

# UNIVERSITY SPONSORED CHILDCARE NEEDS ASSESSMENT

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University of North Carolina at Charlotte

Prepared by Organizational Science Consulting and Research  
(OSC&R)

S. Douglas Pugh, Ph.D., Department of Management and  
Organizational Science Program

Marisa Adelman, Tonya Frevert, April Spivack

Organizational Science Program

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UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

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## EXECUTIVE SUMMARY

### Study Methodology

The study design included a series of focus groups with faculty and staff, a web-based survey sent to all faculty and EPA staff, and interviews with childcare experts in the Charlotte metropolitan area.

### Sample Characteristics

Data were gathered on sample characteristics including gender, age, position, household income, hours worked, travel time, household profiles, and numbers and ages of children.

- 735 individuals responded to the survey, for a response rate of 51% of the eligible population of faculty and permanent EPA staff.
- 52% of respondents are female, 42% are male, 6% do not indicate gender
- 54% of the respondents are tenured or tenure track faculty, 22% are non tenure track faculty, 24% are staff
- In terms of job category and college/department, survey respondents were very representative of the University population. Females were slightly overrepresented in the sample (52% of the sample versus 46% of the population) and males slightly underrepresented (42% of the sample versus 54% of the population). The 35-44 year old age category was also slightly overrepresented (36% of sample, versus 30% of the population).

### Parents with Children

- 55% of the sample have children ages 15 or younger, or plan to have/adopt children. 25% of the sample (n=182) have children ages 5 or younger. 12% of the sample do not have children but are planning to have them/adopt.
- 69% of parents with children ages 5 or under have a spouse that works full time.
- There are 543 total children indicated by the respondents to the survey. 48% of these children are ages 5 or younger (n=260).

### Childcare Usage and Costs

- Of the 260 children ages 5 or under reported by respondents to the survey, the two most common childcare options were the respondent's spouse/partner (54%) or licensed childcare (43%, or, 113 children). Frequency of use of other options drops off markedly after these first two, with the next most frequent choice, a live out nanny, used by only 18% of children. Because parents use multiple options per child, totals sum to greater than 100%.
- 52% of respondents with children ages 5 or younger had at least 1 child in licensed childcare.
- For children in licensed childcare programs, the most frequent reported cost per child was \$175-\$224/week, with 43% of children in this category. 23% of children are in childcare that costs more than \$224/week.

### Childcare Needs and Desired Options

- The vast majority of respondents need childcare Monday-Friday. There is little reported need for weekend care.
- More than 90% of faculty and staff need childcare between the hours of 7:00 am and 6:00 p.m. There is very little need for care prior to 7:00 a.m. 13% of faculty and 9% of staff need childcare between the hours of 6:00 p.m. and 9:00 p.m.
- 25% of faculty desired only part-time childcare. 39% need care that is a combination of part and full time, and 31% desire exclusively full-time care. 39% of faculty report that part-week options are *absolutely critical*; they would not consider a childcare center that did not offer this option. A majority of staff desired full-time only care.
- 100% of faculty and staff view the *quality of childcare staff* as “very important” or “essential”. Other highly important issues include *quality of curriculum*, *affordability*, and *hours of operation*.
- When asked to rank the three most important factors considered when choosing childcare, the top three factors were *quality of staff*, *affordability*, and *quality of curriculum*. 75% of respondents chose quality of staff as the most important factor.
- The top 3 “absolutely critical” factors that a childcare center must have for respondents to consider enrolling their child were, among faculty, a *high quality academic curriculum* (59%), *infant care* (40%) and *part-week options* (39%). Among staff, the top three were *year-round care* (76%), *high quality academic curriculum* (54%), and *costs less than \$228/week for infants to \$194.00/week for 4-5 year olds* (56%).

### Childcare Difficulties

- The greatest reported difficulties in finding childcare were in the areas of back up care and sick childcare. 49% of respondents reported “great” or “extreme” difficulty in finding *back up care*, and 46% reported the same for finding *sick child care*. 39% of respondents reported great or extreme difficulty in finding *high quality* childcare.
- Respondents report difficulty in finding childcare to *match work schedule*, and this appears to affect faculty (31% reporting great or extreme difficulty) to a greater degree than it does staff (20%).
- Childcare difficulties affect all University employees, but, it is also clear that childcare is a gendered issue, in that it affects female staff and faculty to a greater degree than it affects males. For example, 30% of females, and 19% of males, report missing 3 or more days of work in the past year due to lack of available childcare. 46% of females have missed 3 or more days of work in the last year due to a sick child, compared to 30% of males. Further, females report significantly more difficulty with a number of childcare issues than do males. Females report greater difficulty with finding: *information on childcare options*, *affordable childcare*, *infant care*, *sick child care*, *early drop-off/late pick-up flexibility*, and *childcare during non-traditional hours*.
- Nearly 1 in 4 respondents (23%) have considered leaving UNC Charlotte due to lack of campus childcare.

### Satisfaction with Childcare

- Among respondents with children ages 5 or under, 75% are “somewhat satisfied” or “very satisfied” with their infant care, 75% with their care for 12/24 month olds, and 85% with their care for 3-5 year olds. Notable dissatisfaction (being “somewhat dissatisfied” or “very dissatisfied”) was

reported by 10% of respondents for infant care, 12% for 12-24 month old care, and 7% for 3-5 year old care.

- For respondents currently using a formal childcare center or program, the lowest levels of satisfaction are found with *flexible scheduling options* (42% “somewhat” or “very satisfied”), *cost/affordability* (61%) and *adult to child ratio* (69%).

### Likelihood of Use

Respondents with children ages 5 or younger, or those planning to have children, were asked about their likelihood of use of on-campus childcare, considering all of their personal circumstances and a number of likely characteristics of an on-campus childcare center. In all cases it was assumed that the campus childcare center would be North Carolina 5-Star rated, offering year-round care from the hours of 7:00 A.M. to 6:00 P.M. Two potential price-points were considered. The first was the average rate for 5-star centers in Mecklenburg County in November 2008. The second, higher price point was that charged by the Bank of America childcare center in November 2008. Data on childcare costs were provided by Childcare Resources, Inc. Questions also varied whether the center would be exclusively full-time, or offer part time options. Focus groups indicated that flexible scheduling options are important, however, many centers are financially unable to offer part-time options.

- With a cost ranging from \$198/week for infants to \$171.00/week for 4 & 5 year olds (average rates in Mecklenburg county for 5-star centers) and the center offering full-time care only, 57% of respondents are “somewhat likely to enroll” or “very likely to enroll”.
- At the \$198/\$171 price point, if part time options also are offered, 76% of respondents are “somewhat” or “very likely to enroll”.
- With a cost ranging from \$228/week for infants to \$194.00/week for 4 & 5 year olds (Nov. 2008 rates at Bank of America childcare center) and the center offering full-time care only, 39% of respondents are “somewhat likely to enroll” or “very likely to enroll”. Affordability has a clear impact on likelihood of use.
- At the \$228/\$194 price point, if part-time options also are offered, 52% of respondents were “somewhat” or “very likely to enroll”. Within this option there were significant faculty/staff differences, with 57% of faculty indicating somewhat or very likely to enroll, versus 35% of staff. It appears that flexibility is more important for faculty than staff, and they can tolerate higher prices to obtain it.
- Further reflecting greater price tolerance among faculty, only 28% of faculty rated a price less than \$228/week as “absolutely critical”, whereas 56% of staff rated this as absolutely critical for them to consider enrolling their children.
- Respondents without children but who are planning to have them/adopt within the next 5 years report greater likelihood of use. 72% are “somewhat” to “very” likely to use the center at the \$198/\$171 price point with full time options, and that increases to 83% if there are part time options. Greater likelihood for this group of respondents reflects a lack of entrenchment: parents who have found childcare (those who currently have children) are more reluctant to move them to new facilities.

### Support for Campus Childcare

All respondents (those with and without children) were asked their opinions of and support for campus based childcare at UNC Charlotte.

- 89% agreed or strongly agreed that University sponsored childcare would be a valuable recruiting tool, and 79% agreed or strongly agreed that campus childcare would benefit the entire campus community, including those without children.
- When asked to consider that on-campus childcare would come at the expense of other University initiatives, 60% of faculty and staff state that childcare should be a “high priority” or “the highest priority”. Only 12% suggested it should be “not at all a priority” or “a low priority”.
- When asked “*Relative to other potential campus initiatives, to what extent should UNC Charlotte be investing its resources in providing childcare on campus*”, 58% responded that UNC Charlotte should be investing in childcare to “a great extent” or “a very great extent”.
- Support for University sponsored childcare varies as a function of age, need for childcare, and gender. 78% of women age 44 and under believe that providing childcare should be a “high priority” or “the highest priority” for UNC Charlotte, versus 59% of males 44 and under. 90% of females with young children, and 84% of those planning to have/adopt children, believe that providing childcare should be a “high priority” or “the highest priority”. At the other end of the demand spectrum, among those with the lowest need for childcare, males without children nor plans to have/adopt, 34% believe that providing childcare should be a “high priority” or “the highest priority”. Even among this low demand group, 73% of respondents rate university sponsored childcare a “moderate level priority” or higher.

## Conclusions

The need for childcare affects a substantial proportion of the faculty and staff at UNC Charlotte at some point in their career: 55% of the sample were parents or planning to become parents, 25% of the respondents to this study had children under age 6, and of that 25%, more than 2/3 had a spouse/partner that also worked full time. Of those parents with children ages 5 or younger, 39% had experienced substantial difficulty finding quality childcare. Female faculty and staff report significantly more difficulty with childcare issues than do males.

There is substantial support for on-campus childcare: most survey respondents agree that it would be a valuable recruiting tool, and that it would benefit the entire campus community. The extent to which University-sponsored childcare is seen as a priority is affected substantially by need, and as such the strongest support is found among those with children, younger faculty and staff, and females.

The most important question that will be answered using the data from this report is whether there is sufficient demand for childcare to move forward with the next phase of implementation. Here, the data must be examined carefully. If the facility is very high quality and the cost is at the average rate for 5-star facilities in Mecklenburg County, 56% of faculty and staff report they are “somewhat likely” or “very likely” to enroll their children. That number jumps to 77% if part time options are offered, an option that is very desirable to faculty but often not financially feasible for childcare centers. More accurate estimates may be found in the results from our respondents without children but who are planning to become parents, and thus are not already established at another childcare center. Of that group, 72% are somewhat or very likely to enroll their children; 43% report they are very *likely* to do so at a price matching the average for 5-star facilities in Mecklenburg County.

The data are most clear in indicating that quality and costs drive the decision to enroll. There is demand for childcare at UNC Charlotte, but, the demand is not overwhelming. Although many faculty and staff do report difficulties in finding childcare, in the Charlotte metropolitan area there are other childcare options. When costs increase to levels above the average in Mecklenburg County (but in line with large corporate centers such as Bank of America), demand drops. Thus, a center at UNC Charlotte must match or surpass other options available to faculty and staff. If a UNC Charlotte childcare center is perceived as very high quality, and through subsidization costs can be kept competitive with other offerings in the Charlotte area, there will be demand for on-campus childcare.

Finally, it also is clear that University-sponsored childcare has great symbolic meaning, affecting the organizational culture in ways that extend beyond the purpose of simply providing childcare. Study participants view childcare as representing an investment in employees, an action that will build and sustain the campus community, and a representation that the University is on par with other leading research universities.



## INTRODUCTION

This report presents the findings of a childcare needs assessment study, conducted November 2008-January 2009 by Organizational Science Consulting and Research (OSC&R). The OSC&R team consisted of Professor S. Douglas Pugh (Department of Management & Organizational Science Program) and Organizational Science Doctoral Students Marisa Adelman, Tonya Frevert, and April Spivack. The team thanks Steve Coppola for compiling University demographic data; Janet Singerman and Dot Count Scoggins from Child Care Resources, Inc. and Jane Meyer of Charlotte Smart Start for providing insight into childcare needs in Mecklenburg County, and Steven Rogelberg for assistance with data analysis.

The purpose of the study was to assess demand for University-sponsored childcare among faculty and staff. In this study, we examined faculty and staff family characteristics, childcare experiences, needs, and priorities among faculty and staff with children, and those without children. The report is intended to provide insights into the overall demand for and support of University-sponsored childcare among UNC Charlotte faculty and staff.

## METHODOLOGY

The study consisted of focus groups, a web-based survey, and interviews with childcare experts in the Charlotte metropolitan area.

### Focus Groups

Five focus groups were run with a total of 20 faculty and 9 staff participants. Focus groups lasted one hour and were moderated by doctoral students trained in focus group facilitation methods. Prior to running focus groups, the task group reviewed the academic literature, childcare practices and studies at other universities, and conducted interviews with local childcare experts. From this base of information, focus group protocols were developed, to be used by moderators to guide discussion around key childcare themes. Faculty and staff were recruited via email announcements from the University Provost. Focus group discussions were recorded, transcribed, and analyzed to capture broad themes involving faculty and staff childcare challenges, needs, and priorities. Focus group results were used both to inform survey development and aid the interpretation of the quantitative survey data. The major themes that emerged through focus group interviews were:

- Key drivers of childcare center choice, including quality of staff, quality of curriculum, and costs.
- Challenges faced obtaining childcare, including a lack of availability, a lack of high quality options, and difficulty in finding flexible arrangements that match faculty work schedules.
- The perceived benefits of having on-campus child care, which include recruitment and retention, a greater sense of community, a more family-friendly work environment, increased productivity, and the reputation of the University.

Because these themes mirrored major findings in our survey data, the results of the focus groups are integrated into the discussion of the survey data, rather than presented separately. Summaries of focus group sessions with verbatim participant responses are provided in Appendix A.

### Survey

Survey participants were recruited using email announcements to faculty and staff from the University Provost. The first email announcement was sent during the first week of January 2009, and the survey remained open for 3 weeks. Data were collected using a web-based survey. The survey was developed based on a review

of the academic literature, a review of childcare assessment practices used at other institutions, and consultation with local childcare experts. Data were analyzed with the goal of accurately describing the sample characteristics, capturing broad themes in areas such as childcare challenges and needs, and for highlighting differences between subgroups (typically, faculty/staff and gender) in areas where these differences are relevant.

## SAMPLE CHARACTERISTICS

735 faculty and staff responded to the survey. Respondent characteristics on age, gender, job category, and College/Department are provided below.

	Percent
<b><i>GENDER*</i></b>	
Female	52%
Male	42%
<b><i>AGE</i></b>	
> 25	< 1%
26-34	16%
35-44	36%
45-54	23%
55 +	24%
<b><i>JOB CATEGORY</i></b>	
Faculty (Tenured/T. Track)	54%
Faculty (Non Tenure Track)	22%
Staff	24%
*Approximately 6% of respondents did not indicate their gender	

College/Department	Percent
Arts & Architecture	8%
Business	6%
Computing & Informatics	4%
Education	10%
Engineering	8%
Health & Human Services	7%
Liberal Arts & Sciences	36%
Graduate School	1%
University College	1%
Honors College	< 1%
Administration/Other	18%

## Response Rates

The overall faculty and staff response rate was 51%.

- Response rates were higher for females (58%) than for males
- Non-tenure track faculty responded at a higher rate (65%) than tenured/tenure track faculty (48%) and staff (48%).

Demographic Category	Sample (n)	Population (N)	Response Rates
TOTAL	735	1433	51%
<i>GENDER</i>			
Female	379	655	58%
Male	308	778	40%
<i>AGE</i>			
< 25	5	14	36%
26-34	119	225	53%
35-44	262	436	60%
45-54	166	349	48%
55 +	177	409	43%
<i>JOB CATEGORY*</i>			
Faculty (T/TT)	396	819	48%
Faculty (Non T/TT)	162	247	65%
Staff	177	367	48%
<i>COLLEGE/DEPARTMENT</i>			
Arts & Architecture	60	97	62%
Business	44	101	44%
Computing & Informatics	26	63	41%
Education	70	135	52%
Engineering	55	129	43%
Health & Human Services	54	89	61%
Liberal Arts & Sciences	267	481	56%
Graduate School	7	7	100%
University College	5	8	63%
Honors College	1	2	50%
Administration/Other	134	155	86%
* All persons with faculty rank, including executives and professionals, were classified as faculty in the population statistics.			

**Comparison of Population & Sample Proportions**

To assess the potential for response bias, respondents were compared to the population of UNC Charlotte faculty and staff. Women were slightly over-represented in our sample as compared to the population. However, in terms of age, job category, and college/department, our sample was very representative of the UNC Charlotte faculty/staff population.

**Non-Response Analysis**

Additional analyses were conducted to determine if unique characteristics of the respondents were likely to bias our overall findings. Respondents’ interest in the topic of childcare (which is associated with a higher likelihood of responding) was compared to a variety of demographic variables. As expected, women were more likely to express an interest in childcare than men ( $r = .27; p < .01$ ), and interest declined with age ( $r = -.25; p < .01$ ). Additionally, those interested in childcare expressed a greater belief that the provision of University-sponsored childcare should be a priority for UNCC ( $r = .66; p < .01$ ) and that resources should be invested in providing on-campus childcare ( $r = .63; p < .01$ ).

Demographics	% of Population	% of Sample
<b>GENDER*</b>		
Female	46%	52%
Male	54%	42%
<b>AGE</b>		
< 25	1%	1%
26-34	16%	16%
35-44	30%	36%
45-54	24%	23%
55 +	29%	24%
<b>JOB CATEGORY</b>		
Faculty (tenured/tenure track)	57%	54%
Faculty (non tenure track)	17%	22%
Staff	26%	24%
<b>COLLEGE/DEPARTMENT</b>		
Arts & Architecture	7%	8%
Business	7%	6%
Computing & Informatics	4%	4%
Education	9%	10%
Engineering	9%	7%
Health & Human Services	6%	7%
Liberal Arts & Sciences	34%	36%
Graduate School	<1%	1%
University College	1%	1%
Honors College	<1%	<1%
Administration	11%	18%

\*Does not sum to 100% due to missing data

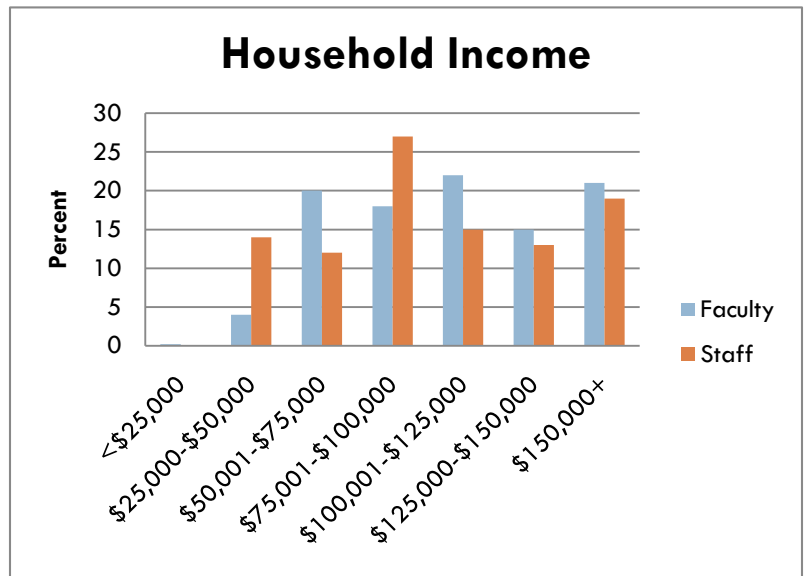
**Conclusion**

Respondents do not appear to be an exact reflection of the UNC Charlotte faculty/staff population, but instead are slightly weighted toward those who have an interest in or need for childcare. This was expected. Given the acceptable response rate(51%) , the representativeness of our sample in terms of age, job category, and college/department, and the relatively modest association between gender and interest in childcare, we do not believe response bias to be of particular concern in the interpretation of the remaining results.

