

Final Report, Childcare DTF

THE EVERGREEN STATE COLLEGE

May 18, 1980

MEMORANDUM

TO: Vice President for Business

FROM: Campus Childcare DTF
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Attached please find the final report of the DTF which was charged by former Vice President Dean Clabaugh. The major recommendations of the DTF are underlined throughout the report. We believe that we have addressed all of the major questions requested. If you have any questions, we would be glad to meet with you individually or as a group to discuss this report. Since the report obviously impacts Academics and Student Services, you might find it useful to discuss our findings with Dean Larry Stenberg and Provost Byron Youtz as well.

It should be pointed out that the Fire Inspector has declared the trailer unsafe for the functions it now serves. This creates a crisis situation which provides special urgency to this report.

Introduction and History

The Evergreen State College has a history of DTF's on the questions and issues which arise as a four year college develops adequate day care services and facilities for parents. In 1975 a DTF was charged and the primary objective was to determine whether Evergreen was making a committed effort to helping parents who could not enroll without day care support. Financial support for campus day care programs and facilities was the focal point for the 1975 DTF. In 1977 another DTF looked into the feasibility of expanded day care to include the children of faculty and staff. A number of the recommendations made by the prior Day Care DTF's were not implemented or are no longer being applied; once again the questions and issues surrounding day care at Evergreen have come up for study.

The present DTF (1979-80) was convened to address the following questions:

1. the appropriateness of the existing funding mechanisms.
2. approaches to assuring appropriate student intern interest and faculty sponsorship.
3. facilities
4. governance and reporting lines.

This DTF was organized into interest groups so as to study more thoroughly the present situation and future needs of Driftwood.

The study areas were:

1. Overall objectives and program -- looked at philosophy as well as the concern as an academic and service component. Richard Rowan was convener.

2. Staffing and Internal Management -- convened by Barbara Smith, looked into overall staffing and the internship programs.
3. Funding -- spent much time reviewing the same concerns as Staffing, as they cannot be separated. Betsy Diffendal convened the group and looked for other sources, both short and long range.
4. Facilities -- explored many options for the extension of the present facility and other locations. Rainer Hasenstab was the convener.

These study groups met at other times than the regular DTF meetings and gave written reports for discussion, revision and approval.

In the course of our deliberations, a number of other questions arose, including the following:

1. how to accommodate more children and how to serve other day care needs not currently being addressed including drop-in day care.
2. adequacy of existing staffing and ways in which it might be improved.
3. the overall attitude of the faculty and the academic deans toward a curricular commitment to use Driftwood Day Care as a viable Training School.

Both the 1975 and the 1977 DTF's endorsed a funding mechanism whereby Academics, S & A, and parent fees contribute respectively 2/5, 2/5, and 1/5 to the day care center's overall budget. Historically, this funding pattern has proved to be most functional in maintaining the strength of day care services at Evergreen.

Although the 1977 DTF focused on faculty and staff usage, they recommended that Driftwood deal only with preschoolers and that a daycare home system be set up to deal with children under 2½ years of age. There have

The issues and questions addressed by this DTF are each closely interwoven. It is difficult to talk of facilities and expansions without examining the need for increased staff. Faculty sponsorship is raised and the staffing patterns may come with the next turn. Funding and budgetary options are discussed and academic curricula is pared with the philosophy of Driftwood Day Care. Throughout our deliberations, as was the case with the previous DTF's, a central question was often raised: What is Evergreen's commitment to day care and to parents who choose to study at Evergreen? A primary focus for student parents is their child/children, at times numbers of students at Evergreen see the child's development as a focus for interdisciplinary study, the child is the continual focus at Driftwood Day Care. The philosophy of Driftwood, although not often discussed at length, was essential in our deliberations.

Bear in mind that beneath all the issues and discussions of this DTF the care and development of the person, the child, was an essential concern. Whether Driftwood is more of a service than it is an appropriate learning environment and training school is not only a matter of funding sources but is also a philosophical question. The underpinnings may be expressed in the Advisory Board By-laws for Driftwood Preschool Training Center (see attached). These include: (1) to allow student parents to continue their education, (2) to serve as a training center for student interns, (3) to help children grow and value themselves as contributing members of society.

