

Report on MSU Childcare June 1, 2009

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Introduction

Morehead State University offers the community the best in higher education. Why not offer the best in preschool education? Childcare is a necessity for our students, staff, faculty, and community. Having the best available staff and facilities to serve the basic needs of our family should be uppermost in our priorities. Not having quality childcare is an upset to both families and work environments. Several faculty and staff who have recently moved children from the current MSU Childcare due to its closing would LOVE to enroll their children in a proposed MSU Childcare. Why? The issue is one of quality versus quantity. Availability of childcare is not equitable to quality childcare with a philosophical mission and delivery.

Galinsky (1988) claimed that childcare was a new extended family. The quality of childcare effects the future child in health, education, and civic engagement. The National Coalition for Campus Children's Centers (n.d.) in its core public policy states that

“High quality early care and education programs are essential for institutions of higher education. They are a proven component of student parent success. They enable colleges and universities to recruit and retain quality faculty and staff. As a key resource to departments of education, they help education students learn about developmentally appropriate practice. And, they provide a valuable venue for child development and other research.”

MSU's family includes not only faculty and staff, but also students. Many of MSU's students are parents with childcare needs. With the current economy there are potentially other individuals with children desiring to enroll or re-enroll in college. Providing on-site childcare would better enable these students to pursue their studies and allow MSU to tap into a population that may currently be underserved.

Our committee believes that a strong commitment from higher education faculty to the curriculum of preschool is a basic tenet of quality childcare. Having academic areas involved in child development increases the likelihood for available research opportunities and practical field and clinical experience. There are a number of research possibilities and collaborations with other institutions available should we seek them. For example, the University of Tennessee Childcare has been the setting for several research studies in nutrition and early childhood education (Appendix C). Other universities, such as Auburn and West Georgia also follow foundational curriculum and strong faculty research model. While Interdisciplinary Early Childhood Education should be leading the efforts for quality childcare, all academic areas with ties to young people ages six weeks to five years should seek involvement. Those areas include, but are not limited to, Special Education, Art, Music, Psychology, Nursing, Pre-Med, Physician's Assistant, Agriculture, Interdisciplinary Early Childhood Education, Non-Traditional Commuter Students, Social Work and Adult Education (Appendix A).

It is very difficult to find quality childcare programs that will accept children with disabilities. The authors of this report recommend that all enrollments in the MSU childcare be open to children of all abilities. There are numerous community programs that provide assistance and training to childcare providers to meet the needs of children with special needs (e.g., First Steps, Early Childhood Mental Health Specialist, etc.). In addition, MSU faculty and students can provide guidance and support for

educators when faced with unique challenges in the classroom.

This committee has prepared a report outlining viable options for a childcare facility that would not only serve the needs of our community, but also further the goals of our academic affairs programs.

Childcare in the Morehead community

Information provided from the Gateway Child Care Resource and Referral (CCR&R) indicates that there are 18 childcare providers in Rowan County at this time (14 Type I centers, 5 Type II centers, and 4 certified homes). If care is provided in a dwelling for 13 or more children or in a non-dwelling for four or more children, the facility is a Type I. The MSU childcare program would be a Type I center. Of these 23 programs, 18 provide care for infants and toddlers.

The licensed capacity for these 14 Type I centers is 966 children although data are not available on the number of children served in each age group. Personal communication with the coordinator for the CCR&R indicated that with the closing of the MSU childcare program, she sees a need for another center to open in Rowan County.

All programs listed are licensed, but only two of these participate in STARS for Kids Now. STARS is Kentucky's voluntary quality rating system for Types I, II, and certified home childcare. This program requires centers to exceed Kentucky childcare licensing requirements and measures programs on "staff/child ratios, group size, curriculum, parent involvement, training/education of staff, regulatory compliance, and personnel practices" (Kentucky Department of Education, 2009). Only two childcare programs currently operating in Rowan County participate in the voluntary STARS rating system. Of these programs, one has achieved a level 1 and one has achieved a level 2 of 4 levels possible. Primarily the childcares operate at state minimums. A childcare worker simply needs to be 18 years old and have a negative TB test.

Cost Estimates

The weekly rates for full-time care for children currently served in Rowan County obtained from the Gateway CCR&R are as follows:

- 0-12 mos \$75-95 per week
- 12-24 mos \$75-90 per week
- 2-3 years \$75-90
- 3-4 years (67.50-85)
- 4-5 years \$70-85
- 5-6 years \$70-85

Competitive rates would be \$90 for infants and toddlers, \$85 for preschool, and \$80 for after school. In a telephone survey of childcares in Rowan County, the average for full-time school-age children was \$80/week. The prices vary with afterschool care during the academic year.

To meet the level 4 requirements for Kentucky STARS ratings, the following child to adult ratios and maximum group size would need to be met. Please note that the ratio requirements for a level 4 in STARS are equivalent to the National Association for Education of Young Children (NAEYC) standards. NAEYC standards would be ideal to meet for the MSU childcare. These numbers indicate full capacity of one classroom per age group. The number of classrooms would determine the total income created through tuition. NAEYC suggests limited group size and ratio of children to teachers in order to enable individualized and age-appropriate programming.

