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ABSTRACT

Presented is a report of a hearing to assess the changing nature of the economy and the growing necessity for families to participate in the work force. The hearing explored the importance of child care to families' ability to become and remain self-sufficient, and to the improvement of employee productivity in the workplace. Testimony concerned: (1) the importance of subsidized child care to employed mothers; (2) the importance of the Massachusetts Employment and Training Program's child care component to the program; (3) details of the child care component of the Employment and Training Choices program; (4) features of a campus child care center which operated on a sliding fee scale; (5) factors responsible for the increased demand for child care in California's Costa County; (6) the need to accommodate the increasing number of employees who are single parents or dual wage earners; (7) the role of child care in promoting economic self-sufficiency among low-income families residing in public housing; (8) the relation of child care cost to mothers' ability to enter the work force; and (9) the role of the corporation in child care. (RH)

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CHILD CARE: KEY TO EMPLOYMENT IN A CHANGING ECONOMY

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HEARING

BEFORE THE

SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES HOUSE OF REPRESENTATIVES

ONE HUNDREDTH CONGRESS

FIRST SESSION

HEARING HELD IN WASHINGTON, DC, MARCH 10, 1987

Printed for the use of the
Select Committee on Children, Youth, and Families



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CHILD CARE: KEY TO EMPLOYMENT IN A CHANGING ECONOMY

TUESDAY, MARCH 10, 1987

HOUSE OF REPRESENTATIVES,
SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES,
Washington, DC.

The select committee met, pursuant to call, at 9:35 a.m., in room 2226, Rayburn House Office Building, Hon. George Miller presiding.

Members present: Representatives Miller, Lehman, Boggs, Coats, Sikorski, Sawyer, Hastert, Rowland, Wortley, Johnson, Martinez, Packard, Durbin, Holloway, Grandy, Boxer, Skaggs, and Evans.

Staff present: Ann Rosewater, staff director; Anthony Jackson, professional staff; Jill Kagan, professional staff; Carol Statuto, minority deputy staff director; Spencer Kelly, minority research assistant; and Joan Godley, committee clerk.

Chairman MILLER. Today, the Select Committee on Children, Youth, and Families will examine the current status of child care and its relationship both to the nation's economic productivity and to the stability of the nation's families, who are the backbone of its workforce.

We hear a lot these days about making America more competitive in the international marketplace, but to become more competitive means using the full resources of our workforce—men and women alike.

We hear as well that one answer to removing families from welfare dependency is to compel work, or provide the opportunity to work—for men and women alike.

For most families today, just to keep up their standard of living and raise their children depends on the incomes of both parents. When children are living with only one parent, that parent's participation in the workforce becomes almost mandatory.

Consequently, in today's world, achieving our national goals requires that both mothers and fathers have jobs. If another of America's shared goals—that of healthy and stable families—is to be achieved in tandem, then reliable, decent child care becomes absolutely essential.

While many pay lip service to these goals, no one is talking about investing in an adequate and affordable child care system that would make reaching them possible. Instead, what we find is that the needs of the economy and the needs of families and children are pitted against one another and for the most part, our families are left to fend for themselves.

(1)

The result is children whose care is haphazard, at best, and frequently dangerous or nonexistent. Furthermore, when child care arrangements fail, we wind up with parents whose work productivity predictably declines.

For low-income mothers trying to get training, enter the job market, or hold on to hard-won employment, the absence of decent, affordable care for their children creates an insurmountable barrier. Too often, returning to the certainty of AFDC becomes the only rational choice to protect their children.

What the Select Committee has learned from its extensive investigations is the unavoidable fact that assuring quality child care programs—facilities, training, and quality control—is an essential ingredient of any war against welfare, and any real chance for America to become competitive again. At the same time we are working to create decent child care opportunities, we must also find ways to make child care affordable for everyone who needs it.

Those of us who have been able to become expert in this subject are well aware that this is not an easy task. It is going to take time to get us to where we need to be. And, it is not a task that can be accomplished by this Committee singlehandedly. We are going to need the support and the ingenuity of the private industry and the creativity of our citizenry to make this a reality.

Today, we will learn about the difference that decent and affordable child care can make to wives and families, including research that found significant gains in employment and earnings for low income families directly due to the availability of child care. We will learn that local governments have accomplished a lot with the increasing demand.

And we will learn about some of the innovative efforts undertaken by the private sector.

I welcome all of the witnesses here today. I'm especially pleased that Sunne McPeak, the Chair of the Contra Costa County Board of Supervisors, has traveled all the way from California to share with us the pioneering public and private child care ventures that have been undertaken in my home district.

[Opening statement of Hon. George Miller follows:]

OPENING STATEMENT OF HON. GEORGE MILLER, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF CALIFORNIA, AND CHAIRMAN, SELECT COMMITTEE ON CHILDREN, YOUTH, AND FAMILIES

Today, the Select Committee on Children, Youth and Families will examine the current status of child care and its relationship both to the nation's economic productivity and to the stability of the nation's families, who are the backbone of its workforce.

We hear a lot these days about making America more competitive in the international marketplace, but to become more competitive means using the full resources of our workforce—men and women alike.

We hear as well that one answer to removing families from welfare dependency is to compel work, or provide the opportunity to work—for men and women alike.

For most families today, just to keep up their standard of living and raise their children depends on the incomes of both parents. When children are living with only one parent, that parent's participation in the workforce becomes almost mandatory.

Consequently, in today's world, achieving our national goals requires that both mothers and fathers have jobs. If another of America's shared goals—that of healthy and stable families—is to be achieved in tandem, then reliable, decent child care becomes absolutely essential.

While many pay lip service to these goals, no one is talking about investing in an adequate and affordable child care system that would make reaching them possible. Instead, what we find is that the needs of the economy and the needs of families

and children are pitted against one another and for the most part, our families are left to fend for themselves.

The result is children whose care is haphazard, at best, and frequently dangerous or nonexistent. Furthermore, when child care arrangements fail, we wind up with parents whose work productivity predictably declines.

For low-income mothers trying to get training, enter the job market, or hold on to hard-won employment, the absence of decent, affordable care for their children creates an insurmountable barrier. Too often, returning to the certainty of AFDC becomes the only rational choice to protect their children.

What the Select Committee has learned from its extensive investigations is the unavoidable fact that assuring quality child care programs—facilities, training, and quality control—is an essential ingredient of any war against welfare, and any real chance for America to become competitive again. At the same time we are working to create decent child care opportunities, we must also find ways to make child care affordable for everyone who needs it.

Those of us who have been able to become expert in this subject are well aware that this is not an easy task. It is going to take time to get us to where we need to be. And, it is not a task that can be accomplished by this Committee singlehandedly. We are going to need everyone's help. The government will have to play its critical role in the process. But we are also going to need the support and ingenuity of private industry and the creativity of our citizenry to make it a reality.

Today, we will learn about the difference that decent, affordable child care can make in the lives of families, including new research that found significant gains in employment and earnings for low income families directly due to the availability of child care. We will learn how important quality child care is for the developmental and physical well-being of children. We will learn what state and local government have accomplished in meeting the increasing demand. And we will learn about some of the innovative efforts undertaken by the private sector.

I welcome all of our witnesses here today. I am especially pleased that Sunne McPeak, Chair of the Contra Costa County Board of Supervisors, has travelled all the way from California to share with us the pioneering public/private child care ventures which have been undertaken in my home district.

FACT SHEET—HEARING: "CHILD CARE: KEY TO EMPLOYMENT IN A CHANGING ECONOMY"

LACK OF CHILD CARE IS BARRIER TO EMPLOYMENT

36% of mothers in families with incomes less than \$15,000/year said they would look for work if child care were available at a reasonable cost. Single mothers were twice as likely to respond in this manner (45%) than married mothers (22%). (Census, 1983)

One-third of nonworking mothers with preschool children who dropped out of high school said that they would look for work if they had reasonably priced child care. (O'Connell and Bloom, 1987)

In a survey of 1,200 California parents, ¼ of all homemakers and unemployed parents, including ⅓ of all single parents, reported that inadequate child care arrangements kept them from working or attending training programs. (California Governor's Task Force on Child Care, 1986)

Of 130,000 Philadelphia County, Pennsylvania families, 1 out of 5 reported lack of child care as a major deterrent to employment. (Fernandez, 1986)

Nearly 2/3 of the single mothers receiving AFDC benefits surveyed in Washington State cited difficulty with child care responsibilities as a primary problem in seeking and keeping jobs. More than ¼ of the women who had stopped looking for work cited child care difficulties as preventing their search for, or attainment of, employment. (National Social Science and Law Center, 1986)

CHILD CARE BENEFITS IN THE WORKPLACE: LIMITED, BUT GROWING

Of 8,121 employees in Portland, Oregon, 47% of female employees and 28% of male employees with children under age 12 reported stress due to their child care arrangements. (Galinsky and Friedman, Investing in Quality Child Care: A Report for AT&T, [AT&T], 1986)

Of 5,000 workers at five corporations in the Midwest, 58% of the female workers and 33% of the male workers with young children felt that their child care concerns affected their time at work in unproductive ways. (AT&T, 1986)

In 1985, only 1% of employees in medium and large firms were eligible for even partial defrayment of costs associated with day care for their children. (O'Connell and Bloom, 1987)

Between 1970 and 1986, the number of employers providing child care services for children of their employees rose from under 50 to about 2000. But they represent few of the nation's 6 million employers or the 44,000 companies with 100 or more employees. (O'Connell and Bloom, 1987)

In a representative study of 600 adults in U.S. households with incomes of at least \$25,000, 80% said they want employers to offer child referral services; 70% want employer-provided on-site child care, and 58% would like subsidized child care. Among the 21% of households with a child under age 6, 45% would consider changing jobs or returning to work if they knew of a company that provided flexible work hours. On-site child care and subsidized child care would encourage 39% and 34% respectively to change jobs or return to work. (LAR/Decision Research, 1987)

CHILD CARE PROVIDES WAY OUT OF POVERTY FOR LOW-INCOME PARENTS

Almost 1/2 of the participants in a voucher day care program in Massachusetts were able to terminate AFDC. Employment levels rose with the length of participation, from 63% at baseline to 93% for those using the child care vouchers for 12 months or more. Among individuals looking for work, 70% found employment. (Grey et al., 1984)

Child care offered on a sliding fee scale basis in Florida resulted in a 50% reduction in welfare reciprocity, a 123% improvement in employment, and a 117% increase in family income. Once AFDC recipients left welfare, they remained self-sufficient. (Hosni and Donnan, 1979).

Family income and taxes paid increased 6½ times among California families who used a child care program for two years. Total public funding was offset by 45% and 68% of AFDC families no longer required income assistance. (Freis and Miller, 1981)

Child care provided on-site at a St. Paul high school has been a major factor in allowing 80% of teen mothers to complete high school. Programs in selected Mississippi school which offer child care also show a 90% high school graduation rate among teen mothers. (Select Committee on Children, Youth, and Families [CYF], 1984)

LACK OF CHILD CARE PERSISTS DESPITE GROWING NEED

In FY 1986, states' overall Title XX Social Services Block Grant (SSBG) expenditures for child care were approximately 12% lower—in constant dollars—than in 1981. In FY 1986, 22 states were providing fewer children with child care assistance through the Title XX SSBG than they did in 1981. Only 15 states were serving more children. Between FY 1985 and FY 1986, 11 states again reduced the number of children served in their Title XX funded child care programs—almost twice the number of states that reduced children served between FY 1984 and FY 1985. (Children's Defense Fund, State Child Care Fact Book, 1986)

While low income, female-headed households account for 80-90% of the families receiving child care subsidies through some combination of federal, state, and local funds, many states are serving less than 30% of their eligible population. (Marx, 1987)

Only 7% of the estimated 1.1 million California children are eligible for subsidized child care. California provides state funds for 63,000 children ages 0-14 in child care programs, and for 20,000 children in state preschool programs. (California Assembly Office of Research, 1986)

In New York, between 830,000 and 1.2 million preschool and school-age children need child care, in contrast to the fewer than 135,000 licensed child care placements that are available statewide. (New York Commission on Child Care, 1987)

In one representative area of Houston served by the Urban Affairs Corporation, 92 infants are enrolled in day care to allow their teenage mothers to complete school or work; 90 additional infants are on a waiting list. (Bryant, 1987)

In more than 230 public housing projects with child care centers recently surveyed, there was a waiting list of approximately 96,000 children. (Robins, 1987)

MORE WOMEN IN WORKFORCE

Since the mid-1960's, the number of women in the workforce has more than doubled. Currently, 54.5% of women are active in the workforce. More than 62% of all new jobs created since the mid-1970's went to women, and more than 60% of all

working women are employed in clerical, sales, and service-sector occupations. (Sacks, 1986).

Women will account for the majority of the labor force growth from 1984 to 1995. In 1970, 50% of women between age 25 and 44 were in the workforce; by 1995, it is estimated that more than 80% of these women will be working. (Department of Labor, 1986)

Currently, 70% of all women in the workforce are of childbearing age; 80% of them are expected to become pregnant sometime during their work careers. (AT&T, 1986)

MORE MOTHERS IN LABOR FORCE

Half of all married mothers with infants under age one are in the workforce—a 108% increase since 1970. (Bureau of Labor Statistics [BLS], 1986)

In 1986, 60% of mothers whose youngest child was 3-5 years old were employed—up from 45% a decade earlier. (BLS, 1986)

The 1990's will be the first decade to begin with a majority (55%) of married mothers of children under age six in the labor force, an 80% increase since 1970. (CYF, 1984)

In 1985, 67.8% of single parent mothers worked, up from 59.7% in 1973. (Joint Economic Committee [JEC], 1986)

By 1995, ¾ of all preschool children (14.6 million) will have mothers in the workforce. Four out of five children between the ages of 7 and 18 are expected to have working mothers. (National Institute of Child Health and Human Development [NICHD], 1986; Marx, 1987)

MORE MOTHERS WORKING FULL-TIME

Of all mothers who worked in 1985, approximately 70% worked full-time. In 1985, 84% of black working mothers, 69% of white working mothers, and 79% of Hispanic working mothers worked full-time. (BLS, 1985; Hayge, 1986)

More than ¾ of all employed mothers with preschool children work full-time. (BLS, 1986)

Thirty-five percent of women working part-time or looking for work would work additional hours if they could find affordable child care. (National Association of Working Women, 1986)

WOMEN MAKE CRITICAL CONTRIBUTION TO FAMILY INCOME

In two-parent households, real income declined 3.1% between 1973 and 1984, but would have declined by 10% were it not for the increased number of working mothers. (JEC, 1986)

In a 1983 New York Times survey, more than 71% of working mothers with children said they work to support their families. (JEC, 1986)

One fourth of working women earn more than their husbands. In addition, 25% of working women are married to men who earn less than \$10,000/year; 50% are married to men who earn less than \$20,000/year and 80% of working women are married to men who earn less than \$30,000/year. (AT&T, 1986)

Between 1967 and 1985, wives' contributions to family income increased from 10.6% to 18.0% for white families with children, from 19.4% to 30.4% for black families with children and from 14.4% to 20.0% for Hispanic families with children. On the average, in 1985, the earnings of two-parent families were 24.4% higher than they would have been had wives not worked and had all other income sources remained at their 1985 levels. (JEC, 1986)

Chairman MILLER. And at this time, I'd like to recognize the Ranking Minority Member, Mr. Coats.

Mr. COATS. Thank you, Mr. Chairman.

I just wanted to note this morning with particular pride that Richard Vicars and Madeline Baker, of the Lincoln National Life, a corporation in Ft. Wayne, Indiana will be presenting testimony this morning regarding the creative employee child care programs provided by Lincoln National Life.

Lincoln National Life has been, in the past years, particularly responsive to families with programs such as information and refer-

ral services, child care for sick children, flexitime, job sharing and part-time work.

Last year, Lincoln helped me sponsor, together with the White House and Health and Human Services Department, a luncheon and a series of meetings on employer supports for working parents in Ft. Wayne, Indiana.

I believe it is very important that corporations work to devise family-sensitive programs such as those offered by Lincoln National Life. I'm proud to have this Ft. Wayne example as a national example for other corporations throughout the nation.

Chairman MILLER. Mr. Hastert?

Mr. HASTERT. I welcome Mrs. Sue Miles who came to testify today from Waubensee College. Waubensee College has been very, very active in providing child care training so that there can be a link with major corporations and small business in my district so that there is a provision in those institutions when people go to work that they can keep that family link together.

We're very pleased to have Ms. Miles here from Sugar Grove today.

Chairman MILLER. Thank you.

Mr. Packard?

Mr. PACKARD. I have no opening statement, Mr. Chairman.

Chairman MILLER. Mr. Durbin?

Mr. DURBIN. I have no opening statement.

Chairman MILLER. Then the Committee will call the first panel, which will be made up of Annie Bridgers, who is a parent from Washington, DC; Terry Maniker who is a parent from Bethesda, Maryland; Tom Glynn, who is the Deputy Commissioner of the Department of Welfare, Commonwealth of Massachusetts accompanied by Ronnie Sanders who is the Director of Voucher Day Care, Department of Social Services; and Sue Miles, who is a Coordinator and Instructor, Early Childhood Education, from Waubensee College in Sugar Grove, Illinois.

We will take you in the order in which I called your names. And, Annie, we will begin with you.

I want to welcome you all to the Committee and to tell you to proceed in the manner in which you are most comfortable. Your written statement will be put in the record in its entire form.

So relax and tell us what's on your mind.

Annie?

STATEMENT OF ANNIE M. BRIDGERS, PARENT, WASHINGTON, DC DC

Ms. BRIDGERS. Good morning, Mr. Chairman and Members of the Select Committee.

Chairman MILLER. We'll move the microphone a little bit closer to you so that people in the back of the room can hear.

Thank you.

Ms. BRIDGERS. My name is Annie Bridgers. I have three children: Shwan, age 12; Nina, age 6; and Marco, age 2. First of all, thanks for the opportunity to speak to you on the importance of day care.

From my own experience, I know if it weren't for good day care centers, I would not have the job that I enjoy getting up and

coming to everyday. When I first heard about the Jobs Opportunity and Business Skills Program, a job training program here in Washington, D.C., I was so pleased to learn that it provided day care.

I was glad Public Assistance was there when I needed it, but I didn't want to become dependent on it. I had always worked when I was growing up. We all had to do our part.

My family was a family that pulled together in order to survive: working, for me, was a natural part of my life. Having my first child 12 years ago wasn't so bad because when I was able to start looking for a job, there were always family around to look after my child.

And when I had my second child, I found someone whom I could trust to watch my baby so I could work. When I had my son in 1984, that's when problems really started. Times have changed, and now all the members of my family work.

The baby sitter I use for my daughter, now six years old, has started to work on a full-time job. So there was no one I trusted in my area to watch my son. I stayed home with him for well over a year until I began to feel as though the walls were closing in on me.

That's when I decided to approach my case worker about some type of school that would provide day care so I could attend. I could not have attended any training program that didn't have day care that would enable me to be out of the house more and feel like I was accomplishing something with my life. and also help me get a better paying job than I had before.

He recommended Jobs Opportunity and Business Skills, and that's when my life started to change. JOBS gave me the opportunity to learn more about myself, how to be more confident, what things I value more and how to get a job and keep it.

The program provided day care during the classroom training and during the on-the-job training. And I kept my son in the same day care program when I started working.

That was important to me because it is close by, and the day care provided him with a lot of attention as well as to each child. I am now working at Phillip T. Johnson Senior Citizens Center in Washington.

Having day care for my son is a blessing. I could not make it at this point of my life without it. Someday, in the near future, I hope I won't have to depend on any help with my daycare and make room for someone else who may want to work but can't because they don't have anywhere to leave their children.

But if I lose my subsidy and day care now, it would be just like going on Public Assistance again. The day care center that I use now charges \$45 a week, and before the summer it will go up because my son is beginning to learn potty training, and she charges \$10 more for that.

Without the subsidy, I would have to pay \$220 a month for day care when I only bring home \$352 every two weeks. I am really beginning to get my life back in order now with the help of day care subsidy. But if it is cut in any way, it would affect my whole family.

I don't know how I would make it. I sure wouldn't want to go back on Public Assistance again. Life is so much better now. Please help me keep it that way.

Thank you so much for listening to me. I hope I have shed some light as to how much the working single mothers of America need your help.

Chairman MILLER. Thank you very much.

[Prepared statement of Annie Bridgers follows:]

PREPARED STATEMENT OF ANNIE BRIDGERS, A PARENT, WASHINGTON, DC

Good Morning Mr. Chairman and Members of the Select Committee:

My name is Annie Bridgers. I have three children, Shwan, age 12, Nina, age 6, and Marco, age 2.

First of all, thanks for the opportunity to speak with you on the Importance of Day Care. From my own experience, I know if it weren't for good day care service, I would not have the job that I enjoy getting up and coming to everyday. When I first heard about the JOBS Opportunity and Business Skills Program, a job training program here in Washington, D.C., I was so pleased to learn that it provided day care. I was glad public assistance was there when I needed it, but I didn't want to become dependent on it. I have always worked when I was growing up; we all had to do our part. My family was a family that pulled together in order to survive. Working for me was a natural part of my life.

Having my first child twelve years ago wasn't so bad, because when I was able to start looking for a job, there were always family around to look after my child. And when I had my second child, I found someone whom I could trust to watch my baby, so I could work.

When I had my son in 1984, that's when problems really started. Times have changed and now all the members of my family work. The babysitter I used for my daughter, now 6 years old, had started to work on a full time job, so there was no one I trusted in my area to watch my son. I stayed home with him for well over a year, until I began to feel as though the walls were closing in on me, that's when I decided to approach my case worker about some type of school that would provide day care so I could attend. I could not have attended any training program that didn't have day care. That would enable me to be out of the house and feel like I was accomplishing something with my life, and also help me get a better paying job than I had before. He recommended Jobs Opportunity and Business Skills, and that's when my life started to change.

JOBS gave me the opportunity to learn more about myself, how to be more confident, what things I value more and how to get a job and keep it. The program provided day care during the classroom training and during on-the-job training, and I kept my son in the same day care program when I started working. That was important to me because it is close by and the day care provider gives a lot of attention to each child.

I am now working at the Phillip T. Johnson Senior Citizen Center in Washington. Having day care for my son is a blessing. I could not make it at this point of my life without it. Some day in the near future I hope I won't have to depend on any help with my day care, and make room for someone else, who may want to work but can't because they don't have anywhere to leave their children. But if I lose my subsidy in day care now, it would be just like going on public assistance again. The day care center that I use now charges forty five (\$45.00) dollars a week and before the summer it will go up, because my son is beginning to learn pottie training, and she charges ten (\$10.00) dollars more for that. Without a subsidy, I would have to pay two hundred and twenty (\$220.00) dollars a month for day care, when I only bring home three hundred and fifty two (\$352.00) dollars every two weeks.

I am really beginning to get my life back in order now, with the help of day care subsidy, but if it is cut in any way it would affect my whole family. I don't know how I would make it. I sure wouldn't want to go back on Public Assistance again. Life is so much better now; please help me keep it that way. Thank you so much for listening to me, I hope I have shed some light as to how much the working single mothers of America need your help.

Chairman MILLER. Terry?

STATEMENT OF TERRY MANIKER, PARENT, BETHESDA, MD

Ms. MANIKER. Mr. Miller, Mr. Coats, Mr. Durbin, Mrs. Boggs, Mr. Hastert, Mr. Packard, I'm thrilled to be here this morning, and I can be here because my daughter is in a subsidized day care center.

Because day care is subsidized, we are productive, contributing members of society. Divorce took me from the upper middle class to complete poverty. I had no job skills. I had no education whatsoever.

Lisa, who is now nearly 7 years old, was a month old nursing infant. I tried to get a job but could not. Had I found one, I would have had no place to keep my infant while I worked.

I walked two hours to a local university campus; I could not afford bus fare. (I would like at this point to interject to my submitted written testimony: This is not a "made for television" movie. There are many people like me out there who don't have money for bus fare.) I sold my stereo, television, and living room couch to pay my first semester of tuition. I nursed my baby during class because I could not afford a baby sitter. When a neighbor agreed to baby sit for Lisa, I began to wonder, with cause, whether she was being treated properly, whether she was receiving proper nutrition.

I began inquiring about day care centers and if temporary financial aid was available from the Social Services Agency. When my daughter was accepted into a center and a grant was forthcoming, I was able to see my daughter more, not less, because of the center's proximity to my own location. I'd like to add also that she was exposed to educational opportunities she wouldn't otherwise have had. In addition, my daughter received a hot, nutritious meal during a period when I could not afford that type of food for myself. And, equally important, that temporary financial aid from the Social Services Agency kept my family off of Public Assistance. We were able to stay off of welfare.

I completed my BA in two years, graduating Phi Beta Kappa at the top of my class. I was encouraged to apply to law school but knew that if accepted, regardless of the generosity of the scholarship, I would not be eligible for day care assistance because subsidized day care does not apply to single parents seeking graduate degrees. I went anyway. I worked three, often four, jobs during my first year of law school. My friends, I feel as if I have scrubbed every toilet east of the Mississippi! [Laughter.]

In a few weeks, on Mother's Day, I will graduate from George Washington University's law School. I have been offered, but cannot accept, jobs in major District law firms because day care centers are not subsidized to remain open after specific hours.

I am, therefore, still searching for a job.

My name is Terry Maniker. There are many women, as you know, like me who combine career and family. We are referred to as "Superwomen" but without subsidized day care, many of us would be called welfare mothers.

Thank you very much.

Chairman MILLER. Thank you.

[Prepared statement of Terry Maniker follows:]

PREPARED STATEMENT OF TERRY MANIKER, PARENT, BETHESDA, MD

Dear Mr. Chairman and respected Members: I am here because of a Day Care center. I can attend school, work and Congressional committee hearings WITHOUT ACCEPTING PUBLIC ASSISTANCE because of a Day Care center. Subsidized Day Care has kept my family off of Welfare. Because Day Care is subsidized, we are productive, contributing members of society.

Divorce took me from the upper-middle-class to complete poverty. I had no job skills. I had no education whatsoever. Lisa, who is now nearly seven-years-old, was a months-old nursing infant. I tried to get a job but could not. Had I found one, I would have had no place to keep my infant while I worked.

I walked two hours to a local University campus; I could not afford bus fare. I sold my stereo, television and living room couch to pay my first semester of tuition. I nursed by baby during class because I could not afford a babysitter. When a neighbor agreed to babysit for Lisa I began to wonder whether Lisa was receiving proper food, whether she was being treated properly. I began inquiring about Day Care centers and if temporary financial aid was available from the social services agency. When my daughter was accepted into a center and a grant was forthcoming, I was able to see my daughter more, not less, because of the center's proximity to my own location. In addition, my daughter received a hot, nutritious meal during a period when I could not afford that type of food myself. And, equally important, that temporary financial aid from the social services agency kept my family off of public assistance. We were able to stay off of welfare.

It took me two years to complete my B.A., graduating Phi Beta Kappa at the top of my class. I was encouraged to apply to law school but knew that if accepted, regardless of the generosity of the scholarship, I would not be eligible for Day Care assistance because subsidized Day Care does not apply to single parents seeking graduate degrees. I worked three, often four, jobs during my first year of law school. I feel as if I have scrubbed every toilet East of the Mississippi!

In a few weeks, on Mother's Day, I will graduate from George Washington University's law school. I have been offered, but cannot accept, jobs at major district firms because Day Care centers are not subsidized to remain open after specific hours. I am, therefore, still searching for a job.

My name is Terry Maniker. There are many women like me who combine career and family. You call us SUPERWOMEN but without Day Care centers, millions of us would be called WELFARE MOTHERS.

Thank you very much.

Chairman MILLER. We're going to go through and hear each member of the panel and then we'll open it up for questions from the Committee.

Mr. Glynn?

STATEMENT OF THOMAS GLYNN, DEPUTY COMMISSIONER, DEPARTMENT OF PUBLIC WELFARE, COMMONWEALTH OF MASSACHUSETTS

Mr. GLYNN. Thank you, Mr. Chairman.

I am the Deputy Commissioner of the State Welfare Department in Massachusetts. And with me today is Ronnie Sanders, who is the Director of our Voucher Day Care Program at our State Department of Social Services.

Ronnie runs the ET Day Care Program.

I can summarize the importance of day care to our ET Program in Massachusetts in a single phrase. Without it, ET would not work. It's that simple. Let me repeat that.

Without day care, our ET Program in Massachusetts would not work.

Briefly, our ET Choices Program began in October of '83 as an employment, skills training and education program which has now placed over 30,000 welfare recipients in Massachusetts in full- and part-time jobs.

ET offers welfare recipients a choice between direct job placement, skills training, supported work, and basic education. Equally important, ET offers participants day care and reimbursement for transportation costs.

And for ET graduates, we provide at state expense transitional day care for one year after they find a job.

If a program budget reveals a program's priorities, then you will see that day care is at the top of our list, with \$27 million in this fiscal year out of our total budget of \$57 million. Day care is over half of the money that we will spend on our whole program.

And next year, in our budget which begins July 1, we will spend \$35 million on day care and \$20 million on the rest of the program. And we think this is a good investment. There are three reasons why we are so committed to spending half of our total budget on day care.

First, the majority of welfare recipients in Massachusetts have children under six.

Second, we pay for day care while an ET participant is in training. And then we pay for day care for a year after they find a job. A 1986 survey of our ET graduates found out that the biggest single problem that ET graduates have after they are placed in jobs is day care. Transitional day care is essential to overcoming this barrier.

Third, day care is very expensive. The annual cost of day care in Massachusetts will exceed \$3,000 per child in the next fiscal year. And for a child with special needs or for infant or toddler care at a day care center the cost can be as high as \$5,000.

This year, our average caseload for people being assisted with day care will be approximately 7,500 children per month.

So before I turn it over to Ronnie, let me just say ET would not be the success we think it has become without day care. And as Congress debates work and welfare legislation in the months ahead, we hope that the committees will keep day care and the resources needed to pay for it at the top of the agenda.

Thank you.

[Prepared statement of Tom Glynn follows.]

PREPARED STATEMENT OF THOMAS P. GLYNN III, DEPUTY COMMISSIONER,
MASSACHUSETTS DEPARTMENT OF PUBLIC WELFARE

Mr. Chairman, members of the Committee, thank you for allowing me to testify today on the role day care plays in the success of the Massachusetts Employment and Training Choices program, or ET. I can summarize the importance of day care to our program in a single phrase: without it, ET would not work. It's that simple.

ET Choices, which began in October, 1983, is an employment, skills training, and education program for public assistance recipients. ET participants are free to choose a component that is right for them -- direct job placement assistance for the most job-ready or education, skills training, or supported work for those without the skills they need to find stable employment paying the wages necessary for them to become self-sufficient. Equally important, ET offers all participants

day care and reimbursement for transportation costs. And for ET graduates, we provide transitional day care for a year after they find a job.

If program budgets reveal priorities, then you will see that day care is at the top of our list, with \$27 million of ET's \$57 million budget, or nearly half, dedicated to voucher day care. Why so much? I offer three reasons:

First, ET is a program for recipients of Aid to Families with Dependent Children. Of all our AFDC cases, 60% have at least one child under six. So, unless you want to design a program that ignores the majority of the welfare caseload, you have no choice but to provide day care. Unfortunately, too many programs have been unwilling or unable to make the financial commitment to day care. But it's a terrible and costly mistake because young single parents with very young children are precisely the ones states must try to reach if they hope to have any real effect on welfare dependency. If you effectively refuse to serve these parents until their youngest child reaches school age, research on the dynamics of welfare and our own experience tell us that you are missing a terrific opportunity to help them before they become long term welfare recipients.

So, while we don't require parents with children under six to participate in ET, we do encourage them through an extensive marketing effort, including direct mail, welfare office posters, and job fairs. One of the major themes of our marketing campaigns is the availability of day care. As a result, 41% of ET's participants have at least one child under six, up from 18% when the program first began.

The second reason day care dominates the ET budget is that we continue day care for a year after an ET participant finds a job. We have learned the hard way that day care is essential in order for clients to remain self-sufficient after they begin working. A 1986 survey of ET graduates revealed that, of those who were no longer working, the largest single reason reported (36%) was problems with day care. In order to overcome these problems, ET provides voucher day care for the first year of employment and after this first year, graduates are provided day care services through the state's contracted care system. This year, \$10 million of our total \$27 million investment in day care will go toward transitional day care. We know that transitional day care pays off -- so far, 86% of ET participants who go off welfare, are still off welfare one year later.

The third reason that day care plays such a large role in the budget is obvious -- day care is very expensive. The annual cost of day care in Massachusetts will exceed \$3,000 per child in the next fiscal year, and for a child with special needs or for infant or toddler care at a day care center, the cost can be as high as \$5,000 annually. This year, our average caseload will be approximately 7500 children per month.

There is little doubt that voucher day care is an expensive investment, but there is also little doubt that it is an investment that pays off. Since ET began, the AFDC caseload has declined some 4.4% and more important, the number of families who have been on AFDC for five years or more has declined 25%. We saved \$122 million in 1986 alone net of all program costs through ET, and day care has played an important part in realizing these savings.

ET would not be the success we think it is without this substantial commitment to day care. As Congress debates work and welfare legislation in the months ahead, I hope this Committee will help keep day care, and the resources needed to pay for it, at the top of the agenda. Otherwise, I very much doubt that the high expectations many of us have for real progress against welfare dependency will ever be met.

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YOUR
MOVE**

JOB

Get on-board
training with
individual and
group support



Find out how
this new route
can help you

GO

**EMPLOYMENT & TRAINING
CHOICES**

Learn how
to find a job
that's right
for you



Coordinate
your training
with your
education
and work
experience

JOB

The Employment and Training
CHOICES Program is sponsored by
the Massachusetts Department of
Public Welfare. If you have any questions
or problems, call your local Welfare Office or
this toll free number: 1-800-322-1373.
In Boston call 727-0837.

400-8-84-17792

72-931 36

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EMPLOYMENT AND TRAINING CHOICES

COMMONWEALTH OF MASSACHUSETTS
MICHAEL S. DUZAKIS, GOVERNOR

BACKGROUND

- Employment and Training Choices is Massachusetts' employment program for people on public assistance.
- The program is known as ET.
- ET began in October of 1983.

ET RESULTS

- More than 30,000 welfare recipients and applicants have obtained full or part-time jobs through ET (in addition to 600 clients a month who get jobs on their own).
- Massachusetts' welfare caseload has declined more than 4% -- from 88,500 in October, 1983 to 84,700 in January, 1987, despite the fact that welfare benefits have increased 32% since 1983.
- Over the last 4 years, welfare caseloads in the nation's 12 largest welfare states have increased an average of 6%.
- The average starting salary for full-time ET placements is \$12,000 per year, more than twice the average yearly welfare grant of \$5,600 per year.
- All the jobs are unsubsidized (80% are in the private sector) and over two-thirds of the jobs provide health insurance.
- Of the people who go off welfare through ET, 86% are still off welfare one year later.
- After deducting the cost of the program, ET will save an estimated \$107 million in 1986 in reduced welfare benefits and new revenues from Social Security contributions and income and sales taxes.

ET PROGRAM

- ET participants may choose:
 - assessment and career counseling
 - education and skills training
 - on-the-job training through Supported Work
 - job placement through the Division of Employment Security
- Daycare and transportation allowances are available to all ET participants.

ET EMPLOYERS

- More than 8,000 Massachusetts firms have hired ET graduates.
- Employers have stated that the ET graduates they have hired are exceptionally well-trained and highly motivated.

January, 1987

FIVE YEAR PROGRAM GOALS

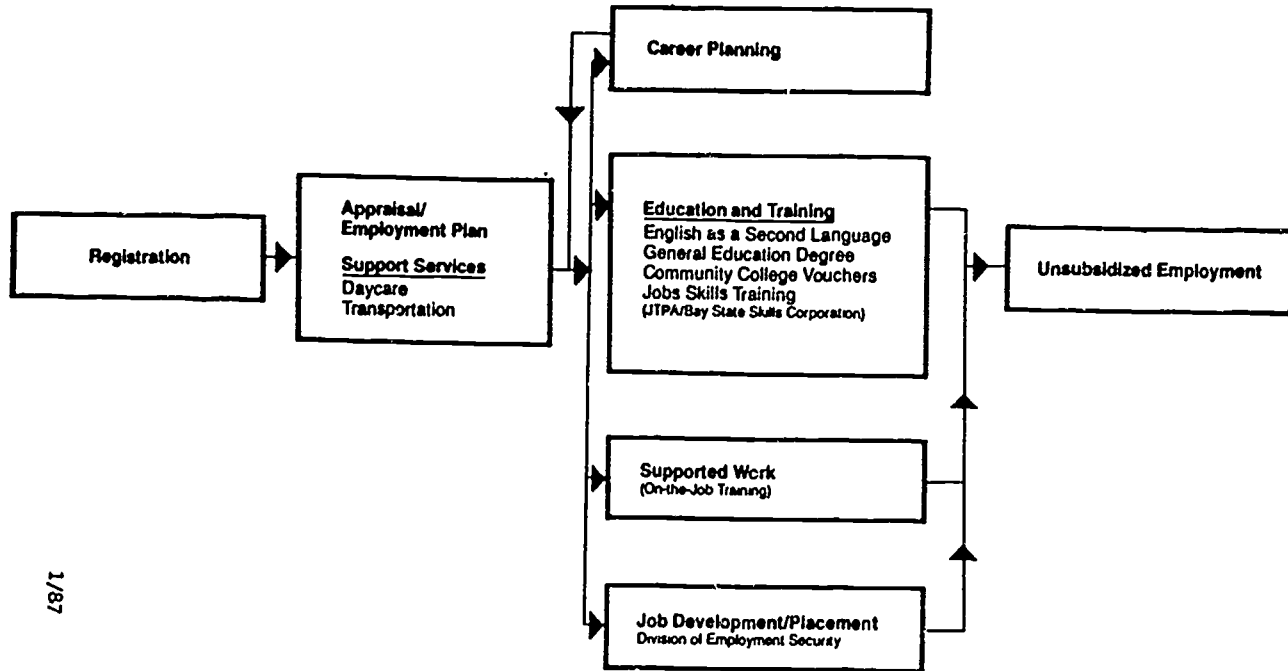
- **Place 50,000 Welfare Recipients Into Jobs**
- **Reduce Welfare Dependency**
- **Save \$150 Million in Welfare Benefits**

1/87

ET CHOICES

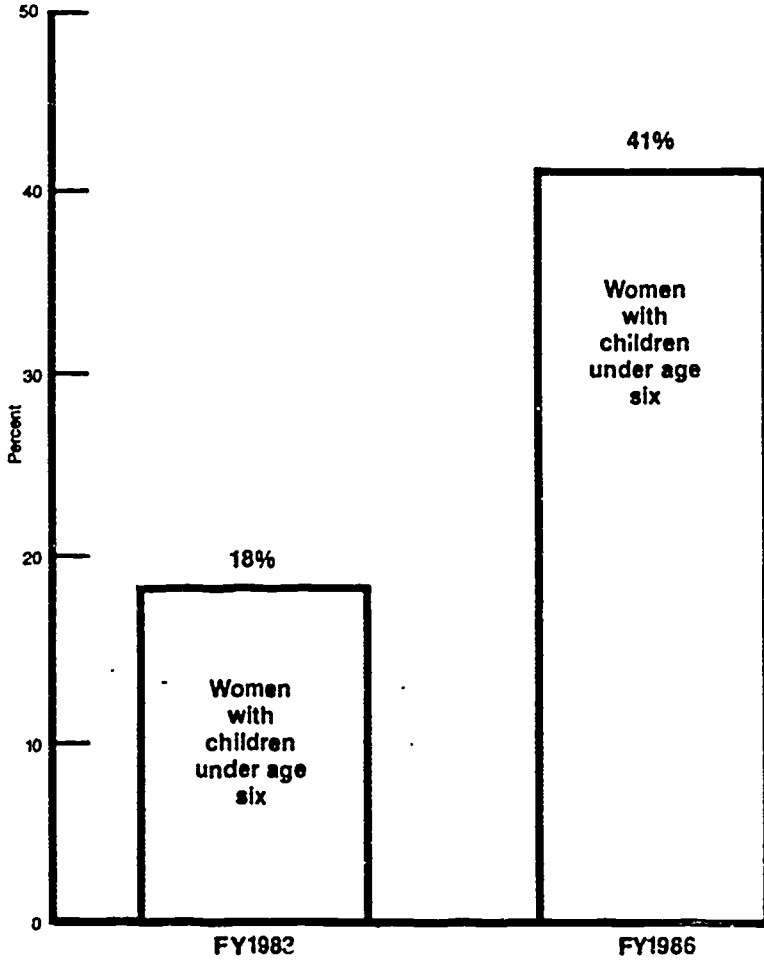


FLOW CHART



1/87

ET PARTICIPANTS



Figures for first 3 months of FY84 (Oct.-Dec. 1983) and first 6 months of FY 87 (July 1, 1986 through Dec 31, 1986).

1/87

Chairman MILLER. Ronnie.

STATEMENT OF RONNIE SANDERS, DIRECTOR OF VOUCHER DAY CARE, DEPARTMENT OF SOCIAL SERVICES, COMMONWEALTH OF MASSACHUSETTS

Ms. SANDERS. Thank you, Chairman Miller, and Members of the Committee for this opportunity. It's a pleasure to talk to you today about the day care component of the ET Choices Program.

As you may know, Massachusetts is a leader in the day care field. There's been a 38 percent increase in the day care budget over the last three years.

During this fiscal year, Massachusetts will spend more than \$100 million on two systems of subsidized day care. Of that, \$74 million will be spent on contracted day care to purchase day care from family day care systems and center-based providers.

The contracted system provides care for approximately 17,000 children. It helps low income working parents and subsidizes the care of children with protective, preventive and special needs.

The remainder of the child care budget, or about a quarter of the budget, \$27 million, is used to provide voucher day care for approximately 8,000 children whose parents are participating in the Department of Public Welfare ET Choices Program or who have graduated from this program and are now working.

ADMINISTRATION OF THE VOUCHER DAY CARE PROGRAM

The Massachusetts Voucher Day Care Program is set up to complement the existing contracted day care system, not to replace it. Because of its relationship to contracted day care, the Welfare Department has transferred the responsibility to administer the program to the Department of Social Services, the same agency that administers contracted day care.

Voucher Day Care can be administered in one of two ways. Either through area-based local state offices or through local contracted agencies. DSS has elected to administer its voucher program through 10 local contracted vendors across the state called Voucher Management Agencies.

These agencies have three functions. For consumers, they provide services such as intake, information and referral, fee assessment and followup. Services to providers include recruitment and development of providers in resource-poor areas, and training and technical assistance for providers. The third function of a Voucher Management Agency is to reimburse providers for services rendered during the prior fiscal month.

VOUCHER DAY CARE—THE PERFECT SYSTEM FOR ET PARTICIPANTS

Voucher Day Care has proved to be the perfect system for ET participants. Prior to the ET Choices Program, Voucher Day Care was offered on a limited basis and only in certain geographic areas.

However, when ET began, there was dramatic expansion in the availability of voucher day care. The Voucher Program adheres to the same philosophies as ET Choices in that consumers have to choose, many for the first time, the type of care that is best for their children.

The voucher subsidy is also much more flexible than contracted day care. Participants can shop around and use the voucher with the day care provider of their choice. If parents need to alter day care, they simply can choose another provider.

Vouchers can also be used at independent day care providers unlike contracted day care. This has greatly increased the supply of resources. There are now over 1,500 day care facilities available to voucher participants in the State of Massachusetts.

Vouchers also allow for quick access to an available child care slot. For the parent who is entering an education or training program or starting a job a week from Monday, this is critical.

But the state also benefits from Voucher Day Care. The cost of providing a contracted slot can be as high as \$4,300 a year, that's an average number, compared to \$3,200 a year for a voucher slot.

This difference is primarily due to the Voucher Program's heavy reliance on independent family day care providers which is the major source for providing infant and toddler care.

As Tom said, the transition to contracted day care which is, again, Massachusetts primary source of day care and is a longer term subsidy, is critical for these families. ET participants receive a voucher subsidy for the time that they're participating in the activity and 12 months after they start a job.

If a parent is unable to access a contracted slot at the end of that time, depending on the circumstances, a parent may be allowed to continue on the voucher subsidy.

The commitment to continuity of care is critical, though, for these families' ability to successfully get off and stay off of welfare. For the welfare client who is making the transition between welfare and work, losing child care benefits, as some of the other members of the panel indicated, will most likely result in the loss of one's job.

Just to illustrate by example, even though you have heard a couple, it might be helpful to look at one of our voucher families.

In Lawrence, Massachusetts—a single parent with one child who has a pre-school child—this woman got off of welfare seven months ago and is now working as a secretary. Her annual salary is \$12,400 a year. Her cost of day care is \$4,400 a year.

She pays \$18 per week on the voucher sliding fee scale system which is the same system used by the contracted day care system.

If this woman were not receiving day care, her total cost of day care would be about 37 percent of her income. Most economists say that parents can afford to pay no more than 10 to 15 percent of their income for day care. Clearly, she would not be able to afford day care and keep her job.

SUPPLY AND DEMAND FOR DAY CARE RESOURCES

As in the rest of the country, the demand for private and state subsidized care in Massachusetts well exceeds the supply. Even though we have doubled the available voucher resources over the past couple of years, there still is a critical lack of infant and toddler resources.

We plan on addressing this in two ways. First, we plan on increasing the rates for providers who are willing to take infants and

toddlers. And second, because of our unique structure of voucher management agencies, they will be given the responsibility of doing additional resource development in specific geographic areas around the state.

There are a couple of other areas that have presented resource problems to us because of the terrific growth in the voucher system.

First, someone, as Mr. Miller mentioned in his opening remarks, who cares for sick children. School age care and flextime care are also areas we have targeted for additional resource development.

Child care is important for all working parents. So it should come as no surprise that \$27 million of this years \$57 million ET Choices budget will be spent on child care.

Our experience has shown us that in order for a welfare recipient with young children to participate in employment and training opportunities, child care must be offered.

Child care subsidy makes the difference between someone getting off of welfare and staying off of welfare and someone who has no place to leave her kids but would very much like to be off of welfare dependency.

It's as simple as this. When child care support is offered, women with young children are able to participate in the ET Choices Program. While clients with kids under the age of 6 do not have to participate in the program, the number of ET participants with kids under the age of 6 is now 41 percent.

This is up from 18 percent, the figure when the ET Program started just three years ago. This is what's possible when day care is provided.

People are participating in ET because training and educational opportunities are good and because day care is provided.

Thank you.

Chairman MILLER. Thank you.

