



THE UNIVERSITY
OF ARIZONA

A Vision for a Wild Cat Early Childhood Development, Education & Research Center

University of Arizona
Faculty Senate
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Information Resources

People

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Data Gathering Methods

- ❖ Email correspondence
- ❖ Detailed notes of Phone conversations
- ❖ Document & Report Analysis
- ❖ Zoom Interviews
- ❖ Face-to-face individual interviews
- ❖ Face-to-face Focus Group Interviews
- ❖ Analysis of laboratory school websites
- ❖ Analysis of Human Resources websites

Context

*Previous efforts, including a business plan CoE (2013)

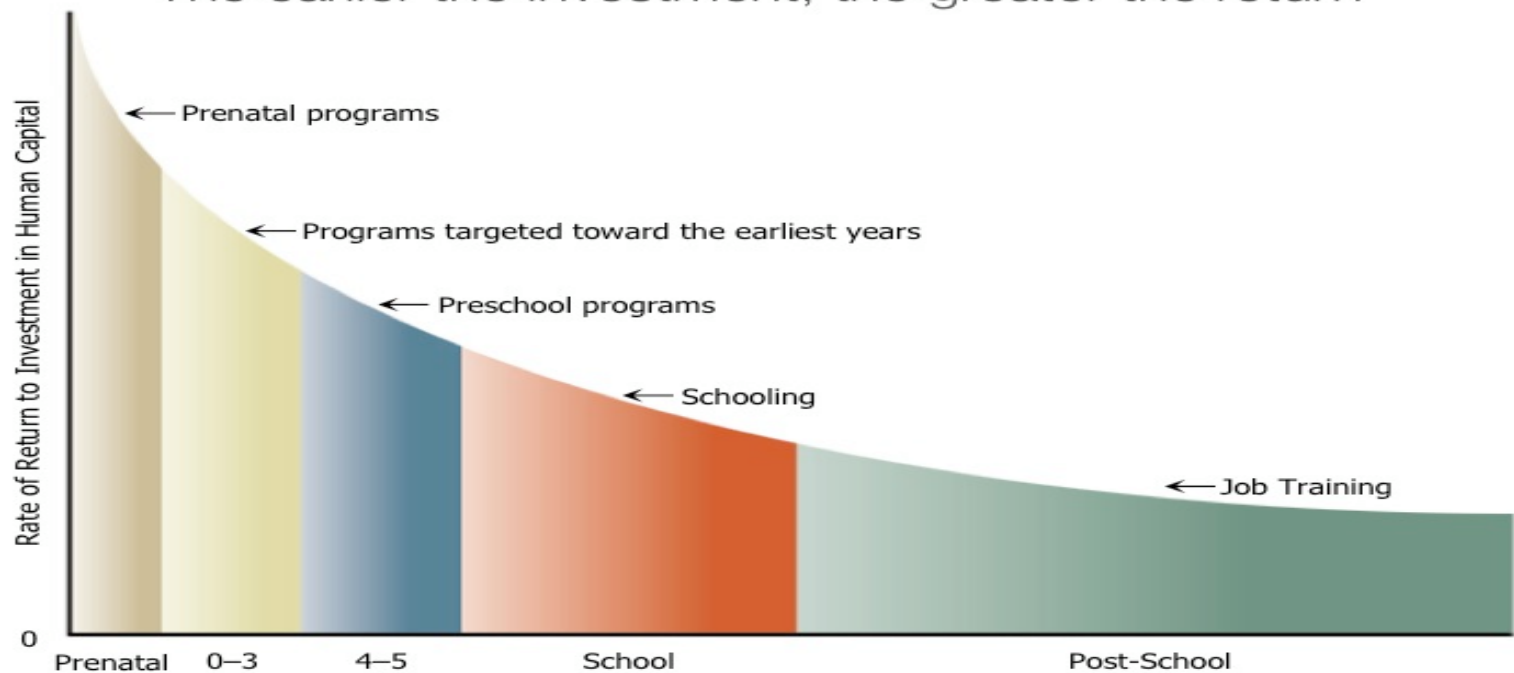
*Only PAC-12 Institution without an Early Childhood Learning and Development Center

Research supports high quality early childhood experiences drive success in school and life

- ▶ Greater investments in young children produce greater returns in education, health and productivity.
- ▶ On-site childcare facilities are an investment that leads to stronger and more contented families and increased productivity for faculty, staff, and students.
- ▶ Investing in early childhood education is a cost-effective strategy for promoting individual economic growth and increases the potential for expanding the alumni donor pool over the long term.

