

## **ECEP Advisory Committee Meeting Notes**

**Date:** March 13, 2014

**Attendees:** Ami Bigit, Bryan Jones, Cheryl Kagawa Costantini, Claire Bainer, Ingileif Hallgrimsdottir, Kat McDivitt, Kenneth Kuchman, LeNorman Strong, Lisa García Bedolla, Margaret Bridges, Mary-Ann Spencer Cogan, Rebecca Tracy, Sasha Leveton, Steve Hinshaw

**Absent:** Angy Stacy, Bob Flaharty, Ken Jaffe, Pamm Shaw

### **1. Welcome**

Our next meeting will be April 17, 2014 from 1:30 - 3:30 in the Berkeley Room.

There may be a photographer at the next meeting.

### **Mary-Ann's Update on CACWF Briefing with Chancellor Dirks on 3/12/14**

The Chancellor's Advisory Committee on Work and Family (CACWF) met with Chancellor Nicholas Dirks, Associate Chancellor Linda Williams (Chief Ethics, Risk & Compliance Officer), and Assistant Vice Chancellor Jeannine Raymond (Campus Human Resources) to present a briefing on work and family issue needs at UCB the day before the Advisory Committee meeting. Mary-Ann presented the briefing on Childcare which included its value and its funding challenges using some timely material from a pre-k classroom and two illustrative parent (freshman single mom and an Associate Professor dad) stories for why he and the campus should care. Mary-Ann combined a document Cheryl's pre-school classroom created called "Why It's a Good Idea to go to Preschool Near Your Mom and Dad's University Work" with photos of the kids to make a desk/place mat piece for Chancellor Dirks to help keep ECEP in mind.

The Chancellor responded positively to the presentation and was personally engaged and supportive about child care and the other family friendly initiatives CACWF presented. He accepted all of the CACWF recommendations, which included designating childcare and ECEP specifically as a campus-wide fundraising initiative. Mary-Ann also noted that the ECEP Advisory Committee would be providing financial stability and sustainability recommendations within the year which the Chancellor agreed to review.

### **2. Approve Meeting Notes - LeNorman**

Accepted by unanimous consent.

### **3. Review the MaxDiff Exercise Results - David**

Dave thanked everyone for participating in the MaxDiff survey process. He then quickly went through the powerpoint presentation (see attached .pdf).

The survey started with an open ended question about what priorities the Committee should focus its time and energy on. The first word map is the output from that question.

The next section included the details that everyone wrote in response to the open ended question about the role of the Advisory Committee.

The final section included the standardized portion of the survey.

There were a number of items that many of the Advisory Committee agreed upon - so we decided to focus our conversation on these issues.

LeNorman asked - are there any major surprises in the data? None were discussed.

David noted the difference between something being important globally, and being important directly to the Advisory Committee to work on. One question that was asked was "Did we pick the right list for the Advisory Committee?" vs. focusing on ideas that are important to deal with on a global basis (Someone should do it, vs. We should do it).

Steve commented that the Advisory Committee may need to be kept informed of some of these but doesn't need to be doing it themselves.

#### **4. Discuss Results**

We had a brainstorming session about the top 6 items based on rank. The goal was to create a shared understanding of the topic or phrase rather than an exhaustive list of ideas or next steps. Below are the results of the brainstorming session.

##### *4.A. Create strategies to ensure financial sustainability of the program.*

ECEP was created as a service to students, and received most of its funding from students until 2008 - 2009. Other revenues supporting ECEP have been the fees paid by unsubsidized parents with some subsidies from the state for low income students.

The operating deficits that have occurred since 2010 - 2011 have now reached the point where RSSP will be unable to cover deficits beyond 2014 - 2015.

It is critical that the Campus become a funding partner for the ECEP program if we are to continue providing a comprehensive early childhood education program. Additionally we need to determine how to engage in fundraising.

What would some strategies be?

- Create a financial sustainability plan with a 5-year operating budget

- Investigate other funding sources
- Expand current funding sources
- Explore new funding sources
- Create a case for being a more integral part of the campus
- Examine current expenses and make sure the money is being used in the most effective way
- Create a brainstorming plan
- Track Alumni (for future fundraising)
- Secure development office support (a specific person).
- Not be treated as a revenue creating unit or seek waiver from various campus assessments on external funding and revenue sources
- Chancellor should provide discretionary funds
- Take action to help people see ECEP as part of the college community.
- Partner with units that serve students to get funding.

*4.B. Improve communication channels between Administration, Parents and Community.*

It is essential that there be ongoing and transparent communication between the ECEP Executive Director and team, parents, and community stakeholders in order to ensure understanding of and support for our program. Ideally this communication would describe what is going on throughout the program, including accomplishments and needs, and would invite input and collaboration.

What initiatives would contribute to this outcome?

- Get ECE and childcare on the homepage of UC Berkeley on a regular basis
- Post to UC Berkeley's twitter and facebook pages
- Center directors could share information about happening in the centers
- Increase visibility and presence
- Monthly or quarterly newsletters.

*4.C. Build a business case that optimizes the campus desire for access and affordability with financial sustainability.*

We want to create a program that maximizes our value to our stakeholders. We might assess breadth of child care services and coverage most needed/desired by campus community members, create a demand curve, analyze the cost of providing these services and create a business plan that best captures the demand with a reasonable financial structure the supports sustainability.

