University of California

Report of the Task Force on Child Care Policy and Programs

Policy, Planning and Research
Human Resources and Benefits

July 2000

Task Force Report on Child Care Policy and Programs

Table of Contents

TASK FORCE REPORT ON CHILD CARE POLICY AND PROGRAMS

EXECUTIVE SUMMARY

On July 1, 1999, Academic Council Chair Aimee Dorr sent to President Atkinson a recommendation that the University adopt a proposed policy on Child Care which had been developed by the University Committee on Faculty Welfare and endorsed by the Academic Council (Appendix 1). The policy statement sought to strengthen and make explicit the University's commitment to providing high quality child care that is affordable and accessible.

In response to the Academic Council's request, Senior Vice President Wayne Kennedy established the Child Care Policy and Programs Task Force and appointed members of the student body, staff, and faculty community across all campuses (Appendix 2) to serve on it. The Task Force charge was to review the proposed policy, consider the impact upon the various campus locations, and present recommendations to President Atkinson that he, in turn, would share with the Council of Chancellors. The results of the Task Force's deliberations and its recommendations are presented in this report.

The year 2000 is an opportune time for the University to re-examine its child care services in order to assure that they are accessible, affordable and of high quality. By the year 2010, the University projects that we will need to recruit seven thousand faculty (some of whom will be junior faculty to replace faculty who will be retiring) and related numbers of staff in order to accommodate 60,000 additional students. As we prepare for the challenge of Tidal Wave II and the accompanying increase in the number of faculty and staff critical to supporting the University's mission, we are well served to examine our competitiveness as an employer. Major employers, like the University of California, are recognizing that much can be done in support of work/life needs by creating a productive work environment that serves to attract prospective employees and retain valuable current employees. UC's Child Care services and related work/life programs can give the University a critical advantage in the employment market. This issue is of particular importance to graduate students who are parents, since the graduate degree is often obtained during the childbearing and childrearing years.

Currently, every UC Child Care Center has a waiting list of families who want to enroll their children. Some waiting lists are larger than the number of children enrolled in the Centers, and many individuals become discouraged from even seeking a place on the waiting list. Providing the facilities, funding for operations, and staffing for these Centers is a challenge for the campuses. This financial struggle is described in the Task Force report and intensifies the challenge of meeting the competing goals of providing child care that is:

- **High Quality**
- **Accessible**
- **Affordable**

The Task Force has identified internal and external best practices and recommends that child care programs be acknowledged as a **strategic priority** directly related to recruitment, retention, and productivity so that the necessary resources are identified and made available to ensure success in meeting faculty, staff, and student needs. It is the expectation of the Task Force that campuses will maintain their local autonomy in determining the locally appropriate means by which to achieve high quality, affordable and accessible child care, but that there will also be the appropriate systemwide oversight to help ensure the success of these initiatives in meeting broad institutional objectives. In furtherance of these objectives, the Child Care Policy and Programs Task Force recommends actions in the following areas:

- **Policy Oversight**
- **Standards**
- **Work/Life Policies and Practices**
- **Initiatives**

Policy Oversight

It is recommended:

1. that the Chancellor of each campus appoint a broad range committee to oversee campus implementation of the University of California child care policy. The charge of this committee would be to:

   a. ensure that an assessment of campus needs (including those of students, staff and faculty) is accomplished, including identification of annual goals for meeting child care standards;

   b. monitor campus progress in meeting those goals;

   c. develop recommendations to the Chancellor for actions necessary to meet the goals; and

   d. prepare an annual report to the Chancellor detailing campus progress toward meeting goals and actions recommended to meet the goals.

In view of the different organizational structures at each campus, the specific composition of its oversight committee will vary. However, it is expected that the committee will be composed of high level administrators with decision-making authority covering a wide range of campus units that are directly or indirectly affected by child care issues as well as members of faculty, staff and student groups. It is important to bring a high level and wide-ranging focus to campus child care needs.

2. that UCOP constitute a systemwide oversight committee composed of faculty, staff and student members to review annual campus reports and make annual recommendations to the President concerning actions needed to provide support and ensure that standards are met at all locations.

3. that campus reports be circulated to the campus Welfare Committee at each location, to the Academic Senate's University Committee on Faculty Welfare, and to oversight committees at each location. The circulation of these reports will provide a forum by which campuses can effectively share best practices.

Standards

It is recommended that the following standards pertinent to quality, accessibility, affordability and local campus work/life policies and practices be established as systemwide goals for review and action at the campus level:

1. **Quality**
   - that all campus-affiliated child care providers, including family day care homes in a campus-sponsored family day care network be licensed by the state; and
   - that all campus-sponsored child care centers at least meet and preferably exceed a nationally or state recognized set of accreditation standards such as those developed by the National Association for the Education of Young Children (NAEYC) or the California Department of Education.
2. **Access**
   - that campuses provide care for the full range of pre-school children beginning with infant care;
   - that campus sponsored programs be open on a year-round basis;
   - that hours of operation of campus-sponsored child care programs aim to at least match the typical hours of work and instruction on that campus;
   - that campuses provide a sufficient number of spaces in campus-sponsored facilities such that demand from faculty, staff, and students is met, defined on the basis of a rolling five year average of applications (adjusted for the average number of families who turn down a slot when offered); and

- that, in accordance with identified local needs and priorities, campuses provide nontraditional services such as part-time care, drop-in care (including care during school holidays and vacations), extended hours, care for mildly ill children, and after school care.

3. **Affordability**

- that the fees for campus child care programs be no more than the average costs for accredited programs of comparable quality in the surrounding community. The relevant comparison group of programs for each campus will be determined on an annual basis by the child care director.
- that Chancellors pursue all available funding opportunities, including core funding for child care administrative positions, in order to provide a stable funding infrastructure for child care programs to enable all faculty, staff and students to have access to campus child care programs. Consistent and stable sources of funding may be supplemented by fundraising, scholarships, and other subsidies.

Work/Life Policies and Practices

It is recommended:

1. that campuses review existing policies and practices related to work/life needs, to identify those that affect the ability of faculty, staff and students to utilize campus and community child care and work toward making those policies and practices more child-care friendly;
2. that the input of child care representatives be included in all significant planning efforts on campuses, including the development and revision of Long Range Development Plans (LRDPs), new colleges or other academic or student life projects, housing developments, and the like;
3. that campuses publicize in a more visible way and provide training for supervisors about existing policies such as family leave that facilitate balancing work and family; and
4. that campuses work toward developing a management and supervisory culture that encourages and supports the use of flexible work arrangements to the extent feasible given the demands of a job and that recognizes the needs of faculty, staff and students who have children in child care.

Initiatives

It is recommended:

1. that the University encourage the leadership of the State of California to expand the current commitment to improving K-12 education by including the pre-school years, since the early formative years of a child's development experience are critical to future success. The University is in a position to propose a "zero through 12" strategy for improving the educational system, since its campus-based child care programs are among the highest quality in the State.

2. that the campuses explore opportunities to make child care a higher priority on their development/fund-raising agenda and that campus fund-raising efforts in the child care area be coordinated through the activities of the Vice Chancellors for Development, Student Affairs, and Business & Finance.

3. that efforts to seek funding support through Federal and State granting agencies be expanded. Access to professional services in grant-writing are needed for the child care area. This effort would also include addressing the opportunity for UC to participate in various legislative initiatives related to child care, such as seeking funding support in connection with Proposition 10.

4. that campuses incorporate the planning for new child care facilities into the process for developing the annual capital program and appropriate significant new and renovation building projects;

5. that campuses assure that the future need for child care facilities is considered during the update of the campus Long Range Development Plan (LRDP);

6. that campuses include existing child care facilities in the annual review of campus deferred maintenance and capital renewal program;

7. that, as the University grows and establishes new campuses, regional centers, and new locations, plans for child care facilities and services be taken into account as a part of the planning process;

8. that campuses address market salary needs in the child care area, as well as the professional development needs of this occupational group in order to retain valuable staff members and to provide continuity in staffing at the University's child care centers;

9. that funding be identified to support competitive wages for UC's child care employees and reduced fee enrollment in UC's child care centers for child care employees. It may be possible to explore use of UC "Outreach" funds for this purpose (in as much as child care is a crucial support service for students), and/or Proposition 10 monies which local "Children & Families Commissions" have the authority to award in the form of stipends to aid with staff recruitment and retention issues.

10. that campuses seek supplemental funding to support the construction, modification and/or maintenance of child care facilities. Examples of possible fund sources include but are not limited to Chancellor's discretionary funds, gift funds (campaign specific or ongoing endowment), and student/user fees. Supplemental funding sources should not replace core funding, however.

11. that campuses consider creative program options that would enhance services. Options include vendor operated programs, resource and referral programs, and family child care networks.

12. that partnership efforts, such as the first-ever joint child care symposium, initiated this year among the UC and CSU Child Care Directors be continued and supported in order to enhance child care services within the higher education community statewide.

TASK FORCE REPORT ON CHILD CARE POLICY AND PROGRAMS

I. Introduction – Child Care as a Strategic Initiative

Background

On July 1, 1999, Academic Council Chair Aimee Dorr sent to President Atkinson a recommendation that the University adopt a proposed policy on Child Care which had been developed by the University Committee on Faculty Welfare and endorsed by the Academic Council (Appendix 1). The policy statement sought to strengthen and make explicit the University's commitment to providing high quality child care that is affordable and accessible. In her letter, Chair Dorr also requested that a

> "mechanism be set up that will involve all UC constituencies in dealing with the issues addressed by the recommended policies, not only for faculty but also for UC students, staff, and administrators."

In response to the Academic Council's request, Senior Vice President Wayne Kennedy established the Child Care Policy and Programs Task Force and asked Assistant Vice President Lubbe Levin of Human Resources and Benefits to chair the Task Force which would be composed of members of the student body, staff, and faculty community across all campuses (Appendix 2). The Task Force charge was to review the proposed policy, consider the impact upon the various campus locations, and present recommendations to President Atkinson that he, in turn, would share with the Council of Chancellors. The Task Force met during the winter and spring of 2000, working as a collective body and in smaller subgroups on key subject areas. The results of the Task Force's deliberations and its recommendations are presented in this report.

Child Care as a Strategic Initiative

Higher education scholars have often been at the forefront of explicating child care issues such as discovering (1) the effect of child daycare on children (Anderson, 1992; Field, 1991, Howes, 1990); (2) the effect of workplace daycare on employee productivity; and (3) the effects of day care availability on career success, especially for women. However, universities have not been well known for in-house family-friendly child care policies and practices (Quina, Cotter, & Romenesko, 1998). (See Appendix 3.)

The year 2000 is an opportune time for our University to re-examine its child care services in order to assure that they are accessible, affordable and of high quality. By the year 2010, the University projects that we will need to recruit seven thousand faculty (some of whom will be junior faculty to replace faculty who will be retiring) and related numbers of staff in order to accommodate 60,000 additional students. As we prepare for the challenge of Tidal Wave II and the accompanying increase in the number of faculty and staff critical to supporting the University's mission, we are well served to examine our competitiveness as an employer.

Major employers, like the University of California, are recognizing that much can be done in support of work/life needs by creating a work environment that serves to attract prospective employees, retain valuable current employees, and facilitate productivity.

UC's Child Care services and related work/life programs can give the University a critical advantage in the employment market. For faculty and staff with children, productivity is often linked to the opportunity to achieve the peace of mind that access to child care services can offer, and such access is often critical to student parents in order to enable them to stay in school and complete degree requirements. This issue is of particular importance to graduate students, since the graduate degree is often obtained during the childbearing and childrearing years. The number of women students entering graduate schools and undergraduate programs at UC has continued to grow. This pipeline at UC and other research institutions contributes to the increased representation of women among our faculty.

The issue of child care is of increasing importance in recruiting and retaining both men and women in staff and management positions. Over the last three decades, the number of single parent families in the United States has increased significantly, and women with preschool-aged children have been the fastest growing segment of the labor force. According to the National Women's Law Center (Appendix 4);

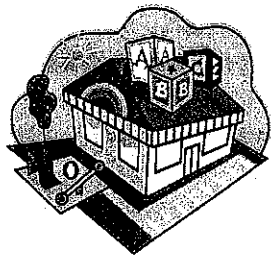
> "in 1947 only 12% of women with pre-school children were in the paid labor force; by 1960 that number had climbed to 20%, by 1980 it was 47%, and by 1998, two-thirds of women with pre-school children were in the paid labor force."

Additional changes in the workplace, such as dual-earner couples and sole parent fathers, have added to the complexity and the expanding need for child care services. For example, recent surveys published in *USA Today* report that working men in their 20s and 30s place work/life issues high on their priority list when selecting among employers, and likewise the responsibility for child care continues to be a significant factor in the employment decisions of many women.

Thus, the Task Force believes the University should view child care as a strategic priority in attracting and retaining the very best faculty, staff, and students.

UC's Workplace Culture

According to a National Parenting Association survey completed in February 2000, 40% of parents working full-time and 30% of parents working part-time identified balancing work and family as their biggest challenge as parents. A new study by the Radcliffe Public Policy Center notes that 82% of men aged 21-39 said a family-friendly work schedule was "very important"; 71% said they would give up some pay for more time with their families; and three times as many working men took paternity leave in 1999 as did in 1994 (*Los Angeles Times*, June 18, 2000). While the University seeks ways in which to provide for additional child care services, there is much that can be done within our workplace culture to support our students, faculty, and staff who have family responsibilities. The University has been undertaking increased efforts to support all individuals in the campus community who must balance work and family, whether it be related to caring for elderly parents and siblings, children and grandchildren, or domestic partners and their children. Developing a University culture that encourages and supports the application of "family-friendly" policies can serve to enhance the productivity of our students, faculty, and staff, while improving our competitiveness as an employer.



II. Current Status of UC's Child Care Services

Currently, the University serves approximately 1,500 children in its own centers and another 500 in vendor-operated centers run in cooperation with the University. The University's Centers are located on or near University property and serve the children of our students, staff, and faculty and, in some instances, members of the community as well. UC Child Care services are of high quality, providing all mandated service components of educational programs appropriate to the developmental needs of young children, including staff development, parent involvement and education, health and social services, community involvement, and nutrition. As an institution of higher education, the University is expected to provide child development programs of high quality to serve as models throughout the community and the state of California.

Every UC Center has a waiting list of families who want to enroll their children in the UC Centers. Some waiting lists are larger than the number of children enrolled in the Centers and many individuals become discouraged from even seeking a place on the waiting list. A description of each UC Child Care Center (as of March 2000) is attached for reference (Appendix 5).

Providing the facilities, funding for operations, and staffing for these centers is a challenge for the campuses. Currently the Centers are under-funded. This financial struggle intensifies the challenge of meeting the competing goals of providing child care that is:

- High Quality
- Accessible
- Affordable

Budgetary limitations require that costs be passed on to the users, thereby impacting affordability. Increases in user fees have a significant impact on students and lower-paid staff. If user fees are suppressed it becomes difficult to achieve competitive compensation for child care workers. Difficulty in recruitment and retention negatively impacts the quality of the program. The inability to adequately staff the child care program limits the ability to expand service capacity thereby impacting accessibility.

III. Financing of Child Care Services

The financial issues related to child care do not differ significantly among the UC campuses. Affordability is the key issue, and strategies implemented to deal with other issues (teacher salaries, program options, facilities, etc.) will ultimately impact rates charged by centers and user affordability.

Expenditures

Approximately 80% of the annual operating costs of the UC child care centers are labor-related (salaries and benefits). The percentage associated with salaries and benefits is increasing each year and within the next 10 years will likely account for as much as 90% of the annual cost of the centers. There is very little an individual UC child care center can do to control labor costs, as salary increases are consistent with UC guidelines and teacher-staffing ratios are mandated by state, federal, and accreditation requirements.

Given steady enrollment, total expenses typically increase from 3.0% to 4.0% annually. This increase tracks very closely the average percentage increases in salaries for University employees, given that the vast majority of the costs are labor-related.

Revenues

Child care centers have been very resourceful in attempting to access a range of revenue sources to fund their programs. Fund sources include: user fees (full and subsidized), student registration fees, state funds (with restrictions on how fees are charged and how funds are spent), federal grants, student lock-in fees (determined in the student referendum process), gifts, contributions from employees (through United Way payroll deductions, for example), and endowment income.

User fee revenues are increasing at a faster rate than other revenues used to fund child care operations. For example, an overall increase in operating expenses of 3.5% results in the need to increase user fees as much as 5.0% because the other available fund sources remain relatively stable and typically increase at less than 2.0% annually. This means that user fees must fund a larger percentage of the budget each year and rates go up at a higher percentage than operating expenses.

User Fees

Fees vary widely among the UC campuses as each location takes into consideration program characteristics (size, campus contributions, facility costs, etc.) and the local environment. User fees vary significantly among campuses (Appendix 6).

Affordability

Child care is expensive and maintaining access by faculty, staff, and students is a major issue. Listed below is an excerpt from Appendix 7 in which the average annual salaries of various faculty, staff and student positions are used to calculate the percentage of personal income expended for UC Child Care (assuming a single parent household and one child).

		Avg Monthly UC Care as % of Salary		
UC Position	Annual Salary	Infant	Toddler	Pre-School
Child Development Center Asst	$20,000	43.44%	41.04%	33.90%
Teaching Asst (Grad. Student)	$27,500	31.59%	29.85%	24.65%
Admin Asst III	$30,000	28.96%	27.36%	22.60%
Asst Prof IV	$50,000	17.38%	16.42%	13.56%

According to a National Women's Law Center publication (Appendix 4), nationally, child care and early education represent the third greatest expense after housing and food for low and middle income families with children between the ages of three and five and the second greatest expense after housing for families with annual incomes above $60,600.

A review of child care fees in relation to the UC undergraduate cost of attendance produces another useful comparison. In 1999-00 the average cost for an undergraduate to attend UC was $13,357. This cost includes books, supplies, housing, food, transportation, healthcare allowance, and fees. The cost for infant care at UC campuses ranged from $6,456 to $10,500, for toddler care $6,456 to $10,380, and for pre-school care $5,400 to $8,760. Given the amount of financial aid (University Student Aid Program, Cal Grants, Pell Grants, need and merit based scholarships, and loans) available for UC students, the out-of-pocket expenses associated with child care are likely to be substantially higher for most parents than paying for college.

To reach affordability goals, campuses need to reduce rates in the short term and provide very stable and predictable rates in the long term. Logically, this result can only be achieved through reducing operating costs and/or increasing the non-user fee revenue base. Realistically, costs cannot be reduced without unacceptably compromising quality. Hence, the affordability problem must be addressed by finding additional sources of revenue.

Cost Reduction

Options for reducing operating costs are extraordinarily limited, given the extremely high percentage of total costs that are labor-related. The annual salary adjustments (merits and range) provided to child care workers are consistent with what all other University employees receive. In addition, state, federal, and accreditation requirements mandate staffing levels. Both of these conditions combined produce little flexibility to achieve significant operating cost savings.

Increases in the Revenue Base other Than User Fees

Increasing funding from sources other the user fees is the key to affordability. Campus child care centers recognize this fact and continue to look for other sources. The various federal and state grant programs have allowed campuses to address at least some of the needs of low-income users, primarily students, through rate reductions and subsidies. However, along with the money from those grants, often come restrictions regarding fee schedules. Some centers have been able to establish need-based scholarship programs using gift and endowment funding. The rates at some centers are now approaching levels where they are not affordable to many faculty and staff, especially when combined with housing costs near some of the campuses. Moreover, subsidies for low income students are limited and unsubsidized fees are unaffordable for most students.

Potential sources for increased revenues include the following:

- *Federal and State Grant Programs* - Campuses seem to be maximizing funding available from federal and state grant programs at the current time. Processes are in place to continue to apply for and receive additional funding if available. At the present time substantial increases from these sources do not appear likely.

- *Fund Raising* - Each of the centers currently undertakes annual fund raising efforts. This activity generates a relatively small amount of the funding (less than 3%) needed for operating expenses. These fund-raising efforts typically are not coordinated with nor supported by the campus development programs. It is believed that with such support the amount raised each fiscal year could increase substantially.

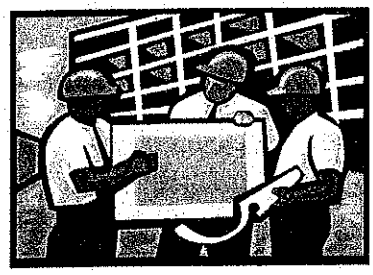
- *Campus Support for Child Care* – Local funding is the most likely source of additional support for campus child care programs. Each of the campuses currently provides some direct support although the amounts vary widely and range from 10% to 40% of operating costs. Any additional allocations will need to take place within the context of overall campus needs and programs.

