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Report of the Provost's Childcare Implementation Committee

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**Childcare and Work/Life Issues
at the
University of Connecticut**

**Submitted to
Peter J. Nicholls,
Provost and Executive Vice President
for Academic Affairs**

August 2005

**by
the Provost's Childcare Implementation Committee**

Veronica Makowsky (co-chair), Vice Provost for Undergraduate Education
and Regional Campus Administration

Terri Dominguez (co-chair), Manager, Department of Environmental Health & Safety

Deborah Adams, Executive Director, Child Development Laboratories, School of Family Studies

Dimple Aggarwal, Graduate Student, Department of Nutritional Sciences

Sam Best, Associate Professor and Director, Center for Survey Research and Analysis,
Department of Public Policy

Karla Fox, Special Assistant to the Provost

Kathy Fluckiger, Associate Director, Women's Center

Jane Goldman, Associate Professor, School of Family Studies

Andrea Hubbard, Associate Professor, School of Pharmacy

Rosemary Marcellino, Administrative Manager, School of Allied Health

Carol Millette, Administrative Assistant, Women's Center

Rebecca Myshrall, Labor Relations Associate, Human Resources

Adam Rabinowitz, Graduate Student, Department of Agricultural and Resource Economics

Kathy Sanner, Nurse Coordinator, Student Health Services

Connie Schultz, Analyst, UITS Accounts

Jackie Soroka, Assistant Director, Student Employment

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EXECUTIVE SUMMARY

If we described to you a college campus with pot-holed roads that did not lead where people wanted to go; crumbling, dysfunctional buildings, and telephones and email that worked only sporadically, you would say that was a terrible shame: an institution of higher education that could not maintain the infrastructure that supported the work of discovery, learning, and engagement. At the University of Connecticut, we have made tremendous strides in improving our physical infrastructure, as any one can see by looking at our impressive and functional campus, but we still haven't adequately addressed a different kind of infrastructure, one that is far less visible than roads and buildings, namely, our faculty, staff, and students as manifested in their needs for work/life balance, and, more specifically, for childcare.

In the fall of 2003, the Board of Trustees adopted the Academic Plan. The purpose of the Academic Plan is to "provide a set of planning principles and objectives to assist trustees, administration, and faculty in choosing academic priorities over the next decade including 21st Century UConn and capital projects." One of the goals mentioned in the Plan is the recruitment of excellent faculty. In order to attract the best, the university should assess "the needs of incoming faculty for child-care, spousal careers, and rental housing" among other things. The Plan also addresses the need to foster student excellence. To attract the best graduate students, their quality of life should be considered: "Housing and childcare should be available, affordable, and of good quality.... The University of Connecticut should continue to include graduate and professional students in its plan for expanded childcare." These elements of the Academic Plan are mentioned to demonstrate that many facets of the University have an interest in and would benefit from having one specific group dedicated and empowered to investigate the issues of childcare at UConn.

As this report indicates, the University of Connecticut has been grappling with childcare issues for almost three-quarters of a century. Over the past thirty years, we have established a pattern of calls for action, followed by studies of the problem, followed by inaction. Like many of our peer institutions, we have a facility, the Child Development Laboratories, to train professional early childhood educators that also provides care for some children. However, we are unlike many of our peer institutions in that we do not provide additional services and facilities designed specifically to meet the needs of faculty, staff, and students. Thus, at this point in time, we are far behind a number of our peer institutions (as defined by the Provost and Board of Trustees in September 2004. See II.B.5.)

In order to learn more about childcare needs at the University, the Provost's Childcare Implementation Committee (PCIC) contracted with The University of Connecticut Center for Survey Research and Analysis (CSRA) to conduct professional supply and demand surveys concerning childcare. Results of these surveys are discussed in the PCIC Report "An Assessment of Childcare Needs at the University of Connecticut" (Appendix A). Based on this information we are confident that we have ample data to make recommendations on these highly complex issues.

Essentially, we find that issues related to work/life flexibility are very significant to our faculty, staff, and students. We are making some recommendations concerning such flexibility that are

not expensive or labor-intensive, but that involve a conscious change in the university's culture to one supportive of a balance between work and life.

With regard to childcare, we find a need for more spaces for the care of infants and toddlers, and the need for a greater range of available options for days/hours of care -- including more part-time, part-week, and drop-in care. Not surprisingly, we find a great need to find ways to help subsidize the cost of childcare. We also find a need for better communications with families regarding information about existing programs, and about criteria for selecting a program that will meet their needs.

We did not identify an immediate need to erect a childcare facility on campus, as was suggested five years ago by Bright Horizons. We do however, find a need to maintain and enhance an intricate web of childcare options for faculty, staff, and students, which provide affordable, high-quality childcare. For example, while some families prefer one philosophy and range of services at their childcare facility, others want something entirely different. One size, one childcare facility, does *not* fit all.

RECOMMENDATIONS

I. Committee Reorganization

Name: Change the name of The Provost's Childcare Implementation Committee to the University of Connecticut Work/Life Oversight Committee. Make this a permanent committee that reports directly to the Provost and Chief Operating Officer.

Mission: To promote a culture of balanced work and life for University of Connecticut faculty, staff, and students, through the review, development, and implementation of policies and programs.

Budget: Provide the committee with adequate funding for support services and administrative costs.

II. Work/Life Balance

In order to fulfill its mission, the Work/Life Oversight Committee will:

- Find a permanent home and website manager for the Work/Life Connections website and continue to monitor and provide recommendations for the site, as needed.
- Identify and coordinate University resources to research and write appropriate grants for funds to support childcare, eldercare, and work/life balance.
- Promote awareness and implementation of current work/life policies, programs, and resources that apply to faculty, staff, and students.

- Coordinate and oversee the development of work/life training programs for administrators, deans, directors, department heads, managers, and supervisors.
- Promote an atmosphere in which faculty, staff, and students can make use of these policies without fear of disapproval or reprisals, but with the encouraging knowledge that flexibility ultimately increases productivity at UConn.
- Continue to monitor the need for supply and demand for childcare and, as needed, make and implement appropriate recommendations.
- Implement the childcare measures suggested in this report concerning availability, affordability, and quality, as described below.

III. Meeting Childcare Needs

Availability:

- Maintain and enhance awareness of childcare options in Mansfield and throughout the state, as well as criteria for choosing childcare, by monitoring the maintenance, updating, and publicizing of the Work/Life Connections website.
- Increase the availability of part-time and part-week (e.g. two or three days a week) slots. UConn should initiate this through subsidizing such time slots at existing Mansfield facilities so that these facilities can offer part-time and part-week slots without fear of going into the red if the other part of a full-time slot remained empty.
- Increase the availability of slots for infants and toddlers. Given that it is much more expensive for centers to provide such slots (compared to slots for preschool children), UConn could subsidize such slots, or provide subsidies for parents using such slots.
- Increase awareness of faculty, staff, and students of licensed family day care programs.
- Help to establish drop-in center(s) at existing facilities and/or develop a small program of this type on campus.
- Use the Work/Life Connections website as a clearinghouse for openings or anticipated openings at local childcare facilities.
- As needed, and possible, work with centers in order to increase the number of spaces available in total or for UConn families.
- Investigate the possibility of developing a University coordinated family day care network.
- Ensure the availability of adequate transportation and parking to make the local childcare facilities accessible to all.

Affordability:

- Subsidize licensed, accredited Mansfield facilities to make sliding scales possible, and to make more infant/toddler, part-time and part-week slots available. Subsidies could include rent forgiveness.
- Make available bursar credits for undergraduate students and graduate students using licensed, accredited childcare facilities.

Quality:

- Assist existing centers to maintain and enhance accreditation through NAEYC, or through one of the accrediting agencies for Montessori schools.
- Support continuing education and professional development for staff in Mansfield and the State. This can include training programs implemented through the University of Connecticut Child Development Laboratories.

IV. Goals for 2005-2006

- Expand committee membership to reflect a broader range of expertise and responsibilities involving work/life issues.
- Find a permanent home and website manager for the Work/Life Connections website.
- Monitor the maintenance, updating, and publicizing of the website.
- Identify University resources to research and write appropriate grants for funds to support childcare, eldercare, and other aspects of work/life balance.
- Develop strategies to promote awareness and implementation of current work/life policies.
- Develop strategies to increase the availability of part-time and part-week childcare slots and to increase the number of slots for infants and toddlers.
- Develop short-term and long-term plans for subsidizing the licensed, accredited programs in Mansfield.
- Coordinate with Mansfield childcare center directors, along with the Early Childhood Coordinator for the Town of Mansfield, to plan strategies to enhance the availability, affordability, and quality of childcare.
- Investigate the possibilities for providing drop-in care.
- Investigate the possibility of developing a University coordinated family day care network.
- Explore dependent care reimbursement options for all employees.
- Develop a plan for continual monitoring of childcare demand and work/life balance.

