

**Final Report**  
**Child Care Task Force**  
**2010-2011**

**M. Ruth Davenport**

**Nancy Knowles**

**Co-Chairs**

**October, 2011**

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# Introduction

## Introduction – Charge

In Fall, 2010, President Bob Davies asked Dr. M. Ruth Davenport and Dr. Virginia Key to be co-chairs of a task force to explore the possibility of creating a Child Care Center on EOU's campus. The members of the original committee were:

Rellani Ogumoro – Student  
Nora Kegg – Student  
Amber Richardson – Student  
Lindsey McQuisten – Student  
Dr. Nancy Knowles – English/Writing  
Kay Firor – Instructor, Math  
Dr. Rosemary Powers – Sociology  
Dr. Rebecca Hartman – History  
Dr. Allen Evans – Education  
Dr. Steve Clements – Business  
Dr. Camille Consolvo – Vice President, Student Affairs  
Jean Johnson – Union County Child Care Resource and Referral

In Winter, 2011, Dr. Nancy Knowles assumed responsibility of co-chair, and Dr. Key was no longer a member. Student involvement waned, even though they were emailed about all the upcoming meetings and sent meeting minutes. In Spring, 2011, ASEOU member, Bakhrom Ismoilov, became quite active and a report was given to the entire ASEOU membership during Spring Term.

The original charge from President Davies was:

- \* Determine the university-wide unmet needs for child care and achievable childcare goals
- \* Incorporate as appropriate and still relevant the result of previous studies
- \* Explore innovative and time-tested ways to meet those needs
- \* Prioritize goals, both by what is most achievable or by what is most urgent
- \* Determine resources and obstacles including impact on local childcare providers

\* Recommend a timeline for achieving goals

\* Find ways outside the usual budgeting processes to fund child care including grants

The task force was divided into sub-groups, and each group met throughout Fall Term and some meetings were held in Winter Term. In Spring Term, the core working group consisted of Kay Firor, Nancy Knowles, Jean Johnson, and Ruth Davenport. Other members were kept apprised of the meeting minutes and occasionally contributed comments and suggestions. Steve Clements was helpful when working with a proposed budget, and Kari Day, business faculty, had accounting students put together a working budget for the proposed scenario.

During the year, two guests were brought to campus to help the committee consider possible options. One was Karen Logvin, Director of Work-Life Resources, University of Oregon. The other was Jack Wallace from Children's Choice Company. Additionally, Ruth Davenport visited University of Oregon to tour their Child Care Centers.

History of Efforts to Establish  
Child Care at EOU

## History of Efforts to address concerns about need for childcare at EOU

### The advocacy role of the PCSW

Addressing the needs of students who are parents of minor children has been the focus of conversations for over ten years within the President's Commission on the Status of Women (PCSW). Established in 1997 to advise the University president about issues of gender equity on campus, PCSW developed a strategic plan in 2000 that included among its goals "To provide for the special needs of women faculty, staff, and students" and support for child care as one of the objectives related to this goal. In annual reports to the president since that time, the PCSW has emphasized the importance of establishing an affordable childcare facility for student parents (with interest in availability as well for faculty and staff). As is obvious from the list of activities below, the verbal commitment to the importance of this issue was never matched by the resources to successfully address the perceived need.

Efforts by PCSW have included:

- 1) hosting a visit by Beth Rietveld (OSU Women's Center Director) to discuss their process in establishing a childcare center and assessing informal student surveys conducted by sociology students (2001);
- 2) collaborating with VP for Student Affairs Harris Shelton in the preliminary research his office was undertaking to explore options (2001-2002);
- 3) securing the assistance of a work-study student to compile information from these past efforts and community resources to be housed in the Women's Research and Resource Center (2002-2003);
- 4) obtaining a small grant from VP for Student Affairs Sheldon Nord and supervising a student-led research project that surveyed student need and willingness to support campus childcare as well as investigation of feasibility (2005-2006);
- 5) endorsing the qualitative interview project undertaken by senior sociology student researchers that gathered information about experiences of 40 on-campus student parents and how they "juggle" the competing demands of parenting, school, and work for pay (2007-ongoing).
- 6) supporting the establishment of a part-time student-parent advocate housed in the Women's Research and Resource Center and participating in a campus wide committee exploring feasibility issues that had been organized through the Office of Student Affairs (2007-2008).

# Minutes

## CHILD CARE TASK FORCE MEETING

June 9, 2010

Zabel Hall – Room 222

Present: Ruth Davenport, Virginia Key, President Bob Davies, Steve Clements, Kay Firor, Rosemary Powers, Rebecca Hartman, Allen Evans, Camille Consolvo, Nora Kegg, Amber Richardson, Lindsey McQuisten, Ellen Hatfield, Jean Johnson and Teresa Carson-Mastrude

Absent: Nancy Knowles

Ruth welcomed the group noted that it is planned that the meetings would last approx. one hour.

President Davies thanked the group in advance for their time and work on this committee. Davies also noted that this will not be an easy project/process. There has not been a university wide prospect/analysis of this issue and President Davies feels this is a very important topic. The group will need to analyze, investigate and determine what can and cannot be done. President Davies noted that he expects the group to have a set of goals and give recommendations of how to address this issue. He also noted that there is a broad spectrum for this issue from doing nothing to EOU owning/operating a daycare facility. The group needs to be aware of the impact of this issue on students and future students and also the sustainability of this project. He does not want to start a project if it will just need to be closed in a few years. He urged the group to look at this project with a wide open approach.

A timeline for this project was discussed. President Davies hopes that the group will know the direction they are moving towards by the end of Fall Term, have a draft plan by the end of Winter Term and a plan by the end of Spring Term.

The group will be meeting weekly throughout the school year and will be co-led by Ruth Davenport and Virginia Key.

The group noted that this is a very tight timeline. Virginia also expressed to the group the need to be very flexible if money were to become available from government sources (i.e. grants) that could get the project going.

The group then introduced themselves and shared their interest of this project and background.

Jean Johnson: Works in child care-resource referral and has worked with EOU groups in the past on this effort.

Amber Richardson (student): Came from a college where day care was available and will represent students.

Nora Kegg (student): ASEOU representative. She noted that this is an issue that students are interested in.



Virginia Key (Vice President for Finance & Administration): Will serve as financial advisor.

Ruth Davenport (faculty): Early child development specialist. Also brings leadership and organizational skills to the group.

Allen Evans (faculty): Noted that day care on campus would make EOU more accessible.

Rosemary Powers (faculty): She has been on several group discussions re: this issue.

Steve Clements: (faculty): He has an economic/business background and also has a child in daycare. He will bring a financial point-of-view to the group.

Rebecca Hartman (faculty): She is the co-advisor for the Women's Center and an advocate for them. She also has contact with a wide variety of students.

Lindsey McQuisten (student): A member of ASEOU. She is learning the scope of this issue and Camille Consolvo suggested that she participate on this committee.

Ellen Hatfield (Intern in Student Affairs Office): Her current educational institution does have day care on campus.

Camille Consolvo (Student Affairs): Was involved in something like this 20 years ago and is joining this committee to be an advocate for students. She also noted that this is a recruitment and retention issue.

Kay Firor (faculty): Math Instructor and student advocate. She noted that she has students that have to bring children to class due to lack of day care.

The group discussed President Davies' charge and sub-groups.

MODELS RESEARCH

Think Innovative  
Internships  
Integrative  
Practicum

FINANCE

Resource/Funding Sources  
Best Practices Financially  
State head Start Connection

ARCHIVAL/PAST RESEARCH

Comparison to new data

NEEDS ASSESSMENT

Survey-qualitative/quantitative  
Design/Evaluate  
Outreach-Recruitment

REGULATIONS

PROCESS

Question Based

COMMUNITY

Outreach

Ruth noted that the subgroups would have goals to meet and would either meet with the group as a whole or by themselves. Please plan on meeting one hour per week. The students agreed that they are willing to commit their time to this project.

Jean Johnson expressed that there is a big push in Oregon re: licensing/credentials. Virginia asked that Jean be very vocal with her resources and opinion.

Virginia stated that the current economy might work in the group's advantage funding wise with Early Start and Head Start as once a group has their foot in the door, it is difficult for funds to be pulled.

Ruth and Virginia will meet during the summer if the government starts moving dollars into grants.

Documents from previous studies will need to be sent to Teresa for scanning so they can be posted on the web site for the group to view.

9:00 – October 20, 2010 – CCTF Minutes – Archives/Needs Group

Present: Rosemary Powers (RP), Rebecca Hartman (RH), Ruthi Davenport (RD)

- Review minutes from June 9 meeting
- Agreed that this group's focus will be the Archives and Past Research initially, then shift focus / combine focus to the Needs Assessment
- RH stated there are History students who could assist in helping to move the archives at RP's house to the Archives Room at Pierce Library and help organize – RP or RH will contact Karen Clary regarding cataloging the archives (noting they are now housed there) – We would ask any student involved in assisting with this effort to sign a confidentiality disclaimer, as there are some materials that are confidential contained in the boxes
- RD's suggestion for this group's focus is: Where did the previous groups hit a roadblock? What were the reasons previous groups ended their efforts to create child care on campus? If we start there, through an examination of the archives, we can move through those same obstacles to a successful conclusion this round.
- RP and RH will work with students to move as quickly as possible to assess/inventory the current holdings at RP's house (soon to be moved to Pierce) – Students from the Women's Center may also become involved, and they would sign the disclaimer as well
- No formal meetings need to be held until this first goal is accomplished (taking inventory and moving archives) – Correspondence on email will suffice until then
- When this group's focus shifts more to Needs Assessment, Amber Richardson's study data will be helpful, as will data from a study being conducted by one of RD's capstone students regarding Latina individuals' needs being met on campus and in the community regarding child care (one part of her larger study)
- RP and RH are available on November 3 or November 10 for a possible visit from Karen Logvin, from U of O who is willing to meet with our CCTF groups and help any way she can
- RD will check to see if Karen gave her any possible format for needs assessment used in Eugene
- RP will check on an individual at OSU for possible needs assessment survey

10:00 – October 10, 2010 – CCTF Minutes – Finances Group

Present: Steve Clements (SC), Allen Evans (AE), Virginia Key (VK), Camille Consolvo (CC), Ruthi Davenport (RD), Jean Johnson phoned in twice but was travelling and lost service