[Prepared statement of Ronnie Sanders follows:]

PREPARED STATEMENT OF RONNIE C. SANDERS, DIRECTOR OF VOUCHER DAY CARE
PROGRAM, MASSACHUSETTS DEPARTMENT OF SOCIAL SERVICES

Thank you Chairman Miller for this opportunity. It is a pleasure to talk to you about the day care component of the ET/CHOICES Program. My name is Ronnie Sanders and I am the Director of the Voucher Day Care Program for the Commonwealth of Massachusetts. Voucher day care is the major support service for the ET Program and, as Tom indicated, critical for clients who want to move off of welfare.

As you may know, Massachusetts is a leader in the day care field -- both in the amount of state funds targeted to support families, and in policy and program initiatives. During this fiscal year, Massachusetts will spend more than \$100M on two systems of subsidized child care. About \$74M will be spent on contracted day care to purchase child care from family day care systems and center-based providers. The contracted system provides care for approximately 17,000 children --- to help low-income working parents and to subsidize the care of children with protective, preventive, or special needs.

The remainder of the child care budget, about \$27M, is used to provide voucher day care for approximately 8,000 children whose parents are participating in the Department of Public Welfare Employment and Training Program or who have graduated from this program and are now working.

Administration of Voucher Day Care

In Massachusetts, we believe that voucher day care is an important and critical complement to the contracted child care system. Because of this relationship to the contracted day care system the Welfare Department has transferred the responsibility for administering the voucher program to the Department of Social Services -- the same agency that administers contracted day care. All funds are appropriated to the Welfare Department and transferred on a quarterly basis to the Department of Social Services.

Voucher day care can be administered through either area-based local state offices, or through local contracted agencies. The Department of Social Services elected to administer its voucher program through ten contracted vendors across the state called Voucher Management Agencies. These agencies provide services to consumers (intake, information and referral, fee assessment, and follow-up); services to providers (recruitment and development of providers in resource-poor areas, training, and technical assistance); and reimbursement to providers for services rendered during the prior fiscal month.

Voucher Day Care - The Perfect System for ET Participants

Prior to ET/CHOICES Program, voucher day care was offered on a limited basis and only in certain geographic areas. However, with the beginnings of ET in October of 1983, there was a dramatic expansion in the program. It proved to be the perfect system for ET participants -- the voucher program adheres to the same philosophy as ET/CHOICES in that consumers have to choose, many for the first time, the type of care that is best for their children. The voucher subsidy is also much more flexible than contracted day care -- ET participants can shop around and use the voucher with a day care provider of their

choice. If parents need to alter day care arrangements, they can simply choose another provider.

Additionally, parents can choose between family day care systems, center-based facilities, and independent family day care homes. Since the voucher system reimburses independent family day care providers, the total supply of available state subsidized child care has been greatly increased which has likewise expanded the number of choices available to ET participants.

In addition to supporting the ET/CHOICES philosophy of consumer choice, voucher day care allows for quick access to an available child care slot. For the parent who is entering an education or training activity, or starting a job a week from Monday, this quick access to day care is particularly critical. In comparison, the average wait for a contracted day care slot can be six to nine months.

The state also benefits from the voucher program. The costs of providing contracted day care can be as high as \$4,300 compared to \$3,200 per year for a voucher slot. This difference is due to the voucher program's heavy reliance on family day care for infants and toddlers, which often costs substantially higher in center-based facilities.

The Transition Period - From Welfare to Independence

The transition to contracted day care, a longer term subsidy, is critical for these families. ET participants receive a voucher subsidy for the entire time they participate in an ET component activity plus twelve months after they start a job. If a parent is unable to access a contracted slot at the end of this twelve month period, depending on the circumstances, the parent may be allowed to continue on the voucher subsidy.

The commitment to continuity of care is critical to a client's ability to successfully get off and stay off of welfare. We have found that a parent is most likely to be at risk of failing at a job during the period between three and six months after employment begins. When child care arrangements break down, it is difficult for all parents, regardless of income status. But for the welfare client who is making the transition between welfare and work losing child care benefits or experiencing a disruption in normal care arrangements will most likely result in the loss of one's job.

To illustrate by example, it would be helpful to look at one of our voucher families -- a single parent in Lawrence, Massachusetts with one child who is a pre-schooler. This woman got off of welfare seven months ago and is working as a secretary. Her annual salary is \$12,400 per year, which is about the average for a graduate of the ET Program. The cost for care at her day care center is \$4,400, of which she pays \$18.00 per week, based on the sliding fee scale that both the voucher and contracted systems use. If this woman was not receiving any subsidy, she would have to pay the full cost of care which would be about 36% of her gross income. Human resource analysts and economists estimate that the most parents can afford to spend on child care is about 10 to 15% of their gross income. Continuing the subsidy for at least twelve months after an ET participant gets a job is the key to staying off of welfare.

Supply and Demand for Day Care Resources

As in the rest of the country, the demand for private and state subsidized care in Massachusetts well exceeds the supply. Because of the tremendous growth in the voucher program over the past three years the number of day care resources has more than doubled. However,

there still remains a critical lack of infant and toddler resources. In order to address this issue we are looking to increase rates for providers serving this population and heighten voucher management agencies' resource development activities.

Other types of care that present resource problems include school-age care, sick child care, and flex-time care. Because one of the functions of the voucher management agencies is to develop new resources, we have the flexibility to target funds to specific geographic areas, to address each of these resource problems.

The following chart indicates the number of children served by provider type at the end of January 1987.

	# of Providers	# of Children
Independent Family Day Care	719	1038
Family Day Care Systems *	61	981
Center-Based Facilities	<u>725</u>	<u>5520</u>
	1505	7539

* There are at least 10 homes per system.

Conclusion

Child care is important for all working parents. It should come as no surprise that \$27M of this year's \$57M ET/CHOICES budget is being spent on child care. Our experience has shown that in order for a welfare recipient with young children to participate in employment and training opportunities child care must be offered as a family support. The child care subsidy makes the difference between someone getting off and staying off of welfare and someone who has the desire to decrease welfare dependency, but has no place to leave her kids while she's working or receiving job training. It is as simple as

this. When child care support is offered, women with young children are able to participate in ET/CHOICES.

This is evidenced by the following statistics. In 1984, at the start of the ET Program, only 18% of all ET participants had children under the age of six. Just three years later with the availability of additional voucher funds and day care resources nearly 41% of all ET participants have children under the age of six.

People are participating in ET/CHOICES because the training and educational opportunities are good, and because child care is provided. Without child care assistance it just wouldn't be possible.

Thank you.

Chairman MILLER. Ms. Miles?

**STATEMENT OF SUE MILES, COORDINATOR AND INSTRUCTOR,
EARLY CHILDHOOD PROGRAM, WAUBONSEE COLLEGE, SUGAR
GROVE, IL**

Ms. MILES. Thank you, Chairman Miller, distinguished Members of the Committee, and ladies and gentlemen who have cared enough this morning to come to these testimonies.

My name is Sue Miles from Sugar Grove, Illinois, in the 14th Congressional District of the State of Illinois. I am an instructor of child development at Waubonsee Community College, and I am responsible, at that same time, for advising and overseeing two day care centers on campus.

Since 1972, our enrollment at our Sugar Grove campus has grown from 42 children to the present number of 115 children. We presently serve children from the ages of 16 months to 6 years with an annual budget of \$99,000.

What I would like to do this morning, as I go through the information which is very similar to your opening statement, your summary of information, I would like to underscore certain important points that I would like you to consider.

The first important point that I would like to underscore is this. Parents whose children attend our center are able to seek training for job skills as well as employment due to the care our center provides.

It's the training for job skills and the care so that they can work that we are trying to accomplish.

It's the Title 20 funding allowing matching funds that we have received from United Way that helps both parents of single status and intact family status leave their children at our center.

The money that parents earn, I think it's important for you to know, is no longer for luxuries but for basic costs as you talked about in your summary.

As you also know, society is changing. We are now in the technological age. Therefore, the parents need to come back to school for retraining and they need money to do so along with the child care.

When the child care is provided, especially on a full day basis that matches working schedules, stumbling blocks for education and employment are removed. In the job market, the research clearly shows that child care reduces for employees absenteeism, position turnover, and parental anxiety.

At the same time that I talk about this, I would also like to talk briefly about day care.

Day care has now definitely moved out of the dark ages. It is no longer a dumping ground for children. The results of quality child care have been reported to you previously by David Weikart who has done some longitudinal studies on children over the past 20 years.

The most important thing for you to remember today is not only that day care helps the parent in today's world but in tomorrow's society because Weikart's research has clearly shown that children who have been in quality child care programs (By "quality child care," I mean programs that offer key experiences for both educa-

tional training and emotional care.) do much better as teen agers and members of society.

After 20 years, acts of delinquency have been reduced, and one program estimated that every \$1 invested led to a return of \$4.75 in savings in lower special education costs, lower welfare costs and higher productivity as children mature.

Another point that I would like to make this morning is that I am able to see children of different socioeconomic groups mixed together in our day care centers. Children learn that not all other children have the same things as they have in their homes.

Racial bias is curbed because of our socioeconomic mix. We have working parents and parents on welfare, parents with no support at all.

And so I would just like to say that we need this through the offering of a sliding scale.

Children are young and vulnerable and they have a great deal to learn. We need to model for them for what we want them to do in our future society.

When we reduce stress in the homes, then children notice this and they grow into adults who will have reduced stress in their homes. That cuts down on the prisons that we have to build.

You mentioned earlier in your summary that we should stop giving lip service to child care. That is what I am here this morning to ask you to help us do. Quality child care can help America's children grow into adults that will keep the country strong and drug free.

I urge you this morning to help our country by helping today's parents as well as our future children—as our future citizens: young children.

Thank you.

Chairman MILLER. Thank you very much and thank you to all the members of the panel.

[Prepared statement of Sue Miles follows:]

PREPARED STATEMENT OF SUE MILES, SUGAR GROVE, IL

Chairman, Distinguished Members of the Committee, Ladies and Gentlemen:

My name is Sue Miles from Sugar Grove, Illinois in the fourteenth Congressional District of the State of Illinois. I am appearing here on behalf of Congressman Hastert who represents that district.

I am an instructor of child development at Waubensee Community College and I am responsible for advising and overseeing two on campus, child care centers. Since 1972 our enrollment at the Sugar Grove campus center has grown from 42 children to the present number of 115 children. The center presently serves children from the ages of 15 months to 6 years with an annual budget of \$99,000.

Parents whose children attend our center are able to seek training for job skills as well as employment due to the care our center provides. Your Title XX funding, along with matching United Way dollars, helps parents of both single and intact family status. Many low income and single parent families are eligible to receive free or low cost care for their children in an educationally and emotionally sound environment, while these parents earn money. This money is usually for basic living costs as opposed to luxuries.

Child care is not a luxury in today's world. Society is changing rapidly and new skills are demanded for employment in a technological age. When child care is provided, especially on a full day basis that matches working schedules for adults, stumbling blocks for education and employment are removed. Education and employment leads to reduced welfare and the promotion of adult self-sufficiency. In the job market research clearly shows that child care reduces - for employees - absenteeism, position turnover and parental anxiety.

Day care has now moved out of the dark ages. The results of quality child care also benefit young children as new research by Weikart and others (1984) has proven. Quality programs have shown these results after twenty years in Weikart's studies. The programs have led to teenagers who more frequently complete high school and attend college. Acts of delinquency have been reduced and "one program estimated that every \$1 invested led to a return of \$4.75 in savings as a result of lower special education costs, lower welfare costs, and higher worker productivity as the children matured." (Weikart, 1983).

We need child care programs that support families and offer quality instruction. We need a socioeconomic mix so that people from all backgrounds will better learn to understand each other. This can only be accomplished through the offering of a sliding fee. Day care centers also need adequate compensation for staff. This takes your support.

Children are young, vulnerable and have a great deal to learn. Parents need employment in order to provide a less stressful environment for children. All need the support of legislation to help children model appropriate behavior that the children can then exhibit when they become adults.

Those of us in child care, especially from the National Association of Young Children (and there are many of us), ask you who play a large part in making the rules for society to take close look at what quality child care provides. We ask you to understand that providing quality child care can help give more than lip service to creating a safe and drug free society.

Quality child care can help America's young children grow into adults who will keep the country strong. I urge you, this morning to help our country by helping today's parents as well as our future citizens - young children.

Thank you!

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Chairman MILLER. Annie, let me, if I might, just ask you who takes care of your other two children now? They're school age, right?

Ms. BRIDGERS. Yes.

Chairman MILLER. Now, what happens to them from the time they leave school until the time that you come home from work?

Ms. BRIDGERS. Well, my 12-year old watches the six-year old. When they come home from school, she knows what she's supposed to do. And, you know, it's a couple of hours before I'm home.

Chairman MILLER. So they're in your house alone until that time. Do they go out and play?

Ms. BRIDGERS. No. She knows when they come in they do their homework or fix some snacks, and clean their room, or whatever she needs to do. By that time, I'm home.

Chairman MILLER. You currently, as I understand it, receive child care that costs you about \$45 a month. Is that right?

Ms. BRIDGERS. Yes. That's the price they charge, \$45 a week.

Chairman MILLER. Okay. And in the Lawrence case, a woman there was paying—she's paying what?

Ms. SANDERS. She's paying \$13 a week.

Chairman MILLER. So she's paying around \$1,000 a year.

Ms. SANDERS. That's right.

Chairman MILLER. And for that \$1,000 a year, she is earning?

Ms. SANDERS. Her income is \$12,400.

Chairman MILLER. What would the cost to that woman be if she didn't have child care?

Ms. SANDERS. \$4,400.

Chairman MILLER. Compared to the cost of child care, what would the cost to the state be if she went back on AFDC?

Ms. SANDERS. About \$9,000.

Chairman MILLER. About \$9,000. And Annie, in your case, AFDC would be what? Around \$500 a month?

Ms. SANDERS. \$440.

Chairman MILLER. \$440 a month? So we would inherit that instead of—and plus whatever your rent subsidy is. Terry, what do you estimate to be the value of child care in terms of dollars spent and the time you've gone to school?

Ms. MANIKER. Well, I have never received welfare. So I suppose that amount times—

Chairman MILLER. But have you received subsidized placement for your child while you were in school or did you pay full cost out of your own pocket?

Ms. MANIKER. The Wisconsin system, which I utilized nearly seven years ago, at that time had an "approved day care center" system whereby centers were paid directly by the Social Services Agency.

Chairman MILLER. While you were going to school.

Ms. MANIKER. Correct.

Chairman MILLER. But that was the only cost incurred by the Public Assistance system for your education, is what you're saying?

Ms. MANIKER. Yes. I was legally entitled to (conservatively) \$30,000—\$75,000 in aggregate welfare benefits. However, the federal government spent only \$1-2,000 because by subsidizing Lisa's day care, I was able both to study and obtain employment.

Chairman MILLER. And the same is true with respect to graduate school or does graduate school come out of your earnings, the day care for your graduate school experience?

Ms. MANIKER. I'm not certain what you're asking.

Chairman MILLER. Well, right now, you're going to law school.

Ms. MANIKER. Yes.

Chairman MILLER. Is your child care for that time partially subsidized?

Ms. MANIKER. No. As I stated in my testimony, single parents seeking graduate degrees are ineligible for day care subsidies.

Chairman MILLER. Well, just on the face of it for the three cases here, the one that's mentioned in Lawrence, Massachusetts, and Annie's and yours, Terry, it appears that we're receiving somewhat of a bargain in allowing you to develop your skills, in your case to become a lawyer, and in Annie's case, a secretary.

And we're getting back individuals who in time are going to be self-sufficient. And in Annie's case, with child care being on a sliding scale, as you earn more you're going to end up having to pay more as is the woman in Lawrence, as I understand it.

So it seems to me the theory is here that at some point we're going to extricate ourselves from our involvement with these families should the system turn out to be successful.

How typical is that, in your experience with ET, in terms of the people that are coming to you? How typical is Annie in the sense that she was on Public Assistance with three children and now she's employed? Is that what you're finding you're able to do?

We read an awful lot about ET in terms of your heralded successes. And it obviously is one of the models that the Congress is looking at.

Ms. SANDERS. With the help of child care subsidy, 86 percent of the ET clients are still off the welfare caseload a year after they have started a job. And I think that is primarily due or largely because they're assisted by the child care subsidy.

Chairman MILLER. Now in the case of ET, the participants come to you voluntarily. Is that correct? In my state it's mandatory. But in Massachusetts, this is a voluntary program where they're offering this system of supports in exchange for training or employment or education, whatever the needs are.

Is that correct, Mr. Glynn?

Mr. GLYNN. Let me just make one modification. It is required that we have mandatory registration of all welfare recipients with some exceptions. One would be when children are under six.

So registration is mandatory. After registration, we then offer a variety of programs to both mandatory registrants and to volunteers. As Ronnie pointed out, interestingly enough, now 41 percent of the people participating in ET have kids under 6, which means under the Federal regulations, they are exempt.

But they are so desperate to get off welfare and go to work, they are willing to come to the ET program voluntarily and get day care assistance.

Chairman MILLER. Let me go to that point. With respect to the needs for infant care and care for very young children, there is some assumption made that we should make sure that child care is available to those individuals.

We now have the cut off at age 6. It has been proposed, I think, by the governors that it be age 3. But there's even obviously a suggestion that care should be provided for infants because in many cases these are individuals who are new to the Public Assistance system.

It's the birth of the child that has brought them into the Public Assistance system, and we should start working with them as soon as we possibly can.

So that if we wait until the children are 6 or the children are 3, we've lost 3 or 6 years in a sense of really offering them the services for self-sufficiency.

Are you finding that, or does that make sense to you as you view the system?

Mr. GLYNN. Yes. Just yesterday, the governor announced a \$2 million training program and support program for pregnant and parenting teens. We wish we had done more of this earlier. But, finally, we have been able to make this a major focus.

So we think we're going to make a dent in helping those clients in cases where they are either pregnant for the first time or parenting teens. We've had good results already with people who have gone through Ronnie's system.

She can give you some of the statistics on the number of people who have gone through ET who have infants and who have been successful.

Ms. SANDERS. We do have a shortage of—resources and I'm working on that, as I mentioned before. Maybe about one-tenth of our caseload are now infants. And about a third—well, a third of the caseload in total is infants and toddlers.

And we are finding, as Tom pointed out, that those people who are on welfare the shortest amount of time will use day care for a couple of years, then use it for the 12 months after they've gotten a job, and move into the contracted system.

And, again, those are the folks who probably never thought they were going to end up on welfare, and find themselves in such a position so that they're eager and willing to use day care for the time that they need it and then get off of welfare.

Again, sometimes they will use voucher day care for longer than this 12 month period which is critical.

Chairman MILLER. In the voucher system, they contract with different delivery systems. But all those systems, are they licensed?

Ms. SANDERS. They're all licensed by the Office for Children. And they (VMAs) can contract with either Family Day Care Systems, which is an umbrella agency over a number of independent day care homes or they (voucher management agencies) can contract directly with independent family day care providers or center-based facilities.

Chairman MILLER. So what happens in the Family Day Care System? If what we think is traditionally true about the Family Day Care System, you have a lot of people providing child care that are unlicensed.

Do people come in to get licensed or do you have a major expansion of the system?

Ms. SANDERS. They're all licensed, yes. And people have signed on to join a system in order to be able to take voucher consumers.

Chairman MILLER. So it was the lure of resources within that system that caused people to come in and become licensed? Is that what you're saying?

Ms. SANDERS. That's part of what happens. In addition, in many areas of the state where there was not enough state subsidy or state money going to some particular rural area, a lot of day care providers cropped up in order to serve the particular population and receive state funds.

Chairman MILLER. Well, then, you didn't find that there was some notion that if you require licensing you're going to drive a lot of people underground?

Ms. SANDERS. We haven't found that.

Chairman MILLER. It's just the opposite because this is a system that has a stable means of financing.

Ms. SANDERS. It's just the opposite. Right. We've doubled the number of providers in the last three years. And most of that increase has been in the number of independent family day care providers who receive about \$12 a day to care for infants and toddlers versus center-based care which is up to \$30 a day for an infant or a toddler.

So it's also much more cost efficient for us to use the smaller independent homes for infants and toddlers.

Chairman MILLER. That's very interesting because that's a little bit contrary to some of the anecdotal stories you hear about what will happen if we provide monies through a system like this to family day care—that people will just drop out of the system.

Ms. SANDERS. No. We're not finding that. We're also finding that most of the parents are more comfortable leaving their young, young children, infants and toddlers, in family day care homes rather than in centers.

Chairman MILLER. One last question. And that is—you've said it now four or five times in your testimony—how much this component of the ET program is costing you. When we look down the road, the Federal Government obviously is interested in seeing programs like ET expanded to reach a greater number of people, and hopefully to get them to participate in our economic system in a self-sufficient manner.

What do you need from the Federal Government to make that happen?

Mr. GLYNN. We've had pretty good luck in making the WIN Program work for us. However in the last few years, we have had to rely much more on state resources than federal dollars to build up our training system, in spite of the fact that the Federal Government saves more than the state does.

The Federal government gets half of the Medicaid saving and half of the AFDC saving—and 100 percent of the food stamp savings. So they actually save more money than the state does. And we are looking forward to the passage of some legislation, hopefully this year. Some combination of the various bills that are being discussed would help us make our program stable and grow into the future, because we have really taxed the state treasury.

Chairman MILLER. But in effect, you don't need a change in Federal law to make your program successful.

Mr. GLYNN. Right.

Chairman MILLER. You're doing this, obviously, already and have been doing it now for a couple of years. What you need are resources, is what you're saying, to reduce some of the hurdles for people to participate?

Mr. GLYNN. When we started the program, funding was maybe a third Federal and two-thirds state. And now it's probably 15 percent Federal and 85 percent state.

Ms. SANDERS. To add to that, the Voucher Program, over the last couple of years, has had about a 200 percent increase in resources allotted for it whereas the contracted day care system has had maybe about a 20 percent increase.

So to answer your question, I think much of the state funds are, going to the Voucher Program at this point whereas they ought to be probably more equally spread between the two types of day care.

Chairman MILLER. Mr. Coats?

Mr. COATS. Thank you, Mr. Chairman.

First of all, I want to congratulate both Annie and Terry for making a lot of courageous decisions and really, in the face of a lot of adversity, taking control of your situation and succeeding as well as you have.

Terry, I had some questions for you. You said you came from an upper middle class family and went from that situation to a complete poverty situation. This isn't exactly the subject of the hearing today, but child support ties in to all of this.

What was your child support situation and why was that not able to help in the situation, or maybe it was?

Ms. MANIKER. Court-ordered child support was minimal and I'm lucky when it's paid.

Mr. COATS. So you didn't feel it was adequate—that an adequate level was set by the court in the divorce proceeding, and there's been a problem with enforcement?

You've gone through the normal channels to try to prosecute the lack of enforcement?

Ms. MANIKER. I have been told by several attorneys that the cost of enforcing child support payments in our legal system often exceeds the amount of arrearages. In my cases, the arrearages are quite high, but until now I have had neither the time nor money to pursue an uncertain outcome. However, Montgomery County now has a program whereby for a \$20 fee there is an interview, and then the rest of the child-support enforcement process is free of charge.

That is the route I am currently pursuing.

Mr. COATS. You are pursuing that—

Ms. MANIKER. Oh, yes.

Mr. COATS [continuing]. As an option? But has it been a seven-year time period here, the court-ordered child support?

Ms. MANIKER. Nearly.

Mr. COATS. But only now you're able to work through it?

Ms. MANIKER. Well, we have been back to court. It was just too expensive I had a choice between using what money I had to go to court and pay attorneys or to pay for my education.

Mr. COATS. But now that Montgomery has a system—

Ms. MANIKER. Correct. Now I'm going back because it's only a \$20 initial fee. And then the court handles the rest of the proceeding.

Mr. COATS. And I had a question about your statement where you said you needed the subsidized day care and now, when you graduate from school, in order to continue on, did you mean to say that you needed subsidized day care because you need the extra hours of day care or because you still aren't in a position to be able to afford day care?

Ms. MANIKER. Well, while I'm studying for my bar I hope to receive some type of grant. I'm finding it hard to study for the bar, work several jobs and care for my family's needs simultaneously.

When I obtain employment—well, the point I was trying to make was that a lot of the D.C. firms require long workdays. I could not accept employment from those firms that offered me jobs because I must have a day care center that is open long hours. Unless a center is subsidized, it will usually be open only during conventional work hours.

Mr. COATS. So you were referring more to the hours of operation. Not the cost.

Ms. MANIKER. Correct. I won't need a monetary subsidy. Correct.

Mr. COATS. What about looking at other options. We've heard some of the other panelists talk about family day care and day care in the home, and a voucher system that allowed people to have those options.

Have you explored any of those?

Ms. MANIKER. Yes. And because I had a bad experience with women who are isolated and take in children with no checks and balances on them, I won't leave my daughter alone again with one person looking after her without anyone else looking in.

In a day care center there are checks and balances. The teachers usually work in pairs. There is a set curriculum. There is a program set up. There are snacks served, et cetera, et cetera.

Mr. COATS. What about relatives? Is that an option for you?

Ms. MANIKER. No. I have a wonderful, supportive family but unfortunately I live far from them.

Mr. COATS. Ms. Sanders, your experience is kind of the opposite of Terry's in terms of the family or the home care centers. You find most of your clients preferring in going to the home care.

What is your reaction to Terry's response on that question?

Ms. SANDERS. That's correct. We have lots of clients who have stated the exact same thing that Terry stated, about half and half in the numbers who will chose center based and choose family day care providers.

But those that are choosing family day care providers, some of them are in the more rural areas where there aren't center facilities.

Again, once you have a voucher in your hand you can shop around and select. Oftentimes what we'll have is a parent who will initially use a family day care home for an infant.

And when the infant is 2 to 2½ they will switch them to a center based facility.

Mr. COATS. For any particular reason or just because it's easier, or—

Ms. SANDERS. Oftentimes what the parent states is by the time the child is 3 that they're thinking more about kindergarten and a school setting. And that center-based facilities—

Mr. COATS. But not necessarily for safety reasons or protection reasons.

Ms. SANDERS. No.

Mr. COATS. On the vouchers, are they allowed to be used for relatives, family members?

Ms. SANDERS. No, they're not, unless the relative happens to be a licensed provider and takes in children other than their own or relatives' children.

Mr. COATS. So if a woman wanted to leave the child with her mother, say, her mother would have to go through the license process and become a licensed registered child care provider before she could use the voucher funds?

Ms. SANDERS. Right. Plus the mother would have to be residing in another location, not at the child's home.

Mr. COATS. Do you see that as a potential disincentive or a penalty to those—I mean, doesn't it seem that the most natural place to care for a child would be within the context of the family.

And if you had that situation that existed, why should that mother be penalized?

Ms. SANDERS. We do have a small amount of funds available through the Welfare Department for those cases where a parent cannot find any other type of day care for their kids and they will leave them with a relative who, again, is not residing in the same household and pay them sort of through baby sitting funds.

And that relative does not have to be licensed.

Mr. COATS. But that's the last option, right? That's not the first option. Wouldn't it be preferable? Here you have someone that's divorced. The logical thing, if it's available and I understand it wasn't available to Terry here, but the logical thing is you might move back with your parents.

You move back at least for a temporary period of time. And if you are seeking to enhance your education or your job skills, or your employment, wouldn't the most natural thing be to leave the child with a grandmother or the grandparents while you're in that transition period?

Ms. SANDERS. Yes, it is. But—

Mr. COATS. Shouldn't we encourage that?

Ms. MANIKER. Mr. Coats, most grandmas work nowadays.

Mr. COATS. Well, I'm not sure that's true. I don't know if the statistics bear that out that most grandmas work.

Mr. GLYNN. The way our system works, perhaps the most stunning statistic involve people who make arrangements on their own. We only pay 25% of ET participants. But it's up to them. If they want us to pay for child care, we're happy to do it.

So there are a large number of people participating in ET exactly in the situation which you were describing.

But they're doing it on their own. And if, for some reason, that system doesn't work or it falls apart, or the person who has been taking care of their child is no longer able to do it and they come to us, then we're happy to provide them with a voucher.

But 75 percent of them are solving their day care problems on their own.

Mr. COATS. I was just trying to come up with a way that there could be some incentive or some reward for those that take the initiative to solve those problems and keep the child within the context of the family, have it raised in an environment that they probably are much more comfortable with than someone down the street or even in a licensed child care facility.

We've heard testimony before this Committee that those aren't always in the best interest of the child either.

So I'm just wondering if you had explored that possibility and examined some of the options that are open there.

Let me ask you another question about infants. Is it wise, when we've had conflicting testimony as to whether or not, in the best interest of the child, it's good to place an infant in a situation outside the home, what considerations have you undertaken in Massachusetts on the question of infants and toddlers, at least those under 18 months or 12 months, or whatever?

Do you have some questions about whether or not it's good to encourage mothers, with very young children, to leave that child with a day care provider early on and get into the system?

Or would it be better to have an exemption up to a year, 18 months, or whatever? I understand your program is optional. But are you working toward one direction or the other?

Ms. SANDERS. No, we're not. We believe that when parents are given all the information that they need in order to make a choice, they'll select this—they'll make that choice on their own.

So we do not encourage them one way or the other on that.

Mr. COATS. Have you done any studies or taken advantage of any of the—have any of your consultants indicated one way or another? And Sue, I want to ask you the same question here.

It's much more expensive to care for infants. We know that.

Ms. SANDERS. That's right.

Mr. COATS. It's much harder to find providers, day care providers, who want to take care of infants. We have some testimony before the Committee, and it's conflicting, that it may not be in the best interest of the very, very young child to do so.

And I'm just wondering if your state or your systems have looked at that possibility and tried to look at options in terms of exempting that first year, two years, or whatever.

And we have to face that as we look at this welfare reform as to what we do with mothers with very young children.

Ms. SANDERS. Again, we leave that up to the individual mother to decide.

Chairman MILLER. Okay.

Will the gentleman yield?

What are your findings in terms of mothers with, say, children a year or younger? Are they coming into the program?

Ms. SANDERS. Are you speaking to me?

Chairman MILLER. Yes. Excuse me. Ms. Sanders.

Ms. SANDERS. Yes. They are coming into the program.

Chairman MILLER. So some mothers are making a decision that they want to go ahead with their training or their employment possibilities?

Ms. SANDERS. Oh, yes. And, again, as Tom said, we've had a number of specific programs and of counseling groups, on parenting skills for young parents addressing specifically that.

They are entering the program. They are moving through the program. We don't see that their success rate is any less or any different than those parents with preschoolers.

Chairman MILLER. Because I think in the Administration's proposal, the only exemption is mothers with children under six months. I think that's what's causing us some concern as to whether or not we want to make that mandatory or whether, as you say, you leave it up to people and they can either make the adjustment or they can't.

Mr. COATS. I've more than used my time unless, sir, you have a comment on that?

Mr. GLYNN. Could I have just one?

Mr. COATS. Sure.

Mr. GLYNN. On the question of whether there should be a minimum age in the welfare reform, I think that for mandatory programs, there's a lot of experience to suggest that the six-year-old cutoff is probably a good public policy.

We're in a different situation since we don't have a mandatory program, and we are providing the day care, transportation, and Medicaid to people who don't have health insurance after they go off welfare to a job, so that it may make more sense for people in our state who have younger kids than it would if they were in a state with a mandatory program and fewer support services and they had kids two, or three, or four year old.

So I'm not sure you can extrapolate from our experience to what is likely to be a mandatory program. I'm not sure it computes.

Mr. COATS. Thank you.

Chairman MILLER. Dr. Rowland?

Dr. ROWLAND. Thank you, Mr. Chairman. And thank all of you very much for being here and shedding light on this problem.

I have one question for Mr. Glynn.

The liability-insurance problem for day care centers nationwide, can you address that? Now how are you being affected in your state by that?

Mr. GLYNN. Ronnie can actually explain that better than I can.

Dr. ROWLAND. All right.

Ms. SANDERS. We now have liability insurance through a couple of larger insurance companies. The most major one in Massachusetts is Liberty Mutual Insurance that's providing liability insurance for the independent family day care providers.

The center-based providers have seen some astronomical increases in their liability insurance. For an independent family day care provider, it's about \$400 a year.

Dr. ROWLAND. Well, that certainly adds a lot to the cost of the entire program and impacts adversely on everyone that is concerned. Is that not true?

Ms. SANDERS. Yes, it is true.

Dr. ROWLAND. Have you seen any change in it in the past year or is it about the same as it was a year or so ago?

Ms. SANDERS. We're finding that the situation has eased up, that there are more insurance companies now that are willing to insure both the smaller independent homes and the center facilities.

Dr. ROWLAND. Do you know of any suits that have been filed by parents in Massachusetts?

Ms. SANDERS. Not any recent ones.

Dr. ROWLAND. No recent ones. There were some in the past?

Ms. SANDERS. A number of years ago, but none concerning—voucher children.

Dr. ROWLAND. This was really a perceived problem rather than an actual problem then?

Ms. SANDERS. I think it ended up with a lot more media attention than in actuality.

Dr. ROWLAND. Thank you, Mr. Chairman.

Chairman MILLER. Mr. Hastert?

Mr. HASTERT. Thank you, Mr. Chairman.

It's an interesting array of witnesses that we have. I would like to center on, first of all, the people from Massachusetts.

Funding. How does the funding breakdown for your ET Program? Where does it come from?

Mr. GLYNN. For this fiscal year, which we are currently in and which in our state began last July 1, we will spend about \$57 million total of which \$30 million will be on employment, education and training activities, and \$27 million will be on day care.

And of that total—

Mr. HASTERT. How much for day care, 27?

Mr. GLYNN. \$27 million. And of that total this year probably around \$6 million, maybe 7, would be from the Federal Government and the balance would be from the state.

Mr. HASTERT. That comes out of your general fund?

Mr. GLYNN. That's correct.

Mr. HASTERT. Okay.

Sue, you were talking about, in your Community College program, that you use Title 10—

Ms. MILES. Title 20.

Mr. HASTERT. Title 20. How does that fit in? Does that come to the school and then go in the program? How do you get those monies?

Ms. MILES. The Government has a representative—

Mr. HASTERT. Which government, the Federal Government?

Ms. MILES. The Federal Government. Yes.

Mr. HASTERT. Okay.

Ms. MILES. It has a representative in our area that gives us so many Title 20 slots based on the number of low-income children that he feels we will need to serve. And so we applied for that Title 20 funding and we happen to be under the umbrella that calls for matching funds.

And so that's why we were able to obtain United Way monies to match the Title 20 funds.

Mr. HASTERT. So is that your sole means of funding Title 20 and funds from the private sector?

Ms. MILES. For low income children. But we also have people who pay tuition.

Mr. HASTERT. What's the average tuition?

Ms. MILES. \$12 a day.

Mr. HASTERT. \$12 a day.

Ms. MILES. Yes.

Mr. HASTERT. And so that would do—does that money subsidize any other program or is that just the cost per child?

Ms. MILES. That's the cost per child. But we do have the food program which helps pay for hot lunches for the children.

Mr. HASTERT. What's the food program?

Ms. MILES. It's another federal program that we receive.

Mr. HASTERT. Do you sort the children or is that for everybody?

Ms. MILES. That's for all of the children.

Mr. HASTERT. How much is that?

Ms. MILES. I don't have the figure with me.

Mr. HASTERT. Approximately.

Ms. MILES. It covers the cost of the meals that we serve the children.

Mr. HASTERT. So what do you feed—breakfast, snack, lunch?

Ms. MILES. We serve a breakfast, two snacks and a lunch as required by state law.

Mr. HASTERT. So that's what? Probably under \$5, possibly \$5.

Ms. MILES. Yes. I would say under \$5. Yes.

Mr. HASTERT. Does the school, the Community College, underwrite any of that cost like your salary or somebody else's salary?

Ms. MILES. The college donates—actually the College does donate a great deal of money because they donate space that could be used for instructional purposes.

Mr. HASTERT. I beg your pardon?

Ms. MILES. They donate space that could be used for instructional purposes. And they pay all of the utilities, the cleaning services, telephone bills, that kind of thing.

And also, they donate \$3,000 a year in cash to the program.

Mr. HASTERT. Is a function of your program just to provide day care or do you provide people in your program as a teaching experience for people to cycle out into other day care programs?

Ms. MILES. Our main function is actually to provide the day care setting for the children. But recently, we have added a separate program that is a nursery school type program. And we do charge—this is another ball of wax altogether—but we do charge additional money for this program because we provide science and math experiences for the young children that attend that.

And the equipment we're able to buy by charging this extra money, we move it into the low income area. And these children have the same experiences. Meanwhile, it provides additional monies for our center.

So we do have this multiple source of funding.

Mr. HASTERT. The mothers who bring their children there are basically mothers that are in training. Is that correct?

Ms. MILES. The largest number. But we have community people, which is how we are able to get United Way funding, and then we have these nursery school parents. I call them nursery school because they're two-hour a day, twice a day parents that bring their children for these educational experiences.

So we do have multiple programs going on within this one setting.

Mr. HASTERT. So we see two different types of federal funding here. Federal funding that goes directly into your program. Somebody that's a representative of the Federal Government is there providing the Title 20 funds.

Your federal funding flows into the state and then through the state, it flows back into those programs.

If you were to structure, in Massachusetts, what other role or additional role, or less active role would you see the Federal Government being involved in?

Mr. GLYNN. In the way our program works, at the moment, the Federal Government really doesn't have any role in the day care system for ET graduates. All of the money that we get from the Federal Government for day care goes for our contracted system which is available to a wide range of people in Massachusetts, not just ET graduates.

But for ET, all of the money which is spent on day care to keep people off welfare is state funded. The only federal money we get is on the employment training side, before participants become ET graduates. So we would like to see the Federal Government become more of a partner in helping to finance the day care costs of people as they're trying to get off welfare.

Mr. HASTERT. What do you project the cost of savings for the State of Massachusetts on taking just a number of people you had and moving them off of welfare into the self-support arena?

Mr. GLYNN. For last year, for calendar year '86, we figured that after you subtract the cost of the program the net savings for the state and Federal Government was over \$100 million.

Chairman MILLER. Mr. Martinez?

Mr. MARTINEZ. Well, thank you, Mr. Chairman.

In listening, I've drawn a couple of conclusions. And I just want to go through them and then you interrupt me and correct me if I'm wrong in any one of them.

The program in Massachusetts really—goes back to what Mr. Coats was asking about earlier, about the need for and the situations that drives a person to come to your program rather than provide, in their own environment with their families, some situation.

In most cases, the people that come, you're trying to get off of welfare roles. Right? And those people generally are people that don't have anybody else to go to for any assistance or they wouldn't be on welfare or moving back in home with—well, maybe the parents that don't want them.

Maybe the parents can't handle that responsibility. Maybe the parents are that close to poverty themselves that they can't afford that responsibility.

And the thing is that if you have welfare recipients to begin with, you've screened those welfare recipients to make sure they're eligible for the welfare. Right?

And so that only the people, hopefully, that deserve it are getting it or need it. I take the word "deserve" out of that, but need it are getting it.

But likewise, from that, I can draw the conclusion that the people that are receiving the services of day care are those that need it. And you fully investigate a situation such as this young

lady's case where a person in her situation doesn't have anybody else to go to, or doesn't have any parent or person, a family person, that they can depend on for that purpose, and are actually needing the service. Right?

Ms. SANDERS. Right.

Mr. MARTINEZ. So that the program, as far as you see it, is working very well providing—for those that actually need it.

The situation that you have does not include, and let's say, training centers, day care provided at that training center.

Ms. SANDERS. We do have a couple of training sites that do have day care centers on site.

Mr. MARTINEZ. You know, there is such a tremendous need for day care. Let me tell you where I come from. I have 11 grandchildren. I have five married children and they all have children, and both parents work.

Chairman MILLER. You could have your own center.

Mr. MARTINEZ. That's what I was thinking about. [Laughter.]

And earlier, too, what Mr. Coats said about grandmothers. You know, those children's grandmother is a working grandmother. So it's impossible for them to depend on her for that care.

Occasionally she does in an emergency and forego her situation for the sake of one of the grandchildren because, of course, they come first.

But I understand that, you know, today, grandparents are a lot younger than they were many years ago. [Laughter.]

They aren't as old as Mr. Coats is. [Laughter.]

I can remember that it was a concept in people's minds that grandmothers were white haired old ladies sitting in a rocking chair at home knitting. And it is not true anymore.

Grandmothers are go go grandmothers today. You know. And that situation has changed. But because of that tremendous, tremendous need, I saw a situation which I was really impressed by in California, in San Jose, where the training center there provided day care. But they did it in this manner.

They provided day care for all those people that need day care and that can pay the full tariff because they have jobs that pay a reasonable standard of living to them and so they can afford that day care.

And they pay them—they charge them the full going rate. And then those that are in training pay nothing. And those that are placed from that training then pay an escalated scale. And I think someone referred to that situation where they pay one price now. And as they gain in their ability to earn, they then pay more as they go until they reach that full rate, what the rate is.

I thought that was terrific. You have nothing to the full rate and in between. And it takes care of it. And they've expanded their center, and they actually take people in, in reference to what Mr. Hastert referred to, people training to provide this service.

A part of their training is training—and what they get slots for is to train people to do that. And that leads me to Ms. Miles.

In your center, how big is it? How many children do you have?

Ms. MILES. At the present time, we have 115 children enrolled.

Mr. MARTINEZ. One hundred fifteen.

Ms. MILES. Yes.

Mr. MARTINEZ. Well, you've got quite a large program. Would it be feasible—you're a nonprofit organization. Right?

Ms. MILES. Right.

Mr. MARTINEZ. You only cover the cost. That \$12, how does it compare to the going rate in that area for that same kind of care?

Ms. MILES. A little lower. It's a little lower than most programs.

Mr. MARTINEZ. A little, not a lot?

Ms. MILES. A few dollars a day lower.

Mr. MARTINEZ. Would the \$2 in that number make any difference to providing, let's say, that you keep it a nonprofit organization, but providing the ability to provide day care for some people that might need the day care that don't have the monies to provide it?

Ms. MILES. We do that.

Mr. MARTINEZ. You do do that?

Ms. MILES. Yes.

Mr. MARTINEZ. Very good.

Ms. MILES. We have some people who pay no money at all. Some people who pay 26 cents a week. Some people who pay \$12 a day. Some people who pay \$62 a week for the math and science program, the special little program that is one little section.

And all of this goes together to make our \$99,000 budget with our contributions from the college.

Mr. MARTINEZ. Fantastic. Well you all are to be commended in the programs you're providing. Let me ask a question. What do you see the Federal Government's role in this? Could there be a comprehensive national program?

Mr. GLYNN. Yes.

Mr. MARTINEZ. Thank you.

Chairman MILLER. Mr. Packard?

Mr. PACKARD. Mr. Glynn, of those that participate in the ET Program, who monitors the quality of the care centers? Is that done through—

Mr. GLYNN. The day care centers?

Mr. PACKARD. Yes.

Mr. GLYNN. Let me ask Ronnie to address that.

Ms. SANDERS. The Office for Children in Massachusetts is the regulatory agency for all day care. So they license it and regulate it. We will purchase care from any agency that is licensed.

Mr. PACKARD. So you do not have to worry about the family care centers?

Ms. SANDERS. The same for that. The Office for Children regulates it.

Mr. PACKARD. And are they required to be regulated?

Ms. SANDERS. Yes, they are. They're required to be regulated. There are probably a number of family day care centers—family day care homes that are not. We will not purchase care from those.

Mr. PACKARD. And if the quality of care does not measure up, do you have a reporting system to that Agency in terms of their monitoring of the quality of care?

Ms. SANDERS. Yes, we do.

Mr. PACKARD. The quality of care that's given in the different centers has not been a major problem for you?

Ms. SANDERS. The voucher management agencies go out and visit a home at least once a year, oftentimes more than that. If the quality is not at the level where they would be comfortable leaving their own children, we will not purchase care from that agency anymore, regardless of whether they're licensed or not.

Mr. PACKARD. Now, if grandparents or family members take care of children, is that also required to be certified and monitored?

Ms. SANDERS. Only if that relative also provides care for other non-relatives.

Mr. PACKARD. Non-relatives.

I really don't have any further questions, Mr. Chairman.

Chairman MILLER. Mr. Skaggs?

Mr. SKAGGS. Thank you, Mr. Chairman.

Mr. Glynn, I'm wondering whether or not the economic conditions that exist in Massachusetts, since your program was setup have made a significant difference? That is, in term of unemployment rates, the ability to place people, and the success of your program?

Could you expand on that?

Mr. GLYNN. Sure. I think it's certainly true that the strength of the Massachusetts economy has been a big asset for us in getting the ET program up and off the ground.

On the other hand, I guess I would point out that when we started the program in October of '83, the unemployment rate in Massachusetts was over 7 percent. I think roughly now half of the states have unemployment rates that are over 7.

The Massachusetts unemployment rate is now down to around 4 percent, which is very, very low, one of the lowest in the country. But I think that the benefit that we have derived from that has really been more to do with the velocity with which we've been able to get people through the system.

We've been able to serve more people faster. I don't think the sophisticated economy really speaks that much to the program design or how we have organized our services. I guess the question is if we had had a high unemployment rate, instead of 30,000 placements let's say we only had 20,000, I think everything I'm saying today would still be true and would, be as useful as it is in any event.

So I think it has helped us place more people faster. I don't think it has really had that much effect on the program design.

Mr. SKAGGS. Your testimony, I think, said \$122 million in savings last year.

Mr. GLYNN. Yes.

Mr. SKAGGS. I'd appreciate it if you could provide for the Committee a more elaborate—

Mr. GLYNN. Sure. Absolutely.

Mr. SKAGGS [continuing]. Calculus of how you came up with those numbers, what was factored in and what was factored out, if you would be able to do that for us.

Mr. GLYNN. Sure. No problem.

Mr. SKAGGS. Thank you, Mr. Chairman.

Chairman MILLER. Mr. Holloway?

Mr. HOLLOWAY. Well, since I didn't hear the statements, I don't have a lot of questions.

But basically, the only thing I would like to ask, and I guess I would ask of Ms. Miles, so often I find in the Federal Government, that all our money gets tied up in administrative costs in many, many programs.

What percentage of costs do you all feel is administrative there?

Ms. MILES. Probably 75 percent.

Mr. HOLLOWAY. No more questions. Thank you.

Chairman MILLER. That includes your instructors, I assume. I mean, you're like a school system.

Ms. MILES. Right. It includes the child care worker. It doesn't include my salary. I'm paid by the college. But it includes the workers and the director of the center.

Chairman MILLER. Mr. Wortley?

Mr. WORTLEY. Thanks, Mr. Chairman. I missed part of the presentation so excuse me if I go back and ask you questions you've already responded to or was brought out in your testimony.

