



Who Cares?: Building Cross- Sector Partnerships for Family Care

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WHO CARES?: BUILDING CROSS-SECTOR PARTNERSHIPS FOR FAMILY CARE

INTRODUCTION

The question “Who cares?” suggests a number of complex and challenging additional questions. Who in our society is currently providing care for others—which could include both health care and many kinds of family care? Who in our society is concerned about the welfare of others and the common good? In an era of stagnant wages, shrinking employee benefits, cuts in community-based family support services, and rising deficits on the state and federal levels, it is easy to infer that nobody cares. However, this is not the case, and we see this publication as an opportunity to highlight the efforts of individuals and institutions that do care and are making a difference through a variety of family care initiatives.

Family care is often seen as a private issue for individual families requiring individual solutions. This view stems from a deeply entrenched cultural norm that divides our society into a “public” world of work and a “private” world of home. With almost three quarters of mothers in the workforce, and the consequent new realities faced by today’s working families, this division is patently false. When an employer, operating in the public world of work, does not have policies that support the needs of its employees to care for preschool children, school-age children, and elders, it impacts the families involved as well as the workplace. For example, the lack of family care can lead to high levels of absenteeism and high rates of employee turnover that hurt businesses. It can also lead to school-age children being left home alone without adequate supervision and support, a situation that can have negative effects on their social development and academic performance. In both cases, the lack of attention to family care has public costs as well as costs to individual families.

One of the basic premises of the MIT Workplace Center is that our society will only be able to address and solve critical work-family issues—such as family care—when the full spectrum of stakeholders with responsibility for these issues work together. This includes business, government, labor unions, professional associations, community organizations, advocacy groups, and others. It is challenging to work across sectors, to pool resources, and to coordinate programmatic ideas, but this is what is needed to improve the quality, affordability, and availability of family care. One important first step in creating cross-sector partnerships is to begin a dialogue about the problems and possible solutions among concerned parties.

To this end, in the spring of 2004, the MIT Workplace Center invited three speakers to address different pieces of the family care challenge and explain their organizations’ approaches to care issues. The three successful family care initiatives described in the following pages include care for preschool children, school-age children, and elders. They have all been developed by multi-stakeholder partnerships. The three speakers and the programs they are associated with do care and are making a big impact on family care not just in Massachusetts, but across the United States.

Stephanie Davolos-Harden, Regional Director, Massachusetts Citizen Schools, is a founding member of Citizen Schools, an innovative organization that provides after-school programs for middle school children. Citizen Schools has focused on building partnerships with both public school systems and local businesses in the cities where they operate, creating strategic partnerships that leverage resources for young people. They use an apprenticeship model in which mentors from different professions introduce young people to a variety of career options and help them build leadership and academic skills.

Judith Presser, a Senior Consultant at WFD Consulting, describes the American Business Collaboration for Quality Dependent Care (ABC), a stellar example of a partnership between twenty-one large corporations and community-based family care programs. ABC creates practical solutions to critical dependent care and workplace issues and improves the quality of care in communities where the employees of participating firms live and work. One of their most

innovative projects, described in these pages, is an intergenerational care center that provides childcare and elder care in the same location. ABC also develops innovative, replicable models and training curriculum.

Marta T. Rosa is President of MTR Consulting Services. Prior to starting her consulting firm, Marta was Executive Director of the Child Care Resource Center (CCRC). She chronicles CCRC's focus on promoting the care and education of all children. CCRC does this by creating programs, offering professional development and community services, working on policies, and doing advocacy around family issues. CCRC has a long history of partnering and collaboration. Their goal is to make sure that all families, regardless of their economic status, race, language, or background, have access to the resources that they need so that their children can be well cared for, well educated, and become successful as children and as adults.

Susan C. Cass summarizes their presentations in this working paper.

For more information on the work of the MIT Workplace Center and our efforts to build cross-sector partnerships on a variety of work-family issues, see web.mit.edu/workplacecenter.

Ann Bookman and Susan Cass

CITIZEN SCHOOLS: CHANGING THE LIFE TRAJECTORY OF CHILDREN

Stephanie Davolos-Harden, Regional Director, Citizen Schools, Massachusetts

Citizen Schools is an after-school program that partners very closely with public schools. The organization was founded in 1995 with the goal of educating young people and strengthening communities. It came out of research on needs for after-school and school-age childcare programming. A lot of work had been done to build the caliber of school-age and pre-school programming, but there was a gap in terms of meeting the needs of middle school students. Our model is founded on an apprenticeship and project-based learning model, and we recruit adult volunteers from a whole host of sectors to spend time after school with young people to produce products and activities that are valuable. Currently Citizen Schools operates 25 programs across the country, ten of which are in the Boston area.

