There are growing concerns among faculty, staff, and students around the availability and affordability of child care, particularly for Virginia Tech employees and graduate students.

There are a number of partnerships and arrangements that have developed over time in the New River Valley (NRV) to address the ongoing demand. However, there still appear to be challenges related to the availability of quality child care and the cost of that care.
Part-time Lab School was transformed into the full-time, full-year Child Development Center for Learning and Research.

Home Economics Department opened the first childhood development center for young children on campus.

Child Care Committee produces report with several recommendations for management to explore.

Rainbow Riders facility opens near CRC and enrolls university dependents under agreement.

Rainbow Riders facility opens near CRC and enrolls university dependents under agreement.

The Alliance for Better Child Care Strategies (ABC’s) established as a non-profit to help address the regional need.

Graduate School launches three new childcare programs focused for graduate and undergraduate students (incl. Little Hokie Hangout Cooperative).

Staff Senate report on Child Care needs released with several recommendations for management to explore.

Exploration of potential models for on-site care; results in an RFP for services and establishment of agreement with Rainbow Riders.

Previous Virginia Tech Efforts

1940

JAN. 2005

JUN. 2006

FALL 2006-
2008

AUG. 2009

FEB. 2016

APR. 2019

JAN. 2015

NOV. 2018

AUG. 2009

JAN. 2015

FEB. 2016

APR. 2019
Background Data
There are about 10,000 children ages 0-5 in the New River Valley.

Over 50% or 5,836 children ages 0-5 in the NRV live in households where all parents work.

Source: NRV Early Childhood Regional Assessment (https://nrvpdc.maps.arcgis.com/apps/MapSeries/index.html?appid=4c412b0e73e144d4d8e45316e96fc3c)
Research-Based Guiding Principle

Quality early childhood programs provide a path to success in school and in life.

Source: NRV Early Childhood Regional Assessment (https://nrvpdc.maps.arcgis.com/apps/MapSeries/index.html?appid=4c412b0c73e14cd486a45316e96fcc3c)
Current Capacity and Access/Flexibility Data

New River Valley

Total Capacity Gap

» 6,910

» 67%

Sources: NRV Early Childhood Regional Assessment (https://nrvpdc.maps.arcgis.com/apps/MapSeries/index.html?appid=4c412b0c73e14cd486a45316e96fc3c)
Alliance for Better Childcare Strategies, Scholarship Brochure, June 2018.

Nationally

A 2015 Washington Post survey reported:

over 75% of mothers & 50% of fathers

had passed on work opportunities, switched jobs or quit to take care of their children.

A 2016 survey of working parents in Louisiana reported:

1 in 5

parents with a preschooler left full-time employment for part-time work because of childcare issues and

almost 50%

of both men and women missed work regularly due to problems with childcare.
In the NRV, about 4,387 children ages 0-5 live below 200% FPL (Federal Poverty Line) - $40,840 for a family of three.

Children 0-5 in families with income <200% FPL

**VA**
36.5%

**NRV**
46.6%

**4,387** in the New River Valley

19.3% or about 1,820 children ages 0 – 5 in the NRV live below 100% FPL ($20,420 for a family of three)

Note: There are federal and state subsidy programs (Virginia Preschool Initiative, Head Start, etc.), but almost all have capacity gaps for the NRV population, the application process can be a barrier for many families, and many providers don’t accept subsidies due to the additional requirements and costs associated with becoming subsidy-eligible.

Sources: NRV Early Childhood Regional Assessment (https://nrvpdc.maps.arcgis.com/apps/MapSeries/index.html?appid=4c412b0c73e14cd486a45316e96fc3c)
Alliance for Better Childcare Strategies, Scholarship Brochure, June 2018.
Quality gaps are widespread with many private sector providers opting not to pursue accreditation or certifications.

**Virginia Quality,** a Virginia Department of Social Services program, is leading efforts to improve the quality of childcare in the region.