## HOUSEHOLD CHARACTERISTICS

### Income

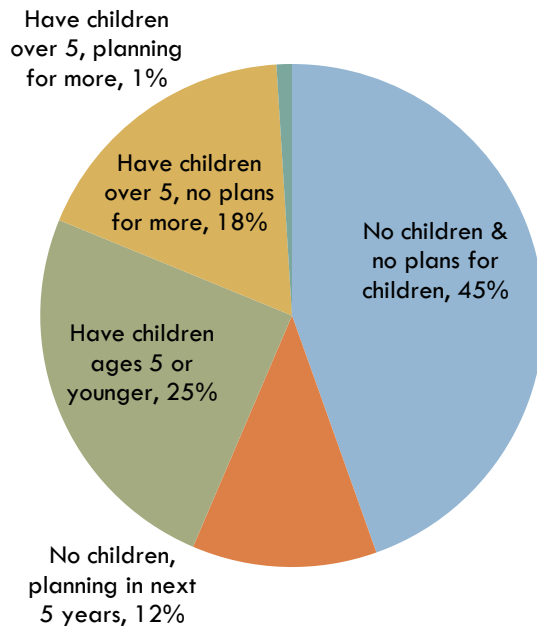
Median reported household income is \$100,001 - \$150,000. Faculty household incomes are significantly higher than those reported by staff



### Children

55% (n=401) of respondents have children age 15 or younger, or are planning to have children.

25% (n=182) of respondents currently have children at typical childcare age (birth to 5), and 12% (n=84) are planning to have or adopt children within the next 5 years



## Household Composition

Approximately 31% of the total sample are parents in dual-earner relationships. For parents with children age 5 or younger (n = 182), 69% have a spouse or partner that works full time. It can be assumed therefore that over 2/3 of the parents with young children are in need of some form of childcare.

Males are more likely to have a spouse or partner who is not working or working part time (21%) than are females (4%).

Staff (6%) and females (5%) are more likely to be single parents.

### Household Composition by Position

	Faculty	Staff
No Children	33%	38%
Single Parent	3%	6%
Parent, Spouse/Partner does not work	7%	3%
Parent, spouse/partner works part time	7%	3%
Parent, spouse/partner works full time	31%	28%
Parent, no childcare responsibilities	16%	19%

### Household Composition by Gender

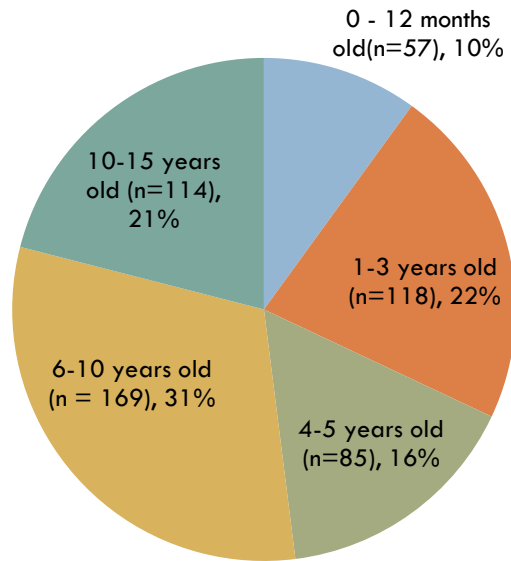
	Female	Male
No Children	37%	32%
Single Parent	5%	2%
Parent, Spouse/Partner does not work	1%	12%
Parent, spouse/partner works part time	3%	9%
Parent, spouse/partner works full time	35%	25%
Parent, no childcare responsibilities	15%	18%

Percentages may not sum to 100% due to missing data

## Ages of Children

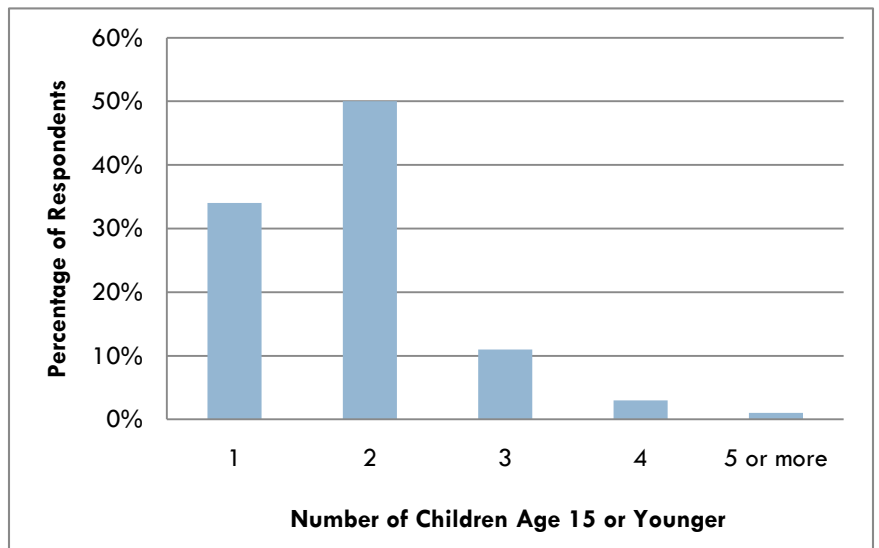
The survey respondents with children ages 15 or younger reported a total of 543 children. The ages of the children are presented in the chart to the right.

48% of the children of the survey respondents are ages 5 and under, the typical ages where childcare is needed (260 children).



## Children Per Household

43% of the total sample had at least one child age 15 or younger. Of that group, 84% had 1 or 2 children.

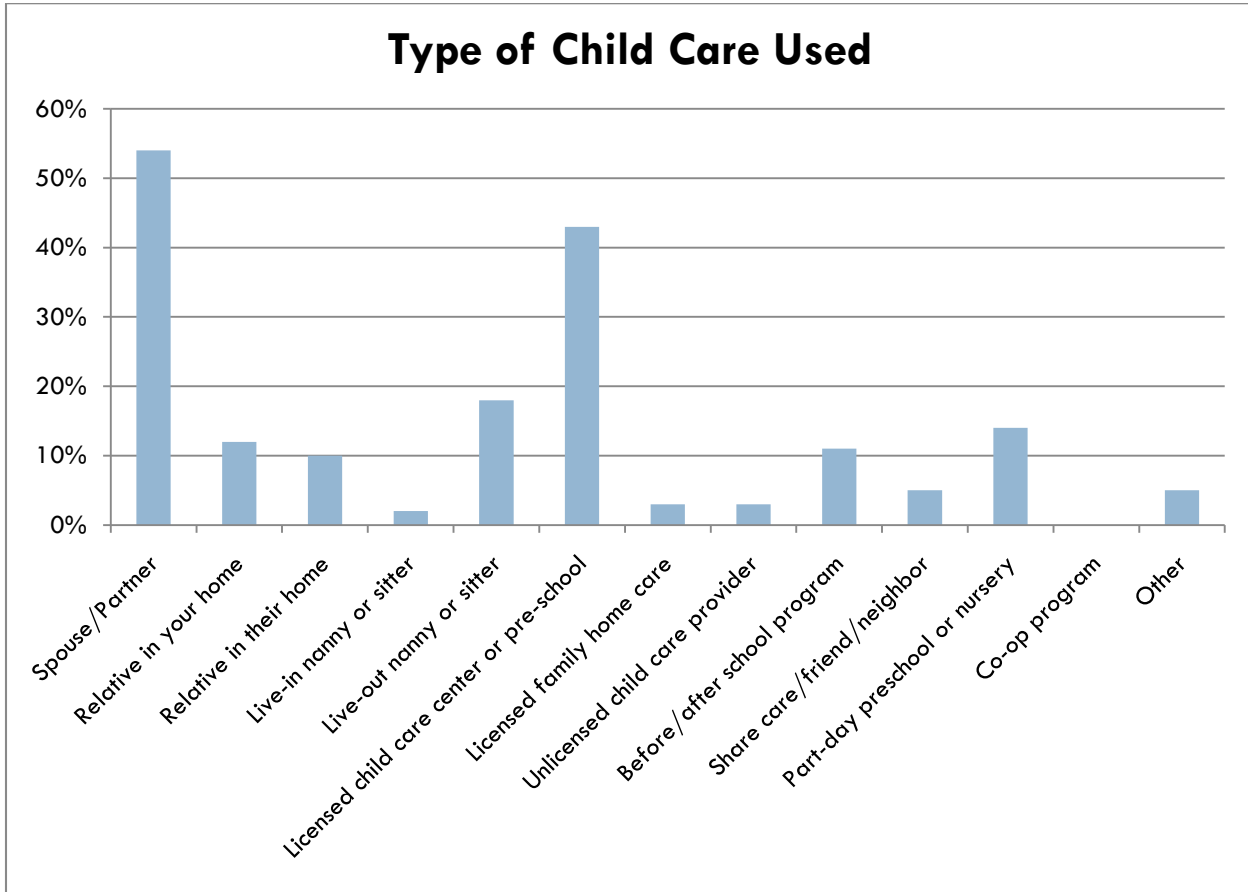




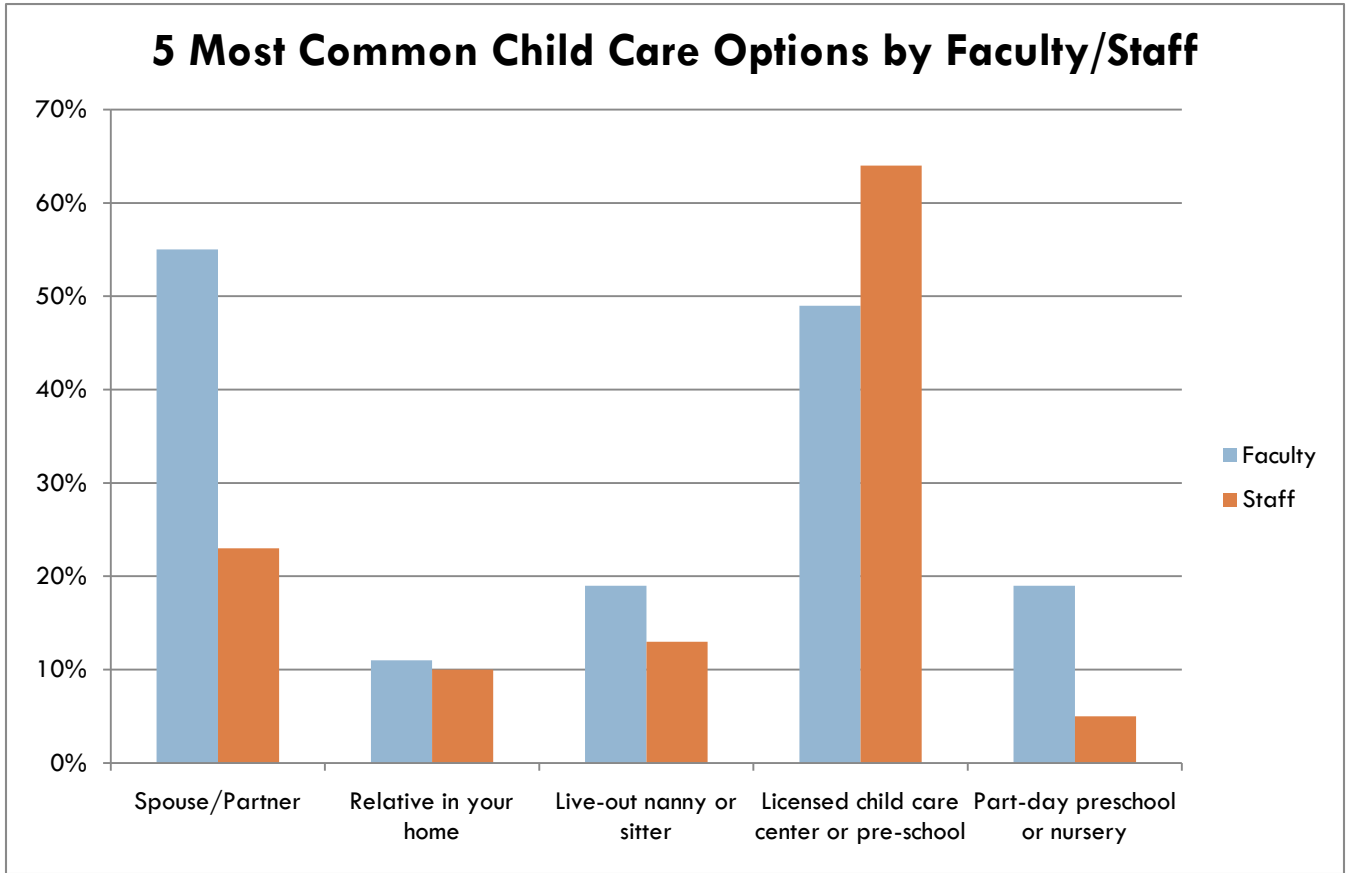
## CHILDCARE USE AND COSTS

### Childcare Options

There are 182 parents in the sample with children ages 5 and under, with a total of 260 children 5 years old or younger. The chart below shows the childcare options used across these 260 children. These data are at the child level of analysis; that is, showing the percentage of children in our sample using a particular option. Percentages sum to greater than 100% because respondents were instructed to “check all that apply”, and, most use more than one option per child.



After spouse/partner, licensed childcare centers or pre-schools are the most popular childcare option. 52% of parents with children 5 or under have at least 1 child in licensed childcare. The parents sampled in the survey had a total of 113 children in licensed childcare.



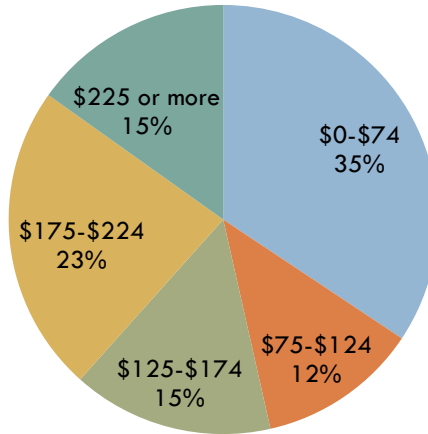
Faculty (n=143) are more likely to use a spouse/partner for childcare. Staff (n=39) are more likely than faculty to be in a licensed childcare center.

## Childcare Costs

These figures are the cost of childcare for all children listed for by parents with children ages 5 or younger.

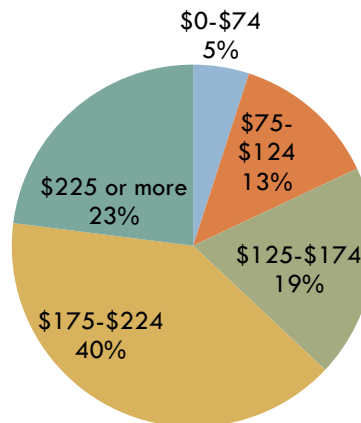
Approximately 1/3 of the sample reported childcare costs of \$0 to \$74 per week per child. Of this group, 75% rely on a spouse/partner for childcare, and 27% use a part day program (totals sum to greater than 100% because parents use multiple options per child).

### Cost of Child Care Per Week Per Child



### Cost of Child Care Per Week Per Child for Children in Licensed Child Care

Parents with children in licensed care facilities pay the highest rates. The graph to the right shows the costs for children in the sample in licensed care (n = 113 children).



## CHILDCARE CHALLENGES

### Difficulties Finding Childcare

Focus ground revealed that the biggest challenges in finding childcare arrangements were:

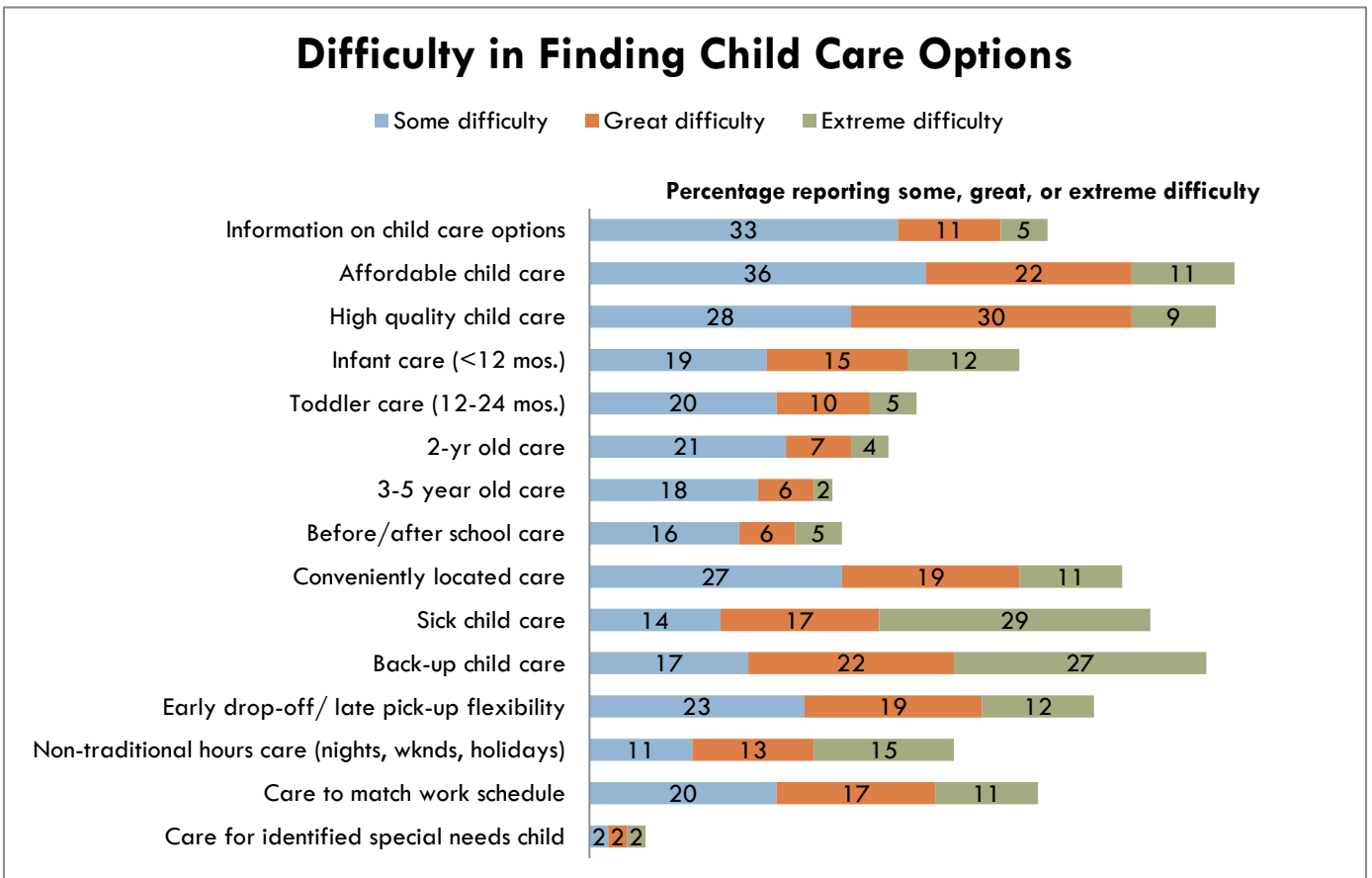
- Availability (long wait lists)
- Quality care
- Infant care
- Sick child care
- Flexible schedules to match atypical work schedules of faculty
- Affordability

The survey data show similar issues. Parents with children ages 5 and under reported on the difficulties faced in finding a variety of childcare options. The greatest difficulties were reported with finding affordable childcare, high quality childcare, and back-up childcare.

