



Varieties of Campus Child Care

TOOLS
FOR STUDENT
PARENT
SUCCESS



About This Toolkit

This toolkit is the first in a series by the Institute for Women's Policy Research (IWPR). It introduces the wide variety of child care services that exist at institutions of higher learning. Rather than an exhaustive study of campus child care programs, it is an introduction to possible options. It is for those seeking to provide quality child care at colleges or universities and for those considering how to expand or rethink existing services. The author, Todd Boessoff, is President of Early Childhood Consultancies.

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About the National Coalition for Campus Children's Centers



The National Coalition for Campus Children's Centers (NCCCC) is a nonprofit educational membership organization supporting excellence in programs for young children in communities of higher learning by providing opportunities for leadership, professional development, networking, and advocacy.

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Table of Contents

Introduction	1
Center Models	3
Single Center	3
Multiple Center	4
Multiple-Campus Systems	5
Variety in Center Characteristics	6
Other Approaches & Services	8
Family Child Care	8
Inclusion/Special Needs	9
Child Care Resource and Referral Programs	10
Vouchers and Scholarships	11
Collaborations	12
Comprehensive Services	13
A Note About Child Care at Private and For-Profit Colleges and Universities	16
Table 1: Available On-Campus Care	17
Methodology	18
Resources/Endnotes	19



Introduction

Across the nation, higher education leaders are coming to understand that high quality child care services are essential to the mission of their colleges and universities: essential to the enrollment, retention, graduation, and success of student parents; essential in the lives of children; and essential to achieve the combined benefits of early education and higher education. They are also essential to recruiting and retaining high quality faculty and staff.

The Institute for Women's Policy Research¹ and National Coalition for Campus Children's Centers² have produced this toolkit to introduce the wide variety of child care services that exist today at institutions of higher learning. Rather than provide an exhaustive study of campus child care programs, it aims to acquaint the reader to the many possible options. If you are exploring providing quality child care at your college or university, this toolkit is for you. If you already have child care services, but are considering how to expand or rethink your services, this toolkit is for you. And, if you have never considered providing child care services to students, faculty, and staff on your campus; this toolkit is certainly for you. We believe it will also be of great interest to state and national policymakers concerned with improving graduation rates and other indicators of higher education success.

The website [EducationDepartment.org](http://www.educationdepartment.org/daycare.php) (www.educationdepartment.org/daycare.php) compiles government data using the U.S. Department of Education website. They list more than 1,500 colleges, universities, and technical schools that offer on-campus child care services. Most serve students, faculty/staff, and the general community in varying proportions.

The variety of approaches to campus child care is enormous. Individual centers, multiple centers, family child care homes, special needs programs, child care resource and referral services, and scholarships are just a few. Many campuses provide comprehensive services that blend a number of these approaches. Services vary in the age of children they serve and in the hours, days, and months of service.



Single Center

By far the most common form of campus child care is the individual center. These range in size from one classroom to 12 or more, and serve from as few as 10 to as many as 300 or more children. Many serve children from infancy through kindergarten, although fewer serve infants because it costs more due to higher required staff/child ratios.

Some campus centers occupy their own independent buildings. Others care for children in spaces that are part of another campus facility. Experienced architects and educators have designed the best of these centers from the ground up, but many excellent centers occupy renovated or repurposed spaces.

Historically, campus child care centers vary in origin. One might have begun as an education department's laboratory school, another as a community-based child care program, and another as a student parent cooperative. Some began as student services and others initially served only faculty and staff, or community. The recent trend, however, is to serve a mix of students, faculty/staff, and community. This mix has led to both cost and quality benefits.

Although specific guidelines vary by state and municipality, licensing is generally required of all centers caring for more than two or three children for more than a few hours. Many of the best campus children's centers also choose to become accredited. There are a number of early education accrediting organizations on national, state, and local levels. The largest, most respected, and best supported of these is the [National Association for the Education of Young Children \(NAEYC\) Academy for Early Childhood Program Accreditation](http://www.naeyc.org/academy/).³ (www.naeyc.org/academy/).

Here are a few examples of center-based programs:*

- **Montgomery County Community College, Pennsylvania.**
The [Children's Center at Montgomery County Community College](http://www.mc3.edu/campusLife/student-resources/child-ctr) serves 72 children ages two through five. It is NAEYC accredited and top rated by Pennsylvania's Keystone Stars quality rating system. They participate in the state's PreK Counts program, which subsidizes costs for eligible families, and offer a preschool and toddler summer camp. (www.mc3.edu/campusLife/student-resources/child-ctr)
- **Chadron State College, Nebraska.**
[CSC's Child Development Center Laboratory](http://www.csc.edu/appliedsciences/cdc/index.csc) serves 47 children ages two through nine. They are NAEYC accredited and serve as an experiential learning site for students from their Family and Consumer Sciences, Education, and Special Education programs. (www.csc.edu/appliedsciences/cdc/index.csc)
- **Rockefeller University, New York.**
Rockefeller is a world-renowned center for research and graduate education in biomedical sciences, chemistry, bioinformatics, and physics. Their [Family and Child Center](http://www.rockefeller.edu/cfc/) serves 115 children, infants through age five, in 10 classrooms. Their families come from all over the world to study and work at Rockefeller. As many as 26 different languages are represented. Their teaching staff is also multinational and many of the teachers are bilingual. (www.rockefeller.edu/cfc/)

*The centers and services listed throughout in this toolkit are included for illustration purposes only. Their inclusion is not intended as an endorsement of quality or style, but simply as an example of a particular approach or service offered by a campus child care program.





