Bibliography

Literature on
Child Care Advocacy & Public Policy Processes

Part of the Research Project
“Child Care Advocacy and Canadian Policy Processes:
History and Practice from WWII to the Present”

Child Care Advocacy Association of Canada
March 2001
“Child Care Advocacy and Canadian Policy Processes: History and Practice from World War II to the Present”

Background:

“Child Care Advocacy and Canadian Policy Processes: History and Practice from World War II to the Present” was a research project conducted from April 1999 to March 2001, sponsored by the Child Care Advocacy Association of Canada (CCAAC), and funded by Child Care Visions, HRD Canada. The Principal Investigator was Dr. Susan Prentice (Sociology, University of Manitoba) who worked closely with a Project Advisory Team comprised of Rebecca Scherer, Wendy Atkin, and Maryann Bird, as well as the CCAAC Executive Director Cynthia Magloughlin.

Research Produced:
The research project produced several products, also on deposit where this Bibliography is found:

• oral history interviews with child care advocates (N=52);
• a bibliography on child care advocacy;
• an archival listing of sources for historical research on post-WWII child care advocacy in English Canada;
• a poster depicting images of child care advocacy from 1945 to the present (English and French versions);
• an edited anthology of original analysis, Changing Child Care: Five Decades of Child Care Advocacy in Canada (Ed. S. Prentice, 2001. Fernwood Books: Halifax), which also contains excerpts from selected oral histories;
• a website; and
• a CD ROM, which contains digital copies of the oral history transcripts, the bibliography on child care advocacy, and the archival listing of historical sources.

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Bibliography

Literature on
Child Care Advocacy & Public Policy Processes

As an aid to researchers and advocates, we have compiled a bibliography of literature which relates to child care advocacy and public policy processes. Our inter-disciplinary bibliography includes a wide range of sources, from the broadly intersecting fields of child care service, child care policy, child care advocacy, social movements, social change, social history and public policy. Although the focus of the research project was Canadian, this bibliography is not restricted to Canadian sources or content. All entries, however, are in English.

Where annotations were readily available, they were used in the production of this Bibliography. In converting from EndNote, italicization and underlining formats were lost, hence this print version (like the digital copies) is a plain text document, with minimal formatting. An EndNote version is included on this CD ROM.

Researchers interested in this Bibliography may find a digital version more useful than a print copy. This Bibliography: Literature on Child Care Advocacy and Public Policy Processes is also available in digital format. On the CD ROM which accompanies this research project (and which can be found in this Archive and at the Child Care Advocacy Association of Canada), a copy of the Bibliography can be found in two digital formats. One version is a ‘Rich Text Format’ word processing document, which can be searched. A second copy is in EndNote format, for those users of that proprietary bibliographic software.
Canadian Child Care Federation - Mission Statement, Canadian Child Care Federation.

Interpretation of the child day care act, Northwest Territories.

Child Care Connection - NS.

Child Care Connection - NS is a community development organization with a mission to connect child care practitioners, organizations and other interested individuals with information, resources, support and promotion of quality child care. With a constituency of over 3,000, CCC-NS delivers a wide range of services relating to: professional development; communication of an accountable, responsible child care profession to the government, public and child care sector; events; and keeps current and informed regarding issues and trends.

Effects of Child Care Funding Cuts, The Child Care Action Website.


The need for an adequate financial base for the future of quality early care and education (ECE) for young children is being increasingly recognized. This document compiles four papers commissioned to frame the discussion at a 1999 working meeting of individuals from diverse fields to identify and explore possible actions related to financing ECE for children birth through 5 years of age. The papers are: (1) "Toward Solutions: Through the Child Care Funding Maze" (Louise Stoney), describes how ECE is financed in the United States and offers examples and new and innovating ways that states and communities have generated funds for ECE services; (2) "Winning Early Care and Education Funding: Successful Strategies from Five States" (Nancy Sconyers), describes funding strategies in Florida, California, Oklahoma, New York, and Illinois; (3) "Funding Early Care and Education: An Assessment of Public Support" (Ethel Klein), examines public opinion regarding the benefits and drawbacks of early care and education for children and working parents and its role in connecting with the workforce; and (4) "Creating a Climate for Change" (Deborah Wadsworth), concerns Americans' attitudes toward children, child care, and parent responsibility. Each paper contains references.


This directory lists 107 child advocacy programs in 37 states, the District of Columbia and the Virgin Islands. Each entry includes project title, address, telephone number, contact person, a statement of purpose and a summary of current advocacy activities. Entries are indexed under the following terms: adolescent parenthood, appropriations/funding, child abuse and neglect, child care/day care, child labor, child welfare, coalitions, community involvement, comprehensive coordinated planning, deinstitutionalization, delivery of services, developmental disabilities, developing monitoring and assessment instruments, drugs, early periodic screening diagnosis and treatment, foster care, health care, individual advocacy, juvenile justice, lead poisoning, legislative action, mental health, Native Americans, parent education, public education, recreation, rights of children, state-wide child advocacy structure, training advocates, workshop on data collecting and planning, and youth. (RH)


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Included in this document are 24 preconference workshop papers prepared for the 1982 annual convention of the National Association for the Education of Young Children (NAEYC), entitled "Shaping the Employer Role in Child Care." The purposes of the workshop were (1) to provide NAEYC members with a realistic picture of current employer involvement in child care, describing both various models as well as the implications of their adoption; (2) to identify the primary mechanisms for establishing linkages with other community-based organizations in an effort to stimulate corporate interest; and (3) to impart skills for working with the business community. Corresponding to the above purposes, individual papers are grouped into the following four major topic classifications: the current state-of-the-art of employer involvement in child care, employer options for supporting child care, building skills (needs assessment, marketing, taxation, fund raising, and so on), and working as a community. A list of related reading materials are appended along with a list of conference speakers.


Investigated by this study were effects -- at state, county, and family levels -- of federal cuts and changes on day care services in New York State, focusing on areas outside New York City. At the state level, the study examined policies shaping delivery of day care services to the poor and state systems for tracking changes in funding and children served. At the county level, the project tested data gathered from the state, examined changes in policies and practices in day care provision, and compared the scope and results of county assessments of the impact of policy changes. (Counties examined in detail were Albany, Broome, Erie, Monroe, Nassau, Onondaga, Rockland, Suffolk, and Westchester.) Finally, the project staff interviewed approximately 35 families to learn how policy changes took effect at this level. Despite limits of time and methods, the study documented a marked decrease in the number of children served as a result of policy and funding changes at the federal, state, and local levels. Also indicated were hardships caused by funding changes and the need for prompt state and local action to aid the poor in securing day care. To that end, seven specific recommendations were directed to the governor and state legislature and to the New York State Department of Social Services.


In 1984, the National Council of Churches adopted this policy statement on child day care which provides: (1) a social and theological rationale; (2) a discussion of the church internally as child care advocate; and (3) a view of the church as advocate for child care in society. Section I discusses
Section I of this study focuses on the need for child day care, the role of the church in child care, and the vocation of the church in child care. Section II discusses the role of the church in providing child care and as a participant in the national dialogue on child care. Section II also discusses two issues for church-operated child care programs: program quality and the role of the church as Christian educator in child care. Conditions favoring the church's role as child care provider are indicated. Section III describes the church's approach to advocacy, and discusses basic advocacy issues, church exemptions as a challenge to the church's commitment, and the church's social responsibility as advocate. Basic advocacy issues addressed include parental choice, and, in terms of the importance of licensing and assuring equity in program quality, standards of quality.


This conference report summarizes 12 presentations, small and large group discussions, conclusions, and policy suggestions. The conference's purpose was to initiate a coalition between the policy domains of early education and child care and to encourage the dissemination of information about possible service arrangements which bring together the assets of the public schools and other child care organizations. Sponsored by Spring Hill Center (an independent nonprofit conference organization), the conference featured five major sessions which addressed the following topics: (1) the demand for services for preschool children, (2) background and status of the issue, (3) cooperative programs in action, (4) political consideration, and (5) network building. Appendices include the conference agenda, a participant list, and sample responses from the media.


Produced for pastors, parents, and church members who consider service to families with young children a vital part of ministry, this manual presents information to stimulate enthusiasm about child day care as an important part of church mission. Its goal is to describe the church's unique opportunity to care for children and to offer guidance to those involved in caregiving efforts. Chapter I profiles the programs of nearly 9,000 churches participating in the 1982 National Council of Churches' (NCC) survey and introduces the reader to the child advocacy work undertaken in recent years by the NCC. Chapter II shows how ministry to families with young children has become important in the United States today and describes four steps a church task force takes in assessing or reassessing child day care programs. Chapter III includes suggestions for child day care board membership and orientation as well as a list of steps to follow in starting a program. Specifically described are such issues as governance and church support, contractual agreements and licensure, goals and objectives, and the ethics of financial and personnel policies. Chapter IV stresses active communication between church and child day care community, while chapter V describes selected resources for church-housed child day care programs. Appendices provide the proposed policy statement on child care of the National Council of the Churches of Christ, information on licensing, a sample lease agreement, and sample budgets.


The rapid impoverishment of women and their children has serious implications for the American family and for the nation. This report includes testimony before the Illinois Commission on the Status of Women from national and state representatives of women's organizations, social services agencies, advocacy groups, and civil rights organizations. A summary of the results of these groups' research includes statistics describing the trend toward the feminization of poverty, a discussion of the
causes of women's poverty (which are fundamentally different from those associated with men's poverty), and a description of the effects of this poverty in terms of the physical and psychological health of both women and children. Next presented are recommendations of the commission for reducing the number of women who descend into poverty and strategies to implement these recommendations. Specifically, recommendations concern increasing the availability of adequate and affordable child care, enforcing child support orders, including education aimed at self-sufficiency in programs that assist women, increasing primary sector employment and training for women, ensuring equal access to society's benefits, and improving public assistance programs. Lengthy appendices include all oral and written testimony.


This policy statement provides a framework for thinking about the many issues involved in developing assurance of adequate child care opportunities for infants and toddlers under 3 years of age. Specifically, the statement discusses (1) the special needs of infants and toddlers; (2) public policies to provide both financial and emotional support for parents who remain at home to care for infants and toddlers; (3) professional recognition, certification, and training for caregivers of infants and toddlers; (4) financing, regulating, and accrediting adequate day care and educating consumers; and (5) policy-relevant research issues concerning child care for very young children. It is argued that addressing the child care needs of infants and toddlers and their families is a process that must involve parents; professionals; employers; voluntary, community, and religious groups; and government. National Center staff are available to assist policymakers in locating research and clinical data that will help those seeking approaches to infant and toddler child care.


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(1984). Child Care and the Role of the Public Schools. Conference at Wayzata, Minnesota, Wayzata, Minnesota, Spring Hill Center, Wayzata, MN.

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the issue, (3) cooperative programs in action, (4) political consideration, and (5) network building. Appendices include the conference agenda, a participant list, and sample responses from the media.


This document consists of seven fact sheets that address issues and problems associated with child care. The first one provides background information regarding the availability of child care services in private homes and centers, statistical information on working parents requiring child care services, and numbers of associations and agencies available for resource and referral. The remaining six fact sheets discuss the following: (1) family day care, or home-based child care, as the major form of child care in the United States, its characteristics and regulation; (2) the federally supported Child Care Food Program in family day care; (3) umbrella sponsorship (a state or local non-profit organization servicing several homes) for family day care homes participating in the Child Care Food Program; (4) an overview of the child support enforcement problem, directed to mothers, giving information on who is eligible for child support, why fathers don't pay child support and what can be done about it, and how to work within the child support enforcement system; (5) information on how to start a grassroots child support action group; and (6) issues in the regulation of family day care.


This report examines the consequences, particularly for Black children, of the trend toward lodging preschool care in urban public schools. The report also calls for discussion and debate about whether the public school system can develop the skills and techniques necessary to nurture Black preschool children. In recent years Black parents have had difficulty finding quality child care for several reasons, including the following: the loss of the traditional family support system; the declining income of Black families; decreased federal support for child care; church-based child care facility closings; and sky-rocketing liability insurance costs in child care centers. Although housing child care in the public schools may seem an attractive alternative, any national policy discussion of child care must be based on the premise of a responsible, quality-oriented and culturally sensitive system and public school-based child care must be analyzed to answer the questions raised. Finally, components that must be included in public school based programs for young children are delineated and action steps are recommended both for workers in the child advocacy field and for targeted segments of the black community.


Testimony was heard concerning unmet needs for child care and current child care policy. Appearing before the Committee were California government officials, agency administrators and directors, school district officials, psychologists, anthropologists, and other researcher/practitioners, doctors, lawyers, parents, and children. Testimony covered the following topics: experiences of latchkey children; child care issues unique to disabled children and their families; respite care; working parents' difficulties in finding acceptable child care; changes in parents' anxieties about child care; child sexual abuse in child care centers; problems encountered in starting a nonprofit, business-sponsored child care center; incentives necessary to encourage developers' and businesses' involvement in child care; child care providers' needs; the costs of quality care; preventive services to families; the history of child care in California; the California Child Care Resource and Referral Network; the Child Care Law Center project; Nevada's Child Care Service Bureau; the San Francisco schools' Child Development Programs; training needs for family day care providers; a family day care home delivery system; the satisfactions of full-time parenting; and sick
child day care. Also included in the committee print, among other and supplemental materials, are a paper on services to Hispanic children in California's child development programs and a feasibility report on employer-sponsored child care.


This statistical fact book was developed to help New York State communities and child advocates learn how their county compares with others in the following areas: (1) number of children living in poverty; (2) number of children living in poor households; (3) number of families needing, and number receiving, child care subsidies; (4) number of children receiving public assistance; (5) rates of infant mortality, prenatal care, abortions, out-of-wedlock births, and births to mothers aged 10-17; (6) number of abused, neglected and delinquent youth; (7) number of children receiving foster care; and (8) number of dropouts and unemployed youth. The book can be used to create a one-page fact sheet about the state of children and children's issues in any New York State county, and a sample fact sheet with instructions for use is supplied to help counties evaluate their programs and develop action plans to make life better for the State's children.


This testimony, from welfare reform hearings in New York City, was given before the Senate Subcommittee on Social Security and Family Policy. The hearings were held to gather information for new regulations regarding public monies for child support. The Senate is considering whether to reform the present welfare system or to replace it with a new one. Of special interest at the hearings was the provision of services to families and children in crisis. The issues involved with reforming or changing the system are the following: (1) the primary responsibility for child support rests with the parents -- in single parent families the absent parent must contribute; (2) an able-bodied mother has the responsibility to work at least part time; and (3) if these mothers are to work, job training, child care, and transition services must be provided. Twenty-one witnesses testified on these issues, especially on the impact they would have on public finances and on the target population. Testimony and prepared written statements are included from welfare recipients, social service organizations, and public officials.

Publicizes collaborative efforts of national organizations to generate increased support for child care and to develop national child care legislation to be introduced in the 100th Congress. Reprints letter sent to national organizations; lists charter member organizations of the "Alliance for Better Child Care;" and states principles for legislation in process.


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(1988). Solving the puzzle of child care: A community child care services and funding plan -- strategies for expansion and improvement. Cleveland, OH, Child Day Care Planning Project, Cleveland, OH.

This report describes the Community Child Care Services and Funding Plan, which is a plan for future collaborative child care efforts in Cuyahoga County, Ohio. The plan was developed through the Child Day Care Planning Project in Cuyahoga County. The first section of the report provides an introduction, which is followed by an overview of the project in the second section. The overview covers the project's background, organization, funding, accomplishments, and the need for ongoing public and private collaboration. The third section discusses child care in Cuyahoga County, particularly funding, needs, resources, quality of care, and program management. The fourth section describes a community child care services and funding plan. This section identifies key child care issues, goals, and recommendations related to collaborative planning, day care funding, expansion of care, quality of care, program management, and advocacy. The section also describes the organizational structure of the Child Day Care Planning Project Committee and the system implementation and funding for the project. An appendix includes information on child care resources, funding, child care statistics from Cuyahoga County, quality of child care in the county, fiscal management, and advocacy.


(1988). What every American should be asking political leaders in 1988: About children and the future, about leadership and vision, about national values and priorities. W. Children's Defense Fund, DC.

This questionnaire-style pamphlet was designed for child advocates, community activists, professionals, public officials, policymakers, parents, citizens, members of the media, political leaders, and those seeking public office in 1988. The focus is primarily on issues affecting American children and families and on facts having implications for the well-being of all Americans. For each topic considered, a brief factual presentation is given, followed by a series of questions designed to elicit readers' responses/solutions to the problems raised. Content includes material on (1) child and maternal health; (2) child care; (3) hungry, abused, neglected, and special needs children; (4) housing supply and homelessness; (5) education and training; (6) higher education; (7) successful preventive investment programs for children; (8) children and families in poverty; (9) prevention of teenage pregnancy and provision of positive life options for youths; (10) young families; (11) black families and children; (12) the role of government; (13) vision, character, and leadership; (14) national priorities; (15) world priorities; (16) a basic "social literacy" test for every candidate for public office; (17) information about the Children's Defense Fund; (18) and a pledge of responsibility for children. Additional aims of the pamphlet are to: (1) promote a national consensus on the importance of preventive investment in children and youths and a commitment from every candidate running for any office in 1988 to ensure that the basic needs of every child are met; and (2) provoke thoughtful
discussion among Americans about national direction and the kind of leaders needed as the 21st century approaches.


On October 16, 1989, a statewide conference was held in New Jersey to assist in increasing the supply of employer supported, affordable, high quality child care in the state through a working partnership with the public, private, voluntary, and business sectors of the community. One of the conference objectives was to provide employers with information indicating the need for and benefits of providing child care assistance to their employees. Other objectives were to develop blueprints for employer action, highlighting existing experience with different options available to novice and more experienced employers, and to establish a forum to present and network resources of the New Jersey Task Force on Employer Supported Child Care, Substantive materials in this conference report include: (1) a brochure, "Child Care: A Challenge to New Jersey Employers"; (2) very brief summaries of 11 workshops; (3) information resources for employers, including statistics on child care in the state, information guides on current options and trends in employer-supported child care, and examples of employer involvement in child care assistance; (4) a selected bibliography on employer-supported child care with 14 annotated citations; (5) general information on family day care, school-age child care, and guidelines for parents on speaking with employers about child care assistance; and (6) articles discussing benefits accruing to businesses that provide child care services.


The purposes of this report to the New Jersey Legislature are: (1) to provide a brief historical overview of the work of the New Jersey Child Care Advisory Council from 1984 to 1987; (2) to inform the legislature of the status of the council's recent activities; and (3) to make recommendations to the legislature for future action. The introduction and recapitulation of council activities from 1984 to 1987 are followed by a review of activities undertaken in 1988. The review also covers the council's comprehensive plan for the development of child care in the state, the Office of Child Care Development, implementation of welfare reform, school-age child care planning grants, the urban prekindergarten pilot program, a survey of child care needs of state employees, advocacy and public awareness activities, advisement activities, and child care legislation. The discussion of priorities and goals deals with fiscal and nonfiscal priorities for 1989 and 1990 and support for child care legislation. Appendices provide newspaper stories about programs and services and a list of council members.


Several events described include an international conference on survival and protection of the world's children; a rally in support of child care legislation; Bright Horizons Children's Centers Board of Directors; Clare Cherry Memorial Award; and an agreement between the Senate and the White House on a child care bill.


The main purpose of this report is to inform the New Jersey Legislature, the Governor, and the citizens of the state about the status of child care in New Jersey. Additional purposes are to report on activities of the New Jersey Child Care Advisory Council in 1989 and recommend to the legislature actions to be taken on behalf of children and families in the state. An executive summary of recommendations for 1991 and an introduction to the council are followed by sections on: (1) major child care initiatives; (2) unresolved child care issues; (3) advocacy and public awareness activities; (4) advisement activities; (5) child care legislation in 1989: (6) accomplishments and aims; (7) child care priorities and recommendations; and (8) resources for child care and early education in New Jersey.
Appendices include a list of committee members, the bylaws of the New Jersey Child Care Council, the council's position paper on certification of early childhood teachers in the state, and newspaper articles on related issues.


On October 27, 1990, Congress enacted comprehensive federal child care legislation targeted toward low-income workers and a broad expansion of assistance to parents through the earned income tax credit. This guide alerts union members to the benefits that are now available under the new law: the Omnibus Budget Reconciliation Act of 1990. The guide also recommends a plan of action at the state level through which unions can influence the crucial first steps involved in implementing this new program.

Center for Policy Research.

A survey of state policies and practices regarding child care that was conducted prior to most states' implementation of the Family Support Act is reported. The report summarizes the findings of that survey and provides information from other recent studies. State child care roles and responsibilities are assessed in four main areas: (1) states as regulators; (2) states as funders; (3) states as system builders; and (4) states as employers. Survey results indicate that a total of 30 states' baseline licensing standards for child/staff ratios in child care centers for children up to the age of one year already meet the high quality accreditation standards used by the National Association for the Education of Young Children. A total of 19 states require some type of training for family day care providers. States are shifting the methods by which they subsidize care, from purchase of service providers to provider agreements and vouchers. Half the states set a statewide rate to set the market price for subsidized care. Although 45 states use the Social Services Block Grant, a variety of other federal sources are also used. A total of 44 states spend more than $1 billion in state general revenues on child care per year. Outreach activities to the business community to promote employer-assisted child care are undertaken by 37 states. In general, evidence suggests that states are expanding and will continue to expand their role in child care. Ten tables provide statistical data. Contains 17 references.


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The Children's Action Alliance (CAA) is a private nonprofit organization working on behalf of Arizona children. The CAA and other groups sponsor the Arizona Children's Campaign, whose goal is to influence public policy in such a way that the quality of children's lives will be
improved as a result. This synopsis of CAA reports of the last several years integrates contributions of many groups. Actions that citizens can take to help children are suggested. Issues relating to children in Arizona are discussed, and the state's responses to the issues are described. For each issue, proposals for action by elected officials are offered. The issues concern: (1) maternal and child health care, including prenatal care, health insurance, and immunization; (2) early care and education; (3) abused and neglected children; (4) homelessness and housing; and (5) poverty. A list of 23 references is provided.


The purpose of this report is to update New Jersey's 1988 Comprehensive Child Care Plan (Child Care: Today's Challenge for Tomorrow), by informing the New Jersey legislature, governor, and citizenry about the status of child care in the state, the 1990 activities of the New Jersey Child Care Advisory Council, and updated recommendations and priorities. Introductory materials concern the council's membership, structure, and liaisons with government departments. Subsequent text describes initiatives and ongoing projects, advocacy and public awareness activities, legislation, and unresolved and emerging issues. A brief overview of child care in the state from 1988 to 1990 focuses on administrative policies and programs, legislative activities, professional initiatives, and major media events. The council's revised child care priorities are reported. Recommendations involve government and private sector activities and initiatives. The recommendations concern the areas of availability, affordability, accessibility, and quality of care; child care regulation; subsidies for the child care system; the profession of child care; parental roles and responsibilities; and ways to meet families' unique needs. The 20 recommendations for state fiscal years 1991 and 1992 are supplemented by a revised list that reflects new federal legislation. Appendices provide a fact sheet on state child care, a glossary of acronyms, and a form for ordering the council's publications.


(1991). The child care story: The struggle, the reality, the vision, Saskatchewan Child Care Association.


This report covers the first phase of the Illinois Children's Mental Health Project and establishes principles for helping children with emotional disturbances and their families based upon their actual needs. Section I examines the problem with a discussion of identification of those children at greatest risk, the role of the mental health system, and identification of needs. Section II looks at opportunities for helping these families in the areas of: medical/health care; child care; child welfare services; community-based, family support drop-in centers; community mental health centers; Head Start and children at risk preschool programs; preschool special education; provisions of Public Law 99-457; Medicaid funding for the Early and Periodic Screening, Diagnosis, and Treatment program; and advocacy. Eleven recommendations are made, including: increase efforts to identify young children and families in trouble; increase training of child care providers; establish community-based family support and drop-in programs; provide an array of children's services by community mental health centers; involve parents in planning early childhood special education services; plan for emotional and social development in early intervention efforts; and utilize Medicaid revisions to provide coverage for a broader range of community mental health services. Includes 25 references.
The Regional Training and Resource Centre (RTRC) is a 5-year program that began in 1989. A consultative group to the program consists of members from the countries of Nigeria, Zimbabwe, Swaziland, Zambia, Lesotho, Mozambique, and Kenya. The functions of the RTRC are to: (1) disseminate information concerning projects supported by the Bernard van Leer Foundation; (2) identify local educational training needs; (3) build the capacity of trainers; (4) develop advocacy skills; (5) develop curricula in early childhood development; and (6) provide advisory services. This document reports on the first of a series of RTRC workshops on the training of trainers of young children, which was held in Harare, Zimbabwe. The bulk of the report summarizes the topics discussed, which were: (1) needs of young children; (2) children with special needs; (3) identification of children's talents; (4) early stimulation, preschool curriculum, toys, and learning materials; (5) training for children's needs; (6) the environment of the African child; (7) community involvement and parental education; and (8) assessing and planning for children's needs. Appended materials include a list of workshop participants and the workshop schedule.

Public Education Manual. B. Maryland State Dept. of Human Resources and I. Maryland Committee for Children, Baltimore. Noting that every community is faced with providing high quality, affordable, and accessible child care, and that child care resource centers (CCRCs) are among the best tools for helping communities meet child care needs with the combined resources of the community, this manual is designed to help CCRCs design a public education program to meet the unique needs of their communities. The 10 chapters discuss the following topics: (1) the goals and functions of public education programs; (2) program planning; (3) community assessment; (4) goal-setting and project selection; (5) presentation of child care issues to the public; (6) media relations; (7) key child care issues; (8) laws and government agencies that affect child care; (9) program evaluation; and (10) resources available to public education committees.

