

**Family Services Needs Assessment
California State University Channel Islands**

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Executive Summary

The Needs Assessment

The need for childcare and dependent adult care on campus was assessed using web-based surveys, focus groups, interviews and web-based research and searches of college and university services for children and dependent adults. On web-based surveys, 265 students, and 271 faculty and staff provided information on their need for child and dependent adult care. Focus groups were conducted with students, faculty and staff on campus (10 participants) and then with students at a local community college (8 students). Key administrators on the CI campus and directors of childcare centers at universities and community colleges in California and regional Head Start program shared their perspectives and expertise through face-to-face interviews. We examined the websites of CSU and UC campuses for information about child and elder care services. We reviewed the results of a recent study of local farmworkers and their needs for childcare because the campus is bordered by farms.

Twenty-two percent of students and 37% of faculty and staff have indicated some or great adverse effects due to the lack of services for children or dependent adults on campus.

Forty-seven percent of students and 68% of faculty and staff indicated that childcare should be an important campus priority when taking into account all priorities for campus. Nineteen percent of students and 12% of faculty and staff indicated that it was not important.

For adult dependent care, 20% of students and 26% of faculty and staff rated it as an important priority. Thirty-two percent of students and 26% of faculty and staff indicated that adult dependent care was not important.

Other supportive services that students would like include stress management programs (49%), on-line or independent study courses (45%), website with resource and referral information on childcare and adult care (37%) and a support group focused on family issues (35%). Faculty and staff would like a website with resource and referral information on both childcare and adult dependent care options (56%); stress management (45%) and on-line and independent study courses (41%).

Overall, there is strong administrative support for a childcare center on campus. There were questions about what it meant to have dependent adult care on campus, so there was cautious support, depending on what we meant and the need expressed. Administrators emphasized that we should be inclusive of other stakeholders in our planning, for example include the local planning council, government and state organizations, and the local military. The proposal will be strongest if we have a variety of groups coming to the table together to plan and finance the facility and involve local childcare and after-school care groups in planning.

Recommendations

As the center unfolds, it is important to link it directly to the campus mission and to academic programs such as Early Childhood Studies, Nursing, Psychology, Sociology, Arts and Sciences. Faculty members in some of these programs have already expressed strong interest in supporting this effort.

An on-campus childcare center provides laboratory opportunities for the study of children and families for psychology, sociology, nursing, education, science, and arts. It provides another opportunity for university students to complete service learning and experiential work in their chosen field. It is recommended that the center, by design, include multicultural and multilingual children and staff so experiences with these dimensions will be available to CI students.

It is recommended that sufficient space be provided in the center so that community members such as local farm workers can have a place for their children's childcare needs and so that students, faculty and staff will have space for their children to attend. The university is continuing to grow and therefore a center to be built should be of sufficient size to allow for growth and expansion. The priorities for service should be to serve students first, then faculty, staff and community members.

The emphasis at the center should be on the education and care of children. To be maximally beneficial to the children and also to university programs that will use its services, by design, the center should emphasize high quality programming and curriculum. The center should provide parenting and family support groups.

CI students, faculty and staff indicated a need for extended hours for care. It is recommended that the center be designed to accommodate children during all hours during which classes are scheduled and while the Library and other campus labs are open.

The center should be designed so that a variety of registration options are available: full-time, part-time and drop-in care. Drop-in care staffing can be managed by having a two-week advance registration rather than the more traditional annual or semi-annual registration associated with full- and part-time care.

The numbers of students, faculty and staff with dependent adult care needs does not warrant a center at this time. However an expanded website with options for families with these needs would be beneficial. Additionally, support groups and/or counselors who can discuss family needs and provide referrals would be beneficial. Another possibility is to provide a multi-generational center combining the needs of more active dependent adults with a childcare program.

Plans for 2012-2013

Once the needs assessment is disseminated widely and plans to respond to the needs are complete, sources of funding will be sought to develop the services articulated in the campus plan.

Introduction

Ever since the creation of California State University Channel Islands (CI) ten years ago, faculty, staff, and students have expressed their need for childcare services on campus. Over the decade several small groups of faculty and staff explored the possibilities of childcare on campus but none of their activities resulted in on-campus childcare. The lack of funds for either a center or a thorough needs assessment were often cited as the reason childcare was not developed on campus. In 2010, CI received a substantial grant from the US Department of Education (Title V Promoting Postbaccalaureate Opportunities for Hispanic Americans, Project Vista) with the stated purpose of expanding opportunities for Hispanic and low income students to pursue post-baccalaureate and graduate degrees. With over 30% of its students from Hispanic and other traditionally underrepresented groups, the University is poised to address the issues of preparing students for post-baccalaureate and graduate programs. As one component of a larger plan to support Hispanic students' pursuit of higher education, the grant funded this needs assessment that examined the extent to which students, faculty and staff are in need of on-campus services supporting childcare and dependent adult or elder care.

Family supportive services such as childcare enhance access to and completion of graduate school programs for students from traditionally under-represented groups such as Hispanic and African American students. Having childcare that is affordable and accessible contributes to student success, particularly for women students, and students of color (Gasser & Gasser, 1998; Miller, Gault & Thorman, 2011). Studies have demonstrated that "graduation rates are significantly higher for student parents when campus childcare is provided, and further, students are more likely to remain in school, graduate in fewer years, and earn higher grades" (Kappner, 2002, p.).

Recently, studies of families have shown that in addition to childcare, there are other services that may be needed to meet the challenges students face, such as those of caring for ill or disabled parents or close relatives (Generations United, 2011). Few institutions of higher education provide on-campus services for dependent adult care; however, increasingly, campuses provide informational websites, counselors, and support groups for students, faculty or staff with dependent adult care needs (Mason, Stacy, Goulden, Hoffman, & Frasch, 2005; Emory University Worklife Resource Center; Caring for your Dependents, 2012).

What the Future Holds: National Perspective

The traditional undergraduate student profile is of a young man or woman typically straight out of high school, however, Miller, Gault and Thorman for the Institute for Women's Policy Research (2011) finds that current students are older - one-third of undergraduate students are over age 25. This number is projected to grow much faster over the next 10 years. Students are more diverse - 28.3% of students are African American and

Hispanic; this number is projected to increase to 42% by 2019. One-third of undergraduate students work 35 hours per week or more, due to family obligations or paying their way through college. In 2008, 25% (3.9 million) of students are parents. More than one in eight students are single parents (1.9 million). The majority of students are women pursuing a postsecondary education.

High School Students with Children in California

The California School Age Families Education Program (Cal-Safe) was established to help teen parents complete high school. It is a school based, comprehensive, integrated, community-linked program that serves parenting teens and their children. Since 2000 it has enrolled 98,448 expectant and/or parent teens who have 62,000 young children. In 2008-2009 the program demonstrated its effectiveness when 74% seniors passed the California High School Exit Exam which meant they would graduate and obtain their high school diploma. Sixty-six percent of these graduates indicated they wanted to and would pursue higher education.

Childcare in Ventura County

Affordable child care keeps Ventura County working. One measure of demand for child care is comparing the number of licensed child care spaces to the number of children whose parents are in the workforce. In 2010, 1 in 3 children had access to a licensed child care space. Additionally, economic difficulties across all spectrums of the population—high unemployment rates, decreased household incomes, and high foreclosure levels coupled with the high cost of living in Ventura County—have negatively impacted the ability of families to access high-quality child care. With the cost of child care being the second largest expense for a family of four with two young children in Ventura County, any decrease in income—either through unemployment, underemployment, and/or increases in the cost of living—greatly impacts the ability of the family to access and pay for high-quality child care. (Child Care Needs Assessment: Executive Summary, Local Planning Council of Ventura County, 2010, page 4)

While CI has many of the services facilitative of students' success and timely graduation, it lacks family support services such as childcare and elder or dependent adult care. CI is one of two California State Universities without on-campus childcare. The other California State University campus without this service for students is the Maritime Academy. CSU campuses all provide indirect support of faculty and staff through Employee Assistance or Work Life Programs. A few CSU campuses (Fullerton, Long Beach) provide more extensive services.

This report summarizes the findings and recommendations following a study of the extent to which CI campus community would benefit from childcare and elder care services.

Needs Assessment Method

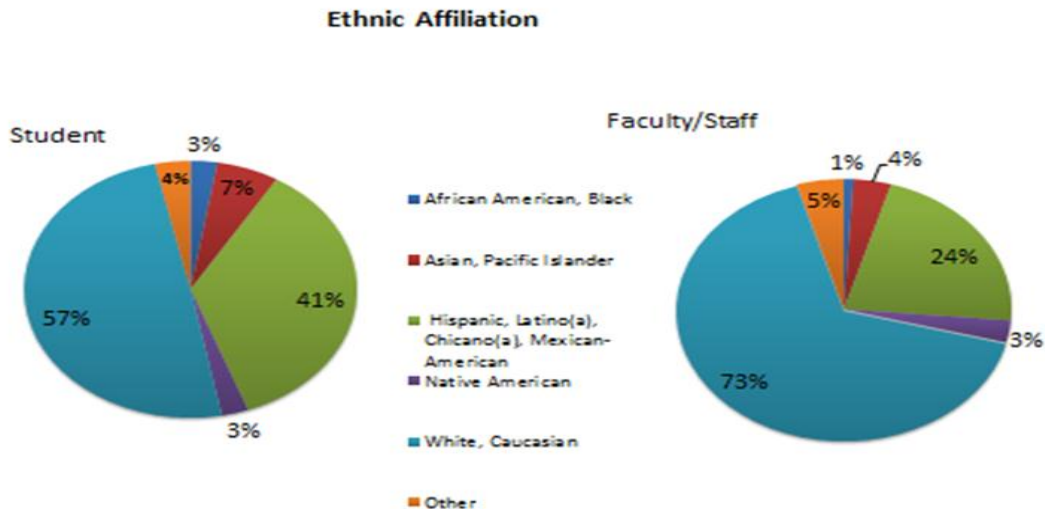
This assessment used a variety of methods for collecting data on the need for childcare and dependent adult care on campus (web-based surveys, focus groups, interviews and web-based research and program searches). On web-based surveys, students, faculty and staff provided information on their need for child and dependent adult care. One survey was designed specifically for students and another for faculty and staff although each survey had many of the same questions. Focus groups were conducted with students, faculty and staff on campus and then with students at a local community college. The community college student focus group was intended to assess the degree to which the lack of on campus childcare was a detriment for students interested in attending CI. Key administrators on the CI campus and directors of childcare centers at universities and community colleges in California and the regional Head Start program shared their perspectives and expertise through face-to-face interviews. We examined the websites of CSU and UC campuses for information about child and elder care services. We reviewed the results of a recent study of local farmworkers and their needs for childcare because the campus is bordered by farms.

Results

Characteristics of respondents. Two-hundred-sixty-five students and 271 faculty and staff members responded to the survey. The majority of the respondents were women (85% students; 72% faculty/staff). This is a higher percentage than attends the university, however, it is consistent with the greater role that women traditionally play in childcare and dependent adult care (campus-wide 65% of students are women). Ten students, faculty and staff from Channel Islands were interviewed in focus groups. Eight students from Oxnard College were interviewed in a focus group held at their campus. The students worked at the Childcare Center on the Oxnard campus and all but one had children. Several had preschool age children attending the center. Several others had children attending a Child Development Resources center near campus.

Although ethnic affiliations of students (Figure 1) were generally consistent with the larger student body, a somewhat greater number of Hispanic students responded to the survey (41% compared to 30% campus-wide). Again this may be a result of the increased emphasis on family and childrearing among our Hispanic students or it may be that they are in greater need of these services and therefore took the time to complete the survey.

Figure 1



Eighty-eight percent of the responding students are undergraduates and 12% graduate and post-baccalaureate students. This is a greater proportion of post-baccalaureate and graduate students than attends CI at the time of the survey. In Fall 2011, 9% of the students enrolled at CI were post-baccalaureate and graduate level. Childcare may be a more important issue for this somewhat older group of students than traditional undergraduate students.

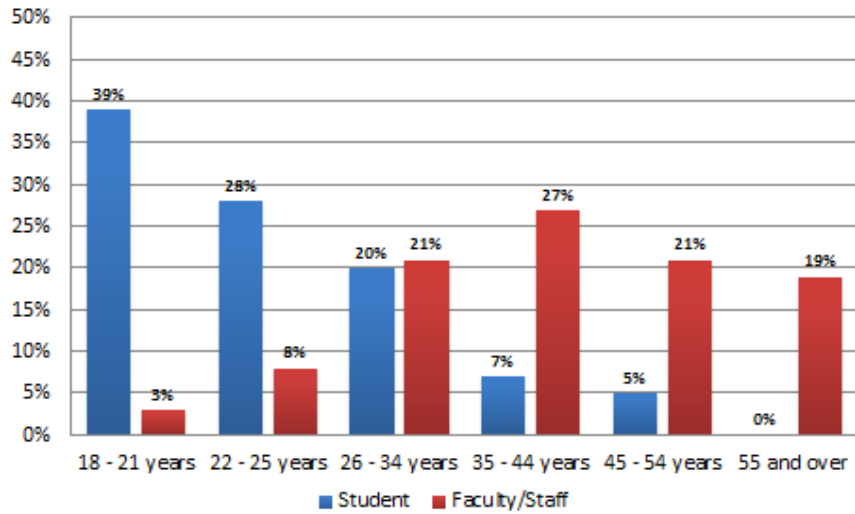
The age of student respondents was somewhat older than campus averages for students with 48% of responding students being over 22 years old (Table 1). Across the entire community of students mean campus age for undergraduates is 22 and graduate students is 29. Eighty-seven percent of responding students were in the primary child-bearing years (18-34 years).

