



Channel Islands
CALIFORNIA STATE UNIVERSITY



EARLY CHILDHOOD EDUCATION CENTER FEASIBILITY STUDY

California State University Channel Islands - Fall 2020

TABLE OF CONTENTS

Executive SummaryPage 1

Background.....4

Message from California Assemblymember Jacqui Irwin
Message from CSUCI President Erika D. Beck, Ph.D.

Introduction8

Project Description
Community Need
Proposed Solution
Children and Families Served
Teaching and Learning Lab
Research and Policy Institute
Project Team

CSUCI Needs Assessment Survey Results 12

Methodology/Background
Results for Faculty, Administration & Students
Demand for Childcare

Community20

Community Engagement & Support
Reiter Affiliated Companies Community Childcare Report
Local Resources

School of Education22

- School of Education Vision
- Early Childhood Education Center
- Expanding the Reach and Access to High Quality Childcare

Construction & Design.....25

- Locations
- Architectural Basis of Design
- Project Facility
- Site and Building
- Project Budget

Benchmarking.....33

- Tuition Benchmarking Study Results
- Affordability Challenge

Financial Modeling.....35

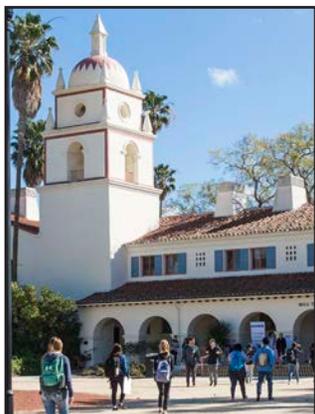
- Capital Project Cost
- Operating Costs
- Additional Funding Sources
- Philanthropy & Community

Appendix.....40

- Assemblymember Irwin
- Student Comments from Needs Assessment
- Reiter Report Executive Summary
- Letters of Support

Appendix A-J54

- Construction & Design



Executive Summary

Opening in 2002, California State University Channel Islands (CSUCI) is the newest of the California State University campuses. It is Ventura County's only public university and the designated CSU for Santa Barbara County. The University is building a new and innovative higher education institution that enables students, many who are from under-resourced communities, low-income and the first in their families to attend college, to succeed and thrive.

Since its inception, CSUCI has embraced a commitment to access, inclusivity, and academic excellence. Of the more than 7,000 students who attend CSUCI, 60% are first generation, 55% are historically underrepresented and 57% are Pell-grant eligible. CSUCI is a nationally recognized Hispanic Serving Institution and in 2019 was one of only nine university's in the country to receive the Seal of Excelencia from Washington D.C.-based Excelencia in Education for its extraordinary commitment to the success of Latinx students.

In Ventura County, an estimated 12,000 preschool age children cannot access or participate in preschool due to space, costs and program limitations. Only 4% of the region's demand for infant and toddler childcare is being met.

High-quality early childhood education (ECE) programs strongly affect the long-term educational success of children, particularly children from underserved communities. Participation in one to two years of childhood education prior to age five is associated with significant gains in early language, literacy and mathematics skills. For children from low-income families, participation in high-quality childcare, starting as early as infancy, results in higher math and reading achievement scores in elementary school.

This report outlines how the addition of an Early Childhood Education Center at CSUCI will serve the early care and education needs of student parents, the community and local farmworker families, while also supporting the training, academic research, and professional development of early childhood educators in the region.

Not only is there a gap in access to childcare in Ventura County, the results of a CSUCI Needs Assessment¹ validated that the student body, faculty and administration overwhelmingly agree the addition of an Early Childhood Education Center will help support their family care needs. In addition, student respondents who are parents believe the center will help support their educational goals.

Throughout this project there has been unified support from the CSUCI project team, community agencies and local government. It is the goal of this report to demonstrate the

business case for this critical resource that will help shape the future of our children and early childhood educators.

The Early Childhood Education Center:

- Will bring community partners and the University together
- Will help attract and retain students
- Will bring high-quality early childhood education to an underserved population
- Will allow student teachers to work alongside faculty and model real-life examples of high-quality early childhood education

The COVID-19 pandemic is profoundly impacting the already struggling childcare system, with many centers forced to close, perhaps for good. Laid-off early childhood education teachers are finding jobs in other sectors, possibly never to return. According to a survey from the National Association for the Education of Young Children reported on in a [July 13, 2020 Washington Post opinion piece by Catherine Rampell](#), “some 40 percent of the child-care providers that existed pre-pandemic expect to close permanently, unless they get additional public assistance soon.” And yet we know that early childhood education is a critical investment in the future generation as well as a robust future economy. Children who experience high-quality early childhood education are more apt to meet critical educational, social and developmental milestones and are better prepared to succeed in school, thereby leading to better jobs. Investing in high-quality care giving is also an investment in the current generation of students and employees, allowing them to finish their education and find stable, high-paying employment.

It will be a long time before we fully understand COVID-19’s impact on our nation’s health and economy, but it is inevitable that the brunt of the impact will fall disproportionately on the Latinx community. CSUCI’s proposed Early Childhood Education Center will not only provide quality early childhood education to the region’s underserved population and an excellent training experience for students in the University’s School of Education, but will also help remove one crucial barrier some Latinx students face in earning a college degree – a degree that has never been more important to ensuring both their success and the success of our economy and society in a post-pandemic future.





Background

Message from California Assemblymember Jacqui Irwin

In early 2019, I was in Sacramento, taking meetings with various constituents who had made the trip from Ventura County to the State Capitol. Childcare and early childhood education were topics that appeared in nearly every meeting. The local agricultural community was exploring ways to expand access to childcare for farmworkers, early childhood educators and childcare providers were noticing the number of available slots dwindling, and our institutions of higher education were searching for greater opportunities to train the region's future teaching workforce.

I decided to convene a meeting in Camarillo, which included this diverse group of stakeholders. Our discussions led to action, with a vision to construct the Early Childhood Education Center at CSU Channel Islands. In 2019, I obtained state funding to pursue the feasibility study to make our vision a reality. The Ventura County Community Foundation and businesses in the area have served as tremendous advocates for the actualization of the Center. This project demonstrates that through collaboration, we can come together to solve some of the most complex issues that our community faces.

As a first generation college student and the daughter of Dutch immigrants, I know how access to education can change a life. As I received an education not afforded to my parents, I noticed an unequivocal transformation in my own life trajectory. Studies have shown that for a child, inequity begins as early as the age of three, when some families are able to access early childhood education over others. As a region, we have the opportunity to remedy this inequity by providing exceptional early childhood education to farmworker families and student parents.

The COVID-19 pandemic has fundamentally altered our way of life, especially in our needs for childcare and the delivery of quality education for the youngest members of the community. Access to childcare for working families and an investment in providing educational opportunity to the children of the region propels the economy forward, which will be crucial as our state and our region recovers from the effects of the pandemic.

The Early Childhood Education Center at CSU Channel Islands will have an everlasting impact in the region and I am proud that during my time as a California State Assemblymember, I was able to play a role in the advancement of this project.



Message from CSUCI President

Erika D. Beck, Ph.D.

Increasing access to high-quality childcare and early childhood education programs is a critical need for the local region, as well as for the state. Early childhood education is positively correlated with school readiness, and the California Department of Education points out that “Children’s school readiness is one of the strongest predictors of school success and life-long learning.” However, in Ventura County alone, an estimated 12,000 preschool age children cannot access or participate in preschool due to space, costs, and program limitations and only 4% of the region’s demand for infant and toddler childcare is being met.

Two populations especially impacted in our county are children whose parents are enrolled in college or who are farmworkers. The disproportionate impact on these populations is documented in other agricultural communities across the state as well.

The region’s scarcity of preschools and infant and toddler childcare is not only impacting children and parents directly, it is also impacting the preparation of future educators. CSUCI offers the only Bachelor’s degree in Early Childhood Studies in Ventura County and its Early Childhood Studies program is the only program in the 23 CSU campus system that requires prospective early educators to complete clinical experiences in both infant/toddler and preschool sites, training new educators to work with children from birth to age 8. The severe limitation of high-quality preschools, as well as infant and toddler childcare within the region results in a tremendous challenge for placing Early Childhood Studies students into student teaching assignments which model innovative and research-informed practice.

CSUCI has been working on this challenge since the inception of the University, and has engaged in wide-scale planning and research to determine unmet needs and outline a plan for addressing this critical issue. Although this was a priority for the University, as a new and fast-growing institution (currently CSUCI is the fastest growing CSU in the system), the difficult decision to prioritize academic and core facilities needed to take precedent.

We are now at a time where the childcare priority has risen with a number of key constituents who are working together to develop a solution. The CSU system and state legislature has prioritized an increase in graduation rates and an elimination of the equity gap. Governor Newsom has earmarked funding specifically for early childhood care and

education. The Ventura County Community Foundation (VCCF) is working to promote early childhood care and education as a countywide priority for philanthropic support and a major local grower has engaged in a robust study which has highlighted the critical unmet need for childcare. Initial state funding can serve as the crucial foundation from which numerous entities can then be leveraged.

As outlined in this report, a deeply committed group of Ventura County and regional stakeholders is poised to take on this challenge. This group has developed a conceptual solution to address these critical challenges in a manner that effectively meets the community's needs while also generating broader benefits for the state.

The COVID-19 pandemic makes the need for high quality, affordable childcare more important than ever before as the crisis will surely have a disproportionate impact on our most vulnerable students.

The barriers to getting a college degree faced by many of our students have been amplified by the pandemic. They may be more discouraged than ever from staying in school when in fact, getting a college degree has never been more important.

According to a report from the Center on Education and the Workforce at Georgetown University called "America's Divided Recovery: College Haves and Have-Nots," more than 95% of jobs created during the last economic recovery went to workers with a college education while those with a high school diploma or less were left behind.

This investment is one step toward eliminating the educational gap caused by economic inequity and other societal disparities.

CSUCI's proposed Early Childhood Education Center will provide affordable, high-quality early childhood education to the region's underserved population. At the same time, it will serve as an excellent training experience for students in the University's School of Education and help remove one crucial barrier some students face in earning a college degree – a degree that has never been more important to ensuring both their success and the success of our economy and society in a post-pandemic future.



Introduction

Project Description

CSUCI students, like university students nationwide, are in need of affordable, accessible and high-quality childcare. About half of CSUCI student parents earn less than \$23,000 annually. The average annual cost of local childcare is \$8,000. Research indicates that on-campus childcare contributes to higher education access, retention and graduation among student parents, particularly for female students and students of color. At CSUCI, 64% of students are female, and 53% come from historically underrepresented populations. As CSUCI works to eliminate the equity gap and reach its CSU Graduation Initiative 2025 goals, attention to childcare accessibility is essential.

CSUCI offers the only bachelor's degree in Early Childhood Studies in Ventura County, and, as such, is the largest producer of the regional Early Childhood Education Workforce. Yet, due to the severe lack of preschools and childcare for ages 0-5 in the region, CSUCI students do not have the ability to complete their student teaching in learning environments that evince exemplary culturally and linguistically responsive pedagogy, meaningful family engagement, models of collaboration, and interdisciplinary creativity/play.

Community Need

According to the Institute for Research on Labor and Employment (IRLE), agricultural workers who migrate within the US have fallen by 60% since the 1990s. Data from the California Department of Education's Migrant Program shows a 36% decrease in migratory children ages 3-21 between 2011 and 2015. The state-supported Migrant and Seasonal Head Start program, which operates in eight counties, shows a 38% decrease in the number of migrant children ages 0-5 between 2008- 2016. A 2017 survey conducted in Ventura County found that 77 percent of farmworkers were not migrating in search of work. Yet, eligibility for childcare and preschool subsidies is dependent on migrant status.

Agricultural workers are further challenged by stringent income threshold eligibility criteria for federal and state-funded childcare centers and preschool programs. As minimum wage slowly increases, farmworker families teeter on the income threshold to qualify for federal and state level subsidies. Moreover, state subsidy enrollment periods during peak season times obscure income data and cause some farmworkers to exceed the income eligibility threshold. As a result, many must make the difficult choice to temporarily leave their jobs or work fewer hours so as to not lose these valuable subsidies.

