Presidential Task Force on Child Care at Penn State

Findings and Report to President Rodney Erickson

January 9, 2014
Executive Summary

Penn State has been a national leader in early childhood research and teaching, as well as the provision of on-campus child care services. Early childhood education is a strategic national and state priority, and the University should continue to invest resources and move Penn State to the forefront of research and education in this area. Commitments to high quality early childhood education and child care can be central to this effort.

In October 2013, President Rodney Erickson convened a 14-member taskforce to assess the state of child care university-wide, to review policies related to child care on campuses, to conduct benchmarking with peer institutions, and to make recommendations based on these findings. Following is a summary of key findings and recommendations:

**Finding 1: The Penn State community cares about the care and education of young children.**

Recommendations based on Finding 1:

1. Continue to provide leadership in early childhood education and care through research, teaching, and service.

2. Establish faculty lines in early childhood development (including Human Development and Family Studies), early childhood teacher education and nursing to pursue further research in areas of national and state priority.

3. Consider establishing scholars in residence at on-campus centers, modeled after Penn State Learning. These scholars would be current faculty members who have a portion of their time dedicated to research or teaching in the centers on one- or two-year rotations.

4. Consider ways to provide incentives for faculty to do research in this early childhood education and care as part of the University’s broader initiatives and commitments to research in childhood well-being and child sexual abuse prevention.

**Finding 2: Penn State parents are mostly satisfied with services, but needs exist across the University.**

Recommendation based on Finding 2:

1. Explore creative and innovative solutions to meet child care needs in University communities across the Commonwealth where quality care is an issue.

2. Encourage on-campus centers to offer extended and flexible hours to accommodate the range of schedules in which faculty, staff, and students engage.
3. Attend to the specific financial needs of Penn State parents, particularly staff and students.

4. Provide educational resources to help families understand and make decisions about child care.

**Finding 3: Institutionalize attention to child care needs for Penn State families.**

**Recommendations based on Finding 3:**

1. Make decisions about child care at campus levels; however, university-wide mechanisms need to be in place to share information about child care needs and services and to facilitate broader forums to share best practices and ideas, including commitments to diversity and sustainability.

2. Enforce HR-48. Re-establish the position of Director of Child Care Program Services and re-constitute the advisory and executive committees with university-wide representation.

3. Move the oversight of Child Care from the College of Health and Human Development to Human Resources, under the Director for Child Care Programs.

4. Form campus-level advisory committees as needed.

5. Exempt PSU child care centers from AD-39 (Sections 9 and 15 relating to staff-to-child ratios) given that the centers operate as professional units in compliance with DPW and NAEYC standards.

6. Compile and evaluate costs and benefits of on-campus child care consistently.

**Finding 4: Peer institutions are addressing similar issues and concerns.**

**Recommendations based on Finding 4:**

1. Form a CIC consortium to share ideas, best practices, and data about quality child care and work-life balance within the context of research universities.

2. Explore different models and cost structures used by other universities that provide high quality on-campus child care.
Finding 5: Future management of Bennett Family Center and the Child Care Center at Hort Woods needs to be determined as soon as possible.

Recommendations based on Finding 5:

The task force members strongly support the need for high quality child care and education, including the need for teachers to have competitive pay and benefits. At University Park, the Bennett Center has a long and rich history of both, and this should continue.

The task force members recommend that in the two-year period between now and the expiration of the Hildebrandt contract at Hort Woods, the two University Park centers collect data in strategic areas to inform future decisions about center operations. These include:

1. Hort Woods:
   a. Examine the feasibility of Hildebrandt being able to provide salaries and benefits commensurate with those at Bennett Family Center, and make changes to salaries and benefits as soon as possible;
   b. Identify strategies for decreasing teacher turnover and documentation of success;
   c. Make no change in the former Child Development Lab (CDL) teacher status as Penn State employees;

2. Bennett Center:
   a. Make no change in the Bennett Center teacher and staff status as Penn State employees;
   b. Strategically increase revenues and manage costs to constrain subsidies;
   c. Explore options to cross-subsidize lower income families.

3. At both centers:
   a. Continued involvement and partnership with the University Park campus, including establishment of a scholar-in-residence at one or both centers;
   b. Exploration of flexible hours for child care, including evening and weekend hours;
   c. Collaboration across centers to gain efficiencies (including purchasing, data collection, substitute teacher pool);
   d. Exploration of changes to center calendars to align with university and local schools;
   e. Annual documentation of outcomes, impact, and costs (see template in Appendix 11).
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I. Context

A. National and state context

There is renewed national attention to early childhood education and the care of young children in the United States.\(^1\) In February 2013, President Obama announced details to expand preschool education (Pre-K for All) through state-federal partnerships to guarantee preschool for all four-year olds in families at or below 200 percent of the poverty line.\(^2\) Teachers in these programs would be qualified and compensated at the same level as K–12 public school teachers. The President also plans to expand Head Start programs and Nurse-Family partnerships for young children. Oklahoma is one of the first states to announce plans for preschool for all four-year olds.\(^3\) On December 5, 2013, a bipartisan group of over 500 state legislators signed a letter urging Congress to invest in early childhood education.\(^4\)

Obama’s initiative comes at a time when early childhood educators are among the most poorly paid professionals in the United States, and high rates of teacher turnover are a nation-wide concern. The U.S. Department of Labor, Bureau of Labor Statistics reported that in 2012, the mean pay for a child care worker was $21,310 per year ($10.25/hour). Preschool teachers earned slightly more at $30,750/year ($14.79/hour). In 2009, the Government Accountability Office found that 61 percent of full-time early childhood workers – and 77 percent of the full workforce – earned less than $22,000 a year, which is roughly the federal poverty line for a family of four.\(^5\)

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\(^1\) The distinction between child care and early childhood education is critical to this discussion. While all early education and care settings deal with the emotional and physical care of the children in their charge, many center-based settings aspire to provide experiences that contribute directly to children’s learning and development in the realms of social, emotional, intellectual, physical, and aesthetic growth. While some centers focus primarily on the preschool years of 3 – 5, others (such as those on PSU campuses) aspire to provide educational experiences for even the youngest children in their care. The term “child care” is not truly appropriate in this context, but is used in this report for the sake of convenience and consistency.

\(^2\) http://www.whitehouse.gov/blog/2013/06/27/working-toward-pre-k-all


\(^4\) http://www.ffyf.org/blog/state-legislators-early-learning-letter-congress?utm_source=Email&utm_medium=Email&utm_campaign=FFYF

\(^5\) http://earlyed.newamerica.net/blogposts/2012/gao_report_preschool_teachers_making_poverty_level_wages-65023
The Cost, Quality, and Outcomes Study (1995) found that higher-quality settings experience half as much teacher turnover as lower-quality settings, a finding borne out by countless studies since that time. Experienced and well-educated teachers tend to earn more than their younger and less fully prepared colleagues, and these experienced teachers tend to remain in place more regularly than their peers. However, teachers who hold Bachelor’s degrees are often lured by higher salaries and benefits available in the public schools and elsewhere: as the National Institute for Early Education Research (NIEER) notes, “It is also difficult to require teachers to meet higher degree requirements without increasing salary” (June 23, 2013). As the federal government continues to push for universal preschool education, this may result in a “two-tiered system” in which the public schools attract more highly-qualified and stable teachers, exacerbating the problem of turnover and instability in private preschool settings. For these reasons, early education policy makers recommend raising the level of compensation for early childhood educators to those of comparably prepared K−12 teachers (NIEER, March 2003), a proposal supported in President Obama’s Plan for Early Education for All Americans (WhiteHouse.gov, February 13, 2013).

Nationwide, a number of professional organizations help to establish and maintain standards for the care and education of young children. These include accrediting agencies, such as the National Association for the Education of Young Children (NAEYC)\(^6\), organizations like the National Coalition for Campus Children’s Centers (NCCCC)\(^7\) that have more specific missions directed toward educators who work in university-based child care centers, and research groups that include Reconceptualizing Early Childhood,\(^8\) which held its annual conference at Penn State in November 2012 with Dr. Gail Boldt (College of Education) serving as conference chair.

In Pennsylvania, early childhood education and the care of young children has been a priority for some state agencies and universities, and some programs and initiatives have become models for other states. For example, the Pennsylvania Office for Child Development and Learning (OCDEL) works in partnership with other state agencies to increase access to quality early learning experiences. One initiative is the Pennsylvania Promise, a coordinated statewide campaign to raise awareness about the value of quality early learning and to build responsibility among every Pennsylvanian for the early learning of the children in their lives. Other initiatives include the Keystone Stars, which evaluates Pennsylvania child care centers on a four-star rating system and includes action plans and standards to help centers improve their quality through teacher professional development and other assistance. Governor Corbett recently announced state support for an early childhood tuition assistance program (Rising Stars) to assist with the education of teachers in early childhood learning environments.\(^9\) At the university level, the Cyert Center and the Falk Laboratory School, operated by Carnegie Mellon University and the University of Pittsburgh respectively, are recognized as models of Reggio-influenced early childhood practice.

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\(^6\) http://naeyc.org
\(^7\) http://campuschildren.org
\(^8\) http://www.receinternational.org/index.html
\(^9\) http://www.pa.gov/Pages/NewsDetails.aspx?agency=governors%20office&item=14587
Penn State faculty, staff, graduate students, and alumni contribute to these efforts and professional organizations through research, teaching, and service. Their expertise influences state, national, and international dialogues about early childhood education and care. Some examples include:

**Dean Nan Crouter** (College of Health and Human Development) is a member of the PA Early Learning Investment Commission, whose goal is to build a public-private partnership of business leaders across Pennsylvania who advocate for quality early childhood investment.

**Dr. Lynn Hartle** (Brandywine) has served on the Technology for Young Children Interest Forum of NAEYC and the board of the National Associate of Early Childhood Teacher Educators, among others.

**Dr. James Johnson** (College of Education) has served on a number of state and national committees and is past president of the Association for the Study of Play. He is also a scientific committee member of the International Council for Children’s Play.

**Dr. Joanne Rutkowski** (College of Arts & Architecture) is a member of the International Society for Music Education Early Childhood Commission.

**Dr. Christine Marmé Thompson** (College of Arts & Architecture) has served on the editorial advisory board for the National Association for the Education of Young Children, and is a founding member and past president of Early Childhood Art Educators, an affiliate of the National Art Education Association.

**Dr. Joseph Valente** (College of Education) is co-program chair for the American Educational Research Association’s Critical Perspectives on Early Childhood Special Interest Group.

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10 Please note this is not a comprehensive list of faculty engagement with early childhood state and national organizations, and no one was intentionally excluded. No comprehensive list currently exists, and it would be interesting to have one developed.

11 [http://www.pa-elic.org](http://www.pa-elic.org)
B. Penn State context

Over the past 25 years, the provision of high quality, affordable child care for the children of faculty, staff, and students at Penn State has been a long-standing priority and area of concern for the university community. Penn State is a noted leader among peer institutions in the provision of high quality on-campus child care. The Faculty Senate, the Commission for Women, the Commission on Lesbian, Gay, Bisexual and Transgender Equity, and the Commission on Racial/Ethnic Equity have made recommendations to the university in past years regarding on-campus child care, work-life balance, and support for women who are breastfeeding (see Appendix 1 for copies of these reports). These efforts coupled with support from university administrators resulted in on-campus child care options, lactation rooms, and policies to ensure processes were in place to address ongoing child care considerations (see Appendix 2 for a list of all on-campus centers and websites). Finally, a report entitled “Managing Work and Family: Views from Pennsylvania State University Grad Students and Postdocs” is currently being drafted by the Family Leave Committee of the Commission for Women. The report is exploring the needs of graduate students for adequate breast-feeding and child care resources and should be available in April 2014.

University Park On-Campus Child care
The Child Development Laboratory (CDL) was established at University Park in 1929 as a part-day nursery school and since that time University Park has continuously offered child care to its community. In 1979, CDL became a full-day, full-year program and, in 1996, an infant and toddler classroom was added. To meet the growing needs for child care, the CDL closed in July 2011 and reopened at a new location on the corner of Park Avenue and Allen Road. The center was initially named the Gary Schultz Child Care Center and later renamed (unofficially) the Child Care Center at Hort Woods. Dr. Rodney Erickson, serving the University as executive vice president and provost at the time, advocated for the central location of this center on the University Park campus. The building is the first LEED Platinum Building on campus. The program serves 170 children from six weeks to six years of age. The University contracted with Hildebrandt Learning Centers to manage the center at Hort Woods. Some teachers formerly employed by the CDL transitioned to the new center, retaining their Penn State employment status, and Hildebrandt hired new teachers to complete the staffing.

In February 2001, the Bennett Family Center (BFC) opened its doors. The BFC was made possible through a generous donation from Edna Bennett Pierce ’53. Like the CDL, the BFC operates full-day and full-year. The program serves 120 children from 6 weeks to 6 years of age as well as an Arts-Integrated Kindergarten class. The BFC is currently operated through the Human Development and Family Studies children’s programs in the College of Health and Human Development. Both University Park centers are accredited by NAEYC, hold Keystone 4-star status, and are licensed by the state of Pennsylvania. Both centers also offer summer programs for children.

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12 Reference the Dunnuck report from IUB – PSU is mentioned several times in a very positive way
Daybridge leases space from the University to operate a center for 177 children ages six weeks to twelve years at Penn State’s Innovation Park. The program has a developmental philosophy and is NAEYC accredited. The center also offers summer programs and conference care for Penn State.

**Commonwealth Colleges On-Campus Child Care**

Stand-alone college and campus faculty, administrators, and community members have also championed the need for quality on-campus child care and education.

At Penn State Altoona, an on-campus preschool program began at the start of the 2010–2011 academic year. The preschool education is provided by Penn-Mont Academy, a Montessori program with a fifty-year history of providing an excellent preschool program to area children. The program is housed in two classrooms of the Cypress Building on the Penn State Altoona campus, which was renovated to provide a beautiful developmentally appropriate environment for young children. The program is open to children ages 3–5, with a total enrollment of thirty children. Enrollment priority is for the children of Penn State Altoona students, who have five reserved spots, and for the children of Penn State Altoona faculty and staff, who have twenty-five reserved spots. The general public is admitted only after the children of Penn State Altoona faculty, staff, and students have been given the opportunity to enroll (see Appendix 3).

The Penn State Behrend Child Care Center (original name) opened in August of 1993 as a result of a need for quality on campus child care. In 2001, when the bay front highway was being built directly where the center was located, the provost at the time, John Lilley, decided to close the center. The Penn State Behrend community (led by faculty) and the Erie community came out in support of the center, and the campus built a new building in the Knowledge Park. The center opened in October 2001, and was re-named The Penn State Behrend Early Learning Center. The program is at capacity, serving 90 children ages six weeks to six years of age. The center is NAEYC accredited, Keystone STAR 4, Eco-Healthy, and Pennsylvania state-licensed. In 2013, the center celebrated 20 years of high quality child care services.

The Penn State Harrisburg Child Learning Center is operated by Hildebrandt Learning Centers. The center provides high-quality early education for a maximum of 65 children ages six weeks through five years. The center is open to children of Penn State faculty, staff, and students as well as families from the surrounding community. Licensed by the Pennsylvania Department of Public Welfare, the Center utilizes the standards developed by the National Association for the Education of Young Children (NAEYC). Additionally, the center participates in the NAEYC
Accreditation Program and has a STAR 4 designation, the highest standard level awarded by the Keystone Stars Program.

Penn State Fayette has an on campus child care center, The Cub's Den, operated by Duck Hollow Discovery Learning Center, a locally owned private center with one additional location in the community. The Cub's Den was opened in August 2001 and serves children ages nine months to eight years. The center serves thirty-two children and enrollment is open to Penn State students, staff, and faculty, as well as the general public. Both facilities operated by Duck Hollow Discovery Learning Center are licensed by the Pennsylvania Department of Public Welfare, are National Association for the Education of Young Children (NAEYC) accredited, and are Keystone STARS “4-Star” rated facilities. The facility’s approach to education is based on discovery learning and literature-based curriculum models.

Penn State Hershey has two child care centers operated independently on its campus. One center is the Children’s Creative Learning Center (CCLC), which is operated through Knowledge Universe. The center provides care for children from six weeks through twelve years in full day, after school and summer programs. Children speak many different languages at the center, including Arabic and Hindi. The center is accredited by Eco-Healthy Child Care, and it has a STAR 1 designation from Keystone Stars. The second center is U-GRO, a custom-designed facility with advanced e-Learning technologies. The center serves children six weeks through six years of age. It has an 1,800 square-foot indoor play area and three outdoor custom playgrounds.

C. Task Force Formation

On March 22, 2011, Penn State Executive Vice President and Provost Rodney Erickson forwarded a memo to Health and Human Development Dean Nan Crouter outlining recommendations from Penn State’s Academic Program and Administrative Services Core Council (“Core Council”), which reviewed programs and made recommendations related to organization, operations, and curricular issues and initiatives. Item 8 (of 9) directly addressed child care:

*The College, through the Department of Human Development and Family Studies, currently operates the Bennett Family Center (BFC), which offers child care services with significant training opportunities to HHD students as well as opportunities to conduct developmental research. The College and the University currently provide significant subsidies to the operation of the Bennett Center. The College and the University have made what appears to be a wise decision to outsource the management of the new Gary Schultz Child Care Center to a highly reputable private operator given that such services per se are not a core University business. The Core Council recommends that the senior vice president for Finance and Business convene a task force to assess the operations of all University-affiliated child care centers (including those at the Commonwealth Campuses) and to make recommendations on future operating principles and appropriate subsidies.*
In November 2011, former defensive coach Jerry Sandusky was charged and later convicted of child sexual abuse. Penn State quickly organized efforts to address issues of child sexual abuse and childhood well-being. As a result, Penn State has positioned itself as a national leader in this area. Efforts include hiring twelve new faculty members over the next three years as part of its recently launched Network for Child Protection and Well-Being. The Network’s mission is to advance child protection and well being through teaching, research, and service, and its faculty will be dedicated to identifying the causes of child maltreatment and developing approaches that will promote prevention, detection, and treatment. The Network established the Conference on Child Protection and Well Being and will hold the third annual conference in May of 2014.

In addition, the University has invested in creating the Department of Ethics & Compliance. This new division will oversee all compliance issues throughout the University and develop Penn State’s first comprehensive program of institutional ethics. As part of this effort, the position of Youth Programs Compliance Specialist was established. The role of this position is to provide guidance and interpretation of applicable policies, reviewing and updating procedures based on current best practices, legal updates, and policy compliance, all focused on Penn State’s commitment to the safety and well-being of all youth participating in university programming.

In June 2013, the College of Health and Human Development made plans to have the Bennett Family Center managed by Hildebrandt. Risk management and costs to the University were two areas cited as concerns. Teachers who worked in both University Park centers would no longer be Penn State University employees, nor would they retain Penn State benefits. Parents were concerned by this change in management, primarily because of the impact it could have on teachers (including teacher turnover) and the potential impact it could have on the school’s philosophy. Parents launched a letter writing campaign, held a balloon gathering at the Central Pennsylvania Arts Festival, held a “Kid In” on the Old Main steps, created a website, and began data gathering concerning child care and early childhood education. Two parents, Dr. B. Stephen Carpenter and Dr. Sarah Rich, spoke at the Board of Trustees meeting on July 12, 2013 (See Appendix 4). Dean Nan Crouter, Vice President for Human Resources Susan Basso, and President Rodney Erickson met with concerned parents, who requested formation of a task force. Plans to change management were put on hold until April 2014. This date was later changed to the end of June 2014. Teacher contracts were extended, and nominations were solicited for a task force to examine child care issues.

On September 10, 2013, Dr. Erica Smithwick, associate professor of Geography, a member of the Faculty Senate, and a parent of a child at Hort Woods and of two children who attended the Bennett Family Center, presented the Faculty Senate with a resolution regarding child care.
The resolution affirmed the University’s leadership and commitment to quality early child care and education and resolved the following:

- the University Faculty Senate of the Pennsylvania State University calls for a recommitment of on-campus child care as a core mission of the University;
- requests that equitable benefits be provided to all faculty and staff of child care centers on campus to prevent high staff turnover;
- and commits itself to work with the President and the administration on the Child Care task force to maintain financially responsible and high-quality child care programming on campus.

On October 22, 2013 the Faculty Senate overwhelmingly supported this resolution with 151 senators voting in favor and 22 opposed (see Appendix 5).

In response to the Core Council recommendations and the concerns about the Bennett Family Center management, President Rodney Erickson charged the Presidential Task Force on Child Care in October 2013 to:

1. Inventory the current status of child care options available to Penn State faculty, staff, and students (university-wide).

2. Review relevant Penn State policies and practices (HR 48, AD-39, AD 72, HR 99) and make recommendations as appropriate (see Appendix 6).

3. Benchmark against peer institutions to learn how other large, R1 institutions are helping faculty to find quality, accessible, and affordable child care.

4. Make recommendations to President Erickson based on findings.

Jacqueline Edmondson, associate vice president and associate dean for undergraduate education, chaired the task force. Members of the task force represented faculty, staff, students, parents, directors, and teachers:

- Lisa Abbott, associate vice president for human resources for Health Affairs, Penn State Hershey Medical Center;
- Lori Bechtel-Wherry, chancellor, Penn State Altoona;
- Abigail Diehl, assistant dean for alumni relations and special projects, College of Health and Human Development;
- Sarah Fischer, doctoral student, Department of Curriculum and Instruction, College of Education;
- Lisa German, associate dean for collections, information and access services, Penn State Libraries; and chairwoman, Commission for Women;
President Erickson requested that the findings and recommendations be reported to him by the end of December 2013 (see Appendix 7 for timeline of task force meetings).