Citizen Schools ... leverages after-school time to build on in-school learning and better prepare students to contribute and succeed as workplace and civic leaders.

What Is the Need? Why Target Middle School Youth?

Current educational policy in the U.S. functions as if we were living in a “Leave It to Beaver” era world; a world where mothers stayed home, crime was low, and the economy offered plenty of middle class jobs for those with limited skills, but a strong work

tion for the 21st century that supports working families and schools.

The following are some of the statistics that convinced us to develop Citizen Schools. To begin with, forty-four percent of 12-year-olds in the country are home alone after school (See Figure 1). Citizen Schools does not believe that a 12-year-old should be at home alone. We need more constructive opportunities to engage young people at that stage.

According to the Saguaro Seminar Report, parents today spend one third less time with their children than they did a generation ago. Parents are less involved with their children both at home and in school. They are not able to be as involved in the school day as they once were. The Citizen Schools model attempts to do “Public Parenting” by providing an opportunity for adults who are not teachers or parents to get engaged with the population of 9-to 14-year-olds who are craving adult interaction.

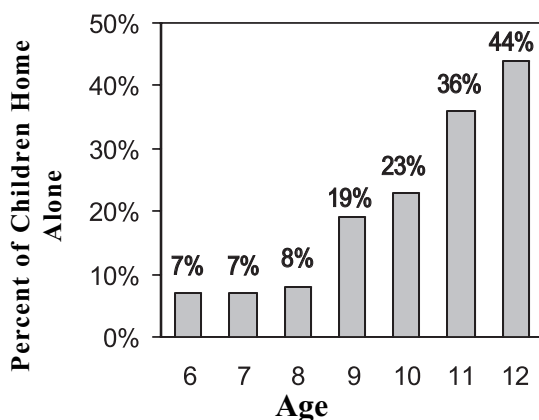
Another reason to engage these middle school children is that the juvenile crime rate triples between 3:00 and 6:00 p.m. Having these children involved in productive, supervised activities would help alleviate this trend.

There is also a need based on academics and skills—children across the nation are not being prepared for success as workplace and civic leaders, and the problem is worse in lower income areas. Our children are not keeping up academically. U.S. students’ rank compared to other countries has been declining significantly between 4th and 12th grade in math and science. (See Figure 2, page 5).

In addition, Boston standardized test (MCAS) scores from 2000 show that the majority of Boston’s 8th grade students were operating below grade level (although we have seen some major improvement since this data was collected, specifically around writing, and now our challenge is around math).

Research shows that half of all U.S. high school graduates do not have the new skills needed to succeed in the 21st century

Figure 1
Children Home Alone After School



ethic. The reality now is quite different with 77% of mothers in the work force and good jobs requiring new skills especially in information technology. We need a new institu-

economy. New skills required for employment include the ability to:

- Work effectively in teams
- Communicate effectively in writing and orally
- Solve problems using data
- Use technology as a tool

Employers are being challenged to find individuals who can work in these ways, and we have tried to tailor our program model to address these skill gaps.

Citizen Schools Curriculum

The core curricular activities of Citizen Schools include:

- Apprenticeships taught by “citizen volunteers” that introduce apprentices to new skills, careers, and mentors and that teach skills in a hands-on, real world context;
- Apprenticeships focused on writing or math taught by staff members (typically

Case Example Access to Resources: Discovering Justice

Recently at the federal courthouse in Boston, 15 law firms and their student groups from the ten Citizen Schools campuses around the city litigated mock trials in front of federal juries and celebrity panels. This represents a tremendous partnership between Citizen Schools and “Discovering Justice,” which is based at the federal courthouse as well as corporate law firms in the city.

A surprising number of the children in the program have never been to downtown Boston. They live in Dorchester, but they have never been downtown nor ridden in an elevator. With this program, they got the chance to go up to the 26th floor of 60 State Street to the offices of Hale and Dorr, a prestigious law firm.

It is powerful for a 12-year-old to see that these resources exist in their communities and that they can access them. Think of a group of 12-year-olds, standing in front of a judge and jury, litigating a trial in such a positive way—being so tremendously successful at that age. Our belief is that these experiences will inspire them to realize that they can be successful and to believe that they can make the right choices to become successful.

