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A FEASIBILITY STUDY:
DAY CARE CENTER AT THE UNIVERSITY

by
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FOREWORD

This report has been prepared in response to a legislative request to study the economic feasibility of establishing a day-care center on the Manoa Campus of the University of Hawaii.

Successful completion of the project would not have been possible without the help and cooperation of the following people: Mr. Jim Dannemiller of the Institutional Research Office, University of Hawaii; Mr. Stephen Kameda, Office of Admissions and Records, University of Hawaii; Mrs. Norma Taliafero, Business Manager, Kindergarten and Children's Aid Association; and Mrs. Genevieve Okinaga, Early Childhood Education Specialist, Department of Education.

Henry N. Kitamura
Director

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Chapter I

INTRODUCTION

The expansion of the women's labor force since the close of World War II has created a child care problem which is nationwide. In recent years, with the inauguration of such programs as Project Headstart, under the Office of Economic Opportunity, the Federal Government has begun to officially recognize the area of pre-school education. It is assuming a more active role in providing economic and technical assistance for child care. However, many of these programs are limited to those of the welfare rolls or those who exist in culturally deprived societies. This is only part of the child care problem.

Another area of acute deficiency is the lack of child care services available to working or student-mothers. As the numbers in these two groups increase, the provisions for child care services grow alarmingly inadequate. Legislation before Congress now focuses on extending child care service benefits beyond the lower income groups of society.¹ The trend is for government to establish some kind of public system, either by subsidies to expand and improve existing facilities or by establishing a national network of child care centers comparable to our public education system.

The emphasis on expanding the number of day-care centers also recognizes the fact that in our complex society of the 70's, the family can no longer be the sole agent of socialization for the child. Often, the family unit, by economic or social exigencies, finds itself fragmented. In many families, both parents either work or attend school and the child is left without supervision unless some other arrangement can be made. The problem is to find an adequate substitute for those functions usually rendered by the family unit.

Recognizing that child care is a problem for married students, universities are now beginning to move into this area. A letter was sent to land-grant colleges across the nation asking them about their plans for establishing a day-care center for married students. While most of them have no existing facilities, a good percentage indicated that they had set up committees to look into the situation. Those universities which do have day-care centers on campus have found it to be workable and are in the process of expanding their operations (see Appendix A).

The State of Hawaii is also concerned with providing adequate child care for the people of Hawaii as reflected in Senate Resolution No. 323 of the 1970 Regular Session. The Resolution calls attention to the need for a day-care center on the University of Hawaii, Manoa Campus, to alleviate some of the academic and economic burdens placed on married students, and requests the Legislative Reference Bureau "to determine the feasibility of establishing a day-care center at the University of Hawaii, Manoa Campus" (see Appendix B).

In response to Senate Resolution No. 323, this study explores the need for a day-care center on the Manoa campus. A questionnaire, designed to survey the needs of undergraduate married students presently enrolled at the university, was sent out during the Fall 1970 registration. Concurrent with this survey, a letter was distributed to all licensed day-care centers, pre-schools, nurseries and kindergartens within a five-mile radius of the university campus. The letter contained questions pertinent to determining what existing facilities are available to married students in need of pre-school care. A number of day-care centers were visited and observed to obtain information concerning the work and practical needs involved in running a center. Interviews with various officials of the University, the Department of Social

Services, the Department of Education and other interested parties were also conducted.

The study also discusses the economic feasibility of establishing a day-care center on the Manoa campus. Various alternatives were examined with respect to cost. In all cases, two underlying assumptions remained basic to the estimates: (1) what is best for the child being cared for by the center; and (2) how can such a center be run most equitably on an economic basis. In addition to the economic aspects of the day-care center, some of the other alternatives to the establishment of a day-care center on campus have been suggested.

For the purposes of this report, the terms indicated below shall have the following definitions:

DAY-CARE CENTER: A place maintained by an individual, organization, or agency for the purpose of providing care for a child or children, with or without charging a fee during any part of a twenty-four hour day. The term day care center shall include day nurseries, nursery school groups, pre-school, child play groups, parent cooperatives, or other similar units operating under any name whatsoever.²

FAMILY CARE CENTER: A home in which two but not more than five children are provided regular care apart from their parents and guardians, with or without charging a fee during any part of a twenty-four hour day, where the relationships of child and family day care parents are not by blood or marriage.³

MARRIED STUDENT: Any full-time or part-time married undergraduate student at the University of Hawaii, Manoa Campus, who registered for the 1970 Fall semester.

PRE-SCHOOL CHILD: Any child of a married student between the ages of 6 months to 5 years, inclusive.

Chapter II

THE NEED FOR A DAY-CARE CENTER

Survey to Determine Need

A questionnaire designed to define the need for a day-care center was distributed to all undergraduate married students during the 1970 Fall registration. Of the 1094 questionnaires that were distributed 642 were returned, giving a fifty-eight percent response. It, therefore, can be safely assumed that the picture created by the results of the survey renders an adequate profile of the needs of the married student for a day-care center.¹

From the survey, the following results were obtained:

STUDENT STATUS: Of the married students in the sample, it was revealed that 76.9 percent were full-time students and 21.3 percent were part-time students. This is an important factor in determining whether a day-care center would, in actuality, lessen the academic hardship faced by married students with children.

DISTANCE FROM CAMPUS: Since the choice of a day-care center is often determined by the distance the center is from the home, this question was designed to find out how far most of the students live from campus:

313 or 48.8 percent live five miles or less from campus;
128 or 19.9 percent live five to ten miles from campus;
83 or 12.9 percent live ten to fifteen miles from campus;
108 or 16.8 percent live twenty or more miles from campus.

As can be seen from the results, a majority of the students are clustered around the University area within a five-mile radius.

In the case of married students at the Manoa campus, the question of the distance one lives from campus and the use of the center if it were established on campus seemed to have no

effect on day-care usage. Regardless of the number of miles one lives from campus, a major part of the students still favor using the campus center over one in their neighborhood:

Would use	0 to 10 miles	10 and more miles
Would use	257, 40%	122, 19%
Would not use	166, 26%	62, 9.8%

The number using the center in both categories remained more than 50 percent higher than those answering they would not use the center.

FAVOR-DO NOT FAVOR: To the question, "Do you favor a day-care center on campus?", 577 or 89.9 percent of the respondents said "yes", while 53 or 8.3 percent said "no". The remaining 1.8 percent did not answer the question. The overwhelming response answering in the affirmative is believed to be due to the fact that those answering the question represent a special interest group. They are concerned with the welfare of their children and any activity which would service or benefit the child is regarded in a positive manner. However, this in no way negates the basic significance of the findings.

WOULD USE-WOULD NOT USE: The preceding question was followed by "Would you use such a center if it were established?" The purpose of this second question was to determine the actual use of the center. While many favored a day-care center on campus, this did not guarantee that they would use the center if it were established. A portion of those who answered positively did not have children but may be planning to have children soon and a day-care center would alleviate the problem of babysitting. On the other hand, many of those who were in favor of the day-care center indicated that they would not use the center because their children are older than five years of age and attend school. However, many of them realize the problems of finding adequate accommodations for the pre-school child while they were in class.

Frequently, they sympathized with the mother of pre-school children, having gone through the same problem themselves. As a result, of the 577 or 89.9 percent who said they favored the center, 382 or 66 percent would utilize the center.

NUMBER OF CHILDREN: The focus of the survey then turned to the question of the number of children who could be considered potential users of the center. Of the sample, 210 or 32 percent stated they had no children, 231 or 36 percent said they had one child, 104 or 16.2 percent had two children, 47 or 7.3 percent had three children, 27 or 4.2 percent had four children and 14 or 2.2 percent had five children or more. A further breakdown was made according to the ages of the children:

6 months and below	60 children or 9.3 percent
6 months to 2 years	138 children or 21.5 percent
2 years to 4 years	108 children or 16.8 percent
4 years to 5 years	60 children or 9.3 percent
5 years and older	45 children or 7.0 percent

The greatest interest should be placed on those children between the ages of six months and four years as they are the main target for day-care services. In total, there are 246 children between the ages of six months and five years who could be potential users of the center.

A breakdown was made to determine the actual number of children who would be involved in the usage of the center if it were established. This was done by taking the variable, "Would you use such a center if it were established?" and correlating it with the number of children each respondent had. The following results were obtained:

0 to 6 months	49 children
6 months to 2 years	120 children
2 years to 4 years	106 children
4 years to 5 years	48 children
5 years and over	85 children

As shown, initially, there are 154 children between the ages of 2 years and 5 years whose parents said they would use the center.