*“Availability is low [and] in quality daycare it is incredibly low. In Uptown there is an eighteen month wait to get into some of the top daycares”*

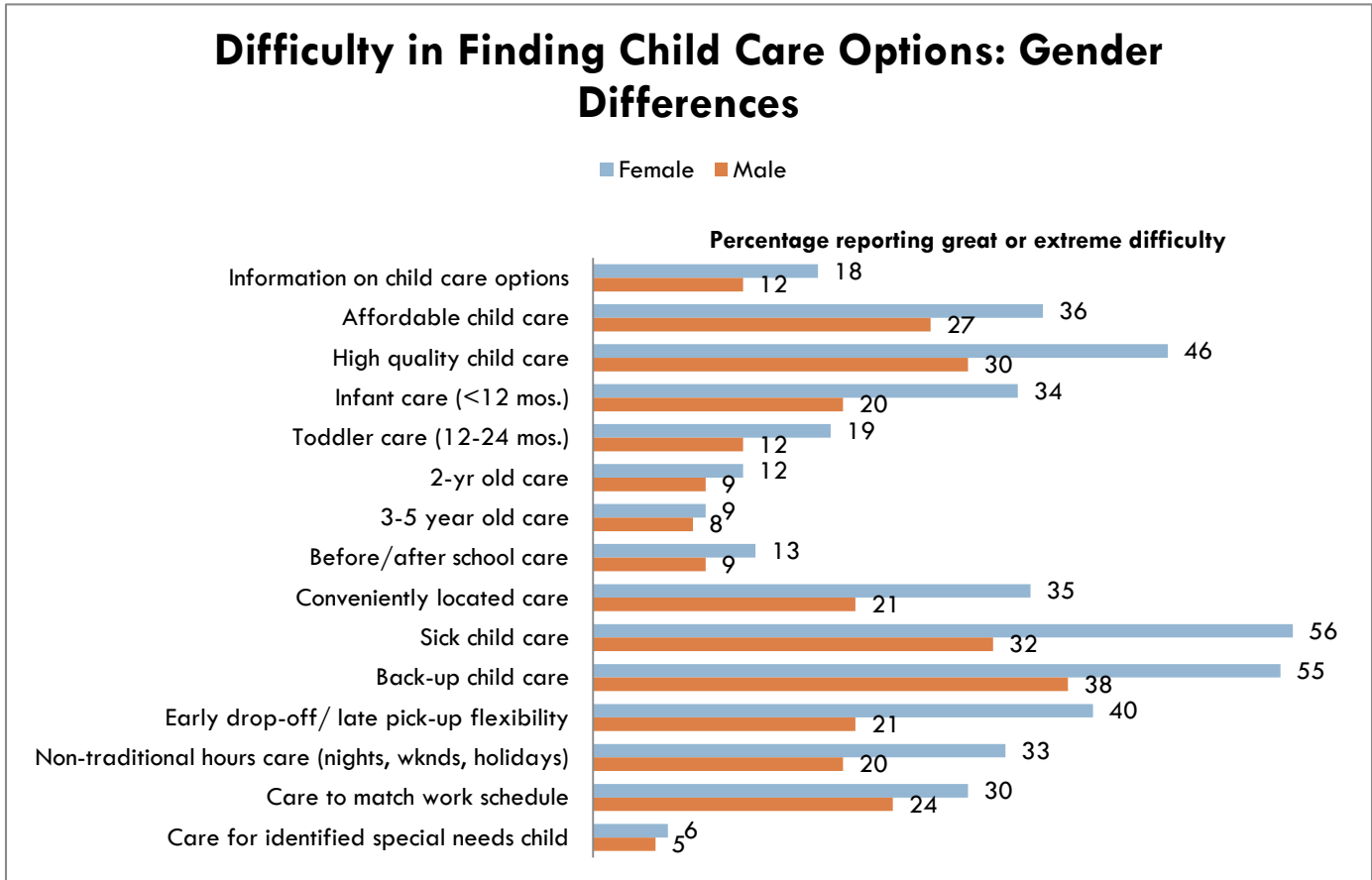
*“It’s very hard to get daycare even though I went to visit a few back in March, they put me on a waiting list, finally I got one...it is very far...”*

*“In general it’s really hard to find good care especially for the sub two year old set...”*



There were significant differences between faculty and staff responses for *finding childcare to match work schedule*. 31% percent of faculty reported “great” or “extreme” difficulty, compared with 20% of staff. No other faculty/staff differences were statistically significant.

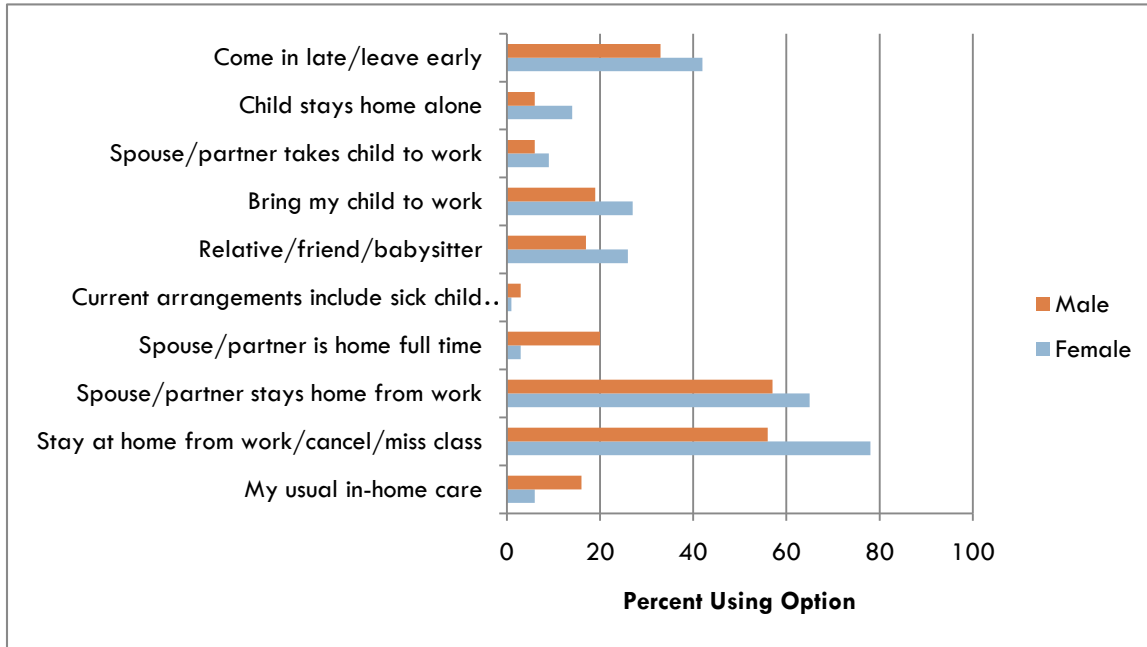
There were statistically significant gender differences on 6 of the 15 difficulty items. In all cases, females reported greater difficulty than did males. Differences in difficulty in finding childcare options by gender are depicted in the following chart



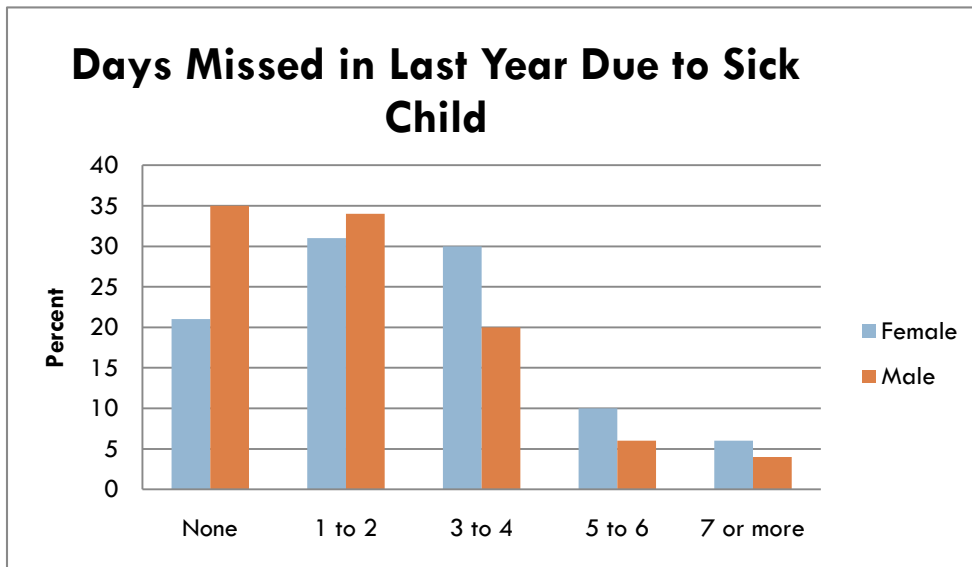
Based on the focus group and survey data it appears that the major issues faced by faculty and staff are not finding childcare, *per se*, but finding care that is of a high quality, and that is affordable. More than 1/3 of respondents report “great” or “extreme” difficulty in finding care that is affordable, and in finding high quality care. Further, as indicated in the table above, female respondents report significantly greater difficulty in finding childcare than do males.

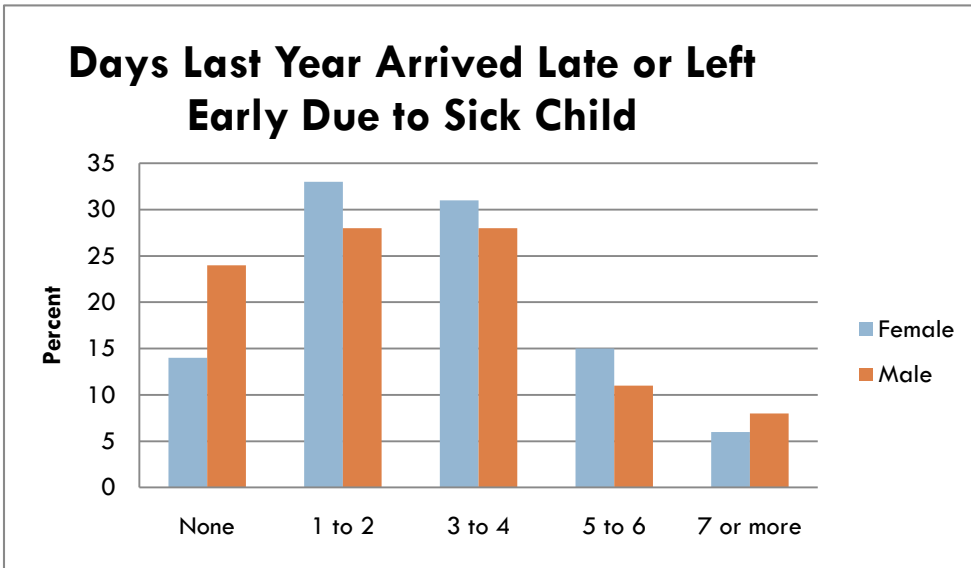
### Childcare Issues and Work

Respondents with children ages 15 or younger were asked how they meet their childcare needs when a child is sick. 69% of respondents stay at home from work and/or cancel class due to sick children. Sick children are more likely to caused missed work and cancelled classes for females (78%) than males (56%). Percentages sum to greater than 100% because respondents use multiple options.

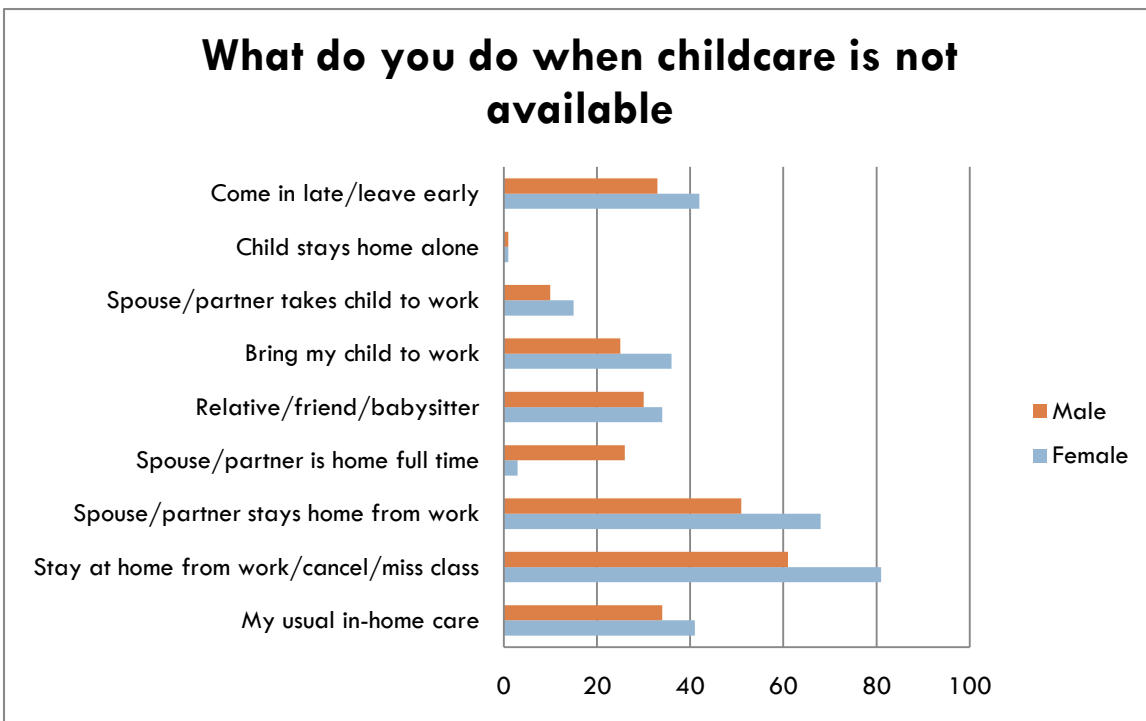


The average respondent reported missing 1-2 days of work for year due to a sick child. Females missed significantly more days of work than did males: 56% of females reported missing 3 or more days of work per year, compared with 30% of males. Males and females reported similar number of days where they arrived late or left early due to a sick child.

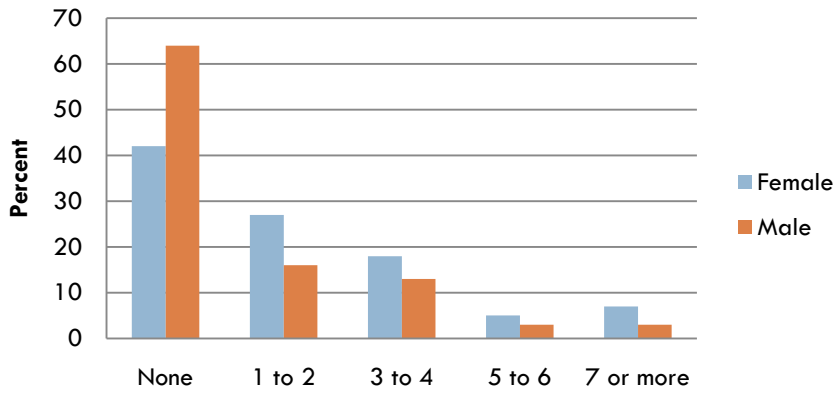




Respondents with children of childcare age (5 and younger) were asked what they do when their regular childcare is unavailable. Most respondents, 73%, miss work when their regular childcare is unavailable. 30% of respondents will bring their children to work. Use of options when childcare is unavailable, by gender of respondent, is presented below:

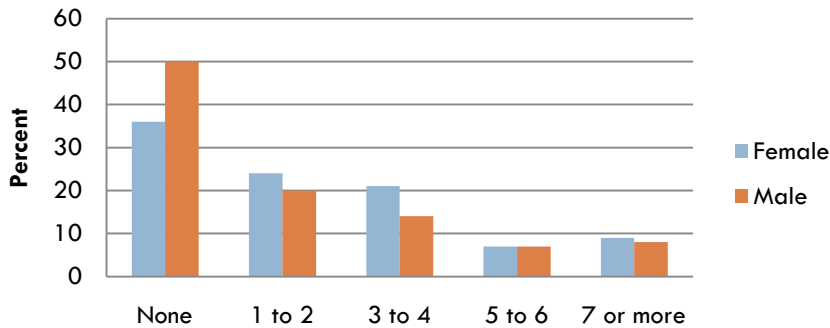


### Days Missed in Last Year Due to Lack of Child Care



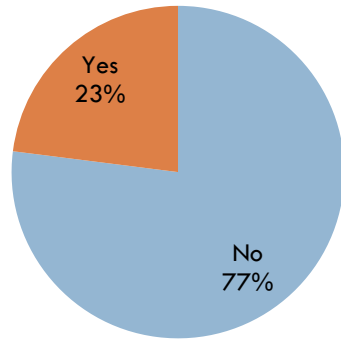
Males and female are roughly similar in the number of days they arrive late or leave work early due to lack of available childcare. Females, however, report missing significantly more days from work due to lack of available childcare than do males. 30% of females reported missing 3 or more days of work in the past year due to a lack of available childcare, compared to only 19% of males.

### Days Arrived Late or Left Early Last Year Due to Lack of Child Care





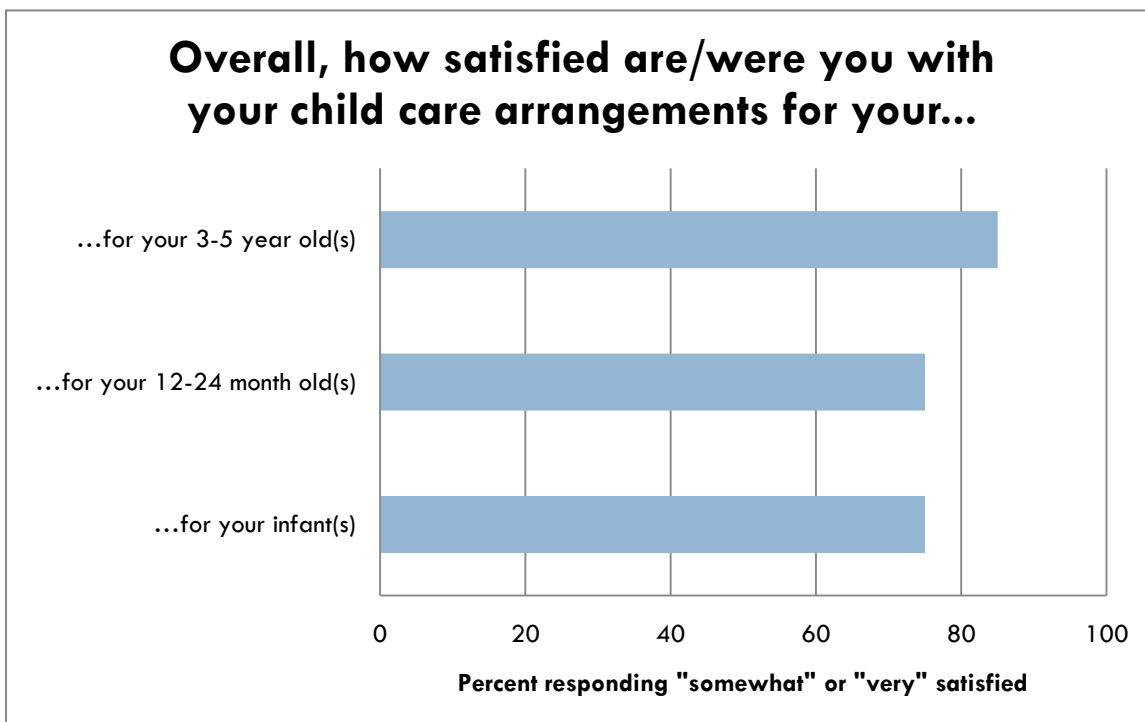
## Has a lack of campus-provided child care caused you to think about leaving UNC Charlotte?



