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Assessment of Economic and Social Benefits of Day Care and a Budget Proposal for a Hypothetical Day Care Center

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ASSESSMENT OF ECONOMIC AND SOCIAL
BENEFITS OF DAY CARE
AND A BUDGET PROPOSAL
FOR A HYPOTHETICAL DAY CARE CENTER

Submitted in Requirement for
Departmental Honors
Economics Department
Nancy K. Lecrone
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*(Approval confirmed by
Dean Bozorth - 6/24/74.)*

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From the New Deal to the Great Society, social legislation has established various social service institutions--a national pension plan, old-age health insurance, rehabilitation service, unemployment insurance, job creation and training programs. Although these programs met varying degrees of opposition, they eventually did find general acceptance in our society. However, some public social services continue to encounter resistance. One of these is day care. Even though it appeared as a government service as early as World War I when women were forced to leave their children to supplement the war-drained labor force, day care has not yet been implemented as an accepted social institution.

Traditionally women were to work at home and personally raise their children. In recent years this convention has changed. Between 1940 and 1972 the number of women in the labor force increased more than 200% (13.8 million to 32.9 million), yet the number of mothers working increased at an even greater rate. From 1.5 million to 12.7 million the number of working mothers increased more than 800%. Out of these, 4.4 million had children below school age.¹ In families with children under three years, more than one-fourth of the mothers worked; ⁱⁿ ones with children between three and five years, more than one-third of the mothers worked; and in ones with children between six and seventeen years, more than one-half worked. This left 4.5 million children under the age of six needing some kind of care during some part of the day from someone other than their mothers.² This disproportionate increase in

the number of working mothers shows that the trend of housewife and mother is shifting.

Many factors contribute to this changing tradition. Mothers usually work because of financial need. If the father works at a high-paying, steady job, the mother is less likely to work. A recent study showed that when the husband's income is less than \$3,000, 55% of mothers with children between six and seventeen worked, and 33% with children under six. If the income exceeded \$7,000, however, only 45% of the mothers with children between six and seventeen worked and only 24% with children less than six. Of course, the necessity for a mother to work is even more urgent if she is raising her children alone. When the father lives in the family, only 29% of mothers with children under six years work. But if the father is not present, 50% of these mothers find a job. Statistics show that both these factors affect a significant part of the mother labor force. In March 1969, out of the working mothers with children below school age, one-third of these mothers were widowed, divorced, separated, or were depending on a husband's income of less than \$5,000.³

However, the amount and source of income do not affect the population uniformly. 62% of black mothers with children between six and seventeen years work, while only 50% of white mothers in this same category work. Even more striking is the difference between black and white mothers of younger children. Of mothers with children in the under six age group, 45% of black mothers work, but only 28% of white mothers work. Therefore, race must somehow influence the need for a mother's income.

Also, education affects the probability of a mother's working. Of mothers who have not completed their secondary education, only 47% are employed. However 57% of college graduate mothers work.⁴ So if a mother is black and college-educated, she stands better than an average chance to seek employment. Of course, all these factors are interrelated. Since black mothers more often than white live singly and on a low income, it is inevitable that proportionally more of them will work. However, black mothers are probably not as affected by the educational factor. Because white's income is usually higher, than the blacks, they can more easily afford the college education. With this education comes higher income. This cyclical pattern leads whites to keep the higher incomes, thus giving them more incentive to work. If a black mother can only earn \$3,000 a year being a domestic, she will be less interested in working than the white mother who can earn \$15,000 a year being a computer programmer.

Now that these 12.7 million mothers are working, who is caring for their children?

CHILD CARE ARRANGEMENTS ⁵					
February 1965					
Age	Own Home	Other's Home	Other Including:		Self Care
			Group Care		
under 6	47%	31%	22%	6%	
6-11	47%	11%	42%	1%	8%
Own Home--care by father, siblings, and other relatives.					
Other's Home--care by relatives and non-relatives.					
Group Care--care in day care centers and similar facilities.					

From the preceding chart it appears that group day care centers are extremely insignificant. Therefore, it seems unrealistic to bother investigating day care. However, simply because day care is not currently prevalent does not prove that it should not be so. To decide whether to expand or eliminate day care, one must consider its net benefit or loss. Included in a study of this nature is day care's effect on the economy and on society as a whole. In evaluating its influence on the economy one considers its cost to the government and other supporting consumers, the income generated to parents and staff, the potential added income through training and education programs, and the decreased cost of public welfare. To judge the intangible advantage to the society and the economy, the improvement of the child and of the community must be considered. Only when all these factors are weighed and compared can one decide if day care can benefit our society as a valid social institution.

