

AN ABSTRACT OF THE THESIS OF

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Title: An Articulation of Child Care Needs from Head Start Parents in Kansas

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The purpose of this study was to collect information about the concerns of parents living in single and dual parent households in the Kansas Head Start program. The study focused on the quality, availability, and affordability of child care for children living in these homes. Single and dual parent families were surveyed about issues pertaining to employment, job training, and education acquisition, child care services, fees, concerns, and attitudes about community support, including attitudes towards the Head Start program.

AN ARTICULATION OF CHILD CARE NEEDS

FROM HEAD START PARENTS IN KANSAS

A Thesis

Presented To

the Division of Early Childhood

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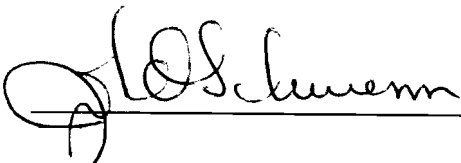
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Stacy R. Phillips

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CONTENTS

APPROVAL SHEET.....	iii
ACKNOWLEDGMENTS.....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	vi
Chapter 1 : INTRODUCTION.....	1
Chapter 2 : LITERATURE REVIEW.....	9
Chapter 3 : METHODS.....	18
Chapter 4 : RESULTS.....	24
Chapter 5 : CONCLUSIONS.....	41
REFERENCES.....	47
Appendix A	51
Appendix B	54
Appendix C	55

LIST OF TABLES

TABLE 1:	<u>Difficulty in Finding Child Care Dependability and Flexibility of Hours of Child Care</u>	26
TABLE 2:	<u>Receiving Financial Assistance and Types of Assistance</u>	28
TABLE 3:	<u>Transportation, Sick Child Care, and Back-Up Sick Care</u>	29
TABLE 4:	<u>Increase of Employment, Job Training, and Educational Hours, If Child Care were Provided</u>	31
TABLE 5:	<u>Benefits, Quality, and Respect from Kansas Head Start Programs</u>	32
TABLE 6:	<u>Head Start as Child Care Choice and Parents' Ability to Cover Other Expenses with Child Care Paid</u>	34
TABLE 7:	<u>Personal Demographics of Head Start Parent: Hours in Work, Job Training, and Education</u>	35
TABLE 8:	<u>Finding Child Care, Dependability of Child Care, and Changing Child Care</u>	37
TABLE 9:	<u>Comparing the Percentages of Single and Two Parent Responses Concerning: Full-Time Employment, Head Start Hours and Days, and Full-Time Earnings</u>	39

CHAPTER 1

INTRODUCTION

Children, Families, and Head Start

In 1965 the nation began recognizing the importance of early experiences in a child's life. The Head Start program was created from the Federal Office of Economic Opportunity and was designed to offer the same social, physical, and cognitive experiences to children from lower income families that had been enjoyed by their peers from higher income families (Administration for Children and Families, A.C.Y.F., 1995). Head Start began on a part-time basis. As a component of the 1960's Head Start program, family involvement meant providing models of parenting behavior for parents through in-class participation and information on child development during home visits. In 1965, this model worked well with the demographics in the United States. At that time, only about 10% of all children under 5 were living with one parent. Also, children under 18 with mothers in the work force made up an even smaller percentage of U.S. children (O.F.A., 1995). Thirty years later, demographics have shifted dramatically. Children today are more likely to live in a single-parent family, in poverty, and in violent, drug exposed neighborhoods than they were in the 1960's (Duncan, Brooks-Gunn, & Klebanov, 1994). The Census Bureau calculated that the number of children under the age of 5 who needed care while their mothers worked reached 9.9 million in 1993 (Shonkoff, 1995). Head Start can evolve with the changes in society.

In 1990, a blue-ribbon panel was assembled to evaluate, critique, and recommend

suggestions for the future of Head Start (Lombardi, 1990). The most significant proposal was to provide a wider array of services to more children. In 1995, this seemed like a possibility, and \$4 billion was appropriated to the Head Start program (Administration for Children and Families, A.C.Y.F., 1995). At the same time, Congress passed the Child Care and Development Block Grant to provide child care for families in the lower income status while the parents worked or attended training or educational programs (U.S. Department of Health and Human Services, CCDGB, 1994). Edward Zigler, one of the founders of the Head Start program, proposed that these two government services could be used by early childhood advocates to create the Head Start of the 21st century (1989). Zigler (1989) drew attention to the dilemma of families from the very low income bracket and single-parent households, and their crisis in finding high quality child care and education (Zigler, 1989). With Head Start's dedication to children and families, the possibilities are seemingly without limits.

The Head Start program, with well-trained staff, fine facilities, and community trust, has developed a reputation as an excellent early childhood program. Collins (1993) reaffirmed these attributes and discussed a dual-generation approach for Head Start. He described how Head Start has traditionally encouraged a philosophical base that involves families. Programs that increase parental awareness and involvement are vital to the Head Start ideology. In fact, parental involvement has proven to be the greatest ideological strength of the program (Mitchell, 1992). Mitchell (1992) also described how Head Start provided solid ground for progressive plans to help families grow and develop their parenting skills through the years. The existing Head Start program could be revamped to handle the

demands and stresses of the new configuration of families of the nineties. The challenges facing families with single-parent households help identify specific issues that need to be addressed. Revision of the national welfare plan and Head Start program raises the following questions: a) How does Head Start assist families with single-parent households who are dependent on outside agencies for services such as medical care, food, child care, and housing? b) Do single parents believe their needs are being addressed? c) Can programs be combined to simplify the lives of these parents? As parents move from welfare assistance to a full-time work schedule, they require help caring for their dependent children. For a dual parent family, the transition from welfare to self sufficiency is a difficult road; for a single parent, the same road is nearly impossible. The existing government welfare program encourages single parents and the unemployed to remain dependent instead of helping them find alternative life choices (Mullan-Harris, 1991). Three areas emerge as significant factors for single parents to be able to provide for their families: a) adequate and stable level of income b) supportive community programs and c) affordable, accessible, and quality child care (Mullan-Harris, 1991). Can the existing Head Start program help provide for these unique needs of the single parent family?

For years, researchers have known that school-age children from at-risk environments benefit a great deal from the stable, supportive environment of an after-school program. Posner and Lowe-Vandell (1994) examined safety, supervision, homework assistance, and recreation as the key components of an after-school program. The authors reported that an after-school program had the greatest positive effect on children living in a high risk situation. However, an after-school program leaves out children under six. This dilemma

presents some parents the very difficult problem of finding high-quality, affordable child care, which would provide the same benefits as the after-school programs for older children. In many cases, such programs do not exist. As a result, lack of child care usually means parents cannot work outside the home and must remain on government assistance. Finding child care is a dilemma of the existing welfare program in the United States and the problem is twice as perplexing for single-parent families. Hofferth (1987) found single, teenage mothers to be at the highest risk of long-term welfare dependency. Barriers to self-sufficiency for them were lack of child care, education, and usable skills (Mullan-Harris, 1991). If taxpayers want people to become financially independent, there needs to be a stable support system to which these families can entrust the care of their children. Head Start can provide high-quality child care by extending the existing program into an all-day, full-year child care and educational program.

