nsaca

National School-Age Care Alliance

July 30, 1997

Ms. Nicole Rabner
Office of the First Lady
The White House
Washington, D.C. 20502

Dear Nicole:

I have finally put together some thoughts for the White House Conference on Child Care set for the fall of 1997.

A fax has just arrived with the statement made by the Presidetn on July 23, 1997. I am pleased to read a more directed statement about the responsibility of elected officials and policy-makerss as well as businesses. The issue of quality is not addressed, so I am hopeful that the Conference can go further into the "right care" that the President is talking about.

The National School Age Care Alliance continues to stress quality in its programs as we are beginning to implement an accreditation process, currently being piloted in 75 sites. I would ask that model after-school programs be included in the discussion sessions once workshops are set. Is there a committee that is putting together the content of the conference as yet?

Thank you for the continued support of the President and First Lady in the issue of quality child care.

Sincerely,

Ellen

Ellen Clippinger
President

Member Services
c/o AYS Services
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Indianapolis, IN 46205
Ellen Clippinger, President
Phone: (317) 283-3817
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The White House Conference
October 23, 1997

In speaking with numerous people in different youth-serving agencies, child care settings, and members of the Board of Directors of the National School Age Care Alliance, I have come to the conclusion that all people want somewhat the same thing to emerge from the White House Conference on Child Care in October. The common theme is a national commitment to the value of children in our society. We are one of the few countries of the developing world that does not place children at the head of its national agenda. We speak about the importance of children; we say that children are our most important asset; we say that parents must have the right to choose the care that they want. Yet, we have no agenda that speaks of the rights of children, no agenda that speaks of committing funds to the preservation of children within their families.

The valuable knowledge that the President made reference to in his opening remarks at the White House Conference on Early Child Development and Learning on April 17, 1997, is now in the public domain. Discoveries made and research disseminated...what now? The clear message was that children need to be nurtured, cared for, and guided by parents, caregivers, teachers, coaches, and all people with whom they come in contact. It is also common knowledge that the quality of the care lies with the person caring for the child--parent or other caregiver.

Are all our children nurtured on a daily basis? Are children respected as human beings with rights, not as pawns to be placed and moved about at will?

Quality child care lies with setting standards of operation above the minimum requirements of licensing. The National School Age Care Alliance's standards are now being piloted throughout the nation in 75 different sites. We are learning that quality can be reached if goals and objectives and guidelines about what constitutes quality are adhered to. Quality takes a commitment from the agency, from the parent paying for the care, from the government to underscore the reasons behind striving for a level of competency that benefits children being nurtured and well cared for on a daily basis. Accreditation and credentialing are two ways in which programs can seek a higher level of competency and quality.

The latest issue of *Working Mother* magazine examines child care in each state. While some states are initiating some creative ways to grow child care, an underlying message is that the demand for child care is great, as we move families off welfare. In trying to meet the demand states may shirk quality for quantity. Thus will come the reduction of standards and licensing requirements that is already occurring in some states. This will be devastating for the children and for the nation, as we let our children grow up in less-than-safe environments. Rather than reduce the requirements states should be looking for creative ways to help centers, family child care homes, SAC programs, ministries, etc., raise the level of the care that they are now providing.

If this conference is to be meaningful, it must make a statement about the importance of children and the quality of the care that each child receives. The President has a golden opportunity to take a risk--develop and sign a children's bill of rights and make children a part of the national agenda.

Some ideas for a theme:

Invest in America's Future: Value Children
Working toward a Promising Future for the Up-and-Coming Generation
Maximizing Resources to Serve Children and Families Most Effectively

Purpose of conference:

- to initiate a Children's Bill of Rights
- to make a public statement about the importance of children and families
- to provide leadership and guidance to states in assuring the quality of care by all caregivers
- to highlight available programs that benefit children
- to showcase models
- to present research that demonstrates the importance of having standards for quality care
- to lay out desired outcomes for each state's requirements/standards/licensing

Each state could be asked to present model programs in centers, SAC, homes, ministries, etc., (to be written in a handbook for dissemination) and the "state" of child care in its state.

The White House Conference could be a kick off for other mini-conferences around the country, much like the ACF conferences now taking place for school age care (SAC).

also
sent
a
book

Fried &
Sher, Inc.

Integrating Work and Family®

July 1, 1997

Ms. Nicole Rabner
Office of the First Lady
The White House
Washington, DC 20502

Dear Ms. Rabner:

As follow-up to our child care meeting on June 27th, I would like to share our ideas for the conference and for the President's emphases. From our 30 years in the child care arena, we know that this issue impacts families of all income levels. The recent brain research confirms what we all intuitively have known: stimulating, loving care is essential to the proper development of children. This finding virtually shouts out the message: consistent, trained caregivers are essential to the quality of care that children receive. This is the major deficit in the child care industry today. Child care is too often provided by a transitory pool of people who are not properly trained. The fanciest corporate child care center in town, the center in the church basement, and the mom and pop enterprise all compete in the same labor pool of staff.

Why is there this problem? One reason, of course, is that staff are underpaid, and can often make more money as hamburger-flippers. Another reason is lack of training opportunities. What is a possible solution? Stakeholders can begin to cooperate on solving the problem of quality and pooling their resources.

Since children must be the concern of all, we suggest that the conference bring together various segments of society for brainstorming and planning sessions. Models of successful quality initiatives can be showcased in panel discussions.

- Bring together bankers and other financial institutional funding sources to discuss how Community Redevelopment Funds can be used for child care initiatives. **Outcome:** dissemination models of ways funds have been used for quality enhancement and innovative ways to fund quality child care.
- Bring together high tech firms to discuss how child care staff training can be made more available and affordable. **Outcome:** utilize technology that will bring the early childhood professional into the 21st century.

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Fried &
Sher, Inc. *Integrating Work and Family*

- Bring together corporations to discuss how they can pool their resources and what tax incentives might provide impetus for their colleagues. **Outcome:** changes in the tax code.
- Bring together small companies where most Americans work to explore ways they can contribute to these initiatives. **Outcome:** more options for quality enhancement activities.
- Bring together foundations to discuss how to get funding down to the local level. **Outcome:** funding becomes accessible to the small non-profit programs committed to serving children.
- Bring together large non-profits to share their ideas (e.g. Easter Seals, YMCA) **Outcome:** mobilizing communities to establish non-profit organizations who will raise funds for quality initiatives.
- Bring together federal agencies that have federal child care initiatives. **Outcome:** pooling of their ideas and resources as an example to the private sector: HHS, Labor, USDA, Education, Commerce, HUD, IRS.

The President's message can be:

> America is a diverse country, and that is our strength. Child care delivery is also diverse in this country - from large non-profits to corporations to mom and pop centers to the caregiver down the street. Families choose what works best for them. However, all children have the same needs, and all children deserve the highest quality care with trained, consistent caregivers. What we must do is pool our wealth of experiences and ideas to better serve our children and the American family.

Fried & Sher has worked with all of these segments of our society, and we know there are lessons to be shared and ideas that will work. Thank you for including us in your planning process. Enclosed is our book on child care. We hope you will find it helpful.

Sincerely,

Madeline Fried

Madeline Fried

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Children, Youth, and Family Consortium

12 McNeal Hall
1985 Buford Avenue
St. Paul, MN 55108

612-626-1212
Fax: 612-626-1210

July 10, 1997

Nicole Rabner
Office of the First Lady
The White House
Washington, D.C. 20502

Dear Ms. Rabner:

Thank you for the invitation to participate in the June 20 meeting about the upcoming White House Conference on Child Care. Unfortunately, the invitation arrived when I was traveling, so it did not reach me in time for me to attend. (In fact, at that time I was immersed in the planning for Vice President Gore's annual Family Re-Union conference in Nashville, which I have co-chaired for the past four years. We were thrilled to have President Clinton there for the third time, working with us on important issues of families and learning.)

Although I wasn't able to attend the June meeting, please know that I am very interested in participating in the fall conference. And I'd be glad to assist with the planning in any way that I can.

As you well know, attention to the child care system is more critical than ever with so many women in the work force and the implementation of welfare reform under way. Beyond broad issues of accessibility, affordability and general quality of care, I have some specific concerns about child care as it relates to the attachment needs of our youngest children and infants. Specifically, I believe there is a huge need to educate caregivers about their role in supporting the parent-infant attachment and in becoming secondary attachment figures themselves for the children in their care. Also related to attachment needs, I am concerned that our current child care systems rarely take into account young children's needs for sustained, nurturing relationships. Too often caregivers are viewed as interchangeable; if the child is safe and attended to, why should it matter if caregivers come and go? Or if one-year-olds graduate to the "toddler room" just as they are becoming attached to a caregiver in the infant room? Yet, particularly for children who have less-than-optimal attachments at home, sustained relationships with child care providers can be the "protective factor" that makes all the difference. Low pay and high turnover in childcare further undermine young children's opportunities to have the kinds of close relationships they need.

These are just a few of the specific concerns I have based on my work on children's emotional development and relationship in the early years. I look forward to having a chance to talk with you about these and other issues as you plan for the fall conference. For your information, I will be out of the country from July 15 until August 1, but would be glad to talk with you after that date.

Sincerely,

Martha F. Erickson

Martha Farrell Erickson, Ph.D.
Director

cc: Melanne Verveer
Elena Kagan

E W I N G   M A R I O N
KAUFFMAN FOUNDATION

July 1, 1997

Ms. Nicole Rabner
Office of the First Lady
The White House
Washington, DC 20502

Dear Ms. Rabner:

Thank you for inviting me to join the discussion on June 23 on the White House Conference on Child Care. I was disappointed that I could not attend, but following your suggestion, I am sending along my thoughts on this subject.

The Ewing Marion Kauffman Foundation is committed to young children having the best possible start in life. Although a relatively young philanthropy, we recognize that a majority of young children now spend significant portions of their lives in out-of-home care and that too often, their child care environments are poor to mediocre. This reality means that too many children are not receiving the safe, nurturing, and stimulating learning environments they need to enter school ready to achieve. At the same time, the increasing demand for child care by mothers entering the workforce provides an unprecedented opportunity for the delivery of services--health, nutrition, as well as education--through child care programs.

The key to this endeavor will be to support *quality* and to ensure sufficient resources to ensure the availability of quality programs and services in all communities. Kansas City is committed to making quality child care available to its youngest citizens; yet we are stymied by the absence of sufficient resources to actualize our community vision. Resources targeting quality improvements, bolstering the child care infrastructure, and securing long-term financial support for quality early childhood programs would be welcome outcomes from the President's commitment to this important issue.

The President's recognition of the importance of child care and its contribution to the well-being of our nation is very exciting. Thank you for this opportunity to contribute to the planning of this very important conference. If I may be of any further assistance, I hope that you will feel free to contact me.

Sincerely,

Stacie G. Goffin

Stacie G. Goffin
Senior Program Officer
Youth Development

4900 Oak
Kansas City, Missouri 64112-2776
816-932-1000

THE HEINZ ENDOWMENTS

HOWARD HEINZ ENDOWMENT · VIRA I. HEINZ ENDOWMENT

July 2, 1997

MARGARET M. PETRUSKA
SENIOR PROGRAM OFFICER
AND DIRECTOR OF HEALTH & HUMAN SERVICES PROGRAMS

Ms. Nicole Kabner
Associate Director of Domestic Policy
The White House
2nd Floor/West Wing
Washington, DC 20502

Dear Nicole:

As follow-up to the focus groups that have been convened by Melanne Verveer and Elena Kagan regarding The White House Conference on Child Care this fall, I am sending you, per Melanne's request, a video tape and brief two-page description of an exciting, unprecedented initiative in Pittsburgh known as the ***Early Childhood Initiative (ECI).***

Both Jerri Daniel, faculty member of the Program in Child Development & Child Care at the University of Pittsburgh and past President of the National Association for the Education of Young Children (NAEYC), and I have participated in two of the meetings you have held and applaud you on your attempt to gain a broad view of the many issues and challenges facing the field while attempting to refine the focus in order to present an agenda which provides an opportunity for greatest impact.

Pittsburgh/Allegheny County is the site of ECI, a bold attempt to bring to scale what we know works in early childhood and to increase the impact of other early care and support systems on very young children and their parents. ECI, led by our United Way, is committed to raising $59.4 million from primarily private sources over the next five years to rebuild a fragmented child care system and expand opportunities for community-based child care and early education services of high quality for 7,600 children. If successful, this effort will nearly double the number of low-income children currently served in our county. This is a public partnership as well; our first public grant was $1 million from HUD. To date, our private sector has committed nearly $26 million.

I'm happy to pass along the enclosed information to you. It is one example of the will of a community and its civic and business leadership working in partnership with others to significantly improve the early learning and developmental opportunities for thousands of low-income, preschool children.

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Ms. Nicole Kabner
July 2, 1997
Page Two

We know the plan is unique and ambitious. We'd be happy to discuss more of the details, if you wish. Jerri Daniel can be reached at 412/624-6356. I can reached at 412/338-2615.

Thank you again for the opportunity to explore with you the possibilities of a very important conference. The Heinz Endowments' major grantmaking focus in the area of Health and Human Services has been on the early years. We look forward to working with you as you continue to refine the agenda for the conference.

Warm regards,

Marge Petruska

Margaret M. Petruska
Senior Program Officer and
Director-Health and Human Services Programs

cc: Dr. Jerlean Daniel
Program in Child Development & Child Care
University of Pittsburgh

ALLEGHENY COUNTY
EARLY CHILDHOOD INITIATIVE

MISSION: THE EARLY CHILDHOOD INITIATIVE IS DESIGNED TO HELP LOW INCOME CHILDREN AGES BIRTH TO 5 BECOME SUCCESSFUL, PRODUCTIVE ADULTS BY BUILDING CAPACITY FOR AND ENROLLING THEM IN HIGH QUALITY EARLY CARE AND EDUCATION SERVICES

I. SCOPE OF PROJECT

- Raise $59.4 Million over 5 years, mostly from the private sector, to enroll more than 75% of the eligible unserved children who live in targeted neighborhoods

II. SERVICE GOALS

- Enroll a minimum of 7,600 new children (which will almost double the current number of children served) over the next 5 years in high quality early childhood programs including Head Start, child care and other community readiness programs

- Invest in building 9 new child care facilities and rehabilitate 93 existing Head Start classrooms to bring them up to code

- Invest in equipping 297 new Family Day Care Home facilities to meet Registration requirements

- Implement Programs in 80 Allegheny County neighborhoods

III. PRINCIPLES

- Quality early childhood education is a proven strategy to enhance the chances for children to become successful productive adults

- Neighborhood based decision making brings the strengths of communities to ensure that goals of the initiative are compatible with the needs of participants.

- Only a concerted effort launched to serve the majority of at-risk children (move from 45% to 80%) will produce results that benefits our entire community long term

- This initiative will establish a comprehensive community based **system** for serving young children and their families replacing the parallel funding streams that now enroll eligible children

- No one sector can meet the challenge to ensure successful experiences for the majority of 0 to 5 year old children, it requires a public/private partnership with individual families, community agencies, government and the business community

- The cost of providing high quality early childhood education now is less than the cost of correcting future problems

- Because of the number of single parents and two parent working families in the workforce child care is an underpinning of productivity as well as being the foundation of achievement for our future workers

IV. OPERATING GOALS

- Parents will choose the appropriate service for their children within the range of neighborhood selected services
- Payments will be made to participating providers under specific agreement for services rendered
- The initiative will be supported by a public/private partnership
- ECI will build a compelling case to obtain government commitment by year 3, to fund services at approximately a $28 Million level beginning year 6
- Accountability will be provided by an evaluation of the performance of enrolled children against agreed upon school readiness indicators
- Data will be reported to public officials on cost effectiveness and administrative efficiencies gained by this effort
- The management structure will provide a base for combining new welfare reform requirements with the existing local child care systems
- Technology will be incorporated to enhance local neighborhood services

V. SYSTEM OBJECTIVE

- Build a management system for all children that will lead to high quality, relevant and cost effective early care and education services and that will serve as a replicable model for the state

VI. OUTCOMES EXPECTED

- Short term success will mean a reduced failure rate from first to second grade, and fewer special education referrals in first grade for children enrolled in ECI
- Long term success will show increased high school graduation rates, increased earning power and decreased contact with the juvenile justice system

VII. EVALUATION

- Key performance indicators will be established prior to ECI implementation
- The evaluation component will provide a profile of the status of children and programs by neighborhood
- A comprehensive review of instruments used in recent research will be completed
- Competency based measures will be used in addition to detailed key performance indicators

March, 1997

•CITIZENS•
FOR MISSOURI'S
•CHILDREN•

Nicole
FYI This may be interesting for the Conference.
Ann E.

July 21, 1997

Dear Colleague:

Citizens for Missouri's Children is very pleased to announce that we are working in partnership with the Ewing Marion Kauffman and Danforth Foundations to make available data to enhance decision making and policy development regarding the early childhood care and education of Missouri's children.

