



Western Michigan University
ScholarWorks at WMU

Dissertations

Graduate College

8-1985

Holland Area Employer-Sponsored Community Coordinated Child Care: A Case Study

Bonnie Church Piller
Western Michigan University

Follow this and additional works at: <https://scholarworks.wmich.edu/dissertations>



Part of the Educational Assessment, Evaluation, and Research Commons, and the Educational Leadership Commons

Recommended Citation

Piller, Bonnie Church, "Holland Area Employer-Sponsored Community Coordinated Child Care: A Case Study" (1985). *Dissertations*. 2343.

<https://scholarworks.wmich.edu/dissertations/2343>

This Dissertation-Open Access is brought to you for free and open access by the Graduate College at ScholarWorks at WMU. It has been accepted for inclusion in Dissertations by an authorized administrator of ScholarWorks at WMU. For more information, please contact wmu-scholarworks@wmich.edu.



HOLLAND AREA EMPLOYER-SPONSORED COMMUNITY
COORDINATED CHILD CARE:
A CASE STUDY

by

Bonnie Church Piller

A Dissertation
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Doctor of Education
Department of Educational Leadership

Western Michigan University
Kalamazoo, Michigan
August 1985

INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again—beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

**University
Microfilms
International**
300 N. Zeeb Road
Ann Arbor, MI 48106

8527168

Piller, Bonnie Church

HOLLAND AREA EMPLOYER-SPONSORED COMMUNITY COORDINATED
CHILD CARE: A CASE STUDY

Western Michigan University

Ed.D. 1985

University
Microfilms
International 300 N. Zeeb Road, Ann Arbor, MI 48106

PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy. Problems encountered with this document have been identified here with a check mark ☒.

1. Glossy photographs or pages _____
2. Colored illustrations, paper or print _____
3. Photographs with dark background _____
4. Illustrations are poor copy _____
5. Pages with black marks, not original copy _____
6. Print shows through as there is text on both sides of page _____
7. Indistinct, broken or small print on several pages ☒ _____
8. Print exceeds margin requirements _____
9. Tightly bound copy with print lost in spine _____
10. Computer printout pages with indistinct print _____
11. Page(s) 42-43 lacking when material received, and not available from school or author.
12. Page(s) _____ seem to be missing in numbering only as text follows.
13. Two pages numbered _____. Text follows.
14. Curling and wrinkled pages _____
15. Dissertation contains pages with print at a slant, filmed as received _____
16. Other _____

University
Microfilms
International

ACKNOWLEDGEMENTS

This paper represents the culmination of nearly four years of study on the subject of employer supported child care. During that time many people have influenced, encouraged and assisted me in my study.

I would like to thank the following people for facilitating the research and completion of the report:

To the Holland community members, company representatives, and the 4C staff, especially Cora Visscher and Dorothy Burgwald, thank you for generously giving of your time and insights.

To Dr. Thomas Ryan, my dissertation chairperson, sincerest appreciation for your promptness, consistency, pragmatism, and enthusiastic support; four special gifts rarely received while in doctoral study.

To committee members, Dr. Dorothy Blatt, Dr. Edsel Erickson, Dr. Conrad Katzenmeyer, and Dr. James Sanders, thanks for your expertise and helpful guidance.

To Education and Professional Development Professors, Dr. Mary Cain, Dr. Dorothy Blatt, Dr. Edsel Erickson, Dr. James Bosco, Dr. Robert M.W. Travers, Dr. Richard Haring, Dr. Rachel Inselberg, and Dr. Bea Brenton, my appreciation for answering and asking questions on almost a daily basis for the four years of

my study, helping me to finish the doctoral study with the knowledge, skills and understanding to be an educational leader.

To my typist and her husband, Shirley and Bob Stewart, thank you for your efficiency, attendance to details, good humor, and inexhaustible patience.

To my parents, sisters and brother, children, Mark and Kim and step children, David, Will, and Lynda, thanks for your love and encouragement.

Most importantly, I would like to express my deepest appreciation to my husband, John, for his encouragement, support and endless love.

Bonnie Church Piller

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
LIST OF TABLES	viii
CHAPTER	
I. INTRODUCTION TO THE PROBLEM	1
Employer Assisted Child Care Programs	4
The Problem	9
Purpose of the Study	9
Conceptual Framework	10
Limitations of the Study	11
Glossary of Child Care Terms	11
Summary	14
II. LITERATURE REVIEW	15
Day Care and Early Childhood Education	17
Federal Programs for Child Care	20
Title XX Social Services Program	21
Child Care Tax Credit	22
Head Start	22
Employer-Assistance to Working Parents' Need for Child Care	23
Alternatives for Providing or Facilitating Child Care	24
Child Care Information and Referral Service	30

Table of Contents--Continued

Chapter II continued

Summary	34
III. RESEARCH DESIGN AND METHODOLOGY	35
Case Study Research	35
Criteria for Judging the Naturalistic Study	39
Procedures	41
Selection of the Site	41
Orienting Questions	42
Data Collection Procedures	43
Unstructured Interview	44
Sampling Procedure	48
Summary	50
IV. QUALITY CHILD CARE SYSTEM	51
Introduction	51
Overview of an Employer-Sponsored Program: Quality Child Care System	51
The Community	58
A Brief History of Holland	59
Historical Perspective of Preschool Programs in Holland	63
The Ottawa County Community Coordinated Child Care	70
The Development of the Quality Child Care System	75

Table of Contents--Continued

Chapter IV continued

Program Overview	75
Program Staff	76
Program Location	78
How the Consortium Got Started	79
Program Implementation	84
Provider Certification	88
Information and Referral Process	89
New Sponsors	90
Attempt to Expand the Geographic Area	91
How the Quality Child Care System is Working	92
Analysis of Service	92
Services Provided By 4C	93
Services Different From Other 4C's	98
Provider Assistance Resulting from an Employer-Sponsored Program	100
Impact	113
Perceptives of Selected Michigan Department of Social Services Personnel	113
Benefits to Employees	123
Benefits to Employers	126
Summary of Findings	139

Table of Contents--Continued

Chapter IV continued

Site Description	139
Analysis of Service	140
Impact	142
V. SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FUTURE RESEARCH	145
Summary of the Study	145
Conclusions	149
Site Description	149
Analysis of Service	152
Impact	155
Comparison to Previous Research	157
Suggestions for Future Research	161
REFERENCES	162
APPENDICES	170
A. Letter from Fred Cardina	171
B. Letter from Cora Visscher	172
C. Audit Trail	173
D. Feasibility Study	183
E. Quality Child Care System Proposal	187
F. Requirements for 4C Quality Child Care Certification	192
BIBLIOGRAPHY	196

LIST OF TABLES

1.	Ottawa County Community Coordinated Child Care Budget	95
2.	Parents' Use of Child Care Information and Referral Service	97
3.	Family Day Care Provider Training	103
4.	Provider Attendance at Early Childhood Training Festival--November 3, 1982	103
5.	Summary of Preschool Program Training Events Attendance	104
6.	Visitation to Providers	105
7.	Cost of Service to Each Sponsoring Company	131
8.	Trends of Employee Usage Service	133
9.	Rank Order of Use of Referral Service by Sponsoring Company Employees	134
10.	Rank Order of Positive Effects of Child Care Service on Sponsoring Companies' Operations	135

CHAPTER I

INTRODUCTION TO THE PROBLEM

The care and nurturance of today's children must be considered critical to the long-range future of the nation. It is a demographic reality of the 1980's that America is an aging society with a declining ratio of children to elderly persons. In 1950, there were 100 children to every 30 senior citizens. It is estimated that by 2010 there will be 48 children for every 30 persons over the age of 65 (U.S. Department of Commerce, 1979). The future well-being of the United States, the standard of living, retirement system, and national defense depends upon this generation's children's abilities as parents, workers, and leaders (Pifer, 1978).

Of equal significance is the fact that for the first time in its history, U.S. society faces a new dilemma: the need of increasing numbers of parents to earn a living through paid employment while at the same time caring for a family. Only one-fifth of all jobs in the United States produce enough income to support a family of four above the federally established poverty level. Thus it becomes necessary for a second parent to work (Johnson, 1981). According to the Bureau of Labor Statistics, child care constitutes the fourth largest

item of the family budget after housing, food and taxes. The major reason that women work is that of economic need (Norwood & Waldman, 1979).

In 1900, five million American women, 18.8% of the population, were employed and most of those were teenagers and single. In 1984, more than 40 million women, 50% of the population, were employed and the number of working women already outnumbered women who stayed at home. In 1980, 47% of all women with preschool children were in the labor force and the school-age child whose mother worked had become the rule rather than the exception. It has been estimated that by 1990, 65.7% of two parent working families will be in the work force (Kamerman & Kahn, 1981). Furthermore, studies suggest that well over half of all mothers with children under the age of six will be working by 1990 (Zigler & Gordon, 1982).

The nuclear family with the father as breadwinner and the wife as mother, constitutes only 7% of households in the U.S. In 1960, the U.S. Bureau of the Census reported 10% female heads of households with children under the age of 18; in 1970 that figure had increased to 10.8%. By 1981 the total number of female heads of households with children under the age of 18 had increased to 2.8 million or 18.8% of all households.

Because of these dramatic social and economic

changes the problem of caring for children of working parents in the U.S. has grown more quickly than have the solutions. Historically, diverse segments of society have participated in the search for solutions to social issues. Federal, state, and local legislation has been enacted, community members--parents, employers, labor, religious organizations, and civic and service organizations--have resourcefully dealt with prevailing needs and challenges. To find solutions for child care we will need to continue to examine problem-solving modes that allow multiple options (Haskitt, 1982). If all children are to grow up in environments conducive to their optimal growth and development, many possibilities for child care which do not impose a monolithic program on a nation with diverse needs and tastes must be explored (Berger & Neuhaus, 1977). Child care is now and will continue to be a necessity for America's economy, its families, and its children.

How do working parents solve their child care problems? First they look to their families, but demographics tell us that parents are less and less likely to find relatives available to care for children for an eight hour period. If these problems can not be solved within the family, parents turn to the community. The working parents' employer is considered one of those

resources. This has prompted a revival of interest in employer-assisted child care programs.

Employer Assisted Child Care Programs

There are many ways that employers have responded or can respond to the needs of working parents. Responses can be grouped into three categories; services, time, and information. Services can include on-site or off-site child care centers, consortiums with other companies, in-kind services, optional benefit plans, contributions, and subsidies to child care providers. Time arrangements extended to employees include alternate work schedules, flex time, part-time, job sharing, flexiplace, and maternity and parental leaves. Information and referral services help in locating child care, providing training for providers and parents, and facilitating family day care home networking.

Employer assisted child care programs improve the quality of life for working parents, their children and the community (Coelen, 1979; Scott-Hill, 1979; Steinfelds, 1980; Wines, 1981). When families receive assistance from employers for child care they are better able to find quality child care (National Day Care Campaign, 1980; Robinson, 1979; Schiller, 1981; Michigan Children's Task Force Report, 1980). Quality child care programs have been found to have lasting positive effects for the

community as well as the child (Kamerman & Kahn, 1977; Kilmer, 1980; Lazar, 1977; Levine, 1978; Schweinhart, 1982).

Employers have found that there are advantages for the employer as well as the employees in becoming involved in child care concerns. Employers with child care programs believe that it gives them a competitive recruiting edge (Link and Settle, 1980; Sharkey, 1982). It also assists in their equal opportunity efforts (Wandett, 1980; Wolf, 1981).

Recent studies (Christine, 1981; Friedman, 1979; Heron, 1981; Romaine, 1982) report that child care centers are effective in reducing absenteeism, tardiness and turnover, that morale is improved and employers are regarded more highly by employees. The Department of Labor surveyed 105 employers sponsoring child care centers; 53% reported an increase in ability to attract employees as a result of providing a center. Lower absenteeism was reported by 49%, while lower job turnover rates were reported by 34% (Perry, 1978).

While there is considerable research on the benefits of employer-sponsored child care centers, with most studies focusing on attendance improvements, (Krucoff, 1980; Leigh, 1981; Milkovich & Gomez, 1976), few studies have focused on benefits resulting from child care information and referral services. Employer-sponsored

information and referral services have begun to appear across the nation. Burud (1982) found 17 information and referral services supported by hospitals and 20 such programs in other businesses and industries. The study tells little more than the location of the program. Burud and Friedman (1981) report finding no studies related to child care information and referral services.

Research funded by the U.S. Department of Health and Human Services is currently studying the effects of different employer-sponsored child care services on employee behavior, such as absenteeism, tardiness, turnover, productivity, and morale. The study includes 29 corporations and hospitals in the northeastern and midwestern states that provide one of three forms of child care services: work-site child care centers, off-site child care centers, or an information and referral program. A group of 10 companies and hospitals which do not provide child care service serves as a control group (Dawson, Mikel, Lorenz and King, 1984). The end of the first year of the research study results indicated that on-site and off-site child care services had more positive effects than child care information and referral services (Dawson, Mikel, Lorenz and King, 1984).

These findings raise questions about the usefulness of an information and referral service. Further study is needed to learn why employers would choose to provide

this service as a benefit to employees, if child care centers have more positive effects on employee attitudes and child care information and referral services have little effect on employee attitudes.

During the data collection period the Department of Health and Human Services' principal researcher, Ann Gilman Dawson, was consulted in regard to the present study. She was sensitive to the limitations of the rationalistic design they were using. Dawson reported that the design of their study specified procedures that would enable their team to answer research questions as validly, objectively, accurately and economically as possible. However, she pointed out that the display of sensitivity to multiple factors and conditions of the environment that was demonstrated by Friedman (1982) would be instructive as a model for examining the role of information and referral services in employer-assistance programs.

Friedman's (1982) completed case study examined the feasibility of family support programs as a means by which management may respond to the changes in the workforce and at the same time fulfill its own objectives. The analysis took place in a small suburban Massachusetts bank. Friedman pointed to the importance of contextual relevance in meeting child care needs:

The final determination of child care feasibility is unique to each employer and locality

because the scope and structure of a chosen initiative will vary based on the blend of management agencies, parents' needs, and community resource. (p. 127a)

The Friedman study demonstrated that a case study methodology was appropriate for the study of child care as an employee benefit. Dawson suggested that a case study of the Holland employer information and referral consortium would contribute to the growing literature on alternative child care systems. This approach was suggested in part because the Holland model which did not meet the research criteria for time in operation had therefore been excluded from the national sample and also it was thought that a case study approach would lead to discovery of new variables and contextual considerations that affect the outcome of child care systems.

Thus the next logical contribution to the body of knowledge related to the benefits of employer-sponsored child care was seen as an examination of an information and referral service in context observing and reporting the complex factors and conditions. Guba (1982) suggested that in case study research "each investigator 'stands on the shoulders' of his or her predecessor to make the next logical contribution" (p. 234). Patton (1975) further supported the idea of following logical steps:

Various suggestions are advanced and discussed. At a certain stage it may become apparent that the process of thought cannot continue until it has additional knowledge to work on. This is the moment for research. (p. 85)

The Problem

The current study examines the operation of an employer-sponsored information and referral service and the perceptions held for that service by stakeholders in a midwestern community. Employer-sponsored information and referral was selected because of the growing attention to this type of service as a child care option and the lack of research related to its effectiveness.

The Holland area employer-sponsored child care program called the Quality Child Care System presented a unique opportunity to examine an employer-sponsored information and referral service in its natural state. The study describes and analyzes a consortium arrangement by which several local employers sponsor a community coordinated child care program, and reports perceptions held by stakeholders regarding that program's effects on the availability and quality of child care in the community. The program analysis was limited to the time period of 1979 until 1984.

Purpose of the Study

The purpose of this study was to investigate and report how an employer-assisted information and referral service that is part of an established community coordinated child care agency is working. The objectives of the study were to describe the characteristics of the

model, to learn how the program was developed and implemented, and to identify problems and lessons learned. A related purpose was to learn why employers and community members choose an information and referral service and to learn of its usefulness as a solution to their child care needs.

Conceptual Framework

For the current study to fit into the broad solutions to child care problems a conceptual framework is given. The problems of child care of the 80's in the United States can be categorized as problems of accessibility and affordability, neither of which is easy to solve. Families, therefore, look to the community to help them solve these two problems. Some countries have national policies to assist families with child care. Given the political and economic climate of the early 80's assistance for child care appears to be more likely to come from employers than from the federal government enacting national policies of assistance.

Options to employers in assisting families to find accessible and affordable child care are many but the most cost effective and, according to Friedman (1983), fastest growing benefit is the information and referral service. More research then, is needed to understand this employee benefit.

Limitations of the Study

The study was confined to an investigation of a single program in a small midwestern town. Consequently, generalizations drawn from this study should be made with care. The question "What is this a case of?" will be discussed in Chapter five of this dissertation.

The major limitation of this study is the fact that the program had been in operation for only two years when the data were collected in 1984. The limited length of service may give rise to speculation that the responses of participants could change as the program matures. Therefore, caution should be exercised when making inferences from the findings reported in this study.

Glossary of Child Care Terms

For the purposes of this study the following terms have been defined:

CAREGIVER. Someone other than a family member who provides care for children but is not necessarily trained or credentialed.

CHILD CARE CENTER, CHILD DEVELOPMENT CENTER, OR DAY CARE CENTER. These terms indicate a group care arrangement providing educational and developmental programs in addition to caregiving to ten or more children, primarily of working mothers.

CONSORTIUM. A cooperative child care venture by several companies usually in close proximity of each other providing a service to employees of those companies.

CONTRACT SYSTEM. A contractual arrangement with a private, non-profit day care corporation to operate a program. Employers provide space or a percentage of operating expense.

EMPLOYER RELATED CHILD CARE. An infant, preschool and/or school age day care program which is:

1. provided either in a specially created center or through a network of community care providers.
2. designed to serve the children of specified employees; and
3. supported to a greater or lesser degree by their employer

FAMILY DAY CARE PROVIDER, HOME PROVIDERS. A child care arrangement, whereby, for a fee, a mother cares for no more than six children (including her own) in her own home.

INFANT CARE. Child care of infants, birth to 2 and one half years old, whose self-help skills are yet undeveloped

INFORMATION AND REFERRAL SERVICE. A service that assists families in selection of child care by complying information about child care in the community and providing that information to parents on request.

IN KIND DONATIONS. Employers contribute space, expertise, equipment or goodwill to child care centers sponsored by parents or other community organizations.

OFF SITE CENTERS. Off-site centers are located near the company or organization but not on the grounds.

ON SITE CENTERS. Child care facilities sponsored by employers and located in the buildings or on the grounds of the organization.

NURSERY SCHOOL AND PRESCHOOL. A part-time group care educational program for preschool children.

QUALITY CHILD CARE. The Holland 4C defined quality child care as a concept with the identifying characteristics of appropriate adult-child ratio and early childhood training for staff. Along with these two major factors other indicators of quality child care are: personal care routines, appropriate toys, language and reasoning experiences, social development and group size (Vandell & Powers, 1983; Ruopp, 1979; McCartney, 1982; Harms & Clifford, 1980).

RESOURCE AND REFERRAL SERVICE. A service that identifies child care services in the community and provides that information to parents, individuals and agencies upon request. It makes available resources to those services to enhance quality child care.

Summary

In this chapter, an overview of the status of employer-sponsored child care was presented, and the problem stated. The questions addressed by the study were listed.

CHAPTER II

LITERATURE REVIEW

Ten years ago, the focus of child care was on establishing a new federal program of day care, and the people behind the issue were professionals and advocates concerned about children. Today the discussion is no longer limited to legislators in the nation's Capitol and the professional child care community. A broad-based constituency has emerged. At its core are working parents themselves, now an overwhelming majority, numbering 67% of all parents (Kamerman, 1983).

The increase in attention to the issue of child care may be found in the new realities of American family life. Most mothers are not at home taking care of their children all day long. According to Waldman (1983) the percentage of mothers with children under age 18 who are in the labor force has increased from 40% in 1970 to 60% in 1983--and among married women with children under age 6 the rate increased from 30% to 50% during those same years. Today 63% of the children in two-parent families have working mothers. Included in that number are more than 46% of children under age 6. Moreover, most working mothers--more than 70% of those with school-age children

and approximately 62% of those with preschoolers--work full time.

Changes in the labor force have made child care an essential service for the majority of American children. Their mothers work for the same financial and non-financial reasons that their fathers work: either they are the sole or major provider of support or because work constitutes an essential part of their personal identity (Smith, 1979).

Levine (1981) identified the central child care problem for many working parents as that of affordability. They can not afford the child care that they want and need. When parents make arrangements for child care it is too often determined by financial limitations. Moore (1980) found that price, location, and hours of child care have to be considered first; preferences and satisfaction of factors such as quality of the child's interpersonal relationships and educational development must be given lower priorities.

One quarter of the working families in the nation can not afford to purchase child care. Of the 14.3 million working families, 24% have incomes below the U.S. Bureau of the Census' lower family budget. The "lower family budget" is described as requiring frugal and careful management, leaving little room for choice in achieving what Americans regard as an acceptable standard

of living, and assumes no expenditure for child care. Seventy-nine percent of people in this category are women and children in families headed by women (1983). These factors have created a dilemma for parents and have brought the issue of child care to the forefront for many concerned Americans.

Day Care and Early Childhood Education

Related to the questions of who will care for children while their parents work and who will pay for the care, is the question, will it help or harm children? This refers to not only the physical and emotional well-being of the child but also the child's cognitive development. Early childhood education, looked at as the promotion of children's development is viewed by many parents as an essential part of their young children's lives. Because most parents do not separate the issue of who, where, and what kind of care their children will receive into segments, little distinction is made between day care and educational programs. Parents and most providers do not distinguish among such terms as "child care center", "child development center", "play school", "preschool", or "nursery school" (Kamerman & Kahn, 1976). This has been particularly true in recent years.

The "rediscovery" of early childhood education in the sixties was precipitated in part by Benjamin Bloom's

(1976) analysis of longitudinal data from the research of various child development studies, by the increased interest in and availability of the studies of Jean Piaget (1966), and by the writings of Jerome Bruner (1960) and J. McVicker-Hunt (1961). At the same time that these educators were suggesting that early life experiences were crucial to the formation of intelligence and cognitive development, the war on poverty intensified, with greater efforts to fight social problems through educational programs. Schweinhart and Weikart (1980) point out that Head Start became the crucible for testing the effects of early intervention on subsequent development.

According to findings, Bronfenbrenner (1974), Clarke-Stewart & Apfel (1978) reported in longitudinal evaluations of preschool programs, disadvantaged children in preschool intervention programs had increased IQ scores while in the programs. Zigler (1978) contended that the adequacy of these studies could be criticized on two important grounds; they told us little about the long term effects of such programs, and they defined program success very narrowly in terms of IQ gains by the children.

Trickett, Apfel, Rosenbaum & Zigler (1978) studied the effects on the Yale Child Welfare Program, an infant/toddler intervention program developed by Sally

Providence and her colleagues at Yale University's Child Study Center. Several factors distinguished the program from other intervention programs. First, it involved young children accepted into the program at birth and they were served by the program until the child was 30 months of age. Other components of the program were: free medical care, regular developmental checkups, social worker assigned to the family, and a choice of full day care or a more traditional half day nursery school. The performance of the children was measured when they were 30 months old at the end of the program using the Yale Developmental Schedules. Also measured was the performance of a matched control group. Five years later, a follow up study was conducted using the standardized Peabody Vocabulary Test (PPVT) and the Peabody Individual Achievement Test (PIAT). Additionally, children from the intervention group and the control group were given the Box Maze Test (BMT), a motivational measure. Comparison of the PPVT, PIAT, and BMT scores obtained by the children in the study revealed that, on the average, the children in the intervention group performed higher than did the children in the control group.

Lazar, Hubbell, Murray, Rosche, & Royce (1977) pooled data from fourteen longitudinal studies on the impact of early preschool programs on children's later performance in school, on their families, and on society.

Their most important finding was that preschool programs decreased the number of students placed in special education or retained in grades.

The National Day Care Study showed that in programs where teachers and care givers had child development education or training children did better on a measure of early achievement, The Preschool Inventory, than they did in programs where teachers and caregivers did not receive child development education or training. Children in quality programs showed more cooperation, attended longer to tasks and activities than children in programs where individuals lacked child development education or training (Almy, 1982).

The discussion of quality child care and its relationship to teachers' preparation in child development and early childhood education had made the social issues of day care the concerns of educators. Presently, early childhood education professionals staff day care to the extent that day care and early childhood education programs are, for all practical purposes, identical.

Federal Programs for Child Care

Federal child care policies have been based on the general assumption that working families should arrange and pay for the care of their children's needs. However,

during the past fifty years the federal government has supported various child care projects. Under the aegis of the Federal Emergency Relief Administration and later the Work Projects Administration, the number of nursery schools grew from 262 in the 1920's to 1900 by 1935 (Hymes, n.d.). The Work Projects Administration programs were designed primarily to give work to unemployed teachers. During World War II the Lanham Act was used to fund child care services for children because their mothers were needed in the labor force.

Title XX Social Services Program

Since the fifties the federal government has provided matching grants to states for social services under Title XX of the Social Security Act (Roupp, 1979). Beginning in 1968, Congress required the states to offer child care to welfare clients in work and training programs, as part of Title XX.

By the late seventies, almost one fifth of the federal general social service funds (about \$650 million) was spent by the states to provide licensed child care for about 750,000 low or moderate income children. An additional \$150 million was provided by state and local funding (Ruopp and Travers, 1982). According to Kamerman (1983), at no time did the subsidy "create enough openings for all who qualified for subsidized child

care" (p. 132). More recently Congress passed the Reagan Administration's proposals reducing overall social services expenditures by 21% (U.S. Executive Office of The President, 1981).

Child Care Tax Credit

The child and dependent-care tax credit first became a significant financial benefit for working parents using child care services in 1976. This indirect federal subsidy was subsequently increased as part of the 1981 Economic Recovery Tax Act. Parents can now take a credit of 20-30% of child care expense on their federal income tax. The Special Analysis Report of the Budget of the United States (U.S. Executive Office of The President, 1981) estimated that between eight and nine million children would receive some public subsidy for child care through this benefit in 1982. Levine (1982), Kamerman (1983) and Talley (1980) called attention to the fact that while this type of assistance is growing for the middle and upper income families, child care subsidies for low income families were reduced.

Head Start

Roupp and Travers (1982) contended that in the early 1960's two events rekindled government interest in early childhood education:

First, there was the marked increase in the poverty status of single mothers with young children. Second, there was a growing belief that education at all levels could ameliorate, if not end, poverty. By 1965 the government had created a nursery school-like early education program, Head Start (p. 74).

In 1980 the Head Start project, a federally funded preschool program for low income children ranked third in federal expenditure for child care following the child care tax credit, and Title XX of the Social Security Act (Beck, 1982). Senator Edward Kennedy (1982) recently pointed out that:

The Head Start program should be expanded. Today, Head Start reaches only 25% of the eligible children. Yet, even this modest effort is in danger. If the budget is cut, thousands of children will be eliminated from the program. For them, the hopeful promise of Head Start will become the dismal reality of a false start. By any standard, Head Start is one of America's most successful programs, and millions more deserve this benefit that serves them all their lives. (p. 263)

Employer-Assistance to Working Parents' Need for Child Care

Recently, working parents' needs for child care have come into focus for administrators of many organizations as they look not only at the well being of their employees, but also the impact that accessibility and affordability of child care have on their community. The standard rationale for employer involvement in child care is that the provision of reliable, high-quality child care will generate more productivity, lower absentee

rates and lower employee turnover (Burud, Aschbacher, & McCroskey, 1984; Dawson, Mikel, Lorenz, & King, 1984).

Many corporations are becoming aware that company-sponsored day care for employees' children can be a benefit. McIntyre (1978) found that it alleviated an enormous problem for companies that were under pressure to employ women. In summary, firms that have set up day care for employees report that it greatly improved attendance and punctuality, and that employees generally performed better because day care provided them with peace of mind (McIntyre, 1978; Milkovich and Gomez, 1976; Scott-Hill, 1979; Sharkey, 1982).

