

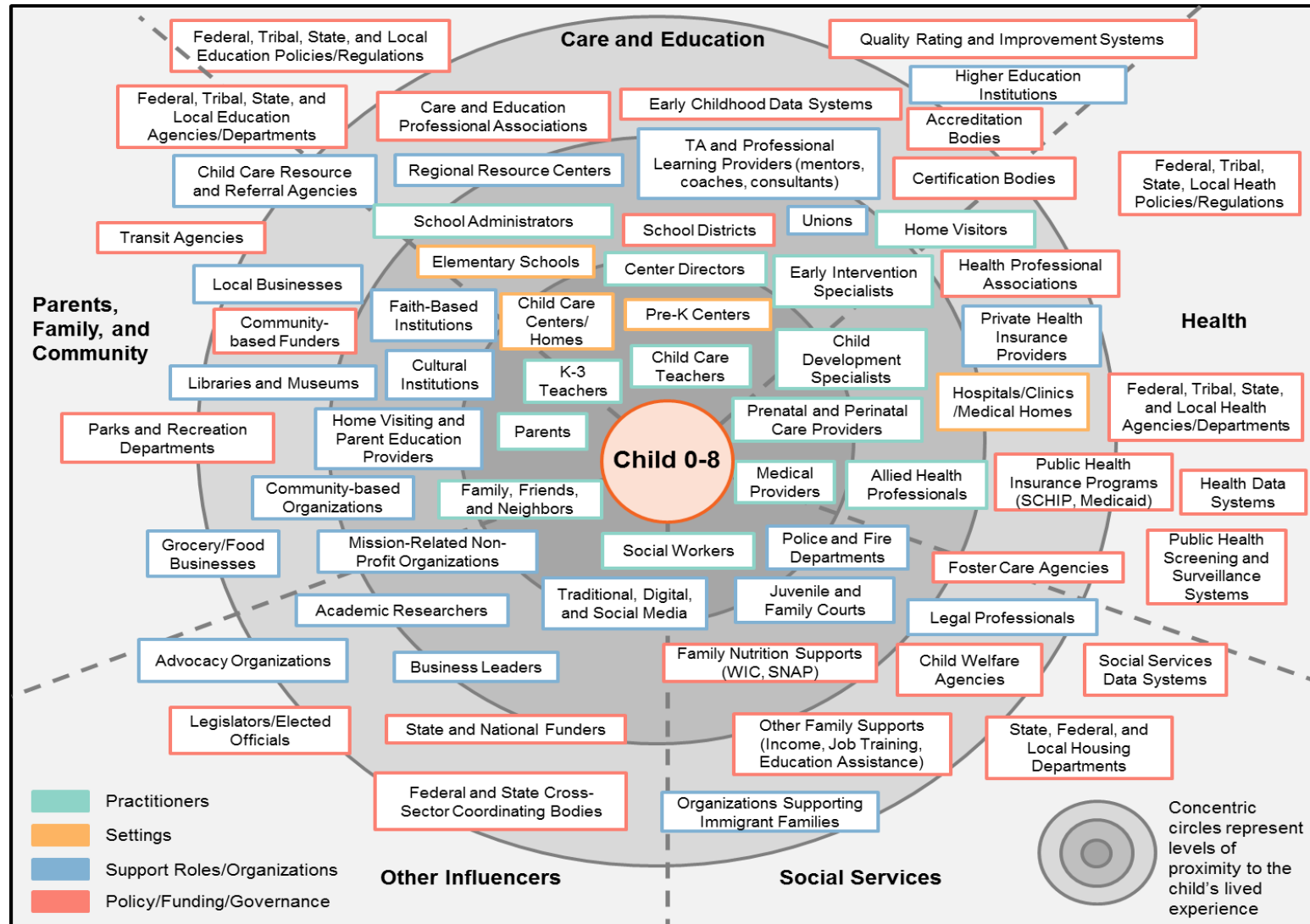
# Making Child Care Strong: Are We Ready?



**We**Vision  
**EarlyEd**



# We Have Interconnected Impact and Influence



**FIGURE 1-1** The complex landscape that affects children ages 0-8. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, National Academies

# We Share the Same Child Care Goals



Quality



Affordable

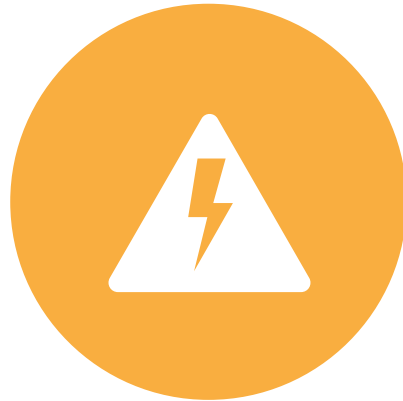


Accessible

# We See the Same Pain Points



Unstable Funding and Policies



Hard and Harmful Choices



Lack of Resources

# Persistent Pain Points

Des Moines Tribune (Des Moines, Iowa), January 1, 1943

DECEMBER 1942							JANUARY 1943							FEBRUARY 1943							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29	30	31	1	2	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	

## Des Moines Tribune

THE P.  
DES MOINES, IOWA, FRIDAY, JANUARY 1, 1943.

### Seven Child Day-Care Centers Here Facing a Crisis

\*\*\*\*\*  
**DAY-CARE CENTER SCENE**

#### WPA's Help Ends Jan. 29

By Herbert G. Owens.

Seven Des Moines day-care centers, providing food, rest, recreation and education for more than 275 children of working mothers, face an economical crisis.

The works projects administration provision of personnel to handle the work will end on Jan. 29. Without financial aid, this project geared to meet war needs would suffer a set-back.

The federal works administration will take over the child recreation and care program from the WPA, but whether it will continue support of the Iowa project—which includes 22 day-care centers for children of women at war—has not been determined.

#### Centers Here.

In Des Moines, the seven day-care centers include the Salvation Army center, 1213 E. Thirtieth st.; Southside community center, 1204 Indianola road; Roadside Settlement, 620 Scott st.; the Eastside Negro Community center, 1438 Buchanan st.; the Westside Negro Community center, 907 Fifteenth st.; the Jewish Community center, 801 Forest ave.; and the Longfellow day care center, 820 E. Seventh st. During the school vacation, however, the Longfellow day-care children are being handled at Roadside settlement.



Boots, boots, boots, boots! Youngsters at the day-care centers in Des Moines learn to put on and take off their own galoshes. They eat, sleep and play at the centers while their mothers take jobs in the war industries.

#### Clears City's Title To Greenwood Park

No one is going to buy Ashworth and Greenwood parks without the city's knowing about it. The city has taken a step to see to that.

"Now we have a clear title to Greenwood park," Mayor John MacVicar exclaimed when the action was complete. "That's wonderful!"

Harry Millstead, collector of delinquent special assessments, explained that the question about the title to the parks arose as the result of levy "years ago" of \$12,147 of sewer assessments on land which later became Ashworth park and a part of Greenwood park.

The city park board never paid the assessments, he added, and therefore they cluttered the county records and left the parks vulnerable to sale at a county tax sale.

However, he said the holders of sewer bonds connected with the assessments have all been paid, so that if the board did pay, it would simply mean transfer of the money to another fund.

Therefore, upon Millstead's recommendation, the council voted to cancel the \$12,147 of special assessments. The park board, as a result, gets the two parks as "a Christmas present," Millstead said.

#### HE MAKES ABC'S FOR CITY FILES

City Clerk Arthur Johnson is now completing about 3,000 "home-made" index cards for the voters' registration files at the city hall.

Because Johnson has been making them during his spare time in the last four months, the city government is saving about \$100.

to print the key letters on them in purple ink. To prevent smearing, he places transparent tape over the letters after they are stamped.

Johnson says the cost of the new cards will run about \$20 to \$25—and the letters also are much larger and more legible than the old ones.

