
If it is possible by outside grants and fees I feel many could take  
advantage of the program that would be eliminated because of  
economic reasons. We have a terrific FRCD Dept. Let's reach out  
into the entire community with it!

N/A as I have no minor children.

yes funded by those who use the services only

A combo (first two) would be ideal.

if funded by parent fees

I feel should be self supporting

4. Do you have children for whom you are responsible for arranging  
child care?

but plan to have a child within next year

When my husband was doing his graduate work such child care as  
referred to here was available to us. It was one of the most help-  
ful things I can remember.

## 4. (Continued)

I this would be a fantastic idea & I hope it is in service when I start my family

not yet

not yet

not yet

parent fees (circled)

not at this time

General Comments Found Elsewhere on the

Questionnaire

#6 Because of my recreation background and holding a B.S. & M.S. in the field I resent that a recreation program is considered a child care service in the same context as babysitting.

#2 & #3 are also difficult to assess since I have no children. I'm not aware of what is already available.





## 7. (Continued)

We are concerned about the care we will receive.

Cost of care - (too high but good care usually is)

## 8. Would you use a good quality child care service if such a service were provided on campus?

yes, depending on nature of service & cost.

depending upon cash

probably for children over 2

Next year child will be in kindergarten and we have arranged our schedule so no care outside home will be needed. Would like a drop-in service.

## 9. When would you use the child care service?

both work and study time

evenings

wife works parttime

whenever need it

## 10. What time would you use a child care service?

Would depend on schedule!

Not full time but regular schedule -- not as occasional drop-in.

depends on teaching schedule

## 11. What would you be willing to pay for a good quality child care service? (Please fill in amount.)

\_\_\_\_\_ /per month

\_\_\_\_\_ /per day

\_\_\_\_\_ /per hour

\$50/mo./half day

\$5/half day

\$100/per month/2 children

## 11. (Continued)

I don't know. Currently I'm paying approximately \$20/wk for both children on irregular schedule.

Would such a program be simply "day care" or would it include preschool activities as well?

## 12. What method of determining fees would you prefer for funding a center?

1. A set fee for all children
2. A sliding scale - based on total family income or ability to pay
3. Work at center in exchange for reduced fee
4. Other \_\_\_\_\_ (specify)

OTHER

a choice of 2 or 3

or limited to OSU employees & OSU student dependents

university or other funded

reduced fees for those unable to pay full amount. Pay according to number of children in family for example \$4 per day 1 child; \$6 per day 2 children

hourly, daily, weekly or monthly rates, depending on how center is used

1 & 2 combined

## 13. What arrangements do you make for care when your child is ill? (If more than one service is being used, mark all services used and star the serviced used most often.)

we will

parents stay at home & care for child (cut class)

## 14. Estimate the number of hours missed from class or work due to child's illness last year.

\_\_\_\_\_ hours

20 hours/2 children

6 hours between the 2 of us

15. Would you like to have a child care facility with a separate room where a moderately sick child (i.e., colds, fever from shots, earaches) could be kept?

No comments

#### Graduate Students Without Children

2. Do you feel there is a need for good quality child care services for O.S.U. employees and students?

I am emphatically opposed to a university or government aid to a center of this sort. The burden would fall upon the singles. Good luck on your results!

don't know

working full time all of spring semester 1977 most of fall semester 1976 & taking 4 hrs & 8 hrs respectively - will most probably work ½ time & school full time again starting summer 1977

don't know

I don't know

?

I just got it. Sorry it is so late.

3. Would you support the establishment of a good quality child care center for O.S.U. faculty, staff and students?

_____ 1. Yes	_____ If funded by outside grants and fees
	_____ Partially funded by the university and parent fees
	_____ No opinion about funding method
_____ 2. No	

only if privately funded

I have no children at this time so would not be using the center

no need for child care services

not applicable

no not personally

I would be willing to help support child care from student fees although I do not have children.

4. Do you have children for whom you are responsible for arranging child care?

They are back home in my country.