Enclosed is a brief project description and job description for the project director. Please post this information and/or forward it to persons who meet the job requirements.

We would also appreciate your including an announcement of the project in your newsletter.

CMC and the supporting Foundations are very excited about this project. We believe it will positively impact Missouri's efforts to provide high quality early care and education for all of our children.

Please call me if you have any questions. Thanks very much for your cooperation.

Sincerely,

Ruth R. Ehresman

Ruth Roetheli Ehresman
Director for Program

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July 21, 1997

Announcement: *Citizens for Missouri's Children Launches Joint Project to Improve Early Childhood Care and Education*

CMC has been awarded a 2 year grant from the Ewing Marion Kauffman Foundation and the Danforth Foundation to develop a coordinated statewide system through which data concerning early childhood care and education will be collected and disseminated.

Through the support of the Kauffman and Danforth Foundations CMC will work collaboratively with those entities already collecting information to assure that it is available to state entities and other local organizations and communities. It will also work with key stakeholders to identify and collect needed data that is not currently available. The data set will include (but will not be limited to), indicators of quality, need, and the capacity of the current system to meet the need for early childhood care and education.

CMC will disseminate information to state and local public organizations, private organizations and communities through the internet and other modes of communication. The data set will enable policy makers and administrators to make sound decisions that result in a coherent and high quality system of early care and education.

CMC is currently seeking a project director. Resumes and salary requirements should be sent to the attention of Ruth R. Ehresman, Director for Program. The project will begin September 1, 1997.

The Ewing Marion Kauffman Foundation is a private operating and grantmaking foundation established by Ewing Marion Kauffman, the founder of pharmaceutical manufacturer Marion Laboratories and original owner of the Kansas City Royals Baseball Team. The Foundation's vision is one of self-sufficient people in healthy communities. It is committed to strengthening organizations that also serve this purpose. The Foundation supports programs, strategic alliances, collaborations and public education through targeted grantmaking on a local, regional and national basis.

The Danforth Foundation, established in 1927, is a national educational philanthropy, dedicated to enhancing the humane dimensions of life. Activities of the Foundation traditionally have emphasized the theme of improving the quality of teaching and learning. Mr. and Mrs. William Danforth, who established the Foundation along with their daughter and son, Dorothy Danforth Compton and Donald Danforth, maintained active leadership roles in the affairs of the Foundation throughout their lifetimes. Family members continue to be involved in foundation activities through participation on the Board of Trustees.

Citizens for Missouri's Children is a public interest organization that advocates on behalf of children and their families. Founded in 1983, CMC addresses multiple issues that impact the well being and safety of children, including: child abuse/neglect; welfare reform; early childhood care and education; health; mental health; juvenile justice; education; and fiscal issues. CMC is an equal opportunity employer.

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Project Director Job Description

Improving Early Childhood Care and Education in Missouri

Project Goal: To increase the capacity of Missouri to positively impact the early childhood care and education of its children.

Responsibilities/Duties of Project Director:

The project director will be responsible for the following:

- Identify and utilize state and national experts to develop a detailed project plan
- Facilitate the involvement and cooperation of key stakeholders and consumer advisory panels, and an advisory cabinet composed of key agencies that generate the data of interest
- Oversee a process to identify and collect an initial data set
- Create an interactive, user-friendly data base
- Implement a plan for outreach to assure access to the data by the state, local communities, the private sector and the community at large
- Evaluate the project
- Plan for maintaining and expanding the initial data
- Develop a strategic plan for the continuance of the project after the 2 year start-up period

Skills/Qualifications:

- Masters degree in social work, early childhood care and education or a related field
- Minimum of 3 years experience
- Working knowledge of Missouri's systems of early childhood care and education
- Excellent oral and written communication skills
- Ability to facilitate group work
- Experience using computer data base software and the internet
- Flexible
- Able to work independently as well as part of a team

Salary: Please submit salary requirements

Date Available: September 1, 1997

Please send resume to: Ruth R. Ehresman, Director for Program

CMC is an equal opportunity employer.

ChildrenFirst Inc.

Excellence in Backup Child Care

August 8, 1997

Ms. Nicole Rabner
Associate Director for Domestic Policy
2nd Floor, West Wing
The White House
Washington, DC 20502

Dear Nicole:

It was great to speak with you last week regarding the upcoming Child Care Conference. As we discussed, I am enclosing some ideas about companies who are pursuing creative, high quality child care solutions. Please let me know if this is what you had in mind.

Also, for your information, enclosed is a copy of the letter I previously sent to Melanne Verveer and Elena Kagan, along with my earlier letter to the First Lady. I was delighted to attend the White House meeting in June in preparation for the Fall Conference. I look forward to further discussions regarding corporations that demonstrate creative and innovative ideas in establishing the highest quality child care for children and eagerly await the October 23rd Conference. Best regards.

Most cordially yours,

Rosemary Jordano
President

Enclosures

cc: Jennifer Klein

One International Place • Boston, Massachusetts 02110 • phone 617.330.8687 fax 617.330.8685

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ChildrenFirst Corporate Clients
Showcasing Exceptional Commitment to
Quality Standards for Child Care Programming

- **Company:** **The Gillette Corporation**
  CEO: **Mr. Alfred M. Zeien**
  ChildrenFirst Contact: **Ms. Deborah Perry**
  (617)-421-7989

Noteworthy Background: Gillette is an excellent example of a Fortune 500 manufacturer that really cares about quality of life issues for its production workers. When Gillette learned that many of their production line employees had issues for child care due to their shift hours, they partnered with Children**First** to be a funding member in opening a backup child care center. For them, the hours of the program are flexible. For example, Gillette has a production line which begins at 6:00 a.m. So for these employees the center opens at 5:30 a.m., thus enabling them to have the same highest quality backup alternative as workers whose day starts at 9:00 a.m.

- **Company:** **Bankers Trust Plaza**
  CEO: **Mr. Frank N. Newman**
  ChildrenFirst Liaison Contact: **Ms. Paula Dean**
  (212)-250-3736

Noteworthy Background: Bankers Trust was one of our founding clients. Their commitment to backup child care includes a center for the exclusive use of their "back office" operations in Jersey City, a consortium "spearheaded by Bankers Trust" with six financial institutions in New York, and membership participation in Children**First** centers nationally. Their role as an early client in defining their standards for child care makes them an outstanding showcase for corporate commitment to quality programming.

- **Company:** **Pfizer Corporation**
  CEO: **William C. Stere, Jr.**
  ChildrenFirst Liaison Contact: **Kathleen Donovan**
  (212)-573-1785

Noteworthy Background: Pfizer is an interesting example because they have been a long-time advocate for full-time child care programming in their manufacturing sites, and in the last two years adopted backup child care programming for their metropolitan based employees. They have experienced tremendous success with backup child care programming and their commitment to expanding this programming above other options is evidence of the corporate return available from backup child care and the desirability of this model to corporations.

- **Company:** **Smith Barney**
  CEO: **Mr. Jamie Dimon**
  ChildrenFirst Liaison Contact: **Ms. Barbara Silvan**
  (212)-816-2524

Noteworthy Background: Looking to distinguish themselves as an "employer of choice", Smith Barney committed to building an onsite backup child care program for their employees in New York. What makes this case study so fascinating is that Smith Barney, prior to entertaining a dedicated program, participated in backup child care programming with another provider. Survey responses from Smith Barney employees illustrated to top management that employees demand safe, secure, convenient and high quality programs. Top management listened to their employees, and therefore opted to build a center on-site with Children**First**, despite the fact that our program was the most expensive program proposed.

- **Company:** **GTE Corporation**
  CEO: **Mr. Charles Lee**
  ChildrenFirst Liaison Contact: **Ms. Fran Riley**
  (203)-965-3223

Noteworthy Background: GTE is a tremendous example of a company demonstrating "heart" as a result of massive corporate relocation. GTE is moving its corporate headquarters from Stamford, CT to Dallas, Texas and is contracting with Children**First** and dozens of other consultants and experts to ease the issues and pains of relocation for its employees. Children**First** is developing a temporary onsite backup child care center for families visiting Dallas while they are determining whether they will permanently relocate to Dallas. Their commitment to quality child care programming for their employees during this move is exceptional because they know that all services they provide are a direct reflection on themselves as an employer.

- **Company:** **New York Life**
  CEO: **Mr. Seymour Sternberg**
  ChildrenFirst Liaison Contact: **Ms. Angela Coleman**
  (212)-576-6378

Noteworthy Background: New York Life has many exemplary work and family programs. In March of 1996 they opened their own dedicated backup child care program and incorporated a specialty school age annex for expanded school age programming. Their center is state-of-the-art and it reflects New York Life's commitment to be "employer of choice" in their industry by offering the highest quality services to its employees.

Children First Inc.

Excellence in Backup Child Care

July 23, 1997

Ms. Melanne Verveer
Assistant to the President
and Chief of Staff to the First Lady
The White House
Washington, D.C.

Ms. Elena Kagan
Deputy Assistant to the President
for Domestic Policy
The White House
Washington, D.C.

Dear Melanne and Elena:

It was a tremendous honor to be invited to the White House and to have a voice in shaping the President's Fall Child Care Conference. As we all realized in our group session on June 27th, there are numerous issues to be studied and discussed, three of which are of particular importance from my experience and point of view:

National Standards:
First, our focus needs to be on setting national standards for the quality of child care delivered to our children. Each child is unique, precious and unrepeatable. Every child deserves the best we can offer. As a nation, we cannot be satisfied with settling for minimum requirements and in some states, no requirements. We need to establish high quality standards which safeguard our children across the nation in all child care settings.

The lack of a clearly articulated high quality vision of child care reflects a lack of respect for our children. We need to correct the existing situation and demonstrate the importance of our children to our future.

Public Awareness:
In combination with established standards, there must also be a Public Service or National Media Campaign for raising parental awareness of what quality care should look like for their children. Here is where I believe the President can use the Conference, as we need the Federal Government's support in order to accomplish this. The President and the First Lady's conference on early childhood development held this past April was a wonderful step in the right direction. We need more of these conferences convened by people in positions of leadership across disciplines, particularly corporate leaders. Although the Fall Child Care Conference will not be on the same scale, the best model I have recently seen was the Presidential Summit for America's Future where leaders in government, business, nonprofit and academics come together around a clearly articulated goal and well defined measurables for success. The converging of these disciplines is the key for success.

One International Place • Boston, Massachusetts 02110 • phone 617.330.8687 fax 617.330.8685

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Children First Inc.

Excellence in Backup Child Care

The Fall Child Care Conference's goal could include initiating a public opinion strategy which seeks to educate working parents about what they should want and expect from their child care providers. Children deserve the best, so we must help everyone better understand what the best looks like.

Vehicle For Success:
The President has already acknowledged the value of corporate partnering with child care providers in order to support employees and their families. Many of the Fortune 1000 businesses are pursuing creative models in providing their employees with high quality child care options. Currently we work with over 150 blue chip companies, providing the highest quality worksite backup child care for their employees. In 1996, we had 10,000 children registered who used our work/family centers 30,000 times. The conference should focus on sharing success stories of these companies and using them as models to be emulated.

Smart business people know that market forces include the well-being of employees. Children are essential to employee happiness, creativity and therefore productivity. Now, corporate awareness needs to be raised that quality child care is a business imperative. To quote one of our clients, David Vitale, Vice Chairman of First National Bank of Chicago, "By providing quality backup child care, employers no longer are asking employees to choose between the well being of their company and the well being of their children."

I very much thank you for the opportunity to share these ideas and I am committed to helping you in any way in preparing and delivering the conference.

Most sincerely,

Rosemary Jordano
President

Enclosures

One International Place · Boston, Massachusetts 02110 · phone 617.330.8687 fax 617.330.8685

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ChildrenFirst Inc.
Excellence in Backup Child Care

May 30, 1997

The Honorable Hillary Rodham Clinton
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Mrs. Clinton:

It was an honor to meet you at the *President's Summit for America's Future*. The three days in Philadelphia were inspirational, and set a tremendous foundation for the work that lies ahead of us.

Our introduction was made by Bill Shore, Executive Director of Share our Strength, who has urged me to share with you the work Children**First** Inc. has been doing across the country to bring the highest quality care to children. Although we spoke only briefly, I was thrilled by your invitation to the early childhood meeting at the White House later this year and greatly look forward to attending.

Throughout my life, my passion has been children and education. As I mentioned when we met, I graduated from Wellesley in 1984. At Wellesley, I did four years of research on children's friendships. I then completed a master's degree in developmental psychology at Oxford (1986). Throughout my work, however, I sought practical applications for enhancing the well-being of children. Later at Stanford Business School (1989), I recognized that business could be a powerful vehicle for effecting social change and could be used to advance the quality of care issue for children. Indeed, in founding Children**First**, my hope is to demonstrate that profitability and social responsibility are not mutually exclusive.

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ChildrenFirst Inc.

Excellence in Backup Child Care

The mission of Children**First** is to set the standards in best practices for the care of children from six weeks to thirteen years of age. Children**First** provides backup child care services to more than 10,000 children of employees of over 150 corporations across the country. Last year, these children visited our centers more than 30,000 times. We attribute our success not only to the quality of our people and our programs, but also to our business model, where the corporation is the paying client, and therefore, the provision of quality care is not limited by the family's ability to pay.

Our founding principles include the goal of "positively effecting the communities in which we operate." In this regard, Children**First**'s promise to the Summit demonstrates how a small organization through leveraging its business resources, can make a significant difference in the lives of children. As a company of only 90 people, we have committed 1,000 days of free care to the communities in our sites across the country, and each of our employees is given 100 paid hours of volunteer time per year to focus on mentoring. Our hope is to inspire our client companies to make community service part of their strategic plan.

I enclose our 1996 *Year in Review* as background. I very much look forward to participating in the Early Childhood Conference at the White House this Fall and sharing more about Children**First** with you.

Most cordially yours,

Rosemary Jordano

Rosemary Jordano
President

Enclosure

THE WHITE HOUSE

WASHINGTON

July 3, 1997

Caroline Zinsser
Rockefeller Brothers Fund
1290 Avenue of the Americas
New York, N.Y. 10104-0233

Dear Ms. Zinsser:

Thank you very much for your letter and for lending advice to us as we develop the themes and direction of the White House Conference on Child Care.

We regret that you were not able to join our recent discussion, but are grateful for your ideas and offer of continued assistance.

We look forward to working with you in the coming months.

Sincerely yours,

Nicole Rabner

Nicole Rabner
Associate Director for Domestic Policy

ROCKEFELLER BROTHERS FUND

1290 AVENUE OF THE AMERICAS

NEW YORK, NEW YORK 10104-0233

June 19, 1997

Dear Ms. Rabner:

Thank you for inviting me to join the discussion on June 25 on the White House Conference on Child Care. I am very sorry that I cannot attend but, following your suggestion, I am sending along my thoughts on this subject. Let me say first of all that hearing that the President has established child care as a priority for his administration is wonderful news. This vastly underfunded field has the potential for far-reaching social benefits yet has been too long ignored by those who set public policy.

At the Rockefeller Brothers Fund, where I am program officer for grants to public education, we have supported the field of early care and education for eight years and make grants to programs in subsidized child care, along with Head Start and public school pre-kindergarten, as part of the publicly-funded educational system in America. Of the three systems of early childhood education, however, only child care is organized to meet the full-day needs of working parents.

With the new interest in early cognition and with increasing recognition of the importance of school readiness, as defined in Goals 2000, early childhood is receiving the recognition it deserves as perhaps the most defining period of a child's education. At the same time, the increasing demand for child care by mothers entering the workforce provides an unprecedented opportunity for the delivery of services--health, nutrition, as well as education--through child care programs.

The key to success in this endeavor will be to support quality, for as research has repeatedly demonstrated, the positive outcomes from early care and education come only when programs meet high standards. Setting standards has gained almost universal public approval as a means of improving school performance. High standards are equally essential to a successful child care system, and the administration can lead the way toward allocating resources targeted for quality improvement. Placing children in child care is not enough; we must take advantage of this unprecedented opportunity to improve their chances for future success.

TELEPHONE 212-373-4200 · FACSIMILE 212-315-0996 · EMAIL rock@rbf.org

Writing as a foundation officer, I will admit that the many hundreds of thousands of foundation dollars that have gone into public school reform have achieved only limited results. Progress has been blocked by formidable barriers of entrenched practice and conflicting goals. In contrast, the relatively small amount of foundation support of early care and education has resulted in significant improvement in the field. The early childhood field is in agreement on the benchmarks of a quality program (those achieved by the U.S. Army child care services, for example) and only lacks the necessary resources to put them in place. The structures are in place for improving quality, they await the allocation of adequate funds.