Changing the Life Trajectory of Children

An investment in middle school children over a two to three year period can positively change the life trajectory of children. We want to set these young people on a path for success, which we define as enabling young people to have the opportunity to go to college if they choose. To be successful, children growing up in the early 21st century need:

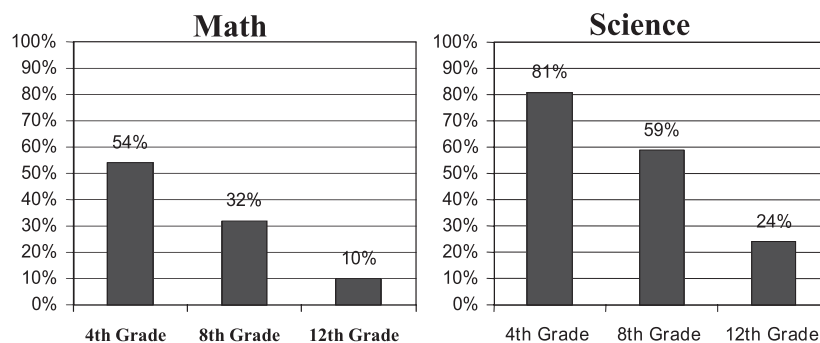
- Support from the community
- Leadership and positive values
- Access to resources

By building social networks between adults and young people, creating support structures, and ultimately letting young people become *producers*, communities are strengthened.

college graduates at the beginning of their careers in education);

- Homework/Investment Time, which provides apprentices with a quiet and supportive place to complete a portion of daily homework assignments as well as to receive training in particular academic skills, in time management, and in negotiating the demands of the regular school day;
- Explorations to local museums, neighborhoods, and universities to build awareness and access to community resources and learning opportunities;
- A values-based behavior management system that names and rewards positive values such as pride, joy, respect, courage, teamwork, perseverance, and vision.

Figure 2



- Team-building activities in small groups (8-12) and larger groups (60-80) to develop teamwork skills, presentation and listening skills, and *esprit de corps*;
- Regular (weekly) communication with parents and school teachers to celebrate successes, identify challenges, and promote cooperation among the adults involved in a child's life.

Each program serves about 60 to 75 students, with a one to 12 staff/student ratio. Citizen Schools hires a full-time campus director for each program who is there to serve as a leader and make all of these pieces come together.

Partnering

Citizen Schools focuses on building strategic partnerships that leverage resources for young people. We relied on partnerships when we decided to become a national organization. Instead of trying to replicate our model, we decided to do it through partnerships. We partner with Work Family Directions and the American Business Collaboration (see next section, page 7, for full description) who have helped us to grow outside the state of Massachusetts. Our intermediary partner, Massachusetts 20/20, has helped us to grow in the state of Massachusetts. They do the initial legwork to determine need in communities across the state, help engage interest, and help secure funding.

Citizen Schools affiliates with community-based organizations like the YMCA. We provide training, technical assistance, coaching, and support, and they agree to run a program that meets our quality standards and the needs of children in their community. Citizen Schools gives them standards to

follow that are in line with our model. For instance, they must have volunteer-led apprenticeships. There is some flexibility, however. For instance, they can run the program five days a week instead of four, which is how we do it in Boston.

Other Citizen Schools partners include our school partners—those who allow the program to run in their schools and help hire the campus director and some of the staff. In Massachusetts, the schools can bring additional resources from 21st Century Community Learning Center Grants; most urban school districts here are benefiting from that stream of funding.

The business partnerships come in once the program is launched through our volunteer-led apprenticeships (described above under Citizen Schools Curriculum). At any given campus, there may be volunteers from local law firms, web design firms, or the local community cable access TV station. The business piece has been instrumental in our success.

Challenges and Innovations

Citizen Schools has demonstrated its ability to serve as a research and development laboratory for the after-school sector, developing and scaling up ideas that address the common challenges of the field. The following are some of our challenges and the innovative ways we address each.

Engagement of Older Children. While many after-school programs are technically open to children up to age 14, older children often lose interest and vote not to participate with their feet. Half of all middle school children are latchkey kids and only 10% of after-school program participants are age 10 or higher. Citizen Schools apprenticeships

are specifically designed to attract and engage older children by giving them the chance to work with talented professionals and to produce high-quality products and activities that meet community needs.

High Staff Turnover. High staff turnover plagues this industry. How can one deliver high-quality programs with a part-time staff that has no benefits and a high turnover rate? Citizen Schools developed the teaching fellows program which takes a part-time, no-benefits job at Citizen Schools and combines it with a similar job at a local school, museum, or other community organization, thereby creating a full-time, career-track position with benefits. We are adding a master's degree component so that teaching fellows will be able to earn a master's degree in education during their two-year fellowship.