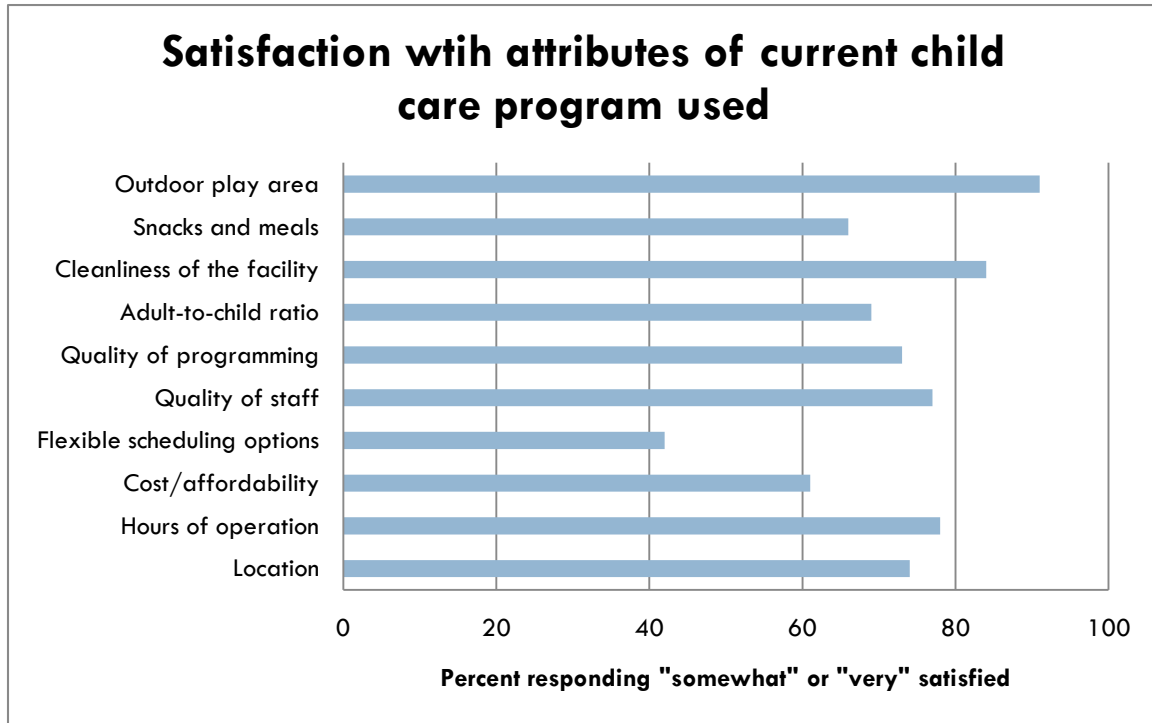
All respondents with children or planning to have or adopt children in the next 5 years were asked if a lack of campus provided childcare has caused them to think about leaving UNC Charlotte, and almost 1/4 responded yes. The percentage of “yes” respondents was highest (26%) among those who currently have children ages 5 or younger. Females were significantly more likely to think about leaving UNC Charlotte (29%) due to lack of campus provided childcare than were males (15%).

## SATISFACTION WITH CURRENT CHILDCARE ARRANGEMENTS

Respondents with children ages 5 and younger were asked about their overall satisfaction with their childcare arrangements. Despite the difficulties reported in finding childcare arrangements, most respondents (75%) were satisfied with the care for their infants and toddlers, increasing to 85% satisfied with care for their 3-5 year olds.



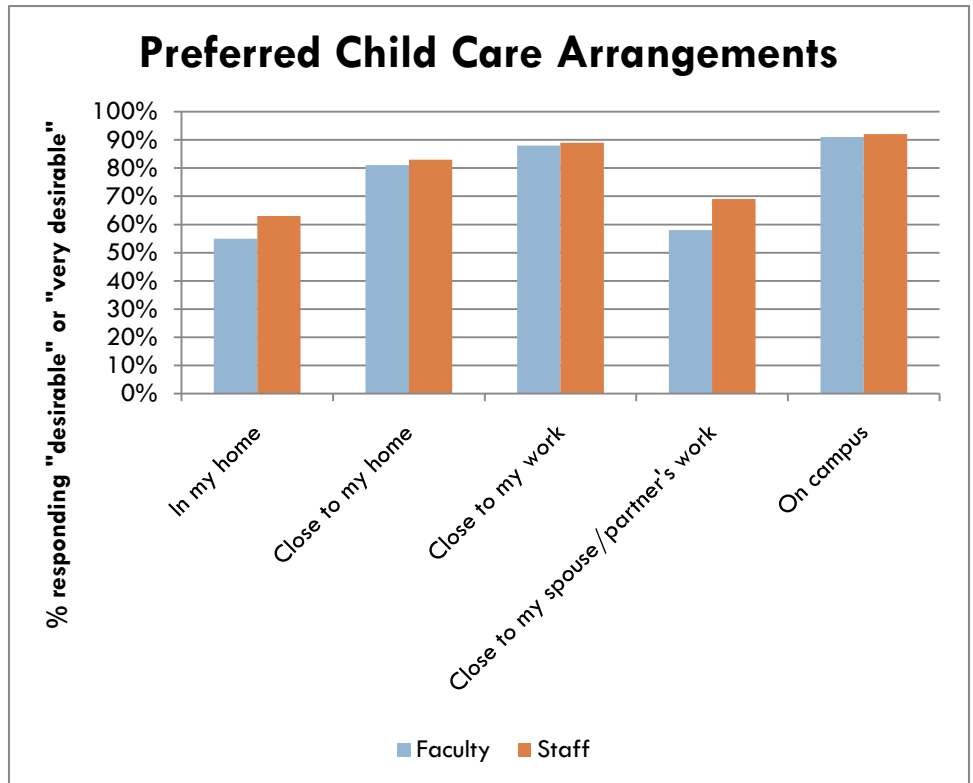
Respondents currently using a formal childcare center or program were asked to indicate their satisfaction with a number of attributes. Results below are those who were *somewhat satisfied* or *very satisfied*. The lowest level of satisfaction is found with the availability of flexible scheduling options.



## CHILDCARE PREFERENCES AND PRIORITIES

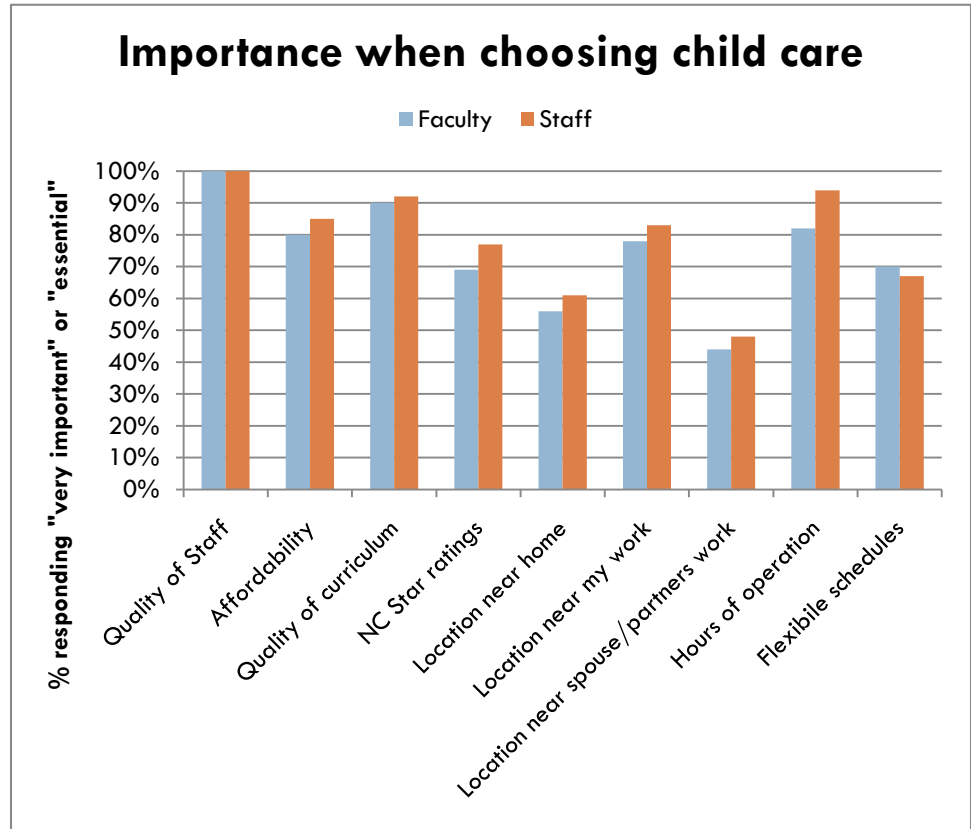
### Preferred Childcare arrangements

Respondents with children ages 5 or younger and those planning to have/adopt children were asked: if availability and costs were not issues, what type of childcare arrangements would be most desirable to you? 74% of faculty and 71% of staff report that on-campus childcare would be “very desirable”. None of the faculty/staff differences are statistically significant.



## Important Attributes

Respondents with children ages 5 and under, and those planning to have/adopt children, were asked the importance of the following attributes when choosing childcare. Quality of staff and curriculum, affordability, and hours of operation top the list of important attributes. There were statistically significant differences between faculty and staff on 3 issues: affordability, North Carolina star ratings of the facility, and hours of operation.



When asked to choose the 3 most important factors considered when choosing childcare, 75% of respondents chose quality of staff as the most important factor. Affordability and quality of curriculum were the next two most important factors.

In focus group interviews, the term *quality* is used to describe several facets of a center, including security, curriculum, attentiveness to the children, and communication. Different priorities appear to emerge for children under and over about 2 years of age. For infants and young toddlers, compassionate care, security, and proximity, especially when nursing, are very important. For older children the concern shifts to curriculum and the child’s learning.

For parents with children currently in day care, the most common reasons for the choice of their current facility include:

- Quality of care (e.g., star ratings, teacher/student ratios, facilities)
- Curriculum
- Cost
- Location
- Availability
- Security/Safety
- Multiculturalism of the Center

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*“I think my satisfaction with the daycare has decreased as she’s gotten older. I was fairly satisfied when she was young but now...she’s just not engaged enough there”*

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### Desired Attributes for On-Campus Care

Focus group participants were asked about important attributes for an on-campus childcare facility. The most important characteristics included:

- Educational Programs
- Educational background of staff
- Flexibility of arrangements to match work schedules of faculty
- Trust in providers
- Sick care

The quality of educational programs and staff appear universal requirements that faculty and staff would look for in any childcare facility. Particularly with a campus-based center, however, focus group participants expressed a strong desire that the schedule of the center could be flexible enough to accommodate the atypical schedules of faculty. The flexibility of scheduling is one of the least satisfactory elements of respondent's current childcare situations, and, they hope for greater flexibility in a campus-based model.

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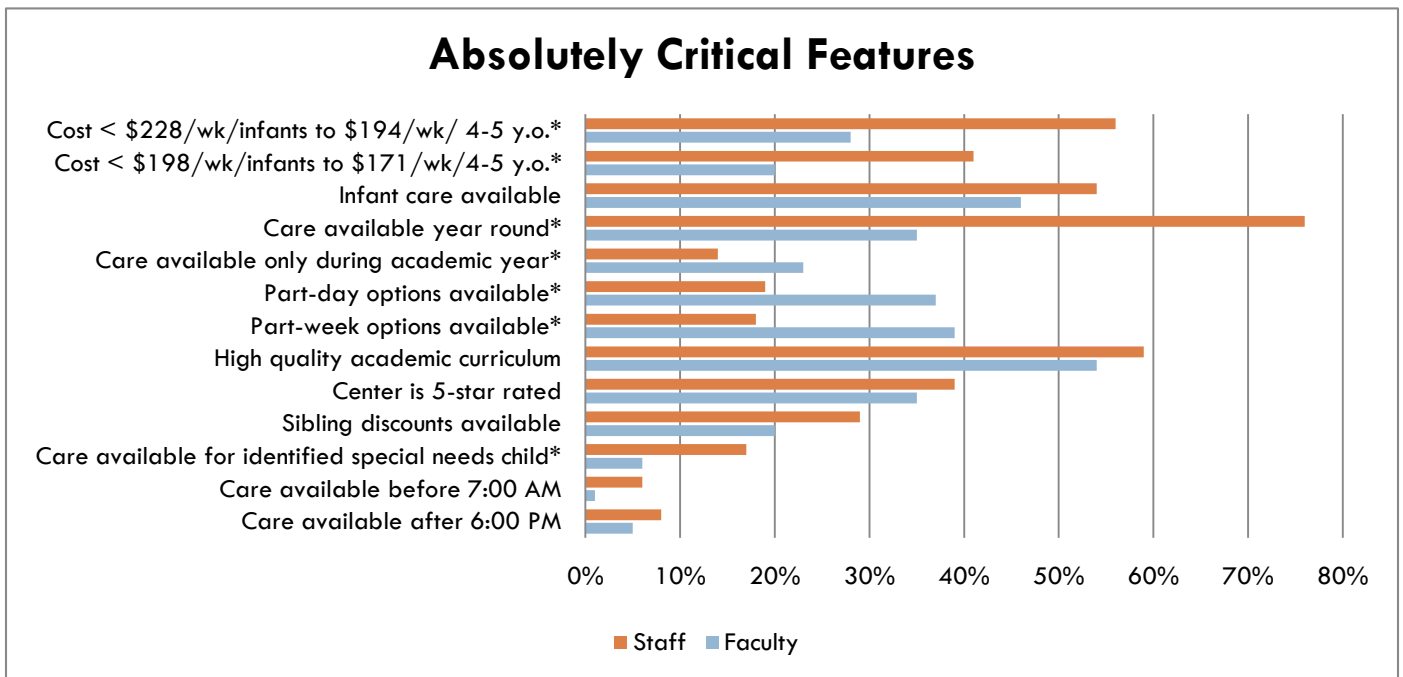
*"...the star rating is an important thing, the curriculum is important, and the daycare should be close to the University because kids need you often...sometimes you arrive here and then you receive a call to pick them up..."*

*"The cost was exorbitant, but I felt like it was a necessary evil, because I have a career and my husband has a career, and...I wanted my child in a safe environment and I felt [current center] was as safe as it can be"*

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### Absolutely Critical Features

Respondents were asked what factors are absolutely critical for an on-campus childcare center to have in order for them to enroll their child. Percentages below are of those indicating a factor was absolutely critical—they would not consider enrolling their child unless a center had this feature. The first two options (1) cost less than \$228 per week for infants to \$194.00 per week for 4-5 year olds, and (2) cost less than \$194.00 per week for infants to \$171.00 per week for 4-5 year olds, correspond to questions asked in the likelihood of use section. Costs for option #1 are the average costs of care at a 5-star center in Mecklenburg County in November 2008. Option #2 are the costs for the 5-star Bank of America childcare center in November 2008. Data provided by Child Care Resources, Inc.



Items marked with a \* indicate statistically significant differences between faculty and staff responses. Costs are more of a concern for staff than faculty, with 56% of staff indicating they would not enroll their child in a center unless the costs were less than \$228/week for infants to \$194/week for 4-5 year olds. Only 28% of faculty indicated this as an absolutely critical factor, indicating that faculty are more tolerant of higher costs. Other differences reflect greater preference for flexibility on the part of faculty than staff. In particular, 76% of staff indicated it was absolutely critical that the center be open year round; only 35% of faculty saw year round availability as absolutely critical.

### When Childcare is Needed

Most faculty and staff (between 88% and 96%) need childcare Monday through Friday, with a slight drop off (down to 80%) for faculty on Fridays. The vast majority need care between the hours of 7:00 AM and 6:00 PM, with some faculty and staff reporting needs between 6:00 and 9:00 PM.

When Childcare Is Needed		
	Percentages*	
	Faculty	Staff
<b>Before 7:00 AM</b>	1%	0%
<b>7:00 AM to 6:00 PM</b>	91%	96%
<b>6:00 PM to 9:00 PM</b>	13%	9%
<b>Holidays</b>	8%	8%
<b>Summer Months</b>	74%	90%
<b>Winter Break</b>	34%	46%
<b>Spring Break</b>	42%	67%
<b>Campus Holidays</b>	22%	13%
<small>*may not sum to 100% because respondents were instructed to choose all that apply</small>		

Type of Care Needed		
	Percentages	
	Faculty	Staff
<b>Full time care</b>	31%	64%
<b>Part time care</b>	24%	6%
<b>Both full time and part time care</b>	39%	25%
<b>Drop in Care</b>	74%	64%

## LIKELIHOOD OF USE

Respondents with children ages 5 or younger, and those planning to have children, were asked about their likelihood of use of on-campus childcare, considering all of their personal circumstances and a number of likely characteristics of an on-campus childcare center. In all cases it was assumed that the campus childcare center would be North Carolina 5-Star rated, offering year-round care from the hours of 7:00 A.M. to 6:00 P.M. Two potential price-points were considered. The first was the average rate for 5-star centers in Mecklenburg County in November 2008. The second, higher price point was that charged by the Bank of America childcare center in November 2008. Data on childcare costs were provided by Child Care Resources, Inc. Questions also varied whether the center would be exclusively full-time, or offer part time options. Focus groups indicated that flexible scheduling options are important, however, many centers are financially unable to offer part-time options.

The data reveal the importance of both affordability and scheduling options in the stated likelihood of enrolling in on campus childcare. Faculty/staff likelihood of enrolling differs significantly only for the 4<sup>th</sup> scenario with a part-time option. This suggests that the flexibility of part time care is particularly important to faculty, and, they are willing to pay higher prices for this option.

Based on conversations with local childcare experts, scenario #3, the higher priced, full-time only option is a realistic scenario. This is most similar to the prices and options at large corporate based centers in Charlotte such as Bank of America.

### Percentages “somewhat” or “very” likely to enroll in on-campus childcare

	Faculty	Staff
If the UNC Charlotte childcare center was 5-star rated, offering <b>full time only</b> , year round care from the hours of 7:00 AM to 6:00 PM, at a cost ranging from \$198.00/week for infants to \$171.00/week for 4 and 5 year olds, would you enroll your child in the center?	54% N=107	65% N=39
If the center had the same characteristics (\$198-171/week) but also offered <b>part-time care options</b> (part day and/or part week), would you enroll your child in the center?	77% N=149	72% N=43
If the UNC Charlotte childcare center was 5-star rated, offering <b>full time only</b> , year round care from the hours of 7:00 AM to 6:00 PM, at a cost ranging from \$228.00/week for infants to \$194.00/week for 4 and 5 year olds, would you enroll your child in the center?	39% N=77	39% N=24
If the center had the same characteristics (\$228-194/week) but also offered <b>part-time care options</b> (part day and/or part week), would you enroll your child in the center?	57% N=112	35% N=21



### Respondents planning to become parents

Faculty and staff who did not have children but were planning to become parents in the next 5 years (n=76) reported somewhat higher interest in enrolling their children in an on-campus childcare center. These slightly higher figures are thought to reflect a lack of entrenchment; that is, parents with children are reluctant to move their children to a new childcare center once they have started at another location.

Focus group responses were mixed regarding actual enrollment were a center available. Some respondents indicated a willingness to enroll their children if an on-campus center were available, but more common was a reluctance to move children once established at an acceptable childcare center. There was agreement that on-campus childcare would be more of a draw for new faculty and staff just having their first children.

### Respondents planning on becoming parents “somewhat” or “very” likely to enroll in on-campus childcare

If the UNC Charlotte childcare center was 5-star rated, offering <b>full time only</b> , year round care from the hours of 7:00 AM to 6:00 PM, at a cost ranging from \$198.00/week for infants to \$171.00/week for 4 and 5 year olds, would you enroll your child in the center?	72%
If the center had the same characteristics (\$198-171/week) but also offered <b>part-time care options</b> (part day and/or part week), would you enroll your child in the center?	83%
If the UNC Charlotte childcare center was 5-star rated, offering <b>full time only</b> , year round care from the hours of 7:00 AM to 6:00 PM, at a cost ranging from \$228.00/week for infants to \$194.00/week for 4 and 5 year olds, would you enroll your child in the center?	47%
If the center had the same characteristics (\$228-194/week) but also offered <b>part-time care options</b> (part day and/or part week), would you enroll your child in the center?	58%

*“Assuming [on campus is a high quality center]...then it is just really the economics...”*

*“...at this time I would not move [my son] because he is going to kindergarten next fall. If it had been 5 years ago I would have said absolutely...I would want him here if it were the same level of quality that we would have at the center at Wachovia and was comparable price”*

## Correlates of Likelihood to Enroll

Analysis shows the likelihood of enrolling in the higher priced (\$228-\$194) options was positively associated with household income and current costs paid for childcare. Respondents with higher income and who currently pay similar costs for childcare show a greater likelihood of enrolling their children. As such, affordability does appear to have a significant impact on the likelihood of enrolling. Indeed, those respondents who rate the importance of affordability as high are significantly less likely to indicate interest in enrolling their children at the higher price point. Importance of affordability is not, however, associated with the interest in enrolling at the \$198-\$171 level. It appears that this jump in price levels from \$198 to \$228 (for infants) is meaningful to respondents. Note also that the \$198-\$171 level is consistent with the price most respondents with children are paying per week per child (see chart on page 17; 40% of respondents pay \$175-\$225 per week). Less than  $\frac{1}{4}$  of survey respondents currently pay more than \$225/week per child. The difference between the two price levels presented in the scenarios appears to represent a realistic jump from what would be a normal priced to a high priced center.