Additionally, many of the quality, subsidized programs for low-income families are "school hours" programs, and don’t offer before-school, after-school, or summer childcare.

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*PALS-K is a measure of children’s knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling.*

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Sources: NRV Early Childhood Regional Assessment ([https://nrvpdc.maps.arcgis.com/apps/MapSeries/index.html?appid=4c412b0c73e14cd486a45316e96fcccc](https://nrvpdc.maps.arcgis.com/apps/MapSeries/index.html?appid=4c412b0c73e14cd486a45316e96fcccc))

Alliance for Better Childcare Strategies, Scholarship Brochure, June 2018.
A program is in full compliance with requirements of state and local regulatory agencies.

A teacher's formal education in child development or early childhood education has an impact on children's school readiness. When teachers have some formal education, such as a Child Development Associate (CDA), professional certificate, or child-related college credits, they are more prepared to intentionally support children's learning through high quality interactions. This standard measures the education and qualifications of program staff.

Intentional teaching has an impact on children's school readiness. This standard does not require programs to use a purchased curriculum. Instead, this standard measures how programs intentionally promote children's learning and development. Virginia has developed the Milestones of Child Development and the Foundation Blocks for Early Learning to guide early childhood educators in promoting school readiness, and this standard considers how the program aligns with Virginia's early learning guidelines.

Children engaged in meaningful learning and play, guided by qualified caregivers in an enriched educational environment, has an impact on school readiness. This standard measures the types of materials available to the children and the types of activities they are involved in throughout the day.

Interactions between teachers and children form the foundation for all social and cognitive learning, significantly impacting school readiness. In addition to exposure to high quality materials and intentional teaching, children benefit most when they experience high quality interactions. At your program, do teachers

- support children's social and emotional growth?
- have a positive attitude towards the children?
- use constructive behavior management techniques?
- encourage children to learn and be creative?

This standard measures the quality of interactions.
<table>
<thead>
<tr>
<th>Locality</th>
<th>Level 1 Basic Health &amp; Safety</th>
<th>Level 2 Education &amp; Qualifications</th>
<th>Level 3 Curriculum &amp; Assessment</th>
<th>Level 4 Environment &amp; Interactions</th>
<th>Level 5 Environment &amp; Interactions</th>
<th>Locality Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Floyd</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Giles</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Montgomery</td>
<td>7</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Pulaski</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Radford</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>11</strong></td>
<td><strong>4</strong></td>
<td><strong>17</strong></td>
<td><strong>5</strong></td>
<td><strong>2</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

*Note: There were 37 licensed facilities in Montgomery County (including family day homes, short-term child day centers, and certified pre-schools not included in the table above) and 11 unlicensed facilities (religious exempt child day centers).*
Current Efforts
Guiding Principles to Advance Child Care Opportunities

- **QUALITY**: Children in the NRV are failing to meet school readiness benchmarks.
- **FLEXIBLE**: A wider range of service types and hours are needed to support the diversity of working parents.
- **ACCESSIBLE**: Current opportunities provide quality care for 33% of children ages 0-5 in the NRV.
- **AFFORDABLE**: Thousands of children in the NRV are living in families that are economically disadvantaged.
- **SOLUTIONS FOR ALL COMMUNITY MEMBERS**: (All employees, graduate/professional students, and undergraduate students)
EXISTING VT PROGRAMS & PARTNERSHIPS

1 / CHILD DEVELOPMENT CENTER FOR LEARNING & RESEARCH (CDCLR)

2 / LITTLE HOKIE™ HANGOUT *

3 / RAINBOW RIDERS PARTNERSHIP

4 / KINDERCARE PARTNERSHIP

5 / HOKIE™ WELLNESS - CHILD CARE REFERRALS

*Note: the Graduate School employs a Child Care Coordinator that also manages a Babysitter Clearinghouse (online database & review forum), a Parent Support Group (graduate student-focused), & an annual Bring Your Child to School Day.
Executive Summary of Findings
Key Findings from Survey & Peer Data Reviews