The philosophy of day care at Driftwood unfolds with each student parent's child. Yet, there are several underlying principles, guidelines, if you will, which the staff, students, and parents intend to maintain at Driftwood. These include: A. the belief that each person is doing the best they can at any given moment; B. a commitment to collaborative learning

with staff, parents, students as well as with the children: C. the realization that effective day care means continuous support for all persons at Driftwood. The curriculum at Driftwood is obviously child-centered. It uses an activity based program which utilizes several interest areas including indoor and outdoor activity. The teacher plans activities for one or more of these areas daily.

This philosophy of Driftwood was essential during our deliberations of funding, budgets, the need for facilities expansion and staff, ideas for alternative day care programs, internships, faculty sponsorship, and academic support. In the course of our deliberations, this DTF examined historical records, a comprehensive report on community college day care arrangements (attached), and federal regulations. In terms of funding we found that there are few options for four year colleges. In the State of Washington academic funds are used at one other four year college (CWU) and that is also in conjunction with a training lab arrangement. Current state regulations regarding funding day care are highly restrictive and quite archaic, especially in the light of the increasing age of the current student population.

Driftwood as a Training Center for Interns

Driftwood has served as a training center for interns for some time. The figures below indicate the pattern of usage. One of the most successful years of the Center as a training site was during 1975-76 when faculty members, Carol Spence and Betsy Diffendal, supervised a large group contract in child development. Ms. Spence has since left the faculty. Subsequent additions to the faculty have not shared her strong orientation toward using the center as a focus for group contracts.

Driftwood Day Care Interns 1972-1979-80

	FALL		WINTER		SPRING	
	# of Interns	# of hours per week	# of Interns	# of hours per week	# of Interns	# of hours per week
72-73						
73-74	2	35	6	90	5	70
74-75	4	56	4	56	6	84
75-76	6	96	10	155	10	152
76-77	5	80	7	96	7	96
77-78	0	0	1	6	7	96
78-79	8	160	6	120	7	140
79-80	2	40	1	16-20	-	-

A major concern of the DTF was the impact of student interns on staffing. A number of factors have arisen which suggest that the number of student interns will continue to be small and/or vary substantially.

The number of interns has been historically affected by competition from other programs. In years when there has been substantial curriculum in education which lacks a Driftwood internship component, the number of student interns has always declined. It now appears that the teachers certification program has also drawn off some of the potential Driftwood interns. The DTF noted with some concern that this situation has an important impact on the staffing of the Center. Interns have been used to used to staff the Center and to perform essential functions. They are not, as it were, "frosting on the cake"; rather, they have been essential staff. The DTF questioned the wisdom of staffing the Center on this basis. Particularly as the number of children increased, the responsibility placed on these students seems substantial.

A related issue was raised by Thad Curtz in his report (attached) on his work with the Driftwood cluster. He noted that the needs of the Center and the educational needs of the students were in some respects

contradictory in the long run. What he meant was that the Center needs interns who will continue for three quarters for the sake of continuity in staffing and expertise, but the educational objectives of such an internship are realized in a relatively shorter two quarters. He suggests a rotation system as one possible solution. As a result of his experience at Driftwood when there were enough interns, it was evident that a teacher was still needed. This was done this year on a half-time basis.

After considerable discussion about these issues the DTF generally concluded that the Center should not plan its staffing with any assumptions about intern or curricular support. The Center should be fully staffed to handle the number of children in its care. This staffing should not be vulnerable to the discontinuities which attend the current situation of relying upon interns to perform essential functions.

In more recent years, the academic focus has been through "cluster contracts" whereby the deans appoint one faculty member to take all of the Driftwood interns. The size of the internship cluster has varied ranging from a high of 8 during academic year 1978-79 when Thad Curtz was sponsor to 1-2 during the 1979-80 academic year. The faculty sponsors for the Driftwood cluster in the past two years have no substantial interest or expertise in early childhood ed. They have relied upon the Director to give the students the early childhood and applied aspects of their learning experiences. The faculty, have, on the other hand, had substantial interest in education and the cultural context of education and learning. This broad division of labor has enabled more faculty to work with Driftwood students than would be the case if more specialized

expertise were required. Psychologists and faculty with even peripheral expertise in early childhood education have been in very short supply and generally shown a preference for working in large coordinated studies programs and group contracts with a more theoretical focus. It does not appear likely that this pattern of faculty assignments will change substantially in the near future. In the light of this fact and since hiring an early childhood faculty seems low on the priorities, the current arrangement seems satisfactory in terms of securing appropriate faculty sponsorship and interns. The DTF therefore recommends that the deans continue to designate one faculty to sponsor the Driftwood interns. It would also be desirable if cluster contracts, modules and appropriate part-time options with an early childhood focus be identified, publicized, and offered on a continuing basis. To facilitate communication the DTF further recommends that one of the deans be designated as liaison with Driftwood on a continuing basis.