Alternatives for Providing or Facilitating Child Care

There are many ways that employers have responded to the needs of working parents. These can be grouped into three categories:

Services

1. Sponsor an on-site or off-site child care center
2. Form a consortium with other companies for a facility available to all
3. Purchase spaces from local centers or licensed day care homes for use by their employees
4. Supply materials for use in community child care centers
5. Make direct financial contributions to a program

6. Provide in-kind services and technical assistance such as accounting, tax assistance, management systems and training of child care staff for any of these

7. Rent space for child care to a child care provider

8. Make charitable contributions to organizations for child care

9. Have a vendor or voucher system to assist employees in purchasing their own care

Time

10. Extend employee benefits to include alternate work schedules, flex time, part time, job sharing, flexiplace and maternity and parental leaves

Information

11. Provide information and referral services

12. Facilitate family day care home networking

13. Provide parent education lunch time programs

14. Provide an educational research information lending library for parents as part of child care center (U.S. Department of Labor, 1980, p.1)

Romaine (1982) noted that the Zale Corporations' on-site child care center reduced employee absenteeism. Although the center must be subsidized, the company received benefits of lower employee turnover, improved image in the community, and increased employee loyalty. Zale's child care center was carefully planned to provide a sense of teamwork between parents and staff, as well as the best possible care for the children.

In 1978 the University of Wisconsin surveyed various civilian and military operated centers and some employers that had child care centers on site. All centers responding had enrolled children aged 3-6, with infants and after-school care available at many centers. They reported that benefits to employees included: (1) the center was close to the workplace, (2) operating hours corresponded with employee hours, and (3) employer-sponsored child care was generally cheaper than other centers. Benefits to employers included: (1) lower absenteeism and turnover, (2) improved employee attitudes, and (3) improved community relations (Perry, 1978; Zippo, 1980).

Those employers with child care centers that Friedman (1981) surveyed through a federally funded national sampling believed that it gave them a competitive edge for recruitment; it also assisted with Equal Opportunity efforts because they were better able to recruit minority women. It was felt that child care programs were capable of reducing absenteeism, turnover and tardiness, that morale was improved as child care problems were resolved, and that the employer was regarded more highly when child care programs were provided. Employers believed that child care provided many opportunities for good public relations, and it helped to humanize the workplace. Friedman (1983)

outlined six generalizations that are often characteristic of companies that become involved in child care assistance programs: (1) it is the growth industries that get involved; (2) leadership is made up of creative individuals at the top; (3) there is a people oriented management; (4) companies are non-unionized, possibly because they are the fastest growing segment of the labor force--technical, white collar, and women workers--these groups are not highly organized; (5) they are often family owned; and (6) family values are reflected in corporate policy.

In 305 employer-sponsored centers that Perry (1978) surveyed, 74 of which were sponsored by hospitals, the following benefits were cited:

Lower job turnover.....	57%
Lower absenteeism.....	72%
Improved employee attitudes toward employer employer.....	65%
Attracted new employees.....	88%
Improvement in community relations.....	36%
Increased publicity.....	60%

The Women's Bureau of the U.S. Department of Labor (1980) report on Child Care Centers Sponsored by Employer and Labor Unions in the United States, stated that a Well's Service Corporation survey of hospitals with child care centers showed that 75% of the hospitals said staff

members would probably terminate employment if the center closed.

Recently, several research studies have been conducted to determine whether or not the nursing shortage can be linked to child care concerns. Wolf (1981) reported that working division and responsibility, supervision and coordination, administrative problems, and employee problems contribute to a registered nurse turnover rate of 32% per year. Among employee problems are preconceived notions about a nursing position which does not live up to expectations and child care needs of the registered nurses with young children. Lack of child care facilities is a factor in both nurses leaving employment and staying unemployed.

More evidence has come from the work of Link and Settle (1980) who reported that higher compensation for nursing service would not act as an incentive to work for non-employed married registered nurses, but instead might decrease the number of hours of those working. Young children at home were found to be a disincentive to the same group. If child care facilities were available to mothers with young children it was predicted that there would be an 11% increase in the supply of nursing services.

Wandett (1981), in a study of 3,500 unemployed registered nurses in Texas, found that family

responsibilities and dissatisfaction with a variety of work conditions rather than nursing practices activated withdrawal from employment. Unavailability of child care services was ranked seventh among ten job conditions with which employed nurses were dissatisfied.

Intermedics, a Texas manufacturer of pacemakers, started a child care center in December, 1979, and has been able to measure the results more easily than have many other employers because production can be measured in numbers of products produced for a given cost. Fooner (1981) established the benefits of the center to Intermedics as:

1. A 23% decrease in turnover the first year and an additional decrease in turnover of 37% the second year.
2. A reduction of absenteeism that has resulted in a savings of 15,000 man hours.
3. Fewer recruitment problems and total elimination of the need to advertise for recruitment
4. Improved public image
5. A boost in employee morale

A study by the National Commission on Working Women (1979) revealed that 33% of the working mothers needed additional child care help. According to Foegen (1982) the U.S. Chamber of Commerce has predicted that aid for child care will be among the fastest growing company benefits during the 80's. An important stimuli for growth of this benefit is the 1981 Economic Recovery Tax Act, under which payments for employer child care are not considered taxable income for employees.

Child Care Information and Referral Service

Child care advocates' views, summarized by Beck (1982), do not seem optimistic about the chance of reviving comprehensive national day care legislation. Instead, Levine (1982) suggests that the major direction that seems politically feasible for the 1980's is a better management approach using child care information and referral centers.

The idea of using information and referral services to make the social services system work better is not new. Long (1976) noted that the charitable organizations movement of the 1870's gave birth to the social service reorganization resulting in coordination and reduction of duplication of human services. However, major development of an information and referral service came when the government geared up to provide information for veterans toward the end of World War II. The Retraining and Rehabilitation Administration of the Department of Labor sponsored the development of community information and referral services, modeled after the Community Advisory Bureaus that were established in Great Britain in the 1940's. The centers were set up to coordinate efforts of every organization in the community helping veterans in taking up their lives again. Like many other post war programs, most of these centers were disbanded in the late 1940's.

Kamerman and Kahn (1976) point out that in the mid-1960's, the era of the Great Society and the War on Poverty when there was an upswing in national attention to information and referral, a federal initiative for child care was also designed. The Community Coordinated Child Care Program (4C), was piloted in twenty-four locations. The programs, primarily located in the eastern states, received support in local communities, particularly by Head Start staff who recognized the need for information about child care for parents and coordination of childrens' services in the community. These pilot projects were funded for only a short time. In 1972, the National Academy of Science assessment team concluded that the concept had great potential and attributed the failure of the pilot projects to the lack of a federal legislative mandate and continued funding.

Some of the 4C programs continued in their communities after the withdrawal of federal support. Independent non-profit associations were organized. Parents of young children, day care and nursery school teachers and directors, members of public and private health, social, and educational agencies and interested citizens coordinated the service (Levine, 1982).

There have been three main sources of funding for 4C programs: federal grants and contracts, county and city revenue sharing funds, and foundation grants (Levine,

1982). Additionally in some counties, support has been received from the United Way. The most prevalent source of federal funds used by the eleven county 4C programs in Michigan is Title XX of the Social Security Act (Hankins, 1985).

Levine (1982) has suggested that the expansion of child care information and referral services would make more visible--and accessible--the home based or family day care relied upon by many families.

Employer-sponsored information and referral services are beginning to appear across the nation. Burud (1982) found 17 information and referral services supported by hospitals and 20 such programs in other businesses and industries. Friedman (1983) suggested that there is beginning to be some consensus that employers see child care information and referral as a cost effective way to provide a child care service to their employees.

The U.S. Department of Health and Human Services study referred to in Chapter one of this report is the most current research available relating to child care information and referral services. The primary purpose of the study was to determine whether different kinds of employer-sponsored child care services had differing effects on the users of those services. The study was a post hoc study which collected and analyzed data for one full year for factors related to attendance and turnover.

Although the Holland area employer information and referral consortium was considered to be included in the sample for the research, it could not be included because it had not been in operation for the designated time period. The following findings of the study related to information and referral as a child care service:

1. Employees using the I&R service were not very likely to state that the child care program had an influence on their accepting employment.

2. Employees using the I&R service were 30% less likely to recommend their employer to others because of child care services.

3. Users of the I&R service were less likely than users of on-site or off-site child care centers to state that services had positive effects on job performance.

4. Employees that used the I&R service as a rule did not have as positive feeling about their employer providing the service as did users of the other services.

The study concludes that employers considering the institution of a child care service as an inducement to recruitment, retention, and reduced absenteeism, along with employees' positive feelings about the companies, will have significantly higher probability of success if they offer some form of near worksite child care center rather than an information and referral service (Dawson, Mikel, Lorenz, and King, 1984).

Summary

In this chapter a review of the literature related to employer-sponsored child care was presented. With over 50% of mothers in the United States working outside the home and that figure expected to rise to 75% by 1990, clearly the questions of who will care for children while their parents work and who will pay for the care are important ones. Child care cost constitutes the fourth largest item in the family budget after food, housing and taxes (Worwood and Waldman, 1979). When parents cannot afford child care they look to the community and to their employers for assistance. Continued cutbacks in government-funded programs for child care has increased attention to possible assistance from employers.

Child care as an employee benefit was reported to help employers in their ability to recruit and retain employees, to reduce absenteeism and tardiness, and to increase productivity. Among the alternative approaches that employers have providing to meet child care needs of employees, the information and referral service is seen as a viable way to make the delivery of the child care system work better. It may also be a cost effective service that employers are willing to fund.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The purpose of this chapter is to describe the procedures used in conducting the study. The rationale for selecting the case study method of inquiry is presented and a description of the basic design is given, including the steps that were followed in conducting the study.

Case Study Research

Wilson (1979) defines a case study as a "process of research which tries to describe and analyze some entity in qualitative, complex, and comprehensive terms not infrequently as it unfolds over a period of time." Stake (n.d.) adds to the definition the variable of a boundary system, "emphasizing the unity and wholeness of the system, but confining the attention to those aspects that are relevant to the research problem at the time."

The case study method was selected for the research as a way of understanding--by intensive, detailed analysis and description--an employer-sponsored community coordinated child care (4C) program in the context of its environment. The case study technique has been useful in the exploration of completely new programs in the past.

The arrangement of employer support to an already existing community agency that provided child care information and referral was unique. Many community coordinated child care agencies exist in communities across the United States. These agencies, although called by different names and funded by varying state and local funds--United Way, Junior League, church groups, fund raiser and state funds for different social services--are similar in the services that they offer. This is due in part to the fact that many of the agencies were an outgrowth of the 1960's federal initiative, the Community Coordinated Child Care program (4C), to support the development of community based information and referral for child care. Employer support in the form of a consortium to one of these community coordinated child care agencies is unique. Therefore, the case study approach was advantageous because lessons learned from the consortium approach could be helpful to employers and child advocates in other communities.

An additional advantage of the case study approach, is its heuristic value. It has the potential of expanding a body of knowledge through the insights and hypotheses that it generates. Variables which play a part in employer support child care information and referral were identified and concepts formulated to build a framework within which correlational studies and controlled

experiments may be carried out in the future.

The case study method was used in this research because this approach to inquiry encouraged more insightful questions to be asked and generated more powerful understanding of individual, organizational, and community problems related to child care. The case study reflects what is, rather than what ought to be. The case study can tolerate real world conditions better than scientific inquiries that attempt to manipulate the conditions to meet design requirements.

Instead of looking for a cause-effect relationship, the case study is satisfied to seek out plausible connections among variables. Phenomena can be understood not as having been caused by some action but as having emerged from the constant interplay of factors, all of which are themselves part of the action, shaping and being shaped simultaneously (Guba, 1981).

The case study is one approach to naturalistic inquiry. Naturalistic inquiry differs from the traditional, long dominant paradigm of scientific or rationalistic inquiry. Rationalistic inquiry refers to use of formal instruments or other techniques for categorizing collected data, transforming that data into quantitative expressions and attempting to generalize the findings to some universe beyond that bounded by the inquiry. Naturalistic inquiry is a different way of

"knowing." Naturalistic paradigms are axiomatic systems characterized essentially by different sets of assumptions about the phenomena into which inquiry is made (Guba & Lincoln, 1981). Naturalistic inquiry emanates from the following set of assumptions:

1. In the real world, events and phenomena cannot be teased out from context in which they are inextricably embedded, and understanding involves the interrelationships among the parts of the whole.
2. It is illusory to suppose that interaction between inquirer and subject might be eliminated. Indeed, this dynamic relationship can make it practicable for the inquirer, himself or herself, to become the data-gathering and processing "transducer."
3. Generalizations are suspect, at best, and knowledge inevitably related to a particular context.
4. Qualitative methods--which emphasize both inner and outer knowledge of man in his world--are preferable. As Filstead (1970) put it, "Qualitative methodology allows the researcher to get close to the data, thereby developing the analytical, conceptual, and categorical components of explanation from the data itself."
5. Theory emerges from the data themselves in the sense that Glaser and Strauss (1967) describe "grounded theory."
6. The naturalistic inquirer, believing in unfolding multiple realities (through interactions with respondents that will change both them and the inquirer over time) and in grounded theory, will insist on a design that unfolds over time and which is never complete until the inquiry is arbitrarily terminated as time, resource, and other logistical considerations may dictate (Guba, 1981, p.8).

The term naturalistic expresses one view as to the

nature of reality. It is the view that human behavior is significantly influenced by the context in which it occurs and that one cannot understand human behavior without understanding the human organizations of the environment in all the rich complexity of daily existence. Guba and Lincoln (1982) observe that "it is virtually impossible to imagine any human behavior that is not heavily mediated by the context in which it occurs."

Because the naturalistic paradigm does not attempt to discover context-free generalizations in human social systems the traditional concern for objectivity, validity, and reliability is approached differently. In order to avoid unreliable, biased or opinionated data, the naturalistic inquirer does not seek objectivity brought about through methodology, but rather strives for validity through personalized intimate understanding of phenomena stressing "close in" observation to achieve factual, reliable, and confirmable data (Rist, 1977).

Criteria for Judging the Naturalistic Study

The following criteria were used as a guiding set of principles against which the naturalistic study can be judged:

1. Prolonged intensive engagement on site is needed. Frequent visits that are long enough are required

to penetrate beyond the surface of issues.

2. Triangulation of sources by checking perspectives of respondents against those of other respondents is necessary to increase the chances that the information obtained will be credible.

3. The report should include "thick" description and contextual background so that the readers can envision much of what is presented.

4. Participants in the program should be able to review the written report and clarification made so that participants agree that the report is authentic.

5. The interviews should be guided by the "foreshadowed questions" developed before the data collection but actual instruments used by the researcher should be created in the field.

6. The process should be documented so carefully that an audit trail is completed so that activities, analyses, and interpretation can be made by an independent auditor.

7. The environment should be disturbed as little as possible. The researcher should be continually present to the extent that "business as usual" will continue.

8. As the researcher moves from one company to another and one family day care provider's home to another precautions must ensure that confidences are not breached (Williams, 1984).

Procedures

This case study had an emergent, unfolding design. Only the general process was outlined in advance. The following parts made up the design framework: selection of site, data collection procedures, and data analysis plans.

Selection of Site

The Ottawa County employer-sponsored child care program, called the Quality Child Care System, was selected because it is unique. Nowhere else in the United States is there a community coordinated child care agency, that is supported by a consortium of community employers. Because employers across the country are beginning to ask if child care information and referral services for employees make good business sense, child advocates are looking at the Ottawa County model of community employers support to the Community Coordinated Child Care Agency. This case study was an intensive, detailed description and analysis of that program, consisting of "strips of everyday, actual doings, involving flesh-and-blood individuals in face-to-face dealings with one another" (Goffman, 1975, p. 44).

The researcher first expressed an interest in studying the Ottawa County program in February, 1983. At that time the Ottawa County Community Coordinated Child

was an interactive process, because data collection and analysis went on simultaneously, with the analysis giving direction to further data collection.

Systematic Data Collection

Three systematic data collection methods were used: interviewing, observing, and gathering data unobtrusively. The interview was the primary information gathering device. Observations and unobtrusive measures were used to validate initial findings.

Unstructured Interview. A research method was needed that would probe deeply, uncover clues, and open up new dimensions in the area of employer-sponsored information and referral. Comprehending and recording the participants' point of view was a crucial element of the research. This notion was promoted in the writings of Sidney and Beatrice Webb (1932):

For the greater part of his information the investigator must find his own witnesses, induce them to talk, and embody the gist of this oral testimony on his sheets of notes. This is the Method of the Interview, or "conversation with a purpose", a unique instrument of the social investigator. (p. 130)

Vivid and accurate accounts from personal experience were sought. The researcher became an information absorber, analyzer, synthesizer, and interpreter. Glaser and Strauss (1967) have argued that when the researcher's purpose is to generate general conceptual categories and

properties, the unstructured interview is a useful way to account for much that is relevant.

A standard set of questions would have been far too narrow and restrictive, and would not have allowed informants the freedom to introduce information that was not anticipated by the interviewer. However, the interviews were controlled and directed toward the research objectives guided by the foreshadowing questions. Open ended questions were developed in the field just prior to each interview. Following Wilson's (1979) suggestion, the researcher guided the informant to relate experiences and attitudes relevant to the research problem.

Observation. Observations of the program operations were made over a nine month period from July, 1984 through March, 1985. Program staff were observed in the office setting talking with parents, providers, sponsors, and community members in telephone conversation and person to person. The researcher attended board meetings and advisory board meetings. Family day care providers were observed with the children, and parents and children were observed as parents came to the providers' homes to pick up their children. Each of the personnel directors or company presidents visited at their place of employment was observed in that environment.

Unobtrusive data. A file of materials was collected

to help preserve over time some sense of the context in which the observations were made. Documents, tape recordings, newspaper clippings, handbooks, pamphlets, copies of memos, and other slice of life materials were collected during the study. Library books and reference materials loaned to family day care providers were examined. Coffee stains on documents were noted and asked about. Provider and employee information cards were compared to quarterly reports. All materials were analyzed to add greater meaning to the interviews and observations.

Quality control

A number of techniques intended to enhance the credibility of this study were used. The techniques that were used were prolonged data gathering on site, triangulation, member check, peer consultation and the keeping of a journal to develop an audit trail.

Prolonged data-gathering on site. The program was first observed by the researcher in March, 1983, when employers sponsoring the program invited selected child advocates from across the state to a presentation and luncheon at the Holland Country Club to explain the project. Meetings were held with key leaders in the program in July, 1983, and November, 1983, when the research site was selected. The data gathering

intensified from July, 1984 through March, 1985, with a few interviews and checks made in May, 1985, and June, 1985. Site visits occurred on different days of the week and varied in length from two or three hours to all day.

Triangulation. To gain a high degree of acquaintance and understanding of the qualities and characteristics of the program, triangulation was used. A number of sources of information and data were used. As themes arose from interviews or documents or observations, they were cross-checked with other sources so as to verify them and check accuracy of the information.

Member checks. The investigator continuously corroborated data, information, and perceptions with county child care agency personnel, users of the referral service, home providers, children, social service workers, and company personnel.

Peer consultation. During the course of the investigation the work and the nature of the experiences were discussed with qualified peers who were interested. The dissertation committee members raised questions and concerns and talked through the analysis process. Other child advocates from Kalamazoo and Ottawa Counties also provided feedback.

Audit trail. Guba (1981) emphasized the importance of keeping a journal with regular entries reporting the step by step process to satisfy the criterion of

trustworthiness. A log was kept to verify the procedures and conclusions of the inquirer. This log served as a guide to enable the researcher to determine at various stages of the research whether standards of quality and rigor were being met.

Native's review of report. Natives, participants in the companies and program, were able to review the written report. Each participant interviewed reviewed his or her personal interview. The program staff read carefully the first and final drafts of the report and made necessary clarifications so that the authenticity of the report was accepted.

Sampling Procedure

The sampling procedures were designed to collect data from respondents and other sources of information so that the researcher could understand and report a holistic and lifelike picture of the program. The investigation examined the interrelations of people, events and contexts of organizations and companies through the data collected from respondents and multiple other sources.

It was important that informants represent many groups of the community. Initially, informants were selected to insure that all stakeholder groups were represented. The selection of the respondents can be

likened to tossing a pebble into a pond and seeing widening concentric circles develop. Program staff suggested employers, providers, parents, and community members be interviewed. Each of those respondents in turn suggested others who could contribute to the picture, until there were no more ripples. Data was collected from all groups affected by the program. Informants from the following groups were selected for interviews to provide different perspectives representing the entire cultural scene:

1. Community Coordinated Child Care agency employees
2. Sponsoring employer representatives
3. Working parents using the service
4. Working parents not using the service
5. Home providers and center directors involved in the program
6. Registered family day care providers not involved in the program
7. Social Service workers
8. Community leaders and child advocates in the community
9. Children involved
10. Community Coordinated Child Care agency employees in other counties
11. Other employer-sponsored information and referral service personnel
12. Employer-sponsored child care advocates

Many documents, memos, files, newspaper clippings, surveys and training materials were reviewed. Observations of site visits to companies and homes were recorded. Those sources of information that could lead to findings and interpretations of the program were carefully analyzed and reported.

A log detailing the specific way in which each of these processes happened appears in Appendix C.

Summary

In this chapter the methods employed in the study were given. The procedures of the case study were presented. The data collection methods, quality control and sampling procedures were discussed.

CHAPTER IV

THE QUALITY CHILD CARE SYSTEM

Introduction

This chapter describes the Quality Child Care System and is presented in eight main sections: (1) an overview of an employer-sponsored program: the Quality Child Care System, (2) the community, (3) a brief history of Holland, (4) the historical perspective of preschool programs in Holland, (5) the Ottawa County Community Coordinated Child Care, (6) the development of an employer-sponsored CC program: the Quality Child Care System, (7) program implementation, and (8) how the Quality Child Care System is working.

Overview of an Employer-Sponsored Program: Quality Child Care System

The mutual dependency between businesses and families has increased significantly in recent years as the number of working parents has increased. The Holland, Michigan area has not been an exception to this trend. The changing demographics of the workforce indicate that approximately 80% of women in the national workforce are of child-bearing age (Friedman, 1983). The interviews with community members in Holland reveal a belief that

this is also true in their community. The remarks of Bill Wood, personnel director for Bil-Mar Foods, are typical: "The workforce these days is made up of working parents. Here, 48% of employees are female. We're concerned about the quality of life of our employees, therefore, we're concerned about families".

Employer-sponsored child care was not widely discussed or recognized a decade ago. Today one can seldom pick up a business magazine or professional journal without finding an article discussing the subject. Employers seem to be concerned about quality of life for their employees and suggest exploration of development of policy and program alternatives that address this concern. Holland area employers who shared these concerns stimulated a community partnership between industry and a social service agency to help parents find solutions for their child care needs.

A child care referral system serves working parents who are employed at 12 local companies in Holland, Michigan. It is called the 4C Quality Child Care System and is coordinated by Ottawa County Community Coordinated Child Care (4C). The referral service is offered as a fringe benefit to employees of the sponsoring companies.

Ottawa County Community Coordinated Child Care (4C) is a private nonprofit corporation. The primary function of the 4C is to coordinated planning and implementation

of services for children in the county. It is managed by a board made up of representatives from public and private community agencies, child care providers, and parent/consumers of children's services. The Quality Child Care System is just one of several programs of the Ottawa County 4C. The agency advocates for children by participating in many community programs and events. The 4C is active in efforts directed at prevention and treatment of child abuse and neglect, parenting training and coordination of numerous children's events. The 4C was funded by State Department of Social Services funds, United Way, and grants from local churches and social organizations. Ottawa County 4C is one of 12 4C county agencies that form the Michigan 4C council.

The story of how the employer-sponsored community coordinated child care information and referral service got started is told by four people, Fred Cardina, Linda Cardina, Dennis Eade and Cora Visscher. Each of these individuals and their role will be described.

Fred Cardina is the Director of Human Resources at Herman Miller, Inc. in Zeeland. The largest employer in the area, Herman Miller, Inc., manufactures office furniture and offices systems. The company asserts that its design philosophy has provided office furniture that is well designed and the highest quality. Sales volume for the company in 1983 was \$314.9 million. Mr. Cardina

is a cordial, soft-spoken man. His inter-personal skills and charisma are dominant personal characteristics.

Linda Cardina was a consultant employed by Herman Miller to prepare a set of recommendations to help the company meet the child care needs of its employees. She was asked to work with Michelle Hunt, Director of Employee Relations. Mrs. Cardina is a former teacher and had in past years used various child care services in a different community. She was known by the administration. Mrs. Cardina is the wife of Fred Cardina.

Dennis Eade is the Vice President for Human Resources for Squirt and Company located in Holland. Nineteen eighty-four marks the 50th anniversary for Squirt and Company, a soft drink manufacturing and bottling company. Dennis has an enthusiasm for his company and the city of Holland and life in general that is enjoyable. The following statement by Mr. Eade illustrates this point:

There is a unique collaborative attitude in Holland. Presidents meet with presidents of other major companies, even on a monthly basis. The personnel directors and computer people do the same. Also, there's a responsiveness to innovation. Oh, of course some provincial companies still exist, but these companies do not dominate. This project with 4C was a common need that we could work on together. (Interview, Sept. 27, 1984)

Cora Visscher is the founder and director of the Ottawa County Community Coordinated Child Care, a non-profit agency. Mrs. Visscher is a small, gentle, but

self-assured woman who has gained the respect and admiration of many in Holland. She has kept well abreast of child advocacy issues and has been instrumental in improving child care conditions for children in Holland.

In the fall of 1981, Fred Cardina sensed that the time had come to consider child care as an employee benefit. After reviewing the matter with company executives and departmental personnel, the decision was made to commission a feasibility study (Appendix D) to look at what other companies were doing and what child care options might be appropriate. Fred Cardina gave his version of how the project started:

Herman Miller executives listen carefully to what their employees have to say. Occasionally we had a suggestion from an employee to start a day care center. In 1978 a human resource person was assigned to review the research and issue of child care as a benefit to employees. We really hadn't focused on a workable solution. So in the fall of 1981 we commissioned a feasibility study. (Interview, August 27, 1984)

Linda Cardina was asked to do the study. She tells of its beginning:

I was asked to do the feasibility study. I am not an employee of Herman Miller, but I have a relationship with and therefore a concern for Herman Miller. I've had kids in day care, I've worked with kids. I started at square one in collecting information. We considered a day care center, and we considered a consortium day care center. I explored the cost and licensing. The idea was to share the center with say six other companies. That would have meant five slots for children for each company. That seemed to have limitations. Then I came across a newspaper clipping about the Holland 4C in an

old Herman Miller file folder. I had a difficult time finding the 4C telephone number! But then I did talk to Cora. We also talked to Marge Morgan, an early childhood advocate at Grand Valley State College in Grand Rapids. I met with Pat Ward and Bonnie Nagen who run the in-house CCI&R for Steelcase to talk about their model. I read material from Central Florida written by Phoebe Carpenter. Herman Miller even thought of sending me down there to check it out. About this time I was beginning to come to some conclusions: First, this area would like parent choice, better than only the single option of a company run center. Holland has a church ethic, "mother home with children" that's strong. I couldn't sell this as a service for working mothers, but rather as a service for children because the care they were sometimes receiving was haphazard arrangements that parents had to make. The service would not weaken the family but rather strengthen it, by knowing that child care arrangements were being monitored.

Second, using an agency that was already in place was appealing. And thirdly, the consortium idea was still there. Herman Miller preferred that this be a joint venture with support from other companies. A very significant factor in the decision-making process was the credibility and experience of 4C. Actually, that boils down to "Cora". I was impressed with Cora, and she was confident that the consortium idea would work. (Interview, August 30, 1984)

The inquiries of the Herman Miller Company came at a time when 4C Director Cora Visscher felt receptive to financial support from a new source because there was a threat that State Department of Social Services Title XX funds would be cut. Mrs. Visscher's account of the project's beginning parallels the story told by Mrs. Cardina:

Linda Cardina called me and asked for an appointment. She asked me to explain the 4C program; then she asked me to make a proposal

to Herman Miller. They were interested in the services we offered of training and monitoring family day care homes. There was some discussion of the image that 4C serviced only low income families, but that issue was resolved in the discussion. When I talked to Fred Cardina he told me that they would like to work with a few other companies in getting this going. Immediately I thought of Squirt because they had assisted us financially a couple of times before. When the state changed the Title XX money to reimbursements instead of quarterly payments, Squirt had donated \$1,500. This happened in 1979 and they helped us again in 1980. So Dennis Eade at Squirt was a likely person to talk to. Haworth had done some printing for us in the past also. So Fred called Charlie Williams, personnel director for Haworth and Dennis Eade to meet with us. About this time I had a few misgivings. 4C had a good reputation in the community. I was committed to the philosophy of serving the community and felt loyalty to the state 4C program. I had a certain reluctance or caution about this community agency becoming an arm of private industry. (Interview, November 28, 1984)

The response of Dennis Eade further explains company executives' attitudes that lead to participation in the program:

The idea of working with 4C was attractive. We knew that 4C was doing good work with families. We knew they were strong advocates for children. Now we were being told what they were doing and could do in the way of training of parents and providers. It was a win-win situation and we here at Squirt believe in a win-win approach. Without a large expenditure we could support this service for our employees. The state was cutting social services at this time and here was a challenge to the private sector to pick up the slack by providing some financial support. After all, it made good business sense to ask 4C to provide this service. We are better at making soft drinks and directing human and other resources than providing child care. To try to do something that is not our corporate mission didn't make sense. (Interview, Sept. 27, 1984)

Before the development of the employer-sponsored child care program is presented a brief history of Holland, historical perspective of preschool in Holland, and the development of Ottawa County Community Coordinated Child Care will be given as necessary background information.

