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5-30-1975

## An evaluative study of the Child Saving Institute's single parent program

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AN EVALUATIVE STUDY OF THE CHILD  
SAVING INSTITUTE'S SINGLE PARENT PROGRAM

by

Sharon Haney  
Mary Lebeans  
Stephanie Petersen Prouty

RESEARCH PROJECT

Presented to the Faculty of  
The Graduate College in the University of Nebraska  
In Partial Fulfillment of Requirements  
For the Degree of Master of Social Work  
Graduate School of Social Work

Under the Supervision of Dr. Ronald Ozaki

Omaha, Nebraska

May 30, 1975

UMI Number: EP73222

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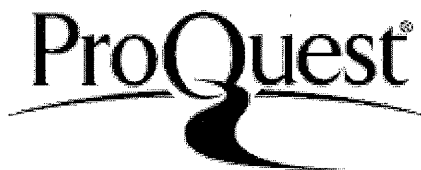


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We would like to express our appreciation to the staff of the Child Saving Institute for their cooperation, interest, and financial assistance, and we are especially grateful to the women who participated in our study. We are very grateful to Dr. Ronald Ozaki for his willingness to serve as our research consultant, and to Mrs. Betty Murphy for her patience in typing this manuscript.

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ABSTRACT

AN EVALUATIVE STUDY OF THE CHILD  
SAVING INSTITUTE'S SINGLE PARENT PROGRAM

Sharon Haney  
Mary Lebeans  
Stephanie Petersen Prouty

The purpose of this study was to determine the needs of the participants, the services the agency provides, and whether these services met the needs of the participants. Six mothers, average age of twenty, and the three staff members of Child Saving Institute's Single Parent Program participated in the study.

They were given separate sets of questionnaires, one set was given to the staff and one set to the participants. The questionnaire was designed to collect the data indicating the needs of the clients.

The analysis of the data, indicated that the services provided by Child Saving Institute met the needs of the participants. The findings also indicated, however, that there are additional services for Child Saving Institute to consider.

May 1975

AN EVALUATIVE STUDY OF THE CHILD  
SAVING INSTITUTE'S SINGLE PARENT PROGRAM

CHAPTER I

INTRODUCTION

This evaluative study of the Child Saving Institute's Single Parent Program was the result of our interest in society's changing views of single parents and the complex programs being established to meet their needs. Innovative programs offer participants services in counseling, health care, education, housing, and child care. In discussing the prospect of conducting such a study, Child Saving Institute requested that we make an assessment of their particular program. Because it had been in existence for a relatively short time, and because there were similar programs with which to compare it, Child Saving Institute asked us to look at the format of their program, evaluate its effectiveness and make any recommendations that we felt were relevant.

Since our purpose was to evaluate the effectiveness of the program, we decided that there were three major areas that we needed to explore. The first was to establish what the specific needs of the single parents were; second, to determine what services were being provided to the participants; and finally, to evaluate how effectively these services were meeting the expressed needs. In planning our study, we decided to

examine these areas from the perspective of three groups; the administration, the staff, and the participants themselves. By conducting our study in this manner, we could look for discrepancies among the three groups on how they view the Child Saving Institute Program.

Having decided which areas we wished to explore, we then determined which research design would be most effective in planning and carrying out our study. The design we chose was the evaluative study which is described as "the process of deciding whether some activity is worthwhile or not."<sup>1</sup> In their book Guidelines for Self-Evaluation of Programs Serving Adolescent Parents the authors state that an evaluative study:

"can give you information about needs, about the effort that has gone into your program.....in response to these needs, and about the effects which this effort has produced."<sup>2</sup>

At the time that we began our study there were six women participating in the Single Parent Program. Because of its extremely small size, questionnaires were distributed to all of the participants and to the staff which was comprised of three people; the acting director, the social worker and the child care worker. All of the staff questionnaires were completed and five of the six participants completed their questionnaires. To determine how the administration viewed the needs of the participants, we used the written objectives of the program.

Both the staff and participant questionnaires were divided into four major sections: housing, education, day care and social services as these are the major services that Child Saving Institute provides. A section on health care was excluded because all of the participants are

<sup>1</sup> Husting, Khoury, Cohen, Markel & Schlesinger p.2

<sup>2</sup> Ibid



on Aid to Dependent Children grants and receive complete medical coverage for themselves and their children.