PRESENT ACCOMMODATIONS: The respondents were then asked to indicate the type of accommodations used at the present time. An accompanying question to determine satisfaction or dissatisfaction with present modes of day-care was also inserted. At present 109 or 17 percent of the married students with children use a babysitter, 109 or 16.8 percent use a relative, 22 or 3.4 percent use a neighbor, 103 or 16 percent use their spouse, 81 or 12.6 percent use a day-care center and 70 or 10.9 percent use other types of accommodations. A check into this last category shows that "other" usually means school since a great number of these people who checked this category had children over the age of five years.

When asked if they were satisfied with the services they were now using, 207 or 32.3 percent said "yes", while 178 or 27.7 percent said "no". An accompanying space was provided to explain the reasons for dissatisfaction and a tabulation showed the main reason for dissatisfaction was an economic one. Many complained that the price they were paying for the service was too high. Those who used a relative noted that frequent babysitting by a relative often put a strain on the relationship. Others complained about the inadequacy of the service being rendered. Those who used their spouse as a babysitter were satisfied with the arrangement but remarked that the presence of a day-care facility would free the spouse to work or attend school. Another complaint made was that often the babysitter or day-care center was inconveniently located causing the parent to drive up to an hour out of his way to deliver the child.

INCOME LEVEL: In terms of income level, the following results were discovered:

\$2000 or less	115 or 17.9 percent
\$2000 to \$4000	105 or 16.4 percent
\$4000 to \$6000	100 or 15.6 percent
\$6000 to \$8000	97 or 15.1 percent
\$8000 to \$10000	71 or 11.1 percent
\$10,000 or more	105 or 16.4 percent

The figures show that married students at the Manoa campus earn, on the whole, less than \$8000 a year and more accurately, less than \$6000 a year.² However, a discrepancy occurs in the \$10,000 and over category. According to the trend shown by the figures, the number of people should decrease as the income level rises. A check was run on the last income category and a profile of those respondents was obtained. It was discovered that the respondent was usually a female, senior, full-time student who lived less than 5 miles from the Manoa campus. She has, on the average, one or two children, older than five years of age who attend school. She is in favor of a day-care center and would use the center if it were available and if she needed its services. Thus, it appears that the people in this salary range are usually those whose husbands are working full-time and who have delayed their education until the children are of school age before continuing work towards a degree.

ABILITY TO PAY: The question relating to child care fees and the ability to pay is significant since it is directly related to the problem of economic feasibility. Of those who answered the question, 157 or 24.5 percent said they could pay between \$25-\$35 per month, 58 or 9.0 percent could pay between \$35-\$45 per month, 56 or 8.7 percent could pay between \$45-\$55 per month, 37 or 5.8 percent could pay between \$55-\$65 per month and 12 or 1.9 percent could pay over \$65 per month. From the results, it appears that most of the students are able to pay a minimum amount for child care services. Their specification to pay minimum fees seems to be related to the low income level at which these students live.

Tabulations were made to relate the income level with the ability to pay. This was done as a check to see whether the income factor was a contributing cause in the low tuition

designations. The following table was obtained:

INCOME LEVEL

Ability to Pay	\$25-\$35	\$35-\$45	\$45-\$55	\$55-\$65	\$65 & over	
Less than \$2000	35, 68.5%	6, 11.1%	9, 16.7%	2, 3.7%	---	
\$2000-\$4000	25, 45.5%	14, 25.5%	10, 18.2%	5, 9.1%	---	
\$4000-\$6000	31, 64.6%	6, 12.6%	6, 12.5%	5, 10.4%	---	
\$6000-\$8000	27, 50%	11, 20.4%	12, 22.2%	4, 7.4%	---	
\$8000-\$10,000	12, 31.6%	11, 28.9%	6, 15.8%	6, 15.8%	3, 7.9%	
\$10,000 or more	19, 33.3%	9, 15.8%	9, 15.8%	12, 21.1%	8, 14.0%	

Note: Percentage values read across, that is, the percent is in reference to other values within the same income level.

The table shows that a majority of the students who earn under \$6000 can pay between \$25-\$35 per month for child care. As the income rises, the ability to pay also increase. However, even among the higher income levels there is a greater percentage wanting to pay between \$25-\$35.

USAGE OF THE DAY-CARE CENTER: Since the number of hours the center is in operation per week is an important factor in determining cost, the question of how many hours per week the married student would use the day-care center was posed. The following results were obtained:

Less than 6 hours per week	59 or 9.2 percent
6 to 12 hours per week	50 or 7.8 percent
12 to 20 hours per week	48 or 7.5 percent
20 to 30 hours per week	40 or 6.2 percent
30 to 40 hours per week	102 or 15.9 percent

As indicated by the results, the day-care center would be used on a full-time basis. This high usage of the center may be partly explained by the fact that during the time outside of class, parents may be holding part-time jobs or some may study during the day, leaving evenings free to deal with family affairs.

ACADEMIC HARDSHIP: Finally the question of academic hardship was ascertained by asking if the presence of a day-care center on campus would allow the married student to take more

courses during a regular semester. The results were evenly distributed. Of those answering the question, 193 or 30.1 percent indicated that the presence of a day-care center on campus would allow them to take more courses per semester, while 187 or 29.1 percent answered "no difference". However, these figures cover all married students including those who do not have children. When focusing on married students with children, it was found that of those who indicated they would use the center, 186 or 67.6 percent, stated the presence of a day-care facility on campus would lessen their academic load while 89 or 32.4 percent said it would not. Therefore, for the married student with pre-school children a day-care facility would seem to be a contributing factor in lessening his academic load.

The survey of married students indicated a need for child care services and defines some of the contributing factors to the problem of child care. There is, however, another problem relating to child care services and that is, the availability of existing facilities near the University which could probably fulfill the needs of the students as expressed in the results of the questionnaire. This problem is discussed in the following section.

Survey of Existing Facilities

A survey of existing child-care facilities in the University area (radius of 5 miles)³ shows that most day-care centers are filled to capacity and have waiting lists. Of the 21 schools which were contacted, 15 replied to the following questions:

1. What is the capacity of your center?
2. Do you have a waiting list? How long is it?
3. How much do you charge per month for the care of a child?
4. Do you have any provisions for children who come from lower income families, such as scholarships or reduced rates?
5. Do you have children whose parents attend or work at the University of Hawaii? How many?

The total capacity of the fifteen schools that replied is 1093 children. This does not take into consideration the remaining

six which did not reply. An estimate of the enrollment of these schools could add another 300 available spaces. (One of the schools not replying has an enrollment of approximately 120 children). The average cost per month for child care services is \$55.

In answer to the second question concerning a waiting list, 10 out of the 15 schools do have a waiting list ranging from 5 children to 200 children. Those that reported no waiting list voiced the fact that they did not encourage parents to put their children on waiting lists once classes were in session. The rationale for this ruling is based on the fact that the waiting period could extend over a period of a year or more leaving the child without adequate care for that period.

Scholarships and reduced rates were another area of interest. Six of the 15 centers do have some provision for lower income families. Schools in the Kindergarten and Children's Aid Association have a sliding scale for tuition depending on the number of dependents and the family income. Other centers offer both full and partial scholarships to needy families. However, the number that do not provide such benefits exceeds those that do. Thus, for most families, there is really no relief or alternative to paying the average \$55 per month per child.

The number of children presently attending day-care centers in the vicinity, whose parents work at or attend the University of Hawaii, is 130 for the 15 centers. However, a further breakdown revealed that most of the parents of these children work at the University rather than attend school. It would seem, then that the children of student parents are not being fully accommodated by these centers. A possible reason for this may be the \$55 average tuition being charged, which is beyond the \$25-\$35 level the students who were surveyed indicated they could pay.

Analysis of Surveys

From an analysis of the facts concerning the needs of the married student for child care services, as well as the present conditions of existing facilities, the following conclusions were reached.

At the present time, there is a definite need for child care services among married students at the University of Hawaii, Manoa Campus. Of the 89.9 percent who favored the center, 66 percent said they would use the center if it was established. In terms of actual enrollment, the statistics show that 154 children between the ages of two and five years can be expected to apply for registration at the center.

It is also apparent from the survey taken of existing day-care facilities, within a 5-mile radius of the University campus, that there are no facilities to absorb the 154 children who need child care services. As reported, most of the centers have filled their enrollment quota and a number of them have waiting lists.