The Community

Holland is located in Southwestern Michigan on Lake Macatawa adjoining Lake Michigan and it extends across the borders of two counties; Ottawa and Allegan. The climate is somewhat tempered from the west by the prevailing winds that sweep inland from Lake Michigan.

There are ten areas in the United States with a substantially large percentage of population derived from the Netherlands. The largest of these areas is Western Michigan, covering an area of about 5,000 square miles north, east and south of Holland. Surrounding this city are the communities of Graafschap, Overisel, Zeeland, Noordeloos and Haarlem. The population of Holland and the adjacent villages in 1983 was 99,887 (U.S. Bureau of the Census, 1983).

Adjacent to Holland is a large resort area that attracts a multitude of visitors each year. Cottages, motels, cabins and trailer parks occupy the shores of Lake Macatawa and Lake Michigan. The yacht harbor

accommodates hundreds of sailing crafts and motor cruisers each season. A state park, on the beach of Lake Michigan, consists of an immense concrete pier and complete camping facilities.

As the name suggests, Holland still has many of the characteristics of a Dutch town. It is the tulip center of America and the millions of tulips which bloom in the parks and residential sections during May present a spectacular floral display. The Tulip Festival attracts thousands of visitors each year from all over the world. In addition to the panoply of tulips the event includes the custom of every Dutch city in the spring time of the streets receiving a broom and water-pail scrubbing. The multi-block long Klompen Dance is performed by over 1,000 high school young people dressed in colorful costumes and wearing wooden shoes. High school and marching bands from all over the state participate in a competition as part of the festival.

A Brief History of Holland

The history of Holland, Michigan is a story of how within one year 1700 immigrants from the Netherlands braved the dangers of an unknown future to settle in a dense forest. The conditions in the Netherlands that led to the emigration to America in the 1840's can be classified as religious, political and economic. A state

church had been created with the government forbidding any meeting of a certain number of people for religious worship unless under the auspices of the state church. The government also held exclusive control over education and imposed high taxes. The issues of political and religious freedom may not have been as powerful as the economic depression that was heightened by the great failure in the potato crop that caused poverty and starvation, especially among the middle class (Bald, 1954).

Ruth Keppel, a life long resident of Holland, recorded the history of Holland for 40 years. She was the granddaughter of Teunis Keppel, an early settler. In 1979, she received the Outstanding Member of the Community Award from the Holland chapter of the American Association of University Women for recording the history of Holland. Miss Keppel, remembering details of the emigration as her father told it, wrote:

Added to the cholera epidemic the year 1845 was the time of the so-called "potato rot" which deprived the people of their main article of food. Food prices soared high. Labor was poorly paid and the high taxation to which they were subjected caused poverty everywhere. The proud, hard working Dutch peasant was forced to depend on public and private charity, and if there is anything a true Dutchman hates it is charity. As a result, hundreds of emigrants flocked to America where they had heard that food was plentiful and a thrifty man could make an honest living. (Keppel, 1947, p. 10)

The General Synod of the Reformed Church in America

sent representatives back to the Netherlands to encourage emigration to America. Relatives that had preceded other family members to America wrote letters back home encouraging others to follow them. One man from Illinois wrote:

You need not fear wild animals nor bad men. You do not have to lock your doors. There are no poor people. If one is well he can earn good wages. Women need do nothing more than milk and prepare food. (Keppel, 1947, p. 27)

In September of 1846, a group of 53, including women and children, under the leadership of Rev. A.C. Van Raalte embarked on the "Southerner", an American ship, and arrived in New York around the middle of November. They spent the winter in Detroit. Van Raalte studied maps of the Great Lakes region. He decided that the group should settle near the head of Black Lake in Ottawa County and he bought the land there for the little colony (Bald, 1954; Keppel, 1947).

The story of these early years is told by Miss Aleida J. Pieters (1947), an historian who was born and raised in Holland, Michigan. She tells how the colony was sustained and held together. The first year was a year of trial for the colony. Deaths were common during the epidemics of fever, malaria, dysentery and smallpox. The first homes were crude log cabins. Food was scarce. The winters were long. The fifty odd pioneers were soon joined by new arrivals before there had been time to

build houses for their reception. Among the first buildings to be erected was a church (Pieters, 1947).

In 1848 conditions improved. The settlers had become acclimated. The pioneers formed a political religious community from the start. Among the group were farmers, artisans and mechanics of various kinds. Among the earliest industries to flourish were sawmills, a brick yard, a shingle mill, a grist mill, a blacksmith shop and a stave factory. Roads began to be built that rescued the settlers from their isolation, and stage coaches soon kept up a semi-weekly connection with Grand Haven and Kalamazoo. Economic development and political development were parallel (Barnouw, 1978).

Within the first year after the founding of Holland, an American teacher from Kalamazoo was hired to run a day-school for the children and evening classes to instruct the adults in the English language. A small log house on the VanderHaar farm was first used and then the school was moved to the log church. Throughout the 100 years after its founding, Holland and the surrounding small Dutch towns remained what they had been since the beginning; an agrarian community (Barnouw, 1978).

In 1851, Dr. Van Raalte and Dr. John Garrelson started Hope College as a high school. By this time the colony was sending out exports that, in 1852, were valued at \$18,700. Railroad development began in 1858. The

Holland Stove Company and the Holland City Foundry were operating. The Civil War began and many young men from Holland, Michigan joined the Union forces. By 1870 the population of Holland was 2,354. There were 32 sawmills and six tanneries in the county. Farm crops were being raised in abundance and many residents were becoming citizens of means. About 1890 numerous other industrial plants were added to the agricultural and horticultural resources of the Holland area--leather, furniture, canning, etc., providing labor for increasing numbers of workers (Bald, 1954).

Throughout the 20th century descendants of the Dutch settlers have remained committed to the religious and moral concepts on which their communities were founded. These traits and values have not kept Holland from valuing the American spirit of enterprise. Many believe that the blending of the spirit of tradition of two nations--the United States and the Netherlands--has created the Holland, Michigan of today (Keppel, 1947; Bald, 1954).

Historical Perspective of Preschool Programs in Holland

In the agrarian and home based economy of Holland in its beginning years, the "care" of children was not readily distinguished from other family functions. Children as young as 5 and 6 years old could make an

economic contribution to the family by doing farm tasks or household chores. As the community shifted from agriculture to manufacturing the role and functioning of the family changed little. The industrialization and urbanization of America that influenced patterns of child rearing within the family in some parts of the United States had little affect on Holland. The child labor laws were not needed in Holland (Bald, 1954).

In the 1920's and 1930's, many parents were influenced by John Dewey, G. Stanley Hall and other progressive educators (Travers, 1983). A new philosophy of education evolved. Children were viewed as individuals, creative human beings who needed flexibility to nurture their learning process. The concept of dramatic play was developed--arts and crafts as well as recreational activities--and implemented in progressive schools, which were generally private schools. Play schools and nursery schools became increasingly popular (Levine, Seltzer, Gray, Baden, Genser, Pacquette, & Johnson, 1982).

To learn more about the first preschool in Holland the researcher asked Cora Visscher to suggest someone to contact. She suggested Betty Becker, a community member, and Jane Dickie, a child psychology professor at Hope College. Dr. Dickie said she "wasn't around back in the 30's". She referred me to William Vanderlugt. Mr.

Vanderlugt and Mrs. Becker were interviewed by telephone.

When asked if Dewey and Hall influenced education and parental attitudes in Holland in the 30's, William Vanderlugt, a 75 year old former professor and chancellor of Hope College responded:

I don't believe education in Holland in the 1930's was influenced by Dewey. Education in Holland was Christian education. Education here was not that pragmatic or secular. Attention to creativity in on-the-job activities and the arts did not become part of education until much later, nearly the 1950's in Holland. (Interview, June 13, 1985).

Mr. Vanderlugt recalled that it was during the 30's that the first preschool was started in Holland. The researcher asked Mr. Vanderlugt what he believed influenced that start up of a preschool during this time period if it was not the influence of Dewey and Hall. He responded:

I remember the first preschool. It was a project from Hope College. It was spearheaded by Dr. DeHaan, who is now in Philadelphia. The preschool was an outlet for students to work with children. It was around for a couple of years and I don't recall why it didn't continue. (Interview, June 13, 1985)

That first preschool was started in Holland by Betty Becker, a local girl, who graduated from Hope College and National Teachers College in Evanston, Illinois, in 1932. A prominent citizen still residing in Holland, she recalls:

I started the first nursery school in a home. Then we rented space above a bookstore at the corner of 10th and Center. The building now

houses the Netherlands Museum. When I returned from National I really wanted to get married. But it was the depression, we couldn't get married. I needed to do something to keep me busy. The little nursery school had just 10 children. We charged \$2.00 a week. That was to cover the crackers and juice and art materials. We asked for a vacant room in the school and the superintendent took it to the school board. We didn't get the room. Some community leaders thought that we were segregating the wealthy from the poor. The nursery school ran for two years, then I got married. We also had a play school in the summer in the Knickerbocker Fraternity House. My own children attended a nursery school in the early forties. Freddie, Mrs. Jack Bos, held it in her home on East 24th Street. She must have had it for 5 or 6 years, then she moved to Cincinnati. After that several nursery schools sprung up all over the community. (Interview, January 11, 1985)

Neither Mr. Vanderlugt nor Mrs. Becker seemed to know exactly why the preschool did not continue. Mr. Vanderlugt's observation may give some clue, however. He reported that attention to creativity, the arts, and active participation, or in his words, "on-the-job activities" did not influence educational philosophy in Holland until "nearly the 1950's". This parallels the time when Mrs. Becker said, "nursery schools sprung up all over the community".

The first efforts to serve low income children in the Holland area were made by the United Church Women in the late 1950's. A day care center was opened for children of migrant workers. Dorothy Cecil, past director of the Holland area Head Start tells of the beginnings of that project:

During blueberry season a day care center was operated by the United Church Women. There was a paid director, paid cook and the rest were volunteers. The group was made up of women from Hope Church and other churches. The Hope Church minister's wife was very active. This was a typical 1960's action of poverty. These women were actually responsible for a building for the day care program. The center served many migrant children in the 1960's. Program attendance fell off, perhaps because of the start up of other centers, West Ottawa Public Schools, Head Start, the Hope Church Day Care Center and the Third Reformed Church Head Start classroom. The building stood vacant in 1970, 1971 and 1972. When Hope Church started a day care center it was an outgrowth of the work done by the United Church Women's organization. (Interview, January 4, 1985)

The first day care center was started at Hope Church in 1965. Dorothy Cecil, who later became the first Head Start director was its director. Dorothy tells of the beginnings:

Some of the Hope Church women that had been part of the blueberry workers' Children's Day Care encouraged and supported the day care center. Families from other churches gave donations and served on the Hope Church Day Care Center board. We were getting some funding from the state for the migrant program, but that money was withdrawn in 1966. (Interview, January 4, 1985)

The growth of early childhood education in Holland followed the national trends toward program development for young children. Head Start was created. In 1964, the U.S. Congress passed the mainstay of the War on Poverty, The Economic Opportunity Act of 1964. The showpiece of the Office of Economic Opportunity, the office created by the Act, was Head Start. In the tradition of middleclass

nursery schools Head Start was designed to enhance the psychological development of poor children.

Research of J. McVicker-Hunt (1961) and Benjamin Bloom (1976) recognized that a child's cognitive development could be influenced by an enriched educational environment. The development of Head Start and the program evaluation which followed produced more research evidence supporting preschool education than had all of its antecedent nursery schools (Nelson, 1981). All of this helped early childhood professionals redefine day care to include child development and education rather than existing purely for custodial care (Zigler & Goodman, 1982). Dorothy Cecil was interviewed on January 4, 1985 and January 11, 1985 by the researcher during her coffee breaks at her place of employment, where she works as an accountant. She described the start up of Head Start in Holland:

It was the time of the War on Poverty. Jim Jacobs was regional director at the state office of the office of Economic Opportunity. Jim camped on my doorstep for 2 weeks while we wrote the proposal. The Hope Church Day Care Center was funded for 1967-68, starting in July. We had one center with three classrooms at Hope Church. Forty-five children were served. The center continued to get Department of Social Services money also. The Head Start money was for supportive services, the director, the cook and supplies. (Interview, January 4, 1985)

The Head Start project was designed to have strong

community involvement. Dorothy was asked to respond to these questions.

Question: What kind of community support did you get for Head Start?

Mrs. Cecil: During the 60's there was opposition to the migrant program and day care. Some said that the program was a communist plot. Some made comments on the radio saying that day care was encouraging women to spend their days in bars. In time the real issues were listened to. Once a year the director of the day care center was invited to talk on Dr. Anthony Luiden's talk show. Dr. Luiden, now deceased, was a former pastor and a wonderful friend to children with needs. The day care director was able to defuse a lot of what was being said. She even received some apologies for the things that had been said.

Question: The migrant center started back in the 50's. Didn't that show community support for helping poor children?

Mrs. Cecil: The migrant center was run by church women. But even as late as the 60's the county would not accept a community action program because the community said that the Holland area had no poverty.

Question: What positive things related to children's needs did you see in Holland?

Mrs. Cecil: Well, it is also true that Holland has been conscious of the special needs of children. Head Start received donations from the community from the beginning; the service clubs, churches, United Way--from 1973 until the present--and individuals. Special Education was funded in Holland long before the state funded those programs. In fact, the State Legislator, Riemer Vantil, started Children and Family Services in Michigan. So you can see the resources for helping children were in Holland. Also, there were individuals willing to put the time and energy into getting children's programs going. Consequently, Head Start expanded to 75 children served in 1969; then in 1978 when Congress gave Head Start expansion money, the center enrollment went to 100

children. Also, Holland Head Start was the first program to get U.S.D.A. food money for day care. It's not surprising then, that we saw the need to coordinate children's community services. When the federal government promoted the concept of Community Coordinated Child Care (4C), the Head Start Board thought we should look into it. (Interview, Jan. 11, 1985)

Mrs. Cecil's comments on community support are unclear. She tells of opposition in the form of negative comments on a local talk show; e.g., "day care was encouraging women to spend time in bars". Conversely, she reports of Holland's early involvement in state and federally funded programs. Mr. Vanderlugt may have given an explanation when he stated:

I recall Anthony Luiden's talk show. The argument was with day care, not Head Start. Head Start was always supported here. Luiden was retired and didn't have much influence. I don't recall any strong feelings in the community on the issue. (Interview, June 13, 1985)

His final comment in the interview may be an indicator of just how much change in attitudes has occurred over the past 20 years. He states, "I heard Cora Visscher talk about employer-sponsored child care. We invited her to Rotary last year. What the employers are doing here is a good idea".

The Ottawa County Community
Coordinated Child Care

The concept of a Community Coordinated Child Care (4C) agency was created in the late 1960's with a federal initiative for child care, designed to provide

information and referral. Twenty-four federal pilot projects were started and "might well have succeeded--if its mandate and resources had been greater, and if it had not been terminated just as it got going" (Levine, 1982). Even without federal funding several 4C programs developed in Michigan. Holland 4C was one of the first in the state.

The Holland Head Start Director, Board, and staff believed that a coordination of children's services was needed for their area. As Dorothy Cecil, the Head Start Director at that time, explained:

We had heard about the concept and felt our community needed the service. The board, staff and I supported the idea to the extent that we increased Cora Visscher's hours so that 4C could get started. Then for six years 4C was a volunteer program. Cora worked hard to get the program started. She wrote the proposal and got the necessary agency support. (Interview, January 11, 1985)

The recollections of Cora Visscher are similar. Mrs. Visscher provided leadership as the Holland 4C program evolved from an idea shared by local early childhood professionals in the community to its current status. She has been the only director for all of its 14 years. Mrs. Visscher told the story of the program's beginning to the researcher while traveling by car to and from a meeting in Lansing, Michigan on November 28, 1985.

Question: How did the Holland 4C get started?

Mrs. Visscher: I was working as Administrative assistant for Head Start. Head Start was

primarily funded by federal money. In the late 60's the federal government set guidelines for the 4C concept--a coordination of community children's services. The Federal Regional Office gave guidelines at a conference in Chicago. Children's Hospital in Flint was one of the first ten 4Cs. I attended a meeting in Flint. The director of the Holland Head Start had an interest in the 4C concept. In 1971, a meeting was called by the local Director of Children and Family Services to talk about coordinating community services for children. I did not attend.

Question: What were the first steps you took to get the 4C going?

Mrs. Visscher: In September, 1972, I made individual contacts with people to form a steering committee for 4C. This ground work took time because of bad feeling that had been created previously. The initial contacts took time because it was difficult to explain the concept.

About this time the Migrant Day Care Center didn't have a furnace. It had been built for seasonal use only, and the growers had extended the season to March through October. This need gave the steering committee a focus, something to rally around and to buy. They got the county commissioner to give revenue sharing money. So, right away, 4C had a problem, a solution, and a success.

The committee requested funding from the county for about \$10,000. The request was not supported by the head of Department of Social Services and the Intermediate School District superintendent. They felt that the 4C should be a county agency.

Question: What happened then?

Mrs. Visscher: In 1973, we sponsored a spring conference, "Children at Risk" with 300 people in attendance. Also, about this time money was available for child abuse and neglect. SCAN, the child abuse/neglect council, was formed. When 4C started, we worked primarily with the nursery schools. The day care center was funded by Head Start so we received enough support.

Question: Did you have any funding at that time?

Mrs. Visscher: A membership fee brought in a small amount of funds. This was used primarily to put out a newsletter.

Question: Did you have any other projects after the purchase of the furnace for the migrant center?

Mrs. Visscher: The toy lending library was started. Toys were bought. Parent aide training was developed. Children and Family Services contracted to train parent aides. This was in 1973. Video tapes on child abuse and neglect were bought by 4C. A CETA person was part of the 4C program at this point. She worked on the newsletter.

There was an interesting incident that many still remember. I made a sheet with a notice written repeatedly on the sheet to be duplicated and cut, and attached to newsletters sent to 4C membership. The message read, "This will be your last newsletter unless you pay your \$2.00 membership fee". The part time worker misunderstood the directions and the complete page with the "pay your dues" message repeated nine times was attached to every newsletter. I received several phone calls with the caller responding in similar ways, "Alright, already! I'll pay my membership fee. You needn't get so demanding". In spite of considerable teasing, membership enrollment was up.

Question: Did you have any contact with other 4C offices?

Mrs. Visscher: The State of Michigan Management and Budget Department coordinator began development of a State 4C office in 1973. Interested individuals were invited to attend a conference in Chicago for organizing 4C. About 30 people came from Michigan, Indiana, Illinois, Ohio and Wisconsin. Ninety percent of the people attending were connected with Head Start. This was in the fall of 1972. The speaker was Dr. Vincent DeFrancis, Director of Childrens' Human Society of America, from Denver. The topic was "Training on Legal Aspects of Child Abuse/Neglect". Another topic

that actually was a secondary issue made a great impact on me. Dr. DeFrancis described steps in mobilizing the community to accomplish a goal. I feel that opportunity was an important link in development for my leadership skills.

Question: When did the Holland 4C get funding?

Mrs. Visscher: Other 4C organizations were funded in Michigan but Ottawa County 4C had no funding. We were getting to a crisis state. I realized that 4C activities and business were taking so much of my time that I was doing Head Start work on Saturday and Sunday.

The state 4C office was aware of how active the Ottawa County 4C was. In 1977, Sue Brooks, coordinator of the state 4C funds called and said that \$21,000 was available and that Ottawa County could have it if we could come up with the 25% local match that was needed. The Junior Welfare League gave the whole match that first year.

The 4C moved out of the Head Start day care center. But not far. Just two doors away. In retrospect, I feel that the physical proximity of the 4C's move was reflective of the general feeling of those involved in 4C. Head Start leadership and staff was needed for support.

The newly formed 4C had to have non-profit status in order to get the state contract. And the state contract funds could not be used for board activities or legal fees. So this posed a problem. How to get non-profit status without legal assistance? I sent for the forms, followed the directions, asked questions, over dinner and on the golf course, of knowledgeable people. Surprisingly the forms were accepted without delay on the second submission and nonprofit status was obtained. (Interview, Nov. 28, 1984)

The quarterly board reports and Title XX reports and correspondence from 1971 to the present were reviewed. The researcher found all details of the interview verified in the reports and correspondence. Dorothy Cecil was asked to tell of how 4C got started and she deferred

to Cora Visscher saying, "Cora can tell you all of that a lot better than I can". On January 13, 1985, Mrs. Cecil read the entire interview and totally agreed with it. She did not make any corrections.

The Development of The Quality Child Care System

This section will consist of five parts: (1) review of the program overview, (2) introduction of the program staff, (3) presentation of how the consortium got started, (4) presentation of the sponsoring companies, and (5) report on the growth of the program, including description of the provider selection, certification, and training.

Program Overview

In the introduction to this chapter the Herman Miller feasibility study was identified as the project that led to the meeting between 4C Director, Cora Visscher, and representatives of employers in the Holland area. It was also pointed out that review of literature and employer-sponsored programs in other locations suggested that child care information and referral using the consortium idea had advantages. Linda Cardina said that working with a credible agency that was already in place had appeal.

Program Staff

Before the report can continue, it is helpful to understand some staff background and identify personnel involved in the functions of the 4C when the employer-sponsored program was being formulated.

At the time of the development of the employer-sponsored program there were only two 4C staff members; the director and program coordinator. Previously, the staff had included a third member. In 1978, two CETA workers were assigned to the 4C office. Both were later employed on a full time basis. Lionerez Cisneros was hired as program assistant to write the newsletter and direct the toy lending library. Dorothy Burgwald who still serves as a coordinator in the program, was hired to start working with the home providers. Dorothy recalled:

I was hired to start learning about the family day care providers. The 4C director and board knew little about that group of child care providers, just that they were out there doing something. (Interview, Oct. 3, 1984)

In 1979, the office was moved to its new location and plans were begun to define goals, develop job descriptions and prioritize activities. However, just when each of these functions were beginning to take shape, news from the Title XX contract manager changed it all. In 1980, federal allocations to Title XX were reduced and

the child care tax credit became the larger federal subsidy to day care. The Title XX funds allocated to the Ottawa County 4C were cut by \$10,000. This necessitated the removal of a staff member and redefinition of roles and responsibilities.

The following 4C staff were involved in the development of the employer-sponsored program.

Cora Visscher, Director, worked as a para-professional for West Ottawa Schools and administrative assistant for the Holland area Child Development Services before directing the 4C program. She has directed the Ottawa County 4C for 13 years. In addition to her responsibilities with 4C she has been very active in community affairs. She chaired the City of Holland Planning Commission from 1978-1984. She also chaired the Holland Public Schools Health Advisory Committee for 1980-1984. Cora was a charter board member for the Michigan Committee for Child Abuse and Neglect, is a Michigan 4C Council board member and member of the Ottawa County Vocational Center Child Care Advisory Board. She has four adult children. Her husband is vice president of First Michigan Bank and Trust Company in Holland.

Dorothy Burgwald, Program Coordinator, graduated from Michigan State University where she majored in social work and went to the Philippines as a Peace Corps volunteer. There she helped with a nutrition education

project and lived and worked at a childrens' home. In 1978 she joined the Ottawa County 4C. She has played a major role in the implementation of the Quality Child Care System. Dorothy chairs the Policy Council for the Head Start program of the Holland Area Child Development Services. She understands the needs of working mothers in a very personal way. Since she has been at the 4C agency she has married and is the mother of a 4 year old daughter and a 15 month old son.

Andrea Schwarz, Program Assistant, was invited to join the 4C staff in 1982. She assists with the referral service, manages the toy lending library, and assists with all office procedures. In the 1970's, a local radio station started a very informal information sharing process of listing babysitters as part of a talk show. It grew to an unmanageable size so they asked for a volunteer to take it over. Andrea was that volunteer. The last of her seven children was just out of high school. Andrea thought she was getting into a few calls for high school girls to do evening babysitting. She quickly learned about family day care providers and working parents' needs. It was a logical connection for her to become part of the 4C staff.

Program Location

The Quality Child Care System performs its functions

as an integral part of the total 4C program. The 4C office is located in a professional office building on the edge of a residential area just a few blocks from the center of downtown Holland. A psychologist and dentists use the other offices in the building. The 4C office has a receptionist area, director's office, and a large conference meeting room. The conference room contains the resource library, files, and telephone consultation area.

How the Consortium Got Started

The feasibility study report prepared by Linda Cardina during January and February, 1982, was presented to the Herman Miller Company on March 5, 1982. The results and recommendations were presented to the Herman Miller personnel department. The recommendation was to establish child care information and referral through a joint effort with the Holland 4C. The recommendation read:

My recommendation is that Herman Miller make a formal commitment to providing child care assistance to employees. Because of economic factors and the high failure rate of other corporate child care efforts, I feel that a cautious approach is warranted. Rather than making a large financial commitment at this time, I recommend the establishment, on a trial basis, of a joint-venture effort with Community Coordinated Child Care (4C), a non-profit corporation in Holland. This agency has been in existence for ten years and has the credibility and experience in local child care concerns to provide the assistance needed. In addition, there appears to be sufficient licensed day care facilities in the Holland/Zeeland area

from which employees may choose satisfactory child care if they are helped to find the facilities. With support from participating employers, 4C has indicated a willingness to develop a program which is responsive to the needs of the employees. (p. 6)

Mr. Cardina explained the rationale for rejection of other employer supported child care alternatives:

Conclusions drawn from the report led to the elimination of some options and the consideration of the resource and referral service option. This option was taken to Max DePree, Herman Miller president. Fred said that the points he made in supporting the concept were the following: 1) and R&R was the most logical place to start; 2) the local 4C organization was strong; 3) the R&R concept could serve various company locations; and 4) the plan had appeal because it could be coordinated with other companies through a consortium. (Interview, Aug. 27, 1984)

The 4C director and program coordinator prepared a written proposal for the employer-supported child care referral service (Appendix E). It was in the proposal that the service was given a name--the Quality Child Care System. The name reflects support of the idea expressed by Linda Cardina presented earlier in this paper where she said that she knew she couldn't sell the concept as a service for working mothers, but rather as service for children by monitoring child care arrangements.

The proposal offered area employers an opportunity to subscribe to a service to be offered to employees as a fringe benefit. The service would assist any parent making inquiry to the 4C office in finding child care. The Quality Child Care System would identify present and

potential child care providers who would demonstrate a level of competence and, therefore, meet a 4C standard for quality child care. The fee for membership was stated in these terms:

The annual operating contribution includes two component parts--a minimum of \$250 to become a member company plus one dollar for each employee over 50 based in the Holland/Zeeland and Grand Rapids area.

There are several payment options for both seed money and annual operating contributions. These include: 1) a lump sum contribution, 2) quarterly payments, and 3) employee co-payment.

There could be a reduction in assessments if the plan is successful and if there is a cash surplus going into the second year of the program.

These payments can qualify as either charitable deductions or business expense deductions. (p. 6)

Mrs. Visscher reported in an interview on August 30, 1984, that there had been a decision agreement by the personnel directors and herself in the first meeting. She stated, "Fred, Dennis, and Charlie met with me. Deciding on the amount of the fee took a large share of the time at our first meeting".

This same group made the decision that other employers should be invited to participate in the program. The Herman Miller Company offered to host a luncheon. On August 27, 1984, Mr. Cardina showed the researcher the original invitation list that included personnel directors or presidents of most employers in the Holland/Zeeland area.