- *Student Lock-In* – Through ballot initiatives, students have supported a number of student service programs like student health, counseling centers, disabled students, and child care. At one campus, a student fee of $3.00 per quarter results in student child care rates that are 30% to 35% lower than faculty/staff rates.

Subsidy Options

Most campuses already have rate subsidy programs in place. These include need-based scholarship programs, reduced fee schedules for lower income families, and discounts for families with multiple children. These programs need to be continued and expanded to ensure access for lower income families, particularly student users.

Affordability is clearly becoming an issue for all users. Other subsidy options need to be examined that will lead to rate reductions for all users of UC Child Care centers.



IV. Child Care Facilities

Child care facilities have limited visibility in the planning for campus capital needs. Because the facilities are small, they rarely require University oversight or approval and remain the responsibility of campus administration. Campuses with strong advocacy from chancellors, central administrators, and faculty members who are aware of the need for child care as a faculty recruitment and retention issue, have had more success in building facilities for child care.

Child care facilities lack parity among and even within campuses. Some of the differences among facilities can be attributed to different clients (faculty/staff/students) with different needs, or to facilities that are part of a degree curriculum and instructional program. Planning is ad hoc with no overall strategic approach. Establishing a convincing programmatic need is the first step to improving and planning for new facilities.

Planning for child care facilities is currently a required component of campus Long Range Development Plans (LRDPs) which will be updated at most UC campuses during the next three years in response to projected enrollment growth (as established in *Government Code 4561*). Options currently under consideration to handle enrollment growth, such as expanded summer programs, may alter the space needs and operation of existing facilities. The physical effects of accommodating enrollment growth will be assessed during the LRDP process.

In order to be affordable, new child care facilities cannot be supported by user fees alone. Multiple sources should be considered to fund new child care facilities, preferably from sources that do not rely on user fees for debt repayment. Chancellor's discretionary funds, gift funds (campaign specific or ongoing endowment), and student/user fees may need to be combined to support child care services. State capital outlay funding as part of the University's annual budget has not been available for non-instructional facilities.

Some examples of funding strategies for new child care facilities used in the past include: external financing with debt repayment from University Opportunity Funds (assessed to all divisions); external financing with debt carried by the Chancellor; and a combination of external financing, loan repayment by user fees, UC reserves, Reg Fee reserves, and Chancellor's discretionary funds. Sources other than user fees should be considered to cover internal campus administrative costs such as in the case of the recently implemented UC Santa Barbara Child Care Rate Stabilization Plan. Under this plan the salaries of the exclusively administrative staff associated with child care services are covered by the campus centrally and removed from user fee funding. Maintenance is funded as part of the operating budget which sets aside a set amount for facilities renewal.

One creative means to finance a child care facility is the use of funds donated by an outside sponsor. Increasingly, campuses are pursuing this option. One campus is considering the use of money raised by the sale of property to serve as "seed money" that could be used to attract matching funds by a private donor. Another campus hired a consultant to explore the feasibility of obtaining gift funding for a proposed child care facility. It should be noted, however, that preliminary results of the study indicate that gift funds can only be counted on to raise less than one-third of the total cost required. Excessive reliance on this method of fund raising is not practical. The high level of competition for gift funds on each campus for academic projects should be considered when planning this approach for child care facilities.

Third party development and operation of child care facilities may be possible through a ground lease approach. Third party development would have to follow restrictions similar to those currently being drafted by the office of Business and Finance for student housing projects.

V. Staffing of UC Child Care Centers

The UC Child Care Centers, like other employers of Child Care workers, are experiencing difficulty in the recruitment and retention of Child Care teachers. The *Center for the Child Care Workforce* recently stated:

> "In the past two years, turnover and other child care staffing problems have become even more urgent. A serious teacher shortage in elementary school districts, and a strong economy overall, are creating new incentives for the best-trained, most experienced child care workers to leave the field for better-paying careers."

The recent recruitment and retention experiences of many of the campuses are reflected in Appendix 8. The comments reflected in that appendix cite salary as the chief obstacle in recruitment and retention. Salary levels have been below market and the salary ranges are too narrow to provide for reasonable salary growth and advancement over time. Some centers are experiencing difficulty at all levels of staffing. The majority of centers are experiencing difficulty most particularly at the levels of:

Child Development Center Assistant
Child Development Center Teacher I
Child Development Center Teacher II

The ramifications of the recruitment and retention problems cited in Appendix 8 include the inability to fill child care spaces for which there is physical space but an inadequate number of staff. Child Care is a licensed service, regulated by government agencies. There are specific ratios of staff to children that must be observed in order to comply with licensing regulations. The inability to fill vacancies impedes the University's success in maintaining and/or expanding its current level of child care services.

One of the vehicles for achieving high quality child care is through qualified professional staffing. It is important to the quality of the child care service that the staff be qualified and it is also important that the staff have longevity in their positions. Longevity or length of service provides consistency for the children which is crucial to providing a high quality child care program. In a "Fact Sheet" regarding pending legislation (Assembly Bill 212, Aroner-California CARES), the *Center for the Child Care Workforce* stated that:

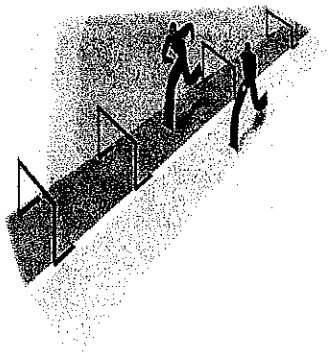
> "According to a growing body of research, the single most important determinate of child care quality is the presence of consistent, sensitive, well-trained and well compensated caregivers."

Additionally, turnover is expensive not only in terms of training and replacement costs (estimated to be equal to 6 months of salary) but also in terms of associated regulatory fees such as the mandatory fingerprinting of employees.

Qualified professional staff are recruited and retained, in part, through a competitive compensation and benefits package. Increases in salaries for staff have been, heretofore, passed on to the users of child care services, thus having a significant impact on the affordability of the program. Child Care Center Directors across the system report that child care workers often leave their positions when they have children of their own because their wages are too low to afford child care services.

The UC Child Care Centers are experiencing difficulty in the recruitment of child care staff because their salaries are far below market rates, and there is increased competition for these employees among employers. The salaries offered to public elementary school teachers and community college child care employees are making recruitment and retention difficult for the UC child care programs. The recent class size reduction program, instituted by the former Governor, has created a widespread demand for public elementary (K-3) school teachers. One campus has taken action recently to assure that Child Development Center Teachers are classified at the professional level, with salaries that are more competitive in the market and more commensurate with the professional training and responsibilities of their positions. Another campus has broadened the salary ranges of their Child Development Center Teachers to become more competitive with early childhood teachers in the local Unified School District's programs. Competition for the lowest level of the Child Development Center series (Child Development Center Assistant) exists throughout the marketplace as the unemployment rate is very low, and abandoning a career in Child Development for a position in another career track that pays higher wages is becoming increasingly common. Appendix 9 displays current market salary data for positions comparable to UC's Child Development Center Assistant, Child Development Center Teacher I, and Child Development Center Teacher II.

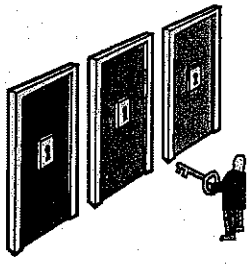
It is critical that raising employee salaries to competitive levels be accomplished under a supplemental funding source. Requiring the Child Care centers themselves to fund an "equity increase" would raise user fees and negatively impact the affordability of UC child care.



VI. Unmet Child Care Needs

The child care needs of UC students warrant special attention because they may be substantially different from the traditional child care found in the community which tends to operate on a full-time basis (Monday-Friday, ten hours a day). The mainstay of UC's child care services also operate on a full-time basis to provide quality of programmatic content and for financial reasons (maintaining required staff/child ratios).

Faculty and especially students are in need of non-traditional child care services such as part-time care, drop-in care and extended hour care (evenings and weekends) to better meet the demands of their commitment to the educational process. The opportunity to avail themselves of part-time child care can mean the difference between child care that is affordable or cost prohibitive. Extended hour child care can mean the difference between attending an evening laboratory, remaining for an important post lecture discussion, time to prepare for final exams or time to take final exams, which are often administered on the weekends. Only one campus currently offers extended hour care during final exams week. University policies allow alternate work schedules; however, staff members with child care needs cannot take advantage of such progressive programs if child care services are unavailable.



VII. Child Care Program Options

In an effort to maximize child care services and in view of current budget limitations, several campuses have embraced program options such as vendor-operated child care centers, resource and referral services, and enhanced family daycare networks.

Vendor Operated Programs

Four UC campuses currently have or have had centers that are operated by vendors as depicted in Appendix 10. A review of these centers shows that experiences with vendors vary by campus. Some campuses are pleased with the quality of the service, while one campus had a negative experience with the vendor and in fact, has since opted to self-operate the center. The negative experience included difficulties in maintaining quality standards.

All those who have vendor-operated centers acknowledge that their centers offer the advantage of expanded child care service with a relatively small financial investment by the University. In cases where vendor-operated centers are successful, the key is the quality of the vendor and having one who truly operates like a partner, and is willing and able to allow many parties to have a voice in its private enterprise and livelihood.

However, there also are risks associated with these vendor-operated centers. Some cited the loss of control over quality, resulting in significant time required of the campus administrator in resolving parent dissatisfaction. In all cases, there is consensus that the time and effort devoted to managing the child care contract has been underestimated. In addition to the initial setting of standards, the request for proposals, the negotiation of the terms, and communication with parents, there is also an on-going cost in monitoring contract compliance, both with external agencies and the University, and in resolving contractual disputes. Since the vendor is operating on University land, there is also an implied liability consideration when a vendor fails to deliver quality service or fails to meet licensing or health and safety requirements.

The different experiences of each campus confirmed that while outsourcing child care service works for one campus, it may not for another. The pros and cons of using a vendor-operated center as well as the factors that may be useful to consider in making the decision are displayed in Appendix 10.

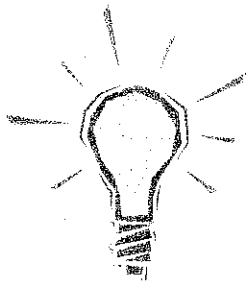
Child Care Resource & Referral (R&R) Services

Resource and Referral (R&R) services provide information to students and employees about where to obtain licensed child care in the community. Several campuses currently provide child care resource and referral services to their students, faculty, and staff (Appendix 11). All have found this approach to be a valuable and cost effective means of enhancing child care services.

Many campus R&R services also provide parent resource workshops, resource guides for child care, and on some campuses, summer care, accredited training, and technical assistance to providers.

The campuses also interface with their county's R&R service. In some cases, the campus has a symbiotic relationship with the local R&R, providing training and technical assistance to providers and programs, in exchange for access to current provider listings.

Based on the experiences of the campuses, use of resource and referral services for child care may be a cost effective option to enhance child care services.



VIII. Best Practices

There is much to be gained by the exchange of information within the UC system and outside the system in achieving the demands of high quality, accessible, affordable child care. In the course of the Task Force's work, innovative programs within and outside of the University of California were brought to light. Many of these innovations are included in this section of the Task Force Report.

Internal (UC) Best Practices

- **The Chancellor's personal sponsorship** in the commitment of resources needed to construct new child care facilities has played a crucial role in getting these facilities from the drawing board to reality.

  1. UC Berkeley's Chancellor Berdahl and his spouse sought out and worked with a private donor who committed $250,000 to establish a new infant center for the campus. The Chancellor's sponsorship provided the needed support and priority status necessary to expedite the project on campus.

  2. UC Riverside's Chancellor Orbach and his spouse championed the construction of the new child care facility which replaced the previous facility constructed circa World War II.

  3. UC San Diego's former Chancellor Atkinson implemented an assessment process across each Vice Chancellor's area to provide for collective support of the campus child care program and construction of its new facility.

  4. UC Santa Barbara's Chancellor Yang and his spouse are seeking a private donor in support of infant and toddler care.

  5. UC Santa Cruz's Chancellor Greenwood has been personally involved in identifying child care as a priority in the campus fund raising campaign to make their plans for a new child care facility a reality.

- Additional financial resources have been provided by the campuses to assist their child care programs in addressing **staff compensation issues.**

  1. UC Irvine recently took action to review the classification levels of Child Development Teacher I and II, with accompanying increases in salaries to provide market competitive salaries as well as acknowledge the professionalism of Child Development Teachers.

  2. UC Los Angeles broadened the salary ranges of their Child Development Teacher I and II from five steps to nine steps to provide additional salary growth potential.

- Efforts to **assess campus child care needs** have been accomplished through on-line surveys conducted by campuses. Both UC Los Angeles and UC Davis recently conducted an on-line child care needs assessment.

- Creative **financial support strategies** have been employed to assist the Child Care Centers.

  1. UC Santa Barbara recently approved a "Rate Stabilization Proposal" whereby the entire administrative staff (6.5 FTE) will be funded "centrally" initially by the Chancellor and Vice Chancellor of Student Affairs (Appendix 12). This new funding stream will allow the Center to minimize user fee increases over the next four years.

  2. UC Riverside makes use of revenues from yearly registration fee funding to hold open the approximate 70 child care spaces vacated by student parents each summer.

- **Supportive Campus Policies**

  The UC Davis breast-feeding support program is an example of the commitment of resources used to provide breast milk pumps and create physical space for breast feeding at convenient locations throughout the campus, as well as the implementation of supportive policies such as flexible work schedules that made this program viable.

- **Facilities Planning**

  UC San Francisco included a new child care facility in the restoration plans for the Laurel Heights campus. Child development professionals were consulted regarding the architectural plans to ensure a facility that would serve the children and program.

- **Community Partnerships**

  1. UC Los Angeles applied for and received a four-year federal grant this year from the U.S. Department of Education (Child Care Access Means Parents In School). In addition to making it possible to provide 75% of the cost of full-time child care for some children whose parents are full-time UCLA students, the grant has also allowed UCLA to help develop new family child care homes and offer providers technical assistance, on-going support and ultimately assistance in meeting and paying for national accreditation. This project serves as a model to bring together center-based and family child care delivery systems. The family child care homes are located near one of the UCLA child care service centers serving student families. Providers are invited to staff training and parents are invited to participate in the center's special events.

  2. UC Davis collaborates with the city of Davis by contributing funding to the county's child care Resource and Referral program which UC Davis students, staff and faculty use.

  3. This year, the Office of the President sponsored the first joint meeting of UC and CSU Child Care Directors. This symposium provided the opportunity to share best practices and build a network across the two institutions.

External Best Practices

- **The United States Military.** The military recently overhauled its child care system. A summary of their efforts is included for reference in Appendix 13. The military runs the largest employer-sponsored child care program in the country, serving over 200,000 children per day in over three hundred locations. In an attempt to deal successfully with the recent demographic changes of their personnel, the Military undertook a revitalization of its child care service including a substantial increase in funding resources from $90 million dollars to $352 million dollars per year.

  The U.S. Military's "lessons learned" are consistent with the conclusions reached by our Task Force:

  1. Do not be daunted by the task: it is possible to take a ...child care system and dramatically improve it.

  2. Recognize and acknowledge the seriousness of the child care problem and the consequences of inaction.

  3. Improve quality by establishing and enforcing comprehensive standards, assisting providers in becoming accredited, and enhancing provider compensation and training.

4. Keep parent fees affordable through subsidies.

5. Expand the availability of all kinds of care by continually assessing unmet need and taking steps to address it.

6. Commit the resources necessary to get the job done.

- **Higher Education.** Included in this report is a survey completed in April 1999 of child care services at the "**comparison eight**" institutions that the University utilizes for faculty compensation studies (Appendix 14). While the survey does not focus exclusively on "best practices", it should be noted that all but one of the universities in the comparison eight group provide child care and that all institutions which provide child care had waiting lists. Within the comparison eight, it was noted that:

1. The Massachusetts Institute of Technology (MIT) expected to complete the building of an additional new child care center last year, two more centers within the following two years, and expand the capacity of an existing center by 25%. The administrator for MIT's Family Resource Center attributes the attention and effort toward child care services to concern over faculty recruitment and retention issues.

2. Stanford University's newest child care center was initiated as a recruitment and retention strategy for its hospital staff as well as their medical school students and faculty.

3. The University of Virginia provides to their center, operated by an outside vendor, a subsidy each academic quarter for the purpose of elevating child care worker salaries and reducing their turnover.

4. SUNY Buffalo's centers are funded through an approximately equal, three-way split between parent fees, SUNY central administration and other sources including a substantial contribution from the New York Labor Management Union.

5. In addition to mainstream child care services, the University of Michigan provides in-home care for ill children (for ages up to 13 or older if the child has special needs and cannot be left at home alone). There are three levels of service available: Home Care Provider, Licensed Practical Nurse, and Registered Nurse.

IX. Recommendations

The Task Force recommends that child care programs be acknowledged as a **strategic priority** directly related to recruitment, retention, and productivity so that the necessary resources are identified and made available to ensure success in meeting faculty, staff, and student needs. It is the expectation of the Task Force that campuses will maintain their local autonomy in determining the locally appropriate means by which to achieve high quality, affordable and accessible child care, but that there will also be the appropriate systemwide oversight to help ensure the success of these initiatives in meeting broad institutional objectives. In furtherance of these objectives, the Child Care Policy and Programs Task Force recommends the following actions:

Policy Oversight

It is recommended:

1. that the Chancellor of each campus appoint a broad range committee to oversee campus implementation of the University of California child care policy. The charge of this committee would be to:

    a. ensure that an assessment of campus needs (including those of students, staff and faculty) is accomplished, including identification of annual goals for meeting child care standards;

    b. monitor campus progress in meeting those goals;

    c. develop recommendations to the Chancellor for actions necessary to meet the goals; and

    d. prepare an annual report to the Chancellor detailing campus progress toward meeting goals and actions recommended to meet the goals.

    In view of the different organizational structures at each campus, the specific composition of its oversight committee will vary. However, it is expected that the committee will be composed of high level administrators with decision-making authority covering a wide range of campus units that are directly or indirectly affected by child care issues as well as members of faculty, staff and student groups. It is important to bring a high level and wide-ranging focus to campus child care needs.

2. that UCOP constitute a systemwide oversight committee composed of faculty, staff and student members to review annual campus reports and make annual recommendations to the President concerning actions needed to provide support and ensure that standards are met at all locations.

3. that campus reports be circulated to the campus Welfare Committee at each location, to the Academic Senate's University Committee on Faculty Welfare, and to oversight committees at each location. The circulation of these reports will provide a forum by which campuses can effectively share best practices.

Standards

It is recommended that the following standards pertinent to quality, accessibility, affordability and local campus work/life policies and practices be established as systemwide goals for review and action at the campus level:

1. Quality

- that all campus-affiliated child care providers, including family day care homes in a campus-sponsored family day care network, be licensed by the state; and
- that all campus-sponsored child care centers at least meet and preferably exceed a nationally or state recognized set of accreditation standards, such as those developed by the National Association for the Education of Young Children (NAEYC) or the California Department of Education.

2. Access

- that campuses provide care for the full range of pre-school children beginning with infant care;
- that campus-sponsored programs be open on a year round basis;
- that hours of operation of campus-sponsored child care programs aim to at least match the typical hours of work and instruction on that campus;
- that campuses provide a sufficient number of spaces in campus-sponsored facilities such that demand from faculty, staff and students, defined on the basis of a rolling five year average of applications (adjusted for the average number of families who turn down a slot when offered) is met; and
- that, in accordance with identified local needs and priorities, campuses provide nontraditional services such as part-time care, drop-in care (including care during school holidays and vacations), extended hours, care for mildly ill children, and after school care.

3. Affordability

- that the fees for campus child care programs be no more than the average costs for accredited programs of comparable quality in the surrounding community. The relevant comparison group of programs for each campus will be determined on an annual basis by the child care director.

- that Chancellors pursue all available funding opportunities, including core funding for child care administrative positions, in order to provide a stable funding infrastructure for child care programs to enable all faculty, staff and students to have access to campus child care programs. Consistent and stable sources of funding may be supplemented by fundraising, scholarships, and other subsidies.

Work/Life Policies and Practices

It is recommended:

1. that campuses review existing policies and practices related to work/life needs, to identify those that affect the ability of faculty, staff and students to utilize campus and community child care and work toward making those policies and practices more child-care friendly;
2. that the input of child care representatives be included in all significant planning efforts on campuses, including the development and revision of Long Range Development Plans (LRDPs), new colleges or other academic or student life projects, housing developments, and the like;
3. that campuses publicize in a more visible way and provide training for supervisors about existing policies such as family leave that facilitate balancing work and family; and
4. that campuses work toward developing a management and supervisory culture that encourages and supports the use of flexible work arrangements to the extent feasible given the demands of a job and that recognizes the needs of faculty, staff and students who have children in child care.