EARLY CHILDHOOD DEVELOPMENT IS A SMART INVESTMENT

The earlier the investment, the greater the return



Source: James Heckman, Nobel Laureate in Economics

UG Student Parents in Higher Education

| Region | Number of Student Parents, 2012 | Share of Students that are Parents, 2012 | Percent Increase in Number of Student Parents 2004-12 |
|---|---------------------------------|--|---|
| New England (CT, ME, MA, NH, RI, VT) | 145,739 | 17.8% | 20.3% |
| Mid East (DE, DC, MD, NJ, NY, PA) | 512,137 | 19.6% | 18.2% |
| Great Lakes (IL, IN, MI, OH, WI) | 721,755 | 25.9% | 21.8% |
| Plains (IA, KS, MN, MO, NE, ND, SD) | 452,408 | 30.7% | 61.4% |
| Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV) | 1,188,083 | 27.0% | 25.6% |
| Southwest (AZ, NM, OK, TX) | 838,583 | 33.7% | 65.0% |
| Rocky Mountains (CO, ID, MT, UT, WY) | 205,214 | 27.9% | 58.2% |
| Far West (AK, CA, HI, NV, OR, WA) | 718,858 | 21.8% | 4.7% |
| All regions | 4,816,226 | 25.9% | 30.2% |

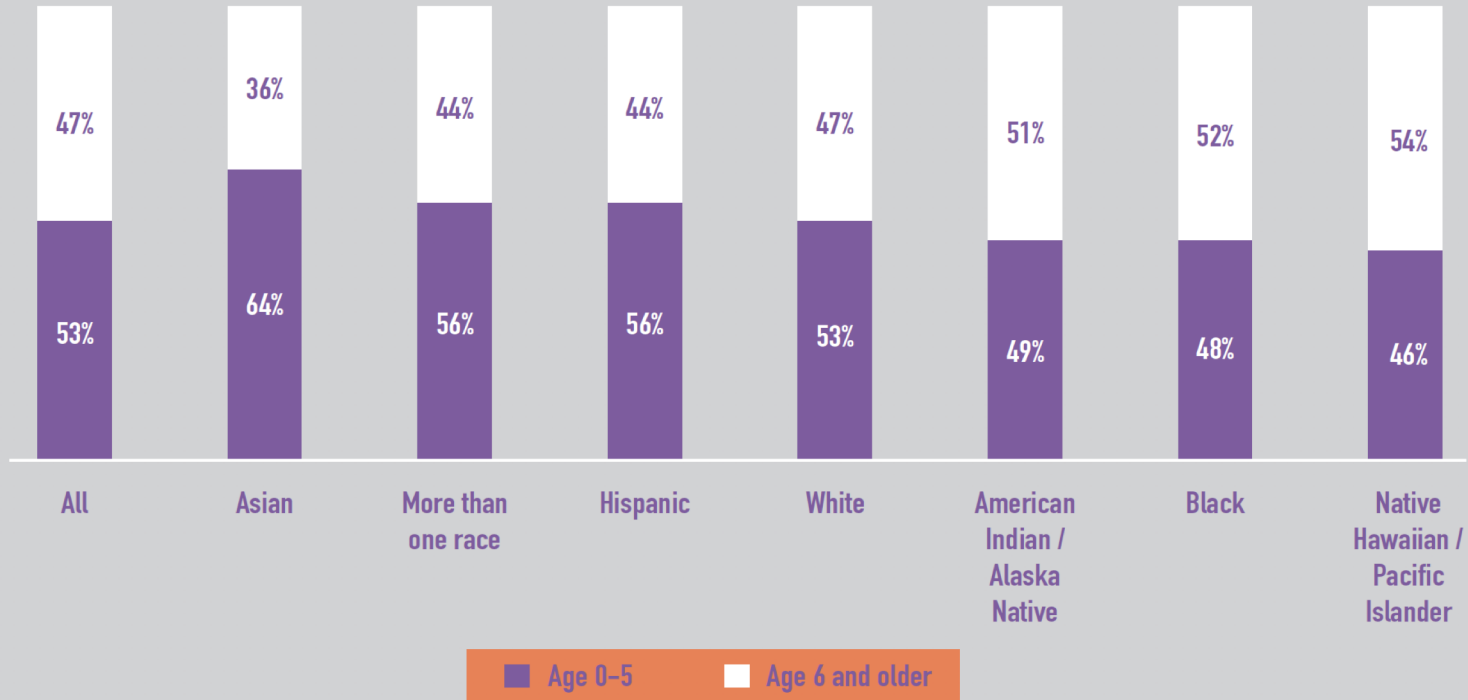
Note: Total for all regions will not add to the sum of the regional subcategories due to rounding.

