

Congregations Caring for Children

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Project History and Purpose

This guide is offered to people of faith who share a vision of family access to a safe, nurturing place where all children can learn and grow.

In 1999, the California Council of Churches and Catholic Charities of California embarked on a three-year project to increase quality child care services in communities where the need is especially great for low-income families. Because congregations in California house at least one out of every five licensed child care centers, the project was designed to work through the faith community by building on this strong commitment to the care and early childhood development of children. This effort is being made possible through generous funding from the Lucile and David Packard Foundation and The California Endowment.

There is an extreme shortage of pre-school spaces and qualified teachers in California. The California Budget Project has estimated that more than 280,000 children are on waiting lists for subsidized care. That number continues to grow as more parents move from welfare to work.

According to the *1999 California Child Care Portfolio*, licensed child care meets less than one-fourth of the estimated need for care for children from birth to 13 years old. This leaves working parents with little choice but to turn to informal, license-exempt care, where quality varies. In this same report, it is estimated that 51 percent of our children under the age of six (about 1.7 million children) live in homes where both parents, or a single head of household, are employed.

Throughout this project, congregations in six counties in California are being offered support and resources for any child care and development service they envision providing. The counties chosen for this project are Fresno, Los Angeles, Monterey, San Bernardino, San Joaquin and Santa Clara. However, any congregation in California may request assistance in exploring possible program development options by contacting the Project Coordinator at the Council of Churches office in Sacramento.

The purpose of this guide is to provide information and resources to assist congregations in understanding the pressing issues of child care in California. It also offers a variety of ways to increase quality child care services locally. An assessment tool is included to help identify community needs and congregational assets, along with a step-by-step list and related resources for each type of child care service a congregation might choose to support. The notebook format allows adequate space to insert additional local child care information as it is gathered.

Your feedback on the usefulness of this guide, as well as suggestions for other resources to be included, would be appreciated. Send your comments to Virginia Greenwald, Statewide Project Coordinator for Child Care, 2700 L Street, Sacramento CA 95816, Phone: 916-442-5447, Fax: 916-442-3036, E mail: virginia@calchurches.org



BRIEF HISTORY OF THE CALIFORNIA COUNCIL OF CHURCHES

On January 28, 1913, in San Francisco's Central Methodist Church, twenty delegates from one county and five city church federations met and organized the California Church Federation. Thus was formed a body of concerned church members, with the intent of taking political action to address issues of concern.

Emphasizing its legislative concerns, the California Federation's letterhead affirmed, "(The Federation) was organized to make effective through legislation the Social Creed of the Church and to unite the churches of the State in all efforts for human betterment...." In those early days, issues included were women's suffrage, the moral aims of World War I, denominational cooperation, Prohibition, gambling, and peacemaking through a Department of International Justice and Goodwill.

In the spirit of denominational cooperation, the Federation was instrumental in founding and building an interdenominational church at Yosemite, the University Religious Center at UCLA, the Hoover Dam International Council, and established Weekday Religious Education.

In addition, in 1934 the Federation participated in the consolidation of the work of six organizations into an enlarged cooperative entity called the California Church Council. Formal incorporation of the new Council was filed on March 5, 1937. By 1941, it was agreed to form the Southern California Council of Churches (now Southern California Ecumenical Council) and the Northern California-Nevada Council of Churches (later, Northern California Ecumenical Council). The California Church Council continued as an Office for State Affairs, thus uniting the North and South ecumenical organizations through a board of directors elected from both groups.

Currently, the California Council of Churches seeks "to be a prophetic witness to the Gospel by lifting up issues of justice, peacemaking and the well-being of the people of California for study by local congregations." The Council educates by sponsoring an annual legislative issues briefing day in cooperation with the California Interfaith Coalition, and publishing JUSTICE SEEKERS, a quarterly newsletter as well as numerous congregational study guides.

History and Highlights of Catholic Charities in California

In August 1907, the Most Reverend Patrick William Riordan, Archbishop of San Francisco, appointed a small group of clergy and women to establish a Catholic charitable organization called the Catholic Settlement and Humane Bureau, the first such organization in the state of California. The new agency was to care for orphans and minors who were neglected or abandoned, aid destitute mothers and their children suffering from the tragedy of the 1906 earthquake, and provide aid for families incapacitated through desertion, illness or death.

By 1909, the Catholic Settlement and Human Bureau had a Board of Directors of 100 women leaders of the community who devoted themselves to fund-raising and established the Little Children's Aid Society. In 1911, the agency was granted a license to find homes for dependent children and, thus, the adoption program began in earnest. By this time, over 600 children were in the care of the new agency.

Over the last 75 years, each Catholic diocese in the state of California has developed its own charitable agency, with services expanding beyond adoption and care for dependent children. Beginning in the 1930s and continuing on through the 1960s, Catholic Charities expanded its programming to serve an increasing number of families requiring counseling for a variety of emotional and financial problems.

The '70s, '80s, and '90s saw more diversity in programs, as Catholic Charities addressed alcoholism, drug abuse, unemployment, homelessness, the influx of immigrants and refugees, and the needs of the elderly, people with disabilities, and persons with AIDS and HIV.

In 1998, Catholic Charities served 1,124,869 persons in California. These services were provided by 2,055 paid staff and 11,713 volunteers, operating out of over 50 local offices across the state. The collective operating budgets of Catholic Charities agencies in California total over \$80 million.

Catholic Charities are highly diverse agencies which serve the entire community without regard for religious affiliation, and with a continuing mission to serve the poorest and most vulnerable members of our community.

Theological Reflection

Abundance vs. Scarcity
Thoughts on Mark 6:30-44
By Rev. Dave Ratcliff

Out on a hillside, at the edge of the wilderness, Jesus teaches his disciples a powerful lesson of life. The feeding of 5,000 is an important story for the Gospels and one that is filled with deep and profound meaning. I would suggest that one meaning centers around the proverbial question of whether a glass half filled with water may be identified as half-empty or half-full.

The feeding of the 5,000 offers us three scenarios whereby the disciples see the glass half empty and Jesus counters with the opposite perspective. In looking at these three encounters, we learn a great deal about the power of living amidst God's abundance.

The first encounter occurs at the very beginning of the story. The disciples have returned from an exhilarating, as well as exhausting, missionary experience. They return to Jesus wishing to rest and share their stories. Jesus suggests that they get into a boat and go to a wilderness area, to rest and share. The disciples could not be happier. Unfortunately, as soon as they arrive at their retreat location, they encounter a very large crowd. Getting off the boat, the disciples wish to make a quick exit. Jesus has other ideas, for he perceives that the crowd is like sheep without a shepherd. He decides to skip the retreat and minister to the people.

The disciples chose to view this situation from the perspective of scarcity. There is only so much time in a day and this crowd is threatening to take away what little time they have to be with Jesus. They see the glass as half empty and seek to possess the limited time of Jesus for themselves.

Jesus sees the situation from the perspective of abundance. There is always enough time to do what needs to be done. He too wished for a retreat with the disciples, but the time is right teaching the crowd. There will be enough time to share with the disciples in the future, now his time needs to be with the people.

The second encounter occurs at the end of the day. Jesus has been teaching the crowd for many hours and the disciples interrupt his teaching with a profound concern. They fear that the crowd will soon grow hungry. Since they have no desire to address the need of the crowd on their own, they request Jesus to send the people back to their homes so that they may find food for themselves. Once again, the disciples see the glass as half-empty. Food is scarce in the wilderness, and 5,000 people are a large crowd. The only answer is everyone for themselves.

Jesus sees the situation from the perspective of abundance. He turns to the disciples and asks them to feed the crowd. They are shocked and quickly admit their utter poverty. This does not deter Jesus. He turns to the disciples and says, "Go and see what you can find." In so doing, Jesus seeks to demonstrate to the disciples that while the model of scarcity offers isolation and individualism, the model of abundance offers community.



How often are we in our faith communities confronted by great challenges and the first voice heard is, "Where are we going to get the money?" Jesus reminds us that if we come together as a community, we will discover that we are far more blessed than we think. It is only as we see ourselves as a community that we can be able to be aware of the great abundance that surrounds us.

The third scene occurs when the disciples offer to Jesus their meager findings. They have asked around and have come up with five loaves of bread and two fish. One may wonder how hard they truly tried. For them, the results of their search reinforce their reality of scarcity. They have looked and as they suspected, there was little to go around. In this we see a great truth, we often find that which we think we will. The disciples expect to find little, and little is what they find.

Jesus does not seem to be discouraged. He knew that five loaves of bread and two fish would not feed 5,000 people. But in spite of this, he takes the small amount of food and offers thanks for it. What occurs next is truly a miracle. As Jesus shares the food with the crowd, the small offering is multiplied. The results being that the crowd eats until satisfied, with baskets of food left over. This is truly a miracle.

The third encounter is critical for us to pay attention to. For without it, we could see this lesson from Jesus as a simple teaching-for-positive-thinking seminar. But the story will not let us come to such an easy solution. For what happened that day was not just a lesson about attitudes; what happened that day was a revelation of the abundance of God. There will be those times in our lives where all the positive thinking in the world will not suffice, we will still fall short. It is then that we must offer to God our best and await a miracle. It may not happen according to our timing, but if God is behind it, we will bear witness to a miracle, the miracle of God's great faithfulness and abundance.

Concluding Comments on "The Abundance of God"

The abundance of God is all around us, we just need the eyes of faith to see. A few years ago, a member at Shepherd of the Sierra cast a vision for our church to respond to the new realities of welfare reform in California. Her vision was to start a child development center at our church. There were some in our midst who said, how can we do such a thing? We hardly have enough space for our own church programs, how will we be able to give up vital space for a child center? The questions were valid, but we decided to look at what we did have to give and to allow God to work out the how. In August of this year, the child development center was opened. The church's programs have had to adjust, but they continue to thrive. It would have been easy for the leaders of the church to say, we just don't have enough to share. Thanks be to God they caught a glimpse of God's great abundance!

Used with permission from Rev. Dave Ratcliff, Shepherd of the Sierra Presbyterian Church (USA), Loomis, CA.

A Prayer for Children

We Pray for Children

Who put chocolate fingers everywhere, who like to be tickled, who stamp in puddles and ruin their new pants, who sneak popsicles before dinner, who erase holes in math workbooks, who can never find their shoes.

And We Pray for Those

Who stare at photographers from behind barbed wire, who can't bound down the street in a new pair of sneakers, who never "counted potatoes," who are born in places we wouldn't be caught dead, who never go to the circus, who live in an x-rated world.

We Pray for Children

Who bring us sticky kisses and fistfuls of dandelions, who sleep with the dog and bury goldfish, who hug in a hurry and forget their lunch money, who cover themselves with band-aids and sing off key, who squeeze toothpaste all over the sink, who slurp their soup.

And We Pray for Those

Who never get dessert, who have no safe blanket to drag behind them, who watch their parents watch them die, who can't find any bread to steal, who don't have rooms to clean up, whose pictures aren't on anybody's dresser, whose monsters are real.

We Pray for Children

Who spend all their allowance before Tuesday, who throw tantrums in the grocery store and pick at their food, who like ghost stories, who shove dirty clothes under the bed, and never rinse out the tub, who get visits from the tooth fairy, who don't like to be kissed in front of the carpool, who squirm in church or temple and scream in the phone, whose tears we sometimes laugh at, whose smiles can make us cry.

And We Pray for Those

Whose nightmares come in the daytime, who will eat anything, who have never seen a dentist, who aren't spoiled by anybody, who go to bed hungry and cry themselves to sleep, who live and move, but have no being.

We Pray for Children

Who want to be carried and for those who must, for those we never give up on and for those who don't get a second chance, for those we mother and for those who will grab the hand of anybody kind enough to offer it. We pray for our children, for your children, for all children, for childhood dreams and nightmares. In each child let us behold anew your promise of the creation. Sustain these little and not so little ones. By your grace may they live the lives for which they were created. Amen.

Author: Rev. Dr. Eileen Lindner, National Council of Churches.



**Celebration of Children
(From a Brit Milah ceremony)**

Leader: In every birth,
People: Blessed is the wonder.

Leader: In every creation,
People: Blessed is new being.

Leader: In every child,
People: Blessed is life.

Leader: In every hope,
People: Blessed is the potential.

Leader: In every transition,
People: Blessed is the beginning.

Leader: In every existence,
People: Blessed are the possibilities.

Leader: In every love,
People: Blessed are the tears.

Leader: In every life,
People: Blessed is the love.

Unison: And in our lives, blessed are
our children and the renewal and fulfillment
given to our families, congregations, community,
and world.

From the Children's Defense Fund, Sabbath Manual. *Joining Hearts, Hands,
and Voices to Leave No Child Behind*, 2000.



Child Care Statement of Principles

(Endorsed by the California Council of Churches and Catholic Charities of California*)

For nearly three decades, parents, educators, and business and community leaders have become increasingly concerned about the lack of quality child care available to most families. Good child care promotes children's well-being and later success in school and is essential for working parents in a growing, productive economy. It is time for us to ensure quality, affordable, accessible child care for all.

To meet our child care needs, we agree to the following:

1. All children are entitled to quality child care. Research has shown conclusively that good child care promotes children's well-being and later success in school. A widespread commitment of resources is necessary to ensure that quality care becomes a reality.
2. All families are entitled to affordable child care. Child care costs are a concern for families of all incomes. Federal, state, and local government must commit significant resources to address the child care needs of families.
3. More places for children in child care are needed. Demand for child care has never been greater. Every child in need of child care should be accommodated.
4. Child care workers must be paid a livable wage with incentives for professional development. Studies show that quality child care depends on good, long-term relationships between children and well-trained child care providers. However, many child care workers receive poverty-level wages and have no incentive to further their training. Children will not receive quality care until workers earn a decent wage and receive high-quality training. Compensation must be linked to professional development.
5. School-age children must have quality child care options. FBI data suggest that latchkey children of all income groups are at-risk for truancy, risk-taking behavior and substance abuse. Steps must be taken to develop safe, affordable, before- and after-school programs for children.
6. The business community has an important role to play in improving child care. Studies show that child care problems affect worker recruitment, productivity and retention. Employers should take steps to help address the child care needs of their workforce.
7. Government, private industry, educators, nonprofit organizations and parents must commit to a partnership to improve the child care options for all families. The child care problems this country faces are so deeply embedded that our collective energies, brain power and resources will be necessary to solve them.

From *Opening a Window on Child Care, A Report on the Status of Child Care in the Nation Today*
by the National Council of Jewish Women, 1999.

*For a complete list of endorsers, see Section X



Types of Child Care Programs

No two child care facilities are exactly alike. From a large child care center to a neighbor's home to care in someone's own living room — many choices are open to parents seeking quality child care.



Generally, child care programs fall into the following categories:

Child care centers provide care in larger facilities and have structured hours of operation. Each child care center serves an average of 49 children.

Family day care homes provide child care in the home of the provider. Family child care homes are described as small or large, depending on the number and ages of children cared for, but can serve no more than 14 children.

Licensed and license-exempt child care - Most family child care homes and child care centers are required to be licensed by the state. Licensing establishes requirements for staff ratios, training, and health and safety conditions.

Some types of child care do not require a license - and are referred to as license-exempt care. This includes care by a relative, care in a child's own home, some public recreation programs, care for school-age children at their own school, and care in a provider's home when the provider cares for children from one other family besides the provider's own.

Infant/Toddler - Child care for pre-kindergarten children is typically divided into infant care, toddler care, and preschool-age care. School-age care refers to before- and after-school care for children from kindergarten through Grade 9.

Preschool is a classroom-based, enriched learning experience for children ages 3 and 4 who are not yet attending kindergarten. It is usually part-day and often is closed during the summer. The California Department of Education funds state preschool programs, as does the federal government through Head Start. Some preschools (both public and private) offer additional hours of care to provide full-day care for children of working parents.

Publicly subsidized care refers to child care that is paid for in part or in full with government funds. Subsidies can take different forms, including government-contracted programs and vouchers paid to providers chosen by the parents. Most California programs also have a sliding fee scale for parents. For-profit and nonprofit providers may or may not choose to accept clients supported with government subsidies.

Why Might a Congregation Choose to Support Child Care Services?

Congregations may want to undertake a child care-related effort because of the shortage of affordable, quality child care, especially for low-income children, in their communities. Below is a picture of the current state of child care in California.

Child Care Availability

Even before welfare reform, there were not enough child care spaces, especially for low-income children. It is estimated that at least 280,000 children from low-income families in California are on waiting lists for child care subsidies - assistance they are eligible for but may never receive because of funding shortages.

Prior to welfare reform, there were already differences in child care and pre-school availability which depended on the community families lived in, their income, and whether or not they were Latino. *An Unfair Head Start*, a report from the Growing Up in Poverty Project, noted that:

A California family's opportunity to enroll their youngster in a preschool or child care program depends largely on their income and where they live. In some counties, most notably Los Angeles, affluent families are twice as likely to find an operating preschool or child care slot than are parents residing in low-income communities. ... Latino children are hit hardest by this disparity.

With welfare reform and the movement into the job market of many single mothers with preschool age children, even more children are needing long-term child care. Professionals are reporting a crisis in the availability of licensed/licensable facilities and trained staff. Licensed child care meets only a small fraction of the need in California. According to the 1999 *Child Care Portfolio*, there are 4.7 times more children ages birth to 13 with working parents than licensed spaces.

It is unlikely, without help from congregations and others, that the government and for-profit providers will be able to provide enough child care, and especially non-traditional care: for infants under age two, after-hours and weekend care, and care for children with disabilities or illnesses. The state's Little Hoover Commission, in a report called *Caring for Our Children*, recommended creating more child care by using public school sites. But class-size reductions have meant that many schools do not even have adequate classroom space for school-age children, let alone for new child care programs.

Affordability

Even if child care is available and meets the needs of parents for size, the age of children served, hours of operation, and location, it must be affordable or families can't use it. A state survey showed that a single parent working full-time at a minimum wage job would, on average, spend 68 percent of her/his income on child care for a child under two at a licensed center. This is obviously not possible, especially since the same family is probably already spending over 60 percent of their income on housing and transportation.

While low-income families are supposed to be eligible for subsidized child care, it is estimated by the California Budget Project that the state currently serves just 65% percent of the approximately 800,000 eligible children. Now, with welfare recipients' children needing child care as their parents move into jobs, low-income families face even greater competition for subsidized spaces.

Quality of Care

The need is also not just for child care, but for quality child care. New research has shown that the period from birth to age three is the most important in the development of children's brains, influencing all later development. The experiences provided (or not provided) by parents and caregivers in a child's first years will affect that child's learning, behavior, social skills, confidence, and performance for the rest of his or her life.

As a result, the quality of care is extremely important, both on a personal and a community level. A 1998 RAND study found that children participating in high-quality care had higher school achievement and were less likely to commit crimes later. RAND estimated that each dollar spent on quality early care programs saved up to \$7 in costs for welfare, special education, courts and prisons. Adequate after-school care also keeps children active and engaged, reducing the possibilities for isolation and getting into trouble without supervision.

While there is little quality data available, the state's Little Hoover Commission says care is mediocre due to low wages, a shortage of trained workers, high staff turnover, the high cost of care, and a shortage of licensed care. In addition, the lack of training requirements for family child care homes and providers exempt from all licensing requirements likely contributes to poor quality care. Indeed, counties are finding that welfare recipients are primarily using exempt providers, often unemployed boyfriends, to care for their children because it brings in money to the budget of the extended family — as seen in some recent newspaper articles, sometimes with disastrous consequences, such as injury or even death for a child.

Benefits of High-Quality Early Childhood Education

High-quality early education in centers, homes, and schools supports the healthy development and early learning of infants and toddlers, preschoolers, and children in kindergarten and the primary grades. Children develop a strong foundation for school readiness, academic success, and adult achievement.

Families also benefit from their involvement in their children's early education and from the support services programs provide. They access needed services, develop parenting skills, and become more self-sufficient.

As children and families gain skills, communities benefit from the work and contributions these children and families make to society.

Benefits for children

Healthy development and early learning

Children who attend high-quality programs:

- ◆ Demonstrate greater social skills as preschoolers, in kindergarten and primary grades, and secondary school years;
- ◆ Typically have higher self-esteem and value achievement more than children who do not attend developmentally appropriate preschool;
- ◆ Receive better dental care, have better nutrition, and have greater access to health care and improved physical health;
- ◆ Receive higher scores on tests of thinking ability and language development while in the program; and
- ◆ Maintain gains in intellectual functioning for at least three to four years after the program's end.

Success in school

Children who attend high-quality early childhood programs:

- ◆ Excel in mastery of pre-reading, reading and math skills and are better prepared for school;
- ◆ Show greater motivation for learning and commitment to schooling;

What are the hallmarks of high quality in early childhood programs?

- ◆ Teachers are skilled specialists in child development and receive salaries and benefits that reflect their education and training.
- ◆ Parents are informed partners in their children's early education at home and in the program.
- ◆ Early childhood settings are healthy and safe, and program practices are guided by high professional standards, such as the National Association for the Education of Young Children (NAEYC) accreditation criteria.
- ◆ Families are connected to health, social services, and other family supports through participation in early childhood education programs.

