

ALASKA LEGISLATURE COMMITTEE FILES 1983-1986 86/2

3622 HSTA DAY CARE IN STATE BUILDINGS (FILE 2)

498

Child Care Information Network
1006 West Lake St.
Minneapolis, Minn. 55408
(612) 823-7237
Heidi Oxford, Coordinator

Child Care Information Service
330 South Oak Knoll, Suite 26
Pasadena, Calif. 91101
(213) 796-4341
Kathleen Malaske-Samu, Director
Sandra Burud, Consultant
(213) 796-8258

The Child Care Law Center
625 Market Street, Suite 816
San Francisco, Calif. 94105
(415) 495-5498
Carol Stevenson, Staff Attorney

Children at Work, Inc.
569 Lexington Avenue
New York, N.Y. 10022
(212) 758-7428 ext. 239
Barbara Adolf and Karol Rose,
Principals

Children's Defense Fund
122 C Street, N.W., Suite 800
Washington, D.C. 20001
(202) 628-8787

Helen Blank, Director of Child Care
and Family Support Services

The Children's Foundation
1420 New York Ave., N.W.
Washington, D.C. 20005
(202) 347-3300
Lori Weinstein, Director, Family Day
Care Advocacy Project

Community Coordinated Child Care
816 Broadway
Orlando, Fla. 32803
(305) 425-8807
Phoebe Carpenter, Executive Director

The Conference Board
845 Third Avenue
New York, N.Y. 10022
(212) 759-0900
Dana Friedman, Senior Research Fel-
low, Work and Family Information
Center

CSR, Inc.
79 West Monroe St.
Chicago, Ill. 60603
(312) 236-3786
Ann Gilman Dawson, Director

Fairfax County Office for Children
10396 Democracy Lane
Fairfax, Va. 22030
(703) 691-3175
Judith Rosen, Director

High Scope Education Research Foun-
dation
7921 Maryknoll Avenue
Bethesda, Md. 20817
(301) 229-4995
Jenni W. Klein

Maryland Committee for Children
608 Water St.
Baltimore, Md. 21201
(301) 752-7588
Sandy Skolnick, Executive Director

Metropolitan Washington Council of
Governments
1875 Eye St.
Washington, D.C. 20006
(202) 223-6800
Patricia Marks, Coordinator, Metro-
politan Washington Child Care
Network

Montgomery County Department Of
Family Resources
101 Monroe St.
Rockville, Md. 20850
(301) 279-1530
Millicent Grant, Early Childhood
Coordinator, Division on Children
and Youth

National Association for the Education
Of Young Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009
(202) 232-8777
Marilyn Smith, Executive Director

National Black Child Development
Institute
1463 Rhode Island Ave., N.W.
Washington, D.C. 20005
(202) 387-1281
Carla Curtis, Executive Director

National Child Day Care Association
1501 Benning Road, N.E.
Washington, D.C. 20002
(202) 397-3800
Helen H. Taylor, Executive Director

National Institute for Latchkey Chil-
dren and Youth
1700 11th St., N.W.
Washington, D.C. 20034
(202) 229-6126
Lynette Long

National Women's Law Center
1751 N St., N.W.
Washington, D.C. 20036
(202) 872-0670
Shirley J. Wilcher

The Phoenix Institute
352 Denver St.
Salt Lake City, Utah 84111
(801) 532-6190
Suzanne Clow, Director, Business and
Child Care Project

The Planning Council
1100 First Virginia Bank Tower
101 St. Paul's Boulevard
Norfolk, Va. 23510
(804) 622-9268
Kathryn Wolfe, Program Coordinator,
Children's Services Division

Portland State University
P.O. Box 751
Portland, Ore. 97207
(503) 229-4040
Art Emlen, Director, Regional Re-
search Institute for Human Services

President's Advisory Council on Private
Sector Initiatives
Room 134
The White House
Washington, D.C. 20500
(202) 456-6676
Richard Schlaff, Project Coordinator

Select Committee on Children, Youth
and Families
(House of Representatives)
Annex 2, Room H2-385
Washington, D.C. 20515
(202) 226-7660
Allan Stone, Staff Director
Ann Rosewater, Deputy Staff Director
Christine Groves-Elliott, Minority Staff
Director
(202) 226-7698

Texas Family Institute
11311 Richmond #L107
Houston, Texas 77082
(713) 497-8719
Marie Oser

Washington Child Development
Council
2121 Decatur Place, N.W.
Washington, D.C. 20008
(202) 387-0002
Bobbi Blok, Executive Director

Wellesley College
828 Washington St.
Wellesley, Mass. 02181
(617) 431-1453
Laura Lein, Director, Center for Re-
search on Women

Wider Opportunities for Women
1325 G St., N.W.
Washington, D.C. 20005
(202) 638-3143
Barbara Makris, Director of Child
Care Programs

Women's Bureau
U.S. Department of Labor
200 Constitution Ave., N.W., Room
S-3315
Washington, D.C. 20210
(202) 523-6641
Ruth G. Nadel, Social Science Advisor

Work/Family Directions
200 The Riverway
Boston, Mass. 02215
(617) 734-0001
Gwen Morgan, Co-Director

CHILD CARE REVIEW COMMITTEE
TASK FORCE REPORT

January 1985

CHILD CARE REVIEW COMMITTEE TASK FORCE REPORT

January 1985

Members:

Lidia Selkregg, Chair

Julie Carnahan

°Paul Janowiec

Cecilia Kleinkauf

Martha Rasmussen

Tracy Spartz

Kelly Swartzentruber

*Sandy Tuttle

°Ralph Vandusseldorp

*Resigned

°Inactive

The Committee wishes to thank Dr. Rick Ender for his assistance in preparing the section on "Need of Child Care at UAA."



UNIVERSITY OF ALASKA, ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508

SCHOOL OF BUSINESS AND
PUBLIC AFFAIRS

MEMORANDUM

DATE: January 22, 1985
TO: Dr. David Outcalt
Chancellor
FROM: Lidia L. Selkregg, Chair
Child Care Review Committee Task Force
SUBJECT: Report from the Committee

Attached is the Child Care Review Committee Task Force report prepared to assist you in the evaluation of the need for child care facilities on the UAA campus.

As reflected in the recommendations made by the committee, the Tanaina Child Care Center is providing a needed service to the students and employees of UAA, and its functions should be continued.

Moreover, the study has revealed an increased demand for child care that requires the attention of the University administration in future campus planning.

The committee members express their appreciation for the opportunity to participate in this interesting and valuable study.

Please let us know if we can be of further assistance in the continued evaluation of this issue.

jp

Attachment

TABLE OF CONTENTS

	Page
I. INTRODUCTION	1
II. PRESENT STATUS OF TANAINA	3
III. STATE OF THE ART OF CHILD CARE IN THE STATE OF ALASKA AND THE MUNICIPALITY OF ANCHORAGE	11
IV. STATE OF THE ART OF CHILD CARE ON COLLEGE CAMPUSES	23
V. NEED FOR CHILD CARE ON THE UAA CAMPUS	28
VI. RECOMMENDATIONS	35
APPENDICES	39
A. Tanaina Lease	
B. Agenda--Policy Conference	
C. Survey of Child Care at UAA	
D. Letters from UAA Employees to Child Care Committee	

I. INTRODUCTION

The University of Alaska, Anchorage's Child Care Review Committee was appointed in May 1984 by Chancellor David Outcalt in order to

- review the child care needs of the UAA campus.
- determine whether these needs could be met by existing on- and off-campus facilities.
- assess the services provided by the Tanaina Child Care Center.
- make recommendations to Chancellor Outcalt on child care at UAA.

The importance of child care to the University community lies primarily in the assistance provided to students to complete their degree programs free of the worry over child care. It is a proven fact that educational accomplishment improves a person's economic status, but many single parents, especially women, are prevented from pursuing that education because of the responsibility of child care.

Like other employers, however, the University itself also benefits from the provision of child care for employees. Such benefits include improved recruitment for faculty and staff, improved employee morale, decreased turnover and less absenteeism. Support for educational accomplishment and support for parents in the workforce form the basis for campus child care needs.

The existence of Tanaina Child Care Center at UAA since 1979 has served to address some of the needs, but space, enrollment policies, operational funding needs, etc., have limited its scope and responsiveness.

In an effort to determine both the extent of the need and the feasibility of campus child care at UAA, the Child Care Review Committee undertook to

- review the present status of Tanaina.
- review the availability and accessibility of child care in the Anchorage area.
- review the "state of the art" of child care at State and Municipal levels.
- review the "state of the art" in campus child care.
- review the methods of financing campus child care.
- determine the extent of the need for child care at UAA.
- propose methods for meeting the needs.

The following report addresses the findings of the Child Care Review Committee on these issues.

II. PRESENT STATUS OF TANAINA

As early as 1972 when planning for the proposed UAA/ACC Student Center/Sports Complex began, the idea of incorporating a child care center was discussed. The idea was developed by a group composed of faculty members from both UAA and ACC, students from both institutions and community child development and pediatric specialists. It was suggested that such a child care center could serve a variety of needs:

1. Provide an educational lab for those UAA and ACC programs that focus on early childhood health and development.
2. Serve as a model for the provision of quality child care to accelerate the provision of such care in Alaska and to enhance the image of the university in the community.
3. Meet a great need for child care on the campus felt especially by students and potential students.
4. Provide day care places in Anchorage to help ease the chronic shortage.¹

Preliminary investigation showed widespread support for the concept, and UAA administrators, after extensive debate, incorporated the Child Development Center proposal into the architectural planning for the building. When the building was actually designed in 1977, space was designated for child care use--the area presently used by Tanaina.

Since the University did not wish to become responsible for running the center, a non-profit corporation--Tanaina Child Development Center, Inc. (TCDC)--was formed by an ad hoc group of faculty and students.

¹Taken from initial child care application, 1977.

When the buildings were approaching completion in December 1978, the university entered into an agreement to provide the designated space at a cost of \$1 per year to TCDC to operate an on-campus child development center (Appendix A). This included 4,088 sq ft of space in the UAA/ACC Sports Center, plus utilities and telephone.

An advisory committee composed of representatives of concerned departments at UAA and ACC was formed to help in the organization of the center and to advise its educational utilization for university students.

Since neither UAA nor TCDC had the financial resources to initiate the program, TCDC applied to the Municipality of Anchorage for a start-up grant, and in April 1979 the Municipal Assembly granted \$15,148 for start-up costs. The assembly stipulated that space in the center should be first allocated to children of students, second to those of the public at large, and then to children of university employees. At that time the stipulation of allowing community children to attend Tanaina did not raise any particular concern since the center, which was licensed for 60 full-time children, had no problem meeting the needs of UAA/ACC students. Later, due to increased student enrollment at both campuses, the issue was raised over the space allocated to children from the community.

The center opened in May 1979 and was in full operation beginning in September of the same year. A grant from the UAA Student Government assisted in completing acquisition of equipment and in 1980 the State Legislature channeled \$10,000 for Tanaina through the UAA budget. The money was used for landscaping, playground equipment and acquisition of

video equipment and a sound system. During the first two years of operation TCDC offered both day and evening programs.

Enrollment at Tanaina

Recently students have voiced concerns about Tanaina's limited potential to respond to their needs. The major complaint is the long waiting list for admittance to the Toddler Program.²

Since 1979, Tanaina has provided child care services to the three primary client groups stipulated by the Anchorage Municipal Assembly. Tanaina, from its inception, has utilized a quota system with an enrollment goal of 50 percent children of students, 20 percent children of community members, and 30 percent employees. Maintaining these ratios has been difficult. Many students frequently need or can afford to use the center only for the hours they are in class. They do not want or cannot afford to have their children in the center during semester breaks or holidays, and some are unable to pay the costs of full-time care. During the 1982-83 school year, approximately 36 percent of Tanaina's full-time equivalent (FTE) enrollment were children of community members. This became a source of conflict with students since there was an extensive waiting list for students' children. It is reported that there has been a wait of up to 18 months for a student's child to enter Tanaina.³ This concern, strongly expressed by the students in the spring of 1984, has led to a change in the

²Controversy Surrounds Day Care Center, The Voice, Debra, Vol. 5, No. 12, February 1984.

³Compiled from records obtained from the Tanaina Board of Directors.

enrollment goals utilized by the center and children of community members are no longer admitted. However, the community children presently in the program are given "grandfather rights" to continue in the program. At this time, 23 percent of the children are those of community members. 60 percent are children of students, and 19 percent are children of university employees (see Table II-1).

Since opening, Tanaina has provided care for some 350 children of whom an average of 57% have been the children of UAA/ACC students.