Initiatives

It is recommended:

1. that the University encourage the leadership of the State of California to expand the current commitment to improving K-12 education by including the pre-school years, since the early formative years of a child's development experience are critical to future success. The University is in a position to propose a "zero through 12" strategy for improving the educational system, since its campus-based child care programs are among the highest quality in the State.

2. that the campuses explore opportunities to make child care a higher priority on their development/fund-raising agenda and that campus fund-raising efforts in the child care area be coordinated through the activities of the Vice Chancellors for Development, Student Affairs, and Business & Finance.

3. that efforts to seek funding support through Federal and State granting agencies be expanded. Access to professional services in grant-writing are needed for the child care area. This effort would also include addressing the opportunity for UC to participate in various legislative initiatives related to child care, such as seeking funding support in connection with Proposition 10.

4. that campuses incorporate the planning for new child care facilities into the process for developing the annual capital program and appropriate significant new and renovation building projects.

5. that, consistent with Government Code 4561, campuses assure that the future need for child care facilities is considered during the update of the campus Long Range Development Plan (LRDP).

6. that campuses include existing child care facilities in the annual review of campus deferred maintenance and capital renewal program.

7. that, as the University grows and establishes new campuses, regional centers, and new locations, plans for child care facilities and services be taken into account as a part of the planning process.

8. that campuses address market salary needs in the child care area, as well as the professional development needs of this occupational group in order to retain valuable staff members and to provide continuity in staffing at the University's child care centers.

9. that funding be identified to support competitive wages for UC's child care employees and reduced fee enrollment in UC's child care centers for child care employees. It may be possible to explore use of UC "Outreach" funds for this purpose (inasmuch as child care is a crucial support service for students), and/or Proposition 10 monies which local "Children & Families Commissions" have the authority to award in the form of stipends to aid with staff recruitment and retention issues.

10. that campuses seek supplemental funding to support the construction, modification and/or maintenance of child care facilities. Examples of possible fund sources include but are not limited to Chancellor's discretionary funds, gift funds (campaign specific or ongoing endowment), and student/user fees. Supplemental funding sources should not replace core funding, however.

11. that campuses consider creative program options that would enhance services. Options include vendor operated programs, resource and referral programs, and family child care networks.

12. that partnership efforts, such as the first-ever joint child care symposium, initiated this year among the UC and CSU Child Care Directors, be continued and supported in order to enhance child care services within the higher education community statewide.

X. List of Appendices

APPENDIX 1

UNIVERSITY OF CALIFORNIA, ACADEMIC SENATE

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

Office of the Chair
PHONE: (510) 987-0711
FAX: (510) 763-0309
E-MAIL: dorr@gseis.ucla.edu

Assembly of the Academic Senate
Academic Council
1111 Franklin Street, 12th Floor
Oakland, CA 94607-5200

July 1, 1999

Richard C. Atkinson
President

Dear Dick,

At its June 9 meeting, the Academic Council took action on a "Proposed UC Policy on Child Care" that the University Committee on Faculty Welfare (UCFW) had prepared. As you know, affordable, high quality, convenient child care is needed by many parents who are University of California students, faculty, staff, and administrators and, most importantly, is needed by their children. Members of the Academic Council very much support UC efforts to ensure that such child care is accessible for members of the UC community.

The four policy points adopted by the Council were developed by UCFW over the course of two years of fact finding and deliberation. The latter part of February I sent out for Senate review a preliminary statement and proposed policy from UCFW, and the Academic Council discussed them at the March Council meeting. UCFW subsequently revised the proposal based on results of the consultations. For your information, I am enclosing the final UCFW "Proposed UC Policy on Child Care" that was considered at the June 9 Academic Council meeting.

Because the Council amended the fourth policy point in the UCFW Proposal, I am including in the body of this letter all four points as approved by the Council. In these points, child care refers to care for children from infancy to the age when they begin school. It can, but does not necessarily, include care for mildly ill children and after school care for school-age children. Also, please realize that, although the first and last points are framed in terms of faculty only, we certainly recognize similar needs for UC students, staff, and administrators.

1. It is the policy of the University of California that all faculty have access to affordable, quality child care on or near campus.
   - That each location work speedily to ensure that this policy is achieved.
   - That in order to meet the affordability policy, campuses subsidize the cost of care, at least through the provision of facilities and maintenance expenses.
   - That in these efforts, particular attention be given to the need for infant and toddler care.

2. It is the policy of the University of California that if a campus's child care needs are neither currently being met nor will be met through other facilities under construction or in the immediate planning stage, then plans for new construction or significant modification of existing buildings shall include provision of facilities for child care in that construction/building or elsewhere. Funding for these child care facilities should be included in the capital plan for each campus.

3. It is the policy of the University of California that child care facilities be included in the plans for UC Merced in much the same way as the needs for parking and food service facilities are

and that funding for adequate child care facilities be included in the capital plans for the campus.

4. It is the policy of the University of California that campuses be required to report annually their progress in meeting these policies to the Office of the President and that a Child Care Task Force be created to monitor these reports and to set guidelines, taking account of local market conditions and the type of care offered by the campus or available to faculty on or near the campus, including outcome measurement plans for meeting the policies. This Task Force would be a joint Senate-administrative committee composed of members of the University Committee on Faculty Welfare and staff from the University of California Office of the President. This Task Force also would be charged with coordinating the efforts for faculty with those undertaken to ensure that adequate child care is provided for staff and students.

We recognize that the recommended policies require analysis in themselves and in relationship to the child care needs of other members of the UC community. I hope that under the leadership of your office, Dick, there will be a mechanism set up that will involve all UC constituencies in dealing with the issues addressed by the recommended policies, not only for faculty but also for UC students, staff, and administrators.

Cordially,

Aimée

Aimée Dorr, Chair

Encl.

cc: Academic Council
R. Anderson, UCFW Chair
M. Bertero-Barceló, UC Academic Senate Director
J. Whalen, UCFW Analyst

Proposed UC Policy on Child Care
University Committee on Faculty Welfare
June, 1999

The University Committee on Faculty Welfare strongly believes that the provision of adequate, affordable, quality child care on or near campus is an important goal for the University of California.[1] Seven of our eight comparison institutions provide this for their faculty, staff and students and all subsidize the care at least by providing the use of the buildings.

We believe that child care will play an increasingly important role in recruitment and retention of faculty in future years. Just as the University has come to realize that it must help faculty meet their housing needs through mortgage assistance programs, so too must it help faculty meet their needs in the area of child care. We believe that child care should be thought of as an essential service the University must make available. Maintaining the excellence of the University requires that we successfully recruit the most promising young faculty, that we provide them with a work environment that allows them to fulfill their potential, and that we compete successfully with attractive offers from other universities, offers that are increasingly likely to include guaranteed places in campus child care facilities and other family oriented benefits.

The need is particularly great in the case of women faculty. In spite of profound social changes, women still shoulder a disproportionate share of child care responsibilities; yet all demographic projections indicate that women will become an increasing proportion of the work force. We believe that programs that enable people to meet their child care obligations will be a crucial tool in recruiting and retaining the most promising young women (and men) in what is likely to be a highly competitive market. Such a competitive edge will be particularly essential when trying to recruit people from small pools, such as women in the physical sciences and faculty of color.

The UCFW believes the provision of on-site care for infants and toddlers is especially crucial. In most communities there is an undersupply of care for children of this age. Particularly for campuses in dense urban areas where real estate prices are high and parking and traffic problems acute, nearby family day care either does not exist or is not feasible to travel to during the course of a day in order to nurse an infant. Thus although we believe that adequate care for all children is essential, we highlight the need for infant and toddler care.

On- or near-site childcare can also play a significant role in creating a work environment in which faculty can be most productive. Child care needs can be a major source of stress and disruption in the work day of faculty members with young children. The case of nursing mothers who often must travel significant distances to nurse their babies during the course of the day is only the most obvious example. For many, time is lost in complex commutes between home, child care and work. On- or near-site care can enable faculty with late afternoon or early evening commitments to pick up their children and if necessary, return to campus. A survey conducted on the Berkeley campus in the late 1980s found that 63% of the faculty with children under twelve experienced reduced effectiveness due to child care problems and 72% reported increased stress. 36% reported that they missed at least three days of work per year as a result of child care problems. Although quality on- or near-site care will not totally eliminate these problems, a growing number of employers have turned to this solution as a way of creating a more productive work place.

---

[1] For the purposes of this policy, child care refers to care for children from infancy to the age when they begin school. It can, but does not necessarily, include care for mildly ill children and after school care for school-age children.

All campuses currently provide some on- or near-site care, none provides enough to meet current demand. All campus programs report having faculty parents on their waiting list (ranging from five faculty families to 131 faculty families) during the 1997-98 academic year; all report being unable to serve all faculty parents who apply. Moreover, the number of faculty families on waiting lists undoubtedly underestimates unmet need for at least two reasons. First, child care is not a discretionary matter for working parents. If a campus program is unable to accept a child, most parents must make arrangement elsewhere and, once made, may be very reluctant to move that child. Second, at least some campus programs serve only a limited age range. The Berkeley faculty and staff program, for example, which reported the shortest faculty waiting list, has no program for infants and toddlers and thus the waiting list does not reflect a considerable portion of the unmet need.

Although this committee's focus is on the faculty, we believe access to affordable, quality child care to be equally important for staff and for students. Thus we urge the Office of the President to coordinate with the campuses the development of solutions to the child care shortage for faculty in the context of a comprehensive strategy that also addresses the needs of students and staff. We urge that the following principles be adopted as the basis for developing such a policy:

1. It is the policy of the University of California that all faculty have access to affordable, quality child care on or near campus.

   -- That each location work speedily to ensure that this policy is achieved.

   -- That in order to meet the affordability policy, campuses subsidize the cost of care, at least through the provision of facilities and maintenance expenses.

   -- That in these efforts, particular attention be given to the need for infant and toddler care.

2. It is the policy of the University of California that if a campus's child care needs are neither currently being met nor will be met through other facilities under construction or in the immediate planning stage, then plans for new construction or significant modification of existing buildings shall include provision of facilities for child care in that construction/building or elsewhere. Funding for these child care facilities should be included in the capital plan for each campus.

3. It is the policy of the University of California that child care facilities be included in the plans for UC Merced in much the same way as the needs for parking and food service facilities are and that funding for adequate child care facilities be included in the capital plans for the campus.

4. It is the policy of the University of California that campuses be required to report annually on their progress on meeting these policies to the Office of the President and that a Child Care Task Force be created to monitor these reports and to set guidelines, including outcome measurement plans for meeting the policies. This Task Force would be a joint Senate-administrative committee composed of members of the University Committee on Faculty Welfare and staff from the University of California Office of the President. This Task Force also would be charged with coordinating the efforts for faculty with those undertaken to ensure that adequate child care is provided for staff and students.

APPENDIX 2

Child Care Policy and Programs
Task Force Membership

Lise Bixler
Director Child Care Services
UC Santa Cruz

Huma Dar
Undergraduate Student
UC Berkeley

Debra Frazier
Budget & Planning Officer
Student Affairs
UC Los Angeles

Judith Gruber
Associate Professor, Political Science
UC Berkeley and Incoming Chair,
Faculty Welfare Committee

Clint Haden
Coordinator, Student Academic Services
UC Office of the President

Stella Hsu
Assistant Vice Chancellor
Campus Auxiliary Services
UC San Francisco

Jack Hug
Assistant Vice Chancellor
Auxiliary/Plant Services
UC San Diego

Kris Lange
Principal Analyst, Work/Life Programs
Human Resources & Benefits
UC Office of the President

Todd Lee
Director, Budget & Planning
UC Santa Barbara

Harry Legrande
Assistant Vice Chancellor
Residential & Student Services
UC Berkeley

Gay Macdonald
Executive Director
Child Care Services
UC Los Angeles

Scott Melzer
Graduate Student
UC Riverside

Carolyn Murray
Associate Professor, Psychology
UC Riverside

Dennis Shimek
Associate Vice Chancellor
Human Resources & Risk Management
UC Davis

Kathy White
Director
Child Care Services
UC Irvine

Jack Zimmerman
Director, Planning & Design
Facilities Administration
UC Office of the President

Lubbe Levin (Chair)
Assistant Vice President
Policy, Planning and Research
Human Resources and Benefits
UC Office of the President

Karen Ernst
Coordinator
Policy, Planning and Research
Human Resources and Benefits
UC Office of the President

APPENDIX 3

Child Care in Higher Education

Bibliography

Prepared by Prof. Carolyn Murray

Aisenberg, N. & Harrington, M. (1988). Women of academe: Outsiders in the sacred grove. Amherst, MA: University of Massachusetts Press.

American Association of University Professors. (1996). Commission on Governance and Affirmative Action Policy. AAUP Commission on Governance and Affirmative Action Policy report. Washington, DC: AAUP

Andersson, B. E. (1992). "Effects of day-care on cognitive and socioemotional competence of thirteen -year-old Swedish schoolchildren." Child Development, 63, 20-36.

Barrett, N. (1987). "Women and the Economy." In Sara E. R. (Ed.) The American Woman, pp. 67-99. New York: W. W. Norton.

Collins, L. H., Chrisler, J. C. & Quina, K. (Eds.). (1998). Career strategies for women in academe: Arming Athena. CA: Sage.

Fallon, B. J. (1997). "The balance between paid work and home responsibilities: personal problem or corporate concern?" Australian Psychologist, 332,1-9

Field, Tiffany. (1991, August). "Quality infant day-care and grade school behavior and performance." Child Development 62, 863 -871.

Howes, C. (1990, March). "Can the age of entry into child care and the quality of child care predict adjustment in kindergarten?" Developmental Psychology 26, 292 - 304.

Norrell, J. E. & Norrell, T. H. (1996, March) "Faculty and family policies in higher education." Journal of Family Issues, 17, 204-226.

Office of Information Resources and Communications. (Fall, 1999). Statistical Summary of Students and Staff. Oakland, CA: University of California.

Quina, K., Cotter, M. Romenesko, K. (Eds.). (1998). "Breaking the (plexi-)glass ceiling in higher education." In L. H. Collins, J. C. Chrisler, Joan C., & K. Quina (Eds.). Career strategies for women in academe: Arming Athena. (pp. 215-245). CA: Sage.

Renzetti, C. M. & Curran, D. J. (1992). Women, men, and society. (2nd ed.). Boston: Allyn and Bacon.

APPENDIX 4

NATIONAL WOMEN'S LAW CENTER
EXPANDING THE POSSIBILITIES

WOMEN'S STAKE IN IMPROVING THE AVAILABILITY, AFFORDABILITY, AND QUALITY OF CHILD CARE AND EARLY EDUCATION

The child care needs of American women and their families have increased dramatically in recent years, as women with children have entered the paid workforce in unprecedented numbers. *Seven out of ten American women with children under the age of 18 — and over three out of four women with school-age children — work in the paid labor force today*, representing a major societal change since the 1940's when fewer than one in five women with children worked outside the home. Access to affordable, high quality child care is critical to the productivity at work of these mothers and to their children's healthy development. Yet high-quality child care is too often unaffordable or simply not available; recent studies have shown that most child care and early education in the United States fails to provide developmentally appropriate activities, and in the most egregious cases, fails to maintain basic safety and sanitary standards. Women and their families thus have a tremendous stake in public policies that will help make high-quality child care available and affordable to those who need it.

Women have another interest in effective child care policies as well: as child care providers. The vast majority of child care providers in this country — some 98% — are women. These women are working in a demanding occupation, charged with providing loving care and a healthy learning environment for the children entrusted to them. Yet the compensation these teachers and care-givers receive — $14,820 per year, on average, often with no benefits — shortchanges not only the workers but also the children in their care, because the lack of decent wages and career advancement opportunities in child care makes it difficult to attract and retain trained, qualified care-givers.

Women thus have a profound and dual interest in the enactment of effective child care policies. As parents, they need access to high-quality child care that will help their children learn and grow. As providers of child care services, they need compensation, training and advancement opportunities that will reflect the value of their important work while enhancing their skills and the quality of the care they provide to our nation's children.

It is not surprising, then, that child care is high on the list of working women's concerns.[1]

11 Dupont Circle ■ Suite 800 ■ Washington, DC 20036 ■ 202.588.5180 ■ 202.588.5185 Fax

I. Working Families and the Need for Child Care

It is an undeniable fact of American life today that a large and steadily growing majority of women with children — married and single, with children of all ages from pre-school to teens — must look to child care to provide a safe and nurturing environment for their children during all working hours. In addition, an increasing number of women with children are seeking a college education, and these women, too, need affordable, high-quality child care if they are to have access to the enhanced job prospects and increased earning power that a college degree can bring them.

The Reality of the Workforce

A large majority of American women with children work outside the home.

- Nearly 72% of American women with children under age 18 — 78% with children aged 6 to 17 and 65% with children under age 6 — are in the paid labor force.[2]

- 58% of mothers with infants (under age 1) are either employed or looking for employment. In just the last few years, single (divorced, separated or never married) mothers with infants have made a substantial shift to the paid labor force, increasing participation rates from 46% in 1994 to 59% in 1998.[3]

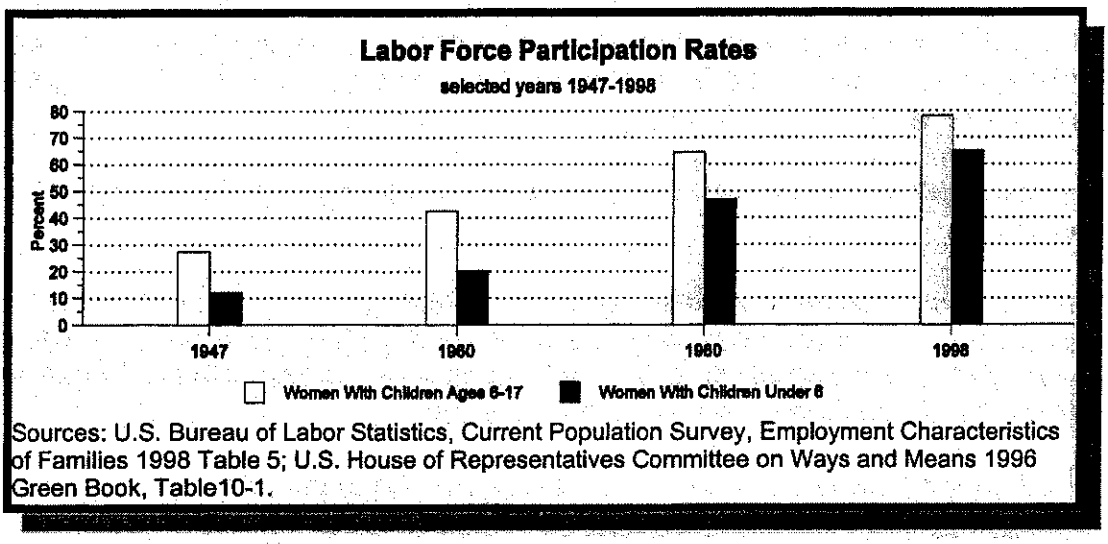
- Currently, 74% of all employed women with children under age 18 — 76% with children between the ages of 6 and 17, 69% with children under age 6, and 67% with infants — are working *full time*.[4]

Labor force participation rates for women with children have increased dramatically over the last 50 years.

- One of the most dramatic labor market trends has been the increased labor force participation rates of mothers, particularly mothers with pre-school children.

- In 1947, at the end of World War II, only 27% of women with children aged 6 to 17 were in the paid labor force. By 1960, that number had jumped to 43%, by 1980 it was 64%, and by 1998 over three-quarters of women with children aged 6 to 17 were in the paid labor force.[5]

- Similarly, in 1947, only 12% of women with pre-school children were in the paid labor force; by 1960 that number had climbed to 20%, by 1980 it was 47%, and by 1998, two-thirds of women with pre-school children were in the paid labor force.[6]



Sources: U.S. Bureau of Labor Statistics, Current Population Survey, Employment Characteristics of Families 1998 Table 5; U.S. House of Representatives Committee on Ways and Means 1996 Green Book, Table10-1.

Women in the labor force are increasingly working in full-time, full-year jobs and in non-traditional shifts.

- As women have moved into the labor force in greater numbers, they have increasingly taken jobs that are both full time and year round, partly due to economic necessity and partly due to their movement into traditionally male-dominated occupations that require full-time, year-round work.[7]

- Between 1969 and 1998, the percentage of married women working full-time, full-year doubled from 23% to 46% and the percent of married women with children under 3 working full-time, full-year dramatically increased from 7% to 32%.[8] A recent comparison of married and single mothers of children under 6 indicates the percentage of married mothers working full-time, full-year caught up to the percentage of single mothers working full-time, full-year between 1978 and 1992. By 1998, 35% of married mothers with children under 6 and 37% of single mothers with children under 6 were working full-time, full-year.[9]

- Many full-time women employees (13.7%) are engaged in nontraditional shift work — evenings, nights, rotating shifts and employer-arranged irregular schedules.[10]

Mothers working outside the home today include married women as well as single women.