# Persistent Federal Advocacy

The Courier-Journal (Louisville, Kentucky), December 15, 1970

## Priority: Children Conference focuses on day-care centers

By MORTON MINTZ

Los Angeles Times-Washington Post Service

WASHINGTON—The White House Conference on Children, in a move to make the young a national priority, yesterday began to press for a multi-billion-dollar day care system for the children of working mothers.

An estimated 12 million mothers with children under 18 work, compared with only 1.5 million 30 years ago.

Among mothers with children aged 6 to 17, more than half work. And among those whose children are under 6, almost 4.5 million worked at least part-time in 1970.

Yet, specialists told delegates at a panel, the "child-care crisis" is being allowed to worsen with little being done about it.

On Capitol Hill, however, there are signs that large-scale federal financing of day-care programs could be a political idea whose time has come—not only because of its growing importance, but also because of the broad base of its appeal.

### Annual day-care cost is \$2,000

Last week, for example, Sen. Birch Bayh, D-Ind., a long-time advocate of day-care programs and a possible aspirant for his party's presidential nomination in 1972, introduced a bill to provide

"universal" day-care opportunities. So did Sen. Jacobs K. Javits, R-N.Y.

Under the Bayh bill, spending would be at an annual rate of \$6 billion starting in July 1972, compared with \$900 million under the Javits bill. The current rate is \$200 million. The panel, in a tentative report, urged a rate of \$6 billion to \$10 billion by 1980.

Pending now on the Senate floor is a proposal by Sen. Russell B. Long, D-La., for a federal child care corporation that would draw modest starting capital in the form of a \$50 million treasury loan. Mrs. Richard M. Lansburgh of Baltimore, president of the Day Care Child Development Council of America, told newsmen that the Long proposal is wholly inadequate.

By estimate of the panel the annual cost per child of good care for a full day is at least \$2,000. The families with two-thirds of all working mothers have incomes between \$4,000 and \$10,000.

Mary Dublin Keyserling, a consulting economist and former director of the Women's Bureau of the Labor Department, said that among families with children under 6 and with working fathers, annual income—unless the mother works—would be under \$3,000 in 8 per cent of the cases, between \$3,000 and \$7,000 in 40 per cent, and below \$10,000 in 85 per cent.

The National Council of Jewish Women, in an incomplete 90-city survey, found a day-care home in an un-named

community that was licensed to care for a maximum of six children.

But volunteer researchers found that the home's "mother"—who had no help—was watching over 46 children. "Eight infants were tied to cribs," Mrs. Keyserlings said. "Toddlers were tied to chairs."



# Persistent Local Advocacy

The Morning Call (Allentown, Pennsylvania), June 25, 1975

## Day Care

### *Parents, caseworkers from Lehigh Valley join Capital protest of possible cutbacks*

#### Call Harrisburg Bureau

HARRISBURG — Day-care advocates from across the state appealed to the Legislature and Shapp administration Tuesday to offset a potential child-care crisis by appropriating \$10.6 million for day-care services in the 1975-76 state budget.

Approximately 500 parents and day-care administrators, including three busloads from the Lehigh Valley, gathered in the forum of the State Education Department and spent more than two hours discussing program needs with representatives of the State Department of Public Welfare.

Public Welfare Secretary Frank Beal told the group that day-care has high priority in his department. However, he explained, "The rapid building program for day-care and other human services in this state is over."

He said the department will have to find other ways of stretching funds — by examining administrative costs and utilizing the program better.

The participants in the day-care conference joined a growing list of special-interest groups that (recently) have traveled to the Capitol to express dissatisfaction with their lot in the proposed state budget.

Judy Chase, executive director of the Lehigh Valley Child Care Agency, presented a bleak outlook for day-care programs if the state does not appropriate the full \$10.6 million.

She said day-care centers throughout the state will have to face such questions as, which children should be dropped from the programs and what services should be cut?

The Lehigh Valley agency was notified last week that its 1975-76 budget

will be cut 22.2 per cent below the current level. This would mean a reduction of \$491,526.

The agency serves about 780 children in the winter and an additional 150 in the summer. The budgetary cut would force the agency to decrease the number of children served by 190 to 210.

The Lehigh Valley is one of several areas which will be hurt badly by the proposed cuts in day-care allocations. A representative of the Urban League of Pittsburgh said the league's 22 day-care centers will close July 1 unless they receive \$142,000 in matching funds.

**Title IV-A Day Care Administrators Association of Pennsylvania** presented four reasons why day-care programs need additional state funds:

— Inflation, which has caused a need for higher salaries and created higher program costs.

— The loss or reduction of foundation grants and voluntary contributions.

— The loss or reduction of other governmental contributions such as Model Cities.

— The increased need for day-care as more women enter the job market to supplement family incomes.

After the meeting, the group spent the rest of the day contacting members of the House and Senate.

The Senate Appropriations Committee approved an amendment Monday to the proposed budget which restored the \$10.6-million allocation for day-care services. The House had voted last week to appropriate \$6.8 million.

The Senate approved the budget Tuesday. The fiscal plan must now go to the House, but is expected to end up in a House-Senate Conference Committee to resolve differences. The new fiscal year begins Tuesday.

# Persistent Local Advocacy

 **Educare DC**  
@DCEducare

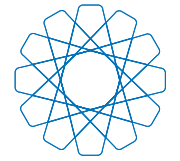
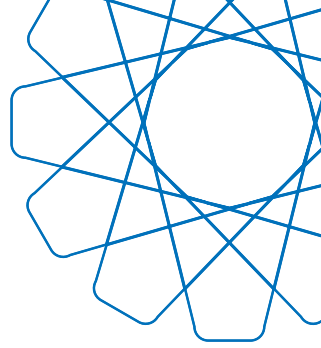
This morning, President and CEO Jamal Berry and Advocacy Manager Adam Barragan-Smith testified in the DC Council Committee of the Whole's Performance Oversight hearing about the [#PayEquityFund](#).





# We See the Progress and Opportunity

- ☑ Increased public attention
- ☑ Increased political attention
- ☑ Increased funding
- ☑ Increased solutions and problem solvers



# What Do We Do?

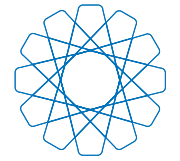
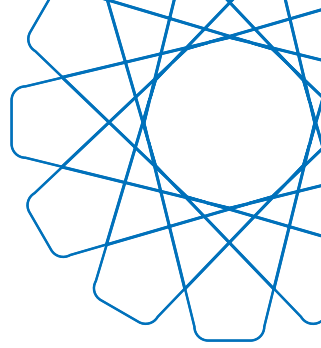
**Navigate**

“accept and  
adjust”

# What Do We Do?

**Reimagine**

“rethink and  
reform”



# What the Futurists Say



“ Stop loving the  
problem. ”

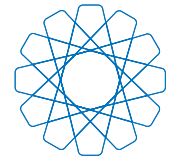
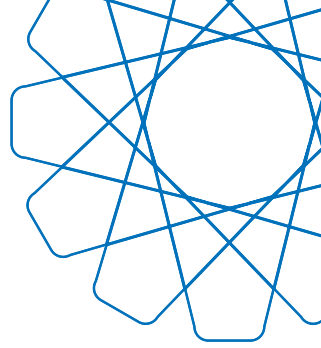
-Trista Harris



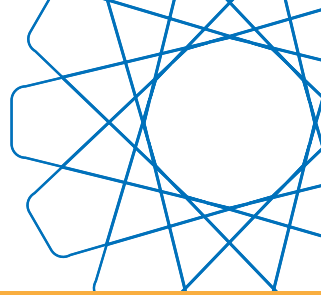
## What the Futurists Say

“What we cannot  
imagine cannot  
come into being.”