"Public Policy Report. Raising a Child Takes Love. Understanding. Patience. And Money." Young Children 47(2): 30 - 31. The title of this article is the theme of the Child Care Tax Credits Outreach Campaign launched by the National Women's Law Center. It is designed to publicize information about tax assistance for low- and moderate-income families and to provide training to child care providers. Sources of additional information are cited.

Ready to Learn Act. Hearing on S.3134 of the Committee on Labor and Human Resources. United States Senate, One Hundred Second Congress, Second Session [and] Ready to Learn Act, Public Law 102-545, Congress of the U.S., Washington, DC Senate Committee on Labor and Human Resources. These hearing transcripts present testimony concerning S. 3134, the Ready to Learn Act, which is designed to expand the production and distribution of educational and instructional video programming; support educational programming for preschool and elementary school children, parents, child care providers, and educators of young children; and expand the education services of Head Start programs. Much of the testimony was from members of congress, educators, and representatives of education organizations concerning the efficacy of specific educational television programs and activities related to the Act, including the Ready To Learn Channel, which daily offers six hours of educational programming for preschool children in some areas of the country. Testimony was heard from: (1) Senators Daniel K. Inouye, Thad Cochran, Claiborne Pell, Christopher J. Dodd,
and Paul D. Wellstone; (2) Representative Ron Wyden; (3) the co-chair of Parents United for D.C. Public Schools; (4) the president of Action for Children's Television; (5) a member of the National Education Goals Panel Readiness Resource Group; (6) the president of the Corporation for Public Broadcasting; (7) the vice-president for children's programming of public television station WGBH in Boston; (7) the president of the Children's Television Workshop; (8) and a representative of South Carolina Educational Television. The Ready To Learn Act, Public Law 102-545, Oct. 27, 1992 is attached.


This monograph explores the research findings and experiential knowledge base on toddlers and preschool-age children who were prenatally exposed to alcohol and other drugs. It is designed to influence public policy relating to the needs and early intervention plans for this population, from the medical, child welfare, psychosocial, developmental, legal, and political/advocacy disciplines. An introduction outlines the scope of the problem and examines potential solutions to the problem through education, intervention, and research. Ten papers are then presented, with the following titles and authors: "Perinatal Factors That Influence Neonatal Outcome" (Sonia Imaizumi); "Effects of Prenatal Exposure to Cocaine on Newborn Behavior and Development: A Critical Review" (Edward Z. Tronick and Marjorie Beeghly); "Prenatal Opiate Exposure: Developmental Effects in Infancy and Early Childhood" (Karol A. Kaltenbach); "Fetal Alcohol Effects in Preschool Children: Research, Prevention, and Intervention" (Claire D. Coles and Kathleen A. Platzman); "Spontaneous Play and the Development of Young Children" (Carol Rodning and others); "An Ecological Perspective: The Impact of Culture and Social Environment on Drug-Exposed Children" (Iris E. Smith); "The Child Welfare Challenge in Meeting Developmental Needs" (Richard L. Jones and others); "Educational Policy Issues in Serving Infants and Toddlers Born Toxic-Positive to Drugs" (Charlie Mae Knight); "Advocacy on Behalf of Drug-Exposed Children: Legal Perspectives" (Janet R. Fink); and "Three Years Later: The Young Mother's Legal Battles Continue" (Robert M. Horowitz).


(1994). The Statement of the Advisory Committee on Services for Families with Infants and Toddlers. Washington, DC, Department of Health and Human Services, Washington, DC.

This report outlines the views of the U.S. Department of Health and Human Services' 40-member Advisory Committee on Services for Families with Infants and Toddlers in regard to the Early Head Start Program. This program, introduced in 1995, is designed to provide services to children from birth to age 3 (and their families) who were not previously covered under the Head Start preschool education program. The report explains the background, vision, and goals of Early Head Start, and reviews research on child and family development that supports such services for infants,
toddlers, and their families. Early Head Start is designed to be family-centered and community-based, and to follow principles that emphasize high quality; prevention and promotion; positive relationships and continuity; parent involvement; inclusion; culture; comprehensiveness, flexibility, responsiveness, and intensity; transition; and collaboration. The committee recommends that the program focus on child, family, community, and staff development, and that the federal commitment to the program concentrate on training, monitoring, research and evaluation, partnership building, and funding. Short biographies of the 40 committee members are included. (Contains 39 references.)


The care and education of children is a primary task of all societies, and the role of parents, families, and communities is essential in this process. This directory describes the major activities of 360 non-governmental and governmental organizations, based in 30 countries in Asia and the Pacific region (Australia; Bangladesh; Bhutan; Cambodia; China; Fiji; Guam; Hong Kong; India; Indonesia; Iran; Israel; Japan; Kazakhstan; Korea; Malaysia; Maldives; Nepal; New Zealand; Pacific Islands; Pakistan; Papua New Guinea; Philippines; Singapore; Solomon Islands; Sri Lanka; Thailand; Turkey; Vanuatu; Vietnam; and Western Samoa), involved in early childhood care and education. Pertinent data on these organizations’ family, young child, and community programs and their information activities are included. The directory is intended for professionals working with and for children, to facilitate communication and information-sharing to improve the situation of children. Directory information was compiled through a questionnaire sent to 800 Asian-Pacific organizations. A sample questionnaire is included with the directory to encourage users to update the information provided. Two articles offer an overview of the situation of children and their family environment in Asia and the Pacific, and an analysis of the information collected in the directory. Statistical tables then present an overview of basic social and economic statistics by country, directly concerning the 0-5 year age group. Profiles are arranged alphabetically by country and official organization name, and include the following: (1) identification and contact information; (2) aims, type, and countries in which the organization is active; (3) cooperation/partnership activities; (4) major activities in the young child, family, and community programs; and (5) services and information activities offered. Lists of potential funding sources of early childhood activities and information sources on early childhood issues are included. Five indices facilitate information retrieval. Included in the annexes are the main provisions of the U.N. Convention on the Rights of the Child. A form for evaluating the directory is included.


The care and education of children is a primary task of all societies, and the role of parents, families, and communities is essential in this process. This directory describes the major activities of 64 non-governmental and governmental organizations, based on 12 Arab countries (Algeria, Djibouti, Egypt, Jordan, Kuwait, Lebanon, Mauritania, Morocco, Sudan, Syria, Tunisia, and Yemen), involved
in early childhood care and education. Pertinent data on these organizations' young child, family, and community programs and their information activities is included. The directory is intended for professionals working with and for children, to facilitate communication and information sharing in order to improve the situation of children. Directory information was compiled through a questionnaire sent to 240 organizations in Arab states. A sample questionnaire is included with the directory to encourage users to update the information provided. Two articles offer an overview of the situation of children and their family environment in the Arab states and an analysis of the information collected in the directory. Statistical tables then present an overview of basic social and economic statistics by country, directly concerning the 0-5 year age group. Profiles are arranged alphabetically by country and official organization name and include the following: (1) identification and contact information; (2) aims, type, and countries of actions of the organization; (3) cooperation/partnership activities; (4) major activities in the young child, family, and community programs; (5) services and information activities offered. Lists of potential funders of early childhood activities and information sources on early childhood issues are included. Five indices facilitate information retrieval. Included in the annexes are the main provisions of the UN Convention on the Rights of the Child. A form for evaluating the directory is included.


(1996). An act to amend the act respecting child day care and the other legislative provisions, Quebec National Assembly 35th Legislature 2nd session.

(1996). Regulatory guidelines for family day homes and childcare centres, Yukon Health and Social Services.


The care and education of children is a primary task of all societies, and the role of parents, families, and communities is essential in this process. This directory describes the major activities of 218 non-governmental and governmental organizations, based in 38 Latin American and Caribbean countries, involved in early childhood care and education. Pertinent data on these organizations' young child, family, and community programs are included. The directory is intended for professionals working with and for children, to facilitate communication and information-sharing to improve the situation for children. Directory information was compiled through a questionnaire sent to 780 organizations in Latin American and Caribbean states. Two articles in the directory provide an overview of the situation for children and their families, and challenges and opportunities in Latin
America and the Caribbean. Tables present an overview of basic social and economic statistics by country, directly concerning the 0-5 year age group. Profiles are arranged alphabetically by country and official organization name and include the following: (1) identification and contact information; (2) aims, type, and countries of action for the organization; (3) cooperation/partnership activities; (4) major activities in the young child, family, and community programs; and (5) the services and information activities offered. Five indices facilitate information retrieval. Included in the annexes are the main provisions of the UN Convention on the Rights of the Child.


This guide explains the regulations that govern Head Start staff's political participation and lobbying activities in an effort to assist staff in becoming politically proactive and strengthen the voice of Head Start. The guide begins with an introductory section which describes the regulations for political involvement with which Head Start programs must comply. This section also describes the permitted political activities Head Start program administrators and staff may engage in as private citizens on their own time. The second section describes Head Start political involvement, those activities which can be done on Head Start's time and what one can and cannot do with program resources. The third section explains the National Voter Registration Act, which makes it easier to register to vote and describes where and how to register to vote, while the fourth section describes voter registration and explains helping communities register to vote. The fifth section is entitled "Get Out the Vote" and provides the ten rules that will ensure a successful voter registration campaign. The final section, "Powerful Letters and More," contains multiple strategies that staff, independent of Head Start, can embrace to become a successful advocate.


This handbook analyzes current problems related to the health, early child care and education, and availability of resources and supports for children, youth, and families in Pennsylvania; discusses current efforts to address these problems; and suggests short- and long-term objectives for state activities. Part 1, "Child Health," addresses problems related to the large number of children without health insurance or at risk of losing their insurance, the lack of quality control mechanisms in managed care programs to ensure that children and pregnant women receive adequate preventive health services, the lack of participation of medical providers in the Medical Assistance Program, and widespread inadequate child nutrition for proper physical and mental development. Part 2, "Early Care and Education," addresses inadequate child care system support for working families, the number of children not receiving comprehensive high quality services, and Pennsylvania's failure to build a world-class early education system. Part 3, "Resources and Supports for Children, Youth and Families," discusses increased stress levels for parents and therefore increased need for social support, the number of children in poor families, school and community needs for help in planning and implementing effective strategies to ensure that youth complete their education and make a successful transition to the workplace, and the need to strengthen programs helping youth who have dropped out of school, become a parent, or are involved with drugs, alcohol, or delinquency. Contains about 35 references.


The Ounce of Prevention Fund is a public-private partnership which promotes the well-being of children and adolescents by working with families, communities, and policymakers. Following a letter from the Fund's directors reiterating that prevention programs save scarce resources, this report updates several prevention programs funded by this public-private partnership. This first article, "Parents Too Soon: Consistent Caring Relationships," discusses the success of a model program working to reduce the growing number of teenage parents entering the child welfare system.
The second article, "Research: New Systems, New Solutions," discusses the purpose of the Fund's research division and new systems which have been installed to support data collection and analysis. The third article, "Head Start: Being Part of the Head Start Family," discusses the Fund's participation in this preschool developmental program, including its Assertive Parents for Exceptional Children (APEC) and Casa Central, a program geared to homeless children. The fourth article, "Center for Successful Child Development (CSCD): The Future, One Child at a Time," discusses the work of this center, including health care services and Project Success. The fifth article, "Toward Teen Health: Healthy Living, Healthy Learning," discusses the progress of the Fund's three in-school health centers in Chicago public schools. The final article, "Kids PEPP: Fighting for Children and Families," discusses the work of the Kids Public Education and Policy Project (PEPP), whose purpose is to bring together a variety of publics in promoting policies to benefit children and families. Each of the six articles includes a sidebar with additional detail. The report concludes with a list of the Fund's program sites, directors, and donors, as well as a financial statement.


Today's young children need people committed to making the world a more caring place that offers every child and family the opportunity to thrive. This article presents five steps that any individual can take to become an active advocate for children, letting others know that the learning and experiences of early childhood shape a child's entire life.


(1997). The Hidden Cost of Caring: Compensation and Child Care [Videotape]. Rochester; Minneapolis, Minnesota Child Care Resource and Referral Network, Rochester; Alliance of Early Childhood Professionals, Minneapolis, MN.

Intended for audiences with an interest in child care, this video examines the low compensation characteristic of the child care field and the social factors contributing to the low status and wages of caregivers. The video first looks at the social history of child care, noting that the function served by child care differed by social class. The video notes that the resulting patchwork system of out-of-home care poorly serves child care workers, who are expected to be better educated but still receive wages lower than others with comparable educational levels. Following a summary of the conditions under which most caregivers work, the video presents a graphic comparison of wages and educational levels in the child care field to those of other service fields such as public education and health care. The video concludes with a discussion of the cultural and gender-related aspects of the status of the child care field, and by suggesting that compensation in the field will improve only when, like teaching and nursing, there is a united effort among workers and a common set of standards.


Published by Nebraska's Department of Health and Human Services, this guide provides information that will help parents and providers ensure that their child receives the best possible care from a licensed child care home provider. The guide also serves as a basis for discussion between parents and their child care providers to make a child's experience in child care safe and happy. Regulations are presented for both Family Child Care Home I (provider's residence, 4-8 children) and Family Child Care Home II (up to 12 children, either in the provider's residence or another site). The first section of information addresses: (1) choosing quality child care; (2) what parents should do; (3)
what child care providers should do; (4) appropriate guidance; (5) complaint procedures; and (6) compliance review forms. The second section focuses on Family Child Care Homes I-II regulations, and includes: (1) definitions; (2) provider requirements; (3) background checks; (4) child care provider training; (5) licensing capacity and child/staff ratio; (6) facility; (7) fire safety; (8) child health; (9) food preparation and serving; (10) daily activities; (11) infant care; (12) transportation; and (13) overnight care. The third section of the guide lists additional regulations for Family Child Care Home II as well as administrative and staffing issues.

(1997). Preschool Regulations. L. Nebraska State Department of Health and Human Services. Published by the Department of Health and Human Services, as required by Nebraska law, this guide details regulations for the physical well-being, safety, and protection of children and defines the minimum levels of acceptable services to be provided in Nebraska preschools. The first section of the guide lists specific preschool regulations, including: (1) definitions; (2) licensing process; (3) administration; (4) staff qualifications; (5) in-service requirement; (6) nutrition; (7) discipline; (8) materials and equipment; (9) child health; (10) safety and emergency; (11) facility; (12) transportation; (13) sanitation; (14) grounds; (15) department of health regulations; and (16) alternative compliance with regulations. The second section lists the Nebraska state fire marshal general requirements for preschool occupancies. The third section outlines broader policies, including: (1) public access to licensing files; (2) information released to other governmental entities; (3) information not released; (4) child care provider access to licensing files; (5) restricted information; (6) death of a child; and (7) emergency closing orders. The guide's final section delineates the legal basis of child care licensing as presented in Nebraska statutes.

(1998). Child Care Now! Special Report. Washington, DC, Children's Defense Fund. This publication explores the need for child care, particularly for low income families, and the social importance of high quality child care. These factors are the impetus for the Campaign for Child Care NOW! organized by the Children's Defense Fund. This advocacy program is urging Congress to approve legislation that will guarantee funds to help states serve low income families who need child care help; improve the quality of child care for all children; and provide safe, constructive after school activities for those children left home alone after school. The report describes some state initiatives for improving child care access. Another section of the report examines common myths about child care regarding parental satisfaction, children's development; access to child care and other factors. Also included is an article on law enforcement officials who encouraged lawmakers to make greater investments in children's healthy development.

(1999). Stepping Up Together: Financing Early Care and Education in the 21st Century. Volume 2. Making It Economically Viable: Financing Early Care and Education, A Working Meeting, Santa Cruz, California, National Association of Child Advocates, Washington, DC. The need for an adequate financial base for the future of quality early care and education (ECE) for young children is being increasingly recognized. This document presents the proceedings for a 1999 working meeting of individuals from diverse fields to identify and explore possible actions related to financing ECE for children birth through 5 years of age. The document includes discussions of the growing recognition of the relation between quality ECE and developmental outcomes, ECE funding mechanisms, system and finance reforms to improve services for infants, universal preschool, and creation of a climate for increasing public investment in ECE. Also included is a list of action steps to initiate efforts to improve ECE financing. Five insights are identified as emerging from the meeting: (1) renewal and reenergized commitment to provide leadership; (2) a consensus around a set of statements which can serve as a foundation for future action; (3) acknowledgement that a strong research and policy base has been built over the last decade; (4) the lack of a single, simple approach to ECE financing; and (5) recognition of the need to acknowledge public values about caring for your
children, to develop diverse constituencies, and to sharpen advocacy efforts. The document's five appendices contain the meeting agenda, a participant list, participants' proposals for next action steps in ECE financing, a 36-item bibliography of research relevant to ECE financing, and a list of state commissions supporting ECE financing.


This report on the well-being of America's children highlights the critical need for renewed commitment to children by all sectors of society. The introduction describes health and educational outcomes for poor children and maintains that preparing all of the nation's children for the future and protecting them in the present is the greatest human rights and moral challenge facing the nation. The six chapters of the report focus on the following: (1) family income, including the pervasiveness of child poverty, the working poor, and legislative progress; (2) child health, including the problem of uninsured children and the Child Health Insurance Program; (3) child care, describing federal, state, and local initiatives, and presenting an action agenda; (4) education, including the Goals 2000 initiative, lagging international performance, reform efforts, and early and higher education; (5) children and families in crisis, including incidence estimates, the Adoption and Safe Families Act, attending to older teens in foster care, and increasing the emphasis on prevention; and (6) juvenile justice and youth development, including drops in violent crime rates, children and guns, nature of juvenile crime, school violence, juveniles in confinement, and successful community initiatives. Each chapter concludes with a proposed action agenda for 1999. The report's two appendices provide tabulated data on children nationwide and by state, covering areas such as poverty, maternal and infant health, adolescent childbearing, youth unemployment, government aid participation, child support, Head Start enrollment, child abuse and neglect, and firearm deaths. World Wide Web sites of interest to child advocates are also listed.


Fifth of a series, this report presents the results of a nationwide 1986 survey of state regulatory systems for family day care services. Findings indicate that in most states the number of regulated providers has increased dramatically since the 1984 study, while federal and state funding has decreased, making regulatory efforts more difficult. Lack of adequate funds also resulted in lack of training resources for family day care providers. Less than a quarter of all states required any training and even that required may be restricted in content or required only for providers receiving public funds. States increasingly are developing separate regulations for group family day care, recognizing the growth of this form of child care and acting to improve it. Survey data were obtained through telephone interviews, were verified when possible, and were collected on all 50 states and the District of Columbia. In addition to indicating the number of homes regulated, most states provided information about (1) regulations and requirements; (2) inspection, training, and orientation; (3) provider qualifications; (4) criminal record checks/fingerprints; (5) discipline/corporal punishment; and (6) zoning. Special provisions on other topics are mentioned in some reports. All reports provide a contact person's name, address, telephone number and institutional affiliation.


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The citizens of New York and their elected representatives have made a major commitment to campus child care. This commitment is expected to increase, despite state budget problems. As a result of this commitment, thousands of New York parents have gotten a college education or worked at public colleges and universities while their children received good care. State funding has created some bureaucratic difficulties, which are being eased. It is hoped these difficulties will be resolved by a joint effort of the state government, unions and campuses. State University of New York and City University of New York groups; representatives from state agencies and organizations; early childhood professionals; and union representatives are advocating increased support for campus centers, including higher salaries and improved fringe benefits for campus child care staff. As of yet, all of the need for campus child care is not being met, nor is funding sufficient to provide stability and security to all campus child care operations. However, even in a difficult budget year state allocations for child care were increased slightly and support is expected to grow. A state campus child care organization will be formed this year to provide a network of support for centers and more strength to advocacy efforts.


Provides a political update on child care after the recent welfare reform legislation. Advocates legislative lobbying by child care workers and parents. Describes a White House conference on early childhood care, Congressional hearings on improving the quality of child care, and legislation on child care tax credit.


Discusses the role of early childhood teacher educators in recognizing the necessity to advocate for child care staff and its resulting benefits for children. Recommends that such advocacy can be woven into the teacher education curriculum and that students should actively participate and be provided role models to encourage development of active advocacy.


A study was conducted to ascertain from employers how they experience the economic and social pressures that lead some companies to provide child care assistance. Eighty corporations and five unions, having from below 250 to over 3,000 employees, were selected to report on prevailing corporate attitudes and practices concerning employee child care needs. Companies were asked whether or not they had, or planned to have, the following types of programs: (1) on-site or near-site child care centers, (2) child care subsidies or vouchers, (3) flexible benefit plans, (4) information and referral services, (5) employee seminars, (6) flexitime, and (7) flexiplace. Companies or unions were
categorized for each of the program options according to four levels of interest: no current interest, low-level interest, active interest, or program in operation. Several companies had more than one program in operation. Over half of the companies had no current program and no current interest in initiating programs of the types enumerated by points 1 through 5. A total of 21 percent of the companies had one program in operation, and over half of the companies were actively considering at least one option. (Conclusions and recommendations are given for the development of numerous projects, including child care employee needs assessments, referral services, benefit plans, funding mechanisms, corporate contributions, and public policy.)


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In 1985-1986, the mission of Connecticut's Committee on Four-Year-Olds, Their Families, and the Public Schools was to develop strategies to alleviate structural and systematic problems that could diminish the success of expanded early intervention efforts in the state. This report of the yearlong effort begins with a review of the committee's work in 1984-1985. A description of the committee's mission and organizational structure follows. Work of the committee is described in terms of problems that need analysis and problems that are ready for action. Problems needing analysis include: (1) the establishment of early childhood demonstration programs throughout the state; (2) an assessment of training and technical assistance capacities and needs; (3) credentialing; and (4) effective strategies for promoting home-school communications. Problems ready for action are public information and advocacy, interagency collaboration, and the development of an early childhood data base. The report concludes with a synopsis of recommendations directed to the State Department of Education in conjunction with other agencies serving young children and their families. Appended are facts and principles of the 1984-1985 report, lists of committee membership and contract consultants, the model employer report, the training and technical assistance report, and, extensively, plans for credentialing-retraining and home-school linkage.


Reports on a two-year, 72-hour training program in advocacy and safety for 117 workers in child-care programs. A pretest and posttest of health knowledge showed significant gain in all areas
covered by the training, which a seven-month follow-up showed was retained. Journal Availability: American Academy of Pediatrics, P.O. Box 1034, Evanston, IL 60204


Describes the context for early childhood education and care in South Africa. Focuses on the principles directing program and service delivery, the development of a training framework, the role of lobbying and advocacy networks, strategies for improving the quality and increasing quantity of provision, and the role of non-governmental organizations in service delivery.


Drawing on recent perspectives from social constructivism, discourse analysis, the sociology of social problems and feminism, the book offers an innovative analytical tool for examining the construction of policy problems. This approach is applied to a range of policies commonly associated with the issues of women's inequality: pay equity; antidiscrimination and affirmative action; education; child care; abortion; domestic violence and sexual harassment. In each case the author looks behind the policies and questions how the problem has been construed, what assumptions ground the problematizations, and what follows from these.


From a feminist perspective the article examines three policy responses to pregnant workers, with program details from Canada, Sweden and the United States. how countries chose their program model, the interest groups that supported each type of program, and the implications of these policy options for the gendered division of labor are discussed. Neither labor force participation rates nor family roles are altered substantially by choice of model, but statutory protections do make working women's lives easier and improve their economic status.


Presents a brief retrospection on the development of child care as a for-profit institution. Suggests that since the late 1960s a series of socioeconomic changes have led to an impressive development of the child care industry. Examines KinderCare and La Petite Academy as examples of successful day care centers and discusses the future of the child care industry.


This paper describes a project which is attempting to strengthen existing programs and develop new forms of support for rural children and their families. The setting of the project is a three-county area in south-western Pennsylvania which has been designated as "underserved" in reference to health and mental health facilities. The program's population is 36,000 children under the age of six. The project staff consists of faculty members from the Department of Psychiatry and the Western Psychiatric Institute and Clinic at the University of Pittsburgh. This staff is working in collaboration with representatives of the human service network in the three-county area. Data from the catchment areas indicate that the project has had a significant impact on the services provided to children. Local people have been trained as child development specialists, and these specialists have served as consultants, program planners, and advocates for young children. The project has demonstrated the advantages of coordinated efforts between mental health professionals in an urban university and a rural area.


Specifies the effects of different types of family backgrounds on the 2 outcomes of interest: occupational attainment and intergenerational occupational resemblance. The 4 perspectives on the effect of alternative family structures on children surveyed were female vs male family head, biological vs nonbiological family head, mother-absent vs mother-present, and family disruption. Different types of family structures experienced during childhood have varying effects on men's socioeconomic attainment and social mobility. Holding origin occupational characteristics constant, men (both White and African American) from a mother-headed family structure do as well as men from 2-biological-parent families. In contrast, there is a negative effect of other types of family structures (father-headed, step-family) on socioeconomic attainment. Also, intergenerational
occupational inheritance--from male family head to son or from female family head to son--is strongest when the mother is present, weakest when the mother is absent. The farther alternative family structures take sons away from their mothers, the more the intergenerational transmission process breaks down.


Discusses present and future organizational role and structure of OMEP in attempts to preserve the virtues of young children and confront the problems encountered in children's daily lives around the world. The value of early childhood educators in the care and development of young children is emphasized.


Since the 1970s, a substantial literature on women and welfare has been published. Broadly speaking, this research has been heavily influenced by academic from the disciplines of sociology and social policy who are socialist feminists. Whilst this socialist feminist work has been significant in exposing the gendered aspects of the welfare state, it is far from perfect. Potentially, historians have much to contribute in creating a more balanced picture of the complex process of the formation over time of welfare policies. So far, however, historians in their evaluation of gender and welfare, have seldom advanced beyond the 1930s. This article offers a critique of the socialist feminist analysis of women and welfare in Britain since 1945. It indicates the need, if feminist theories are to prove of worth, for a historical perspective which rigorously re-assesses the character of the Beveridge Report, and which carefully examines the ideas and interest groups which were at work in the generation of that significant inquiry.