Multiple Center

Many larger campuses offer multiple center-based programs. As with single centers, child care at multiple-center campuses varies widely both within each program and across sites. For a fuller explanation of the breadth of this variety, see Variety in Center Characteristics, page 6.

Here are some examples of multiple-center arrangements:

- **Pikes Peak Community College, Colorado.** The [PPCC Child Development Centers](#) are located on two separate campuses. They offer comprehensive educational child care services for children ages six weeks to five years. Each has a Parent Resource Room where community resources and parenting materials are available to all students. They are both licensed by the Colorado Department of Human Services and accredited by the National Association for the Education of Young Children. (www.ppcc.edu/services/childcare/)
- **Southwest Tennessee Community College.** Southwest Tennessee provides two centers, each of which has received the highest rating (three stars) from the Tennessee Department of Human Services. (www.tn.edu/childcare/).
- **University of Indiana, Bloomington.** [U of I Early Childhood Education Services](#) provides five child care programs: three accredited centers, and two parent cooperatives. Together they provide year-round, high-quality care and education to more than 250 children of students, faculty, and staff. (www.childcare.indiana.edu/)
- **Purdue University, Indiana.** Purdue's three centers are overseen by three different entities. One is an NAEYC accredited lab school operated by the Department of Human Development & Family Studies; the second is operated by the Purdue Village Parent Cooperative and Housing & Food Services Administration; and the last is managed by an outside for-profit child care corporation. (www.purdue.edu/hr/Childcare/offCampus/index.html)

Multiple-Campus Systems

Some states and localities oversee and provide some funding for whole systems of campus child care.

Here are several examples:

- **State University of New York.** SUNY Child Care Centers provide quality care for more than 5,000 children at 53 centers across the state, at 20 four-year institutions and 33 community colleges. Sixty-two percent are NAEYC accredited. (www.suny.edu/provost/university_life/child_care.cfm)
- **University of Wisconsin.** The University of Wisconsin provides on-campus child care on 12 of its four-year colleges and two of its community colleges. It also provides child care subsidies at 10 community colleges. (http://uwhelp.wisconsin.edu/adults_tudentguide/downloads/adultstudentservices.pdf)
- **City University of New York.** CUNY provides a center on each of its seven community, 10 four-year, and two graduate campuses. Although age ranges vary, together these centers serve approximately 2,400 children. Many of these centers are accredited by NAEYC. (www.cuny.edu/about/administration/offices/sa/services/child-care-1/campus-centers.html)
- **University of California/California State University.** California funds campus child care centers for children of students at California community and four-year colleges. Programs are funded by a combination of parent fees, student body fees, and state funds. (<http://ag.ca.gov/publications/womansrights/ch8.php#1b>)



Variety in Center Characteristics

In addition to characteristics already mentioned, campus-based children's programs, whether single- or multiple-center, vary in several other ways:

- **By oversight.** Administratively, a variety of campus entities may oversee child care programs. These include student affairs divisions, education departments, human resources, administration, continuing education, business and finance departments, and student associations.
- **By corporate status.** Most centers are independently incorporated, usually as nonprofits, but others fall under the corporate status of the college itself. Some, contracting through one of the oversight entities above, are run by outside for-profit or nonprofit organizations.
- **By financing.** Child care tuition and fees are the largest sources of funding. Campus centers, however, derive funding from many other sources, including:
 - The federal Child Care Access Means Parents in School program (CCAMPIS)^{*4}
 - Direct institutional support (college lines and benefits for center staff, rent-free space, custodial services, financial support, etc.)
 - State higher education child care funding
 - College in-kind services (computers, photocopying, telephone, etc.)
 - Earmarked student activity fees
 - Support from faculty/student associations and/or student governments
 - Funding from college foundations
 - The federal Health and Human Services (HHS) Child Care and Development Fund
 - U.S. Department of Agriculture (USDA) Child Care and Adult Food Program (CACFP)
 - United Ways
 - Foundations
 - Individual and corporate contributions
 - Head Start



^{*} The Child Care Access Means Parents in School program is a federal program designed specifically to help low-income college student parents enroll, persist in, and graduate from college.