-bell hooks



# What the Scientists Say



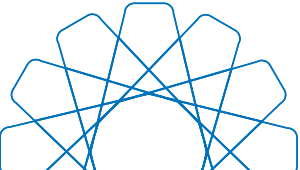
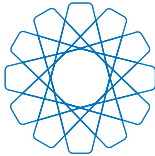
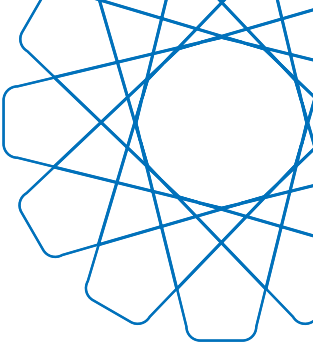
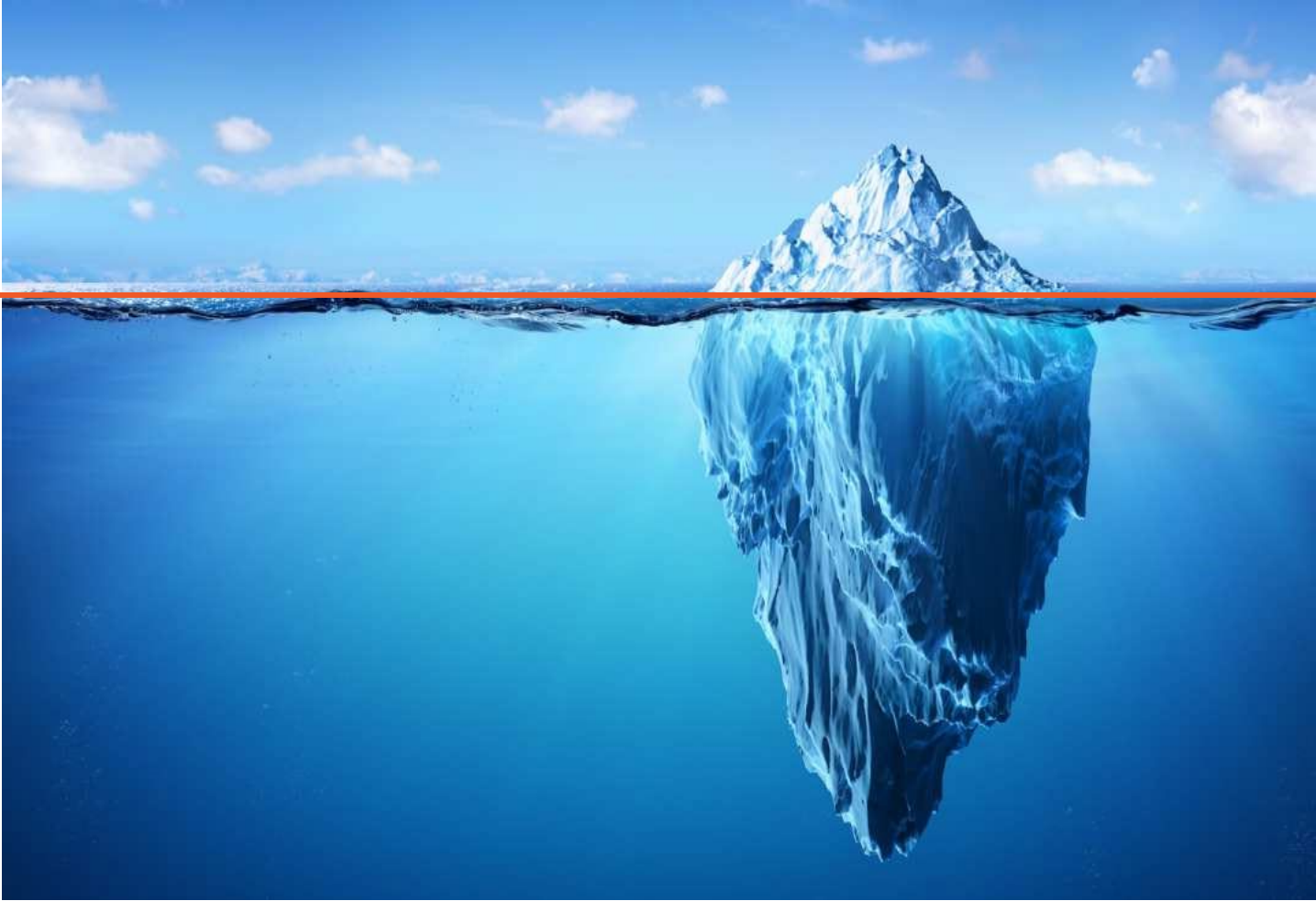
We cannot solve our problems with the same thinking we used when we created them.



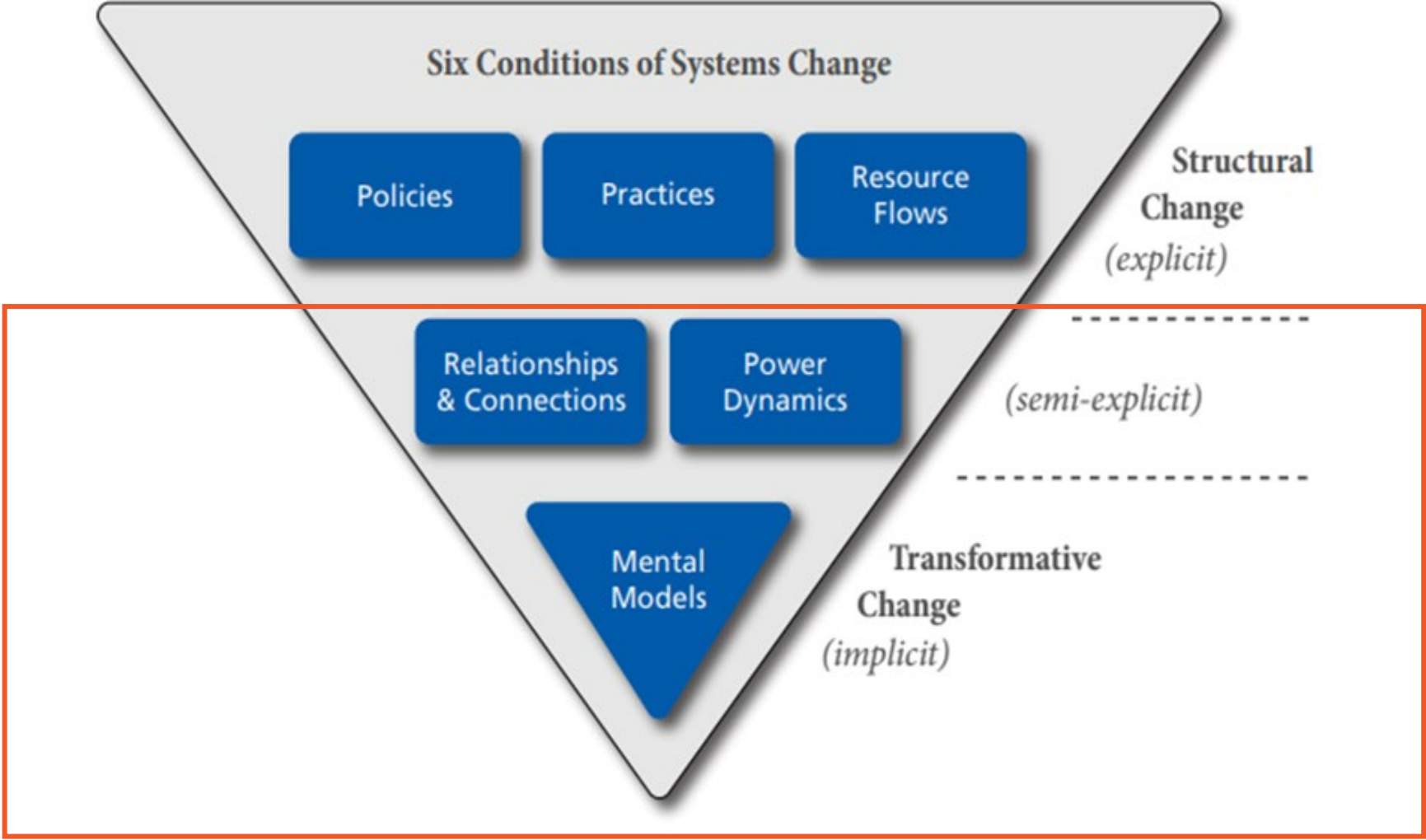
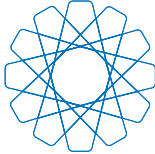
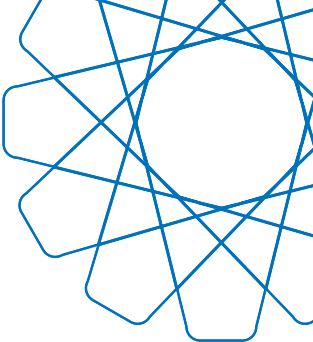
-Albert Einstein



