

FINAL REPORT: Ad-hoc Task Force on Childcare Issues at Michigan Tech

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Table of Contents

| | |
|--|-----------|
| Executive Summary | 2 |
| 1.0 Analysis of Current State of Childcare for Michigan Tech Families | 3 |
| 1.1 Methods | 3 |
| 1.2 Demographic Data | 3 |
| 1.3 Benchmarking: Higher Education/Peer Universities | 9 |
| 2.0 Recommendations | 16 |
| 2.1 Primary Childcare Concerns | 16 |
| 2.2 Prioritized Recommendations | 17 |

Executive Summary

Families living and working in the Houghton-Hancock area of Michigan are able to piece together care for their children, despite several challenges that are unique to our remote, “micropolitan” community. Michigan Tech parents—faculty, staff and students alike—have high expectations for quality and availability of childcare. Such expectations include, but are not limited to, availability of care, time of day/year care is available, proximity to the main campus, quality of facilities, and affordability. Michigan Tech parents also experience several challenges in trying to meet their childcare needs (e.g. public school closings, evening care, etc.). The Ad-hoc Task Force on Childcare Issues (“the Task Force”), formed by Vice President for Administration Ellen Horsch, examined the childcare landscape in the local area, and provides recommendations to the university to help address such challenges. Childcare serves as a critical component to accomplishing Michigan Tech’s Strategic Plan¹, specifically in support of “GOAL 1.2: A Diverse, inclusive, and collegial environment.” Sub-items 3-5 within this goal discuss issues relating to improving family lives and developing initiatives that support dual-career and work-life blending for our university community. As a key concern for professional families, it is critical that Michigan Tech begin to address these childcare challenges as a strategy to help attract, retain, and support exceptional faculty, staff, and students.

The Task Force met for the first time on March 7, 2016, and continued to meet weekly through July, 2016. We were charged with the following:

1. To review and evaluate the current Childcare options available.
2. To review and evaluate Childcare options at peer Universities
3. To identify the key issues and challenges that affect childcare at Michigan Tech. This will include snow days, sick days, after school care, and special events needs.
4. To provide specific recommendations. The recommendations should be thoroughly analyzed for financial impact, feasibility, consequences, advantages, implementation process and any other relevant information.

The Task Force focused on analyzing faculty, staff, and graduate student needs through data collection and analysis of existing data (e.g. local community demographic data, university Human Resources data). Additionally, data was collected via benchmarking peer institutions’ childcare programs and experiences, and through two surveys: one conducted by the WorkLife Advisory Committee in 2015 targeting university employees, and one conducted by the Task Force that was sent to both graduate and undergraduate students. This report is the result of the Task Force’s research, and includes short- and long-term recommendations to the university to address childcare challenges experienced by our Michigan Tech families.

One key recommendation is for the University to fund a position of .75-1.0 FTE that will be responsible for coordinating childcare services, resources, and conducting ongoing research as childcare needs in our community change and grow. Other recommendations are split between short-term (1-2 years) and long-term (3-5 years) recommendations, and are based on analysis using the ICE prioritization tool².

¹ Source: https://www.banweb.mtu.edu/pls/owa/strategic_plan.p_display

² ICE stands for *Impact, Control and Ease of implementation*. This is an analysis tool used by Michigan Tech as part of

² ICE stands for *Impact, Control and Ease of implementation*. This is an analysis tool used by Michigan Tech as part of its process improvement practices. Details can be found at the [Process Improvement](#) website under “Michigan Tech Tools and Templates.”

1.0 Analysis of Current State of Childcare for Michigan Tech Families

This section describes the Task Force’s data collection methods, justifications, and analysis. From this analysis, the Task Force makes specific recommendations, detailed in Section 2.0.

1.1 Methods

The Task Force split data collection responsibilities in the following major topics:

- Demographic Data—Analysis of Michigan Tech’s human resources data from Banner, as well as analysis of data from two surveys: the *WorkLife Survey*, conducted during fall semester, 2015, and *Child Care Survey for Students*, conducted during summer term, 2016.
- University Benchmarking—Review of peer institutions, based on Michigan Tech’s standard benchmark schools and on schools that may have similar characteristics not normally considered in benchmarking methods (e.g. location, weather patterns, etc.).
- Community Benchmarking—Review of local licensed childcare providers, including capacity, age of children accepted, location, and number of Michigan Tech families served. Brief conversations were also conducted with the three other major employers in the area: UP Health System, Aspirus Keweenaw, and Finlandia University.

1.2 Demographic Data

As of December 31, 2015, Michigan Tech employed an estimated 1,428 regular employees; 327 (22.9 percent) are employed in union-represented staff positions. Other employee groups include 462 faculty members (32.4 percent of all employees), with the remaining 639 individuals (44.7 percent) employed in non-union staff positions. (See *Table 1*³.)

| Employee Type | Total | Percent of all employees |
|-------------------------|-------------|--------------------------|
| Faculty | 462 | 32.4% |
| Non-union Staff | 639 | 44.7% |
| Union-represented Staff | 327 | 22.9% |
| Total Employees | 1428 | 100% |

We also looked at the total number of dependent children being claimed by Michigan Tech employees under the health insurance programs, and then grouped each dependent child into various age classes. As of December 2015, Michigan Tech employees claimed a combined 462 child dependents between the ages of infant through 11 years (Table 2).

³ The numbers in Table 1 are a snapshot, pulled from an ad-hoc data report in Michigan Tech’s Banner HR system, so should be considered an estimate of employee numbers as the actual numbers can fluctuate from day to day.

Table 2: Children being claimed as dependents by Michigan Tech Employees as of December 2015

| Age-Class (yr) | Total | Percent of all dependent children |
|----------------|-------|-----------------------------------|
| infant to 5 | 190 | 17.7% |
| 6 to 11 | 272 | 25.4% |
| 12 to 17 | 267 | 24.9% |
| 18 to 27 | 343 | 32.0% |
| Total | 1072 | 100% |

In a survey conducted on faculty and staff at Michigan Tech in 2015 by the WorkLife Programming Advisory Committee, 123 (29.28%) of 420 respondents indicated that access to quality childcare was somewhat or very important to their ability to effectively blend their work and home lives. Of these 123 respondents, 55 indicated they regularly used a childcare service, with the total number of children needing care numbering at 82 for these 55 respondents. Of the 55 respondents, 38 (69.00%) indicated that local caregiving services do not adequately meet their needs. It is important to note that due to the low response rate (29%), these numbers may not reflect the true number of children in need of childcare among employees, which may be greater than 82.

If we extrapolate from the WorkLife survey, we are able to estimate that about 20% to 30% of all Michigan Tech employees (about 286 to 428 individuals) have children of the age range needing childcare⁴, and that more than half of those individuals (about 69%) do not believe that local caregiving services meet their needs.