- **By ancillary services offered.** Centers may provide one or more ancillary services to parents and to the college or university. For parents they may provide parenting workshops, referral services, sick care and/or babysitting services, and full-service family resource programs, which provide information and counseling—whether college related, child related, financial, or personal.

For the college or university, centers frequently serve as a practicum, observation, or research site for early childhood, nursing, pediatric, and other departments; as a placement for work-study students; and as a place of employment for students and graduates.

- **By curricula used.** Although state-to-state standards are similar, the curriculum implemented in specific campus centers, whether self-developed or published, varies. Because they are college and university based, many campus centers choose to develop curricula themselves using accepted early childhood principles, state standards, and national guidelines. The National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education have developed a [position statement](http://www.naeyc.org/files/naeyc/file/positions/pscape.pdf) on what needs to be considered when developing curricula. (www.naeyc.org/files/naeyc/file/positions/pscape.pdf)

As many states do, [New Jersey's Department of Education](http://www.nj.gov/education/ece/curriculum/curriculum.htm) (www.nj.gov/education/ece/curriculum/curriculum.htm) lays out criteria for accepted curricula that programs can use in developing their own. They also recommend published approaches, including Creative Curriculum (now called [Teaching Strategies Gold](http://www.teachingstrategies.com/), www.teachingstrategies.com/), High Scope, the [Bank Street Developmental Interaction Approach](http://bankstreet.edu/theory-practice/) (<http://bankstreet.edu/theory-practice/>) and [Tools of the Mind](http://www.msced.edu/extended-campus/toolsofthemind/?1137Nav=1&NodeID=171) (www.msced.edu/extended-campus/toolsofthemind/?1137Nav=1&NodeID=171).



Family Child Care

Family child care means caring for children in the homes of trained individual providers. There are two main types of family child care: *individual and group*. Regulations vary widely from state to state, but in New York State, for example, an individual provider is permitted to care for up to six children if there are no infants, and up to five children if an infant is being cared for. The maximum number of infants is two. In group family child care, the limit is 12 children, only 10 if there are infants, with no more than two infants allowed. Group care requires that an assistant to the provider be available at all times.

Campuses generally take one of three approaches to providing family child care—an on-campus child care network, contracts with individual community providers, or arrangements with community family child care networks. Family child care networks are organizations that offer various services to family child care providers. The network may refer families and children to a provider or the provider may recruit the children and then join the network to receive services such as training, workshops, book-keeping, clerical support, and participation in the federal [Child and Adult Care Food Program](#) (CACFP)⁵ (www.fns.usda.gov/cnd/care/).

Although these campuses may provide other child care services as well, here are several that offer family child care:

- **California State University, Northridge.** The [Family Child Care Network at CSU](#), Northridge, sponsored jointly by the Associated Students and the Division of Student Affairs, serves low- to moderate-income student families whose needs cannot be met through the on-campus center. The network pays for most or all of the child care fees. (<http://csunas.org/child-rents-center/family-care-network/#.T1-g8XIGqu1>)
- **University of Wisconsin, Madison.** The [UW Madison Family Child Care Network](#) contracts with [Satellite Family Child Care, Inc.](#), a community based network that provides accreditation, oversight, and services to family child care homes. The program provides care for infants and toddlers of students, faculty, and staff. They oversee the four homes that are part of the UW network. (www.occf.wisc.edu/family.htm) (www.satellitefcc.com/)
- **University of Michigan.** The [U of M Campus Child Care Homes Network](#) serves students, faculty, and staff. State-licensed independent providers provide care in their own homes, offering priority and flexibility to U of M families. Providers work toward early childhood training/educational goals and accreditation through the [National Association for Family Child Care](#) (NAFCC).⁶ In return, U of M offers provider training, support, and resources to enhance quality in the child care homes. (<http://hr.umich.edu/worklife/childcare/homesnetwork.html>) (<http://nafcc.org/>)



Inclusion/Special Needs

In accordance with the [Individuals with Disabilities Education Act](http://idea.ed.gov/) (IDEA, <http://idea.ed.gov/>)⁷ all campus child care programs that receive any form of federal funding are required to include children with special needs. The law states that to the extent possible, children with disabilities should have access to the general education curriculum, learning activities, and settings that are available to their peers without disabilities.

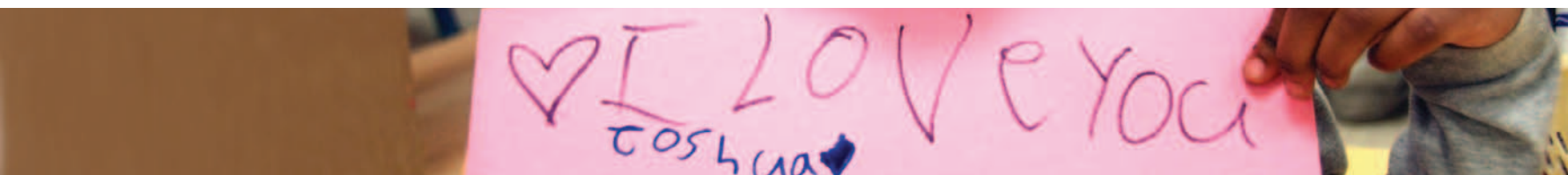
Some campuses, however, offer programs that are especially dedicated to providing fully supported services for children with special needs. Some of these are “inclusive” programs that serve typically developing children and children with special needs in the same classroom environment.