**Quality**

Persistent gap in quality childcare across VT locations

**Flexibility**

Demand for wider range of care types (sick, back-up, summer care), schedules, enrollment options and/or operating hours

**Accessiblity**

Larger & distributed campus population = more centers (and often more variety); Need to include solutions for Roanoke and Greater Washington D.C. Metro Area

**Affordability**

Variety of assistance models, incl.: stipends & grants, sibling discounts, sliding rate scales, and flat tuition discounting

Solutions are needed for all community members (all employees, graduate/professional students, and undergraduate students)
Recommendations
**FY2020-21 Proposals**

**Establish Dedicated Position**
Reallocate existing resources to hire a childcare champion, charged with developing a holistic business plan and building community partnerships.

**Offer Back-Up Care for Employees**
Explore opportunity to purchase and offer back-up child and elder care services from existing state contract.

**Implement Advisory Structure**
Convert existing Work Group to a long-term advisory group that can guide child care efforts for all community members.
Long-Term Recommendations
To inform 3 - 5 year business plan development

Increase Scope & Scale of Stipends or Subsidies for Low-Income Families

Particularly expansion to wage employees, graduate students, and others who are not eligible for existing stipend. Consider differences in cost-of-living and cost-of-care by location.

Enhance Partnerships

Consider expanding existing or implementing new care models to increase the number of high-quality care slots available in the NRV, Roanoke, and Washington D.C.

Explore Expansion of the CDCLR

Work with College of Liberal Arts and Human Sciences to investigate alignment with curriculum and other initiatives (special needs, Adult Day Services, etc.)
Long-Term Recommendations
To inform 3 - 5 year business plan development

Contribute to Expansion of Early Educator Pipeline
Investigate potential workforce development collaborations with Community College System, expansion of VT degree program, and field-specific tuition-assistance.

Educate & Build Awareness
Launch action-oriented communications and other initiatives to raise awareness and use of existing partnerships and mechanisms (Hokie Wellness resources, flexible schedules, etc.), particularly among managers and employees.

Explore Philanthropy
Establish specific goals that can be considered in Capital Campaign or other Advancement efforts. Focused should be placed on scholarship opportunities or other direct-to-family mechanisms.
Appendix A: Summary of Fall 2019 KinderCare Needs Assessment Survey Results
GENDER OF RESPONDENTS
(n=2,047)

- Female: 1,318 (64.4%)
- Male: 653 (31.9%)
- Prefer not to answer: 41
- Blank: 35

AGE OF RESPONDENTS
(n=2,047)

- Under 25: 120
- 25-34: 673
- 35-44: 655
- 45-54: 340
- 55 or older: 216
- Blank: 43
RACE/ETHNICITY OF RESPONDENTS
(n=1,954)

WHITE 1609
ASIAN 149
BLACK OR AFRICAN AMERICAN 79
TWO OR MORE RACES 66
HISPANIC/LATINO 48
AMERICAN INDIAN OR ALASKA NATIVE 2
NATIVE HAWAIIAN OR PACIFIC ISLANDER 1
HOUSEHOLD INCOME OF RESPONDENTS
(n=1,910)

55% OF RESPONDENTS EARN LESS THAN $100,000
CAMPUS LOCATION OF RESPONDENTS
(n=1,822)

GREATER WASHINGTON DC METRO AREA: 84
BLACKSBURG: 1,672
ROANOKE: 66
JOB CLASSIFICATION OF RESPONDENTS
(n=1,854)

WAGE
GRADUATE STUDENTS
TEACHING AND RESEARCH FACULTY
ADMINISTRATIVE AND PROFESSIONAL FACULTY
STAFF (CLASSIFIED AND UNIVERSITY)
AGE RANGES OF ALL CHILDREN INDICATED BY PARTICIPANTS
(n=1,523)