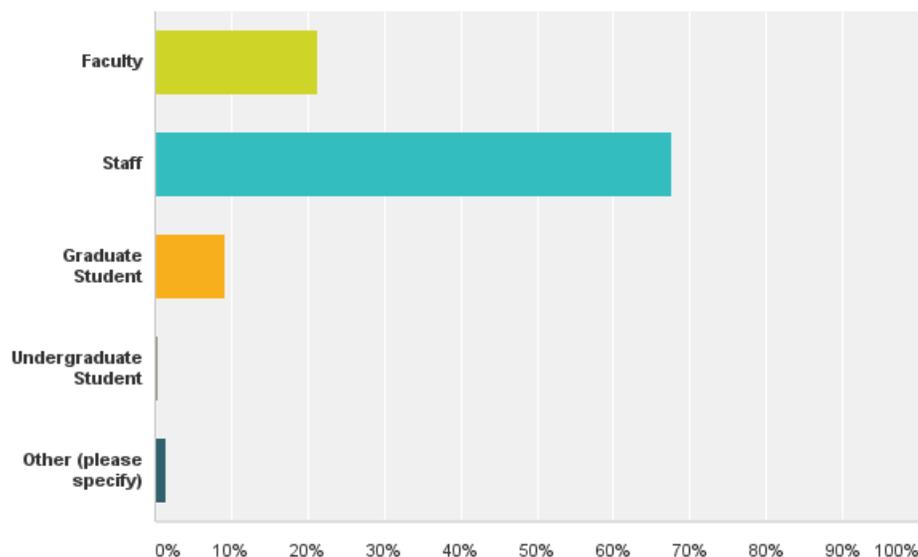
The following two sections discuss survey data collected through two separate surveys, one targeted to employees and the other targeted to students.

1.2.1 Summary Childcare Results–WorkLife Quality Survey 2015

During the 2015 Fall Semester, the WorkLife Advisory Committee conducted a survey of Michigan Tech’s regular employees, which included both faculty and staff but did not include casual/seasonal employees. The survey, which was run from October 1, 2015 through January 4,

Q1 Which of the following best describes your primary role at Michigan Tech?

Answered: 420 Skipped: 0

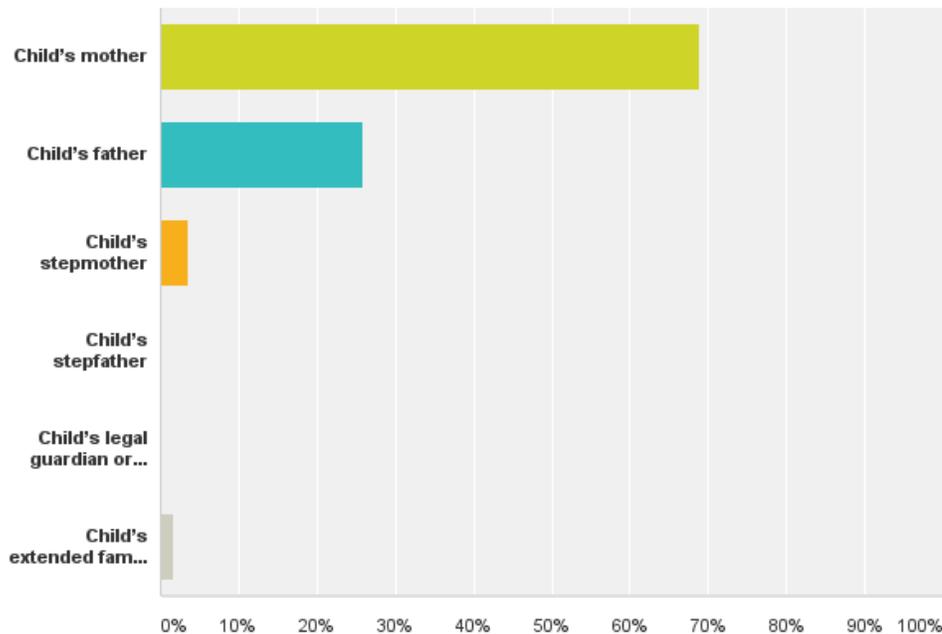


1 does not

2016, resulted in responses from 420 individuals, comprised of 89 faculty respondents, 284 staff

Q38 What is your relationship to the child(ren) referred to in this part of the survey?

Answered: 58 Skipped: 362



respondents, with the remaining respondents made up of students and employee spouses/partners.

The majority of the 420 respondents identified as female (252 or 60%), 152 respondents identified as male (36.43%), 14 declined to select a gender (3.33%), and one respondent identified their gender as “other,” listing “Gender Queer.” Gender is important to consider in this analysis, considering that 68.97% of those respondents who indicated they need childcare also identified their relationship to the child(ren) as the mother. See the chart for Q38 above. Similarly, the majority of individuals who indicated they “regularly pick up and drop off their child(ren)” were also mothers at 81.3% of respondents, with 56.9% of fathers indicating they regularly pick up/drop off their children⁵. The remaining percentage was a mix of babysitters, extended family members (e.g. grandparents), or step-parents.

The majority of respondents indicated that “Daytime” care is most needed⁶, with after-school care identified as second-most needed time frame for childcare. See chart for Q33 below. While we discuss in the next section the typical childcare operating hours for licensed providers, note here that evening and weekend care is also considerably important, even though the majority of

⁵ Presumably, the overlap between mothers and fathers can be interpreted as some couples sharing the pick up/drop off responsibility.

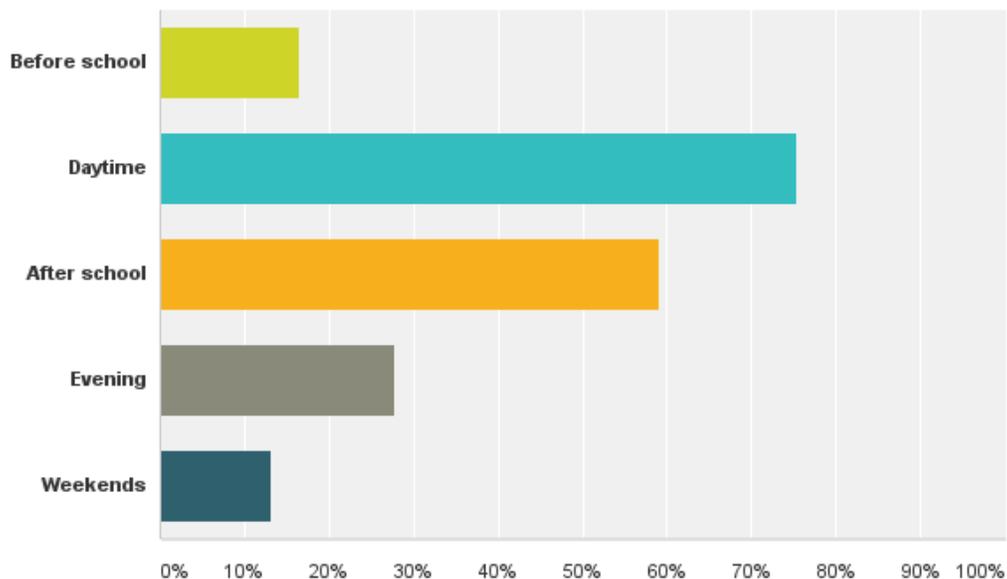
⁶ “Daytime” care is approximately 7:30 AM to 5:30 PM.

respondents need daytime and/or after school care. Evening and weekend care, for example, may be a necessity to those who work shifts, students needing time to take classes or study, instructors teaching evening classes, researchers needing to conduct their work outside of the typical 8-5 work day, and faculty, staff, and students who attend the multitude of campus events in the evenings and on weekends. The majority of childcare providers don't accommodate these "off" hours.

Of those who work shifts, for example, 16.39% indicate their caregiver is **never** willing to work with them if their work schedule changes; 13.11% have caregivers that are **rarely** willing to work with them; and 22.95 indicate their caregiver is **occasionally** willing to work with them in these cases. Interestingly, evening or weekend work schedules limits childcare choices **occasionally** for 9.84% of respondents, **often** for 4.92%, and **daily** for 1.64%. This contrast may indicate that further research is required of those populations that are more likely to need childcare on evenings or weekends, particularly students (both graduate and undergraduate) and shift workers who are also primary caregivers.

