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April 27, 2026. Study Session.

>> MR. GREG TAYLOR: All right. Let's call us to order. Thank you for joining us. We will start with the childcare discussion.

>> EDGAR SOTO: I can go ahead and start, Chair Taylor, Members of the Board.

Just kind of going back a little bit historically, former board members, and Theresa, I think you're a part of this, really was kind of placing an emphasis on childcare. We used to have childcare locations at West and at Desert Vista Campus, and our former chancellor didn't see much of an ROI on it, and we ended up getting rid of those childcare centers. Also, there wasn't too many students that were utilizing the childcare centers.

This board asked us to go out and try and figure out how we can eliminate some of those barriers for our students and how we can make it affordable. So we went out for a CCAMPIS grant, and we did get the grant, and Julie is going to talk more about that. But what we did that was unique, more than anything, is that we partnered with a few different organizations, so Pima is not footing the bill for anything. We are basically leasing the space to them, and then we've got Julie that's working with them to make sure that students, that they are passing their classes, that they are completing, and that they continue to stay at Pima, so make sure that we are serving our students.

I will go ahead and pass this over to Julie so she can go through

the slide show here, and then we are open for any questions you guys might have.

>> JULIE MENDIVIL: Hi. Thank you for the opportunity to talk about childcare. I get a little excited and a little long-winded, because I've been pretty dedicated to childcare my whole career.

So I am the program manager for the childcare program. So CCAMPIS, it's a Department of Ed grant that stands for Child Care Access Means Parents in School. We were awarded this in 2021. That is when I was hired to come onboard.

The first year, we were to build an onsite childcare program at Desert Vista Campus, which we did. We did a one-room preschool program. You'll see a picture here of one of the classrooms for our preschool. This is our playground.

Our award amount is up here for each year. That first year we didn't serve any students. We were building the program and getting contracts with high-quality childcare located near all of our campuses and having the one at Desert Vista Campus, which is in an area of a childcare desert in Southern Arizona for high-quality childcare.

CCAMPIS grant was able to do some of the start-up costs for the classroom, equipment, and playground, as well as we partnered with United Way put a big portion into our playground. CCAMPIS helped with advertising, getting posters to all the campuses, and swag to the family events in the community and get the word out that we were all going to be starting to offer childcare. And it helped with my

position as the program manager.

In Year 2, we started serving students in our one-year preschool classroom as well as the offsite childcare that were high-quality childcare. High-quality, according to Department of Ed, it needs to be nationally accredited already or within three years and be in good standing with licensing and also be a DES certified program. So all of our childcare programs that we partnered with were high-quality programs for our students.

Our Desert Vista childcare program that year then started to expand our preschool, and we added a toddler program, and we had two small classrooms for the toddlers, 8 in each of those classrooms. We have a capacity of 20 children in preschool, 16 in our toddler, with a total capacity of 36 children, and then we had multiple high-quality community providers that partnered that I could get infant care through school age.

>> CHANCELLOR JEFFREY NASSE: I'm encouraging board members to ask questions as we go through this.

So it was the center, right? But then we were also able to send student-parents' children to providers offsite.

>> JULIE MENDIVIL: So currently, since writing these slides last week, we have 293 applications that have come in, so we obviously have a huge need for childcare. The students can access the application directly from our website. That takes the application right to me.

So it comes to me first, even though our program is run by Head

Start, so that I can make sure they are a student, they are enrolled. I track the student, I meet with the student, and then the childcare center meets with everything to do with their child and getting their child enrolled.

So here's the breakdown and how the year went. In Year 4, there was no application to renew CCAMPIS and we saw that coming with everything that was happening in D.C., so we stopped enrolling student off-site childcare in June of 2025.

So we could have exceeded that 50 students. We were doing really

well, because June and July are a high month for me to get a lot of applications for August, for the fall, but I didn't take any new students off-site because their childcare would have ended abruptly come August 1st, and we didn't want them to be stuck.

So numbers increased. Where you see non-CCAMPIS students, they were scholarship, because scholarship, they're an adult ed student and not Pell Grant eligible and don't meet the criteria for CCAMPIS.

We were able to offer scholarships preschool through PEEPs and through Head Start for our toddler program, so we were serving our adult ed students, our students who were working on a second degree, or those students who didn't qualify under CCAMPIS, which is part of the grant to serve other students, but in our onsite childcare, the goal is that the majority of the students need to be under CCAMPIS, so we always leave a few scholarship always for those students. They just have to meet the income criteria for PEEPs or for Head Start. And they are extremely low-income students that we're serving,

especially in our toddler program.

So that's basically -- so now, in Year 5, we didn't have the funding and you see a significant drop, because all we have is our onsite childcare program. So when I say 31 students, we are full at the childcare program, we have been full ever since we built it, it is extreme, 100% students, haven't had to open it to the community, don't offer it to staff. It is students.

But 31 students, because they oftentimes have siblings. So oftentimes they have twins or we have more than one child being served.

>> MR. GREG TAYLOR: When you say "students," is that PCC students or is that...

>> JULIE MENDIVIL: PCC student.

>> MR. GREG TAYLOR: That student could have multiple children?

>> JULIE MENDIVIL: Correct.

>> MS. THERESA RIEL: When we see students graduated, that's not talking about preschoolers. That's talking about college students?

>> JULIE MENDIVIL: Correct.

>> CHANCELLOR JEFFREY NASSE: Student-parents.

>> JULIE MENDIVIL: Yes.

>> DR. NICOLE BARRAZA: What happens if the student has to go out of their coursework at the college?

>> JULIE MENDIVIL: Well, they have to be an enrolled student, and I check their enrollment. So typically we want them to carry more than one class.

We have a lot of single parents who are also working full time, so a lot have been only just taking free credits, so if they drop, then they are no longer an enrolled student. So as soon as they hear from me, then they've got to either get back in, because I have a wait list, I continually have a wait list to fill the next slot if a student isn't a student anymore.

>> DR. NICOLE BARRAZA: It's not like the toddler, preschooler can finish the semester or school year? They'd have to be...

>> JULIE MENDIVIL: We try to work with the parent, and so, for example, I have had a student who had -- the father of the child was killed in a car accident during the semester, and she had a really hard time maintaining her credit.

We're meeting this week. She needs to get enrolled in summer school, but we didn't cut the child. We put mental health services in for the child (indiscernible) funding, because this has just been a tragic time, because there is a younger sibling too.

So we try to work with them. I think she'll get back on track. She doesn't want to leave the childcare, and now she's singly raising two kids.

>> MS. KRISTEN RANDALL: (Indiscernible) are they allowed to have their child attend preschool full time?

>> JULIE MENDIVIL: This is only full-time slots. So what we stress is we ask you to work, study, go to class. When you pick up your child, you can be a parent for those few hours before bedtime. So we're really trying to work with the parent to make it a positive

experience.

We have a lot of students who would like it to be drop-in care, but we also know studies show quality childcare, getting your child ready for kindergarten, is getting them in a routine, and it is more curriculum-based with our Head Start.