Thank you for providing us with this opportunity for contributing to the planning of this very important conference.

Sincerely,

Caroline Zinsser

Caroline Zinsser

Ms. Nicole Rabner
Office of the First Lady
The White House
Washington, D.C. 20502

THE WHITE HOUSE

WASHINGTON

July 3, 1997

Ms. Harriet Meyer
Executive Director
The Ounce of Prevention Fund
122 South Michigan Avenue
Suite 2050
Chicago, IL 60603

Dear Harriet:

Thank you very much for your thoughtful letter and for sharing your ideas with me on the White House Conference on Child Care. Your guidance and expertise are invaluable as we develop the themes and direction of the Conference.

I am looking forward to working with you in the coming months, and will call you shortly to elicit further your advice.

Sincerely yours,

Nicole

Nicole Rabner
Associate Director for Domestic Policy

THE OUNCE OF PREVENTION FUND

June 6, 1997

Ms. Nicole Rabner
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Nicole:

I can't believe that so much time has passed since the extraordinary day we had at The White House! I've been meaning to write and thank you for all the good work you did on behalf of the infants and toddlers in the country. The conference has successfully focused national attention on the importance of the earliest years and on the need for greater investments in efforts that promote healthy child development, the foundation for future success in school and later life. On a personal level, I had a terrific time and have been involved locally in many follow-up activities. (I've enclosed an editorial piece that appeared in the Chicago Tribune that might interest you.) I do remember the conversation we had at lunch and couldn't help but jump at the opportunity to pose questions that might provide a framework for the future White House child care conference.

I have taken the liberty of listing below a number of questions that may provide you with guidance as you begin to put the conference together.

What is the focus and scope of the conference? Is it child care for:

- children from six weeks through age two (0-3)?
- children from six weeks through age five (0-kindergarten entry)?
- children from six weeks through age twelve (0-13)?

What do you want to accomplish by the conference? Key questions include:

- What is the state of child care now?
- How can government systems be more responsive in supporting high quality services in communities?
- What role can child care play in providing parents access to and information about preventive, primary health care?
- What is the role of business (the private sector) in solving the child care problems their employees face?
- How can the functions and concomitant division of labor related to child care provision be allocated to fit the strengths and weaknesses of the federal government, state governments,

122 SOUTH MICHIGAN AVENUE, SUITE 2050, CHICAGO, ILLINOIS 60603 • PHONE: (312) 922-3863 • FAX (312) 922-3337

and the wider society? It is useful to focus on certain basic functions, such as regulating, funding, informing, training, and providing care. In his book Everybody's Children William Gormley describes the various roles of federal, state and local governments, private corporations, child care providers, professional organizations, training programs and the media have played within the basic function areas. Gormley then discusses possible models for reinventing child care systems based on the respective strengths and weaknesses of particular institutions.

For example, the federal government excels at redistributing income. State governments are appropriate choices to regulate industries. Local governments play valuable roles in disseminating information, mobilizing citizens, and forging partnerships with the business community. Non-profits, for-profits, schools and churches all provide child care as well as respond to other family support needs. Some businesses should provide on-site child care and all should investigate implementation of family-friendly workplace policies.

- How can capacity and access successfully be expanded?
- What does quality really mean?
- What are the major barriers to quality and how can quality be improved?
- What are emerging cost effective strategies for improving the quality of care (i.e. family day care networks; partnerships with Head Start and state-funded Pre-kindergarten programs)?
- What are the real barriers that exist to promoting collaboration between these entities and how do we approach breaking them down (my favorite topic!)
- How can we meet more of the varied needs of children and families in child care settings, including child care during non-standard work hours (nights, weekends)? (Partnerships with wide range of community providers, i.e. Head Start model; making child care a health care resource; parental involvement and parent skills training opportunities.)
- How can parents become better educated about what constitutes high quality child care and the choices that are available?
- How can child care successfully meet the social and emotional development needs of children?
- What are successful parent involvement models for working and non-working parents?
- What types of special supports are required to provide high quality care for children who have disabilities or special needs and their families?
- How do providers successfully apply theory and research in the everyday realities of delivering early childhood care and education services in different communities?

I have also been thinking about the unique contributions that the Ounce of Prevention Fund makes in the child care arena. I believe that we focus our efforts on figuring out effective, practical ways to apply theory and research to actual practice in a very challenging community and how to bring disparate institutions and agencies together in partnership to achieve a common goal. We would be able to provide you with some more information about child care in the context of community and I could easily convene a small group of Ounce staff and early childhood experts from Chicago to brainstorm ideas about how the White House conference might approach this issue.

I hope that this is helpful and that you will call me if I can be of assistance to you and your staff as you put together this upcoming conference. I have some good ideas about possible participants of varied stripe as well. I understand fully that I have had my time in the sun so you can be confident that I will refrain from intensively lobbying on my own behalf.

I have also enclosed a copy of a concept paper describing our Early Childhood Center which we are circulating to foundations. It represents an interesting state, federal and community partnership that will certainly raise interest once the pieces of the puzzle have been put together. It is one of the few national models - certainly there are none locally - that attempts to develop an equivalent amount of 0-3 and 3-5 childcare.

Have a good summer!

With best regards,

Harriet Meyer
Executive Director

P.S. Is there any way I can get copies of the photos taken with the President, First Lady & me?

Early Childhood Center

In summer 1997, the Ounce of Prevention Fund in partnership with Head Start, the Chicago Public Schools, the Harris Foundation, and additional public and private funders, will break ground on an early childhood center for 166 children ages three months to five years in Chicago's Grand Boulevard community. The new center will be situated between Du Sable High School and Farren Elementary School on land owned by Chicago Public Schools and will feature a state of the art design by nationally renowned architect Stanley Tigerman. With this new center, the Ounce will expand its existing full-day early childhood services, helping eliminate a major barrier to residents who will move toward self-sufficiency under federal and state welfare reform initiatives. The partnership with Head Start and the public school system, the unique, practical and cost-effective design of the new facility, and the Ounce's high quality relationship-based family centered programming will combine to create an interesting nationwide model for delivery of early childhood education in underserved urban communities.

Recognizing the powerful impact that appropriate intervention can have on infants and toddlers, the Ounce will deliver an outstanding array of quality early childhood services organized around the social, emotional and cognitive growth of children during the first five years of life. Rarely has this country attempted to address the discrepancy between the universally low quality of infant/toddler early childhood education and the highest quality services which can be offered by excellent Head Start programs. This program will bridge that gap with a design that spans the ages of three months to five years with a seamless model of early childhood education.

<u>Ounce Early Childhood Services in Grand Boulevard</u>

The new center is a vital link in the Ounce's coordinated service strategy in Grand Boulevard, site of the Robert Taylor Homes, one of the country's largest public housing complexes. At the core of this strategy is the Center for Successful Child Development (CSCD), a comprehensive early childhood development program for families with infants and toddlers. CSCD opened in 1986 and joined the Early Head Start initiative in 1995. At CSCD, families receive home- and center-based health, education and social services through their children's fifth birthdays and/or entrance to kindergarten. The center-based services are currently offered from the second floor of one of the Robert Taylor high-rises and the infant/toddler center is located on the first floor of the high-rise immediately south of the main facility. Presently 57 children receive child care, including 23 infants and toddlers.

Although the early childhood education programs have operated out of the high-rise buildings for many years, the constant threat of violence and the increasingly abrasive environmental conditions severely detract from the program's ability to provide consistent, high-quality early childhood education in a safe environment. A new center will consolidate all early childhood education services under one roof and provide a convenient safe haven for children and families just across the street from the existing facilities. The Ounce's infant/toddler services will expand from 23 to 48 children and families; 118 children in our existing Head Start program will receive full-day services helping to support their families' move from welfare to work.

Within a few blocks of the new center the Ounce will continue to operate two other Head Start programs for 233 children in both center-based and home-based environments. Additional Ounce program sites in the area include comprehensive school-based health centers in Beethoven Elementary School and Du Sable High School.

<u>Ounce Program Philosophy</u>

The Ounce's program philosophy begins with providing relationship-based, family friendly programs and is based on the belief that a child's experiences during his/her early years are of critical importance to his/her later achievements in life. During the first three years of a child's life, when an infant brain develops at its most rapid pace, parent involvement is not only a component but a central organizing principle of the program. Staff require parents to be actively involved in center activities. Parents and other family members play a critical role in children's lives and parent trainings, socialization and support groups will be necessary services. Staff development is another strong focus of the program. Ongoing training for staff by highly skilled professionals will be provided throughout the year. The Ounce's ongoing relationship with the Erikson Institute ensures that staff receive the best supervisory training and guidance available.

<u>Unique Building Design</u>

The new building will be a quadrangle with the four walls of the facility embracing a safe, protected outdoor play area in the center of the structure. Each face of the square will house three classrooms, with a total of 5 rooms for the infants/toddlers and 7 rooms for the three to five year olds. Each room opens onto an enclosed glass-walled corridor running along the inside perimeter of the square. From this gallery, children and staff can enter the protected play area or enclosed age appropriate gross motor skills areas (gyms) also located in the center of the structure. Space will be designed for training, parent/teacher rooms, food preparation, teacher/caregiver offices and general administration.

The center will also house a training room for 75 people to provide easily accessible training of Ounce staff and community early childhood service providers. This will increase the overall capacity for provision of high quality childcare services in the community.

The early childhood center provides the Ounce with an excellent opportunity to build on existing programs in the community and extend the inter-generational cradle to classroom continuum of care in Grand Boulevard. With the advent of federal and state welfare reform initiatives, it is critical for the Ounce to not only offer but expand the organization's early childhood services in Grand Boulevard. The Ounce expects that the new center, in partnership with city, state, federal and private sectors, will exemplify the type of solution needed to successfully serve the nation's most challenging populations.

Funding

Based on preliminary architectural drawings, the center will be approximately 24,000 square feet, with landscaped grounds. Based on discussions with construction, landscaping and facility design experts, the Ounce expects costs to be approximately $2,500,000, which will be raised from the following targeted funding sources: federal government: $800,000; private (individuals and foundations): $1,200,000; Chicago Public Schools Capital Improvements: $500,000.

Chicago Tribune, 5/16/97

Voice of the people

Redirect resources to young children

CHICAGO—I was fortunate enough to be invited to participate as a panelist in the White House Conference on early childhood development and learning hosted by President and Mrs. Clinton. In following the media coverage of the conference, it struck me that we have once again failed to take advantage of the opportunity the occasion presented us to re-examine our priorities and the money we invest in our youngest members of society.

Researchers can graphically depict the nerve-cell migration to specific brain sites that occurs during the important first 10 to 17 weeks of gestation. They can also connect that movement directly to the nutrition of the mother. Current efforts in Congress to dramatically cut funding of the WIC (Women, infants and children) assistance program run counter to what we know about the importance of proper nutrition during the prenatal period and first few years of life in determining the brain's architecture. Given all of the information on brain development and scientific evidence we heard that day, it is amazing that we continue to conduct public policy as if no information existed on which to base it.

Numerous editorials and letters have addressed the cost effectiveness of prevention, yet examining any state budget makes it clear that little has changed. We continue to spend large sums of money on prisons, institutions, special education and foster care to fix problems after they occur. The real proof that we understand the implications that this research has for all of us is to commit funding to early childhood education, such as Early Head Start; child-abuse prevention programs; quality child care; and maternal and child health, including nutrition. For children living in poverty who are the most at risk of poor developmental outcomes, these programs provide a caring, nurturing environment during the first years of life and high-quality early childhood education and care that can reduce the effects of poverty.

Illinois, like many states in recent years, has found itself in fairly strong financial shape and has paid its backlog of old bills. Now is an opportune time to redirect increased resources to our youngest children. As the Illinois General Assembly looks at school funding reform this session, it needs to seriously consider dedicating a percentage of funds to the early years before children enter school to ensure that they enter ready to learn.

We applaud the Illinois House for passing four bills with bipartisan support by an overwhelming majority, which demonstrates the state's commitment to providing quality child care, health care, early childhood education and supporting the learning that begins long before a child enters kindergarten. The Senate must follow the House's lead and pass the Start Early legislative package—House Bill 1301, the Early Childhood Education Collaboration; House Bill 1302, the Healthy Start Insurance Plan; and House Bill 1303, Healthy Families Illinois—as well as House Bill 630, the Child Care Bill.

Research on early learning is too exciting for federal and state governments to ignore now that the conference is over. We must re-evaluate our priorities and make a sound investment in our youngest children and in our future.

Harriet Meyer
Executive director
The Ounce of Prevention Fund

Neale

Carey Fleming
Director of Corporate Alliances
539 Fernwood Road
Murrells Inlet, South Carolina 29576
tel: (803) 651-1744
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Work|Life
Benefits

July 15, 1997

Ms. Melanne Verveer
Assistant to the President
Chief of Staff to the First Lady
THE WHITE HOUSE
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Ms. Verveer:

In a recent conversation with my colleague, Madeline Fried, she indicated that she had attended a meeting on June 27th at The White House, regarding the **Conference on Child Care** planned for October 1997. At the end of that meeting, the attendees were asked to submit concrete ideas for initiatives which could be introduced by President Clinton to impact the availability and affordability of quality child care. As we talked, it occurred to Ms. Fried and myself that Work/Life Benefits (WLB) is in a unique position to make suggestions regarding changes that could significantly affect the funding for high quality child care for working parents.

In order to understand the perspective from which these suggestions are submitted, it is helpful to understand our business. WLB offers employers work/life benefit programs which help employees balance their work and personal life issues. In addition, WLB assists employers by providing administrative services for many benefit plans which link the funding mechanism to the work/life balance program; in many cases by providing customized voucher applications. One of the main administrative functions which we handle is for the IRS Code Section 129 Plan, or the Dependent Care Assistance Plan (DCAP). This plan allows employees to put aside up to $5,000 per year, TAX FREE, to pay for work-related dependent care. The DCAP offers a tremendous financial vehicle for working parents to make quality care more affordable. Unfortunately, they are structured in such a way that many parents, especially lower income parents, are not electing to participate in them.

As part of our service, we provide employees with a toll-free information line regarding the DCAP. We have heard from thousands of frustrated, confused and disappointed parents who did not understand the plan or who were afraid to commit to the program. It is our goal to help these employees understand the complex regulations governing the plan. We also want to help them understand that the plan may help them afford higher quality care. The following suggestions for changes to this program come from listening to these employees. For ten years, we have administered the DCAP for over 700 employers with over 2 million employees nationwide.

SUGGESTED CHANGES TO IRS CODE SECTION 129:

- **INCREASE THE $5,000 CAP**. Despite the fact that the DCAP has been available for over 10 years, the $5,000 limit has not changed. We suggest the limit be increased as the cost of quality care has increased significantly in relation to household income. The limit should be tied to the number of children requiring care as well. Currently, the same dollar limit applies to all parents regardless of the number of children in care.

- **CHANGE "USE IT OR LOSE IT" PROVISION.** Participation in the DCAP requires an employee to commit a dollar amount to the plan prior to the beginning of the year. If the parent does not use that amount, they lose it. This provision intimidates most employees, especially those just making it from paycheck to paycheck. It is very difficult for employees to predict exactly what their child care expenses will be so far ahead of time.

- **CHANGE THE "NON-DISCRIMINATION TEST" TO ALLOW FOR SELF-EMPLOYED AND SMALL BUSINESS PARTICIPATION IN THE PLAN.** Currently, self-employed individuals can not participate in the plan due to testing requirements. In addition, there is no incentive for a small business to establish plans for employees because the highly-compensated group and the owner/employee cannot participate. This should be changed to encourage small business owners to implement the plan.

- **ALLOW GOVERNMENT EMPLOYEES TO PARTICIPATE IN THE PLAN.** Currently, government employees do not have access to a DCAP.

- **INCREASE THE AGE OF THE CHILDREN WHO QUALIFY FOR THIS CARE.** Several years ago the age of the child qualified for care under the plan was lowered from 15 to 13 years-of-age. Parents feel that the age should be changed back to 15, and that summer over-night programs should qualify. It is many of these children, ages 13 to 15, for whom parents are most concerned, especially during summer months. These children need direction and quality programs to attend. These programs have a price tag attached.

- **CHANGE LANGUAGE TO ALLOW FOR PAYMENT FOR SERVICE PRIOR TO SERVICE RENDERED.** Currently, the plan only allows for payment for child care services after the service has been rendered. In order for employees to purchase quality child care services, they must commit to payment for services prior to the service being rendered. In many cases, the payment is due on the first of the month or the first day of the week. If the parent can not be reimbursed for that payment until the service is rendered, it causes a cash flow problem which prohibits the use of the plan for many lower paid employees.