# What the Systems Change Experts Say

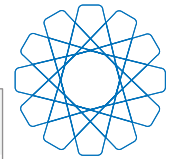
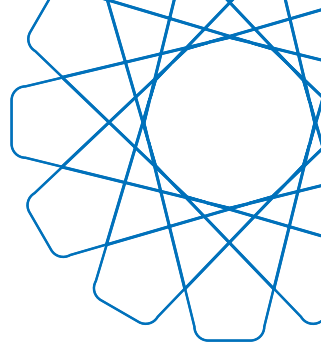


# What the Systems Change Experts Say





# What the Public, Media and Lawmakers Say



## The child care crisis just keeps getting worse

Waiting lists are getting longer, and child care centers say they're losing workers to fast-food chains with better wages and benefits.

By Rachel M. Cohen | @rmc031 | rachel.cohen@voxmedia.com | Sep 27, 2022, 8:00am EDT

f t SHARE



EXPLAINERS CROSSWORD VIDEO PODCASTS POLITICS POLICY CULTURE SCIENCE MORE

POLICY LIFE CHILD CARE

## Fixing the child care crisis starts with understanding it

Not everything is talking about the same thing — and that matters.

By Rachel M. Cohen | @rmc031 | rachel.cohen@voxmedia.com | Apr 17, 2023, 6:30am EDT

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# What Do We Do? Both/And

Navigate  
“accept and  
adjust”

Reimagine  
“rethink and  
reform”

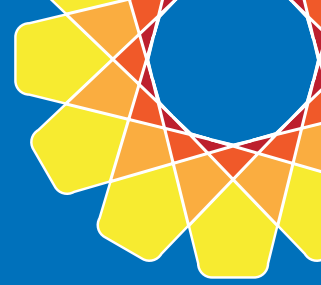
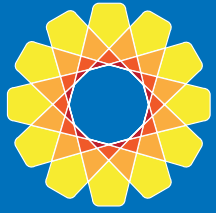


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## Expert Reflections and Insights

**As an individual**, what percentage of your time do you spend navigating vs. reimagining?

**As a field**, what percentage of our time do we spend navigating vs. reimagining?



# WeVision EarlyEd:

1. Defining the Ideal
2. Making the Ideal Real






# Defining the Ideal



# Two Sources of Data

1

2



**If you could design the District's ideal child care system, what would it look like?**

**Join our Innovation Community!**

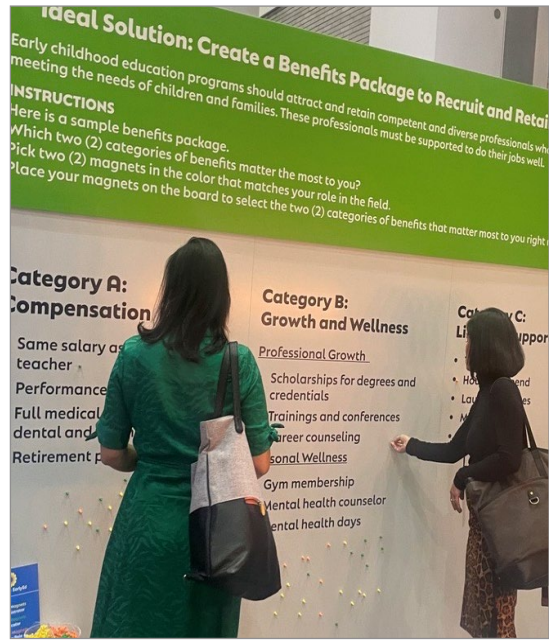
We want to take a closer look at the early childhood education (or "child care") system in the District of Columbia so we can make it even more effective and equitable.

We know that the best people to reimagine a better system are those currently experiencing it – YOU.

YOU are the people who know the system best. You are the families who want quality early childhood education for your young children and the educators and administrators who make it happen.

Over the next five months, our grassroots innovation group will meet monthly to look at all aspects of the child care/early childhood education system: quality, affordability, availability and regulations. We want to get clearer about what's right – and unfair – with the current system... and most importantly, how we can work together to make it better.

CATAPULTDESIGN  
Bustum Family Foundation



**Ideal Solution: Create a Benefits Package to Recruit and Retain**  
Early childhood education programs should attract and retain competent and diverse professionals who are meeting the needs of children and families. These professionals must be supported to do their jobs well.

**INSTRUCTIONS**  
Here is a sample benefits package.  
Which two (2) categories of benefits matter the most to you?  
Pick two (2) magnets in the color that matches your role in the field.  
Place your magnets on the board to select the two (2) categories of benefits that matter most to you right now.

**Category A: Compensation**  
Same salary as a teacher  
Performance bonuses  
Full medical, dental and vision insurance  
Retirement plan

**Category B: Growth and Wellness**  
Professional Growth  
Scholarships for degrees and credentials  
Trainings and conferences  
Career counseling  
Personal Wellness  
Gym membership  
Mental health counselor  
Mental health days

**Category C: Life Support**  
Housing assistance  
Layoff protection  
Mortgage assistance



**Ideal Solution: Build Your Dream Team**  
Early childhood education is complex work. This requires a team of competent, caring and supported professionals working together to plan and implement intentional experiences for each and every child.

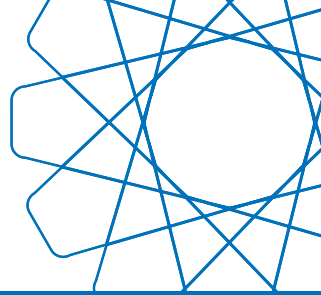
Think about your current team. If you could add two (2) additional staff members to increase the quality of services you provide, who would you add?

Pick two (2) magnets in the color that matches your role in the field.  
Place your magnets on the board to select the two (2) additional staff you want to add to your team.

More full-time teacher assistant teachers

Mental health specialist  
Family engagement specialist  
Grants and development staff  
Quality improvement staff  
Special education coordinator

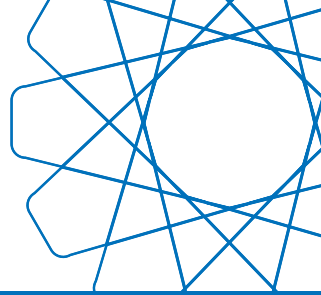
# Current vs. Ideal



Families and early childhood professionals all have similar journeys and aspirations



# The Current Pain Points



- Math doesn't add up →
- Inconsistent quality →
- Fragmented information →
- Tradeoffs and risks →
- Lack of work/life balance →
- Mistrust →
- Confinement with limited options →



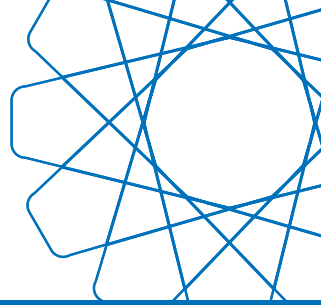
**Difficulty making child-centered and quality-centered**

- ← Time and resource scarcity
- ← Constant regulatory changes
- ← Top-down regulations
- ← Too many hats/roles
- ← Difficulty making child-centered and quality-centered decisions
- ← Fragmented and inequitable
- ← Advocacy only for self





# The Ideal Elements



- The math adds up →
- Appropriate resources →
- Simple and streamlined processes →
- Connect to public schools →
- Viable choices →
- Collaboration →
- Easy access to information →



**Primary focus on child-centered and quality-centered decisions**

- ← Quality driving regulations
- ← Fair
- ← Decentralized regulations
- ← Seat at the table
- ← Fewer hats
- ← Constructed by the people in the system
- ← Unified language/shared vocabulary
- ← Advocacy for self and others
- ← Adult well-being





## Expert Reflections and Insights

What would you like to reinforce or add?

