



Growing Child and Youth Care and Education Programs:

Meeting the Needs
of Student, Staff and
Faculty Families of
the OSU Community



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Section 1- Acknowledgments

The OSU Task Force on Children, Youth and Family would like to thank Dr. Becky Warner, Senior Vice Provost of Academic Affairs, Dr. Susie Brubaker-Cole, Vice President for Student Affairs, and Dr. Larry Roper, former Vice President for Student Affairs, for their thoughtful response to the family needs of the university community. We thank them for their leadership and understanding of the importance of child care and education as an integral part of building a world-class, diverse and inclusive university.

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Section 2- Executive Summary

As part of OSU's strategic plan to build a world-class university and increase recruitment and retention of talented students, faculty and staff, the Task Force for Children, Youth and Family was established in 2014 by the Senior Vice Provost of Academic Affairs, Dr. Becky Warner, and the former Vice Provost of Student Affairs, Dr. Larry Roper. The task force was asked to address the increasing demands of OSU students, faculty and staff for more child care options, which were outlined in the 2013 OSU Child Care Needs Assessment conducted by Mills Consulting.

Based on the study findings, the task force recommends, in order of importance, the following initiatives:

- Adopt a vision for child care at OSU, incorporating the task force's proposed definitions for quality, accessibility and affordability to guide and evaluate programs, and establish the OSU Child Care Partnership for all child care and youth program providers operating on campus.
- Commit to equitable sharing of infrastructure, child care and other Childcare and Family Resources office services and programming between faculty, staff and students.
- Build a new on-site child care center on the OSU main campus.
- Allocate university funding to KidSpirit to expand no-school and emergency programming for school-age children.
- Invest in the expansion of Care.com to help caregivers find affordable, quality care during emergencies.
- Fund the creation of a focused child care network of community child care providers.

This report provides information about each of these initiatives, including background, funding and potential impact. Funding requests accompanying these initiatives range from \$80,000 – \$125,000 per academic year while the building of a new on-site center will require \$10 million. The impact for improving recruitment and retention will be significant - doubling dependent care capacity, increasing quality of care, and bringing OSU into alignment with dependent care best practices of our peer institutions.

Section 3- Introduction

Organizational-supported child care is part of a competitive work environment, greatly improving the university's ability to attract and retain top talent (Richman 2006; Shellenback 2004). Organizations with child care support are more diverse, more productive and are highly valued by employees (Richman 2006). Subsequently, university supported child care is essential to the mission and vision of the OSU Strategic Plan 3.0, contributing to the building of an inclusive, diverse community and the development of comprehensive work-life balance initiatives (Goal 1) and recruiting and retaining world-class faculty and students (Goal 2).

The recent growth in OSU student enrollment and the accompanying growth of faculty and staff have significantly increased the need for child care providers and other services for our incoming families. The university and the community at large have not kept pace with adequate supplies of child care slots to accommodate the current and future demands. The 2013 OSU Child Needs Assessment conducted by Mills Consulting reported that 63% of survey respondents had difficulty finding child care and 53% reported that child care options were already filled when they inquired about available spaces for their children.

A few ongoing efforts have been made to address the growing demands for more child care over the past several decades. For example, the Childcare and Family Resources office was established in 2006 to support student parents, using student fee funds collected since 1997. This office also provides support for faculty and staff, but the majority of funding is currently derived from student fees.

A previous task force convened in 2010 by Dr. Larry Roper, Vice Provost of Student Affairs, was tasked with making recommendations for creating "a sustainable future for child care at OSU." Despite the existence of a number of child care services on campus, there was concern that these resources were not sufficient to meet demand. In the end, recommendations from the task force were as follows:

- Build an additional child care center with a capacity for 100+ children.
- Create a licensed drop-off child care center for students, staff and faculty.
- Provide additional subsidy dollars for students and employees to offset the high cost of child care.
- Create academic and employment policies and programs that support retention of employees and students with families.

Unfortunately, these recommendations had very little impact on the structure of child care availability for the families of OSU or the university support of child care and other services. In

fact, during this time, OSU saw the shut-down of the on-site child care program, Growing Oaks, due to facility issues, reducing the number of on campus early care child care slots from 212 to the current 144 available at Beaver Beginnings, our campus child care center.

In the meantime, student enrollment from 2010-2015 increased from an estimated 20,500 to 28,900 and the hiring of faculty and staff increased from an estimated 5,000 to 5,900. Moreover, reports from OSU parents about the difficulties of finding care options and the multi-year waiting lists for existing on-site care and in the Corvallis community continued, causing increasing concern that the decline in child care options in the face of the growing university population would ultimately hinder the recruitment and retention of talented students, staff and faculty.

OSU stands at a crossroads with regard to supporting the families of faculty, staff and students and, by extension, the growth and excellence of our university. Though some worthy efforts have taken place on campus, most of them have been funded and/or led by students. Supporting the care and education of the children of our students, staff and faculty is integral to OSU being a world-class, diverse and inclusive institution.

The Establishment of the Task Force on Children, Youth and Family

In the spring of 2013 the Childcare and Family Resources office hired Mills Consulting Group, Inc. to conduct a formal child care needs assessment study to better understand the needs and interests of the university's faculty, staff and students as they related to child care services. The objective of the study was to provide decision-makers at the university with a comprehensive picture of OSU's child care needs and provide recommendations for meeting those needs. This proposal was enthusiastically supported by the President's Commission on the Status of Women (PCSOW) and the Academic Affairs Office of Work-Life & GO HERC, as representatives of these groups had also heard concerns from OSU families about the dearth of child care options for them.

The findings of the Mills Consulting study indicated that OSU families had difficulty finding child care on campus and in the larger community; 53% of the 996 respondents to the online survey indicated that programs on campus and in the community were already filled; 66% reported that child care was too expensive. Findings suggested that lack of care affected respondents' performance; students reported being late to class a total of two weeks per academic year while staff and faculty reported missing 8.5 days per year. Moreover, respondents reported that accessible child care would increase their productivity and retention; nearly a third of the faculty and staff respondents would work more hours or a different shift; 27% would seek a

promotion; and 24% contemplated leaving OSU because of a lack of adequate child care arrangements.

Lastly, the findings indicated that OSU is woefully behind its benchmarks in the number of on-site campus early child care openings, which can negatively impact the recruiting of prospective students, faculty and staff with young children. Among the benchmark institutions, Penn State has the most child care slots at 559 while OSU had the least 144 slots. Whereas some institutions might be able to reserve child care slots as part of a competitive benefit recruitment package, OSU can only describe to prospective individuals the variation in length of the waiting list for each center. Stakeholder interviews and focus group responses expressed that the lack of adequate care options for families contradicted the branding of OSU as a “family-friendly” institution.

