

MET AND UNMET NEEDS AND UTILIZATION OF CHILD CARE
OF THE MIDDLE CLASS IN AMARILLO, TEXAS

A THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF NUTRITION, TEXTILES,
AND HUMAN DEVELOPMENT

BY

LYNN C. BESSELMAN, B.S.

DENTON, TEXAS

MAY 1982

ACKNOWLEDGMENTS

I wish to express my gratitude to Dr. Deanna Tate for her expert help and advise throughout the preparation of this thesis and, above all for lending her gift of clarity whenever I needed it; and to Dr. Merry Evenson and Dr. Glen Jennings for their valuable assistance and friendly encouragement in the preparation of the final copy.

Sandy Lane has given her time throughout the writing of this thesis, cheerfully undertaking the typing and retyping duties without ever asking if it would be for the last time. Also, I am grateful to Verda Chism for putting all this work into its final form, to my friends Ellen Lawrence and Mildred Nelson for their editing skills and helpful comments, and to Dr. Joseph Davis for giving his permission for the use of the Shaker Heights Child Care Assessment.

Special thanks go to my husband, Jim for his continual support and encouragement. Also to my young sons, Curt and Lee, who had difficulty understanding why one school paper was so important and took so long to write.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS.	iii
TABLE OF CONTENTS.	iv
LIST OF TABLES AND CHARTS.	vi
 Chapter	
I. INTRODUCTION.	1
Statement of the Problem.	1
Statement of the Purpose.	2
Research Questions.	3
Assumptions	4
Delimitations	4
Limitations	4
Definitions of Terms.	5
Summary	6
II. REVIEW OF THE LITERATURE.	8
Importance of Child Care.	8
History of Child Care	8
Demographics of Working Women and Their Children	13
Social Classes Defined.	15
A Closer Look at the Middle and Lower Class.	16
Reason for Women Entering the Labor Force.	17
Reason for Providing Child Care Services	20
Types of Child Care	22
A Look at the Future of Child Care.	25
Summary	27
III. METHODOLOGY	28
Introduction.	28
Sample.	28
Instrumentation	29

Chapter	Page
Design.	30
Procedure	30
Analysis.	31
Summary	32
IV. RESULTS	33
Findings.	35
Summary	45
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	46
Summary	46
Conclusions	47
Recommendations	48
APPENDICES	50
Appendix A: Shaker Heights Child Care Survey (Davis and Solomon, 1980).	51
Appendix B: Protocol	57
Appendix C: Child Care Survey.	59
REFERENCES	66

LIST OF TABLES

Table		Page
1.	1970 and 1990 Civilian Labor Force Participation Rates for Women, by Age.	14
2.	Average Family Income in the U.S.A..	16
3.	Labor Force of Married Women by Education and Age of Children, March 1973	19
4.	Most Work-related Child Care is in the Home and by Relatives	25
5.	Characteristics of Respondents	34
6.	Distribution of Parents Using Child Care and Parents with Unmet Needs	36
7.	Present Utilization of Child Care	38
8.	Those with Unmet Child Care Needs	40
9.	Reasons for Needing and Using Child Care	42
10.	Written Comments	44

CHAPTER I

INTRODUCTION

Statement of the Problem

The problem of this study is the lack of data on child care for the middle-class. The lack of data is great, especially on child care needs in Amarillo, Texas.

More mothers of young children work outside the home today than ever before, a situation that will probably continue (Clark-Stewart, 1977). Ruderman (1968) agrees, noting a dramatic increase in the rate of maternal employment.

Since 1970, the total number of children with mothers in the labor force has grown to 3.3 million, which reflects the continuing increase of working mothers with young children (Grossman, 1978). The number of children under the age of 6 in this country is expected by 1990 to increase to more than 23 million with nearly one-half of all mothers of school-age children working to support their families (Russell, 1980).

Child care can be seen as a means for freeing women from the isolation and drudgery of the nuclear family system. Presumably this increase does not include disadvantaged women only (Bronfenbrenner, 1970). Society cannot continue to overlook the increasing number of working women and likewise continue to hope that scarcity of child

care will discourage mothers from working, will cause the women's movement to fade away, and will cause the divorce rate to drop (Authier, 1979, p. 503).

Over the years, assistance for child care has been available to the disadvantaged at low cost. Parents with higher income have usually found a combination of nursery school and in-home help, but the great majority of the working middle-class parents has been denied assistance of any kind (Mitchell, 1979).

In planning for future child care needs, it seems likely to assume that the current trends of increasing participation among women will not be reversed as a result of developments in family formation, fertility, multi-earners, income needs, educational attainment, and retirement patterns (Bednarnik & Klein, 1977). The assumption that this trend will continue has increased the concern that child care needs will be rising (Ruderman, 1968). The fact is that not only women on welfare but also middle-class women are entering the job market, thus expanding the need for child care.

Steinfels (1973) states that child care is an idea whose time has come. This, however, does not necessarily mean that it is a good idea, but simply an idea on the national agenda.

Statement of the Purpose

The purpose of this study was to determine the child care needs for children 13 years of age and younger of middle-class parents.

The met and unmet needs and the utilization of child care were determined in Amarillo, Texas.

Research Questions

The research questions to be addressed in this study were:

Research Question 1

What is the present utilization in Amarillo, Texas, among the middle-class for child care of children 13 years of age or younger?

- A. What type of care is used?
- B. How many days a week is child care used?
- C. What are the major problems in securing child care?
- D. Are the respondents satisfied with the care?

Research Question 2

Are there unmet needs for child care among the middle-class?

- A. What types of care are needed?
- B. How many days each week is child care needed?
- C. What times of day is child care needed?
- D. Are those with unmet needs satisfied with their present child care?
- E. What are the major problems of securing child care?

Research Question 3

Are the reasons for needing care different for those utilizing care as opposed to those with unmet needs?

Research Question 4

What do middle-class respondents value as important factors in selecting child care in Amarillo, Texas?

Assumptions

1. It was assumed in the study that children under 13 years of age needed supervision during those times they are unattended by parent or guardian.
2. It was assumed in the study that school age children will need child care outside of school hours.
3. It was assumed in the study that income is an accurate indicator of status.

Delimitations

The delimitations imposed upon the study, were the following:

1. Only child care needs of the middle-class were assessed.
2. Only child care needs of children 13 years of age or younger on a regular weekly basis were assessed.
3. Only a random sample of households in census tracts with a minimum of \$20,000 total annual family income were taken.
4. Those households using full-time help have been eliminated.

Limitations

The study was limited in the following ways:

1. Census tracts were restricted to the area within the city limits of Amarillo.

2. Results cannot be generalized beyond the Amarillo, Texas area.
3. No specific ethnic groups or nationalities were delineated.

Definitions of Terms

To facilitate precise communication, the following terms are defined for the purpose of this study.

Census tract. A statistical subdivision of SMSA, Standard Metropolitan Statistical Area, of a population from 2,500 to 8,000, with an average of 4,000.

Child care. The need for supervision of children under 14 when not in school, or when not with a parent or guardian.

Household. A domestic establishment including the members of a family living under the same roof.

Lower-class. Those people on the lower social status continuum, or the working class (Horton & Hunt, 1976).

Maternal labor force. A collection of working mothers with children under 14 years of age.

Middle-class. People who cluster around the midpoint in a social stratum and a median income of \$20,000 annually. ("National, Regional and State Summaries: Metropolitan Market Ranking," 1980).

Non-relative care. The care given children by maids, babysitters, neighbors, and friends (Ruderman, 1968).

Social class. "A stratum of people of similar position in the social status continuum" (Horton & Hunt, 1976, p. 234).

Survey unit. A family with one or more children under 14 years of age.

Types of child care.

1. weekly: Care on a regular basis as opposed to occasional care.
2. before and after school care: care of school age children before and after school.

3. sitter-in-the-home: A person other than a member of the nuclear family staying with children in the home of the sitter.

5. day care center: "A facility designated to provide care during the day to children whose parents are unable to provide this care themselves" (Ruderman, 1968, p. 11).

Upper-class. Those with paid full-time live-in help.

Welfare-related children. Children of families receiving welfare assistance.

Summary

The number of mothers in the labor force is increasing. In the last decade, figures on children whose mothers worked showed an increase of almost 3½ million. By 1990 this number is predicted to increase to 23 million with many of the mothers working to support their families.

The concept of the male-supported nuclear family is changing because of this trend; and, with working mothers, child care needs are expanding. The poor, or mothers on welfare, are not the only mothers entering the labor force with child care needs. The educated

middle-class woman also needs child care. The trend, and changes within the families of all working mothers, indicate a continuity in the need for child care for all working mothers.

CHAPTER II

REVIEW OF THE LITERATURE

Importance of Child Care

Authier (1979) observes that child care programs and policies are tangled in political and philosophical controversy and that differing philosophies contribute to poor coordination, planning, and clarity of purpose in child care policies and services. This confusion contributes to a haphazard system of child care, unresolved over the years in spite of the many attempts to stabilize it on both national and local levels. On the whole, these floundered through lack of interest or support. Child care needs and programs are not well known in the community, even among groups close to child welfare. Child care is recognized as an area of moderate need or priority, and is ranked well below several other children's services and general community programs. Problems in regard to child care tend to be obscured, and continue to be ignored by the strong opposition in our society to maternal employment (Ruderman, 1968).

