

**REPORT ON THE FINDINGS OF THE  
2004 *AdvanceVT* CHILD CARE SURVEY**

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## **Summary and Overview of *AdvanceVT 2004 Child Care Survey***

During February and March 2004, *AdvanceVT* conducted a survey to assess current child care needs and attitudes among Virginia Tech employees. As a National Science Foundation-sponsored program, *AdvanceVT* aims to increase the participation and advancement of women in academic science and engineering careers through institutional transformation. The present survey was an effort toward these ends and was designed to provide insight into the child care-related challenges and attitudes currently experienced by the university community. The survey specifically inquired into parenting status (e.g., currently have children, age of children), current use of child care (e.g., extent of use, cost, type of provider(s), and nature of arrangements), difficulties associated with child care (e.g., obtaining care, interference with job effectiveness), and attitudes toward/interest in Virginia Tech-affiliated child care.

The survey was distributed in both electronic (i.e., via email) and hardcopy format to all faculty, staff, and graduate students on the Blacksburg campus, approximately 11,000 individuals; 1,390 surveys were returned (approximately 100 of which were hardcopy versions). The overall response rate was 14.94%, and response rates for specific categories of respondents were as follows: 197 of 762 Administrative/Professional Faculty (25.85%); 297 of 1433 Teaching and Research Faculty (20.73%); 54 of 632 Special Research Faculty (8.54%); 571 of 3617 Staff (15.79%); and 233 of approximately 4100 Graduate Students (5.68%).

The following report describes the results of a series of analyses of the survey responses. Section I presents results of analyses performed on the dataset in its entirety and Section II describes results of analyses broken down by Virginia Tech employment status (faculty, staff, or graduate student). Section III provides recommendations for how the university may effectively move forward from this point to address the child care challenges faced by Virginia Tech employees. Graphical depictions of the findings are presented in Appendices A and B for Sections I and II, respectively. Appendix C presents the same analyses as in Section II, but by university affiliation rather than

employment category. Appendix D contains the survey instrument, and Appendix E provides a sampling of responses to the open-ended questions.

The findings described in this report contain several interesting messages. First, the attitude among respondents – those with children or planning to have or adopt children, as well as those without – is clearly positive with regard to the establishment of a Virginia Tech-affiliated child care facility. Second, the majority of survey respondents who currently have children or who are planning to have or adopt children report an interest in using such a facility. Third, there does appear to be evidence that a need for university-provided daycare facility exists. Among the challenges the university community faces on this issue, as cited by survey respondents, are the difficulties in finding adequate care, the challenge in working an academic schedule with available child care arrangements, and, of further interest – the threat to the competitive advantage of Virginia Tech in recruiting and retaining top talent posed by the lack of such a facility.

These findings mirror those reported from previous efforts to assess the child care needs of university employees. As early as 1979, for instance, nearly 80% of faculty-, staff-, and graduate student-respondents indicated they would utilize a university-operated child care center, primarily because of the convenience such a center would offer, as well as respondents' confidence that the university would operate a top-notch facility; as stated, respondents to the present questionnaire similarly indicated substantial interest in a university-affiliated center, and many of the current respondent comments indicated that this interest was driven at least in part by issues of convenience and anticipated quality of care. When faculty, staff, and graduate students were surveyed again in 1984 the results were strikingly similar to those reported here. In the same way that respondents to the present questionnaire often cited difficulties and frustrations concerning the lack of available child care services, their child care provider's schedule, the location of their care provider, and the cost of such care, so too did respondents two decades ago. Further, the most frequent respondent comment to the 1984 survey was that the university should provide child care services to its employees, an opinion expressed by an abundance of respondents to the present questionnaire. Not surprisingly, a survey

of Virginia Tech graduate students in 1990 indicated that respondents still sought greater availability of child care options, more flexible schedules on the part of care providers, and greater availability of less common forms of care, such as occasional care, after-school care, and care for sick children; as indicated throughout the present report, questionnaire respondents in 2004 continue to express a distinct need for flexible care that is both affordable and convenient to campus. In light of these assessments over the last twenty five years, it is apparent that university employees continue to feel Virginia Tech should offer a university-affiliated child care service and that such a service should take into account the work schedules of its employees, as well as the differing income levels of members of the university community.

## **Section I: Summary of Findings Across the University**

### ***Survey Respondents***

#### Employment Category.

As depicted in Table I-1, the greatest number of survey responses come from university staff members (571 respondents, 41.1% of sample); this response group is nearly double that of the next largest group (teaching & research faculty, 297 respondents, 21.4% of sample). Graduate students are the third largest category of respondents (233, 16.8% of sample), with administrative/ professional faculty slightly smaller (197, 14.2% of sample), and special research faculty (e.g., post-doctoral associates, research assistants, research professors, etc.) far fewer in number (54, 3.9% of sample). Only eight respondents are not represented by any of these categories, constituting only 0.6% of all respondents. The proportional representation of these groups in survey responses is likely a function of both their respective representation in the university community population, as well as the response rate of each group, which could itself be influenced by, for example, the number in each group with children of an age to require child care.

#### University Affiliation.

Viewing respondents in terms of university affiliation (Table I-2), faculty and staff of administrative units comprise the largest group of respondents, representing 20% of the total sample (278 individuals). This group includes alumni relations, athletics, budget and finance, business affairs, facilities, information technology, and the offices of the president and vice-presidents. Faculty and staff in academic affairs, the graduate school, outreach, and research divisions are grouped in a separate category, referred to as academic administrators, and represent just fewer than six percent of all respondents (82 individuals). Respondents from the College of Engineering are the second largest group, consisting of 221 individuals representing roughly 16% of all survey participants. Respondents from the College of Agriculture and Life Sciences comprise approximately the same proportion of the overall sample (11.9%, 166 individuals), as did respondents from the College of Liberal Arts and Human Sciences (11.7%, 163 individuals). The

College of Science is represented by 133 respondents, which comprises 9.6% of the sample and is the only remaining affiliation representing more than 6% of the sample. Only 13 respondents are not represented by one of these affiliations (0.9% of total sample). Again, the breakdown in terms of response rate across groups is probably related to both their proportional representation in the university and their respective response rate. Table I-3 categorizes respondents as a function of both employment category and university affiliation.

### Parental Status

Slightly more than half (52.1%) of survey respondents reported being potential patrons of a university child care program in that they have at least one child age 12 or younger (Table I-4). The total number of potential patrons of a Virginia Tech child care facility is still greater, however, as more than one-third (36.4%) of all respondents plan to either have or adopt at least one child in the next five years (Table I-4). Of the survey participants planning to have or adopt a child in the next five years, approximately 57% already have children, whereas nearly 42% are not yet parents.

### ***Attitudes toward Virginia Tech-Provided Care***

*“Most of my children are grown at this point, so it is less of an issue with me personally, but I think for the sake of a healthy, welcoming environment for all, we could do much, much better. Finding and keeping quality child care is a major issue with all my colleagues who have young children. Major corporations have wised up to the fact that providing quality onsite daycare is a major recruiting and retention tool for its employees. It’s about time that Virginia Tech realized this too.”*

The strongest finding from the current survey is the overwhelming number of individuals who feel that Virginia Tech should be directly affiliated with a child care facility either on or near campus. As illustrated in Table I-5, of all respondents who either have children under the age of twelve or who plan to have a child in the next five years, 84% agree that Virginia Tech should be associated with an on- or near-campus facility. Perhaps more interesting, however, is the fact that of respondents who neither have children nor plan to have children – individuals with zero need for such a facility – over 70% similarly agree that Virginia Tech employees need access to an on- or near-

campus child care program. Open-ended comments from respondents spoke strongly to this issue. For instance, on the topic of a potential university-affiliated facility, one individual said,

*“This is not an issue for me, as I don’t have, or intend to have, children. It’s clearly an issue for most faculty, however, and the lack of facilities is a competitive disadvantage for the university.”*

Indeed, the perceived lack of available adequate child care among Virginia Tech employees was commonly described by respondents as not simply a disadvantage or inconvenience for those with children, but a disadvantage for the university at large. These statements most commonly concern the sustained ability to both recruit and retain promising young faculty as the university continues striving to improve its standing among peer institutions.

### ***Interest in a Virginia Tech-Provided Child Care Facility***

When asked specifically about their interest in utilizing a Virginia Tech-provided child care facility, nearly 90% of respondents either with children or planning to have or adopt a child in the next five years indicated they would utilize such a program if it were on campus (Table I-6). A slightly smaller proportion of these respondents (70%) would be interested in an off-campus child care facility affiliated with Virginia Tech. The benefits of an on-campus program in particular are many, as attested to by the following respondent comments:

*“I am currently planning on having a child, and having a facility close to work and on campus would provide less travel time to and from work, not to mention the opportunity to check in on your child while at work.”*

*“Having an accessible on-campus facility with drop-off and pick-up parking for quality daycare would certainly allow my wife and me some flexibility in working on campus.”*

*“I believe employee job performance would be enhanced because travel time and attention to alternative child care arrangements would be greatly reduced. Onsite child care would also permit many parents to schedule pediatrician appointments that are convenient to their work schedules (i.e., they could take a child to the doctor then quickly return to work).”*



## *Child Care Needs and Challenges*

As university departments continue to hire faculty, many of whom will necessarily be junior faculty due to budget constraints, the ability to find suitable child care is likely to be increasingly difficult. Respondents to the current survey reported difficulties in both finding adequate care and in operating within the constraints of the care that is available. More than 55% of surveyed parents indicated current difficulties in finding quality care. Moreover, 40% of respondents indicated that their child care provider's schedule makes it difficult for them to effectively perform their job at Virginia Tech (Table I-4). The challenge in securing adequate care even has adverse affects for university employees who are not yet parents but who wish to have children, as exemplified by two respondents who provided the following comments:

*"I have been hesitant to get pregnant because I enjoy working at Virginia Tech but was afraid I would not have any options for child care."*

*"Although I do not currently have children, my husband and I are beginning to discuss starting a family. A big factor in our discussion has been the lack of convenient and affordable child care."*

### Child Care Providers and Arrangements

A number of child care options are available in Blacksburg and surrounding communities, including (1) licensed or certified daycare centers, (2) licensed or certified providers who operate out of their homes, (3) unlicensed providers who operate out of their homes, (4) nannies/babysitters who operate in the parents' home, and (5) relatives who care for children in their own or the parents' homes. When asked to indicate all types of child care they employ, more than twice as many respondents indicated using licensed or certified daycare centers than any other type of care (55% of respondents with children under 12; see Figure I-2). Relatives served as the second most common child care solution, comprising over one quarter of all respondents with children under twelve. Nannies and babysitters are used by approximately 16% of all parents, and nearly 13% of respondents' children are cared for by an unlicensed provider in the provider's home. Only seven percent of all surveyed parents' children are cared for in the home of a licensed provider.

When asked to indicate all of their child care needs, the most frequently mentioned were for the following situations: full days, five days a week; emergency care; summer care; and full days, fewer than five days a week. Approximately 47% of respondents with children under 12 indicated full-day/fulltime care, which is clearly the most common type of child care desired among respondents (Figure I-3). The second most frequently cited need was for emergency care (e.g., snow days, sick days), representing just under 40% of parents. The need for summer care was indicated by over a third (37%), and before- and/or after-school care was cited by 36 % of parents surveyed. Nearly 30% of respondents with children also indicated a need for occasional/hourly care, as well. The three least common types of need are: partial day, five days a week (16.6 %); partial day, less than five days a week (12 %); and full day, less than five days a week (8.7 %). Regarding the lack of options for infant care in particular, one participant commented,

*“It was more difficult to find affordable child care when my child was an infant through age three. When my child was in this age range, my job performance was not always conducted efficiently or effectively!”*

Note that respondents were asked to indicate each of the types of providers they use and needs they have and could therefore select more than one option. Thus, the frequencies represent not simply the proportion of respondents who need one particular arrangement relative to another, but rather the proportion of all respondents with children reporting that particular need among others. Substantial need clearly exists among university employees for a variety of forms of child care, as one respondent summarizes:

*“VT must be creative in providing child care services and go beyond the standard practices. That is, services should be available outside of the 8-5 Monday-Friday time slot to accommodate people who work during other hours, including on weekends, and for sick children, closed-school days, etc. Of course this would be very costly and require university subsidy. But VT subsidizes plenty of very costly ventures. Can’t we value the quality of experiences and care that our children receive at least as much?”*

### The Cost of Child Care

The amount parents reported paying for child care per week per child varies considerably, as seen in Figure I-4 and Table I-7. Although a few parents reported spending well over \$350 a week per child for child care, the distribution of total dollars spent on each child per week is skewed such that parents spend an average of approximately \$83, and nearly all parents (90%) spend \$140 or less a week per child. Interestingly, the most frequently reported amount spent is \$0, which presumably reflects the number of children cared for by relatives, as well as the extent of dual-parent families forgoing one spouse's full-time income in order to avoid sending their children to child care (although these respondents are included in Figure I-4, they have been omitted from the calculations presented in Table I-7). Table I-8 provides statistics on the current reported costs of child care among respondents who use licensed or certified daycare providers. Addressing his family's child care costs, one respondent commented,

*“What is the value of a stay-home parent? That is our cost.”*

When asked how much they would be willing to pay a week per child for care, respondents answered with a wide range of values. Of the nearly 900 individuals who indicated the amount they would pay, 39 individuals report they simply would not be willing to pay for child care; these individuals were omitted in the calculation of the statistics that follow. Interestingly, 64% of these omitted respondents (25 individuals) indicated they *would* be interested in using a university-affiliated child care program either on- or near-campus, and 54% of them (20 individuals) indicate an interest in utilizing an off-campus facility.

Considering only those respondents who indicated a dollar amount they would be willing to pay, the amount stated ranged from \$15 a week to \$400 a week (three and five people, respectively); Figure I-5 and Table I-9 illustrate this data (respondents who indicated they would pay \$0 are omitted from the calculations presented in Table I-9). In interpreting this information, it is important to realize that it does not account for type of care participants would expect for their money – that is, the dollar amounts respondents provided were for any type of care in which they were interested. Therefore, the 141 respondents who indicated they would pay no more than \$50 a week were very possibly

considering a different type and extent of care than the 92 individuals who reported a willingness to pay \$200 or more. That fact aside, approximately 90% of all participants specified they would pay \$185 or less per week. Finally, Table I-10 depicts the same willingness-to-pay statistics, but only among respondents currently using certified or licensed child care providers (note that it is unknown whether these reported values necessarily pertained to licensed/certified child care, however).

The following comment was provided by a respondent who indicated interest in paying slightly more for child care if it were offered at a convenient location, such as on or near campus:

*“If the plan is to open a daycare, please make it large enough so there won’t be a waiting list for two years. Most of us are here for a limited time, and the waiting list for the [Lab School in Wallace Hall] is ridiculous. The center can be a little more expensive compared to other centers in town, but the availability of such a place on campus would make it a number one choice for us.”*

## Section II: Summary of Findings as a Function of Employment Status

### *Parental Status of Respondents by Employment Status*

The percentage of survey participants with children under the age of 12 varies to a small degree as a function of employment category (Figure II-1). Administrative/professional faculty and teaching and research faculty had virtually the same proportion of respondents with children under 12 (59.4% and 59.9%, respectively). A slightly smaller percentage of special research faculty (55.6%) have young children, and staff members have yet again a smaller proportion (50.6%) of respondents in the same category. Finally, the employment category with the smallest percentage of preteen children was graduate students (41.6%). It is worthwhile to note that, although staff members had the second lowest proportion of respondents with children under 12, this represents a much greater overall number of respondents (289) than any other category.

Similarly, notable differences also exist between these groups regarding plans to either have or adopt children in the next five years. As depicted in Figure II-2, more than 170 staff members (30.5% of that category) indicated intentions to have/adopt at least one child in the next several years. The number of graduate students indicating the same plans (134 individuals, 60.5% of the category) was the next largest group. Though many of the graduate students who responded to the current survey are likely to leave Blacksburg sooner than members of most other employment categories, there is no reason to expect their successors to differ considerably in this regard. Likewise, 30 special research faculty (57.4% of their category) also report that they, too, plan to have or adopt a child in the near future, and even though their local residency may be similarly short-lived, future members of this category are not likely to differ greatly in this respect. The two remaining groups – teaching/research faculty and administrative/professional faculty – have the fewest members planning to have or adopt a child in the next five years (88 respondents comprising 30.3% of the category, and 54 respondents comprising 27.9% of the category, respectively).

