

Charge to the Child Care Task Force Committee:

On 2/11/2022 Provost Berberich met with the Child Care Task Force (CCTF) membership to share his charge for the committee. The task force was charged with visioning broadly for the university regarding child care. The Provost asked that we explore answers to the question of how the university should move forward in thinking about the short and long term opportunities for quality childcare for faculty, staff, and students, as well as whether or not we provide the opportunity to the greater community in which we are situated.

Campus structures that can enhance recruitment of faculty and staff with families or that are of child-bearing age:

The CCTF discussed the challenges that campus hiring managers (in many cases, department chairs) face in providing information about child care opportunities to young applicants with families or who may be considering starting a family, as well as general information about the St. Louis area for new employees seeking to relocate to join the UMSL team. Committee representatives consulted with Dr Jill Wood, Director of Human Resources, and secured a commitment from HR to develop web resources that hiring managers (including department chairs for faculty searches) will be able share with prospective faculty and staff hires that would include information about quality childcare. ***The development and maintenance of this website, which will also be made available to students who are parents, is the first recommendation of the CCTF.***

The unique needs of students who are parents - existing support structures and exploration of future options:

As the campus continues to focus on removing roadblocks to success, students who are parents make up a population for whom degree completion is highly transformative. To that end assisting with childcare needs can remove one of the greatest roadblocks. The CCAMPIS (Child Care Access Means Parents In School) grant, designed to support PELL eligible students, is foundational to the wraparound supports in place for Student Who are Parents through Student Affairs. Opportunities arising from COVID to utilize the CCAMPIS grant funds to provide waivers for students utilizing licensed and accredited child care centers in proximity to home and work have allowed for a broader dispersal of the funding. It is important to note that the CCAMPIS grant alone does not provide a solution for all students who are parents, and not even all limited income students as Pell eligibility as a requirement is a significant factor. This limits the reach of the CCAMPIS grant funding into the greater student body. Opportunities to partner with the Development office to seek and secure donor funding may be one avenue of exploration that could serve as a parallel funding mechanism for the grant. ***A campus commitment to supporting both the CCAMPIS grant application and for seeking potential parallel private funding for child care for non-Pell eligible students is the second recommendation of the CCTF.***

Opportunities to leverage ARPA funding and South Campus Development for a campus proximal child care provider:

As the campus engages with the North County redevelopment opportunities through ARPA funding, and as a vision for a North County Workforce and Business Development District to be built on UMSL's South Campus begins to take shape, the opportunity to prioritize a high quality early childhood center seems providential. Including such a center in this development plan would provide a) an option for faculty, staff, students, and community for high-quality child care and b) a partner with which to develop educational and research partnerships. ***To that end, the third CCTF recommendation is that the University work to recruit a high-***

quality third-party run and operated early childhood center on or near campus, with a priority for a center to be located in the North St. Louis County Workforce and Business Development District. The CCTF asserts that a child development center would be most valuable to the broad constituency of faculty, staff, and students if it is able to provide part-time, full-time, and drop-in care.

Commitment of campus resources to assist in planning and implementation of recommendations:

Finally, in order to maximize the potential success of these CCTF recommendations, ***the CCTF strongly recommends that current UMSL personnel with deep knowledge of the relevant issues from the Economic and Community Development Office, the College of Education and Office of Student Affairs work together to secure an option for an early childhood center and continued funding through future CCAMPIS grant opportunities.***

Specifically, the community development focus of the ECD office, anchored by Assistant Vice Chancellor Karl Guenther, together with the child care expertise of Dr. Lynn Navin from the College of Education will be necessary to ensure the success of securing a campus proximal child care facility. Furthermore, a partnership between Dr. Navin who can bring her experience in strengthening cross agency coordination, and Director of Advocacy and Care, Robin Kimberlin from Student Affairs who can bring the student support service piece to the CCAMPIS grant will maximize the potential for a successful application. In order to ensure success of both initiatives the CCTF recommends that 0.25 FTE of Dr. Navin's appointment moving forward be committed to child care initiatives at UMSL and that dedicated support in providing oversight for these recommendations come from Academic Affairs leadership.