From NAEYC brochure, "What Are the Benefits of High Quality Early Childhood Programs?"

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- ◆ Demonstrate better classroom behavior and have better relations with teachers and classmates;
- ◆ Are less frequently assigned to special education classes or retained in grade in later years;
- ◆ Have better school attendance rates; and
- ◆ Are more likely to graduate from high school and pursue postsecondary education or training.

Benefits for families and communities

Family self-sufficiency

Families with young children enrolled in high-quality early education/ family support programs become more self-sufficient as:

- ◆ Mothers view themselves as more competent parents and their children as more competent;
- ◆ Family members obtain further education, improve their child-rearing practices, and cope with family crises;
- ◆ Parents develop skills in community organization, leadership, and decision-making; and
- ◆ Family members are better able to concentrate on the job and have fewer stress-related health problems.

Ways to Improve the Quality of Early Childhood Education

Benefits for children, families, and communities can be increased through the efforts of teachers, parents, administrators, community leaders, and policymakers:

- ◆ Teachers can pursue credentials in early childhood education and participate in ongoing professional development opportunities.
- ◆ Parents can become more involved in their children's early education and advocate for quality services.
- ◆ Administrators can voluntarily raise staff qualifications and teacher-child ratios and can pursue funding to improve the quality, compensation, and affordability of their programs.
- ◆ Community leaders from the public and private sectors can coordinate their efforts to promote early childhood education.
- ◆ Policymakers can improve professional development and regulatory systems, promote voluntary accreditation, and increase government investment in providing access for *all* children to high-quality early childhood education.

Excerpted from *What are the Benefits of High-Quality Early Childhood Programs?* by the National Association for the Education of Young Children. Used with permission.

Congregations' Role in Child Care

Given current conditions in our state, there is a critical need for efforts to provide and support more quality child care. California's faith community can play an important role in addressing the lack of child care capacity, affordability, and quality. While some congregations already offer child care programs, from infant care to after-school care, many do not, or could provide expanded services.

Many congregations are located in older and poorer communities, which tend to have the greatest need for quality child care programs. Many congregations have existing facilities that could be used to provide space for child care or after-school programs. Many offer advantages such as nearby locations for low-income families in their neighborhoods, built-in clients who are congregation members, potential funding and volunteer support from the congregation, and a commitment to serving the neediest in their communities. Congregations also tend to be trusted institutions, increasing the chances that existing or potential child care providers will use offers of support to expand and improve child care locally.

The following pages provide a list of ways in which congregations can provide or support quality child care, along with chapters of how-tos on implementing many of these possibilities.



What Congregations Can Do to Support and Expand Quality Child Care Services

Start or expand an infant/toddler or preschool child care center on-site.

Contract for an outside provider to use your congregation's facilities for a child care program.

Financially support another congregation in their efforts to start or expand a child care center.

Create a mentoring partnership with another congregation to help them develop a new child care program.

Offer through your congregation needed nontraditional child care, such as care for children with disabilities or illnesses, evening or weekend care.

Provide before- and/or after-school care on site.

Help an off-site after-school program with volunteers, transportation from local school site(s) to the after-school program, supplies, etc.

Encourage and help congregation members to start family child care programs.

Host informational meetings for people interesting in starting licensed family child care programs in their homes.

Provide basic supplies for those needing help to start up licensed child care in their homes.

Contract for family child care services to extend your congregation's own child care center.

Share facilities with family child care providers in the following ways:

- ◆ Provide drop-in care for mildly ill children, caregiver vacations, or emergencies.
- ◆ Share a playground, and/or recreation room for play during winter months.
- ◆ Offer space for parenting and other early childhood education classes. Include respite care for children of attendees.
- ◆ Become a designated site for parents and children to meet as part of an emergency plan.
- ◆ Organize or host a local network of providers for peer support and in-service training sessions.

Congregations Caring for Children

Use your congregation to offer training to potential and existing faith-based child care providers, particularly license-exempt providers, on how to support children's healthy development and provide higher quality care.

Offer congregation-supported scholarships for potential child care providers to pursue quality training.

Use your congregation as a base for a mentoring program offering home visits with family child care and/or exempt providers, with partners such as school district or community college personnel who have child care expertise.

Support child care programs with congregation volunteers.

Provide information for parents on local child care resources and referrals, and how to find quality care.

Invite resource people to speak on local child care needs at educational forums.

Encourage members to use their gift of citizenship to speak on behalf of children's needs, and advocate for local and state policies that support quality care.

Include children and child care providers in weekly prayers.

Celebrate a Children's Sabbath annually.

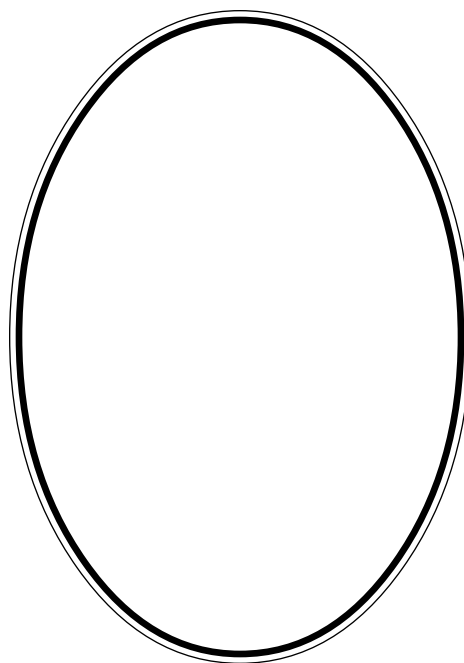
Sample Children's Activity Bulletin

From Children's Defense Fund Sabbath Manual, 2000.

Today is Children's Sabbath, a special day to say thank you to God for children and to promise to do our best to take care of children, especially those who need our help.

Draw a picture of yourself in the space to the right

**Dear God,
Thank you for me and for all children!**



A Congregational Assessment of Resources And Capacities for Child Care Programs Worksheet

1. Describe your community. What are the current issues or concerns confronting residents?
2. Describe your congregation's current outreach and community ministries which address these issues.
3. What is your congregation's mission with children? Do you have a mission statement that includes children?
4. What are the most pressing child care needs that exist in your community? Infant/toddler care; preschool aged children; extended day care; school-age care; mildly ill children; non-traditional hours care?
5. Which of these needs might your congregation consider meeting?
6. How would a child care program of some kind fit into the total program of your congregation?
7. Is your congregation located near an elementary school where school-age children might need before- and/or after-school programs? Is the congregation on a bus line that parents use to go to work? Is the congregation near a factory/manufacturing plant, large employer, office building, hospital or college where employees might use the congregation's program?

8. What are the physical resources of your facility — building size, kitchen, outside play area, equipment, etc.?

9. What congregational funds are available for a child care program? Are these one-time resources, or are they on-going? What potential does the congregation have for special individual gifts?

10. Are there other local religious, voluntary or business groups that might want to partner in a child care effort? Contribute equipment, supplies, in-kind services, scholarships?

11. Would your congregation's board be willing to apply for a grant or loan from the public sector to start or expand a child care program? Does your congregation understand the new charitable choice options? (See Section VIII)

12. If a child care center is being considered, would the congregation prefer to operate the center themselves, or partner with another non-profit to administer and run the program?

13. If a child care center or after-school program is not feasible on site, would there be an interest in developing a program to support family child care providers in your community? (See Section V for ways congregations are helping family child care homes to care for their community's children.)

14. Should you want to pursue a community ministry with children, what initial help would your congregation need in order to get started?

15. What do you see as barriers to moving forward?

Setting Up a Task Force to Study Program Possibilities

The impetus for initiating or changing a weekday child care program may come from a congregational member, a neighborhood parent, or a child care provider in the community. That person goes to the congregation and asks permission to establish a task force to explore program possibilities. The task force ultimately becomes the group which convinces a congregation to support a particular child care program. It defines the community to be served and discovers its needs. It assesses the congregations' feelings about having a child care program. It surveys the community to find out how many families with young children live near the congregation and how those children are being cared for. It looks at the church location and asks, is this area convenient to working parents? Are there non-working parents who might need a program here? Then it brings the results of its study to the congregation's governing board.

A task force becomes the advocate for a child care program. If members of this group are convinced there is a valid need they are likely to win the approval of even the most reluctant members.

The Make-up of a Task Force

Members of a task force are people in a congregation or community who will be affected or have resources to offer a child care program: persons who are responsible for education, building maintenance, community outreach, kitchen functions, legal matters, budget and finance; child care professionals; parents.

The Task Force's Responsibilities

The task force has four responsibilities:

1. To establish whether a program is needed. If a program is already operating, the task force assesses what needs it is meeting and what needs are unmet.
2. To define the purpose of a program for the congregation
3. To determine whether and how the congregation can support a program.
4. To select a child care program and recommend it to the congregation.

Adapted from *Helping Churches Mind the Children: A Guide for Church-Housed Child Care Programs*. Ecumenical Child Care Network, 1987. Used with permission.



Principles of Successful Partnerships

Wisdom from Our Colleagues

Take time to develop the partnership.

Get to know each other's philosophies and become familiar with each other's services. Be patient; building trust and cultivating openness takes time. As partners, identify the non-negotiables—things that you can't relinquish.

Draw from the strengths of all partners.

As you assess and come to know the expertise and resources of each partner, call on everyone's individual strengths to build your joint ventures. Recognize and speak often about the strengths of your partner(s)—this builds confidence on both sides.

Seek openness, honesty, and mutual respect.

When partners bring an open mind, the ability to listen, and the desire to explore new ways of working and delivering service, they foster innovation and growth for all partners. Communicate ideas clearly and concretely.

Thrive on an atmosphere of positive thinking.

Continually open up possibilities for the partnership and programming. Be flexible and reasonable.

Recognize excellence and seek it.

Knowing what is going well and what needs to be better are first steps in continuous quality improvement. Partners should seek expert consultation and should measure their services against the highest standards and best practices.

Hold to a vision and know how to get there.

Articulating the vision often and establishing clear, measurable steps on how to get there will move the partnership forward. Review goals and steps at least annually, and use the goals to measure progress. Express critical as well as positive feedback in ways that it can be heard.

Abide by rules and honor agreements.

Successful partnerships are based on respect for the rules and regulations for all funders and collaborators. Successful partnerships have detailed written agreements that are reviewed regularly.

Implement a systems-focused approach.

Partners with a systems-focused approach plan thoroughly and develop procedures so that their relationship functions smoothly. Systems become the backbone of the partnership's operations. Systems for oversight, self assessment, customer/community responsiveness, and communication help to ensure high quality.

Adapt to changing environments and resources.

Today's ever-changing norms, regulations, and family structures require that partners stay abreast of changes that will affect their partnerships and services and develop plans accordingly.

Actively and willingly "dance" and laugh.

Have a sense of humor. Successful partnerships involve willing partners who want to "dance" together — it takes work to learn the steps, but remember to have fun.

10 Tips to Move Early Education Partnerships Forward

- 1 Recognize and speak often about the strength of your partner(s).
- 2 As partners, identify the non-negotiables--things you can't relinquish.
- 3 Communicate ideas clearly and concretely.
- 4 Be flexible and reasonable.
- 5 Think in new ways about the possibilities of the partnership and about programming.
- 6 Give critical, as well as positive, feedback that is useful and given in ways it can be heard.
- 7 Hold on to the vision about what is best for children and families.
- 8 View the partnership as an opportunity to learn and to reflect on your program's practices.
- 9 Listen and be respectful of others' opinions and beliefs.
- 10 Know that all new ventures "stretch" you in new ways and take time, energy, and patience.

Indicators of High-Quality Services in Community Early Education Partnerships

- ◆ Respect and respond to family and community needs.
- ◆ Provide a wide array of strength-based comprehensive services.
- ◆ Ensure service continuity for children and families.
- ◆ Implement seamless, integrated services.
- ◆ Access all available resources.
- ◆ Engage in continuous program improvement.
- ◆ Support all staffs' professional development.
- ◆ Partner with parents and the community in decision-making.

Source: Website of QUILT (Quality in Linking Together, Early Education Partnerships)



Starting a Licensed Child Care Center

For congregations interested in starting or supporting a licensed child care center, this chapter provides helpful information, including an overview of licensed centers, a checklist for opening a center, planning tips, staffing and curriculum background, quality measures, and information on licensing and funding resources. The chapter closes with suggestions for how to build good relationships between a congregation and its child care program.

Overview of licensed child care centers

Child care centers are required to be licensed in California. Infants, toddlers, preschool, or school-age children may all receive care at a child care center. Centers are usually located in schools, religious facilities, public buildings, or private buildings. A center may be a part of a large child care corporation or it may be locally owned. Some are run as nonprofits, some as profit-making businesses. Some centers focus on a specific teaching method, such as High Scope, Montessori, or Waldorf. Center programs tend to be organized around the care and education of a larger group of children.



Separate licenses are required to care for infants, preschoolers, and school-age children, although a center may be licensed to care for all three age groups at one site. Depending on their age, children receive care in separate areas at the center for safety and activity reasons.

Qualified teachers for centers that care for infants or preschoolers must have completed at least twelve units of early childhood education. For teachers in centers with a license for school-age children, the units may be in multiple education subjects or recreation-related fields appropriate for the care of older children. Additionally, employees of centers may be a part of several professional organizations and/or may attend continuing professional education courses.

The staffing ratios for child care programs are established by the State of California to provide minimum standards for adult supervision at a child care center. Ratios of caregivers to children vary depending on the age of the child and the number of trained staff members present.

Checklist for Opening a Child Care Program

Major preparatory tasks are common to most child care programs. The completion of certain tasks may be a good time for reporting to the congregation.

1. Determine need for child care in community and decide what kind of program to operate.
2. Consult licensing and other appropriate regulatory agencies to find out about standards for building an outdoor space and about fire, health, and safety codes.
3. Obtain zoning permits if necessary.
4. Develop agreement between congregation and program (draw up a contract).
5. Prepare layout of rooms and yard with basic equipment.
6. Plan necessary renovations to indoor and outdoor space to meet codes and requirements.
7. Determine costs for space and equipment needs.
8. Develop and collect data for start-up and operating budgets.
9. Develop goals and objectives of program; set hours and calendar.
10. Develop policies on admission, tuition and fees.
11. Finalize set-up and operating budgets.
12. Apply for necessary permits and license.
13. Obtain non-tuition funding (foundations, grants, government subsidies, contributions, bank loans, fundraising).
14. Prepare building for occupancy.
15. Order necessary equipment and supplies.
16. Hire program director.
17. Open accounts for utilities and telephone.
18. Obtain necessary insurance coverage.
19. Set up books for financial record keeping; establish procedures for handling money.
20. Prepare policies for personnel, program, curriculum development; health, safety, nutrition, parent involvement.
21. Develop food program and schedules; order first month's supply of food.
22. Prepare operations manual, parent handbook.
23. Develop registration and enrollment procedures and forms (master registration/information card, health form, parent agreement, attendance record).
24. Set opening date; advertise, recruit, and pre-enroll children.
25. Hire and orient staff; design staff handbook.
26. Design curriculum, daily schedules for staff and children.
27. Obtain permits and license to operate.
28. Arrange classrooms and develop yard space.
29. Prepare and post emergency and fire procedures.
30. Develop and post program discipline policy.
31. Outline weekly planning procedures (and forms if necessary).
32. Develop evaluation forms (children, staff, and program).
33. Plan pre-opening open house. Invite members of the congregation, parents, children, benefactors.
34. Open center.

How to Plan and Start a Good Early Childhood Program

Explore the Market

Find out what the child care needs are in your community

Find out what programs are available now. What ages do they serve? Are parents satisfied with the quality of the care? Which families have the most difficulty finding good child care programs? What are the ages of their children? When is the care needed? What locations would be most convenient for parents?

Information resources: Many communities have child care resource-and-referral agencies that can provide valuable assistance in answering these questions. Local government planning offices may also be an information source. See Section X for these resources.

Observe a variety of local programs for young children

How do the programs seem to meet the needs of the children? Their families? The staff? Are the programs accredited by the National Association for the Education of Young Children's (NAEYC) National Academy of Early Childhood Programs (see Section X for more information)? What can you learn from other programs' experiences? How are the programs supported? How could a new service be coordinated with existing programs?

Obtain a copy of all licensing requirements

What state or local regulations (child care, education, zoning, fire, building, health) apply to the type of service you are contemplating? How will these regulations affect facility planning? Funding? Opening date projection? The children and families served? Staff selection? Community relations?

Plan the Structure

Decide how the program will be funded and governed

Will the program be nonprofit, employer-supported, funded by state or local agencies, or a profit-making corporation? Who will determine policies and budget? A board comprised of parents or agency/employer representatives? The proprietor(s)? A director? What items will be included in the program budget? Mortgage or rent? Staff salaries and benefits? Utilities? Supplies? Taxes? Insurance? Which items will be contributed or funded by other sources?

Secure the services of specialists

Will an early childhood specialist be needed as a consultant for planning? Will a lawyer be needed to file for incorporation? For purchase or lease of property?

Congregations Caring for Children

Should an accountant set up a record-keeping system for income and expenditures, including workers' compensation, social security, unemployment compensation, and taxes? What insurance is needed? Liability? Health and accident for children and staff? Fire and theft? Will architects or contractors be needed to build or renovate a facility? Do they have expertise in designing environments for young children?

Identify funding sources

Where will start-up funds be obtained? How much money will realistically be needed to cover fees for professional services? Purchase or lease of land and a building? Construction or renovation expenses? Classroom, office, and food-service furniture, equipment, and supplies? Publicity about the program? Initial staff training and services? How much working capital is available to cover operating expenses until the program income is sufficient to do so? Have opportunities for local grants, partnerships, and venture capital been explored? What level of enrollment is necessary to meet expenses? What fundraising efforts can be used for start-up costs? For operating expenses? As a basis of regular program support? For future improvements, repairs, and replacements?

Prepare an annual budget

What portion of income will be from parent fees? Other sources? What are the anticipated expenditures? Salaries? Substitutes? Staff benefits? Taxes? Licensing fees? Marketing? Fees for other professional services? Mortgage or rent? Supplies? Utilities? Fundraising expenses? In-service training? Transportation?

Secure a facility

Is the area zoned for this type of facility? Is the location convenient to family neighborhoods, major employers, schools, or transportation centers? How will location affect the services provided? Should transportation be provided? What renovations/modifications will be necessary to meet all state and local regulations? Accommodate the special needs of children and parents? Assure a high-quality program?

Plan the Program

Write program objectives

How will the program serve families? Children? The community? What ages of children will be served? How will groups be determined? Do program goals represent the best current knowledge about how young children grow and learn? What about the roles of early childhood teachers and families? What long-term goals will the program strive for?

Congregations Caring for Children

Prepare job descriptions and schedules

What will be the responsibilities of the director? Teachers? Assistant teachers? Nutritionist? Social worker? Maintenance staff? Cook? Drivers? Office personnel? Others? Will staffing patterns enable teachers to care for small groups of children? To provide the individualized attention young children need? To provide needed continuity for children? Do schedules allow paid time for staff planning and coordination? For staff breaks to keep energy levels high? How will children's arrival and departure times affect staffing?

Are staff salaries and benefit packages based upon educational qualifications and experience? Do salaries adequately reflect levels of job responsibility? Will ongoing opportunities for salary growth, professional development and career advancement be provided to staff?

Set major policies

What enrollment requirements must be met? How will parents be involved? How will parent fees be collected? Will sliding-fee scales or scholarships be provided? How will the program handle sick children or staff? What hours will children attend? What holidays will be observed? How will difficulties with parents or staff be resolved? How will staff be evaluated? How will the program be evaluated? What requirements will be made for transportation and field trips? How will emergencies be handled?

Recruit and retain competent staff members

What community resources (NAEYC Affiliate Groups or other early childhood networking organizations) can offer assistance in locating potential staff? Do staff have the educational and work experience necessary to provide a developmentally appropriate program for children? Do staff enjoy working with young children and their families? Are they healthy and energetic?

Develop a high-quality program for children

How will the program be designed? Will the program be appropriate for the age groups served and implemented with attention to the needs and differences of the individual children enrolled? How will room arrangement, furniture, equipment, and play materials affect the quality of the program? Will curriculum planning reflect an understanding of the ways young children learn best?

Adapted from "How to Plan and Start a Good Early Childhood Program" by the National Association for the Education of Young Children. Used with permission.



Qualities for Staff Working with Young Children

What qualities do adults need to work successfully with young children and their parents? Each center is likely to find employees with varied personalities, backgrounds, and experience. In general, the following characteristics offer suggestions for selecting individuals for the staff of the early childhood program.

While the term *caregiver* is used to identify employees of the program, these qualities should be sought in persons who have both direct and indirect contact with the children. The secretary may be asked to comfort an ill or injured child. Custodians often complete repairs in the class area of playground area during program hours. All members of the staff should be expected to exhibit kind, loving, and supportive behavior toward children and their parents.