>> EDGAR SOTO: Leave them in there for at least six hours.

>> MS. KRISTEN RANDALL: When I went to school, it was drop-in, drop-out, but I would have liked it that way, but it was only...

>> JULIE MENDIVIL: What I see with parents is they start off maybe with only three credits, but because of the full time and they build that confidence with the staff and with myself, they start to increase their study load and realize their kids are in a safe place and they can relax and they can be a student.

I had a student who then had time to run for Senate and get more involved. I have a student, you'll see pictures, who went to D.C. with me. She became a big advocate within the community. I just see that it really helps open doors for them and having that full time.

So again, our childcare demand exceeds our capacity, and our on-campus program has always been 100% Pima College students. We really see the need. My wait list is growing and growing. I'm still taking applications in hopes that we get the funding back to meet the need for all across Tucson for all of our campuses.

>> MS. THERESA RIEL: Is that funding for the off-site childcare that we use? Those are also 100% for Pima College students?

>> JULIE MENDIVIL: The funding that I had, I would place them

near one of the campuses or where they lived, and then it was fully covered. We're looking at making it more of a sliding fee scale to have that investment on the student side, a very small amount that they pay, because we tried to keep it the same as Head Start doesn't collect money from parents, so that was completely free. CCAMPIS paid a portion of slots in our preschool program.

But, yes, the big part of the CCAMPIS funding was for childcare costs. I had one student with two little ones, both in diapers, it was \$2,300 a month at one of our high-quality programs. No student could ever do that.

>> EDGAR SOTO: But they are just Pima students.

>> JULIE MENDIVIL: Correct.

>> MS. THERESA RIEL: Then where did CCAMPIS move -- I know
Linda

McMahon, I think is her last name, she moved a bunch of different programs around. It would seem so strange if childcare was under Labor something like that.

>> JULIE MENDIVIL: Under Health and Human Services, HHS.

So here are our partners. Child-Parent Centers is Head Start.
(Indiscernible.) The PEEPs program, which is the Pima Early
Education Program, run our preschool program.

And United Way has been a big partnership with us with not only our playground but helped pick up some of those off-site students that I still had when funding ended October 1st. Children Action Alliance and First Things First, Quality First. We were able to keep those students in their childcare program even when funding cut

because of our partnerships.

The stars over here show the childcare programs that we partnered

with that all got nationally accredited or were nationally accredited. Only one of them did not meet that, and so we would find another program on the east side.

So we had a good amount of programs. For school age, I had the YMCA who got nationally accredited for school-age kids only, so we had a summer camp program which got utilized by our students, and then we have after-school sites through the YMCA.

So how are we sustaining now without CCAMPIS? So, one, we went and advocated, and this is one of my students who, you have her story in your packet, we took to D.C. Enrollment and capacity was impacted. We stopped enrolling off-site childcare sites in June of 2025, so we are serving less students but our wait list keeps growing.

We continue to work with PEEPs supporting our preschool, Head Start supports our toddler program. I decreased my hours. And the college continues to support -- we have one chef that we split 50% with Child-Parent Centers and the college to provide healthy meals to the children so they get full breakfast, lunch, and snacks, and they follow the adult food program, so it's very nutritious, low sugar, and a lot of education with the parents on learning about healthy meals.

The So here is the cost breakdown on how it's working right now.

college is covering -- I came back part time after retiring, half of

the salary and fringe for the one-time chef position, the sanitation permit for the small kitchen that we're using for that food prep, the in-kind cost. We don't charge (indiscernible) for the program. All slots go to the college for the student-parents, but there is in-kind costs of facilities, and that's figured in.

The culinary program is purchasing the food, but it's fully reimbursed, and we're even making a little bit of money from the food program. The contract is with Child-Parent Centers, who holds the food program contract. We bill an invoice to Child-Parent Centers, and they reimburse us based on the meals that have been served. And then the college is helping that I continue to advertise the program and then travel within town for different meetings with different agencies.

Child-Parent Centers and PEEPs are paying the childcare director.

We have four preschool teachers, eight toddler teachers. They also are paying for a food service worker custodian who assists our chef with plating the food, getting the food from the kitchen to the classrooms, and they also share that with her setting up the playground, getting it ready every morning and taking it down for the kids.

They also pay half of the salary and fringe for the chef position. They now have to pick up all equipment costs, because CCAMPIS was covering some replacement equipment. Children are wearing out toys and tricycles. Now they are paying for the equipment cost. Also was paying that small sliding fee scale amount

for student-parents for all preschoolers into the program. They picked up that.

The licensing fees are the \$1,300 a year to keep the program licensed. They have their own cleaning service, because they like it to be set up for the program to understand children and young children and what can be out and what can't be accessible to children that cleans their bathrooms and classrooms.

They do their own staff training, and they help train their chef on proper food for the ages that he's serving. They do their own IT equipment, computers, Wi-Fi. There is a keypad at each of the buildings so that nobody can walk in, so they maintain their own keyboard security system. And their IT support, they use their own people for that.

>> MS. KARLA BERNAL MORALES: Can you go back? Is the expense pretty equivalent on both sides for the college and the Child-Parent? There are salary amounts on this side but not on the childcare director positions.

>> JULIE MENDIVIL: So I didn't break it down, because theirs is going to be more than what we're paying, because they have more staff. So the college is supporting me part time and the half of the chef, where they are supporting -- and I don't know what their salary is, so I didn't put them on here.

>> MS. KARLA BERNAL MORALES: Do we have any idea -- we know they're paying more. Do you have any idea -- it's okay.

>> EDGAR SOTO: I would say it's probably, looking at the

director position, probably about 80,000. Childcare teachers, 40,000. I don't know what child --

>> JULIE MENDIVIL: (Indiscernible.) But I do know the childcare

director does have her bachelor's, may even have her master's. Head Start does take higher qualified staff than a typical childcare center, so they have to have at least their CDA, their Child Development Associate. They have to continue in school. They do have higher criteria than your typical childcare centers. They do tend to pay a little bit better.

>> EDGAR SOTO: I'll have to find out about that. That's a good question. I'm curious about that.

>> MS. KARLA BERNAL MORALES: I'm curious what's the distribution. Granted, I think these positions are for everybody, not just for...

Really quickly, you mentioned students, but I guess somebody asked, so we are talking about college students or children --

>> JULIE MENDIVIL: Every time you see "students," it's student-parent.

>> MS. KARLA BERNAL MORALES: Okay.

>> JULIE MENDIVIL: So what's worked well? What's worked well is

having it onsite where our ECE, early childhood program, is. So they're able to do their internship, observations, we work closely with the ECE program, it can funnel into having jobs.

I know one that was working and doing an internship actually

wanted to stay on and continue volunteering so that it would open up

to a job, so she's continuing volunteering weekly right now.

We do onsite field trips with the kids at campus and it's been wonderful to see them have this community that they feel safe in. The staff have really taken the children under their wing.

