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SOCIAL POLICY RESEARCH ASSOCIATES

**Report on the Second Round of the
Quality Child Care Initiative (QCCI)**

Final Report

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CONTENTS

INTRODUCTION	i
I. OVERVIEW OF THE QUALITY CHILD CARE INITIATIVE	I-1
HISTORY OF THE EARLY CHILDHOOD FUNDERS (ECF) AND THE QUALITY CHILD CARE INITIATIVE (QCCI)	I-1
LESSONS LEARNED FROM ROUND 1 GRANTMAKING	I-5
ROUND 2 GRANTMAKING FRAMEWORK	I-9
ROUND II EVALUATION GOALS AND METHODS	I-15
OVERVIEW OF FUNDED PROJECTS	I-17
II. QCCI SUPPORT FOR LOCAL COMPENSATION AND RETENTION INITIATIVES	II-1
INTRODUCTION	II-1
BACKGROUND OF FUNDED PROJECTS	II-2
ADVOCACY GRANTS TO SUPPORT LOCAL COMPENSATION/RETENTION INITIATIVES	II-6
PLANNING GRANTS TO SUPPORT LOCAL COMPENSATION/RETENTION INITIATIVES	II-11
IMPLEMENTATION GRANTS FOR LOCAL COMPENSATION/RETENTION INITIATIVES	II-15
SUPPORT ACTIVITIES PROVIDED BY THE QCCI TECHNICAL ASSISTANCE GRANTEES	II-18
SUMMARY OF QCCI SUPPORT FOR LOCAL COMPENSATION AND RETENTION INITIATIVES	II-22
III. QCCI SUPPORT FOR ADVOCACY/PARENT VOICES	III-1
INTRODUCTION	III-1
DESCRIPTION OF FUNDED PROJECT	III-1
SUMMARY OF PARENT VOICES PROJECT OUTCOMES AND LESSONS LEARNED	III-6
CONCLUSION	III-8
IV. QCCI SUPPORT FOR TRAINING & LEADERSHIP DEVELOPMENT	IV-1
INTRODUCTION	IV-1
BACKGROUND OF FUNDED PROJECTS	IV-2
THE BAY AREA NETWORK FOR DIVERSITY TEACHING IN EARLY CHILDHOOD (BANDTEC)	IV-5
CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM	IV-10
FAMILY RESOURCE NETWORK (FRN) OF ALAMEDA COUNTY	IV-13
INFANT TODDLER CONSORTIUM (ITC)	IV-20

SUMMARY OF QCCI SUPPORT FOR TRAINING & LEADERSHIP DEVELOPMENT GRANTEES	IV-25
V. QCCI SUPPORT FOR FACILITIES DEVELOPMENT	V-1
INTRODUCTION	V-1
BACKGROUND OF FUNDED PROJECT	V-1
GRANTEE GOALS AND OUTCOMES	V-3
LESSONS LEARNED FROM FACILITIES GRANT	V-4
CONCLUSION.....	V-5
VI. QCCI SUPPORT FOR THE DEVELOPMENT OF CENTRALIZED ELIGIBILITY LISTS	VI-1
INTRODUCTION	VI-1
SUPPORT FOR THE CEL PROJECT DURING THE FIRST ROUND OF QCCI.....	VI-2
CONTINUATION OF QCCI SUPPORT FOR THE CEL PROJECT DURING ROUND 2	VI-7
SUMMARY OF CEL PROJECT OUTCOMES AND LESSONS LEARNED	VI-8
VII. EVOLUTION OF QCCI AS A FUNDERS' COLLABORATIVE	VII-1
INTRODUCTION	VII-1
BACKGROUND.....	VII-1
PARTICIPATING FUNDERS.....	VII-3
EVOLUTION OF QCCI OPERATIONS AND GRANT ADMINISTRATION UNDER ROUND 2.....	VII-5
EVOLUTION OF QCCI LEADERSHIP UNDER ROUND 2	VII-6
PLANNING AND IMPLEMENTING A RESPONSIBLE “EXIT STRATEGY” FOR QCCI	VII-7
HOW QCCI INFLUENCED PARTICIPATING FUNDERS	VII-8
HOW QCCI INFLUENCED THE EARLY CHILD CARE FIELD IN THE SAN FRANCISCO BAY AREA	VII-11
VIII. CONCLUSION	VIII-1
ACCOMPLISHMENTS AND LESSONS LEARNED FROM THE SECOND ROUND OF QCCI.....	VIII-1
LOOKING TO THE FUTURE	VIII-2
APPENDIX A: FOUNDATIONS PARTICIPATING IN ROUND 2	A-1
APPENDIX B: ROUND 2 GRANTEES	B-1
APPENDIX C: CONTACT INFORMATION FOR ROUND 2 GRANTEES	C-1
APPENDIX D: QCCI ROUND 2 BUDGET.....	D-1
APPENDIX E: COMPENSATION/RETENTION GRANTEE GOALS, OUTPUTS, AND OUTCOMES.....	E-1

APPENDIX F: LEADERSHIP/TRAINING PROJECT OUTPUTS AND OUTCOMES F-1

APPENDIX G: FACILITIES DEVELOPMENT PROJECT OUTPUTS AND OUTCOMES G-1

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INTRODUCTION

This report documents the activities and accomplishments of the Quality Child Care Initiative (QCCI) between July 2000—when the QCCI funders’ collaborative initiated its second round of pooled grantmaking—and June 2003, by which time the second-round grantees had completed their projects and submitted their final project reports. This is the final evaluation report prepared by Social Policy Research Associates (SPR) for the QCCI Leadership Team. A companion report completed in April 2001 summarized SPR’s retrospective review of the activities and accomplishments of QCCI during its first round of grantmaking (Deborah Kogan, Jennifer Henderson, et. al., *Report on the First Round of the Quality Child Care Initiative*, April 30, 2001).¹

There are several distinct groups of readers who may be interested in the experiences of the Quality Child Care Initiative during its second round of pooled grantmaking. These include the following:

- *The QCCI Leadership Team and the San Francisco Bay Area funders that contributed to QCCI’s second round of pooled funding.* We anticipate that these readers will want to know how well the projects funded under QCCI’s second round of grantmaking furthered the collaborative’s four strategic goals, what grantees accomplished, and how QCCI funding impacted grantees.
- *Members of the San Francisco Bay Area community of early childhood funders and practitioners.* We anticipate that these readers will be interested in learning from the experiences of the individual QCCI grantees, which comprise some of the most forward-thinking practitioners and resource organizations in early childhood education advocacy, policymaking, and practice.

¹ The Executive Summary and full text of the current report, as well as the text of the report on the first round of QCCI can be downloaded from the web site of Action Alliance for Children at www.4children.org/QCCI.htm.

- *Other audiences interested in catalyzing or supporting efforts related to quality services for children and families on a regional scale.* QCCI broke new ground as a regional collaborative that was interested in: (1) raising the visibility of quality child care as a public policy issue at the local, regional, and state levels, and (2) promoting public and private investments to increase access to and improve the quality of child care services.
- *Audiences from the philanthropic arena who are interested in reviewing the QCCI experience as a case-study of a multi-funder collaborative* as well as of regional collaboration between government, philanthropy, and key stakeholders around a high stakes public policy issue.

We have tried to organize the report so that these different groups of readers can easily access the content in which they are most interested. Chapter 1 provides an overview of the Quality Child Care Initiative and the strategic framework that has guided its second-round of grantmaking. This chapter describes the history of the Bay Area Early Childhood Funders group—out of which QCCI emerged—and describes the challenges to which the Quality Child Care Initiative responded. Chapter 1 ends with an overview of the strategic framework guiding the award of Round 2 grants, and a summary of evaluation objectives and methods.

Chapters 2 through 6 describe the implementation, outputs, and accomplishments of five different areas in which the Quality Child Care Initiative supported projects and activities during its second round of funding. These areas include:

- Projects designed to *increase the compensation and promote the retention of workers in the early childhood education field.*
- A project designed to *support the development of advocacy and leadership skills among parents.*
- Projects designed to *increase access to effective professional development opportunities for child care workers*, particularly those serving low-income and underrepresented communities.

- A project designed to *support the planning and pre-development of new child care facilities*, targeted to organizations serving low-income families and children with special needs.
- QCCI activities that *encourage and support the planning and implementation of Centralized Eligibility Lists (CELs) to facilitate access to available subsidized slots by the families most in need.*

Chapters 2 through 6 are likely to be the most interesting to practitioners and child care stakeholders interested in what was learned about a particular strategy or program to promote quality child care. Within each of the targeted areas, these chapters focus on the specific objectives set by funded projects, the outputs and outcomes that were achieved, and the lessons learned about program designs and implementation practices.

Chapter 7 focuses on the Quality Child Care Initiative as an experiment in regional collaboration among public and private funders to promote shared goals. This chapter is likely to be of most interest to readers from the philanthropic community or those who are interested in the role that philanthropy can play in bringing critical policy issues to the attention of public decision makers and the general public. In Chapter 7 we describe the evolution of QCCI as a formal project initiated by members of the Early Childhood Funders, including how a responsible exit strategy was developed when the participating funders decided to end their formal pooled grantmaking as of June 2003 and return to a more informal mode of association. In this chapter, we also present findings from a 2002 survey of funders who participated in QCCI's second round of grantmaking and a 2002/2003 survey of grantees who received funding under QCCI's second round. Responses to each of these surveys shed light on how QCCI has changed the local landscape on issues and activities related to quality child care.

In Chapter 8, we briefly comment on the new leadership that is emerging as ECF incorporates the legacy of the Quality Child Care Initiative and reinvents itself as an organization that can identify and respond to key policy issues related to quality child care.

The members of the SPR evaluation team would like to extend our appreciation to Eleanor Clement Glass, Marie Young, Cheryl Polk, and Lyda Beardsley—who were key members of the QCCI Leadership Team during the first and second rounds of QCCI funding—for their guidance of this study. We also thank Fran Biderman and Fran Kipnis—who administered QCCI’s day-to-day activities during various points of the collaborative’s evolution—for sharing their information and expertise with us. We extend a sincere thank you to Abby Cohen who assisted in the development of the collaborative and shared her expertise with the evaluation team during reviews of our written products. Finally, we thank the funders, grantees, and technical assistance providers for sharing the insights that inform this report.

Readers who are interested in more information about the Early Childhood Funders can contact Fran Biderman, ECF consultant, at (415) 733-8576. Contact information for the individual QCCI grantees is included in Appendix C.

I. OVERVIEW OF THE QUALITY CHILD CARE INITIATIVE

This chapter is divided into four parts. First, we provide a brief description of the Early Childhood Funders, out of which QCCI emerged in 1997 as an experiment in pooled funding. Second, we briefly summarize the lessons learned from the first round of QCCI grantmaking that helped to shape the strategic planning for Round 2 grantmaking. Third, we provide an overview of the strategic framework that has guided the second round of pooled QCCI grantmaking. Finally, we review the objectives and methods of the Round 2 evaluation conducted by SPR.

HISTORY OF THE EARLY CHILDHOOD FUNDERS (ECF) AND THE QUALITY CHILD CARE INITIATIVE (QCCI)

In 1994, key program staff from a group of over 30 San Francisco Bay Area foundations—including small family funders, community foundations, and large private foundations—began meeting informally to share information and ideas based on their common interest in funding projects that support young children and their families. The Bay Area Early Childhood Funders (ECF), as they called themselves, met quarterly to share information about their respective foundations' level of expertise, resources, and commitment to support early childhood programming and to learn from outside experts, who were invited to make presentations and answer questions on identified topics of interest.

With the passage of national welfare reform legislation in 1996, the members of ECF decided that it was essential to maintain a clear focus on high quality child care in the face of increased pressure to move large numbers of mothers of young children into the workforce over a relatively short period of time. Supported by research findings showing that the quality of child care has important effects on early childhood development, the membership of ECF decided to collaborate in a more formal way to raise public awareness of the importance of quality child care and to support local efforts to increase the availability of quality child care for low-income working families.

With the passage of national welfare reform legislation in 1996, the members of ECF felt it essential to maintain a clear focus on quality child care.

QCCI had ambitious goals for both the local philanthropic community and for local child care delivery systems.

Propelled by this shared concern and mobilized by leadership from several foundations, the Quality Child Care Initiative (QCCI or the Initiative) was formed in 1997 to: (1) illuminate critical issues in child care, (2) increase the knowledge base of various sectors of the child care community, (3) develop new partnerships between the philanthropic and government sectors, and (4) form a child care response that addressed regional and local needs. QCCI had ambitious goals both for the local philanthropic community and for local child care delivery systems. With respect to the local philanthropic community, the Initiative was designed to increase the knowledge base of interested funders about quality child care issues and effective grantmaking approaches. The hope was that this increased knowledge would lead to increased funder investments in the child care arena as well as “smarter” investments yielding greater social returns. With respect to the local child care field, the Initiative was designed to help identify and address local system gaps, using a combination of individual grantmaking, support for public-private partnerships, and networking and information-sharing among local and regional child care stakeholders. QCCI’s long-term objectives were to increase the quality and quantity of child care for low-income working families.

Initial leadership of QCCI was provided by individual program officers working in the early childhood education field at several foundations, including The San Francisco Foundation, the Trio Foundation, the David and Lucile Packard Foundation, the Miriam and Peter Haas Fund, and the Jennifer Altman Foundation. Members of the QCCI Leadership Team donated their time to help develop the Initiative’s goals and grantmaking strategies, organize and oversee QCCI grantmaking, provide opportunities for participating funders to be involved in QCCI planning, and develop quality meetings of ECF, which continued to exist as a larger and more informal organization of funders interested in early childhood education.

Over the life of the Initiative, administrative and staff support for QCCI grantmaking activities was secured from multiple sources, including time donated by administrative staff of the participating funders, the use of paid

consultants to accomplish specific tasks, a salaried QCCI staff director,¹ and a contract with a local community-based organization to provide support for funder and grantee meetings and mailings.

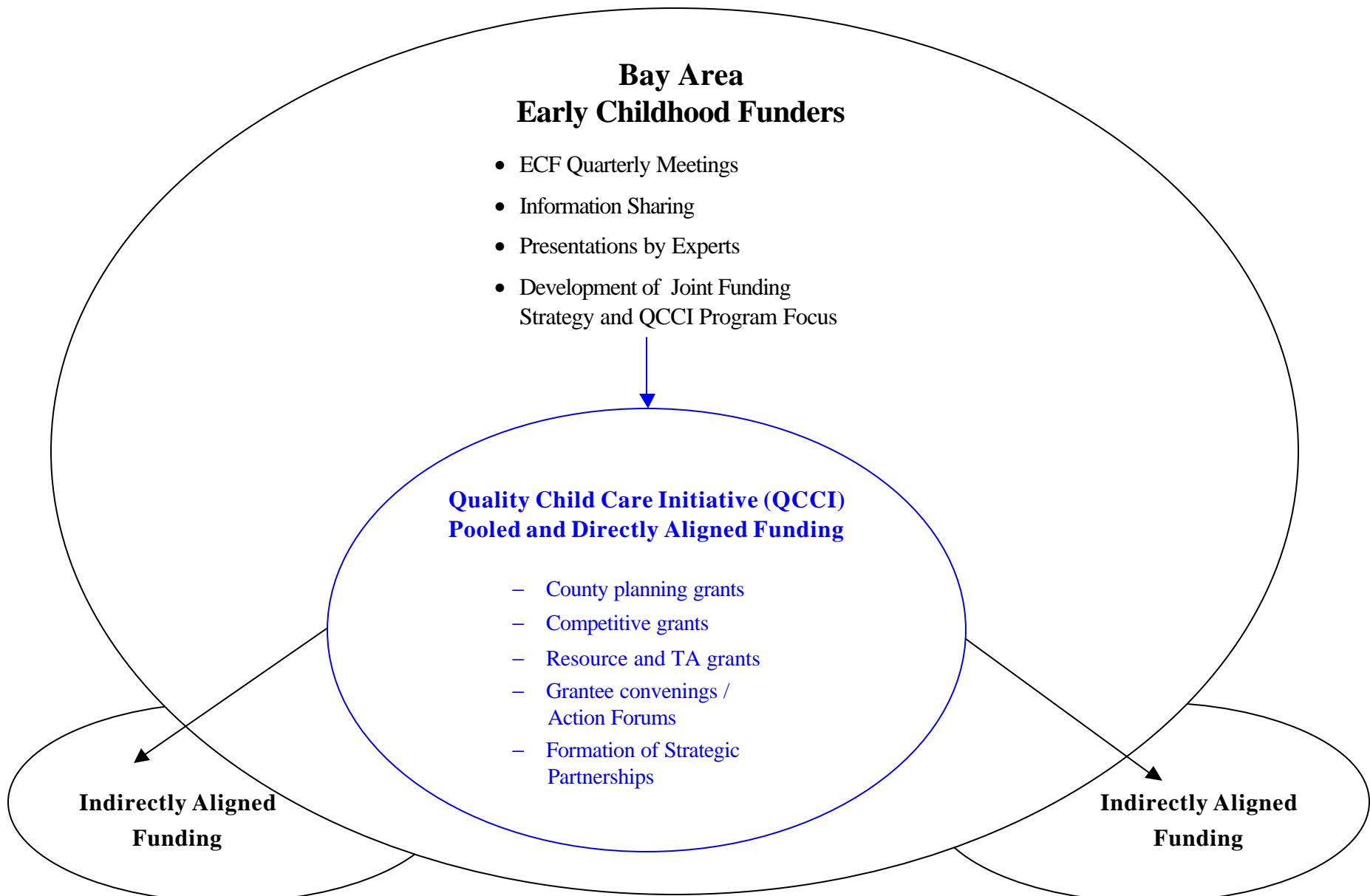
Two different funding options were available to the first round of QCCI investors: (1) *contributions to a pooled fund* supporting a consolidated grantmaking program administered by QCCI as a collaborative; and (2) *directly aligned funding* in the form of individual grants to support proposals that were submitted in response to the QCCI request but were not funded (or were not fully funded) by QCCI. The first round of \$1.7 million in pooled QCCI grantmaking was supported by 20 funders, including 13 foundations and seven individual donors. Nine funders made directly aligned grants; of these, seven funders made both pooled contributions and aligned grants, while two funders made only aligned grants. In addition, QCCI acknowledged that many funders engaged in indirectly aligned funding, whereby individual funders supported projects that were consistent with the grantmaking objectives developed by QCCI. Exhibit 1-1 shows how QCCI emerged as a project of the Early Childhood Funders and how the initiative used pooled and directly aligned funds to support its program of joint grantmaking.

Priorities for the first round of QCCI grantmaking were influenced by the QCCI Leadership Team's original vision, the expertise of individual funders, and a strategic planning process guided by an external consultant. Grantmaking activities were also informed by dialogues with leaders in the child care and philanthropic fields and a "resource mapping" activity that identified existing philanthropic and public investments, best practices, and significant gaps. Based on the needs identified as a result of this resource mapping activity, initial community forums, and planning

QCCI investors could contribute to a pooled fund or engage in directly aligned funding.

¹ As QCCI's full-time Director between the spring of 2000 and the summer of 2001, Fran Kipnis staffed QCCI's ongoing administrative activities, guided the Initiative's Centralized Eligibility List (CEL) project, and helped the Initiative get its second-round grantmaking program off the ground. When she left to join the David and Lucile Packard Foundation as a program officer during 2001, QCCI reverted to its earlier practice of securing administrative support from part-time consultants.

Exhibit 1-1
DEVELOPING A FUNDERS COLLABORATIVE
TO PROMOTE QUALITY CHILD CARE



grants to local counties, the first round of QCCI funding targeted the following five strategic objectives:

- Increasing the training available to new and existing child care providers.
- Expanding and improving child care facilities and environments in child care centers and family child care homes.
- Increasing the linkages between and among child care providers, community agencies, and parents.
- Providing consumer education to help parents access quality child care.
- Supporting advocacy efforts to help parents and other stakeholders influence state and local decision makers.

In September 1998, the QCCI funders announced the award of pooled funds to 56 different organizations to support 67 different projects ranging in duration from three to 18 months. A series of six “bridge grants” awarded during 1999 and 2000 provided implementation funding to six first-round grantees that had successfully completed planning projects.

By the spring of 2000, when Social Policy Research Associates was retained as the evaluator for QCCI, the projects resulting from the first-round grants and bridge grants had already been completed or were nearing completion. Although QCCI was initially planned as a one-time activity by the participating funders, the Leadership Team and QCCI administrative staff polled ECF members at the conclusion of Round 1 to see if there was funder interest in contributing to a second round of pooled grants. The answer was affirmative. Although they still viewed QCCI as a time-limited undertaking, funders felt that the work of the Initiative was not yet complete.

LESSONS LEARNED FROM ROUND 1 GRANTMAKING

Two types of lessons were learned from the first QCCI grantmaking round, as documented in the *Report on the First Round of the Quality Child Care Initiative* (Kogan and Henderson, et. al., 2001). The first set of lessons is relevant to the organizational development of QCCI as a

QCCI was particularly influential in shaping the child care investments of smaller and medium-sized funders.

Funders appreciated the different investment options provided by QCCI and praised the collaborative for taking a *regional* approach to issues of early childhood education.

funders' collaborative. The evaluation found that QCCI was particularly influential in shaping the child care investments of smaller and medium-sized funders that were relatively inexperienced in making grants in the early childhood education field. Funders whose staff had limited expertise in child care issues found that the information shared by more experienced funders was critical in permitting them to enter this field. If participating funders had limited program staff, they also benefited from having much of the work associated with grant solicitation and administration performed by other funders and the QCCI staff and consultants.

The evaluation also documented that participating funders appreciated the different investment options provided by QCCI. Some participating funders were comfortable pooling their investments with those made by other foundations who were recognized leaders in programming for children and families. Other funders, whose boards wanted more control over their grantmaking, did not want to use a fiscal sponsor, or were not comfortable contributing to a collaborative without a fiscal track record, appreciated the option of being able to make aligned grants.

The evaluation noted that funders praised QCCI for taking a regional approach to the issues of early childhood education. Funders felt that pooling regional resources and talents enabled the Initiative to draw on the broad expertise of stakeholders throughout the San Francisco Bay Area and to create information-sharing, advocacy, and practitioner networks that benefited the entire 8-county region (including San Francisco, Marin, Contra Costa, Alameda, Santa Clara, San Mateo, Santa Cruz, and Monterey Counties).

Finally, the evaluation found that participating funders appreciated that the QCCI collaborative was organized as an *active learning community* that included both participating funders and the community of local practitioners. As funders, participating foundations were committed to an *action learning loop* that helped them refine QCCI's investment strategies over time in response to lessons learned from experience and changing circumstances. As members of the learning community,

grantees were committed to assessing outcomes and sharing lessons learned about effective practices to guide program improvements.

Although the first round of QCCI grantmaking was innovative in promoting communication and linkages between grantees undertaking related projects, grantees indicated that they would have liked the learning community to include the provider community more explicitly. Grantees asked for more opportunities for funders and practitioners to meet together to discuss project accomplishments and plans to disseminate lessons learned.

QCCI's first round of grantmaking also yielded lessons about the effectiveness of grantee projects relating to the five strategic objectives of Round 1. For example, in the training area, first-round grantees were emphatic about the importance of providing comprehensive program designs that promoted successful training completion and job retention by members of the child care workforce, instead of concentrating merely on providing specific training content. Elements of the comprehensive training designs encouraged by experienced practitioners included providing opportunities for basic skills advancement, arranging for peer and mentor supports for new and ongoing caregivers/teachers, and arranging for the practice of concrete skills in a supportive work environment.

Grantees within the training area also identified low wages for the child care workforce as the greatest barrier to recruiting and retaining a quality workforce, and encouraged the QCCI funders to respond to this underlying problem. Grantees also supported the notion that funders could support progress in this field not only by making grants to individual projects but also by supporting resource and technical assistance organizations that help local organizations identify and respond to staff development needs.

In the advocacy area, grantees emphasized the difficulty of sustaining consumer-driven advocacy efforts given the limited time and resources of parents and other allies. Key grantees identified three requirements for effective advocacy work: (1) broad alliances with labor and faith-based organizations, (2) a focus on a small number of critical local issues affecting

QCCI's first round of grantmaking yielded many lessons about the effectiveness of grantee projects in QCCI's five strategic areas.

child and family policy, and (3) the need to organize advocacy efforts that target decision makers at the level where key decisions are made, which, in the child care field, is often at the state level.

In the area of facility development, grantees encouraged funders to take a long and broad view of the facilities development challenge by addressing project planning, budgeting, and fund-raising needs as well as the implementation details of physical development.

Consumer education grantees reported that it was more difficult and expensive than expected to reach parents because of their work schedules and because of the need to reach out to parents in a wide variety of language communities.

At the conclusion of Round 1, project grantees and funded resource organizations participating in a feedback forum facilitated by SPR suggested that:

- QCCI might increase its effectiveness if it sharpened its focus on a smaller number of issues and made relatively larger grants to a smaller number of grantees that had the expertise to “break new ground” on the designated issues.
- Funders and resource organizations should be more purposeful about disseminating best practices information and technical assistance to relatively less sophisticated providers in underserved and outlying parts of the Bay Area.

All lessons and suggestions described above were welcomed by the QCCI funders and the Leadership Team and were influential in shaping a strategic framework for a second round of QCCI grantmaking planned for the fall of 2000. As described below, the emerging framework for the second round of QCCI grantmaking targeted the compensation and retention of the child care workforce as the most critical issue. QCCI identified the need to link professional development and advocacy activities to increased compensation and retention initiatives; reduced the overall number of QCCI grantees and increased the typical grant level; and encouraged resource organizations to play a key role as regional catalysts in disseminating effective approaches to advocacy, training, compensation, and facilities development to stakeholders and practitioners throughout the Bay Area.

**Feedback from
Round 1 grantees
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ROUND 2 GRANTMAKING FRAMEWORK

During the spring of 2000, the QCCI Leadership Team worked with interested funders to develop a strategic framework to guide the second round of QCCI grantmaking, which was projected to total \$1.2 million in pooled grants.² As shown in Exhibit I-2, the strategic framework for Round 2 targeted four strategic objectives:

- Build a sustainable child care workforce
- Strengthen advocacy for child care
- Create new and improve existing child care facilities
- Make child care more accessible to families.

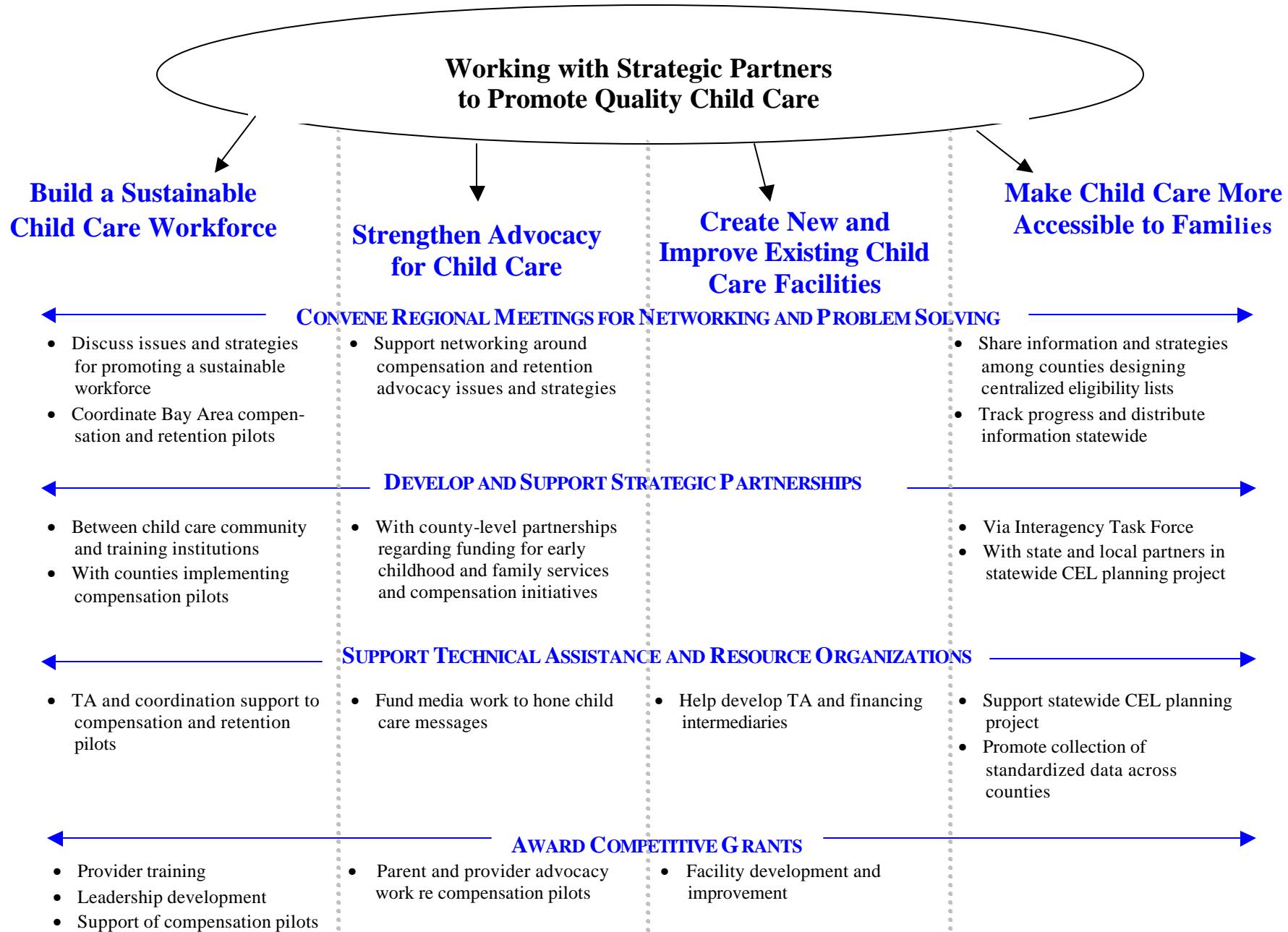
The strategic framework shown in Exhibit I-2 also makes explicit QCCI's multi-faceted approach, which includes four levels of activities (shown from the bottom to the top of Exhibit I-2). These levels are: (1) awarding competitive grants to individual projects, (2) supporting technical assistance and resource organizations, (3) developing and supporting strategic partnerships, and (4) convening stakeholders to promote networking and joint problem-solving as well as dissemination of best practices. Below, we briefly describe how QCCI's planned Round 2 activities addressed each of these four objectives.

Because planning progressed at different rates for the different clusters of Round 2, QCCI actually implemented Round 2 grantmaking in two phases. The first phase of Round 2 grantmaking was launched in September 2000, when QCCI issued a request for project proposals from community partnerships interested in local compensation and retention initiatives for the child care workforce. The second phase of Round 2 grantmaking was initiated in March 2001, when QCCI issued letters of invitation to select organizations for project proposals in the areas of

² Ultimately, the pool for the second round of QCCI grantmaking totaled over \$2.0 million. Appendix D summarizes the direct and indirect costs included in the QCCI budget for Round 2.

