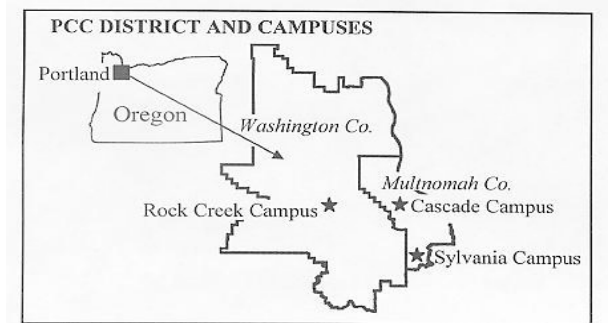


Portland Community College (PCC) is the largest institution of higher education in Oregon, annually enrolling over 86,000 students. PCC offers 90 degree and certificate programs and adult, community, and developmental education at its three campuses – Sylvania, Rock Creek, and Cascade – and its five workforce training centers located throughout the Portland area.

PCC’s Extended Learning Campus reaches beyond classroom walls to serve students in more than 200 community locations. As the most affordable and accessible college in Portland, PCC is the primary route to a college education for the many low-income Oregon residents who are attending college



while raising children. Recognizing that the lack of affordable childcare presents a serious barrier to student retention and degree completion, PCC currently utilizes CCAMPIS, Portland Children’s Investment Fund (CHIF), and PCC internal funds (including student fees and general fund support) to provide on-campus and off-campus childcare services in three diverse settings--including suburban, rural, and urban sites. Sylvania, the largest of the three campuses and home to PCC’s NAEYC-accredited Child Development Center, is located in suburban Southwest Portland. Rock Creek, home to the PCC Rock Creek Childcare Center, is located to the west of Portland in rural Washington County. Located in North Portland’s urban core, Cascade is the most urban and diverse campus. With the second highest unemployment rate in the nation (12.1%), Oregon’s economic crisis has significantly increased PCC enrollment. With more than 2,522 Pell eligible student-parents enrolled at PCC, and 500 student-parents on the waiting list for childcare services and subsidies, CCAMPIS funds will make a critical difference to Pell-eligible PCC student-parents’ ability to complete their college education.

A. Need for the Project (35 points)

1. *Information regarding student demographics.* As the largest institution of higher education in Oregon, PCC serves sizable numbers of Pell-eligible students. With 6,883 Pell-eligible students enrolled in 2007-2008, Portland Community College has more Pell-eligible students than the total enrollment at most (76%) community colleges in the country and almost all (93%) private colleges (*National Center for Education Statistics, Digest of Education Statistics, 2007*). In 2007-2008, PCC disbursed \$16,881,666 in Pell grants. Demographic data pertains to 2007-2008 Pell-eligible PCC students, and is drawn from FAFSA data and PCC's Banner system.

- Race and ethnicity. Minority students are overrepresented among PCC's Pell-eligible students. Collectively, one in three (33.5%) Pell-eligible students are minorities. In comparison, fewer than one in four PCC students who are not receiving Pell support are minorities (2007-08). Moreover, as detailed below, the percentage of Pell-eligible students who are minorities is higher than minority representation in Portland (*2000 US Census, 2006-2007 U.S Census population estimates*).

Race/Ethnicity of PCC Pell-eligible Students: 2007-2008				
	<i>Pell-eligible Students</i>	<i>Other Students</i>	<i>Portland Metro Area</i>	<i>Oregon</i>
African American	12.6%	4.5%	6.6%	2%
Asian/Pacific Islander	10.8%	10.7%	6.3%	3.7%
American Indian/Alaskan	2.3%	1.3%	1.1%	1.4%
Hispanic	7.9%	8.3%	6.8%	10.6%
Caucasian	66.4%	75.2%	77.9%	80.5%

- Students with children. 2,522 Pell-eligible students have children, which is 37% of all Pell-eligible students. The number of Pell-eligible PCC students who are supporting children exceeds the total student enrollment at many colleges. The median family size of Pell-eligible PCC student-parents is three.
- Gender. The vast majority of Pell-eligible students with children are women – almost eight out of ten (79%), compared with Pell-eligible students without children, who are evenly split between females (53%) and males (47%).
- Age. There are significant age differences between the age of Pell-eligible students with children and Pell-eligible students without children. Among Pell-eligible student-parents, 31 is the median age, with a mean of 32.2. Comparatively, non-parenting Pell-eligible students are much younger, with a median age of 25 and a mean of 27.1.
- Marital status. Two out of three Pell-eligible students with children are single, divorced, widowed or separated (66.5%).
- First Generation Status. Notably, over half of Pell-eligible students with children come from families in which neither parent holds a college degree (56%).
- Enrollment status. Not surprisingly, Pell-eligible students with children are slightly less likely to be enrolled full-time than their Pell-eligible peers without children. While more than 66% of Pell-eligible students without children enroll full-time, only 57% of Pell-eligible students with children enroll full-time.
- Income level. PCC serves Oregon communities with a large number of low-income residents, as evidenced by the nearly 7,000 PCC students who qualify for Pell grants. The average annual income of PCC’s Pell-eligible students is just \$14,935.

With both financial and social challenges, Pell-eligible student-parents are often forced to

choose not just between safe, quality childcare and less expensive, substandard childcare, but they must sometimes choose between paying for childcare and paying for housing, utilities and food. As Michael Morrow, PCC's TRiO Student Support Services Financial Aid Liaison notes, "even when Pell-eligible students receive grants and loans, financial aid barely covers the cost of attendance. There is simply no money left for childcare. Many student-parents resort to a patchwork of childcare, with the level of care often mediocre at best."

Since PCC student-parents tend to be older than their non-parenting peers and have been away from school for a longer period of time, they face challenges in navigating the unfamiliar college environment. These trials are all too familiar to Christine Paull, coordinator of the Rock Creek Women's Resource Center and the campus' childcare subsidy program. Paull notes, "Older students, particularly women, who are returning to school are often very intimidated. Whether these women can find appropriate, affordable childcare is often the tipping point that decides whether they persevere in earning a college degree."

2. An assessment of childcare capacity on or near campus. With more than 2,522 Pell-eligible student-parents enrolled at PCC, the demand for childcare far outstrips the supply. Recognizing the lack of affordable childcare as a serious barrier to student retention and graduation, PCC currently provides a limited amount of childcare services in three diverse settings--including suburban (Sylvania Child Development Center), rural (Rock Creek Childcare Center), and urban (Cascade: Peninsula Children's Center) sites. With Oregon's unemployment rate at 12.1%, PCC's enrollment is exploding, with an 18.9% increase in FTE in Spring 2009. Increased enrollment will place new demands on PCC's childcare capacity; particularly given that more than 500 students are currently on waiting lists for childcare slots and subsidies.

PCC made a long-term commitment to meeting this need, by including a plan to create new

childcare capacity at all campus sites as part of the November 2008 Bond. Voters in PCC's five county service area passed Bond 26-95, a \$374 million taxpayer-funded measure for the expansion of PCC. Bond 26-95 will provide funding for workforce training initiatives, construction of new buildings, upgrades to technology infrastructure, and creation and expansion of PCC childcare facilities, including the proposed construction of new on-campus childcare centers at both Cascade and Sylvania, and the significant expansion of facilities at Rock Creek. However, bond-funded acquisition and construction on these sites will not begin until the 2013-2014 academic year, with completion estimated in 2015. With rapidly increasing enrollment and lengthy childcare wait lists, CCAMPIS funds are a critically important piece to meeting the immediate demand for subsidized childcare for Pell-eligible student-parents.

Site 1: PCC Sylvania Campus (12000 SW 49th Avenue, Portland, Oregon 97219). Over the past 30 years, the Sylvania Child Development Center (CDC) has provided education and care for over 3,000 children. Currently, the CDC provides high quality infant, toddler and preschool care for 100-120 children each term during the regular academic year. CDC services are specifically designed to meet high standards of best practice in early childhood education and are based on sound knowledge and principles of child development. The CDC is state-licensed, and has been fully accredited by the National Association for the Education of Young Children (NAEYC) for over 19 years. The CDC also has the distinction of serving as a learning-laboratory for students seeking associate's degrees in early childhood education at PCC. CDC services are only available to PCC students and staff, with the overwhelming majority of children served – 85% – being the children of students. In 2007-08, 85% of the 120 children in CDC classrooms had parents who were Pell-eligible.