Under the section on housing, we wanted to determine if it was necessary for Child Saving Institute to provide housing, if the housing was adequate, and whether participants shared an apartment and if so, was this arrangement satisfactory. The section on education examined the type of education/training provided, whether it was adequate; and what, if any, changes should be made in the program. Also, we asked the participants if they thought they would be able to find employment upon completion of this education/training. In our section on day care facilities, we asked if it was necessary for the program to provide day care; whether information on parenting and child development was provided and would it be beneficial; whether services were provided to handicapped children; and what program changes would be helpful. Finally, in our section on social services, we looked at frequency of contact and how it was initiated; the reasons a person would see a social worker; the participant's and the worker's evaluation of their relationship; whether the worker met the participant's needs and would they return again for further services; and in what other areas not currently provided for, could a social worker prove helpful.

Our questionnaire was composed mainly of uncoded items in which the respondent was asked a question and asked to respond in her own words. The questionnaires were distributed to the respondents at a general meeting where we explained the purpose of our study and answered questions pertaining to the questionnaire. They were to be completed and returned to us through the staff in approximately two weeks. At the end of the two week period only one participant had returned the questionnaire, so

we scheduled personal interviews to answer questions and collect the questionnaires. All three staff members and five of the six participants completed the questionnaire. The sixth participant dropped out of the program shortly after the questionnaire was distributed.

Chapter II discusses the results of our study. The presentation of our findings is divided into three sections; a comparison of the agency's written objectives with the staff and participant responses; a comparison of the staff and participant responses; and a comparison of the staff responses with the written objectives of the Child Saving Institute. Chapter III presents some additional perspectives of the staff and participants. Chapter IV is a summary of our findings.

Appendix A is a history of the services provided for unwed parents and illustrates the tremendous shift in attitudes that has occurred over the years. In Appendix B, we attempt to present the current trends in program planning for the unwed parent, and finally, Appendix C contains our tables and Appendix D is our research instrument.

## CHAPTER II

### COMPARISON OF AGENCY'S WRITTEN OBJECTIVES WITH THE CLIENT'S AND THE STAFF'S

In comparing the three systems of agency staff, clients and written agency objectives, we found considerable concurrence. All three appeared to include identical primary needs and goals in relation to housing, child care, education, and social services and viewed the agency objectives similarly.

Participants gave the following descriptive information on their questionnaire. The average age is 20 and each of the women has one child, all reported that they were in good health at the time they entered the program. Their reasons for entering the program were described as follows: 3 responded that they entered the program for financial reasons; 1 entered because of family problems; and one for personal growth.

#### COMPARISON OF STAFF AND PARTICIPANT RESPONSES

The data gathered from both the staff and the participants show their perceptions to be primarily the same, with some differences. In the area of housing, there was unanimity among the staff in that the primary reason for providing housing for the single parents was inadequate funds on the participants' part. The participants in a 4 to 1 ratio, stated they could have obtained their own housing if CSI had not. The staff, as well as the participants were in total accord in their view that the housing provided by CSI was adequate and met the participants' needs.

This would indicate that adequate housing existed for the participants. The fact that the participants stated they could have obtained their own housing if CSI had not, could indicate that this service offered by CSI is more one of convenience than necessity. However, the fact that the participants stated the housing enabled them to continue with further education indicates its importance in their lives, and that perhaps without it, they could not further their vocational training or schooling.

In the area of education, all staff members were knowledgeable of the type of education and/or vocational training of the participants. There were differences in whether or not educational needs were being met. The staff was in a 2 to 1 ratio agreeing that the needs were being met, whereas the participants responded 3 to 2 that their needs for further education and training were being met. The one staff member not in agreement, stated that the training was inappropriate and that the women were being placed in training schools that were convenient, rather than appropriate. The two women not in agreement furnished no explanations. The question in regard to changes that the staff and participants would like to see in the program was mainly answered inappropriately. This error could be attributed to either an inadequate stating of the question, or to careless answering by the participants. The question was under the heading of education, but only one staff member answered it accordingly, all other participants answered it more as a general question. All staff members stated that they would like to see changes in the program. The one staff member answering appropriately, stated that more variety of training and school opportunities were needed. The remaining staff stated that there was a need for parents of the participants to participate; that the women needed more recreational opportunities; and that transportation should be

provided. The participants were in a 4 to 1 ratio stating that there were changes needed. The changes they identified were a need for more recreational activities; a slackening in the rules; and a limiting of one parent to each apartment. The last change was stated by two participants; both of whom stated they did not share an apartment with anyone else in the housing section.

There was total agreement on the part of both staff and participants in their positive feelings that the participants would be able to find employment upon completion of their course work.