We do a fall walk around Halloween to all the staff, dress up, pass out -- we try to encourage not candy usually but stickers, pencils, and there's always a little bit of candy in there, but it's always a lot of fun.

Christmas, our police adopted doing -- well, staff adopt a child,

they don't know who the child is, but have Christmas presents under their tree, they take these presents home. The police dress up as Santa and elves, and you'll see a picture at the end, to distribute the presents.

So it's been a great community for these parents and for the children, and these are our future Pima College students, so it's been nice to see the children really feel comfortable.

We have even seen their parents at the library studying or in class. The kids were invited on a fall walk to join their mom in class, come into her class. So that just made the child's face so proud. It's been great.

We have developed some support systems in place for these parents, student-parents, who have different struggles than a typical student at the college. So the support systems with Head Start, what I can provide to the students, has really helped them.

We hold them accountable for them to get childcare. They really

have to maintain and meet with me and stay on top of their classes. It's creating a community on campus. We're setting the standard for collaboration with all these agencies. We are often asked how did we help to have this happen. It's very unique how many agencies we have supporting and funding the program.

We have had colleges, so we've had UofA tour twice and want to know how we did this. We've had PMI, Pima Medical Institute, here we do nursing, and how did you guys get childcare.

It's really opened up, how is Pima College doing this. And I would love for UofA to do this so I can send my students for four-year, because I hate to see that roadblock, their kids still need...

>> CHANCELLOR JEFFREY NASSE: Does Arizona have any type of student-parent...

>> JULIE MENDIVIL: You can apply for a one-time \$2,000 stipend. If you get it, I hear it goes quick. \$2,000, like I said, that one family, that wouldn't have even paid for one month.

>> MS. THERESA RIEL: So back to that other slide about the cost, we, the college, pays money per student to the daycare centers; is that correct?

>> JULIE MENDIVIL: The college doesn't. The CCAMPIS grant? Yeah.

>> MS. THERESA RIEL: So we get the money from CCAMPIS, and then that's what pays -- because I'm assuming that what we pay that organization is definitely competitive with what tuition, other --

>> JULIE MENDIVIL: All we pay is a \$57.50 per preschool child per month, a very small fee. It's a sliding fee scale that if that parent was at another program, that would be sliding fee scale for a higher-income amount for a parent to be paying.

Only paying that, so PEEPs is covering the majority of the cost. So it's just like a PEEPs program and another program, because PEEPs' goal is to have access to quality childcare for all children.

Going back one side back, it's also help with recruitment. I go to a lot of family events in the community. There was just recently one at Reid Park. It really attracts parents who didn't think that they could go back to school to hear and find out that we have childcare.

Now, we have a wait list, but we're hoping we can open that up, but it really does help with recruitment. And then going back to the full-day childcare, it really is a plus to be able to say, with a full-day childcare, what a parent can accomplish with full-day childcare, which again, it's six hours a day.

>> MS. KARLA BERNAL MORALES: You said recruitment. Triggered a thought. Is this, how do I say this, not traditional versus nontraditional, but for the adult education classes, do those students qualify for --

>> JULIE MENDIVIL: Adult education students don't qualify under CCAMPIS. They would qualify for the scholarships through PEEPs or through Head Start. The problem with evening hours is our childcare center is typical Head Start hours except it's extended day, but it's

Monday through Friday, 7:30 to 5:30. What you're going to see about hours is on the next slide of what do we need to do to improve.

So on the next slide, we need to continue to support transportation. It's really hard for parents, especially with one car in a household, to get their child to childcare and get to one of our five campuses. So getting back to having it near the campuses, made it easier, transportation is always going to be an issue, and taking the bus is really hard when you're a parent with two little ones or even one, you have to change the bus two or three times, so most of our parents say they don't want to do that and how early they have to leave.

Expanding the hours. So in this next application process, I know it's a need. I have nursing students who need to be at, when they are out in the field and doing, I think it's called their clinicals, they have to sometimes have that shift that starts at 6:00 a.m. That means dropping your child off between 5:00 and 5:30 so you can get to clinicals.

You will not find a typical high-quality childcare center that's open that early, so what we're looking at is I want to go back and look at home providers. They provide the extended hours, the evening hours, the weekend hours, so we can do what you were talking about with our adult ed classes in the evening. But then looking at if they can't be nationally accredited, would the grant accept Quality Rating System that Arizona has?

So in Tucson, if we did a three-star or better, out of a

five-star rating, worked with group homes just for those hours, and still have our high-quality childcare centers. It is a need and it's something in the next grant that is coming out that they're looking at.

We need, and if we're going to expand, and we have talked about looking at expansion, is having a program that has its own kitchen. Typically, Head Start has their own kitchen. It's the way we remodeled the existing building that didn't have a kitchen, but then the college had that cost. So looking in the future, if we did another on-campus, not doing it that way but having a program have its own kitchen.

I thought I could do this job part time because we only had the one program, but I really lost the face-to-face with the students, so I think it's real important to have a program manager who will be meeting with the students monthly and checking in and having that, especially like the parent who lost her significant other, just keeping them on track.

It seems that they just kind of lose those resources, and I don't

know when they're struggling if I'm not seeing them. And going part time, that's where I see the biggest significant loss.

Then it would be nice to have an extra person, it's been just me,

collecting the data, getting the students, going to all the events. So it would be nice to have an additional staff person to help with the data collection. There is a lot of data that we need to keep the

grant going to show the population that we're serving.

>> MS. KARLA BERNAL MORALES: Is there a possibility of an internship, or are internal students doing, I don't know, statistics or anything that could support that portion of it?

>> JULIE MENDIVIL: So I did have -- what was --

>> EDGAR SOTO: Work-Study?

>> JULIE MENDIVIL: -- a Work-Study student, and he was great with spreadsheets. I didn't get a Work-Study student this time because I'm only part time, and I have to be there all the time with him, so then again it takes me away from, being away from campus and seeing parents and that piece. But a Work-Study student would be a great addition. That student I had was bilingual. He did great with spreadsheets. It was wonderful.

>> EDGAR SOTO: You also had admin assistant, too.

>> JULIE MENDIVIL: I did, and then we took that piece to put more money into childcare and didn't continue.

>> EDGAR SOTO: With CCAMPIS (indiscernible).

>> JULIE MENDIVIL: So on the next slide, the great news is just last week the application dropped. CCAMPIS actually has an application. They haven't had one since 2023. So it is now, Department of Ed is putting it out, but it's HHS that it's transitioning under. It's due May 29.

I just met with the grant writer and our sponsored program. We are going to look at increasing the amount, putting the chef position, half of the chef position, putting in an additional staff person, and asking for the maximum amount for the award.

So if we were awarded, we would continue partnering with the high-quality childcare programs in the community. We would also like to look at restart a conversation of adding another onsite program. We see our Downtown area as a high-need area that can help serve even the students at West Campus.

There is land available. Head Start is interested. If they would bring in their own building, it would have a kitchen. The problem is we've got to wait to see if Head Start has expansion dollars available. They would have to apply, they would have to be awarded, so there's a lot of "ifs" in that.

