

A STUDY ON EXPANDING CHILDCARE OPTIONS AND
REVIEW OF THE VIVIAN OLUM CHILD DEVELOPMENT CENTER:
BACKGROUND AND NEXT STEPS

April 27, 2018

Background

In summer 2017, the Vice President for Finance and Administration, with support from the Knight Campus for Accelerating Scientific Impact, engaged an external consultant, Mills Consulting Group, to (1) provide the University with information for potential ways in which the institution could expand childcare services for the UO community; and (2) provide considerations for enhancing the Vivian Olum Child Development Center. Linda Mills, from Mills Consulting Group, was on-site in fall 2017 to visit the existing university-affiliated centers, make observations, and engage stakeholders.

The University received the consultant's report* in April 2018 and has since analyzed its findings and identified a series of next steps to take related to the recommendations.

Next Steps Regarding Potential Childcare Service Expansion

We are working to launch a task force in spring 2018. The task force will evaluate specific potential new resources and/or services for employees with childcare needs, and make recommendations for resources and services that are (1) responsive to the needs of UO parents, (2) cost-effective, and (3) can be reasonably implemented within 6-12 months. The task force members are currently being identified and are anticipated to include a variety of campus stakeholders, including faculty, officers of administration, and classified staff. Once identified, the task force will also engage members of other groups on campus focused on childcare and family-focused services and programs, such as the Campus Family Alliance and a related work group convened in 2016.

Questions about the task force can be directed to Melanie Muenzer, Associate Vice President for Academic Initiatives, or Kaia Rogers, Director of HR Programs and Services.

Next Steps for the Vivian Olum Child Development Center

Kassy Fisher, Associate Vice President for Campus Services, and Sara Bowman, interim director of the center since February 2018, in consultation with center staff, have analyzed the report's 20 center-specific findings and recommendations. Many of the findings confirm concerns already identified and some of the support actions already being taken, such as improving administrative communication with parents and staff. The report also provides useful suggestions for enhancing center operations and the valuable service the center offers to UO families.

(continued)

A number of immediate actions have been identified, some of which are already underway. These include:

- Making beneficial updates to the handbooks and enrollment forms;
- Reviewing new staff orientation and onboarding processes and materials;
- Enhancing training for teachers and student staff related to the infant sleep policy;
- Enhancing training for supervisors related to communication, team building, and direct supervision;
- Evaluating classroom staffing configurations; and
- Gathering feedback and input from staff regarding current leadership and operations.

There are other findings we intend to implement but that require time to plan, collaborate, and gather input from members of the center community. These include:

- Implementing a security system for the front entry;
- Linking curriculum planning to established standards;
- Developing a formal assessment tool through which center employees can regularly evaluate the program;
- Identifying appropriate technology improvements; and
- Developing a long-range strategic/business plan.

Kassy Fisher and Sara Bowman will hold drop-in hours on Monday, April 30, 7:30-9:00 AM and 4:30-5:45 PM, and Tuesday, May 1, 4:30-5:45 PM, for parents who wish to discuss any of the findings, recommendations, and next steps.

**NOTE: Readers may notice that the appendix includes a handful of redactions. These redactions have been made consistent with university's obligation to not publish statements that evaluate the performance of individual OAs and faculty members. For more information, see the Faculty Records policy.*

University of Oregon

**A Study on Expanding Child Care Options
and
Review of the Vivian Olum Child Development Center**

April 2018

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Introduction

In 2016, the University of Oregon (UO) convened a working group to examine best practices in how universities support the child care needs of their campus community. The group made a variety of recommendations to the university's Provost, one of which included engaging a consultant to examine these issues. In addition, the Knight Campus expressed interest in exploring the issue of child care and how it relates to their ability to attract and retain students, faculty and staff. As a result, the university engaged Mills Consulting Group, Inc. (MCG) in the summer of 2017 to provide research and consultation services to study two key areas related to child care on the UO campus:

- To analyze and identify at least three potential models for expanding child care options to better serve families at UO, incorporating research as well as feedback from a variety of constituents on campus.
- To review the Vivian Olum Child Development Center program and administration, and provide considerations for operating the center in a more effective manner while maintaining quality and in keeping with best practices in the early care and education field.

The overall objective of the study is to provide UO with information for moving forward should the University decide to expand child care services for their community, as well as providing considerations for enhancing the Vivian Olum Child Development Center.

I. Expanding Child Care

To analyze and identify potential models that UO could implement for expanding child care for the campus community, research was conducted to inform the process. This research included gathering feedback from numerous constituents who represented various departments, offices and groups at UO through interviews and focus group meetings. In addition, research was completed on child care in the Eugene area, the various kinds of child care initiatives UO may consider implementing, as well as specifics on management models and space considerations for a new campus child care center.

The feedback gathered for UO constituents revealed consistently that there is a need for more child care on campus; there was a reported lack of available slots at the campus centers, especially for infant and toddlers. The market research on child care in the community revealed at that time that there were no infant or toddler vacancies and very few vacancies for preschoolers in the Eugene area.

Without completing a child care needs assessment survey of the UO community, it is very hard to accurately gauge the number of child care slots needed. We have presented three different potential models to increase the number of child care slots available to the UO community. Should the UO decide to expand services, leadership will need to determine the feasibility of any one of these models, and decide whether they want to implement one, two or all three of the model options. The models include:

- Collaborate with one or more existing child care centers in the community to add or reserve slots
- Expansion and renovation of the Vivian Olum Child Development Center
- Development of a new child care center on campus

It is important to note that in the development of a new child care center, a decision would need to be made by UO as to whether it would be operated by UO or by a third party.

If the UO decides to expand child care on campus, it would be advantageous to have a leader who can manage and communicate UO's child care and family services mission and strategies while supporting high quality programming in all aspects of service delivery. It would be helpful for this person to have work experience in family services or work/life programming as well as experience in early childhood education or a related field. Some important responsibilities under this position would be to:

- Manage UO's relationship with all campus child care centers or affiliated centers
- Develop and carry through a child and family services strategic plan

- Develop systems and tools to collect, analyze and report information on the UO community's child and family issues/needs
- Work with community providers
- Communicate with senior administrators on service developments
- Oversee UO's present and future ancillary programs such as child care subsidy, school vacation care, elder care, and caregiver resources

Proposed Models for Expanded Child Care

Presented are the three models for potential child care services expansion at UO. Although the models are presented individually, UO may determine that it would be beneficial to implement more than one model.

Model A

Collaborate with an Existing Child Care Center in the Community to add or Reserve Slots

As noted, the research revealed that there appears to not be enough infant and toddler care slots at the campus centers and/or in the Eugene area to meet the demand. Constituents expressed that having access to child care slots in a community child care center could be another option for expanding child care.

One possible way for UO to provide access to additional child care slots in the community would be to solicit interest from high quality local child care centers regarding an expansion of their center, and in return UO families would have the ability to enroll in the added slots for a specified period of time. If during this specified time any of these slots are not filled, UO would pay the cost of any unused slots. After the specified period of time, the slot may be open to the community. This initiative could, for example, entail having the center expand by adding one infant and one toddler classroom, and UO could support the funding of the build out and equipment of the classrooms. Should UO want to have the added slots available only to their employees, they may consider this as an option.

The process for collaborating with an existing community center might entail:

- Development of a letter, sent out to child care centers in the Eugene area to solicit their interest in receiving a Request for Proposal (RFP) from UO regarding an expansion of their program to serve additional infants and toddlers of UO families.
- Development of the RFP, which would include the request for general information about the center's program and would also address their ability to collaborate. The RFP would request information from a center to include, for example:
 - How long they have been in business
 - Group sizes and ages served
 - Administrative structure
 - Teacher to child ratios
 - Staffing patterns
 - Staff education levels

- o Staff salaries
 - o Staff turnover rates
 - o Philosophy
 - o Legal auspices (e.g. non-profit, privately owned, part of a chain)
 - o Finances (e.g. copy of last three years' operating budget)
 - o Fundraising/development activities
 - o Parent involvement
 - o NAEYC accreditation
 - o Oregon State Spark rating level
 - o Their capacity to expand services
- Evaluation of responses to the RFP, which would involve bringing together a team to read over all of proposals received, and the determination of a point system to evaluate the criteria requested. It would be important for the team to understand that quality in an early care and education center includes factors such as low teacher to child ratios, small group sizes, educated teachers, and above market staff salaries. Once proposals have been reviewed, the team would determine the finalist centers to investigate further.
 - Visits to the finalist centers would then take place, where the UO team would have the chance to observe the program. A checklist could be developed that would focus on the evaluation of areas such as:
 - o The overall feel of the center (e.g. a warm and welcoming environment)
 - o Interactions between teachers and children
 - o Quality of curriculum
 - o Physical space: classrooms and outdoor play spaces
 - o Security of facility
 - o Cleanliness and attention to health/hygiene (e.g. handwashing and diapering practices)
 - Once visits have been made, interviews with finalist centers would take place, with the owners, and or directors/boards of the centers. The team from UO would attend, and questions for the centers would need to be developed that focus on, for example:

- o How they envision expanding their program to serve UO families
 - o Changes they would make to their center in order to expand
 - o Financial implications of expanding their center, and how they would address any necessary upfront investments
 - o Thoughts on their relationship with UO
- After interviews and visits are completed, a final decision on a center to collaborate with would be made. The size of the expansion would need to be determined, and UO could ask the center to determine the cost of the expansion, or UO and the center could work together to do this. Negotiations with center regarding funding the costs of an expansion would also need to take place (e.g. if UO is responsible for any of the build out costs and/or ongoing operating costs).
- A contract between UO and the center would then be written. Some areas that might be included in a contract:
 - o The center's relationship and accountability to UO
 - o Duration of relationship between UO and the center
 - o How long a slot will stay open for a UO family
 - o Days which the center is closed
 - o Annual tuition increases
- The build out of the expansion on the center would then take place. Generally, the center would take the lead on the construction aspects of the expansion, but UO could consider if they want to have input on the design. A determination of whether UO or the center would pay the cost of equipping and furnishing the additional space or if this cost would be shared would need to take place.

Another possible way for UO to provide access to additional child care slots in the community is to work with one or more existing centers in the area to either reserve slots or have priority access to slots that already exist in that center. It is unusual for centers that are full and/or have waiting lists for their infant and toddler slots to want to engage in these types of arrangements. However, UO may want to develop and send a letter to all quality local centers that serve infants and toddlers regarding their interest in a reserved or priority access relationship. The criteria for selecting centers would be similar to the above. The differences in reserving slots and having priority access to slots are:

- In a reserved slot relationship UO would be responsible for the cost per year for a slot. When a UO family takes a slot for their child, the family picks up the cost of the slot. When the slot becomes empty, UO once again is responsible for it.
- Priority access to slots usually means that when a slot becomes available, a UO family would go to the top of the list and when the family takes the slot, UO pays the center an agreed upon amount of money per child that is enrolled.

The Model A option is likely to be the least expensive of the three models, because of the building costs of a new center or an expansion of the VOCD. It also does not require UO to be responsible for the management of the center, but this means that UO has less control of center operations.

Model B

Expansion of the Vivian Olum Child Development Center

Feedback consistently revealed that the location of the VOCDC works well, but that there are not enough slots for infants and toddlers, and in addition, the modular units being used are old and need to be replaced. In 2008, plans were developed for the renovation of the center, but were never carried through.

The size of the expansion for the VOCDC would be influenced by whether or not a new center is built on campus (see Model C). If a new center is built, consider for the VOCDC expansion adding one infant and one young toddler classroom. UO would need to work closely with Capital Construction to determine where to best locate the building expansion on the site; initial thoughts point to locating it on the south side of the existing building. At the same time, the modular units would be removed, and the number of slots lost with this removal would be moved over into the expanded space. Careful consideration needs to be made to the configuration of all the classrooms in the expanded center. The potential cost as noted by Capital Construction for building the expansion would be approximately \$350-400 per square foot.

As noted, the new classrooms should have anywhere between 40 and 50 square feet per child. Refer to the Space Considerations for Model C in this report for information on classrooms, bathrooms, changing tables, etc. configurations for the expansion. To equip each new classroom, consider the cost of \$22,000 per classroom for furnishings, equipment and materials. New professional teaching staff will need to be hired, with a minimum of 3 FTE teachers per classroom.

Model C

Development of an Additional Child Care Center on Campus

The majority of feedback from the research indicated that having an additional child care center on the UO campus would be beneficial due to the lack of available slots at the campus centers, and in child care centers in Eugene. It was also noted that having another center would positively affect the retention and recruitment of high level faculty—especially female faculty, and would show UO's commitment to its workforce. Feedback also indicated that the potential of locating a center on the Knight campus would be advantageous in attracting a more diverse population in the sciences, and would offer another location for child care on campus. Another advantage expressed was that there is already building happening on the Knight campus, and adding a child care center could be a part of this planning process.

Regarding the size of the center, consider building a center for 74 children. Since a child care needs assessment was not completed, the number 74 is an estimate of slots needed. If a center is built, and there appears not to be a need for 74 slots, it would be advantageous both financially and as a good neighbor to ask a local employer (i.e. the local hospital or other large employer) to purchase slots for their employees.

The configuration of the ages and numbers of children to be served in a 74-capacity center might be:

- 2 infant classrooms with 8 children each (8 weeks to 12 months)
- 2 toddler classrooms with 10 children each (1 for 12-28 months, 1 for 12-35 months)
- 1 young preschool classroom with 18 children (3 year olds)
- 1 older preschool classroom with 20 children (4+ year olds)

Feedback from some constituents indicated the need for back-up child care on campus. UO may want to consider providing back-up child care at a new center; if so, one additional classroom would be needed.

Consider the following for the personnel structure at the center:

- Director
- Assistant Director
- Administrative Assistant
- 1 Infant/Toddler Mentor Teacher (.75 time spent in classroom)
- 1 Preschool Mentor Teacher (.75 time spent in classroom)

- 1-2 Floater teachers
- 3 FTE Teachers for infant, toddler and young preschool classrooms
- 2.5 FTE Teachers for older preschool classroom
- Work study students

The preferred total amount of space in a high quality center is 125 square feet per child. In this case, that would be 9,250 total square footage (not including the back-up classroom). This total square footage includes classrooms, hallways, offices, bathrooms, storage, etc. We suggest that individual classrooms have anywhere between 40 and 50 square feet per child. The space considerations section that follows gives more detailed information on the space configuration for the center.

For the new center, there are basically three options that UO would have in terms of center operation and management:

- Operated and managed by UO
- Operated by an outside provider (either a local community provider or one of the larger vendor providers), reporting to UO
- Operated by a 501c3, with a liaison from UO

The campus Child Care Center Management Model section in this report gives more detailed information on these options.

Regarding cost for a new center, there are two areas to consider, the pre-opening and ongoing operating costs.