The CDC has a large partitioned infant/toddler room with capacity for 6 infants and 12

toddlers at a time and two preschool rooms, each with the capacity for 16 preschool children at a time. Daytime hours are 7:50 am – 4:00 pm, Monday through Thursday, and 7:50 am – 12:00 pm on Fridays. Evening and weekend hours now include 4:00 pm - 9:30 pm, Monday through Thursday, and 8:00 am-4:00 pm on Saturdays. During the 10-month academic year, half-day care is available for infants (25 hours/week), full-day care for toddlers (37 hours/week) and full-day care for preschoolers (40 hours/week). During the summer session, infant/toddler and preschool care is available 25 hours per week.

The CDC provides developmentally appropriate educational programs for infants, toddlers and preschool children with an emphasis on building high self-esteem. The child-centered emergent curriculum promotes cognitive, language, physical and social development through an educational framework focused on language development; literacy; mathematics; science; creative arts; social and emotional development; initiative and problem-solving; and physical health and development. The curriculum is anti-bias, valuing the diversity and uniqueness of each child and family. Adult to child ratios are kept low at 1:4 in infant and toddler classes and 1:8 in preschool classes. In addition to CCAMPIS and Portland Children’s Investment Fund (CHIF) grant support, PCC subsidizes the CDC to keep its high quality services available at a reasonable rate – General Fund dollars cover approximately 46% of the CDC’s daytime operational costs.

Current CDC prices per term for PCC students are equivalent to \$3.59-\$3.92 per hour depending on the age of the child – less expensive than comparable care available off-campus, but still a significant financial burden for low-income families. One component of this CCAMPIS proposal is to provide highly affordable subsidized daytime slots in the CDC for Pell-eligible students with high need; the shaded amounts (\$1.25/hour) in the table below are

proposed for CCAMPIS participants.

2009-10 Sylvania Child Development Center Sliding Scale Fees			
	<i>CCAMPIS Students</i>	<i>All Students</i>	<i>Staff</i>
Full- or half-day preschool care	\$1.25/hr (proposed)	\$3.59/hr	\$4.30/hr
Half-day toddler care	\$1.25/hr (proposed)	\$3.92/hr	\$4.78/hr
Half-day infant care	\$1.25/hr (proposed)	\$3.92/hr	\$4.78/hr
Evenings/Saturdays	\$0.75 - 1.00/hr CHIF	\$4.00 - 4.50/hr	<i>Not Applicable</i>

In addition to the above rates, PCC also utilizes student fees to provide a 50% subsidy to a limited number of low-income students who do not receive CCAMPIS funds. During spring 2009 term, student fees were used to provide 31 Pell-eligible students with a 50% subsidy of on-campus child care costs at the Sylvania CDC. Additionally, CHIF eligible students (Pell-eligible and residing in Portland) can access affordable evening/Saturday care as described above.

Site 2: PCC Rock Creek Campus (17705 NW Springville Road, Portland, Oregon 97229). The Rock Creek Childcare Center has provided daytime care for children for the past 4 years, and evening care for 19 years. To meet the high level of financial need among the 551 Pell-eligible student-parents at the Rock Creek campus, 100% of the children in the Rock Creek daytime program are from Pell-eligible families, and receive CCAMPIS subsidies. As a direct result of previous CCAMPIS funding, the Rock Creek Center has the capacity to provide daytime care for 16-32 preschool children from 7:30 am to 4:30 pm Monday-Thursday during the academic year. The Center provides evening care from 5:30 pm to 9:30 pm Monday-Thursday for children ages 3-12. Over 100 families are on the wait list.

The Rock Creek Center, staffed by experienced early childhood professionals, offers a high

quality curriculum grounded in sound early childhood education practices that will meet NAEYC accreditation standards, and offers a range of educational activities to meet the needs of preschool to school-age children. The Center is moving successfully through the lengthy NAEYC-accreditation process, with an official candidacy due date scheduled for 9/30/09. Following NAEYC best practices, the Rock Creek curriculum promotes cognitive, language, physical and social development through an educational framework focused on literacy; mathematics; science; creative arts; social and emotional development; initiative and problem-solving; and physical health and development. The Center uses *The Creative Curriculum*, one of the country's leading research-based preschool curricula, which incorporates national best practices in teaching and learning for the 3-5 age group, and *Emergent Curriculum*, which focuses on experiential learning. The Rock Creek curriculum balances both teacher-directed and child-initiated learning, with an emphasis on responding to children's learning styles and building on their strengths and interests. The curriculum is anti-bias, valuing the diversity and uniqueness of each child and family. Based in a rural area, the Center also offers children access through field trips to PCC's campus-based working farm, including the spring trip to see the newborn baby lambs. An outdoor playground, constructed with equipment partially donated by local businesses, enhances the children's educational experience while their parents attend classes.

Building on the strengths of PCC's Early Childhood Education (ECE) program, the Rock Creek Center is also in the process of becoming a second lab school site, which will expand opportunities for ECE students and Rock Creek children. This expansion of the ECE program is discussed in greater detail in Section B, *Quality of Project Design*. The Center is subsidized by the Rock Creek Campus, with general funds and student activity fees covering approximately 40% of its operating expenses.

2009-2010 Rock Creek Childcare Center Sliding Scale Fees			
	<i>CCAMPIS Students</i>	<i>All Students</i>	<i>Staff</i>
Full-day preschool care	\$1.25/hr (proposed)	<i>Not Applicable</i>	<i>Not Applicable</i>
Half-day preschool care	\$1.25/hr (proposed)	<i>Not Applicable</i>	<i>Not Applicable</i>
Evening care (mixed age)	\$1.25/hr (proposed)	\$3.50/hr	\$4.00/hr

Site 3: PCC Cascade Campus (705 N. Killingsworth St, Portland, Oregon 97217). Though long-term bond funds have been allocated to construct an on-site childcare facility at Cascade in 2014-2015, Cascade currently does not have the capacity to provide on-campus care. As a result, PCC partners with **Peninsula Children’s Center** (4720 N. Maryland Ave, Portland, Oregon 97217) to provide off-campus childcare services less than a mile from Cascade Campus. Staffed by skilled early childhood education professionals, Peninsula is highly regarded as a community-focused non-profit with staff and students that share the true socioeconomic and racial diversity of Portland. Peninsula is actively in the process of obtaining NAEYC accreditation, and will accomplish this within three years. Peninsula is also an “Eco-Healthy Childcare Center” as certified by Oregon Environmental Council. Each of Peninsula’s classrooms is led by a teacher who has been certified as a Child Development Associate (CDA), has a relevant degree, or has the required training hours. The Head Teacher develops the classroom curriculum under the guidance of Director of Education Sue Stauber, who holds a Master of Arts in Early Childhood Education. Peninsula’s infant, wobbler, and toddler programs serve children ages 6 weeks through 2½-years old, and their preschool programs serve children ages 2½-years through 5-years old. Peninsula has committed to providing 8 full-time, or 16 part-time slots for PCC Pell-eligible students. The cost to students (co-pays) at Peninsula is based on a sliding scale

established by Oregon’s DHS guidelines, with an approximate co-pay cost to students of \$25-\$120 per month for full-time child care. Most students pay the minimum of \$25 per month based on their income and family size. The remainder of the cost, which will be covered by requested CCAMPIS funds, is estimated at \$430 per child per month.

Other Sources Of Off-Campus Care: Finding high-quality affordable community-based child care near a PCC campus is extremely challenging. Pell-eligible student-parents without cars must juggle multiple bus routes to and from daycare sites. Even without taking lengthy waiting lists into account, the cost of care – especially accredited care – is simply unaffordable for most Pell-eligible students. A representative sampling of the childcare center options available for PCC students indicates the barriers posed by the high cost of childcare in Portland.

For Cascade Campus student-parents, Joyful Noise Day Care (more than three miles away) is the closest NAEYC-accredited center, and charges full-time rates over \$10,000 per year. For Sylvania Campus student-parents, Portland Jewish Academy (PJA) is the nearest alternative NAEYC-accredited center, located 4 miles from campus. Annual tuition for children four to five years old is a cost-prohibitive \$13,420 for 2009 – nearly three times higher than the Sylvania CDC rate of \$5,004. PJA tuition represents almost 90% of Pell-eligible students’ average total income. For Rock Creek student-parents, the nearest NAEYC-accredited facility is the prohibitively expensive West Union Kindercare facility, with full-time rates of over \$15,000 per year for a toddler (part time \$11,350), and more than \$10,750 per year for a preschooler (\$8,050 part-time). Full-time toddler care for a single child is more than 100% of Pell-eligible students’ average total income.