To begin a discussion of day care, one must first define it:

Thus, Day Care refers to any public or privately sponsored program, which provides for the care of pre-school or school-age children (when not in school) by someone other than adult members of the child's own family in whatever setting it takes place, whether in an institution, Family Day Care arrangement, foster care, Day Care center, etc. The Day Care programs are expected to be sufficiently flexible and comprehensive to meet each participating child's unique physical, intellectual, emotional, and social needs, be appropriate to his developmental stage, and involve and support the child's parents or caretaker.⁶

Within this broad definition of day care many different facilities can be set up. Most basic is custodial day care. It provides safety and food for the children. Most typical of

this would be the family day care home where a mother cares for no more than six toddlers or infants in her home. Because the mother is limited in time, training, space, and equipment, this is probably the least beneficial to development. Of full-day centers, 90% are private, profit-seeking organizations providing only custodial services. This is the result of the fact that mothers cannot afford to pay for more services.⁷ Thus, their children suffer. It has been shown that custodial care can be detrimental to children.⁸ Because it must be inexpensive enough for the mothers to afford, the custodial day care facility tends to be minimally staffed. The caretaker does not have time to stimulate the child to engage in healthy activities like creative play. Sometimes the staff is so busy trying to insure the safety of the children^{that} the only entertainment the children have is television. The development of the child is not aided.

Another type of day care is the cooperative day care center. Here one receives custodial care plus other services through cooperation with other organizations. An example of this is the group day care home where school-age children go before and after school. In this situation the children enjoy a safe shelter, snacks or meals, and other services like supervised recreation at a neighborhood playground. This style of day care is preferable to custodial care, but is not as advantageous as the child development model.

Omnibus day care is the name for day care which attempts to fulfill all the child's developmental needs. It includes custodial and health care and educational and social services.

Its goals explain the total child development plan:

1. custodial care for children of working parents
2. developmental educational program to expand each child's horizons and help him develop cognitively to his fullest potential
3. child's success experience to develop good self-image
4. socialization experience through participation in organized group activity
5. good health basis (physical and psychological) through diagnosis and treatment
6. adequate food and development of good eating habits⁹

It achieves these goals through its supplemental services-- education, nutrition, health, and social and staff training services.

Fortunately these are the kind of day care facilities the government supports. Beginning in 1962 with the Title IV-B amendment to the Social Security Act, the government implemented a program of funding and coordination of day care centers. Because the government wanted to effect the greatest marginal change for the economy and society, it began the day care for poverty families--these stood to gain the most from aid to employment and child development. So the Title IV-B legislation authorized federal grants-in-aid to state public welfare agencies to develop day care centers. With the Economic Opportunity Act in 1964, the developmental approach received a boost with the Head Start program. This program and one set up by the Elementary and Secondary Education Act of 1965 provide funds for day care for disadvantaged and educationally deprived children. In 1967 another Social Security amendment created the Work Incentive Program (WIN)--a comprehensive Manpower and social service program which aided people on

welfare to be trained for permanent jobs at a decent income level. It authorized provision of day care services for children of trainees. 1968 brought about a coordination of these projects through the Federal Panel on Early Education. Representatives from the U. S. Departments of Health, Education, and Welfare, Labor, Agriculture, Commerce, Interior, Defense, Housing and Urban Development, and the Office of Management and the Budget work together to develop plans for the most efficient use of funds for inter-agency programs. One of their most important functions was establishing standards for Federal Interagency Day Care Requirements. More funds came with the Family Assistance Act of 1970. However, all this legislation has not made day care a prevalent social institution.

Potentially day care can generate income three ways--by freeing mothers to work, by creating jobs in the centers, and by training staff and teachers. In the first place, day care can open the way for the mother to seek a job. If the mother is in poverty or on welfare, there is probably some factor holding her back from obtaining a decent-paying position. As was noted earlier, poverty and affluence are cyclical patterns. Black mothers may be more likely to work, but at lower-paying jobs. Women with more education find the higher income positions. But being born into poverty usually denotes being trapped into an educationally deprived atmosphere. Therefore, to aid in the effect of freeing mothers to work, the Work Incentive Program trains women on public welfare and helps find day care accommodations. WIN was originated by the Title IV-B

amendment to the Social Security Act. It is part of the Aid to Families with Dependent Children Program and provides orientation, testing, counseling, training, and experience.¹⁰ Trying to obtain employment in fields other than domestic service or waitressing, WIN attempts to place mothers in teacher's aide, nurse's aide, other health services, or skilled factory positions. The average hourly wage of people trained through the WIN program is between \$2 and \$3.¹¹ On June 30, 1969, 40,500 mothers were participating in WIN. To make a crude estimate of what income this could possibly generate, assume each mother earns the minimum \$2 per hour for forty hours for fifty-two weeks. The total income would be \$168.5 million. At the end of June in 1971, 54,200 mothers were in WIN. This would lead to an increase in income of \$225.5 million. Day care is a crucial factor in this income generation. In 1970, 96,300 children had mothers in WIN. One-fifth of these children (18,900) were in organized day care facilities; one-half of these (\approx 9000) in day care centers. In 1971 there were 134,000 children needing care. 29,800 of these were in day care facilities; two-fifths were in day care centers. By 1972, 314,538 WIN children were in some type of day care facilities, with 14,530 in day care centers. Solely because there were not adequate day care facilities available, in 1970, 4,700 mothers, in 1971, 4,000 mothers, and in 1972, 3903 mothers could not be referred to WIN. At least the trend is moving in the right direction. More availability of day care facilities leaves fewer mothers unable to take advantage of WIN opportunities.¹²

