



CHILD CARE

for Communities

A GUIDE TO KEY IDEAS, EFFECTIVE APPROACHES,
AND TECHNICAL ASSISTANCE RESOURCES FOR
MAKING CONNECTIONS CITIES AND SITE TEAMS

part of a series from the Technical Assistance/Resource Center of The Annie E. Casey Foundation

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A list of Technical Assistance/Resource Center Resource Guides appears on the inside back cover.

The Annie E. Casey Foundation

The Annie E. Casey Foundation is a private charitable organization dedicated to helping build better futures for vulnerable children and families in the United States. It was established in 1948 by Jim Casey, one of the founders of United Parcel Service, and his siblings, who named the Foundation in honor of their mother.

Headquartered in Baltimore, the Foundation is the largest private foundation in the nation dedicated solely to the needs of vulnerable children and families, with assets of more than \$3 billion. The Foundation's grants are intended to help states, cities, and neighborhoods improve the life chances of the millions of American children at risk of poor educational, economic, social, and health outcomes. For more information, visit the Foundation's website at www.aecf.org.

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preface to family strengthening resource guides

Children do well when their families do well, and families do better when they live in supportive neighborhoods.

This simple premise underlies *Making Connections*, the centerpiece of a 10- to 15-year commitment by the Annie E. Casey Foundation to improving the life chances of vulnerable children by helping to strengthen their families and neighborhoods. The Foundation is working in 22 American cities to promote neighborhood-scale programs, policies, and activities that contribute to stable, capable families.

Making Connections seeks to help families raise healthy, confident, and successful children by tapping the skills, strengths, leadership, and resilience that exist in even the toughest neighborhoods. The initiative is founded on the belief that families and their children can succeed if the people who live, work, and hold positions of influence in distressed neighborhoods make family success a priority—and if there are deliberate and sustained efforts within the broader community and at the state level not only to connect isolated families to essential resources, opportunities, and supports, but also to improve the material conditions of the neighborhood.

The Foundation is dedicated to helping selected communities engage residents, civic groups, public and private sector leadership, and faith-based organizations in efforts to transform the toughest neighborhoods into family-supportive environments. *Making Connections* seeks to enable residents in these neighborhoods to live, work, play, earn decent wages, and interact with family, friends, neighbors, and social institutions in a safe, congenial, and enriching environment.

In order to improve the health, safety, educational success, and overall well-being of children,

Making Connections is a long-term campaign aimed at helping selected cities build alliances and mobilize constituencies at the neighborhood level.

Making Connections has identified three kinds of connections essential to strengthening families:

- + **Economic opportunities** that enable parents to secure adequate incomes and accumulate savings, thus assuring their families the basic necessities of food, clothing, shelter, and health care. To meet this need, communities must address job development, employment training, wage supplements, and asset-building strategies—all of which help ensure predictable incomes, which in turn bolster healthy child development.
- + **Social networks** in the community, including friends, neighbors, relatives, mentors, community organizations, and faith-based institutions that provide neighbor-to-neighbor support and help family members feel more confident and less isolated.
- + **Services and supports**, both formal and informal, public and private, which provide preventive as



MAKING CONNECTIONS CITIES

Atlanta	Milwaukee
Baltimore	New Orleans
Boston	Oakland
Camden	Philadelphia
Denver	Providence
Detroit	San Antonio
Des Moines	San Diego
Hartford	Savannah
Indianapolis	Seattle
Louisville	St. Louis
Miami	Washington, D.C.

well as ongoing assistance, and are accessible, affordable, neighborhood based, family centered, and culturally appropriate. These might include high-quality schools, health care, housing assistance, and affordable child care.

How will we know when Making Connections goals have been achieved?

Making Connections will have succeeded in a city when community leaders and residents have built a local movement on behalf of families that has the power and momentum to accomplish the following:

- + Build on existing efforts and spur neighborhood-scale, family strengthening strategies that reduce family isolation by increasing their connections to critical economic opportunities, strong social networks, and accessible supports and services.
- + Use these neighborhood-scale initiatives to rethink, revamp, and redirect policies, practices, and resources on a citywide scale to improve the odds that all families succeed.

As this movement grows, it will enable each city to know it is succeeding in a number of other ways:

- + When parents have the means, confidence, and competence to provide for their families economically, physically, and emotionally;
- + When residents have people to talk to and places to go for help, support, and camaraderie;
- + When families feel safe in their homes and in their neighborhoods;
- + When children are healthy, succeed in school, and go on to college or a job after high school;
- + When communities offer the resources families need to pass on a legacy of literacy and opportunity to their children.

What do we mean by “family strengthening”?

Family strengthening policies, practices, and activities recognize the family as the fundamental influence in children’s lives. These policies and practices both reinforce parental roles and messages and reflect, represent, and accommodate families’ interests. Family strengthening means giving parents the necessary opportunities, relationships, networks, and supports to raise their children successfully, which includes involving parents as decision-makers in how their communities meet family needs.

A family’s major responsibility is to provide an optimal environment for the care and healthy development of its members, particularly its children. Although basic physical needs—housing, food, clothing, safety, and health—are essential, children also need a warm emotional climate, a stimulating intellectual environment, and reliable adult relationships to thrive.

Threats to a family’s ability to manage its responsibilities come from many sources: externally generated crises, such as a job or housing loss, or internal crises, such as child abuse or estrangement among family members. Unexpected events, such as the birth of a child with a disability or a teen’s substance abuse problems, or more common events, like new jobs, marriages, deaths, and household moves, precipitate potentially destabilizing changes. The family’s ongoing stability hinges on its ability to sustain itself through these disruptions. To help families cope effectively with crises and normal life events, communities need a variety of resources, including adequate and accessible services for children at all stages of their development, effective supportive services for families, and a critical mass of healthy families who can effectively support their neighbors.

Family strengthening policies and practices consider the whole family, not just individual family members. Often, agency protocols and programs



create tensions inadvertently when their focus excludes family needs. A striking example is a well-intentioned nutrition program arranged to ensure that homeless children were fed breakfast, lunch, and dinner at school. The children’s parents and other siblings had no source of food, however, and the program participants had no opportunity to share meals with the rest of their families. Once the program leaders recognized the problem, parents and siblings were included in the school mealtimes, and the program designers learned to reconsider their strategies. Similarly, many welfare-to-work programs report difficulties in job retention because of family stresses—stresses often resulting from the jobs themselves. When a family member finds work, family rituals, logistical patterns, roles, and responsibilities change. More successful programs consider these disruptions ahead of time and develop ways to help the family cope.

What do we mean by “strengthening neighborhoods”?

Families must be helped to thrive within the context of their neighborhoods and broader communities. Job development, for example, should be coordinated with specific local or regional businesses, and community economic development should build on the resources of each unique neighborhood. Connecting families to economic opportunities can have a ripple effect: Just living in a neighborhood where a substantial number of families work can reinforce positive expectations for the children in the neighborhood.

Making Connections recognizes that the informal social networks that are most important to people (their friends, neighbors, faith communities, and clubs) almost always exist at the neighborhood level. Time and time again, these natural helping networks prove most important to families’ abilities to raise their children successfully. One component of strengthening neighborhoods is thus to invest in the

social capital provided by neighborhood-based networks. At the same time, *Making Connections* seeks to widen the networks that families have at their disposal, thereby broadening their aspirations, attitudes, and opportunities. Linking families to broader networks both within and outside their own neighborhoods promises to open up new possibilities for children and parents alike.

Finally, strengthening neighborhoods means placing formal public services in neighborhoods, and making them comfortable rather than intimidating for families. This requires redefining the jobs of public workers so that professionals from several separate mainline systems — as well as natural helpers or informal caregivers—work together in teams and are deployed to specific neighborhoods to take the necessary steps to help families succeed.

The Technical Assistance/Resource Center

The Foundation’s Technical Assistance/Resource Center (TARC) seeks to connect people in the 22 cities to powerful ideas, skillful people and organizations, examples of what works in other communities, and opportunities to develop leadership skills in their own neighborhoods. It provides assistance to the 22 *Making Connections* cities on a range of topics, from building alliances that lead to stronger families in healthier, more stable communities, to diverse strategies that community leaders may pursue in terms of jobs, housing, safety, schools, and health care. TARC responds to the sites’ priorities through a “help desk” approach, which seeks to meet sites’ requests for assistance, and “peer consultation,” where colleagues who have successfully addressed a particular problem help their peers in other communities to frame and solve a similar issue. In this way, *Making Connections* cities can capitalize on the practical knowledge that emerges from on-the-ground innovators.



One component of the Foundation’s technical assistance strategy is a set of Resource Guides, including this one. The Resource Guides articulate the Foundation’s perspective about issues pertaining to *Making Connections* sites, as well as summarize trends in the field, highlight effective examples, and point to people, organizations, and materials that can provide additional help. The Resource Guides are intended first for Foundation staff, in order to create a common fund of knowledge across a broad range of issues. Second, the guides are intended for residents and other leaders in *Making Connections* cities who may want to learn more about specific subjects.

The precise number of Resource Guides will fluctuate as demand changes, but approximately 12-15 guides will be produced during the year 2000 (see the inside back cover for a list). All guides will address topics aimed at both supporting individual families and strengthening neighborhoods. The guides fall into four categories: (1) Economic Opportunities for Families, (2) Enhancing Social Networks, (3) Building High-Quality Services and Supports, and (4) Techniques for Advancing a Family Strengthening Agenda in Neighborhoods.

The guides in the first three categories address substantive areas in which activities can directly lead to better outcomes for children and families as well as strengthen neighborhoods. The first Economic Opportunity Resource Guide, on jobs, for example, provides information about how to connect low-income residents to regional and local labor markets, allowing families to provide for their basic necessities and contributing to family stability. Simultaneously, successful jobs initiatives fortify the neighborhoods in which they operate, making them more attractive places to live and providing strong incentives for younger residents to participate in the labor force.

Likewise, the Resource Guides in the second and third categories were chosen because they affect both individual families and their neighborhoods. For instance, the guide on housing is intended to help communities provide affordable housing to low-income families, which in turn leads to enhanced housing stock and more desirable neighborhoods. The guide on child care seeks to help communities develop plans for increasing the supply of affordable, quality child care—especially the notoriously hard-to-find care for infants and school-age children, and care during nontraditional work hours. Achieving this goal not only would improve the developmental preparation of young children, but it also would help stabilize parental employment, enhance the viability of neighborhood enterprises, and promote safer, better-connected communities.

The guides in the last category address techniques for advancing neighborhood-based family strengthening work, such as how to develop a communications strategy and how to use data and maintain accountability for specific outcomes.