- Infant (0-12 mos): 3:1, 6 children maximum per classroom

- Toddler 12-24 mos: 6:1, 12 children maximum per classroom
- 24-36 mos: 6:1, 12 children maximum per classroom
- 3 year old: 8:1, 16 children maximum per classroom
- 4 -5 year old: 10:1, 20 children maximum per classroom

The MSU Childcare center had these expenses in 2008-2009:

Budgeted Revenues and Expenditures			
MSU Child Care Center			
For the Fiscal Year June 30, 2009			
Revenue			\$100,000
Expenditures			
Salaries and wages			\$93,697
Temporary wages			17,297
Student wages			15,000
Medical insurance			21,120
Life insurance			106
Dental insurance			1,056
KERS			9,381
FICA			7,168
Supplies			11,960
Publications and printing			1,000
Travel			1,250
Telecom charges			243
Staff training			2,400
			\$181,678
Budgeted Deficit			\$(81,678)

The 2008-2009 MSU Childcare operated on a budget deficit primarily due to lack of expansion options. The operation was limited to one room for each group of children: infant, toddler, preschool, and after-school. If facilities were expandable, other services such as Montessori offered, and/or community partners provided cost sharing as part of their benefits to employees, the Childcare center would be solvent.

To meet level 4 requirements for STARS, staff would need to meet the following requirements: all staff attend 15 clock hours annually of early care and education training, Minimum of one CDA or higher in each classroom during all hours of operation. The director would need to meet the following requirements: Meets approved national accrediting organization requirements, 24 clock hours of training annually, and has a Kentucky Director's Credential.

The staff and director would need to be provided the following: Minimum of 6 days paid leave/year, minimum of 11 days paid leave time after 1 year. To reach the "enhancement" award health insurance available; program pays no less than 50% single plan for full-time employees.

Recommendations

The most cost effective structure for a daycare would be one housed on the MSU campus or properties. An existing building would allow insurance, maintenance, and upkeep services to be distributed through university services. Having ready access to a research facility is integral to its continued success (Figure 10).

A playground facility, or other land, already exists near a potential, existing facility. The Wellness Center will be vacated in Fall 2010 when all its services are moved to the new Student Center. The building design is ideal for a daycare. It has large open spaces and smaller rooms that could be used for infants, toddlers, or other uses such as storage. A playground used by the MSU daycare until June 2009 is a short walking distance. Land directly behind the Wellness Center could also be used to construct a new playground. Industry minimum standard for interior spaces is 35 sq ft per child. Head Start and Easter Seals recommend 50 sq ft per child (exclusive of storage, kitchen, bathroom, hallway spaces) (White & Stoecklin, 2003) Kentucky's outdoor requirement is 60 sq ft per child.

Regardless of the chosen model, our committee proposal is to serve children six weeks through age five. At age two, the children would have an option of Montessori schooling (Appendix B). We would propose a facility with spacious accommodations leading to playgrounds (Figures 1 and 2). An indoor recreation area (Figures 3 and 4) is ideal for rainy days. Classrooms would have plenty of natural light as well as inviting areas for children to explore art, music, and other lessons (Figures 9, 11, and 12). A visiting physician's area (Figure 5) would allow for well-baby checks and dental health education. One could begin to think about Adult Learning facilities to assist with parents obtaining their GED or parenting classes (Figure 6).

The oversight of this project is crucial to its success. The committee absolutely agrees with statements by Ms. Rutherford, BCTC, and Dr. Durham, UT (Appendix C) that a childcare facility requires months of strategic planning, a well-informed committee, IECE faculty, and the President and Provost of universities willing to see the dream fulfilled. The President and Provost are particularly important, as they will guide the vision of the childcare facility as it relates to the university mission. They will also make available key resources such as facilities, budget, and communication with other local businesses. The business alliances could bring lucrative connections to the university as well as more external research opportunities, and external funding, for faculty.

The committee proposes that oversight of the ad hoc committee for MSU Childcare be held with Faculty Senate Fiscal Affairs committee. The Childcare facility is a benefit provided by MSU. The Fiscal Affairs committee directly represents faculty to the Employee Benefits Committee. The Fiscal Affairs committee should select members from across campus to serve on the ad hoc committee. Current members would be able to remain. The ad hoc committee in 2009-2010 would direct efforts toward an actualization of MSU Childcare. This would include writing a proposal for funding of a childcare. The ad hoc committee would present a preliminary proposal for Childcare by June 1, 2010. A complete proposal would be presented by November 1, 2010. This should provide for eighteen months of solid planning for the Childcare center and its associations with academic affairs.