Table II-1

	<u>80-81</u>	<u>81-82</u>	<u>82-83</u>	<u>83-84</u>	<u>84-85</u>
Students	5%	62%	48%	not available	60%
Community	18%	22%	32%		23%
UAA Employees	14%	14%	17%		19%

In addition to the enrollment changes, the Board has recently decided to provide evening services from 5:30 p.m. to 10:00 p.m. for children 3 to 5 years old. This service, initially provided, had been discontinued due to cost factors.

Use of Tanaina for Educational Purposes

One of the original goals of the Tanaina Child Development Center was to create an educational laboratory for students wishing to pursue research or degrees centered around early childhood development. Over the past five years Tanaina has offered this service to students at UAA and ACC. The

following table reflects the academic usage of Tanaina by students in terms of both numbers and hours. Tables II-2 and II-3 are based on statistics provided by Tanaina Board of Directors.

TABLE II-2

Number of Students Using Tanaina

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
ACC Social Sciences	5	23	18	80
ACC Health Sciences	8	8	8	8
UAA Social Sciences	70	67	89	41
UAA Health Sciences	12	12	12	12
ACC Totals	13	31	26	88
UAA Totals	82	79	101	53

Table II-3

Number of Hours Tanaina Used by Students

	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>
ACC Social Sciences	25	64	71	240
ACC Health Sciences	16	16	16	16
UAA Social Sciences	170	192	193	28
UAA Health Sciences	378	378	378	378
Totals	589	650	658	662

Tanaina Board of Directors

The Tanaina Board has changed considerably over the years in both composition and function. Originally there was a Board of Directors and a Faculty Advisory Committee. Throughout the years the management has evolved into an expanded Board, elimination of the Faculty Advisory Committee, and the establishment of a Parents Advisory Committee (see Table II-4).

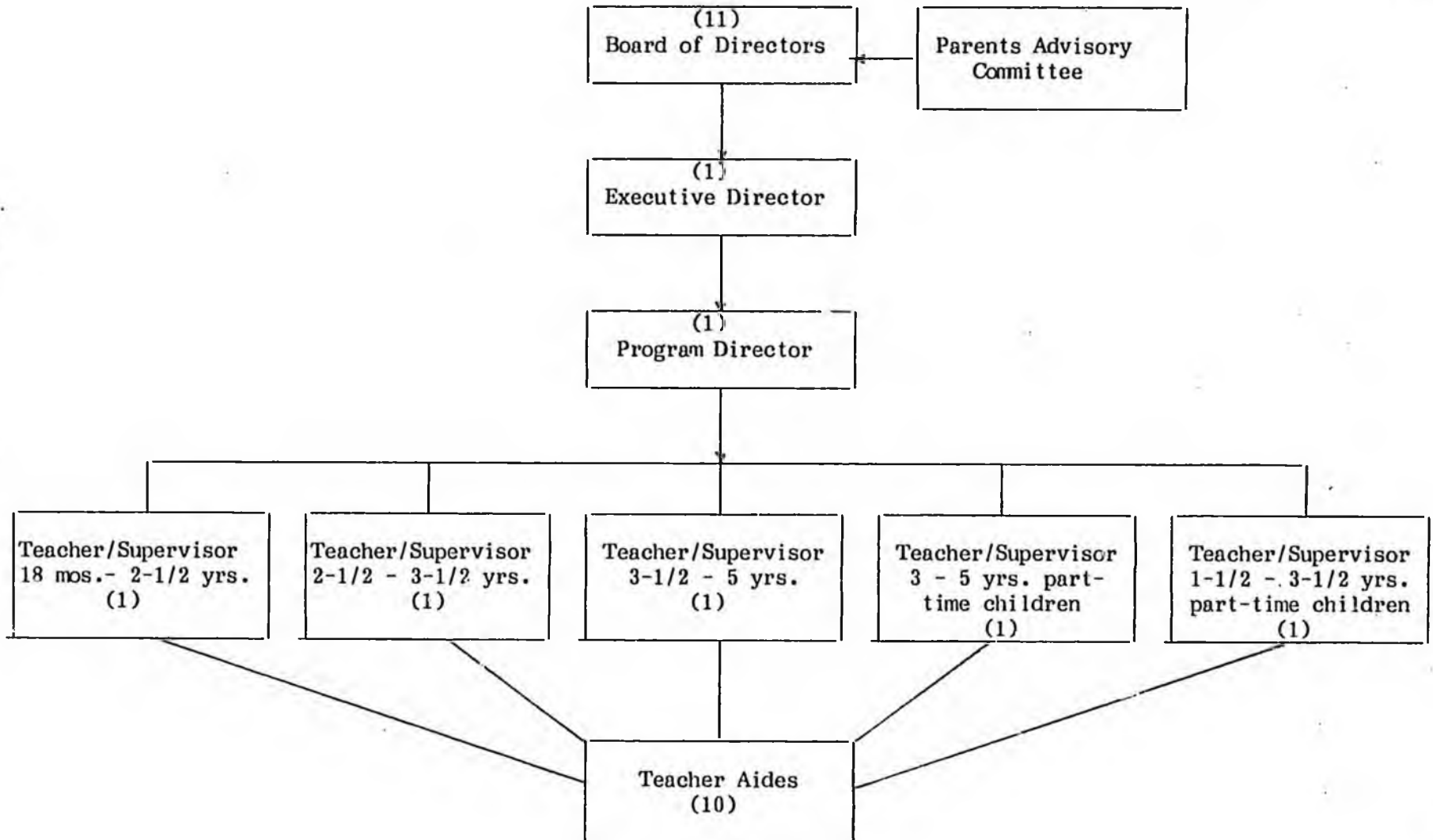
In selecting new members, the Board has tried to recruit people with specific skills needed to respond to specific demands. The present Board includes faculty members from UAA and ACC, a student representative from UAA, and members skilled in child development, administration, education, fund raising, etc.

The Board meets regularly but has frequently struggled with things such as insufficient board training, lack of financial management expertise, and the need for policy and procedures manuals, etc.

Regardless of the contribution that UAA makes to the support of the center (space, utilities, telephone), to date there has not been even an ad hoc representative of the UAA administration on the Tanaina Board. This oversight may have created problems. It seems that the UAA administration has not been aware of the growing needs for day care services on the campus, and difficulties, such as the recent consideration by the UAA Space Utilization Committee not to renew the space lease contract, may be the result of this lack of communication.

Table II-4

TANAINA CHILD DEVELOPMENT CENTER, INC.
Organizational Chart



III. STATE OF THE ART OF CHILD CARE IN THE STATE OF ALASKA AND MUNICIPALITY OF ANCHORAGE :

Child care is one of the most universally needed and requested of all the social services, yet it is clearly not available to many of those who need it. In 1979, 18,300 day care centers with a capacity of 900,000 children were licensed nationwide. In that same year, it has been calculated that such capacity provided for only 14% of the population of children under 6 years of age whose mothers were in the work force.⁴ Extended family, family day care homes, and other informal arrangements provide additional sources of child care, but even aggregated these resources still fall short of meeting the need. Not only is availability a problem, but assistance with the cost of care is also inadequate. Nationally, Federal Social Security Act funds under Title XX and child care tax credits provide sources of funds for assisting with child care costs, but do not begin to meet the need.

In Alaska, women as heads of households have increased in numbers from 3.4 percent to 11.1 percent of the female population in the 25-34 age bracket and from 4.5 percent to 13.2 percent of the 35-44 age bracket.⁵ This data, coupled with the following demographic information begins to provide a picture of the child care needs of women in Alaska. The age groups of these women corresponds closely to the age distribution of students at UAA.

⁴Kadshin, Alfred, *Child Welfare Services*, (3rd edition), New York, Macmillan Publishing Co., 1980.

⁵MOA, Department of Community and Regional Affairs.

Demographics of Alaska⁶

Alaska's Workforce

- 43% of all jobs are held by women.
- Alaska has more working mothers than any other state.
- Working women as heads of households average \$16,000 a year.
- Alaska women have children at a younger age, have more of them, and return to work sooner than the national average.

Demand for Child Care

- 10.5% of Alaska's population is under five years of age.
- 51.5% of Alaska's population is in the child bearing age (18-44 years), according to recent estimates from the U.S. census. These census figures suggest even more demand for child care services in the future.

Supply of Child Care

- Each year approximately 2,000 licensed or federally approved child care spaces are added. Alaska has 11,400 child care spaces, Anchorage 4,550 child care spaces.
- There is a shortage of spaces for infants and toddlers.
- In February 1984, the average cost for care in Anchorage for a pre-school child was \$325 and \$410 for infants.

Alaska Child Care Statistics

- In 1950, 36.8 percent of Alaska women were in the labor force.
- In 1983, 63 percent of Alaskan women were in the labor force.
- Alaskan women are younger, better educated, and have more children than the national average.
- Fewer Alaskan women drop out of the work force and for shorter periods of time during their child-bearing years, yet they continue to raise families, thus creating an increased need for child care services.
- Of all husband and wife teams in Alaska, 52 percent are both wage earners.

⁶MOA, Department of Community and Regional Affairs.

- 46 percent of women who have children under six years of age are in the labor force.
- In Alaska, 23 percent of single parent males have responsibility for children under six years of age.
- In Alaska in 1980, 31 percent of all 3- and 4-year-old children were in education/child care settings.
- In Alaska in 1981, there were 5,211 licensed child care spaces.
- In Alaska in 1984, there were 11,406 licensed child care spaces.

There is a scarce supply of licensed child care spaces, especially for infants and before/after school care.

State of Alaska's Response to the Need for Child Care

The State as Employer

The Alaska Department of Administration commissioned a survey to assess the child care needs of state employees. A survey was distributed to over 2,000 state employees in Juneau and Anchorage. The results of the Juneau survey have been tabulated and preliminary results of the Anchorage survey have been available to allow for comparison between the two cities. According to Dr. Richard Smiley, the administrator of the survey, the preliminary results he has reviewed on the Anchorage survey shows no significant difference in response other than a higher average cost for child care in the Anchorage area. With that in mind the results of the survey are as follows:

Child Care Survey of Alaska State Employees

- | | | |
|-----------------------------|--------|-----|
| 1. What is your sex? | Male | 38% |
| | Female | 62% |
| 2. Are you a single parent? | Yes | 19% |
| | No | 81% |

21. There are several reasons for choosing a particular type of child care. Please mark the one most important to you with the numeral "1." Then mark the second most important reason with the numeral "2."

	<u>Choice #1</u>	<u>Choice #2</u>
Reputation	33%	12%
Convenience or location	12%	24%
Religious affiliation	1%	2%
Cost	4%	13%
Recommended by a friend		

22. The following is a list of child care benefits an employer could offer. Please mark with the numeral "1" your most preferred choice.

	<u>Choice #1</u>	<u>Choice #2</u>
Flextime	19%	22%
Parenting classes after work hours	2%	3%
More flexible leave time	7%	12%
Child care referral service	6%	8%
Off-site child care center	11%	15%
On-site child care center	28%	13%
Child Care part of SBS package	20%	26%
Longer maternity leave	4%	6%
Other	2%	3%
No option preferred	0%	0%

According to Commissioner Lisa Rudd, of the Alaska Department of Administration, the State is considering including child care as one of the benefits of the State Employees Supplemental Benefits Package. There are also preliminary plans to have a child care center on the first floor of the new State Office Building to be located in Anchorage.

The State of Alaska is also involved in a number of programs that either directly or indirectly benefit child care around the State. These include the following: Day Care Assistance Program; Day Care Grants Program; Headstart; Infant Learning Program; AFDC; W.I.N Day Care; Federal Tax Credit; and Day Care Loan Program.

State of the Art of Child Care at the Municipal Level

In November, 1982 Mayor Tony Knowles established an ad hoc Child Care Task Force to 1) make recommendations on how the Municipality of Anchorage can promote quality care child for infants and young children that is available, affordable, competent, and 2) explore the possibilities of expanding the public and private sector commitment in providing child care activities.

The Task Force recommended that the Municipality of Anchorage (MOA) increase its role and involvement in promoting and making available quality child care for all Anchorage. To this end the following specific recommendations are made:

Standards:

To ensure ease of enforcement and to simplify implementation of child care codes, the Municipality should:

- A. Combine State and Municipal licensing systems.
- B. Merge both State and Municipal child care codes into one comprehensive code.
- C. Institute basic requirements for directors and staff of licensed child care centers and family day care homes.

Administration:

To meet the great need for outreach to the community and for coordination of child care services, the Municipality should:

- A. Establish a child development unit of local government, separate from Day Care Assistance that would provide the following.
 1. Program support to providers
 2. Active information dissemination
 3. Training and education functions
 4. Licensing

- B. Employ sufficient staff to implement the program and licensing functions.