A collaborative effort between Head Start and the community is a possible solution to provide assurance and support for single-parent families. This support can be established by community action through the local Head Start. When communities strengthen their ties to families in need of help, they create a strong bond of belonging for low-income parents who may feel isolated (Hashima & Amato, 1994). Community connections bring support and encouragement to single-parent families. Support groups for single-parents provide members of the community the opportunity to share their experiences and solutions with other single-parents (Honig, 1987). Another way communities can help is through a mentor program. This allows struggling single parents to obtain one-on-one interaction with people who have experienced similar situations (Honig, 1987). Parents increase their use of positive

discipline with their children when they have contact and support from members in the community (Hashima & Amato, 1994). The support of individuals who reach out to isolated parents can help them decrease the use of harsh or abusive discipline (Hashima & Amato, 1994). With these services, communities can provide positive outreach for families under extreme stress.

Poverty, by its nature, creates many forms of stress. This stress is most strongly felt in the United States by children under the age of six. Twenty-four point five percent of children's families are living in poverty (Shonkoff, 1994). Poverty is typically a single-parent issue in this country. When families constantly worry about basic needs such as housing, food supply, or medical availability, they have little time to fret about the development of their child, job training, or job searching (Maza & Hall, 1988). A child's normal intellectual and behavioral development may be hindered when he or she is living under the stresses of economic deprivation (Duncan et al, 1994). Overall, poverty is a condition calling for unique and personalized solutions to help families.

Statement of the Problem

As many committees have surmised, Head Start cannot provide every service for every family (Washington, 1995). However, the main service Head Start does provide is a good quality preschool experience. Communities need to devise programs to meet the concerns of the local population (Collins, 1990). Each community could structure a specific way to provide a multi-dimensional family support system. Existing Head Start services can be utilized as part of the community's specific plan. Head Start can provide a base of child

care from which to carry out the community strategy. There are three specific issues related to the child care needs of families: a) Parents need job training for jobs which can fully support their families; b) While a parent is being trained, full-time child care services must be available for their children; and c) There should be resources available for families in transitional periods.

A combined effort between Head Start programs and their communities can provide support and aid to the families in those communities. Specific considerations for the stresses of single-parent families must be addressed. One way to discover the needs of single parent families is to ask them what assistance will benefit them.

Purpose of the Study

Previous research leads to the conclusion that parents need support and guidance through the transitions away from the welfare system (Hofferth, 1987; Zigler, 1989; Mullan-Harris, 1991). The purpose of this study is to conduct a child care needs assessment survey of a sample of Head Start families in Kansas. The parents' input and information will provide a sound needs assessment that could guide the conversion of the Kansas Head Start program into a full-service early childhood education and care program.

Statement of Significance

Goal one from the America 2000 agenda declares our children will be ready to learn when they reach the public school system (National Goals Panel, 1993). Achieving this goal will take a great deal of effort in the area of early childhood education and intervention from

individual communities. Communities and local agencies need a framework from which to work that best suit their area. The most logical step is to directly ask parents in the community. Head Start families are a well defined group with which to start the survey. These parents could provide a voice for similar parents in the community.

Historically, Head Start has the demonstrated expertise in collaboration of services, and utilization of these services to offer a stable, supportive environment for families who desire assistance. Therefore, it is logical to use this foundation as a starting point to build full child care services for families. Communities are familiar with and trust the Head Start program, making it a prime candidate for offering full-service child care. The facilities, trained staff, and community trust already exist. If citizens want parents to leave current welfare dependency and fully support themselves and their families, society must provide assistance during the transition. Using Head Start as a high-quality, full-time child care service gives parents the reassurance of accessible, familiar, and professional help. The best way to find out if child care is the main concern of parents and if they trust the Head Start program to provide child care services for their children is to ask the Head Start parents.

Summary

Breaking the cycle of welfare has proven to be nearly impossible. Considering the structure of the system and the stresses of being a single-parent, research concludes most single-mothers become long-term dependents on government assistance. Communities who reach out to these parents in need provide the support and encouragement to help their citizens get off of welfare programs. Asking Head Start parents about their needs and

concerns is the first step in providing them a way out of the current welfare system. Head Start, in collaboration with its communities, can take time to listen to concerns of parents and to hear their collective voice, seeking the most appropriate services for children and families. This is the challenge for the Head Start of the 21st century.

CHAPTER 2

REVIEW OF LITERATURE

Poverty, Societal Support, Child Care, Single-Parents, & Head Start

Poverty often places parents in a double bind. When a parent finds work, other governmental forms of support are taken from them. Parents quickly realize they must depend on the welfare system if they want their families to survive (Scarr, Phillips, & McCartney, 1989). Mullen-Harris (1991) revealed a psychological factor for remaining on government support. She claimed society has a different set of social guidelines for non-workers and single-mothers that encourages and rewards their behavior. Another analysis of poverty looked at how society supports single-parents dependent on government funding (Mullen-Harris, 1991). However, Honig (1987) found evidence suggesting low-income parents benefit from community involvement and one-on-one connections from a non-family member. The multiple ways communities can provide support to single-parents need to be explored further. An example of a successful governmental program is Project Head Start. Of all government programs, the Head Start program can use already existing resources to further encourage parents toward self-reliance.

Families Living in Poverty

Poverty is never a singular, one-dimensional problem for families. Children and families living in poverty must deal with the stress of daily survival. Huston, McLoyd, and Coll (1994) provided a historical, as well as contemporary, look at children and poverty. The authors gave a well-rounded view of previous and new research as well as those areas

needing investigation. Duncan, Brooks-Gunn, and Klebanov (1994) found on-going poverty has an adverse effect on a child's normal development of thinking and behaving. Their study also revealed family income had the strongest influence on child development over other influences, such as ethnicity, maternal education, and female head of the household. They postulated that income is such a strong factor due to the many psychological stresses it can have on a parent which adversely affects children.

Stress can manifest in many different forms. Maza and Hall (1988) described the extent to which poverty can effect any one family's life. They concluded that once a person falls into poverty, her chances of becoming financially independent and above the poverty line decrease with every dependent child. Hofferth (1987) found teenage mothers to be at significant risk of long-term welfare dependency. The high rate of welfare dependency in teen mothers can be attributed to a lack of child care, education, and skills that limit these mothers and their ability to become self-sufficient (Mullan-Harris, 1991). Kelly and Ramsey (1991) found public policy is unresponsive to growing numbers of children living in poverty.