During Fall 2009, the committee proposes that a new faculty line be generated for IECE. This position would be a tenure-track faculty line Spring and Fall 2010. The faculty member in this position would be both a member of IECE program and the ad hoc committee. In this, the faculty would communicate NAEYC procedures and assist in the planning of physical spaces. The faculty member would be responsible for growing and maintaining research efforts and quality curriculum planning within the facility. Other than reports from Faculty Senate Fiscal Affairs, he/she would be responsible

for communication between the ad hoc committee and the Provost. We propose that the faculty member have 100% of their contract devoted to physically building and academically supporting Spring 2010, and Fall 2010, then 50% for Spring 2011. By Spring 2011, we would propose that a staff Director have been hired to full-time operate the Childcare Center.

Proposed Models for MSU Childcare:

(1) Scholar House

Frontier Housing, Inc., of Morehead, Kentucky is interested in continuing to pursue the construction of Morehead State University Scholar House. Scholar House is a Kentucky Housing Corporation (KHC) program that provides a transitional living/learning setting for single parents seeking self-sufficiency through a college education. Residency is restricted to families at 50% to 60% of median income and a childcare facility is integral to the program. Funding sources for Scholar House include, but are not limited to, tax credits and rental assistance to tenants. Currently, these funding sources remain available for the project although the continued availability may be limited.

The proposal for the MSU Scholar House plan originated several years ago as a joint project of Frontier Housing, Inc. and Community Housing Partners Corporation of Christiansburg, Virginia with a memorandum of understanding with Morehead State University. Several other entities such as the City of Morehead and Rowan County Fiscal Court were additional sponsors. The MSU Scholar House development team proposed construction of 48 two-bedroom apartments and an adjacent STARS-rated childcare center. KHC requires the facilities meet universal design standards. Additionally, the goal of the development team is to provide a Green and Healthy Schools environment based on Green Communities Initiative, LEED, or other acceptable green building program requirements. Research evidence indicates that such environments are beneficial to the learning and development of the occupants. (<http://www.epa.gov/iaq/schooldesign/impactonlearning.html> Accessed May 13, 2009)

KHC's Scholar House Program requires that the residents of the housing units be single parents with at least one child of preschool age. The resident must be pursuing college education full-time at a Kentucky accredited higher education institution. The child(ren) must attend the childcare program year-round. The childcare facility can serve families from outside Scholar House but children of Scholar House residents are given priority. This impacts the size of the facility. Scholar House residents' children will occupy at least 48 slots of the childcare center. If the facility will be made available to non-Scholar House residents, additional space must be planned for.

KHC also requires that the childcare facility be provided as part of the campus setting. Under the original memorandum of understanding, MSU would be the responsible party for oversight of operations and management of the childcare center. Additional services, such as counseling, workshops, and programs for parents and children are also KHC required services for the Scholar House Program leading to a full consort of wrap-around services for the resident families.

Scholar House is somewhat based around Virginia Place, Lexington, KY. Figures 6, 7, and 8 demonstrate the apartment-style living in association with Childcare.

(2) Independently owned childcare housed within MSU facilities

Childcare facilities are a great incentive to faculty, staff, and students to participate within university programs and campus life. However, not all campuses can afford to operate a childcare solely within their academic budgets. Bluegrass Community Technical College (Appendix C) has resolved this

issue by providing space for an academic affairs affiliated childcare facility within its Winchester campus. Our committee proposes as consideration that such a childcare facility could work very well with our current needs and budget. A childcare could be independently owned and operated by a licensed Director on the MSU campus. The center could be provided with a rent-free space, telecommunications, supply budget, and access to MSU development staff all in exchange for an articulation agreement with MSU programs such as IECE and CDA. MSU faculty would benefit from the research possibilities. Candidates would benefit from the continued field experience and work within the childcare. It is possible that such an endeavor could be joint with KCTCS and offer their students a means to complete 2+2 degrees toward teacher licensure. It is also possible to start with an on-campus independent contractor that will provide necessary services to staff, faculty, & students. This will provide the services for after-school as well as snow-day care. St. Claire staff from the IMPACT committee indicated that they are researching after-school, snow day and holiday childcare arrangements. Their proposed childcare could start as early as August 2009.

In summary, our discussions with colleagues and community agencies and our visits to existing childcare and Scholar House facilities demonstrated to us that childcare facilities can be designed and managed in a variety of ways. While we make two recommendations, we also realize that with additional time to research and communicate with potential partners, the recommendations could be strengthened through the development of mutually beneficial partnerships of university departments, local and state agencies, and non-profit organizations. The work of the committee in the coming year should strive to find the best-fit model for Morehead State University faculty, staff, and students.

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Appendix A

Potential MSU and community partners and their contributions

Interdisciplinary Early Childhood Education Program (IECE):

The students in the IECE program would benefit from field experiences and employment opportunities in a high-quality early childhood program. While students currently receive field experience at the high-quality public preschool program in Rowan Co, faculty have not yet identified an infant/toddler program that meets high-quality standards in which to place students. The IECE faculty could provide training and consultation as needed to childcare staff to promote quality teaching practices.