<table>
<thead>
<tr>
<th>AGE</th>
<th>NUMBER OF CHILDREN</th>
<th>% OF TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNDER 1 YEAR</td>
<td>178</td>
<td>12%</td>
</tr>
<tr>
<td>1 YEAR</td>
<td>161</td>
<td>11%</td>
</tr>
<tr>
<td>2-3 YEARS</td>
<td>351</td>
<td>23%</td>
</tr>
<tr>
<td>4-5 YEARS</td>
<td>238</td>
<td>16%</td>
</tr>
<tr>
<td>6-12 YEARS</td>
<td>511</td>
<td>34%</td>
</tr>
<tr>
<td>OVER 12</td>
<td>84</td>
<td>6%</td>
</tr>
</tbody>
</table>

> 928 CHILDREN (61%) ARE LESS THAN 6 YEARS OLD
> 485 CHILDREN THAT ARE < 6 YEARS OLD ARE CURRENTLY IN A DAYCARE/CHILDCARE CENTER
CURRENT MONTHLY COST OF CHILDCARE
(n=485)

> 50% OF PARTICIPANTS WHO PAY FOR CHILDCARE PAY $801 TO $1,000 PER MONTH
SATISFACTION WITH CURRENT CHILDCARE ARRANGEMENTS

(n=485)

Very Dissatisfied: 1%
Dissatisfied: 5%
Neutral: 21%
Satisfied: 44%
Very Satisfied: 29%

> 27% ARE NEUTRAL OR DISSATISFIED WITH CURRENT CHILDCARE ARRANGEMENTS
**ABSENTEEISM DUE TO MANAGING ISSUES AROUND CHILDCARE**

45% have missed work or needed to leave work to manage child care issues NOT related to illness. (554 of 1,232 respondents listed 1 or more days).

**OTHER RETENTION AND EMPLOYEE PERFORMANCE IMPACTS**

19% of respondents have thought about leaving their job due to child care needs in the last year.

43% of respondents believe that a lack of child care resources has affected their performance at work.
NOTABLE COMMENTS FROM RESPONDENTS

> Blacksburg is in desperate need of good childcare and if there were a campus based care program, many people would use it and it would greatly improve the work/life balance.

> Child care in the area is absolutely terrible! We have had the worst experiences, particularly with the care and educational aspects of the daycare on campus. In addition, there doesn’t seem to be enough childcare in the area with waitlists of over 100 families. We welcome new opportunities for childcare! Thank you so much!

> Childcare was one of my biggest challenges when my children were young and combined household income was below $50,000. UVA has sliding scale daycare centers on campus. I don’t understand why Virginia Tech has not been able to come up with this sort of solution.

> I think child care benefits need to be greatly improved for graduate student who has family. Currently there are no specific program helping graduate student relieving the child care.

> The area in general seems to not have enough childcare that is of high quality and affordable. I especially struggle with this over the summer. You have to “sign-up” and “commit” to a summer program in early March or they fill up and you are quickly left with little to no options. Since 2 of my children are now older it is more manageable, and in general, the amount of options has increased since I had my first child, but it is not optimal.