Shifts in child care policies are on the horizon. Congress has passed landmark changes in federal welfare programs that will have a major impact on the demand for child care and require states to re-examine many of their current child care policies. This paper by the Children's Defense Fund is intended to help child care advocates understand the many difficult issues that may be raised if states propose to revamp current child care systems as a result of federal welfare reform. The document contains the following sections: (1) Key Choices Your State May Have to Face; (2) Are There Strategies to Avoid Harmful Changes in Child Care?; (3) Will Your State Maintain State Investments in Child Care?; (4) Who Should Be Eligible for Child Care Assistance in Your State?; (5) Should Your State Restructure Its Sliding Fee Scale?; (6) What Payment Approaches Should Your State Use?; (7) Should Your State Change Its Reimbursement Rates?; (8) Will Your State Encourage the Use of Informal Child Care?; (9) What Can Your State Do to Improve Quality and Expand the Supply of Child Care?; and (10) Will States Require Low-Income Mothers to Become Family Child Care Providers? An appendix summarizes key child care provisions of the 1996 Governors' Plan. Contains 28 references.


Drawing on the major implications for the future of child care across the country due to recent welfare reform, this report examines the many options that policymakers may consider and
presents recommendations for policy choices that address both workforce development and child development issues. Key child care issues related to implementing the new Temporary Assistance for Needy Families (TANF) Block Grant and the new Child Care and Development Block Grant (CCDBG) now facing states and children's advocates are identified. Part one of the report discusses key issues of funding for child care and strategies for increasing funding. Part two describes the child care related decisions connected to the TANF Block Grant. Part three discusses strategies for ensuring that advocates have a voice in the CCDBG state plans and issues that are likely to be addressed in the plan, ranging from subsidy policies to investing in improving the quality and building the supply of child care. In addition to the checklist of key steps, the appendices include a summary of the child care provisions in the CCDBG and TANF, as well as state specific information that will be helpful in the implementation of the new CCDBG and the child care related provisions of TANF.


Access to quality child care is critical to working parents. Prior to the 1996 Personal Responsibility and Work Opportunity Reconciliation Act, states had a significant level of responsibility for child care, and the 1996 welfare reform law further expanded the state's role. This report examines state efforts in child care and early education in 1997 in light of these changes. The major state developments in 1997 are divided into several categories, including: changes in child care funding, reductions in guarantees of child care assistance, changes in child care subsidy policies, developments in quality investments, licensing activities, school-age care, and state prekindergarten initiatives. Following a brief summary, section one of the report addresses state decisions regarding child care funding, including increasing state funding and returning federal funds. Section two addresses child care assistance, including assistance to families below certain income levels, while section three addresses changes in child care subsidy policies, including state reimbursement rates and eligibility issues. Section four addresses actions related to quality and supply, including licensing, regulatory changes, and protection of children. Section five addresses changes in child care administration and efforts to create unified policies. Section six addresses Head Start and prekindergarten initiatives. The final section of the report addresses additional new ideas and developments in early education and child care initiatives.


Several comprehensive child-care bills were introduced in Congress during the 1970s. None, however, became law. This article argues that child-care legislation faces more difficult problems of agenda building and policy formulation than do most other proposed public policies. These include: societal definition as a "private" issue which is inappropriate for governmental action; lack of a persuasive data base on needs, costs, and impacts to guide policymakers; conflicting goals among supporting groups; and the recent emergence of mobilized opposition groups that can readily expand the controversy to the general public.


The emergence of local feminist policy networks is set within the context of the New Federalism of the Reagan-Bush administration and the transformation of the U.S. interest group system
over the past three decades. A case study of policymaking in a single urban setting focuses on changes in four policy areas of special interest to women: sexual assault, domestic violence, child care, and displaced homemakers. Single-issue feminist policy networks, composed of feminist advocacy groups, women-run services, local elected officials, and urban bureaucrats responsible for delivering, funding or regulating each policy, have formed around these issues. Each is characterized by: responsive policy changes; frequent interactions between local legislators, bureaucrats, and feminists; and a federal-type organization. Local feminists have been incorporated in a new group universe embedded within a complex system of intergovernmental grants, contracts, and mandates. These networks help to sustain feminism and its public policy agenda through crises and challenges.


This study examined the relationship between family background and child care quality for 636 children enrolled in 120 day care centres in three states in the US with widely varying regulations for child care centre quality. Family characteristics accounted for a substantial portion of the variance in day care quality. Mothers' attitudes towards child-rearing and parents' education were the most potent family-level predictors of quality. Findings also suggest that the influence of environment on children's development cannot be partitioned simply into family and out-of-home child care effects; rather, the child care environment is an extension of the family environment, with parents determining characteristics of both.


A review of the role of federal and provincial governments in child care policy in Canada is presented. The ways in which funding responsibility is shared by the federal and provincial governments is discussed and criticisms of this approach noted. The responsibility of the provincial government to license and regulate child care is also examined. To illustrate the aspects of child care regulated at the provincial level, three areas of child care regulations are addressed: health/safety aspects, programming, and staffing issues. The paper is concluded with a comment on the future of national child care policy in Canada.


The results of a study of 137 female child care providers in Winnipeg, Manitoba, are presented. The participants completed the Maslach Burnout Inventory and the Early Childhood Work Environment Survey. Stepwise multiple regression analyses were performed in order to explore the relative strength of the work environment dimensions as predictors of burnout. Age, decision-making, and goal consensus were the only significant predictors of burnout in this sample, suggesting the need for a balance between the freedom of individuals to make decisions and a shared vision of the goals of the program. The implications of these results for child care programs is discussed.


The Child Care Workers Alliance takes the position that child care professionals have the right to raise rates to a level at which they can make a living wage without feeling guilty. This booklet provides ideas and strategies for raising rates. Introductory materials provide background information, steps to raising rates, and a rationale for raising them. Subsequent articles discuss: (1) the difference between organizing for higher rates and price fixing; (2) family day care rates; (3) a child care decision support system; (4) a union perspective on raising wages for family day care providers and center staff; (5) sliding scales, scholarships, and fixed fee percentages; (6) effective ways of presenting rates in
marketing the day care business; (7) other options for rate increases; (8) the process of talking to parents about raising rates; (9) letters and forms from Oakland, California's Full Cost of Care campaign; (10) accounts of activists' success in influencing governmental child care policy in Hennepin County, Minnesota; and (11) ways to bring about raises in government reimbursement rates and improved government child care policies through activism.


Describes three typical routes by which people become early childhood professionals: the traditional, parental, and serendipitous routes. Discusses the conceptual model of the career lattice, which the National Institute for Early Childhood Professional Development plans to promote.


This article argues that changes in the organization of social reproduction, defined to include the activities, attitudes, behaviors, emotions, responsibilities and relationships involved in maintaining daily life, can explain historical differences in women's political self-representation. Examining the Progressive period, the 1930s, and the 1960s and 1970s, the authors suggest that the conditions of social reproduction provide the organizational resources for and legitimation of women's collective action.


Although young children have no influence on the political process, they do have ardent advocates in Canada, Sweden, and the United States. Decision makers and advocate groups in the three countries, however, differ rather markedly, with Canada taking a middle course between the factionalized United States and the highly integrated Sweden. In the United States, a wide array of diverse categorical programs exists under several governmental jurisdictions. Neither major political party has begun a clear child care policy initiative. American child caregivers are atomized in small, competitive, and often isolated groups. In Ontario, programs for young children are located in several different, but cooperative, agencies. Major Canadian parties have been increasingly active proponents of a public role for children; and effective advocates, such as the women's movement's "Status of Women Canada", provide ministries with information and research on children's needs. In Sweden, early childhood programs are administered by the Central Board of Welfare Services in conjunction with municipal education committees. Political parties are brokers in national preschool politics; and Swedish interest groups are quintessential political bureaucracies with formalized input in preschool policymaking. While forms, achievements, and processes vary among the three countries, child care issues are unlikely to disappear from the countries' public agendas in the future.

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This volume examines women's organizing and public policy in two northern welfare states, Canada and Sweden. It analyses and compares the gender implication of some key areas of public policy and examines strategic interventions organized by women to challenge and reconstruct these policies. The contributors seek to understand the contraints and possibilities provided by the institutional, political, and discursive context in both Sweden and Canada, at the same times as they endeavour to make women's agency visible. The volume is arranged in three sections: domestic policy (childcare, health, education, violence, and sexuality, around which women have organized extensively); vehicles for organizing (the state, political parties, and unions highlight the context within which women organize and the struggles around representation in particular); and challenges to the boundaries of "nation" (immigration and regional integration through the European Union and the North American Free Trade Agreement).


This article presents gender perspectives on the formation of the preschool teacher and the formation of a domain for education and child rearing of young children, commenting on the designation of the professional field of education as "female territory." The report uses the results from two Swedish studies: the first dealing with the period from 1900-1945 and the development of the new profession for caring and education along with its significance as a starting point for redistribution of responsibility for child care; the follow-up study on 1945-1972, a period in Swedish preschool history characterized by the integration of the field into state and municipal structures and by resistance toward the development of a professional domain for early childhood education. Methods used in the studies were quantitative and qualitative textual analysis of the Swedish magazine, "Kindergarten (The Pre-School)," official reports and legislation, interviews, and archival materials. The article addresses political implications for child care and early childhood education, asserting that the development of the preschool field shows the relationship between men and women as more important in deciding roles and behaviors than the gender definition itself. Other issues discussed include the societal and spiritual mother models, sex segregation, patriarchal ideas, paternal protection, and Froebelian theories. Contains 49 references.

This report defines policy and practices for child care assistance for welfare recipients in New York, and explores ways in which the state could use the newly enacted federal welfare reform legislation to create opportunities for children of welfare recipients. The six sections of the report are based on a survey of child care policies and practices at state, county, and city levels. Provided are: (1) a brief look at the child care components of two widely discussed welfare-to-work programs, the Employment and Training Choices Program in Massachusetts and the Greater Avenues to Independence Program in California; (2) a description of current employment, training, and child care policies in New York; (3) a review of results of surveys and interviews that provides a description of child care for welfare recipients in New York; (4) an overview of federal and state funding, regulation, and law governing provision of child care to welfare recipients; (5) a detailed look at the provisions of the newly enacted Family Support Act of 1988; and (6) recommendations for ways in which the state can implement the new federal law. A table of selected child care expenditures by county, and details of the survey methodology, are appended.


In 1984, the National Council of Churches adopted this policy statement on child day care which provides: (1) a social and theological rationale; (2) a discussion of the church internally as child care advocate; and (3) a view of the church as advocate for child care in society. Section I discusses the cresting tide of need for child day care in the United States, the role of the church in providing child care and as participant in the national dialogue on child care, and the vocation of the church in child care. Section II discusses evangelism, ministry/service, community ministry, and ministry to unserved or underserved populations as aspects of assuming an intentional mission in child care. Section II also discusses two issues for church-operated child care programs: program quality and the role of the church as Christian educator in child care. Conditions favoring the church's role as child care provider are indicated. Section III describes the church's approach to advocacy, and discusses basic advocacy issues, church exemptions as a challenge to the church's commitment, the well-being of providers, and the church's social responsibility as advocate. Basic advocacy issues addressed include parental choice, and, in terms of the importance of licensing and assuring equity in program quality, standards of quality.


This report presents proposals for cost effective strategies in the State of Illinois to help more children become healthy, well educated, and responsible citizens. The proposals are discussed in terms of the problem and the recommended actions in the areas of health, early childhood, education, poverty and economic opportunity, family stability, juvenile justice, and housing. They are divided into two sections: (1) a good start for babies and young children; and (2) a fair chance for families. The first section highlights preventive strategies and suggests proposals for medical insurance for uninsured pregnant women to reduce the need for neonatal intensive care, prenatal care to reduce childhood disabilities and infant death, decent preschools to help disadvantaged children reach first grade on a par with their peers, and adequate funding for Illinois schools. The second section includes recommendations for an economic strategy in addition to tax credit and welfare grant proposals. It also proposes a state housing trust fund of leveraged private dollars that would encourage the construction and rehabilitation of affordable housing.


These 11 issues discuss concerns related to child advocacy and provide information on problems in children's lives in the United States. Regular features include the editorial column "A Voice for Children", a status report on federal legislation related to children, descriptions of Children's Defense Fund activities, news from the Black Community Crusade for Children, media tips, field strategies, and summaries of relevant research and reports. Topics covered in major articles include the following: (1) January -- child care, proposed federal child care legislation, and key facts about children's well-being; (2) February -- 1997 congressional voting record; (3) March -- reflecting on the work of CDF after 25 years, child care needs, myths, and investments; (4) April-May -- low-income working families and child care, and the Stand for Children initiative; (5) June -- state child health insurance programs and children's sabbaths; (6) July -- the Stand for Children initiative, ending gun violence against children, and the benefits of ending child poverty; (7) August -- Freedom Schools, hardships of families leaving welfare, and family care programs; (8) September -- after-school programs, coordinating efforts for welfare recipients, and the Children's Health Insurance Program; (9) October -- declines in child gun deaths and teen birth rates and maternal and infant health; (10) November -- federal juvenile crime bill and the Child Watch Visitation Program; and (11) December -- children's sabbath celebrations, the Children's Health Insurance Program, and a special report on 25 years of child advocacy by the CDF.


(from the book) Because the history of "day care" as a response to maternal employment patterns is so tightly interwoven with that of early childhood education, this monograph focuses first on the rise of a two-tier system for the care and education of the preschool child. On the one hand, for middle-income groups, there arose a nursery school and kindergarten system whose primary focus was to supplement the enrichment available at home. Diverse in their origins and purposes, nursery schools and kindergartens were held together as a system by their explicit aim of educating and socializing the growing child. On the other hand, for lower income groups, a childminding or day-care system was created in response to the necessity of maternal employment outside the home. Diverse in their origins and purposes, nursery schools and kindergartens were held together as a system by their explicit aim of educating and socializing the growing child. On the other hand, for lower income groups, a childminding or day-care system was created in response to the necessity of maternal employment outside the home. Diverse in their origins and purposes, nursery schools and kindergartens were held together as a system by their explicit aim of educating and socializing the growing child. On the other hand, for lower income groups, a childminding or day-care system was created in response to the necessity of maternal employment outside the home. Diverse in their origins and purposes, nursery schools and kindergartens were held together as a system by their explicit aim of educating and socializing the growing child. On the other hand, for lower income groups, a childminding or day-care system was created in response to the necessity of maternal employment outside the home. Diverse in their origins and purposes, nursery schools and kindergartens were held together as a system by their explicit aim of educating and socializing the growing child. On the other hand, for lower income groups, a childminding or day-care system was created in response to the necessity of maternal employment outside the home. Diverse in their origins and purposes, nursery schools and kindergartens were held together as a system by their explicit aim of educating and socializing the growing child.
social welfare benefits, minorities (especially Blacks) have consistently suffered from exclusion from
the system.

Caldwell, B. (1987). “Advocacy is everybody's business.” Child Care Information Exchange(54): 29 -
32.
   Maintains that child care workers should be committed to personal, professional, and
informational advocacy in working to gain public support for quality child care and early childhood
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education programs.


of Social Work.

Canada, H. W. and N. Mother Childcare Tomorrow, Child Care Connection NS.
   Helping parents survey their options, develop their strategies and make their choices


Territories. Ottawa, Statistics Canada.

committee on human resources development). Ottawa.


Canadian Child Care Federation (1998). A Survey of providers working in the unregulated sector in
their own home. Canadian Child Care Federation, Banff, Alberta.

Canadian Child Care Federation, Banff, Alberta.

Canadian Child Care Federation (1998). A Survey of providers working in the unregulation sector in
the child's home. Canadian Child Care Federation, Banff, Alberta.

Canadian Day Care Advocacy Association/Canadian Child Care Federation (1995). Caring for a
living: A study on wages and working conditions in Canadian child care. Ottawa, Author.


34-36.

Discusses the extension of a mixed day special school catering to children with special educational needs, particularly those with severe learning difficulties, to include a nursery school for all 3-yr-olds in the area. The main objectives of the nursery are summarized and concern not only the integration of mainstream and special needs children but also parental integration and increased family and community involvement. Data available indicate that shared nursery provision for mainstream and special needs children can be successful. (PsycLIT Database Copyright 1992 American Psychological Assn, all rights reserved)


The strengths perspective, which posits that the strengths & resources of people & their environment should be the central focus of the helping process in social work, can be used to reformulate problem-focused, pathology-centered approaches to social policy development. The integration of the strengths perspective into the social policy-making process can provide policy practitioners with new tools for conceptualizing social needs or problems, a more inclusive approach to policy formulation, & an expanded array of empowering policy options. Methods for initiating this integration are also discussed. 1 Table, 36 References. Adapted from the source document. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)


Too often, guidelines for quality child care emphasize the physical site, the equipment, safety, and the staff-child ratio. However, to ensure high-quality child care for our children, the personal and professional attributes of quality caregivers must be considered. The most important caregiver attributes are discussed, as one mother describes her search for child care.


Child Care Human Resources Steering Committee (1998). Our Child Care Workforce: From Recognition to renumeration (Executive Summary). Ottawa, Canadian Child Care Federation.

Child Care Human Resources Steering Committee (1998). Our Child Care Workforce (Study summary).


Reviews research concerning the effects of parental employment and various kinds of substitute child care on very young children and their mothers and fathers. The author also summarizes recent federal legislation concerning child care provisions for young children of working parents, income supports for the working poor population, and job-training provisions for recipients of Aid to Families with Dependent Children. The pros and cons of full-time employment of parents of very young children are briefly examined from the viewpoints of related research and clinical observations. (PsycLIT Database Copyright 1994 American Psychological Assn, all rights reserved)


This book explores the gendered complexion of state welfare policies as they unfolded between 1900 and 1945. Welfare initiatives as the twentieth century progressed shifted their focus from family reproduction to a conception of welfare citizenship that stressed the rights of the paid labour of male workers - a process that reached its fruition when a national program of family allowances was implemented in 1944. The book is first and foremost a historical investigation of how the breadwinner ideal became increasingly embedded in Canadian welfare strategies.


Describes the important issues in early childhood education addressed over the past 2 decades. Results reveal a shift from issues such as the importance of early childhood for education and when early education should begin in 1967, to the present concerns of finding ways to maximize the fit between daycare programs and participants, the implications of the "superbaby" trend, and the effects of daycare on infants' development


(from the chapter) summarize the history of [child] day care as it has developed in the US and describe its current forms / the roles of nonparental caregivers and the factors that influence caregivers' behavior are discussed / [examine] the research comparing [the development of] children with and without nonparental child-care experience and those enrolled in care of varying quality / look at the joint influences of family and child care and the direction of future research aimed at further understanding the effects of nonparental care in the context of the child's complete world.


We estimate the joint decision for women with preschool children to engage in paid employment and to purchase market forms of child care. The results confirm those found in most U.S. studies, indicating that child care costs exert a significant negative effect on the labour supply of women with children, and on their decision to purchase child care. As well, the expected wage of the mother exerts a significant positive impact on both the decision to purchase market forms of child care and the decision to engage in paid employment.


This document consists of the 11 issues of the Children's Defense Fund (CDF) Report published during 1996. Issues discuss concerns related to child advocacy and provide information on problems in children's lives in the United States. Regular sections in each issue are the editorial column "A Voice for Children," a status report on federal legislation related to children, descriptions of Children's Defense Fund activities, media tips, field strategies, and summaries of relevant research and reports. Topics covered in major articles include the following: (1) a special report on child care, including discussion of welfare block grants, states' protections of children in child care, and the Child and Adult Care Food Program (CACFP) (December 1995); (2) federal budget information; key facts about children -- related to poverty, child care, mortality, prenatal care, health insurance, education, and abuse and neglect; a child advocacy calendar, myths and realities related to children and their problems; priorities for children; and nonprofit organization activities (January 1996); (3) 1995 congressional voting record, and State of America's Children Yearbook (February 1996); (4) the Stand for Children initiative, National Governors' Association proposals, and the Quantum Opportunity Program (March 1996); (5) gun violence, and the Stand for Children initiative (April 1996); (6) immunization rates. Children's Sabbaths, and federal appropriations and poverty guidelines (May, 1996); (7) the Stand for Children initiative, and welfare reform (June/July 1996); (8) "predator" bills, and an election year guide (August 1996); (9) welfare reform, and state advocacy (September 1996); (10) welfare reform -- including helping states plan reforms, legal immigrant children, and monitoring effects of the new law (October 1996); and (11) yearly review of Congressional action, self-sufficiency and violence, 1997 appropriations for selected children's programs, and statistics showing improvements in child poverty, infant health, and teen birth rate (November 1996).


Finding a child care provider who can meet an individual child's needs and provide a nurturing, supportive daily environment can be stressful for parents. This book is designed to ease parents' concerns by explaining the criteria defining quality care, describing what to look for in a child care provider, identifying what to ask a potential provider, and discussing how to be assertive and persistent in keeping care that fits a family's requirements. Part 1 of the book describes the options for child care and defines quality care. Part 2 describes how to find various types of child care, including family child care, center care, part-day programs, care in the child's home, school-age care, and creative alternatives. Part 3 includes discussions of issues related to taking time off after the birth of a child, children's reactions to child care, and handling guilt and anxiety. Part 4 examines how to support the child care provider and the caregiver as a family resource. Part 5 discusses economic issues and part 6 explores advocacy to improve child care conditions. Nine appendices include lists of national
support service organizations and child care resource and referral agencies, forms and checklists for parents' use, and suggested readings.


Past research has shown that most public child welfare agencies operate as monolithic bureaucracies with rigid lines of authority & top-down decision making that is often uninformed by worker experience. Lacking structures for modification, these agencies are characterized by slow change & by frustration & resistance within the staff. Here, a case study is presented of the Philadelphia Dept of Human Services Children & Youth Division, illustrating how organizational change can take place in human service organizations through staff empowerment & collaborative action research. The change strategy in the case study centered around the creating of "learning laboratories" where new approaches were identified & tested, leading to spin-offs of innovation & experimentation. 26 References. Adapted from the source document. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.)


The caregiver-parent relationship is taking on greater significance as child care enrollments increase. While the relationship between child caregivers and parents can at times become strained, both caregivers and parents have much to gain from maintaining an open line of communication and a sense of trust between one another. Strategies for implementing and assessing a strong caregiver-parent relationship are reviewed in this paper.


The percentage of 3- and 4-year-olds enrolled in early childhood education programs has risen more than threefold since the mid-1960s (U.S. General Accounting Office, 1990). Public schools increasingly provide child care, preschool education and before- and after-school care for young children. Such school-based early childhood programs reflect a growing interest in early educational enrichment experiences for children in general, as well as an expansion of compensatory education programs for children who are judged to be at risk for school failure because of poverty, lack of proper health care, inadequate home-learning environments and a lack of adult protection (Swick & Graves, 1993, pp. 26, 93).


Intended as a resource for corporate and industrial managers, employee groups, and others, this handbook provides basic discussion of child care and offers a guide for decision making. After the first chapter's brief introductory discussion of possible motives for becoming involved with child care, chapter 2 analyzes the phenomenon of the working mother by examining changes in the structure of the American family, changes in the composition of the workforce, and the need for child care services. Costs of child care are specified and discussed in chapter 3. In chapter 4, direct and indirect child care program options and elements of decision-making processes for employers are pointed out.
Chapter 5 presents a business and child care project needs assessment system, a summary report of a needs assessment, and a sample child care study proposal. The seventh and concluding chapter briefly discusses the history of employer involvement in child care services in the United States. Various related materials are appended, including a glossary of terms, names and addresses of sponsors providing child care options, a directory of child care services and resources, an annotated list of federal and Minnesota state legislative acts relating to child care, several fact sheets, a list of references and related readings, and a brief list of compiled bibliographies.


After briefly reviewing the National Council of Churches' 1984 policy statement on child day care, this consultant's paper discusses the place of church-based child care in the field of early childhood education. Short overviews of early childhood curricula published and distributed by churches, the special contribution of churches to the field of early childhood education, established training networks within denominations, and the critical need for future collaboration between the churches and the secular communities in early childhood training, service delivery, and advocacy are included.


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Based on the thesis that the absence of adequate child care resources in the United States presents a crisis not only for the child but for the parent, the employer, and society as a whole, this book provides an overview of that crisis in child day care. Part 1 briefly indicates the dimensions of the crisis; discusses the historical antecedents of the crisis, from early industrialization in England to the impacts of the New Federalism in the United States; and focuses on socioeconomic factors bearing on the crisis. Part 2 describes some of the major components of the informal child day care delivery system and gives a few examples of the types of programs in operation, including centers, Mom and Pop programs, corporate child care, work-site programs, military programs, family day care homes, parent cooperatives, and school-age care. Characteristics of child day care services are pointed out. Part 3 focuses on policy and program issues -- the economics of child day care, regulations and standards, the delivery system, research, policy boards, and, very briefly, related global issues. Part 4 centers on solutions, such as strengthening existing services, information and referral, expanding services, decreasing the need for services, and, extensively, resource mobilization. Appended is a list of national organizations supportive to child advocacy.