Committee Membership:

Dr. Anne Winkler, Professor of Economics
Dr. Andrea Hupman, Assistant Professor of Supply Chain Management and Analytics
Dr. Yvette Kell, Director of the Recreation and Wellness Center
Dr. Lynn Navin, Director of the UCDC and Early Childhood Education NTT faculty
Robin Kimberlin, Director of Advocacy and Care
Emmy Naes, Triton Childcare Fund coordinator
Shannon Quinn, Triton Childcare Fund coordinator
Joe Methner, SGA President
Eboni Alexander, Student parent
Karl Guenther, Assistant Vice Chancellor for Economic and Community Development
Beth Eckelkamp, Vice Provost for Student Success and Academic Innovation

Child Care Task Force - Committee Report and Recommendations

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On 2/11/2022 Provost Berberich met with the Child Care Task Force (CCTF) membership to share his charge for the committee. The task force was charged with visioning broadly for the university regarding child care. The Provost asked that we explore answers to the question of how the university should move forward in thinking about the short and long term opportunities for quality childcare for faculty, staff, and students, as well as whether or not we provide the opportunity to the greater community in which we are situated.

Expectations and assumptions:

The CCTF members entered into the study, exploration and recommendation process driven by the assumption that the campus leadership and community as a whole share a set of values around the importance of supporting employees and students who are parents. As a campus that embraces non-traditional student populations and as faculty and staff who are stewards of and advocates for our students as well as our young colleagues who are facing the challenges of raising children while seeking to remain employed at the university, an expectation that seeking a solution to the child-care needs of our students, faculty and staff is imperative has been central to the discussions of the CCTF.

CCTF Process and Timeline:

The CCTF came together on 2/11/22 to receive our charge from the Provost. Prior to this meeting Provost Berberich, Dean Taylor and Vice Provost Eckelkamp took part in a listening and Q&A session with UCDC parents. The task force began with weekly meetings the following week and spent each week learning from a different subject matter expert. Dr. Lynn Navin of the UCDC gave history and perspective on the childcare landscape, and Robin Kimberlin, Director of Advocacy and CARE, and Emmy Naes and Shannon Quinn, Triton Childcare Fund program coordinators, spoke to the work with student parents. Dr. Anne Winkler, Professor of Economics, shared labor economics research on the impact of high quality childcare on parents in the workforce, while Dr. Andrea Hupman, Assistant Professor of Supply Chain Management and Analytics provided faculty representation and the voice of faculty and staff who are parents. Assistant Vice Chancellor Karl Guenther spoke to the impact on the local community of affordable and high quality childcare and the current opportunities to leverage campus engagement in north county developments to include child care options. Joe Methner and Eboni Alexander provided the student voice, while Dr. Yvette Kell, Director of the Recreation and Wellness Center, provided perspective from the largest provider of camps for children on campus. Vice Provost Beth Eckelkamp interfaced with Human Resources and Facilities to gather feedback and data to inform recommendations from the CCTF. As a team the CCTF discussed opportunities to support educating the campus community on how to identify and secure high-quality childcare. On 3/16/22 the CCTF also hosted a listening session with the campus community, open to colleagues attending in-person and remotely. On 4/5/22 Dr. Navin

provided a Child Care information session to help guide parents as they seek and assess child care options.

Reflections on the strong legacy of the UCDC and on factors leading to the closure:

The CCTF acknowledged from the very beginning of deliberations that the UCDC has had an incredibly successful, well-respected and storied history of providing excellent child development services. At the announcement of the closure of the UCDC the outcry from former and current UCDC parents was significant and the outpouring of stories of the positive impact that the center had on young families for the past years was moving and impressive. UCDC existed for 47 years and delivered high-quality, affordable care to parents, staff, students, and the community. It played a key role in the lives of parents and children since its inception and its closure has created considerable pain and anguish as parents seek alternative care. Expressions of gratitude for Dr. Navin and her staff and all that they did for UMSL families over the years were significant.

Dr. Navin was generous in assisting the CCTF to understand the myriad challenges that led to the decision to close the UCDC. It became clear to the committee that the closure of UCDC was caused by a “perfect storm” of intersecting challenges and not just one single factor. Among those challenges were the planned demolition of the building in which the UCDC is located, physical space and maintenance and custodial challenges, licensing and accreditation requirements, overwhelming human resource and staffing challenges, and UM System policies including but not limited to benefit changes. COVID contributed greatly to the challenges of maintaining the UCDC as well as the trend for families to place pre-school aged children in facilities close to home, shrinking the pre-school population at the UCDC, a population that has historically assisted in off-setting the high cost of providing care to younger children.