Also reflecting the role of affordability, as total number of children per respondent increases, the likelihood of enrolling in the \$228-\$194 option decreases. This effect is most noticeable in contrasting respondents with 1 child versus those with more than 1 child, and may reflect a combination of cost issues and entrenchment effects.

## FACULTY AND STAFF SUPPORT FOR ON-CAMPUS CHILDCARE

Focus group participants cited a wide variety of benefits stemming from on-campus childcare. The main perceived benefits included:

- Recruiting
- Retention
- Less interference with work
- Increased productivity
- Sense of Community
- State-of-the art learning and practice if the center was part of an educational lab school

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*“If you are interacting with your children’s classmate’s parents you are developing more of a community and greater networks...Those of us who have flexible schedules are going to be on campus more often. I would be here 5 days a week. I would be more involved in the community of UNCC”*

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Comments often noted the potential for enhanced productivity, for example:

- “...another benefit would be employees who are more mentally committed because my thoughts are where my daughter is...I’m thinking, OK, that little boy hit my daughter, so I am going to have to leave early to talk to his parents. Where if the daycare was on campus, then you could relax a little bit and focus on your job a lot more”
- “...it would be nice if it was on campus and you could look up and say “oh, its ten minutes before six, I need to go and grab them”...maybe you can get in an extra hour or two of work instead of trying to manage the traffic flow up and down the interstate”

Benefits are noted by respondents of both genders, but, as reflected in the quantitative analyses, many benefits appear particularly relevant to female faculty and staff. For example:

- “I often feel like I have to back out of something or I have to say I am not going to be at a meeting, or I am not going to be able to do this, because I have children and I am in a male dominant department most of my male colleagues have children by they have a stay at home wife and...they kind of look at me blankly when I say that I can’t make it, and you know they are not understanding, but it makes me feel a little bit like I don’t belong here on some level”

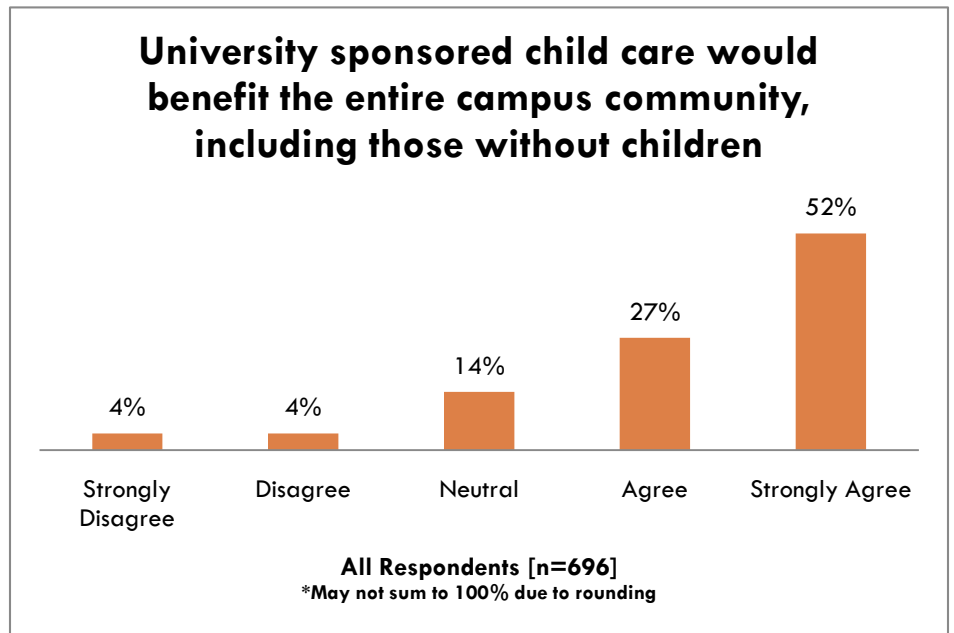
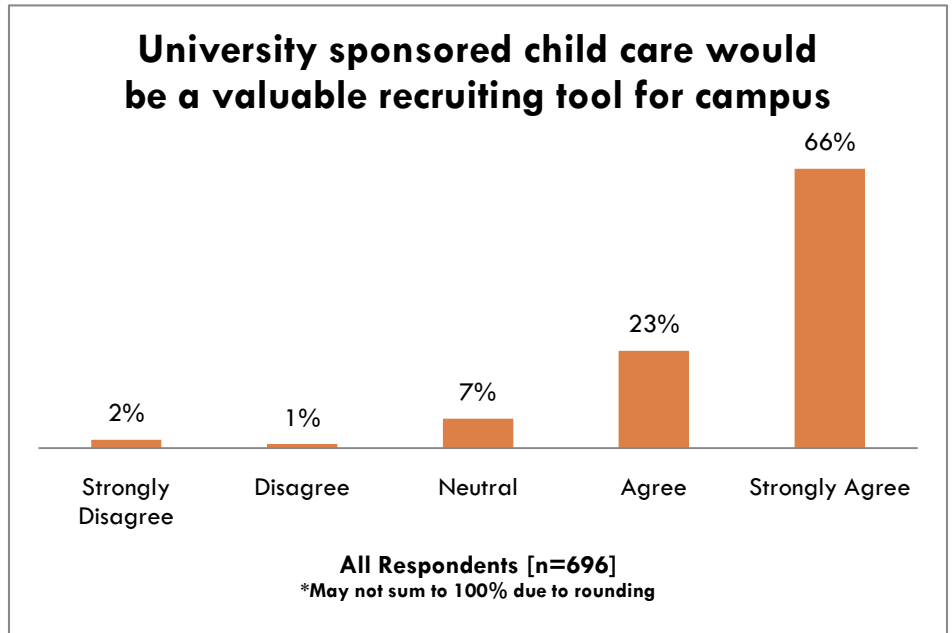
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*“...Charlotte is a great institution. We are going for that “research one” status. There are certain things in place that really are preventing us from getting the credibility from the outside looking in. Childcare is one of those things. ”*

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Finally, recruiting, retention, and reputation of the University all emerged as perceived benefits of campus childcare.

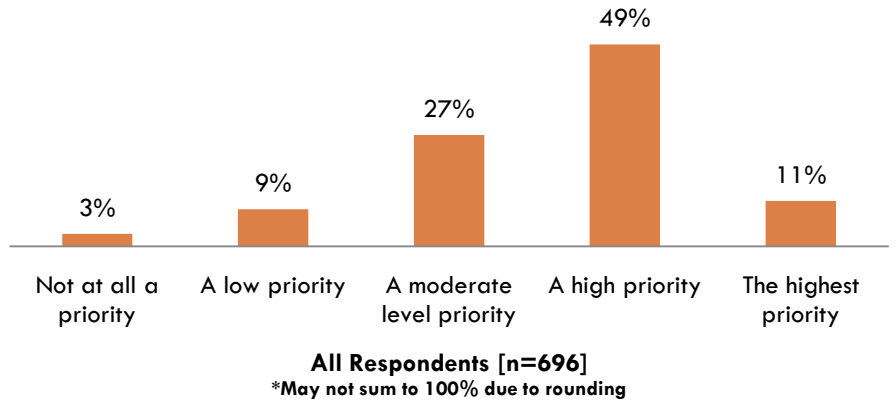
Survey results were similar to the themes that emerged in focus groups. 2/3 of respondents strongly agree that campus childcare will be a valuable recruiting tool, and more than half strongly agree that campus childcare would benefit the entire campus community, including those without children.



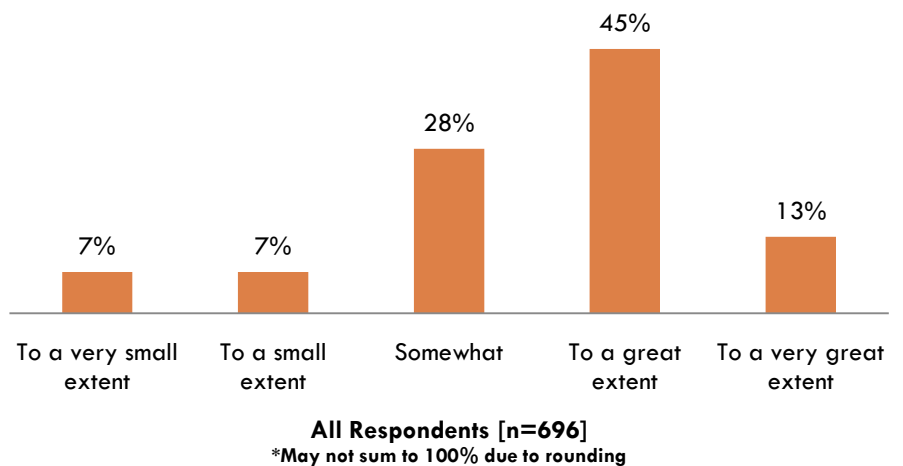
The questions on this page assess the priority faculty and staff place on developing University-sponsored childcare. The questions emphasize tradeoffs: that developing childcare will consume resources, potentially at the expense of other valuable campus initiatives.

Given this context, 60% of respondents classify childcare as a “high priority” or “the highest priority”. Note that this percentage is across all respondents, 45% of which have no children and are not planning to have children.

**Given that providing child care on campus would come at the expense of other university initiatives, how high of a priority should child care be for UNC Charlotte?**



**Relative to other potential campus initiatives, to what extent should UNC Charlotte be investing its resources in providing child care on campus?**



## Assessing Potential Response Bias

It is likely that the decision to participate in this survey is skewed somewhat toward those with an interest in childcare. This is reflected in the slight oversampling of females compared to the population (see Sample Characteristics section of report). Although, as noted previously, response bias does not appear to be a major concern given overall distribution on demographic variables, there is the possibility that individuals more favorable to providing on-campus childcare were more likely to respond to the survey. Greater clarity on the favorability toward investing on on-campus childcare can be found, therefore, by breaking down the analysis by demographic subgroups.

The data reveal that attitudes toward childcare were associated with (a) being the parent of a young child or planning on becoming a parent, (b) gender, and (c) age. Not surprisingly, these 3 characteristics also are highly associated. The most positive opinions on childcare are in the stakeholder groups most affected: parents of young children, younger faculty and staff, and females.

As shown in the two tables on the right, breaking down the analysis by stakeholder characteristics provides greater clarity on campus opinions among childcare. For illustrative purposes, we examined the question addressing whether or not investments in

childcare should be a priority for UNC Charlotte. Gender, age, and parenting status all have an impact on overall favorability. Among females with children age 5 and under, for example, 90% believe that investing in on-campus childcare at UNC Charlotte should be a “high priority” or the “highest priority”. Strong support also is found among females age 44 and younger. As one might suspect, the lowest support for the investment in childcare comes from faculty and staff ages 55 or older, and those with no children and no plans to become parents. Note, however, that even among the stakeholder groups with little direct involvement in childcare, opinions are not strongly unfavorable. For example, among those respondents ages 55 and older, 88% viewed the investment in childcare at UNC Charlotte to be a “moderate priority” or higher. Only 12%

*Given that providing childcare on campus would come at the expense of other University initiatives, how high of a priority should childcare be for UNC Charlotte?*

Percent of sample responding “a high priority” or “the highest priority”	Age	Female	Male
	26-34 years	80%	59%
	35-44 years	77%	59%
	45-54 years	55%	48%
	55+ years	61%	33%

*Given that providing childcare on campus would come at the expense of other University initiatives, how high of a priority should childcare be for UNC Charlotte?*

Percent of sample responding “a high priority” or “the highest priority”	Parenting Status	Female	Male
	Have Children age 5 or under	90%	67%
	No children but planning to become parent	84%	83%
	Have older children, none ages 5 or under	76%	48%
	No children and no plans to become a parent	50%	34%

of the sample are unfavorable to the investment in childcare, ranking it “not at all a priority” or “a low priority”.

## CONCLUSIONS

The need for childcare affects a substantial proportion of the faculty and staff at UNC Charlotte at some point in their career: 55% of the sample had children ages 15 or younger or were planning to become parents, 25% of the respondents to this study had children under age 6, and of that 25%, more than 2/3 had a spouse/partner that also worked full time. Of those parents with children ages 5 or younger, 39% had experienced substantial difficulty finding quality childcare. Female faculty and staff report significantly more difficulty with childcare issues than do males.

There is substantial support for on-campus childcare: most survey respondents agree that it would be a valuable recruiting tool, and that it would benefit the entire campus community. The extent to which University-sponsored childcare is seen as a priority is affected substantially by need, and as such the strongest support is found among those with children, younger faculty and staff, and females.

The most important question that will be answered using the data from this report is whether there is sufficient demand for childcare to move forward with the next phase of implementation. Here, the data must be examined carefully. If the facility is very high quality and the cost is at the average rate for 5-star facilities in Mecklenburg County, 56% of faculty and staff report they are “somewhat likely” or “very likely” to enroll their children. That number jumps to 77% if part time options are offered, an option that is very desirable to faculty but often not financially feasible for childcare centers. More accurate estimates may be found in the results from our respondents without children but who are planning to become parents, and thus are not already established at another childcare center. Of that group, 72% are somewhat or very likely to enroll their children; 43% report they are *very likely* to do so.

Estimating firm numbers for enrollment is difficult, but a brief exercise may help frame this question. In this survey sample there are 113 children in licensed childcare centers. If these 113 children represent approximately 2/3 of the population of children of UNC Charlotte faculty and staff in childcare (noting a 50% response rate to the survey, which is likely over-represents faculty and staff with children), we can estimate that there may be 170 children currently in licensed childcare. If, when the center is built, 50% of those children were enrolled, that would be 85 children at UNC Charlotte. It is important to note that estimating enrollment is not an exact science, and estimates may vary considerably based on changing assumptions. One local childcare expert, after reviewing these data, suggested that our response indicate that UNC Charlotte could support a small (70-90 child) center. Again, these numbers should be interpreted with caution, and adjusted with changing expectations for, for example, growth of the University and the ability to use subsidies to control costs.

The data are most clear in indicating that quality and costs drive the decision to enroll. There is demand for childcare at UNC Charlotte, but, the demand is not overwhelming. Although many faculty and staff do report difficulties in finding childcare, in the Charlotte metropolitan area there are other childcare options. When costs increase to levels above the average in Mecklenburg County (but in line with large corporate centers such as Bank of America), demand drops. Thus, a center at UNC Charlotte must match or surpass other options available to faculty and staff. If a UNC Charlotte childcare center is perceived as very high quality, and through subsidization costs can be kept competitive with other offerings in the Charlotte area, there will be demand for on-campus childcare.

Finally, it also is clear that University-sponsored childcare has great symbolic meaning, affecting the organizational culture in ways that extend beyond the purpose of simply providing childcare. Study participants view childcare as representing an investment in employees, an action that will build and sustain the campus community, and a representation that the University is on par with other leading research universities.



## APPENDIX A: QUALITATIVE RESEARCH FINDINGS

The material below summarizes major themes that emerged from focus group interviews with faculty and staff, and gives verbatim responses from participants.

The focus group protocol was used by moderators to structure the hour-long session around discussion of major themes of interest that were identified a priori by the task group. These discussion themes were:

- Ages of children and current childcare arrangements
- Cost of current arrangements
- Reasons for choice of current arrangements
- Childcare challenges
- Important characteristics for an on-campus childcare facility
- Benefits of offering on-campus childcare
- Potential drawbacks of on-campus care
- Costs of on-campus care
- Assigning spaces in on-campus care
- Significance of the University offering on-campus care
- Likelihood of switching to on-campus care
- Additional desired features of childcare

### Ages of Children and Current Arrangements

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Most of the parents attending the focus groups indicated having children between infancy and age 5, with 18 months being the age at which they were able to put the child into a daycare program.

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- *one four year old who is a pre-k student at CMS elementary school now and one ten month old who is home with me this semester because I am trying to take advantage of the family leave, but starting in January will be in a daycare program.*
- *I have two little boys, one in first grade and a seventeen month old who is kind of at a home daycare*
- *My husband and I have two kids: a three year old and a five year old. They are both at Countryside Montessori school, both in their pre-school and kindergarten and programs.*
- *I have four children, two by marriage, a nineteen year old, a fifteen year old, and we also have a three year old and a one year old. So both the three and the one year old are in childcare. The three year old started childcare at eighteen months, at private home care, and the twelve month old started soon after three months of age.*
- *I have a kid, a boy, 2.5 years old and he started the daycare like when he was seventeen months old and before that like what I did was take a semester off and taking care of him and then I ask my parents and they came here from Hong Kong, and they stayed with me for a while, so I wait until he was seventeen months old and then I sent him to daycare.*
- *I have a daughter who is turning five on Friday and who is still in a home daycare setting.*
- *We have a four year old son and we are hoping to add to our family. We currently go to Thompson Child development center.*
- *We have wonderful baby boy who is nine months old... In that semester I happened to be on sabbatical by, not totally by chance. So from the time he was born until classes started in the fall the childcare arrangement was that I would take care of him in the mornings and my wife in the afternoons. My wife works twenty hours a week up in Uptown Charlotte for Mecklenburg County government. When that semester started that arrangement became just too hard to do with classes started. So now I backed off to be with the little guy two mornings a week. And then, there's folks that we have come to our house, two different gal's, Shelly and*

Rachelle on Tuesday, Thursday and Friday mornings. But, we are still following the principles of “He is with Dad in the morning, he’s with Mom in the afternoon.” And we have not done daycare to this point.

- I have one daughter, she is three years old and she is currently in daycare. My family moved here from New Jersey in January. So, finding daycare was a nightmare for me. This is the third one she is in, but so far so good.
- I am currently with child and expecting in March.
- We have a four year old; he will be five in December. My husband works for Wachovia and they have onsite daycare there. And that is where my son goes to school there. He has been there since he has been six or seven weeks old.
- When I moved to Charlotte my son was already going into grade one, so he went into a school so that was not really relevant to your focus group but my daughter was three and needed to be somewhere, and ummm, one of the one of the biggest hurdles for me moving here was realizing that almost all of the childcare facilities here were run through churches, which I was so not part???? yeah...all of the daycare, preschools, not all, but most of them, seem to be run through churches and I am not comfortable with putting my child in a church, so I had to look around for other options and the Countryside Montessori was something that I found,
- We just had a daughter, eight month old, and we are fortunate, my parents are from China, they are with us now, and they are taking care of the baby but they will return to China in about five month so we need to find a daycare for my daughter then.
- My husband and I have a five year old son who just started kindergarten, and a four year old daughter who is in a preschool program, umm so basically that’s where there care is for now. Fortunately my dad has moved to the Charlotte area, so he will actually, when my son gets home from school, will watch him until I get home from work and then he’ll also usually pick up my daughter from daycare. And ummm, one good thing in our department is we started a job share program, where there’s another lady and I who split a full time position, which allows both of us to spend more time with our children so that’s been a good thing.

#### Cost of Current Arrangements

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Most of the parents admitted paying between \$650 and \$1,200 for their current childcare on a monthly basis. These figures differ depending on the age of the child and the number of children for whom care is required.

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- We are paying 165 a week.
- 700 a month
- Ours is about 840 a month.
- 650 a month.
- Let me try and calculate, I think we spent totally for two, now my daughter just got I looped out of it, but we were spending just over 24,000 for the year. For both of them.
- We keep saying we got a \$12,000 raise every month because she is now out of care.
- Ummm, I believe that I am paying for my daughter to be in the kindergarten program now at the Montessori school agh, \$6300 for the year, when she was full day then it was closer to \$1000 but now I pick her up at 3:00ish which we did because of cost because my husband is not working right now

## Reasons for Choice of Current Arrangements

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The most common reasons for the choice of facility currently used included:

- Quality of care (e.g., star rating, teacher/student ratios, facilities)
- Curriculum
- Cost
- Proximity
- Availability
- Security/Safety
- Multiculturalism of Center
- Availability of special needs care

Quality was used to describe several facets of the center, including security, curriculum, attentiveness to the children, and communication. It is interesting to note that up until 2 years of age, different priorities emerge. For the infants, compassionate care, security, and proximity, especially when nursing, are more important, and then the concerns shift to what the children can learn.