Proposed Solution

Local and regional stakeholders including agricultural growers, community organizations, local government, CSUCI, private foundations, philanthropists, and elected officials are collaborating to develop a solution that effectively meets the community's need.

“Farmworker parents face significant barriers to affordable quality early childhood education for their children and therefore the great majority of their children are cared for by a family member or a friend. This is the beginning of the educational gap. I look forward to working closely with CSU Channel Islands on a much-needed Early Childhood Education Center which will include our very hard-working farmworker families who seek nothing less than the best educational experiences for their children.”

*Joe I. Mendoza, Director
– Ventura County Office of
Education*

“Cal State Channel Islands and their equally visionary partners are uniquely poised to address this problem through their plans to build an onsite care center, providing early childhood education for the most vulnerable in our region while also creating learning labs for faculty and students.

*Jill Lederer, Chair
– Chambers of Commerce
Alliance of Ventura and
Santa Barbara Counties*

The conceptual plan consists of establishing an early childhood education center at CSUCI that would address both student parent and farmworker childcare needs. CSUCI is located in the heart of the agricultural landscape within the region, making it accessible for both populations. The center will serve students of all abilities, drawing upon the wisdom and knowledge of families and communities, advancing dual language acquisition in the early years, and serving as a cultural and social organizing space for advocates of high-quality early childhood education for all.

Beyond childcare, this center would also include a teaching and learning lab to provide early childhood education providers professional development opportunities and a public policy and community engagement institute to help the state of California address the systemic barriers to equitable access to early childhood education. This community-collaborative approach would serve as a model for other universities and communities across the state in meeting this critical need by creating the framework for culturally, linguistically and developmentally appropriate learning experiences where children develop respect, responsibility, and community through exploration and discovery.

Children and Families Served

The initial phase of the center would serve approximately 100 children and their families. Approximately one third of the center’s enrollment capacity would be reserved for children of farmworkers. The range of services considered under the conceptual plan include infant-toddler care, preschool, and afterschool programs. The conceptual vision also includes parental and faculty engagement, parent support groups, workshops and classes, and guided observations of children by parents in the classrooms.

Teaching and Learning Lab

The center will serve as a hub where community members can access quality early learning resources and research, as well as a laboratory school where prospective early childhood educators can experience an optimized research-based, community-engaged, and equity-focused early learning environment.

Research dating back to the 1970s illustrates the monumental importance of apprenticeship and observation in teacher preparation. The center will offer educational opportunities for current and aspiring early childhood care educators to prepare and refine early childhood care educators’ abilities to create effective and powerful learning environments that are responsive to cultural and linguistic diversity, promote interdisciplinary creativity and play, foster meaningful family engagement, and develop innovative models of collaboration.

In addition, the center will also provide the opportunity for other CSUCI programs from a wide variety of disciplines to contribute to, collaborate with, and increase the potential for a holistic experience with wrap-around services for families and children.

Research and Policy Institute

The Early Childhood Education Center at CSUCI is conceptualized as a holistic framework, including an environment to conduct research and gather data to inform public policy, as well as best practices.

In 2020, some two-plus decades into the “information age,” the unceasing publication of groundbreaking research and steady announcement of vital resources related to early childhood is daunting, even for early childhood professionals. Asking community and family members, many without an educational research background, to derive from reams of research the most impactful work in neuroscience, cognition, multilingualism, creativity, and constructive play, just to name a few topics, seems an impossible task. The same is true for early learning resources. Guidance for locating and making available quality resources in childcare and family services is an ever-increasing need.

CSUCI and its Early Childhood Program are uniquely poised to address these issues, as the center will serve as a central location, physically and virtually, where stakeholders can engage with policy advocates, grassroots organizers, scholars, and even legislators to better understand current practices touted by early learning scholars. This center will serve as a place where community members can collaborate to become aware and take advantage of local resources.



Project Team

A group of stakeholders from CSUCI and the community helped support the feasibility of a new early childhood education center on campus including determining location, construction cost, operational structure and the overall vision for the new facility.

The project team includes the following stakeholders:

Erika Beck, Ph.D. <i>President, CSUCI</i>	Program Champion
Brian Sevier, Ph.D. <i>Dean, School of Education</i>	School of Education Lead
Carola Oliva-Olson, Ph.D. <i>Associate Professor, Early Childhood Studies</i>	Pedagogy & Curriculum co-lead
Annie White, Ed.D. <i>Assistant Professor, Early Childhood Studies</i>	Pedagogy & Curriculum co-lead
Elizabeth Say, Ph.D. <i>Interim Provost for Academic Affairs (AA)</i>	Academic Affairs Lead
Ysabel Trinidad, M.B.A. <i>Vice President for Business & Financial Affairs (BFA)</i>	Business & Financial Affairs Lead
Richard Yao, Ph.D. <i>Vice President for Student Affairs (SA)</i>	Student Affairs Lead
Nichole Ipach, B.A. <i>Vice President for University Advancement (UA)</i>	Communication and Advancement Lead
Genevieve Evans Taylor, Ed.D. <i>Chief of Staff, Office of the President (OOTP)</i>	Champion Delegate and Office of the President Lead
Celina Zacarias, B.A. <i>Senior Director of Community & Government Relations (OOTP)</i>	Community and Grants Lead
Tom Hunt, M.A., P.E. CEM CEFP <i>Interim Assistant Vice President, Facilities Services (BFA)</i>	Project Facility Lead
Laurie Nichols, SPHR SHRM-SCP <i>Interim Assistant Vice President for Administrative Services (BFA)</i>	Operations Lead
Dottie Ayer, M.A. <i>Executive Director of Administrative & Strategic Operations (SA)</i>	Campus Needs Lead
Nathan Bowden, J.D. <i>Director of Strategic Operations (BFA)</i>	Websites Lead
Jeff Kim, B.A. <i>Director of Budget, Finance and Operational Services (BFA)</i>	Budget, Proforma Lead
Terry Tarr, AIA, LEED AP <i>Associate Architect (BFA)</i>	Architect Lead
Pamela Dean, M.A. <i>Communication Specialist (UA)</i>	Report Editor, Reviewer
Asha Ramachandra, M.Tech., PMP, CISSP <i>Project and Service Management Specialist (BFA)</i>	Project Manager
Fran McIntyre, B.S. <i>Pendulum Dependent Care Solutions, LLC</i>	Project Consultant
Christine Girardot, M.S. <i>Special Projects Analyst (BFA)</i>	Team Communications and Document Control Lead

CSUCI Needs Assessment Survey Results

Methodology/Background

In March 2020, CSUCI’s Division of Student Affairs conducted a childcare needs assessment for students, faculty and administration. The purpose of the needs assessment was to understand the overall priorities and demand for childcare including validating the capacity needs of the potential early childhood education center. The survey was heavily promoted, and incentives were provided to the student body to help ensure the most favorable response rate.

Results for Faculty, Administration & Students

Childcare survey respondents provided an overall response rate of 27.7% (2,155 of 7,768). This included a response rate of 25.8% (1,743 of 6,754) from students and a 40.6% (412 of 1,014) response rate from employees. Among employees, we see a response rate of 55.7% from administrators, 28.2% from faculty and 50.5% from staff members.

“CSU Channel Islands and their collaborating partners are at a unique juncture to address this problem for our community in a highly collaborative manner with impacts reaching far into the future.”

*Vanessa Bechtel,
President and CEO
– Ventura County
Community Foundation*

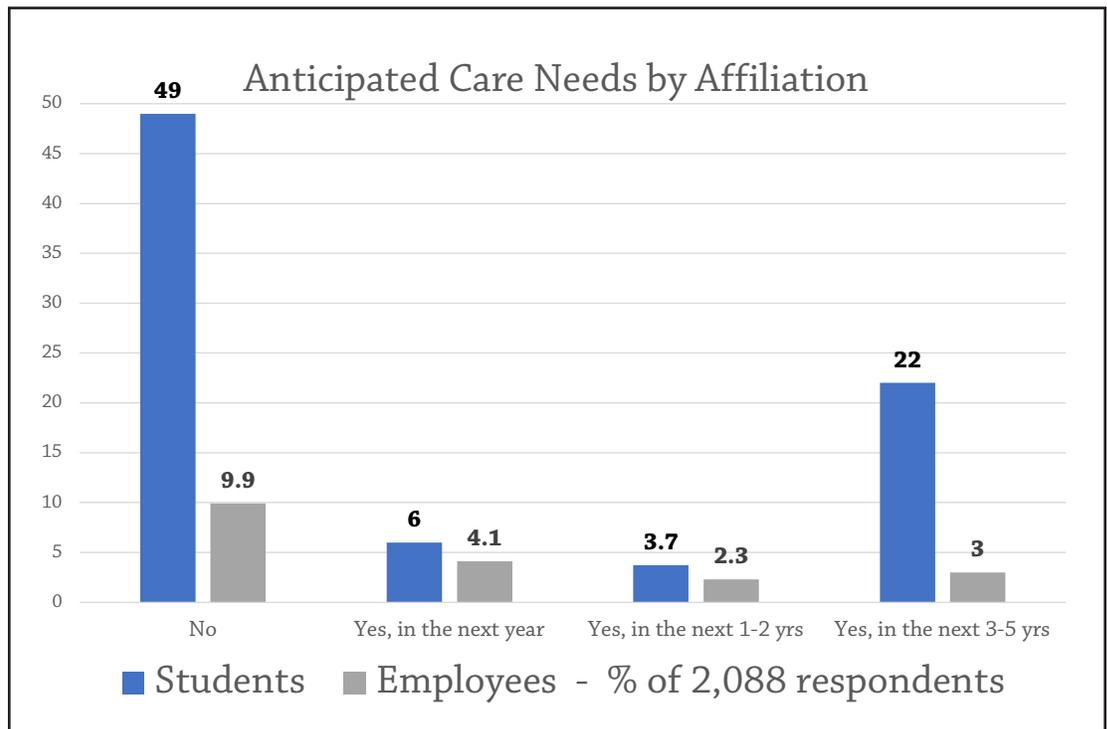


Demand for Childcare

26% of survey respondents have children. Whether or not respondents have children at home or if they anticipate needing childcare in the future varies significantly by university affiliation, age, gender, income and race. 41% of respondents anticipate needing childcare over the next 5 years. 71% of respondents with children reported receiving help from family members. Whether or not respondents receive help from family members varies significantly by the number of hours respondents work.

Table 3.2. Tabulation of Anticipated Childcare Needs by University Affiliation.

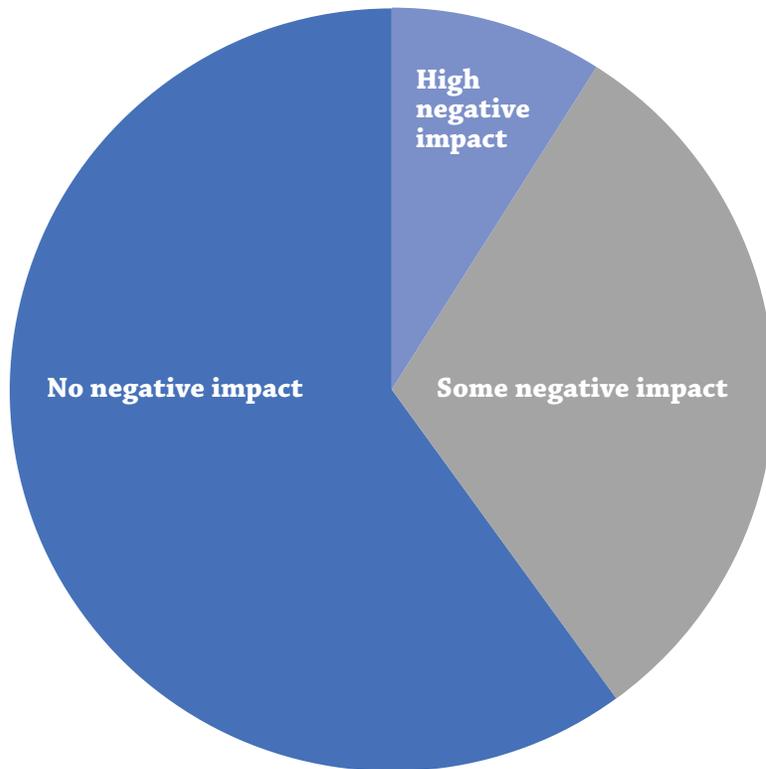
Do you anticipate needing childcare in the future?	Are you:		
	A student	An employee	Total
No	1,025	207	1,232
Yes, in the next year	126	86	212
Yes, in the next 1-2 years	77	48	125
Yes, in the next 3-5 years	456	63	519
Total	1,684	404	2,088



Almost 41% of respondents reported that a lack of on-campus childcare has had a negative impact on their academic or work performance. Whether or not respondents have been impacted negatively by a lack of on-campus childcare varies significantly by university affiliation, age, income, and number of hours worked.