II. Data collected for current report

The task force members worked through a subcommittee structure (see Appendix 2) to collect data related to the charge. Members relied on a wide range of data to determine their findings and related recommendations. These included:

1. **University-wide survey of faculty, staff, and graduate students.**
   In November 2013, a survey was distributed by email to 39,909 Penn State faculty, staff, and graduate students across the university system. Of these, 9115 people logged into the survey (23%), and 8,741 finished the survey. Of these survey completers, 1,497 had children ages birth through kindergarten. The purpose of the survey was to assess current child care use, needs, costs, and also to determine the qualities Penn State parents seek as they make decisions about child care and education.

2. **University-wide survey of department heads/chiefs and others directly involved with recruiting and retaining faculty and staff.**
   In December 2013, an email survey was distributed university-wide to 152 department heads, chairs, and others who are directly involved with recruiting and retaining faculty and staff. Thirty-two people responded to the survey.

3. **Open Hour discussions**
   Open discussions were held across the university system, either in person or through Polycom. The purpose of the discussions was for members of the task force to listen to parents discuss their child care and early childhood education needs. Dates and locations included:
(1) Berks (October 29, 2013)
(2) Harrisburg (October 31, 2013)
(3) Altoona (November 19, 2013)
(4) Campus Polycom discussions (November 11 and 14, 2013) included Beaver, Behrend, Brandywine, Harrisburg, Schuykill, Shenango
(5) University Park (December 3, 2013)

4. Discussions with campus-based directors (November 13, 2013 meeting and on-site visits)

5. Discussion with Faculty Senate Commonwealth Caucus (December 9, 2013)

6. Discussion with Hort Woods teachers (December 10, 2013)

7. Unsolicited email, letters, and phone calls from Penn State parents, teachers, and other interested parties (see Appendix 8)

8. Phone calls and email exchanges to inventory Penn State campuses and some centers near campuses across the Commonwealth.

9. Penn State budget information from Senior Vice President for Finance and Business/Treasurer David Gray, Associate Vice President for Finance Dan Sieminski, Dean Nan Crouter, and HHD Financial Officer Mary Andrew. Two members of the Task Force also had a follow up meeting with Ms. Andrew. (see Appendix 9)

10. Penn State risk discussion with University Risk Officer Gary Langsdale.

11. Benchmarking with peer institutions, including phone calls, email exchanges, and reviews of websites.


13. Faculty exit survey data.¹³

14. Self-reports of internship and field experiences for undergraduate students and faculty research projects (see Appendix 10).

15. Historical documents involving child care and early childhood education at Penn State (see Appendix 1).

¹³ http://www.psu.edu/president/pia/planning_research/reports/facultyexitsurvey/
III. Findings

Finding 1. As a community, Penn State faculty, staff, students, post-docs, and administrators care deeply about the welfare of children, particularly the care and education of young children.

The care and education of children, particularly the youngest among us, is a responsibility the Penn State community takes seriously. Attendance at open forums, survey responses, unsolicited email messages, and university data all indicate that this a priority to the Penn State community. Evidence of this commitment also exists in areas of the university as diverse as the annual student-run Dance Marathon to raise money for the Four Diamonds Fund to fight childhood cancers, the Children’s Garden at Arboretum, the Saturday School Art Programs, the Children’s Hospital at Penn State Hershey, and the numerous camps and activities intended to support and enhance the education and well-being of children across the Commonwealth. Welcoming children to campus is seen as a way to foster a rich, sustainable community that transcends age-barriers commonplace in other sectors of our society.

Integral to the welfare of young children is the need for high quality early childhood educators. Early childhood teacher recruitment (particularly the need for qualified teachers) and teacher retention are concerns that are broadly shared by Penn State parents. Providing adequate salaries and strong benefit packages seems to contribute to better retention rates among teachers. Teacher quality is also a concern to the Penn State community, and Penn State is a leader in the pre-service education and ongoing professional development of teachers. Task Force members heard from teachers who value professional development and welcome connections with Penn State. The professionalization of the early childhood teaching force connects with state and national priorities in this area.

Child care centers, both on our campuses and elsewhere, support the teaching, research, and service missions of the university, and they can be key to recruiting and retaining top faculty, staff and students. Centers across the Commonwealth provide teaching and learning opportunities for faculty and students, supporting the academic mission of the university. Students in education, health and human development and nursing majors complete early field experiences, internships and student teaching in child care settings across the state. America Reads volunteers provide services to these centers as well. Hort Woods typically has between

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14 This is evident in the survey data as well as the open hour discussions and the unsolicited email the task force members received.
20 and 30 student volunteers each semester, and Bennett Center typically has between 30 and 50 student volunteers. Both report capacity to host more America Reads tutors in their classrooms.

Child care centers, including those affiliated with Penn State are also sites for faculty and student research (see Appendix 9). Faculty conduct pilot and small-scale studies in on-campus centers, some of which may lead to larger externally funded grants. Graduate students conduct research that helps to inform their thesis and dissertation studies.

Child care and early childhood education efforts embody several current strategic initiatives at Penn State. Current University-wide strategic planning efforts and Penn State’s Sustainability Institute emphasize the importance of a sustainable community. The Living Lab model, where living, learning, and leading transcends the boundaries of traditional learning by emphasizing responsible citizenship and stewardship is enhanced by the availability of on campus child care and the presence of young children on campus.

Another strategic initiative at the University is the effort to embrace engaged scholarship as a distinguishing feature of Penn State’s academic mission. Early childhood education, as practiced in many of Penn State’s child care centers, can contribute to this initiative. The centers provide opportunities for experiential learning, a key component of engaged scholarship. Teachers and directors across the Penn State system expressed interest in having more undergraduates participating in their centers, and the Task Force sees this as a rich opportunity relative to this initiative.

Penn State affiliated child care centers provide an important service to the university and the communities where they are located. Teachers and directors value connections across campuses and communities, and communities benefit from the resources Penn State has to offer, including libraries, museums, special children’s programs, and professional development. Centers that are accessible to faculty, staff, and students are critical for infant care (breastfeeding) during the day. The Centers provide important collaborations with community agencies as well. For example, Bennett Family Center engages with Centre County Intermediate Unit services, Park Forest Nursery Preschool, Pre-K Counts, among others. Families from the community who have no Penn State affiliation seem to appreciate the opportunity to have their child attend child care in a campus setting. One child at the Altoona on campus center proudly told task force members that she would be going to school across the street at Penn State when she was bigger.
Penn State centers are widely viewed as leaders in practice and they have the potential to be an example for and collaborators with other centers in their communities. For example, the on-campus centers at University Park have been leaders in mixed-age group education, an area Hildebrandt embraced as a manager at Hort Woods, even though it is a practice that involves higher costs to implement. They have also provided leadership in the emergent curriculum, a challenging pre-school curriculum that requires high quality, well-trained teachers. These teachers have also worked to train other teachers around the state to improve standing within STARS program (Early Development Education Institute).

In a survey administered to Penn State department heads in December 2013, 67% indicated that high quality child care impacts faculty and staff decisions to accept employment or remain at Penn State. In addition, 78% of these respondents indicated that availability of on-campus child care impacts employment decisions. One respondent explained: “Having access to quality child care in general is an important issue for so many families, particularly those who both work and put a premium value on education (which of course includes many Penn State employees).” Several respondents noted that faculty and staff express a need for quality care, flexible hours, and the convenience of on-campus care. This is consistent with national reports indicating the need for high-quality child care in the retention of faculty, particularly in STEM fields where women cite the lack of care as a key reason for leaving the field.

Finding 2. While many Penn State parents report satisfaction with child care services, affordable, high-quality child care is not uniformly available to meet the needs of all Penn State families.

In November 2013, a survey to assess child care needs was distributed to Penn State faculty, staff, and students across the university system. 1,497 parents of pre-school aged children (birth through kindergarten) completed the survey from across all campuses and cooperative extension services. These participants were distributed across the following affiliations with Penn State:

<table>
<thead>
<tr>
<th>Affiliation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>32.6</td>
</tr>
<tr>
<td>Administrator</td>
<td>2.7</td>
</tr>
<tr>
<td>Staff</td>
<td>51.3</td>
</tr>
<tr>
<td>Tech service</td>
<td>2.2</td>
</tr>
<tr>
<td>Student</td>
<td>11.2</td>
</tr>
</tbody>
</table>

Table 1: Parent Survey (November 2013)

A range of services are available to parents in most American communities, part- or full-time, from in-home care by a relative or an au pair, to enrollment in a regularly scheduled preschool setting. Many preschools are housed in repurposed facilities such as church basements or abandoned commercial properties. It is rare, and very significant, to find early childhood centers

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15 The survey went to department heads, chairs, and others involved directly with hiring and retaining faculty and staff. The term “department head” is used here for convenience and consistency.

operating in buildings designed and constructed for their purposes, much less in contemporary buildings designed to facilitate the specific educational philosophies they house, and to take full advantage of the settings they occupy. Not only are Penn State-affiliated centers situated within walking distance of a changing array of accessible University facilities, activities and resources, Hort Woods is designed to take maximum advantage of its natural surroundings. The beauty and utility of the center, and the recognition of its design through the only LEED Platinum certification awarded to a Penn State building, support the environmental focus that the school was meant to serve.

Penn State parents reported reliance on a range of child care and early childhood education services. The majority used either a child care center on or off campus (59.3%) or they relied on a family member to care for their child(ren) 27.1%.

<table>
<thead>
<tr>
<th>Child care type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care center (on campus)</td>
<td>21.8</td>
</tr>
<tr>
<td>Child care center (off campus)</td>
<td>37.5</td>
</tr>
<tr>
<td>Head Start</td>
<td>1.0</td>
</tr>
<tr>
<td>Private babysitter (full time)</td>
<td>5.3</td>
</tr>
<tr>
<td>Private babysitter (part-time)</td>
<td>10.0</td>
</tr>
<tr>
<td>Private babysitter (part-time combined with other services)</td>
<td>4.9</td>
</tr>
<tr>
<td>Nanny (full time)</td>
<td>0.7</td>
</tr>
<tr>
<td>Nanny (part-time)</td>
<td>1.3</td>
</tr>
<tr>
<td>Children’s play group</td>
<td>2.1</td>
</tr>
<tr>
<td>Before/After school care</td>
<td>15.2</td>
</tr>
<tr>
<td>Family member or friend</td>
<td>27.1</td>
</tr>
<tr>
<td>Penn State summer programs or camps</td>
<td>3.6</td>
</tr>
<tr>
<td>Other summer programs or campus</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Table 2: Parent Survey (November 2013)

These Penn State parents indicated a high level of satisfaction with their current child care arrangements:

<table>
<thead>
<tr>
<th>Satisfaction level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>32.7</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>38.8</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>23.1</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>4.0</td>
</tr>
<tr>
<td>Very dissatisfied</td>
<td>1.0</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>0.3</td>
</tr>
</tbody>
</table>

Table 3: Parent Survey (November 2013)
The **Faculty Exit Survey**, offered to all exiting tenured and tenure-track faculty members asks faculty to rate the importance of and their satisfaction with the availability of child care in their community. Of the 45 items in the exit survey, child care was one of only two items (in the most recent 2013 analysis, but consistent with past findings) that was rated relatively low in importance by faculty. Satisfaction was mixed.

In spite of the high level of satisfaction parents reported for their current child care arrangements, task force members heard from many Penn State parents across the university system who expressed personal concerns about child care. These concerns were shared during the open forums, through unsolicited email, and in the open-ended survey items. Parents most commonly expressed dissatisfaction with the need for **quality child care** in some communities, **high costs for child care**, and a need for more **flexible child care options** (including evening and weekend child care).

**Staff turnover** was another key concern for parents, particularly those at University Park. High turnover rates are often attributed to low wages and poor benefits for teachers,\(^{17}\) and high turnover can be quite disruptive to a young child and the family. According to NAEYC and the National Association of Child Care Resource & Referral Agencies (NACCRRA), the average annual turnover rate for the early childhood education workforce is 30–40%. This contrasts with the Bennett Family Center, where the average turnover over the past 12 years has been approximately 10% (or three teachers per year). Hort Woods has been in operation only two years, and current data suggests that turnover is approximately 19% per year (16 teachers total since the center opened, including 100% turnover in one classroom).

Preparation to become a child care worker, a home care provider, or a classroom assistant may require no more than 6 credits of post-secondary education in child development or, at most, a two year Associate degree. Early childhood educators such as those employed in Penn State’s child care centers have earned Bachelor’s degrees in Human Development, Early Childhood Education, or related fields, and many hold Masters degrees in these areas. These academic qualifications not only enhance their knowledge of issues crucial to work with children and families and the pedagogies and curricular approaches and alternatives that may serve them best, but also prepare them to mentor undergraduate students from multiple programs who complete practicum experiences in University-based sites such as Hort Woods and Bennett Center. In addition, these teachers are equipped to advise and help to shape research by students and faculty conducted in their classrooms and centers as well as guidance to student teacher and intern supervisors, providing vital information about what is feasible in their own settings.

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Some parents and faculty questioned the role of corporations in the management of on-campus child care centers. Concerns included potential staff turnover if salaries and benefits were not adequate, concerns about the possibility of university faculty and students having limited access to on-campus centers for research and teaching experiences, and the possibility of corporations having policies or practices not consistent with the community.

Geographically, some campuses are located in communities where high quality child care is not available or easily accessible. For example, the Shenango campus does not have a Keystone Stars rated center near the campus. In some communities, child care providers seem content to remain at a “Stars 2” stage, rather than striving for a higher Keystone rating. At some campuses, like Berks or Beaver, parents may spend half hour or more traveling to a child care center either because of traffic on congested highways near campus or because quality child care centers are located far from campus.

Staff and students are not always able to afford the quality child care services they wish to have or need. Of the survey participants, 39.1% report that child care is not affordable, and 9.6% of Penn State families receive subsides or assistance to help cover child care costs. Task force members learned of and are concerned about student parents who are watching children in lobbies of Penn State buildings. In addition, children of faculty, staff, and students are being left unsupervised in libraries, the White Building at University Park, student unions, and offices as parents struggle to balance class schedules with family needs. These issues are particularly pronounced at campuses actively recruiting returning adult students, and at campuses where evening and weekend course schedules are offered to provide flexibility to non-traditional students.

<table>
<thead>
<tr>
<th>Child care costs per month/per Penn State family</th>
</tr>
</thead>
<tbody>
<tr>
<td>67.1% percent pay up to $1,000 per month</td>
</tr>
<tr>
<td>19.6% pay between $1,001 and $2,000 per month</td>
</tr>
<tr>
<td>3.7% percent pay more than $2,001 per month.</td>
</tr>
<tr>
<td>9.2% incur no costs per month for child care services.</td>
</tr>
</tbody>
</table>

Table 4: Parent Survey (November 2013)

Issues with costs are not unique to Penn State families. Nationwide the average cost for infant care can be comparable to or exceed costs for undergraduate tuition.18

Penn State parents reported receiving assistance from family members, child support, subsidies (including assistance to military families), and slight discounts given to some Penn State families. Some parents (17.3%) use the Penn State flex account to help plan for and cover child care costs.

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Sliding scales for child care fees can help some but not all families. For example, a sliding scale that includes a family income range of $30,000 – $70,000 reflects a wide income range and may result in unaffordable options for families on the lower end of the scale. Subsidies and grants are not consistently available for students and staff, and when grants expire or are not renewed, additional hardship can be created. A recent example occurred when Penn State was not renewed for an Office of Postsecondary Education (OPE) grant: Child Care Access Means Parents in School (CCAMPIS). The grant provided $993,843 over a three-year period to help off-set child care costs for students who are parents of young children. Funds like these may be critical to student retention.

Some parents make use of university-provided resources when making decisions about child care, although the information currently available may not be the most up-to-date, useful or applicable across the university system.

<table>
<thead>
<tr>
<th>University resource</th>
<th>Percentage indicating use</th>
</tr>
</thead>
<tbody>
<tr>
<td>University-provided resources</td>
<td>14.5%</td>
</tr>
<tr>
<td>OHR website</td>
<td>9.4%</td>
</tr>
<tr>
<td>Child care assessment and action plan</td>
<td>1.9%</td>
</tr>
<tr>
<td>Blueprints</td>
<td>1.5%</td>
</tr>
<tr>
<td>FLEX accounts</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Table 5: Parent Survey (November 2013)

Not all parents are aware of these services or find them to be useful. Members of the task force consulted Penn State campuses across the Commonwealth seeking information about their local community child care services and found it was difficult to determine who may know about child care across the university system. There is no system-wide consistency related to who may provide information for parents about child care services, and no system-wide means to update and share information about child care, parenting, or other relevant topics across the campuses.

Parents may not always understand how their fees are used to support the ongoing operations of a child care center. Some expressed concern that they must pay for child care to hold a child’s spot if they are on sabbatical or taking time away from work. Others expressed concern about the need to use vacation time to care for a child if a center was closed for a cleaning day or staff professional development. Parents with school-age children expressed frustration that community-based centers may not have operating schedules for child care in alignment with public school schedules in the surrounding community.
Penn State parents consistently expressed needs for more **flexible child care hours**. Parents who are faculty and students sometimes have evening classes or other engagements on campus, and some have difficulty finding appropriate child care services outside of regular business hours. Evening and weekend commitments were particularly challenging for Penn State families that did not have extended family members nearby to help with child care.

Parents from across the university system shared ideas about the attributes and values they seek in **quality child care and early childhood education**. These included observations about curriculum, teachers, and the physical environment and atmosphere of the child care arrangement:

1. **Curriculum**
   Penn State parents expressed interest in early childhood curriculum that includes a range of offerings appropriate and engaging for young children. These included curricular and co-curricular experiences in music, arts, science, language (including second language learning), and technology, as well as activities in areas like yoga, dancing, and cooking. Parents also felt it was important for children to have time outdoors.

   Parents believed early childhood education should be play-based, and they expressed a commitment to curriculum that is adaptive and flexible to meet different cultures, interests, and needs of children and families (including children with special needs). Parents seemed to value curriculum that fostered creativity, multicultural experiences, exploration, and the development of interests and academic skills (such as early reading and math). Several parents noted that they did not want their children in child care settings that involved watching television during the day. They seem to value an educational curriculum.

   Some parents expressed interest in early childhood education that had a coherent, established, and well-articulated philosophy. For example, the Montessori philosophy was mentioned as something that is valued internationally and recognized when international faculty are being recruited to the University. Some parents also expressed a wish to have child care available to them that matches their families’ religious beliefs.

2. **Teachers**
   High quality and well-educated teachers are clearly a priority to Penn State parents. Parents shared the importance of having teachers who are loving, caring, gentle, patient, honest, dependable, and trust-worthy. They also hoped to have professional teachers who are well-educated, which some defined as holding a relevant degree, along with appropriate training in CPR, child abuse prevention, and reporting. They want teachers to be experienced and knowledgeable of current research. They expect teachers to be attentive and to be culturally competent, an area of particular concern to diverse families, including the LGBT community. They want teachers to create and maintain an inclusive and supportive environment that is responsive to children’s needs, including special health and learning needs. Parents want teachers who are positive role models. They hope teachers would communicate well with
parents and have a good sense of humor. Parents also expect these teachers to be well-paid and have good benefits, given the important work they do each day, and they want teachers who will be at the child care center for the long term.

3. **Physical environment and atmosphere**

Parents look for child care environments that are safe for their child, both physically and emotionally. They place value on child care arrangements that are culturally diverse (teachers and children), and foster a sense of inclusion and respect. Parents hope to find centers that are family and community-oriented, where their child can be happy and his or her individual needs can be accommodated. Parents expressed concern about and/or interest in having quality food and flexibility with food options (including vegetarian choices).

Parents also seek child care options that have flexible hours, are affordable, and are geographically close the workplace. They hope for licensed, accredited centers that have 4-star ratings (Keystone Stars). They seek consistency in care, low staff turnover, good management, and opportunities for on-going professional staff development.

**Finding 3. As a large and complex institution, Penn State needs structures to sustain ongoing attention to the care and education of children.**

Penn State has several policies in place that directly address child care and the welfare of young children on its campuses:

- **Penn State Administrative Policy AD-39**
  Minors Involved In University-Sponsored Programs or Programs Held at the University and/or Housed in University Facilities

- **Penn State Administrative Policy AD-72**
  Reporting Suspected Child Abuse

- **Penn State Human Resources Policy HR-48**
  Child Care Program Policy

- **Penn State Human Resources Policy HR-99**
  Background Check Process
All child care centers that are affiliated with Penn State (either managed directly by the University or outsourced to a child care vendor) are licensed by Pennsylvania’s Department of Public Welfare (DPW) and follow all applicable requirements as outlined in Chapter 3270 of the Pennsylvania Code for Child Day Care Centers\textsuperscript{19}. Regulations are quite rigorous and are designed to facilitate the protection of the health, safety, and rights of children and reduce risk to children in the daycare centers. Centers must meet the minimal level of compliance standards outlined in the code in order to be issued the Department’s Certificate of Compliance.

Penn State’s policies regarding background check processes and requirements for reporting suspected child abuse are in line with what is required by Pennsylvania’s DPW. However, the staff ratio requirements promulgated by the State are not as stringent as what Penn State requires (as outlined in Policy AD-39). The child to staff ratios outlined in the Code allows for only one adult to be present with children (in the lowest ratio) and allows an overall decreased staff to child ratio during nap time. Conversely, Penn State requires a minimum of two adults at all times. This has resulted in a financial burden for the centers (as voiced by several members of the committee as well as individual center directors) that do not have an open floor plan where adults can “share” in the supervision across a larger group of children. The practices implemented as a result of AD-39, which often include moving children from one classroom to another and putting them in the care of temporary wage-payroll employees who may not have the same level of professional training as teachers, could have the unintended consequence of increasing the risk of loss of supervision incidents and other accidents. It can also be disruptive to young children who are moved to unfamiliar spaces or supervised by different teachers.

