

Child Care Work Group

Summer 2017 | Final Report (pending cost structure)



UNIVERSITY OF CALIFORNIA
SANTA CRUZ

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Executive Summary

The Child Care Work Group charged by Vice Chancellor Latham in July of 2017 was tasked with assisting in developing the program, cost structure and facility needs for UCSC's child care expansion as part of the Student Housing West project. Specifically, we were tasked with outlining these elements in conjunction with a third party service provider / consultant. Although a consultant ultimately was not engaged to work with the Work Group in executing our charge, we were nonetheless successful in developing a program recommendation and accompanying building specifications as requested in our charge.

The Work Group's efforts validated and built upon the work of prior groups that have engaged in efforts to bring expanded child care services to serve more of the campus community. In addition to reviewing prior reports to inform our work, we were honored to have the assistance and support of Professor Emerita Catherine Cooper who has offered her expertise in this area for over 30 years. As Professor Cooper stated "the elements of a good solution haven't changed" over all of this time. Professor Cooper invested time with the Work Group and chair, sharing lessons learned by earlier work groups and committees and also shared those elements of a good solution, many of which are reflected in our recommendations. Professor Cooper also assisted the Work Group by developing an Integrated Logic Model, which is further described within the report. This is a tool designed to keep programs on track toward their intended goals over time, and through turn over of the staff and administration involved in the management of the center.

It is our pleasure to present this report on the recommended program, cost structure and facility needs for the new child care center component of Student Housing West.

We recommend the construction of a high quality Early Education Center built to provide services for up to 140 children from a diverse population of student and employee families, ranging in age from infants through school age (after school care). The proposed program envisions a Nature Based science, technology, engineering, arts and math (STEAM) curriculum, with associated implications for design and construction. Among these implications is a recommendation for outdoor learning and activity space, access to which flows naturally from the indoor classrooms. Examples of this type of design are provided from the book *Cultivating Outdoor Classrooms* by Eric Nelson, MA, a noted designer in this field. Other design implications to support a Nature Based curriculum include a play yard as a central focus with natural

elements for play and exploration such as: climbing, tumbling, swinging, water play, mud kitchen and rock garden, growing garden space, playhouse, trees and vegetation. Separated yard areas are necessary for the four age groups; infants, toddlers, preschoolers and school age children. It is recommended that yard separation between the age groups be achieved with natural elements such as attractive wood fencing or other natural material and useful elements, such as a “music wall” that provides activity infrastructure as well as utility as a barrier. The Work Group recommends that the type of institutional metal bar fencing, such as that in use at our current center, be avoided as it creates a “prison like” feel to the space. The appendices of this report provide notes and photos from site visits to the UC Santa Barbara and UC San Diego child care centers, which further illustrate the desired look and feel of the space.

Other recommendations address the need for support spaces such as teacher meeting and work rooms, food preparation and laundry spaces, storage for curricular and other educational materials, a nursing room adjacent to the infant classrooms, and enclosed administrative spaces for privacy and secured file storage. An adequate reception area with appropriate security capabilities is critical. Further recommendations address the need for ample natural light and fresh air circulation, soft / natural color palettes in classrooms and attention to minimal acoustics in order to maintain a calm and quiet environment conducive to learning. It is recommended that construction of the center should be completed with no Volatile Organic Compound (VOC) type materials, and should generally seek to achieve LEED ratings in accordance with the UC sustainable practice policy. The Work Group operated on the understanding that the selected developer will engage an architect that specializes in the design of child care centers, and has expertise in designing spaces that meet or exceed Community Care Licensing requirements in terms of indoor and outdoor square footage minimums per child and other requirements. The report section entitled Facility Program Plan provides much more detail on the recommended program plan, facility elements and characteristics, as well as siting and adjacency considerations.

There is strong interest for the center to feature a robust research component that would allow for observation of children in the center by student researchers in developmental psychology and other academic programs. This will present opportunities for seeking external funding to support and benefit the center. The Work Group therefore recommends that the basic observation space and supporting infrastructure elements (e.g. one way observation mirrors and conduit to support eventual installation of audio visual equipment) be built into the facility.

Associate Professor Su-hua Wang, of UCSC's Psychology Department authored the section of the report entitled "Research and Childcare Partnership" which does an excellent job of providing more background and detail on this aspect.

As requested in the Work Group's charge, we have provided revenue and expense estimates as well as projected tuition rates (in 2017 dollars), and financial pro forma models for both the employee and the student programs. We provide capacity, age group allocations, tuition estimates, and financial pro forma analyses for both the student and employee programs. The models are based on an allocation ratio of 80 spaces (57.14%) for employee family children, and 60 spaces (42.86%) for student family children. This space allocation reflects the current and recent years' demand by student families.

The cost structure section of the report contains information on the recommended allocation of spaces by age group (infant through school age), and associated staffing ratios required by State of California Community Care Licensing. Student fee referendum and Student Service fee revenue reflected in the Student Program pro forma will significantly offset student family enrollment costs. The cost structure section includes a list of considerations, opportunities and risk factors that may impact (positively or negatively) the financial performance of the center. Included in the appendices of the report is a spreadsheet illustrating 2017 tuition rates of similar (i.e. high quality, center based, National Association for the Education of Young Children accredited) programs in the local area. The data illustrates that the proposed UCSC Child Care center tuition rates are in line with the tuition rates at comparable centers.

The Work Group was asked to solicit broad feedback from the campus community as a part of our work on this project. To that end we undertook several approaches to gathering as much community input as possible. We created a web page for the child care expansion project: ches.ucsc.edu/housing/studenthousingwest/child-care-center.html

The web page provided an opportunity for the campus community to share input online. We sent direct surveys to all students and employees through the Public Information Office, and received much feedback through that effort. We also held two public forums to hear directly from those interested in attending and sharing their thoughts in person. Summaries of the input received through all of these efforts are included in the report, and the data sets from the surveys and web page feedback are included as appendices. Feedback from the campus

community and Work Group members who have participated on prior campus child care committees indicated that reestablishment of an advisory group similar to the previous Child Care Advisory Committee would be helpful in maintaining a campus voice in the child care program.

I would like to acknowledge and express my appreciation for the substantial work invested by the Work Group membership, as well as the support and contributions of campus Physical Planning and Construction staff, CHES Business and Financial Analysis staff, and especially the work done by previous committees working on child care matters, whose work and recommendations helped inform our own.

For the Summer 2017 Child Care Work Group,

Dave Keller, Chair

Charge of the Child Care Work Group

SANTA CRUZ: BUSINESS AND ADMINISTRATIVE SERVICES

July 11, 2017

Elizabeth Abrams – Provost, Merrill College
Lindsay Hinck – Professor, Biological Sciences
Dave Keller – Director, Colleges, Housing & Educational Services
Elizabeth Root – Director, Early Education Services, Child Care (EES)
John Steele – Programmer/Analyst, Business & Administrative Services
Su-hua Wang – Associate Professor, Psychology Department
Rachel Smith
Sara Crandall

CPB representative
CPB representative
Workgroup Chair
EES representative
SAB representative
CFW representative
SUA representative
GSA representative

Re: Child Care Workgroup Charge Letter

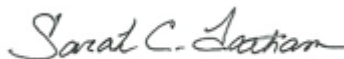
Dear Child Care Workgroup,

Thank you for agreeing to serve on the Child Care Workgroup, which will assist in developing the program for our child care expansion as part of the Student Housing West project. Student Housing West will bring approximately 3,000 beds to the western portion of campus. It is being delivered through a public-private partnership and will provide housing for upper division undergraduates and graduate students in addition to serving students with families. The first new beds will be online for fall 2020. We have asked the developers submitting proposals for Student Housing West to incorporate a new child care facility that can serve up to 140 children, ranging from infants to school age. The new center will serve students and employees.

Your Workgroup will be chaired by Dave Keller, Director of Housing Services. Your work will build off the work of the prior child care work team, also chaired by Dave, which assessed various financial models for a center to be run through a contract for service. You will finalize the program, cost structure and facility needs in conjunction with a third party service provider. Your group will coordinate closely with those leading the Student Housing West developer selection process, as your proposal will be needed when the developer is selected in September. Your draft proposal and accompanying building specifications should be ready by September 1.

Dave will be in touch with next steps. We are on a very aggressive timeline, so I thank you in advance for your time commitment to this critical project.

Best wishes,



Sarah C. Latham
Vice Chancellor
Business and Administrative Services

cc Felix Ang – Interim Campus Architect
Esthela Banuelos – Committee Analyst, Academic Senate – CPB
Olof Einarsdottir – Chair, Academic Senate
Kimberly Lau – Vice Chair, Academic Senate

Michael Luttrell – Chair – Staff Advisory Board
Darin Matthews – Director of Procurement
Sue Matthews – AVC, Colleges, Housing and Educational Services
Matthew Mednick – Executive Director, Academic Senate
Jennifer Schiffner – Manager, Employee & Labor Relations
Jaden Silva-Espinoza – Committee Analyst, Academic Senate – CFW

Curriculum and Philosophy

Values

Looking toward a new children's center that serves our community families, we recognize the importance of building a child development and child study center that demonstrates our shared values. Our community celebrates diversity, life-long learning, ecological conservation, critical thinking and the development of the global citizen. We support and place great value in children's physical well-being, emotional health, social competence and school readiness. As we prepare our youngest community members for the future, we aim to develop a program that promotes healthy beginnings in these areas as a key to life-long success.

Philosophy

Our program is dedicated to providing the highest quality care possible in a secure, nurturing environment. We believe that children learn through play and exploration while engaged in relationships with peers and caring adults. We foster all aspects of a child's development: cognitive, emotional, social, creative and physical. Individuality is acknowledged and respected, as children are encouraged to develop skills in decision-making and social interaction. Our program builds on the expressed interests and ideas, traditions and cultures of children and their families to create a continuously developing and exciting curriculum. Our program teaches an age-appropriate and anti-bias curriculum that reflects the diversity of our community and the world, and conveys complete respect for ethnicity, gender, age, class, family structure and physical ability.¹

Curriculum

In recognition of our bio-diverse campus environment and as influenced by the works of Rachel Carson, we maintain that children's learning is well supported through a nature based curriculum and we frame children's learning within this context whenever possible. Children's curriculum is facilitated through direct contact with nature, outdoor environments and the study of natural organisms. We seek a building design that supports children's engaged play with a focus and curriculum framework for natural exploration and outdoor learning. The play yard as the primary focal point of the center in which classrooms are situated for free movement between the indoor classrooms and their play yard as prescribed by Eric Nelson, Outdoor Classroom Project.

1 UCSC Foundation/Early Education Services Proposal – 5 June 2012

We believe that children's work is PLAY. Play based learning is accomplished through deeply engaged play in which children are given the freedom to take full advantage of their playful imaginations and innate creativity.

We fully support children's creativity, recognizing that all children are artistic in their own right, and we provide open ended opportunities for their creative exploration through process not product oriented art, music, dance and creative endeavors.

We foster critical thinking skills through our project based approach to learning with an emphasis on Science, Technology, Engineering, Art and Math (STEAM). We encourage children to develop and test their hypothesis as young researchers exploring their ideas, their environment/materials and their relationships. Teachers' lesson plans are implemented from an Emergent curriculum approach in which they facilitate children's natural curiosity, giving children the freedom to explore and build on their own interests and acquired knowledge.

Our program recognizes the vital importance of children's social-emotional growth and development as the leading indicator of life long success. We build children's emotional resilience and their ability to self-regulate through mindfulness practices and coaching inter-personal problem solving. We aim to develop classroom environments that promote children's self-regulation through use of art, color, sound mitigation and natural designs, i.e. art that depicts relationships, sights and sounds that reduce sensory overload. We seek to build our environments using methods prescribed by leading Infant Mental Health Specialists, Doctors Kristi Brandt, Bruce Perry, Ronald Lally and Connie Lillas.

We model respectful interpersonal relationships and champion diversity through an anti-bias curriculum that welcomes all members of our community. We recognize and celebrate our uniqueness and individual differences.

Accreditation and Quality Benchmarks

Equal to the importance of maintaining our philosophy and curriculum, we require our program meet accreditation through the National Association for the Education of Young Children (NAEYC) and additionally monitored by the state of California's Quality Rating and Improvement System (QRIS) to ensure quality benchmarks are achieved and maintained.

Facility Program Plan

Design Implications

We intend to fully support children's developmental needs through design of our center environments. The building, classrooms and auxiliary environments are extremely important for us to carry out our mission in an organized and mindful manner. Additionally, our children's program is a support to families and research faculty as a campus community. The following considerations are provided to give guidance in the architectural design of the building in support of that aim. We request an architect be retained who is familiar with successful child development center design, preferably one who has designed a therapeutic play center and understands the importance of environment on children's ability to self-regulate. We ask that the impact of sounds, smells, visuals be considered in design of children's spaces. The following outlines the specifics of design in meeting our curriculum objectives.

I. INTRODUCTION

Design guidelines with respect to UCSC's child development program are based upon previous Detailed Project Program documents written by the Child Care Work Groups in 2001 and 2007. The following design guidelines have been edited and updated to reflect the current Work Group's design recommendations.

The Child Development Facility is planned to accommodate 140 children. It will support an outstanding educational program for children of ages three months through eleven years; serving a population representing the cultural, ethnic, and socioeconomic diversity of the campus.

The Child Development Facility is to be designed in response to several of the University's child care goals, including providing a sense of home for the children and the adults who will be spending many hours in this setting; contextual compatibility with the University community; a non-institutional image; and flexibility, access, and visibility. Program elements at the new facility will provide services for young children and their families in response to the needs and characteristics of contemporary University families.

This document is intended to describe the minimum quality, aesthetic and functional requirements of the new Child Development Facility. The guidelines included here are not intended to limit design creativity or be an all-inclusive specification.

II. PROGRAM ELEMENTS

The relation between child development and fundamental principles of good design in child care facilities is supported by empirical research (Moore, et al, 1989). These principles will drive the design of the Child Development Facility in response to goals of child care service, including a sense of home; contextual compatibility with the University community; a non-institutional image; and flexibility.

Facility Functions and Program Arrangement

The Child Development Facility will be separated by ages and stages of development and organized by three distinct programs: infants/toddlers, preschool and school age. Each program will be designed to include the necessary design elements to support the children and staff of that particular program. Programs will be developed in accordance with early education best practices as outlined by the Early Childhood Environmental Rating Scales (Cryer, Harms Riley).

Additionally, each program will incorporate viewing rooms with one way mirrored windows offering views into the classrooms and play yards for university child development research purposes.

Included in design will be sufficient administrative offices, teacher lounges and work spaces, a multi-purpose room, kitchen and kitchenettes, adult bathrooms, laundry facilities, staff breakout spaces, family gathering locations, reception areas, storage and nature themed play yards. The following will outline these areas in further detail.

Building Layout

The layout of the facility shall be organized with support functions at the main entrance with secured public access to the building and additional offices and facilities located within each program as required. Programs shall be situated from youngest to oldest aged classrooms with each program having its own developmentally appropriate play yard and support spaces.

Programs shall be arranged in clusters or wings of the facility to support Infant/Toddlers (three months to 3 years); Preschool (three to five years); School-age (4.9 through 11 years). Specifics for each area to be described in later section.

Flexibility

An important design criteria will be delivering flexible spaces rather than specifically designed classrooms. As demographics change, enrollment patterns may vary, and spaces should be designed so they can be adapted for use by differing age groups and for modified program needs. The floor layouts and adjacency patterns should not regiment the activities of the children, staff, and parents, but should facilitate the free flow of activities and interaction, while maintaining the autonomy of rooms.

Indoor-Outdoor Connections

The facility should be visually open to the outdoors and include interior gardens, nooks and bays with special views, and other indoor-outdoor interfaces. Because developmentally appropriate child care programs in our climate run as much outdoors as indoors, the classrooms should have direct visual and movement connections between inside and outside, including windows, doorways, and covered decks. The outside play areas should be considered extensions of the indoor learning environment with little to no barrier from classroom entrance/exit to their particular program's play yard. Play yards should be the central focus of each program utilizing Eric Nelson's design concepts of the Outdoor Classroom Project and to support our nature based curriculum.

Residential Scale

The design of the facility should be informal, warm, inviting, and comfortable. Initial impressions of the facility can affect adjustment to the child care environment for both child and parent, thus the principle of a "friendly entry" should create a feeling of enclosure and protection. The Child Development Facility should be patterned after residential imagery and scale for doors, windows, roofs, pathways, and landscaping, and be compatible with the surrounding environment.

Aesthetics

The design of the facility should incorporate aesthetically attractive spaces throughout, with attention to natural light, translucent materials, muted or natural colors, and indoor gardens

or plants. Emphasis should be on beauty and harmony of design, including attention to both functional and pleasing furnishings, light streaming through large windows, and the design of spaces that favor social interaction. Natural materials such as wood should be used to create the feel of a gentle natural environment. The colors and textures of interiors, including wall coverings, should serve as a neutral frame for children's work and play.

Child-Scaled Environment

The scale and size of building elements should make it possible for children to use spaces independently as readiness indicates.

III. OVERALL DESIGN REQUIREMENTS

The siting for the facility is ideally placed near the west entrance to the campus closest to a wooded area for support of our nature based curriculum. The building and play area shall be integrated into a design which responds to the slope of the land, visually strengthens the west entrance to campus, and softens the edge created by the existing housing.

The project design must be compatible with the existing residential nature of the surrounding land use, in particular the FSH complex. The Child Development Facility should not be just a scaled-down school, but should be patterned after residential imagery and scale, including roof design, materials, and design details that are compatible with the surrounding community, e.g., covered entry, enclosed yards, etc.

The orientation of the building should take into account sun angles, solar efficiency, vehicular and pedestrian accessibility, existing site conditions, and child safety and health concerns. The building and outdoor activity spaces should be oriented to provide the most favorable combination of privacy, quietness, summer shade and winter sun exposure, cross ventilation, and integration and compatibility with the existing nature of surrounding buildings and land uses.

All construction must meet the requirements of the applicable codes and regulations under which the University operates including Title 22, Division 12 of the Department of Social Services, Title 24 of the California Code of Regulations, the California State Building Code--Group E Occupancy, the Americans with Disabilities Act, and University seismic safety standards.

All spaces used by children shall be one story for easy access to outdoors and safe emergency exits.

Emphasis shall be placed on high quality construction. The goal is to avoid long-term maintenance costs and provide as maintenance-free a facility as is economically feasible, even if higher capital costs are necessary to avoid more maintenance, repairs, or replacements in the future.

To reduce operating expenses for the facility it is important that objectives of energy efficiency, low maintenance costs, automated mechanical systems, and participant safety, health, and well-being be reflected in the design. Thus:

Heating and ventilation systems should be energy efficient, adequately designed, adequately powered, and designed to promote the good health of program participants.

Natural gas is preferred for heating. A radiant heating system located in the floor for the classrooms should be considered, if it doesn't create a long-term maintenance problem, as it will create a more comfortable environment for babies and young children who play on the floor. If a HVAC/heat pump system is used, a filtration system should be included to help reduce the spread of infectious germs through the system.

Automated mechanical and electronic systems should be installed for HVAC, air handling, exterior lighting, and fire and security systems to include alarms and motion sensors, and infrastructure for possible video cameras.

Building materials with no VOCs must be used to ensure healthy environments for children.

Use of natural lighting should be maximized to the extent feasible. The building, its play yards, and its indoor activity spaces should be oriented to capture as much light as possible. Provisions for filtering direct sunlight to prevent excessive heat should be included. A mixture of lighting types to supplement natural lighting should be used.

Classrooms and meeting areas should be sound engineered for low decibel ratings below 70. Interior walls should be insulated to dampen and absorb noise. Sound-proofing should be a

major consideration in the ceiling design and construction. Thus, ceiling height and angles should be carefully considered.

Access must be provided through a drop-off-and-pick-up area for parents who must walk or carry their children to and from the facility. Access should be tied in to the FSH path system. There should be an adequate and safe short-term parking zone adjacent to the facility. All parents must enter the building to sign-in and sign-out children and to confer with teachers, which requires a minimum of 15 minutes of short-term parking during the early, midday, and late hours of operation. These short-term parking slots should be separated from the service parking location. Additionally, staff needing to bring supplies into their classrooms from the parking area should have easy access with a minimum of 35 total staff parking spots provided, relative to their program staff entrance. The Executive Architect should address the problem of adequate drop-off space and sufficient parking for staff members as well as participating parents and community members (including an analysis of the feasibility of using the West Remote parking lot for supplemental parking) and propose possible design solutions. Care should be taken to protect classrooms and yard areas from exhaust fumes. The parking area should be well lit and arranged so that children being taken from and to the facility are safe at all times.

Appropriate fencing should be provided and extend around the entire Child Development Facility. It will keep other individuals out of the area, while providing a barrier to keep children from wandering away from the site. All fencing must be at least four-feet high and should meet the safety requirements of Title 22, while maintaining the friendly environment of the facility. Fencing within the grounds will be required to separate the infant, toddler, and preschool programs. Fencing that prohibits wild life from entering must be installed, using UCSB's Child Care Center yards as a model.

Landscaping should reinforce the native landscape of this portion of campus. Oak woodlands and grassland should both be reinforced with the introduction of the facility. Special landscapes related to child care and children's educational programs (sod, flowering plans, shade trees, and vegetable gardens) shall be well sited to not impact or carve up the larger grassland areas, and should be aggregated and as close to the building as possible.

The entire outdoor area should be well lighted with special attention to safety and appropriate provisions for security. A light sensor system should be considered to insure adequate lighting at

all times.

Visibility should be emphasized in all classroom areas of the facility for line-of site ability of 360 degrees. There should be no areas where any adult can be alone with children out of the view of others.

The facility should be wired for state-of-the-art technology, including provisions for computers with high-speed campus network connections and videotaping in applicable areas for research/observational, and security purposes.

IV. DETAILED PROGRAM REQUIREMENTS

The following sections describe the actual space needs by functional areas. Each description provides the classrooms and offices requirements and a depiction of the type of activities which occur in each area.

Design Considerations for Classrooms

Children enrolled in the Child Development Facility may spend many long hours away from home and parents each day. Therefore, the following design criteria for infant, toddler, and pre-school classrooms are founded on a principle of de-emphasizing the institutional nature of the facility and establishing a cheerful and home-like atmosphere.

While Title 22 requires a minimum of 35 unencumbered floor space of square feet per child in each classroom, this campus recognizes the need for more than the minimum and has planned at least 42 square feet per child in each classroom.

All classrooms should be predicated on the concept of flexible classroom design. Room capacity should accommodate group sizes which may vary, as demographic patterns and enrollment needs change. For instance, an infant room could accommodate a slightly larger group size if many young toddlers were enrolled. A toddler room (for two-year-olds) could be used for pre-schoolers, if the demand for that age group increased.

The concept of “home bases” should be used in each of the children’s classrooms. The heart of each classroom is a “home base” where children come at the beginning and end of the day, for meals, potty breaks, and whenever they need affection or some time alone. It includes cubi-

cles, eating areas, diaper areas and bathrooms, and spaces for rest and seclusion.

The rest of the classroom space should be based on a modified open space design, consisting of a mixture of several open areas with smaller, enclosed spaces. The central open spaces should be subdivided by furnishings for small-group use; the smaller areas will be able to be opened up to one other and to the open areas to provide a large group area. Play and function areas dedicated to specific activities, such as dramatic play, listening, or small-group reading should be alterable at the discretion of the teacher within the classroom.