In response to these findings, Becky Warner and Larry Roper organized a task force in June of 2014 to create a vision and strategic plan for campus child care, including the expansion of campus child care options for OSU students, faculty and staff with a focus on quality and affordability. The task force was co-chaired by Amy Luhn, Director of Childcare and Family Resources, Office of the Dean of Student Life, and Robynn Pease, Director of the Academic Affairs Office of Work-Life & GO HERC, and included various representatives from the OSU community. The group met over the course of the next academic year with the goal of submitting a year-end report to the Senior Vice Provost for Academic Affairs and the Vice Provost for Student Affairs in June 2015.

The task force was asked to develop a campus child care strategic plan inclusive of an additional child care center and oversee next steps for the expansion of child care options based on the findings of the 2013 OSU Child Care Needs Assessment study conducted by Mills Consulting Group. The next steps included the development of a university position on the quality, administration and funding of campus child care; the feasibility of additional child care centers; the evaluation of currently available after school programming; and the feasibility of short-term, back-up child care.

The task force began its work in September 2014. In recognition of the integral part that dependent care across the life span plays in creating a world-class, diverse, inclusive community, the committee changed its name to “Task Force on Children, Youth and Family.” At the same time, the recommendations found in this report are in direct response to the report by Mills Consulting and the needs of families with children 0- 14 years of age expressed therein.

Section 4- Recommendations

The Task Force on Children, Youth and Family recognizes the tremendous positive impact expanded support for child care can have on the students, faculty and staff and the university's growth and reputation. At the same time, the committee recognizes the university must maximize its resources to fulfill its expansive mission and purpose. To that end, the committee reviewed the recommendations put forth by Mills Consulting and identified the most pressing needs and recommendations to address, keeping in mind the university's finite resources. The task force recommends that the university leadership adopt the following initiatives, in order of importance.

Recommendation #1

ADOPT A VISION FOR CHILD CARE AT OSU, INCORPORATING THE FOLLOWING DEFINITIONS FOR QUALITY, ACCESSIBILITY AND AFFORDABILITY and ESTABLISH THE OSU CHILD CARE PARTNERSHIP CONSORTIUM

The university does not have a coordinated means by which to organize and address the child care needs of its students, faculty and staff. To ensure that the needs are being fully and efficiently addressed, the task force recommends that Oregon State University adopt the following vision statement to guide the development and coordination of services that care for and educate the children and youth of university families:

Oregon State University continually demonstrates national leadership in supporting the work/life experience of student, staff and faculty through quality, accessible and affordable early child care and educational opportunities for children and youth.

Essential to the vision outlined in Recommendation #1 are the concepts, "quality", "accessible" and "affordable." We recommend that Oregon State University adopt these definitions for early care and education programs so that the campus community shares a common lens for the child care experience at OSU, including expectations and measurable outcomes for program delivery.

A high quality early care and education program includes attention to responsive classroom interactions, respect for families' and children's individual needs, and provides a healthy and safe environment for children.

Accessible and affordable early care and education programs provide enough capacity at sliding scale fees to care for a significant number of the children of OSU's students, faculty and

staff, children who have varying physical and mental abilities and span in age from 0-14 (infant – middle school).

Establish the OSU Child Care Partnership Consortium

As noted by Mills Consulting, OSU lacks an adequate marketing plan to ensure that students, staff and faculty are aware of the various child care programs and resources available to them. OSU also does not have a coordinated, ongoing means to evaluate capacity and usage of the varied programs that are utilized by OSU families but are not directly subsidized or affiliated with the Childcare and Family Resource office (Examples include Bates Hall, OSU Sports Programs, Linus Pauling Institute’s Healthy Youth Programs, 4-H Youth Development Programs, and STEM Academy). We recommend that OSU establish an early child and youth care and learning consortium to coordinate the accessibility and affordability of child care across the campus and discuss best practices in the delivery of quality care and services and potential partnerships to maximize capacity. We recommend that the consortium be coordinated by the Academic Affairs Office of Work-Life & GO HERC and the Childcare and Family Resources office.

Additional University Funding Request: No additional funding required.

Impact:

- Provide an overarching, unified vision and guide for the future of child care in a way that will maintain quality, accessibility and affordability
- Provide structured opportunities to identify ongoing child care needs campus-wide and opportunities for collaboration to meet these needs

Refer to Appendix #1 (p. 18-19) for more information related to defining quality and Appendix #2 (p.19-21) for more information about accessibility and affordability of child care.

Recommendation #2

COMMIT TO EQUITABLE SHARING OF INFRASTRUCTURE, CHILD CARE AND OTHER CHILDCARE AND FAMILY RESOURCES OFFICE SERVICES AND PROGRAMMING BETWEEN FACULTY, STAFF AND STUDENTS.

The Childcare and Family Resources (CFR) office is widely utilized by faculty, staff and students but remains heavily funded by student fee dollars (81%). Services supported by this office include the coordination of lactation rooms, campus child care, child care subsidies, family-oriented campus programming, and resources for dependent care across the lifespan, and referral. Over half of these services are consistently utilized by faculty and staff despite the majority funding coming from student fees (see Appendix #3 for breakdown). As program needs expand to meet increasing demand, student fee funding requests have also increased.

As program needs and faculty and staff use continue to expand, more funding is needed. Student leadership has expressed serious reservations about increasing funding until they have clarity around how OSU will partner with students.

The task force proposes that OSU commit to the equitable sharing of infrastructure, child care and other Childcare and Family Resources (CFR) services and programming costs with students. To start this process, the task force suggests OSU funding for CFR increase to cover half of the current CFR annual operating budget. This would require increasing annual funding from \$75,000 to \$200,000, a \$125,000 request (see Appendix 3, Figure 3-p. 23). Future funding requests would be made as the need arose. This commitment to cost sharing and the accompanying change in University funding creates a:

- Just, inclusive and equitable campus
- Comprehensive effort to support the health and wellness of faculty, staff, students and their families
- Family-friendly campus that will recruit and retain outstanding faculty, staff and students

Additional University Funding Request: \$125,000 per academic year.

Impact:

- Just, inclusive and equitable campus
- Comprehensive effort to support the health and wellness of faculty, staff, students and their families
- Family-friendly campus that will recruit and retain outstanding faculty, staff and students

Refer to Appendix #3 (p. 21-23) for more information about the usage of the office by students, staff and faculty and budget.

Recommendation #3:

BUILD A NEW ON-SITE CHILD CARE CENTER ON THE OSU MAIN CAMPUS

Survey results from the 2013 Child Care Needs Assessment by Mills Consulting indicated that the majority of parents prefer on-site child care, yet OSU does not have capacity to fill the need. Having children close by reduces commute time between work and child care drop off/pick up, thereby increasing productivity, reducing absences and stress (Shellenback 2004). Moreover, increasing numbers of universities offer on-site care as part of their competitive benefit packages. Among our competitors, Penn State has the most capacity with 559 slots on campus, while OSU has the least – 144 slots. Moreover, there are few early child care slots available in the larger community. For example, Benton County has 22 slots for every 100 children and Linn County has only 12, creating waiting lists of one or more years for openings.

