A POLICY ANALYSIS OF SCHOOL-AGE CHILD CARE SERVICES IN THE DES MOINES PUBLIC SCHOOLS

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by
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A POLICY ANALYSIS OF SCHOOL-AGE CHILD CARE
SERVICES IN THE DES MOINES PUBLIC SCHOOLS

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An abstract of a Dissertation by
Sindee Irelan
May 1987
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The problem. There was a need for the Des Moines Public School District to refine its policies to guide future program planning. An analysis and evaluation of school-age child care services would provide data to help determine (1) whether or not the program was effective, and (2) what changes might be advisable to develop guidelines for future improvements.

Procedure. The study collected objective data and subjective information which was analyzed and evaluated to determine whether or not the program was effective, develop policy guidelines, and make recommendations for the program. The history of the Child Care Program in the Des Moines Public School District was documented and professional opinions were collected. Parents, school principals, and caregivers involved in the present program were surveyed to determine expressed needs and adequacy of the program.

Findings and conclusions. The results of the study revealed that parents, principals, and child care staff were satisfied with overall quality of the program, that the program should be offered in every elementary school, and that additional support personnel and in-service training is needed.

Recommendations. As the program expands the District should develop a plan for additional support personnel at the administrative level, adequate facilities in each building, a staff handbook, and an evaluation instrument. Additional staff development classes are needed to emphasize public relations skills in addition to developmental needs of children. The Des Moines Public School District needs to develop a plan to meet parent requests for child care in regional centers on non-school days.
Table of Contents

List of Tables ........................................... v

Chapter

1. Introduction and Design of Study .......... 1
   Introduction ........................................ 1
   Problem ......................................... 4
   Purpose of the Study ......................... 5
   Procedures ..................................... 5
   Multivariate Statistical Analysis .......... 7
   Significance of the Study .................. 7

2. Literature Review ................................. 9
   School-Age Child Care Nationally .......... 9
   Concerns About Self-Care .................... 22
   Self-Care--Recent Research ................. 25
   Positive and Negative Aspects of Child
   Care Programs in Public School
   Buildings ..................................... 27
   Profiles of Selected Programs ............. 29
   Summary ....................................... 34

3. Design of Study ................................... 36
   Procedures ..................................... 36
   The Survey Instrument ....................... 37
   Population Sample and Administration
   of Surveys .................................... 38
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Analysis Techniques</td>
<td>38</td>
</tr>
<tr>
<td>Policy Analysis Questions</td>
<td>39</td>
</tr>
<tr>
<td>Supporting Questions</td>
<td>39</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>40</td>
</tr>
<tr>
<td>Limitations</td>
<td>41</td>
</tr>
<tr>
<td>Interviews</td>
<td>42</td>
</tr>
<tr>
<td>Summary of Interviews</td>
<td>55</td>
</tr>
<tr>
<td>Summary</td>
<td>57</td>
</tr>
<tr>
<td>4. Presentation of Data</td>
<td>58</td>
</tr>
<tr>
<td>Historical Documentation of the Des Moines Public School School-Age Child Care Program</td>
<td>58</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>63</td>
</tr>
<tr>
<td>Strength of Feeling Index</td>
<td>64</td>
</tr>
<tr>
<td>Analysis of Variance</td>
<td>67</td>
</tr>
<tr>
<td>Child Care Survey/Questionnaire Results</td>
<td>70</td>
</tr>
<tr>
<td>Perceptions of Goals</td>
<td>76</td>
</tr>
<tr>
<td>5. Interpretation of Data and Recommendations</td>
<td>78</td>
</tr>
<tr>
<td>Questions Answered by Data Collection</td>
<td>79</td>
</tr>
<tr>
<td>Policy Level Questions</td>
<td>85</td>
</tr>
<tr>
<td>Recommendations</td>
<td>87</td>
</tr>
<tr>
<td>Summary</td>
<td>91</td>
</tr>
<tr>
<td>Bibliography</td>
<td>92</td>
</tr>
<tr>
<td>Appendix</td>
<td>Page</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>A. Survey and Cover Letters</td>
<td>97</td>
</tr>
<tr>
<td>B. School Board Minutes</td>
<td>107</td>
</tr>
<tr>
<td>C. Staff Handbook</td>
<td>109</td>
</tr>
<tr>
<td>D. Parent Handbook</td>
<td>116</td>
</tr>
<tr>
<td>E. Evaluation Instrument</td>
<td>123</td>
</tr>
<tr>
<td>F. Graphs</td>
<td>126</td>
</tr>
<tr>
<td>G. Correspondence</td>
<td>131</td>
</tr>
</tbody>
</table>
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Growth of the Before and After School-Age Child Care Program 1979-1986</td>
<td>60</td>
</tr>
<tr>
<td>2. Strength of Feeling - Program</td>
<td>65</td>
</tr>
<tr>
<td>3. Strength of Feeling - Facilities</td>
<td>66</td>
</tr>
<tr>
<td>4. Strength of Feeling - Staff</td>
<td>66</td>
</tr>
<tr>
<td>5. Strength of Feeling - Supplies</td>
<td>67</td>
</tr>
<tr>
<td>6. Analysis of Variance - Program Expenses</td>
<td>68</td>
</tr>
<tr>
<td>7. Analysis of Variance - Use of Facilities</td>
<td>68</td>
</tr>
<tr>
<td>8. Analysis of Variance - Cleanliness</td>
<td>69</td>
</tr>
<tr>
<td>9. Analysis of Variance - Use of Space</td>
<td>69</td>
</tr>
<tr>
<td>10. Analysis of Variance - Concern of Staff</td>
<td>70</td>
</tr>
<tr>
<td>11. Information from Returned Surveys</td>
<td>71</td>
</tr>
<tr>
<td>12. Child Care Prior to 1986-1987</td>
<td>73</td>
</tr>
<tr>
<td>13. Reasons for Using School-age Child Care Services</td>
<td>74</td>
</tr>
<tr>
<td>14. Type of Child Care Provided on Non-School Days</td>
<td>74</td>
</tr>
<tr>
<td>15. Number of Children Respondents Plan to Register or Re-register in 1987-1988</td>
<td>75</td>
</tr>
<tr>
<td>16. Perceptions of Goals/Purpose of Program</td>
<td>77</td>
</tr>
</tbody>
</table>
CHAPTER 1
Introduction and Design of Study

Introduction

It is conservatively estimated that each day six to eight million young children throughout the United States return to a home without an adult supervisor present. Many children, perhaps an equal number, wake up without adult supervision to help prepare them for school. These situations are caused by dramatic increases in single parent families and in families with two working parents. In earlier years, such children would have been supervised and cared for by extended families of relatives residing nearby or by non-employed neighbors, usually housewives and mothers.

There is increasing concern for these "latch key" children. Lack of adult supervision and guidance may result in lowered self-esteem, insufficient preparation for the school day, fear of going home to an empty house, or undesirable behaviors after school. In many school systems teachers and administrators express growing concern about children who are left unsupervised on the school grounds or arrive in the school building early because their parents have nowhere else to leave them. Several solutions have been proposed to this problem. A common one is the
development of school-based child care programs. School-based child care programs offer several advantages to families and communities. For the community, they are a cost-effective use of existing public resources. For parents, school-age child care provides a regulated, affordable, convenient, safe, and familiar environment for their children.

There has been a dramatic increase in such programs. The Des Moines Public School District is a leader in the implementation of this school-age child care. On November 6, 1979, the Des Moines School Board adopted a policy statement allowing district schools to provide supervision for pupils before and after school on regular school days when parents in sufficient number request the service and agree to pay for all costs.

The program has grown rapidly in the last two years without formal goals, objectives, or activity statements, and without coordination of curriculum and services through inservice or staff development until recently. Use of buildings and personnel has increased with the growth of the program, but without an established plan. Response to parent requests and demand for child care services has varied according to space availability in the schools and willingness of the local school principal to establish an additional program.
Programs are provided as a consequence of demand by parent and/or principals, but without answers to the following questions or procedures to obtain the data to answer them.

1. Is a public school system obligated to provide school-age child care services on demand?
2. If so, what is the level of this obligation?
3. Is there evidence that school-age child care enhances the educational potential of latch key children?
4. What are the present needs and what future trends are indicated?
5. How should the need for school-age child care be met?
6. How adequately are the Des Moines Public Schools providing child care?
7. What reasons do parents give for using child care services provided by public schools?
8. Do parents using school-age child care offered by the public schools prefer it to alternative services?
9. What is the relationship of the school-age child care services to effective use of buildings and personnel?
10. What is the relationship of the school-age child care services to the preschool educational program?
There have not been written guidelines, practices, or procedures in the past which permit answers to such questions for the school-age child care program. Past practices and procedures have not been analyzed nor have these questions been answered to develop appropriate, workable guidelines for the rapid expansion of the program.

**Problem**

A policy was adopted by the Des Moines Public Schools in 1979 allowing the establishment of self-supporting child care programs in any elementary school when parents in sufficient number requested the service. The Des Moines School-Age Child Care Program developed as schools began to respond to needs and requests for child care in the community. The program has grown from two elementary schools and twenty-six children served during the 1979-1980 school year to twenty schools with 972 children served during the 1986-1987 year.

There was a need for the Des Moines Public School District to refine its policies to guide future program planning. An analysis and evaluation of school-age child care services would provide data to (1) help determine whether or not the program is effective and what changes may be advisable, and (2) to develop guidelines for future improvements. This study collected objective data and subjective information and analyzed and evaluated
it to develop policy guidelines and recommendations for the program.

**Purpose of the Study**

The purpose of this study was to provide an objective analysis and evaluation of school-age child services to be used by the Des Moines Public Schools Community/Adult Education Department to plan future programs and to provide information to other school systems that may develop similar programs. This study assessed policies, goals, staff, supplies, and facilities to determine the adequacy of the present program. Based on this analysis and evaluation, recommendations for appropriate policies and activities for future years will be made.

**Procedures**

The history of the present School-Age Child Care Program in the Des Moines Public School District was documented and professional opinions were collected. The community was surveyed to determine expressed needs and adequacy of the present program. Appropriate related literature was reviewed.

The records of the Before and After School-Age Child Care Program were examined and critical information recorded. Interviews were conducted with elementary principals and others involved with program development.
Professional opinions concerning the Before and After School-Age Child Care Program were obtained by interviewing the Executive Director of Elementary Education and the Director of Community Education for the Des Moines Public Schools and directors of similar programs in other selected communities.

A questionnaire was administered to three groups. Two hundred and fifty-four surveys were sent to parents, principals, and caregivers involved with the current program, representing a 50 percent systematic random sample. The sample was obtained by selecting every second name on payroll and attendance rosters. Each name was assigned a number. The names associated with numbers 2, 4, 6 . . . N were selected.

A cover letter solicited the support of participants to return surveys as quickly as possible to ideally control history as a source of internal invalidity. Each questionnaire asked for biographical information and responses to a Semantic Differential Scale followed by force choice questions. A self-addressed, postage paid envelope was included as a convenience and as encouragement to complete the project. Two and one-half weeks were set aside to allow for adequate return of completed surveys. (See questionnaire draft in Appendix A.)

Analysis of the data was done by the use of percentages, raw data comparisons, analysis of variance, and
chi-square. Percentages of single questions, where significant, were analyzed. Cross-tabulation or comparisons for multiple questions were completed to identify possible trends or indicate significant categorical responses. All percentages and raw data were listed for purposes of clarification and graphs were made for the responses to selected questions.

Multivariate Statistical Analysis

The analysis of variance technique for identifying and measuring the sources of variation within a collection of data was used to determine whether sample means differed more than would be expected by pure chance. Analysis of variance by position of parents, principals, or caregivers was used to identify relationships between criterion variables and predictor variables which were qualitative in nature. The most pertinent and significant information was extracted from results and reported with descriptive analyses.

Significance of the Study

This study reviewed the policy that established the present School-Age Child Care Programs in the Des Moines public schools. It also evaluated the present policy to determine the extent to which it needs to be changed to support development of the necessary goals, objectives, and activities to provide an exemplary program for
Des Moines which may be used by other school districts throughout the United States.

The Community/Adult Education Department of the Des Moines Public Schools is responsible for the organization and implementation of the program. Because all of the programs of the department are self-sustaining and no general budget funds are used, the need to remain self-sufficient requires planning with feasibility studies to ensure financially self-supporting services. Careful planning to meet the changing needs of the community must also be taken into consideration.

This study will assist the Des Moines Public Schools' Community Education Department to plan future school-age child care services. It may also be used to refine policy and to develop goals, objectives, and activities which could be used by other school systems to develop their programs.
A review of the literature was conducted to investigate school-age child care services provided by public school systems and the studies that would be concomitant with those efforts. Particular attention was focused on literature that pertained to school-based programs within public schools.

School-Age Child Care Nationally

According to Wellesley College Center for Research on Women, the main reasons for school involvement with school-age child care include:

- Offering child care identifies the school district as one which cares about the families it serves.
- Public schools need to begin to offer child care in order to remain competitive in many districts where private schools are already offering it.
- Enrollment in a school with a child care program tends to increase as families with employed parents flock to take advantage of the service.
- Offering child care need not place a financial or administrative burden on the school or its staff; many kinds of "partnership" arrangements are possible in which another agency or organization with expertise in the field comes into the school to run the child care program.
- Increased presence of paid staff outside normal school hours creates a more secure environment inside and outside the building and tends to cut down on vandalism and unauthorized use of the premises.
Child care may contribute to the "magnet school concept" drawing enrollment across neighborhood lines and bringing about voluntary desegregation. The appreciation that parents feel for the availability of child care in the school often leads them to become more involved in other aspects of school life. Children's academic performance seems to improve if outside of regular school hours they have some place to go where there is an adult who expects and cares for them.¹

Public school child care in the United States appears to have begun in the 1940s with federally supported programs in public facilities when women were needed in the work force. Public policy wavered with social trends. Schools have increasingly become involved in providing school-age child care in response to community needs as the following social changes occurred:

1. Increased numbers of working mothers
2. Increased numbers of single-parent families
3. Decreased options for child care by extended families or neighborhood women who were not in the work force.

Public policy for school-age child care has historically ebbed and flowed within the larger social context of historic, economic and political factors. Demand for female labor during World War II was accompanied by federal involvement in service delivery. The decades between World War II (1950) and the 1980s were marked by an inability by Congress to

enact national legislation to provide school-aged child care for children of all employed parents.1

Playschools, a product of Dewey's influence during the 1920s and 1930s were the forerunners of today's generally-accepted concept of school-age child care programs even though they were not intended initially for children of working parents. During World War II, playschools operated in public facilities and were financially supported under the provisions of Community Facilities Act of 1941, also known as the Lanham Act. Women were needed in the work force.

As early as the 1940s, social workers and teachers were pushing for after-school canteens or school-age centers and other provisions for school-age child care programs in public schools, housing projects and day nurseries to deal with latch-key children.2

According to Pittman there were implications for school-age care in the Mondale-Brademus Comprehensive Child Development Act which was vetoed in 1971 by President Nixon. Senator Alan Cranston's Child Care Act of 1979, dealing specifically with school-age child care, was never reported out of committee.

Although school-age child care was not always specifically identified, it was allowed funding under both

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1 Wendy B. Gray, "Latch-key Children: Unlocking the Door to School-Age Child Care" (Ph.D. Diss., Brandeis Univ., 1984), p. 2.