History of Child Care

Worldwide and historically, the treatment of children has been largely repressive, harsh and cruel (Lazar & Rosenberg, 1971). Children have always been a burden and when that burden cannot be

supported, men and women have found ways to lighten it (Glickman & Springer, 1978).

De Mause (1974) believes a realistic encounter with Western history apprised the public of infant mortality rates, accelerated greatly by carelessness, neglect, and ignorance. The increasing industrialization, urbanization, and growing concern about children of working mothers led to the development of day nurseries which were the forerunners of modern day care centers (Authier, 1979). The number of day nurseries increased nationally by 1910, despite opponents who feared that nurseries would weaken parental responsibility, offer inadequate care, and cause women to leave their children. As time went by, the establishment of day nurseries became a means of helping abandoned children into orphanages. Day nurseries also helped meet the needs of neglected children who were left alone in locked tenements or were unsupervised on the streets (Steinfels, 1973).

Takanishi (1978) places the origin of the child welfare movement near the beginning of the century. The early ventures in child care were organized and run by the socially elite of the community. Soon the reformers of the progressive era replaced the socially elite. Comprehensive child service, including day care, was the aim of these programs (Rothman, 1973).

By the outbreak of World War I, conditions in the day care centers deteriorated. Steinfels (1973) lists the following converging factors that hastened the decline: (1) cooling of the fervor for social reform, (2) retreat of militant feminists after the passage of the

Nineteenth Amendment, (3) passage of laws providing pensions for mothers, (4) economic prosperity that enabled fathers to provide more adequately for their families, and (5) loss of interest by upper-class philanthropists.

Focusing on the problems of dependent children and reflecting the philanthropic child-saving orientation of the nineteenth century settlement houses led to the creation of the First White House Conference in 1909 (Grotberg, 1966). Ten years later, the bold and strikingly liberal recommendation of the First White House Conference of Standards of Child Welfare justified the growing fear of the public that the federal government was taking over the care of children. In an effort to quiet this fear, the conference highlighted its educational goals in an effort to gain understanding and support of the public (Yoakum, 1978).

In 1930, the third White House Conference for the first time incorporated facts about child development, and addressed the issues of the rights of all children (Grotberg, 1966). In the ten years following the 1930 White House Conference, the concept of day nurseries was revived. Nursery schools were opened under the Works Progress Administration (WPA) during the Great Depression of the 1930s, which gave the nursery school movement a spurt in growth (Kerr, 1975).

With the approaching European conflict and World War II, the White House Conference of Children in Democracy of 1940 was tied in every aspect to patriotism, freedom, democracy and the American way of life

(Beck, 1973). During World War II, attention shifted away from nursery schools to day care centers (Authier, 1979) with many federally funded day care centers located in public schools (Ruderman, 1968). Mothers needed day care to enable them to work in war related industries (Kerr, 1975).

At the end of the wartime emergency, the need for child care was officially over and funding for child care was discontinued in 1946 (Prescott, Milich & Jones, 1972). Again, child care receded as a national emergency showing that the efforts toward development of child care was actually directed toward the employment and training of women rather than the development of children (Goldhaber, 1979).

The main focus of the Midcentury Conference on Children and Youth was the fear of nuclear obliteration. Ten years later the central interest was fear from within rather than from without. The White House Conference on Children and Youth in 1960 showed the growing alienation of youth. The conference overlooked the concerns of young children because of the increase in violent crimes committed by adolescents, the new culture of gangs, and the reported lack of obedience or ambition (Yoakum, 1978).

Another period of federal involvement in child care came in 1960, stimulated by national interest in questions of poverty and equal opportunity (Young & Nelson, 1974). The advent of Head Start marked the beginning of another era in the development of progress for children (Prescott et al, 1972). The development of Head Start

rekindled government interest in financing the program although it was directed toward preschool children of the poor (Steinfels, 1973).

The Golden Anniversary White House Conference on Children and Youth in 1960 recognized the need for child care services for children of working mothers. The 1970 White House Conference focused on children's "rights" rather than children's developmental "needs" and recommended the establishment of day care centers and other services to aid the working woman (Beck, 1973).

Many of today's problems reflected in our nation's past (Steinfels, 1973), can direct society to learn from our history. In the past, solutions to problems caused by the care of children have been found, but with no evidence that these solutions were good for either parents or children (Glickman & Springer, 1978).

Most of the attention in the past has been directed to the child care needs of the low-income working mother. Auerbach and Rivaldo (1975) found:

The general public had the impression that child care programs (were) aimed primarily at welfare or poverty level families, these programs hold enormous potential benefit at every socio-economical level. Skilled and educated women, who would otherwise see their professional training and talents wasted, can, with the support of child care services, make significant contributions to society, (p. xvii).

Among the least explored areas of child care are needs and utilization in the higher socioeconomical levels (Davis & Solomon, 1980).

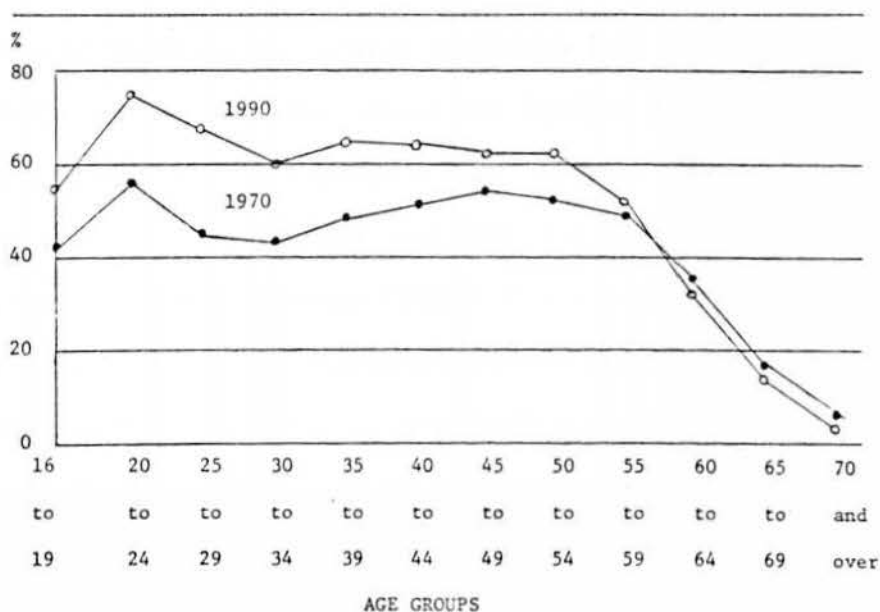
Demographics of Working Women and Their Children

The trend today of women joining the labor force includes mothers of young children going back to work in larger and larger numbers and will in all probability continue to increase (Clarke-Stewart, 1977). The trend of women going to work and remaining at work seems irreversible. Women's occupational status is improving and their earning power is increasing, but they remain at a competitive work disadvantage. Their responsibilities remain split between work, home, and children, despite the fact that deferred marriages, reduced family size, and labor-saving household gadgetry have diminished domestic demands. Fullerton and Flaim (1976) predict that this trend will continue into 1970 and increase by 1990 (see Table 1).

The projected growth of the prime age labor force, composed of persons aged 25 to 54, will reflect the aging of the persons born during the post-World War II baby boom (America's Children 1976: A Bicentennial Assessment, 1976). To the economy as a whole, the increase in the labor force of this age group is highly favorable. However, because of the crowding of workers in the prime age labor force, the individual members are likely to encounter more competition for certain jobs (Johnston, 1976) and child care.

Another trend is the changing sex composition of the work force. Females, including mothers, have gone back to work in increasing numbers, while the number of men is decreasing (Levitan & Alderman, 1975).

Table 1
1970 and 1990 Civilian Labor Force Participation
Rates of Women by Age^a



^aAdapted from Fullerton & Flaim, 1976

The most stunning change is in the increase in the number of young children whose mothers work. Since 1970 the number of children under six with mothers in the labor force increased by 17% (America's Children 1976: A Bicentennial Assessment, 1976). The figures for mothers of children under three seem to be following the same rising curve (U.S. Department of Commerce, 1980). By 1985, the projected 6.6 million mothers, with children under age five who will be working represent a 32% increase between 1975 and 1985 (Goad, 1977). These demographic trends indicate the need to ensure the welfare of America's children by providing them with care (Russell, 1980).