In the area of Day Care all staff members were in agreement that the primary reason for establishing a Day Care Center at CSI was to enable the mother to go to either work or training. All the participants stated they would have been able to obtain their own child care if CSI didn't provide it. In regards to whether instructions were provided to the parents in the area of child development all staff were in agreement. The participants in a 4 to 1 ratio stated they could benefit from information on child development. In the area of instructions provided in parenting the staff were in a 2 to 1 ratio stating it was provided, with one stating such instruction was limited. The participants were in a 4 to 1 ratio stating they could benefit from such instructions. The one stating she would not explained that she wanted to do it her way. In asking the clients if the aforementioned instructions were available they were in a 1 to 3 ratio, one stated yes and the other three stated no, or that they were unsure. The staff members in a 2 to 1 ratio stated the mothers benefited from the instructions provided by the agency. The participants also stated 4 to 1 that they have benefited from the aforementioned instructional information. These responses were not in agreement, not only in the comparison with staff and participants, but within

the participants' system itself. The mothers stated they needed such information and that they have benefited from it. However, they also stated in a 1 to 3 ratio that such information was not provided.

It could be concluded from these differences that there is a lack of communication between staff and participants in regard to instructions on both parenting and child care. It would also seem that the participants are unsure of what training, if any, they are receiving. This could be a function of the communication problem.

The fact that the mothers stated they would be able to obtain child care other than CSI's would indicate that the Day Care Center is more of a convenience service than a necessity for the mothers.

In the area of Social Services, the staff and participants concur that there is contact between the social worker and the participant. Only one participant stated no, and she explained that she wasn't in the program long enough to know. In comparing the number of times such contacts were made between the staff and the participants, neither gave sufficient information. The staff didn't know and the participants stated many, often, or few. In regard to when they saw one another, two staff stated by appointment, at their request and at the client's request. One staff stated only at client's request. Four of the participants stated by appointment, by their request and by the social worker's request. One participant stated only at her request. This would concur with the answers of the staff. The reasons given by the staff for seeing a participant are much the same as those given by the participant. A compilation of them can be seen in Table I.

Transportation was seen as the primary problem by both staff and participants. In the remaining areas there appeared an interest and need,

with health care being the least area of concern for the participant and day care, drugs and alcoholism being next in least area of concern. Personal relationships and personal feelings of being a single parent were seen as being important by both participants and staff, with the ratio being 4 to 2; the areas of home management, education and training, and money management were also seen as similarly important with the ratio being 3 to 2; thus showing a strong correlation in reasons for participants and social workers seeing one another. Staff and participants also concurred in their belief that a working relationship of trust and understanding had been established between the social worker and the participant. Only one participant was unsure, and her explanation was that she had not been in the program long enough to know. The participants were also in complete agreement that the social worker met their needs, again with the only exception being the participant who had not been in the program for a sufficient length of time to answer.

The above comparisons suggest that the social workers succeeded in establishing positive working relationships with their clients. They also indicate that the staff views the participants' needs in much the same priorities as do the participants. This would indicate a close worker/client relationship.

#### COMPARISON OF STAFF WITH WRITTEN OBJECTIVES OF CSI

The identified goals of the staff have a high concurrence with the agency's written goals. The areas of definable concurrence lie in the agency's specified goals. Those goals being 1) to provide guidance with respect to her parenting responsibilities; 2) to develop and assist in acquiring an educational or vocational program--with the goal of becoming independent or semi-independent of welfare funds; and 3) to provide counseling as needed so as to assist the mother in understanding and effectively

dealing with her feelings and personal problems. This concurrence can be seen from certain designated questions on the participant's and the staff's questionnaire, as can be seen on Table II.

It is not possible to conclude from our data whether the staff's goals are in concurrence with the agency's remaining two goals. Those specified goals of 4) identifying and building upon existing strengths; and 5) identifying weaknesses and helping the mother learn new ways in which she can deal with, or overcome, these weaknesses were not covered in our questionnaire.

#### COMPARISON OF PARTICIPANTS AND STAFF WITH AGENCY OBJECTIVES

The data in Table II confirms the fact that the agency goals, defined above, are being met by the staff. The answers given by the participants confirms the administration of the above services that would meet the indicated goals. The participants stated in question #3, p. 38 that they profited by the instruction given by the staff on parenting and question #2, p. 35 confirms that guidance was administered in developing and assisting in acquiring an educational or vocational program, thus meeting goals number one and two of the agency. The answers to question #3, p. 45 by the staff and #5, p. 36 by the participants confirms that this training should enable them to become financially independent of welfare. Questions #3, p. 48 of the staff and #6, p. 41 and #4, p. 40 of the participants, confirmed that the third goal of the agency was met; that of providing counseling as needed to assist the mother in understanding and effectively dealing with her feelings and personal problems.

