

CHILD CARE  
KOSCIUSKO COUNTY

1984 - 1985  
KOSCIUSKO LEADERSHIP ACADEMY

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A woman excitedly explains the potential of her new job to her husband. She is looking forward to beginning her career. He is pleased about the prospect of a second income. The only obstacle is finding suitable child care in Kosciusko County. And that shouldn't be a problem - or is it? Another couple is discussing how to afford house and car payments. The only solution seems to be a two income family. What about their two pre-school age children? Will she earn enough after paying for child care, transportation, and extra household expenses like convenience foods to make working outside the home worthwhile? This paper is a study of child care in Kosciusko County. The State Department of Public Welfare in Indiana monitors child care under the age of 14 years. This is the population to be focused on herein as well. The issues to be explored include: What types of child care are available in Kosciusko County at the present time? What needs are presently un-met in providing care for the under fourteen years of age child in Kosciusko County? And what are some recommendations of community professionals and these authors for meeting the child care needs of Kosciusko County?

In 1980 women comprised 46 percent of the total labor force of the United States. An all-time high of 39,719,000 women, 48 percent of all women and girls sixteen years of age and older, were working. (U.S. Departments of Commerce and Labor). More than half of the married women in this country work outside of the home. In a recent poll conducted by Parents Magazine<sup>1</sup>, 75 percent of the women surveyed stated that they would continue working "even if they could maintain their standard of living without doing so..."<sup>2</sup> This response included 71 percent of those women with children under five years of age.

The same survey<sup>3</sup> revealed that women are earning sixty cents per one dollar that men are earning. The Indiana State Employees Association completed a survey on child care in November 1984<sup>4</sup>. Respondents were concerned with the cost, quality, and location of child care services. The average monthly cost of child care in the state of Indiana was found to be \$145.00 per child. Many employees indicated they could not afford the cost of day-care services and therefore used informal arrangements such as neighbors, relatives, or spouses who work other shifts.

Hardest hit are single parents, particularly divorced mothers who have difficulty coping with job and child care responsibilities single handedly. They unanimously reported that a child care center at their work location would reduce their anxiety and help them provide for their children's needs, if they could afford the cost.

Single parents themselves report a loss of productivity and absenteeism directly caused by the problem of finding suitable, affordable child care.

Suggestions for alleviating these problems included the ability to use accumulated annual, personal and sick leave upon demand for child care emergencies, flexible use of work hours to allow employees to compensate the company for lost time due to child care emergencies, establishment of a child care network by employees in the same geographic location, realistic salary scales for the underpaid, female-dominated job classifications.

Kosciusko County residents presently use a number of different resources, many in combination, to provide for child care needs. The larger companies in the area offer two or three shifts which allows for parents to assume the entire responsibility themselves. Parents in that position site exhaustion and strain on the marital relationship as side effects of this solution. For other parents in this county, child care is a day by day problem. They spend time calling family, friends, and neighbors. Problems resulting from this approach include absenteeism when no one can be found, informal or nonexistent payment agreements, and strain on relationships, not to mention the lack of consistency for the child (ren).

The most common form of child care appears to be private babysitters. Many of these babysitters are operating illegally both by failure to be licensed and failure to report correctly to the Internal Revenue Service.

According to Indiana Code 12-3-2, 1 to 15, "Regulation of Boarding Homes, Day Nursery and Child Caring Institutions" Section 1 "It shall be unlawful for any individual...to operate, maintain, or conduct a boarding home for children...without having in full force a written license therefor from the State Department of Public Welfare". In IC 12-3-2 (1.1) licensing is not required for "an individual who provides child care: (1) in his residence (2) for less than twenty-four (24) consecutive hours; and (3) to five or fewer children at any time, excluding relatives of the individuals". In a day care home, the capacity includes the family's children under the age of 14 and may not exceed 10 children. A day-care home may care for up to 5 additional children in excess of the licensed capacity if the additional children are not in attendance for more than 4 hours a day (IC 12-3-2-6 (b)).

In other words, if a person is caring for more than five children (excluding his/her own/ in his/her home for more than four hours a day without being licensed by the County Department of Public Welfare, they are operating illegally. The State Department of Public Welfare is authorized, when informed of such an operation, to send a certified "cease and desist" letter to the operator. The home must close, become licensed, or appeal within 15 days. The County Department of Public Welfare is required to monitor compliance, and if none is forthcoming, and no appeal is filed, the matter is turned over to the county prosecutor who takes the case from there.