Preparing Low-Achieving Children for High School and College. Studies show that successful college students get "on track" for college by the end of 8th grade, but few urban school systems have the resources to get middle school children thinking about college and selecting the high school program to get them there. We developed the 8th Grade Academy to address this challenge. Among other activities, participants visit 10 colleges and engage in a year-long data analysis project to understand Boston public high schools and help them select high schools with strong college placement records.

Fund Raising. We have created a pretty high cost model—it costs \$2,500 to \$3,000 per child per year vs. the average cost of an after-school program, which is about \$1,000 per child. Positive outcomes and conclusive impact will demonstrate that \$500-\$1,000 per child is not enough. \$2,500-\$3,000 per child is more realistic and productive. Through a grant from the Clarke Foundation, we have partnered with Policy Studies Associates to do a longitudinal study

Stephanie Davolos-Harden is a founding member of Citizen Schools. She was a member of the leadership team that started the organization and has been on its staff since 1996. She is currently the Regional Director for Massachusetts Citizen Schools, and as Regional Director, she provides coaching, training, and technical assistance to six community-based organizations that run Citizen Schools programs in Worcester, Framingham, Lowell, Malden, Springfield, and New Bedford.

Before coming to Citizen Schools, Stephanie worked as a teacher and as a Regional Director for Teach for America. She holds a master's degree from Harvard University's Graduate School of Education.

of students' success. Our early indicators are good, but challenging. The impact of Citizen Schools on academic performance is hard to prove, certainly in the early years. It took several years for the Head Start program to get data to show that they had a major impact on future academic achievement. On a positive note, our unique staffing and volunteer model creates opportunities for donor cultivation and one-of-a-kind funding models.

Looking to the Future

In 2002, we grew from a Boston flagship program at 12 campuses to campuses in four additional cities: San Jose, CA; Houston, TX; and Worcester and Framingham, MA. This growth continues. Partnerships allow the growth of these high quality programs to continue. Based on strategic review, Citizen Schools has identified a list of more than 25 communities that are potential sites for early stage growth. We envision a day when most of the nation's 88,000 schools reopen after school, on weekends, and in the summer for experiential learning opportunities that powerfully link children and schools to the larger community.

¹ The Saguro Seminar is an ongoing initiative on civic engagement in America sponsored by Professor Robert Putnam and the John F. Kennedy School of Government at Harvard University.

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J. Posner and D. Vandell "After-school activities and the development of low-income urban children: A longitudinal study." *Developmental Psychology*, 35(3), 868-879.

The Report of the Saguro Seminar, "Better Together," at <http://www.bettertogether.org/aboutthereport.htm>

THE AMERICAN BUSINESS COLLABORATION (ABC): CORPORATIONS CAN MAKE A DIFFERENCE

Judith Presser, Senior Consultant, WFD Consulting

The American Business Collaboration (ABC) is a consortium of leading U.S. based companies—“Champions”—who have recognized the need to support their employees in meeting both their work and family responsibilities and become more productive in doing so. These companies understand the importance of addressing the issues of supply and quality of both child and elder care in communities where their employees live and work.

ABC brings together companies dedicated to:

- creating practical solutions to critical dependent care and workplace issues
- improving the quality of care in communities where their employees live and work
- developing innovative, replicable models and training curriculum

Many companies have been part of the collaboration since it began in 1992. These companies care about their employees, but are also motivated by their business needs. The dollars that the companies make available to fund great projects such as Citizen Schools are business dollars. These are not foundation, community, nor corporate relations dollars. There is nothing about charity in what ABC does. They “buy” what the companies feel they need to support their employees. The ABC then makes an “investment,” and as with every investment, you expect some level of return; and in this case, oftentimes what the companies expect as a return on their investment is what we call “priority.” For instance, if a new child-care center is developed, the employees of the companies who funded the center have priority to enroll in that center.

Partnerships

ABC’s slogan, “To do together what none of us can afford to do alone,” tells the power of partnerships. I would like to highlight four of the partnerships that ABC has developed over the years because they give four very different examples of how we can work

in any given community; and how the ABC can find the right partners to continue to bring forth the work that they want to achieve.