Representatives from 65 local companies attended the luncheon and discussion on June 18, 1984. The three organizing personnel directors, Dennis Eade of Squirt and Company, Charlie Williams of Haworth, Inc., and Fred Cardina of Herman Miller, presented the concept of employer-supported child care, discussed the options and then focused on the advantages of a consortium child care referral service. Mr. Cardina had on file an outline of that presentation. The following is an excerpt from his "speaker notes":

A consortium effort among many area employers to use existing community resources supported by the users so each employer can provide information and referrals. We feel this choice is sound for several reasons: a) other, broader options are not economically viable; b) doing nothing is unacceptable to our employees; c) there are community resources available that can be utilized for the benefit of a large number of employers and employees if supported by local firms; d) this choice resolves for employees the major problems they encounter today in finding care; and e) this choice will allow participating companies and organizations to offer a comprehensive service, as their own, without sustaining high costs. (p. 2)

Guests at the luncheon were given response cards and soon after the luncheon each of the companies expressing an interest in the Quality Child Care System was contacted by the 4C child care consultant. By October 1, 1982, decisions from all of the companies represented at the luncheon had been received. Eight employers decided to support the Quality Child Care System. The eight companies are described:

Herman Miller, Inc., founded in 1923, is a manufacturer of office systems furniture. Located in Zeeland, it is the largest employer in the area, employing 3000 people. The company has subsidiaries in Sound Mountain, Georgia, Dallas, Texas and Spring Lake, Michigan. Herman Miller is family owned and non-unionized.

Squirt & Company has been in the soft drink business for 50 years. The world headquarters for Squirt are located in Holland, with operations serving people in 52 countries. It employs 280 people in the Holland area. It is family owned and non-unionized.

Haworth, Inc. is a manufacturer of office systems furniture. It has been a family owned business for 35 years and is the largest employer in Holland, employing nearly 1500 people. There are also plants in Douglas and Allegan and distribution and sales offices across the United States. It is non-unionized.

ODL, Inc. is a manufacturing company of skylights, lighting and decorative glass for doors. It is located in Zeeland, employs 160 people. It is family owned and non-unionized.

Holland Community Hospital, the only hospital in Holland, is an acute care facility. It has 225 beds and employs 850 people. The hospital serves the surrounding

areas of Holland Township, Park Township, Douglas, Saugatuck and Zeeland.

Trendway Corporation is a manufacturer of office systems furniture. The 17 year old company has a nationwide network of dealers and distributors. It employs just under 200 people, is family owned and non-unionized.

Bradford Paper Company is the smallest company in the consortium, employing fewer than 100 people. It is a paper manufacturing company on the north side of Holland. It is family owned and non-unionized.

Manpower Temporary Services is a temporary employment service that has grown rapidly in the Holland area in recent years. It provides temporary help to area employers in light industry, health care, home health and a wide range of secretarial services. The company employs 650 people. It is family owned and non-unionized.

Program Implementation

At the same time that employers and employees were being informed of the services available through the Quality Child Care System, the necessary steps were being taken to insure that the child care providers would meet the quality standards that were proposed. The 4C staff had already developed a good working relationship with the child care providers in the community. Since the early seventies family day care providers and child care

center staff members had benefitted from training, library materials, and other resources available through the 4C. All community agencies that dealt with children's issues had turned to the 4C director for assistance with coordination of services. As Cora said, "We were the first and remain the only agency with coordination of children's services as a primary goal."

The not so visible part of child care for a community are the family day care homes--licensed and unlicensed. Roupp and Travers (1982) report that approximately 56% of the more than five million children under 13 are cared for by someone other than a parent. There is no data collected in the Holland area to show whether or not his percentage would hold true there.

The 4C staff realized that more needed to be known about the quality of the services provided by Family Day Care providers in the area. It would also be necessary to recruit and train new providers.

A relationship between 4C staff and family day care providers had been building since funding had been secured in 1978. About 20 providers had attended training sessions each year from 1978 to 1982.

When the QCCS began, efforts were intensified to increase assistance and training for registered family day care providers, recruit new providers, and develop a group of providers that could meet certain quality

standards. This would give a further measure of quality child care, building on the minimal registration requirements of the Department of Social Services.

The next step in providing the service that the sponsoring companies had purchased was to hire additional staff. Pat Groszko was asked to perform the duties of child care consultant.

Pat worked with the program from July, 1982 until February, 1983 when her third child was born. She is a graduate of Michigan State in Early Childhood Education and Elementary Education. She taught on the east side of the state before moving with her husband to Holland. She has two other children, 8 and 5 years of age. Pat recalls the beginning of the program. She reported the following:

We were providing a lot more contact with providers than had happened before. We were helping them to know more about nutrition and activities for a variety of children. The concept of a resource person to home providers is unique. Sometimes I met working mothers at the providers' homes. They appreciated what we were doing, too. (Interview, Dec. 12, 1984)

A new consultant, Carla VerSchure, was hired to replace Mrs. Groszko. She took up her responsibilities as the child care consultant in the fall of 1983. She has taught preschool in Holland for 10 years. Carla has a masters in Early Childhood Education from Grand Valley State College. She serves on the Citizen's Advisory Committee for the gifted and talented for Holland Public

Schools. For the past 6 years she has served on the board of the Holland Area American Association for University Women. She is president of the PTA at Washington Elementary School in Holland.

The 4C staff developed quality standards based on Child Development Associates (CDA) certification, (a nationally recognized credential for child care providers). These were originally in a check-off form. After the first several months of the program these standards were expanded upon and rewritten in a form on which observations could be written in narrative form.

In June 1982, in the 4C quarterly family day care newsletter all registered providers were introduced to the QCCS and given an opportunity to indicate their interest in it:

In response to local employers' desire to provide their employees with a child care information and referral service which would have quality built into it, the 4C has developed a new program which you are eligible to participate in.

The 4C has set up training requirements and standards for quality child care for providers who wish to be locally recognized not only as providers of child care but as providers of quality child care.

Many benefits will be gained by those of you who choose to join this system, some of which are: a) preferred referral from the 4C--eventually, the 4C will refer only to those who are a part of this system; b) recognition as a quality placement for children by the 4C, local employers, and the community; c) more contact with a qualified child care specialist who will provide personal consultation and assistance to each provider; d) professional training in child care; e) eventually, substitutes for sick

child care or just to give you some time off; f) eventually, trade or loan of child care equipment (cribs, car seats, walkers, high chairs, etc.); g) other services, supports, etc. as suggested by system members. (p. 1)

The researcher read letters, memos, and board minutes that showed that orientation sessions were scheduled for the end of September and invitations were sent as well as phone contacts made. These sessions, held at the 4C office, were attended by 18 providers. One provider telling of the orientation said:

I had been watching friends' children off and on for some time. The 4C staff wanted me to attend the session and become registered so I did. It was great to be together with other day care home providers and 4C people are so supportive.

An open house was held in November 1982, recruiting more providers. Letters were sent to churches and schools as well as poster distribution.

Provider Certification

The 4C staff developed a set of standards that defined a level of competency for providers. In addition to the State Department of Social Services requirements, the preferred provider certification included participation in training sessions on topics such as discipline, first aid, record keeping, special needs of children, visits from the 4C child care consultant, update information given to the 4C office, and coverage by liability insurance. The requirements for the 4C

Quality Child Care Certificate and the 4C Quality Child Care Agreement appear in Appendix F.

The researcher, through newsletters, filed copies of announcements, newspaper clippings, and quarterly reports, found the following initial training sessions to have occurred. Also recorded is the number of participants in each training session:

1. Parenting Training for Providers
Oct. 2, 9, 16, 23, 30 and Nov. 6, 1982
7-9 p.m. (10 participants)
2. Multi-age Group Planning
Oct. 3, 10, 17, 1982
7-9 p.m. (14 participants)
3. Early Childhood Training Festival
Nov. 3, 1982 8 a.m. - 1:30 p.m.
one keynote plus nine workshops
(102 participants)
(27 family day care providers)
4. Recordkeeping and Taxes
Dec. 1, 1982 9:30-11:30 a.m.
(17 participants)

Information and Referral Process

As training of providers is a continual process that started before the employer-supported program began, so was the information and referral process of helping parents find suitable child care. Dorothy Burgwald explained that the service to parents is a process of parents, in more cases, telephoning the 4C office for assistance and on occasions calling again for additional referrals:

Parents who work at subscribing companies call or visit the 4C office to request child care services. The 4C staff receives and records their needs (hours, age of children, location, telephone, special needs, requests, etc.). The 4C staff person then contacts or telephones providers to find out which ones might be able to meet that specific need at that time. When three or four quality child care providers have agreed (not less than two) to talk to the parent about the child care need, the 4C staff person contacts the parent and gives those providers' names to them. This is done, in most cases, soon after the parent's initial call. Parents are encouraged to call the 4C back for further assistance if needed. Parents are sent a 4C flyer and a brochure with tips for choosing a provider. They are always encouraged to visit more than one provider and choose the one which they feel best fits their needs. (Interview, Jan. 11, 1985)

New Sponsors

During the early part of 1983, four other employers joined the original eight sponsoring companies. The local newspaper had frequently reported development and progress of the program. The researcher found five articles written by Katherine Sanderson for the Holland Sentinel between June 19, 1982 and April 22, 1983. In each article all sponsoring companies were named. Additionally, an advertisement congratulating the eight sponsoring companies appeared in the newspaper soon after the program started. Cora Visscher reported that she believed this advertisement influenced other employers to join the program. A short description of each of the new sponsors is given:

Bil-Mar Foods is a food processing plant, known for its production of "Mr. Turkey" products. Actually whole bird turkeys represent only one percent of the production. Bil-Mar is a supplier for restaurants like Wendy's, Ponderosa, and Big Boys. Meals are prepared for several major airlines. Presently there are 600 employees, reduced from 1200 because of a recent major fire to the main plant. It is family owned and non-unionized.

BLD Products Ltd. is a company that makes automotive parts, in particular an automatic choke. It is located on the south side of Holland and employs about 130 people. It is a non union shop drawing employees from Holland and surrounding areas.

Donnelly Mirrors, manufacturer of automobile mirrors, is located in Holland. It employs 650 people, is family owned and non-unionized.

Parke-Davis is a pharmaceutical company, owned by the Warren Lambert Company. It employs 317 people and is non-unionized.

Attempt to Expand the Geographic Area

In the Spring of 1983 North Ottawa Community Hospital approached the 4C and asked that the Quality Child Care System be extended to the Grand Haven area. Cora Visscher told of the attempt:

The QCCS advisory board agreed to have 4C hire a Grand Haven area child care consultant to work with the Grand Haven Chamber of Commerce to inform companies of the system and also to involve providers in the program. (Interview, Jan. 11, 1985)

The quarterly reports show that a separate Grand Haven telephone line was installed so that calls would not be long distance either from parents or companies. From September 1983 through December 1983, the files show that the system handled 15 referrals for North Ottawa Hospital employees and 15 day care providers had also begun to work toward meeting the requirements. Mrs. Visscher explained why that expansion was not continued:

By the end of 1983, North Ottawa Hospital was still the only employer willing to pay for the program, so the QCCS advisory board and the 4C decided to discontinue efforts in that area. (Interview, Jan. 11, 1985)

How the Quality Child Care System is Working

Analysis of the Quality Child Care System was based on the original orienting questions in Chapter three. Those questions are divided into three parts. The first part of this chapter has answered questions in part one related to what the program is and how it grew and developed. This section will address part two and part three: analysis of service and impact.

Analysis of Service

The analysis of service will address the following

questions: Has Ottawa County Child Care Coordinating Council offered different or additional services as a result of employee assistance? Does 4C staff provide different or additional services than other county 4C staff as a result of the assistance program? Do child care providers in the county get different or additional training, teaching aids, or other help as a result of employer assistance?

Services Provided By 4C

The services offered by the 4C agency were observed by the researcher from August, 1984, until May, 1985. Records, budgets, board minutes, and referral files were reviewed. Those providing the service and members of the group receiving the service were interviewed. The goal was to learn how the employer-sponsored program had affected the service provided by the 4C agency.

As noted in the literature review the survival of child care information and referral services that exist in various places in the United States has been dependent on local community support (Kamerman and Kahn, 1976). Even though the Holland area 4C received federal Social Security Title XX funds, administered and distributed by the Michigan Department of Social Services, Mrs. Visscher said this about the survival of the agency:

The threat of state funding cuts have been here since the agency began. Actually, there never

were any cuts after 1980, but rather the funding level was frozen. The threat of cuts is still there. The employer-sponsor has given the agency stability. (Interview, Sept. 12, 1984)

The employers were not unaware of this dependency. Fred Cardina said that "the long-term stability of 4C" was a goal of the program. Dennis Eade said that Squirt and Company saw this as the "private sector initiative needed for the 4C program to have stability". This reference to stability by Mrs. Visscher and others can be understood to be referring primarily to financial stability. Staff stability or physical location of the agency were never mentioned as an issue. Even though membership in the Quality Child Care System is committed on an annual basis the assumption is made that support will continue. Because the service is offered to employees as a fringe benefit and because fringe benefits are not generally discontinued there is a belief that the support will continue. This response of Tom Maratheas, personnel director for ODL, was typical of the perceptions of personnel directors:

Holland is unique in several ways. There is an excellent work ethic and an informal confidence exists; that is, not everything has to be in writing, and there's a good understanding of others in the community. These are factors that probably will help the program to be a success. (Interview, Jan. 10, 1985)

Table 1 shows the funding history from 1979 through 1984. The employer support is included in the item called "local portion" for 1982-83 and 1983-84. It can be noted

that as state funding decreased, local funding increased.

Table 1
Ottawa County Community Coordinated
Child Care Budget
Five Year Funding Information

	1979-80	1980-81	1981-82	1982-83	1983-84
Total Budget	\$42,265	\$33,845	\$33,417	\$45,315	\$46,883
State Portion	31,699	21,590	21,276	21,715	12,750
Local Portion	10,566	12,255	12,141	23,600	34,133
Salaries	26,769	16,785	19,870	28,140	30,460
Fringe	2,974	1,524	1,773	3,660	2,355
Occupancy	3,499	3,878	3,920	2,500	3,100
Communications	2,020	1,514	2,693	2,628	3,196
Supplies	2,400	1,500	1,030	1,265	1,340
Equipment	571	282	375	1,100	200
Transportation	1,591	500	990	2,140	1,400
Cont. Services	2,201	1,265	2,280	3,200	4,250
Miscellaneous	240	1,552	486	682	582
Total	\$42,265	\$33,845	\$33,417	\$45,315	\$46,883

The board decided to take a reduced amount of money from the state for one year. Mrs. Visscher explained:

We decided to take a reduced amount from the state for 1983-84. However, the board has made the decision to receive the full amount from

the state for the 1984-85 budget year.
(Interview, Oct. 24, 1984)

Along with the issue of stability of the program is the issue of credibility of the program. Mrs. Visscher believed this to be an even greater contribution to the 4C agency:

An interesting effect of the employer-sponsorship, and perhaps even more important than the actual dollars coming in, is the credibility it has given the agency. It has helped us to get grants and funding to support other 4C programs. (Interview, Oct. 24, 1984)

Both aspects of stability and credibility were points made by another community member. Loren Snippe is supervisor for the area division of Protective Services for the State Department of Social Services. He has been in the Protective Services division for three years. Before that he was the day care licensing consultant for the Holland/Zeeland area. He put it this way:

The best part of the QCCS is that the employer assistance has given financial stability to 4C. Secondly, it has put 4C more in the forefront in the community. Before, there was a perception that DSS clients and social service agencies used 4C. Now I know of several of my colleagues, who in the past only used 4C for clients, who now use the service to locate child care for themselves. (Interview, Oct. 17, 1984)

A third respondent supported the idea that the credibility of the program had been increased through employership. Bill Wood, personnel director for a sponsoring company, Bil-Mar Foods remarked:

The arrangement helped 4C when they were having problems with funding. I know it's working. Now I have personally used 4C services twice. My wife is working on her masters and 4C has helped me locate child care for my own child. (Interview, Jan. 10, 1985)

Larry Spitzley, employee benefits specialist for Haworth, Inc., in his explanation of why Haworth had decided to participate added that "Within the community, 4C has created a service that is considered trustworthy".

Also related to credibility is visibility. Mrs. Visscher's statement was, "We have added a vehicle for letting more people know about us through the company participation". Seven of the 12 personnel directors interviewed said they had not known of the Ottawa County 4C program before their companies became involved as sponsors. This is further supported by the number of increased requests for service. Table 2 shows that the number of telephone contacts received by the 4C office from parents requesting help in locating suitable child

Table 2
Parents' Use of Child Care Information
and Referral Service

Calls	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984
Before System Implemented	150	104	109		
After System Implemented				467	721

care made a dramatic increase after the program was implemented.

Services Different From Other 4C's

To learn how the Holland 4C is different from other 4C agencies in Michigan the researcher started by asking questions to the grants administrator. Bill Hankins is the Michigan State Director of Day Care and Administrator of the Title XX funds granted to the twelve 4C agencies in the state. He has followed the development of the Ottawa County 4C and employer-sponsored program from the beginning. He approaches each problem in the bureaucracy with insight and continued hopefulness. He has followed the Holland area employer-sponsored child care solution with keen interest. His observation about the difference the program has made for a 4C program were related to four issues: local financial support, accountability, cost effective service and community involvement. He states:

One thing that has bothered me for a long time is that the burden of quality child care for preschoolers falls almost entirely on parents who can not afford it. I suppose that I don't see enough support from the Department of Social Services, United Way, community block grants and the like. The burden is put primarily on parents but also on providers of care. Day care operators and staff are underpaid. For a number of years I looked for ways to bring more resources to child care. This concept that Cora has developed is a legitimate way to get added funds. The advantage here is that no single employer is

asked to contribute a great deal of money. It's an inexpensive fringe benefit for employees of a company, industry, or business. I have the sense that the employees as consumers have opportunity to influence the service they receive. If they don't like the consultation, there probably exists within the company a communication system whereby information gets back to 4C staff quickly. There are not too many disadvantages. It could be that there are more families that might require more care than is available. From the employers' perspective, the child care information and referral service does not do the same as a day care center would do for employees, but if a close look is taken, I think they will find a broad range of resources for minimal cost. (Interview, Feb. 27, 1985)

The researcher checked with each of the other 4C agencies in the state. The agencies in Detroit, Grand Rapids, and Kalamazoo have made attempts to solicit employer-sponsors, but programs were not in place at the writing of this report, July, 1985. An employer-sponsored project was started in Traverse City, Michigan in 1983. A local employer gave the 4C office a small amount of money to pilot an information and referral service. According to the Grand Traverse 4C Executive Director, the project was not continued a second year because the 4C staff decided that recruitment of family day care providers needed to be the primary focus before an I&R service could be effective.

The researcher met with the state 4C director quarterly during the period of data collection. At the three meetings questions were asked comparing services. Although some of the offices have much larger budgets and

staffs, none had focused on site visits and provider evaluation and certification to the extent that Holland 4C had. The Traverse City 4C had designed a certification program, also using the Child Development Associate (CDA) Certificate as a guide, but had postponed further development of the training and certification until sufficient recruitment occurred.

Provider Assistance Resulting from an
Employer-Sponsored Program

The 4C staff was interviewed to get their perception of how the QCCS is working after two years of seeing the program in action. Additionally, member checks were made by interviewing a random sample of family day care providers, and community members that had either participated in the training of providers or observed the providers.

Reactions are reported from members of the staff: Carla VerSchure, training coordinator; Andrea Schwarz, program assistant; Dorothy Burgwald, program coordinator; and Cora Visscher, director. When asked to describe how the QCCS is working Carla described the assistance as a helping process. She was one of several respondents to talk about the sense of professionalism among the child care provider group:

The quality of child care improved for our area. I've seen change in providers' behavior. We're not just a sorting process, identifying

good providers and not so good providers. This is a helping process. We're looking to help providers improve the service they give. I anticipated that there would be a certain reserve, that providers might even feel that as I came into their homes to observe them caring for children, that they would feel I was intruding. That has not been the case. Every 6 months I go into the homes. They are glad for the assistance and support. One provider was concerned about a particular child. I observed for a morning and I noticed that the caregiver's responses with that child were short and curt. She found it helpful to receive feedback. We talked about interpersonal relationships and ways for caregivers to react. Another provider wanted to redo the basement so the children could use the space. We talked about room arrangements and traffic flow. When I telephone the providers they say, "Hi, how are you?" It's like an old friend calling. They say to me, "Who else understands what I'm doing? My husband doesn't, parents don't". I can empathize with their position. After they have had some training they are anxious to get more. They are thinking of themselves as professional. And when you feel better about yourself it shows in how you relate to kids. (Interview, Dec. 12, 1984)

Andrea described the benefits of the program this way:

The program is working great. Employers appreciate it. The training that is provided is very necessary so that children get better care. Providers tell me that they can do a better job because of the training they get in managing a business, learning to communicate with parents and the many ideas they get of what to do with the children. (Interview, Jan. 11, 1985)

Dorothy Burgwald's comments related to the effectiveness of the QCCS on provider behavior. She mentioned added dimensions, cohesiveness, and retention:

The program has defined for providers that they are a part of something. They've agreed to

complete some training and have a consultant come into their homes. The numbers of providers in this area are probably greater than they would have been if we hadn't had this program. The same number probably would have started and tried it for a while but there probably would have been quite a few that wouldn't have stayed with it if they hadn't had encouragement from us. I believe they will stay caring for children longer because of the support we give them. (Interview, Jan. 16, 1985)

When Mrs. Visscher was asked how the QCCS was working she was not hesitant to boast that the program was on target in meeting its goals of improving quality child care:

The purpose of the QCCS was to improve the quality of care children were receiving in the Holland area. Parents, child advocates and community members wanted a standard for quality. We knew in the beginning that there would be an effect on the quality of child care. Research on child care shows that above all other factors, caregiver training in child development and early childhood education determines quality care. Because of this the ultimate goal was to increase training for providers. The number of training events increased. Providers now had an incentive to attend because we had set the requirement for providers to get training. Because of the program we were forced to be more intentional and regular in arranging training. We were able to hire a qualified person to evaluate and assess the quality of care family day care providers were giving. (Interview, Jan. 16, 1985)

The training events were described on page 76 of this report. Not only did the number of training events increase but also the number of family day care providers attending the training. This information was gathered

from attendance records on file in the 4C office and is shown in Table 3.

Table 3
Family Day Care Provider Training

Providers who Received training	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984
Before System Implemented	5	28	37		
After System Implemented				77	78

One of the training events in particular showed how the training changed. The Early Childhood Training Festival, an annual event, had been attended primarily by day care and preschool staff and parents. Table 4 summarizes the increase in attendance to the festival by family day care providers after the QCCS was implemented.

Table 4
Provider Attendance at Early Childhood
Training Festival--November 3, 1982

Family Day Care Providers Who Attended Festival	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984
Before System Implemented	5	6	4		
After System Implemented				19	21

Holland area day care center and preschool staffs were eager, accessible and often willing to pay for training. Training opportunities were often geared to their needs. When the QCCS started, the emphasis on reaching family day care providers dramatically reduced training for center-based staff training but then increased as the program began to operate smoothly. Table 5 provides information showing those changes.

Table 5
Summary of Preschool Program Training
Events Attendance

Teachers and Aides Who received training	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984
Before System Implemented	275	191	198		
After System Implemented				96	144

Mrs. Visscher's reference to a qualified person assessing and evaluating provider performance in the day care home was verified by looking at the visitation records. The child development specialist at six month intervals visited all of the Quality Child Care System's providers. Mrs. Visscher said that the purposes of the visitation "were to observe, monitor, support, encourage and educate the provider".

Visitations were not possible before the program was

implemented. Table 6 shows the number of home visits that have been made.

Table 6
Visitation to Providers

Home visits to Providers	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984
Before System Implemented	0	0	0		
After System Implemented				125	158

Members of the community that had observed the 4C services and the beginning of the Quality Child Care System were consulted.

Jane Dickie, a professor at Hope College for the last 12 years, teaches child development and psychology. She does training in parent-child interactions as well. Dr. Dickie reacted this way to the program:

The employer-sponsored program is excellent. I have the sense that employers using the service appreciate the program. Particularly is this service needed now that child abuse and neglect in more formal settings, like centers and providers' homes, has become an issue in the forefront of the news media. I have some contact with the providers and I find them more motivated, regardless as to whether or not they have had a lot of background in child development or very little. (Interview, Sept. 12, 1984)

Another educator that has closely observed the Ottawa County 4C agency for several years is Dr. Marjorie

Morgan. Dr. Morgan is the coordinator of the Early Childhood Services Program at Grand Valley State College near Grand Rapids, about 30 miles from Holland. In addition to teaching early childhood courses in the Social Service Department, she is the Director of the Children's Center. Grand Valley State College has for the past five years been granted funds from the State Department of Social Services to train family day care providers. With these funds Dr. Morgan has taught classes for providers. Oftentimes the training has been offered through the Continuing Education program in Holland. Dr. Morgan made these comments about the program:

There is a certain added strength to programs when local grass roots organizations are involved. That is what we see here. The relationship with employers has given the 4C program strength. They now have more leverage in training because of the employer-sponsorship. As I worked with the family day care providers, it has been my perception that the employer-sponsorship program has stimulated providers to maximize their training opportunities. They are also coming into my classes with a higher level of readiness. Providers have a sense of pride that they are training for an approved list of referrals given out by 4C. That group of providers in Holland has developed a sense of professionalism. I have no criticism of the program--none at all. (Interview, Jan. 11, 1985)

On-site visits and interviews with several family day care providers were conducted by the researcher on January 31, 1985. Five providers were randomly selected. Appointments were made in advance. Four visits and

interviews occurred. The fifth informant, Debra Ferris, decided not to be interviewed when the researcher arrived at her house. Her husband was ill and had not gone to his place of employment, so the children who were usually cared for were not there that day. She said she had forgotten about the interview and did not feel prepared. A profile of each of the other four providers is given and an excerpt from each interview is reported to present typical responses about the Quality Child Care System.

Linda Walmhoff has been part of the QCCS since its beginning. She cares for four to six preschoolers every day. Her own children are 13, 16, and 18 years of age. Her husband is a plant comptroller for Lifesaver, Inc. She and her husband have been active in Cub Scouts, Campfire Girls, Holland High School Athletic Boosters, the Parent-Teacher Organization, and church activities. Currently, Linda directs the preschool department of the Sunday school for St. Francis Catholic Church. They live on one of the main streets of Holland in a two story house. The front porch and living room are filled with cribs, play pens, toy boxes and shelves. She has a waiting list of parents requesting places for their children. When asked how her family felt about her caring for children, she responded:

My husband and kids are very supportive. They know that if I didn't do this they wouldn't

have the extra things they have. Last year I made \$10,000. They want me at home, so this is a way for that to happen. If we have company on the weekend they help me move things out of the living room. The boys had a big party here for the Superbowl and they just moved the cribs and play pens to the basement. (Interview, Jan. 31, 1985)

Linda's remarks about the QCCS were similar to the ideas expressed by various other family day care providers:

Moms are frustrated with unlicensed homes where when they return to pick up their children they find ten kids there. 4C is helping to identify the homes where those kinds of things don't happen. I'm not just sitting here babysitting. I've taken classes offered by 4C for two years in Day Care Management and Child Development. The brunch the employers put on for us was a nice little recognition and a chance to talk to other providers. (Interview, Jan. 31, 1985)

Jan Wierenga lives on the Southwest side of Holland with her husband and 16 month old daughter. They have a two story house with the first floor and basement used for day care. Jan said that one of her mothers called her house "early kid decor". Jan's husband is a chemical technician at one of the local employers. Jan was a childrens' librarian and corporate librarian until the birth of her child. Three of the children that she cares for are the children of an employee of Donnelly Corporation, one of the sponsoring companies. Jan responded this way about the QCCS:

I've enjoyed getting my certification to be part of the program. At the last November workshop I attended sessions on speech

development and large motor development. Also I presented one of the sessions, "Reading and Books". I've used material from the 4C library several times. I haven't had to advertise since I got into the QCCS. I feel badly sometimes when 4C calls me and I don't have any openings. It's nice to have them keep contact. Right now Dorothy and Cora have really been a support for me. Suddenly, a few weeks ago, our insurance company dropped our homeowner's policy because they said I had a business in the home. Cora has checked in Lansing and given me information on how to find another insurance carrier. (Interview, Jan. 31, 1985)

Jan reported that she had been visited by 4C staff two times each year. All of the other providers also report at least two visits from 4C staff each year.

