

Report and Recommendations of the Ad Hoc Childcare Study Group

May 1985

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Abstract

There is a strong, expressed need for more and better day care services on campus. Present facilities do not accomodate student need and the present program is seriously understaffed. In order to provide services necessary for our diverse and non-traditional student population and to provide the best educational program for young children, we urge the Evergreen community to support enlarging and enhancing child care services on campus. Specifically we seek support for part-time and evening care services, enlarged capacity for full-time care, a more adequate care facility, a more realistic ratio of care providers to children, an enhanced program compatible with the philosophy of the campus (i.e. affirmative action and cultural literacy policies), and a closer and more meaningful relationship between the care facility and academic programs that emphasize child development.

Childcare at Evergreen

Present Facilities

Driftwood Daycare is located on the North edge of the campus in a building of about 1300 square feet. The office and nap area were in a trailer of about 500 square feet that was recently replaced by a slightly larger, modular unit reclaimed from the McLane Fire Station on campus. Driftwood can serve up to 28 children at one time, with a current full enrollment of 36 part-time and full-time children. The 1984-85 waiting list numbered 30 at its high point. Driftwood is able only to take 3 children under the age of 2 1/2, and many of the children on the waiting list were in this age category. They will no longer accept any children under the age of 2 1/2 after this year because of space and staffing limitations.

Like most other daycare facilities at institutions of higher learning in this state, Driftwood pays no rent or utilities and the college provides most maintenance. However, Driftwood receives no custodial service or maintenance on uninventoried items, such as the vacuum cleaner and refrigerator, which are used items that were donated and are in bad repair.

Driftwood's budget breakdown for 1984-85 is as follows:

S&A	Salaries and Wages	35,223	
	Goods and Services	4,470	
	Travel	75	
	Employee Benefits	4,547	
		<u>44,315</u>	
Institutional		6,200	
USDA (lunch program)		5,000	
		<u>total</u>	<u>55,515</u>

(It should be noted that this includes S&A estimated revenue of 14,500, but Driftwood's actual income for the year was 10,500)

History

Discussion of childcare at the college began shortly after the planning faculty were hired in 1970-71. The search for space ended when a group of parents requested the use of a farmhouse that had been slated for demolition.

1972 Driftwood House opened as a childcare facility with a part-time director. Staffing included parents and student volunteers. Users included staff and faculty, but student use was prioritized. Center use was limited to in-class time only.

1974 A DTF formed to assess daycare needs on campus. The DTF recommended:

- 1) Changing the name from Driftwood House to Driftwood Pre-School Training Center in recognition of the training service offered by the center to student interns each quarter. "Recognition of this function would allow academic funds to be used to support the center's operation. The DTF would not like the daycare center to be considered a research facility." (Daycare Report DTF, 5/20/75)
- 2) A funding plan supported as follows: 2/5 contributed by the academic budget, 2/5 by S&A, and 1/5 by parent revenues for services. A provision was included for mid-year adjustment depending on parent revenue.
- 3) Expansion of hours so that staff and faculty children could be enrolled.
- 4) Addition of modular units to increase space.

In 1974, the farmhouse was remodeled. Windows were added and walls removed to enlarge and open inside space. Improved light and visibility allowed for better supervision of children. The center served a maximum capacity of 25 children in a 1344 square foot area.

1975-76 Faculty members Carol Spence and Betsy Diffendal supervised a large group contract in child development. Driftwood previously served as a training center for interns, but development of a group contract demonstrated the benefits of increased faculty and academic involvement.

1976 TESC Administrator Dean Clabaugh actively supported establishing campus childcare for staff and faculty children. A Daycare Advisory Committee was charged, and Marcia Stead was hired as a consultant. The committee recommended:

- 1) Establishing a home daycare system for children under 2 1/2 years.
- 2) Expanding Driftwood to provide full daycare for pre-schoolers ages two to five.
- 3) Moving and refurbishing a 10'x52' trailer owned by the college, enabling Driftwood to accept seven all-day pre-schoolers.

1979 Dean Clabaugh charged another DTF to review guidelines due to increasing demand for daycare (Fall waiting list: 14 children). The DTF recommended:

- 1) "The center should not plan its staffing with any assumptions about the curricular or intern support but should be fully staffed to handle the number of children in its care." (DTF 5/18/80)
- 2) The Deans continue to designate one faculty to sponsor interns.