2 John Cornelius Pittman, "Development and Assessment
Title IV-A and Title XX. School-age child care has been used by both the Work Incentive Program (WIN) and Aid to Families With Dependent Children (AFDC) under "income disregard" policy.

After almost a decade of inactivity at the federal level, Senate Bill 1531 was introduced in June 1983. The purpose of the School Facilities Child Care Act was to encourage the use of public school facilities before and after school hours for the care of school-age children and other purposes. Although the measure was not enacted, it remained a model for similar bills at the state level.

In 1983, Representative George Miller successfully established the Select Committee on Children, Youth and Families. The purpose was to force Congress to listen to the needs of children and families. The Senate Children's Caucus held its first policy forum on June 9, 1983 to hear testimony on the problems of school-age children without supervision and care.

In October 1984, President Ronald Reagan signed into law a bill authorizing a two-year $24 million program of federal aid for school-based child care. The new child care block grant to the states was included in Senate File 2565, which extended the federal Head Start Program for two years. Under the block grant, non-profit groups

of an After-School Care Program in a Large Urban School District" (Ed.D. diss., Univ. of Miami, 1984), p. 11.
could get help to establish before-and-after school child programs for children of working parents.

The total pool of funding available for the grants was reduced under automatic Gramm-Rudman Hollings cuts by 4.3 percent from the Congressional appropriation of $5 million. The original authorization for the dual-purpose grants was passed in October 1984 at the level of $20 million for each of two years. This appropriation was the only one ever made; the program was zero-funded in fiscal 1985.

States that put up a 25 percent match and certified that they would spend the money in accordance with stipulations of the authorizing legislation would see small amounts of new money from the federal block grant for school-age child care and dependent care information-and-referral. Each state was required to expend 60 percent of its grant for school-age services and 40 percent for information-and-referral. None of the funds were to be used for operating budgets, to subsidize consumers of the services, or to pay for construction or renovation. Grants were to be used for developing or expanding programs.

Currently there is no comprehensive federal child care policy in this country. There are two federal programs that offer assistance—the child care tax credit and provisions of Title XX of the Social Services Block Grant. There are also piecemeal programs initiated by states, the private sector, and some unions. These programs, however, do not
satisfy the growing need for child care in this country, especially among low-income earners.

A group of liberal House Republicans, called the House Wednesday Group, backed a child care bill that would provide $200 million to expand the availability of child care to needy families. The Child Care Act of 1986, sponsored by U.S. Representative Nancy Johnson (R-CT), was intended to enhance accessibility to child care and to enable parents to more easily evaluate a quality child care setting.

The Children's Defense Fund proposed revisions to the Child Care Act of 1986 ensuring that all publicly-funded child care programs meet applicable state and local standards, and that states be provided resources to help improve their child care licensing and enforcement capacities. Resources for training programs would also be provided, as well as incentives for providers to seek specialized training. It would have included sufficient resources to help low and lower-moderate income families locate and pay for high-quality child care.

Following a year-long investigation by the Select Committee on Children, Youth and Families, Committee Chairman U.S. Representative George Miller (D-CA), introduced an omnibus child care bill. The measure would increase money for Title XX Social Services Block Grant funding, develop demonstration programs for preschool and early childhood education, and develop school-based comprehensive centers.
with child care for teenage parents. The bill also would implement programs for parents of handicapped children and crisis nurseries for children at risk of abuse. A portion of the bill that passed the House as part of the Higher Education Act provided for child care stipends for low-income post-secondary school students.

Because of its $560 million price tag and its revolutionary scope, the bill was not expected to pass or even be considered. Although Congress was not expected to take up any child care measure in this session, U.S. Representative Johnson's bill served to raise awareness and to put child care on the Congressional agenda, making it more likely that some form of a child care bill would be passed in the future.

Few today will deny the need for some action on child care. It is the question of "Who will pay and how much?" that creates the heated controversy. The Reagan Administration objects to any increased federal role and has stated that any expansion should come from the private sector and local governments. Although some state governments are implementing innovative programs, most states are not doing enough.

According to Plank, the prospects for legislative action on the national level dealing with child care issues is not evident even though evidence to support the need is widely available. "If programs are developed at either the state or local level, personnel and support services need to
be developed to insure delivery of quality school-age child care.¹

A major child care dilemma is the complete fragmentation of child care services. Parents need to look for different arrangements at each age level. If one kind of arrangement breaks down, parents must start all over again because there are no links between services.

The need for school-age child care is attracting more and more attention from state legislatures and state boards of education. The only unifying element emerging from state to state, and locally, seems to be the growing parental concern for latch-key children which is increasingly directed toward state legislators and local school district officials.

States and communities respond in a variety of ways according to local needs and availability of facilities. Schools are often contracting with licensed providers to offer before and after school care. There are often collaborative efforts between the public school and another organization such as a YMCA, YWCA, or social service agency.

There is a need for public and private vendors and public schools to reach agreement on delivery of services. The federal government of the United States does not have a national policy on child care.

Some states have enacted legislation in support of school-age child care programs in the public schools. Others are considering legislation or offering special incentive grants to schools and community groups to start such programs.

In some states education leaders have brought the issue of school-age child care to the attention of legislators. In other states it is women's commissions or governors.

In February 1985 the National Conference of State Legislators invited national experts on child care to a meeting in Austin, Texas, at which state legislators from around the country studied the demographics, the program prototypes, and the politics of child care and education. School-based child care evolved in the last few years primarily in response to demands from middle and upper-income families. It was parents in these income groups that expressed the need for school-age child care as large numbers of women entered the work force.  

More than 60 percent of American women now work. "The number of 'latch key children'--those who are home alone after school when adults are not present--has shown a major increase and will continue to do so, as women increasingly opt for work and children." 2 This demographic factor is

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2 Harold L. Hodgkinson, All One System - Demographics
already having an impact on American education and will continue to do so into the coming century.

The number of latch-key children has increased as the social structure in America evolved. According to Ruth E. Bill this can be attributed to four factors:

1. the number of working mothers has risen steadily throughout the past decade,
2. the divorce rate has risen, increasing the number of children who live in single-parent households where the parent works,
3. the support system provided by the extended family has declined,
4. family mobility has increased.¹

Latch-key children can become frightened, bored, and cut off from normal social interactions with their peers.

Parents and communities are struggling to provide safe, supervised, and developmentally appropriate before and after-school programs for their "latch-key" children. One response to this need is the joint school/nonprofit sponsored program operated by the YMCA in West Des Moines and Urbandale suburbs of Des Moines, Iowa. Other responses are school-based programs organized and operated by school district administrative personnel such as before and after school-age child care services operating in twenty elementary schools in Des Moines, Iowa during the 1986-87 school year.

A recent trend toward optional extended-day programs in which children are cared for in school, both before and after their normal school day, may become standard as educators adjust to, and cope with, social as well as educational programs.

Many schools already find that a majority of their students come from single parent families. Before they reach 18 years of age, 59% of children born in 1983 will live with only one parent. With more parents working, the problem of latch-key children occurs more frequently.\(^1\)

The Association for Supervision and Curriculum Development cited the need for before and after-school day care as one of ten social trends affecting strategic planning for schools in June 1986.

Parents are beginning to locate in areas where services are provided. Real estate agents are informed and updated periodically as additional schools offer programs.

In a few cases, after school programs have served as magnets in desegregation strategies. This approach has been used successfully in Oak Park, Illinois, Denver, Colorado and Santa Monica, California. It is also being planned for schools in Lawrence, Mass.\(^2\)

The Edmunds Academy of Fine Arts and Elementary School established in Des Moines, Iowa is a magnet school

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\(^2\) Seligson, "Child Care for the School-Age Child," p. 638.
offering successful before and after school-age child care since 1984.

School-based programs offer numerous advantages to families and communities that are unavailable with other types of programs. The school is a safe, familiar, dependable environment for the child who is already on site and secure in the surroundings. Because they utilize existing public resources, school-based programs are cost effective for the community and both affordable and accessible for parents. Programs housed in school buildings, which eliminate most overhead costs, are offered at reasonable rates—considerably lower than most private day care providers.

Many parents like the idea that their children will stay in the same place until it is time to come home. In a 1984 survey conducted by Woman's Day and the Wellesley College Center for Research on Women—a survey on reader attitudes toward public policy that brought more than 100,000 responses—63% of the respondents said that public schools should provide after-school child care. Principals recognized that the programs are drawing cards for parents and have served as magnets in desegregation strategies. Parents, community agencies and school administrators have identified the schools as logical sites for such programs.¹

Some schools have developed their own administrative structures to manage school-based child care programs. This structure is frequently part of some other goal of

¹ Seligson, "Child Care for the School-Age Child," p. 638.
the system; for example, desegregation plans or community education goals. Programs in Princeton Junction, New Jersey and Utica, Michigan as well as Des Moines, Iowa are operated by Community Education personnel. The Community Education Child Care Coordinator and staff collect fees and disburse funds for supplies and salaries separate from the General school account. Community education programs are self-supporting.

In the Des Moines Independent School District, the Community/Adult Education Department has organized and implemented the Before and After School-Age Child Care programs in twenty elementary schools, with eight of those schools having sufficient enrollment for two sections of the program each morning and afternoon. The purpose of community education is to define community needs and take the initiative in meeting them. A pilot program was initiated in two elementary schools in the spring of 1979 following school board approval of the plan. The Des Moines Public Schools have been a national leader in the provision of school-based child care.

Growth of the program over the past seven years was gradual until the 1986-87 school year. Suddenly, the numbers of available centers and children involved almost doubled. The support of the Superintendent and Director of Community/Adult Education were critical to the success of this program.
The literature and research available on school-based school-age child care programs is limited. The Wellesley College Center for Research on Women encouraged and sponsors research through the center's School-Age Child Care Project. The Wellesley School-Age Child Care Policy Report is a valuable resource for local, state, and federal policy makers. It suggests specific recommendations regarding legislation and administrative procedures to aid communities in meeting the need for school-age child care programs. There is a growing need for development of program materials and staff development training which provide for the developmental needs of children in school-age child care programs.

Concerns About Self-Care

In the Project Connections Substudy reported by Wendy Gray in her 1984 dissertation, a number of questions were raised in regard to children caring for themselves during non-school hours. Only one factor was statistically significant in terms of differentiating children who care for themselves at home: the age of the child.


2 Gray.
Parents of children twelve to fourteen were five times more likely to report their children were caring for themselves as parents of children ages six to eight, and more than twice as likely as parents of children ages zero to eleven. The results of an analysis indicate that family structure is also a factor with children of single-parent families more likely to care for themselves than children of two-parent families.

If it were possible to count families where self-care occurs by default, the rate of self-care would increase to 21 percent as compared to 7 percent reported in Gray's research, and it would become the primary mode of school-age child care for children ages six to fourteen in her study. Parents are reluctant to report children in self-care.

In the Gray study, major patterns of child care during non-school hours for children six to fourteen was parent care (19 percent) along with group care options (19 percent). By comparison, in 1965 about 1 percent of school-age children used group care options (day care centers, school-age child care programs).

Gray's research based on families from nine cities nationwide suggested a definite departure from past trends in school-age child care. The rate of care by relatives was much lower than in previous studies; 40 percent compared to 69 percent in earlier studies.
The rate of care by nonrelatives was 51 percent as compared to 17 percent in an earlier study.

Lynette and Thomas Long reported the fears and anxieties experienced by most latch-key children in a small parochial school. They studied fifty-three children who were without after-school adult supervision and thirty-two children continuously supervised by adults. Their book became a primer for describing and coping with the phenomenon.

In their book the Longs described the expansion of their research from 1979 onward and the adjustments made to the original instrument as well as the expansion of children studied. The Longs concluded that despite the increase in numbers and types of latch-key children, and changes in their relationship to the population being studied, few changes resulted in the problems of the children. The problems identified in the initial study of black children enrolled in a small parochial school were constant across groups with children who were neither black nor from small parochial schools experiencing similar problems. The problems of latch-key children are the same or similar whether they are minority or non-minority, from inner city or suburbs.

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2 Pittman, p. 11.
Research by the Longs found that children who cared for themselves experienced more fear, loneliness, and boredom than did children who were regularly supervised by adults. The frequency of fear reported by children who were left alone was three times greater than the frequency of fear reported by children who were left with other siblings, and twenty times greater than the frequency of fear reported by children who were left with adult caretakers.

**Self-Care—Recent Research**

The research on self-care and fear suggests that fear levels differ markedly, depending on the location of a child's home. Urban settings produce the most fear; rural settings the least. The Longs, who studied children in the most threatening environments (urban apartments), found high levels of fear among youngsters who cared for themselves. But Galambos and Garbarino, using teacher ratings of supervised and unsupervised fifth and seventh grade students in a rural setting, found no significant differences between the groups in academic achievement, classroom orientation, fear level, or school adjustment.¹

Researchers at the University of North Carolina recently conducted a study involving ninety-six fourth and seventh graders, half in self-care after school and half in adult care. They concluded that concern about effects of self-care may not be warranted. Oral interviews were conducted with a sample drawn from urban and rural schools in North Carolina. Two scales measuring self-esteem and perceived locus of control were administered during the interviews. Homeroom teachers completed Behavior Rating Forms for each child. The results indicated no significant differences between the matched samples. The findings were consistent for fourth graders, seventh graders, and the total sample for all dependent variables.

Steinburg's 1986 study addresses the susceptibility of children in self-care to peer pressure. The 865 children in his study were drawn from a cross-section of grades 5, 6, 8, and 9 public school classrooms in Madison, Wisconsin. A questionnaire battery was administered to the sample and the resulting data were analyzed to determine whether the degree of adult supervision available

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2 Steinburg.
after school affected the amount of peer pressure experienced. The data showed that the farther removed children are from adult supervision, the more susceptible they are to anti-social activity and peer pressure. The key factor appeared to be whether the parent knows where the child is and whether the child has internalized parental norms and values.

The numbers of children in self-care situations as well as the effects of self-care remain unknown. Questions include the meaning of self-care in the experience of childhood. Children enrolled in school-age child care programs offered in public school buildings during the regular school year may find themselves in self-care during summers and school vacations. Researchers have paid little attention to the possibility that before and after school-age child care programs may be preventive services.

Positive and Negative Aspects of Child Care Programs in Public School Buildings

Positive Aspects

Five positive aspects of school-age child care include the following:

1. Superintendents of public schools have credited their extended-day programs for maintaining levels of elementary school enrollments.

2. School-based child care programs use of otherwise
surplus space in currently operating schools is viewed as an effective use of space. The use of empty classrooms and gymnasiums represents an effective use of public resources.

3. The presence of before and after school programs may help to decrease vandalism and delinquency by reducing the number of children "hanging around" during after school hours.

4. School-age child care may help with desegregation efforts as a formal or informal magnet attracting parents from all ethnic groups to enroll in schools offering the service.

5. The provision of child care programs allows teachers freedom from supervision of children and more planning time before and after school.

Negative Aspects

Three negative aspects of school-age child care programs are:

1. School-age child care programs were perceived by some people as a social service raising questions about the school's responsibility to the children and their families.

2. Conflicts arose occasionally over utilization of space in the school building.

3. Private care centers in the neighborhood sometimes felt threatened. When calls of that nature were
received in the child care office, the situation was discussed and the feeling was shared that the need and demand for school-age child care services was greater than the supply of available care options. There is opportunity for all reputable groups desiring to provide school-age child care.