Table 5.1. Tabulation of Lack of Childcare.

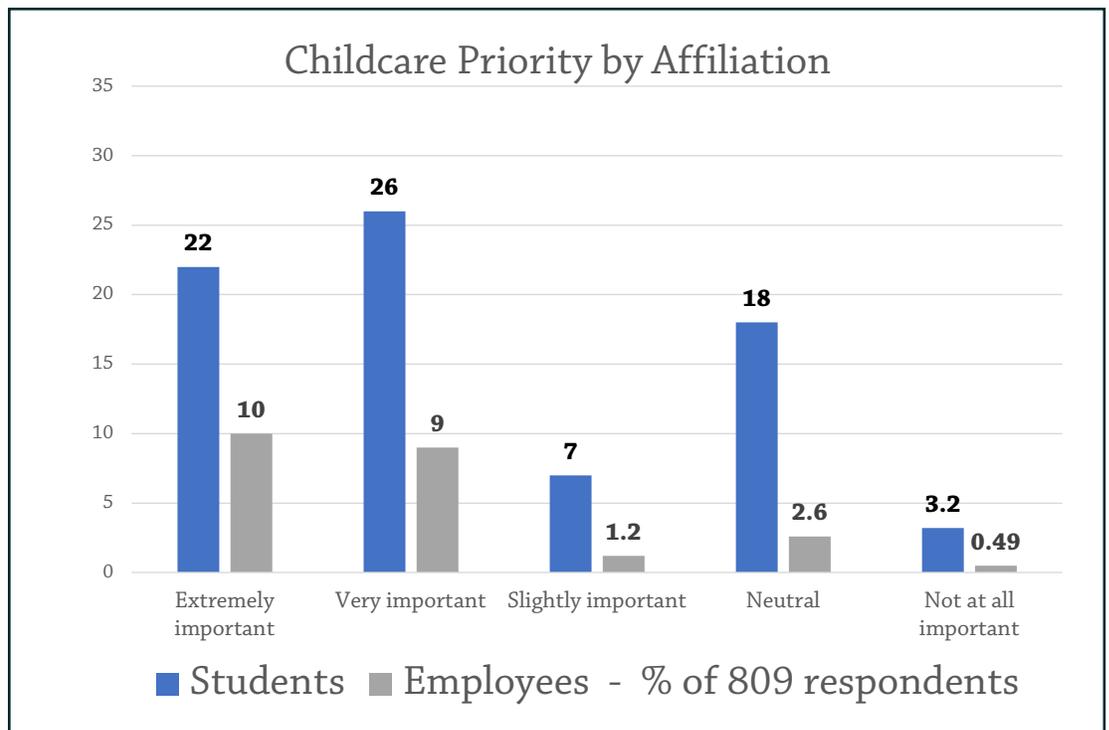
Has a lack of on-campus childcare had a negative impact on your academic or work performance?	Count	Percent	Cumulative %
High negative impact	75	9.28	9.28
Some negative impact	254	31.44	40.72
No negative impact	479	59.28	100.00
Total	808	100.00	



Almost 76% of respondents reported that having on-campus childcare is a priority. The level of prioritization of on-campus childcare varies significantly by university affiliation, age, gender, race, and number of hours worked. Almost 79% of respondents reported that it is either extremely likely or somewhat likely that they would enroll in childcare at CSUCI given it offered drop-in, part-time or full-time and year-round licensed care.

Table 6.2. Tabulation of Prioritization of Childcare by University Affiliation.

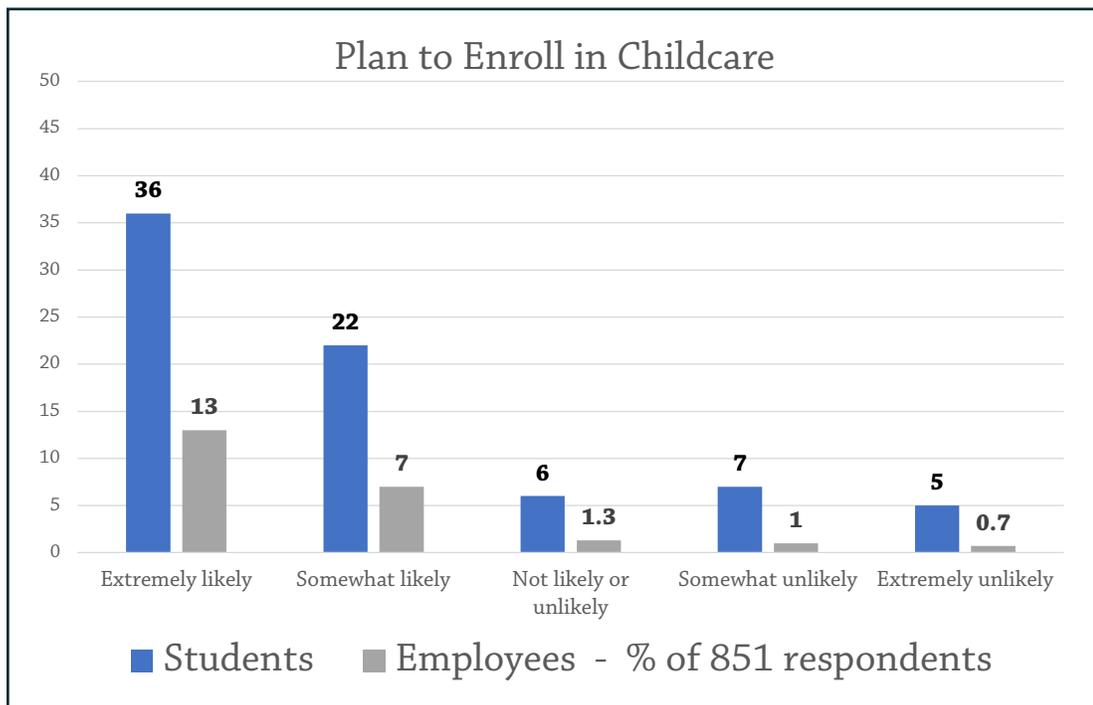
How high of a priority is having on-campus childcare?	Are you:		
	A student	An employee	Total
Extremely important	178	84	262
Very important	212	73	285
Slightly important	57	10	67
Neutral	144	21	165
Not at all important	26	4	30
Total	617	192	809



Willingness to enroll in childcare at CSUCI varies significantly by university affiliation, age, gender, race and number of hours worked. 18% of respondents reported that they have considered leaving CSUCI for better childcare opportunities. Whether or not a respondent has considered leaving CSUCI for better childcare opportunities varies significantly by age. 36% of respondents expressed interest in a full-time program, 30% in a part-time program and 34% in a drop-in as needed program.

Table 7.2. Tabulation of Willingness to Enroll in Childcare by University Affiliation.

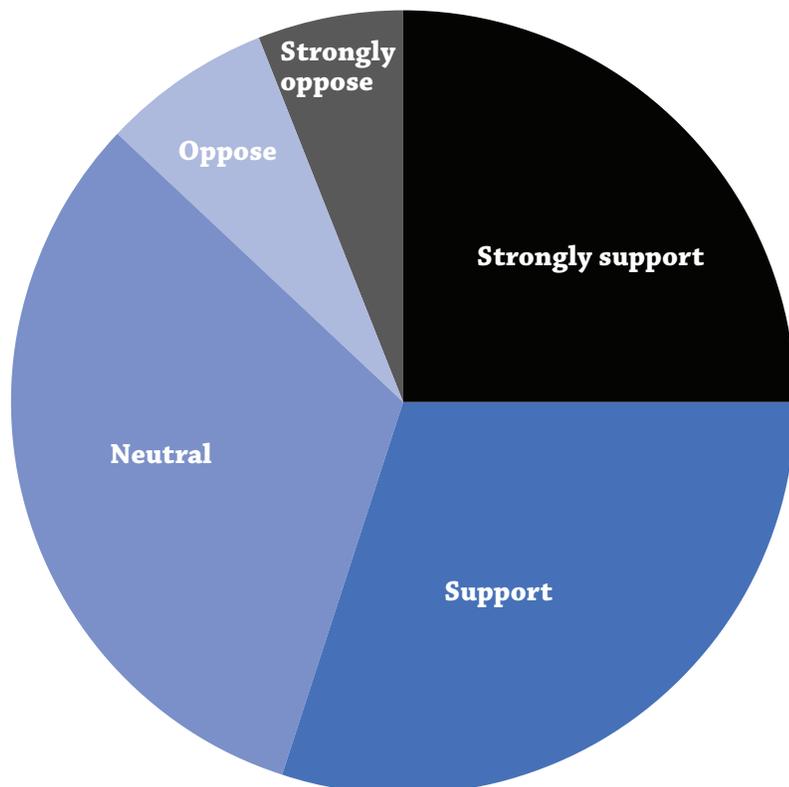
If CSU Channel Islands had a childcare center that was state licensed, etc. Would you enroll your children?	Are you:		
	A student	An employee	Total
Extremely likely	310	112	422
Somewhat likely	190	59	249
Not likely or unlikely	51	11	62
Somewhat unlikely	60	9	69
Extremely unlikely	43	6	49
Total	654	197	851



55% of student respondents reported that they would support a referendum for a student fee to subsidize on-campus childcare for students. Whether or not students are willing to support a student fee varies significantly by age and gender. 81% of respondents with children had one child.

Table 10.1. Tabulation of Support for Student Fee.