- **ENCOURAGE EMPLOYERS TO PROVIDE TAX-FREE SUBSIDIES FOR CHILD CARE TO LOW INCOME EMPLOYEES.** There are many employers attempting to provide financial assistance to low-income employees. These employers are restricted in the design of the subsidy programs by IRS Code Section 129 regulations. A special provision should be established to encourage employers to subsidize child care which does not impose Section 129 restrictions on the program. These subsidies could be instrumental in the success of the "Welfare to Work" Program.

By changing the restrictions currently in effect for the DCAP, President Clinton could greatly increase the funding for quality child care for hundreds of thousands of American workers. Bringing more attention to the DCAP would also raise the awareness level of employees who may not be familiar with or comfortable with complex tax-related benefit programs. Similar to the 401(k) Plans, there will be an increase in the utilization of these programs as employees become more educated about them. The increased funding of the DCAP would, in effect, increase the future development of quality child care as the demand would rise.

In addition, President Clinton can send a strong message to employers by endorsing proposed legislation, S.2088, The Child Care Infrastructure Act, introduced by Senator Kohl of Wisconsin. The Act calls for incentives to employers who are willing to put programs in place which will increase quality and quantity of child care.

All of us at Work/Life Benefits are dedicated to helping employers and employees with dependent care issues. We are delighted that President Clinton has put so much emphasis on increasing quality child care. The White House Conference on Child Care would be the perfect opportunity to address how to make this care more affordable to the average worker. If there is any way we can be of assistance in future planning for the conference, please feel free to contact me directly at (803) 651-1744. We would be proud to be a part of this important initiative.

Very truly yours,

WORK/LIFE BENEFITS

Carey Fleming
Director of Corporate Alliances

CF:hr

cc: Ms. Elena Kagan, Deputy Assistant to the President for Domestic Policy

BRIGHT HORIZONS

10 YEARS OF QUALITY CHILDCARE AT WORK

June 24, 1997

Nicole

Ms. Melanne Verveer
Ms. Elena Kagan
The White House
1600 Pennsylvania Avenue
Washington, D.C. 20502

Dear Ms. Verveer and Ms. Kagan:

Unfortunately, I will be unable to attend your discussion of child care issues. I have a prior commitment that I cannot forego. Michael Day, my Vice President of Development, will attend in my stead. Michael started his own child care consulting practice and joined Bright Horizons seven years ago, so he is extremely knowledgeable and should be able to provide some good ideas for your discussion.

I have a few specific thoughts that you might attempt to address in such a conference:

- At the moment, companies that provide sliding fee scales in order to make child care less expensive for lower income employees are imputing income to those employees for the difference between the family's rate and a "market" rate. This discourages companies from supporting their lower income families both because the paperwork is onerous and the positive effect is diminished by taxes.

- Dependent Care Assistance Plans are capped at $5,000 that may be used pretax to pay for expenditures such as elder care or child care. $5,000 is much too low, particularly for families with two or more children. Ideally, this would be increased to $8-10,000. I would also recommend a differential amount for accredited programs.

- Corporate investment in child care for employees has never been stronger. I would like to see tax credits to support the creation of new programs and the investment in existing programs.

- Allow the dependent care tax credit to be refundable to assist the working poor.

These are somewhat technical points. Michael can help with broader ideas of conference participants and general themes, but I believe some substantive legislative progress on the above would be a very important achievement.

Bright Horizons Children's Centers, Inc.
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880 Apollo Street • Suite 315 • El Segundo, CA 90245 • (310) 640-2400 • FAX (310) 640-0900
One ServiceMaster Way • Downers Grove, IL 60515 • (630) 271-2304 • FAX (630) 271-5732
Internet address: http://www.brighthorizons.com

As I think you know, we operate child care centers for many of America's largest and most progressive companies such as Time Warner, Motorola, IBM, Allstate, Dupont, Merck and many others. We may be able to assist in enlisting senior leadership from these companies in supporting your efforts. In addition, Dr. T. Berry Brazelton, a great friend of the Clinton's and wonderful children's advocate, serves on our Advisory Board along with Ed Zigler, Lynn Kagan, Stewart Friedman and several others who might also be good sources of support.

Best of luck with the conference; please let me know how I can be of help to you.

Sincerely,

Roger H. Brown
Chief Executive Officer

RHB:ps

cc: Linda Mason
Michael Day

BRIGHT
HORIZONS
Children's Centers, Inc.

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Cambridge, MA 02139

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Ms. Melanne Verveer
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and Chief of Staff to the First Lady
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TravelersGroup

Dee Topol
President

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June 30, 1997

Nicole

Ms. Melanne Verveer
Assistant to the President and
Chief of Staff to the First Lady
Office of the First Lady
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Ms. Elena Kagan
Deputy Assistant for the President
for Domestic Policy
The White House
Washington, D.C. 20502

Ms. Joan Lombardi
US Administration for Children & Families
Child Care Bureau
200 Independent Ave. SW
Washington, DC 20201

Dear Ms. Verveer, Ms. Kagan and Joan,

Thank you for the opportunity to meet with you and discuss the upcoming Presidential Summit on Child Care. It is exciting to know of the President and First Lady's commitment to the education and care of children.

You asked for responses to two questions: What should the President initiate at the summit? and What should be the structure of the meeting?

I suggest that the President might announce two new initiatives. First, a "Child Care Investment Fund". The Fund would be a public/private/Partnership, in which community planning and program implementation would improve the infrastructure and/or the quality of early education and care (School Age proposals could also be eligible). This could be financed through grants or loans. I am enclosing a brief description of the New York State Early Childhood Investment Fund which barely got underway at the end of the Cuomo Administration and folded when the Pataki Administration withdrew State funds.

June 30, 1997

In its two short years of operation the Fund provided grants, loans and technical assistance. Although this New York State model had some flaws, it was on its way to providing a real boost to community planning to deal with local problems. The attached description is from the Families and Work Institute's report "Community Mobilization: Strategies to Support Young Children and Their Families." The New York State idea is too small to work nationally, but could be modified and built on to fit a national agenda.

A second set of initiatives the President might announce are further tax and other incentives to assist businesses in supporting their low income employees dependent care expenses; to assist low income workers with help in paying for child care and to assist caregivers and other professionals in their search for credentials and training. As an example of the kind of investment our business feels it must make for its employees, I am enclosing the list of family and child care related benefits Travelers Group provide, and we are not even a leader in that field!

As far as suggestions for program format, you might consider Cable TV, (or broadcast TV if they were interested) to make the Summit more accessible to interested viewers. Governors and business leaders could be interviewed in their own states about their activities, and state specific segments customized. Even ordinary people could be encouraged to tune in. Is this a dream??

I urge you to consider commissioning papers before the summit on critical issues, especially related to new, innovative financing models. The concepts collected could constitute one part of the program. I bet Foundations might help fund these papers. As you know this technique has been tried before with success.

I know the Summit is going to be great for children and their families, for the field and for the President and First Lady. Let me know if I can be of further Assistance.

Sincerely,

Dee Topol

Enclosure:

DT:pc

TravelersGroup

Travelers Group
388 Greenwich Street
New York, NY 10013
Tel 212-816-8000

Travelers Group Family Related Programs

Child/Elder Care (Family Connections)	This child and elder care resource and referral program provides information to help employees solve problems involved in caring for children and older adults.
Adoption Assistance	This program reimburses expenses involved in the legal placement of a child in the employees home.
National Child Care Center	A discount program for employees who use one of several national child care centers.
Child Care Subsidy	Subsidy added to Dependent Care Flexible Spending Account for employees meeting certain income criteria.
Back-Up Child Care	Children's Discovery Center at World Trade Center, new center being constructed on site in Headquarters building, to open Fall 1997.
Flextime	Employees in various business units or departments can be scheduled to work staggered hours or reduced days to suit individual needs.
Flexible Scheduling	Employees in various business units or departments may work arranged hours, days or places when individual needs arise and as business needs allow.
WealthBuilder	Will give stock options to virtually all employees. First grant is June 30, 1997.
Employee Assistance Program	Provides counseling for employees and family members experiencing problems that affect health, personal life or job performance.
Survivor Support	This program provides financial counseling services to beneficiaries of deceased employees, employees losing a spouse or to employees with terminal illness.
Family and Medical Leave	An employee may take up to a total of 12 weeks leave within a 12 month period to care for the serious health condition of an immediate family member, to care for a child after birth, adoption or foster care placement or for his or her own serious health condition.
Sick Leave	Available for an employee's own illness or injury. Up to 23 sick days at full pay may be accrued.
Vacation	Employees are eligible for yearly vacation time based on years of service, up to 4 weeks per year.
Paid Leave	Time off is available for voting, jury duty, military duty or the death of an immediate family member. Unpaid leave may be granted for personal reasons.
Long Term Care	Employees may enroll themselves and immediate family members in this program to cover the expenses of future nursing home care.

- school-age accreditation. The collaboration is supporting a two-year project that is expected to lead to the accreditation of school-age programs;

- middle School Youth Program. The collaboration will support the development of innovative after-school and summer programs for children ages 10 to 14, a time when children typically drop out of after-school programs; and

- backup care. A series of backup child care and elder care programs will be evaluated across the country.

Contact

Work/Family Directions
930 Commonwealth Avenue West
Boston, MA 02215
(800) 767-9863

4. *Public/Private Partnerships*

There were many attempts to create public and private partnerships in the 1980s. As planners of the Early Childhood Investment Fund in New York State found, the typical government approach was: the government will design and operate the partnership; the private sector's role is to provide financial support. The companies that convened to create New York's Fund wanted none of that kind of approach. They wanted a true partnership. And they wanted funding that supported ongoing community mobilization efforts. For that reason, their grants require a process of community planning and the involvement of the private sector, as well as other stakeholders committed to systemic change.

Early Childhood Investment Fund

New York State

Although the Early Childhood Investment Fu
(ECIF) ended in 1996 because of a change in st
government administration, we describe it briefly h
cause we think it is a viable model. It fostered pub
and private partnerships throughout New York St
to improve the delivery of early childhood servic
The state set aside a pool of money available throu
a Request for Proposals (RFP) process that w
matched by individual, foundation, or corporate co
tributions. Private sector dollars also support t
Fund's administration. Thus, ECIF required priva
sector investment.

Although there were specific guidelines for pr
posals, they were flexible enough to encoura
grassroots problem-solving and bottom-up innov
tion in improving the delivery of child care servic

A grantee had to demonstrate the need for th
proposed project and the commitment of local p
vate sector funds. In general, a $2 to $1 match w
required, except in low-income communities, whe
the match was $1 to $1. A match was not required f
planning grants.

A statewide Policy Board, comprised of busine
labor, and foundation leaders, government officia
and early childhood experts, reviewed proposals ar
made funding decisions. The United Way of Ne
York State administered the Fund.

Points of Accomplishment

Since grant-making began in January 1994, ECIF r
ceived 81 requests for funding and supported
community-based projects. The government investe
$552,052 in programs bringing in $1,577,273 of pr
vate sector funds.

The projects funded by ECIF include:

- developing a loan strategy for child care providers to meet their credit needs;
- creating 500 child care spaces in existing and newly constructed facilities;
- enabling 30 child care centers and 87 family child care providers to achieve accreditation;
- providing college scholarships for child care providers;
- enhancing training programs for family child care providers;
- expanding and enhancing school-age child care services;
- aiding in the creation of an early education and care program for low-income families; and
- purchasing a van to assure access to services for children in low-income families.

Contact

Mary A. Shaheen, Project Director
Susan K. Hager, President
United Way of New York State
155 Washington Ave.
Albany, NY 12210
(518) 463-2522
(518) 463-2534 Fax

APPROACH 3

Participating in Community Mobilization Efforts on the Local and State Levels

There are many initiators of community mobilization efforts including business, government, and foundations. In one sense, it makes no difference who or what organization originates the effort. What matters is whether the convenor is perceived to be fair and impartial and whether the quality of the process of the established collaboration is credible.

In another sense, however, the originator of the community mobilization effort is very important. When an elected official such as a governor or mayor establishes a community mobilization effort, his or her successor may try to disband it and set up something new. However, having substantial involvement from the business community can help such efforts to endure even when elected officials change.

In this chapter, we profile Success by Six, one of the most widespread community mobilization efforts undertaken by the business community. We also profile Smart Start, an example of community mobilization initiated by government.

National Center
for the
Early Childhood
Work Force

formerly the Child Care Employee Project

May 7, 1997

Melanne Vereer
Office of the First Lady
Room 100
Old Executive Office Building
Washington, D.C. 20500

Dear Melanne:

It was good to see you at the White House Conference on Early Childhood Development and Learning.

As we discussed, I am now working for the National Center for the Early Childhood Work Force (NCECW). NCECW is a nonprofit research, education and advocacy organization committed to improving the quality of child care by improving the compensation and training of child care teachers and family child care providers. We coordinate the Worthy Wage Campaign and the Early Childhood Mentoring Alliance and have about 5,000 members throughout the United States.

As highlighted at the White House Conference, the first several years of a child's life are the most critical in terms the development of the emotional, cognitive and social skills needed to succeed in life. Yet, the quality of child care available in this country is at best mediocre. Beginning with our landmark study in 1988, the *National Child Care Staffing Study*, research has consistently shown that the quality of child care available is directly linked to the compensation of the provider. Low pay fuels turnover among providers at a rate of almost 40% a year. Children experience this turnover as a personal loss at a time when they need to be building consistent, caring and trusting relationships.

Largely because care is so expensive for families, few people in the general population realize that the average wage for child care teachers is $12,058 per year with no health benefits or other benefits such as sick or annual leave. The situation is even bleaker for family child care providers: in Wisconsin, for example, the average annual income after expenses is

733 15th Street, NW Suite 1037 Washington, DC 20005-2112
202/737-7700 202/737-0370 FAX Worthy Wage Campaign: 1-800-U-R-WORTHY
e-mail: ncecw@ncecw.org

$9,528 for licensed providers and $5,132 for unlicensed providers (Many policy makers are talking about having welfare recipients become unlicensed providers. Obviously, at this income level, child care work is not a route out of poverty. Self-sufficiency through child care jobs can only be obtained through adequate training and compensation.)

We were extremely pleased that the President signed an Executive Order to have the military advise the rest of the society on how it provides quality child care for enlisted families. We have worked quite a bit with the Army, and the major difference is that in order to pay for the true cost of child care, the government subsidizes the system. While parents pay a set amount, not to exceed a certain percentage of their household income, teachers' wages are paid by the military at a rate comparable to their level of education, skill and responsibility and not on parents' ability to pay.

As promised, I am sending you a few of our publications:

- *Making Work Pay in the Child Care Industry: Promising Practices,*
- *Highlights of the National Child Care Staffing Study,*
- *Executive Summary* of our just released *NAEYC Accreditation as a Strategy for Improving Child Care Quality: an Assessment* ,
- *CBS Morning* (in which we refer to the White House Conference and the military program), and
- a profile of the child care work force.

Let me know if you would like any additional information.

We look forward to the child care conference in the Fall and would be happy to help in any way needed.

Sincerely,

Claudia

Claudia E. Wayne

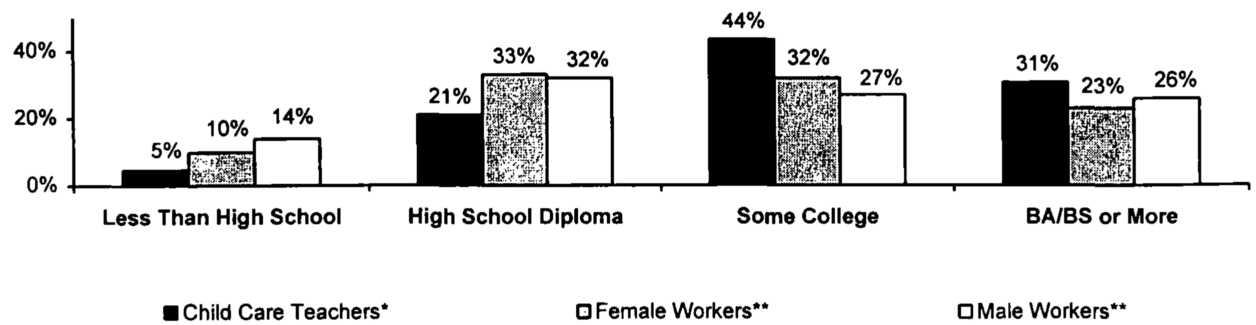
PROFILE: The Child Care Work Force[i]

There are an estimated three million child care teachers, assistants, and family child care providers in the United States. They care for 10 million children each day.

97% of all teaching staff are female
33% of all teaching staff are women of color
41% of all teaching staff have children
10% of all teaching staff are single parents

- Child care teaching staff earn on average $6.89 per hour or $12,058 per year (based on a 35 hour/50 week year).[ii] Only 18% of child care centers offer health coverage to teaching staff.
- Although they earn substantially lower wages, child care teachers are better educated than the general population.
- Male workers in the U.S. earn on average $33,971 annually, almost three times more than child care staff. Female workers in the U.S. earn on average nearly 50% more, $19,781, than child care teaching staff.[iii]
- One-third of all child care teachers leave their centers each year.