Profiles of Selected Programs

Profiles of selected public school-based child care programs operated by Community Education personnel were compiled as a result of survey of literature or telephone interviews. The specific programs were selected because of similarity to the Des Moines Public School school-age child care organized and administered through the Community Education Department.

St. Louis Park, Minnesota

The St. Louis Park, Minnesota Latch Key Program serves about 175 children a year in a before and after school program which expands to provide care on school release days and summers. According to Katy Laine, Assistant Child Care Coordinator, the program includes units in crafts, sports, cooking, art, dramatics, music, computer, and swimming.

The St. Louis Park Latch Key program began in 1972 as a summer program to provide child care, recreation,
and enrichment activities for elementary children. Latch Key is a self-sustaining program.

In 1980 the program was expanded to provide full-year service at a larger facility. St. Louis Park School District 283 also operates, through its Community Education Department and the City of St. Louis Park, a preschool program, cooperative preschool, and a parenting program.

The School District provides the building facility, maintenance, and transportation between the center and the schools. Salaries, personnel benefits, printing, supplies, equipment, food, field trips, and other programming or operating costs are paid through client fees.

Latch Key has a Parent Advisory Council. The council has sponsored fundraisers and special family programming and has given productive feedback on parental concerns.

St. Louis Park Latch Key presently operates year-round at a centralized facility accommodating 120 children in four large classrooms. Their facility also provides a playing field and playground, scheduled use of the gym, little theater, indoor swimming pool, cafeteria and kitchen, as well as office and storage areas.

The program was specifically designed to provide recreational and educational activities appropriate to children of elementary age. Crafts, projects, science
experiments, dramatics, swimming, computer, woodworking, cooking, needlework, health and safety lessons, field trips, games, guest speakers, and toys are all selected to meet the interests and skills of children between the ages of five and twelve years old. Much attention and planning was devoted to creating a warm and stimulating environment for this vigorous and exciting age group. Supervised free play, field and gym activities, assigned chores, and group projects provide opportunities to build friendships, self-esteem, and responsibility. The children are encouraged to discover new skills and hobbies in addition to pursuing and cultivating individual talents and interests. A good Latch Key Program incorporates both structured and unstructured activities for children at this stage of development.

Utica, Michigan

The Utica, Michigan latch key program is operated by a Community Education Coordinator. All twenty-five elementary schools have a latch key program serving up to forty students in each program. Snow days, teacher inservice days, vacations, and summers are all covered. Children are consolidated during those times into a smaller number of sites. Early childhood programs are offering full-day care for children as young as two weeks.
Parents requested services for younger brothers and sisters of children enrolled in the latch key program.

West Windsor-Plainsboro-Princeton Junction, New Jersey

The Community Education Director organized and administered the extended-day program in the three district elementary schools throughout the year. The program is in its third year of operation and expected to expand in the future. Parents contract for services on a yearly basis. Teachers are certified and also hired on a yearly basis. Fees are $114.00 per month for afternoon service until 6:00 p.m. which includes half days when necessary. Fees for the morning program which operates from 7:00 a.m. until the start of the school day are two-thirds of the afternoon rate (approximately $75.00 per month). All teachers are certified and hired on a yearly contract but are not employed during the regular school day. East Windsor and Palmyra School Districts in New Jersey also offer Extended Day services administered through the Community Education Program.

Pensacola, Florida--Escambia County School District

Twenty-four out of thirty-six community schools are offering after school child care. Services are on a contract basis with local youth organizations. The
organization handles all fees. According to the Coordinator of Child Care Programs, Escambia County School District has received one of three grants awarded in the State of Florida to develop a Model School Program which will operate from 6:30 a.m. to 6:00 p.m. throughout the school year and during all vacations except summer vacation. A site director will be on duty from 6:00 a.m. to 4:00 p.m.

Wheat Ridge, Colorado
Martensen Children's Center
Jefferson County, Colorado

Martensen Children's Center was established in 1972 to meet the needs of the community, offering both a Day Care and Before and After School programs. Programs are housed in Martensen, the Preschool and Elementary building.

The Before and After School program is open from 7:00 a.m. to 8:05 a.m. and 2:30 p.m. to 6:00 p.m. Monday through Friday, servicing children ages 7 to 12. On minimal days, school holidays, and during the summer months the program operates 7:00 a.m. to 6:00 p.m. The rates range from $2.65 per day to $10.50 per day.
Child Care Programs in Seven Selected States

In her research on after school child care projects Betsy Burcaw Plank concluded that Directors of Community Education assumed administrative responsibility for child care projects administered by the school district. Directors of projects employed school-age child care personnel who demonstrated knowledge of child development concepts and planned staff development programs. Staffing patterns were determined by the size of the groups of children in care with an average adult/child ratio of 1:14.

Recommendations included public school districts investigating the provision of after school child care to meet current and future needs of their communities. The purpose of the study was to determine the administrative structure, staff qualifications, and staffing patterns of selected school-age child care projects administered by public school districts.

Summary

The nation's schools and their school boards have important roles to play in helping their communities, and society as a whole, in finding solutions to the problem

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1 Georgia, Kentucky, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.

2 Betsy Burcaw Plank, "After-School Child Care Projects."
of caring for the nation's growing number of latch-key children. The nation's public schools must continue to respond to societal trends. School-based child care programs provide communities, parents, and students with a badly needed service. Provision of such totally self-supporting services is good public relations for a school district indicating concern for the safety of children and increased utilization of school buildings. Establishment of school-based child care services provided by a school district are usually more affordable and accessible to parents than conventional child care.
CHAPTER 3
Design of Study

Procedures

The following procedures were used to provide an objective analysis and evaluation of the school-age child care services provided by the Des Moines Public Schools. The purpose was to provide information for the Community/Adult Education Department to plan future programs and useful information to other school systems that may develop similar programs.

1. After an initial review of the literature relating to demographic trends affecting community education planning—three of which related to the increased need for school-age child care—this review of literature study was narrowed to school-based child care programs to provide an analysis of the Des Moines Before and After School Child Care.

2. Information was collected pertaining to national, state, and local issues relating to provision of school-age child care, specifically school-based programs. Profiles of selected school-based child care programs operated by Community Education Coordinators were compiled.

3. Historical information was compiled for the past seven years of Des Moines Public Schools' programs.
4. On-site interviews were conducted with local principals who were pioneers in the pilot project in 1979.

5. A survey instrument was patterned after Pittman with necessary changes for assessing local needs and opinions.¹

6. Surveys were sent to 50 percent of parents, principals, and caregivers currently participating in the program.

7. Telephone interviews were conducted with selected school-based child care program directors.

8. Interviews were conducted with Community/Adult Education Director and Executive Director of Elementary Education involved in the last six years.

9. The data from returned instruments were compiled and analyzed.

10. New recommendations and guidelines were formulated from the analysis and evaluation of the data, the survey of literature, and all interviews.

The Survey Instrument

An instrument was developed to assist in answering the research questions stated in Chapter 1 (Appendix A). Various formats were discussed. It was decided by the doctoral advisory committee that a modification of the

¹ Pittman, p. 11.
Pittman instrument was necessary to assure that content and format of survey instrument would provide data for an analysis of the Des Moines program by measuring parent and staff attitudes to elicit responses concerning supplies, program, procedures, and staff of school-age child care programs in Des Moines elementary schools.

**Population Sample and Administration of Surveys**

A 50 percent systematic random sample of parents was obtained by assigning numbers to alphabetized names of children enrolled in each of the twenty child care centers. Names associated with numbers 2, 4, 6 ... N were designated to receive the survey.

Surveys were also sent to a 50 percent systematic sample of principals in the twenty elementary schools with child care programs and 50 percent of caregivers. The cover letter requested return of the survey within ten days. A postage paid, addressed envelope was included for convenience.

**Data Analysis Techniques**

Analysis of the data was done through the use of percentages, raw data comparisons, chi square, and analysis of variance. Percentages of single questions, where significant, were analyzed. Cross-tabulation or comparisons for multiple questions were used to identify
possible trends or indicate significant categorical responses. All percentages and raw data were listed for purposes of clarification and graphs were made for selected questions.

Policy Analysis Questions

The following policy level questions were used for this study. For school-based child care programs in the Des Moines Public Schools:

1. What are the present needs?
2. What future needs are indicated by current trends?
3. How can these needs be met?
4. How should these needs be met?

Supporting Questions

The questions to be answered by data collection were:

1. How are the Des Moines Public Schools providing school-age child care?
2. What reasons do parents give for using school-age child care provided by public schools?
3. Do parents using school-age child care offered by the public schools prefer it to alternative services?
4. To what extent does the program retain eligible children from one academic year to the subsequent academic year and to what extent can we predict future needs?
5. Does ethnicity affect the use of the program?
6. Is the extent of use related to the number of parents in the family?

Definition of Terms

School-Age Child Care: Any single program, or system of programs, formally designed and organized to provide supervision and care for school children between the ages of five and twelve during those hours, before and after school, when school is not in session.

Community Education: Community education is a philosophy, a way of looking at public education. It advocates a community process through which citizens, schools, government agencies, and community organizations work together to offer education, recreation, and human services to everyone in the community and promotes lifelong learning.

Elementary School: Kindergarten through fifth grade.

Self-Care: Lack of adult supervision for a child either before or after school.

Evaluation: "The process of delineating, obtaining and providing useful information for judging decision alternatives."\(^1\)

Latch-key Child: Young children without adult supervision in their own homes before and after school who use keys to enter their homes.

Perceptions: What an individual thinks or believes. Perceptions in this study were measured by semantic differentials and forced choice questions.

Program: Defined set of service activities delivered by selected staff to individuals to accomplish predetermined goals.

Staff: All caregivers in the fifty-six sections of the Before and After School Child Care program, central office secretary, and the program coordinator.

Limitations

This study focused on only School-based child care programs operated by public school districts.

1. Elements considered significant for this study were limited to those measured by the survey instrument (see Appendix A).

2. The study was limited to surveying parents, principals, and caregivers associated with programs in existence during the 1986-87 school year in Des Moines.

3. In addition to data collected from returned survey instruments, the study included interviews with elementary principals involved in original pilot programs and current, key, central office administrators.
4. Conclusions for program organization and implementation were most appropriate for school districts with characteristics similar to the Des Moines Public Schools.

Interviews

Interviews were structured with planned questions. The questions and answers format led to free-flowing discussion which is also documented. Taped interviews conducted with key Des Moines Public School administrators involved with the School-Age Child Care Project follow:

Pilot Project Principal #1

1. Why were you willing to pilot the before and after school child care program?

"Because of community request following a needs assessment and to provide service that the community indicated it needed."

2. How do you feel about the program in your school at this time?

"I feel very good about it, both in numbers of children and how the program is going."

3. What were the original goals?

"The original intent and goals were to provide

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1 Don Shaw, Principal, Woodlawn Elementary School, Des Moines, Iowa, interview with author 19 Jan. 1986.
dependable supervision for children before and after school."

4. Did you foresee or anticipate growth of the program?
"Yes, but maybe not to the extent to which it has grown today."

5. What, in your opinion, are needed changes or improvements today? (Staff, facilities, supplies, procedures.)
"Caregivers need as much assistance as possible to know how to deal with children, make certain that morning activities are quiet (games, crafts, etc.), and appropriate for the developmental needs of kindergarten through 5th grade children. Active games and recreation need to be reserved for the afternoon sessions. Procedures for snacks and eating in the room need to be clarified. Nutritional snacks provided by food service are sometimes not preferred by children. Early morning and late evening security is a problem. Some accessible entrances parents expect to find unlocked may need to be locked eventually, with all parents utilizing one door. It is the parent's responsibility to see that the child is safely in the room."

6. How do you visualize this program in the future?
(Two to five years.)
"Ideally it would be nice to have a program in every school. We may need to deal with children from other
schools being in the program which may require busing. (To qualify for program in any school at this time, a child must attend and/or reside within the boundaries of that school.) Eventually this program will affect everyone."

The following was a free flow discussion of future program expansion to vacation days and summer. Do you perceive a possibility of regional centers?

"This would be a ten-hour day which would be difficult for caregivers. It might be necessary to run two five-hour shifts. Cost will be a major factor."

The low cost, convenience, and safety features have made the school-age child care program very popular with parents.

Pilot Project Principal #2

1. Why were you willing to pilot the before and after school child care program?

"A Community/Adult Education coordinator assisted in the design of the pilot for Hillis Elementary to meet the needs of working parents and unsupervised children in the neighborhood. A prototype was designed, parents were surveyed, and a proposal was

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1 Thomas Turner, Principal, Adams Elementary School, Des Moines, Iowa, interview with author, 26 Jan. 1986.
presented to key central office administrators. Community/Adult Education, Elementary Department, and Pupil Services all supported the proposal. The school board approved the pilot program for the spring semester 1979 at two elementary school."

2. How do you feel about the program at this school now?
"We have a very good program with Sherry (caregiver). There were some problems last year, but this year everything is fine. This program has allowed teachers to have planning time without early arrival children in their classrooms."

3. What were the original goals of the program?
"The original goal was to provide good quality before and after school supervision for children and to eliminate a dangerous walk to and/or from home. With the whole package at school, children are dropped off in the morning by parents and stay straight through until picked up by parents. Half of the parents in that neighborhood were single-parent families headed by women who work."

4. Did you foresee or anticipate the growth of the program?
"No, not really. Principals were somewhat reluctant. The program had been tried earlier without assistance of Community/Adult Education and wasn't successful. The Elementary Department is very supportive of the program. The only problem is space availability."
5. What, in your opinion, are needed changes or improvements today?

"It's an excellent program. The caregiver is very conscientious."

6. How do you visualize this program in the future?

"The Executive Director of Elementary Education is supporting the program which will likely be offered in every school eventually."

**Education Director**¹

1. Since your support of this program is critical, how do you feel about The School-Aged Child Care Program at this point in time?

"I feel that the entire department of Community/Adult Education is the shining star of the Des Moines School District in that we offer programs to 75 percent of the parents who have no contact with the kindergarten through 12th grade program. The number of parents with children in the kindergarten through 12th grade program will drop to 20 percent, and some say even 15 percent, in the future. All of our programs are important in reaching the vast public who pay the tax bill; hundreds of thousands of dollars of taxes go for the schools every year.

Of all our programs, I feel that Child Care is the single most important program in our department. It serves the large and growing number of homes where both parents are in the work force, and the ever-increasing number of homes of single parents with children in school. For both groups, the quality of service that we offer at very economical prices is a direct benefit to them."

2. Do you feel that there are any needed changes or improvements at this time in staff, facilities, supplies, or procedures?

"One of our continual problems is to have the best possible physical settings for these Before and After School Child Care Programs. This is a problem and a continuing concern for all of us."

3. Supplies and procedures and staff seem to be shaping up pretty well?

"Yes, very well."

4. What do you consider to be the primary goal for the program?

"Our goal is to have a child care unit in every one of the forty-two elementary buildings by September 1988. Don Brubaker, Executive Director of Elementary Education, has endorsed this as a goal that can be reached, and we need his continued support in working
with principals to make them see the need--and to
find space for us."