Licensing involves no cost to the operators, but changes may be required in order to be in compliance with the State Board of Health and the State Fire Marshall. The capacity of the home and the age-group it may serve is recommended by the County Department of Public Welfare to the State Department of Public Welfare, which then approves, denies, or amends the final application. Licensing is required on a yearly basis. At present there are 12 licensed day care homes or "babysitters" in Kosciusko County. The list is available upon request from the Welfare Department. The number of homes operating illegally in the county far exceeds the number of licensed homes in the County Department's estimation. The operators of such homes and those residents in the county who take their children to them have an equal responsibility to remedy this situation in order to insure safe and healthy care of the children of Kosciusko County.

Kosciusko County offers two Public Day Care Centers which are licensed by the State Department of Public Welfare in accordance with State and Federal regulations. During World War II it became a matter of individual and national survival that women enter the work forces. During this period great effort was made to accomodate these working mothers. Many companies provided night dropping for industrial workers. In one case a grocery store and hair-cutting salon were established in an industrial plant.<sup>5</sup> In 1941 the Qanham Ace was passed which provided federal funds for child care programs. At the peak of government

involvement 129,357 children were cared for in these programs. These funds were discontinued in 1946 following the end of the war. Women, however stayed in the work force.

Early Childhood Education is growing in national and local importance. Studies are available measuring characteristics of high, medium and low quality child care centers.<sup>6</sup> Children in high quality centers were significantly more likely to engage in positive behavior and vocalization with adults, while children in medium and low quality centers were significantly more likely to engage in solitary and preoccupied behavior. In another study<sup>7</sup>, centers with smaller groups, higher teacher-child ratios and teachers with early childhood training were associated with more positive children's behavior such as more co-operation, verbal initiative, involvement and less hostility. These children also made test score gains on the Pre-School Inventory and the Peabody Picture Vocabulary Test. In Bermuda 90 percent of the children are enrolled in some form of supplementary care by the age of two.<sup>8</sup> Using the Early Childhood Environmental Rating Scale<sup>9</sup> children in high quality centers had higher scores on measures of language development and were rated by teachers as being more sociable and considerate. Both county child care centers have staff involved in the Indiana Association for the Education of Young Children, the Early Childhood Education Association of Kosciusko County and the newly formed Kosciusko-Elkhart-Marshall (KEM) chapter division of IAEYC.

Perhaps the best known facility in the area is the Warsaw Community Services Child Care Center established in 1972 and housed in the Warsaw Community Services Building on N. Park Avenue in Warsaw. "We strive to build self esteem and provide quality care," according to Administrator Jean DeVries. Four types of programs are offered: A two to five year old day care, kindergarten in both morning and afternoon, before and after school care, and summer day care. Licensed for one hundred and ten, the Center has been full to capacity since last fall, with a waiting list of seventy-five names compiled between May and September. While servicing both high and low income families, approximately one third are near the poverty level exemplifying the need for income proportioned care. Warsaw Community Services Child Care Center does have a sliding fee scale. Their hours are from 6:00am to 6:00pm Monday through Friday. For care of two year olds, which has a ratio of one adult to five children, there is a list now of those who will be two years old in 1987, hoping to be accepted at that time. Funding is by parents fees, United Way, and food reimbursements through the Indiana Department of Education - Division of School Food and Nutrition.

Another source of care for school age children was initiated last fall by the Kosciusko Community YMCA. Their After School Special began in September of 1984 with eight children who were bussed from area schools to the Y for a program consisting of many activities including recreation



and swim lessons. At the present time as many as thirty children are being cared for between 2:30pm and 6:00pm Monday through Friday. A summer day camp is also provided with a before and after camp program to accomodate working parents. Thoughts of before school care have been considered by the YMCA Director of Program Development, Selby Dorgan, but no plans have been made to date.

In researching this paper a child care survey was conducted throughout the area to assess the needs of parents. Concerns such as twenty-four hour availability, ill children care, and the lack of child care for babies under two years of age were expressed. Suggestions such as referral sources, babysitting co-ops, and public school offered programs were given.

Our community clearly seeks remedies to our child care inadequacies. Our present facilities; those mentioned here and the many private babysitting services in existence do not fill the needs of our increasingly populated county. Parents working round the clock shifts or weekends and holidays have little to choose from when seeking child care. Much work may be missed by a parent called away from their job to stay home with a child during one of many childhood illnesses because no program exists to care for them. Parents of children under two years of age may have the most difficulty as the Child Care Center and many private sitters will not accept infants. What more crucial a time for quality care?