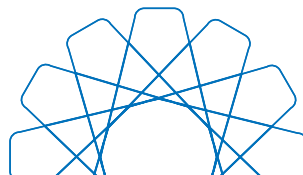
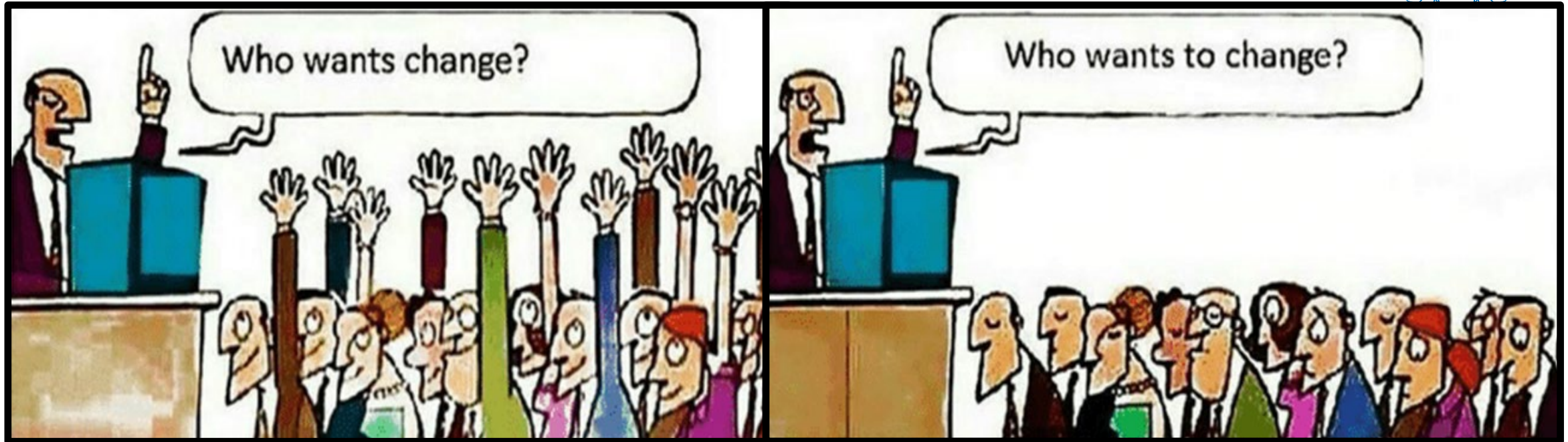
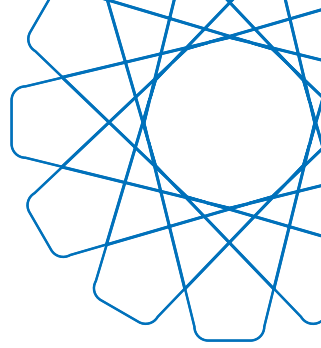
How do we make more room for “proximity experts” to inform research and policy?



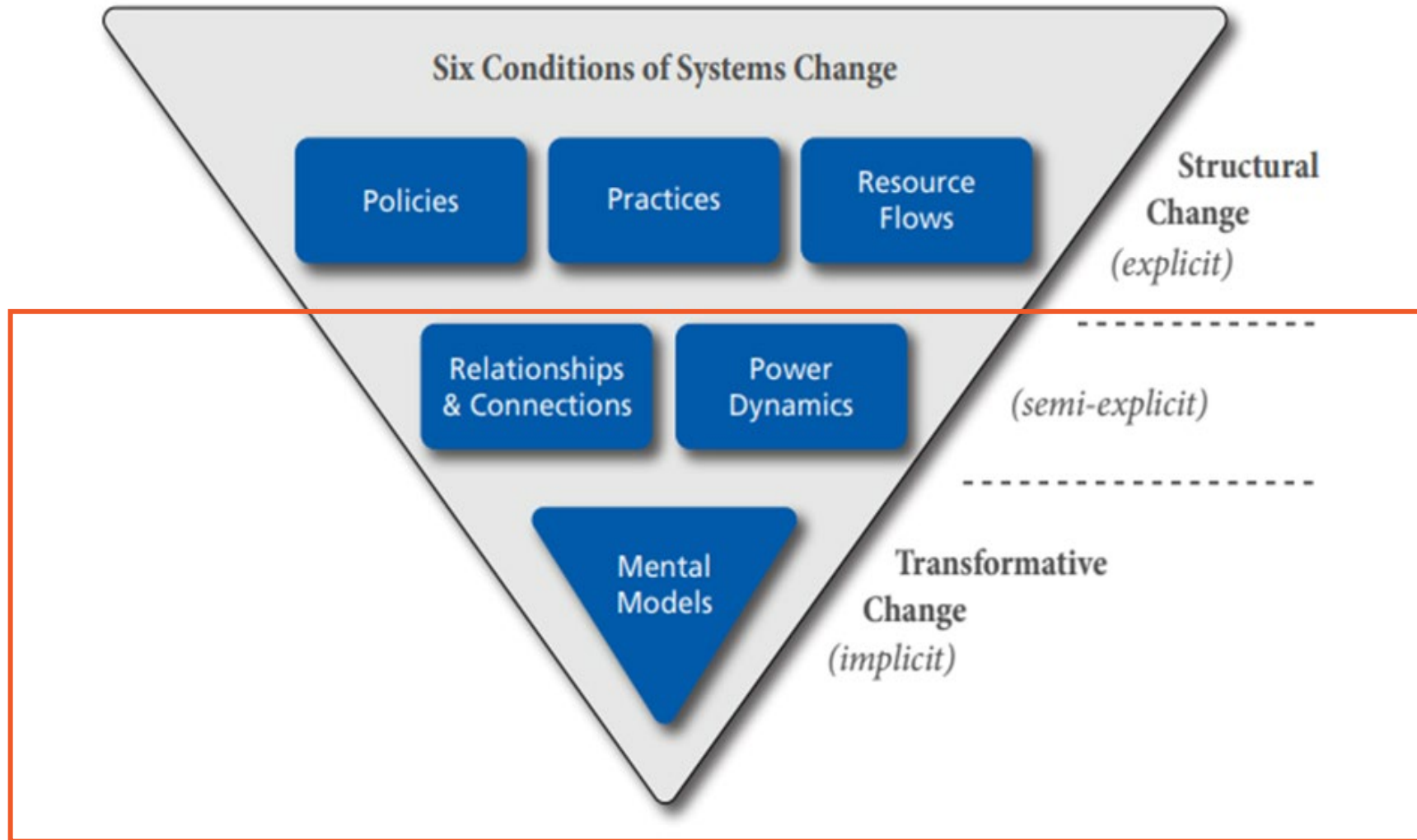
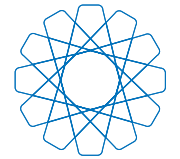
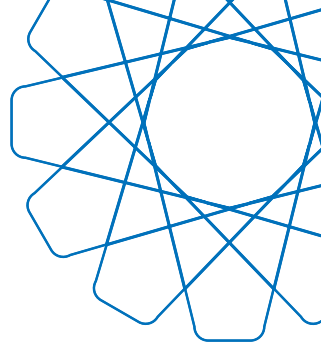
# Core Mindset Shifts



