

**CHILD CARE NEEDS OF STUDENT PARENTS:
REPORT OF A SURVEY CONDUCTED AT THE
UNIVERSITY OF MINNESOTA
TWIN CITIES CAMPUS**

**UNIVERSITY CHILD CARE OFFICE
NOVEMBER, 1988**

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PREFACE

The following stories are excerpts from interviews conducted with student parents during the early summer of 1988. They are presented here as an introduction to some of the child care related problems that students at the University of Minnesota, Twin Cities campus, experience. The full texts of these interviews is included as Appendix A of this report. A review of these testimonies indicate that University parents have had experiences which range from relatively problem-free, to very stressful. Although any conclusions from this small and informal study must be viewed with caution, it seems safe to suggest that personal support systems have been a critical variable in the success of individuals who balance dual roles as University students, and parents.

Alice

Twenty-eight year old Alice is a part time student enrolled in the College of Liberal Arts. She describes herself as "much more fortunate than most mothers" she knows at the University. Thus far, Alice has been able to attend night classes while her children, ages 3 1/2 and 6 are cared for by their father. She considers herself very lucky to have a spouse who is supportive of her attending the University and he shares responsibility for caring for the children. He is also the major source of income for the family, although Alice does have a part time job with flexible hours that she can arrange to fit her schedule.

Alice commutes to the University from a nearby city and spends from 1-1/2 to 2 hours driving on school days. In the Fall of 1988, Alice must attend classes during the day in order to complete her speech and hearing major. Although the oldest child will be in the first grade, the younger child will need care about three days a week. In anticipation of this need, Alice called the University Child Care Center to inquire about enrolling her daughter. "I had no idea the waiting list would be so long! I really wanted her to be there, but there was no sense in even signing up. I had imagined her being on campus near me so that I could spend my travel time talking with Anna instead of paying a sitter for 'road time.'"

Cathie

Cathie is a 26-year-old single parent. Her daughter will enter first grade next fall. She has worked 40-45 hours per week since her daughter was an infant. "I've pretty much done it all as far as child care goes" she explains. "She's been in day care centers, and gone to babysitters. At times, I have depended on friends and relatives. A few times I brought her along if I had a large class in a lecture hall, but not if my class was small. I've always had to pay for child care. It's really expensive considering I work full time and commute an hour each way to school." Cathie called the University Child Care Center to find out about enrolling her daughter, but didn't bother to sign her up upon learning of the lengthy waiting list.

Two years ago, Cathie temporarily gave up on working toward her degree. "I felt like everything I did to be a better student made me less of a parent. After being away from my daughter while I worked, and then for 5 to 10 hours of class time, I felt like going to the library or an evening lecture was just too much. I had to have family time so I quit for a year, but when I looked at my income I knew I had to do something. I wasn't going to be able to improve our standard of living without more education."

Cathie came back to school last year, finished her prerequisite courses, and has been admitted to the College of Occupational Therapy. After hearing that the occupational therapy program at the College of St. Catherine offers weekend child care services so that parents can study, Cathie regretted not applying there instead of the University. "I'm afraid I couldn't use all of my prerequisite classes if I don't stay at the U, and I feel so lucky to have been accepted."

Diane

Diane, 27 had her first child toward the end of her master's program. She was able to reduce her course load to one class per quarter and stay home with her daughter because her husband was working. At the age of 7 months, her child began attending formal day care. Diane was impressed with the center's program and staff:child ratios. "We went through a process of decision making that wasn't easy. Infant care is terrifically expensive and we really had to determine what our priorities were. It's scary having someone else care for your child." The cost of infant care has been a real strain on the family's budget. It is their second highest expense, and they are looking forward to their daughter's "graduation" from infant to toddler care which will mean an \$80.00 a month cost reduction.

Gregory

Gregory is the 32-year-old father of two children ages 6 and 2. His decision to return to graduate school required many changes for his family. He describes himself as the primary day time parent and his spouse as the primary wage earner. Gregory has tried to take as many night classes as possible and has taken a part time evening job. "I put a lot of time into planning my schedule in order to minimize child care costs. I juggle my classes so that the ones I have to take are all on the same day." Child care needs are thus minimized as the six-year old is in kindergarten. She attends an after-school program on Gregory's class days and the two-year old attends a family day care home. "It was really hard to find a place for her because she isn't toilet trained yet. We tried several places before we found a day care home that could take her and isn't too far away."

"Our arrangement is particularly nontraditional considering I'm Hispanic. I get up with the girls, help them groom and dress and make breakfast. I also prepare lunch and usually plan

the dinner that my wife cooks." If one of the children gets sick, Gregory is the one who misses school or work. "I make the sacrifice because my wife earns more money and her job is the one we really depend on."

Helen

Helen, 21, has a 10-month-old and is in the middle of her sophomore year. She is on the University Child Care Center's waiting list and summed up her child care experiences in two words: "Very difficult: What I need is part time day care and part time night care. I'm a waitress and the only way to make money at that job is to work at night. you depend on the tips. I put in about 30 hours a week and my sone stays with my roommate or my brother's fiance. Without that job I'd be on welfare. I go to school part time too--I want to eventually get into bio-med. It was so hard to find a licensed day care home that would take him part time! They want full time kids."

Ira

Ira, 30 attends graduate school part time. He and his spouse both have full time jobs. Their 2-year-old son is in a licensed family day care and they are very pleased with it. "It is near our home and he seems really happy there. She's good with kids and we can bring him if he has just got a cold. If he has a fever or something contagious, we take turns staying home with him. Often I do it because I am able to use sick time and my wife does not have that benefit.

EXECUTIVE SUMMARY

Introduction

Changing enrollment patterns in higher education, particularly a substantial increase in the number of women students and in the number of students over the age of 25, have forced many institutions to alter or add degree programs, revise recruiting techniques, and offer a greater variety of student services. Child care is increasingly regarded as one set of services necessary to meet the needs of a changing generation of college students. This report summarizes results of a student child care needs assessment conducted during Spring Quarter, 1988 at the University of Minnesota, Twin Cities campus. Although needs assessments had been conducted in the past, none had included samples of undergraduate students. This is the first study to have collected simultaneously information on the child care needs of three distinct groups of students: undergraduate students enrolled in day school, graduate and professional school students, and Continuing Education and Extension students.

Survey Design

The lack of any data base containing information on students' status as parents necessitated a two-step survey design. First, a cover letter explaining the survey and a self-addressed postage paid postcard were sent to a random sample of 12,847 students. A 30 percent response rate was realized. Approximately ten percent of undergraduate respondents, 18 percent of CEE respondents, and nearly 33 percent of graduate/professional student respondents indicated that they were a parent of a child 12 years of age or younger. We know, based on the postcard returns that there are at least 615 student parents at the University of Minnesota, Twin Cities. However, because of the low response rate, the validity of the percent of students in each group that are parents can be questioned. The best consolation is that these are the only data there are. Without a data based containing information on student's parental status, there is no way we can with certainty say what percent of students are parents.

The next step of the survey involved sending a more detailed questionnaire to those students who indicated that they were a parent. Altogether, 582 student parents were sent questionnaires and 456 were received by the deadline. This represents a 78 percent response rate for this part of the survey. A total of 722 children were represented ranging in age from 0 to 12 years of age. Fifty-nine percent of the children were pre-kindergarten age; 11 percent were in kindergarten, and 30 percent were school-age children. The heavy response of parents of preschoolers suggests that child care may be more of a problem for students with this age child. Highlights of the survey results are discussed below.

University Students are Supportive of University Child Care Services

The first stage of the survey asked students (parents and non-parents) to respond to the statement: "The University should place a high priority on addressing the child care needs of students who are parents." Over two-thirds (69 percent) of the students who responded to the question answered "agree" or "strongly agree." In each category of students (undergraduate, graduate/professional, and CEE) the mean response of women was higher than that of men. Analysis of the responses by age of respondent indicated a small but significant positive correlation between age and student's response among undergraduate students but no correlation for CEE and graduate/professional students. This suggests that older undergraduates are more positive in their support of child care as a University priority.

Child Care Problems Affect Academic Progress

By group, one-third of undergraduates, one-third of CEE students, and 17 percent of graduate students had seriously considered dropping out of school because of child care problems. In describing reasons for thinking about dropping out, students cited financial strain, frustration with trying to balance work, school and family responsibilities, guilt about not having enough time for their children, and not being able to do well in coursework. In response to what keeps them going, many students indicated their desire to have a degree and the benefits of a higher education in the long term for their families. For example, an undergraduate wrote:

It is very stressful on my daughter to be in full time day care, but education is the only road for me if I want to eventually do something I like and support my daughter.

Undergraduate student parents reported the most negative effects on academic schedules. Among the problems most frequently encountered were: missing classes (65 percent), difficulty finding time to study (55 percent), scheduling classes around child care availability (48 percent), having to take fewer credits (39 percent).

Graduate students were less likely to report negative effects on their academic schedules. Twenty-nine percent of graduate students indicated that their academic schedules had not been affected. However, of those that had experienced child care related problems, 37 percent had difficulty finding study time, 34 percent had not participated in supplemental educational activities, 29 percent had experienced delays in their research, and 18 percent had taken fewer credits.

As with the graduate student group, 29 percent of CEE students indicated that their academic schedule had not been affected by child care problems. However, 45 percent

indicated that lack of study time interfered with class performance, 42 percent of CEE students reported missing one or more classes because of child care problems, 39 percent could only take classes at certain times, and 39 percent had taken fewer credits.

Over 60 percent of undergraduate student parents, 38 percent of graduate student parents and 50 percent of CEE student parents responded "agree" or "strongly agree" to the statement "Child care services at or through the University would make me a better student." Similarly, 52 percent of undergraduate parents, 38 percent of graduate student parents, and 49 percent of CEE student parents responded "agree" or "strongly agree" to the statement "University supported or sponsored child care would hasten the completion of my degree work."

Other Significant Problems

Stress

Eighty-five percent of undergraduates, 77 percent of graduate students, and three-quarters (75 percent) of CEE students, reported experiencing stress in combining students and parent roles. In a related question, 99.4 percent of undergraduates, 97 percent of graduate students, and 96 percent of CEE students responded "agree" or "strongly agree" to the statement: "Students with children experience increased stress in trying to combine the dual roles of student and parent."

Financial Strain

About 61 percent of undergraduates, 53 percent of graduate students, and 56 percent of CEE students reported experiencing financial strain in paying for child care. Fifty-six percent of undergraduate student parents, 41 percent of graduate student parents, and 47 percent of CEE student parents indicated that would be "very interested" or "extremely interested" in University assistance in paying for child care.

Changing Child Care Arrangements

Forty-three percent of undergraduates, 43 percent of graduate students, and 56 percent of CEE students reported having to change child care arrangements at least once during their tenure as a student parent.

Missed Work Hours and/or Pay

Twenty-nine percent of undergraduate students, 30 percent of graduate students, and 25 percent of CEE students reported missing work hours and/or pay because of child care problems.

Interest in Campus-Based Services and Programs

Drop-In and Evening Child Care

Results indicated that parents need more flexible child care arrangements than are currently available on campus. Seventy percent of undergraduate student parents, 61

percent of graduate student parents, and 62 percent of CEE students were "interested," "very interested," or "extremely interested" in drop-in child care on campus. Likewise, 54 percent of undergraduate student parents, 40 percent of graduate student parents, and 63 percent of CEE student parents were "interested," "very interested," or "extremely interested" in evening child care on campus.

Use of a Campus Child Care Facility

At present, all three University-affiliated child care centers have waiting lists for all age groups of children. Only 18 (or four percent) of the parents surveyed indicated that they were currently using a campus child care facility. When student parents were asked whether they would use a campus based center with space to accommodate their child, the most common responses from all three groups of students were:

- 1) Yes, but only if I can afford it; and
- 2) Yes, but only if the care is of high quality

This suggests that cost and quality would be the major factors in a parent's decision to use a campus child care facility if space was available. In another question, 69 percent of undergraduate student parents, 60 percent of graduate student parents, and 61 percent of CEE student parents indicated that they would be "interested," "very interested" or "extremely interested" in on campus child care.

Parent Resource Center

Sixty-two percent of undergraduate student parents, 54 percent of graduate student parents, and 56 percent of CEE student parents indicated that they would be interested in a campus based parent resource center.

Family Day Care

Until 1985, the University Child Care Center administered a satellite Family Day Care Program. The program assisted parents in finding child care in a network of licensed family day care homes in neighborhoods surrounding both Twin Cities campuses. Thirty-four percent of undergraduate parents, 53 percent of graduate student parents, and 50 percent of CEE student parents indicated that they were "not interested" in family day care near campus. This rather strong negative response might suggest 1) parents surveyed prefer center-based child care; and/or 2) parents surveyed prefer child care closer to home or on campus. In addition, family day care is often a preferred type of care for infants and toddlers. Parents of older children may have been the ones to respond negatively to this question.

Parent Cooperative

Student parents also indicated less interest in a parent cooperative child care on campus with 36 percent of undergraduate student parents, 51 percent of graduate student parents, and 49 percent of CEE student parents indicating "not interested." These results may suggest that parents 1) view the two currently operating cooperatives as sufficient to meet University demand for this type of service and/or 2) parents are reluctant to enroll their child in a cooperative program because of the additional demands co-ops place on a parent's time.

Opinions Regarding Options for University Support

One series of questions asked student parents to indicate the funding priority of different options the University might take to meet the needs of student parents. Increasing the number of children served by campus child care programs was regarded by the most parents as a high priority. Sixty-six percent of undergraduate student parents, 65 percent of graduate/professional student parents, and 57 percent of CEE student parents indicated that this should be a "high" priority for University funding.

Sixty-three percent of undergraduate respondents, 50 percent of graduate student respondents, and 56 percent of CEE student respondents thought that funding to existing programs to meet operating expenses and reduce costs to parents should be a "high" priority for University funding.

At present, only one of the three University affiliated child care centers receives rent free space. Forty-one percent of undergraduate and graduate/professional students, and 40 percent of CEE students indicated that provision of rent free space to existing campus child care facilities should be a "high" priority for University funding.

University's Role in Child Care

Nearly two-thirds (65 percent) of undergraduate parents, 58 percent of graduate/professional school parents, and 47 percent of CEE parents responded "agree" or "strongly agree" to the statement: "The University has a responsibility to assist students with their child care needs." Likewise, 74 percent of undergraduate parents, 66 percent of graduate/professional student parents, and 69 percent of CEE parents responded "disagree" or "strongly disagree" to the statement: "Students with children should not expect the University to provide any child care services."

Priority of Meeting Child Care Needs of Certain Groups

Not surprisingly, student parents regarded University attention to the child care needs of students as a higher priority than attention to the child care needs of faculty, staff, and community residents. Seventy-nine percent of undergraduates, 60 percent of graduate/professional school students, and 67 percent of CEE students indicated that

addressing the child care needs of undergraduate students should be a "high" priority. In contrast, 30 percent of undergraduate parents, 31 percent of graduate/professional parents, and 25 percent of CEE parents thought that addressing the child care needs of faculty members should be a high priority. Only nine percent of undergraduate parents, three percent of graduate/professional student parents, and 13 percent of CEE parents felt that addressing the child care needs of neighborhood and community residents should be a high priority.

Critical Need for Infant and Toddler Child Care

Research conducted concurrently with the survey indicates that there is a critical shortage of infant care both on campus and in the Twin Cities community. Currently, 65 infants of student parents are on the waiting list for nine F.T.E. spaces at the University Child Care Center. Thirty-seven toddlers of student parents are on the waiting list for 20 F.T.E. spaces. University Child Care Center is the only campus affiliated center serving infants and toddlers. There is no infant and toddler care available to students on the St. Paul Campus. One-hundred and thirty-three (133) student parents responding to the survey indicated that they were a parent of an infant or toddler, 91 parents indicated that they would need infant care as of Fall, 1988. In addition, 258 or about 7 percent of non-student parents responding to the survey indicated that they planned to have children while still a student at the University. This suggests that the demand for infant and toddler care on campus will be ongoing.

Recommendations

Results of the survey and related research suggest that the University could meet the most pronounced needs of all three groups of students simultaneously.

1. Establish Services to Reduce Stress and Facilitate Academic Progress

An overwhelming number of student parents reported experiencing stress in combining student and parent roles, and students almost unanimously agreed that this is to be expected. Many students, particularly undergraduates, reported missing classes, difficulty finding time to study, scheduling classes around child care availability, taking fewer credits, and having to change child care arrangements. These results suggest that current administration consideration of a proposal from the Interim Child Care Coordinator's Office for funding to establish a resource and referral center are timely. The Interim Child Care Coordinator's proposal also includes a request for funding to re-establish the satellite family day care program, create a sliding fee program for student parents and add additional staff to the H.E.L.P. Center.

A campus based resource and referral center could serve to address many of the problems cited above. Through the center students would be provided with assistance and

advice in finding child care, changing child care arrangements and locating child care for a sick child. Problems related to stress in combining student and parent roles and time management might be addressed through resource center support groups, publications, and referrals to University and community counseling services. Subsidies to student parents through a sliding fee program would ease the financial strain experienced by students with little or no income. Re-establishing the network of family day care homes through the satellite family day care program would help to address the critical shortage of infant and toddler care and would provide parents with an alternative to center-based care.

2. Explore the Feasibility of Establishing Drop-in and Evening Child Care Programs on Campus

Results indicated that parents would like more flexible child care arrangements than are currently available on campus and that are scarce in the Twin Cities community. Students were particularly interested in drop-in care on campus, and CEE students and undergraduate students expressed strong interest in evening care on campus. Traditionally, these types of child care services are not very cost-effective. Drop-in programs experience difficulty in predicting staffing and other needs because of the "drop-in," flexible nature of the program. Evening child care programs also find it difficult to count on a steady clientele from day to day. Nevertheless, the level of interest in these types of services on the part of each of the groups surveyed suggests that the University should explore the feasibility of developing evening and drop-in child care programs.

3. Improve and Increase the Number of Facilities for the Care of Infants and Toddlers on Campus

The University should explore alternatives to increasing the supply of infant and toddler care on campus. The high cost of providing care for infants and toddlers is the major factor contributing to the scarcity of this type of care both on campus and in the Twin Cities community as a whole. Quality care for infants and toddlers requires more trained staff per child than are needed for preschool and school-age children. Restoring the satellite family day care program will address this problem to some extent, though many parents would still be on waiting lists. At the same time, there is a critical need for more research in the area of infant and toddler child care to determine the long term effects of day care on a child's later development and adjustment. Improved facilities for the care of infants and toddlers on campus would serve to stimulate much needed research in this area and provide models of quality care for the larger community.

4. Establish a University Data Base on Students' Status as Parents

Because of the trends in enrollment at the University, that is, toward older students, and an increase in the number of women students, the need for child care on campus is not likely to decrease in the near future. In order to adequately identify and address the needs of student parents, the University should consider the possibility of establishing a data base on student parental status. One option would be to include a question on the application form filled out by entering students.

Summary

The results of the Spring, 1988 Child Care Needs Assessment have revealed various needs of students with children. While it is unreasonable to expect the University to be able to address all the child care needs of students, there are some needs which are common to many students and that if addressed could help alleviate many of the problems they experience. And, in taking steps to address the growing child care needs of students, the University has the opportunity to become a leader in the area of campus child care services, and in research pertaining to infant and toddler child care.

INTRODUCTION

A casual observer on the Twin Cities campus of the University of Minnesota in 1988 would notice many changes on campus since the 1960's: a new University Hospital, an underground bookstore, new buildings for the Law School, the School of Public Affairs, and the Institute of Technology, and microcomputer labs scattered throughout campus for students' use. S/he would likely see several students, both male and female, with children. Many students would look older than the "typical" 18-21 year old college student, and our observer would also note a greater number of minority and international students. These changes would come as no surprise to someone familiar with enrollment trends in higher education. The complexity of the information age and an increasingly technological society demands higher levels of education. Similarly, the feminist movement and the civil rights movement have resulted in a greater degree of diversity in the student body.

From 1972-1982, college enrollment increased by 35.3 percent.¹ Approximately 80 percent of this increase was in the number of women. The Chronicle of Higher Education reported in 1985 that 43 percent of the nation's 12 million students are 25 or older.² Nearly 35 percent of University of Minnesota students are age 25 or over.³ Mirroring national trends, the number of women enrolled at the University of Minnesota has been increasing steadily. In 1969, women represented 37.4 percent of the student body, while in the Fall of 1986, the student body was 46 percent female. (See Table 1.) These changes in the student body have in turn, forced many institutions to alter or add degree programs, revise recruiting techniques, and offer a greater variety of student services. Child care, for example, is increasingly regarded as one set of services necessary to meet the needs of a changing generation of college students. Similarly, changes in the work force participation of women have resulted in demands for campus child care for faculty and staff in higher education. The Minnesota Women's Consortium reports that the Twin Cities has the nation's highest concentration of mothers working outside the home.⁴ Although the numbers of parents in need of child care while they

¹U.S. Bureau of the Census. School Enrollment - Social and Economic Characteristics of Students: October, 1982. Current Population Reports, Series P-20, No. 408. U.S. Government Printing Office, Washington, D.C. 1986.

²Greene, Elizabeth. "Colleges Hard Pressed to Meet Demands for Child Care; Funds Called Inadequate." The Chronicle of Higher Education, September 25, 1985, pp. 29, 30.

³Enrollment statistics for the University of Minnesota obtained from Andrew Huang, Office of Student Support Services, University of Minnesota, June 3, 1988.

⁴Casselton, Andrea T. Special Report. Child Care: There is a Problem in Minnesota. Minnesota Women's Consortium. April, 1988. (Available from the Consortium, 550 Rice Street, St. Paul, MN 55103).

TABLE 1
ENROLLMENT TRENDS OF WOMEN
UNIVERSITY OF MINNESOTA, TWIN CITIES*

	1969	1974	1978	1981	1986
Total Women (percentage of all students)	37.4 %	39.4 %	43.8 %	44.5 %	46.0 %
Graduate School Women (percentage of all graduate school students)	23.6 %	32.9 %	40.5 %	44.6 %	44.9 %
Undergraduate Women (percentage of all undergraduate students)	41.6 %	42.3 %	46.1 %	45.9 %	46.8 %

* Information obtained from the Office of Student Support Services, University of Minnesota, June, 1988.

work or go to school has increased, the availability of licensed child care has not kept pace with the demand. In Hennepin County, for example, there are only 37 licensed child care slots for every 100 children under six in need of care.⁵ In Ramsey County, there are 42 licensed day care slots for every 100 children under six in need of care.

The National Coalition for Campus Child Care estimates that 40 percent of U.S. colleges offer some form of child care for children six weeks to six years.⁶ At present, there are three child care centers affiliated to varying degrees with the University of Minnesota, Twin Cities campus. Table 2 outlines the service activity of these programs over the 1987 - 1988 academic year. Together, these centers served 261 children from infancy to age 10. However, as detailed in Figure 1, waiting lists of the centers indicate that the demand for campus-based care far exceeds the supply. The need for child care for infants and toddlers is particularly acute. While the waiting lists are one indication of the need for child care services, it is likely to be an underestimate of the child care needs of student parents. Needs of students who are parents extend far beyond the need for affordable, quality child care. These include, for instance, a resource and referral service which could assist parents with school-age children to find licensed before and after school care near their child's school as well as a campus resource and counseling center for student parents.

The lack of any information on students' status as parents in any University data base creates problems for administrators and others interested in determining the needs of student parents. Furthermore, most previous surveys of students' child care needs have been exclusively focused on the needs of graduate students. (See Appendix B for a brief summary of these earlier studies.) Consequently, as an institution we do not have a very clear picture of the child care needs of student parents nor how being a parent and a student affects one's progress and success at the University. In the Spring of 1988, the Interim Coordinator for Child Care Services with the cooperation of the offices of the Vice President for Academic Affairs and the Vice President for Student Development undertook a comprehensive study of the child care needs of student parents. This report details the results of the survey which included samples of undergraduate, graduate, and Continuing Education and Extension (CEE) students.

The report continues with a brief history of child care services at the University of Minnesota. Part II presents the rationale and describes the method of the study. Part III discusses findings of the first step of the survey which included samples of non-parents as

⁵Information on availability of licensed child care slots in Twin Cities Metropolitan counties was obtained from Thomas Copeland, Resources for Child Caring, Inc., 906 N. Dale St., St. Paul, MN 55103.

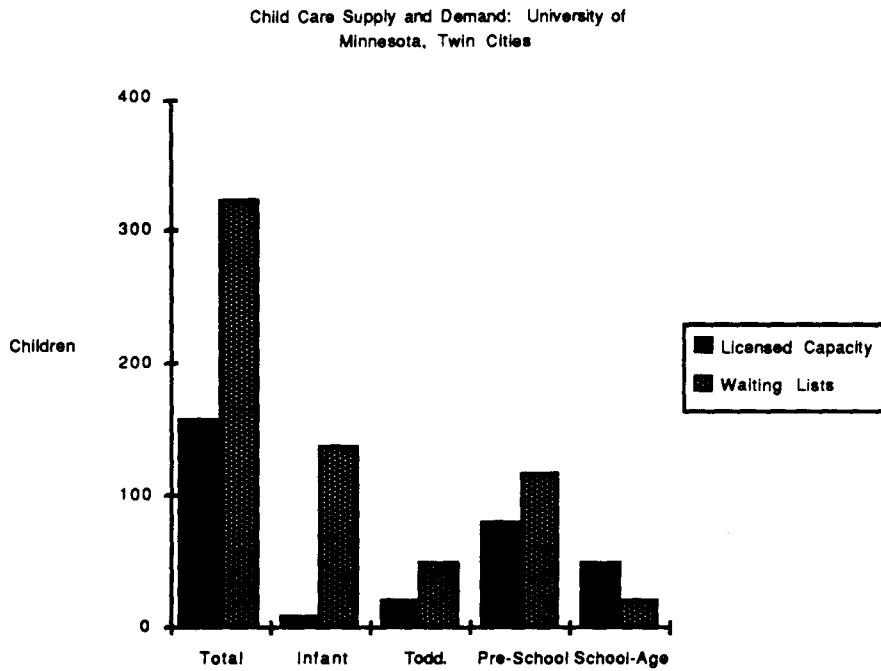
⁶Supra note 2, p. 30.

Table 2

University of Minnesota Intra-Campus Child Care Consortium
 Overview of Service Activity
 1987-1988 Academic Year

	UMCCC	CCCC	Como	Total
Licensed Capacity	68	45	45	158
Age and number of children served:				
<i>Infants</i>	14	0	0	14
<i>Toddlers</i>	23	0	0	23
<i>Preschool</i>	42	55	75	172
<i>Kindergarten</i>	0	15	11	26
<i>School Age</i>	0	12	14	26
Total Children Served	79	82	100	261
Children of U of M Student Parents Served	31	42	75	148
Children of U of M Staff Families	19	19	2	40
Children of U of M Faculty Families	34	5	2	41
Children of Community Families	0	3	16	19
Days open per week	5	5	5	N/A
Weeks open per year	52	52	52	N/A
Hours of Operation	7:30 - 5:30	7:00 - 6:00	7:00 - 6:00	N/A
Research, Training and Observation (number students and/or staff)	306	35	15	356
Waiting List (Fall, 1988, U of M <u>student</u> parents only):				
<i>Infants</i>	65	N/A	N/A	65
<i>Toddlers</i>	37	N/A	N/A	37
<i>Preschoolers</i>	48	8	30	86
<i>Kindergarten Age</i>	N/A	5	7	12
<i>School Age</i>	N/A	4	5	9
Total U of M Student Parents on Waiting Lists:				209

Figure 1



well as parents. Part IV gives an overview of general characteristics of the three groups of parents surveyed (i.e. undergraduate, graduate, and CEE). Additional analyses based on sex of respondent and marital status are presented here as well. The next three sections, Parts V, VI, and VII are more detailed needs analyses for each of the three groups of students. The survey was restricted to determining the needs of University students and as such, does not deal with the needs of University staff and faculty. The reader should note, however, that a survey of the child care needs of University staff and faculty was conducted in the Spring of 1987. Results of this survey are reviewed in Appendix B.