5. Did you anticipate this growth?

"It was very slow; I haven't understood it. In the
book that just came off the press, Ten Significant
Years 1976 to 1986, I have included the school board
minutes of 1979 during which we addressed the board
(the then corporate director of this department and
myself), in regard to the need. The board had some
reservations about the program that could be noted
and quoted. The program was slow to take off and
failed in one school. It failed completely at Cattell.
Incidentally, it is now functioning very well. Part
of the problem at Cattell, in 1979-80, was that the
principal was not behind the program. In those
schools where it was successful--and I believe they
were Hillis and Hanawalt--we had cooperative, enthusi-
astic principals who communicated with their parents.
They explained the program and publicized it and
supported the program when the parents had questions
about it. In fact, Hillis will soon be one of the
few schools who will have three sections. I can't
emphasize too much two things. First, the coordinator
in our office in charge of the program provides an
enthusiastic and active leadership to all the school
principals and caregivers. Also very important is
the help, cooperation, and interest of the individual building principal. Each need each other."

6. Do you feel that the Before and After School Programs should receive priority for space in the buildings, now that the space is at such a premium? One of the benefits of our program is that we have been so flexible.

"I think we're going to have to continue well into the future working around individual principals, and teacher dynasties that exist within any elementary or secondary school. As teachers retire, and as principals develop new programs, they see the possibility of using space more creatively."

7. To what extent do you feel that the program assists principals' efforts to improve the public image of their public facility?

"The principals get 95 percent of the glory. The average parent has no idea who the director of Community/Adult Education is; they have no idea who the coordinator of this program is; they know their elementary principal by name, and they give him/her credit. This doesn't bother us. The principal is the gainer. It's his public relations. He's the one that gets the credit, even when only timidly supporting the program, or maybe even cold toward the program. The enthusiastic perception of the parents is the
thing that continues to make it go. The principals are often brought around. The survey that we completed really dramatically supports that enthusiastic support of the parents."

8. With increased interest in home schools or private education, do you believe Before and After School Child Care will have any influence on enrollment of students in Des Moines Public Schools?

"Child Care is a plus factor, and we have some evidence of enrolling students who are now in private/parochial schools. The evidence of our effectiveness in Child Care and also preschool is that some of the parochial schools have put in Child Care because they want to keep their students. Most parochial schools didn't even have preschool or kindergarten until a few years ago. Now most parochial schools have both programs to keep their enrollees."

"I am intrigued with the fact that many superintendents of schools in Iowa, of all sizes--excluding Des Moines because Des Moines is the exception--shy away from Child Care as their responsibility. They reject it. I wonder if they are afraid of it. They say, let the private agencies do it; let others take care of it. This is a personal point of view. I think that they are so wrong because the children are in public schools and their
parents are otherwise engaged. We have the facilities; the public has spent millions on the school buildings of this state. They ought to be opened at 7:00 a.m. and remain open into the late afternoon for the children; as well as into the evenings for adult activities. They are not doing that, and I think they are very shortsighted. The public is paying an ever-increasing and crushing tax load to support school systems that have decreasing numbers of students. Community Education and programs like child care fill a void and make these schools a very viable servant to the public.

Elementary Education Director

1. Because your support of the Before and After School Child Care program is so critical to the success of the program, how do you feel about the program at this point in time?

"I believe it is meeting a need that we have in our district and in our society. It would be my judgment that wherever there is an interest on the part of parents, and a need, that we ought to provide the service."

2. What, if any, changes or improvements do you feel need to be made to staff, supplies, facilities, or program?

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1 Dr. Don Brubaker, Executive Director of Elementary Education, Des Moines Public Schools, interview with author, 24 Feb. 1986.
"Anytime we can provide training for people to provide a service involving some human service, I think that we enhance the outcome. I would also like to see some thought given to incentives for schools. Anytime you add a program to a school, it is viewed as another responsibility with very little benefit. Some principals see the benefit of serving the community, others may need more tangible evidence to provide that incentive. I would like to have us look at some incentives for schools to pursue this a little more vigorously."

3. Do you feel that this program impacts on the attraction of students to the public schools, as opposed to having some who would be in a private school otherwise?

"We're being told that public education is conceivably crumbling around us. We will not have public education in the future as we once knew it and experienced it. If we value that, then we're going to have to take certain measures to assure that public education continues as healthy and thriving. There are a number of authorities who are telling us that we can't continue to offer the same services we've offered in the past, and they are saying that because of our current society and their needs, single-parent families, divorce rate, poverty--and all of those kinds of things--that we're going to have to start
providing those services or these families will go elsewhere where they can obtain such services. As a measure to preserve and enhance the public schools, and be more acceptable on the part of the public, then this is a service we ought to consider. We need to help principals believe that."

4. To what extent, if any, do you think that support of public education from the outside may be improved by the program? In other words, people in the community perceiving that we are meeting the needs of the community, and thereby eventually impacting on their feelings about public education?

"I'm not sure whether or not this will have any impact on the larger society or the larger public. We know that we are serving only a small portion of our public, 30 percent, and it's going to get smaller. That 30 percent is critical to us because they're going to be sending their children someplace. I believe that by providing this service we can, in fact, help our image in that narrow public, but probably also in the larger public because those people are talking to grandparents, aunts and uncles. So I do think it can be effective."

5. To what extent, if any, do you think that the social and attitudinal skills that are learned in the program
transfer to a more positive student attitude in the regular classroom?

"I think there could be some transfer. At this point when we think of day care we're not thinking of instruction too much. We're not thinking of some outcomes that would be beneficial, other than just on keeping somebody's child while they're working. To provide that kind of additional service would be very helpful. It may cost more money because we would have to hire people who have certain skills. I guess that needs to be explored further."

(clarified) I was also thinking of things in terms of attitudes of the children feeling more secure, and maybe having a little higher self-esteem, because they have been in a group with a person they can depend on before school rather than coming to school after being home alone for two or three hours.

"Okay, that's true. The other thing that I have been hearing a little bit about and I need to hear more about, is that in my judgment--and in most people's judgment--institutionalizing parenting, child care, education, and rearing of children has been tried in some societies and it has not been effective. I have more concern saying that if you give me your three year old or your two year old we will provide a better setting than you can provide at home. Now,
I know that is true in some instances where children are being abused and things like that, but in general, across the board, I doubt seriously that this is a posture that we want to take."

6. How do you perceive the future expansion of the program in the next year or two?
"Well, I told principals yesterday at our monthly meeting that I would anticipate that every school in Des Moines, every elementary school, will have a preschool and day care center and will provide these services where there is an interest and need."

Summary of Interviews

The opinions and information obtained through the interviews were helpful in answering many of the policy questions proposed in this study. Although public schools are not obligated to provide school-age child care on demand, the positive responses to the program from principals and central office administrators support the value of providing services to meet documented needs of the community. Such expressed needs outside of the kindergarten to grade twelve curriculum are effectively and efficiently provided by the Community/Adult Education Department within the public school system.

Administrators appreciated the convenience of having a program within the elementary building where children
who arrive very early each morning were supervised adequately with planned activities. Teachers were insured freedom from any supervisory responsibilities so that they could use their time before and after school for planning purposes.

The safety aspect for children whose parents drop them off and pick them up at school as opposed to their walking to school was one of the early factors in the implementation of the school-age child care program. Parents and principals appreciate the safety, convenience, and dependability of the service. School-age child care contributed to the effective and efficient use of buildings by utilizing them two hours earlier and two hours later than the time period encompassed in the regular school day.

According to the Executive Director of Elementary Education, all elementary buildings in the Des Moines Public School District will have both a preschool-early childhood education center and a school-age child care center within the next few years. As mentioned by the Community/Adult Education Director, the only inhibiting factor towards that goal will be availability of space. Eventually, priority may be given to insure adequate space for both programs.
Summary

The survey of literature, on-site interviews, telephone interviews, and analysis of survey results served as the basis for the development of future guidelines for before and after school child care projects administered by the Des Moines Public School District in this rapidly expanding program. These guidelines (Chapter 5) were prepared to aid Des Moines and other school districts with the development of future school-age child care projects meeting the need projected for the coming decade.
CHAPTER 4
Presentation of Data

Historical Documentation of the Des Moines Public School School-Age Child Care Program

In November 1979 the Des Moines School Board approved the Before and After School Supervision Proposal to be organized and operated by the Community/Adult Education Department. The policy statement was included in the school board minutes of November 6, 1979.

CHILD SUPERVISION SERVICES.

A community survey indicates that a number of parents of elementary children are employed and would like to have their children supervised at their schools before and after the regular school day.

A pilot project designed to provide this kind of service has been planned and is ready for implementation. The parents would pay for the services. Service would be provided through the Community and Adult Education Department. If the pilot projects are successful, other schools may wish to include this service in their community education programs.

The Superintendent recommends that the Board of Directors approve the following policy statement:

"District schools may provide supervision for pupils before and after the regular school day when parents in sufficient number request the service and agree to pay for all added costs. Such programs will neither impinge upon other school programs nor require the use of District funds."1

Adopted.

1 Des Moines School Board. Minutes of meeting, 6 Nov. 1979.
Programs were started in the spring of 1980 at two elementary buildings. By 1983, two more schools were offering services with additions each year resulting in a total of twelve schools in the before and after school child care programs in the 1985-86 school year. Services were extended to eight additional elementary schools for the 1986-87 school year. (See Table 1.)

Des Moines was a leader in the implementation of school-age child care. In the 1986-87 school year the Des Moines Public Schools served over 800 children a day in fifty-six sections of the program across the city (twenty-eight sections in the morning and twenty-eight in the afternoon). The school-age child care program was located in twenty elementary buildings with sufficient enrollment for two sections each morning and afternoon in eight of those buildings. The program almost doubled since 1985 both in enrollment and available centers. Most were located in gymnasiums, cafeterias, preschool rooms, and occasionally in classrooms which were available from 7:00-9:00 a.m. or 3:00-5:30 p.m.

The Community/Adult Education Department extended to all elementary principals the invitation to work cooperatively to poll the parents of their interest in this service. The program could be organized in any elementary school where fifteen or more students enroll and the principal agrees to provide space. The program was self-supporting.
### Table 1

Growth of the Before and After School-Age Child Care Program 1979 - 1986

<table>
<thead>
<tr>
<th>Year</th>
<th>Coordinator</th>
<th>Centers</th>
<th>Fee</th>
<th>Sept/May Sections</th>
<th>No. of Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979-1980</td>
<td>Tom Liljedahl</td>
<td>Hillis</td>
<td>$12.50 per week</td>
<td>1</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cattell</td>
<td>6.25 a.m. or p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980-1981</td>
<td>Tom Liljedahl/Hills</td>
<td>Hillis</td>
<td>$12.50 per week</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Duane Lodge</td>
<td>Hanawalt</td>
<td>6.25 a.m. or p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981-1982</td>
<td>Duane Lodge</td>
<td>Hillis</td>
<td>$12.50 per week</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanawalt</td>
<td>6.25 a.m. or p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1982-1983</td>
<td>Duane Lodge</td>
<td>Hillis</td>
<td>$12.50 per week</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanawalt</td>
<td>6.25 a.m. or p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hubbell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1983-1984</td>
<td>Ann Laurence</td>
<td>Greenwood</td>
<td>$12.50 per week</td>
<td>1</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanawalt</td>
<td>6.25 a.m. or p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hubbell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Coordinator</td>
<td>Centers</td>
<td>Fee</td>
<td>Sept/May Sections</td>
<td>No. of Children Served</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>-------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1984-1985</td>
<td>Ann Laurence</td>
<td>Adams</td>
<td>$15.00 per week</td>
<td>1</td>
<td>318</td>
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<tr>
<td></td>
<td></td>
<td>Edmunds</td>
<td>8.00 a.m. or p.m.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Granger</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenwood</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanawalt</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillis</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hubbell</td>
<td></td>
<td>2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Rice</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studebaker</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wright</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1985-1986</td>
<td>Ann Laurence</td>
<td>Adams</td>
<td>$15.00 per week</td>
<td>1</td>
<td>409</td>
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<td>Cattell</td>
<td>8.00 a.m. or p.m.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmunds</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Granger</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greenwood</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanawalt</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillis</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hubbell</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rice</td>
<td></td>
<td>2 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studebaker</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Woodlawn</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wright</td>
<td></td>
<td>2</td>
<td></td>
</tr>
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</table>
Table 1 (Continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Coordinator</th>
<th>Centers</th>
<th>Fee</th>
<th>Sept/May Sections</th>
<th>No. of Children Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-1987</td>
<td>Sindee Irelan</td>
<td>Adams</td>
<td>$18.00 per week</td>
<td>1</td>
<td>972</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cattell</td>
<td>9.00 am; 11.00 pm</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Edmunds</td>
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<td>2</td>
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<td></td>
<td></td>
<td>Granger</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Greenwood</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hanawalt</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hillis</td>
<td></td>
<td>2</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Hubbell</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Rice</td>
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<td>2</td>
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<td></td>
<td>Studebaker</td>
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<td></td>
<td></td>
<td>Woodlawn</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wright</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Howe</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lovejoy</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>McKee</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oak Park</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Park Avenue</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perkins</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watrous</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Moore</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

December 1986
Data Analysis

T-test Strength of Feeling

A t-test was performed on the answers to the survey questions regarding program, facilities, staff, and supplies to test the hypothesis that acceptance of the program is greater than zero. Values of responses to each question were weighted according to the following scale and then divided by the total number of responses to each question in all five categories.

Example of the weighted strength of feeling index:

<table>
<thead>
<tr>
<th>Helpful</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>-1</td>
<td>-3</td>
<td></td>
</tr>
</tbody>
</table>

Respondents will not mark the extreme responses of strongly agree or strongly disagree unless they do feel very strongly. This was shown by the increased value of that response. A score of three on the first question of program helpfulness would indicate that everyone felt the program was very helpful to all children and all families. Strength of feeling scores were reported by parent, principal, and caregiver categories to each question regarding program, facilities, staff, and supplies.

Perceptions of goals of the program were also weighted by position using the same scale of +3 to -3 for analysis of perceptions of parents, principals, and child care staff. Negative scores indicate perceptions that
the idea represented by the phrase is not perceived as a goal/purpose of the program.

Crosstabulations

All responses were further analyzed by two-way crosstabulations and related statistical measures for variables by crosstabs of perceptions by position (parents, principals, and child care staff). The most pertinent and significant information was extracted from results and reported with descriptive analyses.

Multivariate Statistical Analysis

The analysis of variance technique for identifying and measuring the sources of variation within a collection of data was used to determine whether sample means differ more than would be expected by pure chance. Analysis of variance by position of parents, principals, or caregivers was used to identify relationships between criterion variables and predictor variables which were qualitative in nature. The most pertinent and significant information were extracted from results and reported with descriptive analysis.

Strength of Feeling Index

Numbers of responses to each questions were weighted according to the following scale and then divided by the total number of responses to each question in all five
categories. Scores were recorded separately for parents, principals, and caregivers.

<table>
<thead>
<tr>
<th>Helpful</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Not Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+3</td>
<td>+1</td>
<td>0</td>
<td>-1</td>
<td>-3</td>
<td></td>
</tr>
</tbody>
</table>

The feelings of parents, principals, and caregivers about School-Age Child Care Program are shown in Table 2.