Penn State’s Child Care Program Policy (HR-48) is not being implemented. When the most recent Director of Child Care Program Services ended employment with the University in 2011, the position was not re-assigned. In addition, the Child Care Advisory and the Executive Committees outlined in the policy appear to have been dissolved as well. Subsequent efforts to locate previous meeting minutes from these committees were unsuccessful. While the University did create a new position of Youth Programs Compliance Specialist, this position is focused on compliance with policy and regulations, not the day-to-day operations of child care services. Therefore, there is no one person or group providing operational oversight of, and continuity across, the University-wide child care program services.

The College of Health and Human Development (HHD) has a long history administering the child care centers at University Park. The College dedicates faculty, administrator, and staff time

\textsuperscript{19}http://www.dpw.stat.pa.us/provider/earlylearning/childcareregulations/index.htm
to the centers, and the College provides financial resources to two on-campus centers at University Park. As administration of child care services becomes increasingly complex due to expanding needs, reporting requirements (state and accreditation), risk management, and other regulatory requirements, the task force members believed that this responsibility should be located more centrally in the institution, yet strong academic ties should remain with HHD, the College of Education, and the College of Arts & Architecture. Other peer institutions have relied on Human Resource or Auxiliary & Business Service units to manage on-campus child care. At Penn State, it makes sense to move this oversight to Human Resources with the Director for Child Care Programs, provided strong connections remain with the academic units.

To date, HHD has been quite satisfied with the relationship with Hildebrandt, particularly the organization’s willingness to adapt to Penn State policies and practices. Some parents and teachers expressed concern regarding the pay and benefits offered by Hildebrandt and the potentially negative impact these may have on teacher recruitment and retention. Inequity in Penn State teacher pay and Hildebrandt teacher pay remain as former CDL teachers working at Hort Woods receive Penn State compensation. Some Hort Woods teachers expressed satisfaction with their current compensation, in spite of these inequities.

In a survey administered by Penn State parents in Summer 2013, some Hort Woods teachers expressed concerns about Hildebrandt policies that are intended for all centers, rather than specific to certain schools or locations. This included concern about time off policies and what some teachers and parents felt were limited policies to help children who had specific behavioral needs.

**Communication and coordination** within and across campuses related to child care and early childhood education, research, and training is necessary. For example, at University Park, coordination across the two on-campus centers could lead to efficiencies and opportunities, including coordinated ordering of food and supplies and the development of a substitute teacher pool. Better data sharing could streamline waitlists, help to keep the lists current, and facilitate communication. Further, there seems to be no unified process to track internships, research activity or other indicators of ways the centers contribute to the university’s mission. A more unified accounting system would help to address these issues.

Related to this, **budgets** for the Penn State affiliated centers had inconsistencies. For example, some budgets the Task Force reviewed included costs for building maintenance and other expenses, while others did not. The **economic impact and financial information** needed to make wise strategic decisions about child care at Penn State is incomplete. The Task Force attained financial data on the costs of offering child care at the various campuses, but was not able to find data or studies on the **benefits** of child care to the university. Task Force members believe the financial benefits the University gains from offering high quality child care to its employees are at least partially quantifiable. Furthermore, once the financial gains to the University are calculated, including the positive effects of offering child care on employee and graduate student recruitment and retention, improved employee productivity, reduced absenteeism, salary savings, teaching and intern training, faculty research, outreach, and the enhancement of the University’s
image and reputation, Task Force members fully expect the financial gains would be found to exceed the costs.\textsuperscript{20}

\textbf{A unified system for reporting budgets} would help to address the inconsistencies and potential misunderstandings about costs associated with on-campus child care. Collecting consistent data in the future will help with analyses of the centers. \textbf{A comprehensive economic impact assessment} would allow the University for the first time to consider the benefits, as well as the costs, of offering high-quality child care.

**Finding 4: Peer institutions are addressing similar issues and concerns.**

Peer institution benchmarking\textsuperscript{21} suggests that other large research universities are also working to address questions concerning the provision of quality child care for faculty, staff, and students. Purdue University currently has a task force convened to examine needs for child care.

Of the 18 peer institutions the task force consulted, all on campus centers. Of these 18 universities, 15 on-campus centers had strong connections to or were managed by a college. While there are differences of opinion concerning what constitutes a lab school in the 21\textsuperscript{st} century, there are some peer institutions that clearly have close academic ties to on-campus child care, including: Michigan State (Child Development Lab), University of Minnesota (UMN Child Development Center), University of Illinois Urbana-Champaign, University of Pittsburgh (University Child Development Center), Nebraska (UNL Children's Center), Oregon State, University of Wisconsin (Waisman Center).

The University of Illinois at Chicago previously had a center operated by the College of Education, but due to financial and operational challenges it is now under the immediate supervision of Campus Auxiliary Services, Student Affairs, and Enrollment Management. Iowa has a center in the University Hospitals and is currently building a new facility at the edge of campus, which will be managed by a corporate provider.

Children's Creative Learning Centers operated the center at Northwestern, and Bright Horizons Management operated the center at Cornell. Across these peer institutions, Penn State was among the largest number of on-campus centers and the highest number of slots available for children across all its campuses (974 total spaces). Given our available data, Penn State also ranked high in relation to the percentage of slots relative to faculty-staff parent numbers (71%), just behind Michigan State at 78% and Northwestern at 76%.\textsuperscript{22}

\textsuperscript{20} A preliminary economic impact study using the “contingent valuation approach” by a faculty BFC parent (Dr. Cynthia Huang-Pollock) resulted in a finding that high quality on-campus childcare at UP saved the University approximately $2 million each year in salaries alone.

\textsuperscript{21} Peer institutions included: Cornell, Indiana University, Iowa State, Michigan State, Northwestern, Ohio State, Purdue, Oregon State, Rutgers, University of Illinois, University of Maryland, University of Michigan, University of Minnesota, University of Nebraska-Lincoln, University of Pittsburgh, University of Texas at Austin, University of Virginia, University of Wisconsin.

\textsuperscript{22} Penn State slots include data from all campuses (including Hershey) and all offerings (i.e., including Daybridge). Comparable data was difficult to obtain across institutions. Peer benchmarking is an area that should continue to be a priority for future committees.
Some common concerns about on-campus child care across the peer institutions include:

- Staff turnover (Cornell University, 2013 report);
- Coordination of child care services, including the need for a university director and advisory committee (Rutgers, 2009 report);
- Needs to expand on-campus child care services (Rutgers, 2009 report);
- Costs to the university (IUB, 2009 report).

In addition, benchmarking provided evidence of opportunities that should be further explored by Penn State:

- Maintenance of early childhood education focused centers (“lab schools”) persists across universities examined, including Purdue, UT-Austin, Rutgers, and Maryland. For these university centers, teachers receive full university benefits and directors attributed this to lower turnover rates compared to centers under managed care;
- Expansion of research opportunities across more departments. For example, the Ben and Maxine Miller Center at Purdue has research activities from the following areas: nutrition, nursing, speech and pathology, engineering, art education, and business management;
- Internships are a reported strength at other campus child care facilities. For example, Purdue is one of the largest employers of students on campus and often has more than 40 student internships in its child care center at one time;
- Alternative development models to financially support child care. UT-Austin’s child care center has a donate button on its home page. The center is financially sustainable through tuition and donations, but the university contributes toward larger purchases on an as-needed basis (e.g., new cribs). Student fees are used to lower tuition costs for students who are parents and lower income families. Purdue has a “Kids are the Future” endowment that pays for scholarships for students who are parents;
- Teacher professional development. At Purdue, teachers contribute to undergraduate classroom instruction, easing teaching loads for departmental faculty while reinforcing linkages between the centers and the campus. Professional planning time and physical space (offices) were also reported to be critical;
- Diversity, cultural awareness, and vision statement. Many centers reported specific and extensive efforts to include cultural education (language, music, art) into the curriculum. Most centers had a vision/mission or philosophy statement that were easily accessible on their websites. Policies focused on learning or behavioral disabilities were evolving but reported to be increasingly important.

In a recent report, the National Coalition for Campus Children’s Centers (NCCCC), in collaboration with the Institute for Women’s Policy Research and the Student Parent Success Initiative, addressed some of the more common funding issues universities with on-campus centers face. The report indicates that almost all campus-based child care programs receive some form of direct financial support from an academic or administrative center within their colleges.

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or universities. In addition, many campus child care programs receive at least some funding in the form of paid staff salaries and benefits (this ranges from all staff to only one or to employees). Based on practices at universities across the country, Task Force members identified several funding opportunities that can be used to help cover expenses of child care:

- Funding from student governments, student associations, or faculty-student associations to fund discounts for student parents;
- Fees to researchers using the on-campus centers for research and teaching purposes;
- Implementation of the Educational Improvement Tax Credit Program (EITC)\(^\text{24}\);
- Active pursuit of development opportunities, including foundation and endowment support, particularly to support low-income families;
- External grants;
- Explore corporate sponsorship, including sponsorship of a room or space within a center.

There seems to be no systematic way for CIC schools to discuss or share information related to these areas of concern.

**Finding 5: A decision must be made about the future management of the Bennett Family Center and Hort Woods.**

University Park parents are quite concerned about the future administration of the Bennett Family Center and Hort Woods. Taskforce members heard from many University Park parents and teachers who expressed serious concerns about future management of the center. In addition, some teachers and parents expressed concerns about teacher compensation and benefits, and these concerns included not just health insurance, but also sick leave, retirement, and the flexibility/extent of professional development opportunities. Based on a Hildebrandt teacher survey\(^\text{25}\), 90 to 93% ranked paid vacation, holidays, and sick days as very important benefits (medical benefits was 83%). In addition, further discounts or free child care was mentioned in the survey and to members of the Task Force directly as a benefit that would make teachers feel more valued. Some teachers are experiencing financial hardship and must rely on forms of state assistance or welfare to help sustain them. To date, three Bennett Family Center teachers with a combined 24 years experience in Penn State child care have taken other positions at the university because of uncertainty about their future employment status, and teachers are in the process of seeking different employment if uncertainty persists.

Although the taskforce had a university-wide charge, members agreed that immediate attention to this issue is warranted. Parents clearly valued the unique educational opportunities on-campus care provided. Faculty, staff, and students clearly value the integration of the centers on campus.

\(^{24}\) [http://www.newpa.com/find-and-apply-for-funding/funding-and-program-finder/educational-improvement-tax-credit-program-eitc](http://www.newpa.com/find-and-apply-for-funding/funding-and-program-finder/educational-improvement-tax-credit-program-eitc)

\(^{25}\) Information provided by Bill Grant, Hildebrandt CEO.
The Task Force weighed the various options available and determined that three possibilities exist:

(1) **Convert Hort Woods** center to a university-managed program operated like the Bennett Center.

*Opportunities:*
1. Gain efficiencies across center with single management (ordering, sharing teachers, etc.);
2. Teachers will be university employees, which indicates University support for early childhood educators to be adequately compensated for their work;
3. Continued opportunities for faculty and student engagement in high quality early childhood education settings;
4. Continue to provide a national model for integration of early childhood education with the life of the community and the campus;
5. Continue the strong, consistent philosophical approach to early childhood education started at CDL and Bennett and Hort Woods.

*Challenges:*
1. The university assumes higher risks related to center operations;
2. Budget, including costs for fringe benefits, will need to be subsidized in part by the University;
3. Current Hildebrandt contract for Hort Woods would need to be broken.

(2) Move **both centers** to management by Hildebrandt or another management company:

*Opportunities:*
1. Gain efficiencies across center with single management, including a pool of teachers who could work at either center in the event of staffing needs for sick or vacation time;
2. Management company assumes the majority of liability risk;
3. Potential cost savings to the University;
4. Continued opportunities for faculty and student engagement in high quality early childhood education settings;
5. Advantage of working with a company whose business it is to manage child care centers. Hildebrandt has systems in place that facilitate this, including teacher professional development, human resources functions, information technology (such as ProCare system for parents), financial and operations management, program and curriculum staff, marketing, etc.;
6. Allows HHD (or another UP unit) to focus its time, energy, and human/financial resources on teaching, research, outreach, etc.;

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26 If high teacher turnover continues at Hort Woods, enrollment and budget could be negatively impacted.
7. Identification of synergies between the two centers in terms of teacher collaboration, curriculum planning;
8. Equity across two UP centers. All child care personnel would have the same employer and same benefits.

Challenges:
1. Risk of company’s policies diverging from Penn State’s values or mission;
2. Loss of university oversight, which could result in less input regarding day-to-day decisions and overall regarding center management;
3. Compensation package will most likely not be as generous or comprehensive as the University’s. This may contribute to higher teacher turnover, and could be at odds with both HR-48 and the Faculty Senate October 22, 2013 resolution;
4. Potential erosion of lab school-like qualities and connection to the University in terms of teaching and research;
5. Reputational risk to the University if the quality of care were to become eroded;
6. Added cost of management fees paid to Hildebrandt or another firm.

(3) **Extend the current management arrangement until 2016**\(^{27}\), when the Hildebrandt contract expires. Set specific goals and annual reviews for both centers and use data to make decisions about future management.

Opportunities:
1. Provides time for both centers to address areas of concern:
   a. Bennett Center:
      - Identify strategic opportunities to reduce costs while maintaining quality;
      - Rework sliding tuition scale. Consider adding additional fees for families at higher end of scale.
   b. Hort Woods:
      - Address teacher turnover concerns;
      - Address teacher salary and benefit concerns.
   c. Both centers
      - Demonstrate collaboration across centers;
      - Work to gain efficiencies through coordinated purchasing, shared substitute teachers, coordinated wait lists, and pursuit of grant and other funding opportunities;
      - Establish closer connections to faculty through scholar-in-residence (moving programs to partnerships with colleges);

\(^{27}\) This does not prevent the university from moving management of the Bennett Center from HHD to a more centralized unit.
2. Provides opportunity for HR 48 to be implemented and advisory structures to be in place to inform future decisions;
3. Provides continued opportunities for faculty and students engagement in high quality early childhood education settings;
4. Easiest option to implement;
5. Offers some advantages to the University with Hort Woods managed by Hildebrandt as stated in option 2 above;
6. Maintains quality and reputation of Bennett Center;
7. Allows the University to treat outsourcing of Hort Woods as an experiment. Hort Woods has not been in operation for a long enough period to accurately assess the cost effectiveness of the decision to outsource management to Hildebrandt. The most recent budget information the Task Force was able to review showed Hort Woods operating at a financial loss; however, this deficit could be reduced or disappear as enrollments increase. The degree of teacher turnover has been a concern and should be monitored over a longer period of time to determine whether it is a short-lived phenomenon or indicative of a more fundamental problem.

**Challenges:**
1. Does not fully address concerns about risk and costs to University;
2. Does not address inadequate or unequal pay and benefits to teachers at Hort Woods;
3. Could make coordination across the two centers more difficult.

Given that there is much uncertainty for the teachers and families at these centers, the Task Force urges President Erickson to make a decision as soon as possible.
IV. Recommendations

Finding 1: The Penn State community cares about the care and education of young children.

Recommendations based on Finding 1:

1. Continue to provide leadership in early childhood education and care through research, teaching, and service.

2. Consider establishing faculty lines in early childhood development, early childhood teacher education and nursing to pursue further research in areas of national and state priority. These faculty should be affiliated with the Network for Child Protection and Well-Being and encouraged to engage research and collaborative projects with those hired as part of the network.

3. Consider establishing scholars in residence at on-campus centers, modeled after Penn State Learning. These scholars would be current faculty members who have a portion of their time dedicated to research or teaching in the centers on one- or two-year rotations. At some institutions, teachers at the centers contribute directly to the undergraduate teaching mission of the home college, providing mutual benefits.

4. Consider ways to provide incentives for faculty to do research in this area as part of the University’s broader initiatives and commitments to research in childhood well-being and child sexual abuse prevention.

Finding 2: Penn State parents are mostly satisfied with services, but needs exist across the University.

Recommendations based on Finding 2:

1. Explore creative and innovative solutions to meet child care needs in communities where quality care is an issue. These may include a co-op model where parents volunteer hours to help one another to meet child care needs, play rooms, or other similar structures.

2. Encourage on-campus centers to offer extended and flexible hours to accommodate the range of schedules faculty, staff and student engage.

3. Attend to the specific financial needs of Penn State parents, particularly staff and students. Adjustments to sliding scales, discounts, grants, and other financial and funding opportunities should be considered. Scholarship for student who are parents and other philanthropic possibilities relate directly to strategic components of the University’s development goals, including ensuring student opportunities, building faculty strength and capacity, and sustaining a tradition of quality. Additionally, the university should explore corporate sponsorships of rooms or spaces for child care to help offset costs as well as other philanthropic and development opportunities, particularly to help offset costs for students who are parents.
4. Provide **educational resources** to help families understand and make decisions about child care, including information from OCDEL about child care options and ratings across the state, parent education, and updates on current research in early childhood. Decisions about these resources should be made at the campus level, rather than managed centrally, although some resources may benefit the entire university community.

**Finding 3: Institutionalize attention to child care needs for Penn State families.**

**Recommendations based on Finding 3:**

1. Make decisions about child care at **campus levels**; however, university-wide mechanisms need to be in place to share information about child care needs and services and to facilitate broader forums to share best practices and ideas, including commitments to diversity and sustainability.

2. **Enforce HR-48. Re-establish the position of Director of Child Care Program Services**\(^{28}\) who would focus on and provide attention to child care operations and provide oversight of University-wide child care program services, including the commitments outlined in HR-48. Once the director and committees are in place, **re-evaluate** whether HR is the appropriate home for the oversight of child care.

The **Child Care Advisory Committee** should be established in January 2014, as outlined in HR-48, with membership consisting of a variety of stakeholders including, but not limited to, center directors and teachers, faculty and staff from across the university system (including World Campus), representation from the Commissions, and parents. This group could continue to lead Penn State’s efforts in the provision of high quality, affordable child care for the children of faculty, staff and students. A subcommittee from this group might attend specifically to the academic connections between the centers and colleges. This would ensure that the conversation is ongoing and pro-active to the identified needs. Membership should include some of the current members of the Child Care Task Force to ensure continuity between initiatives. The Child Care Advisory Committee would provide recommendations to the Office of the President and Human Resources regarding child care services and needs.

The **Child Care Executive Committee** should be established in January 2014, as outlined in HR-48, to provide support and policy direction to the Child Care Advisory Committee. Membership should represent student services, faculty and staff with relevant expertise from across the university system, and Compliance, Human Resources. The Office of the President and should include some of the current members of the Child Care Task Force on this committee to ensure continuity between initiatives.

\(^{28}\) The Director should have a background in early childhood education, strong communication skills, an ability to work with diverse committees and across campus locations, and experience with external reporting (accreditation and program review) and grant writing. The Director should be willing to be a member of the NRCCC and to connect with peer institutions around child care concerns. Part of the director’s time should be devoted to addressing on-campus questions from directors.
Move the oversight of Child Care from the College of Health and Human Development to Human Resources, under the Director for Child Care Programs. As administration of childcare services becomes increasingly complex due to expanding needs, reporting requirements (state and accreditation), risk management, and other regulatory requirements, the Task Force members believe that this responsibility should be located more centrally in the institution, yet strong academic ties should remain with HHD, the College of Education, and the College of Arts & Architecture.

The Director working with the two Child Care committees should re-evaluate HR 48 to make any necessary revisions to the policy. A comprehensive economic impact assessment, led by the Director, should be performed. This data will allow the University to consider the benefits, as well as the costs, of offering high quality childcare for the first time.

3. Form campus-level advisory committees as needed. Campuses may opt to form their own advisory committees to inform decisions at a local level. Penn State Altoona has a committee in place that may serve as a model. These committees should appoint a liaison from their committee (as mentioned above) to the Child Care Advisory Committee to help facilitate communication regarding child care initiatives and issues across the Penn State system. These can be added to the Advisory committee as soon as the representatives are identified.

A University Park advisory committee should be formed in January 2014 to advise the University on the on-going management of on campus centers at University Park, concerns about safety in the Hort Wood’s parking lot, and other campus-specific issues. These recommendations could then be shared with the Advisory Committee and Director of Child Care Services.

Behrend campus should form an advisory committee. One of the pressing issues for this center is staff wages and benefits, particularly with upcoming changes related to the Affordable Care Act. Also, the campus is about to begin the Childhood and Early Adolescent Education (Pk-4) program, extended from the College of Education, and special attention should be paid to integration of these students into the center for field experiences and other learning opportunities.

Berks campus expressed interest in forming a committee similar to the Altoona campus. Faculty at this campus expressed interest is using some of the campus land to either enter a lease arrangement with a child care center, or to explore other options. In addition, Berks faculty, staff and students hope to form a co-op or some other model to accommodate student child care needs.

Harrisburg campus should consider ways to better integrate the child care center into the life of the campus, including connections to majors that have student internship and field experience requirements. Some parents reported that clarity about the university and centers role related to the physical plant was needed.
The Commonwealth campus system may want to explore whether one advisory committee can serve the campuses, or whether needs for child care are specific and pressing enough to require a campus-level committee. Fayette should play a key role in these discussions given their experience with an on-campus center. This group should attend specifically to the needs of students who are parents. This may be a critical area to include in the current strategic planning cycle.

On-campus centers should report out annually to the Director, the Faculty Senate (Faculty Affairs Committee), and the Staff Advisory Committee regarding research activity, service, and progress in other areas critical to the university and center relationship.