Pre-opening costs for the center would include:

- Construction for indoor space and related costs such as an architect and an engineer (a UO representative estimates that a ballpark of \$400–500 per square foot is needed for the build out)
- Playground design and build out
- Playground equipment
- Furnishings and equipment
- Learning materials
- Personnel (a director hired 3 to 6 months prior to opening, staff hired 1 to 2 weeks prior to opening)

Ongoing operating costs would include:

- Rent, heat, lights
- Insurance
- Maintenance
- Personnel
- Food
- Consumables (paper products, office supplies, etc.)
- Professional development
- Learning materials
- Furnishings and equipment

If the center were to be located on the Knight campus, the cost of the startup could potentially be built into the Knight campus budget, and the ongoing costs could be funded through tuition and UO support, if needed.

For quality, the center should have as its goal the attainment of 5 stars in the Oregon State Spark Quality rating program, and/or NAEYC accreditation. In addition, indicators of quality in a child care program include, but are not limited to:

- Staff that are educated in early childhood education
- Staff wages that allow for the hiring of qualified staff
- Professional teacher to child ratios that meet state standards throughout the day
- Uses materials and curriculum that promotes equity, diversity and inclusion
- Performs annual screenings on children and collects a variety of supplemental information on children
- Curriculum that supports children's learning and development, and reflects individual children's needs
- Square footage per child in classrooms that exceeds state requirements
- Accessible, organized, child-friendly classrooms, including gross motor space indoors and outdoors
- Welcoming, warm environment for staff, children and families
- Uses the program's philosophy to guide key program and personnel decisions

- Family involvement in center activities
- Uses a variety of techniques to communicate with families and staff

There are a variety of ways that universities consider funding both the startup and the ongoing costs of the center. Some possible sources include:

- Student fees
- Benefit pool
- Department/schools within UO
- Employers in the community (if slots are made available to area employers)
- Donors
- State resources
- CCampus grants (if student families are enrolled at the center)

UO will need to closely examine the cost of child care in the community in order to remain reasonably competitive, and could easily consider being in the top 20% of rates in the area. Some UO families will not be able to afford the full tuition rates, and so UO might consider a sliding fee subsidy scale, based on family income. Careful consideration needs to be given to developing the subsidy scale, making sure that families are able to benefit from it, and that the top of the scale is not too low.

The space considerations for Model C can be found in the Appendices of the report.

Campus Child Care Center Management Models

Presently UO operates two centers on campus, and there is a third center on campus that is an independent non-profit 501c3. If UO selects to build another campus child care center, it is important to decide upon the management model as well as the space design. The information outlined below represents general thoughts regarding three different campus child care center management models.

Outside Operator Model

- This operator could be a local, non-profit or for-profit community program or a large chain for profit national program.
- A large chain for profit national program is likely to operate 50 to 800 centers, while a local non-profit or for-profit community program may operate one or a few centers.
- The operator is responsible for the day-to-day operations of the center. They create the budget, set the tuition rates and salaries, market the center, and hire, train and supervise the staff with their own criteria and set standards. In many instances, there is discussion/negotiation with the university regarding these areas.
- The operator provides their own benefits package to staff, which typically includes medical coverage and vacation/holiday/sick time.
- In this model, it appears that the center is an arms-length from the university, however, should a major problem arise, the families will ultimately come to the university for resolution.
- Most often the university pays rent, heat, and lights and some pay maintenance.
- The reputation of the operator plays a role.
- The university has less influence on the quality and management of the center than if they were operating it themselves.
- One of the goals for a for-profit operator is to make a profit, consequently money that may go back into a center in the 501c3 or university-run model goes to the operator. Salaries, supplies and staffing may reflect the interest in profit.
- The large chain for profit operator typically creates additional hierarchy in management because they are part of a larger organization.
- There are two basic contracting models; the management contract model and the operator at risk model, which may vary from one operator to another.

	Management Contract	Operator at Risk
Financial risk of operating budget	<ul style="list-style-type: none"> • Employer has financial risk for program operations & facility expenses • Operator agrees to manage to an agreed upon budget • If bottom line comes in over, employer keeps profit or it comes off management fee • If bottom line comes in under, employer picks up deficit 	<ul style="list-style-type: none"> • Operator assumes profit & loss risk or operates within a defined level of support from employer • Assumes tuition strategy that generates profit or defined level of support from employer
Control over policies: Days & hours of operation Tuition Enrollment policies Staff/child ratios Salary levels	<ul style="list-style-type: none"> • Employer keeps control over operating policy decisions • Operator provides guidance on financial and programmatic impact of policies 	<ul style="list-style-type: none"> • Operator keeps control over policy decisions • Operator consults & negotiates with employer
Enrollment	Employer's choice: <ul style="list-style-type: none"> • Employees only • Open to other partners • General community 	<ul style="list-style-type: none"> • Employer's employees have priority for enrollment; slots may be guaranteed by paying tuition • Enrollment open to community after priority enrollment
Contract term	Shorter	Longer

New Non-profit 501c3 Operator Model

- The university orchestrates the setting up of a new non-profit 501c3 center.
- Often the university has people sit on the board thus having direct influence on the center.
- The board is responsible for overseeing the center director and center.
- The board, through the director, is responsible for the day-to-day operations of the center. The board's interest lies in a high quality child care program as opposed to making a profit.
- The center/board creates the budget, sets the tuition rates, salaries and benefits, markets the center, and hires, trains and supervises the staff with their own criteria and set of standards that are appropriate for the university community.
- In this model, it appears that the center is an arms-length from the employer, however, should a major problem arise, the families will likely come to the university for resolution.
- Higher salaries may be offered to staff because all income goes directly back into the center. Higher salaries generally mean more experienced and better teachers.
- The university does not pay management fees.
- The university generally pays rent, heat and lights, and some pay maintenance.
- The center has autonomy, as it is not part of a larger organization.
- In this model, funds can be raised through grants and private donations.

University Operated Model

- The university has more overall influence on the center operations/structure.
- The university, along with the center director creates the budget, and sets the tuition rates and salaries.
- The center director markets the center, and hires, trains and supervises the staff with criteria and standards with input from the university.
- All center staff members are employees of the university; thus, teachers and parents share the same employer.

- In this model, the university is likely to offer better benefits, and higher salaries, thus leading to better quality staff and a high quality center.
- This can be an expensive model because of the benefits offered to university personnel.
- University-run centers are offered through various departments in universities across the country, and often they are run out of offices such as student affairs, human resources, administration and finance, or are under the provost. They also may be run out of the education or child development department, and operate as a lab school.
- The university will directly pay for the center’s rent, heat and lights, and tuition pays for operating expenses. However, it is harder when a center is a part of the university for tuition alone to cover the ongoing operating costs, because the full benefits package for university employees is higher than in centers that are not part of a university. Universities that subsidize their centers’ operating costs do so by \$300,000 to \$500,000 annually.

Universities select to have child care centers under different management models for various reasons. Some have multiple centers and use multiple models. A sampling of campus child care center management models at some universities are shown below:

For Profit Operator Model	Non-profit Operator Model	University Operated Model
University of Virginia	Iowa State University	Mississippi State University
Georgia Tech	University of Wisconsin	University of Arkansas
North Carolina State University		Iowa State University
West Virginia University		Kansas State University
University of Oklahoma		University of Tennessee
Iowa State University		Texas A & M University
		University of Florida

Other Child Care Initiatives

Besides the three models we have presented, there are a variety of child care service initiatives that universities implement for their faculty, staff and students.

Child care resource and referral

Resource and referral services on child care options work to assist employees in negotiating the child care system and provide them with information on programs and providers in their area, as well as materials on topics such as what to look for in a program/provider, quality indicators, and questions to ask. Some universities provide in-depth services through their Human Resources/Work Life department, and others provide CCR&R services through an EAP. One example of a university that provides more in-depth services is Boston University, which has staff in their Office of Family Resources that works with BU families. They will, for example:

- Provide questions to ask programs/providers when visiting
- Help families understand their state child care regulations
- Conduct custom searches and call providers to see if they have openings
- Explain what quality child care is and what to look for when searching for care
- Provide materials on the types of child care

Family child care home network

Family child care is a form of child care that is either licensed or registered by individual states. Parents bring their child to be cared for in a providers' home, in a mixed-age group setting, with the number of children set by the state. Families often like using family child care because it is a more home-like setting, fees may be less than center-based care, and the hours may be more flexible. Family child care providers can operate as a single entity or can choose to be part of a family child care network. One form of a family child care network is when a large agency contracts with individual family child care providers, and offers them support such as professional development, technical assistance, and administrative assistance. Providers who choose to be part of a family child care network often do so because they like the connection and support from a larger agency, and they also have access to more families.

Several universities offer a family child care network program to their employees, and they either run the program themselves or hire an agency to operate the program. Some examples of universities that have family child care network programs are University of Wisconsin and University of Michigan. The University of Michigan, for example, runs their

program internally, and has a dedicated family child care network homes manager who works with the providers and families. The other universities contract with local agencies to oversee their networks.

Tuition assistance for child care

These programs help employees afford the cost of child care by providing financial assistance, usually based on the family's gross annual income. Universities may opt to provide assistance on a flat rate or on a sliding fee scale. In some cases, these programs are only open to students; in others they are open to all families. Some may provide tuition assistance for any type of legally operating child care (center-based, family child care or in-home care). Some will only provide assistance for licensed care (that is licensed and monitored by the state and must meet set health, safety and program standards).

Typically, child care tuition assistance can be put under an employees' DCAP, but if the tuition assistance goes over a certain amount per year (\$5,000) taxes will need to be paid by the employee. Several universities across the country provide some form of tuition assistance program. This is a valued program, if there is enough child care available in the community.

Back-up child care

Typically, back-up child care is considered a type of care a family would use when their regular child care arrangements are not available to them, due to provider illness, center closing, or any other unforeseen circumstance. There are various ways in which an employer can offer back-up care services, these include:

- Contracting with an agency to provide in-home care providers
- Contracting with an operator who offers back-up care in their centers
- Universities can build their own stand-alone back-up center
- Universities who already run a center can have a classroom dedicated to back-up care, or can have space available (slots) in each classroom set aside for back-up care each day

Back-up care is not a form of child care that is meant to replace a regular care arrangement. It is usually limited to certain number of days per year for employees and cannot be used for more than a certain number of days consecutively. Oftentimes universities will also contribute some amount towards employees' out-of-pocket back-up care costs that are associated with these programs.

Vacation child care

Vacation care is care needed by parents of school-age children during their child's school vacation weeks and during the "swing" weeks at the end of the summer when camps end and school has not yet begun. There are two basic ways that universities offer child care to cover these times:

- Contract with an existing program in the community or an operator to provide services
- Offer programs on campus for school-age children in a dedicated space that offers various activities and/or field trips. This may be located at a campus child care center, or it may be operated as a collaboration between departments at a university (e.g. Human Resources and Physical Education)

II. Review and Evaluation of the Vivian Olum Child Development Center

To conduct the review and evaluation, information was gathered using various methods, including the employment of the Program Administrative Scale (PAS), an evaluation tool commonly used to assess the quality of an early care and education program's administrative practices, as well as a review of materials, a brief program observation (in October 2017), and feedback sessions with enrolled parents (in October 2017) and employees of the center (in February 2018).

Research in the field has shown that strong administrative practices in an early care and education center are key to the overall success of the program. For the VOCD to be a thriving, high quality program, it must also have leadership that has the ability to carry out these administrative practices; they must have the capacity to create a strategic plan, make clear decisions in a timely manner, and communicate effectively with staff, parents and the UO community at large.

Throughout the review and evaluation, the research revealed areas of strength and areas in need of improvement at the VOCD. Key findings with considerations based on the results from the evaluation have been presented, which focus on the areas in need of improvement. The considerations include action steps that UO and the center can take to enhance/develop the areas that are in need of attention.

Key Findings and Considerations

Administrative practices using the Program Administrative Scale (PAS) tool as a guideline

Finding:

Staff orientation for some new hires is not fully executed on a consistent basis.

Consideration:

At the very least, an orientation for all new teacher hires of critical policies and procedures must take place before they enter a classroom to teach. Less critical policies and procedures could then be addressed within the first two weeks of employment.

Finding:

The center staff do not consistently use published professional standards for curriculum planning.

Consideration:

Consider forming a work group with administration and teachers to select the professional standards that will be used throughout the center. Training must be required for all classroom teachers regarding the implementation of these standards in curriculum planning. A supervision plan must be implemented to ensure that these standards are adhered to in all classrooms.

Finding:

The center has no formal assessment tool used by staff to evaluate the program.

Consideration:

Center administration needs to adopt a reliable formal assessment tool, such as a survey, to be administered annually with staff. The survey will help the administration better understand perceptions of staff, identify ways to improve morale, learn what is going well and identify areas that need strengthening. Results of the survey will factor into the center's strategic planning goals and guide any program changes.

Finding:

The center does not have a written business/strategic plan in place.

Consideration:

The administrative staff, along with input from teachers, the parent council and UO Human Resources need to develop a strategic plan that includes short- and long-term goals, timeframes, and identifies the parties responsible for attaining each goal. The plan will need to be evaluated annually to assess the progress in achieving these goals.

Finding:

During the intake process families are not asked about their values, beliefs, cultural and child-rearing practices.

Consideration:

Each family's perspective on their values, beliefs, cultural and child-rearing practices should be solicited by administration and/or teachers during the intake process or within the first couple of months of the family's enrollment.

Finding:

The director, at the time of this evaluation, does not have any college coursework credit in management practices.

Consideration:

It would be advantageous for the director to enroll in a college course on management practices; a course that is specific to early care and education program management would be optimal, if available.

Finding:

There is a wide range of educational attainment for lead teachers, with two of the lead teachers having attained less than an Associate's degree; one of these lead teachers, at the time of this evaluation, has no college early childhood education (ECE) coursework as well.

Consideration:

For future hiring, strongly consider lead teachers who have a Bachelor's or Associate's degree, preferably with an early childhood focus, or at the very least ECE coursework. In the case where a current lead teacher does not have a degree or any ECE college coursework, map out a course of action regarding the coursework she must take in order to stay in the position.

Risk management and center observation

Finding:

There is no security system in place at the center's front door entrance.

Consideration:

Administration must work with UO's risk management and police departments to determine what type of security system should be installed at the front entry; most programs use key pads or swipe card access systems.

Finding:

A name to face system is not mentioned in the staff handbook as a policy used by teachers to account for children during walks, field trips, and other transition times.

Consideration:

Unfortunately, it happens in centers that children are left on the playground or in the classroom when the rest of their group is transitioning. Just counting children is not sufficient; a name to face system where each child's name is matched to their face is a more reliable technique.

Finding:

Children are asked to sit at a separate table during snack and lunch time if they have food allergies.