Spaces which can be organized into developmentally appropriate activities, interest centers, and flexible groupings makes it possible to let children experience smaller, more intimate groups while providing adequate adult supervision. Large and small activity spaces should be open enough to permit children to see the variety of play possible, but provide enough closure to protect the child from distraction. The Executive Architect should consider zoned activity areas, a range of activity space sizes, and differentiation of larger spaces by use of levels and flexible partitioning (Moore, et al., 1994.)

The Executive Architect should consider classroom designs that facilitate division into small groups with awareness of line of sight considerations for teachers to observe children at all times.

A lack of adequate and convenient storage space is a chronic problem in most child care facilities and the need to provide maximum amounts of conveniently located and accessible storage cannot be emphasized enough. Multiple open storage spaces should be planned within each classroom at child level for children's access to daily materials and supplies. The need for this type of storage can be partially met with spaces planned for movable commercially-made wooden storage units. There should also be child-waist-high counters and shelves as work space and for storage and display of work in progress. Open storage provides opportunities for children to visualize relations and plan future activities, and to encourage responsibility and autonomy. Ample provisions should also be included for closed storage for back-up or rotational materials, food, janitorial supplies, personal possessions of adults, valuable materials, and materials harmful to children. Storage should be located close to the point of use. Storage should be the right size and shape for the space, aesthetically pleasing, clear and understandable to users, and safe. It should be able to comfortably hold and distinctively display the

contents when open. If it is too deep, materials are hard to remove; if not deep enough, objects protrude; if too long, clutter is encouraged.

Provisions for the teachers' record-keeping, assessment activities, and curriculum-planning activities should be made within the classroom spaces. Teachers need counter space and related storage nearby for notetaking, assessment activities, and curriculum planning. Intercoms and telephones should be included in each classroom.

Lighting should include a flexible mixture of an appropriate type light from the ceiling, natural light from windows (and possibly skylights), and local area lighting. It must be possible to darken parts of the room during nap time.

Unless otherwise specified, floor coverings in classrooms should be sheet vinyl selected for durability, comfort, insulation, aesthetics, and ease of cleaning. Quality movable broadloom area rugs are preferred to fixed carpeting to allow for design and program flexibility.

The Executive Architect should consider the use of glass insets or inoperable windows between classrooms, or designs for other visual strategies to encourage interaction between age groups.

The Executive Architect should consider the possibility of including accordion doors to join sections of the contiguous preschool rooms and school age classrooms, which would allow children to be supervised from each room and allow staffing to fluctuate as the number of children shifts from opening to closing each day.

Sound-proofing and height should be major considerations in ceiling design and construction.

The classroom design should reflect strong connections between inside and outside space. Developmentally appropriate child care programs in our climate run as many activities outdoors as indoors. The classroom designs should have visual and movement connections between inside and outside. Low windows, so the children can see outside, multiple sources of natural light, wide doorways from rooms to the outdoors, and deep covered patios should be included in the design. Ideally, nearly floor-to-ceiling windows should be combined with direct classroom access to the outdoor playground.

The outside play areas should be zoned so that the transition from inside to outside is gradual.

The area immediately outside the classroom doorway should be an extension of the indoor environment, allow for movement of some indoor activities to the outside, and provide continuity between learning spaces.

Teachers need to be able to control light and air in their working environment. Adequately designed operable windows, window coverings, and screens should be included in the classrooms design.

Windows should be included in the design of all doors for the safety, security, and supervision of the children.

Main Entrance and Reception Area

Although the building will be visually and functionally accessible to the public, the building perimeter will be planned as a controlled filter, encouraging people to enter at one main entrance thus controlling who may enter and securing access. The entrance will be the main point of controlled access, with clear sight lines by a main receptionist seated behind a large central reception desk in the foyer.

A computer for electronic child sign-in/sign-out for parents use will be situated in the main foyer for Receptionist to monitor. Within reception area, a wall mounted television screen placed for visual marketing materials.

A large reception desk will incorporate security monitoring screens for viewing main entrance, side entrances and outdoor perimeter, providing remote electronic door opening for back/side door deliveries and front door visitor access.

Comfortable and inviting seating area to accommodate up to six guests within reception area.

Adult Bathroom located near reception area with pull down changing table for infrequent use as needed.

Side room off of reception area for large copier, counter space for work projects and shelving and cabinets provided for storage of office supplies and equipment.

Sickroom Area

A room will be allocated for children who may become ill. It should be adjacent to and visually connected to the administrative area and the public access restroom. This room should have space for two cots and a child-size chair and storage for a few books and toys. The room is to provide a comfortable space for ill children to wait for pick-up by a parent. There should be visual and auditory supervision by an adult at all times so that the child will not feel alone during a time when she or he needs comfort and reassurance.

Administrative Offices

The Executive Director's office, Enrollment Coordinator's office and Business Coordinator Office should be located near or directly adjacent to the main reception area.

Executive Director's Office should be large enough to accommodate large desk area, shelving, several large filing cabinets and small conference table able to seat minimum of six people.

Enrollment Coordinator's Office should also be located near front entrance and accommodate desk, several large filing cabinets, and small conferencing table able to accommodate four people.

Medium sized office for use by Business Coordinator or Family Resource Coordinator to accommodate desk, work space, filing and family resources. Shelving for family library located just outside of this office.

Assistant Director or Site Supervisor's office should be located at opposite end of the facility to ensure oversight of whole program and mirror the Executive Director's office configuration.

Three small work offices able to accommodate a desk and computer, limited filing space and guest chair. Each office should be located within the program it supports for the use of the individual Program Coordinators (Infant/Toddlers, Pre-K and School-age programs).

Central Kitchen

Kitchen to be centrally located as a full capacity kitchen to accommodate preparation of food as received by catering and/or cooking for 140 children. Installation of commercial grade appliances to include stove, oven, microwave, commercial sized refrigerator and freezer and indus-

trial dishwasher. Two sinks; one for clean food prep and the other for dirty dishes and dishwasher loading. Ample counter top and food preparation space and locked cabinets. Separate locked walk-in stock closet with shelving across three walls and space for small desk/chair/computer/phone work space for Cook. Adjacent laundry facility with separate entrance to avoid clean to dirty contamination concerns. Pass through window for food delivery and dirty dishes receiving.

Separate child height pass-through window or breakfast bar for children's cooking projects which must accommodate children but bar children's access to kitchen.

Receiving/Loading area (non-assignable)

Side entrance with loading dock for daily delivery services closest to stock closet.

An area to receive supplies should be provided in a centrally accessible location. Trucks need to be accommodated for deliveries of food, linen, paper goods, and educational and office supplies. This area should be separated from the entrances used by the children and parents in order to insure their health and safety.

Multi-Purpose Room

Centrally located multi-purpose room that can accommodate up to 125 people seated. Resilient flooring for easy clean up and children's activities and indoor play. Located near garden or play yard for indoor-outdoor access, door to terrace. This space would be designed for adult meetings, fundraising and family events with ability to convert to children's movement activities, e.g. ballet or martial arts class, use by guest speaker.

Room to contain adequate closet space for storage of chairs and tables and have installed audio/visual equipment for staff training events. Located near adult bathrooms.

Near 2 unisex single closet style bathrooms.

Hallways

Indoor hallways to include frames for removable art and built in shelves for display of children's 3D art.

Custodial Closets

Building Maintenance/Washroom (non-assignable)

This utility area should include a janitor's closet with a deep sink and with safety eye wash station. It should be well ventilated and have adequate space for vacuum cleaners, mops and buckets, waxing machines, and other cleaning and maintenance equipment. It should be located near the trash collection point.

Three Laundry Facilities

Laundry facilities in Kitchen area, Infant and Toddler program and shared facility for Preschool and School Age Program.

Program and Classroom Areas

The facility will encompass three program areas and each area will support necessary classrooms, staff work and break spaces, adult bathrooms, child development research and observation rooms, common areas for families to meet and congregate and needed storage closets.

Each program will have its own separate outside entrance from adjacent parking for staff, however families will access their respective program from the main reception area. The programs' architectural features will be designed to emphasize its distinct identity.

Infant/Toddler Program Wing – General Area

The Infant/Toddler wing of the facility will include the following support components for staff, and parents:

- Outside of classrooms an interior common space with comfortable seating and homelike décor for families to congregate.
- A nursing room with rocking chairs and a sink used for private nursing or breast pumping station able to accommodate two moms privately.
- A staff lounge and adjoining computer work room for staff. Lounge to include kitchenette with sink, microwave, refrigerator, dining tables and chairs to accommodate six-eight staff at one time. 12 small lockers for personal belongings. Comfortable seating and gathering area. Adjoining work room to include four to six computer stations, phone and 6 feet of counter space for work projects.
- Small meeting room with 1 table and 4 chairs for parent conferences and teacher meetings.

- Small Program Coordinator office as mentioned in Administrative Offices Description. Work office able to accommodate a desk and computer, limited filing space, shelving and guest chair.
- Storage closet for program and curriculum supplies with floor to ceiling shelving.
- Indoor storage space for parents to store up to 6 car seats and secured outdoor staging space for two six seat buggies.
- Research and Lab Observation Room as described in subsection detailing design requirements. Adjoining an Infant and Toddler classroom with capability to look out to play yard.

Classrooms: The two infant rooms should be built adjacent to each other, in order to share a diaper area, kitchenette, and nap room. Each infant room will comfortably accommodate six to nine children and three adults. One classroom will accommodate younger infants who are not yet mobile and the second classroom will accommodate older more mobile infants (waddler and toddlers). (The teacher/child ratio for this age group will be 1:4.) The primary daily activities that will occur in this area are playing, exploring, eating, sleeping, and diapering. These children are typically very active, and floor-centered activities are emphasized to begin development of motor skills, hand-eye coordination, rhythm and balance, social interaction, crawling, and walking.

An open activity area will accommodate play equipment, floor space for lying, crawling, and toddling, and two or three adult chairs. This area should be planned with modification provisions for separating young non-mobile infants from older and mobile infants. The room will include a service area that includes space for storing each child's personal items (diapers, extra clothes, etc.); a coat rack; a parent communication area (with display and documentation areas and a writing surface); a conversation area; teacher curriculum-planning and record-keeping areas; and ample storage areas and shelves.

Specific Design Criteria:

- Teacher supply closet with shelving in each classroom
- Covered and protected electrical outlets in all classrooms
- Space available for indoor climbing structure and gross motor play
- Carpet tiles used for easy replacement of stained carpet in crawling spaces.
- Flooring material appropriate for wet/messy play and eating spaces
- Nook for quiet space for children to retreat

- Immediately adjacent play yards from each classroom with indoor/outdoor access to appropriate play yard.
- Appropriate indoor square footage of 35-42 sq. feet per child

An infant diaper area: The infant room in each house should have access to a comfortable, open diaper changing area which is designed to allow an adult to be supervising another teacher or children while changing a diaper, yet is inaccessible to other children. This area will be surrounded by half-walls or a wood-frame and Plexiglas enclosure to allow visual access by the other children. The diaper area should have sufficient linear feet of counter space to accommodate two diaper change stations with a centrally located double sink available at arm's length, with a hand-held sprayer in addition to the regular faucet. Photo-electric sensor controls or wrist-blade handles should be installed to turn on the water without using hands thereby minimizing disease transmission. The counter should include a three-inch safety lip along the outer edge on one side to prevent children from falling off, and it should be deep and long enough to accommodate at least two vinyl-covered foam changing pads. Stairs that pull out from the counter should be included so that young toddlers may climb up themselves. The changing area should include one small toilet for those children who are beginning to learn its use, and a toddler-sized sink with tepid water for hand washing.

The changing unit should have enclosed space to store antiseptic cleaning fluids, diapers, diaper pad covers, and other items. Storage space should include a laundry bin and diaper disposal bin, including a chute leading to an external covered dumpster or closed container, which should be securable, odor-proof, sanitary, and aesthetically appealing. Adequate ventilation should be installed. Lockable cabinets secured to the wall above the counter are also required.

Infant Food Preparation Area: A kitchenette is needed within the infant room to heat infant bottles and prepare food. It should include a small refrigerator, two-burner stove, cabinets, drawers, a sink, and a sterilizing dishwasher. The kitchenette should be in the classroom, yet separated by a low partition so that it is visible, yet inaccessible, to the infants.

Infant Nap Space: A separate, carpeted crib/sleep/quiet area should be directly accessible from or be within the infant activity space. The nap room should accommodate six to nine cribs and adult rocking chairs. The nap space, as required by licensing regulations, should have provisions for complete visual and auditory supervision. The wall should be glazed from three feet

to the ceiling with safety glass. The door into the room should also be at least half safety glass for observation purposes. If possible, walls to the outside should be operable large windows with screens, so that the room can function as a sleeping porch in fine weather. Additionally, this will provide good visibility from the yard into the room.

Toddler Classrooms

As the young children become 18 months to two-years-old and are more independent, they will move up to a toddler room. Two rooms will serve a total of 24 toddlers ranging in age from 18 to 36 months. The development of social skills will be increasingly developed at this age through exposure to group-oriented activities including block play, creative arts, imaginative and constructive play, music and dance, the sharing of books and toys, cooking activities, etc. Play activities will be directed toward the development of a sense of confidence, motor skills, hand-eye coordination, rhythm and balance, and social interaction. Other activities in this classroom will include eating, sleeping, diapering, and toilet learning. The environment will be safe yet challenging, and will be designed to encourage exploration and interaction.

Equipment within the classrooms will include child-sized tables and twelve chairs; shelves for manipulative and music activities; dramatic play furniture with dress-up area; and other interest and learning centers. There should be a toddler level sink for teacher and child which will allow children to reach the sink without a foot stool. The room will include a service area that includes space for movable manufactured individual doorless cubicles for each child's personal items, with a shelf and coat hook for each one; a parent communication area with display and documentation areas and a writing surface; a conversation area; teacher curriculum-planning and record-keeping areas; and ample storage areas and shelves. Spaces should be provided for small group and/or individual activities. Within classroom, "nooks" should be established where children can read quietly, listen to music, or just be alone.

Toddler Bathroom Areas: The toddler bathroom should be designed to serve the needs of children who are still in diapers, those beginning to become comfortable using the toilet, and those who have fully learned to use the toilet. The toddler bathroom should be located within the classroom or minimally separated with pony walls so that it can be supervised from the classroom and adults changing diapers can see the rest of the room. It should be directly accessible from the outside area as well as the indoors. The following features should be included:

- Two toddler-size toilets and wash basins

- A diaper-changing counter with a three-inch safety lip and pull-out stairs
- Non-slip tile floor and floor drains for easy cleaning
- Foot-pedal faucets that gently spray water to prevent the spread of germs from fixtures touched by hands
- Deep enough sink basins to keep water from splashing and sloshing on the floor
- Tepid water in the children's wash basins
- Recessed soap dispensers over the sinks and easy to reach towel dispensers within arms reach to the sinks
- A stainless steel mirror
- Storage space above the sinks and toilets for paper goods (toilet paper, paper towels and extra diapers)
- Adequate ventilation using an exterior ventilation fan.

Infant / Toddler Play Yards

Children should have immediate access to designated play yards from classrooms to provide an Outdoor Classroom Curriculum model. Play yards divided by ages and groups are required by Title 22, Community Care Licensing Standards. Infants 0-18 months may share play space and Toddlers 18-36 months may share play space. 95 sq. feet per child designated for outdoor play yards.

- Space must have outdoor changing table with enclosed water tight cabinet
- Accessible child and adult sinks and child sized private bathroom for easy child toileting
- Age appropriate climbing structure with low swings
- Infant and Toddler swings necessary for vestibular development
- Built in sand box and outdoor sensory tables
- Edible gardening planters
- Protective outdoor soft ground covering

Preschool Program Wing

This program is likely to be the largest enrolled program and serves up to 76 children ages 3-5 years, requiring 5 classrooms. As a nature based program with a focus on indoor-outdoor classroom designs the preschool play yard should be the central focus of the program with immediate access from the classroom to the play yard. We envision a play yard with classrooms arranged in a horse shoe design around the yard, minimizing fence lines as much as possible. Individual entrances to the classroom will have an interior and exterior entrance with careful

design to allow children to differentiate and easily identify their own rooms. Observation windows located in the interior corridor walls will provide opportunities for informal observation of classroom activities by parents, staff, and visitors. Large floor to ceiling documentation bulletin boards placed outside of interior program walls (outside of classrooms) display children's learning, work and activities.

This program space should be designed to foster communication between the parents and between children of different ages and to allow families to socialize and "hang out." A goal of the program is to give the message to children and families that the entire school values and sustains their interaction and communication. The transition space should be wide enough to encourage social interactions, and should be shaped and organized to make interesting interior spaces including nooks and crannies and small seating areas for socializing.

The transition spaces should include accommodations to reduce noise; soft, non-glaring light; and light, neutral color walls with elements from nature.

Similar common areas for Preschool as the Infant Toddler Program are required for parents and staff. To include:

- Outside of classrooms an interior common space with comfortable seating and homelike décor for families to congregate.
- Adult bathrooms to serve 15 staff.
- A staff lounge and adjoining computer work room for staff. Lounge to include kitchenette with sink, microwave, refrigerator, dining tables and chairs to accommodate six-eight staff at one time. 12 small lockers for personal belongings. Comfortable seating and gathering area. Adjoining work room to include four to six computer stations, phone and 4-6 feet of counter space for work projects.
- Small meeting room with 1 table and 4 chairs for parent conferences and teacher meetings.
- Small Program Coordinator office as mentioned in Administrative Offices Description. Work office able to accommodate a desk and computer, limited filing space, shelving and guest chair.
- Large storage closet for program and curriculum supplies with floor to ceiling shelving.
- Research and Lab Observation Room as described in subsection detailing design requirements with capability to look out to play yard.

Preschool Classrooms

The activity area in these classrooms must accommodate the needs of 16 children ranging in age from three to six years. The adult/child ratio for this group is 1:8 with up to 16 per classroom. The activities of this group are geared toward the development and enhancement of a variety of skills such as problem-solving, visual discrimination, experimentation, concept formation, language development, fine and gross motor coordination, and socialization. Activities are more sophisticated and group-oriented, such as dramatic play, music, reading, science and math, and creative arts.

Equipment within the classrooms there will include 2-3 child-sized tables accommodating 16 chairs; shelves for manipulative and music activities, dramatic play furniture with a dress-up area, large building blocks and areas for building; and other interest and learning centers. There should be a two-level sink cabinet for teacher and child which will allow children to reach the drinking fountain without a foot stool. Foot-pedal faucets that gently spray water will prevent the spread of germs from fixtures touched by hands, and a deep basin will keep water from splashing on the floor. The room will include a service area that includes space for individual doorless cubicles for each child's personal items, with a shelf and coat hook within each cubicle; a parent communication area with display and documentation areas and a writing surface; a conversation area; teacher curriculum-planning and record-keeping areas; and ample storage areas and shelves is required at convenient, easily accessible locations for linens, supplies, equipment, and rotational supplies.

Each room should also contain a kitchenette area for curricular cooking activities and teacher food preparation. This area may be shared with a contiguous classroom. It should include a two-burner stove-top, oven, sink, dishwasher and a small lockable refrigerator. (The stove-top and refrigerator must be designed for child safety.)

Spaces should be provided for small group and/or individual activities. Children need to have the option to be with one or two other children or to do things by themselves. Within the dimensions of each classroom, "nooks" should be established where children can read quietly, listen to music, or just be alone.

Preschool Bathroom Areas may be shared between two adjacent classrooms.

Bathroom areas should be accessible from the outside area as well as the indoors. Each bathroom should be enclosed with pony walls so that it is minimally separated from the classroom itself and can be easily supervised by teachers who are in the classroom. The following features should be included:

- two low-partitioned child-size toilets and wash basins;
- non-slip tile floor and floor drains for easy cleaning;
- foot-pedal faucets that gently spray water to prevent the spread of germs from fixtures touched by hands;
- deep enough sink basins to keep water from splashing and sloshing on the floor;
- tepid water in the children's wash basins;
- recessed soap dispensers over the sinks and easy to reach towel dispensers within arms reach of the sinks;
- a stainless steel mirror;
- storage space above the sinks and toilets for paper goods (toilet paper, paper towels, extra clothing); and
- adequate ventilation either through exterior windows or an exterior ventilation fan.

Storage Closets

A storage area for classrooms will be shared by each set of two classrooms. The storage areas should contain classroom files, supplies, and art materials; materials that are used on a rotational basis; adult personal storage; extra furniture; and equipment awaiting repair. The storage areas should have adjustable shelf units, electrical outlets, and ceiling lighting.

Observation Rooms

Because campus undergraduate and graduate students and faculty in Psychology, Education, Linguistics, and other academic programs need easy and convenient observational access to children in support of instruction and to conduct research, provisions for observation facilities are needed in the Child Development Facility. The Child Development programs also emphasize observation and recording of children's learning by teachers as the basis for the development of on-going curriculum development and assessment. And parents also need opportunities to observe their children unseen.

Each set of two adjacent classrooms will share a room which makes provisions for observation which do not intrude on the children's play or the teacher's focus on caregiving. One-way

mirrors should be placed to allow observers to observe the classroom and the room should have a sound system with the observed room zoned for microphone pick-up and wired with video feeds. The observation areas should be planned with some visual and auditory access to the outdoor areas. Built-in counters for writing space and electrical service are required. (See section on Child Care and Research Partnership for more details.)

Outdoor Play Yards

One of the major differences in design of facilities for early childhood education from traditional elementary school facilities is that a much greater emphasis must be placed on the outdoor environment. The yard and patio areas are vital learning areas and an integral part of the curriculum support. There should be direct visual and motor access between the indoor and outdoor environments.

Directly between the classrooms and each play yard there should be a patio or covered play space with a large overhang that extends from the building and provides substantial shade and shelter. This will insure that the children will be able to be outside in inclement and very hot weather. The patio is a transition area which is considered an extension of the classroom environment. The covered overhang should be deep enough to provide enough protection to facilitate a variety of classroom activities throughout the year.

Licensing standards require that play areas contain a minimum of 95 square feet per child.

Play yard characteristics should include design concepts using Eric Nelson's, Outdoor Classroom Project Model to include mostly natural elements, garden spaces, low lying climbing trees and space available for gross and fine motor play. See appendix for supporting information.

The play yards shall consist of a mixture of sod, paved play areas, play structures with resilient surfaces, contained sand areas, and shaded areas.

A variety of surfaces and play activities/structures to serve the different developmental levels of each age group shall be provided (e.g., slides, balance beams, water play areas, tire swings, tricycle trails, mounded turf areas, etc.).

Patio areas should be separable from the yard by means of a fence and gate, and include

small, lockable storage units, two covered electric outlets, and water access.

Each play yard should include a recessed, shallow sand pit with a securable cover, which is far enough away from the entrance to the classroom to minimize the amount of sand brought into the rooms from the children's shoes.

Trees appropriate for shading the building and play areas during summer months shall be strategically placed around the building. Exclude plants and trees which are poisonous, thorny, attractive to bees, or which drop choke-able seeds, pods, acorns, etc.