Summertime creates an extra burden on working parents with school age children requiring care as well. Although there are day camps in the area, they cannot fill the need.

As expressed in the child care survey, there are many options available to us for solving our dilemma. The possibility of state funded Latch-Key programs are being considered by the legislature at this time. Religious institutions are playing a significant role in providing space for child care programs. As much as fifty percent of the center based care in the country is housed on religious property. In 1983, the National Council of Churches of Christ conducted a national study to determine the extent and nature of Church-based child care.

One striking finding: Churches are taking the initiative in child care without the support or urging of the national church hierarchy. Church involvement seems to be entirely a grassroots phenomenon - a response to an overwhelming community need. Our community has many excellent pre-school programs operated by our local churches. The Warsaw Community Child Care Center was previously housed in the First United Methodist Church. As a religious oriented community, perhaps this is one source for additional care that should be examined.

Company sponsored child care centers have increased 400% from 1978 to 1982, reports a recent study conducted by the National Employer Supported Child Care Project. The main reason for not starting employer supported centers are high up front and operating costs, combined with excessive paper work. We are going to explore this type of program. It's already working in Indiana and could possibly work in Warsaw.

Proper child care is necessary for maintaining a stable qualified work force. Employers have begun to provide child care services as an employee benefit. The benefit has an effect on major personnel problems: recruitment of qualified employees, employee turnover, absenteeism, tardiness, and morale. Company sponsored child care services is a practical approach to solving problems caused by large numbers of women entering the work force, an increase in the number of single-parent families, two career families, and an inflationary economy that has increased the cost of quality child care.

#### Child Care Options

Child care programs can take a variety of forms according to the needs of the community. A few options for employers to consider are outlined as follows:

##### Purchase of Child Care "Spots"

Employers may contract with a licensed Center for a specified number of spaces per year. These spots may be sold to employees at a reduced

rate, and the balance picked up by employers as a fringe benefit. This method eliminates a capital investment from the company.

#### Voucher System

With this option, employees receive a voucher which states the amount of child care subsidy provided. This would serve a wide variety of child care needs for employees who live in a wide spread area, such as Kosciusko County.

#### Contract For Services

An employer may wish to contract with several centers for special services, such as infant care. This option enables an employer to meet very specific needs.

#### Referral Services

A company may employ a person who is responsible for compiling a list of centers and licensed individuals to meet their needs. This method however, an employer has no control

#### On Site Day Care Center

An on-site child care center can meet a large volume of child care needs and be tailored to meet very specific needs of employees. This of course is most convenient for children and parents. This option requires adequate resources to provide financing for building or renovation, as well as a long term financial commitment.

In June of 1981 a Mishawaka firm opened its doors with the first Child Care Center in the state of Indiana.

Nyloncraft Learning Center, Inc. was initiated by the management of Nyloncraft, Inc. The primary impetus for developing the program was management's concern for working parents. The company was provided funding for consulting services, architectural design, completion of the interior of the facility and equipping the center. The company also subsidizes the cost of child care for its employees' children. Nyloncraft also provides the Learning Center with various in-kind services through its purchasing and maintenance departments and legal advice from the corporate lawyer, in addition to printing and typing services. The company has also provided the program with a van.

The Learning Center has in return provided the company with a recruiting advantage in hiring and retaining qualified employees in addition to enhancing employee and community relations. The Learning Center also provides child care services to community working families as well as company children. In this way Nyloncraft Learning Center, Inc. is serving a community need for quality child care.

This Center is open twenty four hours, has a staff of twenty four, two vans, and two cars. The van picks up children after school and also delivers the children for half sessions.

We have examined many of the problems confronting Kosciusko County working parents in their effort to ensure quality child care. An attempt has been made to offer possible solutions.

We encourage major employers to initiate child care programs for their employees, families and community. These centers would be self supporting and would not effect the community tax burden. Benefits to the company have been substantiated by research, pilot programs and proven operations. We implore local company management to take action in the near future.