Debra Stinson (Child Development Associate Program, CDA):

The CDA Credential is a nationally recognized credential that recognizes a teacher's competence in working with children birth–five. Interestingly, most of the day care programs in Morehead obtain their 120 clock hours of training required to obtain the CDA Credential from the Gateway CCR&R whereby the participant receives training hours rather than college credit. It would enhance the quality of childcare programs if the participants received training hours through a college credit program. Also, there is more student accountability if training is received through college credit. It should be noted that there is a state scholarship that will pay up to \$1800 a year for the CDA college classes. The childcare providers have to be employed at least 20 hours a week in a childcare program and be a part-time student. It would also be beneficial if the Director of the Childcare facility would be required to have the state Director's Credential and also earn this through the college credit avenue.

Child Development Program (currently under program creation):

Similar to the Interdisciplinary Early Childhood Education program (IECE), students from the Child Development would benefit from field experiences and employment opportunities in a high-quality program serving children 0-5. Students enrolled in the Child Development program are required to learn about program administration and complete a practicum shadowing a program director. The director of the MSU childcare could serve as a mentor and cooperating teacher for these students.

Psychology:

Dr. Laurie Couch believes that the center could be of great benefit to two of her programs in Psychology (undergraduate and graduate). For example, they have two child developmental psychologists with research programs investigating psychological concepts in childhood (one who is a clinical psychologist and one who is an experimental psychologist). They also hope to hire a third child psychologist in the next 2-3 years. All three of these individuals would benefit greatly from being able to utilize the center as a research and training facility for their students who study child psychology. Dr. Lynn Haller has lots of classes that she could find interesting projects to send students to observe *if* the MSU Childcare were more of an “experimental” environment, such as Montessori. She previously conducted research at the present MSU Childcare facility. If the facility moved beyond the traditional environment, her research would find a wonderful access to children. If a future MSU Childcare became a regular childcare facility, she will start again sending her students to observe children if this was a way of saving this wonderful benefit to the university.

Nursing/Allied Health:

Dr. Erla Mowbray indicated that programs in her department would be delighted to have a daycare/preschool venue on campus for service projects such as screenings and Well Baby Clinics. She

also stated that many of the students in her department are commuting and would likely take advantage of a drop-in daycare program where they did not have to commit to a week or month at a time, but could use the service for a few hours a week or when the public schools were closed for some reason.

Moderate/Severe Disabilities (MSD) Special Education Program:

Students in the MSU program seek certification for P-12, although faculty from this program would like students to understand atypical development from an early age. Personal communication with the MSD faculty member Give the citation here at MSU indicates that her students would benefit from working with children with disabilities enrolled in a community child care setting as an alternate experience to working with students in the public school setting.

Nontraditional/Commuter Student:

Jill McBride, the Nontraditional/Commuter Coordinator has indicated her support for campus childcare as a recruitment and retention tool for non-traditional students. Ms. McBride has had experience with the University of West Georgia's childcare program. It ran in conjunction with the College of Education and provided a lab environment for their early childhood majors. Ms. McBride also noted that having drop-in childcare would be a real help to the student population she serves.

Biology and Environmental Sciences:

Dr. Doug Dennis believes that a quality Childcare would attract more diverse candidates for faculty to MSU. He stated that many faculty have young children or begin families while on tenure-track. This would aid their abilities to work as faculty knowing that their children were well-cared for.

Agriculture:

Dr. Mike Phillips stated that there are many areas of veterinary medicine and animal science that he thinks the kids would really get excited in participating. Agriculture currently hosts about 50-75 pre-school and elementary school age kids EVERY DAY from the middle of May until the end of May at the university farm for tours of the animal and plant science facilities. Obviously the kids really love visiting all the animals, and Agriculture also teaches them about where their food products come from (without too many gory details). They feel this is extremely important information, because, after all, everybody has to eat! Phillips thinks the kids would also enjoy learning how science and technology affects animals as well as people. He has done many presentations to middle school and high school students and feels confident that they could fashion presentations that would be appropriate for younger kids.

Art & Music:

Dr. June Grice stated that she would welcome an opportunity for music candidates to work with and observe preschool children. The committee would like to note that both the departments of Art and Music were active with Morehead Montessori. We believe such an association would again become possible. Many students in the Montessori preschool benefitted from having extensive exposure to art and music.

St. Claire Hospital:

Ms. Brandy Polskas represented the IMPACT committee of St. Claire in presenting ideas for a possibly joint venture in after-school childcare. The committee has presented their ideas for an on-site childcare to the Leadership team at St. Claire. By July, a decision should be made about whether to pursue the

idea . Potential partners are being contacted in the interim. Area businesses are being approached about partnership, location, contributions, and support. Polskas was quite enthusiastic to discuss possible partnerships with MSU.

Sociology and Social Work:

Appendix B

Philosophies of Child Learning

A childcare facility must be built with strong foundations from child learning philosophy as guided by higher education faculty. This section represents several philosophical models that shape programs around the world. Various members of our committee have had some experience with all the models. Perhaps the best available philosophical model would be Montessori. The materials from a former local Montessori school are available upon request from a local physician.