Include climbing equipment with appropriate dimensions for each age child, including walking boards, over-under-through equipment, and jungle gyms. Underneath all climbing equipment there must be resilient surface meeting Federal safety requirements.

A grass covered area located away from the sand, with shade trees and mounds for climbing and tumbling, shall be included.

Include hard-surface (concrete or decomposed granite), creatively curved wagon and tricycle paths winding through the play area.

A small open playhouse for easy supervision shall be available in each of the toddler and pre-school yards (these may be commercially purchased).

An adult-sized outdoor sink with faucet, counter space, and lockable cabinets for storing such items as soap and towels shall be provided.

Within the confines of the play area there should be lockable units for small yard toys, gardening tools, portable play equipment, and the sandbox cover. In addition, a separate lockable storage unit should be constructed for tricycles and small wheeled toys to prevent their deterioration due to weather exposure and loss from theft.

Yards should have appropriate lighting for some evening events and for security purposes.

Rock garden with water play which can be controlled by teachers.

An outdoor music wall, covered with instruments for creating music and sound.

Swings and climbing equipment that promote tactile, vestibular and proprioceptive development.

Garden, wood working, and animal care areas should be incorporated in the preschool yards.

An important feature of the outside area is the inclusion of areas to support parent involvement. Areas should be developed for parents to gather together for barbecues, meetings, pot-luck suppers, and celebrations, thereby developing and creating a sense of community and mutual sharing with picnic tables for children to gather.

School Age Program

School age children grades kindergarten through 5th grade (4.9 to 11 years) will be accommodated in two different classrooms designated by older and younger children and separated by accordion wall or screen so that teachers may combine or separate the groups as needed. The total group size of 24 children; 12 children in each classroom.

The design elements for the common areas for the school age program wing is similar to the preschool concept in which support areas for staff and families are the same but smaller in scope to accommodate fewer staff and fewer children. They include:

- Outside of classrooms an interior common space with comfortable seating and homelike décor for families to congregate.
- Single unisex adult bathroom.
- A small staff lounge with computer work space to include kitchenette with sink, microwave, refrigerator, dining tables and chairs to accommodate 4 staff at one time. 6 small lockers for personal belongings. Comfortable seating and gathering area. Adjoining work room to include two computer stations, phone and counter space for work projects.
- Small meeting room with 1 table and 4 chairs for parent conferences and teacher meetings.
- Small Program Coordinator office as mentioned in Administrative Offices Description. Work office able to accommodate a desk and computer, limited filing space, shelving and guest chair.
- Large storage closet for program and curriculum supplies with floor to ceiling shelving.

- Research and Lab Observation Room as described in subsection detailing design requirements.

Classroom Components

School age children have different play and learning needs and require a space to “blow off steam” after school. Free play and recreation space is essential in each classroom. A space for eating with enough table and chair space for 12 children in each classroom. A cooking area with small stove, microwave and oven complete with sink, dishwasher and counter space. Kitchenette can be centrally located between classrooms.

Younger age classroom should have areas for building blocks, dress up and dramatic play, ample storage shelves for games, manipulatives and art supplies.

Older age classroom require place for ping pong table and air hockey games. They require classrooms that can accommodate a quiet space for homework with 3-5 computer stations.

Both classrooms will have quiet reading areas and library.

Both classrooms need direct access to one large play yard with similar components as Pre-school play yard but geared for older children to include:

- Water play with hose and sprinkler connection
- Garden area
- Picnic tables
- Paved walk way for use of scooters and bikes
- Challenging climbing equipment
- Basketball Hoop and Court
- Large Sandbox to include Volleyball net
- Gated access located near woods, open space and campus trails for access to campus and/or Loop Bus System.

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Child Educational Center
140 Franklin Boulevard, La Canada Flintridge, CA

Master Plan for Outdoor Play and
Living Spaces for the Upper and Lower Yards

SWIRE SIEGEL
LANDSCAPE ARCHITECTS
Randy Siegel, AIA
Randy Siegel, AIA
Randy Siegel, AIA

Illustration from page 47

Child Care and Research Partnership

Overview

Research and childcare are commonly combined on university campuses throughout the country. When they are linked, childcare serves a dual function of providing both quality childcare as well as serving as part of the overall campus research infrastructure. This also creates opportunities for active research to subsidize the care component through external grant funding (e.g., through lab fees), though this may not be the main or most significant aspect of combining care and research. In fact, one of the reasons campuses foster these links is to create the opportunity to seek external funding that generates wider benefits across campus. In other words, the combination allows campuses to have the infrastructure that is necessary for seeking certain types of funding, particularly Federal funding. Thus, although many campuses provide multiple childcare centers and options, they maintain at least one center that includes a research component. Within the UC system, at least the Berkeley, Davis, Los Angeles, Merced, Santa Barbara, San Diego campuses all have research and/or educational activities linked to at least one childcare facility (other campuses may have it as well).

Research involves a range of activities, from naturalistic observation (e.g., watching children behind a one-way vision mirror in a separate room) to activities involving one-on-one interaction with children in controlled situations (e.g., each child is escorted to a multi-purpose room for a short research study).

The partnership also includes an important education component, which involves a range of activities, from teacher training to classroom observation by undergraduate students. These activities can be tied to a specific course or linked to an overall program.

In terms of facilities, the most basic infrastructure required for research and childcare partnership is a one-way vision mirror installed in the wall connecting an observation room and a classroom. This enables researchers or students to observe children without disturbing their

daily activities. The size of an observation room can range from a narrow corridor allowing 5-8 people to observe side-by-side behind the one-way mirror, to a much bigger room.

Opportunities and Benefits for UCSC Childcare

The University of California, Santa Cruz is internationally recognized for bridging across disciplines and transforming paradigms to advance knowledge, applications, and policies. We are uniquely positioned to incorporate the benefits of UCSC research, teaching, and learning into the lives of our students and employees and their families by building on our strengths as a public research university serving an economically diverse student body.

UCSC is also home to one of the nation's leading doctoral programs in Developmental Psychology. With their graduate and undergraduate students, faculty members study development in diverse settings, communities, and institutions, including families, peers, schools, and museums. This work has garnered national and international recognition and awards, including federal and private funds, and contributed to knowledge in developmental psychology, improving programs for children and youth.

A hallmark of researchers in the UCSC Developmental Psychology program is their collaborative approach to learning across generations and cultural communities. Professor Maureen Callanan and Emeriti Professor Catherine Cooper had crafted a proposal (2007) for an intergenerational learning partnership among developmental psychology faculty and students, childcare children and families, and childcare teachers and staff. With faculty's research teams, children and families served by the childcare program will help shape research questions so that the research will advance our scientific understanding and also enrich the services of the childcare program and thus directly benefit the children and their families and community. For example, with Professor Su-hua Wang's research team, parents expressed their interest in research that could tell them about young children's extensive versus minimal use of new technologies such as online video calls and touchscreen devices. This discussion has shaped two research projects that are examining the level of use and effects of new technologies on family communication and children's play, and led to a Federal grant awarded to the projects. As part of the feedback loop of this intergenerational partnership, research findings will inform families and teachers about ways to provide a nurturing environment for children from diverse backgrounds.

Until now, there have not been many opportunities for the campus childcare program and the Developmental Psychology program to collaborate to advance our understanding of early childhood development. With the childcare expansion, we hope to create a setting for observing young children that will build knowledge of child development among families, early childhood teachers, students of child development, and developmental psychology faculty. Currently, opportunities for observation and research are very limited in the EES program. The only room available for observing was installed in 2014, allowing only 3 students or observers at a time to view a small classroom. In fact, to observe children in an early education setting, UCSC students must travel to Cabrillo College, where they are able to observe for only one hour at the preschool and one hour (or less time) at the toddler center during their entire undergraduate curriculum.

Hosting observation and research at the childcare facilities would benefit all involved, as it will foster learning across generations—children who receive care, parents and extended families, students, faculty, and program teachers—and lay the groundwork for a future parent-teacher education component in which staff and families can share their observations of children’s behavior and development to increase understanding.

As children in the early childhood classrooms participate in activity-based learning:

- teachers could reflect daily on their observations of children’s experiences to improve teaching practices,
- family members could discreetly watch their children to learn about educational processes and child development,
- staff could observe the classrooms to support planning and evaluation,
- graduate students and faculty would have opportunities to learn through research with enrolled children and their families who are interested in participation, and
- undergraduate and graduate students will learn observational methods, understand key concepts in children’s development, and give them stronger foundations for more specialized areas of study and future career pathways.

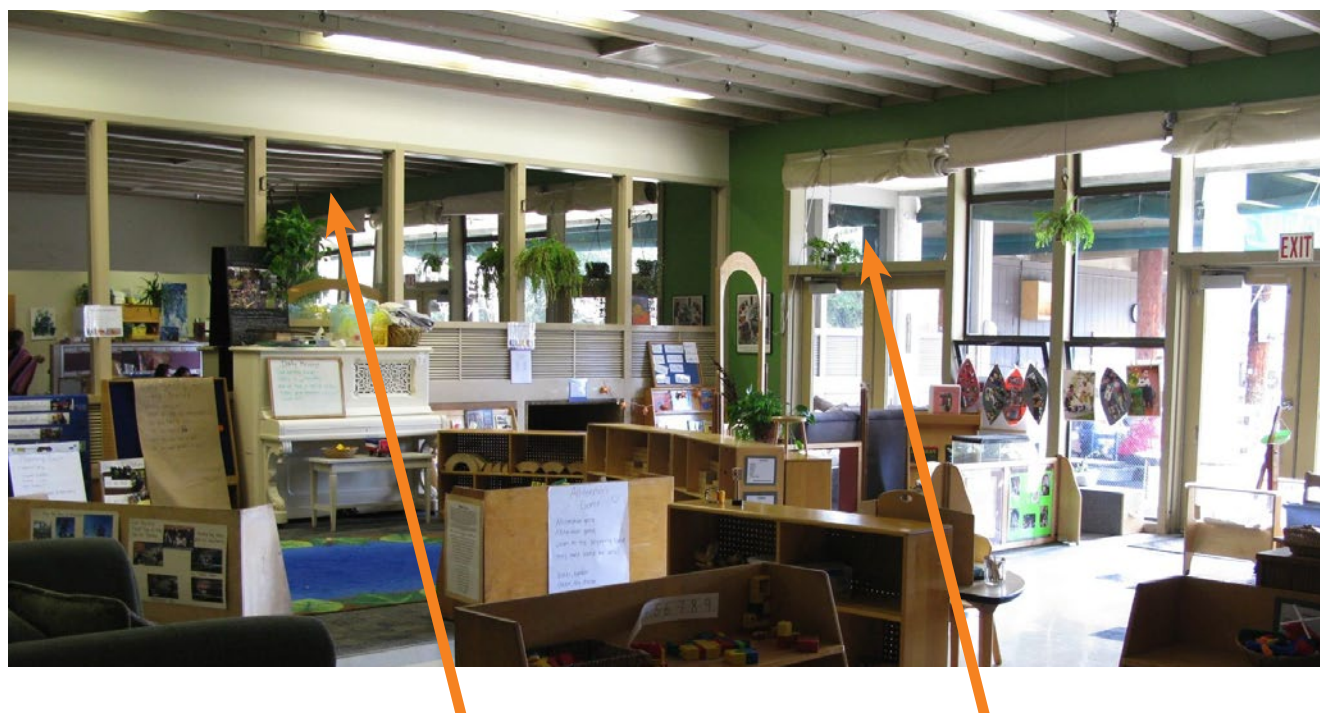
In conclusion, including the observation facility in the design of the childcare building will provide valuable resources for the campus and will benefit the childcare program in multiple ways.

Infrastructure to Be Included in the Design of Childcare Facility

A. Observation space be incorporated in the design of all rooms: Include a one-way vision mirror, counter space (about 12 inches) and stand/sit space (minimum: about 24 inches). The minimal required space will be 36 inches; ADA regulations may or may not require a slight increase of the space. Space with a window facing the outdoor area will further allow observation of children at play outside of the classroom.

Having the one-way vision mirror installed in one or more rooms creates the opportunity for researchers to seek external funding. The awarded funds can then be used to furnishing other observation rooms (as well as contribute financially to the program, e.g, through lab fees).

For example, the one-way vision mirror can be installed on each of three walls of the observation room; two of the walls connect adjacent classrooms, while one wall faces the outside area. **Figure 1** below shows an example of the one-way mirrored wall.



a. Observation room is on the other side of the mirrored wall

b. This wall extends to the outside area.

Infrastructure to Be Included in the Design of Childcare Facility

- B. **Media connection capacity:** The facility should allow for installation of electronic equipment. It would be extremely helpful to gather photos and specs information of the current EES observing room (see Figure 3) for the ease of future implementation.
- C. **Multi-purpose rooms** for one-on-one research studies

Figure 2 shows an observing room in which an observer looks through the window.



Figure 3 below shows an equipped room, funded by the 2013 Giannini Grant and furnished with one-way mirror and sound systems in the current EES site. Notice that the window becomes a mirror when viewing from a lit room. This is how the window would appear to children when the observing room is dark and the classroom bright.

To the left of the window is a light switch. When switched on, a small light in the classroom is lit, notifying teachers that the observing space is in use.

The desktop stores audio equipment. Each is linked to a pair of earphone, transmitting sound from the microphones in different corners of the classroom to the observer.



Figure 4 below shows a well-equipped observing setting from the viewpoint of the classroom (a toddler room), with observation windows appearing as mirrors. Microphones hang inconspicuously from the ceiling (see the upper left corner for one microphone).

On the far right, the classroom connects to the outdoor area. Installing one-way mirror in the wall of the observation room that faces the outdoor area will further enable the observation of children outside the classroom.



Integrated Logic Model

A **Logic Model** for an individual program provides a clear and concise framework outlining its Mission, Inputs (Needs and Resources), Activities, Outputs (evidence of implementation), Outcomes (short-, medium-, and long-term changes in participants served), and ultimate Impacts on its Needs. An **Integrated Logic Model (ILM)** is a tool for aligning multiple programs within a larger system in overarching Mission, Inputs, Activities, Outputs, Outcomes, and Impacts.

An ILM helps organizations stay on track toward their goals and through staff and administration turnover. Partners find ILMs useful in strategic planning, coordinating multiple funding streams; research, evaluation, and program improvement; reporting; human resource management; and long-term sustainability. ILMs are proving useful for partners across P-20 systems and multi-site organizations, including the UC System and the federal Hispanic-Serving Institutions program.

Integrated Logic Model for Child and Family Center for UCSC Faculty, Staff, and Students

Catherine R. Cooper; comments and suggestions welcome to ccooper@ucsc.edu
(based on Cooper & Rocha-Ruiz, 2016; Halimah, 2011a, b)

Mission: UCSC will join all other UC campuses in providing faculty, staff, and student child care in an innovative and inclusive Child and Family Learning Center that is a research-teaching partnership; and UCSC will become a family-friendly campus, supporting a family resource center.

Inputs	Activities To address our needs, we will carry out the following activities:	Outputs We expect that once carried out, these activities will produce this evidence of service delivery:	Short-Term and Intermediate Outcomes We expect that if carried out, activities will lead to these 1- and 3-year changes and their sustainability	Long-term Outcomes and Impact We expect that if carried out, activities will lead to these 5-year changes and 10-year impact:
Needs-Baseline <ul style="list-style-type: none"> Faculty and staff have no child care Faculty, staff, and students do not see UCSC as family-friendly UCSC students must travel to Cabrillo to observe children 	<ul style="list-style-type: none"> UCSC builds Center within P3 project Center serves approximately 140 children by 3rd year of operation UCSC administration endorses Center business plan ensuring inclusiveness of faculty and staff families 	<ul style="list-style-type: none"> Center opens fully/ partially as part of P3 Student Housing West Project Center achieves enrollment targets Center serves economically and culturally diverse student, faculty and staff families 	<ul style="list-style-type: none"> Center maintains enrollment targets and appropriate student-faculty-staff→ Center maintains inclusiveness of diverse faculty and staff families→ Improved hiring of diverse faculty and staff→ 	<ul style="list-style-type: none"> Faculty, staff, and students have child care Center maintains high-quality program, e.g., with NAEYC DRDP
Resources <ul style="list-style-type: none"> UCSC is an H.S.I. and diversity-serving institution Sustained commitment of senior administration UCSC funds Enrollment fees Student referendum fees UCOP funds 	<ul style="list-style-type: none"> Operator establishes high quality nature/ STEAM-based program reflecting 2017 Work Group and NAEYC recommendations Operator engages Child Care Advisory Committee (CCAC) in program design and operation Center integrates child, family, and staff learning with research and teaching 	<ul style="list-style-type: none"> CCAC endorses program in writing With Center observation and multi-use research areas, UCSC students, faculty, and families observe children 	<ul style="list-style-type: none"> CCAC surveys faculty and staff satisfaction yearly Center staff and families benefit from research-teaching partnership→ 	<ul style="list-style-type: none"> Improved retention of diverse faculty and staff Based on CCAC survey, UCSC becomes a family-friendly campus, supporting a family resource center

Callanan, M., & Cooper, C. R. (2007). *Early Childhood Education in the UCSC Community: A Focus on Science, Culture, and Learning across the Generations*.

Cooper, C. R., & Rocha-Ruiz, M. (2016). *Partnerships for Building P-20 Integrated Logic Models and Databases to Open Pathways to College and Careers*. American Educational Research Association, Washington, DC.

Halimah, E. (2011a, b). *Using Logic Models for Strategic Planning and Program Development; Using Logic Models for Assessment and Evaluation*. Berkeley, CA: University of California.

UCSC Committee on Faculty Welfare (2008). *An Academic Vision for Child Care Education Services at UCSC*.

Cost Structure Projections

2017 Child Care Work Group Financial Summary

In process

2017 Child Care Work Group Financial Summary

In process

2017 Child Care Work Group Financial Summary

In process

Campus Community Input

Summary of Feedback Submitted via the “Share Your Thoughts Online” feature on the web page entitled “Expanding the UCSC Child Care Center”

As part of the Child Care Workgroup’s efforts to insure maximum opportunity for campus community input to inform our work, we included a feedback feature on the webpage (ches.ucsc.edu/housing/studenthousingwest/child-care-center.html) created to announce the formation of the workgroup charged with developing the program for the new, expanded child care center to be developed within the Student Housing West project.

Thirty three campus community members utilized this tool to share their thoughts, requests, concerns and other input. That feedback is summarized here, grouped by response topic. The complete content of the feedback section entitled “Share your thoughts, perspectives, and wishes for the type of program that the new center will provide” is included in the appendix at the end of this report.

The comments were generally positive, and expressed enthusiasm for the fact that the campus will expand the child care program, and serve faculty and staff children. Several respondents noted the positive impact this will have on employee recruitment and retention.

Cost and Affordability

- Need for affordable rates, often citing examples of how their daycare costs compare to their university compensation.
- A suggestion that the campus insure that rates remain affordable / equivalent to the rates at similar child care centers in the area
- Suggestions that there be mechanisms to subsidize rates
- Suggestion that rates be tiered to income

Access

- Transparency in wait list management
- Several requests for infant care

Hours of Operation / Convenience

- Hours that match the campus schedule (including early drop off and late pick up)
- Special event and drop in care
- Flexible / short term care
- Emergency / back up care
- Summer care
- Remain open during breaks in the academic year

Program

- Positive discipline model
- Montessori
- Nature Based
- Food program to be sensitive to food allergies
- Opportunity for parents to volunteer in exchange for subsidized rates
- Positive discipline workshops for parents
- Involve parents in the planning of curriculum on a regular basis.
- Have good lines of communication with parents
- Replicate the program that used to exist at the Granary facility
- Research-based, independent, non-profit organization embodying a community-campus partnership that reflects the core mission and values of the university

Facility Features

- Ample parking near the door for drop off and pick up
- Life lab and outdoor classroom

Other

- Competitive / attractive pay for teachers
- Suggestion of engaging a “high quality, independent, non-profit center “ rather than a corporate entity to operate the center. This respondent provided citations for studies that noted concerns with corporate / for profit child care operations
- A recommendation to consider “Bridges to Kinder” as a possible 3rd party provider

Employee Survey Summary

Authored by John Steele, Programmer/Analyst, Business & Administrative Services, Staff Advisory Board representative

Two hundred fifty faculty and staff members completed the online child care survey in relation to the 2017 effort to bring child care services for employees back to the UCSC campus after a nearly ten-year hiatus.

A great many off the respondents made themselves anonymous, and a large percentage of the responses only addressed the age ranges of the children that would be accommodated by the center. A breakdown of those responses can be found at the end of this document. Also of note was that so many respondents astutely recognized that child care is in many ways at the foundation of what a university does, which is to provide a nurturing environment for socialization, exploration, and learning.

The number one consideration is clearly that the center be clean and safe with appropriately trained and certified staff members.

Immediately following that is that the center be affordable with many respondents suggesting some sort of subsidy or sliding scale for employees of lower income. We recognize that it can be challenging to reconcile a desire for a top quality service provider and a solid living wage while at the same time keeping the center “affordable”.

Many respondents suggested that the center have an outdoor orientation with programs that are integrated with the natural UCSC setting. There were also numerous requests that the center consider partnerships with campus opportunities such as CASFS (the farm) and the UCSC arboretum. Some also requested that there be some consideration of a partnership with nearby schools such as Westlake Elementary School.

Respondents also recognized the numerous opportunities for cooperative efforts that could include faculty research opportunities, as well as potential student research and work study options. Respondents also very clearly recognized how important a UCSC childcare center for employees is to the recruitment and retention of top quality faculty and staff.

A good percentage of respondents expressed a desire for the provision of healthy, organic meals that include vegetarian and vegan options.

On the more logistical side, many people asked that there be consideration of physical access and short term parking for drop-in care and parent visitation. Many respondents wondered if parents might be allowed to do drop-in visits and perhaps volunteer some hours supporting the center.

There was a considerable amount of input entered around the hours of operation. Some survey respondents wondered whether the center could accommodate evening and weekend support for faculty and lectures that often teach at night, as well as employees who frequently work weekend events.

Lastly it should be noted that a great number of the respondents took the time to say thank you and that they were very grateful for the campus and committee effort to make the center a reality.

Desired ages brackets served by percentage of respondents	
Earlier than 3 months	30%
6-12 months	73%
12-18 months	79%
18 months - 3 years	84%
3 years - 6 years	85%
After school 6-12 years	60%

Student Survey Summary

Authored by Sara Crandall, GSA representative and Rachel Smith, SUA representative

In order to gain an understanding of the needs and concerns of the UCSC parent and perspective parent student population a survey has been distributed to the student body. 56 responses were received and many themes emerged. Of the 56 total responses, six students currently utilize the Early Education Center located in Family Student Housing and 11 use off campus care facilities. The below sections describe common thoughts and concerns that appear in the survey.

Frequency and Age of Care

Survey takers were asked to give child ages that they currently or predict they will need. The sample reveals the following responses for childcare age ranges:

Age Range	< 3 months	3-6 months	6-12 months	12-18 months	18-36 months	3-6 years	After-School
Response #	20	37	43	43	43	41	31

All gave multiple age ranges with the exception of two survey takers; one of which responded with “after school care” and the other for “3 – 6 years.”