Q33 What times do you need child care? (Check all that apply)

Answered: 61 Skipped: 359



Some comments regarding time of week and day follow:

- “Having classes scheduled outside the normal school day is difficult with young children.”
- “Gap of 2-3 weeks between when fall MTU events start and when the local schools start [is a challenge].”
- “ISD and MTU schedules are different, when we are on break, ISD is in session, when ISD is on break we are at work. This needs to change for younger faculty and staff.”

- “Need to find childcare for school aged children.”
- “My office has many programs in the evenings and on the weekends so childcare can be a challenge.”
- “Securing daycare is very difficult.”
- “Affordable childcare. Little Huskies is out of my budget by a lot.”
- “Juggling 2 working parents’ [schedules] and who stays home.”

A little more than 50% of respondents (221) identified particular times of the year when they have difficulty managing their work and home lives. Fifty respondents indicated that public school break days (e.g. Thanksgiving, winter, spring breaks) are difficult to manage, 47 identified summer semester months (May, June, July, and August). Several respondents identified “other” times of the year as challenging, commenting that there are occasions when unplanned times off, like snow days or sick children, make it more difficult for them to manage integrating work and home lives.

Some of these comments follow:

- “Days when dependents are ill and home from school or daycare.”
- “When school is canceled or out for breaks/in-service days.”
- “Daycare provider time off.”
- “Snow days.”

Finally, it’s important to note that 21.31% of respondents indicated they have **occasionally** had difficulty finding the childcare they want, 39.34% **often** have difficulty, and 6.56% have difficulty on a **daily** basis.

1.2.2 Summary of Childcare Survey for Students

The Task Force conducted the Childcare Survey for Students during summer term, 2016. The survey was sent to both graduate and undergraduate students who met the following criteria:

- students who were currently enrolled in summer track B
- students who completed their degree in spring 2016 or summer track A
- returning students who registered for Fall 2016

Of 7,135 students who received the survey, only 272 responded, with 49 (18.01%) indicating that they were a parent or legal guardian of a child, and 16 (5.88%) indicating they expected to become a parent/legal guardian before they graduated. The remaining 207 (76.10%) were not parents or legal guardians, at which point their responses were no longer collected in the survey.

Statistically, the response rate isn’t high enough to provide meaningful data⁷, but there are some sections that did provide the committee with some interesting data and commentary. Sixteen of the parent-respondents (34.04%) were degree-seeking undergraduate students, and 28 parent-respondents (59.58%) were degree-seeking graduate students. The remaining parent-respondents were split about evenly between non-degree-seeking graduate and undergraduate students.

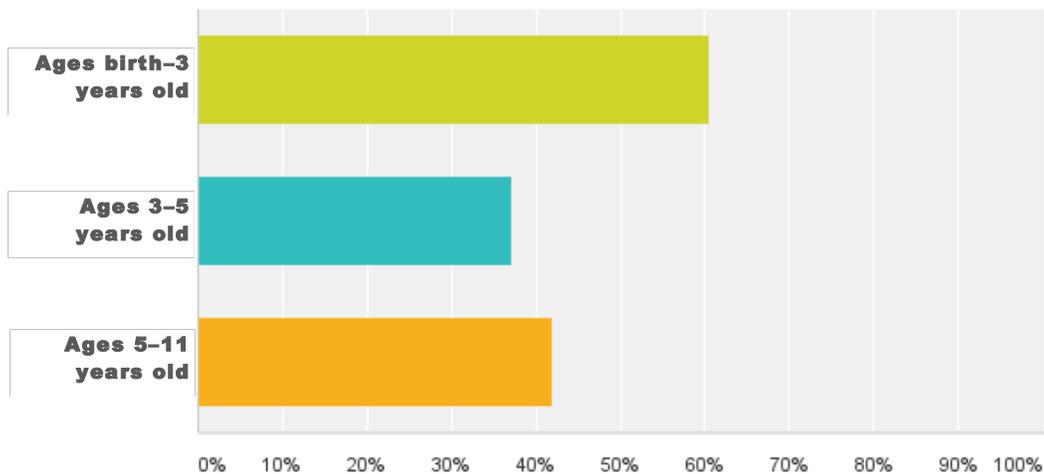
⁷ Because of the timing of the survey—Track B during the summer session—the Task Force feels that it would be beneficial to re-send the survey in October, 2016 to collect additional responses and improve the statistical significance of the data.

Only 17 parent-respondents indicated their status as full-time or part-time students with the majority (9 individuals or 52.97%) enrolled as full-time students. According to the survey data, about 75% of parents worked in addition to going to school, with respondents working anywhere from 10 to 50 hours per week.

Forty-three parent-respondents answered the question asking their children’s age ranges. Twenty-six (60.47%) have children between ages birth-3 years old, 16 (37.21%) had children between ages 3-5, and 18 (41.86%) had school age children between 5-11 years old. See chart for Q9 below.

Q9 Please indicate the age groups your children belong in. Select all that apply.

Answered: 43 Skipped: 229



Thirty-six parent-respondents described their childcare situation. The split between parent-respondents whose children were in full-time care⁸ and those whose children needed part-time care⁹ was roughly even: 18 (51.43%) and 17 (48.57%) respectively. In addition to students arranging their class schedule to allow them to accommodate childcare needs, students utilized after-school programs, had a family members help care for their child(ren), or hired a babysitter. Others had roommates or friends who could assist with childcare.

Some additional comments regarding student concerns follow:

- “I have to miss classes on the local school’s snow days and this has the potential to affect my grades, especially the participation grade. In addition, I am missing out on information that is crucial to my scholarship.”
- “State-certified daycare is extremely difficult to find, especially for infants.”

⁸ “Full-time care” was described as “7:30AM-5:30PM // More than 6 hours per day - 5 days a week.”

⁹ “Part-time care” was described as “Less than 6 hours daily.”

- “It is extremely difficult to find daycare in Houghton. We were forced to accept a spot outside of town which will make it quite inconvenient for my wife to breast feed.”
- “Scholarships for on campus child care and easy access to it would be a great addition to campus.”
- “Many people I know left this place and decided not to come back because of the scarcity of child[care].”
- “My wife stays home to watch my children. The arrangement benefits us financially, however, it prevents her from pursuing higher education. She absolutely loves the time she has with the children and takes amazing care of them. My oldest son does attend head start during the academic school year.”
- “The Tech daycare was so inflexible with times, which I understand, but couple that with the high price tag, and I couldn’t justify the expense, not when we didn’t need him there for their set times, nor did their set times allow for different schedules on different days. Unless he went full time, I could only choose all morning or all afternoon, which was silly given my school schedule.”
- “I think there is a definite need for quality, consistent daycare at affordable prices. The in-home daycares are great but the providers often choose to take random days or times off without warning, making it unbelievably hard to find somebody who will take a child for only one day (because they try to fill all slots permanently). I have also been very unimpressed with the nutritional choices the in-home daycares make for meals.”
- “We need more resources for parents on campus. Finishing my dissertation has been a struggle because I do not receive any family support and daycare options are limited.”
- “Little Huskies is a great place but expensive for students.”
- “Finding people to care for kids is difficult, especially those you can trust and who are reliable.”

While the Student Childcare Survey’s response rate was low, we can glean some useful information from the responses we did receive. Students who are also parents tend to work in addition to going to school, and presumably they qualify as “low income” because several have indicated their concern for the cost of childcare in the area in addition to availability. In contrast, cost of childcare in the WorkLife survey was not as great of concern. Rather, availability, quality of care, and care for non-standard times (evenings/weekends, snow days, and for sick children) were of greater concern for Michigan Tech employees.