HISTORY OF CHILDCARE AT THE UNIVERSITY OF CONNECTICUT

Many groups at the University have worked to address the concern of the limited availability of affordable, quality childcare for employees. Unions, faculty, administration, and numerous committees have spent much time looking for solutions over the past 30 years. While we recognize that there are no easy answers, the PCIC requests that the pattern of sporadic studies with little implementation be broken in favor of well-considered implementations.

- 1934—Nursery School opened as part of the School of Home Economics for the practical training program.
- 1963—Nursery School name changed to Preschool Laboratory when it became part of the School of Family Studies and provided opportunities for research and teaching activities.
- 1960's—Growth of women working on campus, dual family incomes.
- 1972—Preschool Laboratory expanded and relocated into the newly constructed Human Development building. Renamed the Child Development Laboratories (Child Labs). Child Labs serves the university, community, and state as a model demonstration laboratory center for early care and education for young children - including infants, toddlers, preschoolers, and kindergarteners. Its role is to provide a setting for teaching, training, and research in early childhood education and optimal development.
- 1972—Free Women's Collective (precursor to the current Women's Center) was founded. The Day Care Collective was created to work on a proposal for the establishment of a day care facility at UConn.
- 1974—Needs Assessment Survey completed.
- 1978 to 1986—The Child Development Laboratories became a full year program, closing for 2 weeks in August.
- 1983—Child Care Committee of the Women's Center Advisory Board formed.
- 1984—Women's Center conducted a survey for UConn affiliated parents of children under the age of 6 for a comprehensive picture of what the child care needs were for UConn faculty, staff, and students.
- 1986 to 1994—The Child Development Laboratories steadily cut back its summer operation, ultimately closing for the summer by mid-June in 1994 because of budget deficits caused by a decline in summer enrollment, as well as the decision by the School of Family Studies not to subsidize summer sessions on the grounds that it was not an academic necessity for training purposes (its intended mission).
- 1988 to 1989—"Childcare –Everyone's Concern" was written, synthesizing the Women's Center research on childcare at UConn.

- Circa 1987—UCPEA and AAUP negotiated a pool of monies to be made available to subsidize childcare fees of their members at the Child Labs.
- Circa 1990—UConn entered into an agreement with the Town of Mansfield to fund the building and on-going support of a new daycare and preschool facility—Mansfield Discovery Depot. The University provided \$495,000 to assist in funding the construction project.
- 1991—Mansfield Discovery Depot opened to the community. Under an annually renewed personal service agreement, UConn provided the center \$75,000 the first year. The next year, funding increased to \$78,750, and has remained at this figure to the present.
- 1993—with the dissolution of the Mansfield Training School and subsequent transfer of its properties to UConn, the building leased by Willow House, a daycare and preschool facility sponsored by District 1199 of the New England Health Care Employees Union located at the former training school, became UConn property. A \$1 per month lease agreement, previously held with the DPW, remained in effect between Willow House and UConn.
- 1993—Child Labs opened the newly constructed infant wing, devoting space exclusively to infants.
- 1998 to 2005—the lease agreement between Willow House and UConn was amended, increasing the rent to \$375 per month. Current rent is \$475 per month.
- Circa 1991—UCPEA and AAUP renegotiated a larger pool of monies to be made available to reimburse members for childcare expenses incurred at any state-licensed childcare facility.
- 1999—Bright Horizons Family Solutions was commissioned by employee unions (AAUP, UCPEA and AFSCME) and University administration to conduct “a Child Care Needs Assessment and Feasibility Study.”
- 2000—Bright Horizons Study was completed. Among the key findings:
 - Child care needs and issues among the UConn workforce are increasing.
 - Available child care options do not meet the needs of UConn’s working parents in terms of quality, availability, and flexibility.
 - Child care issues are negatively impacting productivity
 - Focus group participants and interviewed leaders strongly support a child care center at UConn that meets the needs of working parents.
 - All peer institutions in a benchmark study have at least one child care center.
- 2000 to 2002—Child Labs summer session was re-opened for Infants and Toddlers, operating until mid-July. It was discontinued after three summers due to lack of enrollment and insufficient revenues from parent fees to cover program costs.

- 2001—Child Care Now ad hoc committee formed in November with the mission to “Ensure ongoing action regarding the recommendations put forward in the Child Care Needs Assessment and Feasibility Study of June 2000, until such time as these recommendations are implemented”.
- 2002—AAUP’s Committee W wrote to the University Senate asking for follow up on the Bright Horizons study. After being contacted by the University Senate, Chancellor John Petersen formed the Chancellor’s Childcare Implementation Committee (CCIC) to explore and recommend options to provide high quality, affordable childcare for the University’s faculty, staff, and students.
- 2003— The CCIC investigated costs of various possible expansions of the Child Labs.
- 2004—With a change in the University’s organization and administrative titles, the name of the Committee was changed to the Provost’s Childcare Implementation Committee (PCIC). The committee now reports to the Provost and Executive Vice President for Academic Affairs.
- 2004 to 2005—The Committee has accomplished the following:
 - Spring 2004—the PCIC commissioned CSRA to conduct updated supply and demand surveys. The surveys were conducted in the fall semester of 2004.
 - Fall 2004—the interim Provost and Chief Operating Officer issued a “Work/Life Flexibility Statement,” which was developed in collaboration with the PCIC
 - May 2005—the PCIC gave a status report of committee activities to the University Senate: (<http://senate.uconn.edu/Report.20050502.childcare.htm>).
 - June 2005—the “Work/Life Connections” website, developed by the PCIC, was launched (www.worklife.uconn.edu).
 - July 2005—based on the results of the CSRA survey the PCIC, in collaboration with CSRA, prepared a report “An Assessment of Childcare Needs at the University of Connecticut” (see Appendix A).
 - August 2005—the PCIC presented a report “Childcare and Work/Life Issues at the University of Connecticut” to the Provost and Executive Vice President for Academic Affairs, which included the childcare needs assessment report noted above.

PROVOST'S CHILDCARE IMPLEMENTATION COMMITTEE: History, Current Activities, and Recommendations

I. History of the Committee

As previously stated, there is a recognized need for more and better childcare at the University. In 1999, Bright Horizons Family Solutions was commissioned by AAUP, UCPEA, AFSCME, and University administration to conduct a "Child Care Needs Assessment and Feasibility Study." The final report was delivered in June of 2000.

In light of the realization that there was no clear authority through which to implement any of the suggestions of the study, the University Senate made a request to then Chancellor John Petersen to make childcare a priority. In November 2002, Dr. Petersen formed the Chancellor's Childcare Implementation Committee (CCIC) and charged the members to "continue to explore options for childcare for our faculty, staff, and students." The original co-chairs of the Committee were Veronica Makowsky (Associate Dean of CLAS) and Karla Fox (Associate Vice Chancellor). Michelle Helmin, Special Assistant to the Provost, replaced Karla Fox as co-chair in 2003.

In the fall of 2003, the Board of Trustees adopted the Academic Plan. The purpose of the Academic Plan is to "provide a set of planning principles and objectives to assist trustees, administration, and faculty in choosing academic priorities over the next decade including 21st Century UConn and capital projects." One of the goals mentioned in the Plan is the recruitment of excellent faculty. In order to attract the best, the university should assess "the needs of incoming faculty for child-care, spousal careers, and rental housing" among other things. The Plan also addresses the need to foster student excellence. To attract the best graduate students, their quality of life should be considered: "Housing and childcare should be available, affordable, and of good quality.... The University of Connecticut should continue to include graduate and professional students in its plan for expanded childcare." These elements of the Academic Plan are mentioned to demonstrate that many facets of the University have an interest in and would benefit from having one specific group dedicated and empowered to investigate the issues of childcare at UConn.

Recently, the CCIC has been renamed to reflect an organizational change. It is now the Provost's Childcare Implementation Committee (PCIC) and reports to Peter J. Nicholls. The co-chairs are Veronica Makowsky, Vice Provost for Undergraduate Education and Regional Campus Administration, and Terri Dominguez, Manager, Department of Environmental Health and Safety.