*“My husband and I live in Floyd and carpool to Blacksburg for work. We are planning to have children within the next three*

*years. We hope that an on or near campus child care facility would provide an accessible (close to our respective jobs; flexible with work/school schedules), challenging, and safe child care alternative for the VT community.”*

### ***Attitudes Toward and Interest in Virginia Tech-Provided Child Care***

The findings with regard to attitudes toward and interest in university-provided care mirrors those for the university at large – members of each employment category overwhelmingly agree that Virginia Tech should be affiliated with a child care facility either on or near campus. Only negligible differences exist between the various categories in this respect, as seen in Figure II-3. Likewise, differences between the various employment categories concerning interest in using both an on/near-campus child care facility and an off-campus facility are exceedingly small (Figure II-4). Similar to the finding in Section I, respondents clearly have greater interest in a facility that would be either on or near campus, although the extent of interest in an off-campus program associated with the university remains substantial. In addition to the large number of respondents who feel that Virginia Tech should provide access to a facility and who express interest in using such a facility, it is further interesting that there are no differences across the various employment categories with respect to these issues.

*“It would be a godsend if Virginia Tech offered reliable and satisfactory child care on or near campus. I only need child care assistance from time to time throughout the school year and summer months. It would be a great comfort to have a safe place near my work where my children could be properly looked after.”*

*“If Tech is serious about promoting and supporting diversity, excellent full-time care is a necessity (whether on or off campus) and incoming faculty and staff must have priority for spots within the daycare.”*

## *Child Care Needs and Challenges*

### Securing Adequate Care

A common concern of working parents is finding quality, affordable child care, and the Virginia Tech community is clearly no different: in each employment category surveyed, nearly half of all respondents with children reported having difficulties finding adequate care for their children (Figure II-5). Among staff members, the largest response group, more than half – 153 individuals – indicate that it is hard for them to find suitable child care. Further, approximately 60% of all teaching and research faculty, graduate students, and special research faculty respondents similarly report current challenges in securing satisfactory care, (although those in the latter two groups are relatively fewer in number than the other respondent categories with 60 and 18 individuals, respectively). Lastly, nearly half of administrative/professional faculty respondents (48.7%) also indicate difficulty finding adequate child care. Many respondents provided elaborations on the topic such as the following:

*“My needs change every semester because my teaching schedule changes! It’s not cost-effective to pay to keep a spot open at a good daycare when I don’t always use it. I’m considering leaving VT for precisely this reason. It’s just too stressful as a single parent to deal with the snow-day situation and the public school system here! I hate to give up a tenure-track career because of my kids, but I might have to and wait until they’re done with high school to pursue my career.”*

The following comments specifically concerning the difficulties in finding adequate child care among graduate students:

*“I take my children with me often because I don’t have an in-home babysitter or a facility that I can work within my budget. As a result, I take many days off and my academic progress is delayed.”*

*“I now have a 14 year old daughter who [was born] after my third year of graduate school. I was forced to give up school at that time in part because I did not have care in the late afternoons for my child.”*

That securing adequate care is a challenge for nearly 50% of survey respondents with children clearly points to a serious problem for members of the Virginia Tech community. It is of further interest that this is a difficulty encountered by all Virginia

Tech employees, regardless of employment category; employees with substantial incomes and employees with family in the area to provide child care assistance alike report a strain on this front.

### Scheduling Challenges and Work Outcomes

Even if they have found adequate care for their children, parents still report problems in coordinating their work schedules with those of their child care provider. For example, although graduate students are often perceived as having the most flexible work schedules of all the employment categories, relative to other categories a greater proportion of graduate students indicate that their child care provider's schedule makes it difficult for them to perform their job (49.5%, 48 respondents; Figure II-6). Teaching/research faculty had the second largest percentage of respondents reporting that their provider's schedule adversely affected their job effectiveness (45.5%, 81 respondents). Although the proportion of staff members indicating unfavorable outcomes at work attributable to their child care provider's schedule is smaller (35.6%), this figure still represents one third of parents in this category and over 100 respondents. Administrative/ professional faculty and special research faculty add another 55 respondents to this number (43 individuals comprising 36.8% of the category, and 12 individuals comprising 40% of the category, respectively).

The following respondent comment addresses the scheduling conflict experienced by many staff members:

*"I am a manager in a housekeeping department on campus. I think the housekeeping staff would benefit from a daycare center on or near campus if it could open early. Our shifts start at 5:00am. It is almost impossible to find daycare this early in the morning."*

### Child Care Providers and Arrangements

Similar to the findings reported in Section I, the most popular form of child care used by members of all employment categories was licensed or certified daycare centers (Figure II-7). Staff members used this type of care in far greater numbers than any other



employment group, although they also had a small proportion of members utilizing this form of child care compared to the other employment categories (among graduate students, this was the least frequently cited form of child care, likely due to the expense of full-time care). Staff members also reported depending on relatives to watch after their children to a greater extent than members of any other employment group, both proportionally (33.6% of staff members) and in overall number of respondents (97) – it is possible that staff member respondents are more likely to have family in the area than other employment categories. Still further, staff members also reported using unlicensed daycare providers more frequently than those from any other employment category, again in both overall number (51) and within-category percentage (17.6%). Of additional interest, practically twice as many teaching and research faculty reported employing nannies or babysitters to care for their children than all other groups; over one quarter of these respondents use this arrangement – a noticeably higher proportion than any other group, and conceivably linked to differences in income across groups.

For all respondent categories but one, the most frequently cited type of child care needed was full-day/fulltime care for five days a week or more (Figure II-8). Approximately half of all respondents from both staff and administrative/ professional faculty categories (211 total respondents) indicated need for this specific form of child care. An additional 67 teaching/research faculty and 44 graduate students cited full-day/fulltime care for at least five days a week as the most commonly needed form of care. The second most frequently reported type of child care arrangement tended to vary across respondent groups. For instance, among staff and special research faculty, this was summer care (132 and 12 respondents, respectively). In contrast, the second most frequently cited arrangement among administrative/professional faculty is before- and/or after-school care (48 respondents). Still further, graduate students frequently report the need for occasional/hourly care (38 respondents). Teaching/research faculty stand out from the other respondent categories for a few reasons. They were unusual in that full-day/fulltime care for at least five days a week was not the most commonly cited child care need. Instead, they report that they would benefit most from both emergency care and before- and/or after-school care (74 respondents indicated each type).

Teaching/research faculty as frequently indicated the need for occasional/hourly care (68 respondents) as they do for full-day/fulltime care at least five days a week (67 respondents). (It should be noted that the frequency with which each of these various types of child care is reported is fairly consistent across groups.) These differences may be partly a function of work schedule flexibility and career-path differences.

It appears that the survey respondents have different needs with respect to child care providers and arrangements and that these needs vary in part as a function of their employment status. Other variables that are related to employment status, such as salary/wages and flexibility of schedule, likely play a role in these proportional differences. Consider the teaching/research faculty member, whose schedule changes across the week and from semester to semester, affording greater flexibility and who may also be better situated to afford one-on-one care for their children at odd hours. Consider also the staff member who may be more constrained by finances and whose need for summer and emergency care are paramount because they work a "standard" workweek and because the Virginia Tech inclement weather policy differs from that of the surrounding public school districts. The variations in reported needs across employment groups further underscore the need in the university community for child care that is flexible and meets the needs of its diversity of groups.

*“More than anything, I would be interested in a part-time preschool that goes all day or starts at 7:30 and goes to 12:00. All the preschools in this area seem to be 9:00-12:00 and if you work the full-time hours (8:00-5:00), there is no way to get them there. Because of working full-time, I’m not sure I will be able to send my son to preschool.”*

*“I need something I can count on in bad weather, if my regular sitter is sick, if one child is sick and not the other one, and after-hours care to be able to attend professional meetings. It would be great if there was something close to campus or even off campus.”*

### The Cost of Child Care

On average, teaching/research faculty respondents spend at least ten dollars more per week for child care for each of their children than members in any other category. Administrative/professional faculty spend the next average highest amount, followed by staff members, graduate students, and special research faculty. This data is provided in Table II-1 and is presented graphically in Figure II-9, although it must be noted that respondents who pay \$0 were omitted from the calculations in Table II-1. (Table II-2 presents the same information, but only for respondents who report to currently use certified/licensed child care.) It is important to consider Table II-1 and Figure II-9 in conjunction with one another. Figure II-9 provides a general sense of the distribution at a glance, but in the interest of providing a quick visual snap-shot of the data trends, the bars are truncated in \$20 increments, which disallows more finely grained comparisons (e.g., the most frequently reported cost per child per week for members of all employment categories was \$0, however, examination of Figure II-9 would suggest this is true for only graduate students, because when the values were grouped, the singular value, \$0, was no longer the most common response relative to the combined-value increments).

One graduate student provided the following comment concerning the cost of child care:

*“My concerns are regarding graduate students’ needs. Although there are several child care providers around the area, having more than one child makes it difficult for graduate students to afford daycare. Graduate assistantships do not compensate for family size.”*

### Amount Respondents Would Pay for Child Care

As illustrated in Table II-3, the average amount respondents in each employment category would pay a week per child for care does not differ greatly across groups (Table II-4 presents this information only for respondents who report using certified/licensed child care); special research faculty would pay the most (\$112.89) and graduate students the least (\$102.17). Indeed, the average amount across all respondents ignoring employment status was \$107.37, indicating a relative consensus across the respective groups concerning the amount they would be willing to spend. It is worthwhile to note

that all groups had median values of \$100. The fact that the median response among all participants was \$100 perhaps provides some indication that a large number of families are willing to spend slightly more than they do currently (see Table II-1) for the benefits of a university-affiliated child care facility.

*“I believe there is social relevance in providing a local, low-cost child care facility with extended hours to qualifying parents whose income falls below a certain level. For those without the support of family members, the costs of daycare can provide an insurmountable obstacle to achieving educational and career goals.”*

### **Section III: Concluding Remarks**

The data presented in this report identify a range of needs and desires for child care in the Virginia Tech community located in and around the Blacksburg campus, from all day care, five days a week at a certified center to emergency care for sick children and occasional morning, evening and weekend care for children of parents whose work schedules vary. It is apparent that no single solution will meet the needs of all university faculty, staff, and graduate students. A variety of options are necessary if Virginia Tech is to continue to attract and keep outstanding and productive employees, researchers, teachers, and learners.

Several efforts are already underway by different segments of the university, including the Child Development Center for Learning and Research, the College of Engineering, and the Graduate School, to address some of the needs identified in this study. The Family and Work/Life Resources program in the university's personnel services office works closely with local child care providers to make information about child care options available to members of the university community. These efforts should continue, and would benefit from a coordinated approach to maximize the opportunities that each effort brings to Virginia Tech.

In addition, the University Provost and Vice-President for Academic Affairs and the Executive Vice-President should convene a high-level task force charged with evaluating the business aspects of a multi-faceted approach to child care at Virginia Tech that includes a wide range of child care services and funding options. The findings of the *AdvanceVT* child care survey can provide the basis for a more thorough investigation of alternatives to meet the varying needs of members of the university community. As Virginia Tech strives to become one of the nation's leading universities, support for parents who are combining child-raising with work and study is an integral part of creating a campus climate welcoming to all.

## Appendix A

**Table I-1** Percentage of respondents in each employment category.

Employment Category	Number of respondents	Percentage of total sample
Administrative/ Professional Faculty	197	14.2
Teaching & Research Faculty	297	21.4
Special Research Faculty	54	3.9
Staff	571	41.1
Graduate Student	233	16.8
Other	8	0.6
No Response	28	2
<b>Total</b>	1388	100

**Table I-2** Proportion of respondents within each university affiliation.

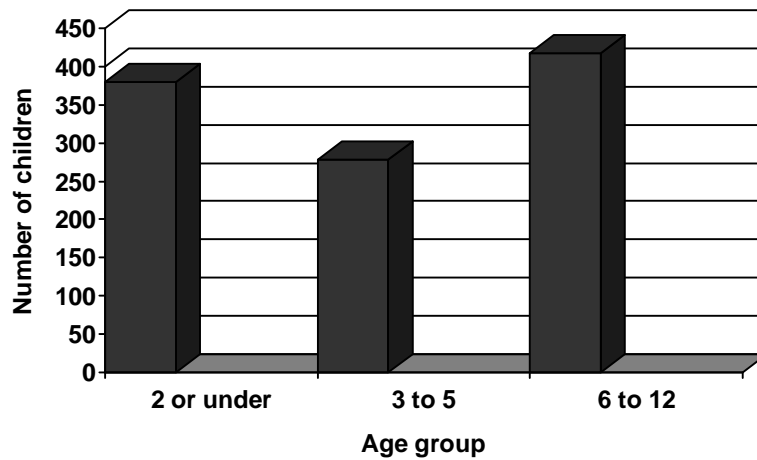
University Affiliation	Number of respondents	Percentage of total sample
Academic Administration	82	5.9
General Administration	278	20
Agriculture & Life Sciences	166	11.9
Architecture & Urban Studies	39	2.8
Business	38	2.7
Engineering	221	15.9
Liberal Arts & Human Sciences	163	11.7
Library Services	27	1.9
Natural Resources	34	2.4
Science	133	9.6
Student Affairs	81	5.8
Veterinary Medicine	81	5.8
Other	13	0.9
No Response to this question	32	2.7
<b>Total</b>	1388	100

**Table I-3** Number of respondent by employment category and university affiliation. Percentage of total sample ( $n = 1390$ ) is indicated in parentheses. Note: This table only depicts respondents who indicated *both* employment category and university affiliation; as such, some values within this table are slightly lower than that in Tables I-1 and I-2.

	<b>Administrative/ Professional Faculty</b>	<b>Teaching &amp; Research Faculty</b>	<b>Special Research Faculty</b>	<b>Staff</b>	<b>Graduate Students</b>	<b>Total</b>
<b>Academic Administration</b>	<b>25</b> (1.8%)	<b>4</b> (0.3%)	<b>2</b> (0.1%)	<b>42</b> (3.0%)	<b>8</b> (0.6%)	<b>81</b> (5.8%)
<b>General Administration</b>	<b>64</b> (4.6%)	<b>2</b> (0.1%)	<b>2</b> (0.1%)	<b>208</b> (15.0%)	<b>0</b> (0%)	<b>276</b> (20.1%)
<b>Agriculture &amp; Life Sciences</b>	<b>8</b> (0.6%)	<b>49</b> (3.5%)	<b>18</b> (1.3%)	<b>69</b> (5.0%)	<b>20</b> (1.4%)	<b>164</b> (11.8%)
<b>Architecture &amp; Urban Studies</b>	<b>1</b> (0.07%)	<b>9</b> (0.6%)	<b>1</b> (0.07%)	<b>8</b> (0.6%)	<b>20</b> (1.4%)	<b>39</b> (2.8%)
<b>Business</b>	<b>8</b> (0.6%)	<b>12</b> (0.9%)	<b>0</b> (0%)	<b>8</b> (0.6%)	<b>8</b> (0.6%)	<b>36</b> (2.6%)
<b>Engineering</b>	<b>16</b> (1.2%)	<b>74</b> (5.3%)	<b>8</b> (0.6%)	<b>39</b> (2.8%)	<b>75</b> (5.4%)	<b>212</b> (15.3%)
<b>Liberal Arts &amp; Human Sciences</b>	<b>15</b> (1.1%)	<b>72</b> (5.2%)	<b>3</b> (0.2%)	<b>23</b> (1.7%)	<b>42</b> (0.3%)	<b>155</b> (11.2%)
<b>Library Services</b>	<b>9</b> (0.6%)	<b>1</b> (0.07%)	<b>0</b> (0%)	<b>16</b> (1.2%)	<b>0</b> (0%)	<b>26</b> (1.9%)
<b>Natural Resources</b>	<b>2</b> (0.1%)	<b>10</b> (0.7%)	<b>4</b> (0.3%)	<b>10</b> (0.7%)	<b>8</b> (0.6%)	<b>34</b> (2.4%)
<b>Science</b>	<b>11</b> (0.8%)	<b>47</b> (3.4%)	<b>9</b> (0.6%)	<b>31</b> (2.2%)	<b>35</b> (2.5%)	<b>133</b> (9.6%)
<b>Student Affairs</b>	<b>27</b> (1.9%)	<b>1</b> (0.07%)	<b>0</b> (0%)	<b>49</b> (3.5%)	<b>3</b> (0.2%)	<b>80</b> (5.8%)
<b>Veterinary Medicine</b>	<b>6</b> (0.4%)	<b>13</b> (0.9%)	<b>2</b> (0.1%)	<b>49</b> (3.5%)	<b>9</b> (0.6%)	<b>79</b> (5.7%)
<b>Total</b>	<b>192</b> (13.8%)	<b>294</b> (21.2%)	<b>49</b> (3.5%)	<b>552</b> (39.7%)	<b>228</b> (16.4%)	<b>1315</b> (94.6%)

**Table I-4** Percentage of respondents with children under 12, planning to have/adopt a child in the next five years, and those whose child care provider’s schedule adversely affects their work effectiveness.

