

Report of the

**PROVOST'S CHILD CARE  
ADVISORY COMMITTEE**

August 2018

**UNIVERSITY OF MINNESOTA**



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## Introduction

This advisory committee was convened by Executive Vice President and Provost Karen Hanson in March 2018 to examine the child care needs of faculty, staff, and students on the Twin Cities campus and to consider how the University might best expand access to high-quality, cost-effective child care (See *Charge to Committee, Appendix A*). The committee conducted research on child care; collected data from the University and from our peer institutions; conducted a survey of employees and students; and listened to the stories of parents regarding their experiences with child care. It is clear from this examination that working and student parents at the University of Minnesota need better child care solutions, and that University support for high-quality child care for the campus community benefits and supports the mission of the broader University.

Child care is part of a larger constellation of policies and practices that encourage better work-life balance and reduce role conflict, thus improving employee satisfaction, productivity in the workplace, and student success. For the University and for peer institutions, work-life issues including child care also are important to the University's academic mission, supporting the recruitment, retention, and success of faculty, staff, and students. Several recent improvements in University policy and practice have strengthened support for parents:

- paid parental leave: leave allowance has increased to six weeks for all parents, not just parents who give birth.
- duties policy for faculty members: redefined policy allows faculty members to adjust work responsibilities in the semester after the birth of a child.
- lactation spaces: an increased availability of lactation spaces for nursing mothers encourages and supports breastfeeding.

Child care, however, remains as one of the greatest challenges for working and student parents. This situation presents an opportunity for University to improve the access to reliable, high quality child care.

If the University fails to make high-quality child care available to its employees and students, it will continue to be at a recruitment and retention disadvantage compared to its peers. If done well, the University will solve an ongoing problem that has generated discussion and concern for over 45 years, offer a significant recruitment and retention tool that strengthens inclusive excellence and provides a competitive institutional advantage, further enhance support for employee and student well-being and success, and lead the way nationally in solutions to child care in University communities—all in congruence with the University's mission and foundational values.

## 1. Our Values

The committee was guided by the overall belief that both our University and surrounding community benefits and thrives from high quality, stable, and broadly accessible child care for faculty, staff, and students. The University community values a child care/early child development program that (1) allows parents to contribute to the University mission with the security of consistent, high-quality care, especially for those who are burdened by child care responsibilities, (2) supports the recruitment, retention, and success of excellent researchers, educators, staff, and students, and (3) enhances the state's workforce by preparing young children for success and educating the next generation of the early care and education workforce. We believe that children at child care centers serving the campus community have the potential to be our students in 15 years and our colleagues in 30 years. Therefore, the provision of high-quality child care for the University of Minnesota should be guided by the following values:

- **Accessibility.** Create greater opportunities for the entire University community to access on or near campus child care than have previously been available, including and especially opportunities for children and families of underrepresented racial and ethnic groups, sexual and gender minorities, and those with low income or low socioeconomic status.
- **Excellence.** Employ policies and practices that support parents in the University community, recognizing the importance and University-wide benefits of such policies and practices toward the recruitment, retention, and success of faculty, staff, and students.
- **Quality.** Guarantee a curriculum and structures that are evidence-based and meet or exceed national accreditation standards for early childhood education.
- **Stability.** Offer stability for parents, children, and teachers who work with child care programming through policies and practices that encourage teacher retention and oversight of the program.
- **Mission.** Reflect and promote the University's mission by providing opportunities for cutting-edge research, outstanding training, and meaningful outreach/engagement with our community.

## 2. Recommendations

Guided by values reflective of the needs articulated by the University community and supported by research about the current state of child care on and near campus, the committee makes the following recommendations:

- A. Increase the number of child care centers on or near campus.
  - i. Ensure child care capacity for an additional 450–600 children, beyond existing programs, as based on the needs of the campus assessed via the committee’s all-campus survey.
  - ii. Make a variety of evidence-based curricula and delivery models available to ensure diversity of choice.
  - iii. Maintain or exceed National Association for the Education of Young Children (NAEYC) accreditation standards at all centers.
  - iv. For all new programs, include infant, toddler, and preschool ages. Infant care, while expensive to provide, is in short supply within the metro area and greatly needed, and should be provided for all new programs to the maximum extent possible.
  
- B. The University should self-operate child development centers. University-operated centers are likely to be best positioned to:
  - i. Maintain strong teacher quality by providing early education careers (not just jobs) that include competitive pay and benefits and robust professional development programs, a goal that would best be realized with staff as University employees. Attracting high-quality teachers and providing career paths for these professionals will lower staff turnover and allow greater consistency of care for children.
  - ii. Strengthen affordable access to high-quality child care for all in the University community and meet the needs of campus families through use of expanded sliding fee schedule and the availability of part-time care.
  - iii. Build on existing campus strengths to leverage model child-centric work and University-led research, training, and engagement while having centers serve as additional sites for experiential learning for University students.

If the University does not self-operate, this committee believes that nonprofit partners are preferred. Numerous studies have shown that nonprofit providers produce better outcomes in the areas of higher staff wages, lower staff turnover, and lower child:staff ratios.<sup>1 2</sup>

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<sup>1</sup> For-profit/nonprofit differences in center-based child care quality: Results from the National Institute of Child Health and Human Development Study of Early Child Care and Youth Development. Available from: [https://www.researchgate.net/publication/223375271\\_For-profitnonprofit\\_differences\\_in\\_center-based\\_child\\_care\\_quality\\_Results\\_from\\_the\\_National\\_Institute\\_of\\_Child\\_Health\\_and\\_Human\\_Development\\_Study\\_of\\_Early\\_Child\\_Care\\_and\\_Youth\\_Development](https://www.researchgate.net/publication/223375271_For-profitnonprofit_differences_in_center-based_child_care_quality_Results_from_the_National_Institute_of_Child_Health_and_Human_Development_Study_of_Early_Child_Care_and_Youth_Development) [accessed Jul 26 2018]

- C. Establish a standing University advisory committee to monitor child care programs serving the campus and advise the provost on related issues and strategies.
  - i. Ensure the advisory committee is broadly representative of the University community.
  - ii. Evaluate the success of the child care program in consistently delivering care congruent with guiding values, especially those articulated under accessibility.
  - iii. Explore financial models and additional revenue to build and strengthen sustainability for child care solutions serving the campus.

### 3. Background

#### Historical Context

Numerous committees have reviewed, debated, and assessed the need for child care on the Twin Cities campus over the last 45 years. A task force first convened in 1971 to assess the need for child care among students and employees. Board of Regents meeting minutes from 1974 recorded the first discussion of funds for this effort, with \$78,859 per year recommended to support a program to serve 75 children. The first University child care center and the first student cooperative center both opened in September of that year, with the second student cooperative center following in 1975. Significant reports in 1987 and 1990 further analyzed this issue, ultimately leading to the construction of the current Child Development Center (CDC) facility, which doubled the capacity of the existing child care center. The facility was funded with dollars redirected from parking revenues and has not incurred costs related to building construction. In recent years, the College of Education and Human Development has managed and financially supported the CDC. Despite increased capacity, the new facility has always been insufficient to meet the demands for child care, and various University committees and offices have continued to investigate and document the burden on parents and the impact on campus. The conclusions are remarkably consistent: there is insufficient availability of child care for the campus community.

#### University Data

This committee gathered and analyzed a number of data sources in the course of its work. The University's Office of Human Resources reports that there are just under 3,400 dependents under age six enrolled in a medical or dental plan. While not all of these children require child care, and not all children of employees are enrolled in a medical or dental plan, the population is sizable. The Student-Parent HELP Center estimates approximately 900–1,000 undergraduate student parents and an unknown population of graduate student parents; these are estimates

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<sup>2</sup> Towards a predictive model of quality in Canadian child care centers. Available from: <https://www.sciencedirect.com/science/article/pii/S0885200606000433> [accessed Jul 26 2018]

because parent status cannot be asked on admissions forms. The center provides services to about 300 undergraduate and 200 graduate student parents per year.

At present, University-located child care has the capacity to serve approximately 350 children in full-time and part-time care at four locations with a distribution of 60% faculty/staff and 40% student parents.

- The CDC provides year-round, full-time care primarily accessed by faculty and staff (although the center is open to students.) Care is provided for infants, toddlers, and preschoolers. Center staff are University employees and receive full benefits. Waitlists run approximately 18–24 months. In addition to the care and education of young children, the CDC provides pre-service student training, a model full-time child development program, and a research environment for the University.
- The centers at Como and Commonwealth student family housing cooperatives (Community Child Care Center and the Como Early Learning Center, respectively) offer full- and part-time care for student parents. Care is provided for toddlers and preschoolers, but not for infants. Center staff are not University employees. A feature of the cooperatives is the provision for summer leave, which guarantees that parents can return to their child care space in the fall. As is the case for the CDC, these centers have waitlists that stretch to approximately 18–24 months.
- The Shirley G. Moore Lab School provides half-day early learning experiences for families, which include faculty, staff, students, and members of the Twin Cities community. Care is provided for toddlers beginning at age two (as of September 1) and preschoolers (ages 3-5) during academic-year. The School offers summer programming. Center staff are University employees and receive full benefits. In addition to the care and education of young children, the Lab School provides pre-service teacher training and a research population for the Institute for Child Development. The Lab School does not have a standing waitlist, but there is a new waitlist following each semester's application process.

### Peer Institutions

Peer institutions, including those part of the Big Ten Academic Alliance of which the University is a member, were contacted to provide detail on their child care programs, with summaries of their responses included in *Appendix B*. Significant findings include:

- most campuses have multiple centers in locations around campus;
- long wait lists are common (most have a 12–18 month wait), suggesting an inadequate number of sites;
- most center staff are employees of their university (except when wholly outsourced);
- administrative oversight is varied, with most reporting to either human resources or auxiliary services;

- centers make space available to community members after students, faculty, and staff are offered enrollment first;
- one campus is piloting a new center where they have partnered with their city to provide care for both university and city employees in a vacant school.

### Campus Community Feedback

Beginning in February 2018, Executive Vice President and Provost Karen Hanson hosted an online comment site that allowed all members of the campus community to provide input on the topic of child care. In addition, two open listening sessions were held, one in Saint Paul in April and one in Minneapolis in May, which together drew approximately 200 participants. Key themes from these include:

- there is a demand for more capacity;
- the current CDC is viewed as a model to build upon;
- infant care is a large, unmet need across all communities;
- the length of the enrollment waitlist is unacceptable and essentially makes the CDC inaccessible for many parents;
- students have felt underrepresented in the discussion;
- international students have difficulty getting access to child care due to Visa status restricting their ability to take on additional jobs as well as lack of access to family to assist with child care;
- current campus-based child care is not accessible to some employees and student parents due to cost, long wait-lists, lack of part-time care, and inclusive/flexible programming;
- an evidence-based curriculum is expected;
- proximity to campus is cited as desirable to support nursing mothers who may wish to do so during the workday;
- respondents are generally unwilling to compromise on quality, even at the expense of location and affordability.

## 4. Defining Quality

In submitted comments, campus forums, and elsewhere, members of the University community have passionately addressed the need for “quality” or “high quality” child care. Definitions of *quality* may vary according to the differing circumstances and needs of distinct campus community constituencies (undergraduate students, graduate students, faculty, and staff.) We have identified a set of essential quality criteria that apply across the spectrum of stakeholders, that are consistent with the University’s mission, and that are congruent with values we have identified as key for campus child care. One overarching expectation is that any University-supported or affiliated center must implement an evidence-based curriculum, based on respected theory and research that promote whole-child learning and development. Another

is that while the University may provide a number of centers that offer differing curricula, all centers need to be of equivalent quality, regardless of who operates them.

Quality is not always measurable — the credentials of staff and reputational benchmarks are important, but equally important are less quantifiable factors such as, “Is my child excited to be there,” “Was my child’s experience positive and the environment supportive,” and “Can parents rely on child care being stable and accessible?”

We recommend using the National Association for the Education of Young Children (NAEYC) accreditation standards<sup>3</sup>. These standards are used by many of our peer institutions in their child care centers, and they exceed the Minnesota Department of Human Services’ minimum qualifications for licensure. Education/training, child:staff ratios, curriculum standards, materials, ongoing professional development, assessment of children’s progress, family/community relationships, diversity, and health/nutrition are captured in accreditation. A matrix comparing licensure, accreditation standards, and the current approach at the CDC is included in *Appendix C*.

It is expected that all of the NAEYC accreditation requirements be met and put into action on a daily basis — not just when reviewers are on site. The committee recommends that the University administrative home that is designated as responsible for child care implement methods to continually measure compliance with quality standards, including unannounced monitoring visits from the campus advisory committee we recommend be established on an ongoing basis. In addition, those submitting any proposals to provide child care programs for the campus through a request-for-proposals (RFP) process must demonstrate or provide evidence that they can obtain and maintain accreditation. For prospective partners that already have child care operations, University staff must tour the program as part of the RFP evaluation process.

## 5. Staffing

The success of any child care program is determined in large part by the professionals who deliver the curriculum and bring it to life. Our committee embraces the view that the ongoing work of delivering high-quality child care can best be accomplished when this work is a career path for staff. A career path requires the provision of competitive pay, benefits, and opportunities for ongoing, high-quality professional development. Success also requires that centers are led and managed by professional staff who are committed to delivering child care congruent with University values and accountable for helping to ensure that quality criteria are being implemented at the program and classroom levels. Management personnel must believe in and work to achieve the values identified in this report. They must recognize the critical importance of hiring and retaining a diverse staff, understand that both education and experience are equally valid but not mutually exclusive qualifications, and understand and

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<sup>3</sup> NAEYC Early Learning Program Accreditation Standards and Assessment Items. Available from: [http://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards\\_and\\_assessment\\_web.pdf](http://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/accreditation/early-learning/standards_and_assessment_web.pdf) [accessed Jul 26 2018]

embrace the importance of evidence-based child care and the important role of early childhood education in fostering social mobility that benefits the University community and broader society.

As is true across University programs, program costs for delivering child care will largely be driven by the cost personnel salaries and benefits. It would be easy to enhance affordability at the expense of staff salaries, but this would not support the goals of staff stability, lower turnover, and overall consistency aligned with the desired quality criteria for campus families. Implementation of high-quality curriculum is best supported by a well-trained staff, not just by virtue of their educational credentials but in the extent of their experience with a particular center or program's policies, practices, and assessment tools.

Staff experience and longevity do not benefit only the children at a particular center. Students studying early childhood education can receive valuable practicum experience working under the mentorship of lead staff with the requisite training, education, and experience. This is in alignment with the mission and values of the University, and supports efforts to expand opportunities for future educators and address shortage of child care professionals.

To support stability for parents and children, quality through research-based curriculum and practices, and experiential learning for undergraduate and graduate students, we recommend that the University make every effort to implement child care in such a way that staff will be employees of the University. This is recommended for both University-managed centers or any partner or contracted vendor (the latter would be similar to the University's arrangement with Aramark for food services.) In addition to receiving a career wage and University benefits, staff should receive professional development opportunities and be treated as professional and part of the University community. We believe that full-time, benefits-eligible staff, supplemented by a limited number of part-time, programmatically affiliated student workers, provide a solid foundation for any child care program.

## 6. Supply and Demand

This committee conducted an online survey (see *Appendix D*) via an emailed invitation in May 2018 to all students, faculty, and staff on the Twin Cities campus. Of the 2,927 respondents, 598 indicated they prefer to receive child care services near campus. An additional 1,143 are flexible if the fit is right for their family. Acknowledging that providing over 1,700 child care spaces would be a significant expansion, the current 325 spaces is woefully inadequate. The CDC alone, with enrollment of 140, has over 500 on the waiting list. (For comparison, the CDC waitlist was 359 in April 1987.)

The survey suggested campus interest in child care that would accommodate summer and part-time flexibility for families (campus calendar variability for different populations.) A large number of respondents indicated they were open to multiple curricular options or that they have no specific curricular preference, as long as the curriculum offered is of high quality. This may provide the opportunity to offer a variety of curricula across several centers, such as Montessori, language immersion, Reggio Emilia, or any number of options.

Based on data gathered, a desire to provide diversity in curricula, and feedback from the campus community, the committee recommends eventually expanding to up to four additional centers. Consistent with best practices for programs and facility use, each child care center should enroll approximately 150 children (total added capacity of 600), and all locations must serve infants as early as six weeks. The committee believes that once a child is admitted, they should be able to continue in that location until they are ready for kindergarten. Expanding on-campus or near-campus child care may also have the peripheral benefit of freeing space for members of the community in other centers operated near the campus.

## 7. Access, Affordability, and Diversity

Child care in Minnesota is consistently reported as among the most expensive in the nation<sup>4</sup>. Care that can be provided to the entire diversity of the university community is a significant challenge. This committee would like to see any child care solution better serve racially, ethnically, and economically diverse populations (see *Appendix E* for the University's employee profile.) Serving children with apparent and non-apparent disabilities also is an important need; meeting this need would bring additional richness to campus child care programs. Ensuring inclusive child care for the diversity of the campus community requires attention to diversity in hiring, curriculum development, and programming.