Childcare centers without NAEYC-accreditation are slightly less expensive, but still charge rates far beyond what a Pell-eligible student can afford. Non-accredited centers near the Sylvania

campus, including the Cedar Montessori School and a Kindercare facility, cost between \$8,000 and \$10,000 per year for full-time care for a single child. Hourly care rates at non-accredited Sylvania-area drop-in centers are also very expensive – the Kids Klubhouse, for example, charges \$6.00 per hour for preschool-aged children. The non-accredited Beaverton Kindercare within driving distance of the Rock Creek Campus charges more than \$13,000 per year for full-time toddler care. Fees for non-accredited centers near Cascade Campus start at \$8,000 per year, and rapidly climb to more than \$10,000 for full-time care. Even part-time childcare can easily cost a PCC student-parent more than \$8,000 each year.

Even other local public higher education institutions struggle to provide affordable childcare to their students. Portland State University charges its students \$600/month for five day toddler care, \$540/month for transitional care, and \$480/month for preschool/kindergarten, for a yearly cost of \$4,800-\$6,000 for a 10 month academic year.

3. Information regarding the existence of waiting lists for existing childcare.

With more than 500 PCC families on the waiting list for childcare slots and childcare subsidies district-wide, there is an overwhelming demand for affordable childcare services. Over 336 students are on the Sylvania CDC waiting list, with an estimated wait time of up to two years (48 students on the infant list; 148 students on the toddler list; 140 names on the preschool list). Approximately half of these students are Pell-eligible. According to CDC Director Deborah Sipe, students will drive from as far away as Washougal, WA - 30 miles or more - in order to receive affordable care at the Sylvania CDC. At Rock Creek campus, the demand for daytime childcare is equally overwhelming, with all 16 slots in the Childcare Center filling immediately each term. Currently, more than 100 Rock Creek students are on the wait list for only 16 available preschool slots. Waitlisted students' children often age out of the preschool program

before they can be placed. Cascade Campus also has an average fall childcare subsidy waiting list of more than 100 eligible students. Long waiting lists discourage many students who do not even bother to sign up for assistance. Of students who do request subsidy, many have dropped out by the time their name gets to the top of the list – a year or more later.

Students also encounter lengthy waiting lists in the communities near PCC, including between six months and two years wait time at other childcare centers near Sylvania and Cascade. Portland State University’s childcare waitlist has an estimated wait time of eighteen months to two years. Close to Sylvania Campus, the Portland Jewish Academy preschool program has an estimated waiting time of up to two years for children under school age. Near Cascade Campus, the Growing Seeds preschool program has a list of 20 families and a wait time of up to fifteen months. The Joyful Noise toddler program has a list of more than 60 families and an estimated wait time of more than two years. By Rock Creek Campus, Kindercare facilities have a few open slots, but as described above, the costs are prohibitive for Pell-eligible students, approaching 100% of their total yearly income. This is a common challenge that PCC student-parents face when seeking childcare in the Portland metropolitan area. The few childcare slots that are available are either at large, expensive facilities with unaffordable rates, or at uncertified home care locations, where children receive little or no educational services.

4. Additional needs created by concentrations of poverty or by geographic isolation. PCC’s Pell-eligible students come from Portland neighborhoods with high concentrations of poverty, including the economically depressed areas of Forest Grove, North Portland and Tigard-Tualatin. Cascade Campus is in an Enterprise Community – the federal designation of extreme economic distress – and serves two areas designated as Distressed Areas by the state. Rock Creek Campus serves many poor, rural communities in Western Washington County and a growing Hispanic

and English as a Second Language (ESL) population with significantly lower incomes than the Caucasian population. Very few people in these communities have bachelor's degrees – only 11% of people in the Forest Grove area ages 25 and older hold a baccalaureate degree, only 20% in North Portland, and 22% in areas of Tigard-Tualatin. (*2000 US Census*). The high percentage of children who qualify for free and reduced school lunches at elementary schools in PCC's district gives an indication of the extent of poverty: at Portland's Humboldt and King Elementary schools, 95% and 92% of children qualify for free or reduced lunch, and at David Hill Elementary, in Washington County, nearly nine out of every ten children qualify for free or reduced school lunch. (*Oregon Department of Education Assessment Reports, 2007-2008*).

- Lack of quality neighborhood childcare. While it is very challenging to find childcare near PCC's campuses, it is even more challenging for students who live in the poorest neighborhoods to find safe, quality childcare near their homes. With few residents to support the cost of quality childcare, licensed, accredited programs simply cannot be found in the poorest neighborhoods. For Rock Creek students coming from Forest Grove in Washington County, the nearest NAEYC-accredited childcare program is more than 25 miles away (*National Association for the Education of Young Children, Accreditation Program Search, 2009*). The competition for Head Start programs, which often provide some relief in poverty-stricken communities, is so fierce that less than half of the qualifying children in Multnomah (45%) and Washington Counties (48%) win a coveted spot in the program (*Status of Oregon's Children County Data Book, Children First for Oregon, 2008*). As a result, unlicensed, unregulated home care provided by untrained individuals often becomes the most affordable option, putting the health and safety of children at risk.

Children in low-quality care do not reap the long-term benefits that come from quality early childhood education programs. With proven links to positive educational and economic outcomes, obtaining quality childcare is one of the most important things a parent can do to position their child for a high quality of life (Morrissey and Warner, *Why Early Care and Education Deserves as Much Attention, or More, than Prekindergarten Alone (2007)* in *Applied Development Science*, Vol. 11, No. 2).

5. *Other relevant data.* The childcare struggles faced by Pell-eligible students are exacerbated by the dismal state of childcare in the Portland area – both in terms of costs and supply. While these problems are particularly prevalent near PCC campuses and in high-poverty neighborhoods, they extend into the entire Portland area. Not only must Pell-eligible student-parents face the challenges of being poor, securing childcare and going to school, they must do so in an environment in which even middle-class parents encounter serious problems in obtaining affordable, quality childcare.

- High cost of childcare in Portland and Oregon. From 1994 to 2008, monthly childcare rates across Oregon have increased dramatically for all ages and types of care. For certified childcare centers, monthly rates for toddlers increased an astonishing 70% statewide during this time period. (*Grobe and Weber, Child Care Market Price Study, Oregon Child Care Research Partnership, 2008*). Oregon has established a benchmark for childcare affordability at 10% of household income. This benchmark, however, is far removed from reality for low-income families. Across Oregon, childcare center costs for two children (one infant and one preschooler) average well over \$18,000 annually, which is \$2,500 more than a single working parent makes in a year. (*Status of Oregon's Children County Data Book 2008, Children First for Oregon, 2009*). In Multnomah and Washington Counties, which comprise the bulk of PCC's

district, the average annual cost of care provided by childcare centers is significantly higher than anywhere else in Oregon. According to a 2008 report, the annual median cost of toddler care was \$10,980/year in Washington County and \$10,728/year in Multnomah County – 11% and 9%, respectively, higher than the \$9,840 average cost of toddler care in Oregon (*Grobe and Weber*). The annual cost of childcare also far exceeded the \$6,531 annual cost of tuition at Oregon’s four-year public institutions. (*2008-2009 Cost of Attendance, University of Oregon*).

- Limited local childcare supply. Neither Washington nor Multnomah County meet Oregon’s childcare supply benchmark of 25 visible slots per 100 children, considered the national supply standard. In fact, the supply in both counties is getting worse. Washington County has 17 slots per 100 children, less than the average rate for the previous five years. Similarly, Multnomah County has 19 slots per 100 children, less than the average rate for the previous five years (*Child Care and Education in Oregon and Its Counties, Oregon Child Care Research Partnership, January, 2007*).
- Lack of childcare as a barrier to persistence. Several surveys of PCC students shed light on the ongoing impact that childcare has on student persistence. The 2007-2008 Community College Survey of Student Engagement (CCSSE) found that 45.2% of full-time students and 41% of part-time students with children ranked childcare as either “somewhat” or “very important” to their ability to stay in school. 10.5% of full-time respondents and 15.7% of part-time respondents indicated that they were responsible for providing more than 30 hours a week of care for dependents while attending school. On a *Faces of the Future* survey, when PCC students were asked to rank the problems they encounter to taking classes and staying in college, the cost of childcare (or other dependent care) was rated third, higher than problems such as transportation and job-related responsibilities. In fact, PCC students ranked problems with the

cost of care (2.28) and finding care (2.05) higher than students at all colleges ranked these problems (2.01 and 1.90, respectively). The fact that childcare-related problems surfaced twice among the top seven challenges PCC students face reinforces the barriers that childcare presents to student persistence and degree completion.