Given that CI is primarily an undergraduate campus, it was expected that most of the student respondents would be between 18 and 21 years old. Our results indicate that this is the case. The greatest percentage of the student respondents who answered the survey are between 18 and 21 years old (39%). The next highest percentage of students ranged between ages 22 and 25. However, as Figure 2 demonstrates, there are many students that are 26 years and above; 20% of the students are between 26 and 34 years old. As is expected faculty and staff are somewhat older. However, thirty-two percent of faculty and staff are in the primary child-bearing years (18-34 years). Again, between these ages is when you are more likely to have children. Childcare would be highly beneficial to students,

faculty and staff because as they balance school, work and other responsibilities, they could have a reliable place where they could leave their children for education and care.

Figure 2

Age of Respondents



Since geographic location of a parents' residence influences where they are likely to have childcare, we asked where students, faculty and staff lived during the academic year.

Figure 3

Students Residence During Academic Year

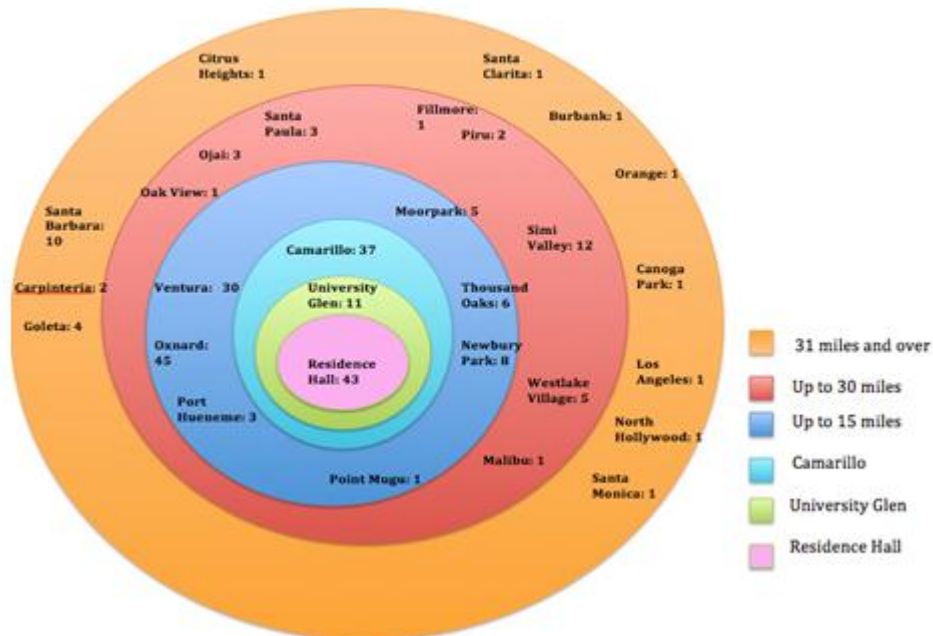
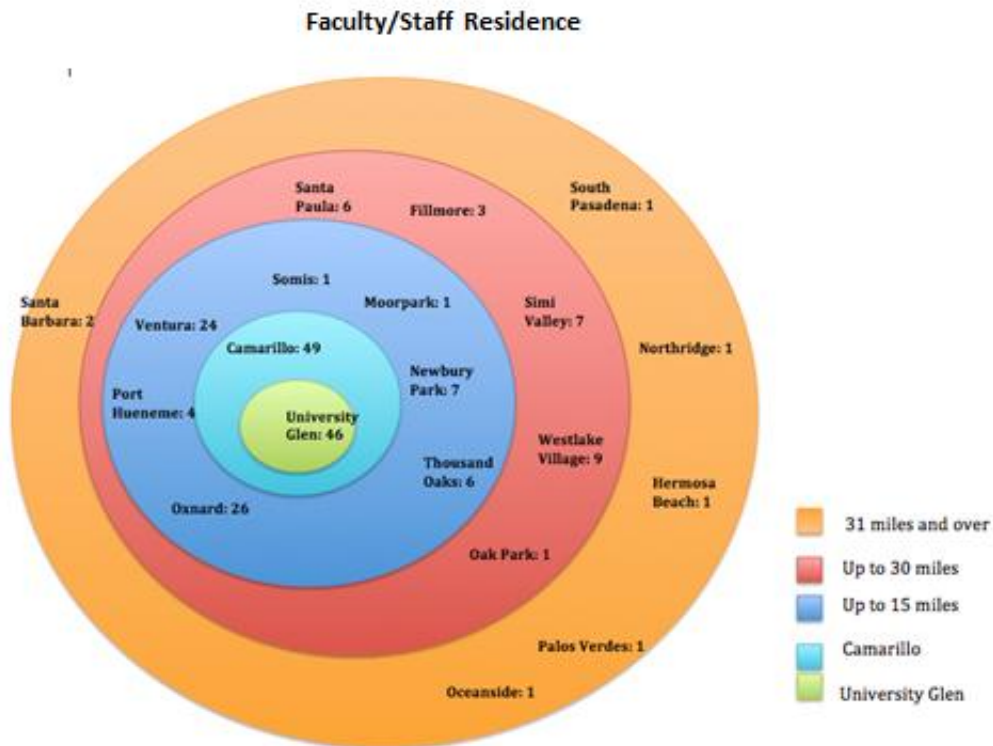


Figure 4 Faculty/Staff Residence



CI has three campus settings: the largest in Camarillo, a campus in Thousand Oaks that serves graduate students and another very small but growing campus in Santa Barbara. Figures 5 and 6 show the proportion of students, faculty and staff attending each campus and the amount of time per week that they attend. Primarily students either attend 11-20 hours per week or more than 40 hours per week. Faculty and staff are primarily over 40 hours per week.

Figure 5

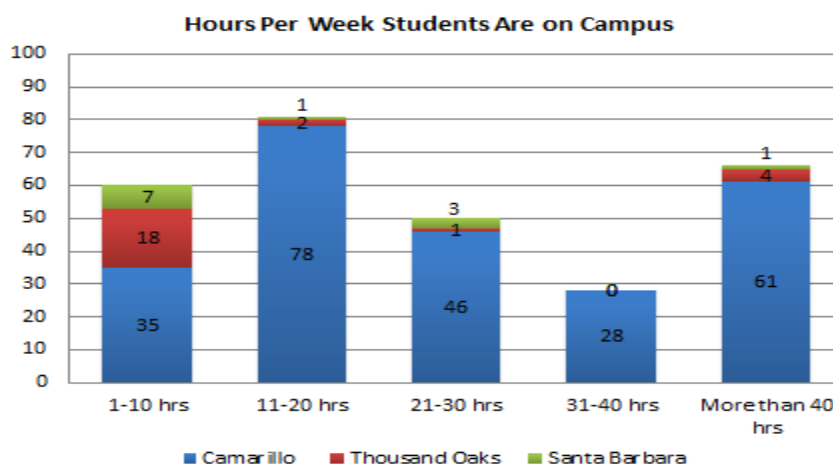
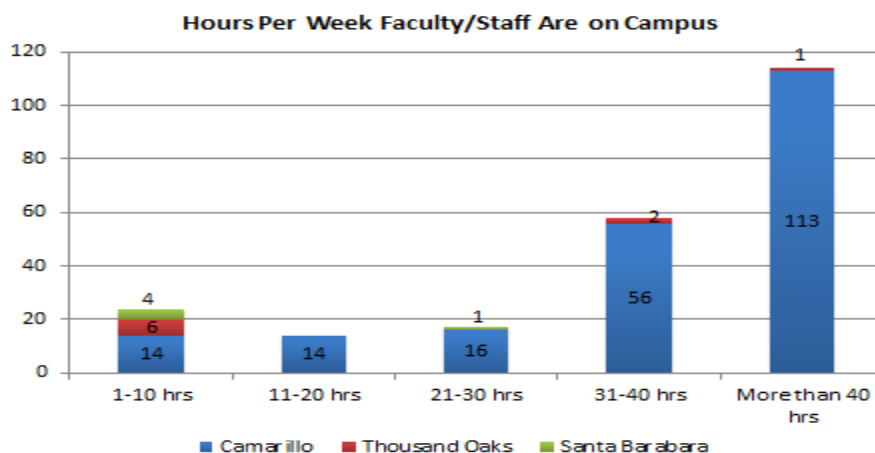


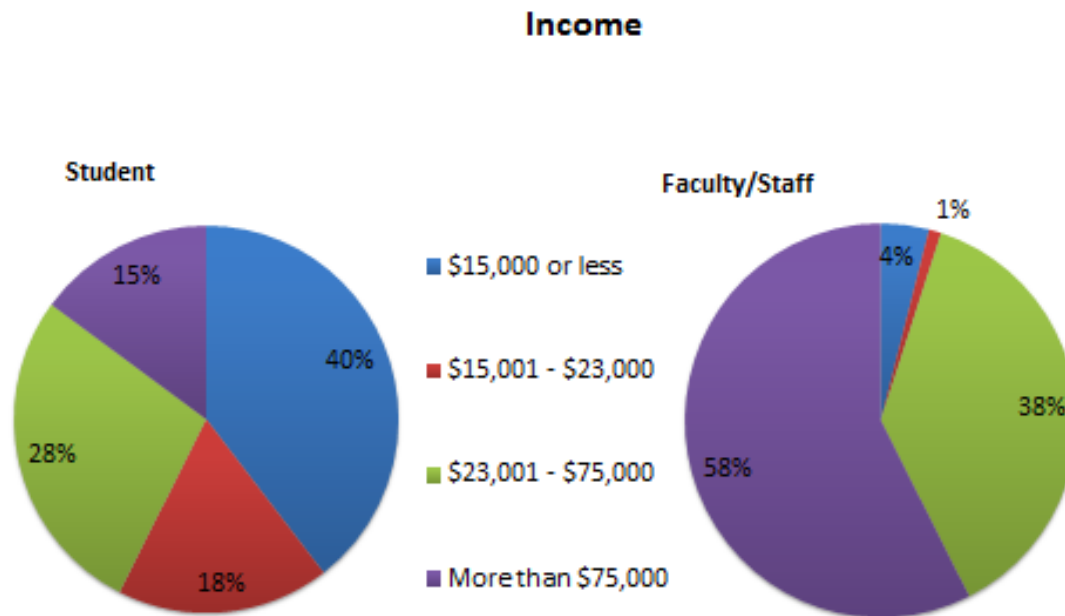
Figure 6



Income and Cost of Childcare

According to the Ventura County Cost for Child Care analysis completed in 2010, the average cost for center-based childcare per year ranges between \$8,000 and \$11,000. Figure 7 shows that more than half of the student respondents answered that they make less than \$23,000 per year. Forty percent of students and 4% of faculty and staff earn \$15,130 or less in annual family income. This level of income would qualify a family of two for Head Start services. Another 18% of students and 1% of staff earn between \$15,001 and \$23,000 per year, a level of income that would qualify a family of four for Head Start services (\$23,050 for a family of four). These student income levels indicate that there would be a significant number of students who qualify for Head Start. Head Start is a federal program that gives grants to public and private non-organizations to provide child development services to economically disadvantaged children and families. So for the 58% of students who make less than \$23,000 and the 4% of faculty and staff who make \$15,000 or less, affordable childcare may be a crucial factor in their ability to use on-campus childcare. A majority of faculty and staff answered that they earn more than \$75,000 (58%). The importance of these income levels will be discussed again later in this report.

Figure 7



Families with Children

Respondents to the survey were asked if they were responsible for any children under their care. Most students answered no, they did not have responsibility for children. Twenty-eight percent of students indicated that they had children under their care. This number will increase as CI continues to grow and expands its undergraduate and graduate programs. Seventy-five student respondents have 193 children with an average of 2.57 children per family. The greatest number of their children are in the preschool age range (2-5 years) (Figure 8). However, many students had infants and toddlers, school age and teenage children. Forty-four percent of faculty and staff respondents indicated that they had children under their care. One hundred faculty and staff respondents have 206 children with an average of 2.06 children per family, an average somewhat lower than that of students. Faculty and staff's children are primarily in the infant/toddler and school age ranges (Figure 9).