Affordability is critical to access. The tuition structure of the current CDC has a sliding scale tuition with three tiers. We recommend that an expanded set of centers for the campus follow this model but add another tier at both the bottom and top ends of the scale to increase access for lower-paid faculty and staff as well as students. Determination of placement on the fee schedule should consider total family income, the number of children, and student status of the parents. The committee also recommends part-time and summer leave options that help make the cost of care more affordable and allows families the flexibility to take advantage of both structured child care and family care. Finally, for families who qualify for financial assistance to help afford child care, the University should provide support to help navigating those processes. Employees may qualify for state assistance, and student parents may access a University grants program (funded by Student Activity Fees) as well as state grants with the help of the Student Parent HELP Center.

It is also important that in an effort to increase affordability that the University not set up a two-tier system where those who can afford to pay more get a higher quality program. The child care experience should be equitable across the board — programs should not have “add ons” that require extra payments by those who can afford it (for music, dance, language, etc.) It is reasonable to expect that experiences or curricula might differ from center to center without compromising quality.

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<sup>4</sup> Childcare Aware of America 2017 report: Parents and the High Cost of Child Care. Available at [http://usa.childcareaware.org/wp-content/uploads/2017/12/2017\\_CCA\\_High\\_Cost\\_Report\\_FINAL.pdf](http://usa.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf) [accessed Jul 26 2018]

## 8. University Mission

Child care and child development programs support and advance the University's mission. As both a service and an investment in its faculty, staff, and students, child care is critical to the success of student parents, to the professional development and productivity of all those who carry out the University's mission, and to the recruitment and retention of outstanding and diverse faculty, staff, and students. In addition, for student parents, child care services can decrease time to degree and increase likelihood of graduation. These benefits are particularly important for low-income families and single parents (most often single mothers per available data.<sup>5</sup>) On- or near-campus child care provides convenience and a supportive parenting environment linked to the fabric of the campus community, contributing to both productivity and peace of mind.

Child care is an important consideration in the recruitment and retention of faculty and staff at all levels. As the University aims to increase diversity of the workforce, and particularly of the faculty ranks, it should leverage this opportunity to attract and retain diverse field-shaping researchers and teachers and outstanding staff — a priority of the Twin Cities campus strategic plan to ensure current and future excellence.

Research has shown that despite changes in gender norms, women often bear an unequal burden of childcare responsibilities, and for that reason family formation is a key reason that women leave the academic pipeline.<sup>6</sup> Providing child care and child development in an academic environment that respects and embraces all families is also a recruitment tool for many underrepresented racial and ethnic groups and sexual and gender minorities. In 2005, the University of California system developed an initiative called the UC Faculty Family Friendly Edge, which included increased University-sponsored child care options to attract their next generation of faculty members.

Centers for early childhood education can also contribute directly to the mission. These centers can be a site for teaching, research, and outreach. Students enrolled in the early childhood education major or licensure program benefit from an on-campus location for practical experiences in a child development setting; researchers across the University have access to multiple early childhood sites. Early childhood education is a key component of the state's "World's Best Workforce" bill to improve kindergarten readiness, and the University can contribute expertise and experience to this goal.

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<sup>5</sup> See Institute for Women's Policy Research Reports: [Investing in Single Mothers' Higher Education](#) and [Improving Child Care Access to Promote Postsecondary Success Among Low-Income Parents](#). [accessed Jul 26 2018]

<sup>6</sup> See for example: Nicholas H. Wolfinger, Mary Ann Mason, and Marc Goulden (2009), "Stay in the Game: Gender, Family Formation and Alternative Trajectories in the Academic Life Course," *Social Forces* 87(3): <https://doi.org/10.1353/sof.0.0182> and Marc Goulden, Mary Ann Mason, and Karie Frasch (2011), "Keeping Women the Science Pipeline," *The ANNALS of the American Academy of Political and Social Science* 638(1): <https://doi.org/10.1177/0002716211416925>. [accessed Jul 26 2018]

## 9. Financial Issues

This committee developed a working understanding of the variables involved in the cost of child care delivery, as well as options that could be explored to produce financial solvency, using dynamic financial modeling supported by Auxiliary Services staff. The modeling built on the revenues and expenses at the current CDC, explored what managerial efficiencies might be realized through scaling operations, and tested bottom-line impact of additional tuition tiers as well as increasing part-time care. The results of that exercise have informed our recommendations in this section.

The charge of the executive vice president and provost to this committee noted the interest of the University in exploring child care solutions that do not require ongoing subsidies. Our research suggests that many peer institutions (and most of those from which we gathered data) have some level of ongoing institutional support, either by direct allocation, tuition subsidy, or by in-kind support of buildings, maintenance, utilities, and the like. Our committee view is that some level of ongoing investment by the University in child care is critical to ensuring access, affordability, and diversity. The institutional commitment to supporting child care is analogous to institutional support for highly competitive salaries and retention incentives for sought-after or highly valued faculty members.

We recommend employing a five-level pricing tier tuition model. This recommendation is based on considerable work by the committee to understand the financial context of the current CDC, and the evaluation of the impact of expanded pricing tiers and increased part-time care options on affordability, access, and revenue.

Using the current CDC financial model as a benchmark/baseline, the committee discussed variations that that could increase revenue. It is difficult to predict how large these sources might be, but the committee suggests considering the following:

- **Part-time program.** It is standard practice for part-time tuition to be prorated at a higher rate than the equivalent daily rate in a full-week model. A model that includes part-time care for children of faculty, staff, and students would raise more revenue than a center that is 100% full-time.
- **Summer and sabbatical leaves.** Some revenue can be generated by charging a fee to keep a place at the center during these leaves. While the child is on leave, their place may be taken by another child so center does not lose tuition.
- **Funding from colleges.** The committee took note of a potential funding-support strategy whereby college-provided subsidies for University-operated child care would guarantee that a determined number of spaces (two, for example) would be available to support the recruitment of faculty members, with the intent being to ensure access to child care as part of a startup package supporting University academic goals. This strategy only would provide access to center; the faculty member would pay the costs of

child care once admitted. This practice does exist at some other institutions. The committee does not offer a recommendation on this potential strategy.

- **Foundation.** The University should establish a foundation account to accept donations and consider an organized fundraising campaign to support the child care program.

The University provides some student fee support to the student-parent centers. Financial support to student parents also is made available through University Student Activity fees that can be used at any child care center on or off campus and a state-funded grant program that provides child care assistance grants of \$1,500 per term to any student in the state of Minnesota who meets residency requirements. The Student-Parent HELP Center administers this program for undergraduate and graduate students. In FY2018, over \$400,000 was disbursed to approximately 125 students per term. In addition, \$150,000 of student fee funding was disbursed to approximately 55 students per term. This fee program is heavily utilized by international students, who are ineligible for state grant funds. Students can only receive support from one source: state grant or university grant.

## 10. Organizational Structure

The University is faced with the choice to self-operate or partner on any or all of the following child care components: facilities, management, or direct-care staffing. Committee research confirms the value of University-operated child care, and the committee is unanimous in its position that center staff should ideally be employees of the University. While University salary and benefit costs almost certainly exceed the personnel costs of private-sector child care programs, establishing career-path staffing strengthens quality of care, lowering turnover and enhancing stability in curricular delivery, parenting support, and the overall child care experience. University-operated programs and centers are not subject to the periodic uncertainty of contract renegotiation that are customarily a part of contracted operations. And a University-operated program, as part of a mission-based institution, does not have the pressure to return a profit that market-based centers do.

These are not zero-sum factors, and higher personnel expenses do have the potential to impact the stated goals of access and affordability in the absence of intentionally designed tuition structures. Yet the recommendation that center staff be employees supports essential quality criteria and the core values of being able to more closely control curriculum and integrate child care into the teaching and research missions of the University. Even with multiple centers, some efficiencies can be realized through consolidated staff training, leadership, expectations, tuition structure, etc., which also would help to ensure consistent quality.

If the University locates administration for child care within the Auxiliary Services unit of University Services, either as self-operated or contracted centers, it must do so with the explicit expectation that strong ties to relevant academic and research programs be preserved and grown to every extent possible. It is recommended that an ongoing child care advisory group be established with a broad membership and consultative base that represents all employee

groups, student and employee parents, campus governance groups, the provost's office, Twin Cities deans council, human resources, equity and diversity, and other relevant stakeholders. The scope of this advisory group should include continuous quality review to ensure center(s) are meeting the identified measures on an ongoing basis. In addition to ensuring quality is maintained, operational questions can be consulted and enrollment goals can be reviewed with this team. The University of Wisconsin-Madison has a similar model that may serve as a guide.

## 11. Questions and Considerations for Senior Leadership

The committee acknowledges that there are budgetary complexities, potential constraints, and other realities that will have to be addressed by the campus. We also know that some of these recommendations will take time, and solutions may be phased. We have identified the following items for review and consideration by University senior leadership:

- As the committee reviewed the various financial and structural models for child care expansion, a single operation controlled by the University emerged as desirable for three primary reasons: maintenance of stability and quality of child care options offered to University parents and the staff at the child care facilities, efficiencies of operation, and ability to pursue a more methodical expansion that tests conclusions formed from the committee's data collection. This internal control option provides stability and quality control assurances necessary given the importance of the service. This model creates efficiencies by using one oversight mechanism versus asking each independent operator to recreate similar structures and avoids the uncertainty of renegotiation every contract cycle. A University-owned and operated option also saves the administration the time and energy that would be entailed in an RFP process. Within the context of our values, the most cost-effective option to self-operate child care is for the University of Minnesota to scale-up the existing operations currently in place at the CDC and maintain control over all aspects of management. We recommend this be the first option explored.
- A phased-in approach to facility and new curricular expansion would allow growth while testing some of this report's conclusions such as campus demand for and value of part-time options and curricula alternatives. From the University survey the committee learned that there is additional need for part-time child care coverage and additional curricular models. Based on this information, the committee suggests that the first phase of expansion be a facility that is specifically designed for a part-time model, selecting a curricular approach that is well suited for half-day experiences. A phase-in option will provide the University with more concrete information regarding the feasibility of the models explored by the committee before overcommitting to one structure. The recommended phased approach would continue each year until the campuswide goal capacity of 450–600 additional enrolled children is met—adapting curricular, age mix, and coverage structure as needed to meet University demand.
- The committee acknowledges that while an expanded fee scale and part-time coverage options will generate additional revenue, our core value of also expanding access to

underrepresented members of the University community may require a University subsidy. A University-owned and operated child care expansion will also require University financial investment. Contracting with another provider may also require financial investment to maintain the level of control and integration to meet our core values.

- The benefits to the University associated with expanded access to high quality child care are many—recruitment and retention of talented faculty and staff, students selecting the University of Minnesota for the opportunity to learn from and work with world-class faculty, greater productivity across the University community that leads to discoveries that benefit the state and adds to the reputation of the institution. These benefits are difficult to monetize, but are real and should be considered when determining the appropriateness of a subsidy that allows for expanded child care access across the University community. This does not discount the challenges of implementing expanded investments in child care (or other important programs) at a time of constrained financial resources.
- Should the University solicit proposals from outside child care vendors (or potential partners) for additional sites through an RFP process, the University must closely assess whether an outside vendor meets quality criteria and must have rigorous ongoing oversight to ensure standards for access and quality are contractually outlined and successfully implemented by contracted providers. The University must also have a plan to end contractual arrangements if quality metrics are not met and to ensure uninterrupted access to child care services in such an instance. The University will need to both monitor and enforce quality metrics while ensuring parents will have continued child care coverage in the event of a contracted partner who cannot meet expectations.
- Any RFP must ask respondents to outline their part-time and full-time model, as well as their philosophy to accommodate summer leaves.
- There are campus child care needs explored by the committee that are not included in our core recommendations. These include sick-child, back-up and hourly coverage, and programs to support child care for parents traveling on University business or on single-semester or sabbatical leave. These are important needs, but not within the scope of child care coverage meeting the regular and ongoing needs of the broader campus community. The committee encourages the University to continue to explore options to meet an expanded range of needs and additional strategies to foster a supportive climate for families. Expanded child care options in addition to other changes in policies and practices are necessary to create and sustain a supportive and excellent campus community that attracts and retains the best faculty, staff, and students.

## Conclusion

The University must continue to provide leadership as an employer and as an educational institution by supporting faculty, staff, and student well-being. Child-care and child development, among other family-friendly strategies, are critical issues for the campus community and consequential to the University's mission and excellence. The expanded child care options we have identified, in fulfillment of our charge by the provost, address the needs of working parents and student parents while benefiting the entire University. The University must substantially expand child care opportunities and options on or near campus; ensure that expansion includes accessibility of these options to all University families, including families with lower incomes; and establish a mechanism to regularly monitor these issues on campus. In implementing these recommendations, the University will address a critical work-life issue for all who teach, research, work, and study at the University; will further strengthen its ongoing efforts to recruit and retain the best faculty, staff, and students; and will strengthen its commitment and strategies to ensure a diverse and welcoming climate in which students, faculty, and staff can do their best work. The community will also benefit through the provision of exemplary University programs, an increase in the supply of child care in the area, and in the expansion of opportunities for research, education, and the training of future early childhood educators.

Respectfully submitted for consideration by the Provost's Child Care Advisory Committee for the Twin Cities Campus

Dan Feeney, Co-Chair  
Amy Pittenger, Co-Chair  
Mary Austin  
Ann Bailey  
Matthew Berg  
Antonella Borgatti  
Simone Brown Thunder  
Juliette Cherbuliez  
Anitra Cottledge  
Jed Elison

Catherine Fitch  
Sean Garrick  
Cherrene Horazuk  
Sarah McKee  
Heather Ogren  
Karim Sadak  
Tetyana Shippee  
Sarah Shueb  
Tracy Twine  
Anna Wells

*August 2018*

Appendix A: Committee Charge

March 13, 2018

TO: Members of the Provost's Child Care Advisory Committee for the Twin Cities Campus  
**Dan Feeney, Co-Chair**, Professor of Veterinary Clinical Sciences, College of Veterinary Medicine; member, Faculty Consultative Committee; Chair, Senate Committee on Finance & Planning  
**Amy Pittenger, Co-Chair**, Associate Professor, Pharmaceutical Care & Health Systems, College of Pharmacy; member, Faculty Consultative Committee  
**Mary Austin**, Info Tech Specialist, Nutrition Coordinating Center, Epidemiology and Community Health, School of Public Health; President, AFSCME Local 3937/Technical Unit  
**Ann Bailey**, Research Associate, Center for Early Education & Development, Institute of Child Development, College of Education and Human Development  
**Matthew Berg**, Master of Public Policy student, Humphrey School of Public Affairs; Professional Student Government representative; Student Senate  
**Antonella Borgatti**, Associate Professor, Veterinary Clinical Sciences, College of Veterinary Medicine  
**Simone Brown Thunder**, Diversity and Inclusion Recruiter, Talent Acquisition, Office of Human Resources  
**Juliette Cherbuliez**, Associate Professor and Chair, French & Italian, and Affiliate Faculty, Gender, Women, & Sexuality Studies, College of Liberal Arts  
**Anitra Cottledge**, Director, Women's Center, Office for Equity & Diversity  
**Jed Elison**, Assistant Professor, Institute of Child Development, College of Education and Human Development  
**Catherine Fitch**, Associate Director, Institute for Social Research & Data Innovation, Office of the Vice President for Research  
**Sean Garrick**, Associate Vice Provost for Equity & Diversity; Professor of Mechanical Engineering, College of Science & Engineering  
**Cherrene Horazuk**, Aide to the Dean, Humphrey School of Public Affairs; President, AFSCME Local 3800/Clerical Unit  
**Sarah McKee**, Education Coordinator, UMN Child Development Center  
**Heather Ogren**, Department Administrator, Department of Neurology, Medical School  
**Karim Sadak**, Assistant Professor, Department of Pediatrics, Medical School  
**Tetyana Shippee**, Associate Professor, Division of Health Policy, School of Public Health  
**Sarah Shueb**, Ph.D. student, Oral Biology/Neuroscience, School of Dentistry; Council of Graduate Students chair, Mental Health & Wellness Committee  
**Tracy Twine**, Associate Professor, Soil, Water & Climate, College of Food, Agricultural and Natural Resource Sciences; Member, Women's Faculty Cabinet  
**Anna Wells**, Head Child Development Teacher, UMN Child Development Center

*Ex Officio*

**Mike Berthelsen**, Vice President for University Services

FROM: Karen Hanson, Executive Vice President and Provost



RE: Child Care Advisory Committee Charge and Responsibilities

Thank you for agreeing to serve on the advisory committee as we move forward to examine childcare options for our campus community. I am grateful for the commitment and

perspectives each of you will bring to this important process, and I particularly thank Amy Pittenger and Dan Feeney, faculty members and Faculty Consultative Committee representatives, for providing experienced leadership as committee co-chairs.