Table 2

<table>
<thead>
<tr>
<th>Strength of Feeling - Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need for Program</td>
</tr>
<tr>
<td>Needed--Not Needed</td>
</tr>
<tr>
<td>Usefulness of Program</td>
</tr>
<tr>
<td>Helpfulness of Program</td>
</tr>
<tr>
<td>Like--Dislike</td>
</tr>
<tr>
<td>Program Safety</td>
</tr>
<tr>
<td>Program Complexity</td>
</tr>
<tr>
<td>Program Cost</td>
</tr>
<tr>
<td>Program Expense</td>
</tr>
</tbody>
</table>

Note: +3 Strongly Agree -- -3 Strongly Disagree

The feelings of parents, principals, and caregivers about facilities use by the School-Age Child Care Program are shown in Table 3.
Table 3
Strength of Feeling - Facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Parent</th>
<th>Principal</th>
<th>Caregiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cleanliness</td>
<td>1.87</td>
<td>2.57</td>
<td>0.62</td>
</tr>
<tr>
<td>Adequate--Inadequate</td>
<td>1.39</td>
<td>1.29</td>
<td>-0.08</td>
</tr>
<tr>
<td>Inviting--Cluttered</td>
<td>0.92</td>
<td>1.00</td>
<td>1.46</td>
</tr>
<tr>
<td>Open--Restrictive</td>
<td>0.75</td>
<td>1.85</td>
<td>0.38</td>
</tr>
<tr>
<td>Space Conflict--No Conflict</td>
<td>0.71</td>
<td>1.29</td>
<td>-0.54</td>
</tr>
<tr>
<td>Attractive--Not Attractive</td>
<td>0.58</td>
<td>1.57</td>
<td>0.38</td>
</tr>
</tbody>
</table>

Note: +3 Strongly Agree -- -3 Strongly Disagree

Table 4
Strength of Feeling - Staff

<table>
<thead>
<tr>
<th>Staff Behavior</th>
<th>Parent</th>
<th>Principal</th>
<th>Caregiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Behavior</td>
<td>1.81</td>
<td>2.00</td>
<td>2.50</td>
</tr>
<tr>
<td>Considerate--Inconsiderate</td>
<td>1.69</td>
<td>2.29</td>
<td>2.00</td>
</tr>
<tr>
<td>Staff Caring</td>
<td>1.59</td>
<td>2.00</td>
<td>2.25</td>
</tr>
<tr>
<td>Staff Concern</td>
<td>1.52</td>
<td>2.29</td>
<td>2.25</td>
</tr>
<tr>
<td>Staff Involvement</td>
<td>1.50</td>
<td>2.29</td>
<td>2.58</td>
</tr>
</tbody>
</table>

Note: +3 Strongly Agree -- -3 Strongly Disagree

The feelings of parents, principals, and caregivers about staff of the School-Age Child Care Program are shown
in Table 4, and their feelings about supplies are shown in Table 5.

Table 5

<table>
<thead>
<tr>
<th></th>
<th>Parent</th>
<th>Principal</th>
<th>Caregiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriateness of Supplies</td>
<td>1.40</td>
<td>2.00</td>
<td>0.92</td>
</tr>
<tr>
<td>Accessibility of Supplies</td>
<td>1.25</td>
<td>2.00</td>
<td>1.08</td>
</tr>
<tr>
<td>Amount of Supplies</td>
<td>0.86</td>
<td>1.29</td>
<td>0.39</td>
</tr>
</tbody>
</table>

Note: +3 Strongly Agree -- -3 Strongly Disagree

Analysis of Variance

Analysis of variance for identifying and measuring the sources of variation within a collection of data was used to determine whether sample means differed more than expected by chance. Analysis of variance by position of parents, principals, or caregivers was used to identify relationships between criterion variables and predictor variables which were qualitative in nature. The most significant information was reported in Tables 6 through 10.
### Table 6
Analysis of Variance - Program Expense

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Signif. of F&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>6.680</td>
<td>2</td>
<td>3.340</td>
<td>3.698</td>
<td>0.027</td>
</tr>
<tr>
<td>Residual</td>
<td>154.452</td>
<td>171</td>
<td>0.903</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total&lt;sup&gt;b&lt;/sup&gt;</td>
<td>161.132</td>
<td>173</td>
<td>0.931</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: t-test Strength of Feeling Index: Parents, .95; Principals, 2.14; Caregivers, 1.58.

<sup>a</sup> Significant at the .05 level.

<sup>b</sup> 182 cases were processed. 8 cases (4.4%) were missing.

### Table 7
Analysis of Variance - Use of Facilities

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Signif. of F&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>9.819</td>
<td>2</td>
<td>4.909</td>
<td>4.449</td>
<td>0.013</td>
</tr>
<tr>
<td>Residual</td>
<td>188.716</td>
<td>171</td>
<td>1.104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total&lt;sup&gt;b&lt;/sup&gt;</td>
<td>198.534</td>
<td>173</td>
<td>1.148</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: t-test Strength of Feeling Index: Parents, 1.39; Principals, 1.29; Caregivers, -0.08.

<sup>a</sup> Significant at the .05 level.

<sup>b</sup> 182 cases were processed. 8 cases (4.4%) were missing.
Table 8
Analysis of Variance - Cleanliness

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Signif. of F&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>5.059</td>
<td>2</td>
<td>2.529</td>
<td>3.648</td>
<td>0.028</td>
</tr>
<tr>
<td>Residual</td>
<td>113.555</td>
<td>171</td>
<td>0.693</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total&lt;sup&gt;b&lt;/sup&gt;</td>
<td>123.615</td>
<td>173</td>
<td>0.715</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: t-test Strength of Feeling Index: Parents, 1.87; Principals, 2.57; Caregivers, 0.62.

<sup>a</sup>Significant at the .05 level.

<sup>b</sup>182 cases were processed. 8 cases (4.4%) were missing.

Table 9
Analysis of Variance - Use of Space

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Signif. of F&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>8.774</td>
<td>2</td>
<td>4.387</td>
<td>3.596</td>
<td>0.030</td>
</tr>
<tr>
<td>Residual</td>
<td>203.720</td>
<td>167</td>
<td>1.220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total&lt;sup&gt;b&lt;/sup&gt;</td>
<td>212.494</td>
<td>169</td>
<td>1.257</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: t-test Strength of Feeling Index: Parents, 0.71; Principals, 1.29; Caregivers, -0.54.

<sup>a</sup>Significant at the .05 level.

<sup>b</sup>182 cases were processed. 12 cases (6.6%) were missing.
Table 10
Analysis of Variance - Concern of Staff

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Signif. of F&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>6.226</td>
<td>2</td>
<td>3.113</td>
<td>3.310</td>
<td>0.039</td>
</tr>
<tr>
<td>Residual</td>
<td>159.867</td>
<td>170</td>
<td>0.940</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total&lt;sup&gt;b&lt;/sup&gt;</td>
<td>166.902</td>
<td>172</td>
<td>0.966</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: t-test Strength of Feeling Index: Parents, 1.52; Principals, 2.29; Caregivers, 2.58.

<sup>a</sup>Significant at the .05 level.

<sup>b</sup>182 cases were processed. 9 cases (4.9%) were missing.

Child Care Survey/Questionnaire Results

Surveys were sent to 50 percent of the parents, principals, and caregivers involved with the school-age child care program during the 1986-1987 school year. Two hundred surveys were mailed to randomly selected participants. One hundred and eighty-two were returned by the stipulated deadline. Some of the information from the returned surveys is reported in Table 11.
Table 11
Information From Returned Surveys

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>162</td>
<td>64</td>
</tr>
<tr>
<td>Caregivers</td>
<td>13</td>
<td>76</td>
</tr>
<tr>
<td>Principals</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>139</td>
<td>86</td>
</tr>
<tr>
<td>Male</td>
<td>23</td>
<td>14</td>
</tr>
<tr>
<td>Age 18 - 25</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Age 26 - 35</td>
<td>86</td>
<td>53</td>
</tr>
<tr>
<td>Over 35</td>
<td>71</td>
<td>44</td>
</tr>
<tr>
<td>White</td>
<td>155</td>
<td>96</td>
</tr>
<tr>
<td>Black</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>

A follow-up survey conducted by telephone to all the caregivers to determine the minority students currently served by the program resulted in the following: Asian, 7 (1 percent); Hispanic, 9 (1 percent); Black, 42 (6 percent). The follow-up survey revealed the actual enrollment shown in the following chi-square.

<table>
<thead>
<tr>
<th></th>
<th>Enrolled</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>714</td>
<td>639</td>
</tr>
<tr>
<td>Black</td>
<td>42</td>
<td>88</td>
</tr>
<tr>
<td>Other/Asian/Hispanic</td>
<td>18</td>
<td>96</td>
</tr>
</tbody>
</table>

\[
\chi^2 = 49.8 \quad \text{Significant } \ll .001.
\]
The chi-square on the data regarding age is shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Age</th>
<th>District %</th>
<th>Expected # in Survey</th>
<th>Actual # in Survey</th>
<th>Projected # in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>K &amp; 1</td>
<td>5-6</td>
<td>38.4</td>
<td>79</td>
<td>52</td>
<td>185</td>
</tr>
<tr>
<td>2 &amp; 3</td>
<td>7-8</td>
<td>32.7</td>
<td>67</td>
<td>91</td>
<td>323</td>
</tr>
<tr>
<td>4 &amp; 5</td>
<td>9-10</td>
<td>28.9</td>
<td>60</td>
<td>63</td>
<td>224</td>
</tr>
</tbody>
</table>

Students 11 and older were not included in the chi-square.

\[ \chi^2 = 63 \quad \text{Significant } \alpha < .001. \]

The chi-square analysis for Survey Question 2b provided further information regarding the makeup of families answering the question.

<table>
<thead>
<tr>
<th>Actual % in Des Moines</th>
<th>Expected # in Survey</th>
<th>Actual # in Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>81% Both Parents</td>
<td>131</td>
<td>120</td>
</tr>
<tr>
<td>17% Single Parent</td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>2% Other</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>162</td>
<td>162</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 22.5 \quad \text{Significant } \alpha < .001. \]

The chi-square was large. There was a significant difference between expected and observed results. The difference was more than would be expected by chance.

The report of the survey participants on child care before this year is found in Table 12. Respondents were encouraged to check all that applied.
Table 12
Child Care Prior to 1986-1987

<table>
<thead>
<tr>
<th>Source</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult relatives</td>
<td>88</td>
<td>32</td>
</tr>
<tr>
<td>Babysitter</td>
<td>62</td>
<td>22</td>
</tr>
<tr>
<td>Adult friends</td>
<td>47</td>
<td>17</td>
</tr>
<tr>
<td>Older brother/sister</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Public agency such as YWCA, YMCA, or metro parks</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Self care (child alone)</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Parents</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Private care center</td>
<td>11</td>
<td>4</td>
</tr>
</tbody>
</table>

Survey respondents reported the average weekly cost of child care services before the 1986-1987 school year was as follows: more than $25/week, 41 (25 percent); $10-$15/week, 41 (25 percent); less than $10/week or no cost, 33 (20 percent); $16-$25/week, 31 (19 percent); no response, 16 (10 percent).

The reasons given for use of school-age child care services are presented in Table 13. Participants were encouraged to check all that apply.
Table 13
Reasons for Using School-age Child Care Services

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents employed</td>
<td>160</td>
<td>31</td>
</tr>
<tr>
<td>Provide a safe environment</td>
<td>138</td>
<td>27</td>
</tr>
<tr>
<td>Fees are reasonable</td>
<td>102</td>
<td>19</td>
</tr>
<tr>
<td>Provide general supervision of child/children</td>
<td>96</td>
<td>18</td>
</tr>
<tr>
<td>Other (convenience, help with homework, parent seeking job)</td>
<td>28</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Table 14
Type of Child Care Provided on Non-School Days

<table>
<thead>
<tr>
<th>Sources</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult friends</td>
<td>47</td>
<td>17</td>
</tr>
<tr>
<td>Adult relatives</td>
<td>88</td>
<td>32</td>
</tr>
<tr>
<td>Older brother/sister</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Private child care center</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Public agency (YWCA, YMCA, metro parks)</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Babysitter</td>
<td>62</td>
<td>22</td>
</tr>
<tr>
<td>Self-care (child alone)</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Parents</td>
<td>15</td>
<td>5</td>
</tr>
</tbody>
</table>
Table 15
Number of Children Respondents Plan to Register or Re-register in 1987-1988

<table>
<thead>
<tr>
<th>Times</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before and after school</td>
<td>122</td>
<td>60</td>
</tr>
<tr>
<td>Before school care only</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>After school care only</td>
<td>30</td>
<td>15</td>
</tr>
</tbody>
</table>

In question 6, 36 percent of the respondents reported using the school-age child care program in the public schools last year. This question indicates a 100 percent return rate. With this projection, expectations for increased enrollment in future years may be anticipated.

In most centers, enrollment in morning sections (before school) is higher than enrollment in after school sections. Parents want to drop their children off at school on the way to work. Some older brothers and/or sisters may be home after school because of the difference between elementary and secondary school hours.

The starting time for morning sections of the program is 7:00 a.m. Responses to possible changes in starting time included the following: leave as is, 113 (78 percent); 6:30 a.m., 29 (20 percent); 6:00 a.m., 3 (2 percent).

The closing time for the afternoon sections of the program is 5:30 p.m. Responses to possible changes in
closing time included the following: leave as is, 118 (76 percent); 6:00 p.m., 27 (17 percent); 6:30 p.m., 10 (7 percent).

Perceptions of Goals

Perceptions of goals of the program were weighted by position using the scale of +3 to -3 for analysis of perceptions of parents, principals, and staff. Negative scores indicate perception that the phrase is not a goal/purpose of the program. These results are shown in Table 16.
Table 16

Perceptions of Goals/Purpose of Program by Position

<table>
<thead>
<tr>
<th>Goal and Purpose</th>
<th>Parent</th>
<th>Principal</th>
<th>Caregiver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide safe environment</td>
<td>2.96</td>
<td>3.00</td>
<td>2.69</td>
</tr>
<tr>
<td>Provide supervised activities</td>
<td>2.70</td>
<td>1.86</td>
<td>2.31</td>
</tr>
<tr>
<td>Serve the working public</td>
<td>2.69</td>
<td>3.00</td>
<td>2.39</td>
</tr>
<tr>
<td>Help children learn to get along with other children</td>
<td>1.22</td>
<td>0.29</td>
<td>2.08</td>
</tr>
<tr>
<td>Satisfy political needs</td>
<td>0.98</td>
<td>0.57</td>
<td>-0.85</td>
</tr>
<tr>
<td>Let children participate in planned games</td>
<td>0.80</td>
<td>0.14</td>
<td>0.92</td>
</tr>
<tr>
<td>Help children learn to get along with adults</td>
<td>0.68</td>
<td>-0.29</td>
<td>2.67</td>
</tr>
<tr>
<td>Develop self-confidence in children</td>
<td>0.59</td>
<td>-0.29</td>
<td>1.38</td>
</tr>
<tr>
<td>Help poor parents</td>
<td>0.30</td>
<td>0.86</td>
<td>0.38</td>
</tr>
<tr>
<td>Help attract new families to school district</td>
<td>-0.11</td>
<td>0.71</td>
<td>0.23</td>
</tr>
<tr>
<td>Reduce vandalism</td>
<td>-0.27</td>
<td>-1.14</td>
<td>-0.31</td>
</tr>
<tr>
<td>Improve achievement</td>
<td>-0.29</td>
<td>-1.43</td>
<td>-0.08</td>
</tr>
<tr>
<td>Broaden the tax base -- help finance education</td>
<td>-0.74</td>
<td>-1.00</td>
<td>-0.23</td>
</tr>
<tr>
<td>Provide organized parent/child activities</td>
<td>-0.87</td>
<td>0.29</td>
<td>-1.00</td>
</tr>
<tr>
<td>Bring students back from private schools</td>
<td>-0.998</td>
<td>1.00</td>
<td>-0.54</td>
</tr>
<tr>
<td>Raise test scores</td>
<td>-1.12</td>
<td>-2.00</td>
<td>-1.38</td>
</tr>
</tbody>
</table>

+3 Strongly Agree    --    -3 Strongly Disagree
CHAPTER 5
Interpretation of Data and Recommendations

This study assessed staff, supplies, facilities, goals, and policies to determine the adequacy of the present program. Based on the analysis and evaluation, recommendations for appropriate policies and activities for future years will be made.