I'm hoping if we could expand and continue our off-site that we could expand and serve 45 additional children with that. If we were awarded, I would love to use some of the funding to create more child friendly spaces across campus. I found out that CCAMPIS allows you to do that.

I think students, when they come in and they meet with advisors in the very beginning, there should be little bags or little backpacks that have little games or little toys that their kids could play with, so they can concentrate in talking to their advisor, or if they go to the library to study that we have more toys and things available.

So making the campus more child friendly so our student-parents feel we appreciate them as student-parents. And moving the program manager back to a full-time position.

If not awarded, we'd have to still continue to eliminate off-site

childcare that is very costly and expensive. We still could look at adding an additional childcare site if Head Start is able or if we found another partner to do that land on Downtown. And then possibly, if we did it that way, we may only be able to increase 20 children, because it would be like a one-room preschool like the Head Start program that we have. And then possibly I would remain part time if we weren't awarded the money.

CCAMPIS is flat funded right around 75 million. They didn't increase the funding, but they didn't cut the program. The word was they wanted to cut the program.

>> MR. GREG TAYLOR: (Comment about the land.)

>> CHANCELLOR JEFFREY NASSE: It's our land.

>> EDGAR SOTO: So they could do like they did at our campus, they did a modular built-to-spec, and they could have a kitchen in there and all that stuff. And Head Start would pay for something like that.

>> JULIE MENDIVIL: And the parking lot and the playground, Head Start would be very interested in applying for expansion dollars if it's made available. It's just they don't know what's going to happen. Head Start is also federally funded, too.

>> CHANCELLOR JEFFREY NASSE: Julie, when you got that application, do you guys have a sense when we might hear back?

>> JULIE MENDIVIL: So typically it starts October 1st, but because it's late on the application, we just found out that if awarded, we would find out in September, and the money would be made

available in February. They're moving grants back.

So why is this program important? So this is the picture, this is our officers, and we let the parents come this year. We got a bigger room. It was so fun to watch the parents with Santa and Santa came in on a motorcycle, he's one of our motorcycle cops. Then they dressed up.

But we all know, it removes the financial barrier. I had parents

cry that when they realized they get the childcare. And I've had students tell me, my children used to cry when I would drop them off at childcare, and now they cry if I go too soon to pick them up because they are so happy in the program that they're in.

Our student-parents don't understand the difference between -- I was in licensing for 25 years. I know the programs they are using. It's not helping their children to make a better life for their children to be better academically. They are getting that in these programs.

So we are increasing the access to quality childcare for very low-income parents. We are investing in student access and success. I have seen my students, the two students that you have their stories, they have changed so much by having these support systems and how they have grown.

Supportive community for our student-parents, and the partnerships and collaborations in the community has been wonderful for the childcare.

And I think that's the last slide. Yeah.

>> DR. NICOLE BARRAZA: Do we know what the cost per child is?

>> JULIE MENDIVIL: So it varies. So an infant is going to be significantly high. You could pay anywhere from \$1,200 to \$1,500 a month just for your infant in a high-quality place.

>> DR. NICOLE BARRAZA: No, I meant in ours.

>> JULIE MENDIVIL: In ours? Okay. So ours, I don't know the cost. We don't pay the cost, because Head Start, and I don't know how PEEPs breaks that down.

That's something we could find out. I don't know how they equvalate, how they do that. But it is a high-quality program. So when you saw the number of staff, you typically don't see that in your childcare centers.

They are going to do, just meet regulation of in-ratio. Head Start goes over and above that. Even if there is two kids left in the classroom, they still have two children in there. Even if two children showed up in one of our toddler programs for eight for the whole day, you're still going to have two staff in there the entire time for the two children.

>> DR. NICOLE BARRAZA: I think it would be helpful to know the amount, just have the dollars.

>> JULIE MENDIVIL: Okay. I'll write that down.

>> MS. KARLA BERNAL MORALES: Do you know, so if you have a Pima College that is eligible for DES childcare, does that kick in first or how does that work?

>> JULIE MENDIVIL: So the majority of our Pima College students

do not qualify for childcare. Every adult in the household has to be working. If you're a nursing student, you're not working, you don't qualify.

So I did have some students on DES. With the CCAMPIS funding, I paid their lighting (phonetic) fee amount and kept it at zero for them. Or I had a student on the reservation that was on the scholarship, I paid the remaining amount with CCAMPIS. I've had students on partial scholarships at the center split the scholarship and I could help. So there were numerous other agencies helping to fund one's childcare spot.

What's happening now though is childcare is in a crisis, and we are not seeing as many scholarships. Have a wait list of thousands of kids. I encourage our parents, if they show me on their application they're working, I encourage them always to get on that DES wait list, especially when we knew funding was going to be cut, to always have backup plans like that, but we're seeing a significant cut to (indiscernible).

>> MR. GREG TAYLOR: (Question about the Foundation.)

>> JULIE MENDIVIL: So I have worked with Marcy, and there was a donor who gave \$10,000 specifically for childcare for students, and we're looking into accessing that, because I will have two to three students left from back when the funding was cut.

two United Way and a donor picked up until this May. I will have full-time nursing students. One only needs one more semester to graduate. So the Foundation, we're looking at using that \$10,000.

Plus Marcy's helped me look at other scholarships that are available that you can apply. It's not specific that they couldn't use it for childcare, but it might be a one-time pay one month.

It's not enough to get them through, like, a whole semester, but we are able hopefully to keep those two nursing students in to get the one to graduation, and if I get the one to one more semester and we get CCAMPIS back, I can keep her. And she's the story, you have her story in there, she's one of our full-time students in nursing.

>> MR. GREG TAYLOR: (Question about amount of money.)

>> JULIE MENDIVIL: We're going to ask for the max this time, \$500,000, but that doesn't mean there will be more money for childcare. We're going to try to put the culinary with that.

>> MR. GREG TAYLOR: I'm just comparing, like I think \$250,000 (indiscernible).

>> DR. NICOLE BARRAZA: That's why I felt knowing the amount per child helps, even if we're making (indiscernible).

>> MS. KARLA BERNAL MORALES: Do we have a system in place for transitioning? Because she's going to graduate, you're going to pay for that semester, and she might become a nurse, so childcare doesn't stop being expensive. Childcare, I'm assuming as a new incoming nurse, you're not going to make enough to pay the --

>> JULIE MENDIVIL: Depends on the age of the child. Several of them are in our preschool getting ready to go to kindergarten. I do work with them on getting them on the DES, I do have the contact with First Things First, Quality First, United Way, and always reaching

out for scholarships to get them something to help with that transition.

for I came from licensing, so I know how to show them how to look for quality, what to look for online, and how they don't even have to leave their computer. They can read inspections, they can see the quality. So I try to help with that transition.

I have had some students that did transfer this year to the UofA and telling them to apply for that \$2,000. But again, that's where we, that drop...