	Yes		No		No Response		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Those with children &lt; 12</b>	724	52.1	630	45.3	36	2.6	1390	100
<b>Those having/adopting a child within 5 years</b>	506	36.4	858	61.7	26	1.9	1390	100
<b>Those with children &lt; 12 whose provider’s schedule affects their job</b>	292	40.3	383	52.9	49	6.8	724	100



**Figure I-1** Number of children respondents report having in each age group ( $n = 724$ ). Note: Although data on the number of children over age twelve was collected, it is not depicted here.

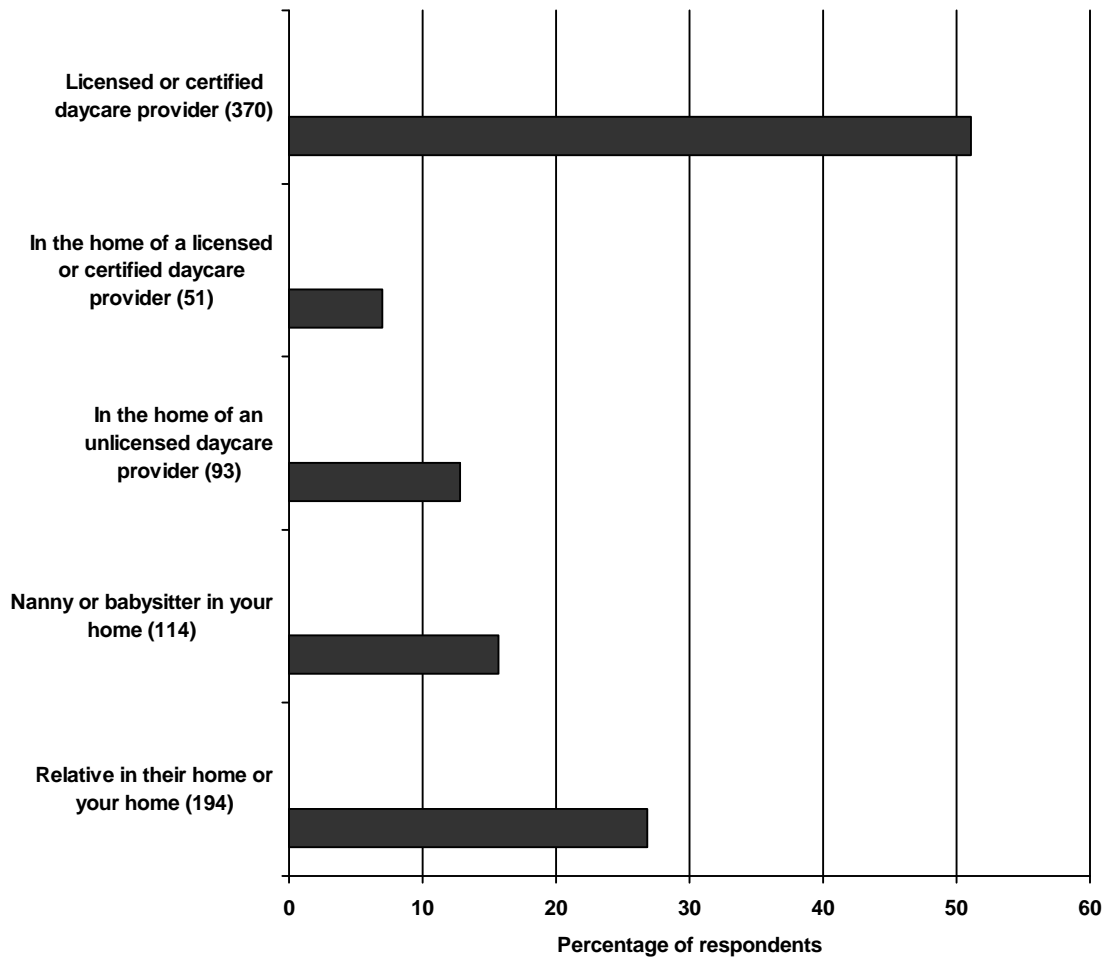


**Table I-5** Percentage of respondents agreeing with the statement that Virginia Tech should have an on/near campus child care facility ( $n = 1354$ ).

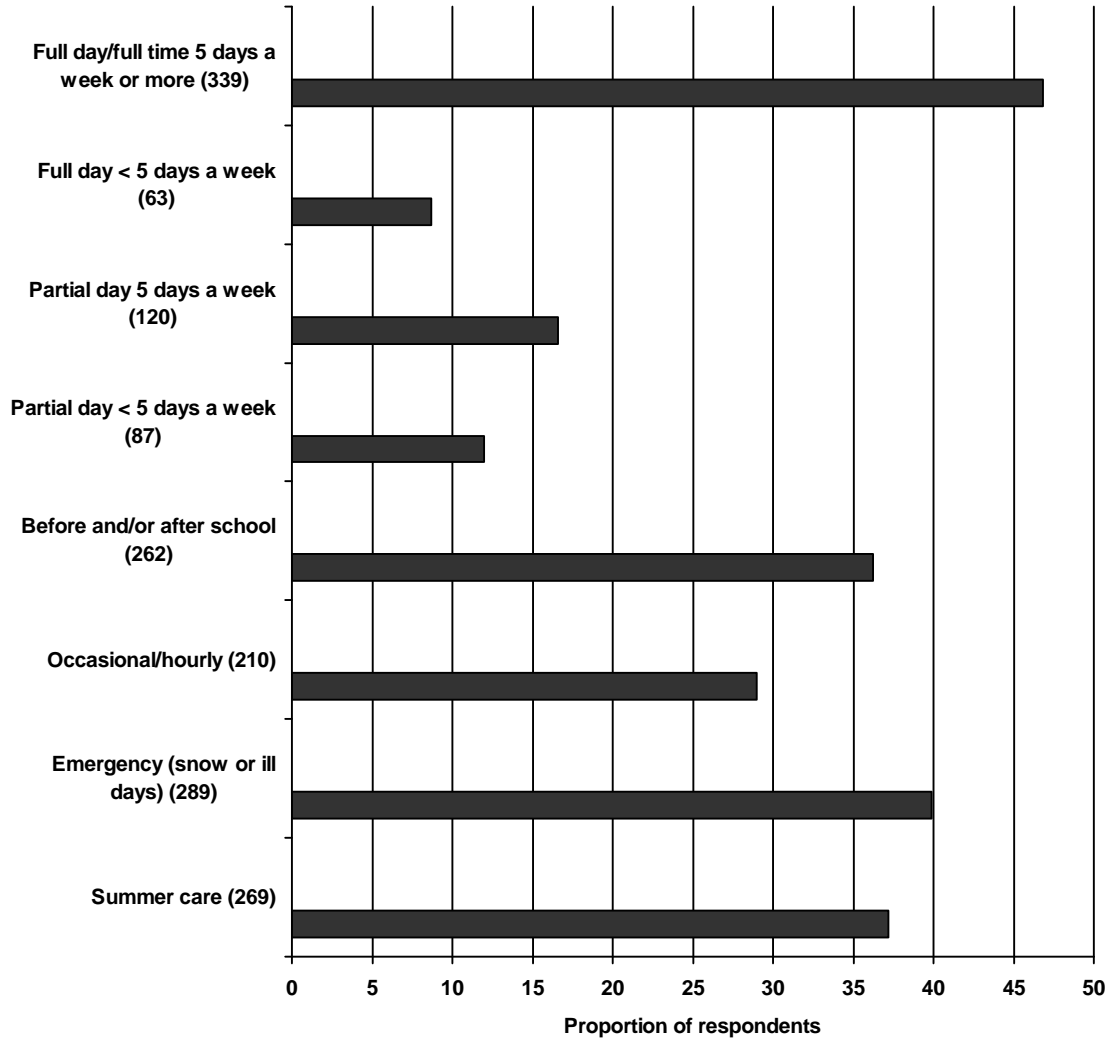
	Agree		Neutral		Disagree		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Those with children under 12 or planning to have a child in 5 years</b>	789	<b>83.7</b>	41	<b>4.3</b>	113	<b>12</b>	943	100
<b>Those without children nor planning to have a child</b>	291	<b>70.5</b>	49	<b>11.9</b>	71	<b>17.2</b>	411	99.6

**Table I-6** Proportion of respondents indicating interest in utilizing an on/near- and off-campus child care facility operated by Virginia Tech.

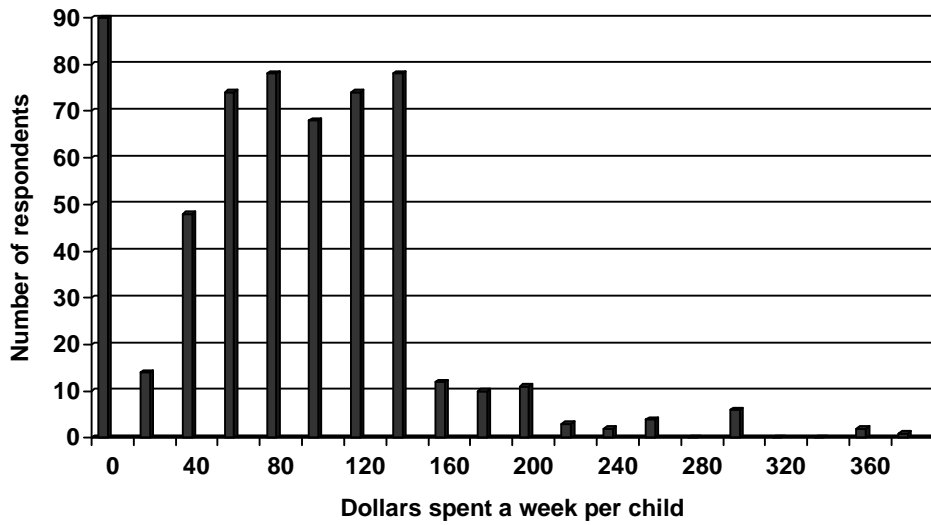
	On/Near Campus		Off Campus	
	Number	Percent	Number	Percent
Interest	837	<b>88.8</b>	660	<b>70</b>
No interest	101	<b>10.7</b>	239	<b>25.3</b>
No response	5	<b>0.5</b>	44	<b>4.7</b>
<b>Total</b>	943	100	943	100



**Figure I-2** Percentage of respondents with children under 12 using each of the following child care arrangements ( $n = 724$ ; number of respondents within each category is indicated in parentheses within this and subsequent figures).



**Figure I-3** Proportion of respondents with children under 12 indicating each of the following child care needs ( $n = 724$ ).



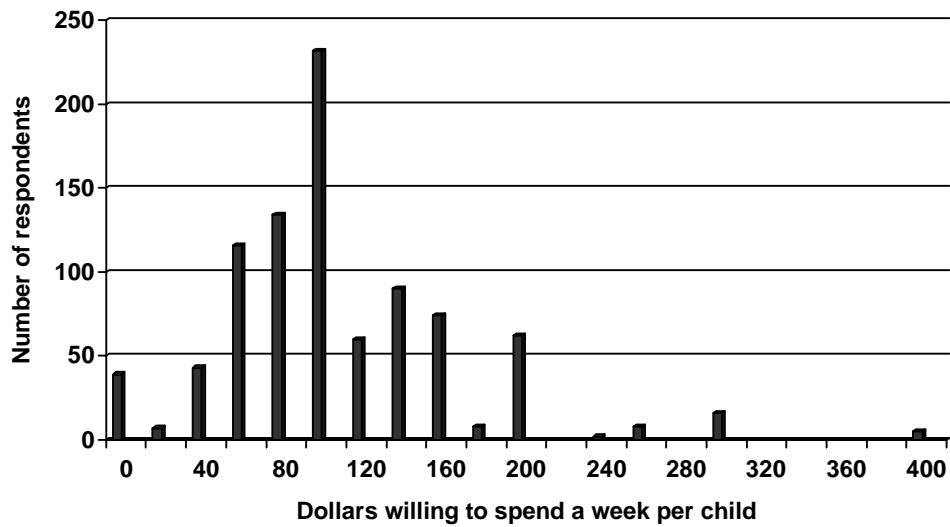
**Figure I-4** Distribution of current care costs/child/week ( $n = 724$ ).

**Table I-7** Descriptive statistics on current care costs/child/week. Respondents who reported to pay \$0 were omitted from these calculations.

<b>Sample Size</b>	<b>480</b>
<b>Mean</b>	<b>\$96.47</b>
<b>Median</b>	<b>\$95.00</b>
<b>Mode</b>	<b>\$100.00</b>
<b>Range</b>	<b>\$10-365</b>
<b>Standard Deviation</b>	<b>\$53.42</b>

**Table I-8** Descriptive statistics on current care costs/child/week among respondents using certified/licensed child care providers.

<b>Sample Size</b>	<b>322</b>
<b>Mean</b>	<b>\$102.74</b>
<b>Median</b>	<b>\$105.00</b>
<b>Mode</b>	<b>\$110.00</b>
<b>Range</b>	<b>\$10-365</b>
<b>Standard Deviation</b>	<b>\$49.16</b>



**Figure I-5** Distribution of amount respondents would pay/child/week ( $n = 896$ ).

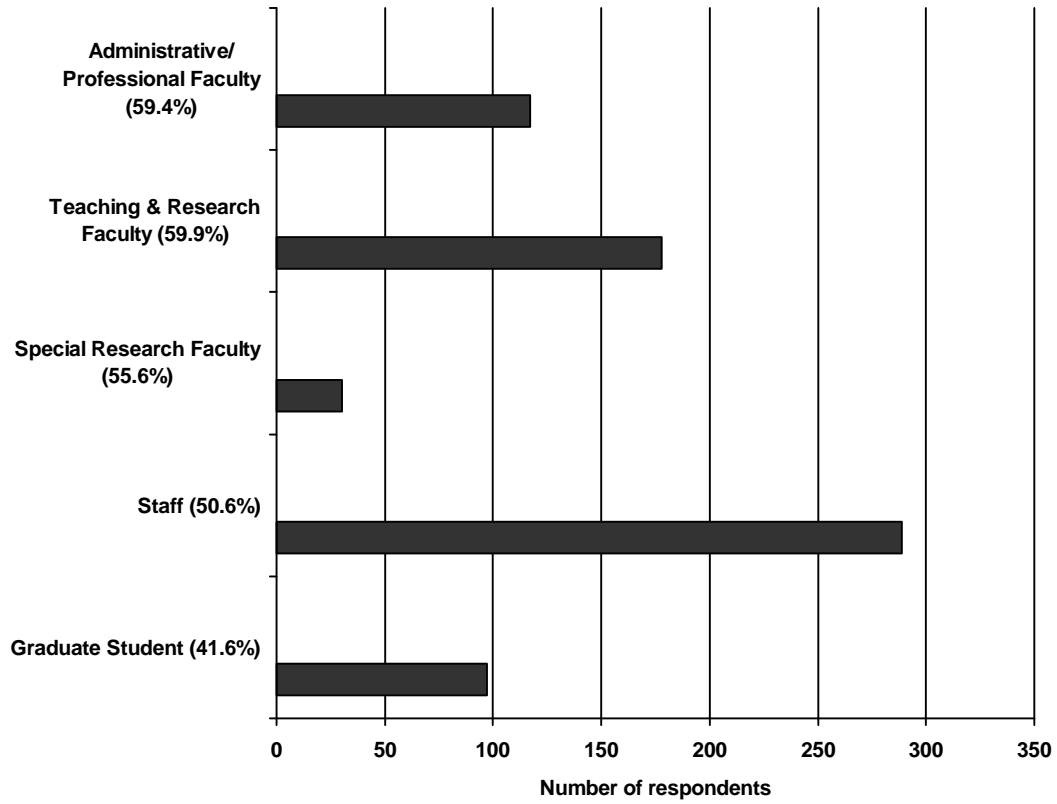
**Table I-9** Descriptive statistics on amount respondents would pay/child/week. Respondents who indicated a willingness to pay \$0 were omitted from these calculations.