The survey exhibits the need for infant care, with 36% and 66% of the respondents desiring care for children younger than 3 months and 3 – 6 months of age, respectively. The current program does not accommodate children under 11 months of age. One survey taker responds with “I would make [the program] so babies under 11 months could be taken care of too. It’s impossible for me to go to school full time without it.”

The frequency of child care need was surveyed and responses are given below.

Type of Care	Full-time Care	Partial Day	Partial Week	Drop In
Response #	33	35	33	33

Many respondents marked multiple frequency of care needs and 15 selected only one need. Of those, five, six, two, and two survey takers responded with partial day, full-time, partial week, and drop in care needs respectively.

A reoccurring theme reveals that students have a need for options other than full-time child care. One respondents says, “Even if our baby was in childcare for 5 –10 hrs/week, we would have to pay for 30 hrs/week... Spending more time with parents is supposed to be better for young children so the school childcare program’s fees should be structured to support that.”

Progress Towards Degrees and Daily Needs

Survey takers were asked to describe how the current program supports their long term progress towards a degree as well as their daily needs and academic work. The availability of care is a common concern for students, with this ranging over a widespread set of needs. Students have suggested yearlong and September care, care for school age children that coincides with the Santa Cruz city school calendar (including September), weekend care, and evening care. One respondent suggests to have care that is “during times students and faculty are expected to be available. The [current] hours do not always match or go with the hours classes are being offered.”

Challenges

Students are asked what the biggest challenges they are faced with in terms of child care needs. Often the response is in terms of availability of care, described in the previous section. Cost is also an important aspect of a student parent’s life. One respondent hopes that subsidies remain in place. Other students suggest that they have struggled with the waitlist in the current program. Finally, a common theme is the ease of transportation and child drop off. Parents express a concern for safety of children during drop off and pick up and the lack of parking spaces. Several also express a desire to have transportation from the elementary school to the after school care to decrease the disruption of work and class mid-day.

Curriculum and Diversity

The survey shows that student parents have interest in the curriculum and environment that children of the new care center. Survey takers have expressed the uniqueness of a campus facility and how the wealth of knowledge existing on campus can be transferred to the child care center. Other respondents have commented on the two-way connection between diverse faculty, students and children on campus. One student says, “I believe that it is important for the campus to offer child care to faculty members so that UCSC can recruit and maintain strong and diverse faculty members. Another says the new center should “Incorporate multiculturalism into child care curriculum.”

A persistent theme expressed in the survey is the desire for student priority in the new center. “I hope that children of students will receive priority for admission in the new center, as they are more economically disadvantaged than faculty and staff,” says one respondent. Another states, “Students should have priority, then staff, then faculty.”

The notes below capture feedback offered by attendees at the two open fora facilitated by the Work Group. The feedback is grouped under general topic headings.

Open Forum, August 2, 2017

Facility

- An expanded version of an observation room could allow students to use that are now going to Cabrillo College
- Build bigger now for future use to allow for expansion – less expensive now
- Family/nursing mothers can come and visit child or baby
- Adequate storage space for strollers, car seats, equipment, supplies.
- Important to have a room for infants (3-18 months with a toddler option in Prek)
- School age program is very important
- Is there a limit size – square footage, buildable footprint?
- Farm & garden – outdoor classroom – Work with Eric Nelson for design expertise
- Integrating design features for all parents to use & observe
- Multi use room for adult meetings and performances
- Several Mini kitchen and lounges for staff
- Private Office space for Enrollment Counselor, Business Manager, Director and 3 Site Supervisors for each age group (I/T, Prk, Sch-Age)
- Site visits, experts on licensing, town meetings, child & family learning center
- Individual rooms for 1:1's
- One large center – UCSC, some other UC campuses have multiple dispersed care centers
- Catherine – parents need to be included in observation room
- Catherine – Necklace Model, collaboration with others for child care, Seymour Center, Long Marine Lab
- 2007 Vision Statement – should review, good source for information

Curriculum

- Support as active learners/studio environment
- Cultural diversity
- Play based now, Nature based in the future

- Our learning community, childcare should take advantage of centers in our area
- Children are “researchers”, children’s interest drive the curriculum each day: e.g. reading about rainbows then making rainbows, then going outside to look for a rainbow
- Develops interactive skills
- Designed curriculums – can use one or many

Staffing and Human Resources

- Need high level teachers

Tuition/Cost Structures

- Contract should have limit on cost to comparable “like” care in our area

Campus Location

- Tree line for more nature based environment
- Climbing trees in yard
- Water Play - rock garden

Third Party

- Third party will build - student standpoint – seamless
- Third party will operate facility, essential to know vision of program, not corporate like Bright Horizons or Kinder, “one size fits all” approach.
- Need Third Party that is financially stable (non-profit??)
- Third party not as good, high turnover, less diverse
- Third party vendors – affordable at first, as time goes on, becomes more expensive
- Third party would assume liability
- If third party is picked they bring their own “boxed” curriculum but can be negotiated

Open Forum, August 3, 2017

Facility

- Outdoor should duplicate indoor curriculum (they offer field trips @least once a week)
- Indoor/outdoor classroom
- Observation Room – multi use space, research rooms could be for multi-use like staff meetings, etc
- Content of space – things that kids can use to for themselves, make their own games
- Lots of storage inside and outside
- Movable walls would be helpful, can pivot out of the way to accommodate many different uses
- Would like to see garden beds, children's library, and outdoor lending libraries (for access when child care is closed)
- Facilities – should be built to allow children to learn how to do things on their own, little toilets, sinks are at their level, can even learn to do dishes if sink is at their level
- Good flow for outdoor play use, bike area, living tunnel, materials to build forts, etc., could make their own creations
- # of spaces would be used in new child care, not percentage
- Faculty and staff historically considered as one group
- Empty spaces could be considered for the community
- Ages: how much space would be needed for infant care?
- Demand for child care changes every year
- 2015 study has good information concerning need for infant care
- Planning needs to be considered for changeable room size depending on how many infants need space
- Long term capacity model needs to be considered now
- Each age group has a different square footage requirement

Curriculum

- Child care for faculty & staff needed
- Very young (6 week) Infant care is not available now, there are liability issues when infants are involved, infant care is not available at Cabrillo
- Faculty takes a quarter off and possibly spring quarter also (for maternity leave)
- Infant care is desperately needed

- Research – College 9/10 soc. lab needs to happen at new site, research relationship is very important - staff & researchers should be able to observe here instead of going to Cabrillo College
- Curriculum – all – through school age
- Discussed the Eric Nelson designed horseshoe shaped classroom
- Comments were made about “little binders” that are generated for each child by someone who observes and tell parents what they observe. Important for parents and child care staff to speak with each other
- Diversity needs to be a big part of the curriculum
- Bilingual and diversity components are needed – HSI – funding may be available
- Silver Slugs to engage with child care, maybe to read to children
- Also – cuddlers for babies (vaccinated and background checked)
- Branching out to Seymour, Long Marine Lab, and campus, incorporating lessons with the outdoor/nature
- Nature based – what are the alternatives?
- Week long summer camps would be great

Staffing and Human Resources

- Teacher shortage is very critical in the area. Would a teacher training program be possible?
- Classroom classes could be academic area – certification along with psych major
- Lab fees could be used to help with funding
- 1-4 ratios for teachers up to 18 months
- Student parent population is slowly declining

Campus Location

- Easy drop off a must
- Parking structure would be wonderful, golf carts could be used to get to child care
- Could this be part of P3? Encourage structure as part of P3
- Parent could leave car at parking structure and take shuttle to campus
- Possible - children being put on shuttle to child care, older kids for after school care are taking shuttle to childcare

Other Topics

- Bridges to Kinder (Laura Tobias)
- Older childcare – Monday, Wednesday, Friday
- Preschool – Tuesday, Thursday
- Age group – 2yrs to 6yrs
- Scholarships and reduces admission available
- Vision of ideal child care center – resource center for parents
- How was information concerning this project sent out? Tuesday Newsday
- Information should be published more broadly. Website with feedback options.

Other Topics – Possible supporters of child care

- Women at Work – John will reach out to them (not sure if this is still a group)
- University Relations – endowed “chairs”?
- Faye Crosby – alum are good advisers
- First 5 Foundation – Head of National - Kris Perry – spectacular speaker, might agree to speak on behalf of child care
- Propose Child Care Advisory Committee be reinstated, could be resurrected

Appendix

- Site Visit: UC Santa Barbara
- Site Visit: UC San Diego
- Tuition information from comparable child care programs in the region
- Employee survey data
- Student survey data
- Web page feedback data

Site Visit:

UCSB Early Childhood Care and Education Services | Orfalea Family Children's Center

Notes and Images from Rachel Smith (rsmith7@ucsc.edu, 408-348-7003)

Guided by Director Annette Sudding Muse

childrenscenter.sa.ucsb.edu/

Notes

- The site I observed serves 165 children with the entire program serving 350 – 400 children when in full swing.
- The age range served is 3 months to 5 years.
- The program is Reggio-based. This is evinced in the primarily wooded indoor furniture and avoidance of outdoor play structures.
- I observed a spacious, well-lit multi-purpose room with a large outdoor area. I estimate the room to be 30 x 30 feet. There was a fireplace and tables, too. The multi-purpose room was being used by staff as a lunch area at the time. There was no sound of children playing filtering in the area which likely makes for a restful area for the staff. Annette noted there was a flamenco dance event held in the room recently. It is also used for parent potluck events.
- There were 2 (or more) office spaces and a large reception area adjacent to the community room. Annette noted the flow for pick and drop offs was challenging due to design and advised taking into consideration that it is a benefit for staff to be able to identify parents visually. They are considering reworking the reception area to facilitate a more informed pick-up/drop-off flow.
- There is a full kitchen for staff, not for food prep.
- There is a second, smaller breakout room for times when the multi-purpose room is occupied.
- The classrooms have high ceilings which contribute to a nice open feel—walking through classrooms with low ceilings felt much different, more enveloping and enclosed.
- Annette notes there may be more funding for child care through Student Affairs rather than Housing.
- Annette is planning to add a single Smart Flower (<https://www.smartflower.com/en>) to the open, concrete courtyard at the entrance. The Smart Flower follows the sun and would be used as a tool to teach sustainable ways of thinking.

Site Visit: UCSB Early Childhood Care and Education Services

- Phil Suding Design was the landscape designer (<http://www.sudingdesign.com/>).
- Annette notes the importance of an outdoor changing table for licensing considerations.
- Indoor lofts made of wood made me wish I was a kid. Annette notes they are in most classrooms.
- In the Infant Room, I observe a glass wall separating the sleeping and wake areas. Annette notes a glass wall is key for licensing, also an Evacuation Crib.



Natural table and chairs from a campus eucalyptus tree

Site Visit: UCSB Early Childhood Care and Education Services



Swings



Sand play area

Site Visit: UCSB Early Childhood Care and Education Services



Natural shade play space



Slides on artificial turf covered hill; children slide down the turf on cardboard

Site Visit: UCSB Early Childhood Care and Education Services



Climbing wall and round turf play area



Music wall

Site Visit:

UCSD Early Care and Education

Notes and Images from Rachel Smith (rsmith7@ucsc.edu, 408-348-7003)

Guided by Director Kathryn Owen

child.ucsd.edu

Notes

- The program serves approximately 300 children from 3 months to preschool.
- The program is Reggio-inspired. This is observable in the all-wood furniture in a single natural color. Near the end of our visit, Kathryn points out two older chairs before the program was Reggio. The red and blue chairs were in high contrast to all the wood furniture.
- An open kitchen area is available for children to experience food prep. Kathryn noted the kitchen adds a sense of home to the center.
- A conference room (about 20 x 20 feet) is adjacent to the open kitchen.
- Kathryn's pride and joy is the stainless steel hand washing station where up to eight children may wash their hands at one time. Kathryn notes the station speeds up the process transitioning between indoor and outdoor activities.
- There are a great deal of items in the outdoor areas sourced from Community Playthings (<http://www.communityplaythings.com/>).
- When discussing a third-party vendor, Kathryn suggests we query the gain and take into consideration the monthly fees to parents will likely be at market rates. Kathryn also suggests asking if the service is primarily child care or if it is for research. Research will impact the third-party vendor.
- Kathryn suggests building basic, changeable rooms so they may change as demographics change.
- A large, floppy rabbit roams freely in one of the toddler outdoor areas.
- In response to grass that has died as a result of the drought, it is gradually being replaced with artificial grass.
- Research is conducted in one specific toddler room through interactions with Ruby the social robot (<http://ucsdnews.ucsd.edu/archive/newsrel/soc/TeacherLilHelpers.asp>).
- Kathryn notes SDSU used key codes.
- On a licensing note, Kathryn suggests designing for "line of sight."
- Kathryn recommends green shade cloth rather than brown as mildew does not show.

Site Visit: UCSD Early Care and Education

- There are misters in many of the outdoor areas for hot days.
- The observation rooms are not so used as researchers primarily are present in the classrooms. In this mode of research, immunization of researchers is a consideration.



Hand washing station. In the background, natural elements such as boulders and river rock create a landscape feature.

Site Visit: UCSD Early Care and Education



Observe the wood fencing separating the play areas and large boulders as well as the rock bed.



This image shows the wood fencing separating the outdoor play areas and the chain link fence around the perimeter.

Tuition Information from Comparable Child Care Programs in the Region

Baymonte Christian School Infant/Toddler Center

Age Group: Infant

5 Days/Week

All Day - \$1075

AM - \$775

4 Days/Week

All Day - \$920

AM - \$670

3 Days/Week

All Day - \$775

AM - \$575

2 Days/Week

All Day - \$575

AM - \$420

1 Day/Week

All Day - \$285

AM - \$275

Cabrillo College Children's Center

Infants: Partial Day \$1084

Toddlers: Partial Day \$978

Preschool/Kindergarten Prep: Partial Day
\$694

CKC Inc. Infant & Toddler Center

Infant: 3mo to 18mo

Full Days

Step 1

T/T - \$670, M/W/F - \$940, 5 days - \$1420

Step 2

T/T - \$740, M/W/F - \$1040, 5 days - \$1575

Half Days

Step 1

T/T - N/A, M/W/F - N/A, 5 days - \$935

Toddler: 18 mo to 30 mo

Full Days

Step 1

T/T - \$610, M/W/F - \$830, 5 Days - \$1150

Step 2

T/T - \$675, M/W/F - \$920, 5 Days - \$1275

Half Days

Step 1

T/T - N/A, M/W/F - N/A, 5 Days - \$795

Step 2

T/T - N/A, M/W/F - N/A, 5 Days - \$880

Tuition Information from Comparable Child Care Programs in the Region

Giving Tree Academy 175 Lawrence Ave. Watsonville

Age Group: Infant

5 days M-F - \$1320
 4 days varied - \$1120
 3 days M/W/F - \$920
 2 days T/T - \$680
 Half day
 5 days M-F - \$780
 4 days varied - \$660
 3 days M/W/F - \$552
 2 day T/T - \$412

Preschool/Kindergarten Prep:

Full Day
 5 days M-F - \$700
 4 days varied - \$680
 3 days M/W/F - \$620
 2 days T/T - \$550
 Half day 8:45 to 12:45
 5 days M-F - \$500
 4 days varied - \$450
 3 days M/W/F - \$390
 2 day T/T - \$340
 Half day 12:45 to 6:00
 5 days M-F - \$580
 4 days varied - \$520
 3 days M/W/F - \$400
 2 day T/T - \$360

Santa Cruz Montessori Winston Campus 2446 Cabrillo College Dr.

18 mo to 3 yrs

4 Half Days
 \$1,667 per month
 5 Half Days
 \$1,859 per month
 4 Full Days
 \$2,028 per month
 5 Full Days
 \$2,296 per month

3 yrs to 6 yrs

5 Half Days
 \$1,653 per month
 5 Full Days
 \$1,971 per month

Tuition Information from Comparable Child Care Programs in the Region

Scotts Valley Children's Center
255B Mt. Hermon Rd.
Scotts Valley

Little Acorns Montessori
1215 Chanticleer Ave.

Age Group: Infant

6mo to 24mo

Full Days

5 - \$1,692

4 - \$1,354

3 - \$1,189

Half Days

5 - \$990

4 - \$793

3 - \$685

Toddler:

2 - 3yrs

Full Days

5 - \$1,538

4 - \$1,231

3 - \$1,082

Half Days

5 - \$903

4 - \$723

3 - \$625

Additional days

\$83 per day

\$48 per half day

\$10.50 per hour

Preschool/Kindergarten Prep:

3 - 6yrs

Full Days

5 \$1,351

4 \$1,082

3 \$951

Half Days

5 - \$793

4 - \$636

3 - \$549

Additional days

\$74 per day

\$42 per half day

\$9.50 per hour

Tuition Information from Comparable Child Care Programs in the Region

The Secret Garden Too **3205 Salisbury Dr.** **Santa Cruz**

Birth to 24mo (Infant & Toddlers)

Full Day

5 Days: \$1765.00

4 Days: \$1470.00

3 Days: \$1170.00

2 Days: \$850.00

Morning Program

5 Mornings: \$1320.00

5 Mornings no lunch: \$930.00

4 Mornings: \$1085.00

4 Mornings no lunch: \$810.00

3 Mornings: \$860.00

3 Mornings no lunch: \$670.00

2 Mornings: \$620.00

2 Mornings no lunch: \$457.00

Afternoon Program - 12:00 to 5:30

5 Afternoons: \$1270.00

4 Afternoons: \$1060.00

3 Afternoons: \$870.00

2 Afternoons: \$625.00

Pre-Approved Drop-in Care

1 Full Day: \$80.00

1 Morning: \$55.00

1 Afternoon: \$70.00

Preschool/Kindergarten Prep:

Hours: 7:30 to 5:30

5 Full Days: \$1395

4 Full Days: \$1170

3 Full Days: \$915

2 Full Days: \$650

Morning Preschool Program -

8:00 to 12:00

5 Mornings: \$790.00

4 Mornings: \$710.00

3 Mornings: \$550.00

2 Mornings: \$390.00

5 Mornings with lunch: \$1100

4 Mornings with lunch: \$915

3 Mornings with lunch: \$780

2 Mornings with lunch: \$495

Afternoon Preschool Program -

12:00 to 5:30

5 Afternoons: \$995

4 Afternoons: \$925

3 Afternoons: \$660

2 Afternoons: \$485

Drop-in Fees -

1 Full day (over 6 hours) \$70.00

1 Morning (without lunch) \$55.00

1 Morning (with lunch) \$60.00

1 Afternoon (without lunch) 55.00

1 Afternoon (with lunch) \$60.00

Tuition Information from Comparable Child Care Programs in the Region

UCSC Early Education Services

Infant

11 mo to 36 mo

Full Day - \$869

Preschool/Kindergarten Prep:

36 mo to 5 yrs

\$507

School Age Center

Kindergarten to 12 yrs

Part time

\$205

Web page feedback data

Please be affordable for staff! It is a challenge to find childcare in Santa Cruz county as is... finding affordable childcare is another thing. As staff, we are already underpaid. Keep that in mind.

I would love for daycare to be available to faculty at UCSC.

I am really happy that there will be childcare on campus in the near future. Getting my kids to and from childcare each day definitely takes a good chunk of time out of my day. Having said that, it is imperative that this childcare is subsidized in some way. I am a new assistant professor with two children in daycare. My rent is about \$2200 and my childcare costs \$2000 a month. Those essentials have me living beyond my means and questioning the sustainability of a career at UCSC as a mother of two! Access is definitely important, but it would be wonderful to receive help with cost. Perhaps it is even possible to offer some kind of subsidy for off-campus care before the actual center is built and ready for business.

It is my hope that the program will offer scaled affordability and flexibility in scheduling. Also, that the hours match the level of activity on campus, with an early drop-off or after-care option for non-peak times.

I hope the center has plenty of parking near the front door, making drop-off/pick-up easy.

I hope the center has plenty of infant care and is flexible with parents dropping by to breast-feed.

It is important that there be clarity about how wait-list slots will be managed and prioritized.

My preference would be that they incorporate a positive-discipline model in the program.

It would be ideal if the center could accommodate some level of emergency care to serve as a back-up provider for faculty/staff/students.

It would be ideal if the center could offer care for special events, for weekend or summer conferences hosted on campus.

It would be ideal if the center had a food policy that was sensitive to children with food allergies.

My expectation would be that the director and teachers all have the necessary certifications and be paid appropriately to reduce frequent staff turn-over, which is hard on children.

This is a fantastic initiative. Thank you. The costs of childcare are oppressive nation-wide and these pressures are magnified in places like Santa Cruz where the cost of housing is similarly oppressive. Given that the facility will only be able to accommodate 140 students, it should be considered if subsidies can be provided for UCSC families to secure childcare off campus if they are unable to secure a slot in the campus facility. Such a subsidy could also be provided much sooner than it will take for a brick and mortar childcare facility to be up and running to help struggling families more immediately. Based on my experience serving on the board of Coastal Community Preschool I would further urge you to begin thinking about staffing issues early. The cost of living in Santa Cruz, coupled with the typically low wages associated with childcare, make it incredibly difficult to find quality caregivers for preschool facilities in Santa Cruz.

Summer child care, in addition to academic year. And affordability is paramount for graduate student parents.

My hope is that when UCSC signs on with a 3rd party vendor to manage childcare, that something is written in the agreement to ensure that the cost to employees is affordable and/or equivalent to similar childcare in town. There have been complaints at other UC campuses, specifically those who contract with Bright Horizons, that the cost has increased so much over time, that only the highest paid faculty can have afford for their children to attend. UCSC would be wise to take preventative measures to ensure that UCSC employee childcare is equitable to both staff and faculty on campus. Thank you so much for seeking input! Yay employee childcare!!!

Students need child care that is drop-in or is reservable 24 hours in advance. Furthermore, affordable child care that provides individuals with expanded hours (hours that go beyond 9-5) is necessary as the university has increased the number of evening classes.

Thank you for the opportunity to comment. I am an assistant professor in History of Art and Visual Culture. I very much look forward to the two forums next week -- and would encourage a UCSC-wide announcement if this hasn't gone out. (I only heard about it second hand.)

I wrote what I am copying below with my wife (who is a consultant in the field of early childhood education) when first learning about the plans to establish a new center. I look forward to sharing more of our perspective on the actual logistics, approaches, and other details of the program -- and to learning more about what is under consideration. This is an exciting opportunity for the campus to establish a center that reflects its missions and values!

To Whom It May Concern:

As a first-year assistant professor at UC Santa Cruz, and as someone who anticipates becoming a parent before too long, I was thrilled to learn that the campus plans to establish a children's center. I very much agree with Chancellor Blumenthal that this center will aid in recruitment and retention of faculty and staff, and that its benefits will extend much further. I also appreciate the administration's interest in facilitating a robust dialogue around the establishment of the center. It is to this dialogue that I hope to contribute with the following remarks, which I have written with my wife, who is a consultant in the field of early childhood education.

When presented with the opportunity to offer this much-needed service to employees and students, a small minority of campuses outsource the planning, management, and day-to-day operations of their children's centers to outside, for-profit organizations.[Please see footnote.] It is our strongly held belief—based in research and experience, as well as appreciation for the values and potentials of this campus—that it would be unfortunate for UCSC to join this minority. We would instead encourage the administration to work toward a high-quality, independent, non-profit center that strongly reflects this campus's missions and values, and that aims to serve its youngest citizens while also profoundly impacting the landscape of early education and practice in the Santa Cruz region, and in the State of California more broadly.