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- *I had to choose a facility that was close to home. There were only two facilities in town, one of which I still am on a waiting list for a three year old, so I was lucky to even get into the second one.*
- *I wanted more than just childcare, I wanted them to really learn. A lot of programs talk about that but when I toured Countryside and started to see what I saw and I was like "wow, this is so cool, I have to have my children here".*
- *I wanted Child Development, because you know she taught them different things but there was not a set lesson plan, so at two years old I took them out and put them in Child Development. Cost is a big thing for me, I look at the star rating, close proximity to home, so if something happened, I could get to them quickly and cost. I try to weigh the school curriculum with the cost.*
- *Just for me the star rating is an important thing, the curriculum is important, and for me I consider that the daycare should be close to the university because when kids are you they need you often, so sometimes you arrive here and then you receive call to pick them up. So that's why picked the daycare "kids are kids," because it is only ten minutes from here. I think the same thing happened to my colleague, they are in the South part of Charlotte, but they also select a daycare close to the University, Bright Horizons. So I think location of the daycare is important for me.*
- *This daycare is very close to my house but it has a three star rating. So to me, the most important thing is how much love the teacher can give to the baby and also when they get to two years old, how much they can learn in daycare.*
- *I would be thrilled if I could have my son here or my children so I could go and breast feed during work and during breaks and see them and have a low teacher/student ratio. And as they got older I would hope there was preschool and things like educational curriculum too. But as an infant, I would want my infant here so that I can get a chance to make a difference. Actually some people will take their children out for pre-k because there are several schools with pre-k and that way they can save some money*
- *I think that my satisfaction with the daycare has decreased, as she's gotten older. I was fairly satisfied when she was younger but now, frankly, she was ready for kindergarten but missed the cutoff date and now she is just not engaged enough there. They are doing the age appropriate stuff. She is the oldest one there, she is coming home with, circle the blue square and she did that two years ago. There are no challenges there, she is not moving forward. That is why my satisfaction has decreased*
- *We tended to check on him more when he was younger, and again my husband could walk there so that makes it easier. But as they get older you can't check on them because they want to go with you. You can drop in to*

go have lunch and things, but when he was an infant or even when he was in the toddlers we would go and we were around more. So, I do agree that the age makes a difference. And when they get older they get hurt more because they are more mobile, if you have an active little boy he's all over the place so, that convenience is nice to. So I think when they are babies it would be nice to be close.

- My daughter's daycare when she was a baby, what they had, they called them snuggle notes. You knew when she ate during the day, what she ate. What activity she did. You pretty much had a picture of the whole day and then a summary. That was very helpful. And they did that up until kids turned two, two and a half. So you could go home and look at it. I think more communication when they are younger is very important.
- Infant [care] was about response time, they didn't let them cry. I went to one place and the baby started crying and the woman ignored the baby and focused on us. I thought, "this is not helping your case." Another place when a child started crying and the woman became visibly upset and said I can't talk to you right now I have to go and pick up the child. I mean, the baby had cried about ten seconds. I thought, "Okay, much better". As they get older, more educational things because they can tell you when something happens that wasn't cool. We still get daily reports. And we have all the books they read and all the songs they sang, and how their nap was, what they ate and all their meals, they serve three meals at our place. What their educational curriculum is, how they are counting, that sort of stuff. So early on safety, as they grow older the education stuff for us.
- The communication with you about good things and not so good things, and it is important that they communicate the good things too. One of my son's teachers, he is very good friends with a little boy that is autistic. His teacher sat down and wrote a letter to us about her observation on their relationship. I will treasure that letter forever and it will be something we will never get rid of. And it meant a lot that a teacher would take the time to write the positives instead of something he did wrong. And so to focus on what they good, and share that, I think is a sign of quality.
- They have a camera so that I can see how those teachers were really treating the kids and it was horrible, so I kind of took my son out for the summer and went to Hong Kong for summer vacation and now the teacher is great, so it the teacher really makes a difference and the webcam really can show you things that you never can imagine.
- It's a five star nationally rated childcare that actually has a lot of, they're park programs so half the people are neighborhood kids, the other half are people who are children whose parents are in alternate sentencing or have drug and alcohol problems but they are in treatment programs. So we get a lot of counseling services and a lot of therapy and inclusion specialists. A lot of children have disabilities as well as there are people who are impoverished. We love [the facility].
- I would like different things in terms of the quality, but in terms of the flexibility and issues (starts laughing) I guess I won't get to, I am satisfied.
- Part of the reasons is because it is an alternative daycare, there are very low child to student/teacher ratios. Currently there are two teachers to thirteen children. And my son, for a four year old, that is highly unusual. When he was an infant, there were three children to one adult and many volunteers. Many times, often it would be one on one attention when he was an infant. And they have literacy programs and...I love it, I love it.
- Quality, that fits in with security. When we were visiting centers there were some that we walked right in, ones that had no attendant at the desk, well, they have to go to the bathroom. Limiting who had access to that facility, measures in place on who can pick them up, documentation, all that was important to us. And ratios, especially for infants; you have to know that they will be picked up when they cry, and that they don't keep them in bouncers all day, that they get stimulation and communication.
- We were at Goddard in Cornelius and then we moved them down to Primrose in Mooresville but It increased our cost appreciably we wanted to maintain the quality of care but we wanted them to be closer to home and. They were on the highway easily for an hour back and forth every day, so the reason we changed is because the area has grown in the last six years that we've been there and now there is in fact a Goddard and a Primrose and four or five other top star quality.
- I had my son in a Montessori school in Canada and liked the Montessori Philosophy and it was close to here and close to where I lived. Umm, it seemed like a reasonable cost, it doesn't seem overpriced and I've been really, really happy with the quality

- We came up with probably four different private daycare facilities within general proximity of campus, all of which were in that \$800-\$1000 range in terms of a monthly fee for our daughter at age two and of course these things vary depending on the age. we went with the one that had a five star rating and also had a lunch program where you did not have to pack a lunch for the child, (people in background laugh) one less thing for me to do in the morning.
- Umm, yeah, so I felt like the cost was exorbitant, but I felt like it was a necessary evil, because I have a career and my husband has a career. And I wanted to feel, I wanted my children in a safe environment, education is definitely a goal for me but I think I'm more making sure that my child is safe and I felt that Primrose was as safe as can be.
- Ummm, I believe that I am paying for my daughter to be in the kindergarten program now at the Montessori school agh, \$6300 for the year, when she was full day then it was closer to \$1000 but now I pick her up at 3:00ish which we did because of cost because my husband is not working right now
- I guess the one other thing that I wanted to mention that I guess was a big factor for me, and it wasn't so much a factor at first was multiculturalism, my husband is not white, we are a mixed race family and I wanted my children to be in a place where they'd feel okay and they'd be with a good mix of students, I put my youngest in daycare so she is Countryside Montessori and he is Countryside Montessori and their classes I'd say is a mix, maybe like 30% White, 20% Asian, a whole lot of Indian kids, there is just a beautiful mix which is a really, really important factor for me personally.
- The point about multiculturalism, I am just taking it for granted because at Tennessee, ummm, they had spots reserved for members of the community, they were subsidized and in particular they were targeting minority members of the community and those were available there. Aggh, Primrose has a, not a huge diverse population which is good, we certainly want that for her so she grows up seeing life in terms of normal diversity of folks in the world so that is a consideration as well.
- For my two year old, it's been a big thing of looking for structure not necessarily any scripted curriculum that they have I think that may be a little young, because some of them do. Some of them have very strict curriculum and some you even have to buy the curriculum. I don't know two years old is a little ridiculous to get into that. But looking for structure to where there might be a circle time, snack, and things like that, nap time or quiet time just so that there is structure and also possibly experience of the teachers, how long, looking for some people who may have been there for a while or may have had several years of experience in daycare and not everybody being brand new and not just young kids looking for a job.
- For me in looking to the things that I mentioned like cleanliness and good staff, also for my child, my daughter, she might have minor hearing loss, we will check again, next week will be doing ADR testing and see if she needs hearing aid, or device or something so I am looking for something that the staff can deal with this child with special care

## Challenges

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The biggest challenges in finding child care arrangements included:

- Availability (long wait lists)
  - Quality
  - Infant care
  - Sick child care
  - Hours of operation
  - Flexibility of arrangements to match atypical work schedules of faculty
  - Cost
  - Trust in providers
- 

- *It's very hard to get daycare even though I went to visit a few back in March, they put me on a waiting list, finally I got one.....it is very far. I am located in Kannapolis and I have to come here when I need to teach and so I was very worried about the distance and driving every day.*
- *[Availability] is low in quality daycare it is incredibly low. In Uptown there is an eighteen month wait to get into some of the top daycares. It is low in enterprise and it is low quality and there is not much of it.*
- *Even if you are at the corporate daycares, like Bank of America has a corporate daycare Uptown. And we have friends that say the same thing. There is no way they can get their baby in there when there is an 18-month wait.*
- *Other states have a much higher quality. Just their base level is a much higher level. Our top level is their base level. It is very frustrating that North Carolina lets such low, it has such low standards. Everyone has to rise up there.*
- *The challenge that I actually found in locating quality daycare; you get a list of daycares are you going to visit all of them? I practically did, but it's, hard for me to find good quality.*
- *It's finding something good and if you do there is an eighteen month wait to get in and then with my wife working twenty hours a week, the economics play in and we'd end up using her entire salary at which point we're like, you know, she's thinking "why not just stay home all day then?" Those are the reasons that we are doing the parent shuffle and our trade off is the trade off of time because I mean I still have to work forty hours a week, and so that drifts into evenings, in essence I end up taking my work home with me, but you know it's hard to find something good and then it takes forever to get in if you do find it.*
- *My wife and I adopted a two day old baby boy back in January and we, I should have taken family leave and didn't do it, so we ended up running into some childcare problems, we can't put him in a childcare because his birth mother is HIV positive, so until we have a definitive diagnosis of him we don't want him to be at higher risk of getting sick, so my wife and I are basically making sure that one of us is there, and my parents watch him sometimes.*
- *I think in general it's really hard to find good care especially for the sub two year old set. For example Countryside starts at two and my son who is now at Montessori was at Countryside as a two year old. My younger son, my ten month old, can't go there until he's two. There's a good small preschool in my neighborhood, that won't take kids until they are walking so, you know, that might be a one year or a fifteen month old. So for a one year old it is very hard.*
- *The tradeoffs are more when they are younger because it's so much harder, so much more expensive to have the good ratios recommended by the American Medical Association or the American Pediatrics Association. It is so expensive for that. I think preschool around here may be pretty good. It's the younger care [that is lacking].*

- *[Because of the difficulty with infant care], that is why we haven't even started yet. We are planning on waiting until they are two or three having heard stories similar to this when they are just that young, it's hard to even risk.*
- *I feel I made a trade off in terms of quality especially at night because that is not the best situation for us but it is something I need to do because I have no choice but to teach at night. So, to get night care my daughter is not in the best situation for her and that really bothers me.*
- *For the first year I did part time daycare and I could not find someone who was willing to work with our University schedule because around here the places, I either had to sign up for Monday, Wednesday, Friday schedule or Tuesday, Thursday schedule. Which matched my teaching schedule, but I couldn't, faculty meetings and all, I could not guarantee that I wouldn't need to be on campus at those off times. So, I wasn't able to do that at this time. And the other thing is, they wouldn't- even when I found places that would go for- that covered all the shifts so that I could do my daytime classes and my evening classes; I had to pick one or pay for both. Obviously that doesn't work here; I can't afford to pay for two shifts on what I make, just so I can be covered for one or two evenings. And that was the difficulty I had. I couldn't find anyone to agree to the part-time and recognize that occasionally I may need to be here on a Thursday or an off time.*
- *You know, that is another reason I did not go with a center, because the centers around here said she had to be there by the latest 8:30am. I said for one to be there from 8am in the morning until 9pm at night that is just too long of a day. I was asking if I did not need to start teaching until 12:30pm why would I need to drop her off by 8am? I wanted a place that was more flexible. I did not want her in daycare for thirteen or fourteen hours a day. I thought that was utterly ridiculous at that point in time. But, they required it and were not flexible.*
- *Actually in New Jersey, the ratio in terms of teacher to child was less. I don't know if it was that particular daycare or not. And in terms of staffing, she's at a Christian development center and when one teacher is out what they do is combine the classes. And so, sometimes you have a lot of kids with one teacher and that would have never happened in her other school. And at her other school she had, other things added to her curriculum like Spanish. Going on trips was part of the curriculum so, all that stuff was included in that one and it is not included in this one.*
- *Money. I mean even though it is part of Wachovia, daycare is expensive anywhere. And at Wachovia, I don't know if this is a model we want to look at here at UNC Charlotte, but it's a, a sliding scale based on salary. Because they believe very strongly that everyone should have the same access to quality care. And we could probably have him somewhere that is least expensive but that is our most important investment; and that is our greatest treasure, and so, money that is our greatest challenge of daycare.*
- *[Charlotte has] the two subsidized [day care centers]: The Cystic Fibrosis one and the Thompson one and you actually get the high quality for the low prices. The rest of them are \$75 to \$100 more per week.*
- *The first daycare center I didn't feel my daughter was engaged at all. I would go by and she would be just sitting there, and she brought no work home. And so that lasted two weeks and she was out. The second daycare was recommended to us, is a national daycare. So we took her and she just kept saying that she didn't want to go. My daughter has been in daycare since she was nine months old. So, she is the type of person that you say goodbye and she says goodbye she is ok with the letting go. This time she was not. So I dropped by one day and it was total chaos. The teacher was missing; she was not there. The teacher's aide was in there and I was in there for a whole half hour and children kept coming up to me asking me for help...it was interesting because my daughter sat there in complete calm eating her food. And so I thought, she gotten used to it but, I don't want her used to it, so that is why we took her out of that daycare.*
- *High quality of education where you had professionals running the classroom, where you had...individuals whether undergraduate or graduate level students working in the classrooms umm, as a part of their educational experience, where you had quality control, you had a five star rating of course, you had you know superior administration and supervision, you had diversity in the classroom, but I mean it's just education as opposed to daycare, I mean daycare we can all find what's really hard to find is high quality education in a daycare facility for you know children six months to five.*

Important Characteristics for On-Campus Child Care Facility

Most important characteristics included:

- Educational programs
- Educational background of staff
- Flexibility of arrangements to match atypical work schedules of faculty
- Trust in providers
- Sick care

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- *Educational programs. You'd think a University that's progressive on family leave, its progressive one education, to be a leader a forefront in providing the best programs.*
  - *6:30pm just like the normal daycare 6:30am to 6:30pm. Or even later if you have to teach a night class. Some of us have to teach until 9:00pm.*
  - *An afterschool program for older children.*
  - *The other program that I am still on the waiting list in my community -- they give you the option of taking three months off in the summer, only for teachers so that if you're kids are in the Charlotte Meck system, or Gastonia, or Gaston county, they'll keep your spots, but they will allow people to come in for the summer months and fill your spot for care needs and then you come back in the fall. So you basically don't have to spend tuition for those months that you have off. I think this is fabulous, a fabulous option.*
  - *I think they'd have to do that at the University because of the path of Faculty.....I think options, some kinds of options in terms of hours, half day, until 3pm, 6pm, something like that.*
  - *The way we have it set up for now 8am to 12pm is all we need. It would be nice to not have to pay full price for part-time. That would make a difference for my wife and I for sure because that would make, make it possible to take it down from \$200 a week down to \$100.*
  - *I think that [allowing for flexible scheduling] may be difficult but we need to ask for it.*
  - *For Faculty and staff that don't have to come in, you know, every day of the week. Not being able to have it so that you have a spot but a Faculty member that comes in on Monday and Wednesday might use that slot and you know another faculty member that comes in on Tuesdays and Thursdays might come in on those days.*
  - *I think we need to look into availability of Saturday morning care. There are classes on Saturday mornings and there may be more in the future. And if people who are single parents who teach on Saturday morning, I don't know what that need will be like but I think that should be a part of the assessment as well. Trying to be inclusive of meeting people's needs.*
  - *And to be cognizant that there are breaks that the faculty get that the staff don't have. It would need to continue to be open during spring and fall breaks.*
  - *I can even imagine, if I am not teaching on a Wednesday but I am coming in for a faculty meeting, somebody coming in might want someplace to drop off for two hours. At least for the smaller kids, or even the older. I think that that would benefit the University; we have to skip out on important meetings sometimes just because we have to care for children. So if we have that service would be a ....benefit to the University....people would do more work.*
  - *I think they would have to cover class times. As I have said, our classes go until 9pm at night. As I have said, I have no options. Our graduate program is at night and I have to teach at that, and I also have to teach our undergrad students. So, I have to be here during the day. Even when she starts school I will have to find daycare to teach at night. For me it will still be an ongoing issue. That would be important.*
  - *I would think 7am would be the earliest. I don't think we have.. 7am it could be a little scaled down for that.*



- *I think you have the flexibility for not only when the center is open but also when your child is there and what that equates to the money that you pay. In the university environment the faculty members change schedules every semester, so the child should be able to change with that.*
- *Well, like in our center we contract for hours. We contract from 7:15am to 5pm because if it is below ten hours a day it is cheaper than if it is ten to however many. We have to bring them in after a certain time and pick them up before a certain time. So, that flexibility needs to be in there to be aware of the part-time/full-time needs and how they change from semester to semester or over the summer, what does the summer look like? So it needs to be more flexible than many of the structured corporate daycares. If we go with a national group, or corporate daycares, the chains they need to be aware of that.*
- *Sick care, I guess that's a big problem. I mean my daughter was with me all day at work, because she had a double ear infection, she wasn't contagious at all. I could have just kept her at home, but because I was advising all day, so I needed to be at school.*
- *For me, my husband is not here, and I am teaching next semester and if my daughter is sick, I have to look for babysitter*
- *I have brought [my sick child] to school with me, to my office, when I have been working, or in meetings.*
- *I think it is a wonderful option to have for future faculty, for future students, and I love the idea of having it subsidized, I think that's phenomenal, to the surrounding community, but I don't want it to just simply be a daycare and I don't think that it will be because it is University affiliated, so I like the point that you stressed ...perspective of it....allowing individuals to get their feet wet....hands on, using different techniques and I love the ratio, you said 1:2, I mean that's unheard of, that's my family at home so that's just wow*

#### Benefits of Offering On-Campus Child Care

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##### Benefits included:

- Recruiting
  - Retention
  - Less interference with work
  - Increased productivity
  - Sense of community
  - State-of-the art learning and practice for students working in the center
- 

- *Recruiting. People like to hear that.*
- *I think the recruiting benefit applies not just to professors, but for staff too, I mean if you are a talented staff member then I think that it would apply as well.*
- *The other side of that is retention. Because a lot of faculty when they come here, and they don't have kids, but then they have kids and discover how hard it is then they will go someplace where they can be better arrangements.*
- *Again, I would stress that the benefit to the University, the biggest, it's got to be the gain of productivity but value added to personnel. Say there are 100 members that need to get an extra two hours of work done every week (laughing), or every day and ten hours every week, and they are there to be tapped into. I mean you can charge market rates, I mean you can subsidize some of it, but you can charge close to market rates. The University is going to gain, hundreds of thousands of dollars for the year worth of work.*
- *I just think another benefit would be are employees who are more mentally committed because my thoughts are where my daughter is sometimes. Because, I am thinking okay, this little boy hit my daughter. So, I am going to have to leave early to talk to his parents. Where if the daycare was on campus, then you could relax a little bit and focus on your job a lot more.*