In the ET Program in Massachusetts, are there age limits on children taking the day care center?

Ms. SANDERS. No, there aren't. It goes up to age 14 for after school care and from zero to—

Mr. WORTLEY. Mr. Coats asked a question awhile ago about the number of children who were infants or toddlers. Roughly, what percentage of the children cared for do fall into the category of infants or toddlers?

Ms. SANDERS. It's roughly about a third of the entire 8,000 kids.

Mr. WORTLEY. Is that group growing, or is it pretty stable, or what?

Ms. SANDERS. I think I would say that it's growing right now.

Mr. WORTLEY. In other words more younger children whose parents are trying to get back into the job force? Or into the training category?

Ms. SANDERS. The major resource problem we have around the state is in the infant and toddler age group. My sense is if we had more resources to take care of those kids, that number of infants and toddlers, now in the program, could be doubled.

Mr. WORTLEY. Is there an income ceiling for participants to enter that program? I mean, all these people are not necessarily on welfare or are they on it?

Ms. SANDERS. Through the Voucher Day Care Program in Massachusetts, they are on welfare and participants in the ET Program. For the contracted day care system in Massachusetts, which is similar to Title 20, the program you just heard about, there are different income requirements, slightly higher than the welfare recipients' income.

Mr. WORTLEY. But when you say they're all on welfare, that does not preclude the fact that some of them receive some child support from the non-resident earner. Is that correct?

Some of them can receive child support?

Mr. GLYNN. That's correct. They're all on welfare but some of them, probably about a quarter, are receiving some sort of child support, and 75 percent of the participants are receiving no child support.

Mr. WORTLEY. Why—is there a primary reason why they receive no child support? Unwed mothers, yes, I understand that.

Mr. GLYNN. Yes. Surely. I think that while the administration of child support around the country has improved a little bit in the last few years, it is one of the worst-managed systems that we have in Human Services.

And I am embarrassed to say that if some of the other panelists had been in Massachusetts in the last few years, I'm afraid they might have had similar experiences to what they have experienced in other states.

We are making a major effort now to fix the child support system in Massachusetts. There's been a lot of attention paid to the so-called Wisconsin Model. And we have adopted some legislation to try to make our system work a little bit more like theirs.

But I think fundamentally what's broken in the child support system is that we are in the position where we are chasing the absent father for arrears. So there's no real incentive if you're an absent father because if you start paying, most of the money is going to go to me, the welfare bureaucrat, instead of to your families.

If we can change the system so that more of the money is going to the families instead of to the welfare system, I think you'd see a different attitude on the part of a lot of the absent parents.

But that is not the way the system works now in most states. And I think that, again, hopefully in some of the legislation that is being considered here, and on the Senate side, some of these program problems will be addressed.

But the child-support system in Massachusetts, while it's pretty good relative to most states, when you look at the percentage of people who are helped by it versus the number of people who are on a caseload, it really isn't as good as it should be.

Mr. WORTLEY. A very good observation. It will be very helpful to us as we move ahead to formulate legislation.

I ask Ms. Maniker and Ms. Bridgers, do either of you receive child support?

Ms. BRIDGERS. No, I don't.

Ms. MANIKER. I should be.

Mr. WORTLEY. You should be, all right. [Laughter.] But you don't?

Ms. MANIKER. There is a court order. I do not receive any.

Mr. WORTLEY. You do have a court order?

Ms. MANIKER. Yes.

Mr. WORTLEY. May I ask does the father live outside of the state? Is that one of the problems in getting child support?

Ms. MANIKER. He lives in Illinois.

Chairman MILLER. Mr. Hastert, that's your state. [Laughter.]

Mr. WORTLEY. Here's the man who will resolve that problem. [Laughter.]

Mr. WORTLEY. I have no further questions, Mr. Chairman.

Chairman MILLER. We're here to help.

Thank you. Quickly, let me ask you: How is the money within the child care pool that you have divided between the contract system and the voucher system?

Ms. SANDERS. Right now, as I said before, there's about \$100 million, three-quarters of it is for the contracted system, and one quarter has been for the voucher system.

In the last couple of years, the voucher system, largely due to the ET Program, has grown from \$8 million to its current budget of \$27 million. And, in that same time period, the contracted system hasn't seen the same kind of growth.

They've grown from about \$65 million to about \$75 million. So percentage wise, it hasn't been nearly the same kind of growth.

The voucher budget is in the ET Program budget. And it's transferred from the Welfare Department to DSS. So the Welfare Department is responsible for requesting the budget high enough to serve the ET participant population. That's how it has been.

Chairman MILLER. Annie, on the question of aid, you started a training program when your son was how old?

Ms. BRIDGERS. He was a year-and-a-half.

Chairman MILLER. He was a year-and-a-half when you decided that you would embark on this effort and put him into some kind of child care. Were you comfortable with that?

Ms. BRIDGERS. Yes.

Chairman MILLER. Mr. Grandy?

Mr. GRANDY. Thank you, Mr. Chairman.

Ms. Sanders, in your testimony you stated that in rural areas, more parents turn to relatives for assistance. Is that correct?

Ms. SANDERS. Somewhat more than the rest of the state.

Mr. GRANDY. Family day care providers have to be licensed to receive the voucher funds. Is that correct?

Ms. SANDERS. Yes.

Mr. GRANDY. Do you have any idea of the percentage of eligible parents that would turn to subsidized care or opt for day care provided by relatives?

Ms. SANDERS. We do know that only 25 percent of all ET participants use voucher day care. That means 75 percent are making other day care arrangements. Many of them are using relatives and not ever approaching the voucher system.

Does that answer your question?

Mr. GRANDY. I am not sure I understand. The relative would have to be licensed in order to receive any kind of subsidization. Is that correct?

Ms. SANDERS. Most of the relatives provide care for free. Those relatives who do want to be reimbursed for their care must also take care of non-relative children. So they must sort of open their doors as a family day care provider and take their nephew as well as a couple of kids in the neighborhood.

They will then receive monies for their nephew as well.

Mr. GRANDY. I have no further questions. Thank you, Mr. Chairman.

Chairman MILLER. Thank you very much to the entire panel for spending your time with us this morning. I appreciate it very much. And I think you've been helpful to the ensuing debate we're going to have in this Congress in the next few months.

Thank you.

Next, the Committee will hear from the second panel made up of the Honorable Sunne McPeak who is the Chair of the County Board of Supervisors, Contra Costa County, California; Richard Vicars who is the Vice President of Human Resources for Lincoln National Life Insurance Company from Ft. Wayne, Indiana, who

will be accompanied by Madeline Baker who is the Child Care Administrator from Lincoln National Life Insurance Company; and Harry Freeman who is a senior vice president—well, he will not be here—from American Express.

But we do have his testimony, and if there is no objection, we will enter that into the record at this point.

[Prepared statement of Harry Freeman follows:]

PREPARED STATEMENT OF HARRY L. FREEMAN, EXECUTIVE VICE PRESIDENT,
AMERICAN EXPRESS CO., NEW YORK, NY

GOOD MORNING, LADIES AND GENTLEMEN. MY NAME IS HARRY FREEMAN, AND I'M EXECUTIVE VICE PRESIDENT OF THE AMERICAN EXPRESS COMPANY. I'M DELIGHTED TO BE SPEAKING WITH YOU THIS MORNING.

AS A MEMBER OF SENIOR MANAGEMENT OF AMERICAN EXPRESS, CHILD CARE IS A SOMETHING I FEEL STRONGLY ABOUT. IT'S A SUBJECT THAT GROWS MORE IMPORTANT TO CORPORATE AMERICA EVERY DAY. IT'S A SUBJECT OF CRITICAL IMPORTANCE THROUGHOUT THE COUNTRY. AND IT'S A SUBJECT THAT DESERVES FAR MORE ATTENTION THAN IT HAS RECEIVED SO FAR -- FROM BOTH THE PUBLIC AND PRIVATE SECTORS. CONSIDER SOME NATIONAL TRENDS:

- o IN 1940, 8.6 PERCENT OF MOTHERS WITH CHILDREN UNDER 18 HAD JOBS OUTSIDE THE HOME. BY 1985, THE FIGURE HAD REACHED 62.1 PERCENT.
- o IN 1976, WORKING MOTHERS WITH CHILDREN UNDER 3 ACCOUNTED FOR 35 PERCENT OF THE WORK FORCE. IN 1986, THAT PERCENTAGE GREW TO MORE THAN 50 PERCENT.
- o BOTH SPOUSES WORK OUTSIDE THE HOME IN 60 PERCENT OF THE NATION'S TWO-PARENT FAMILIES.
- o TWENTY-TWO MILLION YOUNG CHILDREN LIVE IN FAMILIES WHERE BOTH PARENTS WORK, OR IN SINGLE-PARENT HOUSEHOLDS WHERE THE ONE PARENT WORKS.

CLEARLY, THE ECONOMIC NEED IS THERE -- AND GROWING. AND AS THE BABY BOOM GENERATION AGES AND THE AVAILABLE WORK FORCE SHRINKS, THE NUMBER OF WOMEN IN THE WORKPLACE WILL ONLY INCREASE. BY 1995, EIGHTY PERCENT OF THE WOMEN BETWEEN 25 AND 34 WILL BE WORKING -- AND 90 PERCENT OF THEM WILL BE MOTHERS.

FOR EMPLOYERS, CHILD CARE IS VERY MUCH A BOTTOM LINE ISSUE ... CLOSELY LINKED TO PRODUCTIVITY AND, THEREFORE, PROFITABILITY.

- 0 WORKING PARENTS WHO KNOW THEIR CHILDREN ARE WELL-TAKEN CARE OF DURING THE DAY ARE MORE EFFECTIVE ON THE JOB. WHEN CHILD CARE ARRANGEMENTS BREAK DOWN, WORKING PARENTS ARE MORE LIKELY TO SUFFER FROM DISTRACTION, ANXIETY, DEPRESSION AND PROBLEMS WITH THEIR PHYSICAL HEALTH. PUT ANOTHER WAY, SECURITY FOR AN EMPLOYEE'S CHILDREN ENHANCES THAT EMPLOYEE'S PRODUCTIVITY.
- 0 THE HIGHEST RATES OF ABSENTEEISM ARE FOR WORKING PARENTS WHOSE CHILDREN COME HOME ALONE AFTER SCHOOL. THESE ARE THE SO-CALLED "LATCHKEY" CHILDREN. FOR THESE FAMILIES, ABSENTEEISM RATES ARE EQUALLY HIGH FOR BOTH MOTHERS AND FATHERS .
- 0 CHILD CARE PROBLEMS COST EMPLOYERS AN AVERAGE OF 8 WORKING DAYS EVERY YEAR FOR EACH EMPLOYEE WITH CHILDREN UNDER 13.

THE BOTTOM LINE IMPLICATIONS ARE CLEAR: WHEN EMPLOYEES KNOW THEIR CHILDREN ARE IN GOOD HANDS TARDINESS AND ABSENTEEISM ARE LOWER ... RECRUITMENT AND RETENTION ARE EASIER ... MORALE AND SELF-ESTEEM ARE BETTER ... AND PRODUCTIVITY IS HIGHER .

BEYOND THE BOTTOM LINE, HOWEVER, WE IN CORPORATE AMERICA MUST REMEMBER THAT THESE ARE NOT JUST FACTS AND NUMBERS. THEY ARE PEOPLE ... PEOPLE DEALING WITH A SERIOUS ISSUE.

AT AMERICAN EXPRESS, CHILD CARE IS A VERY SERIOUS ISSUE. LAST YEAR, WORKING MOTHER MAGAZINE CHOSE US AS ONE OF THE 30 BEST COMPANIES FOR WORKING MOTHERS. AND SINCE 57 PERCENT OF OUR U.S. EMPLOYEES ARE WOMEN WE'RE ESPECIALLY PROUD OF THAT REPUTATION. WE'RE DOING OUR BEST TO KEEP IT. AND TO MAKE IT BETTER.

SINCE 1984, WE HAVE PROVIDED A CHILD CARE REFERRAL PROGRAM FOR OUR 12,000 NEW YORK CITY EMPLOYEES. UNDER THIS PROGRAM, THE COMPANY CONTRACTS WITH AN OUTSIDE AGENCY TO HELP EMPLOYEES FIND AND EVALUATE ALL TYPES OF CHILD CARE ARRANGEMENTS. AT NO CHARGE, PARENTS CAN LEARN OF PROGRAMS AND FACILITIES TO MEET THEIR NEEDS ... WHETHER THEIR CHILDREN ARE INFANTS OR ADOLESCENTS.

THIS APPROACH ALLOWS US TO FILL THE MISSING INFORMATION LINK IN THE CHILD CARE SERVICES CHAIN. AND IT BUILDS IN THE FLEXIBILITY TO MEET A WIDE RANGE OF NEEDS NO MATTER WHERE AN EMPLOYEE MIGHT LIVE.

IN JANUARY, WE EXPANDED THE PROGRAM BY CONTRACTING FOR SIMILAR SERVICES IN SOUTH FLORIDA. IN FORT LAUDERDALE, FOR INSTANCE -- WHERE MOST OF OUR 4,000 SOUTH FLORIDA EMPLOYEES WORK -- THE EARLY CHILDHOOD DEVELOPMENT ASSOCIATION -- A UNITED WAY AGENCY -- IS PROVIDING THE SERVICES. AND IN THE COMING MONTHS, WE'LL BE OFFERING RESOURCE AND REFERRAL SERVICES TO EMPLOYEES IN 12 MORE CITIES AROUND THE COUNTRY.

BY YEAR'S END WE PLAN TO HAVE CHILD CARE REFERRAL SERVICES AVAILABLE TO 33,000 AMERICAN EXPRESS EMPLOYEES -- AT ALL MAJOR AMERICAN EXPRESS DOMESTIC LOCATIONS. WE WILL THEN MOVE TO INCLUDE ALL OF OUR MORE THAN 57,000 EMPLOYEES AROUND THE COUNTRY, NO MATTER HOW SMALL THEIR OFFICES ARE.

TO MY KNOWLEDGE, ONLY ONE OTHER AMERICAN CORPORATION -- IBM -- HAS SUCH A WIDELY AVAILABLE PROGRAM ... OPEN TO ALL EMPLOYEES, NO MATTER WHAT POSITION THEY HOLD IN THE COMPANY.

LIKE OTHER CORPORATIONS, WE ALSO OFFER A DEPENDENT CARE ACCOUNT THAT ALLOWS EMPLOYEES TO PAY FOR DEPENDENT CARE WITH PRE-TAX DOLLARS. THIS ACCOUNT CAN BE USED TO HELP CARE FOR EITHER CHILDREN OR ELDERLY DEPENDENTS, UP TO A LIMIT OF \$5,000 A YEAR.

AND WE HAVE AN EMPLOYEE ASSISTANCE PROGRAM THAT OFFERS A WIDE RANGE OF PROGRAMS, INCLUDING SEMINARS AND COUNSELING ON WORK AND FAMILY LIFE ISSUES.

BUT CORPORATIONS DON'T DO BUSINESS IN A VACUUM. THEY DO BUSINESS IN COMMUNITIES. THAT'S WHERE OUR EMPLOYEES AND CUSTOMERS AND SHAREHOLDERS LIVE. SO HELPING COMMUNITIES IS GOOD FOR BUSINESS AND VICE VERSA. CALL IT ALTRUISM. CALL IT ENLIGHTENED SELF-INTEREST. CALL IT COMMON SENSE ... OR GOOD BUSINESS. CORPORATIONS HAVE AN OBLIGATION TO THEIR COMMUNITIES. AND ONE IMPORTANT MEASURE OF A COMMUNITY'S WELL-BEING IS THE QUALITY OF THE FACILITIES IT PROVIDES FOR ITS CHILDREN.

AT AMERICAN EXPRESS, WE ARE WORKING IN COMMUNITIES ACROSS THE NATION TO PROVIDE QUALITY FACILITIES THAT MEET THE NEEDS OF ALL PARENTS AND CHILDREN -- WITH SPECIAL ATTENTION TO WORKING PARENTS. WE BELIEVE THAT QUALITY, SUPERVISED, LICENSED CARE IS A MUST. WE BELIEVE SUCH CARE SHOULD PROVIDE CHOICES FOR PARENTS ... AND WE BELIEVE IT SHOULD ENSURE THE WELL-BEING, EDUCATION AND HEALTH OF OUR FUTURE GENERATIONS.

IN COMMUNITIES FROM ANCHORAGE, ALASKA, TO FORT LAUDERDALE, FLORIDA, WE AT AMERICAN EXPRESS ARE WORKING TO DO TWO THINGS:

- 0 FIRST, WE'RE SUPPORTING PROJECTS THAT ESTABLISH OR EXPAND RELIABLE COMMUNITY RESOURCE AND REFERRAL SERVICES. WE FUND THESE COMMUNITY AGENCIES IN THE BELIEF THAT THEY ARE BEST EQUIPPED TO STIMULATE THE NEEDED ADDITIONAL SUPPLY CHILD CARE SERVICES ... THAT THEY CAN BEST RESPOND TO CONSUMER INQUIRIES AND FIND PROVIDERS WHERE THE CONSUMERS ARE.
- 0 SECOND, WE SUPPORT PROJECTS THAT EXPAND THE SUPPLY OF LICENSED, QUALITY CARE, USUALLY THROUGH THE DEVELOPMENT OF FAMILY CHILD CARE NETWORKS. SUCH NETWORKS PROVIDE CARE IN SOMEONE'S HOME FOR A LIMITED NUMBER OF CHILDREN. THEY ARE A FLEXIBLE, CONVENIENT, RESPONSIVE -- AND USUALLY MORE AFFORDABLE -- WAY TO MEET CHILD CARE NEEDS.

OUR EFFORTS HAVE EXPANDED CONSIDERABLY IN THE LAST FEW YEARS. WE SPENT ALMOST \$600,000 ON CHILD CARE DURING 1984 AND 1985 COMBINED. THIS YEAR ALONE WE HAVE BUDGETED \$750,000. LET ME GIVE YOU A FEW EXAMPLES OF HOW WE HAVE USED OUR MONEY:

- o IN NEW YORK CITY, WHERE WE ARE HEADQUARTERED, WE SPENT MORE THAN \$100,000 LAST YEAR ON A CITY-WIDE PROJECT TO EXPAND THE SUPPLY OF LICENSED FAMILY CHILD CARE BY DEVELOPING AND SUPPORTING NEIGHBORHOOD FAMILY CHILD CARE NETWORKS.
- o THE FORT LAUDERDALE RESOURCE AND REFERRAL SERVICE I MENTIONED EARLIER WAS, IN FACT, STARTED WITH THE HELP OF A GRANT FROM AMERICAN EXPRESS.
- o OVER THE LAST TWO YEARS, WE HAVE GIVEN \$125,000 TO THE CALIFORNIA CHILD CARE INITIATIVE. WE'RE WORKING WITH FOUNDATIONS, THE STATE AND FEDERAL GOVERNMENTS, OTHER CORPORATIONS AND, IN SOME COMMUNITIES, THE UNITED WAY. THE GOAL IS TO INCREASE THE NUMBER OF LICENSED, QUALITY DAY CARE PROGRAMS THROUGHOUT THE STATE.

AMERICAN EXPRESS IS INVOLVED BECAUSE THE CHILD CARE PROBLEMS IN AMERICA HAVE REACHED CRISIS PROPORTIONS. CORPORATIONS CANNOT IGNORE THEIR RESPONSIBILITY ... NOT IF THEY WANT TO ATTRACT AND RETAIN PRODUCTIVE EMPLOYEES ... NOT IF THEY WANT TO DO BUSINESS IN ECONOMICALLY HEALTHY COMMUNITIES. THE PRIVATE SECTOR MUST OPERATE AS A PARTNER WITH THE PUBLIC SECTOR TO SEE TO IT THAT THE QUALITY AND SUPPLY OF CHILD CARE MEETS THE GROWING NEEDS OF OUR NATION.

BUT, TO A LARGE EXTENT, THE PUBLIC SECTOR PARTNER IS MISSING. FEDERAL AND STATE GOVERNMENT MUST BEGIN TO ASSUME A LEADERSHIP ROLE. THEY MUST ACTIVELY WORK WITH EMPLOYEERS, EMPLOYEES AND NONPROFIT GROUPS TO ESTABLISH A MORE UNIFORM, NATIONAL CHILD CARE POLICY.

THE PRIVATE SECTOR CAN -- AND MUST -- DO A LOT TO SUPPORT CHILD CARE SERVICES. BUT IT CAN'T DO IT ALONE. THE PRIVATE SECTOR NEEDS A PARTNER THAT CAN HELP IT BUILD A NATIONAL CONSENSUS ON CHILD CARE. THAT PARTNER IS GOVERNMENT.

THANK YOU.

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Chairman MILLER. Dr. Phillip Robins is a Professor of Economics from the University of Miami, Coral Gables, Florida.

Welcome to the Committee and thank you for taking your time to come give us the benefits of your thoughts and your knowledge.

Sunne, we will begin with you. And, again, let me thank you for coming all the way across the country to share the experiences that we've had in Contra Costa County with the Committee.

STATEMENT OF HON. SUNNE McPEAK, CHAIR, COUNTY BOARD OF SUPERVISORS, CONTRA COSTA COUNTY, CA

Ms. McPEAK. Mr. Chairman and members of the Committee, I salute you for tackling this very important problem facing America's families and business. And I am very honored to be a part of this panel in your hearings.

Let me state up front that I address you first and foremost as a parent who must work to support the family and who has used every form of child care you can possibly imagine. So I am thoroughly familiar with the system.

Secondly, I have worked professionally as a consultant in child care.

And, thirdly, for the last eight years, I have served as a public local policymaker. These experiences lead me to conclude that child care is one of the most important issues that we must deal with in the public and private sectors.

Probably, it's important also to note that next to shelter and food, child care is the most critical need for families in our country today.

We are very fortunate in Contra Costa County to have both the leadership and advocacy of our Congressman George Miller, and some very, very active civic leaders who make child welfare and child care their business. And keeping all of us, who are elected locally, are on our toes.

Contra Costa County is a microcosm of California, socioeconomically, demographically and ethnically. So we are an appropriate case study for the largest state in the country.

More importantly, perhaps, we even have a higher number of women in the workforce, percentage-wise than the national average or the state average.

Today, I want to address briefly three things. First of all, the need for child care.

Secondly, the role of the county in child care.

And, thirdly, our experience with public/private partnerships around child care.

In California, the Assembly Office of Research estimates there are about 1.6 million children between the ages of infancy and 14 years who need child care. Only 600,000 licensed child care slots exist. So approximately 37 percent of the child care need is met through licensed child care.

They found, not surprisingly, that the need for child care is increasing. The gap between supply and demand is widening. And that the burden of child care falls most heavily at the local level, at the community level. Of course it's true because that's where the children are.

In Contra Costa County, we have found, through many studies, that we have approximately 25,000 children today who are underserved by our system, in need of child care. Working parents who don't have child care or adequate child care for about 25,000 children, and that will increase to 28,000 by the end of this decade.

We have 1,215 licensed child care providers in the County, both family licensed day care and center-based care. And that provides child care for something over 18,000 children.

There is a vacancy rate. And if you will also look at the fact that some child care slots can be filled with more than one child because of parttime child care, then at most, today, we have approximately 3,500 open slots.

Our problem is, however, where the vacancies exist does not match necessarily where the parents are. And the kind of need, ranging from where you need infant care to after school care, varies by the geographic region just within our own county.

In terms of Contra Costa County, I think it's interesting to note that we approach child care in three different roles, or wearing three different hats.

First of all, we are an employer with over 5,000 employees, 60 percent of whom are women. And, therefore, we have a significant child care need just for our own employees. We have completed a survey of all of our employees in a joint employer/employee effort to identify needs.

We are now at the bargaining table to negotiate for a way to meet those needs. I anticipate we will add dependent care as one of a selection of cafeteria type benefits.

We are also working with providers in the community to see if we can strike some kind of partnership in terms of reservation of slots for our employees.

I will also add that Contra Costa County has been a pioneer in the area of pay equity/comparable work negotiations with our employees. We believe if you pay the working parent sufficient compensation that they will be better able to purchase child care.

And we are also looking at a new parental leave policy in order to allow new parents to care better for their children without sacrificing their career advancement.

The second role that brings Contra Costa County to address child care needs is the fact that we are a growing county economically. We believe that child care is absolutely essential for good economic growth, quality economic growth.

And we have had the fortunate assistance of the business community in looking at child care. This has been identified as a priority by United Way, the Chambers of Commerce and other business organizations. And they have proposed that the public sector sit down with them to examine child care needs.

I'll address that a little more later.

The third role that the county has, in terms of child care, is as the hub of the Human Services Network and the provider of last resort. If there is dysfunction in families that cause harm or danger to children, child abuse, if you will, it is the County's responsibility.

If children go without proper care, it is the county's responsibility. So we end up as the provider of last resort responsible for the well-being of children and concerned about child care.

The economics of child care, the affordability of child care, drives us to look at how we can better address this need. Most children's lobbyists suggest that as a policy, it would be best if families dedicated no more than 10 percent of their income to child care.

If you look at what it would require to pay for child care which ranges between \$200 and more than \$400 a month, that suggests that a family should be earning something on the order of \$24,000 to \$48,000 a year in order to pay no more than 10 percent of their income.

Cut that in half if you wanted them to pay 20 percent. The fact remains that most working mothers now pay something like 50 percent of their income, if they're purchasing child care on the open market.

That's not a calculus that makes any sense in our county. So we're looking at the affordability question.

We also are embarking upon the implementation of California's Workfare Program called GAIN, Greater Avenues to Independence. We have done some interesting analysis and found some rather startling discoveries with respect to the challenge of providing child care if we're going to carry out the intent of the state mandate for GAIN.

For example, we have found that maybe as many as 30 percent of the families simply will not be able to participate, families that are either required to or eligible to participate because there's not the availability of child care unless we develop the supply side of the equation.

And we have, in our draft plan, proposed to the state to, in fact, attempt to develop that supply and provide the licensed child care that we expect will be needed for those parents participating in Workfare who cannot find family care.

Chairman MILLER. Let me interrupt you for a second. You're talking about 30 percent of the people who come under the mandatory system? And they would, in a sense, have an out from participating because they could say, "I don't have a safe place to leave my child"?

Ms. McPEAK. That's correct, George. Now most of those parents we expect will and have expressed that they do want to participate in the system.

Chairman MILLER. I understand that. But if the child care isn't there, it's not going to happen.

Ms. McPEAK. Correct.

Chairman MILLER. This is different from Massachusetts. Ours is mandatory.

Ms. McPEAK. That's correct. I think that's a very important point because you have to develop—we have to develop the supply side of the child care picture if the Workfare Program is to be successful.

We are proposing to California that that be a part of our budget. We are not encouraged that the state will opt to fund that portion of the Workfare Program.

In terms of our public/private partnership experience, let me just comment on three different experiences. And I want to say that we are committed to a partnership approach to child care. We believe it is absolutely essential that the community be involved in establishing a comprehensive system; that it is the responsibility of the public and private sectors together.

And by that, I do not mean that it can be foisted on the private sector alone. Without the public-sector leadership and contribution in appropriate ways, we will not have good quality child care.

There are not enough public resources to do the job properly. Nevertheless, it would be foolhardy to suggest that only the private sector can do it.

The three experiences I will share with you are the following: through the leadership of the United Way, we established the Contra Costa Child Care Task Force. Not a county task force. There were six different sponsors including business and labor.

I have provided for you, in a packet, an outline of the child care system that we are attempting to establish. If you were to look at this chart, it lists the different participants who should be partners, their responsibilities and outlines in a diagram how the supply and demand side of child care would be addressed through a local community, nonprofit child care organization supported by both public and private resources.

We are in the process of establishing a system. The county is dedicating a revenue stream to support the coordination. We are requiring work-site and home-builder developers to plan for child care needs and mitigate them.

And we're working with the employers to provide child care as a benefit. One of the cities in Contra Costa County, Concord, established a similar local community based child care coordinating organization a year-and-a-half ago.

They are funding it with one time developer fees and rapidly finding that as development curtails, they're in need of some stable funding. They are searching for the proper way to provide that stable funding.

And, lastly, Contra Costa County was the first public contributor and is partners with a major effort with the business community in California for something called the California Child Care Initiative.

Over \$500,000 was raised principally from corporations but also from some public bodies. Contra Costa County was the first public partner in the California Child Care Initiative.

This project aims at increasing the supply of child care providers. In Contra Costa County, we put \$10,000 in the pot, got \$80,000 back and have added 60 new providers, 30 additional slots over the last year.

I'm happy to report that you, the Federal Government, through Health and Human Services, are now a major partner in California with the California Child Care Initiative.

In conclusion, the question that I think you most want to explore is: if we accept the proposition child care is needed, and that we want a public/private partnership, what is the role of the Federal Government?

Again, I would refer you back to my chart. I suggested the role that the Federal Government plays. But I think that it's critical to

recognize that a comprehensive system involving a partnership with the private sector will not occur without the public leadership.

The role of the Federal Government, to encourage and provide challenge grants to the state and local governments to establish such a system I think is unquestionably the most important role you could play.

Secondly, the need to provide incentives to the private sector through tax credits to participate in that local partnership is, again, I think, another critical role only the Federal Government can play.

And, lastly, the need to provide support assistance vouchers, some kind of match financially to low income parents so they can afford child care is, again, a major need. And the Federal Government has a rare opportunity there to provide the leadership.

The system that we are proposing does maximize parental choice and parental responsibility. But it also recognizes the fact that the private sector must join with Government if our children are going to have adequate child care and if our business community is going to be well served by a working population that does not have to worry about children during the day.

Thank you.

Chairman MILLER. Thank you.

[Prepared statement of Sunne McPeak follows:]

PREPARED STATEMENT OF SUNNE WRIGHT MCPeAK, SUPERVISOR, CHAIR, CONTRA COSTA
COUNTY CHILD CARE TASK FORCE COCHAIR, CALIFORNIA COUNCIL ON PARTNERSHIPS

Child care is one of the most important family and business issues facing communities across the nation. The increasing gap between demand for and availability of affordable, quality child care has far reaching implications for society and the economy. Child care is no longer primarily a welfare issue for women. Aside from securing housing and food, child care is the single, biggest problem facing American families. It is also a key factor for productivity and performance in the workplace, thus having a significant impact on our economic competitiveness. The need for child care demands aggressive action from both the public and private sectors.

Contra Costa County is fortunate to have both the outstanding leadership and advocacy of Congressman George Miller and the exceptional, dedicated service of many community leaders on behalf of children and families. The result has been a history of innovative programs and creative initiatives. For more than a decade there has been a sustained, coordinated campaign to develop and provide child care services.

Contra Costa County is a microcosm of California in demographics, socioeconomics, and ethnic diversity. It has a population approaching 750,000 and is experiencing healthy economic growth. The demand for child care has been growing as a result of changes in the economy, the workforce, the population of young children and the composition of families. This parallels the state and national trends. Further, Contra Costa County has a higher percentage of women with children in the workforce than both the state and national averages. This makes Contra Costa County a relevant case study. Our experience may have some broader application for emergent public policy.

This testimony addresses the following topics:

- a. the need for child care
- b. the role of the county in addressing child care needs
- c. the public-private partnership experience in Contra Costa County

Need for Child Care

In California, 1.6 million children, ages 0 to 14, need care outside the home while their parents work but there are only licensed services and facilities for 600,000 children on a

full-time basis according to a 1985 study by the Assembly Office of Research (AOR). The number of children served by unlicensed care, public schools or recreational programs is unknown. By 1995, an additional 200,000 children will need care for a total of 1.8 million children.

The AOR reported: "Today's need for child care services and facilities is not being met now and the need will grow." The gap between demand and availability of care is the greatest for infants 0-2 years and school-aged children 5-14 years. The AOR concluded: "The impact of child care shortages is found most acutely at the local level."

In Contra Costa County, today there are more than 25,000 children underserved by the existing child care delivery system according to studies conducted by the Contra Costa Children's Council in conjunction with the California Child Care Resource and Referral Network and the United Way of the Bay Area. Projected growth in population, employment and parents working outside the home will push this number to almost 28,000 children by 1990. For approximately 20% of the underserved consumer family market, the cost of care coupled with limited family resources is the main barrier to securing child care.

Contra Costa Children's Council has documented the existence of 1,215 licensed active child care providers in the county. They have a total capacity of 18,735 slots or child care spaces. On July 31, 1986 there were 2,844 openings listed by the Contra Costa Children's Council. Using a factor of 125% to allow for part-time care, a total of 3,555 children could theoretically be served by existing licensed facilities. This capacity falls far short of the existing need.

Requests from parents to the Contra Costa Children's Council in 1985 for assistance in locating child care showed the following trends:

- 45% of the requests were for infant care, 30% were for preschool children, and 25% were for school age children.
- 55% of the requests were for full-time care and 79% of the requests were from working parents or persons seeking employment.
- 40% of the parents could not locate child care in licensed facilities.

- the majority of parents who do not find child care think it causes problems at home, at their work place, or in their ability to seek employment.
- considerations that limit the type of child care parents are able to utilize include limited finances, matching work hours with care givers' hours, location, and transportation (particularly for school age children).

It is misleading to attempt to match countywide needs with countywide child care availability statistics because the need varies by community or geographic region. For example, in West Contra Costa County, the greatest child care need is for subsidized care for children of all ages, particularly infants and school age children. In East County, critical needs include infant care, multi-cultural-sensitive care, subsidized care and care for children of all ages in the new housing areas. In South Central County, the need is greatest for infant and school age care. In North Central County, school age care is most needed. It should be noted, however, that sick child care is needed throughout Contra Costa County. (Additional data on needs are included in the attached Summary Report of the Contra Costa Child Care Task Force.)

The Role of the County in Addressing Child Care Needs

The Contra Costa County Board of Supervisors addresses child care needs from three different perspectives:

1. Contra Costa County government is one of the largest employers in the County with more than 5,000 employees. Management and labor have collaborated on surveying our employee needs for child care. We will be negotiating to include dependent care as an option for employee benefits. We are currently exploring the feasibility of on-site care or a partnership with private providers.
2. The Board of Supervisors has identified affordable, quality child care as key to appropriate economic growth and job generation. In 1982 Contra Costa County joined with business leaders and community organizations under the leadership of the United Way of the Bay Area to closely study and analyze child care needs. This collaborative effort became the foundation for much substantive action that followed and is described more fully later in my testimony. It was the basis of the formation of the Contra

Costa Child Care Task Force which has developed broad, countywide consensus for establishing a comprehensive child care system. (The Summary Report of the Child Care Task Force is attached.)

3. The county government is the principal focus of the human services network in Contra Costa and is the "provider of last resort" when no other resources are available to people. Further, the Board of Supervisors has identified the availability of quality, affordable child care as key to protecting children's well-being, preventing child abuse and assisting welfare recipients in becoming self-sufficient. The county taxpayer pays the ultimate price for inadequate and insufficient child care. Contra Costa County currently receives \$8.5 million in state funding for subsidized child care programs which are granted directly to child care centers, school districts or other vendor payment programs. The county also receives \$1.3 million to serve 605 children in the Federal Headstart program. The Board of Supervisors helps find child care information and referral services throughout the county provided by the Contra Costa Children's Council. Most recently, Contra Costa County has initiated plans to implement the

State of California "workfare" program called GAIN (Greater Avenues for Independence). Attached is a description of the child care component of the draft GAIN plan. Child care is essential for AFDC recipients to become self-sufficient. Yet, the limited availability of child care requires the County to assist in developing the resources or accept the fact the program may not be able to serve all potential participants.

Individually, each of these roles is reason enough for county government to take an active part in addressing child care needs. Collectively, they compel the Board of Supervisors to take the initiative to actively develop a comprehensive child care system. We have embarked upon this challenge, altho' we have extremely limited resources. We view public-private partnerships for child care as the most viable strategy for meeting the needs.

The Public-Private Partnership Experience in Contra Costa County

It is clear that there are not enough public resources to meet the child care needs in Contra Costa County, California or the United States. Therefore, private sector resources must be

mobilized. However, even if public dollars were not scarce, it would be in the best interest of the nation to pursue a policy of fostering public-private partnerships for child care in order to significantly involve folks in their own communities in the future of our children. Child care, like many other problems, is best addressed as close to the problem as possible and by involving those parties who either contribute to the problem or can effect a change to be a part of the solution. This is community problem solving and democracy at its best. However, the leadership and adequate contribution of resources from the public sector are absolutely essential to fostering strong, viable partnerships with the private sector. Government cannot abandon its responsibility and expect it can be done by the private sector alone. It cannot be and should not be a private sector responsibility only: both the public and private sectors must contribute additional resources to provide affordable quality child care for America's children and their working families. Our economic future depends upon us meeting the challenge.

The following summarizes the child care public-private partnership experience in Contra Costa County.

- Contra Costa Child Care Task Force -

The Contra Costa Child Care Task Force is cosponsored by seven partners: Contra Costa County, the Contra Costa Council, the Mayors Conference, the Central Labor Council, the Chambers of Commerce, the Childrens Council and the United Way of the Bay Area which staffs the Task Force. The Task Force designed a comprehensive child care system that will maximize parental responsibility and parental choice. However, it also is a system that recognizes the responsibility and opportunity to effect child care other key players have in the community. Government developers, employers, schools, churches, foundations and community organizations all should contribute resources to the child care system. The attached Summary Report describes the options for participation by each element of the community.

The Board of Supervisors is dedicating future Transient Occupancy Tax from hotels to be built in a new commercial area to support the coordination function in the child care

system. Foundations will be asked to grant the seed money for the coordination until such time as the tax revenue is generated upon completion of the hotels.

An ordinance is pending requiring all worksite developers and homebuilders to assess and mitigate the child care impacts related to capital facilities needs associated with their projects. In lieu of a developer fulfilling his/her obligation under the ordinance, a fee will be charged. The ordinance is drafted to provide an incentive for developers to participate in the development of the child care system rather than simply pay a fee.

The Child Care Task Force is now focusing on developing a model employee survey to be used by employers and a quality assessment tool for providers. The next steps will be to expand the involvement of employers in providing child care/dependant care as an employee benefit.

- Concord Child Care Alliance

The City of Concord established a working public-private partnership called the Child Care Alliance (see attached

description). It has been funded by one-time developer fees and is searching for stable funding. It is now embarking upon a challenge program to provide an incentive for employers to assist employees with child care by matching the employer contribution.

- California Child Care Initiative

Contra Costa County was the first public contributor to the California Child Care Initiative spearheaded by the BankAmerica Foundation to increase the supply of child care by recruiting and training new providers. The Board of Supervisors contributed \$10,000 from a voluntary taxpayer trust called the Family and Children's Services Fund. The Contra Costa Children's Fund was then selected as a pilot site and successfully accomplished its goals. This pilot project gives us invaluable experience in establishing the child care system.

Conclusion

The federal government can provide special leadership to foster public-private partnerships for child care across the nation.

The following are examples of key actions for Congress to consider:

- Seed money for community-based, properly structured public-private partnerships for child care which requires other public and private funding to leverage the federal dollars. .
- Tax credits for employers and developers to contribute to child care.
- Tax credits for parents on a sliding scale basis so that lower income, working parents are the primary beneficiary of this policy.

The above actions would make a significant contribution to addressing child care in this nation and would foster public-private partnerships to reinvolve communities in solving their own problems.

PUBLIC-PRIVATE PARTNERSHIP FOR CHILD CARE COMMUNITY CHILD CARE ORGANIZATION

Goal: Establish a coordinated, comprehensive child care system which maximizes parental responsibility and parental choice.

Integrate public and private resources to strengthen demand and increase supply.

Involve as partners those elements of the community which impact the need for child care and have the opportunity to address the need.

Partners

Responsibilities

- | | |
|-----------------------|--|
| - Parents | - Select appropriate child care.
Pay for child care to extent possible.
Participate in monitoring quality. |
| - Government | |
| - Federal | - Set national policy. Provide challenge grants for state and local public-private partnerships. Provide tax credits for private sector partners and parents. Provide subsidies/entitlements for low income parents. |
| - State | - Set state policy and complement above federal contributions. |
| - Local | - Establish/facilitate community child care organization. Adopt local and use policies/zoning laws and ordinances. Generate local public funding match. |
| - Developers | |
| - Worksite Developers | - Assess needs related to worksite. Contribute resources for or construct capital facilities related to child care needs for project. |
| - Homebuilders | - Assess and address needs related to subdivisions. Dedicate sites for facilities/construct facilities related to child care needs in project. Promulgate appropriate covenants. |
| - Employers | - Contribute to capital facilities and ongoing child care services. Subsidize child care for employees on working scale. Provide dependent care as an employee benefit. |

Sunne Wright McPeak

- Community Organizations
 - Schools
 - Contribute space or sites for child care, particularly for school age children and "latch key" kids. Administer and operate child care where appropriate.
 - Churches
 - Contribute space or sites. Administer and operate child care where appropriate.
 - Parent-teacher associations, YWCA/YMCA's, recreation program agencies, other community organizations
 - Sponsor, administer, operate child care where appropriate.
- Foundations
 - Contribute private seed money to match public challenge grants. Target specific elements of child care system for development. Contribute to child care fund to subsidize low income families.

COMMUNITY CHILD CARE ORGANIZATION FUNCTIONS

Supply

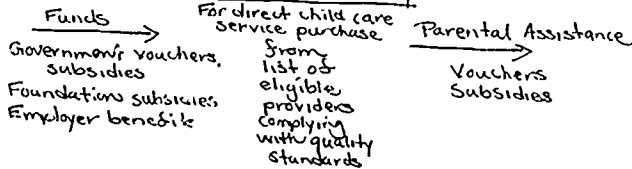
- Recruit and train providers.
- Institute quality assurance.
- Provide information and referral service.
- Assist development of local land use policies.
- Coordinate and broker capital facilities construction.
- Facilitate acquisition of insurance.

Demand

- Educate parents and community.
- Provide information and referral services, including quality ratings.
- Administer subsidies and vouchers.
- Work with employers to develop child care employee benefits.

Link providers to consumers.

Child Care Fund



Sunna Wright Motteaux

SUNNE WRIGHT McPEAK
Supervisor, District Four

2301 Stenwell Drive
Concord, California 94520

(415) 687-8683

Contra
Costa
County



Board of Supervisors

CHILD CARE AND PUBLIC-PRIVATE PARTNERSHIPS

Testimony to Select Committee on Families, Children and Youth

Presented on March 10, 1987 by

Supervisor Sunne Wright McPeak
Chair, Contra Costa County Child Care Task Force
Co-Chair, California Council on Partnerships

Attachment A	Contra Costa Care Task Force Summary Report
Attachment B	GAIN Child Care Contra Costa County Draft Plan
Attachment C	Child Care Alliance History/Accomplishments
Attachment D	California Child Care Initiative Program Overview

CONTRA COSTA
CHI'D CARE TASK FORCE
Summary Report

Sunne Wright McPeak, Chair
Jann Morris, UWBA Staff

December, 1985

INTRODUCTION

Purpose

The Child Care Task Force (CCTF) convened in January, 1985 to design a comprehensive, integrated child care delivery system for Contra Costa County with the intention that that system be implemented by 1990 to substantially address child care service needs.

The child care system should be based on the following principles:

1. Quality child care services are in the best interest of the whole community.
2. Child care services will be developed in the private sector in response to documented need and the ability to pay for them.
3. Parents are best able to choose care for their children.
4. Child care cost assistance should be available when needed without unduly limiting parental choice.
5. Quality of care will improve in response to financial incentives.
6. Fees for care can be related to the quality of care.
7. A County-wide approach should encourage and coordinate with local initiatives.

Sponsorship and Participation

The co-sponsoring organizations of the Child Care Task Force (CCTF) have been Contra Costa County, the Contra Costa Development Association, the Mayor's Conference of Contra Costa County, Contra Costa Children's Council, the Central Labor Council, the Chambers of Commerce of Contra Costa and United Way of the Bay Area. Representatives of these organizations comprised the task force's Steering Committee. They convened 42 additional task force members representing local business, government, schools, child care operators, and human service funders. Other interested parties and observers also participated in the task force discussions.

Process Description

The CCTF adopted a very ambitious agenda and deadline, intending to achieve its goals of system design and implementation plan in six months.

The Subject matter presented a complex array of problems, opportunities and potential solutions. Many of the participants were experts in child care programs, many others knew little about the problem. Thus education was the first step for the group. Speakers, films and written materials were provided. The group quickly agreed to focus on system development rather than to duplicate previously conducted needs assessment.

Next, the group identified service components which would comprise an ideal service delivery system and prioritized those service components. Existing services and resources were considered, particularly in the critical areas of ongoing system management and evaluation, program quality monitoring and resource development.

Finally, the CCTF developed, considered and selected resource development alternatives. The results are this child care system design and implementation plan.

Environmental changes

Contra Costa County is changing dramatically with tremendous growth in population and employment. Its cost of living and housing is higher than the state median. Leading national trends, Contra Costa's ratio of women in the work force with children continues to be higher than both state and national averages. Erosion in the industrial employment base in East and West County have generated more two parent working families in order to meet their own basic needs.

NEED FOR DEVELOPMENT OF CHILD CARE SERVICES

Expanded child care services are needed in every community in the county. These communities are unique; their service needs are unique; their services must be unique, yet they must be coordinated to be cost effective for the community as a whole. The gap between demand and supply will continue to increase without planned, coordinated service development.

25,400 children are currently underserved by the existing child care delivery system in Contra Costa County, according to studies conducted by the Contra Costa Children's Council in conjunction with the California Child Care Resource and Referral Network and by the United Way of the Bay Area's local community problem solving committees: Strategies for A Decade for Central and East County and Valley Corridor Project for South County. Projected growth in population, employment, and working parent families indicates an additional 10% service need by 1990 for a

total of 27,940 children for whom appropriate child care will be a problem.

The need varies by community or geographic region.

In West County, subsidized care for children of all ages is most needed, particularly for infants and school age children.

In East County, critical needs include infant care, multi-cultural-sensitive care, subsidized care, and care for children of all ages in families in the expanding communities of Brentwood and Oakley.

In South Central County, infant and school age care are the most critical needs.

In North Central County, school age care is most needed.

Some needs are consistent across the County. Care for sick and/or recuperating children is non-existent; additional assistance with the cost of care for those families who cannot afford the full cost is necessary. By both, work attendance and productivity are affected.

Attachment E includes additional information regarding the need for child care.

ISSUES, PROBLEM AREAS

The need for increased availability of services is one of several problem areas needing to be addressed in designing and implementing a comprehensive child care delivery system. A second critical issue is the need for increased affordability of services. For approximately 20% of the underserved consumer family market (5,080 children), the cost of care and the limited resources of those families make inability to purchase services, or affordability of care, the main barrier even to what resources are available. In addition, many middle income working parent families have difficulty purchasing appropriate care.