II. Committee Activities

A. Initial Steps

1. Child Labs Expansion Proposal to Child Care Implementation Committee

Karla Fox requested, during the May 2003 CCIC meeting, a proposal to expand the Child Labs that would include provisions for summer programming and expansion of space to accommodate

additional families. Charlotte Madison and Deborah Adams, administrators of the Child Labs, designed a two-phase plan.

Phase I outlined possibilities to expand the current 37- week calendar to a 46- week calendar, estimated cost of staffing, and requested air conditioning. After factoring parent fees, enrollment, and staffing, the cost to the university would have been approximately \$180,000 plus the cost for air conditioning (app. \$87,000) to support a summer program. Approximately \$98,000 would be needed annually from the university to operate the additional 9- week summer program expansion.

Phase II outlined possibilities to increase enrollment by approximately 42 children. Renovation to the building, construction of an additional playground, staffing considerations, parent fees, and start up costs were considered in determining that \$418,000 would be needed from the university to implement phase II. Approximately \$200,000 would be needed annually from the university to operate an expansion in enrollment.

The proposal was discussed in detail by Charles Super, Dean of the School of Family Studies, Karla Fox, Veronica Makowsky, Charlotte Madison, and Deborah Adams before submitting it to Chancellor Petersen. In late July Chancellor Petersen rejected the proposal stating that the money issue was too great. Given the history of summer programs, the Child Labs has not run any summer sessions since 2001.

2. Compiling the History of Childcare at the University of Connecticut

In order for the committee to have a perspective about childcare at the University, the committee compiled a history of initiatives and activities related to childcare that have taken place at the University. This history traces childcare related issues for eighty years, from 1934 to the present. This history is presented at the beginning of this report.

B. Multi-faceted Approach

Though the expansion of the Child Labs would have increased the number of UConn families with childcare needs served, the PCIC recognized that the Child Lab expansion would not have adequately addressed all the childcare issues of the University community. The committee also recognized that the Child Labs' essential mission is not to provide childcare for the university, but to provide a setting for teaching, training, and research in early childhood education and development.

The PCIC recognized the need to take a multi-faceted approach that addresses work-life issues, not just childcare, and that is based on up-to-date research, and so has done the following:

1. Work-Life Flexibility Statement

The Administration, working with the Provost's Childcare Implementation Committee and the Child Care Now ad hoc committee, recognized that a philosophical statement that clarified its position on the issue of work-life flexibility was critical as a first step in promoting a culture that

supports work and life effectiveness within all divisions of the University community. Such a statement also would serve to inform employees and their supervisors and managers of existing policies, procedures, and resources available to support work-life flexibility, thereby promoting understanding and consistency in their implementation.

In the fall of 2004, Interim Provost, Fred Maryanski and Chief Operating Officer, Linda Flaherty-Goldsmith codified the University's support by issuing the following statement to the University community:

It is a constant challenge to balance the many facets of our lives. The University of Connecticut is committed to providing an educational and working environment for students, faculty, and staff that recognizes the demands of study, work, and personal life, and promotes flexibility in meeting these demands. While the University must fulfill its mission of striving for excellence, it also is committed to fostering an environment that is responsive to employees' and students' personal obligations and commitments. Flexibility that does not diminish operating standards and the achievement of academic goals is not only possible, but desirable. The University benefits in improved recruiting and retention, reduced absenteeism, and increased levels of productivity, motivation, and morale, all of which contribute toward excellence.

The University demonstrates its support for work-life flexibility through the implementation of established policies, procedures, practices, and contractual agreements, as found in union contracts and at www.policy.uconn.edu. Faculty and staff in managerial or supervisory positions should be familiar with such contracts and policies, as well as with programs and procedures available to assist employees, including student employees, and should, to the extent possible, implement these policies and procedures. Additionally, faculty should be aware of the work-life demands upon graduate assistants and, where to the extent possible, provide flexibility, while maintaining academic standards.

2. Work/Life Connections Website

In an effort to provide access to useful childcare and other work/life information and resources, the committee developed the "Work/Life Connections" website (www.worklife.uconn.edu). It was officially launched and announced to the University community by Provost Peter J. Nicholls in June 2005. The website includes the Work/Life Flexibility Statement, information and updates of the PCIC, and links to University work/life policies and procedures. It is also a clearinghouse of work/life related topics, including how to locate and select childcare; parenting resources; senior services and eldercare; and other useful links. Links to the web page were placed on the HR, Faculty/Staff, University Index, and other University web pages.

3. Review of Existing Centers and Agreements

The PCIC visited three existing centers in Mansfield to determine ways that UConn might assist them so that UConn parents can maintain flexibility, choice, and quality. All three centers are private, non-profit, state-licensed, and are either accredited or in the process of re-accreditation

with the National Association for the Education of Young Children (NAEYC). These centers included Mansfield Discovery Depot (MDD), Willow House, and Community Children's Center.

Mansfield Discovery Depot (MDD) is housed in a building, built in 1991, that is owned by the Town of Mansfield. The University provided \$495,000 to assist in funding the construction project. Since its inception, the University has had a personal service agreement with the town, in which UConn currently allocates \$78,750 annually to help fund the center. This agreement requires that one-third of the total available enrollment is set aside for the children of University employees and students. The center contracts with the Town for grounds work and maintenance. In addition, the Town provides some on-going in-kind services, such as financial services and access to group insurance rates.

Willow House opened in 1987 as a childcare center for Mansfield Training School employees, operated by District 1199 of their healthcare union. With the dissolution of the Mansfield Training School and subsequent transfer of its properties to UConn, the building leased by Willow House became UConn property. A \$1 per month lease agreement, previously held with the DPW, remained in effect between Willow House and UConn until 1998, when the rent was increased to \$375 per month. The current rent is \$475 per month.

The Community Children's Center (CCC) is a parent-owned and operated cooperative facility that was formed in 1970 by a group of Mansfield parents. Formerly housed in the basement of a local church, in 2004 it moved into its own newly constructed facility built with a \$300,000 direct loan from the Rural Development Agency of the United States Department of Agriculture. CCC currently has no agreement with the University.

4. Supply and Demand Surveys

In light of the dated material and questionable objectivity of the Bright Horizon's study, the PCIC commissioned the University's Center for Survey and Research and Analysis to conduct updated supply and demand surveys to provide more up-to-date data regarding child care needs. The surveys were conducted in the fall of 2004. Survey results were compiled in a report entitled "Assessment of Childcare Needs at the University of Connecticut" (Appendix A) and that incorporates the responses of full-time employees and graduate students. Attempts were made to reach undergraduate students; however, due to a low response rate, information about this group was not included in the report. The report was presented to the Provost in July 2005. A summary is presented below.

Responses to the survey

- Demand survey: There was an excellent response rate with approximately 50 percent of both faculty and staff, and 30 percent of graduate students responding. Of those who responded, 589 indicated having a child younger than six.
- Supply survey: Responses were obtained from all eight licensed center/school programs in Mansfield. Even with repeated attempts to gain information, a number of

the licensed family day care homes did not reply. Thus, data concerning these programs are not included in the report.

Information about respondents with at least one child younger than six:

- Approximately equal numbers of men and women filled out the survey, indicating that childcare is a “family” issue, not a “women’s only” issue.
- 90% share childcare responsibilities with someone else; 10% are raising children alone.
- Over 60 percent live within 15 miles of the Storrs campus.
- 64 percent use some form of paid childcare.
- Of those who use paid childcare, 44 percent use a childcare facility located in Mansfield.
- For those who use paid childcare in Mansfield 91 percent use center care, 7 percent use a home care provider, and 1 percent arrange for care in their own home.

Satisfaction with paid childcare:

- 58 percent of the respondents would like to change their childcare arrangements. The primary reasons for wanting a change are: cost, location, quality of care, and availability – especially the availability of part-time care.
- Priorities for selecting childcare included: affordability, finding part-time care, avoiding full time rates for part-time care, finding care during the summer, finding care during UConn holidays, finding care during inclement weather, and finding care before 8:00 A.M. These priorities varied somewhat, depending on whether the respondent was faculty, staff, or a graduate student.
- When asked about the acceptability of different types of paid childcare arrangements, 95 percent rated center-based care as very or somewhat acceptable; 66 percent rated care in a private home as very or somewhat acceptable.

Impact of childcare responsibilities on workplace performance:

- Respondents indicated that childcare responsibilities, including problems with childcare, significantly affected their performance at work or school. For example, they reported that over the last year they missed an average of six days of work due to childcare responsibilities; and that they had to leave school/work early or come in late on an average of seven days.