Acknowledgement of impact of UCDC closure:

The closure of UCDC has had a tremendous negative impact on the faculty, staff, and students who had children enrolled in 2022, and has also been tremendously upsetting to faculty and staff who remained on the waitlist at the time the closure was announced. Affected families have described the closure as “catastrophic,” “devastating,” and “a disaster.”

The impact of the closure is exacerbated by a national crisis in childcare, limiting options for affected families and increasing wait times for access to childcare at another facility. The national crisis includes the permanent closure of 9% of licensed child care programs between December 2019 and March 2021, based on estimates from Child Care Aware which identified almost 16,000 centers that had permanently closed in that time (CCAoA 2022). Prior to these closures, over half of Americans lived in “childcare deserts,” (CCAoA 2022), and the existence of a child care crisis was recognized (Covert 2019, Polakow-Suransky 2019). The popular news media is also rife with stories about the deepening child care crisis and its impact on families and the economy (e.g. Ho and Boak 2021, Gupta 2021). In Missouri specifically, it is estimated that the state GDP could be increased by 10% if additional childcare were in place to enable parity in women’s participation in the workforce (Ellingrud et al. 2016).

Families affected by the UCDC closure have faced many challenges. Some families face a gap in childcare between the closure of UCDC and when their child(ren) will be able to enroll in another program. It is not unusual for child care waitlists to take 12-18 months, leaving families without care in the interim. Childcare operated by local school districts do not operate over the summer. Families able to place a child in such a program face no childcare for the summer months. Families with multiple children face additional burdens. It is exceedingly difficult to place two young children in the same childcare facility, and some affected families will need to take their children to different facilities to obtain care. Many childcare options that are available to affected families have more restricted hours, with many only running to 2-3 pm in the afternoon, negatively impacting the time parents have for work. Other childcare alternatives are also significantly more expensive (40% to 100% higher) than the UCDC tuition.

The closure has had a strong emotional component. UCDC was a vibrant community that built strong ties with children and their families. The families trust and greatly respect the work of UCDC and all its employees and had built strong emotional attachments, making the closure very challenging emotionally. Closing UCDC prior to identifying strategies to support faculty, staff, and students with young children further exacerbates the emotional component of the closure, making affected families feel like the university does not appreciate the challenges faced by parents of young children. Since women, on average, bear a greater child care burden than men (Power 2020, Del Boca et al. 2020, Blau and Winkler 2021), affected female faculty and staff have especially expressed additional feelings of disappointment in that the closure of UCDC without alternative university childcare options in place could be construed as a lack of commitment to the success of women in the university.

The closure also hits the UCDC employees especially hard. Some employees worked at UCDC for over twenty years. The employees were integral to building the vibrant community and held strong emotional ties to the institution and the children and families it served. The length of tenure of UCDC employees is especially remarkable given the low pay and an average turnover rate of 19.2% among low-wage child care centers (NSECE Project Team 2017), underscoring how special the UCDC community was. The UCDC employees were a tremendous asset to UMSL.

The CCTF held a listening session about the closure of UCDC for the entire UMSL community. The sentiments expressed at the listening session include feeling “blindsided” by the decision and a general sense of disbelief and upset at the closure. The Association for Women Faculty and Staff have also communicated extreme disappointment with the closure of UCDC.

Given the research on the importance of shared values and positive emotions for the success of an organization, the negative reactions toward the closure of UCDC are of potential strategic significance to UMSL. "The academic literature has long found that having shared values having shared values between an organization and its employees is important to organizational success (Bonoma 1984, Badovick and Beatty 1987, Klein 2003, Gillespie and Mann 2004)." (page 4)

The sentiments expressed at the listening session raise the possibility that some UMSL employees could view the closure of UCDC as a mismatch of shared values. These views could be held despite assurances at the listening session from Dean Taylor that UMSL remains committed to quality childcare.