The problem of economic need was also highlighted. Most of the centers in the area designated, charge an average of \$55 per month for child care. A number of them operate on a sliding scale based on the "cheaper by the dozen" principle. However, the initial cost is still \$55. The students, on the other hand, indicated through the survey that they were willing to pay between \$25-\$35 per month. This rate is approximately \$20 less than the average rate charged at the private centers. Since most of the surveyed day-care centers also indicated that they do not have provisions for scholarships, or if they did, it was on a very limited basis, the student really has no alternative but to pay the full \$55. Considering the income level at which most of these students live, such a sum would put a strain on their already tight budget.

Another area of concern which was discovered in the survey is the fact that the location of a day-care center on campus would be more convenient for most of the students. Among the complaints registered was the fact that the babysitter or day-care center was often inconveniently located causing the student to drive up to an hour out of his way. Consequently, regardless of the distance the student lived from campus, he was willing to bring the child in to use the campus day-care facilities. Convenience seems to be a factor in favoring the campus center.

The idea that the day-care center would help to alleviate some of the academic hardships in terms of work load, seemed to be questioned when a survey of the total married student population showed that an equal number of students said "yes", as well as "no" to the question "Would the availability of child care services on campus allow you to take more courses per semester?" However when focusing on only those who would use the center, 67.6 percent stated that their use of the center would alleviate academic hardship while 32.4 percent said it would make no difference.⁴

The number of hours the day-care center would be used per week was also ascertained. A greater percentage of the students indicated that they would use the center from 30 to 40 hours per week. This factor becomes important in determining the economic feasibility of the center. It also plays a role in ascertaining the type of center to be established, which indirectly affects budget considerations.

Chapter III

TYPE OF CENTER TO BE ESTABLISHED

The married students' survey revealed a number of requirements the center would have to fulfill if it were established:

(1) It should be an all day affair, five days a week, since most of the respondents favored a 30-40 hour week; (2) It should offer services at a minimum price, between \$25-\$35 per month, and be a non-profit organization, thereby keeping costs to a minimum; and (3) It should be of a capacity great enough to significantly cope with the existing demand of 154 children.

A fourth consideration in determining the type of center to be established, is that of curriculum. Along with the requirements revealed in the survey, the type of program to be initiated forms the basis for cost estimates.

There are, basically, three main alternatives:

1. A simple babysitting service for all children between the ages of 6 months and 5 years.
2. A day-care center with a full recreational and educational program plus an infant care center for children between the ages of 6 months and 2 years.
3. A day-care center with a full recreational and educational program for children between the ages of 3-5 years.

BABYSITTING SERVICE: A day-care center can no longer be a simple babysitting service. It now encompasses much more. "Once restricted to mostly babysitting operations, day-care today means much more than the expression itself suggests. Well run centers are designed to stimulate intellectual, social, cultural, and emotional development of children. . ."¹ The needs of today's society preclude the establishment of a large scaled babysitting service on a formal basis. Such institutionalization

of children is totally inadequate in meeting the child's needs and may even damage or hinder his development.

COMBINED DAY-CARE AND INFANT CARE CENTER: According to statistics gathered through the questionnaire sent to married students, there are 120 children between the ages of 6 months and 2 years and 154 children between the ages of 2 years and 5 years, who would use the day-care center. For the mother with children between the ages of three and five years, it would appear that the establishment of a day-care center on campus would definitely alleviate some of the problems of child care. She would have a convenient and adequate facility where her child may be taken for a number of hours each day.

However, the mother with a child below the age of two years faces much greater problems. State rules and regulations of the Department of Social Services, prohibit the care of children two years and younger on a formal institutionalized basis.² The only place where such children can be cared for at the present time is in family care homes which may or may not be licensed by the Department of Social Services.

If it were possible to establish an infant care center, the personnel demands for the center would be enormous. According to the Child Welfare League of America standards, "There should be no more than four babies with two adults in each unit (or separate room) of a group care facility."³ The hours of the workers would have to be arranged in such a manner that the same person will take care of the same child each day. A daily program in infant care should "provide individualized, consistent and continuous care from one person with whom the child can interact."⁴

Physically, the infant care center would need the following facilities: "sufficient space for cribs, for play areas, and

for sitting and activity on the floor outside of cribs or play-pens. There should also be furnishings and equipment designed for care of infants, including equipment for preparation and storage of formulas."⁵

The combination of the two facilities, an infant care center and a day-care center for children 3-5 years would be incompatible. The latter is concerned with the socialization of the child and the introduction into group play. On the other hand, the former concentrates on individualized attention with the focus on the child and his supplemental relationship to a surrogate mother while his own mother is in school.

DAY-CARE CENTER: Thus far, two alternatives for a day-care center have been discussed. The third alternative, a child care center with a full recreational and educational program for children between the ages of 3-5 years, is the type recommended by the authorities. It fulfills a number of needed services for the child. Embodied in this form is the essence of day-care, intellectual and emotional development:⁶

The daily program for children in group care should reflect the understanding that nurture and education are a continuously interrelated process and that play is an important part of the education of young children. When children are regularly cared for away from home, it is essential to provide not only the care and supervision that they need, but also an environment that is conducive to learning and enrichment of their experience at home.

For the parent, the knowledge that the child is receiving the best care, both intellectually and emotionally, can be a great comfort. This security can help to alleviate some of the problems faced by the student-parent, allowing more time for educational pursuits.

Chapter IV

ESTIMATIONS OF YEARLY COST

Based on the guidelines delineated in the previous chapter on the type of center to be established, a budget was constructed as part of the attempt to determine the economic feasibility of a day-care center. A number of exemplary figures were obtained from different sources (see Appendix C, D, E) and information was gained from standards established by the Child Welfare League of America, the Department of Social Services, and discussions with Mrs. Taliafero, business manager for the Kindergarten and Children's Aid Association.

Three sets of figures were created under three different conditions. However, four factors remained constant throughout each budget:

1. The length of the school year was based on a 10 month period to coincide with the University's two semesters.
2. The number of children was set at 30 unless otherwise indicated.
3. The length of the school day from 7:20 a.m. to 5 p.m., to coincide with the University's daily class schedule.
4. The pupil-teacher ratio is based on DSS standards.

The first hypothetical budget (see Appendix F) represents a day-care center run by the University but renting facilities from a private organization in a building adjacent to the campus. The personnel staff includes:¹ 1 head teacher @ \$739/month; 1 teacher @ \$650/month; 2 teacher's aides @ \$380/month; 1 half-time clerk @ \$240/month; 1 part-time cook @ \$263.33/month; 2 student aides @ \$1.60/hour; and 1 part-time janitor @ \$263.33/month. The yearly total for salaries is \$28,680. A 35 percent fringe benefit² allowance was added on to the \$24,680 salary expenditure, bringing the total personnel costs of \$38,688.

Aside from personnel costs which amount to approximately 80 percent of the budget, there is also rental fees. An investigation of the area adjacent to the University revealed that the average cost for an area of 1500 square feet (30 children @ 50 square feet per child)³ was approximately \$200 per month. For a ten month period, the bill would be \$2000. Consumable supplies such as food and office and educational equipment was estimated at \$5000 for food and \$500 for equipment. Travel expenses for the staff and excursion expenses for the children were included and amounted to \$900 for children and \$300 for staff. Telephone was estimated at \$240 per year and insurance for the children at \$2.50 per child was \$75.

These expenses were added to the total personnel costs and the total operational cost was \$48,734. This sum was then broken down on a monthly per capita basis amounting to \$162.43. This figure is comparable to the standards as set forth by the Child Care Association, Washington, D.C.⁴ However, the cost per child is far above the fees students are willing to pay for child care services.

A second budget (see Appendix G) was constructed representing a day-care center which utilized University facilities and practice teachers from the College of Education. A parent cooperative would probably have a similar budget.

The personnel staff for this type of center includes: 1 head teacher @ \$739/month; 1 teacher @ \$650/month; 1 half-time clerk @ \$240/month; 1 part-time cook @ \$263.33/month; and 1 janitor @ \$263.33/month. The rest of the instructional personnel would come from a practice teaching program in conjunction with the Early Childhood Education curriculum of the College of Education. In this case, student teacher would not be paid a salary but rather receive credit as part of the practical fulfillment of her

program. If a parent cooperative is formed, then the parent would volunteer a given number of hours per week at the center, acting as teacher aides. In either case, there should always be a required number of adults on hand to maintain Department of Social Services' standards concerning pupil-teacher ratios for pre-schools.⁵

The total personnel cost in this exemplary budget is \$19,640. Again, a 35 percent fringe benefit cost of \$6,874 was added, making a total personnel cost of \$26,514.

Since University facilities were being used, space costs were omitted.⁶ Consumable supplies amounted to \$5000 for food and \$500 for equipment. Travel expenses for faculty and staff was estimated at \$1200 and telephone and insurance amounted to \$315.