EXHIBIT I-2

STRATEGIC FRAMEWORK FOR QCCI ROUND 2



leadership development and training for the child care workforce and support for developing child care facilities.

Build a Sustainable Child Care Workforce

In response to strong feedback from the provider community that the crisis in compensation and retention of the child care workforce was the most important barrier to quality child care, the QCCI Leadership Team gave priority in the Round 2 strategic framework to the goal of building a sustainable child care workforce. This strategic goal served as an umbrella for two clusters of projects funded during two different phases of QCCI's Round 2 grantmaking, as described further below.

Support for Local Compensation Projects

In a request for project proposals (RFP) issued in September 2000 for the Round 2 (Phase 1) awards, QCCI invited proposals from partnerships within communities for projects to support the planning, development, implementation, and evaluation of county-wide compensation and retention initiatives for child care workers. At the time that QCCI issued this RFP, the Bay Area counties were at very different stages of advocating for, planning, and implementing local compensation and retention programs, using funding from a variety of state and local sources. It was the intent of the QCCI Leadership Team that QCCI funding be used to support the development of local compensation projects at whatever stage of development the local project had reached. As shown in Exhibit I-2, QCCI's support for local compensation projects was not limited to support for individual projects. The strategic framework also called for QCCI to make grants to resource organizations for the provision of technical assistance to local projects and for the support of networking and problem-solving among local projects. In January 2001, QCCI awarded a total of \$350,000 to eight local compensation/retention projects, and another \$200,000 to three technical assistance and resource organizations for the support of local compensation projects.

Based on feedback, QCCI's Round 2 grantmaking was focused on the priority goal of building a sustainable child care workforce.

Support for Provider Training and Leadership Development

The provider community and the QCCI Leadership Team continued to view the professional development of the child care workforce as a second critical element needed to build a sustainable child care workforce. In a letter issued in March 2001, QCCI invited proposals for Round 2, Phase 2 funding from organizations operating existing training and leadership-development programs, focusing attention on under-served groups, and covering one or more of the following content areas:

- Providing quality child care to infants and toddlers.
- Providing quality child care to an increasingly diverse population of children.
- Providing quality child care to children with a wide array of special needs.
- Providing leadership development through comprehensive business, administrative, and staff management training to child care center directors.

In addition to calling for individual project proposals, the strategic framework called for QCCI to promote partnerships between the child care community and local training institutions to promote the replication and dissemination of new professional development approaches. Under the Round 2, Phase 2 grants awarded in July 2001, QCCI made grants totaling \$400,000 to four resource organizations for the provision of leadership and training services to members of the child care workforce.

Strengthen Advocacy for Child Care

Feedback from providers and previous grantees encouraged the QCCI Leadership Team to continue supporting advocacy activities by child care stakeholders (parents, providers, and other organizational allies). Other recommendations encouraged QCCI to help advocacy groups focus their efforts by selecting a critical issue around which advocacy efforts could be centered. The QCCI Leadership Team responded by including in its Phase 1 RFP an invitation for proposals to support advocacy campaigns by parents, providers, and their allies around the issue of local support for countywide compensation and retention initiatives. The RFP encouraged applicants to target their advocacy efforts

on securing support for compensation projects from the state and local dollars targeted to services for children ages 0 through 5 through the *First Five California* program funded under the California Children and Families Act (Proposition 10).³ The strategic framework also called for QCCI to fund media work to hone child care advocacy messages,⁴ and to support strategic partnerships and networking around advocacy for compensation and retention projects. In January 2001, QCCI awarded a total of \$150,000 in advocacy grants to three counties to mobilize parents and providers around advocacy efforts to gain funding for local compensation projects.⁵

In January 2001, the QCCI Leadership Team decided to make four additional mini-grants totaling \$80,000 to support the further development of local chapters of Parent Voices, an advocacy organization initially begun as a project of the California Child Care Resource and Referral Network. At the time these grants were made, Parent Voices was beginning to evolve into a recognized grassroots organization guided by the needs and experiences of parents and by their interest in making quality child care affordable and accessible to all families.

Create New and Improve Existing Child Care Facilities

The QCCI strategic framework called for activities to support the creation of child care facilities at two levels: (1) development of technical assistance and financing intermediaries, and (2) funding to support individual project grants for facility development and improvement. QCCI addressed both levels by making a grant of \$100,000 to the Low Income Investment Fund (LIIF), a national community development

³ As described further on page II-1, Proposition 10 is a tobacco tax passed by California voters that supports services for children and families. The state and local commissions established to administer Proposition 10 funds are known as Children and Families Commissions. The program operated under California's Proposition 10 funds is referred to as "First Five California," to emphasize the importance of the first five years of children's lives in their physical, emotional, and cognitive development.

⁴ This activity was ultimately supported through an independent grant made by the David and Lucile Packard Foundation.

⁵ The \$150,000 in advocacy grants was a subset of the \$350,000 reported above as supporting local compensation projects.

financial institution that provides housing and facility-related technical assistance to nonprofit organizations serving low-income people.⁶ The overall goal of this grant was to increase the supply of quality child care for Bay Area welfare-to-work and low-income families. The Pool's strategy for meeting this goal was to create a predevelopment fund that supported grants of up to \$25,000 to licensed, non-profit child care centers for planning and/or predevelopment costs associated with creating new child care spaces.

Make Child Care More Accessible to Families

During the first round of QCCI, funders worked to develop a strategic public-private partnership with the California Department of Social Services and the California Department of Education to support the development of county-level Centralized Eligibility Lists (CELs) for families eligible for subsidized child care. It was anticipated that the development of CELs at the county level would simplify customer access to available child care resources, ensure that the neediest families were served first, and increase the efficiency of provider operations. In addition, it was hoped that the development of linked county-level information systems describing the demand for subsidized care would be helpful in convincing legislators to increase the level of funding for child care subsidies. During the first round of QCCI grantmaking, the public-private partnership formed a statewide CEL Task Force, convened regional meetings of county CEL planners, developed a CEL web site to promote information sharing and peer learning among local counties, and helped address the technical assistance needs of local CEL planning efforts. After receiving strong encouragement from QCCI funders to participate in the CEL initiative, the State of California made a public contribution to this

⁶ In early 2003, QCCI made a second grant to LIIF of \$200,000 to support the creation of an Inclusion Fund to promote the creation/adaptation of facilities that can accommodate children with special needs. However, because of delays in the timing of this second QCCI grant (funded through a grant to QCCI from the California Endowment), the grant to the Inclusion Fund has not been included in the SPR evaluation.

effort by allocating \$1.5 million in the 2001 budget to implement pilot CEL systems in ten California counties.⁷

As part of the strategic framework for Round 2, QCCI planned to continue to support the statewide CEL project by holding regional meetings for local CEL planners/managers to facilitate communication among pilot counties, non-pilot counties, and state agencies.

ROUND II EVALUATION GOALS AND METHODS

Study of the QCCI Funders Collaborative

As QCCI prepared to embark on its second round of pooled grantmaking, the participating funders became more aware of the organizational significance of their collaborative undertaking. One of the key goals of the evaluation they requested from SPR was to document the evolution of QCCI as an innovative organizational approach to regional philanthropy. This aspect of the evaluation, which is referred to as the funders study, focuses on the role that QCCI played for its participating funders as an experiment in collaborative grantmaking. Among the issues that we have addressed in the funders study are questions about the organization of QCCI (particularly how the collaborative has developed its style and procedures for providing leadership and administration), in what activities and to what degree individual funders have been involved in QCCI, and how QCCI has influenced individual funders. As the pooled funding has drawn to a close, the funders study has also documented how the QCCI Leadership Team went about developing a responsible exit strategy and how the ongoing ECF group has prepared to take on certain aspects of QCCI.

Throughout the evaluation, the following methods have contributed to the funders study: observations of the quarterly meetings of the ECF group, discussions with members of the QCCI Leadership Team and administrative staff, reviews of the Round 2 strategic framework, and the administration of two surveys of the individual funders participating in

QCCI funders gradually became more aware of the organizational significance of their collaborative undertaking.

⁷ Although the state initially funded ten pilot counties, one of these counties subsequently dropped out of the CEL pilot project.

QCCI—one conducted in 2000 and the other conducted in 2002/2003. As noted in the Introduction, most of the issues associated with the funders study can be found in Chapter 7 of this report.

Study of Funded Projects

In contrast to the funders study, the study of funded *projects* has multiple objectives and multiple audiences. First, the description of funded projects serves as an accountability vehicle by communicating to participating funders the documented outputs and outcomes achieved by individual grantees and the overall progress toward strategic framework objectives as a result of funders' investments. To support this function of the evaluation, the evaluators spent a significant amount of time and effort working with each grantee to identify measures of project outputs and outcomes and assisting grantees in collecting and reporting data on these measures.

Second, the study of funded projects assesses the effectiveness of the different approaches used by the funded projects to further the information available to the field. For example, the evaluation attempted to assess the effectiveness of QCCI's Round 2 support for targeted advocacy, and to identify the strengths and weaknesses of using resource organizations as catalysts for improving leadership and training for child care providers. The evaluation has also attempted to document the lessons learned by grantees as a result of their project activities. These findings may be of interest to funders as well as to practitioners and resource organizations.

A variety of data sources have informed our study of funded projects. As part of its evaluation of funded projects, SPR staff reviewed the Round 2 request for proposals issued in the fall of 2000 and the letter of invitation to apply for funds issued in the spring of 2001; read the proposals submitted by the 20 projects selected for funding; worked with grantees to identify output and outcome measures to use in documenting project accomplishments; reviewed written reports submitted by the grantees; and conducted periodic interviews with project grantees and a selected sample of those who ostensibly benefited from their project activities in order to help document program impacts. In addition the evaluators asked all grantees to complete a web-based survey to critique

their experience as QCCI grantees. This survey was completed as each grantee's second round funding came to an end. As noted in the Introduction, most of the information from the study of funded projects is located in Chapter 2.

OVERVIEW OF FUNDED PROJECTS

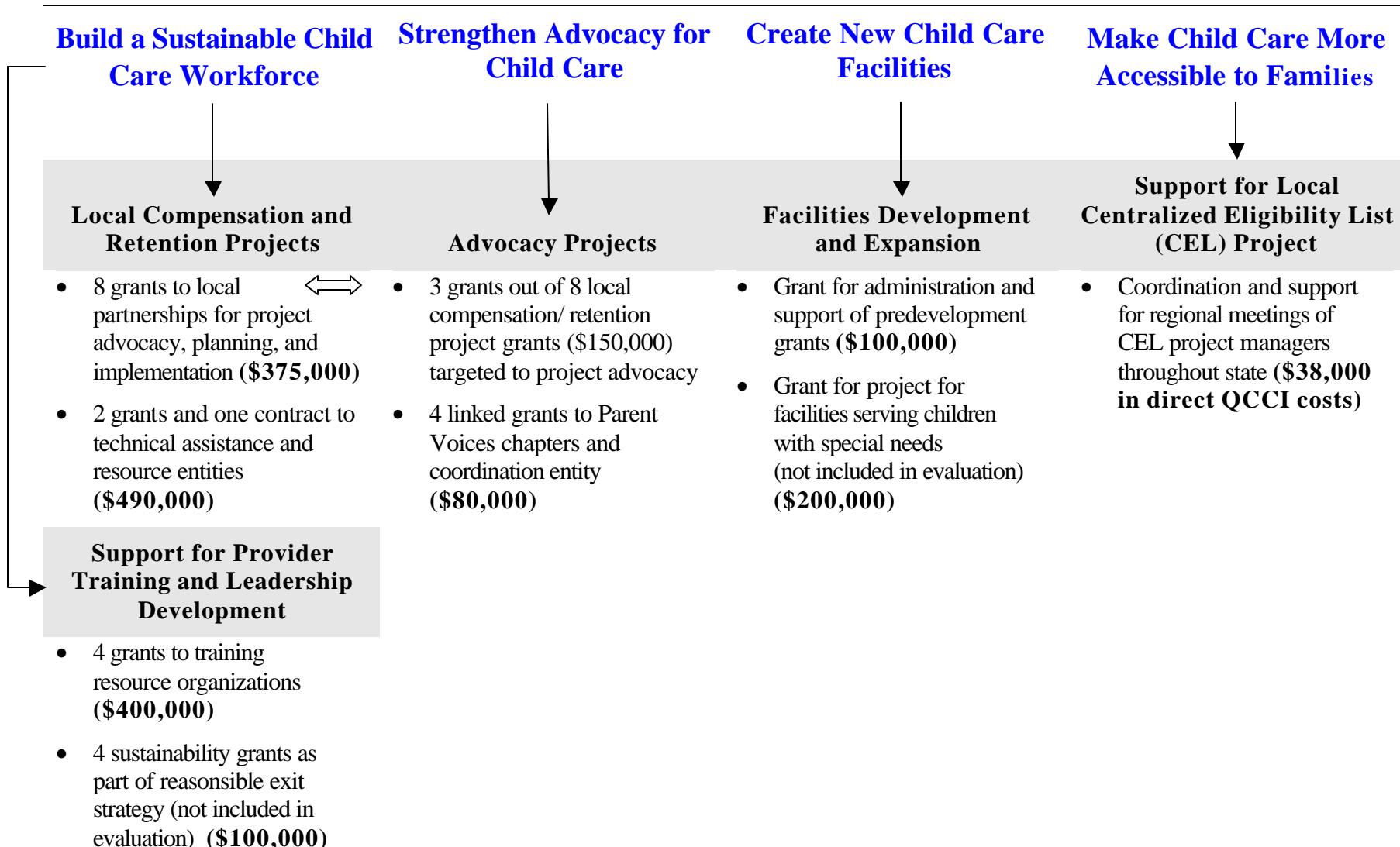
As shown in Exhibit I-3 and described in more detail in Appendix B, QCCI awarded a total of 19 individual project grants and one technical assistance contract during its second round of grantmaking.⁸ Eight of the 20 project awards were made to regional resource organizations or entities for the provision of support to individual child care centers, providers, or local county projects in the areas of workforce compensation, leadership/training, and facilities development. The remaining 12 grants were awarded to individual projects (eight grants to local compensation/retention projects and four mini-grants to support the development of local chapters of the Parent Voices advocacy organization). In addition to making grants to outside entities, QCCI also continued to provide direct staff assistance and travel support for the coordination of local CEL projects throughout California (as part of its public-private partnership with the State of California). Appendix D summarizes the QCCI budget for Round 2 in terms of grants awarded, direct project costs, and administrative costs.

In Chapters 2 through 6, we describe the activities and accomplishments reported by the projects funded by QCCI, organized into the following clusters: compensation/retention projects (10 grants and 1 contract); parent advocacy project (4 mini-grants); leadership and training

⁸ In addition to the 20 funded projects covered in this evaluation, QCCI also made several awards relatively late in the second round grant period. Four capacity-building grants totaling \$100,000 were awarded to the leadership/training grantees to help these resource organizations develop strategies for securing additional funds to continue operations. A grant of \$200,000 was awarded to the Low Income Investment Fund to create an Inclusion Fund to promote the creation/adaptation of facilities that can accommodate children with special needs. Several additional grants were made to workforce compensation and retention project grantees. Because these projects were awarded so late in the evaluation contract period, they were not included in the evaluation.

EXHIBIT 1-3
OVERVIEW OF PROJECTS FUNDED DURING QCCI ROUND 2

Strategic Objectives:



projects (4 grants); facilities development (1 grant); and CEL support activities (directly funded and staffed by QCCI). Early in each project's grant period, SPR evaluation staff worked with the grantee to design a menu of measures that would reflect each project's accomplishments. These measures were subsequently used by grantees in their mid-project and final grantee reports to document project outputs and outcomes to QCCI. In addition to describing project outcomes, we have identified lessons learned, both those identified by the grantees themselves and those that have emerged from cross-project review.

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II. QCCI SUPPORT FOR LOCAL COMPENSATION AND RETENTION INITIATIVES

INTRODUCTION

As described in the overview of the Round 2 strategic framework, the QCCI funders decided that the crisis of low pay and low benefits for child care workers would be a unifying theme for projects funded during the first phase of Round 2 grantmaking. In the Request for Proposal (RFP) issued in September 2000, QCCI invited proposals from community strategic partnerships for projects to support the planning, development, implementation, and evaluation of county-wide compensation and retention initiatives for child care workers.

In addition, to support counties that had not yet secured funding for local compensation and retention initiatives, QCCI invited proposals for projects to support advocacy campaigns that would inform, mobilize, and strengthen efforts by parents, providers, and their allies around local support for countywide compensation and retention initiatives. QCCI encouraged advocacy projects to target the local dollars designated for services for children ages 0 through 5 through the *First Five California* program funded under the California Children and Families Act (Proposition 10)¹ and administered by state and local First Five Commissions.

After reviewing the proposals submitted in response to this RFP, QCCI awarded eight grants to seven Bay Area Counties. As shown in

QCCI supported efforts to advocate for, plan, implement, and evaluate county-wide compensation and retention initiatives.

¹ Proposition 10 is a 50-cent per package tobacco tax passed by California voters in 1998. Eighty percent of the Proposition 10 funds each year flow to county commissions for locally-administered programs. Twenty percent of the funds flow to a state-level commission for state-administered programs. The state and local commissions established to administer Proposition 10 funds are known as Children and Families Commissions. During Fiscal Year 2000-2001, the name of the programs operated under California's Proposition 10 funds was changed to "First Five California," to emphasize the importance of the first five years of children's lives in their physical, emotional, and cognitive development. At various points in this report, we have referred to the program and to the state and local commissions by these different names—Proposition 10, Children and Families Commission, and First Five California. These all refer to the same program and funding stream as it evolved and matured.

Exhibit II-1, three grants were awarded to advocacy projects designed to mobilize parents and providers around gaining support for local compensation initiatives, two grants were awarded to support planning projects in counties that had already secured funding commitments from their local Proposition 10 commissions for compensation programs, and three grants were awarded to support the initial and/or ongoing implementation of compensation and retention programs.

BACKGROUND OF FUNDED PROJECTS

QCCI-supported compensation and retention initiatives were modeled after the state-level Compensation and Retention Encourage Stability (CARES) initiative.

The local Bay Area compensation and retention initiatives supported by QCCI are modeled after a proposed stipend program that emerged in 1997 as a state-level legislative initiative known as CARES (Compensation and Retention Encourage Stability). The key features of the proposed CARES legislation included: (1) recognition and support for entry-level child care workers as well as rewards for providers who already had advanced educational credentials; (2) inclusion of diverse members of the child care workforce across different sectors of care, program types, and job titles; and (3) use of stipends to acknowledge continued professional development efforts by child care providers at all levels of the child care workforce.

Although the CARES legislation was approved by the state legislature in 1998 and 1999, program funding was vetoed twice at the gubernatorial level. After the state legislation was vetoed, two Bay Area counties—San Francisco and Alameda—secured local general revenues and funds awarded by local Children and Families (First Five) Commissions to implement their own local compensation and retention programs based on different features adapted from the CARES model. Energized by their example, a number of additional cities and counties around the state began to develop their own CARES-type program proposals, looking to their local First Five Commissions for funding support.

Exhibit II-1
Compensation and Retention Grants

Support for Advocacy

Contra Costa County, *Contra Costa County Child Care Council* (\$25,000)
San Francisco County, *Coleman Advocates for Children and Youth* (\$75,000)
San Mateo County, *Child Care Coordinating Council of San Mateo County* (\$50,000).

Support for Planning

Santa Clara County, *Santa Clara County Office of Education/Santa Clara County Local Child Care Planning Council* (\$25,000)
Santa Cruz County, *Santa Cruz County Superintendent of Schools/Santa Cruz County Child Care Planning Council* (\$50,000)

Support for Implementation

Alameda County, *Alameda County Child Care Planning Council* (\$75,000)
Contra Costa County, *Contra Costa County Office of Education/Contra Costa County Child Care Planning Council* (\$25,000)
Marin County, *Marin Education Fund* (\$25,000)

**Support for Technical Assistance
on Workforce Compensation and Retention Issues**

The Center for the Child Care Workforce (\$220,000)
The Labor Project for Working Families, Work and Family Coalition (\$90,000)
Marcy Whitebook, Institute for Industrial Relations at the University of California, Berkeley (\$155,000)

II. Compensation and Retention

During 2000—at about the same time that the QCCI funders began to develop plans for the second round of QCCI grantmaking—two additional state-level funding streams became available to support local compensation and retention programs. First, a compromise CARES bill—AB212—was passed by the California legislature and approved by Governor Davis.

AB212 provides \$15 million to support local efforts “to address the retention of qualified child care employees in state-subsidized child care centers.”² Second, the California Children and Families Commission announced the availability of over \$35 million in state-level First Five funding to match local expenditures on compensation/retention programs under a three-year pilot matching program.

At the time that QCCI provided its grants in support of county-level compensation/retention initiatives, the Bay Area counties were at very different stages of advocating for, planning, and implementing their programs. Over the 18-month period during which QCCI support has been received, all counties have made rapid progress toward program implementation, in most cases having secured funding from multiple state and local sources to support various aspects of their compensation programs. As described in Exhibit II-2, the evaluation framework for the local grantees differed depending on whether they used the QCCI support to assist with advocacy, planning, or implementation efforts.

To support individual grantees and build a learning community that could support peer information exchange and discussion of program accomplishments and challenges, QCCI funded three additional entities to provide technical assistance to the QCCI compensation and retention grantees. Local compensation and retention grantees were encouraged to seek technical assistance and support from these three sources, described below. QCCI funded *The Center for the Child Care Workforce* to convene monthly information exchange and technical assistance sessions of local project planners and managers, as well as to assist counties on an individual basis with planning and implementation challenges. *The*

² Center for the Childcare Workforce, *The CARES Initiative in California*, 2000.

Exhibit II-2
Framework for Assessing Outcomes
of Local Compensation and Retention Grants

Examples of Advocacy Grantee Objectives

- Mobilize parents, providers, and other stakeholders around compensation/retention issues.
- Increase public awareness of the crisis facing the child care workforce and public support for compensation/retention initiatives.
- Increase local and state decision maker awareness and support for compensation/retention issues and initiatives.
- Get specific funding commitments to support implementation of compensation/retention programs.

Examples of Planning Grantee Objectives

- Develop program designs that balance the multiple goals of increased compensation, professional development, and improved retention of child care workers.
- Develop organizational plans for the administration and staffing of the implementation phase.
- Design project to reach caregivers from different backgrounds, working in different child-care settings, and serving children of different ages.
- Balance short-term goals (e.g. implementing stipend program) and longer-term goals (e.g., improving compensation and benefits for child care professionals).

Examples of Implementation Grantee Objectives

- Blend multiple funding streams to further overall project objectives.
- Address initial implementation challenges (e.g., design outreach and application process, develop professional development component, design/adapt and implement project database, initiate local evaluation)
- Expand or adjust initial program to reach additional care givers, particularly those from underrepresented groups or serving underserved communities.

Labor Project for Working Families was funded to help bring organized labor into the collaboratives working to promote increased compensation and benefits for child care workers at the local and state levels. QCCI hired *Marcy Whitebook at the Institute for Industrial Relations, University of California, Berkeley* to provide technical assistance to individual counties on local evaluation issues, as well as to promote coordinated evaluation efforts between individual counties and the evaluator hired to conduct several state-level evaluations of local compensation initiatives³. QCCI also informed local grantees about the availability of technical assistance on media advocacy from the *Berkeley Media Studies Group*, which had been funded by the David and Lucile Packard Foundation.

In this chapter, we compare and contrast the goals and accomplishments of the local grantees that received QCCI support to further advocacy, planning, and implementation objectives associated with local compensation and retention initiatives. In Appendix E, we have included a brief table summarizing the specific objectives identified by each grantee. For each objective, Appendix E summarizes the completed activities or outputs relevant to that objective as well as the outcomes or accomplishments resulting from the activity.

ADVOCACY GRANTS TO SUPPORT LOCAL COMPENSATION/RETENTION INITIATIVES

Description of Advocacy Grants

The three grantees that received QCCI funding to support advocacy projects for local compensation/retention initiatives wanted to achieve some or all of the following objectives:

- Mobilize parents, providers, and other stakeholders around compensation/retention issues.

³ The Policy Analysis in California Education (PACE) Institute at the University of California, Berkeley was hired by the state Children and Families Commission to evaluate child care compensation programs in California, focusing on the programs in San Francisco and Alameda Counties. A subsequent state contract expanded the scope of the PACE study to include counties that received state funding under AB212 to support stipends for workers in state subsidized centers.

- Increase public awareness of the crisis facing the child care workforce and public support for compensation/retention initiatives.
- Increase local and state decision-maker awareness and support for compensation/retention issues and initiatives.
- Get specific funding commitments to support implementation of compensation/retention programs.

The three counties that received support for advocacy projects—San Mateo, Contra Costa, and San Francisco—were in very different situations when they applied for QCCI funding. San Mateo County was still attempting to secure funding from the local Children and Families Commission to enable it to initiate its local CARES initiative. Contra Costa County had received three years of funding from the local Children and Families Commission to pilot a stipend program for early childhood education teachers, but wanted to increase public awareness of the compensation issue and obtain an ongoing commitment from local officials to address the need for higher wages. San Francisco County had already received strong support from the local City/County of San Francisco as well as from the local Children and Families Commission and had already begun implementing two different programs to increase compensation and promote retention (SF CARES and WAGES+).

At least partly as a result of these differences in local context, the three advocacy projects funded by QCCI varied substantially. The project developed by *the Child Care Coordinating Council of San Mateo County* was focused on the immediate goal of securing funding support for its local CARES initiative from the local Children and Families Commission, which had previously declined to fund the project. San Mateo's planned project activities and desired outcomes were both based on a quick turnaround time frame of several months. The QCCI grant was awarded for a six-month project.

The project carried out by the *Contra Costa County Child Care Council* took a slightly longer-term view of its advocacy objectives. Project planners hoped that this 12-month advocacy grant would: (1) increase the number of child care providers aware of and participating in the Contra Costa Coalition of Early Childhood Educators and local

The three advocacy projects funded by QCCI to improve compensation and retention varied substantially due in part to differences in local context.

Worthy Wage Day activities, and (2) launch an effective public education campaign to raise the level of visibility and support for child care compensation issues among local elected officials and the general public.

San Francisco County's QCCI grantee—*Coleman Advocates for Children and Youth*—was funded to undertake an ambitious program of advocacy activities designed to preserve and build on a strong base of child care stakeholders/advocates and public funding commitments that these advocates had already achieved. Goals identified in the San Francisco County project proposal included mobilizing and developing grassroots leadership within the child care workforce, particularly among child care teachers; developing relationships with labor unions on workforce compensation issues; and developing compensation models that would work for family child care providers. On these issues and others, San Francisco was seen as a pioneering county that was breaking new ground and providing experience from which other counties could benefit.

Advocacy Grantee Outcomes

Although they were all funded at about the same time, the three advocacy projects were completed at different points in time. The San Mateo County project completed its 6-month grant at the end of June 2001. Contra Costa County continued work on its project through July 2002. The San Francisco County project continued through December 2002.

Advocacy efforts in San Mateo County helped overcome initial public bias, secure funding support for a local CARES program, and develop leadership among child care teachers.

As described in Appendix E, San Mateo County was extremely pleased with the outcomes of its 6-month grant. The grantee reported that “advocacy efforts funded by the QCCI grant had overcome initial public bias against” the local CARES program. The project succeeded in securing funding support for SaMCARES, not only from the local and state Children and Families commissions, but also from the State Department of Education (AB212 funding), the Packard Foundation, and the federal Department of Education—in the form of a pilot grant under the Early Learning Opportunities Act. At the time San Mateo County submitted its final project report to QCCI, it had completed the first year of implementation of its CARES project. As a secondary benefit of the advocacy efforts undertaken by child care providers, the grantee reported

that “several local child care teachers...emerged as leaders” during the process of conducting outreach to families and the community.

In its July 2002 final QCCI project report, the Contra Costa County Child Care Council reported that it was pleased with its success in meeting most of its project goals. As a result of the QCCI funding, the Coalition of Early Childhood Educators: (a) increased the size and scope of its membership so that it represents all geographic areas of the county and all types of child care providers, and (b) sharpened its advocacy efforts in support of teacher compensation and retention. Improved media coverage, increased presentations at meetings of different organizations, and a public rally on Worthy Wage Day 2002 helped to spread its advocacy message.

In the spring of 2002, Contra Costa County child care advocates mobilized in response to an announcement by the local Children and Families Commission that they would not be able to sustain the current level of support for provider stipends. Although they were not able to prevent a reduction in the planned level of funding, the Coalition of Early Childhood Educators has continued to speak on a regular basis with county supervisors, state and local Proposition 10 Commissioners, and state and federal legislators on the importance of quality child care and the importance of providing child care providers with a worthy wage.

In its spring 2003 assessment of its project accomplishments, Coleman Advocates for Children and Youth asserted that the strong turnout of teachers, providers, parents, and other stakeholders at its sponsored advocacy events has been influential in convincing local decision-makers to preserve funding for child care compensation initiatives and child care subsidy programs. As a result of “demonstrating that there is active and sustained support for funding [these programs],” Coleman Advocates says, “the City of San Francisco has preserved \$12 to 14 million in child care investments, including funding for WAGES+, even in the extremely difficult budget climate” of 2003-2004.

Coleman Advocates also reports steady progress on its other objectives. The project began to train grassroots leaders within the child care workforce through a Summer Child Care Organizing Institute in 2001

**QCCI funding
was critical for
helping to
preserve \$12-14
million in child
care investments
in San Francisco
County.**

II. Compensation and Retention

and a series of subsequent budget and advocacy training sessions provided to child care teachers and providers. As the leadership capacity of local child care organizations has developed, both the San Francisco Child Care Providers Association and Family Child Care Association of San Francisco have assumed major leadership roles in local and state advocacy efforts. As one aspect of this new leadership role, The Family Child Care Association—under the fiscal sponsorship of the Tides Center—has received a funding commitment from the local Children and Families commission to develop a peer-run support center for child care providers and teachers.

Clear progress was also made in linking the interests of labor organizations and child care providers in community and workplace organizing efforts. As a result of the ongoing efforts of Coleman Advocates to develop models and strategies for organizing child care providers, a number of national unions are now actively interested in working with the child care workforce, and the Family Child Care Association of San Francisco has developed a formal partnership with The United Child Care Union of Philadelphia, an AFSCME affiliate.

Workforce compensation has been an effective organizing principle for the provider community as well as quality

Public education campaigns should use “real life” stories and stress the link between increased compensation and improved quality of care.

Lessons Learned from Advocacy Grants

Based on the experiences of the advocacy grantees to date, it appears that workforce compensation has been an extremely effective organizing issue for the provider community, bringing together both center-based staff (directors and teachers) and family-based care providers. The workforce compensation issue has also worked well as a topic around which quality child care advocates can build broad coalitions that involve parents, K-12 educators, professional education/training entities, labor organizations, worthy wage coalitions, and care giver associations.