<b>Sample Size</b>	<b>439</b>
<b>Mean</b>	<b>\$107.76</b>
<b>Median</b>	<b>\$100.00</b>
<b>Mode</b>	<b>\$100.00</b>
<b>Range</b>	<b>\$15-400</b>
<b>Standard Deviation</b>	<b>\$55.44</b>

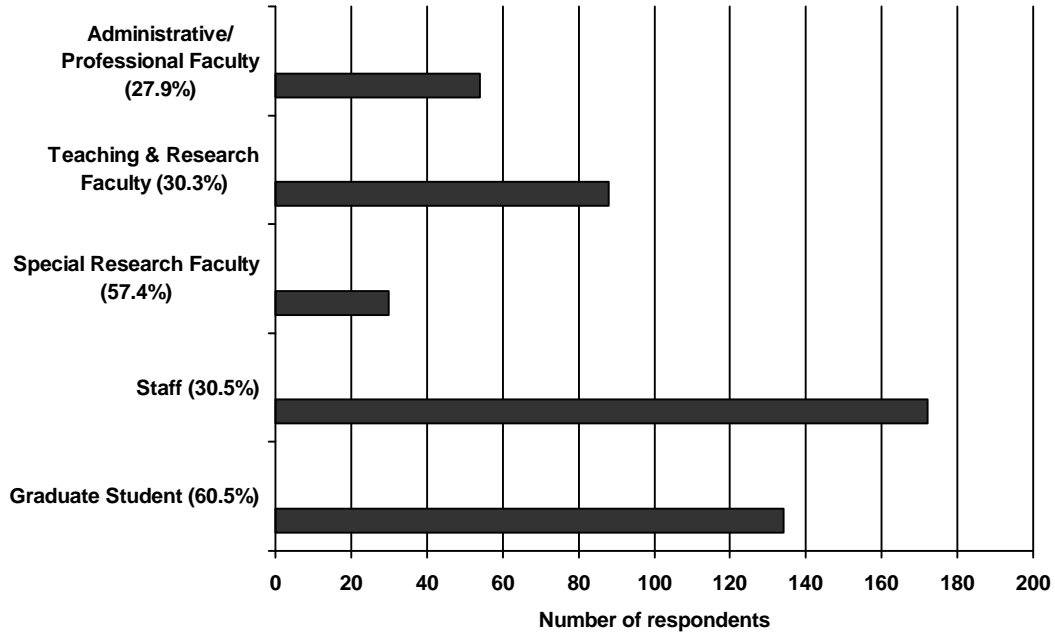
**Table I-10** Descriptive statistics on amount respondents would pay/child/week *only among those currently using certified/licensed child care providers*. Respondents who indicated a willingness to pay \$0 were omitted from these calculations.

<b>Sample Size</b>	<b>229</b>
<b>Mean</b>	<b>\$106.49</b>
<b>Median</b>	<b>\$100.00</b>
<b>Mode</b>	<b>\$100.00</b>
<b>Range</b>	<b>\$15-300</b>
<b>Standard Deviation</b>	<b>\$55.59</b>

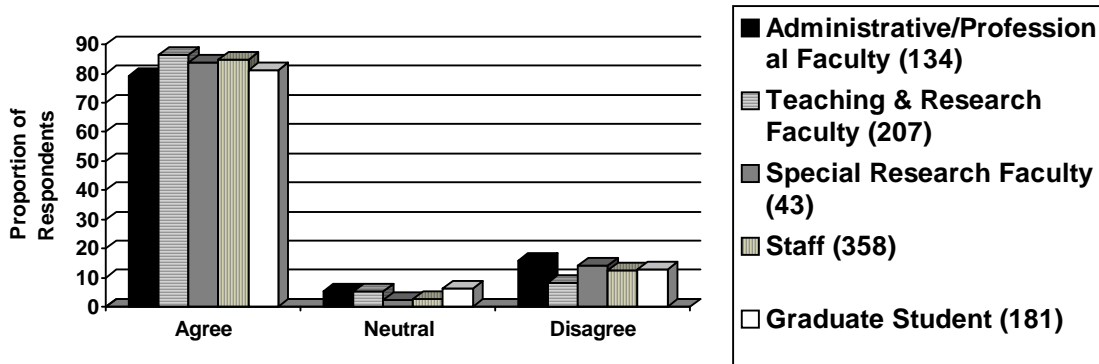
## Appendix B



**Figure II-1** Number of respondents within each category with children under twelve ( $n = 1323$ ; within-category percentages of respondents with children are indicated in parentheses).

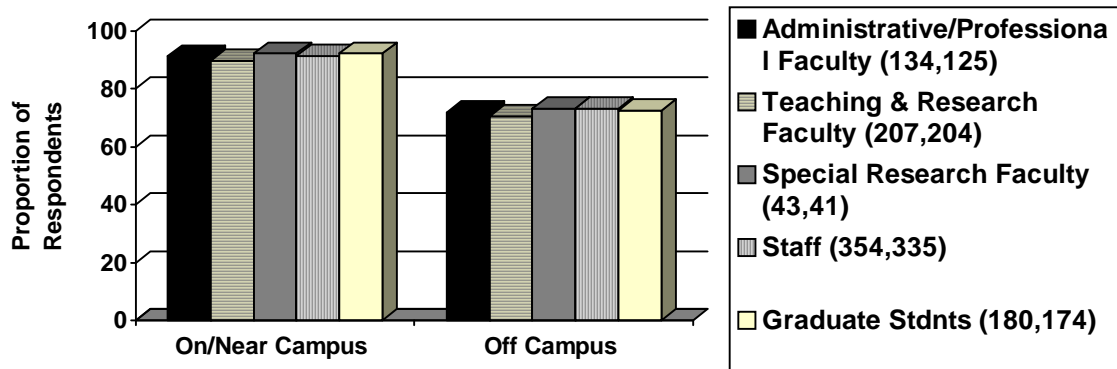


**Figure II-2** Number of respondents within each category planning on having or adopting one or more children in the next 5 years ( $n = 1330$ ; within-category percentages of respondents planning to have/adopt children are indicated in parentheses).

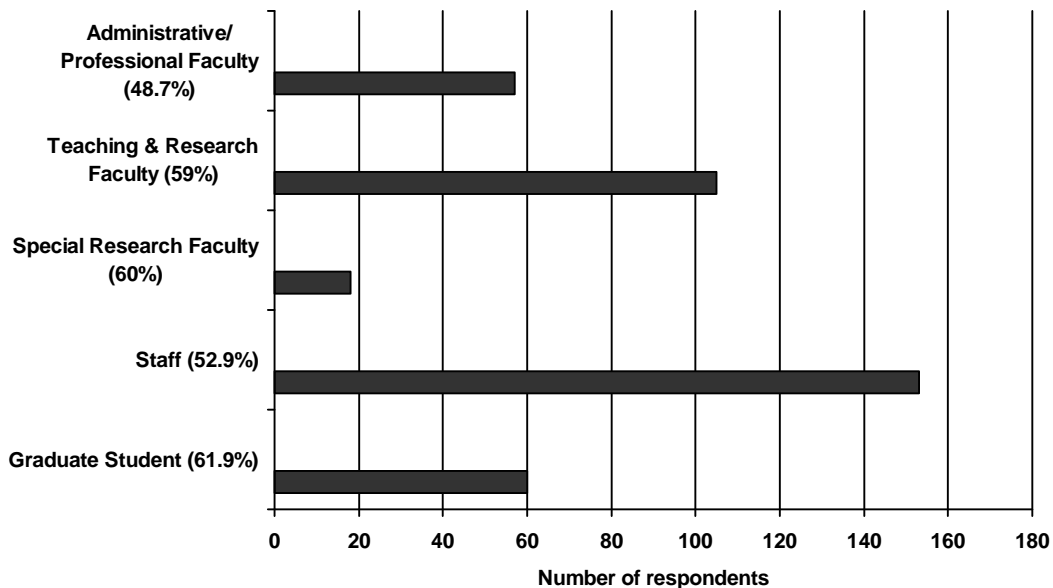


**Figure II-3** Proportion of respondents with children under twelve or planning to have/adopt children in the next five years agreeing with the statement that Virginia Tech should have an on/near campus child care facility ( $n = 923$ ). Numbers within parentheses in the legend indicate the number of respondents agreeing that the university should have such a facility.

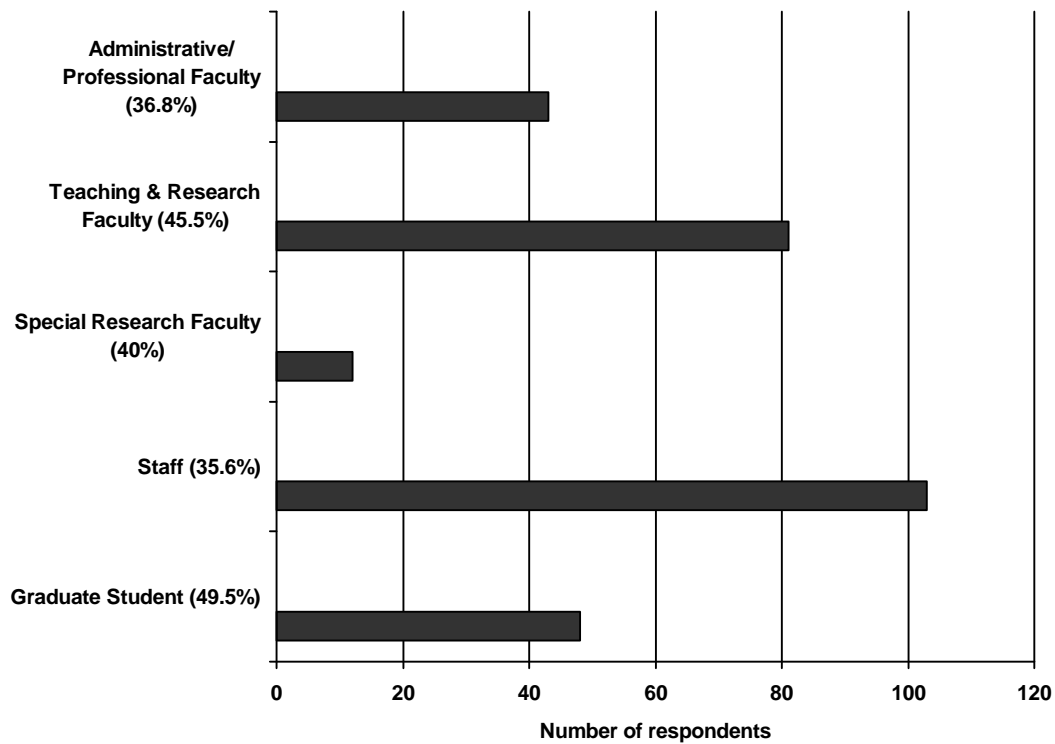




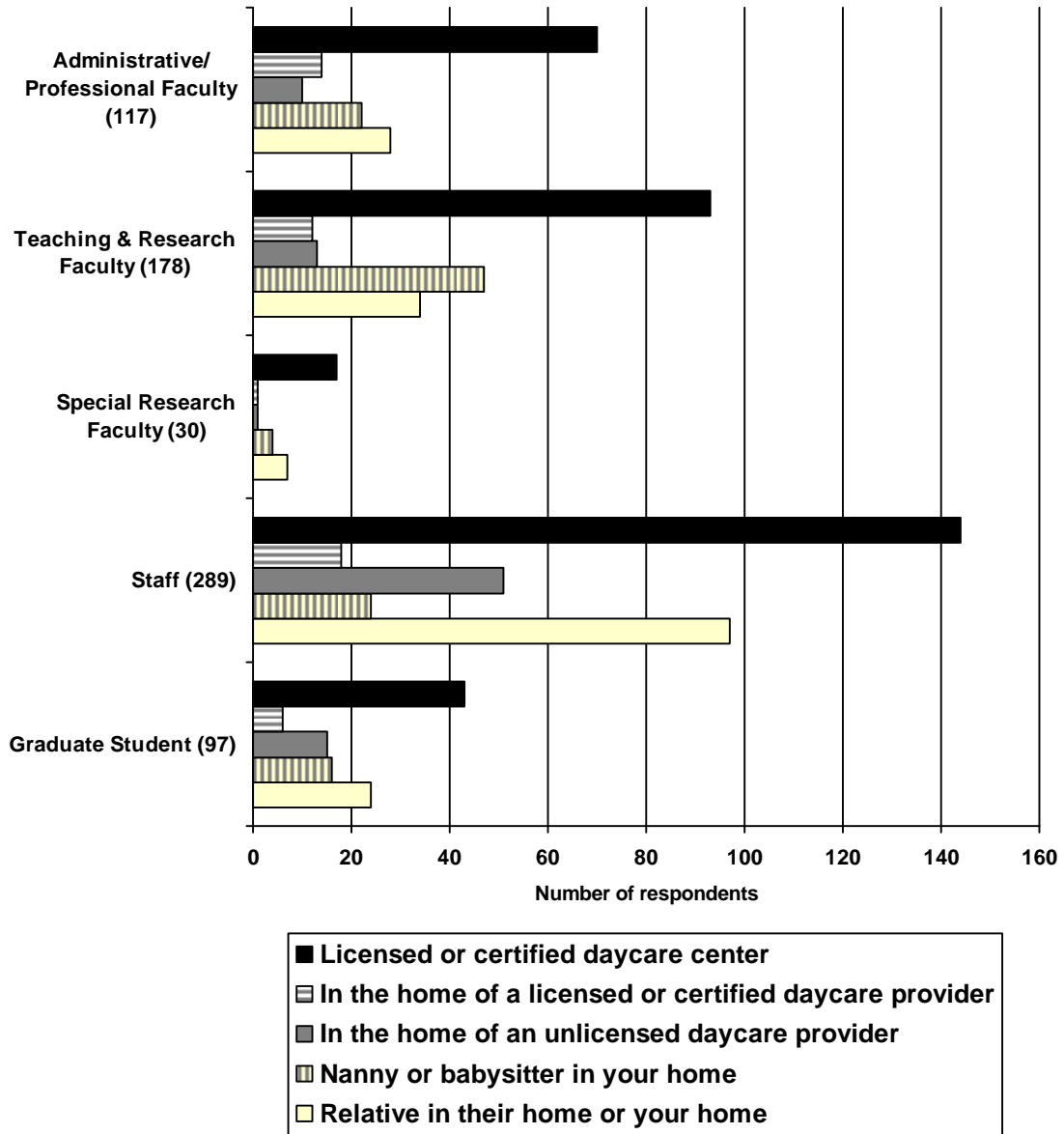
**Figure II-4** Proportion of respondents with children under twelve or planning to have/adopt children in the next five years within each category indicating interest in utilizing both an on/near- and off-campus child care facility operated by Virginia Tech. ( $n = 738,705$ ). Numbers within parentheses in the legend indicate the number of respondents indicating interest in an on/near-campus facility and an off-campus facility.



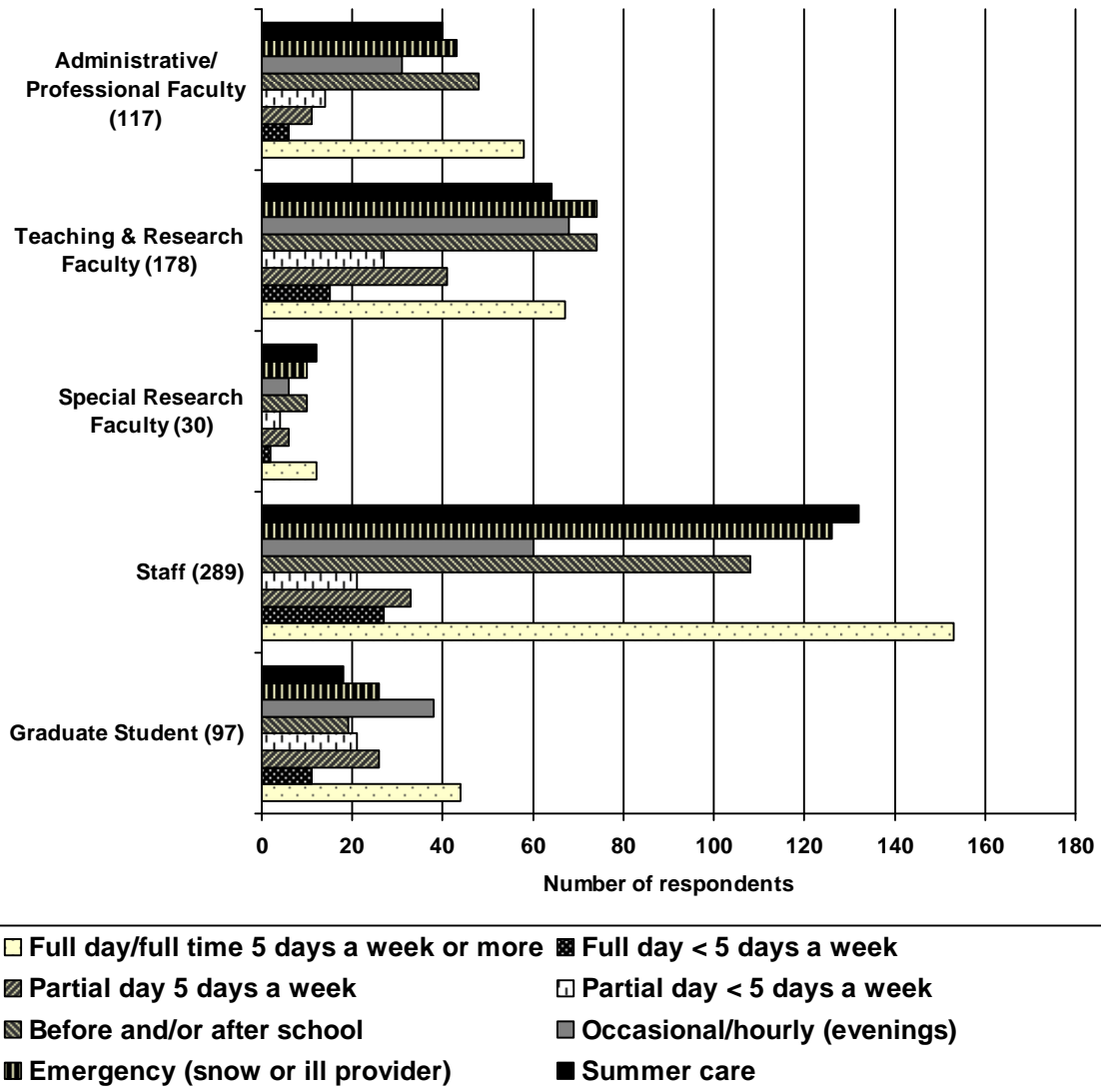
**Figure II-5** Number of respondents within each category with children under twelve and reporting current difficulties in finding quality child care ( $n = 701$ ; within-category percentages of parents reporting difficulties are indicated in parentheses).



