Childcare Taskforce Summary

In spring 2012, the College Affairs Committee at Central Oregon Community College (COCC) formed a taskforce and charged it to review and recommend the campus approach to providing daycare services and/or assistance for students.

Childcare is an important issue that has the potential to affect and be affected by efforts to increase student success (measured by retention and completion); state mandates (e.g., the 40-40-20 plan and the vision of a P-20 education system); and student access to higher education.

The Childcare Taskforce reviewed the existing College policy, engaged in research, and performed a campus survey to investigate the need and desire for a childcare solution at COCC. The Taskforce also reviewed potential solutions and their risks and benefits.

Several key findings emerged from the Taskforce's research and survey. Approximately 30% of COCC students have children. Perhaps not surprisingly, since Oregon has the highest cost of childcare nationally, 41% of COCC survey respondents identified "finding reliable and affordable childcare" as a major barrier to academic success. Survey respondents report piecing together a childcare network composed of their parents, family, and friends. Comments on the survey revealed that COCC is perceived as unsupportive of student-parents. Unfortunately, the evidence supports this: of Oregon's 17 community colleges, only COCC and two others (Oregon Coast and Klamath) offer no support of any kind to student-parents. Childcare is an important consideration when it comes to student success, as recent national studies relate the lack of women in the STEM (science, technology, engineering and math) fields to childcare concerns and tie student success to various extracurricular support factors, including childcare.

Based on its work and these findings, the Taskforce presents six options for review and consideration, with the strong recommendation that the College take action on this important issue.

1. Review the current policy and practices with the aim to make COCC more family-friendly, while continuing to support current programs like Paw Prints, Jump Start Family Fun Night and other events that actively engage parents and students.
2. Provide students with information about local childcare resources. This could be as simple as researching, producing, and providing a brochure and website to student-parents.
3. Develop curriculum support for childcare issues, where students could enroll in classes that would address their dual role as both parent and student. This could also take the shape of creating a parent-student learning community.
4. Develop workshop support for childcare issues to give students the opportunity to learn how to balance family and school better.

5. Provide financial assistance for childcare services. Based on past COCC experience with this option, the Task Force would not recommend it, as it was found unsustainable and financially unfeasible.
6. Create an on-campus, drop-in childcare facility. This could start simply but culminates in a long-term vision that offers a range of opportunities and support for COCC students. Ideally, an on-campus or near-campus facility would provide not only childcare but also an opportunity for integration with the Early Childhood Education (ECE) program. Eventually, this option could even expand to include Education Service Districts (ESD), school districts and human services partners in Central Oregon to support healthy families and successful students of all ages.

Childcare Recommendation

Childcare Task Force
Central Oregon Community College
November 2013

Contents

Introduction

Central Oregon Community College (COCC) has grown considerably in the past five years. Although this has been partly due to economic factors driving many non-traditional students back to school to seek new careers and skills, it is also due to COCC's ever-expanding options and continued reputation for educational excellence. The learning facilities on all of the COCC campuses are superior to those on many other community college campuses and equal to those on the campuses of many four-year institutions. State-of-the-art facilities, relevant programs, and exceptional faculty, staff, and administration make COCC a desirable educational locale for many students. COCC takes seriously its mission to be accessible to the entire population of its district and to see students succeed.

This growth and the intention on the part of the College to maintain its accessibility and reputation for quality, as well as meet changing state-level mandates has generated new challenges for the College. One of these challenges is providing the right mix of services that optimize student retention and success. In this context, the question of childcare – including onsite or subsidized childcare options – has come up with increasing frequency. In spring 2012, COCC's College Affairs Committee formed a Childcare Task Force and gave it this charge: *Review and recommend the campus approach to providing daycare services and/or assistance for students, including whether or not COCC should provide such services.*

While COCC has never maintained an on-campus daycare facility, it has offered students a discounted rate at an off-campus facility in the past. The college discontinued the off-campus program in 1993. In 2006-07, the Associated Students of COCC (ASCOCC) budgeted $15,000 to provide students with childcare assistance during the academic year. This program proved unmanageable and was not funded the following academic year. As recently as three years ago, COCC provided financial assistance to students for childcare expenses through the Federal Perkins Grant.

In carrying out its charge, the Childcare Task Force conducted research, which consisted of a literature review, interviews, and a survey to gauge the childcare needs and desires of students, faculty, and staff. Six options were identified for consideration that will be discussed in detail below.

1. Offer no childcare facility or assistance (i.e., maintain current policy);
2. Provide childcare resources brochure and website;
3. Develop curriculum support for childcare issues;
4. Develop workshop support for childcare issues;
5. Provide financial assistance for childcare services;
6. Create an on-campus childcare facility.

The Task Force recognizes the College's proactive stance in forming this task force; its willingness to engage in critical discussions affecting our campus; and its careful consideration of the pros and cons of providing childcare services to further the success of COCC students.