However, grantees working on public advocacy campaigns have reported some difficulty translating the compensation issue into effective “sound bites” because of the complexity of this issue. Where public education campaigns have been most successful, they have emphasized the link between improved compensation and improved quality of care, used “real-life stories” of providers in local communities, and attempted to develop personal contacts between members of the child care community

and public officials and their staff. For example, when the San Mateo County grantee found that local political leaders did not respond well to “confrontational” tactics like rallies and postcard campaigns, they made effective use of personal contacts with decision-makers (e.g., by inviting a county supervisor to tour a leading local center).

Despite its dramatic successes, Coleman Advocates for Children and Youth reports that it is very difficult to involve and sustain involvement by child care teachers in organizing and advocacy efforts. To support the emerging leadership within the child care provider community, this project has found the availability of paid staff to be essential in helping to organize advocacy activities.

PLANNING GRANTS TO SUPPORT LOCAL COMPENSATION/RETENTION INITIATIVES

Description of Planning Grants

At the time that the grantees in Santa Cruz and Santa Clara Counties were awarded QCCI planning grants, the local Children and Families Commissions in both counties had already committed funds to support local compensation and retention programs. However, the programs in these counties were not yet ready to be launched because detailed implementation plans still had to be developed and approved. Among the planning decisions that had yet to be finalized in these counties were the following:

- What agency would be responsible for administering the stipend program.
- How the stipend program would be staffed and what the administrative costs associated with the program would be.
- How the stipend program should be structured so as to balance the goals of workforce retention, professional development, and increased compensation.
- How the level of stipends associated with different levels of education and professional development should be adapted to apply to family child care providers.
- How different funding sources could be woven together to make the local stipend program as seamless and as inclusive as possible, including how to address the needs of providers serving school-age children.

II. Compensation and Retention

For the counties that received planning grants, QCCI support enabled staff to address these key design issues for their local stipend programs, even as they scrambled to implement procedures to issue stipends using their available funding streams.

The Santa Clara County Office of Education received its QCCI planning grant on behalf of the Local Child Care Planning Council.

Although multiple funding sources had already been identified to support an ambitious local stipend program (e.g., Local Proposition 10 and AB212 funding), Santa Clara County could not move forward with the design and implementation of a consolidated CARES program because the local Children and Families Commission had not yet selected the agency to run its new Proposition 10-funded Professional Development Institute and stipend program.

Without QCCI support, Santa Clara County likely would have been unable to take advantage of the state Prop 10 funding stream and develop the framework for its CARES program.

Using the QCCI planning grant, a consultant for the Santa Clara County Local Child Care Planning Council was able to move forward with planning and administering the first round of stipends to child care workers at subsidized centers, using AB212 funding. The QCCI planning grant also enabled this individual to step in to assist the local Proposition 10 Commission in applying for State Proposition 10 matching funds to support the local CARES program. Without the QCCI funding, it is probable that a staffing vacuum would have prevented the county from taking advantage of the state Proposition 10 funding stream and from developing the planning framework for its CARES program.

Santa Cruz County was in a similarly formative stage in planning its CARES program when the QCCI planning grant was received. The County's Children and Families Commission had approved, in principle, its support for a local stipend program, but commission members were not clear about how this program should balance professional development and compensation goals, on what basis individual child care workers should receive priority for access to stipend funding, nor what administrative structure would be needed to administer the program. The QCCI grant received by the *Santa Cruz County Child Care Planning Council* enabled Santa Cruz County to hire a 50% time CARES project planner/coordinator who was charged with: (1) staffing a project planning

committee, and (2) building consensus around the goals of the local stipend program.⁴

In addition to working to implement its CARES program, Santa Cruz County staff recognized that stipends were an inadequate long-term response to the crisis of compensation for child care workers. Thus, at the same time that they prepared to implement a stipend program, Santa Cruz County established a goal of mobilizing stakeholders to begin planning a long-term strategy to increase compensation and benefits for child care workers. After the project planning committee had finished its work of developing a detailed plan for the local stipend program, it turned its attention to developing possible longer-term compensation strategies for the child care workforce.

Planning Grant Outcomes

Both Santa Clara County and Santa Cruz County succeeded in completing planning processes that supported the implementation of stipend programs that reflect local program objectives. Both counties have now identified an agency or organization that is responsible for administering the stipend program, decided how their ongoing CARES programs will be staffed, and begun program implementation. Both counties have developed detailed eligibility rules and plans for the distribution of stipends among providers that are intended to balance each program's multiple objectives, (e.g., providing incentives for participation by new entrants into the child care workforce and by family child care workers, as well as expanded recognition and rewards to retain more experienced workers and those with higher educational credentials).

⁴ The QCCI planning grant helped bring together two different groups with somewhat different concerns. The local Children and Families Commission wanted to distribute stipends to the child care workforce because of concerns about low wages and wanted to prioritize stipends to the lowest paid workers. The local Child Care Planning Council wanted to promote professional development and increase the professional identity of the child care workforce and wanted to prioritize stipends to those with the highest educational attainment. The QCCI grant supported a process of mutual education and compromise that resulted in the approval by both groups of a local Proposition 10 stipend plan and matrix.

QCCI planning grants enabled counties to weave together different funding streams to support overarching compensation and retention goals.

Finally, both counties have woven together multiple funding streams to form a seamless program that includes as many members of the child care workforce as possible. Once Santa Clara County’s Children and Families Commission selected a collaborative to operate its professional development institute, the lead organization in the collaborative—WestEd—moved quickly to hire staff and take over the responsibility for detailed planning and implementation of an integrated CARES program. Ilene Hertz—who, as a consultant to the Local Child Care Planning Council, had managed the initial AB212 grant process—was selected as the manager of the integrated Santa Clara County CARES program and thus ensured continuity of program operations, as operational responsibilities for AB212 shifted from the Local Child Care Planning Council to WestEd. Santa Cruz County has also developed a matrix for its AB212-funded stipends that is being administered along with its Proposition 10 stipends as part of a seamless package to benefit child care workers, although it is guided by distinct funding priorities.

Given state and local fiscal constraints, the Santa Cruz County project goal of developing proposals for increased compensation has had to concentrate on low-cost strategies for the immediate future. To date, the County Child Care Planning Council has formed an ongoing WAGE Committee, which is supporting local “living wage” coalition activities as well as encouraging state-level bills that could benefit child care workers (e.g., by offering health benefits to child care employees or implementing tax credits for credentialed child care workers).

Lessons Learned from Planning Grants

The QCCI planning grants have enabled these grantees to pay attention to their overall local compensation and retention goals, and to weave together a variety of different funding streams—each with its own requirements—to further overarching goals. The greatest challenge each grantee is facing to date, in terms of program coverage, is how to generate

funds to enable the program to include child care providers who are serving school-age children outside of subsidized centers.⁵

The planning grantees realize that designing their stipend programs will be a work-in-progress for some time. They are unsure that the established stipend amounts and program eligibility requirements will have precisely the effects that they intended. Thus, the QCCI planning grantees will not be afraid to fine-tune and modify their programs over time based on implementation experiences. Among the design questions that these counties have wrestled with are: (1) how much to “raise the bar” between initial eligibility for stipends and continuing eligibility; (2) how to reach family child care providers and providers from underrepresented communities; and (3) whether to require all participants to apply for state child care permits as part of the stipend program.

IMPLEMENTATION GRANTS FOR LOCAL COMPENSATION/RETENTION INITIATIVES

Description of Implementation Grants

QCCI grants were used to support the implementation of local CARES-type initiatives in Alameda, Marin, and Contra Costa Counties. The QCCI implementation grants listed in Exhibit II-1 were used to support very different activities depending on the stage of local program implementation and availability of other funding streams. In Marin County, QCCI funding was used to support the initial launch of the MarinCARES program, including developing an outreach strategy and outreach materials, convening outreach clinics, and holding staff orientations at a number of child care centers. The QCCI grant also helped the *Marin Education Fund*, which administers MarinCARES, to develop an evaluation plan and fund a local evaluation of this initiative.

In Alameda County, the QCCI implementation grant was used by the *Alameda County Child Care Planning Council* to expand the scope of

⁵ State and local Proposition 10 funds must be used for activities benefiting children from 0 through 5 years of age. Programs funded under AB212 may be used to provide stipends to providers serving school-age children, but they are restricted to providers working in state-subsidized child care centers.

the County's existing compensation initiative to include child care workers caring for school-age children. Although the QCCI grant was not sufficient to fund stipends at the same level as those awarded to child care providers eligible for Proposition 10- or AB212-funded stipends, the grant allowed the county to offer a \$300 stipend to acknowledge the important contribution made by workers serving school-age children.

Similarly, the *Contra Costa County Office of Education/Local Child Care Planning Council* used its \$25,000 QCCI implementation grant to include school-age providers in its retention/compensation program. Announced as a one-time only honorarium to school-age providers during the fall of 2002, the county's honorarium to the 43 eligible applicants among school age providers totaled \$515.00 per individual.

Implementation Project Outcomes

The Marin Education Fund succeeded in generating a high level of interest and participation in its first round of stipend funding. A total of 600 applications were received⁶ and 490 initial stipends were awarded to eligible applicants. Challenges identified by the grantee included the fact that about 10% of applicants were ineligible due to inadequate documentation of educational qualifications. This is an implementation issue that the grantee will attempt to resolve in subsequent funding rounds by providing clearer information about required documentation. Another issue that the county will attempt to address through improved outreach is the relatively low rate of participation by family day care providers.⁷

Alameda County awarded \$300 stipends to 112 child care workers serving school-age children during the first round of its new School Age

⁶ It is estimated that about one-half of all eligible workers in the county actually applied for stipends, which is a higher application rate than that reported by other implementation counties.

⁷ During its second cycle of stipend funding in Marin County, this project encouraged family care providers by: (1) clarifying the stipend structure and increasing the stipend amount for the first level of the structure to make it more attractive to providers without formal education credits in early childhood education; (2) inviting family care providers to a Providers Night Out, sponsored by the local resource and referral agency; and (3) hiring a sixth outreach worker who is a bilingual family child care provider.

Implementing a stipend program in Marin County was challenged by inadequate documentation of educational qualifications and low participation among family child care providers.

Recognition Program (SARP). Because the project experienced a lower than expected application rate for this stipend, the county requested a 12-month extension to allow it to offer the school-age stipends for a second year. The second year, 154 eligible applicants received \$300 stipends.

During the single year that it invited school-age providers to apply for financial recognition awards, Contra Costa County used the QCCI funding to award 43 eligible applicants from the school-age provider pool with individual grants of \$515.00 each.

The implementation grantees are facing questions about how to conduct effective outreach to and encourage participation by particular groups of providers, such as providers serving school-age children, Spanish-speaking child care workers, family child care providers, and, for counties in the second cycle of stipend awards, individuals who did not receive a stipend during the first cycle.

Lessons Learned from Implementation Grants

Implementation grantees have learned valuable lessons about how to promote professional development of the child care workforce.

Implementation grantees are developing close working relationships with key players in the education/professional development system, including:

(1) entities offering classes and workshops needed by individuals participating in the stipend program, and (2) the child development permit system, to ensure that the stipend program is providing accurate information about how to reach the levels of the permit matrix that are associated with different levels of stipends.

In its Final Project Report, the Marin County grantee identified several gaps in the local professional development system that need attention. These include: (1) a lack of available education and career counseling for early childhood educators; (2) a need to expand training offered at non-traditional sites and during evening or weekend hours; and (3) a need to increase early childhood education offerings for Spanish-speakers. An additional weakness in the local professional development system identified by this grantee is a scarcity of qualified people to review documents for Child Development Permit applications. The Marin Child

A low stipend application rate among providers serving school-age children may be partly due to inadequate or unspecified financial reward.

Care Commission Workforce Committee plans to map out current resources and develop proposals to address these gaps.

The two counties that offered financial awards to providers serving school-age children found that the application rate among potentially eligible providers was low—only about 10% of the potential recipient pool. They hypothesized that the relatively low level of available award in Alameda County, and—in the case of Contra Costa County—the fact that no specific dollar amount was mentioned in the application, made the financial award less attractive to this group.⁸ Contra Costa County also recommended that future efforts to reach out to school-age providers should include more personal contacts, followed by mailings describing the program.

SUPPORT ACTIVITIES PROVIDED BY THE QCCI TECHNICAL ASSISTANCE GRANTEES

The technical assistance grantees and contractor funded by QCCI to support local compensation and retention initiatives include (1) *The Center for the Child Care Workforce*, (2) *The Labor Project for Working Families*, and (3) *Dr. Marcy Whitebook* at the *Institute for Industrial Relations at University of California, Berkeley*. These technical assistance providers have conducted a variety of activities, some of which are directly in support of the local compensation and retention project grantees, and some of which attempt to further other state and local advocacy and planning efforts related to the compensation/retention crisis.

Using two consecutive grants from QCCI, *The Center for the Child Care Workforce* (CCW)—now reorganized as a local project called *Working for Quality Child Care*—has been serving as a communication, information exchange, and technical assistance hub for the local compensation and retention grantees for two years.⁹ Monthly convenings

⁸ Although these counties were excited about reaching out to school-age providers, who are excluded from participating in compensation/retention programs funded under Proposition 10, they were constrained by the fact that they were not able to find any ongoing funding sources to support stipends for this group.

⁹ In the fall of 2002, Center for the Child Care Workforce ended its existence as a free-standing organization. Many of its national activities are being continued as projects

of the CARES grantees planned and facilitated by CCW have provided the opportunity for local QCCI grantees and other counties that are planning and implementing CARES projects to discuss challenges and share information about workable practices. CCW has also prepared written materials that have documented local county accomplishments and has disseminated these materials, as well as information discussed at the group CARES convenings, to an interested audience of over 300 individuals on the project's e-mail list. To support continued information and innovation sharing among people working on compensation/retention and skill-building programs for the child care workforce, CCW has developed a web site at www.caccwrc.org. Counties at a variety of stages in advocating for, planning, and implementing compensation/retention programs indicated that the information provided and peer support facilitated by CCW have been of tremendous value to them in working on their local programs.

CCW has also assisted counties in documenting the impacts of their local compensation/retention projects and advocating for the state First Five Commission to continue providing state matching funds. As part of its second year activities funded from other sources, CCW has helped organize a pilot network of early childhood teachers and family child care providers called the California Child Development Corps, with active participation by teachers and providers from 11 California counties. As its first issue, the Corps spearheaded a "Save CARES" campaign, designed to promote the achievements of the local compensation/retention programs and convince the state First Five Commission to continue its matching grant support for these programs.¹⁰ A longer-term goal of the California

of the American Federation of Teachers Educational Foundation. Its Bay Area technical assistance staff and QCCI-funded project have now been reorganized as a project of the United Way of the Bay Area called Working for Quality Child Care.

¹⁰ As a result of the information shared with the state First Five Commission and the effective statements of support for the program from many counties, the Commission has decided to continue its matching grant support for local compensation/retention programs, as long as they do certain things to bring their programs into alignment with other First Five goals and priorities, such as school readiness and increased outreach to/participation by family child care providers.

II. Compensation and Retention

Child Development Corps is to strengthen the voice of early childhood educators in policy decisions in California.

The *Labor Project for Working Families* initially anticipated that it would use its QCCI grant to support one-on-one work with grantees in a number of different counties on how to actively involve labor organizations in efforts to promote increased compensation for the child care workforce. After the grant was awarded, however, and project staff began to contact potential participants in the different Bay Area counties, they found that not all counties were equally interested in developing projects that would bring together the child care and labor communities. Staff determined that it would be most fruitful to work intensively in the local areas in which there was the strongest interest.

The Labor Project for Working Families has helped to develop a coalition of labor representatives and child care practitioners in Alameda County.

Child care groups in Alameda County, in particular, expressed strong interest in receiving help from the Labor Project to promote alliances with labor on compensation issues. As a result, project staff have been intensively involved in advising and guiding an emerging coalition of labor representatives and child care practitioners in Alameda County. This coalition identified health benefits as the workforce retention issue that they were most interested in working on. Over the last year, with help from the Labor Project for Working Families, the local coalition has initiated a campaign for health benefits for child care providers that has an active steering committee, is building a base of supporters within the child care community, is getting the message out to other organizations in the community, and is working with county supervisors to look for possible solutions. The Labor Project is sharing information about the Alameda County coalition and its campaign for health benefits with other counties by disseminating its monthly Work and Family Bulletin and by offering one-on-one technical assistance consultations to interested counties.

At the regional level, the Labor Project for Working Families has facilitated a regional Work and Family Steering Committee with participation by unions and child care advocacy organizations in six Bay Area counties. Initially meeting on a bi-monthly schedule, the Steering Committee currently meets twice a year to coordinate regional activities

designed to promote common goals on work and family legislation and child care compensation.

At the state level, the Labor Project for Working Families has worked to develop a new Child Care Policy Work Group, in which key union leaders, state legislative staff, and UC Berkeley researchers come together periodically to educate themselves about child care financing and to consider how to use existing legislation or propose new legislation to increase the compensation of the child care workforce. A similar group has been hosted in southern California by the UCLA Labor Center. The two groups plan to meet together in the future to develop workable state strategies to improve child care worker compensation and retention.

The Labor Project for Working Families is also an active participant in recent plans to help build the California Child Development Corps as a statewide organization of child care workers that will help advocate for improved compensation/retention and increased quality of care for children and their families.

Under a consulting contract with QCCI, *Dr. Marcy Whitebook* acted as a technical advisor to individual counties on how to plan and design a local evaluation of their compensation and retention project.¹¹ She is also acting as a bridge between local CARES programs and the Proposition 10-funded statewide evaluation of local compensation projects being conducted by Policy Analysis for California Education (PACE).¹² Under her consulting contract, Dr. Whitebook has convened the local compensation and retention grantees to discuss evaluation stakeholders and issues, as well as relevant outcomes. As a result of this convening, counties have been provided with lists of possible research questions/measures and ideas about how to focus their own local evaluation activities. Dr. Whitebook has also worked individually with several counties that are moving ahead with local project evaluations. As

Dr. Marcy Whitebook provided valuable technical assistance to counties on designing effective evaluations of compensation and retention programs.

¹¹ Under Proposition 10, local communities must conduct evaluations of the activities they fund.

¹² PACE is an independent policy research center operated as a cooperative venture by the University of California at Berkeley and Stanford University.

noted by Dr. Whitebook, different counties are at different stages of planning project evaluations. This technical assistance activity has been well received by individual grantees.

During the second year of the technical assistance contract, Dr. Whitebook has been active in promoting discussion about evaluation methods and initial evaluation findings between the PACE evaluation team, local counties, and the state First Five Commission. She has also acted as an advisor to CCW in its efforts to involve child care educators and providers in organizing and advocacy efforts.

Although its total investment in compensation and retention projects was modest, QCCI support has been particularly important to grantees because of several unique features.

SUMMARY OF QCCI SUPPORT FOR LOCAL COMPENSATION AND RETENTION INITIATIVES

Throughout its two cycles of grantmaking, QCCI has provided funding to grantees that is flexible enough to be applied to high priority needs as they unfold. QCCI's support for local compensation and retention projects typifies this flexible, timely approach. Although the total level of QCCI funding in this area has been modest, the funding made an important difference for each grantee. The QCCI grants enabled advocacy grantees to develop broad consortia of stakeholders around compensation issues and gain increased support from elected officials and the general public. For the planning grantees, the QCCI grants helped to resolve key design issues and weave together multiple funding streams to accomplish local objectives. For the implementation grantees, QCCI funding helped the programs to reach their intended target audiences and address gaps in existing funding streams. The technical assistance from resource grantees helped counties come together to exchange information, document their accomplishments, and advocate for continued support from public funding sources.

Again, although the total amount of money QCCI has invested in supporting local compensation and retention initiatives is modest compared to the other sources of funding obtained by these projects, the QCCI investment has been particularly important to grantees because:

- *The timing and flexibility of the QCCI funding was unique.* The QCCI grants were timed to help projects get off the ground and advocate or apply for other funding at a time

when many counties were just beginning to design their projects and pursue local and state funding sources for ongoing support.

- *QCCI funding enabled a number of counties to weave together an integrated program* out of several different funding sources that each had different target groups and restrictions.
- *QCCI supported networking and information sharing among local counties, and communication about project accomplishments,* through its support for resource and technical assistance organizations such as the Center for the Child Care Workforce and the Labor Project for Working Families.
- *QCCI has encouraged local stakeholders to maintain a dual perspective* that recognizes the importance of both short-term and longer-term strategies to build the cohesiveness, advance the skills, and increase the financial rewards of the child care workforce.

As the QCCI pooled grantmaking draws to a close, the child care providers and early childhood educators in the Bay Area and throughout California stand poised at a critical turning point. Although public awareness of the need for higher wages for child care educators is at a high point—due, at least in part, to the local advocacy grants and technical assistance investments made by QCCI—the availability of public funding to pay for child care services is sharply constrained due to depressed federal, state, and local economies and severe budget shortfalls.

The philanthropic community obviously cannot solve this problem alone. However, working collaboratively through the Early Childhood Funders group and as individual grantmakers, the Bay Area philanthropic community can work to further the following related goals and priorities:¹³

- Promoting training and leadership development for the child care workforce and encouraging linkages between increased skills and increased compensation.

¹³ These were identified as current priorities for the early childhood field by the individual funders participating in QCCI's second round of grantmaking in a Spring 2002 survey.

II. Compensation and Retention

- Helping to close the child care funding gap by increasing public investments and promoting public/private funding blends.
- Preserving access to quality child care for working poor families.
- Supporting advocacy efforts to keep the public aware of quality child care issues and key public policy decision points.

III. QCCI SUPPORT FOR ADVOCACY/PARENT VOICES

INTRODUCTION

As described in the overview of the strategic framework for Round 2, the QCCI Leadership Team decided to continue to support advocacy via two activities: advocacy grants focused on securing funding for local compensation and retention initiatives (as described in the previous chapter), and four mini-grants designed to support the organizational development and maturation of local chapters of Parent Voices.

As part of its second round funding, QCCI awarded a total of \$80,000 to support Parent Voices, including \$20,000 to each of the Parent Voices chapters in San Francisco, Contra Costa, and Alameda Counties, and \$20,000 to the California Child Care Resource and Referral Network, to act as a coordinator of chapter efforts in planning and implementing a “parent summit.”

DESCRIPTION OF FUNDED PROJECT

During the first round of QCCI funding, Parent Voices had received support for a project that helped parents to react to an existing, state-level legislative agenda. The Parent Voices chapter organizers decided to focus the new project on proactive rather than reactive involvement in order to ensure that parent concerns were known to legislators and included on the legislative agenda. Thus, the new Parent Action for Child Care Today (PACCT) project was designed to develop and promote a parents’ platform that would influence the local and state legislative agenda in support of quality child care.

With the \$80,000 received from QCCI, Parent Voices undertook an ambitious project that included: (1) recruiting and involving parents in planning a Parent Summit at which parents’ priority issues relating to child care would be communicated to key state and local decisionmakers in a public setting, (2) developing a Parent Voices platform, and (3) carrying out a political action in September 2001 to promote the platform. Since the Parent Summit was successfully completed on September 29, 2001, Parent Voices has continued to be an active discussant on key state

During its second round of QCCI funding, Parent Voices focused on developing and promoting a more proactive agenda at the state level.

budget decisions affecting the availability of set-aside funding for continued child care subsidies for former CalWORKs families who had recently left the welfare rolls.

Planning and Organizing a Parent Action

The PACCT project was designed to recruit parents as advocates and raise the visibility of the Parent Voices organization statewide.

The Parent Action for Child Care Today (PACCT) project was designed to accomplish two organizational goals. First, PACCT was intended to provide a focus that would be used at the local level to recruit parents to participate in Parent Voices and get them involved in planning and advocacy activities. Second, by coordinating individual chapter activities around a unified regional Parent Summit, PACCT was intended to increase the visibility and stature of the Parent Voices organization statewide and help it raise parents' child care concerns to the top of the agenda for local and state policy-makers in California.

The QCCI grants to the three local Bay Area chapters of Parent Voices enabled these chapters to pay staff salaries, offer stipends to participating parent advocates, and pay for rent, parent trainings, mailings and other tangible needs which all contributed to making PACCT a successful event. These expenditures enabled each chapter to undertake ongoing parent organizing and provide organizational support to parent volunteers. Support provided by local Parent Voices staff included making phone calls and one-on-one visits to parents and other child care stakeholders and facilitating discussions among parents about which child care issues most affect them.¹

Parents were involved at multiple levels and stages of PACCT planning. The event Planning Committee, made up of parents and staff, came together on a regular basis over a period of 18 months prior to the event. While Parent Voices had originally planned to establish sub-committees to plan different aspects of the event, the planning process

¹ The different Parent Voices chapters used a variety of different recruitment strategies. All chapters used mailing of notices as a primary outreach strategy. To follow-up on mailings, all project coordinators also contacted parents one-on-one, either by phone or through face-to-face meetings. One chapter offered stipends for parent involvement; other chapters depended on parents as volunteers.

ultimately was conducted by the Planning Committee as a whole, except for the Hospitality Committee, which developed detailed plans for the layout and decoration of the event site.

In the early stages of project planning, parents and project coordinators brainstormed the plan for the Parent Summit at local chapter and cross-chapter meetings. The process was termed “organic” by the lead coordinator because the meetings were meant to generate new ideas from all attendees, as Parent Voices is a “process-oriented group.” However, because the parents who attended the planning meetings changed over time, the open-and-flow process made it difficult to move forward in planning the event. An additional organizational challenge encountered during the planning meetings was the fact that all of the organizers and parents were considered to be equals. The Planning Committee did not designate leaders or create a decision-making hierarchy. The project coordinators felt strongly that Parent Voices needed to maintain an open organizational structure in order to truly reflect the interests of participating parents.

As September 29 drew closer, the Planning Committee reached some key decisions about the content and organization of the event. The group decided to invite Alice Walker as a keynote speaker. To maintain the action focus of the event and keep participants involved, the planners decided to include several different activity components, including: (1) small-group discussions of the Parent Voices’ platform, (2) a plenary session to obtain the support of key state and local officials for the Parent Voices’ platform, (3) a march in Downtown Oakland, and (4) a public rally at the Oakland City Hall.

The Governor’s announcement of proposed cuts in child care subsidies for parents who had recently left the welfare roles created the jolt needed to mobilize parents to get involved and attend the event. According to one of the project coordinators, there needs to be a sense of urgency in order to pull off such an event and secure high participation. During the months immediately before and after PACCT, the campaign against the Governor’s proposed budget cuts was an effective mobilizing

Parent Voices was challenged by the open-and-flow nature of its parent membership and the lack of a decision-making hierarchy.

The Governor’s proposed child care cuts created a compelling call to action that served as a primary catalyst for parent involvement in PACCT.

event that kept parents involved and sustained participation in local Parent Voices chapters.

As the event approached, parents helped to design flyers and written materials. Parents also helped write the chants to be used for the rally and march, took the necessary steps to secure a permit for the march, and sewed a quilt to be displayed on stage during the event. On the day of the event, parents acted as facilitators for the round table discussion, escorted attendees to the child care room, told their personal child care stories on stage, and participated in the legislative panel question-and-answer session. Part of the PACCT strategy for giving parents a sense of ownership, pride, and active participation was to ensure that parents had clear responsibilities and roles to play at the event. Furthermore, project coordinators recognized that not all parents would be interested in picking up a microphone and telling their story; many times parents were more comfortable helping to stuff envelopes. Consequently a variety of different jobs were made available to parents; some were visible to the public and some took place behind the scenes.

The Parent Voices Platform was drafted by the project coordinators based on the viewpoints that had been expressed by parents during chapter planning meetings. A unifying theme was concern about how proposed cuts in the state budget for subsidized child care would affect parents' lives. The parents' platform presented at the PACCT asked attending officials to support the following planks:

- Make quality child care affordable for all families.
- Ensure that low-income parents pay no more than 8% of their family's total income for child care.
- Consider Parent Voices' family budget profiles and share this information on the need for child care subsidies with legislative colleagues.
- Include parent testimony in discussions of all relevant policy issues.
- Make young children and their families a top priority on the legislative agenda.

**Parents were
given clear roles
and
responsibilities in
order to ensure
their sense of
ownership and
pride in PACCT.**

- Support the statewide “Master Plan for Child Care” developed by State Senator Escutia (which calls for ending the waiting list).

Carrying Out the Parent Action

The PACCT was carried out on September 29, 2001. The action included a presentation by a keynote speaker, round table discussions with parents, an accountability session with legislators, and a rally and march in downtown Oakland. While some of the PACCT attendees had been involved in various stages of planning the event, a number were new to Parent Voices.² Parents who had been involved in planning said that participating in the event was a moving and powerful experience. Meeting other parents from outside the Bay Area helped to give faces to the families across the state who share similar child care challenges. In fact, Bay Area parents were overwhelmed by the dedication of those PACCT participants who had traveled long distances to attend—this statewide show of support for Parent Voices helped solidify its significance to active Bay Area parents who described the event as “successful and empowering.”

Project coordinators viewed PACCT as an important step for Parent Voices’ advocacy efforts. Overall, about 250 parents from across the state turned out to attend PACCT. While some of the Bay Area chapters of Parent Voices did not get as many parents to attend PACCT as they would have liked, the event was very successful in making Parent Voices visible to high-level decision makers. One project coordinator suggested that, in the past, Legislative Caucus members had viewed Parent Voices as a small Bay Area organization. The turnout of 250 parents from across the state at PACCT demonstrated to elected officials that Parent Voices represented a much broader and potentially much larger constituency. Among the elected officials present at PACCT were Oakland Mayor Jerry Brown, Congresswoman Lynn Woolsey, and Assembly Members Dion Aroner and Wilma Chan.

PACCT helped demonstrate to elected officials that Parent Voices had a much broader constituency than originally thought.

² In fact, the largest single group of attendees consisted of over 20 parents from Kern County who had heard about the PACCT and decided to charter a van and attend as a group.

Post-PACCT Activities

Since the Parent Action was held on September 29, 2001, members of Parent Voices have continued to play an active role in expressing the parent perspective on key state budget decisions, most importantly on Governor Davis' proposed reduction in state set-aside funding for subsidized child care for parents who had made the transition from welfare to work. Other activities included the following:

- Parents testified at the Women's Legislative Caucus hearings on proposed changes to the child care subsidy system.
- Parents participated in a vigil at the State Building in Oakland protesting the cuts being made to the child care subsidy system.
- Parents, child care providers, and children's advocates held a vigil at the San Francisco Civic Center to voice their concern about threatened cuts in child care funding.
- Parents went to Sacramento and met with the Governor's staff person to discuss their concerns over the proposed cuts in child care subsidies.

In each of the activities outlined above, Parent Voices has actively pursued decision makers who establish policies that affect families dependent on subsidies. As an organization, Parent Voices believes that the activities described above made a difference in the Governor's decision in December 2001 to restore the state set-aside for child care subsidies for thousands of working families through June 30, 2002.

