

CHILD CARE NEEDS AT CCSU

Report of the **Child Care Task Force** (appointed by the Faculty Senate) and the **Work-Life Balance Sub-Committee of the Committee on the Concerns of Women** (advisor to the President), Central Connecticut State University, *Spring 2011*¹

The **Child Care Task Force (CCTF)**, with the support of the **Work-Life Balance Sub-Committee of the Committee on the Concerns of Women (CCW)**, recommends that Central Connecticut State University (CCSU), as a public university that includes diverse and non-traditional students and faculty, should develop initiatives and increase access to child care resources that ultimately promote a “family friendly” culture on campus. Based upon research largely done by our own faculty and others in the CCSU system, this report contains an historical overview of efforts to develop such resources and current recommendations to aid administrators in achieving this goal.

Traditionally, child care responsibilities have fallen to women, and more often working class women and/or minorities. In her book *A Mother's Job: A History of Day Care 1890-1960*, CCSU's Adjunct Professor of History Elizabeth Rose explained that historically, these women had to demand child care services from local politicians and by 1960, most recognized that day care was not just charity, but an economic necessity.² Working women, and in particular minority women, have traditionally borne the responsibilities, stigmas and pressures of wanting, or more often needing, to be both responsible caregivers and career professionals. As more middle and upper-middle class white women have sought a higher education and subsequently entered the workplace out of choice or out of financial necessity, university campuses across the country have begun programs and initiatives in support of “family-friendly” policies and culture. Many of these ideas follow those of businesses and law firms who have recognized that in order to attract and retain the top talent, workplaces must support ways for employees to succeed in both home life and workplace.

Child care issues are no longer simply women's issues. Recent studies such as Boston College's “The New Dad” in June of 2010 show that the demographics of parenting in America have changed over the last few years and will continue to change. A report by the Connecticut Commission on Children examines how more men have assumed child care and familial responsibilities since the recession began. Many fathers are primary caregivers. Their numbers are growing and they face a work culture that is not used to accommodating their new responsibilities at home. The Commission launched a Connecticut Fatherhood Initiative in 2011.³

¹ This report is based in part of on the Work-Life Balance Report of the CCW Work-Life Balance Sub-Committee Report of Spring, 2008.

² Elizabeth Rose, *A Mother's Job: A History of Day Care 1890-1960*, New York: Oxford University Press, 1999.

³ Brad Harrington and Fred Van Deusen, “The New Dad: Exploring Fatherhood within a Career Context,” Boston College Center for Work & Family, June 18, 2010. The Connecticut Commission on Children has launched the “[Children and the Recession Task Force](#)” and the [2011 Connecticut Fatherhood Initiative](#) to learn the local affects of the recession on families. *Where We Live*, “Recession Redefines The Modern Family Connecticut: Families cope with shifting roles and responsibilities,” WNPR, Hartford, CT,

The “work-life balance,” also known as the “work-family,” movement has been growing for over a decade and the issues have only become more critical and relevant since the 2008 economic recession began shifting traditional familial structures and responsibilities for families of all racial, ethnic, and socio-economic backgrounds. Further, according to the U.S. Department of Education, nearly a quarter of all undergraduate students in 2008 were the primary caregivers of dependent children.⁴ A new 2011 report reveals that just over half of those primary caregivers are low-income students and that women, African American and Latino students are disproportionately represented in this population.⁵ The authors conclude that to address the unique needs of primary caregivers on college campuses, governmental and educational institutions must commit to providing resources, the most significant being investing in child care for parents, particularly minority students.

In the fall of 2007, CCSU’s CCW began reviewing the issue of work-life balance and creating a family-friendly campus community. CCW found that several universities have coordinated their efforts through the College and University Work Family Association (CUWFA) which maintains an active website and listserv and holds an annual national conference each year. The association provides advice and support for Work-Life initiatives at institutions of higher learning.⁶ With financial support provided by CCW and the AAUP, CCSU is now an institutional member of this organization. In the Fall of 2009, in response to CCW’s efforts and their Work-Life Balance Sub-Committee Report of Spring, 2008, Faculty Senate President Candace Barrington appointed a university-wide CCTF to take advantage of staff and faculty who could provide useful insights regarding campus child care needs and planning. She tasked the committee to identify needs, options, and obstacles, as well as locate funding sources outside of the campus budget to support child care-related ideas and initiatives.

Why Family-Friendly Policies and Child Care at CCSU?

Currently, we do not know exactly how many faculty, staff or students on CCSU’s campus are primary caregivers for young children because until recently none of the surveys administrated or collected by CCSU’s Office of Institutional Research and Assessment contain specific variables that allow us to identify this population. However, individuals on campus who have expressed interest in these issues have administered two independent surveys during the past four years. Results from these surveys revealed both need and support for extending child care resources on CCSU’s campus.

March 15, 2011; Representatives Karen Jarmoc and Diana Urban, Children and the Recession Task Force Co-Chairs, “First Quarterly Report of House Speaker Christopher Donovan’s Task Force on Children in the Recession, Connecticut State Assembly, January 2010.

⁴ U.S. Department of Education, *National Postsecondary Student Aid Survey* (Washington, DC: National Center for Educational Statistics), 2009. Available: <http://nces.ed.gov/NPSAS> (March 28, 2010).

⁵ Miller, Kevin Ph.D., Barbara Gault, Ph.D., and Abby Thorman. “Improving Child Care Access to Promote Postsecondary Success Among Low-Income Parents,” (March 2011).