The committee is asked to examine, from varied angles and with no foregone conclusions, cost-effective options for the provision of high-quality childcare for the children of faculty, staff, and students. The committee's advice will inform planning for options that may build on and expand childcare services currently provided by the existing Child Development Center, which is scheduled to close as the result of capital and academic planning for the Institute for Child Development. A clearly defined set of goals, priorities, and values will be core to any solution the University ultimately adopts.

The committee's work will involve assessment of the University's ability, either alone or with one or more public/private or nonprofit partnerships, to scale high-quality child care service to serve more families. That assessment, and the committee's advice, could inform the development of an RFP.

I ask the committee to address the following:

**1) Key values and goals that should guide the development of high-quality childcare to serve economically as many families as possible.**

The committee should consider issues of quality, affordability, accessibility/convenience, and diversity. The committee's examination should include:

- (a) Attention to the assets and strengths of the existing Child Development Center and the factors that have made it a respected and valued center of excellence in child care and parenting support, including factors such as curriculum, location, tuition structure, and staffing.
- (b) Opportunities to expand access, based on a judgment of best practices and campus needs. Options that would serve a greater number of University families than the existing CDC should be explored, as should the child care needs of students, as well as those of faculty and staff. Strategies and opportunities to maintain continuity of care for current CDC families should be considered, along with strategies to support the retention of current and future outstanding staff and teachers.
- (c) Consideration of options that would allow undergraduate students majoring in child development a convenient, easily accessible facility to complete practicum requirements.

**2) Criteria that should be included in specifications for an RFP the University might issue (through the Office of the Vice President for University Services) to private or nonprofit child care services providers (or potential partners).**

**3) Development of a cost model to reduce and ultimately eliminate the current University subsidy**, as noted in President Kaler's message of February 23. Transitional or start-up costs might remain on the table at present, but planning for a sound and stable future should be the goal.

In carrying out this charge, please take a broad campus-wide view of issues. Please incorporate into your discussions input from the rest of the campus. One or more campus forums will be arranged by my office during spring semester to help channel those perspectives to you. Kate Tyler of the Provost's Office (6-8535/kyler@umn.edu) will be a liaison with my office and will serve as staff to the committee, along with Paige Rohman in the Office of the Vice President for University Services.

Please aim to deliver a summary of advisory recommendations by the start of the fall 2018 semester.

The first meeting of the committee has been scheduled for **Tuesday, March 20 from 12:30-2:00 pm in room 300 Morrill Hall** (phone: 1-855-693-0288, Conference ID: 649243411; videoconference URL: <http://z.umn.edu/300morrill>). I will attend the first part of that meeting to discuss the charge and provide any additional guidance you think helpful. FCC Chair Joe Konstan will also join me.

The preliminary schedule anticipates meetings in the spring semester and summer session. I ask that you make every effort to attend these meetings or participate by video or phone conference. I want to acknowledge the time and attention that this committee will entail, and I want you to know that I very much appreciate your willingness to serve. I know that you are all balancing many responsibilities and commitments, but, to keep this important process moving forward for the campus community, I hope you will do what you can to rearrange your schedules to accommodate committee meetings. Again, thank you very much for your willingness to serve.

c: President Eric Kaler

Brian Burnett, Senior Vice President, Finance and Operations

Mike Berthelsen, Vice President for University Services

Joe Konstan, Chair, Faculty Consultative Committee

Deb Cran, Chief of Staff, Office of Executive Vice President and Provost

Kate Tyler, Assistant to the Provost, Office of Executive Vice President and Provost

Paige Rohman, Assistant to the Vice President, University Services

## Appendix B: Peer Scan Summaries

Institution	Does your institution offer child care for the exclusive use of the University community?	What are the numbers of faculty, staff, and student parents in your campus community? Please break out by population (for students, breakout undergraduate and graduate/professional if possible).	Are there wait lists for enrollment at your center(s)? How long is the average wait for enrollment by each age group (Infant - Toddler - Preschool)?
<b>The Ohio State University</b>	Yes	125 faculty; 249 Medical Center, Administrative/Professional, classified staff; 66 Graduate students; 25 Undergraduate students	Yes we do have a waitlist with over 600 families. Typical wait for enrollment can be up to 18 months.
<b>Rutgers-Livingston Day Care Center</b>	primarily for University families, but families from the general community are welcome	I don't know	infant=n/a toddler=about 1 year preschool=6 months to one year
<b>Indiana University</b>	Yes	Faculty 19/ Staff 15/ Student 4	Yes, there are wait lists. Infants 41 /Toddlers 78 /Twos 86
<b>University of Nebraska-Lincoln Children's Center</b>	We give priority to UNL faculty/staff and UNL students, but if there are openings available they can be used by community members.	at University of Nebraska-Lincoln there are 26,079 students. Approximately 20,000 of those are undergraduate students.	Yes- we have a very extensive wait list. Most of our families sit on our wait list for 12-18 months. Currently, our next projected opening for all age groups is somewhere around March of 2019.
<b>Indiana University ~ Bloomington Purdue</b>	Yes	Faculty: 40 families Staff: 16 families; Students (all grad): 9 families Undergrad . = 0 Grad student - 6 Faculty/staff = 90 Enrollment in our program is 96 total	Infant: aprox 80 names; Toddler; Approximately 70; Twos: 50; preschool: 45
<b>Indiana University Bloomington</b>	First to University community, if we have openings can offer to community	Faculty - 38 Staff - 10 Grad student - 15 Undergrad student - 1	Waiting list: average for infants 2 1/2 years; 2-year-olds about 18 months; 3- to 5-year-olds about 9-month wait
<b>Penn State University</b>	Yes	Based on a review of faculty, staff and graduate students, enrolled in our medical benefit plans (as of October, 2017), 2,740 have children ages birth to five across the University. According to an internal Adult Learner Profile report conducted in 2015-16 there were over 5,000 undergraduates at Penn State who claimed dependent children on their FAFSA.  <b>The Bennett Family Center</b> Capacity 147: 36 Faculty   55 Staff   38 Student   6 community <b>The Child Care Center at Hort Woods</b> Capacity 219: 86 Faculty   31 Staff   Graduate-20   Undergrad, Community-10 <b>Daybridge</b> Capacity 177: 154 Faculty/Staff/Student   4 Community <b>Behrend Early Learning Center</b> Capacity 90: 33 Client (Faculty/Student/staff)   54 Community <b>Harrisburg Child Learning Center</b> Capacity 65: 30 Client (Faculty/Staff/Student)   10 Community <b>Altoona Penn Mont Academy</b> Capacity 30: Faculty/Staff-8   Student-2   Community-5 <b>Penn State Health Hershey Medical Center-KinderCare</b> Capacity 140: 92 Client   2 Community <b>Penn State Health Saint Joseph's Hospital KinderCare</b> Capacity 189: 5-10% estimated client	Yes. We take only preschoolers, and we average 65 on our waitlist for this age.
<b>UW Madison-Preschool Lab (1 of 5 centers)</b>	The University has eight contracted or managed child care centers serving over 1,000 children on four campuses and at our two hospital locations. Centers serve University affiliated faculty, staff and students as well as families within the community. <a href="https://hr.psu.edu/employee-and-family-resources">https://hr.psu.edu/employee-and-family-resources</a>  The University also offers back-up child care services at the Penn State Health Hershey Medical Center through Bright Horizons. <a href="https://www.brighthorizons.com/programs/back-up-care">https://www.brighthorizons.com/programs/back-up-care</a>  The Student Parent Child Care Subsidy Program also helps qualifying, low-income student parents sustain their educational efforts by paying a portion of their child care costs and encouraging them to select high quality child care. This program is funded by the Department of Education CCAMPIS grant, Student Fees and by our Office of the Provost. We typically serve over 100 students annually providing over 400,000 in funding.	Not available at this time.	The current wait list at our two University Park managed centers (Bennett and Hort Woods) includes 320 children. Wait time varies with our mixed age group setting and can range anywhere from 6 months to 1.5 years. Wait time is typically longer for our infant/toddler program. The Daybridge Center, also located at University Park, has a wait list of 60 children.
<b>UNC- The University Child Care Center</b>	No, we are open to the community	18,000 undergrad Students, 11,000 graduate students, 3800 faculty, 8700 staff.	Infant wait list: 107, Toddler wait list: 27, Preschool wait list: 31
<b>UC Berkeley</b>	Yes	We don't track specific demographics for number of faculty, staff, and student PARENTS	Yes - the wait for all age groups is 12-18 months  Yes for wait lists but some centers and/or classrooms have may be preferred by parents over others depending on families' unique circumstances and the specific age of the child when contacted. The family housing center which is located off campus ~ 3.5 miles may have a toddler or preschool opening that a student, faculty or staff member who lives north, south or east of campus would not be interested in for their child because it's not convenient for their commute. Infant (3 months - 18 months) - 1 year Toddler (18 months - 36 months) - 1 year Preschool (30 months - kindergarten eligible) - 6 months
	No, but we prioritize university members first (students, faculty, & staff—then community only when there is space).		

Campus Child Care Location and Logistics

Institution	Is the location of your center(s) on campus property or off campus?	If multiple centers are operated, are they co-located or dispersed?	What are the hours of operation?	Are there any closure periods during the year when families must find alternate care?
The Ohio State University	On Campus	Very close proximity	One center 6am-12 midnight, second center 7am-6pm	Two professional Development days
Rutgers-Livingston Day Care Center	on campus	n/a	7:00 AM to 5:30 PM Monday through Friday	winter break
Indiana University	On campus property within a student housing building.	Dispersed	7:30 a.m. until 5:30 p.m. Monday through Friday	Yes, we are closed for two weeks in December and for two days in August.
University of Nebraska-Lincoln Children's Center	On campus	The 2 childcare centers are totally unrelated to each other and are on different campuses	7am-6pm	We have 4 training days per year where we are closed along with other holidays but we are a full-day full year program so they do not need to find alternative care in the summer.
Indiana University ~ Bloomington	On Campus	Dispersed from the other two university centers	7:30-5:30	Winter Break (2 weeks); In-Service days (2 days in August)
Purdue	Campus property	Each function as own center - except two outsourced programs	Lab School 7:30-5:30pm Monday- Friday Not sure on the others	One week in August, we are open year round.
Indiana University Bloomington	on campus	dispersed around campus	7:30 a.m. - 5:30 p.m. Monday through Friday	We are closed for two weeks during winter break.
Penn State University	As of December, 2018 seven of eight centers are University owned facilities located on or in close proximity to campus.	Centers on the same campus are disbursed. University Park is the only campus with multiple centers.	Bennett/Hort Woods Monday-Friday 7:30-6:00 Daybridge Monday-Friday 7:00-6:00 Behrend ELC Monday-Friday 7:00-6:00 Harrisburg CLC Monday-Friday 7:00-6:00 Altoona Penn Mont Monday-Friday 7:30-5:30 Hershey Monday-Friday 6:30-6:00 Saint Joe's Monday-Friday 6:30-6:00	Bennett/Hort Closed one week in August and one week in March for Professional Development along with 2 additional days Daybridge Closed for two professional development days Behrend Closed for three professional development days Also closed between Christmas and New Years Harrisburg Closed for two professional development days Also Closed between Christmas and New Years Altoona Closed for a few professional development days as Well as campus breaks, possible summer closure
UW Madison-Preschool Lab (1 of 5 centers)	On campus	dispersed	7:30-5:30	2 weeks at winter break
UNC- The University Child Care Center	University Property close to the main campus	n/a	6:30 a.m. - 6:00 p.m.	just the major holidays
UC Berkeley	All are on campus owned property but none are currently located on central campus	Dispersed primarily on south side of campus, though one is located west of campus in family housing space	7:45am - 5:30 pm Monday through Friday. Program only offers full time spaces	Any campus holiday that may not be national holiday, 2 weeks during Winter Break, 2 weeks in summer before Fall move-in, and limited hours during spring break, day before Thanksgiving, first day after Winter Break

Campus Child Care Management and Oversight

Institution	How many centers are available?	What is the approximate enrollment at each center?	Is your center/are your centers owned/operated by the institution—or provided through a private partner—or a hybrid arrangement?	How long has this arrangement been in place?	Which organizational unit is responsible for center oversight and administration?	Are your center staff employees of the university?
The Ohio State University	Two Centers	315 Infant-Toddler-Preschool-Kindergarten; 115 Infant-Toddler-Preschool	University owned	The Child Care Program started to operate in 1972	The Office of Human Resources	Administrators and Lead Teachers are Administrative/Professional; Assistant Teachers are Classified Civil Service; student teaching aides are staff
Rutgers-Livingston Day Care Center	1	54	hybrid: private, not-for-profit separate entity with space and utilities donated by the University	44 years	Board of Trustees (Center Board, not University Board)	no
Indiana University	Three centers	Campus View Child Care Center 40/ Hoosier Courts Nursery School 60/ Campus Children's Center 88	Owned and operated by the institution	Since the centers opened	CCCS (Child Care Center Services) is an Auxiliary of the University.	Yes
University of Nebraska-Lincoln Children's Center	2- UNL Children's Center and Ruth Staples Child Development Lab	The Children's Center is licensed for 181 families, Ruth Staples is somewhere around 40-50 children.	We are owned and operated by the University of Nebraska-Lincoln	2009	The Unions department	Yes
Indiana University ~ Bloomington	1	85 currently	Institution	Since 1983	Budgetary Administration	Yes
Purdue	4 on campus	about 80 average	One lab school operated by the HDFS dept One part time (two classrooms) operated by married student housing Two full time programs outsourced	Lab school - since 1926 Part time program - since 1996 Child care programs on campus since they opened around 2016 and 2000	Human Resources handles the outsourced programs Lab school - oversight Chair of the dept and Dean Married student housing - auxiliary	Lab School and married student program = Yes Outsourced programs = no
Indiana University Bloomington	There are three on campus, but I am answering for just one of them.	My center enrolls 60 FTE. We take some part time children.	Operated through Indiana University	For seventy years.	I.U. Early Childhood Education Services, under Auxiliary Services.	Yes
Penn State University	8	1,000 spaces total	Currently two centers are owned and operated by the University, 3 contracted with Bright Horizons, 2 contracted with KinderCare and 1 with a private non-profit Montessori, Penn Mont Academy.	Our first Penn State managed "center" opened in 1929 with an additional center opening in the 1960's at University Park. Both programs expanded over the years and moved to new locations in 2001 and 2011. The campuses began to open their centers in the late 1980's early 1990's.	Human Resources, under the Director of Early Child Care Programs and Services	At our managed centers all staff are University employees (around 100). At our contracted centers all employees are employees of the outsourced vendor company.
UW Madison-Preschool Lab (1 of 5 centers)	5	Preschool Lab enrollment is 102.	3 are part of the institution and 2 are contracted sites	92 years	School of Human Ecology	Yes
UNC- The University Child Care Center	1	155	Separate Non-Profit Entity manages the Center	almost 60 years	Victory Village Day Care Center, Inc.	No
UC Berkeley	5 Centers with total space for 263 children	HSC - 6 classrooms, 2 each infant, toddler & preschool with 84 spaces CKC - 3 classrooms, 1 each infant, toddler & older preschool/prek with 49 spaces CSC - 2 preschool classrooms with 48 spaces DWC - 4 classrooms, 2 each infant & toddler with 42 spaces UVA - 2 classrooms, 1 each toddler & preschool with 40 spaces	Owned/operated by UC Berkeley	~1980's; previously most centers owned and one had been faculty parent co-op	Since 1992, Residential & Student Services Programs (housing & dining auxiliary in Division of Student Affairs)	Yes (all teaching and administrative staff) are represented staff)