Caregivers for young children are warm and affectionate. They exhibit a positive attitude toward people and life. Their friendly manner invites children to interact with them. A sense of humor permits caregivers to laugh at themselves, relax, and enjoy spending time with the children.

Caregivers are intelligent and sensible. They model language skills, proper social interactions, attitudes, and love. Children learn a great deal by observing their teachers.

Caregivers understand how children learn and grow. They recognize that infants, toddlers, and preschoolers learn by doing. These adults find ways to involve children actively in all aspects of the daily schedule. They plan experiences which encourage children to discover ideas and concepts which are developmentally appropriate.

Caregivers nurture the whole child. These adults are attuned to cognitive, emotional, social, physical, and spiritual growth. They are able to create an environment in which self-esteem is fostered. The daily program is planned to reflect the children's varying levels of development. These caregivers accept children as they are, responding appropriately to their feelings and needs.

Caregivers are flexible. Adults who work with young children understand that children's attention spans are short. The mood of the group may vary continually. As interests change or unusual events occur, well-suited adults are able to incorporate the children's responses into the daily plan. When children wish to repeat an activity or hear a story again and again, caregivers are able to reorganize their plans.

Caregivers of young children encourage independence. These adults value growth. They are able to note readiness and encourage the acquisition of new skills. At the same time, adults are available when children need assistance or encouragement.

Congregations Caring for Children

Caregivers are patient. Working with young children can be difficult even on the easiest days. Adults who are well-suited to the early childhood environment realize that growth is an uneven process that takes time. These individuals are able to see long-term progress amid the small crises and setbacks that occur daily.

Caregivers in the early childhood center are accepting of families. They enjoy working with and can nurture parents as well as children. Caregivers continually affirm the importance of the family in the children's lives. They recognize their role as one of supporting parents' relationships with their children rather than replacing them.

Caregivers are able to get along with others. They exhibit respect for adults and children. As a member of the early childhood program staff, these individuals work cooperatively, listen, share ideas, give and receive support readily.

Caregivers possess a firm sense of professional ethics. They are honest, trustworthy, and caring in all matters. These adults respect the rights and property of others. They understand the need for confidentiality and protect the privacy of the families they serve.

Caregivers of young children are in good physical and mental health. Caring for infants, toddlers, and preschoolers is demanding work. Adults who are well-suited for the center have stamina, energy, and positive attitudes. They promote good health among the children as well as care for themselves.

Caregivers in the early childhood center are willing to grow. They exhibit a desire to learn. These adults are open to new ideas, experiences, and theories. They are able to alter their behavior, acquire new skills, and share insights with others.

Caregivers for young children exhibit a strong sense of commitment to the center. These adults are comfortable with the program's philosophy and dedicated to working toward the program's objectives. They understand the children's need for long-term relationships and are willing to remain at the center over an extended period of time. These adults are willing to invest time in preparation, cleanup, staff meetings, and related activities to enhance the overall experiences of the children.

Caregivers are creative. They actively search for new ways to help children explore their environment. They recognize that children have different learning styles, and select materials that enable children to use all of their senses.

Caregivers of young children expect their primary role to be one of sharing love with others. Their concern for the children is demonstrated in what they say and what they do. They share the joys of children, comfort them in disappointment, and welcome growth. They regard the opportunity to share God's love as a special calling to serve infants, toddlers, preschoolers, and their families.

Adapted from *Early Childhood Ministry and Your Church: How to Start and Maintain an Early Childhood Center*. Augsburg Fortress Press, 1991. Used with permission.



Curriculum Factors to Consider

1. Infants learn holistically. Infants do not experience social, emotional, intellectual, language, and physical learning separately. Adults are most helpful to the young child when they interact in ways that reflect an understanding of the fact that the child is learning from the whole experience, not just the part of the experience that the adult gives attention.



2. Infancy has three stages. Between birth and age three, a child goes through three distinct developmental stages: young infant, mobile infant, and toddler. The type of care and experiences given should change when the child's stage changes and should also take into consideration transitions between stages.

3. Relationships are primary for development. The infant is dependent on close, caring, ongoing relationships for positive physical, social, emotional, and intellectual growth. Infants develop best when they are sure of having trusted caregivers who can read their cues and respond to their needs. Infant-toddler care policies must ensure that these relationships exist and thrive, because they are the essence of quality care.

4. Infants are developing their first sense of self through contact with others. An infant or toddler learns most of how he or she thinks and feels by imitating and incorporating the behaviors of those who care for her or him — how they first see themselves, how they think they should function, how they expect others to function in relation to them.

5. Home culture is an important part of a child's developing identity. Because an infant's sense of self is such a crucial part of a child's make-up, early care must, in addition to carefully selecting and training caregivers, ensure that links with family, home culture, and home language are a central part of program policy.

6. Infants are active, self-motivated learners. Each infant is born curious and motivated to learn, and actively participates in learning each day. Environments and activities that keep motivation, experimentation, and curiosity alive must be constructed to facilitate the infant learning process.

7. Infants are not all alike — they are individuals with unique temperaments. Because of these differences, staff need to individualize and adapt to each child.

8. Language skills and habits develop early. The development of language is particularly crucial during the infant and toddler period. Quality care provides for many opportunities for infants to engage in meaningful, experienced-based communication with their caregivers, and have their communications acknowledged and encouraged.

9. Environments are powerful. Infants and toddlers are strongly influenced by the environments and routines they experience each day. This is particularly true for very young infants who cannot move themselves from one environment to another. The physical environment, group size, daily schedules, lesson plans, and caregiving routines must foster the establishment of small intimate groups in which relationships with trusted caregivers can develop.

10. Adults exhibit strong emotions when charged with the care of infants. Parents and caregivers of infants and toddlers often experience heightened emotions when they care for infants and toddlers. Developing strategies for dealing with conflicts that can emerge between parents and caregivers must be considered part of the caregivers' role.

Adapted from Care About Quality, California Department of Education, Child Development Division.



Defining Quality Child Care

Quality child care offers a stimulating, nurturing environment which should help prepare every child for school and to reach her/his full potential.

So what exactly is quality child care? Well, quality is defined as a degree of excellence. This means not average, not “it will do” child care, but excellent child care. Bottom line, the child care provider should offer a safe and stimulating, loving environment in which each child will mentally and physically thrive.

Characteristics of quality

Quality child care offers:

- ◆ Settings that are safe and provide small group sizes and adult-to-child ratios encouraging the best opportunities for development;
- ◆ Caregivers or teachers who have experience and are trained in early childhood development;
- ◆ Settings that offer opportunities for meaningful parent involvement;
- ◆ Learning materials and teaching styles that are age-appropriate and respectful of children’s cultural and ethnic heritage; and
- ◆ Learning opportunities that promote each child’s success in school.

Adapted from “What are the benefits of high quality?” National Association for the Education of Young Children, 1509 16th Street NW, Washington, D.C. 20036-1426

Description of settings from infant to school-age child care:

Infant and toddler care

Quality care for infants and toddlers should be with a provider who seems to enjoy the children by talking and interacting with them in a warm, friendly way. It is important that little ones are included in activities but stay safe when around older children. Some measures of quality to consider in infant and toddler care:

- ◆ Does the provider keep a clean diaper changing area which can be disinfected after every diaper change?
- ◆ Does she wash her hands after every diaper change and between diaper changes?
- ◆ What are the sleeping arrangements? Where are cribs located?
- ◆ What experience has the provider had with infants and toddlers?
- ◆ Who supplies the diapers? Formula? Baby food?

Congregations Caring for Children

- ◆ How is an infant fed? Is she or he held and cuddled with every bottle feeding? Fed on her own schedule?
- ◆ Does the provider encourage mothers to bring breast milk and stop in throughout the day to breast-feed their babies?
- ◆ Is there a special outside play area for infants and toddlers?
- ◆ What are the ages of the other children?
- ◆ What is the provider's plan for dealing with separation and attachment issues which happen during the first years of life?
- ◆ Does the provider ask what each child likes and needs?
- ◆ Does the provider read, sing, and provide toys that are appropriate for the child's age?

Preschool care

Preschoolers need room to run, jump, climb, and socialize. Providers should expose children to books, toys, art, music, and "share time," which will help them prepare for school without pushing them too much.

Some measures of quality to consider for preschool care:

- ◆ Does the preschool's daily schedule meet parents' needs?
- ◆ Do the providers interact with the children and stay close to observe them?
- ◆ Do the providers get down to the level of the child? Is eye contact being made?
- ◆ Do the children respond in a positive way to the providers?
- ◆ Are smiles exchanged?
- ◆ With regard to art projects, does the provider believe that process or product is the more important?
- ◆ Are there creative materials for pretending so that the children can use their imagination at all times?
- ◆ How much climbing, running, or jumping will the children have each day?
- ◆ Is correct language used?
- ◆ When are books used? Is there a regular story time?
- ◆ Is there a balance between active and quiet play?
- ◆ Is there child-sized equipment?
- ◆ Are toys stored within easy reach of the children, or must they always ask an adult?
- ◆ How is toilet training handled?
- ◆ Are children required to take a nap?
- ◆ Are children encouraged to help with cleanup?

Measures of quality and affordability to consider for a child care center:

- ◆ **Environment:** How many caregivers will be with a child in a day or week? Are there plenty of interesting toys and materials for a child to play with? Is the center organized so a child can find things easily? Are the children smiling and happy?
- ◆ **Values:** What are the provider's philosophy and values? How does the provider discipline children? How does the provider individualize learning activities, nap, mealtime, and toilet training?
- ◆ **Communication:** How does the center staff share information about each child's progress and daily activities? Can a parent visit at any time? How is discipline handled?
- ◆ **Staff:** How long have the caregivers worked at the center? What is the staff turnover? Are the management's and caregivers' values the same? Does the staff seem relaxed and responsive to the children's needs?
- ◆ **Parent Involvement:** Are parents welcome to participate in the child care program? Are they required to volunteer? Does staff encourage their input on how well their child is doing? How is their child's progress shared with them?
- ◆ **Education:** What type of experience, education, and credentials do the caregivers have? Is the center a member of the NAEYC?
- ◆ **Licensing:** What type of license does the center have? Can a child attend from infancy to school-age? Has Community Care Licensing had any previous complaints?
- ◆ **Location:** How convenient is a center for parents coming from work, home, bus route, and / or health care provider?
- ◆ **Cost:** Can parents afford the monthly tuition? Is there tuition help available? Is there an additional registration fee? Is there a family discount? Does the center charge a fee for late pickup? Are there any other costs for materials, field trips, or books?
- ◆ **Evaluation:** Does the program staff have a process of determining what they are doing well and what needs to be worked on?

Adapted from *Your Guide to Child Care* by Care About Quality campaign



Establishing and Licensing a Child Care Center Decisions you will need to make about your center

- ◆ Do you have a site in mind?
- ◆ Is it convenient to families you wish to serve?
- ◆ Is it available for your use?
- ◆ How much does it cost?
- ◆ How many children does it have space to serve?
- ◆ Does it meet building code requirements?
- ◆ Will it be approved by the fire marshal?
- ◆ Is it zoned correctly?
- ◆ Is there space for off street parking for parents and staff?
- ◆ Will you buy, lease, or rent? Will your landlord approve a child care center?
- ◆ Are there improvements or renovations needed?
- ◆ Will the landlord pay for lease improvements?
- ◆ Is there room for expansion when/if your center gets bigger?
- ◆ Is there adequate outdoor space?
- ◆ Is maintenance of facility and grounds and utilities included in the lease?
- ◆ Is there security for staff, children, and parents?
- ◆ Is there community/business support?

Indoor and outdoor play spaces for children are regulated by licensing. The design of your facility must not only be adequate to meet state regulations but also offer a variety of stimulating play and learning activities.

In planning your facility, both for inside and outside, consider **safety**, make it easy to keep **clean**, and make it **flexible**. Plan space for large groups, individual play, quiet places, noisy places, sunny and shady outside places. Put yourself in the child's place and see what it is like to play at your center.

Provider Responsibility

A child care center provider has the responsibility to:

- ◆ Provide adequate care and supervision at all times.
- ◆ Child care centers will be advised by their local fire inspector on the type of extinguisher needed for their particular building.
- ◆ Establish admission procedures.
- ◆ Maintain children's records and personnel records.
- ◆ Isolate sick children.
- ◆ Label children's food.
- ◆ Provide positive discipline.
- ◆ Provide adequate heating and ventilation.
- ◆ Barricade stairs from children under the age of five.
- ◆ Store toxins inaccessibly.
- ◆ Make all bodies of water inaccessible (pools, spas, ponds, etc.).
- ◆ Fence outdoor play areas and provide continuous supervision.
- ◆ Obtain criminal record clearance and child abuse index checks as necessary on all staff.
- ◆ Obtain tuberculosis tests on all staff.
- ◆ Hire verifiably qualified staff.
- ◆ Provide in-service training for staff.

Licensing Requirements and Process

The State of California regulates child care in an effort to protect the health and safety of participating children's personal rights. The California Department of Social Services (CDSS), Community Care Licensing Division (CCL), is responsible for licensing child care centers and family child care homes. The state does not regulate certain types of child care, such as in-home care or persons who care for the children from just one family.

Licensing regulates the number of children to be cared for as well as the number of adult caregivers. Licensing sets staff and caregiver qualifications that are based on education and experience. The caregiver or center must meet specific health, nutrition, maintenance, and safety requirements.

License Requirements

Every person, partnership, or corporation must obtain a license before providing care and supervision to children. A person can be convicted of a misdemeanor for operating without a license. Also, operating without a license may result in a person having to pay civil penalties of \$200 per day for illegal operations.

- ◆ All applicants must attend an orientation session.
- ◆ Licenses are non-transferable.
- ◆ All licensing requirements must be met prior to the issuance of a license.
- ◆ All applicants must attend an orientation session about the application process and licensing requirements.
- ◆ Child care centers must have qualified directors who are at least 18 years of age, as well as qualified teaching staff.
- ◆ Requirements for directors and teachers include 12 units in early childhood education plus, for the director, 3 units in administration or staff relations.
- ◆ In addition, all staff must have verifiable experience working in a licensed child care center or comparable group setting. Education must be verified by a certificate, transcript and/or credential from an accredited college or university.
- ◆ Licensed capacity is determined by the indoor and outdoor square footage and by the number of available toilets/sinks. Requirements include 35 square feet of indoor play space per child, 75 square feet of outdoor space per child, and one toilet and sink for every 15 children.
- ◆ Age-appropriate tables, chairs, play equipment, and materials must be provided for all children.
- ◆ A variety of daily planned activities must be provided to meet the needs of the children in care.
- ◆ The applicant may be required to meet other state, federal, and/or local codes and regulations that are not enforced by CDSS, such as zoning, building restrictions, fire, sanitation, and labor requirements.

The Licensing Process

- ◆ Applicant must attend an orientation meeting.
- ◆ Applicant must submit a completed application and pay fees.
- ◆ Applicant receives fingerprint cards, pending facility number, instruction sheet, and child abuse index form.
- ◆ Fire clearance is ordered.
- ◆ Application is reviewed.
- ◆ Face-to-face interview is conducted.
- ◆ Facility is inspected.
- ◆ Criminal record and child abuse index clearances, and fire clearances, are received by the district office.
- ◆ Application is approved / denied.

For child care center programs, at least one person who has finished a 15-hour training course in pediatric CPR and first-aid, safety, and health education must be on site at all times. Center staff must meet certain educational standards; those who care for infants and toddlers must also complete a three-unit course in child development for this age group.

Family care providers must complete a 15-hour training course that includes pediatric CPR and first-aid, safety, and health education. Providers are also encouraged to take a variety of classes, such as nutrition and child development.

There are 13 child care licensing offices throughout the state. You can receive your Community Care Licensing office's number by calling 916-229-4269. These offices also handle most licensing applications. Licensing staff also monitor child care facilities through unannounced visits, investigate complaints, revoke licenses if necessary, and work to promote quality child care.

More Than Fifty Nifty Ideas
For Improving Relationships Between Religious
Congregations and Their Early Childhood Weekday Program
For Congregations operating or subcontracting for a child care center

Sharing Classroom Space

1. Hold monthly meetings of weekday program director and Sunday /Sabbath School teachers.
2. Exchange names and phone numbers of weekday staff and Sunday /Sabbath School teachers.
3. Spend time together in classrooms; look around and see what needs to be changed.
4. Clarify and define use of equipment and supplies; write down and post policies.
5. List items which need to be put away on Fridays, Sundays, and holidays.
6. Leave notes with messages of praise.
7. Leave note to explain special circumstances.
8. Include cleaning and care for shared equipment in curriculum plans.
9. Hold meetings for all people using the same room, preferably at night. Include board members, too.
10. Don't move fixtures or decorations without consulting the "other" staff or teachers.

Sharing Non-Classroom Space

11. Develop a sign-up calendar for shared personnel and resources.
12. Plan ahead to avoid being "in the way" when a special function is held.
13. Relinquish space (gracefully) when the congregation or child care program has a special event.
14. Clarify use of outdoor space and equipment; write down and post policies.
15. Teach children respect for other people's property and for God's house.
16. Educate congregation members and staff about developmental needs of children.
17. Agree on contingency plans for using space in special circumstances (e.g. using hall as movement space on rainy days).
18. Be sensitive to sacred history and traditions when seeking permission to use space.
19. Leave things as clean as (or cleaner than) you found them.
20. Agree on use of kitchen; write down and post policies; use specific examples to clarify.
21. Respect what the congregation reveres (e.g. dedicated rooms, special paintings and furnishings).
22. Do not assume you have the right to use things and spaces because you spend more time in the building.

Addressing Maintenance Issues

23. Determine who pays for building maintenance in areas used exclusively by child care program; same in areas shared with other programs.
24. Be specific about who is responsible for various maintenance tasks.
25. Educate the congregation about "normal" wear and tear on facility by full-day program.
26. Organize a parent work party to paint/repair/spruce up classrooms and outdoor space. (Coordinate plans with church maintenance people!)

Congregations Caring for Children

27. Donate proceeds from a fundraiser toward a capital improvement on the building.
28. Recognize and build into congregational budget “in-kind” contributions to child care programs for utilities, maintenance and capital improvements.

Clarifying Child Care/Congregation Relationships

29. Decide whether child care staff should or should not be congregational members, or if it makes a difference.
30. Offer services of pastoral counseling staff to child care staff, parents and children.
31. Invite pastor /rabbi and religious education staff to special child care activities (e.g. end-of-year luncheon, holiday parties, graduation).
32. Discuss and understand implication of differences between weekday paid staff and volunteer Sunday /Sabbath School personnel.
33. Be familiar with official congregational governance structures, committees, boards and officers.
34. Work out formula for budgeting of supplies shared by weekend and Sunday /Sabbath programs.
35. Share cost of purchasing audio-visual equipment and supplies.
36. Invite Sunday /Sabbath personnel to pertinent in-service workshops.
37. Include parents from weekday and Sunday /Sabbath programs on each other’s boards.
38. Determine congregation’s relationship to child care staff. (This will depend on the mission and governance of child care programs.)
39. Share information about programs through congregation’s worship bulletins, monthly newsletters, parent communiqués, etc.
40. Include children in all appropriate celebrations. (At least allow them to contribute a picture to the event.)

Assuring Good Communication Between Child Care and Congregational Staff

41. Include child care staff in communications to congregational staff (memos, notices of meetings, holidays, etc.).
42. Celebrate birthdays of congregational and child care staff members.
43. Organize joint staff celebrations of Secretary’s Week, Week of the Young Child, Janitor’s Week, Volunteer’s Week.
44. Invite congregational staff to visit center classrooms and invite center staff to visit the church/synagogue.
45. Coordinate calendars.
46. Develop a flow chart showing lines of communication and authority.
47. Become aware of and utilize unofficial lines of communication.
48. Hold regular meetings of entire weekday and congregational staff, including secretarial, kitchen and custodial staff.
49. Train congregational staff around needs of families with young children.

Strengthening Ties

50. Develop a grandparent volunteer program and include members of the congregation.
51. Have your name on your desk. Post on a common bulletin board a current list of all staff names and titles.
52. Attend congregational activities. Socialize with congregational members, tell them who you are and what you do.

Congregations Caring for Children

53. Create opportunities for congregation and center staff to cooperate in creating Sunday / Sabbath morning children's programs.
54. Publicize a list of needed volunteers; ask congregational members to be resource persons.
55. Dedicate new children's space or equipment during Sunday / Sabbath morning worship service.
56. Send child care newsletter to congregational members inviting them to visit the program.
57. Have annual worship service to celebrate all child care staff and teachers (weekday and Sunday / Sabbath).
58. Provide a weekday children's program at a congregational fellowship supper.
59. Display children's art work in common building.
60. Include pictures of children in worship bulletin or newsletter. Tell their stories.
61. Include items about the child care program in worship bulletin and items about the church in the child care newsletter.
62. Poll congregation for community helpers (doctors, fire fighters, police officers, etc.) and invite them to tell their stories to the children.
63. Write a history of the congregation's child care ministry. Explain how and why it became a weekday children's program, what legal and financial obligations the congregation has assumed, how and why programs have changed over the years. Use this history to orient center parents, congregation and center staff, board members and pastors.