Here are a few:

- **Merced College, California.** Merced is a California Public Community College. Their NAEYC accredited [Child Development Center](http://www.mccd.edu/services/child_dev/index.html) collaborates with the Merced County Office of Education, Special Education Department. Center staff and public school special education staff work together to provide full inclusion services for children with severe disabilities, approximately 15 percent of the children served. The center also has a Family Service Education Program that provides dental screenings, hearing screenings, vision screenings, and speech and language services. (www.mccd.edu/services/child_dev/index.html)
- **Montclair State University, New Jersey.** The [Children’s Center at MSU](http://www.gallaudet.edu/cdc.html) has brought together under one roof three formerly independent programs—a child care center, an early intervention program, and a program for children with severe communication disorders, including autism. Today their inclusive classrooms serve children with special needs and typically developing children side by side. Their early intervention component provides services to families at home and in the infant/toddler classrooms through a team that includes speech and language pathologists,

special educators, child development specialists, a nurse, and occupational and physical therapists. From infancy through five years, children with special needs participate in every classroom where, in addition to the teaching staff, an expert team of certified and/or licensed personnel supports their development. (<http://cehs.montclair.edu/academic/childrenscenter/about.shtml>)

- **Gallaudet University, Washington, DC.** Gallaudet is the only university in the world where all programs and services are specifically designed to accommodate deaf and hard of hearing students. Their [Child Development Center](http://www.gallaudet.edu/cdc.html) serves deaf, hard of hearing, and hearing toddlers, preschoolers, and kindergartners in an integrated child care program. They serve families who work and study at Gallaudet, and those from the DC metropolitan community. The center employs deaf and hearing teachers and staff, and provides programming for children depending upon the individual needs of the child and family. American Sign Language and English are used in communicating with the children in the program. (www.gallaudet.edu/cdc.html)



Child Care Resource and Referral Programs

College and university campuses often provide child care resource and referral (CCRR) services, either as stand-alone offices or as part of broader “work/life” programs. Some campuses operate their own CCRR organizations, others contract with community based CCRRs, and some refer parents to community CCRRs.

According to the [National Association of Child Care Resource and Referral Agencies](#) (NACCRRA, www.naccrra.org/),⁸ CCRRs help families locate, evaluate, and find ways to pay for child care. They work to increase the supply of child care, and they train and provide workshops and other services for providers. They serve as a bridge between parents, providers, campus and community leaders, and policymakers.

Here are some examples of campus CCRRs:

- **Portland Community College, Oregon.** The on-campus [PCC Child Care Resource and Referral](#) office helps students locate appropriate care providers, evaluate their quality and, if students meet income qualifications, arrange financial assistance. They refer to on-campus and off-campus settings, including child care centers, family child care providers, school-age programs, Head Start programs, and preschools in the Portland area. (www.pcc.edu/resources/child-care/)
- **Arizona State University, Arizona.** Child care resource and referral services at ASU are part of the university’s broader work/life program called [ASU Family Resources](#). The CCRR refers student, faculty, and staff parents to various child care options both on and off campus. (www.asu.edu/studentaffairs/reslife/family/childcare.htm)
- **Lane Community College, Oregon.** [Family Connections](#), a CCRR at Lane, has been in existence for the past 21 years. It assists students whose child care needs do not match their center’s hours and ages. They carefully track the number of students served and which services have been provided. They also help Lane students locate child care employment opportunities in the community. (www.lanecol.edu/lfc/)
- **University of Maryland.** [The University of Maryland](#) provides free resources and consultation to students, faculty, and staff who have child and elder care needs. Child care services address choosing quality child care, locating licensed centers and preschools both on and off campus, selecting a summer camp, and more. Seminars and resources are provided and one-on-one consultations are available by phone, in-person, or by e-mail. (http://uhr.umd.edu/Family_care/index.html)
- **University of Minnesota.** The university contracts with an outside organization, Career/Life Alliance Services, Inc. By visiting [CLAS Alliance](#) student parents can access and use the child care resource and referral service free of charge. (www.clalliance.net/)

Many campuses provide “work/life” or “work/family” services, which include resource and referral as part of their offerings. According to the [College and University Work/Family Association](#) (CUWFA, www.cuwfa.org),⁹ the goal of these programs is to facilitate the integration of work and study with family and personal life at institutions of higher learning.



Vouchers and Scholarships

Some colleges offer student parents scholarships or fee vouchers toward child care costs at on-campus and community programs.