B. Quality of Project Design (25 points)

Goal: Improve retention and graduation/transfer rates for Pell-eligible student-parents at PCC by providing increased access to affordable childcare and academic support services.

The cost and scarcity of childcare poses a serious obstacle for Pell-eligible student-parents at PCC, which can interfere with their ability to stay in school and to graduate in a timely manner. CCAMPIS funds will be used to provide a combination of subsidized affordable childcare slots and mandatory academic advising which will significantly improve both retention and graduation rates. It will also help PCC expand its ECE program to encompass a second laboratory preschool site, in the existing Rock Creek Childcare Center. As discussed in the Outcomes subsection B-3 (*Likely Impact*) below, PCC's previous CCAMPIS grant dramatically improved retention and graduation rates for participants. In the absence of CCAMPIS childcare services, first time Pell-eligible freshman student-parents (not participating in CCAMPIS) struggled to complete their education on a normal schedule, with only 8.8% earning their associates' degree or transferring to a four year institution within three years. CCAMPIS participants during the same period had a remarkably different outcome, with 38% graduating or successfully transferring to a four year institution within three years.

1. Activities to be assisted and whether the grant funds will support an existing child care program or a new child care program.

Objective: Use CCAMPIS funds to subsidize 29 (full-day) - 58 (half-day) highly affordable

childcare slots and provide academic support services for Pell-eligible students at three PCC campus locations each year, for a total of 116-232 affordable childcare slots.

PCC will use CCAMPIS funds to support and expand its existing childcare programs. The requested funds, coupled with significant leveraged resources, will subsidize a total of 116-232 childcare slots during the four-year grant period, including 29 -58 affordable childcare slots each year at three different PCC campus locations: 16-32 daytime slots each year in the Rock Creek Childcare Center; 5-10 daytime slots each year in the Sylvania Child Development Center; and supplement PCC’s Childcare Services by contracting for 8-16 subsidized daytime slots each year in an off-campus childcare center (Peninsula Children’s Center) near the Cascade campus. PCC will maintain its current investments in its childcare programs, and CCAMPIS funds will be used to expand and maintain services and assistance for Pell-eligible student-parents.

PCC’s proposed CCAMPIS program significantly expands the College’s capacity to provide both on-campus and off-campus childcare for its lowest income students. It will also expand PCC’s ECE program to create a second ECE laboratory school site at Rock Creek, directly benefiting ECE students, parents and children at Rock Creek. By offering affordable, high quality child care coupled with academic support services at multiple sites, PCC’s CCAMPIS program is specifically designed to improve graduation and retention rates for program participants. Expected outcomes are discussed in subsection B-3 (*Likely Impact*). The following table summarizes the number of childcare slots per day that will be available through CCAMPIS. Because many students will not require childcare on all days, it is anticipated that the number of children served will exceed the total number of slots identified.

CCAMPIS Childcare Slots Per Day (Full-day – Half-day)				
	Rock Creek	Sylvania	Cascade	Total Slots

Year One	16 – 32 slots	5 – 10 slots	8 – 16 slots	29 – 58
Year Two	16 – 32 slots	5 – 10 slots	8 – 16 slots	29 – 58
Year Three	16 – 32 slots	5 – 10 slots	8 – 16 slots	29 – 58
Year Four	16 – 32 slots	5 – 10 slots	8 – 16 slots	29 – 58
Four-year totals	64 – 128 slots	20 – 40 slots	32– 64 slots	116 - 232

Rock Creek CCAMPIS Activities: Utilizing CCAMPIS operational support, the Rock Creek Childcare Center will provide 16 subsidized full-time slots (or 32 part-time slots, depending on student need) for children ages three to five during the day, Monday through Thursday. To meet the high level of need at Rock Creek, 100% of daytime slots will be reserved for CCAMPIS participants. As described in the *Need* section, Rock Creek offers a high quality early childhood curriculum designed to meet NAEYC standards of best practice, which will be implemented by a team of highly qualified early childhood education professionals (see *Key Personnel*). Children will be able to attend either full-day or half-day, depending on their family’s needs. This will result in a minimum of 16 children receiving childcare services per day (full-day) and a maximum of 32 children per day (16 morning slots/16 afternoon slots). As some students will only need care on some days (e.g. those taking only Tuesday/Thursday classes), the number of CCAMPIS students served will be maximized. Students will pay \$1.25 per hour per child, with fees supporting the cost of Center operations. Rock Creek is successfully pursuing NAEYC-accreditation, with an official scheduled candidacy due date of 9/30/09. As discussed in the ECE subsection below, Rock Creek is also in the process of becoming the second ECE laboratory school site at PCC, greatly expanding opportunities for ECE students and participating Rock Creek children.

Sylvania CCAMPIS Activities: The NAEYC-accredited Sylvania Child Development Center will designate 5-10 existing slots in the CDC for Pell-eligible students, and CCAMPIS funds will be used to subsidize the cost of care for these students. A minimum of five full-day slots or 10 half-day slots will be offered, four days per week. As described in the *Need* section as well as the ECE subsection below, the CDC provides developmentally appropriate programs for infants, toddlers and preschool children, and is run as an on-site model learning laboratory for PCC's ECE program. Children will be able to attend every day or specific days, depending on their family's needs. CCAMPIS students will pay \$1.25/hr for infants, toddlers and preschool-aged children. The Sylvania CDC Director will also assist the Rock Creek Director with ECE expansion services to Rock Creek, and participate in the CCAMPIS Steering Committee.

Cascade CCAMPIS Activities: PCC's Cascade Campus does not offer a campus-based childcare program and does not have appropriate space available to develop a childcare center at this time. However, to support the needs of Cascade student-parents, PCC will expand its existing childcare subsidy program by contracting with **Peninsula Children's Center** (Peninsula) to provide eight full-day slots or 16 half-day slots for PCC students. CCAMPIS funds will pay up to \$1,290 per term for each full-day slot and students will pay a minimum co-pay of \$20-\$100/month, utilizing a sliding-scale calculator based on the state of Oregon DHS guidelines. As described in the *Need* section, Peninsula is a licensed, well-established program located within one mile of the Cascade campus. Each of Peninsula's classrooms is led by a teacher who has been certified as a Child Development Associate (CDA), has a relevant degree, or has the required training hours. A Memorandum of Understanding between PCC and Peninsula has been prepared, documenting this agreement. Peninsula is positioned to achieve NAEYC accreditation within three years.

2. Extent to Which Services Are Focused On Students With The Greatest Needs. With 2,522 Pell-eligible parents of young children attending PCC in 2007-2008, childcare services are focused on students with the greatest needs. 100% of the children served at Rock Creek Center are from Pell-eligible families. At Sylvania CDC, 85% of the 120 children in CDC classrooms have Pell-eligible parents. 100% of the off-campus slots at Peninsula are reserved for Pell-eligible parents. PCC will continue this commitment, and will identify, enroll, and support low-income students' participation in CCAMPIS in the following ways.

Identification and Recruitment of CCAMPIS Participants. Through an active partnership between the CCAMPIS Coordinator and campus-based representatives, the following targeted outreach strategies will be used to identify and recruit students with the greatest need.

- Pell-eligible students who are currently receiving CCAMPIS subsidies or who are on the waiting lists for the Sylvania CDC, the Rock Creek Childcare Center, or Cascade Campus off-campus childcare subsidies, will be personally notified about CCAMPIS slots in chronological wait list order by the CCAMPIS Coordinator or campus representatives;
- Student-parents in PCC's TRiO Student Support Services program will be notified via email;
- Flyers will also be posted in highly visible spots at each campus in the Women's Resource Centers, Multicultural Centers, Single Parent/Displaced Homemaker programs, Disability Services, student government, and other student services offices;
- The CCAMPIS Coordinator will work with the Deans of Student Development at each campus to ensure that staff who serve Pell-eligible students (including financial aid representatives and academic advisers) are educated about CCAMPIS; and
- CCAMPIS information and a printable application form will be posted on PCC's Office of Childcare Services website, along with contact information for each campus.

In accordance with the General Education Provisions Act (GEPA), PCC is committed to providing equal access and treatment for all students, and ensures equitable access and participation in all federally assisted programs by accommodating the needs of all eligible program beneficiaries. Details about PCC's GEPA compliance are attached as a supplemental form in accordance with Section 427.