Social Classes Defined

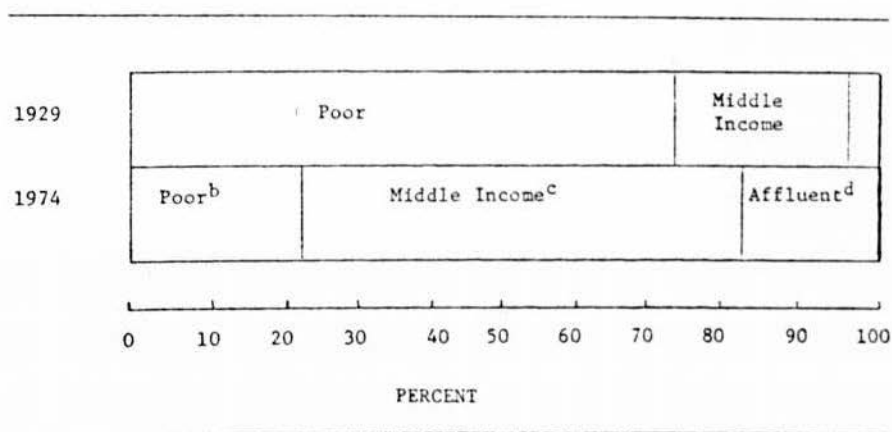
H. Lloyd Warner attempted to isolate the criteria by which a family's social class is determined. He prepared a sixfold classification system of breaking the status continuum into three classes of upper, middle and lower. Each class was further divided to include an upper and a lower section (Horton & Hunt, 1976). Others, including Hollingshead and Redlich (1958), and Haas (1970), developed theories of stratification, but Ruderman (1968) observed that when several variables are combined, a more meaningful location of a family in a system of social and economic stratification is obtained. The combination of the variables on income, education and occupation yields a more regular relationship than income alone.

The concept of social class has long been used by sociologists, although some feel that it is not a useful concept. Justification for the concept could be simply a procedure for conceptualizing and indexing the population into categories that have a relevance in everyday behavior (Horton & Hunt, 1976). Viewed from child care, children grow up in different social classes, determined in addition to location, by economic, social, and cultural components that cut across color, ethnic, and religious lines (Breckenridge & Vincent, 1965).

Lower-class or poor families have frequently been the focus for social science research (Clarke-Stewart, 1977). The middle-class, however, even though more dominant in the value orientation and mores

of the society and the most pervasive social class in American society has been overlooked (Grossack & Gardner, 1970). The U.S. Department of Commerce (1974) shows that the percentage of middle income families has increased from 1929 to 1974 (see Table 2).

Table 2
Average Family Income in the U.S.A.^a



^aAdapted from U.S. Department of Commerce, 1974

^bIncluding near-poor, less than \$6,000 in 1974 dollars

^c\$6,000-\$20,000 a year

^dMore than \$20,000 a year

A Closer Look at the Middle and Lower Class

An issue common to all social classes reveals that the goals, values, and attitudes of all parents for their children are basically the same (Bronfenbrenner, 1958). Society, however, should not rest on this issue alone without further consideration of parental attitudes--from parents of dissimilar social classes who may prefer different emphases in programs for their children (Fein &

Clarke-Stewart, 1973). Certain existing information can be viewed as reflecting the needs of child care services for the middleclass (Mead, 1963; Kohn & Carroll, 1960).

Data is available on class differences concerning choices of child care arrangements. A sharp decline is evident in family care as socioeconomic status (SES) rises. With higher SES families, children are more frequently cared for by nonrelatives. Reasons for this difference in higher SES families are that fathers are less available for child care and families have become more mobile with fewer relatives living nearby to provide additional child care on a regular basis. Also, the higher SES grandmother or aunt finds other social or occupational outlets, necessitating more frequent nonrelative child care. This choice is not because of the family's greater ability to pay for child care, but because of alterations within the family such as father, grandmother, or aunt being less available (Ruderman, 1968).

Reasons for Women Entering the Labor Force

The increasing number of young mothers working outside the home is not likely to reverse soon because the high living standard which Americans have come to regard as "average" lies beyond the grasp of many single earners. This standard requires the additional earnings of wives who may contribute a major portion of the family income or may be the sole support of their families. Other women may simply shun housework and prefer cash for their work. The opportunities

and the incentives to work vary according to marital status, income of the husband, presence and age of children, educational level, age, and race. A combination of these factors, in addition to opportunities of working in the area of residence, largely dictate whether women's time will be spent homemaking or wage earning (Levitan & Alderman, 1975).

According to Levitan and Alderman (1975), "devoting full time to raising children becomes too expensive when a paycheck is substantial" (p. 106). Subsequently, for these and other reasons, Americans are favoring smaller families. The recent popularity of Zero Population Growth is reinforced by the expense of raising children "properly."

Women's education is a strong predictor of labor force participation. The rate of participation for mothers with young children positively correlates with rising educational attainment of women, causing an upward push in labor force participation (Levitan & Alderman, 1975).

The age of children is also a strong predictor. The older the children in the family, the higher the rate of maternal employment. As indicated in Table 3, some rise occurs after the youngest child reaches the age of three; however, the major rise occurs with the age of six when most children are in school (Ruderman, 1968).

Other factors affecting whether or not the mother works are the number of children in the family and the increasing availability of part-time jobs. This convenience is enticing many young mothers

into the labor force who would not have worked fulltime (Levitan & Alderman, 1975).

Table 3
Labor Force Participation of Married Women
By Education and Age of Children, March 1973

Education of women	No children under 18	Children 6 to 17	Children under 6
TOTAL	42.8%	50.1%	32.7%
Less than 4 years of high school	27.9	43.9	28.4
4 years of high school	50.6	52.5	33.1
4 years or more of college	66.0	57.7	39.1

^aAdapted from Hayghe, 1977, Table P

The Women's Liberation Movement has supported women entering into the labor force, encouraging women not to apologize for their work, and has put child care for working mothers into politics (Steinfels, 1973). Epstein believes Women's Liberation is largely a middle-class movement, with aspirations for working women of career orientation rather than of job orientation. The problems faced by a mother pursuing a career are not exactly the same faced by a mother holding a job, but in many ways their child care needs have been equally unmet (1971). The middle-class family and middle-class mother have set the norm for "family" behavior. As long as these women stayed within the home to care for their children, particularly

young children, no problems arose. But as more middle-class women finished college, and attended graduate or professional schools, their intended career plans and the nation's womanpower needs have spotlighted the inadequacy of child care in this country (Ginzberg, Berg, Brown, Herma, Yohalen & Gorelick, 1966). Kim, Roderick & Shea (1973) believe that increased availability of subsidized quality child care could effect greater increases in the labor force participation of women of more affluent families than those of other groups.

Reasons For Providing Child Care Services

"The reasons for women entering the labor force are clear; the reasons for providing for the children of working mothers are not as easily explained" (Mitchell, 1979, p. 20). According to Provence, Naylor & Patterson (1977), the most obvious reason for the current emphasis of providing child care for the children of working mothers is the inflationary economy. It has markedly increased the number of families needing income from more than one job. Also, giving support to this theory is the fact that grandmothers have gone to work outside the home and are no longer available to take care of grandchildren as they did in the past. Too, greater population mobility has separated extended family members, thus eliminating one traditional source of help for young parents. The trend toward marriage before completion of education causes some young mothers to

seek child care in order to complete their own education. Others are supporting the family while the father completes his education.

Steinfels concluded that there exists a constellation of forces behind the concept of providing child care such as

government bureaucrats concerned with welfare reform, educators concerned with early child development and the women (themselves) concerned with liberation. Some of these forces see day care as an auguring major adjustment in American life, profound changes, for example, in the form of the family or the status of women. Others conceive of day care as a natural addition to the present social institution, an extension of the school system downward, or a substitution for the haphazard babysitting available to working mothers (1973, p. 13).

All of these reasons for providing child care services lead to the question about the rationale of child care. Is the need to help the working woman better herself economically or is the main motivation for child care the need to cut welfare costs (Steinfels, 1973)? The intervention by the federal government in setting guidelines, determining eligibility, and most importantly, requiring mothers on welfare to place their children in day care systems is viewed as not having a positive consequence for both the family and the child care system (Romero, Bennett, Cooney, Desai, Durham, Dulton, Emmert, Gard, Suppes & Yates, 1975). Meers, a supporter for child care for the mother on welfare, has recommended that child care be reserved for the most disadvantaged and neglected children in the population, the welfare-related children. Meers is strongly opposed to the availability of child care for middle-class families on the premise that a child can best be brought up in the home (1971). Thus, parents are hearing two

contradictory opinions depending upon their social class. The white, middle-class parents are told to remain within the home during the early years to be constant caretaking figures and the lower-class, disadvantaged families, particularly those on welfare, are told differently (Romero et al, 1975).

Too much time and energy have been spent in debating (Mitchell, 1979), since obviously as many ways of looking at the reasons for providing child care exist as theories for working with children. Authorities have been espousing lofty reasons for child care but along the way the practical needs of the children are lost in the demand for day care. The reasons become such goals as "winning wars, reducing unemployment, or decreasing the amount of funds allocated for welfare" (Authier, 1979, p. 502). All of these legitimate issues are not likely to be completely resolved even though children are waiting for someone to pay attention to their needs (Mitchell, 1979).

Types of Child Care

A substantial amount of data is available on the social and economic characteristics of children with mothers in the labor force. But little is known about current demands for and supply of child care services and facilities (Grossman, 1976).

Many solutions to the demands for child care needs have been developed by working parents such as a sitter-in-the-home, a sitter-outside-the-home, before and after school programs, and many others. Emlen and Perry (1974) cited the following variables which affect

parents' choice of child care arrangements: income, size of family, availability and accessibility of services, and feasibility of fitting the arrangements into family life. A variety of forms of care for families to choose from can provide adequate and continuous care (Authier, 1979).