Consideration:

Food allergies are frequently apparent in programs, and sometimes nut allergies can be life threatening. Many programs have become nut-free, or at the very least if a classroom has a child with a nut allergy, that classroom is nut-free. The center should consider one of these options.

Finding:

The staff handbook states that the bus driver "should do a quick visual of the bus to make sure children have taken all of their belongings", but mentions nothing about checking to make sure no child is left on the bus.

Consideration:

At the end of the bus route, the bus driver must leave his/her seat and walk to the end of the bus looking on both the right and left sides to make sure no child has been left on the bus. This should be added to the handbook.

Finding:

The Infant Safe Sleep policy could be expanded.

Consideration:

Consider having a staff training on how to implement the Infant Safe Sleep policy which would be completed within 30 days of hiring, and then annually. In addition, sleeping infants need to be checked every 15 minutes.

Finding:

Overall the staff handbook often states that a staff member “should” instead of “will” or “must” adhere to policy protocol.

Consideration:

Consider completing a review of the entire staff handbook and replace any “should” with “will” or “must” in relation to adherence to policies and procedures.

Finding:

The center staffing patterns have approximately two professional teaching staff members working in each classroom daily, which is not optimum.

Consideration:

Consider adding one-half to one FTE teacher per classroom based on the ages of the children, plus one to two permanent floater teachers, in order to decrease teacher burnout and provide better educational and caring opportunities for children and families. In high quality programs, we have found that a minimum of 2.5 to 3.5 FTEs teachers per classroom to be the norm. In order to minimize the cost for the additional teachers, consider reducing the number of work study students in the center, and use this money to hire professional teachers.

Feedback from VOCD parents and employees

Finding:

There is much teacher turnover at the center.

Consideration:

Administration needs to assess why teacher turnover is an issue; this can be done through reviewing exit interview feedback and teacher program evaluation feedback. Once it is determined what the issues might be, a plan must be put into place to address them.

Finding:

There is no system for online tuition billing and payment in place.

Consideration:

Work with UO to try to establish payroll deduction for tuition payments.

Finding:

Communication by the administration to parents and employees appears to be problematic; it was reported to be insensitive and unclear by some individuals.

Consideration:

Good communication is critical to making any environment healthy and strong. Consider having center administration attend trainings regarding communication with parents and staff, as well as researching articles available through well-known ECE sources such as NAEYC and The Child Care Exchange. Administration could also provide feedback to one another regarding communication techniques and outcomes.

Finding:

There is a reported lack of response/follow through action on the part of the center administration.

Consideration:

Parents and teachers need to be told by administration when they can expect an answer and then what the action steps will be regarding any questions or requests they may have. The administration could consider documenting the requests as well.

Finding:

Administration is reportedly rigid regarding some policies such as snow days, flexible scheduling and enrollment start date.

Consideration:

Consider pulling together a team that includes parents to review the snow day policy, flexible scheduling and enrollment start dates.

Finding:

Feedback indicated that there is an overall lack of creativity and involvement in terms of the VOCDC connecting to the UO campus.

Consideration:

The center administration could work with Human Resources and with the parent council regarding how and where they can integrate more with UO. They can investigate what departments at UO could provide the center with learning and enrichment opportunities, as well as services that could be helpful.

Finding:

Feedback from teachers indicated that they feel they are not treated as professionals and are not heard by center administration.

Consideration:

Provide coaching for administrative staff to improve leadership skills regarding working with employees.

Finding:

Teachers expressed that there was the need for a more positive work environment and that overall morale needs to be improved.

Consideration:

Administration needs to make a concerted effort to create a positive work atmosphere and to address low morale. This could be done through teambuilding between administration and staff, by acknowledging and acting upon staff input, and providing positive feedback.

Finding:

Technology both in terms of connectivity and software programs needs to be improved.

Consideration:

Put together a small team of administration and staff to evaluate the technology needs that would enhance the center operations and communicate with UO regarding these needs and actions to address them,

Program Administration Evaluation

In order to review the administrative practices at the VOCD, MCG used the Program Administrative Scale (PAS) as a guide, in an abbreviated format. The PAS was developed by two McCormick Center for Early Childhood Leadership scholars, Teri Talan and Paula Jorde Bloom, and provides a measurement tool to assess the quality of an early care and education program's administrative practices.

We focused on 6 of the 10 PAS areas (known as Subscales) which included: Human Resources Development, Child Assessment, Fiscal Management, Program Planning and Evaluation, Family Partnerships, and Staff Qualifications. Within these Subscales are Items, which are measured using indicators, based on a seven-point scale.

The tool assesses each Item according to a seven-point scale, as follows:

1	2	3	4	5	6	7
Inadequate		Minimal		Good		Excellent

When scoring an item, one begins from a 1 (Inadequate) and progresses upwards, through measuring indicators within each Item. Progress to the next number cannot be made unless all of the previous numbers pass. Indicators are measured with Yes and No questions.

To conduct the PAS evaluation, time was spent on-site in October 2017 talking with the director and the assistant director of the center, and the director filled out a form that provided information on staff education, ECE coursework and experience teaching.

Descriptions of Items within the Subscales used for this evaluation are presented below, sourced from the sample report on the McCormick Center for Early Childhood Leadership website at <http://mccormickcenter.nl.edu/wp-content/uploads/2013/03/PAS-Profile-Report-Sample.pdf>. These provide guidance on how to interpret the scores given.

Human Resources Development:

Staff Orientation assesses whether a program has a formal or informal orientation for new staff, whether there are written orientation procedures, and whether staff orientation is consistently implemented. A high score indicates that a system exists to ensure that orientation is consistently implemented and that written orientation procedures are periodically reviewed.

Supervision and Performance Appraisal considers how teaching staff are supervised and how their performance is evaluated at the center. This item looks at who participates in the process, what criteria are used to evaluate performance, and whether or not teachers are

given feedback based on formal observation. A high score indicates that a system exists to ensure ongoing feedback and support, based on classroom observations, and that effective procedures are in place for performance appraisal.

Staff Development assesses whether professional development opportunities are provided for all teaching, support, and administrative staff; whether the center has a policy requiring a minimum number of staff development hours each year; and whether staff are advised about publicly funded professional development opportunities. A high score indicates an organizational commitment to systematic and ongoing professional development.

Child Assessment:

Screening and Identification of Special Needs assesses whether children are screened for the purpose of identifying special needs, whether the screening includes appropriate safeguards to protect against misidentification, and if parents and specialists are appropriately involved. A high score means that the center has effective procedures in place to ensure screening for all children, birth-to-five years of age, referrals for those needing further evaluation, and a system to support collaboration with specialists working with children with special needs.

Assessment in Support of Learning considers how the teachers assess children's learning and development, whether curriculum planning is aligned with standards for best practices, and how the results of child assessments are used. A high score indicates that comprehensive procedures exist to support the integration of curriculum and assessment.

Fiscal Management:

Budget Planning focuses on the center's budget planning process, the components of the operating budget, and whether procedures are in place to ensure adequate cash flow. A high score means that needs assessment and goal setting are an integral part of the annual budget planning process and that administrative practices ensure effective monitoring of revenue and expenditures.

Program Planning and Evaluation:

Program Evaluation addresses the degree to which staff and parents are involved in evaluating the program and how center-wide decisions are influenced by these evaluations. A high score indicates that systematic procedures are in place for evaluating the program and that the data generated from these evaluations are used to develop a written plan for program improvement.

Strategic Planning looks at whether the center has a written mission or vision statement as well as a written business or strategic plan. A high score means that the center engages in systematic strategic planning and that the staff and governing board/advisory board are involved in developing these documents.

Family Partnerships:

Family Communications assesses how families are oriented to the center, the variety of methods used to communicate with families, and the frequency of formal conferences. A high score means that the center has a system in place for open, frequent, and respectful communication with families that promote mutual understanding about values, beliefs, and expectations.

Family Support and Involvement looks at the various ways that staff support families enrolled in the program. A high score indicates that families are encouraged to visit in the classroom and that families participate in parent meetings, special events, field trips, and routine classroom activities.

Staff Qualifications:

Administrator assesses the level of general education, specialized early childhood training, specialized management training, administrative experience, and professional contributions of the individual designated as the Administrator.

Lead Teacher assesses the level of general education, specialized early childhood training, and teaching experience of the individual with the highest professional qualifications who is responsible for the care and education of an assigned group of children.

Teacher assesses the level of general education, specialized early childhood training, and teaching experience of each member of the teaching team who is assigned to a group of children and works under the direct supervision of the lead teacher.

PAS Evaluation Results

When looking at these results, it is important to examine the reasons behind why the scores were earned. In some cases, very low scores reflect that progression could not be made past inadequate. Overall, there appears to be inconsistencies in several areas of the VOCDC's administration practices, such as staff orientation implementation, formal child assessment, use of professional standards for curriculum, and education levels and ECE coursework attained by staff. It is important to note that in some cases attention is paid to these areas, but consistency in implementation is an issue.

Score results along with areas of consideration within each Subscale are presented below.

Human Resources Development

Item	Score
Staff Orientation	1
Supervision & Performance Appraisal	5
Staff Development	4

- The low score on staff orientation was because it was shared that staff orientation is not always as complete as they would like it to be; the administration attempts to be as complete as possible but because of time related issues it is not always possible.
- The staff orientation does include feedback and observations from the supervisor during new hires' probationary period.
- The written orientation procedures are reviewed annually, which is considered excellent.
- Teaching staff participate in their annual performance appraisal process, giving them a chance for input and reflection, which is considered good.
- Performance appraisals include multiple sources of evidence.
- Supervisors provide staff with written or oral feedback multiple times a year.
- All teaching and administrative staff attend 15 or more hours of staff development annually (which is cited by the PAS as minimal), but not all of the staff attend more than 20 hours (which is cited by the PAS as good).
- Professional development opportunities that are publically funded are posted and emailed for staff to access.

Child Assessment

Item	Score
Screening and Identification of Special Needs	4
Assessment in Support of Learning	1

- There is a formal child assessment system in place (ages and stages) that is conducted by parents, and if they are unable to complete it, teachers will work with them.
- The center has a contract with EC Cares, an agency through UO that provides individualized services on-site at the center to children and families, and the center staff collaborate with EC Cares.
- Parents are informed about any special plans made for their child based on screenings.
- Because the center does not consistently use published professional standards for curriculum planning (some teachers do use NAEYC standards, other teachers are shown Creative Curriculum) the assessment in support of learning score was very low.

Fiscal Management

Item	Score
Budget Planning	6

- The center has a system of generating quarterly income and expense statements.
- A projected operating budget for the next fiscal year is available by the beginning of the fourth quarter of the current fiscal year, which is excellent.
- The director has access to statements and makes programmatic decisions based on statements.
- The center has some cash reserves, and the center negotiates with UO regarding their facility needs.

Program Planning and Evaluation

Item	Score
Program Evaluation	1
Strategic Planning	1

- The center does not have a formal assessment tool used by staff to evaluate the program, thus earned a very low score.
- The center does not have a written business plan or strategic plan that includes a needs assessment, plan for services, short- and long-term goals, and strategies to achieve the goals and so earned a very low score; however, the center does have a mission or vision statement which is reviewed at least every five years, which is considered good.
- The center conducts a parent survey annually and has a parent advisory board.

Family Partnerships

Item	Score
Family Communications	2
Family Support and Involvement	6

- The center does not ask families about their values, beliefs, cultural and child-rearing practices during the intake process.
- The center provides five family supports which include: a resource lending library, referrals to supportive services, home visits for infants at the first meeting, occasional family seminars, social events for parents, and child care during conferences as available; to rate a 7, there needs to be seven or more supports provided.
- The center provides for two formal parent conferences per year, which is considered good.
- Family members serve on the parent advisory committee.
- Family members are welcome to visit the center at any time.

Staff Qualifications

Item	Score
Administrator	■
Lead Teacher	■
Teacher	5.78

- The reason that the administrator (director) received a score of ■ is due to the fact that she has no college course credit for management coursework; if this area was not evaluated, she would have a score of 6.
- The administrator has a Bachelor's degree, and 30 or more semester hours of ECE/child development coursework, which is considered good.
- The lead teacher score of ■ which reflects the fact that there is a wide range of educational attainment among the seven of them; two lead teachers have less than an Associate's degree, and one of them has less than 12 semester hours of ECE/child development coursework.
- Of the seven lead teachers, three have Bachelor's degrees, and five have 30 or more semester hours of ECE/child development coursework.
- All lead teachers have three or more years of experience teaching young children.
- Of the seven teachers, six have an Associate's degree or 60 or more hours of semester hours of college credit.
- Of the seven teachers, six have 21 or more hours of semester hours of ECE/child development coursework.
- Six of the teachers have two or more years of experience working with young children.

Risk Management

A variety of information related to risk management practices at VOCDL was reviewed and gathered from multiple sources, which included: observations made on-site by MCG, review of the staff and parent handbooks, and a review of risk management using the PAS topic area as a guideline. This section is not intended to be a complete or comprehensive evaluation of all potential risks and liabilities of maintaining and operating the VOCDL.

Staff handbook

The staff handbook was reviewed; comments on the policies that we believe need further attention in terms of risk management are presented.

- Regarding arrivals and departures of children, the handbook states that teachers will be aware that a child has been signed in by a parent, and when children leave, they will only release a child to a parent or another person who has been authorized in writing. The handbook does not note whether adult students are allowed to take on these responsibilities; UO needs to discuss with the legal department whether this is acceptable, and if so, students must be trained accordingly.
- The Playground Supervision section notes that a teacher should ask for “more” help if there are more kids than they can supervise outside at one time–this is too general and there needs to be a statement about keeping to child to staff ratios at all times, both indoors and outdoors.
- There is a section on the use of hand-held radios; if each classroom has a hand-held radio, questions such as where it is kept, and if teachers know/are trained on how to use it need to be addressed.
- Under Walk Protocol, it states that the child monitor will verbally verify counts; in addition to this, the policy should include a name to face system to be sure that all children are accounted for periodically throughout the walk. This should apply during walks, field trips, going in and out to the playground or during any other transition time.
- On the School Transportation Procedures, all “shoulds” need to be replaced with “will”. Also, it states that the bus driver “should do a quick visual of the bus to make sure children have taken all of their belongings”–it is more important that the driver complete a visual check to ensure that all *children* have left the bus.
- On Accident, Injury Response/Report policies, all of the “shoulds” need to be replaced with “will”.

- Under the Professionalism section there are several “shoulds” that need to be replaced with “will”.
- Regarding the Allergy Response plan, it states that there is a separate eating area for allergen sensitive children. Based on the fact that in child care there are so many children with nut allergies, the center could consider becoming a nut-free center.
- On the Infant Safe Sleep Policy, the staff training on how to implement the policy should be completed within 30 days of employment, and then annually. In addition, sleeping infants should be checked every 15 minutes.