SUMMARY OF PARENT VOICES PROJECT OUTCOMES AND LESSONS LEARNED

It was hoped that the QCCI-funded Parent Voices project would help further both advocacy and organization-building goals. Politically, it was hoped that parents would have the opportunity to tell decision makers about their interests and priorities on state budget issues affecting child care subsidies and influence what decisions were made on these issues. Organizationally, it was hoped that the recruitment of parents around planning and participating in PACCT would support the maturation of Parent Voices as an organization and help it build a sustainable base of active participants within individual county chapters.

Advocacy Outcomes

The Parent Voices PACCT project has enjoyed substantial success in helping parents to become active and influential participants in state-level policy discussions about quality child care. Using the Parent Summit advocacy event as a stepping stone, Parent Voices has created an expectation that parents should be consulted about the child care agenda and can be expected to participate in key public policy decisions affecting child care funding. During the Women's Legislative Caucus in October 2001—organized in response to the first round of the Governor's budget proposals—Parent Voices distributed a position paper outlining its stance on child care subsidies, parent payment, time limits, reimbursement rates, and eligibility. Parent Voices further developed this document during the spring of 2002 as a participant in discussions about the next phase of the Governor's budget.

Another positive development that has aided Parent Voices in advancing its advocacy efforts is the development of broad alliances between Parent Voices and other groups. Prior to PACCT, Parent Voices chapters tended to work independently of one another and of other groups. As a result of PACCT planning and Parent Voice's participation in subsequent budget debates, the organization has now been collaborating with other child care, labor, faith-based organizations, and non-profit groups. As a result of the QCCI project, Parent Voices has been working closely with the Work and Family Coalition, Worthy Wages groups, and Children Now. Parent Voices has been able to leverage support from these organizations and further its mission.

Organization-Building Outcomes

The organization-building accomplishments of the QCCI-funded PACCT project have also been substantial. PACCT successfully engaged parents in multiple stages of event planning and development and succeeded in giving parents a voice as a result of the political platform disseminated at the Parent Summit. In addition to supporting focused activities of the existing Bay Area chapters of Parent Voices, PACCT was successful beyond its expectations in terms of drawing parent participants from a number of California counties beyond the San Francisco Bay Area, including Kern, Butte, Los Angeles, Fresno, and Sutter Counties. The fact

Parent Voices has created the expectation that parents should be consulted about the child care agenda and can be expected to participate in key policy discussions

that parents traveled from many parts of the state to participate in the Parent Action demonstrates the potential for the formation of Parent Voices chapters in additional counties.

However, Parent Voices also experienced its share of organizational challenges in carrying out this project. PACCT planning started off slowly; it was difficult to build momentum with the open decision-making structure to which the project Planning Committee was committed. Although project planning began a full 18 months in advance of the scheduled event, the majority of decisions occurred in the three months prior to the Parent Action. The coordinators stated that the planning process took too long and contributed to a high rate of turnover in parent participation. Additionally, because PACCT was a year in the making, the urgency that the coordinators wanted to convey was not easily communicated early in the design phase and only began to surface as the event drew nearer.

The more recent and successful mobilization of parents around state budget issues has infused Parent Voices with energy around its state-level advocacy efforts. However, despite recent successes, it is still not clear whether the organization will be able to sustain broad parent participation in the local Parent Voices chapters over time. Parent Voices' organizational facilitators believe strongly that Parent Voices needs to remain a loose confederation of local grassroots chapters that reflect the concerns of parents in their individual communities. However, not all local chapters have established strong sources of community support and funding that can be used to sustain project staff and membership activities beyond the project period. In response to this challenge, Parent Voices plans to hold a training for the development of new chapters and to discuss methods that local chapters can use to sustain active parent participation.

In its second QCCI-funded project, Parent Voices has confirmed that it is possible to focus advocacy efforts around a critical issue and influence key state-level decision makers.

CONCLUSION

In its second QCCI-funded project, Parent Voices has confirmed that it is possible to focus parent advocacy efforts around a critical issue and to influence key decision makers at the state level. During the project period, the Governor's proposed budget cuts in child care created a compelling call for action that has served as the primary catalyst for parent

involvement. While these budget proposals have ensured parent turnout for immediate advocacy activities (Women's Legislative Caucus, vigils for child care in San Francisco and Oakland, and meeting with the Governor's staff), once the budget is finalized in June 2002, Parent Voices will also need to address the challenge of *sustaining* the momentum of parent involvement in advocacy.

Support from QCCI has enabled Parent Voices to develop as a grassroots, parent-led, parent-informed organization. The Parent Voices chapters continue to depend on the skills and abilities of the paid staff coordinators, who create the opportunities for parents to communicate their concerns to decision makers. As described by one coordinator, it is the job of the paid staff to disseminate the Governor's proposed budget and legislative information, facilitate meetings, organize, make phone calls, and mobilize parents. The parents' most important role in the organization is to express publicly how they are affected by existing child care policy, or by proposed changes in child care policy. The experiences with PACCT suggest that, at this point in Parent Voices' development, the work of paid staff is vital to sustaining parent-driven advocacy.

Paid staff have been critical for coordinating and sustaining parent involvement in Parent Voices.

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IV. QCCI SUPPORT FOR TRAINING & LEADERSHIP DEVELOPMENT

INTRODUCTION

One of the four priority areas identified for the second round of QCCI funding was to “Build a Sustainable Workforce.” This strategic area was funded during both phases of QCCI’s Round 2 grantmaking. While the first phase focused on the countywide efforts related to compensation and retention initiatives described in Chapter 2, the second phase supported efforts to sustain and expand child care *training and leadership development* activities to improve overall child care quality in the San Francisco Bay Area.

Throughout its grantmaking history, QCCI has recognized that training represents a key ingredient for improving the quality of child care. In fact, the greatest portion of its Round 1 funding went to training activities. During Round 2, QCCI strategically targeted its support for “training programs for under-served groups and training in specified content areas, including infants and toddlers, special needs, diversity, and leadership development.”¹ QCCI established three criteria for funding Round 2, Phase 2 grants:

- **Populations served.** Priority was given to projects that provided training opportunities for licensed child care center staff and family child care home providers with low literacy levels, emergency credentials, and/or limited English skills, particularly those located in isolated geographical areas and/or in low-income and ethnically diverse communities.
- **Content Areas.** Priority was given to training and leadership development in the areas of: providing quality child care to infants and toddlers; providing quality child care to diverse populations and to children with special needs; and providing leadership development to center directors through business, administrative, or management training.

QCCI targeted its Round 2 training support for under-served groups and in specific content areas such as diversity awareness and children with special needs.

¹ These specific content areas were formulated in response to feedback and lessons learned by Round 1 grantees.

- **Training Methods/Strategies.** Priority was given to projects that offered credit-bearing courses and incorporated some combination of the following factors of success: (1) planning *with* rather than *for* staff; (2) improving access by offering training in community-based settings, in appropriate languages, at convenient locations and times, and at low cost; and (3) using methods such as connecting theory to practice and providing technical assistance (T.A.) and follow-up support to trainees at child care delivery sites.

Finally, QCCI gave priority to applicants that wished to expand services to additional QCCI counties.

BACKGROUND OF FUNDED PROJECTS

In 2001, QCCI awarded grants of \$100,000 each to four organizations for the support, expansion, and/or improvement of existing training programs. The funded organizations were: The Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC), California Early Childhood Mentor Program (CECMP), Family Resource Network of Alameda County (FRN), and the Infant Toddler Consortium (ITC). Initial grant periods ranged from one year to 18 months. Overall, the projects selected by QCCI reflected a serious commitment to the aforementioned funding criteria and priority areas—such as serving children with special needs and providing discrete training opportunities within a larger framework of ongoing technical assistance and peer support. Exhibit IV-1 introduces the four grantees and how they reflect QCCI's funding criteria.

All grantees were required to develop trust in the provider community, respond to their training needs, and consider the capacity of agencies to realize change.

The funded projects also reflect QCCI's deliberate strategy of identifying resource organizations with acknowledged expertise in specific areas—such as infants and toddlers—and then trusting these organizations to design and implement training and support services in the way they feel is best. All grantees were thus required to develop trust and recognition in the provider community, respond to their articulated training needs, and consider the organizational capacity of child care agencies to realize change.

Exhibit IV-1: Overview of Training and Leadership Grantees

Grantee	Populations Targeted	Training Content	Training Methods	Training Strategy
Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC)	<ul style="list-style-type: none"> ▪ Eight Bay Area counties. ▪ Recruitment of diversity interns by outreach to selected provider agencies. ▪ Intensive participation by diversity interns and matched mentors. 	<p>Diversity issues for child care agencies, including the need for cultural sensitivity.</p> <p>Leadership training for practitioners-emerging diversity leaders.</p>	<ul style="list-style-type: none"> ▪ Intensive credit-bearing course and meetings for interns and mentors. ▪ T.A. groups by region. ▪ Public forums targeted to larger child care community. 	<p>Grow a group of practitioner-leaders on child care diversity issues by training interns and having them assist their organizations in raising and addressing diversity issues.</p> <p>Provide forum for ongoing diversity discussion and problem-solving.</p>
California Early Childhood Mentor Program (CECMP)	<ul style="list-style-type: none"> ▪ Eight Bay Area counties. ▪ Bay Area child care agency directors as part of statewide project. ▪ Recruitment and training of Center Director Mentors. ▪ Recruitment of Center Director Protégés, who receive one-on-one training and support from Mentors. ▪ Emphasis on recruiting participants from under-represented groups. 	<p>Leadership development training for inexperienced center directors.</p> <p>Training of director mentors at several levels of intensity, using mentor training and advanced mentor training.</p>	<ul style="list-style-type: none"> ▪ Train state trainers/facilitators at Institute in Illinois. ▪ Train director mentors at California Director Mentor Institutes and Advanced Director Mentor Institutes. ▪ Hold director seminars. 	<p>Train experienced center directors to provide hands on leadership training and support to less experienced peers.</p>

Grantee	Populations Targeted	Training Content	Training Methods	Training Strategy
Family Resource Network of Alameda County (FRN)	<ul style="list-style-type: none"> ▪ Alameda County. ▪ Child care center staff and directors. ▪ Family day care providers. 	How to include children with disabilities and special needs within regular child care settings.	<ul style="list-style-type: none"> ▪ Presentations as guest-speakers at community college classes. ▪ Presentations in general community settings targeting both center staff and family day care providers. ▪ Develop and disseminate resource materials. ▪ Train bilingual trainers (not fully realized). 	<p>Increase public awareness and support for including special needs children within regular child care settings by providing trainings, disseminating resource materials, and educating policy makers.</p> <p>Reach practitioners within minority communities by increasing the diversity of and languages spoken by trainers on inclusion issues.</p>
Infant Toddler Consortium (ITC)	<ul style="list-style-type: none"> ▪ Eight Bay Area counties (expansion to Marin and Santa Cruz). ▪ Reach non-English-speaking providers. ▪ Reach family day care providers who have not previously attended formal classroom training. 	Infant-toddler care.	<ul style="list-style-type: none"> ▪ Provide credit-bearing courses on infant-toddler care in English and Spanish. ▪ Train bilingual trainers to provide curriculum. ▪ Initiate an informal introductory discussion course for family day care providers. 	<p>Increase the availability of infant toddler curriculum materials and training in languages other than English.</p> <p>Develop a non-threatening discussion class to help family day care providers capitalize on professional development and training opportunities.</p> <p>Expand ITC's role and services (e.g., in Marin and Santa Cruz Counties).</p>

As revealed in Exhibit IV-1, the four funded projects were multi-faceted and ambitious in nature, with activities that ranged from disseminating resource materials to engaging in advocacy efforts at the state level. Grantees generally engaged in the following *categories* of project activities: developing curricula and training materials; recruiting and training trainers and/or participants; expanding coverage and/or improving outreach; delivering training; disseminating resource materials; and increasing public awareness.

Nearly all the grantees developed their own training curricula and either acted directly as the training provider and/or developed a strategy for developing trainers/leaders in the field. A number of the grantees developed relationships with educational institutions that agreed to award academic credit for the successful completion of training activities. One grantee (FRN) worked to influence the training curricula offered by the educational institutions themselves. Specifically, FRN advocated to permanently incorporate instruction on serving children with disabilities into college curricula.

In this chapter, we compare and contrast the goals and accomplishments of the local grantees that received QCCI support to further training and leadership development efforts among the child care workforce. In Appendix F, we have included a table summarizing the specific objectives identified by each grantee. For each objective, the appendix summarizes the completed activities or outputs relevant to that objective as well as the outcomes or accomplishments resulting from the activity.

THE BAY AREA NETWORK FOR DIVERSITY TEACHING IN EARLY CHILDHOOD (BANDTEC)

BANDTEC was funded by QCCI for \$100,000 over 12 months to implement its Diversity Training and Leadership Development Project. Specifically, BANDTEC was funded to continue addressing the priority of improving leadership in diversity by training early care and education practitioners from all eight QCCI counties. The BANDTEC project involved the implementation of three interrelated training and technical assistance efforts that were to provide:

The funded projects were multi-faceted and ambitious, with activities ranging from disseminating resource materials to engaging in state-level advocacy efforts.

- In-depth diversity training and leadership development activities for practitioner-leaders.
- Technical assistance in the area of diversity to early care and education organizations.
- Public education forums for the larger early care and education community.

The goals above were to be accomplished through the following:

- The **Diversity Internship Project** to identify and train a cadre of practitioner-leaders on issues related to diversity in the early care and education field. (Two interns were to be selected from each of the four regions of the Bay Area.)
- **T.A. Groups** for early care and education practitioners, with one group for each of the four regions within the Bay Area. (T.A. groups consisted of the interns and up to ten other members of their respective organizations and/or local communities.)
- **Public Education Forums** on diversity issues for up to 100 participants in locations throughout the Bay Area.

Summary of Project Accomplishments

In its project, BANDTEC attempted to balance the breadth and depth of its various training and organizational change strategies. To achieve a significant impact on diversity awareness and practices for select individuals and within select child care centers, the project provided a relatively small number of diversity interns with intensive training and support on how to identify diversity issues and promote discussion of needed organizational changes within their own workplaces. To realize a level of breadth in training, BANDTEC also organized less intensive public education forums designed to reach a broader Bay Area audience. Similarly, to support changes in *organizational behavior*, BANDTEC provided limited technical assistance to a select group of interested organizations while also distributing written materials on diversity to a much wider audience at public forums and focus groups sessions.

BANDTEC balanced its individual-based trainings with less intensive activities designed to reach a much broader audience.

As a result, BANDTEC achieved different levels of outcomes for participants in different project activities. For the eight diversity interns

who completed their training, outcomes included a thorough classroom-based study of diversity concepts and principles and well as experience in applying diversity awareness tools to their “real world” agencies. The technical assistance groups resulted in varying levels of commitment by the interns’ affiliated organizations to address diversity issues on an ongoing basis. For the 202 attendees at public forums, participants were influenced in more modest ways, including receiving an introduction to key concepts relating to diversity and beginning to examine their own personal prejudices.

Although BANDTEC had also aimed to change caregiver practices as a result of training, for the most part, the grant period proved to be too short to do more than start the process of planning for individual or organizational change.

On an organizational level, BANDTEC succeeded in developing key linkages with educational institutions in order to provide credit for focus group and internship participants, and secured new members for its own organization among internship and focus group participants.

Due in part to its QCCI-funded work, BANDTEC received many invitations from other funders and agencies to continue or expand its diversity work. In addition, BANDTEC has enjoyed a marked increase in external awareness about the organization. The organization has been approached by individuals interested in starting a Southern California chapter, with an eye toward moving statewide. While this is undoubtedly a positive development, BANDTEC feels that the real challenge to expanding will be determining the logistical steps for doing so.

Project Challenges & Lessons

Overall, BANDTEC reports that the QCCI grant was critical for allowing the organization to “deepen” its work, specifically in terms of implementing the diversity course for interns and providing training and support for interns to implement changes at their respective agencies. The QCCI grant also allowed BANDTEC to reach a much larger number of people through less intensive involvement in other project activities (e.g., attendance at the public forums). BANDTEC also feels that its

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work for the QCCI project has opened doors to new contacts and relationships with other funders and organizations. For instance, during the last half of the QCCI project period, BANDTEC was approached by a number of funders and agencies to submit proposals or partner with them on initiatives related to diversity issues. These funders and agencies include: the Evelyn and Walter Haas, Jr. Fund, the Miriam and Peter Haas Fund, the Marin Community Fund, the Marin Education Fund, the Cross Cultural Family Center, Inc., The Link to Children, Inc., and the Alameda County First Five Commission.

BANDTEC feels that its only project implementation challenge was related to the proposed timeline. While BANDTEC successfully adjusted activity timelines to accommodate QCCI's requirement for a 12-month project, staff feels that more time was needed in order to realize change and have a greater impact on child care agencies. As stated in BANDTEC's final report, "A 12-month project just begins to bring about awareness relating to issues of diversity."

BANDTEC noted that one of its greatest accomplishments has been simply to provide a forum for discussion of diversity issues.

Lessons from project implementation centered on the importance of facilitating dialogue and providing support for individual participants. BANDTEC emphasized peer-to-peer conversation as a critical tool in its work. For instance, BANDTEC's T.A. focus groups were critical for "creating dialogue and comfort." Face-to-face monthly meetings between focus group facilitators and mentors for the internship program allowed both sides to touch base, share concerns, receive peer support, and share different approaches to instruction and training. Overall, BANDTEC feels that "the best thing we've done so far is to provide an opportunity for people to *talk* about [diversity issues]." One of the BANDTEC interns echoed the importance of dialogue, particularly for breaking the ice and creating a safe space for diversity discussions to occur. This particular intern described how during initial classes, interns were encouraged to ask personal questions of others, such as asking a male intern, why do you wear an earring? These icebreakers were critical because, in the words of the intern, "If you can't feel comfortable asking about earrings, then how are you ever going to feel comfortable asking a lesbian couple [about child care issues]? It sets you up to talk

about more serious things later.” The intern also cited class dialogue as a way to keep diversity issues “at the forefront” of their work.

Because interns’ ability to affect change depends largely on their agencies’ support, BANDTEC learned that it was more effective to recruit interns via interested *agencies* rather than on an individual basis as they did in the past. Specifically, BANDTEC began selecting agencies interested in participating in the internship program. At that point, the selected agency would identify someone within the organization to become the BANDTEC intern. BANDTEC found that this change in recruitment practice brought about greater support for the intern’s work and more commitment to bringing about change within the agency.

Other key project lessons for BANDTEC were the following:

- *Collaborative approach to identifying needs for agency change.* While BANDTEC made important steps to ensuring that interns had their agencies’ support, BANDTEC learned that it probably would have made sense for interns and other worksite administrators to have set aside structured time in the beginning of the project to make sure that the agencies were ready to commit to a process of self-reflection and change with regard to diversity issues.
- *Importance of credit-based instruction and college instructors as organization members.* BANDTEC feels that credit-bearing courses are particularly important for on-the-floor caregivers. Therefore BANDTEC has developed solid partnerships with local colleges such as Ohlone College and Sonoma Statue University. BANDTEC’s ability to offer credits as training incentives is greatly aided by the fact that approximately half of BANDTEC’s members are college instructors. In the words of one BANDTEC representative, “College instructors see how important it is to participate in BANDTEC and have a place where they can discuss these [diversity] issues and bring them back to the classroom. So it’s a big thing that we have people inside the classroom saying, ‘we need this.’”

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

CECMP received \$100,000 for an 18 month-project to implement Training and Leadership Development for Directors. CECMP's program objectives include the retention and support of qualified early childhood staff and improved access to training. A special component has provided training in mentoring and leadership development for all directors and specialized training and support for those who have been identified as Director Mentors. CECMP was funded by QCCI to increase training and leadership development activities for Director Mentors and all directors; improve recruitment of Director Mentors, protégé directors, and community directors with a special emphasis on those from underrepresented populations; and improve strategies for inclusion of individuals from underrepresented groups in Mentor Program instructional activities targeted to directors.

Summary of Project Accomplishments

The model of leadership development being tested by CECMP depends on first recruiting and training director mentors, and then matching them to inexperienced directors for one-on-one support. Much of the energy of the project staff to date has been focused on designing training curricula for the director mentors, identifying and training trainers to provide the training through director mentor institutes, and getting the director mentor training off the ground. Thus, it is not surprising that the project has not yet provided large numbers of inexperienced directors with hands-on mentoring support.

The reported number of active director mentor relationships reported by the ten colleges participating in this project in the Bay Area is still modest, although growing: 21 to date in 2003, as compared to 15 in all of 2002. More importantly, however, there is encouraging evidence that this project is developing the capacity to implement its leadership development approach on a large scale. Thus, the total number of Bay Area center directors who receive director mentor training annually by attending one of CECMP's Director Mentor Institutes grew rapidly, from 17 in 2001, to nearly 150 in 2002. The project is also succeeding in dramatically increasing the total number of directors it reaches through its Director Seminars held at participating

colleges. In the eight county Bay Area, the number of Director Seminars held among the ten participating colleges increased from 13 to 46 between 1999/2000 and 2001/2002, and the number of participants attending the Director Seminars increased from 212 to 521 over the same period of time.

If the director mentor strategy proves to be effective, the CECMP project is poised to reach a significant proportion of the child care director pool with its leadership development and mentoring services. Unfortunately, however, at the end of the project period, CECMP anticipated significant challenges with regard to the future of its program efforts. Staff predicted that reductions in its budget for next year would require a 25% cut to the number of Director Mentor placements.

Project Challenges & Lessons

Overall, the QCCI grant allowed CECMP not only to provide direct training services, but also to cultivate long-term training resources. For instance, the participants of a special training held in Illinois came back as ongoing trainers for CECMP. Each has led or co-facilitated at least one Director Mentor Institute. The QCCI grant also allowed CECMP to develop an ongoing relationship with the “renowned [child development] author and trainer,” Paula Jorde Bloom, so that she was not only providing direct training, but was also acting as an ongoing resource—e.g., by helping to develop a facilitators guide.

CECMP project changes were made to extend its timeline and to reallocate some project funds, primarily in order to respond to implementation challenges. For instance, one of the main challenges faced by individual Mentor Programs is organizing Director Seminars; lack of time and minimal community support were specifically cited as challenging factors. In response, CECMP developed *Recipes for Quality: A Guide to the Director Seminar*. This guide presents thoughts and ideas from Director Seminar facilitators and is “designed to assist in supporting local child care directors.” Some budget changes were approved by QCCI to provide training for facilitators who would be

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using the *Recipes for Quality* guide as a tool, as well as to provide support to the *Every Director Counts* program in Alameda County.²

Key project lessons concerned community organizing and conversation as critical tools for effective outreach and training. Because CECMP wanted to serve directors who are not currently “in the loop” (i.e., directors from traditionally underrepresented populations or underserved areas), staff realized that traditional outreach strategies would not be effective. Specifically, CECMP needed to engage in more intensive, interpersonal outreach. As one CECMP staff person observed, “It’s not just about opening the door and sending out a notice, it’s [about] beating the bushes a little bit and going out and talking to these folks.” Part of this strategy for CECMP involved conceptualizing seminar facilitators as *community organizers*—people who can be viewed not just as (college) instructors but also as community liaisons who will meet directors where they are and encourage them to get involved in a support network and pursue professional development opportunities. CECMP realizes that more training is needed to help facilitators develop their role as community organizers.

As was the case with other training and leadership grantees, CECMP also found that *conversation* with practitioners is key to effective outreach and training. For instance, CECMP feels that effective training depends on “gathering as much data from practitioners as possible”—by asking them what types of training and meetings would be most appealing and useful for them. CECMP stressed that such information-gathering sessions should *not* be called focus groups. CECMP advised that trainers simply “call it a potluck dinner and ask some questions.” Finally, CECMP noted that many of its training participants reported that the most valuable or appreciated part of the training was having the opportunity to network and have small group and/or individual conversations with others in the field.

Other lessons for CECMP were the following:

² This project represents a collaboration between CECMP and Alameda County’s First Five Commission, and is modeled on *Taking Charge of Change*.

- *Language barriers for potential applicants.* CECMP noted that there were definite language and writing barriers for some Director Mentor applicants, particularly from the traditionally underrepresented groups that they were attempting to target. However, CECMP could not think of alternate recruitment strategies that were not prohibitively expensive in terms of resources (e.g., one-on-one interviews, site visits).
- *Protégés not as “new” as anticipated.* While CECMP expected that its protégés would be brand-new directors, this proved not to be the case. This group generally already had two to three years of experience. This suggested to CECMP that truly brand-new directors are too overwhelmed to even think of asking for assistance. As one CECMP staff person noted, “They don’t even have the questions formulated yet, they’re just trying to survive.”
- *Offering different types of credit.* CECMP stated that it is important not only to offer credit as an option for training participants, but also to offer credit at different levels. For instance, CECMP noted that many participants at the director level do not want community college credit; rather they want upper division or graduate credit, so it is important to partner with an institution that can accommodate these different needs.
- *Importance of continuous training and the CARES structure.* CECMP feels that one-shot, piecemeal training sessions contribute very little to the child care field and that there needs to be a larger vision of professional development. Specifically, all training should be part of a cohesive professional development system [i.e., the CARES structure].

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needs of different
training
participants.**

FAMILY RESOURCE NETWORK (FRN) OF ALAMEDA COUNTY

FRN received \$100,000 from QCCI to implement Inclusive Child Care Systems and Training over an 18-month period. Specifically, FRN was funded to expand its training, systems advocacy, and leadership efforts to improve the availability of quality child care services to children with disabilities and special health care needs in Alameda County. The project had several ambitious objectives, as follows:

- Develop a training and professional development plan that effectively integrates coursework on disability,

special needs, and inclusive child care practices within credit-bearing classes offered through the four community colleges in Alameda County.

- Increase the number of staff/providers receiving training on disability issues and inclusive child care practices in a variety of locations, languages, and modes of instruction.
- Increase the number of culturally and linguistically diverse trainers with the capacity to provide training, technical assistance, and support on disability related issues, and appropriate strategies for inclusive practices to child care center staff and family child care providers.
- Increase the availability of books, videos, and other supplemental resources to the child care community on topics related to understanding the needs of children with disabilities and inclusive child care practices.
- Promote awareness of quality indicators and critical thinking skills in program self-assessment activities specifically related to effectively serving children with disabilities.
- Provide leadership on state and county level public policy activities to create and support an integrated, unified, and inclusive child care and early education system.

Summary of Project Accomplishments

Although FRN adopted a multi-pronged strategy, its project accomplishments were greatest at the system level.

Although FRN adopted a multi-pronged strategy designed to affect change at many levels, its project accomplishments were greatest in the area of policy or system-level awareness and improvement. At this level, FRN staff represented the voice of families on eight councils and advisory bodies, including the Special Needs Subcommittee of the Alameda County LPC and the Developmental Disabilities Council. FRN staff has provided leadership in the development of all of Alameda County's SB 1703 projects and activities,³ and provided key training and mentorship services to local resource and referral staff on inclusive services. On a state level, FRN was involved in three major activities of the California First Five

³ Introduced by State Senator Escutia and signed into law by Governor Davis in September 2000, SB 1703 provided \$42 million in one-time state funding to expand and improve facilities and equipment in state-subsidized child care programs, with particular attention to expanding program capacity to serve children with special needs. With state approval, up to 30% of the funds provided to a locality could be used to expand the capacity of nonstate-subsidized child care providers to serve children with special needs.

Commission and contributed to the development of the *Transfer the Knowledge Symposium on Inclusive Child Care*, which served as an introduction for many attendees to building a coordinated, county-wide effort on inclusive child care. Overall, FRN's work at the system level has contributed to an increase in the number of local and state agencies, advisory boards, and commissions willing to address access and equity for children with special needs.

In order to realize impact at the local and practitioner levels, FRN worked on information collection and dissemination and provided direct training. On the informational level, FRN expanded and organized library materials and disseminated information to hundreds of providers in the form of brochures, fact sheets, and resource lists. On the training level, FRN developed inclusion workshops and classes that they usually offered within the structure of a pre-existing college course; FRN provided 14 classroom-based trainings to more than 330 child care providers. Topics included an overview of the American Disabilities Act (ADA) and the process for identifying and referring children with special needs. As part of its QCCI project, FRN had also planned to develop and implement a training-of-trainers (ToT) curriculum in order to build the local pool of (bilingual) trainers on inclusive care. While FRN did not finish developing the ToT curriculum, important progress was made with regard to ensuring that the training content and activities would be culturally appropriate to Spanish-speakers.

Because issues of inclusive care are often not even on the radar screen of child care practitioners and policymakers, FRN's work at the system level represented a critical step in raising the *visibility* of children with special needs and their families, thus laying the foundation for expanding its more intensive, practitioner-level work.

Looking ahead, FRN will be looking for additional opportunities to continue work on the ToT program and will continue its leadership role with regard to all of Alameda County's inclusive child care training and services. FRN will be financially supported by the local planning council in providing mentorship, technical assistance, and support to newly hired Inclusion Coordinators at all CCR&Rs in the county.

FRN's work at the system level raised the visibility of children with special needs and their families.

Project Lessons

Overall, the QCCI grant was most critical in allowing the organization to engage in key state and local advocacy and policy efforts related to inclusive care. For instance, FRN's direct involvement in the launching and implementation of activities within SB 1703, California First Five Commission, CDPAC, Alameda County Every Child Counts, and the State Interagency Coordinating Council on Early Intervention "would not have occurred without funding from QCCI."

The primary challenge faced by FRN concerned the particular ambitiousness of its QCCI-funded project, which was designed to affect change on multiple levels—i.e., fostering state-level systems improvements; building a local infrastructure among the disabilities and child care fields; and providing direct support and training to caregivers. While the ambitiousness of FRN's project reflects the organization's desire to link state- and local-level work related to inclusive care, in retrospect, FRN feels that they "bit off more than they could chew," and should have instead concentrated on one level/set of activities (i.e., system-level awareness and improvement only). Public policy activities alone required significant staff hours—e.g., as participants on the California First Five Commission's Advisory Committee on Diversity, and on the School Readiness Workgroup of the California Master Plan for Education, and as key contributors to the Transfer the Knowledge Symposium on Inclusive Child Care held in November 2002. As a result of the project's overall ambitiousness, at least one major outcome was not achieved—the implementation of the Training of Trainers (ToT) program.

Finding project staff with expertise in both early childhood and special needs has been a considerable challenge.

The other challenge faced by FRN concerned staff capacity. First, finding a qualified candidate for the Project Director position proved extremely challenging—in particular, finding a candidate who was familiar with both the early childhood and special needs spheres and who could "hit the ground running." As a result, Kate Warren, the agency's Executive Director, assumed more project implementation responsibility than had originally been anticipated. Second, while FRN designed its project to build upon the activities of the local First Five Commission's Every Child Counts Strategic Plan, FRN found that it did not have enough staff resources to integrate the QCCI project goals into

these activities as rapidly as was planned. However, many of the proposed activities are currently being addressed through FRN's role in Alameda County's SB 1703 activities. Kate Warren is serving as the co-chair for the newly formed Special Needs Subcommittee of the Alameda County Child Care Planning Council. This subcommittee will provide leadership on the development of all future inclusive child care training and services. FRN will receive funds from the council to provide mentorship, T.A., and support to newly hired Inclusion Coordinators at all CCR&Rs in Alameda County.