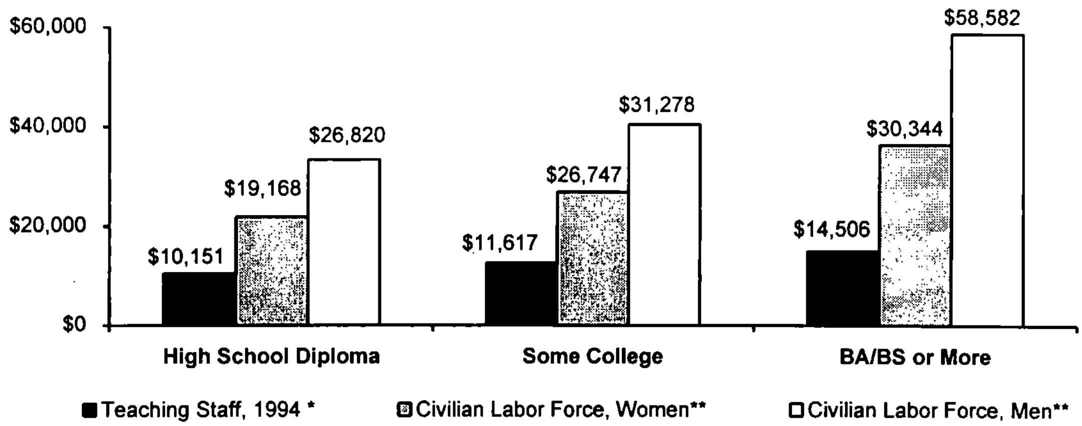
Education of Child Care Teaching Staff Versus All Workers



* *National Child Care Staffing Study.*

** *Current Population Surveys,* 1995, Bureau of Labor Statistics, US Dept. Of Labor.

Annual Wages of Child Care Teaching Staff Versus All Workers



* *National Child Care Staffing Study*, Wages in 1996 dollars.
** *Current Population Surveys*, Bureau of Labor Statistics, US Dept. Of Labor. Wages in 1996 dollars.

How child care center teachers tell us they support themselves and their families on their wages:

- They hold second jobs.
- They live with their parents.
- They depend on a second income.
- They forego health insurance and medical care.

When child care center teachers can't live on low wages any longer, they leave their jobs thus jeopardizing the quality of care for millions of children each year.

- Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn $9,528 annually after expenses.[iv] Unregulated providers, who care for fewer children and are offered fewer supports, earned just $5,132 after expenses.

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i Unless otherwise indicated, data presented are in 1996 dollars, based on the 1996 Average Consumer Price Index.

ii *Cost, Quality and Child Outcomes in Child Care Centers, Technical Report* (1995). University of Colorado at Denver, Department of Economics. Salary data in 1993 dollars.

iii U.S. Department of Labor, Bureau of Labor Statistics. Earnings in 1996 dollars.

iv *The Economics of Family Child Care Study*, forthcoming. Wheelock College. Earnings in 1996 dollars.

Prepared by NCECW:
National Center for the Early Childhood Work Force
733 15th Street, N.W., Suite 1037, Washington, DC
TEL: 202/737-7700 — FAX: 202/737-0370 — E-MAIL: ncecw@ncecw.org

Ms. Foundation for Women

THE NATIONAL WOMEN'S FUND

July 15, 1997

Ms. Katy Button
Office of the First Lady
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

Dear Katy,

It was good to meet you last month to further discuss the First Lady's tour of U.S. microenterprise programs. We were very excited to hear about the upcoming White House Summit on Child Care. As I mentioned, two of our grantees -- the Acre Family Day Care Corporation in Lowell, MA and Childspace Cooperative Development Incorporated in Philadelphia -- have successfully integrated child care and women's enterprise development. The first supports home based day care, while the second uses a center based model. A visit to these programs could be planned as part of the lead up to the Summit.

The ***Acre Family Day Care Corporation (AcreFDCC)*** trains Latina and Asian immigrant women in Lowell, Massachusetts as licensed family day care providers and secures a market by contracting with the state to provide child care for low-income families. Their intensive training program prepares low-income women to run profitable micro-businesses and provide high quality child care.

Childspace Cooperative Development Incorporated trains low-income women as worker-owners in cooperative child care centers, where they receive living wages, health and child care benefits, and control the businesses' governing body. Based on the belief that quality jobs result in quality care for children, Childspace actively advocates for increases in state child care reimbursements for low-income children. The two Childspace centers in Philadelphia serve almost 100 children.

I've enclosed two sets of materials on AcreFDCC and Childspace for you and your colleagues Nicole Rabner and Jennifer Klein. I look forward to continuing to work with you on planning the tour.

Sincerely,

Anna

Anna S. Wadia
Senior Program Officer

120 Wall Street, 33rd floor, New York, NY 10005 (212) 742-2300 fax: (212) 742-1653
e-mail address: info@ms.foundation.org http://www.ms.foundation.org

The Acre Family Day Care Corporation

14 Kirk Street, Lowell, MA 01852
Tel: 508/937-5899
Fax: 508/937-5148
email: amoeller@ultranet.com

The **Acre Family Day Care Corporation (AcreFDCC)** is a not-for-profit [501(c)(3)] corporation serving Lowell and other cities in Massachusetts. Started in 1988, **AcreFDCC** makes two important contributions to communities:

- **AcreFDCC** promotes the **social and economic empowerment** of disadvantaged individuals by engaging and promoting the energy, skills, leadership abilities, and vision of low income women, including welfare recipients, immigrants, and women of color.

- **AcreFDCC** offers high quality **family child care** to other families in the area. This frees other parents to pursue an education or work, confident that their children are receiving individualized attention and culturally matched early childhood education.

A Holistic Approach to Community and Economic Development

Building a Genuine Career Ladder

By training women, including welfare recipients, to become self-employed as family child care providers, **AcreFDCC** creates a **genuine career ladder for low income women of color,** leading to their real, lasting, and future-oriented economic and educational opportunity.

Engaging the Leadership of Women

...As **Early Childhood Educators, AcreFDCC** family child care providers offer child care to other families in the community, enhancing the education of children in their care, allowing parents to hold down a job or pursue an education, and modeling parenting and entrepreneurial skills to others.

...As **Advocates**, AcreFDCC family child care providers, board, and staff represent their communities to promote more equitable social and economic policies on issues such welfare reform, child care, health care, and immigrant rights.

First-Rate Family Child Care Services

AcreFDCC makes first-rate child care services available to a broad range of families in the Lowell community, setting new standards for culturally sensitive family child care and early childhood education. A few significant advantages of our child care service include:

Highly Skilled Providers

Because **AcreFDCC** contracts with some graduates of our training program to provide child care services, we know they have already received some of the very best family child care training in the state. In addition, AcreFDCC provides intensive on-going training, oversight, support and networks, to help our providers continually enhance their early childhood curricula, and educational and business skills.

Cultural Sensitivity and Multiple Languages

Acre Family Day Care is one of the few child care agencies in New England which offers high quality child care services in Spanish, Khmer, Vietnamese, and English. This can be very important to parents who are seeking a familiar home environment for their children, who want to communicate fully with the provider in their native language, or who would simply like their children to be exposed to new cultures.

Flexible Schedule and Transportation

Because of the number of Providers in our system, Acre Family Day Care is usually able to offer child care to fit the parent's schedule, and is equipped to provide door-to-door transportation services through our contract with Hugo Transportation (a CBA and AcreFDCC- supported new business initiative.)

Individualized care:

One of the great advantages of family child care is that Providers are able to offer more individualized attention to the children in their care. And because they operate their businesses in their own houses, the atmosphere is much more personal and homelike than that of most other child care arrangements.

A Sampling of our Accomplishments

- Approximately 130 women have graduated from the AcreFDCC training program. Of these, nearly 80 have obtained their family child care licenses.
- AcreFDCC providers earned from $13,000 - $30,400 in 1996 from contracts with the AcreFDCC (average earnings were $19,000.) This does not include income from private-paying clients or food program reimbursements which can add an additional $4,000 -$9,000 per year.
- AcreFDCC provided first-rate, culturally-matched child care to over 120 low income families in 1996.
- Advocacy successes: The AcreFDCC helped the larger child care community win the fight for rate increases for child care workers. This year providers, as a result will see their rates increase by 16%. Reaction to changes brought on by welfare reform has also become the charge of the AcreFDCC over the past few years. Through our collaboration with the Massachusetts Family Child Car e Affiliates (a state-wide advocacy group) the Child Care Careers Institute (a Boston-based non-profit group that supports the professional development of child care workers at all levels) and our membership on the Advisory Board of the State's Office For Children, our Board, staff and providers have attempted to educate the state at all levels as to the *real* challenges that welfare recipients face in leaving welfare and starting their own businesses. Our years of experience in this area has put us in a very unique position to influence this new welfare- to- family- child -care trend.

Organizational Structure

- **The Women's Economic Development Program**. This program has the broad goal of creating economic opportunity for disenfranchised women, and currently consists of: Family Child Care Self-Employment Training, a 12-week, entry-level training for low income women who wish to enter the field of family child care. Next Step Initiative, a professional development and community outreach initiative for AcreFDCC Providers. Replication Project, to transfer the AcreFDCC Family Child Care model to new communities in the U.S.
- **The Family Child Care Service**. The AcreFDCC Child Care Service contracts with licensed graduates of the AcreFDCC Child Care Self-Employment Training and provides a unique network, training, support and administrative service to these women. *They, in turn, provide first rate, culturally sensitive home-based child care services to low-income families in Lowell.* Most client families are referred and subsidized by state agencies.

Constituents

AcreFDCC constituents are from disadvantaged Hispanic, Southeast Asian, and African-American communities of Lowell. Most start with limited formal education and English language skills, and many are welfare recipients.

Trainees:	Approximately 130 women have graduated from the AcreFDCC Family Child Care Self-Employment Training Program
Providers:	AcreFDCC currently contracts with 31 licensed graduates of the AcreFDCC training program. Up to 14 of our recent graduates from our latest training program will be joining the program over the next quarter.
Families:	AcreFDCC providers care for the children of 120+ low income families from the Lowell community each year.

Board and Staff: AcreFDCC is overseen by a **Board of Directors** that is comprised of our constituents and people of color from the neighborhood; 7 of the 11 Directors are women. AcreFDCC is **staffed** by 9 women; all but one are women of color, and 7 are from the community; 2 are former AcreFDCC providers.

Finances and Supporters

In order to create and sustain programs which open new economic opportunity for the disenfranchised and promote the social integrity of communities, AcreFDCC relies almost exclusively on funding from private sector institutions and individuals. We greatly appreciate the backing of our following supporters, and invite others to join us advancing a more equitable and productive society:

- **Baldwin Foundation**
- **Ben & Jerry's Foundation**
- **The Charlotte Home**
- **Alfred E. Chase Charitable Foundation**
- **Agnes Lindsay Trust**
- **Ms. Foundation**
- **Theodore Edson Parker Foundation Patrina Foundation**
- **Peabody Foundation**
- **Nathaniel and Elizabeth Stevens Foundation**
- **St. Anne's Episcopal Church**
- **Sun Microsystems**
- **Surdna Foundation**

Answers to Some Frequently Asked Questions

What is "family child care"?

In contrast to the more familiar center-based child care, family child care providers are self-employed, and run their businesses in their homes. In Massachusetts, family child care providers are licensed by the Office for Children to provide care for up to six children at one time (including their own). Licensure certifies that the home is a safe environment for children, and that the Providers meet minimal standards for providing child care services, including a knowledge of CPR and state child abuse reporting laws.

Why did you pick family child care as a job training vehicle for low income women?

First of all, because there was a large unmet need and ready market in the community. In 1988, the Coalition for a Better Acre (CBA) conducted a door-to-door survey of over 100 families in the Acre, the lowest income neighborhood of Lowell, to find out what they saw as the biggest obstacles to women's employment. Overwhelmingly, survey participants singled out the lack of accessible, linguistically matched child care as their biggest employment barrier.

We chose to start a family child care program over a child care center because it presented the fewest barriers for low income women to obtain their licenses and quickly begin to earn a living; and could offer far more child care capacity to the community than a center could.

We have since learned that family child care is a highly appealing employment option for many low income women and welfare recipients. Mothers of small children can earn a living at home while caring for their own family. Because caring for children is a familiar activity, it is a non-intimidating way to start work for women with limited formal education and English language skills, and those who lack self-confidence as a result of years of poverty and untested capabilities.

What distinguishes AcreFDCC from other job training programs?

At AcreFDCC, we reject the "workfare"-style training model -- that is, minimal training for marginal employment. Instead, we have a bedrock commitment to creating a genuine career ladder for low income and immigrant women. We regard every barrier to this goal as our next challenge, and continually seek ways to extend the ladder down to those for whom the steps are steepest and hardest, and up to a fulfilling career and satisfying quality of life.

We place great emphasis at every level of the training program and child care service on helping women realize their true potential. For instance, to obtain their licenses, family child care providers in Massachusetts are only required to complete 15 hours of rudimentary training and meet minimal safety standards in their homes. At AcreFDCC, our trainees graduate only after completing ***240 hours*** of training, including internships in two different child care settings. For those who go on to become Providers in the AcreFDCC child care service, we require that they attend monthly on-going group training sessions; provide one-on-one technical assistance in their homes; and subsidize their continuing education in such areas as GED, ESL, computer training, and early childhood education.

What makes AcreFDCC stand out from other family child care programs?

AcreFDCC is one of the few programs in New England – or perhaps in the U.S. – which offers the local community high quality family child care services in Spanish, Khmer, Vietnamese, and English. Furthermore, all of the providers who contract with our program receive extensive on-going training, support, and educational opportunities to continually improve their early childhood education and business skills.

CHILDSPACE REPLICATION PROJECT

Mission and History

The Childspace Replication Project is a sectorial development initiative attempting to create and re-design jobs held by primarily low income women in the field of child care. The major structural re-design is the creation of a democratic worker owned company to run and operate child care programs through a management contract with either non-profit child care centers or community or business groups trying to service their constituents The major elements of the re-design include:

1) above market rate wages and comprehensive benefits for the workers and their families:
2) career advancement opportunities:
3) empowerment through training and participation in work group and corporate decision making in an employee centered culture;
4) additional financial security through ownership and improved long term decision making;
5) an organizational structure which more easily permits social entrepreneurs to expand enterprises.

This re-design is intended to enable child care centers to respond to the market need for greater availability of quality child care through growth which can create quality jobs while strengthening their initial centers. The replication project team also offers child care employees the technical and training support to be able to competitively bid on solicitations from businesses or other institutions wishing to provide child care to their employees. Often these contracts are garnered by established for-profit chains offering a mixed quality of job and care. Successful expansion in any industry requires a dedicated staff invested in the long term success of its business. We feel the structure of the Childspace model best insures not only will the staff be invested in the process but that their involvement will improve the development of the business plan and its implementation.

This re-design is also intended to have a direct impact on the quality of care being provided to children, particularly children of low income families. In the child care industry the quality of jobs has been declining though the link between quality of job and quality of care has been well documented.

By improving the quality of jobs, both in terms of wages and benefits and in terms of enhancing the primarily paraprofessional worker's role within child care centers Childspace also strives to have an impact on the larger field of child care.

The first Childspace Center was organized in 1988. It was designed to emphasize the link between quality of care and quality of job while still recognizing the important role of the "consumer", parents, in a field such as child care. Childspace undertook two core re-design tasks: 1) to re-design the decision making structure between parents and staff; and 2) to re-design the work culture for the child and staff. An organizational structure was designed to both clarify the roles of various groups and to insure the best use of the interest and skills of each group. Two organizations were set up: Childspace Day Care Center, Inc (CDCC), a non-profit corporation with parents, community people with particular interest or knowledge, and staff of the center; and Childspace Management Group, Inc. (CMG), a democratic worker cooperative whose members are the staff of the child care center. The non-profit CDCC hires the worker cooperative CMG to operate the child care center.

The "Management Contract", by which these two organizations are linked, is an attempt to recognize the interest and skills of each organization, and delineate the rights and responsibilities of each to insure the best use of all talents and skills to the greatest benefit of the child care center. CDCC has primarily oversight responsibilities through required approval for fee increases or salary increases over 5% and the hiring of a new executive director. Basically, CDCC is responsible for insuring that the worker cooperative meets all financial, quality of program, and legal responsibilities outlined in the contract

CMG is responsible for designing and managing the day care center program and all hiring and firing of staff. Many of the benefits of the worker cooperative structure are seen as accruing by having a more involved staff in problem solving and decision making.