⁶ Universities have most often discussed policies that allow faculty to stop or extend the tenure clock, come back to work part-time, modify job duties, take leave, or negotiate academic appointments for spouses or partners at hiring.

In Fall 2007, the CCW WLB sub-committee's Beth Merenstein (Sociology) conducted a campus-wide survey to gauge interest in and need for child care services on campus among staff, faculty, and students. She received a significant response to this survey, with 486 faculty, staff and students participating. According to the results of this survey:

- 48% of all respondents (students, staff, faculty) say they have missed an on-campus event or class due to lack of child care
- 64% say they would be interested in using short term and/or immediate child care if it were available on campus
- 80% say they know people on campus who could use an on-campus child care service
- 96% think on-campus, short-term child care is a good idea
- 93% think creating on-campus, short-term child care is important

Three years later, with a grant from CCSU's Office of Diversity, Fiona Pearson (Sociology), Jason Jones (English and AAUP-CCSU President), and Candace Barrington (English and Faculty Senate President) conducted a survey of child care needs on campus, specifically examining students' perspectives. A total of 344 students responded to the survey, which was posted on CCSU's Central Pipeline from April 26th through May 21st, 2010. CCSU students without children answered 13 questions that focused on demographic characteristics and their perceptions of CCSU's campus and child care resources. Students with children under the age of 14 answered an additional 12 questions regarding their current child care resources and needs. Below, we highlight excerpts from the report's key findings:

- 83 % of all students surveyed responded that they "strongly agree" or "agree" that "Creating campus-based child care is important." Only six percent disagreed and none strongly disagreed.
- Women and students identifying as racial/ethnic minorities were disproportionately affected by these issues (see Table 1 below).
- 65% of students with young children did not believe that CCSU supports the needs of students who are parents or guardians
- 74 % of students with young children reported that they frequently or occasionally miss time from school or class due to their lack of child care.
- 88 % of students with young children reported that they frequently or occasionally miss campus-based social events or public lectures as a result of lacking adequate child care.
- 42 % of students reported that a lack of adequate child care has frequently or very frequently interfered with their academic success.
- 58 % of students with young children have frequently or occasionally brought their children to campus due to a lack of child care

Table 1: Child Care Survey 2010 – Gender and Racial/Ethnic Comparison

Selected Demographic Characteristics	Child Care Survey All Students N = 344	Child Care Survey Student Parents N = 58	CCSU - Spring 2010 All Students N = 12,141
Women	70%	74%	53%
Hispanic or Latino	8%	18%	7%
Black or African American	9%	23%	8%
Asian	8%	6%	3%
American Indian or Alaska Native	1%	0%	Less than 1%
White	73%	55%	74%

Note: Due to rounding, columns may not total 100 percent. Additionally, percents reflect totals for respondents who answered the questions. Information regarding missing data can be provided upon request.

Source: Pearson, A. Fiona, Jason B. Jones and Candace Barrington. 2010. Student Child Care Survey, CCSU: Summary Report.

In the qualitative segment of the survey, students listed a number of ways that students with or without children could benefit from expanding child care resources on campus. Offering increased levels of reasonably-priced or free child care could:

- Provide a means of employment for students.
- Provide training opportunities for student interns interested in childhood development or education.
- Allow student parents to attend classes.
- Allow student parents to join clubs and attend campus-based cultural events.

A lack of child care resources was clearly perceived by all students and attending to such a need would result in improving not only students' perceptions but their experiences on CCSU's campus. Together, the results from these surveys reveal that CCSU does not currently meet the child care needs of faculty, staff and students. The authors further suggested that providing reasonably priced or free child care could also alleviate stressors that disproportionately affect women and racial/ethnic minorities. These stressors affect both student parents' academic achievement and their ability to complete their degrees. If, as indicated above, CCSU is truly committed to the enhancement of diversity on campus, as well as the recruitment, retention, and graduation of underrepresented populations, then students, faculty and staff with children comprise one such population. Junior faculty members are faced with the pressing demands of meeting the tenure clock while often simultaneously trying to manage child care. For a variety of reasons—including pregnancy, breastfeeding and social tradition—women disproportionately bear responsibility for attending to the needs of young children. Furthermore, students with

young children are clearly at a disadvantage as they pursue their college degrees. Not all students need, want, or can afford full-time care. Out of necessity, they bring their children to facilities not meant to accommodate young children such as the Student Center. These student parents also miss out on participating in and attending campus-based events in the evening or on weekends and therefore feeling like a part of the larger campus community. The most essential family-friendly policies on a campus are those that support the child care needs of parents, whether faculty, staff, or students. The research cited above clearly reveals a desire *and* need for expanded child care resources for each of these groups. In the following section, we describe how CCSU has addressed those needs in the past.

History of Child Care Resources and Future Child Care Needs at CCSU

Some form of preschool education at CCSU existed since the early 1970s, with the formation of the Early Childhood Learning Center, which served the early education and psychology departments, but not CCSU personnel. In 1987, the City University of New York (CUNY) System led the way in recognizing and supporting on-campus child care programs as essential to supporting the education mission of its institutions. Aware of these trends in academia, that same year on March 26, the CSU Board of Trustees passed a resolution authorizing CCSU to establish a non-instructional child care center *in addition* to the Early Childhood Learning Center due to a high volume of student requests for such services.