Below, please find two things: first, perspective on why a center managed by a for-profit entity would not be appropriate for this campus, and, second, an alternative vision for a mission-driven, non-profit children's center.

The Problems with Outsourcing Child Care to a For-Profit Entity

- For-profit centers are not as good. Multiple studies have shown that for-profit centers are inferior to their non-profit counterparts in both structural and process aspects of early childhood

education (ECE) quality. Among other things, they often struggle with higher turnover, offer appallingly low salaries for teaching staff, and suffer from poorer working conditions, lower staff morale, and fewer opportunities for teacher professional development (Phillipsen, Burchinal, Howes & Cryer, 1997; Kagan, 1991).

- For-profit centers are less diverse. For-profits are less likely to service an economically diverse community of families and less likely to adequately support children with special needs (Cleveland & Krashinsky, 2004).
- Children are not for profit. For principled and practical reasons, it is important to resist a campus child care model that renders ECE into a commodity rather than a public good. Because for-profit child care corporations seek to extract profit from their hundreds of centers, key decisions are made largely on the basis of cost rather than program and community needs (Tuominen, 1991).
- ECE is not one-size-fits-all. In joining a corporate entity, the children's center becomes part of a large chain and thus subject to a one-size-fits-all approach to ECE where the child care center is seen as an "enclosure" or "container" for young children (Dahlberg & Moss, 2005).

An Alternative Vision for a Non-Profit, Locally-Governed Children's Center

- A center that has a strong mission and that reflects the history and values of UCSC, where children are seen as citizens and full participants in our shared campus life.
- A center that is conceived and supported as a local place of childhood (Gandini, 1994), where stakeholders (families, teachers, community members) shape how the school functions and collaboratively participate in its governance (Dahlberg, Moss & Pence, 2007).
- A center that can serve as a locus for professional development and dialogue around quality ECE in the Santa Cruz area, and that helps shape a strong culture of childhood in the region.
- A center that is equitable, inclusive, and responsive to the local community and landscape.
- A center with control over curriculum; professional vision for teachers and administrators; attrac-

tive compensation and benefits; a lively school culture; and active partnerships with families and the greater campus community.

- A center based in a transparent, collaborative and accountable model of governance, with greater potential for attracting grants and forging community partnerships.
- A center that puts resources back into the local community rather than funneling them into a corporate profit structure.

No doubt there are many variables for the administration and campus community to consider going forward. It is our hope and belief that this center can be as distinguishing, vibrant and particular as the campus's beautiful meadows, forests, and gardens—and that UCSC can proudly include the education and care of its youngest citizens within its essential and longstanding “tradition of non-traditional thinking.” We look forward to continued conversation and would be happy to answer any questions. Thank you very much for your consideration.

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[Footnote] According to a study by the National Coalition for Campus Children's Centers, as of 2003 the vast majority of campus children's centers are managed either by an entity within the university or an individual non-profit organization, with only 4% contracted to outside vendors (Boswell, 2003)."

I'm a grad student with a 1 year old, and I'd love flexible, short term child care - 2 or 3 hours at a time, 2 or 3 times a week - that would allow me to bring my child to campus with me when I have class.

My child is currently enrolled in a 2 year non-profit community program, Bridges to Kinder. I would be thrilled to find another care center that would emulate the type of services and philosophy they do after my child ages out of their program. Many of the Kindergarten programs only go until 12pm, and so my interest would be in having affordable aftercare. Currently, my rates are subsidized based on my income and in return I can volunteer at my daughter's school. The program requires parent participation and observation, and hold positive discipline workshops quarterly, which has been so helpful when communicating with my toddler. I would like to see accessibility in the new site and more access to outside classrooms. My daughter's current program has a "life-lab" garden she attends weekly, as well as an onsite library and technology room. I am wondering if at any point your board will be open to suggestions on possible third party providers to look into. I know that this Bridges to Kinder program is looking to expand.

I feel strongly that the new child care center should be a non-profit. Studies find that for-profit child care is generally of lower quality and tends to be less diverse. This is not in keeping with the spirit of UCSC.

I am also very concerned about the costs of the child care center and feel strongly that every effort should be made to keep them as low as possible. Even as a tenure track assistant professor (e.g., a relatively fortunate member of the campus community), it would be impossible for me

to pay rent and full time childcare for more than one child. Rent plus child care for just one child would eat up most of my monthly salary. With this, UCSC is effectively saying that it will not hire single parents as faculty members. Since most single parents are mothers, this is deeply problematic from the perspective of gender equity. UCSC should not be a place where the faculty/staff can only make ends meet by having a wealthy or stay-at-home partner. This is to say nothing of the toll that high child care costs take on students, many of whom already struggle to pay their way at UCSC.

I think it is important that the university involve parents in the planning and vision of the child care curriculum on a regular basis. Parents should be allowed to volunteer at centers and to be regularly informed of changes in personnel or direction. This is also potentially an ideal opportunity for early child development educators and scholars on campus to be involved in developing a pedagogical space that reflects the values and perspectives of university students and faculty. I believe it would be a mistake to hand over any campus child care center to a third-party vendor such as Kindercare or Bright Horizons. Employees of such corporate chains may lack both intellectual and emotional investment in the children over the long term, and may be subject to rapid employment turn-over and mobility.

My children were able to attend the Granary for several of their pre-K years before the facility was closed to faculty. It was a great program, and it would be wonderful to replicate. Affordable, local childcare is key to recruiting and retaining new faculty. It is important that the facility is open in the summer and over breaks.

Excellent news about the UCSC childcare center!!! This is a wonderful first step to recruit and retain faculty and staff. I hope that there will be serious consideration for mechanisms to subsidize the costs. It won't help much if the rates are similar to the rest of Santa Cruz. When I started here 4 years ago, I had a 7month old (\$19,800/year at ACR Academy) and a 2 year old (\$14,470/year at Coastal Community preschool). That is approximately \$34,000 for childcare per year in my first 3 years as a faculty member! I am certain that having more affordable childcare will help to recruit and retain faculty and staff.

My experience informs my absolutely strong preference for a research-based, independent, non-profit organization embodying a community-campus partnership that reflects the core mission and values of the university, and that directly contributes back to the community and region

at the same time that it contributes more broadly to the state and beyond through our faculty and students. This could be a vibrant center, and its very independence, non-profit status, and collaborative relationship would make it a generative site for funding opportunities. So much of this value would be lost through having services provided by a for-profit vendor and it seems wasteful to throw this away in search of limited savings.

UCSC staff need access specifically to affordable infant and toddler care, which is very hard to find in Santa Cruz. I think the pricing structure should be tiered based on people's income. For instance, someone making less than \$65k/year should pay significantly less than someone making over \$100k/year. Ideally full time care will be priced at less than \$1000/month or \$50/day for the lower income bracket employees. Thank you for working on this!

I would love to have access to affordable child care on campus.

This program should be extended to staff as well as students and faculty.

Several faculty in my department have vocalized they would be willing to pay a little more for this service to help offset the cost for others. That would also be a wonderful option as this will likely not be a part of a benefit package at UCSC.

Ideally this would be on a sliding scale to accommodate the vastly different incomes represented by those three groups, or single parents.

Ideally there would be a day care for infants, as well as another program/location for older children. There are only 2 locations in Santa Cruz that offer infant care (and they are usually full or have a waitlist) so the need for this working parent support is overwhelming.

It would be great to start something ASAP. I know 2020 is the anticipated date, but that leaves many people without childcare for 3 more years, which isn't viable for most students or staff.

Our daughter was born just as UCSC decided to exclude faculty from on-campus child care. If the campus wants to be able to recruit and retain faculty (who may be considering competing offers from other institutions), it would surely be a good idea to make it possible for faculty to have on-campus childcare. And if you want a diverse work-force, the same comment applies.

Provision of care for the youngest kids (infants) is especially important, as that is the hardest kind of care to find in the private sector.

As an entering graduate student with a family, the changes in child care have a direct impact on my life. There is already a waitlist for the children of students, and I am very concerned that by opening up childcare to faculty and staff, the needs of student parents may not be served adequately. Student parents are definitely a more vulnerable population, financially and otherwise, than faculty parents, so I hope they will receive top priority in their use of the new center, and that the expansion of available spaces in child care will then allow faculty and staff parents to take advantage of the onsite facilities. For faculty/staff parents, having onsite childcare is more of a benefit or convenience, but for most student parents, it is a necessity for successful completion of their degree programs. I hope that difference will be kept in mind throughout this process.

Possible sliding scale payment for staff. Infant care to pre-school options.

Cost of service should be linked to income level.

Disclosure and transparency of operating costs.

Examine services at other universities of the same stature as UCSC. It is clear from a quick glance that our current child care offerings are nowhere near other universities. Offer up a proposal with different services options and costs.

Engage the community and alumni for potential external funding via gifts, grants, sponsorship etc...

In my opinion, people are willing to pay for the service but you must include all potential users and stakeholders in the planning process as you move forward. As you will recall, a single administrator made the decision to cut childcare for faculty and staff without consulting the community in 2009. Outrage would be a mild way of describing the reaction to that announcement. Link to article: <http://www.santacruzsentinel.com/article/zz/20090818/NEWS/908189905>

I'm encouraged that the university is taking another look at childcare for all university students and employees. As the parent of two young children who missed the opportunity to use this

service due to the cuts in 2009, I hope that we can give future parents and children something better.

I am past having children myself, but I strongly support onsite childcare for faculty, staff, and yes, students, too. I think this is an important part of the University as a community. I also think that this will help with recruitment of staff and faculty, since the campus is not central to other services.

There are very few options and the ones available are quite expensive. Santa Cruz county, near campus in particular, has an amazing shortage of full-time, affordable, available, and licensed childcare options. (As an example my children's preschool is \$1,200 per kid per month for just 3 days a week, and that is with the sliding scale! And we were lucky to get in, there is a huge waiting list.) As the largest employer in the area, UCSC has a responsibility to lead by example and provide a supportive family friendly workplace for faculty, staff, and students. Campus supported childcare could be a valuable tool to recruit and retain top talent as well as provide in-house opportunities to support early childhood academic programs (Child Psychology) and educational disciplines (Masters in Education).

I thought I would be in the clear with my child going into Kindergarten, but the after school programs all have waitlists! My friends who are professors, had to move their child from Westlake to a private school because of the lack of after school options. Just this week I had to scramble to find after care, when I was told a week before school started there was no space for my child in the program at his school! UCSC could increase our productivity by providing such a basic service, and it would not even have to be free, just having available licensed childcare would be amazing.

The program should be developmentally focused and provide high quality child care for faculty and staff. Both of my children, now adolescents, went through the granary and then the family student housing centers. They also were able to take advantage of the after school care program until the program was closed to staff and faculty. Thinking of staff needs in particular, it would be wonderful if there was a drop-off option for emergencies as well as child care for staff that work the night shift. Considerable research shows that children (and their parents) benefit when they have quality childcare at work. From a teacher and researcher perspective, students in developmental psychology and education courses would also benefit from having access to

the center for observations a research. Because most of the UCSC students are young, they aren't parents so observing "real children" brings to life what they are learning in their courses and also allows them to, if they interact with the children through work or research, come to understand what it means to take care of a young child responsibly. Finally, the child and parents should be diverse and the center should cater to diverse children--with diversity broadly defined to include the traditional ethnicity/race, gender, social class, and body-ability as well as sexuality, nationality, etc.

free childcare for infants and children of grad students -- grad students do not make enough money to afford childcare in Santa Cruz, and grad students who are also parents need a program like this to be successful scholars and still have enough money to get by in a city as expensive as SC.

I am a staff member and a single parent of a one year old. I hope that the new center provides affordable, quality care for low income staff and students, takes advantage of nature all around us in campus - from the farms and gardens to redwoods.

It would be nice to make sure that the cost of the child care doesn't gradually increase beyond the price possible for students - even though a price increase would still keep the child center full of children (from faculty and staff parents), the pricing for students specifically should keep being considered.

It should provide child care for staff and faculty employees.

Dependable, high-quality child care is essential for faculty, staff, and student parents to be able to fully participate in university life. I am a faculty member with two children. The younger one starts kindergarten this year. My older child was born when I started as a postdoc and my younger child was born when I was in a faculty-level position (both at other institutions). Finding childcare for them—particularly when they were infants—was a substantial source of mental and financial stress. Lack of childcare spots meant that finding care required a large amount of time and energy. The costs of childcare were more than my husband and I could afford, even on our combined salaries. I was lucky enough to ultimately find care and to be able to borrow money from family to cover its costs. Not all of my colleagues were so lucky. As a woman in STEM, it has been clear to me that those of my colleagues with stay-at-home spouses—almost all men—

have received significant professional advantages from that family support, in large part because arranging childcare is often difficult. Providing excellent, available, affordable childcare is, in my opinion, one of the most meaningful ways that we can support increased gender diversity in STEM. I was surprised to find when I moved to Santa Cruz that the child care resources here are even more difficult to access than those at my previous institutions. Infant care spots, in particular, are extremely limited in the city. As an institution hosting many working and studying parents, I think that our goal should be to host enough high-quality child care spots to meet demand for full-time care from the university community and to allow for shorter-term care for children of visiting scholars. Even if care on that scale will not be possible immediately, current plans should be made with that long-term goal in mind. Short term plans should be sure to include as many infant care spots as possible, as these are often the most difficult to find. Quality is essential in a childcare center, so the roll-out plan should include enough time to develop the staff of the new center while maintaining high standards for early childhood education and care. As a postdoc and faculty member, I have always been interested in full-time care. I'm sure that other community members will discuss their needs for flexible and part-time care. One further thought from a faculty perspective: At one of my previous institutions, I received an emergency care benefit that allowed me to arrange last-minute child care for (mildly) sick children who could not attend their regular daycare or elementary school. This was incredibly helpful. For example, if I need to teach a class but a child is too sick to attend school, I am in a bind and often have no way to obtain last-minute care. Options include cancelling class or bringing my sick child to lecture. Adding emergency last-minute care (up to a limited number of days per year) to our campus's childcare plan would be very helpful.

Employee Survey Data

Top wish

Serve the off campus staff (i.e. Scotts Valley Center)
affordability. Childcare in SC is rather expensive and it would be nice to have an affordable option on campus

Affordable child care

Affordable child care for faculty, staff, and students. Cost of living is so high here that child care is often out of the reach of some of the students and staff here.

Homework assistance. Learning opportunities and field trips

My children are grown but I had them and raised them while I worked at UCSC. At the time I was using child care, the UC program was centered around the faculty and staff schedule and so had long breaks between quarters, etc. These were days when they were closed that staff had to work. Because of this, I had to use off-campus childcare. So for me looking back, an important factor would be to have childcare that was consistent with staff working hours.

Clean space

It would be great if there were an after school program that could pick up the kids at Westlake Elementary. They 1-3 grades get out at 2:10. Having care available until 5:00 or 5:30 would be terrific.

Respect-based childcare

competent directors/administration

Competent, trustworthy professionals

Racial Justice. Black, Latinx and native children must be actively recruited so that they are not the “onlies” in their class, the teaching staff must be diverse, and the curriculum needs to center racial and social justice.

Training employees who specialize in child development.

A safe welcoming space... separate infant and toddler areas.

Compassionate and safe care

Caring teachers/childcare staff

Separated class levels by age with nationally-recognized educational program.

Educated/experienced employees who can take care of early childhood education.

This is more of a comment. I am beyond child-rearing years (though I should never say never, I suppose). I am a tenure-stream female faculty member and would love to see safe, clean, affordable, and visible childcare on campus. A UCSC childcare center would not only support students, faculty, and staff but it would make real progress in achieving the goals of a supportive campus community. I've never worked on a campus that did not provide childcare and it was a shock to come here and find that such a fundamental educational facility was absent.

Child to caregiver ratio

Access to everyone who needs it

It should include a preschool for 2-5 year olds not just child care.

Highly trained care for infants 3 months and older, with flexible scheduling plans. With my first child, minimal paid time off, and total lack of support it was literally impossible to find quality care for my baby in order to return to work at UCSC.

Reliable, safe, trustworthy

Quality - good care is essential. Kids are precious.

Affordability

affordable

Support for UCSC staff and faculty to better manage their hours and productivity at work.

Affordable

Flexible hours

Access to childcare for all levels of a employee (faculty and staff) as well as trainees (postdocs and students).

That's it's large enough for all students, faculty and staff who have a need to be able to use it.

Music, and I recommend Vicki Neville Coffis who used to work at the child care center.

Flexible options for both students, faculty, and staff. These critical services allow professionals to continue to pursue their careers, and help all of us advance towards a community that supports both diversity and equality. Thank you for your hard work!

safe environment

3

High-quality, affordable, convenient child care for UCSC faculty and staff.

Attention to detail, friendly & personalized service.

Affordability or discounted rate for staff and faculty

Garden and loving/fun staff are equally important.

Affordability of services.

After school care for school-age children. Possibly an after-school pick up option.

Availability for faculty/staff from Watsonville.

Highly qualified, educated and engaged leadership team that are paid accordingly and have the structural support (e.g. adequate admin personnel) to succeed.

Affordability for all UCSC employment levels (which will be tough since I can barely afford rent & food as it is).

Fees consistently equal to comparable childcare in town. (A requirement in a third party vendor agreement that fees will not exceed those of comparable childcare centers in town.)

Highly qualified and professional staff

Availability for all who need it, whether that is by longterm enrollment or on-demand, need basis.

Not sure because I do not have kids yet, but plan to some day. My husband and I both work for UCSC. I work at SVC and he works on campus, but it would be nice to have childcare both places.

Striking the delicate balance of hiring experienced childcare professionals while still keeping childcare options affordable.

Trained staff with very good backgrounds and references (trained in child behavior and, education).

Care for all children, including special needs children

Affordability. It should be priced below the prevailing Santa Cruz rates to make it affordable on a single faculty or staff salary. Faculty members often have to uproot a spouse in order to take a job here. That spouse may end up making very little as an adjunct professor while still attempting to keep up his or her academic publishing record. The combined cost of rent and daycare in Santa Cruz should also not make it impossible for single parents to be employed by the university, particularly because most single parents are women.

A childcare center should primarily provide a safe place for kids.

Outdoor / freeplay space for children to learn by creating their own games and have unstructured time to imagine and do in safety with their peers

I raised 3 and am now a grandfather of 4, with #5 due soon. I was a single parent of my first two between their ages of 4 & 2 and 10 & 8. I know first hand the critical value of the full range of childcare and support services, particularly in late stage doctoral studies and early/mid academic career. The center should be research-based, child-development-driven. I have seen such long-term sustainable models involving non-profits, county offices of education, and community colleges. Those should be our models, and the non-profit aspect will be especially important if the center and services are to be integrated with active research programs among our faculty and doctoral students.

Structured days and program that encourage child development for each age group.

This survey is a great start in gauging demand but I'd like to make sure that we look at other UC or higher ed childcare centers, perhaps serving a similar population. The admittedly initial indication from the Chancellor sounded like a low amount of slots to serve students, staff, and faculty. Thus, my number one desire would be to have childcare center that is capable of serving the community's needs. The nightmare would be it opening with a 200 family long waitlist...

continue early education programs for each age group.

Montessori style atmosphere

That the center be readily accessible to faculty and staff working on the main campus. Proximity to work is key to for a childcare center. That does not mean it needs to be surrounded by a large parking lot!

To have flexible pick up drop off times meaning charging while child is actually there

Affordability

I would adore a bilingual program, and maybe an outdoor based program.

Set up something for faculty! There has been nothing for years. When there was, faculty were lower priority. I added to the wait list but never heard from them. Don't need it anymore but it shows a real lack of support for our faculty that there's nothing for them.

Affordability.

Early childhood education certified teachers with focus on play rather than emphasis on classroom learning

Well funded and financially stable

infant care. I no longer need childcare, but I had experience with both on-campus and off-campus facilities in SantaCruz. The #1 need in our community is infant care. There is not enough

infant care available in our town and getting to and from campus is difficult, even if you do find infant care elsewhere.

I would like to see a facility that has both indoor and outdoor space for a variety of age groups. Available to all constituents.

Parking - to make it easy for pick up and drop off

Reduced fees based for lower income families (who make under \$60k/year combined)

Program based on current educational and child development research.

Easy, clear pick-up and drop off protocols.

Affordable and available

Location and time. The most stressful part of my day is spent rush to and from picking up my kids from daycare. Closer care that is open during working hours will mean less stress trying to make it to in time to work or pick them up.

A real childcare center that actually exists at UCSC would be my number one priority

A childcare center to support the needs of child development at any age including basic child care and appropriate curriculum for students preparing for Transitional Kinder.

Accessibility to the center, meaning enough room in the center so that is is a viable option for staff and faculty when family planning. Often times these centers have long wait lists that can make it difficult for families while they wait for a spot for their child.

Small child to staff ratio with emphasis placed on meeting the child where they are developmentally.

Staff that loves working with children

A flexible reasonably priced childcare program with great teachers that embraces progressive values of UCSC such as Principles of Community, Diversity, etc.

I would like a childcare center that is affordable (ideally less than \$1000/month for full time care), with a tiered pricing structure based on people's income. Staff employees should have equal access to enrolling their children in the center (i.e. no priority given to faculty).

Honestly? One that has enough resources that there isn't a crazy wait list, and that is reasonably priced. Child care is very expensive and a lot of staff are working low income jobs compared to the cost of living in Santa Cruz.

An ability to bring the kid(s) in and pick them up later.

Affordable. Subsidized by University.

quality daycare that is affordable to the both staff and students / subsidies

Pre-K care, full time was always the biggest challenge when I had several kids in daycare (in Los Angeles and later Capitola)

enriching environment

Using UCSC employees. I had a child in the Granary when it was contracted out. He was there longer than any of the staff and went through at least 3 (or was it 4) different directors. I don't expect to need childcare again at UCSC, but our newer faculty should have decent childcare available.

Great Outdoor Experiences Great Opportunity for UCSC students to fulfill volunteer work, reach out to senior facilities to have visits lots of interaction with UCSC farm Homework Tutoring from UCSC students Good Value Staff does not make a lot on campus

1.outdoor play area set up for various ages with sun shade protection. 2.separate classrooms depending on age 3. Lunch and snack provided 4. Clear curriculum for older children to prepare for pre-k.

Positive atmosphere

Quality childcare with quality caregivers. Compassionate, thoughtful, and safe space for children.

Clean, friendly welcoming place for children.

Safety in a quality location with quality teaching staff

Capacity to serve a large portion of the childcare needed by students, staff and faculty families.

Fun, stimulating environment.

Balanced nutrition or the ability of parents to bring their child's lunch with them in the morning (and have it safely stored (temperature-wise)).

Clean, bright, age-appropriate spaces

Child-centered care that places the emphasis on nurturing the whole child and uses positive discipline and a play-based curriculum.

I would like to see the center locally run and not privatized.