Evaluation of the current program was accomplished through information and data observed and analyzed in this study. This led to construction of policy guidelines to be recommended to the Director of Community/Adult Education and the Executive Director of Elementary Education.

Perceptions of parents, principals, and child care staff regarding program goals/purpose indicated the three primary goals were to: (1) provide safe environment; (2) provide supervised activities; and (3) serve the working public. Parents, principals, and caregivers did not perceive the following as purposes of the program: (1) improve achievement; (2) reduce vandalism; (3) broaden tax base, or (4) raise test scores. These perceptions were shown in Table 16 in Chapter 4.
Questions Answered by Data Collection

How adequately were the Des Moines Public Schools providing school-age child care?

Parents, principals, and caregivers responded favorably to the question on staff, program, supplies, and facilities as shown in Strength of Feeling Index tables 2 through 5. The return rate of survey/questionnaire by the deadline set in the cover letter was 72 percent.

The five questions to which responses of parents, principals, and caregivers were notably different are shown in the ANOVA tables 6 through 10 in Chapter 4. A discussion of the ANOVA tables follows.

Table 6, Program Expense, demonstrated that when analysis of variance was statistically significant, it was attributed to unequal population means. Parents, principals, and caregivers differed significantly in their evaluations of program expense. The t-test for the Strength of Feeling Index for parents was .95 with principals at 2.14 and caregivers at 1.58 on this question. Scores ranged from +3 (strongly agree) to -3 (strongly disagree). Parents felt the program to be more expensive than either principals or caregivers. The expense apparently seemed higher to a parent whose child had stayed with adult relatives or an older brother or sister at no cost in the past. There are no expenses for principals who have a
program in their building. All supplies and direct fees are handled by the Community/Adult Education Department.

Table 7, Use of Facilities, showed the adequacy of facilities for child care. Were the facilities adequate? Many programs were housed in a gymnasium or small spare room in the elementary building. Working conditions for caregivers were stressful at times, especially when they had to work around another school function which needed to take place in the usual child care room. This inconvenience would explain the -0.08 strength of feeling for caregivers on this question. In six of the twenty elementary schools there was a lack of sufficient locked storage space for games and supplies. The child care program provided footlockers, padlocks, and large metal or wooden cabinets for storage for centers with space for such equipment.

Table 8, Cleanliness of Facilities, revealed that caregivers and principals differed significantly in their opinions on cleanliness of facilities, with parents' responses somewhere between the two extremes. Since most of the programs operated in gymnasiums, it was interesting that principals' strength of feeling t-test was quite high (+2.57 out of +3.0 to -3.0 scale) with caregivers at 0.62 and parents at 1.87. Principals perceived their buildings to be clean. Caregivers often would prefer a setting in the school library or extra classroom instead
of the gymnasium. There were many advantages for programs housed in gyms, such as space for large motor activities, organized games with reasonable noise levels, and with increasing enrollment there were very few extra classrooms in elementary buildings.

Table 9, Use of Space (Conflict-No Conflict), indicated that child caregivers felt a conflict in the use of space in the buildings. Child care programs were usually assigned to gymnasiums where there was the least potential for conflict with teachers' planning time or supplies. The t-test for Strength of Feeling Index for parents was 0.71, principals 1.29, and caregivers -0.54. Caregivers were clearly more aware of problems associated with movement and storage of supplies under such conditions. When the physical education teacher had an enrichment recreation class before or after school, the child care group moved to the other end of the gym, the library, or any other available space.

The staff rated themselves highly on the Concern of Staff factor, Table 10. Principals also rated the child caregivers highly. The parents' perception was significantly lower. The t-test for Strength of Feeling Index for parents was 1.52, with principals at 2.29 and caregivers at 2.58. Child caregivers must do a better job of demonstrating their concern for children and families.
Some caregivers were rated very highly by both parents and principals in the individual child care center by center data. Future staff development classes will focus on public relations and the importance of staff communication with parents concerning their children.

The surveys were coded by center before they were sent out. Responses of parents from each of the twenty child care centers when broken down by the care center clearly demonstrated two staff public relations problems. However, two staff members were given the highest possible rating by both parents and principals. One facility was clearly considered inadequate by parents. That facility is a partitioned gymnasium balcony. The children in the school-age child care program used the gymnasium whenever it was available. The balcony alone was not an adequate facility.

Staff public relations with parents and principals will be emphasized in all staff development seminars offered throughout the school year at six-week intervals. A staff handbook was developed as a result of feedback from the survey/questionnaire. The handbook was listed as one of the recommendations in this chapter (Appendix C). The parent handbook was also updated (Appendix D).

What reasons do parents give for using school-age child care provided by public schools?

The responses included: parents employed, 31 percent; safe environment, 25 percent; fees are reasonable,
19 percent; provides supervision of child/children, 
18 percent; safety, 2 percent; convenience/other, 2 per-
cent. Parents were instructed to mark all appropriate 
responses.

Do parents using school-age child care offered by 
the public schools prefer it to alternative services?

Parents reported alternatives for child care used 
on days when public school service was not offered but 
they preferred to use public school child care during the 
thirty-five weeks it was available. Parents with children 
currently enrolled in the program frequently called the 
child care office to request services for non-school days. 
Plans will be made for regional centers to provide such 
services requested by the community during the 1987-1988 
school year.

To what extent does the program retain eligible 
students from one academic year to the subsequent academic 
year and to what extent can we predict future need?

Since 36 percent of those surveyed had been in the 
program prior to the 1986-1987 school year but 93 percent 
indicated returning to the program for next year, it 
appeared that parents did prefer the public school ser-

vices. With the indicated return rate of new enrollees 
plus the anticipated addition of new programs in additional 
schools each year, the Des Moines Public Schools will 
serve the needs of the public.
With a minimum 32 percent projected growth for each of the next two years added to students who re-enroll the program will continue its current rapid growth at least through 1990. The Executive Director of Elementary Education and the Director of Community/Adult Education expect the school-age child care program to be operating in every elementary building by 1989.

Does ethnicity affect the use of the program?

Although many minority children were enrolled in every center except one, the percentage of enrolled minorities as indicated in chi-square analysis was not as high as it should have been to reflect the percentage of minority populations in the Des Moines Public School District. Minority caregivers were hired whenever possible to provide role models for minority children. Eighteen percent of the caregivers represent minority populations. A continuing effort will be made to attract and retain minority staff and children.

Is the extent of use related to the number of parents in the family?

Of the families who responded to the survey/questionnaire, 74 percent included both mother and father. Nineteen percent of the respondents reported only the mother present in the home. Grandparents or guardians accounted for 7 percent of the families represented. The chi-square statistic was significant at the .05 level. The number
of families in the "other" category of families headed by grandparent or guardian was higher than would be expected.

Policy Level Questions

What are the present needs?

Presently the demand for low cost, accessible child care is greater than the supply. Late in the school year the Community Education Department continues to receive many calls each day for child care services. Several schools have long waiting lists indicating that in at least two elementary schools offering the program, the need for child care is still not being met adequately.

Although the program is accepted and appreciated by parents, principals, and caregivers, in many instances the facilities are an inconvenience. In some cases public relations of local child care staff with parents needs to be improved. Future staff development sessions will deal with this issue.

What future needs are indicated by developing trends?

Of the parents who responded to the survey, 36 percent reported having a child or children enrolled in the school-age child care program last year. Almost 100 percent indicated return rate enrollment for next year. There will be some attrition each year as fifth grade students leave the elementary school, as parents make other
arrangements or decide to allow children the responsibility of self-care but this is projected to be minimal compared to the increased needs of society each year for affordable, accessible child care. With increased numbers of single-parent families and 52.1 percent working women with children under age six, the need for school-age child care will continue to increase for at least the next three to five years.

The acceptance of the program by parents, principals, and caregivers justifies future plans for program expansion. If re-enrollment continues to be approximately 98 percent each year along with rapid expansion of the program to additional schools, it can be expected that enrollment in the program will increase at a minimum of 32 percent per year for at least the next two years. Eventually all forty-two elementary schools will need to have at least one section of the program. Many will have two to four sections as space availability allows.

How can these needs be met?

The Executive Director of Elementary Education and the Director of Community/Adult Education expect to have the program functioning in every elementary building by September 1988. Additionally, there will have to be sections added (ratio 15 to 17 students:1 adult) in each school as the need arises.
Researchers maintain that parents leave a half-million preschool children at home alone at least part of the day in addition to the six to eight million latch-key children from six to twelve years of age. According to the Executive Director of Elementary Education in the Des Moines Public School District, every elementary building in Des Moines will eventually have a pre-school center and school-age child care program.

How should these needs be met?

School-age child care programs should be available in every elementary building to adequately meet the needs of the Community. The Des Moines Public School Community/Adult Education Department will continue to open new sections of the program whenever fifteen or more children are enrolled and space can be allocated in any building.

Recommendations

The following recommendations for meeting these needs resulted from this study:

1. Recruitment of additional staff as needed will continue to focus on individuals who understand the varying developmental needs of children five to eleven years of age and who have had previous experience working with groups of children. Support staff will be hired to assist the central office coordinator as the program expands.
2. Staff development will focus on understanding needs of parents and children. The public relations aspect of the job will be stressed. Classes will be offered several times a year for the required CPR, First Aid, and Understanding Child Abuse certificates. Seasonal arts and crafts activities and supplies will be presented monthly.

3. Child care staff have been paid the same hourly fee regardless of length of service. A salary schedule will be implemented to recognize length of service and attainment of required certificates (First Aid, CPR, Child Abuse). Experienced caregivers who have worked with Des Moines Public School child care will be paid more than new employees.

4. A staff handbook more detailed than the job description was written as a result of the survey and sent to every staff member.

5. A new annual staff evaluation form was designed for use each May.

6. The job description, parent handbook, registration packet, and surveys for parents of new schools for the program were revised with more detailed expectations.

7. The Community Advisory Council was revised to include principals and parents from the four geographic areas of the Des Moines Public School District. All
parents will be invited to regional parent information meetings each September.

8. As a result of the survey/questionnaire, fees and hours as described in the Parent Handbook (Appendix D) will not change. Parents, principals, and caregivers expressed satisfaction with past arrangements. Requests were made by some parents for child care services on non-school days.

9. With a wide geographic dispersion of programs and centralized supervision, perceptions of the program by principals and parents are primarily influenced by characteristics of the staff serving each facility. Recruitment of effective staff is critical since that is the basis upon which the program is judged. Parents expect attitudes of caring, concern, consideration, and involvement with students from caregivers. Facilities, supplies, activities, and curriculum may all be adequately provided by central administration but the most important key to the success of the program is perceived to be parent satisfaction. Staff development sessions need to focus on public relations skills and reemphasize appropriate attitudes for caregivers in dealing with parents and children.

10. A number of activities and objectives to meet program goals will be presented to new caregivers at orientation before school starts in the 1987-1988 school year. A new staff manual was written and distributed
in March 1987 with this page included. Evaluations in May will reflect attainment of goals and objectives through the activities listed. In future years staff will develop activities, objectives, and goals in monthly staff development sessions. The primary program goal is to provide a warm and caring environment for children with a variety of educational and recreational activities available.

The objectives will be:

1. Caretakers will provide safe and reliable child care. They will attend orientation to learn procedures, expectations, and developmental needs of children ages five to twelve years and attend required First Aid, Child Abuse, and CPR classes.

2. Caregivers will serve the needs of children through a combination of resources, skills, and knowledge. They will attend staff development or inservice workshops to receive seasonal ideas and materials for arts and crafts activities; plan arts and crafts activities at least twice a week; plan quiet recreational games for before school at least twice a week; plan choices of activities at all times allowing for individual differences in children’s interests and developmental needs; organize an orderly social snack time in the afternoon schedule; communicate with parents and teachers when necessary; plan quiet times for children as well as individual, small, and large group activities.
Greet each child warmly by name every day and demonstrate interest in their concerns.

Summary

The long-range need for this school-age child care program will continue to increase until at least 1990. The Department of Community/Adult Education will need the cooperation of building principals to be included in the building utilization of every elementary school. The department will probably expand services to include all-day programs for conference days, school holidays, and summer days in the future.

As stated in the NSBA Leadership Report, child care programs are good public relations for the district.\(^1\)

They generate support for schools by meeting critical needs of parents and show the entire community that schools can be innovative while providing a much-needed public service. And it never hurts to let the public know when schools make money or break even with a program. This counters the seemingly never ending pleas for money that come from some districts.

A closer relationship between the school and parents who use these programs is another benefit. They will be more knowledgeable of and involved with their schools. Such knowledge and involvement should translate into support (p. 8).

The Des Moines Public School District found that these child care programs represent a natural incentive for

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\(^1\) NSBA Leadership Reports, Day Care in the Public Schools 1 (1986): 1-17.
working and single parents to establish strong ties with the school district. What to do with children before and after school was a major and continuing problem for many of these parents. Good affordable care is at a premium. Quality programs operated by the school district are highly appreciated by these people. School-age child care programs are an excellent way for school districts to provide a needed community service efficiently, effectively, and economically.

Programs follow carefully developed and written district guidelines. The basis for successful and appropriate programs includes an environment and leadership that allows children of a variety of age ranges to participate in appropriate and meaningful activities. This is best accomplished with two or three choices of activities at any given time.

An exemplary program is built on an understanding of the varying developmental needs of children and provision of an environment that allows children who range in age from five to eleven years to engage in appropriate and meaningful activities. Child care programs in public schools are designed to complement both the home and the school, augmenting and enriching what each of these institutions could provide.
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Denny, Robert R. Director of Community/Adult Education of the Des Moines Public Schools. Personal Interview. 20 April 1986.


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Appendix A

Survey and Cover Letters
July 18, 1986

Latch Key
6425 West 33rd Street
St. Louis Park, Minnesota 55426

Please forward your document entitled Latch Key, Developing Child Care Programs Through Community Education, 1977 along with an additional updates as soon as possible.

I am coordinating the School Age Child Care Programs (Before and After School) for Des Moines Public Schools and also working on my doctoral dissertation at Drake University entitled Demographic Trends Affecting Community Education Planning. Increased number of women in the work force and consequently the increased need for school age child care seem to be the most significant trends.

I will certainly pay necessary costs for any materials you send.

Thank you.

Sincerely,

Sindee Irelan, Coordinator
Department of Community/Adult Education

SI/mq
Dear Child Caregivers and Principals:

The matter of providing school-age child care is a current issue locally as well as nationally. We are pleased to be one of the few school districts in the state serving this important need. The Department of Community/Adult Education offers 56 sections of child care in 20 elementary schools daily.

The Department is currently conducting an analysis of the Before and After School-Age Child Care programs to determine future direction for child care in the Des Moines Public Schools.

Please answer Question #1 and then proceed to page 4 to complete the survey.