The literature on employee emotions similarly finds an important link to organizational success. Barsade and O’Neill (2016) nicely summarize this literature as follows:

“Countless empirical studies show the significant impact of emotions on how people perform on tasks, how engaged and creative they are, how committed they are to their organizations, and how they make decisions. Positive emotions are consistently associated with better performance, quality, and customer service—this holds true across roles and industries and at various organizational levels. On the flip side (with certain short-term exceptions), negative emotions such as anger, sadness, fear, and the like usually lead to negative outcomes, including poor performance and high turnover.” (page 59)

The potential impact of the closure of UCDC on the perception of shared values and its impact on negative emotions underscore the strategic importance of taking action beyond the creation of the Child Care Task Force to demonstrate a commitment to accessible high-quality childcare for faculty, staff, and students.

Impact of child care support on recruitment and retention of faculty, staff and students:

Access to high-quality and affordable child care is a “signal” to prospective faculty, staff, and students that the UMSL campus seriously recognizes and seeks to address the challenges of balancing work, school, and family. These challenges are largely borne by women given as noted earlier, even in 2022, women continue to bear a much greater share of caregiving and larger household responsibilities. Further, faculty members are often recruited from outside the St. Louis area and have no family to help with childcare, making the availability of high-quality child care even more important, and UMSL competes for talent with universities that offer high-quality childcare. Hence, it plays an important role in recruitment and matches with the campus mission of equity, diversity, and inclusion. Making child care a priority shows that the campus values faculty, staff and students who have (or intend to have) families.

Access to high-quality and affordable child care is also a key ingredient in faculty, staff, and student retention. Retention rates for students are crucial in delivering on the promise of higher education as a driver for social mobility. For students who are parents the lack of quality childcare is a significant roadblock to degree completion. For faculty and staff, the costs of turnover and hiring are high. Tenure/Tenure-track faculty searches are particularly costly in terms of dollar cost and time foregone and risking the retention of young faculty by failing to provide quality, university proximal childcare facilities is shortsighted.

Above and beyond retention, access to high-quality and affordable child care is a key ingredient to faculty, staff, and student productivity and success. Female faculty on the tenure track are at

a particular disadvantage relative to their male counterparts given their larger, on average, child care responsibilities. The years of the tenure process and childbearing and child raising of young children often overlap. (Extension of the tenure clock has been found to have the unintended consequence of disproportionately benefitting male faculty, so this, alone, is not a solution to this issue (Antecol et al., 2018).

The provision of high-quality child care is also important as a shared value within the UMSL community. The sentiments expressed at the listening session hosted by the CCTF overwhelmingly indicate the UMSL community valued UCDC and values high-quality childcare. A large body of research, accumulated over decades, stresses the importance of shared values between an organization and its employees for organizational success as noted earlier.

The importance of childcare on recruiting and retention of talent is further supported by case studies and by survey results. Case studies of companies shows significant reductions in employee turnover with the provision of on-site child care (Mayer 2017, Mohan 2021, Brazier 2021). A recent national survey of over 1,000 American parents with children ages 0-5 found that among this group,

- 69% of women would be more likely to choose an employer that has child-care benefits or on-site child care, and
- 83% of women and 81% of men would consider child care benefits to be very important or somewhat important when deciding to stay with their current employer or not (Marshall Plan for Moms 2022).

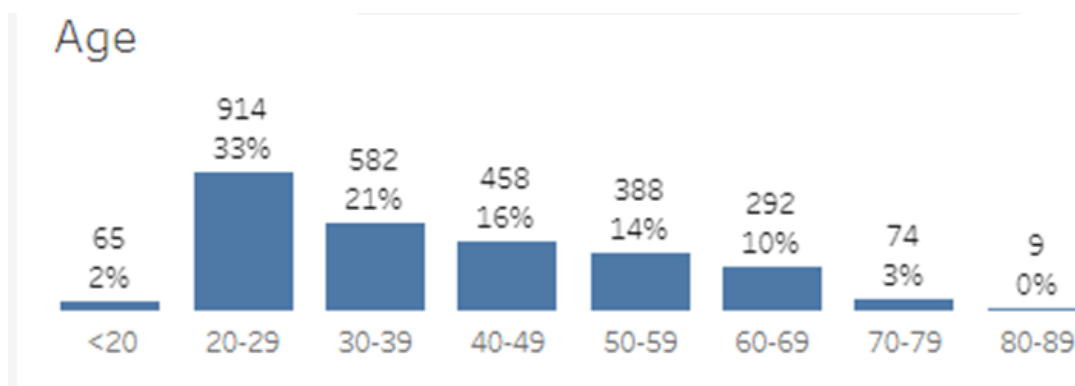
Although the survey was sponsored by an advocacy group, the Marshall Plan for Moms, the survey itself was administered by McKinsey & Company, lending credence to its results. Summarizing the survey results, Reshma Saujani, founder of the nonprofit Girls Who Code, explains, “Companies are scrambling for talent. Our report shows that you can attract, retain, and advance women in the workforce only through the provision of offering child care benefit,” (Gupta 2022). This statement is reinforced by statements from UMSL employees who indicated that they would not have been able to accept their job offer at UMSL without the presence of affordable child care at UCDC.