Would you support a referendum for a student fee to subsidize on-campus childcare for students?	Count	Percent
Strongly support	150	24.51
Support	187	30.56
Neutral	195	31.86
Oppose	43	7.03
Strongly oppose	37	6.05
Total	612	100.00



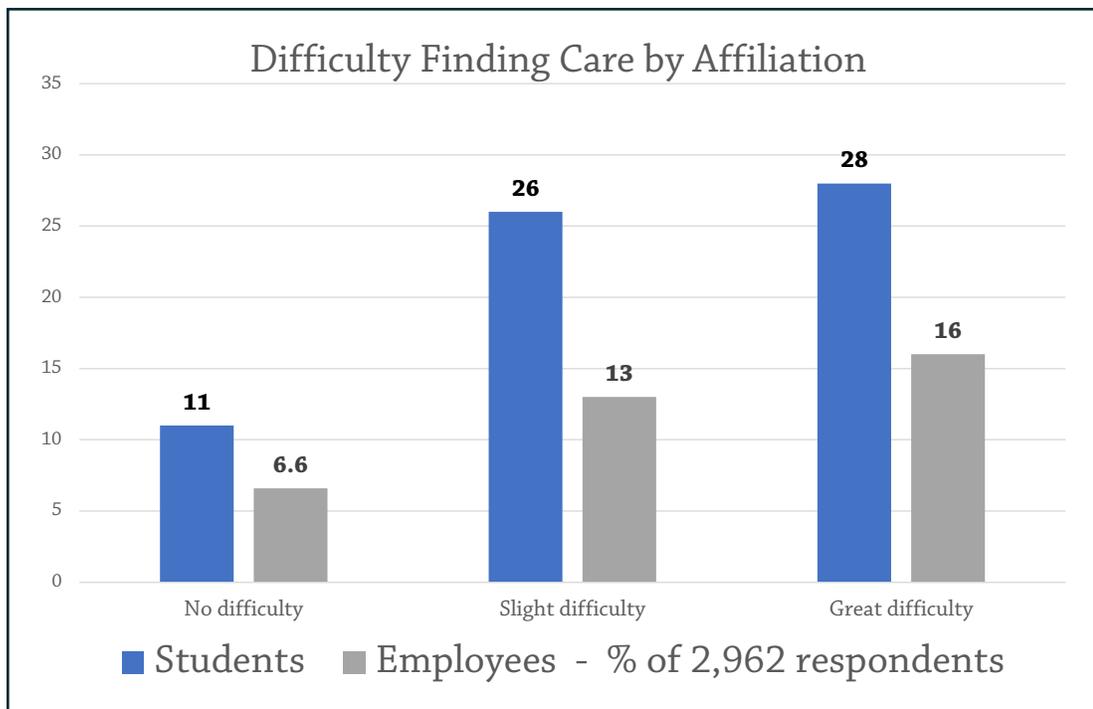
Affordable care, care for a sick child, high quality care and drop-in care were some of the reportedly most difficult services to find. Difficulty finding care varies significantly by university affiliation, age of respondent, income, and hours worked.

Table 16.3. Tabulation of Difficulty Finding Care by University Affiliation.

	Are you:		
	A student	An employee	Total
No Difficulty	313	196	509
Slight Difficulty	761	398	1,159
Great Difficulty	820	474	1,294
Total	1,894	1,068	2,962

“Our collaboration with CSUCI and the development of their new childcare facility will be fundamental to achieving a viable solution for our farm working families.”

*Courtney Catalano,
Director, Corporate
Communications &
Community Engagement
– Reiter Affiliated
Companies (RAC)*



“Through this center, not only will well-educated and prepared child care professionals be trained; at the same time, the facility will provide much needed child care to CSUCI students, faculty, and the surrounding community, including the region’s farm workers, the most vulnerable children in our community.”

*David Fleisch, Chair
– Ventura County Civic
Alliance (VCCA)*

CSUCI Student Perspective - overall needs

Infant/children in household (Table 2.2*)

- (18%) 391 Students - Yes
- (63%) 1,352 Students - No

of children (Table 13.4*)

- (57%) 475 Students - 1 children
- (10%) 85 Students - 2 children
- (2.3%) 19 Students - 3 children
- (1.7%) 14 Students - 4 or more children

Difficulty finding care (Table 16.3*)

- (11%) 313 Students - No difficulty
- (26%) 761 Students - Slight difficulty
- (28%) 820 Students - Great Difficulty

Anticipated care (Table 3.2*)

- (49%) 1,025 Students - No
- (6%) 126 Students - Yes, in the next year
- (3.7%) 77 Students - Yes, in the next 1-2 years
- (22%) 456 Students - Yes, in the next 3-5 years

Type of childcare program (Table 9.1*)

- (34%) 281 Participants - Drop-in as needed
- (30%) 248 Participants - Part-time program
- (36%) 303 Participants - Full-time program

Willingness to enroll (Table 7.2*)

- (36%) 310 Students - Extremely likely
- (22%) 190 Students - Somewhat likely
- (7.1%) 51 Students - Likely or unlikely
- (7.1%) 60 Students - Somewhat unlikely
- (5.1%) 43 Students - Extremely unlikely

* Refer to Childcare Needs Assessment Survey

Student Comments²

“Coming to Channel Islands as a student has impacted me and my childcare needs because there are days that I have to miss school to take care of my child. As a single mother it’s hard to afford childcare and especially rely on someone to take care of my child. Please hope for the future that the program provides and supports those parents in need for their children.”

“I commute to campus from Sylmar every day and the only affordable childcare I could find was in Simi Valley, CA. I have to stop in Simi every day on my way to school to take my children to childcare. I commute 2 hours each way during both rush hours.”

² Refer to Appendix for additional student comments

Community

Community Engagement & Support

It is estimated that in Ventura County there are 55,700 infant children between the ages of 0-5 with only 17,003 available licensed childcare slots and it is a known fact that when families have access to high-quality, affordable childcare, the entire family thrives. Quality affordable childcare is not only an investment in the education of a child but also an economic and workforce investment that will provide mutually beneficial impacts to our community. These mutually beneficial impacts to our community are evident in the positive letters of support from a wide range of entities such as the American Association of University Women, Reiter Affiliated Companies, the Chambers of Commerce Alliance of Ventura & Santa Barbara Counties, the National Latino Peace Officers Association of Ventura County and many more, who believe in the impact and the value of an investment in early childhood education (**See Appendix for Letters of Support**). This investment is one step toward eliminating the educational gap caused by economic inequity and other societal disparities.



The support and enthusiasm from the community around the Early Childhood Education Center Project is that it will incorporate childcare for our local farmworker families which have unique childcare needs compared to the traditional workforce. The agricultural workforce of Ventura County provides over \$2 billion to the county, yet farmworker families do not have access to affordable quality childcare nor do many of them they qualify for state or federal childcare subsidies. Surrounded by agricultural fields, the University is perfectly situated to help address the childcare needs of the farmworker community. This center and program will provide the farmworker community access to affordable, high-quality early childhood care and education, as well as a pathway to higher education.

Reiter Affiliated Companies Community Childcare Report³

In 2019 Reiter released their childcare report which outlines the gap in available access to high-quality childcare for farmworker families. Additionally, the report identified how farmworker families are receiving care.

In the report titled “Who is providing care for the children of farmworkers?,” the majority of farmworkers surveyed indicated that their children were taken care of by an unlicensed childcare provider. An unlicensed childcare provider, utilized by farmworkers, is usually un-trained, provides for many children at one time, and does not have appropriate space or equipment to provide care for children. They rely on family members or local community members that are trusted by other farmworkers.

³ Refer to Appendix for the Full Reiter Report Executive Summary

Numerous research studies have indicated the positive impact early learning development programs have on children to increase their academics and learning skills which are critical to the long-term potential for social mobility. Sadly, many children of farmworkers are omitted from an early education development program because their source of childcare is through unlicensed providers.

A potential long-term solution to equitable childcare and education for children of farmworkers is to launch a California pilot for children of agriculture workers. A path in reducing barriers for families working in agriculture is to modify eligibility requirements for migrant and seasonal status and income. More farm working families are settling in the communities where they work, which provides stability and an increase in household income. A California pilot would seek to prove a need for an agriculture worker criterion and prove that migrant or seasonal criteria programs are in need of modification and adjustment to their eligibility requirements. This is more realistic and relevant to the needs of an evolving agricultural industry and the high cost of living in California. The long-term objective is to utilize the research and data from this pilot to demonstrate the need for systemic change at a national level.

Local Resources

Additionally, in Ventura County there are several agencies that can provide support and resources for the Early Childhood Education Center, the community and farmworker families such as:

- **Child Development Resource (CDR)** – CDR is a private non-profit corporation which receives county, state and federal contracts to administer the Childcare Resource and Referral Programs. CDR receives federal grants for both Head Start and Early Head Start Programs.
- **Community Action Partnership of San Luis Obispo County (CAPSLO)** – Through a variety of programs and in collaboration with other community service agencies, CAPSLO helps individuals and families achieve self-sufficiency and economic stability through programs that focus on high-quality early education and childcare.
- **The CAPSLO Migrant and Seasonal Head Start (MSHS)** – Provides high quality, no-cost childcare and preschool services to low-income families whose primary income is from agricultural production or harvesting.
- **First Five** – Throughout Ventura County, the First 5 Neighborhoods for Learning, Powered by Interface (NfLs) are helping families raise children who are healthy, nurtured, and prepared for kindergarten. The NfLs are open and hosting classes weekly such as PACT (Parent and Child Together) classes and resources for families.
- **Local Planning Council** – is the united voice for early care and education in Ventura County. The mission of the Local Planning Council (LPC) is to actively plan

for quality childcare based upon the needs of children, families and early care and education professionals.

- [Ventura County Office of Education \(VCOE\)](#) – offers a wide variety of training and support services to districts, school, educators and the wider community.

School of Education⁴

Almost from the inception of CSUCI, over 18 years ago, an on-campus Early Childhood Education Center has been part of the vision and aspiration of this university.

In the past year the campus, local elected officials, and the School of Education have been redoubling efforts to finally make the center a reality for the University and its community stakeholders.

CSUCI offers the only Bachelor’s degree in Early Childhood Studies in Ventura County and its Early Childhood Studies program is the only program in the 23 CSU campus system that requires prospective early educators to complete clinical experiences in both infant/toddler and preschool sites, training new educators to work with children from birth to age 8. The ultimate goal of the Early Childhood Education Center is to create an educational laboratory school that serves Ventura County and the future early learning workforce who pursue their educator preparation work at CSUCI. The center will serve students of all abilities, drawing upon the wisdom and knowledge of families and communities, advancing dual language acquisition in the early years, and serving as a cultural and social organizing space for advocates of high-quality early childhood education for all.

School of Education Vision

The Early Childhood Education Center at CSUCI will conceive, design, build, and operate an exemplary program that will provide high-quality early care and educational services to diverse children and families from our university and local community. The University has recently hired Dr. Mari Riojas-Cortez, an expert in early childhood teacher education, to chair its Early Childhood Studies program. Dr. Riojas-Cortez will be instrumental in the development of this new state-of-the-art facility. The Early Childhood Education Center will offer innovative, equity-minded, and culturally-relevant pedagogy to support the learning and development of children ages birth to five and ensure full access and effective participation of children who are dual language learners and their families.

The center will provide both University and farming community members access to quality early learning services and resources, a highly-identified need due to the lack

“A facility at CSU Channel Islands would be a boon in not only giving the students at the University hands on experience but would also provide a quality resource for local families, students, and staff with young children.”

*Sharon Dryer, President;
Peggy Buckles, Public
Policy Chair
– American Association
of University Women
(AAUW)*

⁴ Refer to the School of Education website for more information
<https://education.csuci.edu/earlychildhood-center/>



“Creating an onsite childcare center at the university will provide a program for early childhood education to the most vulnerable children in our community and serve as a teaching and learning lab for faculty and students.”

*Michael Powers,
County Executive Officer
– County of Ventura*

of available care within the community. In addition, the center will provide faculty the opportunity to conduct interdisciplinary, cutting-edge research to further advance the field of early childhood education, while also offering experiential learning opportunities for a wide variety of CSUCI disciplines.

As a groundbreaking endeavor for CSUCI Early Childhood Studies (ECS), the center will allow students to practice advanced clinical experiences. The leading-practice early care and education center will help prepare culturally competent future teachers as well as the first teachers certified to teach in Spanish dual language early childhood programs in California.

All ECS students must complete student teaching to meet Bachelor of Arts program degree requirements. This obligation has been a monumental undertaking due to the lack of an early childhood center on the University campus. Currently, students are placed in early childhood education centers throughout Ventura County. Once established, the center will exemplify an ideal learning site by drawing not just from CSUCI's nationally renowned faculty but also by authentically collaborating with our early learning community stakeholders as co-creators and critical friends in a cycle of continuous improvement while also ensuring teacher preparation and practicum are met with rigorous program standards in a high-quality early learning environment.

The Early Childhood Education Center will serve as a central location, physically and virtually, where early childhood education stakeholders can engage with policy advocates, grassroots organizers, scholars, and even legislators to better understand current practices touted by early learning scholars and where community members can collaborate to become aware of and take action around early learning issues. To ensure a coordinated, effective, multidisciplinary systems-and-services approach, the center will provide opportunity for the University to collaborate with key early childhood education partners (e.g., First 5 Ventura County, Local Planning Council, Head Start, Family Childcare Network, indigenous community organizations, County Office of Education, school districts, health department).