Institution	Did the institution provide any initial financial support to the center(s)?	Does the institution provide the center(s) with any ongoing financial support?	Please provide your tuition structure (text or URL)
The Ohio State University	Yes	We currently receive about \$1.5M from the University and Medical Center of a \$6.5M budget. This allows the program to offer a variety of enrollment options and supports the program being open for 18 hours per day, 6am-12am. The program is also responsible for all building/maintenance cost, materials, and anything program related. I hope this is helpful.	Seven level income scale <a href="https://hr.osu.edu/child-care-program/overview/">https://hr.osu.edu/child-care-program/overview/</a>
Rutgers-Livingston Day Care Center	donated space	space, utilities, basic maintenance	<a href="http://rldcc.org/enrollment/">http://rldcc.org/enrollment/</a>
Indiana University	Yes	Yes	Infants \$281.00/Toddlers \$264.00/ Twos \$244.00
University of Nebraska-Lincoln Children's Center	No. We are self-sustaining.	No. We are self-sustaining.	<a href="https://unl.box.com/s/4k2udlr9fdgaa2y9q6be6mq2t3dt0rb">https://unl.box.com/s/4k2udlr9fdgaa2y9q6be6mq2t3dt0rb</a>
Indiana University ~ Bloomington	Yes	Yes	Infants: \$281/week; Toddlers \$266/week; Twos \$244/week; Preschool \$203/week
Purdue	Yes	Yes	Gross Annual Family Income PURPLE Room 6 wks – 24 mo RED Room 18 mo – 36 mo ORANGE Room 2 – 3 years YELLOW Room 3 – 5 years AQUA Room 3 – 5 years BLUE Room 2 years GREEN Room 2.5 – 4.5 years Tier 1 \$75,000 or less \$273.32/week \$240.63/week \$239.46/week \$191.39/week \$191.39/week \$218.33/week \$208.03/week Tier 2 \$75,001-\$150,000 \$327.97/week \$288.76/week \$287.36/week \$229.66/week \$229.66/week \$262.00/week \$249.64/week Tier 3 \$150,001 or more \$360.77/week \$317.64/week \$316.10/week \$252.63/week \$252.63/week \$288.20/week \$274.60/week Can see this online at <a href="http://www.purdue.edu/hhs/hdfs/MCDLS/enrollment/documents/tuition.pdf">http://www.purdue.edu/hhs/hdfs/MCDLS/enrollment/documents/tuition.pdf</a>
Indiana University Bloomington	Not initially, but financial support began in the 1990's	yes	<a href="http://www.indiana.edu/~hccns/content/FeeSchedule.shtml">http://www.indiana.edu/~hccns/content/FeeSchedule.shtml</a> This is our fee schedule for 2017-18. As of July 1, full time tuition will increase to \$210.00
Penn State University	As of this year all centers are financially supported by the University. The University has provided initial start-up costs along with an understanding that its centers will likely not break even. This expectation may impact the ability of the University or a vendor to run a quality program for children.	Funding (central, campus and student fee funds) for all early child care services, including eight child care centers, back-up child care and our student parent child care subsidy program for FY17-18 is projected at \$1,568,000. Thanks and please let us know if you have any additional questions.  -See recent Faculty Senate Report <a href="http://senate.psu.edu/senators/agendas-records/march-13-2018-agenda/appendix-o/">http://senate.psu.edu/senators/agendas-records/march-13-2018-agenda/appendix-o/</a> that outlines funding investment in previous year	See recent Faculty Senate Report for current tuition rates at each center <a href="http://senate.psu.edu/senators/agendas-records/march-13-2018-agenda/appendix-o/">http://senate.psu.edu/senators/agendas-records/march-13-2018-agenda/appendix-o/</a>
UW Madison-Preschool Lab (1 of 5 centers)	Yes	Yes	<a href="https://sohe.wisc.edu/wordpress/wp-content/uploads/2018/03/2018-19-tuition-rates.pdf">https://sohe.wisc.edu/wordpress/wp-content/uploads/2018/03/2018-19-tuition-rates.pdf</a>
UNC- The University Child Care Center	Building and maintenance provided as an in-kind contribution	not other than the above	Infants & Tods \$1395/mo, Twos \$1240/mo, PreK \$1055/mo.

Institution	Did the institution provide any initial financial support to the center(s)?	Does the institution provide the center(s) with any ongoing financial support?	Please provide your tuition structure (text or URL)
UC Berkeley	<p>Since at least 1992 when program was placed in current organization, was required to be self sustaining and/or have any deficit offset by housing &amp; dining auxiliary revenue. Program annually receives student referendum supported registration fee money to help offset tuition for need eligible student parent and smaller offset covering less than 12% of staff benefits equal to \$900k. Otherwise funding comes from enrollment fees (full fee tuition, Calif. Dept of Education contract rates for need eligible student parents) and grants and donations solicited by program. Housing &amp; Dining auxiliary (RSSP) provides in-kind support for strategic administration, facility maintenance and repairs and discounted food service for children. Housing &amp; Dining also has remodeled multiple facilities/centers since 1992 from re-purposed Housing and Dining and campus own space and built 2 new facilities on campus provided space. None of the centers carry any debt. However, the campus charges various ongoing annual assessments for campus donated space and administrative fees for all revenue and funding received for the program, including funds received for need eligible student families.</p>	<p>Annual planned monetary support: \$906,000</p> <p>Ave Annual Deficit Coverage last 3 years: ~\$200,000 (this year no deficit coverage needed)</p> <p>In kind average estimated value: \$300,000</p>	<p><a href="https://ece.berkeley.edu/enrollment">https://ece.berkeley.edu/enrollment</a></p>

# Campus Child Care Curriculum and Educational Philosophy

Institution	Does your tuition structure include adjustments for socioeconomic status (and/or for students or other variables)?	Is your program accredited? If yes, by which organization?	What curriculum is utilized? (If more than one center, is there variation between centers?)	What training or licensure requirements do you have for the various levels of center staff? Are there specific experiences or backgrounds that are preferred?	Are you able to serve children with special needs in your center(s)? Are there any limitations?	Are meals served in your center(s), or do families provide their own food?	If meals are served, are they prepared on-site or are they catered?
The Ohio State University	Yes our scale is income based	NAEYC and Praesidium	Creative Curriculum	All lead teachers must have a 4 year degree in Early Childhood or Related field. Assistants have Associate degrees in Early Childhood or Related Field or may have a CDA. Both positions require Early Childhood experience.	Yes. We partner with another OSU program that provides services for birth-3 special needs and we have a relationship with our local public school to provide services for children 3-5.	The center provides meals with the support from USDA.	On site, we employ university personnel from dining services.
Rutgers-Livingston Day Care Center	no	yes, naeyc	Creative Curriculum	Lead teachers are NJ certified, with a 4-year degree in early childhood education; assistants are encouraged to have at least a CDA	yes no	meals are prepared on site	on site
Indiana University	No, however Student Fee Assistance is available to income eligible student families at this time.	Yes, NAEYC	A child centered emergent curriculum is used.	Lead Teachers must have a BS in ECE or a related field. Previous work with infants and toddlers is required.	Yes. No known limitations at this time.	Meals are provided by our center.	Snacks are prepared on-site and lunches are catered.
University of Nebraska-Lincoln Children's Center	Yes: there are various rates for families based on whether or not they are UNL students, UNL staff/faculty, or community members	No- in the process of being accredited by Step Up To Quality (local Nebraska rating system) and NAEYC	Creative Curriculum and Teaching Strategies Gold.	All full-time staff must have at least an associates degree but a bachelor's degree in early childhood or a related field is preferred. If you have an associates degree you must have a plan to obtain a bachelor's degree within 2 years.	Yes, we work closely with the local school district to provide supports to children with IEPs and IFSP's.	Yes, we serve breakfast, lunch and snack.	We have a full-service kitchen in our school that our chef uses to prepare all the meals served.
Indiana University ~ Bloomington	Student discount for qualifying incomes and acceptance of the voucher.	Yes; NAEYC	We develop our own curriculum, guided by the individual child and teacher's knowledge of Developmentally Appropriate Practice and current research on Curriculum, child development, and brain development.	Full time must have at least a bachelor's degree and previous experience working with young children. Teacher assistants must have or be working toward a CDA; hourly must have a HS diploma and previous experience working with children.	Yes, although we do not have our own therapists.	We provide meals	Catered by the University Dining services
Purdue	Tuition is based on tiers for income	Yes, NAEYC	Creative Curriculum	Head teachers - BA or BS in Early childhood education with 3 years experience, MA preferred Associate teacher - BA or BS in Early Childhood education with 1 year experience Child Care aide - CDA, AA or BS or BA	Yes, no limitations	Meals served	Catered
Indiana University Bloomington	No	Yes, by NAEYC	child centered, emergent curriculum	Director - at least a Master's degree in ECE or related field with experience in administration of early childhood programs preferred; lead teachers - at least a Bachelor's degree in ECE or related field; teacher's assistants - must have high school diploma, some coursework in ECE and/or CDA or Associate's degree in ECE preferred	yes	Meals are served	lunches are catered in by I.U. dining halls. Snacks and breakfast are prepared on site.
Penn State University	We have sliding tuition scales at our managed child care centers. See current tuition scales on our website- https://childcare.psu.edu/fees	Seven of our eight centers are NAEYC accredited. Penn Mont Academy is accredited by the American Montessori Society.	Our managed and Bright Horizons centers use an Emergent Curriculum. Our KinderCare Centers use a boxed themed curriculum and Penn Mont uses the Montessori curriculum.	Director - at least a Bachelor's degree in Early Childhood or Child Development Lead teacher-BS or BA degree in Early Childhood or a related field for lead teachers. At least the Early Childhood Credential for Assistants	Yes, we work to ensure that our programs accommodate children with a variety of needs. We do this through partnerships with local organizations and families.	Bennett/HortEach center has two chefs, we cook all meals, AM/PM snack and lunch, participate in the CACFP reimbursement program Daybridge Chef cooks all meals, AM/PM snack, and lunch Behrend Optional lunch from Food Services delivered, separate fee Harrisburg Lunch provided (delivered) Altoona Children bring lunch from home Hershey Chef cooks all meals Saint Joe's Chef cooks all meals	See above each center is different. Typically for profit vendors cannot participate in CACFP unless a certain percent of families meet the income requirements for free/reduced lunch
UW Madison-Preschool Lab (1 of 5 centers)	Community 4K subsidy	Yes, NECPA	Inquiry curriculum	Lead teacher-BS or BA degree in Early Childhood or Child Development	Yes. We do not have specific limitations	We provide am & pm snack and parents provide lunch. We also provide milk with lunch.	Snacks are prepared on site.
UNC- The University Child Care Center	no, but there are scholarships available funded by the University	Yes, NAEYC	Teaching Strategies/Creative Curriculum	A Bachelor's degree in Early Childhood Education or a related field for lead teachers. At least the Early Childhood Credential for Assistants	Yes. No limitations if we can serve the family's needs	We prepare and serve breakfast, lunch and snack	on site in our commercial kitchen
UC Berkeley	Nothing for faculty and staff, but Calif. Dept. of Education qualified need eligible students receive up to 100% subsidy through CDE contract which also requires program to follow all CDE guidelines, teaching ratios (1:3 infant, 1:4 toddler, 1:8 preschool), complete regular Desired Results Development Program -DRDP - assessments for each child twice/year, etc.)	Not currently as certification was allowed to lapse during a particularly challenging budget time several years ago due to cost, previously NAEYC	Emergent, play-based approach with STEAM collaboration with our Lawrence Hall of Science at UC Berkeley. There are variations across centers but we use state mandated DRDPs, county administered Quality Rating and Improvement System (QRIS) as well as CLASS training and other tools to ensure quality developmentally appropriate care and education.	Teachers must have a Calif. teachers permit for early education and those in infant/toddler rooms must have a minimum of 3 units of college level infant coursework and previous experience. Site Coordinators, most of whom are in teaching ratio 50% of the their time, must have a Calif. Site Supervisor Permit and Center Directors and the Executive Director must all Calif. Director Permits. Many teachers and managers have advanced degrees but a degree is not required for teachers. All staff must have current pediatric CPR certificates, 4 hours of CANRA and Mandated Reporter training, Pest Control Management training and state and UC mandated vaccines. Infant Toddler teachers usually have PITC training and all permitted teachers and managers must meet ongoing professional development coursework required to maintain permit.	We are required to serve children with special needs unless the accommodations are not operationally suited to group care environment. We work with local agencies to connect parents with either free resources or ones they pay for as the program does not have budget for special needs teachers.	All meals/snacks are provided in the centers	Catered through in-house university dining services (within same operating group) to meet all Calif. and Federal requirements

## Appendix C: Comparison of Licensure, Accreditation, and CDC Practices

	MN DHS: Licensing Requirements	National Accreditation of the Education of Young Children (NAEYC)	University of Minnesota Child Development Center
Age range & Ratios	<p><u>Infants:</u> 6 weeks-16 months, 1:4 ratio</p> <p><u>Toddlers:</u> 16 -33 months, 1:7 ratio</p> <p><u>Preschool:</u> 33- 1<sup>st</sup> day of kindergarten, 1:10</p> <p><u>School age:</u> 1:15</p> <p>See: Chapter 9503</p>	<p><u>Infants:</u> Birth- 15 months, 1:4</p> <p><u>Toddlers:</u> 12- 28 months, 1:4 and 21-36 months 1:6</p> <p><u>Preschool:</u> 30-48 months,1:8 and 48-60 months, 1:9</p> <p><u>School age:</u> 1:10</p> <p>See: NAEYC Standard 10</p>	<p><u>Infants:</u> 3-16 months, 1:3</p> <p><u>Toddlers:</u> Younger Toddlers:16-26 months, 1:4 Older Toddlers: 25-33 months, 1:5</p> <p><u>Preschool:</u> Younger Preschool 33-45 months, 1:8 Older Preschool 45-60 months, 1:9</p> <p><u>School age:</u> Do not enroll school age children</p>
<p>Staff Qualifications:</p> <ul style="list-style-type: none"> <li>• Director</li> <li>• Teacher</li> <li>• Assistant Teacher</li> </ul>	<p><u>Director:</u></p> <ul style="list-style-type: none"> <li>•Must be 18 years old</li> <li>•Graduate of high school or equivalent</li> <li>•1040 hours of staff supervision experience</li> <li>•9 quarter credits or 90 hours earned in any combination of accredited courses in staff supervision, human relations, and child development.</li> <li>•If a director functions as a teacher or develops or revises the child care program plan, the director must meet the qualifications of a teacher</li> </ul> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>•Must be 18 years old •Teacher credential must have the education and experience.</li> </ul> <p><u>Assistant Teacher:</u></p> <ul style="list-style-type: none"> <li>•Must work under the supervision of a teacher</li> <li>•Must be at least 18 years old</li> <li>•Assistant Teacher credential must have the education and experience.</li> </ul> <p><u>Aide:</u></p> <ul style="list-style-type: none"> <li>•Must work under the supervision of a teacher or assistant teacher</li> </ul> <p>See: Chapter 9503</p>	<p><u>Director:</u></p> <ul style="list-style-type: none"> <li>•At least a baccalaureate degree. [AND]</li> <li>•At least 9 credit-bearing hours of specialized college-level course work in administration, leadership, and management [AND]</li> <li>•At least 24 credit-bearing hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children’s learning from birth through kindergarten; family and community relationships; the practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development.</li> </ul> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>•All teachers have a minimum of an associate’s degree or equivalent</li> <li>• 75% have a minimum of a baccalaureate degree or equivalent in early childhood education, child development, elementary education, or early childhood special education, and this training encompasses child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young</li> </ul>	<p><u>Director:(1)</u> Master’s/Montessori Diploma/MN Teacher License</p> <p><u>Education Coordinator:(1)</u> Master’s/ Teacher License</p> <p><u>Area Coordinators:(5)</u> 3 Masters (MA) and Teacher License 1 MA 1 Baccalaureate (BA) and License</p> <p><u>Teachers:(13)</u> 3 MA 3 BA and Teacher License 6 BA 1 CDA</p> <p><u>Assistant Teachers:(8)</u> 1 BA and Teacher License 6 BA 1 CDA</p> <p><u>Child Care Workers:(87)</u> Majority in fields of: child development/child psy, elementary education, nursing.</p> <p><u>Overview of Positions:</u> <u>Area Coordinator:</u> •Responsible for the management and</p>

		<p>children; teaching and learning; and professional practices and development.</p> <p><u>Assistant Teacher:</u></p> <ul style="list-style-type: none"> <li>•Have a high school diploma or GED and</li> <li>•50% have at least a Child Development Associate Credential (CDA) or equivalent</li> <li>•100% who do not have at least a CDA are enrolled in a program leading to a CDA or equivalent, are actively participating in the program, and are demonstrating progress toward the CDA or equivalent.</li> </ul> <p>See: NAEYC Standard 6</p>	<p>oversight of two early childhood classrooms and an assigned outdoor area</p> <ul style="list-style-type: none"> <li>•Models and demonstrates best practices and teaching methods, coaches staff and students.</li> <li>•Responsible for creating complex and multifaceted weekly and daily staffing schedules.</li> <li>•Ensures strict compliance of policies and procedures.</li> </ul> <p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>•Assesses individual children using DRDP tool with supporting evidence (photos, notes, quotes).</li> <li>•Develops &amp; implements emergent curriculum to reflect children’s interest and knowledge of child development.</li> <li>•Make children’s work visible through documentation of their conversations, strategies, problem-solving.</li> </ul> <p><u>Assistant Teacher:</u></p> <ul style="list-style-type: none"> <li>•Assists documenting and recording on individual children’s assessments.</li> <li>•Assists in the implementation of curriculum developed by Teachers.</li> <li>•Use documentation to revisit the children’s experiences, processes, hypotheses, planning, use of strategies and discoveries.</li> </ul> <p>See: Job Descriptions</p>
<p>Professional Development &amp; On going training</p>	<p><u>Teacher and Assistant Teacher Requirements:</u></p> <ul style="list-style-type: none"> <li>•Orientation</li> <li>•Child development and learning training</li> <li>•First aid and CPR</li> <li>•Sudden unexpected infant death and abusive head trauma training</li> <li>•Annual in-service training</li> <li>•Cultural dynamics and disabilities training for child care providers</li> <li>•Ongoing health and safety training</li> <li>•Must have yearly in-service based on hours worked and education.</li> </ul>	<ul style="list-style-type: none"> <li>•All teaching staff have specialized college-level course work and/or professional development training that prepares them to work with children and families of diverse races, cultures, and languages. Specialized college-level course work may include core courses that cover these topics or courses that address these topics specifically. Teaching staff adapt their teaching in response to children’s differences.</li> <li>•All teaching staff have specialized course work or professional development training in the program’s curriculum as well as in communication and</li> </ul>	<p><u>Orientation:</u></p> <ul style="list-style-type: none"> <li>•All teaching staff are provided with an extensive 3-week training at the onset of hiring. See: Orientation Packet</li> <li>•Training is intensive and covers the following topics:Child growth &amp; development, observation, assessment, environment, curriculum, health, safety, documentation, professionalism.</li> </ul> <p><u>Ongoing Professional Development:</u></p> <ul style="list-style-type: none"> <li>•CDC offers year-round professional development opportunities; i.e. conferences or workshop, Book Clubs, articles, and current research to continue development on best practices and link</li> </ul>