Current COCC Childcare Climate

Financial Need and Student-parents/caregivers at COCC

Although there are no official numbers on COCC students who are serving as primary caregivers for children, some local, state, and national trends can provide insight. The median age of COCC credit-seeking students is 26. Nationally, about a quarter of community college students have children, a much higher percentage than that of students at four-year institutions (Miller, 2010). The average age at which individuals in the U.S. and in Oregon have their first child is 25.4 years (Martin, et al., 2012, p. 2), putting COCC's median-aged student in the average childbearing range. A 2013 article in the campus newspaper, *The Broadside*, looked at FAFSA data for Winter Term 2013 and reported that 34.3% of COCC financial aid recipients indicated they have children. The majority of COCC students need financial support to pursue and complete their higher education goals.

Total winter term 2013 credit student enrollment	7598
Less non-degree seeking students	1022
Total financial aid eligible student population	6576
Total financial aid recipients	5229
Percent of eligible students receiving financial aid	79.5%
Number of Financial Aid Recipients with Children	1796
Percent of Financial Aid Recipients with Children	34.3%

Winter Term 2013 Financial Aid Recipients

Ikard, 2013.

History of Financial Assistance for Childcare at COCC

As mentioned in the introduction, ASCOCC set aside $15,000 in 2006-07 to help student-parents/caregivers pay for childcare.

The financial aid office administered the funds, which were awarded on a first-come, first-serve basis. Twenty-four students received grants ranging in value from $300 for one term to $900 for three terms.

However, the program proved cumbersome to administer. Students perceived the awarding of ASCOCC childcare funds as unfair and were frustrated at the application and verification process every term. Because of these problems, ASCOCC defunded the program the next academic year.

Current Childcare Policies and Practices at COCC

As mentioned above, COCC currently provides neither on-site childcare nor subsidies for off-site childcare. The College has the following policy regarding children on campus:

G-4-0 CHILDREN ON CAMPUS

1. *Only students who are enrolled in a given class or lab may sit in the class or lab. Children (under age 15) are not permitted to be enrolled as a student at Central Oregon Community College.*

2. *Children (under age 15) are not permitted on campus unless directly supervised by a responsible adult. This adult accepts responsibility for maintaining acceptable behavior on the part of the child.*

3. *The responsible adult will be asked to remove the disrupting child or children.*

4. *The definition of a responsible adult for this policy is any individual 18 and older.*

5. *Notwithstanding the above, children (under age 15) are not permitted in the College's Fitness Center in Mazama at any time.*

NOTE: Exceptions to item 1 would, with an instructor's concurrence, include students. This year (2013) the policy stated in line 1 of the G-4-0 guidelines has been revisited to incorporate a more flexible approach to children that are directly supervised by adults on campus (COCC General Procedures Manual).

In certain circumstances, some instructors may occasionally allow a student to bring a child to class to accommodate the student. When students are allowed to bring their child(ren) into the classroom in special situations, they are more likely to attend classes and maintain their academic progress. Sometimes students may not be aware of the College's policy and bring a child to class when planned childcare falls through or when K-12 schools are on holiday. Students who miss class to care for their families face the risk of being penalized for failing to meet deadlines; missing in-class work or tests; or being absent while valuable information is transmitted in the classroom via lecture, labs, discussion, or other class activities. However, having children in classrooms raises liability risks for the College, as well as poses the potential for distraction from learning for other students.

The Work of the Task Force

Besides examining applicable local and national government and educational-policy resources, the Task Force also reviewed the published literature on childcare and student success; interviewed local

childcare providers and sought information on what peer institutions are doing. Additionally, the Task Force surveyed students, faculty, and staff at COCC to better understand the needs and desires of the campus community.

Current Emphasis on College Completion

At the national level, the educational agenda for colleges focuses on completion. In March 2011, the US Department of Education released a *College Completion Tool Kit* for governors and state officials that strongly linked state workforce and economic development plans with college completion rates (US Department of Education, 1).

Thus, the funding model for COCC (and other community colleges) is strongly tending toward outcome-based funding (US Department of Education, 2011, p. 6; CCWD, 2013, p. 1). This is different from the past, when enrollment formed the primary basis for funding.

In accordance with this trend, in 2011 Governor John Kitzhaber presented his vision for educational reform in Oregon, now familiarly known as the 40-40-20 model. Briefly, this model envisions an Oregon where 40% of residents have a post-secondary credential or associates degree, 40% have a bachelors degree or higher, and 20% have high school diplomas. All educational levels are a part of this system; the K-12 distinction gives way to a more broadly encompassing P-20 grouping (Oregon Department of Community Colleges and Workforce Development (CCWD), 2013, p. 1). To implement this vision, the Oregon Legislature passed SB 909, which created the Oregon Education Investment Board (OEIB) to oversee the P-20 system.

The move to outcome-based funding, the role of community colleges in achieving the 40-40-20 goal, and the expanded notion of the P-20 educational system all affect how COCC may choose to think about childcare options in the future, as will be addressed in the following section of this report.

The Early Childhood Learning Connection

The same legislation that established the OEIB also created the Early Learning Council (ELC). Together with Oregon HB 4165, these bills call for integrated and intentional efforts to support young children and families in Oregon. The expanded notion of the P-20 system places early childhood learning in a central position to later academic success, prioritizing early learning and kindergarten readiness.