HISTORICAL OVERVIEW

University of Minnesota Task Force on Child Care: 1974

The University of Minnesota recognized the need for attention to the child care needs of students as early as 1971. At that time, Eugene Eidenberg, Vice President for Administration appointed a University Task Force on Child Care to assess the need for child care among students and employees of the University of Minnesota and to prepare recommendations concerning the future role of the University in the delivery of child care services. In May, 1973, the Task Force presented a report to Assistant Vice President Fred Lukermann. The Task Force offered a total of 13 recommendations, including recommendations to develop a campus child care facility and an Office of Child Care Services which would be staffed by a full-time Coordinator and advised and reviewed by a University Child Care Coordinating Committee.

On February 8, 1974, upon review of the Task Force's proposal for a child care center to be located on the West Bank of the Twin Cities campus, the Board of Regents approved the following motion:

In principle the Board of Regents supports child care and we therefore instruct Central Administration to explore possibilities of funding.

In March 1974, President Malcolm Moos reviewed two proposals for a child care center submitted by the Child Care Task Force and the Office of the Vice President for Academic Administration. While the two proposals were similar in many respects, they differed with respect to the administrative structuring of the center. The Task Force's proposal placed more emphasis on an interdisciplinary approach to child care that would involve several collegiate and administrative units in the overall management of a new center. The proposal from Academic Administration recommended that the center be administered through the Institute of Child Development in the College of Education. Both proposals emphasized that a University sponsored child care should fulfill a dual mission: a center should be a model of quality child care services and at the same time provide for the extension of instructional and research activities of the University's academic units. President Moos accepted the Academic Administration proposal as being the most administratively sound:

In our judgement, the Institute of Child Development is the most appropriate academic unit to charge with the establishment and administration of a child care center at this time . . . This nationally known academic unit has demonstrated, through programs spanning forty-eight years of service, the

resources and expertise in human services that directly affect the care and education of young children.⁷

At the meeting on April 4, 1974 the President's recommendation that a center be established according to the proposal submitted by the Vice President for Academic Administration was unanimously passed by the Board of Regents. As a result of this action, the University Child Care Center opened in September, 1974. Additional developments since 1974 include the establishment of two parent cooperative child care centers, a student parent program in the General College H.E.L.P. Center, and a sliding fee program for parents funded through the Student Services Fee. These programs are described below.

Campus Child Care Centers

University Child Care Center

The University Child Care Center was opened in September, 1974 in the Grainger Building on the West Bank at 1818 South Fourth Street. It was designed in accordance with Regents policy to be a model of excellent service as well as an extension of instructional and research activities. The Center is administered through the Institute of Child Development in the College of Education. A Policy Advisory Board composed of at least 50 percent elected parent users has an active role in advising the center director regarding program development, staff and budget. Originally licensed to serve 75 children ages three months to five years, the Center's licensed capacity was reduced to 68 children in 1981 in order to comply with space and code requirements mandated by the State Department of Human Services.

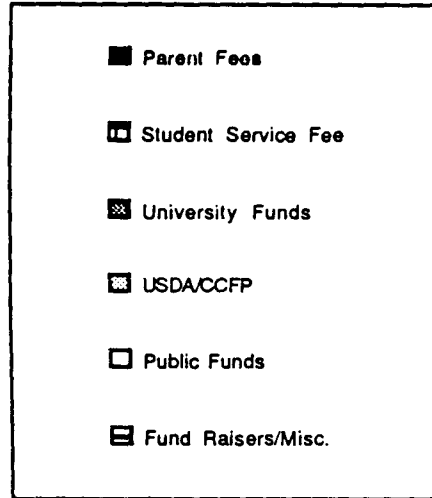
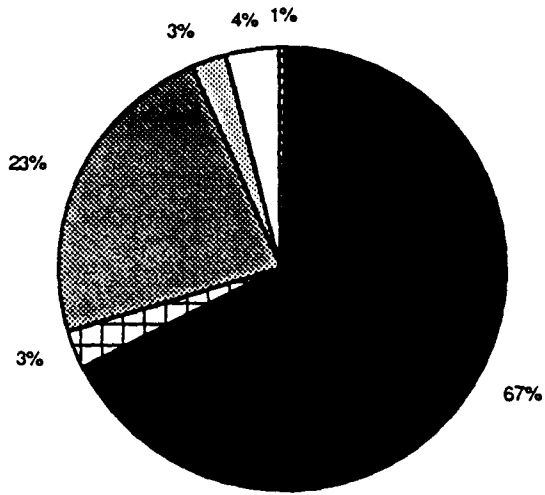
Funding for the Center's operating budget originally began with a contribution from Central Administration accounting for 56.5 percent of the budget and parent user fees accounting for the remaining 43.4 percent. Start-up costs and building renovations were also provided by the University. Figure 2 outlines the current funding sources of the University Child Care Center.

From April, 1980 through December, 1985 the University Child Care Center administered a Satellite Family Day Care program that helped to increase the availability and flexibility of child care services to University families. In addition, the program provided another research, observation, and training option to students and faculty. Spaces in a network of licensed family day care homes in neighborhoods surrounding both Twin Cities campuses were available to University affiliated families. A child care staff person worked with the providers to develop and ensure quality child care. The program was discontinued due to a lack of funds.

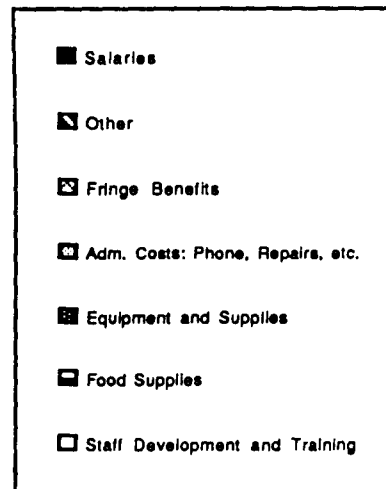
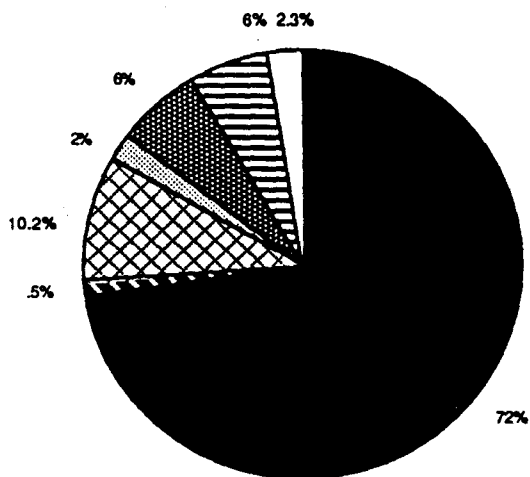
⁷Moos, Malcolm. Memo to members of the Board of Regents, University of Minnesota. March 27, 1974, p. 2.

Figure 2

Income: University Child Care Center



B) Expenses: University Child Care Center



Community Child Care Center

Community Child Care Center was organized by a parent group in September, 1974 as a non-profit parent cooperative and is an official University student organization. The center is licensed to serve 45 children from 2 1/2 to 8 years of age. The center is located in Commonwealth Terrace Cooperative, a family student housing complex on the St. Paul campus. Start-up funds were provided by the Federal government through the Child Care Facilities Act. Community Child Care Center has as its mission the provision of high quality affordable child care to the residents of the Terrace, other members of the University community, and the surrounding neighborhoods. The program operates under the guidance of licensed teachers, but with full parent control and involvement in the delivery of service. The elected Board of Directors consists entirely of parents and all other parents volunteer at the center ten hours each quarter. Since 1984, qualifying low-income University students have been assisted in paying for child care through a sliding fee program funded by Student Services Fees, but the center has never received direct support from the University. Figure 3 outlines the current funding sources of Community Child Care Center.

Como Community Child Care Center

Como Community Child Care opened in 1975 in the Como Student Housing complex at 1024 27th Avenue S.E. in Minneapolis. The center is licensed to serve 45 children from 2 1/2 to 9 years of age. Like Community Child Care Center, Como is an official University student organization and a parent cooperative. Qualifying student parents receive some Student Services Fee funding, but Como has never received any direct support from the University of Minnesota to maintain the program. Como Community Child Care's mission is to provide high quality, affordable child care to the residents of the Como student community and the surrounding area. The elected Board of Directors consists entirely of parent-users and other parents contribute ten hours per quarter to further enrich the program offered by certified teachers. Figure 4 outlines the current funding sources of Como Community Child Care Center.

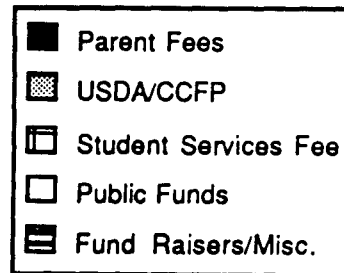
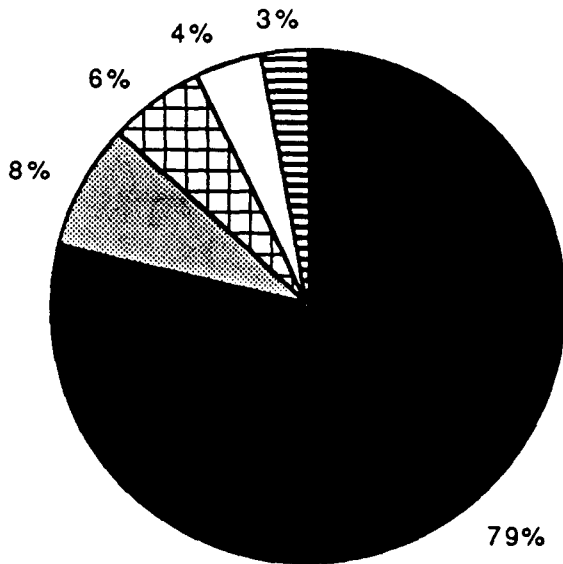
Other University Programs

General College H.E.L.P. Center

The University's General College H.E.L.P. Center (Higher Education for Low Income People) provides services to low-income student parents and their families. The H.E.L.P. Center's student parent program assists students to obtain the personal, academic, and career skills and credentials that will strengthen the family and insure their economic stability and self-sufficiency. HELP Center counselors provide a variety of services and advising to student parents including academic advising and counseling,

Figure 3

A) Income: Community Child Care Center



B) Expenses: Community Child Care Center

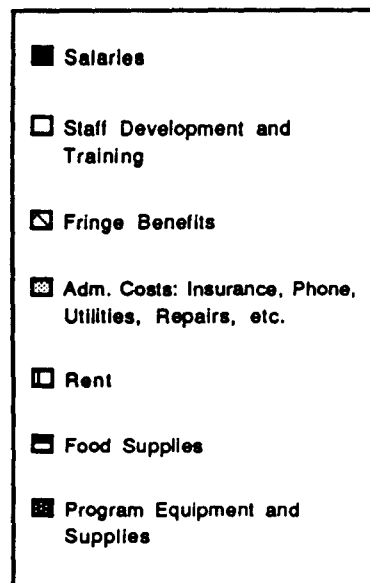
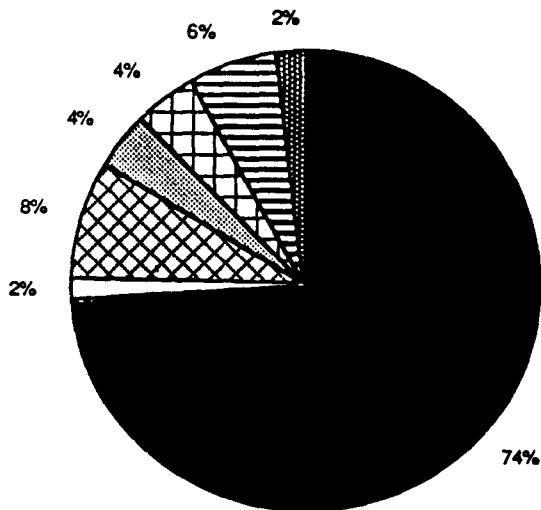
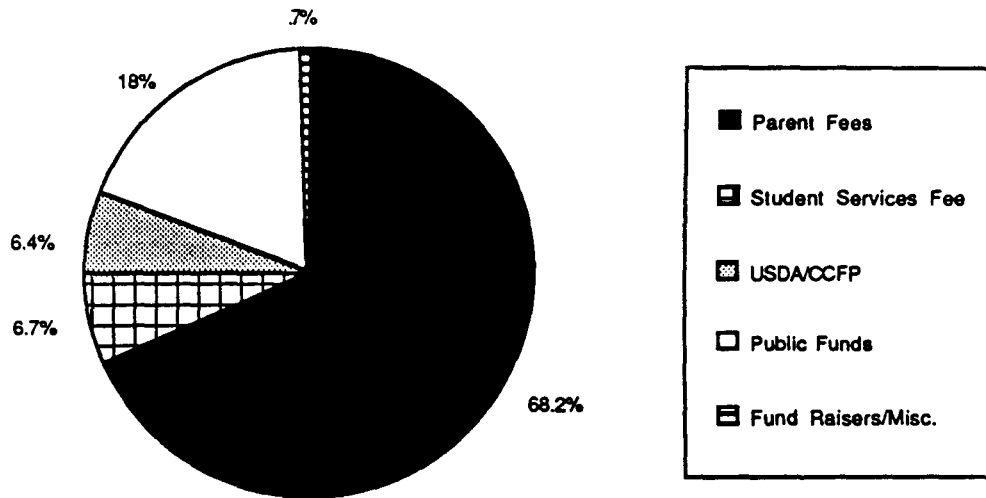
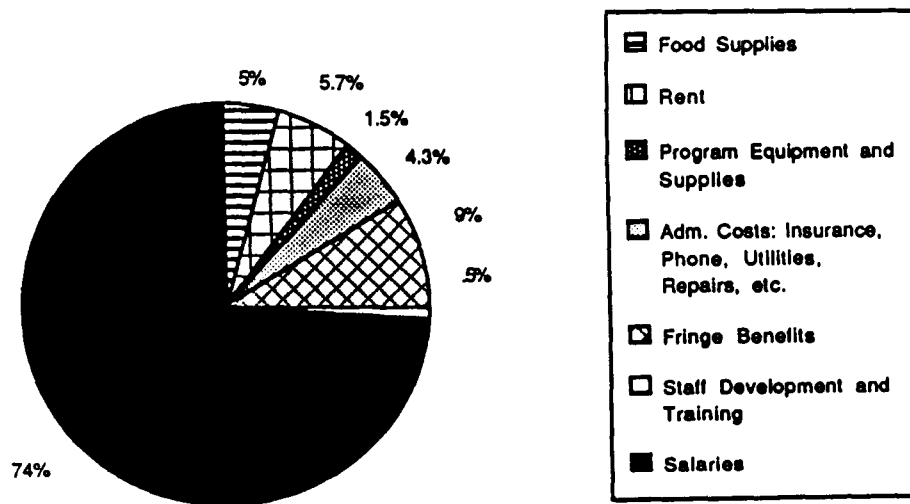


Figure 4

A) Income: Como Community Child Care Center



B) Expenses: Como Community Child Care



parent support groups, information and referral, and administration of child care funds available to low income students. Currently, the H.E.L.P. Center staff coordinate and administer three programs designed to make child care more affordable to low-income students. The NSP Day Care Program, the Non-AFDC Child Care Program, and the AFDC Child Care Program provide child care funding for qualifying undergraduate students. During the 1987 - 1988 academic year, 86 students received assistance in paying their child care expenses through these programs.

Student Services Fee Funding

Since 1979 University students with children enrolled in University Child Care Center have received support from the Student Services Fee. The funds from the Student Services Fee are used to maintain a sliding fee scale for low income student parents to help them pay for child care. Since 1984, this funding has also been available to student parents with children enrolled in Como Community Child Care and Community Child Care. Currently, 30.5 cents of the Student Services Fee goes to help subsidize child care for student's children enrolled in the three University child care facilities. During the 1987-1988 academic year, approximately 100 students were assisted through this program.

Recent Developments

Special Committee on Child Care: 1985

Despite a dramatic increase in services and funds available to student parents since the 1974 Task Force report, then President Kenneth Keller and the University Senate Consultative Committee appointed a Special Committee on Child Care in November, 1985. The committee's charge was to "evaluate the University's involvement with child care over the past twelve years, determine the current need for child care services, and recommend a policy and course of action for the Twin Cities Campus."⁸ In April, 1986, the committee submitted their report: Child Care at the Twin Cities Campus of the University of Minnesota. The report contained the following ten recommendations:

1. *Creation of a new position: the University Coordinator of Child Care;*
2. *Creation of a standing committee on child care as part of the Twin Cities Campus Assembly;*
3. *Creation of at least 100 new child care openings by December 31, 1986 and of an additional 100 by June 1, 1987;*
4. *Inclusion of child care expenses as a criterion for student financial aid;*

⁸Keller, Kenneth H. and Stuthman, Deon. Memo to members of the Special Committee to Develop Child Care Policy Recommendations for the Twin Cities Campus. November 26, 1985.

5. *Insertion of pay-deducted, tax-free child care into the University employee benefits program;*
6. *Inclusion of a funding request for new and renovated child care space in the 1987-1989 biennial budget request to the State Legislature; and*
7. *Inclusion of funding for new and renovated space, equipment and other start-up funds in the University's Capital Campaign.*
8. *Affiliation with the two major Minneapolis and St. Paul child care resource and referral services;*
9. *Commitment of start-up funds for research and facilities to already organized constituencies; and*
10. *Provision of subsidies for low-income students and employees.*

To date, only one of these recommendations have been carried out. A 75 percent time Interim Coordinator for Child Care Services (see Recommendation 1,) was appointed in February, 1987 for six months. In September, 1987 the Coordinator's time was reduced to 40 percent and extended for another six months. A series of further extensions of the temporary appointment will maintain the Interim Coordinator's position at 40 percent time through June, 1989. Recommendation 5, insertion of pay-deducted tax-free child care into the University's employee benefits program is scheduled to start January 1, 1989.

While the 1987-1989 biennial budget request to the Legislature included a request for \$500,000 to fund an information and referral service, a satellite family day care program, and a sliding fee scale for low income student parents, no request was made for new and renovated child care space. The 1987 Legislature did not approve the University's request, but did approve some funding for low-income student parents. This program and other developments at the State and Federal level are discussed below.

Recent Legislative and Congressional Developments

Child Care Fund

A new State Child Care Fund (section 268.91 of the Health and Human Services Omnibus Bill, H.F. 243, chapter 403) totalling \$26 million for the 1987-1989 biennium was established by the 1987 Minnesota Legislature. \$5.2 million is reserved for students on AFDC and \$2 million is reserved for non-AFDC students attending post-secondary institutions. While the funds for students on AFDC are administered by the county, the non-AFDC fund is partially administered by the institutions. The University of Minnesota, Twin Cities non-AFDC fund allocation was \$125,000 for the biennium and it is estimated that this allocation will fund 25 - 30 undergraduate's child care over the two year period. While the allocation is small compared to the need (currently 46 University of Minnesota students are on the waiting list to receive these funds), and while only undergraduate

students are eligible, the program is unique in the nation particularly because it allocates funds to students enrolled in 4-year institutions.

Other Funding Sources

In addition to the Child Care Fund, student parents may also receive assistance from several other State and Federal programs. These include State and Federal Child Care Tax Credit programs, and programs for children with special needs. A clear understanding and concise description of child care assistance programs at the state and federal level is difficult at best and beyond the scope of this report. And although funds are available to help student parents pay for child care, the demand for assistance outstrips the supply of funds. For most families, child care is the fourth highest family expenditure after food, housing, and taxes.⁹ Annual costs can range from \$1,500 to \$10,000, although the average amount paid is \$3,000.¹⁰

In response to increasing demands of parents for affordable, quality child care services, over 70 bills were proposed in Congress during the most recent session. Chief among them was the Act for Better Child Care Services, known as the ABC Bill (S 1885, HR 3660). The ABC Bill was approved by the necessary committees in the House and Senate, but met with resistance when it reached the floor of the Senate and a filibuster prevented a vote. Supporters intend to introduce the bill again when Congress reconvenes in January, 1989. If funded at the proposed \$2.5 billion per year, Minnesota would receive \$33 million and an additional 16,500 Minnesota families would receive assistance paying for child care.¹¹

SUMMARY

The preceding discussion of the history of child care on the University of Minnesota reveals that since the 1973 Task Force report much has been done to address to needs of student parents. Three centers are operating on University property although only one of these centers receives any direct or indirect support from non-student sources. The General College H.E.L.P. Center programs help low-income undergraduate students pay for child care while they attend school. Funding from university students, in the form of student services fees helps low-income graduate and undergraduate students pay for child care. But in spite of what might appear to be a substantial increase in child care and child care related services since the first Task Force report in 1973, recent surveys and reports have

⁹Bureau of National Affairs. *Work and Family: A Changing Dynamic*. Washington DC: Bureau of National Affairs, Inc., p. 26.

¹⁰*Ibid.*

¹¹Child Care WORKS. "Boschwitz, Durenburger Say 'No' to Act for Better Child Care Services." *In the WORKS*. Summer, 1988, p. 4. Available from Child Care WORKS, 1006 W. Lake Street, Minneapolis, MN 55408.

documented that much more could be done to assist both University students and University staff and faculty. (See Appendix B). Likewise, demographic trends have prompted policymakers at the state and federal levels to propose solutions to the growing need for affordable, quality child care.

Rationale for Present Study

The preceding overview indicated that considerable prior needs analyses have attempted to learn more about the child care needs of University employees and students. Most of this prior work concentrated on special populations of students projected to have special child care needs. Among these groups are graduate and professional school students and older, low income parents. Virtually nothing is known about the parental status and child care needs of undergraduates on the Twin Cities campus. There is no information in any University data bases about students' status as parents. Thus, we cannot estimate their associated child care needs since it is impossible to identify which students are parents. Moreover, none of the previous work addressed how being a parent effects students' progress and success at the University. No previous study simultaneously studied child care needs of three distinct groups of students: undergraduates, graduate/professional, and CEE.

Study Design

The lack of information in any data bases about students' status as parents presented problems in determining the study design. This missing information meant that any survey pertaining to child care would necessarily need to include non-parents as well. Likewise, there was no clear estimate of what percentage of student from a random sample would be parents. After considering several options the two-step response card design was chosen because it was felt that this would reach an adequate sample of student parents. This design had two parts. First, a cover letter explaining the survey and a self-addressed postage paid postcard were sent to students the week of May 2, 1988. (See Appendix C). The postcard contained a question regarding the student's status as a parent, a question about frequency of use of student services, and an opinion question regarding the University's role in addressing the child care needs of students who are parents. Second, a more detailed questionnaire (see Appendix D) was then sent only to those students who indicated on the postcard that they had a child 12 years of age or younger. The decision to focus on this age group was based on knowledge of currently available child care services. That is, most before and after school programs serve children through age 12, indicating that most parents feel comfortable leaving a child age 13 or over at home alone for at least some period of the day.

The survey groups consisted of separate samples of students in three categories: 8,631 undergraduates enrolled in day school, 2,200 students enrolled in graduate or professional schools, and 2,016 students enrolled in programs in Continuing Education and Extension. These samples represented 30 percent of all undergraduates enrolled Spring Quarter 1988, 20 percent of graduate students and 10 percent of Continuing

Education and Extension Students. The decision to use these percentages was based on the assumption that the percentage of student parents would be highest among CEE and graduate students, lowest among undergraduate students. Thus, a larger number of undergraduates would need to be surveyed in order to secure an adequate sample of parents from the group. Likewise, fewer CEE students would need to be surveyed to obtain an adequate sample of parents.

Postcard and Questionnaire Design

In addition to wanting information regarding present child care arrangements and needs, it was also an important goal of the study to examine how child care affects a student parent's academic progress and standing at the University. Likewise, we wanted information on the level of support for child care related services at the University on the part of parents and non-parents alike.

The questions chosen for the postcard and questionnaire were based on input from a variety of sources: the Interim Coordinator of Child Care Services, a women's support group at the General College H.E.L.P. Center, previous surveys conducted on this campus and other campuses, Directors of the three University-based child care centers, and members of an ad hoc Child Care Advisory Committee which includes representatives of the Minnesota Student Association, the Council of Graduate Students, and University staff and faculty.

Return Rate

Altogether, 3,806 postcards were returned by the deadline and included in the analysis. This represents a 30 percent response rate across the three groups surveyed. Table 3 outlines the characteristics of the students who returned their postcards. Sixty-three percent (or 2,392) of the respondents were undergraduates, representing a 28 percent response rate for undergraduates overall. Twenty percent of the respondents (or 756) were graduate/professional school students representing a 34 percent response rate for this group. Finally, 17 percent (or 658) of the returned post cards were from CEE students which represented a 33 percent response rate on the part of this group.

Parental Status

Approximately 10 percent of undergraduate respondents, 18 percent of CEE respondents, and nearly 33 percent of graduate students indicated that they were parents of a child 12 years of age or younger. While these are not unlikely numbers, the possibility of a sampling bias in either direction must be considered. That is, with a higher return rate, these percentages may have been lower since parents with children and likewise, with child care needs may have been more likely to complete and return the post card. On the other hand, as will be noted later, 70 percent of the children represented in the questionnaire responses were Kindergarten age or younger. Child care is often more of an issue for parents of preschool children, raising the possibility that parents with young children age 6 or younger were more likely to respond. Thus, the percentages could have been higher if more parents of school age children had responded. One parent who did not give an address for example, wrote: "Not interested--my youngest of four is nine. Child care is no longer a main issue." Another parent wrote "My son is already in the first grade and child care at the University would not help." Thus, there remains some uncertainty about the percentage of students in each of the three groups who are parents.

That is, we know based on the postcard returns that there are at least 615 student parents at the University of Minnesota, Twin Cities. The basic concern is the validity of these results given the low response rate. There is a very large error possible in using these percentages as truth. The best consolation is that these are the only data there are. Without a data base containing information on student's parental status, there is no way we can with certainty say what percent of students are parents.