In positively answering questions #2, p. 37, the participants confirmed the need for information on both child development and



parenting. The participants also indicated by answers to question #2, p. 35 that assistance was needed in an educational or training program. In answering question #4, p. 40 the participants in unanimity indicated that two of their primary reasons for seeing a social worker was for personal relationships and for personal feelings of being a single parent. In so answering these three sets of questions the participants demonstrated that they have needs in these three areas and hence, goals one, two, and three of the agency are in accord with the specified needs of their clients.

## CHAPTER III

### ADDITIONAL PERSPECTIVES ON STAFF AND PARTICIPANTS

The participants and staff of CSI provided additional information about their perspectives on CSI's program. All five of the participants stated that they did not share their apartment with another single parent, nor would they want to. However, two of the five, found the present arrangement unsatisfactory. One mother stated she needed two bedrooms in order to have adequate space to study. While another stated she does not have her freedom under the present arrangement.

All participants concurred that they had a need for further education or training. This would support CSI's objective on furthering education and training. In the area of day care, the participants in a 4 to 1 ratio agreed that the day care staff had been willing to work with them and their child. One answered she didn't know, due to insufficient time in the program to be adequately knowledgeable.

The participants suggested additional services that the Day Care Center could offer to meet their needs and their children's needs. One mother stated she would like the Center to remain open until after six o'clock, rather than until five o'clock because her classes weren't over until six o'clock. Another suggestion made was to feed the children breakfast. These were the only two participants who made suggestions, the remaining three saw no additional needs to be met by the Day Care Center.

In response to the question on additional needs that could be provided for by Social Services four participants stated that none were

needed. One indicated a need for such items as more dishes, lower price of food stamps and no cut in her check. These services are not related to social services, but are mentioned here because of their apparent need for this participant. In reference to the question as to whether they would return to the social worker for other problems or situations three of the participants stated they would, while two stated they would not. Of the two answering they wouldn't, one stated she wanted to talk to someone who understands and the other stated they could help only in some situations.

It may be concluded from the participants' additional perceptions that some perceived a need for change or additional services in the areas of Housing, Day Care and Social Services. However, the majority viewed the present program as adequate for their present needs.

The staff perceived problems in the housing program not referred to in Chapter II. Three staff commented on the difficulty of having over night guests, while two commented on the inadequacies of the old building. A number of suggestions were made in regard to education. While the basic concept was perceived as being a good one, a need for a broader more varied plan for training and school opportunities was suggested. The suggestions offered for improvement in the Day Care Center were a collection of ideas, none perceived by more than one staff member. They were: to have less turnover of staff; to allot more time for in service staff meetings; to increase the salaries; and lastly to supply permanent quarters. All three staff members stated that there were no services offered to the handicapped child. One staff member's explanation as to why there were no services for handicapped children was that CSI was negotiating with Eastern Nebraska Community Office of Retardation and CSI's recent pre-occupation with its move.

There were no consensus among the staff regarding the rank order of additional services. The services mentioned were more appropriate classes, dietary needs of the child, play activities for the child, health care maintenance, clothing needs, help with personal and job problems, training and child care, and parenting. The participants offered similar additional needs for services. The services they mentioned were home management, budgeting, sewing, transportation, recreation and services for clients.

It may be concluded from these perceptions that the staff perceived a need to expand services in the areas of education, housing, day care and social services. There was little consensus in any of these areas, other than housing, except that all staff members perceived changes or additions as necessary.

## CHAPTER IV

### SUMMARY OF FINDINGS

#### PRESENTATION OF VARIABLES

There are several outside variables occurring or which had just occurred at the time that the researchers took their sampling.

The Child Saving Institute was in the process of moving their facilities to a new apartment building and this meant that the participants were required to move and re-establish themselves and their children in an apartment that was undergoing remodeling. These living arrangements were planned to be more private and less dormitory like in function, but how this affected the participants is unknown and not studied through this questionnaire.

This move initially did not provide the proper facilities without some remodeling to house the day care facility adequately. This made it necessary for the participants to take their children several blocks away to the original day care center.

Approximately a month prior to the researchers presenting the questionnaire to the participants the social worker had left to begin graduate studies and a new worker came in to the situation, and the new worker was a female and the worker who left was a male.

The preceding variables affected the participants directly with each variable being individualized by the participants. A variable affecting the staff and agency directly and the participants indirectly

was the fact that the agency was operating under an acting director while continuing to interview for the permanent position of director.

The staff was also involved with the variables of physical location of the agency for administration purposes, and a change from an agency-experienced staff to a new staff member.