Corporate HANDS: Houston, Texas

Corporate HANDS is a local collaboration of companies committed to improving the supply and quality of dependent care in the Houston community. The issues facing employees of all Corporate HANDS

companies were similar: quality childcare, supply of summer camps and after-school programs, and the need for elder care services.¹ Corporate HANDS was spearheaded by two specialized nonprofit agencies: a local social service agency and a childcare resource referral agency. Because it is a social service agency, Corporate HANDS is able to match and pair up the money that they get from state funding with money that they get from these companies. Leveraging these dollars makes everybody feel that each dollar is well spent.

Through two nonprofit agencies, Initiatives for Children and Sheltering Arms Senior Services, Corporate HANDS designs and implements programs that provide counseling, education, information, equipment, resources, and training to address the dependent care needs of Houston-area employees.²

ABC Community Collaboration: New Jersey

The ABC community collaboration in New Jersey is an interesting, state-wide collaboration that WFD Consulting manages. The collaboration is led by two ABC Champions, Johnson & Johnson and Exxon Mobil Corporation, who have been joined by a number of “local partners,” that is, other large corporations that are headquartered in New Jersey or that have a significant number of employees in the area.

ABC targeted nine New Jersey towns with high ABC employee populations and developed customized strategies to increase the supply of quality school-age care in

those areas. They also created an affiliation of childcare centers committed to improving the quality of care and responsiveness to working families. Additionally, ABC successfully created a centralized, escorted transportation system for elders in New Jersey.

Through various trainings, networks, recruitment efforts, and curriculum enhancement initiatives, the New Jersey ABC has seen many successes. The Before/After School Fund has proven to be a cost effective model in targeting employee-nominated programs across a wide geographical area. By replicating a successful school-age program model, Hands on Science, ABC has been able to address the issue of quality in school-age care in several counties throughout New Jersey.

Most importantly, ABC has effectively served as a catalyst for other community initiatives. As a result, state dollars have been

The Northern Illinois Collaboration: Lake County, Illinois

The Northern Illinois Collaboration is in Lake County, Illinois, and is being motivated and sustained by an ABC Champion, Abbott Laboratories, who became an ABC member because they saw the value in having access to already developed programs that had been researched, piloted, and revised. Leveraging these already developed programs has significantly benefited this local collaboration.

The Northern Illinois Collaboration includes a group of neighboring, fairly large companies in the county. They have been working together for the last four years, funding one or two projects each year. Their collaboration funds a summer camp for middle school youth that emphasizes community service and family childcare training. They are continuing to think about how they

About the American Business Collaboration

The American Business Collaboration (ABC) is a groundbreaking collaboration of leading U.S. companies (Champions) partnering since 1992. The current ABC Champion companies are Abbott Laboratories, Deloitte & Touche, Exxon Mobil Corporation, General Electric, IBM Corporation, Johnson & Johnson, PricewaterhouseCoopers, and Texas Instruments. To learn more about ABC, please visit www.abcdependentcare.com.

committed to school-age care and childcare center expansions. ABC investments continue to foster provider networks comprised of family day care homes, childcare centers, and school-age programs.³

An interesting side note on this collaboration is that New Jersey is the headquarters for a large number of pharmaceutical companies. One might think that these companies would be competitive and not want to work together to improve the supply and quality of childcare or that the companies would be concerned about their competitive advantage in attracting the talent they want. ABC raised the competitiveness issue head-on in the beginning of this collaboration. What we found is that these companies can work together very well and provide innovative models for quality care. Competition has not been an issue in having these companies work together.

can help each other leverage already existing opportunities and programs to save money. This collaboration is building the supply and improving the quality of care by leveraging private dollars for quality training.

Intergenerational Care: Westchester County, New York

ABC funded the development of an intergenerational program in Westchester County, NY, that opened in May 2002. Two separate and distinct agencies, Mt. Kisco Day Care Center and My Second Home, are located in the same building. This program can serve 130 children, infants through school-age, and can care for up to 50 elders a day. The brand new building was conceived and designed as an intergenerational daycare center.

ABC was working with the Mt. Kisco Day Care Center to develop a new childcare center when a local foundation said, “you know that’s good, but it’s not good enough. What our community could really use would

be a place where we would be able to support the needs of both parents of young children and older adults in our community, who need some kind of supervision during the day.” This local foundation had the vision for creating an intergenerational program, but they had to prod and cajole the two key agencies at times. It continues to be a challenge for both groups to bring their two agency's missions, values, and goals together, but if you walked into the center, you would not see any of that. You would see a wonderful place for children and for older adults.