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This book contains papers on learning disabilities based on presentations made at the "Summit on Learning Disabilities: A National Responsibility," held in September 1994. The first section provides an overview and includes "The State of Research" (G. Reid Lyon). The second section focuses on education and includes: "Preventing Early Reading Failure" (Benita A. Blachman); "Public Policy: An Agenda for the Future" (Edwin W. Martin); "Strategies for Implementing Policies" (Barbara K. Keogh); "Head Start and Young Children with Learning Disabilities" (Helen Taylor); "Implementing Effective Instruction" (Louisa Cook Moats); "Academic Accommodations: A Personal View" (Shelley Mosley Stanzel); "Education Reform: A Child-Centered Perspective" (Waldemar Rojas); "A Developmental Pediatric Perspective on Neurologically Based Specific Learning Disabilities" (Pasquale J. Accardo); "A Separate and Unequal Education for Minorities with Learning Disabilities" (Joseph P. Shapiro); and "Strengthening the Profession" (Douglas Carnine). The third section addresses labor issues and includes: "Research Directions Leading toward Inclusion, Diversity, and Leadership in the Global Economy" (Noel Gregg); "Accommodations Workers with Learning Disabilities" (Marcia B. Reback); "Center for Excellence: Learning Disabilities in the Workplace" (Gary F. Beasley); "The Four R's: Recognition, Remediation, Rehabilitation, and Reasonable Accommodation" (Glenn Young); "Employment: A Research Review and Agenda" (Susan A. Vogel); "Building Bridges" (Neil A. Sturomski); "Dyslexia to Pluslexia" (Delos R. Smith); "Information, Illustration, and Inspiration" (Richard C. Strauss); "The Emotional Toll" (Sally L. Smith); and
"Employment Realities and Priorities" (Paul L. Gerber). The next section highlights justice issues and includes: "Shaping Public Policy" (Judith E. Heumann); "The Justice System" (Carolyn R. Eggleston); "Review of Research on Learning Disabilities and Juvenile Delinquency" (Dorothy Crawford); "The Americans with Disabilities Act of 1990: Effects on Students with Learning Disabilities" (John L. Wodatch); "The Link between Learning Disabilities and Behavior" (G. Emerson Dickman); "Reducing School Failure and Preventing Criminal Behavior" (Thomas P. McGee); "Academic Performance and Its Relationship to Delinquency" (Eugene Maguin and Rolf Loeber); and "Learning Disabilities in Perspective" (Mark J. Griffin). The fifth section focuses on health and human services and includes: "Learning Disabilities as a Public Health Concern" (Duane Alexander); "Unlocking Learning Disabilities: The Neurological Basis" (Sally E. Shaywitz and Bennett A. Shaywitz); "Advocacy" (Patricia Glatz); "Attention-Deficit/Hyperactivity Disorder" (Jack M. Fletcher and Bennett A. Shaywitz); and "Research Implications for Health and Human Services" (Melinda Parrill). The last section includes the paper "Looking to the Future" (Shirley C. Cramer).

(CRRU 1999). Quebec's new family policy, CRRU.


Professionals in early childhood care and education often claim that child care fees do not reflect the true cost of services, because of subsidies and in-kind contributions. This paper reports results that identify the kinds of subsidies and estimate their importance in seven sites, representing four different kinds of child care settings, in the Denver-Boulder metropolitan area. The study estimated the importance of five types of possible subsidies in the child care industry: from staff to clients due to abnormally low wages, from noncash and cash contributions, from philanthropic and government sources, and from subsidies implicit in fee schedules. In the average nonprofit center studied, resources that would cost $638 per month were reduced to a net cost (to the family) of $149 because of subsidies. Low wages were the primary factor holding down costs in child care, reducing costs an average of $186 per child per month. Contributions to the centers and subsidies to parents also played major roles. there was substantial variation among the sites, and the relations between cost, client socioeconomic status, and quality of care were complex and uneven.


Examines child care programs and attitudes in France, the 6th country so studied in this monograph series. The volume considers history, ongoing programs, training, public feeling, and research interest—all within a sociological/psychological perspective.


Examines whether training differentially affected family child care providers who were and who were not members of professional child care associations. 22 providers participated in a 3-mo child care training program. Ss were randomly assigned to either the self-study group or the home visitor group. Observers rated the quality of provider child care before and after the training using the Family Day Care Rating Scale. Results indicate that training improved the quality of child care only
for Ss who were not members of family child care organizations. Quality of child care did not improve with training for Ss who were members of family child care associations. Nonaffiliated providers were able to raise their quality of care to nearly the same level as their affiliated counterparts after training. (PsycINFO Database Copyright 1996 American Psychological Assn, all rights reserved)


This four-year study in a southern California school district examined parent-involvement activities as they encouraged isolated Spanish-speaking parents to participate more fully in their children's schooling. The findings showed that conventional avenues for involving parents in school were closed to many parents because specific cultural knowledge (which, in essence, is power) was required in order to participate effectively. On the other hand, nonconventional activities encouraged parents to participate in their children's education through culturally responsive communication. The parent-school empowerment process described in this article illustrates a difficult but possible approach taken by a community interested in Latino children's education. By forming cooperative linkages between the school and families, parents became aware of their children's conditions in their school and their rights as parents to collectively join with others who shared their experience, to cooperate with the schools, and to create change in the schools through improved programs and policies, which then led to continued dialogue between the schools and the families.


The United States Congress passed the Comprehensive Child Development Act of 1971 as a result of the support of the most broadly based coalition assembled since enactment of the major social legislation of the early 1960s. Nevertheless, on December 9, 1971, President Nixon vetoed the legislation, contending that "neither the immediate need nor the desirability of a national child development program" had been demonstrated. The needs of increasing numbers of employed women, single parents, adolescent mothers, and families with special needs remain unmet. Part 1 of this book documents pressing social and economic forces and everyday personal crises that contribute to the need for child care services to a growing majority of families. Part 2 describes 12 high-quality, comprehensive, and extraordinarily diverse types of local public and private sector child care programs, highlighting the lessons they offer for other communities and policy makers. Representatives of the exemplary programs attended a child care models workshop held in June 1981. Part 3 draws upon the accumulated experience of workshop participants to spell out what advocates can do both in the intermediate and the longer range to protect and expand presently existing effective local and national child care programs. Related materials, including a list of additional resources, are appended.


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This study examines scores obtained on the Infant/Toddler Environment Rating Scale (ITERS) and/or Early Childhood Environment Rating Scale (ECERS) by centres in Alberta, British Columbia, New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, and Quebec. The ability of each of these scales to accurately assess the level of quality in a child care centre is well established. For some data sets, the following contextual information is also available:

- the actual number of children per caregiver at the time the scale was administered;
- whether the program operates in space used only for child care or in space that is used for other purposes as well;
- whether the program operates on a full- or part-time basis; and
- whether or not the centre is located in a rural community (defined as one with 1,000 or fewer people.

The availability of this contextual data permitted examination of whether or not there was an association between each of the four above factors and the scores obtained on the ITERS and ECERS. In addition, the study examines the association between scale scores and the level of regulatory standards in the different provinces.


These quarterly reports for 1996 of the Alaska Department of Community and Regional Affairs provides information on the activities of the Alaska Head Start State Collaboration Project and other Head Start activities, as well as legal and policy changes affecting the education of young children in Alaska. The spring 1996 issue includes articles on family/school/community partnerships, parent involvement in Head Start, the meeting of the Alaska Head Start Association, the Danforth Foundation award to develop innovative ways of improving education and the delivery of human


This report discusses the impact of child care and welfare reform legislation under consideration by the Senate Republican leadership in the United States 104th Congress, based in part on a national survey of how states are coping, or not coping, with current child care needs and how prepared they are to cope with new demands for child care generated by welfare reform. The report found that combined federal and state investments in child care already fall far short of meeting current needs, and that the need for child care would increase dramatically under the Senate Republican welfare bill. It argues that the bill provides no additional federal funds to help states meet this huge increase in child care costs. In the absence of major changes in the Senate bill, new work requirements would force states to eliminate all child care help for working poor families and leave states facing large budget shortfalls, the report concludes. Seven appendices provide information on child care and work, state spending on child care, waiting lists for child care subsidy programs, states reporting that families whose transitional child care benefits have expired are guaranteed continuing child care assistance, FY 2000 reduction by state in federal child care funding and the number of children who receive federal child care assistance due to H.R. 4, and new child care costs under S.1120.


Discusses characteristics of professionalism and the professional. Considers early childhood education professionals' skills, attributes, and attitudes; their obligation to develop and articulate their knowledge base; and their obligation to advocate on behalf of children and their families.


Analyzes changes in career patterns of residential childcare workers in Israel since the 1930's. The social mandate of the childcare establishment is seen as educating ideological and social elites to acculturating immigrants and resocializing the disadvantaged. Trends in childcare identified include increasing institutional specialization and isolation from the community. Using identity theory and organizational knowledge about careers, it is contended that the present low status of childcare work in Israel is related to (1) the changing social mandate of residential care and changing kinds of clients in the system and (2) the lack of fit between existing needs and models of practice. (21 ref)


The Parent-Caregiver Relationship Scale (PCRS) was developed and field tested as a measure of the perceived quality of the relationship between the parent and the child care provider ("caregiver") of an infant or toddler. PCRS items were based on review of the parent-caregiver relations literature and interviews with parents and caregivers. The parent and caregiver forms of the scale were administered to 217 parents and caregivers in child care centers and family child care homes. Analysis of the scale and its psychometric properties resulted in potentially useful subscales with adequate reliability. The PCRS showed predicted correlations with other child care context variables, providing preliminary support for its validity. The PCRS shows promise as a relationship-level measure for studies of infants, parents, and caregivers in the context of full-time child care.


Investigated interrelationships among 3 measures of parent involvement, 1 of staff valuing parent-staff communication, and 1 of program quality being provided to children in the infant/toddler and preschool classes of 16 proprietary centers. Measures of formal parent-staff communication and parent participation in the center derived from director interviews were significantly related to each other and to on-site observational measures of program quality indexing health and safety, peer-adult-child interactions, home-center coordination, and informal transition-time communication between parents and staff. These data and data regarding staff valuing parent-staff communication support the argument that directors who promote formal parent involvement are also more likely to run higher quality programs for the children and facilitate daily informal communication between parents and staff. (PsycLIT Database Copyright 1993 American Psychological Assn, all rights reserved)


Offers a historical perspective on the profession of childcare, fixing its origins in a 19th-century consensual conception of children and youth in need of care. Given that common root in a social paradigm of caregiving, interactive processes that have produced the family tree of childcare and forces that may impact on its future are considered. The author discusses the recent shift toward mainstreaming and expresses concern that efforts toward normalization may not be fully supported by research. It is suggested that the greatest danger facing childcare today is the financial undermining of the paradigm of children and youth as needing and deserving special care.


Examined correlates of maternal involvement in on-site and off-site day care centers, including the amount of time mothers spend in the center, participation in caregiving at the center, and frequency and diversity of maternal communications with caregivers. Ss were 42 working mothers with infants aged 4-19 mo enrolled in full-time day care centers. Each S completed 10 brief telephone interviews and questionnaires including assessments of maternal separation anxiety (MSA), child temperament, and beliefs about the benefits and costs for children of maternal employment. Higher levels of MSA were positively related to amount of time spent in the center for on-site but not for off-site mothers. Child age was negatively related to the amount of time spent in the center among on-site but not off-site mothers. (PsycLIT Database Copyright 1995 American Psychological Assn, all rights reserved)


Federation, C. C. C. Making a Quality Child Care Choice, Child Care Connection NS. Finding and keeping quality child care can be challenging. Where do you start?


An exploration of the voluntary, self-help sector of preschool provision, using material from a case study of 5 playgroups in Lancashire, GB, conducted 1978-1981. It was found that such playgroups tend either to collapse or to abandon the principle of self-help, because the economic, structural, & cultural location of working class women makes these alternatives to statutory provision not a viable option in economically deprived areas. The restructuring of welfare to encourage self-help is deceitful because it promotes forms of provision that working class women cannot provide for themselves; it fits well, however, with encouraging them to be "better" mothers on a full-time basis. 36 References. Modified HA (Copyright 1984, Sociological Abstracts, Inc., all rights reserved.)


none available


Maintains that public support toward a national policy on young children is necessary in advocating for better child care programs. Also presents highlights of the Act for Better Child Care.


Child care services are provided by profit-orientate businesses, not-for-profit agencies and governmental units. This paper compares goal priorities and operating characteristics of non-for-profit and for-profit child care centres in parts of Canada and the United States. Directors of 292 Pacific Northwest centres responded to a survey about their financial and non-financial operating objectives.


It is argued that attempts to use findings on the negative consequences of children's self-care to gain funding for after-school care may produce a feminist dilemma: women may leave the work force or delay their return to avoid child self-care, & the public may increase opposition to working mothers; further, recognition of studies that show no ill effects of self-care may weaken the changes of funding for child care. Rather, child care funding should be encouraged on the basis of other reasonable & convincing facts, eg: the majority of mothers of school-age children work; the number of single-parent households headed by women has increased significantly; & economic disadvantages of female heads of households limit their options for child care. Continued research on latchkey children should address other factors that influence development, & policy should not focus on self-care implications as a separate consideration from other political, social, & economic factors. 28 References. M. Lemons (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)


A description of the current types & availability of child care, its funding patterns & politics, & the major organizations relating to day care in the US. Social workers & other professionals who wish to become more effectively involved with child care need to be knowledgeable about these issues. The child care problem in the US is pervasive & complex, & the profession needs to keep up with its fast-changing dynamics if it is going to make a significant impact on child care in the 1990s. 37

References. Adapted from the source document. (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)


Experiences of church-based child care advocates are narrated in this booklet. Introductory remarks argue that the National Council of Churches (NCC) must advocate high quality, affordable child care for all children and persuade church members to provide it. Part I tells stories about members' efforts to provide child care services to families: enrolling a disadvantaged child in a day care program, and organizing a church-sponsored after-school family day care program, a drop-in family support center for teen parents, a child abuse prevention project, and a community education program concerning peace and justice issues. Stories in Part II narrate experiences of advocates in organizing their church communities; stories focus on organizing church leaders as advocates of child care licensing for all day care centers in Louisiana, efforts to preserve the tax exempt status of Kansas' churches with child care centers, making child care more affordable to Atlanta's poor families, and using an annual reporting procedure to gather information and raise questions about church child care in every church of Northern New Jersey. Part III provides guidelines for church members interested in becoming child care advocates. Appendices list child care and advocacy organizations and members of the NCC's Child Day Care Project Committee.


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Many barriers to family & community self-sufficiency have resulted from policymakers' biased definitions of self-sufficiency & related social program reforms. To have a greater influence on social policy, social workers need to understand the worldviews & values that underlie political definitions of self-sufficiency. A more appropriate definition of self-sufficiency is offered, & its usefulness is illustrated by an example of community research conducted to identify social support needs in a midwestern city. Changes in social work practice & education that enable the profession to have a
stronger influence on social policy are recommended. To achieve this social justice goal & integrate policy development into clinical & community practice, new research & policy agendas for the profession are proposed. 1 Figure, 51 References. Adapted from the source document. (Copyright 1997, Sociological Abstracts, Inc., all rights reserved.)


This conference report defines the need for community solutions for child care, discusses community child care provision and funding, and suggests strategies for child care advocates. The first two sections of the report discuss the results of the Family Circle Magazine Child Care Survey and foundation, government, labor and industry funding options. Subsequent sections provide descriptions of presently operating direct and indirect services which help parents meet their child care needs. Direct services have been provided by business and labor, the federal government, the public schools and academic communities and other local agencies. Indirect services provided by brokers who offer technical assistance, training, information and referral, and parent education are also described. The final section explores problems of developing a constituency for day care and emphasizes the importance of data, the media and national organizations for successful lobbying efforts. Materials related to the conference and topics discussed, such as tables, agenda, participant lists, helpful publications and child care programs in Federal agencies, industries and labor unions are included in eight appendices. (Author/RH)


A study was conducted to identify a range of strategies that New York State government could adopt to stimulate business and industry to provide supportive family benefits, services, and work policies. The investigation included a national survey of state and local government initiatives and a special analysis of policies appropriate for New York State; inquiries were sent to approximately 500 state government agencies, to the mayors of the 100 largest cities in the United States, and to a network of community-based organizations and academic institutions that have been encouraging local
employers to consider the family needs of their employees. Phone contact was made with policymakers to determine the reasons for a strategy's success or failure and to investigate the bases for such evaluations. Respondents were found to view government variously as educator, broker, facilitator, and role model. Once the basic roles and strategies had been identified, ideas were presented for refinement to a group of state government, corporate, and community specialists. While final recommendations were targeted for New York State, the criteria applied to their development were seen to provide a framework for any state or locality to use in the creation of policy objectives and strategies to encourage employer support to working parents. (A brief project description, an example of model legislation, and a list of state and local resources are appended).


Examines Canadian child care & child care policy in light of four goals: alleviating poverty, fostering equality for women, providing early education & child development services, & promoting economic well-being. Examples show the practical application of policy that meets each goal, & Canadian child care policy & services are assessed. Proposals for child care that would meet all four goals are offered. 39 References. Adapted from the source document. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)


Frith, G. (1979). Exceptional Child Education in Alabama: The State of the Art, Jacksonville State University, AL.

The monograph describes the progress that has been made in exceptional child education in Alabama during the last decade and addresses needed areas of improvement. Brief sections focus on the following items: financing special education programs, instructional programing in local education agencies, individualized education plans, diagnosis of exceptional children, teacher education, certification, least restrictive environment, vocational education, facilities, advocacy organizations, labeling, service delivery model, adapted physical education, regular education/special education interaction, transportation, gifted and talented, speech, multihandicapped, mental retardation, learning disabilities, emotional conflict, deaf and blind, preschool education, and post school programing.


The quality of child-care centers and preschools -- situated in a mixed market -- varies enormously. Advocates for higher quality urge higher subsidies and stricter central regulation. Market
advocates argue instead that local demand and parental-choice remedies will spark quality gains while ensuring competitive prices. Federal and state governments have responded with an array of policy interventions: targeting subsidies on preschools serving low-income families; enacting statewide quality standards; creating tax credits and vouchers for the "working poor" and middle-class families. This article assesses the influence of these alternative policies on preschool quality, based on a national survey of 1,805 centers in 36 states. Discrete policy effects are assessed after taking into account the influence of contextual sources of family demand: statewide levels of wealth, maternal employment, and poverty rates. Contrary to K-12 patterns, we find that center quality is higher in centers receiving greater subsidies. However, the subsidy effect depends on the particular indicator of quality being observed; effects are also conditioned by state-level contexts. Statewide sources of family demand, antecedent to policy interventions, help to raise certain facets of preschool quality. Tax credits hold no discernible influence on quality. Implications for building policy strategies in "managed choice" school settings are discussed.


The crisis in child care results from the increase in employed parents and the inadequacy of child caregiving resources. This serious family problem can be addressed through advocacy by national intergenerational coalitions, through establishment of day care centers in senior citizen housing, and through elder employment as teachers and caregivers.


(from the chapter) the concept of child maltreatment reflects an ongoing process of child advocacy designed to upgrade the minimal standards of child care / this is the context in which to understand assessment // for the assessment to achieve its goals of explaining processes and orienting intervention, we need to consider several issues: the potentials and limits of information; the role of practitioners in ensuring comprehensive assessment; the relationship between the identified characteristics of a case and its assessment; and "borderline cases," where no clear evidence of maltreatment exists


Examines the determinants of job turnover among mothers of infants, using intentions to change jobs or exit the labor force assessed at 1 year postpartum among a sample of 246 employed mothers from the prenatal records of an IN hospital, 1991/92. Results showed support for the notion that labor force exits are more strongly influenced by child care problems & measures of job
attachment than are job changes, though models correcting for selectivity reveal that child care problems are not directly influencing exit intentions. Supervisor & coworker support impede intentions to both exit the labor force & change jobs. However, other dimensions of workplace support affect intentions to exit & intentions to change jobs differently. 4 Tables, 23 References. Adapted from the source document. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)


Examines stresses on the early childhood service system due to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996. Discusses elimination of Aid to Families with Dependent Children; creation of state block grants, Temporary Assistance for Needy Families, and Child Care and Development Fund; and restructuring of the Child and Adult Care Food Program. Presents implications for advocates.


This paper describes the mission, history, current activities, and accomplishments of the Kansas City Metropolitan Council on Child Care. Created in 1989, the council represents a collaborative effort among representatives from local, state, and federal governments; business, labor, and community interests; and early childhood workers from public schools, Head Start, and public, private, and family-based programs. The council serves as a catalyst for: (1) constructing a system of high quality early childhood care and education for children from birth through age 12 in an 8-county area in Kansas and Missouri; (2) coordinating a system of professional preparation and development; (3) conceptualizing a metropolitan-wide system of resource and referral; and (4) creating a centralized vehicle for public information and policy analysis. The council has assessed the characteristics of those providing care and education to children in the area and completed a survey of professional development opportunities in the metropolitan community. In addition, the council has delineated specializations within the field of early childhood care and education and school-age child care in terms of the relationships among three criteria: the developmental characteristics of the learner, professional roles, and the program setting. Efforts of the council to provide financial support for early childhood professional development, and particularly the establishment of an Early Childhood Development Fund, are detailed.


This report reviews ongoing projects by the Parent Advocacy Center for Educational Rights (PACER), in particular its parent training program and programs for students. The Parents Helping Parents project is described and evaluated, including its efforts concerning public information, workshops for all parents, workshops for special groups, workshops for minority and under-represented parents, trainer training workshops, and individual assistance. Other parent training
programs are also described, including early childhood parent training, a project for families of children with emotional/behavioral disorders, transition parent training, a surrogate parent project, and the Minnesota Supported Employment Program. Programs for students include the "Count Me In" handicap awareness project, the "Let's Prevent Abuse" project, and a computer resource center.


Examined the nature of the interrelationships between parents' satisfaction with public schools of choice and parents' empowerment, parental involvement, and the congruence between what parents expected of the school when deciding to enroll their child and the actual school program. 337 parents of Israeli students in Grades 1-8 were surveyed. Parents' level of education, compatibility, empowerment, and involvement were related to parents' level of satisfaction with their school of choice. Specifically, the lower the parents' level of education, the more satisfied they were with the school. The more the school's programs were compatible with the parents' choice, the higher the level of satisfaction. The more the parents perceived there were opportunities for empowerment, the more satisfied they were with the school. Findings suggest that parents of lower SES were more satisfied with their choices. (PsycLIT Database Copyright 1994 American Psychological Assn, all rights reserved)


Response to Polsky's review of her Pitied But Not Entitled. (see this review in library)


According to federal rules governing the Child Care and Development Block Grant (CCDBG) program, grant applicants were required to develop plans for spending their funding allocation. This article discusses the CCDBG public hearings and the need for the public and government officials to prepare more carefully for the hearings.


This symposium paper discusses ways the federal government is and has been involved in parenting since the foundation of the nation. Included in this discussion are the federal role in funding research related to families and parenting; family research conducted by the Department of Health, Education and Welfare (DHEW); the National Institute of Education's (NIE) conference on Parents as Educators; the effect of the Head Start program on families; the historical involvement of the federal government in protecting the rights of parents to rear their children; public policy and parenting; and pending legislation affecting parenting. A detailed description of the Child Care Bill (1979) is also presented.

This article reports on some of the important issues in seven general content areas (infancy, family, women, society, health, education, and children's rights) which were raised at the June, 1978, Athens International Symposium on The Child in the World of Tomorrow. Problems of both developed and developing countries are addressed. The notes on infancy focus on stimulation, nutrition, nutrition and mental development, breast-feeding, and overnutrition. Information is given about the family centers on birth rates, nuclear versus extended families, substitute parents and parental roles. Working mothers in Africa, women in Latin America, women in Europe, women's liberation and child care are discussed in the section on women. Society is discussed in terms of diseases of technologically advanced societies, play facilities and migrant experiences. Health concerns include the insensitivity of professionals, irrelevance of medicine in the Third World, self care, and primary health care. The notes on educational issues focus on the role of the professionals, preschooling, parent involvement, and the gifted and handicapped. Concluding notes are concerned with children's rights, child abuse, and the relationship between the state and the family.


This book is the result of a nationwide collaborative effort in Canada to draft national goals on healthy child and youth development. Following a brief introduction, the book is divided into three main sections. Section one examines how children develop in the following four chapters: (1) "The Mind Matters: A Child's Developing Brain"; (2) "No Time To Waste: Early Experiences Are Key"; (3) "Bouncing Back: Children's Resilience"; and (4) "More Reasons To Invest in Children: Child Development and a Changing World." Section two examines what makes a difference to children's development in the following five chapters: (5) "What All Children Need: Four Determinants of Optimal Child Development"; (6) "Childhood Should Be Protected: The First Determinant of Optimal Child Development"; (7) "Relationships are Key: The Second Determinant of Optimal Child Development"; (8) "Opportunity and Hope: The Third Determinant of Optimal Child Development"; and (9) "Community Is Us: The Fourth Determinant of Optimal Child Development." Section three examines how society can make a difference in the following two chapters: (10) "Communities in Action"; and (11) "Finding Solutions and Taking Action." The book's six appendices highlight new research, assessment, relevant Canadian organizations, health goals, criteria for research, and contributors.


Investigated effects of day care quality in interaction with child and family characteristics on socioemotional development concurrently at 29 mo and longitudinally at 4 yrs. In 52 children, followed from age 6 wks to 4 yrs, main effects of day care quality and effects due to interactions between such quality and background characteristics of SES, home environment quality, gender, and infant manageability were studied. Results showed a main effect of day care quality on expressions of positive emotions, and interactive effects were demonstrated for several of the other indicators of socioemotional functioning. Compensatory effects of high-quality care on externalizing behaviors for children from less advantaged homes as well as positive effects on boys' internalizing problems and ego strength/effectance were among the findings. (PsycLIT Database Copyright 1996 American Psychological Assn, all rights reserved)

The Children's Center, a combined public and private day care center in Connecticut, was the site of a practicum intervention which was rooted in the belief that day care centers have the responsibility to defend childhood, link preschools and public schools, and engage in political advocacy for children. Major goals of the intervention were to: (1) increase the number and quality of parent-staff contacts; (2) improve parent participation; (3) improve parent and staff understanding of developmental programming; (4) form an Early Education Council (EEC) to bridge the work of preschool and public school communities; and (5) build political advocacy to address child care needs. Evaluation data indicated that staff-parent contacts improved by almost 50 percent. Most parents approved the continuation of weekly meetings for an additional year. Staff extended their on-site training by conducting more workshops. The EEC recognized the need for mutual support and cooperation; planned to continue for another year; and aimed to help special needs children and lessen academic stress by providing additional developmental programs. Appendices provide related materials, which include parent survey and questionnaire forms.