- In 68% of married couples with children under age 18, the mother is employed, and 71% of these working women are employed full time.[11]

- 70% of single mothers with children under age 18 are employed, and 81% of these working women are employed full time.[12]

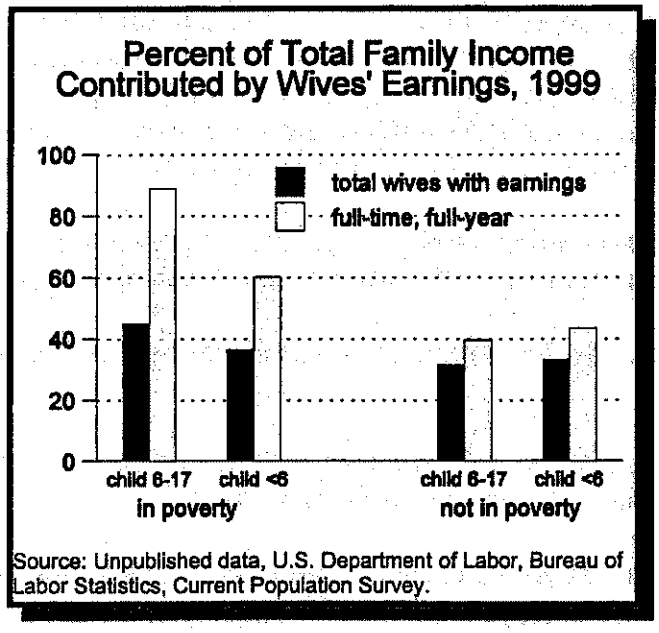
- Only 29% of married-couple families with children under age 18 — 23% with children 6 to 17 years and 36% of married couples with children under age 6 — fit the traditional model of husband as sole breadwinner.[13]

Most women who work outside the home do so as a result of economic necessity.

- Women alone (women who are divorced, separated, widowed or never married) head some 7.7 million families with children under 18 — 3 million with children under 6.[14] These women must earn a living in order to feed, clothe, house and otherwise sustain themselves and their children.

- Child support alone does not enable these women to provide for their children, because so few child support orders are established or enforced, and when they are, the amount collected is generally insufficient to contribute significantly to meeting the demands of raising a child.[15]

- Married women, too, make a critical contribution to household income, particularly those working full-time, full-year. The contribution of wives to family income is particularly important in poor families. As shown below, all working wives (including those who work part-time and part-year) with children under 6, in families in poverty, contribute 36% of family income; those not in poverty contribute 33% of family income. Wives in poverty working full-time, full-year with children under 6 contribute 60% of family income; those not in poverty contribute 43% of family income. In poor families with older children, wives working full-time, full year contribute 89% of family income.[16]



- Women's work outside of the home has maintained family income in the face of stagnating/falling real wages between 1979 and 1997. The average income of middle-income, married families would have fallen rather than risen slightly in the 1990s were it not for the increased hours of work provided by working wives.[17]

A mother's income can often mean the difference between whether a family lives below the poverty line or above it. A woman's income can also protect her against total economic dependency and enhance her long-term economic security.

- 17% of married women with children under 18 who do not work outside the home live in poverty, while less than 2% of married women with children under 18 who work full-time live in poverty.[18]

- Single parents are more likely to live in poverty. 77% of single women with children under 18 who do not work outside the home live in poverty, while 13% of single women with children under 18 who work full-time live in poverty.[19]

- Some married women work in order to protect against complete financial dependence on a spouse and being left with no job skills and inadequate means of support in the event of divorce — a concern that is well-founded, in light of the inadequacy of child support awards, as noted above.

- Some women also work with a long-term view of future economic security — more years working, higher lifetime earnings and jobs with pension plan coverage translate into more adequate retirement income.[20]

Many Families Need Help Paying for Child Care

Working parents who rely on child care often have a hard time paying for it.

- Nationally, child care consumes between 6% and 25% of a family's income.[21]

- About half of the families with children under 6 have total incomes less than $41,000 a year,[22] and single mothers with children earn even less. In 1998, the median income of families with children headed by a woman was $21,692 or about one third of the median income of married couples with children ($57,090).[23]

- The price of child care today can range from $3,000 to $10,000 annually depending on geographic location, whether the care is home or center-based, and for infant or pre-school children. For example, the average annual child care price for *one* pre-school child in a child care center in the selected states and cities below would

make center-based care out of reach for low-income families (i.e. consume 26%-45% of the income of a family earning $15,000 per year):[24]

Connecticut: $6,780	Pittsburgh, Pennsylvania: $5,880
Michigan: $5,844	Salt Lake County, Utah: $4,704
Delaware: $4,680	New Orleans, Louisiana: $3,636
Florida: $3,900	

- Child care and early education is expensive and a significant expenditure for all families. For low- and middle-income families with children between the ages of three and five, it represents the third greatest expense after housing and food. For families with more discretionary income (annual income above $60,600) it represents the second greatest expense after housing.[25]

- Women leaving welfare for low-wage jobs have the hardest time paying for adequate child care.[26] If they cannot pay for reliable care, according to state studies, it is more difficult for them to obtain employment, retain employment and move into better jobs.[27]

Many low-income families who are eligible for child care and early education assistance never receive it.

- The Head Start Program (a comprehensive child development program designed to help low-income children enter school ready to learn and succeed) currently serves more than 835,000 low-income children and their families.[28] However, due to limited funding, the program still serves only about half of all eligible children.[29]

- The Child Care and Development Block Grant allows states to help pay for child care for families with incomes up to 85% of state median income. However, all but five states disqualify families for help before they reach this federally authorized level.[30]

- In some states, the income eligibility cutoffs are so low that only the poorest of the working poor can qualify. In three states — Alabama, Missouri and South Carolina — a family of three earning $18,000 a year (130% of the federal poverty level) could not qualify for help.[31]

- As of January 1998, about half the states had to turn away eligible low-income working families or put them on a waiting list for child care subsidies due to inadequate funds. In California, over 200,000 families — mostly non-welfare, low-income workers — were on the child care subsidy waiting list.[32]

- The U.S. Department of Health and Human Services reports that only 1 in 10 children in low and moderate income families that were eligible for federal child care assistance actually received help in fiscal year 1998. Inadequate federal and

state funding and lack of information on eligibility for assistance prevents nine out of ten eligible children in lower income working families from getting the child care assistance they need.[33]

- The federal government provides a tax credit to help parents offset the costs of child care needed to enable a taxpayer to work. Theoretically, the Dependent Care Tax Credit (DCTC) can equal as much as 30% of a family's qualifying child care expenses up to a maximum of $2,400 for one child or $4,800 for two or more children. Many families, including many low-income families, receive some assistance with their child care expenses through this credit. However, no families with below-poverty income currently receive the credit since they have no tax liability and the credit is not refundable.

Child care subsidies are often too low to meet the needs of working families.

- Even where subsidies are available, in some cases the amount the state will pay for care is so low that parents cannot find qualified providers who can afford to serve their children. Connecticut, for example, bases its subsidy rates on an outdated 1991-1992 survey of child care providers and not on the now higher current market rates.[34]

- In other cases parents have to pay so much in fees or co-payments that child care expenses remain a staggering financial burden. In Oregon, for example, a family earning $20,820 or $1,735 per month (150% of the federal poverty level) and receiving help paying for one child's care would have to pay $365 per month or 21% of the family's income.[35]

Families are required to pay the lion's share of the cost of child care and early education, with very little help from the government, in contrast to government support for higher education.

- The average annual cost of child care is far higher than the average annual cost of public college tuition.[36] Families pay roughly 60% of total annual estimated expenditures for child care and early education, while they pay only about 23% of the cost of a public higher education.[37]

- The total government resources for higher education far exceed those for child care and early education, amounting to about $4,552 for every postsecondary student compared to $1,395 for every child under age six in child care.[38] This disparity in government support is compounded by the fact that families are usually better off financially by the time their children enter college than they are when their children are younger and in need of child care.[39]

- Just as there is ample evidence that a college education results in economic and other benefits to graduates, researchers have found that seven dollars in public

expenditures are saved for every dollar spent for quality child care and early childhood education.[40]

High-Quality Child Care and After-School Programs Are Often Unavailable

Working parents need access not just to affordable child care, but to a child care setting that is safe and nurturing and will contribute to their children's healthy development and education.

- Research on early brain development and school readiness demonstrates that the experiences children have and the attachments they form in the first three years of life have a decisive, long-lasting impact on their later development and learning. Neuroscience has established that early interactions directly affect the way the brain is "wired". Brain development is non-linear: there are prime times for acquiring different kinds of knowledge and skills.[41] By age two, the density of short-range synaptic connections in a child's brain reaches its peak — connections based on the stimulation from the child's environment.[42]

- High quality, educational child care from early infancy improves the scholastic success and educational attainments of poor children that persists to adulthood. This is the conclusion of a 1999 study that finds higher cognitive, reading and mathematics test performance effects beginning in toddlerhood and extending to age 21. Increased likelihood of attending a four-year college or university, delayed parenthood, and higher employment rates were also observed among those that had participated in the early education program compared to a control group.[43]

- The results of a four-year study tracking the influence of center-based child care on children show that children in higher-quality preschool classrooms display greater receptive language ability and pre-math skills, view their child care and themselves more positively, have warmer relationships with their teachers, and have more advanced social skills than those in lower-quality classrooms. Low-income children who have traditionally been at greater risk of not doing well at school benefit more from high quality child care than other children.[44]

- A study evaluating nine early intervention programs targeted at disadvantaged children demonstrated that higher-quality programs can substantially contribute to children's short- and long-term success, including gains in emotional and cognitive development, better school achievement, higher earnings as adults, and decreased involvement with the criminal justice system.[45]

- Research examining the association between meeting standards for child-staff

ratios, group sizes, care-giver training and care-giver education, and children's development at 2 and 3 years of age, links higher quality child care with better outcomes. Children in classes that met more standards had higher school readiness and language comprehension scores and fewer behavior problems.[46]

Too much of the nation's child care is not high quality.

- Only 9% of U.S. child care is estimated to be excellent, 30% is rated good, 53% fair and 8% poor.[47]

- New research finds that young children are moving into low-quality child care settings as their mothers move from welfare to work. Across a variety of quality indicators — teacher education and experience; facilities, learning tasks and rich language, the provider's sensitivity and warmth, discipline method and tendency to explain; and social and language interaction between the child and care-giver — the children of the new welfare system are moving into settings of even lower quality than that found in earlier national studies conducted in middle-class communities.[48]

- Many young children are being cared for in settings in which books and toys required for physical and intellectual growth are missing; warm, supportive relationships with adults are lacking; and in some cases, basic sanitary conditions are not met and safety problems are endangering infants.[49]

- Children in poor-quality child care have been found to be delayed in cognitive and language development, and display less social competence and cooperation and more problem behavior.[50]

Constructive activities for school-age children and youth are critical to their development and to help keep them out of trouble.

- It is estimated that nearly five million children are left unsupervised after school each week, and many children are in settings that do not help them grow and learn because there are no constructive activities to promote their physical and intellectual development. The problem is most acute in low-income communities, where fewer before- and after-school programs are offered. Lack of supervision outside of school hours increases with age and by seventh grade an estimated 35% of children regularly care for themselves when their parents are working.[51]

- Studies indicate that school-age children who are left alone after school are at greater risk of truancy, risk-taking behavior, substance abuse, poor grades, and stress. Children at increased risk spend more hours on their own and begin self-care at younger ages.[52] One 1999 study found that children who spent more time home alone in third grade displayed more behavior problems and these problems persisted to fifth grade.[53] FBI data show that violent juvenile crime triples in the hour after the school bell rings with nearly half occurring between 3 p.m. and 8 p.m.[54]

- Evaluation of four after-school programs offered to children in high-crime neighborhoods indicated better school-work habits, fewer school absences, enhanced conflict management strategies and less misconduct in and out of school than their classmates not attending these programs.[55]

- 86% of police chiefs nationwide agree that expanding after-school programs and educational child care would greatly reduce youth crime and violence. Indeed, 69% of police chiefs identified increased government investment in these programs as the most effective anti-crime weapon by a four-to-one margin over trying more juveniles as adults (17%), hiring additional police officers (13%) or installing metal detectors and surveillance cameras in school (1%).[56]

II. THE EARLY CHILDHOOD WORKFORCE: WOMEN AS CHILD CARE PROVIDERS

The vast majority of child care providers in this country are women.

- The child care workforce is 97% female, and one-third women of color.[57]

- These women — approximately 3 million early childhood teachers and teachers' assistants, family child care providers, and in-home providers[58] — carry the responsibility of providing a safe, nurturing, and stimulating setting for the 10 million children entrusted to them each day. The services these women provide can have a critical impact on the successful development of the children in their care.

In light of their tremendous responsibility, child care workers are shockingly under-compensated.

- The U.S. Department of Labor reports that, in 1998, the average wage for a child care worker in a center was $7.13 per hour or $14,820 annually.[59] For full-time, full-year work, this is not much above the 1998 poverty threshold of $13,133 for a mother with two children.[60]

- Child care workers earn far less than bus drivers ($26,000), barbers ($20,900), data entry keyers ($20,040), janitors ($17,570), and even less than the average for parking attendants ($15,030).[61]

- Family child care providers earn less than center-based workers ($4.69 per hour vs. $7.13 per hour)[62] while preschool teachers earn more ($9.39 per hour, or $19,530 annually).[63]

- Employer-sponsored benefits are minimal for most preschool and child-care workers.[64] Even among child care centers, the availability of health care coverage for staff workers remains woefully inadequate.[65]

Many child care workers cannot afford to stay in the system.

- In order to support themselves, many child care workers are forced to hold second jobs, live with their parents, rely on a second income, or forgo health insurance and medical care.

- As a result, many do not stay long in child care: 31% of all teaching staff leave their child care centers each year.[66]

This system is shortchanging not only the providers, but the children as well.

- The compensation of child care staff is clearly linked to the quality of care and education children receive. According to one study, "teachers' wages, their education and specialized training were the most important characteristics that distinguish poor, mediocre, and good-quality centers."[67]

- Another study identified staff wages as the most important predictor of the quality of care children receive: better quality centers paid higher wages, hired teachers with more education and training, and experienced lower staff turnover.[68]

- Reducing turnover is critical, because the stability of the relationship between the child and the care-giver is important to the child's social development.[69] For example, the U.S. Department of Defense, in its Military Child Development System, ties wages and advancement for child care workers in its centers to their training, and in so doing has significantly reduced turnover and thereby improved the morale and motivation of care-givers and the quality of care.[70]

III. Solutions: Critical Components of An Effective Child Care Policy

An effective child care initiative must ensure that all families have access to affordable, high-quality child care for infants and toddlers as well as school-age children. It must include the following components.

(1) Help Working Families Pay for Child Care

Without assistance, the cost of decent child care is beyond the reach of many low- and moderate-income families. To help these families with their child care expenses:

- The Child Care and Development Block Grant should be substantially expanded to enable states to better serve eligible families; and
- The Dependent Care Tax Credit should be improved to better meet the needs of families, by making the credit refundable, adjusting the sliding scale of percentages of eligible expenses that can be claimed, and raising the limits on eligible expenses.

(2) Protect the Health and Safety of Children by Improving the Quality of their Care and Education

A stronger child care infrastructure must be created, through funds to states for:

- Improved licensing standards and enforcement, including sufficient staff to adequately monitor and inspect programs to reduce the risk of harm;
- Increased reimbursement for programs meeting high-quality standards;
- Policies to improve staff compensation and benefits in order to attract qualified staff and reduce staff turnover;
- Scholarships for care-givers pursuing a degree in early childhood education;
- Statewide staff development systems and policies that help to improve training for staff;
- Targeted funding to enable child care and early education programs to offer comprehensive services through linkages and support from health, social services, and mental health systems;
- Improved consumer education efforts, including the expansion of local resource and referral programs; and
- Support to child care and early educations programs to use technology, such as long-distance learning, more effectively.

(3) Expand Good Care for Infants and Toddlers

Substantial funding should be made available for states to strengthen and enrich programs serving very young children, as well as increase support to parents of

young children and other care-givers. Specifically, funds should be available for activities such as:

- Operating family child care networks that serve infants and toddlers;
- Expanding the supply of infant and toddler care, especially for care that is in short supply;
- Supporting initiatives to increase the compensation of care-givers caring for very young children;
- Providing specialized training for care-givers working with infants and toddlers;
- Expanding resource and referral programs;
- Assisting programs serving young children in becoming accredited;
- Helping child care programs serving young children to link with other essential services in the community;
- Providing parenting education and support programs;
- In addition, the Family and Medical Leave Act should be expanded to cover more workplaces and employees, and to provide leave for a broader range of family needs. Strong family leave policies are critical, as they enable working parents to stay home during the critical early months of a child's life or when a child is seriously ill, and to play an active role in their children's early development.

(4) Keep Children and Youth Safe and Productive through Better Use of Out-of-School Time (School-Age Care)

- Sufficient funds must be made available to local communities to support before- and after-school, summer, and weekend activities for more children and youth. These activities should be available in a range of settings, including schools, child care settings, homes, and community and youth centers. Resources should be used to start, operate, and expand programs; support staff training and professional development, accreditation, and program assessment and improvement; and facilitate coordination that can make the most of public and private resources.

(5) Continue Support for Head Start and the Child and Adult Care Food Program

- Head Start is an essential component of any initiative to strengthen families' access to strong early learning experiences. The Head Start program should continue on its path toward serving all eligible children. It should also recognize the growing need to reach younger children by expanding funds available for Early Head Start.

- The Child and Adult Care Food Program (CACFP) should allow for-profit child care centers serving low-income children to participate in CACFP, and restore the option of a fourth meal or snack for children spending extended hours in child care centers and family child care homes.

The National Women's Law Center is a non-profit organization that has been working since 1972 to advance and protect women's legal rights. The Center focuses on major policy areas of importance to women and their families including child and adult care, child support, employment, education, reproductive rights and health, public assistance, tax reform, and social security – with special attention given to the concerns of low-income women.

National Women's Law Center, Washington, DC, March 2000

REFERENCES

1. AFL-CIO (2000) *Ask a Working Woman*, a report on the national survey for the Working Women's Department, http://www.aflcio.org/women/survey1.htm. This survey found that improving the quality and affordability of child care and after-school care is important to 70% of all working women.

2. U.S. Department of Labor, Bureau of Labor Statistics (1999) Employment Characteristics of Families in 1998, Current Population Survey, 1998, Summary and Table 5, http://www.bls.gov/news.release/famee.nws.htm. These percentages understate how many women raising children are in the paid labor force because they reflect only women raising their *own* children, and do not include the many women who are raising grandchildren, nieces and nephews, or other related children.

3. *Id.* Table 6.

4. *Id.* Tables 5 and 6. Of *all* mothers of children under age 18, 50% work full time; of all mothers of children aged 6 to17, 57% work full time; and of all mothers of children less than 6 (infants), 42% (36%) work full time.

5. U.S. House of Representatives Committee on Ways and Means, 1996 Green Book, Table 10-1, http://frwebgate.access.gpo.gov/cgi-bin/useftp.cgi?IPaddress=162.140.64.21&filename=wm014_10.104&directory=/disk2/wais/data/104_green_book, and the U.S. Bureau of Labor Statistics, Current Population Survey, 1998, http://www.bls.gov/news.release/famee.t05.htm.

6. *Id.*

7. U.S. Department of Labor, Women's Bureau (September 1996) *Facts on Working Women: 20 Facts on Women Workers.*

8. U.S. Department of Labor, Bureau of Labor Statistics (1999) *Report on the American Workforce*, http://stats.bls.gov/opub/rtaw/rtawhome.htm, page 100.

9. Philip Cohen and Suzanne M. Bianchi (December 1999) "Marriage, children, and women's employment: what do we know?" *Monthly Labor Review*, Volume 122, Number 12, U.S. Department of Labor, Bureau of Labor Statistics, http://stats.bls.gov/opub/mlr/art3full.pdf.

10. U.S. Department of Labor, Bureau of Labor Statistics (1998) *Workers on Flexible and Shift Schedules in 1997*, ftp://146.142.4.23/pub/news.release/flex.txt. Shift work is concentrated in service-oriented occupations and in the food and beverage industry. Although men are more likely than women to work shifts (19.1% of full-time male employees in 1997), 13.7% of women work other than a regular day-time schedule.

11. U.S. Department of Labor, Bureau of Labor Statistics (1999) Employment Characteristics of Families in 1998, Current Population Survey, 1998, Table 5. The number of mothers in the paid labor force includes mothers who are working outside the home as well as mothers who are seeking work outside the home.