>> EDGAR SOTO: There are steps there.

>> MS. KARLA BERNAL MORALES: There is a bigger issue when it comes to this conversation. I worked for a DES (indiscernible), and I saw people that would rather not start working or get that overtime or that pay increase because they would lose their childcare. It wasn't worth it.

>> JULIE MENDIVIL: And it's true. They look at your last pay stub, and I've had parents who worked extra hours, and that pay stub (indiscernible). I also am very passionate about this. It's full circle for me. I was Child Protective Services right out of college. I was removing kids. I was out there with the abuse. And those were parents I saw that were so desperate that if they wanted childcare, they wanted to be in the system.

that I like working with these students and helping them not feel that desperate, because that's what happens, too, is go ahead and call

because then I'll get childcare. You don't want to be in that

system. You don't want childcare that way.

So I do try to help with resources, but it is a whole other issue.

>> MS. THERESA RIEL: Have there been any other discussions about

expanding to different campuses? Because I know that when I taught at the East Campus, there were all sorts of students that would say, oh, I really wanted to take the class but I couldn't get childcare.

To me it seems like -- I'm not disrespectful at all. I had two kids. I was a single mom for their entire life. And, you know, one time I quit teaching for two years because my salary was not greater than the childcare, and it just didn't make sense. You know, I can stay home and take care of my own kids.

But, to me, childcare is one of these things, it's only socially aware people realize that helping somebody take care of their kid isn't a handout and giveaway. It will cause that child and that family to better themselves, so they'll be better off to, you know, participate in, you know, spending their own paychecks and all of that kind of stuff.

It just seems like it's such a drag that we have to rely on CCAMPIS dollars for this. But I'm sure it's a huge, like, you didn't even tell us total, right, for us to do it all by ourselves. It most likely isn't even a budget consideration to do something.

>> JULIE MENDIVIL: So the reservation has an application right now that we're going to try to go for (indiscernible), gambling where the funding can go toward education, child advocacy. So we could try

to get funding help where we could support poor students.

I completely agree with you. I sit on committees. It's a workforce issue. If parents have to quit their job or school just to stay home with their children, it's a workforce issue, and Arizona is breaking ice. So if you are in a crisis -- during COVID, we saw childcare finally got noticed, and all this funding became available, and all these scholarships were available.

And finally, those of us in early childhood thought we finally got people to pay attention, and now it all just dropped off. It all hit about the same time, scholarship with all that.

>> MS. THERESA RIEL: I don't know if any of the board members have had a chance to go over to the schools at the Downtown Campus, but they're amazing. I wish I was a preschooler or toddler and could start life that way. It's really amazing.

>> JULIE MENDIVIL: When we can't find Edgar, he's over there.

>> EDGAR SOTO: They have a rocking chair there (smiling).

>> JULIE MENDIVIL: Yeah, if you haven't seen it, please come visit. I'd like to set up a tour for you. We're very proud.

>> MS. THERESA RIEL: What do you need from the board? What should we be paying attention to? Do we need to write our little letters to Juan Ciscomani and remind him about CCAMPIS?

>> EDGAR SOTO: Well, you've got a place like New Mexico who has made all early child education free. I think that's important. Continue to look at funding from the federal level.

The chancellor has actually got a group together. We have been

exploring ways that we can partner -- I think the key is partnerships. If we didn't have these partnerships, we wouldn't be able to do it.

Pima is paying very little compared to what it would be if we were footing the whole bill. So continue to talk to United Way and these other places and create these partnerships. I think that's probably the only way we'll be able to handle it if we don't get CCAMPIS.

>> CHANCELLOR JEFFREY NASSE: As you know, right, going back to the last study session, one of the strategic priorities was childcare, was one of those things. So that's what we are going to continue to do is try to find student-parent support. It's a real challenge and (indiscernible) doing a great job.

>> DR. NICOLE BARRAZA: I wonder if there is a way to get in front of more community groups. This is such a great story, and just if more people in the community knew what we're doing and potentially what more can be done if we just had more money like, just, you know, I think a lot of people don't really know that we're doing those things.

>> JULIE MENDIVIL: So in the early childhood field, they all know and they're very proud of what we are doing with Pima College and how we did this. When we were losing funding, I was hosting parent villages with our student-parents, which is finding your voice, not being afraid to speak up, even with your child's teacher, your child's pediatrician, knowing on a farther scale what that could

take.

Nora, whose story you have in front of you, went to Washington, D.C., with me. She's been invited to go back with Childcare America. She's becoming an advocate out there. I had students who went through parent villages and spoke to New America. That is one of the articles you have that New America published.

New America reached out to me and asked, why does Pima Community College have students who want to share their story? It was because these parents came together, did parent villages, taught them to find their voice, and they have been out in the community talking about it.

We have had a USA Today article on another student who was a military wife who felt very alone and wanted to go back to school. She took six years to graduate high school, and all she has left is her internship, and she can't wait for me to sit with her kids, because she never walked across the stage for high school, but she's going to walk across the stage for Pima College, and she wanted to share her story.

I think Pima College students wanted to talk about it, and...

>> EDGAR SOTO: Well, I'll say this last thing, because I know we could talk forever on this. Smoke more cigarettes, because we get a tobacco tax for early childhood education.

>> JULIE MENDIVIL: Well, first things first. We're losing funding, because we have to get e-cigarettes to be under that funding.

So it's really getting people to listen about the workforce issue. We have corporations here in town that could invest in childcare, and employers need to understand that it's a workforce issue. You don't have childcare, you're not going to have your employees come to work.

>> MS. KRISTEN RANDALL: I have the CCAMPIS website, and they mention what the expected number of award is going to be, but they don't list the expected number of applicants.

Do you have any sense from previous years?

>> JULIE MENDIVIL: It's going to be very competitive, because there hasn't been an application since 2023, and I sit on national committees with other people whose funds have been cut. So not only will you have everyone who's been cut or coming into their fourth and final year, plus new programs who have been waiting to do some type of childcare at their campus.

So I don't know number-wise. I just know it's going to be extremely competitive. It's been over three years since it's been announced.

>> MR. GREG TAYLOR: Wondering, what would it cost us to (indiscernible) assuming paying for replacements (indiscernible). You don't have to tell me now.

>> JULIE MENDIVIL: So if I have 35 students for my off-site childcare, if you take at least, almost 1,5 00 per child, they may have two or three kids, and you multiply that by the 35 students?

>> MS. THERESA RIEL: That's per month, right?

>> JULIE MENDIVIL: Per month. Especially if they're a single parent, it typically takes a single parent six years. With a single parent working and going to school, it's going to...

>> MR. GREG TAYLOR: (Indiscernible.) I mean, I 100% understand why (indiscernible). We don't know what you have at the time, but (indiscernible).

>> MS. KARLA BERNAL MORALES: I had a very similar situation. I worked for United Way, had my daughter, would take her downstairs to the childcare center.

>> JULIE MENDIVIL: That's one of our partner programs.