Adding up all the amounts, the total operationg cost was \$33,529. The monthly per capita cost amounted to \$111.23. Again, this cost remains well above the \$25-\$35 dollar level expressed by students as the amount they could afford for child care services.

Based on the "cheaper by the dozen" principle, a third budget (see Appendix H) was constructed using a 60-child capacity. Although the enrollment doubled in size, the cost in many areas remained relatively the same causing a lower monthly per capita rate. The budget includes the use of practice teachers and volunteer parents as teacher's aides to alleviate some of the costs in personnel. In addition, standards of good child care were maintained.

Personnel costs for a 60-child center include: 1 head teacher @ \$739/month; 1 teacher @ \$650/month; 1 half-time clerk @ \$240/month; 1 part-time cook @ \$263.33/month; 1 cook's helper @ \$167/month; and 1 part-time janitor @ \$263.33/month. The total salaries amounted to \$21,140. Adding to this the 35 percent fringe benefit cost, the total personnel cost comes out to \$28,539.

Under consumable supplies, food was estimated at \$7500 and

and office and educational supplies at \$500. Travel expenses amounted to \$1200, telephone to \$240, insurance for 60 children to \$150, maintenance expenditures to \$200 and space or rental cost to \$2000.

The total operational cost for a 60-child center is \$40,329. The monthly per capita cost is \$67.13. Although \$67.13 is still higher than the \$25-\$35 level students could afford for child care, the difference of approximately \$32 is not unreasonable.

Besides charging a monthly flat rate, there is also the possibility of having hourly rates. This would mean that the parent who wishes to use the center on a part-time basis may bring the child in for a number of hours and be charged only for those hours. Based on the preceding figures for a 60-child day-care center, this would indicate an hourly rate of \$.42.

However, there are a number of reasons against having an hourly rate. The traffic of children constantly coming and going during the day would interrupt any planned program the teacher might wish to conduct. She would be continuously be welcoming children or seeing them off. At the same time, she would not know from day to day how many children to count on in organized activities. This fluctuation can also play havoc with trying to maintain a reasonable pupil-teacher ratio. Lunch count becomes another problem. Economically speaking, those children who have lunch at the center on a hourly rate should pay more per hour since food is one of the larger expenses. In practical terms this is not feasible and requires extra bookkeeping work on the part of the teacher. Nonetheless, a separate group may be established for those who wish to leave their children on an hourly basis.

Judging from the preceding figures, it would seem that a 60-child center is the most reasonable in economic terms. While the \$67.13 monthly per capita still leaves approximately \$32 to

come from another source, it is not an unreasonable sum. Reimbursement of the amount may be obtained from federal programs such as the School Lunch Program or other federal funding for pre-school education.⁷ Also, considering the low income level of the parents, there is a possibility that some of the programs under such offices as the Office of Economic Opportunity may be utilized. In any case, a full investigation into these programs should be made to help with costs.

In addition, the size of a 60-child center would begin to alleviate some of the child care problems for those parents who would use the center if it were established. While a 30-child center is much more flexible in terms of mobility (excursions, walks in the neighborhood, etc.) and individualized attention, such a center would be too expensive to operate and would not adequately alleviate any of the child care problems faced by the married students as shown in the survey.

Chapter V

LAND AND PHYSICAL FACILITIES

The physical needs of a day care center in terms of land area are great. The environment in which the child "lives" while at the center is a crucial factor in the establishment of a day-care center. State regulations set up by the Department of Social Services require that there be provided for each child in the center at least 35 square feet of indoor space and a minimum of 75 square feet outdoor space, be provided, exclusive of storage facilities, toilet facilities, office space, conference rooms, etc.¹ However, in a testimony before the Congressional Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Mrs. Marian Tignor, Legislative Chairman, Department of Elementary, Kindergarten, and Nursery Education of the National Education Association, stated, "The environment invites and nurtures the child's joy in discovery and excitement about learning and knowledge by providing: Spacious and cheerful physical surroundings which are flexible, safe, and hygenic; and allow for each child at least 50 square feet for indoor, and 100 square feet for outdoor work and play."² (Italics ours)

Conversations and interviews with various day-care center officials emphasized the preference for 50 square feet per child indoor space and 100 square feet outdoor space. This was based on such considerations as equipment (tables and chairs, easels, lockers, etc.) which take up much of the classroom space. In addition, the presence of adult help adds to the number of people in the classroom. Thus most of the calculation found in this section will be based on a 50 square feet indoor space and 100 square feet outdoor space per child.

The problem of land and the University is a perennial one. At the moment, the availability of land on the Manoa campus is at

a premium. The demand for land far exceeds the supply. Many of the University classes have spilled over into privately owned buildings such as the Varsity Theater, the YWCA, and the Baptist Student Center. (For more detailed information, see Space Deficit, Manoa Campus, An Interim Report, March 1970 and Space Deficit, Manoa Campus, Supplement, April 1970). A study into the future building plans of the Manoa campus reveals almost all unused lands assigned for construction of new facilities. Building space made available through the destruction of existing facilities have also been earmarked for construction.

As a result, the picture for constructing a permanent day-care facility on the campus is bleak. Thus a number of other alternatives were investigated. The search for a facility off-campus was based on the following factors:

1. An allotment of 50 square feet per child for indoor facilities for 30 children.
2. An area adjacent to the University which is easily accessible to the student parent.
3. An available play area where play equipment may be set up.
4. An already existing building which may be used for a classroom or an area large enough to construct a classroom.
5. If a rental fee was needed to pay for the use of the facility, the cost of the rental was considered.

The investigation uncovered the following possibilities:

1. Kanewai Park: Located on Dole Street, just beyond the existing faculty housing, the park offers a large play area and an existing building which could be modified to meet state standards. However, the biggest problem lies in the fact that the park's main purpose is to serve the surrounding neighborhood and the establishment of a day-care center on its grounds would have to be such as not to interfere with this fact. In addition, the park is under the jurisdiction of the City and County of Honolulu, so

that arrangements would have to be made with the local government to obtain the use of the required land area. The accessibility from Dole Street is good.

2. YWCA, Baptist Student Center or Wesley Foundation: All three are located on University Avenue across from the campus. All have a large recreation area in which a day-care center may be housed. Again, as with the public park, all three have a principal commitment to the members of their organization. If a day-care center should exist in their facility, it would have to be a movable operation, that is, at the end of the day, all the equipment would have to be stored in an adjoining room so that the large recreation room may be used for other activities. The rental rate for these places is approximately \$200 per month. Accessibility is difficult and there is no immediate outdoor play area available.
3. Church facilities: Both churches immediately adjacent to the campus (Church of the Crossroads and Our Redeemer Lutheran Church) are being used for school facilities.
4. University Elementary: Located on Metcalf Street, the area on the University Elementary property offers a number of existing facilities. There is an already equipped play area which may be used without disturbing the elementary school. At the same time, a portable may be constructed close to the boundary between the elementary school building and the boundary of the property. The accessibility to the area is good since there is a loading and unloading zone used by the present elementary school. Another possible building which could be used is the pre-school center which has a number of classrooms.
5. Roof of the parking structure: It was suggested that the roof of the soon-to-be-constructed multi-deck parking lot in the quarry be used for the center. Although such a center would be convenient in terms of location, there are a number of drawbacks. For one, a yard space with grass and trees would not be immediately accessible and the children would have to play on a cement area.

6. Married students' housing: In long range terms, the most feasible place to establish a day-care facility would be in the married students' housing. However, at the moment, the plans for such housing on the Manoa campus have not been formalized.

Aside from land space, the physical facilities itself is another factor. In determining the cost for the plant, four basic alternatives were considered:

1. Build a new and permanent structure.
2. Build a temporary structure until a permanent one can be erected.
3. Use an existing structure on the campus.
4. Rent a space from a private owner.

RENTAL: Research into this alternative shows that the average cost to rent a comparable space (based on a 30-child capacity with 50 square feet per child) is approximately \$200 per month. This would mean that over a 10 month period, the length of the projected year for the center, an amount of \$2000 would be spent for rental fees. However, at the moment, no existing facility adjacent to the campus satisfies all the requirements necessary for a day-care center.

USE OF EXISTING STRUCTURE: As stated earlier in this report, the University of Hawaii, Manoa Campus has no available space to house a day-care center.