Communicating with Denominational and Program Boards

64. Seek opportunities to address denominational conference / council / synod about child care needs and the ministry of child care.
65. Publicize child care training through district offices.
66. Offer workshops on child care using the National Council of Churches' Policy Statement on Child Day Care.
67. Offer to write a regular column in the congregational newsletter on "Our Child Care Ministry."
68. Arrange talk shows / programs on local religious television and radio stations to lift up the ministry of child care.
69. Develop and share resource materials through local judicatories and interfaith councils.
70. Conduct workshops for congregational child care boards on developmentally appropriate early childhood educational practices.
71. Bring "bigger issues" affecting families with young children into focus by having information on legislative trends and public policies available for denominational distribution and ecumenical publications.
72. Hold annual joint meeting of congregation's governing board and child care board.

From *More than 50 Nifty Ideas for Improving Relationships Between Religious Congregations and Their Early Childhood Weekday Program* by the Ecumenical Child Care Network. Used with permission.



Starting an After-School Program

There is insufficient data on the supply of high-quality, affordable after-school programs for children and youth. The need is certainly growing as increasing numbers of parents enter the workforce and therefore, are unable to supervise their children during the work day. According to the *California Report Card 2000* by Children Now, nearly three million California children and youth ages 6-17 live with two employed parents or a single employed parent, and approximately 1.4 million of these children live in low-income families (defined as an annual income of no more than \$30,500 for a family of four in 1998).

The available information shows there are just over 300,000 after-school slots subsidized through state and federal funds, indicating that many working families who would like their children to be involved in an adult-supervised activity after school may simply not be able to afford it. *Again, the need for congregations to fill the gap is high.*

Quality school-age care offers a safe, friendly, and stimulating environment for older children when they are not in school. The following are some measures of high quality in school-age care:

- ◆ Children are supervised at all times.
- ◆ Indoor and outdoor activities are stimulating and fun for this age group.
- ◆ The program is flexible to meet the individual needs of children.
- ◆ Transportation is provided to and from school, the program is walkable from school, or if necessary, the program is on a bus route.
- ◆ Afternoon snacks are available.
- ◆ There is access to a quiet study place, computers or other learning tools for doing homework.
- ◆ The program provides tutoring for children who need extra help.
- ◆ The provider feels comfortable with visits from school friends on site.
- ◆ If possible, there is transportation for after-school activities, such as sports, piano, Little League, or 4-H.
- ◆ The method of discipline is appropriate for older children.
- ◆ The children have some say in organizing their day.

The following pages provide a planning guide and helpful resources for congregations interested in offering a school-age care program in their community.

Adapted from *Your Guide to Child Care* by the Care About Quality campaign, California Department of Education/Child Development Division.



Starting After School Programs: Some Considerations

Part 1:

Step-by-step Plan for Establishing School-Age Care in Elementary School or Community Space, i.e. church/synagogue, Y, Boys/Girls Club, etc.

1. **Find parents** who are interested — Contact PTA
2. **Contact the principal** of a local school (if not already involved in the planning)
3. **Develop a broad base of support** — involve those with interest in children and child care
4. **Identify a person to “spearhead” the effort** — parent, teacher, community education person, church youth leader, social worker, child care professional
5. **Determine the need:** Develop simple survey i.e. how many children in home are in K-6? Is after school care a serious need for your children? Summer care? Estimate enrollment — 20-30% of people who say yes to survey will probably take advantage of service
6. **Is space available?** (Critical Question) empty classroom, church, community center. Sharing space such as a kindergarten room emphatically not recommended. The space should be set aside for the after school program’s use exclusively.
7. **Sponsorship** - who is going to administer and govern it?
 - a) Must examine various structure models (will be determined in part by availability of community resources such as space)
 - ◆ By schools in the schools (example: school administration, community education)
 - ◆ By independent agency in the schools (example: parent group, social service agency)
 - ◆ By independent agency in non-school facility (example: church, recreation program, Boys Club)
 - ◆ By day care center in their facilities
 - ◆ By family day care providers in their own homes
 - b) With sponsorship and space determined **develop a board of directors** (if housed in a school include liaison with school - i.e. principal and teacher representative)

Board responsibilities:

- ◆ setting numbers and ages of children to be served
- ◆ setting hours, days and months of operation (snow day policy, conference days, minor holidays like Columbus Day, major holidays like Christmas/New Years?)
- ◆ establishing enrollment and admissions policies, forms, etc.
- ◆ establishing financial management system
- ◆ setting salary scale - recruiting and selecting staff - setting staff policies

NOTE: The program director, when hired, implements Board policies, administers the program and develops the curriculum.

8. Include in the appropriate planning stages: parents - licensing people - school personnel - people experienced in establishing programs - zoning people - early childhood specialists - fire and health department - attorney - insurance agent

9. Philosophy of program and **developmental needs** to be met - consult with day care licensing and other experts

10. Space needed - check with licensing person - **indoor:** quiet space, snack and games area, large space for gym activities - **outdoor:** area with building equipment and area for playing sports

11. Equipment

a) can get almost everything donated; try around spring or fall during yard sales - ask the children the types of things they would like (besides Nintendo)

b) outdoor equipment preferably non-stationary such as tires, planks, barrels and other reusable building materials

c) books, other reading materials, tape player and tapes, etc.

d) access to telephone

12. Budget will be determined by:

a) the going fee rates for after school care--a self-supporting, not-for-profit program that uses free community space should be at the low end of fee range.

b) staff:child ratio (70%-85% of budget will be personnel related). Even small adjustments to the ratio have major impact on fees (and budget).

c) rent and energy and maintenance - whether charged for or free.

d) whether transportation, if needed, is charged for.

13. Qualities of Staff - important to get a good director - staff should want part-time job rather than view it as temporary - usually person with full-time job such as school teacher doesn't have the energy and enthusiasm to take on the additional job of after school care. Rec people and camp counselor types as well as those with early childhood education backgrounds often work out best.

Part 2:

Some Considerations for Pre-School or Family Day Home expanding to School-Age Care

1. Recognize the different needs - school-agers are larger, take up more space both inside and on the playground (and on the van or bus) - they are growing stronger and often don't know their own strength - **Recognize the different developmental needs** such as why five-year-olds and eight-year-olds can't play rule structured games together.

2. Planning the Environment - area for quiet activities; doing homework, reading, playing cards, doing nothing - usually contains "soft space" like at home; rugs, sofas, bean bag chairs- area with tables for snacks, table projects and games, homework - area inside for active play (ideally gym) but can be large rooms with mats, large building and climbing equipment-area outside for sports, running, building, climbing, see 10 and 11 above



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Standards for Quality School-Age Care

The National School-Age Care Alliance (NSACA) Standards describe the practices that lead to stimulating, safe, and supportive programs for young people ages 5 to 14 in their out-of-school time.

These “Standards at a Glance” give you an overview of the standards which are organized into 36 “keys” to quality. The first 21 keys are things that you can see happening in a program. The other 16 “Administration” keys describe the policies and “behind the scenes” practices that are the foundation of a quality program.

Human Relationships

1. Staff relate to all children and youth in positive ways.

- ◆ Staff treat children with respect and listen to what they say.
- ◆ Staff make children feel welcome and comfortable.
- ◆ Staff respond to children with acceptance and appreciation.
- ◆ Staff are engaged with children.

2. Staff respond appropriately to individual needs of children and youth.

- ◆ Staff know that each child has special interests and talents
- ◆ Staff recognize the range of children’s abilities.
- ◆ Staff can relate to a child’s cultural style & primary language.
- ◆ Staff respond to the range of children’s feelings and temperaments.

3. Staff encourage children and youth to make choices and to become more responsible.

- ◆ Staff offer assistance in a way that supports a child’s initiative.
- ◆ Staff assist children without taking control, and they encourage children to take leadership roles.

◆ Staff give children many chances to choose what they will do, how they will do it, and with whom.

◆ Staff help children make informed and responsible choices.

4. Staff interact with children and youth to help them learn.

◆ Staff ask questions that encourage children to think for themselves.

◆ Staff share skills and resources to help children gain information and solve problems.

◆ Staff vary the approaches they use to help children learn.

◆ Staff help children use language skills through frequent conversations.

5. Staff use positive techniques to guide the behavior of children and youth.

◆ Staff give attention to children when they cooperate, share, care for materials, or join in activities.

◆ Staff set appropriate limits for children.

◆ Staff use no harsh discipline methods.

◆ Staff encourage children to resolve their own conflicts. Staff step in only if needed to discuss the issues and work out a solution.

6. Children and youth generally interact with one another in positive ways.

- ◆ Children appear relaxed and involved with each other.
- ◆ Children show respect for each other.
- ◆ Children usually cooperate and work well together
- ◆ When problems occur, children often try to discuss their differences and work out a solution.

7. Staff and families interact with each other in positive ways.

- ◆ Staff make families feel welcome and comfortable.
- ◆ Staff and families treat each other with respect.
- ◆ Staff share the languages and cultures of the families they serve, and the communities they live in.
- ◆ Staff and families work together to make arrivals and departures between home and child care go smoothly.

8. Staff work well together to meet the needs of children and youth.

- ◆ Staff communicate with each other while the program is in session to ensure that the program flows smoothly
- ◆ Staff are cooperative with each other.
- ◆ Staff are respectful of each other.
- ◆ Staff provide role models of positive adult relationships.

Indoor Environment

9. The program's indoor space meets the needs of children and youth.

- ◆ There is enough room for all program activities.
- ◆ The space is arranged well for a range of activities: physical games and sports, creative arts, dramatic play, quiet games, enrichment offerings, eating, and socializing.
- ◆ The space is arranged so that various activities can go on at the same time without much disruption.
- ◆ There is adequate and convenient storage space for equipment, materials, and personal possessions of children and staff.

10. The indoor space allows children and youth to take initiative and explore their interests.

- ◆ Children can get materials out and put them away by themselves with ease.
- ◆ Children can arrange materials and equipment to suit their activities.
- ◆ The indoor space reflects the work and interests of the children.
- ◆ Some areas have soft, comfortable furniture on which children can relax.

Outdoor Environment

11. The outdoor play area meets the needs of children and youth, and the equipment allows them to be independent and creative.

- ◆ Each child has a chance to play outdoors for at least 30 minutes out of every three-hour block of time at the program.
- ◆ Children can use a variety of outdoor equipment and games for both active and quiet play.
- ◆ Permanent playground equipment is suitable for the sizes and abilities of all children.

- ◆ The outdoor space is suitable for a wide variety of activities.

Activities

12. The daily schedule is flexible, and it offers enough security, independence, and stimulation to meet the needs of all children and youth.

- ◆ The routine provides stability without being rigid.
- ◆ Children meet their physical needs in a relaxed way.
- ◆ Individual children move smoothly from one activity to another, usually at their own pace.
- ◆ When it is necessary for children to move as a group, the transition is smooth.

13. Children and youth can choose from a wide variety of activities.

- ◆ There are regular opportunities for active, physical play.
- ◆ There are regular opportunities for creative arts and dramatic play.
- ◆ There are regular opportunities for quiet activities and socializing.
- ◆ Children have a chance to join enrichment activities that promote basic skills and higher-level thinking.

14. Activities reflect the mission of the program and promote the development of all the children and youth in the program.

- ◆ Activities are in line with the styles, abilities and interests of the individuals in the program.
- ◆ Activities are well suited to the age range of children in the program.
- ◆ Activities reflect the languages and cultures of the families served.

- ◆ Activities reflect and support the program's mission.

15. There are sufficient materials to support program activities.

- ◆ Materials are complete and in good repair.
- ◆ There are enough materials for the number of children in the program.
- ◆ Materials are developmentally appropriate for the age range of the children in the program.
- ◆ Materials promote the program's mission.

Safety, Health & Nutrition

16. The safety and security of children and youth are protected.

- ◆ There are no observable safety hazards in the program space.
- ◆ Systems are in place to protect the children from harm, especially when they move from one place to another or use the rest room.
- ◆ Equipment for active play is safe.
- ◆ A system is in place to keep unauthorized people from taking children from the program.

17. The program provides an environment that protects and enhances the health of children and youth.

- ◆ The indoor and outdoor facilities are clean.
- ◆ There are no observable health hazards in the indoor or outdoor space.
- ◆ There are adequate supplies and facilities for hand washing.
- ◆ The heat, ventilation, noise level, and light in the indoor space are comfortable.

18. The program staff try to protect and enhance the health of children and youth.

- ◆ Staff are responsive to the individual health needs of the children.
- ◆ Staff protect children from communicable disease by separating children who become ill during the program.
- ◆ Staff protect children from potential hazards such as the following: caustic or toxic art materials and cleaning agents, medications, and hot liquids; overexposure to heat or cold.
- ◆ Staff and children wash hands frequently, especially after using the toilet or before preparing food.

19. Children and youth are carefully supervised to maintain safety.

- ◆ Staff note when children arrive, when they leave, and with whom they leave.
- ◆ Staff know where the children are and what they are doing.
- ◆ Staff supervise children appropriately according to children's ages, abilities, and needs.
- ◆ Staff closely supervise activities that are potentially harmful.

20. The program serves foods and drinks that meet the needs of children and youth.

- ◆ The program serves healthy foods.
- ◆ Drinking water is readily available at all times.
- ◆ The amount and type of food offered is appropriate for the ages and sizes of children.
- ◆ Snacks and meals are timed appropriately for children.

Administration

21. Staff-child ratios and group sizes permit the staff to meet the needs of children and youth.

- ◆ Staff-child ratios vary according to the ages and abilities of children. The ratio is between 1:10 and 1:15 for groups of children age 6 and older. The ratio is between 1:8 and 1:12 for groups that include children under age 6.
- ◆ Staff-child ratios and group sizes vary according to the type and complexity of the activity, but group sizes do not exceed thirty.
- ◆ There is a plan to provide adequate staff coverage in case of emergencies.
- ◆ Substitute staff are used to maintain ratios when regular staff are absent.

22. Children and youth are supervised at all times.

- ◆ Children's arrivals are supervised.
- ◆ Children's departures are supervised.
- ◆ Staff have a system for knowing where the children are at all times.
- ◆ Staff plan for different levels of supervision according to the level of risk involved in an activity.

23. Staff support families' involvement in the program.

- ◆ There is a policy that allows family members to visit anytime throughout the day.
- ◆ Staff offer orientation sessions for new families.
- ◆ Staff keep families informed about the program.
- ◆ Staff encourage families to give input and to get involved in program events.

24. Staff, families, and schools share important information to support the well-being of children and youth.

- ◆ Program policies require that staff and family members communicate about the child's well-being.
- ◆ Staff, families, and schools work together as a team to set goals for each child; they work with outside specialists when necessary.
- ◆ Staff and families share information about how to support children's development.
- ◆ Staff and families join together to communicate and work with the schools.

25. The program builds links to the community.

- ◆ Staff provide information about community resources to meet the needs of children and their families.
- ◆ The program develops a list of community resources. The staff draw from these resources to expand program offerings.
- ◆ The staff plan activities to help children get to know the larger community.
- ◆ The program offers community-service options, especially for older children.

26. The program's indoor space meets the needs of staff.

- ◆ There is enough room in the indoor space for staff to plan various program activities.
- ◆ Staff have access to adequate and convenient storage.
- ◆ The indoor space meets or exceeds local health and safety codes.

◆ Written guidelines are in place regarding the use and maintenance of the program facility.

27. The outdoor space is large enough to meet the needs of children, youth, and staff.

- ◆ There is enough room in the outdoor space for all program activities.
- ◆ The outdoor space meets or exceeds local health and safety codes.
- ◆ Staff use outdoor areas to provide new outdoor play experiences.
- ◆ There is a procedure in place for regularly checking the safety and maintenance of the outdoor play space.

28. Staff, children, and youth work together to plan and implement suitable activities, which are consistent with the program's philosophy.

- ◆ Staff ask children to share their ideas for planning so that activities will reflect children's interests.
- ◆ The program's daily activities are in line with its mission and philosophy.
- ◆ Staff keep on file their records of activity planning.
- ◆ Staff plan activities that will reflect the cultures of the families in the program and the broad diversity of human experience.

29. Program policies and procedures are in place to protect the safety of the children and youth.

- ◆ Staff and children know what to do in case of general emergency.
- ◆ The program has established procedures to prevent accidents and manage emergencies.
- ◆ The program has established policies to transport children safely; it

complies with all legal requirements for vehicles and drivers.

- ◆ A system is in place to prevent unauthorized people from taking children from the program.

30. Program policies exist to protect and enhance the health of all children and youth.

- ◆ There is current documentation showing that the program has met the state and/or local health and safety guidelines and/or regulations.

- ◆ There are written policies and procedures to ensure the health and safety of children.

- ◆ No smoking is allowed in the program.

- ◆ The staff are always prepared to respond to accidents and emergencies.

31. All staff are professionally qualified to work with children and youth.

- ◆ Staff meet the requirements for experience with school-age children in recreational settings.

- ◆ Staff have received the recommended type and amount of preparation. They meet the requirements that are specific to school-age child care and relevant to their particular jobs.

- ◆ Staff meet minimum age requirements.

- ◆ Enough qualified staff are in place to meet all levels of responsibility. Qualified staff are hired in all areas: to administer the program, to oversee its daily operations, and to supervise children.

32. Staff (paid, volunteer, and substitute) are given an orientation to the job before working with children and youth.

- ◆ A written job description that outlines responsibilities to children, families, and the program is reviewed with each staff member.

- ◆ Written personnel policies are reviewed with staff.

- ◆ Written program policies and procedures, including emergency procedures and confidentiality policies, are reviewed with staff.

- ◆ New staff are given a comprehensive orientation to the program philosophy, routines, and practices. They are personally introduced to the people with whom they will be working.

33. The training needs of the staff are assessed, and training is relevant to the responsibilities of each job. Assistant Group Leaders receive at least 15 hours of training annually. Group Leaders receive at least 18 hours of training annually. Senior Group Leaders receive at least 21 hours of training annually. Site Directors receive at least 24 hours of training annually. Program Administrators receive at least 30 hours of training annually.

- ◆ Staff receive training in how to work with families and how to relate to children in ways that promote their development.

- ◆ Program directors and administrators receive training in program management and staff supervision.

- ◆ Staff receive training in how to set up space and design activities to support program goals.

- ◆ Staff receive training in how to promote the safety, health and nutrition of children.

34. Staff receive appropriate support to make their work experience positive.

- ◆ The program has a plan in place to offer the best possible wages and working conditions in an effort to reduce staff turnover.
- ◆ Full-time staff receive benefits, including health insurance and paid leaves of absence. Staff are also given paid breaks and paid preparation time.
- ◆ Staff are given ample time to discuss their own concerns regarding the program.
- ◆ Staff receive continuous supervision and feedback. This includes written performance reviews on a timely basis.

35. The administration provides sound management of the program.

- ◆ The financial management of the program supports the program's goals.
- ◆ The administration oversees the recruitment and retention of program staff.

◆ The director involves staff, board, families, and children in both long-term planning and daily decision making.

◆ Administrators assist with ongoing evaluation. They aim for improvement in all areas of the program.

36. Program policies and procedures are responsive to the needs of children, youth, and families in the community.

◆ A written mission statement sets forth the program's philosophy and goals.

◆ The program makes itself affordable to all families by using all possible community resources and sources of subsidy.

◆ The program's hours of operation are based on families' needs.

◆ It is the program's policy to enroll children with special needs.

After-School Resources

THE COMPLETE SCHOOL-AGE CHILD CARE RESOURCE KIT

A how-to guide for setting up a school-age program, this book is for those with little or no experience who want to start a program in their community. Step-by-step guidance in establishing the need for a program, finding sponsors, sources of funding, finding a program site, etc. Half of the book (174 pages) is start-up and development of a program; the other half is 83 common activities and games. 347 pages. \$27.95 (\$24.95 for subscribers to School-Age NOTES Newsletter)

BEFORE AND AFTER SCHOOL PROGRAMS: A Start-Up and Administration Manual by Mary McDonald Richard

A “policies and procedures” book with models, applications, forms, and information about starting and running a school-age program. Includes budgets, non-profit status, job descriptions, staff handbook, staff evaluation, parent handbook and much more. \$24.95 (\$21.95 for subscribers to School-Age NOTES Newsletter) plus shipping and handling.

HALF A CHILDHOOD: Quality Programs for Out-of-School Hours 2nd Edition, Completely Revised by Judith Bender, Charles H. Flatter, & Jeannette M. Sorrentino

The classic, comprehensive text that has set the standard for school-age care is now a completely revised edition. This text brings to its readers the latest best practices for programs that care for school-age children in the hours before and after school and during holidays and summer. Defines the term “school-age care”; describes the families and children who require school-age care; details requirements for school-age staff; lists developmental stages and behaviors of school-age children; plans for activities and optimum environments; lists over 1000 ideas for activities! Over 400 pages. \$26.95 (\$22.95 for subscribers to School-Age NOTES Newsletter) plus shipping and handling.