It also makes early childhood learning the responsibility of the entire community. The Early Learning Council's Report to the Legislature (2013) reports on the development of a community-based delivery model in which community agencies provide a system that "supports families, helping their children attain positive goals and a successful life; where communities interact and share success stories, collectively responsible for the outcomes of Oregon's youngest." The ELC report highlights the fact that children's learning is a community-wide responsibility and effort that goes beyond structured learning in pre-k classrooms. Successful early childhood learning is not only a matter of learning to read, write, and

count but also encompasses broad-based support for healthy, stable, and attached families.

Again, there are both national and regional trends involved in this initiative. Governor Kitzhaber's vision mirrors a national focus on early learning initiatives. Under President Obama's charge, states must dedicate attention and funding to programs that focus on early learning efforts. To support this work, states competed for Race to the Top Early Learning Challenge Grants. In December 2012, Oregon was one of 13 states selected to receive a grant for $20 million over four years. The Early Learning Council is the lead agency overseeing this grant (Oregon.gov, 2012).

What does this mean for COCC? At the broadest level, as a key leader in central Oregon's educational, economic, and social communities, COCC bears at least a share of the community responsibility for early learning and can be a vital participant in the regional and statewide dialogue on this issue. SB 909 and HB 4165 outlined a progression of steps for integrating Oregon's approach to early learning. Key elements of this effort include the following:

1. Aligning and integrating services at a state and community level to ensure that children are ready to succeed in kindergarten;
2. Focusing on children with the highest risk;
3. Tracking individual, service and system outcomes with a dedicated willingness to change approaches that do not deliver results. (Oregon Early Learning Council, 2013, p. 5)

Oregon is looking for educational leaders who can bring together school districts, social service providers, community members, early intervention, childcare and early learning professionals, health care practitioners, educators, and others to align collective assets towards the common goal of kindergarten readiness. As Oregon begins to designate Race to the Top grant funding, agencies such as community colleges will play an integral role. COCC will have opportunities to work with ESDs, school districts, and human services partners to determine how we can effectively define our role in supporting healthy families within the P-20 focus.

Our early efforts to support healthy families and children will serve a larger role within our local and state community. Any efforts on this front will join diverse efforts across the state, which include early care and learning initiatives and support for all families seeking to better their lives with the transformative power of education.

Ultimately, COCC has a vested interest in supporting early childhood learning and the young children who may one day be COCC students, perhaps even following in the footsteps of their parents – parents who received the necessary support from their community and community college that enabled them to be both successful caregivers, as well as students and workers.

Student-parents/Caregivers and College Success

In the course of the Childcare Task Force's work, one critical conversation focused on the vulnerabilities of student-parents /caregivers. These vulnerabilities include job and career stability; the regional and national economic climate; childcare constraints; and a delicate work-life-school balance. Some student-parents/caregivers are raising children without the emotional and monetary support of the non-custodial parent. Even in two-parent households, money is tight and emotions strained by the stresses of providing and caring for a family while attending school and working. COCC is not the only institution grappling with this timely and important issue.

Literally millions of student-parents/caregivers attend community colleges across the country. Almost a quarter of those students are also parents (Miller, Gault & Thorman, 2011). The impact of a student's role as a parent on his or her college career cannot be underestimated and is a critical factor in retention and completion. Being both a student and a parent means that "caregiving responsibilities reduce the time student parents spend on homework or studying" (St. Rose & Hill, 2013, p. 24). Childcare decisions play a significant role in students' ability to attend class, stay in school, and create schedules that lead to success (Miller, 2010; Purnell, 2004, p.12).

Research shows that there is a relationship between childcare and student success. Fadale and Winter's study of the childcare centers at the City University of New York (CUNY) campuses in 1988 showed a "strong relationship" between academic success and the use of the onsite comprehensive childcare centers (as cited in Williams, 2008, p. 14). Gonchar (1995) found that "for student mothers with access to child care, the educational experience became more meaningful...these students are able to regard the student and maternal roles as complementary rather than mutually exclusive or competitive" (Gonchar, 1995, p. 231). A 2009 survey of on-campus childcare center directors found that more than half of them counted recruiting and retaining student-parents/caregivers as an important way in which their centers served the larger goals of their institutions (Myers, 2009, p. 6). The federal General Accounting Office (GAO) also reported that students who receive childcare assistance were more likely to complete training programs and/or return to school (National Child Care Information Center, n.d.).

Women especially perform a delicate balancing act in fulfilling their dual roles as students and parents. Research shows that 68% of mothers attending community college provide 30+ hours of care giving each week, compared to 42% of fathers (Miller, 2010). At the same time, women are increasingly becoming the economic breadwinners for their families (Pew, 2013). Thus, it is vital that community colleges increase success rates of women students by supporting their roles as mothers and breadwinners, in addition to their roles as students (St. Rose & Hill, 2013, p. 18). One form this support could take is providing childcare or financial assistance with childcare costs.