Gloria Groenwoud cares for four children in her home. Her own children are 3, 6, and 13 years of age. Her husband works at Herman Miller, Inc.. They live in a small duplex on the south side of Holland. One of the children she cares for is the daughter of the director of the Holland Day Care Center. She has cared for her since she was three months old. Gloria has appreciated the training she has received and looking back thinks she has made considerable growth toward being a better family day care provider. Here is how she views the relationship with the 4C staff and the QCCS:

Mostly they have been helpful. Even what seemed like hassles at the time have turned out to be for the good. Like they told me I had to put cleaning and other household care items down in my basement, up out of reach of kids. I've gone to a lot of training--taxes classes, first aid, preschool development and school age activities. Every six months they come out and help me to know how to handle things. Several

times I've called them and we've talked about problems I'm having with parents and that makes things a lot easier. Also I had one little girl that had seizures and 4C staff helped me know how to deal with it and feel more comfortable about caring for the child. I don't watch so much TV anymore, either. That brunch we had was really nice. I've got to call Dorothy and tell her I intend to go to this next one. (Interview, Jan. 31, 1985)

Gloria was very proud of the Parent Provider contract that she had been able to develop after attending training classes. She gave the researcher a copy of it.

One group day care home was visited. Kathie Spitzley, with the help of three college girls, cares for 12 preschoolers. The Spitzleys are very proud of their program. Kathie's husband has custom built furniture and cabinets for the day care. There are built-in hamster cages, made of walnut trim to match the furnishings, in the parlor next to the fireplace. Puzzle holders and record cabinets match the lamp and coffee tables. Special closets hold 12 nap time mats and 12 pillows. In the middle of the kitchen is a table large enough to seat 12 children and two teachers. At meal time each child's place is marked by an individual name card. Activities very much like child care center activities are planned for each day. The family car is a van large enough to take all the children on field trips. Kathie is active in local child development training as well as the Michigan Association for the Education of Young Children.

Kathie told of a recent conversation with a couple of the mothers of the children she cares for:

Since my husband works for Haworth we get lots of scrap paper from there. I use it to send notes home to parents and sometimes for childrens' art activities. I have two moms that work for Herman Miller. They told me that it was hard to explain how it is they have their employer's competitor's paper hanging on their refrigerators. I told them the day care would gladly use Herman Miller paper if we had it. So far I haven't seen any. We have a good time together! (Interview, Jan. 31, 1985)

Kathie had this to say about the Quality Child Care System:

I believe that the program has helped day care in the Holland area. Recently 4C staff helped me to get a child tested. His mother and I had noticed behavior that we were uncomfortable with. I talked to Cora and she helped us to make the right contacts to get him tested. The training is helpful, too. At the last conference I presented a session on "Space Use/Space Management: Successful Learning Environments". One of the side benefits of the training is the opportunity to get together with other providers. Someone's told you about our brunch, haven't they? It's wonderful. We have just an exciting time. This year its coming up near Valentine's Day! (Interview, Jan. 31, 1985)

Another provider had been interviewed earlier in the data collection process. Shelley Holmgron, a family day care provider was interviewed at the 4C office, Sept. 9, 1984, when she stopped by to use the copy machine and to ask for more referrals. She was caring for only one child at the time and wanted to care for three more. When asked about the QCCS, Shelley answered:

If it wasn't for 4C, I wouldn't be a day care provider. Dorothy came out and helped me to

understand what it was all about. They have helped me sign up for lots of classes. Right now I'm taking a correspondence course on being a family day care provider. I'm almost finished with it. Different times I was bummed out with parents, like when without any notice they sent the kids to Grandma's and then didn't pay me. Dorothy suggested that I use contracts with the parents. That has been a big help. They had a luncheon and that helped me feel like I belonged to a group. Another thing that I picked up at a training last March was the idea to make a portfolio. I've done that. New parents love it. I've included in it written references, materials from the food program, pictures of kids and my 4C membership. (Interview, Sept. 12, 1984)

Penny Wagner is a family day care provider that decided not to be in the QCCS. Here is her explanation for why she made that choice:

I decided not to be part of the program because I wanted to be very independent. I wanted to feel like I was starting my own business, doing my own advertising and planning my own program. I took a two year child development course and I was not ready to get more training. I plan to be a home provider for just one year and then go on to bigger and better things. I would like to start an on-site child care center like at Steelcase. If I had any problems I would call 4C. I know that they are well respected in the community. (Interview, Dec. 3, 1984)

It should be noted that Steelcase, Inc. in Grand Rapids, Michigan does not have an on-site child care center, but rather, an in-house child care resource and referral service.

After the interview, Mrs. Burgwald remarked, "If Penny were part of the Quality Child Care System, she would have had her facts straight about Steelcase".

Each of the providers supported the perceptions of staff and peer consultants that providers had received increased education and support after they became part of the Quality Child Care System.

Impact

The impact of the Quality Child care System was examined from three other aspects. This analysis was based on the last three of the original orienting questions: Can the Department of Social Services find any difference in child care as a result of the assistance program? How do employees as working parents using the service perceive the program? What benefits do employers recognize as a result of the assistance program?

Perceptives of Selected Michigan Department of Social Services Personnel

Child care services in Michigan are regulated by the Department of Social Services. By law, child care centers are to be licensed for operation and family day care homes are to be registered with the department. Nationally, nine out of ten children that need care are cared for in "family day care", care in the homes of relatives, or neighbors, or others (Keyserling, 1979). Some of these homes are licensed or registered, but many are not. It is generally estimated by Michigan Department of Social Services consultants that registered family day

care homes represent only a small portion of the actual family day care homes caring for children. Janine Stevenson, Supervisor of Family Day Care Home Consultants for Southwest Michigan had this to say:

In the past we have said that only about 10% of familyday care homes were registered with the State Department of Social Services. With the cutbacks in staff, we know less about the reality of the situation and I've stopped guessing as to what that proportion might be. (Interview, Nov. 22, 1984)

The local licensing consultant for the Holland area, Norine Bettiridge, does not know how many unlicensed family day care homes exist there. She said, "We have no way of knowing the number of nonregistered homes caring for children".

The group of child care providers that participate in the Quality Child Care System are all registered providers. However, not all registered providers are part of the Quality Child Care System. Approximately 55 family day care providers are in the program. All the registered providers in the area were invited to join the system and some chose not to join.

Personnel from the Michigan Department of Social Services at several different levels were consulted by the researcher. Mr. Bill Hankins, Director of Day Care and Administrator of Title XX funds represented the Department for the state level. Mr. Stanley Roth is the supervisor of the Grand Rapids licensing office to which

Ottawa County was assigned at the time of the study. Ms Norine Bettiridge was responsible for registration and licensing of child care services in Ottawa County. The local division of Protective Services for the Michigan Department of Social Services was represented by Mr. Loren Snippe. Mr. Snippe also serves on the policy board for Ottawa County 4C.

Mr. Snippe has been in the Protective Services division for 3 years. Before that he was the day care licensing consultant for the Holland/Zeeland area. His position on the board has given him opportunity to closely observe the program. He was asked several questions about the QCCS.

Question: Is there a need for the QCCS in your area?

Mr. Snippe: What we've had until now was family day care provider registration. Registration of day care homes gives us only a limited amount of information. All registration does is require a TB test, ask for three references and look at the home. The home visit gives us the most information because the consultant can see and observe what is happening at least on one occasion in the home. The references really have limited value. If only two of the references are positive the DSS day care licensing will continue requesting letters of reference until there are three positive references. In the past I've tried to have a home denied registration based on previous reports made to Protective Services of suspected child abuse. I found that registration could not be withheld. Let me point out also, that both Protective Services and the DSS licensing consultant can do nothing when they feel uncomfortable about an incident related to discipline. The public perceives licensing and registration as representing some

type of level of quality. The QCCS can do more of the monitoring that the public expects. The physical environment of the home can be assessed when they visit every six months. They can use a little more subjective judgment. They can go on "gut" feeling, whereas licensing has no right to do that. They can set up procedures and standards and tell providers "you have to jump through these special hoops". When 4C home visitors see something that seems not to meet their standards they have the ability to say in that situation, "we will make three more visits" or to make certain stipulations that they want the provider to follow. The program is one step closer to providing the best environment as possible for the kids.

Question: How do you think the QCCS is working?

Mr. Snippe: Protective Services and licensing consultants of DSS get more referrals rather than fewer referrals resulting from higher visibility of child care. Media attention has been the primary change agent but I also believe that community members as employees of participating companies have increased awareness of what they can do to affect child care conditions. The QCCS has been designed to help members of the sponsoring companies. This has not, however, lessened the quality of placements for Protective Services. I feel assured that they give us referrals that are the best possible place for the child. I do not know of the program creating any problems. My kids in Protective Services have special needs. Because of the observations and contacts with providers, 4C staff can tell me that a certain provider has demonstrated the special skills needed.

Question: What do you think about 4C determining what "quality child care" is and setting certain standards that are different from those required by the state licensing agency?

Mr. Snippe: Another way to say that is, "Does 4C have the right to impose middle class standards on providers in the community"? To answer that let me say I see the licensing of providers by the state as setting broad parameters and the 4C as refining and narrowing

those parameters. The QCCS is saying that it has set some standards higher than the state. The assumption is made that training as the QCCS provides will lead providers to give better care to children. Protective Services has not received a report on any member providers of the QCCS. I recognize that this isn't a guarantee that it wouldn't happen in the future, but it is reasonable to believe that a home provider that is concerned enough to go through this process would also be concerned about the welfare of children. If that provider will invest time in 4C functions then she would be likely to invest time in kids too.

Question: What are the differences in the role of 4C staff and DSS licensing consultants?

Mr. Snippe: There are reasons that an information and referral service can enhance quality child care beyond the boundaries of licensing: 1) there can't be guidelines for every incident; 2) many standards require a judgement call; and 3) screening processes of delivery of information will happen. For instance, a parent will ask a friend for advice about reporting a violation to licensing. Obviously the screening system will exist whether or not 4C is a part of the process or not. If the 4C staff acts as part of this screening process the end result will be that more information will be shared and will mean that the likelihood of more serious problems being revealed will be increased.

A great many of my calls begin with, "I don't know if I should call you". I believe that the 4C can help people to make decisions about when to call my office and I would rather parents and providers talk with informed child advocates at the 4C office than to a neighbor who is less informed. People will seek out a sounding board somewhere. The 4C staff can develop a trust relationship with community members and this will then make them less fearful of "the system" and willing to talk with other agencies. Any program is only as good as the persons doing it. If child care issues and employer involvement wasn't presented well, the program would not succeed. The success of this system is related to the confidence that community members put in the

leadership of 4C. If individuals said to themselves, "I don't trust that person's judgment", then the chances of belief and support of the agency would not be good. This program is unique in that it has a community image that is outstanding. (Interview, Oct. 17, 1984)

Ms Bettiridge began her service in Ottawa County soon after the Quality Child Care System began. Because of this, she could not easily compare and contrast the performance of the 4C program or provider behavior before and after the QCCS was implemented. She was unable to find any records to answer questions related to the number of family day care providers from 1979 through 1984. Neither was she able to tell the researcher of the number of complaints reported to the Department for that time period. She did believe that the number of complaints had increased, but thought that a full time consultant assigned to the Holland area and media attention to child abuse and neglect were possible explanations for the increase.

Mr. Stanley Roth, although not a local observer of the program, had followed the development and implementation. He had talked with 4C staff and providers on numerous occasions. Mr. Roth has been connected with day care for 15 years. He formerly was a 4C director and a day care center director. He has worked with the Ottawa County 4C since 1976 when he was the licensing consultant for that area. Mr. Roth was asked to give his perceptions

of how the program is working and what lessons are to be learned from watching this first model of an employer-sponsored established community social agency.

Question: Is there a need for a child care information and referral service?

Mr. Roth: Certainly. In fact, the need is desperate. A reliable source and assistance in finding an appropriate match for child care needs is definitely a need of parents today. What we have in the way of providing this service in most communities is rudimentary. It is not well developed because it is not well funded. Parents have to fend for themselves. The Department of Social Services does not have the resources to give assistance. Personnel can barely carry the load that the law requires regarding licensing.

Question: What about funding for CCI&R? Should employers get involved?

Mr. Roth: It is good to get employers to recognize the need and to provide money for the needs of employees. Parents need financial assistance with their child care. Employers sometimes consider this issue to be related to health and well-being benefits for their employees. Some employers when considering how to give this assistance sense that a day care center is not the answer. What they do best is running their own business, not the day care business.

This also matches up with the Reagan talk of private sector pitching in to help address social needs. And there hasn't been a lot of "pitching in" for children's needs. It's good to have leader types in business, in addition to social workers, supporting children's needs.

Question: How do you think the QCCS is working?

Mr. Roth: First, let me say that I am ignorant of the day to day operations of the system. My observations are from a distance of the project in general terms. An alliance was made with a number of companies around a common need. These companies joined with a nonprofit community organization to meet their need. There was a

spirit of cooperation in addressing a need. In the Holland area business has picked up the slack, has taken an initiative in solving a community problem, that of coordinating the child care resources, without taking undue risks.

Question: Has the quality of child care for the Holland area changed as a result of the employer-sponsored project?

Mr. Roth: We would hope that the quality of child care has improved. However, quality is difficult to measure. We do know from research that provider training has been proven to improve quality of child care. So that the extra training that has been a result of the program should mean that providers do a better job. Extra supervision has also been a result. I believe this affects quality. Two other factors may have positive effects: collaboration among providers and recruitment efforts. The training the providers have received has made them more knowledgeable and more knowledge is likely to improve quality.

Question: What problems could occur when a community has such a service?

Mr. Roth: One problem that may occur is that the agency becomes possessive of their providers. That is to say, the agency may make a referral to someone on their list rather than another provider in the community without regard to which would be the best placement, just because that provider is on the agency's list. For instance, Mrs. X is a trained provider on the agency's list, and Mrs. Y is not on the agency's list. However, Mrs. Y cares for infants and lives in a neighborhood near a parent that is requesting infant care. The agency may be more likely to refer to Mrs. X just because she is on the preferred list of the agency, than to Mrs. Y who actually lives closer to the parent and provides infant care--because they are funded to make placements in their system.

The second problem is the the CCI&R may be overly protective of the provider they have trained. The agency could lose its objectivity. The creation of a network that helps family day care providers to feel like they belong to a

group is good. They need that identity, a sense of belonging and recognition. The problem would come in the provider beginning to think she was responsible only to 4C (or other agency) and that she no longer had to meet minimal standards outlined by licensing regulations. She could think, "They can't touch me because 4C will go to bat for me".

Thirdly, a provider could find the system overwhelming. She might find it confusing to suddenly be dealing with so many social agencies; the State Department of Social Services, licensing agency, the Education Department Food Program, and the child care information and referral agency. A mother may have been looking to "just watch a few kids" and rather than learning to use the agencies as resources, find it too confusing and drop out of child care altogether.

These problems can be solved when the agencies work together. Communication is essential if we are to help kids, which is, after all, what we are all about. (Interview, Jan. 14, 1985)

Mr. Hankins represented the Department for the state level. Because he is responsible for administration of a major funding source for the 4C program, he has closely observed the development of the QCCS. Mr. Hankins was interviewed on several occasions to gain answers to questions related to the impact of the QCCS on child care from the perspective of the Department.

Question: Can the Department of Social Services find any differences in child care in Holland as a result of the employer-assistance program?

Mr. Hankins: There are two differences that I notice. The first has to do with child care becoming a community issue and the second, the impact of provider training.

As I've observed what has happened there, it appears that there is an attitude in Holland that the community will take care of what needs to be taken care of in their own community. This whole project has, in making child care a

community issue, recognized that child care is a middle class issue, not just a low income families issue.

In 1980, I had two Bush fellows from the University of Michigan working with me and they designed a day care needs assessment instrument. When they field tested the instrument with family day care home providers and center staff and administration, they found that providers that had previously been in training were much more likely to sign up for more training than those that had never taken any training. If this is true, then the effects in Holland will continue to be felt in years to come.

Question: What about the question of monitoring, of 4C staff setting standards for providers that are different or higher than licensing requirements?

Mr. Hankins: When Cora first talked about this, I asked her if by providing training and guidance to certain providers was not a tendency to create the haves and have nots. In her quiet, unruffled manner she replied that the risk of doing that was certainly there. The more I thought about it the less it bothered me. We are all out there to improve the child care community, provide more training for caregivers, and advise parents wisely. We can forget the entire world and fall flat on our faces, or we can invite providers to take advantage of training offered that will improve their business and give parents and children good programs. We can say to providers, "If you're interested, come along, if not, watch us. You can choose to be in or out, we're not shutting you out, just inviting you to meet our standards". The QCCS advertise something. It advertises "quality", that is, it tells parents they can expect certain kinds of experiences. The 4C staff is not just sitting back and chewing the bone but is doing something. And about accepting responsibility, there's a fine line between protecting self and accepting credit. Licensing is a minimal level of compliance, really the floor. Everyone in business has to be licensed or registered. Day care registration requires a minimal level of compliance to retain some degree of safety for children. Do I feel uncomfortable with a system

that goes beyond that? It does not bother me a bit that there is a difference between licensing requirements and a quality system. (Interview, Feb. 27, 1985)

Benefits to Employees

Employees of sponsoring companies can telephone or contact the 4C office when they need assistance in finding child care. Each of the sponsoring companies makes available information about the referral service through employee handbooks, pamphlets, notices, and newsletters. The following excerpt from the employee handbook for Squirt & Company is typical of information provided by each sponsor to all employees:

Squirt & Company provides a child care referral system designed to help our working parents find quality care for their children. Community Coordinated Child Care (4C) is a private, nonprofit organization which has the resources to match your needs with the child care providers who meet standards set by the State of Michigan. Funding assistance is provided by Squirt & Company on behalf of all employees. (p. 2)

This short article that appeared in the April, 1984, in-house newsletter for Donnelly Corporation was the kind of announcement that employees at all sponsoring companies could read:

Are you looking for a reliable person to care for your child while you work? Don't forget to check out the Community Coordinated Child Care (4C) program. It is a program that will recommend licensed "sitters" for your consideration. If you have a need for this service, the personnel office has pamphlets explaining how it works. Or you can call the 4C

office, 396-8151, and they will be glad to help you. This reference service is available to Donnelly employees free of charge. (p. 2)

Because requests for assistance increased from approximately 100 inquiries per year before the employer-sponsorship to over 700 requests (see Table 1) after the program was functioning, it is reasonable to believe that working parents benefit from the service. Not only are working parents receiving more assistance than before the QCCS existed, but there appeared to be a difference in the kind of service received.

In contrasting the service 4C was able to offer before the QCCS with the service now offered, Dorothy Burgwald had this to say:

The QCCS helps with the referral part. When I refer, I'm referring someone I really know. I know something about them, their home, their family, their attitudes. I'm not just referring to a name on a list. Our relationship with providers is different now that we have the employer support. (Interview, Jan. 31, 1985)

Sixty-three parents were surveyed and asked to comment on the care their children were receiving from family day care providers in the QCCS. About half of the parents contacted were employees of the sponsoring companies. Many mentioned that they had received referrals from the 4C office. Several were aware of their employer's support of the referral service. As one parent said, "I have encouraged new mothers at work to contact 4C. I feel proud that my employer contributes to 4C".

Most parents preferred to talk about the care that the children were receiving. As the following statements indicate, most of the parents were concerned that their children were in loving and caring environments. Other concerns about nutrition and learning activities were expressed:

I especially like it because she gives my children the kind of attention I would if I were home. She is very understanding.

She spends a lot of time with them. She reads to them. My children are very happy with her.

My kids receive very loving care there. She's very flexible and reliable. She's taught my 19 month old to pick up toys already and has had a positive influence on his development.

She's extremely perceptive and focuses on each child's individual needs.

She's like my child's second mother. She treats her lovingly. She's kind, thoughtful, dependable and trustworthy.

She has good communication with parents.

She combines professional expertise with dedication and caring for the children. There is a variety of activities with appropriate structure.

A high standard is used in choosing preschool activities. There's a balanced menu with lots of "natural foods".

She does a lot of really nice "extra" things for the kids. She's very easy to work with and the kids really like her.

The meals are great.

There's lots of love there. She teaches them things. They're learning to play with other kids. I feel very comfortable leaving my child there.

Even though the negative comments from parents were very few, the 4C staff was greatly concerned about them. Some things that parents wanted to see changed were things that the 4C could not influence, for instance, "I wish this provider lived closer to my house".

Other comments were helpful in defining future training needs for family day care providers:

I'd like more time to be spent on potty training.

I'd like there to be a few more hugs.

The provider's husband's attitude toward race and religion is a problem. Comments have been made to my daughter which she repeats at home. I'm glad she will be out of that situation in a few months.

Sugar cereals are offered even though I have asked for them not to be.

One parent comment reminded the 4C staff that they wanted to conduct noon seminars on-site at the workplaces to help employees develop their parenting skills. The parent said, "My son brings lots of 'works of art' home with him from day care and some day he's gonna see where they all go".

Benefits to Employers

The researcher first sought to find out why companies decided to become sponsors and then secondly, to learn if employers believed the company was benefitting from participation in the program. Personnel

directors for each of the sponsoring companies were interviewed at their workplace. In explaining why child care was an issue to employers, several personnel directors reported hearing of individual needs that had made them aware that employees' child care needs had an impact on what happened in the workplace. Fred Cardina said that it was a situation involving a father's effectiveness at work that focused their attention of the role that 4C could play in helping to solve the problem:

The wife of a key person in our operations became terminally ill. The young man in a stressful situation was running back and forth leaving their young child in many different places for care. He called 4C and they helped to make arrangements for someone to be on call to help the family. (Interview, Aug. 22, 1984)

The receptionist at BLD who was a young single parent with two preschoolers shared her concerns with the personnel director. John Killilea remembered, "She had so many difficulties until she was referred to Kathie's day care home. Now she has good arrangements. She told me Kathie has a Class A operation".

Dennis Eade recognizes that child care was an employee need:

There's an example of what I'm talking about. We had a professional, a chemist. She was privy to exclusive technology inside the company and a good chemist so we wanted to keep her. After she had her first child she wanted to remain with us, but she was determined to find a qualified individual to care for her baby or she wouldn't come back. We had another young foreman on second shift who won custody of his two young children. He needed to find child

care. The 4C agency is a valuable resource to help solve these problems. (Interview, Sept. 27, 1984)

When asked what factors influenced the companies' decision to sponsor the QCCS the representatives of each of the companies responded:

Bill Wood, Personnel Director, Bil-Mar Foods: We are interested in improving the quality of life for employees. This program came along at a good time. We believe it will help reduce absenteeism and turnover, even reduce stress for employees.

John Killilea, Personnel Director, BLD Products Ltd: The opportunity to help employees by providing this child care service as a benefit was looked on by the company as a good business decision. We recognized that participation in this joint venture added to a good public image.

Pat Vork, Personnel Director, Bradford Paper: Bradford has a philosophy of wanting to make life as comfortable as we can for employees. A child care service is what would be expected considering this philosophy.

William Lalley, Personnel Director, Donnelly Corporation: The decision to share in this project was made through the Human Resources Department. Managers recognized that day care centers were happening in other places. The idea of an information and referral service had appeal and seemed to be an answer.

Larry Spitzley, Member Services Representative, Haworth, Inc.: We believe that the pay back to Haworth is that by participating in sponsorship of the program working parents are more productive.

Fred Cardina, Director of Human Resources: The Ottawa County 4C QCCS gives us the opportunity to respond to employees' needs for child care assistance without the expense or time required of the other employer-sponsored child care alternatives. The 4C, a child advocate agency,

is doing what it does best, letting us concentrate on what we do best.

Doug DeGraaf, Personnel Director, Holland Hospital: The information and referral service has been helpful to employees, particularly newcomers to town. The service creates the sense that there is some sort of quality control.

Jacqueline Leary, President of Manpower Temporary Services: When I'm interviewing a young parent who is reentering the workforce, in eight out of ten interviews the question comes up, "can you give me any suggestions of where to find child care?" The program gives me a good source of information to help them answer that question.

Tom Marathe, Personnel Director, ODL: ODL has a philosophy of honest concern for employees. The child care resource and referral service is a benefit that we can offer employees that is cost effective.

Phil Kamp, Personnel Director, Parke-Davis: Participation in the program was recognized as good public relations and helped to create a good community image.

Dennis Eade, Vice President, Squirt & Company: There are two reasons why we're involved in this program. The first is a selfish one. We began to find that we were losing skilled people because of their child care problems. Parents sometimes find conflicts between their parenting responsibilities and their work responsibilities. Then secondly, we saw this as a challenge to the private sector to pick up the slack by providing financial support to a community agency that was helping parents find solutions to their child care needs.

Marlene Serne, Personnel Director, Trendway: Being part of the QCCS was good publicity. We were listed as a participant among companies that care about children.

It was clear from the interviews with personnel directors that the cost of providing the service had been

a major factor in determination to provide the information and referral through a consortium arrangement, rather than some other form of child care benefit. Personnel directors at five of the sponsoring companies reported considering first an on-site child care center. The companies were Bil-Mar Foods, Haworth, Herman Miller, Holland Hospital, and Squirt & Company. The same rationale for not providing a child care center was expressed by each. The following are excerpts from their explanations:

We thought of a day care center. I looked into it carefully. I read up on it and even called Stride Rite. There is no doubt that it would be a great service to those who used it. But the cost was prohibitive. We decided we're in the food business, not the child care business.

Some of our employees had suggested a child care center. I visited the Stride Rite center. We worked through what it would cost to provide a service for 30 children on-site. It was our consideration in the end that the number of employees served would not merit the cost. The I&R was a cost effective way for us to show our employees that we were concerned about their family needs.

We looked at a child care center as a possibility. The company library helped me research the possibilities. I called Stride Rite. After looking at all aspects of it, it looked like it would cost about \$100,000. That was not something we could get into.

The fee for service to sponsoring companies was determined through mutual agreement among sponsoring companies and 4C staff. A basic fee of \$200 is charged to all companies with an additional amount of \$1.00 per

employee. Table 7 shows the fees charged in the fall of 1984.

Table 7
Cost of Service to Each Sponsoring Company

Employer	No. of Employees	No. of Users	1984 Fee	Cost per user (when available)
Bil-Mar Foods	422	9	\$ 622	
BLD	130	20	330	
Bradford Paper	95	10	295	
Donnelly Mirrors	785	47	985	\$30
Haworth	1,450	59	1,650	40
Herman Miller	3,000	77	3,200	
Holland Hospital	300	33	1,000	
Manpower	650	35	850	
ODL	160	2	360	
Parke-Davis	317	3		
Squirt	280	20	480	
Trendway	139	8	339	
Total	8228	323	\$10,111	

In addition to the fee for service, three companies make contributions to the program. The Parke-Davis Company was a subscriber for the first two years. Because the company managers felt the service was not being used, membership was discontinued.

Employers received information showing how many

employees used the service. The 4C staff recorded each employee call requesting assistance in locating child care. Quarterly records have been kept to track usage. The reports show that the number of employees using the service has steadily increased. Table 8 shows the increase of sponsoring companies' employees' use of the referral service.

The question arises as to whether or not larger numbers of female employees will increase usage. Table 9 puts in rank order, from highest to lowest, participating companies based upon the percentage of use of the referral service by employees. The table also shows the percent of females eligible to use the service. The reported number of contacts for the service from employees of companies with high percentages of female employees was not greater than reported numbers of contacts from employees of companies with low percentages of female employees.

Another factor questioned is the amount of advertising and announcing of the referral service. From reports made by personnel directors two companies made more effort to advertise and announce the service to employees than did the other companies. Those two companies were Herman Miller and Squirt. Usage of the service does not appear to be increased by company advertising and announcing of the service provided by the QCCS.

Table 8
Trends of Employee Usage of Service

Company	Year	Employees Eligible to Use Service	Employees Using Service			
			Quarterly			
			1st	2nd	3rd	4th
Bil-Mar Foods	1982-83	553	0	0	5	1
	1983-84	637	2	1	3	3
BLD	1982-83	70	0	0	1	2
	1983-84	70	6	3	5	6
Bradford Paper	1982-83	70	1	1	2	8
	1983-84	74	2	4	2	2
Donnelly Mirrors	1982-83	650	2	3	4	10
	1983-84	692	7	10	19	11
Haworth	1982-83	1200	2	8	3	14
	1983-84	1200	12	12	17	18
Herman Miller	1982-83	2000	22	14	16	22
	1983-84	2000	20	16	15	26
Holland Hospital	1982-83	840	5	7	4	21
	1983-84	850	15	7	3	8
Manpower	1982-83	300	1	3	5	9
	1983-84	500	3	17	5	10
ODL	1982-83	150	0	0	1	0
	1983-84	150	0	0	2	0
Parke-Davis	1982-83	250	0	0	0	1
	1983-84	300	1	0	0	2
Squirt	1982-83	200	4	1	5	1
	1983-84	208	4	3	4	9
Trendway	1982-83	100	1	0	4	0
	1983-84	100	1	4	0	3

What is even more important to note is that the sponsoring employers had not calculated the use of the service by their employees. Employee usage was not an important factor in making a decision to provide the service or to continue sponsorship of the service.