- 1979,cont. 3) Part-time academic options with an early childhood focus be offered continuously.
4) The Vice President of TESC and the Director of Driftwood investigate establishing a drop-in center at a central location by Fall of 1980, and that necessary funds for renovation be requested from the President and Facilities.
5) The college should recommend that the Legislature include childcare as an appropriate budget item, since the college is increasingly attracting older students with children.

1983 Student Julie Larson, in the course of an internship designed to assist parents attending TESC, assessed student parent needs and started the Parent Center, a student organization funded by S&A. The Parent Center provides mostly evening drop-in care for S&A events only.

1983-84 The Parent Center and Driftwood developed a proposal requesting the unused old McLane Fire Station Building in order to expand current services and additionally provide the following:

- 1) Space for two-year-olds separate from older children.
- 2) Space for an after-school program for older children.
- 3) A consistent facility for Parent Center evening drop-in childcare (at this time the Parent Center had no space of its own).
- 4) Offices for parent meetings and seminars.

S&A and Facilities were approached for funding. Both responded positively with financial support for remodeling, but Facilities said that the Fire Station building was beyond repair. As an alternative, they suggested an addition to the existing daycare building. S&A offered \$17,500 conditional to matching funds from the administration. Facilities tentatively offered the rest from the savings of not having to re-roof the Fire Station. Plans for expansion were drawn up.

May 1984 The President's Cabinet vetoed the building of an additional room to Driftwood. They also vetoed inclusion of Daycare in the budget request to the Legislature.

Summer 1984 Faculty member Rita Pougiales and students Judy McKenzie and Patti Schiendelman requested a meeting with Acting President Dick Schwartz. As a result of the meeting, he suggested that another study be undertaken to determine childcare needs.

1984-85 At this time, S&A is expressing concern about the funding breakdown of daycare. A study group, consisting of a floating membership of staff, administrators, faculty, and students, worked throughout the term. They developed an extensive campus-wide survey on childcare needs. From the results of the survey, the group continued to meet and develop this proposal.

Survey Results

Of approximately 200 responses, 129 were parents, 60 were not; of those who were parents, 66 have one child, 42 have two children, 24 had three or more.

101 were definitely interested in using campus childcare - 66 students, 27 staff, 8 faculty. 28 need childcare for just the academic year and 71 need both academic year and summer care. Most need some combination of care: 48 full-time, 72 drop-in, 56 evening, 30 weekend, 28 vacation, and 20 some other type.

Of the age groups that need care, pre-school led with 68, after-school with 43, and 25 requests for infant care.

Parents presently use some 13 different types of care, most arranging some combination. These include Drfitwood daycare, babysitters, family/relatives, friends, Latchkey, private daycare, Parent Center evening care, leave children alone, take children with them. Many parents simply do not take classes when they are unable to locate adequate care.

Childcare and the Larger Context

State's Response

In 1980, House Floor Resolution No.80-154 was drafted, directing the Washington Council for Postsecondary Education to conduct a study of child care in higher education. The result is a document entitled "Study of Child-care Services, Needs, and Availability for Students in Public Institutions of Higher Education", and its recommendations are attached (next page).

In 1984, Representative Jennifer Belcher sponsored a bill that requested \$45,000 to fund a survey of state worker's childcare needs. The bill was passed and its results showed a clear need that is not being adequately met by existing private daycare. The latest version of the capital budget contains an appropriation of \$90,000 for the State employees pilot daycare project. The money will be used to remodel an existing building on the Capitol campus for infant daycare use.

Recommendations of the Council for Postsecondary Education

It is recommended that institutions identify the student parent population, work with that group and other student groups to determine service availability and alternative approaches to meeting needs, including: (a) Information and referral services; (b) Utilization of existing local facilities; (c) Development of additional facilities; and (d) Cooperative approaches with nearby institutions. It is further recommended that institutions provide leadership and in-kind support, such as Work-Study placements, and, where complementary, a linkage to instructional activities.

It is recommended that colleges and universities develop official policies for the provision of childcare services as a component of equal opportunity in education and affirmative action.

For student parents, it is recommended that each financial aid office ensure that child-care services are included in student aid budget determination and that student parents are made aware of this inclusion.

It is recommended that a fee be charged for all child-care services. In an effort to ensure reasonable charges, it is further recommended that parent users take an active role as volunteer aides and assist in such activities as referral and fundraising.

In addition, the Council recommends a variety of sectors on the campus participate in ensuring equal educational opportunities by providing supplemental funds for child-care through a combination of campus resources: Student Services and Activities fees, parent fees, departmental monies, private donations, and alumni funds.