OVERALL FUNDING AND STAFFING

Recognizing the difficulties attending the current reliance upon interns and the value of having more professional coverage of the Center, the DTF moved on to a consideration of ways in which the current staffing and funding might be improved. Several goals were apparent in our discussion; first, there was interest in providing an afternoon teacher and second, there was an interest in expanding the number of children served.

Beginning in the Fall of 1979, a morning teacher was added to the Driftwood staff. All accounts indicate that this has been a very worth

while step. The DTF was interested in seeing whether there was a way to reorganize some of the current responsibilities of persons working with the Driftwood center so that better afternoon coverage of the center is achieved.

In the Fall of 1980 efforts should be made to obtain an early childhood administrative internship and if possible a business internship. The administrative internship could relieve the director of scheduling parents, coordination, and share the afternoon teaching coverage. If a business internship is obtained the work study secretary would no longer be necessary. The business internship would then include all purchasing, billing, planning and paper work of budget and funding issues.

These internships could be developed during the late Spring or early Fall of 1980 with the office of Cooperative Education. This would enable the director to spend most of the time in direct work with the interns, children and parents.

The DTF makes the following recommendations as possible means of increasing the services of Driftwood with consideration of the financial aspect of funding, and its impact on the budgets of Academics and S & A.

Since there is now a waiting list, more children could be accommodated at relatively little cost if the Center could focus on older preschool children and channel infants to a home day care network. This recommendation should be explored prior to Fall of 1980.

The DTF recognizes that parent volunteers augment the staff, but recommends that the Director investigate the possibility of additional volunteers to assist staffing of the Center.

The DTF further recommends that the current half-time teacher be retained. As the Center increases in size, the teacher should be increased to full-time.

The DTF recommends that the Director's Office be relocated to the site of the Driftwood Day Care Center immediately. This will give the Center better coverage and generally be more efficient. The accessibility of the Director to the parents is essential.

The DTF also recommended examination of the Department of Agriculture food program but it does not appear feasible at the present time because of licensing and staffing considerations.

FACILITIES: Driftwood Center

This past term, with an enrollment of 2,700 students, there were 44 parents of children who sought to use the Driftwood facilities. Using the existing needs basis 30 children were accepted. The 14 remaining students were put on a waiting list. In some cases this meant the loss of prospective students.

The current facilities on Driftwood Road are licensed to hold 25 children at one time. The formula used by the fire marshall to establish this figure is one student per fifty square feet of area. By assuming that not all the children would be using the building at one time five extra students were enrolled. With this number there were days this past quarter where the maximum number of children were on the premises.

Clearly, with any projected increase in student population the overcrowding problem will worsen. Using the registrar's figures of 4,200 students by 1984-85 a need for an additional 1,900 square feet of space will be

needed. This figure does not reflect the increasing number of single parent students who are seeking to continue their education.

At current prices, 1,500 square feet of new structure would amount to some \$90,000. Modular housing could cut this figure to approximately \$62,000. To these figures we must, of course, add a 10-12 percent per year inflation factor.

It would seem apparent then that if Evergreen is to meet its mandated growth additional facilities must be provided. With the land already purchased and more than adequate space available it seems that cost is then our biggest problem.

There ~~does~~ seem to be a way of acquiring a building for not quite so much money. The government has surplus buildings which it sells. It is impossible to give an estimate on how much it would cost to move before we know what structure we are considering.

It should be noted that the current priority system limits the day care center users to only the most needy of students. All of our current information suggests that the Driftwood center would in fact be more viable financially at a larger capacity more closely approximating 50 students. Possible low cost expansion options which the DTF discussed included purchase of surplus buildings, moving module units and the like.