To better understand the situation of student-parents/guardians, the Task Force believes we need to re-send the survey during fall semester 2016 to collect additional data.

1.3 Benchmarking: Higher Education/Peer Universities

We reviewed childcare options at 25 other higher education institutions to benchmark against Michigan Tech’s childcare options. Data collected includes, but is not limited to, employee counts, student counts, offices that manages childcare programming/services, types of childcare programs and services available, as well as local population and weather data.

1.3.1 Selection of Peer Universities

To identify institutions that are comparable to Michigan Tech, we started with the standard list of peer universities that are normally used in other Michigan Tech benchmarking studies. However, the Task Force felt that the standard benchmarking characteristics didn’t fully match the characteristics we have at Michigan Tech that impact our ability to offer solid childcare options. For instance, we expanded our benchmarking to include schools that were located in geographic

areas where weather patterns are similar to those in the Upper Peninsula to identify potential solutions to snow day care. We also included schools in rural areas where availability of quality childcare may be more limited, as well as some schools that—similar to Michigan Tech—do not offer degree programs in early childhood education or elementary education. The resulting list of schools we reviewed is as follows, and includes institutions from both the standard benchmarking schools as well as the Task Force’s expanded list:

Table 2: Summary Benchmark Institutions¹⁰

| INSTITUTION | LOCATION | RESPONSIBLE OFFICE– CHILDCARE SVCS | COMMENTS |
|--|----------------------|---|---|
| Carnegie Mellon** | Pittsburgh, PA | Human Resources | |
| Clarkson University* | Potsdam, NY | N/A | |
| Colgate University | Hamilton, NY | WorkLife Office | Resources for university members |
| Cornell University | Ithaca, NY | Human Resources – “Wellbeing & Perks” division | WorkLife Program; Resources for university members |
| Dartmouth College | Hanover, NY | Dartmouth College Childcare Project | Resources & initiatives for university members |
| Dickinson State Univ. | Dickinson, ND | N/A | 2015 Childcare on Campus Report completed by Faculty Senate |
| Lake Superior State University* | Sault Ste. Marie, MI | Child Development Center | Affiliated childcare center |
| Massachusetts Institute of Technology | Cambridge, MA | Human Resources–WorkLife Center | Resources managed by WorkLife, on-campus center available |
| Michigan State University** | East Lansing, MI | Spartan Child Development Center | Resources and info also provided through WorkLife Office |
| Northern Kentucky University | Highland Hts, KY | Early Childhood Center | On-campus childcare center |
| Northern Michigan University* | Marquette, MI | Dean of Students | Resources for university members |
| Purdue University** | W. Lafayette, IN | Human Resources–Benefits | On-campus childcare center |
| Rensselaer Polytechnic Inst.** | Troy, NY | N/A | Care.com offered to employees |
| St. Cloud State Univ. | St. Cloud, MN | Lindgren Childcare Center | On-campus childcare center |
| Syracuse University | Syracuse, NY | Early Education & Childcare Center | On-campus childcare center; HR offers childcare subsidy program & resources |
| University of WI–Madison** | Madison, WI | Office of Childcare and Family Resources | |
| University of WI–Stevens Point | Stevens Point, WI | Helen R. Godfrey U. Child Learning & Care Center | |
| University of Maine | Orono, ME | Children’s Center | Resources and information offered through HR and Student Services |
| University of Michigan–Ann Arbor | Ann Arbor, MI | HR (employees); U-M WorkLife Resource Center (students & employees) | |
| University of Missouri* | Columbia, MO | Extension Office | Resources and information |
| U. of New Hampshire | Durham, NH | Human Resources | |
| University of Rochester | Rochester, NY | HR–Family Care Program | WorkLife office, provides resources and information |
| University of Vermont | Burlington, VT | College of Education & Social Services | Operates Campus Children’s School; HR provides resources and information |
| Virginia Polytechnic Inst & State Univ.** | Blacksburg, VA | Hokie Wellness | WorkLife & Wellness office; info & resources |

¹⁰ An asterisk next to the school name indicates this is also an institution included on Michigan Tech’s typical benchmarking list; a double-asterisk indicates an “aspirational institution.”

The list of benchmarked institutions analyzed in this report was selected based on the following criteria:

- All Upper Peninsula universities were included, excluding Finlandia University (Hancock, MI) because Finlandia does not offer childcare services, WorkLife, or similar resources.
- Michigan institutions included on the “Aspirational” comparison group.
- Michigan and Wisconsin institutions that might include similar weather patterns.
- Aspirational institutions that had particularly unique or interesting approaches to childcare.
- Institutions not included on our typical benchmarking lists, but that are located in rural areas or areas that might have similar weather patterns as the Houghton/Hancock area.

1.3.2 Benchmarking Summary

On-site Childcare Availability

Many institutions, including Michigan Tech, offer an on-site childcare center or centers (depending on the size of the campus) that are affiliated with the institution. The following institutions provide on-site childcare facilities (Table 3):

Table 3: Summary of Institutions Offering On-site Childcare Centers

| Institution | Total Student Enrollment | Center Capacity | Capacity Relative to Total Enrollment ¹¹ |
|--|--------------------------|-----------------|---|
| Colgate University | 2,939 | 130 | 4.42% |
| Massachusetts Institute of Techn. | 11,331 | 395 | 3.49% |
| Purdue University | 9,912 | 242 | 2.44% |
| Dartmouth College | 6,298 | 86 | 1.37% |
| University of Rochester (private) | 9,470 | 124 | 1.31% |
| Lake Superior State University | 2,592 | 30 | 1.16% |
| Carnegie Mellon | 13,503 | 140 | 1.04% |
| Cornell University | 19,265 | 170 | 0.88% |
| Michigan Technological University | 7,244 | 60 | 0.83% |
| Northern Kentucky University | 15,405 | 125 | 0.81% |
| University of New Hampshire | 15,340 | 122 | 0.80% |
| St. Cloud State University | 15,461 | 57 | 0.37% |
| Syracuse University (private) | 22,419 | 61 | 0.27% |
| University of Vermont | 11,441 | 24 | 0.21% |
| University of Maine | 10,922 | 20 | 0.18% |
| Michigan State University | 50,540 | 60 | 0.12% |
| University of Michigan | 43,625 | NA | NA |
| U of WI - Madison | 41,206 | NA | NA |
| U of WI - Stevens Point | 9,330 | NA | NA |

The Relative Childcare Capacity calculates an estimated ratio of faculty, staff, and student population numbers to the number of on-site childcare spaces available at each institution. The

¹¹ Estimated service ratio of onsite childcare capacity to total undergrad and graduate enrollment Note, we did not include staff and faculty employees to determine total university population because many institutions do not provide that data publicly.

highest ratio belongs to Colgate University at 3.71%; the next highest is Purdue at 2.44%. All the childcare centers serve children aged birth to Kindergarten (about 5-6 years old), with the exception of Lake Superior State serving children 36 months to 3 years old, Northern Kentucky serving ages 2-6 years old and 6-14 years old, and the University of Rochester and University of Vermont both serving children aged 6 weeks to 12 years old. In comparison, Michigan Tech's program serves children from about 8-12 weeks old through Kindergarten (about age 5 in Michigan).