Anecdotal information from search committees suggests that OSU loses top talent because of the lack of child care options. The task force therefore recommends that OSU invest in the expansion of on-site early child care capacity by investing in the building of a new on-site child care facility that would accommodate the care of infant, toddler, preschool and school-age children.

While there are various models of child care programs to consider, the task force recommends that the university funds the building of the center but allows it to be operated by a qualified and experienced child care provider. Similar to OSU's Beaver Beginnings, the contract would be managed by the Childcare and Family Resources office. The provider would be expected to uphold OSU's vision for child care and would be expected to partner with appropriate OSU departments to integrate the latest best practices and research to deliver quality programs and services. Preliminary discussions with the Department of Capital Planning and Development suggest that the appropriate campus space has been identified in anticipation of this project. Refer to the appendix for more information about potential funding models for construction.

Additional University Funding Request: \$10 million one-time investment based on the total square footage of center and capacity in addition to annual funding to cover building reserve and maintenance (Note: total building size should be calculated on allowing 125 square feet per child).

Impact:

- Increase early child care slots by 100-125 for OSU families
- Provide temporary care for approximately 25 school-age children

Refer to Appendix #4 (p. 23-25) for information about on-site early child care capacity benchmarking; Appendix #5 (p. 26-27) for child care management models; and Appendix #6 (p. 227-29) for on-site early child care center funding models.

Recommendation #4

ALLOCATE UNIVERSITY FUNDING TO KIDSPIRIT, THE ON-SITE SUMMER, SCHOOL AND EMERGENCY CLOSURE CHILD CARE PROGRAM FOR SCHOOL-AGE CHILDREN

When children enter public school, school becomes a consistent form of child care that allows parents to attend classes, study, and work. At the same time, there are few options for care once school is let out or closed, approximately 14 times per year in the Corvallis school district.

When the public schools are closed, KidSpirit, which is funded by the College of Public Health and Human Sciences, has served as a viable option for OSU parents since 1960. Its mission and

programming components fulfill the vision for quality, accessible programming proposed by this task force (<http://kidspirit.oregonstate.edu>). Moreover, the program hires OSU students as staff, providing them with meaningful work and training in child care and recreational programming.

Enrollment is currently limited to 100-150 but there continues to be high demand and a growing number of requests from parents to expand. With more funding, the program has adequate infrastructure to expand to 350 slots. The task force recommends that the university provide KidSpirit with additional funding so that it can expand its programming to meet the needs of more OSU families during school closures. Additional funding will vary according to capacity. Refer to the Appendix for more information.

Additional University Funding Request: \$97,000 per academic year to hire additional staff at .25FT and provide additional subsidies (25%-100% of program costs) for a total of 350 children during the academic year and public school summer vacations.

Impact:

- Increase slots for school-age children during school closings by 100-200.
- Reduce absenteeism among OSU students, faculty and staff during public school closings.

Refer to Appendix #7 (p. 230-31) for an inventory of the available early child care and school-age (youth) programming on the OSU campus, and refer to Appendix #8 (p. 231-33) for more information and funding model for programming, including funding needs to increase capacity during summer school.

Recommendation #5

INVEST IN THE EXPANSION OF CARE.COM TO HELP CAREGIVERS FIND AFFORDABLE, QUALITY, ACCESSIBLE CARE DURING EMERGENCIES

Like all caregivers, OSU students, faculty and staff must negotiate studies and work obligations with unexpected dependent care responsibilities. If a child is sick, he or she is not eligible for child care and must stay home. At the same time, there are many time-specific obligations within the higher education environment, such as class attendance, classroom teaching, time-sensitive research and grant deadlines. Negotiating the need for home care with fulfilling university obligations can be daunting unless you have access to an informal network of family and friends. Many of our students, staff and faculty who are new to the community have not had time to establish such networks and do not have help. For those on limited budgets, hiring respite care might not be affordable. As described in the 2013 Needs Assessment by Mills Consulting, parents need emergency back-up care in such instances to help care for their loved

ones while meeting university obligations (Note: students reported being late to class a total of two weeks per academic year while staff and faculty reported missing 8.5 days per year.)

Care.com is an existing OSU benefit for students, faculty and staff that provides online access to qualified individuals who are able to provide assistance in the home with various tasks such as babysitting, respite, pet sitting, housekeeping, and yard work. Our Care.com contract is managed by Childcare and Family Resources (<http://childcare.oregonstate.edu/carecom-membership>) and is already utilized used by faculty and students for a variety of needs.* Ninety-six percent of the current usage is to find child care but finding care can be a time consuming and unpredictable process for OSU families. Each online candidate must be called and screened for qualifications, availability and cost, which can vary greatly.

To help OSU parents find qualified emergency respite care, the task force recommends that OSU provide additional funding to expand our current Care.com contract to utilize agencies to screen and schedule caregivers at predictable hourly rates.

This expanded contract would mitigate the current challenges of Care.com in terms of the variation in providers and would allow university members to contact Care.com directly in times of need. It would also grant every faculty, student and staff member 10 days of emergency in-home care at a flat rate of \$6.00 per hour with the option of more hours at a higher rate as needed. The care could be for children, elderly parents, ailing partners/spouses or self, either locally or across the country, in the case of long distance caregiving.

Additional University Funding Request: \$83,000.00 per academic year that would be added to the current Care.com annual contract that currently costs \$22,000.00 and is administered by the Childcare and Family Resources office.

Impact:

- Increase respite care options for all OSU populations and their dependents regardless of age
- Reduce absenteeism among OSU students, faculty and staff

Refer to Appendix # 9 (p. 33-34) for more information about current Care.com usage and services accompanying increase funding option.

*Care.com is currently utilized by faculty, students and staff for the following services: childcare (95.6%); housekeeping (13%); pet care (18%); senior care (4%); special needs (2%) and tutoring (4%).

Recommendation #6

FUND THE CREATION OF A FOCUSED CHILD CARE NETWORK OF COMMUNITY CHILD CARE PROVIDERS

Providing quality child care options contributes to the recruitment and retention of talented students, faculty and staff. As indicated in the Mills Consulting report, a significant number of survey respondents would like the option of finding care in the surrounding community and region, as they reside outside the Corvallis area or do not work directly on the main OSU campus. Many child care providers care for children in their private homes, offering parents less expensive and more flexible care options (40% of the survey respondents do not live in the Corvallis area). At the same time, quality of care and service vary greatly. To increase the number of quality licensed providers, the task force recommends that OSU invest in the funding of a focused child care network that would be promoted to OSU families.