The first large scale view of child care in the United States emerged in 1958. The Bureau of the Census, working with the Children's Bureau of the Department of Health, Education and Welfare, made a survey of the child care arrangements for children under 12 whose mothers worked full-time. The information coming from the survey was that relatives were responsible for giving most child care. Generally, the care was in the child's own home, with only one child in five being cared for out of the child's home by relatives over 18 years of age. Non-relatives provided care in about 20% of the cases; and in 8% of the cases children had no arrangement made for them, but were expected to care for themselves while their mothers worked. Group care, such as care in nursery schools, day care centers, or any other formal or organized setting, was supplied for only two percent of the children (Lajewski, 1959). A number of statistical breakdowns were provided, but the survey gave no further insight into questions of adequacy or quality (Ruderman, 1968).

In a study over ten years later citing 1970 figures, fathers, other relatives and non-relatives provided approximately 50% of the child care in the homes of children under 6 years of age (Emlen &

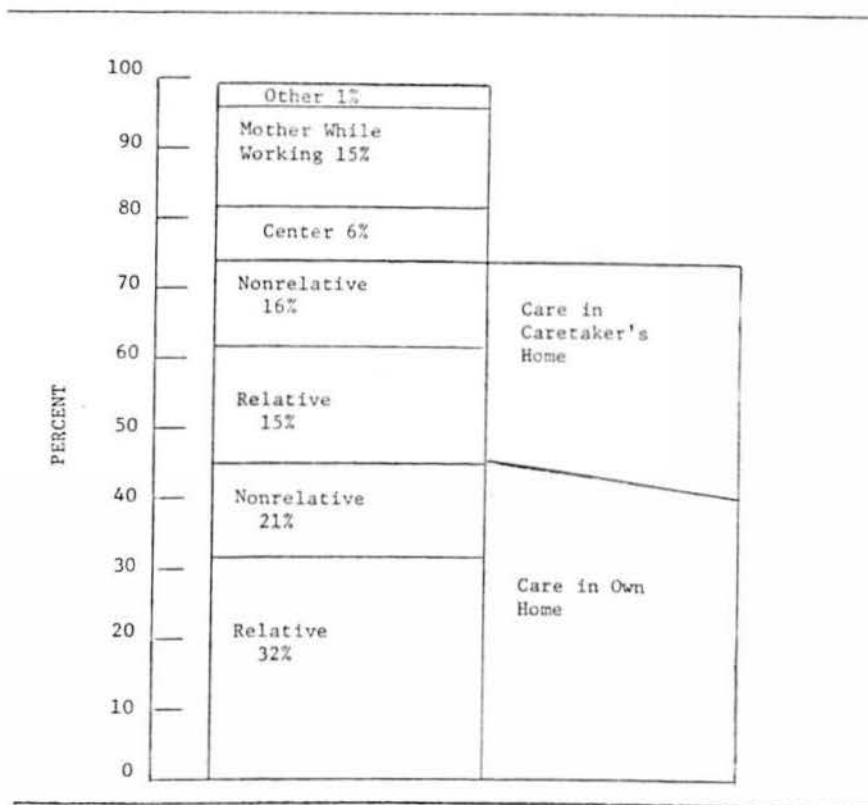
Perry, 1974). Day care centers accounted for the smallest percentage, 2% to 10%, of child care arrangements (Authier, 1979).

More recent information found in the 1975 National Child care Consumer Study showed that among children six years of age or under, the most common type of substitute care, other than by a relative, was by a babysitter in child's own home, or 26%. Next in order was care of children in someone else's home, including family day care at 16%. Nursery or preschool care accounted for 8%, and center care for no more than 3% (U.S. Department of Health, Education and Welfare, 1975).

Clarke-Stewart (1977) says that a regular babysitter in the home for the first few years is the most satisfactory care arrangement for supporting development of children. Advantages of this kind of care are many, and one of the most significant is the fact that the person who will care for the children in the family will be handpicked. Also, on a practical level, the children are left in their homes and do not have to be moved (Glickman & Springer, 1978). Strand, Fishhaut, and Fishhaut (1970) have shown that the preferred form of child care to be in the child's own home by a relative or babysitter (see Table 4).

Many questions are unanswered, but one fact is clear, nearly all child care in the United States is "informal in character, i.e., being made on a private basis among private individuals, and having no organized community or group involvement" (Ruderman, 1968, p. 9).

Table 4
 Type of Child Care Arrangement Used by
 Working Mothers with Children Under
 Six Years Old, 1965^a



^aAdapted from Low & Sprindler, 1968

A look at the Future of Child Care

Belsky and Steinberg (1978) state that although research on child care had increased substantially in volume during the last few years, the actual knowledge of its effect is exceedingly limited. Most studies have been limited to the direct effects of the care experience on the individual child and have ignored important questions concerning the greater impact of child care on parents, the family, and social institutions.

A problem for future planning is the expense of child care. Federal child care dollars have in the past primarily facilitated employment of marginal wage earners and welfare recipients. Now subsidies are increasingly being made to working mothers through utilization of the tax system to help defray the cost of child care (Levitan & Alderman, 1973), although these have been of little use to the middle-class (Steinfels, 1973). Ginzberg et al (1966) feel that if the principle of allowing deductions for child care is accepted the amount of the allowable deductions should be based on existing levels of all family incomes. According to Davis and Solomon (1980), tax incentives appear to be as appropriate to the middle-class family as they are to the poor family. The rights of the lower middle-class families, with respect to publicly supported child care, should be addressed (Streuer, 1973) because families traditionally not considered poor, may still lack adequate resources with which to pay for quality care (Davis & Solomon, 1980).

According to Lazar, as the pressures for the establishment of publicly funded and managed child care programs continue, such programs may, in the future, become available to all families. Some authorities welcome this trend. Others raise questions concerning a major governmental role in child care (1971) with the problem of expense of the publicly funded and managed programs (Goldhaber, 1979).

Other ways to help child care services include: (1) expanding the variety of pre-primary education programs, (2) receiving federal

funds with the possibility of somehow combining informal, low-cost care with formal public educational programs for young children (Levitan & Alderman, 1975), (3) expanding industrial, or corporate centers, and franchise centers which have a high percentage of women employees requiring child care services (Steinfels, 1973), and (4) developing community controlled programs such as parent-managed programs (Appalachian Children and Their Families, 1978).

In the future, demands for child care services will continue to rise. Research concerning the controversy surrounding the impact of child care on children, family systems, and society in general is necessary (Romero et al, 1975). Clarke-Stewart (1977) implied that research is only a necessary beginning.

Summary

America, in the past and present, has not placed much importance on child care. The increasing needs within our society for child care services which are putting women with young children back into the labor force, are being ignored. The children of these women, in every socioeconomic level, are America's responsibility now and in the future.

CHAPTER III

METHODOLOGY

Introduction

A review of the literature revealed an article on a survey done by Davis and Solomon in 1980 in Shaker Heights, Ohio. The article "Day Care Needs Among the Upper Middle Class," appeared in the 1980 September/October issue of Child Welfare and had only brief information on the results from the survey. The principal investigator, Dr. Joseph Davis, on request supplied a complete copy of the survey. The sample, instrumentation, design and procedures in the survey provided a source of replication for the development of a survey to be used in Amarillo, Texas. The survey would be used to assess the met and unmet needs and utilization of child care for the middle-class.

Sample

Sixty households participated in the research project. The households were chosen in Amarillo, Texas, and met the following criteria:

1. Classification in the middle-class in Amarillo, determined to be median family income of \$20,000 or more.
2. Location within census tracts of a gross average total household income of \$20,000 or more.

3. Selection at random from Polk (1979), included addresses and phone numbers of households within census tracts of \$20,000 or above and with children 13 years of age or younger.

4. Participation willingly evidenced in the survey of 60 households when selected and contacted randomly by telephone.

Instrumentation

Development of a survey instrument to fit the specific needs of this study necessitated the modification of a survey, "Day Care Needs Among the Middle Class" done by Davis and Solomon (1980) See Appendix A. The survey contained 17 questions. Three questions were changed substantially, five questions were changed in sentence structure, and seven questions were not changed at all. Changes in the original questions were:

1. Question 3: "Household Income" with possible answers ranging from \$0-25,000 changed to total current annual gross household income above \$20,000 with possible answers of yes and no;

2. Question 4: Deletion of the question about location within elementary school districts and the addition of "highest level of education attained by major wage earner," with possible answers ranging from "elementary 1-8" to "completed graduate study";

3. Question 5: listing for exact birthdates of each child in household changed to "list ages of all children in household under 14 years of age";

4. Questions 6, 7, 8, 11 and 13: changes in sentence structure but not in sentence content;
 5. Question 13: adding "full-time live-in"; and,
 6. Questions 9, 10, 12, 14, 15, 16 and 17: no changes were made.
- Other minor changes were made to clarify the intent of the survey to participants. The format was altered from the original 1980 survey and a protocol was developed (see Appendix B). The six-page survey, consisting of a cover letter and survey questions printed on both sides of three pages, was modified to a two-page survey with instructions included (see Appendix C).