# Transformative Change Requires Shifting Mindsets



# Transformative Change Requires Shifting Mindsets



# Core Shifts to Rethink:



1.  
When Learning  
Begins



2.  
Who Needs  
Child Care

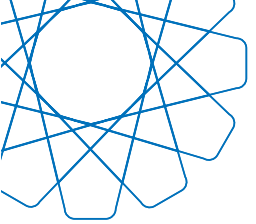


3.  
What It  
Costs and How  
to Pay For It

4.  
Quality

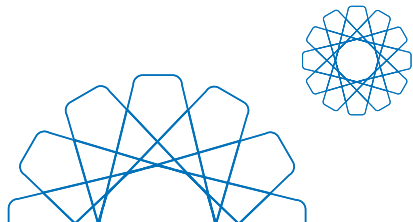


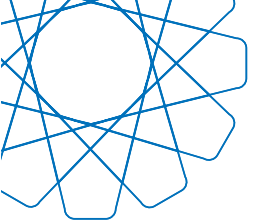
5.  
Governance and  
Decision-Making



# Rethink When Learning Begins

- The first five years of life, and particularly the first three, is a **critical stage in human development**
- Young children, including infants, are capable of **highly complex thinking**
- Every young child has a **right to early care and education**
- Well-prepared, competent and compensated early childhood educators can plan and implement **intentional experiences that support children’s learning and development** — providing more than what we’ve called “day care” services



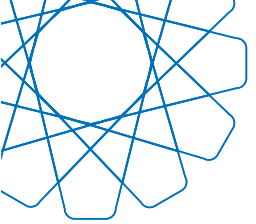


# Rethink Who Needs Child Care

- **Most families** – regardless of income, employment status, race, gender, geographic location – **want and need support** for their young children
- Child care is **universal**– not limited to few families or only under some conditions
- Families have **a range of funded options**
- Universal access **includes infants and toddlers**, not just three- and four-year-olds



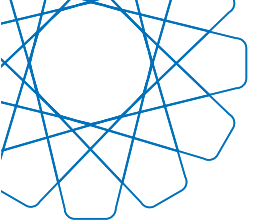




# Rethink What Child Care Costs ... and Who Pays for It

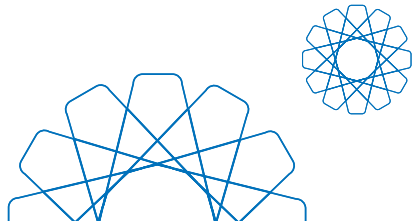
- Federal, state and local government should provide **universal access to child care supports** and **include a range of options** based on what families and young children need
- Cost is **more than family affordability**
- Funded as a **public good**

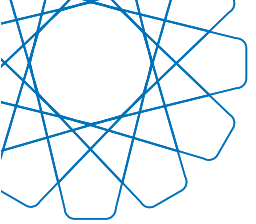




# Rethink Quality

- Quality is the floor, not the ceiling
- Quality ECE can exist in a variety of settings
- Industry-recognized standards create a baseline – baseline must be continually assessed
- Primary purposes of quality ratings and assessments are to inform planning and document progress
- Prioritize funding, not ratings
- Families add individualized metrics to baseline



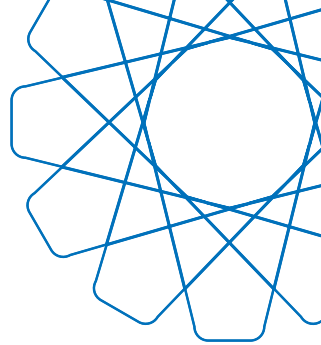


# Rethink Governance and Decision-Making

- **Early childhood educators** are members of a specialized profession with **professional standards and codes**
- **Families know** and can communicate their needs and the needs of their children
- Government systems **leverage the expertise** of families and the early childhood education profession
- Reduce **administrative burden**



# Core Shifts Together: Clear and Funded Child Care Options



**Early Childhood Education Program: Home-Based**

**Early Childhood Education Program: Center-Based**

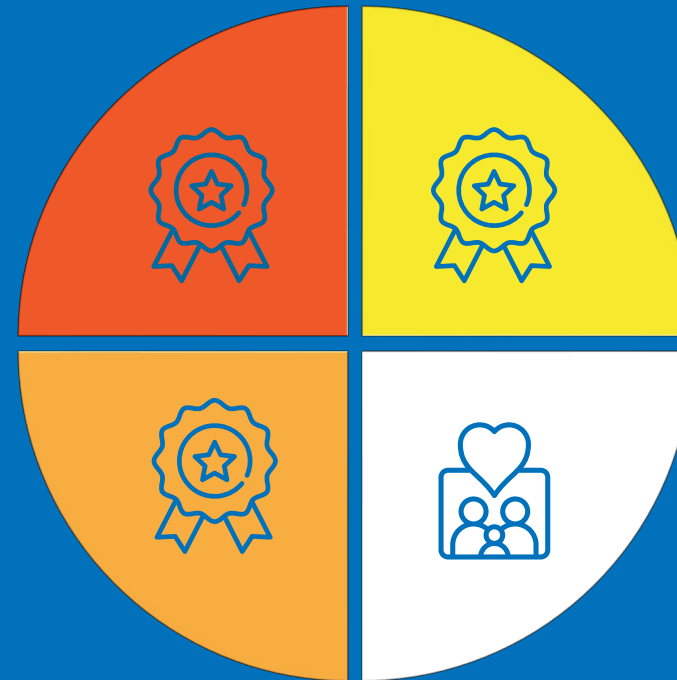
OPTION A: Stand-alone site  
OPTION B: Site Located at:  
Public school, Faith-based organization,  
Office building, Hospital, Military

**Early Childhood Education Program: School-Based**

**Trusted Caregiver: Family or Extension of Family**

Operated and managed by the school

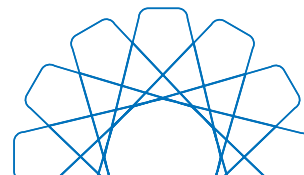
Family, Community member (individual, organization or organized network), Nanny, Au pair



meets baseline quality standards for early childhood education and receive comparable funding

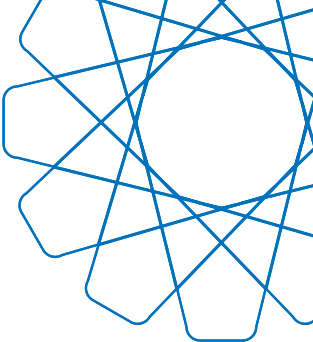


meets baseline quality standards defined by family receive some financial relief



# Expert Reflections and Insights

## What Do We Lose and/or Gain with This Frame?



**Early Childhood Education Program: Home-Based**

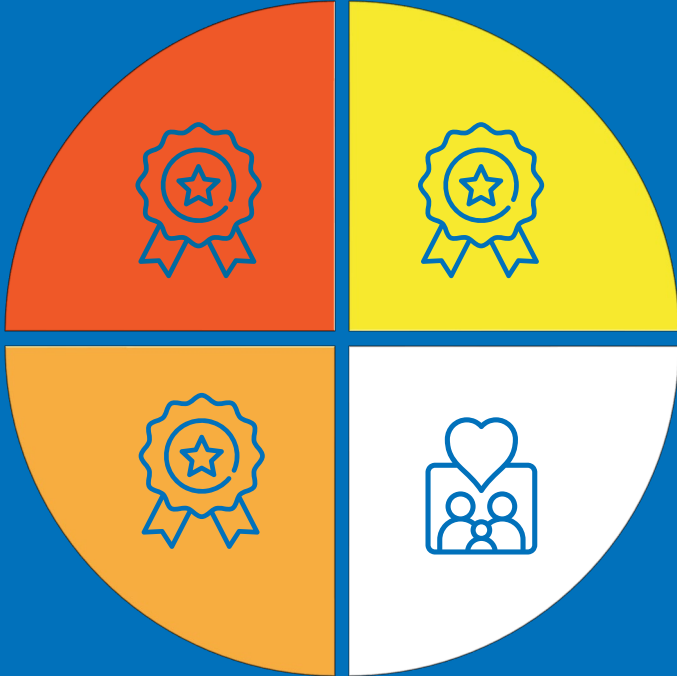
**Early Childhood Education Program: Center-Based**  
OPTION A: Stand-alone site  
OPTION B: Site Located at:  
Public school, Faith-based organization, Office building, Hospital, Military