Use of Student Services

Because student parents have additional demands on their time due to the fact that they are parents, we were interested in knowing the frequency of use of student services on campus by parents and non-parents. Table 4 indicates student's responses to question 3 of the post card. CEE students indicated less frequent use of student services than

Table 3

Characteristics of University of Minnesota Students who Returned their Postcards, By Group

Response	Undergraduate		Graduate		CEE		Total		
	N	%	N	%	N	%	N	%	
Gender									
Female	1297	54.3	363	48	400	61.0	2060	54.2	
Male	1090	45.7	393	52	256	39.0	1739	45.8	
Age									
16-20	695	29.3	1	.1	97	14.8	793	21	
21-22	696	29.3	17	2.3	128	19.5	841	22.3	
23-25	466	19.7	133	17.8	96	14.6	695	18.4	
26-30	252	10.6	285	38.0	146	22.3	683	18	
31-35	133	5.6	158	21.1	94	14.3	385	10.2	
36-40	74	3.1	93	12.4	56	8.6	223	5.9	
41-45	35	1.5	41	5.5	23	3.5	99	2.7	
46-50	12	0.5	15	2.0	6	0.9	33	0.8	
50+	10	0.4	6	0.8	10	1.5	26	0.7	
Average Age	$\bar{X}=23.6$		$\bar{X}=30.8$		$\bar{X}=27.4$		$\bar{X}=25.7$		
Currently have children 12 years of age or younger									
Yes	249	10.4	247	32.7	119	18.2	615	16.2	
No	2021	84.5	425	56.3	481	73.4	2927	77	
No, but I plan to have children while at the University	120	5.1	83	11.0	55	8.4	258	6.8	

Table 4

Frequency of Use of Student Services of University of Minnesota Students who Returned Postcards; By Group*

Response	Undergraduate		Graduate		CEE		Total	
	N	%	N	%	N	%	N	%
Never	101	4.2	51	6.8	98	14.9	250	6.6
Seldom	451	18.9	140	18.5	167	25.5	758	19.9
Occasionally	863	36.1	230	30.5	240	36.6	1333	35.1
Often	677	28.3	227	30.1	124	18.9	1028	27
Very Often	298	12.5	107	14.2	27	4.1	432	11.4
	$\bar{X}=3.26$		$\bar{X}=3.26$		$\bar{X}=2.72$		$\bar{X}=3.17$	

*Responses were coded on a five-point scale coded from 1 = Never to 5 = Very Often

Graduate/Professional and Undergraduate students. Further analysis of results indicated little if any differences between males and females in their use of University services. Analysis by age indicated a very small, but significant negative correlation between age and use of student services. That is, among all three groups of students, frequency of use of student services declined with age. This correlation was strongest among CEE students.

Decisions involving the provision or continuation of various student services are often based on the number of students thought to use the services. An analysis of students' responses to the question regarding frequency of use of student services by parental status revealed some differences. The mean response of students who indicated that they were parents was 2.87 (seldom to occasionally,) while the mean response of non-parents was 3.22 (occasionally). While the absolute difference is quite small, the difference was statistically significant. This finding supports the hypothesis that student parents make less use of traditional student services than do non-parent students.

Opinions Regarding Priority of Child Care Needs of Student Parents

Table 5 outlines students' responses to the statement: "The University should place a high priority on addressing the child care needs of students who are parents." Over two-thirds (69 percent) of the students responded "Agree" or "Strongly Agree." Agreement with the statement was strongest among graduate students, with 75 percent indicating "Agree" or "Strongly Agree." Further analysis of the differences in male and female responses to this question indicated that in each category, (undergraduate, graduate, and CEE) the mean response of women was higher than that of men. Although the difference in the means was statistically significant, the absolute difference in the means was relatively small. Analysis of the responses by age of respondent indicated a small but significant positive correlation between age and student's response among undergraduate students but no correlation for CEE and graduate/professional students. This suggests that older undergraduates are more positive in their support of child care as a University priority.

Several students wrote comments in the margins of the postcard further explaining their answer. Comments were both supportive and critical of University involvement in child care. A male graduate student wrote: "I feel that the University has many more pressing issues to resolve." A female undergraduate wrote: "I rather resent paying for other people's child care;" and a male undergraduate wrote: "99 percent of students don't have children and are too poor as it is to subsidize this." In contrast, another male undergraduate wrote: "I do not have children, do not need child care for this degree, but maybe next time. This is a very important issue for those of us who want to continue our education." A female undergraduate enrolled in CEE wrote: "My son is thirteen--I take night classes--I wish there was somewhere safe for him to watch T.V. and read." Another

Table 5

Opinions of University of Minnesota Students about the statement: "The University should place a high priority on addressing the child care needs of students who are parents"; by group*

Response	GROUP							
	Undergraduate		Graduate		CEE		Total	
	N	%	N	%	N	%	N	%
Strongly Disagree	110	4.6	46	6.1	25	3.8	181	4.8
Disagree	203	8.5	39	5.2	47	7.2	289	7.6
Neutral	476	19.9	100	13.3	136	20.7	712	18.7
Agree	882	37.0	254	33.7	234	35.7	1370	36.1
Strongly Agree	715	30.0	314	41.7	214	32.6	1243	32.8
	$\bar{X}=3.79$		$\bar{X}=3.99$		$\bar{X}=3.86$		$\bar{X}=3.84$	

*Responses coded on a five point scale from 1 = Strongly Disagree to 5 = Strongly Agree

female undergraduate wrote: "The long waiting lists for U child care tells the story itself. Unless priority is placed on it, the U restricts single parents, especially women, from the opportunity for an education. DO SOMETHING NOW!" An undergraduate male parent who asked not to be sent a survey wrote: "I am auditing a class from San Diego, so this really doesn't apply to me. But as a parent and future graduate student, I find your efforts very positive! Good Luck!"

Returns

A total of 615 students surveyed indicated on the post card that they had a child 12 years of age or younger currently living with them. Of these, 582 were sent surveys. Of those students who were not sent surveys, 13 indicated that they were not on campus and/or that they preferred not to receive a survey, ten gave insufficient addresses, and 10 postcards were returned before the coding process began, but not in sufficient time to be sent a questionnaire. Of the 582 surveys sent, 456 surveys, or 78 percent, were returned in time to be included in this analysis. An additional 12 surveys were returned too late to be included in the analysis.

Number and Ages of Children

A total of 722 children were represented. Table 6 outlines the ages and number of children for each of the three groups of students surveyed: 396 or 59 percent of the children were pre-Kindergarten age; 71 or 11 percent were in Kindergarten, and 205 or 30 percent were school-age children. Very few of the student parents surveyed (2 percent) indicated that their child had a mental or physical disability that affected their care.

Characteristics of Student Parents

Descriptive characteristics of student parent respondents are listed in Table 7. Fifty seven percent of the respondents were female, 43 percent were male. Approximately 15 percent of the parents indicated that they were single. The percentage of single parents was highest among undergraduates--23 percent of undergraduate respondents indicated that they were a single parent. The average age of undergraduate student parents was 30.2. For graduate and CEE students the average ages were 33.9 and 31.8 respectively. Eighteen parents (4%) indicated that they were currently using a campus child care facility during time spent studying or attending classes. Eight parents are using University Child Care Center (3 undergraduates, 5 graduates), 2 parents are using Como Community Child Care Center (1 undergraduate, 1 graduate), and 8 parents are using Community Child Care Center (2 undergraduates, 5 graduates, and 1 CEE). Seven percent (or 29) of the parents surveyed indicated that they were using a sliding fee payment plan to pay for child care expenses. Student parents indicated that they spent an average of 15 hours arranging for child care in the past year.

Preferred Type of Child Care

Question 8 of the survey asked parents to indicate the type of child care they would prefer for children in each of five age categories. Although responses of each group are discussed later in this report, results indicated may be misleading. That is, it was not stated in the question that the respondent should list just one preference--i.e. the "most preferred" type of care. Thus, some parents listed more than one preference. Likewise, all parents

Table 6

Ages of Children of Student Parents who Responded to
"Child Care Needs of Student Parents"; By Group

Response	GROUP					
	Undergraduate		Graduate		CEE	
	N	%	N	%	N	%
Children 12 yrs or younger						
Yes	175	100.0	194	100.0	87	100.0
No	0	0.0	0	0.0	0	0.0
Number children in age range 0-15 months						
Zero	124	71.0	130	67.0	70	80.5
One	51	29.0	61	31.4	17	19.5
Two or more	0	0.0	3	1.5	0	0.0
16 mo. to 2 1/2 yrs.						
Zero	148	84.5	149	76.8	71	81.6
One	26	14.9	44	22.7	16	18.4
Two or more	1	0.6	1	0.5	0	0.0
More than 2 1/2 to Kindergarten						
Zero	112	64.0	115	59.3	52	59.8
One	59	33.7	74	38.1	31	35.6
Two or more	4	2.3	5	2.6	4	4.6
Kindergarten						
Zero	146	83.4	169	87.1	70	80.5
One	28	16.0	24	12.4	16	18.4
Two or more	1	0.6	1	0.5	1	1.1
1st grade - 8 yrs.						
Zero	131	74.9	155	79.9	65	74.7
One	34	19.4	26	13.4	21	24.1
Two or more	10	5.7	13	6.7	1	1.1
9 yrs. - 12 yrs.						
Zero	134	76.6	158	81.4	64	73.6
One	30	17.1	25	12.9	19	21.8
Two or more	11	6.3	11	5.7	4	4.6

--Table 6 Continued--

Table 6 (cont.)

**Ages of Children of Student Parents who Responded to
"Child Care Needs of Student Parents"; By Group**

Response	GROUP					
	Undergraduate		Graduate		CEE	
	N	%	N	%	N	%
Total Children 12 years & younger						
One	92	52.6	90	46.4	45	51.7
Two	62	35.4	83	42.8	31	35.6
Three	16	9.1	16	8.2	11	12.6
Four	4	2.3	4	2.1	0	0.0
Five	1	0.6	1	0.5	0	0.0
Children with mental/ physical disabilities						
Yes	6	3.4	3	1.6	2	2.3
No	168	96.6	189	98.4	85	97.7

Table 7

Descriptive Characteristics of Student Parents who Responded to "Child Care Needs of Student Parents"; By Group

Response	GROUP					
	Undergraduate		Graduate		CEE	
	N	%	N	%	N	%
Current life situation						
Single parent	40	23.0	14	7.2	14	16.1
Married parent	123	70.7	175	90.2	67	77.0
Living with partner	8	4.6	2	1.0	6	6.9
Other	4	1.7	3	1.5	0	0.0
Gender						
Female	121	69.5	92	47.7	46	53.5
Male	53	30.5	101	52.3	40	46.5
Ethnic background						
American Indian	1	0.6	0	0.0	0	0.0
Asian Pacif. Amer.	4	2.3	7	3.8	0	0.0
Black/African American	7	4.1	4	2.2	6	7.1
Hispanic (Chicano/Latino)	0	0.0	5	2.7	4	4.7
Caucasian	160	93.0	167	91.3	75	88.2
International student						
Yes	2	1.2	26	13.5	5	5.7
No	170	98.8	166	86.5	82	94.3
Year in School						
Freshman	7	4.0	0	0.0	4	4.6
Sophomore	11	6.3	0	0.0	10	11.6
Junior	46	26.4	0	0.0	15	17.4
Senior	73	42.0	2	1.0	14	16.3
Graduate student	12	6.9	156	80.8	8	9.3
Prof. school student	8	4.6	28	14.5	1	1.2
Ext. classes student	9	5.2	2	1.0	30	34.9
Other	8	4.6	5	2.6	4	4.7

--Table 7 Continued--

Table 7 (cont.)

Descriptive Characteristics of Student Parents who Responded to "Child Care Needs of Student Parents"; By Group

Response	Undergraduate		Graduate		CEE	
	N	%	N	%	N	%
Age						
18-20	4	2.3	0	0.0	1	1.2
21-22	17	9.8	0	0.0	2	2.3
23-25	25	14.3	6	3.1	5	5.9
26-30	46	26.5	43	22.6	28	33.0
31-35	44	25.3	77	40.3	31	36.4
36-40	31	17.8	47	24.6	12	14.1
41-45	5	2.9	15	7.8	5	5.9
46-50	2	1.1	1	0.5	1	1.2
50+	0	0.0	2	1.0	0	0.0
Average Age	$\bar{X}=30.2$		$\bar{X}=33.9$		$\bar{X}=31.8$	
Quarters at University						
1-5	60	34.9	50	27.0	34	41.5
6-10	46	26.7	38	20.6	24	29.2
11-15	43	25.0	44	23.8	11	13.4
16-25	19	11.1	36	19.4	10	12.2
26+	4	2.3	17	9.2	3	3.7
Average	$\bar{X}=9.6$		$\bar{X}=12.7$		$\bar{X}=8.8$	
	\bar{X}		\bar{X}		\bar{X}	
Mean Hours per week spent:						
Studying	16.9		18.0		14.1	
Attending classes	12.0		9.4		7.4	
Working at a paid job	17.6		24.3		29.9	
Parenting	54.7		43.3		52.4	
At a field placement/ internship	3.2		10.0		0.3	

--Table 7 Continued--

Table 7 (cont.)

Descriptive Characteristics of Student Parents who Responded to "Child Care Needs of Student Parents"; By Group

Response	Undergraduate		Graduate		CEE	
	N	%	N	%	N	%
College of current enrollment						
Agriculture	4	2.3	4	2.1	0	0.0
Biol. Sciences	3	1.7	3	1.6	1	1.2
Bus. Adm.	10	5.8	10	5.2	3	3.4
Cont. Edu. & Ext.	5	2.8	1	0.5	15	17.6
Dentistry	1	0.6	5	2.6	0	0.0
Education	32	18.4	16	8.3	6	7.1
Forestry	1	0.6	2	1.0	1	1.2
Gen. College	1	0.6	0	0.0	5	5.9
Grad. School	3	1.7	101	52.6	1	1.2
Home Econ.	13	7.5	2	1.0	5	5.9
Inst. of Tech.	19	10.9	7	3.6	9	10.6
Law	0	0.0	0	0.0	0	0.0
Liberal Arts	62	35.6	21	10.9	26	30.6
Med. School	1	0.6	0	0.0	0	0.0
Med. Tech.	0	0.0	0	0.0	0	0.0
Mortuary Science	0	0.0	0	0.0	0	0.0
Nursing	4	2.3	1	0.5	0	0.0
Occup. Therapy	1	0.6	0	0.0	0	0.0
Pharmacy	2	1.1	1	0.5	0	0.0
Phy. Therapy	0	0.0	0	0.0	0	0.0
Public Health	0	0.0	9	4.7	1	1.2
Univ. College	3	1.7	0	0.0	8	9.4
Vet. Med.	0	0.0	4	2.1	0	0.0
Other	9	5.2	3	1.6	4	4.7

did not indicate preferences for all age groups, choosing instead to indicate a preference for that age group which corresponded to the age of their child(ren). Coders were instructed to code only the first number listed for any particular age category. The results obtained through this particular coding process indicated that over 50 percent of parents in each group preferred that a spouse or other partner care for infant children (0 - 16 months). This preference gradually decreases as the child gets older.

Time Spent on Selected Activities

Question 21 asked students to estimate the time spent in various activities each week. Table 7 includes a tally of the mean response for each group of students. Comparing responses by sex of the respondent yielded some differences between males and females. Women indicated that they spent more time parenting and less time studying than men. The mean for time spent parenting for women respondents was 63 hours per week while the mean response among men was 34 hours per week. Men spent an average of 19 hours per week studying, while among women the average was 15 hours per week. Men, on the other hand, reported spending more time working at a paid job outside the home. The average response for men to this question was 27 hours, while among women the average weekly hours spent working at a paid job was 20.

How Child Care Effects Academic Progress

Differences between males and females also emerged with respect to questions 17 and 18. Question 17 asked student parents whether they felt they had been discriminated against because of their status as a student parent. Approximately 17 percent of women answered "Yes" compared with 8 percent of the men. Students were asked to describe the situation(s). Several students indicated that they felt, in general, that the University is geared toward the needs and interests of single 18-22 year olds. Many students wrote about the lack of sensitivity to and understanding of the difficulties of balancing work, family, and school responsibilities. For example, one CEE student wrote:

An instructor insisted that I change a lab time which I was registered for because she didn't want to attend two lab sessions herself. I explained that it would require a change in my childrens' day care schedule, an increased cost in day care, and a twelve-hour day for me. She said it would be to my advantage to change lab days. She was dead wrong.

Question 18 asked students whether they had ever seriously considered dropping out of school because of difficulties with child care. Fully one-third (34 percent) of women responded "Yes" while only 16 percent of the male respondents had considered dropping out. In describing reasons for thinking about dropping out, students cited financial strain, frustration with trying to balance work, school and family responsibilities, and not being able to do well in coursework. In response to what keeps them going, many students

indicated their desire to have a degree and the benefits of a higher education in the long term for their families. For example, one undergraduate wrote:

I have high standards for myself and I hate missing classes and not getting as high of grades as I could because of parenting responsibilities. I don't drop out because 1) I'm afraid I might never start up again; and 2) I want to earn my bachelor's degree almost more than anything else in the whole world.

Thinking about dropping out was also more prevalent among single parents than among those parents who were married or living with a partner. Thirty seven percent of single parents had thought about dropping out compared with 24 percent of married parents.

Question 6 asked parents to indicate the types of problems encountered as a student parent. Once again differences appeared between males and females and married and single parents. Ninety-three percent of single parents and 86 percent of women reported stress in combining student and parent roles compared with 77 percent of married students and 71 percent of men. Likewise, 58 percent of women and 42 percent of men had missed class at least once in the past year because of child care problems. (Question 14).

Responses to question 15, regarding ways in which students' academic schedules had been affected also yielded differences between male and female groups. Forty percent of men and 14 percent of women indicated that their academic schedules had not been affected by checking "Not at all." Thirty-eight percent of women and 41 percent of single parents had taken "Incompletes" in coursework compared with 20 percent of the men and 20 percent of married parents. Fifty-two percent of the women and 60 percent of single parents indicated that they had "Not done as well as I wanted to because of not having enough study time;" compared with 37 percent of the men and 43 percent of married parents. Forty-seven percent of the women and 57 percent of single parents indicated that they could only take classes at certain times of the day or week because of child care availability compared with 17 percent of the men and thirty percent of married parents. These comparisons might suggest that in spite of the increased role of men in child rearing, women are still responsible for a majority of the child rearing tasks and responsibilities.

Summary

This section has presented a brief overview of some general characteristics and findings. Responses to selected questions were also analyzed according to students' marital status and gender. The next three sections will focus on responses by group.

General Characteristics

As seen in Table 6, 175 undergraduate student parents responded to the survey. Together, these parents have 284 children. Forty-five percent of the children of these parents are in Kindergarten or older, while 55 percent are younger than Kindergarten age. The average age of undergraduate student parents respondents was 30.2 years (see Table 7). The respondents had been enrolled at the University of Minnesota for an average of 9.6 quarters at the time of the survey. Twenty-three percent of the respondents indicated that they were a single parent. A majority (42 percent) of respondents were seniors, approximately 26 percent were juniors, and approximately 10 percent were freshmen or sophomores.

Use of Student Services

Table 8 presents a summary of undergraduate responses to question 19 which asked students to indicate the student services they have taken advantage of as a student at the University of Minnesota. As might be expected, convenient, mostly free services such as the Minnesota Daily, the libraries, financial aid services, and intercampus bus service were most commonly cited. Other frequently used services include the bookstores, the food service, parking facilities, and bursar's office services. Twenty-nine percent of the students surveyed had used Boynton Health Service while 27 percent indicated taking advantage of student advising services and approximately 22 percent reported using career advising services. Fewer than 20 percent of the students indicated that they had used student housing, student activities, recreational sports facilities, student legal aid services and student counseling. Only 6 undergraduates (3 percent) indicated that they had used University child care services. Three undergraduates used University Child Care Center, 1 parent used Como Community Child Care Center, and 2 parents used Community Child Care Center.

Types of Child Care Presently Used

Table 9 presents a summary of the types of child care undergraduate student parents use while in classes or studying, while Table 10 summarizes the types of child care these parents use while at work. Sixty-one percent of the parents surveyed depend on a spouse or other partner to care for their children while they are in classes or studying. In contrast, only 33 percent depend on a spouse or other partner for child care while they are working. This difference may be due to students scheduling study time and/or class time at night or at other times of the day when a partner is home to care for the children. Approximately 40 percent of these students depend on a relative other than their spouse during school and/or study time, 25 percent bring their child to the home of a friend or neighbor, 26 percent use a family day care home, and 21 percent use a non-University

Table 8**Student Services Used By Undergraduate Student Parents**

Service	N	%
Boynton Health Service	51	29.1
Food service	72	41.1
Student housing	24	13.7
Student advising services	48	27.4
Parking facilities	130	74.3
Student financial aid services	93	53.1
Student activities	22	12.6
Career advising services	38	21.7
Child care services	6	3.4
Intercampus bus service	97	55.4
Recreational sports facilities	28	16.0
Student bookstores	150	85.7
Library services	152	86.9
Bursar's office services	98	56.0
Minnesota Daily	120	68.6
Student Legal Aid	15	8.6
Student counseling	18	10.3
Other	4	2.3

Table 9
Types of Child Care Used by Undergraduate Student Parents
During Time Spent in Classes or Studying*

Type	N	%
Spouse	90	51.4
Significant other/partner	17	9.7
Friend/neighbor's home	44	25.1
Relative (other than spouse) in my home	27	15.4
Relative (other than spouse) in their home	44	25.1
Family day care home	46	26.3
Non-University nursery school or day care center	37	21.1
Babysitter in my home	24	13.7
Before/after school care program	13	7.4
University Child Care Center	3	1.7
Como Community Child Care	1	0.6
Community Child Care at Commonwealth Terrace	2	1.1
Shirley G. Moore Nursery School	1	0.6
I leave my child at home alone	30	17.1
Other (e.g., barter agreement)	18	10.3

*Student parents indicated all types of care used so that percentages sum to greater than 100 percent.

Table 10
Types of Child Care Used by Undergraduate Student Parents
During Time Spent Working for Pay *

Type	N	%
Spouse	45	25.7
Significant other/partner	13	7.4
Friend/neighbor's home	20	11.4
Relative (other than spouse) in my home	13	7.4
Relative (other than spouse) in their home	30	17.1
Family day care home	22	12.6
Non-University nursery school or day care center	17	9.7
Babysitter in my home	13	7.4
Before/after school care program	4	2.3
University Child Care Center	1	0.6
Como Community Child Care	0	0.0
Community Child Care at Commonwealth Terrace	0	0.0
Shirley G. Moore Nursery School	0	0.0
I leave my child at home alone	10	5.7
Other (e.g., barter agreement)	8	4.6

*Student parents indicated all types of child care used so that percentages sum to greater than 100 percent.

child care center. Seventeen percent of undergraduate parents indicated that they leave their child at home alone.¹²

Preferred Type of Child Care¹³

Over 50 percent of undergraduate student parents prefer that an infant be cared for by a spouse or other partner. (See Table 11). Preference for this type of care declines as the child gets older, with only 18 percent favoring it for a child in first grade or older. Preference for care outside the child's home (e.g. day care center or family day care home), increases as the child reaches age

2 1/2. Thirty percent of parents indicated that they would prefer child care in one of the University affiliated child care centers for a preschool child.

Financial Aspects of Child Care

Table 12 presents undergraduate parent responses to several questions concerning financial aspects of child care. The median annual income of undergraduate students surveyed was \$20,002, though the range was quite wide resulting in a mean annual income of \$26,653. At first glance, an income of \$20,000 - \$26,000 appears relatively high for an undergraduate. Presumably, these students are in families where the spouse works. That is, nearly half of the students surveyed (49 percent) use their spouses wages to help pay child care expenses. Likewise, nearly half (49 percent) of the student parents surveyed work for pay while in school. The mean amount spent on child care while in classes or studying was \$37.56, but here too there was a wide range of weekly fees. The average amount spent on child care while working was \$34.84 per week. Total weekly child care expenses averaged at \$51.28 among undergraduates. Students reported using a variety of sources to pay for child care, but the majority of students use wages from a job and/or their partner's wages. Twenty-two percent of students surveyed reported that they use student loan funds to pay for child care, while 16 percent use financial aid funds. "Other" sources of funds included personal savings, child support payments and AFDC.

Expected Needs, Preferred Location, Use of a Campus Child Care Center

Question 13 of the survey asked students to indicate the types of child care they anticipated needing by Fall, 1988. Undergraduate responses to this question are reported in Table 13. The most frequently mentioned service was "Drop-in care to be used as needed"; 32 percent of undergraduate student parents thought that they would need this type of care. Thirty percent of parents checked "Child care for children more than 2 1/2

¹²Altogether, 64 parents in all student groups combined indicated that they left their children at home alone. Of the 79 children left alone at home, 71, or 90 percent were in first grade or older. Two children were Kindergarten age, 5 children were preschool age and 1 child was a toddler (16 months - 2 1/2 years).

¹³Please refer to the discussion on pages 41 and 47 above regarding difficulty in drawing firm conclusions from this information.

Table 11

Preferred Type of Child Care by Undergraduate Student Parents, by Age Range of Children

Type	Age Range									
	0-15 months		16-29 months		2 1/2 yrs. - Kind.		Kindergarten		1st Grade +	
	N	%	N	%	N	%	N	%	N	%
Spouse	66	47.1	39	30.7	27	19.7	25	18.9	24	18.2
Significant other/partner	5	3.6	3	2.4	1	0.7	1	0.8	0	0.0
Friend/neighbor's home	2	1.4	4	3.1	4	2.9	12	9.1	12	9.1
Relative (other than spouse) in my home	11	7.9	9	7.1	6	4.4	6	4.5	6	4.5
Relative (other than spouse) in their home	5	3.6	5	3.9	5	3.6	0	0.0	1	0.8
Family day care home	17	12.1	23	18.1	19	13.9	9	6.8	2	1.5
Non-University nursery school or day care center	3	2.1	9	7.1	19	13.9	8	6.1	5	3.8
Babysitter in my home	16	11.4	11	8.7	2	1.5	9	6.8	10	7.5
Before/after school program	0	0.0	0	0.0	1	0.7	46	34.8	63	47.7
University Child Care Center	15	10.7	23	18.1	43	31.4	12	9.1	5	3.8
Como Community Child Care	0	0.0	1	0.8	2	1.5	0	0.0	1	0.8
Community Child Care at Commonwealth Terrace	0	0.0	0	0.0	0	0.0	1	0.8	1	0.8
Shirley G. Moore Nursery School	0	0.0	0	0.0	7	5.1	0	0.0	0	0.0
I leave my child at home alone	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other (e.g., barter agreement)	0	0.0	0	0.0	1	0.7	3	2.3	2	1.5

Table 12

Financial Aspects of Child Care for Undergraduate Student Parents

Question Response	N	%	\bar{X}
<i>Gross annual income</i> (Jan. 1, 1987-Dec. 31, 1987)			\$26,653
\$0	1	0.6	
\$1 - \$50	1	0.6	
\$51 - \$2499	0	0.0	
\$2,500 - \$5,000	6	3.8	
\$5,100 - \$10,000	37	23.1	
\$10,100 - \$15,999	16	10.0	
\$16,000 - \$20,000	21	13.2	
\$21,000 - \$30,000	29	18.1	
\$31,000 - \$40,000	22	13.7	
\$41,000 - \$50,000	11	6.9	
\$51,000 - \$99,000	12	7.5	
\$100,000 +	5	2.5	
<i>Median Annual Income: \$20,002</i>			
<i>Weekly dollars spent on child care</i> <i>while in classes or studying</i>			\$37.56
\$0	44	27.3	
\$1 - \$25	35	21.8	
\$26 - \$50	38	23.6	
\$50 - \$75	16	9.9	
\$76 - \$100	20	12.4	
\$101 - \$150	8	5.0	
<i>Work for pay while student?</i>			
Yes	84	48.8	
No	88	51.2	
<i>Need child care while working?</i>			
Yes	63	75.0	
No	21	25.0	
<i>Weekly dollars spent on child care</i> <i>while working</i>			\$34.84
\$0	26	31.0	
\$1 - \$25	20	23.8	
\$26 - \$50	15	17.8	
\$51 - \$75	8	9.5	
\$76 - \$100	10	11.9	
\$101 - \$135	5	6.0	
<i>Total Weekly Dollars Spent on Child Care</i>			\$51.28

--Table 12 Continued--

Table 12 (cont.)