The researchers think that these variables had varying effects on both the staff and the participants of the single parent program; how much, if any, is unknown to them, but they think that these facts need to be considered in relation to the findings.

#### SUMMARY OF FINDINGS

In the area of housing the staff and the participants were in agreement that the housing provided by CSI met the participants' needs.

In the area of education there was agreement by both staff and participants in their positive feelings that the participants would be able to find employment upon completion of their course work. From the responses by the participants it would seem that the day care center is more of a convenience than a necessity. In the area of day care, there is a lack of communication between staff and participants concerning the instructions on parenting and child care.

The area of social service was in agreement on how often and for what reason the worker and participant got together. The social worker seems to have succeeded in establishing positive working relationships with the participants.

The identified goals of the staff have a high concurrence with the agency's written goals. These goals are being met by the staff. This can be confirmed by the data in Table II. Goals one, two and three, (to provide guidance with respect to her parenting responsibilities, to

develop and assist in acquiring an educational or vocational program with the goal of becoming independent or semi-independent of welfare funds and to provide counseling as needed so as to assist the mother in understanding and effectively dealing with her feelings and personal problems), are in accordance with the specified needs of thier clients.

## APPENDIX A



## APPENDIX A

## A HISTORICAL OVERVIEW OF UNWED PARENTS

As far back in history as the subject can be traced, there has been a tremendous public stigma attached to unwed parents, particularly unwed mothers. The illegitimate child has also suffered both socially and legally as a consequence of the circumstances of his birth. In some cultures during certain periods in history, the unwed mother was punished by death, but more traditionally by public censure and degradation.

Roman society and law clearly discriminated against the unwed parent and child but not to the extremes that were reached under Christianity. While early Roman law denied an illegitimate child's relationship to both parents, it was later modified to include the principle of cognation, whereby the child had the rights of support and succession with regard to the mother.

With the advent of Christianity, marriage took on moral and religious significance in addition to its historical social and economic importance. It became the basic unit of society and the sanctity of the home and family was emphasized with heavy penalties exacted against those who violated the moral codes. To insure the sanctity of the home, sexual urges had to be regulated. A double standard regarding the moral conduct of men and women took shape. While the Church heavily censured men who deserted their families leaving them unprotected and unsupported, men who fathered illegitimate offspring were viewed more tolerantly. This was true particularly if the man supported this illegitimate child financially. Property rights of his legitimate children were not affected.

Women, however, were not permitted any such moral latitude.

Women bear the children and traditionally have been the most concerned with

maintenance of the family. They have been the recipients of most of the pressure to conform to sexual codes. As her "crime" of bearing an illegitimate child was so easily detected, escape from punishment became virtually impossible.

"In medieval and early modern times the mother was often required to confess her sin before the congregation in both Catholic and Protestant communities; and she was sometimes fined, sometimes publicly whipped, sometimes placed in the stocks, and the child was neglected and socially ostracized, while the father suffered little or no penalty."<sup>3</sup>

As the number of illegitimate births increased, unwed mothers began to resort to attempting to conceal pregnancy and then killing their newborn children. The usual punishments for infanticide during the Middle Ages were sacking (tying the women in a sack and throwing her into the water), burying her alive, impaling (driving a stake through the heart), and burning alive. In 1777 Frederick the Great reported that the greatest number of executions in Germany were of women who had killed their children. The spread of infanticide forced the Church in the sixth century to establish the first foundling asylum which was established in Italy and by the twelfth century had established the "turn box" to receive illegitimate children without revealing the mother's identity. In spite of the spread of infanticide and such attempts to deal with it, the churches continued to inflict the severe social punishments that had led to the dramatic rise in infanticide.

During this period in history when the mothers of illegitimate children were treated so harshly, the children fared just as poorly. Although pagan Roman society recognized the child's relationship to the mother, for the European child born of unwed parents during the middle ages,

<sup>3</sup> Krause, p. 4

there was no legal relationship to either parent, he was barred from public office, from appearing in court as a witness, burial was denied to him and his body could be given to a medical school upon his death. In England the restrictions were not quite so severe; however, he could not inherit property, which usually reduced him to poverty.

These attitudes of disapproval and punishment have continued into recent times. Many explanations have been given. Foremost among such attitudes was the widely held belief of Christian leaders that women were the root of all evil, particularly with regard to sexual activity. Celibacy was venerated and marriage and child bearing were regarded as inferior but necessary. Strong moral codes developed and when they were broken, since women were considered to be inferior beings, they were blamed for transgressions. The illegitimate child, the result of her "sin", was considered a morally inferior being from the moment of his birth.