Societal Support of Parents with Low Incomes

Community efforts can make a difference in a parent's life, especially families from the lower income bracket. Hashima and Amato (1994) studied discipline behaviors of parents from lower incomes. They compared the attitudes of parents of lower economic status with the attitudes of middle and upper economic parents. They measured the parents' belief that either the support of or lack of outside assistance was beneficial to their lives. They found the extra help parents with low incomes received decreased their use of harsh or

abusive disciplinary actions.

Goodwin (1983) studied psychological factors of welfare on parents receiving Aid to Families with Dependent Children (AFDC). Their findings concluded welfare was a necessity, not a choice for these families. The income they did make (prior to AFDC) was not sufficient to maintain their family. In response to these facts, President Clinton and other policy makers realized the importance of job training and education to the incoming work force (Levitan, Mangum, & Mangum, 1993). In addition, parents have a crucial need for adequate early childhood care. This report encouraged full funding for Head Start program, Women, Infants, and Children (WIC) programs, and prenatal care (Levitan, Mangum, & Mangum, 1993).

Child Care for Families of Low Economic Status

There have been innovative methods to address the changing needs of families. Finding high quality child care is a challenge for every parent. Mitchell (1992) provided a detailed guide for early childhood programs and family support services. She described how Vermont used federal funding to simplify parents' ability to find such services.

Adams and Sandfort (1992) investigated individual states' support of child care and early childhood education. Their findings revealed how little each state invested in its children. The researchers found levels of inconsistency within regions. Also, at the federal level, resources did not cover the numbers of children needing to be served. Neglect from both state and federal agencies has kept parents dependent on welfare. Cattan (1991) determined 1.1 million women did not work, due to child care problems. Shonkoff (1995)

pointed to the high correlation between families with lower income and their inability to obtain high-quality care for their children. He faulted the current system for not following through with child care subsidies and being inconsistent with government support. Interruptions in child care interfere with parents' ability to maintain stable employment and have a negative effect on the children. The increasing trend of both parents or a single parent in the work force with children of or under school-age creates a need for formal after-school or all-day child care.

Posner and Lowe-Vandell (1994) focused their research on the positive effects formal after-school programs have on children from low-income families. They found these programs helped ease the negative effects of urban poverty. These results were accomplished by providing positive experiences and activities in a safe environment. Caughy, DiPietro, and Strobino (1994) established that these are cognitive benefits for children in at-risk situations who were enrolled in a day care before the age of three. The authors discovered increased mathematics and reading skills acquired by these children by the age of six years old compared to their peers who were not in high quality day care and who were exposed to the same high-risk environment.

Quality early childhood care and education for children from all income levels are important. Phillips, Voran, and Kisker (1994) took a close look at how the quality of care of children from a lower income compared to the quality of care of children from middle and upper income. They discovered good quality care fluctuated and was inconsistent for children in middle and lower income families. Also, they addressed the issue of the standards of quality care and how it applied to the stresses of living in poverty. They

concluded a new definition of high quality child care should be flexible enough to consider the diverse backgrounds and environments of the children. When an informed partnership is established between parents and programs, the quality of the program improves (Duff, Tompkins, & McClellan, 1995). The 1993 Census Bureau study found the poor pay a higher proportion of their monthly income for their children's care: about 18 %, compared with 11% for the average family from a middle-upper income bracket for the same care (Shonkoff, 1995).

Challenges of Single Parents

Zill (1992) found several factors placing children in at-risk situations: These factors included living in a single-parent home, having a young, unwed mother or living at poverty level. These situations put children at-risk for social and educational failure (Hofferth, West, Henke, & Kaufman, 1995). Hofferth et al. (1995) conducted a national survey of at-risk conditions and a child's ability to have access to high quality early childhood education. The above listed factors contributed to these children not being enrolled in any early childhood program and not having equal access to high quality programs like their higher income peers (Hofferth et al., 1995). The differences between the socioeconomic groups was intensified when looking at the single-parent factor.

Lewis (1992) researched the at-risk factors of poverty, teenage mothers, and single-parent households and parents' involvement in their child's schooling. She found teenage mothers were in the greatest jeopardy of being trapped in the welfare system. The children of these mothers were ill-prepared for school, although he did find children in early

intervention programs, such as Head Start, had parents who were more involved in their child's education (Lewis, 1992). Downey (1994) studied the differences between the academic performance of children from either single-mother, single-father, or dual-parent families. He found children from either single-mother or single-father households performed at equal levels, but both were out-performed by children from two-parent families (Downey, 1994). The author concluded children with both emotional and financial support are the most secure and able to achieve higher performance outcomes (Downey, 1994).

Parents want to provide an emotionally and economically stable home for their children. Goldberg, Greenberger, Hamill, and O'Neil (1992) looked at the role demands of employed single-mothers. They found single women were experiencing a great deal of stress and frequent incidents of depression. Their findings indicated the quality of child care, neighborhood support, and the quality of their work affected the on-set of depression.

Project Head Start

The Head Start program has been in operation for 30 years. Washington (1995) provided a historical outline, as well as a perspective for Head Start's future direction. The aim for Head Start is guided by changes in American society. The U.S. Department of Health and Human Services (1994) stated 25% of all infants and toddlers under the age of three (nearly 3 million children) live in families with incomes below the poverty level. They also claimed 27% of all children live with one parent and 28% of all births in 1990 are to unmarried mothers. Also, more than 5 million children under the age of three have outside care other than their parents (U.S. Department of Health and Human Services, 1994). Many

view Head Start as a bandaid to the issues of children and families in economic and social discord. Freedman (1993) harshly criticized Head Start for this reason. He discussed how the part-time program inadequately prepared its children for full-time school or for competition with their highly experienced peers. The author also pointed to the fact that Head Start does not fully address the needs of its parents. Only 3% of eligible children under the age of three are served and only 22% of Head Start children are enrolled in more than six hours, five days a week with 35% being served less than five days a week (U.S. Department of Health and Human Service, 1993). On the other hand, Collins (1993) argued that Head Start traditionally calls for parent involvement and has mandated parents take an active role in the classroom or school program. Collins (1993) focused on the strengths of the existing Head Start program and suggested how it can be enhanced and expanded into a full-service approach. The author conceded Head Start needs to evolve with the demands on parents in the 1990's and described an approach to move Head Start towards assisting the child care and family support needs of families today. In a booklet that briefly describes the Head Start objectives, Lang (1992), emphasized the importance of education, health, social services, and parental involvement in the Head Start philosophy.