BUILD A TEMPORARY STRUCTURE: The third alternative is to build a temporary portable classroom, comparable to those used by the Department of Education. For a capacity of 30 children, two adjoining portables would be needed. Since each portable has a floor area of about 900 to 950 square feet, a combined space area of two portables could house 30 children. This includes toilet facilities, office space and storage and kitchen facilities. A plain portable classroom costs approximately \$20,000 to build while a classroom with utility connections runs between

\$25,000 to \$27,000. If the center capacity were to be doubled in size, another portable could be added for approximately \$27,000.³ In total, the cost for a 30-child capacity day-care center would be approximately \$47,000 and for a 60-child capacity, \$74,000. This expense could be distributed over a 5 or 10 year period amounting to:

30 child capacity, 5 years	\$ 9,400/year
30 child capacity, 10 years	\$ 4,700/year
60 child capacity, 5 years	\$14,800/year
60 child capacity, 10 years	\$ 7,400/year

This cost estimate does not include educational and recreational equipment. Those costs will be discussed later in this report.

BUILD A PERMANENT BUILDING: The construction of a permanent structure to accommodate a day-care center is the last alternative. A permanent site would have to be found and a complete structure would have to be designed with the flexibility to expand with the changing demands.

Since 1965 there has been a steady increase in married students at the University and enrollment projections show this increase to continue.⁴ The plans for married students' housing facility being considered by the University is another indication that married student enrollment is on the increase. As a consequence of this growth, the pre-school population is most likely to grow in proportion.

At the same time, the initial provisions must meet the already existing need. In the case of the University, at least a 60-child capacity must be built in order to make the center economically feasible while significantly meeting the existing demands for a day-care center.⁵

Presently, the cost of building a flat surface of classroom space, exclusive of toilet facilities, office space, storage and kitchen facilities, ranges from \$36-\$42 per square foot.⁶ In

overall terms, a 60-child capacity center at 50 square feet per child would need 3000 square feet, which in turn would cost from \$108,000 to \$126,000. Since this does not include the other special facilities needed, such costs must be added to the base price. Although the initial cost is great, it can be distributed over a period of 5 or 10 years:

60-child capacity, 5 years:

minimum = \$21,600

maximum = \$25,200

60-child capacity, 10 years:

minimum = \$10,800

maximum = \$12,600

Another added factor in estimating the cost of a permanent structure is the purchase of land area. As stated earlier, the scarcity of land on the University campus has been established. The day-care center, including building and playground area would need a minimum of 9000 square feet.⁷ Land in such quantity is not readily available on the campus so it would be necessary to look to private sources. The cost per square foot of land on the real estate market would depend on the type of use the land is zoned for and the demands on the market. Thus, a fair estimate of the cost of purchasing land area is difficult to assess. In any case, this constitutes an added expense.

EQUIPMENT COSTS: Furnishing the center is another area of concern. Estimates run as high as \$10,000 or as low as \$2,700 for a 30-child center. (See Appendix K for itemized list) The minimum amount was obtained from the Kindergarten and Children's Care Association which was just involved in setting up a center in Waimanalo. It includes such items as record player, blackboards, doll corner, dolls, blocks, clock, easels, balls, books, some outdoor equipment and supplies. Tables and chairs are not included.

In the case of the University, some equipment could probably be obtained from the abandoned pre-school classrooms. Another area of exploration is the second-hand sales held by the Department of Education. In this way some of the costs may be cut down.

For a 60-child center, the cost would double.

Chapter VI

SUMMARY

Child care is a continually increasing societal problem which affects all sectors of society. However, due to the high cost involved in child care services, the issue becomes more acute for those families in the lower income levels. In the foregoing study, it was shown that student families at the University of Hawaii often fall into this group. As a result of this economic circumstance, child care services is a contributing factor to some of the economic hardships borne by these students. An indication of this can be seen in the discrepancy between the amount students estimated as being within their means (\$25-\$35/month) and the average amount charged for day-care services in the area (\$55/month). Another factor in the child care problem is the lack of available facilities existing within the community, particularly in the University area. The survey of existing day-care facilities showed that within a 5-mile radius of the University, most of the day-care centers now in operation are filled to capacity and have waiting lists.

The issue of academic hardship was shown by the fact that married students with children indicated the center would reduce some of their academic burdens.

In correlating academic load and use of the center, fifty percent more students felt that the establishment of a day-care center for their use would help to lessen academic hardship.

Added to this is the problem of accessibility to the child in case of an emergency. Apparently, convenience for the parent in delivering the child to the center, as well as being able to gain easy access to the child, were important factors in favoring and using a day-care center on campus. This can be seen in the fact that a majority of the students did favor a day-care center

on campus and of that majority, 66 percent said they would use it. In terms of actual enrollment of children, this meant approximately 154 children between the ages of 2 years and 5 years. In addition, parents were willing to drive between 10 to 15 miles to campus to use the center.

However real these problems of child care are to the married student on the Manoa campus, there still remains a reservoir of married persons with pre-school children not reached in the survey, who, due to hardships of one type or another including the lack of child-care facilities, cannot attend the University. They may also be considered part of a potential market for the presence of a day-care center on campus.

Having ascertained the need and desire for day-care facilities as well as delineated some of the necessary requirements for such a center, an operational budget was drawn up to determine the economic feasibility of establishing the center on the Manoa campus of the University of Hawaii. As shown in the budget discussions in Chapter 4, a 60-child day -care center would produce an economically stable operation while at the same time significantly coping with the present demand for day-care services. In this case, the cost per child per month would be approximately \$67.13. If students are charged between \$25-\$35 per month, and working on a sliding scale depending on the number of children a family enrolls in the center, there would be some \$32 in costs which would have to be supplied through some other means, either by more volunteer help through student and parent-volunteers, by grants and aids which would cut down some of the expenses, or by outright subsidies through some agency.

However, the greatest problem facing the establishment of the center at the Manoa campus is the matter of space. That is, the Manoa campus does not have the required space needed for a day-care center. A parcel of land adjacent to the University Elementary

school was suggested as the best possible alternative but its availability for use as a day-care facility is in doubt.

Finally, the feasibility of a child-care center on the Manoa campus, cannot be fully ascertained until it is placed in the context of the total University needs and aims. Since child-care for the married student is not the only problem facing the University at the moment the building of a day-care center on the Manoa campus would probably receive a low priority listing. Nonetheless, the University administration, recognizing the problem at hand, is in favor of such a center being established in available rented facilities adjacent to campus.

There are no real alternatives that can adequately replace the establishment of a day-care center. However, a number of other forms of help may be employed: (1) the University may set up a babysitting bureau where parents may come for advice and aid in trying to find a babysitter for their child; (2) the University could make arrangements with various day-care centers for an allotment of spaces within their center and through subsidies absorb the costs incurred beyond the \$25-\$35 minimum the married student can pay; and (3) the University, with the help of subsidies, may establish a day-care center on a contractual basis; that is, they may designate an organization to establish and run a day-care center near campus for pre-school children of married students.

FOOTNOTES

Chapter I

¹The following bills have come under recent consideration by Congress: H.R. 1350, Comprehensive Preschool Education and Child Day-Care Act of 1969; H.R. 4190, Preschool Centers Supplementary Education Act.

²Hawaii, Department of Social Services, Public Welfare Division, Rules and Regulations Governing Group Day Care Centers, (Honolulu: 1966) p. 3.

³Hawaii, Department of Social Services, Public Welfare Division, Rules and Regulations Governing Family Care Homes, (Honolulu: 1966) p. 3.

Chapter II

¹The validity of the findings had graduate students been included in the survey cannot be fully ascertained. However, it is probable that the results would not have been altered significantly. In any case, an attempt was made to include all undergraduate married students. 1094 represents only those questionnaires which was claimed. A total of 1600 were inserted into the registration packets.

²The average annual income for a family on Oahu is \$8,046. Statistics were taken from the State of Hawaii Data Book 1970, A Statistical Abstract, published by the Department of Planning and Economic Development.

³A five mile radius was chosen for the following reasons: It was deduced that part of the rationale for having a day-care center on campus was based on the fact of convenience for the parent; thus, it seemed logical that since the University offers no such service, the next alternative would be to choose a center conveniently located which was close to campus.

⁴Not considered in the survey were those persons who are married, divorced, or widowed with pre-school children who want to enroll in classes at the University but are unable to because of economic hardships including need for day-care facilities.

Chapter III

1 _____, "Day-care: It's a lot more than child's play," Business Week, 21 March 1970, p. 110

2 Hawaii, Department of Social Services, Public Welfare Division, Rules and Regulations Governing Group Day Care Centers, (Honolulu: 1966) p. 6.

3 Child Welfare League of America, CWLA Standards for Day Care Service, (New York: Revised 1969) p. 17.

4 *Ibid*, p. 17.

5 *Ibid*, p. 17.

6 *Ibid*, p. 32.