Campus structures that can enhance recruitment of faculty and staff with families or that are of child-bearing age:

The CCTF discussed the challenges that campus hiring managers (in many cases, department chairs) face in providing information about child care opportunities to young applicants with families or who may be considering starting a family, as well as general information about the St. Louis area for new employees seeking to relocate to join the UMSL team. Beth Eckelkamp consulted with Dr Jill Wood, Director of Human Resources, and secured a commitment from HR to develop web resources that hiring managers (including department chairs for faculty searches) will be able share with prospective faculty and staff hires that would include information about quality childcare. *The development and maintenance of this website, which*

will also be made available to students who are parents, is the first recommendation of the CCTF.

In addition HR consultants were able to provide an environmental scan of the current ages of faculty and staff to assist in understanding the potential and future level of demand for childcare on the part of the UMSL workforce.



Short-term opportunities for expansion of existing programming for children:

Some short-term options were suggested but are not feasible given time frame, licensing requirements, and safety/liability. These include creating a short-term space in another building or setting up a room where students watch other students' children. Nonetheless, there are other avenues that might help some families, albeit not for those with pre-school age children (and those directly affected by the UCDC closure.)

One excellent existing option for programming for school-age children that can provide short term relief/support for parents is provided through the Recreation and Wellness Center in the form of summer camps. As an immediate response to discussions held by the CCTF the Rec and Wellness center has begun work on additional short term offerings for campus during spring, fall and winter breaks to support faculty, staff and students. While the Rec center does not have the facilities to be licensed to provide care for infants or toddlers, opportunities to expand programming for school-aged children will at least contribute to the needs of parents of these children.

The unique needs of students who are parents - existing support structures and exploration of future options:

While the voices of faculty and staff were clearly reflected in both listening sessions, the task force is committed to creating a space where the voice of student parents can be heard and where existing structures for supporting students who are parents can be shared and extending those structures can be explored. Emmy Naes, the Triton Childcare Fund Program Coordinator

in place at the launch of the CCTF, pulled together an extensive set of data and narratives to help the CCTF members understand the need for childcare for UMSL students who are parents, and to most importantly to understand the relationship between childcare and student-parent retention and graduation. The CCAMPIS (Child Care Access Means Parents In School) grant, designed to support PELL eligible students, is foundational to the wraparound supports in place for Student Who are Parents through Student Affairs. Key details about how the grant is operationalized is also outlined in Ms. Naes' full paper, which is included as an addendum to this recommendation document. Key points regarding the support of students who are parents are summarized below.

As the campus continues to focus on removing roadblocks to success, students who are parents make up a population for whom degree completion is highly transformative. To that end assisting with childcare needs can remove one of the greatest roadblocks. "Qualitative research has found that having an affordable, reliable source of child care helps student parents stay in school (Hess et. al. 2014)." However, as the CCAMPIS grant emphasizes the importance of wrap-arounds supports for these students, "The IWPR (Institute for Women's Policy Research) research also finds that supports, such as free child care, financial assistance, and social skills training, would allow more student parents to graduate.... Free child care may allow many student parents to finish school much quicker, meaning they would require fewer years of support and likely spend more years earning higher wages. Studies show that students who utilize a campus child care center had more than triple the rate of on-time completion than that of parents who did not use the center.[2]" UMSL CCAMPIS grant evaluation data also supports this as 98% of respondents claim that they would not be able to enroll or persist without child care assistance.

The UCDC itself has not historically proven to be a comprehensive solution for UMSL students who are parents, even when grants covering the cost of attendance were provided due to the need for quality child care that is closer to home or closer to the workplace. Opportunities arising from COVID to utilize the CCAMPIS grant funds to provide waivers for students utilizing licensed and accredited child care centers in proximity to home and work have allowed for a broader dispersal of the funding.