>> MS. KARLA BERNAL MORALES: It was a very good center.

And I was, like, I am paying my entire salary for somebody else to raise my daughter. I was looking at my tax returns the other day from that time frame. I decided to stay home. I'm, like, how in the world did we raise a family of six with one income?

But we did and we somehow managed, but it was because my entire check was going to childcare. It was just not manageable.

>> MS. THERESA RIEL: The other thing too is loss of income for the parent or parents. Not only do you lose those two years but you also lose the residual raises that you might have gotten in those two years that would increase your pay.

So it's just that -- other countries in the world, by the way, don't do this. There is federally subsidized daycare in so many first-world nations. It's just something that we've got to...

>> MS. KARLA BERNAL MORALES: That's a big influential factor
for

the gender gap.

>> JULIE MENDIVIL: Thank you.

>> MR. GREG TAYLOR: We'll move to 2.2, Pima for Youth summer programs. Whenever you're ready. Don't rush.

>> DR. IAN ROARK: Board Chair, Board Members, Chancellor, guests. Good evening. My role is to quickly turn this over to Amanda Abens, assistant vice chancellor of workforce development.

This is going to be a little bit about what we call Pima for Youth. We also have two other individuals in the room I'd like to draw your quick attention to. Dionne Billick, our director for Lifelong Learning, and Robert Ramirez, our program manager for Pima for Youth. He's the one full FTE dedicated to Pima for Youth.

The college has changed a lot structurally over the last decade or more. When I came to Pima in March of 2015, I was at the Community Campus as a vice president reporting to a campus and learned that Pima for Youth was one of the departments that was assigned to our unit. And of course we don't even have that campus anymore, and the whole funding structure of workforce development and continuing education has changed over that last decade and evolved.

So Amanda will go through not only what we are currently doing with respect to Pima for Youth in terms of summer and nonsummer program, but also that evolution of Pima for Youth over time and all of the context and factors for it.

Turn it over to you.

>> AMANDA ABENS: Awesome. Thank you, Dr. Roark. Thank you,

Board Chair Taylor, Vice Chair Morales, and Board Members and Chancellor.

to As we get started, I just feel like I do need to take a moment share how exciting it was to hear that last presentation. Over three decades ago, I was a Pima Community College student and a single parent, and I sure wish that there had been a childcare center here when I was going to school, so it is absolutely beautiful to see what we are doing now to support our parenting learners.

So Pima for Youth, and as Dr. Roark has indicated, that we have gone through an evolution over the years, and we're going to start by sharing kind of where we're at right now and go into a little bit of history and give you a little bit more detail.

for But I want to talk about our main goal, what do we do at Pima Youth? We really want to connect our youth in Pima County to college and careers by getting them on campus, getting them into our centers of excellence, getting them into our labs, meeting our faculty, and being engaged and having their parents see that and get excited about Pima Community College and what it is that we have to offer.

So we do that in really three kind of buckets. One of them is noncredit educational opportunities, bringing on youth primarily in the summer into noncredit courses, and that may be in our automotive lab, that may be in a First Aid class. So bringing them into those opportunities.

is The other is engaging opportunity youth. So opportunity youth

a Department of Labor definition, and that is youth who are age 16 to

24 who are not in school and not in work. So they are not engaged. Often it's called disconnected youth, as well. You'll hear that expression.

We have, at any given time in Pima County, 30,000 to 40,000 opportunity youth, depending on who's counting and when they're counting. During COVID, that rose up to as much as estimated at 50,000. The challenging part is that number stays really consistent. As that 24-year-old turn 25, they're aging out, they're no longer counted as an opportunity youth, but we keep putting more youth into that category of opportunity youth.

So we work with engagement activities that our program manager, Robert Ramirez, does, is working with partnerships across the county to engage those opportunity youth and have them see what opportunities there are at Pima and get them enrolled as students.

Then career and educational exploration through tours and other experiential learning opportunities to again engage with the campus.

And, please, any questions throughout, as we saw in the last presentation.

It takes a lot of partners. So we have a lot of partnerships across the county. Some of them are more robust than other partnerships, as well. But some things to highlight on here is work that we have done with the Goodwill Program. So on opportunity youth, we partner with the opportunity youth drop-in centers, but also we are really thrilled to be partners with them on a grant recently for justice-involved youth, working with their youth

re-entry team.

We help and work with the City of Tucson on organizing the SheTech event. Greater Tucson Leadership in their youth leadership program called TYLA, Tucson Youth Leadership Program.

We work with the United Way in their Cradle to Career. Youth On Their Own, working to help get them our Work-Study at their site. So we are employing some Pima Community College students, or Youth On Their Own is employing Pima Community College Work-Study students as well as working with them to help those individuals receiving services from Youth On Their Own to become connected to Pima Community College.

So a number of other partnerships with those agencies that you can see up there. Pima County Superintendent's Office, as well as others.

So prior to 2018, we had, for more than a decade or so, very robust youth programming that operated all day across multiple campuses for multiple age groups going as young as age 5. All different types of programming really built on what would interest a parent, what they might pay and sign up for. So very robust programming.

And that was, as indicated by Dr. Roark, as well, was in a different financial time for Pima Community College in that last prior decade when we were receiving operational funds from the state.

So there was a number of things that were happening and changing and converging at the same time. One was really looking at, when

Dr. Roark came into the workforce development division, and really taking a look at the financial side and the budget and the challenges that we had in supporting those robust Pima for Youth activities.

And then, at the same time, we did receive a notification from the Arizona Department of Economic Security that there was an anonymous complaint that we were running an unlicensed daycare, because we were serving younger-aged children and we were doing that for full days through our programs, and it was not a licensed daycare.

So while there are some ways that you can be exempt for serving youth and ways that we do serve them now, we really needed to work internally with our legal department and work with DES to ensure we fully distinguished the educational opportunities we were providing through noncredit programming, that we really distinguish them from anything that requires a licensed daycare.

>> CHANCELLOR JEFFREY NASSE: Amanda, so the anonymous complaint,

it was substantiated? We were running an unlicensed daycare? That was confirmed by the administration at the time, I'm assuming?

>> AMANDA ABENS: Yes. So we needed to make significant changes.

So in that, we did make changes. First, it happened in the spring, so we had to pivot very quickly to able to run programming that same summer. And so we did that, and we do that and continue to operate through what we call open-door programming.

It's something very familiar -- your Boys & Girls Club does

open-door programming. Other agencies do open-door programming.

What that means is parents sign that they understand it's open door. That means youth are not signed in and out by their parent. Those of us who have taken our children to daycare, you know that you sign them in, you sign them out. Only you or your authorized person can sign them out.

This is students come, and our youth come into the class, they come and check themselves in. They of course can be brought by the parent. We welcome that. But they are there of their own volition, and if they choose to leave, they can walk out of the course, of the classroom. That is the difference with the open-door policy.

So we do fully disclose that, share that information with the parents that engage in Pima for Youth, but that is one of the ways in which we then needed to operate to distinguish ourselves from a daycare.