Recognizing that today's college population includes an increasing number of students who are parents, and in many cases child-care services are a consideration in the opportunity for these students to attend institutions of higher education, the Council for Postsecondary Education supports efforts to facilitate child-care services for students. In actively working to assist in making childcare services available, colleges and universities demonstrate a commitment to equal educational opportunities for student parents and recognition of child-care services as a factor in access to higher education.

Student Need

The following are quotes from the Association of American Colleges' paper "Campus Child Care: A Challenge for the 80's".

"The California Postsecondary Education Commission stated in a progress report on affirmative action that lack of quality child development programs is a primary factor in the underrepresentation of minorities and women in higher education." "While not overtly discriminatory, since childcare facilities serve both male and female parents, the lack of childcare services clearly restricts the opportunities of more women than men."

"Attendance. Student lateness and absenteeism may decrease, while the academic productivity of individual student parents may increase due to a reduced child care burden.

Affirmative Action. A child care program would demonstrate a commitment toward both women and minorities. One which addresses the bilingual, bicultural needs of minority children would be especially attractive to minority student parents. A child care program could also make it easier for both women and minority parents to participate in more educational, occupational and extracurricular activities on campus."

"Child Care and Equal Opportunity

The relationship between the need for campus child care among women students and equal educational opportunity has not been clearly recognized. Although the need for child care is great among many women with young children, women students may be even more affected by the lack of affordable and accessible child care than women who either work or teach on campus for the following reasons: their comparative inability to afford other forms of care such as in-home, family, or private day care within the community; the likelihood that they are attending universities outside the area in which their relatives reside, thereby hampering their ability to rely upon other family members to care for children during class and/or study time; and the probability that they lack sufficient means of transportation which would enable them to readily commute to and from a childcare facility at some distance from their campus.

Re-entry women

Women with pre-school children often cannot seriously entertain the idea of returning to a postsecondary institution unless they can make suitable arrangements for child care. And the ability to obtain and pay for such care may be limited further if the woman is also a single parent and/or with low income."

And from Worldwatch Paper 7, The Unfinished Assignment: Equal Education for Women:

"Recent gains in women's literacy, formal schooling, and participation in the teaching professions suggest that, while many formidable inequities remain to be overcome, the steady advances in women's education auger well for the emergence of a social order in which the ideas and energies of women are fully expressed."

Employee Need

If Evergreen extends its daycare to once again meet its staff and faculty needs, their ability to pay higher fees than low income students will help the center become more self sufficient. Evergreen employees will gain safe, quality childcare for their children, with attendant benefits to the college.

From the journal Young Children, "Industry Related Day Care: Trends and Options"

In an analysis of industry-related day care, the following was found: "Benefits reported by 72 of the centers included the following: new employees were easier to recruit (53); absenteeism of employees was lower (49); employees developed a more positive attitude toward their work (40); employees developed a more positive attitude toward the sponsoring organization (38); and the job turnover rate of employees was lower."

Benefits to the community as a whole: "If families are to thrive, the current separation of work place from family members must be altered (Bronfenbrenner, 1976). The distance between work and home prevents young children from making connections with the adult work world and deprives them of a variety of role models (Urban Research Corporation, 1970). Child care facilities located in a parents' work place might help young children to better understand their parents' roles outside the home. Children's tours of the industry, shared lunch hours, meeting parents' co-workers and supervisors, and learning about the types of jobs performed at the parents' work place could preserve some measure of family and community integration."

And from the Children's Defense Fund's Child Care Handbook:

Child care program sponsored by Intermedics, Inc.: "Although the program cannot claim all the credit for improvements in productivity, during the first year of the Center's operation, plant turnover decreased by 23 percent, and the manufacturing department alone saved 15,000 hours in reduced absenteeism." In addition, Duncan says, "for months after we opened, the company didn't have to advertise for help because people were literally standing in line to work for Intermedics." "The company's top management has been so satisfied, in fact, that they are planning a second day care center in a new plant that is being built near Freeport."

Children's Need

Evergreen also has the opportunity to meet the needs of its community's children, many of whom live below the poverty level. From The Paramount Duty:

Early Childhood Education

The state should fund preschool opportunities or programs for children considered to be disadvantaged by virtue of family income below the official federal poverty level. Pilot programs that can be used to test methods of providing these services should be started prior to program implementation across the state. Programs should be phased-in, to be sure the appropriately qualified people are available, building upon existing programs whenever possible.