The College Board Advocacy and Policy Center (2012) reported that more than half of community colleges with successful retention rates provide some form of childcare, either onsite or via subsidies (p. 26). Additionally, the authors of the report recommend "developing excellence and coordination in student support services"; list childcare services for student-parents/caregivers as one of 11 themes that community colleges should pursue; and encourage colleges to consider childcare as a service equally important to academic support services, career counseling and advising incoming students (pp. 38-40). This echoes Gonchar's conclusion in 1995 that "these services [on-site child care], formerly considered

separate luxuries, secondary to classroom experiences, may need to be seen as equally important to the educational experience of today's students" (Gonchar, 1995, p. 233).

Given these critical challenges to student success, we have to ask whether COCC is expending the necessary effort to support students with families? We are a vital part of the P-20 system and a significant member of Central Oregon's educational ecosystem. From both the research compiled by the Task Force and the survey of our own campus community (discussed below), the Task Force concludes that childcare is a considerable barrier to student success and completion at COCC which affects retention and completion rates and, by extension, funding for the College under the outcomes-based funding model.

Review of Other Institutions' Childcare Programs

Compared with other institutes of higher learning in Oregon, COCC is an anachronism. We are dramatically behind in both attitude towards children and in the services we provide our students. Of the 17 community colleges listed for Oregon schools (http://www.stateoforegon.com/schools.php), only 3 do not have information posted: Oregon Coast Community College (519 students); Klamath Community College (2,005); and Central Oregon Community College (enrollment 6,987). (Data extracted from http://bluebook.state.or.us/education/commcolleges/commcolleges01.htm).

Many colleges have incorporated Child Care as an essential tool that they can use to improve student success and increase student retention. For example, Chemeketa Community College's Early Childhood Education (ECE) Program operates Child Development Center lab, providing childcare and kindergarten for children ages 2.5 – 6, as well as practicum experience for ECE students. It is open to the community as well as to students, staff and faculty. The Child Development Center lab requires an application and has a waitlist.

OSU's Corvallis campus provides students, staff, and faculty with an informative website with links to local resources, financial resources, and on-campus resources. OSU also offers childcare subsidies for students, faculty, and staff, as well as onsite fee-based and free childcare centers. Free, short-term childcare, funded by student fees, is located in the Valley Library and the Dixon Recreation Center.

These examples and several others illustrate how underdeveloped the COCC community is toward our students who have children and families. Portland Community College (PCC) provides referrals for both on-campus and off-campus care, including child care centers, family child care providers, school-age programs, Head Start programs, and preschools in the Tri-County area. On-campus childcare is available, but has a wait list. PCC's on campus programs include both day and evening services and both scheduled and drop-in services.

Rogue Community College offers a Coalition for Kids Child Care. This service runs Monday-Friday, 7:00 a.m. - 6:00 p.m. and serves children 12-months to 5-years old. In addition, this year the college is expanding to also provide K-5 after-school program from 2 p.m.-6p.m. They have a wait list, but also offer scholarships to offset cost.

Lane Community College operates a Child and Family Center from 7 am to 5:30 pm Monday – Friday, and is attempting to extend their program into the summer term.

Task Force Survey

Survey Methodology

The Task Force distributed an online survey to students and staff for their input on the childcare issue at COCC. Links to the survey were distributed internally on Staff Commlines and to students via e-newsletter, COCC's Homepage, and Facebook page.

Survey Results

- There were 411 responses to the survey.
- 67.8% of respondents were full-time students.
- 83.7% of respondents identified themselves as female.
- 74.1% of respondents had children.
- 41.4% of respondents reported that "finding reliable and affordable childcare" was a major barrier to a successful college experience.
- 22.8% of respondents reported that "balancing family commitments and responsibilities" was a major barrier to a successful college experience.
- 85% of respondents said that they believed childcare to be a college concern.
- In response to a question asking what type of assistance they would prefer, students' first choice was an on-campus childcare center. The second choice was a subsidy to help cover childcare costs.

Respondents' comments reflected a high level of need for childcare assistance and that respondents experienced a considerable amount of stress around childcare issues. Respondents felt that childcare would contribute to students' academic success. One student said, "If I would have affordable childcare, I would be able to get better grades (cause I would be able to study), and even take more credit classes so I could finish my degree faster." Another respondent said, "I believe it would give students a better focus and peace of mind if they knew their children were being taken care of while they study and pursue a better education."

The economic stress of childcare (often combined with the economic stress of school) was another theme in the comments. Respondents commented on the difficulty of being a single parent and going to school; of work hours lost by spouses who were caring for children; of both parents being in school causing extra financial strain and of the high monthly cost of childcare.

Students and staff indicated that current campus policies and procedures do not promote family involvement or support caring for dependents. Students and staff with children report that they encounter resistance to their need for support in this area. One student's frustration shone through in this comment, "We are told to have 'backups' and it is 'not an excuse' to miss important things at

school...Missing a test is an automatic fail...Considering the amount of single-income parent households in our community, I think children need a little more exception at COCC, when it's their parents trying to make it happen and trying to provide for them..." Other comments indicated that the respondents felt the College didn't understand what it was like to be a parent and a student; they felt childcare should be a part of the college support package.