Economics have always played a major role in public attitudes toward unwed parents and their children. In terms of property and inheritance, they constituted a threat to the financial security of the legitimate family. Gradual changes have come about in the legal relationship of parents and their illegitimate child mainly because of the needs of society. As more and more children began to become a financial burden on the larger population, laws were enacted to make fathers responsible to some degree for the support of all of their children. These laws still vary greatly from country to country and among our fifty states. Such laws remain inadequate and there seems to be little pressure at this time toward securing the legal rights of illegitimate children.

Another societal belief that has held great popularity is the idea that only women from lower socio-economic backgrounds have illegitimate

children. It is difficult to understand how this idea managed to remain so entrenched in public attitudes when circumstances proved it invalid so often. Other reasons offered for the existence of unwed mothers were: they were "oversexed" individuals unable to control their sexual urges; they were mentally incompetent to "protect themselves"; and during the Victorian era they were thought of as innocents who were taken advantage of by unscrupulous men. All of these attitudes can be found to some extent, in present day thinking.

By the late nineteenth century, private organizations were beginning to establish maternity homes for unwed mothers. While they represented a beginning attempt to deal with the "problem" of unwed mothers, they were still punitive in their moral judgement of the women who sought their help. The women who lived in these shelters were forbidden to leave the establishment, were not allowed to have any contact with the child's father, worked at difficult and monotonous jobs and were required to remain for several months after the birth of their child. The unwed mother was strongly encouraged to keep her child and the attitude of the shelters was that keeping the child served as an added penance to the young woman.

In the twentieth century new concepts in planning for unwed mothers began to emerge. While the need for physical care continued, the maternity home began to be viewed as living experience that offered women a warm, positive atmosphere in which to await the birth of their children and plan for their futures. The attitude of the staff was that the unwed mother was a human being in trouble who needed assistance from people with specialized skills to help her in planning and caring for her child. Physical facilities became more cheerful and attractive, nursing care was provided, social services were usually available, and group recreational

and educational activities were initiated. These concepts and attitudes are continuing to be modified and new, integrated programs for single parents are being developed in many communities. Appendix B will describe these current trends in program planning.

## APPENDIX B

## APPENDIX B

## CURRENT IDEAS IN PROGRAMS SERVICING UNMARRIED MOTHERS

Because of society's changing attitudes toward the unwed mother, there has been a change and updating of the services provided for the single parent. In the past, social agencies expressed interest in the unmarried mother but this concern was aimed toward getting their children away from them and placing them for adoption.

Social agencies are now taking a hard look at what they have been doing in this area and are trying to create new and innovative services. With this new outlook it is hoped that the needs of the ever increasing number of unmarried mothers who are keeping their children will be met.

The programs now available to the unmarried mother are comprehensive in services for this crisis situation. Service agencies are looking toward already existing community resources to combine with additional specialized services provided by the agency. Nationwide, over 160 cities have set up inter-agency efforts to provide comprehensive services. The agencies involved may be any combination of community organizations, i.e., school systems, welfare systems and community action groups. Most new and current programs generally revolve around three basic goals.

1. To increase the chances of a normal pregnancy and childbirth, and to protect the health of both mother and infant.
2. To help the girl solve the personal problems that may have led to her pregnancy or resulted from it, and to direct her towards a satisfying future.
3. To help girls continue their educations during pregnancy and to increase the proportion of girls who will continue in school following childbirth.

To a To achieve the above goals, the programs provide the girls with continuing education during pregnancy (either in their regular classrooms or in separate classes for pregnant students). They also see to it that girls receive early and consistent prenatal care, and offer lecture/discussion sessions on childbirth, child rearing, family life and family planning. Further, counseling on a group and individual basis is offered the girls and when possible, the young fathers. In addition, special courses such as black history, or services, such as infant day care, may be given. These programs are already serving 45,000 school age pregnant girls annually, married or unmarried, more than four times the number served in all the maternity homes in the United States.<sup>4</sup>

Several programs begin their services for the unmarried mother before delivery. These service agencies think that it is necessary to become active in the girl's situation from the beginning so as to provide additional knowledge about her care and her unborn child's care. It is also an opportunity to have the girl begin in the program since medical care is a service the unwed mother needs and uses.

Program planners usually have three basic encompassing components, as follows:

#### Education

This component generally provides education that will keep girls up with their nonpregnant peers so that pregnancy or motherhood does not remove them from the educational mainstream. The education unit includes the special information they need to understand the physiological and emotional changes they are undergoing due to pregnancy, and helps prepare them for motherhood. This component is also structured to help

<sup>4</sup>Braen, Bernard B., "The School Age Pregnant Girl: The Problem and an Attempted Solution", Clinical Child Psychology Newsletter, Special Double Issue on Sex, P. 19, Vol. X, Nos. 2&3, Summer-Fall, 1971.



girls who may have changing educational requirements, such as a need to acquire practical job skills.