Safe, nurturing and inclusive environment

I suggest that the University facilitates a "forest kindergarten" on campus plus surrounding parks No building needed. No toys. Just good teachers and a trailer to house the clothes, etc.,

with an awning. The kids are in the woods rain or shine. Basically all money goes for paying for teachers. These type of kindergartens are common in Scandinavia and Germany (more than 1000). There are some first versions of such kindergartens already in Seattle, Portland, Berkeley and Felton. Yes, yes! UCSC = fear of law suits. But liability can be circumvented. The Felton forest kindergarten is already making use of the Poconip. There is a way to avoid liability of the campus. In summary: A forest kindergarten would make the best use of our great campus environment. I am against spending a million or so on a building. It would be a pity to spend the money that way. The money should be spent on “child care”. Feel free to contact me any time! I can provide more information and even do a presentation. Pls take this seriously. I have studied these kindergartens in Germany and can argue their merits. My son (3 years) is starting in the Felton version this Fall. MW https://en.wikipedia.org/wiki/Forest_kindergarten <http://www.spiegel.de/international/zeitgeist/forest-kindergartens-could-be-the-next-big-export-from-germany-a-935165.html> Some YouTube videos that give an impression <https://www.youtube.com/watch?v=zdtuZxV-K78> <https://www.youtube.com/watch?v=syR4Xn1K0bY>

Safety

easy low payment

Affordable for staff. Students receive service at discounted rate, staff need the same benefit. Affordability for all, but especially staff (faculty can usually afford off-campus daycare, though not always)

fees based on percentage of employee’s pay, so that all staff could access this critical service. It would be great if all of the school’s were located next to each other. It just cuts down on the confusion where to take kids for the first time and it would be much easier for the staff to cooperate with each other.

I would love to see a UCSC childcare center partner with the Headstart and Early Headstart program. I was a teen mother (my son is now 14), and when I attended college, without the availability of the HeadStart program, I would not have graduated, period. This program is a lifeline for Californians struggling with poverty, and could easily make a lifetime of difference for young parents trying to make a living and support their children.

EASY ACCESS AND PARKING

High teacher to students ratio.

I would like it to be safe. This means the staff would be attentive, aware of potentially dangerous situations, and secure. It would mean the staff was background checked, fingerprinted, and

well versed in child development/ needs of children of all types. It would also mean parents could be assured they don't have to constantly check in because they are unsure the staff can live up to these expectations.

Flexibility will be very important. My wife and I both work on campus and our schedules change a lot depending on meetings and other responsibilities.

I've heard UCSC is considering contracting childcare to a corporate / chain childcare center. This seems like a bad idea that would not be well received by faculty with young children.

Healthy fresh food

Affordability w/o compromising quality.

Availability for staff

Outdoor open space for play and active learning. Tactile toys and crafts.

A safe, affordable option that allows kids to socialize and learn in a loving environment structured around their needs.

Using the campus Mission and Principles of Community as a means of shaping the ideology and values of the daycare.

Affordability, low child to provider ratio, classes for parents and educational opportunities for students. Affordable childcare for students, staff & faculty mean that more families will be able to work for UC, will be able to stay in SC county and you will likely see better diversity in the workforce & student body.

A variety of things/activities for children to do outdoors. For example, a garden, interaction with animals, play structures, etc....

That a childcare center would actually exist.

Ability to provide affordable child care for all faculty & staff that need the service (i.e., no waiting list). This is an achievable goal and is a more important use of resources than many of the relatively highly paid administrators. It must be affordable relative to staff compensation.

Sliding scale/subsidized care for those that qualify. Something similar to the medical plan rates which vary based on income.

I would like to see the Scotts Valley Center have a child care location - either at the SVC or very near the SVC - with 500 staff located in Scotts Valley it does make logical sense to add a close

location for those families in need of day care. For peace of mind to not travel 25 minutes to campus to visit a child. If the staff travels by bus this could be a 3-hour trip.

Careful hiring and screening of staff

Comprehensive service for UC faculty. The Granary, back in the 90s, was great, and was a great boon for recruiting faculty. My child is grown, but I think it is terrible that we don't have an on-campus childcare center.

Affordable childcare. This has been a stressor for my husband and I as we have 2 kids and I have already dropped to part-time status to cover a few days of childcare. If there was affordable care, it would provide me the opportunity to either go back to full time status or at least make it easier to make ends meet financially.

I would love to see a childcare center at or near the Long Marine Lab facilities.

Affordable child care

Nature and creativity! Social justice and diversity and gender equity!

I think childcare in the earlier years (before kindergarten) is harder to find, so I would like it to focus on these years. I have two daughters (now ages 1.5 and 5) and returned to work when each of them was three months. I don't know if I would have chosen to have them come to campus for childcare or not, but it would have been nice to have the option. I think it is especially important for them to be close in the first year or two of life. The separation at that stage can be hard for the whole family. It would have been wonderful to be able to go to them in person during the workday when they were still breastfeeding.

Adequate and appropriate amount of staff per the amount of children.

Pick-up or drop-off, or a walking bus to/from Westlake Elementary.

Good management that translates into well-trained teachers who are happy at their jobs and stick around (I say this having been through the UCSC childcare storm of 2007/2008)

Accessibility This issue mainly concerns cost and time. The cost of the childcare should have a sliding scale based on annual salary or rank and parents might be able to reduce costs by volunteering time or skills as resources. The latter option might be time consuming, however, which could offset the other issue of time which is the main reason why childcare is needed in the first place.

I would like to see childcare available to UCSC staff for after school care and full day care for elementary school students 5 y.o.-12 y.o. during school days off (teacher work days, spring break, winter break). The elementary schools (and even some preschools) usually have a longer winter break than our campus closure period during Dec/Jan, so it would be great to have that extra time covered so you can work, especially if you don't have enough vacation time to take

any extra time off beyond the closure period. Also summer-time is a challenging time to find care for children without having to put them in multiple camps through the summer which can be very costly. Full-time summer care is very important to provide as well.

Affordable child care for all ages, open before and after school

Guaranteed space for faculty and staff, at least on a drop-in basis. Waitlists for other child care centers are 1 year+

I'm a supervisor trying to hire and keep talented staff. Not having childcare services for staff is ludicrous and inhibits our ability to maintain a skilled workforce. They need full services since they are trapped at work all day with the parking issues. Some easy access to check on their children and still be able to return to work.

Experienced and well-trained teachers/childcare professionals.

Ability to use it as a drop-in for full days (~9am-4pm)

Healthy, safe, & fun, child care program.

The cost should be heavily subsidized by the university on a sliding scale. Look at average prices at similar daycare centers in the area and ask students, staff, and faculty to pay 0-75% of that amount depending on their financial situation.

A program that fosters the children's development.

Commitment to smaller teacher to child ratios

The informed use of a teaching philosophy that supports child growth.

(1) It should be easily accessible, especially to students and non-tenured faculty. My child is now 12, but was at campus daycare years ago. It was a tremendous resource available to faculty, staff, and graduate students. I would like to see that return. Not just at this campus, but throughout the US, the academic "clock" clashes with the biological. The prime time to have and raise children frequently corresponds with the times an academic is in graduate school, in a post-doc position, or pursuing tenure as an assistant professor. And, then, for many, tenure comes exactly at the moment when it becomes difficult or impossible to get pregnant. If one is lucky enough to have a child post-tenure, as we did, then one is notably an "older parent" throughout the offspring's childhood: the other -- usually non-academic -- parents one meets at the child's school gatherings and after-school activities are often ten years younger than the academics. We are, as academics, out of step with the biological realities and cultural norms of raising children and the only way to address that is to make it easier for non-tenured academics to have children.

Providing on-campus childcare is the first, essential step towards addressing this difficulty.

I will not be using the facility but I had to write and voice my support. this is amazing and I support it 100%. good luck.

Child centered philosophy, a philosophy that recognizes each child as a human being and, when appropriate, capable of making their own decisions.

A large childcare center that could take care large number of children for Staff and Faculty.

I would like to see a curriculum that encourages exploration, hands on experiences, positive learning, and preparation for kindergarten. Lots of space, and a fun environment with lots of supplies and options for kids to read, do art, be physically active, etc. etc. A large play area with grass and a garden would be great.

Staff that show respect for cultural sensitivity and enough tools to competently deal with children that may need more direction than is desired. This holds to dealing with parents as well; speaking with and dealing with parents should also follow the same lines.

Affordable prices for staff

Child care workers trained extensively in positive discipline techniques. Because there was no on campus childcare when my son was young, we went to the Westside Parent Education Nursery School, which had wonderful teachers trained in actively using positive discipline methods with the children. Children were guided through working out problems on their own and really started to learn to respect one another's importance and needs.

The most important aspect is affordability. It would be a huge asset to have affordable childcare on campus for staff/faculty.

I would like it to be accessible for students and staff who are at the lowest economic bracket. Dedicated and loving child-care.

Availability. I was on the waitlist for my older son for five years. He was in kindergarten before I got him into daycare at UCSC.

Long term funding combined with a mission-based approach so the center can serve people of many needs. I've heard that the childcare center will be part of the P3 expansion; does that mean this center will need to operate as a for-profit business? That worries me.

Well designed safe drop off location with easy car ingress and egress

There is a real lack of childcare for young children (<2 years) in Santa Cruz. The ages covered

by a UCSC child care facility need to be in line with the leave policies of the university. That is, if faculty and staff are provided with 3 or 6 months of post-birth leave, then the facility should be ready to care for babies who are 3 or 6 months old.

High quality infant care. Full time infant spots are the hardest to find. Though I no longer need it, I would consider this the top priority.

Home work club

Qualified staff, that don't change much over time so kids and parents can get to know them and trust them

increased access to staff

A center that was reasonably priced for staff and faculty that was not run by corporate programs.

Open during work hours

Qualified staff

Trusted staff/caregivers

Affordability. Currently, I'm in the process of looking for childcare and there isn't an affordable solution for 5 days/week and that is with a 2-person income.

Desire 1

wide range of ages. I would put my young children and babies in daycare if I did not have other options.

Convenient hours of operation for both day and evening for students

Good staff

Available care for school aged kids during Spring Break and Winter Break.

Focus on play for preschool-age children

ECE degrees qualified teachers

Modern, stimulating facilities for the children

Affordable for adjunct, contingent, and otherwise low-cash faculty.

A child development curriculum.

would be great if there was space for Mom's to come breastfeed infants

Cost effective

Affordable pricing - discount for campus staff

Subsidized/sliding scale cost (like how health insurance cost is dependent on how much you make) with pre-tax, payroll deduction of costs.

Talented Staff

Affordable

Field trips and outdoor time. Use of Ucsd outdoor space and neighboring state parks.

The ability to visit briefly during the day or have lunch with my children.

Consider some form of ill child care too

Flexibility - let parents use of facility be as flexible as possible

Proximity to campus

easy to enroll, not a long waiting list

Employee students where possible.

Educational focused

Meals

It would great to have access to an after school care program on campus, as the after school programs through the school district are often oversubscribed.

That it incorporates Tools of the Mind play methods: <https://toolsofthemind.org/learn/what-is-tools/>

That it would be affordable for the below average staff compensation.

3mo - 3yr care

clean environment

quick to establish, we are urgently need

Take advantage of the beautiful UCSC campus, Arboretum, organic farming resources, etc. to provide hands-on learning experiences for the children receiving care.

flexible drop-in hours when needed (on emergency, in a bind or such)

Flexibility in scheduling care hours and dates.

Highly engaged, educated and qualified teaching staff who are paid accordingly and have the structural support to succeed and are paid a living wage relative to local cost of living (e.g.- \$26/hr per county reports ten years ago) and enough of them so that work study kids without ECE are relied on significantly less to meet base regs.

It would have enough spots to allow more than just wealthy faculty to use it.

Financial assistance for those who qualify.

Flexibility in timing to accommodate the realities of faculty and staff work schedules (i.e., the need to teach night classes when normal day cares and aftercare programs are closed, the need to come to campus for Saturday campus events INCLUDING graduation).

Full service hours 8am - 6pm. Many childcare providers' hours start late and/or end early, thus are hard on working families.

Trained medical personnel, staff who are CPR & first aid certified.

Trained, certified, professional care providers

Operated on a not for profit basis in accordance with the inclusive principles of UCSC.

It should offer kids an educational, interactive environment.

Affordable and easily reachable on campus (id est, add another bus so that people working around campus can use the buses to get there, instead of trying to wrangle another parking spot, or add in more parking spaces so that parents could park there for thirty to forty five minutes to drop off their child or for lactating parents to quickly go breastfeed).

Full support for advanced doctoral students and early/mid career faculty members, and permanent staff.

To have offsite child care sites other Than just campus such as in scotts valley. A lot of staff don't always go to campus.

Affordability: I know the campus doesn't have a lot of money sitting around but rates should be competitive with the surrounding market. Strong consideration should be given to developing a sliding scale based on student, staff, faculty ability to pay. The reasons for this are many but, from a staff perspective, its getting really hard to attract or retain talent on this campus because it costs too much to live in SC County. We have an excellent opportunity to look at this as a benefit, however slight it may have to be. Other UCs' childcare do have sliding scale models to research. field trips for the children to the Arboretum and Seymour Center as well as other points of interest for children on campus and the Santa Cruz Community.

Low teacher student ratio

We need well lighted open facility that can separate infants from toddlers and pre-K kids into dedicated spaces.

My child is at Westlake to maybe have someone who can walk them from westlake to campus

Trained and certified Childcare Staff

Anything! Something available and licensed!

Open one for faculty, in addition to others for students and staff. Support the campus!

Flexible hours.

Affordable

Excellent, skilled and experienced staff

a system to provide after hour care. some faculty and graduate students have to teach outside of the 9 to 5 hours when most centers are open.

It would be great if it could offer care when kids are sick, but in a separate room/area from the normal population.

AFFORDABLE FOR STAFF/FACULTY

High quality, play based care with outdoor and indoor time, exposure to a variety of activities, no TV or other screen time

Affordable

Dependable access childcare access for staff.

Utilizing resources of UCSC academic programs (like the education department) to create a unique offering.

Programming. We have wonderful faculty and students doing great research in child development. I see a center that is beneficial on many fronts, research and internships being one of them. I am sure they will be able to create wonderful and meaningful programming that follow our principles of community.

Low teacher turnover (-> appropriate salaries and benefits for the teachers and not too horrible center management)

Flexible hours- ability to pair full and half time days, change days of the week, and adjust schedules from month to month. Many people do not have consistent work schedules and have different needs in this area.

A fun place of learning for the children. As this is a campus of higher education I would like to see some kind of learning (ABC's, counting, spelling their names, etc.) that adapts as the children grow. Meaning if there are 3mo-6yo in the child care facility, what they are learning should be tailored to their age groups.

Parents welcome to drop in/volunteer. Emphasis on communication between staff and parents with mutual respect and cooperative troubleshooting.

A fun playground

outdoor age appropriate fun activities for children of all skill levels that takes advantage of our beautiful campus during all seasons.

The childcare center should be nurturing, socially and intellectually stimulating. Offering a wide variety of sensory activities, music, singing, dress-up play, art, science, language, gardening and a lot of laughter and love. A lot of childcare centers bring in a music teacher or Spanish language teacher once a week to supplement the "curriculum."

A good range of ages served. When my daughter was little, it was very frustrating that infant care was so much more expensive and difficult to find.

Safe & nurturing

Bilingual English and Spanish, so the kids hear both. It's not like you need a ton of Spanish to

Speak with a 2 year old.....
full-time, even during school breaks

Ease of access by transit on campus. Childcare should not be a service only for those who drive.

A community for parents and children and the caregivers.

Qualified staff, interesting things for kids to do (learning and fun)
Flexible before-and-after work pick up times.
Competitive cost, with sliding scale to accommodate income differences between students, staff and faculty.
Interesting games, socializing skills.
Only safe chemicals used for cleaning, pest-control, furniture finishes. As much as possible, 100% is not realistic.

Special programs for toddlers, such as weekly music or language sessions
Affordable

Low ratio provider: child 1:3 max.
Well trained staff

Quality physical environment (non-toxic materials)
flexible times

Open at teaching hours (i.e longer than usual)
lots of unstructured play time

I currently use the childcare because not only am I staff, but my spouse is a student. We live on campus in family student housing. I would hope that the parking situation was planned thoroughly. With hundreds of possible people dropping children off there needs to be some sort of loop system where people can pull up, take their child in, come back out to the car, next car pulls up, etc... There's other ways of accomplishing this of course, but it just needs to be a well thought out process in my opinion.

Accessibility! Let parents schedule around what their actual needs are, and don't rely on a hard

and fast schedule that they can be penalized with if life happens to happen.

THIRD PARTY MANAGEMENT

Affordable

Accessibility- My main issue with the childcare services I use now is that it is very time consuming to leave my job, go to my child's school and pick her up, bring her to the facility, then go back to work after. It takes an hour or more for the whole process because there is no shuttle for the kids to the program. The program is also not available outside the "regular" school year for UCSC, while the Grad students are on a different schedule and so are without care each summer for three weeks. We don't have family in town, this make it very difficult for me to stay at work as I have nowhere for my child to go. (My husband is a student and I am Staff).

Drop-in care will be very important, and when our son gets a bit older after-school care will also be critical.

teachers trained in early childhood development who organize learning activities daily

Ease of securing a spot.

Affordability

Low ratio of children to staff. Student staff are fine, if well trained and supervised, and this would be an excellent growth opportunity for our students! But high engagement with the infants and children would be an incredible change from many centers.

Low child-to-staff ratios and small group sizes as recommended by the American Academy of Pediatrics (AAP)

Flexibility with parents who may not want to use the facilities full-time, but as needed.

Field trip: local and campus.

Now that our son is going into public school, I would love to see flexible care- Like after school care and care for when he does not have school but we do have work (known as "service days" for teachers).

That the staff of the center be UCSC employees and could serve as a "learning lab" and model of sorts for child care provision. It could be similar to the Cabrillo College model where it is both a

service and learning site. I could see the dining services providing snacks/food for the program/center. It would be good to integrate it with other services on campus rather than running a totally separate entity.

Thorough EH&S review of space before opening

Outdoor activities; integration with farm, nature preserve.

Convenience. A few daycares don't provide childcare until 8am which is when I am supposed to be at work. Convenient times (i.e. 7:30 drop off time) would be helpful.

Low child to caregiver ratios.

Economically competitive and/or scholarships for low income staff

Reasonable prices to free cost of childcare.

Sliding scale. I would have been happy to pay more for care rather than having it eliminated the way it was years ago.

Decent availability for faculty/staff as well as students (this is potentially a significant recruitment tool)

Flexible hours This is somewhat related to the first point. Most faculty/staff have to commute so having flexible hours that add up to a minimum of 10 hours or up to 50 hours/week in childcare should be offered as options. Weekends could also be offered as additional revenue sources. Many preschools even gyms in town offer parents night out or weekend hours to allow parents to not only maintain basic family needs like shopping but especially for untenured faculty to work on their books, articles, research grants, etc.

I would also like to see childcare available to staff on as needed, drop-in basis. As things come up, maybe other childcare falls through or is unavailable on a particular day it would great to have the option to bring your child(ren) to campus for child care so you can still have the ability to work.

Home work help for school aged children

Care for children under the age of 2, since most centers only take 2+

Teachers should be trained and certified with a livable wage.

Web app or online forum for regular, daily updates of my child/children, i.e. learning activities, nap times, food/milk consumed, etc. as well as photos. Example app- "Brightwheel"
playground with ample outdoor space

It would be great to have affordable, convenient and flexible options.

There should be a low child-caregiver ratio, and the caregivers should be well-trained and diverse (age, race, gender, culture, language, sexual orientation, ability, etc.).

A facility that would allow developmental psychology research. As a staff member in the Psychology department and an alum of the psychology BA program, I see the need for on-campus child based research. The students in PSYC 10, Intro to Developmental Psychology must go to Cabrillo College to do their observation - and we, at UCSC, are a research university!

Outdoor play area

Affordability

(2) It should provide hours that correspond to the long hours necessary for students and the non-tenured faculty. As we all know, one can't finish a dissertation or get tenure working just 9 to 5 on weekdays. Frequently, one needs late nights and weekends to do what needs to get done. A campus childcare center needs to meet this demand by providing care mornings, afternoons, and evening; weekdays and weekends.

Affordability

Can pick up older children (6-12 years) from near by school such as Westlake and Bayview.

Highly qualified teachers is a MUST. Staff must enjoy working with kids and should be fairly compensated for their work. As low a ratio of kids to teachers as possible.

The childcare center could be less an institution and more of a co-op. My experience with Sammy Slug was it was very institutionalized. The sign in process was arduous, the discipline policy online was unilateral, and the students/staff was young and did not seem to have tools handy in dealing with both children and parents. Let's not just sign in/sign out and dot your name on the line. Are there ways to engage the parents? Offer support groups? Offer parenting or student/ classes - ie KidSafety, parenting, etc? What about ways to model civic engagement, civic learning, character development?

All day care (at least 9.5 hours to allow time to get to and from work)

My son is now six years old and my mother takes care of him when he's not in school so we do not have a need for child care any longer. However, when he was younger it would have been nice to have childcare on campus. So, the number one and two things I would like to see is whatever would be useful for people who need childcare now.

I currently do not have any children, but hope to sometime in the next five years. My husband and I both work full time and would require close to full time childcare. In addition to affordability, I would like to see flexible scheduling options and a great staff.

I would like UCSC childcare to be integrated in a early childhood education program.
Staff educated on early childhood education.

Enriching space--good teachers, good activities for enrichment and curiosity, good variety of activities

Play based curriculum emphasizing non-violent communication and problem solving
give up the Granary to TAPS, stop saving it for possible future childcare, just because it was previously. I know this counters my first suggestion, since the granary has excellent car access, but is very inconvenient for FSH users.

The child care center needs to have the capacity (in terms of physical space and staff) to handle the need. Having childcare is of little use if there is a high likelihood that babies will be waitlisted or not get in. A limited capacity setup simply adds stress to an already stressful time.

Affordable, high quality full-time care for children from infants through pre-K. To be affordable for all community members, income-based subsidies will be necessary.

My kid has 2 years in high school left

a good program for the kids, not too academically strict and provided with a nature environment.

flexible programs

Flexible hours and after school programs, specifically for kinder students who have days that end at 12:30.

Affordable rates

Clean upgraded facilities

Good ratio of staff to children

Availability. There really aren't enough childcare options in the area and you have to go on wait-lists.

Desire 2

Curriculum that starts the children on the path to a life long love of learning.

Better learning opportunities for children

Homework help for school aged kids.

Equitable salary for childcare staff

Integration of student activities with campus academic mission; adult education/ seminars for parents

Gender inclusive and queer-positive environment, both in terms of family structure and the emergent identities of the children.

Security measures and protocols in place.

Cool Play structures and different areas for children of different ages to explore

Educational

Large outdoor play area to include gardening space.

Separate for Safety reason Infant Room Toddler Room School Age

Half time care for kindergarteners

Low cost and/or pretax deductible from monthly payroll.

Accessible - if you can't get a slot, the other attributes don't matter

Dependable caregivers

Help w/ homework

Child care should be as affordable as possible.

That it serves all ages of children.

<3mo, 3 to 6 year care

trained, certified staff

convenient

Provide an opportunity for UCSC students who are studying education, child development, child psychology, etc. to work or do observation at the child care facility to enhance their academics with hands'on experiential learning.

a screen free environment (no phones or devices allowed)

Open to a range of child ages.

Outdoor classroom model (in general) and embedded ability to access the beauty and enrichment across this county. Field trips! Project learning as a norm.

It would be in a location that it wouldn't be affected by student & staff uprisings and strikes.