Childcare Resources Provided by Benchmarked Universities

Besides onsite childcare centers, many universities offered information, resources, and services that can be considered similar to a consulting service to assist families to solve their childcare needs. Most of these were coordinated through a dedicated office (usually as a WorkLife division of the university's Human Resources department or as an independent WorkLife office). These universities include:

- Carnegie Mellon University
- Colgate University
- Cornell University
- Dartmouth College
- Massachusetts Institute of Technology
- Michigan State University
- University of Wisconsin–Madison
- University of Michigan–Ann Arbor
- University of Missouri
- University of Rochester
- Virginia Polytechnic Institute & State University

Some universities also utilize academic departments to support their childcare centers, and are able to provide their students with on-site work experience or internships through such programming. For example, The University of Vermont offers their childcare services through the College of Education and Social Services.

All universities providing on-site childcare centers follow strict licensing and accreditation guidelines based on their respective state's licensing requirements.

Back-up Childcare Services (Sick Child, School Cancellations, etc.)

Very few of the benchmarked institutions provide resources or services for back-up childcare services, for example, in the case of a sick child or unplanned school cancellation. These institutions include:

- Clarkson University
- Cornell University
- Dartmouth College
- Massachusetts Institute of Technology
- Northern Kentucky University
- University of Michigan–Ann Arbor

Clarkson University and Massachusetts Institute of Technology utilize Care.com as a resource for their employees to secure back-up childcare¹². Care.com does not provide client information; however, the Clarkson and MIT Care.com sites indicate that employees may join for free; both institutions subsidize their employees' memberships¹³. Cornell and Dartmouth work with Bright Horizons¹⁴ to offer back-up childcare in their onsite centers, however, in-center back-up care is only available for unplanned needs, not for sick children. Dartmouth has taken an extra step, however, in the formation of their Child Care Project¹⁵, an initiative that is funded through mixed funding sources both University and granting agencies. Dartmouth's innovative initiative will be discussed in more detail in the next section. Finally, the University of Michigan utilizes a service similar to Care.com, Kids Kare, that is locally owned in Ann Arbor, MI. The University of Michigan also partially subsidizes back-up care costs up to a certain amount, based on a sliding income scale.

Unique/Innovative Approaches to Childcare

DARTMOUTH COLLEGE

As mentioned in the last section, Dartmouth College has taken an innovative approach to assisting their college community with childcare. The Dartmouth Child Care Project, which employs four staff members (1 director, 2 coordinators, and 1 administrative assistant), was formed in 1984. The Child Care Project is primarily funded by the Dartmouth Child Care Resource Office, the local United Way, and by the State of Vermont Department for Children and Families Child Development Division. The office also conducts fundraising efforts in the local community. Services, which are not limited to Dartmouth families but also to families in their Hanover, NH area, provided by the Child Care Project include:

- Consulting with parents to assist them in locating suitable childcare.
- Providing childcare subsidies to eligible families (state funded)
- Training for childcare providers
- Resource library
- Referrals to participating childcare providers
- A toll-free "warm line" for community members to call with questions or concerns
- Childcare specialists providing in-home visits to at-risk families and site visits to home-based and center-based childcare programs

UNIVERSITY OF MICHIGAN–ANN ARBOR

The University of Michigan–Ann Arbor Work-Life Resources Center provides an extensive resource site¹⁶ and works with numerous partners in their local community to help address childcare challenges. The site includes information about programs that the Work-Life office operates. These programs include center-based care located or affiliated with the university, partnerships with home-based care providers to ensure reserved spaces for U-M employees, access to the State of Michigan childcare database, a U-M Family Helper program, and Kids Kare

¹² See <https://www.care.com/edu/clarkson-university>.

¹³ Individual memberships to Care.com are free. If a member wants to access additional services (e.g. consulting with a social worker, viewing a care provider's details, requesting a more rigorous background check, etc.), then they must select from a choice of different levels of paid membership. The institutional memberships that Clarkson and MIT offer allow their employees to join for free, with full access to the services contracted for by the school. Cost of institutional membership is based on employee counts and usage rates.

¹⁴ See https://hr.cornell.edu/sites/default/files/backup_care_cccc.pdf.

¹⁵ See <http://www.dartmouth.edu/~ccp/>.

¹⁶ See <https://hr.umich.edu/benefits-wellness/family/work-life-resource-center/find-child-care>.

to provide back-up childcare for sick children or unexpected childcare needs (e.g. snow days, closure of a center, etc.). The strength of U-M’s service is its proactive efforts to partner with the community and to provide on-campus consults with their Work-Life staff to work with U-M employees and students to assist them in locating appropriate childcare.

1.3.3 Michigan Tech Community Local Landscape

There is a generally held assumption that childcare is hard to come by in the Copper Country. To put some data behind this assumption, we looked at the capacity of many local childcare options. Our sources were the Great Start Collaborative¹⁷ and several licensed daycare centers in the Houghton County area. The Great Start Collaborative website does a lists all the licensed childcare in the area. Once logged in, a user can search by distance, age served, size, hours, and special needs. To gather data, we noted the posted capacity of daycare options on the Great Start Collaborative website, and we called several childcare centers to verify data and to request additional information. There are also many smaller licensed in-home daycares that we did not list, most of which serve less than 4 children at one time.

The following is the summary data we collected:

| CARE PROVIDER | TYPE | SYSTEM | CAPACITY | LOCATION |
|--------------------------------------|---------|--------------------|----------|-----------------|
| CLK Child Care Programs | Center | | 28 | Calumet, MI |
| Rainbow Kids | Center | Hancock Elementary | 16 | Hancock, MI |
| Little Huskies Child Dev’p Center | Center | Gretchen's House | 44 | Houghton, MI |
| Michigan Tech Preschool | Center | Co-op | 20 | Houghton, MI |
| Little Red School House | Center | BHK ¹⁸ | 24 | Houghton, MI |
| Little Gippers | Center | BHK | | Calumet, MI |
| Centennial Child Dev Center | Center | BHK | 60 | Calumet, MI |
| Chassell Preschool | Center | BHK | 105 | Chassell, MI |
| CLK Preschool & Great Explorations | Center | BHK | 128 | Calumet, MI |
| Dollar Bay Great Explorations | Center | | 50 | Dollar Bay, MI |
| Dollar Bay Preschool | Center | BHK | 20 | Dollar Bay, MI |
| Houghton Elem. Gremlin Extended Care | Center | Houghton Elem./BHK | 100 | Houghton, MI |
| Lake Linden Hubbell Latchkey | Center | | 100 | Lake Linden, MI |
| Lake Linden Preschool | Center | BHK | 40 | Lake Linden, MI |
| Little Gippers Child Dev’p Center | Center | BHK | 24 | Calumet, MI |
| Rod Liimatainen Center | Center | | 69 | Houghton, MI |
| Ryan School | Center | | 116 | Hancock, MI |
| South Range Preschool | Center | BHK | 120 | South Range, MI |
| Neal Wendy and Terry Group Home | In-home | | 12 | Laurium, MI |
| Aimee Kesti | In-home | | 12 | Laurium, MI |

¹⁷ See <http://www.ccgreatstart.org/>.