4. Exempt PSU child care centers from the child-to-staff ratios mandated by Penn State in AD-39 (Sections 9 and 15). DPW licensing requirements and NYAEC accreditation standards, coupled with the professional training of teachers, already provide stringent and effective safeguards to prevent child abuse. In addition, the “adequate supervision” practices implemented as a result of AD-39, which often include moving children from one classroom to another and putting them in the care of temporary wage-payroll employees who lack the professional training of teachers, may have the unintended consequence of increasing the risk of loss of supervision incidents and other accidents. The intent of AD-39 and required staff-to-child ratios, the protection of the most vulnerable group of young people on our campuses, is, however, admirable. In addition, the current model at Hort Woods (5 teachers for each infant/toddler classroom and 3 teachers for each preschool classroom) provide additional benefits that may be a model for other centers. In order to better protect children, without creating the unintended consequences of AD-39, one of the first tasks of the Child Care Advisory Committee should be to collect data on best practices from other institutions and child care providers and recommend further appropriate steps that might be taken to protect children.

5. Compile and evaluate costs and benefits consistently. A unified system for reporting budgets, including costs and values, should be implemented. Methods of quantifying the financial benefits to the University (such as the “contingent-valuation approach29”) should be considered.

**Finding 4: Peer institutions are addressing similar issues and concerns.**

Recommendations based on Finding 4:

1. Form a CIC consortium to share ideas, best practices, and data about quality child care and work-life balance within the context of research universities.

2. Explore different models and cost-benefit structures used by other universities that provide on-campus child care. Creative solutions are needed to deal with costs and risk management concerns. This may involve consultation with outside experts and peer institutions.

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**Finding 5: A decision must be made about the future management of the Bennett Center and Hort Woods at Park.**

**Recommendations based on Finding 5:**
The task force members strongly support the need for high quality child care, including the need for teachers to have competitive pay and benefits. At University Park, the Bennett Center has a long and rich history of both, and this should continue.

The task force members recommend that in the two-year period between now and the expiration of the Hildebrandt contract at Hort Woods, the two University Park centers collect data in strategic areas to inform future decisions about center operations. These include:

1. **Hort Woods:**
   a. Examine the feasibility of Hildebrandt being able to provide salaries and benefits commensurate with those at BFC, and make changes to salaries and benefits as soon as possible\(^{30}\);
   b. Identify strategies for decreasing teacher turnover and documentation of success;
   c. Make no change in the CDL teacher status as Penn State employees.

2. **Bennett Center:**
   a. Make no change in the Bennett Center teacher or staff status as Penn State employees;
   b. Strategically increase revenues and manage costs to constrain subsidies;
   c. Explore options to cross-subsidize lower income families.

3. **At both centers:**
   a. Continued involvement and partnership with the University Park campus, including establishment of a scholar-in-residence at one or both centers;
   b. Exploration of flexible hours for child care, including evening and weekend hours;
   c. Collaboration across centers to gain efficiencies (including purchasing, data collection, substitute teacher pool);
   d. Exploration of changes to center calendars to align with university and local schools;
   e. Annual documentation of outcomes, impact, and costs (see template in Appendix 11).

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\(^{30}\) Improving employee compensation and benefits at Hort Woods would likely require a renegotiation of the management contract with Hildebrandt Learning Centers. If Hildebrandt passes the costs of increased employee pay and benefits to the University, this could eliminate some or all of the potential cost savings the University hoped to realize by outsourcing.
V. Conclusion

Just as the federal government acknowledges the high return that taxpayers receive from investment in early childhood education (WhiteHouse.gov, February 13, 2013), both immediate and long-term benefits accrue to the Penn State community through the presence of well-supported and innovative early education centers on and near campus. Some of these benefits are quantifiable, and accounting for these tangible financial returns would, we believe, show that University-subsidized child care is a wise investment of Penn State’s resources. Other benefits are intangible, but the presence of children in our midst provides a necessary reminder of the future and the past and the responsibilities we share as scholars and citizens to create a world that these children deserve.

Penn State is well-positioned to continue to provide leadership regarding the care and education of young children. The University has a long history of excellence in research, teaching, and service in this area, and recently has made great strides in bringing national attention through research to the well-being of children. Given that early childhood education is a national and state priority, the University can continue to move Penn State to the forefront of research and education in this area, and commitments to high quality early childhood education and child care can be central to this mission.

Philosopher John Dewey once explained: “What the best and wisest parent wants for his own child, that must the community want for all its children” (1900, p. 3). The point here is not to debate what it means to be the best and wisest parent, but instead to focus on what parents of young children across the Penn State community want and hope for their children. While some of these hopes may be unattainable, at least in the short term, they are worth striving to achieve.

We hope the findings in this report and our initial recommendations help to affirm and continue Penn State’s leadership in this important area in strategic and productive ways.
VII. Appendices

Appendix 1: Former reports on child care and family well-being

- Commission for Women Report on Campus-based Child Care, September 6, 1983
- The Strategic Study Group on the Status of Women: Report to the President and the Commission for Women, March 1988
- Senate Advisory/Consultative Report: Parental Leave for Faculty: Guidelines for Paid Leave Resulting from Child Birth or Adoption, October 26, 1993
- Senate Information Report: Costing of the Faculty Affairs Committee Report on Parental Leave for Faculty: Guidelines for Paid Leave Resulting from Child Birth or Adoption, October 26, 1993
- Senate Advisory/Consultative Report: Adoption Benefits, March 27, 2001

Appendix 2: Penn State on-campus child care centers

| Campus          | Name                                  | Director              | Enrollment                                  | Management                        | Website                                      |
|-----------------|---------------------------------------|                      |                                            |                                  |                                             |
| Altoona         | Penn-Mont Academy                     | Michelle Hartye      | 30 children, ages 3 years to 5 years       | Penn-Mont Academy                 | https://www.altoona.psu.edu/preschool/       |
| Behrend         | Early Learning Center                 | Eunice Moore         | 90 children, ages 6 weeks to 6 years       | Penn State University             | http://behrendelc.org/                      |
| Fayette         | Cub's Den                             | Rebecca Belski       | 32 children, ages 9 months to 8 years      | Duck Hollow Learning Discover Center | http://www.duckhollow.net/                  |
| Harrisburg      | Child Learning Center                 | Heather Powell       | 65 children, ages 6 weeks to 5 years       | Hildebrandt Learning Centers      | http://harrisburg.psu.edu/places/child-care-center |
| Hershey         | Children's Creative Learning Center (CCLC) | Colleen Sheehan | 140 children, ages 6 weeks to 12 years | CCLC/Knowledge Universe         | http://www.cclc.com/our-centers/hershey/pa/073040/ |
| U-GRO           | Andrea Weatherbee                     |                      | 150 children, ages 6 weeks to 8 years      | U-GRO Learning Centres           | http://wwwcu-gro.com/locations/dauphin-county/hershey/ |
| University Park | Bennett Family Center (Interim)       | Gail Guss (Interim)  | 120 children, ages 6 weeks to 6 years      | Penn State University            | http://childcare.psu.edu/bfc/               |
|                 | Daybridge                             | Bettie Miller        | 177 children, ages 6 weeks through school age | CCLC/Knowledge Universe | http://innovationpark.psu.edu/about/facilities/daybridge |
|                 | The Child Care Center at Hort Woods   | Linda Reichert       | Ages 6 weeks through school age            | Hildebrandt Learning Centers     | http://childcare.psu.edu/hw/               |

31 For copies of these reports, visit: http://www senate.psu.edu/about_senate/committees/childcare-task-force/child-care-reports.html
Appendix 3: Penn State Altoona – Child Care Center History and Academic Connections
Submitted by Chancellor Lori Bechtel-Wherry (December 18, 2013)

At Penn State Altoona, discussions about on-campus child care services initially began among a small group of faculty in 1989, and in response to continued interest, a Child Care Committee was formed in 1993. The Committee conducted an interest survey for various members of the campus community. A subsequent survey that was administered by the Committee in 2000, demonstrated an overwhelming interest in the creation of a child care center on campus. In February of 2001, the Penn State Altoona Faculty Senate unanimously passed a recommendation by the Child Care Committee for creating an on-campus child care center. This support was further cemented by the inclusion of the proposed child care center in the 2002–2005 Strategic Plan. The plan stated, “This facility would provide needed assistance for faculty, staff, students, and local families with children, and it would assist with retention of students, faculty, and staff.”

Despite widespread interest in a campus child care program, several roadblocks were encountered, namely space constraints, budget challenges, and lack of support from senior leadership, that effectively delayed action for many years. With the appointment of the College’s first female Chancellor and Dean in 2005, the Chancellor and Dean, Lori J. Bechtel-Wherry, convened the Penn State Altoona Campus Child Care Task Force in the fall of 2005, with regular meetings beginning in January 2006. Task Force members visited child care facilities at other colleges of comparable size and began brainstorming sources of funding and potential site space. The task force also examined various existing community child care centers in an effort to identify potential vendors. It was determined that a new building for the child care center would not be financially feasible, and therefore existing space would need to be repurposed and renovated. The addition of new classroom buildings at the downtown campus allowed for space to be freed up in the Cypress building, and with its convenient space for outdoor play and a drive up drop-off area, the Cypress building provided an attractive site for a child care center.

The Task Force presented their recommendations to the Penn State Altoona administration in the fall of 2006. The decision was made to solicit an outside agency to provide pre-school/child care services with a priority for services offered to students, faculty, and staff. A request for proposals was sent out in the spring of 2009. Five child care agencies submitted proposals. The Child Care Task Force, which included the Chancellor, reviewed the proposals and presentations and several factors were considered when evaluating the prospective child care providers, including experience with employer-based child care, quality of care provided, community connections, local name recognition, and administrative considerations. Penn-Mont Academy was chosen based on their positive reputation in the local community and outstanding experience and success in early childhood education. A contract was signed with Penn-Mont Academy in the fall of 2009 to offer Montessori-based education to preschool-aged children, with students, faculty and staff at Penn State Altoona having first priority for registration. Any available spaces after the needs of students, faculty and staff were met were opened up to the local community. Penn State Altoona renovated a portion of the Cypress Building at a cost of $300K, and the child care facility was opened in August 2010. Children ages three to six years work in mixed-age groups with learning materials and activities specially chosen for them by teachers trained in the Montessori method. Penn State Altoona takes care of all maintenance and utilities for the space at no cost to Pen-Mont, thus allowing Penn-Mont to provide reduced fees to students, faculty and staff.
For an additional fee, Penn-Mont provides before and after pre-school daycare for children enrolled in the pre-school. The contract outlines what space and materials are to be provided by the college and by Penn-Mont. The capacity of the child care facility is approximately 25 participants. Students, faculty, and staff are given first priority for enrollment, but Penn-Mont does accept children from the public at large in order to maintain an enrollment that covers their expenses. The minimum enrollment is 13 students. The Center has been operating at close to maximum capacity for the last few years. The pre-school program tuition, depending on the program selected by the parent(s), ranges from $3,000–$5,000 annually (August–June). Penn-Mont offers a six percent discount to faculty, staff, and students. Also, scholarships are offered to students through a fund set up by the Development Office. Prior to October 1, 2013, students could receive tuition subsidy directly from the PA Department of Education. As of October 1, 2013, this subsidy has ceased for Penn State students. Currently, Penn-Mont is covering the cost of this subsidy until another source of income, similar to the scholarships offered through the Development Office, can be established for students. It is important to note that Penn-Mont Academy is a non-profit organization, which means that Penn State Altoona does not need to budget any amount over and beyond basic operating expenses. In addition, Penn-Mont’s status as a non-profit entity means that the school is eligible for the Educational Improvement Tax Credit (EITC). Penn-Mont provided scholarship monies totaling $2,500 for kindergarten students in the 2012–2013 school year. Likewise, Penn-Mont expects to award approximately $12,850 this school year (2013–14) to eligible children. These scholarships are a direct result of the EITC, and would not be available if the campus were partnering with a for-profit entity; thus, the arrangement is mutually beneficial. Penn State Altoona has established an active Child Care Advisory Board made up of faculty, staff, students, parents, and administration. The Board meets twice yearly with the executive of Penn-Mont Academy to review the operation of the pre-school and oversee the contract. The Chancellor typically joins the group for one meeting per year and receives regular reports from the Board. Penn-Mont’s Child Development Center at Penn State Altoona is accredited by the Middle States Association of Colleges and Schools, and as such also has accreditation from the National Council for Private School Accreditation (NCP-SA). In addition, Penn-Mont is about half-way through the accreditation process for the National Association for the Education of Young Children (NAEYC). Penn-Mont expects to earn NAEYC accreditation in spring of 2014.

The child care program at Penn State Altoona has been a successful service to members of our campus community, and is financially stable for Penn-Mont Academy. Several students who would otherwise be unable to attend college are able to attend Penn State Altoona and graduate due to the availability of affordable on-campus child care. Likewise, several faculty report that the deciding factor in joining the faculty at Penn State Altoona was the availability of quality on-campus child care. The program also benefits our local community members who enroll their children at the Center. One of the factors that allows the program to be so successful is the quality of the Penn-Mont name and the fact that Penn-Mont and Penn State Altoona are both mutually rooted in the Altoona and surrounding communities. Several of Penn State Altoona’s donors are also donors to Penn-Mont, and our community is committed to providing affordable child care and access to higher education to all who seek both. The relationships and bonds between the two organizations are strong, and both Penn-Mont and Penn State Altoona are vital and respected members of our community. Moreover, the Center offers opportunities for college students majoring in early childhood and kindergarten education, psychology,
and Human Development and Family Studies to conduct observations and internships. The Center has two-way glass to allow for students and faculty to conduct observations for research study. Thus, the Center serves as a living laboratory for our college. Several Penn State Altoona graduates have also been hired to work full-time in the Center. The Child Development Center is truly a valuable resource for the entire campus community, and demand is high for an expansion to a full-service child care facility for infants and toddlers.

**Current academic uses of center**
The Penn State Altoona Child Development Center offers a rich, hands-on learning environment for students majoring in education, psychology, human development and family studies, integrative arts, and more. Penn State Altoona students gain valuable experience to prepare them for careers working with children. In turn, the preschoolers benefit from the unique educational opportunities and interactions with the college students, whom they view as role models.

The Language and Literacy Education students (studying to earn their Pre-K–4 teacher certification) engage with the Penn-Mont children two times each semester. The first is to complete an early literacy assessment and the second is a carefully planned read-aloud and book discussion. A select group of education majors are placed in the classroom to conduct semester-long observations totaling 70 hours or more. In addition, the education majors teach music to the preschoolers as part of their “Music for the Elementary Classroom Teacher” coursework.

Students in the Human Development and Family Studies major spend time observing the behaviors of preschool students at the center. They also occasionally visit the center to practice using assessment instruments. A select group of HDFS majors undertake more formal classroom observations, and some even complete semester-long independent studies/internships to gain real-world experience in preschool settings.
In addition, Penn State Altoona students from a variety of majors engage preschoolers in the annual African-American Read-In events held on campus each February. Students read African-American literature to the preschoolers and hold discussions/presentations about African culture, history, and art.

We have continued buy-in from a number of professors across multiple disciplines who regularly assign projects to be completed at the child development center. Some faculty members who actively utilize the center include:

- Dr. Karen E. Eppley, Assistant Professor of Education
- Ms. Kristen E. Pearson, Coordinator of Student Field Placements
- Ms. Christina N. Black, Part-time Lecturer in Music
- Dr. Margaret S. Benson, Assistant Professor of Human Development and Family Studies
- Dr. Lee Ann De Reus, Associate Professor of Human Development and Family Studies and Women’s Studies
- Ms. Jutta Gsoels-Lorensen, Associate Professor of German, English, and Comparative Literature
Appendix 4: Faculty testimony to the Board of Trustees (July 2013)

Testimony from Dr. Sarah Rich:

My name is Sarah Rich. I am a professor at University Park, and the parent of a two-year old girl who attends the Bennett Family Center child care facility at Penn State. My comments relate to the lack of transparency and vision evidenced in the planned management changes at Bennett and the Child Care Center at Hort Woods. I was asked by families affected by this plan to speak on their behalf.

Penn State has maintained an on-campus child care center continuously since 1929. For much of that time, Penn State child care has set a nationally recognized example for early childhood education (an issue to which Governor Corbett has recently renewed his commitment). Now is a time when many yearn to highlight our university’s long history of distinguished service to children. And yet the university is on the verge of giving away control of this most important asset, for reasons that remain unclear.

On June 24 Bennett parents received a letter stating that the Center would be managed by a private company, instead of the university, beginning August 19. Remarkably, our letter did not mention that Bennett staff and teachers would be losing their Penn State employment as a consequence. These teachers, some with Masters degrees in child care, many teaching at the center for ten or more years, would lose their Penn State health insurance. They would lose accumulated sick days, and future Penn State retirement contributions. They would lose Penn State tuition subsidies for themselves and their children. They would be converted from salaried professionals to hourly wage earners.

The parents’ letter mentioned none of those changes. It simply assured us that the managerial change would not affect quality of child care. We find this assurance dubious.

Meanwhile, parents at the Hort Woods facility received no letter at all that week, even though nine of their teachers who had earlier been promised they would remain Penn State employees, are to suffer the identical loss in job definition and benefits.

Parental involvement in child care is stipulated by Penn State policy HR-48, yet parents were never informed that this plan was under consideration (nor were staff or the Bennett directors). We do not know why this decision has been made. We can find no budgetary or managerial issue necessitating this plan. Three days ago a second plan was offered—again, without parental knowledge or direct contribution. They are now creating a task force to study the issue, but they are still bringing in the outside company, just in April.

We have a right to help make the decisions that affect the welfare of children at Penn State, and affect the university’s reputation as far as children are concerned. This is not a time for precipitous, closed-door decisions, but genuine participation. And this is a time for vision—it is a chance for the university, not just one dean or Human Resources or risk management—but for the university, for you, to insist that Penn State capitalize upon its strengths, its children and their teachers, rather than merely shed them as risk or cost.
Testimony by Dr. B. Stephen Carpenter:

Good afternoon. I appreciate this opportunity to address you. My name is Steve Carpenter. My wife and I are alumni of Penn State. We are also tenured faculty who returned home to our alma mater in 2011. An important factor in our decision to come back was the opportunity for our daughter to attend the Bennett Family Center. I am here today representing concerned parents at the two on-campus early childhood education centers at University Park. The recent and abrupt decision to outsource the Penn State employees at both centers to Hildebrandt Learning Centers violates Penn State’s own policy: HR-48.

HR-48 requires actions designed to ensure good staff morale and to prevent turnover. The inferior and unaffordable benefits package offered by Hildebrandt, along with the way the teachers and staff were informed of the proposed transition, contradict HR-48 and already has these teachers demoralized. If implemented, the plan will result in a revolving door of short-term workers with expertise and credentials well below those of the current teachers and staff at both centers. The quality of care at the centers will suffer as will the education of Penn State students who learn about early childhood education from these teachers. Should this plan go forward, early childhood as a degree and career option will become less attractive to prospective Penn State students, because they will see that their own institution does not value the profession enough to offer Penn State employee status and benefits to those who do this work.

HR-48 also stipulates that the child-care centers aid in the recruitment and retention of top faculty members to Penn State. My wife and I are not the only tenured faculty members who were drawn to Penn State by the outstanding reputation of the Bennett Family Center. We are just two of the award-winning, grant-generating, widely published, and internationally recognized researchers, scholars, artists, and educators who signed our letter to you. Access to excellent early childhood education is essential for all parents, including junior faculty, as it allows them to do the demanding work required to be successful on the tenure-track.

Penn State policy also demands that its child care centers be a model for early education specialists. Currently, teachers and directors at the Bennett Family Center do just that; they train other teachers from the community, the state, and the nation. They host teachers from across the Commonwealth who come to observe how teaching, learning, and nurturing happen at the Bennett Center. A change in the management of these centers has the potential to destroy Penn State’s extraordinarily successful outreach efforts to improve the care of children. Now, at a time when our Governor is calling for increased support for early childcare initiatives, Penn State must live up to our commitment to the welfare of children.

The parents at both centers are eager to work with the President to address child care on campus. We are eager to engage in constructive conversation about the programmatic and educational implications of this policy. We are eager to discuss alternative solutions that would restore the professional respect of the teachers and staff who care for the youngest members of our community. We are eager to contribute to Penn State’s reaffirmation of its mission to assure the welfare of children.
June 27, 2013

The Pennsylvania State University Board of Trustees

Dear Board of Trustees,

We are the parents of the children at the Bennett Family Center, a childcare facility at Penn State. We are writing to you in hopes that you will help us stand up for children at the University and the people who help take care of them.

One of Dr. Rodney Erickson’s first public acts as President of Penn State was to promise a new ethos of transparency at this University—particularly when it comes to the care of children on this campus. We therefore were stunned when we received a letter on June 24 informing us that the University plans to hand management of the Bennett Family Center over to an outside corporation known as Hildebrandt Learning Centers (HLC) on August 19. There was no consultation with parents about this change, even though Hildebrandt will now receive a fee of $50,000 from the University, supplied, in no small part, by our monthly payments to the Bennett Family Center.

When the world continues to watch Penn State for signs of its authentic commitment to children, now is a most unfortunate time for the University to back away from its responsibilities regarding childcare.

The consequences of this change at the Bennett Family Center will be significant. Bennett Family Center staff will lose benefits associated with the University. Based on documents supplied by Hildebrandt, Bennett Family Center staff who previously received healthcare for their families through Penn State will now have to pay a “semi-monthly deduction (24 pays/year)” of $449.40 ($898.80 per month) for full family coverage under HLC. This amount is just for basic coverage. It is more expensive if they want a better package. They will now also be responsible for a deductible that is exorbitant for many of them. BFC BOT These are workers with a net monthly income of often substantially less than $2000. They cannot possibly absorb this expense, especially as there is no plan to increase their income. Workers will also lose the Penn State education benefit that allows them to pursue advanced degrees and helps them afford tuition at Penn State for their children. To inflict such a financial shock upon a hardworking, committed, and underpaid population (many of whom are young and/or single mothers) in a time of economic distress is unacceptable. To retreat from promises made to these workers when they first accepted their positions is unethical.