Furthermore, the center will showcase progressive curriculum methods by incorporating the philosophy, principles, and practices of Reggio Emilia, the Outdoor Classroom curriculum, nationally recognized dual language learner principles and approaches, and the internationally renowned Learning Stories assessment approach. In addition, through collaboration with the local farming community, a Farm-to-School program will be offered to ensure young children develop healthy lifelong eating habits. These innovative pedagogical practices will provide ECS students the opportunity to apply what they learn in classes in an early learning lab setting. CSUCI's ECS program currently prepares the majority of early childhood educators for Ventura County.

Early Childhood Education Center

The intentionally-designed center will ensure healthy child development and high-quality programming and services. Young children will learn through play and by exploring

and interacting with their environment while their social–emotional, cognitive, language, and physical needs are met. The center will provide early learning programs with well-defined, rich learning activity areas because young children need classrooms and outdoor play spaces that are markedly different from conventional elementary school classrooms and playgrounds. The architectural elements will be specifically designed and constructed to support active learning of young children and will also reflect and honor the cultural diversity of Ventura County.

The center’s infrastructure will play a pivotal role in achieving the educational goals of young children—the facility will be designed to ensure optimal early care and educational services and the health and safety of young children and families. Also, prospective early childhood educators, students enrolled in the University ECS program, will be able to experience firsthand optimal research-based, community-engaged, equity-minded, and inclusive early learning practices.

The ultimate goal of the Early Childhood Education Center is to create an exemplary early care and education center that serves:

- minoritized students, including first-generation college students
- faculty and staff
- the farming community
- the Latinx community
- greater Ventura County

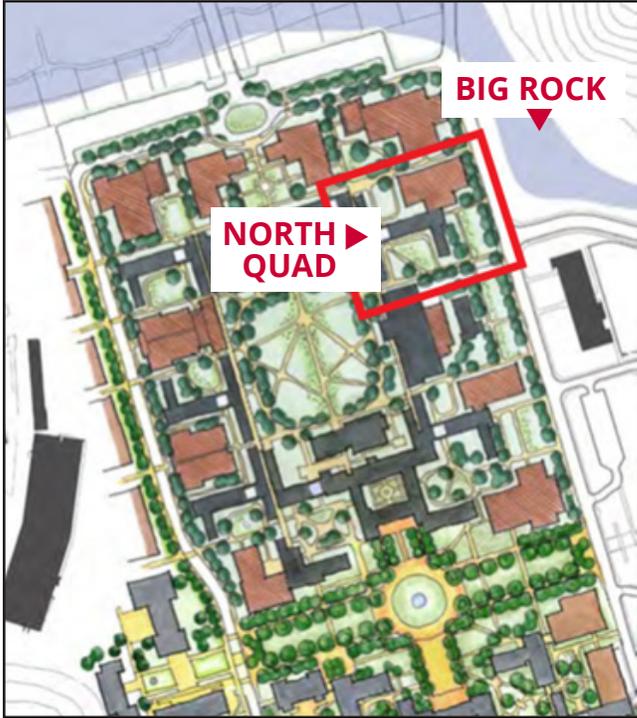
Because families are the central force in children’s education, the center will provide space for parent/guardian involvement, parent education, and resources for families. Engagement will be enhanced through easy access for parents to utilize services on the campus, near their workplace, or close to home. The center will learn from the wisdom and knowledge of families and local farming communities to advance dual language acquisition in the early years, meet the individual needs of children with varying abilities, and serve as a cultural and social organizing space that provides high-quality early childhood education.

Expanding the Reach and Access to High Quality Childcare Family Childcare Network⁵

Because the Early Childhood Education Center cannot accommodate all families and not all families will be able to commute to CSUCI, creating a bridge from the campus to community will help increase the availability of high quality, early childhood education for farmworker families. By creating a Family Childcare Network, the School of Education and the Early Childhood Education Center can provide training to family childcare providers to help ensure quality standards are being met and are in line with the Early Childhood Education Center.

5 Family childcare means caring for children in the homes of trained individual providers. There are two main types of family childcare: small and large family childcare.

Construction & Design⁶



Four locations were originally considered prior to beginning the site design process. A site adjacent to agricultural land was eliminated due to potential pesticide drift. Another was eliminated because it was master planned for, and the only viable space available for, a large event center that could not be displaced. More detail on these decisions can be seen in Appendix A.

Locations

After completion of a precinct study and multiple campus stakeholder meetings, two distinctly different sites (just across the street from each other) on the CSUCI campus are in consideration for the ECE center. Both have very different solutions imposed by site constraints.

- The Big Rock Park location has significant constraints due to the shape and limited acreage of the site. There are no Master Plan constraints, it is just vacant land, see Appendix A for more information.
- The North Quad northeast corner site constraints include existing buildings in the area, roadway constraints and acreage to the north designated for future academic buildings on the campus master plan.

The Big Rock Park is Site Authority land and would require further consideration from that agency, but had no previous building planning on it. See Appendix A for more information.

The North Quad northeast corner site, marked in red in the image, was master planned as partially existing buildings and partially new in order to increase potential square footage via larger footprints for future academic space. See Appendix A for more information.

Site Analysis

See Appendix A for information regarding location specifics, climate, topography, circulation, views, adjacent buildings, and physical features.

⁶ Refer to the Appendix A for the entire Construction and Design detail

Architectural Basis of Design

- **Campus Design Guidelines:** These require that the project maintain the historic architectural fabric of the campus via an interpretation of the Spanish Colonial Revival architectural style. See campus Design Guidelines which are included here by reference.
- Based on existing guidelines and the installation of a solar array already under design on the campus, it would be the University's intention to build the Early Childhood Education center according to Leadership in Energy and Environmental Design (LEED) Platinum specifications. This would include no fossil fuel usage and potentially a Zero Net Energy building. This may or may not include certifications as those require additional funding that may not be available. Careful planning, design and commissioning for high efficiency and pursuit of carbon neutrality will be included in the design and development of the building.
- **Characteristics of Massing:** There are several driving factors informing the massing of each proposed building.
- **Materials Palette:** White exterior plaster, red clay tile roof, red aluminum windows, tile accents, tile pavers, colored/stamped concrete, shaped eaves, period reproduction lighting fixtures, ornamental gates and iron work, etc.
- **Durability of Materials:** All material selections shall be made with the long-term durability of the material as a central concern.
- **Security/Safety:** The security and safety of the building, its contents, and occupants is of foremost importance
- **Interior Design Criteria:** Consideration of interior finishes must be based on functionality, durability, safety, antimicrobial properties, and ease of cleaning.

“The Ventura County Sheriff’s Office believes that intervening early to support children and strengthen families is critically important and can be addressed by the proposed child care center at CSU Channel Islands.”

*Bill Ayub, Sheriff
– Ventura County
Sheriff’s Office*

Project Facility



EARLY CHILDHOOD EDUCATION FEASIBILITY STUDY DRAFT PROGRAM



Phase 1 with Infants & Kitchen

Interior Spaces - Phase 1

Zone	Quantity	Area (ASF)	Combined Area (ASF)
Infant-Classrooms (up to 8 children per room)	3	645	1,935
Infant-Shared Support	1.5	590	885
Toddler-Classrooms (up to 8 children per room)	3	580	1,740
Toddler-Shared Support	1.5	590	885
Toddler Option & 2 years-Classrooms(up to 8 children per room)	2	580	1,160
Toddler Option & 2 years-Shared Support	2	590	1,180
Preschool (3 & 4 years)-Classrooms (up to 24 children per room)	2	1,220	2,440
Preschool (3 & 4 years)-Shared Support	1	640	640
Entry Lobby			250
Medical Office			240
Administrative and Staff Support			1,620
Multipurpose and Art Studio			2,100
Kitchen			1,140
Laundry			160
Higher Ed			1,500
Head Start & State Preschool			450
Family Resources			1,300
Assignable Area Total (ASF)			19,625

Building Efficiency Non-Assignable Area 11,526

Gross Building Area (GSF) - Phase 1

31,151

Exterior Spaces - Phase 1

Zone	Combined Area (SF)
Entry Total	400
Infant/Toddler Playground Total**	4,200
Preschool Playground Total**	3,600
Vehicular Circulation and Parking Total	7,875
Landscape Buffer Total	3,215
Site Area Total	19,290

Total Site Area - Including Building Area (SF) - Phase 1

50,441

Notes

*Based on the minimum requirement of 35 square feet per child

**Based on the minimum requirement of 75 square feet per child

***Guidelines indicate parking stalls for 8% of children count (= 8 parking spaces). Campus chooses to provide more for ease of use and to reduce congestion.

Project Description: Early Childhood Education Center

- The proposed facility is based on programming established by CSUCI Childhood Education committee in collaboration with PBWS Architects and PDCS Consultants. This facility will include training of University education students.
- The resultant programming includes a total of ten classrooms with a maximum of 104 children for licensure purposes, with four age brackets, and flexibility in mind for adjusting to actual demand.
- Site, playgrounds, classrooms, kitchen, bathrooms, administrative space and staff areas, utilities, storage, laundry, etc. are all defined in the Draft Program.

New Construction

The project design and analysis feasibility study is intended to be used to pursue funding sources and to be incorporated into a request for proposal for the schematic design phase of work. Further design and construction processes would follow once funded.

Size and Scope - ASF and GSF (Assignable vs. Gross square feet)

Phase one programming for approximately 100 children and the associated administrative spaces, food service, and family resources can be found in the Appendix A.

The proposed programming of spaces results in an approximate 19,600 ASF and 31,100 GSF for building area. Outdoor spaces including play areas, parking, landscape, and covered activity space arrives at approximately 19,300 SF for a total minimum programmed Site and Building area of 50,400 SF.

Phase two includes an addition/expansion of approximately 10,600 ASF and 16,800 GSF with an additional programmed 13,400 SF of outdoor space to accommodate approximately 100 more children.

Types of Facilities

Entry lobby and reception, childcare classrooms, multi-purpose room, play yards, offices and staff support, medical, lactation, kitchen, custodial, laundry, and building support space (non-assignable).

“... the facility would provide much needed child care access to CSUCI students, faculty, and the surrounding community, including the region’s farm workers.”

*Petra Puls,
Executive Director
– First 5 Ventura County*

Site and Building



Big Rock Park site – phase 1 concept layout



North Quad northeast corner site – phase 1 concept layout

Second Level Spaces

College classroom(s), faculty room, office suite, family resources. See Appendix A for additional information and enlarged sketches with more detail of both floors and legends.

Architectural Design

Like all campus projects, the appearance of the building will be in the Mission Revival and Spanish Colonial revival styles in order to blend into the campus setting as directed by the campus guidelines.



Big Rock Park site – Concept north elevation



*Big Rock Park site – concept sketch looking to southeast.
Concept-only sketches – the final design may deviate significantly from this.*



Big Rock Park site - photograph looking east



North Quad northeast corner site - Concept east elevation



North Quad northeast corner site - concept sketch looking to northwest



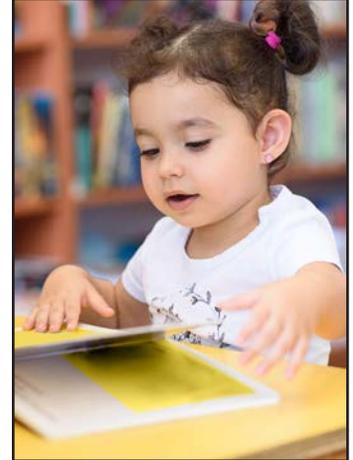
North Quad northeast corner site - photograph looking northwest

CEQA

Both sites will require a California Environmental Quality Act study and report work because neither is anticipated or addressed in a significant way in the Master/Vision Plan or the associated approved (EIR) Environmental Impact Report on file.

Project Budget

Facility costs are currently estimated in the \$24 million to \$25 million range including soft costs but excluding certain portions of the infrastructure needs that may be viable under other already approved funding.