Selection and Verification Process. All students who want to join the CCAMPIS program must complete a written application and finalists will participate in an interview process. The CCAMPIS Coordinator and campus-based representatives will develop a CCAMPIS application packet, which will include a description of CCAMPIS and its purpose, an application, the selection criteria, and an explanation of the Participant Agreement. The application will ask which campus program the applicant is applying for, the number and ages of children for whom care is needed, the student's anticipated course load, and if the student needs full-day or half-day childcare. Students not already receiving CCAMPIS subsidies will be screened by campus-based representatives in chronological order depending on their wait list position and the compatibility of their academic schedule with the availability of open childcare slots. The Coordinator will then apply the following selection criteria: eligible for Pell award (*mandatory*); in good academic standing - as defined by financial aid - (*mandatory*); declared as degree-seeking (*mandatory*); enrolled/intend to enroll full-time (*priority*); and currently enrolled or on the waiting list (*priority*). The Coordinator will access PCC's Banner database to verify that all applicants are Pell-eligible and are in good academic standing. Finalists will be notified via phone or email and an interview will be scheduled with the Coordinator.

Interview and Participant Agreement. During this interview, the Coordinator will review the purpose of CCAMPIS with the student and clearly explain the Participant Agreement. The

agreement, designed to support student persistence and promote parental involvement, will reflect the student's commitment to: meet with an academic advisor every term and obtain advisor approval of schedule; maintain a full-time courseload, and notify the Coordinator of any significant changes to enrollment status (at no time while receiving CCAMPIS assistance will the student be enrolled less than half-time); maintain good academic standing; complete a FAFSA for the following year in a timely manner; seek scholarship funds (through the PCC Foundation and/or other sources); contact the Coordinator or campus representative immediately for assistance in resolving financial aid issues; and explore opportunities for parental involvement in the childcare program.

Finalists who demonstrate a strong commitment to fully participating in the program will be selected. Students will receive written notification from the Coordinator of their selection via email or mail. Before participation is confirmed, students will be required to sign the Participant Agreement and they will receive a copy for their personal records. The Coordinator will meet with each participant to register them for childcare services, and familiarize them with other student supports on their campus, including tutoring centers, TRiO Student Support Services, single parent/displaced homemaker programs, and other support programs.

Each term, the Coordinator will verify that participants continue to meet Pell eligibility, enrollment and academic standing requirements, and have met with their academic advisor. Once selected, participants will stay in the program until they graduate or transfer, as long as they meet participation requirements.

3. Likely Impact of Services on Intended Recipients of Services. PCC's previous CCAMPIS experience (2005-2009) indicates that Pell-eligible students who receive CCAMPIS services will persist in college and successfully earn college degrees at a much higher rate than Pell-eligible

students with children who are not served by the project. By increasing the chances that a Pell-eligible student-parent will successfully earn a college degree, the CCAMPIS program can have a lifelong economic impact on participating families. Projected outcomes are based on the results of PCC's previous CCAMPIS grant.

Outcome One: 85% of students enrolled in CCAMPIS (who do not graduate or transfer) will remain enrolled at PCC at the end of the academic year. This ambitious rate is

attainable given that CCAMPIS participants will be required to meet with an academic advisor once per term, will receive an orientation to student support services, will receive support in addressing financial aid concerns, and will receive significant childcare support. This strategy proved successful in the previous CCAMPIS project.

Outcome Two: 25% of students enrolled in CCAMPIS will graduate (or transfer to a four year institution) within three years. This ambitious objective of 25% is nearly triple the three-

year graduation rate of Pell-eligible student-parents who are not participating in CCAMPIS (8.8%). Previous experience indicates that this goal is attainable with the comprehensive array of leveraged student supports including academic advising, financial aid advocacy and support, and the provision of affordable and conveniently located childcare services.

Outcome Three: 75% of CCAMPIS participants will be in good academic standing at the end of each academic year. The availability of affordable childcare gives students the ability to

focus on their education, attend full time, participate in internships, and complete their homework. In addition, quarterly monitoring of participants' academic standing, combined with mandatory academic advising, will improve chances for academic success.

Outcome Four: Each academic year, 85% of CCAMPIS participants will meet with an advisor at least once per term. Low-income students may be unfamiliar with supports designed

to help successfully navigate the college environment. Consequently, many low-income students underutilize the very college resources that can help them succeed. According to a 2007 survey of PCC developmental education students, 25% of students reported that they never used academic advising services, and only 12.9% of students reported using academic advising services regularly. This is particularly concerning considering that 41% of students surveyed indicated that they were either uncertain or didn't know the steps they needed to take to reach their educational goals. Students who do not use advising services often end up taking courses that do not move them towards graduation, or fail to access supports that help them address financial aid issues. PCC's CCAMPIS project will not only provide childcare services, but will provide a mandatory connection to these much-needed college support services, which play a key role in keeping students on track towards graduation. Academic advisors will strongly encourage CCAMPIS students to participate in PCC's free College Survival and Success course (CG 100C), which was designed to promote retention.

Other Expected Benefits. In addition to the above stated benefits to parents, CCAMPIS services also directly benefit participating children. Children who receive care through CCAMPIS will reap the well-known benefits of high quality care and early childhood education – a key to healthy development and future school success. Having the student-parent and the child attending school “together” can result in unexpected benefits as well, including increasing the educational aspirations of the child as well as the parent. A participating CCAMPIS child summed up the benefits of the program to Peninsula Director Deborah Murray, saying, “I’m at school today ‘cause my mom is at school today. We go to school in our family to learn stuff that will help us.” Ms. Murray continued, “At four years old, this child already has a sense of himself as a capable learner, and that he is following his mom’s positive example.”

4. The institution will meet the childcare needs of low-income students through the provision of services, or through a contract for the provision of services. PCC is strongly committed to meeting the childcare needs of low-income students, as reflected by the current provision of on-campus child care at the Sylvania CDC and the Rock Creek Childcare Center and the execution of a written Memorandum of Agreement with Peninsula to provide off-campus childcare for Cascade Campus students. At every level, PCC recognizes the importance of high quality affordable childcare for students, and that childcare services can make a critical difference to students' ability to complete their education. As discussed above, PCC's long-term bond plan to create additional childcare facilities on all campuses also reflects strong institutional commitment.

5. The childcare program will coordinate with the ECE curriculum to meet the needs of the ECE students and the needs of participating parents and children.

Each year, PCC provides educational services to over 500 students seeking degrees in Early Childhood Education (ECE) – more than any other college in Oregon. The Early Education and Family Studies (EEFS) Department and the Sylvania CDC are closely intertwined. Currently, the Sylvania CDC serves as the only on-site model learning laboratory, with particular emphasis on research-based strategies for promoting language and literacy development and creating effective multicultural classrooms. To leverage the strength of PCC's ECE program, Rock Creek will become a second learning laboratory, which will allow students to complete their practica at Rock Creek, and directly benefit CCAMPIS children with additional ECE students and services in the classroom.

As the ECE program expands to Rock Creek, the Sylvania CDC and Rock Creek Center will be closely coordinated with the ECE curriculum. Some EEFS faculty have already served as

Lead Teachers in the Sylvania CDC, and EEFS faculty will provide professional development for both CDC and Rock Creek staff each year. Close coordination and regular communication between the Sylvania CDC Director, the Rock Creek Director, and EEFS faculty will ensure that ECE course philosophy, content, and laboratory school practices are consistent. For example, ECE students will observe early childhood educators implementing practices that promote early language development in children who speak English as a second language – the same practices that are being discussed in their Creating Effective Multicultural Classrooms course. Students then have the opportunity to implement these practices themselves and receive immediate feedback and coaching from CDC and Rock Creek staff.

The inclusion of ECE students in CDC and Rock Creek operations not only benefits the students, but also immediately benefits children and families. The presence of ECE students improves the adult-to-child ratio in the classrooms. As a result, children get more individual attention from an adult. In addition, the student population pursuing ECE credentials is very diverse – close to 40% represent ethnic/racial minorities – exposing children to adults from a variety of cultures and backgrounds. By participating in a learning laboratory that includes staff modeling and best practices for ECE students, PCC childcare staff are held to the highest standards, with children as clear beneficiaries of this exemplary care.

The expansion of services at Rock Creek will provide much-needed additional practica opportunities for ECE students. Since the Sylvania Campus is currently the only campus offering an ECE program, the addition of practica and beginning ECE coursework at the Rock Creek Campus in Washington County is particularly exciting for students who live on the westside of PCC's district (which extends 36 miles west of the Sylvania Campus). As part of the lab school expansion, Rock Creek Center staff will be trained as Mentor Teachers and will

partner with Sylvania CDC staff and EEFS faculty in professional development activities.