#### Health

This component generally provides services to correct or alleviate existing medical problems and promotes the future health of mother and child through health education, nutrition instruction, immunizations, and provision of prenatal, postpartum, and pediatric medical services. The health component also provides family-planning instruction, including long-term support for the use of such services.

#### Social Services

The social service component generally provides counseling and other services to help girls solve the problems that either may have led to or been caused by the pregnancy. It provides the links between the program, the family, and the related community services and resources.

These components can and should be combined with any number of additional service components so that the program will meet the needs of unwed participants.<sup>5</sup>

A group residence for unmarried women is one of the newest developments in this field. The Louise Wise Services has established a residence for ten mothers and their children. This program provides training in how to care for their children, a day care while the mothers are in school and the participants have regular contact with a social worker. Their residence staff includes a pediatrician and a psychiatrist who are in residence several hours a week on a general basis.<sup>6</sup>

<sup>5</sup>Model Components of Comprehensive Programs for Pregnant School-Age Girls, Consortium on Early Childbearing and Childrearing, p. 18, 1972, Marion Howard, Principal Investigator.

<sup>6</sup>Kreech, Florence, "The Current Role and Services of Agencies for Unwed Parents and Their Children", Child Welfare, P. 325, Vol. LIII, Nos. 5, May 1974.

Research studies have indicated there are high educational, health and social risks when girls become mothers at an early age, but the early results show that solid gains have been made through these programs:

Education - increases in academic ability through intensive help (sometimes remedial) in classrooms during pregnancy. A better rate of return to regular school. A significant increase in the number of high school graduates.

Health - significant improvement in prematurity rates, lower fetal death, neonatal death, and infant mortality rates. Fewer lower birth weight prematurely born babies.

Social - an increased proportion are married or out working or both.

With social agencies changing and adding services for the unmarried mother, it is possible for the young women to grow in respect for themselves as people, and mothers, and establish an independent life style for themselves and their children.

With this optimistic prospective, it is necessary for agencies to be constantly aware of changing needs and be ready to meet these needs so that the young unmarried mother will continue to grow.

## APPENDIX C

TABLE I

REASONS FOR PARTICIPANT SEEING SOCIAL WORKER  
AND SOCIAL WORKER SEEING PARTICIPANTS

	PARTICIPANT'S REASON	SOCIAL WORKER'S REASON
A. Home Management	3	2
B. Day Care	2	3
C. Education & Training	3	2
D. Money Management	3	2
E. Health Care	1	3
F. Transportation	4	3
G. Personal Relationships	4	2
H. Personal feelings of being a single parent	4	2
I. Drugs, Alcoholism	2	2
J. Other	1	2

TABLE II

COMPARISON OF STAFF'S GOALS, PARTICIPANTS'  
GOALS WITH THE WRITTEN OBJECTIVES OF CSI

Questions	PARTICIPANTS	STAFF	AGENCY GOAL
	p. 36, #5	p. 44, #1(b)(a)	2
	p. 35, #2	p. 45, #3	
	p. 35, #3		
	p. 40, #4	p. 49, #3,#4	3
	p. 37, #2 (a,b)	p. 46, #3,#2,#4	1
	p. 38, #3		

APPENDIX D

This questionnaire is part of a Child Saving Institute Single Parent Program evaluation. We hope that your responses to this questionnaire will help Child Saving Institute strengthen and improve the Single Parent Program.

Please answer all of the following questions in as much detail as possible.

Thank you for your interest and responses.

Date admitted into the Single Parent Program:

Age:

Physical health on date of admission:

Yours:

Your child's:

Your reason(s) for entering the Single Parent Program:

HOUSING

1. Could you have obtained your own housing if Child Saving Institute had not?

a)yes b)no

Please explain:

2. Do you feel the housing provided by Child Saving Institute is adequate for your needs? (space, location, etc.)

a)yes b)no

Please explain:

3. (a) Do you share your apartment with another single parent?

a)yes b)no

(b) If you answered yes to (a) do you find this a satisfactory arrangement?

a)yes b)no

Please explain:



EDUCATION

1. What type of educational or vocational training are you participating in?

2. What do you feel your needs are in the area of education or training?

Please explain:

3. Do you feel these needs are being met by the program you are in?

a) yes      b) no

Please explain:

Education (con't)