Parent handbook

The parent handbook was reviewed as well for areas that need clarification.

- Documentation of children’s work is often done through photography. The staff and parent handbook sections on photography and videos of children, how they are used, and obtaining parental permission need to be aligned.
- Although there is a section on parent communication with teachers, there is no section on parent communication with administration.
- There is no mention of the VOCDC being a smoke free environment; this statement needs to align with the one in the staff handbook where it is addressed.

MCG observations

MCG visited the center twice during October 2017, visiting each classroom briefly.

Observations that stood out in terms of risk management practices included:

- There is no keypad or swipe card at the entry of the center, and it appeared that anyone could walk past the reception desk if it was busy. In our experience at other centers, the majority have some kind of mechanized security system in place at the entrance. For those who do not, there is a doorbell and parents/visitors are buzzed in.
- The changing table in the infant classroom was located approximately two feet away from the sink; we suggest moving the table closer to the sink to ensure that handwashing procedures for teachers and children are as easy as possible.
- There are two trained professional teachers per classroom as well as student teachers (approximately 65 per semester). It was reported that when they are short on teachers the administration covers, which is a burden. More trained teachers could be brought on to alleviate this situation. If there were fewer adult students per

semester hired, the money saved could be used to hire the needed professional teaching staff.

PAS observations

The VOCDC scored high in terms of the risk management area of the PAS. It was reported by the director that they have:

- Information regarding children's allergies posted in classrooms and in children's files.
- Information on children's chronic medical conditions is posted and in children's files.
- Annual CPR and first aid training for teachers on-site multiple times per year; adult students who work beyond six months and are interested in becoming an assistant teacher have first aid and CPR training as well.
- A risk management plan written in the staff handbook, which is reviewed annually.
- Monthly fire/evacuation drills and also quarterly earthquake and lockdown drills; a representative from UO's risk management team evaluates their drills.
- A system is in place that ensures that the drills take place as planned, which is required by the state's child care division.

Feedback

Feedback Sessions

Meetings were held to gather feedback from those in the VOCDL community; three with those who work at the center, including administrators, office staff, lead teachers and assistant teachers, and one with parents who currently have children enrolled at the VOCDL. The overall objective of the meetings was to capture their experiences and thoughts regarding the center. Additional feedback that was gleaned from the stakeholder meetings regarding the VOCDL has been presented as well.

VOCDL Lead Teacher Feedback

A meeting was held in February 2018 with the lead teachers at the VOCDL to gather their thoughts. A total of six lead teachers were present and represented the six classrooms at the center serving children ages infant through Pre-K. Of the six lead teachers, they have been working at the center for the following amount of time:

- 3 months (1)
- 6 months (1)
- 2 years (2)
- 7 years (1)
- 10 years (1)

The group was asked four questions, and their responses have been presented by question. It is important to note that the feedback results are not a transcription of the session and that the content has been paraphrased and edited.

What they like about working at the VOCDL

- I love the parents, they are so supportive, and they feel privileged to be able to come here, to celebrate UO and the kids. I love the kids—I'm not in this profession for the paycheck—it's the family environment that keeps me here.
- The families and children are the best part. The center is well-respected in the community—at least it used to be, but I'm not sure if that is still the case with all of the recent changes.
- The families and children are great, and my co-workers are too. I would love to have more time with them, to get fresh ideas, and build more long-term relationships.

- We have an incredible group of teachers here. We are really close-knit, and are a strong support system for one another. We spend a lot of time together at work, and we encourage one another. The teachers are all super informed regarding early childhood education, and their whole hearts are in their work. We are all like-minded in that the children come first.
- We are not compensated fairly, yet we still do it because the work makes up for it. We value each other.
- The pay is not commensurate with the work we do, but the children and families and the benefits make it all worthwhile.

Areas that could be improved at the VOCD

- Teachers need to be listened to, heard and respected. The center needs to build on having a more positive environment, and build on the camaraderie between the teachers and the administration. This will lift the center up.
- We [REDACTED] leadership—our desire to build morale was met with resistance—it seemed there was a [REDACTED] administration that parents [REDACTED] [REDACTED] the administration. There is a need for listening for the sake of the team. We are trying to build morale, and we do have a fun committee—this is new to us, but that’s our goal.
- I’ve noticed an overall fear of trusting and respecting staff as professionals, for example, in accessing the printer, or connecting to families, or even writing newsletters. We need less micro-management.
- There needs to be consistency in policies. It feels like there’s a policy, and if someone doesn’t like it (e.g. parents complain) it changes. I feel undermined when this happens.
- There needs to be flexibility for teachers to use their best judgment. It’s good to have policies and clarity, but rather than tell me I’ve done something wrong, educate staff to learn the policies.
- Regarding flexibility, if something isn’t feeling good, making alterations is ok—but it needs to be done as a team, with parents, administration and teachers involved.
- New staff members learn so many things in the first two months, and there needs to be a more supportive, positive approach with clear guidelines when a new lead teacher is learning the job. There is a lack of structure in how administration is evaluating employees. There is a new staff handbook and a job description, but there is so much more to the job than that.

- It is very difficult to have part-time UO students (15 per semester) working in a classroom, and oftentimes there are floaters or subs in there too. The kids have to form relationships with new people all of the time, and we as teachers have to exchange information constantly to new people. This obviously causes a lot of anxiety for the children, and it comes out in negative behavior. This all needs to be streamlined, and a schedule worked out. Also, there is very minimal staff training by administration in how to supervise these UO students—there is a program for the UO students but not for teachers.

The most important factors for strong leadership at an early care and education program

- A strong background in early childhood education
- Classroom experience in all of the age groups
- Strong vision and the ability to express it
- Support given to teachers to implement the vision
- Knowledge of early childhood education language to support teachers
- Accountability and support for the leader—it's hard to be a leader, and they should not feel isolated—they need a place they can go to for mentorship.
- Strength in their convictions
- Ability to go to bat for the teachers, and a commitment to that
- Ability to listen to teachers and consider our ideas
- Explanations of decisions and the rationale behind them, and the ability to stand by decisions made.

Thoughts on the expansion of child care services at UO

- I'd like to see if the VOCDC could first become a model program before there's an expansion of what we have. We need to fix what we have first.
- There's a need for child care but with all the staff we have coming up here it would just be adding more problems at VOCDC.
- I would lean towards opening a whole new center before adding to VOCDC. I appreciate the differences at the various UO centers, and in adding to the VOCDC people would just become numbers, and it would take away from the community.
- I'd look at a more inclusive environment for a new center—one that is mixed socio-economically and has a more diverse culture.

- In talking with parents I'd like to think more about having teachers loop with kids, I think it's a good way to keep teachers long term—we do this in the infant classrooms now.
- I love the idea of a mixed age group model—I have worked in this model in the past. Parents didn't love it a first but it was an awesome experience for me.
- The possibility of re-structuring has been brought up in the past, regarding having the school-age classroom work as a separate entity. Maybe there could be a more centralized school-age program at UO.

VOCDC Assistant Teacher and Office Staff Feedback

A meeting was held in February 2018 with the assistant teachers and office staff at the VOCDC to gather their thoughts. A total of eight individuals were present.

The group was asked the same four questions, and their responses have been presented by question. It is important to note that the feedback results are not a transcription of the session and that the content has been paraphrased and edited.

What they like about working at the VOCDC

- I like the team feeling here—the lead teachers and assistant teachers feel equal and like they share the same load.
- Having the UO students help in the classrooms
- We have great teachers in the classrooms—the families are really trusting of the teachers.
- The accessibility to campus—we can visit the parents who work in labs, etc.
- It's a very safe campus environment—we can take the children out to walk all over campus.
- I appreciate the diversity of our center, compared to other centers in the community—we have diverse families and staff.
- The children are the most important and they are super happy, and it's a pleasure to work with them. The families love Olum and the teachers are doing an incredible job.
- We all work so hard every day to make this a great place.

Areas that could be improved at the VOCDC

- Communication—this is a huge issue. It's with all of the players—communication to families, and with staff. Many things are not communicated to the Assistant Teachers, and to the UO students, if we are not at a meeting we don't get information, which creates anxiety. This has been an ongoing issue for years.
- I've always wanted to have a co-teaching model here—it makes for more of a community, and I would like to see if that is a possibility. As co-teachers the now assistant teachers could take on more of the paperwork, etc.
- I agree that co-teaching teams would be a good addition.
- There is a lot of anxiety caused when all of a sudden, a director or a teacher is gone and there is no information shared about why. Communication around this needs improvement.
- I've noticed that having two teachers in each classroom is not enough—UO students are not consistent. Consider maybe having three teachers per classroom.
- We rely heavily on the UO students—if they call in sick it can be really hard for the teachers.

The most important factors for strong leadership at an early care and education program

- Strong communication
- Having experience working in a classroom
- Spending time in the classrooms, and understanding what the teachers are experiencing.
- Clear intention
- Clear expectations and goals
- Teaming building skills
- Ability to walk the talk
- Ability to move forward and create timelines for projects
- Increase the morale every day—interact positively with others
- Spend time outside of the office
- Confidence

- Ability to formally train new staff
- Experience working with a large diverse staff
- Listening skills
- Follow through on ideas shared during group meetings
- Help new staff feel a part of the community—have new hires spend time in each classroom
- Ability to give perspective on child development
- Not a micro-manager—ability to trust experienced teachers
- Respect each teacher and what they bring to their jobs
- Ability to discuss things and collaborate—can listen to ideas that may be different than their own

Thoughts on the expansion of child care services at UO

- I want to see Olum as a great place ten years from now. I want Olum to be served first by UO and the President before any expansion of services.
- In general, infant and toddler care is needed in Eugene, but it costs more. Unless UO is doing more to recruit young families, we don't need more child care unless it's infant and toddler care. There are too many places already in Eugene for preschool—and we are more expensive than other centers—we have empty slots for preschool and school-age at Olum now.
- There is a need at UO for a center that is more diverse socio-economically —those families with regular jobs cannot afford our rates
- There is talk of a new campus here and the expansion could happen there
- I could see that the Knight campus would open a center, and that would push Olum out. I think that UO needs to think about how to filter money into Olum, and how we can cut costs. There are too many administrators at Olum now (and at UO in general) We have 6-7 administrators, and it's very inefficient. It's hard to hear about a big fancy center opening up and we at Olum don't get anything.
- Collaboration with the other UO centers should happen. If any more centers open on campus, I'd like us to share the space—I feel we are a community of centers, and we should all work together.

- I think we should have the school-age program all in one center, maybe at Spencer View because the YMCA is right across the street and we could work with them.

VOCDC Administration Feedback

A meeting was held in February 2018 with the three members of the administrative team at the VOCDC to gather their thoughts.

The group was asked the same four questions, and their responses have been presented by question. It is important to note that the feedback results are not a transcription of the session and that the content has been paraphrased and edited.

What they like about working at the VOCDC

- I like our commitment to quality care for children, and in being a model program that attracts qualified staff, who have access to training and good benefits.
- The philosophy of the program
- Having UO students at the center brings value to the program, they bring their own unique interests and talents. It facilitates relationships between the children and UO students, and we have the ability to watch the UO students develop over time.
- I think that the staff is amazing, both past and present. They are very supportive.
- The program gives quality services to our families.
- From a business perspective having the center located on campus provides an enriching environment; there's access to campus activities and parents can visit during the day.
- There is a diversity of families and staff.
- There are a lot of supports for the center at UO.

Areas that could be improved at the VOCDC

- We need better technology—we have a huge staff and could use a software system for time management.
- For teachers who want Wi-Fi, it is not consistent in the classrooms.
- Teacher turnover is a concern—we believe it is due to a combination of pay rates and inability to find sub support for teachers.

- The center has potential reputational issues because of everything that has happened in the past 6 months—in a small community it's hard to attract teachers.
- Upper management supervisory support to the center has changed over the years. Having a supervisor with knowledge of early childhood education was beneficial and I have missed that.
- We are a highly trained staff, which isn't recognized by parents or by UO administration. We could offer trainings for parents, and give them opportunities to be present, and send out the message that we value their opinions.
- I would love to hire and train co-teachers, so that there would be two lead teachers in each classroom instead of one lead and one assistant. Co-teachers would be a positive move. This would need to be more of a long-term goal.

The most important factors for strong leadership at an early care and education program

- Depth of experience in all age groups
- Facility management experience
- Knowledge of unionized staff
- Knowledge of adult student workers
- Ability to converse with parents
- Consistent decision-making—the ability to make tough decisions
- Strong communication skills
- Knowledge of early childhood best practices, and the ability to talk about it with others
- Strong ethical base—fair and caring
- Diplomatic—ability to see different perspectives while holding onto best practices
- Ability to multi-task
- Ability to keep an eye on details and the big picture
- Super hard worker
- Able to try new things, to think outside the box and evolve with child development
- Honesty with the team—able to go to bat for them if it's important
- Training and background in reflective supervision—teachers need to be listened to

- Being in touch with current early childhood research

Thoughts on the expansion of child care services at UO

- There are currently 34 families on the infant waiting list, so there is the need to increase capacity.
- It's expensive—it will take a lot of money to expand services.
- It would be important if UO were to contract out for child care services that UO holds that program up to high standards.
- I'm not confident that in this community there are many options for child care slots that offer the same quality that our center does.

Parent feedback

The parent feedback session was held on site at UO in October 2017. Two parents attended the session; both have school-age and preschool-age children. The results from their feedback have been presented by the topic areas discussed. It is important to note that the feedback results are not a transcription of the session and that the content has been paraphrased and edited.

What they like about the VOCDC

- The quality of care in the classrooms has been exceptional.
- The staff are creative, caring and flexible with the children.
- The center has given awesome help with navigating child development.
- The location is great—as a one-car family it has been very easy and convenient to have child care on campus.
- Love having the adult student staff—college students bring excitement, energy and creativity to the center.
- The children seem very happy.
- Great curriculum with enriching activities.
- Love the constructivist theory that the center follows, where children have options, can do things at their own pace, explore activities, and have opportunities for creativity. This is perfect for meeting children where they are developmentally.

- The Inventors classroom has a wide range of ages, and my son loves this.
- Having an afterschool program there makes it so convenient when you have younger kids at the center as well.
- The transportation of school-age kids from their school to the VOCDC is great.