A focused child care network is a cohort of child care providers that meets frequently to discuss best practices, access and share resources, receive training and encourage progress as they work toward increasing the quality of their programs. The Childcare and Family Resource office would help coordinate promotion of the network, which would give first priority to OSU families. The task force recommends that OSU partner with Linn-Benton Community College Family Connections as they serve as the hub for the child care provider network for Linn and Benton Counties. This program would contribute to supporting child care providers in operating their own businesses, thereby contributing to growing the local economy.

Additional University Funding Request: \$80,000.00 per year to support the staffing at Linn-Benton and operating materials for the administration of the program.

Impact:

- Increase childcare slots in the community by 15-45
- Increase affordable care options
- Contribute to local economy by supporting and stimulating the growth of small businesses

Refer to Appendix #10 (p. 34-35) for more information about the funding model.

Section 5- Conclusion and Future Considerations

The Task Force on Children, Youth and Family was charged with developing recommendations to expand the child care options for families at OSU. The task force reviewed the findings from the 2013 Child Care Needs Assessment Survey conducted by Mills Consulting and determined that the following initiatives would significantly strengthen the care and education of the children and youth of OSU families. These recommendations, in priority, are as follows:

- Adopt a vision for child care at OSU, incorporating the task force's proposed definitions for quality, accessibility and affordability to guide and evaluate programs, and establish the OSU Child Care Partnership for all child care and youth program providers operating on campus. *Additional requested funding: 0.*
- Commit to equitable sharing of infrastructure, child care and other Childcare and Family Resources office services and programming between faculty, staff and students. *Additional requested funding: \$125,000 per academic year.*
- Build a new on-site child care center on the OSU main campus. *Additional requested funding: \$10 million one-time investment.*
- Allocate university funding to KidSpirit to expand no-school days and emergency programming for school-age children. *Additional requested funding: \$97,000 per academic year.*
- Invest in the expansion of Care.com to help caregivers find affordable, quality care during emergencies. *Additional requested funding: \$83,000.00 per academic year.*
- Fund the creation of a focused child care network of community child care providers. *Additional requested funding: \$80,000.00 per academic year.*

The funding requests accompanying these initiatives range from an estimated \$80,000 – \$125,000 per academic year for a total of \$385,000. An additional \$10 million will be needed for a new on-site center. At the same time, the impact for improving recruitment and retention will be significant, doubling dependent care capacity, allowing OSU to align with peer institutions, such as University of Kansas and Purdue University.

While the task force believes that these initiatives will provide OSU families with more care options, it also recognizes that these actions will not be enough. Rather, programming to support the university's community of dependent care responsibilities should be a dynamic endeavor to reflect dependent care across the life span. Given the current aging of the U.S. population, increasing numbers of the university population will be called upon to care for their aging parents, relatives and friends (Albert and Schulz 2010; Wagner et al 2012). Organizational support such as flexible work arrangements, emergency back-up care, on-site support groups

and work-life consultants can significantly reduce absenteeism and retain engagement among students, faculty and staff. The task force recognizes that university guidelines and academic guidelines also influence dependent care but it was not their charge to fully examine them at this time.

To evaluate and monitor the changing needs of the university community, the task force recommends that the administration establish an advisory group to provide continual input and guidance on the appropriate institutional response to its members' dependent care needs across the life span and that the advisory group be administered by the Academic Affairs Office of Work-Life & GO HERC.

Lastly, the recommendations provided in this report have focused on the child care needs of the OSU main campus. The task force acknowledges that families at other OSU campuses and throughout the state have similar needs. Consequently, the task force recommends that the administration incorporate similar supports for these families as an integral part of building an inclusive, world-class university

Section 6- Supplemental Information to Recommendations

Appendix 1: Defining Quality

A high quality early care and education program includes attention to responsive classroom interactions, respect for families and children's individual needs, and provides a healthy and safe environment for children. Early care and education programs include various types of programs, such as child care programs, family child care homes/programs, and after-school programs.

Responsive classroom interactions are characterized as interactions between teachers/adults and children in the program and child to child interactions. Children and teachers/adults express enjoyment while being in the program as marked by smiling, laughing, and positive communication. Teachers/adults are sensitive and responsive to children's social, emotional, physical, and cognitive needs and value children's ideas and perspectives. The time and behavior in the program are well-managed. Teachers/adults respond to behavioral challenges with respect for the child, being proactive (and positive), and creating clear, developmentally appropriate expectations for behavior. Coupled with a responsive environment and well-managed time and behavior, the program offers ample, intentionally crafted learning opportunities for children that promote language skills, problem solving, and individualized learning. For example, a high quality program provides children opportunities to engage in contingent conversations with the teachers/adults in the program, and other children. It also intentionally crafts opportunities for children to plan, brainstorm, and problem-solve, and teachers/adults in the program are able to provide formative feedback within all activities to increase engagement and understanding.

A high quality program is also committed to communicating with families, including incorporating cultural values of the family. Communication is two-way with staff listening and learning about family interests and needs such as work and school schedule conflicts. Additionally, the program supports children's unique needs, such as children who are dual language learners and children with special needs.

The physical environment contributes to a high quality program by offering children space that supports their social, emotional, cognitive, health and physical development. An interior setting that balances ambient and natural light, color, texture and form contributes to children's health and well-being. The exterior area of a high quality setting encompasses natural elements and textures that afford movement and exploration.

Finally, the program is safe and meets the state Quality Rating and Improvement Standards with a level 4 or 5 rating, provides healthy food and physical activities that promote healthy well-being, and is respectful to diverse families and children. This includes meeting state licensing health and safety standards.

Appendix 2: Defining Affordability and Accessibility

Access, availability, and affordability are intertwined in child care and early education. A parent cannot access care if what is needed is not available in the community, if the parent does not know what is available, or if the price of available care is greater than what the family can afford to pay. In this section we:

- describe the amount of child care and education available in Linn and Benton counties,
- describe the prices charged for the care that is available,
- share thoughts on child care affordability, and
- share strategies used to improve access.

Availability of Child Care and Education in Linn and Benton Counties

Families typically need child care and education services for children from birth through age 12. The need for these services far exceeds the amount available. Benton County has 22 slots for every 100 children and Linn has only 12. Centers offer the largest number of slots and waiting lists are common. There are a limited number of slots for children under age three due to the cost associated with the staffing levels needed for very young children.

	Benton County	Linn County
Number of children 0-12 years of age	10,202	20,197
Total number of child care slots	2257	2,338
Number of slots per 100 children	22	12
Number of slots by type of care:		
Small home-based facilities	283	745
Large home-based facilities	66	15
Centers—full day	1,505	1,080
Centers—part day	403	498

Data Sources:

Population Research Center, Portland State University, 2014

Child Care and Education Profiles, Oregon State University, June 2015

Price of Child Care and Education in Linn and Benton Counties

As noted above, care for infants requires more intensive staffing, thus the price of this care is high. Toddler care is slightly less expensive. In Benton County the median price of care for a toddler in a center is \$1,090 a month, whereas in Linn County the median price is \$675 a month.