Lombardi (1990) discussed the results of the Silver Ribbon Panel. This panel, organized by the National Head Start Program to evaluate and respond to present Head Start conditions, established the foundation for the 1993 Advisory Committee meeting. The Advisory Committee on Head Start Quality and Expansion provided suggestions to improve and expand Head Start into the Twenty First century (U.S. Department of Health and Human Services, 1993). The committee's main concerns focused on the Head Start program

providing flexible and individual assistance to children and families, collaborating with other early childhood programs, and expanding the scope of services, as well as the age. The advisory board strongly encouraged using Head Start as the nucleus for changing and combining welfare programs.

Summary

History and research provide a detailed overview of the positive effects the Head Start program has had on the lives of children and their families in at-risk situations. However, Head Start serves less than 50% of eligible children (U.S. Department of Health and Human Services, 1993). In addition, the children and families served by the existing Head Start program received superficial support that does not meet their needs. Regardless of negative realities, research confirms the fact that a properly implemented child care program provides many positive outcomes. Parents received support that decreased their depression and harsh discipline. In addition, the children found a safe and stimulating environment in which to develop. Although the Head Start program has set standards for high quality child care, they have not yet been fully realized. Only 3% of eligible children under the age of three are served, and only 22% of Head Start children are enrolled in more than six hours, five days a week, with 35% being served less than five days a week (U.S. Department of Health and Human Service, 1993). The evident lack of child care support for Head Start families needs to seriously be addressed at the state, as well as the national level. The definition of a high-quality program must address the stresses and realities of Head Start families. Quality child care needs to be flexible in order to address the individual factors of

each family and child.

Previous research leads to the conclusion that parents need support and guidance through the transitions away from the welfare system (Hofferth, 1987; Mullan-Harris, 1991; Zigler, 1989). The purpose of this study is to conduct a child care needs assessment survey of a sample of Head Start families in Kansas. The parents' input and information will provide a sound needs assessment that could guide the conversion of the Kansas Head Start program into a full-service early childhood education and care program.

CHAPTER 3

METHOD

The purpose of this study was to collect information about the concerns of parents living in single and dual parent households in the Kansas Head Start program. The study focused on the quality, availability and affordability of child care for children living in these homes. Single and dual parent families were surveyed about issues pertaining to employment, job training and education acquisition, child care services, fees, and concerns, and attitudes about community support, including attitudes towards the Head Start program.

Participants

Information was gathered from Head Start parents in Kansas. To best represent a variety of families in different living conditions, this study gathered data from all of the 27 Head Start programs in Kansas, except Lawrence, due to their committee's agreement to participate in this study. These programs exist in urban, suburban, and rural communities. This provided a well-rounded view of child care concerns from different perspectives across the state.

Target and Accessible Population

The target and accessible population consisted of Kansas Head Start parents in either a single or dual parent family. There are 27 Head Start programs in Kansas serving 5,625 children.

Sampling Procedures

Each Head Start program was contacted by telephone. The researcher ascertained the number of children served by each specific Head Start program. A count of each center was obtained and the researcher assigned a serial number to each child according to the alphabetical order of her or his last name. For example, if there are 82 children in the Emporia program, they are assigned numbers 1 through 82. The second program contacted was numbered in the same manner, but starting with the number 83. The remaining programs were contacted and the children served were chronologically numbered beginning with the number immediately following the last child from the previously contacted Head Start program. Once a total number of all children served in the Head Start program was accumulated, 553 random numbers were generated by computer and matched with the serial number. The sample population was 361 parents of these selected children.

Design

This is a descriptive study that utilized a questionnaire to compare child care availability and affordability for Head Start families, the parents' views on their child care situation, and their ability to move away from government aid. Single parent and dual parent households were compared.

Research Method

A letter was mailed to the directors of the 26 Head Start programs (Appendix B). This letter described the scope and objectives of the study and requested the assistance of the

directors in gathering the data. The letter also described the sampling procedure and included a contact date and time, that indicated when the researcher contacted them by telephone regarding participation in this study.

Once participation agreement was established, the sampling procedures commenced and the sample population defined. A written questionnaire, available in English and Spanish, (Appendix A) and a letter (Appendix C) were mailed to the randomly selected parents with the assistance of the Head Start directors. The 31 items in the questionnaire dealt with issues such as quality, accessibility, and satisfaction with child care, that logically evolved from the review of literature. The format of the questionnaire was influenced by a prototype in Honig's (1987) parent involvement study. It focused on the parent's perception of child care availability and affordability and how it related to their specific opportunities for work, training, or education. The parents perception of their child's Head Start program also was asked in the questionnaire.

The questionnaire had a scaled answer column to provide precise answers to score. It was scaled by one equaling least agreement, three being moderate, and five representing the most agreement to the statements. This questionnaire provided solid and measurable answers to accept or reject the four research questions.

Research Design

There were 553 participants randomly selected from the entire population of Head Start parents in Kansas. The purpose of the study and the sampling procedures were sent to each program site with an attached version of the questionnaire. This also included a

detailed explanation of the need for the program staff to assist the researcher in mailing the questionnaires. The need for their assistance was to protect the confidentiality of the parents. At no point during the study did the researcher know the identity of the participants. The only identifying marker was the assigned number, which only indicated the program where the parents were being served.

External Validity

The most conclusive study would include the entire population of parents in the Head Start program. However, for the purpose of this study, it was decided a wide demographic sample from Kansas would be considered. The sample was taken from diverse populations, for example, Wichita with a population of 304,011 to Pretty Prairie with a population of 601 and many of the cities in between these two (Rand-McNally, 1994). By taking different demographic settings into consideration, this study may be generalized to Head Start programs in similar communities in other states.

Research Questions

Since the purpose of this study was to assess parents' child care needs and guide the conversion of the Kansas Head Start program into a full-service early childhood education and care program, it focused on the following research questions:

Question One: Do Head Start parents believe that Head Start is a quality program?

Question Two: If so, does that belief make them more likely to use
 Head Start to fulfill their child care needs?

Procedures

All 26 Head Start programs were contacted first by telephone and then by a formal letter stating the purpose and intent of the study (Appendix B). The questionnaire was reviewed and critiqued by a group of uninvolved participants. Their assistance provided the final draft of the questionnaire. Each program was assigned numbers that represented their alphabetical files of children being served. The numbers remained in a consecutive order from program to program. These numbers were entered into a computer program that randomly selected 553 subjects. Once the sample population was determined and the Head Start programs' cooperation was established, the individually signed and stamped questionnaires were mailed to the Head Start directors who addressed and mailed the questionnaires to the randomly selected participants. This insured privacy and confidentiality for the parents. The researcher attempted to gain participation from those who had not responded by sending a second letter to the directors to mail a reminder letter to the parents to complete the questionnaire or to inform their Head Start director if they need a new questionnaire. Follow-up mailings were done two weeks after the first mailings went out and then, three weeks after the reminder note, a third mailing was done. This was a repeat of the first mailing. The parents who were non-respondents received another copy of the questionnaire.