12. *Id.* Single mothers include those never married, divorced, separated, and widowed. Gary Burtless (December, 1999) "Can the Labor Market Absorb Three Million Welfare Recipients?", *The Low-Wage Labor Market: Challenges and Opportunities for Economic Self-Sufficiency*, U.S. Department of Health and Human Services, Washington, D.C., points to the increased generosity of the Earned Income Tax Credit after 1993 which increased the returns to working, coupled with tougher state work requirements for welfare recipients, as explanations for the dramatic shift from home to work among single mothers between 1993 and 1999.

13. *Id.* Table 4.

14. U.S. Census Bureau (March 1999) Household & Family Characteristics, Table B. Families by Type, Race and Hispanic Origin, and Selected Characteristics, March 1998, http://www.census.gov/population/www/socdemo/hh-fam-sum98tab.html.

15. In 1995, the most recent year for which data are available, only 39% of custodial mothers actually received any child support payments, and the payments received on average were approximately only $167 per month per child. U.S. Bureau of the Census (1999) Current Population Reports, Series P60-187, *Child Support for Custodial Mothers and Fathers: 1995*, Tables 4 and 5, and *Family and Household Characteristics, March 1998*, Table 1 (1999). Trend data from the March Current Population Survey indicates 30.7% of single mother families (which excludes custodial mothers who are currently married) received child support in 1997, up only slightly from 30% in 1976. Sorensen, Elaine and Ariel Halpern (December 1999) *Child Support Enforcement: How Well is it Doing?*, Assessing the New Federalism, Urban Institute Discussion Paper 99-11.

16. U.S. Department of Labor, Bureau of Labor Statistics, Current Population Survey, March 1999 (unpublished data) Median percent of total family income contributed by wives earnings, wives work experience, presence of husbands with earnings, poverty status in prior year, and presence and age of own children.

17. Lawrence Mishel, Jared Bernstein and John Schmitt (1999) *The State of Working America, 1998-99*, Economic Policy Institute, ILR Press, Cornell University Press, Ithaca and London, pages 37-90.

18. U.S. Census Bureau (September 1999) Current Population Reports, Consumer Income, No. P60-207, *Poverty in the United States: 1998*, Table 3. Washington, D.C., http://www.census.gov/ftp/pub/hhes/www/povty98.html. Note also that 18% of married women with children under 6 who do not work outside the home live in poverty, while less than 3% of married women with children under 6 who work full-time live in poverty.

19. *Id.* 84% of single women with children under 6 who do not work outside the home live in poverty, while 18% of single women with children under 6 who work full-time live in poverty.

20. Mitchell, Olivia S., Phillip B. Levine and John W. Phillips (September 1999) *The Impact of Pay Inequality, Occupational Pay Segregation and Lifetime work Experience on the Retirement Income of Women and Minorities*, The Public Policy Institute, American Association of Retired Persons, Washington, DC.

21. U.S. Census Bureau (September, 1995) Current Population Report, P70-52, *What Does it Cost to Mind Our Preschoolers?*, Table 3. Washington, D.C., http://www.census.gov/prod/1/pop/p70-52.pdf.

22. U.S. Census Bureau (1999) Current Population Reports, P60-206, *Money Income in the United States: 1998*, Table 5. Washington, D.C., http://www.census.gov/prod/99pubs/p60-206.pdf.

23. *Id.* Table G.

24. U.S. Department of Health and Human Services, Administration for Children and Families (1999) *Access to Child Care for Low-Income Working Families*, http://www.acf.dhhs.gov/news/ccreport.htm.

25. U.S. Census Bureau (1999) *Statistical Abstract of the United States: 1999*, Table 737, http://www.census.gov/prod/99pubs/99statab/sec14.pdf.

26. *Child Care Usage Among Low-Income and AFDC Families*, Research in Brief based on Heidi Hartman, Roberta Spalter-Roth, Hsiao-Ye Yi, and Lois Shaw, *An IWPR Report on Low-Income Families: Survival Strategies and Well-Being*, Institute For Women's Policy Research, http://www.iwpr.org/index.html.

27. Rachel Schumacher and Mark Greenberg (October 1999) *Child Care After Leaving Welfare: Early Evidence from State Studies*, Center for Law and Social Policy, Washington, D.C. http://www.clasp.org/pubs/childcare/Child%20Care%20after%20Leaving%20Welfare.htm.

28. U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau (1999) *About Head Start, 1999 Head Start Fact Sheet* and FY1999 data from the Head Start Bureau, http://www2.acf.dhhs.gov/programs/hsb/about/99_hsfs.htm.

29. Calculations by the Children's Defense Fund based on data from the Head Start Bureau and the U.S. Census Bureau, Poverty in the United States: 1998, Current Population Reports, P602, and Head Start Information Memorandum: Reaching Unserved Populations and Assuring Equal Opportunity for Enrollment in Head Start, http://www.hskids-tmsc.org/publications/im99/im99_09.htm.

30. Data from forthcoming publication by the Children's Defense Fund, *State Developments in Child Care and Early Education, 1999*, collected through a survey of state advocates and administrators.

31. *Id.*

32. General Accounting Office (January 1998) *Welfare Reform: States' Efforts to Expand Child Care Programs*, GAO/HEHS-98-27, Washington, D.C.

33. U.S. Department of Health and Human Services, *supra 24.*

34. Children's Defense Fund, *State Developments in Child Care and Early Education, 1999*, forthcoming publication.

35. *Id.*

36. K. Schulman and G. Adams (1998) *Issue Brief: The High Cost of Child Care Puts Quality Care Out of Reach for Many Families*, Children's Defense Fund, Washington, D.C.

37. The Ewing Marion Kauffman Foundation and The Pew Charitable Trusts (1997) *Financing Child Care in the United States: An Illustrative Catalog of Current Strategies*, page 2.

38. Teresa Vast (September 1997) *The Postsecondary Financial Aid System: Potential Strategies for Early Care and Education*, Robert R. McCormick Tribune Foundation and the National Association for the Education of Young Children.

39. The Ewing Marion Kauffman Foundation & the Pew Charitable Trusts (1997) *supra 37*, page 3.

40. Teresa Vast, *supra 38.*

41. Rima Shore (1997) *Rethinking the Brain: New Insights into Early Development*, Families and Work Institute, New York, page 64.

42. Alison Clarke-Stewart (1999) *How Child Care Relates to Children's Cognitive and Language Development*, National Institute of Child Health and Human Development, Early Child Care Research Network, released January 1999.

43. Francis Campbell, Craig Ramey and Elizabeth Pungello (October 1999) *Early Learning, Later Success: The Abecedarian Study*, Frank Porter Graham Child Development Center, University of North Carolina, Chapel Hill, North Carolina.

44. Peisner-Feinberg et al. (June 1999) *The Children of the Cost, Quality, and Outcomes Study Go to School, Executive Summary*, University of North Carolina at Chapel Hill.

45. Lynn A. Karoly, Peter W. Greenwood, Susan S. Everingham, Jill Houbéé, M. Rebecca Kilburn, C. Peter Rydell, Matthew Sanders and James Chiesa (1998) *Investing in Our Children: What We Know and Don't Know about the Cost and Benefits of Early Childhood Interventions*, RAND, Santa Monica, California.

46. National Institute of Child Health and Human Development, Early Child Care Research Network (July 1999) "Child Outcomes When Child Care Center Classes Meet Recommended Standards For Quality", *American Journal of Public Health*; 89(7):1072-7.

47. Cathryn L. Booth et al (January 1999) *The National Institute of Child Health and Human Development Early Child Care Study*, National Institutes of Health.

48. Bruce Fuller and Sharon Kagan (February 2000) *Remember the Children: Mothers Balance Work and Child Care Under Welfare Reform,* The Growing-up in Poverty Project 2000, Wave 1 Findings - California, Connecticut, Florida, University of California, Berkeley and Yale University.

49. Helburn et al. (January 1995) *Cost, Quality, and Child Outcomes Study*, Economics Department, University of Colorado at Denver. Indeed, one study of four states found fully 40 percent of the rooms serving infants in child care centers to be of such poor quality as to jeopardize children's health, safety, or development. Studies of family child care produced equally troubling results.

50. Deborah Lowe Vandell (1999) *Cognitive, Linguistic, and Social Consequences of Early Experience: Child Care and Social Competence*; and Alison Clarke-Stewart, *How Child Care Relates to Children's Cognitive and Language Development*, National Institute of Child Health and Human Development, Early Child Care Research Network, released January 1999.

51. National Institute on Out-of-School Time, Center for Research on Women, Wellesley College (December 1998) Fact Sheet on School-Age Children's Out of School Time, http://www.wellesley.edu/WCW/CRW/SAC/factsht.html.

52. K.M. Dwyer, J.L. Richardson, K.L. Danley, W.B. Hansen, S.Y. Sussman, B. Brannon, C.W. Dent, C.A. Johnson, and B.R. Flay (1990) "Characteristics of Eighth-Grade Students Who Initiate Self-Care in Elementary and Junior High School", *Pediatrics*, 86; and G.S. Pettit (1997) *After-school experience and social adjustment in early adolescence: individual, family and neighborhood risk factors*, Department of Human Development and Family Studies, School of Human Sciences, Auburn University, Alabama.

53. D. L. Vandell and J.K. Posner (1999) "Conceptualization and measurement of children's after-school environments", *Assessment of the Environment Across the Lifespan,* S. L. Friedman and T. D. Wachs (Eds.), Washington, DC: American Psychological Association Press.

54. M. Sickmund, H.N. Snyder and E. Poe-Yamagata (1997) *Juvenile Offenders and Victims: 1997 Update on Violence,* National Center for Juvenile Justice, Office of Juvenile Justice and Delinquency Prevention, Washington, D.C.; J.A.Fox and S.A. Newman (September 1997) *After-School Programs or After-School Crime*, Fight Crime: Invest in Kids, Washington, D.C. page 1.

55.D.L. Vandell and K.M. Pierce (1999) *Can After-school Programs Benefit Children Who Live in High-Crime Neighborhoods?*, A Presentation to the Poster Symposium, Children's Out of School Time, The Next Generation of Research, Biennial Meeting of the Society for Research in Child Development, April 1999, Albuquerque, New Mexico.

56. Fight Crime: Invest In Kids (November 1999) *Poll of Police Chiefs*. The poll was conducted by George Mason University Professors Stephen D. Mastrofski, Director of the Administration of Justice Programs, and Scott Ketter, Chair of the Department of Public and International Affairs, http://www.fightcrime.org/reports/police_chiefs_poll_report.html.

57. U.S. Department of Health and Human Services, Child Care Bureau (January 2000) *A Profile of the Child Care Work Force*, http://www.acf.dhhs.gov/programs/ccb/faq/workforc.htm; and National Center for the Early Childhood Work Force (1997) *Making Work Pay in the Child Care Industry*.

58. U.S. Department of Health and Human Services, Child Care Bureau (January 2000) *A Profile of the Child Care Work Force*, http://www.acf.dhhs.gov/programs/ccb/faq/workforc.htm.

59. U.S. Department of Labor, Bureau of Labor Statistics, Table A-1. National employment and wage data from the Occupational Employment Statistics Survey by occupation, 1998, released December 1999, http://stats.bls.gov/news.release/ocwage.t01.htm. This occupational category includes workers at child care centers and excludes preschool teachers and teacher aides as well as child care workers in private homes.

60. U.S. Census Bureau, Poverty 1998, http://www.census.gov/ftp/pub/hhes/poverty/threshld/thresh98.html.

61. U.S. Department of Labor, Bureau of Labor Statistics, Table A-1. National employment and wage data from the Occupational Employment Statistics Survey by occupation, 1998. http://stats.bls.gov/news.release/ocwage.t01.htm.

62. Center for the Child Care Workforce (1999) *Current Data on Child Care Salaries and Benefits in the United States, 1999,* Washington, D.C.

63. U.S. Department of Labor, Bureau of Labor Statistics, Table A-1. National employment and wage data from the Occupational Employment Statistics Survey by occupation, 1998. http://stats.bls.gov/news.release/ocwage.t01.htm.

64. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, http://stats.bls.gov/oco/ocos170.htm.

65. Center for the Child Care Workforce (1998) *Worthy Work, Unlivable Wages*, Washington, D.C., page 20; and Center for the Child Care Workforce (1999) *Current Data on Child care Salaries and Benefits in the United States, 1999,* Washington, D.C.

66. *Id.* page 19. The turnover rate is nearly 40% for lower-paid teaching assistants in child care centers.

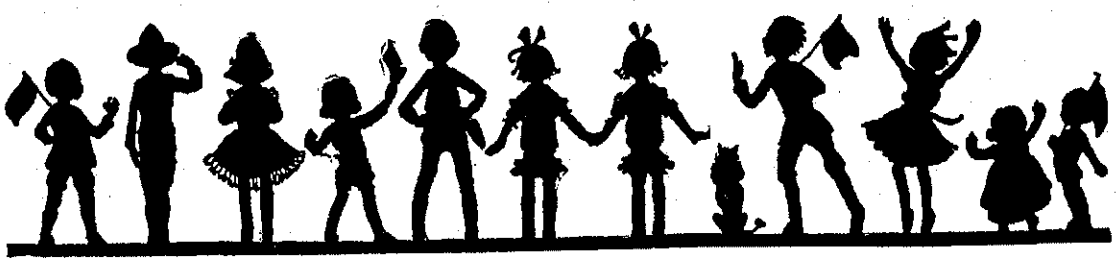
67. Helburn et al., *supra 49.*

68. Whitebook, M., et al. (1990) *Who Cares? Child Care Teachers and the Quality of Care in America, Final Report*, National Child Care Staffing Study, Child Care Employee Project.

69. Deborah Lowe Vandell (1999) *Cognitive, Linguistic, and Social Consequences of Early Experience: Child Care and Social Competence*, National Institute of Child Health and Human Development, Early Child Care Research Network.

70. Gail L. Zellman and Anne S. Johansen (1998) *Examining the Implementation and Outcomes of the Military Child Care Act of 1989*, National Defense Research Institute, RAND, Santa Monica, California, page 51-59.

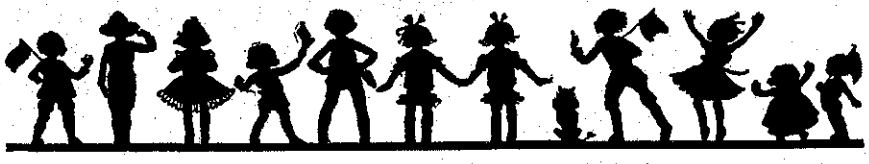
APPENDIX 5



1999-00 UC CHILD CARE SERVICE OVERVIEW

(March 2000)

1999-00 UC CHILD CARE SERVICE OVERVIEW



UC SAN FRANCISCO

UCSF Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary* for Staff and Academics and the *CSS 330 Report* for Students)

Student	Staff	Academics	Total
2,500	8,004	4,110	14,614

The child care program at UCSF began in 1979. David Worton has served as the Director since 1997. The UCSF Child Care programs is comprised of two sites operated by UCSF and a third site operated by an outside vendor. The UC Child Care program is part of the Campus Auxiliary Services Department. The two University operated centers are located on the Parnassus and Mission campuses. The vendor operated center is located at the Laurel Heights campus. The vendor operated center is on land owned by UCSF in a building owned by UCSF.

David Worton, Director, UCSF Child Care Centers
610 Parnassus Ave, Marilyn Reed Lucia Child Care Study Center, UCSF, San Francisco, Ca, 94143-0968
Phone: (415) 476-1616
Fax: (415) 476-6787
e-mail address:dworton@casmail.ucsf.edu
web site: www.cas.edu/ChildCareServices/default.html

Tl. Child Care Program Overview

Tl # of CC Sites	Licensed Capacity*	Staffing FTE	Annual Budget
3	182	37	$1.6M

*The licensed capacity includes the vendor operated program. The UC program has a licensed capacity of 98 and the vendor center has a capacity of 84. The vendor operated center is at maximum capacity and there is a waiting list of 275 children.

Marilyn Reed Lucia Child Care Study Center
This center opened in 1979. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center**	% of Faculty's Children at the Center**	% of Community at the Center
2yrs-5yrs	48	7:30-5:30pm operates year-round	16%	45%	29%	10%

*Currently operating at or near maximum capacity with a waiting list of 127 children.
**Enrollment statistics maintained by the center combine staff and faculty.

Mission Center Building Child Development Center

This center opened in 1996. The building was originally a child care facility owned and operated by the YMCA. It was built in 1970. This building was purchased by UCSF and renovated in 1996. This program is not yet accredited by NAEYC, however there are plans to apply for accreditation in the upcoming year.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center**	% of Faculty's Children at the Center**	% of Community at the Center
2yrs-5 yrs.	50	7:30-5:30 operates year-round	3%	22%	0%	75%

*Not operating at or near maximum capacity. Currently 37 children enrolled.
** Enrollment statistics maintained by the center combine staff and faculty.

University Child Care Center (Vendor Operated)

The center is operated by an outside vendor. The facility is leased to the vendor on a 5-year agreement with a 2-year renewal option. The building was renovated by UCSF in 1998. The vendor was engaged at a time when the campus was unable to fund the expansion of its own child care program and the demand for child care among faculty members was high. This program is not yet accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center **
3mos – 5yrs	84	6:30 – 6:00	1%	31%	16%	52%

*Currently operating at or near maximum capacity with a waiting list of 275 children.
**Community members include those affiliated with USF (approx. 15% of total).

UCSF CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Child Development Center Manager	4102	1.0	4	$42,700-$68,400

Staffing Salary Ranges for Titles in Use

Title	Annual Salary Range
Child Development Center Coordinator	$ 35,300 – 56,500
Child Development Center Teacher II	$28,560 – 34,104
Child Development Center Teacher I	$25,128 – 29,796
Child Development Center Assistant	$19,824 – 22,896

UCSF Child Care Services

1999 – 2000 Organization Chart

Chancellor
J. Michael Bishop

Vice Chancellor—Administration and Finance
Steve Barclay

Associate Vice Chancellor—Administration
William Neff

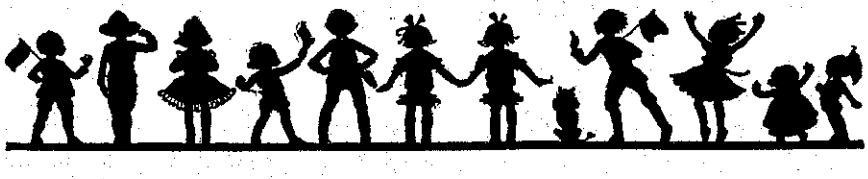
Assistant Vice Chancellor—Campus Auxillary Services
Stella Hsu

Director—Millberry Programs and Services
Al Minvielle

Unit Leader—UCSF Child Care & Conference Services
Tracey Gearlds

Director—Child Care Centers
David Worton

1999-00 UC CHILD CARE SERVICE OVERVIEW



UC BERKELEY

UCB Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
30,271	11,880	7,447	49,598

The child care program at UCB began as a parent co-op in 1969. The current Director joined the program as a Head Teacher in 1973 and became Director in 1999. There are eight child care sites. One site is located on University property and the others are within walking distance of the campus. The UCB Child Care program is part of the Residential and Student Service Programs Department.

Gail Ward, Director, Child Care Services
2537 Haste St., UC Berkeley, Berkeley, Ca 94720
Phone: (510) 643-6144
Fax: (510) 642-5305
Gailw@uclink4.berkeley.edu
web site: www/housing.berkeley.edu/child/

Tl. Child Care Program Overview

Tl # of CC Sites	Licensed Capacity*	Staffing FTE	Annual Budget
8	225	33	$2.5M

*All the centers are currently operating at or near maximum capacity. There is a central waiting list of approximately 100 children.

Anna Head I Center

This center opened in 1973. The building is an historical landmark that was renovated for the purpose of creating a child care facility in 1973. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
18mo-32mo	28	8-5:15pm operates during the academic yr only	100%	0%	0%	0%

*Currently operating at or near maximum capacity.

Infant/Toddler Durant Ave

This center opened in 1970. The building was renovated in 1970 for the purposes of child care. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
3mo-20mo	38	8-5:15pm operates during the academic yr only	100%	0%	0%	0%

*Currently operating at or near maximum capacity.

Anna Head II Center

This center opened in 1973 in a renovated building. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
32mo-56mo	40	8-5:15pm operates during the academic yr only	100%	0%	0%	0%

*Currently operating at or near maximum capacity.

Harold Jones Child Study Center

This center was originally a Lab School. However, in 1987 it became part of the campus child care service. The center's primary function is to provide child care service, however the School of Human Development regularly conducts research as this center. The building was constructed for child care purposes originally and has been updated/renovated since it's original construction. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
33mo-60mo	50	7:45-5:30pm operates year-round	0%	50%	50%	0%

*Currently operating at or near maximum capacity.