Recommendations

Based on the history of daycare at Evergreen, the community need documented by the 1984 survey, our research showing the societal context of childcare and the consequences of its lack, and the need for Evergreen to positively implement affirmative action, the Childcare Study Group has the following recommendations to make.

We urge Evergreen to recognize childcare for its community as a priority need, and commit itself to addressing that need.

We strongly recommend that Evergreen provide a temporary childcare center located on the main body of the campus, to be operated in conjunction with Driftwood. It is anticipated that in Fall of 1985, as in the past three years, Driftwood Daycare will be full to capacity and have a lengthy waiting list. To serve the projected overflow from Driftwood, this center should consist of a safe space for about 30 children (1200 sq.ft.minimum) with adequate bathroom and cooking facilities and regular staff. Fees would be charged on a sliding scale, with higher rates for drop-in care than for regular enrollees. This center could logically be run in cooperation with the Parent Center's evening childcare program. In order to serve students who bring their children with them in the fall and expect childcare to be easily available, as stated in the college's catalog, this center should be in place and ready for operation at the beginning of Fall quarter of 1985.

Further, as a more permanent solution to the daycare shortage, the college should provide a new facility for childcare, adequate to serve 100 children-toddlers, preschool, after-school - with provisions in the building design for expansion.

The college should no limit itself to requesting state funding for this project, but actively seek other sources of start-up monies, such as grants.

Funding support (after initial start-up funds are located) should be broken down into 2/5 institutional support, 2/5 S&A, and 1/5 parent fees, as per previous DTF recommendations.

In recognition of the importance of continuity of care for children, there should be adequate permanent staff to fulfill minimum child/worker ratios. Student interns can enhance the childcare program, and the center can definitely educate interns, but the operation of the center should not depend on transient student help.

We do recommend a strong tie-in with academics. There has been a high level of interest among students in the study of early childhood education and development. An after-school and/or summer enrichment program could be of benefit to older children and to students in the Teacher's Certification program. Evergreen should also investigate a cooperative relationship with South Puget Sound Community College, whose childhood education program was recently cut.

Recommendations, cont.

We also strongly recommend that the center have a multi-cultural curricular model. We believe that "cultural literacy" is not something to be saved for special occasions. It is¹ important that the staff understand and respect diversity among children.

The center should serve students, faculty, and staff on a sliding scale. Parents should be free to visit and participate.

The center should be open for the local community on a space available basis. This use would be at full fees, similar to the Recreation Center.

We recommend that the college develop an infant home-care network with community care-givers.

We recommend that a group comprised of representatives from Evergreen staff, faculty, students, and administrators be formed for the purposes of planning, development, and locating funding for daycare. This group's tasks should include building ties with academics, and addressing problems² associated with Driftwood's present location, when designing a new facility. One individual should be appointed to coordinate the efforts of the group, and be responsible for effective implementation of both the short-term and long-range recommendations outlined in this report. This position could be filled by freeing time of someone already on staff or by creating a temporary project coordinator position. The college should provide a small budget for printing, etc., and in-kind support.

¹From Paramount Duty, about the low participation of minority students in education beyond compulsory ages "The roots lie deep in our culture. In education, what is needed are more sensitive and effective teaching practices than are provided or employed in the classroom. Such practices are known, but their utilization is often inadequate or too general. We believe that teachers must have more than knowledge of multi-cultural education and differences in learning styles. They must know how to translate this knowledge into practice to recognize and work with differences in cognitive learning styles and develop in all their students an appreciation for the value and benefits of cultural and ethnic diversity."

²From the Cooper Point Journal, while exploring sites for new student housing in 1980, a spot very near Driftwood was rejected, deemed "too remote, being inconvenient for housing staff and promising long, dark, wet walks to campus."

Conclusion

By expanding and improving its childcare facilities, Evergreen has the unique opportunity to serve the varied needs of several groups of people simultaneously - our student population, which includes many single mothers who have a need for inexpensive, safe, convenient, and quality childcare in order to continue their educations, and thus improve the quality of their lives and their children's lives; Evergreen staff and faculty, who also need quality childcare, provision of which could enhance their productivity by decreasing worries about their children and increase their respect for an employer who recognizes them as family members; students, who are showing a strong interest in issues of early childhood development and education. It is our hope that the problem of childcare at Evergreen can finally be addressed and resolved, and that this report will facilitate that effort.