Financial Aspects of Child Care for Undergraduate Student Parents

Question	Response	N	%
<i>Sliding fee scale schedule used?</i>			
	Yes	14	8.3
	No	155	91.7
<i>Sources of funds to pay child care expenses</i>			
	Student financial aid	28	16.0
	Student loans	38	21.7
	Wages from a job	71	40.6
	Spouse's wages	85	48.6
	Partner's wages	8	4.6
	Assistantship or fellowship	1	0.6
	HELP Center subsidy funds	11	6.3
	Other	33	18.9

Table 13**Expected Types of Child Care Needed by Undergraduate Student Parents As Of Fall, 1988***

Type	N	%
Child care for children 0-15 mo. of age	40	22.9
Child care for children 16 mo. to 2 1/2 yrs.	24	13.7
Child care for children more than 2 1/2 yrs - Kind.	53	30.3
Child care for a child in kindergarten	16	9.1
Before and after school care for children in 1st grade and beyond	39	22.3
Summer program for school age children	21	12.0
Holiday program for school age children	30	17.1
Sick child care	40	22.9
Drop-in care to be used as needed	56	32.0
Evening care so I can attend night classes	38	21.7
Evening care so I can study	29	16.6
Week-end care so I can study	25	14.3
Full time child care (All day, Mon.-Fri.)	36	20.6
Child care only during morning hours	11	6.3
Child care only during afternoon hours	8	4.6
Child care for only a few full days per week	17	9.7
Other	27	15.4

*Student parents indicated all types of child care to be needed so that percentages sum to more than 100 percent.

years to Kindergarten"; 23 percent of parents will need care for an infant; and 14 percent will need care for a toddler (16 months to 2 1/2 years). Sick child care was a service that 23 percent of parents expected to use, and 22 percent anticipated needing child care at night in order to attend night classes.

In response to Question 4 "If you were looking for child care and had a choice, where would you prefer your child care provider to be located?" 69 percent preferred a location near their home while 22 percent would prefer a location near the Minneapolis campus (Table 14). This is not surprising, however, considering that almost half of the children of these parents are already in school. Typically, parents of school-age children prefer child care close to the child's home or school.

Nevertheless, while parents indicated a preference for child care near their homes in responding to question 4, responses to Question 10 indicate that they do not totally rule out care in a facility close to campus. In response to the question "If a child care center located on campus had space to accommodate your child, would you use it?" only 11 percent answered "No, because I want child care close to my home" (Table 14). Among those parents who answered "Yes," quality of care and affordability appear most important in their decision. Forty-seven percent answered "Yes, but only if the care is of high quality," and 41 percent answered "Yes, but only if I can afford it."

Time Spent Finding Child Care and Other Difficulties

Question 10 asked respondents to specify the total hours they had spent arranging for child care in the past year. While 20 percent (presumably those whose spouse cares for the child(ren),) indicated that they had spent no hours arranging for child care, over a third of the students had spent 11 hours or more arranging child care. Three students indicated spending over 60 hours arranging child care, while the average number of hours spent arranging child care was about 14 hours. (See Table 15.)

Some questions on the survey were designed to get at the extent of problems that student parents might be expected to have to deal with. For example, nineteen percent of undergraduates felt that they had been discriminated against as a student parent (Question 17, Table 15). When asked to describe the particular situation, many students wrote about a general lack of sensitivity on the part of faculty members to the problems inherent in balancing school, work, and family responsibilities. Some selected responses follow.

"Field trip" we were told may affect our grade if missed, held all day (9:00 - 5:00) Saturday. Timing of some finals has also been difficult.

Threatened grade drop for classes missed due to my child's illness, although test grades indicated superior performance.

Table 14

Preferences of Undergraduate Student Parents
Concerning Location of Child Care Provider and Use of Child Care Center on Campus

Response	N	%
Preferred Location:		
Near my home	120	69.4
Near the Mpls. campus	38	22.0
Near the St. Paul campus	6	3.5
Near my place of employment	5	2.9
No preference	3	1.7
Other location	1	0.6
Use of child care center on campus:		
No, because I want child care in a family day care home setting	15	8.6
No, because I want child care in my own home	16	9.1
No, because I want child care close to my home	20	11.4
No, because I want child care close to work	2	1.1
No, I have no need for child care while I attend school	15	8.6
Yes, but only if I can afford it	71	40.6
Yes, but only if I lose my current child care	14	8.0
Yes, but only if the care is of high quality	82	46.9
My child is already enrolled in a campus child care program	3	1.7
Other	35	20.0

Table 15

Concerns of Undergraduate Student Parents About Time Spent Finding Child Care
and Other Difficulties

Response	N	%	\bar{X}
Total hours spent arranging for child care in past school year			13.55
0	31	20.1	
1-10	68	44.2	
11-30	35	22.7	
31-60	17	11.1	
Over 60	3	1.9	
Instances of discrimination because of status as student parent			
Yes	33	19.3	
No	138	80.7	
Other Problems Encountered			
Transportation problems in getting my child(ren) to child care and then getting myself to school or work	61	34.9	
Financial strain in paying for child care	106	60.6	
Stress in combining student and parent roles	148	84.6	
Missed work hours and/or pay because of child care problems	50	28.6	
Quit a job or assistantship because of child care problems	11	6.3	
Having to change child care arrangements	76	43.4	
Other	28	16.0	
I have not experienced any problems	9	5.1	

Class related activities are scheduled outside of class hours. It is assumed that you will go without considering all the arrangements you need to make and without options in case you can't.

Not taken seriously in some classes. One instructor seemed to think I was not a serious student. I felt like he thought my education was a hobby.

In my German class, one course point was subtracted for each day missed. I often had to leave a sick child and go to class.

Some students also indicated that not taking child care costs into consideration when determining financial need and financial aid awards was a form of discrimination. Other students referred to classes and finals that had been re-scheduled, and difficulty in making up tests missed because of child care problems.

Question 6 asked students to indicate other types of problems encountered as a student parent (Table 15). Only five percent of undergraduates answered "I have not experienced any problems." Over 84 percent had experienced stress in combining student and parent roles, 61 percent had experienced financial strain in paying for child care and 43 percent of the respondents had to change child care arrangements in the past year. Thirty-four percent indicated that they had experienced transportation problems in getting themselves to school or work. Other problems listed by students in the spaces provided included: difficulty finding sick child care, finding child care for school age children during holidays/school release days, and not being able to participate in outside activities of either a social or intellectual nature.

Child Care Responsibilities and Academic Progress

Several questions of the survey aimed to gather information about ways in which students' academic progress is affected by child care responsibilities. Question 14 asked students whether they had ever missed a University class because of child care problems; question 15 asked students to indicate other ways in which their academic progress had been affected; and question 18 asked students if they had ever seriously considered dropping out of school because of child care difficulties. Responses to each of these questions are discussed below and summarized in Tables 16 and 17.

Effects on Academic Schedule

Table 16 indicates student responses to question 15. During the academic year starting with Fall quarter, 1987, over half (55 percent) of the parents surveyed responded by checking "Not done as well as I wanted to because of not having enough study time." Nearly one-half (48 percent) of undergraduate student parents indicated that they were only able to take courses at certain times of the day or week because of child care availability. Over a third of parents had taken fewer credits (39 percent), or had not participated in

Table 16

Perceptions of Undergraduate Student Parents About How Academic Schedule has
Been Affected By Child Care Problems

Response	N	%
Not at all	33	18.9
Taken an incomplete in a course	15	8.6
Taken fewer credits	68	38.9
Have not taken a course I wanted to take	47	26.9
Have not participated in supplemental educational activities (e.g., seminars)	64	36.6
Had to drop out of school for a quarter or more	11	6.3
Delayed fulfillment of program requirements	22	12.6
Not done as well as I wanted to because of not having enough study time	97	55.4
Delays in my research	17	9.7
Could only take courses at certain times of the day or week because of child care availability	84	48.0
Had to leave class early to pick up child(ren)	36	20.6
Missed a test	15	8.6
Had to bring child(ren) along to class	38	21.7
Unable to take part-time job as a research assistant	12	6.9
Delays in completing my dissertation	1	0.6
Insufficient time to study for written preliminary examinations	22	12.6
Missed a class at least once because of child care problems	112	65.1
Seriously considered dropping out of school because of child care problems		
<i>Yes</i>	55	32.0
<i>No</i>	117	68.0
Other	10	5.7

supplemental educational activities (37 percent). Approximately 27 percent had not taken courses that they had wanted to take and about 22 percent had brought a child along to class during the past academic year. Less than 20 percent responded that child care problems had not affected their academic schedules at all.

Dropping Out

Nearly a third of undergraduates surveyed had thought about dropping out of school because of difficulties with child care (Table 16). There were a variety of reasons listed, but many students referred to financial strain of paying for child care and the demands and stress of a full schedule of classes, work, and family responsibilities. Others (especially women) mentioned guilt. Some selected responses follow: "a" indicates the student's reason for thinking about dropping out and "b" is the response to the question "What keeps you from dropping out?"

a) It is very stressful on my daughter to be in full time day care. b) Education is the only road for me if I want to eventually do something I like and support my daughter.

a) Guilt from not feeling like my child gets enough attention and support. b) Need degree for positions I seek. Going day, evening, and summer session to get done ASAP. My mother is very supportive.

a) Extreme guilt about time spent away from kids, their school work and extra activities--my husband means well but really doesn't help out at home. b) I have put off my education for years and I am driven and want my degree. Also, I keep thinking that my kids will benefit from seeing their mom work hard and do well, and still be there for them (mostly).

a) The strain of overdoing it and the guilt of not spending enough time with my baby. b) My need to get a degree and a decent job so my child and I will not continue to live in poverty.

a) I think there might be more time with my family if I wasn't stretched so thin. b) I want to be financially secure and a college degree can only help that ambition.

a) It sometimes gets too difficult to get children going and yourself out the door. Is it worth it? b) An intense drive to get this done. Support from my husband.

Missed Classes

As indicated in Table 16, nearly two thirds (65 percent) of undergraduate student parents had missed one or more classes during the 1987-1988 academic year due to child care problems. Table 17 details the reasons indicted by students for missing classes. Over half of the students had missed classes at least once because their child was sick. Forty

Table 17

Reasons Stated by Undergraduate Student Parents for Missing University Classes Because of Child Care Problems

Reasons	1 Class		2-5 Classes		6-10 Classes		More than 10 classes	
	N	%	N	%	N	%	N	%
Child was sick	20	11.4	70	40.0	5	2.9	4	2.3
Unable to find child care when I needed it	22	12.6	30	17.1	3	1.7	0	0.0
Unable to pay for child care	7	4.0	8	4.6	0	0.0	1	0.6
Unable to arrange transportation to my child care provider	9	5.1	6	3.4	1	0.6	1	0.6

percent had missed from 2 - 5 classes for this reason. Nevertheless, as indicated in Table 13, only 23 percent of parents anticipated using or needing sick child care. This suggests that some parents prefer to stay home with a sick child rather than bring the child to a day care center for sick children. Almost one-third (31 percent) had missed a class because they were unable to find child care when they needed it. Approximately 9 percent had missed a class or classes because they were unable to pay for child care and approximately 10 percent missed a class or classes because they were unable to arrange transportation to their child care provider.

Opinions Regarding the University's Role in Child Care

As with the group of students responding to the post card, student parents surveyed felt strongly that the University has a responsibility to assist students with child care needs. Question 20 of the survey asked for students' opinion with regard to several statements. Results are listed in Table 18.

Undergraduates were nearly unanimous in agreeing with the statement: "Students with children experience increased stress in trying to combine the dual roles of student and parent. Only one undergraduate parent indicated disagreement with this statement.

Seventy-four percent of students either disagreed or strongly disagreed with the statement "Students with children should not expect the University to provide any child care services." Only ten percent of respondents responded "Agree" or "Strongly Agree" to this statement while 16 percent were neutral. Over seventy percent of the undergraduate student parents were in agreement with the statement: "The University should subsidize a sliding fee payment for child care. Approximately 65 percent of students agreed with the statement: "The University has a responsibility to assist students with their child care needs," while 60 percent of respondents agreed with the statement: "Child care services at or through the University would make me a better student." Likewise, 51 percent of undergraduate parents agreed with the statement: "University supported or sponsored child care would hasten the completion of my degree work."

Opinions Regarding Child Care Services the University Might Provide

Question 16 asked student parents to indicate their level of interest in child care services that the University might provide. Student responses are tallied in Table 19. Student parents indicated the most support for drop-in child care on campus. Eighty-two percent of the respondents indicated some level of interest in this type of service. Eighty percent of undergraduate student parents expressed interest in on-campus child care while 71 percent of student parents were interested in financial assistance to pay for child care. Fifty-four percent of parents were "interested" to "extremely interested" in evening child

Table 18

Opinions of Undergraduate Student Parents About the University's Role in Child Care*

Question	Response										\bar{X}
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		
	N	%**	N	%**	N	%**	N	%**	N	%**	
Students with children should not expect the University to provide any child care services	77	44.5	51	29.5	27	15.6	11	6.4	7	4.0	1.96
The University has a responsibility to assist students with their child care needs	7	4.1	18	10.5	36	20.9	59	34.3	52	30.2	3.76
Students with children experience increased stress in trying to combine the dual roles of parent and student	1	0.6	0	0.0	0	0.0	35	20.5	135	78.9	4.77
Child Care services at or through the University would make me a better student	8	4.7	12	7.0	48	27.9	60	34.9	44	25.6	3.69
University supported or sponsored child care would hasten the completion of my degree work	11	6.4	14	8.2	58	33.9	54	31.6	34	19.9	3.50
The University should subsidize a sliding fee payment for child care	6	3.5	12	7.0	31	18.0	62	36.0	61	35.5	3.93

*Responses were coded on a five-point scale from 1=Strongly Disagree to 5 = Strongly Agree.

**Represents the percent of students responding to this question.

Table 19

Opinions of Undergraduate Student Parents About Services that the University Might Provide to Assist Student Parents*

Type	Response										
	Not Interested		Slightly Interested		Interested		Very Interested		Extremely Interested		\bar{X}
	N	%**	N	%**	N	%**	N	%**	N	%**	
Assistance in finding child care	54	33.5	28	17.4	34	21.1	20	12.4	25	15.5	2.59
Assistance in paying for child care	47	28.5	5	3.0	20	12.1	23	13.9	70	42.4	3.39
On campus child care	32	19.6	19	11.7	28	17.2	26	16.0	58	35.6	3.36
Parent cooperative child care on campus	56	35.9	34	21.8	27	17.3	17	10.9	22	14.1	2.45
Drop-in child care on campus	29	18.0	14	8.7	31	19.3	35	21.7	52	32.3	3.42
Evening care on campus	54	34.0	19	11.9	25	15.7	24	15.1	37	23.3	2.82
Family day care near campus	52	29.7	27	15.4	18	11.8	24	15.1	32	20.9	2.72
Parent resource center on campus	39	24.7	22	13.9	38	24.1	23	14.6	36	22.8	2.97

*Responses were coded on a five-point scale from 1 = Not Interested to 5 = Extremely Interested.

**Represents percent of all undergraduates who responded to this question

care on campus, and parents were also supportive of a parent resource center on campus, with approximately 62 percent answering "interested" to "extremely interested."

Students were least interested in a parent cooperative child care on campus with 36 percent answering "Not Interested." This rather strong negative response might suggest that parents 1) view the two currently operating cooperatives as sufficient to meet University demand for this type of service, and/or 2) parents are reluctant to enroll their child in a cooperative program because of the additional demands co-ops place on parent's time. Even though, as previously reported, 43 percent of students reported having to change child care arrangements, 33 percent of the students surveyed were not interested in University assistance in locating child care. Thirty-four percent were not interested in Family Day Care near campus, although 48 percent of parents indicated that they were "interested," "very interested," or "extremely interested" in this type of service.

Question 22 asked for students' opinions regarding the priority of several options for direct assistance to child care programs. Table 20 is a summary of responses to this question. Nearly two-thirds of the respondents (65.7 percent) indicated that "Increasing the number of children served by campus child care programs" should be a high priority for University funds. Sixty-three percent of the parents thought that high priority should be placed on University funding to existing programs to help meet operating expenses and reduce costs to parents. Approximately 46 percent of the undergraduate student parents who answered this question thought that construction of new campus child care facilities should be a high priority.

Currently, only one program--University Child Care Center--receives rent-free space from the University. Nearly 41 percent of parents who responded to this question indicated that provision of rent-free space to existing campus child care facilities should be a high priority for funding.

Priority of Meeting Needs of Certain Groups

Question 23 asked student parents to indicate their opinion regarding the priority the University should place on meeting the child care needs of various groups. The results of undergraduate responses to this question are listed in Table 21.

Not surprisingly, nearly 78 percent of undergraduate students thought that high priority should be placed on meeting the child care needs of undergraduate students. Undergraduates were least supportive of meeting the needs of neighborhood and community residents, with only nine percent indicating that this should be a high priority. Undergraduates were also less supportive of placing priority on the needs of civil service employees and faculty members.

Table 20

Opinions of Undergraduate Student Parents Concerning University Options to Meet Needs of Student Parents

Option	Response							
	Low Priority		Medium		High		Do Not Know	
	N	%	N	%	N	%	N	%
Provision of rent free space to existing campus child care facilities	14	8.3	54	32.0	69	40.8	32	18.9
Provision of necessary equipment free of charge to existing campus child care facilities	13	7.7	59	35.1	63	37.5	33	19.6
Increasing the number of children served by campus child care programs	6	3.6	29	17.2	111	65.7	23	13.6
Construction of new campus child care facilities	17	9.9	43	25.1	78	45.6	33	19.3
Funding to existing programs to help meet operating expenses and reduce costs to parents	9	5.3	36	21.1	107	62.6	19	11.1

Table 21

Opinions of Undergraduate Student Parents Concerning What Priority the University Should Place on Addressing the Child Care Needs of Various Groups

Group	Response							
	Low		Medium		High		Do Not Know	
	N	%	N	%	N	%	N	%
Undergraduate students	7	4.1	23	13.5	133	77.8	8	4.7
Graduate students	9	5.2	40	23.3	114	66.3	9	5.2
Professional students	20	11.7	59	34.5	75	43.9	17	9.9
Extension students	11	6.4	60	35.1	90	52.6	10	5.8
Faculty Members	41	24.0	59	34.5	52	30.4	19	11.1
Civil Service employees	48	27.9	64	37.2	37	21.5	23	13.4
Neighborhood/community residents	106	61.6	29	16.9	16	9.3	21	12.2

Summary

This section has presented an overview of undergraduate student responses to the child care needs assessment. The results represented responses of 175 undergraduate student parents who had a total of 284 children age 12 or younger. Over half (55 percent) of the children represented were younger than kindergarten age.

A majority (84.6 percent) of undergraduate respondents indicated that they had experienced stress in combining student and parent roles. Forty-three percent indicated that they had had to change their child care arrangements in the past academic year. Responses also indicated that being a parent and a student has some significant negative effects on academic progress. Outstanding among the problems encountered were: Finding time to study, scheduling classes around child care availability, taking fewer credits, and missing classes. Approximately one-third of undergraduate student parents had seriously considered dropping out of school because of child care problems.

Analysis of undergraduate responses to questions regarding ways in which the University might assist students with their child care needs indicated the most interest in drop-in child care on campus, campus based child care in general, and financial assistance to help pay for child care. Over half of the students also expressed some level of interest in a parent resource center on campus and evening child care on campus.

Overall, findings suggest that there are a number of services that student parents are interested in, but which are currently not available on campus. At the same time, many undergraduates do not appear to use many of the student services currently available on campus, aside from those which are free and/or inexpensive. Only 16 percent, for example, reported using recreational sports facilities. This same pattern is true of graduate and CEE students as will be seen later. Taken together, there are some common needs that could be addressed for all three groups simultaneously. These will be discussed in the final summary. Some selected undergraduate comments taken from the surveys, are included in Appendix E.

General Characteristics

Tables 6 and 7 (pp.42-43, 46-47) report some general characteristics of graduate student respondents and their children.¹⁴ Altogether, 194 graduate students responded. Together these students have 325 children. Approximately 61 percent of the children represented were preschool age (i.e. 0 - Kindergarten age); 8 percent were in Kindergarten, and 31 percent were school-age. Forty-eight percent of the respondents were female, 52 percent were male. Approximately 9 percent indicated that they were single parents, or separated from their spouse, while 91 percent reported that they were married or living with a partner. The percentage of International students was highest among this group of respondents. Thirteen percent of graduate student respondents indicated that they are an International student. The average age of graduate student parents responding to the survey was 33.9 years. Students reported having been enrolled an average of 12.7 quarters at the University of Minnesota.

Use of Student Services

Table 22 presents a summary of graduate student responses to Question 19 which asked students to indicate the student services they have taken advantage of as a student at the University of Minnesota. As with the group of undergraduate student parents surveyed, graduate students parents reported most frequent use of those services which are convenient and free or relatively inexpensive. Services such as the libraries, student bookstores, parking facilities, intercampus bus service, Minnesota Daily, and bursar's office services had been used by over half of the students surveyed. Approximately 30 percent of the students reported using Boynton Health Service, 25 percent had used the food service, 23 percent had used student financial aid services, and 22 percent had used recreational sports facilities. Less than 15 percent reported using student housing, student advising, student activities, career advising, student legal aid, or student counseling. Only 6 percent, or 11 parents, reported using University child care services. Five parents used University Child Care Center, 1 parent used Como Community Child Care and 5 parents reported using Community Child Care Center during time spent in classes or studying.

Types of Child Care Presently Used

Table 23 is a summary of the types of child care graduate student parents use during time spent in classes or studying. Table 24 summarizes the types of care used during time spent working for pay. Approximately 72 percent of the parents reported that their spouse

¹⁴ For the sake of brevity, the term "graduate student" will be used instead of "graduate and professional school students". The reader should note, however, that the random sample included students enrolled in the University graduate school, as well as professional schools such as Veterinary Medicine, the Medical School and the School of Dentistry.

Table 22

Student Services Used By Graduate Student Parents

Service	N	%
Boynton Health Service	58	29.9
Food service	49	25.3
Student housing	28	14.4
Student advising services	12	6.2
Parking facilities	133	68.6
Student financial aid services	45	23.2
Student activities	20	10.3
Career advising services	8	4.1
Child care services	11	5.7
Intercampus bus service	103	53.1
Recreational sports facilities	43	22.2
Student bookstores	167	86.1
Library services	167	86.1
Bursar's office services	102	52.6
Minnesota Daily	114	58.8
Student Legal Aid	4	2.1
Student counseling	8	4.1
Other	1	0.5

Table 23
Types of Child Care Used by Graduate Student Parents
During Time Spent in Classes or Studying*

Type	N	%
Spouse	139	71.6
Significant other/partner	4	2.1
Friend/neighbor's home	30	15.5
Relative (other than spouse) in my home	29	14.9
Relative (other than spouse) in their home	32	16.5
Family day care home	38	19.6
Non-University nursery school or day care center	40	20.6
Babysitter in my home	39	20.1
Before/after school child care program	11	5.7
University Child Care Center	5	2.6
Como Community Child Care	1	0.5
Community Child Care at Commonwealth Terrace	5	2.6
Shirley G. Moore Nursery School	2	1.0
I leave my child at home alone	24	12.4
Other (e.g., barter agreement)	17	8.8

*Student parents indicated all types of care used so that percentages sum to greater than 100 percent.

Table 24
Types of Child Care Used by Graduate Student Parents During
Time Spent Working for Pay *

Type	N	%
Spouse	89	45.9
Significant other/partner	2	1.0
Friend/neighbor's home	18	9.3
Relative (other than spouse) in my home	24	12.4
Relative (other than spouse) in their home	23	11.9
Family day care home	35	18.0
Non-University nursery school or day care center	24	12.4
Babysitter in my home	22	11.3
Before/after school care program	10	5.2
University Child Care Center	3	1.5
Como Community Child Care	1	0.5
Community Child Care at Commonwealth Terrace	3	1.5
Shirley G. Moore Nursery School	2	1.0
I leave my child at home alone	13	6.7
Other (e.g., barter agreement)	11	5.7

*Student parents indicated all types of child care used so that percentages sum to greater than 100 percent.

or another partner cared for the children while they were in classes or studying. As with the undergraduate group, this is a less frequent form of care when the student is working. Approximately 46 percent of graduate student parents reported using their spouse during the time spent at work. This may be an indication that graduate students schedule class, and particularly study time during hours when a spouse or partner is available to do child care. Thirty one percent depend on a relative other than spouse and 15 percent use a friend or neighbor's home. Twenty-one percent of graduate student parents use a non-University child care center or nursery school, 20 percent reported using a babysitter in their home, and 20 percent reported using a family day care home. Six percent use a Before/After school program and 12 percent leave their child at home alone.¹⁵

Preferred Type of Child Care¹⁶

Table 25 summarizes graduate student responses to Question 3 regarding preferred type of care for children in various age groups. As with the undergraduate group, a majority of graduate students answering this question indicated a preference for child care by a spouse or other partner for very young children and this preference declines as the child grows older. Seventy percent of graduate student parents prefer care by a spouse or other partner for an infant, while 38 percent expressed a preference for this type of care for a school-age child.

Financial Aspects of Child Care

Table 26 presents a summary of graduate student answers to several questions having to do with financial aspects of child care. Over two-thirds (69 percent) of graduate students work for pay while a student at the University. In addition, over half (53 percent) reported that they use their spouse's wages to pay for child care. This suggests that many graduate student families are two-income families. Likewise, the median and mean annual income of graduate students was higher than that of undergraduates. The median annual income of graduate students was \$30,000. Graduate students reported spending an average of \$39.28 per week for child care while they are in classes or studying. The range, however, was quite wide, resulting in a median amount of \$20.37 per week. The average amount paid for child care while working was \$45.16 per week while the median was \$20.37. Total child care costs per week averaged \$62.42 for graduate students. Seven percent (or 12 parents) indicated that they were on a sliding fee plan which determines child care costs according to income. In addition to wages and spouse's wages, graduate students also reported using assistantship or fellowship funds (24 percent), student loans

¹⁵ Supra note 12.

¹⁶ Supra note 13.