Chapter V

1 The following conditions have been established for personnel salary qualifications:

Head teacher: MA degree in Early Childhood Education

Teacher: BA degree in related field

Clerk: \$3.00/hour @ 4 hours/day for 150 days

Cook: \$2.50/hour @ 5 hours/day for 150 days

Student aides: \$1.60/hour @ 3 hours/day for 150 days

Janitor: \$2.50/hour @ 5 hours/day for 150 days

Cook's helper: \$2.00/hour @ 5 hours/day for 150 days

2 Fringe benefit percentage was obtained from the Department of Accounting and General Services. The percentage is based upon the following items: vacation pay, sick leave pay, holidays, FICA, retirement benefits, workman's compensation, unemployment compensation, and health benefits.

3 See Chapter 5 for discussion of space allotment for each child.

4 See Appendix D for budget.

5 Hawaii, Department of Social Services, Public Welfare Division, Rules and Regulations Governing Group Day Care Centers, (Honolulu: 1966) p. 6.

⁶This budget was prepared as a comparison for the preceding budget. However, in practical terms, space costs should be considered in the context of the University's position that land for a day-care center is not readily available on campus.

⁷See Appendix I for federal programs.

Chapter V

¹Hawaii, Department of Social Services, Public Welfare Division, Rules and Regulations Governing Group Day Care Centers, (Honolulu: 1966) p. 12.

²U.S. Congress, House Select Committee on Education, Preschool Centers Supplementary Education Act, Hearings, 90th Congress, 2nd Sess., p. 79.

³Since the building is a temporary, instead of using the full 50 square feet per child of indoor space, the standards were relaxed somewhat and the DSS standard of 35 square feet per child was substituted. Consequently for 30 children, an area of 1050 square feet would be needed.

⁴See Appendix J.

⁵See Chapter 4.

⁶Figures obtained from the office of Physical Planning and Construction, University of Hawaii.

⁷Figures were obtained by multiplying the capacity of the center which is 60 by 50 square feet/child and by multiplying 60 by 100 square feet/child. Adding the two products, the sum is 9000 square feet.

Appendix A

COMPILATION OF DAY-CARE CENTERS ON OTHER COLLEGE AND UNIVERSITY CAMPUSES

University of California, Riverside

The UCR campus established a Child Care Center in October, 1969. The Center is under the administrative jurisdiction of Student Services.

As a self-supporting institution, the Center has facilities for 35 children between the ages of two and five. Its yearly operational budget for a 9-month period coinciding with the academic calendar of the University was approximately \$9,000. This year (1970) the budget is expected to be \$12,000.

Students pay \$.25 per hour per child and as it is a cooperative, the families are expected to contribute several hours per week to the Center. It is also open to children of the staff and faculty. Faculty rates are \$.50 per hour, and staff rates are \$.35 per hour. Approximately 85 percent of the families who use the Center are students. The Center has no state or federal grants.

A Nursery School program is provided during the morning hours and a similar program is projected for the afternoons in the academic year 1970-71.

Oakland University

Originally the concept of a Child Care Center was started by faculty wives who took turns babysitting for each other. It has since developed into a professional Child Care Center under the administrative direction of Continuing Education and housed in the basement of churches located near campus.

However, the University is officially taking over the operation this year and the center will be under the Division of Student

Affairs. The administrative responsibility for its direction has been assigned to the Assistant Vice Chancellor for Student Affairs.

The yearly operational budget for the past two years has been approximately \$10,000. One of the advantages of the Center's low cost is the fact that equipment and rental charges were free.

Tuition for the services were \$.60 per hour and an additional fee of \$5 per semester for registration was charged. This year, the charge will be \$.65 per hour. The Center does not use any federal or state grants.

The curriculum for the Center consists of free play time, story hour, art, music, and a social period which includes refreshments. Two sessions, afternoon and morning, are provided.

Indiana University

Indiana University has heavily subsidized a cooperative nursery school located in the married students housing section of the campus. The school was organized on the initiative of students living in the area and has remained largely under their jurisdiction.

Students pay the rate of \$.35 per day for the services.

The instructional program of the Hoosier Courts Nursery School has always been under the direction of a qualified teacher. The program is only a two-hour program and does not meet the needs of a working student mother who could use a program that offers a longer session.

University of Michigan

A group of women known as "Child Care Action Group of the Women's Liberation" petitioned the President of the University to establish a center for children of University connected families. A faculty student committee was appointed to look into possibilities.

Since July 1970, a temporary faculty has been operating in a dining hall of a large dormitory. A large amount of the nursery school equipment was provided by the School of Education which was closing down its University school. No rent is charged and all other expenses are born from payments by the parents.

The Women's group operates the Center on its own. It has an average of 25 children. There are two minimally paid part-time directors and all other help is volunteer parents and non-parents.

University of Tennessee

The University of Tennessee has a pre-school for married students' children between the ages of 3-6 which operates from 7:30 a.m. to 5:30 p.m. under the Department of Child Development and Family Relation.

The Operations budget is as follows:

Yearly budget 1969-70	
Salary (12 months)	
Director 1/2 time (M.S.)	\$ 5,700.00
Demonstration Teacher	7,000.00
(M.S. degree)	
Demonstration Teacher	6,100.00
Teachers Aide	3,316.00
(h.s. graduate)	
Cook - Maid	3,316.00
Temporary Help	944.00
	<hr/>
	\$26,376.00

Operating	
Supplies (including food)	\$ 2,610.23
Maintenance & Repairs	599.71
Laundry, linen	335.97
Travel (staff)	78.50
Postage & Freight	1.50
Telephone	252.00
Equipment	259.95
	<hr/>
	\$ 4,137.86

Tuition
\$12.50 per child per week

Instructional program is a modified nursery school for 3 and 4 year olds; kindergarten for 5 year olds; free play, rest, and supervised play. All programs are based on the philosophy of K. Read, Erikson, and Piaget. At the same time, college students use the center for observation, program planning, creative experiences with children.

However, there are a number of problems. The staff has found that the hours are too long for sustained creativity with this many children. Thus, what is needed is a staggered staffing before and after lunch plus an extra person or persons to help with the lunch services. Furnishing and replacing equipment in the Center is also another area of deficiency. Rising costs of equipment, insufficient budget allocations in this area, and undue proportion of the budget spent on food all add to the budget problems.

The third problem is the matter of space. At present, the Center is operating in an area only adequate for 25 students. Physical expansion has always been a problem.

California State College, Los Angeles

The Center is licensed by the State Department of Social Welfare which has set the number of children to be serviced at one time at 22 between the ages of 2 1/2 and 5 years. About 55 families are serviced by having the children attend only those hours the parent is in class.

It is of interest to note that the average age of the parents is between 25 and 30 years of age. Many are mothers returning to college for a degree, often in teaching. Daddy has his and now it is mother's turn. By the way, this was one of the objectives, to encourage former students to return and complete their education. There are very few children from one parent families.

The Center is often the only college activity for these students other than their education. There is a wonderful opportunity for parents to have guidance in their role as parents.

The Home Economics Department used the Center for their Practicum #320, a course in child development to give theory and have an opportunity to interact with children between the ages of 2 1/2 and 5 years. Students come at a scheduled time to interact with the children, thus giving the Center a good program for the children. When the Center is not staffed by these students, other students majoring in Child Development are hired to work with the program. The doors are open to observers from other departments after first being cleared by the director.

<u>BUDGET</u>		
	Staff	\$19,168
	Operation	<u>2,110</u>
	TOTAL	\$21,278
	Estimated Income	<u>10,000</u>
	Requested from A.S.	\$11,278

Operations included:

Snacks	\$ 150
Gardener	360
Children's Supplies	500
Office Supplies	200
Utilities	600
Conference	<u>300</u>
TOTAL	\$ 2,110

(To be made one and eight copies)
FIFTH ~~FOURTH~~ LEGISLATURE, 1970
STATE OF HAWAII

S.R. NO. 323

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SENATE RESOLUTION

REQUESTING THE LEGISLATIVE REFERENCE BUREAU TO CONDUCT A STUDY
ON THE FEASIBILITY OF ESTABLISHING A DAY-CARE CENTER AT THE
UNIVERSITY OF HAWAII, MANOA CAMPUS.