This statement at the Senate Committee on Labor and Human Resources hearing on the reauthorization of the Individuals with Disabilities Education Act offers five recommendations, addressing education of all children with disabilities, due process safeguards, attorneys' fees, advocacy and monitoring to ensure compliance, and strengthening of the Act

Based on an in-depth interview study of dual-earner families (N = 95) in MA, it is argued that decisions concerning child care are shaped by race, social class, & beliefs about mothering, not necessarily cost. Black families are concerned about finding multiracial settings for their children in addition to development & emotional concerns, which are also shared by white parents. The greatest differences in decision making are among social classes. All couples seek to maximize the extent to which they can implement their vision of family life through the manipulation of work scheduling & satisfaction, economic needs, & ideology about childrearing & motherhood. 33 References. Adapted from the source document. (Copyright 1997, Sociological Abstracts, Inc., all rights reserved.)


(from the chapter) the purpose of this chapter is to describe a methodology for estimating unmet needs by considering child care supply against demand and quantifying the difference / such information, derived through a careful research process, provides a valid base for child care planning as well as advocacy /// offers a description of financing alternatives


The paper examines staff and parent advocacy training for special needs preschool and Head Start children. The author outlines the rights and responsibilities as stated in federal and state legislation, and the aspects of advocacy not usually considered, such as maximizing the resources to provide an appropriate program. Suggestions are given for bridging the communication gap between preschools and public schools (who often are not aware of the extent of the program provided by preschools). Listed are 10 steps to take when parents are in conflict with their school system, such as, talking with the teacher or other school personnel and discussing the problem, and taking notes of conversations. Forms (with comments on the use and rationale of the forms) are included in the following areas: background information, developmental history, child’s record of medical information/family health history, and educational history. A short section presents a step-by-step guide for educational goal setting for parents. The script of a slide presentation on advocacy for handicapped children in Project Head Start is provided.


Reviews policy issues in child care in the US. Data on the demand for and supply of child care in the US from national surveys show that overall there is an adequate supply of child care for preschoolers. The most important issues are the quality and cost of care and freedom of choice. The market for child care is described from the point of view of the conflicting interests of parents, providers, children, and government. Focus is on the trade-off between quality and cost, the effects of child care on children, the role of the government, and the effects of federal intervention. (PsycLIT Database Copyright 1991 American Psychological Assn, all rights reserved)


Asserts that these reports were wide-ranging proposals for new statutory services for disadvantaged children. Argues that the impetus for the reports sprang from events and organizations before and during World War II. Reviews child care 1900-39, war and evacuation, and Lady Allen's
influence on child care policy. Claims that the Children Act 1948 fulfilled the Curtis and Clyde Reports.


Asserts that these reports were wide-ranging proposals for new statutory services for disadvantaged children. Argues that the impetus for the reports sprang from events and organizations before and during World War II. Reviews child care 1900-39, war and evacuation, and Lady Allen's influence on child care policy. Claims that the Children Act 1948 fulfilled the Curtis and Clyde Reports.


Examines the social implications of working-class child cribs for the poor & bourgeois kindergartens for the upper class in Sweden, 1854-1930. A historical description highlights the effects of industrialization on work, family life, & child care, along with class-related material differences. Child cribs were implemented as male-controlled female institutions started by charitable bourgeois to inculcate bourgeois values in & provide adequate care for working-class children. Child cribs were staffed by working-class women & supervised by bourgeois women. These staff members had no professional training & lacked a definite vocational identity. Kindergartens were established by unmarried, childless bourgeois women seeking a socially acceptable activity outside the family. These facilities focused on education & were staffed by professional educators. The manner in which these institutions reflected cultural capital, the control of societal power, & hegemony is discussed. T. Noland


Describes preschool education as it is integrated into the day care system in Finland. Discusses founding of first Finnish kindergartens, growing need for more extensive day care, the current municipal day care system, the Day Care Act guaranteeing the subjective right to day care for all children under age 7, and the educational role of day care.


We assert that the most important questions concerning parental involvement in children's education address why parents choose to become involved and why their involvement, once underway, often positively influences educational outcomes. We present a model suggesting that parents become involved primarily because (a) they develop a personal construction of the parental role that includes participation in their children's education, (b) they have developed a positive sense of efficacy for helping their children succeed in school, and (c) they perceive opportunities or demands for involvement from children and the school. Parents then choose specific forms of involvement in response to the specific domains of skill and knowledge they possess, the total demands on their time and energy, and specific requests for involvement from children and the school. The model suggests that parental involvement then influences children's development and educational outcomes through such mechanisms as modeling, reinforcement, and instruction, as mediated by the parent's use of developmentally appropriate activities and the fit between parental activities and the school's expectations. The major educational outcomes of the involvement process are children's development
of skills and knowledge, as well as a personal sense of efficacy for succeeding in school. Major implications of the model for research and practice are discussed.


Parent-caregiver communication at employer-sponsored on-site day-care centers was compared to that at neighborhood-based centers in terms of quantity, quality, and level of communication. It was found that communication did not vary according to the location of the day-care center. In fact, parents and caregivers spoke very little to each other, regardless of location. Discussion highlights the ambiguity of the function of the day-care/home relationship.


Argues that child advocacy is a responsibility of day care center personnel and that caregivers must strive for recognition as professionals.


Argues that child advocacy is a responsibility of day care center personnel and that caregivers must strive for recognition as professionals.


Recent research on child care is reviewed with respect to the effects of (a) licensing/regulation and (b) teacher education on the provision of high quality care for young children and developmental outcomes. A model is proposed indicating direct and indirect links between licensing and regulation, teacher education, the quality of child care and child development outcomes. Discussion focuses on critical differences in American and Canadian demographics and attitudes (i.e., cultural, social, linguistic, economic, political) and how this influences interpretation of research findings. Using the characteristics of the Canadian context as a guiding framework, recommendations are made for national standards for (a) licensing and regulation of child care and, (b) teacher education.


Review essay of six books written in the early 1990s on the historical evolution of child and maternal welfare policies in WEster states.


The writers examine how women negotiate choices and constraints underlying child care arrangements in Singapore, which is both a multiracial society with deep roots in different cultures and traditions and a newly industrializing country undergoing rapid economic restructuring and social transformations. Recent conceptualizations in the work of feminist geographers and field data are used to outline a framework of different modes of child care provision available and to discuss ethnic variations in women's choice of child care strategies. A series of case studies is presented in order to analyze the variety of ways in which women reconcile cultural parameters with practical conditions in their efforts to come to terms with their choice of child care strategy. It is concluded that there is
slippage between the state's multiracial ideology and minority women's access to and experience of child care services.


This is a report on the happenings in early childhood education in the United States in 1988. Contents focus on: (1) the week, the year, and the decade of the young child; (2) the proposed Act for Better Child Care Services; (3) other child care developments; (4) other early childhood programs; (5) growth of pre-kindergarten programs; (6) the need for better salaries for child caregivers to improve the quality of services; (7) positions of influential organizations on quality of services; (8) deaths of colleagues; (9) special birthdays; (10) the little baby boom of 1987; (11) reports from the states; (12) the health scene; (13) advertising on children's television; (14) variation in child care; (15) Bush administration policies; and (16) information about the National Association for the Education of Young Children.


If children are to benefit from a healthy, supportive early childhood experience, it is important to strengthen transitions between early childhood experiences in educational and care settings and the more formal educational system. This issue of Coordinator's Notebook focuses on strengthening linkages and transitions between home, preschool, and primary school. The journal is divided into five sections. "Removing Roadblocks to Success: Transitions and Linkages between Home, Preschool, and Primary School" (Robert G. Myers) examines several approaches in which transitions between early childhood experiences and schooling can be supported and linkages built between home, care settings, and schools to strengthen children's ability to thrive as they move out into the world. "Diagnosis and Solutions: Efforts to Address Transitions and Linkages in Diverse Countries" (Judith L. Evans) describes activities to strengthen linkages and transitions in Kenya, Indonesia, New Zealand, the Philippines, South Africa, Guyana, Colombia, and India. "Related Resources" presents available UNICEF titles related to this topic and information available on the World Wide Web. "The New CG Secretariat: An International Exchange of ECCD (Early Childhood Care and Development) Knowledge and Experience" presents the goals and activities of the newly restructured Secretariat, a forum for regional representatives, and the donor consortium to engage in knowledge gathering, synthesis and dissemination, networking, technical assistance, and early childhood care and development advocacy. "Network Notes" reports on the activities, meetings and calendar of the Secretariat and of the Partners of the Consultative Group on ECCD.


Jenkins, M. D. (1990). The National Coalition for Campus Child Care: A Study in Strategic Success. Worthington, OH, Organizational Resources Group, Worthington, OH.

This paper follows the course of the National Coalition for Campus Child Care through its 20-year history. During this period, the organization has pursued its belief that child care should be provided as an integral part of higher education in America. The crises which the organization has overcome are typical of those frequently encountered by new organizations, whether they are campus child care centers or national constituent groups. This history of the National Coalition offers lessons to those who would analyze this organization as a model of some of the phases through which start-up organizations must pass on their way to institutionalization and success. The history also discusses plans of the Coalition's board to ensure the success of the Coalition and move the mature organization to an even closer connection with its constituents and their interests.


This manual compiles information on affecting public policy related to child care services. It is intended as a basic guide to political action for child care advocates. Information needs of legislators, guidelines for lobbying, basic legislative terminology, political action principles, tips on testifying and suggested strategies for statewide coalition building are among the topics discussed. A list of national organizations concerned with child care issues is included. (Author/RH)


This article examines the influence of importance ratings of intrinsic and extrinsic characteristics of child care on parents' choice of care, using data from the National Longitudinal Survey-72. We find that parents who value developmental characteristics of care chose center care and that parents for whom hours, location, and cost of care are important chose care at home. Choice of family day care increased if parents thought it was important that the child know the caregiver. Several key determinants, such as mother's education, affect child-care choice primarily by increasing the importance that parents place on various characteristics of care.


This White Paper on child care is the second of four to be published by the Action Alliance for Virginia's Children, and focuses on the affordability and availability of quality child care in Virginia. The paper states that despite federal attempts to simplify funding, funding remains complicated due to differences in the federal and state fiscal years and multiple programs administered through multiple departments. The paper asserts that public funding must supplement parent fees and that diversified funding is needed. The fragmented, uncoordinated child care system compounds funding problems, with concomitant problems in values and increasingly complex funding streams and policies. There is a shortage of care, particularly quality care, care at nontraditional hours, care for infants and school-age children, and care for children who are ill or who have special needs. Topics addressed by the paper include: (1) the affordability of child care; (2) the funding problems created by a fragmented, uncoordinated child care system; (3) the availability of child care, including care at times required by parents' schedules, infant and school age care, sick child care, accessibility to public transportation, and time delays; and (4) funding sources for child care, including parent fees, the Child Care and Development Fund, and smaller government programs. The paper concludes with recommendations for child care advocates to lobby for more dollars to be well spent, to insist that spending be based on the best information available, and to work persistently for a coordinated, systematic approach to child care in Virginia.


This investigation examined early childhood teachers' attitudes towards families and their involvement with schools, and specific variables that influence these attitudes. Teachers' perspectives about school and family partnerships were assessed using the "School and Family Partnerships: Questionnaires for Teachers and Parents in the Elementary and Middle Grades" (Epstein & Salinas, 1993). This survey was administered to 92 elementary school teachers in Follow Through classrooms in the southeastern and pacific northwestern United States. Results indicated that teachers' attitudes about family and community involvement were highly positive. Additionally, African American teachers had a more positive attitude than European American teachers. Furthermore, teachers who taught large proportions of low ability students had less positive views of family strengths.


Points out that many early childhood educators are happy about current government attention to child advocacy, but are at the same time confused about the reasons why early childhood education has suddenly been singled out as important.


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This article discusses four reasons for advocacy activities related to early childhood education and child care: preserving existing programs; increasing capacity and quality of service; making early education more accessible, affordable, and equitable; and educating the public.


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This article explores the relationship between profit and quality in early childhood care and education from historical, research, and policy perspectives. It analyzes why the profit/nonprofit debate is endemic to our current system and why it is so salient for current policy. Drawing primarily upon four studies that have compared quality in profit and nonprofit early care and education settings, and upon selected other studies, the analysis offers suggestions for future research and policy initiatives to improve the nation's child care system.


After briefly reviewing the child policy decade of the 1890s and how it dominated the national social reform agenda, the article describes the current pressures for a children's agenda in the 1990s, what such an agenda might consist of, and the likelihood of success for a social reform agenda now. (BB)


Documents the availability and quality of child-care services and related policies, primarily in northern and western European countries, the leaders in the field. Policy choices that Europeans have made regarding child care for young children of different ages are described. Issues examined include maternity and parental leaves and parenting and child-rearing benefits and services. A brief agenda is proposed for future comparative child-care policy and program research. (PsycLIT Database Copyright 1991 American Psychological Assn, all rights reserved)


US congressional proposals for reforming the social safety net of the Aid for Families with Dependent Children (AFDC), child welfare, food stamp, & Medicaid programs are discussed, & dilemmas faced by single mothers in the context of impending welfare reform efforts addressed. It is suggested that the proposed Temporary Assistance to Needy Families (TANF) program is indicative of a period of social policy devolution, federal & state funding cuts for social services, & a philosophical shift in the premises underlying social policy. The problem of paying for child care in light of employment requirements, & implications of social welfare reform for needy families, educators, &
the social work profession, are considered. 37 References. Adapted from the source document.

Wassaja the Indian Historian 13(4): 34-36.

Wassaja The Indian Historian 13(4): 34 - 36.

Traces the development of the Navajo Child Care Standards Project and also the Model 
Law and Regulations for Navajo Foster Care Providers. Describes the successful involvement of 
Indian Parents in the development of tribal standards for foster child care.

Backgrounder. Lexington, KY, Council of State Governments, Lexington, KY.

Through state-supported day care programs for employees' children, incentives for 
industry-supported programs, and careful review of the regulation of child care providers, states are 
beginning to meet the growing demand for quality child care facilities. In 1984, 34 states considered or 
adopted changes in policies regulating day care providers. At least six states set up commissions to 
review day care regulations: Connecticut, Indiana, Maine, Ohio, Texas, and Virginia. At least 15 states 
require or are considering criminal record checks of day care center employees. Several states have 
developed programs for school-age child care, and at least six states have tax incentives for businesses 
providing child care services to employees. Three states (New York, New Jersey, and California) 
support day care programs for their employees. Finally, Connecticut is considering two grant programs 
to establish day care programs for state agencies and nonprofit organizations.


Reviews the history, program philosophy, organizational structure, financial structure, and 
hourly programs of 2 university childcare centers. The primary goal of the centers is the care of 
students' children, and the primary responsibility of adults in the center is to see that the children are 
safe, stimulated, appreciated, and comfortable. The centers are part of the department of student affairs, 
and funding is derived from several sources. The flex-time hourly programs allow the children to keep 
individual schedules.


This article presents gender perspectives on the formation of the preschool teacher and the 
formation of a domain for education and child rearing of young children, commenting on the 
designation of the professional field of education as "female territory." The report uses the results from 
two Swedish studies: the first dealing with the period from 1900-1945 and the development of the new 
profession for caring and education along with its significance as a starting point for redistribution of 
responsibility for child care; the follow-up study on 1945-1972, a period in Swedish preschool history 
characterized by the integration of the field into state and municipal structures and by resistance 
toward the development of a professional domain for early childhood education. Methods used in the 
studies were quantitative and qualitative textual analysis of the Swedish magazine, "Kindergarten (The 
Pre-School)," official reports and legislation, interviews, and archival materials. The article addresses 
political implications for child care and early childhood education, asserting that the development of 
the preschool field shows the relationship between men and women as more important in deciding 
roles and behaviors than the gender definition itself. Other issues discussed include the societal and
spiritual mother models, sex segregation, patriarchal ideas, paternal protection, and Froebelian theories. Contains 49 references.


Describes campus day care and education center provision and its impact on individual families and the community. Details the kind of support campus children's centers can provide student or staff families, and the impact they can have on other centers and schools in the area by serving as model facilities and training sites.


Describes a national project to recognize child care programs that succeed in balancing competing interests of staff, children, and families. Discusses lessons learned from 10 selected programs, including using funding beyond parent fees, educating parents about program costs, advocating by the director, professionalizing staff, tailoring parent involvement, focusing on family needs, and maintaining a commitment to quality.


This article argues that it is a fallacy to regard "social citizenship" as granting social rights equivalent to civil rights and suffrage. The argument is based partly upon a textual analysis showing that in formulating his influential "trinity" of citizenship, T. H. Marshall obfuscated differences between the distributional logic of redistributive policy and political and civil rights. The second part of the argument is based upon an empirical discussion of how social citizenship arguments have been applied to create comprehensive social reform. The Scandinavian welfare states play a central role in the discussion as examples of the inclusionary benefits of social citizenship. Three instances of welfare state expansion are discussed: the passage of legislation establishing flat-rate retirement benefits, the institution of supplementary earnings-related retirement benefits, and feminist mobilization in the 1980s for a "woman-friendly" welfare state. It is shown that claims to social citizenship are used by out-groups to demand inclusion in electoral coalitions aiming at welfare state expansion. The article concludes that social citizenship is inextricably linked to redistributive political conflict between in-groups and out-groups and depends upon state capacity to raise revenues and to police entitlement. A key difference between social rights and political and civil rights is that consumption of the former hinges on both the consent of the community and the willingness of others to pay for such consumption, while consumption of the latter does not impose direct costs upon others.


Child care has become increasingly problematic for many families as more women have entered the work force, both in single earner and dual earner families. This study expands on previous studies of child care arrangements by determining the demographic variables that predict child care arrangements. The data used in this study are part of the United States Bureau of the Census Survey of Income and Program Participation (SIPP). The sample consists of 1,413 preschool children. Results show that significant predictors of location of child care are age of child, family income, race of respondent and family type. Significant predictors of provider of child care are age of child, family income, and family type. Significant predictors of number of child care arrangements are age of child and race of respondent. In home care versus non-home care by nonrelatives, age of child and race of respondent are significant predictors.

Since the aim of community care is both care in & care by the community, community care & volunteering are clearly interwined. Using data from the 1991 National Survey of Voluntary Activity in the UK (N = 2,940 adults), patterns of community care volunteering are examined. Multivariate statistical analyses reveal that many individual, household, & other characteristics influence patterns of volunteering, & that marked differences exist in patterns of volunteering for different types of community care activities: health & social welfare organizations generally, supporting elderly people, & visiting or transporting/escorting sick or elderly people. Implications for community care policy & practice are discussed. 70 References. Adapted from the source document. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)


Creating coordinated, comprehensive, integrated children's policy requires breaking the mold of political convention. The system of political rewards and incentives must be revamped so that interest groups are encouraged to cooperate rather than compete. California's 1992 Healthy Support Services for Children Act (and accompanying $20 million appropriation) to establish locally based, integrated delivery systems has great potential. (19 references)


review of seven books on the history of the welfare state and women


Reviews research showing that there is a level of quality below which children's development is compromised. Uses analogies of options available to consumers when buying cars to designate features of quality child care. Argues that high-quality care should be available to all children.


In this response to the comments by A. Rothenberger (see record 988-26377-001) on the present authors' (see record 1987-27975-001) work on childcare in medieval Europe, it is suggested that the divergence in results may be accounted for by differences in source genre.


Investigates determinants of whether mothers of preschool-aged children use market child care vs care by relatives, assessing the importance of economics vs preferences. Evidence from a survey of 1,378 Detroit (MI) area mothers suggests that employed mothers turn to relatives for child care partly out of preference, not just because relatives are inexpensive. Public policies that encourage the use of relatives for child care might therefore increase parental satisfaction & quality of care. The analysis finds substantially similar results for African-American & other women, but the results for employed mothers differ from those for nonemployed women, who appear to use child care primarily to enhance child development. 3 Tables, 1 Appendix, 15 References. Adapted from the source document. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)


A study was conducted to compare the popular images of child day care in the U.S. and Britain and their development during the World War II wartime emergency in order to better understand the various ways that such image development can occur in differing cultural contexts. The U.S. magazine depictions of children in all-day care as "Eight-hour orphans" and the British magazine depictions of women protesting to demand child care in "Baby Riots" capture the requirements of both children and mothers as the cultures continue to develop day care today. Although the child care images for both Britain and the U.S. were predominantly custodial, educational images existed as the ideal in the democratic societies where publicly funded education exists.


This paper explores the relationship between licensed family day care home providers and the parents of the children in their care. Of specific interest are their daily communication and each
group's perception of the relationship. The perspectives of both parents and providers are illuminated through open-ended interviews and on-site observations of their daily interactions. This study suggests that there may be little communication between providers and parents focused on the children's ongoing experiences and development in these day care homes, despite both groups' expressed beliefs in the importance of such communication. Even so, parents expressed complete satisfaction with their children's caregivers, although providers' feelings were more negative toward parents. These contradictions are discussed.


825 Third Avenue
New York, NY 10022.

Child care is one of the six focus areas of the child advocacy program established in 1975 by the Association of Junior Leagues to ensure that children and their families have access to the services and opportunities necessary for growth and development. Participants in the Association's "Child Care: Options for the 80's" conference included 19 child-care experts from academia, government, the corporate sector, and private agencies, as well as representatives of 16 Junior Leagues concerned with child care in their communities, and representatives of the Association. They examined the significant policies and developments in child care during the past decade and identified the major trends and issues expected to affect child care in the 1980s. This report provides the opening address, "Child Care: Trends and Issues," by Sheila B. Kamerman, and summaries of nine presentations focusing on infant and toddler child care, preschool programs, care for school-age children, information and referral services, and financing and delivery of services. At the conclusion of the conference, participants drafted an agenda for action, identifying five major issues and the strategies needed to address them. Findings and recommendations reached at the conference provide the basis for future planning and action.
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Comments on where the early childhood profession stands, where it should go, and how organizations like the National Association for the Education of Young Children (NAEYC) can move the field ahead. Discusses two strategies early childhood educators can pursue to improve compensation in the next 5 to 10 years: defining quality as an issue of concern and building coalitions.


Adapted from a speech given at the 1985 conference of the National Association for the Education of Young Children, this discussion addresses issues concerning the formation of a national child care policy and describes factors contributing to "child carelessness" in the conception and delivery of child care services.


Contends that, if advocacy efforts on behalf of early childhood education are to be successful, more people and intensified efforts are needed. A suggested strategy for increasing participation is to include training in public policy and advocacy in teacher education programs. (5 ref)
Lombardi, J. (1988). “Public policy report: Now more than ever ... It is time to become an advocate for better child care.” Young Children 43(5): 41 - 43.

Provides tips on writing legislators to ask for their support for federal legislation for child care


(from the chapter) focus on the discursive construction of "normal child care" and the "normal child" as crucial subplots to the normalization of daycare in popular American discourse / the following examination of popular daycare discourse draws from 122 . . . articles [published in popular magazines between 1900 and 1990]


The texts, imagery, & commodities of popular culture encode constructs of childhood & parenthood that act as powerful public pedagogies in the production of social identities of the "child," "family," "gender," & "race." Examined here are: (1) the corporate construction of childhood in the toy & media industries, & (2) the textual & market construction of childhood & parenthood in 6 child care & parenting magazines in 1992. Analysis suggests that the social & consumer lessons children learn early, through the world of media & toys, are matched by similar visions of childhood in parenting magazines. Described are the marketplace of childhood, & the contradictory cultural logic of postfeminist images of family, child, & parenting. 1 Figure, 34 References. Adapted from the source document. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.)


An analysis of child care arrangements provides a window into the varying gender assumptions that underpin different welfare states. This paper will examine the policies affecting child care (both daycare and maternal or parental leave) in Sweden and Canada. Child care arrangements in the two countries differ in ways that the literature on welfare states leads one to expect. It would be a mistake to stop here with the liberal Canadian and social democratic Swedish models frozen in time and space. Child care arrangements are historical products, and unfinished ones at that. Although child care in both countries appear to fit the model developed by theorists who focus on the relative strength and strategic capacity of national labour movements, feminists, organizing in ways appropriate to the political conditions in which they found themselves, had important roles to play. The final part of the paper examines the contemporary developments in both countries.


   Effects of the first year of New York State's salary enhancement program for classroom and supervisory staff in licensed, not-for-profit child care centers, including Head Start, were evaluated. The evaluation was designed to help New York policymakers assess the effectiveness of this approach to improving child care staff recruitment and retention and to assess its strengths and weaknesses as a model. After a brief introduction, contents focus on background and related work, methodology, problems relating to recruitment and retention of staff before the salary legislation, funding recipients, funding use, program impact on recruitment and retention, program impact on low-income child care, and plans for sustaining the gains of the salary legislation. Evaluation findings suggest that early results of the legislation are promising. In New York City's subsidized day care centers, the only centers which had funding for a full year, turnover rates for classroom and supervisory personnel fell considerably. The allocation of funding across the state was accomplished equitably in accordance with the goals of the legislation. Conclusions are drawn and recommendations offered. An appendix details the evaluation methodology. The text is supplemented by 17 tables of data.

   Child and youth care in North America is actively engaged in a process of "doing ethics". This paper presents the context for this current ethics work, gives a brief history of ethics in the culture as it impacts on helping professions, and describes the function of professional ethics. The ethics work of the National Association for the Education of Young Children (NAEYC), the Child Life Council (CLC), and organized child and youth care in North America are detailed. The plan of action includes the process that has led to the completed draft of the Code of Ethics of North American Child and Youth Care Professionals, an outline for a process of "doing ethics," and the formulation of research questions to enhance the understanding of ethics in practice.