Affordability

Affordability is determined by both household income and the price of child care. In Benton County the annualized price of child care for a toddler is \$13,080, whereas in Linn County it is \$8,100. Annual income for a minimum wage worker employed full time is \$19,240. Students and low-wage workers have to dedicate a large portion of their income to paying for child care. The price of child care actually exceeds tuition charged at Oregon State University.

Studies have shown that parents below the poverty line who purchase child care and education spend about 30% of income on child care compared with a 7% for families with higher incomes (Lauglin 2013).

Access

Students, faculty and staff face major challenges to accessing child care and education for their children due to the inadequacy of the supply and the price of child care and education services. The problem is the greatest for parents of very young children due to the limited number of slots and the higher prices for this care. Families with multiple children of different ages are also challenged.

Strategies for Increasing Access

Strategies for improving access to child care and education for students, faculty and staff include:

- Increase the supply of child care and education slots
- Decrease the cost to the family by:
 - Subsidizing child care and education programs
 - Exploring the required use of sliding fee scales in campus-supported child care and education programs so that families pay what they can afford.
 - Providing financial assistance to families who will not be accessing campus-supported programs.
- Provide high visibility for a child care unit that:
 - Ensures families have knowledge of child care and education services supported by the university and those available in the community.
 - Ensure families have knowledge of financial assistance available through tax credits and federal/state assistance programs.

Appendix 3: Childcare and Family Resources Restructuring Proposal

Based on historical inertia and broader national trends, much of the discussion on the OSU campus related to the needs of families has been framed narrowly in terms of child care. For some time, students have borne the brunt of these child care expenses and other programming in the form of student fee dollars initially levied in 1998 to build a center and later used as seed money to create the office of Childcare and Family Resources (CFR). As OSU strives to create a campus that is truly supportive of student parent success and the retention and recruitment of outstanding faculty and staff, it is important that the scope of services and policies continues to expand beyond traditional child care. Just as importantly, the cost of providing these services in terms of programming and facilities, as well as the staff leadership in coordinating these efforts should be distributed equitably between the OSU administration and students when services are shared.

CFR continues to be an office widely utilized by faculty, staff and students but narrowly funded by student fee dollars. This office currently supports many important services including the coordination of lactation rooms, campus child care, child care subsidies, resources and referrals, family-oriented campus programming and advocacy for student, faculty, staff and their families. As CFR services and infrastructure have expanded, OSU institutional support has continued to lag behind student fee funding despite the growing use of services by OSU employees (figure 1). Over the last 5 years, CFR funding from student fees has increased from \$3.95 per student to a projected \$8.50 per student in FY16 with few accompanying changes in University support. In addition, students have funded in the past two years nearly \$450,000 in Contingency Fund requests as well as \$300,000 in building reserve dollars which have been needed to refurbish the campus child care center to address years of deferred maintenance on a building that was transitioned onto student building inventory. The University has historically funded, through Student Affairs, child care center utilities, grounds and custodial services and funds a 10% contribution to the Director's salary. In addition, in 2014-15, \$5000 in University annual funding of the lactation rooms was established. These contributions round out the extent of non-student fee contributions and account for approximately 19% of the total combined budget (figure 2). Clearly this situation is neither equitable nor sustainable, and student leadership has expressed serious reservations about increasing funding for Childcare and Family Resources until they have clarity around how OSU will partner with students in these efforts.

The task force proposes that OSU commit to the equitable sharing of infrastructure, child care and other CFR services and programming costs with students. To start this process, we suggest OSU funding for CFR increase to cover half of the current CFR annual operating budget. This would require increasing annual funding from \$75,000 to \$200,000, a \$125,000 request (figure

3). Future funding requests would be made as the need arose. We feel this commitment to cost sharing and the accompanying change in University funding creates a:

- Just, inclusive and equitable campus
- Comprehensive effort to support the health and wellness of faculty, staff, students and their families
- Family-friendly campus that will recruit and retain outstanding faculty, staff and students