The program gives the children an opportunity to be with a generation that many of them do not have a chance to be with because their own grandparents are not living in the community. Parents I interviewed said that it was very important to them that their children were exposed to older people. One family had the maternal grandparents living with them, so you would think they were not looking for grandparent substitutes, but the mother wanted her children to be in an environment where that was the norm, where there were people of all ages.

The center cost more than four million dollars to build, and the funding came from a variety of sources. The American Business

Collaboration was the first funder of this project. It took more than six years to develop, and through all the ups and downs of the project, they had the backing of ABC. This enabled them to say to other funders—“We have this much money, join us!” Without ABC, this project may not have come to fruition. Other sources of funding included a grant from New York’s Department of Social Services.

ABC companies include Abbott Laboratories, Deloitte & Touche, ExxonMobil, General Electric, Johnson & Johnson, Price Waterhouse Coopers, Texas Instruments, and many more.

Developing Public and Private Partnerships: Lessons from ABC

To develop public and private partnerships the project needs to be a “win-win” for both sides. We are looking for public as well as private success. One needs to be on top of public policy issues, government trends, and what things the companies can take advantage of in a positive way. For instance, as states and local governments increase funding for childcare, how can companies partner with these entities to leverage some of those dollars?

One must be aware that there is a great deal of variety and differences in need. There is no one-size-fits-all solution. We try to think about how the various partnerships can best support the different constituencies and make sure that we understand what each

Developing Public/Private Partnerships



group needs from this process and project and try to meet those needs.

One of the key elements is corporate leadership. If the leadership is not clear about how important the project is, it will be difficult to succeed. The purpose of the project must also be clear. Not only do those involved think that a project is a good idea, but they know why they are there, what it is that they want to do—so everybody can be sure of how they are going to move forward. Finally, the members must be engaged. A partnership is not easy—it is work. If people are not there to give their support, to attend meetings, to respond to a request, it is going to make that collaboration weak.

Measures of Success and Impact

Because ABC is a business-based collaboration, we need to do a certain amount of measurement to be able to judge what works and whether to continue. One way ABC measures success is by assessing if a project promotes the company as a corporate leader. ABC companies feel it is important to be recognized in the United States and worldwide as leaders in the work-family field.

The second measure of success is employee impact: Are employees taking direct advantage of the services, benefits, and programs that have been developed and offered through ABC?

The third measure of success is community impact. As mentioned above, the companies are making an investment in the communities where they do business and where their employees live. Everything ABC does, for the most part, should have a positive effect on the community.

ABC is also very concerned about sustainability. The funding from ABC is usually one-time funding to get something up and running, not for ongoing support. It is important for us that the community also sees the value of what we are developing

and can support us, either through government resources or parent fees.

The companies that have participated in ABC since 1992 have invested over \$136 million dollars in programs all over the country. That is a lot of money to get for dependent care, especially in this economy. The fact that we can say, “We’re still standing,” is in itself a testament to the value that these companies see in ABC and what ABC can do.

Over this period of time, there have been more than 150 companies working with 21 foundations and 14 local and state governments. It is a very broad-based collaboration that has been able to fund and develop a significant number of new projects—1,600 dependent care projects. These programs have had an impact on more than 70,000 employees and about 1.2 million children and elders to date, in about 67 communities in the United States. Because the Champions are global companies, they have begun to talk about how they could do the same kind of work together outside the U.S. Some of the companies have already expanded their U.S. efforts—IBM is the best example.

Corporations can make a difference. ABC has made a difference and has provided a model for how other companies, large and small, can work together. By doing this, they have improved and increased the awareness that family-friendly practices are good for business. And we have been able to develop many new models and programs for dependent care—from helping Citizen Schools become a nationwide program to starting individual childcare centers, an intergenerational care center, summer camps, and elder care programs.

¹ From ABC website: <http://www.abcdependent-care.com>

² From Corporate HANDS website: <http://www.corporatehandshouston.org/about.html>

³ From ABC website

Judith Presser is a senior consultant at WFD Consulting, where she has worked for over 12 years. She has worked with a number of WFD clients in the development and implementation of a variety of strategies to meet employees’ work lives and childcare needs. She has managed the activities at the American Business Collaboration for Quality Dependent Care (ABC), in five different cities.

Judith has also coordinated efforts of several collaborating companies and childcare vendors in either developing or expanding community childcare centers located near the companies. During her 25 years of experience in the field of early childhood, Judith has been a Head Start Center director, regional coordinator for the New York [Migrant] Head Start program, and a regulations specialist for the Massachusetts Office for Children. She holds a master’s degree in educational psychology and guidance.