- We briefly went through the content of the 9:00 group's meeting
- There was some discussion about Needs Assessment (NA) and suggestions for the 9:00 group included:
  - VK – Can't do more than one NA at the same time – will water down the data – need to coordinate to ensure quality of data
  - CC – Discuss with Rosemary Powers about Amber's population and the design of her study – if qualitative, she may not be talking with too many people – if we do a quantitative NA, we can access more people
  - SC – NA will generate the types of questions to ask regarding funding – we should try to get documents from OSU and other institutions so we don't reinvent the wheel
  - RD – also need to access potential EOU students who would come if they had child care
  - VK – perhaps we could meet with local PTA groups at schools
  - CC – or a work force connection might be another source
  - AE – or EOU admissions may have had queries about the availability of child care – are they tracking that?
- VK – State economic forecast not good – no more E & G money coming (Education and General fund money) – If the NA showed we would get X number of new EOU students because we were providing child care, then EOU could give X dollars to the child care center but otherwise, we should assume EOU cannot give any money to the child care center – we need to look at grant options – and consider the possibility of student fees to pay for child care center
- It was determined by the 10:00 group that they would take on the Finances issues and the Regulations issues
- VK – need to ask “What can we do if there is no more funding? Could there be a child care co-op? Could we set up an information blackboard about resources in the community? There isn't much sense in the NA happening if we don't know what funding is available
- SC (for the record ☺ ) agrees with VK – need to look at potential grants – get a list of potential grant sources – check with ASEOU – he is pessimistic about revenue streams
- VK – if we could recruit more students and make a direct connection, we could have funds tied to child care – but there is declining state money, so declining funds to EOU
- SC – there are different age brackets to consider in planning for child care – infants to those who need after school care – not quite yet latch key kids – Old Riveria School – Kids Club – for older kids – we have to look at different kinds of programs

- VK – in conversation with Karen Logvin (KL)(person Ruthi visited at U of O who runs the campus agency there that oversees the three child care centers) – she said there were specific requirements for day care programs – a co-op would have different regulations
- RD – Karen is willing to visit campus – possibly November 3 or November 10
- VK – November 10 works better – Teresa could help schedule flights and accommodations – KL knows regulations – we should also invite vendors from day care provider agencies to come and talk with us – this is for our own information about starting a child care and what the considerations are – suggested having the vendors and KL here at the same time
- RD – NA goes hand in hand with grant writing
- VK – through grants perhaps we could find funds to help current students – even if for a short, finite period of time
- CC – what about sustainability
- VK – if we could find funding for a few years, why wouldn't we, even if there is an end date – serve current students if we can
- CC – some grants ask for matching dollars and to “institutionalize” at the end of the grant timeline
- VK – there is no money for taking over and running the child care center – we would have to take money away from somewhere or eliminate positions
- CC – with all the new students, and same amount of staff – already don't have enough funds to take of the current programs for the new students
- AE – is it worth pursuing for 3 years if we know it is going to end – if so, we enter in to that grant with our eyes open, knowing that
- VK – the economic uncertainty has changed even over the summer since our last meeting – the NA should move forward linked to grants availability – agrees with SC – willing to check on regulations for different types of child care sites
- SC – NA should as if a plan is realistic and sustainable – don't assume there will be any funds from EOU
- RD – would students be willing to support a child care center through additional funds
- VK – Hoke needs renovation – we shouldn't ask students to support a child care center before we ask them to support infrastructure
- CC – and other needs on campus
- SC – so if there is no support from EOU, then the political will of the students will determine if we can have their support
- VK – if there is a third party source, like military students, then they would extend the use of the child care center to all students – La Grande is a desirable location for the Guard and veterans – might be the impetus from the Department of Military or Veterans Services (representative from OUS, Martin Ornelas)

- CC – Maybe the 1:00 group wants to focus on grant writing while we look for other sources – What about child care centers already in the community?
- VK – KL had suggested that maybe EOU students needed a transportation system to get their children to child care facilities already in the community and not have a child care center on campus
- AE – we need to be aware of the perception in the community of being in competition with local providers
- SC – Child Care Resource and Referral should be contacted – they would say there is already a shortage of enough quality child care providers in the area – the NA group needs to look at the demand side and maybe the 1:00 group can look at the supply side – the availability of what resources are available now – what are the questions on the demand side – is it that there isn't quality care available? Or is it that there isn't care available on campus? – could an electronic blackboard connect local providers with students? Or connect students with students?
- CC – students might come to EOU after 5:00 pm to take undergraduate classes
- SC – faculty would probably resist that idea
- VK – maybe we need to consider different models in what we offer as an institution – will check with KL on grant offices and finding grants sources at other institutions – willing to work with 1:00 group on grant writing and finding sources
- RD – all groups should keep sustainability in mind
- For next meeting:
  - VK – will contact military office for their ideas – will check on who can help us look for grant sources
  - SC – will contact KL about regulations
  - AE – will check with son who works for a grant agency with the state

1:00 – October 10, 2010 – CCTF Minutes – Community Resources/Grant Writing Group

Present: Kay Firor (KF), Lindsey McQuisten (LM), Virginia Key (VK), Ruthi Davenport (RD),

- We briefly went through the content of the 9:00 and 10:00 groups' meetings
- LM – Could we contact CTUIR and see if they would consider funding a grant?
- RD – Will contact and ask
- Agreed that exploring different types of models for child care can wait
- Brief discussion on one aspect: relaxed time for parents to drop off their children and a place for parents to gather and talk
- VK – Is it a goal to tie the child care center to our academic programs? Education practica or OHSU health care practica – others?
- Discussion about the viability of taking the ECED online program and creating an additional on campus program in early childhood education – issues of faculty pay, number of students interested – RD will talk with Michael Jaeger
- LM – Create the child care center through grants
- This group is going to explore other times to meet – this isn't a good time – will let RD and VK know – RD and VK don't have to be at all meetings each week – each group can send their minutes and meet with RD and VK as often as needed
- This group will work with Jean Johnson to determine the current child care facilities in La Grande

## Meeting of Community Resources and Grants Subcommittee

Notes from 11/1/10 meeting

In attendance: Jean Johnson, Nancy Knowles, Kay Firor

Jean provided a list of Union County providers, including numbers of providers in each town, types of providers, maximum served, and openings.

### Different kinds of providers:

- Certified Center
- Certified Home
- Registered Home
- Exempt Center
- Exempt Family Child Care

Certified requires inspection for higher standards. Registered requires inspection only for health and safety. Registered may also meet standards required of certified, but they are not inspected for them.

Registered homes generally have a maximum of 10 children with only two under two years.

Certified homes can have more children and often hire staff. They have more square feet. Their maximum is 16 children. A higher ratio of adults to children is required for infants and toddlers, making care for them more expensive (1:4 if children are under 2 years).

Certified Centers are bigger with multiple classrooms; children are often segregated by age.

Exempt centers are preschools and other facilities focusing on education that host children for less than four hours per day. Fitness centers and childcare in high schools are other examples. EOU may be exempt—we would need to check.

Exempt family child care is for family care where a family member or neighbor is caring for a few children.

### Sustaining

None of the certified centers in La Grande accept children under 2 ½.—not cost-effective. Infants and toddlers need more supervision, more supplies (like diapers and bedding), and more infrastructure (cribs). Kids under two also generally need to be separated from the other kids, so there's a facility cost.



All providers are subsidized; they cannot support themselves. Kids Club, for example, uses grantwriting and fundraising events to sustain. Religious-affiliated providers use church facilities and volunteers.

75+ children is better for breaking even.

Because the children will be growing and the parents will be in and out of school, it will be difficult for EOU to gauge numbers, so sustaining by income per child will be difficult.

We also need to make sure students can afford campus child care. If we build it and they don't come, it won't last.

Ideas for cost-efficiencies:

- Work-study students (not good if too much turn-over; children need bonding)
- Certified family home: 16 max., OK to mix younger and older kids, OK not truly a home (if it has aspects of home, like a yard)
- Create a cohort of stable providers serving EOU students. This would use community capacity. EOU could guarantee a certain number of spaces with subsidies for students. Using existing providers might be more sustainable, and it would build good community partnerships. Perhaps piggy-back on new program Oregon Programs of Quality to encourage continual improvement of local options.
- EOU could also provide ECE students to raise adult-child ratios, allowing more infant and toddler service, with attention paid to the bonding issue noted above.
- Student block grant
- Oregon Student Assistance Commission has childcare support— students with children should be encouraged to get on waitlist. Once their turn comes up on the list, often 9 months, they are eligible for childcare support for the rest of the time they are at EOU. Does not pay 100%, but provides a subsidy.

### Questions

- Are there models for campus childcare at small, rural institutions that might enable us to predict numbers?
  - Check with WOU regarding their lab school.
  - Check with OIT regarding failed childcare.
  - Colorado?
  - What happened with the Harris Shelton plan? University would give building and contract with provider. Liability may have been an issue.
- We need to develop business plans for multiple models.
- Jean will seek more information: how many of the parents she serves are EOU students? She will follow up with them to see what they did for childcare. She will also see which providers serve which age groups.

Minutes submitted by: Nancy Knowles

## Meeting of Community Resources and Grants Subcommittee

Notes from 11/10/10 meeting

In attendance: Bob Davies, Ruthi Davenport, Kay Firor, Jean Johnson, Nancy Knowles, Karen Logvin

### I. Are there models for small communities?

A. SWOCC designates slots at Head Start. Multiple classrooms: two sections of Head Start, Early Start in one (0-2), full-pay 0-2, full pay (8-12, 1-5). Full pay is \$100, and co-op \$85. Co-op families commit to four hours of co-op time (one parent for 4 hours or two for two). Run by a dedicated staff. Academic units come in, using one-way mirrors to watch. 18 separate grants to fund, revenue from co-op and full pay. Students have shared responsibility. Institutional flexibility and flexibility for students to be part of it. \$100 for morning, afternoon is less because of market demand being less. No drop-in. Space in Student Union. Student direction. Choice re co-op to account for studying and work. Some parents can't co-op.

1. Negative impact on Head Start?
2. Start with slots, see if they can fill.
3. Where would displaced kids go?
4. Most student kids are eligible anyway. Could require "Head Start eligible."
5. Can have a certain percentage over income eligibility.
6. If they're not full, can you have paying children?
7. Can we get grant \$ to support Head Start so that they can expand?
8. Overhead there, space allocated, teachers identified.
9. Could get used modular—some are built for childcare—appt. Dec. with Jack Wallace regarding this. Expansion with an additional modular would be easy. You provide land; they provide modular? We could use grant money for start-up.
10. Ask Head Start what's on horizon with Early Start? Could change one classroom to Early Start dedicated to EOU students.

B. PSU has a drop-in classroom. They're connected with Early Start and/or grants because of academic work. Hard to have grants sustain. One center is in Student Union for short-stay care. Incidental fees pay some; parents pay some. Administratively expensive. Hard to know how to staff. Hard to break even.