Additional guides may be developed as new requests for assistance surface from the sites. This guide is a working draft that may be updated periodically as we receive particular information requests from Foundation staff and *Making Connections* sites. We view these guides not as an end in themselves, but as a first step in posing and answering some of the most difficult questions we face about how to help families in the toughest neighborhoods. Toward this end, we welcome readers’ comments and thoughts on any of the subjects included in these guides.

Douglas W. Nelson
 President
 The Annie E. Casey Foundation

executive summary

This resource guide describes some promising approaches to child care—or early care and education—an inclusive term that refers to the great variety of arrangements and programs that care for and educate young children from birth to the age of five or the start of kindergarten. The goal is to equip *Making Connections* site teams and participants with information, examples of promising practices, and ideas about where they can get more assistance as child care and early childhood education issues surface in *Making Connections* neighborhoods.

The **Introduction** describes how investing in child care at the neighborhood level can strengthen the social and economic fabric of neighborhood life, make families stronger and more economically self-sufficient, and improve long-term developmental and educational outcomes for children. Yet many parents have difficulty finding good child care that is affordable and conveniently located. Licensed child care costs in many urban areas can be as high as \$12,000 per year for an infant, forcing many working parents to choose less expensive, less reliable care.

Potential Requests, Opportunities, and Challenges lists a number of questions and concerns that sites may have about child care. For example, neighborhood residents may want to learn about how to add to the neighborhood’s supply of care, especially certain kinds of care that are chronically unavailable, such as infant care, school-age care, care during nontraditional work hours, and care for children with special needs. They may want to find out how to help providers and parents get access to additional public sector funds to help pay for quality care. Eventually, sites may want to focus on achieving high-quality care.

This section also cites several opportunities for making progress toward these goals. In the past five years, cities have seen an influx of federal child care dollars and an increase in state funding for

prekindergarten programs. At the same time, however, *Making Connections* neighborhoods will face tough challenges. For example, voucher-based child care subsidy systems are often confusing for parents to negotiate and are often administered by different agencies for TANF (Temporary Assistance for Needy Families) and non-TANF families. Because child care encompasses a broad range of programs and settings (e.g., family child care homes, center-based programs, Head Start), the provider community is frequently uncoordinated in its planning and in its sources of funding. Finally, low wages and high staff turnover in the field negatively affect the quality of care.

Promising Approaches and Resources describes a range of child care strategies, including building the supply of care, expanding consumer access and affordability, and improving the quality of services. This section also looks at strategies to help child care and early childhood networks provide supports and services to families at the neighborhood level.

A. Building the Supply of Child Care includes strategies in three areas: (1) Outreach and recruitment, as provided, for example, by Quality Care for Children, a nonprofit organization in Atlanta that helps organizations in Georgia start and renovate child care centers. (2) Facilities-financing mechanisms: One example is the Community Investment Collaborative for Kids in New York, a part of the Local Initiatives Support Corporation, which generates specialized capital and technical support for the creation of child care facilities in low-income communities across the country. (3) Community-building efforts like Smart Start, a statewide program in North Carolina that helps parents provide the best care for their children by empowering families and supporting their communities.

B. Expanding Access to Quality Child Care in particular neighborhoods falls into four categories: (1) Making child care affordable. In Tallahassee, Florida, the



Child Care Executive Partnership, a group of business executives and government staff, uses federal funds to match employer child care contributions, thereby increasing the availability of child care subsidies in the state. (2) Meeting the needs of working families. The Palcare center in San Mateo, California, is an example of a child care center established by a partnership of labor leaders, employers, nonprofit organizations, and government to meet the needs of families with nontraditional work hours and changing work schedules. (3) Providing culturally and linguistically appropriate child care. At Los Niños Child Development and Family Program in Napa, California, the staff are bilingual in Spanish and English. (4) Increasing access to child care for children with special needs. The Map to Inclusive Child Care Project in Farmington, Connecticut, helps states and communities design, implement, and evaluate child care services to successfully include children with disabilities.

C. Improving the Quality of Child Care describes innovations in four categories: (1) Investing in training and professional development for child care providers. For example, in North Carolina, the Teacher Education and Compensation Helps Early Childhood Project provides educational scholarships for state child care providers. As providers receive more training and education, their earnings increase through bonuses or raises. (2) Enhancing business skills and professional capacity. For example, Child Care, Inc., in New York City, provides business-training seminars to child care providers on such topics as tax preparation, writing a business plan at start-up, and liability and health insurance. (3) Ensuring standards and accreditation. Chicago's public-private Accreditation Partnership increased the number of the city's accredited child care centers from 19 to 135 in 1999, with another 72 centers in the accreditation pipeline. (4) Increasing consumer awareness. The Child Care 2000 Campaign, in

Takoma, Washington, is a state-sponsored, aggressive media campaign aimed at teaching parents to recognize good child care and to demand it.

D. Serving Families includes strategies to link child care providers to community resources or to provide additional services and supports directly to parents. The Parent Services Project, Inc., in Fairfax, California, is an example of a child care center that also provides social supports for parents, respite services, practical skills, and leadership training.

The **Resources** section includes information in three areas: a list of the most useful recent publications on child care topics, descriptions and contact information for 20 organizations that provide information and assistance on child care issues, and a directory of primary child care resources in each of the 22 *Making Connections* cities.

introduction

Child care, or early care and education, will surface as one of the most pressing needs that families have in *Making Connections* neighborhoods. Although the issue of child care may not be raised in initial discussions with neighborhood *Making Connections* participants, the availability of child care is a cornerstone issue, particularly for working parents and parents who are struggling to stay off of welfare (see *Figure One, page 9*). In fact,

- + Neighborhood residents may begin making connections between crime and safety and child care when they investigate what happens to school-age children during out-of-school time.
- + Neighborhood residents may begin making connections between school failure and early childhood education when they learn that many poor children enter public school at age five performing far below expected norms of school readiness.
- + Neighborhood residents may begin making connections between joblessness and child care when they learn that the neighborhood's supply of affordable child care meets only a fraction of the need.

The good news for *Making Connections* sites is that by focusing on child care and early childhood education, neighborhood residents can have a direct and measurable impact on many concrete aspects of the community's quality of life. Investments in neighborhood child care can improve the daily experience of young children, help stabilize parental employment and strengthen family life, enhance the viability of neighborhood enterprises, and promote safer, better connected neighborhoods. Over the past five years, cities have reaped the benefits of increased federal child care resources through TANF (Temporary Assistance for Needy Families) and Child Care and Development Block Grant funds to the states. Simultaneously, states continue to expand prekindergarten programs, signaling

public acceptance of the value of early education. Currently, all but nine states have state-funded prekindergarten programs.

The bad news is that child care and early childhood education services have been historically fragmented, underfunded, and not supported by a strong public sector infrastructure. Across all communities, *Making Connections* team members will find that child care is a complex system composed of many parts, including center-based care, family child care homes, Head Start and state prekindergarten initiatives, and "kith and kin" (friends and family) caregivers. *Making Connections* site teams and participants will quickly learn the burdens carried by such a diverse system. For example, there are various state regulations that impose child-to-staff ratios and regulate health and safety standards. There are long waiting lists for subsidized care across different programs, and quality issues plague most programs (whether the result of lack of resources for staff training or for capital improvements and repairs). A great amount of available care is "underground" or unregulated, because there are few incentives for providers to become licensed—or insufficient outreach efforts to help providers learn about such incentives. Turnover in the field is high because of low provider wages and lack of benefits. Overall, demand greatly exceeds the supply of available, affordable, high-quality child care.

Why is early care and education an issue of great importance to *Making Connections* communities?

There are many benefits to investing in early care and education (see *Figure Two, page 10*), including better child outcomes, more effective parenting, more stable parental employment, better-connected residents and community networks, the ability to accommodate a variety of basic beliefs and values about child rearing, and long-term savings in other categories of public expenditure. Research performed in cities across the country has shown that



FACTS at a GLANCE

FIGURE ONE

Below is a snapshot of the child care challenges that *Making Connections* site teams and participants will face.

- + An estimated 3.5 million children under the age of 13 are left alone at home for some time each week.
- + Current research on brain development in children ages 0-3 underscores the long-term value of providing a nurturing and stimulating environment. Yet neighborhoods across the country suffer from an acute shortage of infant care.
- + Licensed child care costs can be as high as \$12,000 per year for an infant in an urban child care center. The strain of meeting this expense often forces working parents to choose less expensive, less reliable care.
- + Child care subsidies are insufficient to meet the needs of all of America's working-poor families. One out of three families with young children earns less than \$25,000 per year¹ and cannot afford child care. Many single parents fall back into the welfare system because they cannot access the child care subsidies necessary to keep them working.
- + Most children under 5 are in family child care, and 60-70 percent of poor children are cared for within their extended families.² Yet there are few supports in place to ensure that these family child care providers—relatives and nonrelatives—have the resources, training, and compensation they need to deliver high-quality care for children.
- + Typical hours of operation for child care centers do not meet the needs of the country's changing workforce. Seven of the top ten occupations with the largest job growth are in the services sector, which frequently requires work outside of the 8:00 a.m. - 5:00 p.m. workday. In addition, longer commute patterns—because of urban sprawl or public transportation time schedules—accentuate the need for extended care hours.
- + Quality of care for families at all income levels is threatened by high staff turnover and the inability to recruit new teachers because of chronically low wages and a minimal career ladder.

The impact of child care cuts across each stratum of American society, but it affects low-income families most acutely. Despite a severe lack of financial assistance, the need for child care among working-poor families is growing. Between 1989 and 1997, the number of children in working-poor families increased from 4.3 to 5.6 million,³ yet growth in child care supply has not kept pace. Studies in Massachusetts and California have found a marked disparity between low-income and middle- to upper-income neighborhoods in the availability of center-based child care spaces. Family child care also was found to be less prevalent in low-income communities.

¹ Bureau of the Census. *Current Population Reports, Money Income of Households, Families and Persons in the United States: 1996*. Washington, D.C.: U.S. Department of Commerce, Economics and Statistics Administration.

² Larner, Mary. *Promoting Professionalism Through Family Day Care Networks*. New York: National Center for Children in Poverty, 1993.

³ Annie E. Casey Foundation. *KIDS COUNT: Data Book, 1999*. Baltimore, Md.: Annie E. Casey Foundation, 1999. Available at www.aecf.org/kidscount/kc1999.

BENEFITS of high-quality child care and **EARLY CHILDHOOD** education

FIGURE TWO

BETTER CHILD OUTCOMES. We now have organic evidence of what early childhood educators have long observed using developmental measures. Significant benefits in brain development have been documented when young children are offered developmentally appropriate experiences during the early years of life. The quality of early childhood education directly affects an individual's likelihood of success in life and is the first critical step in breaking the cycle of inter-generational poverty.