Figure 1. University versus Student Fee Proportional Funding of CFR

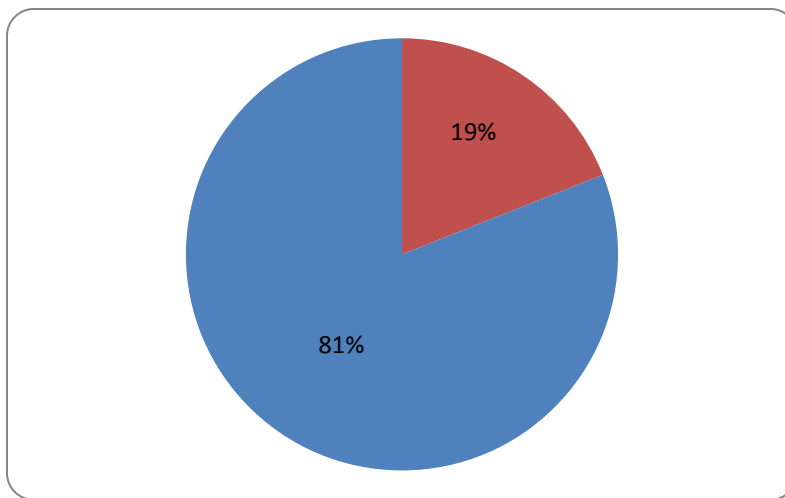


Figure 2. Faculty and Staff versus Student Use of CFR Services

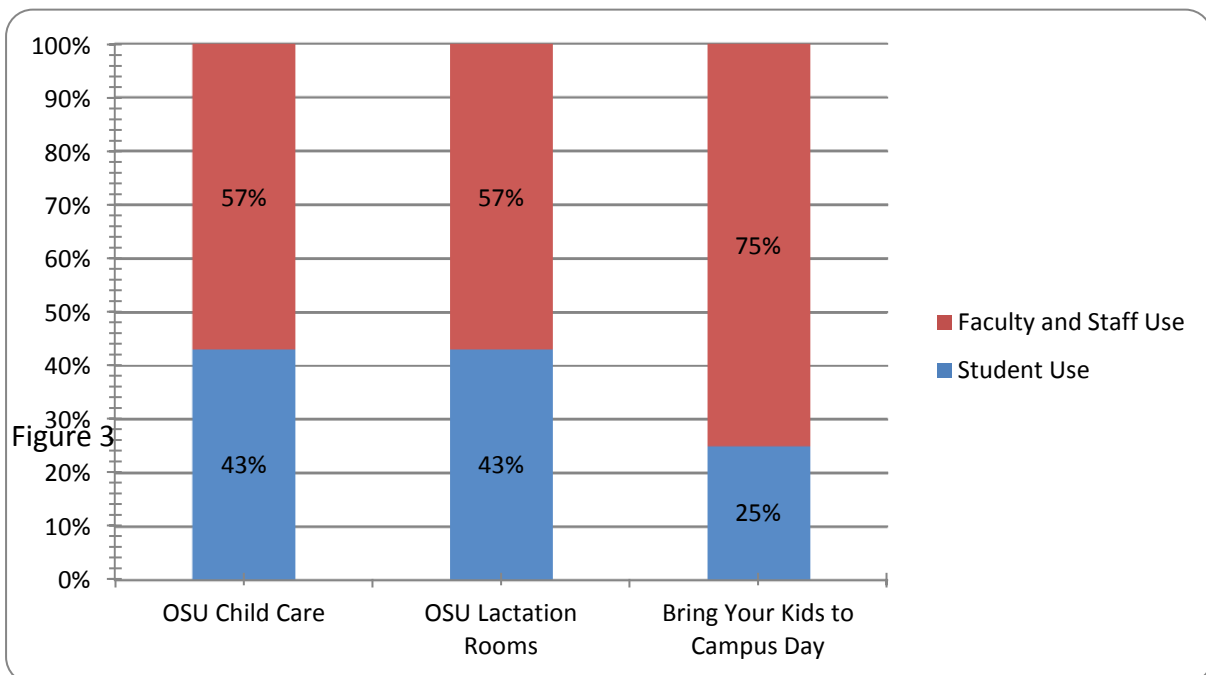


Figure 3.

Childcare and Family Resources Current Versus Proposed Funding				
	Current Funding Model		Proposed Funding Model	
	University	Student Fees	University	Student Fees
Beaver Beginnings Child Care Center Annual Building Reserve		\$150,000	\$75,000	\$75,000
Services and Supplies (including Care.com)	\$68,596	\$1,089	\$34,842	\$34,842
CFR Administration	\$7,377	\$174,242	\$90,809	\$90,809
Total	\$75,973	\$325,331	\$200,652	\$200,652

Appendix 4: On-Site Early Care Capacity Benchmarking

Benchmarking with Peer Institutions						
	U of Kansas	Penn State	Purdue	Washington State	U of Wisconsin	OSU
Number of centers with full day care	2 total (includes 1 full-day lab school)	3 total (includes 1 full-day lab school)	3 total (includes 1 full-day lab school)	1	6 total (includes 1 full-day lab school)	1
Total number of slots	297 in center Lab school numbers not available	559	182	154	400	148
Ages Served	Toddlers to school age	6 weeks to 12 years	Infants to preschool	Infants to school age	8 weeks to 6 years	6 weeks to Kindergarten
NAEYC accreditation	Center is accredited	All 3 are accredited	2 are accredited	In process	1 is accredited	Center is accredited
Funding	Lab school: n/a Center: -U owns building (Center owes U for new building) -U pays utilities	Lab school: -U owns building (no rent) -U pays utilities -Staff are U employees -U picks up deficit Center 1: -U owns building (no rent) -U pays	Lab school: -U owns building (no rent) -U pays utilities -Provost covers 40% of operating costs Center 1: -U owns building (no rent) -U pays	U pays for: -space -utilities -maintenance/repairs	U pays for: -space -utilities -legal services -police services -maintenance -EAP	U pays for: -space -utilities Students pay for: Facility and reserves

		management fee -U pays utilities Center 2: -U owns building (no rent) -Center pays utilities	maintenance -U gives \$75,000/year subsidy for operating costs Center 2: -U owns building (no rent) -U pays maintenance -Funding from U Residences Office			
Auspices	Lab school: -Part of U -Under Dept. of Applied Behavioral Science Center: -Separate 501c3	Lab school: -Part of U -Under College of Health & Human Development Center 1: -Vendor -Under College of Health & Human Development Center 2: -Vendor -Under Office of Human Resources	Lab school: -Part of U -Under College of Health & Human Services Center 1: -Vendor -Under Human Resources Center 2: -Part of U -Under Housing & Food Services -Operated by Purdue Village Parent Cooperative	-Part of U -Under the umbrella of Housing/Dining as an auxiliary service	-4 are associated with these U departments: - Graduate School -Human Ecology -Housing -2 are vendor operated	-Vendor operated -Reports to Student Affairs
Subsidy program	Center has \$50K/year subsidy for students through student fees	Some funds (\$132k/year) from student activity fees for student tuition	Tiered tuition rates based on family income	-student subsidy program funded through student activity fees of \$200K/year -Center also gets federal campus grant of \$176K per year for 4	-Have student subsidy program through student government fees for regulated cc of their choice (1 million/year) -Have federal student campus grant of \$189K/year for 4 years -Private foundation fund for faculty/staff	-Families can apply for subsidy funding: very small amount

				years	of \$11,500/year for back-up/sick care	
Priority system	Center: Priority system of: 1.Students 2.Faculty 3.Staff 4.Community	No priority system	Lab school: No priority system Center 1: Based on family income Priority to: 1.FT faculty & staff 2.Students 3.Affiliates Center 2: 1.Purdue Village families 2.Faculty, staff, students	No priority system	The center's location/department determines the priority	Priority given to students if enrollment drops to 50%

Appendix 5: Considerations for Various Child Care Center Management Models

Outside Vendor Model

- Generally in a large chain vendor model there is a management fee charged. Although this is not always the case, OSU does not charge a management fee.
- Generally the surplus from center operations goes to the for-profit vendor.
- The vendor is responsible for the day-to-day operations of the center. They create the budget, set the tuition rates and salaries, market the center, and hire, train and supervise the staff with their own criteria and set standards. In many instances there is discussion/negotiation with the university regarding these areas.
- The vendor provides their own benefits package to staff, which typically includes medical coverage and vacation/holiday/sick time.
- The center is supported by a larger organization.
- In this model, it appears that the center is an arms-length from the employer, however, should major problems arise, and the families will ultimately come to the university for resolution.
- Most often the university pays rent, heat and lights.
- The vendor creates additional hierarchy in management because they are part of a larger organization.
- The reputation of the vendor plays a role.
- The university has less influence on the quality and management of the center.

- One of the goals of the vendor is to make a profit, consequently, money that may go back into a center in the 501c3 or university-run model goes to the vendor. Salaries, supplies and staffing may reflect the interest in profit.

Non-profit 501(c) 3 Model

- Often the university has people sit on the Board thus having direct influence on the center.
- The board is responsible for overseeing center director and center.
- The board, through the director, is responsible for the day-to-day operations of the center. The board's interest lies in a high quality child care program as opposed to making a profit.
- The center/board creates the budget, sets the tuition rates, salaries and benefits, markets the center, and hires, trains and supervises the staff with their own criteria and set of standards that are appropriate for the OSU community.
- In this model, it appears that the center is an arms-length from the employer, however, should major problems arise, and the families will ultimately come to the university for resolution.
- Higher salaries may be offered to staff because all income goes directly back into the center. Higher salaries generally mean more experienced and better teachers.
- The university does not pay management fees.
- The university generally pays rent, heat and lights.
- The center has autonomy as it is not part of a larger organization.
- In this model, funds can be raised through grants and private donations.
- The university can have influence by having seats on the board.