- **Southeast Community College, Nebraska.** SCC offers Pell Eligible students federal Child Care Access Means Parents in School (CCAMPIS) funded grants to provide partial child care tuition assistance at their Child Development Center.
- **Purdue University, Indiana.** Purdue makes scholarships available to help students, faculty, and staff better afford the costs of their campus child care centers. These are funded by an [endowment specifically for that purpose](http://www.purdue.edu/newsroom/purduetoday/faculty_staff_news/2011/111020_ChildCareAid.html). (www.purdue.edu/newsroom/purduetoday/faculty_staff_news/2011/111020_ChildCareAid.html)
- **Madison Area Technical College, Wisconsin.** The [Madison College Child and Family Center](http://matcmadison.edu/resources) provides several scholarships available to qualified students to help with the cost of child care. These are supported by a CCAMPIS grant, the Student Activity Board, and the Madison College Foundation. They also point students to child care funding resources in the community and state. (<http://matcmadison.edu/resources>)
- **Family Care Solutions, Inc., Pennsylvania.** Though not a higher education institution itself, FCS uses CCAMPIS and other funding sources to provide scholarships for student parents at various Philadelphia area colleges, including the Community College of Philadelphia, Manor College, and Metropolitan Career Center. (www.familycaresolutions.org/)
- **University of Northern Florida.** UNF also uses funding from a CCAMPIS grant to fund direct child care scholarships to eligible student parents. (www.unf.edu/cdrc/CCAMPIS_Grant.aspx)



Varieties of Campus Child Care

Collaborations

Many colleges collaborate with local entities to provide one service or another.

These include:



- **School district collaborations.** Many campus children's centers take advantage of state prekindergarten initiatives. The Community Colleges of Spokane (CCS) takes advantage of Washington's state preschool, the [Early Childhood Education and Assistance Program](#) (ECEAP). They are the contractor for their three colleges and the county, with 670 slots. In New York State, many of the 53 child care centers at the [State University of New York](#) (SUNY), and the 20 centers at the City University of New York (CUNY) contract with local school districts as part of the state's Universal Prekindergarten Program. The University of Wisconsin, Oshkosh, collaborates with their local school district on half-day kindergarten and serving children with special needs. Merced College, a community college, collaborates with the county Office of Education, Special Education Department to provide full inclusion for children with severe disabilities.

(www.del.wa.gov/care/find-hs-eceap/)

(www.suny.edu/provost/university_life/child_care.cfm)

- **Head Start collaborations and contracts.** The Community Colleges of Spokane (CCS) is also the grantee for the Spokane County Head Start (HS) and Early Head Start (EHS), with 669 HS and 210 EHS slots. Southwest Tennessee Community College contracts for an EHS program and wrap-around services. Mayville State University (Nebraska) has been a HS and EHS grantee for 21 years, collaborating with two universities to provide campus child care. SUNY Oneonta has a collaboration agreement with HS to enroll eligible children in their campus-based center; HS pays a portion of child care fees and provides a staff member to work with enrolled children.

Other collaborations. As already mentioned, many campuses collaborate with community organizations for various child care services, including center-based and family child care, sitter and nanny services, special needs care, and child care resource and referral.

Other Interesting Arrangements

- **Library Child Care.** [Our Little Village/Library](#) at Oregon State University offers students free drop-in child care at their library. It is funded through student fees. (<http://instruct.orst.edu/childcare/ourlittlevillage>)
- **Foster Grandparent Program.** Truckee Meadows Community College (Nevada) child care center has an innovative [Foster Grandparent Program](#) that provides interactive experiences for seniors and children. (www.tmcc.edu/childcare/programs/)
- **Babysitting Registry.** New York University maintains a [Babysitting Registry](#). NYU student, faculty, and staff parents post their request on-line or search for information from the profiles of NYU students who are looking to babysit. (www.nyu.edu/family.care/child.care/babysitting.registry.html)

Comprehensive Services

Some of the most exciting examples of campus child care are on large campuses that provide a comprehensive range of services, including some of the approaches mentioned earlier and many others. This array of services is not possible on every campus, but interested institutions of higher education may find that some ideas fit their specific needs.

Here are several examples of comprehensive services, one described in depth.



- **University of Michigan.** In 2005, the University embarked on a major Child Care Initiative to increase child care capacity, increase capacity for infants and toddlers, and improve the facilities. Today they provide an exciting, high-quality array of child care services including:

 - **Child Care Centers.** Three state of the art centers in Ann Arbor and one each in Dearborn and Lansing serve more than 800 children. (www.hr.umich.edu/childcare/)
 - **Campus Child Care Homes Network.** Family child care is provided as described under Family Child Care, above. (<http://hr.umich.edu/worklife/childcare/homesnetwork.html>)
 - **Child Care Referral Specialists (CCRR).** Telephone or in-person consultations with U-M families are available by appointment. Specialists gather key information regarding a child's needs: age, hours and days, desired location, type of care (center, home, before/after school, etc). CCRR specialists then match this to a regularly updated child care referral database of licensed child care programs.
 - **School-Age Care.** Care for elementary-aged children when the Ann Arbor public schools are closed is provided at some of the centers. (<http://hr.umich.edu/worklife/childcare/index.html>)
 - **Summer Camps.** Six summer camps largely for school age children are available during non-school months. (<http://hr.umich.edu/childcare/moreoptions/summercamps.php>)
- **School Cancellation Care.** Kids Kare at Home is a back-up child care program that gives families an option when children are sick, cannot be sent to school, or when regular child care arrangements are not available. Trained caregivers come to the family's home. Fifteen families reserve permanent spaces and additional families may call to see if additional spaces are open. (<http://hr.umich.edu/worklife/kidskare/index.html>)
- **Conference/Event Child Care.** For a department or organization hosting an event at the university that requires child care.
- **Students with Children Website.** This site, run specifically for student parents by the University's Work Life Resource Center, lays out resources ranging from Financial Resources and Housing to Social Support, Community Health Clinics, and Parenting Resources. (www.studentswithchildren.umich.edu/)
- **Child Care Guide.** The guide describes the various child care modalities and their characteristics and another website provides [Child Care Selection Checklists](#) to help parents understand how to choose quality child care. (<http://hr.umich.edu/worklife/childcare/childcareguide.html>) (<http://hr.umich.edu/worklife/docs/childcheck.pdf>)
- **Literacy Based Playgroup.** Parents and children spend an hour together in activities such as small group storytelling, letter recognition games, children's literature, puppets, etc. Parents receive information and ideas about how to support children's learning at home. (*Cont'd on page 14*)



(Cont'd from page 13)

► **Resources for Parents.** An in-depth list that includes provider selection checklists, and health care, other early education and care, and financial resources (see below). (<http://hr.umich.edu/childcare/parents/resources.php>)

► **Financial Resources.** These resources include:

■ **Child Care Subsidy Program for Students.** Administered through the Office of Financial Aid, this program provides funds to undergraduate and graduate students to assist in meeting the cost of licensed child care provided at a center, family child care home, or group child care home. The subsidy provides from \$2,250 per academic year for one child up to \$4,350 for three or more children. Students must demonstrate financial and child care need. (www.finaid.umich.edu/Home/HowtoApplyforAid/StudentswithChildCareExpenses.aspx)

■ **Loans to Cover Child Care Expenses.** Students with unmet financial need can apply for loans to cover the full cost of their child care expenses through the financial aid office.

■ **Other Child Care Financial Assistance.** The university lists a wide range of additional sources of support including the Child Care Tuition Grant; the Michigan Department of Human Services Child Development and Care Program; Child Care Network Scholarships; University Dependent Care **Flexible Spending Accounts** (for employed students); the federal Earned Income Tax Credit (EIC); the Child and Dependent Care Credit; the Women, Infants and Children (WIC) health and nutrition program; and others. (<http://hr.umich.edu/worklife/childcare/moneymatters.html>) (www.benefits.umich.edu/plans/reimburse/index.html)

At Michigan, as on other campuses, child care services are closely linked to the University's higher education mission. At one center, the Towsley Children's House, roughly 20 research projects are conducted each year, on topics ranging from children's cognitive development to preschool teaching methods. Research, observations, and internships involve individuals from disciplines including medicine, public health, nursing, psychology, linguistics, social work, music, and education. Projects have resulted in numerous research publications. Results are disseminated throughout the United States and internationally through presentations for various professional organizations.

● **Iowa State University.** ISU's range of child care services include:

► **Child Care Centers.** ISU has two accredited centers on the main campus and one, managed by **Bright Horizons**, at the School of Veterinary Medicine. (www.hrs.iastate.edu/hrs/childcare) (www.brighthorizons.com/)

► **Child Care and Family Resource Services Office.** This office connects students, faculty, and staff to family and life-related programs and services available on campus and in the community. (www.hrs.iastate.edu/hrs/node/131)

► **Child Care Services and Information Website.** This website provides a comprehensive list of services that link to some of those listed below. (www.hrs.iastate.edu/hrs/node/132)

► **Emergency, Back Up, and Sick Child Care.** The **Comfort Zone** is a center that provides care for children with routine childhood illnesses and has professional child care staff and an on-site nurse. In addition, ISU provides **Back-up Child Care** through other campus centers and

services. (www.universitycommunitychildcare.org/testimonials.html) (www.hrs.iastate.edu/hrs/node/143#BackUp#BackUp)