Another way in which day care increases income is through the creation of jobs. "Day care of 1 million children can produce a quarter of a million new jobs with comparatively small capital investment."¹³

Relating to the creation of jobs is the day care activity of training its staff. Pre-service training includes orientation before working; in-service training encompasses conference days set aside on a monthly basis. Therefore, day care benefits the economy by making many mothers able to work, creating new jobs, and training staff to improve present job skills and incomes.

An additional boost to the economy comes with a decrease in welfare through these increases in jobs and incomes. To exemplify this effect clearly, a specific example will be utilized. Both for WIN and criteria for selecting families for day care, these poverty guidelines are used:

POVERTY GUIDELINES ¹⁴		
Family Size	Non-Farm	Farm
1	\$2100	\$1800
2	2725	2325
3	3450	2950
4	4200	3575
5	4925	4200
6	5550	4725
7	6200	5275

Day care provides other, less tangible benefits. Even though they are less easily measured, they, nevertheless, contribute significantly to the economy and society. These less tangible benefits include the social, educational, and

economic improvement of the poverty child and social and economic improvement of the community. Included in the complex problem of poverty are many other problems. Often these children are understimulated and, therefore, cannot develop socially, educationally, or emotionally. In some cases children live in an empty ghetto apartment, left alone all day with no means of entertainment. When these children enter day care centers, they do not know what to do with them. Normally they are possessive of these new-found objects. Because their parents were seldom home, they do not know how to respond to an authority figure. They have not been talked to, so their language skills are poor. Questions were never answered, so they lack curiosity. Even the child whose mother remains at home to care for her child, yet cannot sufficiently support him, is not able to explore all the materials he needs for full development. Custodial care is harmful in a day care setting. It can also be harmful in a family setting. A child needs to investigate objects in order to probe his mind.¹⁵

All children need help to develop physically, intellectually, emotionally, and socially, but especially is this necessary for poverty children. To help the child start off right, medical examinations and subsequent treatment and care are given. To aid physical development, day care provides nourishment, and educates the child and his family in nutritional eating habits. Active recreation and play also help develop the child's body. To help the child develop intellectually, he is encouraged to investigate toys and books, play educational

games, use language skills and curiosity, and learn good nutrition and health habits. Helping the emotional development comes through creating situations in which the child can strive and succeed, thus developing a positive self-image. He is encouraged to express inner, creative impulses through dancing, singing, and painting. To balance destructive impulses, the child is urged to turn aggression into work, to express feelings through talking, and to feel sympathy for others. In social growth it is important for the child to meet adults and children outside his family. All these concepts help the child adjust to his environment and the new environment he will experience at school. If he is better prepared to enter school, perhaps his educational experience will benefit him more, leading to increased benefits in later life. His earning potential will increase, showing how day care helped him out of poverty.

Besides aiding the child specifically, day care can aid the parents, the community, and society and the economy as a whole. First because the mothers and staff who gain jobs from day care usually come from the poverty community, this community will be economically helped. The education that will accrue to the child and his family will help to gain financially in future years. Social services will help the family get the most benefit from available services, and also help coordinate community activities. As the community comes closer together, it can work more efficiently--thus benefiting economically. As parents become involved with the community through day care, they will learn how to exercise power over their own lives. With community organization all types of people will be

brought together through professional and voluntary services. If communities can learn to cooperate, perhaps someday it will generalize to the nation. As the environment improves around the child, his own progress will be enhanced. Improving together, the child and society may meet an understanding which will keep the child from living with scars of poverty. The child, family, and community developing together could produce a harmony that would benefit society. And a peaceful society benefits an economy. A well-balanced economy provides a good environment for a peaceful society. If this cyclical pattern could perpetuate itself, instead of the patterns of poverty and affluence, the society and economy would benefit everyone. Perhaps day care is not a cure-all, but it does appear to be one part of a solution to the problem of an unjust economy and society.

In order to institutionalize day care, the public must respond to the need for centers. Within their respective communities, interested individuals must take the initiative to establish day care facilities. Federal funds are available for day care, but programs must be organized in order to utilize these funds. Mothers, fathers, community leaders, and socially conscious people appear to be heading in the right direction. They are entertaining the idea of starting day care centers. But after this point they meet with difficulty. Not being experienced executives, they do not know how to plan the actual set-up. A skeleton model would be helpful as a starting point. The remainder of this project is presented as a suggestion to prospective day care innovators. Being

a specific proposal and budget for a hypothetical day care center, this model obviously cannot fill all communities' individual needs. It is presented only as a beginning guideline from which tailored programs can be derived. The basic components of the proposal and budget form the boundaries within which to build omnibus centers appropriate for the respective communities.