In October 1988, CCSU commissioned a report entitled “University Child Care/ Family Life Center” by Patricia M. Genova the Assistant Vice President of the Child Development Center at Newington Children’s Hospital. The report proposed that the campus provide several forms of child care for children of varying age groups, but also included information for using the Early Childhood Learning Center for family services (parenting classes) and as a training ground for students of child development and education.⁷ Under the threat of funding cuts and based upon a recommendation by CCW’s Family Life Sub-Committee, members of the College of Continuing Education of CCSU filed incorporation papers for the Early Learning Program, Inc. (ELP) as a private, non-profit, tax-exempt organization on March 24, 1993. The ELP would be located at the Judith Ward Center on Wells Street. Documents from the time indicate that CCSU’s intent was to target, recruit, and retain junior faculty with a child care program that worked with the academic calendar and schedules of CCSU personnel. The ELP Board hired Catherine Peeze as Director in 1997.⁸ While 35 surveys conducted just prior to incorporation revealed a need for care of children under the age of two, we do not have evidence of a non-instructional day care center being established on campus. However, a *preschool*, allowing only children aged 3-5, was located at the current site of Welte Garage in association with CCSU’s School of Education who trained early childhood

⁷ Patricia M. Genova, Assistant Vice President, Child Development Center, Newington Children’s Hospital, “University Child Care/ Family Life Center, October 1988,” History Files, Early Learning Program.

⁸ Peggy Schuberth to Catherine Peeze, August 23, 1997.

teachers at the time. The stated purpose of the ELP was outlined in their mission statement of the time:

The Early Learning Program, Inc. exists for the developmentally appropriate education and enrichment of children of faculty, staff, and students of Central Connecticut State University. The program may serve as an academic resource for the study of young children. Children from the surrounding community may be served on a space-available basis.⁹

CCSU's Vice President for Academic Affairs held the ELP's license for reasons that were "both symbolic of our collaborative relationship and practical as state agencies are held to a different standard than private ones."¹⁰ Under a cooperative agreement with the University, the ELP did not pay rent.¹¹

The construction of Welte Garage at the ELP site mandated its displacement. About the same time, the School of Education dropped its Early Childhood Education program. Citing lack of space on campus, a 2001 memo from then CCSU President, Richard Judd, recognized the acquisition of property at 1285 East Street in New Britain, about a mile from campus, with plans to move the ELP in the Fall of 2002. In a meeting with the Faculty Senate, Judd indicated that the ELP could not accommodate any more children and expressed his hope that a private sector operator might step in to accommodate campus child care needs. However, then ELP President Elizabeth Hicks (CCSU staff), attested that they had thoroughly investigated that possibility prior to ELP's incorporation and no private companies found the university's needs "lucrative enough." She also explained that the ELP connected faculty, staff, and students into a campus "sub-community" that benefitted everyone. The ELP temporarily moved to Memorial Hall in September of 2002. In a memo, President Judd referenced that he had requested the creation of a day care center in addition to the early educational services provided by the ELP in CCSU's 2000 Master Plan. He claimed that during his tenure, he, the Dean, and the faculty of the School of Education wished to establish BOTH a day care and an Early Childhood Program but ran into opposition (he does not explain the nature of the opposition). Then ELP Board President Matthew Warshauer (History) urged President Judd to keep the ELP visible on CCSU's campus, but Judd claimed that a lack of physical space was an issue.¹²

In spite of what seemed like the CCSU's stated commitment to the ELP, without an associated academic program and likely due to the physical distance of the ELP's location from the main campus, little attention was paid to child care needs at CCSU over the next several years. The ELP survived and thrived through the leadership efforts of CCSU staff like Sherry Pesino (ELP President from 2006-2010), under whom the ELP

⁹ By-Laws, "ELP History" file, Early Learning Program.

¹⁰ E-mail Correspondence, Elizabeth Hicks to Richard Judd, July 14, 2000.

¹¹ E-mail, Peggy Schuberth to Catherine Pezze, December 3, 2001.

¹² Minutes, Faculty Senate, November 5, 2001; Dallas K. Beal, President, CSU Board of Trustees, "Resolution Concerning the Establishment of Child Care Center at Central Connecticut State University," March 6, 1987; Dallas K. Beal, President, CSU Board of Trustees, "Resolution Concerning Establishment of an Early Childhood Learning Center at Central Connecticut State University," March 6, 1987; Richard L. Judd to Faculty of the Division of Elementary and Early Childhood, January 19, 2001; E-mail Correspondence, Elizabeth Hicks to John Mitrano, et. al December 4, 2007.

hired its present Director Talhaht Mannan in 2007. Under Mannan's and Pesino's direction, the ELP coordinated more intensively with the New Britain community, participating in the Connecticut Department of Education and Department of Social Services' School Readiness Program, which subsidizes **pre-school education** programs serving low-income students. As a result of participating in this program, the ELP coordinates with multiple community agencies, including New Britain's Boys and Girls' Club, the Prudence Crandall Center and the New Britain Public Library. The ELP's most important achievement was realized in the fall of 2009, when it earned accreditation from the National Association for the Education of Young Children (NAEYC). Maintaining accreditation ensures that the ELP continually meets NAEYC's strict guidelines and emphasis on high quality curriculum and support for the continued education of teachers and directors. The ELP's recent accomplishments have resulted in increasing its academic and fiscal strength; however, due to practical matters of funding through state grants, the ELP has redirected its focus on serving the needs of the New Britain community. Further, because the ELP is not officially connected with any academic program or department on CCSU's campus, the ELP does not qualify for additional state grants allowing for the construction of Lab Schools, such as the facility constructed at Eastern Connecticut State University. Students from various academic departments—including Psychology, Nursing, and Physical Education—and from various CCSU programs—including Residence Life—have benefited from conducting programs or conducting observations at the ELP. It is clear that CCSU's students benefit from visiting the ELP, but without a CCSU academic or program sponsor, the ELP cannot grow to address the child care needs highlighted in the surveys cited above.