In keeping with the fact that many of FRN's project accomplishments were at the system-level, their lessons and insights are also primarily at this level, and are specifically concerned with: the cultural appropriateness of training methods, the pros and cons of credit-bearing instruction, and misperceptions in the child care field about serving children with disabilities.

FRN found that designing training for non-English-speaking populations requires a considerable amount of time and initial *conversation*—not so much for the purposes of linguistic translation, but rather for cultural translation and relevance. FRN found that there were certain cultural assumptions and perceptions about disabilities among the Latino community that differed quite significantly from those held by the white population. For instance, while one culture emphasizes fostering independence in individuals with disabilities, the other culture stresses ongoing nurturing and care taking. FRN's experience with the Latino/Spanish-speaking bilingual committee alerted them to the experiences that Latinos as trainers were likely to encounter. Because of the amount of time involved in adapting a training for a different culture, FRN was forced to focus on only one new language (Spanish) and to set aside original project timelines. As one FRN representative recalled:

Project staff expected to have a few brief input sessions [from the bilingual committee] and then move on to designing training activities and content, start training the trainers, and move on to implement actual training of caregivers. It did not turn out this way . . . Had we not engaged in this important conversation with our colleagues at the beginning, we

Like other grantees, FRN found that designing training for non-English speaking populations requires more time for cultural translation than linguistic translation.

would have met a number of project deliverables but we would have overlooked the essential elements of developing culturally responsive training.

FRN noted that providers still want a “checklist” for taking care of a child with special needs, instead of relying on their ability to individualize child care services.

After three meetings with the Latino/Spanish-speaking bilingual committee, FRN realized that it had barely scratched the surface in terms of exploring the topic area, establishing priorities, identifying effective modes of instruction, and debating terminology to use in training. Ultimately, the meetings were critical for determining the critical components of Spanish-language training—e.g., transmitting content through oral tradition, maximizing personal storytelling and conversation, and making extensive use of visuals, role-playing (*teatro*), and group problem-solving. While FRN was successful in surfacing these key elements, the ToT component of the QCCI project was not actually implemented. FRN is seeking additional partners and opportunities to continue its work in this area. On a broader level, FRN recommends that experts in inclusive child care training and culturally responsive training convene a state-level focus group to address the need for inclusive care training and materials in non-English languages.

Similar to other training and leadership grantees, FRN found that credit-bearing instruction has both advantages and disadvantages. While FRN appreciates that credits (and stipends) are effective incentives for caregivers receiving training, enrollment in credit-bearing courses may be at the expense of other important training opportunities, such as those offered through community workshops or seminars on disability-related topics outside the child development field. As one FRN representative noted, “Before CARES, folks were willing to attend courses just to get the training; now it’s not the case without units.” FRN also noted that the focus on community college coursework reduces the number of non-English speaking training participants.

FRN shared extensive lessons regarding the general child care field’s misperceptions about serving children with disabilities. First, FRN feels that providers still want “a checklist” on how they should take care of a child with special needs when instead they should be relying on core child development trainings that emphasize the ability to individualize services to meet the needs of each child. Second, FRN noted that the

child care field often has the perception that one must have special consultants in order to serve children with special needs, which in turn creates the perception that without such consultants, centers should not be expected to serve children with special needs as part of their everyday operations. According to FRN, this perception is reinforced by the fact that there are not enough *references* to the fact that providers should be caring for children with special needs. For instance, there is no language in the California Department of Education's funding terms and conditions that prompts contracted providers to think about addressing the needs of children with disabilities in their programs.

Other key lessons for FRN were the following:

- *Difficulty created by lack of standard message and curricula.* One of the challenges FRN consistently encounters is the lack of a “universal message” with regard to inclusive child care. For instance, there are different interpretations of the American Disabilities Act (ADA) from different trainers and materials.
- *Need to provide different types of training to center staff and family child care providers.* FRN observed that family child care providers want disabilities training when it relates to an actual child that they are serving while center staff is more interested in the “nuts and bolts,” such as policies and procedures related to caring for children with disabilities.⁴
- *Importance of agency buy-in.* Similar to BANDTEC, FRN emphasized the need for buy-in at the organizational level to affect change. As one FRN representative noted, “If center directors don’t believe in including kids with disabilities, then their staff won’t. Inclusiveness must be at the program’s foundation or else staff won’t feel supported in their efforts.”
- *Importance of reinforcing the message of inclusion by incorporating it into all education and training courses.* While FRN provided many different trainings, usually within the framework of pre-existing college courses, the larger goal is to ensure that disabilities instruction is

⁴ FRN noted that almost all their trainees are center staff not family child care provider staff.

reinforced—e.g., by having an instructor that reinforces FRN’s message about inclusionary child care throughout the duration of a course, or by having disabilities content become a permanent part of a college’s child development department.⁵ However, as FRN noted, many instructors do not have the knowledge to reinforce the training; this is a challenge that cannot be resolved until there is “a whole new generation of instructor-trainers.”

- *Importance of conversation as a training tool.* Similar to other training and leadership grantees, FRN also stressed the importance of *conversation* as a training tool, particularly for reinforcing training content. As one FRN representative stated, “Providing places for this conversation to continue would probably be one of the most important things that the training field could do.”

INFANT TODDLER CONSORTIUM (ITC)

ITC received \$100,000 in QCCI funds over 15 months to implement its Infant Toddler Caregiver Leadership Development Project. ITC was funded to expand and strengthen its child care training and leadership development capacity throughout the greater Bay Area using three distinct strategies: (1) translating its existing *Baby Steps* training series into Spanish and implementing this training series among Spanish-speaking child care providers; (2) developing and implementing a “training-of-trainers” model for both the English and Spanish *Baby Steps* training series—targeting experienced caregivers, center directors, and trainers from all Bay Area counties with a special focus on bilingual individuals; and (3) developing and implementing a new *Beginning with Babies* training series, targeted to infant/toddler caregivers who have not previously attended formal credit-bearing training and/or who are not ready to successfully complete a community-college level class.

The ITC project was also designed to test how ITC—which was already well established as an infant-toddler resource organization in

⁵ According to FRN, Merritt College is the only college with an Early Intervention Certificate Program. It was through FRN’s efforts that special needs/inclusive care coursework became a permanent part of Merritt College’s Child Development Department.

several Bay Area counties—could begin enlarging its service area to include additional counties. To expand ITC’s geographic coverage, the agency was funded to initiate its *Beginning with Babies* curriculum among caregivers in Marin County. The organization also proposed to conduct outreach and develop stronger linkages with the child care community in Santa Cruz County as a first step in expanding its services to providers in this county.

Summary of Project Accomplishments

ITC’s project represented a blend of new and expanded activities, nearly all of which were related to providing direct training services to traditionally underserved provider populations. ITC successfully developed and piloted the new *Beginning with Babies* series, although with only four provider-participants. ITC also successfully developed and piloted the Spanish version of *Baby Steps* with 14 child care providers. ITC built the skills of trainers as well as practitioners by developing and piloting a training-of-trainers model for the Baby Steps curriculum, with 12 participants from four counties; two of the participants were bilingual.

Evaluation forms from *Beginning with Babies* indicated that participants had a valuable chance to reflect on what it means to care for babies, learn key concepts in quality infant and toddler care, and feel empowered to improve care practices at their organizations. Feedback from Spanish *Baby Steps* participants was also positive; providers learned about culture in care, along with the more traditional infant/toddler concepts, and expressed interest in having more Spanish training opportunities. Trainers who participated in the training-of-trainers model also provided positive feedback on their experience.

Overall, although the size of the provider/trainer population reached by ITC was small (30 individuals), to some extent this was to be expected given the significant effort required simply to *develop* the three new training models. With the QCCI grant, ITC was able to engage in development and piloting these new models, and to better position itself for full-scale implementation to a broader population of providers and trainers. Finally, the QCCI grant also allowed ITC to lay critical

QCCI support allowed ITC to develop and pilot three new training models and to better position itself for full-scale implementation.

groundwork for future training efforts through outreach and relationship-building efforts with Santa Cruz County.

During the project period, ITC also enjoyed financial support from Alameda County's First Five Commission. This funding allowed ITC to help establish relationships between parents and providers, and to develop a Parent Page and a Trainers Column on their multilingual newsletter and website. Overall, ITC appears well-positioned to continue its work after the QCCI project period, with a full training schedule in place for the 2002-2003 year.

Project Lessons

ITC reports that QCCI's Round 2 funding helped the organization further its fundamental goals. For instance, developing the training-of-trainers model helped ITC move toward its goal of recruiting and training more bilingual infant-toddler trainers in early childhood education. Translating *Baby Steps* into Spanish contributed to ITC's goal of providing multilingual services. And developing *Beginning with Babies* helped ITC reach out to on-the-floor providers and increase the level of professionalism among new entrants to the field and care providers who may not have received much formal education in early childhood education.

ITC experienced few major challenges or changes during the project period. While ITC's Executive Director departed unexpectedly in 2002, the organization was able to complete all of its originally planned activities, although its outreach for *Beginning with Babies* was not as extensive as it would have been had the Executive Director not departed. One of the few changes made to project activities concerned ITC's plans for Santa Cruz County. While ITC originally planned to offer training services to this county, in response to initial conversations with Santa Cruz, ITC instead chose to concentrate on relationship-building in Santa Cruz County and to limit its implementation focus to Marin County. Given this development, ITC truly appreciated the flexible structure of QCCI grantmaking; as one ITC representative noted, "That's why I really appreciated the flexibility of the QCCI grant; [it's] difficult to find places that will support *responsive programming*."

ITC's major lessons learned centered around effective outreach and relationship-building strategies and providing training that is both culturally appropriate as well as sensitive to caregivers' particular needs and professional challenges.

As previously mentioned, ITC chose to concentrate on relationship-building rather than training implementation in Santa Cruz County. This decision was made because ITC learned that effective outreach requires a significant amount of time. As one ITC representative noted, "We had really thought that within the year, we were really going to be established in Santa Cruz, but a year is basically only enough time for people to recognize your name and to say good things and not bad things." ITC feels that this lesson will be valuable in moving forward with its goal of becoming a statewide organization.

ITC found not only that relationship-building requires a significant amount of time, but also that it serves as a critical foundation for service provision by an "outside" agency. One ITC representative reflected on the Santa Cruz experience by noting the following:

It was ascertained that the Consortium's linking with the community would be accomplished through the cultivation of long-term relationships. The county would be resistant to an outside agency blowing into town and setting up shop without having established long-term relationships with the many interest groups in the area.

Finally, ITC found that effective outreach to Santa Cruz County required a respectful and flexible tone. ITC communicated a willingness and desire to help Santa Cruz, but not to supplant or dominate any local efforts. ITC also expressed its desire to *learn* from Santa Cruz in addition to its wish to provide training. ITC feels that adopting the tone they did was key to the responses and call-backs they have received so far from Santa Cruz stakeholders. In general, imparting a sense of flexibility means that ITC can be a "helpful presence" in many varied communities. And as one ITC representative added, "What that helpful presence *looks* like will be determined by each community."

ITC found that building new county relationships not only requires a significant amount of time, but can also be a prerequisite for offering training services.

ITC found that unstructured opportunities for conversation are important for “celebrating” providers and for gleaning ideas and language that will be effective in future training efforts.

Part of ITC’s project required a translation of *Baby Steps* into Spanish. Similar to FRN, ITC’s experience highlighted the need to engage in *cultural* as well as linguistic translation, with the former requiring more time than might be anticipated. One ITC representative characterized cultural translation as “an additional layer [you] need to go through before actual language translation.” For instance, while a certain Spanish word might be technically correct for the word “caregiver,” it might also carry certain unfavorable connotations that may also vary by region or by particular Spanish-speaking populations. ITC utilized a number of Spanish-speaking staff members at BANANAS to act as a sounding board on cultural appropriateness. For working with non-English-speaking populations, ITC also recommends getting in contact with as many community leaders as possible—even if they are not within the sphere of early childhood—just to share training and project plans.

Project implementation also required ITC to be sensitive to the professional needs of caregivers in general and to respond appropriately. In ITC’s view, caregivers are “very embattled, not paid enough, bombarded with information, and rarely listened to or celebrated.” Given this, ITC frames their trainings not as yet another lecture, but as an opportunity for caregivers to feel better about the challenges of their work by *talking* about them and getting peer support. ITC also attempts to incorporate unstructured time for talking and listening into all of its trainings and conferences. Similar to BANDTEC, ITC found that participant caregivers often express that this time is their favorite part of the training experience. As an additional benefit, ITC uses the unstructured conversation time as a way to glean keywords and language that can in turn be used effectively in trainings and conferences.

Other key project lessons for ITC were the following:

- *Potential benefit of screening trainees prior to training.* Particularly for more intensive training opportunities, such as the six Saturdays required for *Baby Steps*, ITC feels that it would be beneficial to have at least one initial conversation with prospective trainees in order to get a sense of what they are looking for and whether the training will meet their needs.

- *Importance of building confidence as well as skills of prospective trainers.* ITC feels that while many individuals have the *skills* to be an ITC trainer, they often lack the confidence to do so, particularly since there is a lack of general information and knowledge about what it takes to become a trainer or leader in the early childhood field.
- *Pros and cons of credit-based trainings.* While provision of credit draws more participants to trainings, ITC worries that this can create the undesirable situation where training credit is more important in driving attendance than training *content*. ITC cites examples where individuals would call them to ask if a conference offered credit even before reading the conference brochure.

While academic credit may be an effective training incentive, ITC worries that credit rather than content may be driving attendance.

SUMMARY OF QCCI SUPPORT FOR TRAINING & LEADERSHIP DEVELOPMENT GRANTEES

It is clear from the previous summaries of grantees' accomplishments and lessons learned that training is not a single activity, but rather is part of a much more intensive and necessary cycle involving: relationship-building and needs assessment; curriculum and resource materials development; outreach to targeted recipients, to the broader child care community, and at times to the community at large; delivery of training; and provision of follow-up support. With such a broad array of activities needed to accomplish training goals, it was unlikely that 12 or even 18 months would be sufficient to reach large numbers of practitioners, or to realize significant change in practitioners' knowledge and/or behaviors. Thus, training and leadership grantees provided little evidence of achieving this level of impact. Overall, this raises the need to: (1) plan for longer project cycles in order to take training efforts to scale, and (2) plan for grantees to engage in specific follow-up data collection activities, in order to see how their training activities affect providers in their work and organizations in the longer term.

Despite the fact that training and leadership grantees realized only limited impacts at the provider level, QCCI's support was critical in laying the foundation for future, successful training efforts—e.g., translating a training curriculum into the Spanish language and culture,

It is clear from grantees' experiences that training is not a single activity, but rather is part of a much broader and more intensive cycle.

Though grantees realized limited impact at the provider level, QCCI's support was critical in laying the foundation for future, successful training efforts.

Grantees and funders should not underestimate the amount of “pre-work” needed to lay the foundation for actual training to occur in new areas.

establishing a new working relationship between an agency and a county. In general, QCCI’s support allowed grantees to deepen and/or expand their work, and to work toward fundamental organizational goals, such as providing multilingual training services. Thus, the value of QCCI’s support is related to the collaborative’s strategy of trusting the grantees as experts in their field to *continue* building and expanding on their previous work, rather than requiring them to engage in trendy projects that are expected to have an immediate short-term payoff. In this way, QCCI again showed its willingness to fund critical but perhaps untraditional grants (such as policy/advocacy work)—an approach appreciated by grantees across *all* strategic areas. QCCI’s support was also crucial for raising the visibility of grantees’ work and organizations, thus opening the doors to additional funders and relationships that will allow grantees to further their training efforts and goals. In this way, QCCI support allowed training and leadership grantees to build their *own* organizational capacity as well as that of their training *recipients*.

Finally, QCCI’s support “bought” key lessons that may be applied to future training and leadership development efforts in the early childhood education field. While the previous discussion demonstrated how varied these individual lessons were, they may be clustered into general themes.

First, grantees’ experience highlights the challenges involved with expanding training services to additional geographic areas. These challenges are concerned primarily with the *time* required to establish working relationships with new areas and the *flexibility* needed to ensure that training and other services match the particular needs of a county or region. The implications here are that: (1) grantees (and funders) should not underestimate the amount of effort or “pre-work” needed to lay the foundation for actual training to occur in new areas—indeed, such groundwork may require a grant in and of itself; and (2) QCCI’s willingness to let grantees revise their approach as needed assumes particular importance in the context of such relationship-building, where unexpected developments must truly be expected.

Second, successful outreach to potential training participants—particularly to those from traditionally underserved populations—will likely require proactive and time-consuming strategies. Specifically, trainers may need to meet potential trainees “where they are,” and provide a level of active encouragement in order to secure their participation in training opportunities. Several grantees found that training targeted to family child care providers had to be targeted to concrete issues providers were experiencing in working with their current pool of children in order to engage provider interest. In contrast, training targeted to workers within child care centers had to be more general and theoretical to prepare these workers to deal with a broad range of children and their varied needs.

Third, *dialogue* emerged as an absolutely critical tool for both outreach and training. For outreach, dialogue between trainers and providers served as a way to collect information about providers’ priority issues and what might be effective ways to address those issues (e.g., using particular terminology). For training itself, dialogue served as a way for providers to feel comfortable about the subject matter, express frustrations and share best practices, and receive peer-to-peer support. Providing a specific *forum* for this dialogue to occur (e.g., through T.A. groups) was found to be particularly crucial for allowing providers to continue focusing on the priority issue at hand, and to continuously reinforce their acquired knowledge. Finally, providing opportunities for unstructured conversation at training events was an approach much appreciated by participants, not only to receive peer support, but also to feel celebrated rather than embattled in their work.

Fourth, *cultural* translation emerged as an important but time-consuming preliminary step to *language* translation when attempting to serve multicultural populations. Grantees found that discussions with representatives from non-white populations allowed them to uncover hidden assumptions in their training frameworks (e.g., a parent’s goal for her child with a disability should be to foster independence) and to realize which approaches would be particularly effective for certain cultures (e.g., storytelling activities versus lecture). While holding these

Dialogue emerged as an absolutely critical tool for both provider outreach and provider training.

types of conversations required a significant amount of time, grantees felt that cultural translation set the stage for future training success.

Fifth, securing *organizational* involvement was important for ensuring that individual trainees are supported in their work, and that agency-level change has the best chance to occur. This has implications for recruitment strategies (e.g., recruiting trainees/participants through agencies, the way BANDTEC did) as well as for ongoing agency involvement (e.g., having agencies help participants think through areas for change), so that agencies are truly invested in the change process.

Finally, the experience of training and leadership grantees suggests that providers will be less likely to attend training that does not provide for academic credits, even if the training is otherwise responsive to the training needs of child care provider needs. Some grantees were worried that targeted groups—such as providers from non-English-speaking populations—would miss out on potentially valuable training opportunities (such as informal workshops for providers who have never taken a community college class) because they wanted to attend only credit-bearing training. Other grantees arranged with educational partners to offer credit for project-related training activities. One grantee found that when arranging for the provision of credit, it was important to offer different levels of credit (e.g., community college as well as upper division or graduate-level credits) in order to meet the needs of various child care staff.

In sum, QCCI's Round 2 grantmaking to training and leadership grantees resulted in a significant amount of progress not just in terms of training development and provision, but also in *building the knowledge of the field* with particular regard to what works in training, and what does not. Key to this success was QCCI's flexibility and its willingness to allow grantees to engage in *responsive programming*—adapting their implementation strategies as needed to meet ultimate project and longer-term goals.

QCCI support led to a significant amount of progress not just in terms of training development and provision, but also in building the knowledge of the field with regard to what works in training, and what does not.

V. QCCI SUPPORT FOR FACILITIES DEVELOPMENT

INTRODUCTION

To further the identified Round 2 priority area of supporting the development of child care facilities, the QCCI strategic framework called for activities at two levels: (1) promote development of technical assistance and financing intermediaries, and (2) provide funding to support individual project grants for facility development and improvement. QCCI addressed both levels by making a grant of \$100,000 to the Low Income Investment Fund (LIIF), a national community development financial institution that provides housing and facility-related technical assistance to nonprofit organizations serving low-income people.¹

BACKGROUND OF FUNDED PROJECT

QCCI's Round 2 grant to LIIF—referred to as the Predevelopment Pool grant—was for a period of approximately one year, from July 2001 to June 2002. The overall goal of this grant was to increase the supply of quality child care for Bay Area welfare-to-work and low-income families. The Pool's strategy for meeting this goal was to create a predevelopment fund that would support grants of up to \$25,000 to licensed, non-profit child care centers for planning and/or predevelopment costs associated with creating new child care spaces. Supported activities included needs assessments, feasibility studies, project design, as well as developing organizational capacity to carry out facility-related fundraising and planning.

The grants were to go to high priority centers—i.e., centers that served low-income populations and/or children with special needs, and had the support or recommendation of their Local Planning Council (LPC) or Children and Families Commission (CFC). The grants were also to be

¹ QCCI made a second grant to LIIF of \$200,000 to support the creation of an Inclusion Fund to promote the creation/adaptation of facilities that can accommodate children with special needs. However, because of delays in the timing of this second QCCI grant (funded through a grant to QCCI from the California Endowment), the grant to the Inclusion Fund was not included in the SPR evaluation.

made to centers in a variety of counties and with a variety of age groups served. In order to advertise the Predevelopment Pool to prospective center-applicants, LIIF involved the LPC and CFC from each of the nine Bay Area counties, as well as other child care agencies such as local facilities development groups. These agencies helped distribute Pool flyers through their mailing lists and face-to-face meetings of local child care providers. LIIF also advertised the Pool through several of its workshops and conferences. Finally, word about the Pool was also advertised through word-of-mouth and personal relationships between LIIF and child care centers. In the end, LIIF received 18 applications for Pool grants and approved 12 grants totaling \$250,000. These grants were awarded to individual centers at the end of LIIF's grant period for QCCI.²

In addition to providing for the actual planning grants to centers, the Predevelopment Pool grant to LIIF was also designed to: (1) provide technical assistance workshops and materials to child care providers in order to build capacity in the areas of business practices and facilities development, and (2) link child care providers with appropriate consultants in the field of facilities development, such as engineers and architects with expertise in child care facilities.

The Predevelopment Pool grant represented an expansion of LIIF's Child Care Facilities Fund (CCFF). The Predevelopment Pool grant allowed LIIF to expand CCFF's services from San Francisco County to eight additional Bay Area Counties. In addition, the Predevelopment Pool grant allowed LIIF to provide services and support for child care providers during an even earlier stage of facilities development.

In this chapter, we review the activities, goals, and accomplishments of LIIF and the facilities development area. In Appendix G, we have included a brief table summarizing the specific objectives identified by LIIF. For each objective, Appendix G summarizes the completed activities or outputs relevant to that objective as well as outcomes or accomplishments resulting from the activity.

² The timing of the Pool awards at the end of the QCCI grant period explains why data on centers' intermediate outcomes were not available to the evaluation.

GRANTEE GOALS AND OUTCOMES

The Predevelopment Pool grant period ended in June 2002. As can be seen in Appendix G, LIIF made considerable progress toward its prime objective—the creation of 400 new child care spaces. Specifically, during its grant period, the Predevelopment Pool supported planning efforts for the creation of 372 new spaces.³ LIIF also made considerable progress toward its other long-term objectives: increased practitioner knowledge, new funding commitments to sustain the Predevelopment Pool, and new or enhanced systemic relationships (between child care centers and development specialists and organizations).

With regard to increased practitioner knowledge, LIIF held two workshops for center staff and family child care providers on facility development issues, such as the steps and processes required for building or expanding a child care facility, and how to maintain a facility once it is built. Nearly 80% of the workshop attendees gave their workshop a mark of “good” or “excellent.” However, the available information was not detailed enough to enable us to document the actual knowledge obtained by attendees or to assess what contribution that increased knowledge has made to providers’ subsequent facility development efforts.

With regard to new funding commitments to sustain the Predevelopment Pool, QCCI’s support has provided LIIF with a level of credibility that has proved crucial to opening the doors to additional sources of financial support for LIIF’s child care facility development line of business. Although not all of the additional funding is earmarked to support the Predevelopment Pool Fund, it is important to note that CCFF had four key funders at the time it received its QCCI grant; the program now enjoys the support of 14 funders. Key among these new funders is the David and Lucile Packard Foundation, which has asked LIIF to administer the financing services component of its new Affordable Buildings for Children’s Development (ABCD) Fund—formed in order to create a statewide intermediary for financing facilities development via private and

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³ Because the Predevelopment Pool grants were awarded at the end of the QCCI funding period, no information is available on whether the grantees actually made progress in developing the planned spaces.

philanthropic investments. The ABCD Fund demonstrates an increased commitment by major foundations to address child care facilities development issues.

With regard to its objective of new and/or enhanced systemic relationships, LIIF has linked child care providers to needed specialists—such as architects or engineers with expertise in child care facilities—by making referrals to the Building Child Care website (www.buildingchildcare.org), which it has developed in collaboration with other resource agencies. This website serves as a clearinghouse for information about facilities publications, resources, and consultants. The QCCI grant has also enabled QCCI to develop new linkages with other resource organizations in the Bay Area child care field, such as the Infant Toddler Consortium.

Finally, LIIF had several accomplishments related to key process issues. First, LIIF successfully involved the LPCs and CFCs from all Bay Area Counties in the outreach and marketing efforts for the Predevelopment Pool (e.g., mailings and flyers). Second, of the 12 grants made to centers by LIIF's Predevelopment Pool, all but one served low-income children, five served children with special needs, ten were located in high priority areas (as defined by LPC), 11 had the support or recommendation of their LPC or CFC, and all but one met the grant matching recommendation of 20% or \$5,000. The 12 grantees represented/served all age groups (infant, toddler, preschool, and school-age), but county representation was not as diverse as LIIF had hoped. The 12 grantees represented five counties. Contra Costa, Monterey, San Francisco, and San Mateo Counties were not represented.

LIIF did not anticipate the sheer amount of time and effort needed to establish new working relationships with Bay Area Counties.

LESSONS LEARNED FROM FACILITIES GRANT

One of the earliest lessons LIIF learned was that the time needed for relationship-building cannot be underestimated. In extending its reach from three to nine counties, LIIF did not anticipate the sheer amount of time, effort, and personal contact that would be needed to establish new working relationships with local child care organizations and prospective applicants to the Predevelopment Pool. Had they had more resources at

their disposal, LIIF would have sent more personal representatives to different Bay Area counties to establish and further these relationships.

Another type of inter-agency relationship that LIIF learned about was that between LPCs and CFCs and local centers. While LIIF had envisioned that LPCs and CFCs would play an integral role with regard to reviewing and recommending grant applications from centers, LIIF learned that LPCs and CFCs wished to remain neutral in their relationships with centers, and many times would only provide nominal letters of support or confirm that the applicant was located in a high priority area of the county. While LIIF is considering working with LPCs and CFCs to formulate a list of criteria that can be used to *objectively* rank an applicant's priority for a Pool grant, until then, these agencies will be used to "develop, market, and evaluate the program, but not to make grant decisions."

LIIF faced its own challenges internally with regard to reviewing grant applications. Specifically, LIIF found that a number of the applicants did not possess a certain threshold of organizational capacity to manage grant funds and capital development projects. From this experience, LIIF emphasized the importance of articulating a specific target group from the larger "in-need" population, and developing relationships with other local "sister initiatives," so that unsuccessful grantees have recourse to alternative business planning and capital development resources.

Finally, though LIIF targeted the Predevelopment Pool towards high priority centers—specifically those that served a significant number of low-income children and/or children with special needs—LIIF did not collect data on grantees' total enrollment or on the proportion of children served that have special needs and/or belong to low-income households. Without this type of data collection in place, it was not possible to determine whether the centers that were selected to receive Pool funds serve a significant number of individuals from these targeted populations.

LIIF stressed the importance of establishing relationships with "sister initiatives" so that unsuccessful grantees had recourse to alternative resources.

CONCLUSION

The resources needed for facilities development in the child care field are enormous. Through two rounds of grantmaking, QCCI has

While predevelopment planning represents a critical step toward establishing physical buildings and actual child care spaces, support for this more “invisible” process has traditionally been lacking.

learned how to further the broad goal of facilities development by dedicating itself to a particular niche in the field—predevelopment planning. While predevelopment planning represents a critical step toward establishing physical buildings and actual child care spaces, support for this more “invisible” process has traditionally been lacking, posing a challenge in particular for high priority centers that serve targeted groups, but lack the organizational capacity to apply for and manage a capital development project. For future funders that also wish to target centers serving low-income children and children with special needs, QCCI provides a valuable reminder that priority centers often require the greatest amount of capacity-building and technical assistance to even *apply* for a grant.

The larger lessons here are that: (1) facilities development requires two different levels of assistance—that related to building basic organizational capacity and that related more specifically to facilities funding, development, and maintenance, and (2) facilities development represents a long-term investment, and that the timeline will likely be attenuated still further for those centers serving the most vulnerable populations. Funders may also need to reassess their expectations around benchmarks of progress for facilities development grants. Specifically, funders may need to consider what are reasonable benchmarks of progress during the planning process that, once met, will also help ensure that “bricks and mortar” are actually laid further on down the facilities development road.

VI. QCCI SUPPORT FOR THE DEVELOPMENT OF CENTRALIZED ELIGIBILITY LISTS

INTRODUCTION

Centralized Eligibility Lists (CELs) are designed to: (1) simplify parental access to public child care subsidies, and (2) coordinate information about the supply and demand for subsidized child care. By simplifying the process of linking families to available subsidized child care slots, CELs are intended to benefit families seeking subsidized care, child care providers, and child care planners. Having a CEL in place enables parents to sign up for all child care subsidy programs at one time without the burden of having to fill out multiple applications at multiple sites. For providers, CELs are expected to increase the efficiency and reduce the administrative burden of filling available subsidized slots. For child care planners, the data collected by CELs are expected to provide information about the number of low-income households that need financial assistance to help pay for child care and the types of care most often needed. This information should be valuable to policy makers, planners, and advocates interested in setting the level of public child care subsidies, establishing eligibility for subsidies, and allocating subsidy dollars among different child care program types.

At the time that QCCI was taking shape, many counties had become interested in planning CELs. CELs were viewed as desirable both because of the increased demand for child care created by welfare reform and because of a new state legislative mandate that local child care planning councils consolidate local child care waiting lists. Because of the comprehensive nature of CELs, these local planning efforts strove to involve all members of the child care community, including representatives of parents, providers, child care planners, and resource and referral agencies.

QCCI first became involved in supporting CEL planning early in its first round of grantmaking. Among the early “linkage” grants awarded by QCCI in September 1998 were grants to organizations in three counties to bring together local child care planners and providers to begin developing

QCCI's CEL Project was designed to help individual counties implement CELs as well as to convince state-level policymakers of the importance of CELs.