- A majority of staff and graduate students indicated that childcare issues caused them to avoid pursuing a position or course with greater responsibility; a majority of faculty and graduate students indicated that childcare issues caused them to reduce their workload or class schedule.
- Nearly a third of respondents indicated that they seriously considered leaving their job or dropping out of school because of childcare issues.

Childcare facilities in Mansfield:

- In Mansfield there are eight state-licensed centers/schools for the care of children under six. These programs provide 39 full-day slots for infants; 62 full-day slots for toddlers; and 171 full-day slots for preschool children. In some centers it is possible for full-time slots to be shared by part-time students. For preschoolers there also are 132 half-day slots. Programs are full and maintain waiting lists.
- In the full-day centers, 72 percent of the infant spaces, 65 percent of the toddler spaces and 47 percent of the preschool spaces are used by UConn families. (Similar data for the half-day programs were not available.)
- Fees per child for full-day care range from \$800 to \$920 for infants, from \$641 to \$905 for toddlers, and from \$641 to \$840 for preschoolers.
- Most full-day programs are open from 7:00 or 7:30 AM until 5:30 PM.
- Only three centers have summer programs.
- Six of the centers close for holidays on days that UConn has classes.
- More information is needed about licensed family childcare homes in Mansfield.

Do current programs in Mansfield meet the identified needs?

- The cost of care rules out the possibility for many families of care in a licensed center in Mansfield.
- There is a need for more spaces for infants and toddlers.
- There is a need for more part-time spaces and more flexibility in scheduling (e.g. two days a week) than currently is available.
- There is a need for care during the summer and on holidays when UConn is open.

- With so little space currently available it is clear that modest increases in university positions and/or the birth rate would quickly result in childcare shortfalls, especially for those needing infant or toddler care.

5. Review of Childcare Programs at Peer Institutions

In a September 2004 article in the *Advance*, Provost Fred Maryanski identified “a new set of peers among public universities” for the University of Connecticut. This group includes Georgia, Iowa, Iowa State, Ohio State, Purdue, Minnesota, Missouri, and Rutgers. He stated that “. . . in terms of undergraduate education, research, diversity, development, and reputation . . . this group of institutions . . . represents the next level through which UConn must advance in order to fulfill its goal of being recognized as a premier public university. This peer group clearly positions us as a national institution. It is our goal to be at the top of this group within five years.”

As a benchmarking exercise, the PCIC conducted a review of the childcare and work-life services offered at these peer institutions. Like many of our peer institutions, we have a facility, the Child Development Laboratories, to train professional early childhood educators that also provides care for some children. However, we are unlike many of our peer institutions in that we do not provide additional services and facilities designed specifically to meet the needs of faculty, staff, and students. Thus, at this point in time, we are far behind a number of our peer institutions.

University of Georgia

The University of Georgia has a Child and Family Development Center (McPhaul Center) much like the Child Labs at UConn. It is partly a research unit for the College of Family and Consumer Sciences and does not have resources to expand. In February 2000 the Executive Committee of the University Council proposed doing a feasibility study for a campus child-care facility. The McPhaul Center is still the only childcare offered at this time. Further information about the feasibility study proposal was unavailable.

University of Iowa

The University of Iowa provides space for three contracted privately operated child care centers, including a Bright Horizons facility. Additional information is provided through a contracted non-profit organization (4Cs) that provides referral services for child care and other family related services. Dependant care assistance programs (DCAP) are available for faculty and staff. Undergraduate students can obtain funding assistance through CCAMPIS with additional subsidies offered to both graduate and undergraduate students. For undergraduate and graduate students needing some evening childcare assistance to complete papers, participate in study groups, or meet other university obligations, subsidies are available for up to \$120/academic year for the first child and \$80/academic year for a second child.

The University of Iowa also maintains an office of Family Services, a division Human Resources. This office provides resources for faculty, staff, and students pertaining to childcare, elder care, flexible work arrangements, and housing/relocation.

Iowa State

Iowa State has a Center for Child Care Resources. Their mission is to actively respond to community needs for affordable and accessible quality childcare by providing resources, education, and advocacy for children, parents, childcare providers, and employers. The Center for Child Care Resources is one agency in a statewide system of childcare resource and referral agencies dedicated to enhancing child care and family services. CCR provides childcare resource and referral services to Boone, Hardin, and Story Counties in Central Iowa. The agency is operated as a non-profit organization governed by a volunteer Board of Directors.

Ohio State

The OSU Child Care Center is a department of the Office of Human Resources with services available for children ages 6 weeks and older. The available programs range from a regular daytime and evening program that is available 6am-Midnight for children 6 weeks thru kindergarten, a kindergarten program for children 5 years and older, an evening class program for parents who are taking or teaching evening classes, and a summer recreational program for ages 6-11 years. Additionally, the center offers occasional evening childcare for children 8 weeks thru 12 years old. Tuition is charged on a sliding scale based on income; days of care needed; and enrolled age group.

The OSU Child Care Center has also developed a Parent Advisory Committee (PAC) to provide an avenue for communication and participation for center families. The committee's mission is to formally integrate families into The Ohio State University Child Care Center by advocating for families, enhancing communication, and influencing policy decisions.

More detailed information about their child care program can be found in the Parent Handbook: <http://hr.osu.edu/cc>.

Purdue University

Purdue offers two campus childcare programs, a Child Development Laboratory (CHILD LABS) and a Purdue Child Care Program (PCCP) that are part of the Department of Child Development and Family Studies. Fees for university-affiliated families are based on income ranges, and enrollment is distributed over a multi-tiered income structure to allow lower income student families to participate. Children aged 6 weeks to 2 years can enroll in the CHILD LABS for a morning or afternoon session, Monday thru Thursday. Children aged 2 – 5 years also have the option to enroll in the full day, year round PCCP.

A child care packet was developed to assist employees in researching and selecting child care options in the university area:

<https://www2.itap.purdue.edu/bs/HR/Child%20care%20packet%20landscape.pdf>

University of Minnesota – Twin Cities

The Institute of Child Development Department of Child Psychology (CPsy) at the University of Minnesota has long been a premier center of scholarship, teaching, and outreach devoted to the understanding and fostering of child development. Founded in 1925, the Institute is one of the oldest centers for the study of children's development in the United States. Early childhood education has been linked to the efforts of the Institute since its beginning. The Shirley G. Moore Laboratory School, also in operation since 1925, is housed at the Institute. The Shirley G. Moore Laboratory Nursery School provides model-training experiences for teachers of young children at both graduate and undergraduate levels and serves as an active center of child study and research. It is open to the public and provides developmentally oriented education to approximately 100 two-to five-year-old children.

The Institute has provided growing space for several centers as they developed, among them the Irving B. Harris Training Center for Infant and Toddler Development; and the Children, Youth and Family Consortium, which provides a wide range of information and resources about children and families, connecting research, teaching, policy, and community practice.

University of Missouri – Columbia

University of Missouri – Columbia has a Child Development Lab (CDL), which is open to the community. There is no discount for University employees. The CDL is able to provide care for seven infants, eight toddlers, 39 preschoolers and 26 school-aged children. The CDL is an educational setting for community children and a teaching and research laboratory for University students, faculty and staff. The CDL operates a full-day, full-year teacher-training lab school affiliated with the Department of Human Development and Family Studies (HDFS) within the College of Human Environmental Sciences (HES). The CDL is licensed and accredited and was rated as one of the top ten child care centers in the nation by Child Magazine in 1992. The CDL serves 90 families with children from six weeks of age through third grade. Promoting high quality early education in a model setting is a primary goal.

They also have a Student Parent Center, which is a state-licensed, full-service childcare facility available to student parents who attend the University of Missouri-Columbia. The Center offers flexible, full-day care to children who are six weeks to four years old. It is close to the campus; offers sliding scale fees, flexible semester-based scheduling, low child-to-adult ratio, and a 2, 3 or 5-day program. It currently offers care to 52 children and serves as many as 80 families.

Rutgers – State University of New Jersey

Rutgers, New Brunswick/Piscataway Campus, offers one campus facility and two affiliated community facilities. The community centers offer priority and discounts for Rutgers affiliated individuals and provide a variety of daytime and after-school care options.

RECOMMENDATIONS

I. Committee Name and Mission

In recognition of the need to take a multi-faceted approach that addresses work-life issues, such as eldercare as well as childcare, the PCIC recommends that the committee continue to address work-life issues in an expanded and on-going manner. The name of the committee should change to the Work/Life Oversight Committee to reflect this expanded function. In addition, the committee should become a permanent committee that reports to a more encompassing level of administration. Currently, the committee reports to the Provost, however, many of the issues and employees involved affect both the academic and administrative divisions of the University. Therefore, a more appropriate reporting line would be to both the Provost and Executive Vice President for Academic Affairs and the Vice President and Chief Operating Officer.