Thus, CCSU does not currently provide adequate support for the breadth of its child care needs as it provides *no day care* or drop-in care services. Rather, CCSU is affiliated with a *pre-school* facility, the ELP, but that facility cannot accommodate all who need child care services. As stated above, it is located a mile away from campus and CCSU staff incorporated it as a pre-school program for 3-5 year old children only due to the restrictions of the physical facility on campus at the time. The current facility's licensing agreements limit it to twenty-six children in accordance with the current size of the facility. The existence of this facility, and widespread misunderstandings about its relationship to the campus, has served as a primary obstacle in pursuing *further* child care needs because there is a *perception* that CCSU has comprehensive child care. Moreover, there is no space *on campus* dedicated to child care or intended for children. CCSU's Women's Center supports child care issues, and has long served to support student mothers, but as the data above argues, the child care needs of 21st century families not only extend beyond the responsibilities and resources of the Women's Center, but beyond women's issues to fathers as well.

Twenty-first Century Trends on Campuses State and Nationwide

Since 2000, in recognition of major demographic shifts in work and child care responsibilities, a nationwide campus movement to accommodate families and child care needs on American college campuses, public and private, has only been growing (see bibliography). Academic schedules change from semester to semester and do not always

coincide with the traditional workweek. The Women's Bureau of the US Department of Labor has been holding a series of discussions exploring workplace flexibility and has recognized the specific needs of university faculty and students. A forum specifically focused on educational institutions was held in Boston on May 4, 2011.¹³

Several universities across the socio-economic spectrum have coordinated their efforts through the College and University Work Family Association (CUWFA) which maintains an active website and listserv and holds an annual national conference each year. The association, along with several other resources and publications, essentially provides advice and support for Work-Life initiatives at institutions of higher learning.¹⁴ Even campuses that do not have coordinated mandates when it comes to work-life issues have initiated some kind of babysitting services and/or child care services for faculty and students with child care needs including Yale University, Williams College, Barnard College, MIT, and Trinity College. These schools cater to largely traditional students (18-24 living in dormitories) who presumably have fewer child care needs than a public school of commuting students like CCSU. Each university has tailored their recommendations to the particular needs of their respective institutions. Most cite the issue as critical to maintaining a campus community, supporting faculty, retaining students, and enhancing community engagement. Yes, this list includes primarily elite, private universities. But Iowa State University has a multi-tiered "Child Care Administration Unit" housed in Human Resources. The University of Georgia initiated a similar review of their institutions in the last two years.

Considering our status as a *public* university and our student body demographics, we believe CSU campuses, which include far more commuter, part-time, economically disadvantaged, and all around non-traditional students than these other institutions, have an even greater need than many of these private institutions. 90% of CCSU's peer institutions have some kind of child care-related program, services, and/or policies (See Appendix). Additionally, universities across Connecticut have pursued family-friendly policies in the last several years.

- Yale University has hired a dedicated part-time employee to maintain and develop program consistent with work-life needs.¹⁵
- The University of Connecticut in 2005 formed a committee to investigate child care and work-life balance issues on campus. The committee report made several recommendations that included a babysitting service with part-time or drop-in child care.
- Southern Connecticut State University (SCSU) reassigned time to work with Human Resources for the third semester this fall in order to bring SCSU closer to other universities with work-life balance policies and programs. This

¹³ United States Department of Labor, Women's Bureau, "National Dialogue on Workplace Flexibility," <http://www.dol.gov/wb/media/natldialogue2.htm> (accessed May 5, 2011).

¹⁴ Universities have most often discussed policies that allow faculty to stop or extend the tenure clock, come back to work part-time, modify job duties, take leave, or negotiate academic appointments for spouses or partners at hiring.

¹⁵ Susan Abramson, Coordinator, WorkLife and Child care Programs, Human Resources, Office of Diversity and Inclusion, Yale University, New Haven, CT.

person, with the Director of the SCSU Women's Center, participates in a new University Work-Life Committee, and they serve on committees that are taking a closer look at child care and related issues.

- SCSU awards subsidy checks to student parents to help pay for child care.
- Eastern Connecticut State University (ECSU) expanded its child care center facility and created a model policy for maternity leave request in accordance with the AAUP contract.

The CSU system wants to attract and retain top talent in its faculty and its students and our campuses cannot afford to exclude families from the campus community. SCSU Professors Michele Vancour and William Sherman have conducted studies and written two reports examining the challenges that academic mothers with young children face on all four CSU campuses and plan research on the challenges for academic fathers.¹⁶ At CCSU, Dr. Fiona Pearson (Sociology) has begun to research the problems and campus resources that student mothers encounter for completing post-secondary degrees, particularly when they are faced with choosing between their children and their education. The results thus far indicate that campuses with a child-friendly culture at minimum would ease many of the burdens facing CSU parents.