Statistical Design

Answers were reported as mean and standard deviations or if appropriate, raw scores and percentages were used. If total response was 361 or greater, it was assumed the results can be generalized to the total population of Head Start parents in Kansas. If total response was less than 361, error ranges were recalculated.

Summary

This study addressed the concerns of single parents in the Kansas Head Start program. It asks Head Start parents about child care as well as their thoughts about Head Start becoming a full service child care program.

CHAPTER 4

RESULTS

The purpose of this study was to survey the child care needs of families in the existing Head Start program in Kansas. The parents' input and information provided a sound base of information that could be used to justify conversion of the Head Start program into a full-service early childhood education and care program. Specifically, this study focused on the perceived needs of parents in Kansas Head Start Programs, for child care and the use of their program to provide extended child care services. The variable of families in either single or dual parent homes was considered.

Of the 553 questionnaires mailed, 269 (49%) were returned. Twelve non-respondent questionnaires were returned due to address change without a forwarding address. An inadequate number of questionnaires were returned to generalize the results with the entire Head Start population in Kansas.

In general, 47% of the population live in families headed by a single parent, while 53% of the families have two parents in the home. The following results can be generalized to both family types, either single or dual parent households, but if any significantly different results appear they will be discussed.

Child Care

When asked about types of child care the parents most frequently used, other than their Head Start programs, 59% of parents take care of their own children and use no formal

child care services. Of the parents who use child care, 55% reported using a friend or relative, 25% use center care, and 20% use family day care providers. Sixty-five percent ($\underline{M}=3.15$, $\underline{SD}=1.64$) of parents using child care stated they had moderate to difficult times finding good quality child care (see Table 1). However, once they found child care, 73% ($\underline{M}=1.94$, $\underline{SD}=1.34$) of the parents replied that their child's daycare provider maintained high to excellent levels of dependability, which refers to a providers consistency of availability (see Table 1). Fifty-six percent ($\underline{M}=2.24$, $\underline{SD}=1.45$) of the parents stated the providers' hours were flexible, so flexible in fact, that 44% of the parents have maintained their child care provider for at least three years, or have not changed since first choosing their provider (see Table 1). However, 25% said they had changed providers within the past six months. The chief complaint about flexible hours came from those parents who work night-shifts and weekends.

Thirty-four percent of parents using child care had their child in less than 10 hours of care, other than a Head Start program. Twenty-three percent of children in daycare spend 10 to 20 hours per week. The amount a family paid for care per week was dependent on the number of children and source of care they chose. Twenty-seven percent of the families paid no fees for their child care, due to the use of family members or friends caring for their children. However, 21% of the families paid over \$61.00 per week for child care. Again, the number of children in a family would increase the amount a family invested in child care.

Table 1

Difficulty in Finding Child CareDependability and Flexibility of Hours of Child Care

<u>Difficulty in Finding Child Care</u>	<u>M</u>	<u>SD</u>
	3.15	1.64

<u>Dependability</u>	<u>M</u>	<u>SD</u>
	1.94	1.34

<u>Flexibility of Hours</u>	<u>M</u>	<u>SD</u>
	2.24	1.45

In addition, 80% of parents reported they had not received any form of child care assistance other than Head Start either from the government or their employers. Of the 20% of families receiving child care support, 90% receive financial help from government sources (see Table 2).

Eighty-five percent of parents using child care were satisfied with their provider and service. Forty-six percent of the providers used by these parents were state licensed, while 45% were not state licensed and 9% of the parents were unsure of their providers licensing.

Other issues parents dealt with related to child care were transportation and sick care. Seventy-eight percent of parents replied transportation did not create any major problems for them. Also, if a child was mildly sick, 69% of the parents stated their child care provider would keep the child. When asked about back-up care, either for a child who is moderately to very ill, or in the case of a ill provider, 45% said they did not have any form of back-up care. Fifty percent of the respondents who do have back-up care used a friend or relative, while only 5.3% have another provider set-up for sick care (see Table 3).

Hypothetical questions were asked of the parents in reference to increasing work, training, and education, if their family would have had access to high-quality, free child care (see Appendix A, questions 15, 16, &17). Their responses were as follows: 17.2% of parents in the Kansas Head Start program replied they would increase to part-time work. Thirty-one point three percent of parents indicated they would increase to full-time work schedules if there was child care assistance.

Table 2

Receiving Financial Assistance and Types of Assistance

<u>Child Care Assistance</u>	<u>Percentage</u>
Receive Assistance	20.0%
Receive No Assistance	80.0%

<u>Type of Assistance of Those Receiving It</u>	<u>Percentage</u>
Employee Assistance	6.0%
Government Assistance	90.0%
Other Types of Assistance	4.0%

Table 3

Transportation, Sick Child Care, and Back-Up Sick Care

<u>Transportation Issues</u>	<u>Percentage</u>
Yes, Problems	2.6%
Moderate Problems	18.7%
No Problems	78.8%

<u>Mild Sick Child Care</u>	<u>Percentage</u>
Provider Keeps Child	69.0%
Provider Does Not Keep Child	31.0%

<u>Back Up Sick Care</u>	<u>Percentage</u>
No Back-Up Care	45.0%
Back-Up Care	55.0%
Friend or Relative	50.0%
Other Provider	5.3%

Forty-nine percent of parents responded they would increase their job skill training for child care benefits. Fifty-nine percent of the Head Start parents indicated their desire to increase their education. Nine percent reported already being enrolled in educational courses (see Table 4).

Head Start

The second section of the questionnaire asked the parents of the Kansas Head Start program about their thoughts regarding their child(s)' experience in the program. Eighty-seven percent ($\underline{M}=1.23$, $\underline{SD}=.76$) of parents responded their children greatly benefited from their Head Start experience. Only 2% believed the program had not been very beneficial for their child. Along with being a beneficial program, 84% ($\underline{M}=1.26$, $\underline{SD}=.62$) rated their Head Start program as being of the highest quality. When asked if the parents received respect from the Head Start teachers and staff, 89% ($\underline{M}=1.16$, $\underline{SD}=.59$) replied always (see Table 5).