	<p>See: Chapter 245A.40</p>	<p>collaboration skills that prepare them to participate as a member of a team.</p> <ul style="list-style-type: none"> <li>•All teachers and assistant teachers-teacher aides have specialized professional development training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. Their training is used to adapt classroom practices and curriculum activities.</li> <li>•The program has plans and policies to attract and maintain a consistently qualified, well-trained staff and reduce staff turnover.</li> <li>• The program has an implementation plan for professional development, including orientation for new staff. Credit-bearing course work is included in the professional development plan whenever possible. The plan improves staff credentials and competencies. It is updated at least annually or as needed based on the evaluation process, the need to keep staff's knowledge current, or other identified needs.</li> </ul> <p>See: NAEYC Standard 6 &amp; 10</p>	<p>research to practice.</p> <ul style="list-style-type: none"> <li>•Other trainings include cultural dynamics, effective communication, professionalism, codes of conduct, and leadership.</li> </ul> <p><u>Staff Development Days:</u></p> <ul style="list-style-type: none"> <li>•CDC has 8 paid staff development days per year that are run by CDC</li> <li>•Designed for ongoing training, professional development and staff communication.</li> <li>•Teaching staff's ongoing professional development training exceed the required DHS hours.</li> </ul>
<p>Curriculum</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>•Must describe the general educational methods to be used by the program and the religious, political, or philosophical basis, if any</li> <li>•Must have stated goals and objectives to promote the physical, intellectual, social, and emotional development of the children in each age category</li> <li>•Specify activities designed to promote the intellectual, physical, social, and emotional development of a child in a manner consistent with the child's cultural background.</li> <li>•Provide for activities that are both quiet and active, teacher directed and child initiated</li> <li>• Provide for a variety of activities that require the use of varied equipment and materials</li> <li>• Must provide daily access to interest areas of the center that are supplied with</li> </ul>	<ul style="list-style-type: none"> <li>•The program implements a curriculum that is consistent with its goals for children and that promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.</li> <li>•A curriculum that draws on research assists teachers in identifying important concepts and skills as well as effective methods for fostering children's learning and development. When informed by teachers' knowledge of individual children, a well-articulated curriculum guides teachers so they can plan learning experiences that promote children's growth across a broad range of developmental and content areas.</li> <li>•A curriculum also helps ensure that the teacher is intentional in planning a daily schedule that (a) maximizes children's acquisition of desired knowledge and skills through the effective use of time and</li> </ul>	<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>•UCDC uses emergent curriculum, which is child-directed and teacher-facilitated approach to planning curriculum.</li> <li>•Teachers develop and create "emergent" curriculum around children's interest(s), observations, assessment and their knowledge of development. Planning "emergent" curriculum requires creative brainstorming, flexibility, and patience on the part of the teaching staff.</li> <li>•The curriculum provides a framework for developmentally appropriate experiences, investigations, and projects to engage children, to give them opportunities to explore, problem solve, investigate and develop "executive functions".</li> <li>• Investigations and activities are thoughtful and process-oriented, lasting many days or weeks.</li> <li>•Curriculum helps children develop, explore and strengthen their self and</li> </ul>

	<p>the equipment and materials needed to carry out the activities specified: creative arts and crafts; construction; dramatic or practical life activities ;science; music; fine motor activities; large muscle activities; sensory stimulation activities.</p> <p>See: Chapter 9503</p>	<p>materials and (b) offers opportunities for children to learn through play and through structured activities, individually and in groups, according to their developmental needs and interests</p> <p>See:NAEYC Standard 2</p>	<p>group identities, while interacting respectfully.</p> <p><u>Age-appropriate</u></p> <ul style="list-style-type: none"> <li>• In infancy, this curriculum is primarily embedded in routines, caregiving relationships, interactions, and practice of basic physical/motor development.</li> <li>•In toddlers, time is given to curriculum based in play, psycho-social and cognitive domains while continuing to work on a variety of motor skills.</li> <li>•In pre-k, there is a new mastery and sense of competence from the earlier years which leads to an increase in cognitive domain activities, “executive functioning,” exercising self-regulation, working on projects collaboratively, and “planning.”</li> </ul> <p><u>Assessments</u></p> <ul style="list-style-type: none"> <li>•Aligned with assessments &amp; documentation as a process for teachers’ continual reflection &amp; observation in children’s on-going development.</li> <li>•The assessment results are used by the teacher to plan curriculum and scaffold for individual children and groups of children and to guide continuous program improvement.</li> </ul>
Teaching Practices		<ul style="list-style-type: none"> <li>•The program uses a variety of developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the program’s curriculum goals.</li> <li>•Teaching staff who purposefully use multiple instructional approaches optimize children’s opportunities for learning. These approaches include strategies that range from structured to unstructured and from adult directed to child directed.</li> <li>•When selecting and implementing instructional approaches, teachers’ consideration of these differences helps all children learn.</li> </ul> <p>See: NAEYC Standard 3</p>	<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>•Teachers see themselves with children as facilitators, co-researchers and co-constructors of knowledge in areas of psycho- social, emotional, motor and cognitive development.</li> <li>•Teaching staff have a commitment to address bias and practice our value for diversity in a developmentally appropriate way for children.</li> </ul> <p><u>Philosophy:</u></p> <ul style="list-style-type: none"> <li>•Teachers view children from the perspective of an asset model that children are born wired to learn with curiosity and the desire to learn.</li> <li>•The role of caregivers (teachers &amp; parents) is to assist and facilitate development through their interactions</li> <li>•Sets children up for success &amp; learning through autonomy, mastery, competency.</li> <li>•Teaching approach values diversity and</li> </ul>

			<p>challenges bias. We teach children to recognize and respect both likeness and differences among individuals.</p> <p><u>Implementation of philosophy:</u></p> <ul style="list-style-type: none"> <li>•Teachers develop and create “emergent curriculum” around children’s interest(s), development, observations, assessment and the teachers’ knowledge of child development.</li> <li>•Teachers balance teacher and child initiated projects and activities.</li> <li>•Support of multilingual families are embedded in interactions/materials and environment.</li> <li>•Teachers use appropriate strategies to foster interactions through modeling and using positive feedback and positive guidance.</li> </ul>
<p>Assessments</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>•Must ensure that the parents are informed of the child's progress.</li> <li>•Must ensure that individual parent conferences are planned and offered at least twice a year</li> <li>•Must report on the status of the child's intellectual, physical, social, and emotional development</li> </ul> <p>See: Chapter 9503</p>	<ul style="list-style-type: none"> <li>•The program uses a variety of formal and informal assessment approaches to provide information on children’s learning and development. These assessments occur in the context of reciprocal communications between teachers and families, and with sensitivity to the cultural contexts in which children are developing.</li> <li>•The program uses assessment results to inform decisions about the children in their care, to improve teaching practices, and to drive program improvement.</li> <li>•If program uses published instruments, it evaluates information from the publisher about the standardization sample, standardization procedures, scoring, reliability, and validity to ensure that the results obtained with the instrument are valid for the programs purposes.</li> <li>•Teachers refer to curriculum goals and developmental expectations when interpreting assessment data.</li> </ul> <p>See: NAEYC Standard 4</p>	<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>•Assessment is an integral part of our program and is done naturalistically. It is based on observation, children’s work, and evaluation of the collected facts.</li> <li>•Children are never put in a “testing” situation; we assess and observe the children’s learning and engagement through their work or play.</li> </ul> <p><u>Frequency and Process</u></p> <ul style="list-style-type: none"> <li>•60 days after enrollment date, teachers complete an assessment.</li> <li>•Assessments are done on an ongoing basis. Parent/Teacher conferences are scheduled two times a year or when requested.</li> <li>•Parents are asked to give input prior to the conference to enhance the assessment process.</li> <li>•If concerns arise, teachers, supervisors, and/or the parents together discuss how to help strengthen the child.</li> </ul> <p><u>Assessment Tool</u></p> <ul style="list-style-type: none"> <li>•The indicators in the assessment tool, “Desired Results Developmental Profile (DRDP)”, are a continuum and give a picture of each child’s learning.</li> <li>•DRDP validity and reliability was tested by the State of CA., Dept of Education.</li> <li>•DRDP contains 29 measures of development for infants/toddlers and 56</li> </ul>

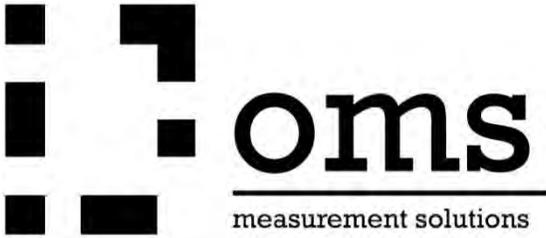
			<p>measures of development for preschool. These measures range from self-regulation, literacy, math, social emotional, and second language learners.</p> <p><u>Assessment Use</u></p> <ul style="list-style-type: none"> <li>•Assessments are used in a variety of ways: To support learning, identify developmental skills and/or concerns, and connect with curriculum and documentation as a process.</li> <li>•Assessments relate closely to the goals and objectives of our curriculum.</li> </ul> <p>See: Blank and completed assessment</p>
<p>Environment (materials, indoor &amp; outdoor):</p>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>•Must have the quantity and type of equipment specified for the age categories of children served.</li> <li>•Equipment must be appropriate to the age categories and any special needs of the children served.</li> <li>•Must have enough equipment for the number of children for which the center is licensed unless the use of equipment is rotated among groups of children.</li> <li>•Specific material requirements for infant, toddler, and preschool classrooms</li> <li>• A minimum of 35 square feet of indoor space must be available for each child in attendance. Hallways, stairways, closets, utility rooms, lavatories, water closets, kitchens, and space occupied by cribs may not be counted as indoor space. Twenty-five percent of the space occupied by furniture or equipment used by staff or children may be counted as indoor space.</li> <li>•Must have an outdoor activity area of at least 1,500 square feet, and there must be at least 75 square feet of space per child within the area at any given time during use.</li> </ul> <p>See: Chapter 9503</p>	<ul style="list-style-type: none"> <li>•The program has a safe and healthy environment that provides appropriate and well-maintained indoor and outdoor physical environments.</li> <li>•The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.</li> <li>•The program’s design and maintenance of its physical environment support high-quality program activities and services and allow for optimal use and operation.</li> <li>•Well-organized, equipped, and maintained environments support program quality by facilitating the learning, comfort, health, and safety of those who use the program.</li> <li>•Program quality is enhanced by also creating a welcoming and accessible setting for children, families, and staff.</li> </ul> <p>See: NAEYC Standard 9</p>	<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>• CDC was designed for the purpose of a child care center. The bungalow and classroom designs is intentional to support young children, relationships, and transitions from one group to another.</li> </ul> <p><u>Building and outdoor features:</u></p> <ul style="list-style-type: none"> <li>•The building is unique in design from layout of rooms, mudrooms, windows, everything is child size.</li> <li>•Doors, gates, and windows allow for optimal supervision of children and communication between classrooms. Bathrooms are designed to be used by children with some independence (low toilets, low sinks, low paper towel dispensers).</li> <li>•Outdoor spaces are large to support multiple classes. Outdoor play yards are sensory enriched to lead to investigations.</li> </ul> <p><u>Physical Environment:</u></p> <ul style="list-style-type: none"> <li>•The physical environment incorporates natural elements (plants, wood furniture) and is sensory rich, and engaging to children.</li> <li>•Classrooms are comfortable and “homey.” Walls, shelves and closet areas are organized and uncluttered.</li> <li>•Attention is given to the lightscapes and color to create calm and comforting ambient tones in the classrooms, thereby reducing stress and overstimulation in children.</li> </ul> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>•Materials are culturally and</li> </ul>

			<p>developmentally appropriate.</p> <ul style="list-style-type: none"> <li>•Materials that are intentionally chosen by the teacher are rotated based on interest of the child, curriculum planning, and assessments for the group of children.</li> <li>•Support for diverse learners with cultural responsiveness in materials to represent children’s culture and family.</li> </ul> <p>See: Building Design</p>
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Health, Safety & Nutrition	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>•Health policies</li> <li>•Health consultation</li> <li>•Immunizations</li> <li>•Administration of medicine</li> <li>•Cleanliness</li> <li>•Diaper &amp; Handwashing areas and procedures</li> <li>•Condition of equipment &amp; furniture</li> <li>•Emergencies</li> <li>•Handling bodily fluids</li> <li>•Meals &amp; snack</li> </ul> <p>For more requirements and details See: Chapter 9503 and 245A.41</p>	<ul style="list-style-type: none"> <li>•The program promotes the nutrition and health of children and protects children and staff from illness.</li> <li>•The program practices for health promotion and protection for children and adult staff in the program, including plans and policies concerning immunization, communicable disease, and CPR and first-aid training, as well as standards for diapering, hand washing, feeding, dispensing medication, and using health professionals</li> <li>•The program addresses children’s nutrition, including food-serving practices, menus, health requirements, refrigeration requirements, and food allergies.</li> <li>•The program addresses issues related to maintaining an environment that supports the health of children and staff.</li> </ul> <p>See: NAEYC Standard 5 &amp; 10</p>	<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>•UMCDC follows all health and safety standards and requirements to the fullest.</li> <li>•Policies and procedures are developed to ensure children are safe. A few examples include: having multiple first aid/emergency kits, having food allergy information posted in multiple locations and practicing and reflecting on drills.</li> <li>•Education Coordinator meets monthly with public health nurse, to review policies and procedures that are best practice.</li> </ul> <p><u>Nutrition:</u></p> <ul style="list-style-type: none"> <li>•UMCDC offers a good opportunity to establish nutritionally sound eating habits as well as an understanding of social habits around eating, relationship, good food, serving portions, health, and growth.</li> <li>•Our goal is to have a positive influence in broadening children’s food experiences while being conscious of young children’s tastes, appetites, choke-able food restrictions, and socialization of eating together in community.</li> <li>•Nutrition education is integrated into the program through implementation of cooking projects and placement of a Teacher at each table to serve meals family style. This provides an understanding of appropriate eating habits as well as an opportunity for social conversation and refinement of motor skills.</li> <li>•Family Style dining provides an atmosphere of learning, respect and sharing time together. A relaxed atmosphere of enjoyment is created rather</li> </ul>
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			<p>than feeling rushed.</p> <ul style="list-style-type: none"> <li>•Meal times are a part of curriculum where the children play an active role in serving the meals. Children learn and develop through the following areas; language, eye-hand coordination, fine motors skills, mathematics, impulse control, and a sense of mastery and competence.</li> <li>•UMCDC’s menus are reviewed and approved by the USDA to comply with or to exceed the minimum USDA Child Care Food Program requirements for meal composition and serving size.</li> </ul>
<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Children</li> <li>• Community</li> </ul>	<p><u>Required:</u></p> <ul style="list-style-type: none"> <li>• Parents of enrolled children may visit the center any time during the hours of operation.</li> <li>•Daily written reports are made to the parent of an infant or toddler about the child’s food intake, elimination, sleeping patterns, and general behavior.</li> </ul> <p>See: Chapter 9503</p>	<ul style="list-style-type: none"> <li>•The program promotes positive relationships between all children and adults to encourage each child’s sense of individual worth and belonging as part of a community and to foster each child’s ability to contribute as a responsible community member.</li> <li>•Positive relationships between adults and children are essential for the development of children’s sense of personal responsibility and for fostering their capacity for self-regulation, their constructive interactions with others, and their academic functioning and mastery.</li> <li>•Warm, sensitive, and responsive interactions with adults help children develop a secure, positive sense of self and encourage them to respect and cooperate with others.</li> <li>•Positive relationships with adults help children gain the benefits of instructional experiences and resources. Children who see themselves as highly valued are more likely to feel secure, thrive physically, get along with others, learn well, and feel part of a community.</li> <li>•The program establishes relationships with the uses the resources of the children’s communities to support the achievement of the program goals.</li> <li>•Program establishes and maintains reciprocal relationships with agencies and institutions that can support it in achieving its goals for the curriculum, health, promotion, children’s transitions, inclusion, and diversity.</li> </ul>	<p><u>Overview:</u></p> <ul style="list-style-type: none"> <li>•Relationships are an important component of UMCDC program.</li> </ul> <p><u>Children:</u></p> <ul style="list-style-type: none"> <li>•Children and teacher relationships are built off the teacher’s image of the child as being capable and competent.</li> <li>•Children are co-facilitators in the learning process.</li> <li>•Teacher stay in small groups with the children to provide more responsive, reciprocal and respectful interactions.</li> <li>•Children build strong relationships with teachers due to the continuity of care.</li> <li>•More evidence of these relationships can be seen in teaching practices.</li> <li>•Teachers provide responsive caregiving for nurturing attachment relationships for all children.</li> </ul> <p><u>Families:</u></p> <ul style="list-style-type: none"> <li>•We encourage parents and families to share their concerns and desires for care.</li> <li>•Parents and families are welcome to visit our program any time. This can be a valuable time to observe the classrooms in action, and gain a greater understanding of the dynamics of group care throughout the day. Parents are welcome to join their child for lunch.</li> <li>•The infant room has space for nursing mothers.</li> <li>•All teachers welcome parent’s presence and knowledge in other areas and are excited to work with parents to teach the children new opportunities.</li> </ul> <p><u>Family Communication:</u></p>