Institutional Support for Child Care Initiatives

In support of CCSU's mission and purpose as an educational institution and CCSU's stated and demonstrated commitment to issues of retention and graduation, diversity, and community engagement, CCTF and CCW offer the following to indicate a broad supportive policy structure for child care services and other family-friendly policies on this campus:

1) CCSU's 2000 Master Plan calls for the "creation of a new Day Care facility with surrounding play area and landscaping."¹⁷ However, CCSU provides *no day care* of drop-in services as an institution because it has no facility or institution to accommodate children under age 3. Rather, CCSU is affiliated with a *pre-school* facility with a school-readiness curriculum, the ELP, but that facility cannot accommodate all who need child care services on campus. CCSU staff originally incorporated the ELP as a pre-school program for 3-5 year old children only due to the restrictions of the physical facility on campus at the time.

2) A CSU Parental Leave Committee and "Committee-W" (the women's committee of the CSU-AAUP with representatives from all four campuses) have also started examining ways to make the CSU campuses "family-friendly." They have discussed

¹⁶ Michele Vancour and William Sherman, Southern Connecticut State University, "Motherhood Ideology, Role Balance, and Health-Promoting Behaviors of Non-Tenured Academic Mothers," Final Report, 2003-2005; Michele Vancour and William Sherman, Southern Connecticut State University, "Academic Life Balance for Mothers: Pipeline or Pipe Dream?" Paper presented at the meeting of the Association for Research on Motherhood, Toronto, Ontario, October 2007).

¹⁷ Dober, Lidsky, Craig and Associates, Inc. "Central Connecticut State University: Campus Plan 1998-1999," 58.

expanding maternity leave options beyond the Family Medical Leave Act (FMLA). The proposed name for the initiative is “4 Campuses for Families,” or **4C4F**.

3) Based upon a February 2008 report issued by the CCSU Retention and Graduation Council, chaired by Provost Carl Lovitt, one of the committee’s recommendations for improving retention and graduation rates for part-time students would be to “offer day care and other services to address the needs of older/married students.”

4) According to CCSU President Jack Miller’s Executive Summary issued March 2008, a report from the AAUW stated that the university should “increase students’ options by supporting high-quality child care in conjunction with other family-friendly policies. For instance, provide child care for children of all ages for students.” Under the issues of “Education,” the President’s Executive Summary also stated that the university should recognize “that families are a source of strength, a Family Advisory Council and family web-site are being discussed.”

5) CCSU’s 2008 Strategic Plan calls for the development of community engagement and cross-curricular initiatives and states that CCSU’s programs and resources should address the following institutional goals: promote student learning (1), increase persistence, satisfaction and success rates for students (2) enhance and sustain faculty and staff satisfaction and success (4) promote a respect for diversity (5). Providing exemplary child care and family resources for our students and for members of the larger New Britain community would facilitate our fulfilling these goals.

CCTF and CCW Accomplishments Since 2008

The Work-Life Balance Sub-Committee of CCW submitted the original version of this report in Spring of 2008. Since that time, with the help of CCTF, we have made progress in addressing child care issues on campus:

1. The work the Work-Life Balance Sub-Committee of CCW prompted the Faculty Senate to set up a campus wide **Child Care Task Force** to specifically address campus child care needs and to tap the talents and resources of those across campus not affiliated with CCW. The task force includes: Co-Chairs Beth Merenstein (Sociology) and Leah Glaser (History), Fiona Pearson (Sociology, Board President of the Early Learning Program), Jaqueline Cobbina-Boivin (Women’s Center), Lawrence Hall (Admissions), Tina-Marie Rivera (Information Technology, Early Learning Program), Sherry Pesino (Information Technology), Laurie Dunn (Human Resources), Meg Levvis (Nursing), Joseph Paige (Academic Affairs), Steve Bernstein (Library), Talhaht Mannon (Director, Early Learning Program), Richard Bachoo (Administrative Affairs), Sherry Pesino (Information Technology, former Board President of the Early Learning Program), Amy Lyn Strickland (Athletics), Maxine Howell (Teacher Education), Candace Barrington (English, President of the Faculty Senate)

In the Spring of 2011, the Child Care Task Force, particularly Chief Administrative Officer Richard Bachoo and Sociology Professor Fiona Pearson (now also the President of the ELP Board of Directors), worked to clearly establish the relationship between the Early Learning Program and CCSU. CCSU owns the facility and the ELP leases it. Under the encouragement of CCW and the CCTF, the ELP is looking to expand its physical space to accommodate infants and children under the age of three, provide after hour care to accommodate evening classes, as well as expand its before- and after-school program for older children. Another service the ELP might also one day accommodate is drop-in babysitting, as one finds at some local YMCAs. Still, its licensing agreements limit it to twenty-six children in accordance with the current size of the facility. They will need considerable funding for such an expansion.

The CCTF is currently working on finding ways to introduce child care into the campus culture and into long-term planning, including the campus Master Plan to accommodate drop-in care sites on and in close proximity to campus. This has included expanding the Early Learning Program, which resides in a CCSU-owned building that will **soon be adjacent to the new dedicated busway to Hartford**, to include services beyond pre-school to toddler and infant care as well as after-hour care. With and understanding that the ELP could be used by riders of this busway, CCTF is also encouraging conversations and making other efforts to secure space to provide additional “drop-in” care services on campus such as in the library or the student center.