Employer Related Child Care

To be a child care model in the community, the Municipality, as an employer should explore these means:

- A. Offer child care as a benefit to employees;
- B. Institute a supportive policy regarding parenting leave that allows leave to be taken before and after the birth of a child. Leaves could be short- or long-term for either parent.
- C. Provide employees work options such as job sharing and flex-time.
- D. Provide one-site child care in Municipal buildings with an exemplary program as a model for the community.
- E. In cooperation with the School District utilize space in school buildings for child care.

To encourage and to enable private employers in the above practices, the Municipality should:

- F. Provide appropriate incentives; tax regulations zoning and the zoning point system, etc.
- G. Examine and revise all Municipal codes affecting care in order to make it possible to establish corporate on-site child care when it is advisable.
- H. Sponsor a community conference on employer-related child care.

Program:

To ensure quality in programs offered for children, the Municipality should:

- A. Advocate for institution of a broad spectrum of training opportunities in Early Childhood Development, such as associate and baccalaureate degree programs, Child Development Associate (CDA) training, basic training for child care givers, and other training designs, as part of a career ladder.
- B. Coordinate the existing Municipal Child Care Consultant program with new training opportunities.

- C. Implement, over a three-year period, an ongoing plan to provide care and programs for grade school children both during vacations and the school year, in before and after school programs, throughout the district.
- D. Establish a financial support system that would augment private fees and State funds, in order to achieve the quality of programs needed and desired. Day Care Assistance and Child Care Grant programs could provide the models for a system of funding.
- E. Establish an "exemplary program" category in which the municipality recognizes operations that exceed the minimum licensing obligations through training of staff and exhibiting excellence in program.

Child Care Commission

To study the numerous ongoing issues in child care which need attention, the Municipality should:

- A. Establish a Child Care Commission that would be charged with the responsibility of overseeing child care programs, facilities, and regulations in the Municipality. The Commission, along with the child development unit, would:
 - 1. Draft policy statements for child care.
 - 2. Review and made recommendations for the Child Care Code revisions.
 - 3. Review and make recommendations for all building, fire, health, and zoning codes that affect child care facilities.
 - 4. Examine needs for infant care and make recommendations
 - 5. Examine status of child care for children with special needs and make recommendations.
 - 6. Examine status of child care for grade school children and make recommendations.
 - 7. Encourage and enable to continued development and establishment of licenses child care centers and family day care homes to meet current needs.
 - 8. Review the budget of the child care development unit.
 - 9. Other issues and tasks as needed, directed, observed, or developed.

Assemblywoman Heather Flynn, in addressing the Policy Conference on Young Children in November 1984 (Appendix B), stated that the Municipality is currently working on enabling regulations which would bring the Municipality's Regulations on Child Care in line with the State of Alaska Regulations on Child Care. Additionally, Ms. Flynn noted that the Municipality was considering a "menu" approach to employee benefits which would subsidize or completely pay for child care.

Mia Oxley, Assistant to the Director of Human Services, has indicated that their office will be exploring the establishment of on-site child care for Municipal employees.

Availability of Child Care in the Anchorage Area

Can other community child care centers meet the needs of all the children of college students?

According to Martha Rasmussen, Director of Child Care Licensing for the Municipality, a university child care program provides a very specialized service to meet the unique class schedules of students. This scheduling difficulty makes the service extremely expensive, and therefore, not a wise venture for privately owned businesses. The average university student needs a weekly schedule that is different each day, i.e., Tuesday morning, Wednesday all day, Thursday afternoon, and midday on Friday. The schedules are not compatible with those offered by community child care programs.

Child care centers need staff all day and it is difficult to find employees who will work the irregular hours students need for classes. A

center has expenses when the child is not in attendance and not paying, so other children must be scheduled to fill the gaps. Frequently, a child's schedule cannot be matched with others on the waiting list, especially if the program schedules on a first-come-first-served basis. Schedules must also be created to prevent overlapping of children, or the center would become overloaded and unsafe for building occupancy. All of this greatly increases operating expenses for such a flexible program.

Due to the increased costs for the schedule, university centers usually set higher hourly rates than other community child care centers, which generate higher total fees. Parents are willing to pay the higher hourly rate for the partial week, since the university program offers the best option when compared to the rest of the community.

A typical child care community offers three other schedule options in addition to their typical university flexible schedule. The most common is the regular day care center which serves children a full day and on an every day attendance basis. For a college student who needs care for only part of the week, this would cost much more than the higher hourly rate charged by the university. Another option would be to use a "drop in" center. However, this means children would be served on a day-to-day basis--if there wasn't room that day for those hours, they wouldn't be served. Centers cannot afford to maintain drop-in spaces, since revenue is lost if the space is empty, so prefer filling spaces with regularly scheduled children. The last option for parents is the part-day pre-school which is designed to serve children on a regular basis for a few hours three days a week. A sample schedule might be 9:00-11:30 a.m. Monday,

Wednesday and Friday. This also would not fit students' class schedules, since they can not be scheduled at specific times all year.

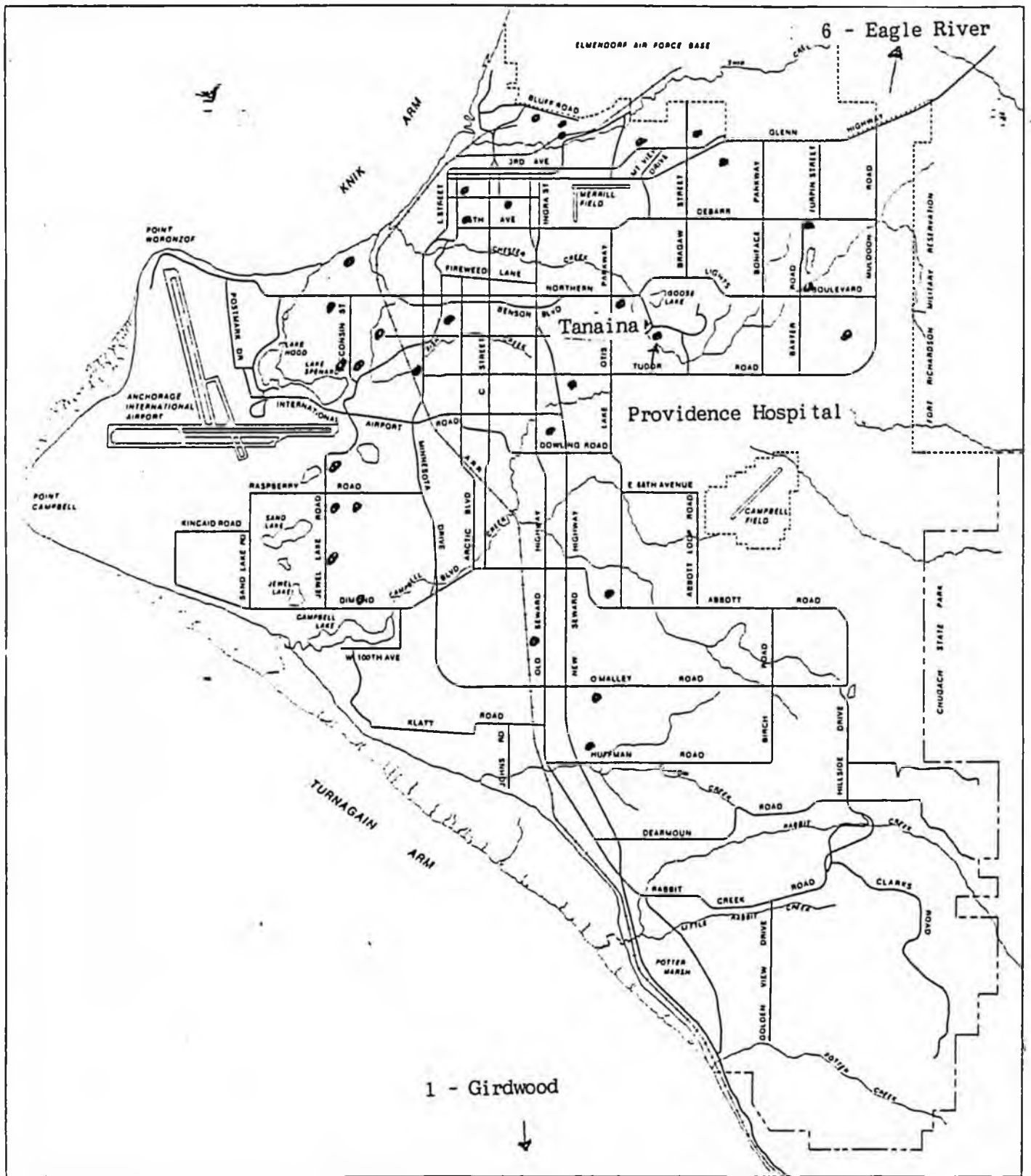
These problems accurately reflect the Anchorage child care picture. Drop-in spaces and part-time pre-school serve college students and Anchorage day care centers need full time children. All of Anchorage's child care centers are privately owned and are operated on a very narrow financial margin, so centers cannot stay in business if they generously leave spaces for the flexible schedules necessary for students.

Another problem noted specifically in Anchorage is that child care centers normally are full, with long waiting lists, so there is little space left for students' children who would not be attending on a regular basis and therefore would not be paying the full monthly fee.

University students tend to be well read and place a high value on education. This carries over to their children's education, so students place greater demands on the type of care children receive and make greater effort to become informed on quality child care. Students tend to be more involved and vocal in demanding quality.

A university child care program, therefore, usually offers more than minimum licensing standards such as more space, more adult care givers, more equipment, smaller groups of children, more daily enrichment of activities. The majority of centers in Anchorage meet only minimum standards, while Tanaina continues to offer more than minimum licensing standards in such areas as health and safety, enrichment for children, number of adult care givers, and amount of equipment. The community also expects a university program to operate as a model early childhood program.

General Location of Child Care Centers
Anchorage, November 1984



IV. STATE OF THE ART OF CHILD CARE ON CAMPUS

This section will briefly cover the history of child care on college campuses, provide a chart which illustrates the variety of operating structures of child care centers, and address the availability of child care at other University of Alaska campuses. The section addressing the history of child care on college campuses was extracted from an article entitled "Day Care Comes to the Campus," published in Working Mother, January 1984.

History of Child Care on College Campuses

Judy Fountain, Director of the Child Care program at Ohio State University and Chairperson of the National Coalition for Campus Child Care, estimates that today there is child care of some kind at 40 percent of the nation's two- and four-year colleges and universities. That translates into about 1,000 facilities. This figure includes a range of services from informal parent co-ops, to drop ins, to lab schools, to infant care, to after-school programs.

Some centers give priority to children of students while others are run as a convenience for faculty and staff. Most campus centers take the children of community families in order to meet government funding criteria, provide greater flexibility in scheduling, earn more money, and increase local support.

Although campus child care centers are viewed as a "new" phenomenon, they have their roots in the laboratory schools that have trained teachers and psychologists on American campuses since the end of the last century. In the late sixties and early seventies, day care was one issue raised by

student activists, and centers opened on many campuses. When activism began to wane, some of those centers closed and others had to scramble to stay alive, a feat some accomplished only by reorganizing as autonomous, self-supporting organizations. Now there is a second surge of interest as "non-traditional" students are actively courted by college administrators. The computer revolution is producing a new body of students who must return to school to keep pace with the changing economy.

There are myriad advantages to campus child care. Rates are low, many on a sliding scale, and some are subsidized by the government, the college, or both. Fees are low, too, because many schools provide space, equipment, heat, light, telephone, janitorial services and supplies. Flexible schedules mesh with the parents academic demands. The children benefit from the unique attributes of a campus environment. There are many field trips to visit university museums, art galleries, livestock barns, or laboratories.

"A strong child care program is important to any college or university, particularly now that we are entering the decade of the so-called baby bust," said Robert A. Corrigan, Chancellor of the University of Massachusetts at Boston, in a speech to a campus child care conference. According to Corrigan, campus child care helps attract and retain students, faculty and staff, reducing turnover and tardiness, and can supplement traditionally low university salaries as an important fringe benefit. Day care is an expanding professional field and "needs universities to train teachers, conduct research. . ." A college degree is becoming a minimum requirement for many jobs today. By providing quality child care, universities fulfill their mission of improving society.

There is a new interest in campus day care as colleges see fewer traditional students. Despite the interest, administrators now must make difficult decisions in allocating scarce funds. Resistance to funding a campus child care center has usually hinged on money, as well as the usual turf wars about where the center will be located, and in the past the contention that only a small, special interest constituency wanted child care.

Resistance to funding child care centers has diminished somewhat because many campuses are interested in retaining and recruiting students, and the existence of a child care center is an incentive for parents who might otherwise delay their education until their children were in school on a full-time basis, or look for another institution which can better serve their child care needs.