Areas that could be improved at the VOCDC

- A big concern is lead teacher turnover—do not have the full picture of why these teachers are leaving, but it seems to be because of unhappiness with the administration.
- Issues are not dealt with well and are communicated to parents in a vague way where things are very unclear. It is understood that specifics cannot be shared with parents but there is a lack of action and sensitivity as to how parents are told things.
- As a parent who was on the parent council, there are frustrations with issues being brought up at meetings and not being dealt with—an example is safety and security of the building. There were suggestions multiple times at meetings of having a swipe card at the front door and the director’s response was that she had talked to other people and that the center “doesn’t really need this”. There have been issues with security such as a vagrant wandering into the center, and there has been no real response from the director to this.
- Sometimes there is the same person at the front desk—usually in the mornings, but in the afternoons, there are a lot of different people there.
- It is not clear who to go to with issues—there is a lot of passing off to another person—and if administration doesn't know the answers to questions they won't admit it.
- A number of teachers have shared that they have been told by the director/assistant director that [REDACTED]—not sure if this is true, but is concerning for families who have been at VOCDC for many years. It seems as if the directors are trying to keep parents from communicating with teachers—if there are concerns regarding boundaries then this should be explained.
- When I first joined the parent council group I hoped that it would be more of an advisory group, to discuss center policies and changes, but it ended up being a place for concerns to be discussed and then not addressed, or a place to talk about fundraising. Some in the group became frustrated with the lack of response from center administration.

- Surprised at the lack of creativity and involvement in terms of the VOCDC connecting to the UO campus. It feels like VOCDC is in a bubble, and not any part of UO. For example, the center's laminator broke, and no one reached out to UO for help—there is no give and take from other UO departments and VOCDC. Fundraising could be more connected to UO as well.
- Parents are asked to come in and share their expertise—and there have been field trips where the children have visited science labs, but this seems to be parent-driven.
- Surprised that the center doesn't connect more with UO's School of Education and the psychology department. More involvement could lead to great opportunities.
- Parents have brought up the need for using technology for communicating with families (like an alert system) and there are people at UO who could help with this, but it seems that there is a lack of forward action to change things.

Additional Feedback

From focus group meetings:

- Care at VOCDC didn't work for us because our son was there as an infant part-time, and in a classroom with older kids. We ended up pulling him out and now have an in-home caregiver.
- At the VOCDC our daughter was the only one-year-old with a group of infants. It was hard for her and they would not move her up until September. This doesn't work in the early years.
- The intake dates are a problem at VOCDC, in that you have to pay for a slot until your child's birthday and they can enroll.
- The VOCDC administration is [REDACTED] to parental concerns. They like to treat all the children as one.
- I'm satisfied with the VOCDC mostly because it's convenient. The teachers are great, but the Builders classroom seems chaotic. The portable classrooms aren't great. They are 25-30 years old and were supposed to be temporary. It doesn't look great as a flagship center, whereas Moss St. was refurbished.
- I like that Moss St. serves lunch. The kids learn to share, and they all get the same thing. Making lunch is a big ordeal for me—it would be nice to have at the VOCDC.
- There are no families who are classified staff at the VOCDC because they can't afford it.
- Families should be allowed to use the empty slots that aren't filled at the VOCDC—people don't give birth on an academic schedule.
- Communication is a problem.
- We still have to write a check at the VOCDC.
- It seems that VOCDC administration is fearful that the center will 'go away' if problems are surfaced.
- The care at VOCDC is mixed, there are positives and negatives: the teachers are great; there is teacher turnover and stability is needed; there is tension between teachers and the administration which trickles down to parents. Lunch is not provided as it is at Moss St. and the cooperative center.

- The VOCDC is rigid regarding the days and times that you can choose care, and I had to pay for a slot when I was on sabbatical, and they also took money from a family that was using our slot during that time.
- There is fantastic care in the classrooms.
- Parent involvement isn't great. There's the parent council but we only get random updates from administration, and we focus on fundraising.
- When issues are brought up no action is taken. We are given reasons why our suggestions won't work by the administration and feel condescended to.
- Because of teacher turnover parents are invited into the teacher recruitment process, and they feel the need to be on the committee to make sure they choose quality teachers, but it's a time burden for parents.
- There is a feeling of distrust—that the administration may not communicate everything—the whole story.
- It seems like UO should give more money to VOCDC, for example their laminator broke and they didn't have money to replace it. It seems like they are desperate for money to buy things.
- The website needs to be better. They need a parent page with documentation.
- There could be an app for parents to communicate with teachers; there is discussion about this but never follow-up.
- Communication between parents and teachers has to go through administration. Let teachers choose how to communicate with parents.
- There is disorganization overall about the administrator's roles.
- If leadership [REDACTED], all of the issues wouldn't happen.
- It is time to evaluate the director at the VOCDC.
- They need to look at the reporting structure—how Human Resources supervises the VOCDC.
- One of my staff had their child at Moss St., and then went to the VOCDC, and said there was a striking difference in care, that Moss St. had better administration, resources, etc. they were shocked at the VOCDC.
- Teachers are continuously leaving the VOCDC.

- I adored the teachers, but could see that they were not happy.
- There is no lead teacher in one classroom now, there is a temporary teacher. During the stressful first week of school I saw the assistant director come into that classroom and [REDACTED] the assistant teacher, and I [REDACTED]”.

From stakeholder interviews:

- Regarding the VOCDC, both my children went there. I feel concerned—I loved it as a center, and I really liked the [REDACTED], because she knew the parents and the kids. Over the years it has moved to a more corporate feel, with focus on state and federal regulations. There have been a series of directors who have [REDACTED] leaders or communicators, and there is the sense that the teachers are discouraged, and there has been teacher turnover in the past few years, and outstanding teachers have left.
- The VOCDC director seems [REDACTED]. Teachers have left and there is no communication about it—this is all to the detriment of the kids.
- Have not had firsthand experience but my employees have been happy and had positive experiences at the VOCDC.
- I don’t have the facts about what’s going on there now. I had my kids there, and it was a great experience, but I hear about all the problems parents are having now.
- The center is good—staff are warm and caring—but it’s more babysitting than core development. I don’t like that they are not NAEYC accredited, and they don’t seem to use any curriculum.
- The VOCDC needs to be looked at; the current parents are complaining.
- It was sad to see the person in Human Resources who oversaw the center leave—she was like the director there.

Appendices

Appendix A: Space Considerations for Model C

The following gives a general idea of the areas to consider when developing the space for a new child care center. These are general concepts and a lot of customized thinking will need to go into the actual design of the center. Oregon State licensing and building code regulations will also need to be closely examined during this process.

The chart below outlines the age groups that might be served and the number of children per group that UO might consider for this center. NAEYC (National Association for the Education of Young Children) accreditation standards and Oregon State Licensing Regulations have been taken into account.

Age Group	Ages	Number of Children per Group	Number of Teachers
Infant (2 classrooms)	8 weeks to 12 months	8	3 paid per classroom + adult students
Toddler I (1 classroom)	12 months to 28 months	10	3 paid per classroom + adult students
Toddler II (1 classroom)	12 months to 35 months	10	3 paid per classroom + adult students
Younger Preschool (1 classroom)	3 year olds	18	3 paid per classroom + adult students
Older Preschool (1 classroom)	4 year olds	20	2.5 paid per classroom + adult students

In addition to the classroom teachers, there will need to be a director, assistant director and an administrative assistant.

Space requirements

Decisions about the space allocation for the child care center need to balance minimum code and licensing requirements with the goal of developing a high quality early care and education program. To that end, UO should aim for more than minimum square footage required for licensing. The minimum should never be taken as the standard, particularly for a center located within a university that cares about high quality. Parents can be sophisticated child care consumers and will not be satisfied with cramped classrooms. We recommend that the preliminary space program for the center (including assignable and non-assignable space) be based on approximately 110-125 square feet per child, or for

example roughly 8,140-9,250 square feet for a 74-child capacity center. In most cases, this will result in at least 45-50 net square feet (NSF) of classroom space, the number recommended by most experts in the field, including the NAEYC Accreditation Criteria & Procedures. The balance of the space will be circulation, offices, storage, lavatories, multi-purpose space, a kitchen, and entry/common space. These areas are not included when the State looks at activity space per child for children in child care centers. Note that Oregon's licensing regulations require 35 square feet per child of classroom space.

In developing the program, UO will want to aim for an optimal size for high-quality early care and education that will work when the center is built, and into the next several years. Too little space and too high a child density can be associated with aggressive or disruptive behavior, fewer constructive interactions, and less quiet, solitary play. Too much space can lead to aimless, random behavior, shorter attention spans, more non-developmental or "down time" and an increased need for adult supervision. In addition to the size, a child-centered design of the space is critical.

Location of the child care center

The space clearly needs to meet high standard criteria for the location of the center. Parents need convenient access to the center. Other issues that warrant attention are:

- Security of the child care center
- Access and convenience of vehicular drop-off, pick up & deliveries
- Parking for staff, parents, and visitors
- Adequate lighting from the parking area to the child care center entrance
- Fire and emergency access

The center should have its own identity. It should have a welcoming, child-oriented character rather than an institutional character. Factors that contribute to the child centered feeling include:

- Building scale, and scale of elements appropriate to very young children
- Ceiling heights of 8 to 10 feet
- Operable windows and natural light
- Clearly defined spaces for each age group and, within classrooms, for activity areas
- Children's rooms that support children's independence and social interaction
- Welcoming entry, and wall space for presenting children's work in the common spaces

- Easy access to outdoor play space
- Clear identity for each children's room
- Easy way-finding, recognizable for children

Criteria for outdoor space

Allow a minimum of 75 square feet per child of outdoor play space for infants and toddlers, and 75 to 100 square feet of outdoor play space per child for preschool children for the number of children who will play outdoors at any one time. Oregon has a regulation of 75 square feet per child of outdoor space for the number of children outdoors at any one time. Factors to consider:

- Orient the play spaces to provide a mix of sunlight and shade, good drainage, and protection from wind and sun.
- Provide an outdoor faucet for drinking and one for a hose connection.
- Develop separate yards for infant/toddlers and preschool-age children.
- Arrange the outdoor play spaces so that all areas are visible to staff at all times.
- Outdoor play spaces should emphasize natural features and open-ended play, rather than equipment that defines and limits play opportunities.

Safety

- Fences should be at least four feet high, higher if there is water or other hazards nearby. Gates should be equipped with self-closing and self-latching mechanisms, located above the reach of small children.
- Provide sufficient outdoor lighting and an emergency telephone, or have cellular phones that staff can take outside.
- Soil in the play area should be tested for lead and other hazardous substances if there is any reason to believe a problem may exist.
- Provide ample clearance space around play equipment. Be mindful of the fall zone.

Pay particular attention to the choice of a resilient surface around and under climbing and sliding play structures. The NAEYC Accreditation Criteria & Procedures include recommendations on the depths of loose fill playground surfaces. However, there are many commercially developed surfaces that are preferable to sand, wood chips or pea stone. The specialized surfaces tend to be expensive, but are worth the investment. Be mindful that the

surface used in the infant/toddler playground does not get too hot. Play yards should include a variety of surfaces.

Natural playgrounds are very popular right now and research has reported that it enhances children's physical, cognitive and emotional development. There is much diversity of play on a natural playground.

All playground equipment should be designed or selected to meet the body dimensions of very young children. The architects might want to consult *Caring for Our Children: National Health & Safety Standards: Guidelines for Out of Home Child Care Programs*, published by the American Academy of Pediatrics.

Play value

- Provide opportunities outdoors for gross motor activities, quiet play and group activities. Features that enhance outdoor play include areas for water play (not standing pools), sand, a play house and other dramatic play props such as boats, vehicles, bridges or platforms, and a paved surface for riding wheeled toys.
- Provide seating for adults and children outdoors. Consider a picnic table and benches so that snack or lunch can be served outdoors occasionally.
- Create an area where children can garden. (See earlier note about lead soil).
- Provide storage for outdoor equipment: wheeled toys, sand toys, balls, tools, etc.

Criteria for interior space

Before discussing the criteria for individual rooms within the center, there are a number of factors that should be considered:

- Acoustic separation: Plan for acoustic separation between classrooms, and noise reduction within each classroom.
- Natural light and operable windows (with screens): Classrooms should have natural light, but will need room darkening shades or curtains at naptime. We find that blinds and mini-blinds don't last in child care classrooms, so plan for an alternative. Solar shades are more expensive, but also better performing.
- Communication: Provide intercom communication throughout the center. Provide phones and data lines in all classrooms and administrative spaces.
- Hot water temperature: Review regulations regarding hot water temperature for child care, and ensure that water in children's spaces does not exceed 90 to 100

degrees. The dishwasher will have to heat water to at least 160-180 degrees to sanitize dishes. (Check with Oregon's licensing regarding this rule)

- Electric outlets: Some centers put classroom outlets 48 inches above finished floor level, except where adjacent to infant cribs. Make sure all outlets in the center are tamper-proof GFI tam type, or receptacle covers that require turning the plug to engage power.
- Lighting: Provide zoned lighting in the classrooms: We recommend a mix of full spectrum fluorescent with a rheostat and incandescent lighting. Provide task lighting over diaper changing areas and handwashing sinks. Provide occupant sensors to reduce lighting unoccupied spaces.
- HVAC: Plan for 20 CFM (15 is the code, 20 is far preferable for children) per person fresh air ventilation in classrooms and administrative areas. Separate ventilation should be provided directly at diaper-changing areas, for lavatories, and in the kitchen. Provide additional natural ventilation through operable windows and doors.
- Storage: There is never enough storage in a child care center. Designate central storage areas for shared equipment and seasonal items, but also plan for specific storage requirements where needed: children's clothing, cots, large equipment, staff personal items, visitors' coats, etc. More storage details will be described in the classroom descriptions. Storage should be purpose-designed.
- Other safety details: Be sure there are no protruding edges below 48" height in children's spaces; avoid using bi-fold doors in children's spaces. Wall and counter corners should be rounded in children's spaces or enclose all counters, avoid use of bracket & standard shelving in children's spaces.

The following describes individual rooms within a typical child care center, which have been customized for a child care center at UO.