2. In 2008, CCW changed the name of its “Child Care Sub-Committee” to the “**Work-Life Balance Sub-Committee**” in order to address issues related to, but beyond the issue of child care needs. The sub-committee has expanded to include representatives from the Ruth Boyea Women’s Center (Jackie Cobbina-Boivin), Human Resources (Laurie Dunn) and the Office of Institutional Research and Assessment (Carol Morano).
3. The WLB Sub-Committee and CCTF each conducted **surveys to assess child care needs** on campus referenced above in 2007 and 2010 respectively.
4. CCW and CCSU-AAUP has provided membership and travel funds to join and continue to remain active in the **College and University Work Family Association (CUWFA)** as an institution. Leah Glaser and Fiona Pearson attended and participated in its national conference at Harvard University in Cambridge, Massachusetts in May 2010 to meet others working on similar issues, to collect data, and gather proven ideas from similar institutions regarding child care. Glaser, Pearson, and Beth Merenstein attended and continue to attend local conferences about work-life balance such as the annual Work-Life Balance Conference at SCSU.
5. Members of CCW and CCTF met with Ann Alling of Human Resources and President Miller regarding staff support. President Miller asked Alling to designate a work-life **contact at Human Resources** (Laurie Dunn) to allocate 10% of her work time to work-life balance issues. In addition to being a member

of the Child Care Task Force, Dunn also serves on the Work-Life Balance Committee of the CCW.

6. CCW has established a “clearinghouse” **website** (www.ccsu.edu/wlb) that serves as centralized places for information, services, and programs on or related to work-life balance issues.

The website includes a **babysitting forum** that can link CCSU parents with CCSU-affiliated caregivers for temporary child care. It provides interested babysitters and parents with an accessible, simple, reliable, supported network to coordinate care. The site includes job postings and supplemental materials to advise and support parents and caregivers. The website would cross-link to the Career Services Site: Central Connections as well as other campus websites like CCW and the Women’s Center. The babysitting site could eventually be taken over by students as has been done as Barnard or farmed out to a third party through a Human Resources benefit program like *Sitter City*. The administrator of the website, Derek Pierce (Marketing and Communications) and Laurie Dunn (Human Resources) will review posting available sitters. However, parents (faculty, staff, or students) are responsible for thoroughly checking references before hiring a sitter. A secure software system requires parents and babysitters to agree to legal liabilities and disclosures releasing the University and related personnel from any lawsuits resulting from the babysitting service prior to viewing sitters on jobs. The service will be available year-round (when classes are in session). Care is assumed to be irregular and temporary and not a solution or substitute for the regular or full-time child care that many need. To access the site, babysitters must have proof of CCSU student status, follow the guidelines above, or they will be removed from the list. They must have CCSU identification information to enter the secure babysitting site system. The site recommends that all babysitters be in good academic standing, have a cell phone, provide three non-family references, and have previous experience working with children. Potential employers are encouraged to check for these qualifications.

Child Care Task Force Action Plan & Recommendations

The Child Care Task Force, supported by work of CCW’s **Work-Life Balance Sub-Committee** will continue to pursue these issues:

1. With CCW, CCTF will advocate for conveniently located *and* fully equipped lactation stations in all areas of the campus (provide breast pumps, supply storage bags, offer magazines to support nursing mothers). CCSU has two such stations that include only chairs and a refrigerator and which are in fairly temporary locations.

RECOMMENDATION: We ask that the University support the continued construction and renovation of fully equipped and conveniently located lactation stations on CCSU’s campus and that University architects integrate space for lactation rooms in existing or proposed buildings on campus that follow the recommended best practices articulated in “CUWFA TALKS Helping New Moms: Breastfeeding and Lactation Support in the University

Setting,” Webinar, College and University Work Family Association, April 28, 2011.¹⁸

2. CCTF will advocate for a **physical space for drop-in child care *on campus*** in a facility such as the library to support student parents as they study. Our current proposal for such a space is modeled on Oregon State University’s campus-based drop-in child care center that serves the children of OSU’s students as they study in the library.

RECOMMENDATION: We ask that the University identify possible locations where a drop-in child care center might be situated *on campus* to serve the needs of CCSU’s child care needs. CCTF and CCW will advocate for a **safe, accessible space** for babysitters to watch children. Some of these designated care areas could provide gently used and donated toys and books (safe and appropriate).

3. CCTF will help promote the scholastic benefit of the expanded child care services to schools or academic programs such as Social Work, Psychology, Nursing, and Teacher Education to more closely incorporate observation and fieldwork into their curriculum. CCSU’s role as an educational institution, our strategic plan’s community engagement and cross-curricular initiatives, CCSU’s stated goals to promote student learning (1), Increase persistence, satisfaction and success rates for students (2) enhance and sustain faculty and staff satisfaction and success (4) promote a respect for diversity (5), the CCTF will advocate for **expanded child care services at the ELP** as well as explore the possibility of developing a **Family Care Center** at or in addition to the ELP.

Such a center could complement the highly successful Family Resource Centers located in Connecticut’s elementary schools, including Jefferson Elementary in New Britain. In the future, parents and caregivers/babysitters might enjoy educational and support services to the campus and community such as child care workshops, CPR training, lactation support and consulting, nutrition workshops, (taught by campus “experts,” but staffed and/or run by a student group and sponsored by CCSU’s student affairs or perhaps various relevant academic and non-academic departments). CCW will enlist the Counseling Center to establish support groups and workshops for faculty, staff, and students to address issues like time management, nutrition, breastfeeding, and health for young parents. Other support groups may include caregivers to adults as well. The Counseling, Social Work, and Psychology departments could all have a role here.

Another model for supporting student parents might be through Residential Life with the dedication of a dormitory or part of a dorm to student parents and/or families. The facility would include a child care facility at the ground level to care for the children of CCSU students, faculty and staff.