High Scope

Developed by David Weikart, is well-known as one of the Constructivist programs, which was started in the 1960s to help disadvantaged preschool children develop the skills needed to succeed in public schools. This program emphasizes Development of Whole child with an emphasis on cognitive skills through active hands-on learning experiences. The two major emphases are Logicomathematical relationships (organizing objects into groups- smallest to largest, classification) and Spatiotemporal relationships (up/down, over/under, inside/outside, event sequences, cause-&-effect). Its curriculum follows the consistent classroom routine called, Plan-Do-Review sequence, giving the power to children to fulfill their plans and providing reflection on their performances. Most activities lead children to key experiences, which is closely tied to social and emotional development, physical development, and cognitive development. The category of key experiences are creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, numbers, space, and time. The long-term research on the effectiveness this program was performed by Schweinhart (2005), and the findings have indicated that “High/Scope children did better in school, were more prosocial, were more likely to have graduated from high school, used social services less often, earned more money, were more self-supporting as young adults, were more likely owned their own homes, and had been arrested less frequently (p. 72).”

Waldorf

Rudolf Steiner developed the Waldorf method for a preschool in Germany. The emphasis for children under age 7 is on developing their imaginative and creative skills. Teachers initiate and model practical and artistic endeavors, including painting, music, movement, molding with beeswax, baking, gardening, woodworking, or symbolic play, while children imitate and follow along. Teachers read or tell multi-cultural stories, as well. Any toys used in Waldorf are made of natural materials: silk, wool, cotton, wood, stone, etc. The eight areas of focus include music and movement, art, nature, cooking, play, handwork, helping, and stories. A curricular rhythm is established by preparing for festivals associated with the different seasons of the year. (Waldorf Curriculum, n.d.)

Montessori

The Montessori method is a developmentally appropriate educational approach that allows children a great deal of self-direction and independence in a multi-age setting. Developed by Dr. Maria Montessori, the main factors include (About Montessori Education, n.d.):

- Specific Montessori materials designed to be attractive to children are used in the areas of Practical Life, Sensorial, Language/Reading, and Math. These might be wooden shape puzzles, dried flowers and glass vases, a set of bells, sandpaper letters, chains of beads, or a mortar and pestle. The materials stimulate multiple senses and are self-correcting – children realize their errors and can make corrections themselves without teacher intervention.

- Materials are placed on trays and situated on low shelves within easy reach of children. Children retrieve the desired materials from the shelves, carry them to work tables or the floor, use them independently or in small groups for as long as they want, then return them to the shelves and select others.
- The teacher's role is to prepare the classroom environment for maximum effectiveness, demonstrate proper use of materials, and observe and record children's interaction with materials and their learning growth. As children master initial materials, new ones are introduced to them.
- Because of the self-directed nature of the Montessori method, children develop curiosity, the ability to concentrate, persistence, internal motivation, and self-confidence.

Reggio Emilia

The Reggio Emilia approach is based on the education provided by the city of Reggio Emilia in Italy for the community's young children. The philosophy has been the inspiration for similar schools across Europe and North America. The Reggio Emilia approach includes several factors that are different from traditional U.S. schooling (Reggio Emilia philosophy, n.d.):

- The curriculum emerges according to children's interests rather than being planned in detail ahead of time by the teachers. As children's interests unfold, teachers plan possible directions the learning might take, as well as materials needed and possible support from parents or the community.
- In-depth learning projects develop around the interests manifested and are jointly planned between the group of children and the teachers. These projects might last a week or an entire school year, with the teachers continually helping students make decisions about what to study, how to study it, and how to display and record their learning.
- Learning is integrated with the graphic arts, as the Reggio Emilia philosophy states that children have 100 symbolic languages. Students might use a combination of painting, music, dance, construction, puppets, etc. to showcase their learning.
- Cooperation is a strong part of the Reggio Emilia approach: among children, between children and teachers, home and school, and community and school.
- The teacher is seen as one of the community of learners rather than the leader. Teachers closely observe and document the learning students engage in and they are co-researchers in order to encourage deeper thinking and collaboration among the children.
- Documentation of children's learning might take the form of photos of students engaged in projects, records of their conversations, and the physical results of students' projects (art work, constructions, etc.).
- The classroom environment is considered to be another teacher for children. It is prepared carefully, with space for individual research, small and large group work, and worktables. Student work is displayed where children can easily view it.

Appendix C

Models for the Morehead State Childcare

Virginia Place

Virginia Place is a non-profit corporation governed by a board of directors that provides housing and daycare/preschool for fulltime post-secondary students (male or female) who are single with a child under 5 years old. It is not associated with a single educational institution, but has residents who are students at 4-year college, 2-year college, beauty college, or massage school, as long as the educational program is at least one full year in duration. There are 80 units with either two or three bedrooms. Rent is on a sliding scale, depending on resident income. The daycare charges the maximum state reimbursable amount for childcare assistance.