¹⁸ “BHK” is the abbreviation for the Baraga-Houghton-Keweenaw Child Development Board; the organization operates several human service programs, including Preschool, Great Explorations (“GE”) and Americorps. Note, BHK programs run the federal Head Start Program, which aims to provide education to children of low-income families. As such, a number of Michigan Tech families exceed the income threshold, and therefore would be ineligible to enroll their children in BHK programs.

| | | | |
|------------------|---------|----|----------------|
| Tarvis Day Care | In-home | 12 | Calumet, MI |
| Erica Bates | In-home | 12 | Chassell, MI |
| Tera Janke | In-home | 12 | Dollar Bay, MI |
| Shannon Smith | In-home | 12 | Hancock, MI |
| Carrie Lentowich | In-home | 12 | Houghton, MI |

Based on our collected data, we estimate that there is a total of 1,148 available full-time childcare spots in the local area (licensed center- or home-based care). It should be noted that the Michigan Tech Pre-school and the Rainbow Kids programs are not full-time, nor is the Calumet Great Explorations program. Additionally, BHK centers are part of the federal Head Start program, which serves low-income families. As a result, numerous Michigan Tech employee families are ineligible to enroll their children in BHK because they exceed the income threshold. Houghton Elementary operates after-school care. During the summer of 2016, BHK operated the Great Explorations (GE) full-time care program located in the Houghton Elementary School; it is unclear at this time whether this arrangement will continue in the future¹⁹.

¹⁹ Houghton Elementary lost their daycare license in the summer of 2015 due to safety concerns. As a result of a quickly arranged agreement, BHK committed to operating GE at Houghton Elementary during Summer, 2016. Currently, Houghton Elementary holds a probationary license for the after-school GE program for the academic year, 2016-17, and they are working to regain their license to operate Summer GE in 2017. If Houghton Elementary is unsuccessful, BHK will likely be contracted to operate Summer GE again. Depending on which entity holds the license, this will likely impact the cost of the Summer GE program to parents who may deem the summer care program too costly, as was the case during Summer 2016.

2.0 Recommendations

2.1 Primary Childcare Concerns

There are a number of childcare concerns and themes that are repeated anecdotally. These include childcare when the public schools close due to inclement weather (“snow day care”), care for sick children, and more promotion and support for flexible work options. The WorkLife Quality Survey asked respondents the question, “What resources could Michigan Tech provide to you and your family to help you best manage work-life blending? (Check all that apply.)” The following themes were listed as childcare resources that Michigan Tech could; 322 individuals responded to this question:

| TYPE OF CHILDCARE RESOURCE | PERCENT OF RESPONDENTS |
|--|------------------------|
| 1. Ability to work from home when schools close due to inclement weather ²⁰ . | 54.66% |
| 2. Snow day childcare | 21.43% |
| 3. Drop-in childcare | 17.08% |
| 4. Childcare during on-campus events | 14.60% |
| 5. Care for sick children | 13.04% |
| 6. Evening/weekend childcare | 11.49% |

Additionally, 63 respondents selected “Other,” and provided some additional childcare suggestions not included in the list:

- “Flexible work hours.”
- “Subsidized on-campus childcare.”
- “Tech should work with volunteer groups, fraternities, sororities, and the city to create affordable community programs...kids baseball is \$100 per kid?? Any SDC program is \$40 per kid...Ice skating costs \$1000-2000 per season for one skater!!! SDC family pass is 1000, family ski pass 1000, after school science projects \$75 per kid...weekly summer programs \$450 per kid...etc.”
- “Bigger (or more) ‘university’ daycare, i.e. more children can attend.”
- “Promoting flexible work schedules, 4 – 10’s, etc.”
- “Don’t need childcare resources yet, but perhaps in the future I will need them!”
- “PATERNITY LEAVE, indoor play areas for children at the SDC, mother-child fitness and social classes, multilingual/multicultural preschool.”
- “AFFORDABLE quality child care.”

While not specifically identified in the WorkLife Quality Survey, Task Force members have heard anecdotally and rather frequently that finding childcare during planned breaks in the school year is also challenging. Specifically, these times include the public school’s spring break, the 2-3

²⁰ Though not directly related to childcare per se, several respondents identified resources that would support working from home on an occasional or unplanned basis, including “Technical assistance with off-site (i.e. at home) computing for work-related access,” 31.99%, and “Alternate teaching options for unplanned contingencies (i.e. online teaching when public schools are closed),” 11.49%.

weeks in August prior to school starting in the fall ²¹, and, for some families, affordable and consistent summer childcare. There are also cases, particularly with in-home licensed childcare providers and for those families who hire babysitters or nannies, when the care provider is sick or otherwise unable to provide care unexpectedly or with little prior notice to the family.

2.2 Prioritized Recommendations

The Task Force developed and ranked recommendations for the university based on evaluating survey and benchmarking data. We then ranked the list of recommendations using the ICE Prioritization (See Appendix A) tool to identify the items that are most feasible and most critical. We determined that any item with a score of 12 or higher is an item that should be prioritized, and that could be implemented within 1-2 years.

2.2.1 Recommendation 1: Develop and Fund a Position to Coordinate Childcare Services

The Task Force strongly believes that in order for any of the recommendations to be implemented, it is important that the university commit to funding a position that is responsible for coordinating the recommended childcare services, interventions, and resources. Because childcare is a year-round need and a constant challenge in the local area, the position should be a 12-month one. At most of the benchmarked universities, coordinating a university's childcare services is part of a full-time WorkLife coordinator's role; this would be the ideal direction for the recommended coordinator's position because childcare is a critical component for families to successfully blend work and home lives.

The pay range for similar positions is typically from \$15-\$20 per hour, or \$31,200-\$41,600 annually at 1.0 full-time equivalent (FTE). At 0.75 FTE, a coordinator's estimated annual pay rate is estimated to be from \$23,400 to \$31,200. We recommend the following step-up schedule for the coordinator position:

| | |
|--------------------|--|
| <u>Year One:</u> | Hire Coordinator at 0.75 FTE (30 hours/week) Hire 1 student employee to assist coordinator (10-15 hours/week) |
| <u>Year Two:</u> | Continue Coordinator at 0.75 FTE; evaluate workload Hire 1 student employee to assist coordinator (10-15 hours/week) |
| <u>Year Three:</u> | If necessary, transition Coordinator position to 1.0 FTE Hire 1 student employee to assist coordinator (10-15 hours/week) |

See Appendix B for sample job descriptions.

2.2.2 Task Force Recommendations, Ranked

As detailed in Appendix A, the Task Force categorized the recommendations and interventions into 4 categories: General Recommendations, Snow Day/Sick Child Care, On-campus Events Care, and Breaks in Public School Schedule.

²¹ Summer GE generally does not operate during these weeks, but this is the time of year that Michigan Tech employees are typically busier as they prepare for the fall semester.

General Recommendations

The following recommendations, ranked in order, were scored by the Task Force at 12+ ICE points:

1. **Continually survey specific constituency groups to assess ongoing childcare needs (14 points)**—An annual survey, conducted during the middle of spring semester, would assist in evaluating our progress as a university in addressing childcare challenges, as well as help identify new challenges that families may be facing.
2. **Fund a position to coordinate childcare services, interventions, and resources/info (13 points)**—While discussed in section 2.2.1, the Task Force believes this is a critical position to accomplishing the recommendations and creating a sustainable culture that is both family-friendly, professionally supportive, and that will contribute to meeting the university’s strategic “GOAL 1.2: A Diverse, inclusive, and collegial environment.” Sub-items 3-5 within this goal discuss issues relating to improving family lives and developing initiatives that support dual-career and work-life blending for our university community. As a key concern for professional families, it is critical that Michigan Tech begin to address these childcare challenges as a strategy to help attract, retain, and support exceptional faculty, staff, and students.
3. **Better PR—publicize the things we already do (12 points)**—Michigan Tech does a great deal already to support families, however, the Task Force has found that not many in the university community are aware of these activities. For example, it’s not well known that the university subsidizes Little Huskies and provides scholarships to lower-income families who use Little Huskies.
4. **Offer childcare trainings to the community (12 points)**—Over the course of our research, we have learned that the American Red Cross no longer offers Babysitter’s Training in the local area. However, through communications with Copper Country Great Start Collaborative, we also learned that there are options for trainings as well as qualified trainers in the area that we can contract with to provide these training opportunities. Such trainings not only include Babysitter’s Training, but also an option for non-licensed care providers to take trainings that will certify them such that they would be eligible to receive payment via state subsidized childcare allowances for low-income families. For example, grandparents who take care of their grandchildren can take this level of training, and then can earn money for their caregiving through subsidized childcare for eligible families. This option is also a potential income source as participants would be charged a fee for the sessions.
5. **Maintain a caregiver list for Michigan Tech families as a resource (12 points)**—While relatively easy to do, this recommendation does carry some liability along with it. In order to minimize liability, we would need to work with Risk Management to help mitigate any concerns.
6. **Form a student parents organization to assist students with childcare concerns and needs (12 points)**—There was an informal student-parent group on campus several years ago, however, the student who spearheaded the effort has since graduated. By formalizing a student organization, the group would be eligible to apply for USG funding, and would provide social support for student-parents who may feel isolated at Michigan Tech.