MORE EFFECTIVE PARENTING. Parenting behavior improves when children receive good quality early care and education. Research has shown that children in good quality early education programs are more competent at home, both verbally and socially. They are more likely to prompt positive adult-child interactions with their parents and less likely to prompt negative, controlling parental responses.

SUPPORT FOR PARENTAL EMPLOYMENT. Reliable, affordable child care encourages parental employment and helps parents make a successful transition from welfare to work.

FAMILY SUPPORT. Child care providers contribute to the neighborhood network of formal and informal family support. On a day-in, day-out basis, a child care provider may be a working parent's lifeline to the rest of the neighborhood. Whether recommending a doctor or helping a parent apply for the Child Care Food Program, child care providers play an important role in connecting families to each other and to other community resources and activities.

RESPONSIVE TO DIFFERENT BELIEFS AND NEEDS. Unlike neighborhood schools, which often must be all things to all people, child care enterprises tend to be small and diverse. A neighborhood can foster a network of different kinds of child care environments, all of which are high performing, but which also respond to a diversity of family beliefs about education and child rearing, support different cultural and linguistic heritages, and meet different work-related needs.

NEIGHBORHOOD ECONOMIC BENEFITS. Child care is one of the largest, fastest growing service industries. Although largely invisible because it is often carried out in homes, schools, churches, or other neighborhood spaces, child care may be the largest single category of economic activity found within the actual boundaries of low-income residential neighborhoods. Modest investments in child care enterprises can increase provider income and build individual and community assets. (FOR MORE INFORMATION: See *Looking into New Mirrors: Lessons for Early Childhood and Systems-Building* by Louise Stoney for the Horizons Initiative, October 1998.)

A HIGH RETURN ON INVESTMENT. The public sector saves at least \$7 for every \$1 invested in good-quality early education. Children who participate in high-quality early education have been found over several decades to have better outcomes than a control group that did not; long-term measures include higher rates of school completion and academic success, higher employment rates and lower rates of welfare enrollment, lower rates of special education and contact with the criminal justice system, and fewer out-of-wedlock births. (FOR MORE INFORMATION: See "Early Childhood Interventions: Benefits, Costs, and Savings," *Rand Research Brief*, 1998, www.rand.org.)



UNDERSTANDING the FIELD

FIGURE THREE

CATEGORIZING THE PROVIDER COMMUNITY. Providers are the foundation of the child care and early childhood education system. Some have an explicitly educational mission, such as Head Start and state-funded preschool, and may operate only on a part-day, part-year basis. Others are licensed child care centers (nonprofit or for-profit), licensed or registered family child care homes, and also relatives and friends (sometimes referred to as “kith and kin”) taking care of children in their homes (states may require kith and kin providers to be regulated but may also deem such care exempt).

ANALYZING PUBLIC FUNDING SOURCES. There are many different types of public support for child care, including grants to institutions, such as Head Start or preschools, and vouchers for parents to help them with the cost of care. A person who applies for a voucher while receiving welfare may have to visit a different agency from a person who is not receiving welfare. Justifiably, many people feel that the child care system is fragmented and difficult to use; however, there are local child care resource and referral agencies that can help parents sort it out. (The *Resources* section includes a site-by-site list of resources, including information about the resource and referral agencies in each of the 22 *Making Connections* sites.)

IDENTIFYING LOCAL SUPPORT SYSTEMS. Every *Making Connections* site is likely to be served by a child care resource and referral agency whose primary task is to assist parents in locating appropriate child care. Some counties and cities have local child-care-planning councils or coordinating bodies that are charged with assessing needs and setting priorities on a countywide basis. In addition, many local community colleges provide education and training programs for child care workers. All of these local support organizations can provide valuable information and important advice for neighborhood leaders addressing child care needs.

ESTIMATING DEMAND AND SUPPLY. An important step in any neighborhood child-care-planning effort is understanding the real demand for child care. This requires taking into account the ages of children, the educational (school readiness) needs of children, the employment needs of parents, parents’ preferences for different types of care, and what parents can afford to pay for care. Effective neighborhood planning and priority setting hinge on a detailed analysis of gaps in existing supply and demand. Neighborhood child care planning also must consider the supply of care for working residents, as well as the increased demand created by people who want to work. (FOR MORE INFORMATION: See *Understanding Child Care Supply and Demand in the Community: A Workbook*, available from Enterprise Child Care, Chicago.)

early care and education is a growing industry that generates significant income in the form of increased tax revenues and the purchase of goods

and services. To help site teams understand the field, Figure Three provides background on early childhood providers and funding.

potential requests, opportunities, and challenges

A. WHAT ISSUES MIGHT NEIGHBORHOOD RESIDENTS AND LEADERS RAISE ABOUT CHILD CARE AND EARLY CHILDHOOD EDUCATION?

For most parents, securing a good education for their children is a top priority. Yet at first, many parents and neighborhood leaders in *Making Connections* neighborhoods may not associate “day care” with education. Neighborhood supply (or *availability* of care) and access (or *affordability* of care) may dominate a community’s initial discussions. Interest may lie in helping parents find the right kind of day care to support their employment and welfare-to-work goals and finding ways to make those arrangements more affordable for working families.

However, as parents and neighborhood leaders learn more about the care that already exists in the neighborhood and begin to include neighborhood child care providers in their discussions, their focus may turn to improving the *quality* of the child care experience for children. They might move from a one-generational analysis that focuses on the employment-related needs of parents to a two-generational one, examining the needs of parents and children alike and finding opportunities to improve conditions for both.

Questions that are likely to surface early in community discussions include the following:

- + **What can we do to offer parents the child care they need to achieve their employment goals?** Because of welfare reform, many *Making Connections* sites are very concerned about helping parents make a successful transition from welfare to employment before they reach strict time limits on continued receipt of cash aid.

They will bring to the table heart-wrenching stories of parents who are struggling to find good arrangements for their children while they participate in work-related activities.

These stories may frame the neighborhood’s child care issue as one of supply. To some extent, this is a helpful and valid approach. A number of studies have shown that communities with the highest poverty levels have far lower proportions of licensed child care slots than do communities with higher incomes.

The good news is that neighborhoods can make a big difference in the supply of care that is available for families. On the other hand, child care supply building that is not grounded in reliable data about existing demand and supply in the neighborhood can be misguided. In fact, when site leaders play a role in helping neighborhood leaders go beyond the stories to the actual data, many *Making Connections* sites may discover that there is actually an adequate supply of preschool-age care (for 3- and 4-year-olds), and a crisis-level shortage of the most economically difficult types of care to develop and sustain (infant-toddler and school-age care). Neighborhood leaders also may find that certain kinds of providers are underenrolled and need help connecting to parents who can afford to pay their fees. Thus, the data may reveal that there are some very specific (and very economically challenging) issues of supply, but that the greater problem in the neighborhood marketplace is that consumers are not fully accessing the existing supply, either because they lack the buying power or because the available providers are not visible enough or have not tailored their services to the greatest need.



+ **What can we do to help parents pay the high cost of care?** If parents had the ability to pay the full cost of high-quality care, problems of supply and quality would be much more responsive to local improvement efforts. But most working parents, and especially those in low-wage jobs, are hard-pressed to pay for licensed child care. The cost of meeting state-regulated adult-child ratios and worker certification requirements can put licensed child care providers' fees well beyond the reach of low-income working parents.

The news here is mixed. The past decade has seen tremendous growth in public sector funding of child care and early childhood education for poor children. This has been implemented through steady increases in Head Start funding; the development of the federally funded Child Care and Development Block Grant (now called the Child Care and Development Fund) to subsidize care for low-income working parents; sizable increases in welfare-related subsidies for child care for parents moving from welfare to work; and the steady increase in state funding of preschools for lower income 3- and 4-year-olds (and even for all 4-year-olds in some states). Some of this funding supports programs directly (especially Head Start and state preschool, which tend to be part-day programs for 3- and 4-year-olds), but much of it supports parent buying power through child care vouchers that can be used for full-day care from a choice of providers.

Although total public sector dollars spent on child care and early childhood education have been on the rise, there is still a huge need for financial assistance for child care. The truth is that many more families are eligible for assistance than actually receive it. Some states have artificially eliminated long waiting lists for assistance simply by lowering their household income limits to the floor that is

permitted by federal law. Families may not be sitting on the waiting list anymore, but they are still having an incredibly difficult time paying for child care.

There are many ways that *Making Connections* sites can help to make child care more affordable for parents. They can focus on strategies that help existing providers and programs obtain all available program-based subsidies, that blend different subsidies for a single child, or that look at ways to “cross-subsidize” the higher cost of infant-toddler care with the lower cost of preschool-age care. They can also focus on getting all of the parents in the neighborhood to use every voucher subsidy that is available to them by creating flexible neighborhood solutions to bureaucratic obstacles.

+ **How can we improve the quality of care that our children receive?** Until the public sector commits to spending enough money on each child's early care and education, universal, high-quality early care and education will be difficult to achieve.

Short of this distant ideal, well-planned efforts to better organize a neighborhood's child care marketplace can lead to concrete, measurable quality improvements, even within the existing underfunded system. Although perfection will be difficult to attain, measurable improvements in child care quality are within the reach of every neighborhood that is willing to work to better organize all of the assets and resources available.

For example, when the community begins to address a shortage of licensed infant-toddler slots, the quality of available infant-toddler care is likely to rise. When a Head Start program starts blending Head Start dollars with child care dollars, eligible children with working parents will be in a program that meets Head Start performance standards ten hours per day, rather than just four. When obstacles to using available vouchers for child care assistance



are removed, licensed providers can receive more for their service; train, hire, and retain better qualified staff; and achieve quality gains. Finally, when a neighborhood family child care home or child care center knows how to access “special needs” dollars and resources (e.g., federal and state funding available through the Part H and Part B programs of the Individuals with Disabilities Education Act), young children and their families will have more options for care and the potential benefit of receiving such care in a more inclusive setting.

B. WHAT ARE THE TRENDS AND OPPORTUNITIES ON WHICH SITES CAN BUILD?

Under the current system of funding and regulation, child care and early childhood education remain fragmented and disorganized. This means that any effort to improve conditions at the neighborhood level must begin with a good analysis of the existing neighborhood child care marketplace. Nonetheless, there are some larger trends and opportunities in the field that will help make neighborhood child care solutions more viable and more sustainable in the long term, including the following:

- + **Better data about demand and supply.** Almost every state now funds a system of child care resource and referral agencies that helps parents to assess their child care choices while also maintaining more complete data about the demand for and supply of child care at the local level. Good data are essential if *Making Connections* teams are to tailor neighborhood supply-building initiatives to meet actual shortages.
- + **New findings on the impact of quality care on child outcomes.** There is a wealth of new research that shows the positive differences made by high-quality programs in contrast with the outcomes of mediocre programs.