Girton Hall Center

This center opened in 1971. The building was originally an alumni house that has since been renovated for child care purposes. This is the only UCB child care center that is located on campus property. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
24mo-39mo	16	8-5:15pm operates during the academic year only	100%	0%	0%	0%

*Currently operating at or near maximum capacity.

Clark Kerr Center

This center opened in 1989. The building was originally the Vice Chancellor's campus owned residence and has since been renovated for child care purposes. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
36mo-54mo	29	8-5:15pm operates during academic year only	100%	0%	0%	0%

*Currently operating at or near maximum capacity.

UCB After School Center

This center opened in 1988. The building was originally a gymnasium that has since been renovated for child care purposes. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
58mo-84mo	30	1-5:15pm operates during academic yr only	61%	9%	4%	26%

*Ability to operating at maximum license capacity is impeded by staffing and facility issues.

Clark Kerr Infant Center

This center opened in 1999. The building is a newly purchased temporary building. This program is not accredited by NAEYC yet.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
3mo-24mo	24	7:45am-5:30pm operates year-round	0%	50%	50%	0%

*Currently operating at or near maximum capacity.

UCB CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Dir, Functional Area	0245	1.0	MSP I	$51,700-93,100

Staffing Salary Ranges for Titles in Use

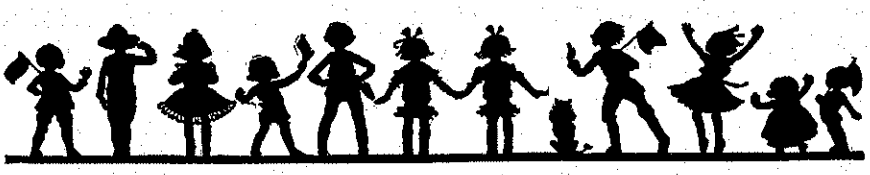
Title	Annual Salary Range
Child Development Coordinator	$34,600-51,900
Child Development Teacher II	$29,556-35,148
Child Development Teacher I	$28,188-33,576

UCB Child Care Services

1999 – 2000 Organization Chart

Chancellor
Robert M. Berdahl
|
Vice Chancellor—Undergraduate Affairs
Genaro Padilla
|
Assistant Vice Chancellor—Residential and Student Service Programs
Harry LeGrande
|
Director—Child Care Services
Gail Ward

1999-00 UC CHILD CARE SERVICE OVERVIEW



UC DAVIS

UCD Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
22,916	15,998	6,081	44,995

The child care program at UCD includes 2 sites owned and operated by a single outside vendor. The centers are located on University land leased to local developers who constructed, own and sublease the facilities to the program operator. The three-way partnership is governed by a Ground Lease and Operating Agreement for each site. Child Care Services is responsible for contract administration, program oversight, and sublease renewal.

Coordinator Barbara Ashby has held a joint, part-time (.58 fte) appointment through Student Affairs and Human Resources since 1990. Additional duties include resource & referral services; advising, counseling, and grievance mediation; administration of the Breastfeeding Support Program; liaison with the city's child care services program, school district, and campus parent cooperatives; staff support to administrative advisory committees; and liaison with a city-administered subsidy program that UCD funds.

The UC Davis Child Care Subsidy, initiated in 1989, provides a one-third supplement of child care tuition, based on prevailing rates, to students who are selected via a lottery system. The program is funded through Registration Fees ($90,000 this fiscal year). In recognition of its extensive collaboration with the City of Davis Child Care Services Office, UCD also allocates $27,000 annually to that program in support of enhanced resource and referral.

Barbara Ashby, Child Care Coordinator
266 Student Housing Office, UCDavis, One Shield Ave, Davis Ca, 95616-8712
Phone: (530) 752-5415
Fax: (530) 752-4345
baashby@ucdavis.edu
http://www.childcare.ucdavis.edu/

Tl. Child Care Program Overview*

Tl # of CC Sites	Licensed Capacity**	Staffing FTE	Annual Budget
2	187	37	$1.05M

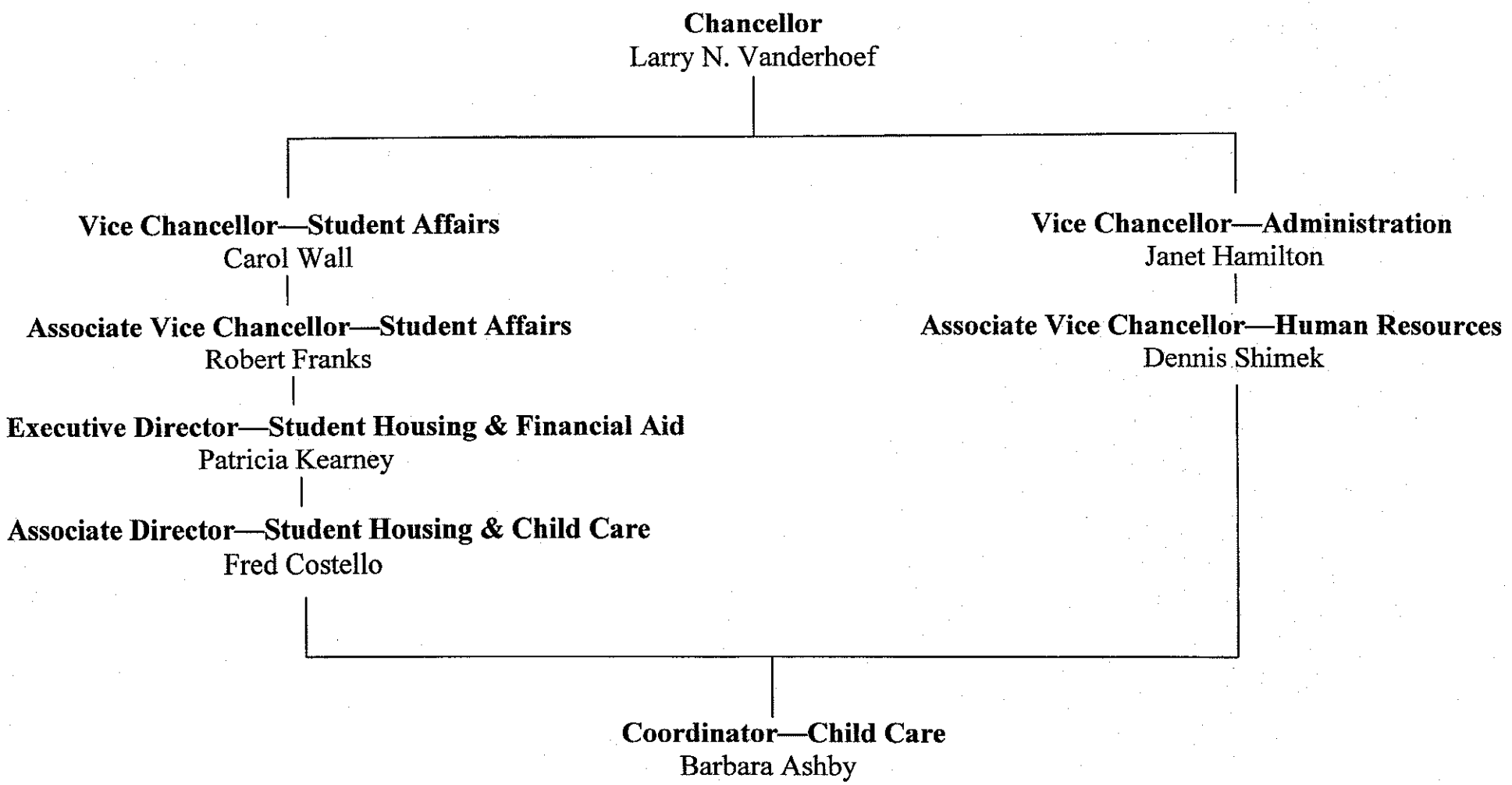
UCD CHILD CARE CENTER SALARY RANGES

Child Care Center Director

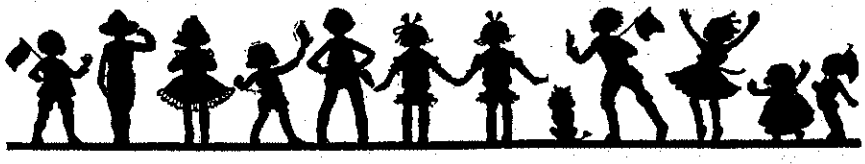
UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Administrative Specialist	7646	.58	PSS I	$32,100-51,000

UCD Child Care Services

1999 – 2000 Organization Chart



1999-00 UC CHILD CARE SERVICE OVERVIEW



UC IRVINE

UCI Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
17,066	8,669	3,789	29,524

The child care program at UCI began in 1969. The program now includes 5 sites owned and managed by UCI and 1 vendor operated site (University Montessori). All of the sites are located on campus. Director Kathy White has oversight responsibility for the 5 sites operated by UCI and is a Board Member of the vendor operated center. The Child Care Program belongs to the campus' Student Affairs Department.

Kathy White, Director, Child Care Services
UCI Child Care Services, UCI, Irvine, Ca 92697-2250
Phone: (949) 824-2100
Fax: (949) 824-2334
kwhite@uci.edu
web site: www/childcare.uci.edu

Tl. Child Care Program Overview

Tl # of CC Sites	Licensed Capacity*	Staffing FTE**	Annual Budget
6	457	30	$1.8M

*Includes licensed capacity of vendor and campus. The campus has a licensed capacity of 257 and the vendor's capacity is 200. The campus and vendor are operating at or near maximum capacity. The waiting list for the UC managed centers is approximately 160. The vendor has 153 children on the waiting list.
**The campus also employs approximately 100 part-time students. This "staffing FTE total does not include the vendor program staffing.

Early Childhood Education Center
This center opened in 1989 in a new building constructed specifically for child care. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
2yrs-Kindergarten	118	7:30am-6pm operates year-round	0	25%	25%	50%

*Currently operating at or near maximum capacity. One potential classroom is used as a conference room to meet the need for training space and staff meetings. They are unable to make that classroom operational due to their inability to recruit additional staff. There is currently a waiting list of 30 two year olds.

Children's Center

This center opened in 1975 in a new building. It is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
2 ½ -5 yrs (pre-K)	51	7:30am-5:30pm operates year-round	80%	10%	10%	0%

*Currently operating at or near maximum capacity. There are 10 staff/faculty children on the waiting list.

Infant/Toddler Center

This center opened in 1980 in a converted recreation building. The building was originally constructed in 1976. The program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
2mo-3yrs	35	7:30am-5:30pm operates year-round	92%	4%	4%	0%

*Currently operating at or near maximum capacity. There is a waiting list of 100 children.

Verano Preschool Center

This center opened in 1969 in a converted building originally constructed in 1966. This building is currently used as a preschool during the day; an after school care in the late afternoon and as an evening recreation center. The program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
2 ½ -5 yrs (pre-K)	25	9am-1pm operates during the academic yr only	10%	10%	40%	40%

*Currently operating at or near maximum capacity. There is no one on the waiting list.

Extended Day Care Center

This center opened in 1978 in a temporary trailer. There are plans to construct a new, permanent building to house this Center. Once the new building is constructed, the program will be expanded to accommodate 45 children with the aim of accommodating children of Staff and Faculty. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
5yrs-12yrs	28	11:30am-5:30pm during the academic year and 7:30am-5:30pm in the summer	100%	0%	0%	0%

*Currently operating at or near maximum capacity. There are 20 children on the waiting list.

University Montessori Center (Vendor Operated)

This center is owned and operated by an outside vendor. The building was constructed by the vendor in 1988 on University owned land and is leased to the vendor by the University. The vendor was engaged at a time when the campus was unable to fund the expansion of its own child care program and the demand for child care among faculty members was high. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
3mo-1st grade	200	7am-6pm operates year-round	0%	0%	100%	0%

*Currently operating at or near maximum capacity. There is a waiting list of 153 children.

UCI CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Dir, Functional Area	0245	1.0	MSP I	$51,700-93,100

Staffing Salary Ranges for Titles in Use

Title	Annual Salary Range
Child Development Center Manager	$42,700-64,000
Child Development Center Coordinator	$35,300-52,900
Child Development Center Teacher II	$26,508-31,476
Child Development Center Teacher I	$24,096-28,308

UCI Child Care Services

1999 – 2000 Organization Chart

Chancellor
Ralph J. Cicerone
|
Executive Vice Chancellor
W.J. Lillyman
|
Vice Chancellor—Student Affairs
Manuel Gomez
|
Associate Vice Chancellor—Campus Life and Auxiliary Services
Charles R. Pieper
|
Director—Child Care Services
Kathy White

1999-00 UC CHILD CARE SERVICE OVERVIEW

UC LOS ANGELES

UCLA Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
31,856	25,045	8,680	65,581

The child care program at UCLA began in 1970 and now operates as two distinct entities. Director Gay Macdonald has oversight responsibility for what is known as the *UCLA Child Care Services Program*. This program consists of three centers. The Child Care Services operation belongs to the campus' Business and Finance Services division. Gay reports to the Administrative Vice Chancellor. Coordinator Cathy Tsao is responsible for the *Infant Development Program*, which operates within the Department of Psychology.

UCLA Child Care Services Program
Gay E. Macdonald, Executive Director, Child Care Services
P.O. Box 951875, UCLA, Los Angeles, Ca 90095-1785
Phone: (310) 206-1861
Fax: (310) 825-4449
gmacdonald@be.ucla.edu
web site: www/childcare.ucla.edu

Infant Development Program
Cathy Tsao, Director Infant Development Program, Department of Psychology
1611 Franz Hall, UCLA, Department of Psychology, Los Angeles, Ca 90095-1563
Phone: (310) 825-2896
Fax: (310) 206-5895
tsao@psych.ucla.edu
web site: n/a

Tl. Child Care Program Overview-Includes both programs

Tl # of CC Sites	Licensed Capacity*	Staffing FTE	Annual Budget
4	249	95	$2.9M

*All the centers are currently operating at or near maximum capacity.

There is a central waiting list of approximately 423 children in the *UCLA Child Care Services Program* and 25 children on the *Infant Development Program* waiting list.

The *UCLA Child Care Services Program* has 3 sites, a licensed capacity of 237, staffing of 92 FTE and an annual budget of $2.7M.

The *Infant Development Program* has 1 site, a licensed capacity of 12, staffing of 3 FTE and an annual budget of $200K

UCLA Child Care Services Program

The Bellagio Center

This center, was constructed in 1987 to replace the original child care facility. The building, best described as custom designed portable units intended to be "temporary," was considered a novel concept at the time of construction and was widely reported in the architectural trade press. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
2mo-5yrs (pre-K)	80	7:30am-5:30pm operates year-round	15%	42.5%	42.%	0%

*Currently operating at or near maximum capacity.

Fernald Center

This center opened in 1994. The building was originally built in 1947 as a school age facility for children with special needs. It was later converted to a child care facility in 1994 in response to the need for child care expressed by UCLA's faculty. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
2mo-5yrs (pre K)	62	7:30am-5:30pm operates year-round	0	20%	80%	0%

*Currently operating at or near maximum capacity.

University Village Child Care Complex

This center was opened in 1996 in a new building that was part of a larger effort to renovate University housing. This program is accredited by NAEYC. Also part of the

complex are NAEYC Accredited Delta Sigma Theta Head Start and University Parents Nursery School, serving an additional 100 University families.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
2mo-after school for Kindergartners	95	7:30am-5:30pm operates year-round	80%	10%	10%	0%

*Currently operating at or near maximum capacity.

Infant Development Program-Dept of Psychology

The Megan E. Daly Infant Development Program

This center opened in 1983. The program is located in a converted laboratory that was constructed in 1967. The building was renovated in 1993. This program serves the UCLA Department of Psychology ladder faculty as a first priority followed by psychology graduate students second then staff and post-docs. Remaining spaces are made available to the rest of the campus. The program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
3mo-2yrs	12	7:30am-5:30pm operates year-round	29%	7%	64%	0%

*Currently operating at maximum capacity. There are 25 children on the waiting list.

UCLA CHILD CARE CENTER SALARY RANGES

Child Care Center Director-*UCLA Child Care Services Program*

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Dir, Functional Area	0245	1.0	MSP 2	$56,800-102,200

Child Care Center Director-*Infant Development Program*

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
CDC Coordinator	4103	.67%	PSS 2	$35,304-52,896
Lecturer	n/a	.33%	n/a	$27,180-120,000

Staffing Salary Ranges for Titles in Use

Title	Annual Salary Range
Child Development Center Coordinator	$35,300-52,900
Child Development Center Teacher II	$27,636-32,820
Child Development Center Teacher I	$20,868-24,192
Child Development Center Assistant	$18,648-21,562

UCLA Child Care Services

1999 – 2000 Organization Chart

Chancellor
Albert Carnesale

Vice Chancellor—Administration
Peter Blackman

Associate Vice Chancellor—Business & Financial Services
Sam Morabito

Director—Campus Service Enterprises
Brad Erickson

Executive Director—Child Care Services
Gay Macdonald

UCLA (Psychology)

1999 – 2000 Organization Chart

Chancellor
Albert Carnesale

Provost—College of Letters and Sciences
Brian Copernhaver

Dean—Life Sciences
Fred Eiserling

Chair—Department of Psychology
Peter Bentler

Executive Officer—Department of Psychology
Rosemary Chavoya

Infant Development Program Director—Department of Psychology
Cathy Tsao

1999-00 UC CHILD CARE SERVICE OVERVIEW

UC RIVERSIDE

UCR Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
10,551	3,576	1,725	15,852

The child care program at UCR began in 1965 as a parent co-op. For the past thirty years, it has been housed in student family housing. A new child care center was constructed in 1997 at a cost of $2M and Director Judy Wood was hired shortly thereafter. The program now serves approximately 148 children, ages 4 months through kindergarten. The center is located on campus, behind student family housing. The Center is open year-round and provides care and early education to children of students, staff and faculty of UCR. The child care program is part of the Campus Life Facilities and Services Department.

Judy Wood, Director, Child Care Center
3333 Watkins Drive, UC Riverside, Riverside Ca 92507
Phone: (909) 787-3854
Fax: (909) 787-3882
judith.wood@ucr.edu
web site: www.housing.ucr.edu/cdc.html

Tl. Child Care Program Overview

Tl # of CC Sites	Licensed Capacity*	Staffing FTE	Annual Budget
1	148	29	$1.2M

*The center is operating at or near maximum capacity. There is a waiting list of approximately 150 children.

Child Development Center

This center opened in 1997. The building was newly constructed at a cost of $2M. This program is accredited by NAEYC.

Ages Served	Licensed Capacity	Program Hrs Of Operation	% of Students' Children at the Center	% of Staffs' Children at the Center	% of Faculty's Children at the Center	% of Community at the Center*
4mo-Kindergarten program	148	7:30am-5:30pm operates year- round	50%	30%	19%	1%

* The local community has access to Kindergarten program only.

UCR CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Child Development Center Manager	4102	1.0	4	$41,900-$62,800

Staffing Salary Ranges for Titles in Use

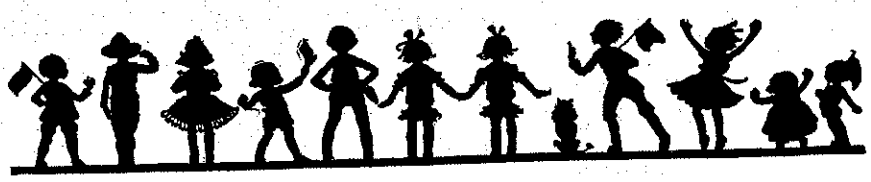
Title	Annual Salary Range
Child Development Center Teacher II Supervisor	$26,000-39,000
Child Development Center Teacher I	$26,508-36,888
Child Development Center Assistant	$18,768-21,672

UCR Child Care Services

1999 – 2000 Organization Chart

Chancellor
Raymond L. Orbach
|
Vice Chancellor—Administration
C. Michael Webster
|
Director—Campus, Life, Facilities Services
Dale Bailey
|
Director—Child Care Center
Judy Wood

1999-00 UC CHILD CARE SERVICE OVERVIEW



UC SANTA BARBARA

UCSB Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
19,363	5,969	2,943	28,275

The University Children's Center opened in 1970 and is located on the UCSB West Campus. The UCC Director, Mary Ray has served since 1987. The program serves infants, toddlers, preschool, and school age children at two sites. The University Children's Center is a department within the Division of Student Affairs.

In addition, the UCSB Physical Activities and Recreation Department provides an afterschool program for school age children, which is operated by the Goleta Boys and Girls Club.

Mary K. Ray, Manager, Director
University Children's Center, UCSB, Santa Barbara, Ca 93106
Phone: (805) 893-3665
Fax: (805) 893-4907
e-mail:ray-m@sa.ucsb.edu or UCC@sa.ucsb.edu
web site: http://www.sa.ucsb.edu/childcare

Tl. Child Care Program Overview

Tl # of CC Sites	Licensed Capacity*	Staffing FTE	Annual Budget
2	185	30 career 25 student	$1.4M

*The centers are currently operating at maximum capacity. There is a central waiting list of approximately 150 children.