		<p>See: NAEYC Standard 1,7, 8</p>	<ul style="list-style-type: none"> <li>•Intake meetings: When moving from one area to another, parents meet with the area coordinator to start “partnership of caring” relationship. Parents share information about their child, family, and ask any questions they have about the new area.</li> <li>•Daily Notes: Teaching staff use the Daily Notes to communicate with parents on their child’s learning progress and daily individual needs.</li> <li>•Daily Journals: These daily updates to parents include pictures and brief summaries describing and illustrating the activities that children have been engaged in throughout the day. Daily journals are linked to the classrooms’ curriculum and assessment and they reflect the children’s learning and engagement through a representational experience, activity, or exploration.</li> <li>•Daily Journals are a supportive tool to for parents to look at with their child that gives the child an opportunity to reflect on their day and enrich their vocabulary and “working memory.” •This establishes a rich routine between parent and child to reconnect after being away from one another.</li> </ul> <p><u>Community:</u></p> <ul style="list-style-type: none"> <li>•As part of the University community, CDC teachers can take advantage of University events (e.g., walking children to campus events) and draw on broad parental expertise.</li> <li>•CDC is also part of the neighborhood, using the Van Cleve park and also collaborating with neighborhood businesses (Wilderness Inquiry).</li> <li>•All center events: CDC plans all center events throughout the year to build community. We encourage parents to attend these events with their child. Some of the events are: Peace Week, Kindness Week, Week of the Young Child, Book Week, Fall Harvest, Planting Tour, and Festival of Learning.</li> </ul> <p>See: Daily journal</p>
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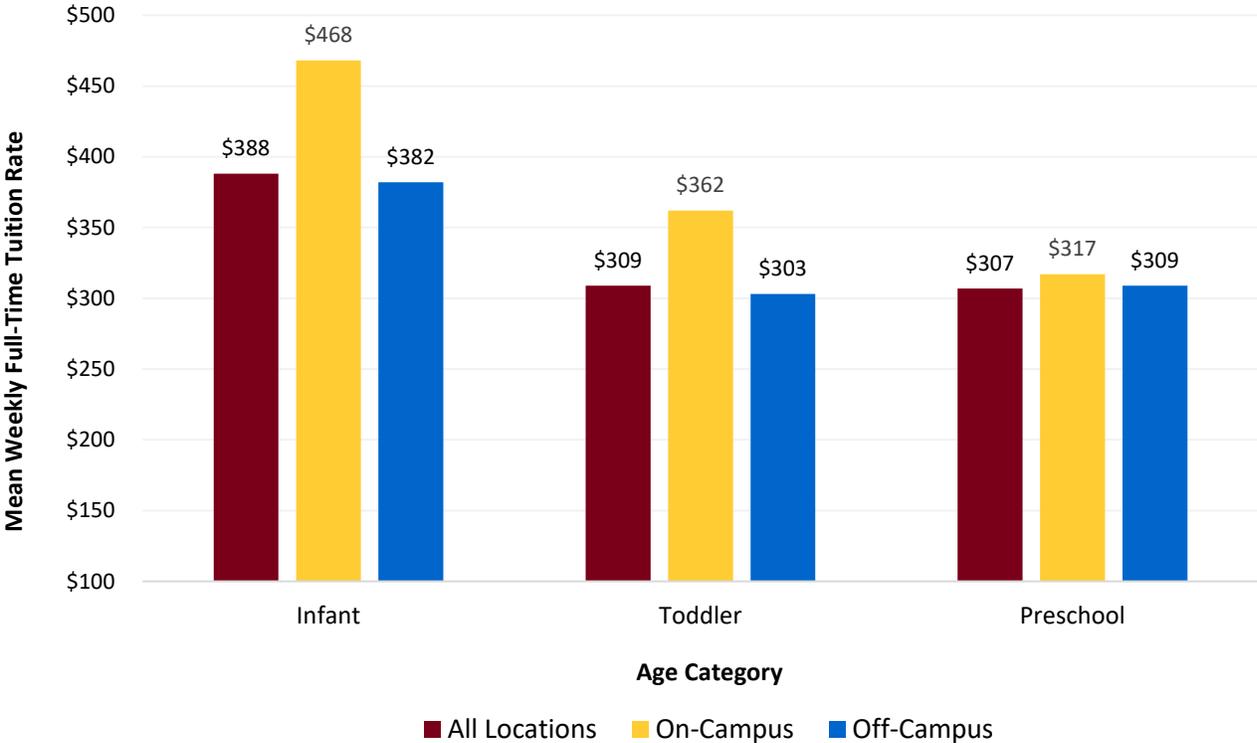
# Child Care Survey Results

7/9/2018



**UNIVERSITY OF MINNESOTA**  
103 University Stores S  
879 29th Avenue SE  
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[oms.umn.edu](http://oms.umn.edu)

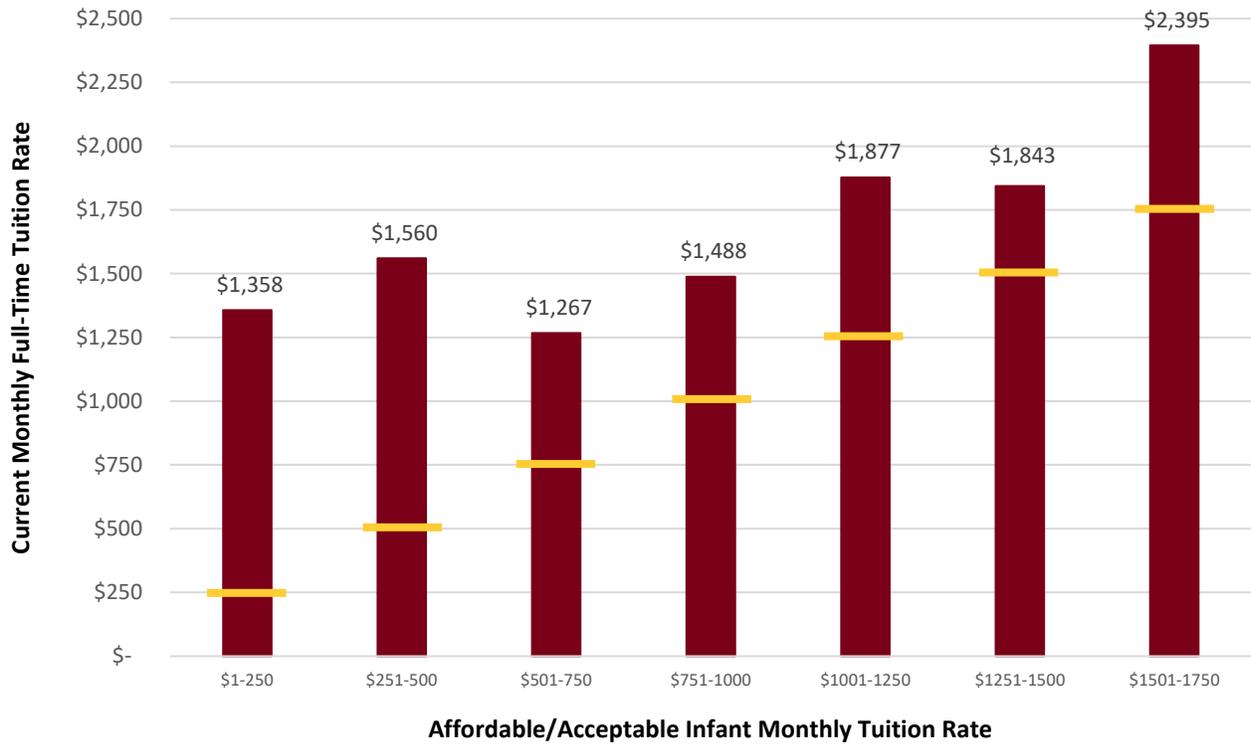
# (Q18) Mean Weekly Full-Time Tuition Rate Compared to (Q10) Location and Age Category



Age Category	All Locations	On-Campus	Off-Campus
Infant (N=200)	\$388 (N=222)	\$468 (N=26)	\$382 (N=135)
Toddler (N=274)	\$309 (N=300)	\$362 (N=60)	\$303 (N=178)
Preschool (N=243)	\$307 (N=260)	\$4317 (N=59)	\$309 (N=185)

Respondents were excluded if they left the tuition question blank. Four outliers were also removed as the amounts appeared to be entered in error

## (Q18) Average Monthly Infant Tuition Rate Compared to (Q21) Affordable/Acceptable Rate

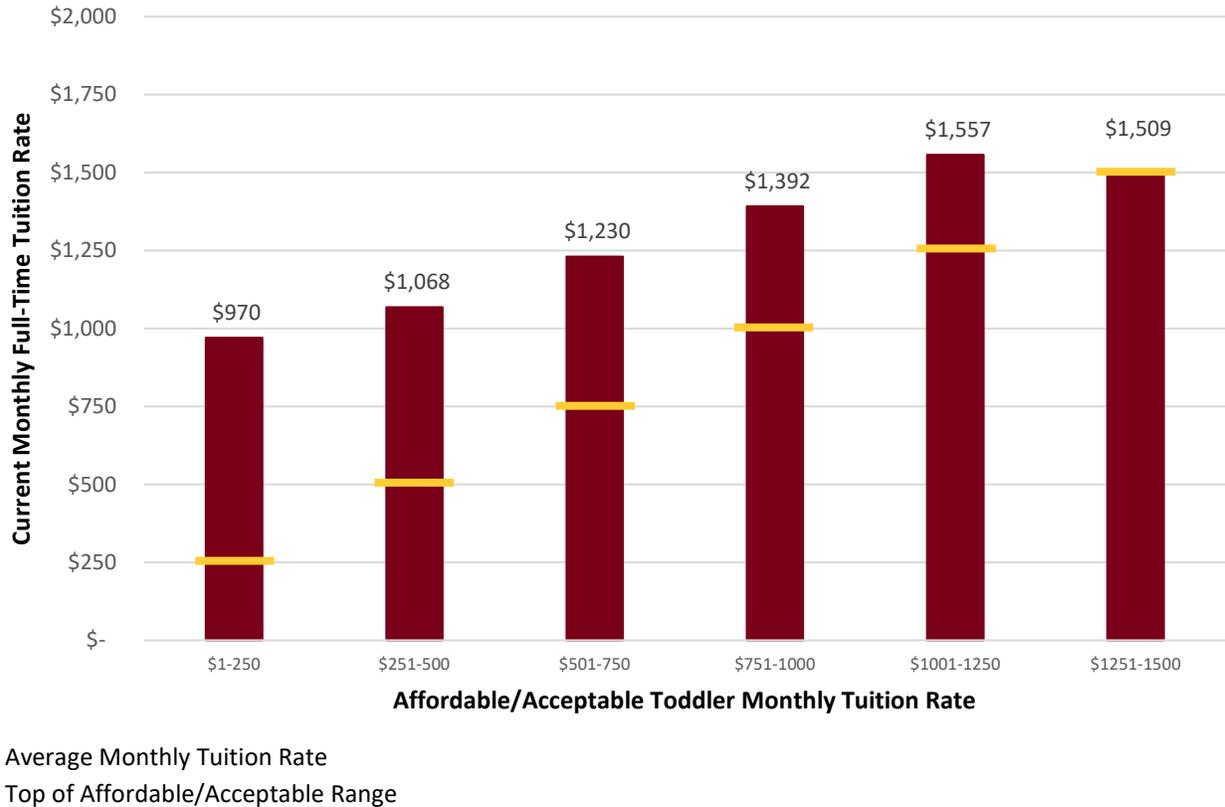


■ Average Monthly Tuition Rate  
■ Top of Affordable/Acceptable Range

Affordable/Acceptable Rate	Average Monthly Infant Tuition Rate
\$1-250 (N=21)	\$1,358
\$251-500 (N=20)	\$1,560
\$501-750 (N=26)	\$1,267
\$751-1000 (N=48)	\$1,488
\$1001-1250 (N=32)	\$1,877
\$1251-1500 (N=25)	\$1,843
\$1501-1750 (N=13)	\$2,395
\$1751-2000 (N=1)	N < 5
More than \$2000 (N=1)	N < 5

Monthly tuition rate was calculated by multiplying the weekly tuition rate by 52 then dividing by 12. Respondents were excluded if they left the tuition or the affordable/acceptable rate questions blank, or if "None" was selected as an affordable/acceptable rate. One outlier was also removed as the amount appeared to be entered in error. Average monthly tuition rate was not calculated for the Affordable/Acceptable rate categories containing <5 responses.

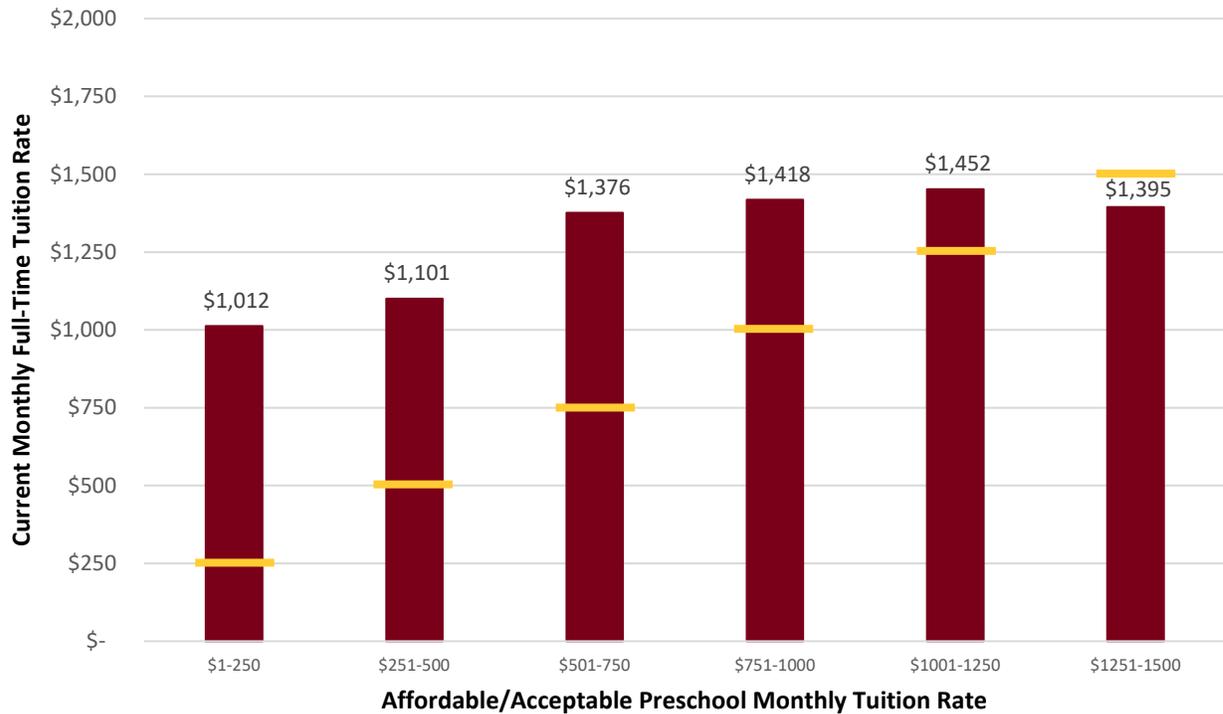
## (Q18) Average Monthly Toddler Tuition Rate Compared to (Q21) Affordable/Acceptable Rate



Affordable/Acceptable Rate	Average Monthly Toddler Tuition Rate
\$1-250 (N=35)	\$970
\$251-500 (N=31)	\$1,068
\$501-750 (N=53)	\$1,230
\$751-1000 (N=52)	\$1,392
\$1001-1250 (N=44)	\$1,557
\$1251-1500 (N=34)	\$1,509
\$1501-1750 (N=4)	N < 5
\$1751-2000 (N=3)	N < 5
More than \$2000 (N=1)	N < 5

Monthly tuition rate was calculated by multiplying the weekly tuition rate by 52 then dividing by 12. Respondents were excluded if they left the tuition or the affordable/acceptable rate questions blank, or if "None" was selected as an affordable/acceptable rate. Two outliers were also removed as the amounts appeared to be entered in error. Average monthly tuition rate was not calculated for the Affordable/Acceptable rate categories containing <5 responses.