Figure 8

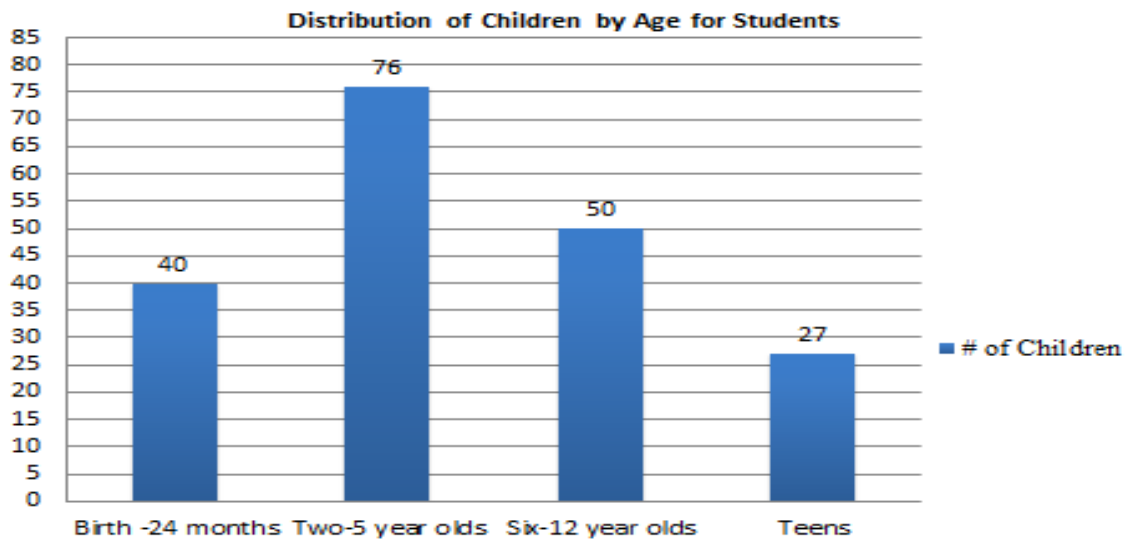
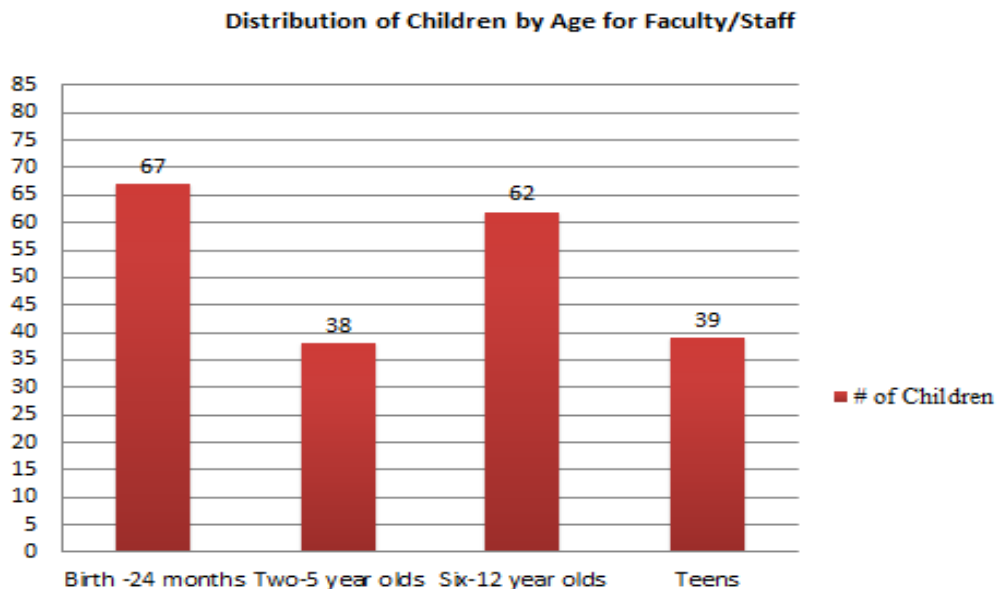


Figure 9



Types of Care Used

Another factor affecting students' ability to successfully complete school is the familial and community support systems that surround their family. Thirty-eight percent of students and 12% of faculty and staff are single parents. Whether single or married, the majority of students, faculty and staff all rely on family members for some or all of their childcare; 80% of students and 70% of faculty and staff rely on their families (Figures 10 & 11). The type of care used varies depending on the age and number of children in a family. And while

students, faculty and staff all rely on family members, students are much more likely to use unlicensed childcare for their children from birth to five years old.

Figure 10

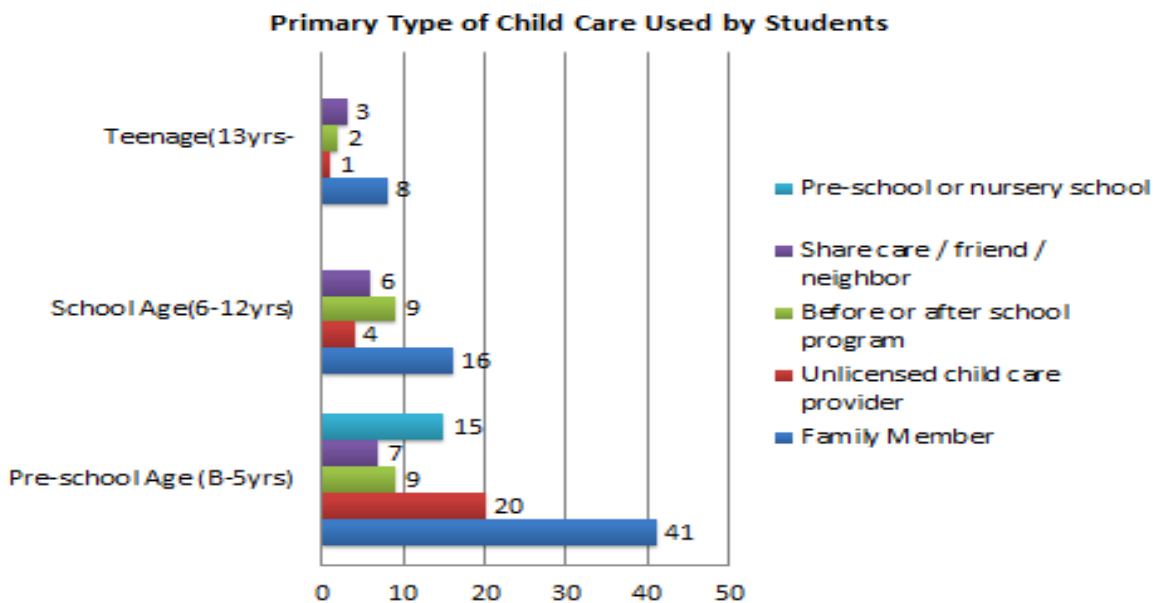
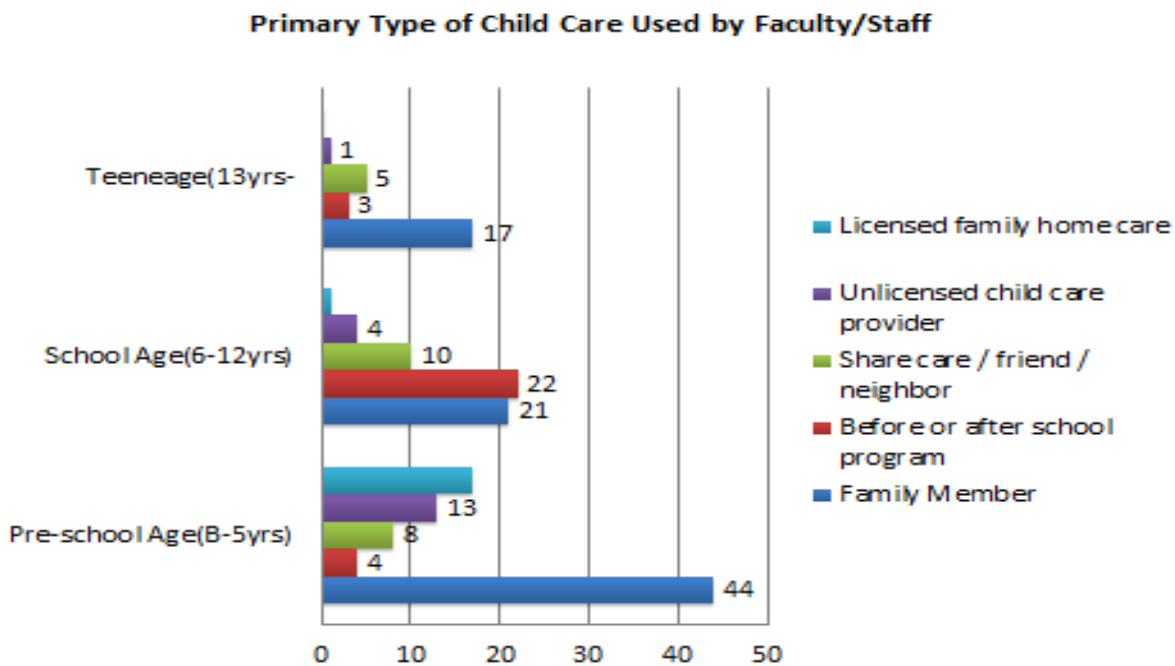


Figure 11



Students in the focus groups discussed their use of family members as care-givers for their children. And while on the surface it seems to be a very cost effective method of care, it has many drawbacks. One student mother of two children said, “My husband actually has two jobs, so I hardly see him and I have to manage my school and work and childcare with my family and his family, so my children go back and forth. ...But it is getting harder every time because at one time my mom was not working so it worked out perfectly fine while I was at community college, but when both my parents are working, they are very involved with their own children and with my younger siblings. Sometimes I feel really, really bad having to ask them to babysit my children.” Another student parent talked about how her mother who babysat for her would need to go out of town, and this created stress for the student to find back up care for her two children.

Students discussed the need for quality educational options for their preschool age children. They expressed concerns about caregivers overly relying on television to occupy children’s time. For school age students, they expressed concerns that their children had guided time to complete homework, have healthy snacks, socialize with peers, have supervision for their internet use, and have physical activities. One student said, “It’s having ease when you’re in class, trying to listen to what you are supposed to be learning and then thinking, ‘ I hope she is not watching TV. I hope she is not having junk food. Are they inside?’ Because you know you want them to go outside and play for a little bit, but you have no control.” In regard to helping with homework, one student said, “My mom doesn’t know English so she definitely couldn’t help. Anytime my brothers help her with her homework, they would give her the answers... It was a big challenge and my daughter was getting really frustrated.”

Challenges in Finding Childcare Services

All respondents indicated that affordable childcare was one of the most significant challenges for them. Finding high quality care was also an important issue. Having care that matched the hours for classes or work was another significant challenge. The issue of care for a sick child, back-up care, and the need for drop in care also rated very high as needs.

Figure 12

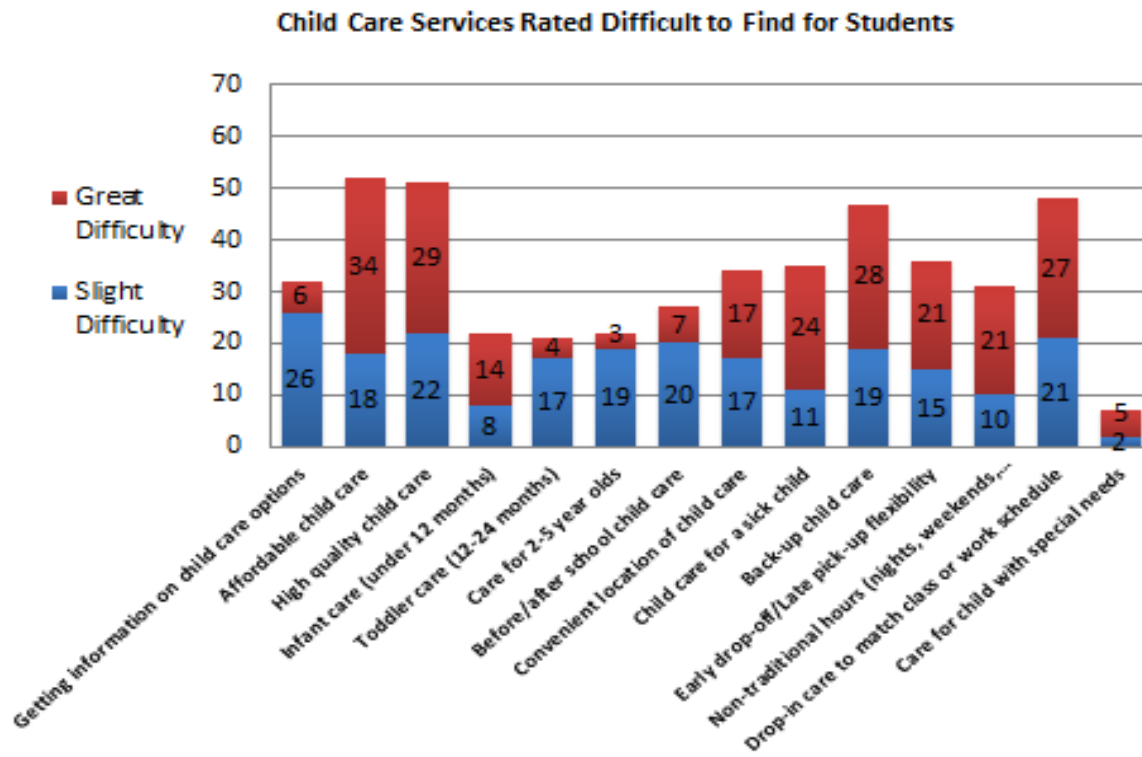
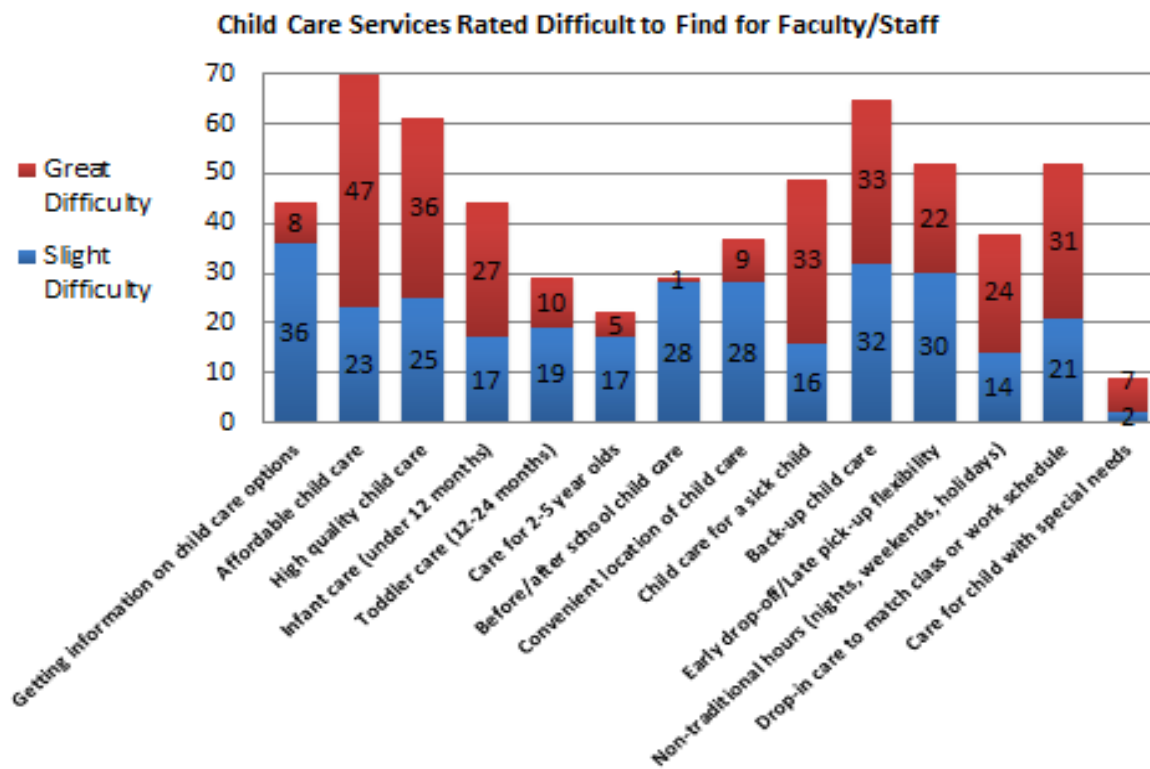