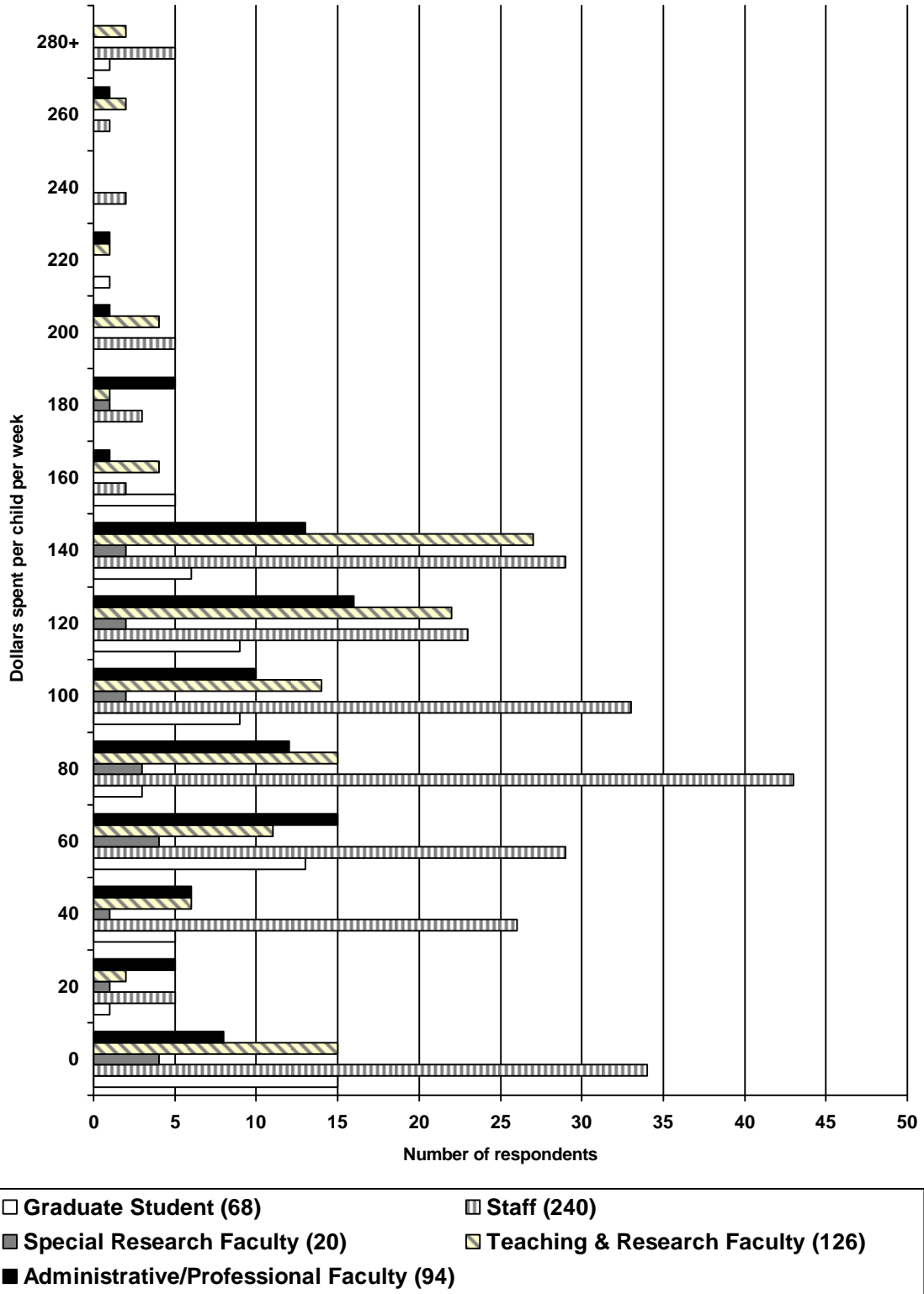
**Figure II-6** Number of respondents within each category who have children under twelve reporting that their child care provider's schedule makes it difficult for them to effectively perform their job ( $n = 663$ ; within-category percentages of parents reporting schedule difficulties is indicated in parentheses).



**Figure II-7** Number of respondents with children under twelve using the following child care arrangements ( $n = 711$ ; total number of within-category respondents is indicated in parentheses).



**Figure II-8** Number of respondents within each category who have children under twelve indicating each of the following child care needs ( $n = 711$ ; total number of within-category respondents is indicated in parentheses).



**Figure II-9** Distribution of current care costs per child per week ( $n = 548$ ; number of respondents in each category is indicated in parentheses).

**Table II-1** Descriptive statistics on current care costs/child/week ( $n = 473$ ). Respondents who reported to pay \$0 were omitted from these calculations.

	Sample Size	Mean	Median	Mode	Range	SD
<b>Administrative/ Professional Faculty</b>	86	\$93.91	\$100.00	\$100.00	\$10-260	\$48.09
<b>Teaching &amp; Research Faculty</b>	111	\$109.61	\$110.00	\$125.00	\$10-350	\$53.11
<b>Special Research Faculty</b>	16	\$81.37	\$77.50	\$115.00	\$15-175	\$41.89
<b>Staff</b>	207	\$94.14	\$83.00	\$75.00	\$15-400	\$60.09
<b>Graduate Student</b>	53	\$93.64	\$100.00	\$50.00	\$20-300	\$50.60

**Table II-2** Descriptive statistics on current care costs/child/week among respondents using certified/licensed child care providers ( $n = 320$ ).

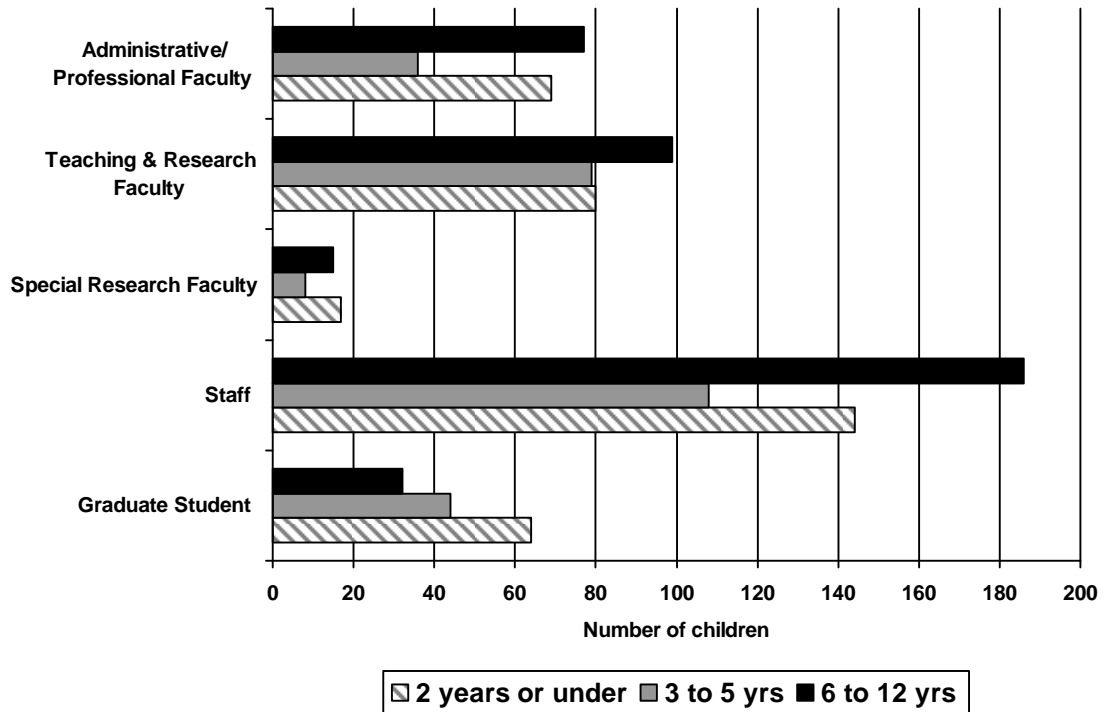
	Sample Size	Mean	Median	Mode	Range	SD
<b>Administrative/ Professional Faculty</b>	64	\$99.09	\$101.50	\$100.00	\$10-260	\$47.74
<b>Teaching &amp; Research Faculty</b>	75	\$110.25	\$112.00	\$125.00	\$40-250	\$38.58
<b>Special Research Faculty</b>	14	\$75.85	\$77.50	\$115.00	\$15-125	\$36.02
<b>Staff</b>	129	\$105.87	\$100.00	\$40.00	\$20-400	\$63.12
<b>Graduate Student</b>	38	\$100.34	\$107.50	\$110.00	\$30-220	\$42.36

**Table II-3** Descriptive statistics on amount respondents would pay/child/week ( $n = 430$ ). Respondents who indicated a willingness to pay \$0 were omitted from these calculations.

	Sample Size	Mean	Median	Mode	Range	SD
Administrative/ Professional Faculty	80	\$104.66	\$100.00	\$50.00	\$20-300	\$60.90
Teaching & Research Faculty	101	\$106.42	\$100.00	\$100.00	\$15-200	\$41.61
Special Research Faculty	19	\$112.89	\$100.00	\$100.00	\$30-250	\$50.81
Staff	170	\$110.71	\$100.00	\$100.00	\$20-400	\$59.55
Graduate Student	60	\$102.17	\$100.00	\$50.00	\$20-300	\$56.54

**Table II-4** Descriptive statistics on amount respondents would pay/child/week *only among those currently using certified/licensed child care providers* ( $n = 226$ ). Respondents who indicated a willingness to pay \$0 were omitted from these calculations.

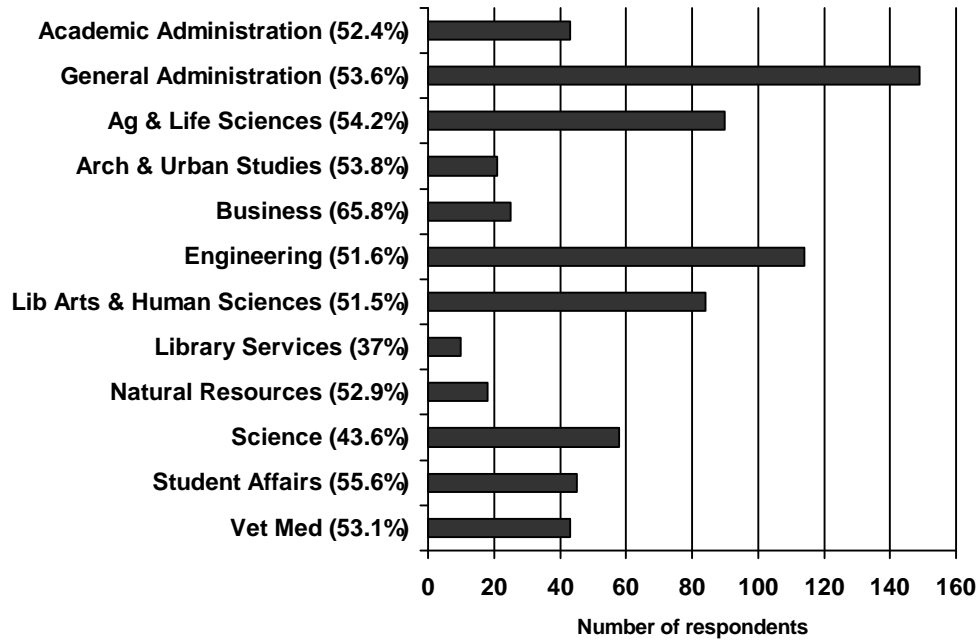
	Sample Size	Mean	Median	Mode	Range	SD
Administrative/ Professional Faculty	49	\$98.53	\$100.00	\$50.00	\$25-300	\$59.39
Teaching & Research Faculty	50	\$99.36	\$100.00	\$100.00	\$15-200	\$42.12
Special Research Faculty	11	\$118.64	\$100.00	\$100.00	\$30-250	\$54.59
Staff	88	\$109.71	\$100.00	\$100.00	\$20-300	\$53.90
Graduate Student	28	\$113.75	\$100.00	\$50.00	\$25-300	<b>\$65.71</b>



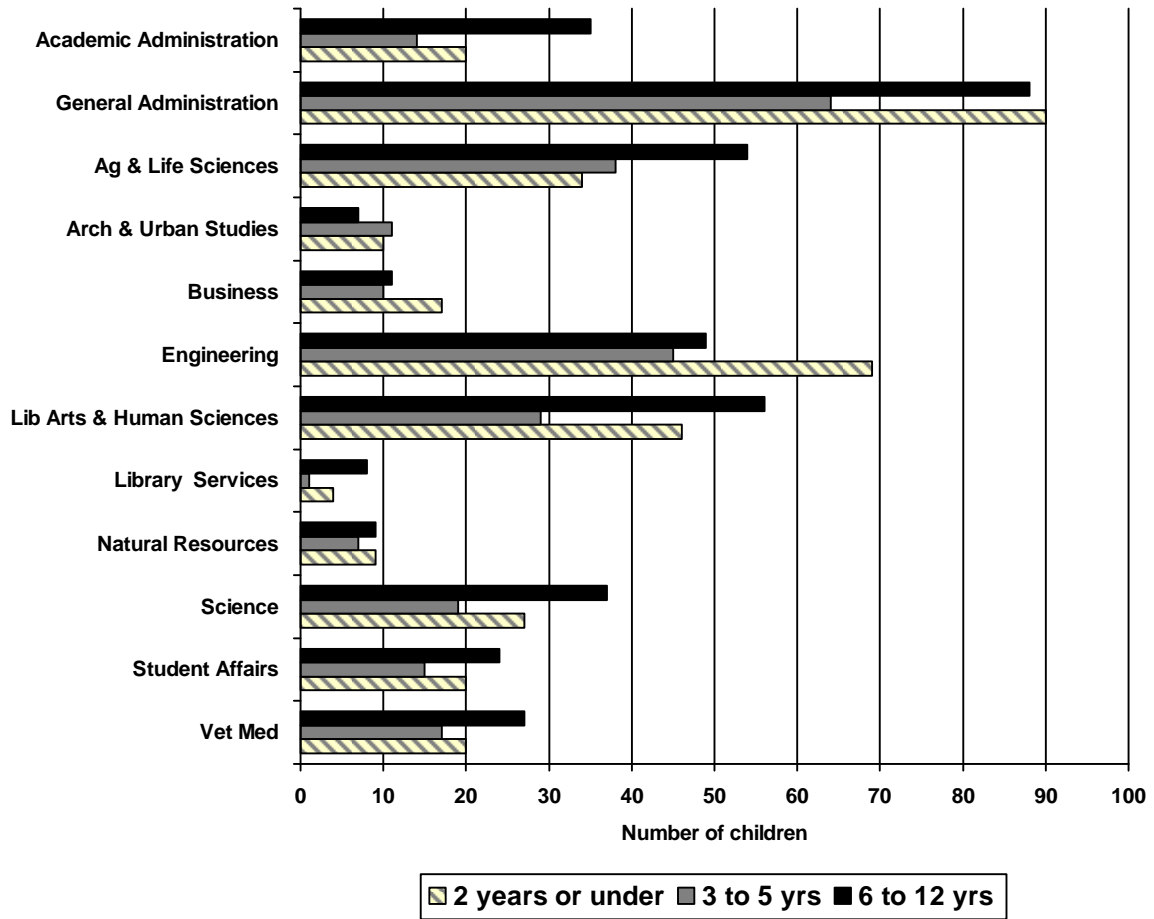
**Figure II-10** Number of children respondents report having in each age group ( $n = 724$ ). Note: Although data on the number of children over age twelve was collected, it is not depicted here.