Infant Classrooms

Description	Comfortable space for 8 infants in each classroom
Size	Minimum for licensing: 280 square feet Recommended: 360 square feet Nap area for 8 cribs: 200 square feet
Adjacencies	Locate as close to the center entrance as possible, close to the office, and provide some storage for infant car seats and strollers nearby. This is a continuous issue.
Special Requirements	<p>Comfortable activity space on different levels, to support the development of children from 8 weeks to 12 months of age. Provide possible area for a low bar for children to pull up on. Provide non-breakable mirrors at child height and at the changing table. Include well-padded area rugs.</p> <p>Food preparation area, including a refrigerator and sink and a method for warming bottles. Cannot use microwave for warming; it is dangerous.</p> <p>Non-skid tile or linoleum floor</p> <p>Diaper changing area with sink</p> <p>Storage Requirements:</p> <ul style="list-style-type: none">• Low open shelves for toys• Cabinets and a closet• Storage for diapers, supplies, dirty diapers• Storage for bedding• Cubbies for extra clothing and diaper bags• Storage for formula and baby food• Locked storage for medications and supplies

Toddler I and II Classrooms

Description	Comfortable space for 10 toddlers in each classroom
Size	Minimum for licensing: 350 square feet Recommended 500 square feet
Adjacencies	Lavatory with two toilets and two sinks. This could be located between the two toddler classrooms. A changing table should be located in the lavatory with a view of the classroom.
Special Requirements	<p>Activity area to support the development of toddlers with opportunities to climb and run, take part in wet or messy art activities, play in large groups as well as small.</p> <p>Mix of floor surfaces: some area rug and some linoleum or tile</p> <p>Display areas for children’s work</p> <p>Provide non-breakable mirrors at child height and at the changing table</p> <p>Handwashing sink in classroom</p> <p>Diaper changing area with sink in classroom or in bathroom with a clear view into classroom (see diaper changing space details).</p> <p>Storage Requirements:</p> <ul style="list-style-type: none">• Low open shelves for toys• Cabinets and a closet for staff access• Storage for diapers, diapering supplies, rubber gloves, dirty diapers, paper roll• Storage (cubbies) for extra clothing, diaper bags, and personal belongings• Storage for cots and bedding• Lockable storage for medications• Lockable storage for cleaning supplies

Younger Preschool Classroom

Description	Comfortable classroom for 18 young preschoolers.
Size	Minimum for licensing: 630 square feet Recommended: 810-900 square feet
Adjacencies	Adjacent to gross motor space Preschool lavatories with two-three toilets and two sinks.
Special Requirements	Activity area to support the development of preschool children. These children require opportunities for exploration and pre-reading and math skills development, art and music, large and small group activities. Mix of floor surfaces: some carpet and some linoleum or tile Display areas for children's work Handwashing sink in the activity area Storage Requirements: <ul style="list-style-type: none">• Low open shelves for toys• Cabinets and closet for staff access• Storage for cots and bedding• Lockable storage for medications• Lockable storage for cleaning supplies• Storage (cubby for each child) for extra clothing, boots and personal belongings

Older Preschool Classroom

Description	Comfortable classroom for 18-20 older preschoolers.
Size	Minimum for licensing: 630-700 square feet Recommended: 900-1000 square feet
Adjacencies	Adjacent to gross motor space Preschool lavatories with two-three toilets and two sinks.
Special Requirements	Activity area to support the development of preschool children. These children require opportunities for exploration and pre-reading and math skills development, art and music, large and small group activities. Mix of floor surfaces: some carpet and some linoleum or tile Display areas for children's work Handwashing sink in the activity area Storage Requirements: <ul style="list-style-type: none">• Low open shelves for toys• Cabinets and closet for staff access• Storage for cots and bedding• Lockable storage for medications• Lockable storage for cleaning supplies• Storage (cubby for each child) for extra clothing, boots and personal belongings

Entry & Reception

Description	Central entrance area for staff, parents and children
Size	Spacious area where parents can relax and/or talk with each other
Adjacencies	Director's office Administrator's office Adult lavatory (2) Clear routes to each classroom
Special Requirements	<p>Install a doorbell and intercom/buzzer system, access code, or hand read security system to control access to the center, and a chime on the front door that sounds when the door opens.</p> <p>Provide comfortable seating for adults and children, display area for children's work, parent reading material, and a parent information board.</p> <p>Provide convenient storage for visitor's coats, some car seats and strollers. This is critical and difficult to figure out. Sometimes we have put the strollers on a covered deck other times with in the building.</p>

Adult Lavatories

Description	Two adult lavatories, for staff and adult visitors
Size	60 square feet for each facility
Adjacencies	Adult lavatories should be close to the entry foyer and community space.
Special Requirements	Handicapped accessibility is required by the Architectural Access Board and the Americans with Disabilities Act. Check with the State of Oregon to see if there are any additional regulations regarding accessibility. Certain dimensions may conflict with these regulations; careful coordination is needed between handicapped accessibility requirements and requirements to accommodate children. For example, a sink may be set at child handicapped access height and usable by adults as well as a child in a wheelchair, and another sink set at height for standing toddlers or preschool children.

Staff Offices

Description	Director's Office Assistant Director Office Administrator's Space Mentor Teacher Office Conference Area Staff lounge and Resource Area	
Size	Director's Office	150 square feet
	Assistant Directors Office	140 square feet
	Administrator Office	100 square feet
	Mentor Teacher office (for 2)	140 square feet
	Teacher lounge	225 square feet
	Teacher work space	200 square feet
Adjacencies	Adult lavatory Entry & reception area	
Special Requirements	Director's Office: <ul style="list-style-type: none">• Small conference area (table plus 4 chairs)• Office furniture & locking file cabinets• Small alcove for isolation area• Convenient to center entry with good sight lines to entrance door• Storage for office materials• Computer work station, small copier Assistant Director Office: <ul style="list-style-type: none">• Office furniture & locking file cabinets• Storage for office materials• Computer work station, small copier Administrator space: <ul style="list-style-type: none">• May be in reception area or in an office• Space for computer and copier• Storage for office materials• Locking file cabinets	

Mentor Teacher Office:

- Office furniture & locking file cabinets
- Storage for office materials
- Computer work station, small copier

Teacher lounge and work space:

- Locking storage for teachers' personal belongings
- Conference table and seating
- Comfortable furniture
- Small refrigerator, sink, coffee service area
- Telephone
- Computer work station and printer
- Counter and shelving for material storage & preparation (paper cutter, glue guns, small tools, etc. that should not be within children's reach)

Gross Motor/Multi-purpose Space

Description

Consider 1000 square feet

Open space allows for development of gross motor skills with sufficient space for bulky equipment and active play space.

We envision that the gross motor space could serve also as a meeting space for the whole child care community (parents, staff and children) for meetings, performances, celebrations.

The gross motor space should be centrally located near the classrooms. In order to be used as a meeting space it should be located adjacent to the kitchen.

Special Requirements

Room should have good sound control and safe flooring (e.g. low pile carpet), good natural lighting and individual temperature control.

Plenty of storage is necessary for mats, play equipment and chairs for community meetings.

Ballet type bars or wood rungs on portion of wall for infant/toddlers learning to stand and walk.

Outlet for good sound system in storage closet with wiring for speakers for music and dance activities.

Children's Lavatories

Description	Each children's toilet area is to be designed for age group served with appropriate sized toilets and sinks. Handicapped access is complex and conflicts frequently with child sizing, and this must be considered.
Size	80 square feet for the preschool classrooms with 3 to 4 toilets and sinks 70-80 square feet for the toddler classrooms with 3 toilets and sinks Toddlers: <ul style="list-style-type: none">• Child height toilet• 18 to 20 inch sink Preschool: <ul style="list-style-type: none">• Child height toilet• 24 inch sink
Adjacencies	Each lavatory facility should be adjacent to appropriate classroom with visibility possible to classroom and all areas visible to staff (low partitions in preschool, 3'6", between toilet stalls, and no doors to stalls).
Special Requirements	Consider faucets that turn off automatically. Mount sinks in low counter-tops. Counter tops may not be necessary. Consider full range of lavatory activities, including tooth-brushing. Provide paper towel holder and dispenser for liquid soap. Or consider hand dryers, which are better environmentally and for health. Provide wall-mounted mirrors at children's height. With shatterproof backing, fully adhered to wall. Provide floor drains in children's lavatories Light switch should be above children's reach Water temperature should not exceed 100 degrees Handicapped accessible as regulated by the Oregon Architectural Access Board (if there is such a Board) and the Americans with Disabilities Act.

Diaper Changing Space

Description	Diaper changing space provides safe and sanitary space for diaper changing for infants and toddlers.
Adjacencies	Changing space, sink and storage of diapers and supplies are located in the infant/toddler room. Orientation of changing space must ensure visibility of other children in the classroom.
Special Requirements	<p>Counters:</p> <ul style="list-style-type: none">• Diaper-changing areas should include an adult-height counter with a seamless surface. Changing tables can either be built or bought.• Provide a 4 to 6 inch lip on the counter top to keep a vinyl-covered mat in place.• Placing one end of the changing surface next to a wall allows for installation of a roll of medical exam paper to protect the surface during diapering. Provide under counter space for diaper trash barrel, with access that does not involve opening and closing a door.• Some programs provide a slot above the lower cabinet door so that diapers can be tossed in easily.• Dispenser for roll of sanitary paper <p>Sinks:</p> <ul style="list-style-type: none">• Diapering sinks should be easily operable with one hand or with foot pedals.• Water temperature not to exceed 100 degrees• The Lady Vanity Sink by Kohler is a nice infant sink with a hand-held sprayer.• Toddler diapering areas need a deeper sink <p>Lighting:</p> <ul style="list-style-type: none">• Provide task lighting over diapering area
Storage	Adjacent storage at the diapering area should include open shelves to hold small bins of each child's diapering supplies. All necessary items (e.g. sink, diapers, diaper pail) should be organized so that staff member can reach them while one hand remains on the child. If casework is provided above the diapering area, care must be taken to position it so it is not a hazard.
Other:	Consider installing acrylic mirrors at changing table. Provide wall-mounted mirrors at children's height. With shatterproof backing, fully adhered to wall.

Snack Kitchen

A decision needs to be made regarding whether children will be bringing in their own lunches or if the center will provide meals. A snack kitchen is for when the center does not provide meals, but does provide snacks.

Description At a minimum the kitchen will be used to prepare snacks for children and center functions. It may also be used for classroom activities and special events. Children are not allowed in kitchen.

Adjacency The kitchen needs to be centrally located with an outdoor entrance for delivery of food and supplies. It should also be located near the multi-purpose room to be used for community events. A serving window opening to the multi-purpose room would be convenient for community events.

Special Requirements Check the Oregon regulations for snack kitchen requirements.

Dishwasher will need to meet health department temperature requirements.

A minimum 22 cubic foot refrigerator with a frost-free freezer section.

Deep double sinks. May be required to be triple sink for pot washing. Check with the agency regulating this.

Two ovens or a convection oven and microwave oven. Avoid gas unless a fully commercial kitchen is planned.

If making lunches food carts for transporting food to classrooms

For use by children a portion of the counter at 24" would be helpful for class cooking projects.

General Storage Needs

Description	In addition to ample storage space in each classroom we recommend plenty of general storage space for large equipment and supplies used by the entire child care community.
Size	Approximately 150-200 square feet
Adjacencies	Storage needs to be conveniently located near the area of activity where the equipment is to be used.
Special Requirements	Plan for: <ul style="list-style-type: none">• Storage of outdoor toys near the doors to the playground or in an outside shed• Large storage space is needed for strollers near entry• Shelving in the teachers’ office and resource room for books and other curriculum resources• Central storage for art and project supplies• Central storage for curriculum resources such as music instruments and sound systems, puppet theatres, and gross motor equipment• Canned and dry food storage and paper products near/in kitchen

Laundry Areas

Description	Space and equipment to launder linens, bedding, towels and sometimes children’s clothing
Size	Approximately 75 square feet
Adjacencies	Centrally located, adjacent to other plumbing and near an outside wall for dryer vent
Special Requirements	Special heavy-duty washer & dryer, laundry sink, counter for folding clean laundry, shelves for supplies Provide venting for dryer Secure space from children with locking door Provide floor drain

Custodial Area and Mechanical/Electrical Room

Description	Space allocated for electrical and HVAC equipment and control panel
Size	100 square feet for mechanical and electrical room 25 square feet for custodial closet
Adjacencies	Locate mechanical/electrical away from classroom space but easily accessible in case of emergency Locate custodial closet in central location adjacent to other plumbing
Special requirements	Deep sink Interior lockable supply cabinet Lockable door

Appendix B: Research Results–Stakeholder interviews

Interview meetings with stakeholders at UO were conducted on site in October 2017. Interviews often had more than one individual in attendance. Key stakeholders interviewed represented the following UO departments, offices and/or groups:

- Academic administration
- Campus child care centers
- Capital Construction
- Child Care Working Group
- Finance
- Sciences
- Staff
- Student Life

Key findings from the interviews have been presented by topic area. It is important to note that the results from stakeholder interviews are not transcriptions of the interviews and the content has been paraphrased and edited.

Key findings

How expanding or not expanding campus child care initiatives would affect the UO community

- Increased productivity of employees
- Increased retention
- Positive affect on recruitment of faculty and students
- Positive affect, but only if it makes a difference and provides more child care spaces
- Addresses the need for infant and toddler care in the Eugene area
- Makes a statement regarding UO and how it cares for its employees and students

Thoughts regarding the existing UO campus child care centers and child care initiatives

- It is positive that UO has three child care centers on campus.
- The three centers are very separate and operate independently of one another.
- Oversight at the VOCDC has been lacking in recent years.
- The VOCDC has changed over the past few years and some parents appear to be unhappy.

Types of child care initiatives that would be most beneficial to the UO community and to UO as an institution

- An expansion of the VOCDC
- Building a new child care center on campus—perhaps on the Knight campus
- Lists of caregiver options in the community (babysitters, etc.)
- Nanny matching services
- More coordination between the existing UO centers
- Additional and improved lactation spaces on campus

What quality child care means

- Teachers who are well-trained, appreciated and supported
- A safe and secure environment
- Good teacher to child ratios
- Children are engaged in meaningful learning activities
- Parents are involved
- Resources in the classrooms
- Individual children's needs are being met

Barriers involved with providing and/or expanding various child care initiatives

- Money
- Space
- Recognition from UO leadership that child care is an issue and need for recruitment and retention
- Need for leadership to take this on and develop a strategic plan
- A commitment to raising funds and providing for ongoing operation
- Politics

How to overcome these barriers

- Provide clear explanation to UO decision-makers regarding the benefits of expanding child care and the return on investment
- Development of a clear strategic plan and vision
- Find a partner in the community
- Explore various models for providing child care services
- Develop cost analysis with supporting data to examine the benefits and losses

Potential funding sources for child care initiatives

- Individual schools, departments that would get priority slots or use the centers for research (Knight campus, School of Education)
- Grants
- Philanthropy
- Student fees
- General funds
- Outside companies/employers

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- The President
- The Provost
- The VP of Finance
- Development Office
- Human Resources
- Deans and Department Heads and faculty
- Student Life Office

Stakeholder Interview 1

How expanding or not expanding campus child care initiatives would affect the UO community

- Putting cost aside, faculty and staff have child care availability and cost issues.
- Recruitment is an issue. There is an infant and toddler child care shortage in Eugene; it is a major challenge for young families.

Thoughts regarding the existing UO campus child care centers and child care initiatives

- The centers are good, warm and caring, however, they are not NAEYC accredited, and are more like a babysitting arrangement than child development centers.
- The curriculum is not clear.
- The centers should take better advantage of other departments at UO.

Types of child care initiatives that would be most beneficial to the UO community and to UO as an institution

- Back-up care
- Care for school-age kids during holidays and vacations

What quality child care means

- An environment where a child wants to be
- Where individual attention to development is given and problem-solving skills are developed
- Not just babysitting; a program that invests in the development of the child

Barriers involved with providing and/or expanding various child care initiatives

- Money—there are huge budget issues at UO.
- Senior leadership does not have kids, and so are far removed from this.
- Leadership needs to better understand these issues and why we will make people more productive if child care is available.
- Need a cost analysis to see what the cost of an initiative is in relation to what is lost by not doing it.