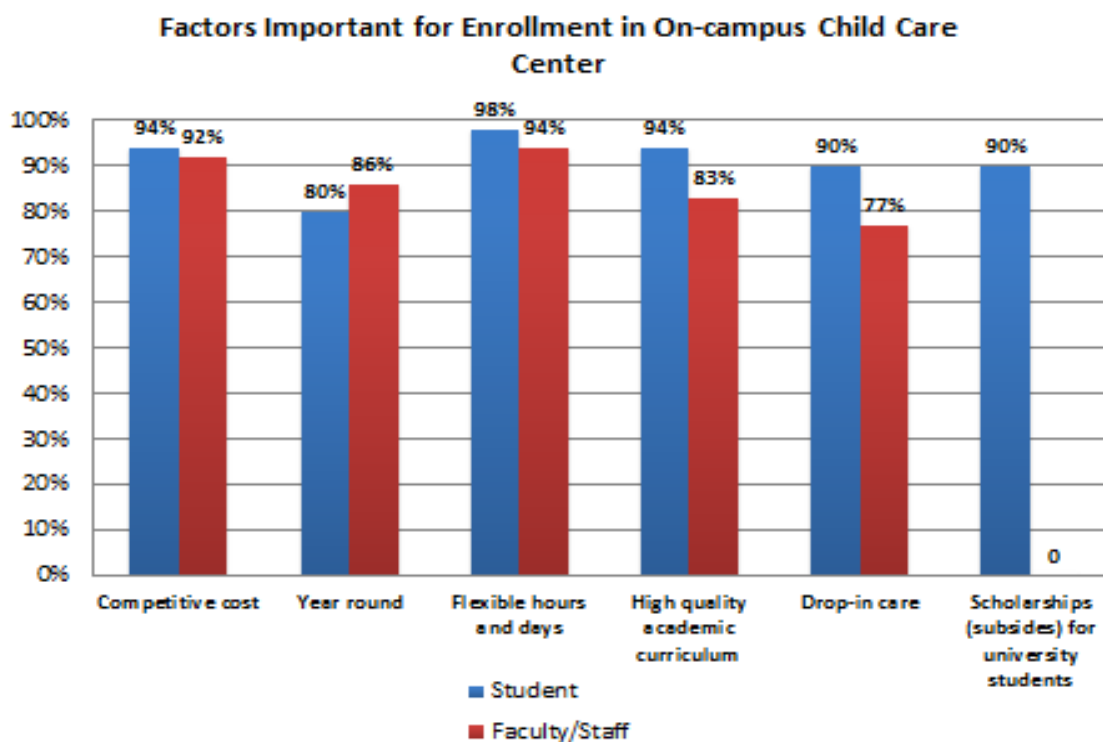
Figure 13



Factors Important for On-campus Childcare

When asked what factors were most important for on-campus childcare, the factors considered most important mirrored the challenges indicated above. Cost, flexibility in days and hours, and drop-in care were all most highly rated by students, faculty and staff. A high quality academic curriculum was also rated among the most important factors. The ability to see their children during the day and interact with them during the work day was important and expressed by several students and staff during the focus groups. One staff member named “the emotional impact of not being able to see her all day” as one of the stresses associated with not having childcare on campus. A factor mentioned by staff and students during focus groups was transportation for children.

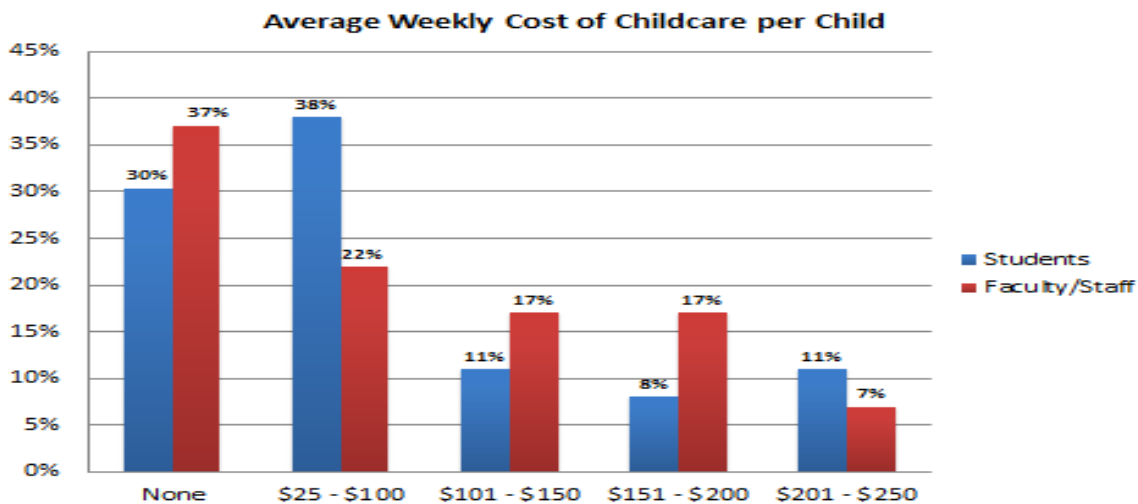
Figure 14



Affordability. Consistent with national and state reports, affordability of childcare is the top concern of all CI respondents. It is surprising that although a greater majority of faculty and staff earn significantly higher income than students, a higher percentage of students are paying the greatest amount for childcare. A higher percentage of faculty and staff are not paying for childcare, most likely due to family members taking care of their children. The affordability of childcare on-campus is one of the highest rated items for students, faculty and staff. Scholarships for students also rank among the highest rated items. Given the cost of childcare and the low income levels of students this is expected. Among the community college students, affordability of childcare on campus was a major

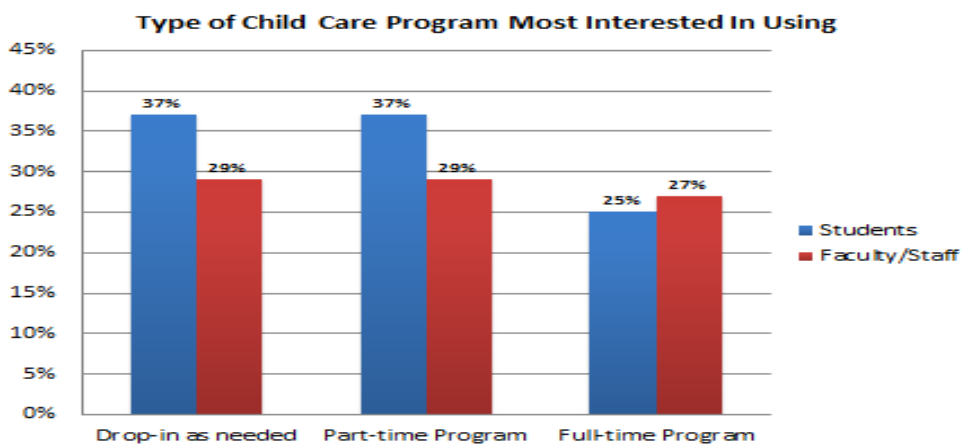
factor in their interest in attending at CI. One community college student who takes two busses to attend school, said, “It’s hard when you don’t have anybody, you want them in a safe place but it’s hard because it’s a lot of money. But you want to continue your education. It’s either them or you. You have to choose between.” Another student said, “Half of your check goes for childcare, babysitter and the car.”

Figure 15



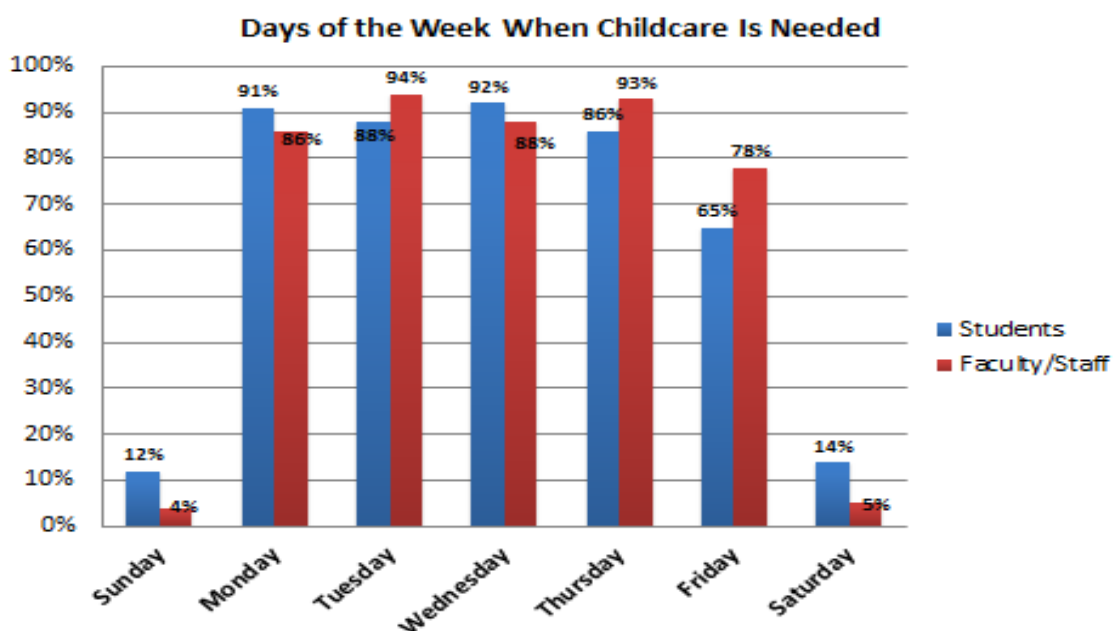
Flexible care. Somewhat more students, faculty and staff rated drop-in care and part-time care as the types of services they were most interested in using. Care for ill and disabled children were rated as some of the most difficult to find and are needed. One student in a focus group stated, “I had to leave one of my classes because my baby was sick and it took me 45 minutes to get there. So it would be so much easier if we were all in one place. Plus I’d feel so much better that we were all in one place, especially if I could go have lunch with them.”

Figure 16



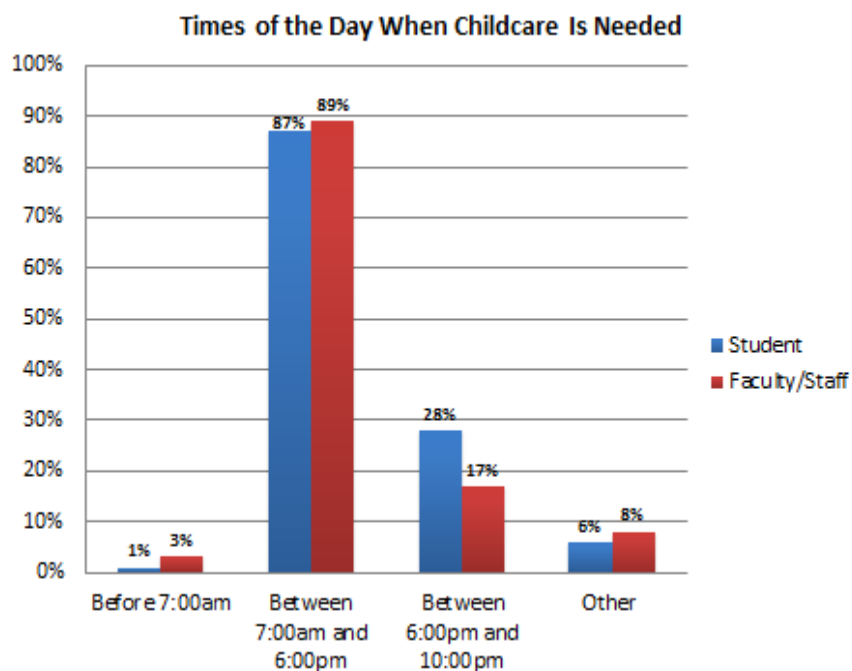
Time. Most of the childcare services are needed during weekdays-Monday through Friday (Figure 17). This is expected because most students, faculty and staff have primary responsibilities for school and work during weekdays. Remarkably, 12-14% of students indicated a need for childcare on weekends. Students may use weekends to complete schoolwork or hold jobs. A postbaccalaureate student in a focus group said, “And it’s just really hard especially for evening classes, and a lot of the classes are offered in the evening. They don’t start until 4:30 pm, and most licensed childcare facilities, they close at six. If there was childcare offered here on campus that was available for us who are in class at these weird hours, it would be a life saver.”