**Early Childhood Education Program: School-Based**

Operated and managed by the school

**Trusted Caregiver: Family or Extension of Family**

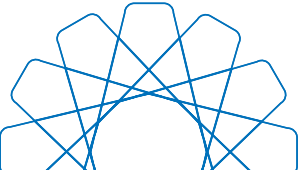
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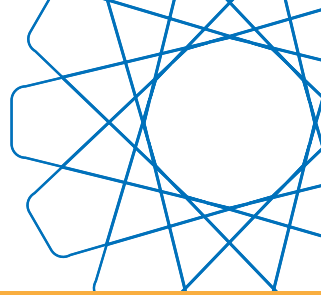
meets baseline quality standards for early childhood education and receive comparable funding



meets baseline quality standards defined by family receive some financial relief



## Many Questions are Emerging



“Better data would help, particularly more research on parent preferences and informal care arrangements. But so too would speaking in plainer language about what measures we’re fighting for, and which ideas to support parents, kids, and workers we’re not.”

-Rachel M. Cohen, Vox



# We Share the Same Child Care Goals



Quality



Affordable

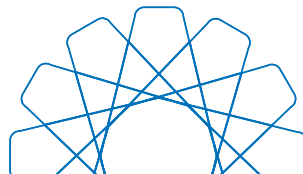
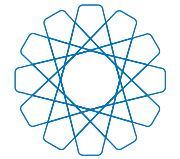
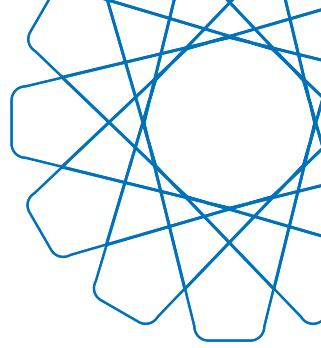


Accessible

# Many Questions Are Emerging

## ACCESSIBILITY

- Who needs access to child care?
- Is child care an intervention for some children, or a necessity for all, or both?
- What are the child care options for families? Are they clear and distinct? Are all options valid and supported? Are they fluid?
- Are child care options “true choice” or “false choice”? How do we know?

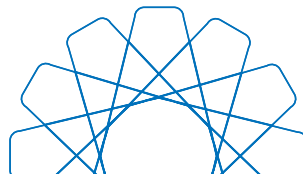
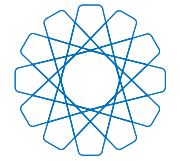
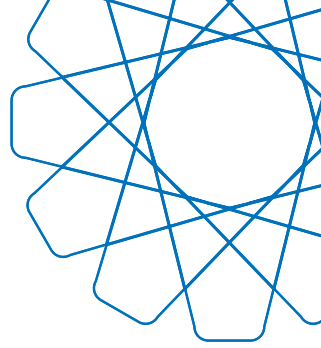




# Many Questions Are Emerging

## ACCESSIBILITY

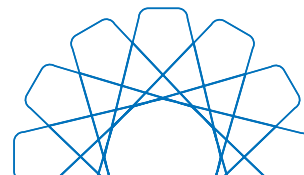
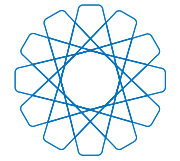
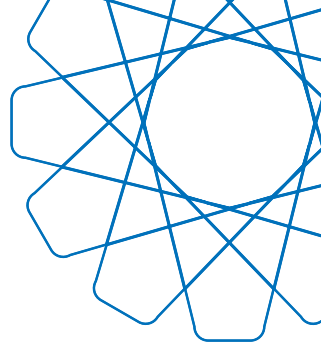
- What services are young children receiving from the “child care workforce”?
  - Who is the “child care workforce”?
  - Is the workforce accountable for early childhood education? Are they part of the education profession?
  - How is accountability for the services provided by “trusted caregivers” and early childhood educators similar and distinct?
  - What role do multi-state/multi-site providers play? What unique perspectives and opportunities do they bring?
  - Should we advance access to public pre-k without similar supports for infants and toddlers?



# Many Questions Are Emerging

## AFFORDABILITY

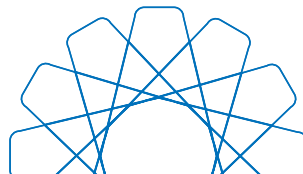
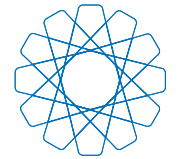
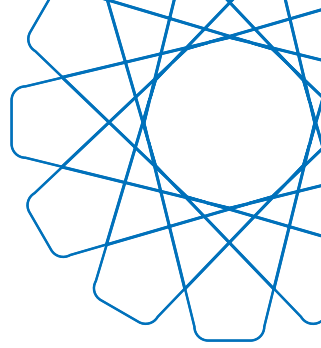
- What combination of federal, state and local funding will make the ideal real? How will the funding flow?
- What does quality early childhood education cost? What does “trusted caregiver” cost? Who determines the cost?



# Many Questions Are Emerging

## AFFORDABILITY

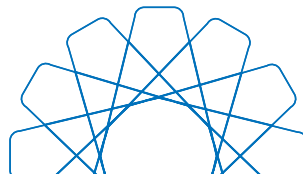
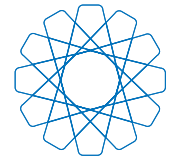
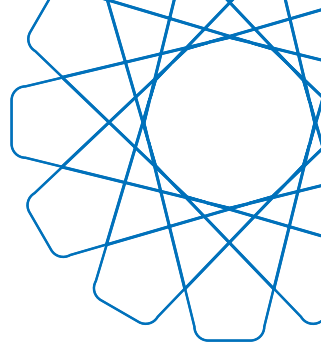
- If funding covers the true cost of meeting the early childhood education quality baseline, what percentage of funding goes to those meeting the quality baseline vs. those needing support to meet the quality baseline? Is one a priority group?
- Should child care be low or no cost for all families regardless of family income?



# Many Questions Are Emerging

## AFFORDABILITY

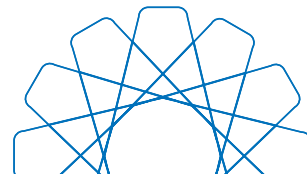
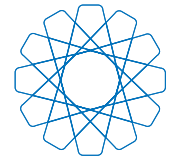
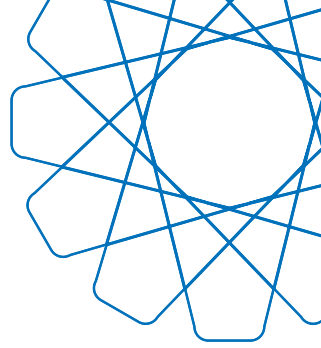
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# Many Questions Are Emerging

## QUALITY

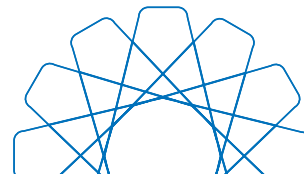
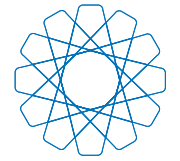
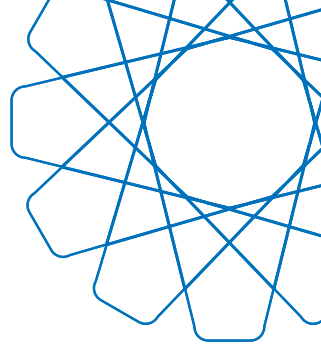
- What is the core purpose of child care facility licensing?
  - Ensure the health and safety of the facility
  - Define and advance professional practice
- Who defines the quality baseline for early childhood education?
  - Baseline for the profession – qualifications, competencies and credentials
  - Baseline for the facility – health and safety of the facility
  - Baseline for the quality of services rendered – curriculum, assessment, inclusion, family engagement, interactions, etc.?