- You know but it would be nice if it was on campus and you could look up and say “oh, its ten minutes before six, I need to go and grab them.” You know maybe you can get in an extra hour or two of work done, instead of trying to manage the traffic flow up and down the interstate.
- Even having Sociology, Child Development Education, and Psychology, having students come in and have that experience. I think that would be a great tool, not only for recruiting but also for your children, for learning.
- They were doing art work and big sculptures and all kinds of interesting things there so, umm, you know, that really stems from studying that and seeing what a beautiful childcare experience should be. I can't say that my children are in that type of environment. It is what I would want and what I would hope the University would pursue in order to create that world class type of childcare facility. So I guess my final thoughts are practice what you preach, so that if they are teaching that in the Education department, special education, they also need to create a curriculum that supports that.
- I could see the benefit. I don't know if this is true or not, but this is one of the things that the administrators said yesterday, that they would be involved in working with our students either volunteering or part-time employees or doing programs to help our students to help our children. So we are doing a benefit for them as well as cutting edge educational curriculum perhaps. Again even if the ratio is again six to two in the infant room, six kids, two adults, but if there were students coming in and volunteering it would really be three adults to six children. That would be great; I mean that would be fantastic. I could see it really helping them, helping the students as well, and research at the University could say it was involved in a research programs.
- I would be here from 8 to 5. Except for vacation, I would be here. I would be more engaged with my students. No question I would be here. There was some rumor going around that we only wanted part-time daycare. That when we weren't teaching we would be home playing with our kids. I just want to set that straight; we are here five days a week. I am working at home even if I am not here.
- I think after having conversations with students and current mothers it would just help alleviate some of the anxiety. Because the workload for a lot of students is just so high, and they really want to do a good job and yet still having to drive twenty or thirty minutes to pick up their child in the middle of the day, it will lessen some of that anxiety and you know like “wow my child is here and I have easy access” - some of that. Of course the University has a reputation for being quality and then that safety factor that a lot of parents kind of worry about. I think people will sign up.
- Retention of the faculty, I think it makes it a very attractive tool to recruit women and fathers.
- We are trying not to go that route [of accepting a job offer elsewhere]. I mean we are really thinking about other options because childcare with everyone here is issue number one. [Having on campus child care] is one way out of that bind, as opposed to taking a position elsewhere that would allow that opportunity for us.
- Since both of us work full-time it would be very attractive to have a place that was high-quality, safe, and on campus. It would be very attractive.
- I agree, I am a single parent and I have no option, so it is an important factor no question.
- I think it would also create a greater sense of community on our campus, because people are going to have their kids here. So for when we have Home coming, or when we have Barack Obama on campus, or Halloween on campus, it creates that sense of community and your community where you work merges with your family. It creates and extended family community, it unifies the University community, kind of like these focus groups who may not never interact with each other, but we do interact because our children will interact with each other.
- If you are interacting with your children's classmate's parents and you are developing more of a community and greater networks that could probably help research if you want to tie it back to performance. But also those of who have flexible schedules are going to be on campus more often. I would be here five days a week. I would be more involved in the community of UNCC.
- I just started working here in July and that is one of the things I asked the interviewer. I was like “do you have childcare” and they were like “no” and my mouth dropped.
- I was so ignorant to assume that it must be here when I started five years ago. So it never even occurred to me to ask that question. How can a “research one” 20,000 student school not have that? So when you come from other parts of the world, you said you're from NJ. My wife and I moved here from Miami. It is unfathomable.

- *[When a school like this doesn't have childcare], it makes you think "backwards", I mean having it would not even be progressive, just up to speed.*
- *I think it will make us more competitive. I mean Charlotte is a great institution. We are going for that "research one" status. There are certain things in place that really are preventing us from getting the credibility from the outside looking in. Childcare is one of those things. When you are trying to recruit top faculty and administrators to work in this type of setting and they are coming with a child that is one of the deciding factors. It is like okay, well no, I am going to go to Chapel Hill or somewhere else where I can get all those amenities, and still get paid for what I am supposed to do.*
- *I think it would be a wonderful option for people and giving equal working moms and working dads that would certainly be advantageous to UNC Charlotte. It's silly that they don't already have it, it's such an urban environment, but I think that it would certainly be helpful.*
- *When I can't find care for my kids, I bring them to school. I dump them on PhD students, which seems wrong but I don't have a choice so when I don't have a choice, I have brought them with me to meetings where there have been Chairs and Deans but I don't have a choice.*
- *There was kid running up and down the hall last week at one of our meetings and there's someone that just adopted an infant and he brings him into our department every other day so our department is very conducive to it because there have just been so many. And you know when there are kids yelling it does make for an interesting work environment. I think out of ten people, seven have probably have some sort of leave, adoptive leave, or maternity or paternity leave since I've been here. So we keep saying it's growing, not necessarily in faculty number but in people's family size, so it'd be nice if there were somewhere on campus, but close but not running up and down the hallway.*
- *I just often feel like I have to back out of something, or I have to say I am not going to be at a meeting, or I am not going to be able to do this, because I have children and I am in a male dominant department most of my male colleagues have children but they have a stay at home wife and you know they kind of look at me blankly when I say that I can't make it, and you know they are not, not understanding, but it makes me feel a little bit like I don't belong here on some level.*

Potential Drawbacks of On Campus Care

Potential drawbacks included:

- The quality of the public schools in the University-area
- The need to be on campus everyday if children are enrolled in full-time, on-campus care
- The ease of drop-off and pick-up (parking concerns)

- 
- *There's an interesting issue if you are going to think long term I think you well I might want to live here near the University because the childcare is wonderful but then what happens when they turn five. You know there's no good public schools around here so maybe long term an early childhood facility would make some of the Public schools around here get better but you know no one's going to sacrifice their children in the hopes that that's going to happen so that's a little bit of an issue*

Costs of Child Care

Generally, the participants felt the university could charge market rates for the services, given their desire for a high quality five-star facility. Some commented on the possibility of a sliding scale type of system as desirable.

- 
- *It seems that if it's the sort of vision that we all hope, that if it's an award winning child, five star, facility, if that's what we want than it would be highly desirable for not only faculty and staff but the community to have their children in there. So I am thinking probably that we'd have that opportunity to charge market rates, so it just maybe a little reduction in tuition for faculty and staff, so that they're taken care of.*

- There was a concern that to provide quality daycare it would be too expensive and only the faculty could afford it. Because, if we want to have a five star that is nationally accredited, it would be expensive, unless it is subsidized through grants and the university.
- I think \$200 a week would be absolutely the max.
- I think [\$200 a week] would be hard.
- I think \$175 would be a good number because that's like \$600 or something I think.
- I think it should be subsidized and I think it should be to scale, total family income based, and not based on income from UNC Charlotte alone.
- Maybe there is a way for you to hold back a small percentage of slots for new hires. There is time were you open them up maybe during the summer. Say, July 1st if the slots are not full then you open them up. If we are going to use it as a recruiting tool, we can't recruit and not have space to put their children in, but you look at kind of pool.
- I think the way they did it at Thompson was that because the five star ratio is eight to two but they would have six to two, so three to one, and leave those two slots open in case a homeless mother came on an emergency bases they would have the space available. They do reserve one to two slots per class for emergencies.

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#### Assigning Spaces with On-Campus Child Care Center

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Concerns about how child care spaces would be allocated were expressed. Specifically, the following were perceived to be important considerations:

- University affiliation
  - Inclusion of students
  - Whether siblings were already in the center
  - Seniority
- 

- There was this particular school that all the parent's wanted their kid to go to school and they did a lottery drawing, now once you got a kid in there, because of transportation and dropping kids off at different facilities, it's like you got seniority that way. If you've got one child in there it moves you up on the list and that's kind of how it worked with my eighteen month old, and I was pregnant with my other son. There were only two other infants there in front of my son, and I moved in front of twenty people that were on the list because they said hey, "you have another kid here, and it's easier to drop off two children, then it is to run one over here and then over there. So that's how they prioritize, but the one that I am on the waiting list, the way that they prioritize is that they give it to like church members first, people that have children already in the facility, and then people that had children in the faculty previously, and then strangers.
- I see a lot of childcare issues among my students both graduate and undergraduate. There, and I've seen this in the past as well, if their school is out, their kid comes to class with them. I don't mind that, but there may be some professors who do.
- Yeah, after being a student, I have to say, I feel out students, more and more of our students have that need. It does impact their academic performance and their grades. Not all faculty[ members] are understanding of that and their roles of moms and dads first. I don't have numbers but I do feel we have a significant number of single parents, particularly single moms. I wish that I and I kind of concerted this to the Provost. I feel that we do need to look beyond and see this as a means to serve that population. As we were talking about part-time care - that is what a lot of our students need and that is more flexible for them. So I hope that we can build towards that. I understand the need for faculty and staff. I believe faculty and staff could build multiple centers, but I believe that it could help us from a retention [of students] perspective as well if we could offer that.
- I get a lot of requests from both undergraduates and graduate students looking for that type of resource [campus child care] either on campus or in the Charlotte area.
- Well if the need is such that the University people can populate the program, it doesn't seem to me that it should be open to the community. Because there are lots of new places around that people can access, and if

*it's on the campus and it's kind of oriented towards the people that are on the campus, it seems like it should, that would increase...I mean some of the benefits that we've been talking about...productivity, recruitment and retention, those are only going to be helpful if it is actually available for faculty and staff.*

- *[As a potential new faculty member joining the university] Most places have waiting lists. You can get your name on the waiting list. At least it is there.*
- *Yeah, where your name will be moved to the top of the waiting list if you accept the offer.*
- *I put in sixteen years here I would like to see some benefit [in terms of priority for child care space].*
- *Lottery always works. That is what they did when they merged the two groups. They actually had a lottery for the neighborhood kids and a lottery for the special needs kids, for equal distribution. So not one group got everything.*
- *Sibling is guaranteed in, and that's usually the way it's done at most centers. You let them know as soon as you are pregnant; you let them know.*

#### Significance of University Offering of On-Campus Child Care

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Respondents indicated that a university offering of child care to faculty and staff would signal:

- Concern for employee well-being
  - Recognition of employee as whole person
  - Family friendliness
- 

- *That they are trying to look out for their employees, that they are trying to make them happy and productive. I don't know, I don't always feel that way, like I am appreciated.*
- *That they are definitely supporting us, not only supporting us professionally so that we can be more productive to them but also supporting us psychologically and socially because those family ties and networks are also a part of our lives and I think that contributes to the overall well being of an individual*
- *More of recognition than an acceptance from the University of a person. We are more than just a person, who writes, teaches or you know: coordinates programs so you, administrative departments, you are also, you know people with families. That's an important part of our lives so this makes it easier to have that.*
- *Being family friendly is just important as a value I think for this University.*
- *[It would signal that] they are committed to change....and to quality. They are committed to women, to families, to making this a family positive University. They are a little more about the faculty. They are putting their money where their mouth is.*

Likelihood to Switch from Current Child Care Arrangements to University Center

Respondents mostly indicated that they would be unlikely to move their children from their current child care centers or change existing arrangements that they have finally become satisfied with.

- Concern with impact of change on children
- Concern with timeliness of on-campus center opening
- For most, university center would have to be very impressive to warrant change from current arrangements

- *It's hard to take kids out of decent situation. I mean I see this in some ways as more of a future opportunity, I don't think we are going to have too many more babies (everybody starts laughing). Five years from now, if some kind of new Assistant Professor comes in and can take advantage of that, great.*
- *We like our program, we took a lot of time trying to figure out what to do with our children and because it wasn't a University facility. The only way I would even consider it, is if there was like a lab school attached to it that they could move up to when they were done and then that was a public school or something.*
- *I would be all for summer programs and camps, things of that sort.*
- *If I could afford it, absolutely [I would change from my current arrangements].*
- *I would [switch].*
- *Assuming all the things that we discussed, the ratios, engaging the students, assuming that that is how it would be done, and then it is just really the economics. It goes back to subsidized funds. That would be the issue that comes into play. For me it would be almost automatic to be in that for the little guy.*
- *For us it would be quality. Because we are in a very special, wonderful place we know we can't have everything we have now. I would like to see the low ratios, the educational curriculum. Our teachers all have bachelors or masters degrees as well as the administrators. If it was quality or comparable five stars or nationally accredited it would be easy choice for us, at a similar price.*
- *If [the center would be here] tomorrow, for my son, I would say at this time I would not move him because he is going to kindergarten next fall. He's been with these children for four years and so where he is I wouldn't move him. If it had been five years ago when I was pregnant with him, I would have said absolutely. I would want him here if it were the same level of quality that we would have at the center at Wachovia and was comparable price.*
- *I think not for pre-k because it gets harder to switch. The needs are stronger for the younger kids anyway.*
- *Yeah, I think consistency is important so I think if I loved the place that my daughter was in then I would keep her there, she only has a year and a half to go.*
- *I think some of us are thinking of having more children so that is the generation that would just start out here.*
- *We were hoping to add [children to our family] too. So yes, that is an issue; it would be nice to start them here.*
- *We would strongly prefer to have her affiliated, or at a University affiliated daycare, that was not just daycare in a University but daycare or school for infants and toddlers run by the college of Education or the Infant development program where you have specialists and students whose mission was childhood, early childhood education, running the show and we'd pull her out of her current situation in a minute and would put her on a wait list to get into that kind of an environment.*

Additional Desired Features/Issues involving Child Care

Some features that are desirable but seem to be harder to find in child care facilities in the area are:

- Drop-off day care
- Special needs care

- *If their school is out, their kid comes to class with them. I don't mind that, but there may be some professors who do. So, it would be helpful if they had access to drop off daycare, of some sort*
- *You know we never even really talked about, like with your child with Special needs, with the students on campus and those that study special needs that would be a great program to offer as well. I remember, I think it was St. Marks Uptown, had a facility like that at dealt with all kinds of special needs children and that may be also a good facility to have on campus, because there is a definite need for that childcare in this area, in the Charlotte area in general.*
- *No, if he ends up being positive than we will probably only put him in a childcare setting that knows how to deal with his situation. Somebody who is HIV positive, if they get sick, it's not like getting a cold or something, it could be a lot more serious for them. My sister who works like three miles from here, she has a baby with Down's syndrome right now and she has a whole different set of needs and that's a good point about having at least some opportunity for faculty and staff who have children with special needs to get some help.*
- *Special needs [care] I think is a fantastic [offering]. I think it is one of the best things about Thompson. My son does not see any difference between children with special needs and children without. So, I actually like it. It also might help you get more money for grants. It requires more education and more money but it may help you get more money. I would love it if you guys would have Thompson start a new program here.*
- *I have to teach, one of the kids gets sick, I'm stuck. Or next semester I am teaching a night class, so if my husband is out of town, I'm stuck. I'm happy with my children's care during the day and where they are at, I think that they are getting a great education, I am super, super happy. I am thrilled, my daughter is five and she's reading so doing so well, but the rest of the time that I really struggle with. You know there's event that I'd like to attend on campus that I don't attend because I don't have anyone to care after my kids so.*
- *And about the question about aftercare, I did not know that I was required to teach night school until after I got here, now it's an assumption that people have when they hire you which is inappropriate but that's a different point. So if we are going to be required to teach night school, after care is a great idea.*
- *If there were something available to me that I could drop her off at and where she was safe, that I could attend a meeting or an evening function, once a week or if I had a night class or something like this that would allow me to do my job, and I would be happy to pay for it you now if terms of an hourly rate or whatever. The question is, is she going to be safe.*

## APPENDIX B: NORTH CAROLINA STAR RATINGS

### Description of Star Rating System

Through conversations with local childcare professionals, it became apparent that, should the University open a childcare facility, it would need to be a top-quality, model facility. In North Carolina, a leading indicator of this quality is a 5-Star rating.

The following information is taken from the North Carolina Division of Child Development website (<http://ncchildcare.dhhs.state.nc.us>). It provides a broad overview of the Star rating system. Interest parties are encouraged to visit the DCD website for more details on ratings.

The information below comes from [http://ncchildcare.dhhs.state.nc.us/parents/pr\\_sn2\\_ov\\_sr.asp](http://ncchildcare.dhhs.state.nc.us/parents/pr_sn2_ov_sr.asp)

### The Revised Star Rated License

In the year 2000, the Division of Child Development (DCD) began issuing star rated licenses to all eligible Child Care Centers and Family Child Care Homes. Facilities can receive one to five stars. A rating of one star means that a child care program meets North Carolina's minimum licensing standards for child care. Programs that choose to voluntarily meet higher standards can apply for a two to five star license. The star rating was initially comprised of a facility's scores in three quality components:

- Staff Education
- Program Standards
- Compliance History

Then, in 2005, DCD changed the way facilities are evaluated in order to give parents better information about a program's quality. The new rules make a 75% "compliance history" a minimum standard for any licensed facility. Because it is now a minimum requirement, newly licensed facilities (and eventually all programs as they transition to the revised rated license) earn their star rating based only on the two components that give parents the best indication of quality:

- Staff education
- Program Standards

In addition, programs having a two component license can earn a "quality point" for enhanced standards in staff education and program standards. As all child care programs are phased into the revised two component license system, you may see either type of license posted as you visit different facilities. Both are valid licenses.

### Why a star rated license?






North Carolina's earliest licensing system didn't offer enough information to parents about the quality of care their program was providing so North Carolina moved to the star rated license system. For example, under the previous system, a center that received an A license was meeting only minimum requirements but parents may have thought this was the highest rating. To minimize confusion and to maximize understanding, a five star licensing system was developed because this type of rating system is typical for many products and services.



An additional benefit of the star rated license system is that it recognized providers for the higher quality care that they provide. Lastly, the star rated license acts as a roadmap for providers to follow as they strive to improve the quality of their care.


**How are the stars determined?**

Each of the areas of the star rated license has a range of one through five points. The star rating is based on the total points earned for all three areas. Listed below is the breakdown for the number of stars received based on the total points earned in each of the areas.

Number of Stars Received	Total Points Earned on a Three Component License	Total Points Earned on a Two Component License
	3 - 4 Points	1 - 3 Points
	5 - 7 Points	4 - 6 Points
	8 - 10 Points	7 - 9 Points
	11 - 13 Points	10 - 12 Points
	14 - 15 Points	13 - 15 Points


**Three Component Example**

A program scores 2 points in program standards, 3 points in education standards, and 4 points in compliance history. The total is  $2 + 3 + 4 = 9$  points. The program would get a three-star rating under the three component system.

Three Component Example	
Program Standards	2 Points
Education Standards	3 Points
Compliance History	4 Points
<b>Total Score</b>	<b>9 Points</b>
<b>Star Score</b>	

**Two Component Example**

A program scores 4 points in program standards and 4 points in education standards, and 1 quality point. The total is  $4 + 4 + 1 = 9$  points. The program would get a three-star rating under the two component system.

Two Component Example	
Program Standards	4 Points
Education Standards	4 Points
Quality Point	1 Points
<b>Total Score</b>	<b>9 Points</b>
<b>Star Score</b>	

**What are "Program Standards"?**

Program standard points are based on an evaluation of the daily environment at your child's program. This includes:

- **The Program Environment**
  - Sufficient space for activities
  - Variety of play materials
  - Clean and comfortable play area
- **The Number of Staff per Child**
- **The Interactions Between**
  - Adults and children
  - Children with other children
  - Children with activities and materials

Programs applying for the highest level in this component may choose to have an environment rating scale completed.

**What is An Environment Rating Scale?**

Environment rating scales are nationally recognized tools used to measure the quality of care offered by programs. These quality assessment scales were developed through the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill. Trained evaluators visit programs to observe the children and their environment. Evaluators score programs on how well, or how often, certain things occur. For example, evaluators will:

- Determine if good health practices, such as handwashing, are followed when children are diapered or fed
- Watch how the caregivers interact with the children and whether they respond to the children's needs
- Observe activities to see whether the children have opportunities to play and learn according to their levels of development
- Evaluate the safety of the classroom area

**What are "Education Standards"?**

Studies have shown that the more education and experience a Child Care Center administrator has, the greater the impact on the center because of improved management, lower staff turnover, and better classroom practices. Caregivers with more early childhood education and experience interact better with children and create more enriching classroom experiences. Studies have shown that children whose caregivers had higher qualifications did better both academically and behaviorally at least into early elementary school.