The DTF recommends that the Facilities Office be charged with immediately drawing up plans to double the current size of the Driftwood facility. If at all possible a means for this expansion should be found immediately, but if capital funding is the only alternative the expansion of the Center should be included in the next biennial capital request.

As of mid-May 1980 a critical facilities issue has arisen. The trailer adjacent to the main building at the Driftwood Daycare Center has been found by the County Fire Marshall to be in violation as a rest and nap area and effective immediately cannot be used for any naps by the children at Driftwood.

It is imperative that additional space be immediately provided adjacent to the Driftwood Daycare Center.

The DTF recommends that the relocation of a portable structure or construction of a new addition be immediately initiated by the Office of Facilities. The consequences of the permanent loss of this critical space would be a severe reduction in the number and age range of children served by the Driftwood Daycare Center at Evergreen.

CENTRAL CAMPUS CHILD CARE

There is a growing need to provide part-time day and evening child care to all members of the Evergreen campus community. This is in addition to the full daytime care provided by the Driftwood Center which of necessity limits daytime care to full time low-income students and precludes use by part-time and other students, staff, faculty and visitors during the day and evening hours.

A convenient on campus drop-in child care center, supervised and open during regular daytime and evening hours would provide much needed access to important education, cultural and recreational opportunities offered by The Evergreen State College. Such centers are becoming widespread and are in fact financially quite successful. This center should

be open to all full-time and part-time students, campus visitors, staff and faculty who attend day and evening academic and leisure education programs, public lectures, exhibits and the weekly Concert and Film series. During Fall registration and quarterly academic fairs there is the recurring need for child care support.

The continuing need is especially great for student parents who wish to use the Library, the Self-Paced Learning Lab, Science Labs and Art Studios and workshops; study quietly or attend meetings without their children during day or evening. There is a special daily need during late afternoon and evening hours for those with young school age children. The Driftwood Center is too far away from campus to be safely utilized at night or convenient for short term day use. An indication of growing demand is that the average of entering students at Evergreen is 24 years old and the predicted increasing return of older students to college.

The integration of children into the central life of the Evergreen community should be a constant goal for parents and non-parents alike. Children should be seen, heard, supported and made part of the community.

Requirements for Child Care Drop-In Center

- *central to main campus activities
- *well lit and cheerful space
- *carpeted floor surfaces
- *interior and exterior acoustic buffers
- *directly accessible toilet facilities
- *quiet area
- *nap space
- *stove, refrigerator and sink
- *storage
- *office for supervising staff/parents
- *50 square feet per child (inclusive of all facilities such as toilets, storage, kitchen area, corridor)

Possible Locations for Child Care Drop-In Center

1. College Recreation Center, CRC Room 202 (899 square feet)
The "mat room" on the second floor, off main lobby, well lit, good windows, large single room. No nearby toilet, sink or kitchen facilities, quiet, storage or office space, furthest away from main campus activities, space currently in use, building hours restricted in evenings.
2. College Activities Building, CAB 14 (850 square feet)
Basement storage room, no window, no finished interior, no toilet (down hallway) no quiet, storage of office space, no sink or kitchen facilities, noise of mechanical system; more central building hours open.
3. Lecture Hall Rotunda Basement (1,365 square feet main room 756 square feet, three smaller rooms total 600 square feet)
Fully functional interior except for carpeting; directly adjacent to toilets, quiet room, office, storage space. Needs acoustic buffer to lower doors of Lecture Halls 2 and 3 and closure of narrow stairways to mezzanine back projection booths. Fully self-contained access, central to all campus activities, building adjacent to Security Office in Lab II. Space is currently not in use, planned for future science prep lecture halls. Immediately available with minimum remodel costs for carpeting and acoustic doors.

Funding and Staffing of Drop-In Center

The DTF felt that the central campus facility should be operated and staffed on somewhat different basis than the full-time Driftwood facility. The DTF was also concerned that the establishment of a central campus facility should not take away any resources from the Driftwood Center.

The drop-in center should be financially self-supporting. Fees should be higher than at the Driftwood Center with a set hourly charge.

Staffing the drop-in center should be done by qualified professionals initially on a part-time basis with heavy coverage during the first and last weeks of the quarter and during periods in which there are activities on the campus. The DTF discussed the possibility of entering into a contract with a qualified person to run this center on a proportion of income basis. The DTF urges the Vice President and the Director of the Driftwood Center to investigate the possibility of setting up the drop-in center on a contractual basis by fall 1980. The DTF also recommends that Facilities and the President should be approached to provide the necessary funds for renovation. End of the year reserves seem a likely source for such funds.