- ▶ *Listings and Links.* To various related campus and community resources.
 - ▶ *A List of Babysitters.*
 - ▶ *Financial Resources.* A list of child care and other financial resources at the campus and in the community is available on this website. (www.hrs.iastate.edu/hrs/node/133)
 - ▶ *Family and Parenting Resources.* Information and resources for families is listed on this website. (www.hrs.iastate.edu/hrs/node/134)
 - ▶ *Child Care Resource and Referral.* A free CCR&R service to help parents locate professional child care providers through a personalized referral process. (www.centraliowachildcare.org/)
 - ▶ *Frequently Asked Questions.* (www.hrs.iastate.edu/hrs/node/136)
 - **University of Wisconsin, Madison.** UW Madison's Office of Child Care & Family Resources provides seven center-based programs—one a sick/backup center—that care for approximately 600 children ages birth to five, on full- and part-time bases. Several of these centers offer PreK programming through a contract with the Madison school district. They manage an accredited family child care network of between four and five homes, which gives priority to university students, faculty, and staff.
- Their parent support services include parent education events and programs, a Parent Support e-mail list of more than 1,000 participants, 20 lactation rooms on campus, a free lending library of books related to children and parenting, and a Campus Women's Center with a Family Resources Coordinator who

works with student parents around child care needs. They also provide individual parent/child mental health consultation regarding developmental or behavioral concerns and child care resource and referral. They provide single parent and special needs support groups and all-campus parent luncheons once a month.

Finally, through a CCAMPIS grant and other resources, they provide a student scholarship program to assist with child care costs. The program serves between 250 and 300 students each semester with an average grant of \$1,700 per family. (www.occrf.wisc.edu/about.htm)

- **University of Massachusetts, Amherst.** UMass' *Office of Family Resources* has an extremely well-organized webpage listing all of its resources for campus families. Referring to both on-campus and off-campus options, it connects families to child care programs, family child care networks, child care tuition assistance, children's enrichment programs, school age and after school programs, summer camps, and babysitters. (www.umass.edu/ofr/education.php)



Varieties of Campus Child Care

A Note About Child Care at Private and For-Profit Colleges and Universities

Campus Child Care at Private Colleges and Universities. Campus child care services at private institutions, although frequently excellent, are far less common than they are at public two- and four-year institutions, especially for student parents. Some institutions have state-of-the-art child care services, but give priority and financing first to faculty and staff. Others have no true on-campus options at all. This information comes from general Internet searches, searches of individual institutions' websites, and 2009 information gathered from the Integrated Postsecondary Education Data System (IPEDS).^{*11}

Here are two representative examples. [Yale University](http://www.yale.edu/hronline/worklife/ccfaq.html) (www.yale.edu/hronline/worklife/ccfaq.html)—whose famed Child Study Center works directly on policy issues related to child care, education, teacher training, and recruitment—provides no direct child care, although it does affiliate with several programs. Nor do they provide direct fiscal support for student parents. They provide modest support for faculty and staff through their flexible benefits program. A rigorous search of the [Carleton College](http://www.carleton.edu/) (Minnesota, www.carleton.edu/) website produced no evidence of child care services.

The relative dearth of campus child care supports at private universities may reflect higher tuition costs, their lack of access to public funding streams, their younger student population, or a combination of these factors.

Campus Child Care at For-Profit Institutions. General Internet and individual website searches of three of the largest for-profit universities—University of Phoenix, Kaplan University, and DeVry University—showed no evidence of child care services and very little evidence of assistance in finding child care. Searching these sites directly was difficult without providing detailed personal information. Phoenix offered a chat service, but reported, “We do not offer any child care services at our campuses. There is a resource link provided to students on their student website, ... but the services are not offered at any of our campuses.” The operators at the Kaplan and DeVry University phone centers had no knowledge of child care services anywhere in their systems and calls to several campus locations produced no child care. The IPEDS survey found fewer than 1 percent of all for-profits offer child care support of any kind.*

* *Improving Child Care Access to Promote Postsecondary Success Among Low-Income Parents*, p. 17. A great deal of additional useful information can be found in this Institute for Women's Policy Research study. (www.iwpr.org/publications/pubs/improving-child-care-access-to-promote-postsecondary-success-among-low-income-parents)

Table 1. Availability of On-Campus Care for the Children of Students by Institution Type and Level, 2009

Institution Type		Four Year	Two Year	Less Than Two Year	All Levels
Public	On-Campus Care	386	540	39	965
	No Care on Campus	289	563	200	1,052
	Total	675	1103	239	2,017
	Percent of Institutions With Care	57.2%	49.0%	16.3%	47.8%
Private Not For-Profit	On-Campus Care	146	14	6	166
	No Care on Campus	1447	167	79	1,693
	Total	1593	181	85	1,859
	Percent of Institutions With Care	9.2%	7.7%	7.1%	8.9%
Private For-Profit	On-Campus Care	7	11	4	22
	No Care on Campus	562	964	1459	2,985
	Total	569	975	1,463	3,007
	Percent of Institutions With Care	1.2%	1.1%	0.3%	0.7%
Total	On-Campus Care	539	565	49	1,153
	No Care on Campus	2,298	1,694	1,738	5,730
	Total	2,837	2,259	1,787	6,883
	Percent of Institutions With Care	19.0%	25.0%	2.7%	16.8%

Source: IWPR calculations, Integrated Postsecondary Education Data System, 2009 data. Responses coded as "not applicable" or "no response" were few in number and not included.