+ **Higher commitment to improving quality across different program models.**

Much of the fragmentation of the child care and early childhood education system has resulted from different policy formulations about what is good for children and families. Some policymakers have favored allowing parents to use vouchers for unregulated “kith and kin” care. Others have favored placing early education squarely within the K-12 public education system. Between these two extremes lie other policy solutions that have translated into funding for different program models and priorities that leave providers isolated and at odds. Consensus is growing that, with appropriate support and training, developmentally appropriate and high-quality adult-child interactions can be fostered in a variety of settings.

+ **Greater coordination of funding streams.**

Although the funding system overall is fragmented, progress is being made to encourage greater coordination of funding streams. For example, the Head Start Bureau awards Head Start expansion funds on a priority basis to programs that collaborate with child care programs or access subsidies to offer full-day, full-year programs. In 1990 several categorical federal child care assistance programs were combined in a single block grant to the states. Some states also are taking steps to coordinate the administration of different welfare-related and child care voucher or subsidy programs into a more “seamless” system.

C. WHAT CHALLENGES MIGHT SITES FACE?

The following challenges and minefields are presented to alert those who would devote time, effort, and leadership to improving child care and early childhood education to the difficulties of implementing change:



- + Parents who are eligible for financial assistance are guaranteed “choice” of care arrangements through a voucher funding mechanism that, without strong local intervention, does not produce good quality choices. Families who are eligible for child care vouchers may fail to apply because of an unresponsive or distant bureaucracy or because of high copayments. Once parents apply, they may face long waiting lists, and parents who are entitled to receive help because they are moving from welfare to work will face time limits on assistance.
- + The provider community is diverse and may access different funding streams and relate to different bureaucracies, often failing to coordinate strategies for growth and development at the neighborhood level. In the absence of coordinated planning, well-intentioned efforts to build up one part of the neighborhood’s child care supply may have unintended consequences for other parts of the system that meet different community needs.
- + A fundamental barrier to improving child care at the neighborhood level is that public and private sector leaders consistently undervalue the long-term benefits of investing in child care and early childhood education services. Although public funding for child care and early education has been on the increase, it is typically funded at levels adequate for “babysitting” but not sufficient to pay for a high-quality educational experience. This results in low status and low wages in the field, which can induce qualified teachers and family child care providers to leave it for better paying, higher status jobs.
- + The people who have the greatest immediate stake in improving the system—the parents of young children and the child care workers who care for them—often have overwhelming day-to-day commitments that make it difficult for them to summon the time and energy to organize for change.
- + Most child care analysis, resource allocation, and planning and development are carried out at the county or perhaps city level. Although the neighborhood is rarely the unit of analysis or investment, studies show that consumers tend to prefer care close to home and that, in most cases, the neighborhood is the appropriate unit of market analysis and market intervention. Nevertheless, countywide or citywide child care leaders may resist the notion of targeting one neighborhood for special development efforts or oppose changing their traditional ways of relating to consumers and providers in *Making Connections* neighborhoods.
- + Myths persist that are pervasive and detrimental to the quality of child care. One, for example, holds that, by virtue of being a parent, a welfare recipient can be trained in a relatively short time frame to become a child care worker. A number of welfare agencies have started programs to train recipients to become family child care providers without regard to the neighborhood’s need for new providers, the impact on existing providers, the aptitude of the welfare recipients for the profession, or their ability to earn a family-supporting wage from child care work.
- + Although most American parents are devoted to their own children, a growing body of research shows that attitudes toward children in general are increasingly negative and punitive. Changing public perceptions about kids will be a long, slow process, but until that is achieved, it will be difficult for neighborhood leaders to get the resources they need to make systemic improvements in child care and early education.



promising approaches and resources

The most promising child care models and approaches address the three essential and inter-related elements of a good child care system: supply, access, and quality. Many of these encouraging efforts are taking root at a variety of levels, including local community organizations, civic leadership groups, United Ways, colleges and universities, government, national organizations, public-private partnerships, community collaboratives, and businesses. This section is organized according to the three elements of the “system” described above: building the supply of child care, expanding access to quality child care, and improving the quality of child care. In addition, we have included a section called *Serving Families*, highlighting innovations in child care programs that focus on supporting and strengthening families.

It is important to note that, in general, the child care “system”—or infrastructure—in most communities across the country is characterized by high demand and low supply; low caregiver wages and, therefore, high turnover; almost no viable facility-financing mechanisms; high parent fees; and low-quality care. Most models in place are making efforts to address each of these issues and are attempting to build a stronger child care infrastructure to meet the needs of working families and their children.

A. BUILDING THE SUPPLY OF CHILD CARE

The Idea

Meeting the vast need for child care in cities and neighborhoods across the nation requires investments—beyond subsidies—that help pay for care. State and local governments, foundations, financial institutions, and public-private partnerships are finding new ways to build the supply by developing

and strengthening the child care infrastructure—perhaps the weakest link in the child care system. Efforts include investments and loans to build new child care center facilities; outreach and recruitment to increase the base of child care professionals; and training and supports for local community groups to help them build their capacity to plan for child care. Promising approaches have been organized into three categories: outreach and recruitment, facility-financing mechanisms, and community-building efforts.

What to Look Out For

- + Classroom training gives new providers a good foundation for professional growth, but some may find it difficult to put what they have learned about child development into practice in the isolation of their family child care homes. In the absence of ongoing mentoring and peer support, simply offering new providers a classroom training course may not be enough to help them achieve their quality goals.
- + Most child care providers or businesses have trouble securing loans because they cannot afford to carry debt or they do not have the necessary equity to secure a loan for facility expansion or renovation. Rather than offering these providers conventional loans for facilities or business start-up, it may be necessary to offer loans that can be forgiven over time if the borrowers continue to provide child care to the community.
- + Supply-related initiatives must be grounded in a solid analysis of existing supply and demand in the neighborhood child care marketplace. Otherwise, they can easily do more harm than good. For example, developing a new preschool-age center for 3- and 4-year olds might not be a desirable addition to a community’s supply if it



puts a number of existing family child care providers who serve both groups out of business. Family child care providers need their preschool-age slots to help make infant care economically feasible. If these family care providers lose their preschool enrollment to the beautiful new center, then the community risks losing valuable infant slots—some of the most difficult care to find.

The Idea in Practice

1. Outreach and Recruitment

Quality Care for Children (QCC), formerly Save the Children Child Care Support Center, strives to marshal the leadership and resources necessary to improve the quality, accessibility, and affordability of early care and education in Georgia and throughout the nation. QCC trains and supports caregivers; educates parents and other consumers; operates local, community-based child care resource and referral programs; helps religious and other non-profit organizations statewide start up and renovate quality child care centers; and provides nutrition, education, and meal reimbursement for home-based caregivers through a statewide program.

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The **Child Care Initiative Project** (CCIP) and **El Comienzo** are programs designed to increase the supply of licensed, quality family child care in San Francisco. CCIP works by funding community-based child care resource and referral agencies to recruit and train new family child care providers. El

Comienzo targets Spanish-speaking family child care providers. All outreach and training materials are in Spanish and are culturally sensitive.

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Educare is a state-funded but locally driven family child care outreach and support program that uses a community-building approach in its efforts to reach families and providers in Kansas City and surrounding communities. The program offers training, educational resources, and home visits to family child care providers. Although improving quality and enhancing early childhood development are central to Educare's mission, its direct focus is to reduce isolation and enhance the skills of providers. Educare applies a respectful approach to outreach efforts, meeting in neighborhoods and building its base through word of mouth among community residents and providers. Its training emphasis is not on getting every provider licensed, but rather on giving providers the support and guidance they determine they need to provide the best care possible. In Educare's experience, this approach encourages providers to be more receptive to the information, education, and resources that help everyone provide better care for young children.

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2. Facility-Financing Mechanisms

The **Community Investment Collaborative for Kids (CICK)**, a program of the Local Initiatives Support Corporation, generates specialized capital and technical support for the creation of child care facilities in low-income communities across the country. CICK has invested \$5 million in the planning and development of 32 child care facilities in low-income communities nationwide. CICK's accomplishments include designing Connecticut's ground-breaking legislation to provide revenue bond financing for facilities in the state's most distressed communities. This program led to the development of 22 new high-quality child care centers serving 2000 children. The state has agreed to pay about 80 percent of the monthly debt service on these bonds—an aspect of the program that has made the new centers financially feasible for providers serving low-income neighborhoods. CICK has also initiated a public-private funding collaborative with the U.S. Department of Health and Human Services and the U.S. Department of Agriculture to offer grants, loans, loan guarantees, and technical support for the development of new Head Start and child care facilities in rural communities in six states.

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The **Child Care Capital Investment Fund** pools funds (grants and loans) from public and private sources, including foundations, banks, and insurance companies, and provides loans to nonprofit child

care providers serving low-income children in Massachusetts. The fund also provides technical assistance, serving as an intermediary between child care providers and financing entities. Loans are currently being offered at 7.5 percent interest and are available for one- to ten-year terms, depending on the project. Fund staff work with child care programs to determine how much, if any, debt they can afford to carry.

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The **Development Corporation for Children (DCC)** helps low-income communities throughout Minnesota assess their child care needs and assets and then plan and develop early care and education projects that meet their specific child care priorities. It also operates the First Children's Finance Fund, which offers child care providers financing to expand and improve existing facilities and develop new ones. Up to 15 percent of the loan can be forgiven if the provider stays in business to care for low- and moderate-income children for a three- to five-year period. DCC also operates the Business Partnership for Children, a business development center that specializes in providing business planning and financial management assistance to child care providers. It has developed a Neighborhood Science Network, through which it supports child care providers in centers and homes in offering a high-quality, hands-on science curriculum.



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The **Child Care Facilities Direct Loan Program**, **State Loan Guarantee Program**, and the **Child Care Special Loan Fund** are three pieces of state legislation in Maryland that, together, make funds and financing available for the construction and renovation of child care centers. The Child Care Facilities Direct Loan Program makes loans for child care construction and renovations at or below the prime lending rate. Loans with repayment schedules of up to 20 years may be secured for up to 50 percent of the cost of building or renovation. Loans range between \$35,000 and \$350,000, with an average of \$200,000. The Loan Guarantee Program helps providers obtain loans from commercial lending institutions with the state guaranteeing up to 80 percent of a loan. The program has guaranteed loans ranging from \$15,000 to \$1.6 million. The Special Loan Fund provides low-cost, short-term loans for minor renovations in child care facilities. Loans range from \$1000 to \$10,000. Providers serving low-income families, teen parents, and children with disabilities are eligible for lower rates.