CELS. After recognizing the similarities between their individual planning concerns and learning experiences, the initial three QCCI grantees funded to develop CELs encouraged QCCI to support coordination of county CELs as an ongoing project. The resulting QCCI CEL Project—which is the subject of this chapter—was designed to: (1) help individual counties implement CELs as well as (2) bring the importance of CELs to the attention of state-level policy makers and administrators in the state of California.

One important goal of QCCI's CEL Project was to assist the state in assuming a leadership role in guiding, supporting, and coordinating county-level CEL implementation. Through its early support of CEL research and planning, and its continued support of this project, QCCI has demonstrated that philanthropy can serve as a catalyst for state-level initiatives and can promote change in state policies.

SUPPORT FOR THE CEL PROJECT DURING THE FIRST ROUND OF QCCI

During its first round of grantmaking, QCCI contributed to the CEL Project in several distinct ways, including:

- Providing funds to support early CEL planning efforts in individual counties.
- Developing state-level leadership for the project by forming a State CEL Task Force and encouraging the state agencies to play a strong role in guiding, funding, and coordinating the counties' CEL efforts.
- Facilitating agreements on core data items for CELs and encouraging private technology vendors to include these core data elements in the information systems they have developed for use by counties.
- Facilitating information sharing and networking between and among individual counties at different stages of CEL planning and implementation.

Supporting Early CEL Planning Efforts in Individual Counties

QCCI began its involvement in CELs by supporting individual county planning efforts through “Fast Track” grants. When QCCI subsequently announced the availability of competitive grants in its first RFP for child care-

related projects, several Bay Area counties had already begun work on their plans to develop CELs. Counties saw an opportunity through QCCI funding to ease the financial burden of meeting the state's requirement that each county consolidate its waiting lists for subsidized child care. Organizations in three counties—**Alameda County Child Care Planning Council, Community Action Marin, and Wu Yee Children's Services** in San Francisco—requested and received competitive grants from QCCI to help support their CEL planning efforts.

Shortly after the initial grants were awarded, these three counties encouraged QCCI to act as a catalyst for CEL planning by convening all Bay Area counties interested in CEL development. In December 1998, QCCI convened 26 representatives of child care organizations from eight Bay Area counties, as well as representatives from the California Department of Education, Child Development Division and the California Department of Social Services, to discuss issues involved in developing CELs. Attendees at this regional forum discussed: (1) the benefit of convening groups of counties to share information about CEL planning at the county level, (2) the need to get all counties to commit to developing CEL information systems built around a standardized set of data elements,¹ and (3) the importance of getting the state interested in supporting the development of CELs throughout California.

Attendees at the first Bay Area regional convening acknowledged that it would also be beneficial to bring together CEL planners in other regions of the state. To allow the emerging QCCI CEL Project to take on a statewide focus, the David and Lucile Packard Foundation provided funds to support regional meetings of CEL planners in other geographic regions of the state.

Developing State Level Leadership

To foster state-level guidance and leadership for the CEL Project, QCCI offered to facilitate a strategic planning process involving key state stakeholders. To secure input from stakeholders, QCCI invited

¹ Standardization of CEL data items would allow child care planners and advocates to aggregate county-level CEL data to assess the level and nature of the demand for child care subsidies throughout the state.

representatives of key groups to participate in an interagency state-level CEL Task Force, jointly sponsored by QCCI and the State of California. The CEL Task Force had representation from interested counties, state agencies, and state-wide membership groups involved in child care issues, including but not limited to the California Alternative Payment Program Association, the California Child Development Administrators' Association, county welfare agencies, California Head Start Association, and the California Child Care Resource and Referral Network.

Respondents indicated that the QCCI Director was able to play a key role in the successful formation of the CEL Task Force because of her stature as an established stakeholder in the child care community who could bring together others concerned with child care. State agencies welcomed QCCI as a player because of its ability to create an atmosphere conducive to collaborative decision making. According to one state level respondent, the QCCI Director was able to establish a feeling of collaboration; the meetings she convened were always regarded as a time when work would get done. At a time when there was very little state staff available to support the development of the CEL Task Force, QCCI acted as the "driving force" to ensure state involvement in CEL issues and keep CELs on the state agenda.

QCCI acted as the driving force in ensuring state involvement in CEL issues and keeping CELs on the state agenda.

These efforts bore fruit in October 2000, when the Child Development Division of the California Department of Education announced the availability of \$1.35 million in one-time state funding to support a Centralized Eligibility List Pilot Project. The establishment of a state CEL Pilot Project at the initiative of the Governor was a notable accomplishment that denoted: (1) the engagement of the State Department of Education in the CEL development process, (2) the Governor's interest in using CEL data to support fiscal planning in the child care field, and (3) an expectation that, if individual county CELs were shown by the pilot to be feasible and effective, the state might provide expanded funding in the future to implement a statewide CEL system.

The state invited local child care planning councils to apply for pilot funds to (a) start-up or (b) maintain, improve, or expand a local CEL. Simultaneously with the commitment of state funding to support ten CEL

pilot counties, staff of the Child Development Division within the California Department of Education started assuming much of the responsibility for administering the CEL Pilot Project. The QCCI role gradually “faded” as the state administration of the Pilot Project grew. However, QCCI continued to play a unique role in sharing information with counties not participating in the state CEL Pilot Project and helping to coordinate the interests of state agencies, local child care planning councils, and child care stakeholder organizations in the further development of CELs. It also continued to play a role in helping to disseminate information about effective CEL designs and practices.

Facilitating Data Agreements and Encouraging Involvement of Technology Vendors

QCCI played an important role in facilitating agreements about standard data elements to be used by individual CEL systems. The regional meetings of CEL planners convened by QCCI in the spring of 1999 provided initial forums at which CEL planners agreed on standardized data collection procedures. Once CEL planners had agreed on a set of standardized data elements, QCCI also worked with state-level stakeholders to negotiate agreements on the standardized data elements. Finalizing the standardized data elements was seen by members of the Task Force and the counties as a significant achievement that was subsequently approved by the Deputy Superintendent of the Child Youth and Family Services Branch of the California Department of Education.

QCCI also worked with potential technology vendors to ensure that the standardized data elements would be incorporated into software products developed for use by counties operating CELs. Because of QCCI’s preliminary footwork and persistence, the state will be able to aggregate the most important information (i.e., the standard data elements) from multiple counties and develop regional and state-level estimates of the unmet demand for subsidized child care.

Facilitating Information Sharing and Networking Among Counties

The QCCI CEL Project has played an important role in promoting peer to peer information sharing among counties that are planning or

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implementing CELs. In carrying out this role, QCCI has sponsored periodic regional meetings of CEL planners and managers and developed an initial web site on the CEL project to disseminate available information about county progress.

Sponsoring Regional Meetings of CEL Managers

During its first round of grantmaking, QCCI sponsored two rounds of regional meetings of potential county CEL planners to enable them to: 1) learn from one another, 2) inform QCCI and the state of their technical assistance needs, 3) learn about successful CEL models, and 4) discuss statewide compatibility issues within the context of local flexibility and control.

**QCCI's regional
CEL meetings
helped create
buy-in and
overcome
resistance to the
CEL concept
among the more
skeptical counties.**

An initial round of regional meetings was held between October 1999 and February 2000. At these meetings, QCCI presented information about the identified successful CEL models in California and other states, and helped counties discuss and negotiate agreements about standardized data items. According to meeting attendees, these meetings were effective in creating "buy in" and overcoming resistance to the CEL concept among counties that had previously been skeptical about whether such a tool could be useful in their local area.

The QCCI CEL Project sponsored a second round of regional meetings between March and May 2001. This second round of meetings once again provided local CEL planners the opportunity to learn from each other and share information and experiences. At this meeting, a representative from the California Department of Education, Child Development Division provided information about the state's CEL Pilot Project funding in ten counties. Vendors that had created CEL programs provided information about CEL software program capabilities and other technology issues.

According to one CEL Task Force member, QCCI's continued involvement in hosting regional meetings kept up the momentum of CEL planning and reminded attendees of the overarching vision of improved information on household needs and improved allocation of child care subsidies. As a result of these meetings, counties were able to express

concerns and celebrate accomplishments. The second round of QCCI-sponsored regional meetings also provided an opportunity to bring the pilot and non-pilot counties together to bridge their varying experiences and progress in creating a CEL. QCCI saw that a link needed to be created early on in the learning process to promote peer learning between the pilot and non-pilot counties. While the state has funded and is administering the CEL Pilot Project, it has done little to keep non-pilot counties involved. Through the spring of 2001, the QCCI CEL project continued to play an important role in keeping non-pilot counties informed and involved in CEL implementation issues.

Sponsoring a Web Page to Disseminate Information to All Counties

To accomplish its goal of encouraging communication on CEL planning efforts, the QCCI CEL project also developed a web page (www.celproject.org) dedicated to disseminating information across the state. This effort by QCCI helped to keep all counties (i.e., not just pilot counties) abreast of new developments in CEL design and implementation. The site provides a summary report on the development of CELs. It also provides an overview of the CEL Pilot Project, information about regional meetings and events, links and contact information for key CEL planners/managers in the fifty-eight California counties, a directory of vendors providing CEL software packages, a list and explanation of the CEL Standard Data Elements, and links to many useful child care resources.

CONTINUATION OF QCCI SUPPORT FOR THE CEL PROJECT DURING ROUND 2

With the implementation of the CEL Pilot Project by the State of California during 2001, much of the day-to-day leadership of the CEL initiative transferred to the public sector—specifically to staff within the Department of Education's Child Development Division. However, QCCI continued to play an important supporting role in facilitating meetings of the state's CEL Task Force and supporting networking on CEL design and implementation issues among all counties in the state.

QCCI's regional CEL meetings sustained the momentum of CEL planning and reminded attendees of the overarching vision and benefits of CELs.

In the fall of 2002, after the state-funded CEL Pilot Project had been underway for a year, QCCI organized and co-sponsored a third round of regional meetings of CEL planners and managers from counties throughout the state. Topics discussed at this round of meetings included strategies for securing future funding for continued CEL implementation in the pilot counties and expansion of CELs to additional, non-pilot counties. In addition, counties participating in the CEL Pilot Project shared details regarding the implementation challenges they had encountered and how these challenges had been addressed.

SUMMARY OF CEL PROJECT OUTCOMES AND LESSONS LEARNED

As described above, QCCI has made important contributions to the development of CELs in California's counties. These contributions have been particularly critical in: (1) supporting the early planning for CEL design and implementation at the county level; (2) assisting the state to play a leadership role in guiding county implementation efforts; (3) building a consistent framework for CEL data collection and information management and encouraging technology vendors to support the standardized data elements; and (4) supporting information-sharing between pilot and non-pilot counties. Stakeholders assert that without the logistical planning and support provided by the philanthropic community, individual counties and the state would not be as far along as they currently are in testing the CEL approach.

The QCCI CEL Project has not only helped to prepare the way for a statewide CEL system, but has also provided a model of how philanthropy can work with the public sector to address the needs of children and their families.

QCCI's CEL Project has not only helped pave the way for a statewide CEL system, but has also shown that philanthropy can work with the public sector to address the needs of children and their families.

VII. EVOLUTION OF QCCI AS A FUNDERS' COLLABORATIVE

INTRODUCTION

In this chapter, we examine the evolution of the Quality Child Care Initiative as a regional funders' collaborative and describe the lessons learned from the experiences of participating QCCI funders and grantees over the second round of pooled grantmaking. Among the issues discussed in this chapter are the following:

- The number and types of funders participating and the total level of funding distributed in QCCI's second round of pooled grantmaking.
- Staffing QCCI operations and the administration of QCCI grants over time.
- The composition and role of the QCCI Leadership Team, and how leadership of the initiative evolved over time as a result of turnover within the staffs of participating funders.
- How the QCCI funders went about developing a responsible "exit strategy" as QCCI's pooled grantmaking came to an end.
- A summary of funder perceptions about how QCCI impacted early childhood education philanthropy.
- A summary of grantee perceptions about how QCCI impacted early childhood education practitioners in the San Francisco Bay Area.

BACKGROUND

As described in the *Report on the First Round of the Quality Child Care Initiative* (Deborah Kogan, Jennifer Henderson, et. al, April 30, 2001), the model of collaborative grantmaking developed by QCCI included several key features:

- *The use of an action learning loop* that linked funders and grantees into a learning community in which both funding strategies and practitioner approaches evolved in response to an ongoing assessment of best practices and changing local conditions.

- *The development of a comprehensive vision of the different issues that affect quality child care* and a conceptual framework that explained how these issues fit together.
- *The use of a multi-pronged approach* that not only made direct grants to support individual projects, but also sponsored community forums to identify and discuss priority issues, funded technical assistance and resource grantees, supported grantee convenings around timely issues, and developed strategic partnerships between the philanthropy community and local and state government stakeholders.
- *A commitment to collaborative leadership*, in which staff from participating funders shared their expertise and volunteered their time to lead the work of the collaborative, irrespective of the amount of resources any particular funder brought to the table. As a result, both large and small funders enjoyed equal opportunity to serve in a leadership capacity for QCCI.
- *The design of flexible funding options for participating funders*, including the ability to choose between making a contribution to a pooled grantmaking fund and/or making independent but aligned grants.
- *The design of inclusive opportunities for funder participation that allowed for a range of engagement levels*, from receipt of a package of meeting summaries and shared written materials, to attendance at funder briefings and quarterly ECF meetings, to participation in designing QCCI requests for grant proposals and/or reviewing submitted proposals, to attending action forums and grantee convenings sponsored by the Initiative.
- *A regional focus that recognized the San Francisco Bay Area as an interdependent region* and attempted to pool regional resources and talents in order to promote quality child care on a large geographic scale. By participating in a regional collaborative, funders were able to benefit their local target areas while participating in a project that, in some cases, reached beyond the confines of their own foundation's geographic boundaries.

Below, we discuss how the QCCI's collaborative funding model and its organizational supports evolved during the second round of funding.

PARTICIPATING FUNDERS

As described in previous reports, the funders that came together under QCCI as participants in the first round of collaborative grantmaking were a diverse group. The first-round funders included 16 foundations, eight individual donors, and one local public agency. Among the participating foundations, four were community foundations; the remainder were private foundations. In terms of the size of their total annual giving, the 16 foundations that participated in the first round of QCCI included six small foundations (with less than \$10 million in annual giving), eight medium-sized foundations (with between \$10 million and \$100 million in annual giving), and two large foundations (with annual expenditures of more than \$100 million).

An equally diverse group of 21 funders, listed in Appendix A, contributed to the second round of QCCI grantmaking. As shown in Exhibit VII-1, 12 of the 21 second-round funders were foundations that had previously participated in the first round of QCCI grantmaking. As a result of its open and inclusive practices, QCCI succeeded in expanding the group of second-round funders to include nine foundations that had not previously participated in Round 1. A number of these newcomers were foundations that had been attending the quarterly meetings of ECF for some time, but had not made pooled or aligned contributions during the first QCCI grantmaking cycle. New participants included both small family funds and medium-sized foundations.

Although there was modest turnover in individual funder participation between the first and second rounds of QCCI grantmaking, overall, ECF and the participating QCCI funders retained a stable, core membership over time.¹ This core permitted the collaborative to continue operations with a shared sense of identity and purpose.

Twelve of QCCI's second-round funders had participated in the first round; QCCI successfully expanded the group to include nine new foundations.

¹ QCCI experienced modest turnover and substantial growth in funder participation between its first and second rounds of grantmaking. Three-fourths of the 16 foundations that participated in Round 1 made additional contributions to QCCI to support Round 2 grants. In addition, the total number of foundations that participated during Round 2 increased from 16 to 21 (an increase of 31%).

Exhibit VII-1
Foundations Participating in QCCI

Foundation	Round 1		Round 2	
	Pooled Fund	Directly Aligned Grant	Pooled Fund	Directly Aligned Grant
California Endowment	✓		✓	
Center for Ecoliteracy			✓	
The David & Lucile Packard Foundation	✓	✓	✓	
David B. Gold Foundation		✓	✓	
East Bay Community Foundation	✓	✓	✓	
Evelyn & Walter Haas, Jr. Fund	✓		✓	
The Hearst Foundation, Inc.	✓		✓	
Jennifer Altman Foundation	✓	✓		
Luke B. Hancock Foundation	✓			
Marin Community Foundation	✓		✓	
Miriam & Peter Haas Fund	✓	✓	✓	
Morris Family Foundation		✓		✓
Morris Stulsaft Foundation			✓	
Osborne Family Foundation			✓	
Peninsula Community Foundation	✓		✓	
Penney Family Fund			✓	
The San Francisco Foundation	✓	✓	✓	
S.H. Cowell Foundation	✓	✓		
Tara Fund			✓	
Trio Foundation	✓	✓	✓	
United Way of the Bay Area			✓	
Walter and Elise Haas Fund	✓			
W. Clement and Jessie V. Stone Foundation			✓	
Women's Foundation			✓	
Wood-Kaufman Family Trust			✓	

Turnover in the participation of individual funders occurred for a variety of reasons, including program officer turnover, shifts in the priority issues targeted by individual funders, changes in the total value of foundation assets resulting in changes in the levels of planned giving, and incompatibility of individual grantmaking cycles with the timeline for Round 2 contributions.

Perhaps because QCCI had a longer and more illustrious track record as a funders' collaborative by the time of the second round of grantmaking, participating second-round funders appeared to be more comfortable with making grants to the pooled fund, rather than making directly aligned grants. As shown in Exhibit VII-1, only one of the 21 participating funders in Round 2 chose to make a directly aligned grant, rather than a contribution to the pooled fund. Another noticeable shift in funder participation between the first and second round of QCCI grantmaking was the reduced number of individual donors participating in the second round. This shift can perhaps be explained by the less active role played in the early planning stages of Round 2 by the San Francisco Foundation, which had helped to initiate and organize individual donor participation during Round 1.

The result of the above participation patterns was that the funders participating in QCCI's Round 2 generated a pooled fund of just over \$2.0 million to support Round 2 grantmaking, which was even larger than the \$1.7 million collected to support Round 1 pooled grantmaking.

EVOLUTION OF QCCI OPERATIONS AND GRANT ADMINISTRATION UNDER ROUND 2

QCCI was fortunate to have a full-time staff director during much of the summer and fall of 2001 when the detailed work plan for the second round of QCCI grantmaking was being developed. The QCCI Director developed the RFP for the first phase of Round 2 grantmaking and held the orientation session for organizations interested in applying for project funds. The QCCI Director, who had been instrumental in leading QCCI's CEL Project during the first round of QCCI grantmaking, also continued to staff QCCI's support for this public-private partnership during the early

During the second round of grantmaking, more funders were comfortable contributing to a pooled fund as opposed to making directly aligned grants.

stages of Round 2, including providing the logistical support for holding additional regional CEL meetings.

Late in 2001, the QCCI Director left her position with QCCI to become a program officer at one of the participating QCCI funders. A consultant was hired to take over QCCI administrative functions. During 2002 and 2003, two different individuals held the role of consultant to QCCI to provide administrative support to the collaborative. Both times this position was filled, QCCI was able to find individuals who had strong backgrounds in child care issues in the San Francisco Bay Area and who were able to interface effectively both with QCCI funders and grantees. As a result, the collaborative was able to maintain relatively seamless staff support of Round 2 operations.

EVOLUTION OF QCCI LEADERSHIP UNDER ROUND 2

The initial members of the QCCI Leadership Team were held in high esteem by the ECF membership and the participating QCCI funders for their high level of expertise in early childhood education, their vision of quality child care, their effectiveness as catalysts in shaping an open learning community of funders and practitioners, their willingness to explore new forms of funder collaboration, and their dedication in volunteering a significant amount of time and energy to an unpaid activity.

This high level of commitment was sustained by four of the long-standing members of the QCCI Leadership Team from the collaborative's initiation in 1997 through the planning and initiation of the second round of QCCI grantmaking in the fall of 2001. However, between 2001 and 2003, the job and organizational affiliations that had supported the members of the QCCI Leadership Team in their roles as leaders of the funders collaborative began to undergo significant changes, due to individual job mobility among the leaders themselves, as well as to organizational and staffing changes within the participating funders. Two of the initial members of the leadership team left their jobs with the participating foundation. The remaining two individuals were increasingly called upon to become involved in new and evolving foundation priorities and initiatives. As a result of these changes, the foundations that had been making significant in-kind contributions to

QCCI by supporting the Leadership Team members in their QCCI functions could no longer do so.

To ensure continuity of leadership for the shared grantmaking program, the individuals on the QCCI Leadership Team agreed to continue to carry out their QCCI fiscal and program leadership responsibilities as individuals until the completion of the Round 2 grantmaking period in the spring of 2003. However, in the fall of 2002, the outgoing QCCI Leadership Team put the ECF membership on notice that, with the conclusion of QCCI, the Early Childhood Funders would need to develop new leadership.

Many of the funders participating in quarterly ECF meetings expressed a strong interest in continuing to collaborate on early childhood education issues in some format after the end of QCCI's Round 2, even if the collaboration would no longer include pooled grantmaking. At this point, participants realized how enmeshed ECF and QCCI had become, and undertook the difficult task of disentangling these two entities so that the formal QCCI grantmaking program could be terminated while leaving open the option of continuing ECF as an ongoing entity with new leadership and the possibility of either informal or formal collaborative activities among participating funders. The QCCI Leadership Team tackled the task of planning for the termination of formal QCCI grantmaking while a group of interested individuals began meeting to plan for the continuation of ECF as an ongoing entity under new leadership.

Many funders expressed a strong interest in continuing to collaborate on early childhood education issues after the end of QCCI's Round 2 grantmaking.

PLANNING AND IMPLEMENTING A RESPONSIBLE EXIT STRATEGY FOR QCCI

Beginning in the spring of 2002, the outgoing Leadership Team began meeting with representatives from early childhood funders who indicated that they were interested in helping to plan for an orderly and responsible transition as the QCCI's pooled funding came to an end. Participants included representatives from some funders that had previously participated either in the first or second round of pooled QCCI grantmaking, as well as some funders that had not previously contributed to QCCI's pooled grantmaking.

Participants identified five elements of a responsible exit strategy for QCCI:

- Short-term transition funding to selected QCCI grantees, including:
 - Small capacity-building grants to enable the leadership and training resource grantees to develop strategic plans for their future funding and organizational survival.
 - Extended short-term support to Working for Quality Child Care, a resource project that had been assisting counties in planning, implementing, and advocating for compensation and retention initiatives for the child care workforce.
- Clear communication with grantees about the planned end of the formal QCCI funders collaborative.
- Dissemination of lessons learned about best practices in funders' collaboratives to participating funders and the broader philanthropic community.
- Dissemination of lessons learned about best practices in supporting quality child care to local stakeholders in the practitioner and funder arenas.
- Discussions with interested funders about which of the functions previously carried out by QCCI might be continued as part of a revitalized ECF group or taken on by individual funders.

A separate ECF transition team began planning for the continuation of the informal information-sharing and educational functions of ECF.

A separate transition team for the Early Childhood Funders took on responsibility for determining whether and how the funders would continue the informal information-sharing and educational functions of ECF, as well as whether they would attempt any more formal collaborative grantmaking activities or projects in the future.

HOW QCCI INFLUENCED PARTICIPATING FUNDERS

During the spring of 2002, the evaluators surveyed the Round 2 funders on how they thought QCCI had impacted San Francisco Bay Area philanthropic efforts relating to early childhood education. The survey respondents represented a range of large and small foundations and individual donors who had been engaged in QCCI at different levels of involvement, ranging from attendance at ECF meetings to participation in

the QCCI strategic planning processes. Below, we have summarized key findings.

How Did QCCI Add Value to the Philanthropic Community?

Overall, respondents indicated that QCCI had added value to the early childhood philanthropic community. Particularly valuable aspects of QCCI identified by funders included the fact that QCCI:

- Viewed and addressed child care issues from a *regional* perspective.
- Helped document and disseminate information about best practices in the child care field
- Provided grantees with a single point of access to potential funders.

To a lesser extent, funders also felt that QCCI was valuable for helping funders identify gaps and set funding priorities in early childhood education, and for reducing funders' burden with regard to grant solicitation and administration.

How Did QCCI Add Value to the Field of Early Childhood Education Practice?

Funders also felt that QCCI had added value to the child care *practitioner* community, primarily by increasing the visibility of child care issues and promoting their priority on the agenda of state and local decision makers. For instance, QCCI was responsible for stimulating increased state involvement and support for the development and implementation of CELs, and for directly supporting advocacy organizations in their efforts to represent key stakeholder groups (e.g., parents) at public child care debates.

How Did QCCI Influence Independent Grantmaking by QCCI Funders?

Funders responding to the survey indicated that QCCI had had discernible impacts on the participating funders themselves, by reinforcing their decisions to make independent grants in the areas of QCCI's funding priorities. Eight funders reported making independent grants in the

Ninety percent of funders who responded to a survey felt that QCCI had had some or a substantial influence on their independent grantmaking.

facilities development area and nine reported making independent grants in the training and leadership development area.

Overall, three-quarters of the funders felt that QCCI had had “some influence” on their independent grantmaking, while just over 15% reported that QCCI had had a “substantial influence” on their independent grantmaking. Reported types of influence including having an effect on the funders’ *level of grantmaking* related to early childhood education, the *types of grants* made, and the *selection of individual grantees*. Funders indicated that QCCI affirmed that their independent grantmaking was “on the right track,” or helped them make significant grants in the early childhood field, even if that was not one of the funder’s previous areas of major grantmaking.

What Lessons Did QCCI Reveal About How to Organize Future Funders’ Collaboratives?

Funders were largely positive about the lessons they learned from participating in a multi-funder, regional collaborative. Most respondents indicated that they would recommend that their organization participate in other such collaboratives in the future, given that QCCI’s structure allowed participating funders to leverage more money, learn from one another, and make a greater impact on the early childhood education field than would have been possible on an individual basis.

Funders also cited a number of QCCI features that were essential to the success of a regional collaborative, including exceptionally strong but flexible leadership, funding of both individual programs and regional convenings, and funding of both regional and local projects. Funders’ advice for building and sustaining a regional collaborative centered on seeing the “big picture”—i.e., concentrating on securing funder buy-in to a broader vision before attending to individual funder needs. Funders also recommended that regional collaboratives be flexible in terms of their expectations from participating funders, hire a project director with decision making authority, and ensure that *aligned* funding opportunities are available for participating funders.

Finally, funders said that they found it helpful to view QCCI as a time-limited collaborative that could evolve over time to meet changing

Funders felt that QCCI’s structure allowed them to leverage funds, learn from one another, and make a greater impact on the early childhood education field.

regional needs but was not interested in forming a permanent organization concerned with its own institutional survival.

What are the QCCI Funders' Current Priorities?

Looking to the future, funders most often cited their early childhood funding priorities as: increased compensation for and retention of a high quality child care workforce; and training and leadership development for the child care workforce. Funders indicated that potential opportunities for collaboration in the future would most likely center around workforce compensation initiatives; encouraging clear linkages between staff training and compensation; promoting child care in the public policy sphere; and working to increase public and/or private investments in child care.

HOW QCCI INFLUENCED THE EARLY CHILD CARE FIELD IN THE SAN FRANCISCO BAY AREA

A grantee survey in 2002/2003—administered to each Round 2 grantee as it completed its funded project—complemented the funder survey by identifying how stakeholders felt that QCCI had changed the local landscape in terms of issues and activities related to quality child care. The purposes of the grantee survey were to: (1) explore how QCCI grants have influenced practitioners, and (2) provide useful feedback from grantees on QCCI's pooled grantmaking process, its most important features, and potential areas for improvement. In addition, as part of the survey, we invited each grantee to provide their perspective on the highest priority issues currently facing the early childhood education field and to suggest how the philanthropic community might make a contribution to these issues.

In total, 16 of QCCI's 19 Round 2 grantees completed our survey, including three local chapters of Parent Voices and eight local organizations funded to support projects to improve the compensation and retention of the child care workforce. Other respondents included five of the resource organizations funded to support compensation and retention projects or various aspects of leadership and training for the child care workforce.

Grantees greatly appreciated the flexibility of QCCI funding that allowed them to revise and adapt activities to a changing local context.

Grantees felt that QCCI was distinctive in the attention it gave to issues such as community organizing and child care services for children with disabilities.

How Did QCCI Influence Grantee Organizations?

Grantees described a number of ways in which the QCCI grant influenced them. The most often cited impact was simply that QCCI enabled them to undertake new, improved, or expanded activities or sustain existing activities related to quality child care. However, QCCI also was influential on an organizational level in that grantees were assisted in planning for agency growth and survival, and were linked to other local organizations and funders interested in quality child care. On an informational level, grantees felt that QCCI provided them with an understanding of regional issues and challenges, as well as with best practices culled from the field.

What Made QCCI Support Valuable or Distinctive?

We asked grantees to reflect on what they felt made QCCI most valuable and distinctive. Their responses indicate quite a bit of overlap between what they felt was valuable and what they felt was distinctive. For instance, several grantees greatly appreciated the *flexibility* of QCCI funding as both valuable and distinctive; this flexibility allowed them to “revise and adapt our activities to the changing local context.” This flexibility also imparted the message that QCCI trusted grantees as experts in the field, and to do what was necessary or best to meet their original project goals.

Grantees also felt that QCCI was distinctive in that it: (1) gave attention to issues that other funders did not, such as advocacy, community organizing, and child care services for children with disabilities; (2) awarded grants that showed a high level of timeliness and *responsiveness* to current local trends, conditions, and ongoing work, such as CARES; and (3) instituted modest and streamlined administrative oversight and reporting requirements. Grantees felt that QCCI provided valuable and interesting information at grantee orientations and convenings, and that the QCCI evaluator provided valuable assistance in developing relevant outcome measures as part of their grants.

How Could the QCCI Grantmaking Process Have Been Improved?

When asked how the QCCI grant process might have been improved, several grantees were hard pressed to think of a single thing. However, among the suggestions recorded were that grantees would have liked more updates from other counties, more information on ECF's ongoing role in supporting quality child care in the Bay Area, and more assistance finding additional funding support given that QCCI's pooled funding was at an end.

What are the Priority Issues for the Field of Early Childhood Education?

Finally, grantees were asked what they perceived to be the priority issues for the early childhood education field and the contributions they thought philanthropy could make. Priority issues were as follows:

- Helping to maintain access to affordable child care in the face of state and federal budget cuts.
- Sustaining child care teachers, providers, infrastructure, and families during economic downturn.
- Maintaining and extending compensation initiatives and provider training to protect and improve quality of care and support the child care workforce.

Grantees felt that the philanthropic community should continue to support innovative projects that build on existing efforts and need time to bring about change (including CARES programs); support advocacy efforts to help protect hard-won child care quality improvements from deep funding cuts; and help broaden the child care discussion to include voices not always heard—such as those of parents and teachers. Grantees also felt that the philanthropic community should reach out to the private sector to show the economic benefits of quality child care, and convene regional partners to develop new strategies for promoting quality child care in the current economic and political context.