My hope would be that the center not be held up by a recommendation by the Workgroup that the program should begin with a research component. The facility should be built in a way that will accommodate a research/early education component in the future (such as having meeting rooms that can be turned into observation rooms in the future), but as such a program does not currently exist, focusing the recommendation solely on such a program may delay the opening of a center for several years (if not a decade or more). My desire would be for the program to open as soon as possible and have a research component (if desired) added when the program is approved and ready to launch.

Accessibility to parents whose children are typically enrolled in other programs, such as outside Santa Cruz, but may need to use a campus childcare program for work-related events.

Childcare integrated in to UCSC assets, i.e. older kids taking day trips to the UCSC Farm and Garden, Arboretum, Seymour Center, music classes, etc.

Art and educational activities

Kindergarten preparation

Diverse in terms of income, race, ethnicity.

It can offer early childhood education, psychology students, etc. a laboratory for their work, within reason.

A lactation room, so I could breastfeed my infant, or pump in semi-privacy (other lactating par-

ents okay, general public not).

There are a lot of opportunities to tie the presence of a robust childcare center in with students learning to be educators. I know this goes without saying but I think a working/learning type of situation may also help keep costs down.

nutritious meals- perhaps involving cooking program for the children.

Financial aid, especially for student-parents

Cooperative operations can be a component, but we need to have dedicated staff for this center.

Faculty and Professional staff cannot work and also commit to a child care co-op.

To be able to visit and have lunch with child

A strong educational curriculum that allows a child to learn and grow within their developmental stages.

After school care and pick-up!

Re-open the one at the base of campus. I think of it every day driving by.

high capacity.

Plentiful opportunities for informal play and learning

Clean and child centered facilities... a happy place.

It would be great if kids could come and visit parents, maybe some walking field trips.

Safety precautions for the space (childproofing, safely enclosed outdoor areas, cleanliness of space and equipment/toys to prevent spread of germs, etc) and the staff (checking for vaccinations, screening and background checks of staff)

Convenient drop-off and pick-up, i.e. plenty of short-term parking available.

A diversity of children in a safe positive learning environment.

Summer camps. Summer is hard on parents. Schools close but our work never ends.

healthy meals

Food- meals and snacks provided. Maybe a partnership with our organic farm?

The ability to incorporate outside time for the children. Ideally if the children could be taken out to explore the campus (the farm, the forest, the pool, etc).

Plenty of active play, exposure to nature and a philosophy to develop the child's social-emotional skills, creativity, physical activity and cognitive abilities.

Low cost or none

quality food service program run by UCSC Dining featuring healthy fresh ingredients.

There should be outdoor space for play and learning. Having a garden or animals would be great. Field trips to the farm, gardens, and other places on campus would be fun.

Reasonable/extended hours

opportunity for UCSC students to participate in childcare as part of their course work

Vegetarian food options.

Affordable childcare for staff, faculty, and students who need affordable childcare.

Affordable.

Reduced fee services for staff

A safe, caring and creative environment.

Starting with pre-k, learning how to read

Variety of play - toys, indoor, outdoor, fun, constructive, learning activities, story-time / reading.

Accommodation for children with social or environmental sensitivities who may need a quiet “re-treat” during the day

Enough openings to accommodate staff, faculty, and student families

Lots of time spent working on children’s development including social, emotional, cognitive, etc.

Flexible hours and schedule options

Healthy food

healthy menu

Drop-in capability for people who have childcare otherwise, but who’s nannies or daycare doesn’t work out for a short period of time.

access to the outdoors every day, regardless of the weather

AFFORDABILITY

Quality of teachers

I would like it to have structure and free play. There should be some “learning” like help with school work, and perhaps “current events” relevant to a kids world. I want there to be free play, but I feel if the children are left to their own devices too long, they become critical of each other and begin to “exclude” other children. If they are involved in games that foster creativity and cooperation, the effect of this is lessened. They should have a safe, fun place to express themselves and play.

A place that provides active learning to the children, rather than just “baby-sitting”, would be a huge bonus.

outside play time daily

After care hours for school aged children

Well-qualified teachers

Affordability, especially for staff. Perhaps this can be on a sliding scale?

Trained caregivers who love children. Ideally, providers should know the kinds of interactions children need. Loving their job counts, too. Minimal turnover. It takes time for caregivers and children to develop a connection to the point at which caregivers can truly understand their charges. In order to achieve this, appropriate wages will need to be given.

Services at reasonable rates for staff and faculty.

Have activities planned that take advantage of our location. Field trips around campus, hikes, library study time for older kids.

That it be responsive to the various age groups that may participate and plan activity/space accordingly.

Affordability

Engaging/curriculum. It would be good to know that my child/ren are engaged in activities and learning through curriculum and play and not just watching movies (or playing the entire time). Art projects, music, science experiments, etc. would bring peace of mind knowing my child is safe

and learning while I'm at work and can't be with them.

Children across a range of ages playing together and learning from one another.

Montessori and Waldorf inspiration

Interactive and diverse activities that emphasize curiosity, personal growth and exploration, and interactions with other children.

Easier access and short-term drop-off/pick-up parking for staff, not just FSH residents.

A happy, safe place for kids (I would have listed this one higher if I didn't think it was an automatic outcome of my #1 item)

Diversity training and Principles of Community This should go without saying but Santa Cruz is still not as diverse as the greater Bay Area and we need to ensure that no families experience concerns for exclusion.

As staff serving UCSC I would like to see responsible, competitive even discounted childcare cost rates as it can be very expensive to obtain childcare, particularly those with children who are infant/toddler preschool age. This expense can often mean the difference between being able to work or not because the cost of childcare can be so high that it doesn't make sense to work if the salary you are making can't cover this cost.

Evening/late night care (5-10pm), since some on-campus events and sections run into the evening

Low teacher to child ratio.

art/science studios; reggio emilia philosophy

The possibility of after school assistance or support with homework.

As much as possible, the food served should be locally sourced and organic. As age-appropriate, it would be great to have a garden the kids could work in and then use those fruits and veggies at mealtime.

Easy drop-off and pick-up accessibility (ie. parking!)

Fair wages for the staff

(3) It should leverage the on-campus expertise in developmental psychology and early-childhood education so that the center is not just "warehousing" the children but designed to be a place of

learning and play.

LOW teacher to child ratio, 4-1

50% of the spots are reserve for first come first serve. 50% of the spots are reserve base on family's financial situation.

A sliding scale fee for staff, students and faculty based on income. Some kind of a priority waiting system that is transparent.

Good ratio of care providers to kids

See above

Parent volunteer opportunities

Enough capacity to serve everyone on campus who would need it
recruit some of the previous staff, my daughter did a about month there when it still existed, and the some staff created such a fun atmosphere full of possible adventures and integration with the UC as a whole

The childcare needs to be high quality. I, and I assume many other parents, would rather pay market rate for care that we know is of high quality and comparable to the kind of care that can be found in other communities. I am relatively new here but have heard nightmare stories about the prior iteration of UCSC childcare.

Enough spaces to meet UCSC community demand. This may require a longer-term plan and/or a graduated roll-out to maintain quality standards, but it should be the long-term goal.

None

Good, healthy meals offered to the kids

reasonable cost

Summer care programs.

Safe environment

Easy access

Safety

I would like to see it staffed by child development professionals, along with current students in that field from UCSC.

Desire 3

Flexible timings

Food program (i.e. food is provided for children)

A budget adequate for the mission

Accessibility for children with certain needs.

a garden, or group kitchen so kids can be involved in the food growing or prep of foods from the campus garden.

Healthy food for snacks and lunch

Cleanliness

Affordable - if you can't afford it, the existence of the center or its qualities do not matter

It would be nice to see enrichment programs that could integrate with other aspects of campus life. At a previous institution I was at, the teachers integrated a sign language program for toddlers that took advantage of expertise at the institution. Maybe an arts or computer science initiative that integrated students and faculty with the child care center?

That it allows for flexible schedules.

after school care

active learning

good environment for kids

lots of outside playful/educational activities

Convenient location.

Avoid drop-in: to ensure safety and best practice. Not worth it!

It would involve a significant amount of physical activity & outdoor experience.

An infant/toddler program and curriculum built on Resources for Infant Educators (RIE) by Magda Gerber, as is used by the Santa Cruz Toddler Care Center, Google Childcare Centers, and Cabrillo Childcare Center. <http://www.magdagerber.org/blog/magda-gerbers-rie-philosophy-basic-principles> <http://www.sctcc.org/program/philosophy.shtml>

A whole-child focus, not just on ramped-up educational levels or a “we’ll only play outside if the weather is nice” approach. Be Scandinavian and send the kids out to play in the woods and get dirty!

Food sourced from the UCSC Farm and Garden.

Structure for their day and kindness from the employees.

Drop in day care would be AMAZING.

It should offer nutritious meals to kids who stay for extended days

Flexible hours. For example, when I have to work an evening event, or during alumni weekend, I would like to have a safe, nearby space for my children to be that understands the schedule is not constant but will be necessary at times.

Affordable prices- daycares are really expensive.

Safety is always #1 but I’ve apparently listed it as #3. Regardless, great care should be taken in siting the childcare center. Even if the building cannot be moved, special attention should be placed on where the childcare is within the building. I’ve been to preschools that had emergency fire exits that led out to busy streets, parking lots, etc. The toddlers were capable of opening the door. This is one anecdote but these situations do occur and those doors/alarm were up to code. Thus, many eyes should be on the plans to address potential concerns, especially from a sample of those who may plan to have their children there, before the center opens and unforeseen issues arise. Always remember, the building contractor is in the business of making money and not breaking the law...the community will be more keen on whether or not things are actually safe and its best to get that feedback up front.

The center should be subsidized. Fee scales base on income can be used but this center should be affordable for professional (PhD and MS/MA) students. This center should be viewed as a component to recruit and retain outstanding personnel to our campus community

In summer a lot of staff work from 8-5 so having the summer hours accomodate that would be great!

Space both inside and outside that encourage children to engage in play.

Like I said, there's nothing for faculty at present!

n/a

Safe and secure facilities

Parent training, support groups and workshops

Equitable waiting list policies (preference given to on-campus staff, preference based on family's need, preference to Santa Cruz city/county residents) PLEASE START A WAITING LIST NOW FOR STAFF!!!!

Engaging and welcoming facility.

High ratio of teachers/care providers to children

And engaging center. Yearly picnics, celebration, BBQ. I like it when I get to feel like I am a part of the center. I like when I am able to enage in activities and I know it means a lot to my kids to see me involved. I might not be able to volunteer weekly but I do like to be involved, it makes me feel like I am more than tution.

a nice outdoor playground and hopefully a few off-center walks for the older kids

Qualified, well trained, and communicative staff- daily reports on students- parent teaching conferences- other venues for people to engage with the center. I would even be open to a collaborative/co-op model where one could volunteer their time in exchange for discounted rates etc. Something that would be doable if childcare were on campus.

An organic garden that the children helped maintain that provided food for the children's meals and snacks.

Fantastic teachers of course.

Low child to teacher ratios and the teachers should meet or exceed the state licensing requirements in Early Childhood Education. Teachers should also be paid a fair living wage with paid benefits and vacation time.

affordability

Open communication with childcare workers about our child's behavior, growth, challenges.

Kitchen to prepare simple, nutritious meals and snacks for children

Nature play!

Affordability

Affordability

A large outdoor area for the kids to play.

SAFE, RESPONSIBLE, MONTESSORI STYLE EDUCATION

Long Hours (7:30 to 6)

Open communication- I think one of my frustrations now is that the school doesn't communicate with both parents about the goings on at the school. One is left out, or both for that matter about important events. I know some confidentiality is important if it is related to another student.

affordable care, flexibility of use (ie. Can take vacation/leave and not pay to hold spot)

Meals included

Full-time option for working parents

Possibility of parent engagement as well, a community?

An environment that builds creativity. Experience things they don't normally do at home.

Accessible parking for short-term pick up and drop off that doesn't require purchased permits.

Have ample space and resources for this center, I imagine there will be a huge response for families that desperately need care close to work.

That it runs year round, not just during the school year.

Fun learning activities

It should go without saying (should be #1), but a SAFE place for my child/ren is of utmost importance. Thorough background checks on childcare providers, strict policies that are followed by staff members, etc. Parents want to know that their children are in good hands with caring people who are looking out for them and keeping them safe.

Summer/year round

Outdoor activities.

Get rid of the no-nit rule and closures on 4/20.

Breakfast, lunch, and snacks for the kids

The childcare center is well run, safe, inviting, lots of enrichment activities, outdoor play, professional, friendly, experienced, licensed staff who want to be there and truly care for your child's learning opportunities. I find that if it is run more like a preschool and less like a day care center it is a much more rewarding experience for everyone. Enriched play opportunities provides important learning for young children. Elements I would like to see include: circle time, songs, dance, reading, music, tactile play stations, outdoor play and exploration, quiet time options for kids who may not want to participate. It would be great to utilize the campus as a learn experience for the children with visits to the Arboretum, the farm, Chadwick Garden, and Seymour Center.

Reasonable costs

Facility with in-door and outdoor space, away from main roads (away from air and noise pollution).

Options for healthy snack.

Priority should be given to families with fewer other options - those in lower income brackets who can't afford a nanny, those without grandparents or other family support in the area, etc. Childcare, especially infant care, is extremely hard to come by in this county, so I'm sure spots in this program will be competitive. It's important that the children in the program represent the diversity of the whole community, but if families who have other options take up a spot just for the sake of convenience, that will negatively impact others who may find that they need to leave UCSC

because they can't find affordable childcare.

A lot of outdoor time for the children

(4) Ideally, it would be right on campus, easily accessible by bus or with lots of parking and thus accessible by car so that students and faculty can drop in and visit their children without difficulty.

That the center is not run as a "business,"

Please also have summer camp program. The Sammy slug camp is just not affordable for majority of the UCSC staff/faculty.

Given the large number if staff, students, and faculty, I can imagine there is a great need by the campus community for childcare. I was very disappointed to find out there was no childcare center on campus when we moved here and have been fortunate enough to find childcare elsewhere. As many children and families that can be accommodated would be great.

Easy ten minute parking for pick up and drop off

See above

A support/review committee that is made up of staff, faculty, and students, ideally current/former/future users of the facility. This group could provide input and act as a connection between the center users and campus admin making long term decision about the center.

Short-term spots for children of visiting scholars would be helpful.

Summer session

Play and outdoors based education

Positive parenting style and attachment based styles of teaching and interaction with students would be amazing.

Well trained staff

Cleanliness

An outdoor space.

Additional Comments

Thank you for looking into this!

One of the reasons (not the top reason, but a serious consideration I have had to make) that I am not currently planning on having children is because I see how incredibly difficult it is for my colleagues with children to find any form of childcare. For what little there is available, the prices are astronomical. The childcare shortage in Santa Cruz rivals the housing shortage and is just as serious a cause of the “brain drain” and shrinking workforce at the university.

This would be a huge benefit to the campus community.

On campus childcare is needed!

I hope it works out!!

I’m curious what the demand would be because child care is mostly under high demand in the city of Santa Cruz and well-thought of places have waitlists.

The current UCSC childcare admittance system is greatly flawed. My wife (PHD Student) and myself (staff) were on waiting list from time she was 4 months pregnant. Currently stuck on waiting list because the system says we make too much money. Those who are eligible for the smaller payment due to need keep jumping us on the waiting list. We have tried repeatedly to get some answers as to why this happens. The list should go in order. Discounted prices would be great!

I am not sure if this service will be available for our next (hopefully!) planned child, but I am so grateful this is going to be a service UCSC offers. Finding high quality childcare for my first child was LITERALLY THE TOP most stressful experience when trying to come back to work, and it was unfathomable to me that UCSC does not provide this. Thank you to everyone involved and thank you for asking for feedback.

I made some tough choices when I had my kids in the 1980s. Now 30 years on, their age group is facing those same tough choices, and amazingly they are still making them one family at a time, as if our whole society didn’t have a stake in the child care question. It’s about time we

made some forward progress on this issue, because it affects the ability of caring parents - both men and women - to stay effective in the workforce. Reliable child care on campus will be better for families, reduce the driving time, and serve to retain new parents in the university workforce. High quality care can serve as a recruiting advantage for staff and faculty.

Having a childcare center is very important for our ability to recruit and retain the best faculty and staff, especially women. My kids are beyond the stage of needing care, but I still believe that we absolutely must have high quality, affordable, flexible options for child care on campus.

No need for childcare services.

Thanks for doing this -- I can't wait to see a child care site on campus!

This is a crucial thing to be able to offer employees and I thank you for working on it!

social development

Just want to ask when it going to be available???

I am so glad this is in process! Although it won't be ready for when I most needed it, I am hoping that I can still use it and, happy for new parents to have this in the newer future. Thanks a bunch!

N/A

Thank you for trying to bring this program back!

Recruitment is dismal due to our geographic bubble in Santa Cruz and wages *must* be *above* those over the hill to guarantee success. (\$22-26/hr, plus benefits)

Please make this accessible to us commoners.

Full time care is needed for the children of staff during summer and spring break. Closure of the center (state required time off for teachers/caretakers) should coincide with campus closures to ensure that staff have childcare during the days that they are required to work.

It is disgraceful that the campus has not had a viable childcare program for faculty and staff.

There has been nothing since I've been on campus (14 years) -- initially there was no access because there were so few slots and more recently there was no program at all. I, like many par-

ents, have had to figure out other arrangements and then deal with the incompatibilities between campus work life schedules and childcare schedules (sorry, I can't do weekend events or come early or stay late for committee meetings or to teach, because my childcare arrangements don't accommodate that). More generally, our campus is completely non-family friendly. There are no facilities for baby changing, the bathroom counters are typically too small and usually sopping wet and dirty and inappropriate for baby changing, there are very few facilities for pumping (and they are largely not publicly known). The sidewalks, when they exist, are not accessible for strollers (much less wheelchairs). Yet so many of our faculty and staff have children. The campus sends a strong message that our families are not welcome. And that makes faculty and staff (and students with children) feel unwelcome.

In the past, I had a desperate need for childcare. I was told that faculty and students had priority for the available spots (I was staff) and I could be added to the waiting list which was really long. It would be great to find a way for all who have the need to be served, or in a more fair way.

Thank you for doing this.

While I don't have children, I believe that making our organization more family-friendly would be big a differentiator in recruitment. It is far better to be leading this trend than following. I applaud the campus for prioritizing this. I perceive there to be significant duplication of processes at campus, which could mean we have significant fiscal waste. If we improve efficiencies, we could find the budget to offer this program? I'd love to see kaizen events take place at UC Santa Cruz (see p. 45, project management class, https://issuu.com/ucsc_silicon_valley_extension/docs/ucscsvx_2017_catalog_winter_web) to address this.

It would be nice to have this location also be near a centralized, non-Scotts Valley location I could go to talk to HR people about parental leave, adding children to insurance, et cetera.

Thank you so much for engaging the community so early in this process. I hope you will continue to do so from planning to execution. Good luck!

I think it would be fantastic if the Childcare Center could in some way connect back to the vision and values of UCSC.

There are very few options and the ones available are quite expensive. Santa Cruz county, near campus in particular, has an amazing shortage of full-time, affordable, available, and licensed childcare options. (As an example my son and daughter's preschool is \$1,200 per kid per month

for just 3 days a week, and that is with the sliding scale! And we were lucky to get in, there is a huge waiting list.) As the largest employer in the area, UCSC has a responsibility to lead by example and provide a supportive family friendly workplace for faculty, staff, and students. Campus supported childcare could be a valuable tool to recruit and retain top talent as well as provide in-house opportunities to support early childhood academic programs (Child Psychology) and educational disciplines (Masters in Education). I thought I would be in the clear with my son going into Kindergarten, but the after school programs all have waitlists! My friends who are professors, had to move their child from Westlake to a private school because of the lack of after school options. Just this week I had to scramble to find after care, when I was told a week before school started there was no space for my son in the program at his school! UCSC could increase our productivity by providing such a basic service, and it would not even have to be free, just having available licensed childcare would be amazing.

I'm glad this is being brought up again, it's been mentioned in passing over the years by the administration but never addressed for over 10 years now, which is how long ago I was on the wait list!

n/a

It's too late for me, my child is past the age of needing childcare, but it would have meant the world to me to have this available when I was in the early years of parenting. Please bring it back!

Open communication with parents and open to visits at any time from parents Option for PENS type program -- see <http://www.wpens.org/>

I've heard great things about the childcare at Cabrillo College, though I'm not sure their program exists anymore. I would like to see a similar program here, one that makes use of the fact that we're on a college campus. I would like to see a stable long-term staff of leaders, but also see student employees as aides, and also to have the center as a resource for child development research on campus.

thanks!

I know that my kids will be school age by the time this comes to fruition but I know what I wish I could have had a center that had hours that aligned with business hours, good programming that prepared my child for kindergarten, and that was engaging with parents. All of this creates a center with good report between parents and teachers.

Thank you for doing this. If we had had a daycare center, my wife would be still working on cam-

pus.

As a full time employee of the university (with a 10+ year tenure), I am constantly met with the challenge of choosing family over career due to the huge increase in the cost of living (and lack of increase in pay to accommodate this increase). Paired with expensive and inaccessible child-care, and increasingly growing commute times, it makes it almost undoable to continue working here. This does not seem in line with the core missions/values of the institution when considering retention of high quality staff and providing an excellent education for our students. I have a toddler, and another baby on the way. I am a highly valued employee at the university, and I may need to part ways if I cannot balance the needs of my family without the support of the university. I realize the plans are to make this new center available a number of years from now- but I would encourage a priority on this service- even if a transitional center until a longer term solution is developed. I have seen countless employees leave due to the reasons I have listed above- and I only see this issue becoming more prominent without more support for staff with families.

My partner and I are thinking of adopting from foster care and we are aware that children coming from those traumatic situations often need specialized care and services to help them stabilize and catch up with their peers. It would be invaluable to us to have access to resources/services/referrals through an on-campus child care center.

Staff discounts for Summer Camps and other after school/weekend activities for older children would be great!

Thank you!

I am very supportive of this idea and think we should do all we can to support families on campus, as an economic and gender based justice concern.

I do not and will not need childcare. However it would have been a huge benefit to have childcare at UCSC when we were using childcare, 2001-2005. I don't know how the campus will serve the needs of faculty, staff and students - that's a lot of babies and kids! I suggest researching other public university childcare organizations.

My kids are in UCSC & UCD, too late for me, but thought I'd chime in to give you another data point.

My kids are past the age of needing child care, but these were my priorities when they did.

UCSC has had a long history of providing inadequate quantity of childcare for faculty and staff.

Don't let the "perfect" be the enemy of the "good". Plentiful adequate childcare beats insufficient quantity of great daycare.

One of the concerns of starting family while living and working in this community is affording childcare. Making childcare affordable is critical to our students and staff. I think it's important to address childcare based on need.

Child care is very important for students who are parents. Important to have child care on campus.

This is LONG overdue!! Shameful that UC Santa Cruz, which boasts the highest percentage of female faculty of any UC, has also been the only campus without childcare for staff and faculty for over a decade.

My children are no longer in child-care age, but I see how having on-campus child care will be critical to our ability to recruit and retain faculty and staff, especially in view of the concurrent affordability crisis in housing. As CS chair dealing with retentions and hiring, I have a front row on the problem.