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3. Community-Building Efforts

Smart Start is a comprehensive initiative in North Carolina created by Governor Hunt to help parents provide the best care for their children by empowering families and supporting the communities in which they live. The initiative uses public funds to leverage private contributions. Smart Start funds are appropriated by the state legislature and matched with 10 percent from local partnerships. The funds are locally based and available through a competitive grant application process. In 1998 the state and corporate sector raised \$9.5 million. Local partnerships raised an additional \$4.8 million in leveraged grants, cash, in-kind, and contributions.

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In 1994, **Rose Community Development (ROSE)**, a nonprofit community development corporation serving Outer Southeast Portland, Oregon, organized residents to conduct an in-depth assessment of child care in their community, with planning assistance from the National Economic Development and Law Center. The outcome of the year-long evaluation was the Child Care Neighbor Network, a comprehensive effort to intervene in all aspects of the child care market in ROSE's target area in ways

that respond to consumer needs and that stabilize and improve existing child care enterprises. The network involves parents of young children in consumer awareness activities, helps build links between consumers and neighborhood providers, and promotes consumer utilization of all available child care vouchers. It has operated an emergency scholarship fund for needs that fall outside the traditional public child care subsidy programs. The network has also developed a small business assistance program, with microloans for child care providers, as well as other tangible support, including grants for equipment purchases, continuing education, and professional development. In a fundamental way, the Child Care Neighbor Network has created a neighborhood infrastructure for child care through which consumers can get higher quality results from the neighborhood's existing child care assets. Because of the success of the Child Care Neighbor Network, the city of Portland has proposed a major public-private partnership to fund ROSE's network and two other networks in the city.

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United Way's **Success By 6** is a model early childhood community-building initiative. It began in Minneapolis in 1988 and has expanded throughout the United Way system. Over 300 United Ways are leading Success By 6 programs or similar initiatives that focus on comprehensive strategies to ensure that all young children receive the early care necessary for positive development. Across the country, Success By 6 efforts provide a range of models for improving the quality, accessibility, and affordability

of child care. A few examples include building comprehensive, state-of-the-art centers that serve the most at-risk families in Charlotte, North Carolina; raising standards through helping centers achieve accreditation in Miami, Florida; supporting parents in Highland City, North Carolina; implementing multimillion-dollar system change efforts by the Early Childhood Initiative in Pittsburgh, Pennsylvania; and creating special supports for providers and children in low-income communities through a "Mobile Unit" to help assess health and risk factors in Nashville, Tennessee.

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**B. EXPANDING ACCESS TO QUALITY
 CHILD CARE**

The Idea

Making good child care accessible to families in their neighborhoods, at or near their worksites, or somewhere in between, requires partnerships and collaborations, greater investments, and an authentic understanding of what families want and need. Promising efforts, many of which are just now beginning to emerge, are working to remove barriers to access, such as cost, location, language, and hours of operation. State legislatures are increasing appropriations for child care subsidies, significantly reducing the number of children on waiting lists; employers are constructing on-site centers and offering sliding fee scales for lower-income employees; local programs are providing transportation services and are offering culturally and linguistically relevant care; and some programs are expanding to

fit the schedules of parents who work nontraditional hours. These innovations are described below, under the following categories: (1) making child care affordable; (2) meeting the needs of working families; (3) providing culturally and linguistically appropriate child care; and (4) increasing access to child care for children with special needs.

What to Look Out For

- + Although many states have increased their funding allocations for child care subsidies, child care is not an entitlement program. Consequently, because of huge unmet demand, thousands of children remain on waiting lists for these subsidies in almost every state in the nation.
- + Most subsidies for child care pay reimbursement rates that are well below the market rate. As a result, quality is often compromised and the supply of care may decrease in states that reduce their rates below what the market will bear.
- + Employer-supported child care programs are more likely to be provided by Fortune 500 companies than by small businesses, where most low-income workers are actually employed.
- + Many welfare-to-work families are gaining employment in jobs with nontraditional hours— evenings, weekends, or a combination of both. Family child care providers or relatives are more likely to offer care during these hours.
- + The cost of good quality care is often prohibitive for working-poor families. Quality care for a 4-year-old typically costs around \$5720 per year; for infants and toddlers, the cost is significantly higher. A two-parent family with both working full-time at minimum wage has a combined income of \$21,400. For this family, child care represents 45 percent of their income.

- + Center-based care that is culturally and linguistically sensitive to immigrant or minority families is the exception rather than the rule. Consequently, many families will rely on relatives or kith and kin care, whether or not other elements of quality exist.
- + Many child care providers—particularly kith and kin providers—are not connected to or do not know about services for young children with special needs. Under the Individuals with Disabilities Education Act (Part B and Part H), children ages birth to five are entitled to certain special education services, which can be delivered in a child care setting (a center, family day care home, or kith and kin home). Efforts must be made to link child care providers—center and home based—to local special needs resources.

The Idea in Practice

1. Making Child Care Affordable

The **Child Care Executive Partnership**—made up of Florida executives, child care experts, and the governor’s staff—is an innovative strategy to increase the availability of child care subsidies. Federal funds are matched to employer child care contributions. Employers can choose to subsidize their own employees or make a donation to a purchasing pool that subsidizes child care for families in the community. Employer contributions help the state subsidize more families. The partnership now advocates raising the ceiling on state-subsidized child care to 200 percent of the federal poverty level.

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The **Georgia Voluntary Pre-Kindergarten Program** provides universal preschool services for all age eligible 4-year-old children, regardless of parent income. The pre-K program is a full 6½-hour-day, full-school-year program (180 days) and usually coincides with local public school calendars. Parents have a choice of classroom setting (approximately 60 percent of classes are conducted in private child care learning centers and 40 percent of classes are conducted in public schools), a choice of eight different curricula, and a choice of support services. In 1999, 62,500 children (70 percent of all eligible children) were enrolled in the program at one of 1650 locations. The program is funded by the Georgia Lottery for Education and is augmented with before- and after-school wraparound services provided through the Department of Human Resources and with nutrition services provided through the U.S. Department of Agriculture's Child and Adult Care Food Program.

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Employer-subsidized care is yet another way to address affordability. In 1999 the **City of Los Angeles** allocated \$100,000 from its general fund to

help offset the cost of care for employees with lower incomes who participated in the city's Child Care Center. The center has established a sliding fee scale, basing tuition on family income. In addition, the Los Angeles Department of Water and Power purchases child care slots from local child care centers and helps subsidize the cost of care for employees, paying up to 30 percent per child directly to participating child care programs.

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2. Meeting the Needs of Working Families

Palcare is an innovative program created to fill a critical gap in the San Francisco Bay area's child care system: the lack of quality, affordable care for families with nontraditional hours and changing work schedules. Palcare has created a model that allows families to submit a new child care schedule each month that matches their work hours, night and day, seven days per week. The center was created by a partnership of labor and employers, county and local governments, community nonprofits and foundations, and the United Way.

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The **Acre Family Day Care Corporation** makes child care services available to a broad range of families in the Lowell, Massachusetts, community, setting new standards for culturally sensitive family child care and early childhood education. Acre's large provider network offers child care to fit a parent's schedule, and is equipped to provide door-to-door transportation services. Acre also addresses community cultural barriers by offering child care services in Spanish, Khmer, Vietnamese, Portuguese, and English. Acre ensures highly skilled caregivers by providing intensive ongoing training, oversight, support, and networks to help providers enhance their curricula and their educational and business skills.

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"Employer's" Child Care Alliance, made up of business and government employers in Lee County, Alabama, funds projects to address unmet child care needs identified by the workforce, one of which is care during nontraditional hours. The use of AmeriCorps volunteers and college work-study students to enable family child care providers to

accommodate extra children during the hours of overlap between the first and second shift is an example of efforts to expand child care options.

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The **Con Agra Child Care Initiative**, established by Con Agra Prepared Foods in Downers Grove, Illinois, is tailored to the needs of workers who earn between \$6 and \$7 per hour, do shift work, and live in rural areas where licensed child care is scarce. Con Agra makes an initial start-up contribution of \$20,000-\$50,000 to a local center that has agreed to operate from 5:00 a.m. to midnight, on Saturdays, and that will accommodate all work shifts. The company also pays a portion of the weekly cost of care for each of its employees.

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3. Providing Culturally and Linguistically Appropriate Child Care

Los Niños Child Development and Family Program, in Napa, California, demonstrates its commitment to families and child care through the use of the Parent Services Project, a program based on the philosophy that healthy parents rear healthy children. Los Niños serves at-risk families whose

children have special needs. Spanish is the center's primary language, and half of its staff members are bilingual.

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The **African American Early Childhood Resource Center** is the progeny of the National Black Child Development Institute's task force on early care and education leadership development. It consists of a broad array of stakeholders, including scholars, providers, and experts, with the mission of improving the quality of early care and education through leadership diversity. The resource center offers three pathways to leadership diversification—career opportunities for individuals, higher education, and technical assistance to organizations—and acts as a clearinghouse and networking hub for enhancing diversity.

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4. Increasing Access to Child Care for Children with Special Needs

The **Map to Inclusive Child Care** is a federal project of the Child Care Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. It offers an opportunity to

ensure that children with disabilities, from birth through age 12, have access to child care alongside their typically developing peers. Map staff members help teams from each participating state (including those with *Making Connections* sites: California; Colorado; Florida; Indiana; Iowa; Louisiana; Maryland; Massachusetts; Washington; Wisconsin; and Washington, D.C.) design, implement, and evaluate child care services to successfully include children with disabilities. Map staff can identify successful programs near *Making Connections* sites.

Contacts:

Mary Beth Bruder, Project Director
University of Connecticut Health Center
Division of Child and Family Studies
 263 Farmington Avenue, MC 6222
 Farmington, CT 06030
 860-679-1500
 860-679-1571 (fax)
 bruder@nso1.uhc.edu

Jennifer Joy, Project Coordinator
University of Connecticut Health Center
Division of Child and Family Studies
 263 Farmington Avenue, MC 6222
 Farmington, CT 06030
 860-679-1500
 860-679-1571 (fax)
 joy@nsol1.uhc.edu

Family Voices is a national nonprofit organization headquartered in Algodones, New Mexico, with staff in Illinois, Massachusetts, and Iowa. Family Voices is a national grassroots network of families who have children with special health care needs, their friends, and the professionals who care about them. Family Voices has 30,000 members who are dedicated to improving health care and systems of care for children with special health care needs. Family Voices participates in many projects designed to increase the flow of information to and from these families—

to help them in their everyday lives and to help policymakers make better decisions for our children.