Once you get your program started, you can also subscribe to the School-Age NOTES newsletter for up-to-date curriculum and administration information. Go to the Newsletter page on their website for more information about this resource.

These resources are available from:
School-Age NOTES, PO Box 40205, Nashville, TN 37204-0205
(615) 279-0700 TEL | (615) 279-0800 FAX
www.schoolagenotes.com



Additional After-School Resources

National Center for Community Education (NCCE)

810-238-0463 www.nccenet.org

The National Center for Community Education promotes community education by providing leadership training to people who are interested in community schools and to those who are implementing community education.

National Community Education Association (NCEA)

703-359-8973 www.ncea.org

National Community Education Association has developed a book of funding sources that support after-school programs.

Children's Aid Society (CAS)

212-949-4800 www.childrensaidsociety.org

The Children's Aid Society creates programs for children that emphasize prevention and early intervention. The Society's Community Schools Technical Assistance Center helps communities across the country adopt their program models.

Communities In Schools (CIS)

1-800-CIS-4KIDS www.cisnet.org

Communities In Schools champions the connection of needed community resources with schools to help young people learn, stay in school and prepare for life.

Fight Crime! Invest in Kids

202-638-0690 www.fightcrime.org

Fight Crime! Invest in Kids is a national anti-crime organization led by more than 500 police chiefs, sheriffs, police association presidents, prosecutors and survivors of violent crime working together to increase resources for programs that prevent crimes and get at-risk kids off to a good start.

An Overview of Advancing and Recognizing Quality NSACA's Program Improvement and Accreditation System

This shows the steps you can take toward program improvement. *You* decide how fast and how far you want to go in the process.

Step 1:

Purchase the National School-Age Care Alliance's *Standards of Quality School-Age Care*

- ◆ Review the standards using examples and guiding questions.
- ◆ Talk about how your program is doing.
- ◆ Focus on targeted improvements.
- ◆ Use "Next Steps" section of the Standards to decide when you're ready to invest in the full self-study.

Step 2:

Purchase the Self-Study and Accreditation Kit, including ASQ: Advancing School-Age Child Care Quality

- ◆ Talk to the families, children, staff, and host of your program and form a self-study team.
- ◆ Listen to what children, families, staff, host and the Director have to say on surveys.
- ◆ Look at the program with the program observation tool.
- ◆ Summarize the information and set goals for improvement.
- ◆ Take action on the goals and check back to see how you are doing.

Step 3:

Apply for NSACA accreditation and pay an endorsement visit fee

- ◆ You submit a self-study summary and program description.
- ◆ Two NSACA Endorsers trained to rate the program on the NSACA Standards visit your program.
- ◆ Your program is accredited if the rating meet the criteria for accreditation, especially in human relationships and safety.
- ◆ NSACA's program report identifies your program strengths and areas for continued improvement.

The complete publication, *NSACA Standards for Quality School-Age Care*, also has concrete examples, guiding questions for staff discussion, a glossary, and an appendix. Purchasing the Standards publication and using it to guide your staff in making targeted improvements is the first step in the whole NSACA Program Improvement and Accreditation System.

For more information, contact **The National School-Age Care Alliance** (see listing in **Organizations** section).

Supporting Quality Family Child Care

Whether or not they choose to operate their own child care centers, congregations may want to support quality family child care in their communities. Family child care homes fill an important niche in the spectrum of child care programs. Many parents prefer these home settings to larger centers, making availability and quality very important. The following pages provide a brief overview of family child care, a myriad of ideas for how congregations can partner with family child care providers in their communities, and ways to assess your congregation's resources to provide such support.



An Overview of Family Child Care

Licensed family child care homes refer to child care in an individual's private home. The types of family child care homes vary widely, from the neighborhood parent who cares for a few children to a large family child care home that cares for up to 14 children. The home may be rented, leased, or owned. It may be in a mobile home park or in an apartment. Because family child care is home-based, children tend to be cared for in a family-like setting with all the daily activities usually associated with home. A family child care home is a business, and the provider should act as a professional service provider.

The number of children cared for at a family child care home may vary, depending on the age of the children and whether an assistant is present. The children of the provider and assistant who are under the age of 10 are included in determining the adult-to-child ratio.

Family child care providers are required to be licensed if they care for the children of more than one family. Licensing has minimum health and safety standards that providers must follow. Licensing requires that providers take pediatric CPR, first aid, and health and safety classes. Providers may, but are not required, to have additional education, such as a degree in early childhood education, community college courses, or training through child care associations. Providers may receive accreditation through the National Association for Family Child Care (NAFCC). This organization's mission is to recognize high quality in family child care.

Points to consider in measuring the quality of family child care:

- ◆ **Environment:** Is the home clean and safe? Are latches on cabinets, plugs on outlets? Are the stairs, fireplace, and windows child-proofed? Are there any physical concerns, such as a pool or unused cars or equipment in the backyard? Does the provider keep firearms in the home? If so, are they locked up and stored away from reach? Are there plenty of interesting and age-appropriate toys and materials for the children to play with? Does the provider offer a preschool program or help prepare a child for school? Does the provider offer transportation to and from school? If the provider transports children, is the provider trained on car seat and vehicle safety? How is the provider's driving record?
- ◆ **Values:** What are the provider's philosophy and values? How does the provider discipline children? How does the provider individualize learning activities, nap, mealtime, and toilet training?
- ◆ **Communication:** Does the caregiver share information with parents on how their child is doing? Can a parent visit at any time?
- ◆ **Experience:** How long has the caregiver provided child care? What type of education does she have? What is the caregiver's past history?
- ◆ **Operation:** What hours does the provider operate? Does this provider offer evening, early morning, or weekend hours? What age and how many children will the provider care for? What is the staff-to-child care ratio the home must follow? Does the caregiver have children at home? Are the children counted in the ratio?
- ◆ **Location:** Where is the home? Is it close to parents' work, home, and health care provider?
- ◆ **Cost:** What are the monthly fees? Late fees? Registration fees? Is there a vacation or sick leave credit when a child is out?
- ◆ **Back-up plan:** What is the provider's back-up plan? When does the provider go on vacation or take personal holidays? What types of experience do the assistant or substitute caregivers have?

Adapted from *Your Guide to Child Care* by the Care About Quality campaign, California Department of Education/Child Development Division.

An Alphabet of Opportunities For Family Child Care Partnerships

There are many ways to support family child care providers. A wide variety of program possibilities enables any church or synagogue to create a meaningful partnership. Each of the partnership ideas listed on the following pages has worth and value. As you choose the one best suited to your church or synagogue, remember “the quality of life for children” is at the heart of all that you do.

Family child care partnership projects can be simple or complex. A congregation may want to consider joining with other churches, synagogues or volunteer organizations to implement projects that require major time or resources.

I. Partnerships with Individual Providers

A. Access to Office Equipment. Providers are entrepreneurs. They require forms, schedules, records, and correspondence just like any other small business. Access to a copier, a typewriter, a duplicator, enables providers or associations to run their programs efficiently and effectively.

Required Resources: Staff volunteer to help in preparing forms; equipment available on a schedule accessible for providers.

B. Access to Playground. Children want and need to play outside. Even safe, secure yards may not offer as many opportunities for play and exploration as a park or playground. A church or synagogue with a well-equipped playground is a welcome treat for children and their caregiver.

Required Resources: Insured, safe playground; staff or volunteer to schedule visits.

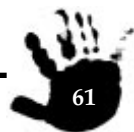
Optional Resources: Volunteers to play with children.

C. Emergency Fund. Like any families, parents whose children are cared for by family child care providers face crises. They may need help to buy food, diapers, prescriptions, or to pay their child care fee. A special fund can ease the burden of an emergency for parent and provider alike.

Require Resources: Fundraiser; emergency fund; fund manager.

D. Family Child Care Recognition Day. Celebrate family child care providers on Children’s Sabbath! A special prayer, a coffee reception, or a gift of appreciation are wonderful ways to let these unsung heroes know they are valued and appreciated by their community.

Required Resources: Volunteer planner.



E. Hospitality/Respite Day(s) (also called “Providers Morning Out”). Family child care is inherently isolating for providers, who spend long hours without adults’ company. Coffee hours that include child care offer providers respite from constant care for children plus a chance to visit with one another.

Required Resources: Two or more respite caregivers (for more than five young children). A room for children to play with toys that are safe and suitable, plus a nearby meeting room for the regular providers.

Optional Resources: A facilitator can help providers discuss their common concerns and share ideas.

Variation: Support Group for providers, parents and grandparents to facilitate intergenerational sharing of wisdom, experience, and concerns.

F. Transportation. Providers often want to take field trips with their children to parks, museums, special children’s events, and workshops. A volunteer car or van expands the activities available to providers.

Required Resources: Insured car/van with bonded, properly licensed driver.

G. Substitutes. A family child care provider’s worst fear is not being available for her children. Sickness and sudden emergencies occur in every family. Providers need vacations and days off just like the rest of us. Also, many providers would like to attend professional early childhood or business management workshops and conferences, but they do not have any way to leave their children in care. In addition, the cost of substitutes doubles the expense of a “day off.” By developing a carefully crafted substitute program, a congregation enables providers to continue their family child care business, yet attend to personal and professional needs.

Required Resources: Volunteer coordinator to recruit, screen and maintain up-to-date list of qualified substitutes; budget for substitute expenses (wages, transportation, training, etc.).

Optional Resources: Early childhood professional to train volunteers; transportation services and/or insurance coverage for volunteers.

Variation: Mentor Substitutes: Pay for substitutes so that experienced providers can visit new providers to give them guidance and encouragement.

H. Toy/Book/Equipment Lending Library. Durable games, toys and books are expensive. So are cribs, highchairs, swing-sets, and other equipment that children need. Also, a provider must have a safe house, with proper fire extinguishers, smoke detectors, gates and locked cupboards for hazardous household items like cleansers and medicines. Toy, book, or equipment lending libraries help providers affordably outfit their family child care homes, and maintain age-appropriate activities for children in their care. Books and videos for parents and providers may be offered as well.

Required Resources: Accessible, convenient, secure location; volunteers who are able to work weekends and evenings; collection of appropriate toys, books, etc. Requires a good deal of maintenance and organization!

Optional Resources: Library-on-wheels; toys-on-wheels.

I. Revolving Loan Fund/Small Grant Program. A person who wants to become a family child care provider can be discouraged by start-up costs. She must ready her home for children before she has paying clients! The majority of prospective providers find even small costs difficult to bear. But if they need major items such as window bars, vented heaters, or yard fences, they may give up in despair, or—worse—begin child care without taking adequate safety and health precautions. An equipment grant or low-interest loan can make the difference to a prospective provider, and to the quality of her child care home.

Required Resources: Capital fund; financial/program manager.

J. Enrichment Kits. Sometimes people become family child care providers without realizing that is what they have done. They begin by caring for a friend's child, and three years later they're still at it! Such providers may welcome an "enrichment kit" to help them become more professional. Such a kit might include health and safety items, a professional magazine, business forms, community resource lists, even a gift membership in a professional child care organization.

Required Resources: Volunteers; small budget.

K. Individual Consultation and Skills Bank. Many retired or still working congregational members may have expertise they will share with providers on such topics as tax/record-keeping, stress management, computer skills, child development, health, and nutrition. Others will build, fix, paint, mend, type, and otherwise assist providers to improve their homes and programs. Photographers and graphic designers can lend a hand with brochures or flyers. Tutors can assist a provider's school-aged children. A volunteer skills/assistance bank can be drawn upon by a provider as needed.

Required Resources: Volunteer skills bank coordinator skilled in supervision and matching.

Variation: Partner with Seniors' program to offer opportunities for intergenerational activities with family child care homes.

II. Partnerships with Family Child Care Provider Groups

L. Support for Existing Family Child Care Associations. Providers are their own best source of support, information, and professional development. Some family child care providers form associations so they can speak collectively on issues that affect them (see Section IX for list of existing association contacts). Associations may also promote professional recognition through credentialing or accreditation programs whose standards of excellence are higher than those required by state regulations. Churches and synagogues can become partners with family child care associations. They can offer scholarships to association members who want to be credentialed or accredited. They can offer space (and child care!) for association meetings and social gatherings. They can help publish and mail an organizational newsletter. By supporting a family child care association, a congregation strengthens the most important resource family child care providers have—themselves.

Required Resources: Volunteer liaison; fundraiser, knowledge of existing associations.

Optional Resources: Meeting and office space; access to child care facilities, office equipment; scholarship fund.

M. Family Child Care Networks. A church or synagogue may choose to develop its own network of family child care providers, regardless of whether it has an on-site child care program. Such a network may include any or all of the activities already described. Its major function is to help providers do a better job of caregiving by linking them with others. In a family child care network, the church or synagogue serves as the network hub. An office with telephone and resources is located at the hub. Staff (as needed) are based at the network office.

Adapted from *Partners in Family Child Care - Opportunities for Outreach: A Guide to Religious Congregations* by Margaret Freeman, the National Council of Churches/Ecumenical Child Care Network. Used with permission.

Assessing Your Congregation's Resources and Capabilities

Once you have determined that a need for outreach for family child care providers exists in your community, you need to assess your own congregation's capabilities and resources. For a church or synagogue to develop a successful program it needs to be clear about what it is able to do. The following questions may help a congregation assess its resources and capabilities.

1. What is the congregation's mission with children?
2. How do congregational members feel about child care? Do they support mothers who need or want to work outside the home?
3. Are there family child care providers who attend the church/synagogue? Any families that use family child care?
4. How would a family child care program fit into the total program of the church or synagogue? Are people in the congregation ready to support a long-term program? Or would they prefer short-range projects? Would members prefer to operate a program by themselves or join a partnership with other groups?
5. What are the physical and human resources of the church/synagogue? What space and facilities could be used by a family child care program? Are there congregational members who are potential staff or volunteers?
6. How accessible is the church/synagogue to public transportation such as bus or subway stops? Is there parking available?
7. Are there known family child care providers in the neighborhood? Are there many children with families in the area?
8. What funds are available for a family child care program? How much money can the church/synagogue itself put into the program? Are these one-time resources or are they on-going? What potential does the congregation have for special individual gifts? What potential is there through regional or national religious agencies?
9. Will fees be charged for any services? If so, will they be on a sliding scale? How will fees be determined?
10. Will public funds be sought? For what purpose? How does the congregation feel about receiving public monies?
11. Are there local religious, voluntary or business groups that might join in partnership with the program? Contribute equipment, supplies, in-kind services, scholarships?
12. What are the hidden costs of a family child care program? How much do providers subsidize their services by earning incomes much lower than they deserve? Is the congregation willing to increase its administrative or maintenance budget to cover additional office/program costs?
13. Does the church/synagogue's liability insurance cover a family child care program? What would the policy limits be? Would there be additional costs?
14. What laws might affect the use of the church or synagogue for a family child care program?
15. If public funds are sought, to which laws and regulations will the church/synagogue be subject? How will receipt of public funds influence the type of program developed?

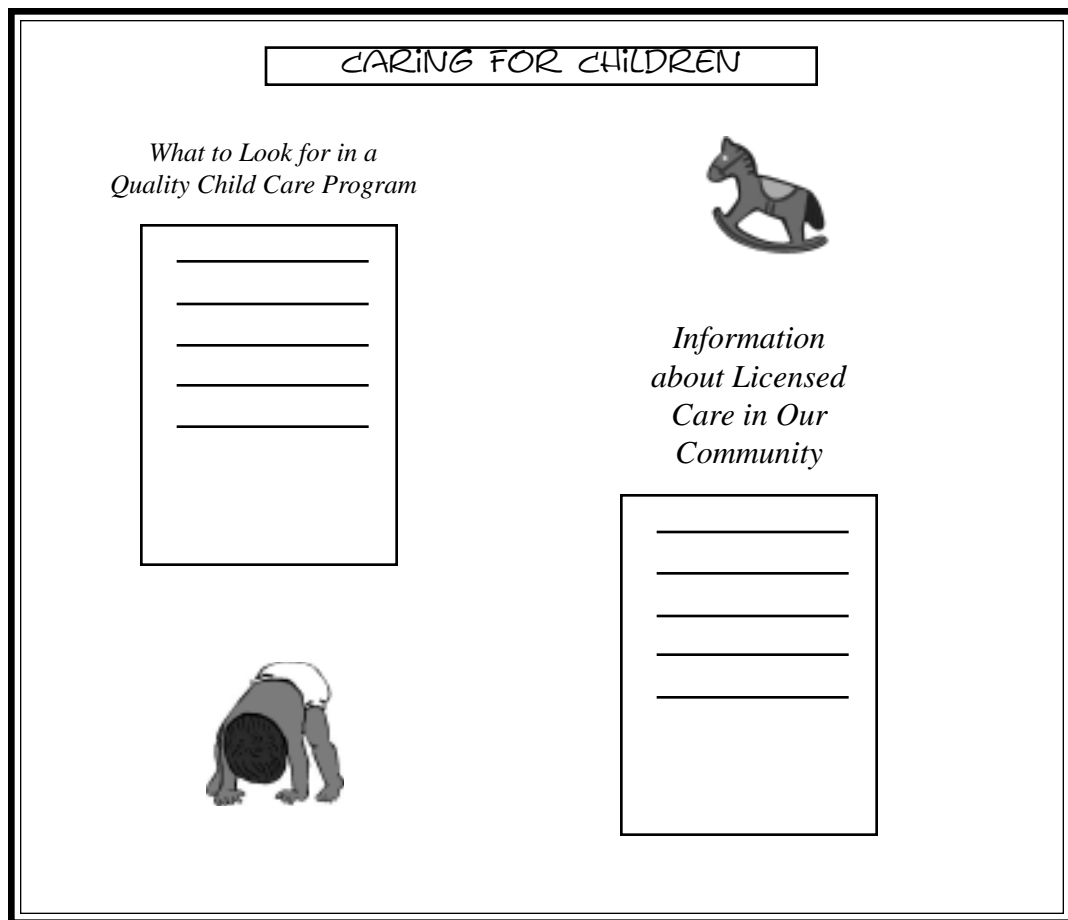
Adapted from *Helping Churches Mind the Children* by the National Council of Churches, (rev. 1987).
Used with permission.

Handouts for Potential Providers and Parents

The next pages are reproducible handouts for potential child care providers and also for parents in your community.

The first three pages provide useful checklists for potential providers. The remaining pages can help parents understand the various types of child care programs, and what qualities to look for when investigating child care options for their children.

You might display these pages on your congregation's bulletin board or information table, and/or publicize their availability for providers and parents in congregational newsletters or announcements.



This bulletin board layout is one way your congregation can support quality child care and development services. Consider including pictures of children in your community on this display as well.

Starting a Business Checklist

- ◆ Prepare a Business Plan.
- ◆ Set up a free consulting appointment with a Business Consultant at the Small Business Development Center (SBDC) to discuss business start-up and operation.
- ◆ Consult, as necessary, with appropriate professionals (i.e., attorney, accountant, banker, insurance agent).
- ◆ Determine a legal structure of doing business (i.e., sole proprietor, partnership, corporation, limited liability company).
- ◆ Check zoning laws and land use ordinances that might apply to your business (in the city or county in which you plan to conduct business).
- ◆ Make sure the location meets the current building and fire codes for proposed use (in the city or county in which you plan to conduct business).
- ◆ If you need office space, call your local Chamber of Commerce.
- ◆ Apply for a Federal Identification Number (if you are a partnership, limited liability corporation or company or if you have employees).
- ◆ Verify, publish and file a Fictitious Business Name Statement with the County Clerk (if necessary).
- ◆ Obtain necessary insurance coverage (e.g., liability, errors, and omissions, auto, property / casualty, workers' compensation, etc.).
- ◆ Apply for a business license (in the city or county in which you plan to conduct business).
- ◆ Apply for a Home Occupation Permit (if the business is home-based).
- ◆ Obtain other necessary permits or licenses from the city, county, state, and federal governments.

This checklist is designed to assist new business owners with the requirements that generally apply to most businesses. This checklist will not be all-inclusive for all businesses. New owners are encouraged to contact their attorney, industry associations, the SBDC, etc., to find out what additional requirements may relate to their particular circumstance.



Used with permission from the San Joaquin Delta College Small Business Development Center.

Insurance Coverage Questionnaire

Not all insurance programs provide the same coverages. This form will enable you to compare companies - **before** a claim occurs.

Please check the types of coverage offered by your company.