Prolonged employment of the staff at the Bennett Family Center provides our children with a stable environment of committed, highly qualified and trusted adults. These compensation decisions directly relate to the quality of care for our children. Many members of the staff remain at the Bennett Family Center for years precisely because of the benefits package.

Most important, and on the most basic level, we parents believe that the people who take care of children at Penn State should receive the same respect and compensation due to any employee of this University. We bring our families to the Bennett Family Center—where workers are currently given the compensation they deserve—and are standing up for the staff precisely because, for the sake of the
University and the community in which it thrives, the University has an obligation to treat workers from the State College area fairly and respectfully.

We are appealing to you, the Board of Trustees, to intervene. We are asking that this contract be abandoned, and that the Bennett Family Center remain under University control with all benefits continuing unchanged for its staff. We are willing to do a great deal to protect our exemplary community and our children, and we are eager to work with you to ensure that happens.

Sincerely,

Parents at the Bennett Family Center
The Pennsylvania State University
BFCparents@gmail.com
Appendix 5: 2013 Faculty Senate Resolution and President Erickson’s response

Appendix B
10/22/13

Motion for Consideration

(Legislative)

WHEREAS, high quality early childhood education is critical for childhood development, faculty and staff recruitment and retention, work-life issues, and community sustainability;

WHEREAS, Penn State has a legacy of dedicated excellence in early childhood education and research;

WHEREAS, Penn State has recommitted itself to being a leader in childhood well-being;

WHEREAS, Penn State has a childcare policy (HR48) that states child care programs should be an “integral part of the institution reflecting the mission, goals, and culture of the institution”;

BE IT RESOLVED THAT, the University Faculty Senate of The Pennsylvania State University calls for a recommittment of on-campus childcare as a core mission of the university;

BE IT RESOLVED THAT, the University Faculty Senate of The Pennsylvania State University requests that equitable benefits be provided to all faculty and staff of childcare centers on campus to prevent high staff turnover;

BE IT RESOLVED THAT, the University Faculty Senate of The Pennsylvania State University commits itself to work with the President and the administration on the Childcare task force to maintain financially responsible and high-quality childcare programming on campus.

Submitted by Erica Smithwick, College of Earth and Mineral Sciences senator
November 4, 2013

Brenton M. Yarral, Chair  
University Faculty Senate  
The Pennsylvania State University  
101 Kern Graduate Building  
University Park, PA 16802

Dear Chair Yarral:

I am in receipt of your letter of October 22, 2013, regarding the resolution of the Faculty Senate on the University's child care situation. As you know, a Child Care Task Force has been appointed, chaired by Dr. Jackie Edmondson; the task force will be issuing its report by the end of the calendar year. We have appointed an excellent group of faculty, parents, staff, administrators, and a graduate student to provide an analysis and recommendations for consideration of future courses of action.

The Child Care Task Force has been asked to consider child care at all campuses, to benchmark Penn State's child care arrangements against those of public peer institutions, to review current child care policies and practices including benefit programs, and to help clarify the role of both the College of Health and Human Development as well as the Office of Human Resources in providing oversight for child care centers operated by or on behalf of the University.

Faculty Senate review of the work of the task force will be requested and welcomed following receipt of the final report.

Thank you for the Senate's continuing interest in this important matter.

Sincerely,

Rodney A. Erickson
Appendix 6: Penn State policies included in charge

Pennsylvania Code, Chapter 3270: Child Day Care Centers

See the web site for complete information: http://www.pacode.com/secure/data/055/chapter3270/chap3270toc.html

Policy AD39 MINORS INVOLVED IN UNIVERSITY-SPONSORED PROGRAMS OR PROGRAMS HELD AT THE UNIVERSITY AND / OR HOUSED IN UNIVERSITY FACILITIES (Formerly Programs Involving Minors Housed in University Facilities)

http://guru.psu.edu/policies/AD39.html

Contents:
- Purpose
- Definitions
- Policy
- Further Information
- Cross References

PURPOSE:

To provide for appropriate supervision of minors who are involved in University-sponsored programs, programs held at the University and/or programs housed in University facilities at all geographic locations with the exception of the Penn State Hershey Medical Center campus (including the College of Medicine), the client representation clinics of the Dickinson School of Law, the Psychological Clinic, and University Health Services which will follow separate policies that reflect their unique activities. Supervision of minors who are involved in University research is addressed by Institutional Review Board processes as outlined in RA14, and is not addressed by this policy. This policy also does not apply to general public events where parents/guardians are invited/expected to provide supervision of minors, or to events where parents/guardians are explicitly required to accompany their children.

DEFINITIONS:

Minor - A person under the age of eighteen (18) who is not enrolled or accepted for enrollment in credit-granting courses at the University. Students who are “dually enrolled” in University credit-granting courses while also enrolled in elementary, middle and/or high school are not included in this policy unless such enrollment includes overnight housing in University facilities.

University Facilities - Facilities owned by, or under the control of, the University with the exception of the Penn State Hershey Medical Center campus (including the College of Medicine) and the Student Health Center (University Park) which will follow separate policies that reflect the unique activities that occur in those locations.

Programs - Programs and activities offered by various academic or administrative units of the University, or by non-University groups using University facilities subject to Policies AD02 or AD03. This includes but is not limited to workshops, sport camps, academic camps, conferences, pre-enrollment visits, 4H or Cooperative Extension programs and similar activities.

Sponsoring Unit - The academic or administrative unit of the University which offers a program or gives approval for housing or use of facilities pursuant to AD02 or AD03.
**Authorized Adult**

Individuals, age 18 and older, paid or unpaid, who interact with, supervise, chaperone, or otherwise oversee minors in program activities, recreational, and/or residential facilities. This includes but is not limited to faculty, staff, volunteers, graduate and undergraduate students, interns, employees of temporary employment agencies, and independent contractors/consultants. The Authorized Adults’ roles may include positions as counselors, chaperones, coaches, instructors, etc. Authorized Adults are considered to be mandated reporters as defined by Pennsylvania law. Further guidance on reporting child abuse for Penn State employees is provided in Policy AD72 and University Human Resources policy(ies).

**Direct Contact**

Positions with the possibility of care, supervision, guidance or control of minors and/or routine interaction with minors.

**One-On-One Contact**

Personal, unsupervised interaction between any Authorized Adult and a participant without at least one other Authorized Adult, parent or legal guardian being present.

**POLICY:**

A sponsoring unit offering or approving a program which involves minors or provides University housing for minors participating in a program, or a non-University group being sponsored for a program, whether utilizing University housing or not, shall:

1. Establish a procedure for the notification of the minor’s parent/legal guardian in case of an emergency, including medical or behavioral problem, natural disasters, or other significant program disruptions. Authorized Adults with the program, as well as participants and their parents/legal guardians, must be advised of this procedure in writing prior to the participation of the minors in the program.

2. For residential programs at University facilities, provide a list of all program participants and a directory of program staff to the campus unit(s) responsible for police services (their contact information will be provided to the sponsors by the University). This list shall include participant’s name; local room assignment (if applicable); gender, age, address, and phone number(s) of parent or legal guardian, as well as emergency contact information.

3. Provide information to parent or legal guardian detailing the manner in which the participant can be contacted during the program.

4. Provide a Medical Treatment Authorization form to the campus unit responsible for health services. Any request to amend the approved form must be approved by the Director of University Health Services prior to its distribution or use. All forms must include the following:

   a. A statement informing the parent/legal guardian that the University does (or does not, as applicable) provide medical insurance to cover medical care for the minor.

   b. A statement authorizing the release of medical information (HIPAA) and emergency treatment in case the parent/legal guardian/emergency contact cannot be reached for permission.

   c. A list of any physical, mental or medical conditions the minor may have, including any allergies that could impact his/her participation in the program.

   d. All emergency contact information including name, address and phone number of the emergency contact.

5. Follow guidance from University Health Services concerning communicable diseases.

6. University Policy SY21 shall be followed concerning first aid kits and epinephrine (“epi”) pens. Participants’ medicines may be distributed by program staff, under the following conditions:
a. The participant’s family provides the medicine in its original pharmacy container labeled with the participant’s name, medicine name, dosage, and timing of consumption. Over-the-counter medications must be provided in their manufacturers’ container.

b. Staff shall keep the medicine in a secure location, and at the appropriate time for distribution shall meet with the participant.

c. The staff member shall allow the participant to self-administer the appropriate dose as shown on the container.

d. Any medicine which the participant cannot self-administer, must be stored and administered by a licensed healthcare professional associated with the campus or, if no one is available, arrangements must be made with another health care professional in advance of the participant’s arrival. The event coordinator should consult with the location’s health service and the Office of Affirmative Action ADA Coordinator to discuss reasonable accommodations in the above situation.

e. Personal “epi” pens and inhalers may be carried by the participant during activities.

7. Arrange to access emergency medical services at all locations and, for events at University Park, access to these services must be pursuant to ADG04. Medical care appropriate for the nature of the events, expected attendance and other variables should be discussed with the Director of University Health Services.

8. Follow appropriate safety measures approved by the Office of Environmental Health & Safety for laboratory and research work as outlined in SY01.

9. Ensure adequate supervision of minors while they are on University property. All activities involving minors must be supervised by at least two or more Authorized Adults or by their parent(s) or legal guardian(s) at all times. Some of the factors to consider in determining “adequate supervision” are the number and age of participants, the activity(ies) involved, type of housing if applicable, and age and experience of the counselors. See also, item 15 below.

When Penn State students are hosting High School students, including prospective athletes, participating in pre-enrollment visitation, the requirement for two Authorized Adults will be waived. This requirement also does not apply to licensed psychologists providing psychological and counseling services to minors.

All supervised participants in a University program or a program taking place on University property are permitted in the general use facilities [e.g. athletic fields, public spaces, academic buildings] but may be restricted from certain areas of the facilities [e.g. storage rooms, equipment rooms, athletic training rooms, staff/faculty offices] or from utilizing certain equipment.

10. Develop and make available to participants the rules and discipline measures applicable to the program. Program participants and staff must abide by all University regulations and may be removed from the program for non-compliance with rules. The following must be included in program rules:

a. The possession or use of alcohol and other drugs, fireworks, guns, and other weapons is prohibited.

b. The operation of a motor vehicle by minors is prohibited while attending and participating in the program.

c. The parking of staff and participant vehicles must be in accordance with University parking regulations.

d. Rules and procedures governing when and under what circumstances participants may leave University property during the program.

e. No violence, including sexual abuse or harassment, will be tolerated.
f. Hazing of any kind is prohibited. Bullying including verbal, physical, and cyber bullying are prohibited.

g. No theft of property regardless of owner will be tolerated.

h. No use of tobacco products (smoking is prohibited in all University buildings) will be tolerated.

i. Misuse or damage of University property is prohibited. Charges will be assessed against those participants who are responsible for damage or misuse of University property.

j. The inappropriate use of cameras, imaging, and digital devices is prohibited including use of such devices in showers, restrooms, or other areas where privacy is expected by participants.

11. Obtain all media and liability releases as part of the program registration process. All data gathered shall be confidential, is subject to records retention guidelines, and shall not be disclosed, except as provided by law.

12. Assign a staff member who is at least 21 years of age to be accessible to participants. The staff member must reside in the housing unit, if applicable. Additional Authorized Adults will be assigned to ensure one-on-one contact with minors does not occur and that appropriate levels of supervision are implemented. See also item 15 below.

When there are High School students, including prospective athletes, participating in pre-enrollment visitation, the hosting Penn State University student(s) will not be required to be at least 21 years of age and the requirement for two Authorized Adults will also be waived.

13. All Authorized Adults who have direct contact with minors are required to have a current background check on record with the University at the time of hire and/or beginning work with minors. This background check must be reviewed and approved by the Office of Human Resources Recruitment and Compensation Division prior to being hired and/or working with minors.

When there are High School students, including prospective athletes, participating in pre-enrollment visitation, the hosting Penn State University student(s) will not be required to undergo a background check.

- New hires will be required to complete the University background check process at the time of hire.
- All other individuals must complete the University background check process or provide evidence of completion of PA State Criminal History Record, PA Department of Public Welfare Child Abuse Report and FBI criminal history report clearance annually. This includes current employees who have not previously had a background check completed, as well as all other individuals, paid or unpaid.
- If PA State Criminal History Record, PA Department of Public Welfare Child Abuse Report, and FBI criminal history report clearances are to be considered as a replacement for a University background check, verifications must be reviewed and approved by the Office of Human Resources Recruitment and Compensation Division prior to being hired and/or interacting with minors.
- Authorized Adults are required to notify the appropriate Human Resources representative of an arrest (charged with a misdemeanor or felony) or conviction for an offense enumerated in the Penn State Arrest or Conviction self-disclosure form within 72 hours of knowledge of the arrest or conviction. The Penn State Arrest and Conviction self-disclosure form provides the list of arrests and/or convictions that must be disclosed and this form must be used to provide the information in writing to the appropriate Human Resources representative. This includes any arrests or convictions that occur either between the date of disclosure for a University run background check and the date work begins, or the date of issuance of the publicly-available background checks, and the date work begins.
- The cost for completion of PA State Criminal History Record, PA Department of Public Welfare Child Abuse Report, and FBI criminal history report clearances for non-employees will be the responsibility of the individual unless specifically authorized for processing and/or payment by the hiring unit.
- Overall guidance for background checks is provided in the Policy HR99 Background Process.
14. If applicable, require the program to adopt and implement rules and regulations for proper supervision of minors in University housing. The following must be included:

   a. Written permission signed by the parent/guardian for the minor to reside in University housing.
   b. A curfew time which is age-appropriate for the participants, but in no case shall it be later than midnight.
   c. In-room visitation to be restricted to participants of the same gender.
   d. Guests of participants (other than a parent/legal guardian and other program participants) are restricted to visitation in the building lobby and/or floor lounges, and only during approved hours specified by the program.
   e. The program must comply with all security measures and procedures specified by University Housing Services and Police Services.
   f. Pre-enrollment visit programs for high school students housed overnight in residence halls must be registered with the Office of Residence Life.

15. Require the program to provide and supervise trained counselors (also considered to be Authorized Adults) who must be at least 18 years of age, in accordance with the following:

   a. The ratio of counselors to program participants must reflect the gender distribution of the participants, and should meet the following:

   **Standards for resident camps are:**
   - One staff member for every five campers ages 4 and 5
   - One staff member for every six campers ages 6 to 8
   - One staff member for every eight campers ages 9 to 14
   - One staff member for every 10 campers ages 15 to 17

   **Standards for non-residential camps and programs** are:
   - One staff member for every six participants ages 4 and 5
   - One staff member for every eight participants ages 6 to 8
   - One staff member for every ten participants ages 9 to 14
   - One staff member for every twelve participants ages 15 to 17

   * Licensed Child Care Centers affiliated with the University shall be subject to the applicable PA Department of Public Welfare regulations.

   b. Training for the counselors must include, at a minimum, information about responsibilities and expectations; policies, procedures, and enforcement; appropriate crisis/emergency responses; safety and security precautions; confidentiality issues involving minors; mandated reporting; and University responsibility/liability. Counselors must know how to request local emergency services and how to report suspected child abuse (counselors are considered to be mandated reporters as defined by Pennsylvania law).

   c. Responsibilities of the counselors must include, at a minimum, informing program participants about safety and security procedures, University rules, rules established by the program, and
behavioral expectations. Counselors are responsible for following and enforcing all rules and must be able to provide information included herein to program participants and be able to respond to emergency(ies).

16. Each Authorized Adult, who will be participating in a program covered by this Policy shall attend annual mandatory training on the conduct requirements of this Policy, on protecting participants from abusive emotional and physical treatment, and on appropriate or required reporting of incidents of improper conduct to the proper authorities including, but not limited to, appropriate law enforcement authorities. If a program participant discloses any type of assault or abuse (at any time previously or during the program), or an Authorized Adult has reason to suspect that the participant has been subject to such assault or abuse, the Authorized Adult, as a mandated reporter, should inform the Program Director (Department Manager/Director for non-camp activities) immediately, unless the Authorized Adult believes that the Program Director (Department Manager/Director for non-camp activities) may be involved in the allegations of assault or abuse. The Program Director (Department Manager/Director for non-camp activities) and the Authorized Adult will then call the Commonwealth of Pennsylvania’s reporting ChildLine (800-932-0313) together and provide written notification to the county children and youth agency within 48 hours of filing the oral report (utilizing form CY47). In addition, the Program Director (Department Manager/Director for non-camp activities) will immediately send an email to AD39@psu.edu in response to which they will be contacted by University Police Services, Penn State’s Office of General Counsel and/or Penn State’s Risk Management and Privacy Office. If the Program Director (Department Manager/Director for non-camp activities) is unavailable, or if the Program Director or his/her designee does not call Childline, the Authorized Adult should immediately call the Commonwealth of Pennsylvania’s reporting ChildLine (800-932-0313). Authorized Adults must make all reasonable efforts to ensure the safety of minors participating in programs and activities covered by this Policy, including removal of minors from dangerous or potentially dangerous situations, irrespective of any other limitation or requirement. If a situation is felt to present immediate danger to a minor, University Police Services should be called as soon as possible, and then followed with a call to ChildLine.

17. Authorized Adults participating in programs and activities covered by this Policy shall not:

   a. Have one-on-one contact with minors: there must be two or more adults present during activities where minors are present. Authorized Adults also shall not have any direct electronic contact with minors without another adult being included in the communication.

   b. In the case of adults supervising minors overnight, Authorized Adult should not enter a minor’s room, bathroom facility, or similar area without another adult in attendance, consistent with the policy of not having one-on-one contact with minors.

   c. Separate accommodations for adults and minors are required other than the minors’ parents or guardians.

   d. Engage in abusive conduct of any kind toward, or in the presence of, a minor.

   e. Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner any minor.

   f. Pick up minors from or drop off minors at their homes, other than the driver’s child(ren), except as specifically authorized in writing by the minor’s parent or legal guardian.

   g. Authorized Adults shall not provide alcohol or illegal drugs to any minor. Authorized Adults shall not provide prescription drugs or any medication to any minor unless specifically authorized in writing by the parent or legal guardian as being required for the minor’s care or the minor’s emergency treatment. Participants’ medicines may be distributed by program staff, following the conditions outlined in section 6 of this document.

   h. Make sexual materials in any form available to minors participating in programs or activities covered by this Policy or assist them in any way in gaining access to such materials.

Items 17a, 17b, and 17c, do not apply when there are High School students, including prospective athletes, participating in pre-enrollment visitation, hosted by Penn State University student(s).

Item 17a does not apply to licensed psychologists providing psychological and counseling services to minors.
18. If an allegation of inappropriate conduct has been made against an Authorized Adult participating in a program, s/he shall discontinue any further participation in programs and activities covered by this Policy until such allegation has been satisfactorily resolved.

Authorized personnel/signatories for non-University groups using University facilities must provide to the sponsoring unit satisfactory evidence of compliance with all of the requirements of this Policy at least thirty (30) days prior to the scheduled use of University facilities, as well as sign an approved agreement for use of University facilities, if applicable.

19. Any exceptions to the application of the policy must be approved by the Office of Human Resources Recruitment and Compensation Division.

FURTHER INFORMATION:

For questions, additional detail, or to request changes to this policy, please contact the Office of Human Resources.

CROSS REFERENCES:

Other Policies in this Manual should also be referenced, especially the following:

AD02 - Non-University Groups Using University Facilities,
AD03 - Conducting Educational Programs Using the Name of The University,
AD26 - Sales of Food and Beverages at University Locations,
AD27 - Commercial Sales Activities at University Locations,
AD34 - University Recycling Program,
AD42 - Statement on Nondiscrimination and Harassment,
AD72 - Reporting Suspected Child Abuse,
ADG04 - Providing Emergency Medical Services at University Events at University Park,
HR02 - Employment of Minors,
HR99 - Background Check Process,
SY01 - Environmental Health and Safety Policy,
SY05 - Persons, Other Than Students or Employees, Who are Injured or Become Ill on University Property,
SY21 - First Aid Kits,
SY28 - Emergency Evacuations and Fire Drills - Residence Halls, and
RA14 - The Use of Human Participants in Research

Effective Date: June 7, 2012
Date Approved: May 14, 2012
Date Published: June 7, 2012 (Editorial changes, October 15, 2013)

Most Recent Changes:

- October 15, 2013 - Editorial changes in the PURPOSE section of the policy, adding policy links for the Dickinson School of Law and the Psychological Clinic, respectively, who follow separate policies that reflect their unique activities as it pertains to supervision of minors. Additionally, policy steward information has been added at the top of the policy, in the event that there are questions or requests for changes to the policy.
Revision History (and effective dates):

- February 21, 2013 - The following updates have been added throughout the policy to clarify details in the process:
  - Clarified, in PURPOSE section, last sentence, those scenarios where the policy does NOT apply.
  - Addition of the Psychological Clinic to the units that are excluded from AD39 and who must have a separate policy in place due to their specific requirements.
  - Clarification of submission of form CY47 to report suspected child abuse to “the county children and youth agency” instead of the Department of Public Welfare. A direct link to form CY47 was also added.
  - Clarification of the method for Program Directors to report suspected child abuse to University Police Services, Office of General Counsel, and Risk Management & Privacy Office. Now requires an email be sent to AD39@psu.edu which will then prompt a response by one of the above listed departments/offices.
  - Clarification of the need to send participant listings to police services for residential programs only.
  - Revised language for “day camps” to “non-residential camps and programs” within the document.
  - Clarification that ratios for adults and children at the licensed child care centers affiliated with the University are subject to the applicable PA Department of Public Welfare regulations.
  - Clarification that background checks for those working directly with minors must be completed annually.
  - Clarification that background checks from publicly-available websites must be completed annually.