Partner agencies include Community Action, Head Start, Early Head Start, and the Housing Authority (apartments are section 8 housing). Other funding is in little pieces, with lots of banks involved, tax credits and HUD. The breakfast and lunch program for the child care gets food reimbursements from Dept. of Agriculture (free and reduced price meals). The Jump Start program from UK, a federally funded program that pays college students to work with young children, will be initiated at Virginia Place soon. There used to be a clinic here from UK, but it has closed, although some health personnel do come and do different screening assessments on the children. There is an onsite social services person who can refer residents to outside agencies for help with various needs. Staff at the front desk come from other agencies, as well, such as a program that places older workers. Foster grandparents paid by other agencies come in to hold infants

Childcare is open to community residents if there is space. The daycare is licensed for 125 children, but there are 90 enrolled right now. The Head Start program uses “Creative Curriculum” for which all resources and activities are available online for teachers to access. Resident parents are required to attend parenting classes. The family services coordinator brings in community people to talk about different topics: budgeting, domestic violence, etc.

There is a community room with kitchen and patio available for residents to reserve for special occasions. The director noted that that the facility could use a computer lab, study space for parents, and evening child care for those taking evening classes, working during that time, or simply needing to do homework.

Family Care Center

The Family Care Center in Lexington, Kentucky is an excellent example of an umbrella facility offering wrap-around services for families in one location. Since 1989, the goal of the Center has been to “help young parents identify their strengths, enhance their skills, develop a support system, and eventually become self-sufficient.” Services available on-site to support families include:

Agency	Service	Contribution
Lexington-Fayette Urban County Government	STARS-rated childcare program – 6weeks-4 years	Facilities, teachers, administrators
Fayette County	Preschool – Early Start Program for 4 year olds – Montessori curriculum	Two certified teachers
Fayette County Bluegrass Community and	High school Diploma Program GED Program	Certified teachers Staff for GED classes

Technical College		
Cardinal Hill Rehabilitation Hospital	Speech, Physical, and Occupational Therapy	Staff therapists
University of Kentucky Colleges of Medicine, Nursing, Pediatrics	Health Clinic with comprehensive primary child & adolescent medical services, mental health, and other services	Medical and support staff
Multiple agencies, including above & Carnegie Literacy Center, Living Arts & Sciences Center, & Fayette County Cooperative Extension	Special classes such as parenting, career planning, job skills training,	Staff/teachers
Fayette County Health Department	WIC Clinic & nutrition classes	Staff
Kentucky Cabinet for Health and Family Services	Case Management	Eligibility worker
USDA	Food Services	Free and reduced lunch for eligible participants

The Family Care Center also provides educational opportunities for students from multiple colleges at University of Kentucky, Eastern Kentucky University, Asbury College, and Fayette County Schools.

Contributing to the success of the Family Care Center is its thoughtfully designed building structure that provides for easy access to any of the multiple services provided. Liberal use of natural lighting and easy access to outdoor play facilities from every classroom combined with xx square feet per child create an environment in the childcare facility that is attractive and conducive to learning. Classrooms include one way viewing windows to allow for observations of children in educational settings for professional, parental, and educational purposes.

Cost of attending the childcare center is \$130/week for children under 3 years of age, \$115 for children 3 years old and older. This is the state maximum for childcare assistance. While the Family Care Center's Childcare Program does not accept "drop-ins," (children who do not attend regularly), there is a need for flexibility in staffing because new high school and GED students start monthly which creates fluctuations in the childcare enrollment. Staff members' responsibilities are sometimes shifted to other areas as child enrollment shifts.

Bluegrass Children's Academy/ Bluegrass Community Technical College, Winchester

The Bluegrass Technical Community College houses Bluegrass Children's Academy, a daycare for children 6 weeks to 5 years. They have drop-in care two evenings a week. They resolve staffing by allowing a person who needs 20 hours per week working to serve those hours. The rates for attending are higher than state reimbursement, with a top rate of \$130/week. The staff can work 20 hours per week and receive up to \$1800 per year for course enrollment from KIDS NOW program. BCTC began this association in summer 2008. The center officially opened in February 2009. The center participates in STARS. They plan to seek NAEYC accreditation in one year.

The original plan was to have Academy staff employed by BCTC but due to budget concerns they were unable to do so. The idea of a daycare was being shelved until an anonymous donor bequeathed \$250,000 to BCTC if they would have a daycare on site. This caused a renovation of

facilities to house the daycare. The Academy staff has no benefits. The average salary for a director is \$18-25K and a lead teacher \$14K.

The facility is housed in several rooms at one end of the BCTC campus in Winchester, KY. They are renovated classrooms with interior rooms along a long hallway. Children must be checked-in with a software program called *Childcare Manager* and on paper. The Academy has a playground just off the front door with recycled tires as the base material. There is a laundry and kitchen. A faculty meeting area with locked storage for teachers is centrally located among classrooms. There have been some issues with NAEYC accreditation guidelines. Although they are following the guidelines as strictly as possible, the Academy has had to retrofit several items. The playground may never make the grade because it is within fifty feet to the parking lot. Admittedly, all three persons with whom we spoke said that the planning of the daycare facility occurred without knowing the NAEYC guidelines. None of them were on the initial planning committee. There has been some confusion and hurt feelings among staff and possibly others that because guidelines were not known items may have been purchased or installed that were incorrect. In one case, a wall had to be torn out to install a hand-washing sink in the kitchen. The wall and all corrections cost \$7,000. The dishwasher is non-commercial and therefore requires all food items to be sterilized after they are washed. The stove and hood are also non-commercial and restricts frying foods.