Building on this model, moving forward by securing partnerships with high quality providers in the area would allow students to enroll in facilities which may be in closer proximity to their homes and with multiple partnerships there would be more availability for childcare spaces for our students. In this partnership model the University could provide financial support for student parents to enroll their children in these centers, and ideally this financial support could come from the CCAMPIS grant. Continuing to receive this funding source is key to supporting student parents at a time when the university budget does not allow for this level of support. It is, however, imperative that the university provide advocacy and support for applying for and securing the CCAMPIS grant funds moving forward. It is important to note that the CCAMPIS grant alone does not provide a solution for all students who are parents, and not even all limited income students as Pell eligibility as a requirement is a significant factor. This limits the reach of the CCAMPIS grant funding into the greater student body. Opportunities to partner with the Development office to seek and secure donor funding may be one avenue of exploration that

could serve as a parallel funding mechanism for the grant. *A campus commitment to supporting both the CCAMPIS grant application and for seeking potential parallel private funding for child care for non-Pell eligible students is the second recommendation of the CCTF.*

As the campus considers options for supporting students who are parents, the task force recommends an option that takes a two-generation approach. Students are more likely to have better academic outcomes when their child is enrolled in high-quality and consistent child care; and the children receiving high-quality and consistent care are shown to have better academic outcomes themselves. If we can support the academic outcomes and development of both the student and the child, we can make an impact on the lives of students, their children, and the community as a whole. By pairing the financial and socio-emotional supports dictated by the CCAMPIS grant this two-generation approach can be operationalized.

A partnership between the CCAMPIS grant and the Rec and Wellness summer programming has resulted in summer camp being made available for a number of PELL eligible students who are parents, allowing them to enroll in summer classes to make progress to graduation.

Opportunities to leverage ARPA funding and South Campus Development for a campus proximal child care provider:

As the campus engages with the North County redevelopment opportunities through ARPA funding, and as a vision for a North County Workforce and Business Development District to be built on UMSL's South Campus begins to take shape, the opportunity to prioritize a high quality early childhood center seems providential. Including such a center in this development plan would provide a) an option for faculty, staff, students, and community for high-quality child care and b) a partner with which to develop educational and research partnerships. *To that end, the third CCTF recommendation is that the University work to recruit a high-quality third-party run and operated early childhood center on or near campus, with a priority for a center to be located in the North St. Louis County Workforce and Business Development District.* The CCTF asserts that a child development center would be most valuable to the broad constituency of faculty, staff, and students if it is able to provide part-time, full-time, and drop-in care.

Commitment of campus resources to assist in planning and implementation of recommendations:

To summarize, there are three recommendations:

- 1) *Develop and maintain web resources that hiring managers (including department chairs for faculty searches) will be able share with prospective faculty and staff hires that would include information about quality childcare, which will also be made available to students who are parents.*
- 2) *Ensure continued funding and support for child care for students who are parents through future CCAMPIS grant opportunities and partnerships with Development to secure donor funding for child care for non-Pell eligible student parents.*

- 3) *Make a commitment to recruit a high-quality third-party run and operated early childcare center on or near campus, with a priority for a center to be located in the North St. Louis County Workforce and Business Development District.*

Finally, **in order to maximize the potential success of these CCTF recommendations**, the CCTF strongly recommends that current UMSL personnel with deep knowledge of the relevant issues from the Economic and Community Development Office, the College of Education and Office of Student Affairs work together to secure an option for an early childhood center and continued funding through future CCAMPIS grant opportunities.

Specifically, the community development focus of the ECD office, anchored by Assistant Vice Chancellor Karl Guenther, together with the child care expertise of Dr. Lynn Navin from the College of Education will be necessary to ensure the success of securing a campus proximal child care facility. Furthermore, a partnership between Dr. Navin who can bring her experience in strengthening cross agency coordination, and Director of Advocacy and Care, Robin Kimberlin from Student Affairs who can bring the student support service piece to the CCAMPIS grant will maximize the potential for a successful application. In order to ensure success of both initiatives the CCTF recommends that 0.25 FTE of Dr. Navin's appointment moving forward be committed to child care initiatives at UMSL and that dedicated support in providing oversight for these recommendations come from Academic Affairs leadership.

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