The proposed day care project would be operating in a large urban area--specifically located in a church in a center-city ghetto. Being within the ghetto places the center within walking distance of the poverty families it is to serve. In this expected urban setting the people affected would consist mainly of blacks, Puerto Ricans, Mexican-Americans, other Spanish-American minorities, and some whites. Often the mother is forced to enter the labor force to supplement the father's meager income or to maintain the household by herself. To select families eligible to enter the governmentally-supported program, the poverty guidelines outlined above would be followed.

Generally the goal of this day care center would be to provide quality care for the children it serves. To do this the center must first satisfy the child's basic needs of food, shelter, and safety. Thus physical development is aided. But to help the child fully, his intellectual, social, and emotional development must be considered. If these children are ever to break out of the cycle of poverty into which they were born, they must be given the chance to prepare themselves to cope with the new world which they are to enter. To ensure intellectual

opportunities, an educational program with qualified teachers and ample materials is planned. Within this educational structure, through cooperation with other classmates and adults, social growth is stressed. Finally, combining the educational with the social aspects of the program and adding limited psychological services, the emotional welfare of the child is considered. Integrating all these social services into the day care program should aid the total development of each child.

Specifically, this day care center aims to serve thirty pre-school children between the ages of three and five. Two classes, divided into one of fifteen three-year-olds and one of fifteen four- and five-year-olds would be set up. For the younger group the teacher/child ratio would be 1:5; for the older group the ratio would be 1:8.¹⁶ These provisions comply with state licensing requirements, which state that three-year-old groupings may not exceed fifteen members, that four- and five-year-old groupings may not exceed twenty members, and that the minimal teacher/child ratio must be at least 1:7.5 for the three-year-olds and 1:10 for four- and five-year-olds.¹⁷ For the younger group of fifteen this ratio will be maintained with one teacher (two aides being also present). One teacher and one aide will suffice for the 1:8 ratio in the older group. The center will be open from 6:30 A. M. to 6:30 P. M., serving lunch and two snacks daily, and breakfast when necessary.

Each day a flexible time schedule will be followed:

6:30-9:00	arrival; free play; nap if necessary
9:00-10:00	quiet activity; art, reading, etc.
10:00	snack
10:15	outdoor play, organized indoor play
11:00	lesson: story, art, history, science
12:00	lunch
12:45	music; outdoor play
1:30	nap; snack upon waking, free play until departure

Health and medical, dental, social, psychological, and nutritional services will be dealt with basically outside the center. Through local, state, and federal social agencies, programs for these services are undertaken. Where difficulty arises, the center will aid in locating and providing assistance in communicating with the appropriate agency. This coordination by the center's director fulfills a partial social work role. The center will serve nutritious lunches and snacks consisting of:

Lunch

$\frac{1}{2}$ pt. milk
 2 oz. meat or 1 egg or 1 oz. cheese or $\frac{1}{2}$ cup dry beans
 or peas
 3-4 tbls. cooked vegetables
 2-5 strips of raw vegetables or fruit
 1 slice bread
 1-2 tsps. butter or margarine
 1/3 cup dessert: fruit, pudding, ice cream, gelatin

Snacks

fruit juice or milk, fresh fruit, crackers or cookies¹⁸

Education in nutrition will be integrated into the normal educational program and will be provided for parents in meetings or separate conferences. Thus, these separate social services will be omitted from the budget because they are either aspects of other sections of the program or in-kind consultant service contributions from other public agencies.

To present the budget first the overall financial projection is shown. Following this, each section is broken down into varying degrees of detail and explanations accompany these specific budgets.

TOTAL OPERATING BUDGET

Personnel	\$50,313.00
Equipment	3,155.90
Supplies and Materials	8,044.17
Miscellaneous	<u>4,100.00</u>
Total Operating Expenses	\$65,613.07
Cost/Child/Year	2,187.10

PERSONNEL BUDGET

Head-Teacher-Director	1(\$8,500)	\$ 8,500
Teacher	1(7,500)	7,500
Assistants	3(5,000)	15,000
	2½(4,000)	<u>9,000</u>
Program Staff		\$40,000
Food Staff	½(\$5,000)	\$ 2,500
Maintenance	¼(5,000)	<u>1,250</u>
		\$ 3,750
Total Center Personnel		\$43,750
Fringe Benefits (15%)		<u>6,563</u>
Total Personnel Budget		\$50,313

In order to keep the teacher/child ratios constant for twelve hours the teaching must have staggered schedules. The director who doubles as the professional teacher for the three year olds works from 8:30 to 4:30. The professional teacher for the four and five year olds is at the center from 6:30 a.m. to 2:30 p.m. Three full-time assistants work from 6:30 a.m. to 2:30 p.m. One aide is needed 6:30 a.m. to 8:30 a.m. ($\frac{1}{2}$ time), and four additional aides are needed from 2:30 to 6:30 ($\frac{1}{2}$ time) in the afternoon. Thus two and one quarter aides fill the professional or non-professional assistant category.