Design

The research design used in this study was descriptive. The results were not generalized beyond the Amarillo, Texas, geographic area.

Procedure

The steps followed for data collection were the following:

1. The 1981 Amarillo City Directory: Potter and Randall Counties, Texas (Polk, 1981), was used to determine census tracts with gross average total household income of \$20,000 or above. A list of random numbers were used (Yound & Veldman, 1977) to select a list of a minimum of 60 households which were shown to be located in these census tract areas.

2. Telephone contact was made with a minimum of 60 households. A brief explanation of the survey was given in order to locate 60

sample candidates indicating an interest in participating in a written survey. The protocol was used to give information about the content and purpose of the survey (see Appendix B).

3. Sixty households received the first mailing of the survey which included the Child Care Survey (CCS), with instructions, and a stamped envelope addressed to the researcher. Included in the survey was a brief description of the purpose, and assurance of the anonymity of responses (see Appendix C).

4. The mailing was to be returned to the researcher within two weeks.

5. A second telephone call was made to those not returning the survey to inquire if the first survey was not received, or if it had been lost.

6. A second mailing was necessary in order to reach those not responding to the first mailing. The second mailing contained the CCS, with instructions, and a stamped envelope addressed to the researcher.

7. The data were collected, compiled and coded for analysis.

Analysis

Frequency counts and percentages were compiled to describe subjects according to general information on sex, marital status, annual income report, highest level of education attained, and the ages of children 13 years of age or younger.

Summary data was evaluated in relation to the stated research questions. In order to evaluate Research Question 1, and subparts,

frequency counts and percentages were compiled on the type of care needed and the number of children needing this care. Information was also compiled on the number of days a week, the time of day that care was needed, and the major problems of those needing care.

In order to evaluate Research Question 2 and subparts, frequency counts and percentages were compiled on present usages, type of care and the number of days care was needed. Present satisfaction with child care arrangements and the major problems of securing child care were compiled. The comments from both groups, those with child care needs and those using child care, were compiled.

Summary

Names and addresses were randomly selected from within the Amarillo, Texas city limits. Only households in census tracts, with average total gross household income of \$20,000, or above and with children of 13 years of age or younger were chosen, determined by Polk (1980). Telephone contact was made with households on this list. The first 60 sample participants indicating interest in completing a mailed survey were on a first mailing list, and received a CCS, with instructions, and a stamped envelope with the return address of the researcher.

If the response to the survey was inadequate, a second call was made to learn reasons for the survey not being returned. A second mailing was sent to the participants not responding to the first mailing. Data were collected, analyzed and reported.

CHAPTER IV

RESULTS

The major problem presented in this study was to determine the child care needs of children in Amarillo, Texas, 13 years of age or younger of middle-class parents. The met and unmet needs and the utilization of child care were examined.

In order to accomplish this purpose, 60 households which met the following criteria were surveyed: (1) children of 13 years of age or younger within the household, (2) total annual household income of \$20,000 or above, (3) household dwellings randomly selected within census tract areas, and (4) willingness to participate in mailed survey. Of the 60 households surveyed, 46 met the criteria of middle-class.

The respondents to the survey were primarily married females. The educational levels varied, with most having some college training. The ages of the children of the respondents were unevenly distributed with heavier representation at extremes of 13 years of age and 1 and 2 years of age. Findings indicate a well-educated, female point of view, the characteristics of which are shown in Table 5.

Table 5
Characteristics of Respondents

Category	N	%
<u>Sex</u>		
Male	1	2.2
Female	<u>45</u>	<u>97.8</u>
	46	100.0
<u>Marital Status</u>		
Single	0	0.0
Married	45	97.8
Separated	0	0.0
Divorced	1	2.2
Widowed	<u>0</u>	<u>0.0</u>
	46	100.0
<u>Highest Level of Education</u>		
Elementary	0	0.0
High School	10	21.7
Some College	13	28.3
Completed Degree	15	32.6
Some Graduate Study	4	8.7
Completed Graduate Study	<u>4</u>	<u>8.7</u>
	46	100.0

Table 5 continued-

Characteristics of Respondents

Category	N	%
<u>Children's Age</u>		
13	10	12.2
12	8	9.8
11	4	4.9
10	8	9.8
9	4	4.9
8	7	8.5
7	6	7.3
6	5	3.7
5	6	7.3
4	4	4.9
3	5	6.1
2	9	11.0
1	<u>8</u>	<u>9.8</u>
	82	100.2 ^a

^aRounding errors result in total deviating slightly from 100.0 percent

Findings

The survey was mailed to 60 households with 46 of the 56 who returned the survey meeting the criteria. The return rate of the mailed survey forms was 91.7%.

Those parents using child care had the largest number of children at 1 year of age with 3 year olds and 7 year olds next. For those parents with unmet child care needs, the largest number of children was at 8 and 11 years of age with the other ages having an equal distribution of children, as shown in Table 6.

Table 6
Distribution of Parents Using
Child Care and Parents with Unmet Needs

Category	Age of Children												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Parents Using Child Care													
N	5	3	4	2	3	1	4	2	1	3	1	1	1
%	16.1	9.7	12.9	6.5	9.7	3.2	12.9	6.5	3.2	9.7	3.2	3.2	3.2
Parents Having Unmet Child Care Needs													
N	1	1	1	1	1	0	1	2	1	0	2	1	1
%	7.7	7.7	7.7	7.7	7.7	0	7.7	15.4	7.7	0	15.4	7.7	7.7
Total Respondents ^a													
N	8	9	5	4	6	3	6	7	4	8	4	8	10

^aNot included are respondents not needing or using child care.

The results of the survey justify further consideration of the research questions. The findings are organized in relation to each of the research questions:

Research Question 1

What is the present utilization in Amarillo, Texas, among middle-class parents for child care of children 13 years old or younger?

- A. What type of care is used?
- B. How many days a week is child care used?
- C. What are the major problems in securing child care?
- D. Are the respondents satisfied with the care?

The results shown in Table 7 indicate that less than half of the respondents needed child care. Those needing care, use a sitter outside the home most frequently. The largest number of children are cared for in this manner five days a week. Few respondents were dissatisfied with the type of child care presently utilized; however, many considered the cost of child care too expensive.

Many respondents had problems with securing before and after school care. Day care centers, nursery and preschools, babysitter in the home and neighbors supervising children were not frequently used. Child care was needed for five days a week with before and after school care and transportation a problem for many.

In summary, the type of care most preferred was a babysitter outside the home. Care was most routinely needed five days a week. Respondents were generally satisfied with the type of care, but regarded the cost of care and before and after school care as major problems.

Table 7
Present Utilization of Child Care

Category	No.	%	No./Children
<u>Type of Care Needed^b</u>			
Babysitter in home	3	9.1	4
Babysitter outside home	13	39.4	16
Day Care Center	3	9.1	4
Nursery/Preschool	2	6.1	3
Before or after school program	6	18.2	8
Neighbor(s) supervise child(ren)	1	3.0	2
Older child in family	2	6.1	3
Child care for self	0	0.0	0
Full-time live-in	0	0.0	0
Other	<u>3</u>	<u>9.1</u>	<u>6</u>
Total	33	100.1 ^a	46
<u>Days Care Used</u>			
1 day	2	9.5	
2 days	1	4.8	
3 days	3	14.3	
4 days	0	0.0	
5 days	14	66.7	
6 days	1	4.8	
7 days	<u>0</u>	<u>0.0</u>	
Total	21	100.0	

Table 7 continued-

Present Utilization of Child Care

Category	No.	%	No./Children
<u>Satisfied with Care Used</u>			
Yes	16	76.2	
No	<u>5</u>	<u>23.8</u>	
Total	21	100.0	
<u>Major Problem in Securing Child Care^b</u>			
Difficulty in finding infant care	4	11.4	
Difficulty in finding preschool care	2	5.7	
Difficulty in finding before/after school care	7	20.0	
Hours of child care services too limited	3	8.6	
Cost of care too expensive	11	31.4	
Transportation problems	5	14.3	
Others	<u>3</u>	<u>2.0</u>	
Total	35	100.0	

^aRounding errors result in total deviation slightly from 100 percent

^bMore than one answer could be checked

Research Question 2

Are there unmet needs for child care among the middle-class?

- A. What types of care are needed?
- B. How many days each week is child care needed?
- C. What times of day is child care needed?
- D. Are those with unmet needs satisfied with their present child care?
- E. What are the major problems in securing child care?

Of the few parents with unmet needs, the most frequently needed type of care representing the largest number of children was that of a babysitter in the home. The preferred frequency of care was five days a week. The major problems in finding needed child care was the cost of care being too expensive and difficulty in finding before and after school care.