Other issues included in the questionnaire dealt with transportation to and from the Head Start program, dependability, scheduling, availability, and their opinion about the use of Head Start as a full-day, year round child care and educational program. Twenty-five percent of families reported mild to major difficulties getting their children to and from their Head Start program. The remaining 75% ($\underline{M}=4.45$, $\underline{SD}=1.11$) reported few difficulties because their Head Start program provided transportation service (see Table 5). Note: The Likert scale was inadvertently reversed for this question. Therefore, the reported values

Table 4

Increase of Employment, Job Training, and Educational Hours, If Child Care Were Provided

<u>Increase Employment Hours</u>	<u>Percentage</u>
Increase to Full-Time	31.3%
Increase to Part-Time	17.2%
No Increase	18.7%
Already Work Full-Time	26.1%

<u>Increase Job Training</u>	<u>Percentage</u>
Increase Hours	49.0%
No Increase of Hours	36.2%
Already in Training	5.6%

<u>Increase Educational Hours</u>	<u>Percentage</u>
Increase Hours	59.0%
No Increase of Hours	24.6%
Already Enrolled	9.0%

Table 5

Benefits, Quality, and Respect from the Kansas Head Start ProgramsTransportation Problems to and from Head Start

<u>Benefits for Children</u>	<u>M</u>	<u>SD</u>
	1.23	.76

<u>Quality of the Program</u>	<u>M</u>	<u>SD</u>
	1.26	.62

<u>Respect Towards Parents</u>	<u>M</u>	<u>SD</u>
	1.16	.59

<u>Major Transportation Problems*</u>	<u>M</u>	<u>SD</u>
	4.45	1.11

Note*: Likert scale reversed

indicate no major transportation problems. Ninety point seven percent of parents reported their program is very dependable. Many of the parent comments pointed to the Friday in-service day or off-day as a factor that impedes flexibility. While they understand the need for off days, they wish it did not have to be on a weekly basis. Similarly, 51% reported they want Head Start open five days a week and year round. Twenty-one percent thought Head Start should accommodate a wider array of hours. With all of the aspects to consider, 79% of the parents stated they would use their Head Start program for an educational and child care program if made available. Forty-nine point three percent of these parents reported would use this service on a full-time basis. Seventy-five point four percent reported their income would be sufficient to support their family if Head Start provided a full-day, year round educational and care program for their children (see Table 6).

Parents' personal demographics reported on their current hours at work, job-training, and education. The mean working hours of Kansas Head Start parents who answered this questionnaire are 33.07 hours per week. The mean job-training hours of Kansas Head Start parents who answered this questionnaire are 14.08 hours per week. The mean education hours are 16.82 per week. Kansas Head Start parents have a mean of 2.52 children (see Table 7).

Comparing Single Parent and Dual Parent Families

Fifty-five percent of single parent and 60% of dual parent homes used no formal child care other than Head Start. Forty-six percent of single and 54% of

Table 6

Head Start as Child Care Choice and Parents' Ability to Cover Other Expenses with Child Care Paid

<u>Head Start as Child Care</u>	<u>Percentage</u>
Full-Time Care	49.3%
Part-Time Care	28.7%
No Need For Child Care	17.2%
Other Issues	3.4%

<u>Expenses Covered</u>	<u>Percentage</u>
Yes, if Child Care Provided	75.4%
No	18.3%

Table 7

Personal Demographics of Kansas Head Start Parent: Hours in Work, Job Training, and Education

<u>Hours in Work</u>	<u>M</u>	<u>SD</u>
	33.07	11.57
<u>Hours in Job Training</u>	<u>M</u>	<u>SD</u>
	14.08	11.63
<u>Hours in Education</u>	<u>M</u>	<u>SD</u>
	16.82	12.12
<u>Number of Children</u>	<u>M</u>	<u>SD</u>
	2.52	1.25

dual-parent homes typically entrust their child's care to either family members or friends. It was interesting to note that when single- parent families chose center based care twice as often as dual-parent families.

Regarding the parents' ability to find quality child care, slight differences appeared between the two family types. Thirty-one percent of the dual parent households found child care easily compared to 27% of the single parents. However, 45% of single parents had a very difficult time finding child care compared to 23% of two parent homes (see Table 8).

When parents were asked about the dependability of their child(s)' provider, 57% of all parents surveyed responded their child care provider was dependable. However, 10.4% of the parents who responded that their providers were unreliable, 80% of those respondents were single parents (see Table 8). This finding was also reflected in the child's continuation of care from the same provider. There was a marked difference between the two family types. Thirty-three percent of the single parent families surveyed have changed providers within the past six months compared to the 17% of two parent households, which was nearly twice the amount of turnover for the single-parent families (see Table 8).

One difference between the two family types was reflected in the percentage of parents receiving financial assistance for child care. Another major difference was 28% of families with a single parent received child care assistance while only 13% of families with two parents received any child care assistance. One similarity between the two groups was that they both received government child care assistance, if they received it at all.

Table 8

Finding Child Care, Dependability of Child Care, and Changing Child Care

	<u>Single Parent Percentage</u>	<u>Two Parent Percentage</u>
<u>Child Care Easily Found</u>	27%	31%
<u>Child Care Difficult to Find</u>	45%	23%

	<u>Both</u>
<u>Dependability of Child Care</u>	57%
<u>Undependable Child Care</u>	10.4%

Compared Differences	80%	20%
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<u>Rate of Changing Providers within 6 Months</u>	33%	17%
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Both groups of parents responded similarly about increasing job training and education. There was a slight difference between the two when questioned about increasing to full-time work and those already working full-time. Of families with a single parent, 41% indicated they would increase to full-time work if child care were provided and 20% said they are currently working full-time schedules. Comparatively, of the dual parent families, 32% said they would increase to full-time work while only 20% reported being employed full-time (see Table 9).

In both groups the majority of parents stated high levels of satisfaction with their child's Head Start program. Both groups were very positive about the quality of the program, teachers and other staff members, and their child's benefits from their experience. When asked about the hours and days of the program and if it conflicted with their schedule, 42% of the families with single parents and 52% of families with two parents responded that their programs did not provide enough hours or days to accommodate their schedules (see Table 9). Nevertheless, 76% of families with single parents and 82% of dual parents believed that earnings from a full-time job would sustain their family, if they could entrust the care and education of their young children to a high quality Head Start program(see Table 9).

Summary

The purpose of this study was to provide a survey of child care needs for families in the existing Head Start program in Kansas. The parents' responses provided sound information

Table 9

Comparing the Percentages of Single and Two Parent Responses Concerning: Full-Time Employment, Head Start Hours and Days, and Full-Time Earnings

	<u>Single-Parent Percentage</u>	<u>Two-Parent Percentage</u>
<u>Increase to Full-Time Employment, If Child Care were Provided</u>	41%	32%
<u>Schedule Conflict with Head Start Hours and Days</u>	42%	52%
<u>If Child Care were Provided, Would Full-Time Earnings be Enough for Other Living Expenses: Yes</u>	76%	82%

that could be used to justify the conversion of the Head Start program into a full-service early childhood education and care program. The variable of families living with either single or dual parent homes was considered. A collaborative, comprehensive service from Head Start and the community would address the child care needs identified in this survey of Head Start families. Through community cooperation, the shortage of full-time, affordable, quality child care services can be addressed with more complete understanding of community resources and existing services.