Also distinguishing from camp. Those are very -- "daycare" and "camp" are defined words. There is an organization that accredits camps. You can be a licensed daycare or an accredited camp. We went through a very long exercise to look at all of the different options for us.

So first it was get summer up and running in a way that would be safe for our Pima for Youth learners, and be fully disclosed to parents and still have programming that summer. Then we took our time to do our due diligence and research all of our options available to us, given our new way of operating.

So we looked into being a licensed DES daycare, which, thank you

to Julie, we learned a lot about the cost and the operations that it takes already today, but we went through all of that. We also went through what it would take to be an accredited camp to see if that was an option.

Ultimately, and either of those options took significant amount of resources, and we did land on continuing Pima for Youth operation in an open-door format. At that time, we raised the age to age 9, so for a handful of years, we were operating age 9 to 17 in Pima for Youth versus 5 to 17 like we did before.

So now, operating in this new paradigm, we go straight into 2020.

Yes, sir?

>> CHANCELLOR JEFFREY NASSE: So can you give the board a sense of, yeah, looking into it, what does it take -- you said significant resources to be a camp.

>> AMANDA ABENS: Yeah. To be a camp, you need to have a school nurse for a camp. That's one of the big pieces. Each location that you run, each site, very similarly to being a licensed DES daycare, has to be accredited separately. So if we ran programming at Downtown Campus and at West Campus, they would each have to be accredited as a camp.

Also, you have to have somebody who has certain qualifications to be a director, a full-time director, and then food. As we heard, very similarly to a licensed daycare, you need to provide food, and then there is a number of requirements around that.

>> DR. IAN ROARK: And nurses at every site, correct?

>> AMANDA ABENS: Correct. So COVID happened in 2020. It was March that we all shut down. Then we had programming scheduled on the books to run at the open-door youth, noncredit educational opportunities. We pivoted and were able to offer a handful of opportunities online for students, things like coding classes, Minecraft, some other things like that.

And then, in 2022, we were very fortunate to work with the Arizona governor's office. They offered funding in support for what they called their OnTrack Camps, offering reading, writing, math, our STU courses, to 9th through 12th graders, of course the governor's office being concerned about the loss of learning during the COVID time period.

Those were in person, and we did serve 96 students between June and July in 2020 and really devoted our attention in Pima for Youth that year to the back on track -- or the OnTrack programming.

So we have continued this evolution to really find what is the right niche for Pima for Youth, how are we serving our community best. With the centers of excellence, we really have focused on connecting our learners to all the programs that we have at Pima Community College here, particularly our centers of excellence.

Again, we focus on engaging with special populations. That includes the opportunity youth folks that we spoke about, but also foster youth, really paying attention and working with foster youth-serving organizations to assist them in their transition and be there for them.

And again, career and educational exploration through things like

middle, high school. Middle school tours and middle school exploration, engagement activities here on campus is another way that Pima for Youth has focused our attention.

Again, we do have one FTE, so one full-time program manager. We utilize some additional funds to bring in a temp help for our program manager, and then everything else that we offer are those noncredit, -- and we'll give you some ideas in a moment of the programs that we run. Those we do have to cost out at what we refer to as cost recovery.

So we do not have college dollars other than the program manager to support those educational opportunities. So those we do need to charge our expenses and recoup those. So every course that we offer for our Pima for Youth does have a price attached to it that we calculate based on the individual expenses.

So some pictures and some examples of some of the hands-on learning experiences that you see here. Lots of tours in our Advanced Manufacturing Building, lots of engagement. You see we have a group of learners here that are in the machining lab, and a group that are at the East Campus with our EMT program coming out to learn the things that we do there.

Robert leads a number of middle school tours, including working with Manufacturing Day that is an Arizona State-sponsored day, and then also our Construction Days, as well. You all may have heard a little bit about that at the building construction trades opening, as

well. So getting students on campus as often as we can get them here.

And some more hands-on examples of hands-on exploration. On the right hand, you see a learner who is engaged. This was a Sunnyside-funded collaboration with the Center for Future of Arizona at the East Campus Center of Excellence for IT.

So that brings us to kind of where we're at right now in what are we offering for summer 2026. As we have been building our program up, really focusing on connecting youth to the amazing labs and programs that we have happening here at the college, we have things at a number of campuses: West, Downtown, East, 29th Street, M&S, Northwest, and our Desert Vista Campus. So all over our service area in the county.

One of the programs that we have right now is our Heartsaver CPR for learners. It's a great opportunity to get a really quick exposure to some healthcare areas and programs and learn a really valuable life skill, as well.

Automotive Discovery Lab is happening this summer in of course our gorgeous automotive facility at the Downtown Campus. We also have, and I think, Robert, this is our first year to do something with the CDL program, the Commercial Driver's License program. We have Young Drivers, Big Rigs, get students out there. It's also great for those not necessarily even interested in that as a career, but it offers some great safety training for drivers, as well.

Our SATEC, our incubator, the Southern Arizona Technology &

Entrepreneurship Center that is in the Advanced Manufacturing Building at the Downtown Campus. We are really excited to have a youth-networking connection summit for individuals to learn and get excited about entrepreneurship opportunities.

Aviation, we have an intro to aircraft maintenance for youth also, as well, at our Aviation Technology Center. And then an advanced manufacturing discovery lab, looking at machining, welding, and the different trades. So a little bit of smattering of a handful of the disciplines that we have within the Advanced Manufacturing Building at the Downtown Campus.

And of course really exciting at our IT Center of Excellence future tech lab: coding, cyber safety, and 3D design. And a handful of summer weeks. We have a girl power in space, manufacturing and 3D printing, robotics and bionics.

Many of these are taught by existing Pima Community College faculty and our adjuncts. We do require that above and beyond their regular teaching role, they do need to get fingerprint certified and be First Aid and CPR certified, as well. We are very fortunate to have amazing folks who love to teach youth in the summer with us.

We do offer easy registration. So through our noncredit registration system at the ce.pima.edu site, we do have all the courses listed on there that parents and youth are able to find and see and register for. They can do that right through the system.

We did have a little technical glitch that we have been working through in the last week, and I know the team in IT have been working

very closely on that, that technical glitch.

But we also have navigators who can serve and actually talk to parents, so not just a website, but human beings that parents and youth can talk to and get more information about the program, more information about the campus, answer questions that they may have.

And then just a couple of really brief mentions. So we have this

amazing youth, Audrey, who, in summer of 2021 -- again, that was during the COVID time period -- she took an online Python coding class with us, and she was at graduation in 2025, graduating with her AGECE, science AGECE, so really excited for that. That's just one example.

Then this wonderful little boy, Darius, his mom, Lizette, he's not injured there, he was in First Aid training, and so his mom just was really excited about what he learned. As she says, we want to say thank you for offering these types of programs to our kids. It's definitely a lifesaver and a changer.

So we are thrilled to really have incredible robust programming this summer. One of the strategies to increase programming and keep costs down as much as we can is to work with partners who will help fund that. We have had, through the years, a handful of different partners, including the county, including Center for Future of Arizona to help fund those.