“Parents who are working hard to provide for their families can be reassured their children are in a safe and enriching environment at a licensed childcare facility.”

*Betsy Patterson, President
– League of Women Voters
of Ventura County*

Benchmarking

Prior to building the financial modeling it was critical to understand the current average local childcare tuition and teacher salaries. A project consultant conducted a benchmarking study in February 2020 which included ten childcare centers in Ventura County. As stated previously in this report there is a lack of affordable high quality childcare in Ventura County which impacts families' ability to access care.

The following is an overview of the tuition benchmarking results including an overview of the key assumptions for the financial modeling exercise.

Tuition Benchmarking Study Results

High End Market (average)	Monthly Tuition*
Infant	\$1,675.00
Toddler	\$1,550.00
Toddler Option	\$1,550.00
Twos	\$1,550.00
Threes/Fours	\$1,200.00
*Full Time Rates	
Mid Tier Market (average)	Monthly Tuition*
Infant	\$1,525.00
Toddler	\$1,450.00
Toddler Option	\$1,450.00
Twos	\$1,450.00
Threes/Fours	\$1,125.00
*Full Time Rates	

CSUCI Modeling	Monthly Tuition*
Infant	
Full Day	\$1,372.50
Toddler	
Full Day	\$1,305.00
Toddler Option	
Full Day	\$1,305.00
Twos	
Full Day	\$1,305.00
Part Day (M-F)	\$1,044.00
Threes/Fours	
Full Day	\$1,012.50
Part Day (M-F)	\$810.00
*Monthly Full Tuition at 10% Below Mid Tier Rates	

Affordability Challenge

It is understood that not all families will be able to afford the recommended tuition. One of the important roles of the Early Childhood Education Center is to educate families about the resources available to them such as alternative payment programs⁷, designated Early Head Start spaces, Head Start and Migrant Head Start⁸ eligibility and other means of financial support through public and private agencies.

7 Alternative Payment Programs

Vouchers are provided to low-income families with children under 13 to use in either licensed centers or licensed and license-exempt FCCHs through the state's welfare program. The state guarantees subsidies for CalWORKs families from their initial participation until two years after they stop receiving cash aid (known as CalWORKs Stage 1 and 2). Non-CalWORKs and former CalWORKs childcare recipients are eligible if their incomes are less than 70% of the state's SMI. The services also include a special program for migrant children. The funding is capped, which means that not all eligible children can be served. These programs also have the lowest standards in the state, as some settings in which vouchers are used are exempt from even the minimal (Title 22) licensing requirements.

8 Early Head Start, Head Start and Migrant Head Start

Head Start programs promote school readiness of children ages birth to five from low-income families by supporting the development of the whole child. Head Start and Early Head Start programs offer a variety of service models, depending on the needs of the local community. Many Head Start and Early Head Start programs are based in centers and schools. Other programs are located in childcare centers and family childcare homes. Some programs offer home-based services that assign dedicated staff who conduct weekly visits to children in their own home and work with the parent.

Financial Modeling

“We believe that the early childhood development facility as CSUCI will yield benefits for our community and be a role model for other higher education institutions.”

*CMDR Rafael F. Nieves,
Oxnard Police Department
Retired Lifetime Member
– National Latino Peace
Officers Association
Ventura County Chapter
(NLPOAVC)*

Capital Project Costs

CSUCI’s Early Childhood Center is estimated to require a capital investment of \$25 million to develop an educational laboratory school for the County of Ventura. Assemblymember Jacqui Irwin was successful in securing \$5 million⁹ in seed money to kick off the initial design and planning process in the fourth quarter of 2019. While the funding has been a true catalyst for the project, the University will be challenged to secure additional funding for the comprehensive effort.

Preparing and aligning the Early Childhood Center for success will be a top priority for the institution. As such, it will be our goal to fully fund the capital project to achieve a debt-service free operation which will be critical to the core mission of providing affordable, high-quality early childhood education for low-income families, including the farmworker community.

It is our intention to leverage all resources made available by the Governor for early childhood education. However, in the current environment, we must explore alternative options to fund the capital shortfall. In the following table, the estimated shortfalls are provided under three scenarios of varying degrees of state funding:

Capital Project Costs	\$25,000,000 ¹⁰		
State Funding Levels	100%	75%	50%
Seed Funding: FY19-20	\$5,000,000		
Request to State: FY21-22	\$20,000,000	\$13,750,000	\$7,500,000
Funding Shortfall	\$0	\$6,250,000	\$12,500,000

In order to fully fund the capital project, we will need to explore various funding sources including but not limited to philanthropy, the community, and systemwide revenue bonds.

Operating Costs

CSUCI has explored and modeled various operating scenarios for delivering high-quality early childhood education and childcare services to the community. This financial report focuses on the scenario that includes infants and toddlers along with a commercial kitchen which will be imperative to serving the needs of the local community.

⁹ Funds are subject to review and may see a potential reduction of up to \$3.7 million.

¹⁰ The \$25 million in project costs is for the facility only and is subject to change pending the results of an architectural feasibility study. Additional costs will be incurred to develop the required infrastructure.

In this model, the first year of operations is expected to cost just over \$1.7 million. Employee costs, program costs, and other operating expenses¹¹ account for 80%, 12%, and 8% of total operations, respectively. As with any new operation, a ramp-up period is expected with overall occupancy climbing from 57% to 62% within the first two years. Combined with the added cost of attracting high-quality staff while offering below-market tuition, the operation will need to secure additional funding to supplement program revenues as parent fees are expected to cover only 52% of the total operating costs in Year 1.



With an operating shortfall of \$825,000, CSUCI's Early Childhood Center will need to secure additional funding from available state, federal, community, and campus resources:

State Funding¹²

- Over 85% of the CSU campus childcare centers with non-University funding are supported by parent fees and two state sources: The General Childcare and Development grant (CCTR) and the California State Preschool Program (CSPP)

Federal Funding¹²

- 62% of the same childcare centers receive the Childcare Access Means Parents in School (CCAMPIS) grant
- 42% participate in the Child and Adult Care Food Program (CACFP)
- 14% participate in Early Head Start

¹¹ Other operating expenses exclude \$34k in potential facilities ground lease cost.

¹² Humboldt State University Childcare Needs Assessment, California Center For Rural Policy At Humboldt State University, 2019, Page 11

Campus¹²

- Student Union fees contribute to 70% of the aforementioned CSU campus childcare centers.

By the third year of operation, the center is expected to reach an average occupancy of 80% and annual program revenues are projected to climb to \$1.3 million. Nonetheless, a well-balanced, ongoing funding portfolio will be required to supplement the center operations.

Additional Funding Sources

While the University has identified and engaged some identified prospective donors, the submission of formal solicitations for support will require details on project cost, timeline, operational and academic program needs. It will also require an understanding of what existing institutional, legislative, and other support the project expects to receive.

Philanthropy & Community

California State University Channel Islands Foundation

The California State University Channel Islands (CSUCI) Foundation is a 501 (c) 3 auxiliary organization of California State University Channel Islands that is the catalyst and conduit through which gifts and endowment income flow to provide immediate and long-term support of the University.

The CSUCI Foundation is able to house immediate gifts that can be used to support capital projects, program operations, scholarships, research and creative activities and other needs of the institution. The Foundation can also support and manage both quasi and permanent endowments established to support any one of the institutional needs previously mentioned as well as endowments established simply to provide broad support associated with the University's highest priority needs.

Philanthropic Gifts

The University has deployed its Division of University Advancement to begin working on a plan to secure philanthropic support of the proposed Early Childhood Education Center. Over the course of the last year, University Advancement has identified individuals, philanthropic foundations, and corporations who already or could have an interest in supporting the capital, operational, or academic needs of the project. The approach to

continue to engage and solicit philanthropic gifts designed to provide support to the Early Childhood Education Center project will consider:

- The priority needs as determined by the capital, operating, and academic resources required to support the project
- The prospective donor's interests, giving guidelines and available funding
- The timeline by when funding is needed

It is the unique envisioned child makeup of the proposed Early Childhood Education Center and the various educational components of the program that have made this endeavor worthy of attention and support from our community and one that will continue to garner community interest and financial support from different sectors locally, statewide and nationally.



Appendix

1 Assemblymember Irwin Letter (pending)

2 Needs Assessment / Student Comments

- It's very difficult to take evening classes when your child's daycare closes at 6 p.m. That is the reason that, in my case, I have not been able to take the classes I need. It would be wonderful if CSUCI opened a childcare center to its student. I look forward to reading up on the progress of this endeavor. Thank you.
- Every mother in school should have a place to leave their child
- I think this is a great idea. I would have loved to have something like this when my children were young. It would have helped me pursue my degree at a younger age.
- I am currently pregnant, and I will give birth to my first born this summer. Knowing that I don't have any family out here besides my boyfriend, we both feel that we will need a little support. I only need 1 year left to receive my SOC degree and I want to finish. But knowing that I will have a 2-month baby when I come back to school, I am a little afraid but if I am able to bring him to childcare and I will be in the same campus I will be okay I believe. He has to work as well, and I know babysitting will take most of the time of his work hours. If the campus were to provide these types of resources, it will be great!!
- My child is almost school age but if CSUCI had childcare for infants several years ago that would have made life so much easier. Planning to have another child in the near future and the prospect of having an onsite infant and older facility would be great for peace of mind. Best of luck with the planning but I know no matter this childcare service would help out the community.
- Although I am taking course online, I still like to have daycare available because with the children at home, I still find it difficult to fully focus onto my online courses. Flexibility, affordability and good curriculum with be good to consider.
- I have class at 7:30 a.m. and usually my classes are back to back. One 7:30 to 8:45 a.m. the other 9 a.m.to10:15 a.m. Make it back home by 11:15 a.m. get my son ready for school by noon take him to school for 3 hours. While he is at school, I do my internship for my class. Then, I get out and go pick my son up from school. We go back home cook dinner together. Do a couple activities, he naps, and I have to start the cleaning process. At night I struggle to complete some homework and maybe study time that is if dinner and bedtime didn't run too late.
- As a single mother it is difficult to find childcare for my daughter when she is sick. Without childcare I have to miss classes to stay at home with her.
- A task I face every week day is taking my sister to school and picking her up after school due to there being no after school program at her middle school. I am the eldest of two children and my single mother relies a lot on me to care for my younger sister. It's a hard balance between work, school, social, and family life.

- My biggest challenge is finding daycare for homework and study time. I often would like to stay and study in the campus library, but I cannot because I have to rush and pick up my children. I also currently depend on my mother and mother-in-law for babysitting when my children are not in preschool, but both of them have health issues. I am often stressed about them calling me and telling me that they cannot watch my children because they are not well. Onsite daycare would give me and other moms I have met, tremendous peace of mind.
- Having children while pursuing a higher education is a difficult task. It is even more difficult when you have to work full time to support your family. I had a baby in 2015 while enrolled. I had to take time off (4 years to be exact) because someone to watch my baby was difficult. I would not have quit IF I was able to drop off my baby somewhere close to where I was, in this case campus. I currently have a 1 year old. I find it hard to study sometimes as I am worried about getting home quickly to tend to my child. If he was there closer, I would have peace of mind that I could go visit him during passing periods...and to add to that benefit, I would have a partner to talk to on my drive home! This makes me happy that CSUCI is considering this!!!
- Lack of childcare impacts my students, at-times they are unable to come to class or complete assignments on-time due to childcare
- I have been exclusively taking online classes which I work on after bedtime because I'm my child's primary caregiver and that makes finishing my degree in a timely manner impossible.
- I am very glad that this is finally a conversation CSUCI is having. I hope that there is support for staff, but especially our student parent population.
- As a student commuting from Los Angeles it was hard to find care in time for my child. It would be nice if I can just bring my child with me to campus so that he is close to me in case of any emergency. This is great!
- I grew up the oldest of seven grandchildren, having two younger siblings myself. I remember the struggle my mom and aunt would go through to find a baby sitter while the children were too little for school and childcare was too expensive for the household income at the time. It fell on my grandma to take care of four children, at the time, under 5 years old for more than eight hours every day. At a young age I would watch my siblings and cousins for a few hours in between times of transition. I grew up being an older sister and role model to everyone from a young age since all the children were always at my house.
- Planning to start a family in the next year or so; would need a place like the CSUCI campus that has a strong commitment to diversity, as I am married to a transgender woman and our children would, therefore, have a mom and a mama. We also cannot afford for either my wife or I to take off too much time from work, so accessible, affordable childcare would be important to us and a major consideration when planning for a family.