Table 25

Preferred Type of Child Care by Graduate Student Parents, by Age Range of Children

Type	Age Range									
	0-15 months		16-29 months		2 1/2 yrs. - Kind.		Kindergarten		1st Grade +	
	N	%	N	%	N	%	N	%	N	%
Spouse	111	69.4	77	49.4	59	36.9	59	40.1	56	37.3
Significant other/partner	1	0.6	1	0.6	1	0.6	0	0.0	1	0.7
Friend/neighbor's home	2	1.2	1	0.6	1	0.6	5	3.4	6	4.0
Relative (other than spouse) in my home	6	3.7	2	1.3	1	0.6	3	2.0	5	3.3
Relative (other than spouse) in their home	1	0.6	2	1.3	1	0.6	0	0.0	1	0.7
Family day care home	15	9.4	32	20.5	19	11.9	10	6.8	6	4.0
Non-University nursery school or day care center	1	0.6	5	3.2	23	14.4	4	2.7	0	0.0
Babysitter in my home	16	10.0	11	7.1	11	6.9	8	5.4	8	4.1
Before/after school program	0	0.0	0	0.0	2	1.2	37	25.2	49	32.7
University Child Care Center	4	2.5	18	11.5	31	19.4	14	9.5	10	6.7
Como Community Child Care	0	0.0	0	0.0	1	0.6	0	0.0	1	0.7
Community Child Care at Commonwealth Terrace	3	1.9	5	3.2	4	2.5	2	1.4	1	0.7
Shirley G. Moore Nursery School	0	0.0	0	0.0	4	2.5	2	1.4	2	1.3
I leave my child at home alone	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7
Other (e.g., barter agreement)	0	0.0	2	1.3	2	1.2	3	2.0	3	2.0

Table 26

Financial Aspects of Child Care for Graduate Student Parents

Question Response	N	%	\bar{X}
<i>Gross annual income</i>			
(Jan. 1, 1987-Dec. 31, 1987)			\$34,202
\$0	0	0.0	
\$1 - \$50	4	2.2	
\$500 - \$2,000	3	1.6	
\$2,100 - \$10,000	15	8.2	
\$10,100 - \$20,000	39	21.3	
\$21,000 - \$30,000	36	19.7	
\$31,000 - \$40,000	34	18.6	
\$41,000 - \$50,000	22	12.0	
\$51,000 - \$99,000	33	14.2	
\$100,000 +	4	2.2	
<i>Median Annual Income: \$30,000</i>			
<i>Weekly dollars spent on child care</i>			
<i>while in classes or studying</i>			\$39.28
\$0	63	37.5	
\$1-\$20	22	13.1	
\$21 - \$50	26	15.5	
\$51 - \$75	22	13.1	
\$76 - \$100	18	10.7	
\$101 - \$130	10	5.3	
\$131 - \$200	7	4.2	
<i>Work for pay while student?</i>			
Yes	134	69.4	
No	59	30.6	
<i>Need child care while working?</i>			
Yes	87	65.4	
No	46	34.6	
<i>Weekly dollars spent on child care</i>			
<i>while working</i>			\$36.00
\$0	47	38.5	
\$1 - \$30	10	8.2	
\$31 - \$50	20	16.4	
\$51 - \$75	14	11.5	
\$76 - \$100	15	12.3	
\$101 - \$150	12	9.8	
\$151 - \$225	4	3.3	
<i>Total Weekly Dollars Spent on Child Care</i>			
			\$62.42

--Table 26 Continued--

Table 26 (cont.)

Financial Aspects of Child Care for Graduate Student Parents

Question Response	N	%
<i>Sliding fee scale schedule used?</i>		
Yes	12	6.7
No	166	93.3
<i>Sources of funds to pay child care expenses</i>		
Student financial aid	12	6.2
Student loans	23	11.9
Wages from a job	84	43.3
Spouse's wages	101	52.1
Partner's wages	2	1.0
Assistantship or fellowship	47	24.2
HELP Center subsidy funds	3	1.5
Other	23	11.9

(12 percent), and student financial aid (6 percent). Students were also asked to list "other" sources of funds used. A common response in this category, mentioned by five parents, was the opportunity cost incurred by the decision to have a spouse stay home and care for the children, in other words, their spouse's forgone wages.

Expected Needs, Preferred Location, Use of a Campus Child Care

Question 13 of the questionnaire asked student parents to indicate the types of child care that they anticipated using or needing by Fall, 1988 (see Table 27). Nearly 28 percent of the respondents indicated that they would need care for a preschool child (2 1/2 years to Kindergarten age) while approximately 21 percent would need care for an infant (0 - 15 months), and 20 percent would need care for a toddler (16 months - 30 months). Another frequently mentioned service was drop-in child care. Approximately 26 percent of graduate student parents anticipated using or needing this type of service. Sick child care was an anticipated need of 21 percent of the graduate student parents surveyed. Seventeen percent of parents anticipated needing school-age child care and 13 percent would need child care for a child in kindergarten. Fifteen percent indicated that they would be needing full-time care while 21 percent would need a part-time child care arrangement. Thirteen percent of the parents indicated that they would need evening care to attend night classes.

As with the undergraduate group, most of the parents surveyed indicated that they would prefer a location close to their home (question 4), while approximately 16 percent would prefer a location close to the Minneapolis campus and 9 percent preferred a location near the St. Paul campus (see Table 28).

In response to question 12 "If a child care center located on campus had space to accommodate your child would you use it?" forty-five percent of the graduate student parents answered "Yes, but only if the care is of high quality." Twenty-eight percent also indicated that cost would be a factor by checking "Yes, but only if I can afford it." In contrast to the responses to question 4, only 14 percent responded "No, because I want child care close to my home." This may suggest that while parents' first preference is for child care close to their home, they will not completely rule out another location, particularly if the child care facility offers high quality and affordable child care.

Time Spent Finding Child Care and Other Difficulties

Table 29 presents an overview of graduate student responses to questions designed to identify special problems of students with children. Question 10, for example, asked students to estimate the time spent arranging for child care during the past academic year. While 22 percent answered "0" (presumably those whose spouse cares for the children), the average response was 14.6 hours. Twenty students indicated that they had spent over 30 hours arranging for child care in the past year.

Table 27

Expected Types of Child Care Needed by Graduate Student Parents As Of Fall, 1988*

Type	N	%
Child care for children 0-15 mo. of age	40	20.6
Child care for children 16 mo. to 2 1/2 yrs.	39	20.1
Child care for children more than 2 1/2 yrs - Kind.	54	27.8
Child care for a child in kindergarten	26	13.4
Before and after school care for children in 1st grade and beyond	34	17.5
Summer program for school age children	28	14.4
Holiday program for school age children	19	9.8
Sick child care	40	20.6
Drop-in care to be used as needed	51	26.3
Evening care so I can attend night classes	25	12.9
Evening care so I can study	25	12.9
Week-end care so I can study	24	12.4
Full time child care (All day, Mon.-Fri.)	30	15.5
Child care only during morning hours	10	5.2
Child care only during afternoon hours	9	4.6
Child care for only a few full days per week	22	11.3
Other	28	14.4

*Student parents indicated all types of child care to be needed so that percentages sum to more than 100 percent.

Table 28

Preferences of Graduate Student Parents
Concerning Location of Child Care Provider and Use of Child Care Center on Campus

Response	N	%
Preferred Location:		
Near my home	135	70.3
Near the Mpls. campus	30	15.6
Near the St. Paul campus	17	8.9
Near my place of employment	7	3.6
No preference	1	0.5
Other location	2	1.0
Use of child care center on campus:		
No, because I want child care in a family day care home setting	17	8.8
No, because I want child care in my own home	27	13.9
No, because I want child care close to my home	33	17.0
No, because I want child care close to work	4	2.1
No, I have no need for child care while I attend school	33	17.0
Yes, but only if I can afford it	55	28.4
Yes, but only if I lose my current child care	22	11.3
Yes, but only if the care is of high quality	88	45.4
My child is already enrolled in a campus child care program	6	3.1
Other	20	10.3

Table 29

**Concerns of Graduate Student Parents About Time Spent Finding Child Care
and Other Difficulties**

Response	N	%	\bar{X}
Total hours spent arranging for child care in past school year			14.6
0	35	21.7	
1-10	74	46.0	
11-30	32	19.9	
31-60	11	6.8	
60+	9	5.6	
Instances of discrimination because of status as student parent			
Yes	19	10.1	
No	169	89.9	
Other Problems Encountered			
Transportation problems in getting my child(ren) to child care and then getting myself to school or work	59	30.4	
Financial strain in paying for child care	103	53.1	
Stress in combining student and parent roles	149	76.8	
Missed work hours and/or pay because of child care problems	58	29.9	
Quit a job or assistantship because of child care problems	10	5.2	
Missed a class at least once because of child care problems	83	43.5	
Having to change child care arrangements	81	41.8	
Other	26	13.4	
I have not experienced any problems	16	8.2	

Question 17 asked students whether they thought they had been discriminated against because of their status as a student parent. Ten percent of the parents thought that they had. In describing the situations many parents wrote about lack of sensitivity to, or understanding of the demands of being a student and a parent on the part of faculty members. Other parents indicated how inconvenient course times can be for parents. Some selected responses follow.

Professor who had indicated interest in hiring me as a research assistant declined to do so when I told him I was pregnant. He said he would consider hiring me after the baby was born and I had worked out child care arrangements.

There is a great lack of understanding that student parents need extra time to complete program requirements.

Many graduate course scheduled at 4:15 when a parent needs to be home with school-age children.

My department does not acknowledge the fact that parenting leads to decreased time available for research and study. General attitude.

Certain clinical tutors have been less than understanding about leaving early (by 5:30 p.m.) to pick up the children when my husband can't.

Some students also referred to the high cost of medical insurance for students with families and the discrimination implied in not taking child care expenses into consideration when determining financial aid eligibility and/or awards.

Question 6 asked student parents to indicate other types of problems encountered as a student parent (Table 29). Only 8 percent of the parents answered "I have not experienced any problems." The most frequently mentioned problems included: stress in combining student and parent roles (76.8 percent); financial strain in paying for child care (53 percent); having to change child care arrangements (41.8 percent); and transportation problems getting children to child care and themselves to school and work (30.4 percent). "Other" problems cited by parents in the spaces provided included missing classes (which is discussed later in this report), financial strain due to a spouse not working in order to care for children, and trouble getting to school-age children's after school activities because of classes scheduled in the late afternoon.

Child Care Responsibilities and Academic Progress

Several questions of the survey were designed to gather information about ways in which students' academic progress is affected by child care responsibilities. Question 14 asked students whether they had ever missed a University class because of child care problems, question 15 asked students to indicate other ways in which academic progress

had been affected, and question 18 asked students if they had ever seriously considered dropping out of school because of child care difficulties. Responses to each of these questions are discussed below and summarized in Tables 30 and 31.

Effects on Academic Progress

Thirty-seven percent of graduate student parents indicated that they had "Not done as well as I wanted to because of not having enough study time." (See Table 30). Approximately 34 percent had not participated in supplemental educational activities, and about 29 percent had experienced delays in their research. Almost 20 percent indicated that they could only take classes at a certain time of the day or week because of child care availability, approximately 19 percent had not taken a course that they had wanted to take, 18 percent had taken fewer credits, and approximately 16 percent had experienced delays in completing their dissertation. Twenty-nine percent indicated that their academic schedule had not been affected by child care problems.

Dropping Out

About 17 percent of graduate students reported that they had thought about dropping out (Table 30). Reasons for considering dropping out included the difficulties in combining student and parent roles, the financial strain, and the difficulty of finding good quality child care. Parents' reasons for continuing included determination, the desire to complete a master's or a PhD and being close to finishing. Selected responses follow: "a" indicates the student's reason for thinking about dropping out and "b" is the student's response to the question "What keeps you from dropping out?"

a) Too stressed out to do all jobs, studying and financial crises which are ongoing; b) Hope and determination.

a) Difficulty in balancing demands of school and family; b) I need to complete the writing I've begun for my peace of mind.

a) I do drop out when child care is too difficult.

a) Can't do it all, i.e. being what I feel is a good mom and being a good student;

b) I'm near the end--if I quit now, I fear I won't return.

a) Finances (including paying for medical coverage for family); Stress--academic and family; b) Desire to obtain a PhD; good probability of good salary; I like what I am studying.

a) When you are a foreign student, in the beginning there is a lot of difficulties not only with child care but with all of your family adapting. b) Adaptation is a process, so it is necessary to give it time and the things get better.

Table 30

Perceptions of Graduate Student Parents About How Academic Schedule has Been Affected
By Child Care Problems

Response	N	%
Not at all	56	28.9
Taken an incomplete in a course	11	5.7
Taken fewer credits	35	18.0
Have not taken a course I wanted to take	36	18.6
Have not participated in supplemental educational activities (e.g., seminars)	67	34.5
Had to drop out of school for a quarter or more	5	2.6
Delayed fulfillment of program requirements	29	14.9
Not done as well as I wanted to because of not having enough study time	72	37.1
Delays in my research	56	28.9
Could only take courses at certain times of the day or week because of child care availability	38	19.6
Had to leave class early to pick up child(ren)	34	17.5
Missed a test	2	1.0
Had to bring child(ren) along to class	17	8.8
Unable to take part-time job as a research assistant	11	5.7
Delays in completing my dissertation	32	16.5
Insufficient time to study for written preliminary examinations	26	13.4
Missed a class at least once because of child care problems	83	43.5
Seriously considered dropping out of school because of child care problems		
<i>Yes</i>	33	17.4
<i>No</i>	157	82.6
Other	8	4.1

Table 31

Reasons Stated by Graduate Student Parents for Missing University Classes Because of Child Care Problems

Reasons	1 Class		2-5 Classes		6-10 Classes		More than 10 classes	
	N	%	N	%	N	%	N	%
Child was sick	28	14.4	40	20.6	2	1.0	3	1.5
Unable to find child care when I needed it	14	7.2	20	10.3	3	1.5	1	0.5
Unable to pay for child care	4	2.1	4	2.1	0	0.0	0	0.0
Unable to arrange transportation to my child care provider	9	4.6	4	2.1	0	0.0	0	0.0

Missed Classes

As indicated in Table 30, nearly 44 percent of graduate students parents had missed at least one class because of child care problems during the 1987-1988 academic year. Table 31 summarizes the responses of reasons for missing classes (Question 14). Fourteen percent had missed one class because a child was sick, while almost 21 percent had missed 2-5 classes for this reason. Inability to find child care was cited by almost 20 percent of graduate student parents as a reason for missing one or more classes. Transportation problems were cited by about 7 percent of the parents and inability to pay for child care was cited by 4 percent as a reason for missing one or more classes.

Opinions Regarding the University's Role in Child Care

Question 20 of the survey asked for students' opinions on several statements about University supported child care. Graduate student responses are summarized in Table 32. Nearly two-thirds of graduate students surveyed (65.6 percent), responded "strongly disagree" or "disagree" to the statement "Students with children should not expect the University to provide any child care services." Sixteen percent were neutral, and about 18 percent responded "agree" or "strongly agree."

Approximately 59 percent of the graduate student respondents indicated agreement with the statement "The University should subsidize a sliding fee payment for child care." Over half (58 percent) of the respondents were also in agreement with the statement: "The University has a responsibility to assist student parents with their child care needs." Likewise, a majority of graduate students (51 percent) were in agreement with the statement "Child care services at or through the University would make me a better student," though less than half (38 percent) thought that University supported or sponsored child care would hasten the completion of their degree work.

As with the undergraduate group, there was almost unanimous agreement with the statement "Students with children experience increased stress in trying to combine the dual roles of parent and student." Ninety-seven percent of respondents indicated agreement with this statement, while only 3 percent were neutral or in disagreement.

Opinions Regarding Child Care Services the University Might Provide

Question 16 asked student parents to indicate their level of interest in child care services that the University might provide. Graduate student responses are presented in Table 33. As with the undergraduate group, student parents indicated the strongest interest in drop-in child care on campus, on campus child care in general, assistance in paying for child care, and a parent resource center on campus. Students were least interested in family day care near campus and a parent cooperative child care on campus.

Table 32

Opinions of Graduate Student Parents About the University's Role in Child Care*

Question	Response										\bar{X}
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		
	N	%**	N	%**	N	%**	N	%**	N	%**	
Students with children should not expect the University to provide any child care services	78	40.6	48	25.0	31	16.1	26	13.5	9	4.7	2.17
The University has a responsibility to assist students with their child care needs	12	6.2	34	17.8	34	17.8	55	28.8	56	29.3	3.56
Students with children experience increased stress in trying to combine the dual roles of parent and student	0	0.0	1	0.5	5	2.6	46	24.1	139	72.8	4.69
Child Care services at or through the University would make me a better student	15	7.9	30	15.9	47	24.9	53	28.0	44	23.3	3.43
University supported or sponsored child care would hasten the completion of my degree work	15	7.9	39	20.6	63	33.3	34	18.0	38	20.1	3.22
The University should subsidize a sliding fee payment for child care	12	6.3	17	8.9	50	26.0	65	33.9	48	25.0	3.63

*Responses were coded on a five-point scale from 1=Strongly Disagree to 5 = Strongly Agree.

**Represents the percent of students who responded to this question.

Table 33

Opinions of Graduate Student Parents About Services that the University Might Provide to Assist Student Parents*

Type	Response										
	Not Interested		Slightly Interested		Interested		Very Interested		Extremely Interested		\bar{X}
	N	%**	N	%**	N	%**	N	%**	N	%**	
Assistance in finding child care	69	39.0	27	15.3	37	20.9	22	12.4	22	12.4	2.44
Assistance in paying for child care	73	40.3	15	8.3	19	10.5	32	17.7	42	23.2	2.75
On campus child care	61	33.0	14	7.6	30	16.2	36	19.5	44	23.8	2.93
Parent cooperative child care on campus	91	51.4	18	10.2	24	13.6	23	13.0	21	11.9	2.23
Drop-in child care on campus	55	30.7	14	7.8	33	18.4	36	20.1	41	22.9	2.96
Evening care on campus	90	50.6	17	9.6	21	11.8	27	15.2	23	12.9	2.30
Family day care near campus	92	53.2	18	10.4	29	16.8	17	9.8	17	9.8	2.13
Parent resource center on campus	59	33.0	23	12.8	43	24.0	19	10.6	35	19.6	2.71

*Responses were coded on a five-point scale from 1 = Not Interested to 5 = Extremely Interested.

**Represents percent of total graduate students who responded to this question

Approximately 69 percent of parents indicated some level of interest--from "slightly interested" to "extremely interested," in drop-in child care on campus, with 43 percent indicating "very interested" or "extremely interested." Likewise, 43 percent of parents were "very interested" or "extremely interested" in on campus child care, with 29 percent indicating "slightly Interested" or "interested." About 41 percent of graduate students indicated "very interested" or "extremely interested" regarding receiving assistance in paying for child care. Approximately 30 percent of graduate student parents were "very interested" or "extremely interested" in a parent resource center on campus.

Question 22 asked for students' opinions regarding the priority of several options for direct assistance to child care programs. Graduate student responses are summarized in Table 34. Almost two-thirds of respondents (65.2 percent) indicated that "Increasing the number of children served by campus child care programs" should be a high priority for funding. Only 7 percent thought that this should be a low priority. About half of the graduate students answering this question felt that funding to existing programs to help meet operating expenses and reduce cost to parents should be a high priority, and 41 percent felt that allowing the existing child care centers rent-free space should be a high priority.

Priority of Meeting Needs of Certain Groups

Question 23 asked student parents to indicate their opinion regarding the priority the University should place on meeting the child care needs of certain groups. Graduate student responses are reported in Table 35. Nearly three quarters (74.3 percent) of graduate student parents felt that a "high" priority should be placed on addressing the child care needs of graduate students. Approximately 60 percent viewed addressing the needs of undergraduates as a high priority and 44 percent indicated that a high priority should be placed on addressing the child care needs of CEE students. Lower priority was assigned to meeting the needs of University faculty and staff (31 percent and 26 percent respectively,) and only 3 percent of the graduate students placed a high priority on addressing the child care needs of neighborhood and community residents.

Summary

This section has presented the results of graduate student responses to the child care needs assessment. The results were based on returned questionnaires from 194 graduate and professional school students. These parents had a total of 325 children ranging in age from 0 - 12 years. Sixty-one percent of the children represented were younger than kindergarten age.

Nearly half (45 percent) of the graduate students surveyed indicated that they would use a campus child care center if the care was of high quality. Cost of care was less of a

Table 34

Opinions of Graduate Student Parents Concerning University Options to Meet Needs of Student Parents

Option	Response							
	Low Priority		Medium		High		Do Not Know	
	N	%	N	%	N	%	N	%
Provision of rent free space to existing campus child care facilities	18	9.6	53	28.3	77	41.2	39	20.9
Provision of necessary equipment free of charge to existing campus child care facilities	22	11.8	67	35.8	66	35.3	32	17.1
Increasing the number of children served by campus child care programs	13	7.0	27	14.4	122	65.2	25	13.4
Construction of new campus child care facilities	28	15.0	39	20.9	71	38.0	49	26.2
Funding to existing programs to help meet operating expenses and reduce costs to parents	16	8.6	48	25.7	94	50.3	29	15.5

Table 35

Opinions of Graduate Student Parents Concerning What Priority the University Should Place on Addressing the Child Care Needs of Various Groups

Group	Response							
	Low		Medium		High		Do Not Know	
	N	%	N	%	N	%	N	%
Undergraduate students	26	13.8	42	22.2	113	59.8	8	4.2
Graduate students	12	6.3	33	17.3	142	74.3	4	2.1
Professional students	32	16.5	48	25.4	95	50.3	14	7.4
Extension students	31	16.8	61	33.0	82	44.3	11	5.9
Faculty members	48	25.7	70	37.4	58	31.0	11	5.7
Civil Service employees	43	23.2	72	38.9	48	25.9	22	11.3
Neighborhood/community residents	122	65.6	37	19.9	6	3.2	21	11.3

factor than for undergraduate students, although 28 percent indicated that they would use a campus facility only if they could afford it.

Outstanding among the difficulties experienced by graduate student parents were stress in combining student and parents roles (76.8 percent), financial strain in paying for child care (53.1 percent), and having to change child care arrangements (41.8 percent). When asked about how child care problems had affected their academic schedules, graduate student responses indicated less significant negative effects than undergraduates. Twenty-nine percent indicated that their academic schedule had not been affected. However, of those that had experienced problems, 37 percent had difficulty finding study time, 34 percent had not participated in supplemental educational activities, and 29 percent had experienced delays in their research.

Graduate students did indicate significant interest in more child care services on campus. Graduate student parents indicate that strongest interest in drop-in child care on campus, on campus child care in general, assistance in paying for child care, and a parent resource center on campus. Graduate students were least interested in family day care near campus and a parent cooperative child care on campus.

Graduate students indicated needs and interests similar to those of undergraduate students. Discussion of CEE student responses follows and some of the same patterns emerge. This suggests that the University could address certain needs of all three groups at once because of their commonalty. This will be discussed in the final summary. The questionnaire allowed space for students to write more about their needs and/or opinions. Some selected comments of graduate student parents are included in Appendix F.

General Characteristics

Tables 6 and 7 (pp. 42-43, 46-47) summarize some general characteristics of CEE students who responded to the survey. A total of 87 CEE students responded to the survey and together these students had 140 children. Approximately 53 percent of the children represented were preschool age, (i.e. 0 - Kindergarten age); 21 percent were in Kindergarten, and 26 percent were school-age children. About 53 percent of the respondents were female, 46.5 percent were male. Approximately 16 percent were single parents, while 84 percent reported that they were married or living with a partner. This group of students had the highest percentage of minorities represented, with about 12 percent indicating that their ethnic background was Black or Hispanic. The average age of CEE student parents was 31.8 years and they indicated that they had been enrolled an average of about 9 quarters at the University of Minnesota.

Use of Student Services

Table 36 presents a summary of CEE student parent responses to Question 19 which asked students to indicate the student services they have taken advantage of while a student at the University of Minnesota. While CEE students reported using a variety of student services, they were not mentioned as frequently as with the undergraduate and graduate student groups. For example, less than 10 percent of CEE student parents had ever taken advantage of student legal aid, recreational sports facilities, student activities, and student housing. Only 10 percent reported having used Boynton Health Service. CEE students' use of student counseling services and career advising services was higher than that reported by either graduate or undergraduate student parents. Use of intercampus bus service (36.8 percent), libraries (73.6 percent), Minnesota Daily (55.2 percent) and bursar's office services (35.6 percent) were mentioned most frequently, but percentages were lower than that reported by undergraduate and graduate students.

Types of Child Care Presently Used

Seventy-five percent of CEE parents indicated that they depend on a spouse or other partner for child care while they are in classes or studying (Table 37). This is higher than for any other group and is probably due to the timing of most CEE classes, and the likelihood that a partner or spouse is available to care for the children. In contrast, only about 38 percent of CEE students depend on a spouse or partner for child care while they are working (Table 38). Approximately 48 percent of CEE students depend on a relative other than their spouse during school and/or study time and 25 percent bring their child to the home of a friend or neighbor. CEE students reported the highest use of a babysitter in their home for child care while they are in class or studying. About 28 percent reported using this type of care, and class timing again may be a factor when one considers that high

Table 36**Student Services Used By CEE Student Parents**

Service	N	%
Boynton Health Service	9	10.3
Food service	21	24.1
Student housing	5	5.7
Student advising services	18	20.7
Parking facilities	65	74.7
Student financial aid services	22	25.3
Student activities	7	8.0
Career advising services	22	25.3
Child care services	2	2.3
Intercampus bus service	32	36.8
Recreational sports facilities	7	8.0
Student bookstores	77	88.5
Library services	64	73.6
Bursar's office services	31	35.6
Minnesota Daily	48	55.2
Student Legal Aid	7	8.0
Student counseling	14	16.1
Other	1	1.1

Table 37
Types of Child Care Used by CEE Student Parents
During Time Spent in Classes or Studying*

Type	N	%
Spouse	61	70.1
Significant other/partner	4	4.6
Friend/neighbor's home	22	25.3
Relative (other than spouse) in my home	12	13.8
Relative (other than spouse) in their home	30	34.5
Family day care home	10	11.5
Non-University nursery school or day care center	10	11.5
Babysitter in my home	24	27.6
Before/after school care program	8	9.2
University Child Care Center	0	0.0
Como Community Child Care	0	0.0
Community Child Care at Commonwealth Terrace	1	1.1
Shirley G. Moore Nursery School	0	0.0
I leave my child at home alone	8	9.2
Other (e.g., barter agreement)	4	4.6

*Student parents indicated all types of child care used so that percentages sum to greater than 100 percent.

Table 38
Types of Child Care Used by CEE Student Parents
During Time Spent Working for Pay*

Type	N	%
Spouse	31	35.6
Significant other/partner	2	2.3
Friend/neighbor's home	12	13.8
Relative (other than spouse) in my home	8	9.2
Relative (other than spouse) in their home	15	17.2
Family day care home	17	19.5
Non-University nursery school or day care center	16	18.4
Babysitter in my home	8	9.2
Before/after school care program	7	8.0
University Child Care Center	1	1.1
Como Community Child Care	0	0.0
Community Child Care at Commonwealth Terrace	0	0.0
Shirley G. Moore Nursery School	0	0.0
I leave my child at home alone	5	5.7
Other (e.g., barter agreement)	4	4.6

*Student parents indicated all types of child care used so that percentages sum to greater than 100 percent.

school students are available to babysit at night. (Only 9 percent of CEE students reported using this type of care while they are working.)

Preferred Type of Child Care¹⁷

Table 39 presents a summary of CEE student parent responses to question 3 regarding preferred type of care for children in various age groups. As with the two other groups, a majority of CEE students indicated a preference for child care by a spouse or other partner for very young children and this preference declines as the child grows older. Nearly 70 percent of CEE students prefer child care by a spouse or partner for infants, but this declines to 33 percent for children in first grade and up.

Financial Aspects of Child Care

Table 40 presents a summary of CEE student responses to several questions having to do with financial aspects of child care. Approximately 80 percent of CEE students work for pay while a student at the University, and 64 percent of these working students need child care to enable them to work. Furthermore, about 45 percent of CEE parents indicated that they used their spouse's or partner's wages to pay for child care. Fifty-nine percent reported using their own wages to pay for child care. "Other" sources of funds used included child support payments and forms of public assistance.