The goal is to really start soliciting from business and industry

to help subsidize these, is really our goal to work with the

Foundation, to work through what we do and work with development and

engagement.

We have, as of yet, not really found the success with that, but we're going to continue and put greater concerted effort and really looking to have these programs as much as possible to subsidize them, as well.

So really robust engagement opportunities, but we are not able to serve that role as we all, as parents, look for in the summer, which is that full-time, you can drop them off at 7:30 in the morning, pick them up at 5:30, that's not the role we play. Not a daycare, not a summer camp, but really serve to connect our youth and their parents to Pima Community College. Focusing on junior high and above.

Love to hear any questions that you may have.

>> MS. KARLA BERNAL MORALES: How many kids do you anticipate for the summer?

>> AMANDA ABENS: Yeah, great question. I'm going to, let's see, Dionne and Robert, our goal for this summer, how many youth we are serving is --

>> 220.

>> AMANDA ABENS: Thank you. 220 through those different programs. Most of those courses are pretty small numbers that we have for maximum students in each of them.

>> MS. KARLA BERNAL MORALES: What is the cost to us for this program to run through the summer?

>> AMANDA ABENS: The cost to Pima Community College that we

cover right now is we cover the program manager's salary the year

round. Other than that, we do not. We don't cover the cost. The costs come through what we charge to learners and their parents.

>> MS. KARLA BERNAL MORALES: I apologize, sorry, really quickly

--

>> CHANCELLOR JEFFREY NASSE: Just following up. If you were doing like the aviation program or some of the others you showed, Amanda, what's it costing me as a parent?

>> AMANDA ABENS: Yeah, so --

>> CHANCELLOR JEFFREY NASSE: Is it on the flyer?

>> AMANDA ABENS: It is on the flyer that we showed. And I was supposed to have flyers for you all. I apologize that I didn't bring them.

You have one? Then if you could, Dionne, if you want to go ahead

and -- yeah, that would be great. Thank you.

So each one of those programs is priced individually based on the cost of what it costs for supplies, what it costs for faculty.

Thank you so much, Board Member Barraza.

>> Our summer STEM programs are on a separate flyer, and we do a grant partnership. So the summer STEM are free programs because they're grant-supported. They are offered at no cost.

>> MS. KARLA BERNAL MORALES: Which one is that, I'm sorry?

>> The summer STEM. No cost, because there's a grant that's connected.

>> AMANDA ABENS: So the programs are not inexpensive, running

from \$150 on up, over \$200.

>> MS. KARLA BERNAL MORALES: Cheaper than childcare.

>> DR. NICOLE BARRAZA: It needs to be 11 to 17 (smiling).

>> AMANDA ABENS: We will take that into consideration.

>> MS. KARLA BERNAL MORALES: Is it possible -- so the City of Tucson just released their Office of Economic Initiatives grant. Our Foundation is a 501(c)(3). Would it be possible for our Pima Foundation to apply for a grant to cover some of this to be able to offer it for free?

>> AMANDA ABENS: Yeah, it may very well be possible. We're looking into seeing if we are eligible through the Foundation for that, and we believe that we are.

>> MS. KARLA BERNAL MORALES: As a 501(c)(3)? I've seen the application.

>> AMANDA ABENS: Yeah.

>> MS. KARLA BERNAL MORALES: What is Sophia going to do this summer? (Laughter.)

>> AMANDA ABENS: They are amazing programs, they really are, with incredibly just dedicated -- I can't say enough about the partnerships that we have across the college, because this takes not only partnerships across the county to serve youth, but it really takes partnerships across our institutions, for sure.

>> MS. THERESA RIEL: Do you know if we used to charge for Pima -- this is decades ago when my kids were little. Did they charge for those?

>> AMANDA ABENS: Yeah.

>> MS. THERESA RIEL: They took a bunch of classes. I just don't

remember -- it's really nice to see this is up and running again, because we get calls about, hey, we haven't seen anything about Pima for Youth.

I know it's an added, obviously a job for another person and added -- "burden" isn't the right word, but that's the idea. But I think it's really important that Pima has always been that opportunity for kids to experience different things outside the classroom setting, and I think that this is really good to expose them to these things. I wish I was young.

>> MS. KRISTEN RANDALL: You know what? I'm thinking that maybe next year math camp, and I have somebody in mind to... (laughter). That one could be the 9- to 11-year-olds.

(Combined room chatter.)

>> MS. KARLA BERNAL MORALES: Where do we promote this? How do parents -- is it at the schools? Where is this at?

>> AMANDA ABENS: So we do get it out, and through one is we just

have a whole bunch of parents on a LISTSERV, as well. But through the schools that we partner with, as well as we will do digital marketing also, and then through our ce.pima.edu site, of course, as well.

>> The partnership slide that Amanda put up, Robert is connected to those partners and is getting digital and flyers to the partners that also work with youth in different capacities, so kind of

leveraging all those different things we have in place.

>> MS. KARLA BERNAL MORALES: You should have former participants

that are still within that age range go on TikTok and Instagram and do Reels for you.

>> AMANDA ABENS: That's a great idea.

>> MS. KARLA BERNAL MORALES: I'm not even kidding. My daughter would be, like, I would do that, just because of TikTok or Reels.

>> AMANDA ABENS: Yes, I think Darius is a little young, but I think he could be a handful on TikTok. (Laughter.)

>> MS. KARLA BERNAL MORALES: Sophia doesn't have it, but if you need an actress, she's really good.

>> MS. KRISTEN RANDALL: She's amazing.

>> MS. KARLA BERNAL MORALES: Actually, your daughter is really good. She's a real actress. This is cool.

>> AMANDA ABENS: Awesome. Well, we appreciate your support and promoting it, and certainly, again, we'll continue to work with the Foundation and look at grant opportunities, and again, continue all partnerships, because we want to make this as accessible to all parents and youth out in the community.

Thank you so much for your time today. Really appreciate it.

>> MR. GREG TAYLOR: On the cost in here, too, I know it's not nothing for some families and there are some costs in here, but again, as a father of four who pays for all sorts of summer camps and programs, this is cheap compared to what most of them cost. This is nothing compared to what costs we incur.

>> I'd say it's slightly under market rate. We're looking at

camps that are, like, 300, 350 for half days. It's expensive.

>> AMANDA ABENS: Yeah, it is.

>> MS. KARLA BERNAL MORALES: I literally just sent this picture to Sophia and said pick three that you want to do. She's already picked three. Isn't even an option.

>> AMANDA ABENS: We will make sure you get the STEM week ones too, as well, Vice Chair Morales.

Thank you very much.

>> MR. GREG TAYLOR: Thank you very much.

>> CHANCELLOR JEFFREY NASSE: Thank you. Well done. All right.

>> MR. GREG TAYLOR: With that, we've reached the end of the agenda, so unless there's any other questions, we can adjourn.

(Adjournment.)

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