We recommend that the mission of the Work/Life Oversight Committee be to promote a culture of balanced work and life for University of Connecticut faculty, staff, and students, through the review, development, and implementation of policies and programs.

We also recommend that the committee be given a budget to adequately fund support services and administrative costs.

II. Work/Life Balance

In order to fulfill its mission, we recommend that the Work/Life Oversight Committee:

- Find a permanent home and website manager for the Work/Life Connections website and continue to monitor and provide recommendations for the site, as needed.
- Identify and coordinate University resources to research and write appropriate grants for funds to support childcare, eldercare, and other aspects of work/life balance.
- Promote awareness and implementation of current work/life policies, programs, and resources that apply to faculty, staff, and students.
- Coordinate and oversee the development of work/life training programs for administrators, deans, directors, department heads, managers, and supervisors.
- Promote an atmosphere in which faculty, staff, and students can make use of these policies without fear of disapproval or reprisals, but with the encouraging knowledge that flexibility ultimately increases productivity at UConn.
- Continue to monitor the need for supply and demand for childcare, and as needed, make and implement appropriate recommendations.
- Implement the childcare measures suggested in this report concerning availability, affordability, and quality, as described in the next section.

III. Meeting Childcare Needs

Based on the results of the supply and demand surveys conducted by the Center for Survey Research and Analysis at the University of Connecticut, the PCIC offers the following recommendations:

Availability:

- Maintain and enhance awareness of childcare options in Mansfield and throughout the state, as well as criteria for choosing childcare, by monitoring the maintenance, updating, and publicizing of the Work/Life Connections website.
- Increase the availability of part-time and part-week (e.g. two or three days a week) slots. UConn should initiate this through subsidizing such time slots at existing Mansfield facilities so that these facilities can offer part-time and part-week slots without fear of going into the red if the other part of a full-time slot remains empty.
- Increase the availability of slots for infants and toddlers. Given that it is much more expensive for centers to provide such slots (compared to slots for preschool children) UConn could subsidize such slots, or provide subsidies for parents using such slots.
- Increase awareness of faculty, staff, and students of licensed family day care programs.
- Help to establish drop-in center(s) at existing facilities and/or develop a small program of this type on campus.
- Use the Work/Life Connections website as a clearinghouse for openings or anticipated openings at local childcare facilities.
- As needed, and possible, work within centers to increase the number of spaces available in total or for UConn families.
- Investigate the possibility of developing a University coordinated family day care network.
- Ensure the availability of adequate transportation and parking to make the local childcare facilities accessible to all.

Affordability:

- Subsidize licensed, accredited Mansfield facilities to make sliding scales possible and to make more infant/toddler, part-time and part-week slots available. Subsidies could include rent forgiveness.

- Make available subsidies in the form of bursar credits for undergraduate students and graduate students using licensed, accredited childcare facilities.

Quality:

- Assist existing centers to maintain and enhance accreditation through NAEYC, or through one of the accrediting agencies for Montessori schools.
- Support continuing education and professional development for staff in Mansfield and the State. This can include training programs implemented through the University of Connecticut Child Development Laboratories.

APPENDIX A

*An Assessment of Childcare Needs
at the University of Connecticut*

An Assessment of Childcare Needs at the University of Connecticut

Prepared by the Provost's Childcare Implementation Committee

in collaboration with

the Center for Survey Research and Analysis

at the

University of Connecticut

July 2005



RESEARCH DESIGN

The Center for Survey Research and Analysis (CSRA), working on behalf of the University of Connecticut Childcare Implementation Committee, conducted an assessment of childcare needs at the University of Connecticut. This assessment involved two surveys. One was a “demand” survey of university faculty, staff, and graduate students, designed to identify priorities and preferences for various paid childcare alternatives and to identify the impact of childcare responsibilities on their performance at work or school. The second was a “supply” survey designed to ascertain existing childcare programs in the Town of Mansfield.

Sampling

Demand survey. The target population was full-time employees and graduate students of the University of Connecticut at Storrs. The sample frame consisted of active email accounts maintained by the University. All faculty, staff, and graduate students are provided with an email account shortly after arriving at the university, which remains active until shortly after they officially depart the university. It should be noted that the sample frame’s coverage of the target population is inexact for two reasons: (1) delays in the activation and deactivation of email accounts, and (2) graduate students maintain email accounts while they work on their dissertation, even after they have left the university vicinity. Undergraduates were targeted via email, ads in the Daily Campus, and the student portal webpage (www.students.uconn.edu). However, due to a low response rate (11 responses), data for this group are not included in this report.

Supply survey. The target population was all licensed childcare centers and family day care homes in Mansfield. However, even with repeated attempts to gain information, a number of the licensed family day care homes did not reply. Thus, data concerning these programs are not included in the report.

Conducting the Surveys

Demand Survey. Two weeks in advance of distributing the survey, an email notice was sent on behalf of the Provost’s office notifying university personnel of an upcoming survey on childcare needs and requesting their participation. On October 26, 2004, an email containing the survey was sent to all faculty, staff, and graduate student university email accounts. This mailing described the objectives of the survey, encouraged participation, and provided a hyperlink to the survey located on a World Wide Web page hosted by VOXCO, a global software developer specializing in applications for collecting and processing data. Two weeks later a reminder to participate was sent to university faculty, staff, and graduate students who had not yet returned the instrument. The hyperlink and accompanying web page received responses through January 9, 2005.

In addition a paper questionnaire was mailed on December 1, 2004 to the university postal addresses of all eligible faculty and staff who had yet to respond. This was done to ensure that individuals with malfunctioning email accounts or infrequent access to email programs would have an opportunity to complete the survey. Postal surveys received by January 12, 2005 were included in the analysis. Graduate students who had yet to respond were contacted via a third email.

Supply Survey. During October of 2004 phone calls were made to all licensed childcare centers and family day care homes in Mansfield. Directors were asked about the number of infants,

toddlers, and preschoolers they can enroll in their center, and about various components of the program such as hours, fees, and summer and vacation schedules. Follow-up telephone calls were made, as needed.

Responses

Demand Survey

- Overall 3466 members of the university completed the instrument, out of 8697 who were asked to participate, a 39.9% response rate.
- 54.4% of the faculty (768 out of 1411) completed the survey.
- 49.0% of the staff (1285 out of 2621) completed the survey.
- 30.3% of graduate students (1413 out of 4655) completed the survey.
- The sample was not weighted because CSRA did not possess sufficient demographic information about those who chose not to participate.

Supply Survey

- Responses were obtained from all eight licensed center/school programs in Mansfield.

CHILDCARE NEEDS

Childcare needs were defined as: having or sharing responsibility for a child under six years of age. Such children are not yet eligible for admission to public schooling and often require paid care if parents are to continue working.

Current Childcare Needs

Table 1 shows the proportion of respondents who have childcare needs by university position. Overall, 17 percent of all respondents currently have children younger than six (see Table 1).

Table 1 Respondents with Childcare Responsibilities, by University Position				
Priority	University Position			
	Total	Faculty	Staff	Grad
Yes	17%	20%	16%	15%
No	83%	80%	84%	85%
Number of cases	3466	768	1285	1413
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Childcare needs vary somewhat by university position. Twenty percent of the faculty who responded currently have children under six, compared to 16 percent of the staff and 15 percent of graduate students.

Number of Children

Table 2 shows the number of children who are younger than six years of age, for respondents who have child care needs, by university position. Overall, 72 percent of respondents have 1 child, 25 percent have two children, and 4 percent have more than two children under six.

Table 2 Number of Children Younger than Six, by University Position				
Number of Children	University Position			
	Total	Faculty	Staff	Grad
1 Child	72%	66%	73%	75%
2 Children	25%	31%	24%	21%
3 Children	3%	3%	3%	4%
4 Children	1%	1%	0%	1%
Number of cases	574	151	229	194
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis				

Faculty who responded have a greater number of children than their counterparts, with 34 percent having more than one child, compared to 27 percent of staff and 25 percent of graduate students.