Based on the survey and general feedback received from students and staff, there is a significant and growing demand for changes to College policy, attitude, services, and support regarding childcare. Data from the 2011 Community College Survey of Student Engagement supports this, showing that helping students "cope with non-academic responsibilities (work, family, etc.)" is one of the areas of lowest student engagement (COCC, 2011, p.5). If the College truly values promoting a healthy work/school-life balance (COCC's 2013-2018 Strategic Plan, 2013, p. 2), the issue of childcare must be reexamined and dealt with more actively.

Task Force Recommendations

The Task Force has identified six options representing a range of methods for how the College might proceed in addressing childcare.

The Task Force does not endorse a specific option, but it does strongly recommend that the College take action on this issue.

- Option 1 – Maintain the current policy.
- Option 2 – Make a childcare resources brochure available to students and staff.
- Option 3 – Curriculum Support: encourage appropriate faculty to include issues specific to childcare in existing classes.
- Option 4 – Workshop Support: encourage appropriate staff to include issues specific to childcare in workshop format.
- Option 5 – Provide financial assistance for childcare services.
- Option 6 – Develop a childcare facility on campus for students and staff.

A detailed discussion comparing the liabilities, benefits, costs, and complexity of each option follows.

The Task Force strongly recommends that the College review and update the policy regarding children on campus (G-4-0, Children on Campus) to better reflect the reality of students' lives and to better support students and staff in pursuing successful academic and career goals.

Option 1

Maintain the current policy.

Health, Safety, & Liabilities	The current policy (G-4-0, Children on Campus) identifies the risks of allowing children on campus. Classrooms and labs are not always safe or appropriate places for children, and children can pose a distraction to other students. The health, safety, and learning environment for all students and campus visitors is understandably a major concern of the College.
Legal Compliance	The most relevant law to consider here is Title IX. Title IX prohibits discrimination toward pregnant or parenting students in federally funded educational programs and activities (National Women's Law Center).
Communication	This policy appears in COCC's General Procedures manual. Communication between student-parents/caregivers and the College regarding this policy is minimal. Often communication happens only when a policy violation occurs.
Strengths	This option minimizes the college's liability risks.
Weaknesses	This option fails to address the need and desire for childcare assistance expressed by students and staff. The policy communicates a lack of support for student-parents/caregivers and for families. Additionally, when the policy is violated (knowingly or unknowingly) by students, faculty and student(s) find themselves in an awkward situation.
Financials	There is no cost to maintain the current policy.

However, there may be a financial loss for the college in terms of tuition revenue lost and/or not meeting performance-based funding outcomes when student-parents/caregivers quit or choose not to attend college at all due to lack of childcare support. |
| Personnel Involved | This is an administrative policy. |
| Key Considerations | In reviewing this policy, the Task Force recommends that the College consider student success more holistically. When students are supported with services like childcare, they can be more successful. This in turn, leads to a more successful college that is meeting state-mandated outcomes. A family-friendly college culture could have recruiting and retention power. |

Option 2

Make a childcare resources brochure available to students and staff.

Health , Safety, & Liabilities	The information provided in the pamphlet must be accurate and up-to-date, e.g. names and numbers of community resources should be regularly checked. Information in the pamphlet should be informative rather than prescriptive. COCC's Risk Management office has approved the proposed pamphlet.
Legal Compliance	No laws pertain directly to this option.
Communication	This brochure would be distributed in new student packets; at established information points around campus and at events (e.g., Jump Start). To reach as many people as possible, the brochure should be supplemented by a website. Another possibility is to have student-led distribution at community events where COCC students might attend or where new students might be recruited (e.g., preschool fair at St. Charles).
Strengths	This option would increase knowledge among students and staff about quality childcare options and would be a step toward recognizing the work-school-life balance maintained by students and staff. Students who use this brochure may discover childcare options that they didn't know about and that allow them to complete successfully their education. For employees, the pamphlet could serve as an educational tool to let them know that they can use their Dependent Care Flexible Spending benefit to pay for childcare, up to an annual limit of $5000, according to COCC HR Director Dianne Capozzola.
Weaknesses	This option provides information but no assistance, which is probably the most considerable barrier for many students.
Financials	The costs for this option are low, consisting mostly of printing and distribution. Staff time will be needed for the various reviews and verifications.
Personnel Involved	College Relations staff would need to review the layout. Risk Management would need to approve the pamphlet for distribution. A designated person, program (e.g., ECE), or committee would have to be responsible for organizing, updating, verifying information in, and distributing the pamphlet. ASCOCC may be involved in distribution. HR may be involved if employees use their Dependent Care Flexible Spending accounts.
Key Considerations	This option begins to connect COCC with the wider early childhood care and education community. This option could always be done in conjunction with another option; it is not necessarily a stand-alone solution.

Option 3

Curriculum Support: encourage appropriate faculty to include issues specific to childcare in existing classes.