## (Q18) Average Monthly Preschool Tuition Rate Compared to (Q21) Affordable/Acceptable Rate

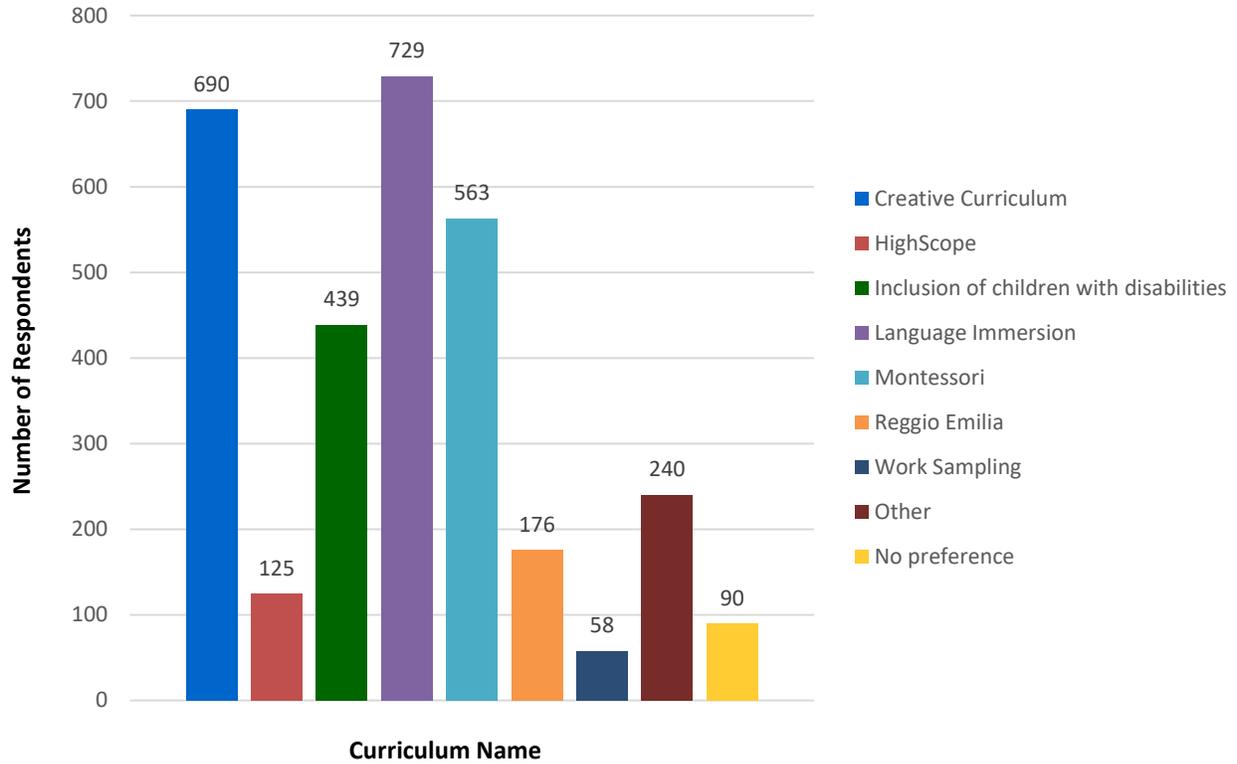


- Average Monthly Tuition Rate
- Top of Affordable/Acceptable Range

Affordable/Acceptable Rate	Average Monthly Preschool Tuition Rate
\$1-250 (N=26)	\$1,012
\$251-500 (N=31)	\$1,101
\$501-750 (N=42)	\$1,376
\$751-1000 (N=52)	\$1,418
\$1001-1250 (N=38)	\$1,452
\$1251-1500 (N=30)	\$1,395
\$1501-1750 (N=2)	N < 5
\$1751-2000 (N=2)	N < 5
More than \$2000 (N=1)	N < 5

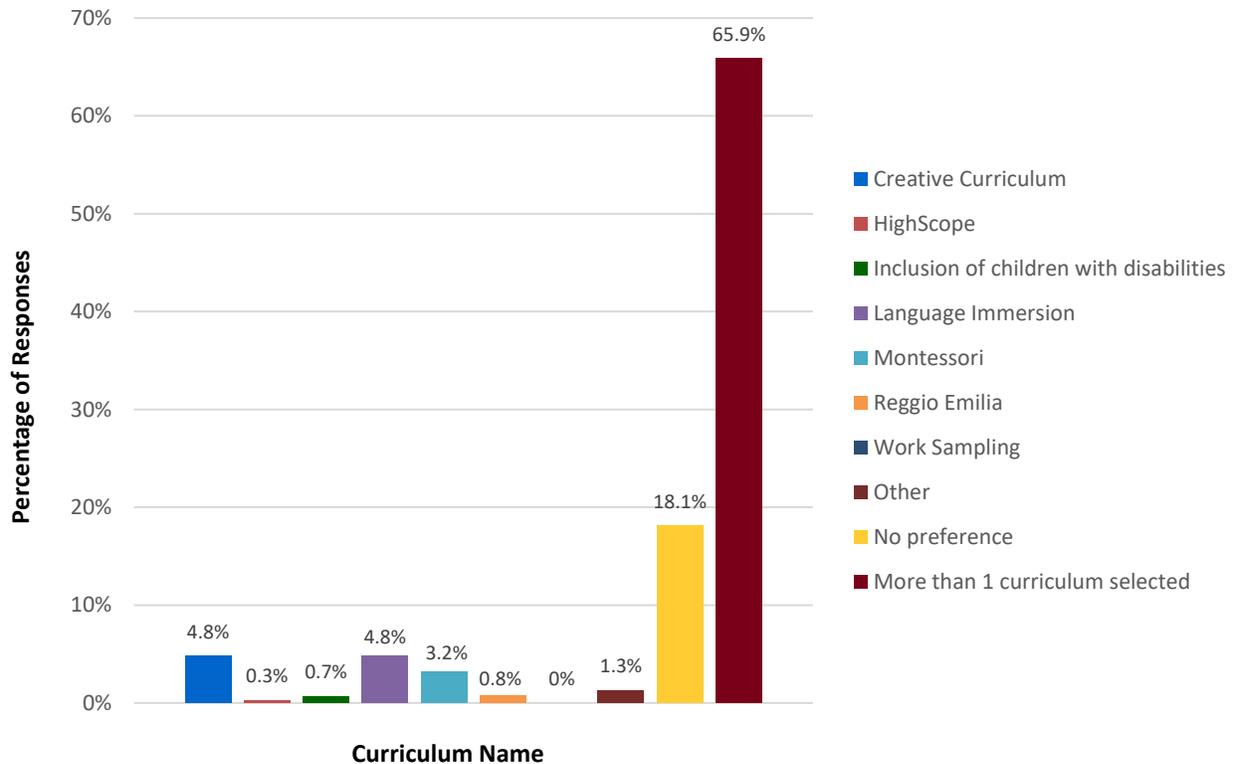
Monthly tuition rate was calculated by multiplying the weekly tuition rate by 52 then dividing by 12. Respondents were excluded if they left the tuition or the affordable/acceptable rate questions blank, or if "None" was selected as an affordable/acceptable rate. One outlier was also removed as the amount appeared to be entered in error. Average monthly tuition rate was not calculated for the Affordable/Acceptable rate categories containing <5 responses.

## (Q24) Breakdown of Curriculum Preferences



Curriculum Name	Number of respondents
Creative Curriculum	690
HighScope	125
Inclusion of children with disabilities	439
Language Immersion	729
Montessori	563
Reggio Emilia	176
Work Sampling	58
Other	240
No preference	90

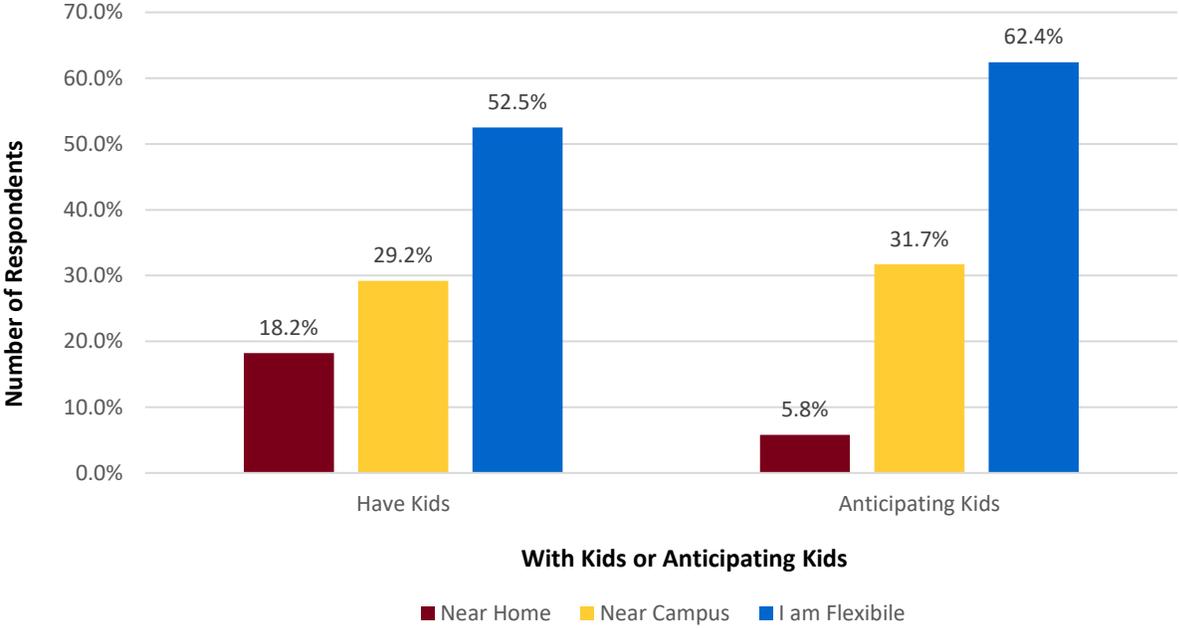
## (Q24) Breakdown of Singular Curriculum Preference Compared to Those with Multiple Curriculum Preferences



Curriculum Name	Percent of responses
Creative Curriculum	4.8% (N=63)
HighScope	0.3% (N=4)
Inclusion of children with disabilities	0.7% (N=9)
Language Immersion	4.8% (N=64)
Montessori	3.2% (N=43)
Reggio Emilia	0.8% (N=11)
Work Sampling	0% (N=0)
Other	1.3% (N=18)
No preference	18.1% (N=240)
More than 1 curriculum selected	65.9% (N=873)

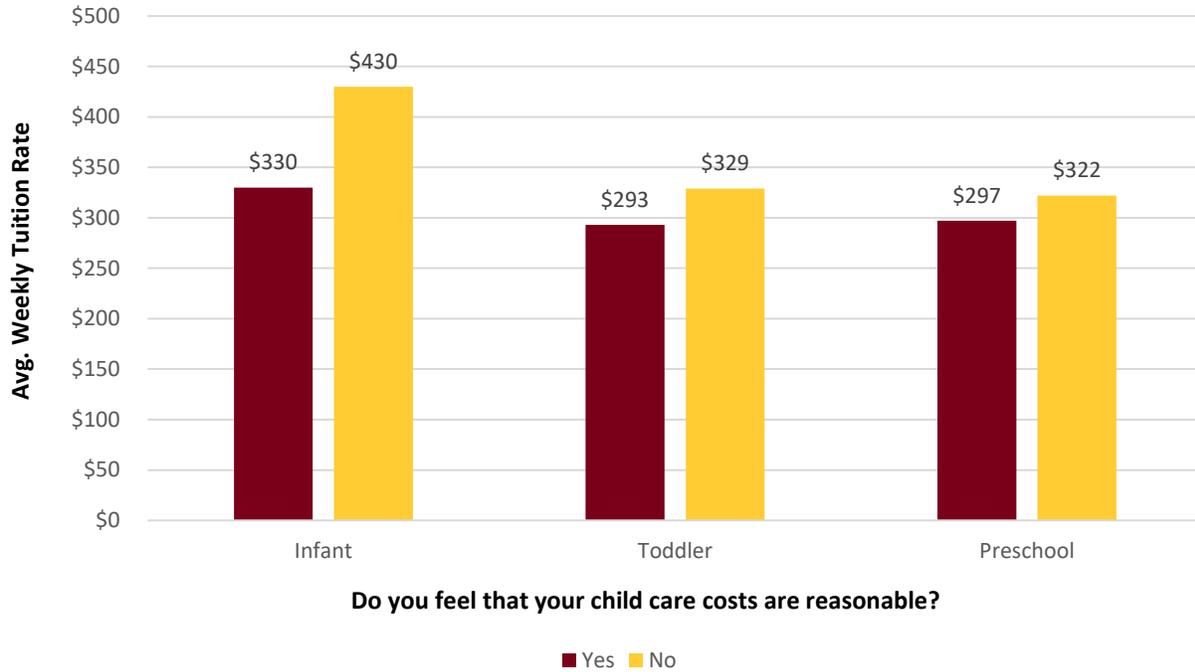
*Respondents who selected 2 or more curriculums were grouped together into the "More than 1 curriculum selected" category. All other responses were included in their corresponding curriculum.*

# (Q25) Child Care Location Preference among Those with Kids (Q4) or Anticipating Kids (Q8)



Location Preference	Have Kids (N=897)	Anticipating Kids (N=479)
Near Home	18.3% (N=164)	5.8% (N=28)
Near Campus	29.2% (N=262)	31.7% (N=152)
I am Flexible	52.5% (N=471)	62.3% (N=299)

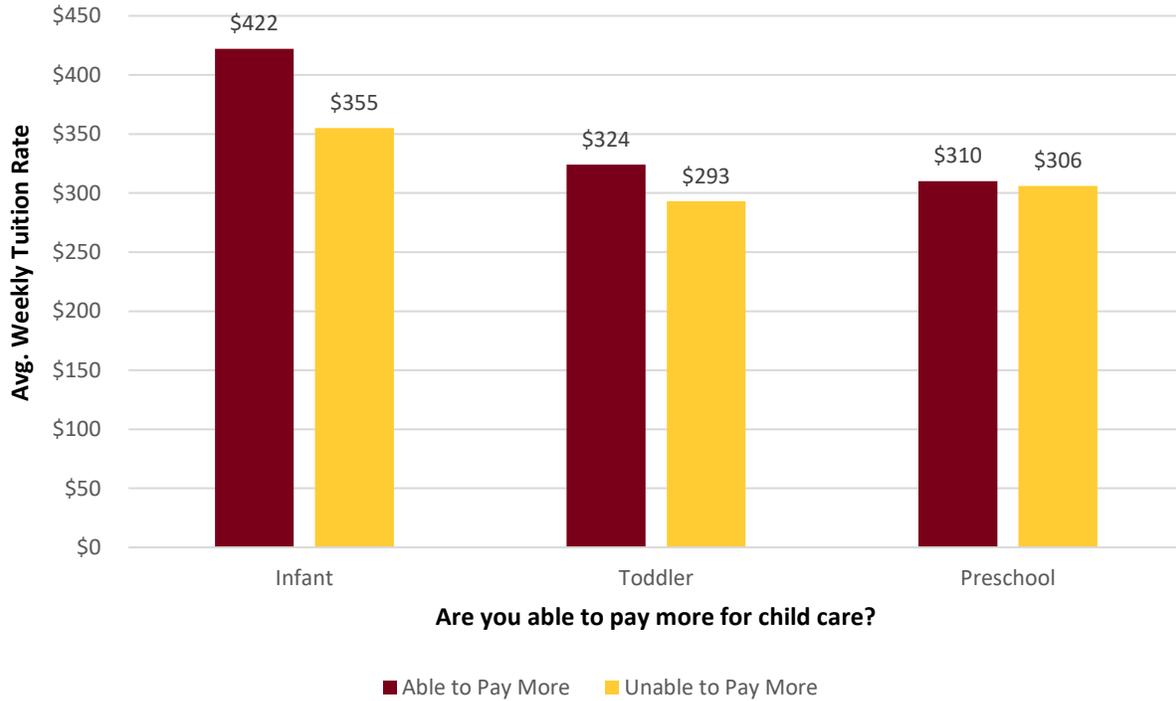
# (Q18) Weekly Full-Time Tuition Rate Broken Out by (Q20) “Do you feel that your child care costs are reasonable?”