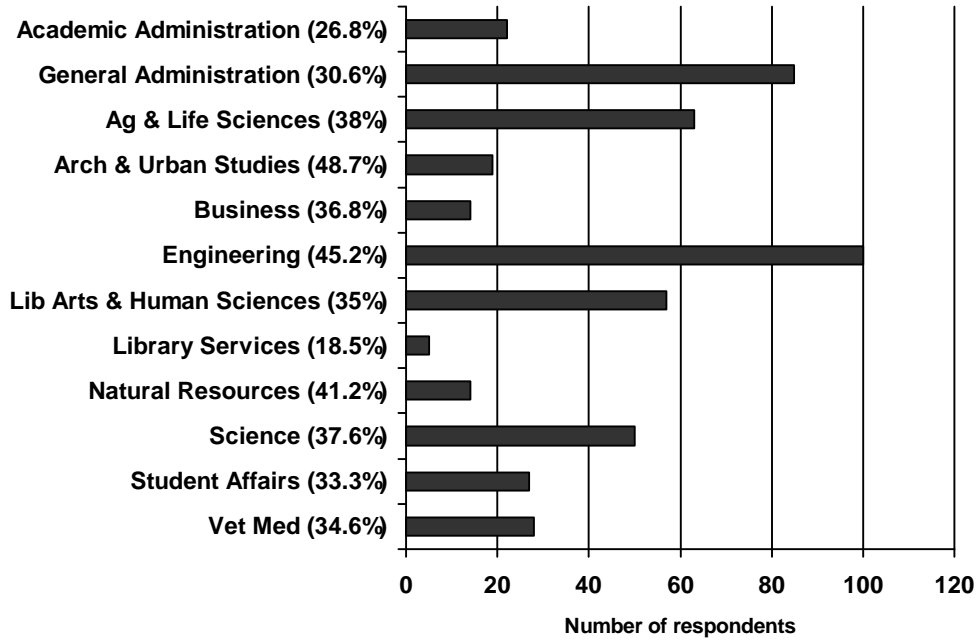
## Appendix C



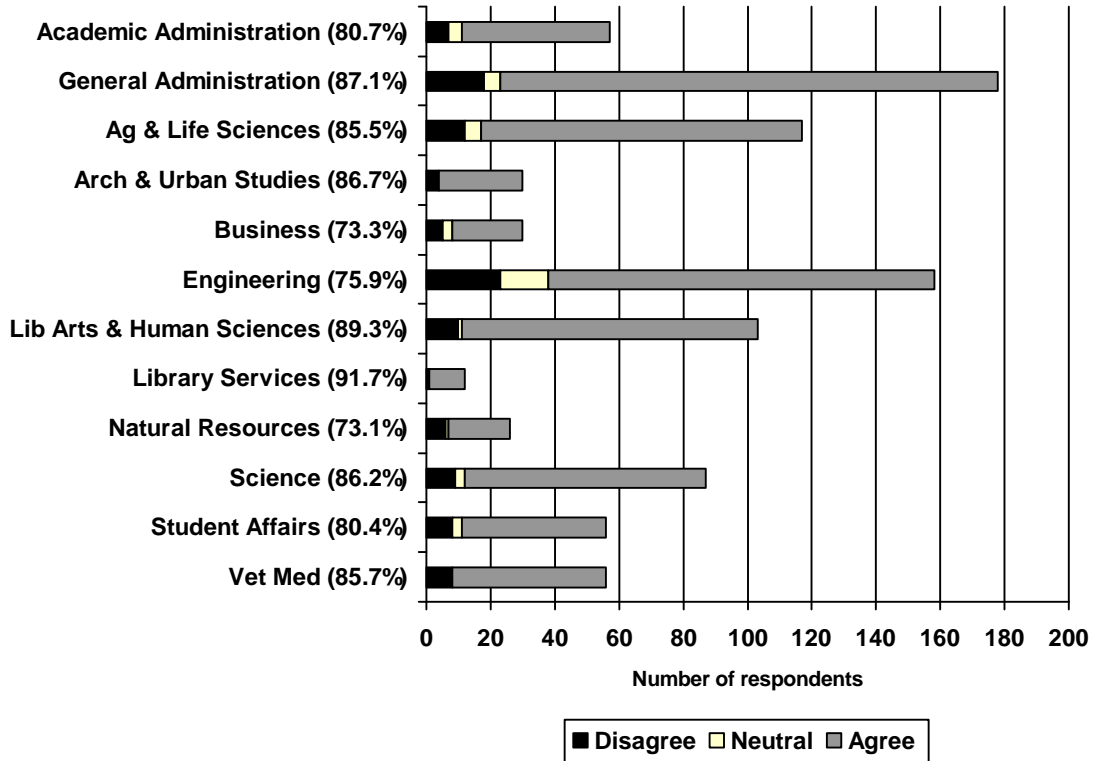
**Figure III-1** Number of respondents within each category with children under twelve ( $n = 1314$ ; percentages of within-category respondents with children under twelve are indicated in parentheses).



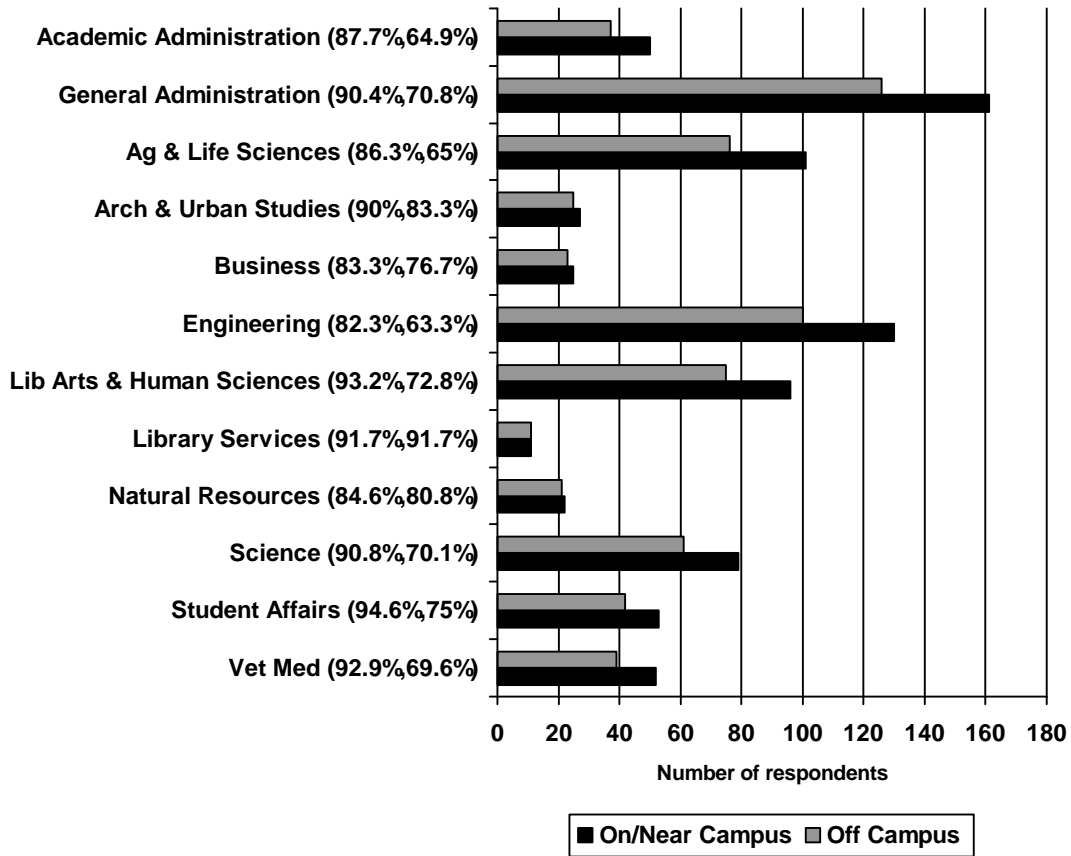
**Figure III-2** Number of respondents with children in each age group ( $n = 724$ ). Note: Although data on the number of children over age twelve was collected, it is not depicted here.



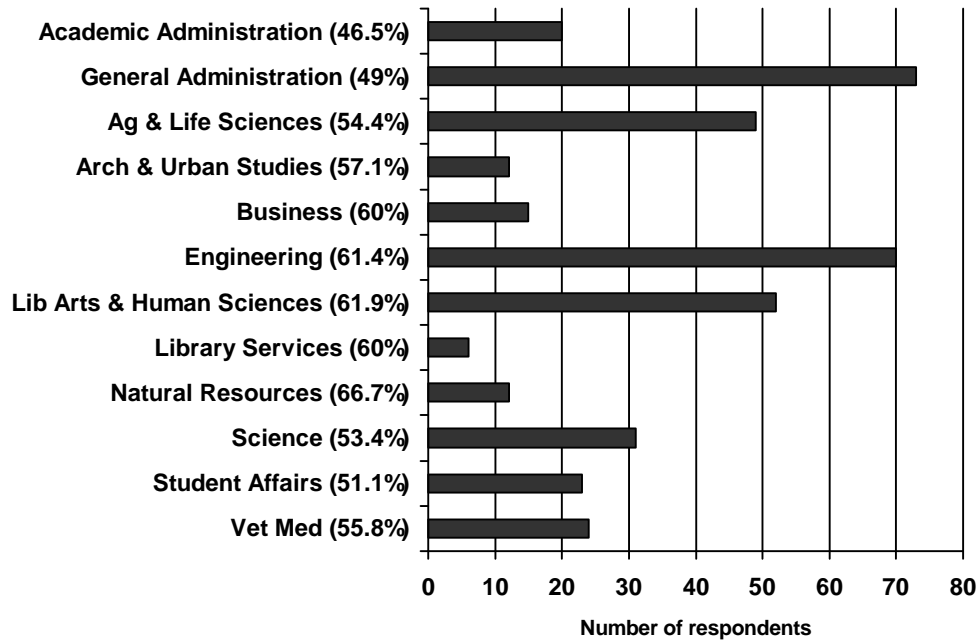
**Figure III-3** Number of respondents within each category planning to have or adopt one or more children in the next 5 years ( $n = 1321$ ; percentages of subcategory respondents indicating plans to have/adopt a child are indicated in parentheses).



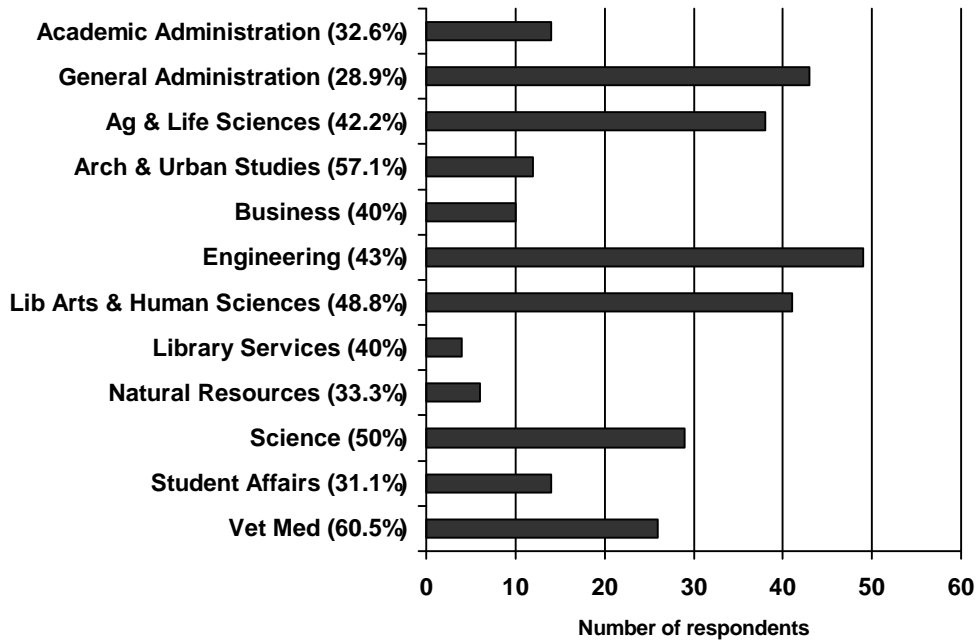
**Figure III-4** Number of respondents with children under twelve or plan to have/adopt a child in the next five years who agree with the statement that Virginia Tech should have an on/near campus child care facility ( $n = 910$ ; percentages of respondents in each subcategory who agree with the statement are indicated in parentheses).



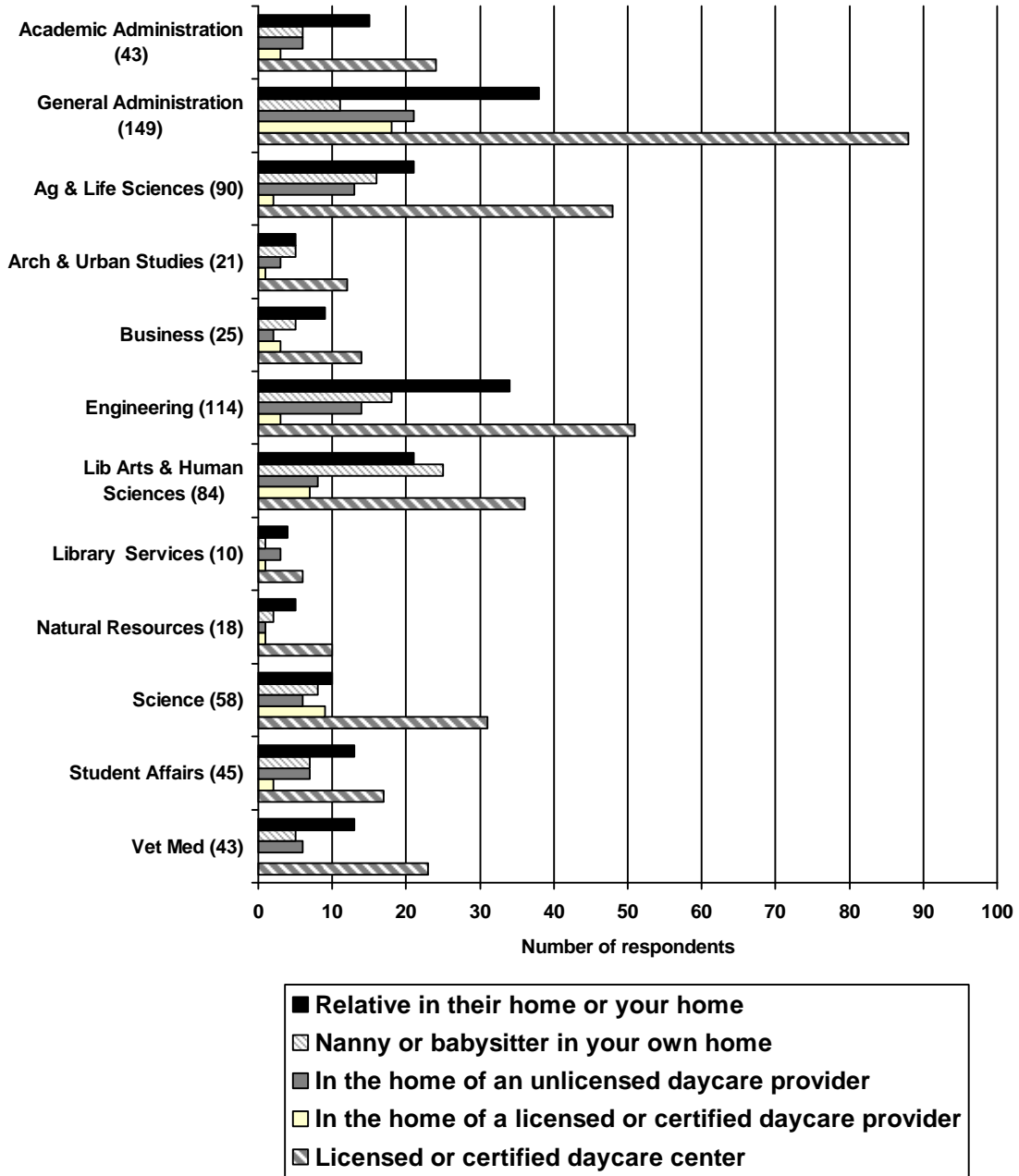
**Figure III-5** Number of respondents within each category with children under twelve or who plan to have/adopt a child in the next five years indicating interest in utilizing both an on/near- and off-campus child care facility operated by Virginia Tech (on/near campus  $n = 906$ ; off-campus  $n = 869$ ; percentages in parentheses indicate the proportion of each subcategory indicating interest in the following: on/near-campus facility, off-campus facility).