CHAPTER 5

DISCUSSION

Conclusions

This study questioned Head Start parents about their specific Kansas program. Parents expressed their opinions about the quality of the program, their child's personal benefit from Head Start, and if parents believed they are treated with respect from the Head Start teachers and staff. These three aspects are essentials for any early childhood care program. Parent's ability to trust and respect a program or school are some indicators of the quality of the program. If quality child care is available, then parents can feel comfortable and safe having others care for their children. When looking for child care solutions, the old adage about not reinventing the wheel to solve a problem holds true for this issue also. The State of America's Children Yearbook encourages advocates to look towards existing programs, such as Head Start and state-funded prekindergarten, to offer families who are low-income the option of full-day, year round services (Children's Defense Fund, 1996). The parents of the Kansas Head Start program agree with this idea.

The Kansas Head Start parents rated their programs to be of the highest quality. They stated their children were receiving excellent benefits from their Head Start experiences. Although some negative anecdotal comments were written, one must be cautious interpreting these data. This population may have felt it necessary to rate their child care service quite high in quality. The letters were given or mailed to the parents by the Head Start directors. It is likely the families did not fully accept the concept of anonymity. Therefore, positive

bias of the respondents cannot be ruled out. Parents also reported feelings of respect from their child's teacher and other staff. However, many times it is difficult to find these characteristics in other child care environments. The Cost, Quality, and Child Outcomes in Child Care study reported by Helburn (1995), found most care for children to fall into the poor to mediocre levels of care in centers. Another study found 35% of relative and family child care is so poor that it is harmful to the normal development of children (Galinsky, 1994). Fuller (1994) found children in at-risk populations did not have comparable access to high quality early childhood programs as their advantaged peers did. This population does have access to high quality programs through Head Start and state prekindergarten programs (Fuller, 1994). Considering the parent's beliefs about Head Start and the difficulty for families to find high-quality full time child care, Head Start is a perfect candidate for a year round, full day program.

The question was asked whether the Kansas Head Start parents would use their child's program to fulfill all their child care needs. The majority of parents from this study would definitely use Head Start as a child care service. This information is useful in encouraging policy makers to consider every option when reforming existing welfare programs. Historically, government invests primarily in new, experimental projects. Head Start is no longer a pilot project. It is proven that Head Start has a positive impact on children and their families. Given what is known about the quality of the Head Start program and the need for early childhood care; using Head Start is a logical option that would benefit everyone involved. Researchers have found high-quality child care to be nondetrimental on intellectual or language development (Scarr, Phillips, & McCartney, 1989). More important

is the fact that a high quality early childhood program is beneficial to children in at-risk home environments (Ramey, Bryant, & Suarez, 1984; Scarr, Phillips, & McCartney, 1989). In order to understand the needs of Head Start parents in Kansas, it is necessary to know the type and quality of child care they use.

Of those who do use child care, 55% reported using a friend or relative, 20% use family day care providers, and 25% use center care. Willer (1991) found at the national level, 20% of the parents were using friends and relatives for child care, 21% used family day care, and 30% utilized child care centers (Neugebauer, 1994). Another study found that 35% of relative and family child care is so poor it is harmful to the normal development of children (Galinsky, 1994). This is disturbing information, especially for Kansas Head Start parents. Hoyt and Schoonmaker (1991) found parents are settling for inadequate and sometimes harmful care for their children due to problems with access and affordability and telling themselves everything is fine. This study reported a large majority of the parents, 85% using child care, are satisfied with their provider and service. Forty-six percent of the providers are state licensed, while 45% were not state licensed and 9% of the parents were unsure of their providers licensing. The large majority of non-licensed child care comes from the parents' use of family members and friends. These parents have had daily access to the high quality of Head Start which could help these parents to be better child care consumers. Fifty-nine percent of Kansas Head Start families use no formal child care. A large percentage of these parents would use Head Start as full-time child care, but at this time are choosing not to use any child care.

Accessibility and quality are important to every parent regardless of income level.

However, income level many times determines a parents' choice. This study found that 80% of the parents reported they did not receive any form of child care assistance either from the government or their employers. This follows a national trend of government spending. In 1972, the Committee for Economic Development reported 80% of federal child care dollars were targeted for low-income families, but in 1980 their share had dropped to 50% and by 1986 it had fallen to 30% (Neugebauer, 1994). Of the 20% of families receiving child care support in this study, 90% get the financial help from government sources. The important fact to remember is that 80% of the parents questioned do not receive child care assistance. It has been estimated that actual child care dollars also dropped by 18% between 1980 and 1986 (Kamerman & Kahn, 1987; Scarr, Phillips, & McCartney, 1989). These reports reveal the United States has decreased its efforts to support children and families and the most vulnerable children and families are hurt the worst. Shonkoff (1995) pointed to the blatant discrepancies for families of low-income and their ability to find high-quality care for their children. He faulted the current welfare system for not following through with child care subsidies and inconsistent government support. Interruptions in child care interferes with a parents' ability to maintain stable employment and has a negative affect on the children.

Recommendations

The federal budget cannot go on spending forever. There needs to be other methods of support to help these programs. Companies, who are the given the largest tax breaks and government support, need to be providing family support services for all of their employees (Coontz, 1995). Coontz (1995) remarks: "socialism for the rich and private enterprise for

the poor" remains a force in today's economy. Options exist for the child care crisis in America. Child advocates, legislators, communities, and corporate executives must pull together to provide a safe, caring, and stimulating environment for every child whose family cannot afford high quality private care.

Seventy-nine percent of the parents from the Kansas Head Start program would choose Head Start as their child care choice if it were available on a year round, full day schedule. Many of the parents commented on their need for high quality infant and toddler care. This is a national concern for all parents with babies. Further research needs to be done with Head Start families and their need for infant care.

A majority of the parents in this study would like to go to full-time employment or continue their education if high quality, free child care were available. Many of the parents in this study want to work, but many road blocks prevent them from doing so. Of course, the paradox for these families involves the current welfare program. Parents from middle to higher income brackets must work to maintain their livelihood. For those parents who have to work, they often overlook the quality aspect of care. Families in the lower income levels can choose to stay home with their children and live from government subsidies. This attitude portrays the impression that it is all right for some families to work and support themselves and others do not have to live by the same rules. Further research can look at the transitions from welfare support and how families can progress through government programs.

It was disturbing to find the majority of families surveyed did not receive any form of child care assistance other than their child's enrollment in Head Start. Those families who

did receive child care assistance, obtained it from the government, and only one family received help from their employer. This lack of support of families by both the government and employers for child care assistance needs to be documented further. Methods of collaboration between business and government for more resources in child care should be explored as well.