The need for improved quality of service is the third critical issue. Existing state licensing and monitoring mechanisms are inadequate to assure parents' and communities' concerns about safety, protection and child development programming.

The need for improved coordination of services is the fourth critical issue. Diverse geography, communities, and family needs require increased ability to manage, integrate, expand and coordinate limited resources.

These four issues were identified by the Strategies for A Decade child care Sub-Committee and subsequently adopted by the CCF, which also added the following areas:

- Increasing parental choice of care with a system which is designed to reflect the very broad range of family preference about location, type of care and program emphasis
- Increasing public support for child care as a matter of public good, effecting the whole community and, encouraging development of adequate child care services
- Solving the liability insurance crisis

The CCTF focused on these six areas, structuring its Sub-Committees to address them.

CONCLUSIONS

- I. The child care delivery system, as an important component of the communities' education systems, needs broad-based community support including parents, employers, employees, residents without a direct child care need, and public and private policy makers.
- II. The child care delivery system is fragmented and needs development managed to achieve comprehensive, coordinated services, increased availability, affordability and quality of care, parental utilization and public support. To achieve these objectives, system participant consensus on leadership within and for the child care community is necessary.
- III. The child care delivery system lacks adequate resources, including facilities, programs and revenue streams.
- IV. Specific service components need to be added or expanded. These need to be targeted for attention. Specific descriptions are included in Recommendation III, items A-F.
- V. The child care system is severely threatened by the existing liability insurance shortage. Caregiver costs have increased as much as four times, causing the loss and potential future loss of many already scarce providers. See Recommendations section for proposed public policy changes.
- VI. Local jurisdictions desire autonomy in determining zoning and land use issues; however several communities are extremely restrictive and/or have exorbitantly expensive fee scales for child care facilities. See Recommendations section for recommended public policy changes.

- VII. Parents, employers and the community are concerned that the child care system be able to provide greater assurance of quality in child care operations than is currently possible.

RECOMMENDATIONS

I. DEVELOP SYSTEM MANAGEMENT AND COORDINATION

In order to develop adequate child care services, the CCTF determined that child care system management, coordination, public relations and resource development are necessary to achieve comprehensive and coordinated services, to increase availability, affordability and quality of care and to increase parent utilization and public support. The CCTF recommends a new organization with specific resource development functions be created. The organization's Board of Directors would be comprised of:

4 Employer representatives including 1 representative of the Chambers of Commerce and representatives with large and small employee populations and of unionized and non-unionized businesses. Diverse geographic representation shall also be reflected.

4 Parent/Consumers of child care services including working parents, one of whom is a representative of union leadership.

2 Providers of child care services, including at least one representative of centerbased care and at least one representative of home-based care with affiliation to one of the two family day care home associations in the County. Consideration shall also be given to participation of proprietary and non-profit providers and of church-based and state funded programs.

2 Children's Services Professionals drawn from children's public interest groups when possible and including one clergy.

1 Representative of the Real Estate Development community.

1 Representative of Contra Costa County Government.

1 Representative of Contra Costa's Cities with affiliation to the Mayor's conference.

1 Representative of the County Superintendent of Schools Office.

1 Executive Director of the organization as an ex-officio member.

Membership on the Board of Directors thus totals 12 persons.

These representatives are determined by the CCTF to be necessary to assure that the broad community is included in the decisions affecting child care service delivery, while preventing potential conflict of interest situations.

The mission of the new organization is to assist in the development and the retention of licensed child care facilities in the County to meet the demand brought about by economic growth and the increase of the single parent family. It will address such areas as availability, affordability, and quality of care. It will strive to assist all concerned entities by monitoring the overall effectiveness of this industry and will maintain open lines of communication with all participating cities. It will have no jurisdictional authority but rather will focus on the needs of this industry and will affect change as it pertains to availability, affordability, and quality of care.

The objectives are:

- I. To maintain current information on the problems of Child Care affecting the Contra Costa County area and to develop programs to assist in resolving these problems in concert with the County's cities, support organizations, and the private sector.
- II. To provide a funding source to assist in the growth and retention of child care facilities in the County.
- III. To monitor the overall effects and quality displayed by this industry in the County.
- IV. To educate the general public and business sector as to the need for child care facilities in the County.
- V. To act as an additional conduit of information for not only concerned organizations, but other entities and individuals.

The primary purpose of the organization will be to increase and direct resources from all parts of the community to the development of child care services. It is intended to support and expand existing direct or indirect services, not to duplicate them. The organization will work closely with child care agencies and funders to achieve the goals as described in this report.

II. DEVELOP ADEQUATE FINANCIAL SUPPORT OF THE CHILD CARE SYSTEM

Primary responsibility to child care payments belongs to parents to the extent possible unless offered as an emp-

loyee benefit. However, many families cannot fully afford quality child care. Thus the need for additional funding. Furthermore, resources are required to develop and manage a comprehensive system in which there is a sufficient supply of quality child care services. Therefore, there must be a three-way funding partnership including (a) parents, (b) the public sector (government at all levels), and (c) the private sector (employers, builders, foundations, enterprise ventures, churches, etc.). The CCTF recommends these actions, selected from many options, be considered as possible funding sources.

Public Sources

Federal -

1. Support increasing tax credits for child care related fees paid by all individual and business taxpayers.
2. Support HR 2867 (Miller, et al) to increase federal funding of child care services.

State -

1. Support increasing tax credits for child care related fees paid by all individual and business taxpayers.
2. Support increases in State funding of expanded child care services with increased share to Contra Costa.
3. Support state legislature's consideration of additional birth certificate fees to fund child care services.
4. Support state legislature enacting state or authorizing local enactment of bond issues for child care facilities.
5. Support state legislature's study of small additional payroll tax of .001 to fund child care services.

County -

1. Support increase in general fund allocations for child care, particularly for funding of child care system management subsidies, and of quality monitoring as a child abuse prevention method.
2. Support a percentage of the County's allowable annual increase in property tax assessments being used to fund child care services.
3. Apply for FY'86 County community development funding of child care facilities and services.

4. Support County developer fees to fund child care facilities and/or services.

Cities -

1. Support increase in general fund allocations for child care, particularly for funding of child care system management subsidies, and of quality monitoring as a child abuse prevention method.
2. Support a percentage of each City's annual increase in property tax revenues being used to fund child care services.
3. Support city utility users tax to fund child care services.
4. Support city developer fees to fund child care facilities and/or services.

Schools -

Support cooperative ventures between schools and child care providers regarding use of space and transportation.

Private Sources

1. Secure increased foundation funding.
2. Continue to secure increased United Way of the Bay Area funding.
3. Support private lending institutions developing secured loans for child care facility expansion.
4. Support exploration of pursuing an enterprise to generate funds for child care services (for example, consider development of an amusement park, sports complex or other profit generating recreational facility). The Child Care Task Force is considering a consultant proposal to assist in developing earned income opportunities as a source of system funding.
5. Support employer sponsored child care and employer child care benefits for employees, including cost assistance, flex time and parental, maternity and paternity leave.
6. Support cooperative ventures between churches and child care providers regarding use of space.

By using each of these sources, Contra Costa County leverages its opportunity to secure some of the additional funds needed to develop sufficient and adequate child care services.

III. DEVELOP NEW AND EXPANDED SERVICES

The CCTF recommends adding or increasing the following targeted service components between now and 1990. This listing reflects the order of priorities as ranked by the CCTF although all services and functions are needed to establish a comprehensive child care system. It is also acknowledged by the CCTF that some of the system components will take longer to develop because they require more time and resources than others. It is expected that the Board of Directors of the new organization will determine the order in which system components are developed.

Level I Priorities

- A. Child Care Fund with parents selecting care using vendor-vouchers and administrative agency assessing caregiver program quality and offering development information including training to caregivers when appropriate. A quality rating should be used to determine the amount to be paid for the care, an incentive for high quality care. Costs of professional monitoring visits can be kept low by conducting them in conjunction with quarterly visits to monitor the federally funded child care nutrition program. The Child Care Fund would administer dollars from employers (for specified employees) and government or foundations (for low income families in need of assistance). It would support ~~purchase of service~~ from direct caregivers selected by eligible working parents throughout the County. Parents' share of cost to be determined by ability to pay on a sliding scale.
- B. System Coordination, Management and Annual Evaluation, including planning and development of services and management of constituency relations.
- C. Caregiver Training with trainee participation incentive. 1985-86 pilot (recruitment and) training program funded by the California Child Care Initiative will train 60 new and 60 existing caregivers, to be managed by Contra Costa Children's Council.
- D. Public Education via a positive media campaign to reach potential child care participants including parents to motivate increased support and utilization. To be done by agency to be determined acting as child care coordinating body.
- E. Information and Referral Services must be expanded. Currently being done by Contra Costa Children's Council at annual costs of \$261,000 funded by State and County; additional resources are required to respond to the demand.

- F. Sick Child Care Services funding may be secured from foundations for start-up and from county and cities for ongoing operations. Currently, public policy, particularly child care licensing regulations, do not cover operation of sick child care services. The new Child Care organization shall develop community supported consensus on needed public policy and regulations changes and lead advocacy efforts for same. Consideration may also be given to the agency, acting as coordinating body, organizing child care participants to advocate for employer policy and employment practices allowing paid family leave for care of sick children.

Level II Priorities

- G. Development of Direct Services. Increasing the availability of direct services through indirect activities, items 1 through 4, and direct activities, items 5 through 7.
1. Licensing and Zoning Assistance for caregivers and potential caregivers. Done by Contra Costa Children's Council (as part of funding for Resource and Referral Services identified in E, Information and Referral, above). Specific current costs for this activity not identified separately.
 2. Space, site or facility development through:
 - a) Coordination of efforts to identify and secure use of schools, churches, recreation and homeowner organization clubhouses as child care facilities.
 - b) Coordination of effort to secure changes in local zoning policy, including management of broad community participation in adoption of a "model" zoning ordinance.
 3. Caregiver Recruitment. Currently offered by Contra Costa Children's Council's Resource and Referral Program (funding levels not separately identified). To be expanded by the California Child Care Initiative pilot for one year beginning October 1, 1985.
 4. Caregiver Assistance for Capital Improvements.
 5. Recreation Programs for school-aged children. To be provided by private direct services providers in cooperation with schools.

6. (Sick child care fits within this broader area of service development, see item F).
7. ~~Other agency cultural and location specific services~~ to be determined and developed through needs assessment and coordination activities (B), advocacy (I) and development of direct Services (#s 1-6)
- H. Local Quality Monitoring of programs not participating in item A, (Child Care Fund with rating). Includes Caregiver Assessment, Development and Recognition. To be done by agency to be determined as described in item A.
- I. Public Policy Advocacy. Currently done by a number of organizations and providers; needs to be coordinated, expanded and financially supported.

IV. DEVELOP CHILD CARE LIABILITY INSURANCE RISK POOL

In order to retain and develop sufficient quality child care services, the CCTF supports the development of a state supported and managed child care liability insurance risk pool. Participation in the pool by private insurance carriers and by child care operators should make liability insurance coverage more affordable. See CCTF positions on public policy section for information on specific state legislation related to this issue.

V. ADOPT PUBLIC LAND USE AND ZONING POLICY

In order to develop Adequate Child Care Services, the CCTF developed and presented model zoning and land use policy for child care facilities to Contra Costa County and to local cities to Mayors and to the Mayors Conference. See Appendix A.

A further step in land use and zoning policy which a county or city may take is to develop an ordinance for worksite developer contribution to the child care system. In consideration of such an ordinance, the following points may be appropriate:

1. Each worksite development (generating jobs) should have a child care needs assessment and plan.
2. Child care plan options:
 - contribute funds based on square footage or value of development to child care fund
 - development of a family day care network for employees
 - building an on-or near-site child care center

- renovating an existing building nearby for child care
 - expansion of an existing child care service
 - employee benefit fund for child care expenses
 - allocate a licensable portion of new space for child care
3. Funding of each development's child care plan should result from collaboration between developer and tenant (i.e. developer provides seed money for plan, tenant provides ongoing subsidy of plan through rent)
 4. Appropriate options for small, medium and large developments (small: under 25,000 sf; medium: under 100,000; large: over 100,000 sf)

Land use and zoning decisions can also be used to designate appropriate child care sites and facilities within new residential developments.

VI. DEVELOP A LOCAL QUALITY ASSESSMENT AND DEVELOPMENT PROGRAM

In order to achieve improved quality of child care services, the CCTF recommends local monitoring and assessment of caregivers serving children and families receiving funding assistance (see Recommended service increases). Family day care home operators serving non-subsidized children may participate in a supplementary program also described in the Recommended services increased section pending additional funding stated. The CCTF recommends that child care center operators participate in the National Association for Young Children's newly created self-assessment and development program. The United Way of the Bay Area has funded the Contra Costa Children's Council for the development of a program to examine and recommend specific approaches to administration of child care payment assistance programs which will incorporate quality indicators in the caregiver payment assistance. This kind of a quality assurance component should be incorporated into the management of the Child Care Fund.

VII. CONDUCT PUBLIC EDUCATION AND AWARENESS PROGRAM

The CCTF recommends a major public education and awareness effort targeted to parents, employers, public policy makers and local communities, as specified in the service development section (B).

VIII. SUPPORT LEGISLATION FOR PUBLIC POLICY CHANGES

The CCTF considered and adopted positions on legislation proposed in 1985. The CCTF supported the federal and state legislation described in Appendix B.

ACTION STEPS

The CCTF shall form a new child care coordinating, non-profit organization to implement the CCTF recommendations and funding strategies and to select the best agencies to provide new and/or expanded direct and indirect services to supplement existing services currently funded by a variety of other sources. The CCTF will further assist in creating by-laws and articles of incorporation, program plans, annual budget, personnel selection and organization evaluation. The following immediate action steps are recommended:

1. By February 1986, the CCTF Steering Committee should facilitate the selection and convening of the new child care organization's founding board to implement the mission statement and objectives.

The founding board of directors will adopt and file articles of incorporation and by-laws and develop its operating plan and budget, based on the mission statement and objectives, by June, 1986 for implementation between July 1986 and June, 1987.

2. The Steering Committee should meet with the Superintendent of Schools and representatives of school districts to discern the coordination of after-school "latch-key" funding from the state with the development of a comprehensive child care system.
3. The Steering Committee should explore with the Contra Costa Development Association the feasibility of initiating an entrepreneurial venture to generate revenue to support the child care services. The Contra Costa Development Association may be the best-suited organization to take responsibility in assessing the potential for such an enterprise.
4. The Steering Committee and subsequently the new organization Board of Directors should meet with the Building Industry Association to explore cooperative ventures for the securing of space and locations for child care facilities and services.
5. The Contra Costa Mayors Conference and Contra Costa County should coordinate a workshop for elected officials and planning department staff on planning and land use issues related to child care.
6. The chambers of commerce, Contra Costa Development Association, Central Labor Council, and Children's Council should collaborate on the development of sample "employer survey" for employers to best identify the child care needs of their workers.

7. The Contra Costa Children's Council should loosely coordinate with the Steering Committee and new organization the implementation of the United Way funded "child care fund with quality indicators program" and the California Child Care Initiative funded "caregiver recruitment and training program". The two recently funded efforts should serve as pilot demonstrations for the development of key components of the comprehensive child care system.

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Co-Sponsoring Organizations:

Contra Costa County
 Contra Costa Chambers of Commerce
 Contra Costa County Development Association
 Central Labor Council
 Contra Costa Children's Council
 Mayors' Conference
 United Way of the Bay Area

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Shell Oil Company, Martinez

CHILD CARE TASK FORCE REPORT
RECOMMENDED LAND USE AND ZONING POLICY

DECEMBER 1985

APPENDIX A

To: The Mayors Conference

From: Mayors Conference Representatives to Contra Costa Child Care Task Force: Taylor Davis, City of Pittsburg; Russ Perkins, City of Hercules; Diane Schinnerer, City of San Ramon; Diane Mustard, City of Pleasant Hill.

THE PROVISION OF ADEQUATE, AFFORDABLE AND QUALITY CHILD CARE IN CONTRA COSTA HAS BECOME AN ISSUE OF CRITICAL CONCERN, AS MORE AND MORE WOMEN ENTER THE WORK FORCE AND MORE FAMILIES ARE HEADED BY SINGLE PARENTS.

A study of central and eastern Contra Costa, conducted by United Way, revealed a severe lack of child care services. According to the data, 14,500 children of working parents were not in licensed care in central and eastern county alone. If figures for west and south county were added, the total figures would surely exceed 20,000. The Contra Costa Childrens Council reports that hundreds of parents seeking child care referral information each month subsequently do not enter or delay entering the work force because they cannot secure adequate and affordable care. State subsidized child care waiting lists total more than 800, without any advertising of the slots.

As the County continues to experience rapid population and employment growth in the next decade, the child care needs will continue to increase. As public resources for human service needs diminish, solving the child care problem will require greater cooperative efforts between parents, providers, public officials and employers. The Child Care Task Force, with representation from each of these segments of our community, has been working for six months to design a child care system and identify resources to implement such a system countywide.

The Task Force believes that local government can have a significant impact on child care needs through the planning and permitting process. Child care centers and large family day care homes require not only state licensing, but permits from the local jurisdiction. This process can often pose obstacles and impediments to the child care provider, when it could and should be as simple a process as possible.

Obstacles in the zoning and permitting process which have been identified can be summarized as follows:

- 1) Provision of child care is not currently a high priority for most jurisdictions.

- 2) Potential providers are often unaware of the local government's permitting requirements and, once aware, are often uncertain as to how to go through the process effectively and successfully. This is especially true for the family day care home providers.
- 3) Zoning standards and requirements vary widely by community.
- 4) Permit fees vary widely by jurisdiction, ranging from \$35 to \$500. Some impose a flat fee, making no distinction between a large family day care home (7-12 children) and a center, which typically serves a larger number of children and requires more staff time for processing.
- 5) Jurisdictions can sometimes impose financially burdensome conditions of approval, which do not necessarily relate to health and safety requirements.
- 6) Neighborhood opposition frequently occurs, both for centers and family day care homes, and tends to focus on objections to a "business", traffic, parking and noise.

In view of these problems faced by child care providers, the Child Care Task Force recommends that the Mayors Conference and each of the jurisdictions adopt a policy statement that the provision of adequate, affordable and quality child care is a critical need in our County. (statement attached) We further urge that each jurisdiction take positive steps to encourage the provision of adequate facilities. These steps should include:

- 1) Incorporating the policy statement into the General Plan and appropriate elements of the Plan.
- 2) Directing local planning staff to participate in workshops convened by the Mayors Conference or a child care coordinating body to share data and increase coordination on child care issues and the permitting process.
- 3) Cooperating with a coordinating agency to develop data on child care needs in the individual communities so as to better identify the existing and future needs.
- 4) Providing clear guidelines and support and assistance in the permitting process and providing clear information about the standards and criteria applied to child care facilities. Provide this information to the state licensing office.
- 5) Keeping fees as low as possible and, in particular, avoid burdensome fees on family day care home providers, who are least able to afford it.
- 6) Avoiding financially burdensome conditions of approval, consistent with health and safety requirements.

- 7) Complying with SB 163, particularly the section which provides for administrative review of large family day care homes.

Policy Statement

It is the policy of _____ to assist and encourage the development of adequate, affordable and quality child care in this community. In pursuit of this goal, _____ will strive to simplify regulations and the permitting process, minimize fees, and shorten the approval process. It is the policy of _____ to approve permits for child care facilities unless there is a demonstrated reason not to. _____ supports the principle of parental choice for child care and the need for a variety of options available in the community, including schools, child care centers, family day care homes and employment sites. _____ encourages the participation of parents, providers, public officials and employers in the planning and decision making process relating to the provision of child care facilities

Reason Behind Implementation Recommendations

- #1: If progress is to be made in meeting the child care needs of our County, each jurisdiction must officially recognize child care as a critical need of its citizens.
- #2: Child care needs must be addressed by each local jurisdiction; however, it is important that there be coordination and some level of consistency between jurisdictions.
- #3: Some cities may have more demand for child care than others. It is important to identify where the needs exists.
- #4: The first interface between a child care provider and a permitting agency is generally the local staff. It is at this point that the provider is either encouraged or discouraged in proceeding with the process. Establishment and communication of clear guidelines and the provision of good staff support and assistance will translate into more facilities entering the licensed child care system.
- #5: Adequate child care is a necessary service. Fees set high enough to discourage such facilities only result in unsupervised children. This can lead to undesirable social consequences and further public costs. Governments should work to remove unnecessary barriers to the provision of proper care.

- #6: Basic requirements should deal with traffic, parking and noise and should be reasonable. Requirements having to do with landscaping and design should be no more stringent than those for other buildings in the zone in which the permit is allowed.
- #7: The purpose of this law is to meet the need for child care by making large family day care homes easier to establish. Facilities of this type may particularly help meet the need for after-school care. Small groups of school-age children going to a facility near their school may prove to be less disruptive of neighborhoods than other, larger facilities. When school facilities are not available for after-school care, large family day care homes may help solve the before and after school transportation problem.

CHILD CARE TASK FORCE REPORT
LEGISLATIVE POSITIONS

DECEMBER 1985

APPENDIX BFederal:

1. HR 2867 (Miller, et al) to improve and expand child care services and early childhood education services; bill is result of Select Committee on Children, Youth and Families.
2. To maintain child care food program.
3. To retain and expand employer cafeteria benefit plans without penalty to taxpayer.

State:

1. AB 55 (Brown) to provide \$50 million expansion of general and categorical child care programs; CCTF proposed that author and legislators consider the use, now and in the future, of local broad-based community public/private partnership child care planning organization(s) as a vehicle for distribution or approval of distribution of funds.
2. SB 303 (Roberti) to provide \$100 million for local school districts for capital expenditures and operating costs of latch key programs; CCTF proposed that author and legislators consider the use, now and in the future, of local broad-based community public/private partnership child care planning organization(s) as a vehicle for distribution or approval of distribution of funds.
3. SB 864 (Hart) to give tax credits to employers of 50% of start-up expenses up to \$30,000 and 30% of child care program operating expenses; CCTF proposed ceiling be eliminated.
4. AB 1939 (Wright) to give tax credits to employers of 50% of start-up, up to \$10,000 and % of child care program operating expense; CCTF proposed ceiling be eliminated.
5. SB 566 (Bergeason) to make child care buildings eligible for local revenue bond.

6. SB 711 (Watson) to authorize voter consideration of \$100 million State Revenue Bond Act for child care facilities.
7. AB 1007 (Hayden) to allow local jurisdictions to assess child care fees from developers; reduces or excuses fees if developer provides on-site child care services. CCTF position: "continue to observe".
8. SB 43 (Seymour) to bring State personal child care tax credit into compliance with Federal allowances. In addition, provides for refund of child care tax credit to non-tax paying filers.
9. AB 2175 (LaFolletta) to provide additional \$5 million state funding to expand Alternative Payment (income eligible parents choose child care provider) programs to counties with no existing program or with long waiting lists.
10. SB 1474 (Seymour) to establish a liability insurance pool for child care operators.

CHILD CARE TASK FORCE REPORT
ESTIMATED COSTS OF NEW & INCREASED SERVICES

DECEMBER 1985

APPENDIX C

The following costs are only estimates of costs based on the best available information. A refined, detailed, phased budget will be developed by the Board of Directors of the new organization.

System Coordination, Management and Annual Evaluation

To be done by new coordinating organization at approximately \$75,000 annual costs.

Child Care Fund

Start-up costs for development and adoption of criteria \$30,000. Supplementary operating costs for monitoring at 2000 visits per year estimated at \$50,000.

Average cost per child \$3,000 x 500 children = \$1,500,000. Beginning in January, 1986, add 100 children per year. Added costs: 1986 = \$330,000; 1987 = \$660,000; 1988 = \$990,000; 1989 = \$1,320,000; 1990 = \$1,650,000. Administrative agency to be determined. (500 children are about one-tenth of those whose families need assistance to afford quality childcare).

Caregiver Training

Training to be done by Community Colleges or other appropriate agency at annual cost of \$208,000 to train 1600 caregivers.

Information and Referral Services

Increase in level of service needed at annual cost of \$75,000.

Sick Child Care Services

At estimated start-up costs of approximately \$135,000 and annual operating costs of \$240,000.

Public and Consumer Education

Additional resources will be needed to adequately educate the public and consumers. A budget will be developed.

Development of Direct Services

Increase level of developmental services, at a cost of \$25,000 annually.

Space, Site or Facility Development

To be done by agency to be determined at cost of \$20,000 for six months.

Caregiver Assistance with Capital Improvements

Proposed to be offered as a part of the new operations at start-up cost of \$1,000,000 plus annual operating costs of \$50,000. To be administered by agency to be determined beginning in January, 1986.

Recreation Programs for School-Aged Children

Annual costs of \$1,250,000.

APPENDIX DRECOGNITION OF NEW PROJECTS AFFECTING THE AREA

The Child Care Task Force recognizes the following recent developments in child care services in Contra Costa, and in adjacent communities which are models of local initiative.

Bishop Ranch Employees' Child Care Referral Service

Bishop Ranch Business Park and several of its major occupant employers, Pacific Bell and Sunset Development have arranged for the Contra Costa Children's Council to provide specialized child care resource and referral services to Bishop Ranch employees. Resulting information on demand and utilization will be used to develop additional child care services.

California Child Care Initiative

BankAmerica Foundation, in conjunction with the California Child Care Resource and Referral Network, designed a child care services recruitment and training project for testing in six areas of the State. The Foundation secured financial support from Chevron, U.S.A., Inc.; Clorox; Mervyn's; the City of San Francisco; and Contra Costa County. Contra Costa was selected as a test site, with the Contra Costa Children's Council conducting local recruitment and retention efforts and arranging for caregiver training.

Hilltop Business Park

Chevron Land Development set aside space in its development adjacent to Hilltop Shopping Center for a child care center. They then secured a private child care operator to provide services in the facility to families working or living in the area.

Child Care Assistance with Quality Assessment

As a result of United Way of the Bay Area's Strategies For A Decade community problem solving committee, United Way issued a request for proposals for an innovative child care cost assistance program which will also measure the quality of programs selected by eligible families for their children. Follow-up services are expected to include program and operational development suggestions for caregivers. High quality caregivers are expected to be able to receive recognition in the form of higher fees for the services provided.

Child Care Alliance for Resource and Development

The City of Concord directed \$ 215,200 of its general fund to a new organization whose purpose is to develop child care resources for Concord residents. The organization expects to contract with direct child care services providers for expanded information and referral services and educational awareness, caregiver development and family cost assistance in conjunction with employers. In addition, the City augmented its Leisure Services Department budget with \$100,000 for after school child care this fiscal year.

Hacienda Business Park

Just across the county line from Contra Costa's southern edge, Hacienda Business Park draws employees from Contra Costa County. It is developing a "state-of-the-art" child care facility within the business park for the use of occupant company employees.

National Association for the Education of Young Children's Center Self Evaluation Project

The NAEYC has developed a child care center self-assessment tool which will be made available to local centers (for a fee) for their use in measuring their effectiveness and program quality.

San Ramon Valley Child Care Alliance

This organization is developing school site child care programs for school-aged children in the San Ramon Valley. They have convened school administrators, child care providers and community members to develop resources to serve children at four elementary school sites.

Cherub Child Care Center

Joint management-employee effort of V.A. Hospital and Kaiser Hospital in Martinez.

Orinda School District

Before and after school care.

California Child Care Resource and Referral Network

Summary Findings
Bay Area Child Care Information Project
April 9, 1984

SUPPLY FACTS

- In 1983, there were 3,000 active family day care homes and 1,030 group child care centers with the capacity to serve over 75,000 children in the five Bay Area counties.
- Almost 3 in 4 child care spaces were in child care centers rather than family day care homes.
- 30 percent of the total capacity in day care homes and centers (almost 23,000 spaces) is subsidized for low income families with public dollars. Almost all of the subsidy is in child care centers.
- The Bay Area received over \$67,000,000 in 1983 for child care services to income eligible children from two major sources of government support: State Department of Education - Child Development Division (\$58,500,000) and Head Start (federal).
- Almost one in ten centers received United Way funds in 1983; slightly fewer received grants from private foundations and corporations. To make ends meet, one-third sponsored fund-raisers and 20 percent solicited donations.
- In 1983, child care fees averaged \$2,900 a year for fulltime care (8-10 hours/day) of one preschool child in private care. Average fulltime infant care fees were over \$4,000 annually in centers and \$3,000 in homes. Fees were highest in Marin and San Francisco.
- Over half of all centers in the Bay Area are non-profit. One quarter are government-sponsored, primarily by school districts, Park & Rec. Dept. and city or county government. The remaining 25 percent are for-profit businesses, mostly "mom and pop" in nature rather than chain operations.
- Family day care homes offer a wider range and greater flexibility of services than child care centers in terms of ages of children served and hours of care: 76% of homes offer infant care; 59% afterschool services; 15% night-care; 79% partweek; 10% weekend. Only 7 centers have nightcare programs; 5 are open on Saturday. Full day is preferred.

Patty Siegel,
Executive Director

320 - 14th Street, Suite 200 - San Francisco, California 94122 - (415) 661-1714

APPENDIX E

It is well documented that there is a rapidly growing need for affordable, quality child care for working parents. However, statistics are gathered by various agencies using slightly different methodologies and time frames, and hence, although the numbers show the same general trends, they differ somewhat from source to source.

Therefore, Appendix E contains background data information regarding the need for health care from several sources. The following materials have been included:

- California Child Care Resource and Referral Network Summary of Findings: Bay Area Information Project, April 9, 1984.
- Who Needs Child Care and Why? Demand and Demographics and the Contra Costa County Child Care Report, prepared by the California Child Care Resource and Referral Network.
- A summary of the number of licensed family day care homes and licensed day care centers in Contra Costa County prepared by the Contra Costa Children's Council, November 1985.
- The Child Care Gap for School Age Children, prepared by the Contra Costa Children's Council, July 1984.

Who Needs Child Care and Why? Demand and Demographics

Population and Labor Force Trends Shaping Demand for Child Care

By 1995, child care centers and day care homes in the Bay Area will be able to serve only sixty percent of the children between 0-9 who need child care while their parents work. This discrepancy between the supply of child care services and working families' need for care is the result of an overwhelming demand that is unprecedented. Today, child care is a service that virtually all the children in a community need at some time for one reason or another. For many working families, however, child care is essential to their economic survival.

Demand for child care has been growing as the result of changes in the economy, the workforce, the population of young children and the composition of families. The demand for child care expands and contracts in reaction to economic changes—job growth and parents' need to work—as well as fluctuations in the supply and cost of different child care arrangements, the availability of family members for child care and public attitudes about the quality of child care services and their effect on children.

Locally and nationally, there are several population and labor force trends that will cause an increase in the demand for child care services in the community.

Increase in the Number of Children 0-9 years, 1980-2000

By 1990, there will be over 73,000 more children between 0-9 years in the Bay Area than in 1980. This is an increase of almost 20 percent. This rapid growth is the result of a "baby boomlet" produced by the large number of women now in their childbearing years, especially those in their 30s and 40s who had postponed marriage and childbirth. The large Hispanic and Southeast Asian immigrant populations in the

Bay Area as well as the number of families seeking employment in the region also contribute to the increase in young children.

By 1985, the number of children under five will peak at about 235,000. This means that the need for infant and preschool care during these years will increase. As these children grow older, the need for school-age care will mushroom in the last half of the 1990s.

Although the number of children under 10 years will decrease slightly during the 1990s, there will be a net increase of 41,000 children in the Bay Area during the period 1980-2000. This dramatic increase in the number of children will place a severe strain on the already limited supply of child care. (See chart this page.)

Decrease in Family Size and Fertility Rates

Families are smaller today for a variety of reasons. People are having fewer children; and grandparents are less likely to live with the family. Men and women are marrying at later ages and delaying childbirth for longer periods while establishing themselves in the workplace. The Census Bureau projects today's young families will average two children, down from an average of three for their parents' generation. In fact, except for the late 1940s and early 1950s, women's fertility rates have been declining since the 1900s.

The downward trend in fertility rates is expected to continue, with one in five young women of today expecting to have only one child or none at all. Fewer than one in ten will have four or more children. Women with smaller families are more likely to work and utilize child care.

Growth in number of Children 0-9 yrs.: 1980-2000

Projected number of children 0-9 yrs.

	1980	1985	1990	2000	% Increase 1980-2000
Bay Area	385,520	432,510	450,080	426,490	111%
County					
Alameda	143,750	158,290	168,390	159,530	111%
Contra Costa	90,020	100,230	109,210	109,420	122%
San Mateo	68,390	75,600	79,780	66,780	12%
San Francisco	80,290	75,420	78,230	83,560	16%
Santa Clara	23,670	22,970	23,450	24,200	15%

Source: State Department of Finance

By the year 2000, there will be over 40,000 more children 0-9 years living in the Bay Area

- Child care centers serve mostly preschoolers beginning around 2 1/2 years old, the majority on a partday basis. Only 40 percent of enrollment capacity is fulltime care.
- Only 2% of family day care capacity and 2% of center capacity are children enrolled in programs outside the county where they live. The majority of parents still prefer arrangements close to home.
- Despite high unmet need, there are vacancy rates of 24% of capacity in home and 11% in centers. Poor quality, high cost, wrong location, hours or ages served and high turnover cause under-enrollment.

DEMAND FACTS

- By 1985, child care centers and family day care homes in the Bay Area will be able to serve only 60% of the children from birth - 9 years needing care while their parents work. Over 11,000 children under 6 and 41,000 aged 6-9 years cannot be served by existing services by next year.
- Based on the increasing number of infant- and preschoolers, the rising number of single parent families, the burgeoning number of working mothers with young children and changes in women's work patterns, the number of child care spaces needed will grow from the 75,000 available in 1983 to over 128,000 by 1985.
- In 1983, the 8 CC&R agencies handled child care requests for over 45,000 children, almost 10 percent of the entire Bay Area population of children under 10 years. Nearly half were infants and toddlers under 2; over three-quarters had working parents and over half needed care fulltime.
- There are 385,000 children 0-9 years living in the Bay Area. There will be over 73,000 more by 1990 - an increase of almost 20% in 10 years - due to the recent "baby boomlet" produced by the large number of women of childbearing age; the growing Hispanic and Southeast Asian populations; and the influx of families seeking employment in the Bay Area.
- More than half of the mothers with children under six in the Bay Area are in the labor force. For children 6-17 years, the figure is over two-thirds. Both figures are above the rates for California and the nation.
- The majority of parents of infants and toddlers request home-based child care arrangements with loving caregivers, small groups of children and a family atmosphere. Requests for preschoolers are usually for group centers, particularly those with educational components. Parents with school-age children seek either type of arrangement depending upon their child's maturity, independence and need for adult supervision.

These trends in lower fertility and smaller families significantly affect the types of child care arrangements available to families.

- Having fewer children who are spaced close together reduces the likelihood of older children caring for younger brothers and sisters. This also lessens the opportunity for younger children to model older brothers and sisters and to learn socialization skills at home. As a result, the preschool experience becomes increasingly attractive to today's parents.
- Families with fewer children are better able to afford the cost of child care services in the community.
- Older parents who are more established in their careers are better able to afford child care fees.
- Families less likely to include grandparents or other relatives do not have access to these traditional forms of in-home care.

Increase in Proportion of Families Supported by Women

The most far-reaching change taking place in the structure of U.S. households is the increase in the proportion of families supported by women. This revolution in family structure over the past 25 years has been caused by: the doubling of divorce rates; the tripling of birth rates for unmarried women; and the increasing trend for single mothers to set up their own homes rather than live with relatives. The number of families supported by women will continue increasing, although at a slower rate.

Child care is an essential service for families supported by women because it enables them to work, providing up to 70 percent of total family income from their earnings. Although the median income for children in these families is barely one-third that for children living with both parents, it can make the difference between poverty and an adequate standard of living.

Increase in the Number of Mothers in the Labor Force and the Proportion Working Fulltime / Year-round

In 1980, over half of the mothers with children under six in the 115 Area were in the labor force. Over two-thirds of mothers with children 6-17 years were working. These rates are higher than those for California and the nation.

The 115 Area mirrors what has become a national phenomenon—the unprecedented numbers of mothers in the workforce, especially married women with children under three years. The overall labor force participation rate of mothers with children under six in the U.S. has increased four-fold from 12 percent in 1947 to 47 percent in 1980. In 1982, this figure had increased another 1 percent. This rate is expected to increase throughout the decade, resulting from deep changes in economic conditions, family structure, women's work patterns and attitudes about women's roles at home and in the workplace (See chart.)

Changing economic demands have pushed women into the labor force during difficult periods in our nation's history (1930s, W.W. II). Women left the workforce and returned to the home when the economy improved or when men returned to replace them on the job. Despite similar recessionary trends today, it is unlikely that mothers' participation in the labor force is a temporary phenomenon. Their numbers have been increasing almost continuously over the past 40 years. By 1980, nearly one in two mothers in the U.S. with children under six were either working or looking for work; those with older children (6-17 years) did so in even greater numbers (64 percent).

Women today are working during their 30s, establishing positive expectations about work, careers, and their economic benefits. For these reasons, they are more likely to remain in the labor force after marrying and having children. They will return to work earlier after the birth of their children than mothers in any previous generation. Today, over 40 percent of mothers taking leave are back at work before their child is one year old.

These trends have created a huge demand for all types of child care services that outstrips the supply of programs and providers. Infant care needs are especially acute not only because so few programs exist for this age group, but also because the unprecedented level of demand was both overwhelming and unanticipated.

Growth in Percent of Children with Mothers in the Workforce in U.S.: 1970-1980



During the 1970's, the proportion of working mothers increased from 4 in 10 in 1970 to over 1 in 2 by 1980.

Demand for Child Care Will Grow Because Of

- increase in the number of children 0-5 years
- decrease in family size and fertility rates
- increase in the proportion of families maintained by women
- increase in the number of mothers with young children in the labor force
- increase in the proportion of employed mothers working fulltime/year-round

A critical labor force trend with profound effect on child care demand is women's increasing involvement in fulltime, year-round employment. The proportion of mothers working more hours, more regularly throughout the year is growing for women in both single and two-parent families and for women with children of all ages. Women who work fulltime are more than twice as likely to use child care centers than parttime working mothers. As this revolution in women's attachment to work occurs, the demand for group child care programs—as well as family day care homes—will mushroom.

Mothers Most Likely to Use Child Care Centers For Children Under 5 Years

- work fulltime
- have a relatively high family income (\$13,000)
- youngest child is at least 3 years old
- black women more than white women
- work in white collar occupations
- live in metropolitan or suburban areas
- are single mothers
- are well educated (at least one year of college)

Child Care Arrangements of Working Mothers with Children Under 5 Years

June, 1982

Percent of mothers using

Relative	29%
Mother or Father	22%
Family Day Care/Grand/Neighbor	22%
Child Care Center	15%
Babysitter in child's home	5%

Changes in Child Care Arrangements of Working Families

The changes taking place in the labor force and in families will create a growing demand for child care services outside the traditional family and neighborhood resources. The decreasing availability of spouses, siblings, relatives and friends for child care has caused more working parents than ever before to turn to family day care homes, day care centers, nursery and preschools, afterschool programs and other group care settings to meet their child care needs.

Surveys conducted with working mothers by the Census Bureau from 1958 to 1982 document the growing use of day care homes and centers by families at all socioeconomic levels, although it is highest for centers for children with fulltime working mothers and families with annual incomes over \$25,000.

The growing acceptance of group care experiences for young children means that even when mothers are not working, they are likely to use some type of child care service. Nursery school enrollment for 3-4-year-olds has doubled over the past 10 years in the U.S. from slightly over 1 in 5 to 2 in 5. The National Center for Education Statistics forecasts a 23 percent rise in nursery/kindergarten enrollment for 3-5-year-olds between 1981 and 1991, the largest gain projected for any level of education.

Increasingly, working parents rely on part-day nurseries and preschools in combination with other resources to provide full-day care for their preschool-age children. In 1982, one in five parents using more than one child care arrangement were combining part-day centers with other arrangements to make fulltime care.

The most recent Census Bureau survey (June, 1982) of working mothers whose youngest child was under 5 years old indicates that the use of child care centers has continued to increase, from 12.5 percent in 1977 to 15 percent in 1982. However, use of group care centers is higher for some working mothers than others, a fact that is usually, although not always, associated with ability to pay. Family structure also affects use of centers. Single mothers are more likely to use this form of care because there is no spouse to share child care responsibilities. (See charts above.)

In 1982, over one out of five working mothers with young children were using child care in the home of a non-relative. Fulltime working mothers used these arrangements more often than mothers working only parttime. Care in a non-relative's home—which includes family day care—declined slightly since 1977. The rise in use of centers probably contributed to this pattern. However, the decreasing availability of day care home providers and neighbors as they join the

workforce may be the major reason why they are providing care to fewer families. This trend may mean that families will have fewer options from which to choose.

There were also fewer families using care in their own home in 1982 as relatives were less available and babysitters were harder to find. Fathers continued to be an important resource, accounting for 14 percent of child care arrangements. However, almost one quarter were unemployed and looking for work. Child care duties for these fathers can, at best, be considered transitory arrangements until they return to the workforce.

In all, mothers and fathers provided 23 percent of all child care arrangements in families where the mother was working, a slight decline since 1977. Dual-working families where both parents worked in blue collar or service occupations were most likely to share child care tasks, probably because of shift and nighttime work. While this working arrangement solves the child care problem, it puts a severe strain on family relationships.

As more mothers join the workforce, the shift away from care in the child's home to care outside the home in centers and day care homes will escalate. The reduced number of potential caregivers in the child's home; the increase in families headed by women; the decline in family size and the increase in public acceptance of the benefits of group child care experiences for young children will create new demand for child care services in the community.

Demand for Child Care in the Bay Area

In 1983 the eight Bay Area CCL&R agencies received requests for child care for over 45,000 children. This was almost 10 percent of the entire population of children under 10 years. Because these requests are from parents who are actively looking for child care programs, they accurately represent a spread need which many child care analysts believe are the most reliable indicators of unmet needs. Parents were seeking either a "first time" arrangement or a situation to replace one that their child had outgrown or that had simply broken down. Surveys indicate that many parents have to find new arrangements an average of twice each year.

The overwhelming majority of the 45,000 children needing child care—over 3 out of 4—required an arrangement while their parents worked or looked for work. Almost one in ten had a parent in school or a job training program. Over half will be in care on a fulltime basis, usually 6-10 hours a day. Monday through Friday. Others needed care for only a portion of the day or week on a regular basis, or temporarily.

during family crises, illness or school vacations. An estimated 1200 requests were received for ongoing care at night, on the weekends or for rotating shifts.

Almost half of the children needing care were infants and toddlers under 2 years old, a proportion that has been rising 1 to 2 percent each year as more of their mothers enter the workforce. One million is a school-age child, usually K-9 years, for whom parents seek services before and/or after school are appropriate.

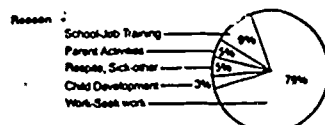
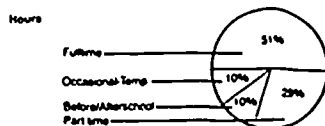
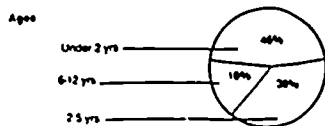
As we have seen from the national trends in child care usage, the types of services parents are requesting vary with the number and ages of their children, family income, amount and schedule of care needed (day/hours), family child-rearing values, developmental needs of the child as well as parents' attitudes about the stability and reliability of various types of caregivers and programs.

Parents of infants and toddlers most often request home-based services, looking for family environments, loving providers and small groups of children, although the proportion seeking infant centers is increasing. Requests for preschool-age children are overwhelmingly for formal center-based care, especially programs with an educational atmosphere. Parents with school-age children seek programs most suited to their child's level of maturity, independence and need for adult supervision. Families usually attempt to use the same arrangement for all their children, unless age differences are so great that this is not possible.

There are also seasonal variations in demand for child care in the Bay Area. The highest volume of requests are in the fall when parents look for preschools and day care centers for their prekindergarten children and afterschool services for the K-9 year olds. At this time, more students need child care as universities and colleges begin their busiest enrollment period. In January, demand is again at high levels although infant and fulltime requests are more numerous. In late spring, but requests are for summer care while elementary schools are closed for July and August. Preschool needs also increase while part-day nurseries shut down for summer vacations. Needs from working parents peak at this time as students graduate and enter the job market (See charts this page.)

Demand for Childcare in the Bay Area: 1983

Data on child care requests for 11,275 children during three representative months: 9/82, 1/83, and 5/83



Source: Child Care Resource and Referral Agencies

Facts About Children and Families in the Bay Area: 1980 Census

- There are 385,000 children 0-9 years living in the Bay Area. Almost one third are infants and toddlers under the age of three.
- There will be over 73,500 more children 0-9 years in the Bay Area by 1990, an increase of almost 20% in 10 years.
- One in five children live in single parent families.
- Children 0-14 years are quite racially diverse, including 17% Black, 12% Asian and slightly under 1% Native American. 17% are of Hispanic origin.
- Over one in five children 5-17 years speak a language other than English at home.
- Over one in ten families with children live in poverty.
- Families with two or more workers earn 37% more in family income than those with one worker.
- Over half the mothers with children under six are in the labor force. For children 6-17 years the figure is over two thirds.
- Median income of families with children ranged from a high of \$29,721 for married couples in Marin to a low of \$11,037 for single mothers in Alameda County.

Need for Child Care for Working Families in the Bay Area: 1985

Age	Projected # of Children 1985	X	Estimated % Mothers in Labor Force in Bay Area: 1985*	=	#Children in Working Families	X	% Needing Care Outside Family	=	Potential # Children Needing Care in the Community
0-4 yrs	571,700	X	53%	=	145,070	X	80%	=	72,536
5-9 yrs	163,700	X	70%	=	111,180	X	80%**	=	86,576
Total	735,400				256,250				159,112

*Project 2% increase over 1980 Census data for SF-Oakland MSA.

**Based on estimates for preschool children. No separate data available for school-age.

Unmet Need for Child Care Services in the Bay Area

National surveys of working mothers with young children have found that about half must rely on sources of care within the community: babysitters in the child's home, family day care homes and child care centers.

By using this estimate of demand for care, outside family resources together with 1985 State Department of Finance projections of child population, the following projections of child care needs for working families can be derived: (See chart this page.)

How many of these 128,000 children 0-9 years needing child care in 1985 can actually be served by the present supply of day care homes and child care centers? The answer is only 6 in 10 children. Over 11,000 children under 6 years old and as many as 41,000 children 6-9 years old could not be served in existing programs by 1985. The problem will be especially acute for infants and toddlers under 2½ years old, and for young school-age children (kindergarten-7 years old) who are more likely than older school-age children to use a formal educational program.