6. The plan to encourage parental involvement. All PCC CCAMPIS sites actively promote the involvement of student-parents in their children's care and education. As a condition of program participation, student-parents will agree in writing to parental involvement at the appropriate center. The CCAMPIS Coordinator, Center Directors, and Lead Teachers will work with student-parents to identify opportunities. The Sylvania CDC, Rock Creek Center, and Peninsula (Cascade's contracted provider) all currently offer many structured opportunities for parental involvement. Specific examples of involvement opportunities include volunteering in the classroom, such as reading a story or helping with an art project; accompanying children on on-campus field trips to the Rock Creek Farm; and serving on the Parent Advisory Committee. CCAMPIS participants at all campuses will be encouraged to attend free family on-campus activities, including the Harvest Festival, the Easter Egg Hunt, Black History Month, Semana de la Raza, a Pow Wow, a Luau, and sheep shearing at Rock Creek Farm. All sites hold annual Open Houses and parent parties.

All PCC childcare sites, including Peninsula, also include regular opportunities for parents and teachers to communicate about the developmental progress of each child. Sylvania CDC staff conduct home visits at the beginning of fall term to discuss parents' goals for their children. At all sites, parent-teacher conferences are held to discuss children's healthy growth and development, and parents of infants receive daily care reports. As parents drop-off and pick-up their children, staff provide parents with education on child development. Annually, PCC teachers assemble a portfolio for each child – a collection of work samples, pictures and observations. This portfolio is given to the parent at the end of the school year providing an excellent illustration of the child's developmental progress.

PCC also offers free parent education classes several times a year, including a *Living and Learning with Your Toddler* course with guided parent-child interaction. Classes provide participants with an understanding of the stages of child development and how these stages relate to learning and behavioral expectations for their children, and create an awareness of parenting styles and their impact on children. Peninsula offers free *Incredible Years* parenting classes on-site through a partnership with Morrison Child and Family Services. All CCAMPIS parents will be strongly encouraged to participate in the free parent education courses available on their home campus. Additional parental support and support groups are available for veterans and spouses/children of veterans.

C. Quality of Management Plan (20 points)

1. Describe the resources, including technical expertise and financial support, that the institution will draw upon to support the childcare project and the participation of low-income students. PCC will leverage a wide range of technical and financial resources to support CCAMPIS and the availability of affordable childcare for Pell-eligible students. PCC student activity fees will continue to support Pell-eligible students through childcare subsidies at current levels (\$160,000), including students using the Sylvania CDC (\$95,000), Rock Creek Childcare Center (\$25,000), and off-campus centers at Cascade (\$40,000). Rock Creek will dedicate ideal indoor and outdoor space for daytime childcare services and commit to providing classroom space for the new proposed ECE class at Rock Creek. Sylvania will dedicate ideal indoor and outdoor space for the Sylvania CDC. PCC will not reduce its current investments as a result of a CCAMPIS grant and student tuition will not be increased to support this CCAMPIS project. CCAMPIS funds will not replace these funds; but will rather be used to increase the number of students receiving childcare subsidies.

As described in more detail below (*Key Personnel*), the district-wide CCAMPIS program will be supervised by Narce Rodriguez, the Dean of Student Development at Rock Creek, and coordinated by Sonya Stevens, the CCAMPIS Coordinator/Director of the Rock Creek Center, who will supervise the Lead Teacher. Placing the CCAMPIS project within the Dean of Student Development's office will give CCAMPIS high visibility with key administrative leaders, as well as access to the many years of childcare management expertise provided by the Coordinator. As described in the *Competitive Priorities/Leveraging*, PCC will contribute the in-kind time and technical expertise of other key staff at no cost to the grant to ensure effective CCAMPIS project implementation – a significant contribution, totaling more than \$292,893 over the grant period, and including a portion (.24 FTE) of the CCAMPIS Coordinator/Director of Rock Creek Center's salary and benefits annually.

2. Qualifications, including training, experience and time commitment, of key personnel.

Hiring of all staff will be done in accordance with PCC's non-discriminatory human resource policies, which include strategies to recruit, retain, and promote a diverse staff that reflects the area's demographics throughout all levels of the institution, including requiring applicants to speak to their experience working with a diverse team and providing services to a diverse clientele; and including male, female, and minority representation on all hiring committees.

CCAMPIS Coordinator/Director of Rock Creek Childcare Center. (.85 FTE total, .61 FTE supported by CCAMPIS; .24 FTE supported by PCC). *Role:* Provides overall CCAMPIS project management and supervision, as well as directing the operations of the Rock Creek Center. As described in detail in Section B (*Project Design*), the Coordinator will collaborate with PCC's Financial Aid Office and Campus Representatives to publicize the project to Pell-eligible students. The Coordinator will oversee the identification, selection and enrollment of

Pell-eligible student-parents, in partnership with Campus Representatives, and will provide assistance to participants in using academic advising services and resolving financial aid issues. The Coordinator will be responsible for managing the CCAMPIS budget, maintaining project records, working with the Research Evaluation Coordinator to evaluate CCAMPIS activities, and preparing and submitting reports to the U.S. Department of Education. Additionally, the Coordinator will provide detailed oversight of the contracted childcare provider serving Cascade students, conducting quarterly site visits and record reviews. This position will also oversee the Rock Creek Lead Teacher and childcare staff, will help coordinate the expansion of the ECE program, and will be responsible for acquiring NAEYC accreditation at Rock Creek. The Coordinator will lead the CCAMPIS Steering Committee, composed of key stakeholders from across PCC's five county district, which will track progress towards goals and outcomes and support long-term sustainability of childcare services. The Coordinator will ensure that all staff involved in CCAMPIS receive a project orientation and are provided with all information necessary for effective project implementation. The Coordinator will have a minimum of three years experience providing exemplary care to young children in a certified childcare center, with a minimum of two years of supervisory/project management experience; a minimum of a baccalaureate in ECE or related field with ECE coursework with Master's degree strongly preferred.

Proposed Coordinator: Sonya Stevens will serve as CCAMPIS Coordinator and Director of the Rock Creek Center, dedicating .85 FTE to the project (.61 FTE supported by CCAMPIS; .24 FTE supported by PCC). **Experience:** Ms. Stevens has served as the Director of the PCC Rock Creek Center for four years, supervising the creation and operation of this new childcare facility. She has a B.S. in Child Development from University of Idaho and a Masters in Education from

University of Phoenix. Prior to joining PCC, Ms. Stevens served as Interim Director of the YWCA's Care Program, providing management of childcare services for homeless children. Ms. Stevens served as Adjunct Faculty at Clark College, and a Head Start Child-Family Advocate.

Other Key Personnel. Jennifer Whitlow, Lead Teacher at Rock Creek, .75 FTE, will provide educational services for 16-32 subsidized CCAMPIS slots at Rock Creek and serve as a Mentor Teacher for ECE practicum students. Experience: Ms. Whitlow has served as a Senior Child Development Specialist at PCC for four years. She holds a Masters in Education from UCSC, as well as an Oregon Transitional Teachers' License and a California M.S. Teaching Credential (CLAD Certified). Prior to PCC, Ms. Whitlow was Kindercare Lead Teacher and Curriculum Advisory Committee Member for Watsonville Charter School for the Arts. **Lead Teachers** hold a minimum of an associate's degree in ECE or related field with ECE coursework; a baccalaureate is preferred, with at least three years of early childhood classroom experience. **Child Development Specialists and Childcare Assistants** hold an associate's degree in ECE or related area with ECE coursework, or a Child Development Associate. One year of experience providing group care to young children is required. All PCC childcare staff must also hold First Aid certification and a food handler's card and be enrolled in the Oregon Childcare Division Criminal History Registry.

Narce Rodriguez, Dean of Student Development at Rock Creek Campus will contribute .05 FTE in-kind, providing supervision and support for the Coordinator and the CCAMPIS project, serving as a member of the Steering Committee, and contributing to the long-term childcare sustainability plan for Rock Creek. She will also coordinate the physical needs (classroom space) of the proposed ECE expansion to Rock Creek.