EQUIPMENT BUDGET

Educational Program

	<u>items</u> <u>in set</u>	<u>quan-</u> <u>tity</u>	<u>unit</u> <u>cost</u>	<u>total</u>
Multi-timbre music set			\$ 25.00	\$ 25.00
Portable phonograph			79.95	79.95
Wire record rack			2.95	2.95
Records			50.00	50.00
Audio-visual			159.95	159.95
Variplay triangle set (4&5)			49.50	49.50
Unit blocks	644		237.50	237.50
Block carts		2	16.50	33.00
Play-all		2	29.95	59.90
Solid trucks	4	2	31.75	62.50
Wood kiddie car (3)		2	12.50	25.00
Water-sand play		2	5.00	10.00
Book display shelf		2	10.00	20.00
Balance beam		2	11.25	22.50
House-gym and slide		2	88.50	177.00
Workbench (4&5)			36.00	36.00
Additional vise			10.00	10.00
Tools	7		25.00	25.00
Doll furniture set				
bed, cradle, ironing board	3	2	20.00	40.00
Kitchen set				
stove, refrigerator, sink	3	2	20.00	40.00
Pliable family--white	5	2	9.00	18.00
Pliable family--black	5	2	9.00	18.00
Table block zoo animals		2	9.95	19.90
Table block farm animals		2	9.95	19.90
Dishes		2	9.95	19.90
Aluminum flatware		2	1.95	3.90
Laundry set		2	3.50	7.00
Aluminum cooking set		2	8.95	17.90
Stand-up mirror		2	16.95	33.90
Black girl doll		2	7.95	15.90
White girl doll		2	7.95	15.90
Latin American boy dolls		2	7.95	15.90
Easel with chalkboard		2	19.50	39.00
Easel clips	doz.		1.35	1.35
Knob puzzles (3)	8		50.00	50.00
Simple puzzles(3)	6		12.95	12.95
Black occupation puzzles (4-5)		6	2.35	14.10
Train upright puzzle (4-5)			3.95	3.95

Umbrella puzzle		3.95	3.95
Elephant puzzle		2.35	2.35
Geometric puzzle	4	7.95	7.95
Beads	1000	13.00	13.00
Strings	12	.80	.80
Threading block (4-5)		3.95	3.95
Lacing shoe (4-5)		4.75	4.75
Ail by herself fasteners		2.50	2.50
All by himself fasteners		2.50	2.50
Workbench (3)		4.00	4.00
Multi fit (3)		4.50	4.50
Figure craft (4-5)		3.95	3.95
Miracle zoo (3)		5.95	5.95
Space wheels (4-5)		5.95	5.95
Play squares (3)		2.25	2.25
Tinkertoy (4-5)		4.50	4.50
Busy blocks (4-5)		4.95	4.95
Color stacking disks (3)		3.50	3.50
Zig-zag stack tower (4-5)		3.50	3.50
Coordination board (3)		2.95	2.95
Dimensional puzzle (4-5)		3.50	3.50
Sort and match		4.95	4.95
Symmetry		3.25	3.25
Tell by touch	2	5.95	11.90
Kiddie Kards (3)		1.00	1.00
Shapes and colors (4-5)		9.95	9.95
Cube design (3)		2.00	2.00
Giant mosaics (4-5)		7.95	7.95
Mosaic center piece		4.95	4.95
Wooden spelling kit (4-5)		29.95	29.95
Alphabet jigsaw (4-5)		6.95	6.95
Match the sound	2	1.75	1.75
Peg numerals	2	4.00	8.00
Numeral jigsaw (4-5)		3.75	3.75
Counting frame	2	6.00	12.00
Tactile teaching aids	2	2.95	5.90
Number learner (3)		3.95	3.95
Geometric figures and solids		11.95	11.95
Balance scale (4-5)		11.95	11.95
Capacity measures	2	4.95	9.90
Beginner's ruler (4-5)	doz.	4.95	4.95
Large pegboard	2	1.55	3.30
Pegs	100	.95	1.90
Black and white community puppets	10	2.50	25.00
Plush animal puppets	4	3.00	12.00
Flannel board	2	8.50	8.50
Flannel stories	4	2.00	8.00
Go-together lotto (4-5)		2.00	2.00
Mix Max (3)		3.95	3.95
Match ups (3)		5.95	5.95
Opposites (3)		5.95	5.95
See Quees (3)	3	7.95	23.85
Prisms	2	1.25	2.50
Magnifying glass	2	2.50	5.00
Horseshoe magnets	2	1.95	3.90