Snow Day/Sick Child Care

Two recommendations in this category were scored at 12+ points, however the Task Force believes that the next two—*education for snow day prep* and *alternative teaching methods* (scoring 10 and 9, respectively)—are also worth piloting. These, however, would likely take more than one year to implement.

1. **Improve Flexible Work Policies; provide more education and outreach to supervisors (13 points)**—Michigan Tech already offers flexible work options to its employees. Obviously, not all positions lend themselves well to flexible work options, however it would be helpful to revisit and update the documents and procedures as a good continuous improvement practice. Additionally, better outreach and education to the campus community can help promote flexible work as an option. Additionally, offering some consulting to supervisors and employees to assist them in coming up with creative ways to utilize the flexible work option may increase its use and may help supervisors to better support their employees' efforts to successfully blend work and home lives.
2. **Form a parents group through the WorkLife office (13 points)**—A parents' group that is formalized through the WorkLife office would offer families the opportunity to meet and get to know other families with children of similar age, as well as families whose older children may be old enough to babysit. It would also provide the families—especially those families who are new to the Keweenaw and do not already have extended family living in the area—with a way to build up a local support network. Periodic meetings and social events would be easy to schedule and would help to sustain the group.

On-campus Events Care

The Task Force recommends two primary actions be taken to offer on-site childcare for on-campus events. With input from the Risk Management Director, risk and liability can be minimized as long as the childcare location is in the same building—preferably the same floor—as the event itself. For example, if a department is hosting a colloquium, the childcare site could be located in a classroom down the hall. A pilot of this service can be planned and offered during the academic year 2016-17. In order to accomplish this goal, two recommendations should take place:

1. **Build an “On-site Event Childcare Kit” (or kits) that departments can “check out” to use during their events, if they wish to offer childcare (14 points)**—The kit can be put together fairly easily and inexpensively, and may include such items as a first aid kit, board games, books, coloring/drawing supplies, cleaning supplies. Parents would be responsible for a nominal fee, providing food for their children, diapers and changing supplies, etc. Parents would also need to pre-register their children, and sign a brief waiver. The Director of Little Huskies has indicated she can consult on specific items and waiver language.
2. **Partner with student organizations to provide childcare at on-campus events, potentially as a fundraiser for their organization (12 points)**—Student organizations may have members who are willing and able to provide care for children at on-campus events. The Task Force recommends that anyone who would be working to provide the childcare be required to go through basic childcare training (see “General Recommendations,” item number 4), and a background check through the local courts. These background checks do not cost anything, but can be kept on file at the WorkLife office. They check for criminal activity relating to domestic or child abuse or assault. The Director of Little Huskies can consult with us on this item as well.

Breaks in Public School Schedule

The recommendations in this category did not score at a 12 or higher, and therefore while the Task Force feels they are worth pursuing, we also feel that they are items that could easily take longer than 2-3 years to accomplish. These recommendations include coordinating Michigan Tech's academic calendar with the local school districts' calendars and offering additional day camps similar to the science camps offered by the Great Lakes Research Center Education Programs Office²².

There were several recommendations under each of the above categories that did not score a 12 or higher, but that the Task Force considers worth pursuing. The next section proposes a three-year plan to implement the recommendations, and to set the foundation for longer-term and sustainable childcare services and resources.

There is also an on-going project that the WorkLife Advisory Committee undertook in academic year 2015-16. The WorkLife Committee has been working with an Enterprise Program student group, IT Oxygen, to develop what they have termed a "snow day app," which would provide users a way to connect with potential babysitters on days when public schools are canceled. The Task Force supports the continuation of this project.

2.2.3 Recommended Three-year Plan

YEAR ONE

- Hire a coordinator at 0.75 FTE, General Recommendations Item 2
- Survey the campus community regarding current childcare needs/challenges, General Recommendations Item 1
- Develop pilot childcare programs:
 - On-site campus event care, Items 1 and 2
 - Offer training sessions for childcare, General Recommendations Item 4
 - Build childcare provider list for parents as a resource, General Recommendations Item 5
 - Pilot parents group, Snow Days/Sick Child Care Item 2
- Begin reviewing flexible work policies and procedures, improve outreach and education on flexible work options, Snow Day/Sick Child Care Item 1
- Begin researching and developing plans for longer-term recommendations (items scoring 11 or lower in the ICE Prioritization Tool)

YEAR TWO

- Evaluate FTE level of coordinator (does it need to be 1.0 FTE? Is 0.75 FTE enough?)
- Survey campus community regarding current childcare needs/challenges and to assess pilot childcare programs from the previous year
- Expand upon and improve previous year's pilot programs
- Continue reviewing and improving upon flexible work policies, outreach and education on such policies
- Research and continue developing plans for longer-term recommendations (items scoring 11 or lower in the ICE Prioritization Tool)

²² The GLRC programs are typically offered three weeks out of every summer: 2 weeks at the beginning of the summer on Tuesday, Wednesday, and Thursday; and one week at the end of August, also on Tuesday, Wednesday, and Thursday.

- Develop new pilot programs, based on survey assessment, and on additional recommendations in this report:
 - Improve PR of existing activities and services, General Recommendations Item 3
 - Form student-parents' group to assist students with childcare challenges, General Recommendations Item 6

YEAR THREE:

- Evaluate FTE level of coordinator, staffing needs of the overall program.
- Survey campus community regarding current childcare needs/challenges and to assess childcare programs from the previous years.
- Expand upon and improve previous year's pilot programs.
- Finalize plans for longer-term recommendations, begin implementing those that are deemed feasible. This may include such activities as fundraising, grantwriting, working with campus or community offices to offer additional and affordable day camps, etc.

2.2.4 Recommended Budget²³

The following is a rough budget that the Task Force feels is reasonable to implementing and sustaining the recommendations. This budget does not include fringe rates.

Salary & Wages

| | |
|------------------|---------------|
| Coordinator | 24,000 |
| Student Employee | 5,000 |
| SUBTOTAL | 29,000 |

SS&E

| | |
|----------------------------------|--------------|
| Maintenance – Office Equipment | 1,000 |
| Food/Meals/Banquets | 750 |
| Print Shop Work Orders | 200 |
| Professional Memberships | 300 |
| Books/Publications/Subscriptions | 100 |
| Telcom Charges – Long Distance | 35 |
| Other Office Supplies | 100 |
| Other Supplies | 100 |
| SUBTOTAL | 2,585 |

TRAVEL

| | |
|------------------|--------------|
| Conference Fees | 350 |
| Airline | 800 |
| Per diem (meals) | 200 |
| Transportation | 100 |
| Lodging | 500 |
| SUBTOTAL | 1,450 |

TOTAL **\$33,035**

²³ Many of these budget line items are already part of the existing Business Operations budget. The only new item is the Coordinator position, and the Task Force feels that funding this position as a “WorkLife Coordinator” position would work well. This sample budget represents a tentative budget for Years 1 and 2, with the awareness that budgetary items would need to be re-evaluated over the first years as the programming grew and solidified on campus.