The Academy is owned and operated by Rebecca Biddle. She holds a Director's license and was previously a preschool teacher. The Academy is an independent agency and not employed with BCTC. However, BCTC provides space, utilities, computers, Internet access, telephone lines, supplies, fundraising, budgeting for maintenance, and advertising for the Academy in return for implementing an IECE curriculum. Simpson estimates the funding support from BCTC is around \$9,000 per year at least.

The curriculum is developed by Maria Rutherford, IECE faculty with KCTCS. She was given a one-course release to develop and oversee implementation of curriculum for the Academy. She has also been part of the governing board and worked out agreements for milestones toward NAEYC accreditation. She appears to work as a faculty advocate for the Academy in that she has been the communication liaison with KCTCS President, Sheila Simpson, Director for Winchester campus BCTC, and Rebecca Biddle. Rutherford sends her IECE candidates to the Academy for work experience.

Many donors have given generously to the Academy. A part-time assistant for fund-raising plans a fundraising event once a year for BCTC. This assistant works throughout the year to contact individuals, companies, and other agencies that might contribute to BCTC. Rutherford has a model classroom donated from John R. Green, Covington, KY child manufacturer, in her Leestown facility. She claimed to have received \$10K of child furnishings for \$5K because she met them at the SEKA conference and inquired about the furniture and its possible donation. Kiwanis Club of Mt. Sterling, grants from KY public transportation, and local companies, among others, have made donations of either materials or money to the Academy.

Rutherford offered to assist MSU in their planning and implementation of a childcare center. She suggested a partnership with KCTCS but was non-specific about articulation agreements.

University of Tennessee Childcare

Dr. Shawn Durham is the Director of UT Childcare. He is faculty, non-tenure track, associated with the Child and Family Studies unit. He has been with UT for about 18 months. He is in negotiation to change the nature of his contract to tenure-track. He was specifically brought in to increase the research and curricular ties with the university to the childcare center. Durham does not believe childcare can survive without research and student observations. He is an advocate for the center in discussions both with TN legislature and in faculty meetings.

The Childcare has three current locations. Each houses a specific set of aged children. One for infants and toddlers, one for preschool, and one for Kindergarten. A fourth facility is pending at the new Agriculture complex. The teaching is based on Reggio Emilio method. The faculty senate passed a motion asking for the center at the new Agriculture complex and the Chancellor has agreed. An age range has not yet been determined for it. The facility visited housed the Kindergarten children. It was built in the 1930's as a research facility. All teaching rooms have a separate sound-proof observation room with audio inputs. It is physically located behind the Human Sciences building at UT Knoxville's campus. They operate at all facilities on the needs of the child and so have upwards of 45-50 square feet per child. While special needs children are encouraged, overall diversity is a goal. The center has a waiting list of about 60 children. Siblings are given preference, but from the waiting list children are chosen to try to increase diversity as much as is possible. Until 2005, the center was associated with the TN Department of Human Services in issuing licenses for daycare workers. The Knox County Department of Human Services was very good about sending nurses and therapists, etc., to the center to assist with special needs children. When the center changed their association to a state of TN licensure program in support of the Kindergarten room additions, the TN Dept of Human Services programs ended. The center now totally supports TN teaching licensure programs.

The center has many features associated with NAEYC accreditation but they decided not to renew four years ago. There was discussion among teachers and the then director that NAEYC would not be appropriate for the aging facility. However, the playground equipment, as well as other equipment in the facility, were standard for the accreditation. Durham said that the center would apply for NAEYC accreditation in about a year. He would like to have in place more planning, professional development, and research from the teachers on the following: intentionality of design, intervention, outdoor classrooms, and authentic assessment with parent discussions. He feels they are still trying to get in shape as a laboratory program.

The ties with academic affairs are strong. Durham is part of the faculty and encourages those affiliations. There are two classes in Early Childhood that routinely use the facilities: Early Childhood Environments (field experience of 3 hrs/week) and CFS 470, Internship (40 hrs/week). Both classrooms have intense supervision and long-range expectations by faculty and accompanied readings. Durham stated that the center is at capacity in terms of field observers. In the last year, three major studies have taken place with focus on nutrition and comparison of practices in international early childhood education. The latter is in association with the University of Milan. In the next couple of weeks a study will begin in association with Columbia University in which children's socialization to politics will be analyzed. Durham stated that he personally makes appeals to faculty for their involvement, advertises on the center Website, and cultivates an open interest in research conducted at any of the facilities. Durham is currently working with architecture faculty and students in creating a new facility to replace one from a slated-raised building. An outreach program with Pellissippi State's CDA program has begun in association with a half-day at-risk three year old program at South Doyle High School. The articulation agreement with Pellissippi is in the works. The program at South Doyle has been running for one year in association with the career and technical education program. The continued support of TN teaching licensure has been very beneficial because it has led to increased center support of UT faculty in Early Childhood. It has given lead opportunities on funding and legislation through TN and nationally.