- January 23, 2013 - Editorial change to #16 in the POLICY section. Instead of providing written notification to the Department of Public Welfare, the verbiage now instructs to provide such notification to “the county children and youth agency within 48 hours of filing the oral report (utilizing form CY47)”

- June 7, 2012 - Additional clarifications, including update of requirements for high school students visiting on pre-enrollment visits with Penn State students, clarification of reporting process and exclusion of client representation clinics in Dickinson School of Law from policy.

- April 11, 2012 - Major revisions, reflecting improvements to the process. Revisions include clarifications about procedure, training, clearances, responsibilities and reporting of incidents for individuals who supervising minors that are participating in programs and activities covered by this policy.

- April 28, 2010 - Multiple changes, clarifying policy details pertinent to the administration of youth programs involving minors housed in University facilities.

- June 15, 2006 - Revision History added.

- June 1, 1998 - Added reference to Administrative Guideline ADG04, EMT Services.

- August 28, 1995 - Expanded the number/types of people requiring information about the notification of medical emergencies regarding participants; added factors to consider for “adequate supervision”; and added information about confidentiality issues concerning minors and University responsibility and liability.

- October 20, 1992 - New Policy.
Policy AD72 - REPORTING SUSPECTED CHILD ABUSE

Contents:
- Purpose
- Scope
- Definitions
- Policy
- Cross References

PURPOSE:
To provide guidance to University employees, regarding mandated reporting requirements, per the University and the Pennsylvania Child Protective Services Law.

SCOPE:
This policy applies to all University locations. The Penn State Hershey Medical Center campus (including the College of Medicine), the client representation clinics of the Dickinson School of Law, the Psychological Clinic, and University Health Services will follow separate policies that comply with the principles of this policy, but reflect their unique activities.

DEFINITIONS:
Child abuse - is defined in Pennsylvania as a child under 18 years of age who has experienced:

- **Serious Physical Injury:** must cause the child severe pain or it must significantly impair functioning, either temporarily or permanently.

- **Serious Mental Injury:** a condition diagnosed by a physician or licensed psychologist that renders the child chronically and severely anxious, agitated, depressed, socially withdrawn, psychotic, or in reasonable fear that his/her safety is threatened, or seriously interferes with the child’s ability to accomplish age-appropriate developmental and social tasks.

- **Sexual Abuse or Exploitation:** the use or coercion of any child to engage in any sexually explicit conduct, or any simulation of any sexually explicit conduct for the purpose of producing any visual depiction, or the rape, sexual assault, involuntary deviate sexual intercourse, aggravated indecent assault, molestation, incest, indecent exposure, prostitution, sexual abuse, or sexual exploitation of children.

- **Serious Physical Neglect:** any condition that arises from prolonged or repeated lack of supervision or the failure to provide essentials of life, including adequate medical care, which endangers a child’s life or development or impairs the child’s functioning.

- **Imminent Risk:** any act, or failure to act, that creates an imminent risk of serious physical injury or sexual abuse and exploitation of a child. (23 Pa.C.S. 6303)

POLICY:
Pennsylvania law requires certain individuals to report child abuse, whenever they have reasonable suspicion of child abuse. However, ANY person may report abuse if they have reasonable suspicion that a child has been abused.

Pennsylvania law requires the following individuals to make a report about the suspected child abuse:

- A person who, in the course of employment comes into contact with children, and the person has reasonable cause to suspect that a child is a victim of child abuse.
Specifically named professionals include, but are NOT limited to: any licensed physician, osteopath, medical examiner, coroner, funeral director, dentist, optometrist, chiropractor, podiatrist, intern, registered nurse, licensed practical nurse, hospital personnel engaged in the admission, examination, care or treatment of persons, Christian Science practitioner, member of the clergy, school administrator, school teacher, school nurse, social services worker, day-care center worker or any other child-care or foster-care worker, mental health professional, peace officer or law enforcement official. Two exceptions are made in the law for reporting requirement which involve confidential communications to a member of the clergy, and for confidential communications made to an attorney (23 Pa.C.S. § 6311).

Penn State University requires all University employees who have reasonable suspicion of abuse to make a report, with an exception to any confidential communications made to a University-employed attorney, or confidential communication made to University-employed member of the clergy. The Penn State Hershey Medical Center campus (including the College of Medicine), the client representation clinics of the Dickinson School of Law, the Psychological Clinic, and University Health Services will follow separate policies that reflect their unique activities.

As Penn State University is committed to research, Penn State policy (RA14) provides for ethical treatment and protection of human research participants. All human subjects research is safeguarded by the Institutional Review Board. The research environment presents unique circumstances related to reporting of child abuse, and reporting procedures must be reviewed, approved, and monitored by the IRB. The Principal Investigator is responsible for all aspects of the research, including reporting any child abuse identified through the research.

How to make a report of suspected child abuse:

1. If you suspect child abuse, immediately contact ChildLine, which is operated by the Pennsylvania Department of Public Welfare at 1-800-932-0313. This hotline is staffed at all times of day and night. If the call is not answered, then immediately contact the county child welfare agency in the county in which the incident occurred. If you do not reach an individual either through ChildLine or through the local county child welfare office, the reporter must continue calling until they reach an individual to complete the reporting process. For the avoidance of doubt, regardless of the current age of the victim of suspected or reported abuse, a report should be made to ChildLine if abuse occurred.

2. If a child is in immediate danger, the employee should contact police at 911 to obtain immediate protection for the child.

3. Finally, if you are considered to be an Authorized Adult as defined in policy AD39, follow the reporting procedure as described in AD39.

Liability

As per Pennsylvania law, any person or institution participating in good faith in the making of a report or testifying in any proceeding arising out of an instance of suspected child abuse shall have immunity from any liability, civil or criminal, that might otherwise result by reason of such actions.

Any person or official required by law to report a case of suspected child abuse who willfully fails to do so shall be guilty of a misdemeanor of the third degree for the first violation and a misdemeanor of the second degree for subsequent violations. Most importantly, without making a report, a child may continue to be at risk. 23 Pa.C.S. §6318 and §6319.

Compliance

All University employees will be required to complete Reporting Child Abuse training each calendar year through the Office of Human Resources, Center for Workplace Learning and Performance.

If any University employee willfully fails to report a case of suspected child abuse, it will result in disciplinary action, up to and including, dismissal.
CROSS REFERENCES:

Other Policies in this Manual should also be referenced, especially the following:

AD39 - Minors Involved in University-Sponsored Programs or Programs Held at the University,

HR05 - “Regular” and “NonRegular” University Employees,

HR70 - Dismissal of Tenured or Tenured-eligible Faculty Members,

HR78 - Staff Employee Failure to Meet Acceptable Standards of Performance, and

RA14 - The Use of Human Participants in Research

Effective Date: June 7, 2012
Date Approved: May 14, 2012
Date Published: June 7, 2012 (Editorial changes, April 25, 2013)

Most recent changes:

- April 25, 2013 - An editorial change made in the POLICY section under “How to make a report of suspected child abuse.” A sentence was added at the end of step #1 to better clarify the policy parameters for reporting suspected child abuse.

Revision History (and effective dates):

- March 13, 2013 - A SCOPE section has been added, and editorial changes made to the POLICY section to better clarify the policy parameters for reporting suspected child abuse.
- May 14, 2012 - New Policy.

Policy HR48 CHILD CARE PROGRAM POLICY

http://guru.psu.edu/policies/OHR/hr48.html

POLICY’S INITIAL DATE: March 18, 1993
THIS VERSION EFFECTIVE: March 18, 1993

Contents:

• Purpose
• Policy
• Coordination of Child Care Program Services
• Child Care Committees
  • .... Advisory Committee
  • .... Executive Committee

PURPOSE:

To specify the University’s policy on the provision of quality child care.
POLICY:

The University supports the philosophy that quality child care should be available to accommodate the changing population and to attract and retain competent and dedicated faculty, staff, and students.

The position of the University on child care programming is that sponsored or contracted campus child care programs should:

- Be models to the community, to parents, and to early education specialists. Programs will be state licensed; accredited by the National Association for the Education of Young Children (NAEYC); and attentive to the broad picture of child care as it relates to other disciplines such as health, parent education, nutrition, and teacher training.

- Be an integral part of the institution by reflecting the mission, goals, and culture of the institution; demonstrating a commitment to addressing the issues of work and family; being accountable to both service and educational concerns and needs; and being an agent to assist in recruitment and retention of students, staff, and faculty.

- Be responsible employers by hiring professional staff paying equitable salaries and benefits, and paying attention to issues of good staff morale; thereby, preventing high staff turnover.

- Be responsible for providing developmentally appropriate programming by involving parents in planning and evaluating the services and by employing multi-cultural and anti-bias programming.

- Be financially responsible and accountable.

COORDINATION OF CHILD CARE PROGRAM SERVICES:

The Director of Child Care Program Services located in the Office of Human Resources shall coordinate the procurement of child care services between the requesting unit and other University offices and the Office of General Counsel, as appropriate. The Director of Child Care Program Services shall have the responsibility to review and advise on contracts, leasing, and proposal activity with prospective child care providers (vendors) and to work with the appropriate administrative units including the Office of General Counsel to ensure that oral and written communications meet established laws, policies, and proper conduct of quality child care programming.

CHILD CARE COMMITTEES:

Advisory Committee:

A Child Care Advisory Committee shall promote and assist in the development of new, expanded, and innovative quality child care program services that are affordable to Penn State families. The University-wide Advisory Committee will meet regularly with the Director of Child Care Program Services in order to assure broad access to information on child care needs and services.

Executive Committee:

In order to ensure that the University’s overall goals and objectives are addressed with respect to the establishment and maintenance of University wide child care program services, policy direction is provided by the Child Care Executive Committee whose members represent student services, faculty, staff, and Office of the President. The Executive Committee will meet on an “as needed basis” with the Vice President for Human Resources.

Updates:

3/29/2010 - Revised to add “Office of General Counsel”.

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Updates:

3/29/2010 - Revised to add “Office of General Counsel”.

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Policy HR99 Background Check Process

http://guru.psu.edu/policies/OHR/hr99.html

POLICY’S INITIAL DATE: July 5, 2012
THIS VERSION Effective: February 25, 2013

Contents:

• Purpose
• Overview
• Individuals Covered by This Policy
• Individuals Not Covered by This Policy
• Definitions
• Background Check Inquiries
• Background Check Process
• Periodic Updates or Additional Background Checks
• Recruitment Notices
• Roles and Responsibilities
• Evaluation of Resulting Report
• Confidentiality
• Related Documents
• Cross-references

PURPOSE:

This policy establishes a process for ensuring background checks are completed for any individuals, age 18 and over, (paid or unpaid) who are engaged by Penn State in any work capacity effective on or after the date of this policy. This includes, but is not limited to, employees; volunteers working with minors; adjunct faculty; consultants and contractors who conduct their work on Penn State premises or who represent Penn State at non-Penn State locations; visiting scholars; graduate assistants; or other similar positions. In addition, it establishes a process requiring individuals engaged by the University, including those engaged prior to, as of, or after, the effective date of this policy, to self-disclose criminal arrests and/or convictions as outlined in the Penn State Arrest and Conviction self-disclosure form within a 72-hour period of their occurrence.

Background checks will be used solely to evaluate candidates’ eligibility to be engaged in any work capacity by the University, and will not be used to discriminate on the basis of race, color, national origin, ancestry, religious creed, gender, disability or handicap, age, genetic information, veteran’s status, gender identity or sexual orientation.

Criminal convictions will be reviewed with respect to the nature and gravity of the offense(s); time since conviction; completion of sentence or any other remediation; relevance to the position for which the candidate is being considered/employee is performing; and discrepancies between the background check and what the candidate/employee self-reported. When a finding adversely impacts eligibility to be engaged by the University in a specific position, the candidate will be notified of the decision and given associated information required by law.

(Note: Nothing herein is intended to contradict or lessen application of applicable federal or state laws or regulations.)

OVERVIEW:

Penn State strives to provide the safest possible environment for its students, faculty, staff and visitors; to preserve University resources; and to uphold the reputation and integrity of the University. This policy supports the University’s efforts to minimize institutional risk, provide a safe environment, and assist hiring authorities in making sound hiring decisions.
INDIVIDUALS COVERED BY THIS POLICY:

Individuals engaged by Penn State in any work capacity beginning on or after the date of this policy including, but not limited to, the following positions:

- Staff
- Faculty (including Adjunct Faculty)
- Technical Service
- Temporary Employees not sponsored by a staffing agency (wage payroll)
- Administrators and Academic Administrators
- Executives
- Volunteers (if working with minors or in sensitive/critical positions)
- Graduate Assistants
- Graduate and undergraduate student employees
- Work study students
- Interns (paid or unpaid)
- Visiting Scholars (as defined within Definitions section shown below)
- Third-party employees such as consultants, contractors and temporary staffing agency employees who conduct their work on Penn State premises or who represent Penn State at non-Penn State locations (such as training professionals)
- Any individual not previously described who is either paid directly by the University (unless specifically excluded from the policy) or who is working in a sensitive/critical position (defined below)

INDIVIDUALS NOT COVERED BY THIS POLICY:

Background checks will not be required for the following circumstances unless the individual is considered to be in a sensitive/critical position (such as working with minors) or has been otherwise identified as being covered by this policy due to the nature and or length of his/her assignment.

- Individuals paid an “honorarium” as defined in Policy BS17 - Use and Procurement of External Consultants (e.g. speakers, presenters): a payment given to a professional person (non-employee) for services for which fees are not legally or traditionally required.

- Individuals providing services requiring specialized skills (e.g., independent contractors, sports officials, etc.) where payment, if any, is provided through a “Special Request for Check” and reported to the individual via Form1099. Services provided must be very limited in scope, typically ranging from less than 1 day to a maximum of 7 days service annually, unless specifically approved as an exception by Recruitment and Compensation.

- Individuals working for third-party contractors on construction sites that are considered to be vacant (either new construction or a project that is “fenced-in”). If the construction is in a partially closed building (e.g. one floor is vacant while other floors are still in use) or for other reason is mixed in its accessibility, the more conservative approach to require third-party compliance with background checks will be required.
DEFINITIONS:

Consumer Report

Defined by the Fair Credit Reporting Act as: “Any communication of information by a Consumer Reporting Agency bearing on a consumer’s credit worthiness, credit standing, credit capacity, character, general reputation, or personal characteristics.” This includes background check information such as criminal history, sex offender registry checks, motor vehicle record checks, educational checks, etc. if provided by a Consumer Reporting Agency. Penn State’s use of credit history checks will be limited to circumstances described below in “credit history check” definition.

Consumer Reporting Agency

Defined by the Fair Credit Reporting Act as: “Any person or entity which, for a fee, dues or on a cooperative nonprofit basis, regularly engages in the practice of assembling or evaluating consumer credit information, or other information, on consumers for the purpose of furnishing Consumer Reports to third parties.” For the purposes of this policy, a Consumer Reporting Agency refers to the vendor used by Penn State to conduct Background Checks.

Credit History Check

Review of the individual’s detailed credit history, as contained in a Consumer Report in accordance with the Fair Credit Reporting Act. Penn State’s use of credit history checks will be consistent with Pennsylvania law that states “it shall be an unlawful discriminatory practice for any employer or any employer’s agent, representative or designee to require an employee or prospective employee to consent to the creation of a credit report that contains information about the employee’s or prospective employee’s credit score, credit account balances, payment history, savings or checking account balances or savings or checking account numbers as a condition of employment unless one of the following applies: (1) Such report is substantially related to the employee’s current or potential job. (2) Such report is required by law. (3) The employer reasonably believes that the employee has engaged in a specific activity that constitutes a violation of the law.” Federal laws prohibit discrimination against an applicant or employee as a result of bankruptcy.

Criminal Conviction

Being found guilty, entering a guilty plea or pleading no contest to a felony and/or misdemeanor. Convictions for which the individual’s record has been expunged may not be considered.

Criminal History Check

Verification that the individual does not have any undisclosed criminal convictions in any jurisdiction where he or she has resided or where he or she currently resides.

Educational Verification

Confirmation of the individual’s educational credentials listed on the application, resume or cover letter, or otherwise cited by the individual.

Fair Credit Reporting Act (FCRA)

A Federal law designed to promote the accuracy, fairness and privacy of information in the files of Consumer Reporting Agencies, codified at 15 U.S.C. §1681 et seq.

License Verification

Confirmation that the selected candidate or employee possesses all licenses listed on the application, resume or cover letter, or otherwise cited by the candidate or employee, including verification of the disposition of such licenses. This includes any motor vehicle driver’s licenses required for a position.
Minor
A person under the age of eighteen (18) who is not enrolled or accepted for enrollment at the University. Students who are “dually enrolled” in University programs while also enrolled in elementary, middle and/or high school are not included in this policy unless such enrollment includes overnight housing in University facilities.

Penn State University
Any campus, unit, program, association or entity of Penn State with the exception of the Penn State Hershey Medical Center campus (including the College of Medicine) which will follow a separate policy that reflects the unique activities that occur on that campus.

Senior Leader
For the purposes of this policy, the Senior Leader will be considered as one or more of the following:

- President
- Provost
- Vice Presidents
- Chancellors
- Assistant or Associate Vice Presidents
- Vice Chancellors
- Vice Provosts
- Deans
- Academic Department Heads and Chairs

Sensitive/Critical Positions
Positions whose responsibilities may include the following:

- Master key access to all, or the majority of all, offices/facilities within buildings (including residences or other on-site or off-site facilities)
- Direct responsibility for the care, safety and security of people, or the safety and security of personal and University property (includes those working with minors, child care workers, physicians, residence hall supervisors, coaches, transit drivers, those driving University vehicles, etc.)
- Direct responsibility for the care, safety and security of animals
- Direct responsibility for providing legal counsel to the University and/or outside parties
- Direct access to or responsibility for cash, cash equivalents, checks, credit card account information, or University property disbursements or receipts
- Extensive authority for committing the financial resources of the University
- Direct access to or responsibility for controlled substances or hazardous materials
- Direct access to or responsibility for protected, personal or other sensitive data (includes auditors, information systems personnel, human resources and payroll staff, registrars, etc.)
Administrator, Academic Administrator and Executive positions, if background check is not completed by executive search firm or other similar agency

Other positions as defined by units that have a job-related need for additional background checks

**Sensitive Facilities/Programs**

University facilities/programs that require special clearance or background checks for access or that permit unsupervised access to records that are confidential or otherwise have special protections under State or Federal law e.g. export controls.

**Sex and Violent Offender Registry Check**

A national search to verify that the selected individual does not have undisclosed convictions of certain sex and violent crimes.

**Visiting Scholars**

For the purposes of this policy, visiting scholars include academic members of other institutions whose interaction at Penn State goes beyond the definition of a general visitor due to 1) being provided with financial support (beyond honorarium) or administrative support such as housing, wages (whether paid directly to the individual or to their “home” institution), visa sponsorship, computer network access, office space, key access, etc. 2) interacting with (conducting research, lab work, etc.) or teaching students for a period in excess of ten consecutive business days 3) working with minors covered by Policy AD39 or 4) working in sensitive facilities/programs as defined in this policy.

**Volunteers**

Individuals who offer their services without cost to the University for civic reasons and whose services are not typically performed by University employees. Examples include serving as a docent at a University museum or educational facility, working on a University advisory or development committee, or otherwise performing duties that are of benefit to the University’s teaching, research, and/or public service missions. Only volunteers working with minors, as defined and covered by Policy AD39 - Minors involved in University-sponsored Programs or Programs held at the University and/or Housed in University Facilities or those working in sensitive/critical positions as described in this policy are required to complete background checks.

**BACKGROUND CHECK INQUIRIES:**

Verification of credentials and other information about an employee or other individual (paid or unpaid) may include any or all of the following:

**Standard Background Check:**

- Criminal History Check
- Sex and Violent Offender Registry Check
- Education Verification (required for academic positions upon initial hire or for updated credentials with the exception of emeritus academic positions; optional for other positions)

**Additional Background Check items as required for specific positions based on job-related need:**

- Motor Vehicle Record (required for positions where it can be anticipated that an individual will be regularly required to drive a University-owned vehicle or other vehicle on University business, i.e. government relations positions requiring in-person visitation to state or federal government offices, van drivers, mail couriers)
- Credit History Check (conducted only for sensitive/critical positions with extensive authority to commit financial resources of the University or with extensive fiduciary responsibility for financial resources of the University)
including but not limited to Administrator, Academic Administrator, and Executive positions; or as required by law; or due to a reasonable belief that an employee has engaged in a specific activity that constitutes a violation of the law)

- Employment Verifications
- License Verification
- Other verifications, as needed, based on job requirements

Publicly-available Background Checks:

Current employees, unpaid individuals, and third-party employees may obtain background checks through the Pennsylvania Department of Welfare. The background checks include a Pennsylvania criminal history check, an FBI criminal history report that requires fingerprinting, and a Pennsylvania child abuse clearance. Completion of these three checks may be substituted for the standard Penn State background check unless additional background checks are outlined as being required for the position. Instructions for completion of the publicly-available background checks can be found in the Penn State Information for Completing PA Publicly Available Background Checks. Background checks through the Pennsylvania Department of Education process are also accepted if an individual has completed this process due to employment in the education field. New employees and employees with greater than a six-month break-in-service must complete the Penn State background check process.