Type of Policy: ___ General Liability ___ Errors & Omission (Professional Liability)?
Is the Insurance Company Admitted? ___ Yes ___ No

Does your insurance program include coverage for:

- 1 Provider, employees, and all residents of household (employed in day care or not) as Insureds.
- 2 Child Abuse defense and indemnity for **all** insureds per #1 above (includes legal expense and payment of judgment to policy limit)
- 3 Child Abuse coverage limit
- 4 Child Abuse covers sexual, physical, or mental abuse
- 5 Infants under 6 weeks
- 6 AIDS/HIV and infectious bodily fluids
- 7 Off premises/field trips
- 8 Products/Completed Operations (Food Preparation)
- 9 Incidental Malpractice (Dispensing Medicine)
- 10 Personal Injury (Libel, Slander, etc.)
- 11 Contractual Liability (Including Client Contracts)
- 12 Transportation coverage
- 13 Non-owned auto coverage
- 14 Deductibles
- 15 Swimming Pools/Spas/other bodies of water
- 16 If no, can it be added?
- 17 Dogs
- 18 Extended days or hours that are beyond regular operations (non-emergency)
- 19 Is there a time limitation to report claims (other than when known)

Accident: Please indicate Accident Medical Coverages:

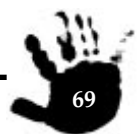
- 20 What is the limit per child, per accident
- 21 Is it a separate policy?
- 22 Are field trips covered?
- 23 Is transportation coverage included?
- 24 Is the coverage for children primary (pays first)?
- 25 Is the coverage primary (pays first) (providers enrolled children covered on excess basis)?
- 26 Deductibles

Completed by: _____

Title: _____

Company: _____

Date: _____



Public Playground Safety Checklist

1. Make sure **surfaces** around playground equipment have at least 12 inches of wood chips, mulch, sand, or pea gravel, or are mats made of safety-tested rubber or rubber-like material.
2. Check that protective **surfacing extends** at least 6 feet in all directions from play equipment. For swings, be sure surfacing extends, in back and front, twice the height of the suspending bar.
3. Make sure play structures more than 30 inches high are **spaced** at least 9 feet apart.
4. Check for **dangerous hardware**, like open "S" hooks or protruding bolt ends.
5. Make sure **spaces** that could trap child, such as opening in guardrails or between ladder rungs, measure less than 3.5 inches or more than 9 inches.
6. Check for **sharp points or edges** in equipment.
7. Look out for **tripping hazards**, like exposed concrete footings, tree stumps, and rocks.
8. Make sure elevated surfaces, like platforms and ramps, have **guardrails** to prevent falls.
9. **Check playgrounds regularly** to see that equipment and surfacing are in good condition.
10. **Carefully supervise children** on playgrounds to make sure they're safe.

Adapted from "Is Your Public playground a Safe Place to Play?" by KaBoom!.

Health and Safety Issues

For information on the following issues, contact the County Public Health Department:

Car seat safety
Communicable diseases
Lead poisoning

US Dept of Housing and Urban Development (HUD) issued new regulations amending the Residential Lead-Based Paint Hazard Reduction Act. Contact the National Lead Information Center at 800-424-LEAD or download the regulation and other materials at www.hud.gov/lea. For further information, you may call HUD at 202-755-1785, ext. 104 or e-mail HUD at lead_regulations@hud.gov



A Parent's Guide to Quality Child Care

While no one can replace you, quality child care will offer a stimulating, nurturing environment which should help prepare your child for school and to reach his/her full potential.

So what exactly is quality child care? Well, quality is defined as a degree of excellence. This means not average, not "it will do" child care, but excellent child care. Bottom line, you need to feel that the child care provider you select will offer a safe and stimulating, loving environment in which your child will mentally and physically thrive.

Characteristics of quality

As you begin your search, here's what to look for in quality child care:

- ◆ Settings that are safe and provide small group sizes and adult-to-child ratios encouraging the best opportunities for development;
- ◆ Caregivers or teachers who have experience and are trained in early childhood development;
- ◆ Settings that offer opportunities for meaningful parent involvement;
- ◆ Learning materials and teaching styles that are age-appropriate and respectful of children's cultural and ethnic heritage; and
- ◆ Learning opportunities that promote your child's success in school.

Adapted from "What are the benefits of high quality?" National Association for the Education of Young Children, 1509 16th Street NW, Washington, D.C. 20036-1426

One thing is certain: you can never begin your child care search too soon. If possible, start your child care search at least six months before you need the care. The more time and thought you put into choosing your provider, the better you'll feel with your choice.

Choosing Quality Child Care

While the many choices and varying advice regarding child care may seem overwhelming, in the end your feelings will help you choose your provider. Your local child care resource and referral (R&R) agency offers a wealth of information right at your fingertips – and it's free. Child care resource and referral agencies are located in every county in California. By dialing **1-800-KIDS-793** you can get the phone number of your county's resource and referral agency.

Types of Child Care

Depending on the age of your child, there are several types of child care you may need to consider. The following provides a description of settings from infant to school-age child care.

Infant and toddler care

When looking for quality care for infants and toddlers, look for a provider who seems to enjoy your child by talking and interacting with him or her in a warm, friendly way. It is important that your little one is included in activities but stays safe when around older children. Keep these questions in mind when looking for quality infant and toddler care:

- ◆ Does the provider keep a clean diaper changing area which can be disinfected after every diaper change?
- ◆ Does she wash her hands after every diaper change and between diaper changes?
- ◆ What are the sleeping arrangements? Where are cribs located?
- ◆ What experience has the provider had with infants and toddlers?
- ◆ Who supplies the diapers? Formula? Baby food?
- ◆ How is your infant fed? Is she held and cuddled with every bottle feeding? Fed on her own schedule?
- ◆ Does the provider encourage you to bring breast milk and stop in throughout the day to breast-feed your baby?
- ◆ Is there a special outside play area for infants and toddlers?
- ◆ What are the ages of the other children?
- ◆ What is the provider's plan for dealing with separation and attachment issues which happen during the first years of life?
- ◆ Does the provider ask you what your child likes and needs?
- ◆ Does the provider read, sing, and provide toys that are appropriate for your child's age?

Preschool care

Preschoolers need room to run, jump, climb, and socialize. Look for a provider that can expose your child to books, toys, art, music, and "share time," which will help him prepare for school without pushing him too much.

Find out:

- ◆ What is the preschool's daily schedule?
- ◆ Do the providers interact with the children and stay close to observe them?
- ◆ Do the providers get down to the level of the child? Is eye contact being made?
- ◆ Do the children respond in a positive way to the providers?
- ◆ Do you see smiles exchanged?
- ◆ With regard to art projects, does the provider believe that process or product is the more important?
- ◆ Are there creative materials for pretending so that the children can use their imagination at all times?
- ◆ How much climbing, running, or jumping will the children have each day?

Congregations Caring for Children

- ◆ Is correct language used?
- ◆ When are books used? Is there a regular story time?
- ◆ Is there a balance between active and quiet play?
- ◆ Is there child-sized equipment?
- ◆ Are toys stored within easy reach of the children, or must they always ask an adult?
- ◆ How is toilet training handled?
- ◆ Are children required to take a nap?
- ◆ Are children encouraged to help with cleanup?

There are 13 child care licensing offices throughout the state. You can receive your Community Care Licensing office's number by dialing 916-229-4269. These offices also handle most licensing applications. Licensing staff monitor child care facilities through unannounced visits, investigate complaints, revoke licenses if necessary, and work to promote quality child care. Feel free to contact licensing to find out if there are any complaints against a provider and the nature of the complaint. Talk to your provider about any complaints so that you understand her side of the story. Ask to see the licensing reports. In the long run, your instincts, along with your fact gathering, will help you find quality child care.

Child care centers

No two child care facilities are exactly alike. From a large child care center to a neighbor's home to care in your own living room—many choices are open to parents seeking quality child care. Knowing the types of child care available and how they can best meet the needs of both you and your child are the first steps in making the right choice.

Child care centers are required to be licensed in California. Infants, toddlers, preschool, or school-age children may all receive care at a child care center. Centers are usually located in schools, religious facilities, public buildings, or private buildings. A center may be a part of a large child care corporation or it may be locally owned. Some centers focus on a specific teaching method, such as High Scope, Montessori, or Waldorf. Center programs tend to be organized around the care and education of a larger group of children.

Separate licenses are required to care for infants, preschoolers, and school-age children, although a center may be licensed to care for all three age groups at one site. Depending on their age, children receive care in separate areas at the center for safety and activity reasons.

Ratios

The staffing ratios for child care programs are established by the State of California to provide minimum standards for adult supervision at a child care center. Ratios of caregivers to children vary depending on the age of the child and the



number of trained staff members present. When looking at a child care center ask:

- ◆ How many trained staff members care for infants and preschoolers?
- ◆ Find out the number of trained staff that supervise school-age children.
- ◆ Contact your local resource and referral agency and licensing office to double-check the staff-to-child ratio. Call 1-800-KIDS-793 for the agencies in your area.

Staff qualifications

Qualified teachers for centers that care for infants or preschoolers must have completed at least twelve units of early childhood education. For teachers in centers with a license for school-age children, the units may be in multiple education subjects or recreation-related fields appropriate for the care of older children. Additionally, employees of centers may be a part of several professional organizations and/or may attend continuing professional education courses.

Points to consider in choosing a child care center

- ◆ **Environment:** How many caregivers will be with your child in a day or week? Are there plenty of interesting toys and materials for your child to play with? Is the center organized so your child can find things easily? Are the children smiling and happy?
- ◆ **Values:** What are the provider's philosophy and values? How does the provider discipline children? How does the provider individualize learning activities, nap, mealtime, and toilet training?
- ◆ **Communication:** How does the center staff share information about your child's progress and daily activities? Can you visit at any time? How is discipline handled?
- ◆ **Staff:** How long have the caregivers worked at the center? What is the staff turnover? Are the management's and caregivers' values the same? Does the staff seem relaxed and responsive to the children's needs?
- ◆ **Parent Involvement:** Are you welcome to participate in the child care program? Are you required to volunteer? Does staff encourage your input on how well your child is doing? How is your child's progress shared with you?
- ◆ **Education:** What type of experience, education, and credentials do the caregivers have? Is the center a member of the NAEYC?
- ◆ **Licensing:** What type of license does the center have? Can your child attend from infancy to school-age? Did you contact Community Care Licensing to check on any previous complaints?
- ◆ **Location:** How convenient is it for you from your work, home, bus route, and/or health care provider?
- ◆ **Cost:** Can you afford the monthly tuition? Is there an additional registration fee? Is there a family discount? Does the center charge a fee for late pickup? Are there any other costs for materials, field trips, or books?
- ◆ **Evaluation:** Does the program staff have a process of determining what they are doing well and what needs to be worked on?

Family Child Care Homes

Licensed family child care homes refer to child care in an individual's private home. The home may be rented, leased, or owned. It may be in a mobile home park or in an apartment. Because family child care is home-based, children tend to be cared for in a family-like setting with all the daily activities usually associated with home.

The types of family child care homes vary widely, from the neighborhood parent who cares for a few children to a large family child care home that cares for up to 14 children. A family child care home is a business. You should expect professional service and should treat your provider as a professional.

Ratios

The number of children cared for at a family child care home may vary, depending on the age of the children and whether an assistant is pre-sent. The children of the provider and assistant who are under the age of ten are included in determining the adult-to-child ratio. When looking at a family child care home:

- ◆ Find out how many adults and children are present.
- ◆ Ask the provider the number of children she is licensed for.
- ◆ Ask if she cares for school-age children.
- ◆ Finally, when you contact your local resource and referral agency and Community Care Licensing, double-check the ratio.

Staff qualifications

Family child care providers are required to be licensed if they care for the children of more than one family. Licensing has minimum health and safety standards that providers must follow. Licensing requires that providers take pediatric CPR, first aid, and health and safety classes. Providers may have additional education, such as a degree in early childhood education, community college courses, or training through child care associations. Providers may receive accreditation through the National Association for Family Child Care (NAFCC). This organization's mission is to recognize high quality in family child care.

Points to consider in choosing family child care

- ◆ **Environment:** Is the home clean and safe? Are latches on cabinets, plugs on outlets? Are the stairs, fireplace, and windows child-proofed? Are there any physical concerns you may have, such as a pool or unused cars or equipment in the backyard? Does the provider keep firearms in the home? If so, are they locked up and stored away from reach? Are there plenty of interesting and age-appropriate toys and materials for your child to play with? Does the provider offer a preschool program or help prepare your child for school? Does the provider offer transportation to and from school? If the provider transports your

children, is the provider trained on car seat and vehicle safety? Ask about the provider's driving record.

- ◆ **Values:** What are the provider's philosophy and values? How does the provider discipline children? How does the provider individualize learning activities, nap, mealtime, and toilet training?
- ◆ **Communication:** Does the caregiver share information with you on how your child is doing? Can you visit at any time?
- ◆ **Experience:** How long has the caregiver provided child care? What type of education does she have? Did you contact Community Care Licensing for the caregiver's past history?
- ◆ **Operation:** What hours does it operate? Does this provider offer evening, early morning, or weekend hours? What age and how many children will the provider care for? What is the staff-to-child care ratio the home must follow? Does the caregiver have children at home? Are the children counted in the ratio?
- ◆ **Location:** Where is the home? Is it close to your work, home, and health care provider?
- ◆ **Cost:** What are the monthly fees? Late fees? Registration fees? Is there a vacation or sick leave credit when your child is out?
- ◆ **Back-up plan:** What is the provider's back-up plan? When does the provider go on vacation or take personal holidays? What types of experience do the assistant or substitute caregivers have?

School-age care

Quality school-age care offers a safe, friendly, and stimulating environment for older children when they are not in school. Children need to be supervised at all times. Indoor and outdoor activities should be stimulating and fun for this age group. School-age care also needs to be flexible to offer a program that meets the individual needs of children. Here are some questions to consider when looking for quality school-age care:

- ◆ Is transportation provided to and from school? If necessary, is the provider on the bus route?
- ◆ Are afternoon snacks available?
- ◆ What about homework? Is there access to a quiet study place, computers or other learning tools?

Congregations Caring for Children

- ◆ Does the program provide tutoring for children who need extra help?
- ◆ Does the provider feel comfortable with visits from school friends on site? Is there transportation for after-school activities, such as sports, piano, Little League, or 4-H?
- ◆ Is the method of discipline appropriate for older children? Do the children have some say in organizing their day?

Other points to consider

Whether you are looking for infant, preschool, or school-age care, read the caregiver's written policies and procedures. Determine when the program is closed and what the policy is for late pickup or illness. Check references. Talk with other parents who have children in the program. When you have narrowed down your choices, contact two important agencies that will help check on the past history of providers: your local Community Care Licensing and/or TrustLine.* Visit the program at least twice, at different times of the day. Stay long enough to watch children switch from one activity to another.

Making your choice

Before making your final choice, bring your child to visit the child care provider(s) or center. Watch:

- ◆ How does your child get along with the provider(s)? The other children? Is s/he excited about being cared for there?
- ◆ How does your child interact with the other children?
- ◆ Does your child seem comfortable with the meals provided?
- ◆ How does the daily schedule work for your child?
- ◆ What is the next step in starting the child care relationship?
- ◆ Is there a waiting list?

Talk to the provider again and ask for written fee information. If possible, enroll your child in the child care program a few days before returning to work to ensure a smooth transition.

*For more information on TrustLine, call 800-822-8490 or contact the California Child Care Resource and Referral Network at 415-882-0234.

Adapted from *Your Guide to Child Care* by the Care About Quality campaign, California Department of Education/Child Development Division.



Advocacy for Quality Child Care



Why become involved?

You can make a difference!

Adequate state and local support for quality child care is still insufficient to meet the needs of California's children. As noted earlier, a majority of the state's children require child care, but there is a tremendous lack of quality options.

The most significant legislative changes to support available, quality child care have come about as a result of local involvement. Congregations can help build quality child care options in their communities by mobilizing their members behind key movements in their community and statewide to make change for child care.

What are the key issues?

Any time you choose to become involved in advocacy efforts, it is critically important to understand the key positions related to the issue.

Early childhood advocates promote the following for child care programs:

Quality Child Care: It's difficult to define quality child care, but most experts agree that at a minimum the following are components of a quality child care program:

- ◆ A program that promotes positive learning appropriate to the age of the child.
- ◆ Consistent staff who are nurturing and responsive to children. They must be well-trained and appropriately compensated.
- ◆ The physical environment is safe and promotes healthy indoor and outdoor experiences.

Affordable: There is a need for enough quality child care choices for families to select from regardless of their income. Quality child care is expensive. Adequate funding for families whose income makes it difficult to pay for good child care settings is vital.

Available/Accessible: Subsidized as well as non-subsidized child care must be made available for the hours when parents need care and must be located near their homes, workplaces or where children go to school. Child care is only truly accessible when enough variety of quality alternatives are available and parents have information on all of their options.

What Can Your State or Community Do For Babies?

Joan Lombardi, former director of the federal Child Care Bureau and family and child policy expert, has developed a dozen steps for using Child Care and Development Block Grant (CCDBG) and other funds to ensure better infant care in states and communities. Your state now has its share of \$100 million CCDBG funds targeted for infants and toddlers as well as an additional \$817 million in CCDBG discretionary funds and an additional \$200 million in CCDBG mandatory finds that can be used to improve and expand child care for infants and toddlers. Steps you can take include:

Creating Better Programs

- 1 Review licensing standards to ensure that all infant/toddler programs meet the National Health and Safety Standards for Out-of-Home Care (AAP/APHA).
- 2 Ensure that infant/toddler providers have specialized training and credentials, and adequate compensation.
- 3 Promote higher reimbursement rates for infant/todder care and care that is accredited.
- 4 Ensure that every infant and toddler in child care has up-to-date immunizations and a developmental screening.
- 5 Ensure that every infant/toddler program involves parents, promotes parent education and family support services, and reflects cultures and languages of the families served.
- 6 Expand the supply of quality care and ensure that all eligible children have access to Early Head Start.

Providing Essential Supports

- 7 Launch a public awareness campaign to help parents understand how to select and monitor the quality of care for their infants and toddlers.
- 8 Fund an infant/toddler specialist to work with providers and parents in every Child Care Resource and Referral Agency.
- 9 Provide every infant/toddler program with access to health and mental health consultants.
- 10 Ensure that all infant/toddler programs have training and support to include children with special needs.
- 11 Create networks of support for family child care and kith and kin providers.
- 12 Ensure that all higher education institutions in the community have the capacity to offer courses in infant/toddler care and supervision.

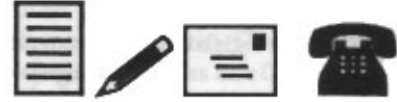
If your state or community has developed new infant and toddler initiatives that you would like to share, please contact Joan Lombardi at jlombardi@aol.com

Obtained from the Children's Defense Fund Advocacy newsletter, January 2001.



Public Policy - How to Get Involved

The following is a list of contacts to receive up-to-date policy information on child development issues.



Federal Level

Children's Defense Fund
Religious Affairs Director, Child Care and Development: Helen Blank
25 E Street, NW
Washington, D.C. 20001
Phone: (202) 662-3547 Website: www.childrensdefense.org

National Council of Jewish Women
53 West 23rd Street
New York, NY 10010
Phone: (212) 645-7466 Website: www.ncjw.org

State Level

On the Capitol Doorstep Newsletter
Publisher: Pat Dorman
926 J Street, #1008
Sacramento, CA 95814
Phone: (916) 442-5431 Website: www.tomatoweb.com/capdoor/

Child Development Policy Institute
Legislative Advocate: Tim Fitzharris, Ph.D
926 J Street, Suite 412-413
Sacramento, CA 95814
Phone: (916) 443-1096

Action Alliance for Children
Executive Director: Philip Arca
1201 Martin Luther King Jr. Way
Oakland, CA 94612-1217
Phone: (510) 444-7136 Website: www.4children.org

Children's Advocacy Institute
Senior Policy Advocate
926 J Street, #709
Sacramento, CA 95814
Phone: (916) 444-3875 Website: www.acusd.edu/childrensissues

Congregations Caring for Children

Children Now

Senior Policy Associate: Larisa Casillas

1212 Broadway, 5th Floor

Oakland, CA 94612

Phone: (510) 763-2444 Website: www.childrennow.org

Catholic Charities of California

Executive Director: Rick Mockler

1119 K Street, Second Floor

Sacramento, CA 95814

Phone: (916) 313-4005 Website: www.cccalifornia.org

California Church IMPACT

Director of Public Policy: Theresa Taylor-Carroll

2700 L Street

Sacramento, CA 95816

Phone: (916) 442-5447 Website: www.calchurches.org

Local Level

Child Care Resource & Referral Program (R & R)—There is an R & R serving every county in the state. They operate under different names, but provide many of the same services including providing information on public policy issues at the local, state and federal level. Look under Child Care in the yellow pages to locate the R & R nearest you or call 1-800-KIDS-793. www.rnetwork.org

Local Child Care Planning Council (LPC)—There is an LPC in every county. In most counties they are administered through the County Office of Education. The primary task of the LPC is to assess the child care needs in the county and recommend funding priorities to the State Department of Education. To find out more about your LPC, contact the County Office of Education or your local R & R.