Affordability.

Although I am a parent of older children, my staff members struggle with child care for their infants and young children. This facility would greatly alleviate family stress (and increase productivity) by providing a reliable, convenient child care solution.

A combination of indoor and outdoor space that is safe, educational and welcoming is also important! Thanks.

It goes without saying that the professionals working there need to be highly trained and receive ongoing professional development and performance assessments.

I will not need childcare by the time this is up and running. It's somewhat frustrating that this is coming too late for us, but I'm glad something is finally happening.

I don't have a baby anymore—my child is 10, but it's embarrassing that UCSC has been the only campus without childcare for faculty for the entire time I've been on this campus. Childcare was

just disappearing as I arrived in 2008 with a new baby. I'm glad that campus childcare is finally back on the table, and I hope on behalf of newer campus parents that a thoughtful and high quality center is set up.

The cost is a big factor. I would only be interested if the day care services were more affordable than the care I currently use (\$50 per day including fresh healthy organic meals- breakfast, lunch, snack)

By 2020, my kids will be in elementary school, but having a childcare option on campus will help with recruiting and employee retention. Currently, my wife and I pay \$2625 per month for full-time care for our two daughters, which is almost equal to my monthly take-home pay.

I'm a full-time staff member and have been at the University for 15 years. The lack of affordable child care in Santa Cruz, lack of part-time employment options on campus, and the combination of my salary with the high cost of living here -- all are all reasons that my family has had to delay parenthood. I've often felt that becoming a parent would require leaving the University, or at least leaving the moderate leadership position that I hold. I'm encouraged by this possibility. I would ask that pricing be staggered or at least set to a point that staff can afford.

Providing childcare for staff and faculty will enrich our UCSC community even more and allow us to recruit and retain working parents. I am very happy this is coming to light!

Affordable. \$8-10/hour.

Please look at how other UC's or university campuses are providing this service, if there are model programs out there we should be looking at what they are doing and even doing site visits.

Thank you for doing this

If this could be expedited, our family would REALLY appreciate it as we are currently trying to find affordable childcare for our two children. We are using Sittercity, which is provided through UCSC, but so far we haven't found anyone.

I don't know that on campus childcare is necessary really, but it would be nice, especially for students who live on campus.

It was great the way it was before, with Albert and Gary, Jessica, April, Rachel, etc. Please talk to parents of kids who were at the Granary during 2007/2008. We did a ton of work at the time to try to figure out what went wrong and how to fix it. Also, I believe an outside consultant came in and interviewed people. It would be a good idea to look at that report. In general, please avail yourselves of the lessons that were learned during that time but never put to use. My children are no longer in need of childcare but I am filling this form out to hopefully help junior colleagues so that they will have better options than I did as an untenured assistant professor without family nearby. I was able to enroll my first child in the after school program in FSH before it became unavailable to faculty/staff. That opportunity facilitated my ability to teach and participate in department duties. Over a decade later, I was not able to enroll my second child in any on campus childcare so I spent the majority of her early years shuttling her across town. It was a significant drain of invaluable time and financial resources. I do not wish to be contacted for followup questions.

With young children a focus on respectful communication, problem solving and good decision making is very important. No time-outs, these don't work for many children. The greatest environment that you can provide for children is a safe, non-judgmental space for them to learn how to communicate, problem solve and make good decisions for themselves and with each other with kindness and respect.

As a staffer I've found it challenging to have priority of enrollment below faculty (when I worked at a different academic institution), so much so that it was near impossible for staff to come off the waitlist. If you could address this issue that would be great. I should also add that the expense of childcare is astronomical these days and if the campus could offer below market rate tuition to faculty and staff that would be extremely attractive (subsidized by the university??). In general, this would be a HUGE benefit, and I hope a new campus childcare center can be founded as soon as possible!

Thank you for bringing the child care center back! It is very much needed! Affordability and quality are important. I believe in high quality child care that is at rate affordable to staff members that are highly underpaid. The cost of living expenses are so high in this area that it is difficult to work and pay for child care. One has to make a choice for one or the other it seems.

I'm pregnant with my first child, but luckily my mom runs an in-home daycare nearby and is saving a spot for my child once it's born. It's basically impossible to find infant care in a daycare

center around here - my mom is one of the only places that will take infants. If at all possible, I would strongly encourage you to accept infants into the program as soon as their parents have to return to work or school - salaries at UCSC are low and it's not financially feasible to pay rent and to pay for a nanny, even with two incomes (unless one parent works over the hill in tech - then it might be possible).

As I mentioned above, although I understand the discussion here is just about childcare for faculty and staff, I think we should also be planning for childcare for students, both graduate students and those undergraduates who have children of their own.

I'd also appreciate a center that teaches common UCSC held values (community, social justice, sustainability).

I would be happy to help the planning committee or be a board member for the childcare center. We really need a childcare center on campus.

I'm very pleased to hear this effort to bring back a center for the campus. My kids may not need childcare by the time the center is built and fully functioning, I have a two year old and a 7 month old but there is a GREAT need for childcare services in our campus community.

I am not kidding that my son was on the waitlist when I was a graduate student for 5-6 years. I am faculty now and would like a childcare center that could actually accommodate my child.

Thank you!

Thank you for bringing this back! My wife teaches at Cabrillo, and two of our kids went to the Cabrillo Children's Center. It was a great experience, but the funding kept getting cut, and the choices made by the administrators didn't work very well for the students trying to balance family with school.

My son is 5 and I don't know if we will have another, so I don't really have a need for early childcare. That said, I could see myself using an after school program of appropriate quality.

After school programs at the closest elementary school, Westlake, fill immediately, so after school care for elementary aged children would be valuable. Emergency last-minute care for (mildly) ill children who cannot attend their regular daycare or school would be very helpful (likely through a network of caregivers rather than in a center). In my opinion, providing available, affordable, and high-quality childcare is one of the most effective ways that we can support gender diversity in STEM.

No, I need this 8 years ago

Having plumbing and water capabilities to have child-sized sinks and toilets so that kids can learn to potty train easily and with positive reinforcements. Organic, healthy snacks, with no sugar and juice allowed. Allowing parents to visit their kids during the day.

The sooner the better

I think that the best model would be for UCSC to lease a space on campus to an outside provider. Campus child care would have been a huge help for us. Over the last seven years we've lost 20-30 minutes every day ferrying our kids to child care off campus. So I hope you can make this work effectively! Thanks, Doug Kellogg

Student Survey Data

Do you feel that the current program supports your long term progress toward your degree? If not, how can campus care better support your needs?

Needs summer care!! Through the entire summer.

I don't have a child, and am not planning to have one until I obtain my doctoral degree. However, I have a partner and sometimes have these 'what if' moments - it would be less scary if the campus has a reliable child care system that is affordable.

I would not know if it would apply to me, since I have no children, but I am concerned for parents who attend this uni and have to take classes sporadically and therefore lengthen their educational timeline here in order to better care for their child(ren). I think that by reinstating this program can definitely help parents better serve their child while also serving themselves with the education they work for. Parent's in university also have bills, children's needs, and personal needs to meet--I believe it's hard to be in two places at once, which is what most busy parents do somehow...

Most of my classes tend to be in the evening. Evening child care would be helpful. Still though, the program is very supportive.

N/A However, I do know that the current program is very flexible to fitting the schedule of student parents.

EES is doing a stellar job with child care. EES should be the standard against which this other center should be measured against. My suggestion is that EES take a strong role in helping shape the other center's philosophy and curriculum. Providing subsidized child care has been tremendously helpful and allowed me to progress toward my degree. Keep subsidies in place for students.

I do not know if I will need this resource in the future, but if I do it will be very necessary for my progress with finishing my college degree and working at the same time. Having drop in care would be very helpful as well.

September care would be useful.

As a graduate student mother, I was never aware that I had access to child care on campus. If such a service has existed for the past 7 years, it needs to be publicized better. I would like to see a childcare center that is loving, safe and play-based that provides a variety of childcare options: full-time, part-time, partial day, partial week AND drop in.

Have care available during the times students and faculty are expected to be available. For example, sometimes final exams go until 1030pm, and discussion sections regularly begin after 7pm.

Offer more affordable/free childcare

The hours do not always match or go with the hours classes are being offered. also consideration for students for commute to campus and use the center are not considered.

N/A

The current program allows flexibility for student parents to drop their children off whether it'd be for class time or individual study time, the kids are welcomed and parents come to pick them up at the hour they schedule.

Yes; it would allow my wife and I to pursue our respective educations with more confidence that we would be able to raise children. A child care center would allow us to raise kids while pursuing our degrees.

I do not know anything about the current program.

I personally do not have kids of my own but growing up in a household where my sister attended college and was raising a child, I know she always appreciated having a time to do homework at odd hours. I do not think it is possible but maybe having hours during the evening where parents can do school work and have child care services.

I hope it is going to support my needs in the fall when at least one of my children will be enrolled. I have had two huge problems with the current program: 1) fee schedule, and 2) the waitlist. The current program is a great price BUT ONLY if you have your child in for at least 30hrs a week. My story is that I had an unplanned baby in my first year of graduate school, and would have liked to enter him in the on-campus childcare for about 10hrs a week as soon as he was old enough. We were told that that was possible, and waited on the waitlist for months, only to then find out that a) we didn't qualify for any kind of subsidy or discount because my husband's income (before we

had the baby) had been too high, and b) even if our baby was only in childcare for 5-10hrs/week, we would have to pay for 30hrs/week. This made the program totally unaffordable. I understand that there are logistical hurdles to having kids in for just a few hours a week, but surely these can be overcome in favor of supporting the academic progress of parents who want to do the best thing for their young child by allowing him more time at home. At this point, we have two kids, ages 1 and 3, and our income has decreased to the point that we qualify for the subsidy, and if our youngest gets in off the waitlist, we'll be greatly benefiting from the current program. I am hoping to make a lot faster progress toward my degree once I can actually work on my research a significant amount during the work day, and I do wish that our kids could have gotten in off the waitlist sooner, and that there was an option to sign up for drop-in or partial week care. Spending more time with parents is supposed to be better for young children so the school childcare program's fees should be structured to support that.

The current program has two major shortcomings: limited capacity and no support for infants. The program could better support my progress as a graduate student by expanding availability both in age and number of children served. Grad students don't have 11 months of maternity leave, so it is a particularly straining financial burden having to find external childcare (which requires additional travel time) during the first year when childcare is most expensive.

My first child was at EECS (the UCSC childcare facilities for the children of students). It was a life saver. Without it my wife and I would not have been able to afford to continue pursuing our graduate degrees. It was very important for us that childcare was provided during the summer. Often graduate students are busy with teaching obligations and with taking classes. A lot of progress towards the completion of our degree is made during the summer months, when we have time to devote to research. This is only possible, however, if childcare is available during the summer.

No my child isn't old enough yet and I have to go to school part time so that I can make my schedule work with my partner.

NA

I don't know enough to say either way.

I am an incoming PhD student and do not yet have the knowledge or experience with the UCSC childcare program to comment.

N/A

The current program does assist my long term goals toward my degree. Mainly because it provides relief from the stress of parenting and finding proper childcare while gone.

Yes, I think this program can support me for a long term.

No it does not support long term progress toward my degree. My daughter is currently 7th on the waiting list at UCSC Child care and there will only be 2 openings.

Do you feel that the current program supports your daily needs and academic work? If not, how can campus care better support your needs?

I have a colleague who has two children. I heard that the child care plans at Family student housing is not very affordable, as the two plans that are offered were not meeting their needs - it sounded like the full time plan was too much and too expensive, and the half time plan did not have a good cost-performance.

n/a

Yes.

N/A

Yes.

Not sure.

Yes.

Weekend care for homework!!!

no. the center doesn't open early enough all year around or close the same timbal year around

N/A

yes, drop ins

It hasn't supported my needs at all up until this point due to the difficulty of getting my kids enrolled in a way that would work for our family financially and for their ages/personalities, as discussed above. I think the current program makes a lot of sense for toddlers and preschoolers (my neighbors in FSH whose children are enrolled have good things to say), but it is not very helpful for babies and really young toddlers because of the unavailability of partial week or drop-in options). Obviously this creates a huge problem for the many student families that have babies while one or more parent is in school. I think it's a particular problem for student mothers -- speaking for myself, it is absolutely impossible for me to do any schoolwork while I'm also taking care of my kids, because they won't leave me alone, whereas it is much more possible for my husband to do some of his work. This is despite our best efforts at equal co-parenting. Now that my kids are a little older I hope to take advantage of the current program. I currently don't have a child in the program, but from fellow students that do, the current program seems to very nicely suit their needs as a graduate student parent.

NA

I don't know enough to say either way.

I am an incoming PhD student and do not yet have the knowledge or experience with the UCSC childcare program to comment.

N/A

No, I believe that studying at ucsc would be greatly improved for a parent if childcare was more available. At times, there is not enough money for a sitter and it is important to maintain focus.

Yes, I think it will support me because taking care children gives me advises to take care others and my ourselves.

No, because if my daughter did get into the campus childcare, they are not open long enough to truly benefit.

What is the most important aspect of child care for you as a student parent?

Flexibility, trust and consistency.

A nurturing educational environment where parents are kept informed as to what it being taught to their children.

Having expansive hours and drop in days.

n/a

Safe environment. My child's academic support I.e. Helping her complete homework.

- To know that my child is safe physically and emotionally, and that there are enough available care givers to notice their needs. - Flexibility of services, maybe pay per need/ pay hourly, make it affordable - Enjoyable, stimulating and encouraging environment for my child - Parental involvement

N/A

The socialization aspect is super important to me. My kid is 2 years old and has been at EES the last year+. She has learned important social skills and developed gross motor skills. The teachers are kind, knowledgeable, and I trust them completely with my daughter. All of this is important to me.

Not applicable.

Safety.

Safety, reliability, and a loving and nurturing environment.

Scheduling, and cost. Maybe try basing subsidy off how much money a family has left after paying rent?

Quality and affordability

reliable care and safe/healthy care

Making sure the child is in good hands. Its hard to concentrate on class or studying when you're wondering if your baby is getting proper care.

skilled, kind, present childcare workers

I am not currently a parent, but I would like to be. (I am a PhD student at the tail end of my bio-clock, clang clang clang.) If I had kids, trust, affordability, and flexibility would be most important. time

Knowing my kids are in a nurturing environment, getting their physical and emotional needs met, while I have a chance to make some progress on my own work.

Safety, accessibility, and affordability

- Option to enrol the child as full-time - Flexibility with drop-off and pick-up times - Flexibility in the advent of holidays, vacation, sickness etc - Subsidy for low income students - Be able to trust the competence and the ethics of the child care teachers - Having a curriculum and a set of activities that is adequate and stimulating for the children so that they can develop (as opposed to solely taking care of the children's basic needs) - Healthy food options provided by the child care facility - Option to enrol child during the summer

For them to be building communication, social, and problem-solving skills.

It is important to me to know that my children are in a safe and nurturing environment, so that I can focus on my studies.

Making sure that my child is in a comfortable environment where learning can take place.

I never get a child care program before and this is a opportunity for me to take care children. For me, the most important aspect is the experience to look after others.

Accessibility and reliability

If you use the UCSC Early Education Services, what would you change or add to the child care program?

That the care coencide with the SC city school calendar. For instance school starts for the kids 8/23 but we don't qualify for early ed services until UCSC starts a month later.

Better curriculum, more structure within the actual classrooms as far as learning, schedules, and instruction.

Nothing. As I mentioned above, subsidies for student parents are essential to making the whole thing truly supportive for financially strapped students.

Not sure.

Ability for young children to nap more than once per day and online daily reports instead of paper reports.

Transportation from school to childcare. Who has time in the middle of the work day to do that?

Don't use

more or better hours

More spaces in the daycare. There is so much need for childcare but a small number of safe and affordable daycares in the UCSC area.

I think there should be a kind of three-strike rule where if the child is not obeying the rules of the classroom the teacher, or is misbehaving which causes other children to feel uncomfortable, they should be dismissed from the program.

I would make it so babies under 11 months could be taken care of too. It's impossible for me to go to school full time without it.

Drop-in care! Partial week options!

Again, I think additional capacity and extension to serving infants would be most helpful.

- The teachers were excellent, and I think they should probably be remunerated better. I felt they were educators, and I felt that they deserved to be better supported in their work.
- Streamline the required paperwork when enrolling and maintaining the enrolment status. We had to provide signatures from employee/advisors, provide enrolment records / transcripts from the University, etc.
- Streamline the day-to-day paperwork. We had to sign the child in into two different forms, and then sign the child out at pick-up. It felt like unnecessary paperwork for both the parents and the teachers.
- Not have to go through a waiting list when enrolling a child
- Have healthier food, and food that is prepared at the child care facility
- Not enough parking spots. Created difficulties when dropping off / picking up children at the child care

In the past, they kept remodeling the centers and moving the kids around. I don't feel like this was a wise use of resources. One of the remodeled areas was totally abandoned. The management was ruining the program. Take Home Message: Don't hire poor management! Keep management small and close to actually providing day care rather some university director responsible for a whole bunch of things. ONLY CHILD CARE!

I don't know enough to say either way.

I would ask for the program to also include options for what it is to teach the child.

More openings for children

What are the biggest challenges you face with child care?

Cost

It's incredibly expensive and it's hard to find a provider open after 5pm

I work as a babysitter/driver for parents and their main concern really is having someone to look after their child and make sure that they are safe: emotionally, physically, and mentally. They found it difficult to find babysitters who will truly take the child's needs into consideration and often come across caretakers who only really feed and watch the child, but not engage them in play or education. What I do for the parents is typically to pick up and drop off their kids from school, but it doesn't always stop at the drop off at home. Sometimes, they ask me to stay for a few hours to assist their children in something they'd normally do if they were home: homework help, someone to vent to, a shoulder to cry on, or a resource to help with their teen dilemmas.

Transportation, availability.

Most are just Day cares/fun time, while in sure parents would rather have their children some sort of instruction that is beneficial for the student.

Costs

Money and the time

Affordability

Lack of access to childcare on campus has severely limited my participation in department activities. I am a dissertation writer with a 14 month old daughter and have rarely been on campus in the past year due to lack of access to childcare. I was not aware of UCSC Early Education Services.

Scheduling, cost, and transportation.

Cost

hours

Paying for childcare is the hardest. There aren't many daycares near campus and anything available is a stretch for a parent who is a full time student and also trying to provide for a growing family.

Some children are very troublesome to the rest of the class and are too distracting/disrespectful to be allowed with other children. Oftentimes, parents don't tell their kids to behave or act accordingly and do not realize that they are lucky to have EES. Many times parents see EES as a right and not a privilege.

Long wait lists for enrollment in child care.
most do not allow drop ins

Waitlist.

If I had kids, the biggest challenge for child care would be my family lives on the East Coast and my friends are all in Berkeley/Marin. I would have no community to help me in Santa Cruz, so affordable childcare would make the difference between being able to continue in school and not.

Paying for it! 90% of my net income goes to our rent + car insurance, even though we are living in FSH which I know is way cheaper than the rest of Santa Cruz. My husband's income basically covers groceries. The \$900/quarter childcare reimbursement helps but it's not even going to cover a month of unsubsidized care at UCSC's EES, much less a month of care at a private childcare... I mean, how do you guys expect us to pay for this stuff?

Being able to afford childcare for a baby on a graduate student income.

Now, nothing. Before, getting into the University program and then getting kicked out in SEPTEMBER! after paying for ALL SUMMER! We should have refunded for that summer! We are still mad at the way we treated! Total rip off!

Financial support

Expense is a challenge. I'm also struggling to find after school care for my school-aged children.

Money, and time management.

I never get any child care program before. There will be some problems before I face them.

Finding availability. I called 20 day cares in Santa Cruz County without availability

Are there any other wishes or concerns you would like to express at this point?

I don't have children right now as a graduate student, but I believe that it is important for the campus to offer child care to faculty members so that UCSC can recruit and maintain strong and diverse faculty members.

Not sure if my ideas are important, but I do have a few friends, single and married, who are trying to make ends meet for their children while also trying to get their education. I don't doubt that it's a tough job, since I'm working and going to school both full-time and I feel like I'm drowning in my high cortisol levels

As a current UCSC undergraduate who went to a preschool attached to the community college where my mother worked, I think it is awesome that UCSC is finally choosing to put in a child development center

As a student who knows about the UCSC child care program now, I believe we should have a more structured child care program to match other school child care systems present throughout California, that way that should the family move, the education they receive here is easily transferable to wherever they go; have certified staff that are prepared, experienced, willing and enthusiastic to work with the age group of children they work with, provide education/support the students as a sort of extended school day learning program rather than just have it be fun free time all the time.

Students should have priority, then staff, then faculty.

No, thank u.

My child has only been with EES for a short time but so far I am overall very pleased with the care my child has received.

Subsidized childcare is effectively a tax shared by the entire student body, but which only benefits a select, vocal group of the UCSC community. Placing this extra burden on students and faculty who are unable or unwilling to have children, for financial reasons or otherwise, is inequitable. If UCSC does start a childcare program, I would like to see it funded entirely by people actually using its services. Otherwise, I believe the funds spent on childcare would be better utilized in a way that benefits everyone at UCSC equally, or at least not used to fund services that can only be used by a select group (that is, people with children). Raising wages for faculty, staff, graduate students, or decreasing tuition are all examples of more equitable ways to use funding that would have been used to subsidize childcare. If students or faculty choose to use their newfound wealth from programs such as these by spending it on childcare, all the better.

Childcare should be free and provided by the University. With no PPP.

take into consideration what it is like for parents with multiple children

The Teacher Aides work very hard and sometimes in between classes and therefore deserve a raise.

Incorporate multiculturalism into childcare curriculum.

I have seen very little promoting child care services at UCSC. If I were a parent, I would probably seek this information. But maybe advertising at the Student Health Center would help students who were trying to decide weather or not to keep an unintended pregnancy going. I am staunchly/vocally/actively pro-choice, but I know that when I was in my 20s, fear of lack of options for for help with a kid would have played a big choice in a decision NOT to keep a fetus

going. Being much older now, it is STILL the reason I haven't had a kid, and I am running out of time. Give young people a full range of options. Choice should include the economic and logistical right to say yes OR the right to say no.

If there is a wait list for children of students in the current childcare center, I can't imagine what the wait list will be like when children of staff and faculty are included. I hope that children of students will receive priority for admission in the new center, as they are more economically disadvantaged than faculty and staff. Access to on-campus, affordable child care was one of the reasons I chose UC Santa Cruz for graduate school, and I am very concerned that this change will make childcare less accessible due to competition for spaces from faculty and staff, and more expensive since the center will be new, larger, and serving a different community on the whole.

We felt like the program was very good and the teachers were amazing, but we also felt like there was room for improvements, specifically with the paperwork and the administration, the availability of child care during summer, improvements with respect to healthy food options, and better support of the child care staff (specially the educators/teachers).

I don't trust the university will do the right thing. Will they hire some manager who knows nothing about child care and who is responsible for a bunch of different departments? If so, it will fail again! And yes, it did FAIL us!

I am very grateful that there is a childcare program on campus, especially that it offers early start and for minimal fees. It is awesome for students.

If the teachers or advisers in the center have time, I wish that the center could provide some training class about child care.