The first Childspace Center has grown from serving 50 children and having 7 staff in its first year to serving 200 children with 25 staff. As Childspace expanded the programs that it provided, CMG was able to both create new jobs and improve the quality of the jobs offered. In 1992, Childspace opened a second center serving 35 children and creating 10 new jobs. As part of opening the second center, CMG bought a vacant building in a low income community, renovated the building and made it a vibrant part of the neighborhood. The jobs created by Childspace offer an average hourly wage of $6.95, well above the industry average of $5.60, family health care and child care with only a 10% copay.

Childspace staff have also been involved in advocacy work in the Philadelphia area. As part of the national "Worthy Wage Campaign" Childspace closes its doors one day a year to support educational and legislative actions to improve child care. Childspace staff play a central role in organizing the Philadelphia-area component of the campaign. In 1992, this campaign resulted in the introduction and passage of a bill in the state senate which provides loan forgiveness for individuals seeking higher education in the child care field. In 1991 Childspace staff worked with other advocacy groups in a successful campaign in Pennsylvania to increase reimbursements per low income child served, plus a more inclusive definition of eligibility of low income families for receiving subsidized services. More recently, Childspace staff have been involved in campaigns to prevent cuts to child care funding and staffed an educational/organizing table at the regional child care conference to get more child care workers involved in advocacy work. Recently, one of our centers invited a local news reporter to work a day at the center as part of a "job shadowing" educational campaign which led to a televised news report.

In January 1995, the Childspace Replication Project was initiated. Staff for the Replication Project began to meet with groups and centers in other cities to discuss the model and identify potential sites. During the year, as part of the replication project, Childspace worked to design a training program which would both strengthen the initial centers and give participants in replication sites greater understanding of the work culture of Childspace. Eight members of Childspace, ranging in job categories from aide to head teacher, completed a speaker training program which focused on helping them to develop a narrative "story" which they felt would help others to learn from their personal experience and better understand the Childspace work culture. Both the design of the training program for the "speakers" and the design of the three day training of which these "stories" are a key part, has been an attempt to develop training techniques which empower all those involved and allow for a greater sharing of information. The first three day training for a Childspace replication group was held in March, 1996.

The key lessons which we have learned from our experiences and study which shape the design of the replication project are:

1. To be able to truly impact the lives of individuals working at replication sites, and thereby garner all the advantages of having a highly committed and invested staff, use of the Childspace structure serves as a necessary but insufficient element. A work culture which supports individuals in taking the risk of questioning others and themselves, in seeing themselves as capable problem solvers and decision makers must also develop and be felt in daily interactions. The jobs provided must also recognize the full needs of the individual by offering a benefit package which allows working to be an option for women without putting their families at risk.

2. If enterprise development is going to include low income women there must be an outside source for initial equity. Moreover, training worker cooperative members in developing and assessing financial plans is an important part of insuring improved long term financial and organizational planning

3. The support of a larger network is necessary both to attain long term goals and to sustain present work There is a need for a system of linkages to share costs, creative ideas and implement advocacy work

There are opportunities for enterprise development in child care which can produce quality jobs and quality care but most child care workers will need a variety of supports initially to be able to avail themselves of these opportunities.

Childspace has developed a model which includes many of the necessary elements for women to successfully join/rejoin the paid workforce. The worker cooperative provides a structure for shared ownership and personal support; the management design also provides a model for an effective operational system. The structure is also flexible. The management contract can support the use of this model in many different situations. Childspace is also working to address one of the greatest blocks to low income women entering/rejoining the workforce, a safe, high quality child care setting.

Statement of Need

In 1992 the "National Child Care Staffing Study" prepared by the National Center for the Early Childhood Workforce documented that teaching staffs at child care centers continue to earn exceptionally low wages. This study also documented an increase in the number of low income minority women in the field. Real wages for the lowest paid teaching assistants, the fastest growing segment of the child care work force, had declined since 1988 to $5.08 an hour. Real wages for the highest paid teaching staff, a very small segment of the workforce, had improved only slightly to an annual salary of $15,488 per year. The lack of health care insurance for most child care workers also serves as a limit on potential income by requiring that their income not exceed the amount which allows them to receive Medicaid. Further, the dual impact of low wages and public opinion which devalues their work often undermines gains to self-esteem and feelings of empowerment which might otherwise come from performing such important human service work. It is this group of workers for whom we expect the project to have the greatest impact.

However, our experience and national research on child care indicate that by impacting this group the community they serve will also be positively effected. The potential positive effects of an enterprise development initiative in the field of child care are many: for the community in which the center is a successful enterprise; for the low income women who are the primary workers in this field; for the parents who need the service; and for the children who are dependent on the care.

There are many reasons to identify child care as a field in which an enterprise development initiative would be successful and address issues in the field:

1) The demand for child care is growing. Presently, for-profit chain child care centers have targeted this market. However, with lower than industry average staff wages and higher than industry turnover rates, this portends a decline in job quality and quality of care;
2) Higher quality care can lead to higher enrollment, in most situations, impacting on available funds for wages and benefits;
3) A high quality child care enterprise can meet both the quality service and quality job need within the same family, offering both a decent job in a growing field and quality child care for the worker's children;
4) A growing child care center can offer career advancement opportunities within the same enterprise, from aide to assistant teacher to teacher to administrator. While the absence of academic credentials may still serve as an obstacle, more public money is presently being spent on training for day care workers with more attention given to structuring training to give college credits;
5) Advocacy in the field of child care has become more focused in recent years as the link between quality of job and quality of care has been studied and the economic impacts of the lack of quality child care has been assessed. As a group of empowered, dedicated workers who have an increased understanding of the local and national policies which effect their field of work, the worker cooperative members are effective partners with other advocacy groups working for necessary changes.

The need for child care has been recognized by many advocacy groups. However, these groups are often in conflict with each other depending on the aspect of the need which they are trying to meet. Some strategies address the goals of quality child care for children, others address the availability of child care for parents to be able to work or go to school; while still others focus on the creation of decent jobs for low income people. Though each of these needs can be addressed individually, such an approach is often at the cost of meeting one of the other goals. A strategy which addresses all these concerns has the best chance for sustained success. The Childspace Replication Project addresses each of these needs in tandem and can find effective partners in the area of advocacy.

Project Goals and Objectives

In attempting to define a strategy which would have the most significant impact on the broader labor market Childspace identified four goals which needed to be met

1) creation and restructuring of a significant number of jobs in the field of child care;
2) creation of work cultures which empower their workers;
3) creation of centers which provide high quality, age appropriate, developmental learning programs;
4) facilitation of activities to make necessary changes in policies and regulations impacting the industry and to research cost efficiencies for the centers

Because of the already identified linkages between each goal, success in reaching any specific one is seen as intertwined with the others.

Many directors of non-profit centers share many of the goals espoused by Childspace, including fundamental concerns about quality of care and quality of job. However, the non-profit structure itself limits their effectiveness in addressing those concerns. Boards controlled by center parents are often not conversant with child care and labor market issues and too often view improvements in worker pay and benefit in conflict with concerns about fees and costs. Where quality is maintained, it is often accomplished by committed, overworked and underpaid workers, who remain until they burn out or leave the field in search of better remunerated employment. Further, the narrow perspective of the often very local community based boards, limits the potential for entrepreneurship and growth, ceding unserved areas to the for profit chains as well as limiting opportunities for career advancement for committed workers. The creation of new jobs using the "Childspace Model" or restructuring of jobs to fit this model is designed to confront the above problem.

However, our experience has shown us that creating a work structure which allows greater participation of the workforce falls far short of confirming active participation of workers. Though it is the structure which often first signals to workers that Childspace is a different place to work, many women who have started at Childspace have had life experiences which leave them very cynical about the benefits of participating and they lack the self confidence needed to be an active partner in problem solving and decision making. If we were to try and replicate our experience at Childspace we realized we would not only have to be able to successfully teach or set up the environments to allow others to learn from us but we would have to impart to staff of the new centers how to "successfully teach or set up environments which allow others to learn". In preparing members of the staff to become "speaker/trainers" for the project, we asked them to think about the story they would want to tell someone to help them to either understand what Childspace is about or how it works. The story many of them wanted to tell was about "when they realized people really wanted their opinions and would listen to what they said". For some it meant moving from skepticism, to watching, to testing it out. This underlies the importance of the second goal. We have also learned that the creation of a work culture which allows people to become empowered is not an easy process and it takes time. This realization has impacted the number of sites which we expect to work with in a given year.

The third goal reflects our commitment to the children and community served. Our experience and national research indicate that by improving the quality of the job, the quality of the care will also improve. It is also true that many factors which make the job enjoyable are the same as those which make the care of high quality. Using the NAEYC accreditation criteria for defining a quality program gives us an outside standard based on experience and research which makes our commitment to quality of care clear to the groups with which we work.

The fourth goal reflects our concern that child care regulation and policy as it presently stands does not support quality care for children. Presently, regulation and funding of day care varies by state and within states, by county. The lack of minimum federal standards leads to staff:child ratios which can vary from 1:6 for toddlers in Pennsylvania to twice that ratio in other states. In much the same way funding levels for child care for low income families can vary dramatically. Members of the various worker cooperatives will be able to share their experiences in attempting to shape policies and their experience working with differing systems. The long term answer for the child care field has to include advocacy work by committed child care workers who are also attempting to find creative solutions to the issues they face and creative strategies for putting those solutions in place.

<u>Project Strategy Areas</u>

To meet these goals five activity areas were delineated. The first area was the design of a "learning laboratory" in the initial Childspace centers to allow both the present worker cooperative members to "share their stories" and in recognition that adults generally learn best experientially. Building capacity at these centers also ensures that development work can continue in Philadelphia while replication work is started in other cities. Much of this work has been started. The speaker trainer program is described above.

The second area was to work with the National Center for the Early Childhood Workforce to design and implement an identification process which would allow us to both inform the child care community about our project and to identify appropriate centers for transformation to the Childspace model and/or community groups working to develop new centers. Childspace has also continued to work with community development organizations which are attempting to open centers in their neighborhoods. Presently, we are working with three sites and in the process of making a proposal to work with a fourth. Each of these sites represents a slightly different use of the model and represents the types of working relationships Childspace might enter with other organizations.

The third area is to provide an experiential training program on developing a worker cooperative, implementing an effective democratic management system, and providing ongoing mentoring and technical assistance to centers transforming to the Childspace model and/ or to groups starting a new center using the Childspace model. The early stages of the enterprise development or transformation would involve a combination of on-site training and training at Childspace. Training at Childspace would involve the director and other selected key members of the worker cooperative , working with staff and members of the Philadelphia worker cooperative group. On-site training would occur using a variety of settings and methods. There would be intensive one and two day meetings with staff to cover a variety of issues interspersed by smaller group meetings on particular topics. Topics to be covered would include:

1) defining goals, reviewing a detailed rationale for the proposed design and its relationship to group goals;
2) a review of all legal and organizational structures, current and proposed (including by-laws, the management contract between the non-profit and the worker cooperative, parent and personnel policies, financial systems, board roles and relationships, information flow within the organization and between organizations);
3) training for participation, modeling meetings, focusing on communication and problem solving skills, both of the individual and the group;
4) financial planning
5) the role of advocacy in the field of child care

Particular attention would be given to the training of the management staff. The director and any other relevant staff would be involved in the design of the training sessions. As part of their training and in recognition of the skills and experience which they will be bringing to the project, they would also lead some of sessions with other staff. Training would occur on-site and at Philadelphia Childspace Centers. Particular topics which would be covered with this group, though not limited to only this group, would include:

1) participative management, purpose and potential impact on communication and organizational roles;
2) supervision and evaluation, structure and purpose;
3) financial planning and decision making, with a particular focus on issues concerning expansion;
4) the development of a design for on-going staff training;
5) the development of a framework of ongoing program evaluation;
6) identifying the preferred and most constructive working relationship with the Childspace Replication Project and other "Childspace Model" centers:

The training would be occurring concomitantly with intensive ongoing mentoring of the director and other key worker cooperative members. This would involve weekly phone discussions and monthly on-site visits for at least six months, with an evaluation of further needs at that time.

Plans for opening a new center or expansion of a transformed site would also be assessed and implemented with the technical assistance of Childspace staff. In the case of a transforming center, an analysis of the present status of the center would be made, and an action plan and budget detailing necessary steps to occur before expansion would be drawn up. As is the case with any small business looking to expand it will first need to insure that the initial organization is strong financially and programmatically. Childspace has raised funds to be able to offer financial support up to $30,000 to each site. Each situation will be appraised as to the need for these funds.

Our goal is to develop hub centers in each city which can, with our technical and training assistance, begin to develop other centers in the surrounding communities which will both expand the number of quality centers offering child care to the community and make them a stronger enterprise financially.

The fourth area of activity is the creation and design of the Childspace Development and Training Institute (CDTI). A replication strategy which does not see Childspace as the primary developer requires a greater emphasis on the role of training and long term relationships. The institute will serve to link the centers and provide ongoing training, development, and advocacy support. The CDTI will serve as a second level cooperative; each child care center will have a seat on the board of directors. In April 1996, the Childspace Replication Project officially took over the management of Lydia, a non-profit organization set up to offer technical assistance and training to primarily women worker cooperatives. Childspace was honored by the offer of the board of Lydia to transfer the management of the non-profit to Childspace, to serve as the development and training institute, as a means of continuing a strong tradition of supporting women in worker cooperatives. During the second year this organization will begin to oversee future training and development work. It will also serve to stimulate the exchange of ideas and experiences between the worker cooperatives.

The fifth area was to attempt to document and evaluate the impact of the Childspace Replication Project on individual staff, organizational planning and communication, and on the quality of the program at each of the transformed and new centers. Childspace has contracted with the National Center for the Early Childhood Workforce to design and implement a study of the replication project which will look at the above features. Impact on wages and benefits and number of jobs created will also be documented. Childspace will also document the design and evaluate the effectiveness of its training program.

FOR MORE INFORMATION, PLEASE CALL:
CHILDSPACE REPLICATION PROJECT, DENISE DOWELL, (215) 248 3080

CHILDSPACE

A Worker Cooperative Model in Child Care

Childspace Management Group, Inc. (CMG) founded in 1987, operates two child care centers in the Northwest section of Philadelphia, providing child care to over 120 racially and economically diverse families. CMG developed an innovative organizational model, ***a worker cooperative child care management company,*** to create and improve the quality of jobs held by primarily low income women in the child care field. The management group is a democratic employee-owned corporation whose members work in the child care center. Everyone who is a member, whether working as an aide, assistant, teacher, or director, is entitled to one vote on the CMG board of directors, which is responsible to oversee the day to day operations of the center.

A basic premise of the **Childspace** model is that improving the quality of child care jobs directly results in higher quality child care services, thereby impacting the broader community of parents and children served. The main benefit of the worker cooperative model is that more staff are involved in the problem solving and decision making in a meaningful context. Members of CMG are responsible at every level: from planning curriculum and programming, to developing personnel policies and approving annual budgets.

Worker owners report that they have opportunities to assume positions of leadership, build professional skills and confidence. They also acknowledge that the importance of their roles outside of work-- as parents, caregivers for aging parents, students, and community members-- is recognized and supported. One worker owner notes that **Childspace** "took a chance on me without my GED." With encouragement, she earned her GED, the credential she needed to meet state licensing requirements for the position of assistant group supervisor. In the worker cooperative model adopted by **Childspace**, workplace goals include respect for individuals, participation, and support for personal and professional development. These qualities, in addition to improved compensation and benefits, have enabled **Childspace** to maintain a low rate of staff turnover since its inception.

The model for replication relies on an interactive process for identifying centers. **Childspace** will provide intensive training and mentoring for staff at participating centers. Organizational materials such as bylaws, a management contract, personnel policies and handbook will be shared, as well as the experience we have gained in developing and implementing these policies in practice. A strength of the model is that it is not static. At each center, staff members will review the materials and evaluate how to best shape them for use in their workplace within the broader goals of the project. The model provides the opportunity, on an ongoing basis, for those involved to evaluate their experiences and fine tune its design accordingly.

The development of a network of worker cooperative child care centers, to provide ongoing support and the opportunity for childcare workers to advocate for themselves and child care services, is seen as an essential component of the replication project. **Childspace** is currently working with the National Center for the Early Childhood Workforce to contact centers that, sharing a similar educational and management philosophy, are interested in exploring participation in the replication project.

If you are interested in more information, call Denise Dowell at 215-248-3080 or Fax 215-248-4706.

PENNSYLVANIA CHILD CARE/EARLY CHILDHOOD DEVELOPMENT TRAINING SYSTEM

CHILD CARE CONCEPTS

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Newsletter of the KURC Child Care Training Program

KURC Child Care Training Program
652 West 17th St.
Erie, Pennsylvania 16502

Childspace
Innovations in Child Care

Childspace Management Group, Inc. (CMG) is a worker-owned cooperative which contracts with a non-profit organization to operate two child care centers serving approximately 170 middle and low income children in racially and ethnically diverse neighborhoods in Philadelphia. CMG was started in 1988, when three Philadelphia women - Cindy Coker, Teresa Mansell, and Karen Guyton - decided to develop a new model for child care. They viewed this as an experiment to try to create the kind of work culture which would address the issues of quality of job for the workers as well as quality of care for the children. Because they were concerned that this model work for low income families, a basic part of the model is a commitment to policy and advocacy work around issues affecting the field of child care.