C. Small community issues are more about resources than size. Small communities can be resource-rich.

## II. Range of Models

A. Institution program: EOU could build and run own facility with ECE and Sociology faculty—enriching mission, serving students and community—very expensive.

1. U of O has three programs, all subsidized. One is a contracted-out non-profit serving primarily living in student housing, funding through incidental fees
2. Childcare positions are SEIU—expensive.

A. Other end of spectrum: student-fee-funded scholarship program for student parents based on financial need

1. Strengthens community providers
2. Little expense
3. Incidental fee regulations require the money to go to the student. Students could be reimbursed based on receipts. Do they have the cash to pay ahead? The institution doesn't need to be between students and providers.
4. Scholarships capped, not 100% covered.
5. U of O and PSU have scholarship programs.
6. U of O assesses \$2/student. Talk with Camille and Student Fee Committee. Build into existing budget for now at \$2-5/student and seek funding next year. Bump in enrollment won't take money away. Provides start-up.
7. Oversight by Student Affairs staff, students manage and determine criteria.

B. In the middle: second step

1. Peace Health Medical Center and Childcare Resource and Referral in Lane County contract to recruit, train, and monitor family homes with dedicated spots for students, faculty, and staff with young children—financial risk is less, strengthening community providers, providing access. Parent calls R&R to match with provider.
  - a) Integrate Oregon Programs of Quality into expectations for childcare in community and raise quality overall
2. RFP to private providers to contract on campus. Renovate facility with start-up grant \$.
3. Private businesses will come on board and build building, lease land, their employees, charge students.
  - a) Contract with institution establishes quality, ratios, salaries, board supervision.

- b) More control = more money. If they have all the control, under \$100K.
- c) Bright Horizons is a popular company.
- d) Karen will send list with plusses and minuses.
- e) Would not build community of providers.

### III. Community supply vs. demand

A. Jean can document supply: 126 providers, can provide enrollment and capacity. What's hard is to know demand. Kids are somewhere right now. It may not meet their needs. What drives demand is cost and quality, which may be linked but are not synonymous. Demand fluctuates, "moving target."

B. We know demographically that demand is growing. Recruitment is a big issue for dual-career faculty couples. Parents are largest growing demographic for students. Economy has made this more extreme. Vets going back to school are often parents.

1. U of O works with Financial Aid to indicate which students needing support also have dependents.
2. Work with PEBB: how many faculty and staff added newborns as dependents?
3. High demand for infant/toddler. No centers in town provide.
4. Lost a faculty candidate last year over no childcare.

### IV. Facility

A. Hunt commons area? No, heavily used by students.

### V. Next steps

A. Explore variables with options we wish to pursue—Karen will provide any needed info.

B. Ruthi will ask a Head Start faculty or staff person to be on this committee. We need to find out about their contract with the institution.

C. Grants

1. Campus grants through federal government—student access to higher ed. Childcare Access Means Parents in School. Without partnerships, they think you should have money to take care of your own business. Strengthening community, helping low-income will make it worthwhile.

D. Archive Committee—we've explored many of these options.

1. Drop-in has come up before. Didn't occur because it needed to be student-driven. Students can't handle any more work.
2. Need to find out where models got stuck.
3. We talked about modulars and contracting.

4. We talked about grantwriting.
5. Compared to prior childcare initiatives, this taskforce is deliberate, sustained, cohesive.

Childcare Taskforce  
Resources and Grants Subcommittee  
Meeting minutes for 22 November 2010

Attending: Jean Johnson, Lindsey McQuisten, Ruth Davenport, Kay Firor, and guest Jan Goodrick from EOU's Head Start Program

Jan Goodrick spent a while just telling us about Head Start locally.

Our Head Start Program on campus has 72 children enrolled right now. Both a morning and an afternoon preschool session are held, with two classrooms filled each time. We use a co-teacher model, with two teachers in the class. We employ 8 teachers, a cook, and 2 assistants. The co-teacher model is expensive, but is preferred because of behavior issues among children and the advanced training of teachers vs. aides. The Head Start office is downstairs in Ackerman, and the classrooms are in a modular unit off of 12<sup>th</sup> street.

Surrounding areas:

Elgin has 19 kids, 2 teachers, 1 cook who also does miscellaneous chores

Union has 15 kids, 1 teacher, 1 part-time aide, 1 part-time family advocate.

Baker has 6 teachers, cook, family advocate

Head Start is a free service to qualifying families that can get in. There are a lot of services to those families, but also a lot of requirements, such as dental and medical check-ups for students, meetings to discuss student and family progress, etc. Families must be at or below poverty level to qualify, and student loans do not count as income. Scholarship grants do count, but most of our students who need childcare help probably do qualify. There is a waiting list to get into the program, at all local centers except Union, and when an opening occurs, families on the waiting list are compared using a weighting scale of needs to decide who should be invited in next.

Funding for Head Start is done differently in different areas. Our program is funded approximately 2/3 from the Federal government and 1/3 from state of Oregon. Other programs have various forms of partnerships and "blended funding" through other organizations. Partnering in various ways with other organizations locally is something Jan is very open to, and immediate thoughts in the meeting had to do with inviting each other to training programs, at a minimum, and planning and co-hosting training programs as a more cost-effective option.

Other programs Jan would like to have here, but does not know how they could be funded include a "Relief Nursery" program where children with special needs and/or behavioral problems could be transferred from Head Start. Other local need is for childcare for infants and toddlers. The Federally-funded version is called Early Head Start, but costs on the order of \$14,000 per child per year.

Virginia Burtells 962-7507, would be an excellent resource for us. She ran the Head Start program here for many years. Jan brought a notebook Virginia had compiled last time EOU tried to get childcare started, in 2006. Ruthi will pass on the notebook to the appropriate subcommittee, and we will get it back to Jan at some point next year.

Jan suggested we look into other small schools that have childcare facilities, and pointed to Walla Walla Community College as a nearby example.

We discussed the desirability of integrating Head Start into our Early Childhood Ed program and/or our psychology program, and getting EOU students into the classroom. Jan pointed out that Nursing students used to get practicum hours through helping at Head Start. She explained that Head Start teachers have to have a degree in Early Childhood, or in a related field with a minimum number of courses in early childhood. The teachers therefore have a lot to teach EOU practicum students, and could be considered a resource to EOU.

Ruthi agreed to attend a Head Start Directors meeting in Portland, and to find other ways also to promote interaction between Head Start and our Education program.

Jean and Jan agreed that trainings targeting Head Start managers, local childcare advocates, and programs such as Union County Kids or Childcare Resource & Referral, should be coordinated in some way, or at the very least announced within those circles so that others could attend.

Minutes submitted by: Kay Firor

Community Resources and Grants Subcommittee Minutes 1-24-11

In attendance: Kay Firor and Nancy Knowles

Kay brought the March/April 2010 issue of AFT's *On Campus*, which cites research indicating 76% of students surveyed recommended childcare as a means to keep students from dropping out.

We miss Jean and want to catch up with her about childcare data collection.

Nancy remembers dialogue a few years ago recommending that Admissions collect data on how many admitted students are parents. Financial aid could also then keep track of the number of students needing financial assistance who also have dependents. Kay will call Admissions to see.

Nancy remembers that Robert Power, Rosemary's nephew, did research regarding childcare on campus. We all need access to his report. Kay will call Rosemary to request.

Nancy would like to comb through the work of the subcommittees to get an overall sense of where we're at. To that end, she created a folder in Google docs to house subcommittee minutes and other documents. She will begin sifting through the materials she has.



Childcare Resources and Grants Minutes 1/31/11  
In attendance: Jean Johnson, Kay Firor, and Nancy Knowles

- I. The subcommittee reviewed the plan form and inserted data.
- II. Kay reported that admissions collects no dependent data. Could they start? Financial Aid has access to FAFSA, but the information would have to be gathered from individual forms. Financial Aid also has a “child care provider statement” – if they haven’t maxed out their financial aid, students who need additional financial help for childcare can apply for more money. What money is this? Kay will find out.
- III. Archival data: Kay will share Robert Power’s executive summary. We need to get Amber Richardson’s executive summary. We need an update on the inventory of Virginia Bertels’ files.
- IV. Is Steve’s group working on cost ideas for plan options?
- V. We need a once-a-quarter meeting time for the committee as a whole.
- VI. Jean will bring provider information collected regarding local providers serving EOU students.
- VII. Nancy will move documents to Blackboard, develop list of remaining questions, and share plan data.
- VIII. Adjourn 2:45

## Community Resources and Grants Subcommittee Minutes 2-7-11

In attendance: Kay Firor, Jean Johnson, and Nancy Knowles

- I. Jean stopped by just to say that they are looking for the data regarding how many providers serve EOU students. She is thinking anecdotally that there are about 15. She will continue to look for the information and also inquire into how many serve infants. This quantity suggests there is already an network of providers locally that might make attractive the plan to contract with local providers and provide scholarships because doing so would support existing services and build community connections.
- II. Kay has found out whom to contact in Financial Aid and will continue to ask about student eligibility for childcare financial aid and the sources and processes associated with the funding.
- III. In reviewing the plan we wrote last week, Kay and Nancy decided that four plans seemed worth further investigation: contracting with local providers, partnering with Head Start, a parent co-op, and partnering with the hospital. We decided the others were not appropriate (no childcare) or financially feasible (developing a certified center or home or using a private company). If other groups wish to pursue these options, they can. We will develop scenarios and explore grant funding. Perhaps the budget subcommittee can do a cost analysis once the scenarios are ready. Next steps include:
  - a. Contract with local providers: Nancy will contact Karen to request models. We need to explore what role EOU can play in strengthening existing services. For example, if few local providers take infants due to staffing issues, maybe EOU can partner with them to provide work study students.
  - b. Partner with Head Start: Kay will call Jan to arrange a meeting, perhaps at our regular time next week. We need Jan to educate us about this scenario and what help EOU can provide Head Start to make it happen. Even if the two operations merely share utilities, hopefully the dialogue regarding childcare would represent capacity-building that would multiply benefits.
  - c. Parent co-op: Kay will look into research regarding this model. We agree that students probably cannot launch or run the co-op. Perhaps we can use grant funding to launch and then develop a sustainable model in which a coordinator gets paid for ongoing supervision.
  - d. Partner with the hospital: Nancy will ask Ruthi to ask Bob to explore interest. If the GRH is interested, we can work with them to construct a scenario.
  - e. Nancy will review the grant ideas she has collected already to see how they overlap with the four plans we are interested in.