Age Category	Yes	No
Infant	\$330 (N=83)	\$430 (N=109)
Toddler	\$293 (N=146)	\$329 (N=118)
Preschool	\$297 (N=132)	\$322 (N=109)

*Respondents were excluded if they left the tuition item or Q20 blank. Four outliers were also removed as the amounts appeared to be entered in error*

## (Q18) Weekly Full-Time Tuition Rate Broken Out by (Q22) Ability to Pay



Age Category	Able to Pay More	Not Able to Pay More
Infant	\$422 (N=92)	\$355 (N=95)
Toddler	\$324 (N=142)	\$293 (N=122)
Preschool	\$310 (N=132)	\$306 (N=108)

*Data is based off of Q22. Those who selected "I am able to pay and willing to pay more for higher quality," "I am able to pay and willing to pay more for a better location," "I am able to pay and willing to pay more for something else," and "I am able to pay and unwilling to pay more for child care" were all grouped into the "able to pay more" category. Respondents were excluded if they left the tuition item or Q22 blank. Four outliers were also removed as the amounts appeared to be entered in error*

Campus	RRC/College	FACULTY				LEADERSHIP AND P&A				CIVIL SERVICE & LABOR REPRESENTED				EMPLOYEE HEAD COUNT TOTAL	ENROLLED STUDENT INFORMATION				
		FULL- TIME	PART- TIME	HEAD COUNT	FTE	FULL- TIME	PART- TIME	HEAD COUNT	FTE	FULL- TIME	PART- TIME	HEAD COUNT	FTE		ENROLLED STUDENT HEAD COUNT	UNDERGRAD STUDENT CREDIT HOURS	GRAD STUDENT CREDIT HOURS	PRFL STUDENT CREDIT HOURS	STUDENT CREDIT HOUR TOTAL
University of Minnesota, Twin Cities	AAPRV Acad Affairs&Provost, Sr VP	-	-	-	-	85	4	89	88	72	10	82	80	171	-	-	-	-	-
University of Minnesota, Twin Cities	AESXX Ag Experiment Station	-	-	-	-	1	-	1	1	14	1	15	15	16	-	-	-	-	-
University of Minnesota, Twin Cities	AHCSH AHC Shared Units	48	20	68	54	201	39	240	223	493	40	533	522	841	293	7,204	5,402	-	12,606
University of Minnesota, Twin Cities	ATHLX Athletics, Dept of Intercolleg	-	-	-	-	183	2	185	185	71	-	71	71	256	-	-	-	-	-
University of Minnesota, Twin Cities	AUDIT Internal Audit, Office of	-	-	-	-	8	1	9	9	9	-	9	9	18	-	-	-	-	-
University of Minnesota, Twin Cities	AUXSV Auxiliary Services	-	-	-	-	73	-	73	73	472	77	549	533	622	-	-	-	-	-
University of Minnesota, Twin Cities	CBSXX Biological Sciences, Col of	98	11	109	104	101	11	112	108	131	15	146	141	367	2,458	46,035	3,927	-	49,962
University of Minnesota, Twin Cities	CCEXX Continuing Education, Col of	-	2	2	1	65	125	190	130	69	3	72	71	264	4,718	85,308	2,549	-	87,857
University of Minnesota, Twin Cities	CEHDX Education/Human Dev, Col of	143	17	160	152	317	191	508	388	164	41	205	192	873	4,823	90,823	32,665	-	123,488
University of Minnesota, Twin Cities	CFANS Food, Ag & Nat Res Sci, Col of	241	15	256	247	212	61	273	246	445	97	542	508	1,071	2,718	50,380	8,452	-	58,832
University of Minnesota, Twin Cities	CLAXX Liberal Arts, College of	475	48	523	499	388	187	575	471	216	50	266	247	1,364	15,559	349,567	21,711	-	371,278
University of Minnesota, Twin Cities	CONTR Controller's Office	-	-	-	-	42	-	42	42	87	1	88	88	130	-	-	-	-	-
University of Minnesota, Twin Cities	CPPMX Capital Planning & Proj Mgmt	-	-	-	-	22	-	22	22	13	-	13	13	35	-	-	-	-	-
University of Minnesota, Twin Cities	CSENG Science & Engineering, Col of	436	43	479	458	278	68	346	312	294	36	330	317	1,155	8,323	240,297	28,859	-	269,156
University of Minnesota, Twin Cities	CSOMX Carlson School of Management	92	6	98	94	157	40	197	167	93	7	100	98	395	4,535	70,382	39,721	-	110,102
University of Minnesota, Twin Cities	DENTX Dentistry, School of	90	127	217	127	34	5	39	36	201	27	228	222	484	645	1,899	1,491	26,638	30,028
University of Minnesota, Twin Cities	DESGN Design, College of	50	55	105	65	44	33	77	62	28	7	35	33	217	1,665	28,133	5,082	-	33,215
University of Minnesota, Twin Cities	EQDIV Equity & Diversity	-	-	-	-	64	2	66	65	53	4	57	56	123	-	-	-	-	-
University of Minnesota, Twin Cities	FMXXX Facilities Management	-	-	-	-	63	1	64	64	1,001	5	1,006	1,005	1,070	-	-	-	-	-
University of Minnesota, Twin Cities	GPSTR Global Programs & Strategy	-	-	-	-	81	16	97	92	41	7	48	46	145	-	22,971	360	-	23,331
University of Minnesota, Twin Cities	GRADX The Graduate School	-	-	-	-	15	1	16	16	9	-	9	9	25	-	-	639	-	639
University of Minnesota, Twin Cities	HHHXX Public Affairs, HHH School of	27	3	30	28	39	26	65	51	29	2	31	30	126	505	3,711	8,485	-	12,196
University of Minnesota, Twin Cities	HLSCI Health Sciences Administration	-	-	-	-	69	3	72	71	79	4	83	82	155	-	-	-	-	-
University of Minnesota, Twin Cities	LAWXX Law School	35	70	105	71	58	4	62	60	59	6	65	63	232	643	465	28	19,088	19,581
University of Minnesota, Twin Cities	LIBRX University Libraries	-	-	-	-	137	10	147	143	156	17	173	168	320	-	-	-	-	-
University of Minnesota, Twin Cities	MEDXX Medical School	1,079	191	1,270	1,177	377	44	421	405	969	159	1,128	1,075	2,819	2,108	18,391	9,410	54,537	82,338
University of Minnesota, Twin Cities	MNEXT MN Extension	-	-	-	-	226	11	237	235	251	57	308	293	545	-	-	-	-	-
University of Minnesota, Twin Cities	NURSG Nursing, School of	72	8	80	77	21	8	29	24	40	8	48	46	157	927	9,241	10,977	-	20,218
University of Minnesota, Twin Cities	OGCXX General Counsel, Office of the	-	-	-	-	23	-	23	23	17	-	17	17	40	-	-	-	-	-
University of Minnesota, Twin Cities	OHRXX Human Resources, Office of	-	-	-	-	58	5	63	62	63	2	65	64	128	-	-	-	-	-
University of Minnesota, Twin Cities	OITXX Information Technology, Ofc of	-	-	-	-	197	1	198	198	227	4	231	230	429	-	-	-	-	-
University of Minnesota, Twin Cities	PHARM Pharmacy, College of	88	11	99	92	66	12	78	71	71	9	80	78	257	805	7,984	2,280	24,081	34,345
University of Minnesota, Twin Cities	PRESO President, Office of the	-	-	-	-	13	-	13	13	9	2	11	10	24	-	-	-	-	-
University of Minnesota, Twin Cities	PUBHL Public Health, School of	112	17	129	120	124	45	169	148	138	32	170	161	468	1,004	8,079	20,149	-	28,228
University of Minnesota, Twin Cities	PUBSF Public Safety	-	-	-	-	1	-	1	1	81	7	88	86	89	-	-	-	-	-
University of Minnesota, Twin Cities	RGNTS Board of Regents, Office of	-	-	-	-	4	-	4	4	1	1	2	2	6	-	-	-	-	-
University of Minnesota, Twin Cities	RSRCH VP for Research, Office of	25	2	27	26	201	15	216	211	192	20	212	205	455	-	-	-	-	-
University of Minnesota, Twin Cities	STDAF Student Affairs, Vice Provost	-	-	-	-	145	67	212	190	242	32	274	265	486	-	-	-	-	-
University of Minnesota, Twin Cities	UEDUC Undergrad Ed, V Provost & Dean	-	6	6	2	218	11	229	224	162	35	197	180	432	-	6,200	-	-	6,200
University of Minnesota, Twin Cities	UFINX University Finance	-	-	-	-	45	-	45	45	25	2	27	26	72	-	-	6	-	6
University of Minnesota, Twin Cities	UHLSF University Health & Safety	-	-	-	-	26	1	27	27	47	4	51	48	78	-	-	-	-	-
University of Minnesota, Crookston	UMCXX UM Crookston	39	5	44	42	98	54	152	119	101	19	120	114	316	2,834	54,468	-	-	54,468
University of Minnesota, Duluth	UMDXX UM Duluth	487	94	581	530	278	41	319	299	636	122	758	724	1,658	10,784	281,407	6,484	-	287,891
University of Minnesota, Morris	UMMXX UM Morris	99	2	101	101	106	46	152	126	146	31	177	166	430	1,627	51,154	-	-	51,154
University of Minnesota, Rochester	UMRXX UM Rochester	13	-	13	13	54	3	57	56	18	-	18	18	88	472	10,836	481	-	11,317
University of Minnesota, Twin Cities	URELX University Relations	-	-	-	-	197	5	202	200	80	3	83	82	285	-	-	-	-	-
University of Minnesota, Twin Cities	USERV University Services	-	-	-	-	27	-	27	27	17	1	18	18	45	-	-	-	-	-
University of Minnesota, Twin Cities	VETMD Veterinary Medicine, Col of	127	21	148	141	77	11	88	84	330	41	371	361	607	503	2,686	995	21,696	25,376
		<b>3,876</b>	<b>774</b>	<b>4,650</b>	<b>4,219</b>	<b>5,319</b>	<b>1,210</b>	<b>6,529</b>	<b>5,919</b>	<b>8,162</b>	<b>1,048</b>	<b>9,210</b>	<b>8,886</b>	<b>20,389</b>	<b>67,949</b>	<b>1,447,619</b>	<b>210,151</b>	<b>146,039</b>	<b>1,803,809</b>

The Twin Cities campus includes the Duluth Medical School and Duluth Pharmacy  
 Student Credit Hours include: Fall 2016, Spring 2017, and Summer 2017 and is based on course ownership

## HR Headcount Dashboard

Year:  
2017

Report Type:  
Gender

Jobcode Group	Dimension	Crookston	Duluth	Morris	Rochester	Twin Cities	Grand Total
Faculty	Female	19	271	45	6	1,522	1,863
	Male	25	310	56	7	2,389	2,787
	<b>Total</b>	44	581	101	13	3,911	4,650
Professional	Female	66	108	55	22	2,440	2,691
	Male	65	112	67	19	2,046	2,309
	<b>Total</b>	131	220	122	41	4,486	5,000
Administrative	Female	13	55	18	8	848	942
	Male	8	44	12	8	515	587
	<b>Total</b>	21	99	30	16	1,363	1,529
Civil Service	Female	28	202	26	9	2,869	3,134
	Male	16	121	11	3	1,493	1,644
	<b>Total</b>	44	323	37	12	4,362	4,778
Labor Represented	Female	49	234	91	5	2,177	2,556
	Male	27	201	49	1	1,598	1,876
	<b>Total</b>	76	435	140	6	3,775	4,432
Graduate Assistant	Female		95	1	2	2,036	2,134
	Male		147		4	2,289	2,440
	<b>Total</b>		242	1	6	4,325	4,574
Professional in Training	Female					862	862
	Male		4			1,071	1,075
	<b>Total</b>		4			1,933	1,937
<b>Grand Total</b>		316	1,904	431	94	24,155	26,900

## HR Headcount Dashboard

Year:  
2017

Report Type:  
Ethnic Group

Jobcode Group	Dimension	Crookston	Duluth	Morris	Rochester	Twin Cities	Grand Total
Faculty	Employee of Color	5	99	12	4	743	863
	White or Unknown	36	460	87	8	3,007	3,598
	International	3	22	2	1	161	189
	<b>Total</b>	44	581	101	13	3,911	4,650
Professional	Employee of Color	12	12	18	3	640	685
	White or Unknown	118	203	98	37	3,634	4,090
	International	1	5	6	1	212	225
	<b>Total</b>	131	220	122	41	4,486	5,000
Administrative	Employee of Color		10	3	1	158	172
	White or Unknown	21	87	27	15	1,199	1,349
	International		2			6	8
	<b>Total</b>	21	99	30	16	1,363	1,529
Civil Service	Employee of Color	3	19	3	1	626	652
	White or Unknown	40	302	34	11	3,661	4,048
	International	1	2			75	78
	<b>Total</b>	44	323	37	12	4,362	4,778
Labor Represented	Employee of Color	4	34	6	1	976	1,021
	White or Unknown	71	400	134	5	2,779	3,389
	International	1	1			20	22
	<b>Total</b>	76	435	140	6	3,775	4,432
Graduate Assistant	Employee of Color		24	1	1	540	566
	White or Unknown		150		1	2,147	2,298
	International		68		4	1,638	1,710
	<b>Total</b>		242	1	6	4,325	4,574
Professional in Training	Employee of Color					261	261
	White or Unknown		2			1,265	1,267
	International		2			407	409
	<b>Total</b>		4			1,933	1,937
<b>Grand Total</b>		316	1,904	431	94	24,155	26,900

## HR Headcount Dashboard

Year:  
2017

Report Type:  
Jobcode Sub

Jobcode Group	Dimension	Crookston	Duluth	Morris	Rochester	Twin Cities	Grand Total
Faculty	Employee	44	581	101	13	3,911	4,650
	<b>Total</b>	44	581	101	13	3,911	4,650
Professional	Employee	131	220	122	41	4,486	5,000
	<b>Total</b>	131	220	122	41	4,486	5,000
Administrative	Employee	21	99	30	16	1,363	1,529
	<b>Total</b>	21	99	30	16	1,363	1,529
Civil Service	Employee	44	323	37	12	4,362	4,778
	<b>Total</b>	44	323	37	12	4,362	4,778
Labor Represented	Employee	76	435	140	6	3,775	4,432
	<b>Total</b>	76	435	140	6	3,775	4,432
Graduate Assistant	Student		242	1	6	4,325	4,574
	<b>Total</b>		242	1	6	4,325	4,574
Professional in Training	Student		4			1,933	1,937
	<b>Total</b>		4			1,933	1,937
<b>Grand Total</b>		316	1,904	431	94	24,155	26,900

## HR Headcount Dashboard

Year:  
2017

Report Type:  
FT-PT

Jobcode Group	Dimension	Crookston	Duluth	Morris	Rochester	Twin Cities	Grand Total
Faculty	Full Time	39	487	99	13	3,238	3,876
	Part Time	5	94	2		673	774
	<b>Total</b>	44	581	101	13	3,911	4,650
Professional	Full Time	77	184	77	38	3,459	3,835
	Part Time	54	36	45	3	1,027	1,165
	<b>Total</b>	131	220	122	41	4,486	5,000
Administrative	Full Time	21	94	29	16	1,324	1,484
	Part Time		5	1		39	45
	<b>Total</b>	21	99	30	16	1,363	1,529
Civil Service	Full Time	39	293	35	12	3,867	4,246
	Part Time	5	30	2		495	532
	<b>Total</b>	44	323	37	12	4,362	4,778
Labor Represented	Full Time	62	343	111	6	3,394	3,916
	Part Time	14	92	29		381	516
	<b>Total</b>	76	435	140	6	3,775	4,432
Graduate Assistant	Part Time		242	1	6	4,325	4,574
	<b>Total</b>		242	1	6	4,325	4,574
Professional in Training	Full Time		4			666	670
	Part Time					1,267	1,267
	<b>Total</b>		4			1,933	1,937
<b>Grand Total</b>		316	1,904	431	94	24,155	26,900

August 2018

# UNIVERSITY OF MINNESOTA

*Report of the Provost's Child Care Advisory Committee*