Health , Safety, & Liabilities	Information in the pamphlet should be informative rather than prescriptive.
Legal Compliance	No laws pertain directly to this option.
Communication	The College already offers several classes where childcare-related issues could be incorporated into the curriculum. Information about these courses could be communicated to students in the course description and syllabi. Some program changes were discussed with each program listed below as part of the preparation of this document. Psychology: *Applied Human Development* has been approved by curriculum committee as PSY 235. Although not currently taught, it could be developed to focus directly on applied issues of development in raising children. Human Development: *College Success* exists as HD 100. At the discretion of the program and professor, a special section, College Success for Parents, could focus more specifically on balancing school-work-life issues that parents face. Early Childhood Education: *Sociology of Family* exists as SOC 222. *Family, School and Community Relationships* exists as ED 152. At the discretion of the program and professor, these courses could be modified to contain childcare-specific information.
Strengths	This option would focus on doing what COCC does best: education. Student-parents/caregivers in these courses would not only be working toward academic completion, but they would also be learning information they could use immediately in their lives. Students would be better informed and better prepared, which would allow them to stay in and complete school. Beyond the classroom and the individual student, the community stands to benefit from the education of adults who are prepared to support early childhood learning, whether that of their own children or the community's children.
Weaknesses	
Financials	Costs for this option could range, depending on how it is approached. These courses already exist, although there would be a cost associated with shift in focus of existing curriculum. Additional faculty may be needed to teach if extra sections of courses are added. In addition, there would be administrative costs to update websites, catalogs and advertising.
Personnel Involved	This option would primarily involve the cooperation and work of faculty. However, other participants may involve HR (to hire new faculty), administration/staff (to schedule classes, update course information), and College Relations (to advertise).
Key Considerations	This option would leverage the teaching power of the college to improve the lives of students and the wider community. Students would still be learning required content

	and meeting the same outcomes as in other sections of the affected classes, but it would have a special applicability to their daily lives. See below for an example of text that might appear on a syllabus for a "College Success for Parents" section.

Example of Curriculum Integration

College, Work & Life Integration, or College Success for Parents

Course Objectives:

- Clarify values, priorities, skills and aspirations and use to formulate personal, academic and professional goals
- Articulate how these goals and competencies can be used to manage/maintain a successful career and work-life integration over the lifespan
- Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live
- Practice time management skills based on values, prioritization and preference that lead to successful college and career performance
- Identify strategies and techniques to manage and reduce stress
- Plan for developing supportive academic, career and personal networks and relationships

Navigating college and careers and maintaining work-life balance are necessary skills for all individuals. Today's students require increasingly sophisticated skills in self-management, interdependence, and self-care to be successful in college and work. Students' family lives are varied and often complex, as many college students care for dependent children and/or elderly parents. The nature of families and their relationships to work have changed, including more dual-career couples and an increase in families led by a single, working parent. Beyond the family, the nature of work has changed dramatically in the last several decades, moving from long-term employment to organization-independent career paths where individuals depend less on their employers to provide stable job and career momentum. This shift has required that individuals possess greater skills to balance life and a dynamic work environment. These factors, along with the rising demands for elder care have put work-life integration at the top of issues that people value when identifying and selecting a potential employer. This course will look at these issues and will help students develop understanding, awareness and critical competencies needed to successfully manage their academic, career and life integration. This course is suited for college students who are parents; regularly provide care to others; desire help with balancing multiple responsibilities; and/or are interested in a career in human resource management or in a supervisory capacity.

The course focuses on five main topics:
- Values clarification
- Prioritization and self/time-management

- Interdependence & building supportive networks
- Stress management
- Academic, professional and personal goal setting

Option 4

Workshop Support: Encourage appropriate staff to include issues specific to childcare in workshop format.

Health, Safety, & Liabilities	Information should be informative rather than prescriptive.
Legal Compliance	No laws pertain directly to this option.
Communication	Workshop-delivered information could be communicated in a variety of venues, many of which already exist. Financial Aid: Provide a workshop from the Financial Aid Advisor on information specific to parents with children. This could take place at events such as existing financial aid workshops, financial aid night, College Goal Oregon, and Teen Parent Programs. Getting Started Workshop: Create parent-specific workshop to assist with enrolling, choosing courses, and navigating college as a parent. New Student Advising: Set aside special time with childcare provided for student to work with advisors. Information would cater to the student-parent perspective, e.g., talking about online course offerings or other non-traditional schedules that may better fit student-parents/caregivers' lives. Bobcat Orientation: Host a break out session specifically for student-parent/caregivers led by student-parent/caregivers who would provide information and support based on their own experiences.
Strengths	As a result of workshop attendance, students would be better informed and have fewer school-life conflicts. More knowledge of available resources would increase student retention and lead to better certificate and degree completion rates. This option would contribute to a community that is well prepared to support the early learning of all children in the COCC district.
Weaknesses	
Financials	Associated costs would include delivery and staffing of workshops, as well as administrative costs for updating websites and advertising to promote workshops.
Personnel Involved	Depending on the workshop(s) offered, this could involve a range of personnel from many departments, including Admissions and Records, Financial Aid, Student Services, and College Relations.
Key Considerations	Student-parents/caregivers would be better prepared for the college experience after attending staff-facilitated workshop sessions that are specific to student-parents/caregivers. Better prepared students would enjoy better retention, completion, and success rates at COCC.

Option 5

Provide financial assistance for childcare services.

