

***Lindgren Child Care
Center/MN Student
Parent Support
Initiative***

***Criteria Analysis and
Strategic Plan
FY 2019***

Executive Summary

St. Cloud State University opened the Lindgren Child Care Center (LCCC) in 1980 as a response to a need for quality, on-campus child care for SCSU students. The LCCC not only provides Nationally Accredited child care for student parents, it also offers laboratory placements to SCSU practicum students from numerous academic departments, leadership and professional development to student employees, and programming to support SCSU student parents from enrollment through graduation through a grant funded program titled the Minnesota Student Parent Support Initiative (MSPSI).

The LCCC is also very unique, as it is the only SCSU program that is dedicated to the underserved student parent population. Across the nation, students raising dependent children are finding it difficult to access low-cost, high quality child care which offers flexible scheduling. These barriers lead to low rates of college success for student parents (Gault, et al. 2016). The Lindgren Child Care Center is designed to increase access and affordability to high quality child care for St. Cloud State University student parents.

We have learned through data collected by the MSPSI, the five top barriers indicated by participants in the Student Parent Experience Questionnaire (SPEQ) to include:

1. Balancing time between studies and work
2. Lack of financial support
3. Mental health issues
4. Cost of childcare
5. Availability of childcare

This data which will be cited throughout this document, has become the context of our work.

Priorities

The Lindgren Child Care Center itself only has one service, but numerous functions. Below, the four main functions are listed in order of priority. Data and rationale for these priorities are supported in the remainder of this document.

1. **Child Care;** maintaining the Accredited Child Care program is essential to the support of St. Cloud State University Student Parents.
2. **Student Parent Support;** much of this work is intertwined within the work of the professional staff as they create relationships with and offer support for the families in their care. In addition, the grant funded MSPSI has created a support system for the larger student parent population.
3. **Practicum and Internship;** the call for quality experiential learning is in alignment with our strategic plan. The ability to offer high quality practicum and internship experience is directly linked to the professional staff creating applied learning experiences and ensuring the goals/objectives of the experiences are being followed.
4. **Student Employment;** as articulated below, student employment at the LCCC is a valuable professional development experience and aids in the persistence/learning of our students. In

addition, by utilizing student employment we are able to create an inclusive community that any staff, parent, and child can see themselves in.

Data Collection

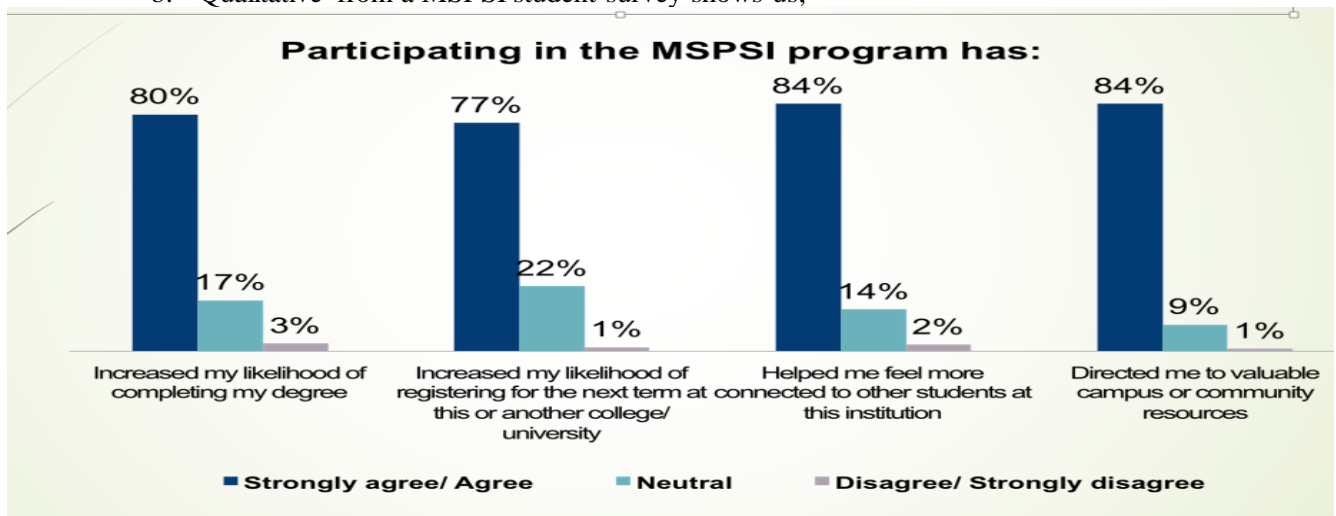
Data for this document has been collected from 2011 through 2017 from a number of sources including:

1. Lindgren Child Care Center (LCCC) Qualitative Surveys
2. The Minnesota Student Parent Support Initiative (MSPSI) Performance
 - a. MSPSI Database (DB) - a web based application for data collection, storage and reporting per semester to meet federal reporting requirements.
 - b. Intake Form (IF) - incorporated into the web-based application/database used to collect data once at intake
 - c. Student Parent Experience Questionnaire (SPEQ) – Student reported survey for collecting data at the end of the fall and spring semesters.
3. Office of Strategy Planning & Effectiveness
4. MSS/Annual Access & Opportunity Report

Evidence of student retention

1. MSPSI

- a. The most recent retention data for LCCC supported student parents from MSPSI states;
 - The retention rate for Fall 2014 to Fall 2015 is 78.8%
 - The retention from Spring of 2014 to Fall of 2015 is 93.75%
 - The retention rate for Fall 2015 to Fall 2016 is 94.52%
 - The retention rate for Fall 2016 to Fall 2017 is 69.75%
- b. Qualitative from a MSPSI student survey shows us;



2. LCCC

- a. When evaluated across the institution, student parents that have children attending the LCCC had a higher success rate (persistence + graduation) than non-LCCC using student parents and traditional aged students in 5 of 6 semesters evaluated FY 14-16.
- b. When tracking student parent user's Fall 2011 to Fall 2014 persistence, of parents that did not graduate, 90% of students continue to persist. During the same three year period 31% of LCCC users completed their degrees. This compares favorably to research that shows only 33% of student parents complete their degree in six years of enrollment.¹ This persistence and graduation rate clearly indicates that these student parents, when using LCCC, achieve success by finishing their degrees. This clearly demonstrates LCCC's direct contribution to the success of this underrepresented population.

3. National Association for the Accreditation of Young Children (NAEYC).

- a. Maintaining National Accreditation is important for the retention of student parents as accreditation increases the amount of support low income student parents can receive through third party payers.
 - i. Accreditation increases support by 20% for families receiving funds from the Child Care Assistance Program (CCAP)
 - ii. Accredited/Four Star Rated programs increases support for families receiving

¹ Gault, Barbara, Ph.D., et al. 4.8 Million College Students are Raising Children. *Institute for Women's Policy Research*. November 2014

- Pathway I or Pathway II funds by 33%
- iii. Over the course of the year, this difference could amount to \$2,500 per child. If a student parent has two children receiving this support, the savings would be greater than one semester's tuition and fees.

Number of students served in a program/activity and/or the utilization of services

1. Children

Goals for Children

Our overall goal is to provide children with loving care in a safe environment with an educational experience. Specifically, our goals are to give the children the opportunity to:

- Develop a healthy self-concept;
- Develop both socially and emotionally;
- Develop enjoyment of the creative experience; Develop trust in adults and peers;
- Develop independence and responsibility for self;
- Develop security and a feeling of success;
- Develop skills in the physical, cognitive and language areas.