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VIII. CONCLUSION

ACCOMPLISHMENTS AND LESSONS LEARNED FROM THE SECOND ROUND OF QCCI

The San Francisco Bay Area funders that came together in 1997 to form the Quality Child Care Initiative were responding to the challenges posed by the then newly-passed welfare reform legislation, which called for putting large numbers of low-income mothers to work over a relatively short period of time. Although welfare reform was the immediate catalyst for developing a shared program of grantmaking focused on quality child care, the QCCI funders found that they had a more lasting set of common interests. The funders that contributed to QCCI pooled grantmaking—although they were a diverse group in many ways—found that they shared a broad vision of the importance of early childhood education and agreed on the need to increase the visibility of and priority given to early childhood education funding and services by elected officials and the general public.

Thus began a formal funders' collaborative that lasted six years, developed a useful model of how a regional funders' collaborative could operate, and had a positive, substantive impact on both the philanthropic community and the early childhood education practitioner field in the Bay Area. For the participating funders, QCCI demonstrated that a funders' collaborative could raise the level of awareness and understanding of an issue such as child care and help frame public discussion and debate on that issue, using a multi-pronged strategy of supporting media literacy, advocacy projects, resource and technical assistance organizations, and training and service projects implemented by experienced practitioners. For the community of child-care practitioners and parents, QCCI provided funding to test promising approaches within a supportive but critical learning community that was interested in identifying and disseminating best practices.

Although the QCCI pooled fund was expected to be a one-time activity when it was initiated in 1997, the participating funders felt that their work together was not yet complete at the end of the first round in

QCCI demonstrated that a funders' collaborative could help frame public debate on a critical policy issue such as child care.

2000. They decided to continue to work together in a second round of collaborative grantmaking. During its second cycle of grantmaking, QCCI refined its strategic approach to emphasize the importance of achieving a stable child care workforce. It also reduced the number of individual grants made and increased its use of regional resource organizations with recognized expertise as intermediaries between the QCCI funders and the community of direct practitioners that actually provide early childhood education services. During its second round of grantmaking, QCCI also became more comfortable with including support for advocacy and education of public officials—e.g. through grants supporting local compensation and retention initiatives and Parent Voices—as an integrated component of its grantmaking strategy. This component was essential to QCCI’s other goals of achieving a stable child care workforce, expanding child care facilities, and ensuring access to quality child care.

As the end of the second round of QCCI pooled grantmaking approached, there was a need for transition planning to bring the formal pooled grantmaking to a close in a responsible way and to think about the future of Early Childhood Funders as an informal funders group. It was time for QCCI to examine and celebrate how far it had come. It was also time for the ongoing ECF to examine its heritage of the QCCI experience and decide how to transform that experience into a vision for its future.

LOOKING TO THE FUTURE

Over the summer and fall of 2002, a new ECF Leadership Team came together, with participation from ten foundations, to guide the Early Childhood Funders group into the future. As mentioned previously, the retiring QCCI Leadership Team agreed to be responsible for overseeing the Round 2 QCCI grantees until their grant-funded activities were completed.

At the October 2002 ECF meeting, the new ECF Leadership Team presented a proposed mission statement for the group that emphasized the informal nature of the ECF collaborative: “The Early Childhood Funders (ECF) are an informal association of Bay Area foundations, public funders, and private donors. The ECF seek to enhance grantmaking effectiveness in the early childhood field by providing an opportunity to

share information, engage in dialogue, and participate in joint activities to improve the lives of young children and their families.”

Although several of the planned activities for the reconstituted ECF are similar to the previous activities of that informal group (including holding three meetings a year for public and private funders, bringing in speakers, and providing up-to-date information and materials on early childhood and related issues), the new ECF is also interested in promoting policy and program agenda that builds in large part on the strategic goals developed by the QCCI funders as part of their pooled grantmaking. It is not yet clear what form these new ECF activities will take. Possibilities being considered include: convening the early childhood community, policy makers, and other groups to discuss regional child care challenges and solutions; developing joint funding opportunities in which interested funders could participate; and exploring whether ECF itself could play a direct public policy role as a voice for regional funders on regional and state-level child care issues.

Whatever collaborative activities emerge from ECF in the future, the participating funders have been educated and enriched by their experiences as part of the two rounds of pooled funding carried out by the Quality Child Care Initiative. The philanthropic community in the Bay Area and elsewhere can be inspired by reviewing the substantial accomplishments and lessons learned from the QCCI experiment in funder collaboration.

The federal, state and local budget difficulties experienced toward the end of QCCI’s second round, however, have reminded private not-for-profit funders that they are able to expand the opportunities for quality child care only at the margins. As the public commitment to investing in quality child care begins to falter in the face of budget shortfalls, priorities for the philanthropy community and child care stakeholders continue to include: (1) education efforts to highlight the importance of quality child care as a public policy concern; (2) advocacy efforts to preserve and expand the public commitment to child care funding; and (3) efforts to find new funding partners within the business sector.

Though it is not yet clear what form and specific goals the reconstituted ECF group will pursue, it will undoubtedly build upon QCCI’s strategic goals and rich experience.

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APPENDIX A:
Foundations Participating in Round 2

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APPENDIX A:
FOUNDATIONS PARTICIPATING IN ROUND 2

Foundation	Participant in Pooled Fund	Contribution to Pooled Fund	Directly Aligned Grant
Anonymous Individual Donor	✓	\$ 25,000	
California Endowment	✓	300,000	
Carol Guyer, Individual Donor	✓	23,534	
Center for Ecoliteracy	✓	25,000	
The David & Lucile Packard Foundation	✓	325,000	
David B. Gold Foundation	✓	75,000	
East Bay Community Foundation	✓	10,000	
Evelyn & Walter Haas, Jr. Fund	✓	300,000	
The Hearst Foundation, Inc.	✓	75,000	
Marin Community Foundation	✓	225,000	
Miriam & Peter Haas Fund	✓	250,000	
Morris Family Foundation			\$ 25,000
Morris Stulsaft Foundation	✓	\$25,000	
Osborne Family Foundation	✓	7,966	
Peninsula Community Foundation	✓	50,000	
The San Francisco Foundation	✓	200,000	
Tara Fund	✓	4,460	
Trio Foundation	✓	25,000	
United Way of the Bay Area	✓	35,000	
W. Clement and Jessie V. Stone Foundation	✓	45,000	
Women's Foundation	✓	25,000	
Wood-Kaufman Family Trust	✓	10,000	
TOTAL FUNDS COMMITTED, ROUND 2		\$ 2,060,960	\$ 25,000

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APPENDIX B:
Round 2 Grantees

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APPENDIX B
ROUND 2 GRANTEES

“Bridge Grants” to Round 1 Planning Grantees to Implement Training Projects		
Grantee	Counties Served	Funding Amount
Association of Children's Services, Neighborhood Accreditation Center*	Located in Alameda County, serves Bay Area counties	\$ 24,000
YMCA of Santa Clara Valley, High School Child Care Staff Recruitment and Training Project*	Santa Clara County	\$ 35,000
Catholic Charities of the East Bay, Multicultural Access Project*	Contra Costa County	\$ 35,000

Support for Local Compensation and Retention Initiatives		
Grantee	Counties Served	Funding Amount
Contra Costa County Child Care Council (Advocacy Project)	Contra Costa County	\$ 25,000
Coleman Advocates for Children and Youth (Advocacy Project)	San Francisco County	\$ 75,000
Child Care Coordinating Council of San Mateo County (Advocacy Project)	San Mateo County	\$ 50,000
Santa Clara County Office of Education/Local Child Care Planning Council (Planning Project)	Santa Clara County	\$ 25,000

* In addition to the 20 funded projects awarded in the fall of 2000 and the spring of 2001 that are included in the Round 2 evaluation, Appendix B lists the recipients of three “bridge grants” made in February 2000 to support the implementation of planned projects by recipients of Round 1 project planning grants. QCCI also made several awards relatively late in the second round grant period. In the spring of 2002, four sustainability grants totaling \$100,000 were awarded to the leadership/training grantees to help these resource organizations develop strategies for securing additional funds to continue operations. A grant of \$200,000 was awarded to the Low Income Investment Fund (LIIF) to create an Inclusion Fund to promote the creation/adaptation of facilities that can accommodate children with special needs. Several supplemental grants were also awarded late in Round 2 to compensation and retention resource grantees. Because these projects were awarded so late in the evaluation contract period, they were also excluded from the evaluation.

APPENDIX B
ROUND 2 GRANTEES, Continued

Support for Local Compensation and Retention Initiatives, Continued		
Grantee	Counties Served	Funding Amount
Santa Cruz County Superintendent of Schools/County Child Care Planning Council (Planning Project)	Santa Cruz County	\$ 50,000
Alameda County Child Care Planning Council (Implementation Project)	Alameda County	\$ 75,000
Contra Costa County Office of Education/Local Planning Council of Child Care and Development (Implementation Project)	Contra Costa County	\$ 25,000
Marin Education Fund (Implementation Project)	Marin County	\$ 50,000

Support for Resource Organizations on Local Compensation and Retention Initiatives		
Grantee	Counties Served	Funding Amount
The Center for the Child Care Workforce (Technical Assistance Project)	All QCCI counties; other counties mounting local compensation/retention initiatives	\$220,000
The Labor Project for Working Families, Work and Family Coalition (Technical Assistance Project)	All QCCI counties	\$ 90,000
Working for Quality Child Care, a Project of the United Way of the Bay Area*	All QCCI counties	\$ 25,000
Center for the Child Care Workforce, Institute for Industrial Relations at the University of California, Berkeley (contract with Marcy Whitebook and grant to Center)	All QCCI counties	\$155,000

APPENDIX B
ROUND 2 GRANTEES, Continued

Support for Parent Advocacy		
Grantee	Counties Served	Funding Amount
California Child Care Resource and Referral Network (Coordinator of Parent Voices Chapters)	Counties with Parent Voices chapters participating in project	\$ 20,000
Children's County of San Francisco, for San Francisco Chapter, Parent Voices	San Francisco County	\$ 20,000
Contra Costa Child Care Council, for Contra Costa Chapter, Parent Voices	Contra Costa County	\$ 20,000
Bananas Child Care Resource and Referral Agency, for Alameda County Chapter, Parent Voices	Alameda County	\$ 20,000

Support for Training and Leadership Development		
Grantee	Counties Served	Funding Amount
Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC)	All QCCI Counties	\$100,000
California Early Childhood Mentor Program (CECMP)	All QCCI Counties	\$100,000
Family Resource Network of Alameda County (FRN)	Alameda County	\$100,000
Infant Toddler Consortium (ITC)	All QCCI Counties	\$100,000
Sustainability Grants to Four Training and Leadership Development Grantees Listed Above, \$25,000 each*	As described above	\$100,000

APPENDIX B
ROUND 2 GRANTEES, Continued

Support for Child Care Facilities		
Grantee	Counties Served	Funding Amount
Low Income Investment Fund (LIIF), for Predevelopment Pool Program	All QCCI Counties	\$100,000
Low Income Investment Fund (LIIF) for Inclusion Fund for Facilities Serving Children with Special Needs*	All QCCI Counties	\$200,000

APPENDIX C:
Contact Information for Round 2 Grantees

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APPENDIX C
CONTACT INFORMATION FOR ROUND 2 GRANTEES

“Bridge Grants” to Round 1 Planning Grantees to Implement Training Projects		
Grantee	Contact Information	Web Site
Association of Children's Services, Neighborhood Accreditation Center	Amy Rosenbaum Program Director 3021 Brookdale Avenue Oakland, CA 94602 (510) 261-1076 aocsnac@pacbell.net	www.aocsweb.org
YMCA of Santa Clara Valley, High School Child Care Staff Recruitment and Training Project	Mary Hoshiko Director of Programs 1922 The Alameda, Third Floor San Jose, CA 95126 (408) 298-3888	www.scvymca.org
Catholic Charities of the East Bay, Multicultural Access Project	Lisa Raffel Early Childhood Job Training Proj. 2369 Barrett Avenue Richmond CA 94804 (510) 234-5110	www.cceb.org

APPENDIX C
CONTACT INFORMATION FOR ROUND 2 GRANTEES, Continued

Support for Local Compensation and Retention Initiatives		
Grantee	Contact Information	Web Site
Contra Costa County Child Care Council (Advocacy Project)	Margaret Wiegert Jacobs 925-676-5442	
Coleman Advocates for Children and Youth (Advocacy Project)	Joe Wilson, Associate Director 459 Vienna Street San Francisco, CA 94112 415-239-0161 jwilson@colemanadvocates.org	www.colemanadvocates.org
Child Care Coordinating Council of San Mateo County (Advocacy Project)	Jan Stokley, Executive Director 2121 S. El Camino Real, Suite A-100 San Mateo, CA 94403 (650) 655-6770 info@thecouncil.net	www.thecouncil.net
Santa Clara County Office of Education/Local Child Care Planning Council (Planning Project)	Ilene Hertz, CARES Program Manager Institute for Early Childhood Professional Development WestEd 408-299-1703 ihertz@wested.org	www.santaclaracares.org
Santa Cruz County Superintendent of Schools/County Child Care Planning Council (Planning Project)	Vicki Boriack, Coordinator Child Care Planning Council 809H Bay Avenue Capitola, CA 95010 831-477-5521 vboriack@santacruz.k12.ca.us	www.childcareplanning.org
Alameda County Child Care Planning Council (Implementation Project)	Angie Garling, Child Care Coordinator 1401 Lakeside Dr., 10th Fl. Oakland, CA 94612 510-208-9675 angie.garling@acgov.org	www.co.alameda.ca.us/childcare

APPENDIX C
CONTACT INFORMATION FOR ROUND 2 GRANTEES, Continued

Support for Local Compensation and Retention Initiatives, Continued		
Grantee	Contact Information	Web Site
Contra Costa County Office of Education/Local Planning Council of Child Care and Development (Implementation Project)	Kathi Linquist, LPC Coordinator 77 Santa Barbara Rd. Pleasant Hill, CA 94523 925-942-3413 klinquist@cccoe.k12.ca.us	www.plan4kids.org
Marin Education Fund (Implementation Project)	Ann Hentschel MarinCARES Program Associate 781 Lincoln Avenue, Suite 140 San Rafael, CA 94901 415-549-4240 ahentschel@marineducationfund.org	www.marineducationfund.org
The Center for the Child Care Workforce (Technical Assistance Project)	Alice Burton Working for Quality Child Care United Way of the Bay Area 221 Main Street, Suite 300 San Francisco, CA 94105 415-808-7327 cares@caccwrc.org	www.theunitedway.org/bacf/bacf_community_projects_edu_w4qcc.htm
The Labor Project for Working Families, Work and Family Coalition (Technical Assistance Project)	Netsy Firestein 2521 Channing Way, # 5555 Berkeley, CA 94720 510-643-7088 lpwf@uclink.berkeley.edu	www.laborproject.org
Marcy Whitebook, Institute for Industrial Relations at the University of California, Berkeley (Contract and Grant for Technical Assistance)	Marcy Whitebook, Director Center for the Study of Child Care Employment Institute of Industrial Relations 2521 Channing Way, #5555 Berkeley, CA 94720 510-643-7091	www.iir.berkeley.edu/cscce/whitebook.html

APPENDIX C
CONTACT INFORMATION FOR ROUND 2 GRANTEES, Continued

Support for Parent Advocacy		
Grantee	Contact Information	Web Site
California Child Care Resource and Referral Network (Coordinator of Parent Voices Chapters)	Alli Harper, Statewide Lead Parent Voices Organizer 111 New Montgomery Street, 7th Floor San Francisco, CA 94105 415- 882-0234 alli@rrnetwork.org	www.parentvoices.org
Children's Council of San Francisco, for San Francisco Chapter, Parent Voices	Parent Voices-San Francisco (The Children's Council) 445 Church Street San Francisco, CA 94114 415-383-3383 parentvoices@childrenscouncil.org	www.childrenscouncil.org
Contra Costa Child Care Council, for Contra Costa Chapter, Parent Voices	Parent Voices-Contra Costa (Contra Costa Child Care Council) 1035 Detroit Avenue, Suite 200 Concord, CA 94518 925-676-5442 parentvoices@cocokids.org	www.cocokids.org
Bananas Child Care Resource and Referral Agency, for Alameda County Chapter, Parent Voices	Parent Voices-Alameda County (Bananas) 5232 Claremont Ave. Oakland, CA 94618 510- 658-1409 parentvoices@bananasinc.org	www.bananasinc.org

APPENDIX C
CONTACT INFORMATION FOR ROUND 2 GRANTEES, Continued

Support for Training and Leadership Development		
Grantee	Contact Information	Web Site
Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC)	Equoya Thomas, Coordinator 5236 Claremont Avenue Oakland, CA 94618 510-658-9197 bandtec@earthlink.net	www.bandtec.org
California Early Childhood Mentor Program (CECMP)	Peyton Nattinger, Director City College of San Francisco 50 Phelan Avenue San Francisco CA 94112 415-452-5600 pnatting@ccsf.org	www.ecementor.org
Family Resource Network of Alameda County (FRN)	Kate Warren 5232 Claremont Ave. Oakland, CA, 94618 510-547-7322 frn@frnoakland.org	www.familyresourcecenters.net/ directory
Infant Toddler Consortium (ITC)	Nancy Lee, Director 5236 Claremont Ave. Oakland, CA 94618 (510) 658-9189 babies@infanttoddlerconsortium.org	www.infanttoddlerconsortium.org

Support for Child Care Facilities		
Grantee	Contact Information	Web Site
Low Income Investment Fund (LIIF)	Noni Ramos National Child Care Director 1330 Broadway, Suite 600 Oakland, CA 94612 (510) 893-3811, ext. 319 childcare@liifund.org	www.lihf.org/site/programs/childcareoverview.htm

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APPENDIX D:
QCCI Round 2 Budget

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APPENDIX D
QCCI ROUND 2 BUDGET *

Grants		
Activity	Amount Budgeted	Percentage of Total Budget
“Bridge Grants” for Implementation of Training Projects Planned Using Round 1 Planning Grants	\$94,000	3.9%
Local Compensation and Retention Initiative Grants (8 grants)	\$375,000	15.4%
TA to Compensation and Retention Grantees (4 grants, 1 contract)	\$490,000	20.1%
Training and Leadership Development Projects (4 grants)	\$400,000	16.4%
Sustainability Grants to Training and Leadership Development Grantees	\$100,000	4.1%
Advocacy Project Grants (Parent Voices)	\$ 80,000	3.3%
Facilities Development: Predevelopment Fund Project Grant	\$100,000	4.1%
Facilities Development: Inclusion Fund Grant	\$200,000	8.2%
Total Project Grants	\$1,839,000	75.5%

* The Round 2 Budget includes the funds raised for Round 2 plus unexpended funds carried forward from Round 1.

APPENDIX D
QCCI ROUND 2 BUDGET, Continued

Other Direct Costs		
Activity	Amount Budgeted	Percentage of Total Budget
CEL Project		
Regional CEL Manager Meeting Expenses and Administrative Costs	\$34,000	1.4%
CEL Administrative Costs (Action Alliance for Children)	\$4,000	0.2%
Total CEL Project Costs**	38,000	1.6%
Phase II Evaluation (Social Policy Research)		
	\$170,000	7.0%
QCCI Administrative Costs		
Activity	Amount Budgeted	Percentage of Total Budget
Fiscal Agent Fees	\$180,000	7.4%
Staff and Consultants	\$186,000	7.6%
Action Alliance for Children Administrative Support	\$8,000	0.3%
Administrative Costs Other than Labor (Actual Costs)	\$13,000	0.5%
Total Administrative Costs	\$ 387,000	15.9%
TOTAL ROUND 2 BUDGET***	\$2,434,000	100.0%

** In addition to the direct costs noted here, a portion of QCCI staff and consultant time was used to support QCCI's involvement in the CEL project.

*** Most of the Round 2 budget was fully expended by June 2003. However several grants made late in Round 2 will continue through December 2004.

APPENDIX E:
Outcomes for Compensation/Retention Grantee Goals,
Outputs & Outcomes

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APPENDIX E
COMPENSATION/RETENTION GRANTEE
GOALS, OUTPUTS, AND OUTCOMES

ADVOCACY GRANTS

- Contra Costa County Child Care Council
- Coleman Advocates for Children and Youth (San Francisco County)
- Child Care Coordinating Council of San Mateo County

PLANNING GRANTS

- Santa Clara County Office of Education/Local Child Care Planning Council
- Santa Cruz County Superintendent of Schools/County Child Care Planning Council

IMPLEMENTATION GRANTS

- Alameda County Child Care Planning Council
- Contra Costa County Office of Education/Local Planning Council for Child Care and Development
- Marin Education Fund

TECHNICAL ASSISTANCE GRANTEES AND CONTRACTOR

- The Center for the Child Care Workforce
- The Labor Project for Working Families, Work and Family Coalition
- Marcy Whitebook, Institute for Industrial Relations, University of California, Berkeley

Contra Costa County
Grantee: Contra Costa County Child Care Council (\$25,000)
12-month Advocacy Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>Increase public awareness of staffing and compensation crisis, as follows:</p> <ol style="list-style-type: none"> 1. Increase provider awareness of/participation in activities of the Contra Costa Coalition of Early Childhood Educators. 2. Implement a public education campaign on compensation issues, using media advocacy as the core strategy. 3. Coordinate state and local Worthy Wage Day activities for 2002. 4. Help craft federal child care legislation and policy, working with Congressman Miller's office. 5. Secure increased recognition of the need for quality child care from Contra Costa County elected officials. 6. Establish a fund to support increased wages and professional development for local child care educators. 	<p>Goal 1. Improved circulation of information about Coalition meetings.</p> <p>Goal 2. Hired a media consultant and held a full-day media training for child care stakeholders led by Berkeley Media Studies group. Training was attended by members of the Coalition, Local Planning Council, Worthy Wage Coalition, and others.</p> <ul style="list-style-type: none"> – Participants have written letters to editorial sections of local newspapers. – Grantee is preparing a video with stories of local providers. <p>Goal 3. Coalition worked with local Worthy Wage Coalition to plan and promote weeklong activities round Worthy Wage Day for May 2002.</p> <p>Goal 4. Coalition members worked extensively with Congressman Miller's office on the Focus Bill, a national bill to compensate all early childhood education teachers.</p> <p>Goal 5. This goal was de-emphasized after local Children and Families Commission voted to reduce future funding of child care stipend program. Activities were redirected to educating the Board of Supervisors and Commission members on the impact of child care stipends on educators, parents, and children.</p> <p>Goal 6. Grantee consulted with legal advisors on establishing fund.</p>	<p>Goal 1. Increased provider participation in Coalition meetings. Monthly meetings were attended by representatives from public and private child care centers from all parts of Contra Costa county. The Coalition is a viable force in working to build support for issues affecting the child care field.</p> <p>Goal 2. Achieved a total of 14 media "hits" on child care issues directly related to grantee efforts, including articles, editorials, letters to the Editor, and a radio report.</p> <p>Goal 2. A 7-minute video prepared by a local child care educator on the compensation issue aired several times on local cable TV.</p> <p>Goal 3. 250 people attended a Worthy Wage Day rally in Concord headlined "S.O.S: Save our Stipends."</p> <p>Goal 5. Coalition has developed a strategy to continue to influence legislators and decision makers on issues affecting child care educators and to continue to raise public awareness through a media presence.</p>

San Francisco County
Grantee: Coleman Advocates for Children and Youth, (\$75,000)
24-month Advocacy Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>1. Build a citywide voice for child care advocates and increase support for compensation issues through community mobilizing events.</p> <p>2. Develop grassroots leadership within the child care workforce.</p>	<p>Goal 1</p> <ul style="list-style-type: none"> Brought together child care teachers, providers, advocates, administrators, and local legislators in an Advocacy Luncheon. Sponsored Speak Up for Kids Days at City Hall in April 2001 and March 2002. The event in 2001 attracted 85 participants from the child care community. In 2002, this annual event attracted 250 participants. Sponsored annual Baby Brigades at City Hall in 2001, and 2002. Each year over 300 parents, providers, caregivers, babies and toddlers participated. Child care stakeholders participated in a Child Care Vigil to demonstrate broad support for funding for child care subsidies (December 2001). 6,000 participants attended the fall 2002 San Francisco Family Fest, at which a new family-focused organizing group—SF Families United—was unveiled. <p>Goal 2</p> <ul style="list-style-type: none"> Trained 49 directors, teachers, and other provider representatives in organizing and advocacy skills at Summer Child Care Organizing Institute (August 2001). Involved individual teachers and providers in meetings with Board of Supervisors and key city department staff. Coordinated planning for a model peer-run support center for child care teachers. Co-facilitated budget and advocacy training for teachers and providers. Helped engage 40 teachers, directors, and providers in budget advocacy meetings regarding the city's 2003-2004 budget. 	<p>Goal 1</p> <ul style="list-style-type: none"> Advocacy activities demonstrated to local and state decision-makers that there is active and sustained support for funding for child care compensation initiatives and public child care subsidies. Public decision-makers acknowledge the needs of the child care field in considering policy and budget decisions. In response to advocacy efforts, the budget for the City of San Francisco has so far preserved its \$12 to \$14 million in annual child care investments, including funding for WAGES+. <p>Goal 2</p> <ul style="list-style-type: none"> SF Child Care Providers Association and Family Child Care Association have assumed major leadership roles in local and state level advocacy efforts on behalf of the early childhood workforce. The Family Child Care Association received a commitment from the local First Five Commission to develop a peer-run support center for teachers.

San Francisco County
Grantee: Coleman Advocates for Children and Youth, (\$75,000)
24-month Advocacy Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>3. Build strong relationships with labor unions on workforce compensation issues.</p> <p>4. Develop compensation models that address the needs of family-child care providers</p>	<p>Goals 3 and 4</p> <ul style="list-style-type: none"> • Facilitated the ongoing Child Care Organizing Roundtable. • Engaged leadership of the California Labor Federation in working with the Labor Project for Working Families on child care organizing. • Worked closely with several major labor unions and community organizing groups on unionizing organizing models and strategies 	<p>Goals 3 and 4</p> <ul style="list-style-type: none"> • Several international unions—AFT, AFSCME, SEIU, UAW, and the Teamsters are now openly and actively interested in the organizing and unionizing potential of the child care workforce, including family child care providers. • The Family Child Care Association of San Francisco has developed a formal partnership with The United Child Care Union of Philadelphia, an AFSCME affiliate.

San Mateo County
Grantee: Child Care Coordinating Council of San Mateo County (\$50,000)
6-month Advocacy Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>1. Educate parents, employers, policy makers and the general public about the need for a local compensation and retention initiative and mobilize community support.</p> <p>2. Secure funding commitments for the local initiative (SaMCARES).</p>	<p>Goal 1</p> <ul style="list-style-type: none"> Developed “advocacy action packs” for distribution to local child care providers. Educated providers about SaMCARES project. Developed a plan for a countywide “doll and poster campaign” with media slogans to focus publicity for Worthy Wage Day on the link between skilled and committed child development professionals and quality child care. Fifty stakeholders participated. <p>Goal 2</p> <ul style="list-style-type: none"> Held community action meetings to train stakeholders on media advocacy. Thirteen stakeholders received training on media advocacy. Organized postcard writing campaign to local Children and Families First Commission and Board of Supervisors. 	<p>Goal 1</p> <ul style="list-style-type: none"> Seven articles and one opinion-editorial were published about SaMCARES. Advocacy efforts funded by the QCCI grant overcame initial public bias against the movement to organize and professionalize the child care workforce. Increased community and decision-maker awareness of and support for quality child care and CARES program. Several local child care teachers emerged as leaders during process of conducting outreach to families and the community. <p>Goal 2. Secured funding for local SaMCARES initiative from local and state Children and Families First Commissions, State Department of Education (AB212), Packard Foundation, and federal Early Learning Opportunities Act. \$1.4 million secured for first round of stipend project will pay for stipends to 500 professionals.</p>

Santa Clara County:
Grantee: Santa Clara County Office of Education/Local Child Care Planning Council (\$25,000)
12-Month Planning Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<ol style="list-style-type: none"> 1. Design and initiate a system of annual stipends to recognize and reward education and longevity among early childhood professionals. 2. Develop eligibility requirements and application procedures. 3. Apply for additional funds to support CARES initiative. 4. Identify funding source for stipends for providers serving school-age children. 	<p>Goal 1. The Local Planning Council developed a plan for distributing AB212 stipends as well as an initial plan for distributing stipends under the local Proposition 10 stipend program. The latter was subsequently reviewed by the staff at the newly created Professional Development Institute.</p> <p>Goal 2</p> <ul style="list-style-type: none"> • The Local Planning Council issued application forms to subsidized center directors and distributed the first round of AB212 stipends to workers in subsidized centers. • The county applied lessons learned from the first round of the AB212 stipend program to revise the procedures developed for its consolidated stipend program. <p>Goal 3. The Local Planning Council assisted the local Proposition 10 staff in developing a successful plan and proposal for the state Proposition 10 matching grant, because there was no other entity in existence yet to do this.</p>	<p>Goal 1. QCCI enabled the county to continue planning for a seamless stipend system at a time when there were no other funds available to support a unified plan.</p> <p>Goal 2</p> <ul style="list-style-type: none"> • Now that the local Proposition 10 commission has selected an operator for its Professional Development Institute, the county has been able to consolidate all stipend funding streams into a seamless program to be operated by a newly created Professional Development Institute. • A plan emerged for decentralized administration of the integrated stipend program, with key roles to be played by local community-based organizations as implementation partners. <p>Goal 3. Santa Clara County was awarded \$750,000 in state Proposition 10 matching funds for each of the next two years. Because the first round of state matching funds had to be committed by June 30, 2002, the program geared up for a rapid start-up.</p>

Santa Cruz County
Grantee: Santa Cruz County Superintendent of Schools/County Child Care Planning Council (\$50,000)
Planning Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>Develop a two-phased child care workforce retention and compensation program:</p> <ol style="list-style-type: none"> 1. Phase I. Plan and secure funding for a stipend program to retain the most qualified teachers, directors, and family child care providers. 2. Phase II. Design an initiative to increase the compensation (wages and benefits) available to the child care workforce. 	<p>Goal 1</p> <ul style="list-style-type: none"> • Grantee worked with local planning council and local Proposition 10 Commission to gain consensus on stipend program design and funding priorities (i.e., how to balance professional development and compensation objectives). • Developed a staffing plan for the implementation of the local CARES program (includes a full-time CARES project specialist and six core advisors). <p>Goal 2. CARES planning committee has developed a framework both for immediate stipend program and longer-term compensation initiative.</p>	<p>Goal 1</p> <ul style="list-style-type: none"> • Secured local Proposition 10 commission and local child care planning council approval of a coordinated stipend matrix and plan that draws on both AB212 and local Proposition 10 funding. • The first round of CARES stipends were awarded during the spring of 2002. <p>Goal 2. Have identified several options for longer-term compensation proposals (recognizing that expensive proposals won't advance in the current budget climate), including:</p> <ul style="list-style-type: none"> – Adding child care workers to a proposed state bill that would give K-12 teachers a tax credit. – Researching models for health pools and retirement benefits for child care workers.