Demographics

Table 3 shows the demographic composition of respondents with children under six by university position. Looking at gender, approximately equal percentages of men and women filled out the survey, indicating that childcare is a “family,” not a “women’s only” issue. Nearly two-thirds of those with childcare needs are between 30 and 39 years of age, with 11 percent under 30 years old and 26 percent over 40 years old. More than half of those with childcare needs have been at the university for less than five years, with 85 percent having been at the university less than 10 years. Fifty-nine percent are at the university full time, whereas 41 percent are at the university

part-time. 61 percent of those with childcare needs reside within 15 miles of the university. Most respondents share childcare responsibilities with someone else. Incomes of households with childcare needs are diverse, with 19 percent earning less than \$40,000 annually, 38 percent earning between \$40,000 and \$80,000, and 43 percent earning more than \$80,000 annually.

There is some variation in the demographic composition of those with childcare needs by university position. A greater proportion of faculty with childcare needs work more than 35 hours a week. Staff members with childcare needs have been at the university for a longer period of time than their counterparts. Graduate students have a significantly lower income than staff members, whose income is significantly lower than the faculty. There were hardly any differences in age, residential location, and responsibility sharing between faculty, staff, and graduate students.

Demographic	University Position			
	Total	Faculty	Staff	Grad
Women	51%	35%	63%	50%
Men	49%	65%	37%	50%
18 – 29 Years of Age	11%	3%	8%	22%
30 – 39 Years of Age	63%	62%	64%	64%
40 Years of Age and Older	26%	35%	29%	13%
Less than 5 years at the University	53%	57%	37%	68%
5 – 10 Years at the University	30%	30%	34%	26%
More than 10 Years at the University	18%	13%	30%	6%
Work at the University 25 hours or less weekly	21%	10%	8%	46%
Work at the University from 26 to 35 hours weekly	21%	12%	30%	16%
Work at the University more than 35 hours weekly	59%	79%	62%	38%
Residence is 5 miles or less from Storrs	22%	31%	15%	23%
Residence is 6 to 15 miles from Storrs	39%	33%	46%	34%
Residence is more than 15 miles from Storrs	39%	35%	39%	43%
Share childcare responsibilities	90%	91%	91%	87%
Do not share childcare responsibilities	10%	9%	9%	14%
Household earns less than \$40,000 annually	19%	1%	9%	46%
Household earns between \$40,000 and \$80,000 annually	38%	32%	47%	32%
Household earns more than \$80,000 annually	43%	67%	44%	22%

Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.

USE OF PAID CHILDCARE

Next, the survey considered respondents' current childcare arrangements.

Use Paid Childcare

Sixty-four percent of respondents with children under six pay for childcare arrangements (see Table 4). Faculty and staff are much more likely to pay for care than graduate students. 71 percent of the faculty and 67 percent of staff members pay for childcare (see Table 4), compared to 55 percent of graduate students.

Table 4 Respondents with Child in Paid Childcare, by University Position				
Priority	University Position			
	Total	Faculty	Staff	Grad
Yes	64%	71%	67%	55%
No	36%	29%	33%	45%
Number of cases	578	151	231	196
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Use Paid Childcare in Mansfield

Of those who pay for childcare, 44 percent use a childcare facility located in Mansfield (see Table 5). The faculty (53 percent) makes the greatest use of paid care in Mansfield. 40 percent of both staff members and graduate students who use childcare, use services based in Mansfield.

Table 5 Respondents who Employ Childcare in Mansfield, by University Position				
Priority	University Position			
	Total	Faculty	Staff	Grad
Yes	44%	53%	40%	40%
No	56%	47%	60%	60%
Number of cases	368	107	154	107
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Type of Paid Childcare Used in Mansfield

Table 6 shows the types of paid childcare arrangements made by respondents who use childcare in Mansfield. It is noteworthy that 91 percent of these respondents use a childcare center. Seven percent employ a home childcare provider in the area, and 1 percent pay someone to look after their children in their own home.

Table 6 Type of Childcare Employed in Mansfield, by University Position				
Priority	University Position			
	Total	Faculty	Staff	Grad
Childcare Center	91%	98%	86%	91%
Home Provider	7%	2%	13%	9%
Own Home Arrangement	1%	0%	2%	0%
Number of cases	148	56	53	39
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Mansfield Childcare Centers

Because the overwhelming number of people who employ childcare services in Mansfield use childcare centers, we focus our attention on these facilities. Mansfield has eight childcare centers that care for children younger than six years of age (see Table 7). All have been open for at least 17 years. The Mansfield Public Schools preschool classrooms and the Oak Grove Montessori School preschool class, which are parts of elementary school programs, are licensed by the State Department of Education (SDE). All of the other programs are licensed by the State Department of Public Health (DPH). All centers, except the two Montessori schools, have National Association for the Education of Young Children (NAEYC) accreditation or pending NAEYC accreditation.

Center	Legal Status	Licensed/Approved	Accreditation	Years Open
Community Children's Center	NPO and parent cooperative	DPH	NAEYC pending	34
Mansfield Discovery Depot	NPO and independent	DPH	NAEYC	34
Mansfield Public Schools	Public school	SDE	NAEYC	UA
Mt. Hope Montessori	NPO and independent	DPH	No	42
Oak Grove Montessori	NPO and independent	SDE	No	23
Storrs Community Nursery School	NPO and parent cooperative	DPH	NAEYC pending	37
UConn Child Labs	NPO and school-affiliated	DPH	NAEYC	30+
Willow House	NPO and parent cooperative	DPH	NAEYC	17

Notes: NPO—not-for-profit organization; DPH—Department of Public Health; SDE—State Department of Education; NAEYC—National Association for the Education of Young Children

Space Availability

Examining the capacity of these facilities reveals that little space is available (see Tables 8a and 8b). Currently, there are 39 full-day spaces available for infants (6 weeks to 18 months), all of which were occupied during fall 2004. 62 full-time spaces were available for toddlers (18 months to 3 years), of which only 2 were open during fall 2004. There were no part-time spaces for infants or toddlers. For preschoolers (3 to 6 years), 171 full-time spaces were available, of which 2 spaces were open. For preschoolers 132 half-time slots were available, of which 7 were open.

There is considerable demand from UConn families for the spaces that are available. 72 percent of spaces in Mansfield childcare centers available for infants are used by UConn families. 65 percent of spaces designated for toddlers are used by UConn personnel. For preschoolers 47 percent of the full-day spaces are used by UConn families. Complete data about UConn families for the preschool spaces in half-day programs are not available.

With so little space currently available it is clear that modest increases in university positions and/or the birth rate would quickly result in childcare shortfalls, especially among those needing infant or toddler care.

Center	Infants			Toddlers			Preschoolers		
	Total ₂	UConn ³	Open ⁴	Total ₂	UConn ³	Open ⁴	Total ₂	UConn ³	Open ⁴
Community Children's Center	•	•	•	10	8	0	16	11	0
Mansfield Discovery Depot	12	7	0	24	11	0	48	26	0
Mt. Hope Montessori	•	•	•	•	•	•	32	3	2
Oak Grove Montessori	•	•	•	•	•	•	21	1	0
UConn Child Labs	16	15	0	20	17	2	40	32	0
Willow House	11	6	0	8	4	2	14	8	0
Total	39	28	0	62	40	4	171	81	2

Notes: ¹ Capacity as determined by the centers for best practice. In many cases this number is less than maximum capacity permitted by State licensing. ²Numbers indicate full-day slots. In some centers full-day slots may be shared by part-time students. ³Use as of October 2004. ⁴Openings as of October 2004. • – Not applicable.

Center	Infants			Toddlers			Preschoolers		
	Total ₁	UConn ²	Open ³	Total ₁	UConn ²	Open ³	Total ₁	UConn ²	Open ³
Mansfield Public Schools	•	•	•	•	•	•	66	UA	0
Mt. Hope Montessori	•	•	•	•	•	•	32	3	2
Storrs Cmty Nursery School	•	•	•	•	•	•	34	10	5
Total	•	•	•	•	•	•	132	UA	7

Notes: ¹ Capacity as determined by the centers for best practice. In many cases this number is less than maximum capacity permitted by State licensing. ²Use as of October 2004. ³Openings as of October 2004. • – Not applicable; UA - Unavailable.

SATISFACTION WITH PAID CHILDCARE

The survey assessed how satisfied respondents were with their current childcare arrangements.

Desire to Change Childcare Arrangements

The results show that 58 percent of respondents with young children wanted to change their current childcare arrangement (see Table 9).

Table 9 Desire to Change Childcare Arrangement, by University Position				
	University Position			
	Total	Faculty	Staff	Grad
Yes	58%	56%	61%	55%
No	42%	44%	39%	45%
Number of cases	354	104	152	98
Notes: Cell entries are question means. Don't Knows and No Answers removed from analysis				

Reasons for Wanting to Change Arrangements

Table 10 shows the primary reason those wanting to change their childcare arrangements sought such a change. Roughly equal numbers named cost, location, and quality, with a slightly smaller percentage naming availability. Staff and graduate students also indicated a need for part-time care.