Table 8
Those with Unmet Child Care Needs

Category	No.	%	No. of Children
<u>Type of Need</u>			
Have unmet needs	5	10.9	
No Need or Currently Using	<u>41</u>	<u>89.1</u>	
Total	46	100.0	
<u>Type of Care Needed^a</u>			
Babysitting in home	4	44.4	6
Babysitting outside home	1	11.1	1
Day Care Center	0	0.0	0
Nursery/Preschool	0	0.0	0
Before or after school	3	33.3	5
Other	<u>1</u>	<u>11.1</u>	<u>0</u>
Total	9	100.0	12

Table 8 continued-

Those with Unmet Child Care Needs

Category	No.	%	No. of Children
<u>Time of Day Child Care Needed</u>			
Full Day	0	0.0	
Morning Only	0	0.0	
Afternoon Only	0	0.0	
Before School	0	0.0	
Before & After School	4	80.0	
Other	<u>1</u>	<u>20.0</u>	
Total	5	100.0	
<u>Days Needing Care</u>			
1 day	0	0.0	
2 days	0	0.0	
3 days	1	20.0	
4 days	0	0.0	
5 days	4	80.0	
6 days	<u>0</u>	<u>0.0</u>	
Total	5	100.0	
<u>Major Problems Finding Needed Child Care^a</u>			
Difficulty in finding infant care	1	10.0	
Difficulty in finding preschool care	0	0.0	
Difficulty in finding before/after school care	3	30.0	
Hours of child care services too limited	1	10.0	
Cost of care too expensive	3	30.0	
Transportation problems	0	0.0	
Others	<u>2</u>	<u>20.0</u>	
Total	10	100.0	

^aMore than one answer could be checked

Those needing child care were not interested in care outside the home. None wanted to use day care centers, nursery schools, or pre-schools. Before and after school care was frequently needed and was considered one of the main problems in securing care.

Research Question 3

Are the reasons for needing care different for those utilizing care as opposed to those with unmet needs?

The most frequent reason for needing child care was the parents' working (see Table 9). Those using child care had more varied reasons for child care although working was their most important reason. Neither group needed care for the purpose of attending school.

Table 9
Reasons for Needing and Using Child Care

Reasons	No.	%	No.	%
	Parents Needing Child Care		Parents Using Child Care	
Education	0	0	0	0
Cont. training	0	0	22	10
Volunteer work	0	0	3	15
Personal circumstances	0	0	0	0
Requiring assistance with child(ren)	1	20	0	0
Enrichment and/or social experiences for child(ren)	0	0	2	10
Other	4	80	12	60
Total	5	100	20	100

Reasons for child care were primarily work related in both groups while those using child care gave personal reasons; enrichment and/or social experiences for children and continuing training as important factors. A limited number doing volunteer work also used child care.

Research Question 4

What do middle-class respondents value as important factors in selecting child care in Amarillo, Texas?

Many respondents made comments which were broken into 15 categories with frequencies noted. The most frequent comments indicated available centers were not good. Other frequently given comments concerned the need for part-time programs, the unavailability of qualified care givers, and the expense of care being too high.

The comments indicate that available centers are not perceived as good. Some of the comments suggested ways of improvement. Two respondents made comments about their out-of-home care being excellent, while one comment was lack of child care for the mentally retarded. With all these comments, some positive and some negative, the expense of care was considered too high for the middle class in Amarillo, Texas.

Table 10
Written Comments

Category	Frequency
<hr/>	
1. Available centers not good	7
2. Part-time programs needed	6
3. Unavailability of qualified care	6
4. Child care for parents changing shift	6
5. Expense too high	6
6. Preschool important	4
7. Transportation a problem	4
8. Hours too short	4
9. Infant care better in the home	3
10. Use a lady for part-time care in the home	3
11. Out-of-home care excellent	2
12. No need for child care	2
13. After school care difficult to find	2
14. Amarillo needs more child care facilities	1
15. No care for mentally retarded	1

Summary

The results of the study showed subjects who were married, female, and college educated. The ages of children represented in the survey were 1, 2, and 13 years of age. There were few respondents with unmet needs. For those with unmet needs, the most preferred type of care was babysitting in the home. For those utilizing child care, the most preferred type of care was babysitting outside the home. Both groups needed child care five days each week, and the major problems cited were finding child care too expensive and difficulty in finding before and after school care.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine the child care needs for children 13 years of age and under of middle-class parents in Amarillo, Texas. Also, the purpose was to determine met and unmet needs and utilization of child care.

The subjects of the CCS were chosen from census tracts within the city limits of Amarillo, Texas. Located within census tracts, the subjects indicated a total annual household income of \$20,000, or above. Telephone contact was made to households selected at random to find respondents who met the established criteria and were interested in participating in a mailed questionnaire. A questionnaire with a self-addressed, stamped envelope was mailed to 60 participants fitting this criteria. A follow-up telephone call was made to those who did not respond to the mailed survey and a second survey form was mailed. The results were analyzed.

The results of the study showed subjects who were married, female, and college educated. The ages of the children represented in the survey were unevenly distributed, but were mostly around 1 and 2 years of age, and 13 years of age.

The need for child care was not great, but for those using child care, a babysitter outside the home for five days each week was the most popular solution. Most were satisfied with the care, but felt it was too expensive. They also found that locating before and after school care was a problem.

For those few having unmet needs, a babysitter in the home five days each week was the most frequent perceived solution. The time-of-day needs which were unmet were for before and after school care. The two major problems in finding needed care were the cost of care being too expensive and difficulty in finding before and after school care, which were the same two major problems encountered by the respondents using child care.

The children of those respondents utilizing child care were older children of about 13 years. The children of respondents with unmet needs were younger children of 1 or 2 years for whom the respondents had difficulty in finding child care while those with older children had no difficulty in finding care.

The most frequent comments given were about care being inadequate, and expense being too high. Also, times when programs were offered were inadequate.

Conclusions

The study determined a need for child care in the middle-class of Amarillo, Texas. Of the respondents utilizing child care, few had unmet needs. The type of child care preferred by those with unmet

needs was babysitting outside the home, as opposed to those utilizing child care preferring babysitting in the home. Both groups needed care 5 days a week. The major problems were cost of care being too expensive and difficulty in finding before and after school care. The most frequent comments made by both groups were about quality of care being inadequate, expense being too high, and times when programs were offered being inadequate.

The most serious limitation to the study is in its generalizability. The study needs to be replicated using school districts as opposed to census tracts. Information resulting from the study could be used in specific school districts where geographic needs are shown by school districts. Eventhough the Amarillo Independent School District was unwilling to allow the records to be used to secure respondents in this study, future studies could pinpoint within the city where child care needs are greatest.

Another limitation was the small size of the sample, although the total return of 54 out of 60 was good. Of the 56 returned surveys, only 46 participants were determined to be of the middle-class. Only those with a total annual household income of \$20,000 or above could be used because of the random sampling method taken in the census tracts.

Recommendations

The high rate of return indicates interest in the problem of child care. The study revealed that almost one-half the respondents

used child care, showing a pattern of utilization. Also reported were the major problems of availability of before and after school care and the preceived high cost of child care.

Comments indicated a need for different types of child care programs and enriching of existing programs, with suggestions concerning extending hours for child care, adding hours for shift workers, and developing programs for before and after school care. For future planning in meeting child care needs, these problems and suggestions need consideration in program development within the community. The results of this study will be utilized in planning for possible program development within Amarillo, Texas. Replication of the study on a larger scale in the city would be the second phase in a three phase project of studying child care needs, pinpointing specific geographic areas of need and type of needs, and implementation of child care services.

APPENDIX A

Appendix A

SHAKER HEIGHTS CHILD CARE SURVEY^a

Child care, for the purpose of this survey, is considered to be the need for the care and supervision of children on a regular weekly basis, as opposed to the need for occasional babysitting services.

Please read each question carefully following the instructions given for each. Thank you.

1. Sex of Respondent (check one)
 - Male
 - Female
2. Marital Status (check one)
 - Single
 - Married
 - Separated
 - Divorced
 - Widowed
3. Household Income (check one)
 - \$ 0-\$ 4,999
 - 5,000- 9,999
 - 10,000- 14,999
 - 15,000- 19,999
 - 20,000- 24,999
 - 25,000 and over
4. Please circle the elementary school district in which you reside.
 - Don't know
 - Boulevard Ludlow Moreland
 - Fernway Malvern Onaway
 - Lomond Mercer Sussex

^aUsed by permission Davis & Solomon, 1980.