Operating Structures of Campus Child Centers

The following chart (see Table IV-1) provides different models of how child care on college campuses operate.

Other than Tanaina at UAA, the only child care center serving a University of Alaska campus is located on the campus of the Tanana Valley Community College (TVCC) at Fairbanks. This center, Bunnell House, serves both TVCC and UAF students. The center has been full-time since 1977, and operates in the former UA President's house built in the 1920s. The house is rented from UAF.

Bunnell House is sponsored and totally funded by Tanana Valley Community College, with no involvement by UAF. The center is funded as a lab school for TVCC's Early Childhood Development program. Fees are \$300

for infant/toddler care and \$310 for pre-school care. All revenue goes back into the State's General Fund. Child care at Bunnell House is all full-time--no part-time care is available, although they have many requests for it. Children receiving care are comprised of about 75 percent faculty and staff children, with the remainder a mix of student and community children. After having closed their waiting list for a year to get it under control, Bunnell House presently has about 40 children on the infant/toddler list and 25 on the pre-school list. Staff are all TVCC employees. There are five full-time staff plus the Director. The director is listed as administrative staff (APT) and the other staff are all classified employees. The Director of Bunnell House is also the Director of the Early Childhood Education Program. UAF does not operate a child care center. Bunnell House has a capacity of 25 children--10 in the infant/toddler group (ages 1-3) and 15 in the pre-school group (ages 3-4).

Methods of Financing Campus Child Care

A variety of methods for financing campus child care are possible--either singly or in a combination.

Much of the existing campus child care (see Table IV-1) including UAA's Tanaina Center, is funded by a combination of subsidy and fees, both of which are or may be derived from a variety of sources. Fees are set on the basis of revenue needed to fund the program above and beyond the amount of the subsidy. Therefore, the greater the subsidy the lower the parent fees.

Regular campus child care subsidies could potentially be derived from the following sources:

- University provision of space
- University budget line item for fixed percentage of operating costs
- Percentage of student government operating budget
- Percentage of student activities fees
- Percentage of college/school/department budget allocated by those departments utilizing center for academic teaching/learning activities.
- Provision for child care as an employee benefit.
- State subsidy, e.g.:
 - Underwriting a certain percentage of costs as a benefit to be selected from a package of options.
 - Payment to center to serve as training/lab center for persons required to be certified for child care.
 - Percentage of state Day Care Assistance program budget based on number of students utilizing Day Care Assistance.
 - Provision of State funds to provide child care in state-owned buildings (if such legislation passes).

Depending upon the amount of operating costs offset by subsidy, fees could be set on a sliding scale. At present, State Day Care Assistance is the only source of aid for students to help with the costs of child care. Recipients must meet certain income guidelines to be eligible.

Student activity fees could also provide a source of assistance to students with child care needs with some modification in the current system. An elective system could provide students a choice among activities as a whole or among "packages" of activities--both of which could include child care. Therefore, students with children could elect to have their fees (or part of their fees) go to help pay their cost of campus child care rather than have them applied to other activities.

Table IV-1

Name of Program	Type of Program	Facility	Eligibility	Times of Operation	Minimum Attendance	Fee Schedule	Number of Children	Age Group	Staff Credentials	Yearly Budget	Yearly Revenue	Financial Support	Governance
Belle-view CC	CC	campus	stu/fac/stf	ni	hrly	\$.95-\$2.25/hr	42	ni	B.A.	\$66,800	\$31,000	student/gov/parent fees	ni
Clark College	CC	campus/off	ni	ni	hrly	\$1.20/hr or \$7.50/day	35/25	Inf/presch	B.A.	\$85,600	\$59,500	USDA/private	ni
Edmonds CC	CC	campus	stu/stf	ni	hrly	\$1.20-\$2.25/hr	35	ni	B.A. llum.Svcs.	\$52,000	\$40,000	stu/gov/par fees/coop	ni
Green River CC	CC	off campus	ni	ni	hrly	ability to pay max \$1.70/hr or \$1.20/day	48	ni	B.A.	\$155,000	ni	United Way/prog fees/gov.grants/fund raising	ni
Highline CC	CC	campus	stu/stf	ni	hrly	\$1.15-\$2.00/hr	49	ni	B.A. Early CH	\$78,300	ni	parent fees/student gov.	ni
Lower Columbia	CC	off campus	stu	ni	hrly	\$.65/hr	46	ni	M.A./Educ.	\$45,000	\$12,000	parent fees instruct budget	ni
N.Seattle CC	CC	campus	stu/stf/com	ni	hrly	\$1.20-\$2.10/hr	40	ni	A.A., E.C.E.	\$64,000	\$30,000	stu/gov/parent fees	ni
OSU Child Care	D/L	church	fac/stf/stu	M-F 7:30-8:00	ni	sliding	ni	2 mo/ 12 yrs	B.S., M.S. Early CH	ni	ni	county subsidy	parents/ stf/U-repa
SCCC Demo CC Center	D/L	campus	stu/non-stu	M-F 7:50-4:00	hrly	\$1.47-\$2.27/hr	75	infant/ pre-sch	B.A. Soc.Sci.	\$122,700	\$61,180	USDA/S&A/ parent fees/ block grants	ni
S.Seattle CC	CC	campus	stu	M-F 7:00-3:00	hrly	\$1.20/hr	25/hr	2 1/2-9 yrs	ni	\$38,000	\$18,400	stu gov/ parent fees	ni
SE Missouri State	D/L	campus	ni	M-F half day	program dependent	\$34-\$200/wk	ni	infant/ 4 1/2 yrs	Home Ec. Studies	ni	ni	ni	Home Ec. Program
UCLA Child Care	CC	campus	ni	full/part-time	ni	ni	ni	ni	ni	ni	ni	stu fees/ tuition	parent/stf advisory bd
												fund raising parent vols.	CC services
WSU	CC	campus	stu	M-F 7:45-5:15	20 hrs/wk	\$38.25/wk	ni	2-6 yrs.	ni	ni	ni	USDA food program	child care services
UWM	Day Care/ Pre-Sch	campus	fac/stf/stu	M-F full-time	6 hrs	\$1.40-\$1.90/hr \$57--\$89/wk ft	110	6 mos- 10 yrs	Degree Early CH/ WS/-stud	ni	ni	work study, milk program, student subsidy	parents, staff, faculty

V. NEED FOR CHILD CARE AT UAA

Student/Staff Child Care Survey

The committee administered a child care survey patterned after an instrument developed by Professors Baring-Gould and Kleinkauf. A survey (Appendix C) was mailed to each faculty and staff and randomly sampled classes were surveyed with cooperation of the instructor of record. Low returns, incomplete responses, and weaknesses in the instrument make conclusions tentative.

In total, 323 survey forms were completed and returned. Of that amount, 88 (27.2 percent) had one or more children under 10 years of age. To make reasonable estimates of the number of children among students and staff, the 1983 UAA student and staff survey of various impacts was used with population age-sex pyramids of the 1983 city sample census.

Estimates of Child Care Population

Based on the 1983 survey, it was estimated that there was an average of .549 children under 10 per faculty and staff household and .588 children under 10 per student household. However, approximately 35 percent of student reside with parents and it is estimated that only two-thirds of children in student households reside in "independent" households. Based on these assumptions, the following estimates of the target population was made:

	Children under 10
Student population in "independent households"	970*
Faculty and staff	<u>220**</u>
Total Target Population	1,190

*This estimate could be as low as 776 and as high as 1,164.

**This estimate could be as low as 198 and as high as 242.

Characteristics of Households With Children

While few characteristics were measured, the survey did find that of the households with children, 62.5 percent had one child under 10, 27.3 percent had two children under ten and 10.2 percent had three children under ten years of age. There was no significant difference between student and staff distribution on the number of children.

Among students with children, 29.3 percent are single parents, while 17 percent of faculty/staff with children are single parents. Student households are less likely to have another household adult assuming care responsibilities (58.5 percent responded yes) compared to faculty and staff (73.9 percent said yes). Use of State child care subsidy rates are rather low for both students (16.7 percent of those with children) and faculty/staff (89.9 percent). Tables V-1 and V-2 estimate the number of children currently using various types of child care and preference for child care. The table reflects the substantial difference between preferred and actual use. Babysitters are the dominate mode in use today (46.7 percent) while preferred by only 18.2 percent. On the other hand, child care centers or schools are used by only 15.9 percent, while centers with education or curriculum is preferred by 42.5 percent. This analysis suggests that the

target population of 1,190 children under 10 years of age targeted for service can be reformed to approximately 506 children whose parents prefer the model offered by Tanaina.

Table V-3 notes that faculty/staff are split between the need for part-time (51.1 percent) versus full-time or mass care (48.9 percent), while students are more likely to need part-time care (63.4 percent). Time of the day varies widely for those needing part-time care, with faculty/staff slightly more interested in mornings and students more evenly divided, including evenings (19.2 percent). These differences also appear in the number of days each week child care is needed. While 77.3 percent of the faculty/staff needed five or more days a week of child care, only 57.5 percent of students needed care five or more days a week.

Location does affect the choice of child care for everyone. Some 17.1 percent stated it was their primary condition and 53.7 percent said it had a great deal of affect. Students' location needs split between home (41.7 percent) and school (45.8 percent), while 55 percent of faculty and staff mentioned UAA, and only 17.5 percent said home.

Table V-1

Child Care You Currently Use

	Children of Faculty/Staff	Children of Students	Total	
			<u>N</u>	<u>%</u>
Sitter or licensed home	89	392	481	46.7
Child care Center- Pre School	42	186	228	15.9
Other-None	51	227	278	21.5
Multiple Response	38	165	203	15.9

Table V-2

Child Care You Prefer to Use

	Children of Faculty/Staff	Children of Students	Total	
			<u>N</u>	<u>%</u>
Sitters or licensed home	28	189	217	18.2
Licensed Center	23	47	70	5.9
Center with Curriculum or Education	80	426	506	42.5
Latch String	9*	47	56	4.7
Other-None	28	95	123	10.3
Multiple Response	52	166	218	18.3

Table V-3

Hours of Day Needing Child Care

<u>Hours of Day Needing Care</u>	Percent of Faculty/Staff	Percent of Students
	Less than 4 hours	26.7	34.1
4 to 7 hours	24.4	29.3
8 or more hours	48.9	36.6

When looking at the qualifications of care givers, education and degrees were more important to faculty and staff (44.2 percent) than to students (30.4 percent), while experience was preferred by students (47.8 percent) over faculty/staff (21.4 percent). A significant number of respondents made written comments regarding the qualifications of the care giver.

There was no real way to accurately estimate the cost of a current case or willingness to pay for alternatives. However, estimation model suggested that the target population of those interested in centers with education and curriculum would be willing to pay an average of \$372 per month with a standard deviation of \$150. That is a full-time payment estimate and does not account for the fact that some parents were interested in part-time care and the lower costs involved. But if a full-time equivalent payment schedule were established around \$350, almost 60 percent of the target clientele of 304 children would be captured. While somewhat speculative because of the weak data base, it can be assumed that of the 1,190 children among students, faculty and staff, 506 would be interested and 304 could afford the service. This estimate is based on the continuation of a curricula-bond care setting and flexible full- and part-time care options available to both sets of concerns (Appendix D).

As a final note, respondents were asked what effects a campus child care facility would have on them. Students were more likely to say it would provide more time for study, fewer interruptions, and the ability to carry a heavier load. Faculty and staff were more likely to see no change

or split between access to the child, fewer interruptions, and more time for work.

Table V-4

Affect of Campus Child Care in Lifestyle

	Percent of Faculty/Staff	Percent of Students
Carry a heavier academic load	2	29
Spend more time studying	4	45
Spend more time at work	36	5
Fewer interruptions	32	34
More interruptions	5	11
Attend UAA events	18	22
More leisure time	9	3
Continue education	14	14
Able to see child during the day	36	24
Lifestyle would not change	48	5

VI. RECOMMENDATIONS

1. The Committee recommends that Tanaina continue operating in its present location.

The survey shows that there exists a much greater need for child care than Tanaina can possibly meet. Tanaina is licensed for 60 children. The survey indicated that 320 children of UAA students and employees need the type of child care services which Tanaina provides. Continuation of Tanaina is necessary to meet at least 20 percent of the current need. The survey shows that there exists a much greater need for child care than Tanaina can possibly meet. Tanaina is licensed for 60 children. The survey indicated that 320 children of UAA students and employees need the type of child care services that Tanaina provides. Continuation of Tanaina would mean that at least 20 percent of the current need could be met.