The cost for these clearances will be the responsibility of the individual unless specifically authorized for reimbursement processing by the sponsoring organization. All clearances for employees and anyone working with minors as defined in Policy AD39 must be completed annually. Unpaid or third-party individuals who are not working with minors must provide clearances dated within two years prior to the date of the assignment. In addition, the individual must self-disclose any arrests or convictions as outlined in the Penn State Arrest and Conviction self-disclosure form that occur between the time of clearance and the date work begins.

BACKGROUND CHECK PROCESS:

A successful background check must be completed prior to the first day of work/engagement with the University in the position identified. Any exceptions will need to be approved by the Office of Human Resources’ Recruitment and Compensation Division.

Employees:

Employees are considered to be any person whose wages are paid directly by Penn State, whether full-or part-time and regardless of whether the position is benefits-eligible. Candidates will be informed that the offer is contingent on a satisfactory background check that will be conducted by a consumer reporting agency for review by the University. The candidate will be required to complete self-disclosure and consent forms authorizing Penn State to complete the background check process.

Candidates for employment who fail to participate fully or who provide inaccurate information in a background check will be eliminated from consideration for the position. Candidates may decline to authorize a background check; in such cases, no background check will be performed, but the candidate will not be considered further.

The existence of a criminal conviction will not automatically disqualify an individual from employment or employment consideration. The University will consider the nature and gravity of the offense(s); time since conviction; completion of sentence or any other remediation; relevance to the position for which the candidate is being considered/employee is performing; and discrepancies between the background check and what the candidate/employee self-reported. When a finding adversely impacts employment eligibility, the candidate will be notified and may be withdrawn from employment consideration.

The University will provide candidates access to a copy of their background check reports upon request, regardless of outcome and without charge to the candidate. In cases where information in the background check report will result in an adverse hiring decision, the University will provide a copy of the report to the candidate without his or her request.
In cases in which information in a Consumer Report, such as a background check showing criminal convictions affecting the candidate’s ability to perform the specific job in question, will result in an adverse employment decision, the University will provide the candidate with all required notifications pursuant to the Fair Credit Reporting Act and other applicable law(s).

Executives, Administrators, and Academic Administrators hired through an executive staffing agency or similar staffing company must complete either a Penn State background check consistent with position requirements or have confirmation of a background check of the required criteria having been completed by the staffing agency.

For employees, a break in service of six months or less does not require a new background check unless the individual returns to an assignment requiring a check(s) which was not previously performed. Individuals with a break in service of six months or less should be reminded that the self-disclosure requirement to report arrests and/or convictions within 72 hours of their occurrence is still in force. Approved employee leaves such as sabbatical leave, maternity leave, or other types of approved leaves of six months or longer will require the employee to complete a Penn State Arrest and Conviction self-disclosure form before returning to work. Other breaks in service for employees of greater than six months require a new background check to be completed.

Unpaid Individuals:

This includes interns, adjunct faculty, visiting scholars, or other individuals working for or engaged by the University. Depending upon the responsibilities of the position, the individual must either:

1. Obtain the publicly-available background checks as outlined in the definitions above prior to beginning work.
2. Be sponsored by the engaging unit to have a background check(s) completed by the University based on the job requirements of the position. The background check must be satisfactorily completed prior to beginning work.

Unpaid individuals working with minors must follow the requirements of Policy AD39 which requires that successful background checks be completed annually. All other sensitive/critical unpaid positions must complete background checks within 2 years of the assignments. Positions working at Penn State will be contingent upon the results of a background check.

Third-party Employees:

This includes consultants, contractors and temporary staffing agency employees working for or engaged by the University who conduct their work on Penn State premises or who represent Penn State at non-Penn State locations. Depending upon the responsibilities of the position, the individual must either:

1. Be covered by a signed contractor’s/vendor’s agreement that confirms its employees have had background checks that meet or exceed the University’s standards for the type of work being performed.
2. Obtain the publicly-available background checks as outlined in the definitions above prior to beginning work.
3. Be sponsored by the engaging unit to have a background check(s) completed by the University based on the job requirements of the position. The background check must be satisfactorily completed prior to beginning work.

Third-party employees working with minors must follow the requirements of Policy AD39 which requires that successful background checks be completed annually. All other third-party positions must complete a background check within 2 years of the assignments. Positions working at Penn State will be contingent upon the results of a background check.

PERIODIC UPDATES OR ADDITIONAL BACKGROUND CHECKS:

Penn State retains the right to conduct relevant background checks of current employees when it has reasonable grounds to do so, e.g., no prior check was performed, a workplace incident has occurred, upon self-disclosure of criminal activity or upon the University being informed of such activity, update of information due to designation as sensitive/critical position, or upon a change of assignment.

Further, individuals engaged by the University (whether paid or unpaid) are required to notify the appropriate Human Resources representative of an arrest (charged with a misdemeanor or felony) or conviction for an offense enumerated in
the Penn State Arrest or Conviction self-disclosure form within 72 hours of knowledge of the arrest or conviction. The Penn State Arrest and Conviction self-disclosure form provides the list of arrests and/or convictions that must be disclosed and this form must be used to provide the information in writing to the appropriate Human Resources representative. This includes any arrests or convictions that occur either between the date of disclosure for a University run background check and the date work begins, or the date of issuance of the publicly-available background checks, and the date work begins. Failure to report such incidents may result in disciplinary action up to and including termination. Employees of consulting companies and/or contractors are expected to inform their employers, who will review the situation with the Recruitment and Compensation Division.

Information will be used only if job related and will not necessarily affect employment. Human Resources will notify the employee’s department of an arrest or conviction only if it is determined that the arrest and/or conviction is pertinent to the employee’s ability to carry out the duties or functions of his or her position. If reported to the employee’s department, such arrests and/or convictions, depending on the facts and the employee’s involvement in the events leading to arrest and/or conviction, may subject the employee to discipline, up to and including termination.

Positions where it can be anticipated that a responsibility of the position will be to drive a vehicle on University business (whether a University-owned or other vehicle) or where an individual may be asked to transport minors, must pass a motor vehicle record check. Motor vehicle checks will be updated every three years for positions, as relevant, and it is the department’s and supervisor’s responsibility to initiate the process. Employees must comply with the self-disclosure requirement by notifying Human Resources of any arrests or convictions for driving while under the influence or the loss of the individual’s driver’s license due to traffic violations or other similar charges/convictions. This disclosure must be made within 72 hours of occurrence using the Penn State Arrest and Conviction self-disclosure form. Such convictions may subject the employee or individual to discipline, up to and including termination. Failure to report such incidents may result in disciplinary action up to and including termination.

State or federal law or regulations, professional associations, licensing entities or contracting partners may impose background screening check requirements upon certain individuals. In these cases, the affected individual and department should coordinate the need for such a check with the Office of Human Resources’ Recruitment and Compensation Division.

RECRUITMENT NOTICES:

Job postings (paid or unpaid) that require more verifications than the standard background check will include language identifying the need for individuals (including current University employees) to undergo a background check appropriate to the position’s responsibilities. Offers of employment to new hires of the University will be made contingent upon the results of the background check. If a current employee applies for a position that requires a non-standard background check, the offer for the new position will be contingent upon the results of the background check. Unpaid positions will be contingent upon the results of a background check.

ROLES AND RESPONSIBILITIES:

College/Campus/Unit Human Resources Responsibilities:

1. Issue offer letters as “contingent upon successful background check”.

2. Initiate the background check process via methodology proscribed by Recruitment and Compensation; communicate procedures to candidates.

3. Ensure that applicable individuals engaged by the University (paid or unpaid) have successfully completed a background check or provided evidence of completion of acceptable background checks (publicly-available background checks as defined above; executive search firm background clearance) before beginning any assignments/work responsibilities.

4. Notify the individual of any information obtained from the third-party vendor’s background check that may affect the hiring/engaging decision. Communicate to the individual that required legal notices will be provided.

5. Confirm any authorization for payment for background checks for non-employees.
Recruitment and Compensation Responsibilities:

1. Secure contracts with consumer reporting agency for consumer reports including background screening services.

2. Develop procedures for oversight of the background check policy and communicate methodology, forms, and/or computer access needs to college/campus/unit Human Resources departments.

3. Coordinate with the hiring/engaging Human Resources department and the consumer reporting agency throughout the background check process.

4. Review information resulting from the consumer reporting agency’s background check of an individual and determine whether the information may be relevant to the hiring/engaging unit’s decision. Advise the hiring/engaging unit if information may cause an adverse action on the hiring/engaging decision.

5. If a candidate may no longer be considered for a position based on the background check results, provide written notice to the candidate including a copy of the background check report. The written notification will include a specified period of time in which the candidate may respond, which will be no less than five calendar days.
   a. If the candidate fails to respond within the specified time period, issue a second letter informing the candidate that he/she is no longer being considered for the position.
   b. If the candidate responds within the specified time period, review any appeal submitted by the candidate challenging the accuracy of information contained in the report.

6. Implement and interpret this policy and provide guidance to hiring/engaging units.

EVALUATION OF RESULTING REPORT:

The following are among the factors that Human Resources will consider when evaluating the results of the background screening check:

- Nature and gravity of the offense(s),
- Time since conviction, completion of sentence or any other remediation,
- Relevancy to the position for which the candidate is being considered/employee is performing; and
- Discrepancies between the background check and what the candidate/employee self-reported.

The background screening check of a candidate who also is a current employee, may impact the current employee’s employment, particularly absent full self-disclosure.

CONFIDENTIALITY:

Records gathered as a result of a background screening check will be maintained by Recruitment and Compensation. Any records related to a candidate or an employee must be returned to Recruitment and Compensation and will be maintained in accordance with the Penn State records retention schedule.
RELATED DOCUMENTS:
Summary of rights under the Fair Credit Reporting Act:
www.ftc.gov/bcp/edu/pubs/consumer/credit/cre35.pdf
Penn State Arrest and Conviction self-disclosure form
Penn State Information for Completing PA Publicly Available Background Checks

CROSS REFERENCES:
Other Policies in this Manual should also be referenced, especially the following:
AD12 - Sexual Assault, Relationship and Domestic Violence, and Stalking
AD29 - Statement on Intolerance
AD33 - A Drug-Free Workplace
AD39 - Minors involved in University-sponsored Programs or Programs held at the University and/or Housed in University Facilities
AD41 - Sexual Harassment
AD42 - Statement on Nondiscrimination
AD72 - Reporting Suspected Child Abuse
BS17 - Use and Procurement of External Consultants
HR05 - “Regular” and “Nonregular” University Employees
HR06 - Types of Appointments
HR07 - University Appointments without Remuneration
HR08 - Establishment of a Staff or a Technical Service Position
HR11 - Affirmative Action in Employment at The Pennsylvania State University
HR13 - Recommended Procedure for Hiring New Faculty
HR14 - Forms to be Filled Out by and for Each New Regular Employee
HR34 - Employment Conditions for Staff Employees
Appendix 7: Timeline for Task Force meetings

Full Task Force Meetings

October 10: Charge from President Erickson
October 28: Budgets for campus-wide centers
November 1: Risk management
November 20: Subcommittee report-out
December 3: Initial review of draft report
December 9: Second review of draft report
December 17: Report out to President Erickson
December 18: Finalizing report

Inventory of child care options

October 21
October 24
November 12

Review of Penn State Policies related to child care

October 28
Other work conducted electronically

Benchmarking

October 24
October 28
Other work conducted electronically

Other meetings

Campus-based center directors meeting
November 13 (Jacqueline Edmondson, Wendy Haslet, Jill Putnam, Dan Willis attended)

Senate Commonwealth Caucus meeting
December 9 (Erica Smithwick and Jacqueline Edmondson attended)

HHD Budget review meeting
December 4 (Abby Diehl and Dan Willis attended)
Appendix 8: Unsolicited letters from faculty concerning university child care

Jacqueline Edmondson  
Associate Vice President and Associate Dean  
Undergraduate Education  
Chair, Child Care Task Force  
Penn State University  
417 Old Main  
University Park, PA 16802

December 7, 2013

Dear Jackie and Members of the Task Force:

I am writing to describe the relationship that the Art Education program in the School of Visual Arts has developed with the Bennett Family Center, the CDL and Hort Woods during the twelve years that I have been on faculty at Penn State. I hope that this small case study will suggest the remarkably varied possibilities for collaboration between the child care centers and academic programs that exist on this campus, and the necessity of preserving opportunities for research, teaching, and service at the BFC and Hort Woods.

I moved to Penn State from the University of Illinois in Urbana-Champaign in the fall of 2001. The summer prior to my relocation, I was contacted by phone and email by the directors of both centers, Wendy Whitesell and Linda Duerr, who had heard that an art educator with an interest in young children was coming to campus and wanted to begin to think about ways in which we could collaborate. Their enthusiasm and initiative was overwhelming. During my first semester, my students in an advanced practicum course taught a series of lessons at the Bennett Family Center, in the preschool classrooms. In subsequent semesters, my students have taught afternoon classes there, and observed and assisted in classrooms including the arts-based kindergarten.

As my teaching assignments shifted, my colleagues have continued to visit the BFC with their students, or sometimes on their own, to teach and to learn about and with young children. Professor B Stephen Carpenter is a BFC parent who frequently stages experiences for the children at the center, demonstrating and explaining the ceramic water filters he creates and, recently, creating a child-sized camera obscura. Following that experience, Steve and I began to make plans to design a preschool photography curriculum for the children at the campus centers, using the history of photographic inventions as an entry point.

My own involvement, and the more consistent involvement of the Art Education program, has been largely with Hort Woods, thanks in great measure to Linda Duerr’s determination to include me in planning the construction of the center and its programs. She saw Hort Woods as an opportunity for a sustained collaboration that we had hoped to establish for many years. We met regularly as the building took shape, and laid the groundwork for a graduate assistantship, funded and supported by Art Education, assigned to Hort Woods to serve in the position of an atelierista, or studio specialist, in the model of Reggio Emilia. This person would work both with teachers and with children, helping to develop the emergent curriculum with projects that employ the rich
visual languages that young children “speak” with the greatest fluency. When the center opened in the fall of 2011, doctoral student Chris Schulte was at Hort Woods 20 hours per week, working with teachers, children, and five undergraduate Art Education majors who signed on to teach at Hort Woods (despite the fact that they did not need the credits they earned for doing so). I have since worked with these students, and others who have followed them at Hort Woods, and their preparation to teach is exceptional: Not only are they confident and accomplished in designing curriculum, they are also exceptionally responsive and thoughtful in their relationships with children. Experience and mentorship count!

I am attaching the proposal that Christopher Schulte, now an Assistant Professor at the University of Georgia, developed as we began to formalize the relationship our program now has with Hort Woods. We have been able to adapt to changing needs and circumstances each year because we have worked so closely with the faculty at Hort Woods. The teachers have been incredibly generous both in mentoring our students in their classrooms, and in meeting with our graduate assistants and faculty to clarify philosophical issues and practices. This year, graduate assistant Alison Coombs has started to work with toddlers, and hopes that some of the students who join her in the spring will begin to think of ways to engage infants also in sensory play. We also will begin a small scale study of the ways in which young children with disabilities respond to the project approach as it is practiced at Hort Woods; this will be an opportunity for Art Education faculty, graduate students, and undergraduates to explore a significant and under-researched area of our field.

The Art Education program plans to initiate review and revision of our undergraduate curriculum before the end of this academic year. We consider the Hort Woods internship a model for others that we hope to institute at the Bennett Family Center, and other elementary and secondary settings in the area, as a requirement for juniors in our program. In every situation, we will strive to identify situations where the teachers who will model practice and mentor our students are exemplary, strong in their relationships with students, curious, open, willing to learn from students as well as to teach them, professional in every respect. We have found such people at Hort Woods.

At a time when interdisciplinary collaborations are valued, and early childhood education is recognized as an essential contribution to the quality of American life, we are aware that we benefit from our partnership with Hort Woods in ways that far exceed the contributions we make to the school. Our teaching, research, and service commitments find a congenial environment there, and in the Bennett Family Center. We hope that these relationships will continue, and yet we are keenly aware of the extent to which our success and satisfaction depends upon the presence of a highly qualified and committed group of teachers who share a common philosophy and understanding of innovative practice.

Sincerely,

Christine Marmé Thompson
Professor of Art Education
December 2, 2013

Dear Child Care Task Force Members:

I welcome this opportunity to share with you how critical the child care centers on campus are to my research as well as the preparation of future music and elementary teachers who are students at Penn State. I was so delighted to learn of the establishment of the Cedar Day Care Center in 1985 and immediately contacted the staff about teaching music classes there. I taught preschool classes there; followed the staff and children when they moved to the Bennett Family Center in 2001; and now also teach preschool classes at Hort Woods. I have conducted numerous research projects with the children – these studies have been published as well as presented at state, regional, national, and international conferences and symposia. The centers provide an excellent laboratory setting for my work; the addition of a licensed kindergarten class at Bennett has expanded my research opportunities. I would not have been able to conduct this research if the centers were not on campus.

Through the Research Opportunities for Undergraduate Students web site, several students have been interested in my work and have assisted me at the centers. Interestingly, several of these students were not music majors! One was a nursing major; the other a biology major. The biology major is also a Schreyer Scholar and developed her honors thesis around issues of early childhood music development. Her work with me at the Bennett Center further developed her interests to the extent that her area of honors is Music Education.

Music Education majors have also engaged in research with me, most notably with the kindergarten class at the Bennett Family Center. Recently, I have been investigating the effectiveness of male and female vocal models on children’s singing voice development. A senior assisted me two years ago; I am working with a junior now. These students have had rare opportunities to be engaged in a research project while developing their understanding of nurturing children’s musical development. The child care centers on campus have made this possible.

For the past 25 years, the child care centers on campus have also provided outstanding teaching laboratories for Music Education majors. The early field experience for all Music Education majors includes weekly preschool music classes. I teach classes with my students, eventually turning instruction over to the students. This type of experience, where the students work with a group of children on a weekly basis for an entire semester, would not be possible without these campus centers. Sophomore Music Education majors have a full load of music classes so there would not be time to drive to another location for a field experience. The ability to walk next door to Hort Woods, even to walk a bit farther to the Bennett Center, makes these crucial experiences possible. Many students have changed their teaching focus from secondary to elementary based on these valuable experiences. I know they are more “child focused” earlier in their development as teachers than students were without these experiences. In addition, other Music Education faculty has used the centers as a field experience site for their classes. These students play their instruments for the students, sharing information about their instruments. What a wonderful opportunity for these future teachers, as well as the children.
Finally, we are currently reframing MUSIC 241, “Music for the Elementary Classroom Teacher”, a required course for all PreK-4 majors in the College of Education, to include a field experience component at the Bennett Center. Weekly participation in preschool music classes would not only expand their comfort in leading music activities, but it would give these future teachers opportunities to develop their understanding of musical development and enhance their own music skills in a non-threatening environment.

The child care centers on the Penn State campus have been a central part of my teaching and research life since 1985. I would not have been able to conduct the numerous research projects that have enhanced our understanding of children's musical development and would not have been able to prepare future teachers as well if the centers had not been available. These centers are critical to my work, the work of my students, and the excellent preparation of future teachers. What a blessing they have been!

Sincerely,

Joanne Rutkowski

Joanne Rutkowski, Ph.D.  
Professor, Music Education  
Music Education Graduate Program Chair  
814-863-0419  
rvii@psu.edu
December 11, 2013

Dear University Child Care Task Force members,

As faculty in the College of Education whose research, teaching, and professional passions center on the vital role of sites of learning in human lives, we (Drs. Gail Boldt, Andrea McCloskey, Esther Prins, Stephanie Serriere, Priya Sharma, Joe Valente, Pamela Wolfe, and Heather Zimmerman) are writing about the future of child care on Penn State campuses. Following a charge by the College of Education’s Faculty Council, we brought our expertise together, and we ask the Child Care Task Force, within its deliberations, to thoughtfully consider three key reasons why high-quality and professional on-site early childhood education is central to the mission of Penn State. We ask the Task Force to stand against the proposed employee termination and outsourcing of the campus centers. The College of Education Faculty Council endorsed this letter on November 21, 2013.

First, on-campus child care centers (especially the University Park’s Bennett Family Center and the Child Care Center at Hort Woods, hereafter “Bennett Center” and “Hort Woods”) are central to Penn State’s teaching mission because they are educational sites for Penn State students who are studying to become teachers. Annually, approximately 200-270 Penn State students enter into a learning experience mentored by an experienced early childhood educator at the two University Park (UP) child care centers (see Table 1). Given the centrality of the on-site early childhood educators to the University’s teaching mission, the teacher turnover caused by the termination and outsourcing of the early childhood educators’ employment will weaken the relationship Penn State has with these two valuable sites of learning for our students.

The research on teacher turnover in preschool and K-12 schooling has shown that salaries and working conditions are significant factors in predicting rates of turnover. Consequently, compensation, including benefits (e.g., health, retirement, vacation, leave, tuition discount), is essential for teacher retention at the Penn State early childhood centers. The average length of tenure for the teachers (all Penn State employees) is just over 7 years at the Bennett Center. Hort Woods (which has been in operation less than 2 years) has only a few Penn State employees; it instead relies on staff hired and supervised by an outside management firm. In an 8-month period, one Hort Woods classroom alone has lost 5 of its non-Penn State teachers (out of 5

positions) due to inadequate benefits and compensation. Although the care at Hort Woods continues to be exemplary, the teacher turnover and salary inequality are negatively affecting teacher morale. Over time, teacher turnover will lead to decreased connections between (a) children and teachers (the teacher-child relationship is vital to early childhood education quality\textsuperscript{2}) and (b) Penn State students and teachers.