To best meet the needs of each child in our care, with the “Goals for Children” always being considered;

- Each classroom is led by a classroom teacher with a current State of MN Birth –Grad 3 Teaching License.
 - Each lead teacher designs the curriculum using a constructivist framework, and the Creative Curriculum [for Infant, Toddler, and Twos](#) or [Creative Curriculum for Preschool](#)
- Each child at the LCCC receives a developmental screening within 30 days of being enrolled or annually. The screening used is a MN Department of Health approved tool.
 - Brigance Early Childhood Screen II
<https://www2.curriculumassociates.com/products/research.aspx>
- Each child at the LCCC receives an ongoing developmental assessment which aligns with our curriculum; Teaching Strategies Gold - <https://teachingstrategies.com/our-approach/research/>
- The environment is assessed using one of two tools;
 - Early Childhood Environment Rating Scale: <https://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r>
 - Infant Toddler Environment Rating Scale <https://ers.fpg.unc.edu/infanttoddler-environment-rating-scale-iters-r>

Each of these tools are evaluated annually to ensure they align with the Mission of the LCCC.

2. MSPSI

In July of 2015 there were 62 enrolled members of the Minnesota Student Parent Support Initiative. As of February 2018 there are 281 participants. Participation in the program has increased by over 400% in less than 3 years. Many, but obviously not all, of these participants utilize the Lindgren Child Care Center.

3. **LCCC Student Parents-** The Lindgren Child Care Center has a limited capacity due to current square footage. At this time classroom enrollment limits include: Infant Room -8, Toddler Room – 12, and Preschool Room – 23. During the Fall/Spring Semesters, the center has been at capacity for the past 6-8 years. Increases in enrollment have come from adapting our fee schedule to make

it more flexible and accommodating for families, and extending our hours of operation from 5:30 pm to 9:00 pm. This gives student parents taking evening class, working, or needing extra study time quality child care when it is typically not available anywhere in the community.

As the graph below clearly shows, even with the downturn in student enrollment, the need for quality child care clearly persists.

Total Parent Users For FY *Does not include participants from special events	FY Revenue Generated	% -/+	*Wait List
FY 2009-- 104	\$218,759.00		
FY2010-- 95	\$222,949.00	2%	
FY2011-- 117	\$242,494.00	8.1%	
FY 2012-- 134	\$263,952.00	8.2%	
FY 2013-- 132	\$255,379.00	-3.2%	10-15
FY 2014 -- 136	\$261,237.00	2.3%	20
FY 2015-- 133	\$279,515.00	6.6%	25
FY 2016-- 143	\$ 294,193.00	5.0%	50
FY 2017-- 141	\$ 305,416.00	3.7%	50

*Wait List length varies by time of year with August and January being the time of year we receive the most inquiries.

Practicum/Internships

1. Academic departments and faculty clearly see the value of the student learning experience through student practicum assignments at Lindgren. Not only do those practicum students come into the center and carry out an observation or practice, they are modeled and mentored by a lead professional teacher in that effort, who then provides reflective consultation with them after their experience.
2. Below is a description of Academic Department Internship/Practicum usage in FY17.

Academic Department	Experiential Learning Hours
Center for International Studies (Cultural Sharing)	255.5
Child and Family Studies	645

Communication Sciences and Disorders	250
Community Psychology	3600
Nursing Sciences	366
Social Work	308.5
Special Education	87
Volunteer (COLL 150 or for personal development)	137.5
Total	5648.5

*It is our hope to incorporate technology to better track student usage and student success. Current technology on campus can only track point in time attendance, we hope to add length of experience.

Student Employees

1. Services at LCCC are enhanced for both families and staff by the commitment to create a diverse work environment. Because many of our children are from culturally diverse backgrounds, it is important that they experience a similarly diverse staff at Lindgren. LCCC employs 35-40 students who begin their relationship with LCCC from one of a number of underrepresented populations including general student employment, work-study (state and federal), cultural diversity funds (grants supportive of hiring student employees that reflect the cultural and ethnic background of our student families), and through a collaboration with MSS utilizing students that qualify for Access and Opportunity (A & O) benefits. As of Spring 2018, 48% of our student employees are students of color.
2. A review of the data completed by MSS and the Annual Access & Opportunity report from the Fall of 2013 through this year's Fall cohort is below. It shows the range of Credit Completion Rate (CCR), Grade Point Average (GPA) and Retention/Persistence Rate.
 - a. Credit Completion Rate (CCR)- 91% - 95% (Average would be 93%)
 - b. Grade Point Average (GPA)- 2.50 - 2.85 (one outlier semester was 2.33 and four semesters were 2.75+..Average 2.70)
 - c. Retention/Persistence- Range = 70% - 92% (Average would be around 85%)
3. This data is consistent with internal data collection of all student employees Fall to Fall persistence during FY 12-14 which showed ranges from 85%-92%.