Table 10 Primary Reason for Wanting to Change Childcare Arrangement, by University Position				
	University Position			
	Total	Faculty	Staff	Grad
Cost	23%	16%	23%	30%
Location	20%	14%	23%	22%
Quality of Care	19%	22%	19%	16%
Availability	14%	22%	13%	6%
Need Part-Time Care	9%	6%	10%	10%
Prefer Year Round Care at UCONN	5%	8%	7%	0%
Prefer Child at Home	3%	0%	3%	4%
Other	7%	12%	2%	12%
Number of cases	192	51	91	50
Notes: Cell entries are question means. Don't Knows and No Answers removed from analysis				

CHILDCARE PRIORITIES

Next, the survey gauged respondents' priorities for selecting paid childcare.

Respondents with or expecting children were given a series of concerns (location, part-time without paying full-time rates, degreed teachers, affordable, summer, early and late, holidays, emergency alternatives) and asked to rate their importance on a 10-point scale. Ratings of 8-10 were classified as of "high importance; ratings of 4 to 7 were classified as indicating moderate importance; and ratings of 1 to 3 were classified as of "low importance."

Affordable Childcare

One of the most important considerations in choosing a childcare arrangement is cost. 84 percent of respondents believe it is of the highest importance, a number that was even higher among staff members and graduate students (Table 11).

	University Position			
	Total	Faculty	Staff	Grad
High Importance	84%	74%	87%	86%
Moderate Importance	14%	21%	12%	12%
Low Importance	2%	5%	1%	1%
Number of cases	611	163	230	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

Table 12 shows the cost of full-day care for each age group at Mansfield childcare centers. Even with sliding scales, multiple session reductions, and multiple child discounts at some of the facilities, the burden on university households is still quite high. In regard to the two half-day programs, information about fees for Storrs Community Nursery School was not available, and there is no charge for the Mansfield Public Schools Program.

Center	Infant	Toddler	Preschooler
Community Children's Center ^{3,4}	●	\$875	\$736
Mansfield Discovery Depot ²	\$800	\$800	\$600
Mt. Hope Montessori ^{3,4,5}	●	●	\$558
Oak Grove Montessori ^{3,4}	●	●	\$607
UConn Child Labs ^{2,4}	\$920	\$905	\$840
Willow House ^{2,4}	\$800	\$641	\$641
Notes: ¹ Highest fees as of spring 2005. Fees rounded to nearest dollar. ² Use sliding scale to determine fees. ³ Have multiple session reductions. ⁴ Have multiple child discounts. ⁵ Full-day program is 9 to 3; additional fees for extended day. ● – Not applicable.			

Considering the cost of childcare, it is hardly surprising that substantial numbers of respondents wish to avoid full-time rates for part-time care (see Table 13). 67 percent of respondents place great importance on avoiding unnecessary fees. This is particularly true among graduate students. 74 percent of graduate students place high importance on avoiding full-time rates for part-time childcare, compared to 68 percent of staff members and 57 percent of the faculty.

	University Position			
	Total	Faculty	Staff	Grad
High Importance	67%	57%	68%	74%
Moderate Importance	20%	22%	16%	21%
Low Importance	13%	21%	16%	5%
Number of cases	612	162	232	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

Part-Time Care

Finding part-time childcare was also of great concern among respondents, particularly graduate students (see Table 14). 61 percent of graduate students reported that finding part-time childcare was of high importance. More than 52 percent of the faculty reported that it was of high importance, as did 44 percent of staff members.

	University Position			
	Total	Faculty	Staff	Grad
High Importance	52%	52%	44%	61%
Moderate Importance	26%	23%	25%	28%
Low Importance	22%	25%	31%	11%
Number of cases	611	161	232	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

Table 15 shows the enrollment requirements at Mansfield Childcare centers. Most centers require that children be enrolled at least 4 half-days per week and often priority goes to full-day enrollments. Two of the three that offer infant care require a commitment of at least 5 half-days per week.

Center	Weekday Requirements
Community Children's Center	At least 3 half-day sessions per week
Mansfield Discovery Depot	Full-Day Sessions Monday through Friday
Mansfield Public Schools	3 year olds: am session only, Tues-Fri. 4 year olds: pm session only, Mon-Fri
Mt. Hope Montessori	At least 4 half-day sessions per week
Oak Grove Montessori	At least 4 half-day sessions per week
Storrs Community Nursery School	Half day sessions Mon/Wed/Fri or Tues/Thurs
UConn Child Labs	At least 5 half-day sessions per week
Willow House	At least 2 half-day sessions per week

Hours of Operation

Substantial numbers of respondents also valued early and late closing times at childcare facilities. 43 percent of respondents reported that finding childcare before 8:00 a.m. was a high priority (see Table 16). This number, though, varied significantly by university position. 61 percent of staff members placed an emphasis on early drop-off times, compared to 27 percent of faculty and 34 percent of graduate students.

	University Position			
	Total	Faculty	Staff	Grad
High Importance	43%	27%	61%	34%
Moderate Importance	26%	27%	19%	34%
Low Importance	31%	46%	19%	33%
Number of cases	613	162	233	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

As for closing times, 40 percent of respondents placed high importance on finding childcare after 5:00 p.m. (see Table 17).

	University Position			
	Total	Faculty	Staff	Grad
High Importance	40%	34%	47%	37%
Moderate Importance	29%	32%	26%	31%
Low Importance	31%	34%	27%	32%
Number of cases	613	162	233	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

Table 18 shows the drop-off and pick-up times at Mansfield childcare centers. Three-quarters of the centers permit drop-offs before 8:00 a.m., with two centers – Mansfield Discovery Depot and Willow House – permitting drop-offs as early as 7:00 a.m. All six of the centers with full-day childcare programs have pick-ups as late as 5:30 p.m. However, none permit pick-ups after 5:30 p.m. The half-day programs close earlier.

Center	Morning Session		Afternoon Session		Permit Early Drop-off?	Permit Late Pick-up?
	Drop Off	Pick Up	Drop Off	Pick Up		
Community Children's Center	7:30	12:30	12:30	5:30	No	No
Mansfield Discovery Depot	7:00	●	●	5:30	No	No
Mansfield Public Schools	8:45	11:35	12:45	3:35	No	No
Mt. Hope Montessori	9:00	12:00	1:00	4:00	7:30	5:30
Oak Grove Montessori	8:45	11:45	12:30	3:30	7:30	5:30
Storrs Community Nursery School	8:45	11:45	●	●	By arrangement	By arrangement
UConn Child Labs	7:30	12:30	12:30	5:30	No	No
Willow House	7:00	●	●	5:30	No	No
Notes: ● – Not applicable.						

Holidays and Inclement Weather

Another important childcare consideration is finding childcare during holidays and inclement weather. 45 percent of respondents placed high importance on finding childcare during university holidays (see Table 19). Staff members and to a lesser extent faculty prioritized these more than graduate students

	University Position			
	Total	Faculty	Staff	Grad
High Importance	45%	49%	53%	35%
Moderate Importance	25%	24%	23%	27%
Low Importance	30%	27%	24%	38%
Number of cases	612	162	232	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

54 percent of respondents placed high importance on finding childcare during inclement weather (see Table 20). Again this was more important for staff members than their counterparts.

	University Position			
	Total	Faculty	Staff	Grad
High Importance	54%	47%	61%	58%
Moderate Importance	29%	34%	27%	22%
Low Importance	17%	19%	12%	20%
Number of cases	614	163	233	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

Table 21 shows the closing schedule for Mansfield childcare centers. With the exception of Willow House all of the centers follow the public school delay/closing schedule, offering little help during inclement weather. All of the centers, save Willow House, are closed between Christmas and New Years. Many centers are also closed on additional holidays, all though the number and dates vary with each.

Center	Follow Public School Delay/ Closing Schedule?	Winter Closings (2003-2004)	Additional Holiday Closings
Community Children's Center	Yes	12/24-12/31	PRES
Mansfield Discovery Depot	Yes - for delays	12/24-01/01	MLK, GF, COL, VET
Mansfield Public Schools	Yes	Public school schedule	Public school schedule
Mt. Hope Montessori	Yes	12/24-01/05	MLK, PRES, GF, COL, VET
Oak Grove Montessori	Yes	12/24-01/03	MLK, PRES, GF, COL, VET
Storrs Community Nursery School	Yes	Public school schedule	Public school schedule & EM
UConn Child Labs	Yes	12/22-01/02	MLK
Willow House	No	12/25, 1/1	None
Notes: (MLK) Martin Luther King Jr. Day; (PRES) President's Day; (GF) Good Friday; (EM) Easter Monday; (COL) Columbus Day; (VET) Veteran's Day.			