**Figure III-6** Number of respondents within each category with children under twelve and reporting current difficulties in finding quality child care ( $n = 690$ ; percentages of subcategory respondents indicating difficulties are provided in parentheses).

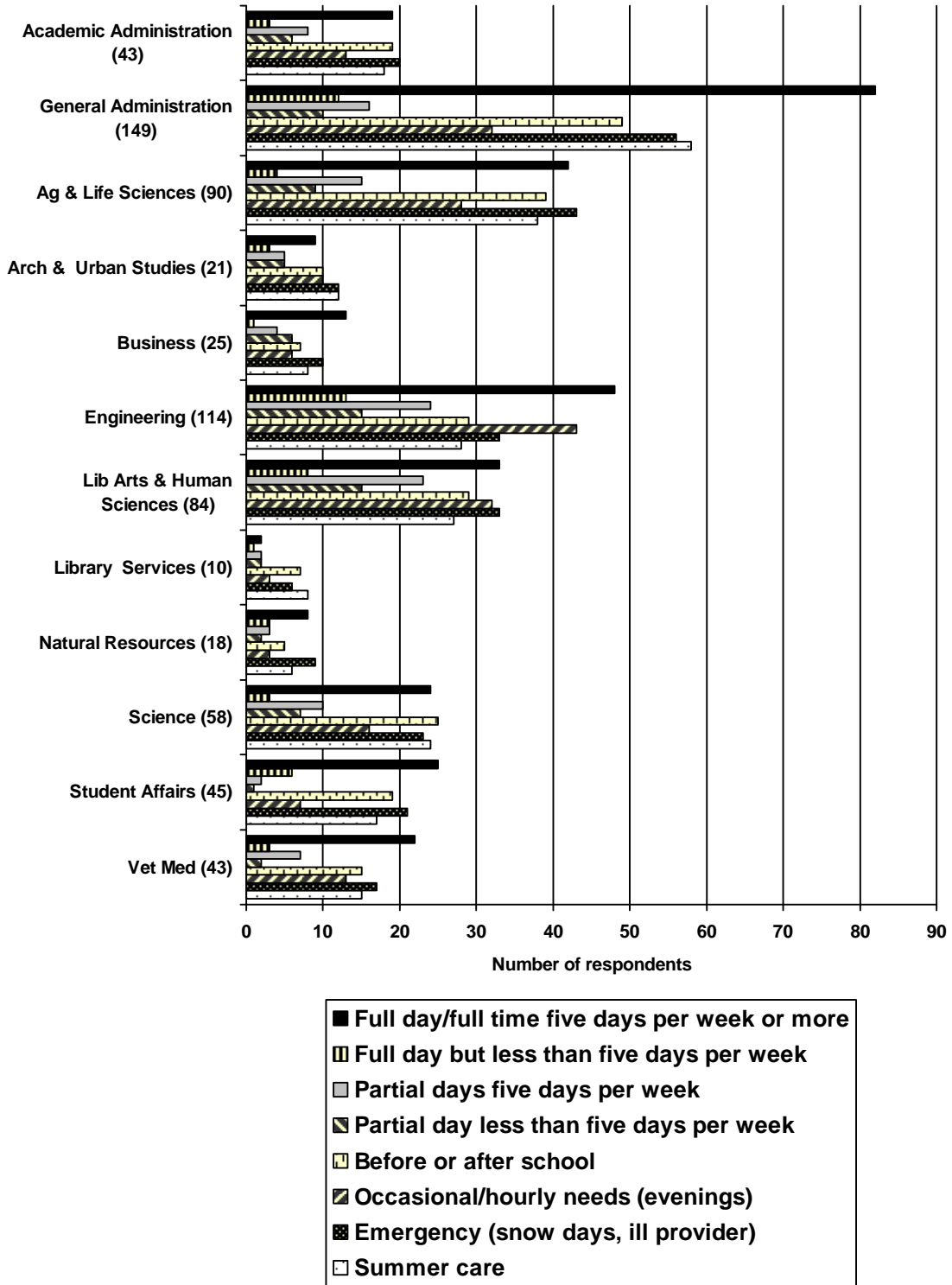


**Figure III-7** Number of respondents within each category with children under twelve and reporting that their child care provider's schedule makes it difficult for them to effectively perform their job ( $n = 653$ ; percentages of subcategory respondents with children indicating difficulties are presented in parentheses).

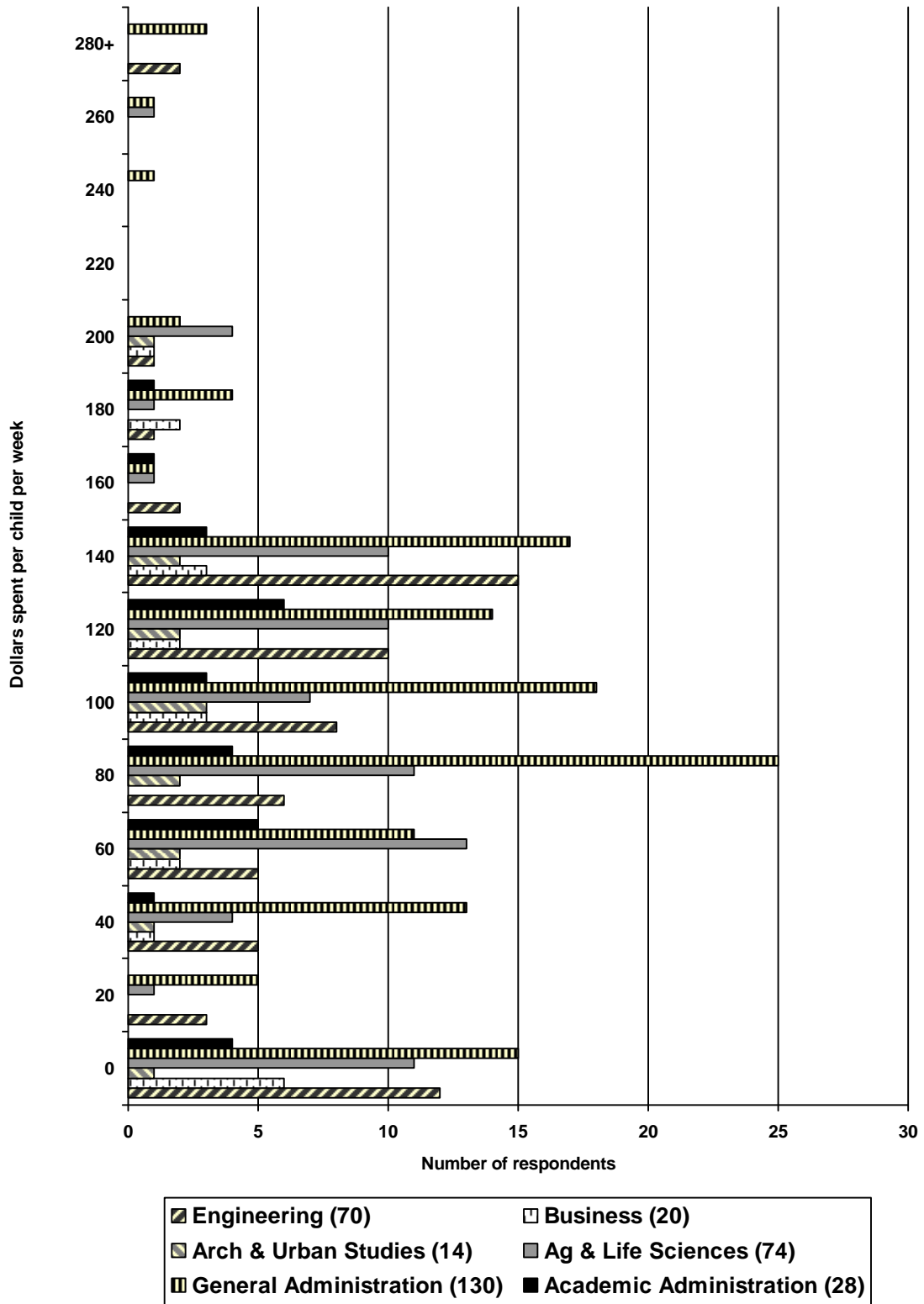


**Figure III-8** Number of respondents within each category with children under twelve and using the following child care arrangements ( $n = 700$ ; total numbers of respondents in each subcategory are indicated in parentheses).

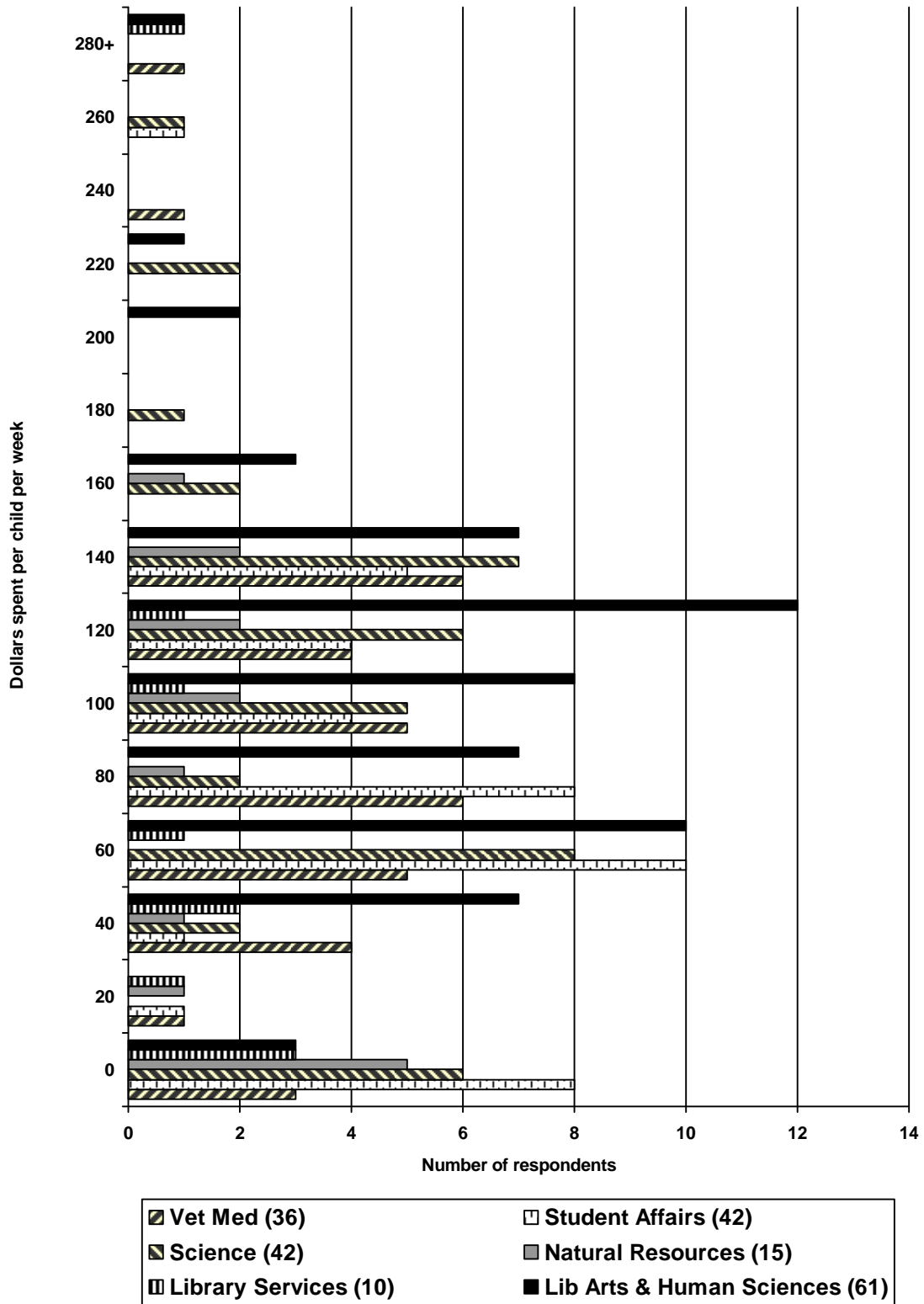




**Figure III-9** Proportion of respondents within each category with children under twelve and indicating each of the following child care needs ( $n = 700$ ; numbers of respondents in each subcategory are indicated in parentheses).



**Figure III-10a** Distribution of current care costs per child per week by category for six affiliations ( $n = 542$  for all affiliations).



**Figure III-10b** Distribution of current care costs per child per week by category for six affiliations ( $n = 542$  for all 12 affiliations).

**Table III-1** Descriptive statistics on current care costs/child/week ( $n = 466$ ). Respondents who reported to pay \$0 were omitted from these calculations.

	<b>Sample Size</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Range</b>	<b>SD</b>
<b>Academic Administration</b>	24	\$95.32	\$100.00	\$50.00	\$37-180	\$38.30
<b>General Administration</b>	116	\$98.91	\$90.00	\$40.00	\$10-400	\$65.81
<b>Agriculture &amp; Life Sciences</b>	63	\$95.25	\$85.00	\$60.00	\$20-250	\$48.16
<b>Architecture &amp; Urban Studies</b>	13	\$96.08	\$90.00	\$120.00	\$40-194	\$43.26
<b>Business</b>	14	\$112.14	\$117.50	\$45.00	\$30-200	\$49.25
<b>Engineering</b>	58	\$103.37	\$105.60	\$100.00	\$10-300	\$56.11
<b>Liberal Arts &amp; Human Sciences</b>	58	\$98.56	\$100.00	\$60.00	\$25-350	\$54.10
<b>Library Services</b>	7	\$90.00	\$57.00	\$15.00	\$15-300	\$99.96
<b>Natural Resources</b>	10	\$95.20	\$100.50	\$20.00	\$20-150	\$40.84
<b>Science</b>	36	\$107.30	\$107.50	\$100.00	\$38-250	\$52.17
<b>Student Affairs</b>	34	\$85.82	\$75.00	\$50.00	\$12-260	\$44.80
<b>Veterinary Medicine</b>	33	\$91.66	\$90.00	\$50.00	\$20-285	\$55.34

**Table III-2** Descriptive statistics on current care costs/child/week among respondents using certified/licensed child care providers ( $n = 314$ ).

	<b>Sample Size</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Range</b>	<b>SD</b>
<b>Academic Administration</b>	18	\$103.93	\$110.00	\$110.00	\$37-180	\$38.79
<b>General Administration</b>	78	\$104.59	\$100.00	\$40.00	\$10-400	\$66.04
<b>Agriculture &amp; Life Sciences</b>	44	\$93.23	\$100.00	\$60.00	\$22-200	\$41.28
<b>Architecture &amp; Urban Studies</b>	11	\$90.45	\$85.00	\$40.00	\$40-194	\$44.83
<b>Business</b>	11	\$118.64	\$125.00	\$45.00	\$45-200	\$49.25
<b>Engineering</b>	42	\$103.85	\$110.00	\$110.00	\$15-193	\$37.98
<b>Liberal Arts &amp; Human Sciences</b>	32	\$99.81	\$107.50	\$110.00	\$30-215	\$40.51
<b>Library Services</b>	6	\$100.00	\$71.50	\$15.00	\$15-300	\$105.60
<b>Natural Resources</b>	8	\$95.75	\$112.50	\$20.00	\$20-150	\$46.26
<b>Science</b>	27	\$118.88	\$120.00	\$42.00	\$40-250	\$53.99
<b>Student Affairs</b>	17	\$106.82	\$100.00	\$135.00	\$42-260	\$48.76
<b>Veterinary Medicine</b>	20	\$115.99	\$115.99	\$100.00	\$40-285	\$55.11

**Table III-3** Descriptive statistics on amount respondents would pay/child/week ( $n = 423$ ). Respondents who indicated a willingness to pay \$0 were omitted from these calculations.