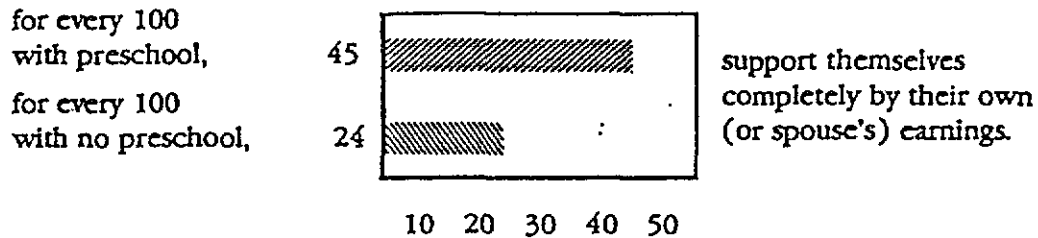
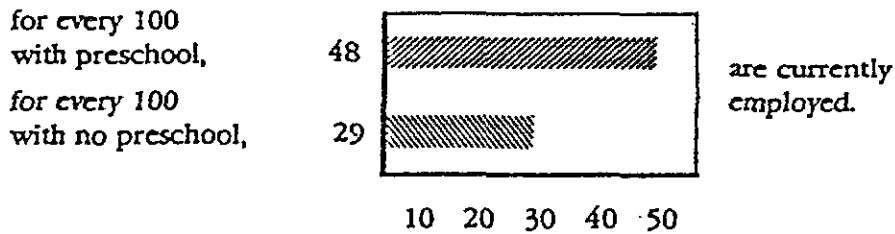
Appendix

SOME QUESTIONS FOR PARENTS TO ASK.....

- . What is the ratio of staff to child?
- . May I visit at any time?
- . May I see rooms when in use by children?
- . What is the approach to discipline?
- . Are children encouraged to express themselves creatively?
- . Does the environment provide an atmosphere of comfort and warmth?
- . Does provider appear warm, friendly, calm and patient?
- . Are there a variety of materials and equipment available to help children grow mentally and physically?
- . Is equipment safe, suitable and in good repair?
- . Are nutritionally-balanced meals provided?
- . May I contact other parents using the service?



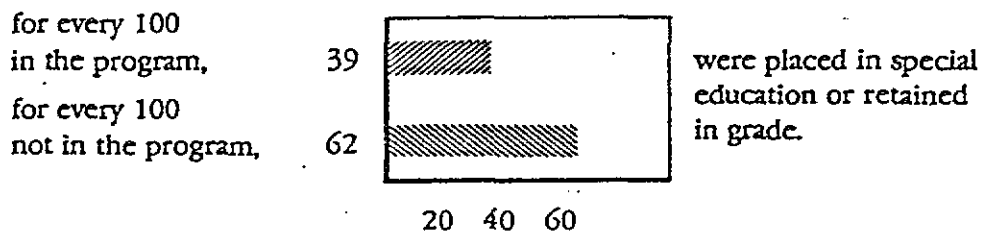
**Employment Findings**—Among youngsters like those in the study,



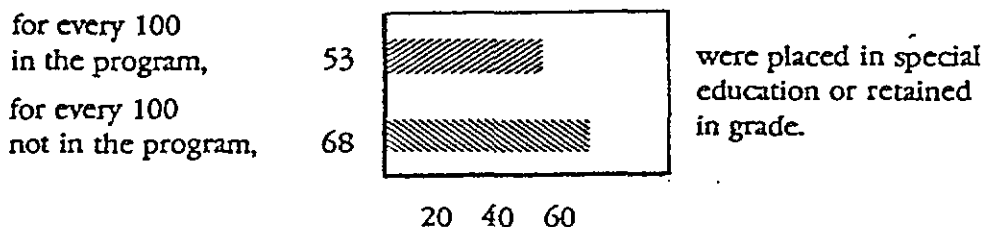
**OTHER RESEARCH: CONSORTIUM FINDINGS**

Research conducted by the Consortium for Longitudinal Studies provides strong evidence that a variety of early education programs can reduce disadvantaged children's need for special education classes or retention in grade. The Consortium is a group of 12 investigators who independently designed and implemented early childhood programs in the 1960s. In 1976 they pooled their original data and conducted a collaborative follow-up of the original participants in the studies. The major finding across several studies, including the Perry Preschool Project, was the reduction in special education placements or retentions in grade. Key findings from other studies in the Consortium are reported below.\*

**Gordon's Parent Education Program (Florida)** involved home visits to parents of children under age three. For youngsters like those in this study,



**Gray's Early Training Project (Tennessee)** provided center-based programs in the summer and home visits during the school year, beginning at age four. For youngsters like those in this study,



\*For the purpose of clarity, some findings are presented in terms of number per 100, though actual group sizes are smaller and vary across items. All the findings presented are statistically significant.