APPENDIXES ON THE FOLLOWING PAGES:

APPENDIX A:

Ice Prioritization Analysis: Ad-hoc Childcare Task Force Recommendations

APPENDIX B:

Sample coordinator job descriptions

ICE Prioritization Analysis : Ad-hoc Childcare Task Force Recommendations

1 = low impact, little or no control, and hard to implement
 5 = high impact, complete control, and easy to implement

| Countermeasure | Impact | Control | Ease | Total | Notes/Comments |
|---|--------|---------|------|-----------|--|
| General Recommendations: | | | | | |
| Continually survey specific constituency groups to assess ongoing childcare needs (about once/year) | 4 | 5 | 5 | 14 | * FTE needed. |
| Fund a position to coordinate childcare services, interventions, and resources/info | 5 | 5 | 3 | 13 | The Task Force considers this position to be critical to MTU's ability to accomplish most items on this list and create a sustainable service. Those items have an asterisk in the Notes/Comments. |
| Better PR - publicize the things we already do | 4 | 5 | 3 | 12 | |
| Offer babysitter trainings and non-licensed care-giver trainings on campus | 5 | 4 | 3 | 12 | * FTE needed. |
| Maintain "babysitter" list for parents as a resource; including criminal BG check (free through courts) | 5 | 4 | 3 | 12 | * FTE needed. |
| Form student parents organization to assist students with childcare concerns, needs | 4 | 4 | 4 | 12 | |
| Electronic "share-care" forum | 3 | 5 | 3 | 11 | * FTE needed. |
| Additional on-campus facility with longer hours; drop-in model | 5 | 5 | 1 | 11 | * FTE needed. |
| Provide info on external local childcare resources | 3 | 3 | 4 | 10 | * FTE needed. |
| Provide subsidies or scholarships to parents that can be applied to any licensed care provider int eh community | 4 | 4 | 2 | 10 | |

ICE ANALYSIS - AD-HOC CHILDCARE TASK FORCE RECOMMENDATIONS

amkitalo

LAST UPDATED : 9/1/2016

1 of 2

| | | | | | |
|---|---|---|---|----|-------------------|
| Utilize Little Huskies center for after-hours and weekend care provided outside of Gretchen's House operating hours | 3 | 5 | 1 | 9 | * FTE needed. |
| Care.com institutional membership | 1 | 4 | 3 | 8 | |
| Expand Little Huskies facility/capacity | 4 | 1 | 1 | 6 | |
| Snow Day/Sick Child Care: | | | | | |
| Improve flexible work policies; provide more education and outreach to supervisors | 4 | 5 | 4 | 13 | * FTE needed. |
| Form parents group through WorkLife "office," host socials for parents to meet & greet | 4 | 5 | 4 | 13 | * FTE needed. |
| Education (e.g. Lunch & Learns; HR orientations, etc.) discussing how and why we need to prep for snow days | 2 | 5 | 3 | 10 | * FTE needed. |
| Alternative teaching methods for snow days for affected faculty (e.g. online) | 3 | 4 | 2 | 9 | Partner with CTE? |
| Improved PR for SDC Snow Days | 3 | 2 | 2 | 7 | |
| On-campus Events Care: | | | | | |
| Build On-site Event-care Kit that departments can "check out" for their events | 5 | 4 | 5 | 14 | * FTE needed. |
| Partner w/ student activities to have student orgs provide care for campus events | 4 | 4 | 4 | 12 | * FTE needed. |
| Breaks in Public School Schedule (e.g. Spring break, in-service days, etc.) | | | | | |
| Coordinate MTU academic calendar with ISD's calendar | 4 | 3 | 3 | 10 | * FTE needed. |
| Additional day-camps, similar to those offered by GLRC Education Programs office | 3 | 5 | 1 | 9 | * FTE needed. |

September, 2016
Score of ≥12 points: Can be accomplished during year 1 or 2

ICE ANALYSIS - AD-HOC CHILDCARE TASK FORCE RECOMMENDATIONS

SAMPLE JOB DESCRIPTION

source: Texas State University

Work Life Coordinator

Job Code 50012228

General Description

Responsible for serving as the University's work life coordinator to build and develop the University Work Life Program focusing on work life issues.

Examples of Duties

Develop and manage relationship with EAP provider including service management, evaluation, and coordination of services with employees.

Develop and coordinate workshops on work life issues.

Develop referral and reference resources regarding work life issues.

Develop and implement work life policies.

Build support networks on campus for a range of work life issues.

Create and manage communications related to work life program activities.

Provide general information to faculty, staff, and others regarding benefits-related issues.

Assist with new employee orientation.

Update work life website with a variety of work life resources.

Manage records with vendors for Staff Council perks.

Perform other duties as assigned.

Knowledge, Skills, and Abilities

Knowledge of: UPPS; various software and programs including SAP, Microsoft Office suite, and ERS data; federal and state laws;

Skill in: responding to requests for information; preparing spreadsheets, reports, memos and presentations; working as a team member.

Ability to: read and interpret policies, procedures and requests; performing basic math; communicate with others and convey complex information; conduct presentations; maintain confidentiality; multitask; establish rapport with others and utilize spreadsheet software and assist employees with benefits issues.

Experience and Education

To qualify for this classification, an individual must possess any combination of experience and education that would likely produce the required knowledge, skills, and abilities.

Other Requirement

None

Last Reviewed 05/27/2011

Work Life Program Manager

Dana-Farber Cancer Institute

Boston, MA, US

Job description

Responsibilities

Oversee programming for Work/Life offerings for Dana-Farber Cancer Institute and the broader LMA communities; assess needs and impact; set specific goals and monitor results:

- Cultivate a new brand for Work/Life program to create a differentiator for DFCI
- Develop, drive, communicate and manage all Work/Life initiatives and resources with the overall goal to enable accessibility and awareness.
- Develop and manage in-home based childcare option for DFCI and other partner Institutions. Establish provider quality and educational requirements. Identify, vet and select optimal providers and continuously monitor to assure standards are met. Support families in placements and manage waitlist. Solicit and engage other LMA Institutions in order to maintain network and potentially enhance network while maintaining cost sustainability.
- Assess the Childcare subsidy budget for effectiveness and market competitiveness. Propose changes to current program and continuously monitor going forward..
- Manage the childcare budget with the Senior Benefits Analyst and the Benefits and Rewards Manager.
- Leverage existing programs and resources through the Employee Assistance Program and any other available resources.
- Identify new programs for unmet needs; conduct benchmarking research, request and review proposals from current vendors and potential vendors in response to needs.
- Design and teach sessions on various parental work/life topics for Institute wide and focus groups throughout the year.
- Available for 1:1 childcare consulting during pre-set office hours
- Design annual calendar of offerings; oversee set-up/break-down, enrollment, tracking, and reporting processes, including usage and impact; make recommendations for changes to existing programs and proposals for new programs.
- Other duties as required.

Qualifications

Bachelor s degree required with 6+ years of experience in managing Work/Life programs. Supervisory experience required. Project management experience also required.