Source: IWPR analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2011-12 National Postsecondary Student Aid Study (NPSAS:12); Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment 2003-04 and 2011-12.

Screenshot

Figure 5. The Majority of Student Parents Have Children Under Age 6

Share of Students Who Are Parents by Age of their Youngest Child, 2015-16



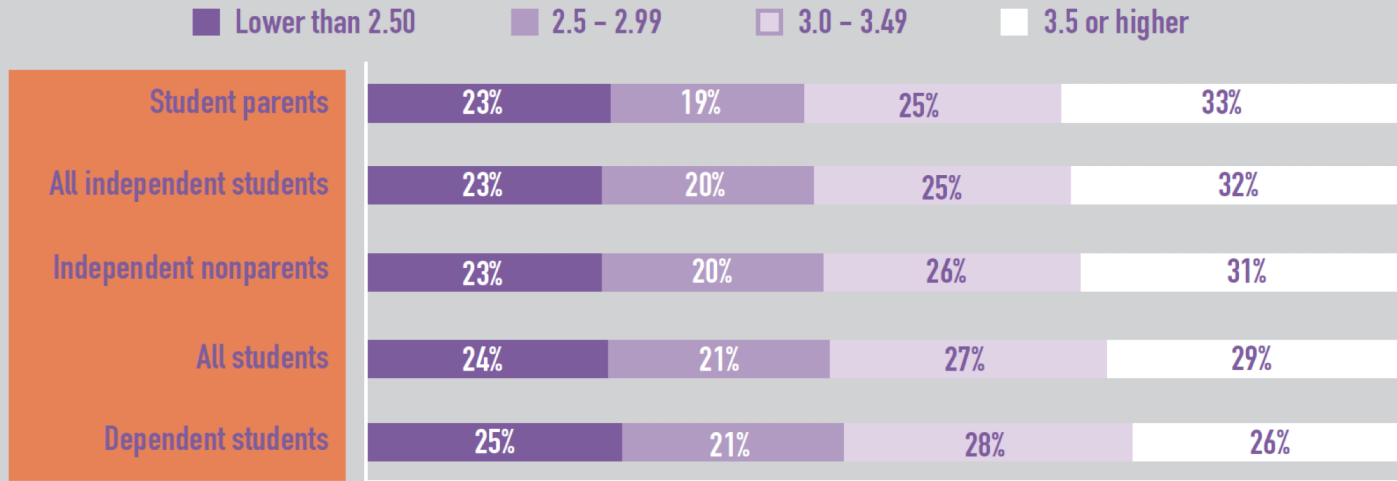
Source: Institute for Women's Policy Research analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16).