3 Reiter Report / Executive Summary

EXECUTIVE SUMMARY

BY TRINIDAD MEJIA

Throughout this project to research the issues and potential opportunities for childcare and education for farmworkers in Oxnard, CA, I had to really understand some of the challenges farmworkers face on a daily basis due to their occupation. Agricultural workers have unique childcare needs compared to other traditional workforces such as; early morning hours and late day hours, Saturday and Sunday work days, fluctuating work schedules based on season, weather and crop cycles, lack of transportation, and language barriers. Despite the fact that the agriculture workforce provides \$2-billion a year to the agriculture industry in Ventura County, data collected indicates that children of farmworkers do not have the same access to educational advantages available as other low-income children in Ventura County.

Farm working families have difficulty in accessing childcare and educational programming such as early childhood development programs in the communities where they work. This is due to their inability to qualify for state and federally subsidized spaces, the cost of care, lack of weekend care, hours of childcare services, and lack of overall spaces. Existing programs in the community need to change their programming so that they can align with the actuality of the farmworkers and the agriculture industry in California and prevent a widening gap of childcare and education for the children of farmworkers. Below you will find some of the Community Childcare Report major findings.

Major Findings

- Farmworkers not qualifying to federally-funded childcare centers/preschools. Many farmworkers surpass household federal poverty guidelines and the number of farmworkers qualifying to these programs will continue to decrease due to California's minimum wage increases, agricultural overtime increases as well as non-productive time earnings. A strawberry harvester we interviewed was over-income by \$5 dollars and was put on an over-income waitlist, prioritizing income-eligible families for the program.
- The Cliff Effect. In many cases, low-income farm working families will closely monitor their wages so as to not lose subscriptions in federal or state subsidized programs. If they see their wages reaching government "thresholds", they will stop working altogether, as the subsidies that they receive are far greater in their monetary value than their salaried earnings, even with the increases to their pay. This is known as the "cliff effect" and many farmworkers fall into this dilemma of having to choose between increased salary and reduction of subsidies or vice versa.
- Farmworkers not qualifying to California state-funded childcare centers/preschools. Many farmworkers are not qualifying due to enrollment starting in May and June and are asked for their past three month's pay stubs as proof of income. However, farmworkers often surpass state income guidelines due to the fact that their last three pay stubs may have provided during the highest peak season of pay (the peak harvest). Although income during those months is high, it does not reflect the reality of their average gross yearly income. When they try to apply later in the year when income has dropped, centers tend to already be at full capacity.
- Decline of children and farmworkers who are Migrant.
 - 77% of farmworkers surveyed in the Oxnard community, indicated not leaving the region/moving in search for work.
 - Community Action Partnership of San Luis Obispo-Migrant and Seasonal Head Start had a 38% decrease from 2007-2016 of children ages 0-5 who are migrant. The Migrant Education Program in California had a 36% decrease from 2010-2015 of children ages 3-21 who are migrant.
 - Growers are implementing innovative farming practices to extend crop seasonality and create work availability for most of the year in the cities where farmworkers live due to the shortage of available agricultural labor.

EXECUTIVE SUMMARY

- Decline of children and farmworkers who are Migrant. (Cont.)
 - Affordable housing not available. There is a housing problematic in California that has led farm working families to overpay for housing and overcrowd their living space by sharing space with other families, live in garages, and even sheds. Less farmworkers opt to migrate when they find an affordable and stable place to live where they work.
 - Farmworkers want stability for their families, and they are aware of the importance of stability in order for their children to thrive.
 - Overall, there are less people migrating to the U.S. due to tighter border security.

So, one might ask, "Who is providing care for the children of farmworkers?" The majority of farmworkers surveyed indicated that their children were taken care of by an unlicensed childcare provider. An unlicensed childcare provider, utilized by farmworkers, is usually un-trained, provides for many children at one time, and does not have appropriate space or equipment to provide care for children. They rely on family members or local community members that are trusted by other farmworkers.

Numerous research studies have indicated the positive impact early learning development programs have on children to increase their academics and learning skills which are critical to the long-term potential of social mobility. Sadly, many children of farmworkers are omitted from an early education development program because their source of childcare is through unlicensed providers.

A potential long-term solution to equitable childcare and education for children of farmworkers is to launch a California Pilot for children of Agriculture workers. A path in reducing barriers for families working in agriculture is to modify eligibility requirements as it relates to the Migrant and Seasonal status and income. More farm working families are settling in the communities where they work, which provides stability and an increase in household income. A California pilot would seek to prove a need for an agriculture worker criterion and prove that Migrant or Seasonal criteria programs are in need of modification and adjustment to their eligibility requirements. This is more realistic and relevant to the needs of an evolving agricultural industry and the high cost of living in California. The long-term objective would be to utilize the research and data from this pilot to demonstrate the need for systemic change at a national level.

Times are changing, and existing programs need to change as well. It is evident that the children of farmworkers face educational inequity due to unrealistic outdated program eligibility requirements. As RAC's philanthropy mission guides us to work as a community "To build healthier lives for farm workers and their families in our communities", we must create educational equity for the children of farm working families.

Reiter Affiliated Companies

REITER AFFILIATED COMPANIES

In 2018, out of a desire to better understand the childcare and educational needs of farm working families in Ventura County, and to identify potential solutions to barriers. We sponsored a study that could best determine the issues, constraints, resources and funding required to better serve farm working families. The study interviewed 400 farm workers from the Oxnard plain, the primary growing region of Ventura County and included asset mapping of current childcare facilities to better understand what resources were currently available in the region. The results clearly identified a need for qualified, affordable and accessible childcare from the ages of 0-5, to service the specific hours, days and needs of farm working families. This study also identified a need for additional childcare spaces, transportation services, and a reformation of the qualifications for state and federally run programs. It also identified that migration patterns of farm workers were changing, where they no longer migrate for work, due to longer growing seasons, limited affordable housing and the desire for more structure and permanency for their children and families.

We hope the results of our study will help shape the future of additional affordable childcare and educational resources for the children of farm workers in Ventura County. Our collaboration with CSUCI and the development of their new childcare facility will be fundamental to achieving a viable solution for our farm working families.

Letter of Support – Ventura County Civic Alliance



Promoting a healthy and sustainable
future for Ventura County.

CivicAlliance.org | (805) 665-3834
P.O. Box 23412 Ventura, CA 93002

June 3, 2019

To Whom It May Concern:

The Ventura County Civic Alliance (VCCA) strongly supports California State University Channel Islands' (CSUCI) efforts to develop an early childhood education center on their campus.

The benefits of investing in early childhood education are well documented. Various studies show that a quality preschool experience prepares children for school and provides long-lasting educational and life-skills benefits, which are particularly helpful to low-income children. However, most preschools are privately provided and out of the financial reach of low-income families. The 2017 VCCA State of the Region Report shows that in most of Ventura County the demand for free preschool outstrips the supply.

The VCCA support the efforts of CSUCI leadership and their partners to develop a pilot program that leverages both public and private funding to establish an on-site child care center at CSUCI. As the only institution offering a Bachelor's degree in Early Childhood Education in Ventura County, the proposed center would serve as a teaching and learning lab for CSUCI students and faculty, thereby building the high-quality workforce needed to address the severe child care shortage in the county.

Through this center, not only will well-educated and prepared child care professionals be trained; at the same time, the facility will provide much needed child care to CSUCI students, faculty, and the surrounding community, including the region's farm workers, the most vulnerable children in our community. Additionally, once established, this model can be replicated and used throughout the state at other educational institutions to provide more consistent early childhood education programs.

The VCCA supports this effort to make Ventura County a community where all children have access to quality education, from preschool through college. We look forward to continuing our collaborative relationship with CSUCI and working together on expanding access to high quality early education.

Sincerely,

A handwritten signature in blue ink that reads "David Fleisch".

David Fleisch, Chair

VCCA Executive Committee

Chair

David Fleisch

Vice Chair

David Maron

Immediate Past Chair

Tracy Perez

Samantha Argabrite

Albert De La Rocha

Rebecca Evans

Marv King

Katrina Maksimuk

Vanessa Rauschenberger

Stacy Roscoe

Sandy Smith

Nancy Stehle

Tom Tarantino

Celina Zacarias

Letter of Support – Ventura County Sheriff's Office



VENTURA COUNTY SHERIFF'S OFFICE

800 South Victoria Avenue, Ventura CA 93009 | 805.654.2380 | VenturaSheriff.org

Bill Ayub
Sheriff
Monica McGrath
Undersheriff

May 31, 2019

To Whom It May Concern:

On behalf of the men and women of the Ventura County Sheriff's Office, I would like to express my enthusiastic support for CSU Channel Islands and their leadership on addressing one of the most pressing challenges facing our community. The lack of available, affordable and quality preschool education creates devastating consequences in preparedness of our children for their success in school. This leads to negative impacts on our local economy as students attempt to enter the workforce without the necessary skills and confidence. We are grateful to CSU Channel Islands for confronting this gap in high quality preschool education for low-income families and the associated need for creating additional well-trained teachers.

There is a desperate need for child care centers in our community. New advances in neural development show that children's brains grow and develop 85 percent of their full capacity by the time they are 5 years of age. Imagine the consequences of the harsh reality that an estimated 12,000 preschool age children in Ventura County go without access to preschool programs. We have witnessed firsthand the closing of many preschool programs in our county whose centers could not be sustained due to lack of professionally trained teachers necessary to propel our students to success. In a county where the need for early childhood education is at its highest, the access to these programs is at its lowest.

CSU Channel Islands and their collaborating partners are at a unique juncture to address this problem for our community in a highly collaborative manner with impacts reaching far into the future. Through their plan to build an onsite childcare center, this pilot program would not only provide early childhood education to the most vulnerable children in our community but would also create learning labs for faculty and students. This pilot program will allow for deep, meaningful research to take place aimed at addressing the systemic challenges to early childhood education in Ventura County. Furthermore, once established, this pilot program and its framework can be replicated and used throughout the state at other universities to continue to address the lack of early childhood education in the region.

The Ventura County Sheriff's Office believes that intervening early to support children and strengthen families is critically important and can be addressed by the proposed child care center at CSU Channel Islands. We must ensure that the families in our community are able to access these programs for their children at such crucial stages in their development.

Sincerely,

A handwritten signature in blue ink, appearing to read "Bill Ayub".

Bill Ayub, Sheriff

Proudly Serving the County of Ventura Camarillo • Fillmore • Moorpark • Ojai • Thousand Oaks

Letter of Support – County of Ventura



COUNTY EXECUTIVE OFFICE
MICHAEL POWERS
County Executive Officer

Mike Pettit
Assistant County Executive Officer

Kaye Mand
County Chief Financial Officer

Shawn Atin
Assistant County Executive Officer/
Human Resources Director
Labor Relations

June 5, 2019

RE: Support for CSU Channel Islands' Childhood Education Center

To Whom It May Concern:

I write to express the County's enthusiastic support for CSU Channel Islands' efforts to develop an early childhood education center on their campus.

There is a critical need for childcare centers in our community. It has been reported that a number of preschool programs have closed in Ventura County due to lack of professionally trained teachers. In a county where the need for early childhood education is at its highest, the access to these programs is at its lowest. An estimated 12,000 preschool age children in Ventura County cannot access or participate in preschool due to lack of available space, cost, and program limitations. CSU Channel Islands and their partners are in a unique position to address this problem in a highly collaborative manner with positive results.