Figure 17



For students, faculty and staff, predictably the majority would like childcare between 7:00 am and 6:00 pm. Some students have late evening classes that do not end until 10:00 pm, particularly graduate students. This may account for 28% of students who responded to needing childcare after 6:00 pm. Also 17% of faculty and staff answered that they need childcare services after 6:00 pm. Like students, these faculty and staff members may have late jobs, second jobs or are taking classes that require them to need extended care hours for their children.

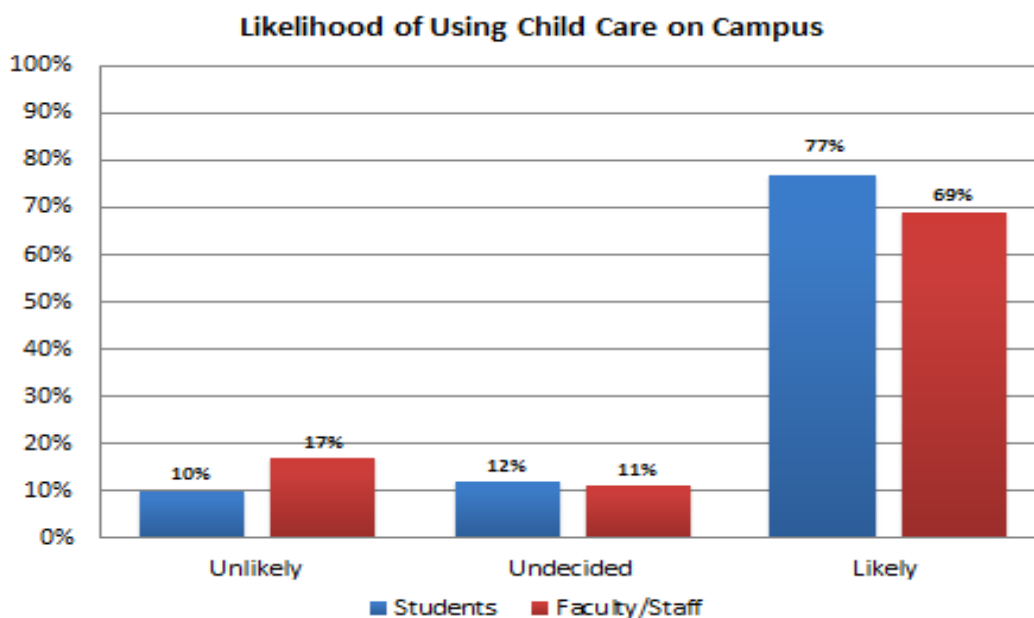
Figure 18



Likelihood of Using On-Campus Childcare

Seventy-seven percent of students and 69% of faculty and staff with children indicated that they are likely to use campus-based childcare if it were available.

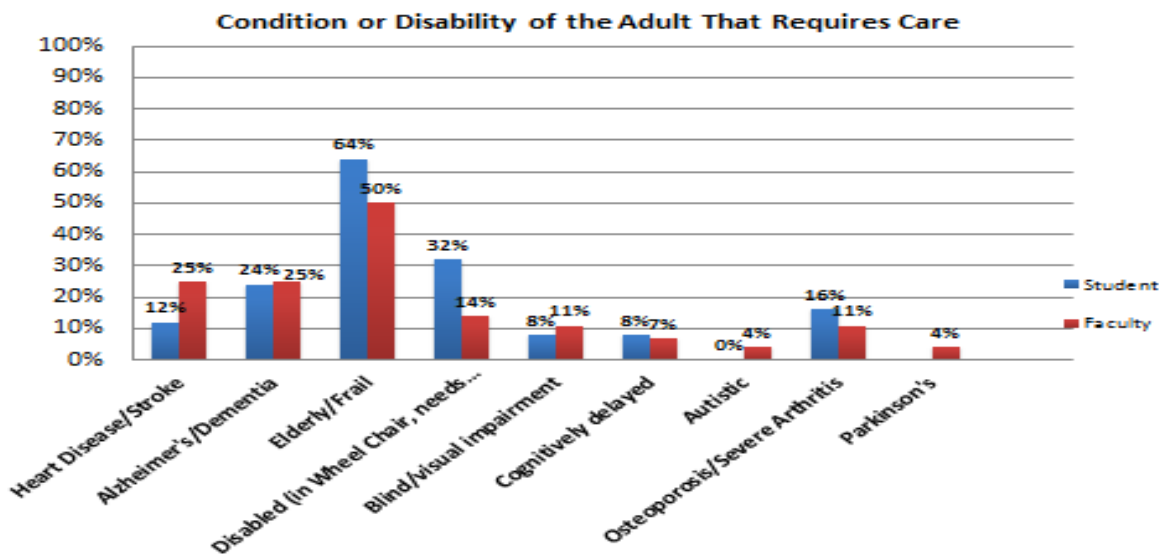
Figure 19



Families with Dependent Adult Care Needs

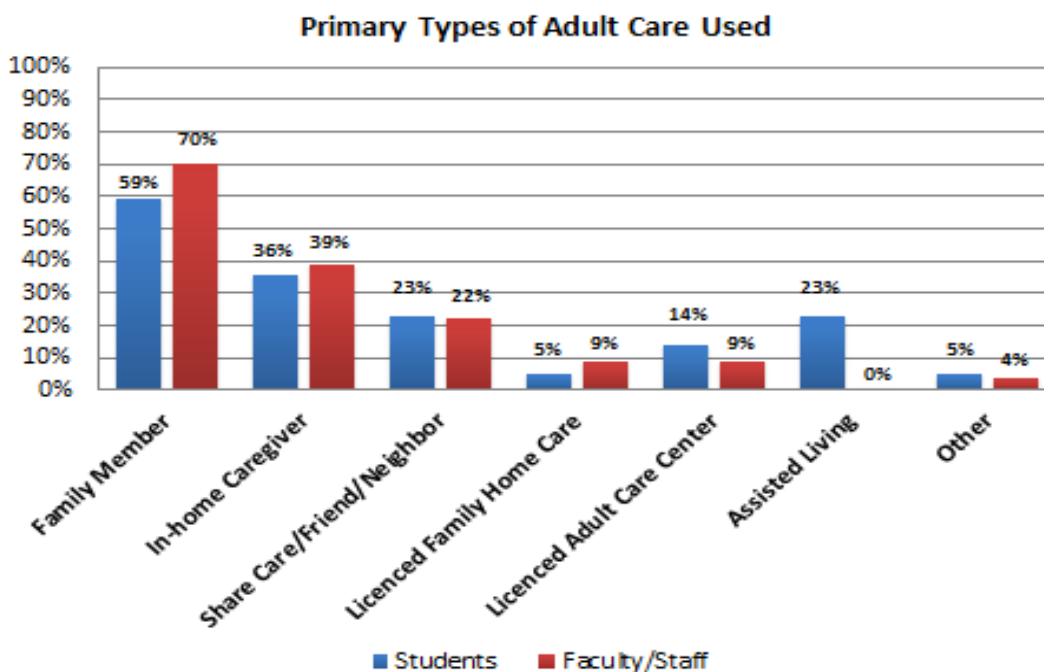
Ten percent of students and 13% of faculty and staff said that they were caring for a dependent adult. Primarily the dependent adults were elderly or frail but there were a variety of other health and disability issues among those for whom they were caring.

Figure 20



Type of Care Used. The majority of students (73%) and faculty and staff (69%) have family members who assist with the care.

Figure 21



Challenges in Finding Adult Care

The types of services most challenging to find were affordable and high quality care. Drop-in and back-up care were also difficult to find. These are the same issues that respondents with childcare needs faced.

Figure 22

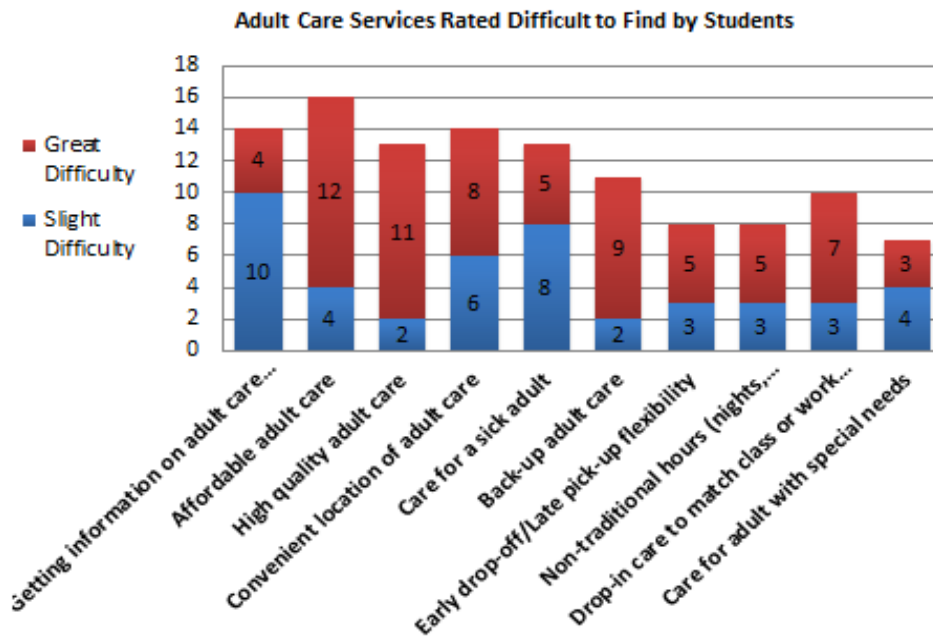
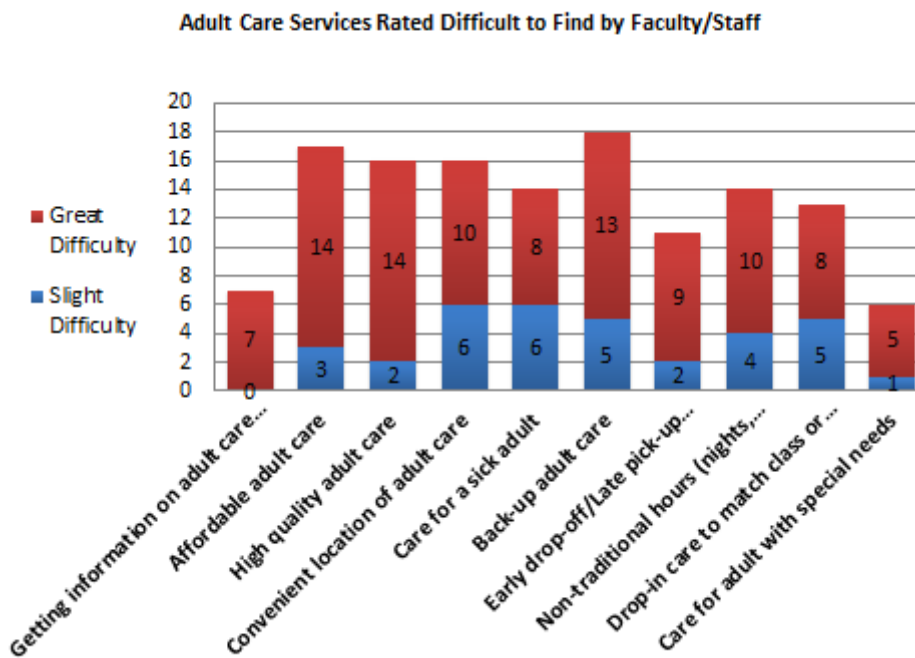


Figure 23

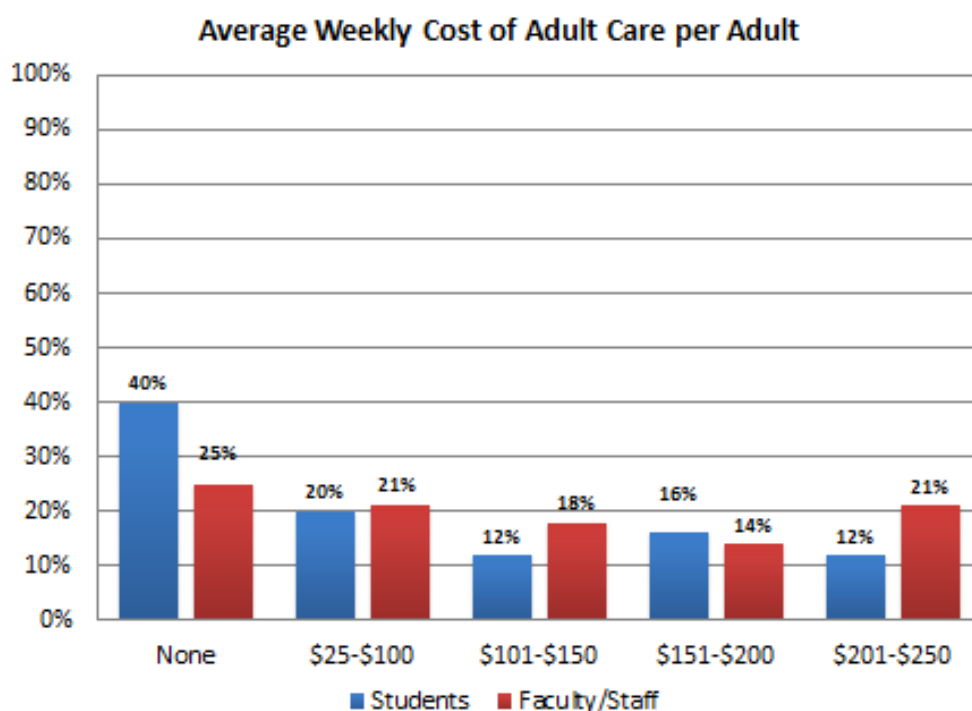


Factors Important for Adult Care

Students, faculty and staff all rated similarly on the factors most important for them to enroll their dependent adult in an on-campus program. The factors rated highest were: competitive cost, flexible hours and days, year round, drop-in care, and social gatherings. Students also rated highly the need for scholarships or financial aid to assist with these services if they were available.