Contact:

Julie Keys, National Communications/Development

Coordinator

Family Voices

414 N. Orleans Avenue, Suite 305

Chicago, IL 60610

312-222-1980

312-222-1960 (fax)

www.familyvoices.org

www.fvkasa.org

julie@fykasa.org

C. IMPROVING THE QUALITY OF CHILD CARE

The Idea

Recent findings in brain research have helped heighten awareness among foundations and local civic organizations of the importance of high-quality child care. They and others are making greater investments in training and professional development, outreach and support to home-based caregivers, adequate wages for providers, and facilities that nurture learning and development and that ensure the health and safety of children. Innovation in this area can be seen in four categories: (1) investing in training and professional development, (2) enhancing business skills and professional capacity, (3) ensuring standards and accreditation, and (4) increasing consumer awareness.

What to Look Out For

+ Quality and cost are interrelated, and quality improvements require consideration of the impact on parent fees. Although some studies indicate that the difference in cost between a mediocre-to-poor-quality program and a high-quality program is not great, even a few dollars can influence the care working-poor families select.

- + Many families have not had access to information about early childhood development or about the difference between quality child care and poor-to-mediocre care. Consequently, many families are not knowledgeable consumers of child care.
- + Across all levels of government, funding allocations for child care are primarily for subsidies, not quality. Federal and state child care block grant funding requires only 4 percent of the funds to be used for quality improvement.
- + Although most of the child care revenues from parent fees or subsidies go to wages, the median hourly wage of child care workers is \$6.12. It is only \$7.80 for preschool teachers. Consequently, the field is plagued with high turnover (an important quality indicator).
- + Even though there is an accreditation system for child care centers and family child care homes, many programs find it difficult to find the money or time to go through the three-year process.
- + Most states have child-care-licensing standards, although there is a high degree of variation. Most licensing standards, however, focus only on health and safety, with little or no attention to caregiving interaction or curriculum.
- + Most children, especially poor children, are in license-exempt or unregulated care. Typically, family members care for these children. Although many such providers would like training or information about available resources, they may not welcome the opportunity if they fear outside systems (because of immigration status, for example) or if the outreach approach is “top down,” intrusive, or disrespectful.

*The Idea in Practice***1. Investing in Training and Professional Development**

The **T.E.A.C.H.** (Teacher Education and Compensation Helps) **Early Childhood Project** provides educational scholarship opportunities for child care providers throughout North Carolina. While providing partial funds for tuition, books, travel, and paid release time, the project is unique in that it links training with higher wages and encourages partnerships. As providers receive more training and education, their earnings are increased through bonuses or raises. The principle of partnerships encourages collaborations between the scholarship recipient, the employing child care program, and the project. In fiscal year 1998-1999, 4938 scholarships were provided. T.E.A.C.H. is being replicated in 11 other states.

Contact:

Susan D. Russell
T.E.A.C.H. Early Childhood Project
PO Box 901
Chapel Hill, NC 27514
919-967-3272
919-967-7683 (fax)

Direct Action for Rights and Equality (DARE) is a local grassroots organization in Providence, Rhode Island. Through the organizing efforts of DARE, the state of Rhode Island passed legislation to provide health care insurance to family child care providers who lack coverage. Under the new law, providers who care for children as part of the state's welfare-related child care program, and who are not covered by health insurance, are eligible for the state health program. The total cost to the state is approximately \$644,000 per year, although this does not factor in the significant savings to the state in Medicaid, welfare, and hospital costs or the investment in more stable, higher quality care for low-income families.

Contacts:

Shannah Kurland, Executive Director
Direct Action for Rights and Equality
340 Lockwood Street
Providence, RI 02907
401-351-6960
401-351-6977 (fax)
DARE@ids.net

Rhode Island Family Child Care Provider
Health Insurance Plan
Department of Human Services
600 New London Avenue
Cranston, RI 02920
401-464-1190
401-464-2185 (fax)

The **California Early Childhood Mentor Program (CECMP)** has been successfully rewarding teachers' increased skills and training with higher compensation since it was cofounded as a pilot program by Chabot College and the Center for the Child Care Workforce in 1988. The program benefits the community in several ways: It provides a collaborative approach to quality improvement; it identifies high-quality programs; it is a cost-effective use of community resources; and it increases public awareness of the link between training, compensation, and quality. Now operating at 70 community college sites statewide, it is the largest program of its type in the country. A mentoring component for directors was begun in 1996.

Contacts:

Peyton Nattinger, Program Director
CECMP
Chabot College
25555 Hesperian Boulevard
Hayward, CA 94545
510-786-6638
510-786-6022 (fax)
ecementor.org
pnattinger@yahoo.com



National Center for the Early Childhood Workforce
733 15th Street, NW
Washington, DC 20005
202-737-7700
202-737-0370 (fax)
www.ccw.org
ccw@ccw.org

2. Enhancing Business Skills and Professional Capacity

The **Child Care Resource Center, Inc.**, (CCRC) in Cambridge, Massachusetts, builds capacity among immigrant and minority community residents so they can develop viable home-based child care businesses and connect with mainstream institutions. With a focus on economic development, CCRC's train-the-trainer model provides technical assistance and supports that enable individuals to develop business skills (i.e., marketing strategies, record keeping, and customer contracts), establish bank accounts, and explore home ownership.

Contact:
Marta Rosa
Child Care Resource Center, Inc.
130 Bishop Allen Drive
Cambridge, MA 02139
617-547-1063
617-547-3340 (fax)

Child Care, Inc., (CCI) developed the Family Child Care Business Resource Center to meet the business needs of home-based child care providers in New York City. The center offers a number of programs to build the business capacity and financial literacy of providers in order to improve the quality of care. Business training seminars and customized technical assistance topics range from "Tax Preparation" and "How to Write a Business Plan" to "Liability and Health Insurance." The center also provides access to capital through its Trickle Up

Program for eligible providers looking to start or expand their businesses.

Contact:
Cynthia Rowe, Assistant Director
Child Care, Inc.
275 Seventh Avenue, 15th Floor
New York, NY 10001
212-929-7604, ext. 3009
212-929-5785 (fax)

Babyland Family Services, Inc., (BFS) in Newark, New Jersey, provides center-based, home-based, family and after-school child care programs, including Early Head Start, for 800 children from infancy to 13 years old. BFS provides parent education, leadership training, health services (including asthma and AIDS) and family support, especially for pregnant and parenting teens and young fathers. BFS leads several children's initiatives, such as United Way's Success By 6, that include more than 30 child care agencies and public schools.

Contact:
Mary Palmer Smith, Executive Director
Babyland Family Services, Inc.
755 S. Orange Avenue
Newark, NJ 07106
973-399-3400
973-399-2076 (fax)
www.babyland.org

Francis Child Development Institute provides a continuum of traditional and innovative professional development opportunities, education, and training for individuals who support quality care for children and their families within the greater Kansas City area. Its comprehensive programs, including an on-site child development center lab school, are designed to address the diverse developmental needs of children through the education of adults, including high school students, college students, and family and center-based child care practitioners.

Contact:

Carole L. Ellison, Director
Francis Child Development Institute
3201 Southwest Trafficway
Kansas City, MO 64111
816-759-4352
816-759-4527 (fax)
ellison@pennvalley.cc.mo.us

Kern County's **Local Investment in Child Care (LINCC)**, in Bakersfield, California, is a project of the National Economic Development and Law Center. The Bakersfield Small Business Development Center (SBDC) and Community Connection for Child Care (CCCC) have formed a unique partnership on behalf of LINCC. The local collaboration pools respective resources, offering one-on-one consultation and technical assistance to help child care providers succeed in their businesses. CCCC refers providers to the SBDC, which, in turn, distributes information packets unique to the concerns of child care microbusinesses and offers opportunities for ongoing technical support.

Contacts:

Mary McCabe
Community Connection for Child Care
2000 24th Street, Suite 100
Bakersfield, CA 93301
661-861-5273
661-861-5261 (fax)
mamccabe@kern.org

Chantel Walker, Division Director
National Economic Development and Law Center
2201 Broadway, Suite 815
Oakland, CA 94612
510-251-2600
510-251-0600 (fax)
NEDLC.net
chantel@nedlc.org

3. Ensuring Standards and Accreditation

The **Chicago Accreditation Partnership**, launched in October 1998 by Mayor Richard M. Daley, is a \$16 million public-private partnership that increased the number of Chicago centers accredited by the National Association for the Education of Young Children (NAEYC) from 19 (only five of which were in low-income communities) to 135 in 1999, with the majority enrolling children from low-income families. NAEYC accreditation requires early childhood programs to meet high standards in teacher training and program development. It serves as a seal of approval that helps parents and the community recognize quality programs. Another 72 centers are in the accreditation pipeline. Chicago now leads the nation in the number of accredited centers. (Houston is a far distant second with 57.) The goal is to help a total of 400 centers in Chicago pursue accreditation and provide funding for needed program and capital improvements.

Contact:

Jamilah Jor'dan, Executive Director
Chicago Accreditation Partnership
228 S. Wabash Avenue, Suite 1000
Chicago, IL 60604
312-554-1300
312-554-1301 (fax)

4. Increasing Consumer Awareness

Through its consumer awareness campaign, **Child Care Campaign 2000** intends to help parents in the state of Washington to become better consumers of child care and help change the perception of child care providers from that of “babysitters” to “parenting partners.” Its goal is to increase investments in child care by policymakers and businesses and to improve the quality of care by teaching parents to recognize good child care—and demand it. An aggressive statewide media campaign includes

billboards, bus advertisement, public service announcements and articles, worksite employee outreach, direct mail, posters, brochures, and educational packets. Funds for the campaign are generated from federal and state funds, foundations, and private and nonprofit partners.

Contact:

*Elizabeth Bonbright Thompson, Executive Director
Washington State Child Care
Resource and Referral Network
917 Pacific Avenue, Suite 301
Tacoma, WA 98402-4344
253-383-1735
253-572-2599 (fax)
ebthompson@childcarenet.org*

D. SERVING FAMILIES

The Idea

One of the most effective ways to reach parents and serve families is through the people and places that serve their children. Child care centers—especially family child care homes—are natural sources of support and other family strengthening connections that parents need. Providers often serve as links to community resources, offer social support to parents, provide respite, and model caregiving behavior.

What to Look Out For

- + Many providers, particularly relatives caring for young children, have had little or no training in early childhood development and may have little support themselves.
- + Turnover is quite common in the child care field, making it difficult for parents to establish trusting relationships with their child’s provider.
- + Considering the time demands on most families, parents have little time to devote to engaging with their child’s caregiver. It is not unusual for

parents to rush in and out when dropping off and picking up their child. Similarly, providers who must continuously attend to other children have little time to engage individual parents.