Your help in completing the survey within 10 days (by January 30) and returning it in the enclosed stamped envelope will be greatly appreciated. All information will be confidential and no individual will be identified during either data processing or reporting.

We selected a random sample to answer this questionnaire. We appreciate your cooperation in this matter. Thank you for your assistance in this important task.

Sincerely,

Sindie Irelan, Coordinator
Before and After School
Child Care Program

Enclosure
Dear Parents:

The matter of providing school-age child care is a current issue locally as well as nationally. We are pleased to be one of the few school districts in the state serving this important need. The Department of Community/Adult Education offers 56 sections of child care in 20 elementary schools daily.

The Department is currently conducting an analysis of the Before and After School-Age Child Care programs to determine future direction for child care in the Des Moines Public Schools.

Since you are a participating family, your input will be valuable in determining the future of this rapidly expanding program. You are best qualified to assist us in obtaining reliable information. Therefore, we are asking for a few minutes of your time to complete the enclosed survey.

Your help in completing the survey within 10 days (by January 30) and returning it in the enclosed stamped envelope will be greatly appreciated. All information will be confidential and no individual will be identified during either data processing or reporting.

Thank you for your assistance in this important task.

Sincerely,

Robert R. Denny, Director
Community/Adult Education Department

Sincerely,

Sindee Irelan, Coordinator
Before and After School Child Care Program

Enclosure
DES MOINES PUBLIC SCHOOLS

BEFORE AND AFTER SCHOOL-AGE CHILD CARE
SURVEY/QUESTIONNAIRE

No names are recorded on this instrument. Please provide your true feeling and opinion. Information recorded will be treated anonymously.

1. I am a
   _____ parent
   _____ principal
   _____ caregiver in Before and After School Child Care Program

Items 2 through 12 are to be completed by parents of Before and After School Care Participants only.

2. Check one item for each category below to further describe yourself:
   a. Sex:       _____Female       _____Male

   b. Family Status:
      _____A single parent
      _____One of two parents in the home
      _____Guardian of a Before and After School Care Child
      _____Other (please describe)____________________

   c. Age:
      _____18 to 25
      _____26 to 35 years
      _____over 35 years

   d. Race/Ethnicity:
      _____White
      _____American Indian
      _____Black
      _____Asian Indian
      _____Hispanic
      _____Other
4. Elementary school-aged children from your family participating in the Before and After School Care Program:
   Child 1: _____Age
   Child 2: _____Age
   Child 3: _____Age

5. Family Make-up:
   ___Mother and Father
   ___Mother Only
   ___Father Only
   ___Other (Specify) ________________________________

6. Before this school year, how was the Before and After School Care provided? (check only one)
   ___Not needed
   ___By older brothers and sisters
   ___By relatives/friends
   ___By private schools with before and after school care services
   ___By YWCA, YMCA or Church
   ___By the public school
   ___Other (Please describe) ________________________________

7. Before this school year, weekly cost for child care services for each school-age child averaged
   ___Less than $10/Week
   ___$10-$15/Week
   ___$16-$25/Week
   ___More than $25/Week
8. Why are Before and After School Care services used? (Check all that apply)
   ____ Because parents were employed
   ____ Because parents were seeking employment
   ____ Because fees are reasonable
   ____ To provide general supervision of child/children
   ____ To provide tutorial/homework services for children
   ____ To provide a safe environment for children
   ____ Other (please describe) ____________________________

9. What type of care is provided for your child on non-school days such as conference days, holidays, and summers? (Check all that apply)
   ____ Care by adult friends
   ____ Care by adult relatives
   ____ Care by older brother or sister
   ____ Care by private child care center
   ____ Care by public agency (example: YWCA, YMCA, Metro parks, Day camps)
   ____ Care by baby sitter
   ____ Self care (child is home alone)

10. Number of children you plan to register or re-register in the Des Moines Public Schools Before and After School Care Program in the 1987-88 school year. (Grades K-5)
    a. Before School Care
       ____ 1 ____ 3
       ____ 2 ____ 4 or more
    b. After School Care
       ____ 1 ____ 3
       ____ 2 ____ 4 or more

11. STARTING TIME (7:00 AM)
    Are you happy with the starting time? ____ yes ____
    If you marked no, what starting time would you prefer? ____ 6:00 AM ____

12. ENDING TIME (5:30 PM)
    Are you happy with the ending time? ____ yes ____
    If you marked no, what ending time would you prefer? ____ 6:00 PM ____
DES MOINES PUBLIC SCHOOLS
BEFORE AND AFTER SCHOOL CARE SURVEY/QUESTIONNAIRE

GENERAL DIRECTIONS:

The purpose of this survey is to give you an opportunity to express your impression of the Before and After School Care Program to the school system.

Each pair of single or multiple work phrases present opposite meanings about a portion of the Before and After School Care Project. You are asked to circle the number on the line to show how you feel. For example, think about a movie. The placement of the circle shows your feelings about the movie. You might mark the scale as follows to express your feelings:

HAPPY ____________ SAD
\[1 \ 2 \ 3 \ 4 \ 5\]

EXAMPLE - You might mark other scales to show your feelings as follows:

BORING ____________ INTERESTING
\[1 \ 2 \ 3 \ 4 \ 5\]

GOOD ____________ BAD
\[1 \ 2 \ 3 \ 4 \ 5\]

The numbers in the survey below are to be used only by the people who will be examining your responses. Please, therefore, disregard the order of the numbers. A circled numeral is neither good nor bad, it just expresses your best opinion.

BEFORE AND AFTER SCHOOL PROGRAM

Helpful
\[1 \ 2 \ 3 \ 4 \ 5\]

Not Helpful

Costly
\[1 \ 2 \ 3 \ 4 \ 5\]

Economical

Not Needed
\[1 \ 2 \ 3 \ 4 \ 5\]

Needed

Complex
\[1 \ 2 \ 3 \ 4 \ 5\]

Easy to Manage

Not Useful
\[1 \ 2 \ 3 \ 4 \ 5\]

Useful

Safe
\[1 \ 2 \ 3 \ 4 \ 5\]

Unsafe

Expensive
\[1 \ 2 \ 3 \ 4 \ 5\]

Cheap

Disliked
\[1 \ 2 \ 3 \ 4 \ 5\]

Liked
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In your opinion, why were Before and After School Care Programs introduced by the Des Moines Public Schools? (Goals/Purposes) Rate each reason according to its importance in introducing the programs. Check the proper circle at the end of each line.

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Appendix B

School Board Minutes
Minutes of School Board Meeting 11-6-79

A community survey indicates that a number of parents of elementary children are employed and would like to have their children supervised at their schools before and after the regular school day.

A pilot project designed to provide this kind of service has been planned and is ready for implementation. The parents would pay for the services. Service would be provided through the Community and Adult Education Department. If the pilot projects are successful, other schools may wish to include this service in their community education programs.

The Superintendent recommends that the Board of Directors approve the following policy statement:

"District schools may provide supervision for pupils before and after the regular school day when parents in sufficient number request the service and agree to pay for all added costs. Such programs will neither impinge upon other school programs nor require the use of District funds."

Adopted.
Appendix C

Staff Handbook
DES MOINES PUBLIC SCHOOLS

SCHOOL-AGE
CHILD CARE PROGRAM

STAFF
HANDBOOK

DEPARTMENT OF
COMMUNITY/ADULT
EDUCATION
You are an ambassador for the Des Moines Public Schools. It is your responsibility to provide a safe environment for children and to respect the concerns of parents and school staff.

**SUBS**
- You will be given a list of approved substitutes. Please call your substitutes and then notify both the school and child care office (the afternoon before for AM subs please).

**AM**
- Greet each child warmly by name as they arrive. Activities should be "calm, cool and collected" so that children are ready for morning classes. Quiet table games, puzzles, reading, completion of homework, and arts and crafts are appropriate. Always provide choices of activities.

**MORNING ARRIVAL**
- Make it clear to parents that they must see that the child is safely in the room. Parents may need to be reminded of this. We will send home notes the first week of school to remind parents of this.

**PM**
- Greet each child warmly as they arrive.
  1. Activities may be far more active than in the morning. Group games in the gym if available or outdoors on the playground are appropriate. Children may wish to play in small groups.

  2. A nutritious snack is provided by food service.

  3. Arts and crafts activities should be planned for AM and/or PM at least 2 days a week.

  4. Quiet reading and/or completion of prior projects.
GENERAL

- 1. Never leave the room even for a minute leaving the children unattended.

- 2. No extra adults or visitors unless approved beforehand by child care coordinator or building principal.

COMMUNICATION AND MANAGEMENT SKILLS

Use clear messages stated in the form of "I". For example, "I am glad to see you today."

It is important to give children choices. For example, "Today we have playing and the water play areas open. You may play in either the block area or the water play area." Encourage children to be independent, e.g., taking care of their own materials and in cleaning up after activities.

Support and validate feelings in this way: "I know you're angry and it is okay to feel that way." Redirect in appropriate behavior, kneeling down to the child's level, example: Instead of saying, "don't", tell her "Blocks are for building."

Use a soft voice. Remember to model behavior for children. For example: think about it before you sit on the table. Children will copy you. Avoid competition and comparison.

If a child is engaged in inappropriate behavior, we can remove him/her from the group or provide more individualized attention using support and encouragement. Keep rules to minimum and use them basically for safety purposes. A 5-minute "time out" is appropriate. Severe discipline problems should be reported to parents in writing.

If you have any questions on how to handle a situation, please ask the coordinator.

ATTENDANCE

1. You must arrive at the school and be "on the job" 10 minutes before the first student arrives.

2. You will be provided a list of approved substitutes. Please call for your own substitute 24 hours ahead if possible. Notify both the school and Central Office as soon as possible.

All employees are expected to be on time.
CONFIDENTIALITY

You will be dealing with families and may hear personal information from time to time. It is essential that the information about families and the children remain in the program.

At no time should you discuss information given to you about children, parents or employees.

PERFORMANCE EVALUATIONS

All caregivers are evaluated annually during the month of May.

The coordinator evaluates each staff member and holds a conference with each staff member to discuss the evaluation.

Performance evaluations are also given whenever a problem exists, positive as well as negative, in order to further the communication and expectations that are set up for each staff member.

FIRST AID CERTIFICATION

First Aid certification is a requirement of your employment. If you already have a current card, it is your responsibility to renew it at the time of expiration. Classes are available on a regular basis at your local county chapter of the American Red Cross and also within the Des Moines Public Schools Inservice Classes.

PERSONAL VISITORS AND PERSONAL TELEPHONE CALLS

Personal visitors during working hours should be only in emergency situations. Please do not make or receive personal telephone calls during child care hours.

RESIGNATIONS AND TERMINATIONS

We really appreciate and need a two-week notice when a staff member resigns in order to fill the vacancy.

PLAYGROUND RULES AND GUIDELINES

The playground will be used by children enrolled in the program and also by neighborhood children. The staff of the program is responsible only for children that are enrolled in the program and not the neighborhood children that are playing on the grounds.
It is advised that children in the program play and participate within the groups of children from the program and not with the neighborhood children. Neighborhood children will be asked to play on a different part of the playground. The policy is written to avoid any responsibility of staff members, to neighborhood children due to injury or misunderstandings that could develop during the course of play and activities.

The staff member can politely ask anyone to leave the grounds if a problem develops when neighborhood children are on the grounds. It is expected that the staff be well aware of any child or adult on the playground at all times.

When children are on the playground, you must remember the following:

1. You **must** always be near the children while they are on any equipment.
2. **Going outside shall never be used as a convenience for the staff for purposes of socializing.**
3. Get involved with the children.
4. Help games to get started. These are only suggestions, you may use other ideas:
   a. follow-the leader
   b. digging in the sand
   c. reading stories
   d. ball games
   e. jump rope
5. If you need to go inside, make certain there is adequate staffing to supervise the children.
6. While children are on the climber, stand very close and supervise at all times.
7. **YOU MUST NEVER LEAVE CHILDREN ALONE.**

**ABOVE ALL, USE COMMON SENSE IN DEALING WITH THE SAFETY OF CHILDREN.**

**ACCIDENTS**

If an accident occurs to you, a fellow employee, child or visitor, report it immediately to teacher in charge who will assist you. Please see that necessary forms are filled out for any child that has an accident while attending the program. We have these forms or one may be obtained from the school nurse's office. In case of a serious accident in which you feel the child needs to see a doctor -- call the parent and have him/her come to school to make that decision.

**NO CHILD MUST EVER BE LEFT ALONE WITHIN THE PROGRAM, OR ON THE PREMISES OF THE PROGRAM. THIS INCLUDES RESTROOMS, CORRIDORS OR THE PLAYGROUND. THIS WILL HELP PREVENT ACCIDENTS TO THE CHILDREN ATTENDING THE PROGRAM.**
PROGRAM PROPERTY

Snacks and beverages kept in the classrooms are for the children only. Equipment belonging to the program is not to be taken from the program premises without the permission of the coordinator and then proper forms must be filled out. Please report out-of-order equipment promptly to the coordinator and exercise care when handling and using program and school equipment.

FIRE

In case of dense smoke and/or an actual fire, all fire exit drill alarms should be sounded on the fire alarm system. The school building should be safely cleared immediately in accordance with fire drill procedures.

ABSENCES

Remember, if a child does not arrive at the usual time, you must follow up by checking with the school office to see if they have been notified by a parent and/or by calling the parent at work.

AUDIO-VISUAL CASSETTES

If a child brings an audio or video cassette to share with the group, preview before it is shared with the group.

BUILDING AUTHORITY/COMMUNICATION

The principal is the authority in your school. It is very important to communicate with him/her whenever necessary such as severe discipline problems or accidental injuries. Please notify our office of those situations immediately.
Appendix D

Parent Handbook
CHILD CARE GUIDELINES

PARENT HANDBOOK
CHILD CARE BEFORE AND AFTER SCHOOL HANDBOOK

The Child Care Before and After School Program is available for elementary school-age children (Grades K-5) who currently reside within the school boundaries and/or who are currently enrolled as students in the school.

Activities range from recreation and games to arts and crafts, reading, music, time to finish school assignments, and just “free time” for the children to pursue their favorite interests.

We strive for a low adult:child ratio.

GOAL:

To provide a warm and caring environment for children with a variety of educational and recreational activities available.

1. Fees - $18.00 per week for before and after school child care
   $ 9.00 per week for before school care
   $11.00 per week for after school care

   Preregistration - $10.00 non-refundable
   Weekly fees are due each Thursday for the following week.

2. Hours - 7:00 - 9:00 a.m.
   3:15 - 5:30 p.m.

3. Absences - In event of illness, vacation, or other absence such as scouts, music lessons, and other out-of-school activities on a regularly scheduled attendance day, the school will be notified, and the parent will be responsible for his/her child and tuition payment.

   Fees are not prorated for absences.

   A parent is to notify school by 8:00 a.m. if child will not attend the morning session or by 3:00 p.m. if child will not attend the afternoon session.

4. Early dismissal days (scheduled) - Child care services are provided for scheduled early dismissal days.

   When school is scheduled to meet mornings only and food services are not available, child care services will not be available after school.
5. **Early dismissal (unscheduled) due to weather** - Child care services are **not** available when school is dismissed early due to weather.

   Your child will be directed according to the information the parent furnished on the School Emergency Form.

6. **Conference days and inservice days** - Child care services are **not** available on days when school is not in session.