University Operated Model

- The university has more overall influence on the center operations/structure.
- The university, in collaboration with the center director, creates the budget, and sets the tuition rates and salaries.
- With input from the university, the center director markets the center, and hires, trains and supervises the staff with criteria and standards.
- All center staff members are employees of the University; thus teachers and parents share the same employer.
- In this model, the university is likely to offer better benefits, and higher salaries, thus leading to better quality staff and a high quality center.
- University-run centers are offered through various departments in universities across the country. For example, they may be out of the education or child development department and used as a lab school. Often they are run out of student affairs, human resources or under the provost's office.

Appendix 6: New Construction University On-Site Child Care Center Funding Models

Campus Child Care Center Research

The goal of this research is to provide an outline of information gathered from a selection of OSU’s peer institutions to better inform OSU on how other university campus early education centers started up and their funding sources for both start up and ongoing operational costs. A total of nine peer universities were contacted, and representatives from the overseeing department and/or the early education center directors were interviewed over the telephone.

University	Center structure	Date center started	Start-up funding	Ongoing operational funding
Arizona State	Part of ASU under Auxiliary Services	Began process 24 years ago	Cost was under \$1 million and was funded through ASU bookstore, which was owned by ASU and revenue generating back then	ASU provides rent, heat and lights through Auxiliary Services
U at Buffalo	Independent 501c3; reports to Student Affairs		Came from state capital building funds	University provides the building
Colorado State	Part of CSU under Dept. of Human Development & Family Studies	Existing, moved to new renovated facility in 2013	Remodel cost \$4.6 million. Most funds came from student fees, and some from local and state foundations.	CSU provides rent, heat, lights, maintenance and cleaning (approx. \$80,000/yr.). CSU waives some other facility fees as well. Tuition covers operating costs—there is no line item in Dept.’s budget for the center.
Florida State	FSU has 2 centers, both part of FSU	Both centers opened in the 1960s.	Center 1 started/renovated through funds from Capital Improvement Trust Fund and FL state grants Center 2 started/renovated through CCAMPIS federal renewable Dept. of Education grant	Center 1 is mainly self-supporting—Housing provides utilities & maintenance; pays own rent through CCAMPIS grant funds Center 2 is funded through Capital Improvement Trust Fund, Graduate

				Student group (pays admin staff salaries), Undergraduate Student Affairs, and through tuition
Louisiana State	Part of LSU under Auxiliary Services (was previously under School of Education, then Student Life)	2006	LSU funded the construction of the center; funds did not come from any particular dept. or office	LSU provides rent, heat, lights-comes out of LSU central funds. Has not run at a deficit for past 3 years, previously when ran at a deficit the School of Education or Student Life picked up the cost
U Mass Amherst	Part of U under Student Affairs	Late 1970s	Initially began as a coop, then Student Affairs took over and funded it to become licensed—renovation paid through campus allocation funds. Any new building/renovation funding would come under a MA state bond	U Mass provides rent, heat and lights.
University	Center structure	Date center started	Start-up funding	Ongoing operational funding
U of Nebraska Lincoln	Part of UN under Student Affairs	2009	UN funded entire start up through the Chancellor. Cost was approx. \$2 million	UN provides rent, utilities, and maintenance. Tuition covers operating costs—if center operates at deficit UN does not cover it.
U of New Mexico Gallup	Part of UNM, overseen by Executive Director of UNM Gallup	March 2015	There had been an existing early learning center, which closed 4 years ago. They used the same building and had funds in the existing account for start-up.	UNM provides rent, heat and lights. The center will need to be self-supporting through tuition.

U of Wisconsin at Milwaukee	Part of UW, under Student Affairs	Early 1970s	Initially began by group of students, and received funding from the School of Education.	Before it was moved under Student Affairs the funding came from the state's general public revenue. Now UW pays utilities only—center pays own rent and maintenance
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Appendix 7: Inventory of On-Campus Youth Programming

To better understand the existing capacity for on-site school age programming, the following inventory of on campus youth programming was compiled

OSU On Campus Youth Programming				
Who	What	Age Range	Department/Funding	Cost
Beaver Beginnings	Traditional year-long child care (capacity of 144 children)	6 weeks-5 years	Childcare and Family Resource office (student fees and E&G) & Children's Creative Learning Center (Vendor)	\$654-\$1,224
KidSpirit	No-school day care, summer day camp, with half and full-day options	5 years-18 years	College of Public Health and Human Services	\$50-\$400
Bates Hall	Head Start preschool program- follows OSU term schedule/breaks (capacity of 120 children)	3 years-5 years	College of Public Health and Human Services	½ day pre-K \$2,568 or Head Start
OSU Sports Camps	Sports camps with higher concentration during the summer. Varies between 1 day camps-2 weeks	5 years-18 years	Athletics	\$50-\$1,050
Healthy Youth Program-LPI	Pre-school & youth gardening/chef programs and summer day camp	2.5 years-14 years	Linus Pauling Institute	Free-\$67
4-H Youth Development Programs	Various 4-H programs and summer camps	5 years-19 years	OSU Extension	\$18

Our Little Village	Free short term drop-off child care available only to students- not available during summer term-2 sites (capacity of 8 children at each site)	6 months-10 years	Childcare and Family Resources (student fee funded)	Free
STEM Academy & SMILE Program	STEM Academy engages K-12 youth in programs designed to increase college attendance and participation in the STEM fields (capacity of 10-25 depending on program)	5 years-18 years	Precollege Programs & various university and outside grants * can coordinate with families/KidSpirit for ½ day classes/camps	\$75-\$270
TAG Program-Precollege Programs	Academic explorations and social interaction for talented and gifted youth in which participants experience discovery, challenge, and excitement with offerings designed to address their accelerated interests and abilities. (capacity of 10-25)	5 years-10 years	Precollege Programs	\$210-\$445

Appendix 8: Expanded Expansion for KidSpirit Programming Proposal

Among all of the existing on-campus youth programs, KidSpirit (<http://kidspirit.oregonstate.edu/>) has been effectively operating programs on the OSU campus for school-age children for the Corvallis community since 1960 and has continuously made efforts to accommodate the emergency back- up needs of OSU families. It is the only program on campus that provides day programs during public school closings and inclement weather.

KidSpirit has infrastructure in place to expand its program to care for 350 children at any given time. Staff are also trained in caring for children with special needs and creating an inclusive environment for all children. As indicated in the information below, the ability to expand the program will be dependent on the additional funding that will be allocated.