An educational history of the Early Childhood Unit of the New Zealand Council for Educational Research is included as an introduction to this bibliography. Bibliographic items are grouped under 19 headings: child abuse, child advocacy, child development, child language and reading, disabilities, early childhood education, educational facilities, educational personnel, ethnic studies, family life, infant behavior, media research, parent education, parent participation, parents, programs, research, safety, and training. Under each heading, items are listed alphabetically by author's last name. Many items are theses or papers recording findings of research; others are "thought pieces." All items have been assigned ERIC descriptors. The entire bibliography is filed on computer, and directions for obtaining printouts of computer searches are included. References to selected students' research papers are appended.


Information in this booklet is drawn from the 1990 report, "Who Cares for America's Children? Child Care Policy for the 1990s," which presented the recommendations of the National Research Council's Committee on Child Development Research and Public Policy. The committee consisted of a panel of experts in the fields of pediatrics, public policy, business, labor, education, child care delivery, child development, economics, and other social sciences. Part I of the present booklet summarizes the panel's findings and describes the relation of the new federal Child Care and Development Block Grant program (P.L. 101-508) to the panel's work. Part II describes the aspects of child care that determine its quality and provides information on state regulation of child care services and professional standards for early childhood programs. Topics include: federal tax credits; expansion of Head Start; state grant programs; characteristics of high quality child care; and professional guidelines for quality. Discussion of structural aspects of quality covers group size, staff-to-child ratio, caregivers, qualifications, stability and continuity of caregivers, structure and content of daily activities, space and facilities, and regulation of family day care homes. Contains 7 references.

"Day Care in the United Kingdom in Historical Perspective" / Edward Melhuish and Peter Moss / considers the development of day care for young children in the United Kingdom, starting with the 19th century when the major motive force on society was industrialization / deals with both the changes in maternal employment and day-care provision because the two are interdependent /// "History of Child Care in the United States Before 1950" / Victoria L. Getis and Maris A. Vinovskis / consider whether children were perceived and treated the same throughout history with particular attention to the issues of infanticide, child abandonment, and wet-nursing / examine the role of the family in the care of young children in colonial America and the shift in responsibility for the socializing of children from the father to the mother / analyze the changes in how young children were viewed and cared for in the 19th century with the rise and demise of infant schools and the development of kindergartens / discuss the changes in the responsibility for the care of young children in the early 20th century and conclude with an assessment of the expansion of day-care programs for preschool children during World War II /// "Child Care in the United States: The Modern Era" / Michael E. Lamb, Kathleen J. Sternberg and Robert D. Ketterlinus / goal in this chapter is to (a) conclude the historical review [of child care in the United States] by briefly noting the central events and trends of the half century succeeding World War II, (b) review what is known about demographic trends and child-care arrangements in the late 1980s, and (c) summarize recent research on the effects of nonparental care arrangements on the development of young children /// "Day Care in Canada" / Hillel Goelman / describe day care in Canada in the context of Canadian history, political culture, and institutions This section includes three commentaries: "Similar History, Similar Markets, Similar Policies Yield Similar Fixations," by Ron Haskins; "Child Care in the Anglo-Saxon Mode," by Urie Bronfenbrenner; and "Child Care in the English-Speaking Countries with Reference to Australia," by Gay Ochiltree.
(from the chapter) review the advances and retreats in federal child care policy over the past 60 years, with special attention to the decade of the 1980s // begin with an historical summary of previous child care initiatives, ending with the era of "benign neglect" under President Reagan// explore the demographic and economic changes that have increased the demand for child care, issues of child care demand and supply, the short supply of high-quality care, and evidence of such care // return to the growing constituency for child care policy that has developed in recent years, and, finally, to the most recent federal initiatives that have emerged.


This policy report on compensation for child care providers is designed for use by directors, child care providers, clergy, board members, and other leaders in church-housed child care programs. Section I underscores the importance of securing fair compensation and reasonable benefits for child care providers in church-housed and non-church-housed child care programs, and urges churches to act collectively as advocates for fair pay and working conditions. Section II presents data from the U.S. Census Bureau and from state and local studies on wages, benefits, and turnover in the child care field. Section III reports on a 1982 study conducted by the National Council of Churches of staff in church-housed child care programs. Selected findings indicate that 25% of the directors, 28% of the teachers, and 70%-87% of the aides were earning less than minimum wage; and that employee benefits were seldom available. Section IV looks at ways the church and the child care center can work together on salary issues, and recommends strategies that churches and their child care programs might use to interpret salary issues to the congregation. In section V, guidelines are presented for expanding benefits. This section covers budgeting, salary objectives, benefits that cost nothing, benefits that cost a little, benefits with substantial costs, required taxes and benefits, and the cafeteria plan for delivering benefits. Section VI looks at strategies that have proved successful for raising salaries. Finally, Section VII presents concluding comments.


Child care and early education have been acclaimed by advocates in Great Britain and the United States as the key to economic and academic success, the basis for social justice and equality, a business opportunity, and the remedy for poverty, welfare dependency, crime, and educational failure. This book examines the research basis for these claims, arguing that it is necessary to examine research on types of child care actually used, and maintains that this research suggests that when compared with children cared for at home, children in child care may be disadvantaged in educational performance, behavior, and attachment to their mothers. Section A of the book details the characteristics of good caregiving and reviews research examining the effects of child care on children. Section B examines the characteristics of child care and after-school care actually used. Section C discusses the use of "educare" to describe child care and early education programs, questions benefits received from long periods in formal school situations at early ages, and shows how the Perry Preschool Project has become the principal finding reported by child care lobbyists. Section D looks at the impact on the whole family of policies seeking to push both parents to work while children are placed in third-party care, focusing on attachment, pressures on dual-career couples, maternal guilt and depression, fathers' role, and long-term effects of maternal employment. Section E considers public policy implications and concludes by asking if supporting only child care out of the home is either fair or in the best interests of families, children, and society. Each chapter contains references.

Whether Romanian socialism has modified the traditional problem of the "double burden" confronting working women (who have primary responsibility for the home & child care) is analyzed, with focus on the household DoFL. In 1976 a questionnaire was administered to 295 married Fs in Bucharest, including: 100 blue-collar workers, 100 nonclerical white-collar workers, & 95 nonworking housewives. Rs were asked to indicate who had responsibility for 7 common household tasks; the main findings are that working women receive more help from husbands than do unemployed women, but that in neither case is there equality in the household DoFL. The general question of the availability of public institutions such as child care facilities is also examined, & it is shown that women have less free time than men. Measures of the distribution of decision-making power in Romanian households demonstrate much more equality than the distribution of household tasks. In comparison with data on the USSR & Finland, Romanian women are probably worse off than their counterparts in those countries in respect to the domestic load they must bear. 6 Tables. Modified AA


Based on four years of participant observation & focused interviews with male (M) & female (F) child care workers (N = 18), an analysis is presented of how the marking of M workers & their child care work experience show how deeply feminized the work of child care is. When Ms choose to do child care work, they become suspect, which is manifested in their restricted access to children in child care centers. This restriction implies that Ms desire for access to children is pathological. In these & other ways, the gendered organization of child care & the accountability of persons to sex category systematically push Ms away from nurturing responsibilities, while binding these responsibilities to F workers. 22 References. Adapted from the source document. (Copyright 1997, Sociological Abstracts, Inc., all rights reserved.)


Presents personal reflections from the World Summit for Children, an international meeting of heads of state to discuss the plight of the world's children. Maintains that each person has to put his or her power to work for the good of children.


This document is comprised of the three 1998 issues of a newsletter disseminating information on the National Coalition for Campus Child Care Centers (NCCCC) and providing a forum for news, research, and information concerning campus child care centers. The February issue contains stories on the White House Conference on Child Care, registration and program information for the NCCCC meeting, pending legislation on campus child care, and a profile of the Meramec Campus Child Care Center in St. Louis, Missouri. The June issue includes articles on the NCCCC's history and future, pending federal legislation, samples of letters to federal representatives, and a profile of the Associated Students Children's Center at San Francisco State University (California). The
October issue contains stories on First Lady Hillary Clinton's visit to NCCCC members' centers, pending federal legislation, and a profile of the Carleton Washburne Early Childhood Center at Brooklyn College (New York). Regular features include the NCCCC President's column, profiles of individual campus child care centers, information on NCCCC activities, and job listings.


The African-American self-help tradition of caring for dependent children in Chicago was undermined by the increased organization and professionalization of social welfare provisions during the Progressive and the post-World War I eras. Black community efforts for the legitimation and public support of their services were hampered by beliefs by white social welfare professionals that blacks held outmoded policy preferences, could not manage programs, and could not manage money. The demise of African-American agencies left black children completely dependent on poorly funded and understaffed public facilities. In addition, the decline of African-American agencies meant the decline of some important principles in caring for African-American children that were not to be rediscovered until considerably later.


This paper argues that one forgotten group that played a significant part in the development of child care in Victoria is the Union of Australian Women (UAW). As a working class organisation the UAW fought to represent the interests of working women during the 1950s and 1960s. This included a commitment to child care. Because of the dominance of the traditional maternalist groups, the UAW was unable to have much influence in the 1950s and 1960s. However, the conjunction of historical forces at the beginning of the 1970s gave the UAW an opportunity to form new coalitions that challenged the dominance of the traditional children's services groups. This paper begins by outlining the positions adopted by the traditional maternalist groups that dominated child care issues in Victoria in the 1950s and 1960s. The paper then explores the early work of the UAW in child care and finally discusses the role of the UAW in the development of community child care. The paper concludes that by using the experience gained over the previous decades, the members of the UAW were well placed to take a leading role in the community child care movement.


Argues that disagreement about the nature of the Canadian welfare state is largely based on the particular model within which the researcher is working. The predominant model is the welfare worlds approach, which categorizes the welfare states of Canada & the US as liberal. However, work within this tradition has focused primarily on income transfer programs, ignoring social services such as health care systems. It is suggested here that such central components of social welfare must be included in the model if it is to adequately represent national welfare states.


Examined how childcare responsibility and self-efficacy to manage multiple role demands related to the psychological well-being and distress of full-time professional women 1 mo after they returned to their jobs after the birth of their first child. The participants were 42 women aged 20-44 yrs. Interviews were conducted covering a wide range of topics involving childcare arrangements within the family, and satisfaction with combining work and family roles. Results reveal that greater childcare responsibility was associated with lower well-being and greater psychological distress. Perceived self-efficacy to cope with demands of occupational and familial roles appeared to mediate this relationship. A woman's belief in her capability to enlist the help of her spouse for childcare was seen as the most consistent predictor of both well-being and distress. (PsycLIT Database Copyright 1996 American Psychological Assn, all rights reserved)


Three central convictions provide the main thesis of this lecture: (1) that children and those working with them are undervalued; (2) that the quality of education for the young child suffers because young children and those who work with them have no status; and (3) that young children need an articulate and empowered body of professionals to act as advocates on their behalf. The discussion of the undervaluation of children touches on the nature and importance of childhood, the position of young children today, the low status of those who work with children, the impact of early educational experience on the nation's development, and current policy for young children. The variable quality of educational provisions for young children is discussed in the context of the lack of an evidential base, research on quality, and research on early childhood educators. The need for advocates is addressed in the context of the politics of early childhood education, political advocacy, the domestication of the early years practitioner, and empowerment and transformation. An agenda for empowered early childhood groups is recommended. This agenda would allow the groups to discuss the realities of their situation and more fully understand why inequalities have developed and how these are perpetuated.


This newsletter issue is about the growth of programs that serve infants, toddlers, and their families, and the management of that growth. The articles address early intervention programs with infants and young children with disabilities. The first article, "Implementing a Multi-site, Multidisciplinary Clinical Trial: The Infant Health and Development Program" (by Ruth T. Gross and Christine Hayes), describes a program combining early child development and family support services with pediatric follow-up for reducing the developmental and health problems of low birthweight, premature infants. The second article, "Empowering Parents -- the Evolution, Evaluation and Expansion of a Program", by Walter Barker, describes the rationale, problems, and success of the Child Development Program covering 30 health authorities in England, Northern Ireland, Wales, and the Irish Republic. "Healthy Growth for Hawaii's 'Healthy Start': Toward a Systematic Statewide Approach to the Prevention of Child Abuse and Neglect" by Gail Breakey and Betsy Pratt. It describes the critical elements of the Healthy Start program and examines the processes of collaboration and advocacy that have fostered program expansion. The fourth article is "Replicating Demonstration Projects: A Beginner's Guide" (by Marilyn M. Segal and Luba Lynch) which identifies critical features of a replicable model, describes the replication process, and notes the role of the process evaluation. The last article "Managing Growth at Child Care Solutions" by Ruth Anne Foote describes the
principles of growth which have helped one program cope with current demands and meet new
demands. (DB)

parents.” Journal of the Canadian Association for Young Children 10: 115-123.

The characteristics and preferences of the parents of the 126 children participating in a research
study on daycare are described. Although respondents use a variety of caregiving forms, there is
general satisfaction with their current arrangement. Although the majority of respondents have
relatives in town, those relatives are not a major source of caregiving nor of information regarding
caregiving: friends and government are a far more important source of information. Although one-
third of respondents perceive no negative effects of the child being in daycare, the majority have
concern regarding the child's behaviour or emotional well-being, or experience guilt themselves as
parents. Mothers express strong opinions on the role fathers should play in helping care for children.
Job satisfaction is quite high for these Victoria mothers, but, nevertheless, there is a strong indication
that increased job flexibility and more part-time work is strongly desired by the respondents.

Early Childhood Quarterly 2: 103-118.

Parents are often the "silent partners" in studies of day care. Results from the Victoria Day
Care Research Project (VDCRP), which focused on the research triad of parents-children-caregivers,
indicate that there are significant differences among parents who use licensed center-based day care,
licensed family day care homes, and unlicensed family day care homes. Similarities and differences
among these three parent groups are presented and discussed.

Pence, A. R. (1987). “Does history have a common ancestor? A rejoinder to Erickson.” Child and
Youth Care Quarterly 16(3): 166 - 167.

Responds to the comments by J. B. Erickson (see record 1988-08564-001) on the article by
the present author (see record 1988-08591-001) on the roots of the childcare profession in the US. The
present author suggests that the common ancestors of historical work are models posed at the macro
level and addressed by detailed investigation at the micro level. (0 ref)

Pence, A., H. Goelman, et al. (1992). Family daycare in a socioecological context: Data from the
Canadian National Child Care Study. Family Daycare: Current Research for Informed Public Policy.
New Yorl, Teachers College Press.

and Youth Care Forum 26(4): 223-245.

The steady and dramatic increase in the proportion of mothers with young children entering the
paid labor force represents one of the most significant social transformations to have taken place in
Canada and in the United States over the past 30 years. The Canadian National Child Care Study
(CNCCS), with over 24 .... families interviewed, is one of the largest national surveys of child care and
labor ..... issues undertaken to date internationally. This article discusses the CNCCS both .... case
study of the forces impinging on the undertaking of a major national survey ... as a unique source of
information on the interaction of child, family, and societal ... ables within the complex ecology of
child care.

36.

Congressional education committees will soon reconsider education laws about to expire. The
most controversial task is reauthorizing the preschool grants program under the Education of the
Handicapped Act. These committees will also restructure the Higher Education Act and the Office of Educational Research and consider a Children's Investment Trust proposal.


Examines the development of a model for psychological rehabilitation programs for regions affected by violence in South Africa. A research project is evaluated that utilized a participatory research approach within a primary mental health care context. The project was conducted between 1991 & 1993 in two settlement areas in the Natal/KwaZulu region. Focus groups of preschool teachers from five schools discussed the effects of civil conflict on the psychological state of preschool children & themselves. Questionnaires evaluated posttraumatic stress disorder (PTSD) among children & assessments were also made of the children's drawings. Interventions included counseling for the teachers & training in counseling skills. It is concluded that primary care workers can effectively intervene with children with mild PTSD or can refer those with severe PTSD for more extensive mental health care. 20 References. S. Jameson


Analyses some of the ways in which cultural differences contribute to an explanation of cross-national variations in family policies.


A sample of 1307 center-based child care staff was studied to assess predictors of job satisfaction and turnover, and to link these aspects of the adult work environment of child care to the quality of care, as assessed from a child development perspective. The staff were well educated in comparison to the female labor force, but they earned, on average, poverty-level wages. High levels of career orientation and satisfaction with the day-to-day demands of child care work were expressed, alongside high intended and actual turnover rates, and very low satisfaction with salaries, benefits, and social status. Job satisfaction was significantly, but modestly, associated with wages, paid preparation time, reduced-fee child care, and the quality of provisions for adult needs. Staff wages were the most important negative predictor of staff turnover and positive predictor of the quality of care provided to
the children. The results highlight the need to incorporate facets of the adult work environment in research on the developmental effects of child care and in policy efforts to upgrade the quality of care.


Outlines the provisions of The Education of the Handicapped Act Amendments of 1986 (PL99-457), which funds educational and family services programs for three- to five-year-old children with disabilities or substantial developmental delays. Suggests ways that child care advocates can help implement this law.


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(from the chapter) the aim of this chapter is to familiarize practitioners with the issues involved in class advocacy for children whose mothers are employed away from home / points out that antifamily policies often are obscured by euphemistic rhetoric / describes the past and present exploitation of women and children and demonstrates that this is occurring now in ways such as the widespread commercial promotion of institutional day care // the placelessness of working mother-and-child in public life / windows onto the landscape of the working mother: marginalization and neglect in the milieu of the modern wage slave / falling through the cracked landscape of child care


While anti-tax discourse pervades public consciousness in the U.S. and has assumed the status of natural law, we might do well to pause and think about what we have lost by failing to create a publicly subsidized day-care system and a generous set of family support policies, Ms. Polakow reminds us.


Review of three books, including Anne Digby and John Stewart, eds., Gender, Health and Welfare

This manual for child advocates in New York describes detailed procedures for organizing and operating citizen adoption groups and provides background information on the decision-making bodies, funding sources and resource organizations involved in adoptions. Procedures for changing bureaucracies and influencing legislation are emphasized. Information acquisition, processing and dissemination functions of adoption groups are specified. Parent, child, and agency relations as well as funding procedures and state and national organizations for child advocates are explored in the first part of the manual. Part 2 presents definitions of legal and organizational terms and expands acronyms. Also given are the authors' positions on issues concerning advocacy and adoptions; basic statistical information on children needing services; and brief descriptions of law, regulations and court decisions concerning child welfare. Sources of adoptive children and organizational resources for applicants are briefly described. Public officials and agencies who make decisions affecting adoption and foster care are listed and their positions defined. Funding procedures for child care services are outlined. A bibliography is included.


This paper reports the results of a survey on the costs and characteristics of full-day full-year early childhood education programs serving four-year-olds that are accredited by the National Association for the Education of Young Children (NAEYC). These centers had average costs excluding in-kind donations of $4,200 per child in 1988 and $4,800 per child including donations. Annualized salaries of child care teachers in these centers ranged from about 55 to 74 percent of public school teachers with similar years of experience and education. This study also confirms that turnover of child care teaching staff is high, about 26 percent for teachers and 54 percent for teacher aides.


Economy 30: 115-141.


Sociology. Toronto, York.


childcare delivery. Child and family policies: Struggles, strategies and options. J. Pulkingham and G.
Ternowetsky. Halifax, Fernwood.

Rethinking Child and Family Policy: Struggles, Strategies and Options. J. Pulkingham and G.
Ternowetsky. Halifax, Fernwood.

Prentice, S. (Forthcoming). Who should be in the business of child care? Early Childhood Education:

Prochaska, F. (1989). “A Mother's Country: Mothers' Meetings and Family Welfare in Britain, 1850-


The quality of care in two mid-nineteenth century day nurseries in North America indicates that
quality was associated with saving children's lives within a context of charity-based social welfare.
The concern for the health and safety of children led to the entrenchment of a custodial mode of child
care. Child care staff developed "coping strategies" that served to modify the quality of care in the
institutions. The resilience of the custodial mode in day nurseries throughout the nineteenth and early
twentieth centuries is discussed.

11(1): 5 - 17.

Describes the founding and management of 2 day nurseries one in New York and one in
Toronto in the 1850s, and discusses quality issues in relation to the managers, mothers, and children.
The study of quality of care in the day nurseries indicates that quality was associated with saving
children's lives within a context of charity-based social welfare. The concern for the health and safety
of children led to the entrenchment of a custodial mode of child care. Child care staff developed
'coping strategies' that served to modify the quality of care in the institutions. Lax staffing practices
and demands of institutional life worked against the nurseries achieving even the minimum standards
of quality for the safe hygienic, and kindly care described in their policies. The resilience of the
custodial mode in day nurseries throughout the nineteenth and early twentieth centuries is discussed. (PsycINFO Database Record (c) 2000 APA, all rights reserved)


To examine how knowledge of history and politics informs the early education and child care field, this paper identifies sources of historical knowledge and unexamined underlying presuppositions frequently held by early childhood professionals which, if allowed to remain unchallenged, contribute to professional burn-out, repeated frustration at perceived failure, and inappropriate responses to existing situations. These presuppositions concern: (1) the complexity of change and the nature of pluralism; (2) the view that history is dull, boring, and irrelevant, and (3) the idea that politics is "dirty," manipulative, and cynical. A second aim of the discussion is to show early childhood educators, caregivers, and administrators how the knowledge of their historical roots and their political context can enable them to become, not just capable advocates, but also more effective and successful workers at whatever job they do, whether it be as group teacher, head teacher, director, coordinator, administrator, professor, or policymaker. (Fifty-four references are provided.)

The purpose of this paper is to show how child care practitioners and public policymakers can function in the seemingly disparate and often overlapping roles of professional caregiver, participating advocate, and public policymaker. Described are: (1) the recent expansion of and anticipated future need for child day care programs, focusing on families with working parents and emphasizing the use of family day care; (2) the identification of children's basic and universal development needs; (3) perceptions of childhood that affect adults' responses to children's needs, emphasizing the development of early education and child day care programs, especially in family day care; (4) conceptions of politics that underlie the current role of government in the formation and operation of family day care homes; and (5) means by which to express the relationship between the perceptions of childhood and the conceptions of politics in a pluralistic society. It is argued that persons in the roles of caregiver, advocate, and policymaker must function simultaneously in whichever roles are appropriate so that government will operate at a consistent level of consensus and compromise, so that government will respond to each segment of society that has responsibilities for child-rearing, and so that no one group will be favored to the exclusion of another. (a list of 79 references if included.)

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change and the nature of pluralism; (2) the view that history is dull, boring, and irrelevant, and (3) the idea that politics is "dirty," manipulative, and cynical. A second aim of the discussion is to show early childhood educators, caregivers, and administrators how the knowledge of their historical roots and their political context can enable them to become, not just capable advocates, but also more effective and successful workers at whatever job they do, whether it be as group teacher, head teacher, director, coordinator, administrator, professor, or policymaker. (Fifty-four references are provided.)

This article explores some of the main reasons why feminist mobilisation around the issue of child daycare in Britain has been so limited and its impact so modest. It describes this mobilisation, comparing it with experience in other countries and with mobilisation on other issues. It suggests that the modest achievement to date is largely attributable to factors other than the lack of feminist pressure. Indeed feminist reservations were partly a realistic response to these external constraints. But they were also a consequence of the particular character of second wave feminism in Britain and of the questions posed by the issue of childcare for feminists. These questions included the nature and proper role of the state, motherhood, the value of paid employment for women, social class and the tension between short and long-term strategies for social change.


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The writer analyzes the reasons for the growth and unusual success of California's first postwar child care campaign, which resulted in the state government allocating state funds for child care in 1946. She contends that the campaign, which was largely a working mothers' movement, employed maternalist rhetoric to defend state-subsidized child care that was criticized by more traditional maternalists. She argues that the movement's growth was due to the mobilization by movement entrepreneurs of the co-optable social resources contained in the relatively large wartime
child care program in California. Furthermore, she contends that the movement's success was dependent on the relatively favorable political opportunity structure within which it developed. Details of why child care campaigns were successful in California but not elsewhere are provided.


This article empirically examines married women's labor supply and child care expenditures. The article uses winter 1984-85 data from the Survey of Income and Program Participation to estimate a fully structural econometric model of labor supply and paid care utilization. Estimation results indicate that the cost of paid care has small negative effects on labor supply but stronger negative effects on paid care utilization. Consequently, subsidy programs such as the Child and Dependent Care Tax Credit appear to have few effects on married mothers' employment.


Wartime child care policy, like other federal programs associated with women, was shaped by a pervasive gendered ideology that, this article argues, consisted of the customary expectations of male and female behavior, prevailing notions of the appropriately public and private, and an intense desire to limit the potential impact of wartime disruptions in traditional sex roles. This ideology, the author concludes, explains why the federal government funded child care during World War II and immediately terminated such funding at war's end. Reprinted by permission of the publisher.


Robinson, B. J. (1988). Developing materials and support for early childhood educators to increase abilities to become effective advocates. M.S. Practicum, Nova University, Nova University.

Because early childhood educators were minimally knowledgeable about and uninvolved in state legislative activities affecting their profession, an experienced child advocate developed a practicum to increase practitioners' knowledge and involvement. To attain practicum objectives, an advocacy handbook was developed and an advocacy project support group was organized. Consisting of over 100 pages, the handbook included introductory material about the advocacy pilot project, a sample director's letter to parents, a calendar of events, a sample introductory letter to legislators and correct forms of address, a sample letter to legislator from parents, a sample letter concerning the Act for Better Child Care (the ABC Bill), information about the ABC Bill, a directory of state legislators, a congressional director, a summary of children's legislation, public policy alerts, a description of how a bill becomes a law, glossaries of legislative and congressional terms, the bicentennial edition of the
Constitution of the United States, and guidelines on lobbying legislators and getting favorable legislation passed. By the end of the tenth month of the project implementation plan, over 5,000 commitments were made to participate in the advocacy project by staff, parents, college students, and children. Appended are sample surveys, handbook table of contents, dissemination tracking and commitment forms, and an events calendar summary.


Discusses growing recognition of and pressure to improve the quality of early childhood services, and the resulting increased professionalism of practitioners. Considers broadening early childhood professionals' roles to include political action, conference presentations, and professional organization contributions. Concludes that the early goal of developing and implementing good practice has been largely achieved in Australia.