## 6. (Continued)

OTHER (Continued)

would rather have nice place on campus so if anything was to happen, I would be near

school

pre-school

myself

7. How satisfied are you with your current child care arrangements?  
(Check one column by each criteria.)

very satisfied    moderately satisfied    dissatisfied

No comments

## 8. Would you use a good quality child care service if such a service were provided on campus?

yes, would depend on the price

I commute from Ponca City and wouldn't travel w/my daughter

## 9. When would you use the child care service?

\_\_\_\_\_ 1. While attending classes or studying

\_\_\_\_\_ 2. While at work

\_\_\_\_\_ 3. While at recreational activities

\_\_\_\_\_ 4. Other \_\_\_\_\_ (specify)

while wife is at work

OTHER

during summer session

while wife works & I have class

five day per week

all of above

10. What time would you use a child care service?

depend on time of classes

according to class schedule

son will be attending kindergarten this Sept. and would attend nursery from 8:00-12:30, 3:30-5:00

11. What would you be willing to pay for a good quality child care service? (Please fill in amount.)

\_\_\_\_\_ /per month

\_\_\_\_\_ /per day

\_\_\_\_\_ /per hour

50¢/hr would be a big help to students

My current cost is \$108 month for 6 hr day

Very difficult to specify even within  $\pm$  20% since it depends on type and quality of the care program

I presently pay 150 to 200 before after school for child attending school that is 350 for only about 3 hrs. but the child that attends all day is 4.50 daily.

12. What method of determining fees would you prefer for funding a center?

\_\_\_\_\_ 1. A set fee for all children

\_\_\_\_\_ 2. A sliding scale - based on total family income or ability to pay

\_\_\_\_\_ 3. Work at center in exchange for reduced fee

\_\_\_\_\_ 4. Other \_\_\_\_\_ (specify)

OTHER

based on number of total hours either per week or per month

any O.K. but #2 would be helpfull for me as we don't have much money and for me to attend school to pay a sitter we have to give up many things



13. What arrangements do you make for care when your child is ill?  
(If more than one service is being used, mark all services used and star the service used most often.)

parents stay at home & care for child -- depends on illness

OTHER

when child is very ill I stay home

hospital

14. Estimate the number of hours missed from class or work due to child's illness last year.

\_\_\_\_\_ hours

not enrolled as a student by then

100 hrs for my wife and about 7 hr of my classes

15. Would you like to have a child care facility with a separate room where a moderately sick child (i.e., colds, fever from shots, earaches) could be kept?

no, needs to be home for individual care

In some cases take child to class to avoid missing

Yes, but not an isolation room. He should receive more attention if he is sick.

provided it is necessary

14 hrs during my wifes illness

Thanking you for your good & kind effort & care - Thanks!

definitely not

General Comments Found Elsewhere on the

Questionnaire

Comments: There is a great need for child care services in the Stillwater area! The day care nurseries charge outrageous fees. We paid over \$1,000 last year for a 4 year old, full-time. I was not satisfied with the program they had planned for the children, either.



**APPENDIX C**

**CORRESPONDENCE REGARDING STUDY**



## Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74074  
241 HOME ECONOMICS WEST  
(405) 372-6211, EXT. 6084

March 2, 1977

Grace Hernandez Cargill  
Director of Associated Students  
Northridge Children's Center  
California State University  
Northridge, California

Dear Ms. Cargill:

We are conducting a child care needs assessment of the faculty, staff and students at Oklahoma State University. It is our understanding that your campus operates a child care center as a part of the university campus.

In the January issue of Young Children your article on "Child care on Campus" states that the Liason Committee of Child Care Centers in Higher Education is a source of information regarding this topic. Would you send us the address in order to receive this newsletter?

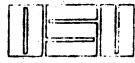
Thank you for your time and effort.