Community Resources and Grants Subcommittee Minutes 2-14-11

In attendance: Ruthi Davenport, Kay Firor, Jean Johnson, and Nancy Knowles

1. Ruthi is meeting with Bob tomorrow at 1 PM re hospital partnership
2. Kay chatted with Jan Goodrich to sit down and brainstorm what it would look like if EOU partnered with Head Start and got an Early Start program. They expect the new legislature to close Early Start programs. We will meet with her on the 28<sup>th</sup> at 2:15 in Jan's office in Ackerman.
3. Kay started looking into parent co-ops, much of which doesn't seem applicable to us. Karen could give us a contact at U of O. They've sustained their model for 20-30 years. Most parents would be delighted to provide a lot of the labor. It would be unrealistic to expect the students to do this. We'd need an employee to manage it and for continuity. Kay will contact Karen. There's a sliding-scale fee option if parents can't contribute hours. Different prices for different age groups (infants, wobblers, toddlers, stompers).
4. Jean brought data. So far, 10 Union County (mostly La Grande) providers have 21 EOU parents with 24 kids. Of 24, 4 are under 2, not because they don't have openings for infants. Collection of data is not finished. To determine infant need, ask parents who bring infants to class. Jean can find out transportation/location issues associated with care.
5. Regarding community partnership scenario, how many slots for infants? What's their license status? We need to be sure the community pool meets standards. It would be nice if EOU's entry into the dialogue upped the quality. May use work study to assist in supervision potential. Cost would involve providing scholarships, subsidies. Could coordinate through CCR&R. Hard part would be building list of qualified providers. Student referrals would be easy. EOU liaison would handle payment process, might email involved students. Financial aid? Student worker.
6. Needs assessment: Camile Consolvo sent comments for needs assessment. No other feedback. This group can move the needs assessment forward. Ideally, set up Survey Monkey form and send out email. Could the survey come from student government? Add transportation to needs assessment.
7. Before the end of the term, first week in March, plan to convene everyone. Ruthi will do a Doodle. The needs assessment will be out, and the plan will be fleshed out. History group should bring whatever they've got. What is in Jan's file? Funding group should report on what they've found so far.
8. Ruthi and Nancy meeting with student government Feb. 28 6:15 PM Hoke Lounge. We'll connect with ASEOU rep. We have two student voices on the committee but haven't heard from them: Nora and Amber.
9. Next meeting bring scenarios we can do: co-op and contracting with community providers.
10. Hospital we'll know more tomorrow. GRH may be merging. If they merge, childcare may not be an option. The hospital would have to make a five-year commitment. ODS may be another partner because it helps with recruiting. Their students are EOU students,

so it's not like a partnership. Location and size with GRH would be good. Biggest problem at the hospital is shift work, not really 8-5. May not pan out.

11. Kay contacted Financial Aid again (Carolyn Prescott). She expects OSAC money (Oregon Student Assistance Commission) to go away. 100 students have it statewide up to \$1500/term for the length of their education. EOU's option: if they have not used up all the federal loan money, Financial Aid can move their budget around to make it possible for them to get loan money to cover daycare. In general, students don't want more loans.
12. U of O: \$1 student fees go to daycare. Can we find out how many use fees to subsidize? Nancy will ask OWEAC—use wiki. If building option is not possible, the only other option is a fund. Childcare providers sometimes subsidize by having a sliding scale of fees.
13. Jean will do a market-rate survey. \$2.37/hour was average and \$2.25/hour was mean three to four years ago with infant care at about \$3/hour.
14. Jean's daughter and son-in-law just got on OSAC this year. Application is easy. Maintaining contact information on wait list is more time-consuming. Jean will see how it works and how much support. Best to get on in spring when people are leaving. They were on the waiting list since January and notified in May. Could EOU help with this process? We could ask OSAC how many from EOU are on the list. Kay will contact. Ask for update on funding.

Nancy tasks from last meeting:

- a. Contract with local providers: Nancy will contact Karen to request models. We need to explore what role EOU can play in strengthening existing services. For example, if few local providers take infants due to staffing issues, maybe EOU can partner with them to provide work study students.
- b. Nancy will review the grant ideas she has collected already to see how they overlap with the four plans we are interested in.

Community Resources and Grants Subcommittee Minutes  
2/21/11

In attendance: Kay, Jean, and Nancy

- I. Kay contacted Karen Logvan about parent co-ops. She will provide information from her wealth of experience.
- II. Kay contacted OSAC--out of office
- III. FIPSE grant—innovative models for student access: community partnerships, early childhood development, building partnerships, leveraging resources, strengthens the community by filling a gap and capitalizing on resources.
- IV. Needs Assessment
  - Not how much willing to spend but how much Student Government will allocate of their fees
  - Not just “center” option
  - Ask how many hours per day instead of what times, maybe just morning or afternoon
  - Eliminate ill child question
  - (I stopped taking notes on the dialogue so that I could register changes on the document itself)
- V. Jean: Another childcare idea: EOU provides informal meeting place and encourages connections so that parents can share care, which helps with sick-child care.
- VI. Next Monday: Jan at Head Start regarding Early Start

Community Resources and Grants Subcommittee Minutes  
2/28/11

In attendance: Virginia Bertels, Ruthi Davenport, Kay Firor, Jan Goodrick, Jean Johnson, Nancy Knowles

Scenario Head Start Partnership

- I. Early Head Start = whole day childcare attached to Head Start, including infant care  
Early Start = literacy  
Early Head Start won't be possible.
  - A. The sites that expanded with American Reinvestment Recovery Act (ARRA) dollars may not continue in this fiscal climate because the cost per child is \$14,000.
  - B. Competition for grant money is stiff nationally, and Eastern Oregon is unlikely to make a case for providing services here because we're too small.
  - C. If you're providing Early Head Start for student-parents, the commitments on the part of the parents is high: they have to attend parenting and spend time with kids in the center. The Childcare Committee has been talking about having parents involved: volunteer hours buy child-care hours. A background check would be necessary.
- II. If EOU were to construct a new building next to the existing Head Start building, what would be the advantages/disadvantages?
  - A. Benefits
    1. Utilities would be easy to hook up, but as Head Start pays their own now, EOU can't share.
    2. Most students are low income and would qualify for Head Start
    3. EOU children couldn't go to Head Start, unless they were eligible and enrolled, but Head Start children could go to EOU for childcare.
    4. There is room for another building and a playground. The existing playground could be shared.
    5. There could be collaboration among Early Childhood students working/observing at either place.
    6. There might be opportunities to collaborate on training.
    7. Even just establishing the separate building might pave the way for Early Head Start funding in the future, as evidence of investment and partnership. Ideally, kids should move through Healthy Start to Early Start to Head Start.
  - B. Disadvantages
    1. If money issues were merged (they probably could not be), Head Start funding would be complicated, as Head Start already has to account for every penny and separate federal and state Head Start programs.
    2. The cost of the building would be higher than existing buildings. Union was \$200,000. The last one, bigger than necessary, in Baker was almost \$400,000. You'd need a kitchen, more than two classrooms, a

toddler room, an infant room (eight with two staff). Baker has two classrooms.

III. Other programs

- A. Malheur County Child Development Coalition, Ontario, has full-day, full-year childcare for children 3-5 years under the direction of Sue Robinett . At one time, programs like Malheur took federal funding and had kids in part-time slots and took state money to provide full-day care.
- B. Some programs have agreements with DHS for money. The problem with full-day is that families might get bumped out of a slot if the parents are not working. This upheaval makes it hard for staff to monitor changes. Staffing is hard at the all-day.

IV. New requirements of the teaching staff of centers: increase classes in child development from 15 to probably 25 hours next fiscal year.

- A. Require infant-toddler certification.
- B. Licensed.
- C. Could be CDA or AA in Early Childhood.
- D. EOU has Early Childhood 100% online. PSU gets a lot of enrollment. They came and did a presentation at the directors' meeting once, held in Portland. Eastern had presence at meeting in Hermiston. Keep that info going.
- E. Head Start may also have increasing educational requirements: a bachelor's degree by 2013?

V. Could we capitalize on Governor Kulongoski's Early Childhood Transition Team?

- A. We might capitalize on the hub concept. They're talking about five school-based hubs in the state serving local populations.
- B. He wanted to reduce funding to \$5,000 per student. Head Start is at \$8,000 and is one of the lower funded.
- C. David Nelson challenged visitors: figure out what about this restructuring you could work with and what not. Upcoming meeting addresses the restructuring because it's hard to say if you're not sure what it is. State representatives are supporting this.
- D. Head Start is fully funded in the Governor's budget with an 8% increase to be shared w/ESD, but most likely Head Start is not going to get fully funded.
- E. The Governor wants kids to be ready for school by kindergarten, ready to read by 1<sup>st</sup> grade, and reading by second. There's a whole lot more to readiness than just reading.
- F. Head Start has the whole parent piece.

VI. Using Work Study students works much better for the existing program than relying on parents to show up as volunteers. The student population served includes lots of people with too many issues to be able to commit to a volunteer spot and then reliably show up. So, while they *like* to have parent volunteers present, they do not *plan* on them.

- VII. Recap of EOU/Head Start partnership for Kay: Jan reiterated that having another building at the same site would allow lots of sharing and partnership, but that their funding is very complex, and so there would be limits to what could be done together. There would have to be separate staffing, for example, and non-Head Start children could not be served by Head Start programs.
- VIII. One of the unmet needs of the Head Start program in LaGrande is that they do not have a lounge or reception area where parents can hang out. This might be something we could plan to provide, as we flesh out our Team w/ Head Start Option.