How these children will be cared for while their parents work, or go to school or job training programs, is crucial to their social and emotional development. It is an overriding concern of parents, employers and policymakers whose responsibilities include the welfare of children.

Families cannot prosper if raising their children and earning a living are constantly at odds with one another. Parents need help juggling these roles. Quality, reliable child care at a price families can afford will not only help parents with their juggling act, but it will also contribute to a stable workforce, a strong economy and a healthy society.

These trends in lower fertility and smaller families significantly affect the types of child care arrangements available to families:

- Having fewer children who are spaced close together reduces the likelihood of older children caring for younger brothers and sisters. This also lessens the opportunity for younger children to model older brothers and sisters and to learn socialization skills at home. As a result, the preschool experience becomes increasingly attractive to today's parents.
- Families with fewer children are better able to afford the cost of child care services in the community.
- Older parents who are more established in their careers are better able to afford child care fees.
- Families less likely to include grandparents or other relatives do not have access to these traditional forms of in-home care.

Increase in Proportion of Families Supported by Women

The most far-reaching change taking place in the structure of U.S. households is the increase in the proportion of families supported by women. This revolution in family structure over the past 25 years has been caused by: the declining divorce rates; the tripling of birth rates for unmarried women; and the increasing trend for single mothers to set up their own homes rather than live with relatives. The number of families supported by women will continue to increase, although at a slower rate.

Child care is an essential service for families supported by women because it enables them to work, providing up to 70 percent of total family income from their earnings. Although the median income for children in these families is barely one-third that for children living with both parents, it can make the difference between poverty and an adequate standard of living.

Increase in the Number of Mothers in the Labor Force and the Proportion Working Fulltime / Year-round

In 1980, over half of the mothers with children under six in the Bay Area were in the labor force. Over two-thirds of mothers with children 6-17 years were working. These rates are higher than those for California and the nation.

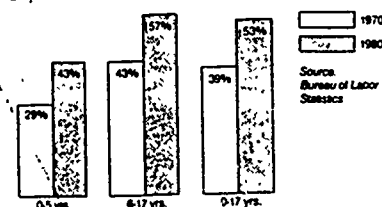
The Bay Area mirrors what has become a national phenomenon: the unprecedented numbers of mothers in the workforce, especially married women with children under three years. The overall labor force participation rate of mothers with children under six in the U.S. has increased from 12 percent in 1947 to 47 percent in 1980. By 1982, this figure had increased another 1 percent. This rate is expected to increase throughout the decade, resulting from deep changes in economic conditions, family structure, women's work patterns and attitudes about women's roles at home and in the workplace (see chart 1).

Changing economic demands have pushed women into the labor force during difficult periods in our nation's history (1918, W.W.II). Women lost the workforce and returned to the home when the economy improved or when men returned to replace them on the job. Despite similar recessionary trends today, it is unlikely that mothers' participation in the labor force is a temporary phenomenon. Their numbers have been increasing almost continuously over the past 40 years. By 1980, nearly one in two mothers in the U.S. with children under six were either working or looking for work, those with older children (6-17 years) did so in even greater numbers (64 percent).

Women today are working during their 20s, establishing positive expectations about work, careers, and their economic benefits. For these reasons, they are more likely to remain in the labor force after marrying and having children. They will return to work earlier after the birth of their children than mothers in any previous generation. Today, over 40 percent of mothers taking leave are back at work before their child is one year old.

These trends have created a huge demand for all types of child care services that outstrips the supply of programs and providers. Infant care needs are especially acute not only because so few programs exist for this age group, but also because the unprecedented level of demand was both overwhelming and unanticipated.

Growth in Percent of Children with Mothers in the Workforce in U.S.: 1970-1980



During the 1970's, the proportion of working mothers increased from 4 in 10 in 1970 to over 1 in 2 by 1980.

Demand for Child Care Will Grow Because Of

- increase in the number of children 0-5 years
- decrease in family size and fertility rates
- increase in the proportion of families maintained by women
- increase in the number of mothers with young children in the labor force
- increase in the proportion of employed mothers working fulltime/year-round

A critical labor force trend with profound effect on child care demand is women's increasing involvement in fulltime year-round employment. The proportion of mothers working more hours, more regularly throughout the year is growing for women in both single and two-parent families and for women with children of all ages. Women who work fulltime are more than twice as likely to use child care centers than parttime working mothers. As this revolution in women's attachment to work continues, the demand for group child care programs - as well as family day care homes - will increase.

A Portrait of Family Day Care Homes

Homes

Based on a telephone survey of active family day care providers listed with Child Care Resource and Referral agencies as of April, 1983

Total # of Licensed Homes	840
# Large Group Homes (7-12 children)	143
# Homes with Weekend Care	48
# Homes with Night Care	101
# Homes with After-school Care	514
Total # Children-Licensed Capacity	5,898
# Children whose care is publicly subsidized	113
# Children who live outside of county	88
# Children with disabilities	93

Ages of Children in Care April-June, 1983

	% of Homes
Under 3 months	10
3-6 months	18
7-23 months	71
2 years	53
3-5 years	56
6-9 years	50
10-12 years	11

A Portrait of Child Care Centers

Centers

Based on a mailed questionnaire sent to child care centers listed with Child Care Resource and Referral agencies as of April, 1983

Total # of Child Care Centers	178
# Centers Serving:	# Slots Capacity
Infants 21 (12%)	345
Preschool 180 (81%)	7,742
School-age 61 (35%)	1,554
# Centers Offering:	# Slots Capacity
Full-day 87 (55%)	3,688
Part-day 121 (68%)	4,389
After-school 61 (35%)	1,554
Total # of Children Enrollment Capacity	9,642
# of children whose care is publicly subsidized	3,050
# of children who live outside of county	162
# of children referred by Child Protective Services	17

Center Legal Status

Status	# Centers
Public	19
Private Non-Profit	99
For Profit	53

Center Sponsors

Sponsor	# Centers
School District	9
Community College District	—
Other Government Agency	10
University	—
Religious	31
Private Agency	10
Chain/Franchise	5
Other Sponsor	6

County Child Care Report

Contra Costa County

Highlights: How does Contra Costa compare to the other four Bay Area counties —accounts for half of population growth in the Bay Area over the next 20 years, due mostly to population explosion in rural East Contra Costa County —second highest increase in number of new jobs over the next 20 years (115,500) — greatest increase in percentage of children 0-5 years by the year 2000 (22%) — highest proportion of total capacity in family day care homes (38%) versus child care centers (62%)

Unmet Need for Child Care for Working Families in Contra Costa County: 1985

Age	Estimated # of Children with working parents needing child care services (1985)	Total # Slots Centers & Homes (1985)	# Children UNMET NEED
0-5 years	14,861	12,958	2,003
6-9 years	13,119	2,582	10,537
TOTAL	28,080	15,540	12,540

Requests for Child Care in Contra Costa County: 1983

Child Care Resource and Referral agencies handled requests for 10,815 children needing care					
Hours	45%	Agas	44%	Reasons	75%
Fulltime	45%	Under 2 years	44%	Work/Seek Wk's	75%
Parttime	33%	2-5 years	34%	School/Job Training	9%
Before/After School	13%	6-12 years	22%	Parent Activities	5%
Occasional/Temporary	9%			Respite-Sick-Other	2%
				Child Development	6%

Supply of Child Care Centers and Day Care Homes

Number of Slots for May, 1983			
38%	Family Day Care Homes	5,886*	
42%	Private Child Care Centers	6,582	
20%	Public Subsidized Child Care Centers	3,050	
	Total Slots	15,540	

* Based on number of active homes on file with Child Care Resource and Referral agencies.

Cost of Child Care

Average child care fees in private centers and day care homes as of June, 1983		
Hours & Ages	Child Care Centers	Family Day Care Homes
Fulltime		
Infants	\$ 220/month	\$ 200/month
Preschool	\$ 237/month	\$ 208/month
Parttime		
Infants	\$1.55/hour	\$1.55/hour
Preschool	\$1.75/hour	\$1.55/hour
Schoolage		
Before/After school	\$1.30/hour	\$1.65/hour

cont'd

County: Contra Costa

CONTRA COSTA CHILDREN SERVICES

AREA	LICENSED FAMILY DAY CARE HOMES		LICENSED DAY CARE CENTERS		TOTAL	
	# SLOTS	# HOMES	# SLOTS	# CENTERS	# SLOTS	# FACILITIES
Central	3189	465	6298	142	9487	607
East	1436	211	1212	28	2698	239
West	1955	257	2965	65	4920	321
Total	6630	933	10475	235	17105	1168

121

126

CITY	LICENSED FAMILY DAY CARE HOMES		LICENSED DAY CARE CENTERS		TOTAL	
	# SLOTS	# HOMES	# SLOTS	# CENTERS	# SLOTS	# FACILITIES
Concord/Clayton	1370	206	1616	37	2986	243
Pleasant Hill	365	55	395	16	760	71
Martinez/Pacheco	304	38	567	14	871	52
Walnut Creek	314	48	1457	27	1771	75
Lafayette	64	9	624	12	688	21
Morega	42	7	262	5	304	12
Orinda	42	5	281	8	323	13
San Ramon	456	65	215	4	671	69
Danville	214	29	580	12	794	41
Alamo	18	3	301	7	319	10
TOTAL	3189	465	6298	142	9487	607

CITY	LICENSED FAMILY DAY CARE HOMES		LICENSED DAY CARE CENTERS		TOTAL	
	# SLOTS	# HOMES	# SLOTS	# CENTERS	# SLOTS	# FACILITIES
El Cerrito	160	22	244	7	404	29
El Sobrante	155	23	448	9	603	3
Hercules	102	14	100	1	202	16
Crockett	0	0	0	0	0	0
Kensington	0	0	119	5	119	7
Pinole	274	32	67	3	341	6
Richmond	848	110	1495	30	2343	140
Rodeo	102	13	164	3	266	10
San Pablo	314	43	328	7	642	27
TOTAL	1955	257	2965	65	4920	222

AREA: East

CITY	LICENSED FAMILY DAY CARE HOMES		LICENSED DAY CARE CENTERS		TOTAL	
	# SLOTS	# HOMES	# SLOTS	# CENTERS	# SLOTS	# FACILITIES
Antioch	634	88	358	11	992	99
Pittsburg	474	70	531	8	1005	78
West Pittsburg	132	20	172	2	304	22
Brentwood	48	8	151	7	199	15
Byron	12	1	0	0	12	1
Oakley	186	24	0	0	186	1
TOTAL	1486	211	1212	28	2698	216

THE CHILD CARE GAP FOR SCHOOL AGE CHILDREN

	Number of children 5-14 years with working mothers	Number of children 5-14 years with working mothers needing care*	Number of spaces in centers and licensed family day care homes	Gap in child care spaces available for those children needing care	
			<u>HOMES</u>	<u>CENTERS</u>	
CONCORD/CLAYTON	9,548	4,774	77	309	4,388
MARTINEZ	2,493	1,247	25	117	1,105
PLEASANT HILL	1,851	926	31	58	837
FAYETTE	1,735	868	3	179	686
MORAGA	1,420	710	2	15	693
ORINDA	1,471	736	2	52	682
WALNUT CREEK	4,075	2,038	40	134	1,864
SAN RAMON	1,208	604	42	94	468
VALMO	378	189	0	13	176
DANVILLE	1,326	663	24	88	551
TOTAL	25,505	12,755	246	1,059	11,450
GRAND TOTAL COUNTY WIDE	49,656	24,833	555	1,348	22,930

*Studies indicate that approximately 50% of children with working mothers do not need child care due to work schedules, relatives, etc.

Information obtained from the 1980 Census and the Contra Costa Children's Council Child Care Survey of May, 1983.

7/31/84

THE CHILD CARE GAP FOR SCHOOL AGE CHILDREN

	Number of children 5-14 years with working mothers	Number of children 5-14 years with working mothers needing care*	Number of spaces in centers and licensed family day care homes		Gap in child care spaces available for those children needing care
			<u>HOMES</u>	<u>CENTERS</u>	
RICHMOND	6,685	3,343	67	48	3,228
EL CERRITO	1,300	650	16	75	59
EL SOFANTE	788	394	18	10	364
FINOLE	1,317	674	40	7	627
HEFCULES	658	329	9	0	320
MODJO	810	405	9	0	396
SAN PABLO	2,599	1,299	41	0	1,258
KENSINGTON	317	159	0	0	159
SAND HILL	259	130	0	0	130
TOTAL	14,763	7,383	200	140	7,043
PITTSBURG	4,075	2,038	46	59	1,933
ANTIOCH	4,396	2,198	55	10	2,133
BRENTWOOD	426	213	6	80	127
DELTA AREAS	491	246	2	0	244
TOTAL	9,388	4,695	109	149	4,437

Contra Costa County Draft Plan
Attachment B

GAIN CHILD CARE

I. BACKGROUND

On September 26, 1985, Governor Deukmejian signed into law AB 2580, known as the Greater Avenues for Independence (GAIN) Act of 1985. GAIN is the result of a historic bipartisan compromise, a landmark statute that is a comprehensive statewide welfare employment program for AFDC applicants and recipients.

Under GAIN, all able-bodied, nondeferred AFDC applicants and recipients will be required to participate in a structured system of employment-related activities designed to increase their self-sufficiency and chances for unsubsidized employment. One of the unique aspects of the GAIN program is the provision of supportive services while a participant is involved in a GAIN activity. The regulations specifically state that "the state and counties have a responsibility to provide a sufficient level of services to meet the needs of participants..." (EAS 42.710). These services include child care.

The regulations further discuss supportive services and child care (EAS 42.750) as follows:

- A. Supportive services shall be provided to GAIN registrants to enable them to participate in GAIN activities or to accept employment opportunities. Participation shall not be required if the needed services are not available, not arranged, or are insufficient to meet the participant's needs.
- B. Child care shall be available to every GAIN participant with a child under 12 who has indicated a need for care. Care by family members shall be encouraged, but final choice is left up to the participant.
- C. The County Welfare Department (CWD) shall:
 1. Promote parental choice by providing flexibility in child care arrangements,
 2. Provide payment for and assist in arranging for the continuity of child care, including

child care for participants whose programs demand flexible hours of care, and

3. Coordinate with child care resource and referral agencies, school districts, and other local providers in the development of new child care resources where needed.

D. Child Care Costs

1. GAIN may pay for child care services arranged by participants, but they are not to exceed regional market rates.
2. Participants may choose licensed or exempt care.
3. GAIN funds will be available when a child is temporarily absent from care, for specified reasons.
4. GAIN funds will be available for three months immediately following the discontinuance from AFDC due to earnings.

II. CONTRA COSTA COUNTY GAIN PLAN

As part of the GAIN planning process, the County Welfare Department convened topic-specific committees, one of which dealt with assessing current child care resources to determine how to develop enough child care slots to meet the needs of GAIN participants. As a result, the committee recommended several innovative ideas that are included in Contra Costa County's GAIN plan:

A. Child Care Slot Development

1. The Child Care Needs Assessment for Contra Costa County indicated there is a lack of approximately 1620 child care slots necessary to provide a choice between licensed and exempt care for each GAIN participant. There is also a need for child care during minor illnesses, for handicapped/special need children, and for alternative-hour care.
2. Considering participation in GAIN is not required if child care is not available, the GAIN County Plan requires the Contract Agency to:
 - a. Develop sufficient licensed day care slots,

- b. Pursue the development of on-site care with the school districts,
 - c. Develop short-term and emergency sick care (see #B & #C below), and
 - d. Develop care during alternative hours.
3. The Labor Market Needs Assessment included interviews with employers. One of their concerns is absenteeism caused by inadequate child care arrangements at home. Historically, child care is a major barrier to employment. Contra Costa County plans to alleviate this problem with thorough child care slot development. The county plan contains a request for GAIN funds for child care slot development.

B. Sick Child Care

1. A major concern of the GAIN Committee on Child Care and Supportive Services is the total lack of child care for children with minor illnesses, as indicated in the Child Care Needs Assessment. Therefore, it was strongly recommended that GAIN-funded licensed child care be available for this population. Through the provision of short-term licensed child care for ill children, the GAIN participant will be able to continue in employment/education/training without interruption.
2. The GAIN County Plan proposes that the Contract Agency will recruit and contract with a few sick-care licensed child care providers in each section of the County. These homes will be available to provide care on a short-notice basis, as they will be guaranteed a minimum number of GAIN-funded placements. The county plan includes a request for GAIN funds for sick child care.

C. Short-term Child Care

1. The GAIN committee on Child Care and Supportive Services also determined a need in this county for short-term child care. Given the varying nature and duration of the GAIN components, a participant is apt to need occasional licensed short-term child care.

2. The GAIN County Plan proposes that the child care contract agency will recruit and contract with a few emergency licensed child care providers in each section of the County. These homes will be available to provide emergency care for children until a more permanent arrangement can be made. The homes will be guaranteed a minimum number of GAIN-funded placements. By having access to immediate, short-term care, a participant will enjoy greater flexibility when developing a training and employment plan. The county plan includes a request for GAIN funds for short-term child care.

D. Transitional Child Care

1. The GAIN regulations provide funds for three months' child care following discontinuance from AFDC due to employment.
2. Contra Costa County's GAIN committee on Child Care and Supportive Services strongly recommended that transitional child care be funded up to 180 days. Both the Labor Market Needs Assessment and GAIN's performance-based contract criteria cite six months as a "successful placement", therefore, the committee believed it is appropriate that six months' transitional child care be available. The County plan includes a request for GAIN funds for 180 days of transitional child care.

In addition, the GAIN county plan provided for the following child care administrative functions:

A. Child Care Administration

1. Contra Costa County will contract with a child care agency to provide centralized resource and referral services to match GAIN participants with a licensed child care provider, considering needs, location, costs and special circumstances, in those cases where the participant has not made previous, approved arrangements.
2. GAIN participants will be referred to any waiting lists for subsidized child care.
3. The GAIN Social Worker will monitor and review child care arrangements as they relate to a participant's activity in GAIN, and assess any need for change.

B. Child Care Payment

1. The GAIN Social Worker will receive, review, and approve requests for child care payments.
2. The County Welfare Department will issue authorized child care payments to the participant. The participant shall pay the provider with these funds.

III. CONCLUSION

It is the intent of the GAIN program to provide AFDC applicants and recipients with the opportunity to obtain employment by offering a full range of employment training and supportive services, consistent with the needs of the participants. With this in mind, Contra Costa County's GAIN plan has specified a range of child care services necessary to meet the child care needs of our GAIN population. Without these innovations, our goal of full employment may not be reachable.

Child Care Alliance

For Resource
And Development

History/Accomplishments

Sept. 1984

In response to the city Council's concern about the impact of Concord's dynamic growth and development on the child care delivery system, Council women Diane Longshore and Colleen Coll established and chaired the Concord Child Care Task Force. The Task Force was comprised of parents and representatives from both the child care and business communities, as well as, developers.

Sept. '84 -
Spring '85

The Concord Child Care Task Force assessed needs, studied funding mechanisms and concluded that the issues of greatest concern in Concord were affordability, availability and quality.

Spring/Summer '85

The Task Force decided a non profit agency was needed to carry forward their work. Board members were elected, programs designed and a funding request was submitted to and approved by the Concord City Council. Programs included:

Public Education

A program designed to increase public awareness of child care issues and to share with employers the benefits and options of supporting child care for their employees.

Provider Development

A program of training and support for Concord Child Care Providers designed to improve the quality of care provided and enhance the professionalism of local child care providers.

Vendor/Voucher

The Vendor/Voucher Program provides child care subsidies for low and moderate income families and allows parents the right to choose the child care arrangement which best meets the needs of their child and family.

Low Interest Loan

A low interest revolving loan fund developed to assist Concord Child Care Providers in initiating, improving and expanding their programs.

- Lste Summer/Fall '85** The Child Care Alliance hired staff, became incorporated, secured non profit status and developed its programs.
- Nov. '85** The Child Care Alliance Board of Directors met in retreat and adopted the following Mission Statement:
- "To create a system of safe, high quality, affordable, accessible child care for every family in Concord, who wants or needs it, which allows for parental choice and is supported by a partnership of public and private resources."
- Jan. '86** Program implementation began.
- Spring '86** Alliance and Concord Chamber of Commerce sponsored a survey of 120 Concord area employers to assess their level of interest and involvement in providing child care related benefits to their employees.
- March '86** Alliance issued the first Child Care Quarterly, a newsletter designed to acquaint the business community with the pros and cons of supporting child care and to share with employers the options available to them.

April '86

Alliance sponsored 'A Day In The Park' as part of the Week of the Young Child. 200 children participated and Supervisor McPeak and Mayor Mullen presented proclamations from their respective legislative bodies.

Quality Assessment Task Force was formed to develop a program to assess and ultimately upgrade the quality of child care services in Concord.

Alliance launched its first Business Campaign focused at better informing the business community about child care issues and soliciting their support.

May '86

Child Care Alliance held first Annual Board Meeting.

Nov. '86

Child Care Alliance and Concord Chamber of Commerce sponsored Child Care Benefits: The Employer and Employee, a conference for employers exploring the range of child care related benefits currently offered by Bay Area Businesses.

Dec. '86

Alliance launched the Child Care Partnership Project, developed to stimulate the involvement of Concord employers in providing child care assistance to their employees. The Alliance matched the employers' contribution to the child care costs of his/her employees up to \$100 per month per employee. Within 3 months, 3 employers joined the Partnership Project.

The Alliance Board of Directors adopted the recommendations of the Quality Assessment Task Force to implement a program which would involve parents and other volunteers, as well as the programs themselves in assessing the quality of child care programs in Concord.

By year end '86

- 50 low and moderate income working families had received assistance through the Vendor/Voucher Program.
- 52 child care providers had been helped to continue their professional training and development.
- Hundreds of businesses had received information and technical assistance on child care related benefits.
- Two loans had been made to child care providers, assisting in the development of 64 new child care slots.



California Child Care Initiative

Program Overview

The California Child Care Initiative is a collaborative philanthropic program designed to bring the supply of licensed quality child care in the state into better balance with the rapidly growing demand. The Initiative takes advantage of California's unique structure of local independent child care resource and referral agencies, linked by the California Child Care Resource and Referral Network, to ensure expert management of its programs while maintaining local community control.

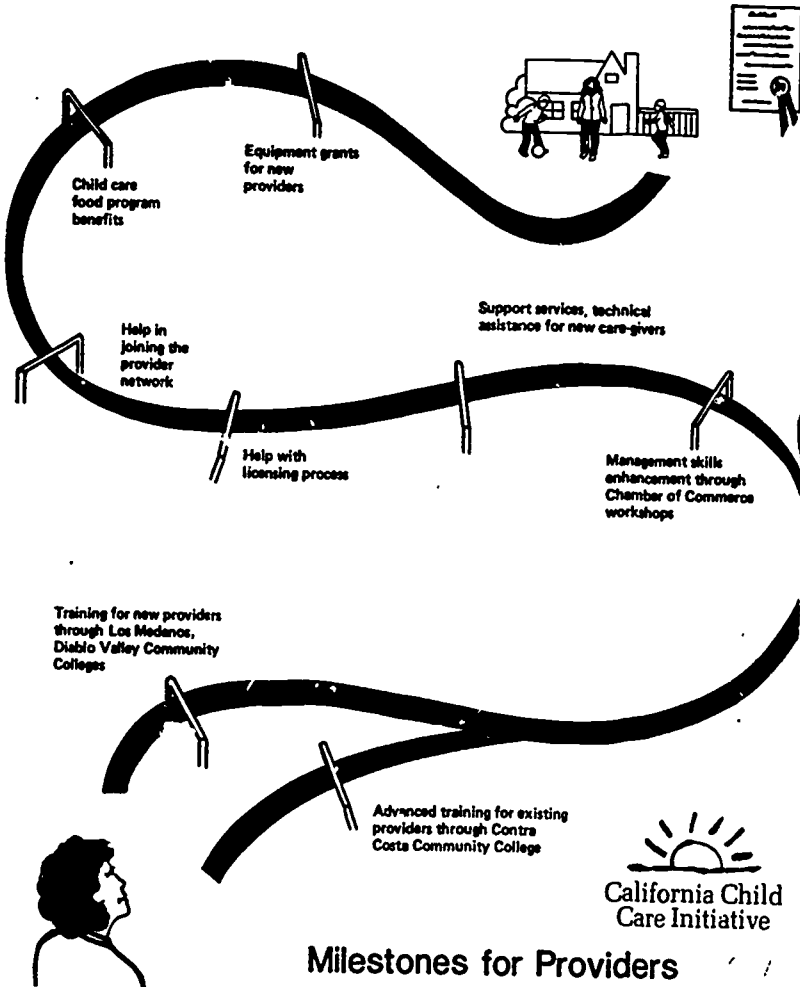
The Initiative was announced in March, 1985 with an initial capitalization of \$400,000 from eight public- and private-sector sources and a fundraising goal of \$700,000. That goal has been reached. The money is being used to develop and run six pilot programs in five California counties to recruit and train new providers of child care and build a capacity for future growth of this vital community resource. If successful, the programs can be expanded or replicated by local resource and referral agencies in other California communities.

BankAmerica Foundation researched and designed the Initiative during 1984. The California Child Care Resource and Referral Network began developing the program components in early 1985, helping pilot agencies to shape their project plans, and creating manuals and other resources for their use. The six pilot programs commenced operation in October and will conclude in September, 1986.

SPONSORS (as of November 4, 1985): BankAmerica Foundation • Chevron U.S.A. Inc. • Merck & Co. • Pacific Telestar Foundation • American Express Foundation • Wells Fargo Foundation • Pacific Gas and Electric Company • The Clorox Company Foundation • California Community Foundations • Securities Pacific Foundation • Nike Inc. • State of California • City and County of San Francisco • Contra Costa County • Sacramento County • City of Sacramento • The San Francisco Foundation • Fiscal Intermediaries

ADMINISTRATOR: Rosemary Mann, BankAmerica Foundation
415/952-3173

CONTRA COSTA CHILDREN'S COUNCIL CARE BUILDER PROJECT



CALIFORNIA CHILD CARE INITIATIVE
FACT SHEET

In the State of California, the Initiative will result in:

192 New licensed family day care homes

Sacramento	12
Contra Costa County	60
West Los Angeles/South Bay	40
Greater Long Beach	40
Bakersfield/Ridgecrest	40

960 estimated new spaces in family day care homes

Sacramento	60
Contra Costa County	300
West Los Angeles/South Bay	200
Greater Long Beach	200
Bakersfield/Ridgecrest	200

3 new school-age programs

San Francisco	3
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125 estimated new school-age spaces

San Francisco	125
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Training for 380 new and existing family day care providers

Sacramento	70
Contra Costa County	130
West Los Angeles/South Bay	80
Greater Long Beach	40
Bakersfield/Ridgecrest	60

190 other individuals trained

San Francisco	50 community organizers and child care staff
Sacramento	45 planners, architects and developers
	70 child care center staff
Bakersfield	25 planners, architects, and developers

Total number of children served: 108

CALIFORNIA CHILD CARE INITIATIVE
FACT SHEET

Children's Council of San Francisco \$61,500

- 3 new school-age child care programs.
- Estimated new spaces for 125 children.
- Training for 50 community organizers and child care program staff
- Contact: Martha Roditti (415) 647-0778

Contra Costa Children's Council \$80,000

- 60 new licensed family day care homes.
- Estimated 300 new spaces in family day care homes.
- Training and workshops for 80 new and existing family day care providers in central and east Contra Costa County.
- Training and workshops for 50 new and existing family day care providers in west Contra Costa County.
- Contact: Joan Kelley (415) 676-5442

Child Action Inc. (Sacramento) \$61,500

- 12 new licensed family day care homes.
- Estimated 60 new spaces in family day care homes.
- Training and workshops for 70 new and existing family day care providers
- Training seminars for 70 child care center staff.
- Training for 45 planners, architects, and developers.
- Contact: Jack White (916) 543-0713

Connections for Children (West Los Angeles/South Bay) \$62,500

- 40 new licensed family day care homes.
- Estimated 200 new spaces in family day care homes.
- Training and workshops for 80 new and existing family day care providers.
- Contact: Jane David (213) 393-5422

Children's Home Society (Greater Long Beach) \$57,500

- 40 new licensed family day care homes.
- Estimated 200 new spaces in family day care homes.
- Training and workshops for 40 new and existing family day care providers.
- Contact: Sherry White (213) 436-3201

Community Connection for Child Care (Bakersfield/Ridgecrest) \$60,000

- 40 new licensed family day care homes.
- Estimated 200 new spaces in family day care homes.
- Training and workshops for 60 new and existing family day care providers.
- Training for 25 planners, architects, and developers.
- Contact: Julie Parsons (805) 322-7633

Chairman MILLER. Mr. Vicars?

STATEMENT OF RICHARD VICARS, VICE PRESIDENT OF HUMAN RESOURCES, LINCOLN NATIONAL LIFE INSURANCE CO., FORT WAYNE, IN

Mr. VICARS. Thank you, Mr. Chairman.

Congressman Coats, I bring you greetings from home.

My name is Richard Vicars. I am Vice President for Human Resources for Lincoln National Corporation.

A little about my company:

Lincoln National Corporation was founded in 1905 as one of the nation's largest multi-line insurance holding companies. It is listed on the New York Stock Exchange. The company has assets of \$15 billion, and annual revenues exceeding \$6 billion.

Further, it is the largest financial institution in the State of Indiana. We are home based in Fort Wayne, Indiana and we are recognized as a progressive leader in the community providing a variety of innovative benefits for its 3,300 home-office employees.

The demands of today's economy have significantly altered parental roles within society from what we know as a traditional bread winner/homemaker couple, to the dual income couple.

Also, the high divorce rate has created many single parent families. To accommodate the increasing number of employees who are single parents or dual wage earners, we designed a benefit package to ease the burden incumbent on employees who require day care for their children.

Some of our benefits include flexible benefit packages including a dependent-care expense account, flexible time scheduling, job sharing, part-time positions, paid maternity disability of six weeks and up to three months of non-paid including paternity leave.

We provide adoption assistance for ages from birth to 16 years for full time employees, which reimburses 80 percent of expenses up to a maximum of \$1,250 per adoption.

Further, we provide psychological counseling services and a comprehensive child care information and referral service which also includes sick child care assistance, a joint venture with a local hospital.

My comments today will focus in particular on our company's child care information and referral service. While the roles of the parents have changed, the needs of the children have not. Consistent quality day care remains critical to healthy development.

We believe that if parents know that their children are content and well cared for they are more attentive to their work. Our employees are an important part of our company's success. Recognizing the special needs of today's employees, the company took a progressive stand on the child care issue.

In August 1983, a group of employees approached the chief executive officer, Ian Rolland, with a request to explore the child care issue. After an indepth employee survey was conducted, a study was made of other corporation's efforts in employer-supported child care, and the pros and cons of various options were then considered.

In reviewing the child care resources in the Ft. Wayne area, the group determined that an adequate number of preschool child care programs already existed in the community.

However, since children under 2 years are not accepted in most day care centers, the quality and quantity of infant care was identified as a major problem in the family day care system.

Also, our employees wanted help just in locating quality child care providers that met their needs. Upon confirmation of the conclusions by an outside expert, Dr. Dana Friedman of the Conference Board, who is recognized as one of the nation's leading authorities on employer sponsored child care, and with the approval of our CEO and the senior officers of the corporation, a decision was made to establish an in-house information and referral service.

This option was elected because it could be implemented quickly, was cost effective and it helped to meet a wide range of employees' child care needs.

We then hired a full-time staff person to administer information and referral services. And I brought her with me today. Madeleine Baker is our child care administrator and is, I think, the primary reason why this benefit for our employees has worked so well and has been received so well by our employees.

We are now in our third year of operation. And I can say honestly, it's working better than we anticipated. Since its inception, the service has served over 750 of our employees and has successfully placed over 63 percent of those employees' children in day care centers or homes.

And I might add, this is not just female employees as everybody thinks. There are an awful lot of our male employees that come to Madeleine for help in child care.

Currently, there are 150 family day care providers in our registry who have been prescreened through telephone interviews and on site visitations to ensure that they meet the standards of quality and service.

Madeleine is out every Wednesday visiting her providers, to see if they're maintaining their standards. If they're not, they're taken off our list.

The program also maintains an informational file on licensed day care centers and program profiles on preschools.

On an ongoing basis, Lincoln National Child Care Services works to provide parents and child-care providers with the information and training they need to be the best parents and providers possible.

Some examples of our services, in addition to our Information Referral Service, are seminars and workshops on child care and family topics; support groups who provide group interaction in sharing with parents with special situations, such as first time parents; a child care newsletter for parents and providers to communicate updates and schedules for child care services; promote interaction between the two groups; prepare parent/provider information packets to serve as resources and guides; and last, but certainly not least, is our annual Child Care Fair which provides a wide range of parenting resources that promotes the importance of the family unit.

Child care services extend beyond our company. The service encourages and assists the development of the Ft. Wayne communities' child-care resources, participating in organizations which deal with family and children, acting as a child-care advocate, and a resource for other companies' initiatives.

When high quality child care is available, children benefit, parents benefit, employers benefit, and the whole community is a better place in which to live and work.

And that's what we believe will make it work.

Thank you.

Chairman MILLER. Thank you.

[Prepared statement of Richard Vicars follows:]

PREPARED STATEMENT OF RICHARD VICARS, VICE PRESIDENT, HUMAN RESOURCES FOR
LINCOLN NATIONAL CORP., A PROGRESSIVE LEADER

"My name is Richard Vicars and I am Vice President, Human Resources, for Lincoln National Corporation.

Lincoln National Corporation, founded in 1905, is one of the nation's largest multiline insurance holding companies. Listed on the New York Stock exchange, the company has assets of \$16 billion and annual revenues exceeding \$6 billion. Further, it is the largest financial institution in the state of Indiana.

Home-based in Fort Wayne, Indiana, Lincoln National is recognized as a progressive leader in the community, providing a variety of innovative benefits for its 3300 home office employees.

The demands of today's economy have significantly altered parental roles within society from the traditional breadwinner/homemaker couple to the dual-income couple. Also, the high divorce rate has created many single-parent families.

To accomodate the increasing number of employees who are single parents or dual wage earners, a benefit package was designed to ease the burden incumbent on employees who require daycare for their children. Some of these benefits include:

- o Flexible benefits, including a dependent care expense account;
- o Flexible time scheduling, job sharing and part-time positions;
- o Paid maternity disability of six weeks and up to three months of non-paid, which includes paternity leave;
- o Adoption assistance, for ages 0-16 years, for full-time employees with reimbursement of 80 percent of expenses to a maximum of \$1,250 per child;
- o Psychological counseling services, and
- o A comprehensive Child Care Information-Referral (ICR) Service, which also includes 'sick child care' assistance, a joint venture with a local hospital.

My comments today will focus in particular on Lincoln National's Child Care Information-Referral Service.

While the roles of the parents have changed, the needs of the children have not. Consistent, quality care remains critical to healthy development. We believe that parents who know that their children are content and well-cared for are more attentive to their work.

Our employees are an important part of Lincoln National's success. Recognizing the special needs of today's employees, the company took a stand on the child care issue. In August 1983, a group of employees approached the Chief Executive Officer, Ian Rolland, with a request to explore the child care issue. After an in-depth employee survey was conducted, and a study of other corporations' efforts in employer-supported child care, the pros and cons of various options were considered.

In reviewing the child care resources in the community, the group determined that an adequate number of preschool child care programs already existed in the community. However, since children under two years are not accepted in most daycare centers, the quality and quantity of infant care was identified as the problem area in the family daycare system.

Upon confirmation of the conclusions by an outside expert, Dr. Dana Friedman, one of the nation's leading authorities on employer-sponsored child care, and with the approval of the CEO and the Senior Officers, the decision was made to establish an "in-house" Information and Referral Service. This option was elected because it could be implemented quickly, was cost-effective, and it would help to meet a wide range of employees' child care needs. We then hired a full-time staff person to administer our Information and Referral Service.

Now in its 3rd year of operation, Lincoln National's Child Care Information and Referral Service is working very well. Since its inception, the Service has served over 750 employees and has successfully placed over 63% of those employees' children. Currently, there are 150 family daycare providers in its registry, who have been pre-screened through telephone interviews and on-site visitations, to ensure that they meet Lincoln's standards of quality and service. The program also maintains an informational file on licensed daycare centers and program profiles on existing pre-schools.

On an on-going basis, Lincoln National Child Care Services works to provide parents and child care providers with the information and training they need to be the best parents and providers possible. For example, Child Care Services include:

- o Seminars and workshops on child, parent and family topics;
- o Support groups to provide group interaction and sharing for parents with special situations, such as first time parents;
- o A child care newsletter for parents and providers to communicate updates, tips and schedules for Child Care Services, and promote interaction between the two groups;
- o Parent-provider information packets to serve as resources and guides; and
- o Annual Child Care Fair which provides a wide range of parenting resources and promotes the importance of family.

Child Care Services extend beyond Lincoln National. The Service encourages and assists the development of the Fort Wayne community's child care resources, participating in organizations which deal with family and children, acting as a child care advocate, and a resource for other companies.

When high-quality child care is available, children benefit, parents benefit, employers benefit - and the whole community is a better place in which to live and work.

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Chairman MILLER. Madeleine, did you have testimony or are you just going to respond to questions?

Mr. VICARS. She's going to answer all the technical questions. [Laughter.]

Chairman MILLER. Dr. Robins.

STATEMENT OF PHILIP K. ROBINS, Ph.D., PROFESSOR OF ECONOMICS, UNIVERSITY OF MIAMI, CORAL GABLES, FL

Mr. ROBINS. Thank you.

Mr. Chairman and distinguished Members of the Select Committee, I thank you for the opportunity to present my views on the role played by child care in promoting economic self-sufficiency among low-income families.

I'm a labor economist and a Professor of Economics at the University of Miami. I'm also a research affiliate at the Institute for Research on Poverty at the University of Wisconsin. I've been involved with studying the economics of the family for my entire 15 year professional career. And I'm also heavily involved right now with helping the State of Wisconsin design their Welfare Reform Program that was referred to earlier.

I've also spent a great deal of time studying child care. And I would like to say that I firmly believe that child care is an essential ingredient in promoting economic self-sufficiency among low income families.

My testimony today is based on the results of research that I have performed over the past two years. My remarks are divided into two parts. The first part is concerned with how the availability of child care affects various measures of economic self-sufficiency.

The second part is concerned with how the cost of child care affects economic self-sufficiency. Let me briefly summarize each part of my testimony.

First, let me summarize my results with respect to the availability of child care and economic self-sufficiency. These results are based on a study I performed for the Department of Housing and Urban Development [HUD] in which I attempted to determine how providing child care services in public housing projects affects economic self-sufficiency among low-income families residing in the projects.

I found that the availability of a child care center in a public housing project could have a substantial effect on economic self-sufficiency if the center is large enough. In other words, in public housing projects having child care centers with a sufficiently large number of slots relative to the number of families living in the projects, the average standard of living of residents is significantly improved.

To give you an indication of how center size affects economic self-sufficiency, let me describe the implications of my results with respect to how a 50-percent increase in the relative size of a child-care center would affect various economic outcomes; in particular, hours of work of the mother (or the parent caring for the child), earnings of the mother, welfare benefits received by the family, and total family income.

I found that a 50-percent increase in the relative size of the child-care center would increase average hours of work of the mother by about 13.5 percent, would increase the number of mothers employed by about 12 percent, would increase average earnings of the mother by about 19.5 percent, and would increase total family income by about 5.5 percent.

Welfare benefits would fall by 4 percent, and the number of families receiving welfare benefits would drop by 2 percent. (About two-thirds of the sample I analyzed received welfare benefits.)

I found that most of the effects of the public housing project child-care centers on economic self-sufficiency occurred for non-welfare families. The effects for welfare families were generally small in magnitude. Hence, my analysis suggests that having a child care center in a public housing project appears to affect primarily those families that have already achieved some degree of economic independence.

However, I would like to note that these results should be viewed with some caution because so few welfare families have working parents and it is difficult to isolate effects for them.

It is quite possible that more extensive child care programs could have larger effects on welfare families and could also reduce the number of families receiving welfare benefits by amounts significantly larger than I estimated in my study.

Now let me summarize my results with respect to economic self-sufficiency and the cost of child care. Using results from a statistical probability model, I generated predictions of how changes in market child care costs would affect work effort and the choice of child care arrangements by working mothers.

My predictions suggest both are sensitive to child care costs.

Overall, my results show that a 10-percent decrease in child-care costs would increase employment by about 4 percent and would increase the use of purchased care by about 6 percent?

Chairman MILLER. Excuse me. I take it you mean the cost to the parent.

Mr. ROBINS. The cost to the parent. The net cost to the parents.

What do the results of these studies imply? First, they provide clearcut evidence that economic decisionmaking is sensitive for the availability and cost of child care. Second, they suggest that further government efforts to subsidize child care costs and/or further efforts to increase the availability of child care services will likely lead to a significant increase in economic well-being, particularly among low income families.

Third, my results imply that outreach efforts should be an important component of any new major program to expand child care services. In the HUD sponsored study I referred to earlier, it was found that more than half the families with children living in the public housing projects with centers were unaware of the presence of child care facilities on the project premises.

Finally, it should be noted that the findings of my research are based on the analysis of existing child care programs. A more definitive statement regarding the effects of child care on economic self-sufficiency from an economic perspective, could be obtained if child care programs were to be evaluated within a carefully controlled experimental setting.

Thank you.

Chairman MILLER. Thank you very much.

[Prepared statement of Philip Robins follows:]

PREPARED STATEMENT OF PHILIP K. ROBINS, PROFESSOR OF ECONOMICS,
UNIVERSITY OF MIAMI, CORAL GABLES, FL

Mr. Chairman, I thank you for the opportunity to present my views on the role played by child care in promoting economic self-sufficiency among low-income families. The testimony I am about to present is based on the results of research that I have been performing over the past two years. I will divide my remarks into two parts. The first part is concerned with how the availability of child care affects various measures of economic self-sufficiency. The second part is concerned with how the cost of child care affects economic self-sufficiency.

The Availability of Child Care and Economic Self-Sufficiency

I recently completed a study for the Department of Housing and Urban Development (HUD) in which I attempted to determine how increasing the availability of child-care services would affect economic self-sufficiency among low-income families in public housing projects. The motivation for the study derives from the Housing and Urban-Rural Recovery Act of 1983 (P.L. 98-181), which authorized HUD to carry out a demonstration program to determine the feasibility of using public housing facilities in the provision of child-care services for low-income families who reside in public housing. Subsequent to passage of the Act, the Joint Appropriations Committee of Congress determined that such a demonstration was not yet needed because many Public Housing Authorities (PHAs) were already furnishing child-care services within public housing projects and a variety of outside funding sources were available for the operation of such services. Because of this, Congress directed HUD to undertake an evaluation of existing child-care services in PHA facilities and to determine their

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role in promoting economic self-sufficiency among public housing residents. The data collected as part of that evaluation were used in my study.¹

The presence of child-care facilities in a PHA project is intended to promote economic self-sufficiency by facilitating employment among PHA residents. In the jargon of economics, PHA child-care centers may be viewed as having the effect of reducing the labor market entry costs of public housing residents, by increasing the supply of available child-care services and by providing such services in a more convenient setting. In my study, I utilize the theory of labor market entry costs to derive a set of testable hypotheses regarding the effects of PHA child-care facilities on economic self-sufficiency. The theory predicts that providing child-care services within a PHA project should generate an increase in work effort of the mother and should reduce the family's reliance on public assistance.

The empirical analysis I performed utilized household survey data collected by Westat from about 1,000 residents of PHA projects. The survey was administered by telephone to two groups of families, those residing in PHA projects in which at least one child-care center was present and those residing in PHA projects in which no child-care center was present. If the two groups are otherwise comparable (that is, if they have the same general socioeconomic characteristics), then in effect, we have an "experimental" group and a "control" group and appropriate statistical techniques can be utilized to draw inferences regarding the effects of the PHA child-care centers on economic self-sufficiency. Using the available survey information, I concluded that, except for the presence of a child-care center, the groups appeared to be quite comparable.

As part of the evaluation, an attempt was made to determine how extensive child-care programs were in PHA projects. Of the approximately 2,350 PHAs that cooperated with the study (out of 2,800 PHAs nationwide), approximately 10% reported the presence of at least one child-care program in their facilities. One third of these programs were Head Start centers that provided primarily developmental rather than custodial day care. I excluded families in projects with Head Start Centers from my analysis because I was interested primarily in evaluating child-care services that facilitated employment of the mother.

Of those PHAs with child-care centers, about half of all households with children in the projects indicated they would be interested in using the center if space was available. Based on these responses, Westat estimated that there was a "waiting list" of approximately 96,000 children for services from these centers. Westat also estimated that households with approximately 170,000 children might be interested in the centers' services if care were to be available for a wider age range of children and for more hours. About 10,000 children were actually being served by the PHA centers but only 38% of them resided in the PHA projects. The remaining 62% were from the community at large. Moreover, over half the households with children were unaware of the presence of the child-care center in the PHA project. Hence, the PHA child-care programs appear to be serving only a small fraction of the potential users within the PHA projects.

Given this background information, I will now summarize the results of my empirical investigation. Based on estimates from a multivariate regression model, I found that the availability of a child-care center in a PHA project can have a substantial effect on economic self-sufficiency, if

the center is large enough. For the actual centers surveyed, the average effects all indicate an improvement in economic self-sufficiency, however none of the effects are statistically significant or very large in magnitude. However, when the size of the effect is allowed to vary with the relative size of the center (measured by the ratio of the number of child-care slots to the number of PHA housing units in the project), the effects become statistically significant and sizable in magnitude. The results unambiguously imply that economic self-sufficiency is improved when a child-care center capable of serving a relatively large number of families is present in a PHA project.

To give an indication of how center size affects economic self-sufficiency, I calculated elasticities for all the outcome measures I examined. The outcome measures included hours of work of the mother, earnings of the mother, welfare benefits received by the family, and total family income, all measured in annual terms. The elasticities show the percentage change in these outcome measures resulting from a given percentage change in the relative size of the PHA center.

For hours of work, the elasticity indicates that a 50% increase in the relative size of the center would be expected to increase average hours of work of PHA residents by about 13.5% (employment would increase by about 12%). The earnings elasticity is somewhat larger, implying a 19.5% increase in earnings for a 50% increase in the size of the center. The welfare benefit elasticity indicates that a 50% increase in the relative size of the center would reduce welfare benefits by 4% (the number of families receiving welfare benefits would drop by 2%). Finally, the family income elasticity

indicates that family income would rise by about 5.5% if there was a 50% increase in the relative size of the center.