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Mothers whose children were enrolled in day care and home-based care were asked to rate the care environment and assess its effects on their children's development, on parent-child relationships, and on spousal relationships. Significant differences in perceptions between the two groups of mothers and significant associations between the parent-child/marital and the supplemental care systems were revealed.


The Individuals with Disabilities Education Act (IDEA) mandates special education and related services to be delivered in the least restrictive environment to preschoolers with disabilities. The act also mandates that educators and administrators find appropriate educational placements for
children who are entitled to receive a free public education. This report summarizes findings from a national survey and subsequent case studies related to federal, state, and local policies that present barriers to preschool mainstreaming. Survey and case study respondents cited policy barriers related to interpretations of policies and policy requirements. This paper focuses on Chapter 1 regulations and clarifies the process of including Chapter 1 preschool services in the least restrictive environment for children with disabilities and their families. Definitions in Chapter 1 and the IDEA statute are compared for the following terms: preschool children, educationally deprived children, children with disabilities, free public education, free appropriate public education, and desired outcomes. The intent of each statute is discussed, as are several federal clarifications regarding eligibility and service delivery. It is concluded that under certain conditions, a preschooler with a disability may be placed in a program or class that is funded by Chapter 1 for the purpose of providing the child with an integrated or mainstreamed placement.


In this comment on the work of J. Kroll and B. Bachrach (see record 1987-27975-001) on childcare in medieval Europe, the present author provides data on 212 children drawn from 3 Miraclebooks from the 12th and 13th centuries, supporting strong parental involvement in childcare; it is suggested that the percentage of psychiatrically disturbed children within the group of sick children referred to treatment was within the range existing today (8%).


Using recent economic data on state spending and information about childhood brain development, this Kids Count mini-report offers a snapshot of where Arkansas stands on early education and spending on such programs. The report examines the next steps, challenging conventional wisdom in order to explore the best path for improving child outcomes in Arkansas. The report's sections are: (1) "Brain Growth and Spending on Kids: What's the Connection?"; (2) "What Investment Has Arkansas Made in Early Education?"; (3)"The Impacts of Early Education on Children"; (4) "Quality Early Education and Child Care"; (5) "Changing Our Priorities: Strategies for Better Early Childhood Care"; and (6) "Caring for Our Youngest Citizens: What Can You Do To Help?" The report recommends promoting good parenting, health care for children, and good early childhood care; targeting preventive early childhood programs to more high-risk children; and securing and maintaining funding for young children.


The present study investigated the effects of small changes in child-staff ratio on observed child and staff behavior in 27 preschools. Numbers of children were manipulated in each preschool to produce a "low" ratio (7.7:1), an "average" ratio (9.2:1) and a "high" ratio (11.2:1). A survey of staff attitudes had revealed a belief that changes in ratio as small as this would have a measurable effect on both staff and child behavior. Observations were carried out using a "target person" procedure, so that
only one person (child or staff) was observed at any given time. The results showed a greater effect of ratio on individual child behavior than on individual staff behavior. Children spent more time in large groups, annoyed and teased others more and were less absorbed in what they were doing under higher ratios. The ratio effects were mainly apparent under a ratio difference of about 4:1 with few and inconsistent effects for a ratio change of about 2:1. If the behavior of the whole group (i.e., all children or all staff, rather than the individual) was examined, it was evident that (a) staff were confronted with a substantial increase in problematic child behaviors as the ratio went up (even by 2:1) and (b) the child's access to staff on an individual or tiny group basis was considerably reduced with the high ratios.


This research was conducted in a large preschool in Adelaide where parental involvement was encouraged and emphasised. Parents were interviewed about how they conceived their role in the education of their child. They were classified into one of four groups based on these beliefs. The classification was influenced especially by the parent's ideas about the relative contributions and responsibilities of parents and teachers. The parents were also interviewed about their involvement with the preschool. Finally the parents completed a self-report questionnaire indicating how often they had engaged in each of 58 possible involvement activities throughout the year. Parental views about and participation in involvement activities were in many ways consistent with conceptions of their educational role. It was concluded that parental beliefs about their educational role is likely to be a factor influencing the nature and extent of parental involvement at preschool.


The centrality of motherhood to woman's identity is characterized as a mandate built into social institutions & psyches. This mandate is reflected in assumptions of models & methods of research in the study of the psychology of women. Examination of the motherhood mandate is encouraged, & complexities that must be incorporated into research models & methods are underscored. These complexities include the need for (1) appreciation of the context of the phenomena studied; (2) interactionist approaches, including multivariate models & methods; & (3) a multidisciplinary perspective, including biological, psychological, social, & structural levels of analysis. Two facets of the changing context that have profound implications for the meaning of motherhood are reproductive freedom & voluntary childlessness. HA (Copyright 1981, Sociological Abstracts, Inc., all rights reserved.)


Describes how various government policies influenced the lives of Aboriginal children and youth over the last 150 yrs, with attention directed to the Aboriginal families in the southwest of Western Australia. Descriptions encompass early settlement, policies of neglect from the 1850s to the 1880s, changing definitions of "Aborigine," protection and control at the turn of the century, increasing control and segregation from 1920, and civil rights after World War II. Welfare concerns from 1954, federal and state involvement, and state services to aboriginal children and youth today are described. Aboriginal efforts toward self-determination in child care and in community approaches to child and youth services are evaluated.

Based on fieldwork completed in two British Columbia locales - Prince George and Abbotsford - this study places oral histories of fatherhood in the context of idealistic depictions of masculine domesticity that circulated in the mass print media during the baby boom. It addresses tendencies among the men interviewed to frame stories of being husbands, parents, coaches, and family vacationers in material terms. Their self-portraits of domestic masculinity, incorporating the details of trailers, boats, cars, televisions, or vacations, suggest how gendered aspects of consumption by fathers in the 1950s and early 1960s became privileged as identifiable measures of both manful assertiveness and respectable manhood.


Reports research among family day care providers in Western Australia, specifically the knowledge & skills they use in their work, & their perceptions of their roles as mothers & workers. Questionnaire data from 225 providers indicate that the women believe themselves to be highly skilled child carers whose work is undervalued by society. Although family day care has been seen as supportive of traditional notions of mothering, providers draw on both this dominant discourse of the always-available mother, & a resistant discourse allowing even mothers the right to fair recognition of their work. 4 Figures, 38 References. Adapted from the source document. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.)


Briefly discussed are the possible effects on child caregivers of the report of the Committee on Child Development Research and Public Policy, Panel on Child Care Policy of the National Academy of Sciences, National Research Coch Council. Specific attention is given to: (1) national standards and state regulation; (2) funding sources; and (3) planning and coordination. Consequences of establishing national standards and making state regulations uniform are probed. Complex issues of funding, such as direct and indirect subsidies, are briefly addressed. The need for local, state, and federal planning and coordination in this rapidly growing field is pointed out. Concluding remarks suggest that, with the help of children's advocates using the report, the lives of all those involved in child care can be improved.


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Between 1920 and 1960 wage-earning women in factories and offices experienced dramatic shifts in their employment conditions, the result of both the Depression and the expansion of work opportunities during the Second World War. The book examines the lives of white- and blue-collar women workers in Peterborough during this period and notes the emerging changes in their work lives, as working daughters gradually became working mothers. Sangster focuses in particular on four large workplaces, examining the gendered division of labour, women's work culture, and the forces that encouraged women's accommodation and resistance on the job. She also connects women's wage work to their social and familial lives and to the larger community context, exploring wage-earning women's 'identities,' their attempts to cope with economic and family crises, the gendered definitions of working-class respectability, and the nature of paternalism in a small Ontario manufacturing city. Sangster draws upon oral histories as well as archival research as she traces the construction of class and gender relations in small-town industrialized Ontario in the mid-twentieth century. She uses this local study to explore key themes and theoretical debate in contemporary women's and working-class history.


This article constructs a feminist notion of social citizenship from early twentieth century feminism in the United States. Arguing that there are four aspects to the interconnection between women's citizenship and social democracy - new modes of citizenship, a socialized view of rights, new spaces for participation, and a female-privileged definition of gender equality - it suggests that such a concept could help us move from a welfare state to a feminist social democracy.

Saskatchewan Child Care Association (1991). *The child care study: the struggle, the reality, the vision.*


Comments on the article by A. R. Pence (see record 1988-08591-001) on the background of the childcare profession in the US. The present author (1) argues that Pence oversimplifies the interplay of economy, school, church, state, and family in the history of American childhood and the institutions created to sustain it and (2) offers her own views regarding institutional supports for children.


Provides a sampling of citations in the ERIC database on children's rights. Includes human rights education, United Nations' conventions, state takeovers of local school districts, and federal law as it affects student rights. Covers child abuse, corporal punishment, child welfare, and child advocacy.


Hailed as an entirely new approach to addressing developmental deprivation in children, parent education to upgrade child-care practices in the home shows signs of becoming the pet educational reform of the 1970s. But is parent education as new as its proponents claim? In this article, Steven L. Schlossman notes that it is not and traces part of its long history in this country. He concentrates
primarily on the development of the first nationwide parent-education organization, which became the PTA, and on the contributions of behavioral science to its mission. From an initial emphasis on changing society by organizing mothers of the nation in common cause, the PTA -- joined by other groups -- changed in the 1920s to become a movement of and for the middle class. Schlossman explores this evolution, concluding that current policy on parent education will be much the poorer for ignoring this history, that the value choices in behavioral science must be made clear, and that current efforts in parent education -- while promising -- can no more be an educational panacea than were past reforms.


Estimates costs of (1) full public funding of part-time and full-time programs for children under five who live in poverty; and (2) public and private funding for full-time programs for children under five who are not poor.


One way to alleviate the stress of balancing work & family demands for wives & mothers entering the workforce is through employer-supported, family-related benefits & policies. To determine what family-oriented benefits & policy options are being offered by businesses, & under what circumstances or conditions, human resources directors of a stratified random sample of businesses in LA were queried by mail. Generally, companies offered few benefits, but the number of benefits was significantly related to company size & % of women in the company work force. These findings are consistent with the rational-choice interpretation hypothesized. 7 Tables, 21 References. Adapted from the source document. (Copyright 1995, Sociological Abstracts, Inc., all rights reserved.)


Discusses efforts of the Clinton administration to put children and families at the heart of domestic policy agenda, including program funding and immunization programs.


The feasibility of parent involvement in child care programs is examined in terms of goals such as parent influence and control, educating parents, ensuring continuity of care, and empowerment. Studies relating to parent involvement are reviewed and their implications for child care discussed.


Despite the apparent consensus that parental involvement in day care is generally desirable, interaction of service providers with parents is often difficult, & some day care centers even view it as an intrusion. Empirical findings on day care practices do not support the belief that involvement is important, & practices do not achieve the commonly expressed main goals for parental involvement: (1) to educate parents about child development; (2) to support the rights of parents to make decisions about their children; & (3) to ensure continuity between home & the preschool environment. Each of these goals carries different rationales, appropriate methods, & implications about the status of the parent & the practitioner. An overview of the literature on day care practices shows that most day care professionals are not trained to lead parent education classes, & have limited time & resources to fulfill this goal. Relatively few day care centers mandate parent participation on boards & committees, & only lip service is given to continuity between home & center. Where parents stand on the need for parental involvement in day care centers remains to be seen. 83 References. M. Pflum (Copyright 1993, Sociological Abstracts, Inc., all rights reserved.)


This report documents the internal investigative process that was used at the Massachusetts Institute of Technology (MIT) to develop a model of child care and services for MIT parents which might be relevant to other institutions. Topics discussed include: (1) the history of MIT's involvement in child care; (2) the origin and charge of MIT's Committee on Family and Work; (3) the committee's data gathering activities; and (4) the committee's preliminary findings. Findings concern MIT culture; marital status, dual career families, and parenthood; child care and services for MIT parents; and elder care. The presentation of findings is supplemented by materials identifying major issues regarding work and family and discussions of the ways in which these issues are manifested in the MIT community. It is recommended that MIT should adopt a statement of principle dealing with the relation between work and personal life; make its informal policies about flexibility more explicit; clarify and improve its parental and personal leave policies; create a family and work program and council; use a broader concept of family when defining family privileges and benefits; help parents attend conferences held at MIT; and provide more housing near campus.


This book contains three case studies in the history of social provision. The studies cover the political history of U.S. Civil War veterans' pensions, the failure of early 20th-century efforts to construct a welfare state along western European lines, and the partial success of a set of "maternalist" social welfare initiatives during the same period.

This article reviews existing work and family policy in Canada and identifies problems many Canadians experience in struggling to meet the competing demands of work and family life. Implicit assumptions about the family and the nature of the work-family relationship underlying Canadian policy are discussed.


Observations of program quality, using the Family Day Care Assessment Profile (Profile), and questionnaire information on job professionalism, spousal support and family functioning were obtained from 39 registered Georgia family child care providers, 12 of whom were accredited by the National Association of Family Child Care. As expected, accredited providers had significantly higher total Profile scores, scoring 90% or better across subscales, while the non-accredited providers' subscale mean scores were lower and quite variable. Also as predicted, the accredited group scored higher on professionalism variables such as education, hours of training, future job commitment, and number of professional affiliations, but not on experience, current job commitment, or job satisfaction. Further, the two groups did not differ on a measure of spousal support or two measures of family functioning.


The salary reduction plan for financing child care is of little benefit to taxpayers earning below 16,000 dollars because these working parents would receive equal or better value by using the child care tax credit. For income levels between 16,000 and 20,000 dollars, the salary reduction plan may have some marginal utility to working parents (that marginal utility increasing as the cost of child care increases). At 2,400 dollars of child care cost per year, the salary reduction option provides little benefit; however, at 5,000 dollars of costs per year, the salary reduction option could double the savings available to a family earning 20,000 dollars. Nonetheless, consideration must be given to how likely it is that working parents earning 20,000 dollars will spend 5,000 dollars on child care. For income above this figure, salary reduction offers substantial and ever-increasing tax benefits. Without federal government programs addressing the needs of low-income working parents, salary reduction becomes nothing more than a massive income redistribution plan on behalf of those most able to afford child care for their children. Further, salary reduction permits companies to meet parents' needs through government subsidy; with salary reduction no incentive will exist for business to establish alternate dependent care assistance programs. If salary reduction plans are approved by the Internal
Revenue Service they should be capped at 3,000 dollars per individual. Savings thereby accruing to the federal government should be used to fund child care services for low-income working parents.


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Prior to the 1988 reform of the Aid to Families with Dependent Children (AFDC) program, which guarantees child care subsidies to mothers with children age 2+ when participating in employment programs, AFDC mothers' perspectives on child care were explored using data from 2 interviews on life events conducted with 382 AFDC mothers with children under 6 on the Boston, Mass, Charlotte, NC, & Denver, Colo, welfare roles. A majority of the respondents (Rs) had used child care while working, looking for work, or training, primarily through relatives, though other care arrangements increased with the child's age. Rs' ratings of the quality, convenience, dependability, & cost of care showed that no particular arrangement-care by relative, sitters, or day care centers-was superior across all these dimensions. Rs' satisfaction was not directly associated to type of care, but satisfaction was lower than for non-AFDC mothers, presumably because of the overrepresentation of care by relatives. Multivariate analyses of satisfaction revealed that convenient hours & adequate adult supervision were valued for all preschool children. Convenient location was also important for children under age 3, & the child's learning opportunities & happiness were important for older preschoolers. It is concluded that a diverse range of child care options should be pursued. 4 Tables, 27 References.

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Approximately 11% of U.S. children have mothers on Aid to Families with Dependent Children (AFDC). In 1988 this program was reformed to require mothers with children over the age of 2 years to participate in employment programs, and child care subsidies were guaranteed. This paper examines AFDC mothers' perspectives on their child care in 1983-1984, before welfare reform, to
explore the characteristics of care that mothers are likely to seek. Mothers' ratings of their child care on quality, convenience, dependability, and cost showed that no particular arrangement -- care by relatives, sitters, family day care, or centers -- was superior across all these dimensions. Each type had strengths and weaknesses. Multivariate analyses of mothers' satisfaction revealed that convenient hours and adequate adult supervision were valued for all preschool children. Low child-to-adult ratios and convenient location were important for children under age 3; the child's learning opportunities and happiness, and lower levels of caretaker experience, were important for older preschool children. The type of care used was not directly associated with satisfaction. It is concluded that a diverse range of child care options should be developed.

Examines the implications for early childhood education of certain countries' failure to entrench children's rights in statutes or advocate forcefully on behalf of children. Argues for the rights of the child, especially where there is discrimination or inequality or where early education has to contend with excessive population growth.

This three country comparison uses case studies of family policy in Britain, Canada and the US to explain how governments utilize family policies to maintain patriarchal systems and to promote labour force and economic goals. The paper examines how equality/difference theories are applied in family policy. Propositions are developed in order to provide a basis for developing new approaches to family policy based on gender equality.

Child care in any period of history can best be understood as a reflection of society itself during that era. When children are treated cruelly or indifferently, it is likely that people of all ages & most SCs are similarly treated. When greater benevolence seems to be the order of the day, children are more highly regarded & efforts are made to develop care systems that will lead them more gently toward useful adulthood. A study of the development of child care in the US documents this assertion. From the Elizabethan Poor Law, transplanted to these shores by the earliest settlers, through efforts to save souls as well as bodies, to current disagreements about the relative efficacy of institutionalization & foster care, one sees reflections of this society's view of itself. When saving money becomes more important than saving the distressed, services suffer. Only by becoming aware of this entanglement of child care with societal attitudes in general can those who work with children learn to influence developments in their field now largely in the hands of persons who have neither knowledge nor interest in the subject.


Child training practices as presented in 3 popular women's magazines over the past 60 years are summarized. The 1890's and 1900's emphasized a sentimental approach to child care; 1910 through the 1930's a rigid, disciplinary approach; and the 1940's self-regulation on understanding the child. Over this period there has been a shift in emphasis from character to personality development. "Parents and others in the field of child guidance are warned that, while certain general truths have been discovered, we still do not know the specifics with regard to child training practices. Parents and others are also warned to beware of 'mother's instinct' or 'common sense' for this has had radically different meanings for practice during the past sixty years."


This report is designed to help policymakers, child care providers, and advocates establish child care rate support policies that support high quality in the context of government-subsidized, privately-provided child care. It also provides advice on the development and interpretation of market rate surveys of local child care fees. Part 1 discusses decisions to be made before conducting a market rate survey, including who should be surveyed, when, how, and by whom. Part 2 examines what should be included in the survey, such as data on children's age, units of service, and sliding fee scales. Part 3 focuses on the preparation and pre-testing of the survey instrument. Part 4 discusses the use of market rate survey data to establish policies that support quality child care, including the establishment of rate ceilings, the incorporation of special fees into the rate structure, and policies regarding absences, vacations, or breaks in employment. Six appendixes provide a summary of the report's recommendations, alternative approaches to defining market areas, establishing conversion formulas, proposed child care regulations that affect rate policies and ceilings, methodology, and a list of state contacts on market rate surveys.


This paper discusses the role of child care providers, child care resource and referral (CCRR) agencies, community-based organizations, and other advocates in responding to market rate surveys of the cost of child care in their community. It focuses on how these groups can increase reimbursement rates and rate ceilings that are set by state and federal child care subsidy programs. The paper argues that advocacy groups need to become engaged in the market rate survey process in their communities and encourage day care providers to respond to the survey. Child care providers need to ensure that their rates and fee policies reflect market rate costs, taking into account private contributions, in-kind contributions, and sliding fee scales. When responding to surveys, providers need to read the survey instrument carefully and think critically about what they are being asked. The paper argues that CCRR agencies that become involved in conducting market rate surveys should ensure that data are collected in a consistent format by properly trained staff.


Founded in 1899 by affluent women concerned about the exploitation of women wage earners, the National Consumers' League used a strategy of "ethical consumption" to spark a successful movement for state laws to reduce hours and establish minimum wages for women. During the Great Depression, it campaigned to raise labour standards in the unregulated, non-union South, hoping to
discourage the relocation of manufacturers to the region because of cheaper labour and to break the downward spiral of labour standards nationwide. Promoting regulation of men's labour as well as women's, the league shaped the National Recovery Administration codes and the Fair Labour Standards Act of 1938 but still battled the National Women's Party, whose proposed equal rights amendment threatened sex-based labour laws. Using the National Consumers' League as a window on the US's evolving reform tradition, the book explores what progressive feminists hoped for from the New Deal and why, despite significant victories, they ultimately were disappointed.


This publication deals with the present crisis in infant/toddler care. It presents information on infant/toddler development and optimal caregiving paractices, citing recent research on appropriate practices and the impact of poor versus quality care. The book is divided into two sections. In the first section, "Development and Program Implications for Infants, Toddlers and Families," four chapters cover: (1) "The Baby: Birth to 12 Months" (Alice Sterling Honig); (2) "The Second Year: 12 to 24 Months" (Kathryn Castle); (3) "Toddlers: 24 to 36 Months" (Nancy Balaban); and (4) "Quality Integrated Programs for Infants and Toddlers with Special Needs" (David Sexton). The chapters in the second section, "Issues and Dilemmas Confronting Infants, Toddlers and Families," deal with: (5) "Health Issues in a Changing Society" (Veronica D. Feeg); (6) "Infant Day Care" (Michael F. Kelley and Elaine Surbeck); and (7) "Policy Issues Affecting Infants, Toddlers and Their Families" (Eleanor Stokes Szanton). A postscript by Elaine Surbeck concludes the volume.


In the US, as more poor women must work to support their households, and state support for women/caregivers is consistently reduced, we find an increase in violence and domestic conflict and the abandonment and neglect of children. The 1996 welfare laws exacerbate this situation as they force more poor women into the low-paid or unpaid labor force, to the further cost of poor children. These new laws reflect and reinforce a new shift in what was viewed by the welfare state as legitimate dependence for mothers and children. It is no longer sufficient, if it ever was, to talk of male or female domination or subordination among poor people in the US. In spite of the utility of analyses that dealt with the experiences of men and women separately, only an analysis that portrays the integral interdependencies of the two interlocking/conflicting gender hierarchies in terms of class, poverty and state regulations can elucidate the parameters of the new poverty and the violence it engenders.


In the late 19th century, a new generation of reformers committed itself to a program of social improvement based on the more effective upbringing of all children. The book examines the growth of the public health movement and its various efforts at improving the health of children.

Discusses the urgent need to develop leadership in early childhood education in order to improve the quality of programming for infants, toddlers, young children, and their families. Describes five areas of leadership skills: advocacy, administrative, community, conceptual, and career development.


Senator Glen Taylor of Minnesota proposed a five-year child-care program for the purposes of encouraging employer-sponsored child care and increasing by 53,000 the number of children in low-income families who were covered. This report lists central features of the program, which include: (1) tax incentives which employers can use when they build child-care facilities near work sites; (2) the use of the same tax incentives for all employers who start new programs in order to subsidize directly employee child-care costs; (3) establishment of a child-care advocacy and information office in state government; (4) the use of incentives for program accreditation for the purpose of improving child development and care programs as well as child safety; (5) a guarantee to fully fund child care for certain low-income families; and (6) a commitment to fully fund child care for mothers under 21 years old who wish to finish high school. Background and supporting information on the program covers national and Minnesota family and child-care trends, Minnesota's sliding fee trends and expenditures, Minnesota's current sliding fee law, and additional background information specific to Taylor's proposal. The document also includes five charts on the status of Minnesota day care.


This article analyzes the ways in which different ideological perspectives concerning women, parenting, and families were expressed in recent child care policy debates in Canada. It explores the assumptions about gender, roles and families that informed competing assessments of the policy proposals developed in this area by Conservative governments during the late 1980s and early 1990s. Through an analysis of debates in the Canadian House of Commons, three arguments are developed. First, the support voiced by Conservative Members of Parliament for women's equality and for expanding the options available to women emerged as rhetorical, transitory, and/or qualified. Their arguments departed in significant ways from the feminist positions which, at first glance, they seemed
to express. Second, the articulation of feminist perspectives in these debates by opposition Members of Parliament was hampered by the dominance of neo-conservative ideology. In the process of trying to develop persuasive arguments critical of government policy, opposition Members of Parliament conceded ideological ground to neo-conservatism in ways that undermined their ability to make women's interests and concerns a central priority. Third, there is a tension in neo-conservative ideology between a belief in the virtues of full-time motherhood and a belief in the need to encourage women's participation in the paid labour force for economic reasons. This tension was resolved partially in these debates through a discourse which excluded poor women from the normative dictates of full-time motherhood and encouraged instead their employment outside the home.


During the child care policy debates in Canada & the US in the late 1980s & 1990s, people talked about choices for women. However, this feminist-sounding rhetoric came with a decontextualized understanding of choice; specifically, it failed to consider the persistence of material & ideological constraints on women choosing care for children. These constraints are derived from sex, race, & class & would be apparent in a feminist analysis of child care, but the debators' comments often reflected a conception of women within classical liberal ideology as autonomous, unencumbered individuals. They also excluded poor mothers & mothers of color from the consideration of giving women choice in child care, & focused instead on white middle-class women. Canadian & US policy contexts are compared. M. Pflum (Copyright 1997, Sociological Abstracts, Inc., all rights reserved.)


This collection counters the notion, widely propagated by antifeminist forces, that feminists represent a group of socially deviant outsiders. In fifteen essays that explore feminist projects to advance human freedom, social activists and academic analysis find feminists to be typical members of their society who promote social movements for nonviolent change in law-abiding ways. The essays offer a range of reports on feminist theory and activism, some of which celebrate success stories, including the struggle of American women who fight for suffrage, of Czechoslovaks who resist Communist censorship, of Chilean women who want to end the oppressive Pinochet regime by demanding an accounting of their "disappeared" children. Other essays relate failures - the use of an organization intended to provide assistance to Russian families to gain publicity for its American director and to embezzle funds for her local assistants, the clash among women's groups in Iowa that contributed to the defeat of a state equal rights amendment. The case studies provide opportunities to investigate the characteristics and strategies that have affected positive social change - and those that have not - with an eye toward understanding how persons who want to initiate constructive social change might do so with the resources at their disposal.