5. Please list the birthdates for each child living in your household, who is thirteen years of age or younger.

BIRTHDATES OF CHILDREN

	DAY	MONTH	YEAR
1.	_____	____/____	____/____
2.	_____	____/____	____/____
3.	_____	____/____	____/____
4.	_____	____/____	____/____
5.	_____	____/____	____/____
6.	_____	____/____	____/____

6. Listed below are several reasons families generally use child care services on a regular basis. If you are presently using child care services or anticipate the need for child care in the future, please indicate the most important reason for needing the service. (Check one)

- . Employment 1
- . Continued educational/training 2
- . Volunteer work 3
- . Personal circumstances
Requiring assistance With child(ren) . . 4
- . Enrichment and/or Social experience
For child(ren) 5
- . Other (Specify). 6

7. Do you presently need child care services on a regular weekly basis (as opposed to occasional services) but are unable to find the type of service you need or prefer? (Check one)

Yes

No

Skip to
Question 12

8. If yes, listed below are several types of child care arrangements; please check the type of care you desire and circle the number of children who need this care. (Check as many as apply)

TYPE OF CARE NEEDED	FOR HOW MANY CHILDREN
---------------------	-----------------------

- | | |
|-----------------------------|-----------|
| . Babysitting in home . . . | 1 2 3 4 5 |
| . Babysitter outside home . | 1 2 3 4 5 |
| . Day Care Center | 1 2 3 4 5 |
| . Nursery/Preschool | 1 2 3 4 5 |
| . After School Program. . . | 1 2 3 4 5 |
| . Other (specify)_____ | 1 2 3 4 5 |

9. How many days a week do you need child care services?

(NUMBER)

10. During what period of the day do you need child care services?
(Check one)

- | | |
|-------------------------------------|---|
| . Full day. | 1 |
| . Morning only. | 2 |
| . Afternoon only. | 3 |
| . Before school | 4 |
| . After school. | 5 |
| . Before and after school | 6 |
| . Other (specify)_____ | 7 |

11. Of the reasons listed below, please check the major problems that have prevented you from obtaining child care services. (Check as many as apply)

- | | |
|---|---|
| . Difficulty in finding infant care | 1 |
| . Difficulty in finding preschool care. | 2 |
| . Difficulty in finding afterschool care. | 3 |
| . Hours of child care services too limited. . . . | 4 |

- . Cost of care too expensive. 5
- . Transportation problems 6
- . Other (specify)_____ 7

*PLEASE SKIP TO QUESTION 17

12. Do you presently use child care arrangements on a regular weekly basis? (Check one)

Yes

No, I do not need care (SKIP TO Question 17)

13. If yes, listed below are several types of child care arrangements; please check the type(s) of care you are presently using and circle the number of children using this care.

TYPE OF CARE USED	FOR HOW MANY CHILDREN
-------------------	-----------------------

- | | |
|--|-----------|
| . Babysitter in home. | 1 2 3 4 5 |
| . Babysitter outside home | 1 2 3 4 5 |
| . Day Care Center | 1 2 3 4 5 |
| . Nursery/Preschool | 1 2 3 4 5 |
| . After school program. | 1 2 3 4 5 |
| . Neighbor(s) supervise
children. | 1 2 3 4 5 |
| . Older child in family | 1 2 3 4 5 |
| . Child cares for self. | 1 2 3 4 5 |
| . Other (specify)_____ | 1 2 3 4 5 |

14. How many days a week do you use child care service?

NUMBER

15. In general, are you satisfied with the type(s) of child care arrangements you use? (Check one)

YES

NO

16. Families frequently have difficulty locating satisfactory and convenient child care services. Please check the items that you consider your major problems in securing child care services within your community. (Check as many as apply)
- . Difficulty in finding infant care 1
 - . Difficulty in finding preschool care. 2
 - . Difficulty in finding afterschool care. 3
 - . Hours of child care services too limited. 4
 - . Cost of care too expensive. 5
 - . Transportation problems 6
 - . Other (specify)_____ 7
17. Please share with us any additional comments you wish to make regarding the availability of child care services within your community.

Thank you for your cooperation.

APPENDIX B

Appendix B

PROTOCOL

My name is Lynn Besselman and I live in Amarillo. I commute to Texas Woman's University in Denton, Texas, where I am a graduate student. I am presently working on my thesis toward a Master's degree in child development. Would you be interested in helping me gather information for the survey by completing a mailed survey? The survey is on child care and all information will be anonymous. There must be children 13 years of age or younger in your household for you to participate.

The mailed survey will include a self-addressed stamped envelop ✓ with my address for returning the survey. The total time involved in filling in the information will be about 10 minutes. I appreciate your time. Thank you.

APPENDIX C

Appendix C
Child Care Survey

Dear Participant,

You were contacted earlier about participating in a survey on child care, at which time you were not given much information. The reason for the survey is to fulfill the requirements for a Master's Degree in Child Development at Texas Woman's University with the purpose of the survey to access child care needs, both met and unmet, of the families in Amarillo.

If you would answer the questions and mail the survey back no later than _____, it would be appreciated. The information you give will be treated privately with the finished results given to some of our community leaders who have expressed interest in the outcome. The results may be useful in future planning for child care services in Amarillo.

If you have any questions about the survey or your participation, please call me.

Lynn Besselman

372-1233

DIRECTIONS: Read each item on the survey, and then check the answers that best fit your needs.

For Office
Use Only

1. Sex of Respondent

Male

☐

1.

Female

☐

For Office
Use Only

- | | | |
|---|--|-----|
| 2. Marital Status | Single <input type="checkbox"/> | 2. |
| | Married <input type="checkbox"/> | |
| | Separated <input type="checkbox"/> | |
| | Divorced <input type="checkbox"/> | |
| | Widowed <input type="checkbox"/> | |
| 3. Total current annual household income above \$20,000 | Yes <input type="checkbox"/> | 3. |
| | No <input type="checkbox"/> | |
| 4. Highest level of education attained by major wage earner | Elementary 1-8 <input type="checkbox"/> | 4. |
| | High School <input type="checkbox"/> | |
| | Some College <input type="checkbox"/> | |
| | Completed Degree <input type="checkbox"/> | |
| | Some Graduate Study <input type="checkbox"/> | |
| | Completed Grad. Study <input type="checkbox"/> | |
| 5. List ages of all children in the household under 14 years of age | 1. <input type="checkbox"/> | 5. |
| | 2. <input type="checkbox"/> | 6. |
| | 3. <input type="checkbox"/> | 7. |
| | 4. <input type="checkbox"/> | 8. |
| | 5. <input type="checkbox"/> | 9. |
| | 6. <input type="checkbox"/> | 10. |
| 6. Here are several reasons families generally use child care services on a regular basis. If you | Education <input type="checkbox"/> | 11. |
| | Cont. Education or training <input type="checkbox"/> | |

For Office
Use Only

are presently using child care or anticipate the need for child care in the future, check the most important reason for needing the service.

Volunteer work ☐

Personal
circumstances ☐

Requiring
assistance
w/child(ren) ☐

Enrichment
and/or social
experiences for
child(ren) ☐

Other (specify) ☐

7. Do you presently have unmet needs for child care services on a regular weekly basis (as opposed to occasional needs)?

Yes ☐

12.

No (if "No", skip to question 12) ☐

8. If yes, check the type of care you prefer and circle the number of children who need this care. (Check as many as apply)

TYPE OF CARE PREFERRED

FOR HOW MANY CHILDREN

Babysitting in home 1 2 3 4 5 6 ☐ 13. 14.

Babysitting outside home. 1 2 3 4 5 6 ☐ 15. 16.

Day Care Center 1 2 3 4 5 6 ☐ 17. 18.

Nursery/Preschool 1 2 3 4 5 6 ☐ 19. 20.

Before or after school. 1 2 3 4 5 6 ☐ 21. 22.

Other (specify) _____ 1 2 3 4 5 6 ☐ 23. 24.

9. How many days a week do you need child care services?

☐ 25.

For Office
Use Only

10. During what period of the day do you need child care services?

Full Day ☐ 26.
 Morning Only ☐
 Afternoon Only ☐
 Before School ☐
 Before & After School ☐
 Other (specify) _____ ☐

11. Check the major problems that have prevented you from obtaining child care services. (Check as many as apply)

Difficulty in finding infant care ☐ 27.
 Difficulty in finding preschool care ☐ 28.
 Difficulty in finding before/after school care ☐ 29.
 Hours of child care services too limited ☐ 30.
 Cost of care too expensive ☐ 31.
 Transportation problems ☐ 32.
 Others _____ ☐ 33.

12. Do you presently use child care services on a regular weekly basis?

Yes ☐ 34.

No (if "No", skip ☐
to #17)

13. If yes, check the type of care you are presently using, and circle the number of children using this service. (Check as many as apply)

TYPE OF CARE USED

FOR HOW MANY CHILDREN

Babysitter in home. 1 2 3 4 5 6 ☐ 35. 36.

Babysitter outside home 1 2 3 4 5 6 ☐ 37. 38.

For Office
Use Only

Day Care Center	1 2 3 4 5 6	<input type="checkbox"/>	39.	40.
Nursery/Preschool	1 2 3 4 5 6	<input type="checkbox"/>	41.	42.
Before/After school program .	1 2 3 4 5 6	<input type="checkbox"/>	43.	44.
Neighbor(s) supervise child(ren).	1 2 3 4 5 6	<input type="checkbox"/>	45.	46.
Older child in family	1 2 3 4 5 6	<input type="checkbox"/>	47.	48.
Child care for self	1 2 3 4 5 6	<input type="checkbox"/>	49.	50.
Full-time live-in	1 2 3 4 5 6	<input type="checkbox"/>	51.	52.
Other (specify) _____	1 2 3 4 5 6	<input type="checkbox"/>	53.	54.

14. How many days a week do you use child care services?

☐ 55.

15. In general, are you satisfied with the type(s) of child care arrangements you use?

Yes ☐ 56.

No ☐

16. Families frequently have difficulty locating satisfactory and convenient child care services. Check the major problem in securing child care services within your community. (Check as many as apply)

Difficulty in finding infant care ☐ 57.

Difficulty in finding preschool
care ☐ 58.