The median annual income of CEE parents responding to the survey was \$30,041, the mean annual income was \$34,774. These amounts are similar to those of graduate student parents. CEE parents reported paying an average of \$29.19 per week for child care while they are in classes or studying, but the median amount was \$10.50. Thirty-one percent of CEE parents indicated that they had no child care expenses during time spent in class or studying. In contrast, the mean amount spent on child care each week for time spent at work was \$53.24 for CEE students. Total weekly child care costs for CEE students averaged to \$64.78 per week. The child care costs for time spent at work are highest for this group of students, presumably because most CEE students work full time in contrast to graduate and undergraduate students who may not.

Expected Needs, Preferred Location, Use of a Campus Child Care

Table 41 reports CEE student parent responses to question 13 regarding the types of child care students anticipated using or needing as of Fall, 1988. Not surprisingly, the most frequently mentioned type of care CEE students anticipated needing or using was evening care. Forty-one percent of students indicated that they would use or need evening care in order to attend night classes, and 17 percent indicated that they would use or need evening care in order to study. As with the other two groups, drop-in child care was

¹⁷ Supra note 13.

Table 39

Preferred Type of Child Care by CEE Student Parents, by Age Range of Children

Type	Age Range									
	0-15 months		16-29 months		2/1/2 yrs.-Kind.		Kindergarten		1st Grade +	
	N	%	N	%	N	%	N	%	N	%
Spouse	43	65.2	29	44.6	25	36.8	20	30.3	21	31.8
Significant other/partner	3	4.5	2	3.1	1	1.5	1	1.5	1	1.5
Friend/neighbor's home	1	1.5	1	1.5	1	1.5	4	6.1	3	4.5
Relative (other than spouse) in my home	3	4.5	4	6.2	1	1.5	2	3.0	2	3.0
Relative (other than spouse) in their home	2	3.0	2	3.1	0	0.0	1	1.5	0	0.0
Family day care home	3	4.5	8	12.3	8	11.8	4	6.1	1	1.5
Non-University nursery school or day care center	1	1.5	6	9.2	9	13.2	1	1.5	0	0.0
Babysitter in my home	2	3.0	4	6.2	1	1.5	4	6.1	5	7.6
Before/after school program	0	0.0	0	0.0	0	0.0	16	24.2	21	31.8
University Child Care Center	6	9.1	5	7.7	19	27.9	10	15.2	7	10.6
Como Community Child Care	0	0.0	1	1.5	0	0.0	1	1.5	2	3.0
Community Child Care at Commonwealth Terrace	0	0.0	0	0.0	1	1.5	0	0.0	1	1.5
Shirley G. Moore Nursery School	1	1.5	1	1.5	1	1.5	1	1.5	0	0.0
I leave my child at home alone	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other (e.g., barter agreement)	1	1.5	2	3.1	1	1.5	1	1.5	2	3.0

Table 40

Financial Aspects of Child Care for CEE Student Parents

Question Response	N	%	\bar{X}
<i>Gross annual income</i> (Jan. 1, 1987-Dec. 31, 1987)			\$34,774
\$0	0	0.0	
\$1 - \$50	1	1.3	
\$51 - \$5,000	1	1.3	
\$5,100 - \$20,000	12	16.0	
\$21,000 - \$30,000	24	32.0	
\$31,000 - \$40,000	19	25.3	
\$41,000 - \$50,000	6	8.0	
\$50,000 - \$100,000	11	14.7	
\$101,000 +	1	1.3	
<i>Median Annual Income: \$30,041</i>			
<i>Weekly dollars spent on child care</i> <i>while in classes or studying</i>			\$29.19
\$0	25	31.3	
\$1 - \$10	15	18.7	
\$11 - \$25	10	12.5	
\$26 - \$50	12	15.0	
\$51 - \$75	7	8.7	
\$76 - \$100	8	10.0	
\$100 +	3	3.8	
<i>Work for pay while student?</i>			
Yes	69	80.2	
No	17	19.8	
<i>Need child care while working?</i>			
Yes	44	63.8	
No	25	36.2	
<i>Weekly dollars spent on child care</i> <i>while working</i>			\$53.24
\$0	18	29.0	
\$1 - \$30	7	11.3	
\$31 - \$60	9	14.5	
\$61 - \$90	15	24.2	
\$91 - \$120	8	12.9	
\$121 - \$150	5	8.1	
<i>Total Weekly Dollars Spent on Child Care</i>			\$64.78

--Table 40 Continued--

Table 40 (cont.)

Financial Aspects of Child Care for CEE Student Parents

Question Response	N	%
<i>Sliding fee scale schedule used?</i>		
Yes	3	3.6
No	81	96.4
<i>Sources of funds to pay child care expenses</i>		
Student financial aid	4	4.6
Student loans	3	3.4
Wages from a job	51	58.6
Spouse's wages	36	41.4
Partner's wages	3	3.4
Assistantship or fellowship	1	1.1
HELP Center subsidy funds	0	0.0
Other	15	17.2

Table 41

Expected Types of Child Care Needed by CEE Student Parents as of Fall, 1988*

Type	N	%
Child care for children 0-15 mo. of age	11	12.6
Child care for children 16 mo. to 2 1/2 yrs.	10	11.5
Child care for children more than 2 1/2 yrs - Kind.	24	27.6
Child care for a child in kindergarten	9	10.3
Before and after school care for children in 1st grade and beyond	23	26.4
Summer program for school age children	21	24.1
Holiday program for school age children	16	18.4
Sick child care	15	17.2
Drop-in care to be used as needed	24	27.6
Evening care so I can attend night classes	36	41.4
Evening care so I can study	15	17.2
Week-end care so I can study	17	19.5
Full time child care (All day, Mon.-Fri.)	10	11.5
Child care only during morning hours	3	3.4
Child care only during afternoon hours	1	1.1
Child care for only a few full days per week	9	10.3
Other	14	16.1

*Student parents indicated all types of child care to be needed so that percentages sum to more than 100 percent.

frequently mentioned. About 28 percent of CEE students anticipated using or needing this service. Similarly, approximately 28 percent reported that they would use or need care for a preschool child (2 1/2 years - Kindergarten age), 11 percent would use or need care for a toddler, 13 percent would use or need care for an infant, and 38 percent would need or use care for a Kindergarten or school-age child. Summer program for school age children was checked by 24 percent of CEE respondents, while 18 percent checked a holiday program for school age children. About 20 percent of parents indicated that they would use or need week-end care in order to study.

As indicated in Table 42, nearly 71 percent of CEE student parents would prefer a child care location close to their home while about 19 percent would prefer a location near the Minneapolis campus. These results are difficult to interpret however, when considered together with answers to Question 12 regarding use of a child care center on campus. About 22 percent of respondents indicated that they would not use a campus child center because they preferred a setting in their own home or close to their own home. Another 13 percent would not use a campus child care center because "I have no need for child care while I attend school." Nearly half of the CEE parents surveyed (48.3 percent) would use a campus child care center that offered high quality care and 36 percent indicated that use of a campus child care center would depend on whether or not it was affordable.

Time Spent Finding Child Care and Other Difficulties

Table 43 is a summary of CEE student responses to questions designed to identify special problems of students with children. Question 10, for example, asked students to estimate the time spent arranging for child care during the past academic year. While nearly 23 percent indicated spending no time arranging for child care (presumably those whose spouse regularly cares for the children) the average amount of time spent arranging child care was 16.2 hours.

Question 17 asked students whether they thought they had been discriminated against because of their status as a student parent. About 8 percent of CEE parents answered "Yes," the lowest percent of any of the three student groups. As with the other groups, students described situations which alluded to insensitivity on the part of instructors to the demands of being a student and a parent, and in most of these cases a full time employee as well. Selected responses follow.

My spouse is in the hospital and I've been watching the kids and had to miss school. My professors ask me where I've been, and they don't understand from a financial view.

I do not tell prospective employers or superiors that I have a child, in view that they may think I have decreased potential.

Table 42

Preferences of CEE Student Parents
Concerning Location of Child Care Provider and Use of Child Care Center on Campus

Response	N	%
Preferred Location:		
Near my home	60	70.6
Near the Mpls. campus	16	18.8
Near the St. Paul campus	1	1.1
Near my place of employment	4	4.7
No preference	2	2.4
Other location	2	2.4
Use of child care center on campus:		
No, because I want child care in a family day care home setting	5	5.7
No, because I want child care in my own home	9	10.3
No, because I want child care close to my home	10	11.5
No, because I want child care close to work	1	1.1
No, I have no need for child care while I attend school	11	12.6
Yes, but only if I can afford it	31	35.6
Yes, but only if I lose my current child care	6	6.9
Yes, but only if the care is of high quality	42	48.3
My child is already enrolled in a campus child care program	1	1.1
Other	18	20.7

Table 43

**Concerns of CEE Student Parents About Time Spent Finding Child Care
and Other Difficulties**

Response	N	%	\bar{X}
Total hours spent arranging for child care in past school year			16.2
0	17	22.7	
1-10	31	41.3	
11-30	19	25.3	
31-60	2	2.7	
60+	6	8.0	
Instances of discrimination because of status as student parent			
Yes	7	8.1	
No	79	91.9	
Other problems encountered:			
Transportation problems in getting my child(ren) to child care and then getting myself to school or work	29	33.3	
Financial strain in paying for child care	49	56.3	
Stress in combining student and parent roles	65	74.7	
Missed work hours and/or pay because of child care problems	22	25.3	
Quit a job or assistantship because of child care problems	6	6.9	
Missed a class at least once because of child care problems	36	41.9	
Having to change child care arrangements	37	42.5	
Other	11	12.6	
I have not experienced any problems	7	8.0	

I had an evening class changed to 4:15 p.m. and was told to accept it or drop out even though it put a great hardship on finding child care. I was told this six days before fall quarter. Yet, at the first class meeting, a U of M basketball player had a conflict with basketball practice and the class was promptly changed to after practice was through.

Question 6 asked student parents to indicate other types of problems encountered as a student parent (Table 43). Only 8 percent of the CEE parents answered "I have not experienced any problems." Nearly three-quarters (74.7 percent) of parents had experienced stress in combining student and parent roles; 56 percent had experienced financial strain in paying for child care; and 42 percent had had to change child care arrangements. One third of CEE student parents had experienced transportation problems in getting child(ren) to child care and then themselves to work, and one-quarter (25.3 percent) had missed work hours and/or pay because of child care problems. "Other" problems cited included missing classes because of a sick child, finding affordable, quality child care, and one parent indicated that she changed majors because "I was not able to spend an adequate amount of time in the chemistry lab because of my child care situation."

Child Care Responsibilities and Academic Progress

Several questions of the survey aimed to gather information about ways in which students' academic progress is affected by child care responsibilities. Question 14 asked students whether they had ever missed a University class because of child care problems; question 15 asked students to indicate other ways in which their academic progress had been affected; and question 18 asked students if they had ever seriously considered dropping out of school because of child care difficulties. Responses to each of these questions are discussed below and summarized in Tables 44 and 45.

Effects on Academic Progress

Nearly 45 percent of CEE student parents indicated that lack of study time due to child care responsibilities and problems interfered with class performance. About 39 percent indicated that they could only take classes at a certain time of the day or week because of child care availability, and the same number reported that they had taken fewer credits. Approximately 28 percent had not participated in supplemental educational activities and 21 percent had not taken courses they had wanted to take. About 29 percent of student parents answered "I have not experienced any problems."

Dropping Out

About one-third of CEE student parents indicated that they had seriously considered dropping out of school because of child care problems. Reasons cited for thinking about dropping out included financial strain, demands on time, and concern for how the situation

Table 44

Perceptions of CEE Student Parents About How Academic Schedule has Been Affected
By Child Care Problems

Response	N	%
Not at all	25	28.7
Taken an incomplete in a course	9	10.3
Taken fewer credits	34	39.1
Have not taken a course I wanted to take	18	20.7
Have not participated in supplemental educational activities (e.g., seminars)	24	27.6
Had to drop out of school for a quarter or more	7	8.0
Delayed fulfillment of program requirements	6	6.9
Not done as well as I wanted to because of not having enough study time	39	44.8
Delays in my research	4	4.6
Could only take courses at certain times of the day or week because of child care availability	34	39.1
Had to leave class early to pick up child(ren)	15	17.2
Missed a test	4	4.6
Had to bring child(ren) along to class	7	8.0
Unable to take part-time job as a research assistant	1	1.1
Delays in completing my dissertation	0	0.0
Insufficient time to study for written preliminary examinations	10	11.5
Missed a class at least once because of child care problems	36	41.9
Seriously considered dropping out of school because of child care problems		
Yes	28	32.9
No	57	67.1
Other	3	3.4

Table 45

Reasons Stated by CEE Student Parents for Missing University Classes Because of Child Care Problems

Reasons	1 Class		2-5 Classes		6-10 Classes		More than 10 classes	
	N	%	N	%	N	%	N	%
Child was sick	10	11.5	14	16.1	2	2.3	0	0.0
Unable to find child care when I needed it	13	14.9	9	10.3	0	0.0	0	0.0
Unable to pay for child care	3	3.4	4	4.6	0	0.0	0	0.0
Unable to arrange transportation to my child care provider	4	4.6	2	2.3	0	0.0	0	0.0

was affecting their children. Parents explained that they continue going to school because of a desire for a degree, long term financial benefits, and determination. Some selected responses follow: "a" indicates the student's reason for thinking about dropping out and "b" is the student's response to the question "What keeps you from dropping out?"

a) Too many obligations, too much of a workload; b) I'm crazy

a) When working and attending school there is not much time left for my child; b) I need a four year degree in order to get a better position in my profession and better pay for myself and my child.

a) Expense and continual hassle and uncertainty of child care arrangements; b) the importance of the degree to me.

a) That kids are only kids now--that their needs come first; b) a broader, longer view of meeting their needs; determination

a) money; b) long term benefits

Missed Classes

As indicated in Table 44, nearly 42 percent of CEE students reported missing one or more classes because of child care problems. Table 45 summarizes CEE parents' reasons for missing classes. About 28 percent had missed one or more classes because a child was sick. About one-quarter of CEE student parents had missed a class or classes because they were unable to find child care when they needed it. Eight percent had missed a class or classes because they were unable to pay for child care and 7 percent had missed a class because of transportation problems.

Opinions Regarding the University's Role in Child Care

Question 20 of the survey asked for students' opinions on several statements about University supported child care. CEE student parent responses are summarized in Table 46. Over two-thirds of CEE students surveyed (69 percent) answered "strongly disagree" or "disagree" to the statement "Students with children should not expect the University to provide any child care services." Twenty-one percent of CEE students were neutral and 10 percent expressed agreement with the statement. Approximately 56 percent of CEE students were in agreement with the statement "The University should subsidize a sliding fee payment for child care." About half of the students agreed that child care services at or through the University would make them a better student and that University supported or sponsored child care would hasten the completion of their degree work. About 47 percent agreed with the statement "The University has a responsibility to assist students with their child care needs."

Table 46

Opinions of CEE Student Parents About the University's Role in Child Care*

Question	Response										\bar{X}
	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		
	N	%**	N	%**	N	%**	N	%**	N	%**	
Students with children should not expect the University to provide any child care services	35	40.2	25	28.7	18	20.7	6	6.9	3	3.4	2.05
The University has a responsibility to assist students with their child care needs	3	3.4	13	14.9	30	34.5	24	27.6	17	19.5	3.45
Students with children experience increased stress in trying to combine the dual roles of parent and student	2	2.3	0	0.0	1	1.2	19	22.1	64	74.4	4.66
Child Care services at or through the University would make me a better student	6	7.0	14	16.3	23	26.7	20	23.3	23	26.7	3.47
University supported or sponsored child care would hasten the completion of my degree work	11	13.3	18	21.7	13	15.7	19	22.9	22	26.5	3.28
The University should subsidize a sliding fee payment for child care	8	9.3	8	9.3	22	25.6	21	24.4	27	31.4	3.60

*Responses were coded on a five-point scale from 1=Strongly Disagree to 5 = Strongly Agree.

**Represents the percent of students who responded to this question.

As with the other two groups, CEE students were in almost unanimous agreement with the statement: "Students with children experience increased stress in trying to combine the roles of student and parent." Approximately 96 percent of CEE student parents agreed with this statement.

Opinions Regarding Child Care Services the University Might Provide

Question 16 asked students parents to indicate their level of interest in child care services that the University might provide. CEE student parent responses are presented in Table 47. CEE parents showed the most interest in drop-in child care on campus and evening child care on campus. About 62 percent of the parents that answered this question answered "interested," "very interested," or "extremely interested" with respect to drop-in child care on campus. Similarly, about 63 percent of students answering this question expressed the same levels of interest in evening care on campus. CEE students were least interested in a parent cooperative on campus and family day care near campus.

Question 22 asked for students' opinion regarding the priority of several options for direct assistance to child care programs. CEE student responses are summarized in Table 48. Over half of CEE students indicated that increasing the number of children serviced by campus child care programs should be a "high" priority. Similarly, approximately 56 percent thought that funding to existing programs to help meet operating expenses and reduce costs to parents should be a "high" priority.

Priority of Meeting Needs of Certain Groups

Question 23 asked student parents to indicate their opinion regarding the priority the University should place on meeting the child care needs of certain groups. As with the undergraduate and graduate student groups, CEE students place higher priority on addressing the child care needs of students over those of faculty, civil service, and community residents. Two thirds of CEE students (67 percent) felt that high priority should be placed on addressing the needs of undergraduates and 64 percent assigned a high priority to addressing the needs of CEE students. Responses are summarized in Table 49.

Summary

This section has presented results of CEE student responses to the child care needs assessment. Results represented responses of 87 CEE students who had a total of 140 children age 12 or younger. Approximately 53 percent of the children represented were preschool age (0 - kindergarten age).

Outstanding among the problems experienced by this group of students were stress in combining student and parent roles (74.7 percent); financial strain in paying for child care (56 percent); and having to change child care arrangements (43 percent). Results also indicated significant negative effects on CEE students' academic schedules, although 29

Table 47

Opinions of CEE Student Parents About Services that the University Might Provide to Assist Student Parents*

Type	Response										
	Not Interested		Slightly Interested		Interested		Very Interested		Extremely Interested		\bar{X}
	N	%**	N	%**	N	%**	N	%**	N	%**	
Assistance in finding child care	30	39.0	12	15.6	17	22.1	9	11.7	9	11.7	2.42
Assistance in paying for child care	28	34.6	7	8.6	8	9.9	12	14.8	26	32.1	3.01
On campus child care	26	32.1	6	7.4	16	19.8	9	11.1	24	29.6	2.99
Parent cooperative child care on campus	37	48.7	13	17.1	13	17.1	8	10.5	5	6.6	2.09
Drop-in child care on campus	25	31.6	5	6.3	12	15.2	16	20.3	21	26.6	3.04
Evening care on campus	26	32.1	4	4.9	13	16.0	18	22.2	20	24.7	3.03
Family day care near campus	39	50.6	10	13.0	14	18.2	5	6.5	9	11.7	2.16
Parent resource center on campus	27	34.2	9	11.4	24	30.4	9	11.4	10	12.7	2.57

*Responses were coded on a five-point scale from 1 = Not Interested to 5 = Extremely Interested.

**Represents percent of total CEE students who responded to this question

Table 48

Opinions of CEE Student Parents Concerning University Options to Meet Needs of Student Parents

Option	Response							
	Low Priority		Medium		High		Do Not Know	
	N	%	N	%	N	%	N	%
Provision of rent free space to existing campus child care facilities	10	11.8	24	28.2	34	40.0	17	20.0
Provision of necessary equipment free of charge to existing campus child care facilities	16	18.6	27	31.4	30	34.9	13	15.1
Increasing the number of children served by campus child care programs	7	8.3	14	16.7	48	57.1	15	17.9
Construction of new campus child care facilities	14	16.3	14	16.3	39	45.3	19	22.1
Funding to existing programs to help meet operating expenses and reduce costs to parents	5	5.8	19	22.1	48	55.8	14	16.3

Table 49

Opinions of CEE Student Parents Concerning What Priority the University Should Place on Addressing the Child Care Needs of Various Groups

Group	Response							
	Low		Medium		High		Do Not Know	
	N	%	N	%	N	%	N	%
Undergraduate students	10	11.6	12	14.0	58	67.4	6	7.0
Graduate students	10	11.8	22	25.9	46	54.1	7	8.2
Professional students	19	22.4	22	25.9	33	38.8	11	12.9
Extension students	8	9.3	18	20.9	55	64.0	5	5.8
Faculty Members	17	20.0	36	42.4	21	24.7	11	12.9
Civil Service employees	21	24.7	27	31.8	24	28.2	13	15.3
Neighborhood/community residents	46	54.1	15	17.6	11	12.9	13	15.3

percent indicated that they had not experienced any academically related problems. Nearly one-third of CEE students indicated that they had seriously considered dropping out of school because of child care problems. In addition, about 42 percent of CEE students reported missing one or more classes because of child care problems, 45 percent indicated that lack of study time interfered with class performance, 39 percent could only take classes at certain times, and 39 percent had taken fewer credits.

CEE student parents indicated almost equal interest in evening care on campus and drop-in care on campus, with over half of CEE students expressing some level of interest in these services. Similarly, nearly half of CEE students surveyed (48.3 percent) indicated that they would use a child care center on campus if the care offered was of high quality.

As was expected, the interests and needs of CEE parents are not that different from those of undergraduates and graduate students. Not surprisingly, CEE students expressed a stronger interest in evening care on campus than either of the other two groups. Similar needs and interests of the three groups of students suggests that the University could undertake the provision of a few related services that would address what appear to be the most critical needs of students who are parents. Recommendations are discussed in the next section.

Recommendations

The similarity in the needs of undergraduate, graduate/professional, and CEE students suggests that the University could meet the most pronounced needs of all three groups of students simultaneously.

1. Establish Services to Reduce Stress and Facilitate Academic Progress

An overwhelming number of student parents reported experiencing stress in combining student and parent roles, and students almost unanimously agreed that this is to be expected. Many students, particularly undergraduates, reported missing classes, difficulty finding time to study, scheduling classes around child care availability, taking fewer credits, and having to change child care arrangements. These results suggest that current administration consideration of a proposal from the Interim Child Care Coordinator's Office for funding to establish a resource and referral center are timely. The Interim Child Care Coordinator's proposal also includes a request for funding to re-establish the satellite family day care program, create a sliding fee program for student parents and add additional staff to the H.E.L.P. Center.

A campus based resource and referral center could serve to address many of the problems cited above. Through the center students would be provided with assistance and advice in finding child care, changing child care arrangements and locating child care for a sick child. Problems related to stress in combining student and parent roles and time management might be addressed through resource center support groups, publications, and referrals to University and community counseling services. Subsidies to student parents through a sliding fee program would ease the financial strain experienced by students with little or no income. Re-establishing the network of family day care homes through the satellite family day care program would help to address the critical shortage of infant and toddler care and would provide parents with an alternative to center-based care.

2. Explore the Feasibility of Establishing Drop-in and Evening Child Care Programs on Campus

Results indicated that parents would like more flexible child care arrangements than are currently available on campus and that are scarce in the Twin Cities community. Students were particularly interested in drop-in care on campus, and CEE students and undergraduate students expressed strong interest in evening care on campus. Traditionally, these types of child care services are not very cost-effective. Drop-in programs experience difficulty in predicting staffing and other needs because of the "drop-in," flexible nature of the program. Evening child care programs also find it difficult to count on a steady clientele from day to day. Nevertheless, the level of interest in these types of services on

the part of each of the groups surveyed suggests that the University should explore the feasibility of developing evening and drop-in child care programs. The level of interest suggests that a program of this type on campus may not experience the types of problems typically associated with this type of child care.

3. Improve and Increase the Number of Facilities for the Care of Infants and Toddlers on Campus

The University should explore alternatives to increasing the supply of infant and toddler care on campus. The high cost of providing care for infants and toddlers is the major factor contributing to the scarcity of this type of care both on campus and in the Twin Cities community as a whole. Quality care for infants and toddlers requires more trained staff per child than are needed for preschool and school-age children. Restoring the satellite family day care program will address this problem to some extent, though many parents would still be on waiting lists. At the same time, there is a critical need for more research in the area of infant and toddler child care to determine the long term effects of day care on a child's later development and adjustment. Improved facilities for the care of infants and toddlers on campus would serve to stimulate much needed research in this area and provide models of quality care for the larger community.

4. Establish a University Data Base on Students' Status as Parents

Because of the trends in enrollment at the University, that is, toward older students, and an increase in the number of women students, the need for child care on campus is not likely to decrease in the near future. In order to adequately identify and address the needs of student parents, the University should consider the possibility of establishing a data base on student parental status. One option would be to include a question on the application form filled out by entering students.

5. Attention to Affordability and Quality Issues

When student parents were asked whether they would use a campus based center with space to accommodate their child, the most common responses from all three groups of students were:

1. Yes, but only if I can afford it; and
2. Yes, but only if the care is of high quality

Thus, attention should be paid to making any University child care services affordable to low-income students through incorporating a sliding fee plan into the rate schedule. Similarly, the design of any program should involve input from faculty and staff in the Institute of Child Development, Family Social Sciences, and other departments with

interests and expertise in the area of child care to ensure that the service offered is of the best quality.

Final Summary

The results of the Spring, 1988 Child Care Needs Assessment have revealed various needs of students with children. While it is unreasonable to expect the University to be able to address all the child care needs of students, there are some needs which are common to many students and that if addressed could help alleviate many of the problems they experience. In taking steps to address the growing child care needs of students, the University also has the opportunity to be a leader in the area of campus child care services, and in research pertaining to infant and toddler child care. The contributions that the University of Minnesota can make to the ongoing and more frequent discussions regarding child care issues was emphasized in the April, 1986 report of the Special Committee to Develop Child Care Policy Recommendations for the Twin Cities Campus. It seems fitting to reiterate those points in ending this report:

Years ago child care was considered to be largely a private matter. Statistics show beyond question that it is not so today. The University can contribute innovations in child care policy, in methods of child care delivery, in the evaluation of care and the examination of evaluating standards, and in the training of child care workers. . . The University has been a pioneer in medical practice, surgery, psychological testing, agricultural research and other areas. Surely our children deserve--and the University can provide--comparable investments of scholarly effort. Furthermore, in addressing immediate child care needs, we can learn more about what businesses, government agencies, and parents themselves need to know.¹⁸

¹⁸ Durham, Margery S. et. al. Child Care at the Twin Cities Campus of the University of Minnesota. Submitted by the Special Committee to Develop Child Care Policy Recommendations for the Twin Cities Campus. April, 1986.

APPENDIX A

Anecdotal Interviews With Student Parents

The following report contains personal accounts from a small sample of parents who have needed child care while attending the University. It is not meant to be representative of all students, but is included as a human interest supplement to the survey data. Subjects were very informally chosen for short telephone interviews by asking professors and students to suggest names of parents who might be willing to discuss their experiences. The interviews were conducted during June and July, 1988. The length of each contact varied, but the average time was approximately 15 minutes. Parents with satisfactory situations tended to have less to discuss than those parents who had undergone child care related stress.