Children and Families Commission—Better known as the Proposition 10 Commission, these commissions are charged with developing a countywide strategic plan for early childhood services. To find out more about the Commission, contact your local R & R or call the State Commission Office at (916) 323-2534. The State Commission website is www.ccfc.ca.gov

Legislation Websites

State government: www.assembly.ca.gov and www.sen.ca.gov include contact information for each legislator and other valuable resources such as the status of current legislation and copies of bills. Another information site is www.leginfo.ca.gov

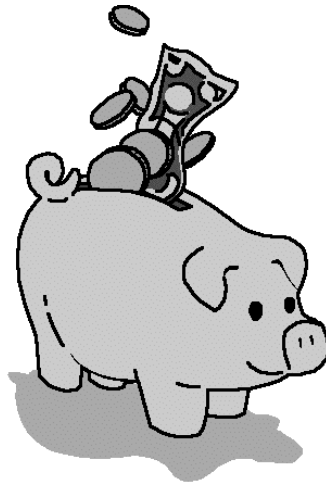
Legislative Analyst's Office: The LAO provides nonpartisan analysis of the Governor's annual budget proposal, including proposed spending for child care. www.lao.ca.gov

Adapted from the California Child Care Resource and Referral Network, compiled by Donita Stromgren.

Funding for Child Care Programs

In addition to the information on the following pages that describes various public funding available to create or expand child care services, there may be local or regional foundations with a mission of caring for children. Contact your county's nonprofit resource center to develop a list of those foundations in your region.

Another source of potential funding may be within your own denomination or faith community. Funds are often dedicated to community economic development projects, or more specifically to the creation and support of early childhood education and/or school-age programs.



Public Funding and Faith-Based Child Care

There are a variety of sources of local, state and federal government funds for the construction, start-up, and operation of child care centers. **Funding is generally available to programs without restriction, if they have no religious content.** A congregation or another nonprofit agency leasing their facilities may operate these programs.

Funding is available to assist income-eligible families to pay for child care in non-subsidized child care settings, centers and family child care homes that do not have a contract with the State Department of Education to provide such care. Non-subsidized child care assistance may be a mixture of state and federal funds, and it is the blending of public funding sources and categories that may be somewhat confusing. However, it is the clear policy of the federal government, under the parental choice provisions of the Child Care and Development Fund (CCDF), to allow its funds to be used for the subsidy of families who may choose faith-based care. (The State Plan for the use of the CCDF Block Grant is available from the Department of Education.) These funds are available through an Alternative Payment Program (APP) and each County's Department of Social Services. Contact your local R&R agency to inform them of your willingness to serve children on subsidy.

Quality improvement efforts funded by the federal CCDF, described in the State Plan, may be available to a broad range of child care providers. Some projects may have matching funds through the state Children and Families Commission. Funds are available to upgrade playground equipment, fund program accreditation, and provide stipends for child care worker retention. Projects funded by the California Department of Education to increase quality are generally only available to subsidized (state-contracted) centers. Contact the California Children and Families Commission (see organizations list in Section X).

Funding to upgrade facilities to improve accessibility for children, staff and families with disabilities and other special needs should be available for non-subsidized programs. These funds along with technical assistance and instructional materials will be administered through local child care resource and referral (R&R) programs and/or local child care planning councils. Contact your local R&R agency for information. Funds for subsidized programs are available directly from the State Department of Education, Child Development Division.

County Children and Families Commissions are another potential source of funding for child care. See the following page for further information.

***Note: The use of state funds is prohibited for child care programs that include religious instruction, symbols, or practice. Similarly, federal funds** for Community Development Block Grants (which may be used for capital and start-up costs of centers) and for Head Start may only be used for programs that have no religious content.

Submitted by Mark E. Carlson, Lutheran Office of Public Policy and
Donita Stromgren, California Child Care Resource & Referral Network

State and County Children and Families Commissions

The passage in 1998 of Proposition 10, the California Children and Families Act, marked a major new commitment of resources to help California's large and diverse population of young children and their families. Proposition 10 imposes a 50 cents per pack surtax on cigarettes and a comparable tax on other tobacco products, which raises about \$700 million annually for serving children through age five. Eighty percent goes to county Children and Families Commissions, appointed by county boards of supervisors. Each county is funded according to its percentage of births statewide, to create a continuum of effective and accessible services for young children and their families in:

- ◆ prenatal and child health
- ◆ family support and education, and
- ◆ child care and development

Each county commission must adopt a strategic plan, reviewed annually, consistent with state guidelines.

Twenty percent of funds go to the State Children and Families Commission, for:

- ◆ Statewide leadership, coordination and policy development
- ◆ Technical assistance to County Commissions
- ◆ Research and evaluation on best policies and practices
- ◆ Education and training for parent, child care providers and other professionals
- ◆ Support for child care and development
- ◆ Public education and outreach

The California Children and Families Act of 1998 is designed to provide, on a Community-by-Community basis, all children prenatal through five years of age with a comprehensive, integrated system of early childhood development services. Through the integration of health care, quality child care, parent education and effective intervention programs for families at risk, children and their parents and caregivers will be provided with the tools necessary to foster secure, healthy and loving attachments. These attachments will lay the emotional, physical and intellectual foundation for every child to enter school ready to learn and develop the potential to become productive, well-adjusted members of society.

—Mission Statement, State of California Children and Families Commission

Children and Families Commissions and Faith-Based Organizations

It is the intent of Proposition 10 that Children and Families Commissions develop plans, make decisions, and allocate funds in an open and inclusive process. It is important that faith groups participate as advocates and service providers for children and families. Faith-based groups, including those providing or seeking to provide child care, have already been recipients of funding in the short time in which Proposition 10 has been implemented.

Of special interest are the growing number of county commissions which are providing incentives for child care professionals, including those in faith-based care, to stay in the workforce. Professional development incentives and stipends funded by county commissions are a vital means of improving quality care and mitigating the critical challenge of staff turnover and retention. Faith-based child care providers may also be eligible for funds to help with curriculum materials, playground equipment, preventive health resources, parenting education, and programs for families with special needs.

[insert chart pg.1]

[insert chart pg.2]

[insert chart pg.3]

[insert chart pg.4]

Charitable Choice 101 - An Introduction

Charitable Choice is a set of new rules that apply when a state or local government uses certain federal funds to buy social services. Past rules often required assistance to be secularized and excluded many faith-based organizations from participating. Charitable Choice ensures that faith-based providers have a chance to compete to provide help and it protects their religious character if they accept government funds. At the same time, Charitable Choice protects the religious liberty of people needing help.

New Freedoms and Responsibilities

Charitable Choice:

- ◆ Encourages public officials to obtain services from nongovernmental groups because community-based solutions can be key in fighting poverty and dependency.
- ◆ Requires government not to discriminate against faith-based organizations when choosing contractors or deciding who can accept vouchers to provide services.
- ◆ Obligates government to respect the religious character of faith-based providers that accept public money by affirming that:
 - they may display religious symbols and items,
 - they may use a faith-based approach and emphasize values and character,
 - they retain their right to use religious criteria in hiring.
- ◆ Protects the right of recipients to be helped without religious coercion by ensuring that:
 - they may not be discriminated against when seeking services,
 - they can decline to take part in inherently religious activities,
 - they have the right to an alternative if they object to a religious provider.
- ◆ Maintains the separation of church and state by requiring that government funds be used only for the public purpose of assisting the needy, not for inherently religious activities such as worship, sectarian instruction, or proselytization. (Vouchers give clients more choices and impose fewer restrictions on providers.)

Constitutional Foundations

Charitable Choice rests on the constitutional concepts that government must not discriminate against religion when it selects service providers, may not endorse one religion or many, and must safeguard religious liberty for all.

Charitable Choice now governs federal (and mixed state) spending for:

- ◆ welfare services (TANF, in the federal welfare reform law, 1996);
- ◆ Welfare-to-Work program (adopted in 1997);
- ◆ Community Action Agencies (1998 reauthorization of Community Services Block Grants)
- ◆ Substance Abuse & Mental Health Services (SAMHSA) drug treatment (Oct. 2000 and Dec. 2000 laws).

Government Collaborating with Faith Communities

Government should work closely with faith-based and community groups. Government has great resources and can provide uniformity of service, while social organizations around the needy can better provide encouragement and challenge, offer connections to networks, and deal with moral and spiritual matters. Many kinds of cooperation are possible. Faith-based organizations can be encouraged to expand their own outreach to their neighbors. They can join a welfare department's referral system. Government and congregations can together build a mentoring network to support welfare families.

In addition, government can purchase services from faith-based providers. Charitable Choice is not optional for any state, county, or city: it is the law of the land. Charitable Choice isn't a program to fund churches and synagogues. Instead it is a general principle that requires that faith-based organizations have a chance to compete for certain federal funds to provide services. Hurting people deserve the most effective help and now public officials can turn to faith-based groups along with other providers.

Making It Happen

Not all officials know about Charitable Choice or are complying with its new rules. Illegal barriers continue to be put in the way of expanded collaboration between government and the faith communities. Compliance is the first step forward.

Then the legacy of mistrust between many faith-based organizations and government needs to be overcome. Faith groups should take seriously the changed environment and explore the new opportunities. Public officials should acknowledge their need to become more hospitable to faith-based involvement and learn how to reach out. Government also can foster effective new collaborations by using smaller-scale contracts, encouraging subcontracting, and providing technical assistance.

A Challenge to Public Officials. For the sake of welfare families that need extensive assistance and a community of care, give special attention to nurturing expanded relations with faith communities. It is not enough to say that the doors

are open; constructive steps are essential to overcome the legacy of mistrust and to facilitate collaboration.

A Challenge to Conservative Faith Communities. Don't just say that serving the poor is the task of people of faith. Government officials recognize that public programs are insufficient and they want to collaborate with faith communities. The time to act is now. Take seriously government's offer with Charitable Choice to provide public funding without stripping ministries of the faith basis that makes them effective.

A Challenge to Progressive Faith Communities. Welfare reform needs further reform. Yet the needy also deserve to be reconnected to community and faith-based help. Advocate for policy change but don't neglect expanding your services. Take advantage of Charitable Choice to renew the spiritual depth of your services.

The following is a partial list of resources on Charitable Choice. For additional resources, see the Center for Public Justice's website at www.cpjustice.org.

A Guide to Charitable Choice: The Rules of Section 104 of the 1996 Federal Welfare Law Governing State Cooperation with Faith-based Social-Service Providers (Center for Public Justice and Christian Legal Society, 1997); 410-571-6300 or www.cpjustice.org.

S. Carlson-Thies and M. Rogers, "Charitable Choice: Two Views." *Sojourners*, July-Aug. '98.

Carl Esbeck, "The Neutral Treatment of Religion and Faith-Based Social Service Providers: Charitable Choice and Its Critics," in Davis and Hankins, eds., *Welfare Reform & Faith-based Organizations* (Baylor Univ., 1999).

John Orr, et al., "Faith-Based Organizations and Welfare Reform: California Religious Community Capacity Study, Qualitative Findings and Conclusions," Center for Religion and Civic Culture, October, 2000. Accessible at www.usc.edu/dept/LAS/religion_online/WelfareReform or at www.calchurches.org

S. Carlson-Thies and M. Rogers, "Charitable Choice: Two Views." *Sojourners*, July-Aug. '98.

Charitable Choice Provisions of the Welfare Reform Act of 1996: Top Ten Tips for Ministries

1. **Plans, Not Just Visions.** To be entrusted with public funds to serve the needy, you need specific plans for how you will help families overcome their problems. Faith is essential but no substitute for plans. Specify outcomes and demonstrate how your program will produce them.
2. **Don't Chase Money.** You have a right to compete for funding to provide services. Just be sure that the funds will help you carry out what you know how to do well. Don't be tempted to start a new program just because money is available for it.
3. **Be Accountable.** Make sure you have policies, procedures, and personnel that enable you to account for income and expenditures, monitor staff and volunteers, and keep track of clients progress. Government will, and should, ask you to be accountable for how you spend, what you do, and what works.
4. **Avoid Dependency.** Never become dependent on any one source of income. Plan ahead what you will do if government funding dries up or an unacceptable condition becomes the price of continued funding. Establish a maximum percentage of funds from any single source.
5. **Separate Incorporation.** Establish a separate but faith-based 501(c)(3) corporation to receive government money and to operate your service programs. Your congregation will be protected from unwanted government rules and prying, and a separate structure can be specifically designed for effective services for the community.
6. **Join Hands.** Your congregation has a vision for service? Wonderful. First step: see if any one else is already filling the need and join with them. If no one is yet active, get busy, but draw in others who share your vision and can bring their own expertise and connections.
7. **Be Careful About Religion.** Faith undergirds the solution. But the poor are not necessarily without faith; they may be suffering because of the evil of others. So let faith be resource, guide, and connecting point, not the end of the story. And respect, without ignoring, the alternative faiths many will bring.
8. **Get into the Loop.** Government contracting and policy making are long-standing operations with their own language, information channels, and players. Want to be serious about working with government? Find out what the loop is and get into it. Don't try it alone, join a network.
9. **Check With a Lawyer.** No matter how well you understand Charitable Choice, if you plan to get involved with government you first should consult with an attorney experienced with government rules and regulations, religious organizations, and the nonprofit sector.
10. **Advocate As Well As Serve.** As you serve the needy with your best efforts, don't forget that they may also need you to be on their side as their advocate to government. And don't let your focus on service blind you to the need for justice in public policies and economic life.



Charitable Choice Provisions of the Welfare Reform Act of 1996: Top Ten Tips for Public Officials

1. **Inform Recipients.** When a provider is faith-based, make sure recipients know about its religious character, their freedom not to engage in religious activities, and their right to receive services from an alternative provider.
2. **Alternatives.** Be prepared to offer an accessible, high quality alternative service to any recipient who objects to a faith-based provider. Make advance arrangements with a different provider in the same location, plan access and transportation to a nearby provider, or maintain a residual government capacity to provide services.
3. **Religion is Not Toxic.** Ensure the religious liberty of recipients without presuming that faith is toxic. A recipient troubled by a faith-based provider may want another religious provider, not a secular service. Many of the needy are people of faith and desire assistance that acknowledges their convictions.
4. **Allies.** Collaboration means working together to achieve the common aim of assisting the needy while also respecting the differences between government and faith-based organizations. Allied providers are more than vendors; they retain their freedom, their right to advocate on behalf of clients, and their responsibility to speak to policy.
5. **Employment Rights.** The biggest barrier to greater cooperation between the faith community and public welfare is not allowing faith-based providers to hire and fire on the basis of religion. Some religious organizations choose to hire without regard to faith, but many insist on religious criteria in order to retain their distinctive missions. Contract language forbidding them to use religion in hiring is illegal under Charitable Choice and must be eliminated.
6. **Vouchers.** Voucher arrangements are better than contracting for preserving the independence of faith-based organizations and giving recipients choice. Where possible, redesign services and procurement policies so that a range of organizations can provide services and each recipient has the chance to select the most effective and compatible provider.
7. **Structures for Cooperation.** Many congregations and faith-based nonprofits are too small to handle the service volume of a typical contract. To utilize their strengths and allow them to participate, alternatives are needed: voucherized services, contracting with a nonprofit intermediary that links congregations, a lead agency that subcontracts with smaller groups.
8. **Training and Assistance.** Government can help prepare faith-based organizations to provide authorized services by offering training in contracting, record-keeping, and regulations, and by assisting them in planning and presenting service proposals. Such assistance should be offered to all small-scale nonprofits and community organizations.
9. **Affirmative Outreach.** Many faith-based organizations have not been part of the human services system. They don't know the system and their names are unlikely to appear on vendor lists, mailing lists of activist organizations, or in multi-denominational or multi-faith directories. Work through every accessible network to begin to build bridges to them.

10. **Bill of Rights.** Past practices and assumptions about appropriate church-state relations have left a legacy of distrust between government and faith communities. Government should acknowledge its mistakes and make amends with a statement of the rights of faith-based providers. This would confirm the government's intention to treat them as allies and it would be a valuable guide to both sides if there is dispute about what actions are permissible.

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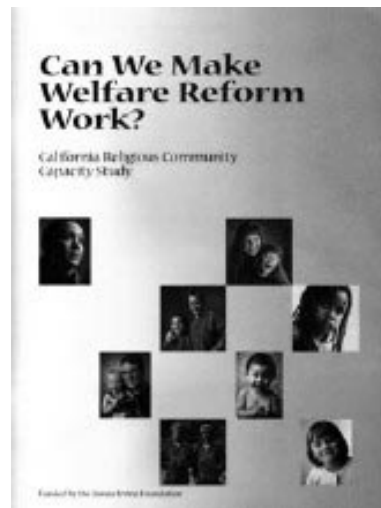
*Can We Make Welfare Reform Work?
The California Religious Community Capacity Study*

Can We Make Welfare Reform Work? The California Religious Community Capacity Study is the culmination of two years of research spearheaded by the California Council of Churches in partnership with the University of Southern California Center for Religion and Civic Culture and the University of San Francisco Institute for Nonprofit Organization Management.

The study is the largest statewide study of its kind and will have a significant impact on the national welfare reform reauthorization debate that begins early in 2001 in Washington.

The report can be ordered from the California Council of Churches at the cost of \$5 per copy, or may be downloaded for free from www.calchurches.org

For more information, call 916-442-5547 or write the California Council of Churches at 2700 L Street, Sacramento, CA 95816.



Organizations and Resources

Association for Childhood Education International

www.udel.edu/bateman/acei/ Provides information about the ACEI, their two journals and various publications, membership in the ACEI, conferences and workshops.

California Children and Families Commission

www.cafc.ca.gov

501 J Street, Suite 530

Sacramento, CA 95814

916-323-0056 Fax: 916-323-0069

California Commission on Teacher Credentialing

www.ctc.ca.gov The CTC web site provides up to date information on the Child Development Permit as well as other California teaching credentials.

California Early Childhood Mentor Program

www.ecementor.org The largest mentoring program for child care professionals in the U.S. Since 1988, the Program has provided advanced training for experienced child care workers who wish to become Mentors to new practitioners. Look for the discussion forum, covering mentoring, professional development and quality improvement issues in the child development field.

California Department of Social Services

Child Care Programs Bureau

74 P Street, MS 6-139

Sacramento, CA 95814

916-657-2144 Fax 916-654-1516

www.cclld.ca.gov also www.childsworld.org The California Department of Social Services' Children and Family Services Division is responsible for designing and overseeing an array of programs and services for California's at-risk families and children. This Department provides a statewide system for out-of-home care providers and appropriate services to children in out-of-home care, and facilitation of adoptions for children who need permanent homes. The web site provides up to date licensing and policy information as well as current forms.

- *Innovations in Child Care* This handbook of child care innovations and resources is available on line.

California Child Care Health Program

ericps.ed.uiuc.edu/cchp/cchphome.html The California Child Care Health Program (CCHP) focuses on bringing knowledge about health and safety issues to the child care provider and to link the health, safety and child care communities.

California School-Age Consortium (CalSAC)

111 New Montgomery St., Suite 301
San Francisco, CA 94105
415-957-9775 / Fax 415-957-9776

Catholic Charities USA

1731 King Street, Suite 200
Alexandria, VA 22314
703-549-1390

- *Providing Child Care*
A Resource Manual for Catholic Charities Agencies

Center for Career Development in Early Care and Education

ericps.ed.uiuc.edu/ccdece/ccdece.html This site presents information and resources concerning professional development in the child care and early childhood education fields.

Center for the Child Care Workforce

www.ccw.org This web site provides information on current activities of the nonprofit agency that began the movement for better compensation for child care workers. Look for information about the Worthy Wage Campaign, National Mentoring Alliance and research results.

Child Development Policy Advisory Committee

www.cdpa.ca.gov/ This organization is a California citizen's review board comprised of appointed members: parents, public members, family child care and child center operators and representatives of five State departments. The web site provides information on all their activities, public hearings, legislation and all scheduled child development events.

Child Development Division—CA Dept. of Education

www.cde.ca.gov/cyfsbranch/child_development/ CDD's mission is to provide leadership and support to all individuals and organizations concerned with children and families by promoting high-quality child development programs. The division undertakes to educate the general public about developmentally appropriate practices for infants, toddlers, preschoolers, and school-age children in a variety of safe and healthy child care and development environments. They fund a variety of child care programs and serve as the lead agency for federal child development funds. The web site provides information about current projects and funding opportunities.

Child Care Law Center (CCLC)

22 2nd Street, 5th Floor, San Francisco, CA 94105
415-495-5498, Fax: 415-495-6734

Provides information, support, education and legal aid.

Children Now

1212 Broadway, 5th Floor

Oakland, CA 94612

510-268-2444 Fax 510-763-1974

Email: children@childrennow.org

www.childrennow.org

Information about how to help in your community, publications and a list of Internet resources for child care.

- *California Report Card 99: How Our Youngest Children Are Faring.*

Children's Defense Fund

25 E Street, NW

Washington, DC 20001

202-662-3652 Fax 202-628-8333

www.childrensdefense.org Provides a voice for America's children. The web site includes information on the Black community, Crusade for Children; gun control; ways to help children; ordering information for publications and statistics on the status of children today.