Sincerely,

Dr. Judith A. Powell

*Judith A. Powell*  
Ann Hedgecock, Graduate student

*Ann Hedgecock*



# Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74074  
241 HOME ECONOMICS WEST  
(405) 372-6211, EXT. 6084

March 2, 1977

Jean Peterson  
School of Education  
Mankato State University  
Mankato, Minnesota 56001

Dear Ms. Peterson:

We are currently involved in conducting a child care needs assessment of the faculty, staff and students at Oklahoma State University. It is our understanding that your campus operates a child care center as a part of the university campus.

We would particularly appreciate receiving information about your program related to the following areas: (a) program development, (b) staffing, (c) budget, (d) sources of financial support, and (e) operating policies.

Any advice or counsel you might be able to give us regarding the establishment of a successful, comprehensive university child care center would, also, be appreciated.

Thank you for your time and effort.

Sincerely,

*Judith A. Powell*

Judith A. Powell

*Ann Hedgecock*

Ann Hedgecock, Graduate student



## Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74074  
241 HOME ECONOMICS WEST  
(405) 372-6211, EXT. 6084

March 2, 1977

Mr. Monny Gale  
Graduate School of Social Work  
California State University  
Sacramento, California

Dear Mr. Gale:

We are currently involved in conducting a child care needs assessment of the faculty, staff and students at Oklahoma State University. It is our understanding that your campus operates a child care center as a part of the university campus.

We would appreciate any information regarding universities or colleges which have established a child care center as a part of their affirmative action commitment.

Thank you for your time and effort.

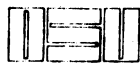
Sincerely,

A handwritten signature in cursive script that reads "Judith A. Powell".

Dr. Judith A. Powell

A handwritten signature in cursive script that reads "Ann Hedgecock".

Ann Hedgecock, Graduate student



*Oklahoma State University*

DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74074  
241 HOME ECONOMICS WEST  
(405) 372-6211, EXT. 6084

March 2, 1977

Dr. Jessie McClure, Dean  
Graduate School of Social Work  
California State University  
Sacramento, California

Dear Dr. McClure:

We are currently involved in conducting a child care needs assessment of the faculty, staff and students at Oklahoma State University. It is our understanding that your campus operates a child care center as a part of the university campus.

We would particularly appreciate receiving information about your program related to the following areas: (a) program development, (b) staffing (c) budget, (d) sources of financial support, and (e) operating policies.

Any advice or counsel you might be able to give us regarding the establishment of a successful, comprehensive university child care center would be appreciated, also.

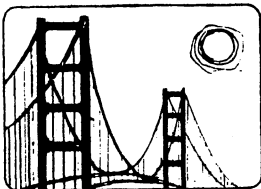
Thank you for your time and effort.

Sincerely,

Dr. Judith A. Powell

*Judith A. Powell*  
Ann Hedgecock, Graduate student

*Ann Hedgecock*



# ASSOCIATED STUDENTS

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

6000 J STREET • SACRAMENTO, CA. 95819 • 916 / 454-6784

March 29, 1977

Dr. Judith A. Powell  
Ann Hedgecock  
Department of Family Relations and  
Child Development  
Oklahoma State University  
Stillwater, Oklahoma 74074

Dear Dr. Powell and Ms. Hedgecock:

In response to your letter to Dr. Jessie McClure of March 2, 1977, the Children's Center on campus is operated by the Associated Students of CSUS, with a grant from the Associated Students and the California State Department of Education. The Department of Social Work of CSUS previously operated three community centers, which are now operated by the Department of Education through the CSUS Foundation. There is also a Child Study Center located off campus for the community, which is operated by the Department of Home Economics as a lab school.

Our program operates in accordance with regulations established by the State Department of Education. Enclosed is a booklet about our Center, which we hope will be helpful to you.

Sincerely,

A handwritten signature in cursive script that reads "Andrea Setbacken".