AND FINALLY

It is becoming increasingly clear that campus child care is essential to institutions of higher education. It helps student parents go to college, graduate, find jobs, and earn more in their lifetime. It helps colleges attract the best faculty and staff. It helps children succeed in school, require fewer costly services, and earn more over a lifetime. Ultimately, these successes strengthen our nation through lasting economic and social benefits. We hope that this toolkit has provided you with a wider view of the campus child care options available; that it inspires you to find new ways to serve student, faculty, and staff parents, and their children; and that as a result you will reap these proven benefits.

Methodology

The purpose of this toolkit is to stimulate thinking and increase understanding about campus child care—at institutions of higher learning, among child care providers, and in the broader realm of higher education and child care policy. It does not pretend to be an exhaustive study. Rather, it is an *introduction* to the array of possible options. The information has come from several sources: general Internet searches; searches of specific university and organization websites; responses to brief surveys of members of the National Coalition for Campus Children's Centers e-mail list, CAMPUSCARE-L; and interviews of leaders in the field. In addition, feedback from members of the National Coalition for Campus Children's Centers (NCCCC) board helped to strengthen and improve our work.

We refer to numerous colleges, universities, and other organizations throughout this toolkit. It is beyond the scope of our resources to provide a fully comprehensive picture of the field, and certainly beyond our capability to evaluate specific programs and approaches. These references are neither endorsements nor criticisms. They simply help us depict the extraordinary variety of campus child care.



Resources/Endnotes

The organizations listed in this section will be helpful to institutions of higher education seeking to develop, improve, expand, or simply learn more about the varieties of campus child care.

¹ **Institute for Women's Policy Research** (IWPR, www.iwpr.org). IWPR is the leading think tank in the U.S. focusing primarily on domestic women's issues. It conducts research and disseminates findings to address the needs of women, promote public dialog, and strengthen families, communities, and societies. Their Student Parent Success Initiative helps raise awareness and educate institutional leaders and policymakers about the need for student parent supports to help low-income student parents attend and graduate from college.

² **National Coalition for Campus Children's Centers** (NCCCC, www.campuschildren.org/). NCCCC, a nonprofit educational membership organization, supports activities and research affecting college and university early childhood education and service settings. They are the largest organization specifically for those working in and with campus children's programs.

³ **National Association for the Education of Young Children** (NAEYC, www.naeyc.org/). NAEYC is the world's largest organization working on behalf of young children with nearly 80,000 members, a national network of more than 300 state and local affiliates, and a growing global alliance of like-minded organizations. Their Academy for Early Childhood

Program Accreditation currently accredits more than 7,000 early education programs.

⁴ **Child Care Access Means Parents in School Program** (CCAMPIS, www2.ed.gov/programs/campisp/index.html). The CCAMPIS program supports the participation of low-income parents in postsecondary education by providing campus-based child care services. Grants are used for various activities, a few of which include providing child care via campus-based programs or by outsourcing within the community, subsidizing child care costs for low-income, Pell-Grant eligible students, and providing child care services before and/or after school.

⁵ **Child and Adult Care Food Program** (CACFP, www.fns.usda.gov/cnd/care/). Through CACFP, more than 3.2 million children and 112,000 adults receive nutritious meals and snacks each day. This helps improve the quality of day care for children and elderly adults by making it more affordable for many low-income families.

⁶ **National Association for Family Child Care** (NAFCC, <http://nafcc.org/>). NAFCC is a nonprofit organization dedicated to promoting quality child care by strengthening the profession of family child care.

⁷ **The Individuals with Disabilities Education Act** (IDEA, <http://idea.ed.gov/>) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related

services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. Infants and toddlers with disabilities (birth–2) and their families receive early intervention services under IDEA Part C. Children and youth (ages 3–21) receive special education and related services under IDEA Part B.

⁸ **National Association of Child Care Resource and Referral Agencies** (NACCRRA, www.naccrra.org/). NACCRRA is a leading voice for child care. They work with more than 700 state and local Child Care Resource and Referral agencies nationwide.

⁹ **College and University Work/Family Association** (CUWFA, www.cuwfa.org). CUWFA provides leadership in facilitating the integration of work and study with family/personal life at institutions of higher learning.

¹⁰ **Bright Horizons Family Solutions** (www.brighthorizons.com/) is a leading provider of employer-sponsored child care, early education, and work/life solutions. They manage child care centers for many leading corporations, hospitals, universities, and government agencies. Their child care centers are designed to meet the standards of excellence set by NAEYC.

¹¹ **Integrated Postsecondary Education Data System** (IPEDS, <http://nces.ed.gov/ipeds/>). IPEDS is a service of the National Center for Education Statistics and is the primary federal entity for collecting and analyzing data related to postsecondary education institutions.



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