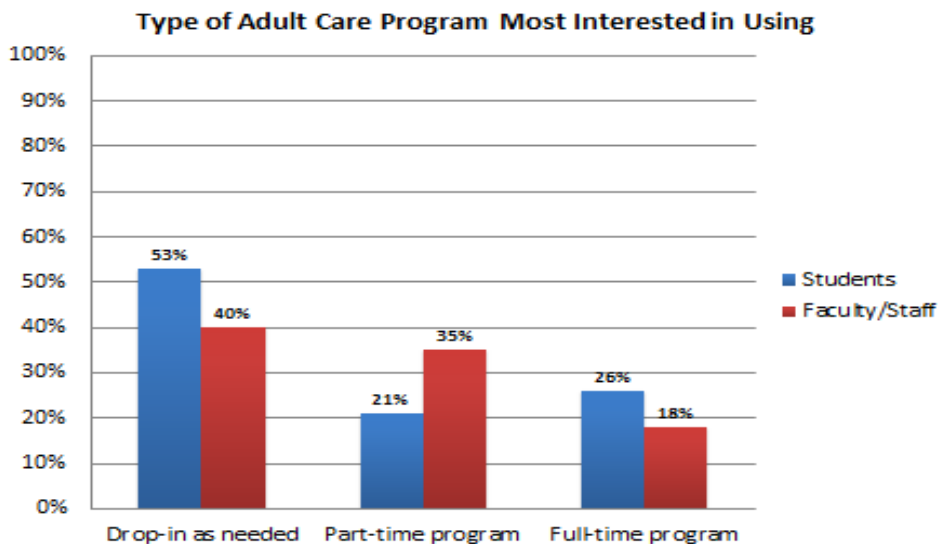
Affordability. Currently the majority of students, faculty and staff are using other family members to assist with the care of the dependent adults in their family so the costs are relatively low.

Figure 24



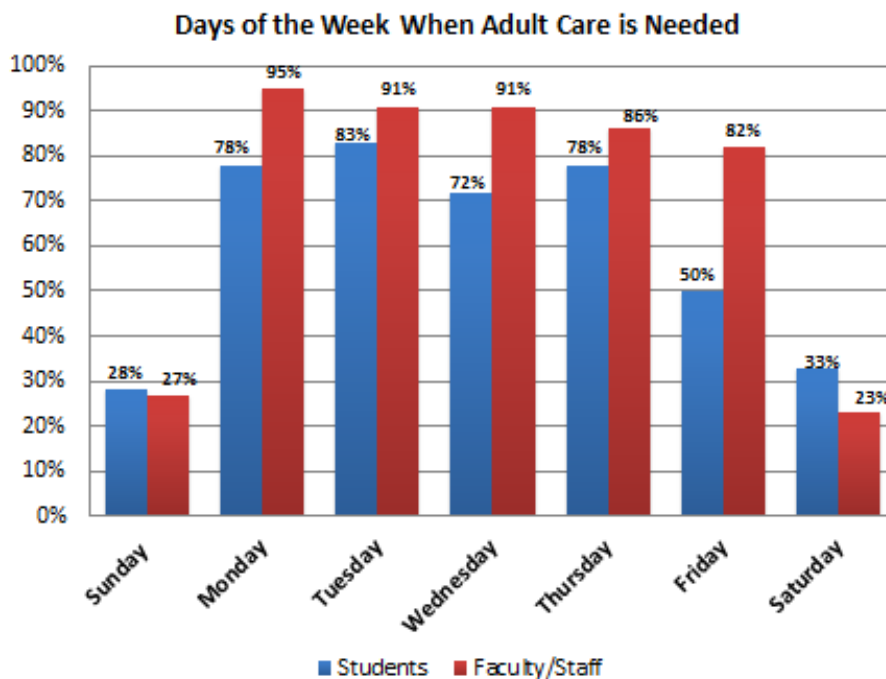
The majority of all respondents were most interested in drop-in care options.

Figure 25



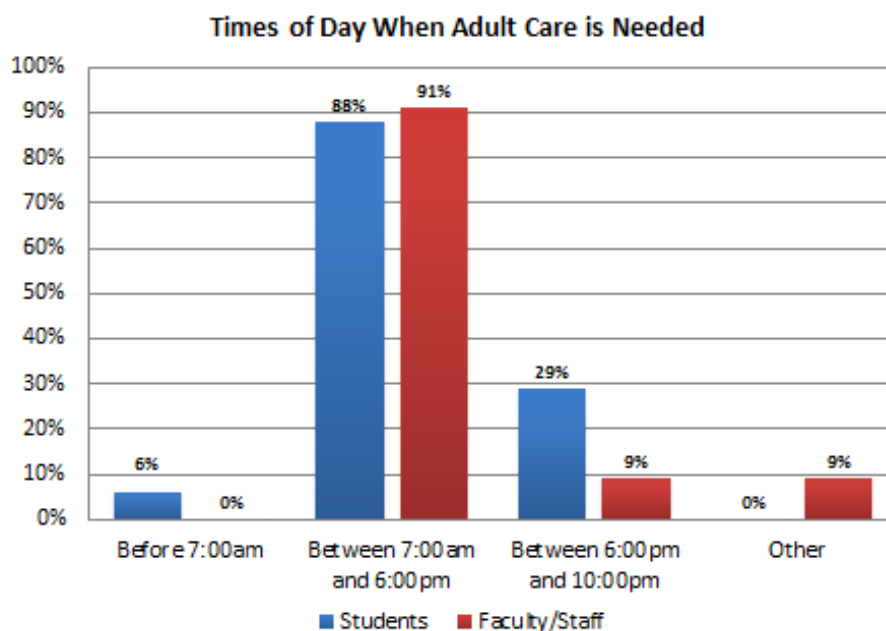
Care is desired primarily on weekdays, with care for 23-35% of the students, faculty and staff being needed on weekends.

Figure 26



Primarily care is desired for weekday hours between 7:00 am and 6:00 pm for all respondents.

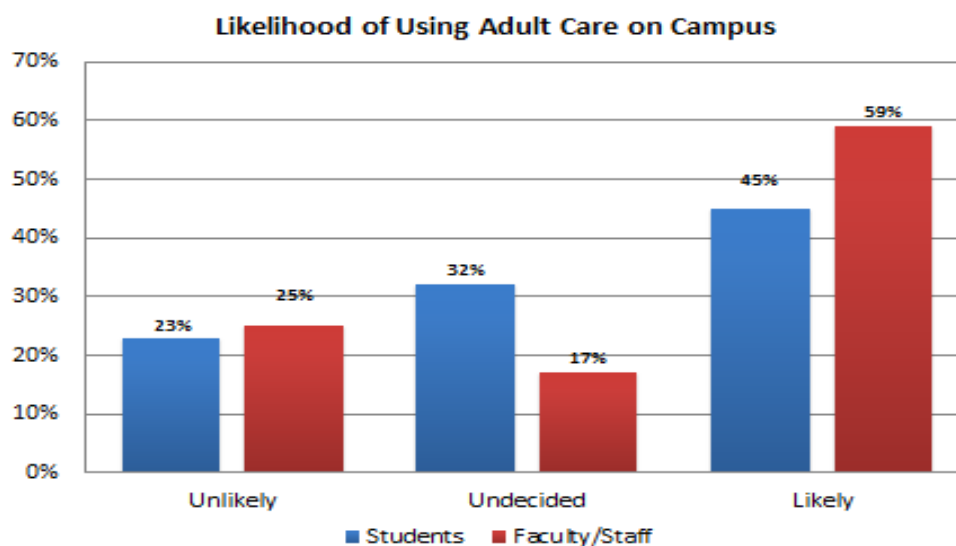
Figure 27



Likelihood of Using On-campus Adult Care

Forty-five percent of students and 59% of faculty and staff with dependent care needs indicated that they would use campus-based services for dependent adult needs if they were available. However caution is advised in interpreting this number because it is based on a small number of students, faculty and staff who have the need for dependent adult care.

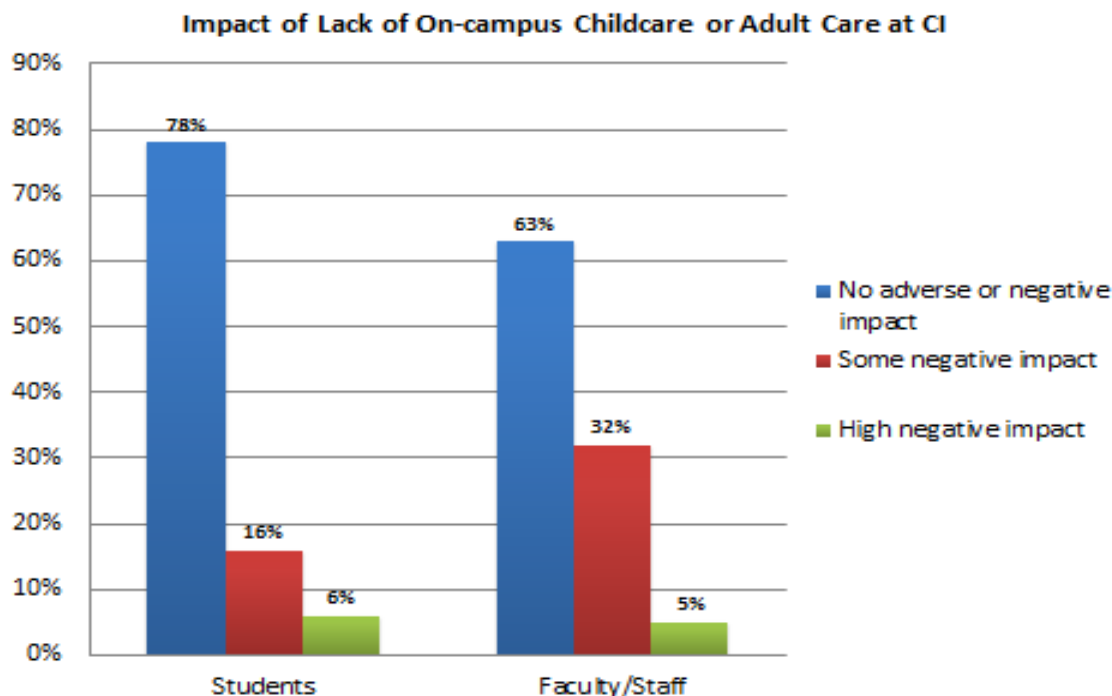
Figure 28



Impact of the Lack of Services on Schooling or Work

When asked about the impact the lack of services for children or dependent adults has had on school or work, 22% of students and 37% of faculty and staff have indicated some or great adverse effects.

Figure 29



Priority for Childcare and Dependent Adult Care at CSU Channel Islands

All respondents were asked about the priority for childcare and dependent adult care at CI whether or not they had dependent care responsibilities. The question contextualized the priority, asking, “Given that providing childcare and/or adult care on campus would come at the expense of other university initiatives, how high of a priority would you place on these programs?” For childcare, 47% of students and 68% of faculty and staff indicated that this should be an important priority (Figure 30). Nineteen percent of students and 12% of faculty and staff indicated that it was not important. For adult dependent care, 20% of students and 26% of faculty and staff rated it as an important priority (Figure 31). Thirty-two percent of students and 26% of faculty and staff indicated that adult dependent care was not important. The rest of students, faculty and staff were neutral or undecided.

