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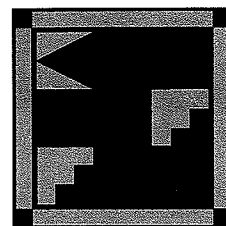
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EVALUATION OF THE
INDIANA CHILD CARE
FINANCING INITIATIVE



C E N T E R
for
F A M I L I E S
at
P U R D U E
U N I V E R S I T Y

Douglas R. Powell

Fiona Innes

Amanda Wilcox-Herzog

**EVALUATION OF THE
INDIANA CHILD CARE FINANCING INITIATIVE**

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**Douglas R. Powell, Principal Investigator
Carole Stein, Project Officer**

March 1999

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INTRODUCTION

Realities of Child Care

There is growing recognition in the United States that neither parents nor government alone can improve the persistent conditions of mediocre and poor quality child care: low wages that lead to frequent staff turnover, minimal standards, sporadic staff training opportunities, and limited funds for facilities.

For most parents, the full cost of good quality child care is out of financial reach. Many families already pay a substantial percentage of their household income for child care. Affordability for parents is in a tug-of-war with compensation for child care staff and other cost-sensitive methods of ensuring high quality such as child-to-staff ratios.¹ Additional resources usually are needed to maintain quality. For example, child care centers that rely solely on parent fees have been found to provide lower levels of quality than centers that have additional sources of direct revenue or in-kind donations.²

An expanded government role in supporting child care can be justified on the basis of economic and social benefits to society.³ Yet government by itself cannot be expected to provide a guarantee of decent quality child care for all children. Americans have long been ambivalent about government support for functions widely seen as the primary responsibility of families. Federal and state government child care policies typically emphasize parental choice and are targeted to specific populations, resulting in a myriad of funding streams that contribute to fragmented, inconsistent, poorly coordinated, and sometimes competitive services for young children and their families.⁴

An increasingly prevalent idea is that substantial improvement in the availability of high-quality child care for all children requires the involvement and investment of diverse sectors of a community. Parents, businesses, schools, government agencies, and community groups and agencies all have a stake in the long-term outcomes of children's early environments.⁵

Recent research demonstrates the benefits of high-quality early childhood programs for children's well-being and competence, including success in school.⁶ Pioneering studies in neuroscience point to long-lasting consequences of early brain development and its susceptibility to environmental influences in the first years of life.⁷ In addition, employers are discovering the value of stable child care arrangements to parent-employees' productivity, morale, and job retention.⁸ At the same time, national studies continue to reveal that the vast majority of center-based and family child care is of mediocre or poor quality.⁹

A key challenge, then, is to mobilize private and public sector participation in planning and financing major improvements in the infrastructure for child care. Essential elements of a solid infrastructure for child care services include well-coordinated connections among the following: professional development and licensing; facility licensing, enforcement, and program accreditation; funding and financing; information for the active engagement of parents; and governance, planning, and accountability.¹⁰

Indiana Child Care Financing Initiative

One of the Hoosier state's responses to the need for significantly improving child care is the Indiana Child Care Financing Initiative. The initiative is a statewide effort designed to:

- build public and corporate awareness of community child care needs;
- build public/private partnerships to meet child care needs;
- expand licensed child care capacity;
- increase the number of credentialed providers; and
- reduce high rates of turnover among child care professionals.

The initiative was launched November 15, 1995 at the first Indiana Symposium on Child Care Financing, organized jointly by the Child Care Action Campaign of New York City and the Indiana Family and Social Services Administration. The symposium's mission was to increase the role of private sector employers as leaders in improving the quality and quantity of child care available for working families. At the symposium, county-based teams of public and private sector leaders defined child care projects for their communities, using information on child care and public-private partnerships presented at the symposium. Symposium co-chairs were Susan Bayh, then First Lady of Indiana, and Charlene Lugar, wife of U.S. Senator Richard Lugar.

The 1995 symposium led to projects involving 17 counties. Each of the local projects received \$2,500 from private sector funds contributed to the 1995 symposium. These funds were made available to the 17 counties in May 1996. A pilot study of a majority of these projects, conducted by Purdue University in collaboration with Ivy Tech State College in Indianapolis, found that nearly one-half of the projects led to new child care services, and slightly more than one-half were involved in the creation or expansion of a local child care fund.¹¹ A second symposium was held in October of 1996.

In 1997, \$3 million of state funds was allocated to the initiative for projects beginning in summer 1997 and ending in September 1998. A total of 69 projects were funded. Technical assistance workshops on topics identified by local county projects have replaced the annual symposium.

To receive state funding for a local project, county-based teams of public and private sector leaders submitted a plan that described county needs and proposed specific actions to improve child care in the community. The action plan needed to address one of the Indiana Child Care Financing Initiative's five goals listed above. Project descriptions are included in the following website: <http://www.state.in.us/fssa/HTML/inChildFinancing.html>.

Local planning teams were expected to include the following representation, where pertinent: a parent, an elected official, a foundation representative, a major employer, Chamber of Commerce, minority business community, Private Industry Council, financial institution, community agency director, and local public agency representative of the child care, education and health fields.

Cinergy, a utility corporation, established a program wherein its local community and economic development managers serve as corporate mentors to the local teams. Corporate mentors to local teams also are based in other companies or institutions such as law firms.

Public-private partnerships at the state level have been a part of the initiative since its inception. Twenty-six corporate sponsors each contributed \$2,000 to the first symposium held in 1995. On December 2, 1997, the Indiana Child Care Fund was launched by Governor Frank O'Bannon and private sector leaders, including the chief executive officers of Eli Lilly and Company, Cinergy, and Wishard Health Services. Major contributors to the fund include Eli Lilly and Company, Cinergy, Dekko Foundation, Cummins Engine, Ice Miller Donadio & Ryan, Ivy Tech State College, and Wishard Health Services. The fund is raising corporate, foundation, and other private contributions to help strengthen the state's child care infrastructure. The fund's founding co-chairs are Carole Stein of the Indiana Family and Social Service Administration and Candace Lange of Eli Lilly and Company. To date, the fund has developed a tool kit for employers and community planners, titled "Child Care: It's Good Business." The tool kit was prepared by the Purdue University Center for Families.¹² The fund also has sponsored the introduction of the Teacher Education and Compensation Helps (T.E.A.C.H.) Early Childhood Project model to Indiana. The T.E.A.C.H. project focuses on educational opportunities and increased compensation to reduce turnover among child care providers. The Indiana Donors Alliance is fiscal agent for the Indiana Child Care Fund. The Children's Museum of Indianapolis provides in-kind support for the fund's meetings.

The initiative also has benefited from the state's support of child care training scholarships. In addition, Ivy Tech State College, the Indiana Association of Resource and Referral Agencies, and the Purdue Cooperative Extension Service are providing college courses that lead to the Child Development Associate credential.

The Indiana Child Care Financing Initiative has attracted national attention. The Indiana Family and Social Services Administration received a national Innovative Excellence award from the Alliance of Work/Life Professionals for the 1996 Indiana Symposium on Child Care Financing. Also, the initiative was selected for inclusion in the national Child Care Partnership Project's description of best practices in promoting public-private partnerships. This project is a collaboration between the National Governors' Association, the Families and Work Institute of New York, and the Finance Project, with financial support from the Child Care Bureau of the U.S. Department of Health and Human Services.

Evaluation Goals and Methods

The Purdue University study of the Indiana Child Care Financing Initiative focused on two aspects of the initiative. First, the study examined local project contributions to increases in the following:

- **capacity** of child care, specifically the number of child care spaces overall or for specific populations such as infants and toddlers or school-age children;
- **quality** of child care, including improvements in local supports for provider training, accreditation of child care centers, and licensing of family child care providers;
- **community awareness** of child care issues, especially efforts to inform employers, the business community, and general public about local needs and the characteristics and benefits of quality child care.

Second, the study investigated the role of local projects in initiating or expanding local partnerships focused on child care. Attention was given to the nature of private sector participation, strategies for finding "common ground" in defining child care needs and solutions, and changes in the leadership and planning process over time.

Information was collected from all local projects supported by the Indiana Child Care Financing Initiative in 1997. In addition, in-depth information was secured from ten selected projects for the purpose of describing (1) promising approaches to improving the capacity, quality, and community awareness of child care, and (2) different perspectives on the local partnership process. A total of 81 individuals - including private sector representatives, corporate mentors, child care providers, and project coordinators - were interviewed in person in the ten projects selected for in-depth attention. Projects were selected so as to provide diversity in geographic location, county size, project focus, and the extent of local partnerships.

Study results are reported in two documents. The present report provides a summary of main findings regarding local project contributions to improvements in the capacity, quality, and community awareness of child care. Information on the project planning and implementation process also is included. The second document is a guide to local child care partnerships, based primarily on experiences of the 10 projects included in the in-depth part of the study.

This report is based on the experiences of 69 local projects involving 70 of Indiana's 92 counties (two of the 70 participating counties shared responsibility for a joint project). Seven of the 69 funded projects received planning grants (generally \$5,000 each). These small grants were used mostly to create plans for future action, typically in conjunction with a local assessment of child care needs. Some planning grants also supported information dissemination activities aimed at providing child care information to providers, employers, and the community at large. The remaining 62 of the 69 projects received grants ranging from \$12,000 to \$150,000 (median = \$35,000) to support the implementation of plans focused on local improvements in the quality, capacity, and/or community understanding of child care.

Information in this report reflects the status of the 69 projects as of fall 1998; most data for this report were collected in October and November. All had received funding in fiscal year 1997 (ending September 1998). Among the 69 local projects studied in 1998, 16 projects received in May 1996 the private sector funds (\$2,500 each) noted earlier.

Information was collected through structured interviews with each coordinator of a local project. Interviews with 10 project coordinators were conducted in person as part of the in-depth part of the study (see above). Information on the remaining 59 of the 69 projects was collected mostly by telephone. The length of the telephone interview ranged from approximately 30 to 90 minutes. One research assistant thoroughly familiar with the study's goals and procedures conducted all of the telephone interviews. In some cases, persons with specialized information about a project were interviewed in addition to the project coordinator. In several situations, information was provided in written form by a project coordinator.

Project proposals and quarterly reports submitted to the Indiana Family and Social Services Administration were reviewed by study staff to inform the development of the interview. Also, project proposals were examined to generate a baseline of information for the study's analysis of changes over time in project activities.

MAJOR FINDINGS

Projects generally contributed to several areas of improvement in the child care conditions in their respective communities. Among the 69 projects:

- 80% (55) focused on increasing child care **capacity**
- 94% (65) engaged in activities aimed at improving child care **quality**
- 88% (61) sought to increase **community awareness** of child care issues

70% focused on all areas: capacity, quality, and awareness. 13% addressed awareness and quality, and 10% targeted capacity and quality. 6% addressed awareness only, 1% focused on quality only.

Capacity

- Approximately 2,865 new child care spaces were created, 1,918 in centers and 947 in family child care homes.
- Project efforts led to 45 new, renovated or expanded child care centers and to about 140 new family child care providers.

Capacity

33 projects (60% of all projects seeking to increase capacity) worked to establish a total of 45 new, renovated or expanded child care centers with a total capacity of approximately 1,918 spaces for children. 31 projects (56% of all projects seeking to increase capacity) helped 140 individuals become family child care providers. Together these new providers can serve approximately 947 children. 22 projects sought to increase capacity in both center(s) and family child care homes.

Increases in Child Care Capacity					
	Number of Projects	Number of Centers/Providers		Number of New Spaces (Approx.)	
		Median	Total	Median	Total
Built or renovated space for new center	20	1	24 ^a	79	1,408
Expanded existing center	13	1	21 ^b	25	510
New family child care providers recruited and licensed	19	2	59	24	632
New family child care providers recruited (licensing not current goal)	12	2	81	10	315
Total approximate number of new spaces					2,865

^a 4 of 24 new centers in progress as of fall 1998

^b 1 of 21 expanded centers in progress as of fall 1998

Faith Community and Government Collaborations Lead to New Child Care Centers

Collaborations between the New Albany Housing Authority, the faith community, and the City of New Albany have resulted in two new child care centers in Floyd County. These centers are located in the Lillian Emory neighborhood and provide spaces for approximately 170 children. Adult education opportunities and other community services are offered in conjunction with the centers.

The need for child care and educational opportunities in the Lillian Emory neighborhood was documented in a 1994 survey by the New Albany Redevelopment Commission. Statistics indicate that in this neighborhood, the number of families living below the federal poverty standard is four times greater than the average number of families living below the federal poverty level in greater New Albany. The median family income in the Lillian Emory neighborhood is \$11,086, less than half of the overall median income in New Albany, and the unemployment rate among those over age 25 is over 50%.

The results of this survey, combined with current welfare reform directions, provided the impetus for establishing two new child care centers. There are an estimated 350 families receiving public assistance in the Lillian Emory neighborhood. As many as 175 of these families will likely be affected by Temporary Assistance to Needy Families (TANF) work requirements in the next two years. Child care spaces are needed if parents are to fulfill these obligations. Both of the centers in the Lillian Emory neighborhood are multi-service facilities designed to meet the needs of the entire community.

One of the centers is located at the Parkview Center, which until recently was a recreational/educational facility. Now this fully remodeled building houses a licensed child care center that has the capacity to provide 92 child care spaces for infants, preschoolers, and school-aged children. This child care center is the result of a collaboration between the Providence Self-Sufficiency Ministries and the New Albany Housing Authority. The Providence Self-Sufficiency Ministries are a not-for-profit corporation that provides educational and family services to persons in need. The ministry was developed by the Sisters of Providence. In an effort to realize a number of community education and service goals, the Sisters teamed with community members to create the Self-Sufficiency Ministries.

Several years ago the New Albany Housing Authority asked the Providence Self-Sufficiency Ministries to take over the day-to-day operations of the Parkview Center. A grant from the U.S. Department of Housing and Urban Development funded a substantial portion of the remodeling costs for Parkview Center, but additional funds were necessary for project start-up. This led Sister Barbara Zeller of the Sisters of Providence to contact the local Step Ahead Council about the possibility of using funds from the Indiana Child Care Financing Initiative.

The Interfaith Discovery Center is also the result of a partnership between the City of New Albany and several service organizations, including the Interfaith Community Council. The Interfaith Community Council is a coalition of congregations and individuals interested in addressing community needs. The Council has been providing child care to the community for almost 30 years. David Bos, the Council director, points out that historically it has been the mission of Interfaith to serve families of low-income, especially through child care services. This mission, combined with Interfaith's desire to locate a permanent home for its child care center, led the Council to contact the City of New Albany about possibly creating a facility in the Lillian Emory neighborhood. The City responded positively to this idea and conducted a feasibility study. Results of this study pointed to a need for a neighborhood center that provides child care in addition to other community services.

The Interfaith Discovery Center now serves children ages 2-12 and provides 80 licensed child care spaces; 10 of these are reserved for children with special needs under the direction of the Rauch Corporation, the local First Steps agency. The center also houses community service organizations such as First Steps and the Council on Aging. Although this center ultimately was funded by several different sources, including start-up funds from the Indiana Child Care Financing Initiative, the commitment of the Interfaith Community Council was integral to the success of this project.

These two centers provide examples of the ways in which committed organizations can create change at the local level for children and families. Vince Klein,

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- More child care spaces are being developed.

In addition to the approximately 2,865 new child care spaces, 9 projects took steps to increase the number of child care spaces in their community (for example, by securing land). Plans indicate that, across all 9 of these projects, a total of 10 new centers eventually will be established to serve about 1,023 additional children.

Also, 11 other projects explored the feasibility of increasing the number of center spaces currently available in their communities (for example, by conducting a survey).

- Grant funds were combined with a range of other financial sources to support the development of new, renovated, and expanded child care centers. As shown in the table below, support from corporate, government, individual donors and parent fees, and non-profit (e.g. churches, United Way) sources was secured to increase child care capacity.

Sources of Financial Support for Increased Center Capacity

	Number of Projects	Number of Sources	Average Percent of Contribution ^a	Range in Percent of Contribution
Financial Sources for New/Renovated Centers				
Child Care Financing Initiative	16	20	40%	0.1 - 100
Corporate	7	8	24%	0.5 - 71
Government	10	12	39%	6 - 90
Individual Donors & Parent Fees	6	8	37%	2 - 94
Non-Profit	14	25	22%	0.5 - 66
Financial Sources for Expanded Centers				
Child Care Financing Initiative	10	11	65%	20 - 100
Corporate	3	3	--	--
Government	4	7	39%	5 - 75
Individual Donors & Parent Fees	6	6	52%	5 - 80
Non-Profit	4	6	28%	5 - 75

-- Insufficient Data

^a Information not available for 1 project with a new/renovated center, and for 3 projects with expanded centers.

Local Schools Get Involved in Child Care

One of the national trends for addressing child care needs is to use the facilities and expertise of local public schools. The "School of the 21st Century" model developed by the renowned child development expert Edward Zigler at Yale University has attracted nationwide attention. The idea is simple and practical: schools have generally well-maintained facilities that are accessible to parents and already subsidized by taxpayers. Also, school involvement in child care also enables educators to identify and support children with special needs before they enter elementary school.¹³

There is evidence of this national trend in rural Indiana. The Indiana Child Care Financing Initiative provided start-up funds for three new child care programs located in public schools in Newton County. These programs have created approximately 125 new spaces and include a full-day kindergarten, an after-school program, and an inclusive preschool program that draws children from Head Start waiting lists as well as children with and without disabilities from the community at large.

Like many rural Indiana counties, Newton County has a small number of child care facilities. Pam Hasser, coordinator of the county's Step Ahead Council, reports that prior to creating the three new centers mentioned above, there were two licensed child care homes and no licensed child care centers. Newton County has a population of approximately 14,000 and its county seat is Kentland.

The three new child care programs are the result of a partnership between North and South Newton school corporations and the Newton County Community Learning Center Board and Advisory Committee. This committee is working to create a community learning center that will house services such as child care and adult education opportunities for area residents from ages 3 to 93.

The North and South Newton school corporations proposed the new child care programs in response to a call for proposals organized by the Newton County Step Ahead Council as part of its Indiana Child Care Financing Initiative grant. Two of the three child care programs are located in south Newton County and one is in north Newton County.

According to Jay Brinkman, school board president of the South Newton School Corporation, school involvement in child care is a great way to act on an underlying philosophy that schools should take responsibility for the educational needs of citizens who fall to either side of the 5- to 18-year-old age range typically served by schools.

The full-day kindergarten in the South Newton School Corporation is housed in the high school and offers kindergarten in the morning combined with child care in the afternoon. This program targets children from low-income families and children who are potentially at-risk for school failure. Children are provided with breakfast and lunch as well as transportation to and from school. The program is supported by parent fees (if parents are able to pay) and Title 1 funds. Child Care Financing Initiative funds were used to purchase furniture and contribute to staff salaries.

The inclusive preschool program offers both morning and afternoon sessions four days a week. On Fridays, teachers conduct home visits with families or engage in professional development activities. This program is supported by a penny tax for the school system. In addition, families of typically developing children are asked to contribute \$45.00 per month for their child's care if they are able. Recently this program moved into a portable classroom. Due to the limited space devoted to kindergarten students within the South Newton School Corporation, Child Care Financing Initiative funds were used to purchase this portable classroom. In the future, the School Corporation plans to utilize a substantial amount of space in the Community Learning Center.

Hasser hopes to use the success of these projects to promote further interest in child care issues in the local business community.

- Infants and toddlers were a common target of efforts to increase child care capacity.

More than three-fourths of projects seeking to increase child care capacity targeted infants and toddlers as well as children of any age. Other populations targeted for new child care spaces included: children with special needs, school-age children, children who are temporarily ill or nearly well, and children from specific types of families (for example, adolescent parents).

Population Targeted for Additional Child Care Spaces^a

	Number of Projects	Percentage of Projects Seeking to Increase Capacity
Children of any age range	43	78%
Infants and toddlers	43	78%
Children with special needs	23	42%
School-age children	22	40%
Children who are nearly well	13	24%
Children from specific family populations (e.g. adolescent parents)	18	33%

^a Most projects identified more than one population target

- A vast majority of projects worked to increase child care spaces during regular daytime hours (6 a.m. to 6 p.m.). Nearly two-thirds of projects seeking to increase child care capacity focused on special hours on a regular basis (for example, 2nd/3rd shift). Other times of child care targeted for additional capacity are reported in the table below.

Time of Child Care Targeted for Additional Capacity^a

	Number of Projects	Percentage of Projects Seeking to Increase Capacity
Regular daytime hours (6:00 am to 6:00 pm)	49	89%
Special hours on regular basis (e.g. 2nd/3rd shift)	36	66%
Before and/or after school	29	53%
Summer	19	35%
Occasional care on temporary basis	17	31%

^a Most projects identified more than one time

Nearly-well Child Care Is Difficult to Establish

As many parents of young children know, finding child care for a sick or nearly-well child is a difficult undertaking. Frequently parents must stay home with their child and miss work because of a lack of viable alternatives. Four local projects supported by the Indiana Child Care Financing Initiative attempted to establish child care for sick or nearly-well children. Each project encountered obstacles.

The experience of the Bartholomew County project is a useful example of the difficulties of providing nearly-well child care in a medium-sized community. The county has a history of successful efforts in child care, including positive collaborations with the corporate sector. Local leaders approached the need for nearly-well child care with a "can do" spirit.

As part of an Indiana Child Care Financing Initiative grant, the Bartholomew County Child Care Advisory Team surveyed 13 area businesses and found that many parent employees had trouble locating "back-up" care and getting to work when a child was ill. There are no programs serving sick or nearly-well children in Bartholomew County, which has a population of approximately 70,000.

The effort to establish a nearly-well child care facility began when a group of community leaders, including representatives from the local hospital, a bank, and a large manufacturing firm, was convened by the Bartholomew Community Child Care Fund to explore options. The committee spent 6 months gathering information and looking into various possibilities for nearly-well child care. As part of the fact-finding, two of the team members attended the National Sick Child Care Conference in Tulsa, Oklahoma in 1997.

The original plan was to expand the sick-bay program at the local hospital and open services to the general public. However, the hospital was forced to downsize its pediatric unit and use of its facility was no longer an option.

Next the committee explored the option of establishing a family child care program specifically designed for nearly-well children. The intent was to hire a nurse to run this program. This idea was ultimately shelved because of city zoning regulations and problems in recruiting a qualified nurse willing to care for children with a variety of illnesses in a family child care setting. Many of

the nurses interviewed were particular about the types of illnesses they were willing to accept.

The plan then shifted to center-based care. The committee visited several local facilities to assess feasibility. Eventually, the committee found a suitable location and signed a lease on the building. The plan was to hire a nurse along with several additional staff members. The committee was unable to locate staff needed to operate the facility. For example, ads placed in the local newspaper generated no responses.

The committee decided to put the plans on hold. Jalene Hahn, former child care coordinator for the Bartholomew County Step Ahead Council, stated that the committee was concerned about channeling additional funding into a project that might not become a reality. Also, Kathryn Johnson, former human resources manager at Cummins Engine Company in Columbus, points out that even if the committee had been successful in recruiting the necessary staff, a nearly-well child care center is very expensive to operate. Insurance is high, individual rooms are needed for various illness types, and income flow is uneven.

The local planning committee remains very interested in finding a viable way to address the need for nearly-well child care. For now, the remaining grant funds have been devoted to two other pressing needs in Bartholomew County: expansion of a school-age summer care program and a public awareness campaign.

Quality

Most of the 65 projects seeking to improve the quality of child care in their community offered or supported training, conferences, mentoring programs, and technical assistance (51 projects).

- 188 individuals received their CDA credential. Many other individuals were nearing completion of CDA credential requirements at the time of the study. Slightly more than 900 individuals received training toward the CDA credential in 42 projects.
- 104 family child care providers were licensed. Slightly more than 600 received training aimed at receipt of a family child care provider license in 22 projects.
- More than 1,800 individuals received other types of training (e.g. workshops) on topics such as health and safety, managing children's behavior, child care business practices, and quality programs for young children. 32 projects developed or offered their own training; others used existing workshops or other training programs.
- Projects offered or supported a median of 120 clock hours of training (includes training for CDA, licensing, and other topics such as those noted above). Across all projects, about 5,716 clock hours of training were provided.
- More than 1,400 persons attended professional conferences through project efforts. 12 projects developed and sponsored or co-sponsored their own conference(s); others supported participation at existing conferences.
- Some 222 individuals received mentoring through services offered or supported by 21 projects. Across all projects, about 100 mentors were involved.
- 40 projects directly disseminated or helped disseminate information to child care centers and/or family child care providers on training, conferences, and other types of staff development opportunities on a frequent (24 projects) or occasional (16 projects) basis.

Project Contributions to Staff Development

	Number of Projects	Number of Participants	
		Median	Total
Training for CDA credential	42	15	912
Training for family child care license	22	15	614
Other types of training	33	30	1,883
Conferences	22	36	1,486
Mentoring	21	10	222

Community-based Approaches Seek to Reduce Provider Turnover

Frequent turnover of child care providers, which has been shown to have a negative effect on the quality of children's experiences, is a prevalent and national pattern in child care. Two rural counties in Indiana – Gibson and Noble – are tackling this problem through different grassroots approaches.

As part of an effort to increase child care quality and reduce provider turnover, the Gibson County Step Ahead Council decided to create a Providers' Association for licensed child care providers. This Association is supported by member dues and Child Care and Development Fund Quality and Training funds. Indiana Child Care Financing Initiative funds were used to create a provider database and to finance Association mailings. Gibson County is in rural southwestern Indiana. Approximately 30,000 people live in Gibson and the county seat is Princeton.

Members of the Association meet monthly at times convenient to child care providers. The first 90 minutes of each meeting is devoted to a "mini-seminar" on topics such as stress management and health and safety. The latter segment of each meeting is unstructured time for providers to discuss general issues and concerns. Melanie Greene, the Step Ahead coordinator for Gibson County, says that providers value the opportunity to express their concerns and ask each other questions. The meetings also provide a chance to learn more about Step Ahead as well as changes in child care regulations and policies.

In addition to regularly scheduled meetings, providers have access to monthly curriculum packets. Providers often lack the time needed to create innovative learning activities. Packets revolve around a monthly theme and include one or two activities per day. Sometimes materials needed to complete an activity are included with the plan. Packets are created by a local child care provider and are assembled at the Step Ahead office. The plan is to create new packets for approximately 5 years and then rotate existing packets.

Currently more than half of the licensed providers in Gibson and neighboring Pike County regularly attend Association meetings. Attendees are eligible to participate in a monthly drawing for a door prize. In addition to monthly door prizes, every time a provider attends an Association meeting her name is entered into an end-of-the-year drawing. The winner of this drawing receives a

new computer system offered by the Gibson County Step Ahead Council.

Margaret Dickman, a member of the Providers' Association, thinks the Association has raised provider self-esteem and child care quality. Since the Association began in October 1997, there are 5 new licensed providers in Gibson County. In the future the Association would like to start a mentoring and model home program. Mentors for this program will represent different types of family day care and will be available to answer questions, assist with problems, and provide tours of their facility.

Noble County has taken a different approach to reduce provider turnover and increase child care quality. It created an endowment fund that eventually will provide salary and benefit subsidies to child care providers. Noble County is in rural northeastern Indiana. Approximately 40,000 people live in Noble and the county seat is Albion.

The endowment fund was established with a contribution from the Dekko Foundation, a family foundation that provides education-related grants in six northeast Indiana communities. Additional funds for this endowment were provided by the Indiana Child Care Financing Initiative grant and the local community.

Community donations to the provider endowment fund are being secured via the Noble County Community Foundation. This foundation is guided by business and social service leaders who are committed to addressing community child care needs in collaboration with Noble County Step Ahead. The foundation is currently working to secure funds from state and federal government sources, local, state, and national foundations, and local businesses. It has asked each of these potential funding sources to match every dollar the Community Foundation places into the provider endowment fund with a \$3.00 donation. To date, the Community Foundation has raised over \$50,000. This amount is more than 2 1/2 times the amount provided by the Indiana Child Care Financing Initiative.

Pat Zakula, a local First Steps Council member, states that the ultimate goal is to use the endowment fund as a salary supplement for every child care provider in Noble County. Currently the interest from the endowment fund is being used for training incentives. Providers who pro

continued on page 25

- 32 child care centers received technical and/or financial assistance toward accreditation by the National Academy of Early Childhood Programs (median = 1). 11 projects offered or supported assistance toward center accreditation; 6 of these projects helped pay the costs of the accreditation process.
- 15 projects provided technical assistance to centers and/or family child care providers on topics such as child care business practices.
- Projects reached a mix of family child care providers and center staff with staff development opportunities. More family child care providers (53%) than center staff (42%) were involved in training, conferences, and mentoring programs. A relatively small number of participants were prospective family child care providers or prospective center staff (5%).
- Most projects tapped other funds to support training, conferences, courses, CDA credential assessments, and center accreditation, as shown below.
- Projects generally worked to financially support the *recipients* rather than the *sources* of training and other quality improvements. Project support of various quality improvements is reported in the table below. In contrast with this pattern, 9 or fewer projects worked to provide stipends to mentors, conference presenters, persons who conducted CDA assessments, and technical assistance providers. An exception to this generalization is that 31 projects (45%) provided or arranged for funds to pay trainers.

Financial Support of Provider and Center Quality Improvements

	Number of Projects	Number of Recipients		Number of Projects Tapping Other Funds	
		Median	Total	In Part	In Full
Training / conference fees	41	29	2,599	16	12
Training / conference travel	11	12	510	3	5
College course fees	8	14	113	4	3
CDA assessment fees	17	11	211	7	4
Financial recognition of training completion	17	13	344	6	4
Center accreditation costs	6	2	22	1	2

- More than one-half of the projects seeking to improve child care quality provided or arranged for funds that purchased materials or other consumable items for providers as well as furniture and other capital expenditures. Projects tapped other funds to support these or other quality improvement efforts, as shown in the table at the top of page 15.

Mentoring Program Supports Family Child Care Providers

A mentoring program for family child care providers in Vanderburgh County has been incorporated into a pre-CDA certification program called the Beginnings Certificate. This certificate is designed for people interested in becoming family day care providers, and for existing family day care providers interested in becoming licensed and is facilitated by the University of Southern Indiana Office of Extended Services. Over the course of three months, program participants learn about a variety of topics, including nutrition, guidance, and child development. Course work is fully funded by the Child Care Financing Initiative and may be applied toward a CDA.

Certificate participants are paired with a mentor in the hope that support from an experienced provider will help to increase the level of professionalism and quality in the field of early childhood and reduce turnover among family day care providers. To recruit mentors, informational packets were sent to licensed family day care providers enrolled in the Child Care and Adult Food Program. The application packet included an invitation to attend an informational meeting about the mentoring program. This informational meeting was also announced in an article in the local newspaper.

The informational meeting offered an overview of the program, including expectations and requirements. Based on responses from this meeting, 26 applications were sent to interested family day care providers. The application included questions focusing on ability and experience such as, "What method of discipline do you use?" and "Do you provide at least one planned activity per day?"

Completed applications were reviewed by a selection committee. Candidates demonstrating an understanding of developmentally appropriate practice and a commitment to the field of early childhood education were then contacted by telephone for further information. The process eventually resulted in the selection of 11 mentors. Only candidates from Vanderburgh County were selected to participate. In addition, selected providers needed to be licensed, have cared for children for at least three years, and be members of the Child Care and Adult Food Program.

Responsibilities of the mentors included:

- Participation in a training session on the various responsibilities of the mentoring program. Mentors were able to ask questions and meet other mentors.

- Participation in three organized events with mentees: a lunch and afternoon discussion, a class session where the mentor served as an assistant instructor for the Beginnings Certificate program, and a graduation dinner.
- Participate in site-visits: Mentors were asked to arrange for their mentee to visit their family day care home for at least one 4-hour session. Mentors also were asked to visit another mentor's family day care home with their student mentee. The purpose of these visits was to provide mentees with a first-hand view of the variety of ways developmentally appropriate practice can be put into action.

Mentors received a variety of "perks" for their participation. For example, mentors received a copy of the Creative Curriculum for Family Child Care Providers; a \$250.00 stipend; Community Coordinated Child Care conference registration and membership; first aid and CPR training; and funding to hire a substitute caregiver during their required site visit.

Jim Son, current Evansville Area Step Ahead coordinator, said that mentees have appreciated having someone to go to with questions, concerns, and frustrations. Many of the mentors have gone above and beyond what was originally required of mentors, and long-term relationships have been established with mentees, according to Ronda King, former coordinator. For instance, many of the mentors attended class with their mentees and some continue to talk on the phone several times a week.

The next step for Vanderburgh County is to recruit more mentors. Son said that some of the mentors are "just about worn out" because there were not enough mentors for each mentee.

Vanderburgh County has a population of approximately 170,000 and its county seat is Evansville.

Financial Support of Other Quality Improvements

	Number of Projects	Number of Projects Tapping Other Funds	
		In Part	In Full
Lending library	33	7	19
Materials, supplies for providers	46	11	13
Salary supplements for providers	8	0	2
Substitute workers for providers	14	1	5
Health insurance for providers	2	0	1
Furniture & capital expenditures	39	9	14
Other (e.g. safety items)	25	6	7

Community Awareness

Increasing local awareness of child care issues was a goal of most projects (88%), as reported on page 5. Projects engaged in multiple efforts aimed at diverse audiences with a number of key messages about child care.

- Project efforts to increase awareness of child care issues were aimed at employers, businesses and industry to a slightly greater extent than the community at large and to parents.

The *average percentage of project efforts* to increase understanding of child care was distributed across all projects as follows:

- 46% targeted employers, business and industry
- 35% targeted the community at large
- 19% targeted parents and other adults in the parenting role

- More than three-fourths of projects devoting attention to community awareness used the following methods: local news media, presentations at meetings, brochures, and meetings with employers or businesses. The range of methods is described in the table on page 17.

54% of projects developed their own brochures or slideshows or information packets.

- 74% of projects used the tool kit for employers and community planners developed by the Indiana Child Care Fund (see page 3). This tool kit was rated as “useful” or “very useful” by 67% of its 45 project users.

Educare Institute Supports Developmentally Appropriate Practice

Research has shown that the quality of child care is higher when providers have more formal education related to early education and care.¹⁴ In keeping with this finding, some counties have chosen to focus their efforts on teacher training and education. For instance, in St. Joseph County, a large portion of a Child Care Financing Initiative grant was used to create an Educare Institute. The purpose of the Educare Institute is to:

- Create a "one-stop shop" for early childhood teacher education.
- Offer start-up assistance and business expertise for child care providers.
- Educate and assist child care centers, ministries, homes, preschools, and school-age programs in the National Academy of Early Childhood Programs or National Association for Family Child Care accreditation process.

The idea for the Educare Institute grew out of the work of the Educare Coordinating Council affiliated with the local Step Ahead Council. The committee was originally comprised of local child care providers. Prior to the Child Care Financing Initiative, this group held seminars for local child care providers on developmentally appropriate practice. The group did not have business or community participation and the services were somewhat fragmented. In 1994, the Step Ahead Coordinator organized an "Educare Forum" to help create partnerships between the Educare Committee and business and community leaders. Participants in this Forum discussed human service needs in St. Joseph County. The Forum's discussions led to the creation of working groups organized to address specific child care issues in St. Joseph County. The Educare Institute is the brainchild of a working group charged with determining what types of training opportunities were needed by child care providers and administrators.

Terri Kosik, president of the Step Ahead Council, said that the Institute was called the Educare Institute because the committee wanted to promote the idea that all children, regardless of the type of program they attend, should have access to developmentally appropriate care. The "educare" term was coined by Bettye Caldwell, a prominent child development expert at the University of Arkansas.¹⁵ The Institute is housed in the Continuing Education Office at Indiana University South Bend and offers certifi-

cate programs not available elsewhere in the county. St. Joseph County has a population of approximately 260,000.

Some of the Institute's offerings include:

- *An Early Childhood Certificate* for prospective teachers and those currently working with preschool-aged children. Students learn about basic child development, guidance and discipline, curriculum development, and working with diverse groups of children. Coursework can be applied toward a CDA.
- *An Administrator's Certificate* for directors and/or proprietors of programs. Course topics include personnel hiring, supervision, budgeting, and marketing. Classes are also available for people who are interested in starting a child care business.
- *Assistance with accreditation* through informational seminars about the benefits of accreditation and what is involved in the three-step accreditation process. Additional follow-up sessions are offered to both center- and family-based providers who are working toward accreditation.
- *Courses and workshops* on working with specific populations, such as children with special needs and infants and toddlers.

Providers who are residents of St. Joseph County are able to request tuition assistance that can be applied toward Institute courses, conferences, CDA training, and area workshops. These scholarships were originally funded by the Child Care Financing Initiative and are now funded with Child Care and Development Fund Quality and Training funds. Carolyn Fermoye, director of the Educare Institute, believes that if grant funds for tuition assistance continue to be available, the Educare Institute can become self-sustaining and continue to expand its services.

Methods Used to Disseminate Child Care Information

	Number of Projects	Percentage of Projects Seeking to Increase Awareness
Local newspaper, radio, television articles or ads or public service announcements	52	85%
Presentations at meetings	51	84%
Brochures or other printed information	52	85%
Displays or handouts at community events (e.g. fairs)	42	69%
Website or electronic mail	12	20%
Organization newsletter	45	74%
Meetings (incl. breakfasts) with employers or businesses	48	79%
Posters in community locations (e.g. buses, benches)	29	48%
Other (e.g. workshops)	15	25%

- A majority of projects (54%) highlighted a range of key messages about child care, including the value of child care to employers and the community, characteristics of high quality, and the benefits of quality child care to children and families. See the following table for a description of the primary messages of projects' community awareness efforts.

Messages Communicated about Child Care

	Number of Projects	Percentage of Projects Seeking to Increase Awareness
Value of quality child care to worker productivity, retention, and community economic development	50	82%
Benefits of quality care to children and families	48	79%
Quality care: What it looks like, how to find it	46	75%
Problems with child care (e.g. staff turnover)	29	48%
Other (e.g. social responsibility for supporting child care)	5	8%

Marketing Strategies Offer a Business Perspective on Child Care

Marketing and public relations strategies are being used in Vigo County to generate widespread interest in improving the availability of high-quality child care. The marketing effort is aimed at local business and community leaders, and is designed to promote corporate support of child care. This strategy is part of a larger effort that includes a retention, mentoring, and training program for providers.

Why a marketing and public relations approach? Previous approaches to the business community on the part of child care professionals had limited success locally because human service professionals did not speak the same language as the business community, says Nan Nicol, coordinator of the Vigo County Step Ahead Council. Organizers of the marketing plan determined that key messages about local child care issues would be best communicated to the corporate community through an expert who fully understood a business perspective.

The plan was put together by the Vigo County Collaborative for Child Care (VCCI), based on recommendations of the Region VII Welfare-to-Work Council plus findings of a 1991 survey of community members conducted by the United Way of Wabash Valley and the Vigo County Step Ahead Council. Survey results pointed to the need for more child care for infants and toddlers, children with special needs, and children needing care during evening hours. Vigo County has a population of approximately 110,000; its county seat is Terre Haute.

A public relations and marketing specialist, Denver Hudson, was recruited to a full-time position supported by grant funds from the Indiana Child Care Financing Initiative. Hudson's first task was to assess past and current community efforts in child care, using a marketing audit/situation analysis. This analysis pointed to opportunities and challenges in three target markets: employer, provider, and parent/public.

Information-based activities are being carried out with each of the audiences. For example:

- Individualized meetings are being held with local employers to encourage interest and participation in addressing local child care needs. Corporate mentors from the Vigo County task force representing Cinergy and the Alliance for Growth and progress are facilitating initial contacts with businesses.

- Two action tools have been created for employers. "FaxPacks" provide information on child care issues from the view of an employer. For instance, a recent "FaxPack" titled "Bottom Line Boosters" provided employers with information about ways to address local child care needs. An employer Strategy Sheet describes ways to assess employee child care needs, options for meeting needs, and resources available in the community.
- The Vigo County Child Care Initiative has joined the local Chamber of Commerce. A presentation on child care issues to prominent local business leaders is planned.
- The first of many planned training sessions for child care providers was a workshop on "Understanding the Significance of Your Work." Information from this workshop (and from those offered in the future) will be available on cassette tape.
- Informational fliers were created for parents on how working parents can encourage their employers to become involved in local child care issues. The fliers, which are available through local child care providers, include titles such as: "Your Children Are At Risk" and "How to Approach Your Employer."
- The People First Speakers' Bureau is ready to serve families, providers, and the business community in Vigo County. Speakers for this service have been recruited from the community to discuss a variety of topics, including parenting skills, tips on finding quality child care, and team building. Speakers are willing to customize their talks to meet specific audience needs. Many of the speakers offer their services free of charge.

These activities are examples of how Vigo County is working to create a foundation for a stronger child care infrastructure. Hudson points out that it takes time to accomplish change at the corporate level and right now Vigo County is focusing efforts on increasing the awareness of business and community leaders.

- A majority of the 35 projects that targeted information to parents:
 - developed directories or resource lists of available child care (69%),
 - distributed directories or resource lists of available child care developed by another organization (57%),
 - disseminated information to families on sources of money to help pay for child care (54%), and
 - encouraged parents to advocate for employer responsiveness to child care (57%).

A smaller percentage of projects directly provided vouchers or scholarships or other sources of funds for families to use in helping to pay for child care (34%) or offered other sources of help to parents such as telephone referrals or parent education (40%).

Planning and Partnerships

Planning Team

Most projects were initiated by the local Step Ahead council (64%), sometimes in collaboration with another group (10%).

By design, projects funded by the Child Care Financing Initiative included a local planning team (see page 2). According to interviews conducted for this study, the planning teams were characterized by the following:

- The median number of members was 15.
- The median number of members who usually attended planning team meetings was 10.
- About two-thirds of all teams met monthly (51%) or every other month (16%). 29% met less than six times a year. A small number of teams met two or more times per month (4%).
- There was a formal or informal *core* group of individuals in most local planning teams (80%) consisting of 6 members (median). A median of 2 members of this *core* group represented business, industry or large employers in the community.

At the time of the interview for this study (fall 1998), respondents characterized current local team functioning as follows:

- 67% indicated that group members discuss or brainstorm a range of ideas as a way of determining the group's action plan.
- 33% indicated that one individual or several individuals present a specific plan of action to the group that the group either supports, sometimes with modifications, or rejects.

One-third of the interview respondents indicated there had been *changes over time* in how the group functions in terms of the two options described above. Most respondents (70%) who indicated there had been changes over time reported that, at an *earlier point*, the group had functioned in the second mode (one or several individuals present a specific plan to the group, see above). The remainder (30%) indicated the first mode (group members discuss or brainstorm ideas, see above) characterized group functioning at an earlier point in team meetings.

Business Conference Promotes Local Employer Awareness

"Child Care Keeps Northwest Indiana Working" was the title of a one-day conference organized for local employers in Lake County, an urban area with about one-half million residents.

The purpose of the conference was to provide local employers with information about the status of child care in Lake County, how child care impacts business, and what employers can do to support child care options for their employees. The conference was developed by a sub-committee of Lake County's planning team for the Indiana Child Care Financing Initiative in conjunction with the Indiana Business Forum.

Conference topics were determined by a business conference planning team comprised of local business leaders, social service agency representatives, and child care providers. Based on brainstorming sessions and current literature, the planning team decided to focus on one central theme: "Quality Child Care A Value for Your Investment."

Representatives from AT&T, Lincoln National, and Bright Horizons presented information about on-site child care, near-site child care, and collaborative efforts such as purchasing slots from existing community providers and corporate sponsorships of local child care centers. Also, Sue Landske, an Indiana State Senator, spoke about current Indiana initiatives related to quality child care, including Governor O'Bannon's Bright Beginnings Campaign. Sandi Heath, the local resource and referral specialist, provided information about local child care initiatives and resources available in the community.

Deborah Wilburn, the deputy editor of *Working Mother Magazine*, was the featured luncheon speaker. Wilburn is responsible for compiling the magazine's yearly list of the "100 Best Companies for Working Mothers." The closing speaker was Frank Kendrick, an assistant basketball coach at Purdue University. Kendrick spoke on the connection between early childhood education and later success in life.

Conference attendees were given resource materials and "give-aways." For example, participants received

a copy of the toolkit developed by the Indiana Child Care Fund, "I Am Your Child" videotapes and CD ROMs, information about the "Building Bright Beginnings" campaign, and Lake County Step Ahead PR material (such as magnets and water bottles) with the Lake County Step Ahead phone number.

The conference was advertised in a Step Ahead newsletter specifically geared to those with business interests. This quarterly newsletter includes information about local child care initiatives, the quality of child care available in Indiana, and family-friendly work issues. The first newsletter was issued just prior to the business conference.

Over 300 people attended the conference. About one-third of the attendees were employers; the others were child care and social service professionals. Susan Jaskula, public relations director for Lake County Step Ahead, hopes that the success of this conference attracts more business people in the future. Barbara Corcoran, coordinator of the Lake County Step Ahead Council, is optimistic that interest in this event will grow. There are signs that the conference increased awareness about child care issues. Since the time of the conference, the local Step Ahead office has received an increased number of calls from local business people. Corcoran reports that calls range from informational requests to inquiries about future Step Ahead Council involvement.

Corporate Mentor

- Corporate mentors were actively involved in more than one-half (55%) of the 66 projects that were assigned mentors (see page 2). In a majority of projects with an active corporate mentor, the mentor was from Cinergy (58%). In a small number of projects, the Cinergy mentor worked in collaboration with a mentor from another corporate or business setting (8%). In the remaining one-third of projects with an active corporate mentor, the mentor was from another corporate or business setting (e.g. Chamber of Commerce, local economic development officer).
- Corporate mentors provided local projects with a business perspective on child care issues and with access to employers, businesses, or industry. Specifically, mentors:
 - helped the project team understand the viewpoint or interests of employers, businesses, and industry (81%),
 - provided access to employers, businesses, or industry (e.g. making calls, convening meetings) (64%),
 - helped the project develop messages and/or activities that were responsive to employers, businesses, and industry (58%), and
 - assisted with fund raising, providing meeting space and supplies, leading meetings, and carrying out project tasks, among other involvements (67%).

Needs Assessment

- Most projects (54 or 78%) conducted a needs assessment as part of project planning. Other projects planned to conduct a needs assessment (5) or were considering this option at the time of the study (3).
- The 54 projects that conducted needs assessments generally secured information from several different types of groups as part of the needs assessment, including:
 - parents and other users or potential users of child care (85%),
 - employers (78%),
 - community leaders and members (50%), and
 - child care providers, educators, and social service agency representatives (22%).
- Surveys and questionnaires were the most common method of gathering needs assessment information (98%). Some projects also used existing records (39%), focus groups (28%), telephone interviews (15%), and other methods such as in-person interviews or a community forum (7%) to collect information.

Project Implementation

- A significant number of projects (42%) experienced “false starts” – that is, activities or efforts a project initiated but was unable to carry out. Among the 29 projects experiencing “false starts,” the following factors surfaced as unanticipated barriers:
 - Lack of interest or community support (24%)
 - Lack of adequate financial resources (14%)
 - Collaborator experienced delays or withdrew (14%)
 - Idea turned out to be not feasible due to timing, etc. (10%)
 - No one willing to take leadership to implement a plan (10%)
 - Task or issue was of greater magnitude than planned (7%)
 - Plans took longer to implement than expected (10%)
- A significant minority of projects altered their plans by adding activities in an area not originally proposed (for example, by adding activities to increase child care capacity).

A comparison of project proposals to the activities actually implemented indicates that a solid majority of projects carried out activities in the planned areas. (See table below.) For example, 86% of projects that planned to address the area of *quality* in fact implemented activities in this area. However, a relatively sizable number of projects implemented activities in an area that had not been planned. As shown below, 29% of projects implemented activities in the *capacity* area even though a focus on capacity was not included in the original proposal. Similarly, 14% and 13% of projects implemented activities in the *quality* and the *community awareness* areas, respectively, but these areas were not planned originally, per the project proposal.

A majority of projects modified activities within a planned area (for example, by changing the target population for increased child care capacity). 74% of projects that addressed the *capacity* area, for instance, modified their activities to accommodate new information or unanticipated circumstances.

Project Plans versus Activities Implemented						
	Capacity		Quality		Awareness	
	Number of Projects	Percent of Projects	Number of Projects	Percent of Projects	Number of Projects	Percent of Projects
Activities implemented in planned area	39	71%	56	86%	53	87%
No activities implemented in planned area	5	9%	1	2%	3	5%
Activities implemented in area <i>not</i> planned	16	29%	9	14%	8	13%
Activities modified within planned area	41	75%	33	51%	19	31%

- Most projects identified progress in the areas of child care quality, capacity, or community awareness as their major achievement. Respondents pointed to the following as their project's most important accomplishment:
 - Increases in child care capacity (32%)
 - Improvements in child care quality (29%)
 - Increases in community awareness of child care issues (20%)
 - Partnership building to improve child care in the community (13%)
 - Valuable needs assessment conducted (6%)
- For most projects, the most important lesson learned dealt with the processes of forming and sustaining productive collaborations with new partners. 64% of project coordinators identified partnership-building tasks as a key lesson from project experiences, including: communication issues within collaborations, the need to understand corporate perspectives, the difficulties of assembling and maintaining a planning team with diverse membership, and the time-consuming nature of partnerships, especially in the context of complex child care issues.
- Projects were generally rated as successful by project coordinators. On a 10-point scale (1=highly unsuccessful, 10=highly successful), the average rating across all projects was 7.48 (median=8). The lowest rating by a study respondent was 2 and the highest was 10.

Conclusions

- The Indiana Child Care Financing Initiative stimulated the development of a significant number of child care spaces, often targeted to underserved populations, and enabled a substantial amount of staff training activity and other quality improvements. Innovative community awareness efforts aimed at employers, business, and industry also were implemented.
- Projects used Indiana Child Care Financing Initiative dollars to leverage, match, or supplement other funds for local child care improvements. Other sources of financial support were consistently tapped for new, renovated or expanded child care centers and for staff development and other quality improvements.
- The goals and design of the initiative provided projects with flexibility for responding to local conditions and needs. It appears that projects actively accommodated changing circumstances and new opportunities. Initiative funds also allowed projects to build on and extend existing community efforts, and to accomplish goals not supported by other funding sources.
- Locally-driven responses to child care needs likely will increase during the current era of devolution in domestic policy in the United States. Project implementation experiences in the Indiana Child Care Financing Initiative indirectly raise questions about the adequacy of existing information and tools to guide local decisions. Would improved access to

information based on pertinent research and the lessons of similar community efforts reduce the number of obstacles encountered by community-based projects?

- Important progress appears to have been made in initiating or expanding public-private partnerships focused on child care in many of the communities that received Indiana Child Care Financing Initiative funds. Collaborations among new partners take careful effort and time. Projects in this study are at different stages in the development of private-public partnerships, and appropriate types of additional support seem needed to ensure a solid foundation for future collaborations.

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Faith Community and Government Collaboration

continued from page 6

the local Step Ahead coordinator, believes that without the support of the faith community, these two centers may not have come to fruition. He hopes that in the future, additional community partnerships can be generated to help defray future operating costs. Currently the Step Ahead Council is reaching out to local employers and community leaders in an effort to generate business support for child care related ventures. Floyd County has a population of approximately 70,000.

Reducing Provider Turnover

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vide written documentation of their CDA training are honored at a recognition banquet, which is sponsored by the Community Foundation and held several times a year. Stipends are presented to providers at this banquet according to the percentage of training completed.

Primary Sources of Information on County Projects

Adams: Cheri Scherry
Bartholomew: Jalene Hahn
Benton: Christine Sheetz
Boone: Christine Whitsitt
Brown: Sheri Smith
Cass: Dottie Knepley
Clay: Sharon Hoffman
Daviess: Vanessa Kavanaugh
DeKalb: Karen Parker
Delaware: Diann Bates
Dubois: Julia Slaninka
Elkhart: Dina Harris
Fayette: Peggy Locke
Floyd: Vince Klein
Fountain/Warren: Teresa Ramey
Fulton: Lorena Kanouse
Gibson: Melanie Greene
Grant: Kelly Turner
Hamilton: Mindy Hosapple
Hancock: Janice Cassell
Harrison: Shirley Hawkins
Hendricks: Debbie Blunk
Henry: Karen Copeland
Howard: Dottie Knepley
Huntington: Anita Shepherd
Jackson: Thomas Rothring
Jasper: Sharon Blasky
Jennings: Jennifer Ertel
Johnson: Rilyn Gipson
Knox: Lori Williams
Kosciusko: Barbara Terry
LaGrange: Marilyn Wingstrom
Lake: Barbara Corcoran
LaPorte: Dr. Janice Katz
Lawrence: Debbie Beeler
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