The Cynon Valley Project in Wales, United Kingdom, used funding from the Save the Children Fund and the Bernard van Leer Foundation to address consequences of economic decline in the two communities of Fernhill and Perthcelyn. The project's focus was on early childhood education and community development. Though starting at about the same time and under similar conditions, the project's development in the two communities diverged radically: one community continued its early childhood work, among other activities, while the other concentrated on community action. In Fernhill, children's services included child care, playgroups, child assessments, and new mothers' groups. There,
the project helped to ease the transition into school, helped children learn new skills, and encouraged them to be more confident and expressive. The project in both locations allowed parents a break from their children, and provided opportunities to meet others, training and education opportunities, and opportunities for parents to work as volunteers. In Fernhill, a core group of parents undertook formal training and became childcare volunteers, while in Perthcelyn, the core group campaigned for services for themselves and for their children, leading to considerable changes in the project plan. The project's major success was in promoting child development, empowering adults, setting up community groups, and promoting large-scale regeneration.


Summarizes the Canadian literature on child welfare services to Native people and cites parallel themes in the American literature. In the early period from 1960 to 1978, service providers wrote about the difficulties in providing services. By the mid-1980s, criticisms of the inappropriateness of these services led to the development of Native agencies while overlooking underlying conditions. Since the mid-1980s, however, Native people have been confronting social conditions related to child welfare. Child maltreatment in Native communities is examined from both non-Native and Native perspectives. (PsycLIT Database Copyright 1995 American Psychological Assn, all rights reserved)


Examined the work and family factors that have been hypothesized in the research literature to influence the occurrence of stress among working mothers. 72 married or cohabiting working women (aged 19-58 yrs), in dual-career relationships, who have at least 1 child under 18 yrs living at home, participated in the study. Ss were asked to complete the "modified perceived stress scale," and to answer questions regarding their household emotional and domestic labor, their satisfaction with child-care responsibilities and household tasks, their employment status, and their partner's and their own work-family spillover. Results indicate that a partner's work-family spillover and dissatisfaction with child-care arrangements in the family were associated with perceived stress. Sense of control was an important determinant of whether stress developed among the working mothers in the sample. (PsycLIT Database Copyright 1997 American Psychological Assn, all rights reserved)


The high turnover rates evident among family child care providers undermine the quality of care provided to children. In this study, we followed 57 family child care providers longitudinally to identify precursors of turnover. Job stress, education, and training directly affected turnover. Providers most likely to leave the profession were more educated, less trained, and reported higher levels of stress. Training and the presence of the provider's own young children indirectly affected turnover through their relationship to job stress. Providers who cared for their own preschool children experienced higher levels of job stress. In contrast, training was associated with lower job stress, but only for less educated providers. The presence of the provider's own young children and training also were associated with greater job satisfaction, but job satisfaction was unrelated to turnover. Finally, there was a curvilinear relationship between job tenure and job stress and, to a lesser extent, turnover. Providers who had been caring for children between 2 and 8 years reported the highest levels of job stress and turnover, although turnover rates were also high during the first 2 years of beginning family child care.


Implications of GB’s implementation of the 1989 Children Act for the voluntary child care sector are examined. The Act mandates local authorities to ensure the availability of a variety of family support services: (1) advice, guidance, & counseling; (2) occupational, social, cultural, & recreational facilities; (3) home help, including laundry facilities; (4) assistance with travel to use a service; (5) assistance with holidays; & (6) family centers. Local authorities are encouraged to use the voluntary sector to deliver these services through partnerships with parents & communities, community need identification, & dissemination of information about service availability. Obstacles to the successful implementation of the 1989 Children Act include policy tension between prevention & child protection & lack of resources. D. Generoli (Copyright 1992, Sociological Abstracts, Inc., all rights reserved.)

DE: Great-Britain (D337800); Child-Care-Services (D122100); Volunteers- (D908700); Family-Policy (D286800); Community-Involvement (D154200)

IP: voluntary child care sector, GB, 1989 Children Act implications


Between 1965 & 1985, for-profit centers & chains emerged as the fastest growing source of child care in the US, spawned by economic transitions, changes in work performed by women, the emergence of the New Right, & federal policies of privatization. Large chains providing child-care services now predict an extended period of corporate growth & profits. In contrast, lower-income families, child-care workers, & women face a restricted supply of affordable care, poverty-level compensation, & an increase in the unpaid work of caregiving. These effects of privatization raise important questions about the social, economic, & political values currently shaping federal child-care policy. 2 Tables. Adapted from the source document. (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)


Federal child care policies historically reinforced middle-class women's roles as full-time at-home mothers and stigmatized federal child care programs as charity services for poor, ethnic, and immigrant women. Despite its persistence, the ideology of the middle-class mother conflicts with the historical and contemporary reality of women's lives. Although demands for federally supported child care increase, gender and class ideologies remain integral to the formation of federal child care policies.


This analysis reveals the complex and contradictory role of the state in the provision of paid child care for low-income parents. This study discusses the processes that create a pool of labor for the
work of state-subsidized, home-based child care. Intersecting forces of gender, cultural and racial/ethnic identity, and class relations influence women's daily lives and opportunities. Together, these forces shape women's commitment to mothering, economic need, employment options (or lack thereof) and an "ethic of care".


Comparing the cases of Canada & Finland 1960-1990, the differences in the strength & role of the welfare state in supporting child care is explored, focusing on the impact of the women's movements in the 2 countries. Data were obtained from public archives in each country, documents from organizations involved in policy formation (chosen in a nonrandom, purposive sampling technique), & interviews with 22 important actors in the process. Canada, like other Anglo countries, maintains very weak government-sponsored child care. In contrast, European countries, particularly those of Scandinavia, have some of the most generous & comprehensive family policy programs. The differences between the 2 are explained through variations in the structure of the welfare state, the sexual division of labor, the ideologies of both the governments & the women's movements, & the gendered nature of the policy-making process. Criticizing both mainstream & feminist literatures, a model is developed based on these factors that suggests the need to focus on the gender dynamics of political organizations, the necessity to remain attentive to the divisions between insiders & outsiders within the policy debate, & the requirement of placing organizations in their widest material context.

370 References. J. Cowie (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)


Uses the phrase "You've come a long way, baby" to describe the progress in defining the purpose, complexity, and significance of caregiving. The current status of the childcare field is assessed and analyzed, using a 3-concept grid that considers scope, content, and domain.


How should children be cared for in day care centres? What kind of care should they receive and who should provide it? The book explores these questions, and considers the ideologies and practices that have shaped day care in Canada over the past 100 years. In particular, Varga explains how the emergence of developmental child psychology changed day care from a simple service for working women to a complex system primarily concerned with the moral development of the child. Varga believes that this developmental model is holding back improvements in the delivery of day care. It is a model that makes it difficult for the profession to respond effectively to the many challenges facing publicly funded day care at the end of the 20th century.

Argued that parents and staff should define the educational goals that are needed to evaluate the quality of education in child centers. Three approaches in the quest for quality are distinguished: the structural indicators approach, the process approach, and the goal directed approach. Data from 2 surveys, 1 with child care center staff and 1 with parents in the Netherlands, show that on a general level there seems to be an overlap in goal preferences of parents and staff. A closer look revealed a lack of consensus about educational goals and approaches in centers for early childhood care and education. The authors state that communication between caregivers and parents about educational goals and practices has to be improved. Recommendations are made for improving staff-parent contacts aimed at consensus-building. (PsycLIT Database Copyright 1997 American Psychological Assn, all rights reserved)


The increasing number of women in the workforce has raised special problems for Denmark in trying to meet the needs of children for day care.


Through a convergence of factors, the federal government will soon enact the most sweeping revision of social welfare policy since the New Deal. Devolution could lead to great variations in social policy the likes of which we have not seen in this century. This article examines the new brand of federalism and of welfare reform, policy initiatives that will affect children, research priorities for the future, and ways to counter the spread of the conservative social agenda.


To investigate how various child care arrangements differ in quality, data from 458 parents queried in the 1985 National Longitudinal Survey on Youth were examined. Multiple regression analyses showed that the caretaker:child ratio & group size met national guidelines more often when care was in the child's or a relative's home rather than in a family day care home or organized child care center. Parents did not pay more for care meeting the guidelines in centers & nursery schools, but did pay more for care by a nonrelative. Families with more in income, education, & family intactness did not obtain higher quality care than less advantaged families. It may be that experts' & parents' definitions of quality care differ. 4 Tables, 22 References. M. Pflum (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)


Values about work, family, & sociability are compared between white employed mothers of working vs middle (professional) class (N = 9 each group), in metropolitan Philadelphia, Pa. Interview data reveal similar values & concerns. Differences in jobs & status are argued to provide varying opportunities for self-realization congruent with these shared values & their exhibition. While working class women do not tend to experience personal growth in their jobs, professional women find it more difficult to balance their jobs with family demands. Women in both groups value sociability at work, though professional women are more likely to minimize socializing with coworkers due to time
constraints. 25 References. Adapted from the source document. (Copyright 1991, Sociological Abstracts, Inc., all rights reserved.)


Considers the relationship between early childhood education and the public schools, including the "developmental" versus "academic" debate, the role of kindergarten, and the influence of developmental psychology on early childhood education. Maintains that a sense of separateness from public schools is a detriment for those involved in early childhood education.


This document provides information from the National Family Day Care Project (NFDCP) for those interested in developing a family day care project in their community. The NFDCP was designed to provide examples of quality projects for community-based organizations to replicate. The project has also identified successful methods for designing, implementing, and institutionalizing these projects. The guide is organized into six chapters. Chapter 1 discusses the process of creating a family day care project and focuses on the assessment of community needs and the selection and institutionalization of a project. Chapter 2 concerns successful strategies for working with advisors and partners. Chapter 3 discusses issues to be considered in the selection of individuals and organizations as advisors and partners. Twelve steps in the evaluation process are considered in Chapter 4. Chapter 5 discusses the process of building relationships with funding organizations. The conclusion, in Chapter 6, summarizes the elements of a successful project and emphasizes partnerships and leadership as the keys to a project's success. Appendices include 11 references; a list of 29 case studies; a list of NFDCP publications; a list of the National Advisory Panel members; fact sheets about working with advisors and partners and about volunteer organizations; and a list of national resources.


Availability of good child care is an important factor for women seeking to combine motherhood with paid employment. Evidence from the fifth sweep of the UK's National Child Development Study (subsample N = 2,495 working parents of children under age 15) are drawn on to analyze their use of child care. Findings reveal a heavy reliance on informal care by women in partnerships & also by lone mothers. Formal care is most heavily used for children under age 5. Reported costs of child care represent nearly 25% of net weekly earnings for mothers with a child under age 5. Formal child care is shown to play an important role in facilitating women's full-time employment, which is the route for them to achieve financial independence from their partner. However, the majority of women in this sample do not have full-time employment, diminishing their family economic role & their pension provision in later life. 9 Tables, 4 Figures, 1 Appendix, 29 References. Adapted from the source document. (Copyright 1996, Sociological Abstracts, Inc., all rights reserved.)
This Children's Defense Fund 1997 report on the state of America's children highlights the critical need for renewed commitment to children by all sectors of society. The introduction discusses Americans' values and presents 25 tips for effective child advocacy. The report then details the following: (1) the impact of welfare reform on children and families; (2) family income, including child support, homelessness, child poverty, and alternatives to welfare; (3) health, including children's health insurance, immunization gains, maternal and child health, and quality of health care; (4) child care and early education, including child care needs and quality, the impact of welfare reform, and local initiatives; (5) food and nutrition, including the impact of food stamp reductions, problems of immigrant children, the Summer Food Service Program, and inadequate funding for Women, Infants, and Children Nutrition Program; (6) children and families in crisis, including child abuse and neglect, foster care, and the growing incidence of children with serious emotional disabilities; (7) violence to and by children, including prevention efforts; (8) educational problems; and (9) adolescent pregnancy prevention and youth development, including substance abuse. A lengthy appendix provides tabulated data on children nationwide and by state, covering areas such as poverty, maternal and infant health, adolescent childbearing, youth unemployment, government aid participation, child support, Head Start enrollment, child abuse and neglect, and firearm deaths.


This curriculum guide is organized around six major concepts that students must understand to become effective advocates for children, families, and themselves. The concepts are (1) the process of social change; (2) the social and economic organization of society; (3) multi-cultural perspectives; (4) the value and image of child care; (5) the nature, economics, and organization of child care; and (6) child care's link with other social services. Each concept is further subdivided into resources and activities that have been usefully introduced into early childhood courses. The resources include articles, books, visual media, and organizations. Most of the activities are written for classroom use. However, almost all can be easily adapted for research reports or term papers, depending on the needs and skills of students. Also listed are secondary concepts and additional classes for which each resource and activity may be useful. The guide attempts to include materials and ideas that can be used for any of the "core" early childhood education curriculum courses: Child Growth and Development; Introduction to the Profession; Child, Family and Society; Supervision and Administration; Curriculum; and Field Experiences. Experiences indicates that graduate as well as 2-year and 4-year students can benefit from this curriculum.


Intended to help child care advocates understand and use the concept of comparable worth, this guide book defines "comparable worth" as a movement to get wages in any one workplace to reflect a just assessment of the skills and responsibilities demanded by a job rather than false assumptions about the financial needs of the worker or racially or sexually biased assumptions about the skills involved in the job. The term also is known as pay equity, pay parity, wage justice, or job worth. The general discussion focuses on several questions, including "How do comparable worth efforts differ from attempts to secure equal pay for equal work?" "What has been accomplished by comparable worth advocates?" "Have comparable worth advocates encountered much resistance?" "How do comparable
worth advocates respond to these criticisms?" and "How does the comparable worth method work?"
The discussion of the promises and pitfalls of comparable worth and child care work also answers
several questions, including "How does comparable worth apply to family day care providers?" "Has
anyone used comparable worth evaluations to improve child care salaries?" "Has comparable worth
been used as a successful educational strategy for child care workers?" and "How can I determine
which comparable worth strategy will be most effective in my center?" Resources for comparable
worth advocates are listed.

Childhood Staff. B. Child Care Employee Project, CA.
Intended to help child care advocates understand and use the concept of comparable worth,
this guidebook defines "comparable worth" as a movement to get wages in any one workplace to
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comparable worth been used as a successful educational strategy for child care workers?" and "How
can I determine which comparable worth strategy will be most effective in my center?" Resources for
comparable worth advocates are listed.

Employee Project, Berkeley, CA.
Profiled are 5 child care centers, 5 child care systems, 2 cities, 1 community, 1 county, and 6
states and provinces that have developed new policies aimed at improving the compensation of staff in
child care occupations. Examples describe how salary initiatives at different levels got started, what
barriers were overcome, and what was accomplished. Addresses, telephone numbers, and names of
contact persons are provided in each profile. Also included in the booklet is a description of the child
development associate (CDA) scholarship assistance program (Title VI of the Human Services
Reauthorization Act -- P.L. 99-425), brief discussion of advocacy needs and the process of organizing
for advocacy efforts, and discussion and suggestions on building alliances with parents. National
resource organizations are listed and other important, related publications are cited.

Care Employee Project, Oakland, CA.
The comprehensive National Child Care Staffing Study confirmed that American children are
in jeopardy because their teachers are poorly compensated and minimally trained. An increasing
number of local and state efforts have begun to face this crisis head-on. This booklet reviews these
efforts, focusing primarily on strategies for raising salaries. Examples of successful attempts to win
salary increases by teachers' collective action are provided. Legislative strategies for providing
increased salaries are described. These include nonspecific means such as reimbursement rates and
quality improvement funds; and salary-specific means such as salary enhancement grants, Head Start
staff compensation, scholarship funds, and loan forgiveness. Contributions to improving child care
through increased worker salaries can be made by individuals and groups other than teachers.
Descriptions of and suggestions for such contributions are given for: (1) parents, who can work jointly
with caregivers, and should be kept informed by caregivers; (2) child care directors and their associations; (3) owners of for-profit programs; (4) teacher educators; (5) early childhood organizations; (6) resource and referral agencies, through informing parents of the need for a qualified work force; (7) researchers; (8) and employers.


Examines four key elements of successful advocacy present in states' efforts to improve levels of funding and standards for child care. Strategies used in these legislative campaigns include (1) selection and focus of the issue, (2) development of a core constituency, (3) work with the media, and (4) build-up of legislative support (lobbying).


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Reports on legislation on child care and regulations for children's television enacted during the 101st congress. Legislation involving block grants, Title IV-A funding, and earned income tax credits was intended to bring about quality improvement and affordability. Reauthorizations included Head Start, Follow Through, Community Services Block Grants, and Child Development Associate Scholarships.


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This paper addresses issues raised by ‘welfare reform’ in the USA by using the example of Sweden's women activists in constructing a 'woman friendly' welfare state. In the USA, feminist advocates see a tension between the argument that motherhood should be valued by the provision of care allowances, and the view that work should be reformed to meet the needs of parents. This reflects debates about gender difference/equality, the possibility of commonality, and the individual.


The introduction to this analysis of the federal budget and investment in children in 1988 argues that American children are not physically, educationally, economically, or spiritually safe. The introduction also describes characteristics of the children; specifies a five-point policy agenda for 1988 that emphasizes preventive measures; and discusses 10 steps advocates can take in implementing the new agenda. Subsequent sections provide a description of the legislative agenda of the Children's Defense Fund (CDF) for the 100th Congress, the CDF's nonpartisan voting record of 1987, and an executive summary. Other sections focus on health, family income, homelessness and housing, food
assistance, education, youth employment, prevention of adolescent pregnancy and development of youths' self-sufficiency, child care, Head Start, abused and neglected children and others with special needs, runaway youths and others in the juvenile justice system, and civil rights. In each major section, substantive discussion depicts the scope, causes, and effects of the problem; describes positive and negative aspects of current Federal programs; critiques the Reagan administration's proposals for 1989; and states the CDF's recommendations for action. Appendices provide extensive data on children, poverty, and federal programs; information about Congress; and lists of resource organizations and the staff of the CDF.


Offers three keys to becoming sensitive family literacy advocates in early childhood programs. Notes that strengths and abilities of children and their families should be emphasized, regardless of the family's current literacy levels or educational priorities.


To study the effect of career women's dependency on the culture of institutional day care, ten months of ethnographic research were performed at a day-care facility for young professionals in a large eastern city, including interviews with staff, directors, counselors, & mothers as well as observation of the 4-year-old class, particularly 2 girls from single-mother homes & 2 girls from 2-parent homes. Characteristics of the culture included rapid change, high expectations, minimal support, competitiveness, promotion of cognitive rather than social skills, emphasis on traditional sex roles, stress, illness, & negativity. Suggestions are proposed for filling the gap between women's support needs & what society really provides in day-care policies, eg, better training for daycare staff, & employer-supported on-site day care & flextime. 28 References. M. Malas (Copyright 1990, Sociological Abstracts, Inc., all rights reserved.)


Early childhood programs have been shown to enhance school readiness, increase the efficacy of investments in primary schools and human capital formation, foster beneficial social behavior and thereby lessen social welfare costs, and promote community development. The World Bank has directed investment toward young children, including supporting immunizations, basic health care, prenatal care, and nutrition services. This report overviews programs around the world targeting children from birth to age eight. Covering both theory and practice, the sections are (1) "The Case for Early Intervention," including the scientific basis, socioeconomic returns, and policy implications; (2) "Approaches to the Development of Young Children," covering program design options and working with nongovernmental organizations and other agencies; (3) "Paying for Child Development Programs"; (4) "Educating Parents"; (5) "Training Caregivers"; (6) "Delivering Services to Children"; (7) "Reforming Formal Education Systems to Include Preschoolers"; and (8) "Educating through the Mass Media." Contains 103 references.


Examines the implications for children's development of variation in the quality of child care they receive. Discussion includes how research defines and operationalizes quality, and the quality of day care and children's daily experiences, contemporaneous development, later development, and family characteristics. It is concluded that care quality has implications for the tone and content of children's experiences in care and for their social and cognitive development while in care, even with
family background taken into account. (PsycLIT Database Copyright 1991 American Psychological Assn, all rights reserved)


Conditions in the early childhood profession that contribute to the development of a positive image of child caregivers are discussed. The first step in development of such an image of child care work involves the reaffirmation of the value of caring for and teaching young children. The second step involves examination and reconciliation of biases in the early childhood profession. Such biases include the field's unwritten status hierarchy, the notion of profitability, and negative attitudes towards parents. The third step is the development of a mechanism for internal change. The fourth step involves the development of an agenda for action. It is concluded that recognition of the power and importance of linkage between systems is of critical importance. Connections among those involved with children and families are the key to advocacy. The strength and effectiveness of advocates' efforts cannot be sustained unless advocates work in a profession that fosters a positive image of itself.


Contrasts early childhood education policymakers with researchers to explore ways in which these groups differ and the ways in which the media, private foundations, and advocacy groups can facilitate communication among the two groups and the public. The author reviews her experiences in Florida to show how research can help shape policy for young children and their families.


Parental child care time has historically been narrowly defined to include only those child care activities where the parent's primary attention was occupied by the child. In this study, we expand this definition so that it includes parental reports of time where child care was a subsidiary activity. We find that such secondary child care time comprises about one-third of all parental child care time. Time spent in both primary and secondary child care appear to be influenced by the gender of the parent, the age of the youngest child, the mother's hours of paid employment, household income, and residential location. Simulations suggest that mothers in two-parent, two-child families average between 13,729 and 15,439 h in the care of children from ages 0 to 18. The corresponding figures for the fathers are lower at 4150 to 4415 h.


To effectively change public policy for children and families (1) the citizenry must have a sense of the immediacy of the problem, (2) a broad-based lobby must be built to support the formulation of policy, and (3) pivotal leverage points within government at which pressure can be directed must be identified.


The development and education of children in the United States is being increasingly compromised by a lack of coordinated high-quality services that accord with the changing needs of families. The School of the 21st Century is a school-based / school-linked program that promotes the
optimal development of all children by providing high-quality services from the birth of the child through age 12. The model has been implemented in over 300 schools. This article discusses the rationale of the program, the use of the school in the delivery of support services, the model as it has been implemented in various communities, and the benefits as well as challenges associated with the expansion of the traditional mission of the school. Preliminary results of a three-year outcome evaluation are included.


(from the chapter) examine the historical background of day care in the US and undertake a critical analysis of previous and current policy efforts to resolve the child care problem both here and in Europe / indicate worthwhile directions for the future and provide concrete suggestions as to how the current patchwork of child care arrangements might be woven into a coherent whole that supports and enhances family life /// the magnitude of the child care crisis / cost of child care / the role of child care in child development / typology of child care: where are the children / the threat of poor-quality care / what is good-quality child care / higher stakes: infant day care / inadequate regulations / historical context / recent federal policy efforts / international models of child care / the future of family policy / funding mechanisms / model programs.


In the zeal to promote much-needed governmental funding of infant day care, there is tendency to glamorize alternative care-giving arrangements. In most cases, the quality of infant care will be optimized when delivered at home by mature, competent parents or parent surrogates. These benefits should not be devalued to bolster the cause of infant day care.


Transcribed audiotapes were analyzed to identify themes and patterns of perception of the opinions of 24 working mothers who discussed their employment, child care arrangements, and families. Parents in four discussion groups spoke freely. Their comments are reported in sections focusing on parents' choice of child care arrangements, methods used to choose child care arrangements, ways in which parents combine child care and work, parents' problems with child care arrangements, and the changing patterns of child care. Findings show that parents operate on assumptions that do not necessarily correspond to the realities of child care policy, and policymakers operate on assumptions that often do not correspond to the realities of family life. It is concluded that the discontinuities revealed in the data reflect the fact that neither national nor statewide systems of child care presently exist; what does exist is a patchwork of different rules and regulations which apply to different situations under varying circumstances, but not comprehensively. Policymakers' recourse to expediency has led to confusion rather than a coherent overall plan for providing parents with adequate child care. Recommendations for social policy are offered.
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This report studied the employment and child care arrangements of 100 women who worked at a municipal hospital in Manhattan. Eighty-three women in the study were minorities, one-half were single mothers and three-quarters had low paying entry level jobs. Most of the mothers worked full-time, full-year, and during regular daytime hours. The study was conducted through questionnaires administered individually in a conference room at the workplace. In addition to data on employment and child care arrangements, longitudinal data for each year of the youngest child's lifespan was gathered. Results indicate that the majority of women had been working before the birth of their youngest child, and that they returned to work when the child was very young. Half of the women earned less than $514 per week, the average wage in New York City. Group care for infants and toddlers was not a common choice, although limited subsidized child care and early childhood education were frequently selected for 3- and 4-year-olds. Wages and child care fees were also studied. Women earning lower wages paid less for child care than did women with higher earnings. Child care expenses were relatively high for low-earning mothers even with the use of subsidized child care. A list of 7 references and an appendix conclude the report.


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This ethnographic study investigated informal and unregulated child care in a white, ethnic, working class community in a Northeastern city, which is identified by the pseudonym "East Urban." The study includes stories about families of second and third generation descendants of mainly Italian
immigrants who live in the close-knit communities where they were born. During 7 months of fieldwork, 50 formal interviews were completed with community representatives, parents, and caregivers; 25 were taperecorded. Interviews were transcribed, summarized, and entered into a computerized, text-based data management system. Notes on unrecorded interviews and field observations were also entered into the system. Each section of data was indexed according to categories of content and the characteristics of the informant. The study revealed that even in this very traditional group, sole reliance on relatives and neighbors for child care is no longer realistic. Although informal and unregulated arrangements can be of good quality, the supply is no longer adequate. The study concludes that any national policy must respect the cultural settings in which people make choices about their children. Only by building policies that respect the cultural fabric of local communities can the quest for an effective national policy succeed.