Bar magnets	2	2.60	5.20
Iron filings		.70	.70
Gears in action		5.95	5.95
Color paddles	2	1.50	3.00
Stethoscope	2	3.95	7.90
			<u>\$1866.95</u>

Educational Program Equipment

Outdoor Recreational Equipment

Play Dome		\$ 35.95	\$ 35.95
Junior crawl climber		285.00	285.00
Wagons (28"x13"x3 3/4")		10.95	10.95
(36"x17 1/2"x4 1/2")		16.95	16.95
Tricycles (12" front wheel)		19.95	19.95
(16" front wheel)		22.95	45.90
(20" front wheel)		25.95	25.95
Playground balls (10")	2	4.75	9.50
(8 3/8")	2	4.10	8.20
(7")	2	1.45	2.90
(5")	2	.80	1.60
Tunnel		10.95	<u>10.95</u>

Outdoor Recreational Equipment

\$453.95

Office Equipment

Electric typewriter		\$200.00	\$200.00
Mimeograph machine		130.00	130.00
Used Desk		50.00	50.00
Used chair		20.00	20.00
Used file cabinet		30.00	<u>30.00</u>

Office Equipment

\$430.00

Classroom Furniture

Cots	30	\$ 13.50	<u>\$405.00</u>
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Classroom Furniture

\$405.00

TOTAL EQUIPMENT BUDGET

\$3155.90

The only classroom equipment needed is the cots because tables and chairs will be provided in the church classrooms. This total figure appears high because this is the organizational budget which shows the cost of all permanent equipment.

SUPPLIES AND MATERIALS BUDGET

Educational program

	<u>items</u> <u>in set</u>	<u>quan-</u> <u>tity</u>	<u>unit</u> <u>cost</u>	<u>total</u>
Tempera (gallons)	doz.	1	\$ 59.50	\$ 59.50
Easel brushes	doz.	2	5.00	10.00
Water color brushes	doz.	3	7.30	21.90
Finger paint (quart)	doz.		17.50	17.50
Finger paint paper (100 pcs.)	doz.		27.50	27.50
Newsprint	500	3	2.75	8.25
Large hexagonal crayons	doz.	4	5.00	20.00
Cray Pas	doz.		5.00	5.00
Chalk	144		1.95	1.95
Chalk erasers	doz.		7.90	7.90
Craft tissue paper	50	2	1.25	2.50
Construction paper	100	20	1.10	22.00
Manilla drawing paper (500 pcs.)	doz.		21.00	21.00
Colored corrugated paper		10	.95	9.50
School paste (quart)	doz.		12.50	12.50
Sobo glue (4 oz.)	doz.		8.50	8.50
(16 oz.)	doz.		19.50	19.50
Blunt scissors	doz.	3	2.90	8.70
Lefty blunt scissors	doz.		5.90	5.90
Teacher's shears		2	2.10	4.20
Paper punch		2	.80	1.60
Desk staplers		3	8.95	26.85
Staples	5000		1.25	1.25
Moist clay	50 lb.		7.95	7.95
Pipe cleaners	100	5	1.50	7.50
Bits of wood	20 lb.		9.95	9.95
				<u>\$348.90</u>

Educational Program Supplies

Office Supplies

Mimeo paper	400	7	\$ 2.50	\$ 17.50
Stencils	15	5	4.25	21.25
Mimeo ink		4	2.50	10.00
Envelopes	500	2	4.00	8.00
Carbon paper	100	1	4.50	4.50
Typing paper		2	6.00	12.00
Typewriter ribbon		4	1.35	5.40
Typing erasers		3	.50	1.50
Stencil corrector			.75	.75
File folders	100		3.90	3.90
Index cards	1000		2.75	2.75
Index file			1.50	1.50
Manilla envelopes	100		6.00	6.00
Ledger book			2.00	2.00
Tape dispensers		4	.30	1.20
Cellophane tape		20	.50	10.00
Masking tape		6	1.50	9.00
Pens		30	.25	7.50
Pencils	doz.	6	.65	3.90
Erasers	doz.		1.70	1.70
Rulers		2	.10	.20
Rubber bands	$\frac{1}{4}$ lb.		.85	.85
Paper clips (small)	1000		1.40	1.40
Paper clips (large)	1000		5.00	5.00
Thumbtacks	1000		3.20	3.20
Straight pins	$\frac{1}{2}$ lb.		1.25	1.25
Safety pins	10	5	.10	.50
				<u>\$124.25</u>

Office Supplies

Maintenance Supplies

Cleaning liquids		8	.99	\$ 7.92
Floor wax	gal.		4.19	4.19
Windex			.98	.98
Sponges (large)		3	.25	.75
(small)		3	.18	.54
Paper towels	3700	5	4.00	20.00
Kleenex		100	.32	32.00
Drain cleaner			1.98	1.98
Cleanser		6	.27	1.62
Bowl cleaner		4	.49	1.96
Toilet brush			1.98	1.98
Mop			5.98	5.98
Mop head			.98	.98
Pail			1.80	1.80
Dust pan			1.90	1.90
Broom			6.25	6.25
Garbage cans		2	3.99	7.98
Snow shovel			3.99	3.99
Light bulbs	4	2	1.00	2.00
				<u>\$104.80</u>