¹⁸ College University Work-Family Association, “CUWFA TALKS. Helping New Moms: Breastfeeding and Lactation Support in the University Setting,” Webinar, April 28, 2011. www.cuwfa.org.

RECOMMENDATION: We ask that the University research the feasibility of creating such a center and identify possible locations on CCSU's campus where a **Family Care Center** might be housed or constructed.

4. CCTF and CCW will pursue overall family-friendly campus policies and sustainable financial support that recognize the principles of work-life balance.
 - a. CCTF will promote and support services fundamental to the university's missions of student graduation, retention, diversity, and community engagement. This includes finding creative and relevant **funding streams and grants** from areas such as Students Affairs, Academic Affairs, the Office of Diversity, Student Government, and Community Engagement. However, CCTF will also pursue funding sources outside of the university budget.
 - b. CCTF will investigate policies for children on campus including the wisdom of acquiring insurance for things like tending to **children's medical needs** on campus (see supporting materials from *United Educators*). CCW will explore ways to **expand FMLA** (Family Medical Leave Act) protections and support new parents beyond the requirements of law:
 - Work with the AAUP, DEC's, and the administration to address the "tenure vs. the biological clock."
 - Provide additional emotional support and resources for women with work-life balance issues that involve children and medical needs of older family members.
 - Workplace Flexibility. CCW and CCTF will explore viable options in initiating workplace flexibility for staff and accommodating flexible schedules for students and faculty (including drop-off child care).

RECOMMENDATION: We ask that the University officially recognize the need and value of family-friendly policies and provide/ indicate a commitment to supporting the development and review of those policies as appropriate.

We argue that expanding resources for the families of students, faculty and staff supports the mission, goals, and vision of our university "to foster societal improvements through responsive and innovative programs." We submit these recommendations in order to elicit administrative support to pursue these initiatives.

The primary obstacles that we see to achieving these "Top Ten" goals include acquiring physical space, addressing state requirements and regulations including licensing standards, and lastly, convincing the campus culture and administration that these programs have academic value and support the mission, goals, and vision of our university "to foster societal improvements through responsive and innovative programs." We are also aware that our recommendations entail major legal issues and liability considerations.

Please see documentation below regarding child care and work-life balance issues and programs nationwide and the **attached appendix** regarding child care at our **peer institutions** (8/10 have child care services of some kind). All of these resources are available upon request.

Selected sources for more information on issues associated with working parents:

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College and University Work Family Association, www.cuwfa.org

College University Work-Family Association, “CUWFA TALKS. Helping New Moms: Breastfeeding and Lactation Support in the University Setting,” Webinar, April 28, 2011. www.cuwfa.org.

Collins, Gail. “The Torch Passes. Really,” *New York Times* (August 28, 2008), A27.

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<http://www.cga.ct.gov/coc/fatherhood.htm> (Accessed March 23, 2011).

Dzubow, Lauren. “Head of the Class.” *Oprah Magazine* (March 2008), 66. This article discusses the trials of student mothers.

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http://www.insidehighered.com/views/blogs/mama_phd

Harrington, Brad and Fred Van Deusen, “The New Dad: Exploring Fatherhood within a Career Context,” Boston College Center for Work & Family, June 18, 2010.

Hollenshead, Carol. et. al *Family-Friendly Policies in Higher Education: Where Do We Stand?* The Center for Education of Women, University of Michigan, 2005.

Iowa State University, http://www.hrs.iastate.edu/child_care/OfficeChild_careResources.shtml

Jarmoc, Karen and Diana Urban, Children and the Recession Task Force Co-chairs, “First Quarterly Report of House Speaker Christopher Donovan’s Task Force on Children in the Recession, Connecticut State Assembly, January 2010.

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- Monroe, Kristen, Saba Ozyurt, Ted Wrigley, and Amy Alexander, "Gender Equality in Academia: Bad News from the Trenches, and Some Possible Solutions," *Perspectives on Politics* 6 (2), June 2008.
- Pearson, A. Fiona. "The Erosion of College Access for Low-Income Mothers." Pp. 216-233 in *21st Century Motherhood: Experience, Identity, Policy and Agency*, edited by Andrea O'Reilly. New York: Columbia University Press, 2010.
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- Parker Pope, Tara. "Now, Dad Feels as Stressed as Mom," *New York Times* (June 20, 2010).
- Philipsen, Maike Ingrid. *Challenges of the Faculty Career for Women: Success and Sacrifice*. San Francisco: Jossey-Bass, 2008.
- Provost's Child care Implementation Committee. "Child care and Work/Life Issues at the University of Connecticut," August 2005.
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- WFD Consulting, Child Care Needs Assessment Study, University of Georgia, February 2008. http://www.uga.edu/Child_careReport.pdf

Where We Live, "Recession Redefines The Modern Family Connecticut: Families Cope with Shifting Roles and Responsibilities," WNPR, Hartford, CT, March 15, 2011

WORKFAM-L@LISTS.PSU.EDU

APPENDIX.**Child Care/ Family Policies/ Programs/ Services at CCSU Peer Institutions.**

CCSU's peer institutions have been approved and are used by the University, the CSU System Office, and the Connecticut Department of Higher Education to compare performance in a wide range of areas.