Evidence that program/service assists in recruitment of students

1. Beginning in FY18 the SPSI focused greatly on the recruitment of student parents. There have already been visits to local community and technical colleges to carry out various recruitment tasks-
 - a. Table at local community colleges
 - b. Collaborate/share space with SCSU admission reps. at local community colleges
 - c. Give presentations about SCSU student parent services to community colleges
 - d. Multiple communications with various services at connector schools (TRIO, advising, admissions, etc.) regarding their student demographic and best ways to recruit student parents
 - e. Connections made with local high schools regarding visits, tours, presentations
 - f. Coordinator of SPSI will present at the Adult Learner Institute in June 2018

- g. Collaborate with admissions and data representatives at SCSU to better identify student parents when they apply/arrive at SCSU
2. Below are links to three articles describing the current reality of child care availability in the area and State of MN. If child care is not available to a prospective student, the options would be to patch together care using family and friends, or not enroll at the university.

[A quiet crisis: Minnesota's child care shortage](#) – Central Minnesota currently has a shortfall of over 14,000 child care spaces available

[Who Cares about Child Care?](#) – Communities creating their own solutions in addressing child care shortage

[Legislature needs to find help for state's child care 'deserts'](#) – The private sector needs supports from the state to increase quality child care availability.

Evidence of impact on student success, learning, and persistence

1. Qualitative Data Taken From Spring 2018 Parent Satisfaction Survey:
 - a. *Please describe for us how you believe the Lindgren Child Care Center assists in your goals of completing an undergraduate, graduate, or doctoral degree.*
 - i. The Organization and Administration is responsive, attentive and caring. They go above and beyond. They really care about our children. We cannot say enough about the level of care they provide our children. Even more, the students that work there love working there. They rave about their experience there.
 - ii. Lindgren helps myself and my husband feel comfortable attaining our professional goals, while raising our child. Without a place like Lindgren it would prevent us from striving for our goals.
 - iii. Without the convenient care, I would not be able to pursue to my professional/academic goals.
 - iv. If it was not for Lindgren I would not be able to continue school and feel comfortable that my child was receiving nationally accredited care.
 - v. It helps me stay focused knowing that my child is in a safe fun environment
 - b. 95% of student parents ‘Strongly Agree or Agree’ that they feel like a part of the LCCC Community
 - c. 86% of student parents ‘Strongly Agree or Agree’ that they feel more connected to SCSU as a result of being part of the LCCC Community
 - d. 91% of student parents ‘Strongly Agree or Agree’ LCCC creates an environment that values cross-cultural communication and committed to social justice.
2. Qualitative Data Taken From Spring 2018 Parent Satisfaction Survey:
 - a. 100% of staff ‘Strongly Agree or Agree’ to feeling supported by professional staff mentoring
 - b. 100% of staff ‘Strongly Agree or Agree’ that training provided better prepared them to work within a diverse environment
 - c. 82% of staff ‘Strongly Agree or Agree’ to feeling more connected to SCSU as a result of working at LCCC

3. Post Practicum Experience Survey Results show 100% of participants increased:
 - a. Confidence in working with Infants, Toddlers, and Preschoolers
 - b. Knowledge of classroom expectations
 - c. Knowledge of staff priorities
 - d. Understanding of parents' viewpoints
4. Also included in this document are letters of support penned by St. Cloud State University faculty describing the valued Experiential Learning provided at the LCCC. These documents will be included in a PDF version of this Annual Report, but sent separately in a Word version.