Summer Care

Finding summer childcare was also a high priority among many respondents (see Table 22). 65 percent of respondents placed great importance on finding childcare during the summer. This was particularly important to staff members. 82 percent of staff members placed a high priority on summer childcare, compared to 57 percent of faculty and 55 percent of graduate students.

	University Position			
	Total	Faculty	Staff	Grad
High Importance	65%	57%	82%	55%
Moderate Importance	20%	25%	10%	28%
Low Importance	14%	19%	9%	17%
Number of cases	612	162	232	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis. 1-10 scale has been recoded as follows: 1-3 Low Importance; 4-7 Moderate Importance; 8-10 High Importance.				

Table 23 shows summer closings for Mansfield childcare centers. More than half of the centers are closed for at least two months during the summer.

Table 23 Summer Closings for Mansfield Childcare Centers	
Center	Summer Closings (2004)
Community Children's Center	6/24-7/5; 8/30-8/31
Mansfield Discovery Depot	8/18-8/22
Mansfield Public Schools	Public school schedule
Mt. Hope Montessori	6/18 - 8/29
Oak Grove Montessori	6/16 - 9/02
Storrs Community Nursery School	6/09-September
UConn Child Labs	6/16-8/24
Willow House	In-service scheduled annually

PREFERRED CHILDCARE ARRANGEMENT

Next, respondents were asked to assess the acceptability of different paid childcare arrangements

The survey also assessed attitudes toward different paid childcare arrangements. First, respondents with or expecting children were asked to evaluate the acceptability of a childcare facility for meeting their childcare needs using a four-point scale, ranging from very acceptable to very unacceptable. An overwhelming proportion of respondents evaluated childcare centers positively, with approximately 75 percent indicating they would be very acceptable and another 20 percent indicating they would be somewhat acceptable to meet their childcare needs (see Table 24). Support did not vary by university position. Faculty, staff, and grad students found childcare centers equally acceptable.

Table 24 Acceptability of a Childcare Center for Meeting Childcare Needs, by University Position				
	University Position			
	Total	Faculty	Staff	Grad
Very acceptable	75%	78%	74%	75%
Somewhat acceptable	20%	15%	23%	20%
Somewhat unacceptable	2%	2%	1%	3%
Very unacceptable	3%	4%	2%	2%
Number of cases	612	162	232	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Second, respondents with or expecting children were asked about the acceptability of a private home facility. Support for this proposition was far more mixed. Two-thirds found the scenario acceptable, with 22 percent indicating it was very acceptable (see Table 25). However, a third of respondents found private home facilities unacceptable for meeting childcare needs, with one-in-ten finding it very unacceptable. Preferences varied somewhat by university position. Forty-four percent of the faculty found private homes unacceptable compared to roughly 30 percent of staff members and graduate students.

Table 25 Acceptability of a Private Home Facility for Meeting Childcare Needs, By University Position				
	University Position			
	Total	Faculty	Staff	Grad
Very acceptable	22%	18%	27%	19%
Somewhat acceptable	44%	38%	43%	50%
Somewhat unacceptable	24%	31%	22%	21%
Very unacceptable	10%	13%	9%	9%
Number of cases	612	162	232	218
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Evaluating the different responses concerning the acceptability of care in a center compared to care in a private home raises two issues. First, it is possible that responses to these questions may have been different if the questions had been broken down by the age of the child: infants, toddlers and preschoolers. The literature indicates that some parents prefer homecare settings with low provider/child ratios for infants and toddlers, but more center-based care for older

children. Second, it is possible that many of the respondents were not aware that there are licensed homecare providers. It is likely that when rating care in a center these respondents had in mind licensed centers, but that when rating care in a private home they were considering unlicensed facilities. The low ratings for care in private homes suggest a need for parent education regarding how to search for quality care in licensed family day care homes.

IMPACT OF CHILDCARE RESPONSIBILITIES

Finally, the survey assessed the impact of childcare responsibilities on workplace performance. Respondents with or expecting children were asked to report the impact of childcare on four different workplace-related decisions regarding: job status, pursuit of career advancement, workload, and workplace obligations.

Job Status

Initially, respondents were asked whether childcare issues caused them to consider leaving their university position. Overall, 30 percent indicated they have seriously considered leaving their job or dropping out of school (see Table 26).

Table 26 Impact of Childcare on Job/School Status, By University Position				
	University Position			
	Total	Faculty	Staff	Grad
Yes	30%	18%	35%	36%
No	70%	82%	65%	64%
Number of cases	397	115	166	116
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Staff members and graduate students were considerably more likely to consider leaving, with more than a third of each contemplating the possibility. 18 percent of faculty members have seriously considered leaving the university because of childcare issues.

Pursuit of Career Advancement

Next, respondents were queried about whether childcare issues caused them to avoid pursuing a position or courses with greater responsibility (see Table 27). The results show 52 percent avoided pursuing career advancement.

Table 27 Impact of Childcare on Career Advancement, by University Position				
	University Position			
	Total	Faculty	Staff	Grad
Yes	52%	34%	55%	64%
No	48%	66%	45%	36%
Number of cases	396	114	166	116
Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.				

Responses were related to university position. 64 percent of graduate students avoided pursuing courses with greater responsibility. In contrast, 55 percent of staff members avoided pursuing career advancement and 34 percent of faculty members.

Workload

Respondents were then asked about whether childcare issues caused them to reduce their workload or class schedule unwillingly (see Table 28). The results show half of the respondents did reduce their workload or class schedule due to childcare issues. Responses were related to University position, with 66 percent of the graduate students and 57 percent of the faculty responding yes, compared to 35 percent of the staff.

	University Position			
	Total	Faculty	Staff	Grad
Yes	50%	57%	35%	66%
No	50%	43%	65%	35%
Number of cases	398	114	166	116

Note: Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.

Work Place Obligations

Lastly, respondents with young children were asked to indicate the number of days in the past year childcare demands caused them to leave work early or come in late, miss work, bring children to work, fail to complete responsibilities, decline overtime, or miss a work-related excursion. Table 29 summarizes the results.

Overall, childcare demands had substantial effects on work place performance. On average, respondents had to leave work/school early or come in late on seven occasions: four times due to an ill child and three times because childcare was unavailable. On average, over the last year, respondents missed six days of work due to childcare responsibilities four days due to an ill child and another two days because childcare was not available. On average, respondents brought children to work on two occasions: once due to an ill child and on another occasion because childcare was unavailable. Respondents reported failing to complete responsibilities in a timely manner two times in the past year. Respondents, on average, declined to work overtime four times over the past year and declined to partake in a work-related excursion one time.

Activity	University Position											
	Total			Faculty			Staff			Grad		
	All	M	F	All	M	F	All	M	F	All	M	F
Left work or school early or come in late due to ill child	4	4	4	5	5	5	4	4	4	4	3	4
Left work or school early or come in late because your childcare provider was unavailable?	3	3	2	3	3	3	2	3	2	3	2	3
Missed a day of work or school due to an ill child?	4	3	4	3	3	4	4	3	4	3	2	3
Missed a day of work or school because your childcare provider was unavailable?	2	2	2	2	2	3	2	1	2	2	2	2
Brought children to work or school due to an ill child?	1	0	1	1	1	1	0	0	1	0	0	1
Brought children to work or school because your childcare provider was unavailable?	1	1	1	2	2	2	0	0	1	1	1	1
Failed to complete work or school responsibilities within a designated time frame?	2	2	2	3	3	4	1	1	1	3	2	4
Declined a request to work overtime or attend classes outside the regularly scheduled time?	4	4	4	5	4	6	2	3	2	4	3	5
Declined or missed a business or class trip?	1	1	1	2	2	2	1	1	0	2	1	2
Total Number of Cases	350	211	139	102	57	45	151	40	111	97	42	55

Notes: M-Males; F-Females; Numbers rounded to nearest whole number. Don't Knows and No Answers removed from analysis.

The impact of childcare responsibilities varied somewhat by university position. Faculty members brought their children to work on more occasions than their counterparts. On average the groups were similar in the number of days they were late, left work early or missed work/school. There was little difference in impact of childcare responsibilities by gender.