1 WHEREAS, the number of married students enrolled
2 at the University of Hawaii has increased dramatically in
3 recent years; and

6 WHEREAS, these married students are faced with increas-
7 ingly heterogeneous needs in meeting the demands for higher
8 education; and

10 WHEREAS, a need for a day-care center and services have
11 been expressed by a majority of married students with pre-
12 school children; and

15 WHEREAS, child day-care services would facilitate the
16 academic and economic hardships placed on these students; now,
17 therefore,

20 BE IT RESOLVED by the Senate of the Fifth Legislature of
21 the State of Hawaii, Regular Session of 1970, that the Legislative
22 Reference Bureau be and is hereby requested to determine the
23 feasibility of establishing a day-care center at the University of
24 Hawaii, Manoa campus; and

27 BE IT FURTHER RESOLVED that the Legislative Reference Bureau
28 be requested to report its findings and recommendations to the
29 Sixth Legislature not later than twenty days prior to the
30 convening of the Regular Session of 1971; and

32 BE IT FURTHER RESOLVED that certified copies of this
33 Resolution be transmitted to Harlan Cleveland, President
34 of the University of Hawaii; and Henry Kitamura, Director of
35 the Legislative Reference Bureau.

Appendix C

STANDARDS AND COSTS OF DAY CARE FOR A FULL DAY IN A CENTER

PROGRAM ELEMENT	MINIMUM		LEVELS OF QUALITY ACCEPTABLE		DESIRABLE	
	Description	Annual Cost Per Child	Description	Annual Cost Per Child	Description	Annual Cost Per Child
1. Food--meals and snacks	One meal and snacks	\$140	Two meals and snacks	\$210	Two meals and snacks	\$210
2. Transportation	Provided at parent expense	-	Provided by center	\$ 60	Provided by center	\$ 60
3. Medical and dental services	Examinations and referral services	\$ 20	Examinations and referral services	\$ 20	Examinations treatment when not otherwise available, and health education	\$ 60
4. Work with parents	Little or none except on problem cases	\$ 10	General parent activities plus limited counseling services	\$ 30	Parent education family type activities full counseling services	\$ 70
5. Facilities and utilities (rental)	Space meeting state and local licensing requirements	\$ 90	Same	\$ 90	Space providing more generous room for child activities plus room for work with parents	\$110
6. Clothing and other emergency needs	As necessary	\$ 20	As necessary	\$ 20	As necessary	\$ 20

continued

PROGRAM ELEMENT	MINIMUM		LEVELS OF QUALITY ACCEPTABLE		DESIRABLE	
	Description	Annual Cost Per Child	Description	Annual Cost Per Child	Description	Annual Cost Per Child
7. Supplies and materials	Custodial program	\$ 40	General developmental program	\$ 50	Individualized developmental program	\$ 75
8. Equipment (Annual--Replacement Costs)	Custodial program	\$ 10	General developmental program	\$ 12	Individualized developmental program	\$ 15
9. <u>Staff</u>						
a. Classroom professional @6,600	One per 20 children	\$275	One per 15 children	\$405	One per 15 children	\$405
b. Classroom nonprofessional @4,400	Two per 20 children	\$320	Two per 15 children	\$420	Three per 15 children	\$640
c. Social service professional @6,600	One per 150 children	\$ 65	One per 100 children	\$ 65	One per 100 children	\$ 65
d. Community social service, parent or health aides @4,400	None		One per 100 children	\$ 20	Two per 100 children	\$ 45

continued

PROGRAM ELEMENT	MINIMUM		LEVELS OF QUALITY ACCEPTABLE		DESIRABLE	
	Description	Annual Cost Per Child	Description	Annual Cost Per Child	Description	Annual Cost Per Child
e. Business and maintenance @4,000	Two per 100 children	\$ 80	Three per 100 children	\$120	Three per 100 children	\$120
f. Special resource personnel (Psychology, music, art, consultants, etc.) @6,600	Urgent need only	\$ 20	One per 100 children	\$ 60	Two per 100 children	\$120
g. Supervision @8,000	One per 100 children	\$ 80	Two per 100 children	\$160	Two per 100 children	\$160
10. Training	Approximately 10% of salary costs	\$ 75	Approximately 10% of salary costs	\$120	Approximately 10% of salary costs	\$145
TOTAL PER CHILD		\$1245		\$1862		\$2320
Estimated Federal Cost (In Millions)		\$747-872		\$1,117-1,303		\$1,392-1,624

9. This table was prepared by the Office of Child Development, HEW. The analysis is based on centers providing service 10 to 12 hours a day, five days a week.

Appendix D

Budget - Child Day Care Association Standards, Washington, D.C. (1968)

12 month operation 7 a.m. to 6:30 p.m.
2 1/2 years to 6 years
30 children

PERSONNEL

1 head teacher	\$608	\$ 7,300
1 teacher	583	7,000
1 teacher assistant	392	4,700
2 teacher's aides	345	8,280
1 clerk (half-time)	200	2,400
1 cook (part-time)*	218	2,616
1 student aide*	101	1,212
1 janitor (half-time)	169	2,028
1 substitute teacher		4,300
TOTAL SALARIES		39,836
FRINGE BENEFITS @ 15%		<u>4,381</u>
TOTAL PERSONNEL COSTS		44,217

SPACE COSTS 3,600

CONSUMABLE SUPPLIES

Food	4,554
Office and Educational Supplies	1,000

CONSULTANT AND CONTRACTUAL SERVICES (Social Worker, Psychiatrist, Dietician, Educational Consultant)* 9,450

TRAVEL

Staff	240
Children	720

TELEPHONE 432

INSURANCE 700

TOTAL OPERATIONAL COSTS \$61,313

MONTHLY PER CAPITA \$ 170

***Qualifications:**

1. cook: \$2.00/hour @ 5 hour/day for 261 days
2. student aide: \$1.60/hour @ 3 hour/day for 261 days
3. Consultant fees:
 - a. Social Worker: \$50/week
 - b. Psychiatric consultant: \$100/week
 - c. Educational consultants: \$20/week
 - d. Dietician: \$500/year
 - e. Dental and medical costs: \$15/child

Appendix E

40 children - federal standards

FULL YEAR HEAD START (22)

Kalihi-Palama District - Harris Memorial United Methodist Church Program Year "E"

<u>B-1 Personnel Costs:</u>	<u>Salary per Month</u>	<u>Percentage of time on Project</u>	<u>Months to be Employed</u>	<u>Cost</u>
1 Head Teacher - Class IV-9	\$759.83 + 29.17	100%	12	\$ 9,468
1 Teacher - Class III -5	595.33	100%	12	7,144
1 Teacher's Aide - SR-5-E	297.50	100%	12	3,570
1 Teacher's Aide - SR-5-D	283.50	100%	12	3,402
1 Secretary - SR-5-E	357.00 @ \$178.50	50%	10	1,785
1 Custodian - SR-5-E	357.00 @ \$178.50	50%	10	<u>1,785</u>
				<u>\$ 27,154</u>
				<u>4,073</u>
				<u>\$ 31,227</u>

Add: Volunteer classroom aides - 4,320 hrs. @ \$1.60 per hr.

6,912

Total Personnel Cost

\$ 38,139

B-3 Travel:

Field trips	\$ 600
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B-4 Space Costs:

Social Hall, Kitchen and 2 classrooms - (Harris Memorial) 20 South Vineyard Blvd. Honolulu, Hawaii 1,920 sq. ft. @ \$3 per sq. ft. per year for 10 mos.	\$ 4,800
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B-5 Consumable Supplies:

Classroom supplies	\$ 1,440
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B-6 Rental, Lease, Purchase of Equipment:

Classroom equipment	\$ 700
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B-7 Other Costs:

Telephone	\$ 216
Administrative supplies	150
Repairs and janitorial supplies	200
Lunches and snacks	4,680
Lunches for volunteer aides	396
Insurance - \$2.50 x 40 children	<u>100</u>
	<u>\$ 5,742</u>
Total Other Costs	\$ 5,742

FULL YEAR HEAD START
(22)

Kalihi-Palama District - Harris Memorial United Methodist Church - Cont'd.
Program Year "E"

	<u>Cost</u>
Total Cost	\$ 51,421
Less Non-Federal:	
In-kind contributions -	
Volunteer services - \$6,912	
Space Cost - <u>4,800</u>	\$ 11,712
Federal Share	<u>\$ 39,709</u>

\$143 monthly per capita

Appendix F

Hypothetical Day Care Center at the University of Hawaii

10 month operation 7:20 a.m. to 5:00 p.m.
 3 years to 5 years
 30 children, rented facilities

PERSONNEL

1 head teacher	\$739	\$ 7,390
1 teacher	650	6,500
2 teacher's aides	380	7,600
1 clerk (half-time)	240	1,800
1 cook (part-time)	263.33	1,975
2 student aides		1,440
1 janitor (part-time)	263.33	<u>1,975</u>
TOTAL SALARIES		28,680
FRINGE BENEFITS @ 35%		<u>10,038</u>
TOTAL PERSONNEL COSTS		38,688

SPACE COSTS (Rental costs for comparable area adjacent to the University -- \$200/month) **2,000**

CONSUMABLE SUPPLIES

Food	5,000
Office and Educational Equipment	500

CONSULTANT AND CONTRACTUAL SERVICES (Supplied by University, no fee)

TRAVEL

Children	900
Staff	300

TELEPHONE

INSURANCE (@ \$2.50/child)	<u>75</u>
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TOTAL OPERATIONAL COSTS	\$48,734
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MONTHLY PER CAPITA	\$ 162.43
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Appendix G

Hypothetical Day Care Center at the University of Hawaii
 (University facilities and practice teachers from the College
 of Education.)