"Our mission was to improve the quality of the child care job, which has basically been held by low income women," said Coker. "We felt that by offering a better work package we could reduce the high employee turnover rate in this field and generally improve the care children receive. All of us were mothers and concerned with child care, but we also wanted to set up a democratic workplace which we felt gave us the best chance of solving the problems and conflicting interests we saw in the field. We had also seen the growth of for- profit centers and felt there needed to be another model which tried to provide the safe guards of a non-profit center with the strategic planning of a more entrepreneurial approach".

To achieve these goals they chose a worker cooperative organizational model. In 1990, the worker cooperative decided to expand, opening a second center in a low income community for which they purchased and renovated a property. The centers employ about three dozen people, many of whom were women from low-income communities or unemployed at the time they were hired. The Childspace model enables workers to become owners of the business. After a year on the job, all employees are given the option of joining the cooperative and becoming member-owners of Childspace. Though not every employee opts for membership in the cooperative, most do, because the program is both straightforward and affordable. Employees simply purchase a share of stock for $5 and then contribute $245 over the next year through payroll deductions. Everyone who becomes a cooperative member receives one vote on the CMG board of directors. This is true, no matter what the member/owner's staff position is in the center.

Cooperative members make broad policy decisions affecting Childspace. Moreover, one of the management team's goals is to foster broad participation of all the staff, regardless of ownership status, in problem solving and decision-making about the day-to-day operations of the center. For instance, all members of classroom teaching teams participate in curriculum planning and programming. Providing time for staff to meet regularly is an expense most centers are not willing to pay but Childspace sees it as an important part of learning on the job and making sure the best program for children is developed.

Other workplace goals include respect for individuals and support for personal and professional development. In recruiting staff, Childspace founders realized they would have to assess prospective employees as much on potential as on educational or professional credentials. Entry level workers receive extensive on the job training from more experienced staffers, and every employee is expected to attend workshops each year in early childhood education. As employees grow in knowledge and experience, they also grow in self-confidence, which carries over into the classrooms. This growth, along with Childspace's respect for the importance of employees' roles outside of work - as parents, students, community members - contributes to the low staff turnover rate of 15 percent in a field where the average is over 40 percent.

The average salary at Childspace is $7.00 per hour, 25% above the $5.60 average in the field. The benefit package offered is decidedly above the norm. Full time employees receive full family health coverage and child care for one child, both with a nominal co-pay. Part-time workers receive single health coverage. In addition, staff members are entitled to twelve paid sick days, two weeks paid vacation, two personal days, and ten paid holidays per year.

When seeking child care for their children, parents are often faced with a bewildering, sometimes overwhelming number of choices. Many who could afford any program for their children choose Childspace, in part because they know their children will likely be around the same staff each year. Parents are also drawn to Childspace because of its educational philosophy: young children learn best through play, in a stimulating, environment which nurtures children's development in all areas (social, emotional, physical, and cognitive). Low staff-child ratios enable teachers to attend to the individual needs of children as they move through the program.

Childspace Cooperative Development

The Childspace founders always hoped that their organization could serve as a model for improving child care. However, they knew that replication of the model was necessary to meet the broader goal of impacting the larger child care field. Federal and state policies and regulations often undermine centers trying to offer quality jobs and quality care. This is often the case for those centers serving low income or mixed income communities. Early on discussions were started with foundations which Childspace felt had similar concerns. As the success of the centers in Philadelphia (on creation of better quality jobs, quality of care and work in advocacy) became more known, Childspace Cooperative Development was organized.

With funding support from a number of sources, including the Ms. Foundation, Campaign for Human Development, John Merck Fund, Annie E. Casey Foundation, and the Charles Stewart Mott Foundation, Childspace established a separate organization for the replication work. Childspace Cooperative Development (CCD) was formed in the spring of 1996 and is working to replicate the Childspace model in various sites across the country. A strength of this replication effort is that the model is interactive rather than static. This flexible model allows the worker cooperative to contract with a wide range of groups to operate centers. These can range from a community group concerned about the creation of jobs and quality care in their neighborhoods to a consortium of businesses who want to provide their employees with high quality care. While adherence to basic cooperative principles, providing quality care and the broader goal of improving the child care field are expected, CCD works with each center to adapt materials and resources to meet specific needs.

CCD provides some equity funds for "start-up" of new centers; or transformation of existing centers. In addition, replication sites receive on-site training and are part of on-going mentoring relationships with CCD staff. CCD has also attempted to develop a unique training program using personal stories, developed and told by Childspace employees, to illuminate their work culture and illustrate the difference between standard practice and Childspace practice.

In 1996, CCD helped to organize a new worker cooperative, Magic Years Cooperative Inc., and helped this new worker cooperative garner a contract with a consortium of businesses to operate a center in Richmond, CA. CCD is currently involved in discussions with other groups to establish centers in Denver and New York.

As sites develop, CCD will serve as a network for the centers, providing on-going training and consulting support. This also provides the opportunity for child care workers and parents to advocate for themselves and child care services on a local, state, and national level. Childspace has worked collaboratively with other organizations in Philadelphia and California to positively shape state child care initiatives that are underway due to welfare reform legislation. CCD is committed to supporting collaborative efforts to shape public policy in a way that establishes our society's collective responsibility to support all of America's families in nurturing and educating our children.

The Acre Family Day Care Corporation

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The **Acre Family Day Care Corporation (AcreFDCC)** is a not-for-profit [501(c)(3)] corporation serving Lowell and other cities in Massachusetts. Started in 1988, **AcreFDCC** makes two important contributions to communities:

- **AcreFDCC** promotes the **social and economic empowerment** of disadvantaged individuals by engaging and promoting the energy, skills, leadership abilities, and vision of low income women, including welfare recipients, immigrants, and women of color.

- **AcreFDCC** offers high quality **family child care** to other families in the area. This frees other parents to pursue an education or work, confident that their children are receiving individualized attention and culturally matched early childhood education.

A Holistic Approach to Community and Economic Development

Building a Genuine Career Ladder

By training women, including welfare recipients, to become self-employed as family child care providers, **AcreFDCC** creates a **genuine career ladder for low income women of color,** leading to their real, lasting, and future-oriented economic and educational opportunity.

Engaging the Leadership of Women

...As **Early Childhood Educators, AcreFDCC** family child care providers offer child care to other families in the community, enhancing the education of children in their care, allowing parents to hold down a job or pursue an education, and modeling parenting and entrepreneurial skills to others.

...As **Advocates**, AcreFDCC family child care providers, board, and staff represent their communities to promote more equitable social and economic policies on issues such welfare reform, child care, health care, and immigrant rights.

First-Rate Family Child Care Services

AcreFDCC makes first-rate child care services available to a broad range of families in the Lowell community, setting new standards for culturally sensitive family child care and early childhood education. A few significant advantages of our child care service include:

Highly Skilled Providers

Because **AcreFDCC** contracts with some graduates of our training program to provide child care services, we know they have already received some of the very best family child care training in the state. In addition, AcreFDCC provides intensive on-going training, oversight, support and networks, to help our providers continually enhance their early childhood curricula, and educational and business skills.

Cultural Sensitivity and Multiple Languages

Acre Family Day Care is one of the few child care agencies in New England which offers high quality child care services in Spanish, Khmer, Vietnamese, and English. This can be very important to parents who are seeking a familiar home environment for their children, who want to communicate fully with the provider in their native language, or who would simply like their children to be exposed to new cultures.

Flexible Schedule and Transportation

Because of the number of Providers in our system, Acre Family Day Care is usually able to offer child care to fit the parent's schedule, and is equipped to provide door-to-door transportation services through our contract with Hugo Transportation (a CBA and AcreFDCC- supported new business initiative.)

Individualized care:

One of the great advantages of family child care is that Providers are able to offer more individualized attention to the children in their care. And because they operate their businesses in their own houses, the atmosphere is much more personal and homelike than that of most other child care arrangements.

A Sampling of our Accomplishments

- Approximately 130 women have graduated from the AcreFDCC training program. Of these, nearly 80 have obtained their family child care licenses.
- AcreFDCC providers earned from $13,000 - $30,400 in 1996 from contracts with the AcreFDCC (average earnings were $19,000.) This does not include income from private-paying clients or food program reimbursements which can add an additional $4,000 -$9,000 per year.
- AcreFDCC provided first-rate, culturally-matched child care to over 120 low income families in 1996.
- Advocacy successes: The AcreFDCC helped the larger child care community win the fight for rate increases for child care workers. This year providers, as a result will see their rates increase by 16%. Reaction to changes brought on by welfare reform has also become the charge of the AcreFDCC over the past few years. Through our collaboration with the Massachusetts Family Child Car e Affiliates (a state-wide advocacy group) the Child Care Careers Institute (a Boston-based non-profit group that supports the professional development of child care workers at all levels) and our membership on the Advisory Board of the State's Office For Children, our Board, staff and providers have attempted to educate the state at all levels as to the *real* challenges that welfare recipients face in leaving welfare and starting their own businesses. Our years of experience in this area has put us in a very unique position to influence this new welfare- to- family- child -care trend.

Organizational Structure

- **The Women's Economic Development Program**. This program has the broad goal of creating economic opportunity for disenfranchised women, and currently consists of: *Family Child Care Self-Employment Training*, a 12-week, entry-level training for low income women who wish to enter the field of family child care. *Next Step Initiative*, a professional development and community outreach initiative for AcreFDCC Providers. *Replication Project*, to transfer the AcreFDCC Family Child Care model to new communities in the U.S.
- **The Family Child Care Service**. The AcreFDCC Child Care Service contracts with licensed graduates of the AcreFDCC Child Care Self-Employment Training and provides a unique network, training, support and administrative service to these women. *They, in turn, provide first rate, culturally sensitive home-based child care services to low-income families in Lowell.* Most client families are referred and subsidized by state agencies.

Constituents

AcreFDCC constituents are from disadvantaged Hispanic, Southeast Asian, and African-American communities of Lowell. Most start with limited formal education and English language skills, and many are welfare recipients.

Trainees: Approximately 130 women have graduated from the AcreFDCC Family Child Care Self-Employment Training Program

Providers: AcreFDCC currently contracts with 31 licensed graduates of the AcreFDCC training program. Up to 14 of our recent graduates from our latest training program will be joining the program over the next quarter.

Families: AcreFDCC providers care for the children of 120+ low income families from the Lowell community each year.

Board and Staff: AcreFDCC is overseen by a **Board of Directors** that is comprised of our constituents and people of color from the neighborhood; 7 of the 11 Directors are women. AcreFDCC is **staffed** by 9 women; all but one are women of color, and 7 are from the community; 2 are former AcreFDCC providers.

Finances and Supporters

In order to create and sustain programs which open new economic opportunity for the disenfranchised and promote the social integrity of communities, AcreFDCC relies almost exclusively on funding from private sector institutions and individuals. We greatly appreciate the backing of our following supporters, and invite others to join us advancing a more equitable and productive society:

- **Baldwin Foundation**
- **Ben & Jerry's Foundation**
- **The Charlotte Home**
- **Alfred E. Chase Charitable Foundation**
- **Agnes Lindsay Trust**
- **Ms. Foundation**
- **Theodore Edson Parker Foundation Patrina Foundation**
- **Peabody Foundation**
- **Nathaniel and Elizabeth Stevens Foundation**
- **St. Anne's Episcopal Church**
- **Sun Microsystems**
- **Surdna Foundation**

Answers to Some Frequently Asked Questions

What is "family child care"?

In contrast to the more familiar center-based child care, family child care providers are self-employed, and run their businesses in their homes. In Massachusetts, family child care providers are licensed by the Office for Children to provide care for up to six children at one time (including their own). Licensure certifies that the home is a safe environment for children, and that the Providers meet minimal standards for providing child care services, including a knowledge of CPR and state child abuse reporting laws.

Why did you pick family child care as a job training vehicle for low income women?

First of all, because there was a large unmet need and ready market in the community. In 1988, the Coalition for a Better Acre (CBA) conducted a door-to-door survey of over 100 families in the Acre, the lowest income neighborhood of Lowell, to find out what they saw as the biggest obstacles to women's employment. Overwhelmingly, survey participants singled out the lack of accessible, linguistically matched child care as their biggest employment barrier.

We chose to start a family child care program over a child care center because it presented the fewest barriers for low income women to obtain their licenses and quickly begin to earn a living; and could offer far more child care capacity to the community than a center could.

We have since learned that family child care is a highly appealing employment option for many low income women and welfare recipients. Mothers of small children can earn a living at home while caring for their own family. Because caring for children is a familiar activity, it is a non-intimidating way to start work for women with limited formal education and English language skills, and those who lack self-confidence as a result of years of poverty and untested capabilities.

What distinguishes AcreFDCC from other job training programs?

At AcreFDCC, we reject the "workfare"-style training model -- that is, minimal training for marginal employment. Instead, we have a bedrock commitment to creating a genuine career ladder for low income and immigrant women. We regard every barrier to this goal as our next challenge, and continually seek ways to extend the ladder down to those for whom the steps are steepest and hardest, and up to a fulfilling career and satisfying quality of life.

We place great emphasis at every level of the training program and child care service on helping women realize their true potential. For instance, to obtain their licenses, family child care providers in Massachusetts are only required to complete 15 hours of rudimentary training and meet minimal safety standards in their homes. At AcreFDCC, our trainees graduate only after completing ***240 hours*** of training, including internships in two different child care settings. For those who go on to become Providers in the AcreFDCC child care service, we require that they attend monthly on-going group training sessions; provide one-on-one technical assistance in their homes; and subsidize their continuing education in such areas as GED, ESL, computer training, and early childhood education.

What makes AcreFDCC stand out from other family child care programs?

AcreFDCC is one of the few programs in New England – or perhaps in the U.S. – which offers the local community high quality family child care services in Spanish, Khmer, Vietnamese, and English. Furthermore, all of the providers who contract with our program receive extensive on-going training, support, and educational opportunities to continually improve their early childhood education and business skills.

CHILDSPACE REPLICATION PROJECT

Mission and History

The Childspace Replication Project is a sectorial development initiative attempting to create and re-design jobs held by primarily low income women in the field of child care. The major structural re-design is the creation of a democratic worker owned company to run and operate child care programs through a management contract with either non-profit child care centers or community or business groups trying to service their constituents The major elements of the re-design include:

1) above market rate wages and comprehensive benefits for the workers and their families;
2) career advancement opportunities;
3) empowerment through training and participation in work group and corporate decision making in an employee centered culture;
4) additional financial security through ownership and improved long term decision making;
5) an organizational structure which more easily permits social entrepreneurs to expand enterprises.

This re-design is intended to enable child care centers to respond to the market need for greater availability of quality child care through growth which can create quality jobs while strengthening their initial centers. The replication project team also offers child care employees the technical and training support to be able to competitively bid on solicitations from businesses or other institutions wishing to provide child care to their employees. Often these contracts are garnered by established for-profit chains offering a mixed quality of job and care. Successful expansion in any industry requires a dedicated staff invested in the long term success of its business. We feel the structure of the Childspace model best insures not only will the staff be invested in the process but that their involvement will improve the development of the business plan and its implementation.

This re-design is also intended to have a direct impact on the quality of care being provided to children, particularly children of low income families. In the child care industry the quality of jobs has been declining though the link between quality of job and quality of care has been well documented.

By improving the quality of jobs, both in terms of wages and benefits and in terms of enhancing the primarily paraprofessional worker's role within child care centers Childspace also strives to have an impact on the larger field of child care.

The first Childspace Center was organized in 1988. It was designed to emphasize the link between quality of care and quality of job while still recognizing the important role of the "consumer", parents, in a field such as child care. Childspace undertook two core re-design tasks: 1) to re-design the decision making structure between parents and staff; and 2) to re-design the work culture for the child and staff. An organizational structure was designed to both clarify the roles of various groups and to insure the best use of the interest and skills of each group. Two organizations were set up: Childspace Day Care Center, Inc (CDCC), a non-profit corporation with parents, community people with particular interest or knowledge, and staff of the center; and Childspace Management Group, Inc. (CMG), a democratic worker cooperative whose members are the staff of the child care center. The non-profit CDCC hires the worker cooperative CMG to operate the child care center.