Alameda County
Grantee: Alameda County Child Care Planning Council (\$75,000)
Implementation Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
1. Expand existing compensation/retention initiative in County to include non-subsidized school-age child care providers.	<p>Goal 1</p> <ul style="list-style-type: none"> Completed program design and outreach for School Age Recognition Program (SARP). 126 first-round applications were received during 2001. Completed first round of application review and approval. 112 applicants were approved for funding. Awarded \$300 stipend and a free membership to the California School Age Consortium (CALSAC) to eligible first-round applicants. Received 167 second-round applications. 154 applicants were approved for funding. \$300 stipend and CALSAC membership were awarded to eligible second-round applicants. 	<p>Goal 1</p> <ul style="list-style-type: none"> QCCI funding allowed county to expand the coverage of its ongoing compensation/retention initiative by including school-age providers not eligible under Proposition 10 and AB212 funding. All SARP recipients were enrolled as members in CALSAC as part of their program participation. About one-fourth of the SARP recipients each year attended the fall Alameda County Child Development Corps seminar. Recipient surveys indicate that more SARP recipients took one or two child development classes during the second year of the program than the first.

Contra Costa County
Grantee: Contra Costa County Office of Education/Local Child Care Planning Council (\$25,000)
Implementation Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>1. Provide a small financial reward to recognize the contribution made by non-state-funded school-age child care providers.</p> <p>2. If additional funds were to become available, this group could be incorporated into the county's ongoing Professional Development Program (stipend program).</p>	<p>Goal 1</p> <ul style="list-style-type: none"> • 2,000 flyers mailed to all family child care providers and child care centers in Contra Costa County. • Over 100 applications mailed to providers; 51 completed applications received within the specified time frame. • 43 eligible applicants received awards, including 2 family child care providers. • Awards of \$515.00 mailed to each eligible applicant. 	Gave non-state funded providers serving school-age children the opportunity to participate in the professional growth and retention initiative, albeit with a smaller stipend than that received by other participants.

Marin County
Grantee: Marin Education Fund (\$50,000)
Implementation Grant

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>3. Support outreach for first round implementation of MarinCARES initiative.</p> <p>4. Support design and implementation of local evaluation of MarinCARES.</p> <p>5. Identify and address gaps in local professional development system.</p>	<p>Goal 1</p> <ul style="list-style-type: none"> During first round of stipend program: (1) prepared English- and Spanish-language application guides and materials and disseminated materials to all licensed family child care homes and centers and license exempt providers caring for children of CalWORKS clients and (2) advertised and held 10 outreach clinics and several on-site staff orientations at large providers and reached about 290 people with orientation sessions. During the second round of stipend program: (1) revised application and guide to clarify procedures for new and renewing applicants; (2) adjusted stipend levels and application guides to encourage providers to participate and achieve important training/permit benchmarks; and (3) increased second round outreach efforts targeted to family child care providers. <p>Goal 2. Developed evaluation questions and selected local evaluator. Evaluation activities completed during project period included:</p> <ul style="list-style-type: none"> Conducted focus groups on customer and stakeholder satisfaction, spring 2002. Collected and analyzed impact on providers in terms of training, permit applications/waivers, length of service, and turnover rates; first year report completed October 2002. <p>Goal 3. Reviewed experiences of program participants to identify professional development gaps.</p>	<p>Goal 1</p> <p>First round program outcomes included the following:</p> <ul style="list-style-type: none"> Received 600 applications for the first round of MarinCARES stipends. This is a high rate of participation—estimated at 50% of eligible providers. Merged multiple funding sources (Proposition 10 and AB212) to achieve funding for all eligible applicants. Awarded initial stipends to 490 eligible applicants. <p>Goal 2. Completed initial evaluation.</p> <p>Goal 3</p> <ul style="list-style-type: none"> Identified the following professional development gaps: need to improve the availability of education and career counseling for early childhood educators; need to expand training opportunities at non-traditional sites and during evening or weekend hours; need to increase early childhood education offerings for Spanish-speakers. Worked with College of Marin to develop services to fill gaps. Identified scarcity of qualified people to provide local review of documents for Child Development Permit applications.

**The Center for the Child Care Workforce (\$90,000)
Technical Assistance Grant**

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<ol style="list-style-type: none"> 1. Support information sharing and networking between and among leaders and program managers in local counties. 2. Provide technical assistance to Bay Area counties to help them develop, implement, and evaluate their local child care compensation and retention programs. 	<p>Goal 1</p> <ul style="list-style-type: none"> • Has convened monthly CARES meetings attended by Bay Area counties and others. Meetings are used to share county information, share updated research findings, hear resource speakers, and discuss timely issues. Detailed meeting notes are provided to 356 groups and individuals on the CARES e-mail list. • Has developed a web-site to support continued information and innovation sharing among people working on building a skilled and stable child care workforce at www.caccwrc.org. <p>Goal 2</p> <ul style="list-style-type: none"> • Has responded to requests for one-on-one technical assistance on a variety of information and program design requests. • Has developed and disseminated materials and reports describing local programs and implementation progress. • Has helped counties document local impacts and communicate with the State First Five Commission to build support for the renewal of the state's commitment to matching funds support for local compensation initiatives. 	<p>Goal 1. Planning and implementation grantees reported that the monthly CARES meetings are extremely valuable; these meetings enabled them to learn from the experiences of other counties.</p> <p>Goal 2</p> <ul style="list-style-type: none"> • During the period of this technical assistance grant, local compensation and retention programs have spread rapidly within the Bay Area and throughout the state. • Although CCW has not directly assisted all counties in California with their programs, they have helped to document the implementation of these programs in local areas throughout the state. • Currently 56 of 58 California counties are providing stipends to at least some members of the child care workforce (i.e., at least employees of state-funded centers, using AB212 funds) using a variety of funding streams that currently total \$45.0 million annually. Forty-eight counties have received support for CARES-type programs from local and state First Five Commission funds.

**The Center for the Child Care Workforce (\$90,000)
Technical Assistance Grant**

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
3. Collaborate with other resource organizations to help build local- and state-level coalitions that support compensation and retention issues.	<p>Goal 3</p> <ul style="list-style-type: none"> • Staff has spoken at public hearings, CARES forums and national, state, and local conferences to promote CARES program model. Has provided information and local contacts to the media. • Project has helped organize a network of early childhood teachers and family child care providers called the California Child Development Corps. As its first issue, the Corps spearheaded a successful “Save CARES” campaign. A longer-term goal is to strengthen the voice of early childhood educators in policy decisions in California. • When Center for the Child Care Workforce discontinued its work as a free-standing national organization in late 2002, the Bay Area CARES technical assistance project was transferred to the United Way of the Bay Area. Project staff have been transferred to the ongoing project—now known as Working for Quality Child Care—housed at United Way’s San Francisco office. 	<p>Goal 3. The State First Five Commission has agreed to continue providing matching funds for local compensation initiatives, as long as local programs align their program designs with certain other state First Five priorities, such as school readiness and increased outreach to family child care providers.</p>

**The Labor Project for Working Families,
Work and Family Coalition (\$55,000)
Technical Assistance Grant**

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<p>1. Help local compensation and retention grantees to involve the labor community as partners in advocating for improved child care compensation.</p> <p>2. Collaborate with other local, regional, and state-level groups to involve the labor community in efforts related to child care compensation and retention.</p>	<p>Goal 1</p> <ul style="list-style-type: none"> • Sponsored workshops for child care advocates in Alameda County on compensation/retention issues. • Helped a group in Alameda County initiate a campaign for health benefits for child care providers. This group is organizing, raising funds, and planning for the launch of an active campaign. • Disseminate information about local activities to other counties using a monthly bulletin, flyers, and e-mails. <p>Goal 2. Convened a state-level Child Care Policy Work Group with participation by union leaders, state legislative staff, and researchers at U.C. Berkeley to identify options for state policies to improve compensation and working conditions for the child care workforce.</p>	<p>Goal 1. Sixty-five child care providers attended Alameda County meetings to plan health benefits campaign. The labor/child care-provider consortium working on this issue is close to launching itself as an independent project.</p> <p>Goal 2. The Child Care Policy Work Group has developed a committed group of researchers, child care stakeholders, and union leaders who now share a detailed understanding of child care financing issues and organizing models used in other industries.</p>

**Marcy Whitebook, Institute for Industrial Relations
at the University of California, Berkeley (\$55,000)**
Technical Assistance Contract

QCCI Project Goals	Activities (Outputs) Completed	Outcomes Achieved
<ol style="list-style-type: none"> 1. Support local compensation and retention grantees in designing and planning evaluation activities. 2. Serve as a liaison between state-level evaluation of compensation/retention projects and local counties operating programs. 3. Help respond to state-level budget and policy issues related to compensation and retention goals. 	<p>Goal 1</p> <ul style="list-style-type: none"> • Convened local compensation and retention grantees to discuss local evaluation questions and outcome measures and share evaluation issues. Developed and disseminated a summary list of evaluation stakeholders and possible outcome measures. • Met individually with San Francisco, Marin, and Santa Clara Counties to discuss planned local evaluations. <p>Goal 2</p> <ul style="list-style-type: none"> • Has served as technical advisor to PACE statewide evaluation. • Has helped promote communication and discussion about evaluation methods and findings between PACE evaluators, local counties, and state First Five Commission. <p>Goal 3</p> <ul style="list-style-type: none"> • Has participated as a member of the State Compensation Roundtable and on efforts to work with labor on child care compensation issues. • Has helped review different child care and budget bills as they come through the Governor's Office to identify important issues. 	<p>Goal 1</p> <ul style="list-style-type: none"> • Counties have a better understanding of the types of questions that can be addressed with local evaluations. • Marin County has developed a clear set of evaluation questions, issued an RFP, selected an evaluation contractor, and completed its local evaluation. <p>Goal 2</p> <ul style="list-style-type: none"> • Local counties have provided useful feedback to the PACE evaluators on how to interpret PACE findings. • PACE has developed clear summaries of its research methods, data limitations, and early findings for public distribution. • PACE has encouraged policymakers to wait for evaluation results that will be able to shed light on important policy questions.

APPENDIX F:
Leadership/Training Project Outputs & Outcomes

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APPENDIX F
LEADERSHIP/TRAINING PROJECT OUTPUTS &
OUTCOMES

Bay Area Network for Diversity Teaching in Early Childhood (BANDTEC)

California Early Childhood Mentor Program (CECMP)

Family Resource Network of Alameda County (FRN)

Infant Toddler Consortium (ITC)

PROJECT OUTPUTS
Bay Area Network For Diversity Teaching In Early
Childhood (BANDTEC)

Planned Activity	Outputs
1. Recruit and train interns	<ul style="list-style-type: none"> Letters of interest and brochures were mailed to 25 child care agencies identified by BANDTEC members. Nine interns were selected from the pool of individuals nominated by their agencies. One dropped out. Interns represented five counties: Alameda (4 interns), Marin (2 interns), San Mateo (1 intern), Santa Cruz (1 intern), Sonoma (1 intern).
2. Expand coverage and/or improve outreach	<ul style="list-style-type: none"> Flyers on BANDTEC activities were distributed throughout Bay Area counties by mail and hand-delivered by BANDTEC members.
3. Develop linkages with training partners and sponsors	<ul style="list-style-type: none"> Two training partners offered credit for BANDTEC activities: <ul style="list-style-type: none"> Ohlone College listed the BANDTEC focus groups as an extension course for two credit units. Sonoma State University offered the diversity internship as a 3-unit credit-bearing course.
4. Deliver training	<ul style="list-style-type: none"> Eight interns received classroom-based study of diversity concepts and principles and well as experience in applying diversity awareness tools to their “real world” agencies. Forty individuals participated in technical assistance focus groups. Focus group participants came from the organizations that sponsored BANDTEC interns. 202 individuals from 11 counties participated in public forums on diversity. Thirty-eight of the focus group participants were from traditionally underrepresented populations.
5. Disseminate resource materials	<ul style="list-style-type: none"> Diversity materials—including BANDTEC’s conceptual framework and other materials—were distributed to over 300 individuals.
6. Provide ongoing support/change caregiver practices	<ul style="list-style-type: none"> Focus groups were used to assist organizations in changing practices in the child care workplace. Approximately one hour of technical assistance was provided to participating organizations as part of each focus group. BANDTEC mentors plan to continue supportive contacts with interns following project. One former intern is now mentoring a new intern from her county.
7. Build community linkages and increase public awareness	<ul style="list-style-type: none"> BANDTEC has increased its visibility and paid membership.

PROJECT OUTCOMES
Bay Area Network For Diversity Teaching In Early
Childhood (BANDTEC)

Intended Outcomes	Accomplishments
1. Increased knowledge and skills of practitioners	<ul style="list-style-type: none">• Interns. Interns increased their knowledge and skills in relevant areas and recognized that addressing diversity requires a long-term response by child care workers and their organizations.• Organizations that participated in focus groups. Participants in focus groups indicated that technical assistance had helped their agency evaluate its diversity issues and identify areas for organizational change.• Participants in public forums. Attendees indicated that training helped them to begin thinking about various diversity issues in early childhood education, such as: how to work with multiracial families, how to support English language learners in the classroom, and how to provide culturally inclusive environments and materials.
2. Changed caregiver practices	<ul style="list-style-type: none">• Some worksite administrators informally expressed the need for continued support in the area of culturally competent practices.

PROJECT OUTPUTS
California Early Childhood Mentor Program (CECMP)

Planned Activity	Outputs
1. Develop curriculum and resource materials	<ul style="list-style-type: none"> • Project developed curriculum materials as follows: <ul style="list-style-type: none"> – Adapted curriculum materials for use in the regional Director Mentor Institute. – Completed the Director Seminar Facilitator's Guide, and implemented the Guide in sessions with directors, facilitators, coordinators, and college faculty in six different locations throughout California. 55 Mentor Programs each received two copies of the Guide to use in their Director Seminars. – Developed a curriculum titled <i>Supporting Directors as Gatekeepers to Quality</i> to use in the Advanced Director Mentor Institute.
2. Recruit and train trainers and director mentors	<ul style="list-style-type: none"> • Project distributed over 180 announcements describing a Training Fellowship in late spring 2001. Three candidates were chosen from among 18 applicants based upon their experience in the early childhood field, ability to exhibit leadership potential, and membership in underrepresented groups. • Over 9,000 flyers and announcements were distributed publicizing the project's different training activities (four Director Mentor Institutes, an Advanced Director Mentor Institute, six workshops for Director Seminar facilitators, and a train-the-trainers workshop). • The number of participants attending Director Mentor Institutes is growing rapidly, from 17 attendees at one institute in 2001 to nearly 150 attendees at 5 institutes in 2002. The number of individuals acting as Director Mentors is also increasing from 13 in 2000 to 21 during the first half of 2003. • 23 Director Mentors attended the first two-day Advanced Director Mentor Institute in northern California led by an expert from out of state. Eleven participants attended a second Advanced Director Mentor Institute in southern California, led by mentor program facilitators.
3. Recruit protégé directors and deliver mentor services	<ul style="list-style-type: none"> • The project distributed Director Mentor brochure to Mentor Programs throughout California for use in recruiting protégé directors. Spanish and Chinese brochure inserts were also distributed. • 17 protégé directors were placed with Director Mentors during the six-month period from October 2001 through March 2002.¹
4. Promote and hold director seminars	<ul style="list-style-type: none"> • Between 1999-2000 and 2001-2002, the number of Director Seminars held across the ten participating colleges increased from 13 seminars to 46 seminars. • The number of directors attending Director Seminars over this period increased from approximately 212 participants to 521 participants.

¹ These numbers represent only programs in the Bay Area (as opposed to statewide).

PROJECT OUTCOMES
California Early Childhood Mentor Program (CECMP)

Intended Outcomes	Accomplishments
1. Improved knowledge and skills of trainers and directors	<ul style="list-style-type: none"> • Participants in the Director Mentor training: <ul style="list-style-type: none"> – Explored the nature of the mentoring relationship and the distinctions between mentoring and supervising, and learned about how to apply to become a director mentor. – Praised both the content and delivery of the training. – Were offered the opportunity to earn one unit of college credit for completing follow-up activities. A total of 14 directors completed the follow-up course, which required working on a collaborative decision-making activity. The experience received favorable feedback from participants.
2. Expansion of Program	<ul style="list-style-type: none"> • The number of Director Mentors participating in the program increased from 7 in 1999-2000, to 15 in 2001-2002, to 21 in the first half of 2003. Participation by individuals from underrepresented groups has remained constant at about one-fourth of total participants from 1999/2000 to 2002/2003. The total number of participants from underrepresented groups increased from 3 to 5 over this period. • The number of Protégé Directors participating in the program increased from 7 in 1999-2000 to 17 for the first half of 2003. The project did not collect data on the level of participation by Protégé Directors from underrepresented populations. • A new project for Director Mentors, called <i>Every Director Counts</i>, is being developed as a result of the ideas elicited from the Training Fellowship provided in Illinois. Six Director Mentors and trainers will take part in weeklong training in preparation for providing ongoing mentoring support to a select cohort of local directors.

PROJECT OUTPUTS
Family Resource Network Of Alameda County (FRN)

Planned Activity	Outputs
1. Develop curriculum and resource materials	<ul style="list-style-type: none"> • Purchased videos and books for a Lending Library on serving children with special needs. • Catalogued articles and informational handouts. • Gathered Spanish language fact sheets, articles, and handbooks for Lending Library. • Updated and printed copies of <i>English/Spanish Resource Directory</i>. • Integrated Lending Library's topical bibliographies (e.g., Autism, Behavior Challenges) with Early Start Resources in Special Education materials and added online resources listings in quarterly newsletter. • Developed training packets, activities, and handouts for inclusion workshops and classes. Reviewed existing materials and curricula for use in community college development courses.
2. Recruit and train trainers	<ul style="list-style-type: none"> • Held recruitment meetings with Bilingual Committee of three Alameda County R&Rs. • Solicited input of Early Head Start Disability coordinators and staff; BANANAS' Bilingual Coordinator; CHO Spanish Speaking Family Support and Services Ad Hoc Committee. • Recruited six Spanish-speaking train-the-trainer participants to assist in the design of the train-the-trainer curricula, competencies and training activities.²
3. Expand coverage and/or improve outreach	<ul style="list-style-type: none"> • Provided outreach brochures and resource lists to 460 providers. • Distributed Special Needs Project bibliographies and ordering information to 240 providers • Provided eight hours consultation to Child Care Career Advisors and Professional Development Coordinators. Added training opportunities to Career Advisors calendar and promoted training opportunities at two Every Child Counts (ECC) Child Care Corps seminars. • Offered individualized technical assistance and resources to Child Development students and instructors. • Participated in 12 community outreach activities at which various resource materials were disseminated. • Developed and distributed Library outreach postcard to more than 500 recipients. Displayed Library publications at nine community events and five training activities.
4. Develop linkages with training partners and	<ul style="list-style-type: none"> • Merritt College expanded its offering of six new classes on Early Intervention/Special Education for a total of 15 units within the Early

² Due to personnel changes, only three of the six participants were involved throughout the project period.

Planned Activity	Outputs
sponsors	<p>Intervention certificate program. (Approval of integrated coursework not in place by the 2002-2003 academic year.)</p> <ul style="list-style-type: none"> Project promoted interagency training opportunities within child care community including SEACAP, All of Us Together, Infant Development Association Special Topics, Natural Environments and Early Intervention, Early Beginnings.
5. Deliver training	<ul style="list-style-type: none"> FRN provided 14 classroom-based trainings to more than 330 child care providers. Topics included an overview of the ADA, understanding early intervention and special education, process for identifying and referring eligible children and working with families and community resources. Offered 4 special topic trainings on: (1) ADA/Beyond Barriers to CCR&R staff at annual conference, (2) working with parents, (3) natural environments, and (4) the need for inclusive child care services (to state CDPAC). Modes of instruction included lecture, small group discussion, videos, and role play. Some instruction was provided as one-on-one technical assistance (in Spanish).
6. Disseminate resource materials	<ul style="list-style-type: none"> Disseminated key materials. Dissemination occurred at all training events and workshops, individual mailings to providers upon request, and a bulk mailing to all subsidized child care programs. <ul style="list-style-type: none"> <i>Early Warning Signs</i> in English, Spanish, and Chinese; referral to early intervention services in English and Spanish. English/Spanish edition of <i>Directory for Families in Need of Special Resources</i>
7. Provide ongoing support/change caregiver practices	<ul style="list-style-type: none"> Provided a minimum of three hours of one-on-one technical assistance to bilingual leadership committee members on request.
8. Build community linkages and increase public awareness	<ul style="list-style-type: none"> Participated in eight policy councils/committees including Alameda County LPC and the Developmental Disabilities Council.

PROJECT OUTCOMES
Family Resource Network Of Alameda County (FRN)

Desired Outcomes	Accomplishments
1. Increased knowledge and skills of trainers and practitioners	<ul style="list-style-type: none"> • Developed baseline content for a replicable model of culturally responsive formats and processes for Latino/Spanish-speaking caregivers. • Developed an outline of training content and competencies for Spanish-speaking caregivers. • Provided 14 trainings/classes to 338 caregivers in Alameda County. • Began developing refined training packets and content to focus on ADA responsibilities, identifying and referring children, disabilities service delivery systems (IDEA, Early Intervention, Regional Center) working with families, developing community partnerships. • Provided leadership and assisted in the development of a statewide training for 419 participants at the Transfer of Knowledge Symposium on Inclusive Child Care offered in partnership with CDPAC, the California Children and Families Commission and state agencies. • Train the trainer program was not fully implemented.
2. Changed caregiver practices	<ul style="list-style-type: none"> • Direct training to caregivers via the train-the-trainer program has not yet taken place. • Train-the-trainer participants need ongoing information, technical assistance and support. More work needs to be done in this area.
3. Increased public awareness	<ul style="list-style-type: none"> • Initiated steps to link project activities with child care career advisor efforts. The overwhelming success of the Child Care Corp (CARES) activities/stipends led to an enormous workload for Career Advisors as well as an increased demand for coursework bearing CD units. Therefore, community training on disability topics without CD credit were less successful than anticipated. • Designed, printed and disseminated 1,000 outreach postcards for lending library. Noted modest increase in provider requests to borrow materials and significant increase in the number of providers requesting ordering information to purchase books for themselves and for children in their programs. • Purchased videos and books on relevant topics. Primary trainers from Head Start, Mills College and Merritt College borrowed videos and training materials. Currently linking with equipment loan programs administered by three CCR&Rs to identify material needs. • Significant increase in the number of local and state agencies, advisory bodies and commissions willing to address access and equity for children with disabilities in child care. FRN staff represented the voice of families on eight councils/advisory bodies and prompted the development of an interagency-sponsored, full-day, statewide conference. Staff involvement in three major activities of the California First Five Commission (Advisory Committee on

Desired Outcomes	Accomplishments
	<p>Diversity; Master Plan for Education School Readiness; CIHS Stakeholders Forums) and in the approval of an RFP for Special Needs Pilot Projects this spring.</p> <ul style="list-style-type: none"> • FRN staff have provided leadership in the development of all of Alameda County's AB 1703 projects and activities and will continue to provide technical assistance, training, and mentorship to each of the three coordinators of inclusive services at the R&Rs as well as serving as a co-chair of the Special Needs Subcommittee of the Alameda County Child Care Planning Council. • FRN contributed significant time and expertise in the development of the Transfer the Knowledge Symposium on Inclusive Child Care in November 2002. For many statewide participants, this even signaled the beginning of building a coordinated, county-wide effort on inclusive child care. Many used the event to kick off local SB 1703 projects.
4. Sustainable training	<ul style="list-style-type: none"> • Nine providers received training in languages other than English. • Three modes of instruction were implemented including one-on-one interviews, conference presentations, and guest presentations at Merritt and Chabot and Mills College.

PROJECT OUTPUTS
Infant Toddler Consortium (ITC)

Planned Activity	Outputs
1. Develop curriculum and resource materials	<ul style="list-style-type: none"> Translated <i>Baby Steps</i> curriculum into Spanish. Finalized <i>Beginning with Babies</i> curriculum. Training-of-trainers model for Baby Steps finalized.
2. Recruit and train trainers	<ul style="list-style-type: none"> Twelve participants attended English-language <i>Baby Steps</i> training-of-trainers. Two of the trainers trained were bilingual—one Spanish bilingual and one Cantonese bilingual. Four counties were represented among the trainers trained.
3. Expand coverage and/or improve outreach	<ul style="list-style-type: none"> Outreach to Santa Cruz occurred over several months and was targeted toward relationship-building rather than recruiting trainers. Approximately 30 caregivers from Santa Cruz and Marin Counties attended the IT Conference.
4. Deliver training	<ul style="list-style-type: none"> Fourteen infant toddler providers attended the Spanish-language <i>Baby Steps</i> pilot training in Marin County. Four infant toddler providers attended the <i>Beginning with Babies</i> series in Alameda County.
5. Increase public awareness	<ul style="list-style-type: none"> Supporting materials developed for Baby Bytes and for Baby Steps—including website and newsletter.

PROJECT OUTCOMES
Infant Toddler Consortium (ITC)

Intended Outcomes	Accomplishments
1. Increased knowledge of trainers	<ul style="list-style-type: none"> Trainers who received training said they benefited from the following activities: reviewing the curriculum content with developers; discussing and agreeing upon a collective understanding and common message of the training; practicing using the slides and getting a feel for the flow of the workshops; and preparing and presenting a segment of the workshop. Evaluation forms reflected positive comments. Group discussions and training manual were found to be the most helpful for participants.
2. Increased knowledge of practitioners	<ul style="list-style-type: none"> Evaluation forms reflect that Spanish <i>Baby Steps</i> participants benefited greatly from the observation techniques, interactive games, group discussions and learning about culture in care and quality environments for infants and toddlers. Participants also expressed great interest in more Spanish training such as this. <i>Beginning with Babies</i> participants advanced their knowledge and skills by reflecting on what it means to care for babies and the importance of the job, practicing traditional learning skills, understanding key concepts in quality infant and toddler care giving, feeling empowered to change their practices in order to improve quality of care, and developing a network of peer support.
3. Changed caregiver practices	<ul style="list-style-type: none"> Increased attention to observation, culture in care, and quality environments for infants and toddlers.
4. Expansion and sustainability of training	<ul style="list-style-type: none"> Approximately four additional <i>Baby Steps</i> trainings were made possible by training-of-trainers. ITC expanded <i>Baby Steps</i> into approximately four additional areas of the Bay Area (i.e., four counties represented by the 12 participants in the training-of-trainers model). ITC's twelfth statewide conference in June 2002 (not QCCI-funded) was a good opportunity to recruit potential new trainers and training participants for future efforts. 2002-2003 training calendar includes more Spanish <i>Baby Steps</i> trainings and <i>Beginning with Babies</i> in Cantonese.
5. Enhanced community linkages	<ul style="list-style-type: none"> Linkages have been developed in Santa Cruz County (e.g., through ITC meetings with local R&R) but relationship-building is ongoing. Approximately 20 individuals from Santa Cruz County have become ITC members.

PROJECT OUTCOMES
Infant Toddler Consortium (ITC)

Intended Outcomes	Accomplishments
1. Increased knowledge of trainers	<ul style="list-style-type: none"> Trainers who received training said they benefited from the following activities: reviewing the curriculum content with developers; discussing and agreeing upon a collective understanding and common message of the training; practicing using the slides and getting a feel for the flow of the workshops; and preparing and presenting a segment of the workshop. Evaluation forms reflected positive comments. Group discussions and training manual were found to be the most helpful for participants.
2. Increased knowledge of practitioners	<ul style="list-style-type: none"> Evaluation forms reflect that Spanish <i>Baby Steps</i> participants benefited greatly from the observation techniques, interactive games, group discussions and learning about culture in care and quality environments for infants and toddlers. Participants also expressed great interest in more Spanish training such as this. <i>Beginning with Babies</i> participants advanced their knowledge and skills by reflecting on what it means to care for babies and the importance of the job, practicing traditional learning skills, understanding key concepts in quality infant and toddler care giving, feeling empowered to change their practices in order to improve quality of care, and developing a network of peer support.
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APPENDIX G:
Low Income Investment Fund (LIIF)

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APPENDIX G:
PROJECT OUTPUTS
Low Income Investment Fund (LIIF)

Planned Activity	Outputs
1. Achievement of an effective outreach and application process	<ul style="list-style-type: none"> • LIIF involved nine LPCs and nine CFCs in outreach and marketing efforts. LIIF also involved 10 additional agencies. • LIIF held one orientation/technical assistance session in March 2002. • Eight prospective applicants attended the orientation/technical assistance session.
2. Selection of high priority centers	<ul style="list-style-type: none"> • Of the 18 applicants, 17 serve low-income communities and 11 serve children with special needs. • Of the 12 grantees, 11 serve low-income communities and 5 serve children with special needs. • LIIF only provided the <i>number</i> of children served who have special needs (SN) and are low-income (LI), and the aggregate number of grantees' child care slots. In total, 72 SN and 276 LI are served out of the 12 grantees' 713 total child care slots. • Of the 12 grantees, 10 are located in high priority areas. • Of the 12 grantees, 12 had the support or recommendation of their local LPC or CFC.
3. Broad representation across counties and age groups	<ul style="list-style-type: none"> • Of the 18 applicants, 3 were from Alameda, 6 were from Marin, 1 was from San Mateo, 1 was from Santa Clara, 5 were from Santa Cruz, and 2 were from Solano. Contra Costa, Monterey, and San Francisco Counties were not represented. • Of the 12 grantees, 1 was from Alameda, 5 were from Marin, 1 was from Santa Clara, 3 were from Santa Cruz, and 2 were from Solano. Contra Costa, Monterey, San Francisco, and San Mateo Counties were not represented. • Of the 18 applicants, all four age groups were represented: infant, toddler, preschool, and school-age. • Of the 12 grantees, all four age groups were represented: infant, toddler, preschool, and school-age.
4. Volume of grants	<ul style="list-style-type: none"> • LIIF made 12 grants totaling \$250,000. • 11 of the 12 grantees met the recommended 20% or \$5,000 matching of resources.

APPENDIX G:
PROJECT OUTCOMES
Low Income Investment Fund (LIIF)

Intended Outcomes	Accomplishments
1. Increased knowledge of child care providers who attended workshops	<ul style="list-style-type: none"> • LIIF held two workshops for center staff and family child care providers on facility development issues; 78% of workshop attendees gave their workshop a mark of “good” or “excellent.”
2. Volume of new, preserved, or enhanced child care spaces	<ul style="list-style-type: none"> • The first round of Predevelopment Pool funding has supported facility development/expansion plans for the creation of 372 new child care spaces.
3. Receipt of new funding commitments to sustain the Predevelopment Pool	<ul style="list-style-type: none"> • Providian Financial has committed \$1 million to the Pool, of which LIIF had received one-third as of June 2002. • LIIF has been selected by the Packard Foundation to administer the ABCD Fund, a \$30-\$50 million statewide initiative.
4. New/enhanced systemic relationships	<ul style="list-style-type: none"> • LIIF has referred child care providers to the Building Child Care website in order to find needed specialists, such as architects or engineers with expertise in child care facilities. • LIIF has also assisted in the cultivation of grantees’ relationships with experts.