Andrea Setbacken, Director  
ASCSUS Children's Center

Enclosure





# Oklahoma State University

DEPARTMENT OF FAMILY RELATIONS AND CHILD DEVELOPMENT

STILLWATER, OKLAHOMA 74074  
241 HOME ECONOMICS WEST  
(405) 372-6211, EXT. 6084

March 2, 1977

Dr. D. Bruce Gardner  
Dept. of Child Development and Family Relations  
Colorado State University  
Ft. Collins, Colorado

Dear Dr. Gardner:

We are currently involved in conducting a child care needs assessment of the faculty, staff and students at Oklahoma State University. It is our understanding that your campus operates a child care center as a part of the university campus.

We would particularly appreciate receiving information about your program related to the following areas: (a) program development, (b) staffing, (c) budget, (d) sources of financial support, and (e) operating policies.

Any advice or counsel you might be able to give us regarding the establishment of a successful, comprehensive university child care center would be appreciated, also.

Thank you for your time and effort.

Sincerely,

A handwritten signature in cursive script that reads "Judith A. Powell".

Dr. Judith A. Powell

A handwritten signature in cursive script that reads "Ann Hedgecock".

Ann Hedgecock, Graduate student



Child Development and Family Relationships

Colorado State University  
Fort Collins, Colorado  
80523

March 9, 1977

Dr. Judith A. Powell  
Department of Family Relations and Child Development  
Oklahoma State University  
Stillwater, Oklahoma 74074

Dear Dr. Powell:

Our Department, in cooperation with the Residence (Housing) Office, operates the Village Child Care Center, primarily as a service to student families and secondarily as an extension of our departmental laboratory program. The Housing Office provided the physical facility and remodeled the building; we pay a monthly rental and all other costs of operation (staff, supplies and equipment, food, etc.) The program is maintained on fees paid by the families served. Staff includes a Director (M.S. person who holds title of instructor in the Department) who is responsible to the Director of our Human Development Laboratories. Besides the Director of the Village Center, the other staff include an assistant (full time but with a mix of duties in all aspects of the HD Lab program), and four GTA's on half-time appointments. There are senior practicum students, junior practicum students and sophomores with varying amounts of time assigned to work in the Center, which can handle up to about 58 children. It is open from 7:00 a.m. to 5:30 p.m. five days per week, with a mix of full-day and part-day children ages 2 1/2 - 6. The facility is located next to our new Gifford Bldg. Laboratory, which includes two preschool classrooms, infant/toddler center, family counseling facilities and the research suite, with auxiliary observation/recording facilities.

If you need more detail on our kind of operation, I suggest that you contact Dr. Jerry J. Bigner, Director, Human Development Laboratories, Colorado State University. Meanwhile, best wishes in your efforts at Stillwater. Our very best "advice or counsel" would be that you come visit us in Fort Collins and see, in person, what our program and physical set-up is like now! You have a standing invitation to do that.

Cordially,

D. Bruce Gardner  
Professor and Head

DBG/amc

VITA

Martha Ann Hedgecock

Candidate for the Degree of

Master of Science

**Thesis:** CHILD CARE NEEDS ASSESSMENT OF FACULTY, STAFF, GRADUATE AND UNDERGRADUATE MARRIED STUDENTS AT OKLAHOMA STATE UNIVERSITY

**Major Field:** Family Relations and Child Development

**Biographical:**

**Personal Data:** Born in El Dorado, Arkansas, October 6, 1953, the daughter of Mr. and Mrs. C. W. Hedgecock.

**Education:** Graduated from Robert E. Lee High School, Baton Rouge, Louisiana, in June, 1971. Attended Southeastern Louisiana University, Hammond, Louisiana, 1971-1973; attended Louisiana State University, Baton Rouge, Louisiana, summer semester of 1972 and fall semester of 1973; received a Bachelor of Science in Home Economics degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Family Relations and Child Development in May, 1976. Completed requirements for the Master of Science degree in July, 1977.

**Professional Experience:** Y.M.C.A. of the Rockies, Estes Park, Colorado, Camp Counselor, summers 1974, 1975. Director, day care program, summer, 1976.

**Professional Organizations:** National Association for the Education of Young Children, Oklahoma Association for Children Under Six.