To increase capacity for 350 school-age children, the options with additional funding needs are as follows

Option 1: Proposed Activities Create Excitement on No-School Day (ACES) Subsidies Only

Summary:

Subsidies for 210 additional spots per each of 12 no-school days (2,520 total spots) over the current 140 we serve per day. Total of \$88,140 children subsidized. Additional staffing cost is \$9,000 for a total (subsidies and staffing) cost of \$97,500.

Details:

- Session length: 1 day
- Registration fee per session: \$52
- Cost (to families) per hour: \$6.50
- Total proposed subsidies per day: 210
- 12 No-School Days (ACES) for upcoming school year
- Total subsidies proposed across all days: 2520
- Cost of proposed subsidies per day \$7,400
- Cost of proposed subsidies for 12 days \$88,140
- Staffing Requested: Seasonal 3 month full time position
- Proposed staffing costs: \$9,000
- Total proposed costs: \$97,500
- Number of subsidies per day at 50%: 110
- Number of subsidies per day at 75%: 55
- Number of subsidies per day at 100%: 45

Total Additional Funding Request: \$97,000 per academic year to provide care and programming during school closings during the academic calendar year for 210 additional slots (350 in total).

Option 2: Proposed KidSpirit Summer Day Camp Subsidies Only**Summary:**

Subsidies for 100 additional spots per each of four 10 day sessions (400 total spots) over the current 250 we serve per session would require \$113,000. Additional staffing cost would require an additional \$9,000.

Details:

- Session length: 10 days
- Registration fee per session: \$382
- Cost (to families) per day: \$38.20
- Cost (to families) per hour \$4.78
- Total proposed subsidies per session: 100
- Average number of sessions attended by families: 4
- Total subsidies proposed across all sessions: 400

- Cost of proposed subsidies per session: \$22,443
- Cost of proposed subsidies for 4 sessions \$89,770
- Staffing Requested: Seasonal 3 month full time position
- Proposed staffing costs: \$9,000
- Total proposed costs: \$98,770
- Number of subsidies per session at 50%: 70
- Number of subsidies per session at 75%: 25
- Number of subsidies per session at 100%: 10

Total Additional Funding Request: \$122,000 per academic year to provide care and programming during the summer during for 100 additional slots (350 in total).

Option 3: Proposed KidSpirit ACES (no school day) & Summer Day Camp

Subsidies for 210 ACES spots and 100 spots per summer camp session would be 2,920 slots in total (for 12 ACES days and 4 summer camp sessions). The total cost of subsidies would require \$201,140. Additional staffing costs would require \$12,000.

Total Additional Funding Request: \$213,140.00 per academic year to provide care and programming during school closing during the academic school year and during the summer so that a total of 350 children are served.

Appendix 9: Summary of Care.com Benefits with Expanded Emergency Back Up Service

Current Program for OSU which renews 9/22/15	
Access to web services	Budget
<u>Comprehensive Care for 26,600 “employees” (faculty/staff/students)</u> <ul style="list-style-type: none"> • Self-directed- Child Care/Senior Care/ Pet Care/ Home & Lifestyle 	Included
<u>Services Offered</u> <ul style="list-style-type: none"> • Unlimited access to Care.com- Self-Directed Care 	Included
<u>Care Force</u> <ul style="list-style-type: none"> • Live Help Desk for employees with service related questions • Webinar series access 	Included
<u>Benefit Management & Communication</u> <ul style="list-style-type: none"> • Rollout and on-going benefit communications • Benefit fair attendance • Monthly utilization reports and more... 	Included
Total Annual Program Costs	\$22,000

In-Home Back Up Care & Current Web Services	
Services	Budget
<u>Comprehensive Care for 26,600 “employees” (faculty/staff/students)</u> <ul style="list-style-type: none"> • Self-directed- Child Care/Senior Care/ Pet Care/ Home & Lifestyle • In-home back up child and adult care services 	Included
<u>Services Offered</u> <ul style="list-style-type: none"> • Unlimited access to Care.com- Self-Directed Care • In-home back up child care/adult care (expected utilization of 375 days) <ul style="list-style-type: none"> • User pays \$6.00 per hour for care with a 4 hour minimum • Each faculty/staff/student has 10 total days of child care/adult care available per contract year 	Included
<u>Care Force</u> <ul style="list-style-type: none"> • Live Help Desk for employees with service related questions • Webinar series access 	Included
<u>Benefit Management & Communication</u> <ul style="list-style-type: none"> • Rollout and on-going benefit communications • Benefit fair attendance Monthly utilization reports and more...	Included
Total Annual Program Costs	\$105,000 Includes the \$22,000 for web services

Appendix 10: A Focused Child Care Network Proposal

A Focused Child Care Network is a cohort of child care providers who meet frequently to discuss best practices, access and share resources, receive training and encourage progress as they work toward increasing the quality of their programs. The effectiveness of a staff supported network in improving the quality of family child care and the structural and process features associated with higher quality care are described in “Staffed Supported Networks and Quality in Family Child Care: Findings from The Family Child Care Network Impact Study” published by the Erikson Institute (2008). The Oregon Early Learning Division has adopted focused networks as a strategy for improving access to quality child care as measured by the QRIS rating system. State contracted Child Care Resources and Referral agencies serve as the primary source of support and training for providers across the state. Linn-Benton Community College’s Family Connections serves in this capacity for Linn and Benton Counties. Family Connections recently received Early Learning (EL) Hub funds to support a Focused Child Care Network to support 12-15 family child care providers who serve low-income families in rural areas. Funding for a

potential OSU targeted network of family child care providers is based on the components described in the Erikson report and funding proposal created for the EL Hub Network.

Components of a Focused Network

- Cohort of 12 – 15 family child care providers.
- Cohort will be staffed by a .5 FTE Quality Improvement Specialist.
- Providers will be linked to external resources, including education incentives and awards for Oregon’s Quality Rating System (QRIS) participation.
- QRIS will be used as a framework to improve quality.
- Visits to family child care sites, regular meetings and training developed in partnership with the network providers.

Focused Child Care Network Costs

- Personnel
 - Quality Improvement Specialist, .51 FTE, \$54,490
 - .05 FTE Data Entry/Support, \$3621
 - .05 FTE Supervision, \$6931
- Operating
 - Laptop for Quality Improvement Specialist, \$1500
 - Mileage, 15 sites x 40 miles x 5 visits x .575 = \$1725
 - Cell Phone allowance, \$25 per month, \$300
 - Training Materials & Supplies, \$1500
 - Incentives (meeting incentives, gas cards), \$400 per provider, \$6000
- LBCC Indirect – 10% of funding allocation
- Funding for 2015-2016 , \$79,066.50

The Childcare and Family Resources office would serve as the liaison for the provider network. Responsibilities would include coordinating university needs with the provider network, overseeing payment for services and disseminating information about the provider network to OSU families.

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