University Children's Center

The University Children's Center opened in 1970 and is located in a rural setting near a wildlife preserve on UCSB's West Campus. The building was originally a Marine barracks constructed in 1950 and renovated in 1991 at a cost of $2.3M. The Center serves children 3 months to 5 years of age in infant, toddler, and preschool classrooms. The program has been accredited by NAEYC since 1990.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
3mo-5yrs	162	7:30-5:30pm operates year-round	45%	15%	25%	15%

*Currently operating at maximum capacity.

The UCC Club House

The UCC Club House was created with $140,000 in renovation funding from the Student Fee Advisory Committee and is located in a small building adjacent to the Children's Center. The new site opened in December, 1999 for use as a half day morning preschool program and an afterschool program for school age children. The morning preschool program in cooperation with the Santa Barbara County Schools Office is a full inclusion classroom for children with special needs. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
3-5yr olds (am) 5-8yr olds (after school)	23	7:30-5:30pm operates year-round	40%	25%	25%	10%

*Currently operating at maximum capacity.

UCSB CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Student Affairs Officer V	4351	1.0	5	$46,092-72,120

Staffing Salary Ranges for Titles in Use

Title	Annual Salary Range
Child Development Center Coordinator	$ 34,584-54,504
Child Development Center Teacher II	$ 26,508-31,476
Child Development Center Teacher I	$ 23,424-27,528
Child Development Center Assistant	$ 18,768-21,672

UCSB Child Care Services

1999 – 2000 Organization Chart

Chancellor
Henry T. Y. Yang

Vice Chancellor—Student Affairs
Michael Young

Director—Student Development
Carol Greer

Manager—Child Care Services
Mary Ray

1999-00 UC CHILD CARE SERVICE OVERVIEW

UC SAN DIEGO

UCSD Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
18,137	13,450	4,996	36,583

The child care program at UCSD began in 1970 as a small parent co-op, founded by the current Director, Josie Foulks. The co-op was originally housed in an open-air plaza and later moved to an unused shell in a dormitory. Six thousand dollars was raised to install a floor, water and electricity in this shell. In 1974 the co-op management of child care was phased out and the University assumed management responsibility for the center. Four used trailers were purchased for child care. In 1991, then Chancellor, Richard Atkinson worked with his Vice Chancellors to commit $3M for the construction of a child care facility. In 1996 three additional classrooms were added to the current facility. This center is not currently accredited by NAEYC, however the center will be applying for accreditation this year.

Josie Foulks, Director, Early Childhood Education Center
9224 Regents Rd, La Jolla Ca 92093
Phone: (858) 534-3903
Fax: (858) 587-3903
jfoulks@ucsd.edu
web site: n/a

Tl. Child Care Program Overview

Tl # of CC Sites	Licensed Capacity*	Staffing FTE	Annual Budget
1	204	34	$1.7M

*All the centers are currently operating at or near maximum capacity. There is a central waiting list of approximately 250 children.

Child Development Center

Ages Served	Licensed Capacity	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
11 mo & walking – Kindergarten *	204	7:30-5pm operates year-round	35%	45%	15%	5%

*There is a full Kindergarten program at this center.

UCSD CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Dir, Functional Area	0245	1.0	MSP I	$51,700-93,100

Staffing Salary Ranges for Titles in Use

Title	Annual Salary Range
Child Development Teacher II	$26,508-31,476
Child Development Teacher I	$23,424-27,528
Child Development Assistant	$18,648-20,748

UCSD Child Care Services

1999 – 2000 Organization Chart

Chancellor
Robert C. Dynes

Vice Chancellor—Business Services
Steven Relyea

Assistant Vice Chancellor—Auxiliary and Plant Services
Jack Hug

Director—Early Childhood Education Center
Josephine Foulks

1999-00 UC CHILD CARE SERVICE OVERVIEW

UC SANTA CRUZ

UCSC Community (Headcount as of fall 1998 as noted in the *UC Statistical Summary*)

Student	Staff	Academics	Total
11,302	3,709	1,812	16,502

The child care program at UCSC began in 1971 in a series of small sites throughout the campus. Center-based care began in 1972 in a historical building on campus known as the Granary. Currently UCSC directly operates three child care program on campus and oversees one vendor-operated site. Director Lise Bixler joined UCSC in 1990. Child Care Services is part of Housing, Dining, and Child Care Services, a unit of Student Affairs.

Lise Bixler, Director, Child Care Services
UCSC Child Care Services, 599 Koshland Way, UCSC, Santa Cruz, Ca 95064
Phone: (831) 459-2967
Fax: (831) 459-5222
lbixler@cats.ucsc.edu

Total Child Care Program Overview

Tl # of CC Programs	Licensed Capacity*	Staffing FTE**	Annual Budget
4	130	18.75	$1.M

*Proposed capacity when construction of modular buildings is complete (Spring 2000).
**Does not include vendor program staffing.

All of the programs are currently operating at or near maximum capacity. There is a waiting list of approximately 140 families.

<u>UCSC Children's Center – Infant and Toddler Program</u>
This program opened in 1984 in a Family Student Housing apartment. A modular building is under construction to relocate and expand the program, which is currently operating at maximum capacity. There is a waiting list of approximately 80 families. This program is accredited by NAEYC.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center**	% of Faculty's Children at the Center**	% of Com-munity at the Center
3mo-3yrs	18	7:45am-5:45pm operates year-round	83%	8.5%	8.5%	0%

*Projected licensed capacity when modular building is completed (Spring 2000). Currently there is a waiting list of approximately 80 families.
**Staff and Faculty numbers are combined.

UCSC Children's Center – Preschool Program

This center opened in 1980 in the Family Student Housing Community Building where it is still located. The building was originally constructed in 1970. This program is accredited by NAEYC. The program is closed summers and academic holidays.

Ages Served	Licensed Capacity *	Program Hrs Of Operation	% of Students' Children at the Center	% of Staffs' Children at the Center	% of Faculty's Children at the Center	% of Com-munity at the Center
2yrs-6yrs (after school care for school age children	31	7:45am-5:45pm operates during the academic yr only	100%	0%	0%	0%

*Currently operating at or near maximum capacity.

School-Age Program

This program was opened in 1979. It has been partially housed in a Family Student Housing community space (Affiliates Building) and partially housed in a trailer, but the trailer was destroyed in a fire last year. A new modular building which will house the entire program is currently under construction.

Ages Served	Licensed Capacity	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
4.75-12 yrs.	36* (67)**	Academic year: 11:45 am–5:30 pm (plus extended days). Summer: 7:45 am-5:30 pm	100% during academic yr.; 64% during summer	0% during academic yr; 18% during summer	0% during academic yr; 18% during summer	0%

*Projected licensed capacity when modular building is completed (Spring 2000).
**Summer program capacity when Community Building is utilized for expanded program.

The Granary Child Development Center

This center was opened in 1971 in the historical building known as the Granary. The university has an operating agreement with a vendor, Child Development Centers. This program is accredited by NAEYC.

Ages Served	Licensed Capacity	Program Hrs Of Operation	% of Students' Children at the Center	% of Staff's Children at the Center	% of Faculty's Children at the Center	% of Community at the Center
2 ½ yrs – 6 yrs	45	7am-6pm operates year-round	48%	14%	14%	24%

UCSC CHILD CARE CENTER SALARY RANGES

Child Care Center Director

UC Title	Title Code	FTE	Salary Grade	99-00 Salary Range
Student Affairs Officer V	4351	1.0	L	$45,200 - 67,800

Staffing Salary Ranges for Titles in Use

Title	Annual Salary Range
Child Development Coordinator	$33,900-50,900
Child Development Teacher II	$25992-30,864
Child Development Teacher I	$23328-27,432
Child Development Assistant	$18396-21,252

UCSC Child Care Services

1999 – 2000 Organization Chart

Chancellor
M.R.C. Greenwood

Vice Chancellor—Student Affairs
Francisco Hernandez

Executive Director—Housing, Dining, and Child Care Services

Director—Child Care Services
Lise Bixler

APPENDIX 6

UNIVERSITY OF CALIFORNIA
CAMPUS FEES FOR CHILD CARE SERVICES
AS OF MAY, 2000

Infant Care - *Full Day Monthly Rate*		
Berkeley	1,100	
Davis	812	Residents Russell Park $675, Orchard & Solano Park $747
Irvine	770	3 to 18 months; subsidized care available for students
Los Angeles	875	2 to 17 months
Riverside	566	Student rate $443
San Diego	671	11 months to 24 months
San Francisco		Vendor rate of $965
Santa Barbara	850	Student rate $600, before any tuition subsidy from grants
Santa Cruz	538	3 months to 2 years

Toddler Care - *Full Day Monthly Rate*		
Berkeley	1,000	
Davis	657	Residents Russell Park $546, Orchard & Solano Park $605
Irvine	745	18 to 30 months; subsidized care available for students
Los Angeles	865	18 months to 35 months
Riverside	535	Student rate $442
San Diego	637	Age 2 to 3 years
San Francisco	746	Parnassus Center; Mission Center $712: Vendor rate $965
Santa Barbara	760	Student rate $535, before any tuition subsidy from grants
Santa Cruz	538	

Pre-School - *Full Day Monthly Rate*		
Berkeley	605	
Davis	541	Residents Russell Park $449, Orchard & Solano Park $497
Irvine	575	2.5 to Kindergarten; subsidized care available for students
Los Angeles	725	36 months and over
Riverside	463	Student Rate $386
San Diego	592	Ages 3 to 5.5 years
San Francisco	730	Parnassus Center; Mission Center $696; Vendor rate $725
Santa Barbara	630	Student rate $410, before any tuition subsidy from grants
Santa Cruz	474	Ages 2.5 to 6

APPENDIX 7

UNIVERSITY OF CALIFORNIA
CHILD CARE EXPENSES AS % OF SALARY

Position Examples	Annual Salary	Monthly Cost as % of Salary		
		Infant	Toddler	Pre-School
Sr. Custodian, Food Service Worker, Parking Assistant, Child Development Center Asst.	20,000	43.44%	41.04%	33.90%
Lead Groundskeeper,Illustrator,Custodian Supvr,Sr. Animal Technician,Child Dev Cen Teacher 1	25,000	34.75%	32.83%	27.12%
Teaching Assistant, Research Assistant, Child Development Center Teacher 2	27,500	31.59%	29.85%	24.65%
Asst. Accountant, Library Asst IV, ___ Asst. III, Asst Admin. Analyst	30,000	28.96%	27.36%	22.60%
SAO II, Admin. Analyst, MSO I, Comp. Resource Spec. I	35,000	24.82%	23.45%	19.37%
Maintenance Supvr., Plumber, Electrician	40,000	21.72%	20.52%	16.95%
Asst. Prof. I, Sr. Planner, Clinical Nurse III, Sr. Planner, MSO III	45,000	19.31%	18.24%	15.07%
Asst Prof. IV, Sr. Devel. Engineer, Sr. Architect	50,000	17.38%	16.42%	13.56%
Assistant Professor V, Assoc. Proft I, CNT IV	55,000	15.80%	14.92%	12.33%
Assoc. Professor III, MSO IV, Prin. Analyst II,	60,000	14.48%	13.68%	11.30%
Prof. I, Assoc. Professor IV, Prin. Development Engin., Mgr. Functional Area	65,000	13.37%	12.63%	10.43%
Professor II, Prin. Analyst II	70,000	12.41%	11.73%	9.69%
Professor III, Prin. EH&S Specialist, Prin. Auditor II	75,000	11.58%	10.94%	9.04%

UC Average Rates Per Month	
Infant	724
Toddler	684
Pre-School	565

07/05/2000

APPENDIX 8

UC RECRUITMENT AND RETENTION EXPERIENCES REGARDING

Child Development Center Assistant
Child Development Center Teacher I
Child Development Center Teacher II

The following UC campus child care programs have offered their recruitment and retention experiences between 1997-2000:

Campus	Time to Fill Position (Mos)	Reasons for Vacancies/Experiences in Filling Vacancies	Additional Comments
UCR	6 months avg	• Most incumbents resigned due to compensation issues. • Incumbents left for higher paying positions with County Office of Ed, Head Start and UC Extension	• Greatest obstacle in meeting demand for child care is the need for more physical space
UCI	10-15 months	• Most incumbents resigned due to compensation issues. • Incumbents left for higher paying positions with public School District, Dept. of Ed, another UC Department on campus. • Several incumbents left when they became pregnant because their jobs didn't pay enough to cover the cost of UC child care.	• There is a waiting list for toddlers and preschoolers and space available for 12 toddlers and 6 preschoolers. These spaces remain unfilled because of staffing vacancies.
UCSB	4-9 months (see additional comments)	• Approximately half of those who resigned obtained employment in public school child care programs and half in other community programs. UCSB's salaries are not competitive with other publicly funded programs	• More significant than the length of time it takes to fill the position is the scarcity of qualified applicants.
UCLA	12 months	• Campus is loosing incumbents and failing to compete for new hires because of the higher salaries offered by public school districts and other publicly funded programs.	• Sources of applicants such as graduating CSU students have been diverted to higher paying positions with public school districts.
UCB		• Incumbents left for higher paying positions	• There is a waiting list for one center in which there are 6 open spaces. These spaces remain unfilled due to staffing vacancies.

APPENDIX 9

CHILD DEVELOPMENT CENTER ASSISTANT (Title Code 4108)

CAMPUS	UC SALARY RATE eff 12/99 (cov) hrly annual	MARKET SALARY & EMPLOYER	MARKET SALARY & EMPLOYER
UCSF	$ 9.49 - 10.97 $19,824-22,896	$7.08-10.50 $14,783-21,924 CSU-SF	$10.00-18.00 $20,880-37,584 Marin Day School
UCB*	$11.92-14.07 $24,888-29,376	$9.00-10.00 $19,008-21,120 CSU-Hayward	
UCI*	$9.99-11.59 $20,868-24,192		
UCLA	$8.93-10.33 $18,648-21,564		
UCR	$8.99-10.38 $18,768-21,672		
UCSB	$8.99-10.38 $18,768-21,672		
UCSD	$8.93-10.33 $18,648-21,564		
UCSC	$8.99-10.38 $18,768-21,672		

*campus does not use this title

CHILD DEVELOPMENT CENTER TEACHER I (Title Code 4107)

CAMPUS	UC SALARY RATE eff 12/99 (cov) hrly annual	MARKET SALARY & EMPLOYER	MARKET SALARY & EMPLOYER
UCSF	$12.03-14.27 $25,128-29,796		
UCB	$13.50-16.08 $28,188-33,576	$10.17-15.17 $21,481-32,029 Berkeley Unified School	$11.36-13.63 $24,000-28,800 CSU-Hayward
UCI	$11.54-13.56 $24,096-28,308	$15.09-19.28 $31,508-40,257 So. Orange County Community College	
UCLA	$9.99-14.01 $20,868-29,244	$14.80-21.22 $30,902-44,307 LA Unified	$9.00-14.42 $18,792-30,109 Univ of So Cal
UCR	$12.70-15.07 $26,508-31,476		
UCSB	$11.22-13.18 $23,424-27,528		
UCSD	$11.22-13.18 $23,424-27,528		
UCSC	$11.17-13.14 $23,328-27,432	$12.13-13.64 $25,327-28,480 Cabrillo Community College	

CHILD DEVELOPMENT CENTER TEACHER II (Title Code 4105)

CAMPUS	UC SALARY RATE eff 12/99 (cov) hrly annual	MARKET SALARY & EMPLOYER	MARKET SALARY & EMPLOYER	MARKET SALARY & EMPLOYER	MARKET SLARY & EMPLOYER
UCSF	$13.68-16.33	$11.97-16.76	$11.25-18.20	$11.86-23.10	
	$28,560-34,104	$24,993-34,995	$23,490-38,002	$24,764-48,233	
		CSU-SF	Marin Day School	SF Unified	
UCB	$14.16-16.83	11.60-17.05	$14.67-17.91	$11.86-23.10	
	$29,556-35,148	$24,490-36,015	$30,983-37,825	$24,767-48,233	
		Berkeley Unified	Chabot Community College	SF Unified	
UCI	$12.70-15.07	$16.68-21.29			
	$26,508-31,476	$34,828-44,454			
		So. Orange County Community College			
UCLA	$13.24-19.00	$10.06-16.14	$15.18-21.93	$10.30-21.84	$12.40-26.20
	$27,636-39,672	$21,005-33,700	$31,696-45,790	182 days/yr	220 days/yr
		Univ of So Cal	LA Unified	SM/Malibu School District	SM/Malibu School Dist
UCR*	$14.71-17.67				
	$30,720-36,888				
UCSB	$12.70-15.07	$16	$14.00-28.00		
	$26,508-31,476	$33,408	$29,232-58,464		
		SB Community Coll	SB School Dist		
UCSD	$12.70-15.07				
	$26,508-31,476				
UCSC	$12.70-15.07	$12.70-15.07			
	$26,508-31,476	$26,518-31,466			
		Cabrillo Community College			

APPENDIX 10

CHILD CARE PROGRAM OPTIONS

Vendor Operated Programs

Four UC campuses currently have or have had centers that are operated by vendors. As explained in the text of the Task Force Report, experiences with vendors vary by campus.

The different experiences of each campus confirmed that while outsourcing child care service works for one campus, it may not for another. The pros and cons of using a vendor-operated center as well as the factors that may be useful to consider in making the decision are outlined below.

PROS:

- may provide an opportunity to offer additional child care programs with diverse teaching philosophies than those offered by the campus center;
- may provide an immediate opportunity to expand services with less direct cost to the University;
- requires less direct management responsibility by the campus administration;
- may allow potentially lower tuition;
- may reduce cost of facilities;
- may reduce overhead costs.

CONS:

Quality of care remains the single most critical issue regarding vendor programs. Factors that contribute to the quality debate include the possibility that a vendor program may:

- have lower staff/child ratios than those maintained by campus child care programs;
- experience higher staff turnover caused by lower salaries and benefits;
- have difficulty monitoring quality assurance and standards since there is no direct control over operations due to less direct control over the service;
- result in greater liability exposure to the campus because it has less direct control over the service provided.

Depending on each situation, what may be a disadvantage for one campus may turn out to be an advantage for another. For example, the availability of a high quality child care vendor who is willing to invest in a University facility may, in a positive way, affect the decision to outsource. Since campuses differ in circumstances, geographical locations, resources, and priorities, the decision on whether to university-operate or vendor-operate should be made on a campus-by-campus basis, based on each location's unique history, financial resources, community relations, and varying demands for service.

Regardless of the options, maintaining quality is a key consideration. The goal of the University is to be a model in the child care field and ensure the best quality child care

for all its constituencies. Whatever choices campuses make should fall within the "quality" parameters discussed in the Task Force recommendations.

In deciding whether the child care services should be university- or vendor-operated, the following may serve as useful factors to consider:

Financial:
Will there be enough families to make a university-operated facility financially viable? Can the participants afford the cost of the service? What is the financial gap for an affordable university-operated center? Is subsidy available? Can a vendor-operated center be more financially viable? If not, does the vendor-operation have options (e.g. grants) that are otherwise not available to the university? Will the vendor invest in the build-out of the university facility? If required, are campus funds available to provide a management fee sufficient to attract a qualified vendor and subsidize affordable rates for students?

Human Resources:
Which operating alternative provides an advantage over the other in recruitment and retention of the child care teaching staff?

Management Control & Efficiency:
Does the institution need to maintain a greater control over the policies and management of this functional area because it is dealing with the children of its students, faculty, and staff? Due to the stringent health, safety, legal, and regulatory requirements necessary to operate child care programs, the risks involved in less control over the program should be carefully considered and balanced against the possible greater efficiencies and lower cost of vendor operations.

Service Quality:
Which operating model will provide the highest quality of service? Are there interested quality vendors? Does the campus have adequate support in contract management of the center? The contract management expense needs to be included in evaluating the cost to the campus for a vendor-operated center.