Potential funding sources for child care initiatives

- Do a better job in looking for grants.
- Investigate external sources.

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- The President—he responds to numbers and return on investment
- The Provost

Stakeholder Interview 2

How expanding or not expanding campus child care initiatives would affect the UO community

- It would raise the morale of junior faculty.
- Increase productivity
- In the long-run it would save UO money, because if we expand child care people will stay at the university. UO spends so much on recruitment. Associate professors leave because they can't get their research done.
- If the President wants to lift the academic reputation of UO as a flagship campus for the state, then UO needs professors who can produce.
- There are a lot of female faculty at the associate level here, and they are stuck—a lot of them direct programs, and they do speaking engagements and have to pay for babysitters out of pocket, because they cannot use research funds for this. I've found out that other universities pay for child care when their faculty do speaking engagements.

Thoughts regarding the existing UO campus child care centers and child care initiatives

- I pushed for this project to be completed because there are not enough spaces at the VOCCDC, and there is not enough child care in general in Eugene.
- I also pushed for this project because the three campus centers are all run so differently, and audits are needed on all of them, especially to look at student workers.
- I've looked at other universities, and we offer great child care at UO.
- There used to be a fabulous resource in Human Resources for child care, but that position was eliminated; it was sad to see that person go because she was like a Director.
- Current parents at the VOCCDC are complaining.

Types of child care initiatives that would be most beneficial to the UO community and to UO as an institution

- More spaces in the UO child care centers
- Lower the cost of care—a heavier subsidy
- A focus on students and faculty

- Streamlining the intake process
- Additional resources for child care such as a babysitting list, a stipend to reimburse employees for work-related activities, and a drop-in center

What quality child care means

- Well-trained caregivers
- Safe environment
- Interesting things to do
- Children are learning and are prepared for kindergarten

Barriers involved with providing and/or expanding various child care initiatives

- The financial piece is big—need to do a good audit on the existing centers and look at each line item
- Space

Potential funding sources for child care initiatives

- The School of Education—because their adult students use the centers
- Grants for expansion

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- The finance people—they need to see how it would benefit UO cost-wise.
- The Provost—they turn to the finance people. They need to be shown the trajectory of female faculty, and how publications are not happening, and that the academic mission of UO is not being completed due to the lack of child care.
- The President—he will rely on the Provost.
- The faculty—especially the older, male faculty—anyone who the system works well for as is.

Stakeholder Interview 3

How expanding or not expanding campus child care initiatives would affect the UO community

- Not expanding will increasingly have a negative influence on people's decision to come here as a student or an employee because they'll have other options, especially outside of Eugene.
- It depends on the depth of an expansion—a few extra slots, even in the toddler room won't make that much of a difference. Not sure if even 20 more slots are enough or reasonable. If we bring in 40 new faculty each year, and they are young, it truly wouldn't really make a difference.
- People go in and out of the community—but students stay in the area—they are part of the bigger community. We have to recognize the changes in our community, and that UO has students with kids, or those who are choosing to have kids later in life.
- There is a desperate need to expand child care on campus; the lack of child care is negatively impacting the UO community—if there is additional child care it can only be positive.
- For post-docs, it is very hard—they are starting their families, and are far from home, and they can't get into UO centers because there is no space. It's really stressful for them. They don't have the resources, so they can't hire a nanny. Also, many are here on three year fellowships and the expectations on them to produce are enormous, and they don't get maternity/paternity leaves. Not knowing if you can get into child care at UO is so stressful for them.
- Expanding child care could be a real strength in recruiting. People come to Eugene for the quality of life, and child care needs to be a part of this. The value of child care is so important, and there is the worry of losing people because there is no child care available for them.

Thoughts regarding the existing UO campus child care centers and child care initiatives

- Regarding the VOCD, I feel concerned—I loved it as a center, and I really liked the former director, she knew the parents and the kids. Over the years it moved to a more corporate feel, with a focus on state and federal regulations. There have been a series of directors who have not been good leaders or communicators, and there is the sense that the teachers are discouraged, and there has been teacher turnover in the past few years, where some outstanding teachers have left.
- The VOCD director seems [REDACTED]—teachers have left quickly and there is no communication about it. This is all to the detriment of the kids.

- Have not had firsthand experience but my employees have been happy and had positive experiences at Moss St. and at the VO CDC.

Types of child care initiatives that would be most beneficial to the UO community and to UO as an institution

- If the VO CDC could be expanded it could be useful; the proximity is great and for most faculty it's a good location—the benefits of this play a big part.
- The best initiatives are those that allow for more infant and toddler care because there are already options for preschool in the community.
- Expanding the VO CDC could work. It is some distance for Knight campus employees, but most people are driving 30 minutes to work anyway. It would keep that neighborhood feel.
- A separate child care center on the Knight campus. I think the idea also that this center could be used for child development studies and research activities at Knight is good.
- Having a new center on campus—placing it on the north campus would benefit Knight employees, but it doesn't have to be on the Knight campus.
- Care for children with disabilities, such as autism—these children are not served well at the VO CDC; families are left with having to find a nanny. Having a specialist on staff at VO CDC would be good. Also, if UO could create a network of adult students who are studying special education, they could be connected to families to provide child care.
- There are programs outside of UO and people do get into them, but there aren't a lot, and they are not well-marketed by UO. There tends to be a strong sense of entitlement at UO—where people expect to be “given” things, and they don't want to go outside the UO community.
- Explore initiatives in the community—we need a broader view of options, not just UO administered options.
- Create lists of community programs—all kinds, like camps, centers, and drop in programs.
- Have priority slots in community programs.
- A child care center on the Knight campus managed by UO, where Knight provides the space and subsidizes it for priority slots.

What quality child care means

- Credentialing of caregivers
- Good child to adult ratios
- Resources in the classrooms
- Thoughtful programs that tie together classrooms and child experiences
- Safety and security
- Having individual children's needs met
- Engaged children—activities that are engaging
- Teachers who are supported

Barriers involved with providing and/or expanding various child care initiatives

- Investing in child care has not been a priority at UO; when Moss St. was built it was a little rundown building, then it was renovated and enlarged and worked well.
- UO is struggling to keep up with the population growth.
- The thought that UO has to administer the child care center is a barrier—there is a bias against third party vendors at UO—they don't like the idea of having an external contract.
- There are some space issues—how we allocate space.
- Funding/money
- Campus child care is not recognized as a requirement for recruiting faculty (especially recruiting women).
- There's the perception that fundraising for child care initiatives is not possible—the development office just goes for where they can get the money.
- Child care is seen as an add-on, as not necessary for UO.
- There is an elitism element where there are the “haves” and “have-nots” on campus—if the Knight campus has a child care center that might be a concern.
- There is not a clear strategic vision or clear understanding of what is involved in building a center on the Knight campus.

Actions required to overcome these barriers

- The benefits of child care need to be explained to the development office or they won't "go there".
- Child care needs to be made central to the mission of UO.
- We already have a 501c3 center. We need to try other models.
- Need to overcome the anti-big business sentiment at UO, and rise up to decision-makers.
- Partner with a local operator—they may not have the capital but UO could bring the money and the space.
- If there's a center on the Knight campus there would need to be slots for other employees too.
- A business case has to be built to show the value return of investing in child care.
- A collaboration with the local community college.
- A clear strategic vision and plan with a financial implications review for building a center on the Knight campus.

Potential funding sources for child care initiatives

- The schools and colleges are pretty tapped, but if it's important to them they could contribute.
- Philanthropy—there is some room for this
- Student fees
- Knight campus

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- The President
- The President and Provost who would then direct the VP of Finance
- VP of Finance and Administration
- Development office—they are not very diverse, and are mostly men who haven't had to think about child care in their own experiences.

- Administrator of work life programs
- College of Education

Stakeholder Interview 4

Types of child care initiatives that would be most helpful at UO

- We have a new \$1 billion initiative in applied sciences called the Knight Campus that was established with an initial donation of \$500 million dollars, and with this comes a mandate to do things differently. It will mean a bridge from UO to industry, and new faculty will come; we will be creating spaces for companies to build out. In the Sciences, we want to have meaningful diversity, both gender-wise and racially; we at Knight want to address both. While we most definitely have a lack of racial diversity, another obvious diversity need is in terms of gender; 50% of our PhD candidates in Biology are women—but our faculty tends to still be dominated by men; our pools of applicants reflect this as well, which suggests that at least part of the problem is deeper in the pipeline, perhaps in terms of workplace attractiveness/support.
- When I was asked to direct this initiative, I stated that I would like to have child care in the building, because I think it would address these issues and signal that we care about child care and general support for families. I started meeting with others about his idea, but we were just not ready yet from a broader institutional point of view—there were cost, management, and priority slots questions, etc. We had to quickly finalizing our building plans, and had to make decisions. We worked with architects, and they made models that included child care, so we have a plan. Our hope is that it can go into phase II rather than phase I. Phase II should happen in 3 to 5 years from now, which puts the childcare solution on a longer time cycle than I'd hoped.
- I would love for the Knight Campus to continue to be part of the child care discussion, and I know that child care is a major investment—you have to be financially prepared to support it. We would really need to work through what a partnership with the broader campus would look like. I heard that infant care is becoming so expensive, so a subsidized model will have to work. There are many questions, such as: what's the involvement of the academic institution? It needs to be located in the building, and buildings are expensive.
- It's the right thing to do—it would be part of our brand—the future of science—and it would attract young scientists, presumably especially women. Eugene already has a quality of life to offer, so it adds to this.

Issues that faculty have regarding child care

- The thought is that if you can get into the VOCDC everyone's happy—but uncertainty about getting in causes anxiety—the timing of the process, and post-docs, graduate students and staff have a less plan-full rhythm. I had two women who were post-docs, and both were able to get into the VOCDC, but there was lots of anxiety around

it. I don't think that we over-promise, people are up front about the waiting list at the VO CDC, but there are not great other options around, so there's an "all or nothing" feeling for people here.

What UO should focus on if they establish a campus child care center

- Maintain attention to quality
- Adjacency is important
- Cost concerns—in order to serve post-docs, who have less money for child care
- Total capacity
- Being a good neighbor in the community of Eugene—this is a branding opportunity for UO
- If Knight makes a direct investment, would they get priority slots?

Stakeholder Interview 5

How expanding or not expanding campus child care initiatives would affect the UO community

- There is the perception that finding child care for younger children may be difficult, but not sure about this for older children. We don't have the facts on this for recruitment and retention.
- If the VOCDC were to expand, there would be this perception that we have more child care available, and it's so expensive to run the VOCDC, and it's only helping a small number of families. It would be great to have more slots—but the cost versus the numbers we would be helping needs to be considered.
- We would need to decide how many more slots we need to really make a difference

Thoughts regarding the existing UO campus child care centers and child care initiatives

- It's unclear as to what's going on now at the VOCDC. There were positive thoughts on it in the past, but you hear about all of the problems that parents are having there now.

Types of child care initiatives that would be most beneficial to the UO community and to UO as an institution

- Creating another center could happen but we are facing a difficult political situation and if we were to outsource, our collective bargaining may have clauses that would have to be examined.
- There are potential facilities on campus for a center—the EC Cares building on 18th St. may be viable.

What quality child care means

- Making sure my child is safe, happy and learning
- Communication that is two-way with parents
- A center that knows my child, and shows me that he/she is getting special attention
- Opportunities for parents to be engaged at the center

Barriers involved with providing and/or expanding various child care initiatives

- Money
- The challenge of providing a high quality child care center
- The folks that we have overseeing the centers don't feel that they know enough to do the job of oversight—we still need a work life person to provide this oversight.

Potential funding sources for child care initiatives

- Subsidize through the use of general funds
- Student fees

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- Leadership—the President, Provost, and Chief Financial Officer

Stakeholder Interview 6

How expanding or not expanding campus child care initiatives would affect the UO community

- There have been discussions over the past couple of years about expanding child care. We have the Knight campus project underway which is running ahead of the pace of the child care center study. There was no child care center included for phase I but it may be for phase II.

Thoughts regarding child care center expansion and build out

- There are questions about quantity and location. There was a study done for the VOCDC in 2008 regarding an addition to that center.
- A child care facility is not very big so it frees up opportunities. I think UO sees a child care facility as being on the periphery of campus, but some parents would prefer it in the core of campus so they would have easier access to their kids during mid-day breaks.
- There are available plots of property that are developable on the north and east sides of campus that could support an 8,000 to 12,000 square foot building.
- The EC Cares building may work but it's not right on campus. The parking lot could be made into a playground, but there's not really enough parking there, for example, parents couldn't park there and go teach like they do at the VOCDC now. There's not a lot of "site" to it, either.
- There are not many vacant buildings on campus. There is Carson Hall but only the bottom floor is available, and it might be only 5,000 square feet. Housing has been looking at that space as well.
- It is hard to say what the cost per square foot would be for a new center. A ballpark for total construction may be around \$500 per square foot.
- The north side of campus might work; on North Franklin Blvd. there are two major projects in process now, and as that area develops there is the potential for child care, and it is not far from campus. A parking structure is being built there too—it is getting hard to park on the southeast side of campus.
- When looking at the east campus where the VOCDC is now, there is the question of whether a 10,000 square foot addition next to the building could fit in the back, but from a planning perspective it's unclear. There are three buildings on the block where the VOCDC is now, and in the end if you tore down the VOCDC you'd just build a bigger facility there. There is the modular unit there, and the long-term plan is to

have that unit go away, so that could be taken down and a whole new center could be built.

- Need to explore long range planning for making a decision about expanding or building a new center.
- If a center were to be built closer to the core campus, UO would need to decide on the scale of the new center and have it match the other buildings around it.
- If it were decided to build a center on the VOCDC site it could happen sooner than building one on the Knight campus.
- One idea is to do both—build a permanent addition to the VOCDC, and build a new center on the Knight campus.
- Campus Planning should be brought into the discussion regarding siting options for a new center as they are the group that directly works on where buildings should be located on campus.

Barriers involved with providing and/or expanding various child care initiatives

- There are always monetary challenges, and getting the fiscal picture squared away is important.
- There is always a lot of politics with expansion and building on campus

Potential funding sources for child care initiatives

- There's a better chance to do the Knight campus center if Knight campus builds the shell, and then UO needs to decide who pays for the interior space.