Deborah Sipe, Sylvania Child Development Center Director, will dedicate .05 FTE of in-kind

support to the project, serving as the designated Sylvania Campus representative for the Steering Committee and ensuring that CDC slots are reserved for CCAMPIS participants. With the assistance of the campus-based Childcare Representative, Ms. Sipe will assist with the identification, selection and enrollment of participants at Sylvania CDC. She will also provide technical support to the Rock Creek Campus for NAEYC-accreditation, and for the proposed ECE program expansion to include Rock Creek as a Laboratory School. Experience: Ms. Sipe has over 15 years of experience in program coordination and management. She has five years of experience providing training to teachers, with an emphasis on young English language learners, and nine years of program evaluation experience, primarily in the field of ECE. Ms. Sipe holds Master's degrees in public administration and intercultural communication.

Ron Smith, Research Evaluation Coordinator, Institutional Effectiveness, will contribute .03 FTE to the project, providing evaluation services, including comparative data analysis, participant surveys, and quarterly and yearly data analysis. Experience: Mr. Smith has over 20 years of experience as a skilled Research Evaluation Coordinator, evaluating higher education institutional data and federal grant outcomes. Mr. Smith has a Ph.D. in Education from Southern Illinois University-Carbondale.

Senior EEFS Faculty, Sylvania Campus, will dedicate .075 FTE of in-kind support in Year One to help provide support and oversight to the addition of Rock Creek as a new laboratory school, including two visits to the Rock Creek Center per week to provide Mentor Teacher supervision and monthly EEFS/ECE meetings.

Patsy Brennan, Contract and Grants Accountant, will dedicate .05 FTE of in-kind support to provide fiscal management (accounting and billing) and contract monitoring. PCC's fiscal management capacity is described in more detail in Section C4 (Reporting Requirements).

Sarah Loepker, Financial Aid Representative, will dedicate .05 FTE of in-kind support to serve as a Financial Aid liaison for CCAMPIS, including data collection and financial aid advocacy for participants.

Additional Staff: Professional and support staff at all three campuses who help coordinate childcare subsidies will also serve as CCAMPIS campus-based representatives at no cost to the grant. As described in the *Management Plan*, they will distribute CCAMPIS applications; provide assistance filling out applications; contact potential CCAMPIS participants on each campus wait list for preliminary screening; liaise with the CCAMPIS Coordinator to fill empty slots as they arise; and help students coordinate their academic schedules with available childcare slots. **Women’s Resource Center Representatives** will provide in-kind support for CCAMPIS outreach, including providing CCAMPIS applications to women who seek childcare through the Resource Center. Cascade Campus will contribute .125 FTE for a Campus Representative casual position (5 hrs/week at \$12/hr), .05 FTE for the Women’s Resource Center administrative assistant, and .05 FTE for Kendi Esary, Student Leadership Coordinator. Rock Creek will contribute .05 FTE for the Women’s Resource Coordinator, and \$7,000/year to support a part-time Childcare Aide. Sylvania will contribute .05 FTE for the Sylvania CDC Administrative Assistant.

A CCAMPIS Steering Committee will meet on a quarterly basis to review project expectations, progress toward outcomes and mid-course corrections to keep the project on track for success.

3. Ability to achieve the objectives of the project, including clearly defined responsibilities, timelines, and milestones.

Activity	Responsible Party	Timeline
Recruit existing families	Coordinator, Campus Reps	Oct 2009

Market/recruit new families from wait list	Coordinator, Campus Reps	Oct 2009
Site visit to Peninsula	Coordinator, Peninsula Director	Oct 2009, then quarterly
Form Steering Committee	Coordinator	Oct 2009, then quarterly
Distribute applications	Campus Representatives	Ongoing at each campus
Collect applications	Campus Representatives	Ongoing
Verify Pell-eligibility and academic standing	Coordinator	Oct 2009, then quarterly
Match childcare needs to students' class schedules	Coordinator, Campus Representatives	Beginning of each term and as needed to fill slots.
Compliance check-ins with childcare sites	Coordinator	Monthly
Participation Agreements signed	Coordinator and Pell-eligible participants	Oct 2009 for first group, then ongoing
Disbursement of grant funds	Contracts & Grants Accounting, Coordinator	Three weeks into each academic term
Childcare slots filled for fall term. (Milestone)	Coordinator, Peninsula Director	November 15, 2009
Childcare services provided	Lead Teachers, Site Directors, Teachers, Aides	Ongoing
Connect participants with academic advisors	Coordinator	Upon enrollment, then once per term
Expansion of ECE program	Coordinator, EEFS faculty	Biweekly meetings

at Rock Creek		beginning in Oct 2009
Student Satisfaction Surveys	Coordinator, Research Evaluator	Yearly (May 2010)
Year-end report (data collection). (Milestone)	Research Evaluator, Coordinator	Yearly (June-July 2010)
Participant Tracking (Graduation and Transfer)	Research Evaluator	Yearly (Oct 2010)
Year-end report	Coordinator	Yearly (Oct 2010)

4. Specific plan for the institution to comply with reporting requirements. PCC has extensive experience managing federal grant programs, including those involving multiple campuses and partners, and has established effective monitoring systems to ensure that the institution complies with reporting requirements. In addition to the data described in the Evaluation section, PCC will comply with all reporting requirements, including providing data on the population served; campus and community resources and funding used to help low-income students access childcare; progress made toward accreditation of any child care facility; and the impact of the grant on the quality, availability, and affordability of childcare services.

Student Records Management and Data Tracking. To assist the CCAMPIS Project, PCC will create a unique code identifying CCAMPIS participants, which will be used by the Coordinator to generate a confidential quarterly report through PCC’s computerized Banner student records database, as well as providing access to verification of Pell-eligibility and academic standing. The report will include general participant information and ethnicity; eligibility information (verified each term); financial aid, number of credits, academic performance records, retention,

and graduation status. The confidential Banner database report will be used to produce monthly and quarterly reports that will be reviewed by the Coordinator to ensure maximum enrollment is maintained and that the project is satisfactorily moving toward achievement of objectives; it will also be used by the Research Evaluator to analyze progress and perform comparison studies between CCAMPIS participants and non-participating Pell-eligible parents, measuring the impact of the grant. Student transfer data will be confirmed by a request to the National Student Clearinghouse. All paper copies of CCAMPIS participant records will be confidential and maintained in a secure, locked area on the Rock Creek Campus. Participant paper records will include the Participant Agreement, and forms signed by CCAMPIS students' academic advisors, verifying that participants have met the advising obligation in the Participant Agreement. In addition, the CDC, Rock Creek and Peninsula will maintain confidential family records in accordance with operating policies and procedures.

The Coordinator will provide detailed quarterly updates to the Steering Committee about progress towards NAEYC-accreditation at the Rock Creek site, including updates on the 2009 candidacy due date and site visits, which will be incorporated in summary form in the required annual report. Including representatives from each campus, the Steering Committee membership will share additional data about other childcare subsidies, including the amount of student fees distributed to each campus site for childcare.

Fiscal management will be done in accordance with federal, state, and institutional policies.

PCC has an exceptional financial management structure and has been recognized by the Government Finance Officers Association of the United States and Canada. PCC uses policies and procedures consistent with generally accepted accounting principles and in accordance with applicable state and federal laws and OMB circulars relating to grant-funded programs. PCC has

a specialized Contracts and Grants Accounting Office, staffed by professional accountants and bookkeepers, that will be responsible for all accounting and billing related to CCAMPIS. Staff members ensure that appropriate accounting practices and fiscal controls are used. Allocations for project staffing are charged to program funds based on duties and hours worked in each program. Only purchases directly attributable to a program are charged to that program and discrete accounting records are maintained for grant expenditures. PCC has an annual external audit, and internal reviews of grant programs are also conducted to ensure appropriate administrative and fiscal management.

Personnel Management. The CCAMPIS Coordinator/Rock Creek Director reports weekly to the Dean of Student Development at Rock Creek, who has overall responsibility for the CCAMPIS project, and will serve on the CCAMPIS Steering Committee. The Dean reports directly to the Campus President. Cascade support staff report to the Cascade Student Activities Coordinator, who will serve on the CCAMPIS Steering Committee. Sylvania CDC support staff will report to the CDC Director, who will serve on the CCAMPIS Steering Committee. The CCAMPIS Steering Committee will meet quarterly to review progress. All PCC childcare staff report to their respective site Directors. Peninsula childcare staff report to the Peninsula Director, and the CCAMPIS Coordinator will exercise required oversight over the off-campus Peninsula site. In addition to weekly staff meetings, all childcare staff will receive ongoing supervision and coaching in the classroom. CCAMPIS staff will be evaluated annually.