**Economic Findings**—For every \$1,000 that was invested in the preschool program, at least \$4,130 has been or will be returned to society—better than the average rate of return in the business sector of the U.S. economy.

Returns include reduced costs for education and legal processing for delinquent behavior, and increased lifetime earnings of participants. Other, future returns remain to be calculated.

*Investment*

\$1000

*Returns*

\$1000

\$1000

\$1000

\$1000

+

**Education Findings**—Among youngsters like those in the study,

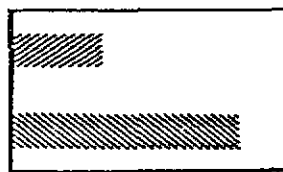
on average, for every 13 years of schooling (K-12),

those with preschool spend

1.8

those with no preschool spend

3.8



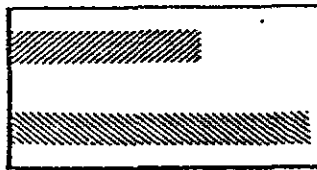
years in special education.

for every 100 with preschool,

35

for every 100 with no preschool,

55



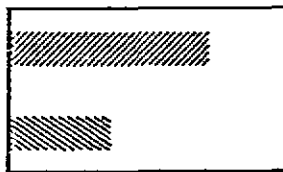
drop out of high school.

for every 100 with preschool,

38

for every 100 with no preschool,

21



attend college or job training courses.

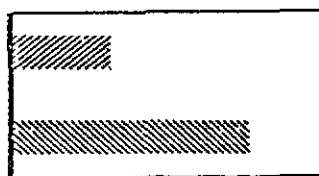
**Delinquency Findings**—Among youngsters like those in the study,

for every 100 with preschool,

22

for every 100 with no preschool,

43



have been arrested by age 19.

PERRY PRESCHOOL PROGRAM  
FOR CHILDREN AT RISK OF SCHOOL FAILURE—  
FOLLOW-UP THROUGH AGE 19

The Perry Preschool Study offers the most complete evidence to date that high quality preschool education pays off for children in higher academic performance, lower delinquency rates, and better earning prospects, and for society in dollars and cents. The study demonstrates that preschool not only prevents problems that eventually would cost society much more than a preschool program, but it increases the effectiveness and efficiency of the public investment already made in schooling. This research ought to influence budget-minded policymakers looking for hard evidence that some social programs work.

**Study Design**—The study, which began in Ypsilanti, Michigan in 1962, is an examination of the lives of children who were born with all the odds against them—poor, apparently destined for school failure, and black in a society in which discrimination was common. Of the families in the study, 50 percent received welfare assistance; 47 percent were single-parent families. Only 21 percent of the mothers and 11 percent of the fathers had graduated from high school.

The 123 children in the study were randomly assigned either to an experimental group who attended preschool or a comparison group who did not attend, so that the groups were highly similar in the characteristics of children and families. Any difference between the groups thereafter, then, could be attributed to the preschool program. The experimental group attended a high quality program in a preschool classroom for two-and-a-half hours five mornings a week and were visited at home with their mothers for one-and-a-half hours once a week, either for one school year at age four or two school years at ages three and four.

These young people have participated in the study continuously for two decades. A follow-up is now being planned for age 25, after they have begun to make significant life decisions about career and family. For further information about the study, see *Young Children Grow Up: The Effects of the Perry Preschool Program on Youths Through Age 15* by Lawrence J. Schweinhart and David P. Weikart (High/Scope Press, 600 North River Street, Ypsilanti, Michigan 48197, \$8 prepaid).

Following are some of the most striking findings that have been reported so far from the study.\* The data covers the study sample through age 19.

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\*For the purpose of clarity, some findings are presented in terms of number per 100, though actual group sizes are smaller and vary across items. All the findings presented are statistically significant.

THE COST-EFFECTIVENESS  
OF HIGH QUALITY  
EARLY CHILDHOOD PROGRAMS

A presentation for the

SOUTHERN GOVERNORS' CONFERENCE  
Hilton Head Island, South Carolina  
July 26, 1982

by  
David P. Weikart  
Center for the Study of  
Public Policies for Young Children  
HIGH/SCOPE EDUCATIONAL  
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CHILD CARE SURVEY

This survey is an attempt to gain information about child care needs in Kosciusko County. All replies will be kept confidential and results will be published at a later date.

Type of household - check all that apply

- two parent
- single parent
- both parents working

Age(s) and number of children requiring care.