7. **School delayed two hours due to weather** - Child Care services are available from 7:00 a.m. until school begins when school day is delayed due to weather. (*Always* see that your child is safely inside the school building.)

8. **School closed due to weather** - If school is closed because of severe weather major radio stations will carry the announcement by 6:00 a.m. There will be no child care services if school is closed for an emergency.

9. **Release of children** - Children who wish to leave before the program's regular closing must have a consent note that specifies who will pick them up.

**SNACKS:**

Nutritious snacks from Food Service will be provided after school.

**CLOSING TIME:**

Centers close at 5:30 p.m. and parent fees pay for child care services until that time. Parents whose children remain past 5:30 p.m. must pay an overtime fee, as follows:

- 5-15 minutes overtime, $5.00 per child
- Each additional 1-15 minutes, $5.00 per child

Child care services may be withdrawn after **three** overtime charges apply. Late fees are paid directly to the caregiver who must stay late.

**DISCONTINUATION OF THE SERVICE:**

Parents wishing to discontinue this service must provide a statement in writing at least two weeks prior to the discontinuation of this service.
DISCIPLINE AND TERMINATION:

Children are entitled to a pleasant and harmonious atmosphere. Unacceptable behavior will be cause for dismissal from the service. Refunds will not be made.

If a child is chronically disruptive to the functioning of the program, his/her enrollment may be terminated upon the recommendation of the staff after reasonable effort to integrate the child into the program and after consulting the Principal, the parent(s) and child care coordinator. Notification of termination will be given five school days prior to termination.

A child's participation may be terminated if a child is regularly picked up after the 5:30 p.m. closing of the program.

EMERGENCY PROCEDURES:

Each pupil enrolled in this service must provide emergency information. Attendants will keep complete emergency information files at all times.

BUDGET AND REVENUE:

The fee for this service is $18.00 per week for each child enrolled full time and $9.00 for each child enrolled in a.m. and $11 for each child in p.m. It may be necessary to revise this cost at a later date as this is a self-supporting service. There is a $10.00 non-refundable registration fee. Payment is due by the next to last school day of the preceding week. (Advanced payments may be made on a monthly or other specified period of time.) Payment in advance is required and failure to make payment by the designated day will result in withdrawal of the service.

COMMUNITY INVOLVEMENT:

A Community Advisory Committee will be established. This committee will assist in reviewing guidelines and assist in the assessment of the outcomes.

CHILDREN'S RIGHTS:

1. To have a safe environment.

2. To use all the equipment and space on an equal basis.

3. To have their ideas and feelings respected.

4. To have discipline that is fair, equal and respectful of them.

5. To have staff members that care about them, enjoy being with them, and help them grow.
CHILDREN'S RESPONSIBILITIES:

Children need to be responsible:

1. For learning to take the consequences for their own actions.
2. For respecting the rules that guide them during the school day; for controlling their feelings so that their actions do not harm anyone in the program.
3. For remaining with the group and supervisor at all times.
4. For returning materials and equipment to the place they found them for other children to find before taking out a new activity.

PARENT'S RIGHTS:

Parents have the right:

1. To know their children are in a safe environment.
2. To share concerns with the staff at any time, about anything they do not feel is in the best interest of the children.
3. To know if their child is misbehaving, and to spend time talking with the staff concerning a solution.
4. To know if their child does not report to the program as intended.

PARENT'S RESPONSIBILITIES:

1. To notify school if child will not attend.
2. To notify school when another authorized person is picking up child.
3. To inform staff if child has been exposed to a contagious disease.
4. To pay fees on time.
5. To keep the child's record up-to-date with changes in phone numbers and addresses.
6. To pick up children on time.
Dear Parent:

Students participating in The Before and After School Child Care Program are expected to follow the rules of the school while participating in the program. The rules are designed to protect the safety and the property of the individual and the other participants.

Once in a while a student may decide to abuse the privilege of participating in the service. The first time that happens the parent will be notified in writing. The note describing the difficulty must be signed by the parent and returned to the supervisor before the student can attend again.

If the student again chooses to not follow the rules, the parent will be notified that the student has been temporarily suspended from the program and will not be readmitted until a conference has been held with the parent, supervisor and school principal.

Any further behavior problems could mean termination of the service for that student.

We are looking forward to an excellent program, but like school, we will not allow one or two students to spoil it for everyone.

Sincerely,

Sindie Ireland

Sindie Ireland, Coordinator
Before & After School Child Care Program

Please sign and return!

I have read the letter regarding the behavior standards for students participating in the Before and After School Child Care Program at ___________ School.

Parent's Signature
Appendix E

Evaluation Instrument
### Performance Area I: Personal Qualifications

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels of Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship with People - Ability to get along with others; good relationships with school personnel, a positive rapport with students and the community; good team worker.</td>
<td>N.A.</td>
</tr>
<tr>
<td>Attitude - Enthusiasm for work; willing to meet job requirements; readily accepts suggestions and constructive criticism; shows initiative; is loyal to job and to employer</td>
<td></td>
</tr>
<tr>
<td>Personal Fitness - Demonstrates integrity; emotional stability; physical health necessary for assignment and sense of humor.</td>
<td></td>
</tr>
<tr>
<td>Appearance and Personal Habits - Appropriate apparel for the position; good grooming</td>
<td></td>
</tr>
<tr>
<td>Punctuality - Comes to work on time and works until quitting time; takes appropriate lunch and coffee breaks.</td>
<td></td>
</tr>
<tr>
<td>Attendance - Maintains regular attendance.</td>
<td></td>
</tr>
<tr>
<td>Dependability - Places school interests ahead of personal convenience; conforms to rules and regulations; does not discuss confidential school matters with others.</td>
<td></td>
</tr>
<tr>
<td>Initiative - Suggests better ways of accomplishing a task; gives best effort; participates in activities aimed at professional growth and development; demonstrates the ability to work independently when appropriate; learns quickly.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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**Improvement Objectives - Personal Qualifications**

**Appraisal Method and Target Date for Achievement**

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**PAGE 1 OF 2**
### Performance Area II: Job Performance

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N/A</th>
<th>Does Not Meet</th>
<th>Needs Improvement</th>
<th>Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Work - Accurate, neat and thorough: Follows through on details: Shows pride in work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of Work - Maintains high output; is industrious; meets deadlines and schedules.</td>
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<td></td>
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</tr>
<tr>
<td>Knowledge of Methods - Thoroughness in learning procedures, rules and other details alertness.</td>
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<tr>
<td>Work Habits - Takes good care of equipment and supplies; Demonstrates neatness; is safety conscious</td>
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</tr>
<tr>
<td>First Aid - Has completed required classes on First Aid, CPR, and Child Abuse identification.</td>
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</tr>
<tr>
<td>Student Supervision - Assumes supervisory duties in halls, child care rooms, on playgrounds, etc. in an appropriate manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Skills

- Record Keeping

### Other Skills

- [ ]
- [ ]
- [ ]

### Comments

### Improvement Objectives - Job Performance

<table>
<thead>
<tr>
<th>Appraisal Method and Target Date for Achievement</th>
</tr>
</thead>
</table>

### Evaluator’s Signature

### Composite Performance Rating

<table>
<thead>
<tr>
<th>Does Not Meet</th>
<th>Needs Improvement</th>
<th>Meets</th>
</tr>
</thead>
</table>

### Employee’s Signature

(In no instance shall signature be interpreted to mean agreement with content of material.)

### Date

**W=Personnel File  Y=Evaluator Copy  P=Employee’s**

Page 2 of 2
Appendix F

Graphs
Why Are Before and After School Care Service Used?

- 31% Parents employed
- 25% Provide a safe environment for children
- 19% Fees are reasonable
- 18% Provide general supervision of child/children
- 4% Safety
- 2% Convenience
- 2% Misc
- 2% Parents were seeking employment
- 1% Provide tutorial/homework services
PROGRAM GROWTH 1979-1988
ELEMENTARY SCHOOLS
Who Provides Care on Non-school Days

- Parents 5%
- Self care (child alone) 5%
- Babysitter 22%
- 17% Adult friends
- 32% Adult relatives
- 6%
- 4%
- 8% Older brother/sister
- Private child care center
- Public agency (YWCA, YMCA, metro parks)
Appendix G
Correspondence
Sindee Irelan, Director
School-Age Child Care Program
Des Moines Public Schools
Department of Community and Adult Education
1800 Grand Avenue
Des Moines, Iowa 50307

Dear Sindee:

Governor Branstad has asked me to respond to your letter regarding the School-Age Child Care Program offered at 20 Des Moines public elementary schools. We are pleased to see this innovative program.

As you point out, these programs can be critical to the future educational development of our children. Efforts by school districts such as the one in Des Moines are certainly positive parts of our education initiatives today.

Governor Branstad has established a pre-kindergarten education task force to look at what our school districts have already done with pre-K instruction and have devised ways they can be of assistance in the future.

The information you have provided will be of real use to us in that regard.

Thanks again for your letter.

Sincerely,

[Signature]

Douglas E. Gross
Executive Assistant

DEG:co
March 24, 1987

Sindie K. Irelan  
Des Moines Public Schools  
1800 Grand Avenue  
Des Moines, IA 50309  

Dear Sindie:

Thank you so much for the materials you mailed. Your program sounds very much like the kind Stillwater Schools is hoping to initiate. I have shared the materials with Dr. Mickey Banister who may be calling you.

I am enclosing a copy of the program that was scheduled in San Antonio and cancelled. I hope it will be useful to you.

I really enjoyed talking with you. Your enthusiasm for your program is refreshing.

Good luck with your dissertation!

Sincerely,

Judy K. Henderson  
Director  
JKH/rc  
Enclosure
January 12, 1987

Sue Bohlen
Fountain Valley School District
9815 Emmons Circle
Fountain Valley, CA 92708

Dear NAEYC School-Age Caucus Participant:

As we discussed in our caucus, the area of school-age child care issues is certainly exploding. Here in Des Moines, we are now at 56 sections of the program meeting before and after school in 20 elementary buildings having served 972 children during the current 1986-87 school year.

As the coordinator of this program, I find this to be one of the most challenging tasks of my career.

Currently, I am completing my doctoral dissertation. My study includes a policy analysis and evaluation of our school-based child care programs in the Des Moines Public Schools. I am interested in learning more about your program for the purpose of exchanging ideas and information as we update our goals, objectives, activities, and parent-staff handbooks. Please call me collect at either 515-255-4142 (home) or 515-242-7693 (work) or forward information about your program in the enclosed postage paid envelope.

This mutual exchange of information will be very valuable for all of us in the rapidly expanding field of school-age child care. Thank you.

Sincerely,

Sindee Irelan, Coordinator
Before & After Child Care Program
Aside from other ideas we talked about for junior high-aged kids, you might contact Judy Kaufman in West Decatur, PA, who has just been involved in starting a junior-high after school program this year. 814-242-0884.

Also I believe Tom Manwaring was doing some creative things with that age group at the Vero Beach YMCA Family Center, Vero Beach, FL 32960.

Also the ADEPT program of the New Orleans Public Schools uses junior high "alums" as helpers in their after school programs with younger kids: Nancy Torczon, Director, can be reached at 504-483-6419.

As for Dissertations, here's what I came up with:

Wendy Gray, 11 Ridgemont St., Boston, MA 02134 completed one a year or two ago. (She's also co-author of the Action Manual.) 787-3977

And Betsy Burcaw Plank completed one in 1982 for the Ed.D. at East Tennessee State University. She last wrote to us from UETHDA Head Start, 301 Louis St. P.O. Box 46, Kingsport, TN 37662. 4/5.

Please send us information about the existing Des Moines programs as well as any new plans for the junior high students. Thanks.
July 18, 1986

Department of Human Resources
Metropolitan Dade County, Florida

Dear Sir:

Please forward your document entitled Assessment of Community School and After School Programs, May 1981 along with an additional update as soon as possible.

I am coordinating the School Age Child-Care Programs (Before and After School) for Des Moines Public Schools and also working on my doctoral dissertation at Drake University entitled Demographic Trends Affecting Community Education Planning. Increased numbers of women in the work force and consequently the increased need for school age child care seem to be the most significant trends.

I will certainly pay necessary costs for any materials you send.

Thank you.

Sincerely,

Sindee Irelan
Community/Adult Education Coordinator
Dear Sindee Irlan,

Thank you for inquiring about the St. Louis Park Latch Key program. Although the booklet, Latch Key: Developing Child Care Programs Through Community Education is out of print, I am enclosing a brief summary of our program.

We now serve approximately 60 children in our morning program, 20 Kindergarteners, and 120 children after school. On school release days and summers, we serve an average of 120 children per day. As a program for school age children, who participate in a variety of activities, (ie music lessons, scouts, Y-Camp, summer school), we accept part-week, part-day, and part-session enrollments. This means that we can serve the child care needs of about 175 children a year.

In addition to a variety of units in crafts, sports, cooking, hobby-craft, art, dramatics and music, we provide "labs" and lessons in one of the districts' computer centers located on site and daily swimming (weekly during the school year) and swimming instruction during the summer.

Besides our regular schedule of Community speakers and field trips, we have participated in a variety of programs sponsored by local agencies. For example, our 9 - 12 years olds participated in a week long Pioneer Day Camp sponsored by 4-H and Ramsey County Historical Society at a reconstructed pioneer farm last year. This year, this same group has had "overnights" at a local Y camp.

I would be happy to supply you with any more specific information you would like. You may contact me at this address or call 612-925-0604. Good luck with your program.

Sincerely,

[Signature]

Katy Leine
Assistant Child Care Coordinator
St. Louis Park Latch Key

KL: jr
July 18, 1986

Latch Key
6425 West 33rd Street
St. Louis Park, Minnesota 55426

Please forward your document entitled Latch Key, Developing Child Care Programs Through Community Education, 1977 along with an additional updates as soon as possible.

I am coordinating the School Age Child Care Programs (Before and After School) for Des Moines Public Schools and also working on my doctoral dissertation at Drake University entitled Demographic Trends Affecting Community Education Planning. Increased number of women in the work force and consequently the increased need for school age child care seem to be the most significant trends.

I will certainly pay necessary costs for any materials you send.

Thank you.

Sincerely,

Sindra Irelan, Coordinator
Department of Community/Adult Education

"An Equal Opportunity Employer"
February 3, 1987

Dear Ann and Sinders,

Thank you so much for your endless time and energy during our visit. I continue to be amazed at the amount of responsibility you both have and the incredible efficiency at which you accomplish the tasks at hand. I really appreciated your willingness to entertain two visitors in addition to the regular burden. I know the extra work involved and a simple "thank you" seems trite.

The trip to Des Moines was the highlight of the school year for me. I was excited to learn of the administrative support, but more impressed with the concern you both have for quality early childhood education. Sometimes it feels like quality early childhood people are a "vanishing breed" and I was encouraged by our time together. The presentations, the materials you provided, the many visitations, the people we had the opportunity to talk with, and having time to talk to both of you was all wonderful! I returned inspired and excited which is the best result of the trip. If there is anything I can do to "further the cause" just let me know! I only hope that we have the opportunity to return the hospitality in the NEAR future! I'm planning on seeing you here soon!

Thanks Again For Everything,

Sincerely,
January 15, 1987

Sindiee Irelan, Director
School-Age Child Care Program
Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307

Hello Sindiee:

Thank you very much for your letter of January 8, 1987. I am forwarding your letter to ISAB Communications Director Anne Laron.

Sincerely,

T. E. Davidson
Executive Director

TED/mw