D. Quality of Project Evaluation (15 points)

1. The extent to which the methods of evaluation are thorough, feasible and appropriate. A strong evaluation plan is in place to evaluate the effectiveness of PCC's CCAMPIS program, track participants' progress, and ensure quantifiable measurements of project outcomes in

accordance with the Government Performance and Results Act (GPRA). The evaluation plan includes both quantitative and qualitative measures, and the process will be formative and summative. A detailed summary of the evaluation plan (including criteria, methods, documentation, and persons responsible for evaluation activities) is provided later in this section.

The Coordinator will partner with Ron Smith, a highly experienced Ph.D. Research Evaluation Coordinator from PCC's Institutional Effectiveness office, to oversee the compilation of all CCAMPIS data. The method will be thorough (including comparison studies with Pell-eligible non-participating parents) and feasible (creating a report that will automatically track participants' data in PCC's computerized Banner system). Mr. Smith will be responsible for compiling and analyzing evaluation data, including analyzing quantitative and qualitative data, and will use this data to assist the Coordinator in assessing progress towards project objectives and the effectiveness of program strategies. To incorporate participant feedback, the evaluation will also include student satisfaction surveys.

Using these evaluation measures, the Coordinator will produce an annual report focused on a key question to assess the effectiveness of project activities and strategies: Does the CCAMPIS package of childcare assistance, mandatory advising, and financial aid support result in higher rates of college retention and graduation? Are students responding to the program as expected?

2. Objective performance measures that are clearly related to the outcomes of the project, and will produce quantitative and qualitative data. The following criteria will be used to determine whether CCAMPIS is meeting its objectives:

- Evaluation Criteria 1: By November 15th of each year, participants will be identified, selected and enrolled in CCAMPIS with all childcare slots filled. 100% of participants will be Pell-eligible. *Method of Evaluation:* Review files/database to verify Pell-eligibility and that all

slots are filled. *Documentation:* Application, records of participant eligibility, childcare center enrollment logs. *Person Responsible:* Coordinator.

- Evaluation Criteria 2: 85% of students enrolled in CCAMPIS (who do not graduate or transfer) will remain enrolled at the end of the academic year. *Method of Evaluation:* Review of enrollment records. *Documentation:* Transcripts, enrollment records (in files, CCAMPIS database and Banner). *Person responsible:* Coordinator and Research Evaluator. This rate is attainable given that CCAMPIS participants will be required to meet with an academic advisor each term; receive an orientation to student services; get support in addressing financial aid concerns; and receive affordable childcare services.

- Evaluation Criteria 3: 25% of students enrolled in CCAMPIS will graduate or transfer to a four-year institution within three years. *Method of Evaluation:* Review of participant graduation and transfer records. *Documentation:* Records of PCC degrees awarded, reports of transfer and enrollment at four-year institutions (in files, CCAMPIS database, Banner and National Student Clearinghouse (NSC)). *Person responsible:* Coordinator and Research Evaluator. This objective of 25% is nearly triple the current three-year graduation rate of Pell-eligible student-parents (8.5%) and is consistent with PCC's TRiO Student Support Services graduation/transfer objective. Previous CCAMPIS experience indicates that this goal is attainable with the comprehensive array of student supports that PCC will leverage for this project.

- Evaluation Criteria 4: 75% of CCAMPIS participants will be in good academic standing at the end of each academic year. *Method of Evaluation:* Review institutional academic standing. *Documentation:* Transcripts (in file, CCAMPIS database and Banner). *Person responsible:* Coordinator and Research Evaluator.

- Evaluation Criteria 5: Each academic year, 85% of CCAMPIS participants will meet with an academic advisor at least once per term. *Method of Evaluation*: Review academic advisor logs/Advisor Trac system. *Documentation*: Signed CCAMPIS advisor acknowledgement form in files. *Person Responsible*: Coordinator.

In addition to the above criteria, several qualitative measures will be implemented, including annual participant surveys to determine students' level of satisfaction with key program services (e.g. quality of childcare provided, availability and affordability of childcare provided, and financial aid assistance) and whether these services were helpful for retention. Exit surveys will be given to students who have left CCAMPIS or PCC to determine if services were helpful and, if they exited for reasons other than graduation or transfer, if they have suggestions for service modifications. Annual childcare provider surveys of Sylvania CDC and Rock Creek Center staff and staff of Peninsula will be used to determine providers' satisfaction with the project and to solicit program improvement ideas.

3. Provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Formative evaluation strategies are in place to guide the project throughout the grant period. The Coordinator and the Steering Committee will have the responsibility for reviewing quarterly evaluation information to identify areas requiring improvement. The Coordinator will implement program improvements and leverage support of other College resources to address identified needs. To ensure that evaluation results are regularly reviewed and used to make changes, several specific strategies will be utilized. Reports (with comparison group data) will be generated quarterly by Institutional Effectiveness and reviewed by the Coordinator, the Steering Committee and the Dean of Student Development. The Steering Committee will also assess information from student surveys. These actions will be used to make

continuous improvements, identify unanticipated issues and make mid-course corrections to ensure that the project is meeting identified needs and is on track to meet its stated objectives. For example, if quarterly reports indicate that participant academic performance is not reaching projected levels, then an aggressive plan to connect students with tutoring and other academic supports will be immediately developed and implemented.

In addition to formative components of the evaluation, a summative evaluation report will be collected at the end of each year, outlining program progress, with a final comprehensive report compiled at the conclusion of the grant period. Annual summative reports will be thoroughly reviewed by the Coordinator and the Steering Committee and additional program modifications will be implemented as appropriate. Annual reports will also be distributed to Deans of Students, the Deans of Instruction, the Vice-President of Academic and Student Affairs, and Campus Presidents. Performance reports will be submitted to the US Department of Education on a yearly basis. PCC will also examine the success of the project in improving retention and graduation of project participants. To accomplish this, the Office of Institutional Effectiveness will implement a comparison study as described below:

- Baseline data on the current retention, transfer and graduation of Pell-eligible students with children and Pell-eligible students without children will be obtained through valid and verifiable sources including PCC's Banner system and the National Student Clearinghouse.
- Retention, graduation and academic performance of CCAMPIS participants will be compared to all Pell-eligible students with children who are not served by the project. In order to be successful, CCAMPIS students must perform at higher rates than the comparison group.

Comparison data will be generated quarterly (fall, winter and spring) and reviewed by the Coordinator, the Steering Committee and the Dean of Students. Program modifications will be

made as required to meet objectives.

E. Adequacy of Resources (5 points)

- 1. The extent to which the budget is adequate to support the project; and*
- 2. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*

Given the high cost of childcare in the Portland metropolitan area, the CCAMPIS budget is reasonable, cost effective, and adequate to provide the proposed 116 (full-time) - 232 (part-time) subsidized childcare slots during the four year grant period, ancillary academic support services for CCAMPIS participants, and the ECE expansion to a new laboratory school site at Rock Creek Childcare Center. First year funds will support:

[REDACTED]

contribute \$ 160,000 in childcare subsidies for low-income students. These and other leveraged resources are detailed in the proposal.

Competitive Priority 2 - Sliding Scale Fees: To meet the needs of the more than 2,500 Pell-eligible student-parents, PCC offers sliding scale fees for its childcare services, primarily based on available subsidies. Sliding scale fees provide additional support for childcare services, with parents and staff who are not low-income paying a higher portion of childcare costs and directly offsetting the cost of care for low-income students. CCAMPIS participants who receive on-campus care at PCC will pay \$1.25 per hour for childcare. On-campus CHIF-funded participants pay \$.75-1.00 per hour for evening and weekend childcare, while students with less financial need pay between \$4.00-\$4.50 per hour for evenings and weekends. Students who qualify for the limited number of Student Activity Fee subsidies receive a 50% subsidy of childcare rates, which translates to a rate of \$1.80-\$1.96 per hour at Sylvania CDC. Other students with less economic need pay fees of \$3.59-\$3.92 per hour, and PCC staff pay \$4.30-\$4.78 per hour. At Sylvania, staff using the Center pay fees 18% higher than students, directly supporting lower-cost student care. As a non-profit, Peninsula offers a detailed sliding scale fee structure with forty different rate categories determined by income, family size, and age of child, based on the State of Oregon and DHS income guidelines, with fees ranging from \$361 per month to \$990 per month. PCC students who receive off-campus childcare at Peninsula will pay a co-pay ranging from \$25 to \$120 per month, depending on income and family size, with most students paying the minimum co-pay of \$25 per month for full-time care.