- infants - 2 yrs.
- preschool
- K - third grade
- 3rd - 6th
- older

Hours care is required \_\_\_\_\_

Present care arrangements (babysitter, Day Care, relative, after-school programs, etc.) \_\_\_\_\_

Do you feel your present care is adequate? \_\_\_\_\_

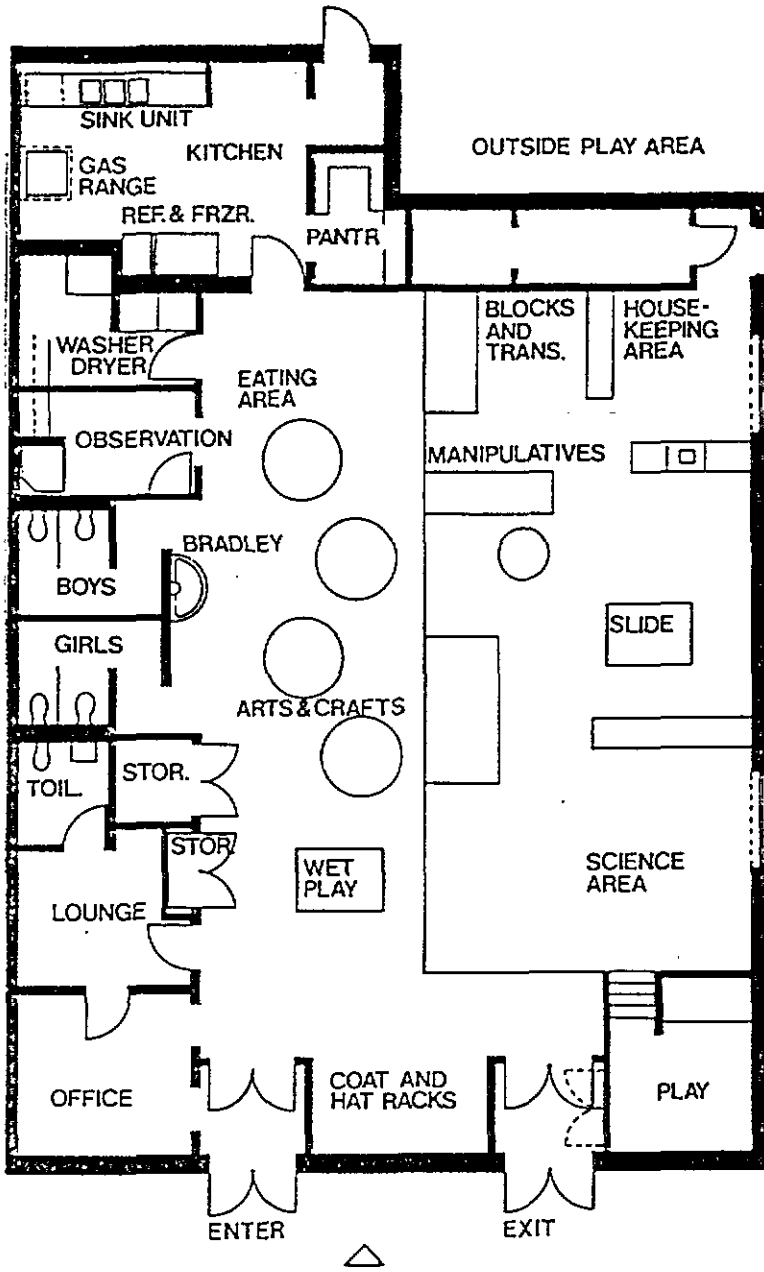
Present cost per week per child \_\_\_\_\_

Is this cost  too much?  satisfactory.  could pay more?