About two-thirds of the sample I analyzed received welfare benefits. In separate analyses of welfare and nonwelfare families, I found that most of the effect of PHA centers on economic self-sufficiency occurred for nonwelfare families. The effects for welfare families were generally small in magnitude. Hence, my analysis suggests that the reduction in labor market entry costs made possible by having a child-care center on the PHA premises appears to affect primarily those families that have already achieved some degree of economic independence, in the sense that they are not currently receiving welfare benefits. However, these results should be viewed with caution because so few welfare families have working parents and it is difficult to isolate effects for them. It is quite possible that more extensive child-care programs could have larger effects on welfare families and could also reduce the number of families receiving welfare benefits by an amount significantly larger than I estimated in my study.

Economic Self-Sufficiency and the Cost of Child Care

In another study, a colleague and I examined how child-care costs affect work effort and the choice of child-care arrangement.² Economic theory suggests that higher child-care costs will reduce the likelihood that mothers will work (because of a reduction in the net economic return to working) and for those mothers that do work the likelihood of making choices in which child care is not purchased in the market will be increased.

We tested this theory using data from a much larger household survey than the one used in the study of public housing residents. The survey was

conducted as part of the Employment Opportunities Pilot Projects (EOPP), a job-search demonstration project undertaken by the Department of Labor in the late 1970s and early 1980s. The EOPP survey collected extensive information on employment of the mother and the cost and utilization of several types of child care used while the mother worked. Our analysis sample consisted of 6,151 households throughout the United States in which there was a married woman under the age of 45 and at least one child under the age of 14 years in the household. The sample consisted of a disproportionate number of low-income families, although high-income families were also represented.

Thirty seven percent of the households in the EOPP sample had a working mother (the survey covered the years 1979 and 1980). Of those families with working mothers, about one-third reported using a paid form of child care while two-thirds reported using non-paid forms of child care. One can think of these two types of care as market care and nonmarket care. The objective of our empirical analysis was to determine how child-care costs affect the probability of working and the probability of using market care.

Using results from a statistical probability model, we were able to generate predictions of how changes in market child-care costs affect work effort and the choice of child care arrangement. Our predictions suggest that both are sensitive to child-care costs.

The range of child-care costs examined in our predictions was from zero to \$40 per week (in 1980 dollars). Mean child-care costs in the sample were about \$27 per week. The predictions indicated that if child-care costs were fully subsidized, 72% of the mothers would work. If child-care costs were \$40 per week, only 18% of the mothers would work (recall that at the sample

mean child-care cost, about 37% of the mothers work). The average elasticity of employment with respect to child-care costs over the range of child-care costs examined is about $-.4$, indicating that a 10% decrease in child-care costs would increase employment by about 4%.

Higher child-care costs are also predicted to reduce the probability of using purchased forms of child care when the mother does work. If child-care costs were fully subsidized, our results imply that 57% of the working mothers would use purchased care. If child care costs were \$40 per week, only 19% would use purchased care. The average price elasticity of purchased care over the range of child-care costs examined in the study is about $-.6$. This means that a 10% reduction in market child-care costs would increase the use of purchased child care by about 6%. It is interesting to note that the elasticities with respect to purchased care are higher at lower child-care cost levels, suggesting that there is greater substitutability with nonpurchased care at these levels. Greater substitutability at lower cost levels may be reflecting the fact that cost and quality are positively correlated and that purchased care and nonpurchased care have similar qualities at lower cost levels.

Summary

What do the results of all these studies imply? First, they provide clearcut evidence that economic decisionmaking is sensitive to the availability and cost of child care. Second, they suggest that further government efforts to subsidize child-care costs and/or further efforts to increase the availability of child-care services would likely lead to a significant increase in economic well being, particularly among low-income

families for whom child-care costs represent such a large fraction of their net economic return to working. Third, they imply that outreach efforts should be an important component of any new major program to expand child-care services. As indicated earlier, the HUD sponsored study found that more than half the families with children in a public housing project were unaware of the presence of a child-care facility on the project premises. Finally, it should be noted that the findings of my research are based on the analysis of existing child-care programs. A more definitive statement regarding the effects of child care on economic self-sufficiency could be made if child-care programs were to be evaluated within a carefully controlled experimental setting.

Footnotes

1. The formal evaluation of PHA child care centers was conducted by Westat, under contract to HUD. The final report was issued on April 14, 1986 and is entitled "A Study of Child Care in Facilities Furnished by PHAs". My evaluation of PHA child-care centers is presented in a paper entitled "Child Care and Convenience: A Study of the Effects of Labor Market Entry Costs on Economic Self-Sufficiency Among Public Housing Residents", working paper, Department of Economics, University of Miami, February 1987, and is summarized in the Westat report.

2. David M. Bleu and Philip K. Robins, "Child-Care Costs and Family Labor Supply", working paper, Department of Economics, University of Miami, November 1986. This study is part of a larger report submitted to the National Institute of Child Health and Human Development, under Grant #1 R01 HD20254-01. The report is entitled "Fertility, Employment, and Child Care".

Chairman MILLER. Let me ask you a couple of questions. You hit on one point where I interrupted you, about a question of whether or not all of the people that I think we desire to have participate in the GAIN program will or will not be able to do so because of the adequacy of child care.

Is it your anticipation that there will be insufficient funds from the state to meet that need?

Ms. McPEAK. The state has not yet been asked to fund the development of child care to the extent that Contra Costa will propose. The indications we have from the Social Services Department is that they are likely not to approve what we are going to request to accomplish this.

So, in sum, yes.

Chairman MILLER. We heard the discussion with respect to the funding of the Massachusetts Program, and their use of two different kinds of child care with the one, obviously, that has grown rather rapidly.

You don't have any problem with the voucher proposal, do you?

Ms. McPEAK. No, we don't. We do believe that when you use vouchers you have a unique opportunity also to link that to quality assessments. And we would use that kind of a system to ensure that those eligible providers who have submitted themselves to an analysis of quality and to a review of quality would be the referral list that parents would use their vouchers for to purchase child care.

Chairman MILLER. Let me ask you this also with respect to down the road. It appears that the Massachusetts system allows for transitional child care for a period of a year. We heard testimony from our first witness suggesting that without this current child care, she'd be right back to where she was.

Although she is now working at, I think, \$10,000 a year.

In our system, we cut that off after three months?

Ms. McPEAK. Yes. It is required, under the GAIN Law, that the assistance during transition continue for three months. Contra Costa proposed a minimum of six months. Again, we'll see whether or not the state will fund that.

The evidence that we are offering to support our reasons for the six-month child-care transition is that when we surveyed employers to ask them if they would be willing to accept GAIN trainees and then graduates into employment, they often cited a concern about absenteeism of the participant or of the new employee because of inadequate child care.

So the employer has told us there needs to be adequate child care. We're using that to support our contention that there needs to be at least six months of transition for child care.

Chairman MILLER. Mr. Vicars, when we started on this subject of child care some three years ago and we traveled around and talked to different corporations, different CEOs, some of them had actually studied some of the statistics.

And they believed that they had less absenteeism, tardiness, less turnover, their phones weren't tied up from 2:00 to 6:00 in the afternoon. What have you found at Lincoln National? Is that accurate and to what extent is there empirical evidence?

Mr. VICARS. It's very difficult to give hard facts to some of these so-called thinkings. I will tell you that we know isolated situations where, because of our service, a mother who otherwise would not have been able to come to work was able to come to work.

A sick child, for example. In the morning, we have a service that we provide through one of the hospitals that can take sick children. What better place to have a child during the day if your child isn't well except in a hospital?

If it were not for that arrangement that Madeleine put together with our local St. Joseph's Hospital, we know some of these mothers wouldn't come to work. They will stay home with their child.

You know, it's very difficult for us to measure. We think there's a lot of soft savings in this program or we wouldn't be into it. We're a business organization and it has to have a payback for us. We think it pays back much more than we invest in it; if nothing else, in the goodwill that we get with our employees and in our community and now even nationwide.

Madeleine, do you want to add anything to that? You deal with them day to day.

Ms. BAKER. I think I might add that, as Rick mentioned in those isolated cases, we have not lost any employees after they have taken short disability. Most have been able to return.

And we've also had some incidences where we had hired a professional, someone at a professional level, who approached me and said one of the reasons they had selected Lincoln National is because of our in-house child care program.

Chairman MILLER. We visited a site down in Dallas—outside of Dallas, Texas and talked to the people in the workforce there, and they had a very comprehensive program of on-site child care in their corporation.

You talk to those parents and they just said that, among their friends and neighbors, this is the preferred place to work because of the kind of peace of mind that you have knowing that your child is either on site or in one of the nearby referral systems.

The company has made some effort to go through and to screen, and to participate. People were standing in line for jobs and they were also saying that they felt that people really thought twice before they decided to leave the company.

There really had to be a substantial marginal difference between their existing employer and what they might take in the future that didn't have that kind of benefit.

Mr. VICARS. I'll comment on that. We really think this gives us an edge in attracting professionals. And, again, 73 percent of our home office workforce is female. And like I said earlier, it's not restricted just to the females. We get an awful lot of our male employees whose spouses work elsewhere coming in to ask for help with their child care needs.

But we also have 832 of our 3,300 employees who are professional women, managerial level professional women. You know, they have needs the same as anybody else. And I think they stay with us, and maybe put up with some tougher times because we go a little bit above and beyond, and I think it's recognized.

Chairman MILLER. Dr. Robins, what kind of waiting list do public housing authorities have for child care?

Mr. ROBINS. In the particular study I referred to, there were two estimates of waiting lists. Approximately 10,000 children are served by the child care facilities in public housing projects throughout the Nation.

It was estimated that there was a waiting list of about 96,000. That is 96,000 parents of children would like to use the services of those facilities.

Chairman MILLER. That's a formal waiting list? Are those parents that, as you indicated in your paper, in many instances, people living in the projects who were not aware of the existence of the facility?

You considered them on the waiting list or is that a—

Mr. ROBINS. Yes. I think in that definition they were. The study was performed by a research consulting firm. And I have read the study in great detail. It's not entirely clear.

A large number of families, using the public housing child care facilities were not residents of public housing projects. And it's not clear, from the analysis, whether that was because the demand was saturated by the public housing residents and then they went outside to the community at large, or simply that the families just didn't know about it.

I think the conclusion was that the families simply did not know about them and I think the estimated waiting list was based on questions that were given to the households. And when they were made aware of the child care facility, they expressed a significant interest in wanting to use them.

And I thought it was also interesting that in the child care facilities that were studied, the families also expressed an interest in using the facilities if their services could be expanded to include different age ranges of children, greater number of hours, and so forth.

Chairman MILLER. When you say "using," you're talking in relationship to employment?

Mr. ROBINS. Yes. These are all—my entire study was geared toward child care facilities that would facilitate employment of a mother, as opposed to Head Start Centers which are mainly developmental in nature.

Mr. Coats?

Mr. COATS. Thank you, Mr. Chairman.

Richard and Madeleine, again, welcome. We're pleased to have you here and appreciate the good work that Lincoln National is doing in this area and a lot of other areas in our community.

You said that, in your testimony, Richard, in 1983, when you approached the chairman and asked to study this that the corporation then undertook both an employer's survey and a pretty extensive study of what other corporations were doing to determine what your options would be.

And you came up with the conclusion that an information referral service, and the kind of child care service that you described that Madeleine administers, is the best way to go.

How seriously did you look at either in-house or nearby child care that Lincoln would actually underwrite or provide? And what were the reasons for not going in that direction?

Mr. VICARS. That was one of the options that we explored. We have a particular problem with our company in Ft. Wayne in that we have two sites that are about 7 miles apart and about equally staffed. About half as many in each location.

So you really get down to an issue. We had to face the issue; "Well, what do we do if we have an on-site day care center, do we have two?" And that just doubles your cost, frankly.

If you put it somewhere in between the two sites, well, you still may not meet the needs of all the employees. And our employees really weren't asking for an on site day care center. They wanted some help by the company, and this looked like a very good compromise because we were able to offer help to try to meet all of our employees' child-care needs.

Because if you have an on site day care center, we have a second and third shift. What do we do for those employees. If you're going to run it 24 hours a day, you would just about quadruple your cost.

We really didn't even have, in either operation, an adequate facility to house a day care center. So we were faced with maybe even building a building. We tried to see if the Ft. Wayne community, the downtown employers would be willing to form a consortium and go together on a day care center.

And there wasn't enough interest on the part of other employers, unfortunately.

So we were really left with this as probably our best option. And that's the route we went. And hindsight is 20/20. But I think we certainly made the right decision. I don't know what the future holds. You know, we may go the route of an on site day care center even at both locations 5 or 10 years out.

Mr. COATS. I suppose part of that decision is based on what you find in the community, the availability of services.

Mr. VICARS. Right. True.

Mr. COATS. I notice also you indicated that the flexibility was important because of the needs and desires of your employees, that some wanted a more structured center, others wanted a home care, and that type of thing.

In your testimony also you indicated that you placed over 63 percent of employees' children. What about the other 37 percent? Are they not placed or—

Mr. VICARS. That isn't a failure rate. [Laughter.]

Ms. BAKER. Hopefully they are placed in some form of day care program. I think, like in other communities we're experiencing a tremendous lack of infant and toddler care.

We're depending quite heavily on the quality of family day care providers who do care for infants and toddlers. At this point, we're looking at increasing the number of family day care providers who will be able to serve a larger number of infants and toddlers.

Mr. COATS. How do you think you can best do that in that community?

Ms. BAKER. Well, one of the things that has happened with our program is that we have a tremendous positive relationship with those family day care givers who are registered with our program. So they are the ones who have been recruiting caregivers among themselves. They feel it's wonderful to be affiliated with Lincoln National's Child Care Services.

So through them, we have recruited the majority of our family day care providers. And hopefully, that type of word gets passed around and continues to increase our caregivers' list.

Mr. COATS. This service is obviously a benefit to your employees. Is that part of their benefits package? Are they able to select certain benefits on a cafeteria type plan?

Mr. VICARS. This is available to all employees.

Mr. COATS. Available to all employees. Fine.

Mr. VICARS. Anybody who has a need for Madeleine's services, the part that is available to select is in our benefit program where we have a cafeteria-type plan. We do have two spending accounts, one for health care expenses that are not covered by the plan, to get them paid for on a pre-tax basis, and also the dependent-care expense account which can pay for day care, in addition to elderly care, if you have elderly parents, on a pre-tax basis.

And they can put money in there out of their paycheck to be used exclusively to reimburse them for those expenses. They get reimbursed on a pre-tax basis.

Mr. COATS. And what amount does the company put in to the package?

Mr. VICARS. Into the total flexible spending account, it varies by the amount of life insurance some of them carry, but they put nothing into these expense accounts.

Mr. COATS. That's employee contribution only, but pre-tax.

Mr. VICARS. Right. That's correct.

Mr. COATS. I notice in the testimony that American press submitted that they actually budget money to support community day care. That they don't have a referral service similar to yours. But they are actually out in the county providing funds and support for different day care services.

Do you do anything like that?

Mr. VICARS. No.

Ms. BAKER. What we're doing for the community is acting as a resource at this point.

Mr. COATS. The last question. Explain the sick child service, how that's set up and who pays for it, and what provisions the hospital had to make to make changes?

Ms. BAKER. Our local hospital, St. Joe Medical Center, recently created their in-house sick child care program. And since option—

Mr. COATS. Do they do that in conjunction with you or they did that just to serve—

Ms. BAKER. Just on their own.

Mr. COATS. That's just part of their hospital program.

Ms. BAKER. Exactly. And then they have recently invited us to join in their program. So at this time, it's a new program we're offering to our employees as an option when their children are mildly ill so that they don't need to use their administrative absent time or their vacation time, that there is another option available.

At the present time, the cost will be paid by the parent exclusively.

Mr. COATS. And what approximately is that? I mean for the average.

Ms. BAKER. Right now, up to four hours of care is \$20 and up to 12 hours of care is \$25.

Mr. COATS. \$20 for the first four hours total, and \$25 if you're up to 12 hours.

Ms. BAKER. Exactly.

Mr. COATS. And so an employee calls in in the morning and might call you and say, "Gee. I want to come to work but my child has the flu." You say, "Take them down to St. Joe on your way to work," and they provide what kind of service?

Ms. BAKER. We have arranged that for this particular need, they don't have to call my office. They can call—

Mr. COATS. You inform them and they call direct?

Ms. BAKER. Exactly.

Mr. COATS. And drop the child off.

Ms. BAKER. There is a pre-registration requirement so the hospital staff would have all the pertinent information on each of the children that they're taking in.

Mr. COATS. Thank you.

Chairman MILLER. Mr. Skaggs?

Mr. SKAGGS. Thank you, Mr. Chairman.

I'm down here in isolation because I'm contagious this morning.

I just had a couple of questions for Professor Robins. Has there been any well-developed, sophisticated, economic modeling done that really tries to analyze the child care variable and its economic benefits to either the public or private sectors?

Mr. ROBINS. A limited amount. But there has been some recently. And I think the economic theories that have been developed all show that economic decisions are very sensitive to costs and availability of child care. In much of the work that I've done, we've tried to develop formal economic models that get at those questions and yield testable hypotheses.

In the area of child care, there's a lot of anecdotal evidence about causality. And I think one of the roles that the economist can play in this field is to try and establish that causality and try to determine whether actual behavior is, in fact, affected by changes in child care policy rather than people's attitudes about behavior in child care policies.

And I think that's where the research is today. I think some of the work that I've done does establish that. I found Mr. Vicars' testimony very interesting because I think it exemplifies the response of the private sector to market forces.

Work that I've done shows that job turnover rates of women are responsive to child care costs. And it's clearly in the best interest of the firm or the business to try and minimize those turnover costs by establishing a means of making child care available or subsidizing its cost, I think.

Chairman MILLER. I'll ask if the gentleman will yield.

I'm not sure I follow you. What are you saying? Turnover rates?

Mr. ROBINS. I'm saying that it's in the employer's best interest to try and facilitate child care for women or parents that are employed by the firm in the sense that it has been shown in research that women are sensitive to child care costs in maintaining employment; that is, if child costs represent a significant component of their earnings they are likely to leave employment.

And that creates costs for a firm because they have to rehire someone new, retrain those people, and it reduces their profits cor-

respondingly. I think it's in their best interest to try and minimize turnover costs by providing child care.

And I think we will see in the future more of this type of behavior on the part of large companies in the United States.

Mr. SKAGGS. You know, I guess I'm curious. Not just in demonstrating the relationship between cost and demand for child care services but with them playing that out and really developing the kind of model that would yield, as in the case of Massachusetts' experience, some prediction of gross public-sector savings. It just seems to me that we should be able to plot a sort of Laffer curve for child care, and using all the available evidence, come up with a clear demonstration of the great return child care offers for every dollar invested.

We need to get that nailed down in a more systematic fashion.

Mr. ROBINS. Right. I don't think we have that evidence. Now, I believe child care is essential. But in studying welfare reform for many years, I believe there are really three essential ingredients in effectively promoting economic self-sufficiency among families, particularly single-parent families.

One is child care, but it's not, by any means, the only thing that's necessary.

The second is child support enforcement.

And the third, I think, is some form of workfare.

I think combining those three elements, and trying to estimate the net returns to society of undertaking such an approach, would be very cost effective. But there is no evidence now as far as I know that actually gives dollar figures.

Mr. SKAGGS. No one is working on that?

Mr. ROBINS. I think, as part of the Wisconsin Program that I'm involved with right now, we are trying to develop economic models that will predict for the State of Wisconsin (and to extrapolate them to the nation), what the benefits of such a comprehensive program would be.

The Wisconsin Program does include child care. It also includes a Child Support Enforcement Program with mandatory wage withholding. And it also includes a wage subsidy as a potential means of trying to stimulate work behavior on the part of welfare recipients. We are in the process of trying to determine the net cost to the state, and whether there are benefits from pursuing such a policy.

Mr. SKAGGS. Thank you, Mr. Chairman.

Chairman MILLER. Mrs. Johnson?

Mrs. JOHNSON. Thank you. I really regret that I had to miss the first panel, but I have been able to review some of your information. This is a subject in which I've been very involved for many years, both as a state senator and as a Member of Congress.

And I only mention the state senator involvement because a lot of what goes on in the state levels is very, very important at the local level, and very important for business. We are trying now to find a way in which we can foster the development of quality and affordable child care from the federal level.

However, I want to ask just a couple of questions.

I don't quite understand whether the child care that your company provides is fully paid. Do you pay the 100 percent cost of the child care?

Mr. VICARS. We pay for the full cost of the service.

Mrs. JOHNSON. The Information Referral Service.

Mr. VICARS. Right.

Mrs. JOHNSON. This menu of benefits that you have, if people contribute to that, then they can pay their child care with pre-tax dollars?

Mr. VICARS. Yes.

Mrs. JOHNSON. But you don't contribute to the cost of the child care?

Mr. VICARS. No, we do not.

Mrs. JOHNSON. Only to the search for child care.

Mr. VICARS. That's correct.

Mrs. JOHNSON. But you help your employees bear the cost of child care by paying it with pre-tax dollars.

Mr. VICARS. By providing a benefit plan that takes advantage of Section 125 of the Code which allows you to put money in an account on a pre-tax basis and then be reimbursed for expenses as they occur.

If we didn't have the provision in our benefit plan, they would pay for it out of their pocket with after-tax dollars.

Mrs. JOHNSON. Now, if employees pay for the information and referral service with pre-tax dollars, I feel they're not eligible for the Dependent Care Tax Credit.

Mr. VICARS. That's correct.

Mrs. JOHNSON. Have you done any analysis to see whether the employees are better off paying for this service with pre-tax dollars than with tax dollars?

Mr. VICARS. Yes. It really boils down to the individual situation and if there's a dual wage situation. And the new tax law, I don't think we've quite figured out what the breakpoint is. But the old tax law was like \$20,000, I think, of family income.

One was better than the other. That was the break point.

Mrs. JOHNSON. Madeline, you say that you prescreen through telephone interviews and on-site visitations.

On your information or referral listing, do you distinguish between those family day care providers that you have screened and those that are actually licensed by the state?

Ms. BAKER. Yes. We do distinguish both. But whether they are licensed or not, they still get visited by me and also screened by me initially.

Mrs. JOHNSON. And do you have any sense of what percentage of the family home-care providers in your state are licensed versus those that are unlicensed?

Ms. BAKER. I can't speak for the state. But just in our county, there are approximately 70 licensed family day care providers.

Mrs. JOHNSON. Seventy licensed day care—

Ms. BAKER. That are known.

Mrs. JOHNSON [continuing]. In your whole county?

Ms. BAKER. Yes.

Mrs. JOHNSON. I was talking with Ronnie Sanders, Director of Voucher Day Care in Massachusetts, outside, and I have followed

this issue very closely in my own work, and she estimates that there are twice as many unregistered family-home-care providers in Massachusetts as registered.

And I wondered if Sunne McPeak——

Ms. McPEAK. I think that estimate is what we validated in at least sampling, who is using what kind of child care, and it's 2 to 1.

So of the family day care that is provided, twice as much of it is unlicensed as is licensed.

Mrs. JOHNSON. I would just ask you to consider the situation that we find ourselves in at the Federal level. If you can benefit from the tax credit, you may put your child in a licensed or unlicensed setting and you still get the benefit.

Apparently at your company, you can choose the place that you want for your child without regard to whether the state approves. And you will help your employees and subsidize that.

I have a day care bill that would make money available for vouchers and would allow the expenditure of those vouchers in any family day care setting. It doesn't disturb licensure of larger settings. But it does say that states may not put up a barrier to low-income families.

In other words, the state may not say that you can spend this money only in a licensed setting. But the one thing I do require of unlicensed providers is that they give us their name, so that families who need child care would have access to it.

Over a period of three years, we lure them into the system. Under the bill, they're required to receive information from the states about support groups, about training programs, and ultimately about licensure or certification standards which they are probably afraid of at first but might agree to meet after they have the opportunity to learn about them.

Then after three years, if they do not agree to meet regulatory requirements, then they're out of the system.

I feel a real urgency about getting to those unlicensed providers because we need them in the system. In addition, we have constructed a system that discriminates against the poor.

If we don't create some new approach that allows the poor the same options that we're giving your employees, and that you're giving your employer, and that tax credit is giving the more affluent these same options, then we will never create equitable policy.

We'll never reach the poor. If you look at statistics in the cities, there are no licensed family providers in cities. I'm very, very pleased to learn of your work in the public-housing settings. Congresswoman Marcy Kaptur proposed an excellent amendment some years ago requiring the public housing authorities to set up day care facilities.

However, it was never funded and never acted on by HUD. And we're pushing very hard on my child-care legislation and your information will certainly help us. It was very useful. I hope you will feel free to share with me your thoughts about this initiative because, of course, it arouses everybody's anxiety about giving public money to unlicensed homes.

But, on the other hand, the tax-credit public money is going to those same unlicensed homes.

Chairman MILLER. If the gentlewoman will yield, I think you will find that the law requires that the dependent tax care credit goes to homes that meet state standards.

There may well be people who are taking the money and using settings that do not meet state standards, licensing and the registration, whatever the state system is. They're doing that in violation of the law.

Mrs. JOHNSON. I will check that. I seem to recall exactly the opposite answer. I'm interested in your comments.

Chairman MILLER. It depends on what—you know, some states have registration, some states have licensing, and what have you. But some people are putting their kids in illegal facilities.

Mrs. JOHNSON. It depends, though.

Chairman MILLER. That may or may not be good but I'm just saying that's the case.

Mr. VICARS. If I may just comment, because I've learned a little bit in the last years as to the solution myself, and Madeleine. I don't think that somebody who is—is licensed necessarily is any better than someone who is not licensed.

A lot of people that provide services, child care services, aren't licensed because they don't know it's a requirement. And that's something that Madeleine does help with: to get them licensed or registered.

Mrs. JOHNSON. But certainly, there is no evidence, that I'm aware of, that demonstrates that there is any greater abuse in any one sector than another or that quality of care—that even state licensure has any impact on quality of care.

Because we don't have the resources to oversee it.

Mr. VICARS. Generally, the licensing requirements are so minimal that anybody, just by applying, could be licensed.

Is that true, Madeleine?

Ms. BAKER. Pretty much.

Chairman MILLER. You think we should have unlicensed insurance brokers?

Mr. VICARS. Do I think we ought to have unlicensed insurance brokers? I think it's fine the way it is. They ought to be licensed by the state.

Mr. ROBINS. I do think it's important, though, to look at what I would call the informal child care sector, as opposed to the formal child care sector. I think a lot of studies have indicated that not all families prefer to place their children in formal child care facilities.

And I think more equitable treatment across the day care spectrum would probably have a bigger employment effect than just earmarking subsidies to this form of child care.

I believe, based on my research, that there would be a deterrent to employment of many women who wouldn't gain any benefits from just subsidizing the so-called formal sector. So I think I agree with you.

Mrs. JOHNSON. If you have any specific research on that, I'd be anxious to see it. I do think that any program that doesn't allow people to have their neighbor or their family care for children, does disadvantage people, particularly in small towns where no one has a license. Many of the neighbors and families don't want to be li-

censed and don't want to bother to be licensed because they're not going to open their homes to anyone else.

If you go to work, you really have got to find somebody nearby who will provide care for your child. That inequity, in the current system, does impact very heavily on low income women. It makes family home care benefits inaccessible, and not an alternative to low-income women that it is to high income women.

Mr. ROBINS. I think survey after survey has indicated that fewer than half of the families with working parents actually use a formal child-care facility for their children. Which may be either because they're not available or because of choice, they don't really know.

But more than half participate in this informal sector, a large part of which is unlicensed.

Chairman MILLER. If the gentlewoman will yield, when you start putting state dollars, in this case Federal dollars or state, any of the states, the question is whether there's interest in trying to assure that they have a quality system out there, that they have people who have minimal levels of competence. Obviously, the parent can choose to put their child anywhere they want to, as we just heard.

Two things have happened. Seventy-five percent of the people need the program and are using some kind of informal system and do not come in for assistance. And 25 percent are seeing a dramatic increase in the number of family day care homes that are coming forward to get licensed to participate in the system with little or no hindrance, apparently.

But I think there's some question. If you're going to drop several hundreds of millions and billions of dollars into a system, you might want to be able to look a parent in the eye and say, "We have some notion of these people."

Just as Lincoln thinks about someone. In your business I assume you thought about some kind of liability before you started sending employees to somebody's home. You wanted to have some notion of who those people might be. You betcha.

And that's the same liability that we face when we start saying, mandatorily, you have to have your child in a day care system so you can take part in a welfare program so that you can get off of welfare. That is mandated.

At some point, there are going to be repercussions from that—when somebody ends up with an ax murderer, you know. We all know the kind of a sensationalism that has resulted in that.

We went through it with your industry—because of the McMarsten case in California, we couldn't get liability insurance. The fact was that, in the vast majority of cases, none of that was really going on.

But we respond to that. And one way to torpedo this is to have a couple of kids being forced into child care, as we now force kids into foster care, who end up getting killed, or maimed, or sexually abused, or physically abused.

We have to have some minimal levels. I don't know that it's full blown licensing like we do for centers, or what have you. I mean, I'm very sympathetic to what Ms. Johnson is trying to do. But I just have a hard time thinking that we're going to put a billion dol-

lars into a system and we're not going to ask whose receiving the money.

I mean, it's a tough one because you're looking to expand that and I think, as the Massachusetts people pointed out, in rural areas it presents a tough challenge.

Mr. ROBINS. I think one has to—

Chairman MILLER. I suspect even in housing projects. Because there are a lot of people there who may be able to leave some of their children with neighbors part time, or whatever. And that's not what we would recognize as a formal system.

Mr. ROBINS. Many surveys have indicated that many families prefer in-home care. And I think when one speaks about licensing, one has to distinguish between out-of-home care versus in-home care. And I think a lot of the in-home care is outside the licensing system today.

Chairman MILLER. And I think we also have to think of our, you know, licensing in the past. When I first came here I walked into a fire fight where we decided that my home that I raised two children in isn't sufficient to take somebody in part-time.

And I said, wait a minute. You know, we wanted to rearrange the floor plan of the house and put in—maybe that's not what we really are talking about. But those were the standards that I think upset so many people.

And people opted out of that system. I don't really think that's the central question any longer in people's mind about whether or not urinals are going to be so many inches off the floor.

People are not willing to get into that system if they're going to have to remodel their homes. And many of those people, as I say, have raised four or five children in those homes and they're healthy, productive kids.

Yes, Sunne?

Ms. McPEAK. On the issue of how we get at quality and licensure, I think they're different segments of the process that need to be focussed on. For pre-tax dependent care, I think that is a benefit that is available to employees regardless of whether or not they're using licensed or unlicensed care.

So that, I think, was a policy question about how does the Federal Government approach the availability of that benefit for parents to choose which care they use. We know that a lot of informal care goes on.

At the local level we have approached it, because we're not in California doing the licensing. The state is doing the licensing. We have community consensus across the board that—if we are going to establish a comprehensive child care system—that the minimal standards of licensure are not sufficient if we're going to be making the referrals because we are putting ourselves on the line in a different way with public dollars and, in fact, the full faith and credit of the county to say we're involved in some information and referral system.

And so we are looking at augmenting the basic licensure which is under state law, that you need to be fingerprinted and have a minimum square footage indoors and outdoors per child.

That is required under state law, and, I think, to take a TB test. Nothing else. There's nothing in terms of quality of program, nutrition, et cetera.

We are saying that if there's going to be a comprehensive referral system that links the providers with the consumers, then there has to be on that list, in exchange for the advantage to the provider to be on that list, they must submit themselves to a quality assessment.

Mrs. JOHNSON. Sunne, that's interesting. How was that decision driven that if you were going to have your full faith and credit behind this, the standards had to be more demanding?

Ms. McPEAK. It was driven from employers who were concerned about referring their employees to a central referring system; providers who were concerned about their competitors and what was the, if you will, equalizing factor in terms of the program that was offered versus cost; and from the county.

We have had, in our own county, a couple of cases, with licensed, child care of sensational abuse cases—

Mrs. JOHNSON. In centers or homes?

Ms. McPEAK. In homes, in licensed family day care homes but it was a large home. It was not six. It was licensed for 12.

Mrs. JOHNSON. OK.

Ms. McPEAK. And so we are acutely sensitive to the fact that minimum licensure is not sufficient. Now I think it would also be foolhardy to suggest that the State of California, the bureaucracy of California, get into a whole set of additional quality monitoring when they can't do the minimum that they're trying to carry out right now.

So you have to come at it in a different way. And I'm perplexed by it. But this is how we're doing it from the local level to build that into a comprehensive program.

Mrs. JOHNSON. But this is exactly the point that I was trying to raise. Once you get a public body in the position of dispensing care, then that public body must be able to follow-up with indicators to parents that it has guaranteed quality.

Now, I'll double check this but I believe that people are, in fact, getting a tax credit for whatever they want to by child care.

I have very real and serious concerns, especially since—as you say, a system like California, the state system, doesn't guarantee quality. I have very real concerns about saying to low-income women that we don't trust them as we trust more affluent women to make a choice.

Now, I think it's very meritorious for the system to say, "These people are licensed so you can trust them more. These people are certified." And my bill does build a floor into that by requiring every state—and some states don't have any regulation of family day care now—my bill does require every state to at least have a certification program that meets certain standards that are higher than basic standards.

The certification is voluntary. So at least in states without a licensing system, providers who wanted to have a higher designation could market themselves as certified day care providers so that they would have a higher professional status.

I hope you will give some thought to the value of some kind of federal approach that recognizes that we're not guaranteeing anything by just getting your name and address, but that does, over three years, pull you into this licensed or certifying system which would provide a higher level of standards than California's current minimum requirements, if the minimal requirements are as you just described them.

My system would allow day care dollars to go to people who have no quality check, but who've just given their names. But only for three years while they are making the transition from underground to licensed care, with a guarantee of quality.

You see, if we don't do something like that, then we will forever block out subsidies flowing to low-income Americans. I mean, that's the reality. They face that in their lives everyday.

I don't think we have a right to build a public day care subsidy program that doesn't take into account the tough reality most people face. If we allow States to say, "We'll provide vouchers but we're not going to provide any federal vouchers to anyone who isn't licensed then we effectively cut off all your low-income clients from using their neighbor."

Chairman MILLER. How can you say that when we just had testimony from Massachusetts that deals with nothing, or mainly nothing, but low-income people. And the fact of the matter is they have placed all of these people into day care settings and programs?

Mrs. JOHNSON. But they also say that there's two-thirds more out of the system than there are in the system.

Chairman MILLER. Why can't people just choose to leave their children with their families?

Mrs. JOHNSON. But the thing is, they can't get—

Chairman MILLER. The notion that you're blocking out because you require minimal standards. Your blocking out doesn't make a—

Mrs. JOHNSON. You're blocking them from benefiting from a subsidy. You're blocking their opportunity to have a subsidy if you allow the subsidies only to flow to the licensed people.

My bill would require agencies at the county level, for example, to have an auxiliary program with certain obligations to educate and to inform providers residing in this registered system and to inform the parents about how to select and monitor day care. This strategy would bring them to the point in three years, or sooner, where they would see the advantage in looking into the State system, because they certainly wouldn't be eligible for the nutrition program benefits unless they were licensed.

States would have an opportunity to reach out to underground providers which you don't now. It is complicated and I—but I would be interested in your opinion on it because I'm concerned with those two-thirds that are outside the system.

And the fact that anyone using them can have no access to vouchers unless we make it clear that they can.

Chairman MILLER. Mr. Lehman?

Mr. LEHMAN. Thank you, Mr. Chairman.

I'm sorry that I wasn't here to introduce, from Miami, Dr. Robins but I am pleased you are here. I'm also pleased with your work in the public housing area. In recent months and years, I

have been dealing with some of the problems of public housing, and I usually deal with the presidents of the tenants associations. I communicate with them as well as with the rank and file.

The presidents of tenants associations are usually very smart with a lot of street smarts and often very particular middle-age women. And what I'm hearing from them is the fact that the child care element is not only of benefit for the economic improvement of the parent and for the betterment, perhaps, of the child, but it is also a stabilizing factor in the public housing projects.

These tenant council leaders, apparently—from what I understand in talking to them—find that the young women, with young children, who do not go to work are not conducive to a better social environment around the public housing project during working hours.

They're just hanging out there. And naturally, you know, they draw their male counterparts that are not working either. And this is not a good factor in the public housing scene.

The tenants associations, in some of the public housing projects in our area, have opened up convenience stores to help the people that live there, and as well as to train people to work in these kinds of semi-private operations.

And I would like to see—I think it would be very important to have a day care center operated by tenants associations in public housing projects. The leadership among the tenants associations, of some of these public housing projects, is very good.

It is not universal. But I've found some pretty top-level people in the tenants associations. And I just would like to say I wish somebody would explore the possibility of these public housing projects tenants associations getting involved in day care centers—certified day care centers. I'm looking at the child care not only, as I said, for the economic opportunities for the mother, but as a socially stabilizing situation for the environment in the public housing projects, themselves.

And if you have any comments to make on my observation I'd be happy to hear them.

Mr. ROBINS. I will say that I agree with you wholeheartedly. I think the research done on this particular project indicates tremendous returns for such a policy.

And I think it's also interesting that based on the survey that was performed of all the different public housing authorities throughout the country, about 10 percent had some active kind of day care program within the project.

Of those 10 percent, approximately a third were Head Start Centers which have a different focus from the ones I'm interested in, the ones I looked at which are facilitating employment of the mother. So it's a great untapped resource, I think.

Mr. LEHMAN. And I—this may be the way I look at it, but I sense, from various tenant leaders, a little bit of hostility to the young woman with a small child who does not go to work.

They would like to see these young women out of the public housing projects during the daytime and they can't unless they have the proper child care system.

Thank you, Mr. Chairman.

Chairman MILLER. Thank you. Thank you very much for your help.

The Committee stands adjourned.

[Whereupon, at 12:15 p.m., the subcommittee was adjourned.]

[Material submitted for inclusion in the record follows:]

Yale University

*The Bush Center in Child Development
And Social Policy
P.O. Box 111A Yale Station
New Haven, Connecticut 06510-7382*

*Edward Zigler, Director
Sharon L. Kagan, Associate Director*

March 23, 1987

The Honorable Nancy Johnson
U.S. House of Representatives
119 Cannon Building
Washington, D.C. 20515

Dear Representative Johnson:

Thank you for giving me the opportunity to review your Child Care Act of 1987. I understand that several of the issues addressed in your proposed legislation were discussed at hearings of the Select Committee on Children, Youth, and Families on March 10th. I would greatly appreciate it if you would add this letter to the hearing record, given that my comments may be of interest to other members of the Select Committee and those who follow its reports.

I share your concerns about the supply of affordable child care, about the invisible providers offering unregulated family day care, efforts to address these pressing problems with federal legislation are to be commended. There is a crying need for a more coherent, dependable child care system that supports high quality care for our youngest and most vulnerable citizens.

In my view, the Child Care Act of 1987, while well-intentioned, fails to meet this need. It may even undermine what little progress has been made toward improving child care. My central concerns pertain to the effects such legislation would have on the quality of care available to young families, and on accelerating the growth of a two-tier child care system.

I have grave reservations about the proposed legislation's retreat from the licensing and regulation of child care. While far from perfect, state regulation of child care affords the only available source of basic protections for children in child care. The purpose of licensing is to assure that children, not in the immediate supervision of their own parents, are safe, well-attended, and humanely treated. I know of no state regulations that are frivolous or overly intrusive. Quite the contrary. They tend to require minimal, basic, common-sense practices in child care. This type of regulation should be strengthened and accepted as a fully legitimate government function, just as it is for many other services offered to the public such as hairdressers, auto mechanics, bus drivers, and accountants. Child care deserves no less.

Moreover, state licensing of child care asserts the legal responsibility of the state. In addition to affecting the basic safety and comfort of children in child care, regulation subjects programs to public scrutiny, sanctions for licensing violations, and to inspections upon consumer request. A parent's ability to report licensing violations to a state office is a basic, bottom line protection for families. While you include language under "other administrative procedures" asserting the need for "procedures for establishing handling complaints from child care providers or recipients" under the voucher program, the lack of specificity and the apparent focus of the procedures on the voucher program rather than on child protection are cause for serious concern.

Any effort to exempt programs from basic child and legal protections is a step backwards. Three years, the span of time for which family day care providers are excluded from regulation in the Child Care Act of 1987, is three years in a child's life. A single day is one day too long for a child's safety and development to be placed at risk. Consider the children in the unregulated family day care home in New York City who died because they were in an unsafe, overcrowded family day care home.

The answer to these tragedies is not to dismantle regulation, place the names of providers on a list and hope they choose to participate in voluntary certification. The answer is to provide incentives to family day care providers to become part of the visible, regulated system of child care.

This is, in fact, the answer offered by the family day care community in extensive testimony presented to Congress concerning the Child Care Food Program. This program requires that all homes receiving CCFP benefits be licensed or regulated by their state, after which they receive 2-3 on-site visits per year, and receive valuable training and technical assistance in child nutrition. In addition, participation in CCFP links family day care providers to other valuable community supports which make them more competent providers.

Testimony supports and applauds this incentive approach as the reason why family day care providers "join the system." Linda Locke from Community Coordinated Child Care in Louisville, Kentucky states, "(CCFP) has brought more day care homes into licensing and into compliance with state and local requirements, and has provided the incentive for caregivers to become visible and accessible to parents." Other witnesses praise the program for ensuring that family day care providers offer quality care. Karen Hill-Scott, Director of Crystal Stairs, Inc. which administers the Child Care Food Program in Watts, California -- the lowest income area in Los Angeles -- states, "The food program is the one overriding factor that encourages child care providers to become licensed. The license is the

only standard we have for child protection." None of the statements holds any hint that the CCFP requirement that homes comply with regulations is a burden.

Ironically, the Child Care Act of 1987, by excluding family day care homes from state regulations, also excludes them from participation in the Child Care Food Program and its attendant benefits.

A constructive response to concerns about the availability and visibility of family day care homes is already available to us. Family day care providers respond to incentives in the form of an enhanced ability to provide nutritious meals for children, training and technical assistance, and links to other programs that place families in child care and thus guarantee a stable clientele. Knowing this, and knowing that the Child Care Act of 1987 is in direct conflict with the provisions of the Child Care Food Program, I cannot support its approach.

Moreover, I am very concerned that the Child Care Act of 1987 will provide support for the existing two-tier system of child care in which good quality programs are available to middle- and upper-class families, and largely inaccessible to low-income families. I know you share these concerns, but I have serious reservations about the approach you propose. In the service of making family day care more visible and affordable for low-income families, I am afraid the proposed legislation runs the risk of improving access to poor quality care.

There is growing recognition that high quality, developmental child care programs are exceedingly critical for low-income children. The same children who would likely be consigned to low-cost, unregulated care if the Child Care Act of 1987 were passed are identical to those who are presently the focus of state efforts to provide high-quality preschool programs.

It is time we weave together these two strands -- high quality care designed to promote healthy child development and efforts to make child care more accessible to low-income families. They are not competing goals, but rather complementary goals. Federal legislation, in particular, should recognize this and advance the development of accessible, high-quality child care for all families.

I congratulate you for taking the bold step of proposing a new federal child care program. It will generate attention as a model of what we seek to promote in our nation's child care. Improved access to care for low-income families is certainly a significant goal. But unless we assure that the care available to these families will protect and facilitate the development of young children, we are not doing them any favor. We may be doing them a disservice.

I would be more than happy to discuss my concerns with you further and to explore other mechanisms for achieving our mutual goals for the nation's child care system. Thank you for giving me this opportunity to respond.

Sincerely,

Edward Zigler

Edward Zigler
Sterling Professor of Psychology

EZ/ghm

No business

Communications
Workers of America
AFL-CIO

1925 K Street, N.W.
Washington D.C. 20006
202/728 2344

Barbara J. Easterling
Executive Vice President

File: 1.14

March 23, 1987

Representative George Miller
Chairman
Select Committee on Children, Youth
and Families
Room H2-385, House Annex #2
Washington, D.C. 20515-6401

Dear Representative Miller:

I have enclosed a copy of a statement by CWA President Morton Bahr regarding the need for child care, especially in light of changing economic circumstances. Attached to the statement is a bargaining proposal presented by CWA to the Bell telephone companies and AT&T during our 1986 contract negotiations.

Due to a prior commitment, President Bahr unfortunately was unable to appear before your committee on March 10, 1987. We would appreciate, however, inclusion of this statement and the bargaining proposal as part of the official hearing record since child care is one of CWA's top priorities.

Thank you for your leadership on this critical issue. Please let me know if there are additional activities with which we could be helpful.

Sincerely,



Barbara J. Easterling
Executive Vice President

Enclosure

cc: M.E. Nichols
Lela Foreman
Leslie Loble

PREPARED STATEMENT OF MORTON BAHR, PRESIDENT, COMMUNICATIONS WORKERS OF AMERICA

I want to thank the Committee for this opportunity to address the very important issue of child care. The Communications Workers of America is a national labor union representing 700,000 workers in telecommunications, the public sector and in printing and publishing. Because we represent workers in service jobs, a growing sector of the economy, we are concerned about the present and future child care needs of workers. Approximately 55 percent of our membership is female, and though we feel both parents should accept responsibility for their children, the reality is that women almost always have the child care responsibility. As President of the Communications Workers of America, I have made a commitment within my union to promote the importance of family among our membership. I feel very strongly about the child care issue because of the demand placed on both the union's members and society as a whole by the tremendous changes in the work force over the last twenty-five years. The demands I am talking about are this country's obligation to take responsibility for the well being of our children -- the future workers and citizens of this nation.

The state of child care in this country is a national disgrace. Government as well as private statistics have reported the evidence of the changing makeup of the labor force for several years, yet no national policy or concerted effort has been made to address the needs of working parents.

The Facts

Women now comprise 44 percent of the civilian labor force. The stereotypical family of the 1950s -- working husband with a wife who stays at home to care for the children -- now represents only about 10 percent of families today. A recent Joint Economic Committee report points out that real family income would have declined 18% since 1973 without the influx of mothers into the workplace. There is a strong economic need in most families for both parents to work, and this trend is expected to continue. The Bureau of Labor Statistics reports that by 1995, more than 80 percent of women between the ages of 25 and 44 are expected to be working.

Because of the changes in the demographics of the work force and the continuing economic need for women to work outside the home, a vacuum has developed in the availability of adequate child care. The result has been that parents have had to settle for less than desirable child care arrangements. Additionally, there are social and economic costs resulting from this vacuum in terms of lower productivity, higher stress levels and higher rates of employee absences by parents. Studies have shown this to be the case. John Fernandez, author of Child Care and Corporate Productivity, said that sixty-five percent of 5,000 employees surveyed believe that child care problems are costing their corporations a great deal in lost productivity.