Health, Safety, & Liabilities	None, as COCC would be merely providing financial support administered through financial aid and not subsidizing a particular provider.
Legal Compliance	No laws pertain directly to this option, beyond any applicable financial aid regulations such as might pertain to any scholarship administered by the college.
Communication	Students would need to be informed of the program in a variety of ways, such as posters, announcements at orientation and other events, social media, student newsletters, etc.
Strengths	This option would provide students with monetary assistance for childcare, something that many may really need. The College would incur no liability.
Weaknesses	Students could choose any provider they wished; COCC would have no control over whether that provider is offering quality care. Administration of such a program could be cumbersome. ASCOCC tried a type of financial assistance program in the past, and it proved problematic. This option may not be the most effective way to spend childcare support money.
Financials	The average cost of childcare for preschool-age children in a Bend childcare center would be $2,070/term (Deschutes County Children and Families Commission, 2011). If the College contributed 50% of that amount, that would cost $100,000 to serve 75 students/year. Perhaps not all students would need full-time childcare, but many students in Allied Health or other professional/technical programs would. There is an additional financial consequence for the student under this model. Any money the student receives for childcare as part of his or her financial aid package may reduce the overall amount of his or her loans. Below is an example of financial aid award for a single-parent with one preschool-aged child, with a Zero Expected Family Contribution (EFC), meaning he or she is unable to contribute any money toward education expenses. The below is based on COCC annual cost of attendance for 2012-13 and assumes that a student accepts the full award amount. It is easy to see why childcare is so difficult for parents to afford. |	
Pell Grant	$5,550
Supplemental Educational Opportunity Grant	$600
Federal Subsidized Loan	$3,500
Federal Unsubsidized Loan	$6,000
Total Aid for Academic Year	**$15,650**
Per Term Aid	**$5,217**
Less Tuition/Fees/Books	**-$1,556**
Per Term Living Expenses	**$3,661**	

Personnel Involved	Financial Aid or other administering office/committee
Key Considerations	Past experience offers these lessons about this type of assistance: • Administration of this fund could become cumbersome • Requirements for applying should be communicated clearly • Administer the fund through an office, peer-group, or committee other than Financial Aid and disburse through Financial Aid only Additionally, there is no control over what kind of care is provided with this type of funding. A 2011 study of childcare facilities in Deschutes County found 61% of listed facilities are licensed, while 39% are exempt from licensure. Although background checks of employees are required in all licensed and licensed-exempt facilities, there is little or no monitoring of compliance (Deschutes County Children and Families Commission, 2011). There may be another method for providing financial assistance. The other approach to this option would be to provide subsidized childcare in an off-campus facility. This approach increases the liability of the college, but it also may be a more efficient way to spend childcare support dollars while reducing administrative overhead. However, the two off-campus facilities the Task Force interviewed were reluctant to get involved in such a relationship with the College, as they felt the college could impose its own rules and regulations on their structure.

Option 6

Develop an on-campus childcare facility for students and staff.

Health, Safety, & Liabilities	There are several considerations for this option: • Background checks for employees and parents • Security: specifically, protection from those with child endangerment charges • State facility safety requirements (fire, health, etc.) • Employee/teacher-to-child ratio • Equipment/furnishings in designated space • Fire code requirements • Health code requirements • CPR/First Aid training • USDA Child and Adult Care Food Program (CACFP) • Facility security • Waste disposal • Insurance requirements
Legal Compliance	Several laws are applicable to the operation of a childcare facility: • State/county requirements for licensing and accreditation (see Appendix 1) • Facility requirements (closely related to health, safety, and liabilities)
Communication	The on-site facility would be advertised to students via posters, orientation sessions, website/social media, student newsletter, etc.
Strengths	This option would provide optimal convenience for students. They would drop their children off on-campus while they attend classes, study, use campus facilities, and participate in campus activities. It would provide practicum placements for COCC students in programs like Accounting, Business, ECE, Developmental Psychology, HHP, and HDFS. COCC would be ensured that children of students and staff were receiving optimal care in a structured, stable, healthy environment that promoted early childhood learning and led to later academic success. This option may represent the most cost-effective method of spending childcare support dollars.
Weaknesses	This is the most complex of options and opens the College to the greatest liability. There would be a high initial investment of administrative effort, construction/renovation, and costs.
Financials	The cost for this option varies depending on model adopted, hours of operation, etc. , but any model would include wages, training costs, certification (CPR, etc.) costs, licensing (if applicable), utilities, maintenance, supplies, and equipment.
Personnel Involved	Personnel from several departments would be involved, including Student Services, College Relations, Risk Management, Facilities, HR, ECE, and more. Additional staff would need to be hired to administer and run the on-site center.
Key Considerations	Although this option may seem complex, it could be adopted gradually. For example, a start-up center might be open less than 4 hours a day for a designated amount of time (e.g., 6 months) to allow for establishment of structure, policy and procedures. After a review, the facility plan would be scaled up gradually, with licensing, increased hours of operation, and integration with ECE program added over time. See below for a sample proposition for an onsite childcare facility

Onsite Childcare Facility Prototype

Modeled after a similar program at OSU-Corvallis, this onsite facility would allow for the care of 8-12 children and would be run during special events, off-hours, and weekends. Parents would sign a waiver at each visit, agree to stay in a designated facility, and answer a provided pager. The care provided would not include diaper changing, bathroom breaks, meals, medications, or snacks as outlined in State regulations for this type of childcare facility. Parents would be contacted to provide this care. The maximum drop-off time would be three hours.