4. Are there any changes you would like to see in the program you are in?

a)yes b)no

Please explain:

5. Do you think that upon completion of your course work you will find employment?

a)yes b)no

Please explain:

DAY CARE

1. Would you have been able to obtain your own child care if Child Saving Institute did not?

a)yes      b)no

Please explain:

2. (a) Do you think that you could benefit from information on child development?

a)yes      b)no

Please explain:

- 
- (b) Could you benefit from information on parenting?  
(discipline, feeding, toilet training, etc.)

a)yes      b)no

Please explain:

Day Care (con't)

(c) Do you think that the Child Saving Institute Day Care Center provides help in parenting/child development in the aforementioned areas?

a)yes      b)no

Please explain:

3. Do you think that you have benefited from child development and parenting information supplied by the Child Saving Institute Day Care Center?

Please explain:

4. Do you think the day care staff has been willing to work with you and your child?

Please explain:

Day Care (con't)

5. In what other ways could the Day Care Center meet your and your child's needs?

Please explain:

SOCIAL SERVICES

1. Have you had any contact with a social worker at Child Saving Institute? (counseling, information, etc.)  
a)yes      b)no
2. How many times?
3. When you see a social worker is it: (Please circle any of the below that apply.)
  - A. By regularly scheduled appointment
  - B. Anytime at your request
  - C. Anytime at social workers request
4. For what reasons would you see a social worker? (Please circle any of the below that apply.)
  - A. Home management
  - B. Day Care
  - C. Education and training
  - D. Money management
  - E. Health care (yours and child)
  - F. Transportation
  - G. Personal relationships (family, friends, child's father)
  - H. Personal feelings of being a single parent
  - I. Drugs, Alcoholism
  - J. Other
5. When you talked with a social worker at Child Saving Institute, did you feel that he/she was understanding of your situation?  
a)yes      b)no

Social Services (con't)

6. Do you feel that the social worker met your needs?

a)yes      b)no

Please explain:

7. Would you return to the social worker for other situations and/or problems that might arise?

a)yes      b)no

Please explain

8. What other needs are you aware of for which social services could be provided? (Please list in order of importance and explain.)

This questionnaire is part of a Child Saving Institute Single Parent Program evaluation. We hope that your responses to this questionnaire will help Child Saving Institute strengthen and improve the Single Parent Program.

Please answer all of the following questions in as much detail as possible.

Thank you for your interest and responses.



HOUSING

1. What are the agency's primary reasons for providing housing for the single parent?

Please explain:

2. Do you feel the housing is adequate for the clients' needs?

a)yes      b)no

Please explain:

3. What kind of problems have there been in the housing program?

(Please rank in importance and explain.)

EDUCATION

1. (a) What type of educational/vocational training are the clients participating in?

Please explain:

- 
- (b) Do you think the clients' needs are being met in these programs?

Please explain:

- 
- 
2. Are there any changes you would like to see in the program?

Please explain:

Education (con't)

3. Do you think that upon completion of the participant's course work they will be able to find employment?

Please explain:

DAY CARE

1. What are the agency's primary reasons for establishing a Day Care Center at Child Saving Institute?

2. Do you provide instruction to the parents in the area of child development?

a)yes      b)no

Please explain:

3. Do you provide services/instructions in the are of parenting?

a)yes      b)no

Please explain:

Day Care (con't)

4. Do you think that the mothers see any benefits from the instruction in child development and parenting provided by the Day Care Center?

a)yes      b)no

Please explain:

5. What services do you offer to a handicapped (physically handicapped, retarded, emotionally disturbed) child?

Please explain:

6. What changes or improvements do you think the Day Care Center could benefit by?

Please explain:

SOCIAL SERVICES

1. (a) Have you had any contact with a client at Child Saving Institute? (counseling, information, etc.)  
a) yes      b) no  
(b) How many times?  
(c) Of the services given, please rank in order of frequency.
  
2. When you see a client is it: (Please circle any of the below that apply.)  
A. By regularly scheduled appointment  
B. Anytime at your request  
C. Anytime at client's request
  
3. For what reasons would you see a client? (Please circle any of the below that apply.)  
A. Home management  
B. Day care  
C. Education and training  
D. Money management  
E. Health care (client and child)

Social Services (con't)

- F. Transportation
- G. Personal relationships (family, friends, child's father)
- H. Personal feelings of the single parent
- I. Drugs, alcoholism
- J. Other

4. When you see your clients do you feel you have established a working relationship and atmosphere of trust and understanding?

a)yes      b)no

Please explain:

5. Are there other client needs that you think you could provide services for? (Please rank in order of importance and explain.)

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