Program/service represents a collaboration and is jointly funded and/or utilizes personnel from across the institution

1. The Minnesota Student Parent Support Initiative is grant funded through the MN Office of Higher Education, \$120,000 in FY18.
2. The LCCC collaborates with the MN Department of Education through a Pathway II Enhancement grant which supports our Evening and Weekend Care option.
3. Interprofessional Collaboration
 - a. As a presentation title describes, Interprofessional Education in Unexpected Places: On-Campus Childcare Center as a Nexus for Interprofessional Partnerships, the LCCC offers a unique experience for students as they prepare for the workforce.
 - b. Academic Departments within this collaboration include CPSY, CSD, NURS, SW
4. Future internship growth
 - a. Currently in discussions with SW and CPSY to greatly increase the number of internship experiences which will both offer a quality experience for an upper level undergrad along with decreasing the reliance on student employment funds.

Federal and State Compliance

1. Federal Compliance

The LCCC is not a Title IX Compliance Office. But it does offer support and education for St. Cloud State University students, faculty, and staff on Title IX as it relates to Pregnant and Post-Partum Students.

2. State Compliance

During the 2017 Legislative Session, a new Statute was passed requiring St. Cloud State University to provide informational supports to all Student Parents. The LCCC has taken the lead in this initiative.

135A.158 INFORMATION PROVIDED TO STUDENT PARENTS AND PREGNANT STUDENTS.

A public or regionally accredited private postsecondary educational institution must provide information according to this section to students who are parents of one or more children age 12 or younger, and to students who notify the institution that they are pregnant. The information must include a fact sheet on the legal rights of student parents and pregnant students and a list of resources to support student parents and pregnant students. The list of resources may include resources for prenatal care, child care, transportation, and housing. This information must be available in languages that reflect the primary languages of the institution's student body. The Board of Regents of the University of Minnesota is requested to comply with this section.

Alignment with University Strategic Plan

MISSION:	
We prepare our students for life, work and citizenship in the twenty-first century.	<i>The LCCC provides education and investment for two generations of learners. Studies show children with parents that have a degree are more likely to complete a degree themselves.² Through the support of LCCC, countless children have or will become second generation college students and continue the tradition of life, work and citizenship.</i>

VISION:	
Through active discovery, applied knowledge and creative interaction, we positively transform our students and the communities where they live and work.	<i>Segment of LCCC Mission Statement; As a place where theory is put into practice, Lindgren Child Care Center is a training and laboratory resource to the entire campus and a model of excellence for the community of St. Cloud.</i>

Engaged Students	
<i>Integrated Student Learning and Support</i>	<i>Weekly chat n' chew events, where student parents are connecting and supporting each other thru mentoring, and creating a strong sense of belonging to the SCSU campus and each other. Training and mentorship for student employees.</i>
<i>Active and Applied Learning Experiences</i>	<i>The LCCC offered over 5,000 of applied learning experience directly tied to coursework learning objectives. Over 800 hours of professional development directly related to MN Statute requirements presented to student employees.</i>

² Dubow, E. F., Boxer, P., & Huesmann, L. R. (2009). Long-term Effects of Parents' Education on Children's Educational and Occupational Success: Mediation by Family Interactions, Child Aggression, and Teenage Aspirations. *Merrill-Palmer Quarterly* (Wayne State University Press), 55(3), 224-249. doi:10.1353/mpq.0.0030