Stakeholder Interview 7

How expanding or not expanding campus child care initiatives would affect the UO community

- There is a huge demand for infant and toddler care in the area—it's expensive and hard to find.
- What we have here at UO is employer-sponsored child care, which is rare in Oregon. It's a great thing for recruitment and retention, and makes a huge difference to employees.
- Increasing child care on campus makes a statement that UO cares about its employees
- Anytime there are system changes it affects all of us. For example, we are running a business, and if a new infant/toddler center opens on campus our numbers may go down if everyone goes to the new center.
- Perhaps we could expand the VO CDC center, but we are already so big, and it would change our community.
- Need to look at school-age programming at VO CDC and ask if it's our mission—maybe we could move that someplace else and that would give us room to expand—but school-age care is complicated and has to be flexible for families.

Thoughts regarding the existing UO campus child care centers and child care initiatives

- We have three high quality centers on campus.
- At the VO CDC we have fairly good staffing—we use work study students which gives you a “bang for your buck”.
- The co-op center is a different model than ours—they hire work study students and are housed in a UO building, and they don't pay UO wages and overhead. This helps keep their ratios lower than ours.
- It would be nice to have more collaboration between the centers, (like having one central waitlist) but we are very much in silos, so it's not really possible (we are run through Human Resources, and Moss St. is run through Student Life).

What quality child care means

- Trained staff
- Good ratios

- Ability to retain staff
- Happy children and families that are well cared for
- Being in touch with the environment and child development
- Relationships
- Meeting each child's needs—it's about the kids

Barriers involved with providing and/or expanding various child care initiatives

- Not sure if there is money for expansion.
- It would take a commitment to quality—that would need to be the priority and it's more expensive for quality child care.
- It would take planning and cooperation between the department that's funding it and the providers.
- Ongoing commitment to the provider in supporting the expansion
- Oversight—this is now missing at the VOCDC—we don't report to a person who knows ECE and knows quality (UO had a person in this role but the position was eliminated), so this is a missing piece for us and for parents.
- The Knight campus may not want to be in the child care business
- Facility needs—have to be careful regarding space on campus
- Finding infant and toddler teachers

Potential funding sources for child care initiatives

- UO has not taken advantage of the CCAMPIS federal grants but we need data in order to apply.
- At the VOCDC we haven't exhausted our subsidy money—it's not used up consistently
- Turn to the departments, and have them sponsor their slots at the center

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- The people with the money—the President—the leadership
- Deans and department heads
- The faculty union did bring child care up as an issue and that's what led to this study.
- There's never enough money to go around but faculty could convince others by focusing on the recruitment factor.

Stakeholder Interview 8

How expanding or not expanding campus child care initiatives would affect the UO community

- Would need to know how child care is to be expanded. If a center with 200 child-capacity is opened it might be competition for the existing UO centers. It would need to be a positive thing.
- At Moss St. the priority is to serve students—that's our goal, and we want to continue on this mission/purpose.
- UO has done a great job in providing a lot of child care, there may be some gaps, so we'd need to target the capacity to that. UO has put a lot of resources into child care.
- If every student in need had child care services it would be great—it would help with recruitment, retention and underserved populations. It's harder with the faculty and staff piece.
- There are a lot of levers—if things were coordinated, I would feel optimistic. If we were to offer child care for infants and toddlers it would be more expensive.

Thoughts regarding the existing UO campus child care centers and child care initiatives

- Maybe have all the centers on campus serve all populations—it would be more of a community feel, it would add capacity and we would share populations—but that's a huge endeavor.
- At Moss St. we have two bosses—the administration group and the student group, so it's tricky—our politics are doubled. Our funding is from student fees, so we do feel responsible to students.
- At Moss St. we have an incredible staff, with strong leadership. It's a great program, dedicated and thoughtful. I'm very proud of it.
- At Moss St. we are connected to the ASUO committee and they have a parent alliance. They have been very successful regarding subsidies for families.

Types of child care initiatives that would be most beneficial to the UO community and to UO as an institution

- Maintaining and supporting the existing initiatives, and promoting them
- Increase capacity of child care for staff—they cannot afford the VOCD, and can't get into Moss St. or the cooperative. The focus at UO is on students and faculty for recruitment and retention, but there's no focus on staff—they don't have the pull of tenure.
- Better coordination between the existing centers and the UO administration, especially on areas such as maintenance of the facilities.

What quality child care means

- Children are cherished and cared for in a way where they can meet their full potential and parents are involved.
- Staff that are appreciated and feel that their work matters
- A sense of community
- Really clear systems
- Well trained staff
- Resources

Barriers involved with providing and/or expanding various child care initiatives

- Resource allocation
- Time
- Space
- Money
- Demand—if there is only a small need for additional child care

Actions required to overcome these barriers

- Could expand the Moss St. center if there is a need

Potential funding sources for child care initiatives

- Could raise the tuition at Moss St.
- Other UO funds
- Sponsorships from outside companies

Who at UO needs to be convinced of the benefits of expanded child care options and how to approach them

- The director of Moss St because students have trouble affording child care and if new child care was developed for faculty and staff it would need to be targeted to them.
- A needs assessment would be helpful to know more about the expected population growth at UO and their child care needs—we need clarity on this.

Appendix C: Research Results—Focus Group Meetings

Three separate parent focus group meetings were held on-site at UO in October 2017; one with parents of children currently enrolled at the VOCDC (6 participants), one with parents from the Campus Community (11 participants) and another with parents from the Sciences (8 participants). Participants ranged from those who were expecting children to those with school-age children. The objective of the meetings was to capture participants' thoughts regarding UO child care initiatives, child care and work life balance issues, and the supportiveness of UO and their supervisors regarding child care. The results from their thoughts have been presented by the topic areas discussed. It is important to note that the results from the focus group meetings are not transcriptions of the meetings and the content has been paraphrased and edited.

There were four participants who were expecting a child; two of them were on waiting lists at UO centers, one will be using a local child care center, and one does not have a child care arrangement yet. The types of child care arrangements used by participants varied; of the parents who were not in the VOCDC focus group, more than one-half of them used local child care centers, a few used a nanny, several used UO centers, and one used relative care.

Types of UO child care initiatives that would be most helpful

Additional infant care on campus, expanding the number of child care slots on campus, subsidies for child care of their choice, back-up child care and a nanny-match service were notable initiatives that participants felt would be helpful.

- As a mom with a younger child there is the need for more infant slots on campus
- Infant care is really challenging—there are no options on campus
- Need infant care—junior faculty need this, and there are no spots at VOCDC
- Child care on campus for infants, and an additional facility where moms can go to nurse
- More slots at the really great child care on campus
- Expanding the slots at VOCDC
- More child care, and expanding the centers at UO
- Child care in the community is not helpful because it is not high quality—need care close by especially for infants.
- Subsidies for child care of our choice

- A subsidy for child care would benefit me the most—I'm still on a wait list and child care is very expensive.
- Network for nanny sharing
- Nanny matching service
- Emergency back-up care, for when you have to teach a class or attend a meeting and don't have child care—it would make my job a lot easier and less stressful.
- Drop in or back-up care on campus—I'm full-time and have to be on campus every day.
- Back-up child care
- Child care in the community—there are no slots available anywhere—there are two-year waits.
- More lactation spaces, and better ones
- At VOCDK the teachers are getting paid well because they're unionized—they get better benefits, etc.—as a University we should put our values there.
- Weekend care on occasion
- Fostering community events for parents and children
- Holiday and school vacation care
- A family child care network stands out as good because it provides some vetting, for trust.
- The campus cooperative center is nice because of the community feel—it's a mixture of student and faculty parents, and there is more diversity there, which doesn't echo Eugene.
- We've been very happy at the Co-op Family Center, they helped our son transition in there, but they have to give priority to students.
- Look for a work-life director again to coordinate initiatives, oversee child care and provide child care referrals.

Issues experienced with child care and work life balance

Issues such as the inability to get their work done, missed work days, difficulty with work travel, scheduling issues and managing breastfeeding and work were noted by several participants.

- I had an employee who was bringing their infant into work to the lab because they only had part-time child care.
- I can't manage the lab efficiently. If I'm not there I can't do it
- Missed events at UO because of no child care
- I can't do my research
- Missed meetings
- When my nanny is sick I have to stay home
- Complicated schedule with juggling child care and work
- Finding child care that is open later is hard—ours is open until 6:30 pm which is great
- I travel way less—I can't attend conferences because my spouse also works
- Balancing travel for work with child care
- Hard with breastfeeding and work travel
- It's hard to find lactation spaces—I run across campus twice a day because there is no place near my office. I spend two hours a day doing this and have no time for lunch.
- I reduced my work to have more work life balance, which reduced my pay, but I still have to pay for child care.
- I'm in meetings all day, and do my work in the evenings—that's the culture here in my department but this will be hard once my child arrives.
- Inclement weather is a problem when schools are closed and child care is closed. I have used so many vacation days for this.
- There are cultural issues at UO—there is negative feedback regarding those with kids—for example the thought that they cannot be put on projects because they have kids.

- My child was sick a lot last year, and I had to take a lot of time off—it depends on how supportive your work department is around this.

Child care initiatives they would like UO to focus on

Having more available child care on campus is clearly an initiative that parents would like UO to focus on.

- Expanding slots at VOCDC
- Opening a new center on campus
- A child care center on the Knight campus
- Having a campus child care center that you could get into
- Part-time child care options that allow for flexible scheduling
- Have a liaison person for new employees, to walk them through the child care options on campus and in the community.
- Having a family child care network run by UO

How supportive UO is and their supervisor is around their child care issues

Responses varied regarding how supportive UO is to child care issues—overall it appears that participants do not feel fully supported by UO, whereas they do feel supported by their supervisors.

UO:

- Having a consultant here doing this study is the first inklings that UO knows that child care is an issue.
- The VOCDC got taken over by Human Resources when the lead person left—it feels as if it just got put into Human Resources.
- It seems that there could be more opportunities between the VOCDC and the School of Education, like student practicums.
- They don't do a whole lot.
- Not very.

- I think UO is marginally supportive of child care—if you look at the problems of turnover and the portable classrooms at VOCDC that shows their lack of support.
- I like the ASI flexible spending account but it's not user-friendly at all.
- The university expects you to work 24/7 but there is no access to centralized support.
- UO is mildly supportive—I was able to get lactation support through Human Resources and got a room in the science building.
- There is a gendered perspective at UO regarding child care.
- There is a gender discrepancy. It was assumed that my wife would take time off for maternity leave, not me.
- It could be more supportive, and may not be any worse than other universities, but they could double or triple the maternity/paternity leave time.
- Human Resources has been very supportive regarding maternity leave and time accrued.
- I was able to borrow time for my leave.

Supervisor:

- I'd give mine a 7 out of 10.
- Mine is very supportive.
- There are varying degrees of supportiveness.
- My supervisor is very supportive, but he has kids too.
- Mine is great but they had a child the same age as me and might not have been otherwise.
- My department head is very supportive. I had a parental leave and was able to do a teaching buy-out, where I could spread out my leave, which allowed me to stay at home with my infant son in the mornings.
- I also did a buy-out and spread my leave out, but I wouldn't have known to do it unless my co-worker did it.

- Mine is supportive. I don't know how much resources they have, and if they have to pull money from the department—you don't want to feel like you are the one taking money from the department.

Appendix D: Research Results—Child Care Market Research

Research on the child care market in the area in and around Eugene was conducted in October 2017. Information was gathered from licensed, child care programs, which serve infants through preschool-age children, and programs were selected with input from UO. Interviews with the directors of the centers were conducted to examine areas such as licensed capacity, enrollment, ages served, schedule options, vacancies/waiting lists, tuition rates, special services offered, accreditation and quality rating level. Note that the vacancy data must be considered as only a snapshot, as this can change daily.

Child Care Program	Eugene Family YMCA	EWEB Child Development Center	Kindercare @ Chambers St.	Kindercare @ Coburg Rd.	Lane Child & Family Center	Oak St. Child Development Center	Springfield Learning Tree	Unity School
Licensed capacity	40	56	--	--	99	50	120	70
Current total enrollment on dally basis (approximate)	40	55	90	100	60	43	--	61
Ages & numbers served	2.5–4 years: 20 4–5 years: 20	Infants: 9 Toddlers: 8 Preschoolers: 18 Pre-K: 20	Infants: 16 Toddlers: 16 2's: 15 Preschoolers: 30	Infants through school-age	Preschoolers: 20 in 3 classrooms	Infants: 9 Toddlers: 12 Preschoolers: 12 Pre-K: 10	Infants: 8 Toddlers: 8 2's: 15 Preschoolers: 40 Pre-K: 20	2's: 10 3's: 18 3–4's: 14 (am only) Pre-K: 14
Hours of operation	7:00 a.m.– 6:00 p.m.	7:30 a.m.– 5:30 p.m.	6:30 a.m.– 6:30 p.m.	6:00 a.m.– 6:30 p.m.	7:00 a.m.– 5:30 p.m.	7:00 a.m.– 6:00 p.m.	5:45 a.m.– 6:15 p.m.	7:00 a.m.– 6:00 p.m.
PT Schedule options	Part-week: (5,4,3,2 days) Part-day: 5 days, mornings until 12:30 only	Part-week Part-day: a.m. or p.m.	Part-week only: M, W, F or T, Th	Part-week only	Part-week: Very flexible options on days Part-day: a.m. only	Part-week Part-day: Can end or begin at 12:30 p.m. Most schedules will be accommodated	Part-week Part-day	Part-week Part-day: Encourage a.m. for 3–4's classroom
Vacancies	None	None for infants & toddlers A few in Preschool & Pre-K	Not sure	Yes, in Preschool, Pre-K, Kindergarten, School-age	None	None	None	Some Mostly in 3–4's classroom 1 in Pre-K

Child Care Program	Eugene Family YMCA	EWEB Child Development Center	Kindercare @ Chambers St.	Kindercare @ Coburg Rd.	Lane Child & Family Center	Oak St. Child Development Center	Springfield Learning Tree	Unity School
Wait list	Yes 2.5–4 years: 17 families 4–5 years: 18 families	Yes	No	Yes, for infants and toddlers	Yes	Yes: 20 families Very long for infant & toddler	Yes, for all ages	Yes, in 2's classroom
Full-time tuition rates	\$750/month	Would not share	--	Infants/Toddler: \$309/week Preschool/Pre-K: \$234/week	\$2,178/term (11 weeks)	Infants: \$1,254/month Toddlers: \$1,212/month Preschool/Pre-K: \$959/month	Infants: \$1,139/month Toddlers/2's: \$1,010/month Preschool/Pre-K: \$898/month	2's: \$1,169/month 3's, 3-4's & Pre-K: \$1,014/month
NAEYC accreditation	No	No	--	Yes	Yes	No	No	--
OR Spark quality rating level	Not participating and will not	Not participating	--	Not participating	5 stars	Not participating now but will in future	3 stars	--
Other		Looking to relocate in June; hoping to stay downtown. May add a classroom but will depend on the space			Mainly serve Lane Community College students. Open to the community if slots are available			