Table 9
Rank Order of Use of Referral Service
by Sponsoring Company Employees

Company	Eligible Employees	% Female Employees	1982-84 Total Calls to Service	Employees Using Service	% Users of Total Number of Users
	N	%	N	%	%
BLD	70	50	23	33	4
Bradford Paper	74	70	22	30	4
Squirt	200	22	31	16	6
Manpower	400	60	53	13	10
Trendway	100	25	13	13	2
Haworth	1200	38	91	8	16
Herman Miller	2000	37	151	8	28
Holland Hospital	840	80	70	8	13
Bill-Mar Foods	553	48	15	3	28
ODL	150	38	3	2	1
Parke-Davis	250	47	4	2	1
Donnelly Mirrors	650	41	65	1	12

Each personnel director was asked if the child care service offered to employees had an effect on employee behavior related to company operations. They were asked to identify the factors that had positive effects as a result of involvement in the QCCS. Table 10 shows that the areas that ranked highest for personnel directors were public relations, community image and publicity.

Table 10
Rank Order of Positive Effects of Child Care
Service on Sponsoring Companies' Operations

Company Operations	Positive		No Effect		Negative		Unknown	
	N	%	N	%	N	%	N	%
Public Relations	11	92					1	8
Community Image	10	83					2	17
Publicity	9	75					3	25
Employee Morale	8	67	1	8			3	25
Absenteeism	7	58	1	8			4	33
Tardiness	6	50	1	8			5	42
Scheduling Flexibility	5	50	1	8			5	42
Turnover	5	42	1	8			6	50
Productivity	5	42	1	8			6	50
Recruitment Advantage	4	33	1	8			7	58

To gain more insight into how employers benefit from provision of child care as part of employee benefit package, two employer-sponsored child care advocates were consulted. The first, Mrs. Pat Ward, is located in nearby Grand Rapids, Michigan. Pat Ward did her undergraduate work at Wheelock College in Boston, known for its early and continued attention to the child care issue. After working with several Head Start programs, Mrs. Ward and a colleague, Mrs. Bonnie Neden, investigated the national trends for employer-sponsored child care. They determined that they were the ones qualified to persuade Steelcase, Inc., a large and influential employer in the Grand Rapids area to look at supporting child care. In 1979, they started an in-house child care information and referral service. Mrs. Ward has stayed abreast of research and developments related to employer-sponsored child care. She has been influential in the decision making process of companies such as Proctor-Gamble and Lincoln Life of Fort Wayne, Indiana. Steelcase is a competitor of Herman Miller. Mrs. Ward answered three broad questions:

Question: Is there a trend toward child care information and referral services as an employer initiative versus other child care services, e.g., child care center, vouchers, optional benefits?

Mrs. Ward: I think the major trend is toward flexible benefits. I&R is popular, so are parent workshops on-site. There does seem to be movement toward an I&R consortium approach of

purchasing services. We see more and more I&R services being developed. When people call and inquire about our program they know more about I&R than previously. In the past when people thought about child care they thought of center based care and the feeling was that child care was for single parents and people in poverty. Today's situation is that child care is a two parents working, middle and upper class problem. Many are beginning to look at it as a family concern. There will probably be even more I&R services because it is a cost effective way to get involved in parent problems.

Employer initiative toward child care is increasing. Traditionally there were a few companies that had a philosophy of looking to their employees' needs and having a commitment to the community. Now, many more companies are realizing you can't exploit a community any more than natural resources. Companies are looking at themselves as part of a community. Being a good neighbor is as important as being a good company. Companies that are intelligent, strong and healthy recognize the need for diversified resources in the community.

Question: Would you compare and contrast an employer's in-house child care I&R versus a child care I&R community agency sponsored by a group of employers?

Mrs. Ward: If a company is truly supportive with resources an in-house I&R serves smaller numbers and numbers are everything. Child care in a corporate environment is not the same as major efforts, like production. But an in-house child care I&R is inside as opposed to outside. Employees can come to us to talk about their needs during lunch and breaks and other times when their supervisor agrees that they can come. Hours are tailored to meet their needs. Starting in the spring we will be open one evening a week for third shift. An in-house I&R has more freedom than a community 4C. We are not limited by Title XX requirements or United Way restrictions. The real issue that is overlooked, even by major research studies, is the issue of quality. A quality child care I&R is different from a generic I&R. By quality, I mean a program that is personalized. We work on relationships between providers, parents,

children, and management. Bonnie Neden and I see our roles as that of mediators. The goal is for everybody's needs to be met. Actually we are dealing with the family as a unit. The family has needs. The provider has family needs as well as a small business to run. And management has needs. We put our money where our mouth is. We have cribs, high chairs and other major items that we loan providers. (Interview, Feb. 27, 1985)

The second employer-sponsored child care advocate to be interviewed was Dr. Dana Friedman. Dr. Friedman is a senior research fellow at the Conference Board in New York City. The Conference Board is a nonprofit business research organization. Dr. Friedman is considered by many to be the leading national expert on employer-sponsored child care. She has some first hand knowledge of the QCCS in Holland. Dennis Eade, Vice President for Squirt & Company, presented an extensive explanation of the program at an employer-sponsored child care information conference hosted by Steelcase, Inc. of Grand Rapids, Michigan in 1984. Dr. Friedman reached by telephone at the Conference Board gave these views:

Question: Is there a trend toward child care I&R as an employer initiative versus other child care services?

Dr. Friedman: Nationally there is a trend toward I&R. This is happening for several reasons: 1) the I&R is relatively low cost; 2) it is easy to start up and administer; and 3) I&R is a way to serve all employees with child care needs. Starting an on-site center for 16 kids, only helps 16 families. If the program is for 3-6 year olds, only families with children 3-6 are helped. Steelcase campaigned the way for use of an I&R as a way for a company to get

the pulse on needs without doing a needs assessment.

Question: Would you compare and contrast an employer in-house child care I&R versus a consortium CCI&R sponsored by employers.

Dr. Friedman: My count of employer-sponsored I&R is 300 and only two of those are in-house CCI&R. That makes it somewhat difficult to really make comparisons. However, there is a higher level of practice of I&R when there is a fairly sophisticated delivery of service of child care and I&R already existing in the community. Companies want to help their employees with child care but they do not want to create new services. The in-house I&R are similar to other CCI&R in that the people running the in-house I&R are not a lot different than the people running all the other CCI&R services. Even accessibility is not always an advantage unique to the in-house program. Other CCI&R services provide on-site counseling to employees. An advantage of the in-house service is that the CCI&R coordinator can act as an ambudsmen for employers. She can actually educate a supervisor about the problems of finding suitable child care. (Interview, Feb. 28, 1985)

Summary of Findings

Each of the findings of the case study are summarized by brief statements. The data collection procedure used appears in parenthesis after each statement.

Site Description

1. A child care referral service sponsored by 12 companies, called the Quality Child Care System, serves

working parents in Holland. (Prolonged data gathering on-site)

2. The referral service is part of the total program of the Ottawa County Community Coordinated Child Care Agency. (Prolonged data gathering on-site)

3. The program was initiated by the Herman Miller Company because: (1) a CCI&R seemed a logical place to start; (2) the existing community CCI&R, the 4C agency, was strong; (3) the program could serve the whole community; and (4) a consortium with other area employers was attractive. (Triangulation)

4. The fee charged to employers was a mutual decision of three personnel directors and the 4C director. A luncheon was held to solicit participants. Eight companies joined with four others joining later. (Triangulation)

5. A family day care provider certification was developed and implemented. It served as an incentive to providers to receive training. Staff reported that training activities were more deliberate and intentional because of the program. (Member check)

Analysis of Service

6. The employer-sponsorship gave the 4C agency financial stability. (Triangulation)

7. The QCCS served to put 4C in the forefront of

the community because: (1) employees from 12 companies were informed of the service; (2) 55 family day care providers became more involved; (3) the newspaper frequently reported developments of the program; and (4) staff ;made presentations to various community groups. (Prolonged data gathering on-site)

8. Ottawa County 4C is the only one of eleven 4C's in the state to have an employer-sponsored program and a fully developed and functioning provider certification. (Peer consultation)

9. The number of providers trained increased from 37 in 1982 to 78 in 1984. (Unobtrusive data)

10. Provider attendance to the Early Childhood Training Festival increased from four in 1982 to 21 in 1984. (Unobtrusive data)

11. Preschool program staff training decreased from 198 to 96 at the beginning of the QCCS emphasizing provider training, but increased the second year to 144. (Unobtrusive data)

12. Where providers had not been visited and assessed for performance by 4C staff before the program was implemented, after implementation 55 providers were visited at six month intervals. (Unobtrusive data)

13. Trainers believed providers to be more motivated. (Peer consultation)

14. Providers reported: (1)being part of a network;

- (2) being recognized for providing valued service; and
- (3) being supported by 4C staff. (Member check)

Impact

15. The Department of Social Services personnel reported belief that the program: (1) reinforced licensing regulations; and (2) helped workers to find more appropriate placements. (Peer consultation)

16. The local licensing consultant could not relate changes in numbers of complaints to the department to the implementation of the program because of two other factors. At the same time that the program began, Ottawa County was assigned a full time consultant, and media attention to child abuse and neglect increased. (Peer consultation)

17. One DSS consultant was concerned that 4C could become overly protective of members of QCCS and that this could hinder the regulating process. The administrator of the Title XX funds and a protective services worker did not agree. (Triangulation)

18. The number of parents receiving assistance in finding child care rose from 105 in 1982 to 721 in 1984. (Unobtrusive data)

19. Staff believed that the referral service was improved because the QCCS helped them to have more information about providers. (Triangulation)

20. Staff reported that feedback from parents about the 4C referral service and provider performance was a constructive way to improve services. (Triangulation)

21. Cost was the major determinant for employers to provide CCI&R through a consortium. (Member check)

22. Five companies considered a child care center and rejected the plan because it was too costly. (Member check)

23. Three companies made contributions above the membership fee. (Unobtrusive data)

24. Employers received quarterly reports of employee usage of the service. (Unobtrusive data)

25. Employee use of the CCI&R generally increased each quarter between 1982 and 1984. (Unobtrusive data)

26. The reported number of contacts for the service from employees of companies with a high percentage of female employees was not greater than reported numbers of contacts from companies with a low percentage of female employees. (Member check)

27. Usage of the service did not appear to be related to personnel directors' efforts to advertise and announce the service (Member check)

28. Employee usage was not an important factor to employers in making a decision to continue subscribing to the consortium. (Member check)

29. Public relations, community image, and publicity were the high ranking factors that personnel directors believed had a positive effect on company operations. (Member check)

30. Holland QCCS is among 300 employer-sponsored CCI&Rs. There are only two in-house CCI&Rs in the nation. The consortium may be more cost effective than other types of CCI&Rs. (Peer consultation)

CHAPTER V

SUMMARY, CONCLUSIONS, AND SUGGESTIONS FOR FUTURE RESEARCH

Summary of the Study

There are many economic and social pressures on the American family, and these pressures are changing the way families live. The dual-career family has become the dominant mode with 60% of all American families in this category. The number of households headed by single parents will have increased from 25% in 1960 to 45% by 1990, and one-fourth of these families will be headed by single men. The result? Working parents need to find a stable, caring environment for their children during working hours. Different families solve the problem in different ways. Some leave children with friends or relatives. Others hire a housekeeper or caregiver, give school-aged children keys to let themselves in after school, or enroll children in day care programs. But finding the available alternatives and making the best choice for children is not always easy.

While this is a concern for parents, it's also a growing concern for business and industry. It is now recognized that employees' family situations affect day-to-day operations and productivity in business. Employees

who are worried about their children may be distracted from their work; child care concerns are likely to increase employee tardiness and absenteeism; and inability to find suitable child care is likely to increase employee turnover. All of these factors contribute to employee stress.

Aware of this, and following national trends, in 1979, three companies in the Holland/Zeeland area began investigating the child care needs of their employees and the community resources available to meet those needs.

The Holland area Community Coordinated Child Care (4C), a nonprofit child-advocacy agency, responded to the needs of these companies by developing the Quality Child Care System (QCCS). The QCCS was based on the 4C's already existing information and referral function, which matches a parent's request for child care with services available in the community. The community has only one day care center, therefore the primary source of care by non family members is provided by family day care home providers. The 4C staff developed a program for child care providers to ensure that quality child care options were available.

In the spring of 1982, the Herman Miller Corporation, along with Squirt & Co. and Haworth, hosted a meeting for members of the Holland Personnel Association to present the QCCS. Of the 17 companies

represented at this meeting, 12 subscribed to the program within the first year.

The QCCS is guided by an advisory committee consisting of representatives from participating companies. Assistance to employees of subscribing companies is provided by the QCCS. The program developed programs for day care providers and offers a cost-effective benefit program to area employers.

When employees need child care assistance, they can call or visit the 4C consultant who determines their child care needs and discusses the options available within the community. The consultant provides several referrals from which the parents may choose. If the initial referrals are not satisfactory or if the employees' needs change, the child care consultant provides additional referrals and on-going support. A unique feature of the QCCS is its ability to locate specific care for children with special needs, for example, infants or handicapped children, and those whose parents work third shift.

The QCCS offers services and incentives to child care providers to assure quality care for children. Child care providers who wish to participate in the QCCS must meet standards beyond those required for state licensing. As part of their initial orientation, they must participate in a 20 hour training program that

includes workshops on taxes, record keeping, child development, nutrition, and children with special needs. In addition, at least twice each year a 4C consultant visits the providers to monitor and discuss child care and to share resources. Additional home contacts are made as needed to assure quality care.

The QCCS offers subscribing employers low-cost tax deductible child care assistance program for their employees. In addition, subscribing employers may take advantage of a variety of services tailored for each company's needs.

Across the country business and industry has responded to child care needs in various ways. Some operate their own off or on-site day care centers for children of employees. Others employ their own child care consultants to refer employees to community facilities, and a few reimburse employees for all or part of their child care costs.

The Holland area 4C QCCS, on the other hand, offers employers the opportunity to respond to their employees' needs for child care assistance without the expense or time required by other alternatives. The unique feature of the QCCS is that a social service agency cooperates with area business and industry to provide quality care for children.

Maintaining good community relations is part of the

philosophy of the companies involved. Immediate reduction of turnover, absenteeism and tardiness, and increased productivity is not the motivator for sponsoring the child care information and referral service provided by 4C. Personnel directors spoke more about creating an atmosphere and an environment that underscores the companies' concern for the well being of employees.

Community members, providers and parents recognize that the training and visitations made possible by the program have improved the quality of child care for the community.

Conclusions

The employer-sponsored child care consortium in Holland has affected the 4C agency, providers of child care, working parents, and participating employers. Conclusions are made about the impact of the program on each of these groups and arranged to correspond to the original orienting questions.

Site Description

In considering how the Ottawa County Community Coordinated Child Care agency changed, increased stability and credibility were often mentioned. The financial stability that the employer-support has given the 4C agency was named by staff, Department of Social

Services personnel, and representatives of sponsoring companies as the most significant change. Budget reports show that the local portion of funding, which included the employer support, approximately doubled in 1982 when the program began. Because state funding is subject to legislative changes, it was considered a less stable source of funds.

More community members knew of the 4C program after the QCCS was developed. Between June 19, 1982, and April 22, 1983, five articles describing the program and its services appeared in the local newspaper. This visibility created by media attention not only brought more employer-sponsors to the program, but also helped to spread the word about 4C functions. This increased visibility was viewed by staff and others to mean the same as increased credibility. The 4C staff reported that employer-support made a statement to the community about the agency's credibility. Personnel directors reported that the trustworthiness of 4C staff accounted for the very existence of the program. One Department of Social Services worker and one personnel director reported either using the service personally or knowing of colleagues who had used the service.

According to reports from the state Department of Social Services no other 4C in the state had an employer-sponsored program at the writing of this report, June

1985. Although training activities occur in other locations, none have developed a certification to encourage a regular and standardized level of competence for family day care providers.

Another question asked about lessons learned. In considering the lessons learned, the broad conclusion can be drawn that the employer-sponsored program was beneficial to employers, employees and their children, as well as helpful to child advocates in performing their services to families. None of the members of these groups who were interviewed reported disadvantages or problems created because of the program.

Question three related to the cost of the program. The fee for service was determined through mutual agreement among sponsors and 4C staff. A basic fee of \$200 with an additional amount of \$1.00 per employee was charged. Only two companies had calculated the cost per user. These two figures ranged between \$20 and \$30 per user. The fact that the majority of companies did not know how many employees were using the service or the cost per user indicated that some other motivators than employee use were considered important. This will be discussed further in conclusions drawn about benefits to employers. The total cost of service to employers ranged from \$295 to \$3,200 annually. When this is compared to the cost of an in-house information and referral or to

the cost of opening and operating a child care center, it is clear that the financial commitment is minimal to the other two options. The in-house I&R at Steelcase, Inc. in Grand Rapids, according to an interview with the program director, hires two salaried employees to perform the service. That cost would far exceed the maximum fee paid by the Herman Miller Company, a company that employs approximately the same number of employees as Steelcase. Two of the personnel directors indicated that start up and operation of an on-site child care center was estimated to cost the company over \$100,000 annually. This will also be discussed later in the conclusions.

Analysis of Service

In determining whether the 4C agency offered a different service as a result of the program, the number of parents contacting the office asking for assistance in finding child care is a strong indicator. There was a noticeable increase after the program was implemented. The requests for assistance rose from 109 in 1981, before the program, to 721 for the second year period of the QCCS. There is no reason to believe that the need for assistance in finding child care changed for that period. The population of the community did not change and no other factors could be observed or were reported that would suggest that needs changed. Participants in the

program believed that the increased number of calls was the result of increased numbers of working parents knowing of the service through publicity by employers and media, and because of a certain confidence that was implied. That confidence being related to the belief that if major employers in the community supported the 4C agency, then the agency was trustworthy. Comments by staff, company representatives, providers, and parents, supported the concept that employer-support gave the 4C agency more credibility. Whether these observations are true or not, certainly the mission of the agency is being fulfilled to a greater extent when more families are assisted in finding child care.

The relationship between 4C staff and family day care providers may very well be the most significant change affecting the quality of child care in the community. Fifty-five providers who had not been visited by 4C staff were all visited at six month intervals. Assessments of condition of the house, including aspects of safety and appropriate equipment to create a learning environment for children, and provider behavior was made. When providers were meeting that determined level of competency, parents were told providers were members of the Quality Child Care System. Family day care providers saw the process as stimulating and supportive. That is demonstrated not only by their comments in interviews,

but also by their participation in training events and the annual country club luncheon. The 4C staff and board, in designing and approving the QCCS, had as a goal to provide more education and training for family day care providers. The number of participants in training activities more than doubled after the program was implemented, growing from 37 attending training sessions to 78.

Another outcome of the QCCS may be retention of providers. Both staff and at least one family day care provider believed that the supportive problem-solving assistance that 4C staff offered to providers had influenced some providers to continue serving families. Another factor that may influence retention is what many in the responding groups referred to as "professionalism". Several providers, along with staff and employer representative, said that providers were developing a sense of professionalism. They spoke of the QCCS creating a network between the providers as an indicator of this professionalism. Also, the program had created a channel of recognition from community members that the service given by child care providers was valued. Dr. Morgan and Dr. Dickie, both educators, called attention to the increased interest in training and agreed that providers were stimulated to receive more education because they perceived that it would improve the quality of service they could offer families. And that quality service was

now receiving recognition and appreciation from at least some community members. The reference to professionalism probably meant recognized as being trained and skilled rather than the more accurate interpretation of professional as meaning peers setting standards of responsible behavior and monitoring one another.

Impact

To learn if the Department of Social Services (DSS), in performing its function of regulating and monitoring child care services, could report any differences resulting from the program, personnel at the state and local levels were interviewed. Two protective service workers, two licensing consultants, and one administrator responded. There was a consensus that the program reinforced the fulfillment of regulations of the department. Because of limited funds for DSS staff, regular and frequent checks to monitor child care services are not happening. It was believed that 4C staff visits to providers' homes provided for the community's greater assurance that the licensing requirements were being met. Further, more protective service workers believed that they were able to find better placements for their clients' special needs because 4C staff, as a result of the program, was better able to find care for their clients.

Another question related to impacts asks if working parents benefit from the program. The best indicator that parents find the service helpful is the report of parent inquiries for assistance in finding child care. The number of requests for assistance before the program averaged between 100 and 150 requests per year. The first year requests were 467 and the second year requests were 721. Additionally, the reports show that each quarter the number of requests increased indicating a growth pattern. Parents that were surveyed reported that the service was satisfactory. Employers believed that employees were helped by the service. Three personnel directors reported that employees no longer requested an on-site child care center. It is possible that working parents are finding better solutions to their child care needs, but it is also possible that employees believe that the likelihood of persuading their employer to offer a child care center is less likely now that an alternative program is in place.

The final question related to benefits to employers. Employer representatives from the participating companies reported that the program was beneficial with the exception of one company. That company, Parke-Davis, Inc., reported that none of their employees used the service, therefore, membership was discontinued. The most significant reason that employers gave for participation

was that it was a cost effective way to provide child care as an employee benefit. The service cost ranged from \$300 to \$3,200 for employers.

By using an existing community service that was funded by other sources, the service was less costly than if employers created a new service. The consortium effort of employers jointly providing support also reduced the cost to any one employer. Two employers said that the service cost between \$30 and \$40 per user. Two employers estimated the cost of providing an on-site center to be \$100,000 annually. All sponsoring companies, according to personnel directors, would not consider on-site child care centers because of the high cost involved.

The high ranking factors reported by personnel directors to have a positive effect on company operations were public relations, community image, and publicity. They also reported that the service had somewhat of an effect on absenteeism and tardiness and a lesser effect on turnover, productivity, and recruitment.

Comparison to Previous Research

When the findings of the characteristics of employer-sponsored child care programs in Holland are compared with the Friedman (1983) study, all six characteristics are supported. Friedman contended that growth industries are the ones that get involved. All

sponsoring companies in Holland had increased production for the 1982-84 period. There were increases in the numbers of employees at all companies except two. One was Holland Hospital that has followed current trends across the nation, reporting lay-offs of approximately 200 employees in 1984. The other, Bil-Mar Foods, in late 1984, temporarily laid off approximately 600 employees because of a fire that destroyed a significant part of the plant near Zeeland.

The second characteristic is that leadership is made up of creative individuals. To determine whether this characteristic holds true of leadership of sponsoring companies in Holland would be a subjective judgement. However, statements from Mr. Eade of Squirt and Company, and John Killilea of BLD Products, Ltd. support this. Both had worked in other towns previously and both commented about leadership being progressive and innovative. Friedman reported that involved companies were generally people oriented managements. Employers, employees, and community members were quick to identify the sponsoring companies as people oriented. Five of the personnel directors specifically mentioned 4C newspaper advertisements as an illustration. Listing their company along with the other 11 sponsoring companies, they identified and associated them with companies considered by the community to be people oriented.

Sponsoring companies were generally found to be non-unionized. Again, this was found to be true in Holland. The 12 sponsoring companies are all non-union corporations. Friedman delineated three factors as possible determinants of company policy to be non-union; workers are generally technical, white collar, and women. In addition to these factors, another exists in Holland. The church ethic of the community which disapproved of unions and asserted that the concept of unionization was contradictory to church held beliefs may be an influencer.

Another characteristic found to be true of sponsoring companies was that they were often family owned. All but three of the companies in the Holland project are family owned. The family owned companies are: Bil-Mar Foods, Bradford Paper, Donnelly Mirrors, Haworth, Herman Miller, Manpower, ODL, Inc., Squirt, and Trendway Corp.

The last characteristic was family values reflected in corporate policy. All personnel directors for the participating corporations reported that family values were important to management.

The findings of the current research study do not in any way contradict the findings of the U.S. Department of Health and Human Services study. That study concludes that employers considering the institution of a child

care service as an inducement to recruitment, retention, an reduced absenteeism, along with employees' positive feelings about the companies, will have significantly higher probability of success if they offer some form of near worksite child care center rather than an information and referral service.

No personnel director reported any of these factors--recruitment, retention, reduced absenteeism, or employees' positive feeling about the company as major contributing factors in the decision to provide child care information and referral as an employee benefit. The high ranking factors that were reported to have a positive effect on company operations were public relations, community image, and publicity. Personnel directors of five of the sponsoring companies reported considering first an on-site child care center. The decision to not provide a center and to become involved in the I&R consortium was a decision based on affordability and return on investment. The information and referral service was not looked on as providing an equal service to employees that a child care center could offer. No personnel director or QC staff member would agree that a user of the information and referral service would receive a greater benefit from the I&R than from an on-site center. The child care referral service was not expected to have a dramatic effect on turnover or

productivity. The corporations also offered benefits such as Thanksgiving turkeys and discounts on car rentals. That probably does not greatly reduce turnover or increase productivity either. The message from personnel directors did come across to imply that the whole of the benefit package was considered to be greater than the sum of the parts.

Suggestions for Future Research

Studies addressing the following questions, which became apparent during the present study, could contribute to the literature in the area of employer-sponsored child care:

1. What long range effects will an employer child care I&R consortium have on addressing the broad issues of child care; availability of adequate services, affordability of child care by parents, and the educational impact of various types of child care?

2. How can the roles of the Department of Social Services and referral services be clarified to complement each other?

3. What are the strategies that can increase usage of the services by employees of sponsoring companies?

4. To what extent would the QCCS fit the needs of other communities? What kinds of communities would not be appropriate sites for a QCCS? Why?

REFERENCES

- Almy, M. (1982). Day care and early childhood education. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy issues (pp. 476-494). Boston: Auburn House.
- Bald, F.C. (1954). Michigan in four centuries. New York: Harper & Row.
- Barnouw, A.J. (1978, June 6). Holland Sentinel, p. 14.
- Beck, R. (1982). Beyond the stalemate in child care public policy. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy issues (pp. 307-316). Boston: Auburn House.
- Berger, P., & Neuhaus, R.J. (1977). To empower people: The role of mediating structures in public policy. Washington, DC: American Enterprise Institute.
- Bloom, B. (1976). Human characteristics and school learning. New York: McGraw-Hill.
- Bronfenbrenner, U. (1974). A report on longitudinal evaluation of preschool programs, 2. Is early intervention effective? (Department of Health, Education and Welfare, Publication No. (OHS) 74-25). Washington, DC: Government Printing Office.
- Bruner, J.F. (1960). The process of education. Cambridge: Harvard University Press.
- Burud, S.L., Aschbacher, P.R., & McCroskey, J. (1984). Employer-supported child care: Investing in human resources. Dover, MA: Auburn House.
- Child Care Information Service. (1983). National Employer Supported Child Care Project. Washington, DC: Administration for Children, Youth, and Families.
- Christine, C.M. (1981). Who's watching the children. New England Business, 3(16), 21-23.
- Clarke-Stewart, K.A., & Apfel, N.H. (1978). Evaluating parental effects on child development. In L. Shulman (Ed.), Review of Research in Education (pp. 120, 162). Itasca, IL: Peacock.

- Coelen, C. (1979). Day care centers in the U.S. final report of the national day care study. (Vol. 3). Cambridge: Abt.
- Dawson, A.G., Mikel, C.S., Lorenz, C.S., & King, J. (1984). An experimental study of the effects of employer-sponsored child care services on selected employer behaviors. (Grant No. 90-CJ-51/01). Chicago: Foundation for Human Services Studies: CSR.
- Deutsch, M. (1964). Facilitating development in the preschool child: Social and psychological perspectives. Merrill-Palmer Quarterly, 10, 249-263.
- Filstead, W.J. (1970). Qualitative Methodology. Chicago: Markham.
- Foegen, J.H. (1982). Big motherism. Business and Society Review, 41, 73-74.
- Fooner, A. (1981). The bottom line on day care. Inc., 3(5), 94-102.
- Friedman, D.F. (1981, December). Employer child care. Child Care Information Exchange, pp. 1-4.
- Friedman, D.F. (Ed.) (1979). Community solutions for child care. Washington, DC: Government Printing Office.
- Friedman, D.F. (1983). Encouraging employer support to working parents: Community strategies for change. New York: Carnegie Corporation.
- Friedman, D.F. (1982). Management by parent objectives: A case study establishing the feasibility of employer-sponsored child care and other family supports. Doctoral dissertation, Harvard University, p. 127a. (ERIC Document Reproduction Service, No. ED 221 264).
- Glaser, B.G. & Strauss, A.L. (1967). The discovery of grounded theory. Chicago: Aldine.
- Goffman, E. (1975). Frame analysis. London: Penguin Books.
- Guba, E.G. (1981). ERIC/ECTJ Annual review paper: Criteria for assessing the trustworthiness on naturalistic inquiries. Educational Communication and Technology Journal, 29, p. 9-22.