PERSONNEL

1 head teacher	\$739	\$ 7,390
1 teacher	650	6,500
1 clerk (half-time)	240	1,800
1 cook (part-time)	263.33	1,975
1 janitor (part-time)	263.33	<u>1,975</u>
TOTAL SALARIES		19,640
FRINGE BENEFITS @ 35%		<u>6,874</u>
TOTAL PERSONNEL COSTS		26,514

STUDENT TEACHERS (Voluntary)

SPACE COSTS

CONSUMABLE SUPPLIES

Food	5,000
Office and Educational Equipment	500

CONSULTANT AND CONTRACTUAL SERVICES

TRAVEL

Children	900
Staff	300

TELEPHONE	240
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INSURANCE (@ \$2.50/child)	<u>75</u>
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TOTAL OPERATIONAL COSTS	\$33,529
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MONTHLY PER CAPITA	\$ 111.23
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Appendix H

Hypothetical Day Care Center at the University of Hawaii

10 month operation 7:20 a.m. to 5:00 p.m.
3 to 5 years
60 children capacity

PERSONNEL

1 head teacher	\$739	\$ 7,390
1 teacher	650	6,500
2 teacher's aides (volunteer parents, student teachers)	-	-
1 clerk (half-time)	240	1,800
1 cook (part-time)	263.33	1,975
1 cook's helper (part-time)	167	1,500
1 janitor	263.33	1,975
TOTAL SALARIES		21,140
FRINGE BENEFITS @ 35%		<u>7,399</u>
		TOTAL PERSONNEL COSTS
		28,539

SOURCE CODING

CONSUMABLE SUPPLIES

Food 7,500
Office equipment and educational supplies 500

CONSULTANT AND CONTRACTUAL SERVICES

TRAVEL

Staff	300
Children	900

TELEPHONE

INSURANCE 150

MANTENIMIENTO

TOTAL OPERATIONAL COSTS \$40,329

MONTHLY PER CAPITA \$ 67.13

Appendix I

SELECTED AVAILABLE AND PROPOSED FEDERAL FUNDS FOR DAY CARE PROGRAMS

Title of Bill	Eligible Grantees	Eligible Participants	Proportions of Federal Financing	Administering Agency	Facilities	Program Coordination	Day Care Standards
Title II-A as amended 1964 Economic Opportunity Act	public or private nonprofit agency (usually CAP)	focus on disadvantaged preschoolers	up to 80% in poor communities up to 100%	Office of Child Development	not specified	not specified	federal requirements apply
Section 2, Housing Act 1957 as amended	local housing authorities	public housing tenants surrounding neighborhood	up to 90%	Housing Assistance Administration, HUD	construction or modernization of day care centers in housing projects	may be funded jointly - neighborhood facility grants (HUD)	federal requirements apply
Title I, Demonstration Cities and Metropolitan Development Act 1966	city demonstration agency	families in model cities area	50% in planning and development, 80% of administration	Model Cities Administration, HUD	construction or restoration of facility		federal requirements apply
Title IV, Part A Social Security Act as amended 1957	state welfare department	WIC participants	75%	Children's Bureau	minor remodeling		must comply with federal requirements
Title I, Elementary/Secondary Education Act 1965	local educational agency	educationally deprived children	Act has prescribed formula	Office of Education, HEW	none	most coordinate with other agencies with day care programs for disadvantaged	not specified
Title III-B, Economic Opportunity Act 1974	public and private nonprofit agencies	migrant and seasonal farm-workers and families	up to 100%	Office of Economic Opportunity	remodeling only		must increase opportunities for worker and his family to achieve economic independence, and social self-sufficiency
<u>Pending Legislation:</u>							
Comprehensive Preschool Education and Child Care Act	public and private nonprofit, private profit agencies, employers, unions, CAP agencies	low income families, families in low income areas, families in employer union sponsored projects, non-low income families (with fees in whole or in part)	90%	Secretary, HED	land purchase, construction, or alteration of facilities	authorizes use of joint funding	must comply with federal requirements
Family Assistance Plan	public and private nonprofit, private profit agencies, employers, labor unions	families receiving or formerly qualified for Family Assistance	90%	Office of Economic Opportunity	remodeling and renovation only	not specified	must comply with federal requirements

Appendix J

PROJECTED MARRIED STUDENTS ENROLLMENT AT
THE UNIVERSITY OF HAWAII, MANOA CAMPUS

Projected Estimates of Enrollment of Single, Married, and "Other"¹ Students, 1968 to 1975
 University of Hawaii, Manoa Campus
 Survey Research Office
 October 15, 1970

	1968		1970		1972		1975
Total Enrollment	17082 ²		20452 ³		23882 ³		25345 ³
Lower Division	6838		7950		8547		6720
Single	6424	93.9%	7476		8034		6317
Married	373	5.4%	427		462		363
Other	41	0.6%	47		51		40
Upper Division	5698		6741		8142		9779
Single	4841	84.9%	5729		6920		8310
Married	812	14.2%	958		1157		1391
Other	45	0.8%	54		65		78
Graduate Students	3843		5031		6313		8346
Single	1829	47.6%	2395		3005		3973
Married	1867	48.6%	2445		3068		4056
Other	147	3.8%	191		240		317
Unclassified	703		730		880		500
Single	440	62.6%	457		551		313
Married	227	32.3%	236		284		162
Other	36	5.1%	37		45		26
Totals from above:							
Single	13534	79.2%	16057	78.5%	18510	77.5%	18913
Married	3279	19.2%	4006	19.9%	4971	20.8%	5972
Other	269	1.6%	329	1.6%	401	1.7%	460
							74.6%
							23.6%
							1.8%

1. "Other" here includes divorced, separated, widowed, and no data items.
 2. From: University of Hawaii Fact Book, 1968-1969, Institutional Research Office, 1969.
 3. These figures are from enrollment projections based upon enrollment patterns and the UH Master Plan. They are available through the Survey Research Office at the University of Hawaii.
 4. Note: The procedure has been to establish the estimated number of single, married, and other students within the categories lower division, upper division, and graduate and unclassified students as projected in the enrollment projections. The basis of the calculations has been the percentage of single, married, etc., students in each academic level in Fall of 1967.

Table of Growth of Married
Student Enrollment
University of Hawaii, Manoa Campus

	1965-66	1966-67	1967-68	1968-69	1969-70
Total Enrolled	10,765	14,772	16,564	17,082	18,474
Married Student Enroll.	1,751 16.3%	No Data	2,986 18.0%	3,279 19.2%	3,489 18.9%
Undergrad. Married Student	916 8.5%	No Data	1,230 9.5%	1,410 10.7%	1,538 10.9%
Graduate Married Student	835 47.9%*	No Data	1,756 48.9%	1,867 48.6%	1,937 45.6%

*Percentage represents total in relation to the graduate enrollment for that year.

Appendix K

MINIMUM EQUIPMENT FOR CHILD DAY CARE CENTER AND THE ESTIMATED COST*

Indoor Equipment

8 Tables, @ \$39.00	\$ 312.00
36 Chairs, @ \$8.75	315.00
2 File Cabinets, @ \$100.00	200.00
2 Teachers' Desks, @ \$150.00	300.00
4 Teachers' Chairs, @ \$55.00	220.00
1 Typewriter, @	150.00
1 Typewriter Table and Chair	80.00

Outdoor Play Equipment

2 tricycles, 2 wagons, swings, jungle gym, slide, sand box, creative playthings, etc.	1,500.00
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Basic Educational Equipment

Easels, blocks, doll corner furniture, record player, work bench, water table, trucks, dolls, records, etc.	1,500.00
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SUB TOTAL \$4,577.00

Kitchen Equipment and Tableware

Stove, refrigerator, pots and pans, knives, cups, trays, spoons, forks, etc.	3,500.00
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TOTAL \$8,077.00

*Estimated from Child Craft Catalogue, 1969

List taken from Health and Community Services Council of Hawaii, A
Feasibility Study for Day Care Services in North and South Kona, County
of Hawaii, (Honolulu, September 1969)