The "Management Contract", by which these two organizations are linked, is an attempt to recognize the interest and skills of each organization, and delineate the rights and responsibilities of each to insure the best use of all talents and skills to the greatest benefit of the child care center. CDCC has primarily oversight responsibilities through required approval for fee increases or salary increases over 5% and the hiring of a new executive director. Basically, CDCC is responsible for insuring that the worker cooperative meets all financial, quality of program, and legal responsibilities outlined in the contract

CMG is responsible for designing and managing the day care center program and all hiring and firing of staff. Many of the benefits of the worker cooperative structure are seen as accruing by having a more involved staff in problem solving and decision making.

The first Childspace Center has grown from serving 50 children and having 7 staff in its first year to serving 200 children with 25 staff. As Childspace expanded the programs that it provided, CMG was able to both create new jobs and improve the quality of the jobs offered. In 1992, Childspace opened a second center serving 35 children and creating 10 new jobs. As part of opening the second center, CMG bought a vacant building in a low income community, renovated the building and made it a vibrant part of the neighborhood. The jobs created by Childspace offer an average hourly wage of \$6.95, well above the industry average of \$5.60, family health care and child care with only a 10% copay.

Childspace staff have also been involved in advocacy work in the Philadelphia area. As part of the national "Worthy Wage Campaign" Childspace closes its doors one day a year to support educational and legislative actions to improve child care. Childspace staff play a central role in organizing the Philadelphia-area component of the campaign. In 1992, this campaign resulted in the introduction and passage of a bill in the state senate which provides loan forgiveness for individuals seeking higher education in the child care field. In 1991 Childspace staff worked with other advocacy groups in a successful campaign in Pennsylvania to increase reimbursements per low income child served, plus a more inclusive definition of eligibility of low income families for receiving subsidized services. More recently, Childspace staff have been involved in campaigns to prevent cuts to child care funding and staffed an educational/organizing table at the regional child care conference to get more child care workers involved in advocacy work. Recently, one of our centers invited a local news reporter to work a day at the center as part of a "job shadowing" educational campaign which led to a televised news report.

In January 1995, the Childspace Replication Project was initiated. Staff for the Replication Project began to meet with groups and centers in other cities to discuss the model and identify potential sites. During the year, as part of the replication project, Childspace worked to design a training program which would both strengthen the initial centers and give participants in replication sites greater understanding of the work culture of Childspace. Eight members of Childspace, ranging in job categories from aide to head teacher, completed a speaker training program which focused on helping them to develop a narrative "story" which they felt would help others to learn from their personal experience and better understand the Childspace work culture. Both the design of the training program for the "speakers" and the design of the three day training of which these "stories" are a key part, has been an attempt to develop training techniques which empower all those involved and allow for a greater sharing of information. The first three day training for a Childspace replication group was held in March, 1996.

The key lessons which we have learned from our experiences and study which shape the design of the replication project are:

1. To be able to truly impact the lives of individuals working at replication sites, and thereby garner all the advantages of having a highly committed and invested staff, use of the Childspace structure serves as a necessary but insufficient element. A work culture which supports individuals in taking the risk of questioning others and themselves, in seeing themselves as capable problem solvers and decision makers must also develop and be felt in daily interactions. The jobs provided must also recognize the full needs of the individual by offering a benefit package which allows working to be an option for women without putting their families at risk.

2. If enterprise development is going to include low income women there must be an outside source for initial equity. Moreover, training worker cooperative members in developing and assessing financial plans is an important part of insuring improved long term financial and organizational planning.

3. The support of a larger network is necessary both to attain long term goals and to sustain present work. There is a need for a system of linkages to share costs, creative ideas and implement advocacy work

There are opportunities for enterprise development in child care which can produce quality jobs and quality care but most child care workers will need a variety of supports initially to be able to avail themselves of these opportunities.

Childspace has developed a model which includes many of the necessary elements for women to successfully join/rejoin the paid workforce. The worker cooperative provides a structure for shared ownership and personal support; the management design also provides a model for an effective operational system. The structure is also flexible. The management contract can support the use of this model in many different situations. Childspace is also working to address one of the greatest blocks to low income women entering/rejoining the workforce: a safe, high quality child care setting.

Statement of Need

In 1992 the "National Child Care Staffing Study" prepared by the National Center for the Early Childhood Workforce documented that teaching staffs at child care centers continue to earn exceptionally low wages. This study also documented an increase in the number of low income minority women in the field. Real wages for the lowest paid teaching assistants, the fastest growing segment of the child care work force, had declined since 1988 to $5.08 an hour. Real wages for the highest paid teaching staff, a very small segment of the workforce, had improved only slightly to an annual salary of $15,488 per year. The lack of health care insurance for most child care workers also serves as a limit on potential income by requiring that their income not exceed the amount which allows them to receive Medicaid. Further, the dual impact of low wages and public opinion which devalues their work often undermines gains to self-esteem and feelings of empowerment which might otherwise come from performing such important human service work. It is this group of workers for whom we expect the project to have the greatest impact.

However, our experience and national research on child care indicate that by impacting this group the community they serve will also be positively effected. The potential positive effects of an enterprise development initiative in the field of child care are many: for the community in which the center is a successful enterprise; for the low income women who are the primary workers in this field; for the parents who need the service; and for the children who are dependent on the care.

There are many reasons to identify child care as a field in which an enterprise development initiative would be successful and address issues in the field:

1) The demand for child care is growing. Presently, for-profit chain child care centers have targeted this market. However, with lower than industry average staff wages and higher than industry turnover rates, this portends a decline in job quality and quality of care;
2) Higher quality care can lead to higher enrollment, in most situations, impacting on available funds for wages and benefits;
3) A high quality child care enterprise can meet both the quality service and quality job need within the same family, offering both a decent job in a growing field and quality child care for the worker's children;
4) A growing child care center can offer career advancement opportunities within the same enterprise, from aide to assistant teacher to teacher to administrator. While the absence of academic credentials may still serve as an obstacle, more public money is presently being spent on training for day care workers with more attention given to structuring training to give college credits;
5) Advocacy in the field of child care has become more focused in recent years as the link between quality of job and quality of care has been studied and the economic impacts of the lack of quality child care has been assessed. As a group of empowered, dedicated workers who have an increased understanding of the local and national policies which effect their field of work, the worker cooperative members are effective partners with other advocacy groups working for necessary changes.

The need for child care has been recognized by many advocacy groups. However, these groups are often in conflict with each other depending on the aspect of the need which they are trying to meet. Some strategies address the goals of quality child care for children; others address the availability of child care for parents to be able to work or go to school; while still others focus on the creation of decent jobs for low income people. Though each of these needs can be addressed individually, such an approach is often at the cost of meeting one of the other goals. A strategy which addresses all these concerns has the best chance for sustained success. The Childspace Replication Project addresses each of these needs in tandem and can find effective partners in the area of advocacy.

<u>Project Goals and Objectives</u>

In attempting to define a strategy which would have the most significant impact on the broader labor market Childspace identified four goals which needed to be met:

1) creation and restructuring of a significant number of jobs in the field of child care;
2) creation of work cultures which empower their workers;
3) creation of centers which provide high quality, age appropriate, developmental learning programs;
4) facilitation of activities to make necessary changes in policies and regulations impacting the industry and to research cost efficiencies for the centers

Because of the already identified linkages between each goal, success in reaching any specific one is seen as intertwined with the others.

Many directors of non-profit centers share many of the goals espoused by Childspace, including fundamental concerns about quality of care and quality of job. However, the non-profit structure itself limits their effectiveness in addressing those concerns. Boards controlled by center parents are often not conversant with child care and labor market issues and too often view improvements in worker pay and benefit in conflict with concerns about fees and costs. Where quality is maintained, it is often accomplished by committed, overworked and underpaid workers, who remain until they burn out or leave the field in search of better remunerated employment. Further, the narrow perspective of the often very local community based boards, limits the potential for entrepreneurship and growth, ceding unserved areas to the for profit chains as well as limiting opportunities for career advancement for committed workers. The creation of new jobs using the "Childspace Model" or restructuring of jobs to fit this model is designed to confront the above problem.

However, our experience has shown us that creating a work structure which allows greater participation of the workforce falls far short of confirming active participation of workers. Though it is the structure which often first signals to workers that Childspace is a different place to work, many women who have started at Childspace have had life experiences which leave them very cynical about the benefits of participating and they lack the self confidence needed to be an active partner in problem solving and decision making. If we were to try and replicate our experience at Childspace we realized we would not only have to be able to successfully teach or set up the environments to allow others to learn from us but we would have to impart to staff of the new centers how to "successfully teach or set up environments which allow others to learn". In preparing members of the staff to become "speaker/trainers" for the project, we asked them to think about the story they would want to tell someone to help them to either understand what Childspace is about or how it works. The story many of them wanted to tell was about "when they realized people really wanted their opinions and would listen to what they said". For some it meant moving from skepticism, to watching, to testing it out. This underlies the importance of the second goal. We have also learned that the creation of a work culture which allows people to become empowered is not an easy process and it takes time. This realization has impacted the number of sites which we expect to work with in a given year.

The third goal reflects our commitment to the children and community served. Our experience and national research indicate that by improving the quality of the job, the quality of the care will also improve. It is also true that many factors which make the job enjoyable are the same as those which make the care of high quality. Using the NAEYC accreditation criteria for defining a quality program gives us an outside standard based on experience and research which makes our commitment to quality of care clear to the groups with which we work.

The fourth goal reflects our concern that child care regulation and policy as it presently stands does not support quality care for children. Presently, regulation and funding of day care varies by state and within states, by county. The lack of minimum federal standards leads to staff:child ratios which can vary from 1:6 for toddlers in Pennsylvania to twice that ratio in other states. In much the same way funding levels for child care for low income families can vary dramatically. Members of the various worker cooperatives will be able to share their experiences in attempting to shape policies and their experience working with differing systems. The long term answer for the child care field has to include advocacy work by committed child care workers who are also attempting to find creative solutions to the issues they face and creative strategies for putting those solutions in place.

Project Strategy Areas

To meet these goals five activity areas were delineated. The first area was the design of a "learning laboratory" in the initial Childspace centers to allow both the present worker cooperative members to "share their stories" and in recognition that adults generally learn best experientially. Building capacity at these centers also ensures that development work can continue in Philadelphia while replication work is started in other cities. Much of this work has been started. The speaker trainer program is described above.

The second area was to work with the National Center for the Early Childhood Workforce to design and implement an identification process which would allow us to both inform the child care community about our project and to identify appropriate centers for transformation to the Childspace model and/or community groups working to develop new centers. Childspace has also continued to work with community development organizations which are attempting to open centers in their neighborhoods. Presently, we are working with three sites and in the process of making a proposal to work with a fourth. Each of these sites represents a slightly different use of the model and represents the types of working relationships Childspace might enter with other organizations.

The third area is to provide an experiential training program on developing a worker cooperative, implementing an effective democratic management system, and providing ongoing mentoring and technical assistance to centers transforming to the Childspace model and/ or to groups starting a new center using the Childspace model. The early stages of the enterprise development or transformation would involve a combination of on-site training and training at Childspace. Training at Childspace would involve the director and other selected key members of the worker cooperative, working with staff and members of the Philadelphia worker cooperative group. On-site training would occur using a variety of settings and methods. There would be intensive one and two day meetings with staff to cover a variety of issues interspersed by smaller group meetings on particular topics. Topics to be covered would include:

> 1) defining goals, reviewing a detailed rationale for the proposed design and its relationship to group goals;
> 2) a review of all legal and organizational structures, current and proposed (including by-laws, the management contract between the non-profit and the worker cooperative, parent and personnel policies, financial systems, board roles and relationships, information flow within the organization and between organizations);
> 3) training for participation, modeling meetings, focusing on communication and problem solving skills, both of the individual and the group;
> 4) financial planning
> 5) the role of advocacy in the field of child care

Particular attention would be given to the training of the management staff. The director and any other relevant staff would be involved in the design of the training sessions. As part of their training and in recognition of the skills and experience which they will be bringing to the project, they would also lead some of sessions with other staff. Training would occur on-site and at Philadelphia Childspace Centers. Particular topics which would be covered with this group, though not limited to only this group, would include:

1) participative management, purpose and potential impact on communication and organizational roles;
2) supervision and evaluation, structure and purpose;
3) financial planning and decision making, with a particular focus on issues concerning expansion;
4) the development of a design for on-going staff training;
5) the development of a framework of ongoing program evaluation;
6) identifying the preferred and most constructive working relationship with the Childspace Replication Project and other "Childspace Model" centers;

The training would be occurring concomitantly with intensive ongoing mentoring of the director and other key worker cooperative members. This would involve weekly phone discussions and monthly on-site visits for at least six months, with an evaluation of further needs at that time.

Plans for opening a new center or expansion of a transformed site would also be assessed and implemented with the technical assistance of Childspace staff. In the case of a transforming center, an analysis of the present status of the center would be made, and an action plan and budget detailing necessary steps to occur before expansion would be drawn up. As is the case with any small business looking to expand it will first need to insure that the initial organization is strong financially and programmatically. Childspace has raised funds to be able to offer financial support up to $30,000 to each site. Each situation will be appraised as to the need for these funds.

Our goal is to develop hub centers in each city which can, with our technical and training assistance, begin to develop other centers in the surrounding communities which will both expand the number of quality centers offering child care to the community and make them a stronger enterprise financially.

The fourth area of activity is the creation and design of the Childspace Development and Training Institute (CDTI). A replication strategy which does not see Childspace as the primary developer requires a greater emphasis on the role of training and long term relationships. The institute will serve to link the centers and provide ongoing training, development, and advocacy support. The CDTI will serve as a second level cooperative; each child care center will have a seat on the board of directors. In April 1996, the Childspace Replication Project officially took over the management of Lydia, a non-profit organization set up to offer technical assistance and training to primarily women worker cooperatives. Childspace was honored by the offer of the board of Lydia to transfer the management of the non-profit to Childspace, to serve as the development and training institute, as a means of continuing a strong tradition of supporting women in worker cooperatives. During the second year this organization will begin to oversee future training and development work. It will also serve to stimulate the exchange of ideas and experiences between the worker cooperatives.

The fifth area was to attempt to document and evaluate the impact of the Childspace Replication Project on individual staff, organizational planning and communication, and on the quality of the program at each of the transformed and new centers. Childspace has contracted with the National Center for the Early Childhood Workforce to design and implement a study of the replication project which will look at the above features. Impact on wages and benefits and number of jobs created will also be documented. Childspace will also document the design and evaluate the effectiveness of its training program.

FOR MORE INFORMATION, PLEASE CALL:
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CHILDSPACE

A Worker Cooperative Model in Child Care

Childspace Management Group, Inc. (CMG) founded in 1987, operates two child care centers in the Northwest section of Philadelphia, providing child care to over 120 racially and economically diverse families. CMG developed an innovative organizational model, ***a worker cooperative child care management company***, to create and improve the quality of jobs held by primarily low income women in the child care field. The management group is a democratic employee-owned corporation whose members work in the child care center. Everyone who is a member, whether working as an aide, assistant, teacher, or director, is entitled to one vote on the CMG board of directors, which is responsible to oversee the day to day operations of the center.

A basic premise of the Childspace model is that improving the quality of child care jobs directly results in higher quality child care services, thereby impacting the broader community of parents and children served. The main benefit of the worker cooperative model is that more staff are involved in the problem solving and decision making in a meaningful context. Members of CMG are responsible at every level: from planning curriculum and programming, to developing personnel policies and approving annual budgets.

Worker owners report that they have opportunities to assume positions of leadership, build professional skills and confidence. They also acknowledge that the importance of their roles outside of work-- as parents, caregivers for aging parents, students, and community members-- is recognized and supported. One worker owner notes that Childspace "took a chance on me without my GED." With encouragement, she earned her GED, the credential she needed to meet state licensing requirements for the position of assistant group supervisor. In the worker cooperative model adopted by Childspace, workplace goals include respect for individuals, participation, and support for personal and professional development. These qualities, in addition to improved compensation and benefits, have enabled Childspace to maintain a low rate of staff turnover since its inception.

The model for replication relies on an interactive process for identifying centers. Childspace will provide intensive training and mentoring for staff at participating centers. Organizational materials such as bylaws, a management contract, personnel policies and handbook will be shared, as well as the experience we have gained in developing and implementing these policies in practice. A strength of the model is that it is not static. At each center, staff members will review the materials and evaluate how to best shape them for use in their workplace within the broader goals of the project. The model provides the opportunity, on an ongoing basis, for those involved to evaluate their experiences and fine tune its design accordingly.

The development of a network of worker cooperative child care centers, to provide ongoing support and the opportunity for childcare workers to advocate for themselves and child care services, is seen as an essential component of the replication project. Childspace is currently working with the National Center for the Early Childhood Workforce to contact centers that, sharing a similar educational and management philosophy, are interested in exploring participation in the replication project.

If you are interested in more information, call Denise Dowell at 215-248-3080 or Fax 215-248-4706.

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