# Many Questions Are Emerging

## QUALITY

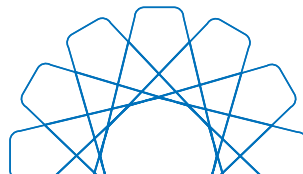
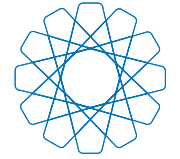
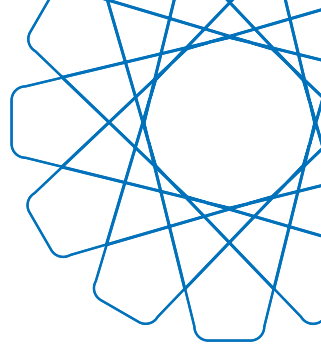
- Can the baseline reflect the hyper-individualized expectations from families? Each family?
- Who defines the quality baseline for trusted caregivers given that they are under the auspices of families?
  - Baseline for the trusted caregiver – qualifications, competencies and credentials?
  - Baseline for the trusted caregiver facility or child’s home – health and safety of the facility
  - Baseline for the quality of service rendered – curriculum, assessment, inclusion, family engagement, interactions, etc.?



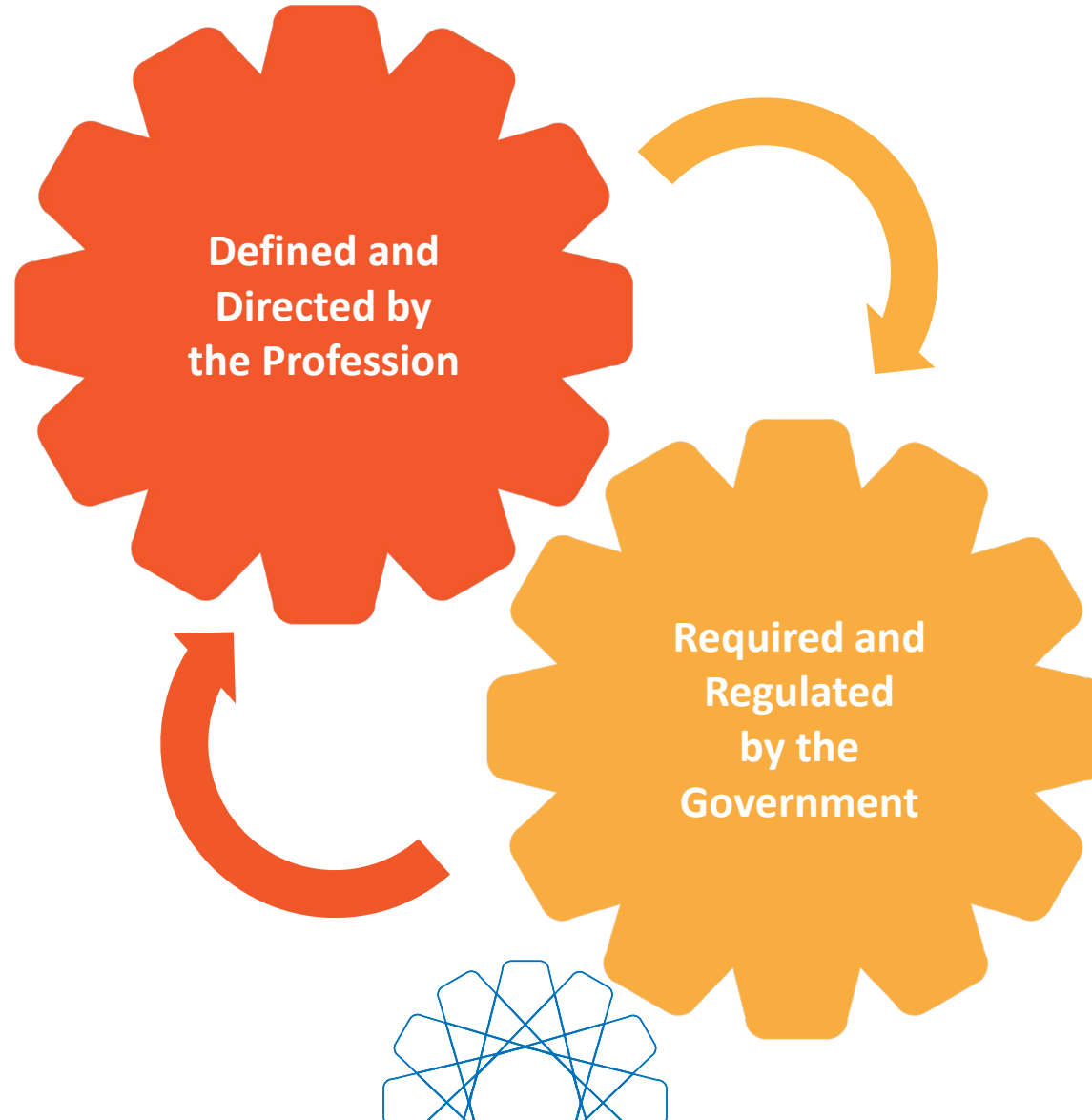
# Many Questions Are Emerging

## OTHER: GOVERNANCE

- Which governance decisions and tools should the early childhood education profession make and government leverage? Which professional organizations represent the profession?
- Which professional organizations, if any, represent the profession? Which organizations, if any, are the closest in this underfunded, undefined and fragmented landscape?
- Which governance decisions should the government agencies and bodies make and the profession leverage?



# Many Questions Are Emerging







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## Expert Reflections and Insights

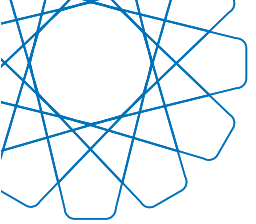
Which core shifts need the most unpacking?

Share your responses to some the transformative questions.



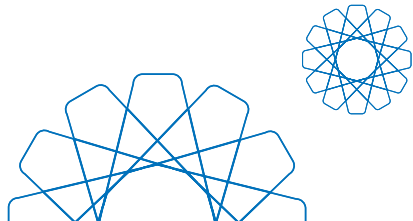
# Ideal Solutions Now





## Solutions Lab Sites

- ✓ **Meet the industry-recognized and holistic quality standards** for early childhood education programs of their choice as a baseline
- ✓ Document their **impact on child growth and learning**
- ✓ **Define an annual cost per child**, based on what it really costs to run a quality-centered and child-centered program
- ✓ **Compensate** early childhood educators, using public school wages as a guide, and intentionally **support the well-being of early childhood educators**
- ✓ **Support affordability for families** that are eligible for publicly subsidized child care as well as those who aren't.





## Expert Reflections and Insights

What is working? What is surprising?

How are you making the ideal real?

# Next Steps

1

## Data from "Proximity Experts"\*

- Collect and Disseminate Data

2

## Core Mindset Shifts

- Convene and Support Influencers

3

## Ideal Solutions Now

- Support Solutions Lab Sites
- Sketch Futuristic Prototypes





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