- Guba, E.G. & Lincoln, Y.S. (1981). Effective evaluation. San Francisco: Jossey-Bass.
- Guba, E.G. & Lincoln, Y.S. (1982). Epistemological and methodological bases of naturalistic inquiry. Educational Communication and Technology Journal, 30(4), 233-252.
- Heron, W.K. (1981, November 25). Real life nails Rosie the riveter. Detroit Free Press, p. 5.
- History of Holland. (n.d.). Holland Heritage, p. 21.
- Hymes, J.L. (n.d.). Living history interviews, Book 2: Care of the children of working mothers. Carmel, CA: Hacienda Press.
- Johnson, B. (1981). Marital and family characteristics of the labor force: March, 1979 (Special Labor Force Report No. 237). Washington, DC: Government Printing Office.
- Kamerman, S.B. (1983). The child care debate-working mothers vs. America. Working Woman, pp. 131-135.
- Kamerman, S.B. & Kahn, A.J. (1981). Child care, family benefits and working parents: A study in comparative policy. Columbia: University Press.
- Kamerman, S.B. & Kahn, A.J. (1976). Social services in the United States: Policies and programs. Philadelphia: Temple University Press.
- Kamerman, S.B. & Kahn, A.J. (1977). The day care debate: A wider view. The Public Interest, 54, 74-86.
- Kennedy, E.M. (1982). Child care--a commitment to be honored. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy (pp. 260-264). Boston: Auburn House.
- Keppel, R. (1947). Trees to tulips. Holland, MI: Author.
- Keyserling, M.D. (1979). Overview--day care standards, past, present and future. Paper presented at the seminar on day care standards: What's ahead? Washington, DC (ERIC Document Reproduction Service, No. ED 172 937).
- Kilmer, S. (1980). Advances in early education and day care: A research annual. Greenwich, Connecticut: JAI Press.

- Klaus, R., & Gray, S. (1968). The early training project for disadvantaged children: A report after five years. Monographs of the Society for Research in Child Development, 33 (Whole No. 120).
- Krucoff, C. (1980, November 12). Commuter kids go to work with Mom. The Detroit News, p. 7.
- Lazar, I. (1977). The persistence of preschool effects. (Final report, Grant 18-76-07843). Washington, DC: Administration for Children, Youth, and Families.
- Lazar, I., Hubbell, V.R., Murray, H., Rosche, M., & Royce, J. (1977). The persistence of preschool effects: A long-term follow up of fourteen infant and preschool experiments. Ithaca, New York: Cornell University, Consortium on Developmental Continuity, Education Commission on the States.
- Leigh, S. (1981, January 2). Kiddie care in the corporation. Grand Rapids Press, p. 12.
- Levine, J.A. (Speaker). (1981). Day care challenges and opportunities in a new decade: Building family strengths. (Cassette recording). Boulder: Industry and Child Care Resource Bank.
- Levine, J.A. (1978). Day care and the public schools: Profiles of five communities. Newton, Mass.: Educational Development Centers.
- Levine, J.A. (1982). The prospects and dilemmas of child care information and referral. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social issues (pp. 378-399). Boston: Auburn House.
- Link, C.R. & Settle, R.F. (1980). Financial incentive and labor supply of married professional nurses: An economic analysis. Nursing Research, 7, 238-243.
- Long, N. (1976). Information and referral: A short history and some recommendations. In M. Kochen & J.C. Donohue (Eds.), Information for the Community. Chicago: American Library Association.
- McIntyre, K.J. (1978). Day care and employer benefits too. Business Insurance, 12(25), 11, 36.
- McVicker-Hunt, J. (1961). Intelligence and experience. New York: Ronald Press.

- Michigan Children's Task Force. (1980). Who will take care of the children? (Information packet). Lansing, MI.
- Milkovich, G. & Gomez, L. (1976). Day care and selected employee work behaviors. Academy of Management. 16(3), 111-115.
- Moore, J. (1980). Parent decisions on the use of day care and early education services: An analysis of amount used and type chosen. Unpublished manuscript, The Catholic University of America, Washington, DC.
- Nasbitt, J. (1982). Megatrends: Ten new directions transforming our lives. New York: Warner Books.
- National Commission on Working Women. (1979). The deep discontent of the working woman. Business Week, 2571, 28-29.
- National Day Care Campaign. (1981). Platform statement and discussion paper on employer related child care. Washington, DC: Government Printing Office.
- Norwood, J.L. & Waldman, E. (1979). Women in the labor force: Some new data series. Washington, DC: Government Printing Office.
- Patton, M.G. (1975). Alternative evaluation research paradigm. Grand Forks, ND: University of North Dakota.
- Perry, K.S. (1978). A report of employer-sponsored day care in the United States. Milwaukee: University of Wisconsin.
- Piaget, J. (1966). The origin of intelligence. New York: International.
- Pieters, A.J. (1923). A Dutch Settlement in Michigan. Grand Rapids, MI: The Reformed Press.
- Pifer, A. (1978). Perception of Childhood and Youth. New York: Carnegie.
- Rist, R.C. (1977). On the relations among educational research paradigms: From disdain to detente. Anthropology and Education. 8, 42-48.
- Robinson, N.M. (1979). A world of children. New York: Day Care and Preschool Institutions.

- Romaine, M.F. (1982). Zale's corporate child care program. Texas Business Executive. 8(1), 20-25.
- Ruopp, R.R. (1979). Children at the center: Summary findings and their implications. Cambridge: Abt Books.
- Ruopp, R.R. & Travers, J. (1982). Janus faces day care: Perspectives on quality and cost. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy issues. (pp. 72-98). Boston: Auburn House.
- Ruopp, R.R., Travers, J., Glantz, F. & Coelen, C. (1979). Children at the center: Final report of the National Day Care Study. Cambridge, Abt Associates.
- Schiller, J.D. (1980). Child care alternatives and emotional well-being. New York: Praeger.
- Schweinhardt, L.J. (1982). High scope educational research foundation center for the study of public policies for young children research report. Ypsilanti, MI: The High Scope Educational Research Foundation.
- Schweinhardt, L.J. & Weikart, D.P. (1980). Young children grow up: The effects of the Perry Preschool Program on youths through age 15. Ypsilanti, MI: The High Scope Educational Research Foundation.
- Scott-Hill, K. (1979). The relationship between child care and family functioning. Monticello: Vance.
- Sharkey, B. (1982). Curing turnover: Pennsylvania hospitals use day care to entice staff. Business Insurance, 16(36), 3, 28.
- Smith, R. (1979). The movement of women into the labor force. In R. Smith (Ed.), The subtle revolution: Women at work. Washington, DC: The Urban Institute.
- Stake, R. (Speaker). (n.d.). Seeking sweet water: Case study methods in educational research. (Cassette recording). American Educational Research Association.
- Steinfels, M. (1980). Who's minding the children? New York: Simon and Schuster.
- Talley, L. (1980). Income tax treatment of dependent-care expenses: A legislative history. Washington, DC: The Library of Congress, Congressional Research Service.

- Trickett, P.K., Apfel, N.H., Rosenbaum, L.K., & Zigler, E.F. (1982). A five year follow-up of participants in the Yale child welfare research program. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social issues (pp. 200-221). Boston: Auburn House.
- U.S. Department of Commerce, Bureau of the Census. (1983). Characteristics of the population below the poverty level. (Current Population Reports, Series P-60). Washington, DC: Government Printing Office.
- U.S. Department of Commerce, Bureau of the Census. (1979). Current population reports: Population Characteristics (Series P-20, No. 336). Washington, DC: Government Printing Office.
- U.S. Department of Labor, Women's Bureau. (1980). Child care centers sponsored by employers and labor unions in the U.S. (Publication No. 20210). Washington, DC: Government Printing Office.
- U.S. Executive Office of the President. (1981). Budget of the United States, Fiscal year 1982. Washington, DC: Government Printing Office.
- U.S. Executive Office of the President. (1981a). Special analysis, budget of the United States Government, fiscal year 1982. Washington, DC: Government Printing Office.
- Waldman, E. (1983). [Interview with Sheila Kamerman, writer of the Day care debate: Working mothers vs. America]. Working Women, 8, 132-134.
- Wandett, M.A. (1980). Why nurses leave and what can be done about it. American Journal of Nursing, 3, 210-213.
- Webb, S. & Webb, B. (1968). Methods of social study. New York: Kelly. (Original work published in 1932)
- Williams, D. (1984). Naturalistic evaluation- one case. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Wilson, S. (1979). Explorations of the usefulness of case study evaluations. Evaluation Quarterly, 3, 12-20.
- Wines, L. (1981). Company day care and the bottom line. Working Mother, 85-86.

- Wolf, G.A. (1981). Nursing turnover: Some causes and solutions. Nursing Outlook, 4, 233-236.
- Zigler, E.F., & Gordon, E.W. (1982). Day care: Scientific and social policy issues. Boston: Auburn House.
- Zigler, E. & Trickett, P.K. (1978). IQ, social competence, and evaluation of early childhood intervention programs. American Psychologist, 33, 789-798.
- Zippo, M. (1980). Employer-sponsored child care comes of age. Personnel, 57(6), 45-48.

APPENDICES

Appendix A

 herman miller

July 15, 1983

Ms. Bonnie Piller
885 West F Avenue
Kalamazoo, MI 49009

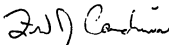
Dear Bonnie

Thank you for the telephone call and the opportunity to discuss with you your research proposal on the relationship between employer child care assistance programs and productivity.

As we discussed, Herman Miller, Inc., has been instrumental in establishing a consortium approach to day care involving several industries in the West Michigan area. We would be interested in discussing your research further and may further support the research by participating in the study as one of the organizations that you may survey as part of completing the research.

Obviously, we will need to discuss in further detail how you would propose to complete the research, but if it is approved, I would be willing to talk to you further about possible involvement of Herman Miller in the research.

Sincerely



Fred Cardina
Director of Human Resources

4601

Appendix B

**community coordinated child care 4-C**

525 MICHIGAN AVE.
HOLLAND, MICHIGAN 49423
616 - 396-8151

November 15, 1983

Bonnie Piller
8885 West F Avenue
Kalamazoo, Michigan 49009

Dear Bonnie,

This letter is to affirm our conversation yesterday regarding our willingness to participate in your case study of our Quality Child Care System.

Our board met on November 9th. and approved the study. On November 14th. I contacted each of our member companies by phone to assess their willingness to become involved in the study and found them to be open to the participation of our project. Many of them did express a concern about their employees participation in terms of their time and privacy. I assured them that this office would be in a position to guard employees rights and assure that only those who were willing to cooperate would be involved.

Fred Cardina and I would like to meet with you further as you develop the study and have some input. We would be willing to meet with your committee if you feel that such a meeting would be helpful.

I am looking forward to meeting with you and having the opportunity to work with you in this exciting project.

Sincerely,

Cora
Cora Visscher
Director

CV/cl

Appendix C

Audit Trail

Information	Source of Information	How Selected	When Collected	How Collected
History of Holland	Bald (1954), Keppel (1947), Pieters (1947), Barnouw (1978)	Author of "History of Holland"	Aug. 2, 8, 30, 1984; June 4, 1985	Holland Public Library
History of pre-school in Holland	Bald (1954)	Author of "History of Holland"	Aug. 8, 1984	Holland Public Library
History of pre-school in Holland	Dorothy Cecil	Referred by Cora Visscher	Jan. 4, 11, 1985	Interviewed by telephone
History of pre-school in Holland	Betty Becker	Referred by Cora Visscher	Jan. 11, 1985	Interviewed by telephone
History of pre-school in Holland	William Vanderlugt	Referred by Dr. Jane Dickie	June 13, 1985	Interviewed by telephone
Beginning of the Ottawa County 4C	Cora Visscher	Position/4C	Nov. 28, 1984	Interview while traveling to Lansing, MI
Beginning of the Ottawa County 4C	Dorothy Cecil	Position/Head Start	Jan. 11, 1985	Interviewed by telephone

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Start up of the employer-sponsored program	Cora Visscher	Position/4C	Aug. 1, 8, 14, 30, Sept. 12, 18, Oct. 3, 10,	Interviews and observations at the 4C office
Planning for employer conference	"	"	Oct. 17, 24, Nov. 8, Dec. 5, 6, 12, 1984	"
Implementation of QCCS and how it is working	"	"	Jan. 11, 16, 31, Feb. 11, Apr. 24, 25, May 16, 17, June 12, 1985	"
Start up of the employer-sponsored program	Dorothy Burgwald	Position/4C	Aug. 1, 8, 14, 30, Sept. 12, 18, Oct. 3, 10	Interviews and observations at the 4C office
Planning for employer conference	"	"	Oct. 17, 24, Nov. 8, Dec. 5, 6, 12, 1984	"
Implementation of QCCS and how it is working	"	"	Jan. 11, 16, 31, Feb. 11, Apr. 24, 25, May 16, 17, June 12, 1985	"

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Start up of the employer-sponsored program	Annual reports, Board minutes, letters and memos, files, newspaper clippings, training materials	All records at 4C office related to employer-sponsored were reviewed	Aug. 1, 8, 14, 30, Sept. 12, 18, Oct. 3, 10	Read at the 4C office
Planning for employer conference	"	"	Oct. 17, 24, Nov. 8, Dec. 5, 6, 12, 1984	"
Implementation of QCCS and how it is working	"	"	Jan. 11, 16, 31, Feb. 11, Apr. 24, 25, May 16, 17, June 12, 1985	"
Start up of employer-sponsored program	Fred Cardina	Position/Herman Miller	Aug. 14, 1984	Interviewed at meeting in Kalamazoo
Development of employer-sponsored program	"	"	Aug. 27, 1984	Interviewed at Herman Miller

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Start up of the employer-sponsored program	Linda Cardina	Referred by Cora Visscher	Aug. 30, 1984	Interviewed at 4C office
How QCCS is working	Jane Dickie	Referred by Cora Visscher	Sept. 12, 1984 June 13, 1985	Interviewed by telephone
QCCS from a provider's perspective	Shelley Holmgren	Walked into 4C office--Dorothy Burgwald suggested the interview	Sept. 12, 1984	Interviewed at the 4C office
Benefits to employers and employees	John Killilea	Position/BLD Products	Sept. 13, 1984	Interviewed at BLD Products
Benefits to employers and employees; how the QCCS is working	Doug DeGraaf	Position/Holland Hospital	Sept. 20, 1984	Interviewed at Holland Hospital
Start up of employer-sponsored program; benefits to employers and employees; how the QCCS is working	Dennis Eade	Position/Squirt	Sept. 27, 1984	Interviewed at Squirt

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Past employment with 4C	Lionerez Cisneros	Position/4C	Oct. 10, 1984	Interviewed following board meeting at the 4C office
How QCCS affects protective service client placement	Jane Samero	Referred by Loren Snippe	Oct. 10, 1984	Interviewed at DSS office in Holland
Benefits of QCCS to employers & employees	Phil Kamps	Position/Parke-Davis	Oct. 12, 1984	Interviewed at Parke-Davis
How QCCS is working; effects on Dept. of Social Services	Loren Snippe	Position/Protective Services for DSS	Sept. 27, 1984 Oct. 17, 1984	Interviewed at 4C office
No information	David Forabee	Position/Prince Corp.--decided not to be in QCCS	Oct. 22, 1984 Jan. 10, 14, 1985	Never returned my calls
How QCCS is working; benefits to employers and employees	Larry Spitzly	Position/Haworth	Oct. 4, 1984	Interviewed at Haworth

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
How QCCS is working; benefits to employers and employees	Bill Lalley	Position/Donnelly	Oct. 4, 1984	Interviewed by telephone
Information about registration of family day care providers	Janine Stephenson	Position/Regional Supervisor--DSS Licensing	Nov. 22, 1984	Interviewed by telephone
Why she chose not to be part of QCCS	Penny Wagner	Selected because she chose not to be in QCCS	Dec. 3, 1984	Interviewed by telephone
Provider training and certification	Pat Groszko	Position/4C	Dec. 12, 1984	Interviewed by telephone
Provider training and certification	Carla VerSchure	Position/4C	Dec. 12, 1984	Interviewed by telephone
Child care needs in the community	Miriam Stryker	Referred by Cora Visscher--community member	Dec. 12, 1984	Interviewed by telephone

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Child care needs in the community	Betty Ribbens	Referred by Cora Visscher--community member	Dec. 12, 1984	Interviewed by telephone
How the QCCS is working; benefits to employers and employees	Tom Maratheia	Position/ODL	Jan. 10, 1985	Interviewed at ODL
How the QCCS is working; benefits to employers and employees	Bill Wood	Position/Bil-Mar Foods	Jan. 10, 1985	Interviewed at Bil-Mar Foods
Benefits to Employers	Patricia Vork	Position/Bradford Paper	Jan. 10, 1985	Interviewed at Bradford Paper
Provider training and support	Andrea Schwarz	Position/4C	Jan. 11, 1985	Interviewed at the 4C office
Benefits to employers	Marlene Serne	Position/Trendway	Jan. 11, 1985	Interviewed by telephone

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Provider Performance	Marjorie Morgan	Referred by Cora Visscher--provider training	Jan. 11, 1985	Interviewed at Grand Valley State College
How QCCS is working; relationship to Dept. of Social Services; Comparison of in-house I&R with consortium	Stan Roth	Referred by Pat Ward--Position/Regional DSS	Jan. 14, 1985	Interviewed by telephone
Parenting training	Dorothy Chamness	Referred by Cora Visscher	Jan. 30, 1985	Interviewed by telephone
How QCCS is working; benefits to employers and employees	Jackie Leary	Position/Manpower	Jan. 31, 1985	Interviewed at Manpower
Provider training and support; certification; how QCCS is working	Linda Walmhoff	Random selection from provider list	Jan. 31, 1985	Observation and interview at provider's home

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Provider training and support; certification; how QCCS is working	Jan Wierenga	Random selection from provider list	Jan. 31, 1985	Observation and interview at provider's home
Provider training and support; certification; how QCCS is working	Gloria Groenwoud	Random selection from provider list	Jan. 31, 1985	Observation and interview at provider's home
Provider training and support; certification; how QCCS is working	Kathie Spitzley	Random selection from provider list	Jan. 31, 1985	Observation and interview at provider's home
How QCCS is working; perceptions of provider performance;	Parents	Random selection of parents using provider services survey with questionnaire	Month of Jan. 1985	Surveys were delivered to providers by Dorothy Burgwald
Development of QCCS; how it is working; relationship to Dept. of Social Services	Bill Hankins	Position/State DSS	Feb. 27, 1985	Interviewed by telephone

Appendix C (Cont.)

Audit Trail (Cont.)

Information	Source of Information	How Selected	When Collected	How Collected
Employer-sponsored I&R; comparison of in-house I&R with consortium	Pat Ward	Position/Steelcase	Feb. 27, 1985	Interviewed by telephone
National development of employer-sponsored child care	Dana Friedman	Referred by Pat Ward	Feb. 28, 1985	Interviewed by telephone
Registration and licensing of day care	Norine Bettiridge	Position/Day Care Licensing-Holland	Feb. 28, 1985	Interviewed by telephone
Native's review of report	Cora Visscher	Position/4C	April 25, 26 1985	Draft report was read at the 4C office
Native's review of report	Dorothy Burgwald	Position/4C	April 25, 26 1985	Draft report was read at the 4C office

Appendix D

Feasibility Study

Employer involvement in the child care concerns of employees, while a relatively new issue for most companies, is rapidly becoming a nationwide trend. Because this is such a new issue, however, there is little concrete data to support the supposed advantages to the company that child care assistance affords. Nonetheless, one study done by the University of Minnesota for Control Data did, in fact, document a decrease in absenteeism and job turnover as a result of their day care program.

In addition, the Economic Recovery Act of 1981 contains several provisions which make it significantly more attractive for employers to offer child care assistance as an employee benefit. Effective January 1, 1982, employers can claim a deduction as a business expense for the costs of several different forms of child care assistance. Furthermore, within certain limits, employees no longer have to report the cost of such benefits as taxable income.

Since September 1981 I have been exploring the options available to employers for providing child care assistance to employees. They range from the very expensive choice of opening an on-site child care center to the relatively inexpensive choice of contributing to an existing information and referral agency in return for their services. The choice of option should be based on the cost that the employer is willing to incur as well as the needs and desires of employees.

Following is a brief explanation of the alternatives explored, my findings, and my recommendations.

Alternatives

The basic alternatives for company involvement in child care are listed below. Each one may be undertaken by a single company, or a group of employers can work together to develop or support any of these programs.

Some combination of the models outlined is also possible. For instance, an employer might begin with an information and referral system and later decide to broaden service by establishing a family home day care satellite network.

Information and referral. A company can support an existing information and referral system and encourage employees to use this agency. This type of system tries

Appendix D (Cont.)

Feasibility Study (Cont.)

to match a parent's request for child care with the services available in the community.

The advantages of this approach are that it probably requires the least company effort and expense and that Community Coordinated Child Care in Holland already provides child care information and referral to individuals on request. The disadvantages of this approach are that the quality of available child care varies, it does not provide incentive for the development of additional child care facilities, and it does not reduce the cost of child care for the employee.

On-site information service. A company can establish a child care information service as part of the personnel or human resource department. The department can maintain an up-to-date list of child care centers and family day care homes (perhaps even in-home babysitters for sick child care) along with current fee information and eligibility requirements. This requires that someone make appropriate, periodic inquiries to keep the list up-to-date.

The advantage of this program is that child care information is available on-site, although it is somewhat more expensive than plan I because it requires at least one person to make up and maintain an accurate list. It provides no more service to the employee than plan I, and it still does not reduce the cost of child care for the employee.

Family home day care satellite network. A company can develop or support an existing family day care program which arranges for employees to use the services of family day care providers whom the program director has recruited and trained. In addition, the day care program can offer these providers support in the form of substitute caregivers, equipment, and other resources.

This is a more tightly controlled system of child care which assures a more uniform standard of quality for care by providing caregivers with the incentives of assured enrollment and support. Unfortunately, no such program presently exists in the Holland/Zeeland area. Community Coordinated Child Care does participate in training of family day care providers, but they do not presently recruit new providers or have any leverage in assuring more than a minimum quality of care.

Voucher program. A company can subsidize the cost of care by providing employees with vouchers for a certain amount of money which can be used to pay for the child care of their choice. The child care provider then bills the company for the subsidy.

Appendix D (Cont.)

Feasibility Study (Cont.)

If the cost of care were the primary child care problem of employees, this approach could serve that need and be given as a benefit to eligible employees. It is thus tax deductible. On the other hand, this does not address the additional problem for parents of finding quality child care in the first place.

Space reservation. A company can reserve slots in an existing center. The employer pays for the slots and then charges the employees what it chooses for the space. The company pays for the slot if it is filled or not.

This does not seem to be a viable alternative for HMI at the present time. There are only two child care centers in the Holland/Zeeland area, and those are not conveniently located. To be successful in this area, such a program would have to reserve slots at several family day care homes and then provide referrals to those homes.

Child care center. A company can support an existing or planned child care center in exchange for priority given to employees' children. A company can donate company products or services to cut operating expenses of a program already in existence, or it can provide start-up assistance in the establishment of a new program.

This is, of course, the most visible and most expensive option. If the undertaking were shared with other employers, the center would probably not serve the needs of very many employees since the number of children it could accommodate would be limited.

Available information also suggests that this approach has not been particularly successful in other companies. Of the work-site centers that opened between 1960-1974, 82% closed. One reason for these failures seems to have been that the business involved failed to appreciate the expense of providing good child care. In addition, many parents prefer less formal care arrangements than the day care center. These failures may be the result of errors in center planning, or they may be the result of making an inappropriate choice in the first place of a work-site center as the means of meeting the child care needs of employees.

Recommendations

My recommendation is the Herman Miller make a formal commitment to providing child care assistance to employees. Because of economic factors and the high failure rate of other corporate child care efforts, however, I feel that a cautious approach is warranted. Rather than making a large financial commitment at this

Appendix D (Cont.)

Feasibility Study (Cont.)

time, I recommend the establishment, on a trial basis, of a joint venture effort with Community Coordinated Child Care (4C), a nonprofit corporation in Holland. This agency has been in existence for ten years and has the credibility and experience in local child care concerns to provide the assistance needed. In addition, there appears to be sufficient licensed day care facilities in the Holland/Zeeland area from which employees may choose satisfactory child care if they are helped to find the facilities. With support from participating employers, 4C has indicated a willingness to develop a program which is responsive to the needs of the employees.

To serve the needs of employees, this cooperative effort should combine the information and referral functions of an established agency with the personal contact of having a person on-site to meet with employees and coordinate the program. A brief overview of how this system could work at HMI is as follows: 1) contract with 4C on a trial basis to develop a program to provide child care information and referral for HMI employees; 2) sponsor child care seminars for interested parents to help them make intelligent use of the child care assistance available--topics of discussion could include how to choose appropriate child care, how to help children adjust to day care, and how to make use of recent tax legislation pertaining to child care costs; and 3) give part-time responsibility to someone in the company to coordinate child care services. This person would function as follows: a) work with 4C to develop a program to provide child care assistance for employees; b) interface with employees to determine their specific child care needs, and work with 4C to provide available choices to meet these needs; and c) tabulate the frequency of child care requests, note the type and location of care desired, and evaluate employee satisfaction with 4C service. This data would then be used to determine the need for and extent of HMI's ongoing commitment to providing child care assistance to employees.

Based on an evaluation of the first year's effort, HMI's commitment could grow or change into a more extensive program through 4C, an on-site information and referral service that is independent of 4C, an HMI family home satellite network, employee subsidies for child care, or even a corporated day care center.

Appendix E

Quality Child Care System Proposal

From 1940-1980 the percentage of working mothers with minor children rose from 8.6% to 57%. In addition the number of single-parent families headed by women has grown considerably in the last decade. The children of single-parent families and of two-paycheck families have special needs, and the way in which these needs are met has an impact on the job performances of working parents.

Across the country employers are beginning to recognize that providing some form of child care assistance to employees makes good business sense. The results can be lower employee absenteeism, tardiness, and job turnover as well as greater job satisfaction and family stability.

4C's Quality Child Care System offers area employers a means to provide high-quality child care alternatives to employees with a minimum investment of time and money.

What is 4C?

Community Coordinated Child Care is a private, nonprofit corporation with a 501(C)(3) tax exemption status. 4C works actively in the community to coordinate planning and implementation of quality services to children.

4C is managed by a board of public and private administrative agencies, public and private child care providers, and parent/consumers of children's services. This board works to maximize available resources to improve child care skills of adults and to improve and expand child-oriented family support services. In short 4C is a child advocate, a proponent of quality services for children.

The availability of quality child care options is of great importance to 4C and our QUALITY CHILD CARE SYSTEM is a program developed to meet this need.

What is the Quality Child Care System?

4C's Quality Child Care System is based on a cooperative effort of area employers and child care providers in the community to assure high quality child care options for the employees of participating employers. The role of 4C is to manage and coordinate the program by working with employers to determine the child care needs of their employees and by working with child care providers to meet those needs with high-quality options.

Appendix E (Cont.)

Quality Child Care System Proposal (Cont.)

The basic premise of this system is that the care of one's children is the right and the responsibility of the parents. Even when absent due to employment, it is the parent who should make arrangements for the care of his/her children and should work with the caregiver to assure a satisfactory environment for the children. When parents and children are secure and happy with care arrangements, the family unit itself is strengthened. The Quality Child Care System assures each parent's right to choose from available options; the system functions primarily to present those options.

How Can Your Company Benefit From This System?

Although employer involvement in the child care needs of employees is a relatively new issue, the evidence is accumulating that such involvement does, in fact, have several advantages for the employer. One study done by the University of Minnesota for Control Data documented a decrease in absenteeism and job turnover as a result of their day care program. Other perceived advantages include access to broader labor markets, the ability to attract and hire affirmative action candidates and skilled professionals, lower training costs due to lower turnover, improved employee attitude toward work, and more stability in the family life of employees.