What would be the key elements of this business case?

- Do a demand study in order to understand the future parent demand for the ECEP services.

- Review the wait list in terms of communication and availability.
- See if you can add a checkbox to the student, faculty and staff on-boarding online process that would give that parent immediate information about the ECEP child-care options.
- Review how Calcierge introduces ECEP to their constituency.

*4.D. Develop a strategy to ensure that the value of the program is recognized and supported across the campus.*

Major universities have a set of priorities, and it is not always clear that child and dependent care are at the top of the list, particularly in strained financial times. Let us create a strategy to identify and recognize student, staff, and faculty parent needs as a priority across the campus, in order that these groups are able to study, work, and teach/research to full capacity.

Why should the campus care?

- It meets UC Berkeley's values of being family friendly
- Increases gender diversity
- Makes UC Berkeley more competitive in recruiting faculty and students

What might the strategies be?

- Increase visibility
- Teach people who interview faculty about value of ECEP programs
- Create a marketing sheet and/or brochure
- Find funding for a branding and marketing program
- Implement a branding and marketing program
- Quantify the value of the program

*4.E. Develop a strategy to increase the integration of Early Childhood Education (ECE) into Berkeley's research, teaching and services.*

Ideally a world class early education program would serve as a laboratory inspiring the best practices of early education program delivery, research, staff training and development, and active research on the impact of these practices on the achievement of the students and parents being served as well as the faculty, students and staff engaged in the delivery of services and the research.

What might some strategies be?

- Do a cluster hire of ECE professors across the campus to be a node. They could be in public health, social welfare, psychology and other fields.
- Create incentives for split-FTE's
- Actively pursue funding to support the creation of an undergraduate major.

- Advocate more integration of ECEP into general education classes.
- Research funding for an endowed chair.
- Help interested professors doing research to cooperate and find funding opportunities.

*4.F. Create an evaluation system to measure the effectiveness and efficiency of UC Berkeley's (Berkeley's) Early Childhood Education Program (ECEP).*

It is incumbent on programs, in the current era, to demonstrate their value. Greatly needed is a systematic means of evaluating the quality and impact of ECE programs on campus, in terms of such parameters as child development, parent satisfaction, workplace productivity, career development, and overall campus climate.

What are the key metrics that we might evaluate?

Create a clear definition of quality

Parent satisfaction

Parent needs

ITERS

ECERS

CLASS

Mixed Method research

Document people who are doing research in these fields on campus.

Assessment of the nuances of how child education is delivered in the classroom.

Evaluate morale of teaching staff

Assess results and feedback of student assistants.

Ultimately, ECEP needs an owner and manager of this information, and that person needs to have the resources to maintain the data.

*Next Steps*

Digest information over the next week

Finalize into strategic priorities statements

Then create an workplan /action plan (such as sub committee assignments) to get things going

## **5. Parent Engagement Committee Report - Ami**

The Parent Engagement Committee has been focusing on learning about the needs of the parents and is creating a Parent Survey to be submitted in early April.

The intention of the Parent Survey is to:

- validate mission & vision statements
- understand what they parents value & want
- learn how we can engage the parents more effectively

- learn how parents see the difference between 3 years ago and now

One question was: Should we include asking questions about the PAC in the survey to help parents engage in the PAC? The Parent Engagement Committee will need to discuss this.

Another question was: How do we get busy parents to make time to take the survey? The committee agreed to offer a random raffle of a \$100 gift certificate to one of the parents who filled in the survey.

The goal is to have the survey sent out by the beginning of April

## **6. Operations Update - Mary-Ann**

Dwight way center will be furnished by May 2

### *Enrollment - Mary-Ann*

The ECEP is actively enrolling parents for next fiscal year.

They are working closely with student parent center, especially Ginelle Perez. Because of the application process requirements the ECEP has not had any infant spots for students for years. The goal is to change that. They already have at least 6 early applications for student infant spots which are going to be held. The students will be pre-qualified and the intention is to do a final qualification and allow them the infant spots.

If someone falls out of the infant spot program they will use the wait-list to fill it.

The enrollment process is going much more smoothly than it has in the past, in part due to Ellie and Gretchen's excellent communication with parents.

Ami - people have shared with her that the image of the program has improved.

### *Executive Director - Steve*

There is a strong candidate for the ED position. Some people on the search committee have expressed concerns about the candidate. LeNorman, Steve and Mary-Ann are doing additional reviews to make sure concerns that were raised are handled. At this point no offer has been made to the candidate. They hope to make an offer by the end of March with a start date of May 1.

If she accepted the position, Ellie and Gretchen would be available for on-boarding.

Mary-Ann's involvement will not change. Her role is an advocacy role on the campus, fighting for funding and visibility as well as RSSP executive leadership oversight.

### *Classroom Reviews (ECERS, ITERS)*

The ECEP is in the process of doing ECERS and ITERS evaluations.

ICRI will meet with the teachers for follow-up quality reviews for every classroom.

ECEP expects to have the updates before the 17th April.

### **Tasks**

Mary-Ann

- See if you can add a checkbox to the student, faculty and staff on-boarding online process that would give that parent immediate information about the ECEP child-care options.
- Review how Calcierge introduces ECEP to their constituency.

Dr. Bridges

- share her research into quality in ECE