	<i>Showing of The Raising of America documentary discussing the roles our community plays in the raising and supporting of today's children.</i>
<i>Strategic Enrollment Management</i>	<i>Beginning in FY18 the SPSI focused greatly on the recruitment of student parents. There have already been visits to local community and technical colleges to carry out various recruitment tasks.</i>
<i>Engaged Campus</i>	
<i>Diverse, Multicultural, and Equitable Campus</i>	<i>Creation of a diverse staff that values all student employee perspectives in caring for young children</i> <i>Used Book sale put on by the Preschool class of the Lindgren Child Care Center-a campus wide event bringing together many areas of campus</i>
<i>Financial Sustainability</i>	<i>-LCCC creates and returns to the General Fee Budget roughly 60% of its total budget, or 94% of salary/benefits of professional staff.</i> <i>-LCCC is currently 30-35% below market rate for Nationally Accredited & 4 Star Parent Aware programs</i> <i>-The ability to create additional revenue is directly tied to raising our child care rates.</i> <i>-Research shows families from a low SEC are the most likely to enroll their children in low quality child care centers which contributes to the achievement gap in low income and children of color. This makes the discussion of raising rates quite difficult as the families who are in most need of quality child care, cannot afford the market rate.</i> <i>-Currently Collaborating with numerous academic departments to increase number of internship hours, decreasing need for student employment funds.</i>
<i>Engaged Community</i>	
<i>Civic Action and Public Engagement</i>	<i>Showing of The Raising of America documentary discussing the roles our community plays in the raising and supporting of today's children.</i>
<i>Global and Cultural Engagement</i>	<i>Working to serve the International Student Parent. This population is often difficult to identify as they do not complete a FAFSA</i> <i>Cultural Sharing collaboration with CIS</i>

Campus vibrancy and student engagement

1. Campus-wide events
 - Halloween Spooktacular (about 150 people attended)
 - Used Book Sale
 - Raising of America Documentary (average 20 attendees)
2. Events hosted for Lindgren families

- Fall Festival (average 100 attendees)
 - Valentine's Day Breakfast (about 80 attendees)
3. All SCSU Student parent events-
- Bike Rodeo (average 50 attendees)
 - Chat N' Chew weekly luncheons (average 15 students)
 - Bi-monthly Family Night Out events (average 80 guests)
 - Educational Workshops- a few examples: Picky Eating, Bedtime Routines, Time Management (avg. about 20 attendees at each)
 - Laptop loan rental (we have 6 laptops for rental)
 - Special Advising Event for Non-Traditional for promoting registration (about 20 attendees)
 - Annual Mary Beth Wedum Single Parent Scholarship Recipients banquet-approximately \$70,000 awarded each year to student parents.
4. Student Parent Outreach and involvement
- Non-Traditional Student Organization (bi-weekly meetings)
 - Transfer Peer Mentor program-In collaboration with **University College (Initiative Grant)**
 - Student Parent meetings with key stakeholders pursuing a larger space for student parents and Non-Traditional students on campus
 - Bridge to Community Resources

Lindgren Child Care Center – Strategic Priorities

1 Year

- Maintain NAEYC Accreditation; August 30, 2019.
- Offer Run-Hide-Fight to all teaching staff.
- Expand student internship experiences, primarily Child and Family Studies, Community Psychology, and Social Work.

- Expand collaboration with Social Work to broaden the scope of the Bridge to Community Resources to support all student parents.
- Support implementation of Student Parent Priority Registration
- Explore external grants along with internal and external collaborations to support student parents in addition to options for expansion.

2 Year

- Create a Lindgren Child Care Center 40 year celebration; 2020.
- In combination with the 40 year celebration grow the existing endowment for tuition support for low income families.
- Targeting first & second year student parents for success (high dropout) to instill resiliency through Non-Traditional Student Transfer Peer Mentor program that will be implemented in collaboration with University College that support from an initiative grant.

Long Term

- Continue to build collaborations for expansion with the School of Education/College of Health and Human Services.
- Using data collected during past two years, continue Supporting Non-Traditional Students from application through graduation (admissions, CLEP/CPL, advising, social networking, financial supports, targeted communication methods).

Emerging Issues and Trends

- Lack of Available Child Care in Central Minnesota for all members of the region and local community.
- A 2017 report from the Center for Rural Policy and Development shows Central Minnesota currently has a shortfall of over 13,000 available child care spaces.
- Expansion of the Lindgren Child Care Center has been on Campus Master Planning -Facilities Utilization/Comprehensive Facilities Plan since 1999.
- Inconsistent funding streams from state level to support early care and education is a barrier to long term strategic planning collaborations.
- Maintaining NAEYC Accreditation while balancing increased state licensure requirements.

- Maintaining high quality student employees has been difficult, off-campus employers are offering a much higher starting salary.