The facility employs lead and assistant teachers. The lead teachers must have a BA in Early Childhood Education, Child Development, or a related field with more than five years experience with children in a teaching setting. The assistant teachers must have a minimum of high school diploma with a minimum of two years experience with children in a teaching setting. Lead teachers are employed by

UT as exempt staff; assistant teachers are non-exempt. They are given full benefits of staff and supplied such by the budgeting at UT.

Until this calendar year, any deficit in operating costs was provided by either the College of Human Sciences or the Early Childhood department. This year with serious (5-7% up to 13%) budget cuts, the center was asked to provide for their expenses. UT provides for faculty benefits, rent for buildings, utilities, Internet, and phone services. The center must provide for payroll and building insurance. A survey was given to parents asking if they would rather cut services or see tuition increase. Parents chose a tuition increase. There had not been one in three years. A new program of 8 hours and 10 hours will begin Fall 2009. There is no drop-in care option. The children mostly come from faculty and staff (75-80%). Student vouchers for childcare do not meet the tuition requirements and they do have a co-pay.

The center has four endowments valued at approximately \$200,000. The funds are managed by the College development office. An interest statement is provided to the Director. Some of the funds are targeted for special needs student enrollment, some for equipment, and some general need. A parent group has been organized this year to provide leadership on fundraising. To date Durham has asked for donations from the community to the center or for endowments, but has not seen a completed effort for parent fundraising. The office for College Development has been integral in tracking down potential community donors and in applying for grant funding. Durham stated several times that they had been most helpful in locating funding.

Dr. Durham offered assistance in planning and implementation for MSU's childcare facility.

Figures

Figure 1: Family Care Floor Plan, Lexington, KY

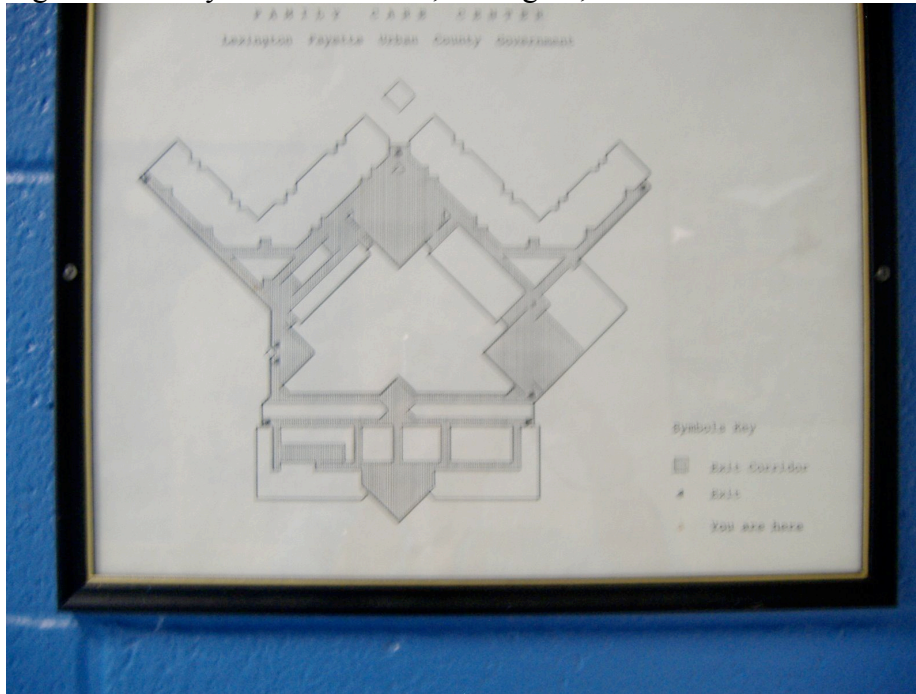


Figure 2: Playground Area Family Care Center, Lexington, KY



Figure 3: Interior Play Area, Family Care, Lexington, KY



Figure 4: Three-dimensional mural and natural light of interior space, Family Care, Lexington, KY



Figure 5: Medical Offices, Family Care, Lexington, KY



Figure 6: Adult learning facility, Family Care, Lexington, KY



Figure 7: Virginia Place, Lexington, KY



Figure 8: Virginia Place, apartment interior, kitchen



Figure 8: Virginia Place, apartment interior, entry



Figure 9: University of Tennessee, classroom, Knoxville, TN



Figure 10: University of Tennessee, proximity to college Human Sciences, Knoxville, TN



Figure 11: Bluegrass Children's Academy, classroom, Winchester, KY



Figure 12: Bluegrass Children's Academy, classroom facilities, Winchester, KY