> There are not enough child care options in the area. It is not uncommon to have a wait list for 2 YEARS or more with 50+ families waiting ahead of you. I can’t even begin to talk about how not affordable it is because you are blessed if you even get a spot for your kid in a quality child care center. My child is 3 years old and he has been in 3 different child care situations. I didn’t choose the leave the other 2, they closed or stopped offering services. I spend the same amount on child care as I do the mortgage on my house each month. Any relief you can find to this problem would be welcome and I appreciate that someone is looking into this.
Appendix B: Summary of Peer Data
<table>
<thead>
<tr>
<th>School</th>
<th>Number of Facilities</th>
<th>Availability/ Priority</th>
<th>Capacity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Buffalo</td>
<td>1</td>
<td>4 + provide links to several off-site resources designed to help select from local providers</td>
<td>140 children at the UM Child Development Center 54 children via half-day program at Lab Nursery School 35 children w/ flexible scheduling at Community Child Care Center 50 children at the Como Student Community Coop.</td>
<td>7:30 am to 5:30 pm CDC 8:30 -11:15 am or 12:30 - 3:15 pm at LNS 7:15 am to 6:00 pm at CCCC 7:00 am - 6:00 pm at CELC</td>
</tr>
<tr>
<td>University of Minnesota- Twin Cities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>3</td>
<td>Comal and San Jacinto locations - Faculty, staff, students and affiliated campus programs are eligible to use the program. Capitol Complex location - State of Texas employees including UT faculty and staff, are eligible to use the program. Siblings of currently enrolled families receive priority enrollment. Two tiered waiting list after that: 1) UT faculty, UT staff and State of Texas employees who are appointed to a position for 30 hours or more with benefits, and students who are attending full time. 2) UT faculty, UT staff and State of Texas employees who are appointed to a position less than 30 hours with benefits, and students who are attending school part time. Affiliated campus program employees are also eligible under tier 2.</td>
<td></td>
<td>7:15 a.m. – 6:00 p.m.</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>5 on or near campus</td>
<td>Children of members of the UC Berkeley and the general community. UC Berkeley students, faculty, and staff receive priority.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Florida</td>
<td>3 on campus</td>
<td>One parent or guardian associated fulltime with any college or department of The University of Florida or UF Health. Different priority enrollments for each center (general faculty, staff and students v. specific Colleges) but all are student and employee prioritized. Children from the Gainesville community whose parents are not associated with UF may be enrolled on a space available basis.</td>
<td></td>
<td>7:00am-6:00pm (1 center) or 6:30am-6:00pm (2 centers)</td>
</tr>
<tr>
<td>School</td>
<td>Operator</td>
<td>Number of Facilities On-Campus</td>
<td>Availability/ Priority</td>
<td>Capacity</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Cornell</td>
<td>Bright Horizons</td>
<td>1 (?).</td>
<td>Current Cornell benefits-eligible faculty, academic and nonacademic staff, and students Also available, as space allows and at different rate, to: alumni, community members, visiting scholars and lecturers, postdoc fellows, Cornell affiliates who do not have university benefits</td>
<td></td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>Bright Horizons</td>
<td>2</td>
<td>Siblings of current enrolled receive priority on wait-list. Any child who is a legal dependent of a Georgia Tech faculty &amp; staff member, student or alumni receives priority over the general community.</td>
<td></td>
</tr>
<tr>
<td>UVA</td>
<td>KinderCare Education at Work</td>
<td>2</td>
<td>Siblings of enrolled families get first priority. Then: 1) FT University F/S &amp; FT students, 2) FT UVA Health System employees, 3) PT University &amp; Health System employees, Part-time students, FT foundation employees, FT contractor (3+ year contract &amp; on-site service), visiting faculty.</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Number of Facilities On-Campus or Adjacent</td>
<td>Availability/ Priority</td>
<td>Capacity</td>
<td>Hours</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Purdue</strong></td>
<td></td>
<td></td>
<td>1 FT Center 1 ½-Day Parent Cooperative Preschool</td>
<td>7:30 a.m. – 5:30 p.m.</td>
</tr>
<tr>
<td><strong>University of Washington-Seattle</strong></td>
<td></td>
<td></td>
<td>140 children at one center 88 children at the other center; currently being replaced; anticipated enrollment at the new center is 140</td>
<td>7:00 a.m. - 6:00 p.m.</td>
</tr>
<tr>
<td><strong>University of Wisconsin-Madison</strong></td>
<td></td>
<td></td>
<td>140 at Portage Bay 54 children at West Campus 79 children at Radford Court 64 at UW Medical Center NW 61 children at Laurel Village</td>
<td>NOTE: Also have contracts with both Bright Horizons and KinderCare for priority access at non-campus locations</td>
</tr>
<tr>
<td><strong>University of Wisconsin-Madison</strong></td>
<td></td>
<td></td>
<td>73 children at Harborview 70 children at UW Tacoma</td>
<td>6:00 am - 6:00 pm</td>
</tr>
<tr>
<td><strong>University of Wisconsin-Madison</strong></td>
<td></td>
<td></td>
<td>No priority for the Child Development Lab is open equally to University and non-University affiliated parents. Priority for UW-affiliated families at Waisman Early Childhood Program.</td>
<td>7:30 a.m. - 5:30 p.m.</td>
</tr>
</tbody>
</table>