Student Parents Earn Better Grades than Other Student Groups

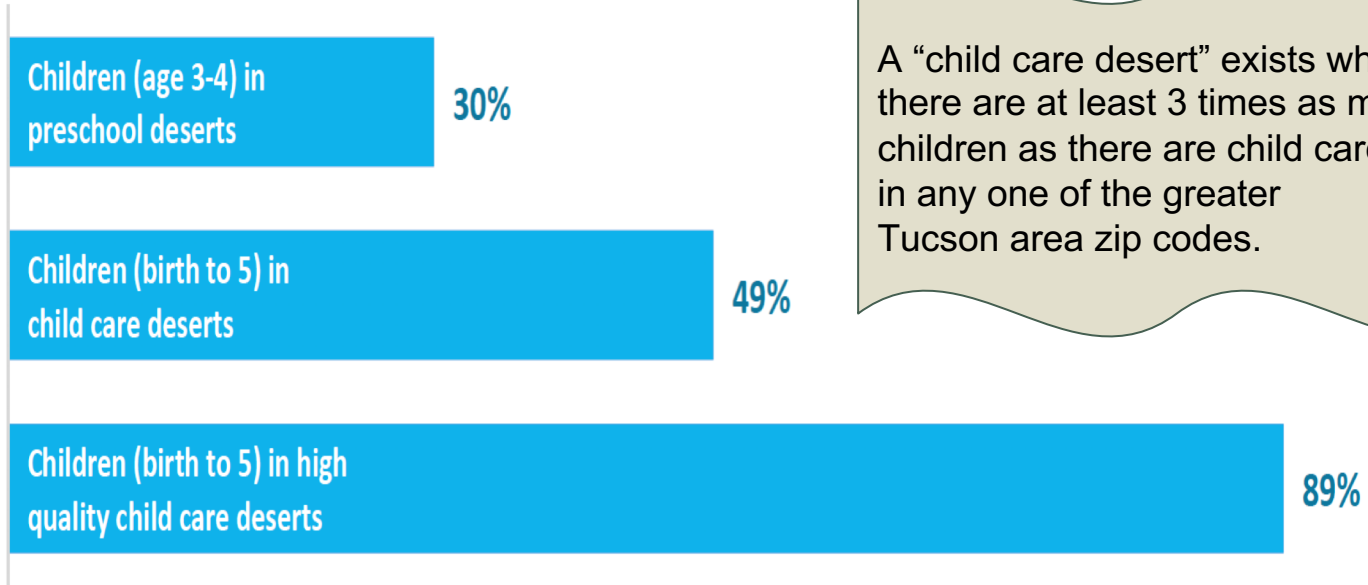
Student parents are often motivated to pursue college by a desire to improve their children's lives.¹⁴ While a range of obstacles can impede their ability to graduate on time, student parents achieve higher grade point averages (GPA) than other students.¹⁵ One-third of student parents have a GPA of 3.5 or higher, compared with 31 percent of independent nonparents and 26 percent of dependent students (Figure 7).

Figure 7. Student Parents Have Higher GPAs than Students Without Children

Share of Students by GPA, Dependency, and Parent Status, 2015-16



A large share of young children in the greater Tucson area live in preschool or child care deserts.



From Tanoue, DeBlois, Daws & Walsh (2017). *Child care and early education accessibility in Tucson* (MAP Dashboard White Paper #5). Tucson, AZ: Making Action Possible.

UA Statistics for UG & G Student Population with Children

- ❖ No. of UGs = 35,123; FAFSA applicants = 22,605;
- ❖ FAFSA applicants with children = 1,179;
- ❖ No. of G students = 10,875; FAFSA applicants with children = 885
- ❖ UA UG population with children = 5.2% ($1,179/22,605 = .052$);
- ❖ UA grad population with children = 8% ($885/10,875$);
- ❖ *Of the UA UG & G student population with children ($1,179 + 885 = 2064$), 8% ($.080 = 166/2064$) use the voucher program;*
- ❖ 6% of employees use the program ($812/13,016$; does not include the 3,201 grad assistant employees)

Campus Focus Groups

- ECE directors and administrators
- ECE specialist teachers
- ECE community stakeholders
- UA early childhood, psychology, public health, speech & language, and Law faculty & staff
- UA graduate preservice teachers from CREATE program
- UA graduate and professional student parents from over two dozen majors

Focus Group Questions

1. What does an ideal ECE center look like at the U of A?
2. How can a UA ECE center *collaborate* with already existing centers?
3. What do you see as a unique contribution from the UA ECE center to our community?
4. In what capacity would you see yourself (and your center/program) supporting the ECE center on campus?
5. What are your thoughts about the cost associated with creating and implementing an ECE center at the U of A?

Focus Group Themes

Faculty, Staff & Community Leaders

- An early childhood center at UA should be the **Research Hub** for on-going local & national research;
- UA should play a major role in disseminating cutting-edge knowledge of early childhood issues with local ECE community;
- An early childhood center should strengthen current affiliate UA campus partnerships across EC centers in Tucson -public and private (e.g., Ocotillo, Emily Meschter Center, Second Street School)
- A UA early childhood center would provide extensive student-mentor leadership and research opportunities for Education, Family Studies, Social Work, Public Health, and related fields.
- Increase research and professional development (PD) capacity and opportunities led by UA faculty and program participants.
- A UA ECE center would be a model of diversity of inclusion.