Childcare Meeting EOU & GRH 3/18/11

In attendance: Ruthi Davenport (rdavenpo@eou.edu), Bob Davies (bob.davies@eou.edu), Kay Firor (kfiror@eou.edu), Nancy Knowles (nknowles@eou.edu), Lindsay Rynearson (lir01@grh.org)

- I. This scenario is a stand-alone center located next to the Head Start facility serving both EOU students and staff and GRH staff. Neither EOU nor GRH is able to put money into this.
- II. Value of the partnership: EOU needs 50 kids to make a daycare work. Based on enrollment, we are at about half that. A partnership might bring the number up.
- III. Benefits of the Head Start location: The EOU facility could utilize common play areas and expertise already in place. There's enough room on the property for additional parking. Head Start can't share utilities because of their funding.
- IV. Ruthi is broadening the vision of a center to include research and instruction. Psychology Professor Marie Balaban performs research on infants. Ruthi is also interested in establishing ECED as a residential-hybrid program shaped around the lives of daycare providers. The childcare center could serve as a professional development site. We could give back to the community by providing training from Head Start and faculty expertise. We could provide parenting education to people that had just gone through the birthing class at the hospital. This would open us up to more grant possibilities for innovative ways to work with scarce resources.
- V. GRH need:
  - A. Over half of the nurses are baby boomers close to retirement, so having childcare available might benefit hiring.
  - B. Administrative personnel would also be interested.
  - C. The GRH doesn't have enough need to justify a center on their own. 10-15 years ago the GRH looked into childcare but didn't have enough green space or physical building space, so it was not feasible at the time. Now, they have double the employees.
  - D. There are a lot of conversations about daycare among staff. There are a lot of childcare providers locally, but the question is whether they are the right fit for the child.
- VI. One of our concerns is not to destroy an economic base that exists in this community. Childcare providers really struggle because drop-in income is not guaranteed, but if they contract with parents for guaranteed rates, there's no flexibility for parents. It's difficult. Gaps in local service:
  - A. Parents often don't have back-up care when kids or providers are sick or when providers are on vacation. The center could have a sick room.

- B. Infant care (0-2) doesn't exist in Union County. We would like to see infant through five.
  - C. Quality of care is the difference. We would be providing developmentally-oriented care based on current research. It might encourage others to increase the quality of care.
  - D. The professional development portion helps this discussion. We are not trying to steal clients but to address some of the fit/quality issues. We would be enhancing the quality of students' education here to practice what they're being taught.
  - E. We need to consider Heidi Ho. They have 3-4 year olds and offer care after preschools. Clearly there's a need, but the cost is an issue.
- VII. We haven't gotten to the point where we've calculated cost. Care costs \$25-27/day for infant care (8 hours) and a little bit less after two years old. It's almost \$800/month for two kids. Students just find friends. Working doesn't pay because it goes straight to childcare. A scholarship program to help students.
- VIII. Why we don't have more students applying for the Oregon Opportunity Grant? At what point would they be encouraged to do that? Add to financial aid discussion.
- IX. Student fee add-on would need to be dedicated to students. The full payment people would subsidize students. We could use a scale based on status with additional financial aid based on need for students.
- X. This model would need to operate as an auxiliary enterprise to allow partnership with hospital. Other examples of auxiliaries are Student Housing, the Hoke Union Building, and the Fitness Center. Financial statements are different and separate from EOU's. Involving academic programs would require contracts.
- XI. Is 12<sup>th</sup> Street close enough to the hospital? Yes, Lindsay drives to Island City for day care. People who live in other places of the valley (Elgin, Imbler, Union) could have their kids in daycare closer to their workplace.
- XII. The GRH brings CPR and other health-related trainings that could benefit providers.
- XIII. How many staff are required for 50? 1 adult for 4 infants. 1 adult to 8 2-5 year olds. There would have to be separation of rooms that would affect the numbers of adults.
- XIV. Ruthi will visit WOU and OSU for sure to see their childcare structures.
- XV. ASEOU will put out a childcare survey in a couple weeks to collect information from students. The survey addresses whether students would be willing to be assessed a fee to support student childcare.
- XVI. The GRH's agreement with St. Alfonsus allows them to bring in more specialists and look into joint ventures. It provides financial benefit, but St. Alfonsus is not going to

run the GRH. They own the hospital in Baker. This arrangement would probably not change the number of people working at the GRH. There might be additional physician visits, telemedicine, and clinics.

- XVII. Next steps: write up the scenario combining the Head Start and GRH plans and start costing start-up and operations.

## 4-11-11 Childcare Meeting

In attendance: Steve Clements, Ruthi Davenport, Kay Firor, Jean Johnson, and Nancy Knowles

- I. Staff assessment:
  - A. The wording of question 13 needs to be changed. "due to lack of childcare availability"
  - B. Correction question 9: capitalize "i."
  - C. Get results back on the same deadline April 25.
  - D. Question 3--Add how many children are in childcare? Just make the assumption.
  - E. Roll number 12 into 11, and put some other kind of care. If you answered other in question 11, please describe. (Survey Monkey can employ either bubble or text box, not both in the same question.)
  - F. There's redundancy between questions 7 and 8. The first might be harder to answer.
  - G. There could be an exit after number four, but the intro helps responders know whether they need to take the survey.
  - H. Question five will help us indicate demand.
  - I. In number one, the position may indicate ability to pay.
  - J. Number nine needs to be multiple response (check all that apply).
- II. Lindsay Rynearson will rework the survey for hospital personnel.
  - A. We need questions three, four, five, six, seven, eight, nine, 10, 11, and 12.
  - B. Numbers one and two will be different.
  - C. For number seven, add weekends and night shift
- III. The student survey will be distributed to on-campus and online Union County students and is due 4/25.
- IV. Review of last week's brainstorm of the dream center. We need to wait for needs assessment data.
- V. Costing out the center model
  - A. We can use line items from Head Start for supplies.
  - B. Head Start salaries will be different. We also won't need home visits.
  - C. Jean will be a resource.
    1. Rate of DHS subsidized childcare for certified center would be a good model for income. (1:62—how many hours of care per month)
    2. Jean has a budget template.
  - D. Series of fixed costs, variable costs—different models depending on demand and revenue
  - E. Ruthi has a center budget from Karen Logvin
  - F. How many will need full-time and how many will need part-time? Question 7 will get at that. Question 8 also provides this information.
  - G. We can determine number of infants possible to enable budgeting.
  - H. We need a start-up budget and operating budget.
  - I. Do the archives have any budget information? We don't think they got that far. We could ask Rosemary to look through. Steve will contact.
  - J. Steve will Google other budgets.
  - K. Target date: two weeks.

- VI. We need to think through impact of our center on local providers.
  - A. Yes on question six on staff survey and 1 or 3 on question 11 will provide data related to impact. Survey Monkey should generate downloadable Excel file. We could import to Access and do the query.
  - B. Would relative, neighbor, friend be part of the impact? This is “exempt” care.
  - C. Deanna is putting together data about how many providers have children of students in care right now.
  - D. We have maximums licensed centers can charge, so we can identify maximum dollar impact.
  
- VII. Other scenarios:
  - A. We need to play out the scholarships and co-op scenarios in case this one doesn't work.
  - B. Kay will continue with co-op, Nancy with scholarships.
  - C. They impact the center scenario—the center scenario has potential co-op and scholarship components.
  - D. Scholarships could be spent wherever. This could support external caregivers.
  
- VIII. We will submit a report to Bob. What happens next?
  - A. We'll know better when we have the report completed. It should include suggested next steps. This group has no ongoing commitment beyond the report.
  - B. If Bob thinks it's possible, a new group will need to get started with grantwriting.
  - C. A new group will need to finalize the auxiliary agreement with EOU, the GRH, and the ECE program.
  - D. Ruthi will be working on ECE major on campus this summer..
  - E. But all of us could continue if desired.
  
- IX. Scheduling
  - A. Steve will work with us to develop the budget. Steve will bring his laptop, and we can start working next week.
  - B. Ruthi will do a Doodle for this term, as 2-3 may be difficult.

# Needs Assessment Survey

# Student Survey

1.

**1. I am:**

- a Freshman
- a Sophomore
- a Junior
- a Senior

**2. In an average term, I take my classes:**

- mostly on campus
- mostly online
- about half online and half on campus

**3. If you take half or most of your classes online and you have children, would you take more courses on campus if affordable child care were available on campus?**

- Yes
- No

**4. Are you or your spouse/partner currently expecting a child?**

- Yes
- No

**5. Do you anticipate starting a family while in college?**

- Yes
- No

**6. Do you have children under age 13 now?**

- Yes
- No

**7. If no, please skip to Question 20 below.**

**If yes, please respond:**

**Specify the number of children you have in each age category:**

0-12 months

1-2 years

3-5 years

6-11 years

**8. If child care were available on or near EOU's campus, would you consider using it?**

- Yes
- No

**9. If yes, please indicate the days and times you might use it in a typical term:**

	Morning	Mid-day	Afternoon	Evening
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**10. If you would bring your child to a child care center on campus, please indicate the number of hours per day you would do so in a typical term:**

- Less than 2
- 2-3
- 3-4
- 4-5
- 6 or more

**11. If you have children but would not use EOU-based child care, please indicate the reason:**

- No child care is needed
- No "outside the family" child care is needed
- I have a child care provider
- I don't want to relocate my child or children
- I can't afford child care

**12. If there is another reason why you would not use EOU-based child care, please describe:**

**13. If you are currently using a child care provider, please indicate the type:**

- Licensed family child care home
- Relative - Friend - Neighbor
- Licensed center

**14. If you are currently using a different type of child care provider, please describe:**



**15. If you are currently using a child care provider, how do you pay for child care? Check all that apply.**

- Free
- Financial aid
- OSAC grant money
- Out of pocket

**16. If there is another way in which you pay for child care, please describe:**

**17. If you have ever brought a child to a class or classes at EOU because of lack of child care, on average, how many times per term have you done this?**

- 0
- 1-2
- 3-4
- 4-5
- more than 5

**18. If you have ever missed EOU classes because of lack of child care, on average, how many days a term have you missed for this reason?**

- 0
- 1-2
- 3-4
- 4-5
- more than 5

**19. How far are you willing to drive to access affordable child care?**

- My first choice would be on campus
- No transportation, need walking distance
- 1 mile from EOU
- 5 miles from EOU
- Need in outlying community

**20. I support all EOU students being assessed a small fee to support child care for student parents.**

- Yes
- No

**21. I would be willing for my student fees to increase by the following amount to support child care for student parents:**

- \$1.00-\$3.00 per term
- \$4.00-\$6.00 per term
- \$7.00-\$10.00 per term
- Not at all

**22. Thank you for filling out the survey. Please provide any additional information or issues that relate to the committee's efforts to establish child care on EOU's campus. Questions can be directed to Dr. Ruth Davenport at [rdavenpo@eou.edu](mailto:rdavenpo@eou.edu). Thank you very much!**

# EOU Faculty and Staff Survey

1.