In addition, the Economic Recovery Act of 1981 contains several provisions which make it significantly more attractive for employers to offer child care assistance as an employee benefit. Effective January 1, 1982, employers can claim a deduction as a business expense for the costs of several different forms of child care assistance. Furthermore, within certain limits, employees no longer have to report the cost of such benefits as taxable income.

How Can the 4C System Meet the Child Care Needs of Your Employees?

A primary feature of 4C's Quality Child Care System is its ability to be tailored to meet the needs of each participating employer. Because 4C works with each employee individually, it makes no difference whether a company employs two or 2,000 people. Typically, however, here is how the system operates.

1. Once your company has become a part of the system, a referral from your personnel or human resource

Appendix E (Cont.)

Quality Child Care System Proposal (Cont.)

department can be made to 4C in response to an employee's child care needs.

2. A 4C consultant will meet with the employee to assess the employee's particular needs.

3. The 4C consultant will outline the Quality Child Care options available to the employee based on age of children, work hours, and transportation needs.

4. The 4C consultant will provide suitable choices from a list of Quality Child Care participants, assist the employee in making contacts with these choices, and see the employee through the process of selection until satisfactory care arrangements have been made.

5. The 4C consultant will be available to the employee on an ongoing basis to assist if needs change or problems arise.

How Does 4C Assure a Quality Child Care System?

To assure the greatest number of choices and to maintain the "Quality" which is an integral part of the Quality Child Care System, 4C also works with day care providers. It identifies present and potential child care providers who would like to be a part of a quality child care system to support area employers. Special attention is given to identifying providers in all geographic areas and covering all work hours of employees. It interviews and observes each provider to assess his/her level of competence and his/her program's present relationship to the 4C standards for quality child care, and provides personal consultation with each provider to assist him/her in meeting the 4C standards. Each child care provider who becomes a part of the child care system must agree to do the following: 1) participate in the 4C precommitment training program; 2) demonstrate a commitment to the maintenance of a quality program by participating in ongoing training and monitoring; and 3) maintain regular communication with 4C.

What Does it Cost an Employer to Participate?

Employers may choose between two forms of support--annual operating support only, or seed money and annual operating contribution. If a sufficient number of employers contribute seed money to support this program, the annual operating costs for this year and future years could potentially be reduced.

The annual operating contribution includes two component parts--a minimum of \$250 to become a member

Appendix E (Cont.)

Quality Child Care System Proposal (Cont.)

company plus one dollar for each employee over 50 based in the Holland/Zeeland and Grand Rapids area.

There are several payment options for both seed money and annual operating contributions. These include: 1) a lump sum contribution, 2) quarterly payments, and 3) employee co-payment.

There could be a reduction in assessments if the plan is successful and if there is a cash surplus going into the second year of the program.

Appendix E (Cont.)

Quality Child Care System Proposal (Cont.)

**What is 4C?**

- Community Coordinated Child Care
- A nonprofit organization coordinating child care services
- Serving the community since 1971

What is the 4C Quality Child Care System?

- An information and referral system
- Helps employees find happy and healthful child care
- Locates, trains, and monitors child care providers
- Sponsored by local employers

How do I use the 4C Quality Child Care System?

- Call the 4C office 396-8151
- Meet with a 4C child care consultant
- Choose child care provider with 4C's help
- Discuss child care problems/concerns with a 4C consultant

Explore child care options for your family.

Appendix F

Requirements for 4C Quality
Child Care Certification

Each provider who joins the 4C QCCS will be required to complete the following subject areas within the first year of joining the system:

<u>Required</u>	<u>Ways to Complete Requirement</u>
1. Introduction to QCCS and Standards	a. group orientation b. home visits (only in special cases)
2. Discipline	a. 4C training session b. other approved group training c. STEP or PET d. correspondence course
3. Setting policies/communicating with parents	a. 4C training session b. be able to show 4C written policies and a plan to communicate regularly with parents
4. First aid	a. Red Cross First Aid training b. Correspondence course c. Study: "A Sigh of Relief" d. Study: "Red Cross Standard First Aid"
5. Recordkeeping/taxes/insurance	a. 4C group session b. Show systems in place and an understanding of tax/insurance requirements
6. Safety/health	a. 4C group session b. Other group approved training c. Correspondence course
7. Special needs children	a. 4C group session b. Other approved group training

(4C standards will be followed up thoroughly by home visits and observation by the 4C child care consultant).

Appendix F (Cont.)

Requirements for 4C Quality Child
Care Certification (Cont.)

In addition to the seven topics already mentioned QCCS participants will be required to complete one, two or all three of the following topics as they apply to the age group served.

- | | |
|--------------------------|---|
| 8. Infants and toddlers | a. 4C group session
b. Other approved training |
| 9. The preschooler | a. 4C group session
b. Other approved training
c. Correspondence course |
| 10. School-aged children | a. 4C group session
b. Other approved training |

There are several ways of completing this requirement. Those who choose correspondence or book reading will need to answer questions about the material. Those who choose to attend sessions through other groups need signed papers from the trainer stating that they attended. Those who choose to attend 4C training will need to sign-in at the session. The 4C correspondence course will fulfill training requirements 2, 4, 6, and 9.

After this first year of training, providers will be required to attend at least two relevant training sessions per year and record their attendance with the 4C. Examples of approved training would be 4C sessions, trainings from other 4Cs, classes through a college or university, the state Family Day Care conference, etc..

We strongly encourage CPR training to fulfill the second year training requirement (or before). If enough are interested in this we can set up sessions with the Red Cross.

After a provider has been in the program for a year and completed the standards and training requirements, they are also required to show proof of day care liability insurance.

Those providers who have met all first year requirements sign a new agreement with the 4C.

4C Quality Child Care System Agreement

Child care provider agrees to:

1. Participate in at least two approved child care training sessions per year and to record these with the 4C.

Appendix F (Cont.)

Requirements for 4C Quality Child
Care Certification (Cont.)

2. Welcome the child care consultant/4C staff into my home/center to observe the care I provide to children and to consult with me on improving the quality of that care on an on-going basis. This may include visits without prior notification.

3. Keep my license/registration up-to-date with the Department of Social Services.

4. Keep all information about my child care services up-to-date by calling the 4C about changes (ages, hours, slots available, changes in program, etc.).

5. Give my permission for the 4C to give my name, address, phone number and any pertinent information about my child care services to parents who request placement for their children.

6. Give the 4C the names, addresses, and phone numbers of parents who have children in my care upon request. I am aware that the 4C may contact any parent as a reference.

7. Affirm that I have liability insurance covering the care of children in my home/center.

Company _____
Policy No. _____
Date of coverage _____
Amount of liability _____

I will inform the 4C of any changes in this coverage.

8. The fact that the 4C shall have the option of terminating this agreement at any time and for any reason with two weeks notice to me and may for good reason terminate this agreement immediately and without notice. I also reserve the right to terminate this agreement at any time and for any reason.

I have read and understand this agreement. I accept the responsibility of being a participant in the 4C QCCS and will abide by the terms of this agreement.

Child care provider

Date signed



Children are special and require loving, heartfelt care. You may have thought of caring for children in your home or a friend may have asked you to care for her children while she works because she has noticed you have a special gift for children.

Have you considered becoming a full-time child care provider?

Or you may already be caring for children and find that you'd like to care for more children, or that you need new ideas and some assistance in certain areas.

The Quality Child Care System is looking for people like you. This is an information and referral system sponsored by area businesses to provide quality care for employees' children. Quality is the key word here.

The 4C staff will locate, assist, and train child-care providers. They will provide resources for you and a flexible certification program tailored to meet your needs and background.

A child-care consultant will be available to help plan your daily program, discuss specific child-related problems, help plan educational activities for children in your care, help with nutrition and meal planning, and provide other support services.

As a certified child-care provider with the Quality Child Care System you will benefit in the following ways:

1. Preferred referral from the 4C—evenually the 4C will refer only to those who are a part of the system.
2. Recognition as a quality placement for children by the 4C, local employers, and the community.
3. Eventually, substitute child care for you if you're sick or other times when you may need to be away.
4. Eventually, trade or loan of child-care equipment.

The Quality Child Care System is offered by Community Coordinated Child Care
625 Michigan Avenue, Holland MI 396-4151.

BIBLIOGRAPHY

- Abt Associates. Children at the center. (1979). Final report of national day care study. (Vol. 1). Washington DC: ACYFHEW.
- Almy, M. (1982). Day care and early childhood education. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy issues (pp. 476-494). Boston: Auburn House.
- Anderson, C.W., Woodward, J.L., Reiss, V., & King, A. (1981, March). Attachment to substitute caregivers as function of center quality and caregiver involvement. Child Development, pp. 53-61.
- Angle, M. (1980, July 13). These bosses babysit, too. Parade, p. 6.
- Auerbach, S. (1975). Rationale for child care services-- programs vs. politics. New York: Human Science Press.
- Auerbach, S. (1978). Creative centers and homes: Infant care, planning and developing family day care, and approaches to designing and creating the child's environment. New York: Human Services Press.
- Auerbach, S. (1979). Confronting the child care crisis. Boston: Beacon Press.
- Auerbach, S. (1979). Special needs and services: Philosophy, programs, and practices for the creation of quality service for children. New York: Human Services Press.
- Bald, F.C. (1954). Michigan in four centuries. New York: Harper & Row.
- Bananas: Child Care Information and Referral. (1980). Sick Child Care Book for Parents and Child Care Providers. Oakland, CA: Bananas Press.
- Barnouw, A.J. (1978, June 6). Holland Sentinel, p. 4.
- Bartholomew, R. (1973). Child care centers: Indoor lighting, outdoor playspace. New York: Cornell University, Department of Design and Environment Analysis.

- Beck, R. (1982). Beyond the stalemate in child care public policy. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy issues (pp. 307-316). Boston: Auburn House.
- Berger, P., & Neuhaus, R.J. (1977). To empower people: the role of mediating structures in public policy. Washington, DC: American Enterprise Institute.
- Berger, R. (1979, April). Taking the care out of day care. Working Women, pp. 61-64.
- Bloom, B. (1976). Human characteristics and school learning. New York: McGraw-Hill.
- Boguslawski, D.B. (1966). Guide for establishing and operating day care centers for young children. New York: Child Welfare League of America.
- Breitbart, V. (1977). The day care book: The why, what and how of community day care. New York: Knopf.
- Bronfenbrenner, U. (1974). A report on longitudinal evaluation of preschool programs, 2. Is early intervention effective? (Department of Health, Education and Welfare, Publication No. (OHS) 74-25). Washington, DC: Government Printing Office.
- Bruner, J.F. (1960). The process of education. Cambridge: Harvard University Press.
- Burud, S.L., Aschbacher, P.R., & McCroskey, J. (1984). Employer-supported child care: Investing in human resources. Dover, MA: Auburn House.
- Cadden, V. (1981, November). Child care and the family budget. Working Women, pp. 40-43.
- Charfield-Taylor, J. (1980, October 6). Child care: What is San Francisco doing about it? San Francisco Chronicle, p. 42.
- Christine, C.M. (1981). Who's watching the children. New England Business, 3(16), 21-23.
- Clarke-Stewart, K.A., & Apfel, N.H. (1978). Evaluating parental effects on child development. In L. Shulman (Ed.), Review of Research in Education (pp. 120, 162). Itasca, IL: Peacock.
- Close, K. (1973, July). Day care up to now. Survey Midmonthly, pp. 11-12.

- Coelen, C. (1979). Day care centers in the U.S. final report of the national day care study. (Vol. 3). Cambridge: Abt.
- Collins, A. & Watson, E. (1976). Family day care: A practical guide for parents, caregivers and professionals. Boston: Beacon Press.
- Dawson, A.G., Mikel, C.S., Lorenz, C.S., & King, J. (1984). An experimental study of the effects of employer-sponsored child care services on selected employer behaviors. (Grant No. 90-CJ-51/01). Chicago: Foundation for Human Services Studies.
- Day care may be a fringe benefit. (1980, October, 19). The Detroit News, p. 4.
- Delatiner, B. (1981, October). Mature, reliable woman: The search for a babysitter. Working Women, pp. 72-74.
- Deutsch, M. (1964). Facilitating development in the preschool child: social and psychological perspectives. Merrill-Palmer Quarterly, 10, 249-263.
- Farrell, M.J. (1957). The measures of productive efficiency. Journal of the Royal Statistical Society, 11, 253-290.
- Feathersone, J. (1981). The day care problem: Kentucky fried children. The New Republic.
- Filstead, W.J. (1970). Qualitative Methodology. Chicago: Markham.
- Foegen, J.H. (1982). Big motherism. Business and Society Review, 41, 73-74.
- Fogg, S. (1981, January 15). These working mothers' babies have a happy profile, Detroit Free Press, p. 11.
- Fooner, A. (1981). The bottom line on day care. Inc., 3(5), 94-102.
- Frailberg, S. (1977). Every child's birthright: In defense of mothering. New York: Bantam Books.
- Friedman, D.F. (1981, December). Employer child care. Child Care Information Exchange, pp. 1-4.

- Friedman, D.F. (Ed.) (1979). Community solutions for child care. Washington, DC: Government Printing Office.
- Friedman, D.F. (1983). Encouraging employer support to working parents: Community strategies for change. New York: Carnegie Corporation.
- Friedman, D.F. (1982). Management by parent objectives: A case study establishing the feasibility of employer-sponsored child care and other family supports. Doctoral dissertation, Harvard University, p. 127a. (ERIC Document Reproduction Service, No. ED 221 264).
- Galinsky, E. (1980, May). Infants and toddlers. Working Mother, pp. 22-23.
- Galinsky, E. & Hooks, W.H. (1977). The new extended family: Day care that works. Boston: Houghton, Mifflin.
- Glaser, B.G. & Strauss, A.L. (1967). The discovery of grounded theory. Chicago: Aldine.
- Goffman, E. (1975). Frame analysis. London: Penguin Books.
- Gold, B. (1977). Exploration in managerial economics. New York: Bani Books.
- Gold, J. & Bergstrom, J. (1982). Checking out childcare: A parent guide. Washington, DC: Day Care and Development Council of America.
- Goodman, N. & Andrews, J. (1981). Cognitive development of children of family and group day care. American Journal of Orthopsychiatry, 14(4), 7-8.
- Governor's Advisory Committee on Child Development Programs. (1982). Employer-sponsored child care. Sacramento.
- Greenleaf, B. (1981, January). In search of a sitter. Working Mother, pp. 26-29.
- Guba, E.G. (1981). ERIC/ECTJ Annual review paper: criteria for assessing the trustworthiness on naturalistic inquiries. Educational Communication and Technology Journal, 29, 9-22.
- Guba, E.G. & Lincoln, Y.S. (1981). Effective evaluation. San Francisco: Jossey-Bass.

- Guba, E.G. & Lincoln, Y.S. (1982). Epistemological and methodological bases of naturalistic inquiry. Educational Communication and Technology Journal, 30(4), 233-252.
- Heron, W.K. (1981, November 25). Real life nails Rosie the riveter. Detroit Free Press, p. 5.
- History of Holland. (n.d.). Holland Heritage, p. 21.
- Hochstein, R. (1980, November 25). Homestyle child care: Answering mothers' needs. Woman's Day, pp. 29-30.
- Hymes, J.L. (n.d.). Living history interviews, Book 2: Care of the children of working mothers. Carmel, CA: Hacienda Press.
- Is government helping or hurting American families? (1980, March). Better Homes and Gardens.
- Jackson, B. & Jackson, S. (1979). Child minder: A study in action research. New York: Routledges & Paul.
- Jackson, M.P., & Taylor, T.C. (1972). Child day care demonstration project for children of Department of Labor employees. Washington, DC: National Capitol Area Child Day Care Association, Inc. (NTIS No. PB-221-288/4).
- Johnson, B. (1981). Marital and family characteristics of the labor force: March, 1979 (Special Labor Force Report No. 237). Washington, DC: Government Printing Office.
- Kamerman, S.B. (1983). The child care debate-working mothers vs. America. Working Woman, pp. 131-135.
- Kamerman, S.B. & Kahn, A.J. (1981). Child care, family benefits and working parents: A study in comparative policy. Columbia: University Press.
- Kamerman, S.B. & Kahn, A.J. (1976). Social services in the United States: policies and programs. Philadelphia: Temple University Press.
- Kamerman, S.B. & Kahn, A.J. (1977). The day care debate: a wider view. The Public Interest, 54, 74-86.
- Kells, W.R. (1981). Institutional assessment for self improvement. San Francisco: Jossey-Bass.

- Keniston, K. and the Carnegie Council on Children. (1977). All our children. New York: Harcourt Brace Javanovich.
- Kennedy, E.M. (1982). Child care--a commitment to be honored. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy (pp. 260-264). Boston: Auburn House.
- Keppel, R. (1947). Trees to tulips. Holland, MI: Author.
- Keyserling, M.D. (1979). Overview--day care standards, past, present and future. Paper presented at the seminar on day care standards: What's ahead? Washington, DC (ERIC Document Reproduction Service, No. ED 172 937).
- Kilmer, S. (1980). Advances in early education and day care; A research annual. Greenwich, CT: JAI Press.
- Klaus, R. & Gray, S. (1968). The early training project for disadvantaged children: A report after five years. Monographs of the Society for Research in Child Development, 33, (Whole No. 120).
- Kroot, C. (1979, December 14). Care for the child of the off-hour worker. MSF Progress, p. 17.
- Krucoff, C. (1980, November 12). Commuter kids go to work with Mom. The Detroit News, p. 7.
- Krucoff, C. (1980, December). Mom works--the company babysits. The Detroit News, p. 9.
- Lake, A. (1980, September, November). The day care business. Working Mother, pp. 120-121.
- Lazar, I. (1977). The persistence of preschool effects. (Final report, Grant 18-76-07843). Washington, DC: Administration for Children, Youth, and Families.
- Lazar, I., Hubbell, V.R., Murray, H., Rosche, M., & Royce, J. (1977). The persistence of preschool effects: A long-term follow up of fourteen infant and preschool experiments. Ithaca, New York: Cornell University, Consortium on Developmental Continuity, Education Commission on the States.
- Leading two lives: Women at work and home. (1980, May 19). Newsweek, p. 51.

- Leigh, S. (1981, January 2). Kiddie care in the corporation. Grand Rapids Press, p. 12.
- Levine, J.A. (Speaker). (1981). Day care challenges and opportunities in a new decade: Building family strengths. (Cassette recording). Boulder: Industry and Child Care Resource Bank.
- Levine, J.A. (1978). Day care and the public schools: Profiles of five communities. Newton, MA: Educational Development Centers.
- Levine, J.A. (1982). The prospects and dilemmas of child care information and referral. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social issues (pp. 378-399). Boston: Auburn House.
- Link, C.R. & Settle, R.F. (1980). Financial incentive and labor supply of married professional nurses: An economic analysis. Nursing Research, 7, 238-243.
- Long, N. (1976). Information and referral: A short history and some recommendations. In M. Kochen & J.C. Donohue (Eds.), Information for the Community (pp. 244-247) Chicago: American Library Association.
- March, K. (1980). A child care demonstration program for parents working in San Francisco hospitals. San Francisco: Asian, Inc. Family Day Care Network.
- Maxwell, T. (1972). Corporate day care takes its first steps. Administrative Management, 33(5), 13-15.
- McIntyre, K.J. (1978). Day care and employer benefits too. Business Insurance, 12(25), 11, 36.
- McKenzie, J. (1980, November 9). Latchkey idea a life-saver. The Detroit News, p. 14.
- McVicker-Hunt, J. (1961). Intelligence and experience. New York: Ronald Press.
- Michigan Children's Task Force. (1980). Who will take care of the children? (Information packet). Lansing, MI.
- Milkovich, G. & Gomez, L. (1976). Day care and selected employee work behaviors. Academy of Management, 16(3), 111-115.

- Miller, J. (1971). Unions and day care centers for children of working mothers. Child Welfare, 49(1), 17-21.
- Mills, D.D. (1979, July 1). To work or not to work after the baby comes. The Seattle Times Magazine, p. 6.
- Moore, J. (1980). Parent decisions on the use of day care and early education services: An analysis of amount used and type chosen. Unpublished manuscript, The Catholic University of America, Washington, DC
- Moore, S. (1981, January 23). This Rosie battered obstacles. The Detroit Free Press, p. 30.
- Nasbitt, J. (1982). Megatrends: Ten new directions transforming our lives. New York: Warner Books.
- National Commission of Working Women. (1979, June). National survey of working women: Perceptions, problems, and prospects. Washington, DC: Center for Women and Work.
- National Commission on Working Women. (1979). The deep discontent of the working woman. Business Week, 2571, 28-29.
- National Day Care Campaign. (1981). Platform statement and discussion paper on employer related child care. Washington, DC: Government Printing Office.
- National Employer Supported Child Care Project. (1983). Child Care Information Service. Washington, DC: Administration for Children, Youth, and Families.
- Norris, G. & Miller, J. (1979, October). The working mother's anti-guilt guide. Harper's Bazaar, pp. 41-42.
- Norwood, J.L. & Waldman, E. (1979). Women in the labor force: Some new data series. Washington, DC: Government Printing Office.
- Otto, D. (1980, October). Night time out of home care. Paper presented at the NAEYC 1980 Conference, Central Washington University, Seattle.
- Patton, M.G. (1975). Alternative evaluation research paradigm. Grand Forks, ND: University of North Dakota.
- Perry, K.S. (1978). A report of employer-sponsored day care in the United States. Milwaukee: University of Wisconsin.

- Phillips, R. (1980, February). Day care series. Chicago Tribune, p. 30.
- Piaget, J. (1966). The origin of intelligence. New York: International.
- Pieters, A.J. (1923). A Dutch Settlement in Michigan. Grand Rapids, MI: The Reformed Press.
- Pifer, A. (1978). Perception of Childhood and Youth. New York: Carnegie.
- Reeves, P. (1982, July). Sorry, we don't accept babies: Leaving the infant in good hands. Working Mother, pp. 29-33.
- Rice, F.P. (1979). A working mother's guide to child development. Englewood, NJ: Prentice-Hall.
- Rinaldo, Callihan, & Worley. (1974, January). Education teams with industry. Childhood Education, 51(1), 66-68.
- Rist, R.C. (1977). On the relations among educational research paradigms: From disdain to detente. Anthropology and Education, 8, 42-48.
- Robinson, N.M. (1979). A world of children. New York: Day Care and Preschool Institutions.
- Rodriguez, D., Rossiter, R. & Hignett, W. (1980, Winter). Helping infants cope and day care. Day Care and Early Childhood Education, 7(2), 61-62.
- Romaine, M.F. (1982). Zale's corporate child care program. Texas Business Executive, 8(1), 20-25.
- Ruopp, R.R. (1979). Children at the center: Summary findings and their implications. Cambridge: Abt Books.
- Ruopp, R.R. & Travers, J. (1982). Janus faces day care: Perspectives on quality and cost. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social policy issues. (pp. 72-98). Boston: Auburn House.
- Ruopp, R.R., Travers, J., Glantz, F. & Coelen, C. (1979). Children at the center: Final report of the National Day Care Study. Cambridge, Abt Associates.
- Saviano, J. (1980, July 21). Weighing corporate day care. Chicago Suburban Tribune, p. 17.

- Schiller, J.D. (1980). Child care alternatives and emotional well-being. New York: Prager.
- Schroder, S. (1981, January 11). The future for families. Grand Rapids Press, p. 22.
- Schweinhart, L.J. & Weikart, D.P. (1980). Young children grow up: The effects of the Perry Preschool Program on youths through age 15. Ypsilanti, MI: The High Scope Educational Research Foundation.
- Schweinhart, L.J. (1982). High scope educational research foundation center for the study of public policies for young children research report. Ypsilanti, MI: The High Scope Educational Research Foundation.
- Scott-Hill, K. (1979). The relationship between child care and family functioning. Monticello: Vance.
- Sebestyen, K.T. & Sebestyen, D. (1980). A cost analysis of selected Dallas day care centers. Child Welfare, 58(2), 73-74.
- Sharkey, B. (1982). Curing turnover: Pennsylvania hospitals use day care to entice staff. Business Insurance, 16(36), 3, 28.
- Sherberg, E. (1980, March). The other women in your baby's life. Working Mother, pp. 11-12.
- Smith, B. (1981, January). Who's watching baby grow? Grand Rapids Magazine, p. 6.
- Smith, R. (1979). The movement of women into the labor force. In R. Smith (Ed.), The subtle revolution: Women at work. Washington, DC: The Urban Institute.
- Solomon, Deene, Goodlow, & Pollack. (1980, November). Federal child care tax incentives for employers. Child Care Information Exchange, pp. 2-4.
- Squibb, B. (1976). Family day care--how to provide it in your home. Harvard Community Press, p. 2.
- Stake, R. (Speaker). (n.d.). Seeking sweet water: Case study methods in educational research. (Cassette recording). San Francisco: American Educational Research Association.
- Steinfels, M. (1980). Who's minding the children? New York: Simon and Schuster.

- Talley, L. (1980). Income tax treatment of dependent-care expenses: A legislative history. Washington, DC: The Library of Congress, Congressional Research Service.
- Tax incentives for employer-sponsored day care programs. (1982, April). Chicago: Commerce Clearing House, Inc.
- Teglia, R. (1980). Family day care: Its impact on providers. Day Care and Early Childhood Education, 7(2), 66-69.
- Tennzo, C. (1980, November). Mixing children and jobs. Money Magazine, pp. 37-39.
- Tershuman, K. (1980, November). When kids are home alone. Working Mother, pp. 6-10.
- Trickett, P.K., Apfel, N.H., Rosenbaum, L.K. & Zigler, E.F. (1982). A five year follow-up of participants in the Yale child welfare research program. In E.F. Zigler & E.W. Gordon (Eds.), Day care: Scientific and social issues (pp. 200-221). Boston: Auburn House.
- U.S. Commission on Civil Rights. (1981). Child care and women's equal opportunity. Washington, DC: Government Printing Office.
- U.S. Department of Commerce, Bureau of the Census. (1983). Characteristics of the population below the poverty level. (Current Population Reports, Series P-60). Washington, DC: Government Printing Office.
- U.S. Department of Commerce, Bureau of the Census. (1979). Current population reports: Population Characteristics (Series P-20, No. 336). Washington, DC: Government Printing Office.
- U.S. Department of Labor, Women's Bureau. (1980). Child care centers sponsored by employers and labor unions in the U.S. (Publication No. 20210). Washington, DC: Government Printing Office.
- U.S. Department of Labor Women's Bureau. (1980, October). Employers and child care. Washington, DC: Government Printing Office.
- U.S. Department of Labor Women's Bureau. (1981). Employers and child care: Established services through the workplace. Washington, DC: Government Printing Office.

- U.S. Department of Labor Women's Bureau. (1982). Community solutions for child care. Washington, DC: Government Printing Office.
- U.S. Executive Office of the President. (1981). Budget of the United States, Fiscal year 1982. Washington, DC: Government Printing Office.
- U.S. Executive Office of the President. (1981a). Special analysis, budget of the United States Government, fiscal year 1982. Washington, DC: Government Printing Office.
- U.S. Project Share. (1981). Child care services--day care. Washington, DC: Government Printing Office.
- U.S. Secretary's Advisory Committee on the Rights and Responsibilities of Women. (1979). Child care and the working woman. Washington, DC: Government Printing Office.
- Waldman, E. (1983). [Interview with Sheila Kamerman, writer of the Day care debate: Working mothers vs. America]. Working Women, 8, 132-134.
- Wandett, M.A. (1980). Why nurses leave and what can be done about it. American Journal of Nursing, 3, 210-213.
- Webb, S. & Webb, B. (1968). Methods of social study. New York: Kelly. (Original work published in 1932)
- Williams, D. (1984). Naturalistic evaluation- one case. Paper presented at the meeting of the American Educational Research Association, New Orleans.
- Wilson, S. (1979). Explorations of the usefulness of case study evaluations. Evaluation Quarterly, 3, 12-20.
- Wines, L. (1981). Company day care and the bottom line. Working Mother, pp. 85-86.
- Wolf, D. (1981, January). Industry and child care in China: What does it say to us? Child Care Information Exchange, pp. 6-9.
- Wolf, G.A. (1981). Nursing turnover: Some causes and solutions. Nursing Outlook, 4, 233-236.
- Zigler, E.F., & Gordon, E.W. (1982). Day care: Scientific and social policy issues. Boston: Auburn House.

Zigler, E. & Trickett, P.K. (1978). IQ, social competence, and evaluation of early childhood intervention programs. American Psychologist, 33, 789-798.

Zippo, M. (1980). Employer-sponsored child care comes of age. Personnel, 57(6), 45-48.