Focus Group Themes

UA Graduate Student Parents (2017 survey)

Theme 1 - Student parents face specific barriers to academic achievement, degree completion and personal wellness which they feel the university could provide additional resources of assistance.

Theme 2- General communication about resources for student parents is lacking.

Theme 3 - While students with dependent children are welcomed by faculty and staff, there is no dedicated space where they can connect with other parents and create community.

Theme 4 - While student parents would like to work out at the Campus Recreation Center, challenges with time, atmosphere and care of children prevent many from doing so.

Theme 5 - Campus recreation activities like Yoga class and Parent Date Night are very attractive to student parents with dependent children.

Characteristics of Early Childhood Development, Education & Research Centers on R1 Campuses

Characteristics of Early Childhood Development, Education & Research Centers on R1 Campuses

- ❖ Serves as a research site for early childhood research projects with observation booths and other technological and physical design features to accommodate research;
- ❖ Provides extensive opportunities for the professional education and training of early childhood educators and researchers from many disciplines;
- ❖ Academic courses often taught in the center;
- ❖ Primarily under the auspices of a campus academic unit;
- ❖ Part-time operation (academic year calendar & restricted hours);
- ❖ Often staffed by non-tenured, Faculty of Practice with graduate and terminal degrees;
- ❖ Targeted age populations (e.g., infants, toddlers, or prek, but usually not all three)

Campus Models¹ for the Provision of Early Childhood Education, Research, Development & Early Care Through Center-based Approaches²

| Model 1 | Model 2 | Model 3 | Model 4 | Model 5 | Model 6 | Model 7 |
|----------------------|------------|------------|------------|------------|------------|------------|
| Lab School | Lab School | Lab School | Lab school | Lab School | Non-Profit | Non-Profit |
| For-Profit (private) | For-Profit | For-Profit | Non-Profit | | For-Profit | |
| Non-Profit | Non-Profit | | | | | |
| Cooperative (co-op) | | | | | | |

¹Specific model categories (i.e., lab school, for-profit, etc.) frequently occur at multiple sites on any university campus or branch campuses.

²In addition to center facilities, many universities, including UA, also provide subsidies for early care and reduced costs through a referral network.

A photograph of a preschool playground. In the foreground, three young children are running and playing on a wooden play structure. A woman, likely a teacher, is standing to the right, smiling and watching the children. The background shows a building with large windows and a fence. The image is overlaid with a semi-transparent green filter.

Model 1 (4 types)¹

- ❖ Lab School
- ❖ For-Profit (private)
- ❖ Non-Profit
- ❖ Cooperative (co-op)

School being described:

- UCLA

¹There may be multiple sites for any type.

Model 1 Example

University of California, Los Angeles (UCLA)

| Name | Type of School | Size | Population Served | Age Group Served |
|-----------------------------------|------------------------------|-------------------|--|-------------------|
| Megan E. Daly Infant Development | Lab School | 25 children max | Psychology Faculty | 3 months-3 years |
| UCLA Westwood Childcare Center | For-Profit (Bright Horizons) | 220 children | Faculty, students, staff, community | Infants - 5 years |
| University Village | Non-Profit | 115 children max | Faculty, staff, students | 3-4 year olds |
| Krieger Center | Non-Profit | 160 children max | Faculty, staff and students | 3-4 year olds |
| Fernald Center | Non-Profit | 60 children max | Faculty and staff | 3-4 year olds |
| University Parents Nursery School | Co-op | 60 children max | General public, students, staff, faculty | 2-5 years old |
| | | Total = 640 slots | | |