Difficulty in finding before/after
school care ☐ 59.

Hours of child care services too
limited ☐ 60.

Cost of care too expensive ☐ 61.

Transportation problems ☐ 62.

Others (specify) _____ ☐ 63.

17. Please share any additional comments you wish to make regarding the availability of child care services within your community. You may want to use the back of the survey to write your answers.

Thank you for your cooperation.

Lynn Besselman

REFERENCES

References

- America's children 1976: A bicentennial assessment (2nd printing).
Washington, D.C.: The National Council of Organizations for Children and Youth, 1976.
- Appalachian children and their families. Arlington, Va.: CSB, Inc., 1978. (ERIC Document Reproduction Series No. ED 086 312)
- Auerbach, S., & Rivaldo, J. A. (Eds.). Rationale for child care services--Programs vs. politics (Vol. 1). New York: Human Sciences Press, Inc., 1975.
- Authier, K. Defining the care in child care. Social Work, 1979, 24, 497-499.
- Beck, R. The white house conference on children: A historical perspective. Harvard Educational Review, 1973, 43, 653-668.
- Bednarzik, R. W., & Klein, D. P. Labor force trends: A synthesis and analysis. Monthly Labor Review, 1977, 100(10), 3-12.
- Belsky, J., & Steinberg, L. D. The effects of day care: A critical review. Child Development, 1978, 49, 929-949.
- Breckenridge, M., & Vincent, E. L. Child development. Philadelphia: W. B. Saunders Co., 1965.
- Bronfenbrenner, V. Socialization and social class through time and space. In E. E. Maccoby, T. M. Newcomb, & E. L. Hartley (Eds.), Readings in social psychology. New York: Holt, 1958.
- Bronfenbrenner, V. Two Worlds of Childhood: U.S. and U.S.S.R. New York: Russell Sage Foundation, 1970.

- Campbell, D. T., & Stanley, J. C. Experimental and quasi-experimental designs for research. Chicago: Rand McNally College Publishing Co., 1963.
- Clarke-Stewart, A. Child care in the family. New York: Academic Press, 1977.
- Davis, J., & Solomon, P. Day care needs among the upper middle class. Child Welfare, 1980, 59, 497-499.
- De Mause, L. (Ed.). The history of childhood. New York: Psychohistory Press, 1974.
- Emlen, C. E., & Perry, B. Child care arrangements. In L. W. Hoffman & F. I. Nye (Eds.), Working mothers. San Francisco: Jossey-Bass, 1974.
- Epstein, C. F. Women's place. Berkley: University of California Press, Ltd., 1971.
- Fein, G. G., & Clarke-Stewart, A. Day care in context. New York: John Wiley & Sons, 1973.
- Fullerton, H. N., Jr., & Flaim, P. O. New labor force projections to 1990. Monthly Labor Review, 1976, 99(12), 3-13.
- Ginzberg, E., Berg, I. E., Brown, C. A., Herma, J. L., Yohalem, A. M., & Gorelick, S. Life styles of educated women. New York: Columbia University Press, 1966.
- Glickman, B. M., & Springer, N. B. Who cares for the baby? Choices in child care. New York: Schoken Books, 1978.
- Goad, M. Every parent's guide to day-care centers. Chatsworth, California: Books for Better Living, 1977.

- Goldhaber, D. Child care services and public policy. Burlington: University of Vermont, 1979. (ERIC Document Reproduction Service No. ED 180 605)
- Grossack, M., & Gardner, H. Man & men. Scranton, Pennsylvania: International Textbook Co., 1970.
- Grossman, A. S. Almost half of all children have mothers in the labor force. Monthly Labor Review, 1976, 100(6), 41-44.
- Grossman, A. S. Children of working mothers, March 1977. Monthly Labor Review, 1978, 101(1), 30-33.
- Grotberg, E. H. Child development. In E. H. Grotberg (Ed.), 200 years of children. Washington, D.C.: U.S. Government Printing Office, 1966.
- Haas, K. Understanding adjustment & behavior. New York: Prentice-Hall, Inc., 1970.
- Hayghe, H. Marital and family characteristics of the labor force in March 1973 (U.S. Bureau of Labor Statistics, Special Labor Force Report, No. 164). Washington, D.C.: U.S. Government Printing Office, 1973.
- Hollingshead, A. B., & Redlick, F. C. Social class and mental illness: A community study. New York: John Wiley and Sons, Inc., 1958.
- Horton, P. B., & Hunt, C. L. Sociology (4th ed.). New York: McGraw-Hill, Inc., 1976.
- Johnston, D. T. The aging of the baby boom. Statistical Reporter, March 1976, pp. 161-165.

- Kerr, V. One step forward--two steps back. In Roby, P. (Ed.), Child care--who cares? Foreign and domestic infant and early childhood development policies. New York: Basic Books, 1975.
- Kim, S., Roderick, R. D., & Shea, J. R. Dual careers: A longitudinal study of labor market experiences of women (Vol. 1). Columbus, Ohio: Ohio State University Center of Human Resources Research, 1973.
- Kohn, M. L., & Carroll, E. E. Social class and the allocation of parental responsibilities. Sociometry, 1960, 23, 372-392.
- Lajewski, H. C. Child care arrangements of full-time working mothers. Washington, D.C.: U.S. Government Printing Office, 1959.
- Lazar, I., & Rosenberg, M. E. Day care in America. In Grotberg, E. H. (Ed.), Day care: Resources for decisions (OEO pamphlet 6106-1). Washington, D.C.: U.S. Government Printing Office, 1971.
- Levitan, S. A., & Alderman, K. C. Child care and ABC's too. Baltimore: The John Hopkins University Press, 1975.
- Low, S., & Sprindler, P. G. Child care arrangements of working mothers in the United States (Children's Bureau Publication number 461). Washington, D.C.: U.S. Government Printing Office, 1968.
- Mead, M. The changing family. Children, 1963, 10, 173-174.
- Meers, D. R. International day care. In Grotberg, E. H. (Ed.), Day care: Resources for decisions (OEO pamphlet 6106-1). Washington, D.C.: U.S. Government Printing Office, 1971.

- Mitchell, G. The day care book. New York: Stein and Day, 1979.
- National, regional and state summaries: metropolitan market ranking.
Sales and Market Management, July 28, 1980, p. B-17.
- Polk, R. L., & Company. Dynamice of occupations and income (5 vols.).
 Detroit: R. L. Polk and Company, 1979.
- Polk, R. L., & Company. 1981 Amarillo city directory: Potter and
 Randall counties, Texas. Dallas: R. L. Polk and Company, 1981.
- Prescott, E., Milich, C., & Jones, E. The "politics" of day care
 (Vol. 1). Washington, D.C.: National Association of the Education
 of Young Children, 1972.
- Provence, S., Naylor, A., & Patterson, J. The challenge of day care.
 New Haven: Yale University Press, 1977.
- Romero, D., Bennett, G. A., Cooney, J. J., Desai, D. V., Durham, K.,
 Dulton, L. R., Emmert, D., Gard, J. W., Suppes, K., Yates, V.
Interactions between family and day care systems. East Lansing,
 Mich.: Michigan State University, 1975. (ERIC Document Reproduction
 Service No. ED 182 006)
- Rothman, S. M. Other people's children. The Public Interest, 1973,
30(winter), 11-27.
- Ruderman, F. A. Child care and working mothers: A study of arrangements
 made for daytime care of children. New York: Child Welfare League
 of America, Inc., 1968.
- Russell, C. What demographics can do for you. Junior League Review,
 1980, LXII(3), 26-29.

- Steinfels, M. O. Who's minding the children. New York: Simon and Schuster, 1973.
- Strand, R., Fishhaut, E., & Fishhaut, L., and others. Who cares for the children? A study of child care in Olmstead County, Minnesota, 1970. Rochester, Minn.: Synergetic Systems, Inc., 1970 (ERIC Document Reproduction Service No. ED 060 951)
- Streuer, E. Current legislation and public policy: Questions for child care. In P. Roby (Ed.), Child care--Who cares? Foreign and domestic infant and early childhood development policies. New York: Basic Books, 1973.
- Takanishi, R. Childhood as a social issue: Historical roots of contemporary child advocacy movement. Journal of Social Issues, 1978, 34, 8-28.
- U.S. Department of Commerce, Bureau of the Census. Census, 80: Continuing the Factfinder Tradition. Washington, D.C.: U.S. Government Printing Office, 1980.
- U.S. Department of Commerce, Bureau of the Census. Current population report (Series P-60, No. 93). Washington, D.C.: U.S. Government Printing Office, 1974.
- U.S. Department of Health, Education and Welfare. National childcare consumer study, 1975 (Vol. 2). Washington, D.C.: U.S. Government Printing Office, 1975.
- Yoakum, J. M. Competency evaluation of child care directors. Unpublished master's thesis, Texas Woman's University, 1978.

Young, D. R., & Nelson, R. R. Public policy for day care of young children. Lexington, Massachusetts: Lexington Books, 1974.

Young, R. K., & Veldman, D. J. Introductory statistics for the behavioral sciences (3rd ed.). New York: Holt, Rinehart and Winston, 1977.