CHILD CARE RESOURCE CENTER (CCRC): WORKING TO ENSURE CHILDREN THRIVE

Marta T. Rosa, Executive Director, Child Care Resource Center

The Child Care Resource Center (CCRC) is a private, non-profit organization that began in 1971. CCRC works to ensure that children thrive. We promote the care and education of all children through advocacy and programs that serve families, professionals, and communities. CCRC serves parents, early care and education professionals, and employers with a broad spectrum of dependent care resource and referral programs, training, information and support services, and builds partnerships between community members and policy-makers to ensure the health and well being of children. Our organization does some work that is local, some that is statewide, and other work that is regional. We work with our national organization, the National Association of Child Care Resource and Referral Agencies, on federal legislation and policy issues.

Partnering

CCRC has a long history of partnering and collaboration. There are already many important resources in the community, and our job is to make sure that we do not duplicate anything, because there is no room for duplication.

Our history is rich in creating effective partnerships. Through collaboration we focus on promoting access. We want to make sure that all families—regardless of economic status, race, or language—have access to the resources they need so that their children can be well cared for, well-educated, and have the opportunity to become successful as children and as adults. People say, “Let’s invest in the future. Let’s invest in children.” I believe we have to invest in children because if they can be successful now that leads to success later.

We have partnerships with other non-profits to deliver dependent care programs in elder care, adoption services, childcare, school-age services, and management support services. We deliver a host of dependent care programs to employers through contracting partnerships. This has proven to be a cost effective model for delivering

services to companies. It creates a one-stop shopping service for their employees. CCRC manages all of the service and contracting relationships. The employees receive services they need from local experts.

As a nonprofit organization, we need to make sure that we engage others in our work and that we are engaged in other people’s work. This entails

knowing when to follow and when to lead. So there are partnerships where we lead and there are partnerships where we follow. And there are partnerships where we are just participants.

Childcare Initiatives

One example of a wonderful partnership we have is with the Cambridge Housing Authority and the City of Cambridge. The Cambridge Community Foundation asked CCRC to develop a program for children who are not connected to any services in the community. There are many families, probably the lowest income and most diverse families in the Cambridge area, who do not have access to childcare programs. They are not using the formal childcare system. Instead they are relying on their relatives or neighbors for babysitting.

To reach this group, we are running playgroups within the Housing Authority and within the community health center. We have about 86 children, from ages 0-5, that are at home during the day, not connected to any school-readiness experience. Their families have lots of questions about their children’s development. We are connecting them to health resources and Head Start, and we are bringing them other necessary resources. The families see the staff as people with expertise who can provide resources and parenting supports. The children enjoy a myriad of activities that support their learning. The playgroups have grown so much that we are now conducting a “train-the-trainer” session to teach playgroup parents how to “co-facilitate” groups with one of the early childhood practitioners.

In addition, the partnership has expanded to include the Center for Families in North Cambridge, the public schools, and home-based programs.

Another initiative is our Family Child Care Small Business Initiative which started in 1992. We help people who want to become licensed family childcare providers go through the licensing process from beginning to end. And we give them ongoing support and technical training so that they can improve their businesses and improve the quality of care.

We started that program because we were seeing people open family childcare businesses and then quickly go out of business. They were not being successful. Women go into this business because they care about children and they want to be with their own children at home, but they do not have business skills. With the Small Business Initiative, we focus not just on program development and quality improvement, but also on business development. We impress upon these providers that they are running an enterprise, a home-based business. We teach them how to track expenses for tax purposes and how to manage their expenses—basically, how to run a business.

As part of the Small Business Initiative, we arranged partnerships with banks and insurance companies. Both like this project because it gives them exposure to potential customers and the family care providers learn about available bank services and insurance options. It is a win-win for everybody.

We have community partners in the Latino, Haitian-Creole, Portuguese, and African-American communities. We train a seasoned family childcare provider and pay them an hourly rate to be our host in those language groups, and they recruit, train, offer technical assistance and support to women from their language group who want to become family childcare providers. The hosts stay in touch with those family childcare providers through the licensing process, through beginning their business, through identifying the resources that they need. We have created hundreds and hundreds of slots for children in these communities. They are language-specific for the families who want

their children to maintain their language, as well as learn English.

In Chinatown, the Family Child Care Small Business Initiative was developed in partnership with Acorn Child Care and Boston Chinatown Neighborhood Center.