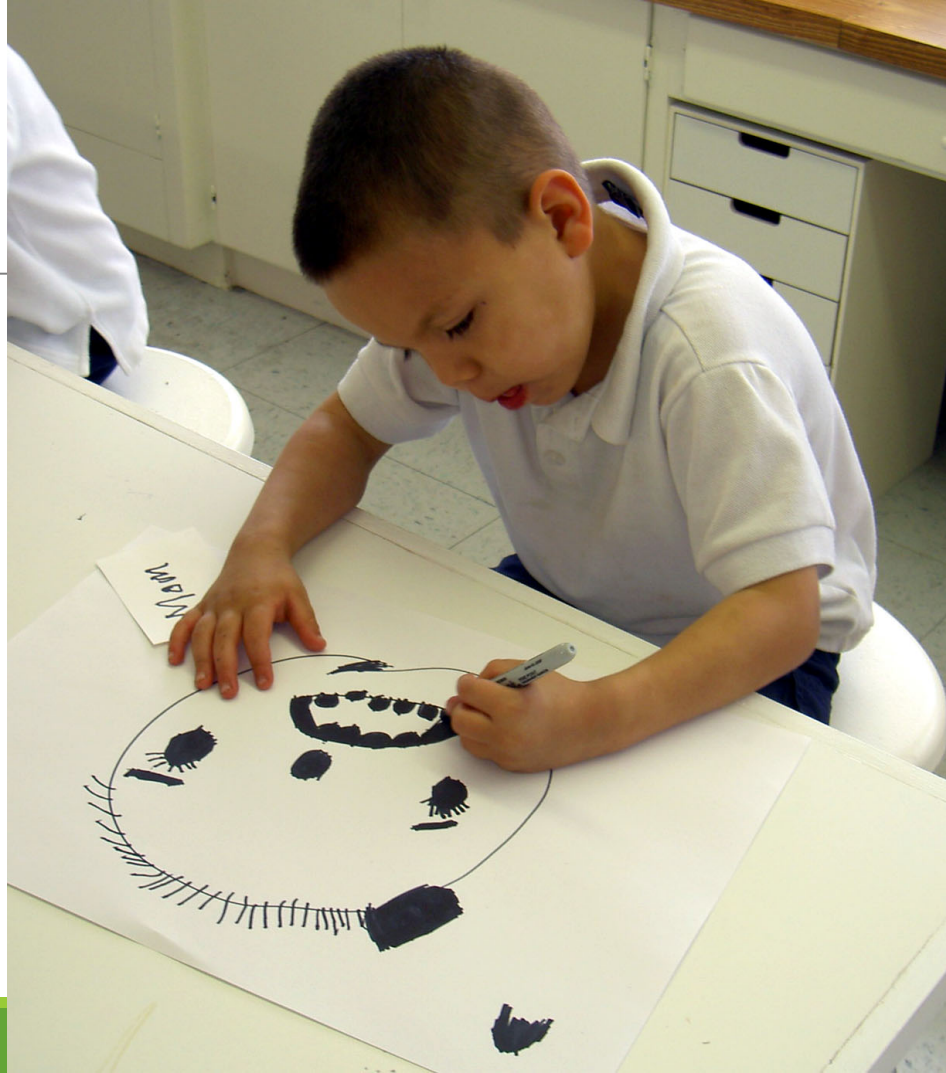
*Are we ready to create a new narrative -
learning experiences- on behalf of
young children?*





















Vision and Guiding Principles for a Wild Cat Early Childhood Development, Education & Research Center

- The vision of the UA Early Childhood Learning Center (ECLC) is to further the University of Arizona's three-fold mission as a land grant university of teaching, research, and outreach.
- The ECLC will provide an exemplary play-based, exploratory learning environment and nurturing child-centered education for university and community children and families.

Vision and Guiding Principles

- The Early Learning Development Center will serve as a research hub and professional development site for preparing early childhood educators, conducting significant research in early learning and child development across all fields of study and serve as a dynamic learning center for families and teachers of young children across the region.
- Uniquely positioned in the borderlands and surrounding multiple indigenous communities, young children will experience a diverse learning environment inclusive of multiple cultures and languages.