UC VENDOR-OPERATED CHILD CARE CENTER

	UCD	UCI	UCSC	UCSF
Name	1) LaRue Park Child Dev Ctr; 2) Russell Park child Dev Ctr	University Montessori	Granary Child Dev Center	Marin Day Schools
Business Status	For-profit	For-profit	Not-for-Profit	Not-for-Profit
Type of Program	Montessori	Montesorri	Developmental	Developmental
# Licensed Slots	187	196	45	84
Accreditation Status	LaRue: By 2000/01 Russell: Yes	Yes	Yes	No By 2/2002
Tuition Rates			*Different structure*:*	
Infant	$675-$812	$790	$597 (Fac/staff)	$965
2 yr olds	$546-$657	$775	$693 (Community)	$820
3-5 yr olds	$449-$541	$600	$292 (student)	$725
Kindergarten		$640		
Ages served	3 mos - 6 yrs	3 mos - Kindergarten	2.5 to 6 yrs	Infant to 5 yrs
Waitlist	12-15/center	100+	14	300
Contract term	Annual	40 yr lease at $1/yr Vendor built facility	3 yrs with five 1-yr options	5 yrs with one 2-yr option
Hours of operation	M-F; 7:30AM-6PM	M-F;7AM-6PM	M-F;7:30AM-5:30PM	M-F; 6:30AM-6PM
Built on UC land	Yes	Yes	Yes	Yes
Vendor rent	LaRue: $7,777/mo to developer Russell: $6,092 /mo to developer	$1/year	$1,009/month	$2,000/month
UC subsidy	none	Land only	$4,800/month Student child care fees & Administrative FTE	Utilities/maint $77K

*sevices provided for ages 2.5-6 years at flat cost based on parent designation as faculty, staff, student or community member.

07/05/2000

APPENDIX 11

CHILD CARE RESOURCE & REFERRAL SERVICES AT UC CAMPUSES

	UCD	UCLA	UCSD	UCSF
Annual # requests	NA	951 requests	800 referrals	307 referrals
Types of referrals	Calls that come in to UC Davis child care coordinator are referred to the City of Davis child care resource program.	Resources for center-based case, family child care, in-home care, elementary schools summary programs Do not provide referrals or recommendations.	Referrals to centers, homes for all ages, newborn to school age	Referrals to centers, homes for all ages, newborn to school age.
% customer bkdown	unknown	Faculty - 21% Staff - 43% Students - 35%	Faculty - 11% Staff - 54% Student - 14% Community - 21%	Faculty - 21% Staff - 50% Student - 29% Community - 0%
Annual Budget	$27K to City of Davis	$114,000	$75,000	$38,000
Staffing	0.58 FTE Coordinator 0.25 FTE Adm Asst	2.0 FTE	1.5 FTE	0.5 FTE
Fund source	Gen Fund, Reg Fee Dev Fee, Chan Discr fund	Reg Fee $76K Remaining from contracts/grants & svcs	Chancellor	Rate Additive $59K Reg Fee $3.5K
Other Services	Orientation programs, publications, website, info network, lactation support program.	Workshops and education seminars. Technical assistance to to providers. Attends child care interest meetings	Workshops, provider visits & guidance, resource library, accredited trainings.	Parent resource wkshop resouce guides for child care summer care fair
Reporting to:	Assoc Dir of Housing & AVC of HR & Risk Mgmnt	Exec Director UCLA Child Care Svcs	Child Care Center Director	Child Care Svc Director

07/05/2000

APPENDIX 12

UNIVERSITY CHILDREN'S CENTER
SUMMARY OF UCSB SUBSIDY PROPOSAL

Problem: 12% increase in user fees proposed for FY 2000-01 in order to balance UCC operating budget.

Issue: Affordability, particularly for faculty and staff (student subsidy programs currently in place). Attachment I provides a review of child care expenses as a percent of salary.

New monthly fees will range from $705 for pre-school program to $950 for infant program.

Why: Under normal circumstances costs increase approximately 3.0 to 3.5% per year. Teacher salary increases due to approved reclassifications will more than double the normal annual increase.

User fees represent 60% of the total revenues, but since other UCC revenues are relatively fixed user fees need to cover approximately 90% of all cost increases.

Alternatives: Higher rates or campus subsidy.

Subsidy options could include scholarships for low income users, one-time allocations, annual negotiation of support, or implementation of new funding model for program.

Recommendation: Implementation of a "Rate Stabilization Plan" over a four-year period through the use of a two-tiered funding model. Other models require annual negotiations and don't adjust automatically.

Model results in campus funding the "fixed" administrative staff and user fees covering the "teaching" costs of the program.

Campus subsidized costs to be funded by Chancellor (45%) and Vice Chancellor Student Affairs (55%). Employee benefit costs funded from campus benefit provision. Future salary increases funded from campus merit and range adjustment allocations.

Cost: $245,000 in new ongoing funding when fully implemented; first year $123,000; another $122,000 spread over the next 3 years.

Results: Proposed 12% fee increase for 2000-01 eliminated. No fee increases for faculty, staff, and students are planned for the next four years. Changing financial situations may result in minimal increases.

Unsubsidized rates for community users and subsidized affordable rates for faculty, staff, and students.

Conditions imposed to prevent increases in administrative staff and resulting additional costs.

APPENDIX 13

NATIONAL WOMEN'S LAW CENTER
EXPANDING THE POSSIBILITIES

NEWSNEWSNEWS

Embargoed Until:
Press Conference at the Pentagon
Tuesday, May 16, 2000
10:00 a.m., EST

Contact: Margot Friedman or
Maricka Oglesby at 202-588-5180
web site: www.nwlc.org

MILITARY PROVIDES MODEL FOR CHILD CARE REFORMS, NEW NWLC REPORT CONCLUDES

At a time when child care around the country is woefully inadequate, the U.S. military has achieved a remarkable transformation of its child care system and its experience provides important lessons for policy makers, child care providers and parents concerned about improving child care everywhere. These are the major findings of the National Women's Law Center's new report, *Be All That We Can Be: Lessons from the Military for Improving Our Nation's Child Care System*, which was released today and presented to Secretary of Defense William S. Cohen at a news conference at the Pentagon.

"If the U.S. military can do an about-face and dramatically improve its child care system in a relatively short period of time, there is great hope for improving child care across the United States. The lessons learned from this example should be applied to expand access to high quality, affordable child care for everyone," said Nancy Duff Campbell, NWLC Co-President.

Secretary Cohen said, "Quality military child care is essential for the readiness of our Armed Forces. America's military is the best in the world not just because of our technology, training and tactics but, above all, because we recruit and retain the best men and women the country has to offer." The military runs what is essentially the largest employer-sponsored child care program in the country, serving over 200,000 children per day in over 300 locations.

NWLC's report describes the deficiencies in military child care before the reforms; the specific steps that the military used to turn its system around; and, most importantly, a series of "lessons learned" showing how the military's experience can be applied more broadly to improve civilian child care.

With the advent of the All Volunteer Force in 1973, the military experienced significant demographic changes that had a direct impact on the demand for child care. The Services were no longer comprised mainly of single men, but increasingly of career-oriented men and women with children. But the military child care system did not meet the needs of these families. It was plagued by many of the deficiencies that are familiar to civilian parents today – poor quality care, a lack of standards addressing issues such as maximum group size and educational activities, high staff turnover due to low salaries and poor working conditions, long waiting lists for available slots, and unaffordable parent fees. Prodded by Congressional hearings and the enactment of the Military Child Care Act of 1989, the Department of Defense now runs a military child care system that is a model for the nation.

"The concerns that made investing in child care for the military a high priority – a desire for a stable workforce and for healthy child development – apply equally outside the military. We need the same commitment to get results in every state and for every child," said Campbell.

Be All That We Can Be provides six key lessons from the military for state and federal policy makers:

Lesson 1: Do Not Be Daunted by the Task: It is Possible to Take a Woefully Inadequate Child Care System and Dramatically Improve It.

- The military consciously set out to, and did, build a system that links centers, family child care homes, before- and after-school programs, and resource and referral services to assist parents in finding care through a single point of entry.
- No state has such a systemic approach, whose adoption would dramatically improve child care across the country.

Lesson 2: Recognize and Acknowledge the Seriousness of the Child Care Problem and the Consequences of Inaction.

- Policy makers in Congress and in DoD acted to improve military child care because they recognized the harsh consequences of poor child care on military readiness and child welfare.
- With some exceptions, policy makers at the state and federal levels have not made the same commitment to improving civilian child care, despite the similar threat to workforce performance and the healthy development and learning of children.
- It is essential that policy makers recognize these connections and consequences and take action.

Lesson 3: Improve Quality by Establishing and Enforcing Comprehensive Standards, Assisting Providers in Becoming Accredited, and Enhancing Provider Compensation and Training.

a) Develop Comprehensive, Uniform Standards, and Ensure That They Are Met Through a System of Unannounced Inspections and Sanctions for Violations.

- Basic standards – encompassing health and safety, staff/child ratios, staff training, and other matters – have been established and rigorously enforced in all forms of military child care. For example, the military requires and conducts four unannounced inspections of its child care centers and family child care homes per year, and installation commanders are routinely briefed and held accountable for inspection results at their bases.
- On the civilian side, state standards vary considerably and some programs are exempt from any protections. No state requires four annual unannounced inspections of child care centers and fourteen states require visits to family child care homes only once every *five* years.

- States could significantly increase the quality of care by measuring state standards against those established by outside experts, strengthening them, and applying them to a wider range of care, as well as by adopting the military's model of a rigorous, unannounced inspection program with meaningful, well-publicized sanctions for non-compliance.

b) Assist Providers in Meeting Additional Voluntary Standards, Such as Those Necessary for Outside Accreditation.

- The military has provided the resources to help its child care centers meet the high national accreditation standards of the National Association for the Education of Young Children, addressing such concerns as staff/child interactions and developmental activities. Ninety-five percent of military child care centers are accredited by NAEYC, compared with just 8 percent of civilian child care centers nationwide.
- Following the military's lead, states should encourage child care providers, through grants or other incentives, to go beyond mandatory minimum licensing requirements and to meet higher accreditation standards.

c) Increase Staff Compensation and Improve Staff Training, and Link Compensation Increases to the Achievement of Training Milestones.

- In military child care centers, caregivers receive systematic, ongoing training as well as compensation linked to training that is comparable to that of other individuals with similar training, seniority and experience. As a result, staff turnover has been reduced dramatically – from over 300 percent annually at some bases before the reforms to less than 30 percent today – and staff morale and professionalism have improved.
- The civilian child care workforce lacks access to training, is poorly compensated and is prone to high turnover rates that undermine the quality of care. Unlike the military, thirty-one states do not require that child care workers receive any training before they can care for children. Moreover, the *average* wage for a caregiver is currently $7.40 per hour in a civilian child care center and less than $5 per hour in a civilian family child care home – below the nearly $8 per hour *entry-level* wage for a military child care center worker, who receives a raise to $10 per hour upon the successful completion of training.
- States should use the military model to develop similar training and compensation strategies.

Lesson 4: Keep Parent Fees Affordable Through Subsidies.

- Parent fees in military child care centers are subject to a sliding fee schedule based on income to ensure that personnel with the lowest incomes can afford child care; in addition, commanders provide direct subsidies to family child care homes to help keep parent fees reasonable. On average, fees for center-based military care are 25 percent lower than fees paid by civilians for comparable care, even though military families typically use center care for longer hours and for younger children (including infants) than civilian families.
- In civilian care today, a patchwork of government measures assists some families in meeting their child care expenses, but not adequately. For example, the Child Care and

Development Block Grant reaches only 10 percent of children eligible under federal guidelines. Moreover, experts recommend that low-income families above the poverty level should be required to pay no more than 10 percent of their income for child care, approximately what military families pay. Yet in 1999, ten states required a family of three at 150 percent of the poverty level to pay more than 10 percent of its income in child care co-payments to receive a subsidy; in an additional nine states, such a family was eligible for no child care subsidy at all.

- Policy makers, at both the state and federal levels, should follow the military's example in making significant public resources available to help subsidize care for families who cannot afford to pay the full cost of good child care.

Lesson 5: Expand the Availability of All Kinds of Care by Continually Assessing Unmet Need and Taking Steps to Address It.

- The military made a conscious decision to focus its initial efforts on the quality and cost of care, to some extent at the expense of expanding supply. Nevertheless, the military estimates that it is currently meeting about 58 percent of its child care need and has a plan, with specific goals and timetables, to reach 80 percent by 2005.
- No state is providing subsidized, high-quality child care to anywhere near 58 percent of its families.
- Both the federal government and the states should follow the military's model of continually assessing need and developing specific plans to expand child care capacity.

Lesson 6: Commit the Resources Necessary to Get the Job Done.

- The military could not have achieved its successes without a substantial increase in resources. Funds appropriated for military child care have climbed dramatically in recent years, from about $90 million before the enactment of the Military Child Care Act to $352 million in FY 2000.
- Although it is difficult to quantify the level of public investment in civilian child care today, it is woefully inadequate to meet the need, especially for low-income families.
- Both the federal government and the states should recognize, as the military has, that increased funding for child care ultimately pays for itself in the stability of the workforce and the healthy development of children – and increase their investments dramatically.

NWLC will work with state and federal policy makers to implement the lessons learned in *Be All That We Can Be* to improve civilian child care. Established in 1972, the National Women's Law Center conducts public policy research, advocacy, litigation and public education efforts to protect and advance the legal rights of women and their families, with special attention given to the concerns of low-income women. NWLC has a longstanding record of involvement in child care and issues of concern to women in the military.

Note to reporters: To download a copy of the report or background materials, visit www.nwlc.org or call 202-588-5180.

###

APPENDIX 14

Survey Summary of Childcare Services at Comparison 8 Universities

Survey Scope and Participants

Scope: At the request of the Faculty Welfare Committee, an inquiry was made into the childcare services of eight peer institutions known as the "Comparison 8" Universities. This survey focused on childcare services as opposed to childcare laboratories that exist primarily to support academic research. All of the universities in the survey provided childcare services except the University of Illinois at Urbana. This university only provided a childcare laboratory.

Participants: A telephone survey of the Comparison 8 Universities was conducted which included the following universities;

Harvard
Massachusetts Institute of Technology (MIT)
Stanford University
State University of New York (SUNY) at Buffalo
University of Illinois at Urbana
University of Michigan
University of Virginia
Yale

Supply and Demand

Every university, in this survey, described the fact that childcare demands at their campus far exceeded the service they were currently providing. They all reported full occupancy rates with literal or assumed waiting lists.

Stanford University is nearing completion of a childcare needs assessment for their faculty. The proposal to conduct this assessment originated in the School of Medicine due to faculty recruitment and retention concerns but was later expanded to all Stanford faculty for the same reason. The results of that assessment are not yet known.

Stanford's newest childcare center was initiated as a recruitment and retention strategy for their hospital staff as well as their medical school student, staff and faculty. This center struck a

competitive position by offering extended hours of care and, initially, it offered flexible schedules. Flexible schedules were eventually abandoned since the demand for full-time care was so great.

MIT conducted a "Work Life" assessment in 1989 and became aware of the need for childcare services. MIT expects to complete the building of an additional new childcare center within one year and two more centers within two years. They also expect to expand the capacity of an existing center by 25% this year. The Administrator for MIT's Family Resource Center attributes the attention and effort toward childcare services to concern over faculty recruitment and retention issues.

MIT anticipates hiring approximately 250 new faculty members in the near future. They expect that the demographics of their new faculty will be quite different from their present faculty. They anticipate a greater number of female faculty and single parent faculty members who will expect their employer to address their need for childcare. They anticipate greater competition among universities for these faculty members and greater success for universities who can meet the need for childcare.

Number Served

The statistic sought from each of the survey participants was the number of "spaces" or "slots" their campus (exclusive of hospital centers) was licensed to accommodate. It will be important to verify this number again during the written survey process.

University	# of Spaces	University	# of Spaces
Harvard	350	U of Michigan	393**
MIT	160	U of Virginia	110
Stanford	395	Yale	211
SUNY-Buffalo	160	U of Illinois-Urbana	N/A*

*Operates a laboratory school only
**Exclusive of suburban campuses

Of the seven universities offering childcare services, three (Harvard, SUNY-Buffalo and the University of Michigan) estimated that the usage of this service was evenly divided between faculty staff and students. Yale estimated that the majority of those served were children of faculty members. MIT estimated that approximately half of those served were the children of students, one-quarter were the children of staff and one-quarter were the children of faculty. Stanford and the University of Virginia did not have an estimate easily available.

Prioritizing Those Who are Served

In general, universities tended not to grant preferential childcare access to one group of university affiliates over another. The universities all reported that the issue of granting priority service for faculty was a recurring one; however, such a policy has never been adopted as it was viewed as too divisive. One university confided that they had an unofficial practice of providing priority access to their faculty members over students and staff.

The practice of preferential access seems to occur when the child care service is "school based" such as in the case of Harvard and Yale. At Harvard, each school developed its own childcare initiative (beginning in the 1970's) and, as a consequence, each school grants access to its childcare service first to its own affiliates. For instance, the Harvard School of Law gives priority to faculty, staff and students associated with the School of Law before accepting faculty, staff and students from other schools at Harvard. Yale has a similar situation at their law school and medical school based childcare centers. At Stanford, access to the before/after school age program located in two graduate student housing complexes provides priority to children of graduate students living in those housing complexes before accepting children of other Stanford affiliates.

University hospital based childcare such as that found at Stanford, the University of Michigan, the University of Virginia and Yale give preference to their hospital affiliates before serving campus affiliates.

Most centers were "technically" open to the community but the demand for the service by university affiliates was so great that, in most cases, there were very few opportunities for the community to participate. All universities with centers open to the community gave their university affiliates preferential access to the centers.

Age of Children Served

The next important distinction relevant to childcare services is age categories served. These categories are typically defined as follows;

Infant care	(6 weeks-12 months)
Toddler care	(12 months –2 1/2 years)
Preschool or Pre Kindergarten care	(2 1/2-5 years)
Kindergarten	(due to the typically short Kindergarten day and the subsequent need for before and after school child care, a Kindergarten program is included in the service provided)
Before and After school care for school age children	(Kindergarten-11 years)

All of the universities offering childcare service provided care for infants, except the University of Michigan.

Stanford was the only university offering after school care for school age children. Two of their centers, located in graduate housing, provide care for children in Kindergarten through the second grade. Priority is given to children of graduate students living in the housing centers where this service is provided. Unfilled openings in the program are then made available to other Stanford affiliates.

Facilities Where Childcare Services are Provided

The facilities used to provide this service varied widely among the universities as well as within each university. Facilities included a converted firehouse named after a famous football player, a "temporary" building occupied by the childcare program for forty years, and new buildings designed specifically and exclusively for childcare purposes.

Harvard and the University of Virginia described their childcare facilities as mostly "new". Yale, MIT and the University of Michigan described their facilities as mostly "remodeled". Stanford and SUNY-Buffalo described their facilities as evenly distributed between remodeled and new.

Almost all childcare facilities were located on the campus grounds. The most interesting exception was one of MIT's centers, serving their secured Lincoln Research Facility. This center is located on the campus of a nearby vocational high school.

Financial Support

The most common type of financial support for childcare services provided by the universities were building use. The use of university space was described as donated, or free rent etc. and occurred at six of the seven universities offering childcare services.

Along with the use of the building, often came the university-supported maintenance of the building, grounds, refuse removal, utilities (although phone bills were not always covered). The maintenance etc. was provided to varying degrees at six of the seven universities offering childcare services. Other variations on this theme included the Stanford campus that maintained the outside of the facilities while the maintenance of the inside of the facilities was childcare center's responsibility. The University of Virginia maintained specific aspects of the facility such as the center's kitchen, recharged other aspects such as the toilets and left the playgrounds completely up to the center.

Sliding fee scales and or scholarships based on financial need and sponsored by the university were available at Harvard, SUNY-Buffalo, University of Michigan and Yale. The University of Virginia provides their center, operated by an outside vendor, with a subsidy of $5,350 per academic quarter for the purpose of elevating childcare worker salaries and reducing their turnover. SUNY-Buffalo's centers are funded through an approximately equal, three-way split between parent fees, SUNY

central administration and "other" (which includes a substantial contribution from the New York State Labor Management Union).

More creative forms of support were identified at MIT where childcare administrators are encouraged to informally access the MIT administrative infrastructure including human resources regarding childcare center issues. Childcare employees at MIT, while not considered MIT employees are offered specific staff benefits such as access to the gym and library.

Management of the Childcare Function

The campus childcare function was overseen by various departments and divisions at each university and within individual universities. For example, half of the childcare centers at the University of Michigan are overseen by academic departments and half of the centers are overseen by student services. Some centers at some campuses are overseen by the Work Life office. The centers themselves are managed by parent co-ops, parent run boards, independent vendors etc.

Ancillary Childcare Services

In addition to main stream childcare services; some universities offered ancillary childcare services. The University of Michigan offers its affiliates 24 hours/12months of in home care for ill children (for ages up to 13 or older if the child has special needs and cannot be left at home alone). There are three levels of service available; Home Care Provider, Licensed Practical Nurse (LPN) and Registered Nurse. The University subsidizes the 85% of the cost of this service. In UM's brochure highlighting this program, it is interesting to note they use a quote referencing this program's contribution to making UM the "employer of choice".

Harvard provides a referral service to its affiliates for community based childcare as does Stanford and the University of Illinois at Urbana (although it does not provide a child care service on campus). Yale maintains a directory of community based childcare its affiliates can access. MIT appears to offer a combination of a directory and referral service as well as maintaining a list of MIT students who are available for evening or weekend childcare.