The DTF felt that there were a number of ways in which the drop-in center could raise funds to support itself. These included Friday night at the movies for children and other activities.

The DTF did not agree unanimously about the location of the drop-in center but there was unanimity about the need for providing a central campus facility of this sort. Many members of the DTF favored the lecture hall rotunda as a site. The DTF recommends that one of the aforementioned sites be chosen and renovated with consultation from the Director and other interested parties by Fall 1980.

Final Summary

of 1979-80 Day Care DTF's Position

In reviewing the past several Day Care DTF reports, the current and future composition of Evergreen's student body, the persistent problems of

funding and staffing which Driftwood has experienced, and the position of early childhood education among Evergreen's academic priorities, this DTF has come to the following general conclusions about the posture which the College should consider with respect to child care in general and the Driftwood Center in particular.

1. The College should look at child care as an important student and college relations support service more broadly than it has in the past. The service should be expanded to better meet the needs of the entire student population not just 20-25 preschool children of low-income students with daytime classes. The purview of the service should include members of the surrounding Olympia community who come to the Evergreen campus for cultural or other affairs.
2. The College should work toward the long-range expansion of Driftwood's capacity to accommodate the current daytime students' children and to meet the needs of the expanding college population over the next few years to the 3,500 level. An expanded Center capacity would permit a better user income mix and a larger proportion of income drawn from parent fees.
3. The College should work toward the creation of a drop-in child care service in the central campus area which would serve a broader segment of the student population and which would be available during hours not currently covered by the Driftwood program. The following categories of potential student need are not being addressed by existing services:

- care for children of students enrolled in evening programs or who need to use the library during early evening hours.
- drop-in daytime care for occasional campus users.
- care for the children of any student whose income is above the very low poverty level.
- care for children during special campus events -- both daytime and evening -- including academic fair.

4. The College should, in the foreseeable future, retain the 1/5 parent fee, 2/5 S & A, 2/5 academic budget funding formula for the Driftwood program. Given the center's small capacity, its service to low-income students emphasis, and its function as a site for student internships, this formula seems workable and appropriate. The DTF noted that the continuing use of the Driftwood Center as an intern site rationalizes the Academic contribution to the budget.

Academic Dean Barbara Smith indicated that she recommended that academics continue to pay half of the directors salary rather than a fixed proportion of the overall budget. She further indicated that the contribution of each unit must be reviewed annually in light of budgetary commitments and needs in each unit. At the same time, she acknowledged the need for some interunit agreement on budget.

5. The College should move the provision of adequate child care facilities for the Evergreen community to a position of greater priority and should, in the budgeting process and allocation of carry-over balances, make every attempt to find support for facility renovation and/or expansion. In justifications for the service, child care should be recognized for its importance to college/community relations and overall campus image, rather than as a necessary, messy and hard-to-justify service to low-income stu-

dents. If possible, such justification should be argued to the legislature to initiate, again, a reconsideration of the inclusion of child care as an appropriate budget item during a period when the college is attracting older students with children.

6. In the short range, the Driftwood program should be operated as efficiently as possible on currently available funds. Since soliciting "users" is not a problem for the center and since recent academic programming reveals that academic support in the form of "on site training" by faculty for student interns and/or work study students is unpredictable, staff attention and job-focus should be centered inward on developing a center program which emphasizes continuity of care for the children using the center. Administrative work should be streamlined and shifted as much as possible through the use of administrative internships. The DTF did not reach consensus on the issue of how the Director's duties should be allocated. Some members felt the Director should be the afternoon teacher; others felt that the administrative and support work precluded this.

As

the program expands beyond the 19-25 child daily attendance, the College should reassess the position descriptions, and the need for increased staff.

7. The DTF noted with some concern that many of the previous DTF's had dealt with the issues which concerned this DTF, and their recommendations had not been implemented. The DTF urges the Vice President for Business to direct the implementation of this DTF's recommendations to ensure that this situation does not arise again. The subject of this DTF crosses a number of budgetary lines and perhaps, therefore, requires more diligent attention.