Estimated Startup Construction & Capital Costs

New facilities & furnishings:

200 children capacity (35 sq.' per chld clrm; 75 sq' per child plygd)

| | |
|---|-------------|
| 15,000 sq. ft. building (@\$300 sq. ft.) | \$4,500,000 |
| Architect (9%) | \$405,000 |
| Playgrounds (3) & equipment (@700K-1 million) | \$3,000,000 |

Personnel:

| | |
|--|-------------|
| Staff Payroll (1 center@55% of budget) | \$1,300,000 |
|--|-------------|

Total Estimated Startup.\$9,205,000*

*This cost is .004% of the annual UA budget of 2,072,200,000

Next steps

- ▶ Establish a planning group/ task force
- ▶ Produce a comprehensive Business Plan by June 2020 which incorporates UA strategic design and building initiatives, including targets for private and public donor sponsorship, community fundraising plans, building costs, space allocations, personnel hiring, salaries, & curriculum design.
- ▶ Commitment for annual budget-planning phase (275k)

Next steps

- ▶ Estimated Yearly Budget = \$2,500,000 (\$12,500 per child cost x 200)
- ▶ Begin bidding process summer 2020; begin construction fall 2020;
- ▶ Open Fall 2021/Spring 2022 for first Cohort of future UA Wildcats!

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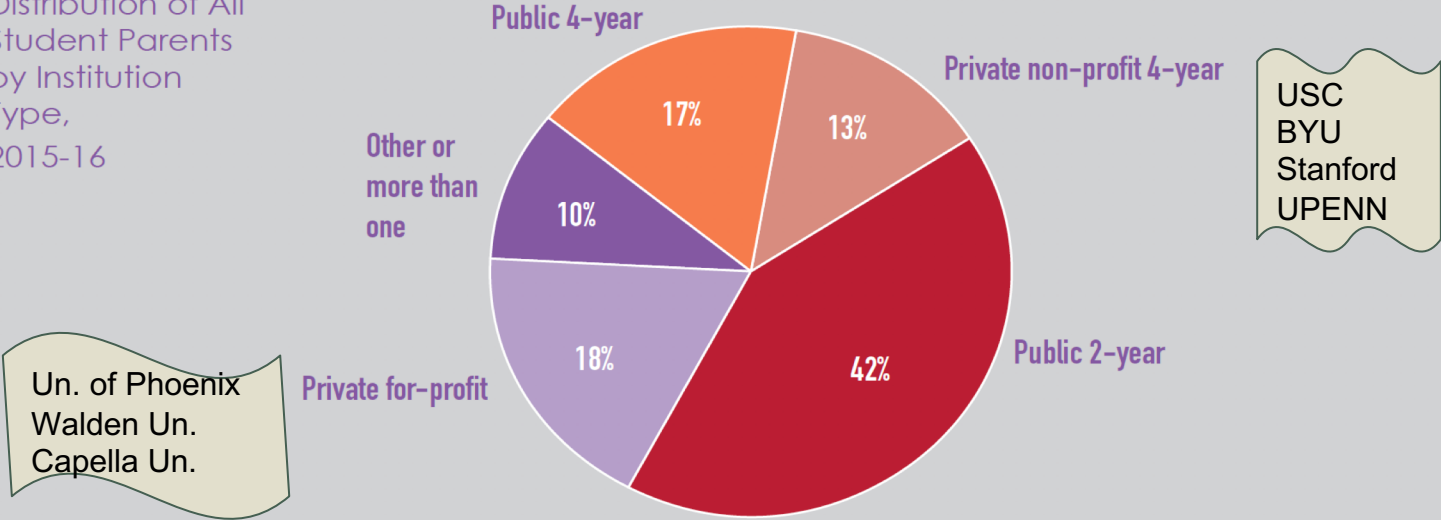




Student Parents by Type of Institution

Figure 2. The Largest Share of Student Parents Attends Community Colleges

Distribution of All Student Parents by Institution Type, 2015-16



Source: Institute for Women's Policy Research analysis of data from the U.S. Department of Education, National Center for Education Statistics, 2015-16 National Postsecondary Student Aid Study (NPSAS:16).

UCLA Tuition Rates (monthly)

| School | Infants | Toddlers | Preschool |
|-----------------------------------|---------|------------|------------|
| Megan E. Daly Infant Development | \$2,115 | n/a | n/a |
| UCLA Westwood Childcare Center | \$2,200 | \$2,200 | \$1,800 |
| University Village | \$2,340 | \$2,050 | \$1,600 |
| Krieger Center | \$2,340 | \$2,050 | \$1,600 |
| Fernald Center | \$2,340 | \$2,050 | \$1,600 |
| University Parents Nursery School | n/a | \$1,228 | \$1,228 |
| Averages: | \$2,267 | \$1,915.60 | \$1,565.60 |