Maintenance Supplies

Kitchen Supplies

Napkins	10,000		\$9.00	\$ 9.00
Paper plates	100	100	.49	49.00
Paper cups	100	100	.73	73.00
Paper compot dishes	100	100	.19	29.00
Aluminum foil		6	.79	4.74
Plastic wrap		6	.59	3.54
Garbage bags	50	6	2.99	<u>17.94</u>
Kitchen Supplies				\$186.22

Food Supplies

Lunch and 2 Snacks
\$.80/day x 35 (children and staff) x 260 days \$7280.00

Food Supplies \$7280.00

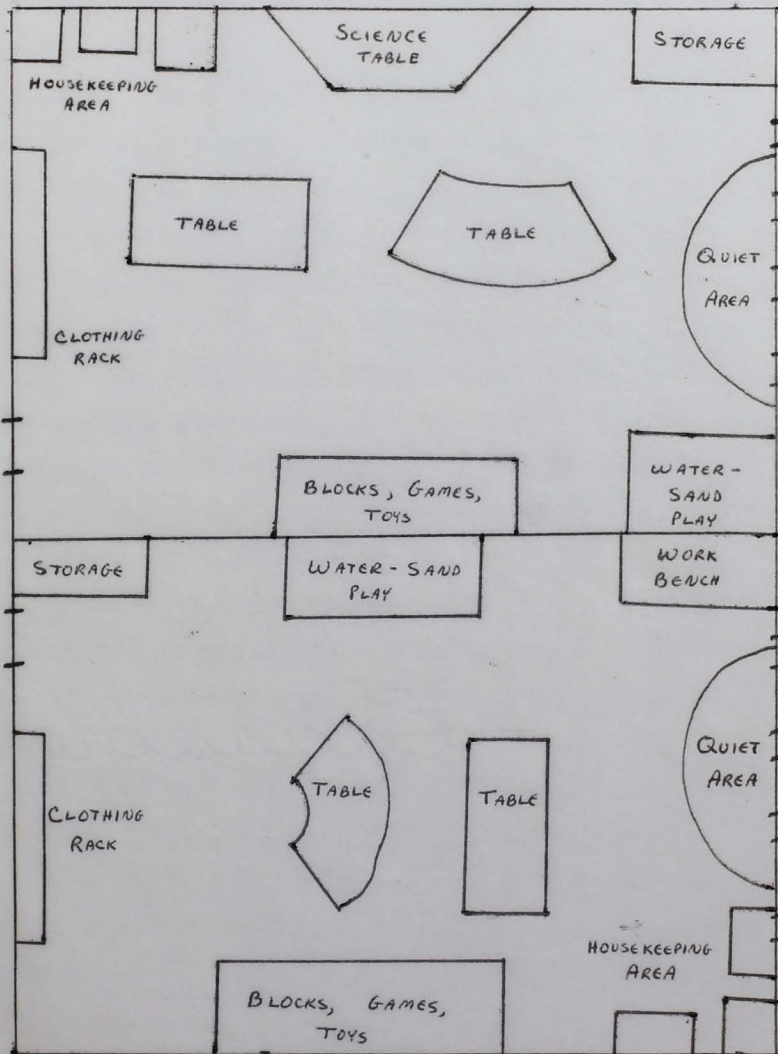
TOTAL SUPPLIES AND MATERIALS BUDGET \$8044.17

MISCELLANEOUS BUDGET

Transportation			
Staff conferences			\$ 50.00
Field trips (Bus rental)	12 mo. x	\$75	900.00
Rent (Church)	12 mo. x	\$250	3000.00
Insurance			120.00 ²⁵
Training materials			<u>30.00</u>
TOTAL MISCELLANEOUS BUDGET			\$4100.00

Transportation to conferences covers all trips staff take to training conferences. A school bus is rented to escape the prohibitive cost of purchasing a bus and insurance the first year of operation. Rent to the church includes use of two classrooms (floor plans following), office space, kitchen facilities, outdoor play area, plus all utilities entailed in this use. The classrooms must include thirty-five square feet of floor space per child. The outdoor area must include sixty-five square feet of area per child to fulfill state licensing requirements.²⁵ Maintenance costs are incurred separately. This insurance covers the children and staff while in the day care center, in transit to and during field trips. To keep abreast with changing ideas and practices, training materials include books and pamphlets on day care and early childhood education.