2. The Committee recommends that the 11-member Tanaina Board of Directors be changed to include 2 members from the UAA administration, one member from Business Affairs or Student Affairs, and one member from the Chancellor's office; 2 student members--one from UAA and one from ACC; 2 Student Government members--one from UAA and one from ACC; 3 faculty members, 2 from UAA (1 from Social Sciences, Early Childhood Education, or Health Sciences, to be rotated on a two-year basis) and 1 from ACC; 1 parent (representing the Parent Advisory Committee); 1 UAA staff member representing CEC or APT council.

The Anchorage community, and to some extent the University community, perceives Tanaina to be the UAA Child Care Center. The reputation of Tanaina affects the reputation of UAA. It is therefore important that the University become more involved with the operation of Tanaina by actively participating on the Board of Directors. This would ensure that Tanaina would maintain a high degree of accountability in the areas of fiscal control, records management, and compliance with state and federal health and safety regulations, and University policy and regulations. On a programmatic level, placement of individuals with expertise in early childhood development would compliment the ability of Tanaina staff in providing a quality child care program.

3. The Committee recommends that the Tanaina Board of Directors receive training in the role of boards of directors of non-profit corporations, and in the "state of the art" of child care.

The Board of Directors should be skilled in board management functions, on child care programs, and on local, state and federal regulations and programs. The Tanaina Board should initiate and participate in educational seminars on child care assistance.

4. The Committee recomends that ACC pay an annual fee of \$5,000 so that Tanaina can continue to provide services to ACC students. This fee should be retained by UAA in a child care account to be used to defer the maintenance costs of Tanaina.

Tanaina currently serves the children of ACC students even though the space is provided by UAA. The arrangement seems similar to use of the Performing Arts Center for which UAA pays ACC a fee of \$5,000.

5. The Committeee recommends that an advisory committee from appropriate UAA disciplines be called upon to address the issue of whether a child care center with an educational component is important for the future programmatic needs of their respective disciplines.

Tanaina was originally designed to be an educational lab school. Over the years, use of the center as an educational lab has diminished. The committee is reluctant to make a recommendation on the future structure of Tanaina without additional study from individuals with expertise in early childhood development and on the need for strengthening the educational component of the center.

6. The Committee recommends that the value of the space allocated for use by Tanaina be calculated and the in-kind cost included as a line item expense in the university budget.

This would establish a university child care account within the budget.

7. The Committee recommends that a minimum attendance of 24 hours a week be required, allowing for half day attendance.

Tanaina recently changed its enrollment policy requiring full day attendance. The survey indicates that many parents need half day care five days a week more than they need full day care two days a week. Requiring attendance of at least twenty-four hours per week insures financial stability and ease in scheduling for Tanaina, while allowing a degree of flexibility for parents who do not need child care on a full-time basis.

8. The Committee recommends that \$1.00 per head of assessed student fees be used to subsidize the child care center. This money will be used to allow reduced fees for those students who can show financial need and who cannot qualify for day care assistance, or who cannot pay the differential between the amount of day care assistance and the actual cost of child care.

In reviewing child care on other college campuses, it becomes apparent that it is common for the space to be provided by the institution. It is also common for campus child care centers to receive support from student fees or through student government budget allocations. Money from student fees is most often used to subsidize child care costs so that fees can be lower for students or for those individuals who do not have the ability to pay. Child Care fees at Tanaina are \$360 to \$380 per month for full-time care. The survey distributed by the Committee showed that students find it difficult to pay these costs. The Day Care Assistance Program is used by only 16 percent of the students, which suggests that there are a number of individuals who do not meet the guidelines to receive day care assistance and yet may still experience financial hardship in paying the high child care fees.

9. The Committee recommends that the University include a child care component in the master plan for campus development.

Child care has become a priority need in Alaska as well as throughout the country. UAA should be complimented on its foresight in allowing space for Tanaina. UAA is the flagship campus in child care since the only other center, Bunnell House at UAF, serves only 25 children. Applying the population predictions of the Anchorage Municipality for the year 2000 (296,052) with the UAA enrollment predictions (16,906) and the rising birth rate (25.6), it is projected that UAA students will have 1,408 children under ten years of age by the year 2000. Comprehensive campus planning should recognize this fact.

10. The Committee recommends that planners for the University utilize the services of professionals who are competent in child care planning.

The physical design of child care facilities requires special skills as reflected in the design of the Providence Hospital Child Care Center. Projected space needs require evaluation by professionals knowledgeable of child care service programs, regulations, and safety.

11. The Committee recommends that a standing committee be appointed to support implementation of the aforementioned recommendations.

To insure that the child care program is developed with input of individuals knowledgeable about historical, present, and future trends in the area of child care.

APPENDICES

THE TANIEN CHILD DEVELOPMENT CENTER, INC., a non-profit corporation (the "Corporation") and the UNIVERSITY OF ALASKA (the "University"), by and through their respective officers, recognize the need for on-campus child development facilities servicing the University of Alaska, Anchorage, and Anchorage Community College. Recognizing that need, the Corporation and the University enter into the following agreement.

1. Purpose. The purpose of this agreement shall be to implement, establish, and operate an on-campus Child Development Center for the use of the University community.
2. Consideration. In exchange for rented use of designated physical space according to the terms of this agreement, the Corporation will provide and operate a Child Development Center on campus which will
 - (a) be a benefit primarily for and at reasonable cost to members of the University community;
 - (b) provide an educational tool for the benefit of the University community; and
 - (c) foster enhanced community relations and goodwill.
3. Rent of Facility. The University shall rent space described in this agreement to the Corporation for \$1 per year.
4. Location of Facility. The University shall provide the Corporation with that space designated as a Child Development Center in the Physical Education Bldg. at the University of Alaska and which is specifically described in the plans and specifications prepared and drawn by CCC/ADK Architects and Planning, in Document PERC-142. Adequate appurtenant land shall also be provided as set forth in Diagram A, PERC-142.
5. Specified Fixtures. The University shall provide flooring, fencing, power poles and phones. The Corporation shall provide all other fixtures as are required by Federal and State and Municipal law for a privately operated child-care facility and as are described as minimum requirements in the reference work, The Toddler Center: A Complete Guide to Organizing and Managing Toddler Day Care, Living Environments Group, University of Kansas Press.
6. Management of Child Development Center. The management of the Child Development Center shall be by a Director, who shall be employed by and at the pleasure of the Board of Directors of the Corporation. The Director shall be empowered to do all things as are reasonably necessary to operate a child development facility as required by Federal, State and Municipal law.

- (a) The University agrees to hold the Corporation harmless from such liability as may arise from its acts or omissions, negligent or otherwise, or of its agents, employees, or customers.
- (b) The Corporation agrees to hold the University harmless from such liability as may arise from its acts or omissions, negligent or otherwise, or of its agents, employees, or customers.
- (c) The Corporation shall obtain and maintain insurance coverage sufficient to satisfy the provisions of sec. 16.55.180 of the Anchorage Municipal Code and the provisions of the Workmen's Compensation provision of Alaska law.
- (d) The Corporation shall obtain and maintain public liability insurance in reasonable amounts.

8. Compliance with the Law.

- (a) The Corporation shall obtain and maintain all permits, licenses, and other documents as required by State and Municipal law for a privately operated child care facility.
- (b) The Corporation shall maintain and operate the child development facility in compliance with this agreement and as required by State and Municipal law for a privately operated child care facility.
- (c) The Corporation shall comply in full and timely fashion with all applicable provisions of Federal, State and Municipal law relating to tax payment, record keeping, and maintenance of non-profit corporate status.
- (d) The Corporation shall maintain and operate the child development facility in compliance with relevant University Policy, Regulations, and Procedures.

9. Record-Keeping. The Corporation shall keep all records relating to receipts, payments, costs and such records as may be required by Federal, State, or Municipal law. These records shall be available for inspection by the University at reasonable time and upon reasonable notice.

10. Duration of Agreement. Subject to the provisions of sec. 11, this agreement shall run for a period of one year commencing on the date this agreement is signed, and shall be renewed automatically unless notice is given of termination 60 or more days prior to the expiration of that term.

11. Breach of Agreement. This agreement may be deemed breached when either party has substantially failed to comply with material provisions of the agreement. Breach of the agreement may be grounds for termination of the agreement upon 90 days notice.

12. Scope and Amendment of Agreement. This agreement constitutes, embodies, and integrates the full intent of the parties, and this agreement may be modified or amended only by written agreement of the parties.

Dated this 22nd Day of December, 1978

For the University:

Franklin G. Bennett, USA

For the Corporation:

Ann M. Stinson

Glenn R. Smith

Robert A. Johnson

UNIVERSITY OF ALASKA, ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508

OFFICE OF THE CHANCELLOR

DATE: April 6, 1984
TO: Dr. Diddy R. M. Hitchins
President, TCDC Inc., Board of Directors
FROM: David L. Outcalt
Chancellor *DM*
SUBJECT: Tanaina Child Development Center

Thank you for your letter of March 9. The session between the Tanaina Board members and the UAA Executive Council was helpful and informative.

We intend to proceed with a study of the Tanaina Child Care Center from the point of view of UAA needs. We believe that not all pertinent issues are properly answered at the same time. Hence, our first approach will be to deal with the issue of what type of child care center would best serve the needs of UAA students, staff and faculty. Once that is settled, then we will proceed with the issue: given the most pertinent type of program and given the other UAA space needs, ought the program to remain on the UAA campus?

We realize that each of those issues are sensitive and have many ramifications. Hence, we intend to move with care and allow for a wide variety of input.

/mah

cc: Executive Council



Policy Conference on Young Children

MONDAY, NOVEMBER 19

7:30 - 8:30 AM Registration Mezzanine

8:30 - 9:30 AM General Session Ballroom A & B

WHO RECEIVES AND WHO PROVIDES
EARLY CHILDHOOD SERVICES?

Remarks and Introductions
Senator Joe P. Josephson

Population Projections and Demographics of Alaska:
The Changing Role of Women in the Workforce
Greg Huff, Economist, Alaska Department of Labor

Profiles on the Range of Services Available in Alaska
Ms. Lare, Child Care Coordinator, Alaska Department
of Community & Regional Affairs

MONDAY, NOVEMBER 19 - CONTINUED

9:30 - 11:00 AM A Panel Debate - Who Should Provide Ballroom A & B
Early Childhood Services?

Introduction of Panelists
Senator Joe P. Josephson

Pro-Government

*On the State Level

Lisa Rudd, Commissioner
Alaska Department of Administration

*On the Local Level

Heather Flynn, Member
Anchorage Municipal Assembly
E.E. (Gene) Davis, Superintendent of Schools
Anchorage School District

What is the government providing and are these services a spending priority for: parents, the administration and the legislature? Day care assistance, child care tax credits, public school education and early intervention programs are only a few programs sponsored by the state.

Pro-Business

Sister Barbara Haase, Administrator,
Ketchikan General Hospital

The benefits of employer sponsored child care: to the industry, the parent, the child and the family unit.

Pro-Parent

Susan Clark, Chair, The Committee on Women
Alaska Division, American Association of University
Women.
Chris Wright-Ibanez, Sr. Employee Relations
Specialist, ARCO, ALASKA, Inc.

Parents, not government, have responsibility and control over the care and education of young children.