- + Parents may find it easier to develop trusting relationships with family child care providers than with the staff of a child care center. However, to date there is too little focus on investment and support in family child care. Center-based care tends to receive more attention as a vehicle for supporting families.

The Idea in Practice

Parent Services Project, Inc., (PSP) is a family support approach for child care centers and family child care homes. Its basic premise is that programs that serve young families, such as those in child care centers and family child care homes, are ideal sites to serve entire families. PSP principles include mutual respect, inclusion, and partnership between the school or center and family. PSP programs provide services parents need most, including social support, respite, practical skills, leadership training, and opportunities to build self-esteem.

Contact:

*Ethel Seiderman
Parent Services Project, Inc.
199 Porteous Avenue
Fairfax, CA 94930
415-454-1870
415-454-1752 (fax)*

KCMC Child Development Corporation is a not-for-profit agency that provides early care and educational services to children and families in the Kansas City area. The agency administers Head Start in a three-county area, the federal Child and Adult Care Food Program in approximately 15 Missouri counties, and the federal and state Early Head Start programs in the urban core. The agency’s

Head Start program partners with community-based centers to provide quality full-day, year-round early education and care to all enrolled children, some of whom are eligible for Head Start. KCMC provides children and families an array of on-site services, including literacy instruction, mental health counseling, health and dental care, and job and training referrals. In addition, KCMC offers parents and child care providers a variety of training opportunities in subjects such as child development, nutrition, child health and safety, and computer operations, at its James I. Threatt Early Childhood Community Resource Center.

Contact:

Dwayne Crompton, Executive Director
KCMC Child Development Corporation
2104 E. 18th Street
Kansas City, MO 64127
816-474-3751
816-474-1818 (fax)
dwayne.kcmo@gabs.net

Parents United for Child Care (PUCC) is a grassroots membership organization of low- and moderate-income parents committed to increasing the supply of quality, affordable child care in Massachusetts. A small group of Boston parents founded PUCC in 1987, with the mission of creating and mobilizing a vocal constituency of parents to influence child care policy on the local and state level. The organization is governed by an elected multiracial and mixed-income board of directors who have responsibility for setting issue priorities and determining the organizing strategy for PUCC's campaigns and advocacy. PUCC has developed its work in several related program areas, including documenting parents' child care needs and parent organizing, direct training and leadership development activities for parents, and expanding out-of-school activities in Boston.

Contact:

Elaine Fersh, Director
Parents United for Child Care
30 Winter Street
Boston, MA 02108
617-426-8288
617-542-1515 (fax)
fersh@pucc.com

Sheltering Arms Child Development and Family Support, a multicenter child care network in Atlanta, Georgia, is based on the philosophy that

"quality affordable child care empowers families and strengthens communities." It employs a full-time family support coordinator who develops a partnership with families and connects them with resources in other community agencies. The coordinator also organizes parent education programs and social activities for families and leads professional development sessions for staff members on family support. Each of the network's 19 centers has an advisory group made up equally of parents and community volunteers who work closely with the center director and staff to develop programs and policies.

Contact:

Elaine Draeger, Executive Director
Sheltering Arms Child Development and Family Support
350 Teachwood Drive
Atlanta, GA 30313
404-523-2767
404-523-9952 (fax)
chyrd@atlanta.com



A. PUBLICATIONS THAT CAN HELP

The following four categories of resource publications correspond to the *Promising Approaches and Resources* section of this guide.

Building the Supply of Child Care

Child Care Partnership Project. *Employer Toolkit Template for Engaging Business Partners (in Child Care)*. Washington, D.C.: Child Care Partnership Project, U.S. Department of Health and Human Services, 1998.

Child Care Partnership Project. *Guide to Successful Public-Private Partnerships for Child Care*. Washington, D.C.: Child Care Partnership Project, U.S. Department of Health and Human Services, 1998.

Children's Defense Fund. *Seeds of Success: State Kindergarten Initiatives, 1998-1999*. Washington, D.C.: Children's Defense Fund, 1999.

Gomby, Deanna S., and Nora Krantzler (Eds.). "Financing Child Care," *The Future of Children*. Los Altos, Calif: Center for the Future of Children, David and Lucile Packard Foundation, Vol. 6, No. 2, Summer/Fall 1996.

Mitchell, Anne, Carol Ripple, and Nina Chanana. *Prekindergarten Programs Funded by States: Essential Elements for Policy Makers*. New York: Families and Work Institute, 1998.

Mitchell, Anne, Louise Stoney, and Harriet Dichter. *Financing Child Care in the United States: An Illustrative Catalog of Current Strategies*. Kansas City, Mo.: Ewing Marion Kauffman Foundation, 1997. (Update to be published in 2000, visit website at www.earlychildhoodfinance.org.)

National Economic Development and Law Center. *Community-Based Planning for Child Care: An Action*

Planning Tool for Community Development Corporations. Oakland, Calif.: National Economic Development and Law Center, n.d.

National Conference of State Legislators. *Early Childhood Care and Education, An Investment That Works*. Washington, D.C.: National Conference of State Legislators, 1997.

Smith, Elizabeth C. *Understanding Child Care Supply and Demand in the Community: A Workbook*. Chicago, Ill.: Enterprise Child Care, n.d.

Stoney, Louise. *Looking into New Mirrors: Lessons for Early Childhood Finance and System Building*. Boston: Horizons Initiative, October 1998.

Expanding Access to Quality Child Care

California Resource and Referral Network. *Developing Family Day Care in Latino Communities: Experiences of the California Initiative Project*. San Francisco: California Resource and Referral Network, n.d.

Children's Defense Fund. *Helping Parents Work and Children Succeed: A Guide to Child Care and the 1996 Welfare Act*. Washington, D.C.: Children's Defense Fund, 1996.

Larner, Mary. *In the Neighborhood: Programs that Strengthen Family Day Care for Low-Income Families*. New York: National Center for Children in Poverty, 1994.

National Conference on State Legislators. *Funding Inclusive Child Care—A State Legislative Report*. Washington, D.C.: National Conference on State Legislators, Vol. 24, No. 1, January 1999.

Stoney, Louise. *Promoting Access to Quality Child Care: Critical Steps to Conducting Market-Rate Surveys and Establishing Rate Policies*. Washington, D.C.: Children's Defense Fund, 1994.

Improving the Quality of Child Care

Center for Career Development in Early Care and Education. *Learning and Growing Together: Head Start and Child Care Professional Development Partnerships*. Boston: Center for Career Development in Early Care and Education, Wheelock College, 1998.

Child Care Law Center. *Creating a Rational Policy Framework for License-Exempt Family Child Care*. San Francisco: Child Care Law Center, n.d.

Children's Defense Fund. *Work Together for Children: Head Start and Child Care Partnerships*. Washington, D.C.: Children's Defense Fund, 1996.

Frank Porter Graham Child Development Center. *Early Learning, Later Success: the Abecedarian Study, Early Childhood Intervention for Poor Children*. Chapel Hill, N.C.: Frank Porter Graham Child Development Center, University of North Carolina, 1999 (update to original report).

Kagan, Sharon L., and Nancy E. Cohen. *Not by Chance: Creating an Early Care and Education System for America's Children: The Quality 2000 Initiative*. New Haven, Conn.: Bush Center in Child Development and Social Policy, Yale University, 1997.

Larner, Mary. *Promoting Professionalism Through Family Day Care Networks*. New York: National Center for Children in Poverty, 1993.

National Association for the Education of Young Children. *NAEYC Accreditation: A Decade of Learning and the Years Ahead*. Washington, D.C.: National Association for the Education of Young Children, 1996.

Serving Families

Child Care Bureau. *Promoting Family-Centered Child Care*. Washington, D.C.: Child Care Bureau,

Administration for Children and Families, U.S. Department of Health and Human Services, 1997.

Children's Defense Fund. *Healing the Whole Family: A Look at Family Care Programs*. Washington, D.C.: Children's Defense Fund, 1998.

Children's Defense Fund. *Helping Children by Strengthening Families*. Washington, D.C.: Children's Defense Fund, 1992.

National Center for Children in Poverty. *Child Care by Kith and Kin—Supporting Family, Friends, and Neighbors Caring for Children*. Children and Welfare Reform Issue Brief 5. New York: National Center for Children in Poverty, 1998.

Other General Resources

Carnegie Corporation. *Starting Points, Meeting the Needs of Our Youngest Children*. New York: Carnegie Corporation, 1994.

Children's Defense Fund. *Key Facts about Child Care and Early Education: A Briefing Book*. Washington, D.C.: Children's Defense Fund, 1997.

Children's Defense Fund. *Who Cares? State Commitment to Child Care and Early Childhood Education*. Washington, D.C.: Children's Defense Fund, November 1996.

"Confronting the Crisis: Child Care in America." Lifetime TV. April 20, 1999 (video).

B. AGENCIES AND ORGANIZATIONS THAT CAN HELP

The **Center for Career Development in Early Care and Education** of Wheelock College in Boston provides technical assistance, training, research, and information dissemination activities designed to help states, local communities, and higher education institutions bring about systematic

change in creating early childhood career and leadership development systems.

Contact:

*Center for Career Development in
Early Care and Education
Wheelock College
200 The Riverway
Boston, MA 02215
617-734-5200, ext. 211
617-738-0643 (fax)
www.wheelock.edu
centers@wheelock.edu*

The **Center for the Child Care Workforce** works to ensure high-quality, affordable child care services by upgrading the training and compensation of teachers. The center promotes policy and program development, research and evaluation, and public education at the national, state, and local levels.

Contact:

*Center for the Child Care Workforce
733 15th Street, NW, Suite 1037
Washington, DC 20005
202-737-7700
202-737-0370 (fax)
www.ccw.org
ccw@ccw.org*

The **Child Care Action Campaign** focuses on effective child care and early education partnerships among public schools and school districts, Head Start, and child care providers.

Contact:

*Child Care Action Campaign
330 Seventh Avenue, 14th Floor
New York, NY 10001
212-239-0138
212-268-6515 (fax)
www.usakids.org/sites/ccac.html
info@childcareaction.org*

The **Child Care Bureau** is dedicated to enhancing the quality, affordability, and supply of child care available to all families. It administers federal funds to states, territories, and tribes and is part of the Administration on Children, Youth and Families.