Bridgewater State College	CUNY Brooklyn College	East Stroudsburg University
A Children's Center is located on campus, 30 spots, ages 2-6. http://www.bridgew.edu/childrenscenter/	The Early Childhood Center supports more than 80 student-parents each year through on-campus day and evening child care services for infants, toddlers and young children. http://www.brooklyn.cuny.edu/pub/1911.htm	The Mekeel Child Care Center is available to ESU students, faculty/staff and community families. Children between the ages of 18 months and 5 years may attend Mekeel. Mekeel Child Care Center is licensed by the Department of Public Welfare, and accredited by the National Association for the Education of Young Children. http://www4.esu.edu/current_students/student_affairs/student_services/mekeel.cfm
	Partially funded with federal grants	

Montclair State University

The Ben Samuels Children's Center at Montclair State University provides inclusive early care and education of children from birth through 5 years. The Center is committed to examining and implementing the best practices of teaching and learning in a nurturing environment where children with disabilities learn, play and grow alongside their same-age peers. 4 classrooms.
<http://cehs.montclair.edu/academic/childrenscenter/about.shtml>

In 1994, a task force of faculty members studying inclusion of children with disabilities in general education settings, with the support of a grant from the New Jersey Network for Educational Renewal, proposed several recommendations, one of which was the creation of the Ben Samuels Children's Center as a premier inclusive early childhood care, education, and professional development facility. Through the support of President Cole, The College of Education and Human Services, The Center of Pedagogy, The University Foundation, and many generous donors we opened our doors in September of 2005.

Southern Illinois University- Edwardsville

Early Childhood Center. The Early Childhood Center primary mission is to provide convenient, high quality care and education for the children of University families. One of our primary goals is to help student parents complete their education at SIUE successfully. Children of Southern Illinois University Edwardsville students receive highest priority on our waiting lists. SIUE staff and faculty families receive the next highest priority because of the important role they play in making it possible for SIUE students to succeed in attaining their education and career goals. Children from non-SIUE affiliated families are accepted on a limited basis.

<http://www.siue.edu/earlychildhood/>

University of Massachusetts-Dartmouth	University of Southern Maine
<p>The UMass Dartmouth Children's Center for Learning, a licensed early education and care facility, is available for the children of students, faculty, and staff. To be eligible for enrollment, children must be between two years, nine months, and seven years of age. The center is professionally staffed; the director and teachers hold master's and/or bachelor's degrees in education. An educational component is incorporated into the program with a curriculum designed to be developmentally appropriate and geared to meet the needs of each child.</p> <p>http://www1.umassd.edu/studentaffairs/student_services/children_resource.html</p>	<p>USM Child and Family Centers. http://usm.maine.edu/childcare/</p> <p>Now closed due to budget cuts. The USM Child and Family Center had been open for 35 years as a part of the USM Mission "...to provide academic support services essential to the needs of the diverse student body. this commitment extends to creating a sense of university community and a vibrant, diverse, cultural environment for USM's students, faculty, staff, and the entire community of Southern Maine."</p> <p>The Child care at USM on the Portland campus was the FIRST in the state to get accreditation by NAEYC standards in 1988. The Gorham campus has received its accreditation as of 2000. All the staff are well trained and most have their degree in Early Childhood Education. USM child care is a 'lab school' for field placements and practicum sites, and a research/internship/observation site for faculty on campus. It serves students, Alum, faculty, and community members.</p>
<p>The Center is located in Residence Hall Phase 3A and is open from 7:30-5:00 PM on days when the university is in session during the academic year.</p>	<p>Division of Student and University Life "...we also act as a resource to families of our students, to staff and faculty of the University and to the off-campus community. This broad attention to the "greater community" is directly related to the quality of the student experience. All parties listed have some participatory responsibility in the difference that USM will make in your life and in your future."</p>
<p>Students find work study, experiential learning, and volunteer opportunities available at the Center. Students in these positions assist the professional staff, helping to maintain a staff/child ratio of 1:5.</p>	

University of Central Missouri
<p>The Child Care Centers are non-profit day care centers for children whose parents are students, faculty, or staff at the University of Central Missouri.</p> <p>The Centers are licensed with the Missouri Department of Health, and are working toward Missouri Voluntary Accreditation. For more information please contact one of the following locations.</p> <p>http://www.ucmo.edu/oca/nontrad/childcare.cfm</p>
Valdosta State University

Not formerly offered. Several students listed on “College Caregivers,” a third party website to which the university provides access

William Paterson University of NJ

CONCERN EAP

1-800-242-7371

Hours: Monday through Saturday, with hours on campus by appointment.

http://ww2.wpunj.edu/adminsrv/hr/EmployeeAssistanceProgram/EAP_Home.htm

Area Served: William Paterson University

Eligibility: Faculty, staff and their household members

Fees charged: Free

The EAP (Employee Assistance Program) is a service for William Paterson University faculty and staff and their household members. The EAP offers confidential short term counseling and referral for problems ranging from work-related concerns to personal difficulties that affect an individual's everyday life. Trained counselors help with problems such as career issues, child care, elder care, family and workplace relationship problems, finances, health care, mental health, retirement, substance abuse, and Work/Life balance.

Child Development Center

William Paterson University, Hunziker Wing

Wayne, NJ 07470

Phone: 973-720-2529

ww2.wpunj.edu/childcare_center/

Hours: M-F 7:45-5:00

Area Served: William Paterson

Eligibility: All Faculty and Staff

Fees Charged: Call for rate schedule.

Provides child care for students, faculty, and staff up to five times a week with extended hours.

http://ww2.wpunj.edu/adminsrv/hr/WellnessGuide_Documents/ChildCare.htm