An attempt was made to select students from different colleges with diversity in such things as age, race, and student status. Of the 13 parents interviewed, there were 9 mothers and 4 fathers. Seven of the parents were married and six were single. The sample consisted of 7 Caucasians, 2 African Americans, 2 Africans, 1 Israeli, and 1 Hispanic. Ages ranged from 20 to 34 with a mean age of 27.8. Included were 5 graduate students, 7 undergraduates, and 1 student from extension school.

The interview began with the explanation that the purpose of the study was to gain understanding about child care experiences of University student parents. Subjects were told how they were referred and assured that all names would be changed in the final written report. If they agreed to participate (there was 100% compliance), a short series of demographic questions followed. Parents were then simply asked "Could you tell me about your experiences with child care while you have been a student at the University?" The responses indicate that this sample of University parents have had experiences which range from relatively problem-free, to very stressful. Although any conclusions from this small and informal study must be viewed with caution, it seems safe to suggest that personal support systems have been a critical variable in the success of individuals who balance dual roles as University students, and mothers and fathers.

Alice

Twenty-eight year old Alice is a part time student at the college of liberal arts. She describes herself as "much more fortunate than most mothers" she knows at the University. Thus far, Alice has been able to attend night classes while Anna, age 3 1/2, and Alex, age 6, are cared for by their father. She considers herself very lucky to have a spouse who is supportive of her attending the University and who shares responsibility in caring for their daughters. He is also the major source of income for the family, although Alice does have a

part time housecleaning job which allows her to earn extra money and work flexible hours. She, again, pointed out that her situation has been advantaged since a friend watches Anna while she works.

Alice commutes to the University from a nearby city and spends from 1 1/2 to 2 hours driving on school days. She relates that there have been some "very close calls" while depending on her spouse (or high school sitter when he is out of town) to arrive in time for her to be punctual for classes. "I was always so worried and anxious! Especially during finals because my professors made it clear that missed exams had to be arranged for in advance. Sometimes traffic was so bad my husband could barely make it home on time for me to leave. And if I was depending on a sitter, I always feared that she would call and tell me she was ill---I'd just have to stay home then."

Next year Alice must attend classes during the day in order to complete her speech and hearing major. Although Alex will be in the first grade, Anna will need care about three days a week. In anticipation of this need, Alice called the University Child Care center to inquire about enrolling her daughter. "I had no idea the waiting list would be so long! I really wanted her to be there, but there was no sense in even signing up. I had imagined her being on campus near me so that I could spend my travel time talking with Anna instead of paying a sitter for "road time". I also wanted to visit her between classes and be able to get to her quickly if she became ill. I loved the idea of my child being cared for by child care experts. Now I don't know what to do about next year."

Beth

Beth, the 29-year-old mother of a 3-year-old, came to the United States from Israel. She was able to complete her undergraduate degree through part time course work, and is now ready for a full time graduate program. She and her spouse live in student housing and spent quite a bit of time visiting day care homes to find one to fit their needs. "We found a provider near home and liked her right away. She has a house with a playground, lots of toys, and scheduled activities for the children. She has rules, but they're not too tough. She hugs my son when he needs it. She is willing to sit down and discuss the various aspects of child care---we talk about the best way to do things and she listens to me."

Beth sometimes needs child care on evenings and weekends, particularly when she is writing papers. Again, she expresses gratitude toward her son's care provider. "She is willing to care for my son when I need her to---even when he's ill. She charges the same hourly rate at night or on Saturday as she does for weekdays. The other 5 children she cares for have single mothers who work and I think she realizes how needed she is and is actually very attached to all the children."

Cathie

Cathie is a 26-year-old parent whose daughter will enter first grade next fall. She has never been married and has worked 40-45 hours per week since the birth of her child. "I've pretty much done it all as far as child care goes" she explained. "She's been in day care centers, and gone to babysitters. At times, I depended on friends and relatives. It's been a real problem for me and I've missed a lot of classes. A few times I brought her along if I had a large class in a lecture hall, but not if my class was small. I've always had to pay for child care. It's really expensive considering I work full time and commute an hour each way to school. I've always supported us." Cathie called the University Child Care Center to find out about enrolling Carla but didn't bother to sign her up upon learning of the lengthy waiting list.

Two years ago Cathie temporarily gave up on working toward her degree. "I felt like everything I did to be a better student made me less of a parent. After being away from Carla while I worked, and then for 5 to 10 hours of class time, I felt like going to the library or an evening lecture was just too much. I had to have family time so I quit for a year, but when I looked at my income I knew I had to do something. I wasn't going to be able to improve our standard of living without more education."

Cathie came back to school last year, finished her prerequisite courses, and has been admitted to the college of occupational therapy. The program is full time and includes an internship. "I'm actually going to quit my job and get financial assistance---I've never done that before! But I'll be able to greatly increase my income with that degree so I figure it will really be worth it."

After hearing that the occupational therapy program at St. Catherine's has a weekend child care service so that parents can study, Cathie regrets not applying there instead of the University. "I'm afraid I couldn't use all of my prerequisite classes if I don't stay at the U, and I feel so lucky to have been accepted. This school certainly doesn't cater to people with children or jobs and I don't understand it. You'd think they'd see the investment in helping older students. They're more mature and serious, and because they know what career they want, they'd probably be really good at school and in their field."

Diane

Diane, 27, had her first child toward the end of her master's program. She was able to reduce her course load to one class per quarter and stay home with her daughter---due to her spouse's support---and avoid the need for child care for the first four months. At that time, a neighbor woman was willing to watch Dana while Diane finished her degree.

At the age of 7 months, Dana began attending a licensed day care. Diane and her spouse were impressed with this particular center due to a high staff/child ratio and the

seemingly healthy environment. "We went through a process of decision making that wasn't easy. Infant care is terrifically expensive and we really had to determine what our priorities were. It's scary having someone else care for your child. This isn't very nice, but we figured that in a center with many staff, at least there was a much better chance of some high quality care providers being among them. Luckily, there is a woman who has taken a special interest in Dana, so we feel that she has a primary attachment there."

The cost of the center has been a real strain on this family's budget. It is their second highest expense, and they are looking forward to her "graduation" from infant to toddler care which allows an \$80.00 a month cost reduction. In addition to the financial hardship of child care, Diane describes undergoing much stress and frustration this winter due to Dana's frequent ear infections and a bout with pneumonia. "My husband works full time and doesn't have to punch a clock. We took turns leaving to pick her up when they called to let us know she was ill again, but sometimes it took an hour or so before one of us could get there. She seemed so miserable and unhappy while she waited for us to come! I feel so guilty about that! I can't help but think that if she wasn't in a center and exposed to so many other kids, she wouldn't have been sick so much. But I guess if I wasn't in school I'd be working full time. Right now with my job as a research assistant I can pretty much choose my own hours. I don't have to bring Dana to the center every day."

Elaine

Elaine, 29, moved to the Twin Cities with her 3-year-old to attend a two year master's program. Having always lived in rural areas, she describes being unprepared for the high cost of urban life. "My AFDC check barely covers our basic living expenses---rent alone for a tiny one bedroom apartment is \$335.00. That leaves \$102.00 for everything else."

"I had heard there was a child care center at the University, and I suppose it was naive to assume there would be room for my son. I called, and the waiting list was so long there was no sense in signing up. When I found out about the cost of centers here I couldn't believe it! I called my AFDC worker and told him about it, but he said that as a graduate student I wasn't eligible for county assistance. Then I found Resources For Child Caring in the St. Paul phone book---my AFDC status made me ineligible for help from them. I heard from them that the University received a state grant this year for student parents with low incomes, but when I called the Help Center they told me the money was for undergrads only. I just fell through the cracks everywhere."

Elaine ended up refiguring her financial need and applied for an additional student loan. "I didn't know a soul here and I didn't have any personal references to use. You hear about so many awful things happening. I decided to start Eric out in a child care center

because it seemed like that would be safer than a stranger's home. I had to pay \$74.00 whether he was there or not, to keep his place. It was such a waste---I had quarter breaks and sometimes Eric spent time with his Dad. We're divorced. I'll owe around \$15,000 after graduation next spring. But I need this master's degree to be able to earn a decent living for us. My B.A. is in psychology."

Eric was sick a couple times during the winter and Elaine had to stay home with him because the center didn't allow ill children to attend. "That wasn't the worst part though. I had a class this winter that got out at 5:00. If the bus was running late I would just barely make it there in time to pick him up. I was tied to the hours of the center---no night classes, no library time, no chance to ever take advantage of student activities even though I have to pay the fee for them. It's been a lot of pressure and often I told myself I was crazy to try this. But I love school and I'm in so deep now I could never quit." She explained that it's hard to find high school girls willing to babysit. "They start dating younger and are busy or else they'd rather work at Wendy's for better pay. Even when I did get night time sitters it was such a hassle because I'd have to wake Eric up to ride along when I took the sitter home. He'd cry and be mad and then he'd get a second wind and be up all night."

Fran

Fran is the 21-year-old single mother of a 2-year-old. She lives with her partner but says "I don't know how long it'll last." She'll be a junior now, but says it's been a slow process since she works part time and has taken two quarters off in order to increase her hours at work and catch up financially.

"My experience with child care is that I couldn't find any. I figured out all of the centers I could take the bus to---we don't have a car---and all of them were full and had waiting lists. At first I thought AFDC would help me pay for child care, but they won't until I'm almost done. They like you to go to a vo-tech school, even though I explained that I want to be a physical therapist and shouldn't have any trouble getting a job when I'm done with school."

Her daughter goes to grandma's house for now, but Fran explained "Mom loves her, but I know she's getting tired of babysitting. She wouldn't do it, but she really wants me to get a degree. I'd be the first one in our family to finish college. I couldn't afford a center now anyway, but I'll try to find one again when I become eligible for assistance."

Gregory

Gregory is the 32-year-old father of two. His decision to return to graduate school required many changes for this family. He describes himself as the primary day time parent

and his spouse as the primary wage earner. She has a full time week day job; Greta, age 6, goes to kindergarten and Grace is a two-year-old.

Gregory has tried to take as many night classes as possible and has taken a part time evening job. "I put a lot of time into planning my schedule in order to minimize child care costs. I jiggle my classes so that the ones I have to take are all on the same day---a day that Greta has kindergarten. That way she only has to go to an after school program that she can walk to and my wife can pick the kids up on her way home from work. It was really hard to find a place for Grace because she isn't toilet trained yet. We tried several before we found a day care home that could take her and it isn't too far away."

"Our arrangement is particularly nontraditional considering I'm Hispanic! I get up with the girls, help them groom and dress and make breakfast. I also prepare lunch and usually plan the dinner that my wife cooks. Like, I take the meat out of the freezer. I also do the laundry."

What if one of the girls is sick? "I'm the one who misses school or work. I make the sacrifice because my wife earns more money and her job is the one we really depend on."

Helen

Helen, 21, has a 10-month-old and is in the middle of her sophomore year. She is on the University Child Care Center's waiting list and summed up her child care experiences in two words: "Very difficult. What I need is part time day care and part time night care. I'm a waitress and the only way to make money at that job is to work at night. You depend on the tips. I put in about 30 hours a week and my son stays with my roommate or my brother's fiance. Without that job I'd be on welfare. I go to school part time, too---I want to eventually get into bio-med. It was so hard to find a licensed day care home that would take him part time! They want full time kids. While I was looking my roommate and future sister-in-law watched him when they could, but I missed lots of classes. At night there have been some mix-ups and I've been late, but I haven't missed work yet. Anyway, I finally found a center and I pay for it. It costs \$2.50 an hour. At full time weekly rates people only pay about \$1.60 an hour."

Ira

Ira, 30, attends grad school part time; he and his spouse both have full time jobs. Their 2-year-old son is in a licensed family day care and they are very pleased with it. "It's near our home and he seems really happy there. She's good with kids and we can bring him if he's just got a cold. If he has a fever or something contagious, we take turns staying home with him. Often I do it because I'm able to use sick time and my wife doesn't have that benefit. But---we've been lucky. He's been pretty healthy!"

Jane

Twenty-year-old Jane is a single mother who attends the Institute of Technology. Her children are ages 1 and 2 and she is expecting twins this September. Although this might seem to be a stressful situation for her as a full time student, she says child care "hasn't really been a problem" for her. Her aunt, who lives right down the street, cares for the children whenever Jane needs her. She will also care for the infant twins this Fall.

Keith

Keith, 34, is divorced from his spouse and shares joint custody of 9-year-old Karl and 7-year-old Kim. He attends graduate school full time and spends 16 hours a week at a field placement. Keith works an additional 16 hours a week at a paying job. The boys spend 2 or 3 days a week with him and live there every other weekend.

Karl and Kim used to attend a child care center after school, but the hours were a problem. "Centers typically close at 5:45 and this one was no exception. I just didn't have enough time to get there---especially with rush hour traffic being so unpredictable. Sometimes I was late and had to pay a fine and put up with angry staff members. I was so glad when the public school began a latch key program. The boys go there now."

On weekends and evenings Keith has friends watch the children so he can go to the library to do research. "I sometimes bring Karl along with me since he likes to read. The kids are pretty good about giving me study time at home when I ask them to play quietly for a time." Morning care was the biggest problem. Keith tries very hard to avoid 8:00 a.m. classes on the days he has his sons, but that's getting harder to do. Last Winter quarter they had to get up very early in order to get ready for school and rush to Kinderplaza at Calhoun Square, where they could stay until the school bus came. "It was a real hassle! I felt bad about it, but it had to be. They just weren't old enough to stay alone."

Next year, the family will move from their two bedroom apartment and share a house with a woman who has two children of her own. "I expect that we'll be able to help each other. I had a field placement last year which paid half of my tuition and that kind of absorbed the cost of child care. I won't have that this year, but I will have moral support."

Leah

Leah, 32, is an international student from Gahni, Africa. She and her spouse have two children ages 14 and 3, and both parents are full time students at the University. Leah signed up to have her youngest at the University Child Care Center, but has "given up---the list is too long!" As an infant, her daughter went to a family day care but they were unsatisfied with this because of the long drive to get there. She now goes to the Como Child Care Center. "We were so lucky to get her in, and didn't even have to wait. Because it is a cooperative, I work there 6 hours a week. It's our business and we do what we can

to keep costs down. For instance, parents do all the cleaning and we donate toys and books. My major is physical fitness and I taught an exercise class at the center. That was fun.

The cost is a strain for us. Our daughter goes part time so we pay \$2.00 an hour. Child care and rent come close to \$1,000 a month! I wrote a letter to the legislature asking them to provide more grants to students for child care. It would be more convenient to have centers on campus. And the children could provide many learning opportunities for students with related majors."

Weekends and evenings Leah and her spouse take turns studying. Many of their friends and neighbors are also student parents, and everyone pitches in to help watch the children. "Sometimes we all have much school work to do and we all need to study. It's very frustrating, but we brought them (the children) into this world and have to sacrifice. We have to put up with the frustration---it's part of the responsibility. But America is known for being big on education. Tell them students need more grants. Tell them sliding fee scales are fair because everyone pays what they can afford."

When asked about child care availability in her own country, Leah explained that it is very different there. "We have extended families---grandparents, aunts---everyone chips in to take care of the babies. My auntie had the only nursery school in town! It was for children aged 3 and up. Not too many women were employed when I left in 1982. I knew a few women who worked and brought their babies along with them. I belong to the Minneapolis YMCA here. They have visited my country and tell me that more women are working now for the income, and that centers are springing up here and there. When I eventually return to Africa, I want to manage my own center."

Mark

Mark, 32, is also from an African country. He and his spouse came to America from Algeria with their 2 children, now ages 8 and 3. He is a full time student and will be a senior this Fall. "Mila also planned to get her education here, but she has ended up caring for our children. At first we started them in a family day care, but she (Mila) got upset because the children napped on the floor there! We did not like that home, but we realize there are many others that are excellent. We are going to try to find another home and are looking now, so that Mila can start school this Fall, but it is so expensive I'm not sure that we can afford it."

APPENDIX B

SUMMARY OF RECENT SURVEYS AND REPORTS

Since the 1973 Task Force's report, several other University groups have conducted research and presented proposals for the development of more child care and child care related services on the Twin Cities campuses. These include the Law School, the Medical School, the Center for Urban and Regional Affairs (CURA), the Council of Graduate Students (COGS), and University of Minnesota employees. A brief summary of each follows.

Law School

In 1984, a Law School Child Care Task Force drafted a proposal for "The Little Justice Child Care Center." The group's informal research and needs assessments indicated a shortage of licensed child care slots for infants and toddlers in both the University area and Minneapolis as a whole. The proposal outlined plans, including curriculum, staffing requirements, and a budget for a center serving four infants and 14 toddlers of Law School students, faculty, and staff. The group sought funds to build the center on University owned land, but funding was never secured and the group eventually disbanded.

Medical School/University Hospitals

In the Fall of 1985 the Women in Medicine group and a task force composed of staff and students working in the Health Sciences complex on the East Bank collaborated to produce a proposal for a child care center. The Women in Medicine group worked with the task force to conduct a survey, document the need and compile a financial feasibility study for establishing a new child care center to serve 72 infant and toddler age children of Health Science employees and students. The release of the proposal was timed to coincide with the imminent opening of "Unit J" and thus, discussions with regard to how the new space would be used. The proposal was rejected by Hospital administrators because the space had already been allocated to other departments. Recently, however, interest has resurfaced and a new committee has been formed. University Parent's Action Committee (UPAC) has met every two weeks throughout the summer of 1988. The organization is currently circulating a petition asking University officials to address the needs for on-site child care.

Center for Urban and Regional Affairs

In 1985, James G. Elicker, supported by a "Communiversities" personnel grant from the Center for Urban and Regional Affairs (CURA), researched child care services and needs at the University. His report,* summarized existing information about child care at the University and suggested additional research that might be undertaken before making decisions about future child care policy and programs. No formal surveys were conducted but rather, information was compiled from a variety of sources including interviews and meetings with University of Minnesota employees and students, data kept by University offices, campus child care centers and community resource and referral agencies, and data from previous surveys.

* Elicker, James G. Child Care at the University of Minnesota-Twin Cities: A Preliminary Needs Assessment. January, 1986. Unpublished report.

Elicker's review of information suggested that at least 4,650 University parents need child care, and that at least 1,200 parents would like to enroll their children in campus-based child care programs. Elicker's research also pointed to a critical need for infant and toddler care, and some needs for additional campus-based care for children ages 3-5 years, for care during evening hours, and for assistance in finding good child care. Elicker recommended that the University find out more about the particular child care needs and problems of students, staff and faculty through selective surveys, and "focus group" discussions with University parents.

Child Care Needs of University Graduate Students

In the Spring of 1987, 594 currently registered graduate students responded to a survey conducted jointly by the Council of Graduate Students (COGS) and the Interim Coordinator of Child Care Services. One hundred and fifty nine (159), or 27 percent of the respondents had children age 10 or under living in their household. A total of 217 children were represented. Seventy percent of these children were under 5 years of age. Of these 151 children, only 6 were enrolled in on-campus child care programs, although 94% of parents responding indicated that they would use a University sponsored child care program that was affordable and offered high quality care.

Included among the child care problems encountered by these students during the 1986-1987 academic year were: the high cost of child care, difficulty in arranging child care during hours needed, and difficulty in locating infant and toddler care. Respondents also indicated that their academic schedules had been affected by child care problems: 48% of the student parents had experienced research delays, 38% had missed classes, 36% experienced delays in fulfilling program requirements, and 12% took "incompletes" in coursework.

Child Care Needs of University of Minnesota Employees

Also in the Spring of 1987, the Interim Coordinator of Child Care Services conducted a survey to determine child care needs of University of Minnesota, Twin Cities staff and faculty. Ten percent of the respondents, or 1,646 employees indicated that they had children ten years of age or younger living in their households. The total number of children of these employees was 2,507, of whom 58% were under the age of five.

Although parents indicated that they were generally satisfied with their child care arrangements, many reported experiencing certain problems over the 1986-1987 academic year, primarily in the areas of high cost of care (62%), arranging care during hours needed and locating child care for an infant or toddler (50%). About three-fourths (76 percent) indicated that they had lost from one to twenty hours of work time in the three months preceding the survey, because of child care problems.

Eighty-six percent of the parents responding to the survey thought that the University should include partial payment of child care costs as an optional benefit for employees with children. Seventy percent of the parent employees indicated that they would use a University-sponsored child care program that was affordable and offered high quality care.

Student Fee Survey

Three hundred and four students, 91% of a random sample of previously registered, fee-paying Twin Cities Campus students were surveyed by telephone on their

usage and opinion of services supported by the Student Services Fee.** Students were asked to rank generically-described services as high, medium, or low priority for funding from the Student Services Fee. At present, 30.5 cents of the Student Services Fee goes to help subsidize child care for low-income student's children at the three university affiliated child care centers.

Seventy-seven percent favored using fee money to fund student child care programs, while fifty-three percent of the respondents were willing to pay additional fees to fund more child care facilities. Six percent of the students surveyed indicated that they had dependent children under the age of six living with them.

The results of this recent survey contrast sharply with a similar survey conducted in 1974 by MPIRG.*** At that time, only 42 percent of students surveyed thought that student service fee money should be used to subsidize the cost of child care for student parents. Similarly, only 32 percent of the students surveyed in 1974 felt that student service fees should be increased 30 cents per quarter to help fund student child care.

** Harrold, Roger and Halvorson, Doug. The Fall Student Fee Survey. Office of Student Affairs Research Bulletin, University of Minnesota, Volume 27, 1, January 28, 1988.

*** Matross, Ronald. University Opinion Poll 9: Child Care. MPIRG. Lettuce. Preliminary Report. Minneapolis, MN: University of Minnesota, Office of Student Affairs, March, 1974. Bethesda MD: ERIC Document Reproduction Service, ED 089 578, 1974.



UNIVERSITY OF MINNESOTA
TWIN CITIES

APPENDIX C

Child Care Center
1818 4th Street South
Minneapolis, Minnesota 55454
(612) ~~827-4014~~ 627-4030

May 1, 1988

Dear University Student,

We are writing to ask for your cooperation in an important study of our students. The University Child Care Office, with the cooperation of the offices of the Vice President for Student Affairs, and the Vice President for Academic Affairs, is undertaking a study of the child care needs of student parents. We are interested in knowing the percent of students who are parents and the child care needs of those who have children. Your participation in this study is important even if you are not a parent. Your name has been randomly selected from those students who are registered for classes at the University during the Spring Quarter, 1988.

Please take a minute now to complete the enclosed self-addressed, postage paid postcard which contains questions regarding your status as parent as well as your opinion regarding the University's role in addressing the child care needs of students who are parents. We want you to fill out and return the postcard even if you are not a parent. Your responses to the postcard will be used in summary form only.

When we receive the post cards, we plan to send to student parents a more detailed questionnaire which will ask parents to indicate current child care arrangements and share opinions regarding University services that would be of most help to them.

We hope that our study of child care needs and student opinion will help the University to determine how best to meet the needs of its students. If you have questions about the study, please call Ellen Moore at the Child Care Office (627-4030).

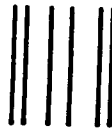
Thank you, in advance, for taking a minute to complete and return the post card.

Sincerely,

Jeanne Lupton
Special Assistant to the
Vice Presidents of Academic
Affairs and Student Affairs

Patty Finstad
Child Care Center Director,
Interim Coordinator of
Child Care Services

Enclosure



NO POSTAGE
NECESSARY
IF MAILED IN THE
UNITED STATES

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 16972 MINNEAPOLIS, MN



POSTAGE WILL BE PAID BY ADDRESSEE:

Child Care Center
1818 4th Street South
University of Minnesota
Minneapolis, MN 55454

1. Gender (Check one.) ___ (1) Female ___ (2) Male 1
2. Age at last birthday? ___ years of age
3. How frequently do you use the various student services (e.g., recreational sports, student activities, health services, bursar service, libraries) available at the University? (Check one.)
___ (1) Never ___ (2) Seldom ___ (3) Occasionally ___ (4) Often ___ (5) Very often
4. Please indicate your opinion about the statement: "The University should place a high priority on addressing the child care needs of students who are parents." (Check one.)
___ (1) Strongly disagree ___ (2) Disagree ___ (3) Neutral ___ (4) Agree ___ (5) Strongly Agree
5. Do you have children 12 years of age or younger who are currently living with you? (Check one.)
___ (1) Yes ___ (2) No ___ (3) No, but I plan to have children while still a student at the University.

If "Yes," please give your name and address so that we can send a questionnaire on child care needs for you to complete:

Name _____

Address: _____

Street

City

State

Zip code



UNIVERSITY OF MINNESOTA
TWIN CITIES

Child Care Center
1818 4th Street South
Minneapolis, Minnesota 55454
(612) ~~627-4030~~ 627-4030

May 16, 1988

Dear Student Parent,

Thank you for promptly returning the postcard indicating your status as a parent. As we indicated in our first letter, we are now sending a more detailed questionnaire for you to complete. You can help us understand students' child care needs, and the role the University should take in addressing those needs by taking about 15 minutes to complete the enclosed survey.

Results from your completed questionnaire will be kept confidential, and used only in combination with other responses. At no time will your name be associated with your responses.

Please complete and return this questionnaire in the enclosed postage-paid, self-addressed envelope at your earliest convenience. We realize that as a student and a parent your time is valuable, and appreciate the time you take to complete the questionnaire. Please take time to complete and return the questionnaire within the next week or so.

We hope that the results of our study of students' child care needs will help to inform University administrators and State policymakers with respect to the needs of student parents. You may receive a summary of the results by writing "Copy of Results Requested" on the back of the return envelope and printing your name and address below it. If you have any questions about the study or child care services available to University students, please call Ellen Moore at the Child Care Office, at 627-4030.

Thank you very much for your assistance.

Sincerely,

Jeanne Lupton

Jeanne Lupton
Special Assistant to the
Vice Presidents for Academic
Affairs and Student Affairs

Patty Finstad

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Child Care Center Director,
Interim Coordinator of
Child Care Services

Enclosures (2)

CHILD CARE NEEDS OF STUDENT PARENTS

This questionnaire addresses issues related to the University's role in the provision of child care services to student parents. As a parent, we need information about your opinions and experiences regarding child care. We appreciate the time you take to complete this survey.

SECTION 1: CURRENT INFORMATION

1. Do you have children 12 years of age or younger who are currently living with you? (Check one.)

- ____ (1) Yes
 ____ (2) No (If "no", you do not need to complete this survey.)

Please indicate the *number of children* in each of the following age ranges:

<u>Number of children</u>	<u>Ages</u>
_____	0-15 months
_____	16 months to 2 1/2 years
_____	more than 2 1/2 years up to kindergarten
_____	kindergarten age
_____	1st grade - 8 years
_____	9 years - 12 years

2. Indicate the types of child care you are presently using during the times that you are in class or studying. (Check all that apply.) If you work, and if you have additional child care arrangements while you're at your job, *do not* indicate those arrangements here.

	<u>Type Number</u>
____ (1) Spouse	(1)
____ (1) Significant other/ partner	(2)
____ (1) Friend/neighbor's home	(3)
____ (1) Relative (other than spouse) in my home	(4)
____ (1) Relative (other than spouse) in their home	(5)
____ (1) Family day care home	(6)
____ (1) Non-University nursery school or day care center	(7)
____ (1) Babysitter in my home	(8)
____ (1) Before/after school care program	(9)
____ (1) University Child Care Center	(10)
____ (1) Como Community Child Care	(11)
____ (1) Community Child Care at Commonwealth Terrace	(12)
____ (1) Shirley G. Moore Nursery School	(13)
____ (1) I leave my child at home alone	(14)
____ (1) Other (e.g., barter agreement)	(15)

Please describe: _____

3. Please tell us what type of child care arrangement you would prefer for children in each of the following age groups. Use the number in the "type number" column above; indicate here the number that corresponds to your preference for children in each of the following age categories.