**1. This survey is intended for individuals who have children 5 or under at this time, or who are planning on starting a family within the next few years. We would appreciate your input by April 25. The Child Care Task Force is conducting a separate needs assessment with students, who would have the first opportunities to fill open positions at the child care center, if one is started at EOU. We do not have a projected cost per day at this time.**

**I am:**

- Classified Staff
- Teaching Faculty
- Administrative Faculty
- Administrator
- Other

**2. If you responded "other" on the first question, please explain:**

**3. Do you have children under age 5 now?**

- Yes
- No

**4. Do you anticipate starting a family within the next 5 years?**

- Yes
- No

**5. Please specify the number of children you have in each age category:**

Currently expecting	<input type="text"/>
0-12 months	<input type="text"/>
1-2 years	<input type="text"/>
3-5 years	<input type="text"/>
6-11 years	<input type="text"/>

**6. If child care were available on or near EOU's campus, would you consider using it if it were at or below the cost of your current child care facility?**

- Yes
- No

**7. If yes, please indicate the days and times you might use it in a typical term:**

	Morning	Mid-day	Afternoon	Evening
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. If you would bring your child to a child care center on campus, please indicate the number of hours per day you would do so in a typical term:**

- Less than 2
- 2-3
- 3-4
- 4-5
- 6 or more

**9. If you have children but would not use EOU-based child care, please indicate the reason or reasons. Check all that apply:**

- No child care is needed
- No "outside the family" child care is needed
- I have a child care provider
- I don't want to relocate my child or children

**10. If there is another reason why you would not use EOU-based child care, please describe:**

**11. If you are currently using a child care provider, please indicate the type:**

- Licensed family child care home
- Relative - Friend - Neighbor
- Licensed center
- Other

**12. If you responded "Other" in the previous question, please describe:**

**13. Have you missed days of work in the past year due to the lack of child care availability?**

- Yes
- No

**14. If yes, about how many days did you miss being at work in the last year?**

1-2

2-3

3-4

4-5

6 or more

**15. Thank you for filling out the survey. If you have any input for the committee working on establishing child care at EOU, please send your ideas to Dr. Ruth Davenport at [rdavenpo@eou.edu](mailto:rdavenpo@eou.edu). Thank you very much!**

# Grande Ronde Hospital Staff Survey

1.

**1. This survey is intended for individuals who have children 5 or under at this time, or who are planning on starting a family within the next few years. We would appreciate your input by April 29. The Eastern Oregon University Child Care Task Force is investigating the possibility of a partnership with Grande Ronde Hospital to create a shared Child Care Facility on the EOU campus. We are conducting a separate needs assessment with students, faculty and staff. We do not have a projected cost per day at this time.**

**I am:**

- Physician / Practitioner
- Patient Care Staff
- Administrative Faculty
- Other

**2. If you responded "other" on the first question, please explain:**

**3. Do you have children under age 5 now?**

- Yes
- No

**4. Do you anticipate starting a family within the next 5 years?**

- Yes
- No

**5. Please specify the number of children you have in each age category:**

Currently expecting	<input type="text"/>
0-12 months	<input type="text"/>
1-2 years	<input type="text"/>
3-5 years	<input type="text"/>
6-11 years	<input type="text"/>

**6. If child care were available on or near EOU's campus, would you consider using it if it were at or below the cost of your current child care facility?**

- Yes
- No

**7. If yes, please indicate the days and times you might use it in a typical term:**

	Morning	Mid-day	Afternoon	Evening
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. If you would bring your child to a child care center on campus, please indicate the number of hours per day you would do so in a typical term (any three month period):**

- Less than 2
- 2-3
- 3-4
- 4-5
- 6 or more

**9. If you have children but would not use EOU-based child care, please indicate the reason or reasons. Check all that apply:**

- No child care is needed
- No "outside the family" child care is needed
- I have a child care provider
- I don't want to relocate my child or children

**10. If there is another reason why you would not use EOU-based child care, please describe:**

**11. If you are currently using a child care provider, please indicate the type:**

- Licensed family child care home
- Relative - Friend - Neighbor
- Licensed center
- Other

**12. If you responded "Other" in the previous question, please describe:**

**13. Have you missed days of work in the past year due to the lack of child care availability?**

- Yes
- No

**14. If yes, about how many days did you miss being at work in the last year?**

- 1-2
- 2-3
- 3-4
- 4-5
- 6 or more

**15. Thank you for filling out the survey. If you have any input for the committee working on establishing child care at EOU, please send your ideas to Dr. Ruth Davenport at [rdavenpo@eou.edu](mailto:rdavenpo@eou.edu). Thank you very much!**



# Needs Assessment Survey

## Results

## Students living in Union County

328 students from Union County filled out the survey. Of these, 130 reported taking at least half of their classes on-line, and 54 said they would be taking more classes on-campus if they had child care.

112 students responded that they are currently expecting or plan to begin a family while in college.

150 respondents currently have a child under age 13, so child care is not needed at this time by 54% of the survey respondents.

Respondents who would consider using EOU child care have a total of:

- 29 babies 0-12 months
- 39 toddlers 1 – 2 years
- 65 pre-school age 3 – 5 years
- 105 children ages 6 – 11

Respondents who would consider using EOU childcare report needing child care at various times of day: morning 70%, midday 66%, afternoon 66%, evening 21%.

These same respondents reported being likely to use child care

- |                           |     |
|---------------------------|-----|
| Less than 2 hours per day | 5%  |
| 2 – 3 hours per day       | 26% |
| 3 to 4 hours per day      | 29% |
| 4 to 5 hours per day      | 23% |
| 6 or more hours per day   | 17% |

Of the 38 students who reported they would *not* consider using EOU child care, reasons given included:

- No childcare is needed (16)
- Family members take care of the children (7)
- I already have a child care provider (4)
- I don't want to change providers (4)
- I cannot afford child care (4)

41 students who said they would consider using EOU child care also said they could not afford child care.

Of respondents who currently have children in child care,

- 19 are using a licensed center
- 23 are using a licensed family child care provider
- 65 have family or friends watching their children

## Students, continued

140 students answered the question about whether they had brought a child to class. Of these, more than half never had, but 31% brought a child to class once or twice per term, and 6% more than 5 times per term.

143 students answered the question about missing days of school because of child care issues. 35% had missed school once or twice per term, and 15% missed more than 5 days per term. It should be noted that we did not ask how many of the missed days were due to a child's illness. Since sick children will also not be able to attend EOU-based child care, these data points may not be changed much by providing an EOU child care center.

69% of all respondents thought all students should be assessed a small fee to help student parents pay for child care.

When asked how much they personally were willing to be assessed:

\$1 - \$3 per term	23%
\$4 - \$6	20%
\$7 - 10	35%
Not at all	22%

### Students not in need of child care services

Of the 154 respondents to this survey who do not currently have children under age 13, and who also are not planning to start a family within the next five years, 68% favor assessing all EOU students a fee to help support child care at EOU, and 74% indicated a willingness to increase their own student fees. Of this group, 22% were willing for their own fees to increase by \$4 - 6 per term, and another 28% were willing for their fees to increase by \$7 - 10 per term.

### Students with a need for child care services

173 respondents currently have children under age 13, are expecting a child, or are planning to start a family in the next 5 years. Of this group, 70% favor assessing all EOU students a fee to support child care, and 82% are willing to pay a fee themselves. 17% indicated a willingness to pay a fee of \$4 - 6 per term, and 40% were willing to pay a fee of \$7 - 10 per term.

Notice the percentage of students who support the idea of a fee assessed to all students does not change significantly as we look at all respondents, only those without children, or only those with children. Across all groups, it is 68% - 70% who favor such a fee.

## **GR Hospital Staff**

A total of 52 hospital employees filled out the survey. Of these, 50 currently have young children (under age 5) or anticipate starting a family within the next 5 years, and 50 would consider using a child care center located at EOU.

Respondents who would consider using EOU-based child care have a total of:

- 10 babies expected
- 8 babies 0-12 months
- 12 toddlers 1 – 2 years
- 27 pre-school age 3 – 5 years
- 18 children ages 6 – 11

Respondents who would consider using EOU-based childcare report needing child care at various times of day: morning 65%, midday 64%, afternoon 60%, evening 13%. These same respondents reported being likely to use child care

Less than 2 hours per day	0%
2 – 3 hours per day	6%
3 to 4 hours per day	12%
4 to 5 hours per day	22%
6 or more hours per day	59%

Two respondents said they would not consider using EOU-based child care, one because no "outside the family" child care is needed, and one because they have a child care provider now and do not want to relocate their children.

Of those who said they *would* consider using EOU-based child care, 3 also stated that no outside the family" child care is needed, 3 stated they did not want to relocate their children, and several said it would depend upon the quality of the program offered, activities provided, ratio of caregivers to children, etc.

Of respondents who currently have children in child care,

- 3 are using a licensed center
- 11 are using a licensed family child care provider
- 15 have family or friends watching their children
- 2 have a student or other provider come to their home

43 people responded to the question about missing days of work because of child care issues. 23% had missed work once or twice in the last year, and 16% missed 4 or more days. It should be noted that we did not ask how many of the missed days were due to a child's illness. Since sick children will also not be able to attend EOU-based child care, these data points may not be changed much by providing an EOU child care center.

## **EOU Faculty and Staff**

A total of 37 EOU employees and 2 students filled out this survey. Of these, 30 currently have young children (under age 5) or anticipate starting a family within the next 5 years, and 34 would consider using a child care center located at EOU.

Respondents who would consider using EOU-based child care have a total of:

- 3 babies expected

4 babies 0-12 months  
9 toddlers 1 – 2 years  
15 pre-school age 3 – 5 years  
23 children ages 6 – 11

Respondents who would consider using EOU-based childcare report needing child care at various times of day: morning 62%, midday 68%, afternoon 86%, evening 9%. These same respondents reported being likely to use child care

Less than 2 hours per day	6%
2 – 3 hours per day	15%
3 to 4 hours per day	21%
4 to 5 hours per day	12%
6 or more hours per day	47%

Three respondents said they would not consider using EOU-based child care, one because no "outside the family" child care is needed, and one because they do not want to relocate their children, and one person who is currently expecting a child and does not currently anticipate needing child care.

Of those who said they *would* consider using EOU-based child care, 2 also stated that no "outside the family" child care is needed, 2 stated they did not want to relocate their children, and 2 said no child care is needed.

Of respondents who currently have children in child care,  
6 are using a licensed center  
6 are using a licensed family child care provider  
9 have family or friends watching their children  
1 is using an unlicensed care provider

34 people responded to the question about missing days of work because of child care issues. 15% had missed work once or twice in the last year, and 18% missed 4 or more days. It should be noted that we did not ask how many of the missed days were due to a child's illness. Since sick children will also not be able to attend EOU-based child care, these data points may not be changed much by providing an EOU child care center.

# Scenarios

## Scenarios

As a result of our many conversations, the taskforce drafted a set of 10 scenarios, ranging from no childcare, which we did not consider to be an option but which needed to be included as the current response, through various options for having our own childcare center. The Plan Summary Table below lists the plans and also our analysis of personnel and facilities needs and a general ranking related to cost.

Based on this analysis, we identified four plans worth pursuing:

1. contracting with local providers,
2. partnering with Head Start,
3. a parent co-op, and
4. partnering with the hospital.

1. *Contracting with local providers* represents the option with the least financial impact. EOU could develop a pool of scholarship money and allocate that money to students based on need, and then students could spend that money with any approved local providers. This relationship absolves EOU from providing a facility for childcare, validates the resources already existing in the community, and builds the relationships between EOU and the community. EOU would provide only a coordinator, perhaps someone in financial aid.
2. *Partnering with Head Start* initially seemed like an option where both groups might realize cost savings, but because Head Start has very exacting fiscal requirements, overlap between the programs is not feasible. However, locating a childcare facility on the Head Start property owned by EOU, where there is room for another building and the existing playground could be shared, represents a beneficial situation because Head Start children might come to the childcare facility after Head Start and because proximity would enhance dialogue among childcare professionals. Also, a new building could provide a parent lounge, which is not available in the Head Start building. The mere proximity of the two buildings, as evidence of partnership, might pave the way for having Early Head Start in the future.
3. *A parent co-op* represents a low-cost option because parents would bear most of the responsibility for the center, providing scheduling, supervision, and/or money, as their situation allowed. EOU would need to provide a facility, or an off-campus facility would need to be located, and provide a fiscal director. This option seems difficult for student parents in terms of the time commitment and their reliability given busy schedules, and there would be no educational component for the children. We could use a parent volunteer option as part of one of the other scenarios as a means of cost savings for parents; it would require a background check.
4. *Partnering with the hospital* represents a means to meet a shared community need and to build that community partnership. This partnership would also help to guarantee the minimum 50 children needed to make the enterprise fiscally possible. We imagined that shift work might be a barrier in that hospital staff might need childcare at night, but the hospital survey did not bear this out.

Plan Summary Table

	Overview of Plan	Personnel Needed	Facilities Needed	Children Served*	Set Up Costs	Cost to Run	Cost to Students	Possible Funding
Plan A	Contract with local providers -- scholarships	Campus liaison in Student Affairs, students manage	None		Low	Low	Low	
Plan B	Develop own certified/center center	At least two	Building		High	High	High	
Plan C	Jack's company partnership w/hospital	Campus liaison?	Building?		Medium high	Medium high	Medium high	
Plan D	Jack's company's plan solo -- individual or private company contract	Campus liaison?	Building?		Medium high	Medium high	Medium high	
Plan E	Parent co-op onsite (Karen)	Someone to set up Fiscal coord. Parent scheduler	Building		Medium low	Low	Low	
Plan F	Additional building at Head Start in collaboration with Head Start	Head Start or two	Building		Depends on grant	Depends	Depends	Early Start
Plan G	Starting a certified home	1-2	Building		Medium high	Medium	Medium	
Plan H	EOU partner with hospital	2?	Building		Medium high	Medium high	Medium high	
Plan I	Nothing	None	None		None	None	Yes	
Plan J	Parent co-op off campus	Parents	None		None	None	Low	

\*The children served column will depend on numbers of children served and length of time and not differ plan by plan. We can use students to supplement adult supervision in any plan.



# Budget for Proposed Scenario

## Startup and Operating Budgets of an EOU Childcare Center

The following budgets were prepared by students in Kari Day's Intermediate Accounting III course, Spring term 2011<sup>1</sup>. Personal thanks to each of the students for their efficient work producing the budgets in the limited amount of time they had to complete the effort.

There are two elements to this section of the report: a summary budget and a list of budget assumptions and notes.

### Summary Budget

See the budget table on the next page. Budget estimates for Revenues and Variable Expenses are presented for full, 80% and 60% program occupancy

### Budget Assumptions and Notes

#### General Assumptions

- The center will serve 50 children per day. Twenty-five slots in the center are reserved for employees of the Grande Ronde Hospital (GRH) and 25 from Eastern Oregon University (EOU) students and staff. The slots reserved for EOU parents are further allocated as follows: five slots are reserved for faculty or staff, 19 slots are reserved for students, and 1 slot is available for a family designated as low-income.
- The center will provide services for 10.5 hours per day, five days a week, an average of 4.3 weeks per month, and 12 months per year.
- Three operating levels were considered: 100%, or full capacity, 80% and 60%

#### Revenues

- According to the Child and Adult Care Food Program (CACFP), at full capacity, 50 children, provided with lunch and two snacks a day, revenues would be \$57,200. At 80% capacity, by providing the same calculation, revenues would be \$45,760. At 60% capacity, by providing the same calculation, revenues would be \$34,320.
- Looking at an alternative meal schedule that includes breakfast with lunch and two snacks a day, five days a week, at 52 weeks a year, revenues would be \$76,440 at full capacity, \$61,152 at 80% capacity, and \$45,864 at 60% capacity.
- Revenues are based on a maximum hourly rate of \$3.00. This rate is reduced by 25% (to \$2.25 per hour) for EOU students to obtain a student rate and by 50% (to \$1.50 per hour) for a low-income rate. The hospital slots are charged the \$3.00 rate. The EOU slots are allocated as: five slots at \$3.00 (this represents 20% of the 25 positions); 19 slots at \$2.25 per hour, or 75% of the positions open to students; and 1 slot at \$1.50 per hour, or 5% of the positions open for low income qualifiers.

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<sup>1</sup> Revenue: Demetria Tsiatsos, Missy Gandy, Atsuko Kikugawa, Wenqian Chen  
Fixed Costs: Ben Kerfoot, Tyler Montgomery, Steven Sickles, Henricky Iohp  
Variable Costs: Michelle Rogers, Katelyn Hefner, Ben Stauffer

Eastern Oregon University Child Care Facility

**Annual Revenue**

	<b>60%</b>	<b>80%</b>	<b>100%</b>
From Hospital	\$ 122,230.00	\$ 162,973.00	\$ 203,717.00
From EOU	\$ 96,562.00	\$ 128,749.00	\$ 160,936.00
<b>Total</b>	<b>\$ 218,792.00</b>	<b>\$ 291,722.00</b>	<b>\$ 364,653.00</b>

**Estimated startup costs**

One-Time Costs	<b>Cost to Start</b>
Modular Building	\$300,000.00
Outdoor equipment	\$7,500.00
Furniture / Indoor Educational Equipment	\$50,000.00
Installation charges	\$12,652.34
Deposits with public utilities	\$150.00
Legal and other professional fees	\$15,000.00
Licenses and permits	\$3,000.00
<b>Subtotal</b>	<b>\$388,302.34</b>
Contingency	\$58,245.35
<b>Totals</b>	<b>\$446,547.69</b>

**Annual Variable Expenses**

	<b>60%</b>	<b>80%</b>	<b>100%</b>
Labor	\$156,700.00	\$192,700.00	\$210,700.00
Supplies	\$3,500.00	\$4,700.00	\$5,800.00
	\$31,340.00	\$38,540.00	\$42,140.00
Food	\$43,500.00	\$58,000.00	\$72,500.00
Pub, Ads, Print	\$275.00	\$275.00	\$275.00
Training	\$480.00	\$525.00	\$560.00
<b>Total Variable Costs</b>	<b>\$235,795.00</b>	<b>\$294,740.00</b>	<b>\$331,975.00</b>

**Annual Fixed Costs**

	<b>All Capacities</b>
Insurance	\$1,272
Maintenance	\$7,208
Utilities	\$8,480
Miscellaneous *	\$14,840
Professional Fees	\$4,240
Building	\$24,000
<b>Total Fixed Costs</b>	<b>\$60,040</b>

\*Miscellaneous account is based on a comparative analysis of Headstart's budget, and includes all licensing fees, inspection fees, and indirect costs.

### Revenues – continued

- Other possible revenue sources include: charging late fees, a one-time registration fee, fundraising, and federal and state level grants. There is also a possibility of obtaining funds from the Student Fee Committee.

### Shut-up Costs

- Modular Building
  - Rough quote from Pacific Mobile -Boise Branch, based on an estimated \$75.00 per sqft.
- Outdoor Equipment
  - Quotes obtained from BYO Playground play ground web site
- Furniture / Indoor Educational Equipment
  - Estimates are based off of Nienhuis prices, available at : <http://www.nienhuis.com>
  - Ruth Davenport estimates \$15,000 to furnish each preschool room and \$10,000 for each infant and toddler room. This plan is based off of a 1 toddler, 1 infant and 2 preschool room plan.
- Installation Charges
  - Electrical connections based on communications with Oregon Trail Electric Cooperative (OTEC) and include installation of one utility pole and line connection to building: \$5000
  - Water & sewer calculations depend on lot size – 89' x 89' with connection rates taken from the City of La Grande Public Works web page
    - Est. Water Cost<sup>1</sup>:  $(.22 \times 89 \times 89) + 2433 = \$4,175.62$  \*
      - (Frontage x Depth x Cost per sqft) + Installation Fee
      - Base on one, 1" tap to the building
    - Est. Sewer Cost:  $(.32 \times 89 \times 89) + (62.8 \times 15)** = \$3,476.72$ 
      - (Frontage x Depth x Cost per sqft) + (Diameter of sewer pipe + distance from source) Distance from source is estimated at 15ft
- All calculations are based off of an estimated 4000 ft<sup>2</sup> building placed on a 7750 ft<sup>2</sup> lot that has a frontage section of 89' and a depth of 89'.
  - Deposits with public utilities come from OTEC
  - Legal and other professional fees are ballpark estimates.
  - Licenses and permits were pulled from the City of La Grande Building Division web page.

### Variable Expenses

- Labor expenses are based on the center providing services to 50 children each day, with the following number of children in each age group: eight infants, ten toddlers, and 32 pre-school or older.
  - As capacity decreases, personnel requirement decrease as follows:

- At full capacity (50 children in service) - eight employees are required to care for the children and one position is allocated to full-time office support.
- At 80% capacity (40 children in service) - down size by 1 junior staff member, reducing payroll by \$18,000 annually.
- At 60% capacity (30 children in service) - down size by 3 junior staff members, reducing payroll by \$54,000 annually.
- Payroll is calculated as follows:

**Payroll**

	# of Staff	Annual Salary	Amount
Senior Staff	2	\$30,000	\$60,000
Junior Staff	6	\$18,000	\$108,000
Secretary	1	\$22,500	\$22,500
Training/Staff Dev.			\$3,500
Workers Comp.			\$1,700
Tax			\$15,000
<b>Total Payroll</b>			<b>\$210,700</b>

- Staff Costs are estimated at 20% of total payroll
- Supplies – the estimate is based on information provided by the local Headstart program.
- Food – the estimate is based on the following calculation: \$5.68/child @ 50 child capacity for 255 days a year. The dollar figure is based on breakfast, lunch, and 2 snacks.
- Pub, Ads, Print – estimates come Headstart's yearly budget
- Training - CPR/AED/First Aid is needed every 2 years @ \$40/person.
- Food handlers is needed every 3 years @ \$10/person
- Teaching credits - 15 needed per year per teacher @ \$12/credit
- Breakdown of levels of operation:
  - 100% is based on 50 children and 8 employees
  - 80% is based on 40 children and 7 employees
  - 60% is based on 30 children and 5 employees



Ruth Davenport &lt;rdavenpo@eou.edu&gt;

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## Budget line items

2 messages

Jean Johnson &lt;johnj@tecteam.org&gt;

Mon, Apr 18, 2011 at 12:01 PM

To: sclement@eou.edu

Cc: kfiror@eou.edu, Nancy Knowles &lt;nknowles@eou.edu&gt;, rdavenpo@eou.edu, Jean Johnson &lt;johnj@tecteam.org&gt;

Steve,

These are expense line items you could consider for child care:

### EXPENSES

Payroll

Rent/Mortgage

Advertising

Insurance

Legal/Professional services

Phone/internet

Utilities (gas, electricity, water, trash)

Repair &amp; Maintenance of facility

Repair &amp; Maintenance of furniture, equipment, etc.

Supplies for office (postage, etc)

Supplies for child care activities

Mileage/Travel

Taxes

License fees

Food for meals/snacks

Toys (start up and replacement)

Furniture and equipment (start up and replacement)

Cleaning Supplies

Staff education/training

Business charges (bank, interest on purchases, etc.)

### INCOME

Tuition/payments for child care

Food reimbursement for expenses, if part of food program

Grants or other potential resources

Hope this helps with the budget calculations.

Jean Johnson, Team Leader  
Child Care Resource & Referral  
1901 Adams Avenue, Suite 3  
La Grande, OR 97850  
541-963-7942, ext 7  
541-889-7864, ext 240  
800-956-0324, ext. 7

**Grant Opportunities**  
**Student Funds Available**

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Grant Opportunities DRAFT May 27, 2011

## **Federal**

### Child Care Means Parents in School Program (CAMPIS; TRIO)

<http://www2.ed.gov/programs/campisp/index.html>

#### Program Description

This program supports the participation of low-income parents in postsecondary education through the provision of campus-based child care services.

#### Types of Projects

Funds are used to support or establish campus-based child care programs primarily serving the needs of low-income students enrolled in IHEs. Grants may be used for before- and after-school services. In addition, grants may be used to serve the child care needs of the community served by the institution.

Most recent: 2009

### Fund for the Improvement of Postsecondary Education (FIPSE)

<http://www2.ed.gov/programs/fipsecomp/index.html>

The Comprehensive Program supports innovative grants and cooperative agreements to improve postsecondary education. It supports reforms, innovations, and significant improvements of postsecondary education that respond to problems of national significance and serve as national models.

Priority 1 (a) Increasing the number and proportion of high-need students (as defined in this notice) who persist in and complete college or other postsecondary education and training. Show citation box

This program was advertised in March 2011 but canceled due to Congressional reduction of funds.

### Title III Part A Programs – Strengthening Institutions

<http://www2.ed.gov/programs/iduestitle3a/index.html>

#### Program Description

The program helps eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions.

#### Types of Projects

Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including



innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.

Application for eligibility deadlines: January and February 2011

Application available: July (last 2010)

Application closing: August (last 2010)

### **National Private**

Bill and Melinda Gates

### **Oregon**

Autzen Foundation

Ford Family Foundation

<http://www.tfff.org/>

We would need to see whether we could piggyback a capital project on Ford's existing support of EOU.

Juan Young Trust

The JELD-WEN Foundation

<http://www.jeld-wenfoundation.org/>

Focuses on capital projects in locations where plants or "current business operations" exist. We would need to determine whether Miller Supply constitutes "current business operations."

Meyer Memorial Trust

<http://www.mmt.org/grants>

Responsive Grants are awarded for a wide array of activities in the areas of human services, health, affordable housing, community development, conservation and environment, public affairs, arts and culture and education. They generally range from \$50,000 to \$300,000, with grant periods from one to two (and occasionally three) years. Responsive grants help support many kinds of projects, including core operating support, strengthening organizations, building and renovating facilities, and so forth.

No deadline for initial inquiries.

Oregon Community Foundation

<http://www.oregoncf.org/receive/grants>

### Overview

As a responsive arm of OCF, the Community Grants program awards about 200 grants each year, mostly to small and moderate-sized nonprofits. Our belief is that meeting a broad range of locally-identified needs helps nonprofits improve the quality of life in their communities.

The Community Grant program supports nonprofits that engage their communities in solving local problems. Preference is given to programs that (1) demonstrate a close fit with OCF funding priorities, (2) are preventive rather than remedial, and (3) have community support both in terms of volunteers and dollars.

Grant proposals range from modest short-term projects and specific, one-time capital expenses to extended projects that promise long-term benefits for Oregon. The average grant is \$20,000-\$22,000. Larger awards are for projects that promise significant community impact. Generally OCF receives about 250-300 proposals per grant cycle and funds about 100.

#### Concerns Central to OCF's Evaluation of Proposed Projects

- The strength of local community initiative and support for the project
- The timeliness of the project in regard to its impact on the community, leveraging of other resources, and strengthening of the applicant organization
- The project's potential for expanding use of proven practices with demonstrated outcomes in Oregon communities

Deadlines: February 1, August 1

PacifiCorp Foundation for Learning

Wildhorse Foundation

Local corporate funders?

### Info on money currently available for students to use on child care

The State of Oregon, through OR Dept. of Human Services, has a grant fund, administered by Oregon Student Assistance Commission, OSAC, through which students can apply for money for child care. The grant is called the Chafee Education and Training Grant, and is available to students attending Oregon not-for-profit post secondary schools. Unfortunately, there is no money in the fund, and the legislature is expected to make it disappear completely soon instead of putting money into it. Currently, there are maybe 100 students state-wide who have funding through this program. There is an on-line application, with link available on our FA website. Application deadline is May 31; maximum amount is \$4000 for the school year.

For those few students who have not maxed out the loans for which they are eligible through Financial Aid, there is a form on the FA webpage (under forms, "Child Care Statement") they can fill out, requesting the cost of their childcare be included in their FA budget, thereby allowing them to get their loan increased to cover child care costs. Notice this option is only available to students who have not already accepted all the loan money offered them.

# EOU Student Involvement

## EOU Student Involvement

It was important to the Task Force co-chairs and President Davies that students be a part of the conversation throughout the year. In the original committee, there were four student members. Their involvement and attendance waned early on, even though they were contacted before and after each meeting, and they were sent meeting minutes. In Spring Term, 2011, ASEOU member, Bakhrom Ismoilov, became quite active and a report was given by Ruth Davenport and Nancy Knowles to the entire ASEOU membership during this term as well. Also, Accounting Students in the College of Business created a budget for the proposed scenario.

# Analysis

The discussion of scenarios resulted in a combined vision of constructing a childcare facility as an auxiliary enterprise on the Head Start property in partnership with the hospital. The facility would provide developmentally-oriented care available first to students, then to staff of the partner institutions, and then to community members. Because there is no infant care locally, the facility would provide that. Non-students would pay a full rate (equivalent to the local average so as to reduce economic impact on local providers), students would pay a student rate, and there might also be a scholarship rate for needy students supported by grants or student fees.

This combined vision would also capitalize on location at a university. The childcare center might employ work study students, provide a venue for research in child development, and provide observation and practicum opportunities for CUESTE students who need pre-K experience. It also might offer professional development classes for local childcare personnel and extend the hospital's birthing class with parenting classes. The partnership with the hospital might make other classes available, such as CPR. While the College of Education's Early Childhood Education program is only online, the facility might ground a vision of a residential program in the future.

This partnership vision might be attractive to grant funders because it represents a replicable model for making quality education and health care accessible in rural areas.

## Conclusions and Executive Summary

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## Conclusions and Executive Summary

The Child Care Task Force convened in the Fall 2010 and spent the academic year collecting information on previous efforts to establish a Child Care Center on EOU's campus, advice from experts in the field of campus-based child care, and data regarding needs (students, faculty, Grande Ronde Hospital staff).

As a result of these efforts, we determined that the best model to meet EOU's child care needs would be a site that would serve 50 children per day based on a partnership with the hospital, and located in a building constructed on the Head Start property near Candy Cane Park off 12<sup>th</sup> Street, where the facility could share parking and playground space with Head Start. This model reflects the Needs Assessment results and capitalizes on the collaboration necessitated by our small rural location, a model that might be attractive to grant funders seeking replicable projects to address rural problems.

During the meetings of the Child Care Task Force, there were many discussions of the vision we hold for the center. It is imperative that the philosophy, curriculum and staff practices reflect the current research in early childhood development. It is important to the members of the Task Force that the center engage in as many community partnerships as are feasible and that we complement, not compete with, community child care services currently available. In particular, as no infant care is available at centers locally, such care must be part of our offerings. We also envision providing professional development opportunities for other providers in the area in partnership with Head Start. In addition, the Child Care Center presents opportunities to enhance professional experiences for students in the College of Education, such as pre-K practica for CUESTE students, and will encourage the College to explore the potential to host a residential Early Childhood Education program.

In the body of this report, the Task Force has provided detailed information regarding the nature of the partnership with the hospital, the proposed scenario for creating a child care center, and the related budget to do so. It is important to note that 68-70% of students surveyed supported the implementation of an additional modest student fee in order to support the EOU student use of the center. Students will pay a reduced rate, with the opportunity for childcare scholarships. Hospital staff, community members and EOU faculty will pay full rates for their young children to attend the Child Care Center, which will provide another means to subsidize EOU students' children's attendance. Grant funding could be secured for the initial building construction and start-up costs. Additional money may come from increased enrollment due to the availability of low-cost childcare, as AFT's *On Campus* cites research indicating 76% of students surveyed recommended child care as a means to keep students from dropping out. Forty one percent of EOU students we surveyed who indicated they would use EOU's child care center also indicated that they could not afford child care, which suggests a model that subsidizes child care would be attractive to potential EOU students, thereby increasing recruitment and retention.

The next step in making a Child Care Center on EOU's campus a reality is for President Davies to appoint a Child Care Implementation Task Force to continue this work during the 2011-2012 academic year.