	<b>Sample Size</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Range</b>	<b>SD</b>
<b>Academic Administration</b>	33	\$120.39	\$100.00	\$100.00	\$50-300	\$58.75
<b>General Administration</b>	94	\$105.91	\$100.00	\$100.00	\$20-300	\$65.02
<b>Agriculture &amp; Life Sciences</b>	51	\$98.92	\$100.00	\$100.00	\$25-200	\$35.67
<b>Architecture &amp; Urban Studies</b>	15	\$95.67	\$90.00	\$50.00	\$40-200	\$42.92
<b>Business</b>	17	\$126.47	\$110.00	\$100.00	\$50-250	\$55.16
<b>Engineering</b>	57	\$112.37	\$100.00	\$100.00	\$40-225	\$48.52
<b>Liberal Arts &amp; Human Sciences</b>	55	\$104.84	\$100.00	\$50.00	\$30-300	\$48.16
<b>Library Services</b>	6	\$77.50	\$75.00	\$125.00	\$30-125	\$44.36
<b>Natural Resources</b>	10	\$86.00	\$90.00	\$100.00	\$20-150	\$37.55
<b>Science</b>	34	\$99.41	\$100.00	\$100.00	\$15-200	\$45.47
<b>Student Affairs</b>	34	\$121.03	\$100.00	\$100.00	\$25-400	\$79.75
<b>Veterinary Medicine</b>	17	\$124.71	\$100.00	\$100.00	\$65-300	<b>\$64.14</b>

**Table III-4** Descriptive statistics on amount respondents would pay/child/week *only among those currently using certified/licensed child care providers (n = 222)*. Respondents who indicated a willingness to pay \$0 were omitted from these calculations.

	Sample Size	Mean	Median	Mode	Range	SD
<b>Academic Administration</b>	18	\$125.17	\$112.50	\$50.00	\$50-300	\$68.56
<b>General Administration</b>	59	\$103.85	\$100.00	\$100.00	\$25-300	\$60.30
<b>Agriculture &amp; Life Sciences</b>	25	\$101.60	\$100.00	\$100.00	\$50-150	\$27.45
<b>Architecture &amp; Urban Studies</b>	11	\$101.36	\$90.00	\$75.00	\$40-200	\$46.75
<b>Business</b>	9	\$126.67	\$100.00	\$100.00	\$50-250	\$68.78
<b>Engineering</b>	23	\$123.04	\$100.00	\$100.00	\$50-225	\$54.58
<b>Liberal Arts &amp; Human Sciences</b>	23	\$104.39	\$100.00	\$50.00	\$30-300	\$59.38
<b>Library Services</b>	4	\$78.75	\$80.00	\$125.00	\$30-125	\$53.44
<b>Natural Resources</b>	5	\$76.00	\$60.00	\$20.00	\$20-150	\$50.30
<b>Science</b>	21	\$92.38	\$100.00	\$100.00	\$15-175	\$38.00
<b>Student Affairs</b>	14	\$105.00	\$100.00	\$50.00	\$50-200	\$50.42
<b>Veterinary Medicine</b>	10	\$119.50	\$95.00	\$100.00	\$65-300	\$73.62

## Appendix D

### Child Care Survey

- 1) Do you agree with the following statement: Virginia Tech should have an on or near campus child care facility? (1- Strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5- Strongly Agree)
- 2) Would you be interested in utilizing a child care facility operated by Virginia Tech...
  - a. If it is located on or near campus? (Yes/No)
  - b. If it is located off campus? (Yes/No)
- 3) Do you plan to have or adopt one or more children in the next 5 years? (Yes/No)
- 4) What is the most you would be willing to pay for a child care service per week? (Open-ended)
- 5) Do you have children age 12 or younger? (Yes/No; if No, skip to # 12))
- 6) Do you currently have difficulty in finding quality child care? (Yes/No)
- 7) How many children do you have in each age category below:
  - a. Age 2 or under? (1, 2, 3 or more)
  - b. Ages 3 through 5? (1, 2, 3 or more)
  - c. Ages 6 through 12? (1, 2, 3 or more)
  - d. Age 13 or older? (1, 2, 3 or more)
- 8) Which of the following child care arrangements do you use? (Check all that apply)
  - a. Licensed or certified daycare center
  - b. In the home of a licensed or certified daycare provider
  - c. In the home of an unlicensed daycare provider
  - d. Nanny or babysitter in your own home
  - e. Relative in their home or your home
  - f. Other
- 9) Check all that apply to your child care needs.
  - a. Full day/full time 5 days per week or more
  - b. Full day but less than 5 days per week
  - c. Partial day 5 days per week
  - d. Partial day less than 5 days per week
  - e. Before school and/or after school
  - f. Occasional/hourly needs (evenings)
  - g. Emergency (e.g., snow days or ill provider)
  - h. Summer care
  - i. Other
- 10) What does your current care cost per child per week? (Open-ended)



- 11) Are there issues with the schedule of your child care provider that make it difficult for you to effectively perform your job? *(Yes/No)*
- 12) Are you: *(Select one)*
- a. Administrative/Professional Faculty
  - b. Teaching & Research Faculty
  - c. Special Research Faculty (post-doc, research associate, etc)
  - d. Staff
  - e. Graduate Student
  - f. Other
- 13) Select your primary affiliation: *(Select one)*
- a. Academic Administration (Academic Affairs, Graduate School, Outreach, Research)
  - b. Administration (Alumni Relations, Athletics, Budget and Financial Management, Business Affairs, Facilities, Information Technology, Multicultural Affairs, President's and Executive Vice Presidents' Offices)
  - c. Agriculture & Life Sciences
  - d. Architecture & Urban Studies
  - e. Pamplin College of Business
  - f. Engineering
  - g. Liberal Arts & Human Sciences
  - h. Library Services
  - i. Natural Resources
  - j. Science
  - k. Student Affairs
  - l. Veterinary Medicine
  - m. Other
- 14) Please provide any additional comments you would like to make about child care in the area and/or at Virginia Tech. *(Open-ended)*

## Appendix E

### A Sample of Open-ended Comments from Respondents

#### **Virginia Tech Should Offer Child Care to its Employees:**

Due to the number of faculty/staff/graduate students, I find the daycare situation deplorable. To be an institution of higher education and not provide any daycare services to help those families with children is a step back. We are supposed to be forward thinking. This would only begin to meet basic needs.

I think providing child care services for those who need it could be very beneficial to the VT community. However, I don't have children and don't expect to have any myself before I leave VT.

I am surprised that VT doesn't currently have child care available for students/faculty. For the largest university in Virginia, this is not acceptable.

I just think that it is a good idea for junior faculty and graduate students to have the opportunity to place their children in child care that is convenient, reasonably priced, and well run. Although it might be hard to determine, I would give priority to female assistant professors and female graduate students, even though I am a male.

Currently, both my husband and I share the child care duties. We are finding it increasingly difficult to share this responsibility due to demands for our time at school. We are both graduate students and cannot afford the daycare in the area for our child. We do not have any relatives in the area to assist us. I think putting a daycare facility on campus is a great idea. It would make the university very attractive to both male and female recruits, especially those with young children.

I think that VT should have quality child care that is available for employees at a discount simply because we already work for the state. Non-state employees could send their children there, but would have to pay a slightly higher rate.

Although my own children are now older and I do not anticipate using such services in the future, I think having them available is crucial for recruiting and retaining excellent female and male faculty, staff, researchers, and students who are in the stage of parenting children and teens.

Having affordable and adequate child care facilities will be one of many factors determining whether I remain at or leave Virginia Tech.

I am way past child-rearing years, but have always believed that the university should provide child care services. I still believe that.

My children are grown, but I am supportive of this effort.

I am childfree by choice and plan to stay that way, but I think child care for childed VT employees is a very important issue.

The fact that there is no child care available at Virginia Tech is an embarrassment to this institution. While the rest of the country moves on into the 21<sup>st</sup> century, we here at Virginia Tech are stuck in 1950.

Having an on-campus child care center would be great. It would allow parents to visit their children during the day, particularly if the mother is nursing. It would also be much more convenient. It could be a source of revenue for the university, and workers would likely be more productive and take less leave if they knew their children were being cared for by qualified staff and are easily accessible. Finally, it could provide some training and/or research opportunities for students in programs such as psychology, marriage and family, education, etc.

The traditional model of one spouse staying at home is no longer the norm, and as Virginia Tech increases the number of dual-career academic couples and of female faculty, it needs to address the issue of child care. Having on-campus or near-campus child care would greatly improve the lives of both female and male faculty, as it would allow faculty with young children to have more flexibility with child care, which should in turn improve productivity.

Even though I am well past the child-bearing years, I am very much aware of the need for young (and not so young!) mothers to have a safe, reliable and convenient babysitting service. Having one on or near campus would be just wonderful. I would wager that the university would make out in the end as the number of days missed by employees due to undependable babysitting would certainly decrease.

It is important for professionals working at a university to have adequate quality child care. Although it is too late for my own family, I support development of a facility to accommodate younger families.

While I don't have any children, I believe the university should assist in providing daycare. I have seen the difficulties my co-workers have experienced over the years in finding quality daycare, especially for infants.

I do not have children, but I know that child care is a big issue for some parents. I feel that offering affordable child care on or near campus would help employee morale, and cut down on employee tardiness/absences.

As a faculty member involved in recruiting junior faculty, I would like to be able to claim that the university sponsors child care. I think the service would also help with retention.

We have lost some excellent employees because they could not find or afford adequate child care. It's a good investment in our workforce.

This is a good idea and although my children will be too old to take advantage by the time the idea is implemented, my employees, and therefore my organization, may benefit.

### **Opposition to a Virginia Tech-operated Child Care Facility:**

Resources would be better used to increase employee pay.

It should be the responsibility of the parents to pay for their own child care, not the responsibility of all to pay for the child care.

VT should actively encourage establishment of convenient private child care. It should not get in the business of providing child care.

Child care is the responsibility of parents and not Virginia Tech. It would make life much easier for parents with small children if a daycare center were near the campus. However, it would be difficult to justify the amount of money required for a daycare center when the budget can't come up with enough funding for raises for the employees already on campus. If funding isn't available for employee raises, then how can a daycare center be justified? I agree that it would be nice and much more convenient for those who have small children to have access to a daycare facility on campus. However, I don't feel that daycare should be the worry or concern of the university. That's a family issue.

I personally think that a lack of quality child care in the vicinity of Virginia Tech plays an extremely small role in the retention, promotion, advancement, and ultimate success of women at VT.

### **Costs of Child Care:**

Due to the current expense of private daycare, it is not a feasible option for many graduate students. Virginia Tech should offer a reduced daycare schedule at a reduced rate to grad students so they have a part-time option to balance their schedules.

I am part-time, but when there are snow days from school, those days are my biggest problems. I have to pay nearly \$200 per month for insurance and therefore can't afford to get a babysitter very often. I had to make a choice: daycare or insurance.

Having on-campus or VT-affiliated child care would be a major incentive to keep young faculty at VT. It would encourage loyalty to this university, as finding quality child care is a major stressor to dual-career families. I would be willing to pay much more for child care if the program were top-quality and convenient to campus.

Virginia Tech could pre-tax your paycheck for daycare.

Virginia Tech should provide child care vouchers for its employees to use. These vouchers should be available to all full-time employees. There are several off-campus employees (Northern Virginia, Cooperative Extension, etc.) who need to be able to have access to child care. Supplying a voucher to offset the cost of child care would be very helpful. This could also help some of the very good Blacksburg child care facilities enhance or expand their services. I am a bit concerned that opening up a VT child care center would further promote the “town” vs “gown” tension.

I can support a child care benefit that employees pay for (pre- or after-tax), or as part of a menu of benefits an employee can select. I’d prefer it not be a university expense. This is not an easy issue. In our case, we made the decision that one of us would be home with the children. Others may not have that option. Thus I prefer child care being an available option, not something that all of us pay for whether we use it or not.

I think the most utilized child care would have to be offered on a sliding scale cost based on income of the parents. It would be the only way for child care to be a benefit to staff. The faculty make so much more money than the staff, it would put an undue burden on the staff to pay the same charges as faculty.

The folks who most need good and affordable child care in Blacksburg are the ones who will be least likely to access anything I would see Tech offering unless strong scholarship programs existed.

Classified staff needs good affordable daycare. Perhaps fees could be based on salaries.

### **Child Care Needs:**

Now that my children are older, we don’t have the every day child care needs, but the snow days, early release days, and teacher work days really cause a problem.

While we have our 3 yr old daughter in full-time daycare here in Blacksburg, we do not have any daycare support for our 5 yr old son who is in kindergarten in Christiansburg (where we live). My wife and I are both faculty members who teach, and we both occasionally have night classes. Events such as snow days, night classes, “early release” or teacher workdays for the public schools, and travel to conferences always stress our child care arrangements to the limits. A small crisis usually erupts about every three weeks. We have no local relatives we can rely on for assistance. Although we can find hourly babysitting during the evenings on occasion, that typically won’t cover the problems we run into.

If my child is sick, my husband (who also works at Tech) and I have to completely rearrange our schedules to make sure we meet our commitments on campus and can also be home with our son. Frequently, he has just a cold and is running a slight fever (yet still running around the house). It would be helpful to have drop-in child care or a list of

people who would come to your house to babysit at times when you have a sick child and still must work.

Days when a child is sick are very hard. If Tech had a good “sick child” care center, I might bring my kids there when they were sick, just for the hour and a half to three hours that I teach.

It would be extremely useful for faculty and staff to be able to have child care when public schools are closed because of holidays or snow days, as well as for emergencies.

### **Transportation to/from Child Care Centers:**

Child care before and after school with transportation to and from the local elementary schools would be most valuable. Many of the VT employees live outside of Blacksburg’s town limits and their children are bused to a child care provider on the bus route, regardless of the quality of the care. Transportation to the child care provider poses a real issue for most parents.

Our biggest issue is finding an after-school program that provides transportation from school to the program. Both my husband and I work at Tech, but we live in Christiansburg and there are very few programs that provide this transportation from the public schools.

### **Child Care Wait-lists:**

There are plenty of available spots at various daycare centers in the area. The problem is that the truly quality facilities have wait lists a mile long. My sister, who put her name on the wait list at Rainbow Riders in 1998, was just contacted with availability last month.

All daycares are overcrowded and there is a long waiting list. We are leaving the PhD program here at Tech because there are not good child care options.

Based upon waiting lists at the daycares, it seems there is a high demand for quality child care. I have considered relocating my child in the past, but knew that there were no immediately available openings in other daycares.

It is hard to find quality daycare in Blacksburg because all the decent daycares have waiting lists and they are really hard to get your child in them. There are only four daycares in the area that I would consider taking my child to. A quality care center on or near campus would be wonderful!

Waiting lists are too long, thus you do not have a place in the daycare when needed.

### **Child Care Providers' Schedules:**

The daycare center we use adjusts its schedule based on the Montgomery County public schools' schedule. Since Virginia Tech rarely closes or delays opening, my husband and I have to load up our daughter and brave the snowy/icy roads to get to work. My husband usually keeps our daughter with him until the daycare center opens.

While I am aware that there are good daycare facilities in Blacksburg, my impression is that they are rather limiting in space and are not flexible with their hours. If I have an experiment running until 6pm, I should be able to call the daycare and extend my child's stay occasionally. I expect to pay for this flexibility, but I need to know it exists.

Child care needs to be available on campus and in a flexible format so that faculty do not have to schedule their professional activities around their child care provider. The facility should open early enough in the morning, remain open into the evening, and have limited hours on weekends.

The biggest issue with performing my work at VT and my current provider is hours. They close at 6pm and many days because of work and traffic I have difficulty being there by 6pm. An on-campus or near campus daycare would greatly help with this problem.

I definitely need child care with extended hours in the morning and evening. For example, I come to work at 5:30am three times a week for Army Physical Training, and I am at work sometimes until 7:00pm. My current sitter gets overtime every time I need to come to work

Child care is not available until 7:30am, which makes 8am classes and meetings difficult to attend. I have classes from 6:00-7:45pm twice a week, also making child care an issue.

### **Additional Comments:**

It would seem to me that a child care facility could be incorporated into the CLAHS programs and be not just a service to the VT community but also be a source of practical education for the students in educational, psychology, sociology, and similar programs.

I currently have my elderly mother watching my two young children. The cost of child care in Blacksburg is high, but I will somehow have to find approximately \$110 per child each week if and when my mother can no longer watch them. If I needed child care on short notice, as might happen if my mother falls ill, I would be forced to place my children in potentially substandard child care because I would not have time to wait for a spot at the one or two good child care centers in Blacksburg.

I believe that consistent with the research mission of the university, a research component should be mandated in order to effectively train undergraduate and graduate students as well as support the research efforts of faculty and staff.

We found a quality home care provider for our two year old but the provider's schedule varies with the needs of her own children. Thus, my research productivity is directly coupled (limited) to when she is open / closed. Lately, my home care provider is "closed" whenever classes are not in session. Of course, this causes repeated blows to my (and my spouse's) research program. Additionally, we are faced with taking significant time away from the office to be with our seven year old. Although my research funding has been generous and my objectives have been ambitious, I am increasingly aware that my work/family situation is unsustainable and decline is an inevitable result because the papers are simply not getting en route to publication. This is not to place blame and is simply an observation of what even the most energetic and organized persons can manage.