Figure 30

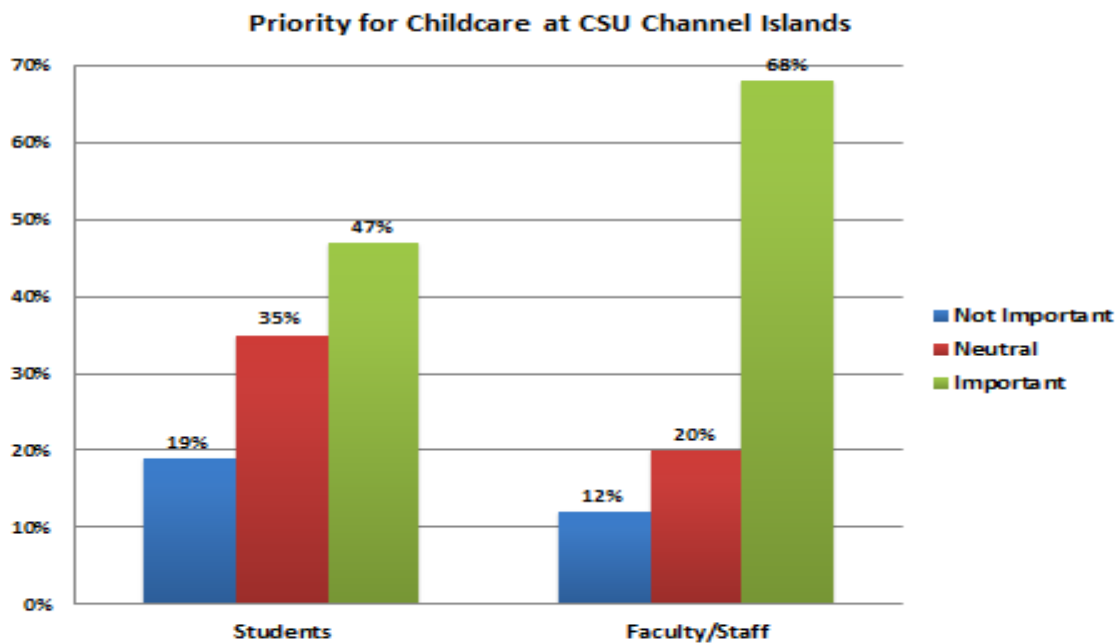
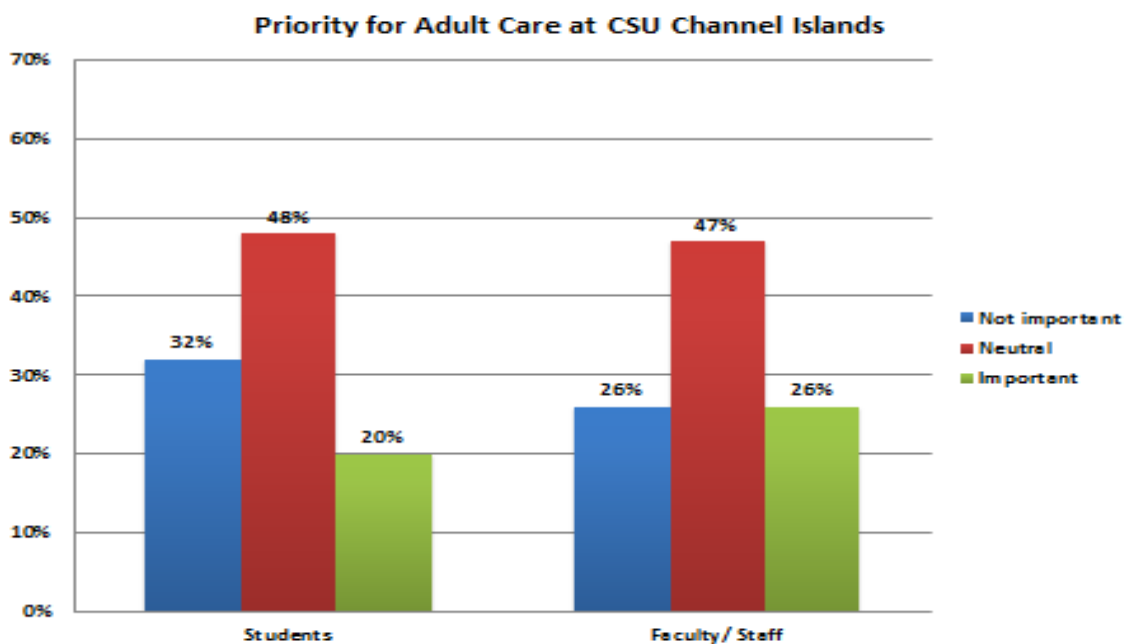


Figure 31

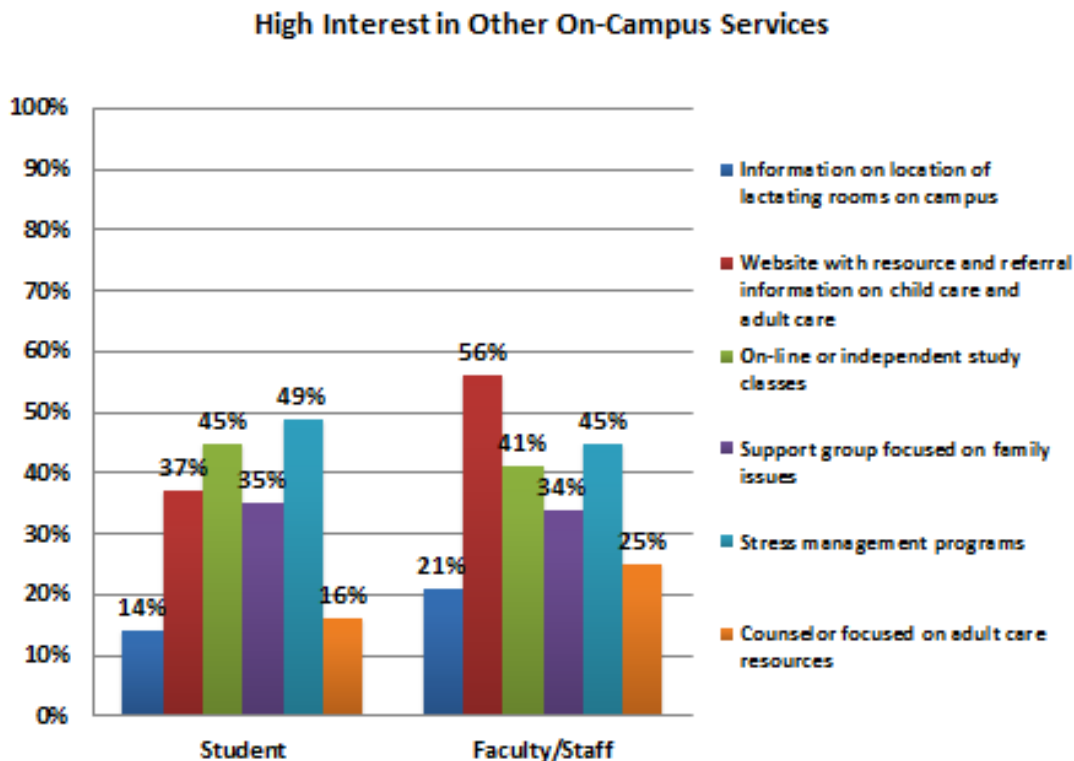


Other Activities that Support and Assist Families

Students are most desirous of having stress management programs (49%) and on-line or independent study courses (45%). Thirty-seven percent would like a website with resource and referral information on childcare and adult care. And 35% favor a support group focused on

family issues. The majority of faculty and staff, on the other hand, would like a website with resource and referral information (56%); followed by stress management (45%) and on-line and independent study courses (41%).

Figure 32



Interviews with Key Leaders

Interviews were held with the three CI vice presidents, five associate vice presidents and other key leaders such as the Dean of Students and Director of Special Projects for Finance and Administration. From these individuals we learned that:

- Overall, there is strong administrative support for a childcare center on campus.
- Having family support services on campus sends a significant positive signal to our students, particularly those who are Hispanic, low income and local. It reinforces the campus belief that their families matter.
- A childcare center was placed on the list of institutional priorities in summer 2011.
- There were questions about what it meant to have dependent adult care on campus, so there was cautious support, depending on what we meant and the need expressed.

- We should be inclusive of other stakeholders in our planning, for example include the local planning council, government and state organizations, and the local military.
- Depending on the structure of the proposed center, we may be able to take advantage of the state structure of debt.
- The proposal is strongest if we have a variety of groups coming to the table together to plan and finance the facility. Involve local childcare and after-school care groups in planning.
- As the center unfolds, it is important to link it directly to the campus mission and to academic programs such as Early Childhood Studies, Nursing, Psychology, and Sociology. Faculty members in some of these programs have already expressed strong interest in supporting this effort.
- There are many different ways to subsidize the costs.
- It is important to get a sense of the operating costs of other CSU childcare centers. It is likely that our success in securing external funding for building a facility will depend greatly upon our ability to be clear about anticipated operational costs and how we intend to cover those costs.
- We should develop short term and long term plans for the center.
- Having a childcare center on campus opens the possibilities for graduate students with children to attend courses during the day rather than in the evening. Evening classes for childcare provides a safe option for children whose parents are attending evening classes.
- When creating plans for the center, identify ideal locations, relative costs and plans for expansion as campus grows.
- Think about how various age groups of children will be served and how to avoid long waiting lists for service.

The executive director and associate director of the county-wide Head Start program were interviewed. Head Start does not currently have a facility in Camarillo even though they have 50-80 children eligible for service. If CI had facility that Head Start could use at a very low cost or for no cost, they would fund the operating costs for eligible families of three to five years old children. Head Start eligibility for a family of two is an income of less than \$15,000 and for a family of four less than \$23,000 (See Appendix X for the full Head Start income eligibility levels).

In conversations with the Director of Institutional Research at Channel Islands, it was found that CI does not currently collect information on whether or not students are caring for children or elders. Nor does the university systematically collect information about students who are working while attending school. One benefit to CI that this needs assessment has

already provided is that areas such as these are now visible as holes in our data collection processes and instruments that can affect planning of services for students.

Recommendations

This study documented the need for a childcare center on campus. All levels of the university from administrators to faculty, staff and students agree that it should be a priority. The need for direct services for dependent adults is not as strongly supported as the direct services to children. However, there are a number of services to families with dependent adults that can be provided. Recommendations for both types of service are listed below.

Essential Components of Care at CI

At California State University Channel Islands (CI) the campus mission places students at the center of the educational experience. Providing supportive services to students with dependent family members is a natural extension of the University's mission. An on-campus childcare center provides laboratory opportunities for the study of children and families for psychology, sociology, nursing, education, science, and arts. It provides another opportunity for university students to complete service learning and experiential work in their chosen field. It is recommended that the center, by design, include multicultural and multilingual children and staff so experiences with these dimensions will be available to CI students. It is recommended that sufficient space be provided in the center so that community members such as local farm workers can have a place for their children's childcare needs and so that students, faculty and staff will have space for their children to attend. The university is continuing to grow and therefore a center to be built should be of sufficient size to allow for growth and expansion. The priorities for service should be to serve students first, then faculty, staff and community members.

The emphasis at the center should be on the education and care of children. To be maximally beneficial to the children and also to university programs that will use its services, by design, the center should emphasize high quality programming and curriculum. The center should provide parenting and family support groups.

CI students, faculty and staff indicated a need for extended hours for care. It is recommended that the center be designed to accommodate children during all hours during which classes are scheduled and while the Library and other campus labs are open.

The center should be designed so that a variety of registration options are available: full-time, part-time and drop-in care. Drop-in care staffing can be managed by having a two-week advance registration rather than the more traditional annual or semi-annual registration associated with full- and part-time care.

The numbers of students, faculty and staff with dependent adult care needs does not warrant a center at this time. However an expanded website with options for families with

these needs would be beneficial. Additionally, support groups and/or counselors who can discuss family needs and provide referrals would be beneficial. Another possibility is to provide a multi-generational center combining the needs of more active dependent adults with a childcare center. The possibility of a multi-generational center should be explored. This center could provide opportunities for families with elders who have an interest in socializing with children.

The center should be developed in concert with the Ventura County Local Planning Council and First Five of Ventura County.

A variety of financial resources should be accessed to support the center.

Next steps

1. Summarize and present key findings to important decision makers
 - a. Campus administrators-President, VPs, Associate VPs
 - b. Campus community (Faculty, staff and students)
 - c. Community leaders-Ventura County Local Planning Council, Head Start, First Five
 - d. Foundation, RSP, Chairs of relevant programs*, Dan Wakelee, Ed Lebioda, Damien Pena
 - e. Associated Students Inc.
 - f. University Glen Homeowners Association and Staff
2. Identify sources of funding for service center – public and private
3. Formalize academic, cross-programmatic, and community partnerships (Academic and Student Affairs)
4. Articulate the essential features of the center with costs associated
5. Formalize community partnerships
6. Prepare detailed operational plans and costs
7. Prepare grant/funding proposals
8. Prepare architectural plans for building
9. Prepare academic plans

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Appendix A Student Survey

Family Services Needs Assessment

I confirm that I am at least 18 years of age and have carefully reviewed the information about this survey presented in the cover email. The submission of my completed survey constitutes consent to participate in this study. I am aware that I may print a copy of this cover email for my records. Additionally, I have been informed that I may contact the researcher at the number provided in the email should questions arise before, during, or after my completion of this survey.

I consent to participate in this survey	
I decline to participate	

Do you now have children under your care?

Yes	
No	

Please indicate how many dependents you have in each age category. (Check all that apply)

	Birth to 6 months	7-12 months	13-24 months	2-5 years	6-12 years	Teenager
None						
One						
Two						
Three						
Four or more						

Are you a single parent?

Yes	
No	

Do you currently have family members who assist you with child care (spouse, partner, parents, siblings, etc.)?

Yes	
No	

For each age range, please indicate which are the PRIMARY types of child care you used. (Check all that apply)

	Birth to 6 months	7-12 months	13-24 months	2-5 years	6-12 years	Teenager
Family Member						
In-home Nanny						

Unlicensed Childcare Provider						
Share care/ friend/ neighbor						
Co-op Program						
Licensed Family Home care						
Licensed child care center						
Before or after school program						
Pre-school or nursery school						
Other (please specify)						

What is your average weekly cost of child care per child in each age category?
(Check all that apply)

	Birth to 6 months	7-12 months	13-24 months	2-5 years	5-12 years	Teenager
None						
\$25-\$100						
\$101-\$150						
\$151-\$200						
\$201-\$250						

Which days of the week do you anticipate needing child care? (Check all that apply)

Sunday		Thursday	
Monday		Friday	
Tuesday		Saturday	
Wednesday			

What times of day are you most likely to need child care? (Check all that apply.)

Before 7:00 am		Between 6:00pm and 10:00pm	
Between 7:00am and 6:00pm		Other (please specify)	

Which type of child care program are you most interested in?

Drop in as needed		Part-time Program		Full-time Program	
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Please rate the difficulty you have faced with respect to finding each of the following types of services.

	Not Applicable	No Difficulty	Slight Difficulty	Great Difficulty
Getting information on childcare options				
Affordable Childcare				
High Quality Childcare				
Infant Care (under 12 months)				
Toddler care (12-24 months)				
Care for 2-5 year olds				
Before/after school childcare				
Convenient Location of Childcare				
Childcare for a sick child				
Back-up Childcare				
Early drop-off/Late pick-up flexibility				
Non-traditional hours (nights, weekends, holidays)				
Drop-in care to match class or work schedule				
Care for child with special needs				

Have you used the Carden Kids Academy Preschool located on campus?