- *Helping Parents Work and Children Succeed: A Guide to Child Care and the 1996 Welfare Act.* January, 1997 Helen Blank
- *Children's Sabbath Manual*

Children's Literature Web Guide

www.ucalgary.ca/~dkbrown/ This site provides links to such resources as children's books online, children's book awards, and movies based on children's books. The site also has lists of resources for teachers, parents, and storytellers.

Early Childhood.com

www.earlychildhood.com/ This site provides information for all who share an interest in improving the education and general life experience of young children. It's a place for getting advice from experts in the early childhood field, expanding your collection of creative projects, and sharing ideas and questions with the early childhood community.

Early Childhood Education On Line

www.ume.maine.edu/~cofed/eceol/welcome.shtml This site is a resource exchange area for early childhood education ideas such as observation and assessment, curriculum and environment, and professional development.

Ecumenical Child Care Network

8765 West Higgins Road, Suite 405
Chicago, IL 60631
773-693-4040

- *A Guide for Religious Congregations* 1991
- *Called to Act: Stories of Child Care Advocacy in our Churches* 1986
- *Congregations and Child Care: A Self-Study* 1996
- *Helping Churches Mind the Children: A Guide for Church-Housed Child Care Programs Second Edition* 1987.
- *Partners in Family Child Care - Opportunities for Outreach: A Guide for Religious Congregations.* 1991

ERIC Clearinghouse on Elementary and Early Childhood Education

ericece.org ERIC is the primary source for research information and articles. The web site is an excellent resource for the early childhood community. Includes information on the Reggio Emilia and Project approaches.

Evangelical Lutheran Church in America (ELCA)

Department of Education
8765 West Higgins Road, Chicago, IL 60631
800-638-3522 ext. 2857

- *Safe Haven for Children: Hope for Congregations and Communities.* 1998 Safe Havens and early childhood education section encourages congregations to complete a feasibility study. Feasibility Study Kit available from the ELCA.

Future of Children

www.futureofchildren.org/ A publication of The Center for the Future of Children, The David and Lucile Packard Foundation. The primary purpose of The Future of Children is to disseminate timely information on major issues related to children's well-being. The web site provides articles and scholarly research.

Healthy Child Care

www.healthychild.net/ The web site for the bimonthly magazine, Healthy Childcare. Each issue is filled with information on nutrition, safety, staff wellness, medicine, illness, health education and more.

I Am Your Child

www.yahoo.com/promotions/yourchild/ Provides information about early childhood development and about resources for parents and care-givers, including information on the first three years of a child's life, brain research, parent question, lists of books and other resources, and advice from experts.

Idea Box - Early Childhood Education and Activity Resources

www.theideabox.com/ This commercial site features discussion areas for parents and teachers with extensive listings of songs, curriculum ideas, recipes, etc. Teachers might find useful classroom ideas here.

National Association for the Education of Young Children

www.naeyc.org/default.htm Provides information on: the content of the NAEYC's journal, *Young Children*; books and videos for practitioners and parents; the NAEYC annual conference; the annual Week of the Young Child; the National Institute for Early Childhood Development; and policies to stimulate effective advocacy on behalf of young children.

National Association of Resource and Referral Agencies

www.naccrra.net/ The web site of a national nonprofit dedicated to providing the most up-to-date and useful information to parents seeking child care, child care professionals, NACCRRRA members, and child care advocates.

National Child Care Information Center

nccic.org/ Sponsored by the US Department of Health and Human Services, NCCIC has been established to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families. Activities include the dissemination of child care information in response to requests from States, Territories and Tribes, policymakers, parents, programs, organizations, providers and the public. The web site provides current information on all federal activities related to child care.

National Council of Churches

Child Advocacy Office
475 Riverside Drive Room 572
New York, NY 10115-0050
212-870-3342

- *Policy Statement on Child Day Care, 1984.*

National Council of Jewish Women

53 West 23rd Street, New York, NY 10010
212-645-4048, Fax 212-645-7466, E-mail: actionline@ncjw.org
www.ncjw.org

- *Opening a New Window on Child Care:
A Report on the Status of Child Care in the Nation Today. 1999.*

National Economic Development & Law Center

2201 Broadway, Suite 815
Oakland, CA 94612-3024
Attn: Publications
510-251-2600 / Fax: 510-251-0600
www.nedlc.org

- *Child Care Financial Planning Facilities Development Manual.*

National Institute on Out-of-School Time

www.wellesley.edu/WCW/CRW/SAC/ Formerly the School-Age Child Care Project (SACCCProject), this site includes a collection of resources on school-age child care provided by the Center for Research on Women at Wellesley College.

National School-Age Care Alliance

1137 Washington St., Boston, MA 02124

Tel: 617-298-5012 / Fax: 617-298-5022

Email: staff@nsaca.org Web: www.nsaca.org

North Carolina Rural Economic Development Center

4021 Cary Drive, Raleigh, NC 27610,

919-250-4314.

- *A Child At the Door*

PACE Center

University of California, Berkeley

510-642-7223

- *An Unfair Head Start: California Families Face Gaps in Preschool and Child Care Availability.* Second edition November 1997.
A report from the *Growing Up in Poverty Project*, a research initiative of the Berkeley-Stanford PACE, Yale University, and the California Child Care Resource and Referral Network.

Public Counsel Law Center/ Child Care Law Project

601 South Ardmore Avenue

Los Angeles, CA 90005

213-385-2977, ext. 300

- *Faith-Based Organizations and Child Care Centers*

School-Age Notes

A National Resource Organization of School-Age Care

P O Box 40205

Nashville, TN 37204-0205

800-410-8780 or 615-242-8464 Fax 615-242-8360

Email sanotes@aol.com - www.schoolagenotes.com

Soho Center

www.child2000.org/index2.htm A nonprofit national resource for family child care providers, the web site provides information on quality and training for providers.

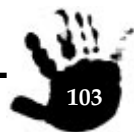
The Association of Christian Schools International (ACSI)

8876 Vintage Park Drive, Suite 109

Sacramento, CA 95828

916-681-8451 Fax 916-681-8452

www.acsi.org



The California Child Care Resource and Referral Network

111 New Montgomery St., 7th Floor
San Francisco, CA 94105
415-882-0234 Fax 415-882-6233

- *The California Child Care Portfolio 1999*

The Center for Public Justice

P. O. Box 48368
Washington, D. C. 20002-0368,
410-571-6300 www.cpjustice.org
Independent Christian civic education and policy research organization provides information on Charitable Choice.

The Infant/Toddler Consortium

5236 Claremont Avenue, Oakland, CA 94618,
510-658-9189, Fax 510-658-2067

The Polis Center at IUPUI

Indiana University Purdue University Indianapolis
1200 Waterway Blvd., Suite 100
Indianapolis, IN 46202
317-274-2455

E-mail: polis@iupui.edu

www.thepoliscenter.iupui.edu/polis/home.htm

- *Ten Good Questions About Faith-based Partnerships and Welfare Reform.* 2000

United Methodist Church

General Board of Global Ministries

475 Riverside Drive, New York, NY 10115

- *Putting Children and Their Families First: A Planning Handbook for Congregations.* 1996. (Stock #2627 ecm/2/97 \$4.75)

United Methodist Church

California-Pacific Annual Conference

Nurture Ministries

United Methodist Center

110 South Euclid, P.O. Box 6006

Pasadena, CA 91102

626-568-7354 or 800-244-8622

- *Guidelines for Church Weekday Child Care Programs*

Zero To Three

www.zerotothree.org/ This nonprofit fosters a network of people around the country who are concerned about the needs of infants, toddlers, and families. It also functions as an Early Head Start National Resource Center and develops and conducts training for the birth to 3 programs that are part of Head Start. The ZERO TO THREE site describes issues and programs, and provides resources, suggestions, and a contact list.



Child Care Partners in Your Community

California Council of Churches/Catholic Charities of California offers assistance in assessing a congregation's capacity to serve the needs of children in their neighborhood and provides referrals to community resources through their Statewide Project Coordinator for Child Care: Virginia Greenwald, California Council of Churches, 2700 L Street, Sacramento, CA 95816 (916) 442-5447.

California Department of Education

Regional Resource Centers in ten regions serve every county of California with resource assessment and collaboration, outreach to unserved and underserved areas, technical assistance and training for agency development, and grantwriting workshops for interested organizations and individuals. For further information, contact the Center in your region, or call:

Thomas Cole, Consultant, Child Development Division
560 J Street, Suite 220, Sacramento, CA 95814 (916) 323-3034

Region 1: NORTH COAST

Del Norte, Humboldt, Lake, Mendocino, and Sonoma counties.

Child Development Policy Institute
Education Fund

926 J Street, Suite 412

Sacramento, CA 95814

Contact person: Bess Sternberg, Project Analyst

or Gary J. Kinley, Executive Director

Toll Free Number (866) 844-9091

Website development pending on Jan 1, 2001 at www.childlinkca.org

Region 2: NORTHEASTERN

Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, and Trinity counties.

Shasta County Office of Education

1409 Market Street

Redding, CA 96001

Contact person: Carol Nye, Project Coordinator

(530) 225-0134 or 1-866-FOR NRRC

(866-367-6772 in Area Code 530)

Region 3: CAPITOL

Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, and Yuba counties.

Child Action, Inc.

9812 Old Winery Place, Suite 1

Sacramento, CA 95827

Contact person: Donna Schubert, R&R Program Manager
(916) 369-3320 (pending Project Coordinator hire)

Region 4: BAY

Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, and Solano counties.

Antioch Partnership for Quality Child Care

209 G Street

Antioch, CA 92509

Contact person: Carolyn Mokski, Executive Director

(925) 706-1669, Extension 14



Region 5: SOUTH COAST

Monterey, Santa Barbara, San Benito,
San Luis Obispo, Santa Clara, Santa
Cruz, and Ventura counties.

Child Development Policy Institute
Education Fund
926 J Street, Suite 412
Sacramento, CA 95814
Contact person: Bess Sternberg, Project
Analyst
or Gary J. Kinley, Executive Director
Toll free number: (866) 844-9091
Website development pending on
January 1, 2001 at www.childlinkca.org

Region 6: DELTA SIERRA

Amador, Calaveras, Mariposa, Merced,
San Joaquin, Stanislaus, and Tuolumne
counties.

Stanislaus County Office of Education
1324 Celeste Drive
Modesto, CA 95355
Contact person: Hal DeArmond, Ad-
ministrator of the Division of Child &
Family Services
(209) 558-4030 (pending hire)

Region 7: SAN JOAQUIN VALLEY

Fresno, Kern, Kings, Madera, and
Tulare counties.

Tulare County Superintendent of
Schools
P.O. Box 5091
Visalia, CA 93278-5091
Contact person: Lois Sheffield,
Contract Manager
(559) 651-3026

Region 8: LOS ANGELES

Los Angeles County

Crystal Stairs, Inc.
650 West Adams Boulevard, Suite 100
Los Angeles, CA 90007-2545
Contact person: Yvonne Chavez,
Project Coordinator
(323) 421-1489 Website:
www.crystalstairs.org

Region 9: SOUTHEASTERN

Imperial, Orange, and San Diego
counties.

Chicano Federation of San Diego
610 22nd Street
San Diego, CA 92102
Contact person: Erendira Abel, Direc-
tor, Policy and Technical Support
(619) 236-1228, extension 309

Region 10: INLAND EMPIRE

Inyo, Mono, Riverside, and San Bernar-
dino counties.

Riverside County Superintendent of
Schools
3939 13th Street/P.O. Box 868
Riverside, CA 92502-0868
Contact person: Diane Mapes, Director,
Children's Services Unit
(909) 826-6609

Child Care Advocates are assigned to regions by the State Department of Social Services, Community Care Licensing Division. They provide information on licensing requirements as well as identifying various community resources available for capacity building efforts. They are listed on the Department of Social Services web site at www.ccl.d.ca.gov

County Children and Families Commissions (Prop. 10) Contact the California Children and Families Commission, local commission information is listed in Section X.*

*Note: Each commission is required to develop a strategic plan to indicate how they will expend their county funding. It is their intent to develop this plan, make decisions and allocate funds in an open and inclusive process. Their monthly meetings are open to the public and it is important that faith-based groups participate as advocates for children and families.

County Public Health Department can provide information on car seat safety, communicable diseases and lead poisoning.*

*Note: The U.S. Dept of Housing and Urban Development (HUD) issued new regulations amending the Residential Lead-Based Paint Hazard Reduction Act. Contact the National Lead Information Center at 800-424-LEAD. For further information, you may call HUD at 202-755-1785, ext. 104 or e-mail: leadregulation@hud.org.

Family Child Care Home associations are organized in each county. To get a local listing, contact the Resource and Referral agency in your area. Their numbers are included in Section X.

Local Child Care Planning Councils exist in every county. They hold monthly meetings that are open to the public. They are responsible for assessing the child care needs in their county and distributing certain funds for child care. Contact the Child Care Coordinator. To obtain the name and number for your county's Child Care Coordinator, call the Child Development Policy Advisory Committee. Contact information is listed in Section X.

Local Investments in Child Care (LINCC) is a project of the National Economic Development and Law Center (NEDLC). They offer resources and technical assistance to expand child care capacity in nine counties in California. To find out if your county is in their project, call NEDLC, listed in Section X.

Resource and Referral agencies provide information on many aspects of child care services as well as the child care food program. Some agencies conduct workshops related to health and safety and early childhood education training. Most have resource lending libraries for family child care home providers. A complete list of local agencies follows.

California Child Care Resource and Referral Agencies

Alameda County

4C's of Alameda County
(510)582-2182

BANANAS
(510)658-0381

Child Care Links
(925)417-9733

Alpine County

Choices for Children
(530)694-2129

Amador County

Child Care Resources
(209)223-1624

Butte County

Valley Oak Children's Services
(530)895-3572

Calaveras County

Child Care Resources
(209)754-1075

Colusa County

Children's Services- Colusa County
Office of Education
(530)458-0300

Contra Costa County

Contra Costa Child Care Council
(925)676-5442

Del Norte County

Del Norte Child Care Council
(707)464-8311

El Dorado County

Choices for Children
(530)676-0707

Fresno County

Central Valley Children's Services
Network
(559)456-8195

Glenn County

Child & Family Services-Glenn County
Office of Education
(530)865-1118

Humboldt County

Humboldt Child Care Council
(707)444-1195

Imperial County

Imperial County Child
Development Services
(760)312-6431

Inyo County

Child Care Connection
(760)873-5123

Kern County

Community Connection for Child Care
(661)861-5200

Kings County

Kings County Community
Action Organization
(559)582-4386

Lake County

NCO-Rural Communities Child Care
(209)994-4647

Lassen County

Lassen Child & Family Resources
(530)257-9781

Los Angeles County

Child care referral, county-wide
(888)543-7247



Madera County

Madera Community Action
Agency-R&R
(559)675-8469

Marin County

Marin Child Care Council
(415)479-2273

Mariposa County

Infant/Child Enrichment Services
(209)966-4474

Mendocino County

NCO-Rural Communities Child Care
(707)459-2019

Merced County

Children's Services Network
of Merced County
(209)722-3804

Modoc County

Modoc Child Care Resource & Referral
(530)233-5437

Mono County

Community Connection for Children
(760)934-3343

Monterey County

Monterey County Child Care Resource
& Referral
(831)757-0775

Napa County

Community Resources for Children
(707)253-0376

Nevada County

Sierra Nevada Children's Services
(530)272-8866

Orange County

Children's Home Society of California
(714)543-2273

Placer County

Child Care Services- Placer County
Office of Education
(916)625-1055

Plumas County

Plumas Rural Services
(530)283-4453

Riverside County

Children's Services- Riverside County
Office of Education
(909)826-6626

Sacramento County

Child Action, Inc.
(916)369-0191

San Benito County

Growth and Opportunity, Inc.
(831)637-9205

San Bernadino County

San Bernadino County Schools-
Child Development Services
(909)384-1492

San Diego County

YMCA Childcare Resource Service
(619)521-3070

San Francisco County

Children's Council of San Francisco
(415)243-0700

Wu Yee Children's Services

(415)391-4956

San Joaquin County

Family Resource & Referral Center
(209)948-1553

San Luis Obispo County

EOC-Child Care Resource Connection
(805)541-2272

San Mateo County

Child Care Coordinating Council
of San Mateo Co.
(650)696-8787

Santa Barbara County

Children's Resource & Referral
(805)962-8988

Santa Clara County

Community Child Care Council of
Santa Clara County
(408)487-0749

Santa Cruz County

Child Development Resource Center
(831)476-8585

Shasta County

Early Childhood Services- Shasta
County Office of Education
(530)225-2999

Sierra County

Sierra Nevada Children's Services
(530)993-1288

Siskiyou County

Siskiyou Child Care Council
(530)938-2748

Solano County

Solano Family & Children's Council
(707)427-6600

Sonoma County

4Cs of Sonoma County
(707)544-3084

River Child Care Services
(707)887-1809

Stanislaus County

Child Care Resource & Referral-
Stanislaus County Office of Ed.
(209)558-4050

Sutter County

Children's Home Society of California
(530)673-7503

Tehama County

Early Childhood Services- Shasta
County Office of Education
(530)529-3131

Trinity County

Human Response Network
(530)623-5437

Tulare County

Tulare County Office of Education
(559)651-0862

Tuolumne County

Infant/Child Enrichment Services
(209)533-0377

Ventura County

Child Development Resources
of Ventura County
(805)485-7878

Yolo County

Child Care Services- City of Davis
(530)757-5691

Yuba County

Children's Home Society of California
(530)673-0400



**Signatories to the National Council of Jewish Women
Child Care Statement of Principles as of November 2000**

Advertising Council
AFSCME — American Federation of State, County and Municipal Employees
Alternative Family Matters
American Academy of Pediatrics
American Trial Lawyers Association (ATLA)
American Jewish Committee
American Humane Association
Americans for Democratic Action
Arkansas Advocates for Children & Families
Board of Jewish Education
U.S. Senator John Breaux (D-LA)
NY State Assembly Member James F. Brennan (D)
Business and Professional Women USA
California Council of Churches
Camp Fire Boys and Girls
Catholic Charities of California
Catholic Charities USA
Center for the Child Care Workforce
Central Synagogue
Child Care Action Campaign
Child Care Services Organization
Child Development Center/Children & Families of Iowa
Child Welfare League of America
Children & Families of Iowa
Children's Center on Methodist Hill
Children's Defense Fund, Helen Blank
The Children's Foundation
Citizens Advice Bureau
Coalition on Human Needs
Colorado Office of Resource and Referral Agencies, Inc.
Community Service Council of Greater Harlem, Inc.
Dain Rauscher
U.S. Representative Rosa DeLauro (D-CT)
U.S. Senator Chris Dodd (D-CT)
Ecumenical Child Care Network
Episcopal Church
Fannie Mae
Fight Crime: Invest in Kids
First Place for Children
Friends Committee on National Legislation (The Quakers)
U.S. Representative Martin Frost (D-TX)
Georgia Association for Young Children
NY State Assembly Member Deborah Glick (D)
NY State Assemblyman Richard N. Gottfried (D)
U.S. Representative Stephen Horn (R-CA)
IBM
U.S. Representative Jesse Jackson Jr. (D-IL)
U.S. Representative William Jefferson (D-LA)
Kids & Company

Congregations Caring for Children

U.S. Senator Mary Landrieu (D-LA)
Lenox Hill Neighborhood House Project Scope
Lifetime Television
Joan Lombardi, former Director, Child Care Bureau, U.S. Dept. of Health and
Human Services
Lutheran Office for Government Affairs
U.S. Representative James H. Maloney (D-CT)
Marriott International
Maryland Association for the Education of Young Children
Maryland Committee for Children
U.S. Representative Connie Morella (R-MD)
Na'amat USA
National Association of Criminal Defense Lawyers (NACDL)
National Association for the Education of Young Children (NAEYC)
National Council of Churches
National Education Association
National Head Start Association
National Organization for Women (NOW)
National Parenting Association
National Partnership for Women and Families
U.S. Representative Bill Pascrell, Jr. (D-NJ)
National Puerto Rican Coalition
National Women's Law Center
NOW Legal Defense and Education Fund
Quality Care for Children
Rhode Island Office of the Child Advocate
NJ State Assemblyman John E. Rooney (R)
U.S. Representative Jan Schakowsky (D-IL)
NY State Senator Eric T. Schneiderman (D)
Stanley M. Isaacs Neighborhood Center
Starting Point
U.S. Representative Ellen O. Tauscher (D-CA)
Union of American Hebrew Congregations
United Auto Workers (UAW)
United Cerebral Palsy Associations
United Methodist General Board of Church and Society
United Way / Minneapolis
U.S. Student Association Foundation
Volunteers of America
NJ State Assemblywoman Loretta Weinberg (D)
The Widmeyer Baker Group
Women of Reform Judaism
Women's City Club of New York
Women International Zionist Organization
Women's League of Conservative Judaism
YMCA
YWCA of USA
NJ State Assemblyman Charles K. Zisa