Suggested Hours for Operation

Mon – Thurs:	2:00 – 9:00 PM
Fri:	2:00 – 5:00 PM
Sat:	10:00 AM – 5:00 PM
Sun:	12:00 – 6:00 PM

Location & Facilities

For the small-scale start-up model, possible locations would be in the Barber Library or Mazama. A central and easily accessible location on College Way would be desirable. Soundproofing would be required and would be a permanent alteration. All other equipment needed would be portable, allowing for easy modification later on.

A larger-scale, full-care program would require a secure, ADA-compliant, dedicated space including bathrooms, classrooms and learning areas, and workspaces for staff, probably around 1200 square feet. For this model, the College would either have to identify and renovate an existing space or construct a new one.

Costs

Effective financial management is essential.

Equipment: $5,000 or less

- Portable sink
- Dividers to create different spaces for different age groups
- Pagers
- Shelving
- Floor mats

Supplies: $200 or less/month

- Books and toys
- Art project supplies
- Latex/non-latex gloves

- Disinfectant wipes and cleaning supplies
- First aid kit

Staffing

Director: Salary + benefits, as applicable
Student Staff, 2-3 people: $20,000 - $25,000

Student staff must have at least informal experience with children. ECE and Developmental Psychology students would be preferred. Required training would consist of a 2-day orientation. Background checks would also be performed.

Liability

Student-parents/caregivers sign a waiver at each visit.

The number of children would be noted on the College's insurance rider, but no additional coverage would be needed.

Licensing

State licensing may be desirable but is not necessary. The OSU-Corvallis facility is not state-licensed. State requirement for infants is no less than one adult per four children, but the requirement for older children is less restrictive. Three caregivers for a maximum occupancy of 12 children would meet state licensing requirements.

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Appendix 1

Information on Licensing & Certification of Childcare Centers

Oregon Revised Statutes (ORS) 657A and Oregon Administrative Rules (OAR) 414-300-0000 apply to child care facilities and providers. The below information is excerpted directly from these statutes and rules. Full text of the applicable sections is available online:

- ORS 657A
- OAR 414-300-0000

Certified Child Care Centers:

- Typically provide care for more than twelve children;
- Typically provide care in a building that is constructed as other than a single-family dwelling.

A child care program must submit an application to be licensed when:

- Opening a new center;
- Applying for the renewal of an existing license;
- The program is moving to a new location;
- There is a change of owner/operator;
- A center reopens after a lapse in certification.

Your program is exempt from the Division's Rules for Certified Child Care Centers if:

- You are primarily educational and provide care to children 36 months old or older but not yet attending kindergarten four hours or less a day;
- You are primarily a supervised, child-focused training in a specific subject, including, but not limited to, dancing, drama, music, or religion. This exclusion applies only to the time children are involved in training;
- You are primarily a group athletic or social activity sponsored by or under the supervision of an organized club or hobby group. This exclusion applies only to the time engaged in the group athletic or social activities and if the children can come and go as they please;
- You are primarily operated by a school district, political subdivision of this state, or a government agency; or
- You provide care on an occasional basis (fewer than 70 days in a calendar year) and you are a person, sponsor, or organization not ordinarily engaged in providing child care.

A license is issued for 1 year.

The cost for an initial license is $100.00 plus ($2.00 x licensed capacity) (e.g., the initial fee for a licensed child care center with a licensed capacity of 32 is $100.00 + (32 x $2.00) = $164.00). Renewal licenses are $2.00 x the licensed capacity. Renewal applications must be submitted 30 days prior to the expiration date of the current license.

Before a program can be licensed as a Child Care Center you must:

- Submit a completed "Application for Certified Child Care Center License" at least 45 days prior to the planned opening date of the center.
- Provide verification that the center meets all applicable building codes and zoning requirements that apply to child care centers.
- Provide verification that the center is approved for occupancy by the appropriate health department environmental health specialist and by a state or local fire marshal.
- Provide a management list that specifies who is responsible for the various activities connected with operating a child care center such as building maintenance, budgeting, policy development, etc.
- Meet the certification requirements listed in OAR 414-300-0000 through 414-300-0415.
- Complete and pass an initial inspection provided by the Child Care Division.
- Assure enrollment of all individuals working or associated with the child care program in the Division's Central Background Registry.

The Child Care Division can help you make the connections with the appropriate planning, sanitation, and zoning officials for your area.

Required Documentation

- Completed "Application for Certified Child Care Center License". You may call the Division at 1-800-556-6616 to request an application.
- Copy of a management list specifying who is responsible for the various activities connected with operating the center. OAR 414-300-0010 (10)
- Copies of local and or state sanitation, fire, building codes or zoning approvals as required in your area.
- A floor plan showing the dimensions of all rooms to be used, the planned use of each room, the placement and number of toilets, hand washing sinks, and diaper changing tables, and the location of the fixtures and plumbing in the kitchen.