Contact:

*Child Care Bureau
Administration for Children and Families
U.S. Department of Health and Human Services
Switzer Building, Room 2046
330 C Street, SW
Washington, DC 20447
202-690-6782
202-690-5600 (fax)
www.acf.dhhs.gov/programs/ccb/index.html*

The **Child Care Law Center** (CCLC) uses legal tools to make high-quality, affordable child care available to every child of every age, every family, and every community. CCLC works to expand child care options for every family by increasing the supply, availability, and affordability of quality child care and by improving the quality of child care, so that every child can be safe, be nurtured, and have the opportunity to learn and develop in a culturally and developmentally appropriate environment.

Contact:

*Child Care Law Center
973 Market Street, Suite 550
San Francisco, CA 94103
415-495-5498
415-495-6734 (fax)
ericps.ed.uiuc.edu/nccic/orgs/cclawctr.html*

The **Child Welfare League of America** develops and promotes policies and programs to protect America's children and families. Its 1100-member agency serves 3 million abused and neglected children and their families each year.

Contact:

Child Welfare League of America
 440 First Street, NW, Third Floor
 Washington, DC 20001
 202-638-2952
 202-638-4004 (fax)
 www.cwla.org

The **Children's Defense Fund** (CDF) is a national children's advocacy organization; child care is among the major issues followed by CDF.

Contact:

Children's Defense Fund
 25 E Street, NW
 Washington, DC 20001
 202-628-8787
 202-662-3510 (fax)
 www.childrensdefense.org
 cdinfo@childrensdefense.org

The **Ecumenical Child Care Network** is a national interdenominational network of individuals who work from a faith perspective, advocating for early childhood care and education in faith-based organizations throughout the country.

Contact:

Ecumenical Child Care Network
 8765 W. Higgins Road, Suite 405
 Chicago, IL 60631
 800-649-5443 or 773-693-4040
 773-693-4042 (fax)
 www.eccn.org
 eccn@aol.com

The **Families and Work Institute** (FWI) is a non-profit center for research that provides data to inform decision making on the changing workplace, changing family, and changing community, including work-life issues for low-income employees. FWI offers strategies for improving the quality and affordability of early childhood education and care

and methods for supporting the involvement of fathers in the lives of their children.

Contact:

Ellen Galinsky, President
Families and Work Institute
 330 Seventh Avenue, 14th Floor
 New York, NY 10001
 212-465-2044
 212-465-8637 (fax)
 www.familiesandwork.org

The Finance Project, a national initiative to improve the effectiveness of public-private partnerships in education (among other issues), is one of three partner organizations spearheading the Child Care Partnership Project.

Contact:

The Finance Project
 1000 Vermont Avenue, NW
 Washington, DC 20005
 202-828-4200
 202-828-4205 (fax)
 www.financeproject.org

The **National Association of Child Care Resource and Referral Agencies** is a national non-profit network of community-based child care resource and referral agencies and child care advocates. The organization provides parents and professionals with current information on child care and connects them and the public to reliable local sources of information and support.

Contact:

National Association of Child Care
Resource and Referral Agencies
 1319 F Street, NW, Suite 810
 Washington, DC 20004
 202-393-5501
 202-393-1109 (fax)
 www.naccrra.org



The **National Association for the Education of Young Children** is the nation's largest organization of early childhood professionals and others dedicated to improving the quality of early childhood education programs for children from birth through age 8.

Contact:

*National Association for the
Education of Young Children
1509 16th Street, NW
Washington, DC 20036
800-424-2460 or 202-232-8777
202-328-1846 (fax)
www.naeyc.org
naeyc@naeyc.org*

The **National Association for Family Child Care** provides technical assistance to family child care associations.

Contact:

*National Association for Family Child Care
525 S.W. 5th Street, Suite A
Des Moines, IA 50309
515-282-8192
515-282-9117 (fax)
www.nafcc.org
nafcc@nafcc.org*

The **National Black Child Development Institute** advances an agenda to promote and protect the well-being of African-American children.

Contact:

*National Black Child Development Institute
1023 15th Street, NW, Suite 600
Washington, DC 20005
202-387-1281
202-234-1738 (fax)
www.nbcdi.org*

The **National Center for Children in Poverty** (NCCP) identifies and promotes strategies to reduce the number of young children living in poverty in the United States and to improve the life chances of the millions of children growing up poor. NCCP conducts demographic research and program and policy analysis, and communicates facts about young child poverty and strategies to overcome it.

Contact:

*National Center for Children in Poverty
Columbia University
154 Haven Avenue
New York, NY 10032
212-304-7100
212-544-4200 or 212-544-4201
www.nccp.org*

The **National Child Care Association** provides private, licensed child care center or preschool owners, administrators, and directors with information and resources to help them keep up with the industry and prepare for growth and success.

Contact:

*National Child Care Association
1016 Rosser Street
Conyers, GA 30012
800-543-7161
770-388-7772 (fax)
www.nccanet.org*

The **National Child Care Information Center** is a national technical assistance center on all child care issues.

Contact:

*National Child Care Information Center
243 Church Street, NW, 2nd Floor
Vienna, VA 22180
800-616-2242
800-716-2242 (fax)
www.nccic.org*

The **National Head Start Association** is a private nonprofit membership organization that provides a national forum for advancement of Head Start services for low-income children and families.

Contact:

National Head Start Association
1651 Prince Street
Alexandria, VA 22314
703-739-0875
703-739-0878 (fax)
webmaster@nhsa.org

The **National Information Center for Children and Youth with Disabilities** is an information and referral center serving the U.S., Puerto Rico, and the U.S. Territories. Families, students, educators, and others can find Spanish- and English-language information on disability-related topics regarding children and youth, birth through age 21.

Contact:

*National Information Center for
Children and Youth with Disabilities*
PO Box 1492
Washington, DC 20013
800-695-0285 (V/TTY)
202-884-8441 (fax)
www.nichcy.org
nichcy@aed.org

ZERO TO THREE is a national resource for professionals, policymakers, and parents whose mission is to strengthen and support families, practitioners, and communities to promote the healthy development of babies and toddlers.

Contact:

ZERO TO THREE
734 15th Street, NW, Suite 1000
Washington, DC 20005
202-638-1144
202-638-0851 (fax)
www.zerotothree.org

**C. CHILD CARE RESOURCE DIRECTORY
BY MAKING CONNECTIONS SITE**

ATLANTA

Resource and Referral Agency

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State Child Care Subsidy Unit

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Division of Family and Children Services
Family Support Unit
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Local Child Care Office

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Family and Children's Services
230 Peachtree Street, NW, Suite 400
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www2.state.ga.us/departments/dhr/dfcs/fultoncty

Prekindergarten Program

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10 Park Place South, Suite 200
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Head Start-State Collaboration Office

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Head Start Regional Office

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BALTIMORE**Resource and Referral Agency**

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 Baltimore City Child Care Resource Center
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Local Child Care Office

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 Baltimore, MD 21202
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Prekindergarten Program

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 Baltimore City Public School System
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Head Start-State Collaboration Office

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BOSTON**Resource and Referral Agency**

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 Bishop Allen Drive
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 105 Chauncy Street
 Boston, MA 02111
 617-357-6000, ext. 470, or 617-542-5437
 617-292-4629 (fax)
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Local Child Care Office

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Prekindergarten Program

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Head Start-State Collaboration Office

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Local Child Care Office

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Local Child Care Office for TANF Parents

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Prekindergarten Program

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DENVER

Resource and Referral Agency

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Local Child Care Office

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Prekindergarten Program

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State Child Care Administration

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Local Child Care Office for TANF Parents

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Prekindergarten Program

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Prekindergarten Program

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County Child Care Office

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Prekindergarten Program

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Child Care Assistance Program
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Baton Rouge, LA 70821
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Prekindergarten Program

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OAKLAND

Resource and Referral Agency

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Prekindergarten Program

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PROVIDENCE**Resource and Referral Agency**

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State Child Care Office

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Rhode Island Department of Human Services
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Local Child Care Office*Rose Collins**Alamo Workforce Development Board**115 E. Travis, Suite 220**San Antonio, TX 78205**210-272-3250**210-272-3290 (fax)***Prekindergarten Program***Texas Educational Agency**1701 N. Congress Avenue**Austin, TX 78701**512-463-9734***Head Start-State Collaboration Office***Gwen D. Chance**Head Start-State Collaboration Office**Charles A. Dana Center**University of Texas at Austin**2901 North I.H.-35, Room 2.200**Austin, TX 78722**512-232-2258**512-232-1853 (fax)***Head Start Regional Office***Earl Richardson**Administration for Children and Families**1301 Young Street, Suite 937, ACF-2**Dallas, TX 75202**214-767-8845**214-767-3743 (fax)***SAN DIEGO****Resource and Referral Agency***Pearl Carpenter**YMCA Child Care Resource Service**3333 Camino del Rio S, Suite 400**San Diego, CA 92108**619-521-3055**619-521-3050 (fax)***Local Child Care Office***Kathy Andersen**Child Care Development and Planning Council**1700 Pacific Highway, Room 104**San Diego, CA 92101**619-515-6906**619-515-6175 (fax)**kanderss@co.san-diego.ca.us***Prekindergarten Program***Michael Jett, Director**Child Development Division**California Department of Education**560 J Street, Room 220**Sacramento, CA 95814**916-322-6233**916-323-6853 (fax)***Head Start-State Collaboration Office***Mike Zito, Coordinator**Head Start-State Collaboration Office**California Department of Education**Child Development Division**560 J Street, Suite 220**Sacramento, CA 95814**916-323-8296**916-323-6853 (fax)***Head Start Regional Office***Maria Fort, Head Start Program Specialist**Administration for Children and Families**50 United Nations Plaza, Room 450**San Francisco, CA 94102**415-437-8445**415-437-8438 (fax)***SAVANNAH****Resource and Referral Agency***Melissa Cooper, Program Director**Lutheran Ministries of Georgia**6349 Abercorn Street, Suite B**Savannah, GA 31405**800-281-9343**912-355-1499 (fax)*

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SEATTLE

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Prekindergarten Program

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resource GUIDES

As part of the *Making Connections* Technical Assistance/ Resource Center, the following Resource Guides are scheduled to be produced before the end of 2001:

Economic Opportunities for Families

- + Connecting Families to Jobs
- + Building Family Assets

Enhancing Social Networks

- + Family Support
- + Residents Engaged in Strengthening Families and Neighborhoods

Building High-Quality Services and Supports

- + Building More Effective Community Schools
- + Community Safety and Justice
- + Child Care for Communities
- + Meeting the Housing Needs of Families
- + Community Partnerships to Support Families
- + Improving Health Care for Children and Families
- + Developing Community Responses to Domestic Violence

Techniques for Advancing a Family Strengthening Agenda in Neighborhoods

- + Using Strategic Communication to Support Families and Neighborhoods
- + Connecting Families to Computers and On-Line Networks
- + Outcomes-Based Accountability



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