The law requires that, at a minimum, a lead teacher be 18 years old and have either experience or receive in-service training. Once hired, the lead teacher must take community college coursework during the next two years to receive a North Carolina Early Childhood Credential. (There are additional options that are equal to the Credential). To earn higher points in the education component of the rated license child care staff must complete more formal education and have experience working with preschool children. The number of points a center can earn for staff education is based on:

- The education and experience levels of the administrator
- The number of lead teachers with child care credentials
- The number of lead teachers with more early childhood education and experience
- The number of teachers with formal education and/or experience

The rated license education standards for family child care home providers and school-age staff are slightly different. However, it is still based on the same notion of the importance of both formal education and experience working with young children.

**What are "Compliance Standards"?**

For Child Care Centers:

Your provider must follow basic health and safety requirements in order to operate a child care program. Some of the child care licensing requirements that are checked in a Center's compliance history are:

- Supervision of children
- Condition of equipment and materials
- Discipline practices
- Child/staff ratios
- Sanitation practices
- Staff education and training development

Child care consultants from the Division visits Child Care Centers at least once a year to check if they are following licensing requirements. They do not have to tell the Centers when they are coming for this visit. Consultants also visit centers when they receive complaints that programs are not meeting licensing regulations, or when there are complaints of child abuse or neglect. During these visits, the consultants document any requirements that were not being followed.

## APPENDIX C: SURVEY

The following pages contain a text version of the on-line survey. The section headings in this survey were not visible to respondents.

## 1. Welcome

Welcome to the UNC Charlotte Child Care Needs Assessment Survey. Your participation is valued and appreciated.

On the next page you will see an informed consent document. Please read it over and press "next" if you agree to participate. You will then enter into the survey.

If at any time you need to go back in the survey, please use the "previous" and "next" buttons at the bottom of each page, rather than your browser's back keys.

Please click "next", below, to begin.

## 2. Informed Consent

### INFORMED CONSENT

Title: University of North Carolina Charlotte Child Care Needs Assessment Study

Purpose: The purpose of this study is to gauge the need for a University sponsored child care facility at UNC Charlotte. We plan to investigate the availability of high quality care within the Charlotte-Mecklenburg area and determine the extent to which parents have access to such care. Additionally, we are utilizing a combination of survey and focus group methodology to identify the current and projected child care needs of faculty and staff at UNC Charlotte. The results of this needs assessment will directly inform decisions made by UNC Charlotte representatives with regard to University sponsored child care.

Inclusion Criteria: All University of North Carolina Charlotte faculty and staff members, parents and non-parents, are invited to participate in this study.

If you choose to participate in this study, you will be asked to complete an online survey with items relating to your perceptions of and experiences with child care in and around the University of North Carolina Charlotte. Additionally, you will be asked for your opinion as it relates to University sponsored child care at UNC Charlotte. For parents, completion of the survey will take approximately 15-20 minutes of your time. For non-parents, completion of this survey will take approximately 10-15 minutes.

Benefits/Risks: Your participation in this study will help us to develop a better understanding of the need for University sponsored childcare at UNC Charlotte. There are not any foreseeable direct risks associated with your participation in this study.

Volunteer Statement: Your participation in this study is entirely voluntary and you are free to withdraw at any time without penalty. Participation or withdrawal will not affect any rights to which you are entitled, nor will it affect your relationship or standing within your college or with the University of North Carolina Charlotte.

Confidentiality Statement: All of the information collected will be kept confidential. Data will be stored in a password protected database to which only the study investigators and those who audit research records for human subjects' protection purposes will have access. Data will be reported at the group level. At no time will your name or any identifying information be reported or disclosed in connection to the information you provide for this study.

It is of utmost importance to us that, as a participant, you are treated in a fair and respectful manner. Please contact the University's Research Compliance Office (704-687-3309) if you have questions about how you are treated as a study participant. If you have any questions about the actual project or study, please contact Dr. Douglas Pugh (704-687-7625, [sdpugh@uncc.edu](mailto:sdpugh@uncc.edu)), Ms. April Spivack (704-900-9393, [april.spivack@uncc.edu](mailto:april.spivack@uncc.edu)), Ms. Marisa Adelman (704-620-2440, [madelman@uncc.edu](mailto:madelman@uncc.edu)) or Ms. Tonya Frevert (217-417-7544, [tfrevert@uncc.edu](mailto:tfrevert@uncc.edu)).

By selecting the "Next" button below, I confirm that I am at least 18 years of age and have carefully reviewed this consent form. The submission of my completed survey constitutes consent to participate in this study. I am aware that I may print a copy of this consent form for my records by using my web browser's printing options before proceeding with the survey.

Additionally, I have been informed that I may contact the researcher at the number above should questions arise before, during, or after my completion of this survey.

## 3. Demographics - Individual and Work

What is your gender?

Female       Male

What is your age?

25 years or younger

26-34

35-44

45-54

55 years or older

How many hours per week do you generally work on the main campus?

None

1-10 hours

11-20 hours

21-30 hours

31-40 hours

41-50 hours

More than 50 hours

How many hours per week do you generally work at home or another off-site location?

None

1-10 hours

11-20 hours

21-30 hours

31-40 hours

41-50 hours

More than 50 hours

How many courses do you usually teach per year?

Not applicable

0-1

2-3

4-5

6-7

8 or more

## What is your job category?

- Faculty: tenured
- Faculty: tenure track
- Faculty: non-tenure track (including lecturer, part-time, adjunct)
- Staff: exempt
- Staff: non-exempt

## Where do you work?

- |  |  |
|--|--|
| <input type="radio"/> College of Arts + Architecture       | <input type="radio"/> College of Health & Human Services   |
| <input type="radio"/> Belk College of Business             | <input type="radio"/> College of Liberal Arts and Sciences |
| <input type="radio"/> College of Computing and Informatics | <input type="radio"/> Graduate School                      |
| <input type="radio"/> College of Education                 | <input type="radio"/> University College                   |
| <input type="radio"/> Lee College of Engineering           | <input type="radio"/> Honors College                       |
| <input type="radio"/> Other                                | <input type="radio"/> Administration                       |

Please specify:

## 4. Demographics - Household

### What is your total combined household income, before taxes?

- \$25,000 or less
- \$25,001 - \$50,000
- \$50,001 - \$75,000
- \$75,001 - \$100,000
- \$100,001 - \$125,000
- \$125,001 - \$150,000
- \$150,001 or more

### What is your home zip code?

### What is your approximate travel time from home to UNC Charlotte (one way)?

- 15 minutes or less
- 16-30 minutes
- 31-45 minutes
- 46-60 minutes
- More than 60 minutes

Select the option that best describes your household composition:

- Single, no children
- Live with spouse/partner, no children
- Single parent with childcare responsibilities (single, separated, divorced, or widowed)
- Parent with childcare responsibilities, spouse/partner does not work
- Parent with childcare responsibilities, spouse/partner works part-time
- Parent with childcare responsibilities, spouse/partner works full-time
- Parent without childcare responsibilities (e.g., grown children)
- Other

Please specify:

Do you have children ages 15 and younger?

- No
- Yes

## 5. Planning Kids or Not (<15)

Are you planning to have and/or adopt children in the next 5 years?

- Yes
- No
- Not sure

## 6. Ages of Children

What are the ages of your children?

Child 1	<input type="text"/>
Child 2	<input type="text"/>
Child 3	<input type="text"/>
Child 4	<input type="text"/>
Child 5	<input type="text"/>

Are any of your children 5 years old or younger?

- Yes
- No

## 7. Planning Kids or Not (<5)

Are you planning to have and/or adopt children in the next 5 years?

- Yes
- No
- Not sure

## 8. Current Child Care Situation



For your children age(s) 5 years and younger, please indicate the type(s) of child care you use (check all that apply):

	Child 1	Child 2	Child 3	Child 4	Child 5
Spouse/partner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative in your home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relative in their home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live-in nanny or babysitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live-out nanny or babysitter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed child care center or pre-school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensed family home care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unlicensed child care provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before or after school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share care / friend / neighbor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Part-day preschool or nursery school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-op program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please specify:

What is your weekly child care cost for each child age 5 years or younger?

Child 1	<input type="text"/>
Child 2	<input type="text"/>
Child 3	<input type="text"/>
Child 4	<input type="text"/>
Child 5	<input type="text"/>

## 9. Preferences

Please indicate which day(s) of the week you need or anticipate needing child care (check all that apply):

- Sunday
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday

Please indicate what time of day you need or anticipate needing child care (check all that apply):

- Before 7:00 AM
- All or part of 7:00 AM to 6:00 PM
- All or part of 6:00 PM to 9:00 PM
- Weekends
- Holidays
- Other

Please specify:

Do you need or anticipate needing child care that is:

- Full-time                       Part-time                       Both full-time and part-time

Do you need or anticipate needing child care that allows drop-in care?

- Yes       No

Please indicate if you need or anticipate needing child care during any of the following (please check all that apply):

- Summer months
- Winter break
- Spring break
- Campus holidays
- Other

Please specify:

## 10. Anticipated Needs & Preferences

If availability and costs were not issues, what type of child care arrangement would be most desirable to you?

	Very undesirable	Undesirable	Neutral	Desirable	Very desirable
In my home	jn	jn	jn	jn	jn
Close to my home	jn	jn	jn	jn	jn
Close to my work	jn	jn	jn	jn	jn
Close to my spouse/partner's work	jn	jn	jn	jn	jn
On campus	jn	jn	jn	jn	jn
Other	jn	jn	jn	jn	jn

Please specify:

Please indicate the importance of the following when choosing child care:

	Not important	Slightly important	Somewhat important	Very important	Essential
Quality of staff	jn	jn	jn	jn	jn
Affordability	jn	jn	jn	jn	jn
Quality of curriculum	jn	jn	jn	jn	jn
North Carolina star ratings	jn	jn	jn	jn	jn
Location near home	jn	jn	jn	jn	jn
Location near my work	jn	jn	jn	jn	jn
Location near spouse/partner's work	jn	jn	jn	jn	jn
Hours of operation	jn	jn	jn	jn	jn
Flexible schedules	jn	jn	jn	jn	jn

Please rank the THREE most important factors you consider when choosing child care (select a factor only once):

	1st	2nd	3rd
Factor:	<input type="text"/>	<input type="text"/>	<input type="text"/>

## 11. Child Care Situation - Desired Options

Please rate the level of difficulty you have faced with respect to finding the following. If the response option does not apply to your situation or is an option you do not need, please select N/A (not applicable):

	No difficulty	Slight difficulty	Some difficulty	Great difficulty	Extreme difficulty	N/A
Information on child care options	jn	jn	jn	jn	jn	jn
Affordable child care	jn	jn	jn	jn	jn	jn
High quality child care	jn	jn	jn	jn	jn	jn
Infant care (under 12 months of age)	jn	jn	jn	jn	jn	jn
Toddler care (12-24 months of age)	jn	jn	jn	jn	jn	jn
Care for 2-year old	jn	jn	jn	jn	jn	jn
Care for 3-5 year old	jn	jn	jn	jn	jn	jn
Before/after school child care	jn	jn	jn	jn	jn	jn
Conveniently located child care	jn	jn	jn	jn	jn	jn
Child care for a sick child	jn	jn	jn	jn	jn	jn
Back-up child care	jn	jn	jn	jn	jn	jn
Early drop-off/late pick-up flexibility	jn	jn	jn	jn	jn	jn
Child care during non-traditional hours (nights, weekends, evenings, holidays)	jn	jn	jn	jn	jn	jn
Child care to match work schedule	jn	jn	jn	jn	jn	jn
Child care for an identified special needs child	jn	jn	jn	jn	jn	jn
Other	jn	jn	jn	jn	jn	jn

Please specify:

## 12. Likelihood of Use

Considering all of your personal circumstances (e.g., commute, work schedule, spouse/partner's work schedule, current family income, and satisfaction with current child care arrangements) please answer the following:

	Not at all likely to enroll	Somewhat unlikely to enroll	Unsure	Somewhat likely to enroll	Very likely to enroll
If the UNC Charlotte child care center was 5-star rated, offering <u>full-time only</u> , year round care from the hours of 7:00 AM to 6:00 PM, at a cost ranging from \$198.00/week for infants to \$171.00/week for 4 and 5 year olds, would you enroll your child/children in the center?	jn	jn	jn	jn	jn
If the center had the same characteristics (\$198-\$171/week) but also offered <u>part-time care options</u> (part day and/or part week), would you enroll your child/children in the center?	jn	jn	jn	jn	jn

	Not at all likely to enroll	Somewhat unlikely to enroll	Unsure	Somewhat likely to enroll	Very likely to enroll
If the UNC Charlotte child care center was 5-star rated, offering <u>full-time only</u> , year round care from the hours of 7:00 AM to 6:00 PM, at a cost ranging from \$228.00/week for infants to \$194.00/week for 4 and 5 year olds, would you enroll your child/children in the center?	jn	jn	jn	jn	jn
If the center had the same characteristics (\$225-\$194/week) but also offered <u>part-time care options</u> (part day and/or part week), would you enroll your child/children in the center?	jn	jn	jn	jn	jn

What factors are absolutely critical for an on-campus child care center to have in order for you to enroll your child?

	Relatively unimportant	Important	Absolutely critical; would not consider without this
Cost less than \$228/week for infants to \$194.00/week for 4-5 year olds	jn	jn	jn
Cost less than \$198/week for infants to \$171.00/week for 4-5 year olds	jn	jn	jn
Infant care available	jn	jn	jn
Care available year round	jn	jn	jn
Care available only during academic calendar	jn	jn	jn
Part-day options available	jn	jn	jn
Part-week options available	jn	jn	jn
High quality academic curriculum	jn	jn	jn
Center is 5-star rated	jn	jn	jn
Sibling discounts available	jn	jn	jn
Care available for identified special needs child	jn	jn	jn
Care available before 7:00 AM	jn	jn	jn
Care available after 6:00 PM	jn	jn	jn

### 13. Child Care Situation - Sick Child

How do you meet your child care needs when a child is sick? Please check all that apply.

- Not applicable (do not have children)
- My usual in-home care
- I stay home from work/cancel or miss class
- My spouse/partner stays home from work
- My spouse/partner is home full-time
- My current child care arrangements include sick child care
- A relative, friend, or babysitter takes care of my child
- I bring my child to work
- My spouse/partner takes our child to work
- My child stays home alone
- I come in to work late/leave early
- Other

Please specify:

In the past year, how many days of work have you missed to care for a sick child?

- Not applicable (do not have children)
- None
- 1-2
- 3-4
- 5-6
- 7 or more

In the past year, how many days of work have you left early or arrived late to care for a sick child?

- Not applicable (do not have children)
- None
- 1-2
- 3-4
- 5-6
- 7 or more

In the past year, how many days of work have you missed due to a lack of available child care?

- Not applicable (do not have children)
- None
- 1-2
- 3-4
- 5-6
- 7 or more

In the past year, how many days of work have you left early or arrived late due to a lack of available child care?

- Not applicable (do not have children)
- None
- 1-2
- 3-4
- 5-6
- 7 or more

What do you do when your regular child care is unavailable? Please check all that apply.

- Not applicable (do not have children)
- I stay home from work/cancel or miss class
- My spouse/partner stays home from work
- My spouse/partner is home full-time
- A relative, friend, or babysitter takes care of my child
- I bring my child to work
- My spouse/partner takes our child to work
- My child stays home alone
- I come in to work late/leave early
- Other

Please specify:

Has a lack of campus-provided child care caused you to think about leaving UNC Charlotte?

- No
- Yes

Overall, how satisfied are/were you with your child care arrangements for your infant (s)?

Very dissatisfied

Somewhat dissatisfied

Neither satisfied nor dissatisfied

Somewhat satisfied

Very satisfied

Not applicable

Overall, how satisfied are/were you with your child care arrangements for your 12-24 month old(s)?

Very dissatisfied

Somewhat dissatisfied

Neither satisfied nor dissatisfied

Somewhat satisfied

Very satisfied

Not applicable

Overall, how satisfied are/were you with your child care arrangements for your 3-5 year old(s)?

Very dissatisfied

Somewhat dissatisfied

Neither satisfied nor dissatisfied

Somewhat satisfied

Very satisfied

Not applicable

Are you currently using a formal child care program/center?

No

Yes

16. Child Care Satisfaction (skip logic)



If you are using a child care program/center, please indicate how satisfied you are with:

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
Location	jn	jn	jn	jn	jn
Hours of operation	jn	jn	jn	jn	jn
Cost/affordability	jn	jn	jn	jn	jn
Flexible scheduling options	jn	jn	jn	jn	jn
Quality of staff	jn	jn	jn	jn	jn
Quality of programming	jn	jn	jn	jn	jn
Adult-to-child ratio	jn	jn	jn	jn	jn
Cleanliness of the facility	jn	jn	jn	jn	jn
Snacks and meals	jn	jn	jn	jn	jn
Outdoor play area	jn	jn	jn	jn	jn

## 17. Campus Child Care Opinions

Please indicate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The topic of child care is of great interest to me.	jn	jn	jn	jn	jn
We should be surveying faculty and staff about child care on campus.	jn	jn	jn	jn	jn
University sponsored child care would be a valuable recruiting tool for our campus.	jn	jn	jn	jn	jn
University sponsored child care would be beneficial for the entire campus community, including those without children.	jn	jn	jn	jn	jn

Given that providing child care on campus would come at the expense of other University initiatives, how high of a priority should child care be for UNC Charlotte?

- jn Not at all a priority
- jn A low priority
- jn A moderate-level priority
- jn A high priority
- jn The highest priority

Relative to other potential campus initiatives, to what extent should UNC Charlotte be investing its resources in providing child care on campus?

- jn To a very small extent
- jn To a small extent
- jn Somewhat
- jn To a great extent
- jn To a very great extent

## 18. WFC, Segmentation, Identity

Please indicate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The demands of my work interfere with my home and family life.	jn	jn	jn	jn	jn
The amount of time my job takes up makes it difficult to fulfill family responsibilities.	jn	jn	jn	jn	jn
Things I want to do at home do not get done because of the demands my job puts on me.	jn	jn	jn	jn	jn
My job produces strain that makes it difficult to fulfill family duties.	jn	jn	jn	jn	jn
Due to work-related activities, I have to make changes to my plans for family activities.	jn	jn	jn	jn	jn

Please indicate how much you agree or disagree with the statements below:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I don't like to have to think about work while I'm at home.	jn	jn	jn	jn	jn
I prefer to keep work life at work.	jn	jn	jn	jn	jn
I don't like work issues creeping into my home life.	jn	jn	jn	jn	jn
I like to be able to leave work behind when I go home.	jn	jn	jn	jn	jn

Please indicate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I want to work, but do not want to have a demanding career.	jn	jn	jn	jn	jn
I expect to make as many sacrifices as are necessary in order to advance in my work/career.	jn	jn	jn	jn	jn
I value being involved in a career and expect to devote the time and effort needed to develop it.	jn	jn	jn	jn	jn
I expect to devote a significant amount of my time to building my career and developing the skills necessary to advance in my career.	jn	jn	jn	jn	jn
I expect to devote whatever time and energy it takes to move up in my job/career field.	jn	jn	jn	jn	jn

## 19. Support and Job Satisfaction

Think about the beliefs held by those in your department or work group. To what extent do you agree that each of the following statements represent the philosophy or beliefs where you work? Remember, these are not your own personal beliefs - but pertain to what you believe is the philosophy of those you work with.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The way to advance is to keep nonwork matters out of the workplace.	jn	jn	jn	jn	jn
Individuals who take time off to attend to personal matters are not committed to their work.	jn	jn	jn	jn	jn
It is assumed that the most productive employees are those who put their work before their family life.	jn	jn	jn	jn	jn
Employees are given ample opportunity to perform both their jobs and their personal responsibilities well.	jn	jn	jn	jn	jn
The ideal employee is the one who is available 24 hours a day.	jn	jn	jn	jn	jn

Please indicate how much you agree or disagree with the statements below:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
All in all, I am satisfied with my job.	jn	jn	jn	jn	jn
In general, I like working here.	jn	jn	jn	jn	jn
I am seriously thinking about quitting my job.	jn	jn	jn	jn	jn

## 20. Thank You

Thank you very much for completing this survey!