	<u>Preferred Type</u>
a. For children 0-15 months	_____
b. For children 16 months to 2 1/2 years	_____
c. For children from 2 1/2 years up to kindergarten	_____
d. For children attending kindergarten	_____
e. For children in first grade and beyond	_____

4. If you were looking for child care and had a choice, where would you prefer your child care provider to be located? (Check one.)

2

- _____ (1) Near my home
- _____ (2) Near the Minneapolis campus
- _____ (3) Near the Saint Paul campus
- _____ (4) Near my place of employment
- _____ (5) No preference
- _____ (6) Other location. Please specify: _____

5. Do any of your children have any mental or physical disabilities that affect their care? (Check one.)

- _____ (1) No
 - _____ (2) Yes. Please describe: _____
-

SECTION 2: STUDENT/PARENT CHILD CARE EXPERIENCES

6. Which of the following problems, if any, have you encountered as a student parent? (Check all that apply.)

- _____ (1) Transportation problems in getting my child(ren) to child care and then getting myself to school or work
- _____ (1) Having to change child care arrangements
- _____ (1) Financial strain in paying for child care
- _____ (1) Stress in combining student and parent roles
- _____ (1) Missed work hours and/or pay because of child care problems
- _____ (1) Quit a job or assistantship because of child care problems
- _____ (1) I have not experienced any problems
- _____ (1) Other: _____

7. Approximately how many dollars each week does your family pay for child care while you are at classes or studying?

\$ _____ Total dollars per week

8. Please estimate your family's gross annual income for the most recent year (January 1, 1987 through December 31, 1987): \$ _____

9. What sources of funds are you using to pay for your child care expenses? (Check all that apply.)

- _____ (1) Student financial aid
- _____ (1) Student loans
- _____ (1) Wages from a job
- _____ (1) Spouse's wages
- _____ (1) Partner's wages
- _____ (1) Assistantship or fellowship
- _____ (1) HELP Center subsidy funds
- _____ (1) Other. Please describe: _____

10. During the past school year (Fall '87 through the present), approximately how many hours have you spent arranging for child care?

_____ Total hours

11. Are you currently using a sliding fee payment plan (i.e., you are charged for services based on your ability to pay) for any of your present child care? (Check *one*)

_____ (1) Yes

_____ (2) No

12. If a child care center located on campus had space to accommodate your child would you use it? (Check *all* that apply.)

_____ (1) No, because I want child care in a family day care home setting

_____ (1) No, because I want child care in my own home

_____ (1) No, because I want child care close to my home

_____ (1) No, because I want child care close to work

_____ (1) No, I have no need for child care while I attend school

_____ (1) Yes, but only if I can afford it

_____ (1) Yes, but only if I lose my current child care

_____ (1) Yes, but only if the care is of high quality

_____ (1) My child is already enrolled in a campus child care program

_____ (1) Other. Please explain: _____

13. What types of child care do you anticipate using or needing by Fall, 1988? (Check *all* that apply.)

_____ (1) Child care for children 0-15 months of age

_____ (1) Child care for children 16 months to 2 1/2 years of age

_____ (1) Child care for children more than 2 1/2 years up to kindergarten

_____ (1) Child care for a child in kindergarten

_____ (1) Before and after school care for children in 1st grade and beyond

_____ (1) Summer program for school age children

_____ (1) Holiday program for school age children

_____ (1) Sick child care

_____ (1) Drop-in care to be used as needed

_____ (1) Evening care so I can attend night classes

_____ (1) Evening care so I can study

_____ (1) Week-end care so I can study

_____ (1) Full time child care (All day, Monday-Friday)

_____ (1) Child care only during morning hours

_____ (1) Child care only during afternoon hours

_____ (1) Child care for only a few full days per week

_____ (1) Other. Please describe: _____

14. Approximately how many times during the past school year (Fall '87 to present) have you missed a University class because of child care problems? (Check one)

- _____ (1) Zero times
 _____ (2) At least once

If at least once, how many class sessions did you miss for each of the following reasons: (Circle one answer for each appropriate reason.)

	<u>1 class</u>	<u>2-5 classes</u>	<u>6-10 classes</u>	<u>More than 10 classes</u>
a. Child was sick	1	2	3	4
b. Unable to find child care when I needed it	1	2	3	4
c. Unable to pay for child care	1	2	3	4
d. Unable to arrange transportation to my child care provider	1	2	3	4

15. During the past school year (Fall '87 to present), how has your academic schedule been affected by child care problems? (Check all that apply.)

- _____ (1) Not at all
 _____ (1) Taken an incomplete in a course
 _____ (1) Taken fewer credits
 _____ (1) Have not taken a course I wanted to take
 _____ (1) Have not participated in supplemental educational activities (e.g., seminars)
 _____ (1) Had to drop out of school for a quarter or more
 _____ (1) Delayed fulfillment of program requirements
 _____ (1) Not done as well as I wanted to because of not having enough study time
 _____ (1) Delays in my research
 _____ (1) Could only take courses at certain times of the day or week because of child care availability
 _____ (1) Had to leave class early to pick up child(ren)
 _____ (1) Missed a test
 _____ (1) Had to bring child(ren) along to class
 _____ (1) Unable to take part-time job as a research assistant
 _____ (1) Delays in completing my dissertation
 _____ (1) Insufficient time to study for written preliminary examinations
 _____ (1) Other: _____

16. For each of the following services that the University might provide to assist student parents in meeting their child care needs, please indicate your level of interest in each of the following:

	Not Interested	Slightly Interested	Interested	Very Interested	Extremely Interested
a. Assistance in finding child care	1	2	3	4	5
b. Assistance in paying for child care	1	2	3	4	5
c. On campus child care	1	2	3	4	5
d. Parent cooperative child care on campus	1	2	3	4	5
e. Drop-in child care on campus	1	2	3	4	5
f. Evening care on campus	1	2	3	4	5
g. Family day care near campus	1	2	3	4	5
h. Parent resource center on campus	1	2	3	4	5

17. Have there been instances in your experience at the University of Minnesota when you think you have been discriminated against because of your status as a student parent? (Check one)

- _____ (1) Yes
- _____ (2) No

If yes, please describe situations: _____

18. Are there times when you *seriously* considered dropping out of school because of difficulties with child care? (Check one)

- _____ (1) Yes
- _____ (2) No

a. If yes, please indicate your reasons for thinking about dropping out: _____

b. If yes, what keeps you from dropping out? _____

SECTION 3: OPINIONS ABOUT CHILD CARE SERVICES AT THE UNIVERSITY

19. What student services have you taken advantage of as a student at the University of Minnesota? (Check all of the services you have used during the past school year.)

- | | |
|--|--|
| _____ (1) Boynton Health Service | _____ (1) Intercampus bus service |
| _____ (1) Food service | _____ (1) Recreational sports facilities |
| _____ (1) Student housing | _____ (1) Student bookstores |
| _____ (1) Student advising services | _____ (1) Library services |
| _____ (1) Parking facilities | _____ (1) Bursar's office services |
| _____ (1) Student financial aid services | _____ (1) Minnesota Daily |
| _____ (1) Student activities | _____ (1) Student Legal Aid |
| _____ (1) Career advising services | _____ (1) Student counseling |
| _____ (1) Child care services | |
| _____ (1) Other. Please list: _____ | |

20. Please answer the following opinion questions by circling one response for each of the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Students with children should not expect the University to provide any child care services.	1	2	3	4	5
b. The University has a responsibility to assist students with their child care needs.	1	2	3	4	5
c. Students with children experience increased stress in trying to combine the dual roles of parent and student.	1	2	3	4	5
d. Child care services at or through the University would make me a better student.	1	2	3	4	5
e. University supported or sponsored child care would hasten the completion of my degree work.	1	2	3	4	5
f. The University should subsidize a sliding fee payment for child care.	1	2	3	4	5

21. About how many hours per week during the quarter, on the average, do you spend in each of the following activities? 6

	<u>Hours per week</u>
a. Studying	_____
b. Attending classes	_____
c. Working at a paid job	_____
d. Parenting	_____
e. At a field placement/internship	_____

22. Of the following options for the University to take in meeting the needs of student parents, please indicate if you think it should be a low, medium or high priority for funding.

	<u>Low</u>	<u>Medium</u>	<u>High</u>	<u>Don't Know</u>
a. Provision of rent free space to existing campus child care facilities	1	2	3	9
b. Provision of necessary equipment free of charge to existing campus child care facilities	1	2	3	9
c. Increasing the number of children served by campus child care programs	1	2	3	9
d. Construction of new campus child care facilities	1	2	3	9
e. Funding to existing programs to help meet operating expenses & reduce costs to parents	1	2	3	9

23. We are interested in your opinion regarding what priority the University should place on addressing the child care needs of various groups. For each of the following groups, indicate your opinion regarding the priority the University should place on meeting their child care needs.

	<u>Low</u>	<u>Medium</u>	<u>High</u>	<u>Don't know</u>
a. Undergraduate students	1	2	3	9
b. Graduate students	1	2	3	9
c. Professional students	1	2	3	9
d. Extension (night school) students	1	2	3	9
e. Faculty members	1	2	3	9
f. Civil service employees	1	2	3	9
g. Neighborhood/community residents	1	2	3	9

SECTION 4: YOUR ROLE AS AN EMPLOYEE

24. Do you typically work for pay while a student at the University of Minnesota?
(Check *one*)

- ____(1) Yes
____(2) No *If no, please skip to section 5*

If "yes," do you need child care to enable you to work?

- ____(1) Yes
____(2) No

25. Approximately how many dollars each week does your family pay for child care while you are working? 7

\$_____ Total dollars per week.

26. Indicate the types of childcare you are presently using while you are at work: (Check all that apply.)

- _____ (1) Spouse
- _____ (1) Significant other/ partner
- _____ (1) Friend/neighbor's home
- _____ (1) Relative (other than spouse) in my home
- _____ (1) Relative (other than spouse) in their home
- _____ (1) Family day care home
- _____ (1) Non-University nursery school or day care center
- _____ (1) Babysitter in my home
- _____ (1) Before/after school care program
- _____ (1) University Child Care Center
- _____ (1) Como Community Child Care
- _____ (1) Community Child Care at Commonwealth Terrace
- _____ (1) Shirley G. Moore Nursery School
- _____ (1) I leave my child at home alone
- _____ (1) Other (e.g. barter agreement) Please indicate: _____

SECTION 5: PARENT PROFILE

27. Which of the following best describes your current life situation? (Check one)

- _____ (1) Single parent
- _____ (2) Married parent
- _____ (3) Living with partner
- _____ (4) Other. Please specify: _____

28. Gender

- _____ (1) Female
- _____ (2) Male

29. My predominant ethnic background is: (Check one)

- _____ (1) American Indian
- _____ (2) Asian Pacific American
- _____ (3) Black/African American
- _____ (4) Hispanic (Chicano/Latino)
- _____ (5) Caucasian

30. Are you an international student?

- _____ (1) Yes
- _____ (2) No

31. Year in school? (Check one)

- _____ (1) Freshman
- _____ (2) Sophomore
- _____ (3) Junior
- _____ (4) Senior
- _____ (5) Graduate student
- _____ (6) Professional school student
- _____ (7) Extension classes student
- _____ (8) Other. Please specify _____

32. In what college at the University are you currently enrolled? (Check one)

- | | |
|--|--|
| <input type="checkbox"/> (1) Agriculture | <input type="checkbox"/> (13) Liberal Arts |
| <input type="checkbox"/> (2) Biological Sciences | <input type="checkbox"/> (14) Medical School |
| <input type="checkbox"/> (3) Business Administration | <input type="checkbox"/> (15) Medical Technology |
| <input type="checkbox"/> (4) Continuing Education and Exten. | <input type="checkbox"/> (16) Mortuary Science |
| <input type="checkbox"/> (5) Dentistry | <input type="checkbox"/> (17) Nursing |
| <input type="checkbox"/> (6) Education | <input type="checkbox"/> (18) Occupational Therapy |
| <input type="checkbox"/> (7) Forestry | <input type="checkbox"/> (19) Pharmacy |
| <input type="checkbox"/> (8) General College | <input type="checkbox"/> (20) Physical Therapy |
| <input type="checkbox"/> (9) Graduate School | <input type="checkbox"/> (21) Public Health |
| <input type="checkbox"/> (10) Home Economics | <input type="checkbox"/> (22) University College |
| <input type="checkbox"/> (11) Institute of Technology | <input type="checkbox"/> (23) Veterinary Medicine |
| <input type="checkbox"/> (12) Law | <input type="checkbox"/> (24) Other: _____ |

33. For how many quarters, including the present one, have you been registered at the University of Minnesota? _____ Quarters

34. Age at last birthday? _____ Years

35. If you would like to share additional comments, or if you feel the questions have not adequately addressed your child care arrangements please describe your situation further. (Use additional pages if necessary.)

Thank-you for your time and cooperation! Please return the completed survey in the postage paid envelope provided.

**Child Care Needs Assessment
University Child Care Center
University of Minnesota
1818 4th Street South
Minneapolis, MN 55454**

APPENDIX E
Additional Comments of Undergraduate Students
(Question 35 of Survey)

****I generally don't have any problems with child care. The one thing I have always felt the University could use is a drop in day care center. Many times my children don't have school and I do. Many conflicts arise out of this. Also, extra day care during finals would be a great help.**

****I think it reflects quite poorly on the University to have such a minor/small scale child care operation. I also feel very strongly about the extensive waiting list for single parents to receive subsidized day care. Single parents need day care and an education more than most people, for some it is the only way out of poverty and ignorance and disadvantage. Knowledge is power!**

****Please realize there are those of us with school age children. It is impossible to use an on-campus day care facility if it is not connected with an (preferably an on-campus) elementary school. As a student in the College of Education, I can say we are sorely lacking this clinical situation in which to apply the theories and observe the theories in education that we are being taught.**

****I am on the WIN program now but the maximum allowed is 8 quarters. At the end of that time I may be forced to quit unless I can make day care arrangements. I will need probably one or two quarters more to finish. If I want to attend graduate school I don't know of any funding available for day care unless a sliding fee scale program on campus would be provided.**

****I would find it easier to attend more campus activities if child care was available or children were not unwelcome--perhaps a co-op venture where parents care for small groups of one another's kids. Parent resource center is an excellent idea! I would like to see one which includes counseling/support services or referrals for such services.**

****I think this is a very important issue for any parent trying to get a college education. Often, the obstacles involved in combining parenthood with being a student are very difficult, emotionally, financially, and time-wise. I am very happy to be included in this process and am happy to see this need being addressed, as I feel it affects a great many students at the University. Thank you.**

****My situation is an "easy" one. I have help all around from my son's father, my mother, sisters, and friends. I have few responsibilities outside of work, school, and my son. Yet, with all this help and going to school I find it very stressful. I have made my son my priority and am a successful parent, but I am not the success in school I was before I had him. I had high goals.... I have had to adjust them and accept that adjustment in order to be content as a mother first and then a student.**

****For the past year, my 2-year-old has been in family day care. I had hoped to take her to the same home until I finish school. My sitter felt certain she'd continue for several years but now is quitting, so I must find other child care. I was impressed by the day care center I visited today, but I admit that when I was separated it would have been too costly. I was discouraged from seeking University Child Care Center information after reading in the Minnesota Daily how difficult it is to get.**

****Because my daughter is now eleven years old, my child care needs are no longer as great as they have been in the past. In the past I have had numerous difficulties in obtaining proper care for my daughter while I attended classes. One of the most frequent problems is when my daughter has the day off from school but I do not. Child care for a full day is outrageously expensive and the relatives I normally depend on have to work during the day....I have encountered many problems as a single parent and full time student. The University seems to be structured for single students without children who are between eighteen and twenty-two years old. Being a Computer Science major compounds these problems since many classes at the upper-division level are held in the late afternoon and my daughter has to come home to an empty house after school. Finding time to use a computer is also very difficult since the labs are always full during the day and early evening hours, and I cannot leave my daughter alone late at night.**

****I have two children in the secondary education level, besides the one that this survey applies to. I find that the stress of parenting and being a student and finding time to study is very high. However, I strongly feel that parents who choose to be students must accept the stress and cope with it. It is important to realize this beforehand and set priorities accordingly. Otherwise I would not make it through school. It is not the University's responsibility to provide for my children or anyone else's. Besides, any child care funding will be passed onto us in higher fees anyway, which only serves to make increased financial strain on everyone.**

****I suggest having some kind of activities schedule (pre-planned) that children 7-12 years could participate in while a parent is in classes. It seems to be difficult to persuade a child that age to go to a day care service, and yet I feel that it is a crucial age for children to have care. (If they stay busy, maybe there would be less need for drug programs). I wouldn't mind paying extra for planned activities like field trips, sport seminars or clinics, movies, learning experiences, etc.**

****Child care for students is an ever-increasing problem because of the early ages that students have been becoming parents. I stress undergraduates' need because graduate and professional students are well on their way to stability (or, at least, greater stability) while undergrads more often are still trying to get control of their extensive responsibilities without having made concrete accomplishments toward their careers.**

****There was a time when I could have used child care on campus and would have completed my degree earlier. My responses indicate that I'm not interested in child care at the U at the present, but doesn't reflect past needs.**

****My husband and I contacted U of M Child Care when we returned to college. We were told that there was a 1-2 year wait. It was not easy to find a day care but we were lucky. Any type of assistance in paying for day care would be great. Presently, much of our loan money goes to day care because we are not able to work many hours. We checked out the social programs, but were turned down because of our student status. Happy to see this kind of information being gathered.**

APPENDIX F
Additional Comments of Graduate and Professional School Students
(Question 35 of Survey)

**** I am not aware that there are child care facilities at the University. Are there? Perhaps you should advertise or perhaps your facilities are so full that you feel no need to advertise. But, new students like myself have no way of finding out what is available.**

****In 1988, the decision to become a parent is voluntary, as is the decision to become a student. It is unreasonable to expect students who choose not to become parents to subsidize student parents, which is the ultimate result of any University sponsored child care program. Also, once student parents complete their education, they will be responsible, not the University, for arranging their own finances. Part of higher education should be learning to handle these responsibilities.**

****Because my wife and I are both graduate students and work on campus, our schedules are flexible so we share child care responsibilities. This will increase the time we need to spend in school. Child care is not available on a full time basis that we can afford. While I do not feel it is the University's responsibility to offer child care services, by doing so they may make themselves more attractive to students. University Child Care Center is expensive, even with the sliding scales, and they do not offer flexible child care; e.g. part-time child care. If child care was available on campus that was part-time, flexible, affordable, and of good quality we would use it.**

****Your questionnaire does not address our situation. We have chosen to live within the limits prescribed by our meager income on the one hand and our children's needs for their parent's care on the other: hence my wife has chosen to be at home with the children, and I have chosen to accumulate large debts while we get my degree done, without asking her to bring in any income. We have addressed our child-care crisis by not having one, but by having a financial crisis (partly deferred by school loans) instead. I do wonder whether America's child care crisis is cycling upon itself: child care addresses a real problem, but as it addresses the problem it also facilitates the life-patterns of those who are involved in the problem. That is why I've been negative in my response to your questions regarding the needs for better child care, etc. The major need I see is for better parenting; I doubt whether that need is addressed in any form by the "better child care" approach.**

****I feel the U should be more supportive of both men and women in terms of their roles as parents. Emotionally the knowledge that your child receives high-quality, nearby child care is invaluable. Financially it is essential that students be able to afford high-quality care. I also feel the U should support student families in the area of medical/hospital coverage.**

****The needs of medical students differ from other students, especially in their last two years, with long, irregular hours, frequent overnight calls at the hospital and difficulty scheduling breaks to visit the children. Also, they may be at a different hospital every six weeks. Therefore, a site near home is preferred over a setup near the University. The whole issue of child care is critical, especially for female students because there is rarely a spouse at home to take care of the children. My school performance has suffered because of my priorities (children come first) and a lack of backup child care.**

****The cost of day care is higher than the cost of tuition and extremely prohibitive. Quality at the different university child care centers seems to vary greatly, and even with a sliding fee scale is high. My son who is 3 1/2 has been on the University Child Care waiting list since birth and is still waiting. There are no funds to help graduate students who are single parents pay for child care.**

(Comments of graduate students, continued)

****I have not discussed this issue with other parents so I'm very unaware of all the pros and cons of the University's role in providing child care assistance to University students. However, my immediate reaction is that my children are my responsibility and not a problem that the University needs to feel obligated to help me with. My children are 10 1/2 and 12 years of age and very mature for their age. They are responsible enough to stay at home alone especially since we have extremely caring and observing neighbors who are happy to keep an eye on things and be of assistance if needed to our children.**

****I am not fully aware of University child care facilities, so I feel more effort could be made to let people know what is available. When I have heard about programs, I have also heard of waiting lists, which discourages me from even checking things out. I am a graduate student who had planned to finish my dissertation this year. When I found out last spring I was having twins, all my plans changed, in large part due to child care issues. We could not afford day care for two infants plus a 3-year-old. At the same time, we needed some income from me in order to make car, house, food, diaper, etc. payments. Dissertation progress has been practically nothing, and I will need more child care coverage if I am going to finish up.**

****I have finished my MEd degree this past spring but it took me over 7 years trying to juggle child car and work. I'd like to see the situation made a little easier for others in school now.**

****I believe quality child care is: Strategic to the development of the child; A wise investment in future health and community strength; A shared responsibility of the parents and the public; An essential support for the graduate academic community.**

****I am almost done with my program, but have my Plan B to complete. We are moving to a new location and do not have child care set up yet. An on campus facility that was reasonable and flexible would ease some of my concerns about the care I will need to provide while I study the next few months. Thanks.**

****Attending college, whether at the undergraduate or graduate level, is a choice made by a person. Children are people, highly impressionable with thoughts and emotions of their own. Child care is a service developed for adults to accommodate the adult choices of how their time is going to be utilized. As parents of tomorrows adults we need to stop and consider what choices are best for our children at this particular point in their life/development. Maybe your committee needs to add another area to your research. Ask the children for their opinions regarding child care.**

****Child care was a problem when my son (10 years) was younger. I was unable to take more than one class per quarter along with working. Guilt about leaving a child with a sitter in the evening after spending the day at the sitter was a problem. Single parents are also faced with the financial problems. Family resources helped me through a difficult time.**

****I commute so University child care is not applicable to me; however, I feel it is vital to others.**

****I'm glad you are collecting this information. Part of me is caught in the dilemma of wanting to be with my children and the other parent with graduate work. That may be why some sections seem inconsistent in terms of my answers.**

(Comments of graduate students, continued)

****Now that I'm through with my coursework and my son is older, regular child care while I am taking regularly scheduled classes is less of a problem. My biggest problem is finding late afternoon child care while I attend seminars, meetings, impromptu class changes, etc. which often occur at the last minute. Quality drop-in child care would be great. An even bigger problem is getting my child from school to the child care arrangement. This means I can never attend any U event from 2:30 to 3:30. I have to get to his school, take him wherever, and get back to campus.**

****I'm glad you are undertaking this study. Most of my colleagues, working on advanced degrees, are in the same boat as I am, i.e. very stressed by child care, school, and work. I hope this survey results in action taken for the benefit of parent-students.**

APPENDIX G
Additional Comments of CEE Students
(Question 35 of Survey)

****I have to go to school on Monday, Wednesday, and Friday so that I can work from 6:30-3:00 on Tuesday and Thursday. My wife works from 3-11 on Monday, Wednesday, and Friday, and the weekend, however, sometimes we both work at night or I have to go down to the computer lab. That's when we need day care. I work opposite weekends from my wife, but I also am in the military, and the meetings are once per month, which requires me to again set up child care services.**

****I use the Commonwealth Terrace Coop for a couple of years. But it was too removed from the Minneapolis campus. And my child felt removed because we did not live in the housing as the other children did. Also, it was rather dingy because of lack of funds for more space.**

****Child care costs are the biggest single item in my budget. This materially affects my status as a student. I have had a high school girl babysitting for me. She picks the kids up at school and walks them home. However, she graduates this year and will not be around beginning this summer. Unless I can find some other suitable babysitter, my school days may be over. Evenings are really difficult, when kids have to be fed, bathed, and put to bed, and classes don't end until 9 p.m. Home day care is the best, but finding a trustworthy and reliable person, that's the thing!**

****I believe the U should provide child care services at some cost to students. It would help at a time in life where one is making a lot of things come together.**

****I only take evening classes so my spouse can care for my children. Day classes would really put a financial burden on our family because of day care costs. This will have to happen, though, as the bulk of my major requires my taking day or late afternoon classes. I drive 45-60 minutes one way, which translates to \$4 per day for 2 children while I drive. On site day care would save me \$20 a week, plus I would have almost 2 hours a day with the kids. Family day care near the Minneapolis campus would be an alternative, but how to find it, or thoroughly check out a home when 45 minutes away would be tough.**

****Its tough to be a parent, hold a job and go to school full time, but child care at the school or anywhere else would not make it easier for me.**

****Child care should be located at both Minneapolis and St. Paul campuses. There should be adequate parking located there with shuttle service (if necessary) to classroom sites. I recommend looking at State Fair buildings and use them in conjunction with fair parking. Child research programs in conjunction with University programs would be a drawing card. Evening activities for older children (computer class, swimming lessons, craft activities, remedial or gifted opportunities) and summer opportunities would make the option of latch key kids at home alone happen less. Child care does **NOT** stop at 8 or 9 years of age. It is too easy to leave these kids alone; and it may be even more dangerous than for the younger children, as opportunities for peer related misbehavior (drugs, vandalism, etc.) increase substantially.**

****Maybe Eastcliff could be turned into a high quality, low cost child care center?!**

(Comments of CEE students, continued)

****When I was a junior in CBS, I inquired about child care at the University. My name was put on the list, but I heard nothing for 2 years. When I called, I was informed about the long list of waiting students. I am happy to see the University Child Care Center taking a closer look at students needs and reforming you program. Thank you.**

****I'm taking extension classes out of convenience, for then my spouse can care for our child. I'm also seeking part-time work and after calling around, I've found that many family day care homes do not want part-time work, and will not consider drop-in service. This definitely limits my choices for the future.**

****I may have used University child care when I went full-time, but now I am in night school and do not need it.**

****I really feel strongly that there is a need for drop-in child care on campus. It has been very difficult for me to pay for child care or bring my child along for things such as trips to the bookstore, library, meetings with professors, and all the running around involved in registration. Most of these "errands" take less than an hour but finding child care, transportation time, makes these trips all afternoon hassles.**

****My wife would also like to go to school but the trade-off is she has to stay at home and take care of children to make ends meet until I get my degree. Then she can go to school while I stay home. What bothers us is that the kids suffer the most. I work a full time job and a part time job and go to school. My wife has it no better by taking on extra kids besides our own and then often being left all alone with our kids most of the rest of the time. Education is such an important thing for all of us and it is hard to not see my children get some good child care/education and to have my wife and I suffer to get educated ourselves.**

****When I first came to the U of M (1981) I looked into married student housing and child care programs. I found that the waiting lists were extremely long (6 months to a year) and that the cost was not significantly lower than non-University programs. Since then I have not looked into the University child care programs.**