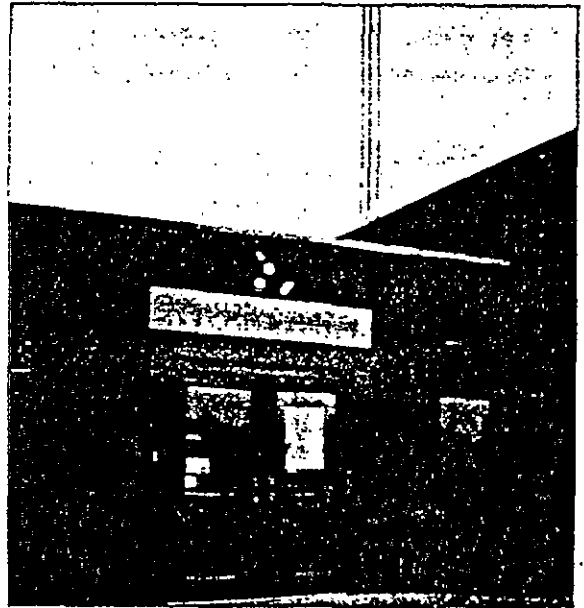
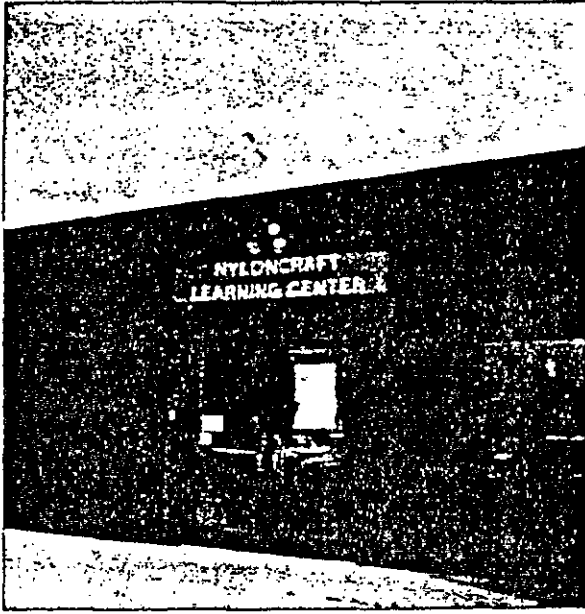
Do your present child care arrangements pose any problems at work for you?

\_\_\_\_\_  
Type of employment \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NYLONCRAFT LEARNING CENTER, INC. LAYOUT



## WHAT CAN BE DONE?

Early childhood education programs are not now available to most disadvantaged children in the United States. For every child who attends the major federal program, Head Start, four go unserved. In light of the research, the reasonable goal is to make these high quality programs available to *all* disadvantaged children. Federal support alone is insufficient. Other sources of support must be developed from the public and private sectors in state and local areas.

As a state decision-maker, you can play an invaluable role in developing ways to put early childhood education on the public agenda in your state.

Alternatives worth considering include:

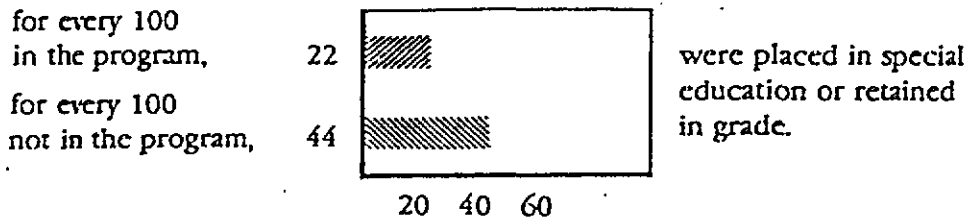
- alerting opinion leaders to the major advantages to society of early childhood programs;
- assembling groups of concerned citizens to discuss ways of making programs available;
- developing a consortium of state and local decision-makers, businesses, industries, philanthropies, and other private concerns to establish mechanisms for supporting such programs cooperatively; and
- exploring possible tax incentives to bolster support of preschool programs.

You can determine whether these or other alternatives are most appropriate to act upon in your state.

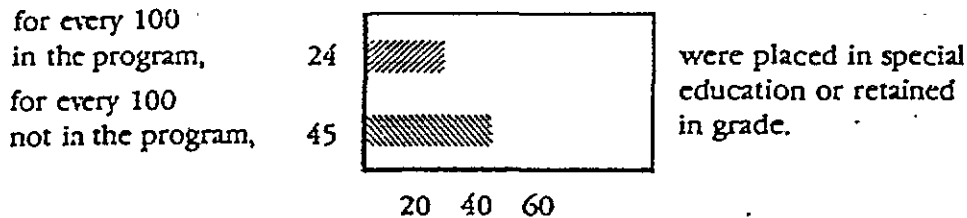
Your support is needed to make high quality early childhood programs a reality for all the children who need them. State decision-makers have a good vantage point to make these programs happen. Your actions can ultimately influence the quality of life for all of the children in your state and for society at large. Please act now. ■



Levenstein's Verbal Interaction Project (New York) consisted of home visits to parents and children at ages two and three. For youngsters like those in this study,



Palmer's Harlem Training Project (New York) provided two hours a week of one-to-one interaction between teachers and children ages two and three. For youngsters like those in this study,



For further information on this collaborative study, see Irving Lazar and Richard Darlington, *Lasting Effects of Early Education: A Report from the Consortium for Longitudinal Studies, Monographs of the Society for Research in Child Development*, 1982, 47 (2-3, Serial No. 195).