No	Yes, currently part-time
I have used them in the past	Yes, currently full-time

If CSU Channel Islands had a child care center that was state licensed and offered full-time, part-time, and drop-in services year round, what is the likelihood you would enroll your child/children?

Very Likely		Unlikely		Undecided		Likely		Very Likely	
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What factors are important for an on-campus child care center to have in order for you to enroll your child/children?

	Relatively Unimportant	Important	Absolutely critical; would not consider without this
Competitive Cost			
Year Round			

Flexible hours and days			
High quality academic curriculum			
Sibling Discounts			
Scholarships (subsidies) for university students			
Care for special needs child			
Care for sick child			
Drop-in care			
Other (please specify)			

Do you currently have responsibility for caring for any dependent or disabled adults in your family?

Yes	
No	

What is the nature of the condition or disability of the adult that requires care? (Check all that apply.)

Heart Disease/Stroke	Cognitively delayed
Alzheimer's/Dementia	Autistic
Elderly/Frail	Osteoporosis/Severe Arthritis
Disabled (in wheel chair, needs daily assistance)	Parkinson's
Blind/visual impairment	Other

Do you currently have family members who assist you with adult care (spouse, partner, parents, siblings, etc)?

Yes	
No	

What is your average weekly cost of adult care?

None		\$25-\$100		\$101-\$150		\$151-\$200		\$201-\$250	
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Which days of the week do you anticipate needing adult care? (Check all that apply)

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

What times of day are you most likely to need adult care? (Check all that apply.)

Between 7:00am	Between 6:00pm and 10:00pm
Between 7:00am and 6:00pm	Other (please specify)

Which type of adult care program are you most interested in?

Drop-in as needed	Part-time Program	Full-time Program
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Please indicate which are the PRIMARY types of adult care you use. (Check all that apply)

Family Member	Licensed adult day care center
In-home caregiver	Assisted Living
Share care/ friend/ neighbor	Other (please specify)
Licensed family home care (nurse, therapist, home-health aide)	

Please rate the difficulty you have faced with respect to finding each of the following types of services.

	Not Applicable	No Difficulty	Slight Difficulty	Great Difficulty
Getting information on adult care options				
Affordable adult care				
High quality adult care				
Convenient location of adult care				
Care for a sick adult				
Back-up adult care				
Early drop-off/Late pick-up flexibility				
Non-traditional hours (nights, weekends, holidays)				
Drop-in care to match class or work schedule				
Care for adult with special needs				

If CSU Channel Islands had an adult care center that was state licensed and offered full-time, part-time, and drop-in services year round, what is the likelihood you would enroll your dependent adult?

Very Unlikely	Unlikely	Undecided	Likely	Very Likely
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What factors are important for an on-campus adult care center to have in order for you to enroll your dependent adult?

	Relatively Unimportant	Important	Absolutely critical; would not consider without this
Competitive Cost			
Year Round			
Flexible hours and days			

Social gatherings for adults			
Scholarships (subsidies) for university students			
Care for special needs adult			
Care for sick adult			
Drop-in care			
Behavior health support			
Other (please specify)			

Has a lack of on-campus child care or adult care had a negative impact on your academic progress at CSUCI?

No adverse or negative impact
Some negative impact (missed a few classes and assignments)
High negative impact (lower grade, dropped a course, thinking of quitting school)

Given that providing child care and/or adult care on campus would come at the expense of other university initiatives, how high of a priority would you place on these programs?

	Not at all Important	Very Unimportant	Neutral	Very Important	Extremely Important
Childcare					
Dependent Adult Care					

The following is a list of support services that have been offered by some campuses. Please indicate your level of interest in using these services if they were available at CSU Channel Islands.

	Not Applicable; would not use	Currently use	Would use if available
On-site child care			
Information on location of lactating and referral service			
Website with resource and referral service			
Website with resource and referral information on child care and adult care			
On-line or independent study classes			
Support group focused on family issues			
Stress Management			

Programs			
Care for special needs adult			
Care for sick adult			
Drop-in care			
Behavior health support			
Other (please specify)			

What is your student status?

Undergraduate Student		Post-Bac or Grad-Student	
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Do you live at CSUCI during the academic year?

Yes, in University Glen	
Yes, in residence hall	
No (if no, please provide your zip code)	

How many hours per week are you physically on campus (e.g., in class, working, studying, etc.) at each of the following sites? Camarillo Thousand Oaks Santa Barbara

	None	1-10 hours	11-20 hours	21-30 hours	31-40 hours	More than 40 hours
Camarillo						
Thousand Oaks						
Santa Barbara						

What is your gender?

Male		Female		Other	
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What is your ethnic affiliation or heritage? (Check all that apply.)

African American, Black		Native American	
Asian, Pacific Islander		White, Caucasian	
Hispanic, Latino(a), Chicano(a), Mexican-American		Other(please specify)	

What is your age?

18-21		22-25		26-34		35-44		45-54		55 and over	
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What is your combined household income, before taxes?

\$15,000 or less		\$23,001-\$75,000	
\$15,001-\$23,000		More than \$75,000	

Appendix B Faculty/Staff Survey

Family Services Needs Assessment

I confirm that I am at least 18 years of age and have carefully reviewed the information about this survey presented in the cover email. The submission of my completed survey constitutes consent to participate in this study. I am aware that I may print a copy of this cover email for my records. Additionally, I have been informed that I may contact the researcher at the number provided in the email should questions arise before, during, or after my completion of this survey.

I consent to participate in this survey	
I decline to participate	

Do you now have children under your care?

Yes	
No	

Please indicate how many dependents you have in each age category. (Check all that apply)

	Birth to 6 months	7-12 months	13-24 months	2-5 years	6-12 years	Teenager
None						
One						
Two						
Three						
Four or more						

Are you a single parent?

Yes	
No	

Do you currently have family members who assist you with child care (spouse, partner, parents, siblings, etc.)?

Yes	
No	

For each age range, please indicate which are the PRIMARY types of child care you use. (Check all that apply)

	Birth to 6 months	7-12 months	13-24 months	2-5 years	6-12 years	Teenager
Family member						
In-home nanny						
Unlicensed Childcare Provider						

Share care/ friend/ neighbor						
Co-op Program						
Licensed family home care						
Licensed child care center						
Before or after school program						
Pre-school or nursery school						
Other (please specify)						

What is your average weekly cost of child care per child in each age category? (Check all that apply)

	Birth to 6 months	7-12 months	13-24 months	2-5 years	6-12 years	Teenager
None						
\$25-\$100						
\$101-\$150						
\$151-\$200						
\$201-\$250						

Which days of the week do you anticipate needing child care? (Check all that apply)

Sunday		Thursday	
Monday		Friday	
Tuesday		Saturday	
Wednesday			

What times of day are you most likely to need child care? (Check all that apply.)

Before 7:00am		Between 6:00pm and 10:00pm	
Between 7:00am and 6:00pm		Other (please specify)	

Which type of child care program are you most interested in?

Drop-in as needed		Part-time Program		Full-time Program	
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Please rate the difficulty you have faced with respect to finding each of the following types of services.

	Not Applicable	No difficulty	Slight Difficulty	Great Difficulty
Getting information on childcare options				
Affordable Childcare				
High Quality Childcare				
Infant care (under 12 months)				

Toddler care (12-24 months)				
Care for 2-5 year olds				
Before/after school Childcare				
Convenient Location of Childcare				
Childcare for a sick child				
Back-up childcare				
Early drop-off/Late pick-up flexibility				
Non-traditional hours (nights, weekends, holidays)				
Drop-in care to match class or work schedule				
Care for child with special needs				

Have you used the Carden Kids Academy Preschool located on campus?

No		Yes, currently part-time	
I have used them in the past		Yes, currently full-time	

If CSU Channel Islands had a child care center that was state licensed and offered full-time, part-time, and drop-in services year round, what is the likelihood you would enroll your child/children?

Very Unlikely		Unlikely		Undecided		Likely		Very Likely	
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What factors are important for an on-campus child care center to have in order for you to enroll your child/children?

	Relatively unimportant	Important	Absolutely Critical; would not consider without this
Competitive Cost			
Year Round			
Flexible Hours and Days			
High Quality academic curriculum			
Sibling Discounts			
Care for special needs child			
Care for sick child			
Drop-in care			
Other (please specify)			

Do you currently have responsibility for caring for any dependent or disabled adults in your family?

Yes		No	
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What is the nature of the condition or disability of the adult that requires care? (Check all that apply.)

Heart Disease/Stroke		Cognitively delayed	
Alzheimer's/Dementia		Autistic	
Elderly/Frail		Osteoporosis/Severe Arthritis	
Disabled (in wheel chair, needs daily assistance)		Parkinson's	
Blind/visual impairment		Other	

Do you currently have family members who assist you with adult care (spouse, partner, parents, siblings, etc.)?

Yes		No	
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What is your average weekly cost of adult care?

None		\$25-\$100		\$101-\$150		\$151-\$200		\$201-\$250	
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Which days of the week do you anticipate needing adult care? (Check all that apply)

Sunday		Thursday	
Monday		Friday	
Tuesday		Saturday	
Wednesday			

What times of day are you most likely to need adult care? (Check all that apply.)

Before 7:00am		Between 6:00pm and 10:00pm	
Between 7:00am and 6:00pm		Other (please specify)	

Which type of adult care program are you most interested in?

Drop-in as needed		Part-time Program		Full-time Program	
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Please indicate which are the PRIMARY types of adult care you use. (Check all that apply)

Family Member		Licensed adult care center	
In-home Caregiver		Assisted Living	
Share care/ friend/neighbor		Other (please specify)	
Licensed family home care (nurse, therapist, home-health aide)			

Please rate the difficulty you have faced with respect to finding each of the

following types of services.

	Not applicable	No Difficulty	Slight Difficulty	Great difficulty
Getting information on adult care options				
Affordable adult care				
High Quality adult care				
Convenient Location of adult care				
Care for sick adult				
Back-up adult care				
Early drop-off/ Late pick-up flexibility				
Non-traditional hours (nights, weekends, holidays)				
Drop-in care to match class or work schedule				
Care for adult with special needs				

If CSU Channel Islands had an adult care center that was state licensed and offered full-time, part-time, and drop-in services year round, what is the likelihood you would enroll your dependent adult?

Very Unlikely	Unlikely	Undecided	Likely	Very Likely
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What factors are important for an on-campus adult care center to have in order for you to enroll your dependent adult?

	Relatively Unimportant	Important	Absolutely Critical; would not consider without this
Competitive Cost			
Year Round			
Flexible hours and days			
Social Gatherings for adults			
Care for special needs adult			
Care for sick adult			
Drop-in care			
Behavior health support			
Other (please specify)			

Has a lack of on-campus child care or adult care had a negative impact on your work at CSUCI?

No adverse or negative impact	
Some negative impact (left early, arrived late, missed a few days of work)	
High negative impact (missed many days of work)	

Given that providing child care and/or adult care on campus would come at the expense of other university initiatives, how high of a priority would you place on these programs?

	Not at all Important	Very Unimportant	Neutral	Very Important	Extremely Important
Childcare					
Dependent Adult Care					

The following is a list of support services that have been offered by some campuses. Please indicate your level of interest in using these services if they were available at CSU Channel Islands.

	Not Applicable; would not use	Currently Use	Would use if available
On-site childcare			
Information on location of lactating rooms on campus			
Subsidy for childcare			
Childcare resource and referral service			
Website with resource and referral information on childcare and adult care			
On-line or independent study classes			
Support group focused on family issues			
Stress management Programs			
On-site adult day care			
Subsidy for adult care			
Adult care resource and referral service			
Counselor focused on adult care resources			
Other (please specify)			

What is your employee status?

Tenured/Tenured Track		Staff	
Lecturer		Administrator	

Do you live at CSUCI during the academic year?

Yes, in University Glen		No (if no, please provide zip code)	
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How many hours per week are you physically on campus (e.g., in class, meetings, office hours, etc.) at each of the following sites?

	None	1-10 hours	11-20 hours	21-30 hours	31-40 hours	More than 40 hours

Camarillo						
Thousand Oaks						
Santa Barbara						

What is your gender?

Male		Female		Other	
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What is your ethnic affiliation or heritage? (Check all that apply.)

African American. Black		Native American	
Asian, Pacific Islander		White, Caucasian	
Hispanic, Latino(a), Chicano(a), Mexican-American		Other (please specify)	

What is your age?

18-21		22-25		26-34		35-44		45-54		55 and over	
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What is your combined household income, before taxes?

\$15,000 or less		\$15,001-\$23,00	
\$23,001-\$75,000		More than \$75,000	

Appendix C
Focus Group Questions

1. What is your role at the university or in the community?
Optional Prompt: Are you an undergraduate, graduate student; faculty, staff or administrator?
2. Tell us about the individuals you are responsible for within your family, particularly children or elders? (age and care needs)
Optional Prompt: What are the ages and care needs of the individuals for whom you are responsible?
3. What types of care do you currently use? Why is it that you are using that type of care?
Optional Prompt: For example, do you use a licensed child care center or a family member to care for your five year old? Is this the only type of care you use?
4. If child care or elder care services were offered on the CSU campus would you use it? Why or why not?
5. Do you anticipate needing different types of care in the future? Why?
6. In what ways are you satisfied or not satisfied with your present child or elder care arrangement?
7. How many times have you changed caregivers within the past year? Why have you changed?
8. Would you describe some of the stresses you feel because of lack of affordable, quality childcare or elder care?
9. Do you know of current or potential students who are not attending the university due to the lack of on-campus child care or elder care? Tell us about their needs. Here is Dr. Karp's contact. If they are willing, please ask them to contact her so that they can be invited to a future focus group.
10. Are there any additional comments that you would like to make?