Not only has the demographic makeup of the work force changed, but the makeup of the family has as well. The number of single-parent households has been increasing, especially since 1970. The Journal of Home Economics reports that by 1980 single parent households exceeded 20 percent of all households with children under age 18. By 1984, about 10.9 million children were in such families. The Department of Labor reports that the number of children living with a divorced mother more than doubled between 1970 and 1982, and the number of children living with a never married mother increased more than 400 percent.

The social and economic makeup of our country has been undergoing tremendous changes with no resulting policy or initiatives to meet the needs created by these changes. Everyone wants to blame someone else, or force the initiative on another party, but government, schools, businesses, communities and unions should take an active role in setting family policy and initiating actions.

CWA's Pos' -on

In terms of how this issue affects CWA's membership, I feel I must take a stand and support efforts to increase the quality and availability of child care in this country. As a union our primary responsibility is collective bargaining, and in that vein we have tried to advance this initiative in our most recent round of negotiations in 1986 with AT&T and the Bell Operating Companies. We submitted a proposal to our bargaining committees entitled, "Employer Support for Child Care is Good Business." Pacific Northwest Bell was the only company to agree to the proposal and has established a joint union-management committee called the Joint Child Care Committee. Its purpose is to:

- Assess the needs of the employees through the development of a survey or questionnaire.
- Evaluate the results of existing programs and policies to determine the extent they meet the needs of the working parents.
- Research the resources that are available in the community, potential new programs, sources of funding and the impact of child care problems on the employer's operations.
- Recommend long-range plans and strategies which will best meet the varied needs of both the employees and Company.

Child care issues are being addressed in several of the joint quality of worklife committees operating in AT&T and the BOCs. In Michigan Bell for example, an operator's office in Detroit tackled the issue of finding adequate day care. They prioritized a list of their needs such as: a high quality education program, costs, convenient location and hours. They contacted the centers on a list provided by Wayne County Social Services, and narrowed their choices to three. Then they visited the sites to make their final decision. Their first choice has four locations, is open 24 hours and has a pick up, and delivery service. The staff has licensed teachers and even offers Michigan Bell families a 10-20 percent discount.

In addition, we are working on a multi level (national, district and local) union strategy to develop initiatives that will move support into actions. And of course, we are supporting legislation such as H.R. 925 and S. 249 on parental leave benefits. This is a good start but certainly not enough.

Initiatives

I believe we can learn a lot from our Western European neighbors who consider family policies and support structures an integral component of national economic and social policy formulation. Sweden has exemplary child care facilities and supports work and family issues to a much greater extent than in the U.S. Swedish child care facilities are run by municipalities but regulated by the national government. They are financed by local tax revenues, parents' fees and state subsidies financed through employer payroll taxes. A similar method could be established in the U.S. Tying child care to educational development should also be a priority.

But the most important lesson we can learn from other countries is that government, employers, unions and communities can and should work together to accomplish adequate quality child care in the U.S. Each of us has a role. I would like to see government establish national guidelines and standards for educational and nurturing needs. I would like to see business and labor working cooperatively to identify the needs of working parents and establish some form of strategy for meeting those needs through both public and private efforts. Finally, I would like to see community based child care centers subsidized by government, employer and parental funding.

Quality child care, like quality education is a concern for every citizen of this country, not just the parents of young children. Our future depends on the way today's children are treated, cared for, and prepared for tomorrow. We stand ready to work with this committee in developing legislation on quality child care programs. Thank you.

EMPLOYER SUPPORT FOR CHILD CARE IS GOOD BUSINESS

The American family has changed dramatically and, as a result, so has the American workplace.

- The "typical" American family - employed father and full time homemaker mother caring for one or more children - represents less than 10% of families.
- Half of the paid workforce are women.
- Half of the mothers of preschool children work outside of the home.
- Five million children under the age of 10 return from school to an empty home.
- Half a million preschoolers are alone at home for part of the workday.
- Most parents pay \$3,000 a year for child care.

These facts are having a profound effect on workers and on the workplace.

Studies have documented that child care concerns and problems cause problems at work. The most recent book on the subject is by ATTCOM's Division Manager for Personnel Services, John Fernandez. AT&T's Fernandez concludes that the stress placed on workers by work/family conflicts is "a hidden cost that represents a steadily growing drain on the corporate 'battery.'" As the data gathered in our survey indicates, wise managers may find that a relatively

small investment in supporting employees' child care, directly or indirectly, will pay larger dividends in increased productivity."

THE IMPACT OF WORK/FAMILY PROBLEMS

AT&T's Fernandez surveyed 5,000 management and craft employees working for five large technically-oriented companies. The results match those of the other scientific studies that have been made in the past ten years.

The studies find that:

- Half of all employed parents experience absenteeism and tardiness because of child care problems.
- Most mothers and many fathers spend some of their time at work worrying about or dealing with child care problems.
- Sixty percent of all workers experience stress on the job because of family problems.
- Sixty percent of supervisors spend some work time dealing with child care problems of their subordinates.

WHAT BUSINESS IS DOING

2,500 companies in the U. S. are presently providing some assistance to their workers to help with child care problems. The programs range from providing information to providing some financial help to opening a subsidized child care center at the worksite. Some examples:

- UAW and General Motors run a child care resource and

referral service on a pilot basis at a Pontiac, Michigan plant.

- Many companies offer flexible work schedules or part-time work or job-sharing with full benefit coverage.
- New York State's Employee Assistance Program, jointly administered with its unions, is geared to helping workers cope with family problems.
- Some companies restrict mandatory overtime if it interferes with child care or pay the extra costs of child care associated with mandatory overtime. (At least one child care center charges \$1.00 for every minute that a parent is late picking up a child.) Hewlett-Packard provides flexible working hours to accommodate school and doctor appointments and other family problems.
- The Newspaper Guild has negotiated a \$500 per parent annual child care subsidy for its workers at The Village Voice. The money can be used for care in the worker's home in a family child care home or a child care center. Polaroid subsidizes 5 to 85 percent of the cost of child care at centers and at family day care homes for its workers earning less than \$25,000.
- An organization called Chicken Soup, in Minneapolis, provides care on short notice for sick children of working parents. 3M provides and subsidizes nurses and nurses' aides to care for sick children in the workers'

homes.

- Fel-Pro, Inc. operates a summer camp for children near its plant in Skokie, Illinois.
- Several high tech firms in Silicon Valley, California have formed a consortium which runs a partially subsidized child care center available to all of their workers.

These plans and programs are examples. They do not cover the full range of actual or possible programs that can help working parents cope.

THE ADVANTAGE TO THE COMPANY

Every study has demonstrated that special assistance to working parents pays dividends. A 1982 study of 425 employers providing some assistance, ranging from EAP support to an on-site child care center, showed that more than half of the employers experienced increased productivity and/or reduced absenteeism, tardiness and turnover. Seventy-five percent of the companies polled in a 1983 study said the benefits of providing child care outweighed the costs. Among the improvements cited were:

- lower absenteeism and tardiness (one company reduced

bsences by 19% and turnover by 63% when it opened an on-site child care center)

- earlier return from pregnancy leaves
- decreased employee stress
- improved recruitment
- greater employee loyalty
- improved morale
- a better public image for the company.

AT&T's Fernandez concluded that "corporate involvement in child care can produce significant financial dividends."

WHAT SHOULD CWA ASK FOR

Every working parent has already made some arrangement for child care. To figure out what our members need, it is important to find out what they are doing about child care now, what they like and don't like about their arrangements, and what help they would like from the company.

- The first goal of CWA's child care bargaining should be a joint CWA-company "needs assessment" of the working parents at each work location or geographic area. The study should be planned at company expense on work time with assistance from CWA Headquarters. Workers should meet to discuss the questions and respond to the

questionnaires on company time.

- A joint CWA-Company Work and Family Committee should be established.

The Work and Family Committee should be mandated to consider changes in work hour, leave and absence control policies to accommodate child care problems, a no-cost item.

- A Child Care Fund should be established in each bargaining unit, administered by the CWA-Company Work and Family Committee. The money can be spent on one project or a variety of pilot programs. The money should be used to meet needs identified in the "needs assessment."
- Committees should consider gathering information and providing assistance to workers who care for dependent spouses, parents and adult children as well as preschool and school-age children.

Work and family conflicts burden our members and reduce the productivity of our employers. CWA has the ability to make a difference through 1986 bargaining.



The Commonwealth of Massachusetts
Executive Office of Human Services
Department of Public Welfare
180 Tremont Street, Boston 02111

Charles M. Atkins
Commissioner

April 22, 1987

George Miller, Chairman
U.S. House of Representatives
Select Committee on Children,
Youth, and Families
385 House Office Building Annex 2
Washington, DC 20515

Dear Chairman Miller:

Many thanks for giving me the opportunity to review my testimony.

Enclosed are the savings estimates which Congressman Skaggs requested.

As I indicated on March 10, I think your advocacy of increased day care is the key for developing a first class work option for welfare recipients.

Sincerely,

A handwritten signature in dark ink, appearing to read "Tom Glynn".

Thomas P. Glynn, III
Deputy Commissioner

TPG/dlp

ET Savings

The Massachusetts Employment and Training program (ET) saves taxpayers money whenever a client is placed into a job and he or she moves out of poverty and off the caseload. Savings include reduced AFDC, Food Stamp, and Medicaid expenditures as a result of welfare recipients no longer needing assistance. Savings also include increased state and federal tax payments from ex-welfare recipients who join the ranks of taxpayers. In 1986 alone, ET saved an estimated \$121.2 million after all program costs are subtracted. Savings from 1983 through 1986 are summarized in the table below.

<u>Year</u>	<u>AFDC Savings</u>	<u>Food Stamp Savings</u>	<u>Medicaid Savings</u>	<u>Tax Revenue</u>	<u>TOTAL SAVINGS</u>	<u>Program Costs</u>	<u>Net Savings</u>
1983	\$ 0.4M	\$0.1M	NA	\$0.1M	\$ 0.5M	\$ 6.7M	(\$6.2M)
1984	16.5M	4.9M	\$3.8M	3.9M	29.1M	26.5M	2.6M
1985	47.3M	13.3M	19.3M	11.1M	91.0M	35.0M	56.0M
1986	<u>91.4M</u>	<u>22.3M</u>	<u>39.2M</u>	<u>18.6M</u>	<u>171.5M</u>	<u>50.4M</u>	<u>121.2M</u>
Total	\$155.5M	\$40.6M	\$62.3M	\$33.7M	\$292.1M	\$118.6M	\$173.6M

Calculations

Savings resulting from the ET program are calculated based on a monthly computer matching of all clients placed into jobs through ET with welfare eligibility files. This matching determines which clients have closed off welfare each month, which clients are still on welfare with reduced benefits, and which clients have not yet been able to become self-sufficient.

A. Benefit Savings

Benefit savings for closed cases were estimated based on the actual average monthly expenditures for open cases for each fiscal year. These values are shown below.

	<u>AFDC</u>	<u>Food Stamps</u>	<u>Medicaid</u>
FY84	\$356	\$136	\$233
FY85	369	137	233
FY86	399	128	250
FY87	439	119	267

For each month a case was closed, savings in the amounts shown above were assumed to accrue. Medicaid savings were not assumed to begin until the fifth month a case was closed. (AFDC cases which close because of a job are entitled to four months of additional Medicaid.)

Cases with reduced benefits were assumed to save one-half of the average AFDC grant.

B. Tax Revenue

Tax revenue from ET placements comes from four sources: social security taxes (FICA), federal income tax, state income tax and state sales tax. The amounts assumed for these taxes are shown below.

FICA:	7.15% of earnings
Federal Income Tax:	\$400
State Income Tax: (1983 through 1985 only)	\$132
Sales Tax:	5% of 1/3 of the difference between AFDC benefits and new income level

All tax payments were calculated based on an income of \$10,000. Current ET wages are over \$12,000 per year.

C. Program Costs

Monthly program costs were calculated based on actual yearly costs of all ET components including education, training, placement, and day care services. These costs are shown below.

	<u>ET Services</u>	<u>Day Care</u>	<u>TOTAL</u>
FY84	\$15.0M	\$ 5.1M	\$20.1M
FY85	18.0M	8.2M	26.2M
FY86	25.9M	17.9M	43.8M
FY87*	29.9M	27.9M	57.5M

*estimated

D. Net Savings

Net savings are calculated by subtracting monthly program costs from the benefit and tax savings which accrue each month from closed cases and reduced cases.

○

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ABSTRACT

The purpose of this document is to help staff of child care referral agencies counsel working parents about care for the school-age child. The first chapter examines the need for school-age child care. The role of the referral service, counseling skills, and steps for conducting parent interviews are discussed in chapter two. Chapter three considers some of the special problems involved in finding school-age child care, such as transportation, care during the summer, early morning care, and child care for kindergarten children. In the final chapter, the issue of child self-care is discussed. Suggestions are made to help counselors prepare to discuss the issue of self-care with parents. Appendixes include information and sample forms to use in locating and adding referrals to an existing referral service, a checklist to help in choosing school-age child care, and a list of publications concerning child care. (PCB)

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COUNSELING PARENTS ABOUT SCHOOL-AGE CHILD CARE:

The Role of the Referral Agency

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**COUNSELING PARENTS ABOUT SCHOOL-AGE CHILD CARE:
The Role of the Referral Agency**

June 1987

**Save the Children
Southern States Office
1340 Spring Street, N.W.
Atlanta, Georgia 30309**

This project was supported by the U.S. Office of Human Development Services, Administration for Children, Youth and Families, under OHDS Grant Number 90PD86567/01.

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Many people contributed to the writing of this publication. Dale Stephenson, the principal author, is a counselor for Child Care Solutions. In addition to contributing her personal insight and experience, she worked long and hard to organize the information presented here. Amy Reynolds served as editor and was most helpful.

Judy Rhodes, coordinator of the School-Age Child Care Decisions and Resources Project; and Ruth Anne Foote, director of Child Care Solutions, offered special insights. The ten staff members of Child Care Solutions contributed much time to the development of the material here, and gave valuable information.

Nancy Travis, director of Save the Children's Southern States Office; and Joe Perreault, assistant director, have consistently shared the Southern States Office's experience with others so that our work may be adapted and replicated wherever there is a need. Their administrative support and long experience in child care program management made this publication possible.

Patricia Devine-Hawkins, project officer representing the Administration for Children, Youth and Families, is a true child care expert. She was quick to see the need for such a project and was helpful at all times.

FOREWORD

Save the Children is an international, nonprofit organization dedicated to improving the lives of poor children and their families. It works in 44 foreign countries and the United States, where its programs serve Appalachia, several regions of the South, a number of inner-city communities, Native Americans, and Hispanics in the Southwest.

Because Save the Children works with local communities to define needs and addresses them through cooperative self-help efforts, it is involved in many different activities, including housing, food production, sanitary water and irrigation, preventive health, nutrition, small-scale income-generating activities, and programs serving youth and children. The goal of all of Save the Children's efforts is to help families become able to care for their children.

Throughout Save the Children's programs, child care has been identified as a major need of communities. When good child care is available at an affordable rate, parents can lead productive work lives and contribute to the economic needs of the family. When good child care is available children grow socially, emotionally and intellectually; they gain the opportunity to reach their full potential.

Save the Children has been particularly aware that child care is a basic service that must be a part of any community plan because it contributes to the economic well being of the whole community. Good child care not only frees parents to work, but it also creates jobs for people who want to take care of children.

The Southern States Office of Save the Children operates several kinds of child care programs in Georgia, including the Family Day Care Network, a program to improve family day care in a two-county rural area; the Child Care Food Umbrella, a program in a sixty-county area to serve nutritious meals to children in family day care; the Purchase-of-Child-Care Project, a program to help low-income parents in Atlanta pay for child care while they are in job training; and Child Care Solutions, a comprehensive child care resource and referral program serving metropolitan Atlanta.

The information in this publication comes from the experiences of Child Care Solutions in counseling parents looking for child care arrangements for school-age children.

INTRODUCTION

The purpose of this book is to help staff of child care referral agencies counsel working parents about care for the school-age child. The information presented here comes from Save the Children's resource and referral service, Child Care Solutions (CCS).

CCS is a free resource and referral service available to residents in the eleven-county metropolitan Atlanta area, and was begun in response to the needs of working parents.

CCS helps parents find all forms of child care and for any age child, but it has been particularly concerned about finding good care arrangements for school-age children. From the beginning, it was clear that many parents were interested in exploring different options for care of school-age children, and they had many unique questions about selecting a school-age child care arrangement. In 1984 and 1985, about thirteen percent of all referral requests CCS received were for care of children age 6 and older. But programs for that age group were not systematically listed anywhere in Atlanta. We wanted to compile such a list for the area CCS serves, and to add school-age referrals to our services.

As the CCS staff began to pull together information and talk to youth-serving agencies, it became clear that other agencies and organizations shared our concern and felt that as a community, we needed to address the issue of school-age child care. In 1984, the Southern States Office of Save the Children applied for and received a grant from the U.S.

Department of Health and Human Services to initiate the "School-Age Child Care Decisions and Resources Project." As we got into the work of the project, we soon learned that there were simply not enough programs or care arrangements for school-agers, so a major goal was to develop strategies that large, urban communities could use to create new programs for school-age children and to improve established ones.

Another goal was to develop and improve methods that child care resource and referral program staff could use in counseling parents about school-age child care. Although this publication speaks most directly to referral counselors, it is also helpful to community leaders, educators, and social service staff involved in counseling parents about school-age child care services and in resolving the dilemmas parents face in finding and keeping good care arrangements for their school-age children.

CHAPTER ONE

THE NEED FOR SCHOOL-AGE CHILD CARE REFERRALS

In the United States there are an estimated 15 million children ages six to 14 whose mothers are in the workforce. This is two-thirds (68%) of all mothers of children in this age group. Additionally, there are approximately 1.4 million five-year-olds whose mothers work outside the home. This means that almost half (48%) of mothers of five-year-olds are in the workforce. Studies indicate that the number of school-age children of working parents will increase by about 17 percent by 1990.

As more mothers of school-age children take full-time jobs, and as preschoolers whose mothers are already in the workforce reach school-age, the demand for appropriate child care arrangements grows. Referral services can be of great help to these working parents by identifying care programs for school-agers.

Many women wait until their children start to school before taking full-time jobs, and therefore are looking for child care for the first time when they call a referral service. Others will have recently moved into a new community and may be separated from their extended families and other familiar resources. Many parents are bewildered by the wide array of day care centers and feel anxious about how to choose one that will meet their needs. Some may want a smaller setting for their school-age child, such as a family day care home, but don't know how to locate these hard-to-find providers.

Parents are concerned about making the right choice for their children, but many feel insecure and unsure about how to go about it. Counselors at the referral service will need to be aware of parents' concerns and anxieties about finding satisfactory care arrangements.

While referral services do not recommend one program over another, they do give parents the tools that help them take the responsibility for their child care arrangements. Referral counselors can help parents consider their options, give referrals from which to choose, and educate parents about how to evaluate and monitor a day care plan.

Children in Particular Need of Care

Several groups of school-age children may be in particular need of care. These include children of single parents, children in low-income communities, children with special needs (mental, emotional or physical handicaps), and those who are in self-care (taking care of themselves, alone, while parents are at work). Referral services should be aware of these special groups of children and should identify and develop more care services for them.

Parents' Preferences and Attitudes About School-Age Care

While it is clear that large numbers of school-age children need care while not in school, it is not clear what parents and children want and need. Studies indicate that three-fourths of parents want their child in a supervised after-school program, and that they are ambivalent about their child being in self-care.

Children's preferences for care are less clear. However, research indicates that children prefer to be with their parents, even when they perceive their self-care situation positively. Children in self-care tend to feel lonely or bored, and if in sibling care, complain of excessive fighting. Little is known about what preference children have if given the freedom to choose their own care plan. Referral counselors will need to explore with each parent the particular circumstances of the family and the child's needs and preferences, while being realistic about what programs are available to the family.

Regulation of School-Age Child Care Programs

Day care licensing laws are designed to protect the health and safety of children while they are in care. The laws vary greatly from state to state; some have licensing standards for school-age child care that are clear and achieve their objectives. In other states there is confusion about how to regulate school-age care arrangements. There is often controversy over what should be regulated, by whom it should be regulated, and under what set of standards. Sometimes the stringent regulations designed to protect infants and toddlers are imposed on school-age programs and become barriers to the implementation of programs for older children. When an agency or individual wishing to set up a program for school-agers must meet the same regulations for younger children, they may become discouraged.

Public agencies that have capabilities and facilities to offer school-age child care, such as schools and recreation departments, may be outside the jurisdiction of licensing agencies. Some school-age care programs are not required to be licensed. These included "extended day" programs for children over six in private schools, recreation and cultural programs of youth-serving agencies, and some summer day camps. In some states, programs operating less than four hours a day are exempt and therefore, unless preschool children are also cared for in the program, are not required to be licensed.

Because of the wide variety of organizations and individuals who sponsor school age child care, it is difficult to find them listed in any one place. This makes it difficult for parents to locate programs for school-age children. And it is a challenge for a child care resource and referral services to identify and list the complete range of options that parents need to know about when they seek care for their school-age children.

The Referral Service's Role in Creating Additional Resources

Referral counselors become as frustrated as parents when there are not enough school-age programs to serve the need. Every counselor would like to have a variety of suitable programs to which they could refer parents, but the reality is that there are not enough school-age programs to go around. While some may have good recreational programs and expert supervision, the hours may not be flexible enough to meet parent's needs, or the program may be geographically unsuited to the child and the parents.

Referral services may, as CCS does, create child care resources by seeking out and assisting women to become family day care providers in neighborhoods where very little child care services exist. The referral service can also support and strengthen existing child care programs by training child care providers and offering them technical assistance in operating their services.

The referral service can encourage parents to advocate for school-age programs in their neighborhoods, as well as persuade public and private organizations that are capable of creating programs to do so.

Adding School-Age Care Programs to an Existing Referral Service

Since this publication's intent is to help referral counselors strengthen their skills in counseling parents about school-age care arrangements, we felt that a chapter on how to find school-age programs and add them to the referral service would be intrusive here. Also, many referral agencies have identified school-age programs in the areas they serve, and would not particularly need this information.

For these reasons, we have put this rather extensive information into Appendix A. Referral agencies that are thinking about or planning to add school-age referrals will find it very helpful.

Conclusion

While referral counselors basically use the same interpersonal skills to counsel parents seeking care for school-age children and parents seeking care for infants and toddlers, there are some differences between the two. The differences lie mainly in the challenge to the counselor in finding suitable programs for school-age children—programs that meet the parent's and child's needs in terms of activities, hours of operation, accessibility, and cost. While those considerations are part of any child care arrangement, they have different meanings for school-age children. The school-age child spends the largest part of the day in classes, and needs an appropriate blend of recreation and "free" time after school. Some older school-age children may need some quiet time after school to do homework. School-age children have usually developed some special interests and activities they want to pursue after school — music, art, dancing lessons; baseball or football practice; or

other activities that they attend daily or on certain afternoons of the week. Transportation from school to the program may be difficult to arrange, and a workable solution will need more elaborate timing and planning than for a preschooler in a day care center or day care home.

Referral counselors will need to be creative in helping parents of school-age children choose options that are workable and affordable. We hope the following chapters will help counselors do that.

CHAPTER TWO

THE COUNSELING PROCESS

Role of the Referral Service

Parents are often anxious about finding and choosing a child care arrangement. They fear that they will not be able to find a provider they can trust; they wonder if they can afford the best care. They may not feel adequately prepared to evaluate providers and programs. Young parents choosing care for the first time may be particularly anxious, especially if they are not aware of the options available to them. Or a parent may have had an unsatisfactory arrangement in the past and finds it hard to trust that the next one will be any better.

For these and other reasons, many parents call the referral service with the hope that the counselor will give them recommendations for quality child care. Few referral services, if any, have the philosophy that their role is to evaluate the quality of child care providers enrolled in the referral service and recommend one over another. Rather, most referral services assume that the appropriate role of the counselor is to offer options and to support the parents' choice. We share that view.

The counselor's role is to gather specific and factual information about parents' needs and to help parents clarify values and attitudes about care. In the case of school-age child care, we believe that the counselor should also attempt to include, or encourage the parent to include, the school-age child's opinions and preferences when giving the parent referrals.

If the parent is to make the best choice from the referrals, he or she must know how to evaluate programs. An important role, then, is to educate the parent about how to choose an appropriate arrangement. The counselor should be prepared to discuss guidelines for choosing care. We believe that our role is to dispel the parent's perception that the counselor knows all, and to empower the parent to choose the care that best fits the child's and the family's needs and that "feels right" intuitively. Sometimes the difficulty in this approach is the reality that the parent may have few choices. The counselor must be careful to balance the goal of educating and encouraging the parent to be choosy with the need to be realistic about what the choices are. This avoids setting the parent up for disappointment.

In addition to educating parents about child care choices, the counselor can also encourage parents to advocate through community organization and legislation for better quality child care and more choices for care.

Counseling Skills That Are Useful in Child Care Referral

The counselor has three major goals to accomplish when conducting a parent interview.

The first is to get basic information from the parent about the parent's and the child's needs.

The second is to tell the parent about various options and to explore with the parent possible advantages and disadvantages of different types of care. The counselor should also educate the parent about the process of choosing a child care plan.

The third goal is to elicit the parent's attitude and feelings about different types of care so that the counselor can tailor the search to that particular family's needs.

The discussion of these three issues helps parents sort their needs in order of importance and helps them to decide which kind of care arrangement they want. The counselor may also encourage the parent to include the child in the decision.

These issues are intermingled throughout the interview rather than occurring as three separate parts of the interview. An experienced counselor may, for example, get one piece of information about the child's interests, then explore how the parent feels about that type of program and what it means to the child and the parent. The counselor

may then discuss how to manage transportation to and from the program. Although the counselor gets appropriate information for making realistic referrals, he or she does not rigidly control the discussion. Each interview will be different, yet meet the counselor's need for information.

If the parent is feeling anxious about finding care, the counselor may need to deal with the parent's "burning questions" first so that the parent may then concentrate more fully on exploring options. Parents are more able to discuss issues if the counselor lets them know she understands their feelings and takes them seriously.

Listening Skills

The ability to listen is one of the referral counselor's most important skills. It takes practice and patience to develop good listening skills. The counselor listens not only for information, but also—and equally important—for feelings.

Listening for Feelings

Effective counselors accept what the parent says without making judgmental responses. If parents feel accepted, they will usually continue to express themselves. Counselors can use a wide range of responses that indicate acceptance. There are also responses to avoid—responses that tend to make the parent feel unaccepted or judged.

Many counselors use what is commonly termed "active" listening skills. The counselor's goal in using active listening are to:

1. Communicate acceptance of the parent's feelings.
2. Encourage the parent to continue to identify and express his or her feelings.
3. Give the message that the parent is in control, and from there empower the parent to work out any problems.

It is important for the counselor to make a response that includes naming the feeling. Examples are: "Sounds like you're frustrated at trying to find transportation." Or, "Sounds like you're disappointed with your current after-school arrangement." When the counselor identifies a specific feeling, it affirms the parent's feeling and gives the message that the parent is being listened to intently.

Active listening responses are much more effective than a general response such as "Uh huh," or "I see." Some counselors are hesitant to identify the parent's feelings for fear of being too interpretive. However, the active listening response helps the parent clarify his or her feelings. Rather than becoming defensive, the parent may respond with, "Oh, no. I'm not worried, but I am concerned," and then go on to express feelings about the situation; for example, "There are too many children in the group."

Since most child care counseling takes place on the phone rather than person-to-person, the advantages of eye contact and the opportunity to read body language are lost to the counselor and parent. It is therefore doubly important that the counselor reflect feelings so the parent understands that the counselor is a responsive and sympathetic listener.

Responses to Avoid

Some responses that are well-meaning may actually block communication. Examples of responses to avoid are:

Judgmental Comments or Criticism:

"Do you really think you should leave your seven-year-old home alone?"

"If you'd called sooner, we would have had programs with summer vacancies for your child."

Questions That Put the Parent on the Defensive:

To parent calling for the third or fourth time: "Do you mean to tell me that you've checked out all those referrals?"

"We gave you sixteen referrals. Didn't you like any of them?"

"We've given you about all the referrals we have that meet your needs, but I'll see what I can do."

Personal Comments or Advice in a Patronizing Manner:

"I wouldn't put my six-year-old on a bus by herself."

To parent of an infant: "You can put him in a center, but he'll be sick all winter."

Analyzing Parent's Behavior - Making Predictive Comments:

"You're just going to be disappointed if you expect too much from the program."

"Since you waited so late to call for summer referral, I doubt you'll find anything for your six-year-old."

Minimizing or Discounting Parent's Feelings or Situation:

"It's not that bad. I'm sure you can arrange for transportation if you work at it."

"Well, at least you have choices. In some neighborhoods parents don't have any choices for after-school care."

"You shouldn't expect the referral agency to do everything. You must take some responsibility."

Making Assumptions About Parent's Needs Before Listening Fully:

"Would you like a center?" (Counselor fails to mention other choices.)

Sharing Personal Experiences With the Parent

At times the counselor may feel comfortable sharing personal experience with the parent: "Well, I remember how hard it was when I was looking for after-school care." The counselor must be careful to strike a balance between sharing a little bit of personal experience and implying that the parent should make the same choices. The goal of sharing information is to establish rapport with the parent and communicate that the counselor also has had to cope with difficult decisions about child care and therefore understands. Sometimes a sense of humor helps: "Six-year-olds can really be a challenge!"

Allowing the Parent to Ventilate

A parent may call the referral service with a real need to express intense feelings about a child care situation. For example, a parent may say, "All the referrals for summer camp were full. Now I don't know what I'm going to do." Or, "I'm divorced and I can't find an after-school program that I can afford. If I had child support, this wouldn't be a problem." By active listening and offering responses such as "That sounds pretty frustrating," or "You're under a lot of financial stress. It must be hard," the counselor is letting the parent know he or she is being accepted.

After the parent has had space and time to ventilate, the counselor and parent can move more easily to the factual part of the interview. If the counselor jumps in too quickly with advice or the need to get "facts," the parent will feel discounted and hurried and may be hesitant to share attitudes and feelings about child care options later in the interview. Often parents call more than once, so the initial intake call is a critical time for the counselor to communicate in a way that builds a trusting relationship.

Probing for Information or Feelings

The counselor may wish to probe for information or feelings. It is important to know when to time this and to know whether the parent is open for discussion. If the parent is not interested in discussion, the counselor should back off and respect the parent's desire to avoid discussion. Parents may prefer to have materials on parent education mailed to them instead of pursuing a discussion. One of the issues recently discussed at Child Care Solutions is how to ask, in a nonthreatening manner, whether the parent wants to explore feelings. Staff suggested the following ways:

"Do you have time to discuss this further?"

"How is that arrangement working out for you?"

"You've given this a great deal of thought. Would you like to explore other options for care?"

Counselor Values vs Parent Values: Listening With an Open Mind

The temptation for the counselor to give advice or respond with personal values is a potential pitfall. Both the counselor's and the parent's values and attitudes about child care

are strongly influenced by whatever they experienced in growing up. The counselor must therefore be clear about his or her own values, and then be careful to present options in an objective, non-advisory manner. For example, the parent may ask: "What type of care do you think is best for my child?" Even though the counselor may feel strongly, based on personal experience, that school-age children do best in family day care homes, the response should reaffirm and empower the parent's choice: "That depends on what you and your child feel most comfortable with. There are several options." The counselor then explains the types of care available and gives referrals for the types of situations the parent prefers.

Listening for Information

With practice, counselors learn to listen to the parent, record information, respond with supportive comments, and give information. In most referrals, the counselor will need to ask for more information: "Do you need transportation to and from the program?" "Do you know what route the school bus takes?" Getting comfortable with asking for additional information is important in good child care referral.

INTERVIEW: A STEP-BY-STEP GUIDE

The following is a guide, based on our experience as counselors, for conducting parent interviews. These suggestions are intended to help the counselor respond to most of the issues, questions, and need for information that come up in a parent interview. However, many interviews do not require all the steps, nor will the counselor follow the same order of topics in every case.

It is important that the counselor check with the parent before bringing up a new issue. "Do you need any more information on (whatever was being discussed)?" Sometimes the counselor will need to ask direct questions, particularly if the parent is inexperienced in looking for child care arrangements or has recently moved to a neighborhood and is not yet familiar with it.

Many counselors find an appropriate time at the beginning of the interview to get the name of the child (or children) to establish a more personal atmosphere for the interview. "What kinds of sports does Jonathan like?" sounds warmer than "What kinds of sports does your child (your seven-year-old) like?"

Step 1: Explain the Role of the Referral Service and the Role of the Counselor

First-time callers will be unfamiliar with how the referral service works, so the counselor's first task is to explain briefly what the service does and does not do. After that, the counselor carefully explains the limitations of the referral service in a way that affirms the parent's right and responsibility to choose a child care arrangement that best suits the parent's and the child's needs.

At CCS, we start with a general statement about what our service can do:

"We are a free child referral service for parents in the Atlanta area. We can give you referrals to family day care providers, day care centers, and to a limited number of in-home providers. We are strictly a referral service; that is, we don't visit the providers or evaluate the quality of care."

The parent may then ask:

"You mean you don't give recommendations? Why not?"

The counselor then explains what we cannot do, and why:

"We feel that parents are the best judges of what will work for their child. Parents have their own values and preferences; what might work for one parent might not meet your needs. Also, we don't have the staff to visit and evaluate all the providers and centers listed with us."

The counselor can offer the parent some reassurance by explaining licensing regulations that are meant to control the quality of programs. Counselors will need to be thoroughly familiar with the regulations in the areas covered by their referral service. Written copies of the information should be available to counselors. At CCS, counselors give the following information:

"Day care centers must be licensed and must meet minimum standards set by state law for child care programs." The counselor may explain staff/child ratios, program requirements, etc. We explain that our licensing standards are minimum standards; they do not guarantee quality. "Family

day care homes should be registered if three or more children are enrolled." (The counselor explains requirements for maximum number of children). "Also, providers who participate in the USDA Child Care Food Program are visited three times a year, so there is some monitoring on those providers.

"We offer training for providers and centers, and can give parents information about whether providers have participated in our training. We can also give parents information about how the providers describe their educational background and experience."

We also explain our complaint policy for family day care providers and day care centers:

"We keep a record of all complaints, and we encourage parents to report complaints to us and to the state licensing agency. If there are three complaints of the same nature against a provider, we remove the provider's name from our files. Complaints of a serious nature are investigated by the state day care licensing agency. If we know that a day care center or home is being investigated by the licensing agency, we do not give referrals for that center or home until the investigation is over and the home or center has been cleared."

Step 2: Affirm Parent's Choice

At this point, it may be useful for the counselor to focus on the parent's feelings (i.e., anxiety), or to affirm personal choice before continuing:

"It sounds like you've given this a lot of thought. It can be difficult to make a decision. We can give you referrals and some guidelines for choosing an arrangement based on what your needs are. While there is probably no perfect situation, we think that when you visit places, your gut-level feelings, or intuitive responses, about a place are just as important as the facts in influencing your decision."

Step 3: Gather Detailed Information on Need for Child Care

Once the counselor has listened to the parent's initial comments, defined the role and parameters of the referral service, and affirmed that the parent will make the choice, the counselor guides the conversation to get specific information from the parent. The counselor will use this information to decide which referrals would most likely meet the parent's needs.

Usually the counselor will refocus the conversation by a comment such as, "Let me get some basic information from you now about your child care needs. Then I'll do a search and we can talk about the different options and how to choose a plan."

The counselor uses the Parent Intake Form to ask for and record information such as:

Name, address and phone number of parent

Location where care is preferred

Name and location of child's school

Parent's work location

Age and sex of child (or children)

Hours and times care is needed

Child's interests

Transportation

Other information called for by the form or needed by the counselor.

Educating Parents About Choices

Some parents will have a clear idea of what type of care they want, while others may be unaware of the different choices. It is often necessary to explain choices before the parent can tell the counselor what type of care she needs.

Counselor: Have you thought about what type of care you want?

Parent: Well, I'm thinking mostly about a day care center.

Counselor: That's certainly one option. There are some other choices you may want to consider.

If the parent indicates interest in other choices, the counselor can then summarize options. A request for school-age care necessitates a particularly long explanation, but it helps parents realize that they have many options and that there are some important differences among the options. CCS counselors describe the following types of care to parents.

Day Care Center: Day care centers serve 18 or more children. Centers can serve both preschool and school-age children, or just school-agers. Most centers offer transportation from the school to the center.

School-Based Care: Some public and private schools operate before- and after-school programs. Some of these are run by the school, some by parent groups and some by other agencies such as the YMCA or YWCA.

Church-Based Care: Some churches operate programs for school-agers. Some are available daily, while others operate just on school holidays and summer vacation. Still others operate only during summer vacation. Some of the programs include a religious component, while others may be non-sectarian or simply housed in a church but run by a separate sponsoring agency.

Recreational and Community Programs

Many youth-serving agencies offer after-school activities and programs in the community. These may include YMCA, YWCA, Girls Club, Boys Club, the Salvation Army, and county recreation departments. Usually the enrollment and supervision of children in such settings is much less formal than in the other center-based programs.

Some programs offer transportation, but most do not. Often the children are responsible for getting to the program or class and "checking in." If a child does not show up, there may be no system for contacting the parents. The program may operate only a few days a week, or for less hours than care is needed.

Summer Camps: Summer camps may be based at any of the above "center" locations, or they may be in a "summer" location. Camps vary in whether they offer transportation, in age and sex of children served, and in hours. Some may not open during the hours needed by working parents.

Family Day Care Homes: In Georgia, a family day care provider can care for up to six children, other than her own, in her home. Providers with three or more children should be registered with the state Department of Human Resources. Providers may keep mixed ages of children, only preschoolers, or may specialize in school-agers. Some providers offer transportation to and from school, or may be located on the school bus route or within walking distance from the child's school.

In-Home Care: Some parents prefer to have the provider come to their home. This type of care is usually in short supply and high demand. According to law, in-home providers must be paid at least minimum wage, and their Social Security must be paid. Transportation may be a problem if the caregiver must depend on public transportation.

Self-Care: Self-care (where a child is responsible for himself or herself) is an option that some parents choose. If the parent wants to discuss it as an option, we discuss it with them. We feel that self-care is a sensitive issue because parents may feel guilty or anxious about leaving their child alone but think they have no other choice. For these reasons, we have devoted Chapter Four of this book to counseling on self-care.

Tailoring the Referral to Individual Parent Concerns

Step three is a good time to explore the parent's and child's interests and values, and how they might influence the choice. Parents may be very explicit about what they want. For example, some parents may not want their child in a program with a religious atmosphere; some may value the family day care home because they perceive the home as most closely approximating the child's own home. Some parents may feel that an informal after-school program will help their child toward independence, while others may feel that the same program is not supervised closely enough.

If the parent is interested in discussing how their values might influence the child care choice, the counselor might begin with a statement such as:

"The kind of care you choose will depend a lot on what you think is important, and also on your child's interests, age, and needs. Are there some particular things you're looking for?"

The counselor makes written notes about parental preferences and narrows the search for appropriate referrals, keeping to the values the parent says are important, for example, size of group, type of program, center versus home setting, etc.

The parent may be concerned about practical matters such as fees, transportation, etc., as well as personal values. The counselor will need to make notes about these considerations and offer referrals which meet parents' expressed needs. When referrals do not meet those needs, the counselor reports that when telling the parent about the program.

The Child's Interests and Values

The counselor should also focus on the child's personality, needs, and interests. The counselor may ask questions such as:

"What Jenny is like and what she's interested in may influence your choice. What are some of her interests?" (hobbies, sports, or quiet activities).

"Is she more comfortable in a large group or in a small group?"

"Does she have any special needs?" (allergies, medication, etc.).

"Is Jenny shy or outgoing?"

We feel that it is important to encourage the parent to consider the child's age and to match after-school or summer care with the child's developmental needs. Ideally, a good school-age program meets the specific needs of children at each age. (See Appendix B for suggestions on what parents can look for in age-appropriate programming).

Step Four: Summarize the Request for Referral

When the counselor has all the information needed to begin the search for appropriate referrals, it helps to summarize what the parent has said. The counselor might say:

"You mentioned that Jenny thinks she is too grown up to go to the center; that she wants to be with her friends after school and that she wants to play soccer. Since you prefer recreation programs or family day care near your home, we'll do a search for both. Another option is to see if we can locate a recreational program near the family day care provider's home that might offer sports for a few days a week. You might have to work out transportation, but sometimes parents find that mixing and matching care to meet both the parent's and the child's needs is a good solution. Does that sound like the kind of referral you want?"

Step Five: Offer Referrals

At this point, the counselor makes a search, identifying possible providers to see if they offer the care that is needed. The counselor gives the parent information about providers and programs the counselor thinks are possibilities, paying particular attention to the needs most important to the parent. Example:

"Mrs. X, a family day care provider in your area, says she has a seven-year-old daughter and a five-year-old son. And she picks up children at the school Jenny attends. She specializes in school-age children, and takes them to the Y for swimming. She limits her enrollment to four children besides her own."

Step Six: Educating Parents About Choosing Child Care

By this time most interviews have gone on as long as the parent wants to talk. However, the counselor can offer to discuss guidelines for making a child care choice. Parents are more likely to request written information on these issues; if not, this is an appropriate time to offer them. Counselors need to be familiar with their referral agency's guidelines on choosing and monitoring an arrangement so that they can discuss them at any point in the conversation if the parent asks for information. Counseling and written materials should offer specific guidelines for assisting the parent in making and monitoring a choice.

CCS has several pieces of literature that helps parents evaluate and then monitor a child care arrangement. We offer to send these to parents, or to discuss them on the phone during the intake interview if the parent requests it. We think it is a good idea to send the materials to the parent, even though the subject may have been discussed in the interview.

CCS counselors encourage the parent to monitor the arrangement. Situations change in programs, and children's needs change. Parents are encouraged to stay in touch with caregivers and their child's feelings about the program to ensure that the program continues to be a good choice. Expressing appreciation when things go well, letting caregivers know about parents' and children's suggestions, and maintaining a good relationship with the caregiver are important in keeping everyone satisfied with the arrangement.

Step Seven: Counseling on the Child's Adjustment to the New Program

School-age children are struggling to be independent, yet they still have normal dependency needs that are disrupted when they begin a new school-age care plan. New attachments must be formed with the caregiver and other children in care. The child must adjust to a new routine and a new setting. All of these changes can be upsetting to school-age children, who typically like to think of themselves as very independent and self-assured. The child may feel threatened or vulnerable at having to make a change.

The counselor may acknowledge during the intake interview that some children experience this adjustment period. If the parent indicates a wish to discuss it, the counselor can offer specific suggestions for helping the child make a positive transition.

Step Eight: Concluding the Intake Interview

Once again, the counselor reminds the parent that we do not recommend particular programs. The counselor encourages the parent to call, visit, and check out the programs, and to call the referral service back with any questions the parent has or for more referrals.

Conclusion

Issues and content included in this chapter cover most of the topics that parents of school-age children have discussed with counselors at CCS. No parent would want to discuss them all in one call. It is important, however, that the counselor be familiar with all of the information. Referral services need to make extensive information available in writing to their counselors, and to give counselors time for reading and discussing the material. When new or less experienced counselors are doing parent interviews, a counselor who is familiar with the necessary information and the referral agency's policies should be available to answer questions.

CHAPTER THREE

HELPING PARENTS FIND SCHOOL-AGE CHILD CARE: SOME UNIQUE PROBLEMS

Requests for school-age care are sometimes difficult to fill. However, the more programs the referral service has found and listed, the more likely it is to find solutions to complex requirements. Sometimes the problem is a lack of appropriate programs in the neighborhood. In other cases the difficulty arises out of the nature of the request itself. For example, a parent may want a creative solution such as an opportunity for the child to go to a program or class on some days, to be supervised part of the time, and to have some freedom in the neighborhood some of the time. Sometimes the problem is the lack of school-age programs in the neighborhood and sometimes it is the lack of transportation to a program.

The child also helps to determine the kind of arrangement that is made. For example, the parent may want the child in a day care center that provides transportation, but the child resists this option because he or she does not want to be with younger children.

We believe it is important to be optimistic and supportive to parents, no matter how difficult the request. We must also be prepared to cope with the times when we have few or no referrals to offer, or when the needs and circumstances of the parents make it difficult to suggest an appropriate referral. The greatest satisfaction for a child care counselor is to help a parent find a good child care arrangement; conversely the greatest frustration is to fail in that endeavor.

It is frustrating to the counselor to realize, while talking to the parent, that there is little likelihood of finding a solution. Because she has tried to find solutions in that neighborhood and already knows there is little hope, the counselor may be tempted to rush through the call and go on to another parent's request where she may be more helpful. Yet in cases where parents are less likely to find what they need, the counseling and support become even more important. We think it is necessary for a referral service to review the kinds of request it receives and identify responses the counselor can give to parents when the request is a very difficult one. Knowing how to be supportive to parents helps counselors feel more secure and less guilty when they have to give parents the bleak news that there are no referrals to offer.

Some of the options suggested here may seem like faint consolations for a lack of child care programs or for a program that is not responsive to a family's needs. Even so, we still encourage our counselors to be creative when faced with requests that are difficult to fill. We hope the following discussions will help other referral services to share their ideas about how to cope when the requests are complex and the solutions are few.

Transportation

Many requests for school-age child care involve a need for transportation. In recent years, many day care centers and programs run by recreation and youth-serving agencies furnish transportation from the school to the program. They may pick up children at one or two schools, or they may pick up at eight or more schools. Information about transportation is available to the referral counselor and often makes it possible for the counselor to suggest an arrangement that the parent would not have thought of as a possibility because the program is far away from the child's school.

Programs that furnish transportation are often the best option a parent has. However, parents should be encouraged to monitor for difficulties that may arise, such as length of transportation time and how it affects the child. For example, will the child be alone on the school grounds between the time school ends and the van or bus arrives? Even if this is not the situation most of the time, it may happen occasionally if the bus or van is delayed along its route. Some routes are lengthy and the children may ride for half an hour or more before they reach the program. Parents need to decide if this is a problem for their child.

Transportation to a summer program may pose similar difficulties. Often a year-round program such as a day care center uses a different location for the school-age summer program. For example, a church program may have a property in a different area of town that they transport the children to for a summer camp program. It is important to be clear about the system of transportation. Where will the child be picked up? Where will the child be transported to? What happens if the transportation breaks down or doesn't arrive on time? Contingency plans need to be explored and alternate solutions found in cases where transportation is involved.