### WHAT IS PROGRAM QUALITY?

Research on early education programs such as the Perry Preschool Project and Consortium Studies indicates that *high quality* is the key to the lasting effects reported here. Our interpretation of research and field experience suggests that an early childhood program of high quality has the following characteristics:

- It is well managed and monitored;
- Parents have substantial involvement in the child's education;
- Teachers or caregivers work in teams to provide mutual support and individual attention to children;
- A high degree of adult-child interaction is essential, with the child initiating much of the activity;
- The program is organized around a specific curriculum or set of principles for learning;
- Teachers or caregivers are trained in the curriculum;
- The program is regularly assessed to assure that goals for high quality are being met.

## Bibliography

- 1 Parents, October 1983, p. 84-90, 150-156
- 2 p. 90
- 3 Parents, 1983
- 4 ISEA News, Volume 21, No. 1, January, 1985, p. 2
- 5 Parents, June 1985, "Mother vs Mother", p.5
- 6 Vandell and Powers, 1983
- 7 Ruopp et al. 1979
- 8 McCartney et al. 1982
- 9 Harms and Clifford, 1980

Interview with Jean DeVries, Administrator of Warsaw Community Services Child Care Center 5-13-85.

Interview with Selby Dorgan, YMCA Program Director 4-25-85.

Interview with Suzanne Colley, Director of Nyloncraft Learning Center, Inc.

Working Woman Magazine, November, 1984.

Child Care Survey.

# KOSCIUSKO COMMUNITY YMCA COMING FALL ATTRACTIONS



## THE Y'S AFTERSCHOOL SPECIAL

3:30 - 6:00 PM MON-FRI

SEPT. thru MAY

K thru 6 GRADES

\$ 12.00 A WEEK

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AFTERNOONS WHILE  
WAITING FOR YOUR  
MOM AND/OR DAD TO COME  
HOME.

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It is not important that the reader agree with these views. Purpose of editorial expression is to stimulate thought about issues which vitally affect the reader's life.

## Kosciusko Leadership Academy

The 1985 Class of the Kosciusko Leadership Academy will graduate this week. Their final class is called "Project Proud" in which each student must participate in a presentation of a White Paper based upon their study of some community concern which is of interest to them.

Those papers were given last Thursday and the quality of the content of those reports deserves the attention of the citizens of this community. There were 18 reports given and they will be published, at least one each week, in The Times-Union when they have been assembled and studied by the class moderator, Dr. Peter Murk of the Ball State University continuing education department.

Dr. Murk has moderated the classes and supervised the programs of the K.L.A. since its inception a little more than four years ago. With this class he concludes his work in this program here. The Trustees of K.L.A. have secured Dr. Steven Grill of Grace College to serve as moderator for future classes.

This graduating class has met in 13 sessions over the past six months. They have sat in conferences with community leaders of industry, finance, education, religion, health, agriculture, and government as well as history, culture, recreation and social concerns of Kosciusko County. Their final assignment was to prepare and present this report based upon their study of this community.

It is of interest that many in the K.L.A. classes are relatively new to this area and almost without exception the newcomers express surprise, delight

and enthusiasm at what they see and learn. There is also a willingness to help improve what appear to be community weaknesses.

It is not unusual that many of the class members chose again to study and write on areas of social concern. Two of those were on children's needs. A report by Diane Quance, Linda Reed and Joan Cusick discussed the availability and quality of child care services. Another by Juanita Stone, Karen Gunter and Lee Frauhiger was on the subject of children's emotional problems as discovered in our schools. They included recommendations to this community.

It would seem to me that both these studies should be carefully considered.

Three other papers were in the area of social services and health and three were studies and recommendations in the fields of conservation and restoration.

Three reports concerned education and libraries, two were on law enforcement and justice, one on the K.L.A. itself.

One excellent study was about business facts and another on art.

One interesting presentation was the development of a table game called Kosciusko County Trivia with a wealth of historic and geographic facts.

When the Kosciusko Leadership Academy was developed, there was some doubt that it could continue indefinitely. After four years there is little question that the young leadership pool in this community is very deep and very broad.

Don Frantz