Summary of the Debate
Senator Joe P. Josephson

MONDAY, NOVEMBER 19 - CONTINUED

11:00 - 12:00 N Special Presentations

Kuskokwim East
RurAL CAP Early Childhood Planning Project
Debra Ward, Early Childhood Consultant

Kuskokwim West
Head Start Training Guide for Preventing
Maltreatment of Children with Handicaps
Sharon Fortier, Resource Access Project

Yukon Room
Changing Roles of Native women and Family
Structure in Rural Alaska
Lary Schafer, University of Alaska, Fairbanks

Room 305
Findings of the Alaska State Employee Child Care
Survey Commissioned by the Alaska Department of
Administration
Richard Smiley, Ph. D., Educational Psychologist
Southeast Regional Resource Center

Room 308
Day Care Based Research Concerning Environmental
Organization and Staff Training
Dr. Todd Risely, Psychology Department
University of Alaska, Anchorage

Ballroom C
"Training For Quality", a film made at Islands
Community College, the Betty Eliason Center, Mt.
Edgecumbe pre-school and the Infant Learning Program
in Sitka, showing the need for staff training in
recognition of developmentally appropriate curricula
for children.
Karen Marie, Program Coordinator for Early
Childhood Education and the Betty Eliason
Child Care Center

Room 301
Anchorage Youth At Risk, presentation of a report
by the Anchorage Commission on Youth.
Patrick Burke-Reinhart
Youth Program Coordinator, M O A

MONDAY, NOVEMBER 19 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

Room 305

Moderator: Ms. Lare, Child Care Coordinator, Alaska Department of Community & Regional Affairs

Panelists: Carlos Ovando, Associate Professor, University of Alaska, Anchorage
Mary Jo Hotchkiss, Teacher - Early Childhood Education
Anchorage Community College
Betty McCormick, Director, Career Center Lab School
Anchorage School District
Karen Lamb, State Coordinator, Infant Learning Program
Anchorage

Kuskokwim West

Moderator: Pat O'Brien, Social Services Program Officer
Division of Family & Youth Services

Panelists: Mary Asper, State President, NAEYC
Margaret Lowe, Principal, Whaley Center, and Special
Education Administrator, Anchorage School District
Kerry Reardon, NAEYC Child Care Resource Center
Theresa Scott, Gastineau Elementary School, Latchkey
Douglas, Juneau

Ballroom C

Moderator: Annie Calkins, Early Childhood Coordinator, Alaska
Department of Education

Panelists: Sandi Haynes, Program Supervisor, Anchorage Head Start
Rural CAP
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/
Child Program, Bethel
Dr. Marjorie Fields, Associate Professor, Early
Childhood, University of Alaska, Juneau & National
Governing Board Member - NAEYC
Patti Dunlap, Principal, Rigel High School, Anchorage

MONDAY, NOVEMBER 19 - CONTINUED

1:30 - 4:30 PM Concurrent Workshops

~~Yukon~~ Room

Moderator: Karen Perdue, Director, Division of Community
Development, Alaska Department of Community &
Regional Affairs, Juneau

Panelists: Joan Hurst, Campfire, Anchorage
Barabara Smith, Ph.D., Co-Director, Preschool Resources
for Alaskan Special Education, Early Childhood
Coordination Project, Anchorage
Mike Travis, Program Manager, BIB Education, Alaska
Department of Education
Una Kernodle, Home Economics, Chugiak High School

Kuskokwim East

Moderator: Fran Rose, Special Assistant, Mini-Cabinet on Women,
Juneau

Panelists: Dr. Marianne von Hippel, Pediatrician, Anchorage
Phyllis Murray, Bilingual Education Director, Lower
Kuskokwim School District
Jackie Schakel, Project Director, Preschool Resources
for Alaskan Special Education, Early Childhood
Coordination Project



Policy Conference on Young Children

TUESDAY, NOVEMBER 20, 1984

8:30 - 10:00 AM General Session Ballroom A & B

Opening Remarks & Introductions
Harold Reynolds, Sr., Commissioner
Alaska Department of Education

Keynote Address

Quality Programs and the Education of Young
Children

Dr. Shirley Moore, Professor of Child
Psychology
Institute of Child Development
University of Minnesota

Quality like "excellence" is a term we recognize as desirable, but in terms of educating young children, what do we mean? Who determines what criteria define "quality"? What are national organizations doing to promote quality among their members? Are educators solely responsible for the quality of programs, and what is the relationship of the state and federal government to the parent in early childhood development?

10:00 - NOON Concurrent Workshops

ACHIEVING, MAINTAINING AND PROMOTING QUALITY IN
EDUCATION

Issues and reality about quality - how has it been achieved, maintained and promoted? These workshops are discussion oriented rather than show-&-tell, to delve into issue exploration with the participants.

T01-FAMILY AND HOME BASED CARE

Kuskokwim West

Moderator: Betty Ramage, Chair, Alaska Women's Commission

Panelists: Julie Stone, Ketchikan Home Based Program
Deborah Jackson, Juneau Family Day Care Provider
Mary Carr, Director, Anchorage Infant Learning Program
Jo Putnam, Director, Kawarek Head Start, Nome
Pat Brunelle, President, Alaska Family Child Care
Society, Anchorage
Sharon Hodgins, Supervisor, Yukon-Kuskokwim Parent/
Child Program, Bethel

TUESDAY, NOVEMBER 20 - CONTINUED

10:00 AM - NOON Concurrent Workshops

~~T02~~-PRIVATE CHILD CARE/PRE-SCHOOL PROVIDERS

Ballroom C

Moderator: Marsha Hubbard, Special Assistant to the Governor

Panelists: Chris Booren, Bidarki Child Care Center, Cordova
Sue Adams, Director of Day Care, City of Kotzebue
Marian Estelle, Director, Petersburg Children's Center

T03-PARENT COOPERATIVES

Room 305

Moderator: Carol Richards, Director, Alaska Women's Resource Center, Anchorage

Panelists: Sally Bruce, Teacher/Director, Anchorage Co-Op Nursery
Gretchen Reynolds, Capitol Elementary School, Juneau
Linda Padden, New Horizons Pre-School, Anchorage

T04-SCHOOL DISTRICT PRE-SCHOOL PROGRAMS

Kuskokwim East

Moderator: Ernestine Griffin, President State School Board

Panelists: Felice Dunham, Chapter One Coordinator, Ipalook Elementary School, Barrow
Joe Cooper, Superintendent, Yukon-Koyukuk School District, Nenana
Mike Baumgartner, Elementary Education, Title VII Coordinator, Iditarod School District, McGrath
Alice Bosshard, Special Education Curriculum Director, Valdez School District

T05-PRIVATE PRE-SCHOOLS

Yukon Room

Moderator: Dr. Claudia Dybdahl, Assistant Professor, School of Education, University of Alaska, Anchorage

Panelists: Linda Schmidt, Director/Teacher, Mt. Edgecumbe Pre-School, Sitka
Joy Greison, Jewish Education Center, Anchorage
Mary Jo Kidd-Thomas, Director/Owner, St. Benedict's Pre-School, Anchorage
Mary Trosper, Administrator, Chugiak Children's Services

TUESDAY, NOVEMBER 20 - CONTINUED

NOON - 2:00 PM

Conference Luncheon &
Closing Session

Ballroom A & B

"WHERE DO WE GO FROM HERE?"

Introductions

Senator Joe P. Josephson

Keynote Presentation

Dr. Shirley Moore

Dr. David Weikart

Dr. Weikart & Dr. Moore will review what happened at the conference, the issues identified, and reflect on what they heard Alaskans saying about the future of our young children.

Questions to the Speakers

Conference Evaluation

Closing Remarks

Senator Joe P. Josephson

SURVEY OF CHILD CARE AT UAA

This questionnaire was developed by students in Sociology 352, a research methods class at the University of Alaska, Anchorage. The purpose of this survey is to assess the present and potential child care needs of employees and students at UAA. In order to maintain confidentiality, do not include your name.

PLEASE CIRCLE OR WRITE IN THE APPROPRIATE ANSWERS

Q 1-4

003

1. Do you have children under the age of 10?

5

- 1.
-
- Yes 2.
-
- No

(If you have no children under 10 years of age, you need not complete the questionnaire beyond this point. Thank you.)

2. How many children do you have under 10 years of age? 2 63. What are their ages? 1 + 3 1/2 7-10

4. Are you a single parent?

11

- 1.
-
- Yes 2.
-
- No

5. Is there another adult in your household who assumes child care responsibilities?

12

- 1.
-
- Yes 2.
-
- No

6. What type of child care do you currently use?

13

1. I use a babysitter in my home
 2. I use a babysitter in his/her home
 3. I use a licensed day care home
 4. I use a child care center
 5. I use a pre-school
 6. Other _____ (describe)
 7. I use a latch string (after school) program
 8. I use child care only in the summer

7. What types of child care would you prefer to use?

14

1. A babysitter in my home
 2. A babysitter in his/her home
 3. A licensed day care center
 4. A licensed child care home
 5. A child care center with a pre-school curriculum
 6. A child care center with college student educational involvement
 7. Other _____ (describe)
 8. A latch string (after school) program
 9. summer program

8. How many hours per day do you need child care?

15

- 1.
-
- Less than 4 2.
-
- 4-8 3.
-
- More than 8

9. If you need child care on a part time basis which time of the day do you need it?

16

- 1.
-
- Morning 2.
-
- Afternoon 3.
-
- Evening

10. How many days per week do you need child care? 5

17

11. How does location affect your decision in selecting child care?

18

1. Location does not affect my selection of child care
 2. Location affects my selection of child care only slightly
 3. Location affects my selection of child care a great deal
 4. Location is the primary consideration in selecting child care

12. Which of the following locations would best suit your needs for child care? 19 _____
1. I need child care near my home
 2. I need child care near my work
 3. I need child care near where I attend college
 4. Other _____ (describe)
13. In selecting a child care giver, what qualifications do you want? 20 _____
1. College degree in early childhood or related field
 2. Several years of formal education related to early childhood
 3. Previous child care experience only
 4. No preference
14. How much do you pay for child care services?
- | | |
|---|-------|
| 1. Hourly \$ _____ | 21-23 |
| 2. Daily \$ _____ | 24-25 |
| <input checked="" type="radio"/> 3. Monthly \$ <u>600</u> | 26-28 |
15. How much would you be willing to pay for child care services?
- | | |
|---|-------|
| 1. Hourly \$ _____ | 29-31 |
| 2. Daily \$ _____ | 32-33 |
| <input checked="" type="radio"/> 3. Monthly \$ <u>700</u> | 34-36 |
16. Is the cost of your child care subsidized by state or municipal funds? 37 _____
1. Yes 2. No
- If yes, what part of your monthly child care is picked up by state or municipal funds? \$ _____ 38-40 _____
17. What is your primary relationship to UAA? 41 _____
1. I am a student
 2. I am staff
 3. I am faculty
 4. Other _____ (describe)
18. If child care was available at UAA how would it impact your life? (CIRCLE ALL RELEVANT ANSWERS)
- | | |
|---|----|
| 1. I would carry a heavier academic load | 42 |
| 2. I would spend more time studying | 43 |
| 3. I would spend more time at work | 44 |
| 4. I would have fewer work or study interruptions | 45 |
| <input checked="" type="radio"/> 5. I would have more work or study interruptions | 46 |
| 6. I would attend cultural/sports events sponsored by UAA | 47 |
| <input checked="" type="radio"/> 7. I would have more leisure time | 48 |
| 8. I would continue my education | 49 |
| 9. I would be able to see my child during the day | 50 |
| 10. My lifestyle would not change | 51 |

UNIVERSITY OF ALASKA, ANCHORAGE

3221 PROVIDENCE DRIVE
ANCHORAGE, ALASKA 99504

SCHOOL OF BUSINESS
AND PUBLIC ADMINISTRATION

DATE October 24, 1984

Dr. Lidia Selkregg

Subject: Child Care Review Committee & Child Care Policy

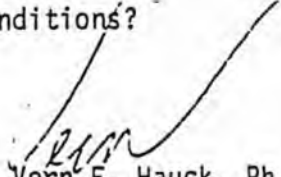
When I returned to UAA in the fall of 1983 I was delighted to learn of the Child Care Center and I naturally went over and signed up on the waiting list for my son, Adam. After over one year the Center called and said that our name had come up and we could enter our son in the program. Initially we were very pleased to learn that Adam could go to the center since he is an only child and it would be good for him to be with other children.

Then we learned that the Center had changed its policy. Originally we were told that we could bring Adam in for part time care...and the price quoted by the Center was high but clearly worth the price.

But, now the Center tells us that because we are faculty members we must pay full time for Adam even though we only want to bring him by part time...and the price is clearly too high -- over \$400 per month for three mornings a week!

I understand that this policy of requiring full time payment, even if the child is in the Center part time, is applied to the faculty only. Why are we singled out? Why is it that students who have family incomes of \$100,000 per year and more in some cases allowed to use the Center at part time rates while we faculty who earn substantially less than many of our students are required to pay full time rates under all conditions?

Lidia, can this situation be changed?


Vern E. Hauck, Ph.D.



UNIVERSITY OF ALASKA, ANCHORAGE

3211 Providence Drive
Anchorage, Alaska 99508

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF MATHEMATICAL SCIENCES

TO : Child Care Review Committee
FROM : Ann Jache, Rural Education
Leonard Smiley, Dept. of Mathematics, UAA
DATE : Oct. 24, 1984

We are faculty of the University of Alaska, Anchorage and Rural Education (part time) and are parents of a two year old boy. We strongly support the concept and reality of Tanaina. We feel that internal financial support from the university is very appropriate for a project which has been a welcome source of good will and statewide positive reputation for the university. At a time of transition for this project we would like to point out certain directions we feel are correct for the future focus of Tanaina.

Due to recent fiscally motivated policy decisions, it is not possible for faculty or staff of UAA to obtain part-time day care at Tanaina. We feel that this decision is very short-sighted and can only erode the good reputation and results that Tanaina has enjoyed. From our financial position (common to junior faculty) it has been made impossible for us to consider Tanaina as an option, much as we would like to. We will concentrate here on this constituency while fully supporting the access rights of staff and students.