If the parent's choice is family day care, it may be even more difficult to solve the transportation problem. The majority of family day care providers in Atlanta serve infants and toddlers, and even if they are willing to serve school-age children, they are reluctant to put the younger children in a car in order to pick up a school child.

There are, however, family day care providers who are willing to pick up and provide care for school-age children, and counselors need to know if such vacancies exist in the neighborhoods where care is being requested.

In cases where transportation from school to a provider's home is a problem, we have tried to help parents work with the school system to address the problem. Some school systems allow a child to be dropped off at a family day care home if the home is on the normal bus route, while others do not. Some school systems request that family day care providers meet the child at the child's normal drop-off point. Counselors need to know the policies of various schools and work with parents to help schools develop policies that support working parents.

Advocacy to solve transportation problems may be required for handicapped children. In our area, special needs children are often transported to a site other than the nearest elementary school in order to participate in special education or therapeutic programs. The handicapped child may leave earlier in the morning than other children and return home later than most children. Even so, the child may reach home in the afternoon before the parents do, and therefore will need a supervised child care arrangement. Parents may need to negotiate with the school system to leave the child at a day care center or a family day care home.

Creative solutions to transportation needs are required when the parent wants the child to have adult supervision,

such as in a family day care home, but also wants special cultural or sports activities for the child a couple of days each week. If the caregiver does not transport children or cannot leave the house because of responsibilities to other children in care, a separate transportation system to the special activity will need to be found. The counselor can suggest paying a responsible teen-ager to furnish transportation. In some cases, parents in the neighborhood may get together and work out a car pool. Although the working parent may not get off work early enough to take the children to the activities, she may get off in time to pick them up. If this is not possible, perhaps the parent can pay a non-working parent, or trade other services to members of the car pool such as occasionally taking care of their children a few hours at night or on weekends when needed.

Child Care During the Summer

As the close of the school year draws near, referral services receive calls from parents with a number of unique and challenging requests. Some parents have a child in self-care during the school year but do not want their children to spend whole days during summer vacation without adult supervision. Other parents have a child in a program that will not be available in the summer. Some divorced parents who have custody of the child only during the summer need help in finding an appropriate arrangement. Other parents have in mind a really "creative" summer and want to find interesting summer camps or outdoor recreation programs along with the right combination of transportation and full-day adult supervision. Parents with an older child may want the child at home, but hope to find a teen-ager to supervise the child.

Parents who want a full-day arrangement along with an interesting program of planned activities can be referred to day care centers that offer such programs. In addition, a number of church groups, recreation agencies, and youth service agencies offer specialized summer camps. Some of the camp programs operate one or two weeks, while others have a varied program that lasts eight weeks or more.

At CCS, we try to maintain up-to-date information on all of the day camp programs that operate within Metropolitan Atlanta. In referring to these programs, we have found a number of issues the parent should check out. Some camps are not intended to be full-day care arrangements for working parents. They may not open until 8:30 or 9:00 a.m. and may end at 2:00 or 3:00 p.m. The parent is then responsible for finding another arrangement for the balance

of the day. However, sometimes these programs do have an extended day program; if not, perhaps a camp staff member could be hired to serve the extra hours for children of working parents.

Another question is the experience of the camp staff. There may be teen-agers working as "counselors in training." This may not be the kind of adult supervision the parents thought they would get. We encourage parents to check supervision carefully. Questions to ask are Who are the staff? What is their training and experience in supervising school-age children? Parents should decide for themselves what is adequate supervision for their children.

Parents who want to leave the child in the neighborhood with a family day care provider or a teen-ager should be encouraged to think through the special role relationships of the child, the caregiver and the parent. For example, during the school year the child may be content to stay at the family day care home because it is only a few hours after school. However, during the summer, the child may want the freedom to visit a friend, go to the park or to a swimming pool, or to return to his own home.

To make this arrangement operate smoothly and safely, the counselor may encourage the parent to develop a written agreement among the parent, the child and the caregiver that would spell out responsibilities of each party. For example, the child would agree to check in by telephone with the caregiver upon reaching his own home or a friend's house and to adhere to the hours agreed upon to be spent away from the caregiver. The parent might take responsibility for the child's actions when the child is away from the caregiver, and the caregiver would be responsible for seeing that the child gets to scheduled activities (if she provides transportation) and to supervise the child while in her care. Written agreements may carry more weight with the child than verbal agreements, since the child participates in a "grown-up" activity of signing a contract. The caregiver may feel more comfortable with a written agreement because it definitely spells out when and under what circumstances she is responsible for the child.

The Kindergarten-Age Child

Many states are developing a system of full-day public kindergartens. In most states the kindergarten program is optional; parents can choose whether to send their five-year-olds or not. When kindergarten was a half-day program, children tended to be served in programs that were primari-

ly preschool, and staff had expertise in serving this age child. With the move to full-day kindergarten, five-year-olds are often in after-school programs designed for elementary school children, and in some cases the needs of this younger child are not adequately being met.

Some working parents continue to use part-day preschools other than the public kindergarten. Part-day programs may operate two sessions a day, one in the morning and one in the afternoon. Whichever session a working parent chooses, there is still part of the day when the child needs an additional care arrangement, complete with transportation and assurance that the child gets lunch in one program or the other.

CCS has had some success in helping parents find a family day care provider willing to serve a child who attends a part-day nursery program. Typically the provider charges the same fee as for full-day attendance. Parents sometimes express dismay over the full fee because they pay tuition at the nursery school, and don't feel they should also pay a full fee to the family day care provider. We try to explain it from the provider's point of view; that is, a child attending a half-day takes the space the provider could have used for a full-day attendance, and she needs to earn full-day rates. In fact, earning the full-day rate is frequently the incentive that makes a provider willing to accept a part-day child, especially if she provides pick-up and transportation.

Some working parents choose day care centers for their five-year-olds because they expect to find a center with an educational component that is as good as the part-day nursery school or the public kindergarten. Other parents want a day care center that is not academically oriented because they feel their child needs more opportunity for play and social development before entering a structured learning environment. However, most parents who choose day care centers for their school-age children do so because they have younger children enrolled there and want to keep their children together. Regardless of the parent's reasons for choosing a particular day care center, it has the added advantage of being a full-day child care arrangement.

Some parents call CCS with very definite ideas on what kind of program they want for their kindergarten-age children, while others call seeking help on how to choose a program that is right for their child. As we've said before, we believe parents know what is best for their children and we do not make decisions for them. However, counselors

can help parents understand what kind of program a center is offering kindergarten-age children. In addition, the counselor may point out some of the issues that other parents have discussed, including whether it is better to have the convenience of the day care center or to have the child begin public school early and be in step with other students.

Finding Care for the Older School-Age Child

Sometimes parents call the referral agency expressing frustration over their child's refusal to cooperate with an arrangement that has been made. Many times these are parents who stayed home until the child reached school age, and the child and parent seem to be going through separation anxiety that other families went through when their children were placed in child care as infants or preschoolers. After discussing various options, counselors can suggest that the parent let the child have some choice in the kind of program he or she wants, and perhaps make arrangements to get the child to some activities in which he is interested. The counselor might suggest that the child accompany the parent on visits to check out some different kinds of arrangements.

In other cases the older child is unhappy with an arrangement because it does not fit the child's idea of the kind of program he or she should be in. Older children may resist continuing in the day care center because they no longer want to be in a "baby" program. Sometimes an older child in a family day care home will become bored if the home is primarily geared toward the care and interests of preschool children.

CCS counselors try to help parents understand that as children grow older, they may resist what seems like an easy solution from the parent's perspective. This helps the parent create an arrangement that involves cooperation among the parent, child, and caregiver. Counselor may explain that although it seems like a great inconvenience to end an arrangement that was satisfactory to the parent and make another, perhaps more complex one, it can be a sign of healthy growth on the part of the child. For example, the child may want to develop a special athletic or artistic talent that can only be met by a special program. The child may also be expressing a need to take more responsibility for decisions and use of time than the center or family day care home allows. Also, the child may feel a need for more time alone, to be more independent, or to be free of a group structure.

Some parents call CCS seeking care for children between the ages of 12 and 15. While parents may feel that their children continue to need adult supervision, they also feel that there should be age-appropriate activities, with time for the child to pursue special interests and to be allowed some independence. Unfortunately, there may be few such programs in the community. Most day care centers won't enroll a child older than age 12 because the child would feel out of place and might ultimately become a discipline problem. Agencies such as Boy's Club and Girl's Club are not available in all neighborhoods, and even if they are their programs may not be designed for teen-agers to attend every day. We attempt to help the parent find out what the child's needs are and how they could be met. If there is a program in the area that meets the child's interests, or even a part of them, we refer the parent. If no such program is available, we suggest that the parent find a friend or neighbor who will provide the necessary supervision, and that the parent, child and caregiver talk through and agree on the kinds of activities the child will participate in.

Morning Care

Whether or not parents feel that their child needs care before school depends on the situation. If the parents leave the house a long time before the child leaves for school, they may seek some form of adult supervision for the child. But if the parent leaves the house only shortly before the child, there may be no need for supervision.

Parents tend to reason that the child is less likely to get into mischief in the morning than in the longer period of time in the afternoon. The decision of whether to leave the child unsupervised is also affected by their perception of how safe the neighborhood is, whether the child walks to school or rides a bus, and how close the bus stop is to the house.

In trying to help parents decide whether they need morning care, CCS counselors usually point out the above factors. We also ask about a contingency plan if the child should become engrossed in television, goes to sleep, or for some reason misses the school bus.

Some day care centers offer morning care and include transportation to the school. These programs are usually sought out by parents who have to leave the house long before the time the child needs to leave for school.

Unfortunately, morning care options are not available in all neighborhoods or from all day care centers. CCS counselors encourage parents whose work hours begin at 6 or 7 in the morning to find a neighborhood parent or a friend to watch the child during the morning hours.

Child Care During School Holidays and Teacher Workdays

Each year parents call at Christmas and spring break to ask for child care referrals. Parents who have a school-age child in a program run by a school system or operated by a community agency on school property usually have this program, as well as parents who are usually home from work by the time the child comes home during the school day. We point out that this situation will occur when we make a referral to a program that is closed during school holidays and teacher workdays, so that the parent can develop a contingency plan. We have also identified a list of social service agencies, including Boy's Club, Girl's Club, YMCA and YWCA, that have "holiday camps" designed to meet this particular need. When possible, we refer parents to these programs.

When Few or No Options Exist

Unfortunately, there are times when we have to face the fact that no referrals are available. This is an all too common occurrence, and it is a real disappointment for the counselor as well as the parent. CCS works really hard at publicizing the need for more school-age child care and works with groups to start more programs.

When we fail to find a solution to a request, we try to provide emotional support to the parent and try to give practical information that may eventually result in helping the parent with a school-age child care arrangement. Some of the suggestions we make include: Talk to your school principal about the school opening an after-school program. See if other parents are in the same situation in your neighborhood and school district, and get together to resolve the problem. See if your child has a friend whose parent is at home and willing to care for another child after school and during school holidays and teacher workdays. Hang up signs on school bulletin boards soliciting help from other parents. Go to the PTA for help. Talk a friend into becoming a family day care provider. Go to your church neighborhood organization group and solicit support in opening a school-age child care program.

We realize that the parents most in need of child care services are the ones who have the least time to help solve the problem. Being asked to become neighborhood advocates and organizers may seem to them like an added frustration. However, the more people involved in a neighborhood effort, the more likely it is that a few strong advocates will emerge to get things moving.

Conclusion

We hope that the description of our approach to finding creative solutions will be helpful to other counselors and will help them identify supportive responses when the request is difficult to fill. Some of the ideas suggested here are unique to the current supply, or lack of supply, of school-age programs in the area we serve. Resource and referral services in other communities may be able to offer more options to parents.

CHAPTER FOUR

COUNSELING APPROACHES TO THE SELF-CARE ISSUE

The topic of children in self-care, or "latchkey" children, is controversial. First, parents are reluctant to admit that their child is in self-care, which makes it difficult for researchers to identify the number and location of children in self-care. Also, the number of children in self-care is not necessarily an accurate indication of the number needing supervision. Some children in self-care may be judged as in need of care by an adult, while others may be judged by the parent as mature enough to take care of themselves between the time school is out and the parents get home from work. For some children an interim agreement such as a check-in system may be all that is needed.

Second, research findings on the impact of self-care on children are inconsistent. Studies have been made on the issues of cognitive and social adjustment, childrens' fears, effects of restrictions on outdoor play, peer relationships, and risks from accidents. Generally, children in self-care tend to score lower in both academic achievement and in indicators of positive social adjustment such as self-concept and self-reliance. (Long and Long, 1984). However, children in rural settings may show no negative effect in academic achievement or social adjustment.

One study reports that children in self-care tend to be more fearful than those in supervised care. Fears center around intruders, going outside, having an accident, and abuse by a sibling or an adult. Children in urban settings tend to be much more fearful than those in rural or suburban settings (Long and Long).

Another study, in contrast, found no differences in fear levels between children in self-care and those in supervised care (Rodman, 1985). A recent study also indicated that suburban children in self-care were no different from those in supervised care on measures of self-esteem and school adjustment (Leroux, 1985). Children in self-care tend to be severely restricted in their freedom to play outdoors and to socialize with peers, particularly in urban settings.

What causes some children to suffer negative effects from being in self-care? One study (Long and Long, 1984) found that at least three factors contribute to stress: 1) starting self-care before age eight; 2) being in self-care five to six hours a day; and 3) having too much responsibility too early. While a close relationship between the child and the parents tends to counteract the negative effects of self-care, close relationships between siblings did not.

Policies of Referral Service on Self-Care

Resource and referral services may be reluctant to develop policies on counseling parents on the subject because it raises the potentially touchy issue of parent values (i.e., "It's okay for my child to be in self-care") versus agency values (i.e., "The child should receive some type of supervision"). Agency counselors may feel that self-care is an inappropriate choice because of the potentially negative impact on the child's development, but may be unprepared to explore alternative choices with the parent or even to raise the issue in the first place. The parent may feel that there are no other realistic choices, but may be defensive about revealing or discussing the situation.

Recognizing Counselor Values About Self-Care

Parents seldom call the referral service requesting care for a school-age child who is in self-care. Usually the counselor learns of the child when the parent calls for referrals for younger siblings. The parent may make comments such as:

"I have a seven-year-old, but he's been calling me when he gets home."

"My older two are home after school for about an hour, then I get home."

"Do you know of any low-cost after-school care? I really can't afford more than \$20.00 a week."

The counselor must decide if he or she will raise the issue of self-care, and if so, how. The dilemmas we have felt at CCS are whether we should raise the issue if the parent is not requesting a referral for school-age care, and how to raise the issue in a supportive way without offending parents or making them feel defensive or guilty. Ultimately, as one counselor expressed it, "We must trust that the parent is trying to do the best for the child."

What are our own values about self-care? We felt it was important to examine our own feelings in order to develop a policy about it. As a staff, we tend to feel that children, at least young school-age children, should have some form of supervision when not in school. The kind of care will depend on the individual child. Some counselors feel that older school-age children should be supervised, but we agree that some mature children in ideal circumstances could handle self-care. We base these values on what we've read of the research on potential negative impact of self-care as well as on our personal parenting values.

We recognize that we have a liability, emotionally if not legally, when we know a child is in self-care and we haven't counseled the parent about potential problems and the child becomes endangered. However, self-care seems to be some parents' choice, and we recognize that they may not want to discuss it with us.

Response to Parents of Children in Self-Care

When the parent mentions the school-age child who is home alone, how can the counselor respond? Whether to raise the issue is a judgment the counselor makes based on the openness of the parent and on the possibility of a productive discussion.

If the issue is raised, we agree that the goal is to help the parent explore the situation and decide what is best for the family. Parents know the needs of their school-age children far better than the counselor does. The counselor is likely to be effective if she raises the issues with a focus on the parent's strengths. (It is important that the counselor be very aware of her tone of voice, especially in asking questions regarding the child in self-care. If it is a phone conversation, all the parent knows of the counselor is a voice on the other end of the line).

The counselor might say:

"Do you have time to talk about this a little more?"

"I can tell you've thought through some of the issues of after-school care. Let's talk about some other things you might want to consider as well."

"It sounds like you've worked something out, but you're not quite satisfied."

Once the parent has indicated a willingness to discuss the arrangement, the counselor can proceed with these three steps:

1. Help the parent explore the situation.
2. Explore other options if the parent is open to them.
3. If self-care is the plan of choice, raise other factors that the parent might consider in order to make the best possible plan.

In assessing the self-care plan with the parent, the counselor can ask questions that will help the parent examine the plan and decide if it is the best option for the family:

"How is it working out for you?" (Explore parent's feelings about other types of care. Try to draw the parent out if finances seem to be a problem. Identify and empathize with the realistic barriers to finding care).

"Would you help me understand how you've set this up? What kinds of agreements do you have with your child?"

"How does your child feel?" (Has she been proud of herself, afraid, etc.?)

If the parent seems open to it, the counselor can discuss other possible options for school-age care, stressing low-cost care if money is a problem, or possible solutions to whatever problems the parent has identified.

Sometimes parents are in a hurry and while they don't have time to discuss self-care on the phone, they may be open to being mailed educational materials on school-age care, or on self-care if that is their choice of care. If the parent has called for referrals for an infant or a preschooler, he or she may be more intent on finding an arrangement for the younger child or children before discussing an arrangement for a child already in self-care.

We have identified some key issues that the counselor may want to raise if the parent is willing to discuss the self-care plan:

What is the child's maturity level? Has he asked to stay home by himself?

How does the child feel about being home alone? (Afraid, nervous, lonely, bored, etc.). The counselor can suggest that the parent ask the child, "Tell me about the times when you were afraid." The child may be reluctant to share his real feelings.

Are there older children (siblings or neighbors) who are responsible and accessible to the child?

Does the child have a check-in system with a parent or a neighbor? Are there other adults who are accessible to the child in the neighborhood?

How safe is the neighborhood?

How close (geographically) is the child to the parent at work?

Are there some recreational school-age programs that offer "intermediate" supervision such as the Y, Girls' Club, neighborhood recreation center? These may be less expensive and more appealing to older children and adolescents.

How would the child handle an emergency? The counselor can suggest that the parent think through potential emergency situations, such as the child losing a key, a fire, the heater not working, an injury, the parent getting home later than usual because of a breakdown in transportation or having to work late.

Conclusion

We hope this discussion helps referral services decide whether to raise the issue of children in self-care. Even if a referral service decides not to pursue the issue directly, counselors will occasionally find themselves in discussions with parents who express concern and ask for the counselor's help and advice about a child in self-care. We hope the suggestions here will help prepare counselors for those occasions. In all referral counseling, we believe in being optimistic that a solution can be found, and we believe that referral counselors can be innovative in their pursuit of solutions.

References for Chapter Four

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APPENDIX A

LOCATING AND ADDING SCHOOL-AGE REFERRALS TO AN EXISTING REFERRAL SERVICE

This material suggests ways to locate school-age referrals and incorporate them into an existing resource and referral service. It assumes that policies and procedures are already in place for staffing, counseling, and handling complaints; and that relationships with child care providers have been established.

Requests for School-Age Care

Nationally, requests for referrals for school-age children range from 12 to 30 percent of all referrals requested. At Child Care Solutions, as elsewhere, requests for school-age referrals increase in late May, June and July, when summer care is needed, and again in August and September when parents are seeking before- and after-school care.

The Provider Data Base

The best time to gather information about school-age care is when a day care center or a family day care provider enrolls in the referral service. CCS keeps information on each provider of child care on a form which is filled out by the provider and kept in a file folder and in the computer in the referral office. (See back of this Appendix for an example of the form).

Special Information From Family Day Care Providers Who Keep School-Age Children

Ages of children served

Hours of care

Ages of provider's own children in the home

Sex of children in the home (While sex of children has not been so important to parents choosing a preschool arrangement, school-age children usually prefer situations in which they are not the only boy or only girl in a household).

Schedule (part-day, full year or only summer vacation, before/after school)

Names of schools providers serve

Transportation plan

Availability of outdoor play area or nearby park

Description of program ("typical day")

Special activities offered (swimming, music, art, etc.)

Children with special needs accepted or not.

Special Information from Day Care Centers and Other
Licensed Programs Needed for School-Age Referral

Ages of children served

Hours of care

Schedule of care (part-day, full year, summer care)

Schools served

Transportation plans

Play areas available (pool, gym, playground)

Special features of program

Is the program part of an elementary school

Cost of care

Size of group; child:adult ratios

Description of school-age program

Finding and Listing Family Day Care Providers and Licensed Centers

A good way to find centers and family day care homes is to get a list from the state day care licensing or regulating agency. However, you will need more information before making referrals to such programs.

Day Care Centers

At CCS, we wrote to all the centers on the state's list. About 25 percent responded by filling out our forms and mailing them back. We then telephoned those who did not respond to the mailing and collected information.

Family Day Care Providers

Finding and enrolling family day care providers is somewhat more complex since providers in Georgia are not required to register until they have three children in care. CCS made a decision to try to find and enroll them when they were beginning child care and had fewer children in care.

The most effective way we have found to get family day care providers to enroll in the referral service is to run an ad in neighborhood newspapers. The ad reads: "CHILD CARE SOLUTIONS: Free referral to child care. Call 885-1502 to list your home or center with us. Call 885-1585 for free referrals to child care." The ad runs every two weeks in the classified ad section where child care providers advertise.

When providers call, we answer their initial questions, explain how the referral service works, and how to enroll. We send them a packet with more information on these issues, including information on how day care is regulated in the state, an enrollment form, and information on training offered by CCS. We also include literature (brochures) on the advantages of listing with our referral service. We keep their addresses and phone numbers so we can call them later if we need to.

Another strategy for recruiting family day care providers is a course we offer periodically on "How to Start a Family Day Care Home." We publicize the course through newspaper articles and public service announcements. Providers call us as a result of the publicity, come to the course and enroll with the referral service.

We also write or call providers who advertise in the newspapers, as well as providers who enroll in Save the Children's Child Care Food Program. The state agency that sponsors the Child Care Food Program may furnish you a list of participating providers whom you can invite to enroll in the referral service.

Referring Parents to Family Day Care Homes

When we give parents referrals to family day care homes, we give the parent the provider's name and telephone number, but not the provider's address. However, we select providers who are closest to the parent's home, and give the general location by naming an area or a major intersection near the provider's home. (For example, "Mrs. X is near the Flat Shoals and Glenwood intersection." Or, "Mrs. X serves the Virginia Highlands area").

We give the parent information on how the provider describes her program, background, and experience in child care. We encourage parents to call the provider. If, after a telephone interview, the parent thinks there is a possibility of making a child care arrangement, he or she makes an appointment to visit the provider.

If the parent wishes, we give referrals along the parent's route to work. In the case of school-age children, we will, if the parent is interested, give referrals on providers and programs that serve the child's school.

Family Day Care Enrollment Forms

CCS makes three copies of the enrollment forms from family day care providers and keeps them, by provider number, in two large open files, centrally located so that more than one counselor at a time can use the information. When a counselor needs to update information on a provider form, she has ready access to all copies.

Finding, Listing and Referring Unlicensed Programs

In Georgia, certain programs are not required to be licensed, even though they are a de facto form of after-school care. Some examples are Boy's Club, Girl's Club, and

other recreational facilities that are open only during after-school hours. CCS has found such programs through directories published by United Way, by telephoning city and county recreational departments, checking church bulletins and bulletin boards, watching announcements in neighborhood newspapers, checking out leads parents tell us about, and calling individual schools when other resources run out.

With programs of this kind, we keep information about whether the program assumes supervisory responsibility for the children or whether they may come and go at will. It is our policy to give that information to parents. If the program does not require a license, counselors inform parents that the program is not regulated as centers are.

Another source of after-school care is offered by school systems or by other agencies in school buildings. CCS gives parents information on how these programs are regulated and staffed. Parents need to know if such programs are open on school holidays.

Information on these kinds of programs is kept in a separate section of the central files and labeled "School-Age Only."

Finding and Listing Summer and School Holiday Programs

We enroll summer programs in our referral service by telephoning the same sources we use in finding after-school programs.

We list information parents need about summer and school holiday programs on an enrollment form (see end of this Appendix). CCS counselors feel that the following information is particularly useful:

Ages, sexes served

Opening and closing dates of program, and dates of special activities (i.e., courses, camping).

Location

Transportation offered, location of pick-up points, if any.

Hours of program availability (is there before- and after-program care in cases where the program hours don't match the parent's work schedule?)

Program description

Number of children served

Cost

We organize summer and school holiday program information in two ways: one is a three-ring notebook divided into map coordinates. This system tells us quickly if the parent and the program are too far apart geographically to make a workable child care arrangement. (Many programs are listed under several different map coordinates because they offer transportation to a wide geographic area). The second way we list this information is alphabetically by program title. We keep this in a second three-ring notebook.

Finding and Listing In-Home Providers

The form for in-home providers (people who go to the child's home to give care) gathers basic information about the provider's background, experience, education, fees charged, geographic area in which the in-home provider will work, and availability of the provider's transportation. We request the names, addresses, and telephone numbers of two references. (See back of this Appendix .) The items most important for school-age referrals are:

Willingness to do part-time care

Availability of own transportation or location and access to public transportation

Willingness to transport children

Experience in caring for children.

Information Storage and Retrieval

The Map System

Because CCS serves a large area, geographic distances between parent and program are critical. We use large maps of the metropolitan Atlanta area. On one map we place pins that identify the exact locations of family day care providers. Day care centers are indicated on a separate map.

Pins with blue heads indicate providers who serve infants (children under 12 months); yellow pins indicate providers who serve children older than 12 months.

Each pin has a flag on which the provider number is written. When a parent requests referrals, we are able to determine from the parent's address which providers are near her. This visual system allows us to make immediate referrals in most cases, rather than recording information from the parent, making the search, and calling back or mailing referrals to the parent.

We experimented with calling back later to make referrals but found that the immediate referral is preferred. Both parents and counselors are more satisfied with the method, because the parent gets information when he or she wants it and the counselor gets a sense of completion in handling the referral.

Use of the Computer

CCS uses the computer to store and update information on providers and to compile other statistical information. That includes the current number of providers enrolled with CCS, ages served, vacancies in each age group, number of providers offering school-age care, etc. Counselors use the computer for searches of an exceptional nature, such as for evening care or care with transportation. We can also use it to print mailing labels and lists by zip code or alphabetical order.

We use software developed for child care referral by Work/Family Directions (200 The Riverway, Boston, Mass. 02215).

Since we only have one personal computer available to CCS, we are not able to use it for intake calls and data searches, although the program is capable of doing so. We will need two more personal computers and a way to network them to be able to computerize parent intake and searches for referrals. We encourage all CCS counselors to become familiar with the operation of the computer so they will be able to use it easily when we have enough equipment to put parent data into the computer during the phone interview and allow the computer to do the referral search. We are confident that computerization will increase our effectiveness when we have enough terminals for several counselors to input and access data simultaneously.

Parent Intake Form

We use a standard intake form for all parents calling for referrals. (See back of this Appendix.) Portions of that form that are pertinent to school-age referrals are:

Child's age

Preferred location of care, including major intersection closest to school

Time/hours care is needed (before/after school, summer, school holidays)

Preference of type of care (family day care home, day care center, in-home, etc.)

Special needs of child (handicap, food allergy, medication, etc.)

There is a space on the form for the counselor to make notes about special interests, transportation needs, program preferences, and so on. We use this space to record school-age children's sex and name, and the location of their school.

We file parent intake forms alphabetically by parent's last name so that counselors can easily pull the form if the parent calls back for additional information or referrals.

Plans for Improving the System

At CCS, counselors meet every other week to discuss issues and plan together. At several meetings during the writing of this manual, counselors discussed ways to improve the way we store information on school-age programs. Some of the ideas they suggested are listed here:

1. CCS Files

Develop a special notebook (or several notebooks) similar to our Summer Program book for school-age programs. ("Bananas," a California referral services, has done this successfully.) Include:

- A. An alphabetical list of schools, separated by county. Include private schools. Include names, addresses and telephone numbers of contact person at each school.

- B. Get a map of schools and school districts from each county school system (if available).
- C. Give each school a map coordinate or a code so that the computer can sort by school.
- D. In a manual filing system, the same purpose could be accomplished by the following method: Identify the map coordinate for each school. Organize a notebook of schools within each county by map coordinate. File each before- and after-school program and each summer program in the same book by their map coordinates, using a one-page enrollment form similar to the summer program form.
- E. Develop a series of transparencies with a map of the city, the school districts outlined, locations of schools, and locations of school-age programs.
- F. Complete a separate alphabetical list of private schools and after-school programs that serve each school (as we learn of them), with comments about how transportation is provided to these programs.

2. Summer Program Files

- A. Identify a contact person if extended care is offered.
- B. Identify locations of pick-up points if transportation is offered.
- C. Code each program so that it can be sorted by map.

3. Ideas for the Map System

- A. Develop a special school-age book with map transparencies showing locations of schools, school districts, and school-age programs.
- B. Use special pin codes to indicate locations of school-age programs on the large day care center map.

- C. Use a special pin code for family day care providers who serve school-age children. (This information will be in the provider's file, but putting it on the map immediately tells the counselor which providers in the caller's area care for school-age children. It saves the counselor from pulling files on providers who do not take care of school-agers.)

4. Ideas for the Use of the Computer

We plan to store school-age only programs which do not have to be licensed, and summer programs, in the computer. Since all programs can be listed by map coordinate, we will be able to search for care by location. We plan also to:

- A. Code each public and private school by map.
- B. Expand computer accessibility by adding a terminal for each counselor.

We look forward to the expanded use of our computer system. We think it will expedite the referral system and give us more exact information on need and supply of child care.

Sample Child Care Resource & Referral Service form for enrolling a family day care provider

CHILD CARE SOLUTIONS FAMILY DAY CARE ENROLLMENT FORM

Name: _____ Date: _____
Address: _____ City: _____ Zip: _____
Name of cross street or closest major intersection: _____
_____ GA Depart. of Human Resources
Telephone No. (_____) _____ Family Day Care Registration
County: _____ No. _____

If you are enrolled in the Save the Children Family Day Care Food Program, please state your provider number: _____

What is the name of the neighborhood you live in? _____

Name of elementary school in your neighborhood: _____

Name of middle school in your neighborhood: _____

Is there a school bus (elementary or middle) that goes directly by your house, please state the school bus number: _____

What public transportation is within walking distance of your home? (If possible state the name and number of bus routes; ex. "9 Toney Valley" or "10 Ansley Park.")

What age children are you willing to serve? Check all that apply.

Under 12 months _____ One year to 3 years _____ Three to 6 years _____
Above six years _____

Are there children under the age of 13 living in your home? Yes _____ No _____
If yes, state age and sex.

Age _____ Sex _____, Age _____ Sex _____, Age _____ Sex _____, Age _____ Sex _____

Do you currently have vacancies? Yes _____ No _____. If yes, for what ages and for how many? _____

Do you keep a waiting list? Yes _____ No _____

Are you willing to enroll children in advance? (for example, an expectant mother needs child care in three months) Yes _____ No _____

(Continued next page)

FEES

Please state fees for age groups and basis on which you charge (hourly, daily, weekly, monthly)

	Full Day Attendance	Part Day Attendance
Under 12 mos.	\$ _____ Per _____	\$ _____ Per _____
1 to 3 years	\$ _____ Per _____	\$ _____ Per _____
3 to 6 years.	\$ _____ Per _____	\$ _____ Per _____
Above 6 yrs	\$ _____ Per _____	\$ _____ Per _____

Do you reduce your fees for any reasons (examples: discount for second child in the same family; when child isn't present because of illness or vacations, etc.)?
 Yes _____ No _____. If yes, please describe: _____

What days of the week are you open? (Check all that apply) M ____ Tu ____ W ____
 Th ____ F ____ Sat ____ Sun ____ . What hours are you open? From ____ am to ____ pm

Do you accept children for evening care? Yes _____ No ____.

Do you accept children for overnight care? Yes _____ No ____.

Do you accept children on a drop-in basis? Yes _____ No ____.

Do you accept children on a half-day basis? Yes _____ No ____.

Does your home close for legal holidays or to give your family a vacation?

Yes _____ No _____. If yes, when is the home closed? _____

Is your family day care home located in: Single family dwelling _____, Trailer _____
 Apartment _____, Other (please describe) _____

Is the outdoor space located in: Fenced yard _____ Unfenced yard _____
 Nearby park or playground _____. Other (please describe) _____

Do you have pets in your home? Yes _____ No _____. If yes, state what kind: _____

(Continued next page)

Do you offer transportation for children in your care? Yes ____ No ____ . If yes, describe (example: to and from your home; to or from a school or kindergarten; field trips; to run personal errands, etc.). _____

If you limit the age of children you are willing to transport, or have other car safety practices, please describe.: _____

Do you have references available if parents request them? Yes ____ No ____ .

What arrangements are available for the care of the children when you are ill or cannot provide care? _____

Are parents required to furnish any meals? Yes ____ No ____ . If yes, please describe: _____

What meals do you serve the children? (Check all that apply): Breakfast _____

Morning snack _____ Lunch _____ Afternoon snack _____ Dinner _____

Does your family day care home receive reimbursement for meals under the U.S. Department of Agriculture (USDA) Child Care Food Program? Yes ____ No ____ . If yes, state the name of the organization that sponsors the program: _____

How long have you been caring for children? _____

Do you carry insurance to protect children who may be accidentally injured while in your care? Yes ____ No ____ .

Do you carry liability insurance to protect yourself against claims that might arise in connection with the children in your care? Yes ____ No ____ .

(Continued next page)

If you were explaining to parents what you do with children in a typical day, what would you tell them? _____

Does your family day care home offer any special services a parent should know about? (For example, are you willing to care for handicapped children? Will you accept children on special diets? Do you speak a language other than English? Do you offer any special educational experiences for children?) Describe: _____

Is there anything else you would like a prospective parent to know about your family day care home? _____

Child Care Solutions
Save the Children, Southern States Office
1340 Spring Street, N.W., Suite 200
Atlanta, Georgia 30309

Sample form for enrolling a day care center in the CCR&R

CHILD CARE SOLUTIONS
Sign-Up Form for Day Care Centers and Group Day Care Homes

Name of Center _____ Telephone # _____

Neighborhood _____

Address _____
(Street)

(City) _____ (Zip)

County _____

Name of cross street or major intersection near center _____

Name and job title of person in charge _____

Are you licensed as a Group Day Care Home? _____ Day Care Center? _____

Department of Human Resources License Number _____

What age children do you care for? (Check all that apply)

Under 12 months _____ 3 - 6 years _____

1 - 3 years _____ Over 6 years _____

What days of the week are your open? (Check all that apply).

Mon _____ Tue _____ Wed _____ Thu _____ Fri _____ Sat _____ Sun _____

From _____ AM to _____ PM.

Do you accept children for (check all that apply):

Evening Care _____ Half-Day Care _____

Overnight Care _____ Part-Time _____

Drop-In Care _____

(Continued next page)

Do you currently have vacancies? Yes _____ No _____

If yes, how many and for what ages? _____

Are there priorities for enrollment ? (e.g., child is low-income or handicapped; child's parents are members of a sponsoring church or work for a sponsoring employer). Yes _____ No _____.

If yes, please explain: _____

Do you provide transportation? (Check all that apply)

To and from school _____

To and from child's home _____

Field trips _____

Other (explain) _____

Describe the transportation service (e.g., large school bus, 12-15 passenger van, etc.; state which schools you drive to: _____

PROGRAM PHILOSOPHY AND DAILY ROUTINES

If you have a brochure or written curriculum that describes philosophy and daily activities, please submit them. If these are not available, please answer the following:

Describe the program's educational philosophy: _____

(Continued next page)

Describe the daily routine and curriculum for each age group of children: _____

Do you provide meals and/or snacks? Yes _____ No _____.

If yes, check all that apply:

Breakfast ____, AM Snack ____, Lunch ____, PM Snack ____, Dinner ____.

Describe any special dietary orientation (e.g., natural foods, vegetarian, etc.):

Is there anything else about your program that you would want parents to know? _____

FACILITY DESCRIPTION

Briefly describe your child care facility: Layout, open plan or self-contained classroom, nap facilities, play structure, special equipment, etc.:

Indoor space: _____

Outdoor space: _____

(Continued Next page)

SPECIAL NEEDS/HANDICAPPED CHILDREN

A. Do you take children who are new to this country and do not speak English?

Yes _____ No _____.

B. Please check appropriate categories which describe your enrollment policy:

Cannot enroll handicapped children _____

Accept on individual basis - no special program _____

Accept as percent or total enrollment (_____ %)

Receive special funding to serve handicapped children (Specify funding source): _____

C. Please check all categories of special needs served by your program:

Visual handicapped _____

Emotionally disturbed _____

Hearing impaired _____

Speech impaired _____

Orthopedically handicapped _____

Mentally retarded _____

Other health impairment: (epilepsy,
muscular dystrophy, etc.)

Multi-handicapped _____

Learning disabled _____

D. If applicable, please describe your program for children with special needs:

(Continued next page)

SPECIAL PROGRAMS

Do you offer any summer day camp or other special summer child care programs?

Yes _____ No _____. If yes, please describe:

Ages served: _____

Program hours: _____ AM - _____ PM.

Sessions: _____ Location: _____

Program description: _____

FEES (Note: We request information about your fees, but we do not give information about fees to parents.)

Please state fee for age group and the basis on which you charge (hourly, daily, weekly, or monthly).

FULL-DAY ATTENDANCE

PART-DAY ATTENDANCE

Under 12 mos. \$ _____ per _____

\$ _____ per _____

1 - 3 years \$ _____ per _____

\$ _____ per _____

3 - 6 years \$ _____ per _____

\$ _____ per _____

Over 6 years \$ _____ per _____

\$ _____ per _____

Do you reduce your fees for any reason? (e.g., discount for second child in the same family, when the child is not present because of illness or vacation, etc.)

Yes _____ No _____. If yes, describe or attach a copy of fee policies:

(Continued next page)

Do you have a method to help low-income families pay for the cost of child care? (for example, a sliding fee scale, a church or community "scholarship" fund, government funds, etc.) Yes ____ No ____ . If yes, describe:

Please include any additional brochures, policies for parents, or other materials about the center that will help parents and community service agencies understand your center.

Child Care Solutions
Save the Children, Southern States Office
1340 Spring Street, N.W., Suite 200
Atlanta, Georgia 3039

Sample form for listing summer programs

SUMMER PROGRAM

MAP COORDINATES _____

Name of Sponsoring Organization _____

Telephone No. _____ Contact Person _____

Address _____
Street City Zip County

Cross Street or Nearby Intersection _____

Ages Served _____ Boys _____ Girls _____ Vacancies _____

No. of Sessions _____ Beginning _____ Ending _____

Can children remain enrolled for entire summer? _____ Hours of Program _____

Days Operated? _____

Cost of a Session _____ Deposit? _____ Registration Fee? _____

Is transportation provided to and from home? _____ From a central pick-up point? _____

Meals Provided: Breakfast _____ Lunch _____ Snack _____ Dinner _____

Do you accept handicapped children? _____

How many children can you serve at one time? _____ Staff:Child Ratio? _____

Is this a residential program? _____

May children leave premises unsupervised? _____

Are provisions made for children of working parents before and after program? _____

Do you wish to be listed with Child Care Solutions Resource and Referral? _____

Program Offered: Please explain briefly.

Education _____

Arts and Crafts _____

Sports Activities _____

Sports Education _____

Field Trips _____

Other _____

Sample form for enrolling in-home caregivers

APPLICATION FOR IN-HOME CARE REFERRALS

Name _____ Date _____

Address _____
Street City Zip

Telephone No. _____ County _____

Educational Background: _____

Former Employment _____

Experience With Children: _____

References:

1. _____

2. _____

FEES: We will not quote your individual fees, but we want to tell parents the range of fees our providers, as a group, charge.

\$ _____ Per HOUR

\$ _____ Per DAY

\$ _____ Per WEEK

(Continued next page)

Hours You Are Willing To Work: Circle those which apply.

Live In - Permanent (5 or 6 days a week)

Full Time (40 hours a week or more)

from _____ (a.m.) (p.m.) to _____ (a.m.) (p.m.)

Part Time

from _____ (a.m.) (p.m.) to _____ (a.m.) (p.m.)

Night or Overnight:

from _____ (a.m.) (p.m.) to _____ (a.m.) (p.m.)

Live In - Temporary:

No more than _____ days, and

No less than _____ days.

Weekends: Saturday from _____ (a.m.) (p.m.) to _____ (a.m.) (p.m.)

Sunday from _____ (a.m.) (p.m.) to _____ (a.m.) (p.m.)

Transportation: Check one

_____ Do not have own transportation

_____ Have own transportation

List areas you would travel to for work: _____

Please return to:

Child Care Solutions
C/O Save the Children
1340 Spring Street, N.W.
Suite 200
Atlanta, Georgia 30309

Sample Child Care Resource and Referral Service form for recording information from parents

CHILD CARE SOLUTIONS - PARENT INTAKE

Initials of Counselor _____	No. of Children Needing Care	
Month ____ Year ____ Day of Mnth. ____	1. One	3. Three
Name: _____	2. Two	4. Four +
Address: _____	Child No. 1 _____	
City: _____	Age	
County: _____ Zip _____	1. 0-12 mos.	3. 3-4 yrs 11 mo
Phone: Home: _____ Work _____	2. 1-2 yrs, 11 mo	4. 5-5 yrs 11 mo
Nearest Major Intersection: _____	5. 6 yrs. +	
_____	Time Needed	
_____	1. Full	3. B/AFS
Route to Work: _____	2. Part	4. Summer
_____	Comment on Hours: _____	
_____	_____	
_____	_____	
_____	Days/Nights	Child #2 _____
Prefers Care Near: _____	1. Days Only	Age _____
_____	2. Nights Only	Time _____
_____	3. Both	Day/Eve _____
_____		Day/Wk _____
_____		Pref. _____
_____		Sp. Need _____
_____	Days of Week	
Employer's Name & Location: _____	1. Weekdays Only	
_____	2. Weekends Only	
_____	3. Both	
_____	Preference	Child #3 _____
When Care Needed: Immediate _____	1. Fam. Day Care	Age _____
Starting Date: _____	2. Center	Time _____
_____	3. In-Home	Day/Eve _____
Home Code (County)	4. Other	Day/Wk _____
1. Clayton	5. Multiple Optns	Pref. _____
2. Cobb		Sp. Need _____
3. DeKalb		
4. Douglas		
5. Fulton		
6. Gwinnette		
7. Other		
8. Not Given		
	Special Needs	
	1. No	
	2. Yes	

(Form continued next page)

Reason Needing Care:

1. Employed 3. Looking for Work
2. School/Job 4. Other
Training

Comments on Preferences, Etc.

Employment Code: _____

Employment Code, Spouse: _____

(Cont. comments below if needed)

Referral Information: Possible Referrals

Subsequent Contacts

Date _____ Nature _____

Referrals: _____

Call Back Notes w/Date & Initials:

Completed: _____

Date _____ Nature _____

Referrals: _____

Completed: _____

#'s referred: _____

Date _____ Nature _____

Referrals: _____

Completed _____

Complete with initials and date _____

Brochure sent: _____

Comments Continued (if needed)

APPENDIX B

CHOOSING SCHOOL-AGE CHILD CARE: A DEVELOPMENTAL GUIDE

Developmental Needs Of School-Age Child

Relevant Child Care Questions For Parent/Child to Consider

Yes

No

1. COGNITIVE

Child may have wide interests/
hobbies, science, art, music,
sports, computers, reading,
coloring, photography, etc.

Is there a wide range of
creative activities available?
Are they challenging but not
too pressured or frustrating?

Can the child choose among
several activities?

Can the child initiate
activities?

Child is developing abstract
thinking skills/sense of humor.

Is the caregiver offering
stimulation and guidance?

Verbal interactions?

Games/problem solving
situations?

Child has been in school all day.

Are there chances for un-
structured free play/relaxed
quiet times?

If TV is available, are
programs acceptable to parents?

Homework

Is there supervised homework?

(Continued next page)

Developmental Needs
Of School-Age Child

Relevant Child Care Questions
For Parent/Child to Consider

	<u>Yes</u>	<u>No</u>
2. SOCIAL		
Identification with peers, especially same age and same sex	_____	_____
	_____	_____
Some children may have difficulty in a large group. What is the group size? _____	_____	_____
	_____	_____
Preoccupation with "rules" and fairness	_____	_____
	_____	_____
	_____	_____
	_____	_____

3. PHYSICAL

	<u>Large Muscle</u>	<u>Yes</u>	<u>No</u>
Developing/mastering physical skills	Is a large play space available?	_____	_____
	Are there games, sports, dancing, non-competitive physical activities?	_____	_____
	Does the caregiver initiate/model skills?	_____	_____
	<u>Small Muscle</u>		
	Are there "small muscle" projects; art, sewing, carpentry, model building?	_____	_____
Need for food and rest	Are nutritious snacks, rest area provided?	_____	_____

(Continued next page)

Developmental Needs
Of School-Age Child

Relevant Child Care Questions
For Parent/Child to Consider

		<u>Yes</u>	<u>No</u>
4. EMOTIONAL			
Developing strong sense of self	Does the caregiver seem to have enough time for each child?	_____	_____
	Is the caregiver affirming/accepting/flexible/respectful of children individually?	_____	_____
Needs for independence with guidance	Are children given chances to make decisions?	_____	_____
	To take responsibilities?	_____	_____
	Are limits clear and age-appropriate?	_____	_____
	Do children have choices?	_____	_____
	Is the caregiver's style of affection and discipline compatible with family's?	_____	_____
	(Family Day Care) Can attend activities or play with friends in neighborhood after checking in with family?	_____	_____
Need for quiet/private time	Is there a quiet area for study/activities, etc.?	_____	_____

PUBLICATIONS OF SAVE THE CHILDREN, SOUTHERN STATES OFFICE

Family Day Care Series

The Child Care Food Program and Family Day Care: A How-To Manual

Family Day Care Training and Publicity: Audiovisual Resources

Family Day Care: An Option for Rural Communities

Establishing a Family Day Care Agency

Family Day Care as a Child Protection Service

School-Age Child Care Series

Counseling Parents About School-Age Child Care: The Role of the Referral Service

School-Age Child Care: A Guide for Working Parents

School-Age Child Care: Strategies for Community Change

Day Care Administration Series

Day Care Personnel Management

The Effective Day Care Director

Recruiting and Enrolling Children: Tips on Setting Priorities and Saving Time

Day Care Financial Management: Considerations in Starting a For-Profit or Not-for-Profit Program

Time Management for Day Care Directors

Legal and Program Issues Related to Child Custody and Late Parents

Evaluating Children's Progress: A Rating Scale for Children in Day Care