*NOTE: UW-Madison also contracts with Satellite Family Child Care to provide accreditation and oversight of high quality family child care homes. This program, the UW Family Child Care Partnership, is designed to provide infant/toddler care for faculty, staff, and students. Fees and contracts for services are set by each provider. There are currently over 60 accredited Family Child Care providers able to provide care for UW students, staff and faculty.
<table>
<thead>
<tr>
<th>School</th>
<th>Back-up &amp; Emergency Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell</td>
<td>Limited back up care (up to 10 days) offered on a daily-space available basis</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>School-age children, Pre-K thru 2nd grade, may attend &quot;School's Out&quot; program for school</td>
</tr>
<tr>
<td></td>
<td>holidays and Summer Camp (on a space available basis)</td>
</tr>
<tr>
<td>Purdue</td>
<td>KinderCare offers a drop-in option on space-available basis by center. Also offer school</td>
</tr>
<tr>
<td></td>
<td>age before/after care and summer full-day programs at one KinderCare site.</td>
</tr>
<tr>
<td></td>
<td>University-managed Cooperative Pre-school has lunch care (BYO lunch), extended day care</td>
</tr>
<tr>
<td></td>
<td>(PM only) until 5:15 pm, and also offers a Spring Break Camp.</td>
</tr>
<tr>
<td>SUNY Buffalo</td>
<td>Provides summer care program for kids 5 to 12 years of age</td>
</tr>
<tr>
<td>University of California - Berkeley</td>
<td>Bright Horizons back up care.</td>
</tr>
<tr>
<td>UVA</td>
<td>Employees receive 15 back-up care days/year</td>
</tr>
<tr>
<td>University of Washington-Seattle</td>
<td>Back-up and sick-child care provided by both (employee's choice) Bright Horizons and</td>
</tr>
<tr>
<td></td>
<td>KinderCare at subsidized rates.</td>
</tr>
<tr>
<td></td>
<td>Bright Horizons in-center care at $20/child or $35/family OR in-home (sick) care $32 up</td>
</tr>
<tr>
<td></td>
<td>to 4 hours of care (up to 3 children); each additional hour $8. Can use up to five times</td>
</tr>
<tr>
<td></td>
<td>calendar year.</td>
</tr>
<tr>
<td></td>
<td>KinderCare $20 per child per day up to 10 times per calendar year.</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Kids Kare provides free or reduced rate to income-eligible UW-Madison students, faculty,</td>
</tr>
<tr>
<td></td>
<td>staff at Little Chicks Learning Academy - hourly and/or back-up care. &quot;Back-up&quot; care</td>
</tr>
<tr>
<td></td>
<td>includes, but is not limited to: attending class, work or meetings, attending a conference</td>
</tr>
<tr>
<td></td>
<td>at UW or covering your child care needs when your regular provider is unavailable.</td>
</tr>
<tr>
<td>School</td>
<td>Tuition Information</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Externally Managed</strong></td>
<td></td>
</tr>
<tr>
<td>Cornell</td>
<td>$5,000 subsidy from external operator</td>
</tr>
<tr>
<td>Georgia Tech</td>
<td>10% discount for GT community members Before &amp; after care available for additional fees Late pick-up fees ($10 for first 10 and $1 per minute after initial 10)</td>
</tr>
<tr>
<td>UVA</td>
<td>Standard rates regardless of income Ranging $290 per week (infants) to $218/week (pre-kindergarten)</td>
</tr>
<tr>
<td><strong>Both University and Externally Managed</strong></td>
<td></td>
</tr>
<tr>
<td>Purdue</td>
<td>Rates tiered based on gross family income (&gt;$75,000; $150,000; &gt;$150,000) Ranges from $360.77 (infants un-discounted) to $145 per week (preschooler, discounted) 5% discount for additional children Registration fees range from $50 to $75 Annual materials fee of $108 per child Late pick-up: $20 for first 15 minutes &amp; $5 each 5 minutes thereafter</td>
</tr>
<tr>
<td>University of Washington-Seattle</td>
<td>Varies by center; UWCC sites range from $2,090 monthly (infant) to $1,330 monthly (preschool) A discounted rate is available to students living in family housing at two of the sites</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>Tuition based on age &amp; weekly attendance (rates not available without login) Late fees: $20 for every 15 minutes</td>
</tr>
</tbody>
</table>
## Peer Tuition & Discounting Data - University-Managed Programs