We urge you to consider part time day care as an option for families of faculty members at U.A.A.

Our situation may be typical of others in the U.A.A. community and we present it as a model of the need for good quality part time day care. One parent, the father, is a full time assistant professor in the math department at U.A.A. and the other parent, the mother, is completing work on a doctorate, working part time at Rural Education, University of Alaska and is engaged in community service (Senior Citizens Commission, Municipality). The mother has chosen to be the primary care taker for her son and has taken a sabbatical from full time professional activity. Part time employment is essential for professional development and as a supplement to our income.

We do not desire full time day care as we do not wish to be separated from our son during this important part of his developmental period. Our schedules are flexible enough so that one of us can be with our son much of the working day.

We feel that part time day care at Tanaina would fill our needs for day care and our son would benefit by a regular play group. In addition, a case can be made for the benefit to the quality of the programs at Tanaina of the inclusion of children who are not full-time day care children and whose parents, as professional educators, are able to contribute a greater than average portion of time to their development.

Other faculty members at U.A.A. would benefit from part time day care at Tanaina. These include:

- Full time faculty members where the spouse is employed part time to supplement the family income but desires to be the primary care taker of their children
- Full time faculty members where both spouses are employed but with flexible schedules so that child care can be shared if part time day care would be available as a supplement
- Full time faculty members where the spouse is engaged in community service and needs quality child care during that time
- Full time faculty members where the spouse is a full or part time student at any educational institution where their schedule is flexible enough to provide primary child care if some quality supplemental child care would be available.

If Tanaina is to be used as a model for other communities the concept of part time child care is essential for families with two wage earners who can schedule their time so that the family is the primary child care provider. Tanaina can serve as an enrichment rather than a family care usurper. To require that one group pay for or receive full time services in order to receive services at all tempts families to rely on Tanaina as the primary source of care when the children would be better served by the parents' utilizing Tanaina as an enriching secondary source of support.

We do not believe that discrimination against faculty and staff is a solution to any problem that Tanaina sees itself as facing.

Admittedly, we have presented one side of a complex situation. Even as presently constituted Tanaina is meeting a growing need. We hope that the review committee can arrive at a definition of Tanaina which will lead to similarly growing support, both fiscally and morally, from the University and the community.

Thank you.

To: Lydia Selkrigg

From: Joan Bashook Aufrecht

Re: Tanaina Day Care Center
From a Parent's Point of View

Date: November 20, 1984

Our daughter, Monica Aufrecht, attended Tanaina as an 18 month old from September, 1979 to August, 1980. We then traveled to Washington, D.C. for one year and upon our return to Anchorage in September, 1981 we again enrolled her in Tanaina until August, 1983 when she left to attend kindergarten.

As an educator and speech and hearing specialist and working parent I was especially pleased with Tanaina at that time. I greatly appreciated the physical space, the emphasis on both early childhood play and learning curriculum, and the emphasis on health and nutrition. The positive attitudes of the directors, teachers and staff and quality of attention they gave to each child I think added to the feeling of success we all felt about the program in those early days. The parents were kept informed and made welcome on a day to day basis. Here are a few reasons why I think Tanaina worked so well.

PHYSICAL SPACE

The setting as it was arranged in 1979 was excellent. One wall of windows contributed to the light and airy feeling of the Center. The division of the one large room into one area primarily for preschoolers and one for toddlers along with the outdoor space although largely undeveloped but full of discovery places was especially inviting.

Each of the areas within the general space was arranged with materials that would stimulate learning and play in an easy flow of activities. I recall an area with indoor climbing apparatus for developing gross motor skills, a collection of cognitive games such as puzzles, blocks, a gathering of manipulative toys for small motor skills and imaginative play, a costume tree for imaginative role play, a housekeeping corner and ever changing collection of toys that emphasized an instructional skill. These were placed on easy to reach shelves. There was a book nook for browsing and a convenient arts and crafts center. There were child sized chairs and tables for a variety of activities including lunch and snacks.

But I think the real credit for good use of space and easy flow of activities can be attributed to the coordination of a solid curriculum and a staff that understood early childhood needs. The staff at that time was prepared to help children develop self help skills and to engage in problem solving activities to meet those needs.

EARLY CHILDHOOD PLAY AND LEARNING CURRICULUM

Monica still remembers the daily program that she participated in at Tanaina such as setting the table at lunch, taking a daily walk, playing outside everyday with classmates and preparing meals. She will often surprise us by describing a particularly creative or imaginative project that she remembers. One day they learned all about yellow jackets that were on the playground and the staff was eager to coordinate the learning experience with hands on activities. So that day included a walk outside to investigate yellow jackets as part of that days theme as well as a cooking experience with honey, making 3 dimensional yellow jackets as part of that days art adventure, a language learning activity and lots of time for other self discovery activities and daily interaction with classmates.

One weeks curriculum usually included both storytelling, listening to records, music making, and watching films based on familiar children's stories. There was usually an animal in the classroom and along with other classroom chores was some kind of care for the animal.

STAFF

At the time Monica attended Tanaina there was an abundance of male and female staff. Some were students, some were CETA workers, some were full time day care providers. In addition to the full time director, there was a director for the toddlers as well as one for the preschoolers and many hours of on the job training for staff was possible because of the high level of expertise of these individuals. It seemed as though there was a clear vision of what was expected from staff, from the children themselves and from the parents.

I was particularly pleased with the progress notes I received everyday when Monica was still a toddler and I quickly learned to read my note to see how she ate, her general temperament, how she interacted with the other children, her nap, and some suggestions for the rest of the week, all the items an anxious working parent really wants to know at the end of a day. In addition to that I usually received a verbal warm hearted reply from the director of Monica's section and Monica received a good-bye hug each day as we exited. We then went over to the coat room to check her box and have her show me her new found skills for putting on her own coat and boots. I felt involved and reassured that this day care was aware of Monica's individual growth and developmental needs and was as eager as I was to applaud her efforts.

PARENT INVOLVEMENT

Because of my busy schedule I was unable to participate

on the parent advisory board and become more involved in the workings of the center. However, I continued to feel that my input and involvement was welcome and there was a constant flow of information from the Center to us or from us to the Center.

HEALTH AND NUTRITION

When Monica first entered and for several years after that there was a real effort made to serve fresh and nutritious meals. Monica often talked about the applesauce or banana bread her group made with the cook and then ate for lunch. For birthday celebrations parents were told the children would make a fresh fruit salad or carrot cake or other item for someone's birthday celebration at the Center. We were discouraged from bringing in sweets and the children loved it. She maintains a sensible approach to food that I would attribute to her early training at Tanaina. The children learned to serve each other, they learned table manners and enjoyed having their teacher eat with them. When they were finished eating they learned to put their dishes in a nearby conveniently placed dish pan and then would go off to brush their teeth and go to the bathroom.

Both the routine and sensible instruction encouraged a sense of accomplishment and self confidence that they could conduct themselves in an acceptable manner. Besides learning the basic food groups they learned about certain food rules, such as everyone was encouraged to try certain foods and a realistic discussion about what to do when you don't like a certain food or are allergic to it.

EVALUATION

Although I have been involved in the traditional type of program evaluation for a long time I think the measure of this program's success is best expressed by something Monica has said to me over the years since she left Tanaina. She will say the thing she remembers most is how fast each day went by when she was in school there. It seemed to her we had just said good-bye and there we were to pick her up again. The successful integration of program and staff at that time really did make time fly. Besides fond memories there seem to be other long lasting positive effects from that early program. Monica qualified for and entered a highly accelerated educational program when she left Tanaina. It is not surprising that after three years in the program she is being joined by other Tanaina graduates.

Because no long term study was undertaken of these children it would be impossible to determine or isolate the many factors that contributed to their current academic success or sense of well being.

I do think Tanaina and the program, especially in those early years, successfully met our goals and expectations. I

hope these thoughts will be of some use to you.

Sincerely,

Joan Bashook Aufrecht

Joan Bashook Aufrecht

Child Care References

- Day, Nancy. "Day Care Comes to Campus," Working Mothers, January 1984, pp 36-41.
- Kraft, Barbara S. "Day-Care Programs Take Hold on Campuses," The Chronicle of Higher Education, February 15, 1984.
- Madrig, Renee Y. Child Care Initiatives for Working Parents. An AMA Survey Report. American Management Association, 1983.
- Municipality of Anchorage, "Mayor's Child Care Task Force Final Report," January 1984.
- Minutes of Municipality of Anchorage, Anchorage Assembly, Special Meeting of April 3, 1979.
- Tanaina Child Development Center Annual Report, 1980.
- The Anchorage Times, "New University Child Care Center to Open," February 20, 1979.
- "Design Program for the Campus Activity Center, University of Alaska, Anchorage. Prepared by University of Alaska, Anchorage Student Union Facility Advisory Committee, June 5, 1974.
- "Can It Be? A Path Out of Poverty?" The New York Times, Thursday, September 13, 1984. Editorial Page.
- "Alaska Population Overview," Alaska Department of Labor, 1983.
- Municipality of Anchorage Population Profile 1984, Age and Sex Estimates. Prepared by the Community Planning Department Research Section, September 1984.
- Municipality of Anchorage Official 1984 Population Estimates and Methodology. Prepared by Community Planning Department Research Section in Cooperation with Anchorage School District Management Information Systems, September 1984.
- A New Approach to Benefits: Employer Involvement in Child Care, Conference Summary, April 11 & 12, 1984. State of Alaska Department of Community and Regional Affairs.
- Providence Hospital Employee Child Care Center, Needs Assessment, August 1982.
- Washington Community College Child Care Coalition Survey Results, February 9, 1984.

**1984 STATE LEGISLATIVE SUMMARY:
CHILDREN AND YOUTH ISSUES**

CHILDREN AND YOUTH PROGRAM

NOVEMBER 1984



National Conference of State Legislatures
1125 17th Street • Suite 1600 • Denver, Colorado 80202
(303) 292-6600



The National Conference of State Legislatures (NCSL) is the official representative of the nation's 7500 state lawmakers and their staffs. NCSL is funded by the states and governed by a 48-member Executive Committee. The NCSL headquarters are in Denver, Colorado, with an Office of State-Federal Relations located in Washington, D.C.

Executive Director: Earl S. Mackey

The National Conference of State Legislatures has three basic objectives:

- o To improve the quality and effectiveness of state legislatures;
- o To foster interstate communication and cooperation; and
- o To assure state legislatures a strong, cohesive voice in the federal system.

THE 1984 STATE LEGISLATIVE SUMMARY
OF CHILDREN AND YOUTH ISSUES

by

Joan M. Smith

Dee Coronado

Michele R. Magri

Children and Youth Program

National Conference of State Legislatures
1125 17th Street, Suite 1500
Denver, Colorado 80202

November 1984

Copyright © 1984 by the National Conference of State Legislatures

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
INTRODUCTION	iv
ABUSE AND NEGLECT.	1
Funding.	1
Investigation of Reporting Abuse/Neglect	2
Penalties.	5
Prevention/Treatment	5
Procedures	7
Sexual Abuse/Exploitation.	8
Witness Protection	11
AID TO FAMILIES WITH DEPENDENT CHILDREN (AFDC)	13
CHILD CARE/DAY CARE.	14
Child Restraints	16
CHILD HEALTH	17
Administration/Organization.	17
Insurance.	18
Treatment.	18
CHILD SUPPORT ENFORCEMENT.	20
Administrative Process	20
AFDC and Non-AFDC Services	20
Child Emancipation	21
Child Support Intercepts	22
Enforcement Remedies	22
Health/Medical Insurance	26
Income Withholding	27
Judicial Process	28
Parent Locator Service and Central Registry.	30
Paternity.	30
URES/Uniform Laws	32
CHILD WELFARE.	33
Adoption	33
Foster Care/Out-of-Home Placement.	35
Funding/Organization	37
Juvenile/Family Courts	38
Permanency Planning.	38
Termination of Parental Rights	39
CUSTODY AND VISITATION	41
DOMESTIC AND FAMILY LAW.	43

EDUCATION. . . . .	.44
Administration/Organization. . . . .	.44
Disciplinary Actions . . . . .	.45
Funding. . . . .	.45
Standards. . . . .	.46
Special Education. . . . .	.47
Teacher Competency . . . . .	.48
JUVENILE JUSTICE . . . . .	.50
Administration/Organization. . . . .	.50
Classification of Offense. . . . .	.51
Disposition. . . . .	.51
Funding. . . . .	.52
Procedures . . . . .	.52
LEGAL REPRESENTATION . . . . .	.56
MENTAL HEALTH. . . . .	.57
MISSING CHILDREN/KIDNAPPING. . . . .	.59
SUBSTANCE ABUSE. . . . .	.62
TEEN PREGNANCY . . . . .	.64
TEEN SUICIDE . . . . .	.65
YOUTH EMPLOYMENT . . . . .	.66
APPENDIX	
STATE-BY-STATE SUMMARY . . . . .	.67

ACKNOWLEDGEMENTS

The authors of this report extend a heartfelt thank you to all 50-state legislative staff contacts. We deeply appreciate your thoroughness and promptness in providing the information for the legislative summary, making this report possible.

