



CREATING OPPORTUNITIES FOR FAMILIES THROUGH RESIDENT SERVICES: A PRACTITIONER'S MANUAL

Volume Two: Enhanced and Comprehensive Resident Services
Revised and Expanded Edition

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CHILD CARE

High-quality child care settings provide safe places for kids to be and grow; offer food programs and good nutrition; and provide environments for socialization, physical development and learning. These are all things that contribute to child development and have effects into teen and ultimately adult years, yet they are things low-income working parents may not be able to easily provide.

INTRODUCTION TO CHILD CARE, AFTER-SCHOOL AND YOUTH SERVICES

INTRODUCTION TO CHILD CARE

Most working parents need care for their children during work hours. While some have relatives who can help out, many have to find home-based child care or centers. Quality care that addresses a young person's needs in early child development and health and safety leads to better school performance. This is especially true for children from low-income communities. Finding quality, affordable care that meets their goals, however, is especially challenging for low-income parents. Furthermore, reliable quality care is essential for peace of mind for working parents and to enable them to maintain regular work hours and succeed in moving toward economic self-sufficiency.

Affordable housing owners have a unique opportunity to help their residents with the important decisions concerning types of child care as well as specific child care providers. It is important for resident services staff to understand the child care issues in their community, including parents' goals, the available child care resources and the quality and capacity of those resources. The child care support materials in this manual provide guidelines for finding quality child care, understanding types of care and funding to pay for care. The resources, some of which are geared towards parents as well as resident services coordinators, are all centered on helping parents find the care that fits their unique needs.

RESOURCES AVAILABLE IN THIS SECTION

1. **Facts on Child Care:** This fact sheet explains the need for services designed specifically for young people and summarizes useful online resources.
2. **The Importance of Early Care and Education:** Quality child care provides both care and early learning. Research has proven the value and effect of quality care on later outcomes in childhood and into adulthood. This document describes some key elements affected by quality child care, or the lack of it.
3. **Types of Child Care:** There are a variety of child care arrangements that could support the families in your neighborhood. These arrangements differ based on the setting, the providers' certification and the funding streams and regulatory requirements. Understanding the types of care will help you navigate the broad array of choices and better identify those that will meet the specific goals of the families you serve.
4. **Child Care Referral Sources:** This form will help you to identify the child care referral sources available in your neighborhood and analyze your residents' child care goals.

5. **Understanding Child Care Subsidies:** Funding for child care is complicated, and many parents are unaware of how to access the help that is available. This document will introduce you to the various types of child care funding and connect you to resources for additional information.
6. **Resources for Finding Quality Child Care:** Choosing a safe and appropriate child care provider is one of the most important decisions a parent has to make. The resources listed in this document will help you and your residents understand the questions to ask and what to look for in making this critical decision.
7. **Survey to Determine Parents' Child Care Goals:** This survey should be an early step in your evaluation of your residents' child care goals. It is designed to be filled out by the parent or guardian, and the responses will help you determine what kind of care is needed.
8. **Child Care Search Worksheet for Parents:** Resident services coordinators can give this form to parents who are looking for care. It will help parents compare the wealth of information their research uncovers. This form is designed to be used with a checklist for determining the quality of care, such as Child Care Aware's "Evaluating a Provider," (<http://www.childcareaware.org>).
9. **How Safe is Your (or Your Provider's) Home?:** Children's physical well-being is assured through careful supervision in an environment made safe for their use. You can provide these checklists to your residents to help them assure that their child care provider's home or center is safe for children.
10. **Resources and Tools for Supporting Child Care Programs:** This list offers dozens of resources for individuals and organizations interested in providing quality and affordable care for children. It offers information on a variety of topics, including developing child care programs, designing facilities, environmental and health hazards, funding, homeownership and legal support.

FACTS ON CHILD CARE

The following information and statistics will be helpful to resident services coordinators wishing to plan or recommend child care or after-school programs for their residents.

- Studies show that children who receive quality child care enter school with better math, language and social skills than children who do not receive quality care.
- For most families, child care is the second largest expense after rent or mortgage—easily costing \$4,000 to \$10,000 a year. Yet, according to the Children's Defense Fund (<http://www.childrensdefense.org>), more than one out of four families with young children earns less than \$25,000 a year. A family with both parents working full-time at minimum wage earns only \$21,400 a year.
- Also according to the Children's Defense Fund, child care subsidies for low-income families are limited. Nationally, only 12 percent of eligible children get assistance. The national Head Start program, for example, serves only three out of five eligible children.
- According to the National Association for the Education of Young Children (NAEYC) (<http://www.naeyc.org>), in 2003, 64 percent of mothers with children under age six and 77 percent with children ages six to 17 were in the labor force.
- Also according to NAEYC, in 1999, nearly three-quarters of children under age 5 with an employed parent or primary caregiver were in arrangements other than care by a parent. These arrangements included center-based care (28 percent), care by relatives (27 percent), family child care homes (14 percent), and nannies or babysitters (4 percent).
- According to the National Women's Law Center (<http://www.nwlc.org>), two-thirds of working poor families headed by single mothers who paid for child care in 2001 spent at least 40 percent of their income on child care.
- According to two Brandeis studies in 2004 and 2006, parents who are concerned about their children's after-school care miss an average of eight days of work per year. Decreased worker productivity related to parental concerns about after-school care costs businesses up to \$300 billion per year.
- According to Policy Studies Associates Inc., parents in an After School Corporation (TASC) 2004 study said that the program helped them balance work and family life: 94 percent said the program was convenient, 60 percent said they missed less work than before, 59 percent said it supported them in keeping their jobs, and 54 percent said it allowed them to work more hours.

- A 2004 study by the Urban Institute reports that only four out of every 10 low-income families receive paid parental leave. Of those with paid leave, 31.8 percent received one work week of paid leave or less.

THE IMPORTANCE OF EARLY CARE AND EDUCATION

“Early care and education” is what many professionals are calling child care these days, because quality child care provides both care and nurturing for the child as well as early learning. It supports healthy child development. For low-income families, quality child care is critical. High-quality child care settings provide safe places for kids to be and grow; offer food programs and good nutrition; and provide environments for socialization, physical development and learning. These are all things that contribute to child development and have effects into teen and ultimately adult years, yet they are things low-income working parents may not easily provide. In addition, the economic impacts brought about by quality child care benefit not only the children but also local economies. Resident services programs can be a significant link for families seeking these resources, whether they offer child care on-site or help families find it in the neighborhood.

BRAIN DEVELOPMENT

The first three years of a child’s life are critical to healthy development. During these years, proper stimulation of all the facets of the growing brain is crucial. Some experts believe that the critical period extends up to even 5 and 6 years old. Here are some excerpts from Frequently Asked Questions on brain development from the Zero to Three website, <http://www.zerotothree.org>.

Does experience change the actual structure of the brain?

Yes. Brain development is “activity-dependent,” meaning that the electrical activity in every circuit—sensory, motor, emotional, cognitive—shapes the way that circuit gets put together. Like computer circuits, neural circuits process information through the flow of electricity. Unlike computer circuits, however, the circuits in our brains are not fixed. Every experience—whether it’s seeing one’s first rainbow, riding a bicycle, reading a book or sharing a joke—excites certain neural circuits and leaves others inactive. Those that are repeatedly and consistently turned on will be strengthened, while those that are rarely excited may drop away. Or, as neuroscientists sometimes say, “Cells that fire together, wire together.” The elimination of unused neural circuits, also referred to as “pruning,” may sound harsh, but it is generally a good thing. It streamlines children’s neural processing, making the remaining circuits work more quickly and efficiently. Without synaptic pruning, children wouldn’t be able to walk, talk or even see properly.

What is a critical period in brain development?

Pruning or selection of active neural circuits takes place throughout life, but is far more common in early childhood. Babies require normal visual input or they may suffer permanent impairment; children born with crossed or “lazy” eyes will fail to develop full acuity and depth perception if the problem is not promptly corrected. Language skills depend on verbal input (or sign language,

for babies with hearing impairments) in the first few years or certain skills, particularly grammar and pronunciation, may be permanently impacted. The critical period for language-learning begins to close around five years of age and ends around puberty. This is why individuals who learn a new language after puberty almost always speak it with a foreign accent.

For more information on brain development:

- Zero to Three, FAQs on brain development, see http://www.zerotothree.org/site/PageServer?pagename=ter_key_brainFAQ
- Better Brains for Babies, University of Georgia, see <http://www.fcs.uga.edu/ext/bbb/>

CHILD HEALTH

Child care providers can help parents provide their children with many critical elements, including good nutrition, lead and environmental safety, asthma and access to child health insurance. Quality home-based and center-based child care programs provide meals for the children and nutrition education for parents, through the Federal Child and Adult Care Food Program from the Department of Agriculture and local university extension offices. Some centers have on-site medical screening. One center in Rochester, New York, has teleconference medical screenings with off-site doctors, via a computer video link-up at the center with an on-site trained staff person. This ensures that no children attending the center will fall through the cracks.

Access to child health insurance is now available almost universally for low-income children. Following are some examples of initiatives and resources on efforts to enroll children. Resident services programs can provide links to similar local programs or find out how to provide this information themselves.

From the American Academy of Pediatrics:

Quality child care and early education can have a profound positive influence on children's health, development and ability to learn. The striking correlation between children's experience in quality child care and their later success demonstrates the importance of continually improving child care environments.

From the National Child Care Information Center website:

With support from the California Endowment, Children Now, the Children's Defense Fund and the Children's Partnership have spearheaded the 100% Campaign: Health Insurance for Every California Child. This campaign is implementing a pilot program in Fresno County, supporting a partnership between the Central Valley Children's Services Network (a child care resource and referral agency) and the Fresno Health Consumer Center (FHCC), an advocacy group and health insurance enrollment organization, to increase children's enrollment in low-cost health care programs. This pilot project provides outreach to families in three ways:

- It encourages child care providers to distribute flyers about health insurance to parents.
- It informs parents seeking child care about how FHCC can help them enroll in health coverage (by providing FHCC contact information to parents and conducting a follow-up call to interested families to offer enrollment assistance).
- It includes FHCC contact information with every child care application mailed, and reminds parents who are on the waiting list for subsidized child care about how FHCC can help them apply for health insurance.

For more information on child health:

- Fresno pilot project or the 100% Campaign, visit www.100percentcampaign.org.
- Child health and safety or to access Quality Early Education and Child Care from Birth to Kindergarten, visit www.healthychildcare.org or e-mail hcca@aap.org.
- Center on Budget and Policy Priorities: Enrolling Children in Health Coverage Before They Start School, see <http://www.cbpp.org/10-1-01health.pdf>.

SCHOOL READINESS

In “Where We Stand: NAEYC on School Readiness,” the National Association for the Education of Young Children says that school readiness requires access to opportunities. More and more, states are increasing these opportunities, accepting the research and recognizing that to close achievement gaps in later years they need to invest in children’s education at earlier ages. Therefore, they have begun to fund pre-kindergarten for 3 and 4 year olds. According to NAEYC, “The absence of basic health care and economic security places many children at risk for academic failure before they enter school. Families...are not always able to prepare their children for a school setting.” Early childhood and resident services programs can be a valuable support to help children prepare for school.

For more information on school readiness:

- NAEYC position’s statement on school readiness: http://www.naeyc.org/positionstatements/school_readiness
- Cost Quality and Outcomes Study Goes to School: <http://www.fpg.unc.edu/~ncedl/PDFs/CQO-es.pdf>

SOCIAL OUTCOMES AND JUVENILE CRIME

A study of preschoolers that began 40 years ago in Ypsilanti, Mich., the High/Scope Perry Preschool study, has shown that children from a quality preschool program out-performed a control group in educational achievement, economic

performance and employment, and had a lower incidence of arrests for violent crimes as well as drug and property crimes. More males raised their own children. More participants, male and female, got along very well with their families. This is just one example, albeit a very significant one, of the growing body of research that is showing the positive effects over time of quality early childhood education.

“America’s Child Care Crisis: A Crime Prevention Tragedy” (2000), by Fight Crime: Invest in Kids, found that young people who spend their early years in high-quality child care are half as likely to be arrested later. The report compared the juvenile arrest records of 1,000 18-year-olds who had been enrolled in those centers as children, with similarly at-risk youths who had received full-day kindergarten, but not the pre-school and parent-coaching program provided by the centers. Of those who had only kindergarten, 26 percent had had at least one juvenile arrest and 15 percent had had two or more arrests as juveniles. Of those who had attended the pre-school program, 16 percent had had at least one arrest and 8 percent had had two or more. The complete report is available at <http://www.fightcrime.org>.

For more information on social outcomes and juvenile crime:

- The High/Scope Perry Preschool Study Through Age 40: <http://www.highscope.org/Content.asp?ContentId=219>
- The Abecedarian study in North Carolina is another key study in this area: <http://www.fpg.unc.edu/~abc/>

Economic Impact

Finally, a growing number of studies are showing the broader economic impacts of quality early education experiences on individuals as they grow into adulthood. Common findings include:

- Increased tax revenues resulting from increased employment and earnings
- Decreased welfare outlays, including Medicaid, Food Stamps, and Aid to Families with Dependent Children and general assistance (typically funded by counties)
- Reduced expenditures for education, health and other services, such as special education, emergency room visits and stays in homeless shelters
- Lower criminal-justice system costs, including arrest, adjudication and incarceration expenses

For more information on the economic impact of early childhood education:

- The Minneapolis Federal Reserve Bank has developed some highly acclaimed research on the economic outcomes of quality care. Early Childhood Development: Economic Development with a High Public

Return (March 2003): http://www.minneapolisfed.org/publications_papers/pub_display.cfm?id=3832

- Investing in Our Children: What We Know and Don't Know about the Costs and Benefits of Early Childhood Interventions (1998): <http://www.rand.org>
- The Alliance on Early Childhood Finance has an array of resources and links, including work from Cornell University on the regional economic impacts of child care: <http://www.earlychildhoodfinance.org>
- Economic Benefits of High-Quality Early Childhood Programs: What Makes the Difference? (February 2006), by Ellen Galinsky, published by the Committee for Economic Development: <http://www.ced.org/>.

For more general information on the effects of quality care on young children see:

- The resource database of the National Child Care Information Center at <http://nccic.acf.hhs.gov>
- The National Association for the Education of Young Children: <http://www.naeyc.org>

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TYPES OF CHILD CARE

Working parents require an array of child care choices depending on their individual circumstances and preferences. Parents working evening or weekend shifts, for example, may need home-based child care because centers are not open when they need them.

Even for care during traditional business hours, parents may prefer to keep their children, especially infants, in a home setting. Cultural preferences may also be a factor. For example, parents may want their children in care settings from within their own culture. Some parents, however, either want their children in a more school-like atmosphere that centers can provide or feel more comfortable with an established institution.

CENTER-BASED CHILD CARE

Here is some information on center-based child care, including funding streams.

Child Care Centers

- For-profit centers include national franchises (not generally found in low-income neighborhoods) and small entrepreneurial mom-and-pop businesses.
- Nonprofit centers range from stand-alone programs to multi-site operations. Stand-alone centers usually require at least 60 to 70 children to break even and are complex to manage, especially with subsidies.
- License-exempt centers include church-affiliated programs, programs that operate fewer than four hours per day and programs operated by school districts or government agencies (such as park and recreation departments).

Center-Based Funding Streams

- The Federal Child Care Development Fund (CCDF) provides child care funding from the U.S. Department of Health and Human Services.
- Head Start, a federally funded comprehensive services program for 3- to 4-year-olds, has income requirements for participation, generally runs part-day for the school year and is often linked to other programs for wrap-around services.
- State-funded pre-kindergarten programs operate in approximately 40 states, may have income requirements, are generally part-day and are often linked to other programs for wrap-around services.
- TANF dollars may be available, as determined state-by-state.
- Private pay by parents is sometimes on a sliding scale.

Before- and After-School Care in Either Centers or Homes

Before- and after-school care programs are designed to fill the gaps in parents' care schedules and, therefore, tend to be more varied than other forms of care. Here is some information on the different types of before- and after-school care.

- Programs are designed specifically for school-age children (ages 5 through 12).
- Some officially enroll; others are “drop-in” (drop-in care programs are often license-exempt).
- Care may be provided in schools, centers or through nonprofit organizations.
- Subsidies are usually available.

Home-Based Child Care

Many parents prefer home-based child care, particularly for their infants. The care can be offered in the provider's or child's home. Here is some information on the different types of home-based child care.

In-home care: The provider, often called a babysitter, nanny, au pair, etc., goes to the child's home.

- This type of care is not regulated by the government.
- The care is subject to state requirements for employment relationships.

“Kith and kin” care: Relatives, friends or neighbors provide care in their homes, and it is very common.

- This is largely unregulated by the government, although some states require certain standards if the provider receives public subsidy child care payments.
- Parents taking their children to kith and kin care are eligible for child care subsidies.

Family child care: The providers care for a small group of children in their own homes.

- Family child care is regulated by the government.
- Family child care must meet various requirements for home safety, provider training and qualifications and programming.

Group family child care: Providers care for larger groups of children in their own homes.

- Group family child care is regulated and must meet state requirements and regulations.
- Additional staffing and other requirements are based on the number of children being cared for.

CHILD CARE REGULATIONS

Regulations for both home-based and center-based child care include:

- Number of children in care
- Space
- Ratio of adults to children
- Training requirements for staff
- Inspections
- Complaints and penalties for violations
- Zoning
- Program

FOR MORE INFORMATION

For more information on the different types of child care, check out these resources:

Child Care Aware, “Types of Care,” at: <http://www.childcareaware.org>. Child Care Aware is a nonprofit initiative committed to helping parents find the best information on locating quality child care and child care resources in their communities. It offers brief descriptions of the types of care and why parents choose each. Look under “What you should know” in the left navigation bar.

Enterprise Child Care Library Online, “Introduction to Child Care,” at: <http://www.enterprisecommunity.org/resources>. This book is an overview of the child care industry for community-based organizations, community development corporations and other similar organizations seeking to address child care issues in their communities. It is designed for organizations with little knowledge or expertise in child care to use as a first step in gathering information. Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

- The many types of child care programs that exist
- The regulatory system and types of funding for child care
- Questions for board members and staff
- Planning new programs
- A list of resources

Enterprise Resource Database, Child Care resources, at <http://www.enterprisecommunity.org/resources>.

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CHILD CARE REFERRAL SOURCES

GUIDE FOR COMMUNITY-BASED HOUSING DEVELOPERS

In preparation for making child care referrals, use this guide to identify key information and gaps in your agency's knowledge of child care needs and resources.

1. Your local child care resource and referral agency (CCR&R) can help you understand the need for child care in your area and find various resources to support your efforts. To find your local CCR&R, contact Child Care Aware, a service of the National Association of Child Care Resource and Referral Agencies at <http://www.childcareaware.org> or 1.800.424.2246.
2. To determine if child care assistance should be one of the services you focus on, first determine how necessary it is to your residents.
 - What percentage of your residents request child care assistance?
 - What percentage do you think can find their own care?
3. To properly manage the referral list of child care providers for your residents who need child care, create a list of the following and make sure you update the information every six months.
 - Your local CCR&R
 - Names and phone numbers of local child care centers, including their hours and charges
 - Names and phone numbers of licensed home-care providers, including their hours and charges
 - Names and phone numbers of unlicensed home-care providers, including their hours and charges
4. Decide how you want to verify quality, health and safety factors for the providers on your list. Consider such options as using your local CCR&R, relying on word of mouth, sending a staff person to review the premises or providing background checks on the unlicensed providers.
5. To help you determine if the providers on your list offer services that match your residents' needs, think about what type of care your residents currently use or have stated they need. Typically, what kind of child care arrangements are they looking for (weekday care, weekend care, overnight care, sick care, after-school care, etc.)? Typically, how much do they pay and how do they pay for it (subsidies, etc.)? Determining the answers to these questions will help you to assess whether or not the providers you have located will be able to meet your residents' needs.

6. To help you better understand when to look into possible child care referrals, think about when you normally get requests for assistance. Is it when the residents first move in? Does it happen all the time? Is it when your residents go into your workforce or education programs? When you determine this, you can create a system to make sure you are offering referral information when it is most likely to be needed.
7. If a resident's child care arrangements fall through (because a parent loses a job, for example) do you offer any support to help the resident through the crisis? If not, consider providing emergency child care funds for a family in need.

Taking the time to think through these questions will help you better prepare your organization to meet the child care needs of your residents.

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UNDERSTANDING CHILD CARE SUBSIDIES

Child care services can be paid for by subsidies available for income-qualified parents or by direct payments from parents. To be successful, child care businesses must have a thorough understanding of what kind of subsidies are available in their local market and how their local child care funding agencies function, as well as what the private-pay market will bear. If you want to start a child care initiative of any sort and you don't have experience with using the funding available to you, you'll need to rely on your child care partners.

Bear in mind that child care is an extremely under-funded industry. Personnel costs are extremely high because of important regulatory requirements regarding specific ratios of adult staff to children, which vary from state to state. (See <http://nrc.uchsc.edu/STATES/states.htm> for regulations in your state.) However, because child care pay scales are generally so low, it's difficult to retain quality staff. Fundraising is sometimes used to raise salaries and improve retention.

TYPES OF CHILD CARE SUBSIDIES

Subsidies for child care come in many forms and can be grouped in two general categories: portable subsidies and direct subsidies. While portable subsidies are tied to a family and follow the child to any selected program, direct subsidies are awarded to a specific program that serves a group of children.

Portable subsidies

- Parents' child care vouchers, certificates or purchase-of-service agreements can be funded by the Health and Human Services Child Care Development Fund or by the Temporary Assistance for Needy Families (TANF) program.
- Cash reimbursements are not common. However, Utah is an example of a state that pays the parent directly for child care, rather than paying the provider. Cash reimbursements are easier for TANF staff but disliked by child care providers.
- Privately funded scholarship programs that have been developed by individuals or organizations may be available locally, as a resource to help parents pay for care. Check with your local child care resource and referral agency to see if any programs exist in your area.
- Individual tax benefits include the Earned Income Tax Credit (EITC) or Child and Dependent Care Tax Credits. For more information on how tax benefits can support child care, visit the National Women's Law Center website (<http://www.nwlc.org>).
- Maternity benefits may be available under a disability insurance plan. Although not a subsidy to pay outside providers, partial or even total

wage replacement under temporary disability insurance plans are an inexpensive way to support parental leave for infant care, so a parent can stay home with a newborn child.

Direct subsidies

- Direct subsidies can be local, state or federal government contracts with child care providers to serve subsidized children or grants to improve child care.
- Examples of direct subsidies include federal grants from the Head Start Bureau of the U.S. Department of Health and Human Services for programs such as Head Start, Early Head Start, Migrant Head Start or Tribal Head Start.
- Other examples of direct subsidies include grants of fund allocations from a state education department or local school district for a pre-kindergarten or preschool program or foundation and other private-sector grants.
- Cost reimbursements from the U.S. Department of Agriculture's (USDA) Child and Adult Care Food Program also fall under the category of direct child care subsidies.

FOR MORE INFORMATION

To find out what subsidies are available in your area contact your local child care resource and referral agency, which can be found through the National Association of Child Care Resource and Referral Agencies at <http://www.naccrra.org>.

Enterprise Child Care Library Online, "Introduction to Child Care," at <http://www.enterprisecommunity.org/resources>. This book is an overview of the child care industry for community-based organizations, including community development corporations and other similar organizations, seeking to address child care issues in their communities. It is designed for organizations with little knowledge or expertise in child care to use as a first step in gathering information. Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

- The many types of child care programs that exist
- The regulatory system and types of funding for child care
- Questions for board members and staff
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- A list of resources

Enterprise Resource Database, Child Care resources, at <http://www.enterprisecommunity.org/resources>.

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RESOURCES FOR FINDING QUALITY CHILD CARE

Many, if not most, parents get child care referrals through word of mouth from friends or family. But almost every community has a child care resource and referral agency (also known as a CCR&R) that provides free listings of home-based providers and child care centers as well as guidelines for choosing high-quality care.

To find your local CCR&R, contact Child Care Aware, a service of the National Association of Child Care Resource and Referral Agencies (NACCRRA), at <http://www.childcareaware.org> or 1.800.424.2246.

Child Care Aware also offers a number of helpful guides to choosing quality child care on its website. Both of the resources listed below can be used with the “Child Care Search Worksheet for Parents,” found in this section of this manual.

“Five Steps to Choosing Quality Child Care”

This guide provides five simple steps to looking for and maintaining quality child care and can be found online at: <http://www.childcareaware.org/en/5steps.html>.

“Evaluating a Child Care Provider”

This resource provides a checklist of quality indicators and can be found online at: <http://www.childcareaware.org>

FOR MORE INFORMATION

Child Care Aware: <http://www.childcareaware.org>. Child Care Aware is a nonprofit initiative committed to helping parents find the best information on locating quality child care and child care resources in their communities.

Healthy Child Care America, “How Do I Find Quality Child Care?”: <http://www.healthychildcare.org>. This site offers links to both local and national child care resource and referral organizations.

Healthy Child Care America, “How Do I Evaluate a Child Care Provider?”: http://www.healthychildcare.org/ccp_eval.cfm. This site provides a checklist on determining quality child care, from the American Academy of Pediatrics.

Enterprise Child Care Library Online, “Introduction to Child Care,” at: <http://www.practitionerresources.org/cache/documents/197/19702.pdf>. This book is an overview of the child care industry for community-based organizations, including community development corporations and other similar organizations, seeking to address child care issues in their communities. It is designed for or-

ganizations with little knowledge or expertise in child care to use as a first step in gathering information.

Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

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- Planning new programs
- A list of resources

Enterprise Resource Database, Child Care Resources, at <http://www.enterprisecommunity.org/resources>, and look under the Enterprise Resources Database in the left navigation bar. Then look for “Child Care” under the “Topics” heading on the left navigation bar for a variety of resources on child care.

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SURVEY TO DETERMINE PARENTS' CHILD CARE GOALS

You can use this survey to determine your residents' specific child care goals.

1. Do you have children? Yes No
a. If yes, how many? _____
b. If yes, please list ages. _____

2. Are any in paid child care? Yes No
a. If yes, list ages. _____

3. What type of care is each child in? *(Place a check mark in the box for each child.)*

Child	Age	
1	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
2	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
3	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
4	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
5	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home
6	_____	<input type="checkbox"/> Center <input type="checkbox"/> Licensed home-based care <input type="checkbox"/> Relative <input type="checkbox"/> Friend <input type="checkbox"/> In child's home

4. Where is the child care located? *(Place a check mark in the box line for each child.)*

Child	Age	
1	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
2	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
3	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
4	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
5	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other
6	_____	<input type="checkbox"/> Close to home <input type="checkbox"/> Close to work <input type="checkbox"/> Close to school <input type="checkbox"/> Other

5. Why did you choose this type of care? *(Check all that apply.)*

Trust
 Location
 Cost
 Hours
 Other, specify: _____

6. How difficult or easy was it to find care? *(Check the one that applies the most.)*

Very easy
 Somewhat easy
 Not very easy
 Difficult

7. How satisfied are you with your current care? *(Check the one that applies the most.)*

Very satisfied
 Somewhat satisfied
 Not very satisfied
 Dissatisfied

8. Does the care not meet any of your needs, such as language spoken?
 Yes, specify: _____
 No
9. How much do you pay each month for child care? \$ _____
10. What is your household income each month? \$ _____
11. Do you consider your care affordable? *(Check one.)*
 Yes No
12. Do you receive assistance in paying for your child care? *(Check one.)*
 Yes No
a. If yes, from whom? _____
13. Do you have to make a co-payment for your child care? *(Check one.)*
 Yes No
a. If yes, how much? _____
14. Would you prefer to have a different child care arrangement? *(Check one.)*
 Yes No
a. If yes, what kind? _____
15. Which of these obstacles is keeping you from a different child care arrangement?
(Check one.)
 It's not available
 It's too expensive
 I can't get there
16. How many adults are living in your household? _____
17. What is the marital status of each adult? *(Check all that apply.)*
 Married
 Single
 Partnered
 Other comments: _____
18. How many of these adults currently work full-time? _____
19. How many of these adults currently work part-time? _____
20. What are the adults' work schedules? *(Check all that apply.)*
 Days
 Nights
 Weekends
 Changing shifts

21. If an adult in the household is not working but would like to be, is lack of child care one of the reasons? *(Check one.)*

Yes No

22. Is there anything else that would help you with child care? _____

FOR MORE INFORMATION

Child Care Aware, “Tools for Parents, Choosing Child Care” at <http://www.childcareaware.org/en/>. Child Care Aware is a nonprofit initiative committed to helping parents find the best information on locating quality child care and child care resources in their communities. Look under “Tools for Parents” in the left navigation bar. You’ll find a list of questions under a variety of headings that will help you determine the best child care for your needs.

Enterprise Child Care Library Online, “Introduction to Child Care,” at <http://www.enterprisecommunity.org/resources/>. This book is an overview of the child care industry for community-based organizations, including community development corporations and other similar organizations, seeking to address child care issues in their communities. It is designed for organizations with little knowledge or expertise in child care to use as a first step in gathering information. Please note that many additional references are listed in the Resources section at the end of the manual. The manual covers:

- The many types of child care programs that exist
- The regulatory system and types of funding for child care
- Questions for board members and staff
- Planning new programs
- A list of resources

Enterprise Resource Database, Child Care resources, at <http://www.enterprisecommunity.org/resources>.

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CHILD CARE SEARCH WORKSHEET FOR PARENTS

Page # _____

Use this worksheet to take notes on each provider you visit while searching for child care.

My Name: _____

Date Started: _____

Location: _____

Provider Name: 1. _____ 2. _____

Location: _____

Type of Care/ License and # of Children	<input type="checkbox"/> Center	<input type="checkbox"/> Center
	<input type="checkbox"/> Family	<input type="checkbox"/> Family
	<input type="checkbox"/> Group family	<input type="checkbox"/> Group family
	<input type="checkbox"/> In a network (name) _____	<input type="checkbox"/> In a network (name) _____
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Referred by: _____

Phone: _____

Contact	Date of first call: _____	Date of first call: _____
	<input type="checkbox"/> Never answered	<input type="checkbox"/> Never answered

Hours	Day: from _____ to _____	Day: from _____ to _____
	Evening until: _____	Evening until: _____
	Overnight until: _____	Overnight until: _____
	Saturday until: _____	Saturday until: _____
	Sunday until: _____	Sunday until: _____

Cost	\$/per	Hour	Day	Week	\$/per	Hour	Day	Week
	Infant	_____	_____	_____	Infant	_____	_____	_____
	Toddler	_____	_____	_____	Toddler	_____	_____	_____
	Preschool	_____	_____	_____	Preschool	_____	_____	_____
	School age	_____	_____	_____	School age	_____	_____	_____

Payments Accepted	<input type="checkbox"/> Cash	<input type="checkbox"/> Cash
	<input type="checkbox"/> TANF Voucher	<input type="checkbox"/> TANF Voucher
	<input type="checkbox"/> CC Subsidy Voucher	<input type="checkbox"/> CC Subsidy Voucher
	<input type="checkbox"/> ACD Voucher	<input type="checkbox"/> ACD Voucher
	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____

Interview/Visit (date) _____

Home Child Care Checklist
Completed (date) _____

Reference Names and Phone Numbers
1. _____ 2. _____

Rank	<input type="checkbox"/> Main care	<input type="checkbox"/> Main care
	<input type="checkbox"/> Back-up care	<input type="checkbox"/> Back-up care
	<input type="checkbox"/> Second back-up care	<input type="checkbox"/> Second back-up care
	<input type="checkbox"/> Not a match	<input type="checkbox"/> Not a match

Accepted/Start Date _____

Waiting List Date _____

Expected Opening Date _____

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HOW SAFE IS YOUR (OR YOUR PROVIDER'S) HOME?

Use the information provided in this document to evaluate how safe a child care provider's center or home is.

INDOOR SAFETY AND HEALTH

Use these checklists to assure that your child's care provider offers a safe indoor environment.

- There are no sharp, pointed or rough edges within children's reach.
- Children's physical well-being is assured through careful supervision.
- There are no paint chips or dust on floors, window sills or wells. Paint on walls, ceilings, windows, baseboards, floors or any other surface is not peeling or flaking. Walls and ceilings are free of holes or large cracks, and no asbestos insulation is exposed.
- Any heavy furniture or equipment is stable or securely anchored.
- Privacy locks on doors, including bathroom doors, cannot be reached by children. Or, locks can be opened quickly from the outside.
- Hot items, including beverages, are kept out of children's reach.
- Working smoke detectors and carbon monoxide detectors are installed on each floor of the home and near cooking and sleeping areas.
- A working fire extinguisher is located near the kitchen and on each floor of the home that is used by children. Instructions for using the fire extinguisher are posted and the recommended expiration date has not passed.
- Every electrical outlet within children's reach is in use or covered with a choke-proof, child-resistant device.
- All electrical cords within children's reach are secured. No cords are placed under rugs or carpeting.
- Each space used by children has at least two exits that lead to the ground level. If there is only one exit, the provider has a plan for how to evacuate children through a window. Access to exits is unobstructed. Stairs with more than three steps have railings that children can use.
- Secure gates or barriers are present at the top and bottom of all areas used by children age 2 or under. Gates meet current safety standards, including no pressure gates or accordion gates.
- Windows that are opened have screens in good repair, unless the region is free of flying insects.

KITCHEN

- Food is stored, prepared and served to children in a sanitary manner.
- If high chairs are used, they have a wide base. High chairs attached to a table or another chair have a t-shaped restraint or harness that is fastened when used with children younger than age 2.
- If children age 2 or younger enter the kitchen, lower cupboards are free of dangerous items or have child-proof latches.

- Dishes, utensils and cooking and serving items are washed in a dishwasher; washed in clean, hot, soapy water, rinsed and air dried; or disposable dishes, cups and utensils are used.
- Containers for wet garbage are plastic-lined and covered with a step-operated lid or located out of reach of children.
- The stove is used safely:
 - Pan handles are turned to the back of the stove.
 - Back burners are used when available.
 - Stove and oven knobs are removed or covered when not in use, or there are safety knobs, or they are out of children's reach.
 - Children are not permitted to play within three feet of the stove when it is in use.
 - Children age 5 and older may cook on the stove if they are carefully supervised and they have secure footing.
- A cold pack or equivalent (such as a package of frozen peas or corn) is kept in the freezer or refrigerator in case of injuries.

BATHROOM AND DIAPER-CHANGING AREA

- Diaper-changing area is separated from food areas.
- If a potty chair is used, it is washed and disinfected after each use or used by only one child.
- Children can reach faucets, using a secure stool if needed or they are held while washing hands.
- Soap and warm running water are used for hand washing when children are in the home. Paper towels are provided or each child has an assigned towel that is used consistently, does not touch other towels and is laundered frequently. Hand-washing gels or wipes may be used outdoors.
- Provider, assistants and children wash their hands:
 - Before preparing food or eating
 - After toileting, diaper changing and contact with bodily fluids
 - When hands are dirty
- Standard health precautions are followed. Blood-contaminated articles are carefully taken care of in one of these ways:
 - Disposed of
 - Cleaned and disinfected
 - Wrapped in plastic and sent home with parents

EQUIPMENT AND MATERIALS

- All equipment and materials are safe and in good repair.
- If there is a toy chest, it has safety hinges and air holes, or there is no lid.
- There are no movable baby walkers. Stationery saucers are permitted.
- There are no flammable materials, matches or lighters or poisonous materials, including tobacco, cosmetics and cleaning supplies.
- Art materials are non-toxic.

- Children ages 2 and younger do not have access to objects that are choking hazards (1/4 inch to 1 1/4 inches in diameter).
- A first aid kit is readily available and taken along if children go on field trips. It includes:
 - First-aid instructions
 - Disposable latex or non-porous vinyl gloves
 - Hydrogen peroxide
 - Syrup of ipecac (within expiration date and used only upon expert advice)
 - Tweezers
 - Bandage tape
 - Sterile gauze
 - Scissors (if taken on field trips)
- There are no latex balloons within reach of children age 3 and younger.

OUTDOOR SAFETY CHECKLIST

The following standards apply to all outdoor areas used by children:

- All equipment and materials are safe and in good repair.
- There are no sharp, pointed or rough edges.
- Play space, including neighborhood playground if used, is free of bare soil, paint chips, animal feces, broken glass or trash.
- There is no flaking or peeling paint on any exterior surface, including buildings, fencing and playground equipment.
- Fencing or latticework encloses spaces under porches.
- A fence or natural barrier encloses outdoor play space or traffic is not a hazard. Any pond, well or other hazard is fenced off.
- Climbing equipment, swings and slides are stable or securely anchored.
- Cushioning materials are placed under any swings, slides or climbers more than 36 inches above the ground, as well as in a surrounding fall zone of at least 36 inches.
- Any swings are free of pinch points or open “S” hooks.
- There are no flammable materials, matches or lighters or poisonous materials, including weed or pest killers.
- If there is a sand area or sand box, it is covered when not in use and free of pet odors.
- For children age 2 or younger, playing in water is limited to:
 - Sprinklers
 - Pools filled no more than 1 inch deep with water
 - Containers less than 6 inches wide
 - Containers that are raised to at least children’s elbow height
- If there is a swimming pool:
 - Life-saving equipment is available in the pool area.
 - Access to the pool is barred when not in use.
 - If the pool is in-ground, it is surrounded by a barrier at least 4 feet above the ground that children cannot climb.
 - If the pool is above-ground, sides are at least 4 feet high and the ladder is locked or removed when not in use.
 - Children age 3 and older can use the pool if supervision is vigilant.

FOR MORE INFORMATION

For more information on choosing a safe and healthy child care setting, see <http://nrc.uchsc.edu/> or contact your local child care resource and referral agency by checking: <http://www.childcareaware.org>.

Help Yourself to a Healthy Home: Protect Your Children's Health, from the U.S. Department of Housing and Urban Development, Office of Healthy Housing and Lead Hazard Control: <http://www.hud.gov/offices/lead/>.

Protect Your Family from Lead in Your Home, from the U.S. Environmental Protection Agency: <http://www.epa.gov/opptintr/lead/>.

Lead in Water: Questions and Answers, from the U.S. Centers for Disease Control and Prevention, Childhood Lead Poisoning Prevention Branch: <http://www.cdc.gov/nceh/lead/>.

Lead Paint Safety: A Field Guide for Painting, Home Maintenance, and Renovation Work, from the U.S. Department of Housing and Urban Development, Office of Healthy Housing and Lead Hazard Control: <http://www.hud.gov/offices/lead>.

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RESOURCES AND TOOLS FOR SUPPORTING CHILD CARE PROGRAMS

Most of the resources listed in this document are available online. However, specific URLs (or webpage addresses) can change. So, when applicable, both the organization's main URL and the direct URL for the resource are listed. If the direct URL doesn't work, go to the organization's main URL, and search for the resource from there.

DEVELOPING CHILD CARE PROGRAMS

Use these resources to gather information on developing child care programs.

- Child Welfare League of America (<http://www.cwla.org>) offers information on protecting children and strengthening families, including programs supporting both regulated and license-exempt child care.
- Enterprise's Child Care Library can be accessed on Enterprise's website (<http://www.enterprisecommunity.org/resources>). Look under the left navigation bar for Child Care Library. The library includes seven manuals. One of those, *Understanding Child Care Supply and Demand in the Community*, provides a market assessment tool that determines local child care need and compares existing providers and centers to determine gaps in care.
- National Association for the Education of Young Children (<http://www.naeyc.org>) provides information about early learning, child development and quality care, national program accreditation for centers and policy and advocacy resources for early childhood professionals and parents.
- National Institute on Out-of-School Time (<http://www.niost.org>) provides information and guidance on developing quality after-school programs, including activities and opportunities for children, youth and families during non-school hours.

ENVIRONMENTAL HEALTH HAZARDS

The following resources will help you to research environmental health hazards to ensure that children are cared for in environmentally safe homes and centers.

- The U.S. Department of Housing and Urban Development's Office of Healthy Homes and Lead Hazard Control (<http://www.hud.gov/offices/lead>) provides a variety of resources for residents and landlords, including:
 - Publications on how to address lead-based paint for both residents and landlords, including *Lead Paint Safety: A Field Guide for Painting, Home Maintenance, and Renovation Work* and *Help Yourself to a Healthy Home: Protect Your Children's Health* (<http://www.hud.gov/offices/lead/>)

- A table summarizing the Lead-Safe Housing Rule requirements (<http://www.hud.gov/offices/lead/>)
- Environmental Protection Agency (<http://www.epa.gov>) offers a pamphlet, *Protect Your Family from Lead in Your Home* (<http://www.epa.gov/lead/pubs/leadprot.htm>).
- National Center for Healthy Housing (<http://www.nchh.org>) provides information on protecting children from environmental health hazards, including lead.
- Office of the New York State Attorney General (<http://www.oag.state.ny.us>) offers *Look Out for Lead: A Guide for Tenants with Preschool-Age Children* (<http://www.oag.state.ny.us/bureaus/environmental/lead96.html>).

FACILITIES DESIGN

The following resources will help you with designing child care facilities.

- American Institute of Architects (<http://www.aia.org>) provides an online search engine to help you find an architect with experience in designing child care facilities
- *Child Care Design Guide* by Anita Rui Olds is a key resource for the field. You can purchase it from Amazon (<http://www.amazon.com>).
- Enterprise's Child Care Library (<http://www.enterprisecommunity.org/resources>) includes seven manuals. *Developing a Child Care Center* provides guidance for community-based organizations that are considering developing child care centers in their communities.
- L.A. Community Design Center offers sample designs for child care homes. For information, send an email to: hn0317@handsnet.com or call 213.629.2702.
- Portland Community Reinvestment Initiatives, Inc. (<http://www.pcrihome.org>) in Portland, Ore., renovated existing units to suit a family child care business. For information, call 503.288.2923.
- ROSE Community Development Corporation (<http://www.rosecdc.org>) in Portland, Ore., builds housing for rent or purchase that can be used for child care. For information, call 503.788.8026.

FUNDING

The following resources will provide you with information on funding sources for child care programs:

- Alliance on Early Childhood Finance (<http://www.earlychildhoodfinance.org>) offers a range of resources on financing child care and education.

- Center on Budget and Policy Priorities (<http://www.cbpp.org>) provides information and outreach materials on the Earned Income Tax Credit.
- Federal Child Care Bureau (<http://www.acf.hhs.gov/programs/ccb>) has a variety of helpful listings:
 - Child Care Development Fund (CCDF) allocations by state (<http://www.acf.hhs.gov/programs/ccb/policy1/archives/im0201/final02.htm>)
 - Child care grants and funding opportunities (<http://www.acf.hhs.gov/grants/index.html>)
- Children’s Defense Fund (<http://www.childrensdefense.org>) offers two publications, *Child Care Subsidy Policy: An Introduction* and *School-Age Care: Federal Funding Opportunities*, that describe available funding streams for child care programs and how to access them. The Children’s Defense Fund also publishes an annual overview of state child care initiatives.
- Enterprise’s MoneyNet™ database (<http://www.enterprisecommunity.org/resources>, look for MoneyNet or FundingNet) can be used to locate private funding sources for your child care program. It also includes fundraising fundamentals, a tutorial that takes you through the fundraising process step-by-step.
- Ewing Marion Kauffman Foundation (<http://www.kauffman.org>) offers a detailed catalog of financing solutions, *Financing Child Care in the United States*. Order a printed copy by email: fplus@swbell.net or fax 816.221.0221.
- National Children’s Facilities Network (<http://www.ncfn.org>) members provide financing for child care facilities.
- Insight Center for Community Economic Development (<http://www.insightccd.org/>) offers a variety of publications related to financing child care, the economic impact of child care and other child care topics.
- Peninsula Children’s Center (<http://www.penchild.org>) in Portland, Ore., used funding from a religious order to finance construction of a child care center. For more information, call 503.280.0534.
- National Women’s Law Center (<http://www.nwlc.org>) offers information on the Dependent Care Tax Credit and other tax supports for child care.
- Small Business Administration (<http://www.sba.gov>) offers financing and contact information for local offices.
- U.S. Department of Agriculture (<http://www.usda.gov>) sponsors the Child and Adult Care Food Program.

GENERAL INFORMATION

Use the following resources for general information on child care.

- Bank Street College's Institute for a Child Care Continuum (<http://www.bankstreet.edu/kithandkin/index.html>) offers information about research, programs and policies for working with license-exempt child care providers.
- Early Head Start National Resource Center (<http://www.ehsnrc.org>) provides information on Early Head Start programs.
- Enterprise (<http://www.enterprisecommunity.org/resources>) provides a wealth of information on child care, including the Child Care Library, which features a series of seven manuals:
 - *Introduction to Child Care for Community-Based Organizations*
 - *Understanding Child Care Supply and Demand in the Community*
 - *Organizing and Supporting Home-Based Child Care*
 - *Financing Family Child Care*
 - *Landlord and Tenant Issues for Family Child Care, Volume 1: A Resource for Landlords*
 - *Landlord and Tenant Issues for Family Child Care, Volume 2: A Resource for Providers*
 - *Developing a Child Care Center*
- Families and Work Institute (<http://www.familiesandwork.org>) provides the latest research on work-life issues, including the impact of state, business, government and community efforts to improve the quality and affordability of early education and care.
- National Child Care Information Center (<http://nccic.org>) offers a comprehensive source for child care information, organizations, research, data, expertise and local contacts.
- National Children's Facilities Network (<http://www.ncfn.org>) offers information on child care facilities issues; initiates legislation and regulations affecting low-income child care and Head Start facilities; and develops and supports various financing strategies, initiatives and programs. Check the network's website to see if one of its members serves your community.

HOMEOWNERSHIP

Use these resources for information on combining child care and homeownership initiatives.

- Enterprise's *When Housing and Child Care Meet* is a 200-page book that includes case studies on developing homeownership programs for providers. The PDF can be downloaded for free at <http://www.enterprisecommunity.org/resources>.
- Building Child Care's (<http://www.buildingchildcare.org>) *A Guide to Homeownership for Family Child Care Providers*, available online as a PDF, presents an overview of steps to take when considering buying a home in which to operate a family child care business.

LEGAL INFORMATION

Use the following resources to gather information on legal issues related to child care.

- Child Care Law Center (<http://www.childcarelaw.org>) is devoted exclusively to the complex legal issues that affect child care, including public benefits, civil rights, housing, economic development, family violence, regulation and licensing and land use. Go to the center's website for information on its related publications.
- Enterprise's manuals in the Child Care Library (<http://www.enterprisecommunity.org/resources>; look under left navigation) that discuss lease issues are:
 - *Landlord and Tenant Issues for Family Child Care: Volume 1: A Resource for Landlords*
 - *Landlord and Tenant Issues for Family Child Care: Volume 2: A Resource for Providers*

PARENTS

The following resources would be especially helpful for your residents who are searching for child care.

- Child Care Aware (<http://childcareaware.org>) provides information on available local child care.
- National Partnership for Women and Children (<http://www.nationalpartnership.org>) provides information about parental leave rights and benefits in each state.

PARTNERSHIPS

The following resources will provide you with information about and best practices in building partnerships to create a child care program.

- Building Child Care in California (<http://www.buildingchildcare.org>) offers publications related to community-based planning for child care that can be used in any state (<http://www.buildingchildcare.org/index.php?page=publications>).
- Enterprise's *When Housing and Child Care Meet* describes partnerships between the affordable housing community and the child care community. A PDF of this 200-page book can be downloaded from Enterprise's website (<http://www.enterprisecommunity.org/resources>).
- National Center on Children in Poverty (<http://www.nccp.org>) at Columbia University offers an online publication, *The Role of Community Development Corporations in the Development of Young Children*.
- Insight Center for Community Economic Development (<http://www.insightccd.org/>) offers publications related to community-based planning for child care.

- Pew Charitable Trusts (www.pewtrusts.com) has published *Preschool for All: Investing in a Productive and Just Society*, available on its website.
- QUILT, Quality in Linking Together, (<http://nccic.acf.hhs.gov/quilt/fiscal.html>) is a national training and technical assistance project that supports full-day, full-year child care and early education partnerships.

STAFFING

The following resources will provide you with information about staffing child care programs.

- National Association for the Education of Young Children (<http://www.naeyc.org>) offers recommended maximum staff-to-child ratios by group size.
- National Resource Center for Health and Safety in Child Care (<http://nrc.uchsc.edu>) provides most states' required ratios of personnel to children. Also contact your local government child care bureau; many cities and localities have their own regulations as well.

STARTING AND RUNNING A CHILD CARE BUSINESS

Use the following resources to gather information on starting and running a child care business.

- Dun and Bradstreet (<http://www.dnb.com/us/>) offers a free Business Information Report, which may be obtained by calling 1.800.234.3867.
- Redleaf National Institute (<http://www.redleafinstitute.org>) provides helpful information and resources for starting and operating family child care businesses.
- Redleaf Press (<http://www.redleafpress.org>) offers several publications, including *Family Child Care Contracts and Policies*, which can help providers start or operate a child care business. Topics include record keeping, contracts, policies, taxes and marketing.
- ROSE Community Development Corporation (<http://www.rosecdc.org>) in Portland, Ore., has information about developing a child care provider loan fund and using barter in a child care business. For more information, call 503.788.0826.

STATE AND LOCAL INFORMATION

Use the following resources to gather state and locality-specific information on child care regulations in your area.

- Children's Defense Fund (<http://www.childrensdefense.org>) provides state-specific information about child care and family well-being.
- Early Head Start National Resource Center (<http://www.ehsnrc.org>) offers state-specific information on Early Head Start programs.

- Early Childhood Learning & Knowledge Center (<http://eclkc.ohs.acf.hhs.gov/hslc/HeadStartOffices>) provides listings of local Head Start programs.
- National Association for Child Care Resource and Referral Agencies (<http://www.naccrra.net> or 1.800.424.2246) provides listings of local child care resource and referral (CCR&R) agencies as well as other resources.
- National Association for the Education of Young Children (<http://www.naeyc.org>) offers information about accreditation and each state's pre-kindergarten initiatives. Find information about accreditation, including recommended children-to-adult ratios, at <http://www.naeyc.org/academy/families/overview>. Find out more about your state's prekindergarten initiatives at <http://www.naeyc.org/policy/statetrends#prek>. Click on State Prekindergarten Programs Facts for a PDF report.
- National Child Care Information Center (<http://www.nccic.org>) provides:
 - State child care and development fund contacts at <http://www.nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=ccdf>.
 - Information on state CCDF plans at www.nccic.org/pubs/stateplan/intro.html.
 - A listing of state child care licensing agencies at <http://www.nccic.acf.hhs.gov/statedata/dirs/display.cfm?title=licensing>.
- National Institute for Early Education Research (<http://nieer.org>) offers data on state early education initiatives.
- National Resource Center for Health and Safety in Child Care (<http://nrc.uchsc.edu/>) offers state child care regulations and states' required ratios of personnel to children.

TECHNICAL SUPPORT

- National Association for Family Child Care (<http://www.nafcc.org>) provides technical support for family child care professionals and associations, in many areas, including quality enhancement and professionalism through its Family Child Care Accreditation.

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