CLASSROOM FOR 3's



CLASSROOM FOR 4 + 5's

Since this budget incurs all the initial costs of organization and purchases of permanent equipment, the total figure appears high. Even though replacement and expansion of this equipment will be necessary in future years, the total figure for equipment will just be a small percentage of the \$3155.90. Another factor that increases the budget is the high level of personnel salaries. Day care staff receive substantially less than they did teaching in the public school system. However, within the range of day care norms, these salaries tend toward the upper level. Regulating these two components can appreciably affect the yearly cost per child. Directors of community day care centers may trim the budget by avoiding extensive initial equipment purchasing and lowering the salaries which are paid the staff. Details of the proposal and budget are specific to this center and may be altered for the purposes of other plans. But the basic outline of ideas is here. Now it is up to the individual to utilize it.

After compiling the budget, a plan of financing must be established. Because the model serves poverty families, it can receive federal aid from AFDC, WIN, Child Welfare Services, or funds under the Elementary and Secondary Education Act. Applying for funds entails filing extensive reports to the respective agencies, but the reward is well worth the effort: AFDC provides funds up to 75% of the budget; WIN, up to 90%; Elementary and Secondary Education Act, up to 100%; Child and

Welfare Services vary from state to state.²⁶ Besides these funds, this model center would collect a sliding scale tuition from \$0-\$15 per week, according to ability to pay. Even if the average payment were \$5 per week, thirty children for fifty-two weeks would net \$7800--a substantial contribution from poverty families. Fund raising projects sponsored by the center could aid in financing. Combining public funding, tuition, and fund raising, this proposed day day care center could become a viable asset to its neighborhood. Initial investments of money and labor could be returned multiply through the added potential of the community's children.

To set the nation's priorities on day care in the proper position, the public must first recognize the value of day care. Through the financial necessity of mothers in poverty to work, and through the shifting trend of mothers everywhere toward liberating themselves from the housewife and mother image, day care has become socially mandatory. The public must realize that day care ranks in importance with other concerns. Government funding must be employed to elevate day care to its appropriate position. In order to achieve this goal, community groups must organize day care facilities to serve their children and families. Hopefully this project will provide a simple outline to follow in attempting to coordinate a center. Ideas about day care must change. And with this change, practical responses must follow. From this point will the benefits begin to accrue. These arguments for day care in general, and the proposal and budget specifically, are submitted in an effort to aid the initiation of this social cycle.

FOOTNOTES

¹Annie L. Hart and Beatrice Rosenberg, "Day Care Facts," U. S. Department of Labor (Washington, 1973), p. 1.

²"Who are the Working Mothers," U. S. Department of Labor (Washington, 1970), p. 1.

³Ibid., p. 1.

⁴Ibid., p. 2.

⁵"Day Care Facts," p. 2.

⁶Edith E. Grotberg, "Day Care: Resources for Decisions," Office of Economic Opportunity (Washington, 1971), p. 73.

⁷Ibid., p. 74.

⁸Edward Zigler, "Day Care: A Statement of Principles," U. S. Department of Health, Education, and Welfare (Washington, 1971), p. 1.

⁹Helen S. Basham, "The Child Development Program of CFC," (York, 1973), p. 5.

¹⁰"Federal Funds for Day Care Projects," U. S. Department of Labor (Washington, 1972), p. 67.

¹¹Ann Brenner, Pennsylvania Department of Public Welfare (Telephone conversation, May 10, 1973.)

¹²"Child Care Arrangements of AFDC Recipients Under WIN," U. S. Department of Health, Education, and Welfare (Washington, 1970), p. 1.

¹³"Day Care: Resources for Decisions," p. 59.

¹⁴Ann Brenner.

¹⁵"Project Head Start, Office of Economic Opportunity (Washington, 1967), v. 4, pp. 5-7.

¹⁶E. Belle Evans, Beth Shub, Marlene Weinstein, Day Care: How to Plan, Develop, and Operate a Day Care Center (New York, 1973), pp.64-66.

¹⁷Dollie Lynch Wolverton and Claude Kinard, Abstracts of State Day Care Requirements: Day Care Centers. (Washington, 1971), pt.2, Pa. p.2.

¹⁸Meal Planning Guide for Day Care Centers (Harrisburg, 1969).

¹⁹Day Care: How to Plan, Develop, and Operate a Day Care Center. pp.232-238.

²⁰Catalogue of Early Childhood Learning Materials (New York, 1973-1974); Community Playthings Catalogue (Rifton, N.Y., 1970), no.71.

²¹Catalogue of Early Childhood Learning Materials.

²²Kathryn Kowalczyk and Marilee Abair, Cattaraugus Community Action Child Development Project (Cattaraugus County, N.Y., 1972), pp.5-6.

²³Ibid., pp.8-10.

²⁴Florence Leonard, (Towson, Md., February 7, 1974).

²⁵Abstracts of State Day Care Requirements: Day Care Centers. Pa. p.4.

²⁶Dennis R. Young and Richard R. Nelson, Public Policy for Day Care of Young Children (Lexington, Mass., 1973), pp.22-23.

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February 9, 1972, and February 5, 1973.
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Davies, 1970, no. 71.
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