The result has been a successful family childcare system that now provides training and technical assistance to the Chinese-speaking community. In our research, we found

We like to work with the community to develop resources and we like to leave them there and empower those communities so that they can continue to do the work.

that Chinese families had been sending their children back to China until they were ready for school because the childcare resources were not available in their community at a cost that they could afford. Now these families have an option because there is a family childcare system that is run by the Chinese organization.

The newest CCRC partnership is with the United Way and is called the Latino After-School Initiative (LASI), which serves approximately 218 children, ages 7-14. The Hyams Foundation and seven Latino-led organizations of greater Boston are involved. Because Latino children have low test scores and high drop-out rates, the LASI program is creating model after-school programs that identify youths' skills, strengths, and learning styles, and builds on these skills.

The United Way provides grants to organizations to run Latino after-school programs with a curriculum in which the children are learning by doing; and they are learning in teams. In the LASI program, youth achieve mastery in a range of skills, improve overall academic achievement, and significantly more will graduate from high school—qualified for life-long employment. CCRC provides management, technical assistance, and training.

LASI is a network of Latino programs and organizations that previously barely spoke to each other! They were each doing their own thing in different areas of greater Boston, some of them overlapping and competing with one another. Now they all sit at the same table where they are sharing best practices.

Resources for Families

CCRC does a lot of work trying to identify resources for families. A while back, we

partnered with the City of Cambridge and Cambridge residents and developed a tuition assistance fund for after-school care. We found that the after-school care programs were sitting with empty slots, because the parents could not afford the slots. So we created an after-school care fund that has approximately \$45,000 dollars a year; and CCRC manages the fund. We raise approximately \$12,000 a year by appealing to individuals. Everybody benefits—the parents get the scholarship, the programs get the child, and we manage the relationships at CCRC. We also partner with Families First, which provides terrific parenting education programs for families.

Advocacy

The Early Education for All campaign began about five years ago when a group of us got together prior to the 2000 presidential campaign and did a voters' opinion poll. From that poll, we learned that people liked the term "early education." They thought that 0-3 is too young to start educating children, and although many of us feel strongly that it is not too young, we had to start with what would succeed and what voters and the political and business leadership would support. We filed legislation in October 2003, that calls for universal access for all three-, four-, and five- year-olds to a preschool education.

The legislation has been passed unanimously in the Massachusetts House of Representatives and filed by former House Speaker Finneran and there is also legislation in the Senate. This is planning legislation—there are not billions of dollars to implement universal access. Even if we had billions of dollars, we do not have the infrastructure to have universal access for all preschoolers. We need to get our programs

ready and the infrastructure at the state level.

The Early Education for All advisory group, an excellent example of a cross-sector partnership, is composed of business leaders, women, community members, all the statewide groups including family and childcare groups, and unions. We are all working together for universal access. Before we were too fragmented and were not speaking the same language, and the legislators told us they did not know who to support. Now we are all together. Panels of people from the advisory group testified at the State House in the fall, which was very powerful. This partnership has elevated the discussion of early education and care to the highest levels of business and government in the state. We now have all the branches of the government agreeing we need to invest in early education and care. It is very exciting.

Lessons Learned from CCRC

In partnerships and collaborations, it is important to be clear about expectations and what the deliverables are. It is also necessary to have clarity about roles and who plays what role. Finally, good communication is key. A big challenge to partnering and collaborating is that there is no money for it. Everybody wants it, nobody wants to fund it, and it clearly is an investment of time and energy. You have to be invested in a vision and an outcome. And turf issues have to be put aside. An example is the Early Education for All campaign. We placed our individual agendas aside and we are focused on the children. When one of us forgets, someone says, how does that impact children? And that brings us back on track.

Marta Rosa is President of MTR Consulting Services, a consulting firm that specializes in management and organizational development. Formerly, she was Executive Director of the Child Care Resource Center, in Cambridge, Massachusetts—one of the first childcare resource and referral agencies in the country. For the past 28 years, she has worked towards improving the quality of life for families and children. Marta is active politically. She was the first elected Latina in the City of Chelsea in 1989 and one of the first three elected officials in the state. Marta served on the Chelsea School Committee, was elected to the Chelsea City Council and served on the Chelsea Planning Board. She was one of the founders of the Commission on Hispanic Affairs, a grass roots, non-profit organization that advocates for Latinos in that city.

She is the recipient of multiple leadership awards and is past president of NACCRRRA, the National Association of Child Care Resource and Referral Agencies. Prior to joining CCRC, Marta worked with the Massachusetts Department of Social Services and as Director of Social Services for a childcare center in Chelsea. Marta holds a master's degree in education from Cambridge College.

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