Creating an onsite childcare center at the university will provide a program for early childhood education to the most vulnerable children in our community and serve as a teaching and learning lab for faculty and students. The proposed center will serve as a pilot that will provide a framework that can be replicated and used throughout the state and at other universities.

We must ensure that the families in our community have access to quality education from childhood to college. Thank you for your consideration of CSU Channel Islands' proposal. Should you have any questions, please feel free to contact me at 805-654-2681.

Sincerely,

m.p. Michael Powers
County Executive Officer

Hall of Administration L#1940
800 South Victoria Avenue, Ventura, CA 93009 • (805) 654-2681 • FAX (805) 658-4500

Letter of Support – League of Women Voters of Ventura County



**LEAGUE OF WOMEN VOTERS ®
OF VENTURA COUNTY**

EMPOWERING VOTERS. DEFENDING DEMOCRACY.

May 29, 2019

EXECUTIVE OFFICERS

Betsy Patterson
President

(Open)
Vice President

Karen Savitt
Treasurer

Judith Murphy
Secretary

DIRECTORS

Pat Butler
Membership

Pat Essick
Voter Services

Saria Kraft
Communications

Chelsea Sutula
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Corresponding Secretary

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Carol Lindberg

Matty Park

Jane Spiller

COMMITTEE CHAIRS

Melanie Ashen
Scholarship

Cheryl Collart
Budget & Nominations

Carmen Hurd
Voter Registration

To Whom It May Concern:

The League of Women Voters of Ventura County wholeheartedly supports the development of a childcare center at California State University Channel Islands to provide a much-needed childcare center on the CSUCI campus. This center would provide hands-on training for students earning a bachelor's degree in Early Childhood Education as well as providing an accessible and affordable childcare location for families in the surrounding area. In addition, students needing childcare assistance will be able to utilize this on-campus service.

High-quality and affordable childcare in the first five years of a child's life can set the tone for lifelong learning and achievement. Parents who are working hard to provide for their families can be reassured their children are in a safe and enriching environment at a licensed childcare facility.

The proposed pilot program can provide a framework and example for other collaborative projects between universities and communities around the state. Academic research can reveal the methods that work best in various communities and various age groups. It can provide for the development of evidence-based scientific programs for early childhood education.

As always, the League of Women Voters is a supporter of education at all levels. We encourage partnerships between community groups and academic facilities to discover the most effective and productive methods of educating our youth.

Please consider the funding of this project as a vital part to the education of our future workforce and citizens. We look forward to participating in whatever ways we can.

Sincerely, on behalf of the League of Women Voters of Ventura County,

Betsy Patterson

President
League of Women Voters of Ventura County
805-798-4685

Celebrating 60 Years in Ventura County

<https://my.lwv.org/california/ventura-county>

email: info@lwvventuracounty.org

All contributions to LWV VC are tax deductible, Fed EIN # 95-2573486, effective date 12/30/16.

Letter of Support – First 5 Ventura County



May 3, 2019

To Whom it May Concern:

On behalf of First 5 Ventura County, I applaud and wholeheartedly support California State University Channel Islands' (CSUCI) efforts to develop an early childhood education center on their campus.

The benefits of investing in early childhood education are well documented. Brain scientists, educators, and economists agree, the first five years of life are a critical time when children develop the early cognitive and character skills that set the foundation for success later in school and life. Unfortunately, the local child care market can serve only 31% of young children 0-5 who need services, and even fewer are enrolled in "high-quality" programs.

To meet this need and serve more children, CSUCI leadership is partnering with a diverse group of stakeholders on a proposal that leverages public and private investments to establish an exciting and innovative pilot program through a center at CSUCI. As the only institution offering a Bachelor's degree in Early Childhood Education in Ventura County, the center would serve as a teaching and learning lab for CSUCI students and faculty, thereby building the high-quality workforce needed to address the severe child care shortage in the county. At the same time, the facility would provide much needed child care access to CSUCI students, faculty, and the surrounding community, including the region's farm workers.

Preschool is a long term economic and workforce investment. Economic research shows that the earlier we make investments, the greater our return will be. Professor Heckman, University of Chicago and Nobel Laureate, found that early nurturing, learning experiences and physical health from birth to age five greatly impacts success or failure in society. Unfortunately, children from disadvantaged backgrounds are least likely to have access to high quality early education programs that produce positive results. The center would serve as a hub for collaborative research aimed at driving policy conversations and addressing systemic challenges to equitable access to early childhood education, thereby addressing some of society's most pressing long-term issues.

First 5 Ventura County envisions a future where all children have access to quality education, from preschool through college. We look forward to continuing our collaborative relationship with CSUCI and working together on expanding access to high quality early education. If our agency can provide any additional information, please feel free to reach me at (805) 648-9990.

Sincerely,

Petra Puls
Executive Director

First 5 Ventura County Commissioners

Barbara Marquez-O'Neill, Chair
Independent Consultant

Michael Gollub, MD, FAAP
Pediatrician, Retired

Robert Levin, M.D.
Ventura County Health Officer

Kelly Long
Supervisor, District 3
Ventura County

Stan Mantooth
Ventura County
Superintendent of Schools

Dr. Cesar A. Morales
Superintendent,
Oxnard School District

Dr. Carola Oliva-Olson
Assistant Professor,
Early Childhood Studies
Cal State University
Channel Islands

Bruce Stenslie
President/CEO,
Economic Development
Collaborative

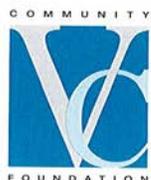
Barry Zimmerman
Director,
Ventura County
Human Services Agency



First 5 Ventura County
2580 East Main St., Suite 203
Ventura, California 93003-2655

Phone: (805) 648-9990
Fax: (805) 653-2358
www.first5ventura.org

Letter of Support – Ventura County Community Foundation



Investing Together. For Good. For Ever.

Ventura County Community Foundation®

April 15, 2019

To Whom It May Concern:

As President and CEO of the Ventura County Community Foundation (VCCF), I would like to express my enthusiastic support for CSU Channel Islands and their leadership on addressing one of the most pressing challenges facing our community. The lack of available, affordable and quality preschool education creates devastating consequences in preparedness of our children for their success in school. This leads to negative impacts on our local economy as students attempt to enter the workforce without the necessary skills and confidence. We are grateful to CSU Channel Islands for confronting this gap in high quality preschool education for low-income families and the associated need for creating additional well-trained teachers.

There is a desperate need for child care centers in our community. New advances in neural development show that children's brains grow and develop 85 percent of their full capacity by the time they are 5 years old. Imagine the consequences of the harsh reality that an estimated 12,000 preschool age children in Ventura County go without access to preschool programs. We have witnessed firsthand the closing of many preschool programs in our county whose centers could not be sustained due to lack of professionally trained teachers necessary to propel our students to success. In a county where the need for early childhood education is at its highest, the access to these programs is at its lowest.

CSU Channel Islands and their collaborating partners are at a unique juncture to address this problem for our community in a highly collaborative manner with impacts reaching far into the future. Through their plan to build an onsite child care center this pilot program would not only provide early childhood education to the most vulnerable children in our community, but would also create learning labs for faculty and students. This pilot program will allow for deep, meaningful research to take place aimed at addressing the systemic challenges to early childhood education in Ventura County. Furthermore, once established, this pilot program and its framework can be replicated and used throughout the state at other universities to continue to address the lack of early childhood education in the region.

VCCF believes that intervening early to support children and strengthen families is critically important and can be addressed by the proposed child care center at CSU Channel Islands. We must ensure that the families in our community are able to access these programs for their children at such crucial stages in their development.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Vanessa Bechtel', written over a light blue horizontal line.

Vanessa Bechtel
President and CEO

Board of Directors Scott P. Hansen, Chair | Michael L. Silacci, Treasurer | Tim Gallagher, Secretary
Geoff Dean | Sean L. Leonard | Stan Mantooth | Charles Maxey, Ph.D. | Jim McGee | Michael Powers | Veronica Quintana
Vanessa Bechtel, President & CEO

4001 Mission Oaks Blvd., Suite A | Camarillo, CA 93012 | Office: 805.988.0196 | Fax: 805.484.2700 | vccf.org

*Letter of Support – National Latino Peace Officers Association
/ Ventura County Chapter*



**National Latino Peace Officers Association
Ventura County Chapter**

P.O. Box 6075
Oxnard, California 93031-6075
www.nlpoaventuracounty.com

May 25, 2019

To Whom it May Concern:

On behalf of the National Latino Peace Officers Association Ventura County Chapter (NLPOAVC), I am writing to say that we enthusiastically support the California State University Channel Islands' (CSUCI) efforts in developing an early childhood education center on their campus.

The NLPOAVC is composed of active and retired local, county, state and federal law enforcement officers as well as numerous non law enforcement members. Our mission is to build bridges between law enforcement and our communities while working to reduce tensions through awareness programs and role model programs.

CSUCI has been a supporter of our efforts in the community. For the past fifteen years, NLPOAVC has funded a scholarship program initially for high school seniors it now includes post high school students. In reading the essays many of the recipients talk about their early years in school and how they had to work harder than the students that had attended pre-school programs.

In law enforcement, we are well aware that the younger the children are provided opportunities to participate in educational programs, the more likely they will succeed later in school and as adults. From personal experience, several of our members have found a shortage of programs dedicated to early childhood education in Ventura County. Part of the reason for the shortage is the small pool of qualified staff and CSUCI is uniquely positioned to support and staff a successful early childhood education program.

As with all their degree programs, the focus is providing a quality education for their students. Many students do not have the ability to see the fruits of their education until they leave the educational institution and enter the work force. Having an early childhood education facility on campus will afford the students the opportunity to develop their skills while interacting with children as diverse as the students.

We believe that the early childhood development facility at CSUCI will yield benefits for our community and be a role model for other higher education institutions. NLPOAVC is committed to supporting CSUCI in their efforts to provide quality education for our community.

Sincerely,

CMDR RAFAEL F. NIEVES
Oxnard Police Department Retired
Lifetime Member
National Latino Peace Officers Association
Ventura County Chapter
ralfnjil@verizon.net
(805) 485-0510 (H)

Letter of Support – Ventura County Office of Education



Special Populations Educational Support

Joe I. Mendoza, Director
Camarillo, CA 93012
(805) 437-1528
www.vcoe.org

VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

June 15, 2020

Celina L. Zacarias,
Senior Director
Community & Government Relations
California State University Channel Islands
Office of the President
One University Drive
Camarillo,
CA 93012

Dear Ms. Zacarias,

I am pleased to offer this letter of support in your effort to establish an Early Childhood Education Center at California State University, Channel Islands. Please be assured that this department will make a concerted effort to collaborate in any way with the participation of migrant families.

We shall provide you and your staff with the opportunity to meet directly with our more than 1000 pre-school migrant parents throughout Ventura County and encourage their participation in your early childhood services. We will also gladly produce at our expense recruiting flyers and posters to be distributed in the fields and packing houses where our eligible migrant parents are employed.

Farmworker parents face significant barriers to affordable quality early childhood education for their children and therefore the great majority of their children are cared for by a family member or a friend, this is the beginning of the educational gap. I look forward to working closely with CSU Channel Islands on a much-needed Early Childhood Education Center which will include our very hard-working farmworker families who seek nothing less than the best educational experiences for their children.

Thank you for your effort to provide a much-needed service.

Sincerely,

Joe I. Mendoza,
Director

"Commitment to Quality Education for All"

Appendices A – J

Click links for information:

Appendix 'A' – Planning, Design & Construction (PDC) report (pdf 2.33mb)

Appendix 'B' – Space Program Spreadsheet (pdf 226kb)

Appendix 'C' – ECE ROM budgetting (pdf 138kb)

Appendix 'D' – ECE dual 2-7 site DnE (pdf 291kb)

Appendices E through J in development



Channel Islands

CALIFORNIA STATE UNIVERSITY