Providing Penn State employment status for all on-campus childcare staff members to prevent undue turnover is especially relevant because we rely on the centers’ teachers as partners in educating UP Penn State students. In 2012, the College of Education changed its teacher education programs to align with the Pennsylvania Department of Education (PDE) new pre-kindergarten through fourth grade certification requirements. The 2012 change of PDE’s certification was part of a larger statewide effort to professionalize early childhood education. At UP, this PDE change poses the significant challenge of placing 200-300 undergraduate students into early childhood education sites within the geographically-remote Centre region.\textsuperscript{3} Many College of Education students complete their PreK teaching experiences in the two UP early childhood learning centers. Other students, through courses, volunteer work, paid work-study, or America Reads positions, accumulate professional experience with children at the centers.

Penn State needs those sites that are the closest to us — on our very campus — to remain the high-quality placement sites that they have historically been. The College of Education needs students in field placements on the Penn State campus where modern models of teaching and learning are prioritized. To maintain the quality of its early childhood education centers through avoiding unnecessary turnover, all staff members at both centers must remain or become Penn State employees.

**Second**, Penn State’s mission includes the imperative that “our educational programs are enriched by the cutting-edge knowledge, diversity of perspectives and experiences, and creativity of our faculty, students, and staff.” Leading educational researchers\textsuperscript{4} have shown that teachers with specialized education are key to including modern perspectives in early childhood education. We need to ensure that the Penn State child care centers attract and retain the best teachers who use cutting-edge knowledge that is developmentally appropriate for all children in the community.


\textsuperscript{3} Other Penn State campuses also offer the PreK-4 program, either in whole (e.g., Altoona) or in part (e.g., Behrend, Abington), and these programs also make use of early childhood education placement sites.

Research, reports from the U.S. Department of Education’s Office of Civil Rights, and the policy statements of multiple government agencies\(^5\) and non-partisan educational foundations indicate strong concern that policies at child care centers are increasingly determined in relation to cost and legal risk rather than cutting-edge knowledge and best practices related to early childhood education. For example, many for-profit child care centers have termination policies that make it difficult for them to work effectively with children who have developmental and behavioral issues — a grave concern given the rise in children’s ADHD diagnosis rates.\(^6\) In fact, since the corporatization and academic push into early childhood education, the expulsion of children from early childhood settings has skyrocketed. Preschoolers are being expelled at three times the rate of K-12 students, and the expulsion rate is much higher for African American children (especially boys) than for other groups. Expulsion rates are significantly higher in for-profit preschools than in public preschools like Head Start\(^7\), which have a mission to educate all children who come to them. Because the research on expulsion suggests that teachers who participate in on-going professional development are less likely to expel children, a strong relationship between Penn State and the on-campus child care centers can simultaneously benefit undergraduate education and Penn State’s land-grant mission. Penn State students educated at the centers can learn to apply cutting-edge learning theory, behavior modification techniques grounded in respectful perspectives towards children, and models of inclusion so that our graduates bring toolkits of strategies to early childhood education settings across the Commonwealth to assist learners with a wide range of needs and disabilities.

**Third**, the same issues that complicate our ability to educate students in cutting-edge teaching methods also limit Penn State faculty, staff, and students from conducting research in child care environments that lack (a) an inclusive pedagogy and (b) experienced teachers capable of participating in intervention social sciences research. The College has gained momentum in obtaining grants, especially concerning inclusive education; however, we cannot conduct this research in an early childhood learning environment that does not serve learners’ diverse developmental, physical, cognitive and emotional needs. The Penn State model for on-campus child care needs to allow for social science researchers to conduct rigorous research, which in turn meets our land-grant mission to develop knowledge about early childhood education in support of children and families across the Commonwealth. If the University continues to support all its on-campus child care centers and teachers as PSU staff members (including but not limited to the Bennett and Hort Woods Centers’ staff), faculty can commit to work with these

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\(^6\) According to the U.S. Centers for Disease Control and Prevention, 11% of children aged 4-17 years (over 6 million) have been diagnosed with ADHD as of 2011. The rate of ADHD diagnosis increased by an average of 3% per year from 1997 to 2006 and by an average of 5% per year from 2003 to 2011. [http://www.cdc.gov/ncbddd/adhd/data.html](http://www.cdc.gov/ncbddd/adhd/data.html)

\(^7\) See a study from the Yale Child Study Center at the Yale University School of Medicine on this issue: [http://www.plan4preschool.org/documents/pk-expulsion.pdf](http://www.plan4preschool.org/documents/pk-expulsion.pdf).
centers to seek external grants. A strong relationship between the Centers and Penn State will
enhance the ability of faculty to develop contemporary social sciences knowledge to address the
needs of Pennsylvania’s increasingly diverse population.

**In conclusion**, given how important the inclusion of all learners is to the education of early
care childhood education — especially because we want to expand the College of Education’s
Disability Studies Program and to make strong connections between the on-campus child care
Centers and the Center for Disability Studies — Penn State needs to affirm our commitment to
an inclusive model for on-campus child care. Our students need the opportunity to work with
experienced early childhood educators who have the knowledge, commitment, and latitude to
create educational arrangements for children across a range of behavioral, emotional, physical,
and intellectual needs. The current use of educational research by the campus centers serves not
only the Penn State mission but also the land-grant mission of service to the people of
Pennsylvania as teachers mentored by the early childhood educators on campus graduate,
spreading this cutting-edge knowledge across the Commonwealth.

As a University, we have the opportunity to work with — and expand — existing high-quality
child care. The PSU centers are healthy and strong in their operation. Budgetary information
shown at the November 2013 Board of Trustees meeting by Penn State administrators also
indicates that the University is healthy and strong in its operation. Given the financial health of
Penn State, now is the time to invest in undergraduate education, social sciences research, and
dissemination of rigorous knowledge to the Commonwealth and beyond in the area of early
childhood education. Rather than deprofessionalizing our early childhood education colleagues,
Penn State needs to support early childhood education. The inclusive education model of Penn
State managed child care, led by professional university employees, enriches and must continue
to enrich Penn State’s teaching, research, and service mission as the land grant university of the
Commonwealth.

Thank you for your time. It is important to us to be sure that we have laid out our concerns as
fully as possible. We have confidence that you will carefully consider our concerns — as parents,
educators, researchers, and fellow members of the Penn State community.

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8November 2013: audited financial statements presented by Joseph J. Doncsecz (Associate Vice President for
Finance and Corporate Controller) to the Board of Trustees report the University had (a) a 8.3% operating margin
(also known as net profit margin) and (b) increased its net assets by 14% to a total of $6.7 billion.
Table 1. The number of Penn State students who are educated at the Bennett Family Center and Child Care Center at Hort Woods annually.

<table>
<thead>
<tr>
<th>Penn State students(^9)</th>
<th>Course, academic program, or work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning experiences within the Centers’ classrooms mentored by the Centers’ teachers as part of University classes, paid or volunteer work, and independent study.</td>
<td></td>
</tr>
<tr>
<td>50-70</td>
<td>CoE C I 295 <em>Introductory Field Placement</em> at both Centers</td>
</tr>
<tr>
<td>2</td>
<td>CoE <em>Practicum/Clinical Application</em> student teachers interning in the kindergarten classroom at Bennett</td>
</tr>
<tr>
<td>21-30</td>
<td>HHD HDFS and CoE RHS <em>Internship</em> at both Centers</td>
</tr>
<tr>
<td>40-60</td>
<td>America Reads or work study students from across the University at both Centers</td>
</tr>
<tr>
<td>40-60</td>
<td>HHD HDFS 330 <em>Observation or Experience with Children</em> and HDFS 430 <em>Experience in Preschool</em> at both Centers</td>
</tr>
<tr>
<td>3-5</td>
<td>Across the University: intern(s) from Learning, Design, and Technology, SoVA, and other parts of the CoE, CoA&amp;A, HHD, or other Colleges at both Centers</td>
</tr>
</tbody>
</table>

Learning experiences for students in the Centers’ mentored by Penn State faculty

| 30-35 | A&A MUSIC 295A *Early Field Experience* and MUSIC 395C *Practicum* |
| 5-7 | A&A A Ed faculty or graduate students work with undergraduates to teach art classes |

**Total Penn State students currently educated annually at UP in Centers**

| 181-274 | Penn State students learning at the two UP child care centers |

**Proposed learning experiences in the Centers**

| 75 - 150 | Proposed: A&A MUSIC 241 |
| 6 | Proposed: A&A Art Education faculty and students |

\(^9\) The numbers of students enrolled in each of these programs was collected from the Centers and course instructors; actual enrollments vary by year and semester.
Appendix 9: Budget information presented to the Task Force October 28, 2013

I. Commonwealth Campus Child care Budgets

(Dan Sieminski, Associate Vice President for Finance and Business)

1. Campus: Penn State Altoona
Website: https://www.altoona.psu.edu/preschool/

Child care Services initiated: January 2010

Type of Arrangement: Third Party Contract, Penn Mont Academy

Location: On campus, Cypress Building, 1,500 sq. ft.

Capacity: 30 children, about 40% of enrollment is University faculty, staff, or students

Monthly Rate: Public - $408.00, Faculty, Staff, Students - $387.00 (4% discount)

Maintenance & Utilities: University, $9,000/year

Furniture and Equipment: University

Management Fee: None

Operating Results: FY 2012–2013

| Total Income  $114,582 |
| Total Expense  $116,484 |
| Net Income $ (1,902) |

2. Campus: Penn State Erie, The Behrend College
Website: http://behrendelc.org/

Child care Services initiated: 1993

Type of Arrangement: University-Operated, 2 full-time staff, 18 wage, 16 student aides

Location: Knowledge Park, Child Care Center, 8,600 square feet

Capacity: 82 children, primarily University faculty, staff, or students, Knowledge Park tenants

Weekly Rate: Public - $202.00 Faculty, Staff, Students - $195.00 (3.5% discount);
Multiple Child Discounts

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This information does not include data about Penn State Hershey’s newest center, U-GRO (opened in 2012).
Maintenance & Utilities: University

Furniture and Equipment: University (Penn State Behrend Early Learning Center operations)

Management Fee: NA

Operating Results: FY 2012–2013, auxiliary budget, fully-costed

<table>
<thead>
<tr>
<th>Total Income</th>
<th>$632,458</th>
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</thead>
<tbody>
<tr>
<td>Total Expense</td>
<td>$632,458</td>
</tr>
<tr>
<td>Net Income</td>
<td>$ 000</td>
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</table>

3. Campus: **Penn State Fayette**

Website: http://www.fe.psu.edu/StudentServices/specialsvc.htm

Child care Services initiated: July 2012

Type of Arrangement: Third Party Contract, Duck Hollow Discovery Learning

Center Location: On campus, The Cub’s Den, 1,500 sq. ft.

Capacity: 22 children, 9 are Penn State related

Weekly Rate: $195.00, no reference to Penn State discount

Maintenance & Utilities: University, $9,000/year

Furniture and Equipment: ?

Management Fee: None

Operating Results: FY 2012–2013,

4. Campus: **Penn State Harrisburg**

Website: http://harrisburg.psu.edu/places/child care-center

Child care Services initiated: 1991

Type of Arrangement: Third Party Contract, Hildebrant Learning Centers

Location: On Campus, 6,200 square feet

Capacity: 65 children, 63% University faculty, staff, or students
Weekly Rate: Public - $202.00 Faculty, Staff, Students - $195.00 (3.5% discount);
Multiple Child Discounts

Maintenance & Utilities: University – $37,200/year

Furniture and Equipment: University

Management Fee: Annual $30,000

Operating Results: FY 2013–2014, Budgeted

<p>| | |</p>
<table>
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<tr>
<td>Total Income</td>
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<tr>
<td>Personnel Cost</td>
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<tr>
<td>Operating Cost</td>
<td>$169,487</td>
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<td>Fixed Costs</td>
<td>$ 36,436</td>
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<tr>
<td>Total Expense</td>
<td>$509,980</td>
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<tr>
<td>Net Income</td>
<td>($ 29,368)</td>
</tr>
</tbody>
</table>

5. Campus: **Penn State Hershey**
Website: http://cclc.com/hershey

Child care Services initiated: 1989

Type of Arrangement: Third Party - Children’s Creative Learning Center (CCLC),
formerly Magic Years Child Care and Learning Centers

- 29-year land lease, $1.00/year, Magic Years (CCLC) constructs building
- Leasehold improvements revert at land lease termination

Location: On Campus, 400 Centerview Drive

Capacity: current enrollment - 107

Weekly Rate: Public – 2-yr. olds: $260.77: HMC - $225.00

Maintenance & Utilities: CCLC

Furniture and Equipment: CCLC

Management Fee: No

Operating Results: FY 2012–2013, Total Income
### University Park Campus Budget – Bennett Center

**College of Health and Human Development**  
**Bennett Family Center**  
**5-Year Financial History**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>1,346,519.34</td>
<td>1,298,186.42</td>
<td>1,358,800.49</td>
<td>1,324,622.08</td>
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<tr>
<td><strong>Salary</strong></td>
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<td>972,552.22</td>
<td>980,702.32</td>
<td>1,018,886.32</td>
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<tr>
<td><strong>Wages</strong></td>
<td>56,112.16</td>
<td>53,152.38</td>
<td>58,081.62</td>
<td>76,559.31</td>
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<tr>
<td><strong>Fringe Benefits</strong></td>
<td>288,839.94</td>
<td>295,036.48</td>
<td>301,920.78</td>
<td>330,040.60</td>
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<tr>
<td><strong>Dept. Allotment</strong></td>
<td>234,435.02</td>
<td>225,624.64</td>
<td>235,102.74</td>
<td>241,298.80</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>1,574,232.00</td>
<td>1,546,365.72</td>
<td>1,575,807.46</td>
<td>1,666,785.03</td>
</tr>
<tr>
<td><strong>Net Operating</strong></td>
<td>-227,712.66</td>
<td>-248,179.30</td>
<td>-217,006.97</td>
<td>-342,162.95</td>
</tr>
</tbody>
</table>

The apparent net operating losses shown above for budget years 2008–2009 to 2010–2011 are based on the costs of employee fringe benefits during those years. Since the University was covering those costs (as it was for all PSU employees) for the College of HHD during that time period, these are not costs the College had to cover. They are more accurately understood as a subsidy from the central University budget. Beginning in the 2011–2012 budget year, the University stopped covering these costs directly, and instead transferred funds to the College to cover them. The College then made decisions regarding the allocation of these funds, and from the College budgetary perspective began to show the costs of fringe benefits at the BFC as a negative number. From the perspective of the overall University budget, however, the costs of operating/subsidizing the BFC have remained relatively constant over the five budget years shown in the table above.
University Park Campus Budget – Hort Woods

<table>
<thead>
<tr>
<th>PSU Child Care Center at Hort Woods</th>
<th>7-1-2011– 6-30-2012 Actual Results</th>
<th>7-1-2012 – 6-30-2013 Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue/Income</td>
<td>$1,246,273</td>
<td>$1,722,644</td>
</tr>
</tbody>
</table>

**HLC Operating Expenses**

- Direct Operating Expenses: $21,756, $25,565
- Fixed & Administrative Expenses: $63,923, $58,409
- Payroll Expenses:
  - Wages: $802,377, $1,112,280
  - Taxes and Benefits: $217,525, $306,637
- Total HLC Expenses: $1,105,581, $1,502,891
- Profit/(Loss) Before PSU Direct Operating Expenses: $140,692, $219,753

**PSU Direct Operating Expenses**

- Wages-PSU: $344,662, $332,275
- Fringe-PSU: $108,667, $109,909
- Food Costs: $56,291, $88,448
- Direct Operating Expenses: $64,838, $74,501
- Child Care Food Program Paid to PSU: ($32,080), ($42,682)
- Total PSU Expenses/Credits: $542,378, $562,451

**Net Profit/(Loss)**

- ($401,686), ($342,698)
### Appendix 10: Faculty research

<table>
<thead>
<tr>
<th>Faculty name</th>
<th>Date</th>
<th>College</th>
<th>Research Title</th>
<th>Funding Source</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coyle, Emily and Liben, Lynn</td>
<td>2011–12</td>
<td>HHD/Liberal Arts</td>
<td>“Understanding Children’s Gender Attitudes and Beliefs”</td>
<td></td>
<td>On campus</td>
</tr>
<tr>
<td>Engler, Kristin, Francis, Lori</td>
<td>2012–13</td>
<td>HHD</td>
<td>“Effects of complete education and repeated exposure on children’s perception of vegetables”</td>
<td></td>
<td>On campus</td>
</tr>
<tr>
<td>Greiss, C.</td>
<td>October 2013–June 2015</td>
<td>Harrisburg, Education</td>
<td>Clinical Supervision in Child Care Settings</td>
<td>$5,900 gift from Capital Area Associate for the Education of Young Children</td>
<td>Off campus (six child care sites – Phase 1 of project)</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Department</td>
<td>Title</td>
<td>Location</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------</td>
<td>------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Ko, Yoojung</td>
<td>2011–12</td>
<td>Education</td>
<td>“Exploring the relations among self-regulation, play, learning style and verbal intelligence in young children”</td>
<td>On campus</td>
<td></td>
</tr>
<tr>
<td>Miller, Carol</td>
<td>2012–13</td>
<td>HHD</td>
<td>“Processing-based Assessment of Language and its Relation to Theory of Mind in Preschoolers”</td>
<td>On campus</td>
<td></td>
</tr>
<tr>
<td>Miller, Carol</td>
<td>2011–12</td>
<td>HHD</td>
<td>“Processing-based Assessment of Language and its Relation to Theory of Mind in Preschoolers”</td>
<td>On campus</td>
<td></td>
</tr>
<tr>
<td>Rolls, Barbara</td>
<td>2011–12</td>
<td>HHD</td>
<td>“The Effects of Breakfast”</td>
<td>On campus</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Year</td>
<td>Field</td>
<td>Title</td>
<td>Approval</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Schulte, Christopher &amp; Thompson, Christine</td>
<td>2011–12</td>
<td>HHD/A&amp;A</td>
<td>“Children's Drawing Performances as Multi-Vocal Productions of Difference”</td>
<td>None</td>
<td>On campus - Hort Woods</td>
</tr>
<tr>
<td>Sperling, R., Sherwood, T., &amp; Hood, A</td>
<td>2013</td>
<td>Education</td>
<td>Relating motivation to read and emergent reading skills: A measurement validation study</td>
<td>None</td>
<td>Off campus</td>
</tr>
<tr>
<td>Sperling, R.</td>
<td>2003</td>
<td>Education</td>
<td>Classroom Learning Behaviors and Reading Skill Development.</td>
<td>None</td>
<td>Off campus</td>
</tr>
<tr>
<td>Sperling, R. &amp; Head, D.M.</td>
<td>2002</td>
<td>Education</td>
<td>Literacy skills and reading attitudes in prekindergarten and kindergarten children.</td>
<td>None</td>
<td>Off campus</td>
</tr>
<tr>
<td>Valente, J.</td>
<td>July 2012–present</td>
<td>Education</td>
<td>Implementing and Evaluating the Transdisciplinary Inclusive Early Childhood Education Project</td>
<td>SSRI</td>
<td>On campus (SOV – not a child care)</td>
</tr>
<tr>
<td>Name</td>
<td>Years</td>
<td>Field</td>
<td>Project Description</td>
<td>Sponsor</td>
<td>Location</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>---------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Valente, J.</td>
<td>July 2010–</td>
<td>Education</td>
<td>Kindergartens for the Deaf in Three Countries: Japan, France and the U.S.</td>
<td>Spencer Foundation ($500,000)</td>
<td>Off campus</td>
</tr>
<tr>
<td>Wilkinson, Krista</td>
<td>2012–13</td>
<td>HHD</td>
<td>“Visual Attention During Observation of Naturalistic Scenes”</td>
<td></td>
<td>On campus</td>
</tr>
<tr>
<td>Zimmerman, H.</td>
<td>2012–present</td>
<td>Education</td>
<td>Integrating table computers into early childhood education</td>
<td>None</td>
<td>On campus - Hort Woods</td>
</tr>
<tr>
<td>Zimmerman, H.</td>
<td>2011–13</td>
<td>Education</td>
<td>Making sense of the local environment</td>
<td>None</td>
<td>On campus - Shaver's Creek</td>
</tr>
</tbody>
</table>
Appendix 11: Proposed Template for On-campus Center Annual Report

1. Budget

Penn State University Child Care Task Force

<table>
<thead>
<tr>
<th>Campus:</th>
<th>Location:</th>
<th>Web site:</th>
<th>Capacity:</th>
<th>Operator:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Income</strong></th>
<th><strong>Penn State</strong></th>
<th><strong>External Provider</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Miscellaneous Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Fee paid by PSU to External Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsidy paid by PSU to External Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenue from External Provider (Leases, Commission, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Income</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenses</strong></th>
<th><strong>Penn State</strong></th>
<th><strong>External Provider</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fringe Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration Overhead (4% of PSU Income)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miscellaneous Operating Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janitorial</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture, Fixtures, Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Fees paid by PSU to External Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subsidy paid by PSU to External Provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expense</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Net Surplus or (Deficit/Subsidy)**
2. Other indicators

(1) Number of student internships/students teaching and student major/college

(2) List of faculty research and college

(3) Scholar in residence activity summary

(4) Evidence of integration with university community

(5) Evidence of collaboration with other Penn State affiliated centers

(6) Waitlist numbers and turnover

(7) Staff contributions to state and national organizations or initiatives

(8) Estimate of positive financial impacts from gains in faculty & staff productivity, from reduced employee absenteeism, from salary savings across the University, from employee and student recruitment and retention, and from the enhancement of the University’s image and reputation.

(9) Other notable activities: