

CHILD CARE
A WORKSHOP GUIDE

**NATIONAL COMMISSION
ON THE OBSERVANCE OF
INTERNATIONAL WOMEN'S YEAR**



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NATIONAL COMMISSION ON THE OBSERVANCE
OF INTERNATIONAL WOMEN'S YEAR

Department of State
Washington, D.C. 20520

WORKSHOP GUIDELINE ON

* CHILD CARE *
* * * * *

This guide will assist you in conducting a workshop on child care. It contains three sections. The first suggests goals and a format for the workshop. The second is a fact sheet which should be duplicated and distributed to workshop participants.* The third section is a resource listing of possible panelists, model programs, knowledgeable contacts, films and publications.

* * * * *

Reminder: The quality of care provided for children during State Meetings demonstrates that Meeting's level of support for improved child care services.

* * * * *

SUGGESTED WORKSHOP GOALS

1. to share information on the kinds of child care programs available within the State.
2. to identify the ways local child care is affected by legislation, State and local statutes, regulations and practices.

* The State Coordinating Committee may put its headings at the top of the first page of the attached fact sheets, or the heading of the National Commission may be used. Additional State-related material may be added to the fact sheets prior to their distribution.

3. to identify key people at work on child care issues, and to encourage interest in joining or forming cooperative advocacy groups.
4. to draw up recommendations and strategies to improve local child care.
5. to react to the summary of child care recommendations made by the 1976 IWY Commission. (See pp. 148-155, "...To Form A More Perfect Union..." Justice for American Women, for the specific recommendations. A narrative description is found on p. 84.)

BEFORE THE WORKSHOP

If a steering committee is chosen to organize the workshop, consider including members from a variety of perspectives: government employees involved in child care, parents currently using day care centers or family day care homes, advocates or opinion-molders from the local press, providers of child care, and representatives from professional organizations or from women's groups with strong interests in child care. Consult the attached resources section for leads and names from your geographical area.

It is suggested that in States where child care concerns are advanced, and interest groups are well organized, the person selected to serve as workshop facilitator should be someone with more experience in group meeting dynamics than child care involvement.

In States where child care is less organized, a facilitator with direction and vision might serve better, but, again, the choice depends on the individual State.

Resource persons advise that in the past, workshop progress has bogged down in a few predictable areas. Workshop facilitators, then, might want to be prepared to suggest constructive outlets for over-long discussions on the following:

debates over the effect of child care on children,
and whether child care destroys the family

definitions of "quality" and "demand" and "parent
control"

dissentation between persons advocating different
types of delivery systems, between non-profit and
for-profit caregivers, between centers and day care
homes

debates on whether public schools should be serving
as prime sponsors of preschool care

differences of opinion on the "best" child-to-staff
number ratios

qualifications for teachers and caregivers.

Most of these issues are valid, ongoing considerations in
other settings, and they are reviewed in the Fact Sheet
included with this guideline. But too much time spent
on these questions means less attention given to the
primary business of State workshops, developing recom-
mendations and strategies for improvement.

PREPARING A STATE FACT SHEET

It would be very helpful to participants if a State Fact
Sheet could be offered as a separate publication or if
information on the State situation could be added to the
National Fact Sheet in this guideline. Following are
some tips on how to secure the needed facts, in the event
you have the time or assistance to carry out such a
project ahead of your State Meeting.

A State Fact Sheet would also be useful to other organi-
zations, so if you prepare one, send copies after your
Meeting to any women's organizations not represented at
the workshop.

It is quite possible that one of the child care advocacy
organizations in your State has already gathered the
data you need.

A. As one of the first steps in preparing a State Fact Sheet to distribute to workshop participants, planners should contact the State Director of Child Development from the State's Office for Children or the equivalent agency, the State Office of Child and Family Services, the State Health Department, and perhaps the State Department of Employment for the most current information on the demonstrated need for child care in your area.

In researching your State Fact Sheet, check the 1970 census of the State and/or selected local communities to determine:

the number and percentage of children under six with working mothers

the number and percentage of school-age children with working mothers

the number and percentage of working mothers

the economic status of working families with children

the numbers of single parents.

State and local offices for children should be able to supply information on:

child care provisions of the State code

the amount of money being spent on child care, by parents and by the State government

the number of licensed child care spaces in family day care and in center day care

existing before- and after-school child care programs

regulations determining which parents are eligible for child care support or for enrollment in non-profit centers

the existence of child care coalitions and networks

bilingual/bicultural programming in child care
public school programs in education for parenthood
the State's Title XX Plan, and the next scheduled
hearings for citizens
Head Start programs
industry, workplace, and hospital-based child care.

B. Because State priorities and needs vary, those planning the workshop agenda will want to pick panelists and resource speakers who are intimately familiar with the most pressing local problems.

Workshop planners not already intimately familiar with the State situation may wish to conduct advance interviews with representatives from certain local offices/groups to ask (1) what they see as the major needs of the community and (2) what might be the best focus for workshop discussion and local recommendations. Interviewers would want to seek out the reactions of major employers of women in the area. They might also consult persons from:

the Office of Human Development or Social Rehabilitative Services at the Federal regional office of the Department of Health, Education and Welfare

day care centers, both non-profit and for-profit

day care homes, both family and group homes

any referral centers or "hotlines" that help parents looking for care

any innovative day care providers (check hospitals, unions, colleges for special programs in infant care, care for the handicapped, for school-age children, bilingual and multicultural settings, family health support systems, transportation cooperatives or referral chains)

the State licensing agency

the State health and welfare agency (child welfare division)

the local day care council or association (check resource list attached, for names of groups with local affiliates)

the State Office of Economic Opportunity or Community Action Program

the Model Cities program

an extension homemakers' service

the State or local board of education

the United Fund or Community Chest

WORKSHOP PROGRAM

Local child care organizations may urge that two simultaneous workshops be held: one for professional child care providers, and one for consumers, with perhaps a joint closing session to approve and review recommendations from both groups. The choice of format is, of course, up to the State. The following program suggestions, however, are designed for workshop audiences sharing diverse backgrounds in child care.

A typical format:

1. Show a brief film or slide-tape describing child care alternatives or the assets of good child care arrangements. (Consult the attached resources section, and ask film librarians at State colleges of education for their recommendations.)

2. Divide workshop participants into several small discussion groups to share their experiences with the kinds of child care settings they know as parents, providers and interested parties. Allow about twenty minutes for these groups to list their personal needs (i.e. what to do with a sick child, or how to arrange after-school care) and the essentials they feel are missing

from available child care. A small crew of assistants should compile these group lists during the panel presentation to follow.

3. Reassemble groups to hear members of your information panel talk for no longer than 10-15 minutes each and answer questions about specific local programs. Depending on information uncovered in interviews prior to the State Meeting, such a panel might be composed of three or four of the following:

someone from a Head Start parent involvement project, to discuss ways to involve parents in programs

a representative from the State office for children or its equivalent, to discuss goals and describe successes of local interest groups

a State-level official to explain the ways licensing, certifying and funding procedures promote or inhibit improvement in child care

a referral resource person, to talk about ways to develop local child care networks or neighborhood parent systems and ways to maximize scarce resources

a child advocate describing legislative activity in the State this year and next

a union official or employer to review the most persuasive approaches toward creating child care at the workplace.

4. While a composite list of needs (from activity 2, above) is being drawn on a blackboard or a large poster, the workshop again breaks into new groups. Using information provided by panelists, participants should be able to review the composite needs list and make effective recommendations to propose for approval by the larger workshop body.

5. The reassembled workshop considers recommendations from its subgroups and discusses steps to take at home. (Workshop participants who wish to become more active may

agree to meet again to form coalitions or networks, or they may be able to join existing child care advocacy groups. City or county caucuses at a follow-up date are another possibility.)

6. Final business: In addition to recommendations which emerge from group discussion, the IWY Commission requests that child care workshops consider the following summary of recommendations from the Commission's 1976 report to the President, "...To Form A More Perfect Union..." Justice for American Women. The specific recommendations, with background material, are found on the pages indicated in the parentheses:

Child Care (148, 151, 154; also see p. 84 and following)

The Federal government should assume a major role in providing universal voluntary child development programs with ability-to-pay fee schedules and with direct parental involvement in operation. Employers and labor unions should be encouraged by tax policies of Federal and State governments to establish nonprofit child care programs.

Education for parenthood programs should be improved and expanded by local and State school boards with technical assistance and experimental programs provided by the Federal government.

Agree _____ Disagree _____ Don't Know _____

Prepared by Patricia R. Hyatt
IWY Secretariat
February 1977

* HIGHLIGHTS FROM THE FACT SHEET *

The majority of American mothers of school age children now enter the labor force, and the number of children under six with working mothers has increased from 1.5 million to more than 6 million since 1948.

Future demand will increase: twenty-seven per cent of women who have never worked think they will take jobs in the future; thirteen per cent of this group would need child care. More than four in ten women who have worked before plan to return to jobs; seventeen per cent of this group would need child care.

Altered patterns of family life have made it difficult for young parents to perform as effective mothers and fathers in the "traditional" sense.

Opponents and advocates of improved child care services define "respect for the family" in different terms. Mistrust, superstition, and unsubstantiated charges that child care damages children have hampered serious efforts to improve the quality of care for children with working parents.

In this country, the Federal government is supporting child care chiefly as a tool to move low-income mothers off public assistance and into jobs, rather than as a safe and healthful learning experience for young children with working parents.

Child care centers provide care for about only two per cent of the children of working mothers. This type care is impractical for the parent whose work schedule is part-time, irregular, or does not fit the center's opening or closing hours. Eight out of ten centers will not accept children under two years old.

Day care homes provide 78 per cent of child care for working American parents. The majority of these homes are unregulated (i.e., less than ten per cent are licensed), but they appear to fill a great need for working parents with children under age three.

A trend toward workplace-based day care has failed to develop, in spite of continuing efforts by special groups of public service oriented employers, employees and women in unions.

Controversy surrounds the question whether child care should be provided at the neighborhood public school.

There is also uncertainty about what level of "parent involvement" in child care parents themselves have time, energy or money for. "Parent satisfaction" with child care arrangements is another concept that is difficult to measure.

Findings in at least a half dozen current studies of preschool children report: that children in child care suffer no ill effects from being separated from their working parents when good substitute care is provided; and that children with working mothers may be slightly higher in achievement motivation, have fewer self-doubts, and are as well adjusted socially as children whose mothers stay home full time.

Local, State and Federal requirements for caregivers sometimes conflict and often hinder good care rather than insure quality, basic health or safety. Enforcement of revised Federal standards for staffing has been postponed until October, 1977.

A tax credit of up to \$800 for child care expenses of working parents was passed in 1976, but at this writing, comprehensive Federal legislation supporting voluntary child care programs in local communities is at a standstill.

Middle income parents or parents who work only part time or on a volunteer basis are generally excluded from publicly funded child care programs. Red tape and budgeting rules prevent children from attending only part day or on an irregular basis.

Newly emerging patterns in child care include these: day care center satellite clusters, referral and information networks to help parents searching for care; neighborhood block mothers who function as advisers on community resources for children; and programs in non-sexist early childhood education.

* FACT SHEET *

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* FACT SHEET *

Arguing whether mothers should be employed away from home has become a pointless exercise.

In 1977, mothers are working, and they will continue to hold jobs regardless of the action or inaction on child care by State or Federal government.* So the crucial issue is not whether child care, but how to achieve good quality care and how to help working parents find it and afford it.

* Meanwhile, the companion question -- should fathers be working such long hours that they have little time with their children -- stirs increasing interest. Child care is no longer being viewed as a problem of working mothers only, but working fathers also.

THE NUMBERS

Once their children are old enough for grade school, the majority of American mothers now enter the labor force. There are more than 26 million children under 18 with working mothers.

Of these children, 20.7 million are 6-17 years old.¹ Although the birth rate has declined, the number of children under six with working mothers has increased rapidly, from 1.5 million to more than six million since 1948.² At least 4.6 million of these children have mothers who are single, separated, divorced or widowed heads of families.³ In 1975, more than one in every six children under 18 was living in a single-parent family, a percentage that has almost doubled since 1950.⁴

For the female family head who earns the national average income of \$75 a week, or \$6,770 a year,⁵ the high cost of child care services greatly reduces her choices among available programs.

The working mother is not solely an urban phenomenon. In 1970, 30 per cent of rural non-farm women, and more than 25 per cent of rural farm women with children under six, were in the labor force.⁶

Today, two out of five mothers of preschoolers are at work or looking for work, a proportion that has doubled in fifteen years and is still growing.⁷

THE TRENDS

Market Opinion Research, in a 1975 study for the International Women's Year Commission,⁸ found 27 per cent of women who have never worked think they will or might work in the future; 13 per cent of those would need child care. More than

four in ten women who previously have been in the labor force think they'll return to work in the future; 17 per cent of the mothers in this group would need child care. Most of the women planning to return to work were under 35, still in prime child-bearing years.

Fewer women are able to afford child care at home since the 1974 Fair Labor Standards Act extended the minimum wage to include domestic workers and housekeepers. It is expected that the demand for Federally subsidized child care will increase as parents with housekeepers try to trim budgets and find it considerably less expensive to use more formal day care programs, centers, and family day care homes.⁹

Young women's expectations are changing. In a 1976 poll of a teenage group, the 1,000 top winners in the Betty Crocker Search for Leadership in Family Living (contestants generally have high homemaking interests), six per cent wanted a career only; two per cent wanted marriage only; and 92 per cent said they wanted marriage and a career!

Child care arrangements, then, should be an increasing concern to tomorrow's parents.

THE FAMILY: ECONOMIC REALITIES

The "storybook American family" is one of the latter-day casualties of the Industrial Revolution. Inflexible work hours away from a home-centered business or farm, time-consuming commutes, job transfers and relocation away from relatives, economic pressures that make two or more incomes necessary to maintain a family's standard of living -- all these developments have greatly altered the fondly remembered pattern of family life.

Extended families, where more than two generations of relatives live in the same household, are all but gone. Fifty years ago, half of Massachusetts homes included at

least one adult besides the parents; today the figure is four percent.¹⁰

As a result, young women find it extremely difficult to perform as effective mothers in the traditional sense. With older relatives absent or at work themselves, young parents struggle to rear their children without experienced family counsel and without built-in baby sitting assistance. The mother's inner resources grow strained; the working father's "spare time" seems to evaporate. In one three-month test, social researchers estimated that a limited sample of working fathers spent an average of only 37.7 seconds a day talking to their infants.¹¹

Children themselves have little outside access to adults and fewer opportunities to learn from continuing conversation with adults. The "generation gap" starts very early.

SAVING THE FAMILY

Ironically, one of the key slogans of the day, "respect for the family," is being translated to mean "leave the family alone."

Opponents of child care programs maintain that until children are old enough to attend school at taxpayer expense, the responsibility for supervision rests squarely with the parents, especially mothers. They are suspicious that improved access to quality child care will threaten (what is left of) the family, that more women will be encouraged to go to work "to entertain themselves," and that the husband's usual "breadwinner role" will be undermined.¹²

Mistrust and unsubstantiated charges that child care services would brainwash children and take control from their families to give it to "the State" have hampered serious efforts to improve child care and access to it.

To child care advocates, the slogan "respect for the family" represents a demand that public policy support family life as traditional extended family circles once

did. They urge work policies that allow workers to combine their jobs with parenting, rather than force them to choose between the two. They seek not only improved child care services of all kinds, but also:

- shorter working hours
- more part time jobs
- flexible working hours so parents can share care
- improved transportation services between workplace, children, and the home
- paternal (as well as maternal) leave policies permitting time off when children are sick
- accessible health care for children (with weekend and evening office hours convenient to working parents)
- bilingual and bicultural child care programs (which at present reach only five per cent of the children who need them 13)
- early education in parenting skills.

Some child care activists are presently urging a minimum income level for every family with young children so that the mother or father who is a willing caregiver can afford to stay home. Urie Bronfenbrenner, professor in the Departments of Psychology and of Human Development and Family Studies at Cornell University, has reported to Congress that the United States is the only industrialized national that has not yet established such a guaranteed minimum. He reported further that the United States is also the only industrialized nation without a nationwide program of child care services for children of working mothers. 14

Other societies view child care less as a "service to parents" and more as a healthy emotional and intellectual experience for the child. But in this country, the Government supports child care chiefly as a tool to move low-income mothers off public assistance and into jobs. Federal money now sponsors about 900,000 of these children. (A capsule history of the American child care movement since 1854 is outlined on p. 85 of "...To Form A More Perfect Union..." Justice for American Women.)

While wealthier parents can afford housekeepers or nursery schools, and poorer families get priority at non-profit child care centers, the child of the middle income

family is excluded from both arrangements. Middle class children often receive the most haphazard substitute care of all.

Four million away-from-home child care spaces were identified in 1975,¹⁶ but there is much uncertainty how many of these known spaces are providing good or even adequate quality care.

Against this background, social critics charge that Americans do not really value children; that they manage to take care of their own, but are indifferent and unconcerned with children at large, even when the costs of neglect are evident (i.e., vandalism, drugs, juvenile delinquency, dropouts).

WHO CARES FOR CHILDREN?

In 1976, a National Consumer Child Care Study looked at parent preferences in selecting child care. Cost, availability, transportation, and "child too young" (for nursery or preschool care) were the major influences affecting the choice of one type of care over another.

For working families and single parents, child care most often is provided by a relative at home. This category includes older schoolage siblings and night-shift fathers who must nap and supervise children simultaneously.

The next most common form of care is a non-related babysitter or an informal arrangement with a neighbor.

As a child moves into preschool years (ages 3-5), parental preference shifts from in-home to center-based programs.¹⁷ Children whose parents can afford nursery schools begin attending on a part-day basis, with sitters or family day care homes filling the gap until the work day ends. Day care homes provide 78 per cent of child care for working American parents.¹⁸

The family day care home, one of the least researched but most widely used types of care, is a private residence which takes in children who are either related or unrelated to the resident. Less than ten percent of family homes are licensed,¹⁹ which is not to say that all unregulated care is undesirable. Unfortunately, a majority of family

day care homes were rated as only "poor" or "fair" in a widely-circulated descriptive study published in 1972,²⁰ and this reputation may persist despite quite excellent family home care in many communities.

Although good family day care may be a close match for the home environment, this type of care can also be the most subject to parental dissatisfaction, especially when parents are unsure about what a care agreement should cover. Misunderstandings may develop between caregiver and parent; arrangements can be highly unstable -- only half may last longer than a few months.²¹

Public funding for family day care homes is almost non-existent, and licensing of family day care homes is not mandatory in at least ten States.²² Other States do not apply their licensing requirements in all cities and counties.

Many communities are taking steps to license more homes and upgrade the quality of care by encouraging the operators to take free or low cost courses in early childhood education at local community colleges.

Group day care homes accept somewhat larger numbers of children than family homes.

In parent cooperatives, fathers or mothers share duties as caregivers for a specified number of hours. But such arrangements are not practical for parents with a minimum of spare time and no time off during the working day.

Day care centers are used less than any other arrangement. Centers provide, at the most, care for about two per cent of the children of working mothers.²³ Eight out of ten day care centers won't accept children under age two.²⁴ Fifteen States have laws prohibiting licensed day care centers from accepting infants.²⁵

Some day care centers tend to be inflexible in other ways: administrative planning and bookkeeping costs generally require that children attend on a full time basis. This type care is impractical for parents whose work schedule is part-time, irregular, or does not fit the center's opening and closing hours.

Nevertheless, of all the child care arrangements used by mothers interviewed in Windows on Day Care, a 1972 survey, center care evoked the warmest response. Parents especially liked the learning opportunity for their children and the stable environment with more than one dependable familiar face.

There are two types of centers: (1) Public day care centers are operated not-for-profit and usually partially, if not largely, supported by public funds or by charitable organizations such as churches. Public centers are more likely to provide male caregivers,²⁶ an important plus for children from fatherless homes, and a valuable example to other youngsters unaccustomed to seeing men spend much time with small children. (2) Private proprietary centers are where the majority of existing center care takes place. Such businesses, including franchised chains, base their fees on whatever measure of profit they can make. For this reason, it is unusual for profit-making centers to provide service in poor communities or to attract better-trained caregivers by offering competitive salaries or benefits.²⁷

The Executive Director of the Child Welfare League has told Congress that about one-fourth of all children of working parents, including some four million children under 14,²⁸ receive care in "arrangements unknown." Even this figure may be an underestimate, since few mothers might be willing to admit to census takers that they are unable to make arrangements for "proper care." Included in this group of children are about 1.8 million 7-13 year olds who care for themselves until one of the parents returns from work.²⁹

Children in self-care are referred to as "latch-key children" because they carry keys to their homes, and they are left on their own without supervision. When after school care is not available or is undesirable (i.e. too costly, transportation difficulties, etc.), some mothers try to care for their children by telephone while actually working on the job.

Five years ago, an estimated 18,000 children under age six were in self-care.³⁰

CHILD CARE AT WORK

In the late 1960's, a number of Federal agencies and private concerns began to establish child care centers at the workplace. Non-profit hospitals were forerunners in this field. But a trend toward workplace-based day care has failed to develop, and many of the early centers have folded in spite of tax benefits to companies and reports of reduced employee absenteeism, parents' willingness to work full time or switch shifts, and an improved corporate image in the surrounding community.

Many working parents had already committed themselves to other long term arrangements by the time center care was available at work. To maintain enrollments and stay in business, many work-based centers found it necessary to open their doors to the surrounding community.

A small number of employers are assisting working parents in a variety of other ways: some companies act as referral agents, keeping a registry of available day care services. Some grant vouchers to purchase day care, or they contract with existing day care centers to hold spaces for children of employees. In Minneapolis, for example, several industries have formed a coalition to support a community child care center. The Illinois Bell System has recruited mothers to care for other children in their homes, provided them orientation and training at the Erikson Institute in Chicago, and offered to place the children of its employees in these homes.

With few exceptions (most notably the Amalgamated Clothing Workers of America, which operates several child care centers for children of employees), labor unions have demonstrated minimal interest in child care problems of members. The most obvious reason is (until recently) women have been absent from union leadership. So child care has been missing from most health and welfare packages in negotiations.

Women workers are now urging their unions, with only mixed success, to make child care a priority issue. They are also asking labor to stand behind bank loans for community groups starting child care services; to conduct surveys to assess their individual members' child care needs and preferences; to provide referral services for homecare, after school care, night care and infant care, in addition to full day care; and to urge union members (including the retired) to volunteer service to day care centers. Twenty trade union women will visit child care programs in France, Israel and Sweden during 1977, on a grant to the Coalition for Labor Union Women (C.L.U.W.) from the German Marshall Fund. This team will study sound child care programs and ways to promote them in the United States.

SHOULD PUBLIC SCHOOLS SPONSOR PRESCHOOL CHILD CARE?

This simple sounding question can set off heated controversy among day care professionals. Proponents of preschool child care at public schools are arguing that:

schools have plenty of space
(many are closing for lack of enrollment)

schools have trained personnel
(and many teachers need work)

schools are "democratically controlled"
(meaning that parents have theoretical access to the public school board if they want to make changes)

and schools are convenient to the surrounding neighborhood
(so that children can be with neighborhood playmates, and parents' transportation problems should be simplified, especially when older children in the same family already attend the school).

Opponents assert that school teachers with assorted education degrees would not necessarily be equipped or have an interest in early childhood development. This group favors child care (especially for the youngest children) in small home-like settings. They ask:

What if union teachers went on strike or refused to work evening hours?

Without detailed contracts, wouldn't union-member teachers balk at toilet-training?

What role would school boards play? Would a parent policy board have real validity?

Would parents be made welcome at any time of the day, or wouldn't school security policies interfere with parents' easy access to their children?

What would happen to the experienced caregiver without college credentials? To what extent would existing day care programs be absorbed into a public school system?

How would schools help parents who need child care before and after the school day ends?

This faction also points out that existing public school water fountains and toilets would all be the wrong size for toddlers.

MOM, APPLE PIE, AND "PARENT INVOLVEMENT"

Whatever the type of child care (often called the "delivery system"), it is generally agreed that "parent involvement" is always very desirable. Past this rallying slogan, definitions are fuzzy.

Does "parent involvement" mean attendance at staff meetings? Providing snacks? Cleanup duty? Show and tell about family customs?

Does a parent have the power to affect the quality of care given an individual child? Or does a dissatisfied parent merely have the option to leave that particular caregiver in defeat?

What politicians think of as "parent control" may not be what parents themselves have time, energy, or money for. Will working parents return to child care sites for meetings after dinner? How many businesses allow time off during working hours for parent visits or daytime meetings at child care homes or centers?

A 1974 survey in San Francisco focused on the kinds of involvement parents themselves wished.³¹ Among those surveyed, about 30 per cent had not visited their child's caregiver before enrolling the child. About 43 per cent of the parents enrolled their children in particular centers because of "good programs." The more pressing reasons cited were "convenience," "no choice," and "cost."

Problems that kept parents from being involved included "other demands at home," "no additional time," "physical exhaustion" and "lack of transportation."

MEASURING PARENT SATISFACTION

Satisfaction levels have proved difficult to measure because of the many pressures on working parents. In those cases where care of adequate quality has been difficult to arrange, parents seldom complain. Mothers are hesitant to admit to their employers that they have problems getting child care: they fear they may jeopardize their jobs.

In interviews with two hundred working mothers, author Jean Curtis³² found that mothers whose children attended dependable child care centers had greater peace of mind. Those who could afford to hire caregivers at home were often haunted with nagging doubts: "Cookies and television seem to be the two great weaknesses of full-time housekeepers," she concluded.

Reviewing Curtis' research, Washington Post book editor Brigitte Weeks agreed: "I and thousands like me have wondered if we'd end up with children who had square eyeballs and rotten teeth in exchange for our paychecks. Yet we have hesitated to complain. The harder it is to manage one's kids, the harder it is to complain about someone else's methods."³³

Dr. Edward Zigler, head of Yale University's Child Study Center psychology section, has said that expectations about the quality of child care have been low because most [mothers] don't think anybody is supposed to do anything for them, that as women they are supposed to suffer."

WHAT EFFECT DOES CHILD CARE HAVE ON CHILDREN?

Opponents of child care persist in quoting early studies of children on the Israeli kibbutz.³⁴ These initial findings indicated that children living full time in centers away from their parents developed into "middling" people low on initiative. Recent evidence challenges such claims.

Findings in at least a half dozen current studies of several hundred preschool children report that day care children suffer no ill effects due to regular intervals of separation from their working parents when good substitute care is provided.³⁵

Dr. Jerome Kagan, a professor in the Department of Psychology and Social Relations at Harvard University, used to make speeches about the harmful effects of day care. After setting up a special day care center in Boston and conducting a study of his own with a grant from Carnegie Corporation, Dr. Kagan now says he can no longer support the view that day care has hidden psychological dangers.

Comparing day care children with a group of carefully matched children reared only at home, Kagan and his associates³⁶ concluded that child care children were developing just as they would at home. The only detectable difference was that day care children were less inhibited in the presence of unfamiliar children than were those reared at home.

All children in the study showed an overwhelming preference for their mothers over any other caregiver. Kagan speculates that the average parent-child bond is so strong that being away from home repeatedly will not weaken it: "The family has a mysterious power, which is one reason why it has been the basic and most stable social unit in this and other societies for so long."

Research in the last ten years has shown that children with working mothers learn to be self-reliant, have fewer self-doubts, and are as well adjusted socially as children whose mothers stay home full time.³⁷

Kristin A. Moore and Isabel V. Sawhill³⁸ write that children of working women have been found to be slightly higher in achievement motivation. Moore and Sawhill point to several earlier studies that have even found a positive relationship between IQ scores and maternal employment.

The effect of child care on the child seems to hinge not on the parents' routine absence, but on the quality of the substitute care. And that quality of care has been found to vary as much at home as it does in child care centers.

"A day care center or day care home can be like a good family in its influence on children -- providing stable, warm relationships with caretakers and encouraging intellectual, emotional and social development of children -- or it can, like some family settings, ignore, brutalize ...and destroy a child," said the team that wrote Toward National Policy, a 1976 report released by the National Research Council, National Academy of Sciences.³⁹

STANDARDS

There is considerable conflict over local, State, and Federal requirements for caregivers. Federal recommendations on standards of quality (known as FIDCR: the Federal Interagency Day Care Requirements), and especially the minimum ratios of adult caregivers required for a specific number of children (child/staff ratios, abbreviated CSR) have been controversial. The Federal CSR were developed in 1968, and they were revised most recently in 1975 to meet a requirement of Title XX of the Social Security Act of 1975. Title XX extended a match of three Federal dollars for every single dollar of State support for social services. It also instructed the Secretary of the Department of Health, Education and Welfare to withhold Federal reimbursement and levy a three per cent penalty where States fail to comply with the recommended ratios.

The revised CSR standards for center care provide that, at a minimum, for children

- 3-4 yrs. old, there should be 1 adult per 5 children;
- 4-6 years old: 1 adult for every 7 children;
- 6-9 years old: 1 adult for every 15 children;
- 9-14 years old: 1 adult for every 20 children.

Family day care homes may serve no more than six children between ages 3-14; no more than five, when the age range is infancy through age six. The caregiver's own children must be counted in the total, and no more than two children under age two may be cared for in the same setting.

Opponents regard Federal imposition of such standards as arbitrary: "Some adults can't handle one four-year-old, and some adults can keep a dozen of them happy."

Supporters of the staffing ratios argue that Federal dollars should not support centers with insufficient ratios of adults per child. Most professionals are urging consumers to check whether caregivers are following the CSR, even through recommended ratios do not become mandatory until October 1977. (PL 94-401 is discussed further in the Legislative Update section which follows.)

There are almost as many differences among State licensing requirements and enforcement policies as there are States. At this writing, the State of New Mexico had not revised its regulations for day care since 1922. In Fairfax County, Virginia, day care centers must meet the fire codes for nursing homes and the health codes for restaurants. "In order to be licensed, your center must have a restaurant kitchen," complains Lucy Ann Billups, director of the Northern Virginia Community College's day care centers. "There's no [good] reason why a church kitchen, which provides food for numerous social occasions, could not also provide healthy meals for children." 40

In such situations, regulations can hinder good care rather than insure quality, basic health or safety. They also discourage small homelike neighborhood facilities. Caregivers complain that enforcement practices usually range from "unrealistic" to "unreliable".

LEGISLATIVE UPDATE

Legislation supporting a Federal child care program has been at a standstill since then-President Nixon vetoed the Child and Family Services Act of 1971. A revised bill, the Child and Family Services Act of 1975, received no action in the last Congress. This comprehensive

legislation provided for strictly voluntary and direct parental participation in operating child and family service programs in communities; Federal support for establishing and maintaining part day or full day child care in the home or in other child care facilities; after school programs; information and referral services; prenatal care; programs to meet the special needs of minorities, Indians, migrants and bilingual children; and food/nutrition services.

Since Vice President Mondale sponsored this bill through extensive committee hearings in 1975, there is hope among child advocate groups that Federal action supporting child care needs is near at hand.

The most recent and significant child care related bills to be passed by Congress were the Tax Reform Act of 1976 and the Child Day Care Services Act (PL 94-401).

The Tax Reform Act provides up to \$800 in tax credits to cover child care, care for incapacitated adults, and house-care expenses for working parents, regardless of their income level. Divorced parents who get child support are now eligible for this tax break. A couple is eligible even if one spouse works only part-time or goes to school. And families that pay relatives for child care are now eligible, as long as that relative is not a legal dependent.

The Child Day Care Services Act (PL 94-401) authorized an additional \$240 million in Title XX Social Service funds to help day care centers meet their health and safety codes already in effect and to upgrade the quality of their programs. The act postponed new Federal standards for staffing (CSR) until October 1977, after the Secretary of Health, Education and Welfare has had a chance to review several national field studies⁴¹ and a number of special reports by experts on child care issues. The HEW Secretary must then determine the appropriateness of the Federal Standards and may propose modifications based on the reports and study findings.

THE FUTURE

Child care advocates anticipate the proposal of new or revised legislation providing the following:

new tax incentives to business for sponsoring investments in child care, including experimental voucher plans

regulations ensuring that future public housing construction include space for child care centers, especially with provisions for after-school care so badly needed in low income areas

"educational institution status" for child care centers, thereby permitting donation of surplus Federal property for their use

tax benefits for apartment house owners who maintain child care facilities for tenants and the immediate neighborhood

family impact studies -- required of government agencies with policies that look initially remote but have a profound effect on families and children.

ELIGIBILITY -- SOME QUESTIONS

There is uncertainty about who should be entitled to use publicly funded child care:

- . Should programs be available free, or at costs that do not require the sacrifice of other essential goods and services to the family?
- . Should publicly-funded care be offered first to children of mothers who head their families and to children in economically disadvantaged families?
- . Should publicly-funded care be denied to children whose mothers "don't have to work," even though the family would be willing to pay a sliding scale fee, even though other children might need her services, or even though her professional training demands recognition and continuity?

Should part-day services be expanded for children whose mothers are not employed or for parents who wish their children to benefit from supervised play with other children on an irregular basis? Drop-in care for mothers who volunteer part days of work is almost unheard of. Almost 22 million women spend an average of nine hours each week doing volunteer work.⁴² The absence of low cost drop-in child care centers makes it difficult for low and low-middle income mothers to participate even a few hours a week in community volunteer activities.

WHAT IS THE ACTUAL LEVEL OF DEMAND?

The actual level of demand for child care is being disputed by some child care professionals who claim there are already enough child care resources and what's really needed are better systems of referral and information. They say working mothers tend to perceive their immediate difficulties as a lack of facilities; and the real problem is the mothers' uncertainty about the process of finding and arranging child care.

"Having to make a decision about whether or not to go to work or to continue working, having to decide what kind of child care arrangement to make, having to find a new caregiver and work out understandings with her are hardly easy tasks at best.

"They may come at a time of stressful changes in family life, such as separation or divorce, illness or unemployment, first entry into the labor market, or a new job situation," said Arthur C. Emler and Eunice L. Watson in Matchmaking in Neighborhood Day Care.⁴³

Under pressure to make an arrangement quickly, some working mothers make one poor choice after another. And for the working mother, the end of one arrangement frequently means the desperate search for an alternative, absence from work, even the fear of losing her job.⁴⁴ Meanwhile, the child suffers from disrupted care and loss of important relationships.

Apparently many women are afraid to ask their neighbors to babysit for them.⁴⁵ Arrangements between friends

are destined to be brief or else "fraught with tension," says a major study of "stability" in day care. ⁴⁶

Teaching parents how to choose and work out agreements with caregivers is one of the current goals of many community child care programs.

WHAT LIES AHEAD: WHAT OTHERS HAVE DONE

Several successful new patterns in child care are emerging; among them day care center clusters, referral networks, and day care neighbor services.

. In several cities, family day care homes clustered like satellites around a day care center are sharing information, advice, films, toys, equipment, and helpers (handy when day care home mothers are ill or want a vacation). Children in small family homes can visit the center for a number of hours a week to participate in larger group activities. (Among possible contacts: Mrs. Ruth Berger, West Tuality Day Care, 2221 19th Ave., Forest Grove, Oregon 97116.)

. Helping networks -- to provide child care information and referral -- have grown increasingly visible since 1972. The Switchboard in San Francisco (415-566-8401), and Bananas (415-548-4344) at Berkeley are examples that grew from urgent requests by working parents (especially single mothers) who called for help in finding good quality child care or forming child care cooperatives and play groups. A rural referral system operating out of Ithaca, New York (the Tompkins County Day Care and Child Development Center) matches children in home playgroups and relies on a colorful traveling van to carry child care ideas and supplies to isolated areas.

. In urban and suburban settings, the block mother concept is being promoted as a way to provide the kind of parent support and informal counseling available in extended families of the past. Key individuals in some neighborhoods are being offered training to function effectively as advisers, emergency caregivers and clearinghouses of information on community resources.

. Growing numbers of parents are insisting that schools and child care providers stop treating children differently according to their sex. In a non-sexist preschool program, for example, little girls would be complimented more for their achievements than for the way they dress, and they would not be discouraged from active play with blocks or cars. Little boys could serve juice and prepare sandwiches without being taunted for doing "girls' work." Records, books and television programs would be chosen because they avoid rigid sex roles. Teachers would intervene on the playground to make sure team games were not segregated by sex.

The first National Conference on Non-Sexist Early Childhood Education, held October 10-12, 1976, made many concrete suggestions to correct child care practices that presuppose rigid behaviour differences between boys and girls. The conference recommended:

the development of model State laws mandating nonsexist curricula, such as those already passed in New Jersey, New York, Oregon and Washington

the development of antiracist, antisexist training for counselors

teaching preschoolers as well as older children to be critical of what they see on TV

training salespersons of learning materials, especially males, in the ideas and goals of the women's movement.

A full report can be secured from Barbara Sprung, Women's Action Alliance Inc., 370 Lexington Avenue, New York, NY 10017 (212-532-8330).

For the past five years Dr. Moncrief Cochran has studied the effects of center child care on children in Sweden, where caregivers place much less emphasis on sex differences of children, and where there is a concerted effort to get more men involved in children's lives. Cochran found that little boys are learning to be much more independent in the "traditional" female dimensions (i.e. sweeping, dusting, table-setting) and they do not expect

to be waited on. Girls, who are already doing well in those areas, are improving markedly in fine motor skills and eye-hand coordination. Compared with girls being cared for in a traditional home setting, those in non-sexist programs are exposed to many more opportunities to practice a wider range of skills.

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 - The National Day Care Center Cost-Effect Study, which observed children in 64 day care centers in Atlanta, Detroit and Seattle;
 - The National Day Care Center Supply Study, with State-by-State profiles of day care centers;
 - Three Office of Child Development studies of family day care;
 - A National Child Care Consumer Survey, asking 4500 parents about their unmet child care needs;
 - A labor force participation study investigating the relationship between availability and use of day care services and employment;
 - A review of the Child Development Associates Program, which trains and credentials child care givers;
 - A State and local Day Care Management Study.For more information or a progress report on the studies, contact William Prosser, Chairperson, FIDCR Committee, 416-E South Portal Building, Washington, D.C. 20201.
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* CHILD CARE RESOURCE SECTION *

The IWY Commission is grateful to Nancy Schuh, to the Coalition for Children and Youth, and to the Day Care and Child Development Council of America for their assistance in compiling these materials.

Contents:

NATIONAL RESOURCE PERSONS
ORGANIZATIONS
STATE DEPARTMENTS OF CHILD DEVELOPMENT
APPALACHIAN REGIONAL COMMISSION STATE CONTACTS
RESOURCE PERSONS: THE EFFECTS OF DAY CARE ON CHILDREN
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MEETINGS.

CHILD CARE RESOURCE SECTION

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CHILD CARE RESOURCE SECTION

* NATIONAL RESOURCE PERSONS *

Appalachian Regional
Commission
1666 Connecticut Avenue
Washington, D.C. 20235
202-673-7879

Contact: Robert Decker, Director of Child Development, and Virginia Gemmell, Health Evaluation Specialist

The Commission funds several innovative programs in States throughout the Appalachian region, and will provide names of speakers and other resources, including sources of media kits on child care.*

Mrs. Soledad Arenas
Office of Child Development
P.O. Box 1182
Washington, D.C. 10013
202-755-7797

Mrs. Arenas is Project Officer, and director of bilingual and bicultural preschool programs.

Mrs. Ruth Berger
Day Care Office
West Tuality Day Care
2221 19th Avenue
Forest Grove, Oregon 97116

Will speak for expenses, if any. Mrs. Berger is interested in day care systems and family day care, and ways to combine the two.

Dr. Marilyn Church
Associate Professor of Early Childhood Education
Director of the Center for Young Children in the College of Education
University of Maryland
College Park, MD 20742
202-454-2341

A resource on curriculum in day care centers and adult training. Expenses and honorarium negotiable.

* See Appalachian Regional Commission State Contacts for Child Development projects, another section in this resource guide.

National Resource Persons -2-

Dr. Moncrieff Cochran
Assistant Professor in Human
Development and Family
Studies
G29 MVR Hall
College of Human Ecology
Cornell University
Ithaca, New York 14853
607-256-2294

Interested in formal net-works, the ways child development is affected by child care, family support systems and education for parenthood, the impact of public policy on children and families. Requests expenses and negotiable honorarium.

Alice H. Collins
329 North Geneva Street
Ithaca, New York 14850
503-223-1793

Author, and a private consultant on day care, neighbor, family and children's services. Will speak for expenses and negotiable honorarium.

Erna Fishhaut
Program Coordinator
Center for Early Education
and Development
226 C. D. Building
University of Minnesota
51 East River Road
Minneapolis, MN 55455
612-376-3221

Available to assist in workshop planning, will speak on issues related to young children, women's roles as administrators in programs for young children. Expenses and small honorarium negotiable.

Gertrude Hoffman
Title XX Day Care Specialist
Social and Rehabilitative
Services
Department of Health, Educa-
tion and Welfare
Room 2231, S Building
Washington, D.C. 20201
202-245-8403

A specialist on day care services for the Public Service Administration, Mrs. Hoffman can refer workshop committees to contacts in regional offices.

Bob Hoskins
Associate Director of Nation-
al Field Services
Day Care and Child Develop-
ment Council
622 14th Street, N.W.
Washington, D.C. 20005
202-638-2316 or in
Connecticut at 203-364-5228

Experienced in child care conference planning.

National Resource Persons -3-

Miriam Kertzman
Director of Children's
Center, Inc.
Stride Rite Mfg. Corporation
960 Harrison Avenue
Boston, Massachusetts 02118
617-440-9300

Can discuss experiences with child care sponsored by employers. Will speak for expenses and negotiable honorarium.

Mary Dublin Keyserling
2610 Upton Street, N.W.
Washington, D.C. 20008

Immediate past president of the National Child Day Care Association and author of Windows on Day Care. Will speak for expenses, if any. Honorarium negotiable.

Bob LaCrosse
Education Commission of the
States
1860 Lincoln St., Suite 300
Denver, Colorado 80295
303-893-5200

At this writing, ECS is publishing a "combat manual" prepared by the National Association of State Directors of Child Development, designed for States planning and coordinating programs for children and families.

Theresa W. Lansburgh
3503 Midfield Road
Baltimore, MD 21208
301-484-1503

Former president of the Day Care Child Development Council of America, a resource on developmental child care. Will travel for expenses.

James A. Levine
68 Martin Road
Wellesley, MA 02181
617-235-4309
617-235-0320 Ext. 457

A teacher, former nursery school director, consultant on child care to many organizations, resource on men's role in children's lives, author of Who Will Raise the Children, New Options for Fathers (and Mothers), Lippincott, 1976. Fees negotiable.

National Resource Persons -4-

Gwen Morgan
Office for Children
120 Boylston Street
Boston, Massachusetts 02116
617-727-8956

Child advocate and author of "Alternatives for Regulation of Family Day Care Homes for Children," among many other publications.

Ruth Nadel
Alliance Coordinator for
Child Care in Federal
Agencies
Women's Bureau
Department of Labor
Washington, D.C. 20210
202-523-8916

Resource person, available also as panelist or speaker on employee-related or government-related child care. Would accept expenses.

Marie Oser,
Sydney Rawitscher,
Jill Shaw
Texas Child Care '76
6711 Hornwood #269
Houston, Texas 77074

Available as speakers and resources on children and families. Among projects of Child Care '76: encouraging businesses and industry to hold lunches with employers to discuss child care needs. They are also active in organizing child care for migrants and Native Americans.

Bill Pierce
Child Welfare League
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
202-833-2850

Child advocate, knowledgeable on resources and other speakers. Will speak for expenses plus an honorarium, unless the trip can be made under the auspices of one of the Child Welfare League's member agencies.

National Resource Persons -5-

Annice M. Probst
Pre-School Association of
the West Side
c/o Bank Street College of
Education
610 West 112th Street
New York, New York 10025

An association of programs
in one neighborhood; pro-
vides assistance in starting
child care, provides informa-
tion and referral to parents.

William Prosser
Room 416E, South Portal Bldg.
Department of Health, Edu-
cation and Welfare
Washington, D.C. 20201
202-245-1808

Chairperson of the FIDCR
appropriateness study,
Director of Social Services,
Human Development Project
Planning and Evaluation.

By April or May, this office
may have available for dis-
tribution abstracts and
criticisms of twenty papers
on national child care is-
sues, which are being reviewed
this spring by a committee
representing organizations
and parents.

June Rogers
Day Care and Child Develop-
ment Council of Tompkins
County
329 North Geneva Street
Ithaca, New York 14850
607-273-0259

The Day Care and Child Devel-
opment Council of Tompkins
County provides direct help
to families through a county-
wide information and referral
consultation service, oper-
ates the Gathering Place
Resource Center (of inexpen-
sive and free materials, and
ideas), training and consul-
tation, rural outreach
projects, including a Busy
Bus.

June Sales
Pacific Oaks Child Care
714 West California Blvd.
Pasadena, CA 91105
213-795-9161

Child care consultant on
many aspects of child care,
chairperson of Los Angeles
Mayor's Advisory Committee
on child care.

National Resource Persons -6-

Peter Sauer
Bank Street College
Day Care Consultation Service
610 West 112th Street
New York, New York 10025
212-663-7200

Can refer workshop planners to organizations around the country involved in child care information and referral services.

Patty Siegel,
Penny Mitchell
Child Care Switchboard
3896 24th Street
San Francisco, CA 94114
415-282-7858

The Switchboard serves the whole city, lists all existing child care, including babysitters, and supports a number of projects -- a family day care support service, outreach to new homes, a separately funded toy center and workshops to construct large play equipment. The Switchboard attempts to visit all programs it refers, shares subjective opinions and makes followups to find out what care parents arranged and what they are paying.

Barbara Sprung
Project Director
Non-Sexist Child Development
Project
Women's Action Alliance, Inc.
370 Lexington Avenue
New York, New York 10017
212-532-8330

This project is described in the Fact Sheet. Ms. Sprung will speak for expenses and honorarium, depending on amount of time spent away from work.

Dana Friedman Tracy
Network Coordinator
Coalition for Children
and Youth
1910 K Street, N.W.
Washington, D.C. 20006
202-785-4180

Resource person willing to speak on child care legislation, public policy, research, advocacy, and grant proposals. She requests expenses plus per diem.

Zelda Zeldin
3601 Spruell Drive
Silver Spring, MD 20902
202-946-4676

Co-producer of films and film strips. Will lead discussion and guide creative drama and non-sexist role playing with children. Expenses and honorarium negotiable.

* ORGANIZATIONS *

1. Child Welfare League of America, Inc., 67 Irving Place, New York, N. Y. 10003 212 254-7410.

Provides consultation to child care centers for a minimal fee. Child care publications list and selected references to the literature are free upon request.

2. Day Care and Child Development Council of America, Inc., 622 14th St., NW, Washington, D. C. 20005. 202 638-2316.

Private, nonprofit membership organization that functions as a national information center of child care services and offers consultation on program planning, fund raising and organization techniques. Write for the complete publications list, Resources for Child Care.

3. Coalition for Children and Youth, 1910 K St., NW, Washington, D. C. 20006 202 785-4180.

A coordinating coalition of some 150 private and voluntary organizations. Its fundamental commitment is to the promotion of adequate family living standards and of family-oriented services to foster the health, education and well-being of children and youth. Available for \$4 is America's Children 1976, a factbook assessing the current status of children.

4. National Association for Child Development and Education, 500 12th St. SW, Washington, D. C.

Nonprofit association representing the nation's private providers of child care.

5. National Association for the Education of Young Children, (NAEYC), 1834 Connecticut Ave., NW, Washington, D. C. 20009. 202 232-8777. Complete publications list available.

6. Association for Childhood Education International (ACEI), 3615 Wisconsin Avenue, NW, Washington, D.C. 20016. 202 363-6963.
7. Children's Defense Fund, 1520 New Hampshire Ave., NW, Washington, D. C. 20036. 202 483-1470.
8. Education Commission of the States, Early Childhood Task Force, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203. 303 893-5200.
9. Bank Street Day Care Consultation Service, 610 West 112th St., New York, N.Y. 10025. 212 663-7200.

National resource agency for technical assistance on organizing and funding. For centers in New York, it has information on federal, state and city regulations for day care.

10. Office of Child Development, U. S. Department of Health, Education and Welfare, Box 1182, Washington, D. C. 20013. 202 655-4000.

Provides information about federal funding for child care plus information on curriculum programs. OCD publishes a variety of training materials for use by staff in child development programs.

11. Pre-School Association of the West Side, Inc. (PAWS), Bank Street College of Education, 610 W. 112th Street, New York, N. Y. 10025. 212 222-0104.

Provides technical assistance to day care centers, parents and teachers on the upper west side of Manhattan. Contact PAWS for the names of similar child care resource groups in your area.

Contact your city or state Department of Human Resources for information on local laws and regulations regarding child care centers.

* STATE DEPARTMENTS OF CHILD DEVELOPMENT *

Alaska

Ms. Betsy McGuire
Coordinator
Office of Child Advocacy
1511 G. Street
Anchorage 99501

Idaho

Dr. Howard Shrag, Director
Office of Child Development
Annex 3
State House
Boise 83702

Arkansas

Ms. Sara Murphy
Office of Early Childhood
Planning
State Dept. of Education
Arch Ford Education Bldg.
Little Rock 72201

Louisiana

Ms. Betty Blaze, Director,
Coordinator 4-C
Early Childhood Development
Department of Education
P.O. Box 44064
Baton Rouge 70804

California

Mr. H. Glen Davis,
Associate Superintendent
of Public Instruction
State Dept. of Education
721 Capitol Mall
Sacramento 95814

Massachusetts

Mr. Davis Lederman, Director
Office for Children
Executive Office of Human
Services, Room 246
120 Boylston Street
Boston 02116

Georgia

Mr. Allen Gurley, Director
Division of Early Childhood
and Special Education
110 State Office Bldg.
Atlanta 30334

Mississippi

Ms. Ruth Hubbel, Acting Dir.
Child Development Staff
Universities Center, Suite 182
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Jackson 39211

Hawaii

Ms. Marya Pettit
Research Analyst and
Administrative Aide
Office of the Governor
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410 Oberlin Road
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Ms. Betty Carnes,
Barbara Moses
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Department of Social Services
P.O. Box 1520
Columbia 29202

Tennessee

Mr. Neil Buchanan, Director
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660 Capitol Hill Bldg.
Nashville 37219
615 741-1681

Texas

Office of Early Childhood
Development
Texas Department of Community
Affairs
P.O. Box 13166, Capitol Stat.
Austin 78711

Utah

Ms. Nancy Abraham, Director
Office of Child Development
State Board of Education
1600 University Club Bldg.
136 East South Temple Street
Salt Lake City 84111

Vermont

Mr. Roland Gerhardt, Acting
Director
Office of Child Development
Agency of Human Services
43 State Street
Montpelier 05602

Washington

Ms. Virginia Hart,
Coordinator
Child Development Planning
Project
Hotel Olympian
Legion Way and Washington
Streets
Olympia 98504

West Virginia

Mr. John Himelrich,
Director
Interagency Council for
Child Development
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Office of the Governor
Capitol Complex
Charleston 25305

* APPALACHIAN REGIONAL COMMISSION *
* STATE CONTACTS *

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Mrs. Audrey Henderson
Executive Secretary
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GEORGIA

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Appalachian Human Re-
sources Coordinator
Office of Planning and
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(404) 656-3860

Ms. Brooke Dixon
Child Development
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KENTUCKY

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Health Planner
Development Cabinet
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Frankfort, KY 40601
(502) 564-7670

Mr. Ed Ellis
Executive Director
Kentucky Youth Research
Center, Inc.
P.O. Box 713
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Attn: Rod Hartzler
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(310) 731-2222

MARYLAND, continued

Frank Sullivan, Director
Purchase of Service
Dept. of Employment and
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1315 St. Paul St., Rm. 312
Baltimore, MD 21201
(301) 383-5615

Mr. Bill Walker
Appalachian Program
Administrator
Division of Local and
Regional Development
Dept. of Economic and
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Windle Davis, Director
Division of Appalachian
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Federal-State Relations
P.O. Box 1606
Tupelo, MS 38801
(601) 844-1184

Fred St. Claire
Federal-State Programs
Watkins Bldg., Suite 400
510 George Street
Jackson, MS 39201

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Appalachian Child Develop-
ment Program
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(518) 474-9592

NORTH CAROLINA

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OHIO

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South Carolina Appalachian
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(615) 741-1681

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Field Office
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P.O. Box 570
Abingdon, VA 24210
(703) 628-8171

Russell Owens
Field Office
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WEST VIRGINIA

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(615) 741-1881

MISSOURI

108 Parkway Towers
404 James Robertson Parkway
Nashville, TN 37218
(615) 741-1881

MISSOURI

108 Parkway Towers
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(615) 741-1881

 * RESOURCE PERSONS: THE EFFECTS OF DAY CARE ON CHILDREN *
 * (LIST COURTESY OF COALITION FOR CHILDREN AND YOUTH) *

Ms. Mary Ainsworth
 Johns Hopkins University
 Baltimore, Md. 21218

Dr. Gwendolyn Baker
 University of Michigan
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Dr. Eugene Beard
 Howard University
 Washington, D. C. 20059

Ms. Joyce Beckett
 University of Michigan
 Ann Arbor, Michigan 48104

Ms. Joan Bergstrom
 Wheelock College
 Boston, Mass. 02215

Dr. Andrew Billingsley
 Morgan State College
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Ms. Mary Blehar
 Johns Hopkins University
 Baltimore, Md. 21218

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Mr. J. Chunn
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 Washington, D. C. 20059

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 Resources
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 Medical College of
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 Ann Arbor, Michigan 48104

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 Washington, D. C. 20052

Dr. Greta Fein
 Merrill Palmer Institute
 Detroit, Michigan 48202

Dr. Meryl Karnes
 Colonel Wolfe School
 Champaign, Illinois 61820

Resource Persons

-2-

Ms. Janice Hale
Clark College
Atlanta, Georgia 30314

Dr. Jerome Kagan
Harvard University
Cambridge, Mass. 02138

Dr. Christoph Heinicke
Los Angeles, California 90044

Ms. Helena S. Hicks
Division of Resident Family
Services
Baltimore, Md. 21218

Dr. Robert Hill
National Urban League
Washington, D. C. 20005

Ms. Frances Horowitz
University of Kansas
Lawrence, Kansas 66044

Dr. Mary Elizabeth Keister
University of North Carolina
Greensboro, North Carolina
27412

Dr. Paul Kerschner
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Los Angeles, California 90007

Dr. Toye Lee Lewis
Chapel Hill, N. C. 27514

Ms. Ruth Massinga
Berkeley Coordinating Council
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Berkeley, California 94704

Dr. Aurelia Mazyck
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Resource Persons

-3-

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ment
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Dr. Henry Ricciuti
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Ithaca, New York 14850

Dr. Edward Zigler
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New Haven, Conn. 06520

 * STATE-BY-STATE RESOURCE PERSONS *
 * INVOLVED IN CHILD CARE *

Time pressures have prevented the Secretariat from following the usual procedure of calling each resource person listed to confirm their availability to assist State workshop planners. We are also unable to provide specific information about experience or special interests of those listed, although they come highly recommended by either the Child Welfare League, the Day Care and Child Development Council of America, or by the Coalition for Children and Youth.

When writing or calling these persons for assistance, workshop planners may have to go into more detail than usual about the IWY meeting process and goals of workshops. In the interest of speeding these names to workshop planners, we have listed, in many cases, only last known address.

Suggested State contacts:

ALASKA

John L. Turner
 School of Education
 University of Alaska
 Fairbanks, AK 99701

ENEP UT
 Children's Center
 Box 80452
 College, AK 99701

ALABAMA

Ms. Sophia B. Harris
 125 Washington Ave., Rm. 112
 Montgomery, AL 36104
 205-262-3456

ALABAMA

Ms. Cobb DeShazo, Supervisor
 Division of Day Care and
 Child Development
 State of Alabama
 Dept. of Pensions & Security
 Administration Bldg.
 64 Union Street
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La Visa Wilson
 Dept. of Elementary
 Education
 School of Education
 Auburn University
 Auburn, AL 36830

ARIZONA

Gay Lawrence
Arizona State Department of
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ARKANSAS

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Bob Saiver
School of Social Work
University of Arkansas
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CALIFORNIA

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Estella Brown
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or
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213-388-9321

CALIFORNIA

Steve Ann Auerbach Fink
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415-282-6260 or 415-565-3000

Betty Innman
5816 Apian Way
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Jennie Joe
Indian Health/Family Health
Services
California Dept. of Health
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Charles Lawrence, Director
Migrant Education
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Services
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Jan Sappell
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Rose Ungar
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Los Angeles, CA 90068

COLORADO

Ann Heiman
Greeley Child-Parent Center
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Greeley, CO 80631
303-353-1639

Fern Portnoy
Coop. Child Care Project
Counseling Coordinating
Office
University of Colorado
Medicare Center
Box 2338 or 4200 E. 9th Ave.
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303-394-8857

Teresa Salazar
Education Commission of the
States
Early Childhood Project
300 Lincoln Tower Bldg.
1860 Lincoln Street
Denver, CO 80203

CONNECTICUT

Ann Arington
Hall Neighborhood House
52 Green Street
Bridgeport, CT 06608
or
935 Pearl Harbor Street
Bridgeport, CT 06610

Ruth Bowman
Head Start Director, TVCCA,
Inc.
1 Sylvandale Road
Jewett City, CT 06351

Francis Reville
651 Dickswell Ave.
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CONNECTICUT

Nan Taylor
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203-869-0267

DISTRICT OF COLUMBIA

Virginia Burke
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Barbara Chambers, Director
Columbia Road School
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Washington, D.C. 20010

Bobbie Creque
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Washington, D.C. 20020

Dr. Jenny Klein, Acting Chief
Program Development and
Innovation Division
Office of Child Development
400 Sixth St., S.W., Rm. 5126
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Dr. Shirley McCune
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Resource Center on Sex
Roles in Education
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

Dr. Marilyn Smith
Executive Director
National Association for
the Education of Young
Children
1834 Connecticut Ave., N.W.
Washington, D.C. 20009

WASHINGTON, D.C., continued GEORGIA

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DELAWARE

Linda Jolly
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or
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148 Cain, N.W.
Atlanta, GA 30303

Nancy Edwards or Tom McClure
Appalachian Child Care
Project

FLORIDA

Ms. Budd Bell
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904-385-6901

Dept. of Human Resources
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Jeanne Sisco
Preschool Coordinator
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Dr. Verl Short, Chairman
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Sharon Solomon
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Debbie Stewart
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Ms. Nancy Travis, Director
Training for Child Care
Project

GEORGIA

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205-832-6555

130 Sixth Street, N.W.
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404-875-9211

State Resource Persons -5-

HAWAII

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K-38
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Cook County Day Care and
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IDAHO

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Sister Andrea Vaughn
St. Vincent DePaul Center
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Chicago, IL 60614

ILLINOIS

Ruth Binstock
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Chicago, IL 60657
312-525-7345

Tom Villager
524 E. 2nd Street
Springfield, IL 62706

Mr. Mirl Whittaker
Executive Director
Child Care Association of
Illinois
2101 West Lawrence Avenue
Springfield, IL 62704
217-787-1715

Barbara Bowman, Co-Director
Erikson Institute
1525 East 53d Street
Chicago, IL 60615

Ann Cole
Parents As Resource
464 Central Avenue
Northfield, IL 60093
618-271-7019

INDIANA

Dr. Annie Butler
Professor of Early Child-
hood Education
School of Education
Room 326
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Bloomington, IN 47401

Jessie Cole
Parent Representative
Illinois Parent Policy
Action Committee
520 North 30th Street
East St. Louis, IL 62205

Eloise Gentry
Suite 220
1206 Broadway
Gary, IN 46407

Sylvia Cotton or Jan Harley
201 North Wells Street
Chicago, IL 60606
312-332-1722

State Resource Persons

-6-

IOWA

Evelyn Davis
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Des Moines, IA 50314
515-282-4037

KANSAS

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Wichita, KS 67214
or
Suite 804
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Wichita, KS 67202

KENTUCKY

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Pat Murrell
1355 South 3rd Street
Louisville, KY 40208

Charles Wesley
Save The Children Federation
Box 319
Berea, KY 40403
606-986-4285

LOUISIANA

Donne Myhre
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New Orleans, LA 70118

MAINE

David Stockford, Marty Corn,
Sally Logan or Cort Meredith
Dept. of Educational and
Cultural Services
State Office Complex
Augusta, ME 04330
207-289-1110

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WASHINGTON WISCONSIN WYOMING

Beiron Walkenried, Room 1115, 5633 North 36th Street, Seattle, WA 98105

WEST VIRGINIA

Ms. Barbara Day, Assistant Director, Child Development Services, Office of the Governor, Charleston, WV 25305

John H. Seeger, Austin, Texas 78701, 512-475-2111

John H. Seeger, Arlington, VA 22209

Jim Strickland, Child, Inc., 818 East 52nd Street, Austin, Texas 78751, 512-451-7361

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John H. Seeger, Arlington, VA 22209

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Bonnie Marshorer, Child Care, 19 Kingsland Terrace, Burlington, VT 05401

* NEWSLETTERS *

1. Advocacy for Children. National Center for Child Advocacy, Children's Bureau, Office of Child Development (OCD), Box 1182, Washington, D. C. 20013.

Presents articles on a wide range of advocacy programs and processes. Contains good resources and occasional reviews of publications.
2. CWLA Planning Notes. Hecht Institute, 1346 Connecticut Avenue, NW, Washington, D. C.

Information on Title XX.
3. The Child Welfare League Newsletter. Child Welfare League Association, 67 Irving Place, New York, N. Y. 10003. Published four times a year, \$ 2.00.

Addresses problems and programs dealing with day care, foster care, adoption and children's rights. Includes book reviews.
4. Children Today. Children's Bureau, Office of Child Development (OCD), Box 1182, Washington, D. C. 20013. Published six times a year, \$ 6.10.

Contains up-to-date information on day care research and government programs.
5. Day Care and Child Development Reports. 2814 Pennsylvania Avenue, NW, Washington, D. C. 20007. 202 333-5444.
6. Day Care and Early Education. Behavioral Publications, 72 Fifth Avenue, New York, N. Y. 10011.
7. FOCUS on Children and Youth. Coalition for Children and Youth, 1910 K Street, NW, Washington, D. C. 20006.
8. Report on Preschool Education. 2430 Pennsylvania Avenue, NW, Washington, D. C. 20037.

9. The Young Child. National Association for the Education of Young Children (NAEYC), 1834 Connecticut Avenue, NW, Washington, D. C. 20009.

NAEYC affiliates in each state usually have a newsletter as well.

7. Daytime Care of Children: October 1974 and February 1975. U.S. Department of Commerce Series P-20, No. 298, October 24, 1976. Release CB-76-228 - available for \$.65 from U. S. Government Printing Office, Wash., D. C.
8. National Child Care Consumer Study, 1975. U. S. Department of Health, Education and Welfare, Office of Child Development, prepared under contract no. HEW-105 74-1107 in 1976. ODC Box 1182, Washington, D. C. 20013.
9. First Annual Report: National Day Care Study. Volume I, An Overview of the Study. 1974-1975. Office of Child Development, HEW. HEW Publication No. (OHD) 76-31094.
10. Day Care Licensing Policies and Practices: A State Survey, July 1975. Education Commission of the States, Copies available \$ 2.50 from the Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203. 303 893-5200.
11. Himmelrich, John H., Sr., and Aitken, Sherrie S., Introduction to State Capacity Building, published by the National Association of State Directors of Child Development and the Education Commission of the States, Report #98, 1977, \$ 5.00.

This "combat manual" describes efforts taken at the State level to increase services to children and families.

* LEGISLATION *

(Copies of the following bills may be requested from the office of your United States Representative or Senator, or from the Government Printing Office, Washington D.C. 20402.)

Child and Family Services Act of 1975

Title XX of the Social Security Act, PL 93-647

Child Day Care Services Act (Title XX Supplemental Appropriations), PL 94-401

Head Start, PL 93-644

Tax Reform Act of 1976

5. Harrell, James A., ed. Selected Readings in the Issues of Day Care. The Day Care and Child Development Council of America, Inc. 1401 K St., N.W. Washington, D.C. 20005.

6. Keyserling, Mary Dublin. Windows on Day Care. National Council of Jewish Women, 1972. \$3.00.
Results of an overall assessment of United States day care.

7. Levine, James A. Who Will Raise the Children? New Options for Fathers (and Mothers). New York: Lip-pincott, 1976. \$8.95.

Book describes and evaluates the growing trend toward men sharing the responsibilities of raising their children.

LEGISLATION

Revised by the Committee on Education and the Labor Force, U.S. House of Representatives, 93rd Congress, 1st Session, 1973-74. H.R. 10000. Printed by the Government Printing Office.

(Copies of the following bills may be requested from the office of your United States Representative or Senator, or from the Government Printing Office, Washington, D.C. 20540.)

Child and Family Services Act of 1973

Title XX of the Social Security Act, PL 93-417

Child Day Care Services Act (Title XX Supplemental Appropriations), PL 94-401

10. Day Care Services Act (Title XX Supplemental Appropriations), PL 94-401. A report on the day care services act, 1973-74, by the House Committee on Education and the Labor Force, 93rd Congress, 1st Session, 1973-74. H.R. 10000. Printed by the Government Printing Office.

11. Child Development and Education Commission of the States, Report 1973, 1974, 1975. 300 p. \$1.00. Published by the National Academy of Directors of Child Development and Education, 1975. Available from the National Academy of Directors of Child Development and Education, 1975.

This report is a summary of the work done at the State level to increase services to children and families.

* BOOKS: GENERAL *

1. Auerbach, Stevanne and Freedman, Linda. Choosing Child Care -- A Guide for Parents. 1976, Parents and Child Care Resources, 1855 Folsom St., San Francisco, California 94103. \$3.
2. Coalition for Children and Youth. America's Children, 1976. 1910 K St., N.W., Suite 800, Washington, D.C. 20006. \$4.50 ppd.
Statistics and conclusions on the necessity of services for children.
3. Collins, Alice H. and Pancoast, Diane L. Natural Helping Networks: A Strategy for Prevention. Washington, D.C.: National Association of Social Workers, 1976. Available from the NASW, 1425 H St., N.W., Washington, D.C. 20005.
4. Emlen, Arthur C. and Watson, Eunice L. Matchmaking in Neighborhood Day Care. Oregon State University: A Continuing Education Book. Corvallis, Oregon, 1971. ISBN 87678-201-2.
An evaluation and description of results from a two-year study of a neighborhood approach to day care arrangements.
5. Harrell, James A., ed. Selected Readings in the Issues of Day Care. The Day Care and Child Development Council of America, Inc. 1401 K St., N.W. Washington, D.C. 20005.
6. Keyserling, Mary Dublin. Windows on Day Care. National Council of Jewish Women, 1972. \$2.00.
Results of an overall assessment of United States day care.
7. Levine, James A. Who Will Raise the Children? New Options for Fathers (and Mothers). New York: Lip-pincott, 1976. \$8.95.
Book describes and evaluates the growing trend toward men sharing the responsibilities of raising their children.

8. Resources for Community Change. Demand for Day Care. P.O. Box 21066, Washington, D.C. 20009. \$1.50.
Collection of original and reprinted articles on a broad range of day care issues. Good bibliography of films, etc.
9. Roby, Pamela. Day Care -- Who Cares? Basic Books, New York, 1975.
Overview of legislation, child care history.
10. Steinfelds, Margaret O'Brien. Who's Minding the Children?
A history and overview of family, community and national support for children.
11. Sprung, Barbara. Nonsexist Education for Young Children: A Practical Guide. New York: Citation Press, 1975. Can be ordered from Women's Action Alliance, 370 Lexington Avenue, New York, NY 10017. \$3.25.
Curriculum guide that includes extensive resource listings for nonsexist materials.

* SPECIAL INTEREST BOOKS - BY SUBJECT *

(This listing was prepared for IWY by the Coalition for Children and Youth, 1910 K Street, N.W., Washington, D.C. 20006; (202) 785-4180.)

FAMILY DAY CARE

- Collins, Alice, and Watson, Eunice. Family Day Care. Boston: Beacon Press, 1976.
- Sales, June. I'm Not Just a Babysitter: A Description Report of the Community Family Day Care Project. Prepared for Children's Bureau, Office of Child Development, July 1971. Available from Day Care and Child Development Council of America. \$3.50.

INFANT CARE

- Aaronson, May, and Rosenfeld, Jean. Baby and Other Teachers. Available from the Day Care and Child Development Council of America, 1975.
- Brazelton, T. Berry. Infants and Mothers. New York: Delacorte, 1969.
- Evans, E. Belle, and Saia, George E. Day Care for Infants: The Case for Infant Day Care and a Practical Guide. Available from the Day Care and Child Development Council of America, 1972.
- Gordon, Ira. Baby Learning Through Baby Play. Los Angeles: Martin Press, 1970.
- Honig, Alice, and Lally, J. Ronald. Infant Caregiving: A Design for Training. Available from the Day Care and Child Development Council of America, 1974.
- Pizzo, Peggy, and Manning, Judy. How Babies Learn to Talk. Day Care and Child Development Council of America, 1974.

MULTICULTURAL ASPECTS

- Billingsley, Andrew. Black Families in White America. New Jersey: Prentice Hall, 1968.
- Collective Monologues I: Toward a Black Perspective in Education. State 7, 1540 Ontario, Pasadena, California, 1976.
- Comer, James, and Poussant, Alvin. Black Child Care. New York: Simon and Schuster, 1975.
- Granger, R. C., and Young, Janice, eds. Demythologizing the Inner City Child. National Association for the Education of Young Children, 1976.
- Ross, P. Harrison, and Wyden, B. The Black Child: A Handbook for Parents. Berkeley Publishers, 1974. \$1.95.

PARENT INVOLVEMENT

- Honig, Alice S. Parent Involvement in Early Childhood Education. Available from the National Association for the Education of Young Children, 1975. #135. \$3.00.
- Lane, Mary B. Education for Parenting. Available from the National Association for the Education of Young Children, 1975. #108. \$3.00.

PARENTING

- Callahan, Sidney Cornelia. Parenting. New York: Penguin Books, 1974.
- Hammer, Signe. Daughters and Mothers, Mothers and Daughters. Quadrangle, New York Times, 1976.
- MacBride, Angela Barron. The Growth and Development of Mothers. New York: Harper and Row, 1973.

* FILMS *

A librarian in the education department of a local college or university would be one of the best sources for recommendations of films that would be immediately available. In the limited time our previewers had to examine films, we found the following:

1. Day Care Consultation and Media Project. Pacific Oaks College, 714 W. California Blvd., Pasadena, Calif. 91105.

The kit contains 6 filmstrips; the 4 listed would be the most appropriate for an IWY Workshop format:

- a. "Just Like a Family." (Answers basic questions about family day care.)
- b. "The Right Ingredients." (An introduction to a healthy child care environment -- what is involved.)
- c. "Mondays and Fridays." (Explores separation, its effect on parents and children, and the ways that weekly day care can enrich a child's life.)
- d. "Talk About It." (Explores the need for communication between parents and day care providers. Addresses questions on fees, hours, vacations, illnesses, etc.)

Each film strip comes with cassette (includes English and Spanish narration, plus two printed scripts and two leaflets). May be purchased for \$17.50 plus \$.50 postage, handling and state tax, if any.

2. Polymorph Films. 331 Newbury Street, Boston, MA 02115. 617-262-5960.

"Day Care Today." (A good look inside three day care centers, in addition to a University connected center. Film shows situations featuring ethnic groups in different day care environments. Emphasis is on the role played by day care settings in helping children grow and develop. Film by Miriam Weinstein. Print #73. 25 minutes, color, sound, 16 mm.; rental \$30; purchase, \$325.

3. Miller-Brody Productions. 342 Madison Avenue, New York, NY 10017.

Appropriate for showing in a child care setting: "A Girl Like Me/ A Boy Like Me," two film strips that confront sex-role stereotypes by portraying children who are not stereotyped in attitudes, behavior or occupational aspiration. Result is an affirmative statement for children of what children can become.

Program produced by the Women's Media Workshop, Inc., under the direction of Zelda Zeldin. Comes with comprehensive instruction guide. Available in English and Spanish. GB 100 -- 2 filmstrips with cassettes in English: \$32.00; GB 100 -- 2 filmstrips with cassettes in English and Spanish: \$36.00.

4. West Tuality Day Care Center. 2221 19th Avenue, Forest Grove, Oregon 97116. 503-648-0838.

"Options for Parents," a 12 minute slide-tape show, presents a positive view of day care. Scenes show boys cooking, girls playing with trains, and both sexes active at carpentry, climbing rocks, etc. Package and pricing information available by May 1977.

Films

NATIONAL COMMISSION ON THE OBSERVANCE OF
INTERNATIONAL WOMEN'S YEAR
Department of State

-3-

5. ETV Center, MVR Hall, Cornell University, Ithaca,
NY 14853. 607-256-5431.

"Three Worlds of Childhood," Examines child-rearing in China and Russia and makes comparisons with the United States. Suggests what might be done to improve our own system of day care.

16 mm. or various video tape sizes. Rental ranges from \$12 to \$65 depending on film or tapes. Film is 28 minutes. Purchase price \$225.

1. Once the Coordinating Committee agrees to offer child care to participants, decisions must then be made regarding:
 - a. what age groups will be cared for? (Isaacs? only those older than 18 months?)
 - b. what deadlines for pre-registration will be set? will walk-ins be honored? how?
 - c. what kinds of qualifications must caregivers have? for how many hours will care be offered? what about evening care?
 - d. where will care be offered? how will transportation be handled, especially if the child care center is at some distance from the Meeting?
 - e. will there be a fee, and will charges be increased when parents do not pick up their children promptly?
(Vermont hours were 9 a.m. to 6 p.m., and their approximate budget was as follows:

Expenses totaled about \$645.00 for 70 children.
Costs averaged \$9 per child for the day.
Care was given in two locations:

College Center	Church Center
Staff.....\$100 (3 persons)	Staff.....\$200 (2 teachers and ten helpers @ \$16.00 ea.)
Materials....\$ 20	Materials.....\$ 20
70 lunches...\$ 95	Snacks.....\$ 36

Liability insurance for children and staff was \$145.00.

Transportation costs: \$30.00.)

- 2. AM, nater, tarys yruwen lte. vaili dhoronylof
 ETV Center, WVR Hall, Cornell University, Ithaca, NY 14853. 607-255-2431.

...the world of children's literature...
 ...in China and Russia and makes comparisons
 ...with the United States...
 ...to improve our own system of day care...
 ...to help us understand the world...
 ...from 511 to 525 depending on film or cassette...
 ...is 28 minutes. Purchase price \$225.

- 3. Well, omuwa nashan 242. ... 11501 NY 11501

...in a child care setting...
 ..."Mr. Milk" and "Mrs. Milk" are characters
 ...that help to explain the behavior of children...
 ...in a non-threatening way...
 ...to help children understand the world...
 ...and their feelings.

Program produced by the Woman's Media Workshop, Inc., under the direction of Zeida Zeidin. Comes with comprehensive instruction guide. Available in English and Spanish. GB 100 -- 2 filmstrips with cassettes in English: \$32.00; GB 100 -- 2 filmstrips with cassettes in English and Spanish: \$35.00.

- 4. West Quality Day Care Center. 2221 19th Avenue, Forest Grove, Oregon 97115. 503-438-0539.

"Options for Parents," a 12 minute slide-tape show, presents a positive view of day care. Scenes show boys cooking, girls playing with trains, and both sexes active at carpentry, climbing rocks, etc. Package and pricing information available by May 1977.

NATIONAL COMMISSION ON THE OBSERVANCE OF
INTERNATIONAL WOMEN'S YEAR
Department of State
Washington, D.C. 20520

Agenda Letter No. 14

SUBJECT: Arranging for Child Care at State Meetings

TO: Chair and Program Chair of Coordinating Committees

To assist State Coordinating Committees as they make plans to provide child care at State Meetings, the IWY Secretariat forwards these notes based on the Vermont State Meeting experience:

1. Once the Coordinating Committee agrees to offer child care to participants, decisions must then be made regarding:
 - a. what age groups will be cared for? infants? only those older than 18 months?
 - b. what deadlines for pre-registration will be set? will walk-ins be honored? how?
 - c. what kinds of qualifications must caregivers have? for how many hours will care be offered? what about evening care?
 - d. where will care be offered? how will transportation be handled, especially if the child care center is at some distance from the Meeting?
 - e. will there be a fee, and will charges be increased when parents do not pick up their children promptly?
(Vermont hours were 9 a.m. to 6 p.m., and their approximate budget was as follows:

Expenses totaled about \$646.00 for 70 children.
Costs averaged \$9 per child for the day.
Care was given in two locations:

College Center	Church Center
Staff.....\$100 (3 persons)	Staff.....\$200 (2 teachers and ten helpers @ \$16.00 ea.)
Materials....\$ 20 70 lunches...\$ 95	Materials.....\$ 20 Snacks.....\$ 36

Liability insurance for children and staff was \$145.00.

Transportation costs: \$30.00.)

2. Vermont planners suggest contracting for care by an existing licensed center, if possible. If contracting with a child care center is not possible, they suggest hiring an accredited staff to manage child care for the State Meeting. Planners will want to check the Federal Inter-agency Day Care requirements for suggested ratios of numbers of children to adults. It is important to have at least one trained teacher in each room, although there may be more volunteers at hand. The presence of male caregivers and non-sexist teaching materials and activities is also important.
3. Make it clear in advance publicity that child care registration will be on a first come, first served basis, and that no more children will be accepted than can be properly cared for. Some exceptions will probably have to be made the day of the event, however.
4. Provide a separate registration check-in desk for child care, with a few toys, books and tables for children nearby so that parents can complete forms detailing their whereabouts during meetings and workshops.
5. Purchasing liability insurance for children and staff is essential. SEEK THIS EARLY; it is not easily available for an ad hoc group.
6. Child care planners should also contract for nursing services in case of emergencies. (Check with a college infirmary.)
7. If more than one center must be used to accommodate the children, plan to provide shuttle transportation, and recruit a well-trained child care or social worker to accompany the group.
8. For planning assistance, check with child advocacy groups or your State's Office of Child Development. Existing Head Start Centers, county recreation programs can be helpful. Scouts (both Boy and Girl) may want to earn badge credit for volunteer child care. Additional suggestions may be found in the IWY Workshop Guideline on Child Care, forthcoming from the Secretariat.

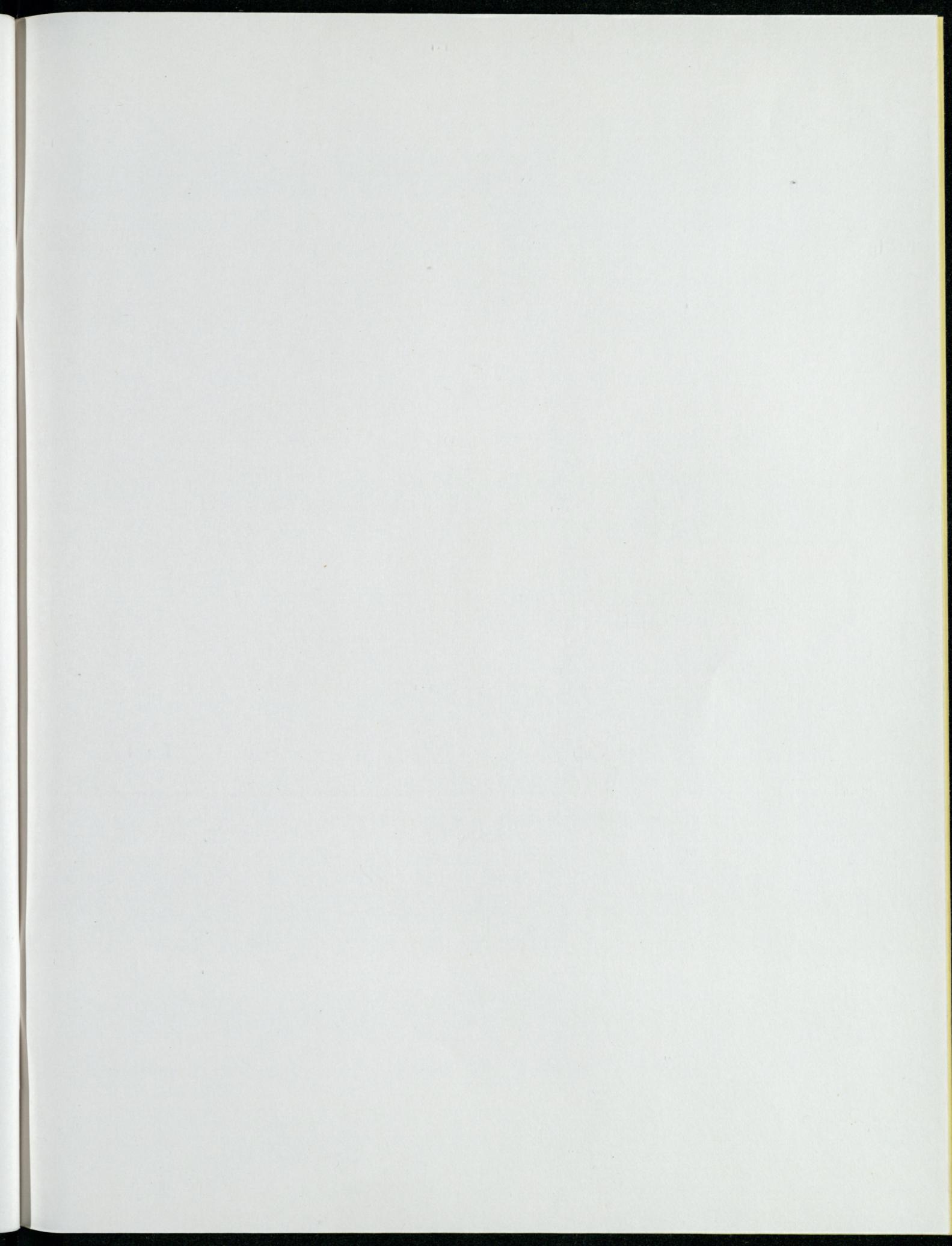
THIS LIST IS NOT ALL INCLUSIVE. IF YOUR COMMITTEE HAS FURTHER TIPS TO SHARE OR QUESTIONS, please reach Pat Hyatt at the IWY Secretariat. (202-632-8979)

Reminder: The quality of care provided for children during State Meetings demonstrates that Meeting's level of support for improved child care services.

Sincerely,

Elizabeth Athanasakos

Elizabeth Athanasakos
Presiding Officer







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