It was interesting to note that although both types of these families qualify for enrollment in Head Start, most of them would work full-time if child care would be provided. This finding is contrary to widely held beliefs that the families who are enrolled in Head Start have little or no inclination to work. Rather, it points to a chronic need for high quality, affordable child care. Until government and the private sector collaborate to meet this need, families like those in this study will continue their dependence on public assistance rather than become contributing members of the work force.

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APPENDIX A

INSTRUCTIONS: CAREFULLY READ AND ANSWER THE FOLLOWING QUESTIONS. ON THE MULTIPLE CHOICE QUESTIONS, MARK AN "X" NEXT TO THE ANSWER WHICH BEST DESCRIBES YOUR SITUATION. ON THE LINE STATEMENTS, MARK AN "X" ON THE LINE, INDICATING WHERE YOUR OPINION FALLS. THANK YOU!!

CHILD CARE

1. Who takes care of your child?
 MYSELF RELATIVE/FRIEND
 FAMILY DAY CARE CENTER CARE
 (If you checked "MYSELF", go to # 15)

2. My ability to find child care can be described as:
 EASY-----DIFFICULT

3. I would describe my child care provider's dependability as:
 ALWAYS AVAILABLE-----NOT STEADY

4. My child care provider's hours are:
 VERY FLEXIBLE-----NOT FLEXIBLE ENOUGH

5. How often do you change your child care provider?
 0-6 MONTHS 6.5-12 MONTHS
 1.5-2 YEARS 2.5-3 YEARS

6. How many hours a week does your child spend at child care, other than Head Start?
 1-10 HOURS 10.5-20 HOURS 20.5-30 HOURS
 30.5-40 HOURS 40.5-50 HOURS +50 HOURS

7. How much do you pay for child care per week?
 NO CHILD CARE \$10-\$20 \$21-\$30
 \$31-\$40 \$41-\$50 \$51-\$60 +\$61

8. Do you receive any financial help for child care, besides Head Start?
 YES NO

9. If you answered "YES", please indicate what the source of the financial assistance is.
 EMPLOYER GOVERNMENT PROGRAM OTHERCENTER?

10. Do you have questions about the honesty of your child care provider?
 YES I HAVE CONCERNS NO, I AM SATISFIED
11. Is your child care provider state licensed?
 YES NO NOT SURE
12. Do transportation problems prevent you from taking your child to child care?
 YES, ALWAYS YES, SOMETIMES NO
13. Does your provider keep your child when he/she is mildly sick?
 YES NO
14. Do you have a back-up care provider for your sick child?
 YES, RELATIVE/FRIEND YES, OTHER PROVIDER NO
15. Would you increase your work hours if you had access to free, quality child care?
 INCREASE TO FULL-TIME INCREASE TO PART-TIME
 NO INCREASE ALREADY WORK FULL-TIME
16. Would you increase your work training hours if you had access to free, quality child care?
 YES, INCREASE HOURS NO INCREASE
 ALREADY IN TRAINING
17. Would you increase your hours of educational training if you had access to free, quality child care?
 YES, INCREASE HOURS NO INCREASE
 ALREADY ENROLLED IN EDUCATION PROGRAM

HEAD START

18. Your child has benefited from his/her Head Start experience:
 YES, A LOT-----NOT VERY MUCH
19. Your opinion of the quality of your child's Head Start program is:
 VERY HIGH QUALITY-----LOW QUALITY
20. Head Start teachers and staff give the parents respect:
 ALWAYS-----NEVER

21. Your ability to get your child to Head Start is a:
MAJOR PROBLEM-----NO PROBLEM

22. How dependable is your Head Start program?
____ALWAYS OPEN ____CLOSES OFTEN

23. Would you use child care if it was available at Head Start?
____YES FOR FULL-TIME CARE ____YES FOR PART-TIME CARE
____NO NEED FOR CHILD CARE OTHER_____

24. Do the hours/days at your Head Start conflict with your schedule?
____YES ____NO

25. Head Start does not have enough hours/days for my schedule
____YES ____NO

26. Head Start provides a wide range of hours and days
____YES ____NO

27. Would your full-time earnings cover your needs if all child care expenses were covered by Head Start?
____YES ____NO

PERSONAL QUESTIONS

28. My marital status is
____SINGLE ____MARRIED

29. List the number of hours per week you are at work, training, or education:
AT HOME AT WORK AT TRAINING AT SCHOOL
____ ____ ____ ____

30. How many children do you have?_____

31. What are the ages of your children?_____

Please write any comments you wish to share:

THANK YOU FOR YOUR TIME AND EFFORT!!!

APPENDIX B

LETTER TO DIRECTORS

Dear (directors name),

I hope you will take some time to read this brief letter and review the attached questionnaire. I am Stacy Phillips, a graduate student at Emporia State University in the Division of Early Childhood. I am in the process of writing a thesis for my graduation requirements and have researched the Head Start program. My main concern focuses on the child care needs of Head Start parents in Kansas. I believe this information will be useful for researchers, as well as, Head Start administrators. Once I have collected all of the data, I look forward to sharing my findings with you.

For reasons of confidentiality, I will need to use you or your staff as a resource. Your duties are to address envelopes to the parents selected in your area. Enclosed are stamped envelopes with numbers in the bottom right-hand corner. Please address the envelope to the parents of the child's file that is the same number in your filing system. It is important that you use my randomly selected numbers rather than randomly selecting parents from your program. All of the mailings will be paid for, but the only way I can compensate for the time you spend is sharing my results with you and the parents.

If you have any questions, concerns or comments, please call at either (316) 341-5760 (work) or (316) 342-1374 (home). I look forward to working with you.

Sincerely,

Stacy R. Phillips
Emporia State University

APPENDIX C
PARENT LETTER

Dear Head Start Parent,

I hope you will take this opportunity to voice your opinions about child care and Head Start! The attached questionnaire is voluntary and confidential. Your thoughts and opinions are important to bring attention to your need for child care. Would you like Head Start to have full-day, everyday child care for your children? Let Kansas hear your voice by filling out the 31 question survey.

The information collected from you and other concerned Head Start parents will be used to complete research concerning your child care needs. The answers you give are completely confidential. Your Head Start staff will not have access to your answers. Results of the state-wide survey will be available through your Head Start center by the end of April 1996.

Sincerely,

Stacy R. Phillips
Emporia State University

I, Stacy Cook-Phillips, hereby submit this thesis/report to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purposes of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Stacy R. Phillips
Signature of Author

August 29, 1996
Date

An Articulation of Child Care Needs from
Head Start Parents in Kansas
Title of Thesis/Report Project

Stacy Cooper
Signature of Graduate Office Staff Member

9-6-96
Date Received