<table>
<thead>
<tr>
<th>School</th>
<th>Tuition Information</th>
<th>Median Household Income (&amp; Locality)</th>
<th>Highest Tuition as Percentage of Median Income</th>
<th>Stipend/Employer Contribution &amp; Other assistance programs</th>
<th>Pre-Tax Account</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Buffalo</td>
<td>FT rates range from $246.25 weekly (infant) to $231.25 weekly (preschool) Scholarships available based on income ($10,000 increments), age of child, attendance per week 10% sibling discounts - applies to oldest child's tuition Annual enrollment fee of $40 per child</td>
<td>$35,893 (Buffalo, NY)</td>
<td>36%</td>
<td>$800 per year employer contribution via dependent care advantage account</td>
<td>$5,000 pre-tax account for dependent care expenses</td>
</tr>
<tr>
<td>University of Minnesota- Twin Cities</td>
<td>Tuition info only available for some centers; example range: $330/week for FT toddlers to $260.10/week for FT preschoolers w/ income-based discount Tiered based on income at some centers [&gt;$60,575; $104932; &gt;$104,933], size of family, days of the week, age of child, status of parent (student or not) 20-50% of tuition cost is discounted at some centers for qualifying families Registration fee $200</td>
<td>$58,993 (Minneapolis, MN)</td>
<td>30%</td>
<td>$5,000 subsidy max</td>
<td>Dependent Daycare flexible spending account, up to $5,000 per year</td>
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<tr>
<td>University of Texas at Austin</td>
<td>Income based: &gt;$64,999 (A); $65,000-114,999 (B); &gt;$115,000 (C) # of A and B slots at each center is limited; can still enroll if eligible and pay higher tuition rate until slot in lower tier becomes available Tuition is center dependent, but ranges from $1,145 monthly (infants non-discounted) to $625 monthly (Pre-K w/ discounting)</td>
<td>$67,462 (Austin, TX)</td>
<td>20%</td>
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<tr>
<td>University of California - Berkeley</td>
<td>Range: Infants @: $2,350 per month to Preschool @ $1,775 per month $50 application fee, waived for UC Berkeley students</td>
<td>$80,912 (Berkeley, CA)</td>
<td>35%</td>
<td>Students who meet CA Dept. of Education need eligibility requirements are eligible for subsidized tuition at Early Childhood Ed Program for their children. Some staff may be eligible as well. With the subsidy, fees are assessed on a sliding scale based on age of the child and gross income (adjusted for family size).</td>
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</tr>
<tr>
<td>University of Florida</td>
<td>Tuition info available by contacting the enrollment coordinator Application fee: $100 per child Registration fee: $250 per child Supply fee: $100 per child (annually)</td>
<td>$36,389 (Gainesville, FL)</td>
<td></td>
<td>No info on website. Indicate they welcome contributions to a “Baby Gator Foundation Fund” - used to purchase teaching materials and equipment, infant strollers, and toddler trikes as well as provide support for the PHIT kids and music programs.</td>
<td></td>
</tr>
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</table>