In addition, we extend our appreciation to Connie Eichhorn and Jodi Johnson for their work, time, and understanding of our moods and deadlines.

INTRODUCTION

The National Conference of State Legislatures (NCSL) is pleased to present this report, THE 1984 STATE LEGISLATIVE SUMMARY OF CHILDREN AND YOUTH ISSUES. This 50-state profile, prepared by the NCSL Children and Youth Program staff, identifies and summarizes new laws affecting children and youth that were enacted by the states during the 1984 legislative sessions. We trust you will find this compendium of state children and youth laws to be a valuable resource. Specific legislation is available through NCSL's Children and Youth Program or directly from the respective state legislative bill office.

Collectively, the states enacted 602 pieces of children and youth legislation in 1984, with the issues of child support, abuse and neglect, and child welfare representing the three areas of greatest legislative activity.

The report is organized by an array of key topics that encompass 17 public policy issues. It also contains a state-by-state summary of enacted legislation in the appendix, organized by state, topic and bill number.

The information provided in this summary was gathered by NCSL staff through a 50-state phone survey of state legislative contacts. The bills were analyzed, summarized and categorized into major topics and subtopics. The draft report was then sent to the 50 state contacts for comment and review. This final report thus represents a joint effort between the NCSL Children and Youth Program staff and state legislative staff.

We appreciate your assistance in this effort and in keeping the information current. If you have any additional information, we would appreciate receiving it and will make it available through our clearinghouse services.

The Children and Youth Program will produce a similar publication in 1985. For more information please contact either Michele R. Magri, Program Director, or Joan M. Smith, Research Analyst, of the Children and Youth Program at NCSL's Denver Office, (303) 292-6600.

ABUSE AND NEGLECT

FUNDING

CA	AB 2443	Appropriates \$11,250,000 to provide educational programs on the problem of child abuse to children, parents and teachers.
CA	SB 1364	Increases the marriage license fee from \$13 to \$19 to fund domestic violence centers.
KS	SB 678	Increases marriage license registration fees to provide money in a trust for domestic abuse programs.
KY	HB 175	Provides collection fees for birth certificates to be used in preventing child abuse.
KY	HB 486	Creates a Child Victims' Trust Fund in the Office of the State Treasurer and allows for taxpayers to designate two dollars (\$2) of any entitled tax refund to be credited to such trust fund.
NY	A 6908	Establishes Children and Family Trust Fund funded through a special account within the general fund to finance programs aimed at preventing family violence, child abuse, and domestic violence.
NY	S 21047	Enacts Children and Family Trust Fund Act.
SC	H 3286	Enacts South Carolina Children's Trust Fund.
TN	HB 1603	Provides for funding and establishment of child abuse prevention services.
UT	HB 59	Establishes trust fund to be used in prevention and treatment of child abuse; includes funding by contributions from private sources.
WV	SB 85	Provides priority to abuse and neglect petitions over any civil action except domestic violence actions. Outlines procedures to allow child protective services worker to take children from homes prior to filing abuse or neglect petition. Creates Commission on Children and Youth and outlines duties and responsibilities.

INVESTIGATION AND REPORTING OF ABUSE/NEGLECT

- AZ HB 2293 Modifies child abuse reporting law by requiring a report be filed if a reasonable belief exists that abuse or neglect has occurred. Deletes the requirement that observation or evidence exist prior to the filing of an abuse report.
- CA AB 2698 Awards reasonable court and attorney fees to a person who reports a child abuse situation if the person prevails in a civil action based on the report.
- CA AB 2699 Authorizes school districts and county offices of education to provide staff development, for local school site personnel who work with pupils in grades K-8, in the detection, reporting and prevention of child abuse and neglect.
- CA AB 2702 Adds psychological assistants to the group of professionals who must report child abuse, requires the court to award attorney's fees to those professionals who were sued for making a report and prevails, and increases the maximum fine for failure to report from \$500 to \$1000.
- CA AB 2704 Imposes an affirmative duty upon any citizen who knows of a case of child abuse to report the case to the proper authorities.
- CA AB 2709 Allocates \$200,000 to the Office of the Attorney General for automation of its Child Abuse Central Registry. Expands the categories of types of child abuse under mandatory reporting laws to include sexual molestation and medical neglect. Extends child abuse reporting requirements to communications subsequent to the initial report. Requires that additional information be included in child abuse reports, and that the report be made available to a child protective agency investigator.
- CA AB 2710 Requires those mandated by law to report known or suspected cases of child abuse to sign a statement acknowledging they are aware of the law requiring them to report and expressing their intent to abide by it. Provides that if a person required to report known or suspected abuse provided a child protective agency with access to a victim of abuse, that person would not incur civil or criminal liability.

CA	SB 2118	Provides immunity from civil or criminal liability for persons who assist or cooperate with a child protective agency or district attorney in the investigation of child abuse.
CO	SB 163	Allows social services and law enforcement agencies access to the central registry of abuse and neglect in cases of suspected abuse and neglect.
IN	H Act 1041	Provides for confidentiality and disclosure of child abuse reports.
IN	H Act 1265	Provides procedures for protective services to follow upon receiving a report of child abuse or neglect.
IA	SF 2042	Provides a statewide centralized registry of child abuse data to provide better identification of victims.
KS	SB 669	Specifies procedures in child abuse investigations.
KY	HB 631	Provides procedures in identifying and reporting child abuse victims and situations. Defines state services to be provided to victims. Allows the clergy penitent privileges as grounds for refusing to report child abuse or neglect.
LA	HB 1206	Amends and reenacts R.S. 14:403(B)(3), relating to reports of child abuse, to include sexual exploitation in the definition of abuse.
MD	SB 323	Establishes procedures for investigation into alleged child abuse situations upon receipt of the report.
MA	Ch 83	Amends the state's child abuse reporting laws to allow hospital personnel to take photographs of abused children without parental permission and to clarify that persons making voluntary reports of child abuse may be subject to civil or criminal liability if such persons are the perpetrators of those acts.
MA	Ch 87	Makes certain technical amendments to Chapter 288 of the Acts of 1983, which concerned the reporting of serious child abuse, including sexual abuse, to district attorneys' offices. The changes clarify that certain additional information can be given to district attorneys and that the rape of 17 and 18 year olds is an offense subject to such reporting.

MI	HB 4177	Specifies reporting and investigation requirements and procedures.
MN	Ch 577	Distinguishes the role and function of the social service agency and child protection worker from the role and function of the law enforcement agency. Social service workers will now conduct an assessment to determine risk and to offer needed services; law enforcement workers will conduct an investigation which may result in criminal charges being filed.
MS	HB 1019	Requires the Department of Public Welfare to report suspected cases of child abuse to appropriate law enforcement agencies.
NY	A 9084	Amends social services law, to specify who shall be named in child abuse central registry.
NY	A 9804-C	Amends child abuse reporting law to require that persons required to report suspected abuse also report when parent or guardian states from personal knowledge suspected abuse.
NY	S 8777-A	Amends social service law to disclose confidential information concerning registry of abuse and neglect to probation service conducting investigation into cases of suspected abuse.
RI	H 7001	Requires that telephone complaints regarding child abuse be electronically recorded and stored for a minimum of five years.
RI	H 7519 Sub A	Provides that reporters of child abuse and neglect be advised whether services were provided the child as a result of the report.
RI	H 7781	Modifies existing statutes to create duty to report the death of a child due to abuse to the Department of Children and Families. Authorizes child protection investigators to petition the family court to remove the subject of abuse.
RI	H 9246	Redefines terms dependent and neglected.
SC	H 3289	Allows the Department of Social Services' caseworker to share information in reported child abuse calls with persons who have legal responsibility to care for, treat or supervise children.
WA	Sub SB 4653	Amends the child abuse prevention law; includes more specific language.

WI AB 296 Expands reporting statutes on child abuse and neglect to other professionals.

PENALTIES

CA AB 2700 Provides that upon conviction of any offense involving a child the court may require, as a condition of probation, that the defendant participate in counseling or education programs in addition to imprisonment, fine and/or other reasonable conditions.

FL Sec 782.04 Amends criminal statute of first and second degree murder to include killing which results from aggravated child abuse.

LA HB 164 Defines criminal neglect and provides for penalties.

TN SB 1457 Creates the offense of aggravated child abuse.

UT SB 14 Provides for ex parte protective orders to prevent continuance of child abuse; includes criminal penalties of violators.

PREVENTION/TREATMENT

CA AB 1562 Authorizes the Office of Child Abuse Prevention to contract for two types of pilot projects: 6 projects providing in-home assistance for families facing dependency hearings and placement of their children in foster care; and 8 projects to teach self-care skills to latchkey children.

CA AB 2443 Requires the Office of Child Abuse Prevention to establish two child abuse prevention and training centers and to support for child abuse training programs in the schools.

CA AB 2696 Amends family court mediators qualifications to include knowledge of and continuing education in child abuse and domestic violence.

CA AB 2700 Allows prosecutor to refer a person suspected of child abuse or neglect to counseling and other services in addition to prosecuting the suspect. Specifies parent education as possible service.

CA	AB 2701	Permits the court, when a minor is adjudged a dependent child of the court, to require the parent, guardian or foster parent to participate in a counseling or education program, including programs offered by a community college or other agency in parenting or parenting education.
CA	AB 2707	Enables Los Angeles County to create a Department of Children's Services to serve abused and neglected children, including foster children.
CA	AB 3646	Establishes community violence prevention and conflict resolution programs to educate citizens about root causes of violence, community violence prevention and rehabilitation programs, and conflict resolution skills.
CA	AB 3684	Expands "Parents United", a national model program which provides training to teams of professionals who work with child sexual abuse victims, family members, and other children at risk using family-oriented methods.
CA	AB 3831	Requires Office of Child Abuse Prevention to conduct a pilot project requiring convicted child abuse offenders to participate in counseling programs.
CA	ACR 105	Declares 1984 year of the Prevention and Elimination of Child Abuse, Neglect, and Sexual Assault.
CA	ACR 114	Designates April as Child Abuse Prevention Awareness Month.
FL	HR 1065	Resolves that April 1984 be known as "Child Abuse and Neglect Prevention Month."
HI	HB 2257	Permits the Department of Health to provide secondary prevention programs in child abuse and neglect and serve as a lead agency in dealing with other child abuse and neglect services.
IA	HF 2380	Allows the Department of Public Safety to provide criminal history data to youth service agencies regarding applicants for paid or voluntary positions which would place the applicant in direct contact with children.
UT	HB 58	Authorizes the Division of Family Services to administer a program to prevent abuse and neglect.

PROCEDURES

- CA AB 2696 Amends Family Court mediators' qualifications to include a knowledge of child abuse and domestic violence requirement. Requires continuing education training in child abuse and domestic violence for current mediators.
- CA AB 2697 Requires a court, when reaching a decision involving the custody of a child, to consider whether there has been a history of abuse against the child or by one parent against the other, and to consider the nature and amount of contact with both parents when determining the best interest of the child in a custody proceeding.
- CA AB 2698 Permits a school official to withhold information regarding the whereabouts of a minor who has been removed from the school premises if the minor has been taken into custody as a victim of suspected child abuse.
- CA AB 2702 Awards reasonable court and attorney fees to a child care custodian, medical practitioner, nonmedical practitioner or employee of a child protective agency who reports a child abuse situation as required by law if that person prevails in a case brought against them as a result of the report.
- CA AB 2705 Provides that any individual who sustains an emotional injury as a result of being a victim of certain crimes including rape, abandonment and neglect of children and sexual offenses shall be presumed to have suffered a physical injury and thus qualify for indemnification from the Victim Restitution Fund.
- CA AB 3260 Deletes existing law that makes homicide excusable when committed in lawfully correcting a child.
- CO SB 145 Provides that adjudicatory hearings be held no later than 90 days after the filing of a petition in cases of abuse and neglect. Provides that court may enter a decree of disposition at that time, mandates that decree be entered within 45 days of the adjudicatory hearing.
- FL HB 988 Amends state law which provides for injunction pending disposition of petition for detention or dependency. Provides protection provisions in cases of abuse. Expands definitions on who should report and investigate cases of abuse. Defines child protection team; guardian ad litem; sexual abuse of a child.