From Regional Economic Impact to Economic Development Policy:

A Review of State and Local Child Care Economic Impact Studies

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Introduction

In the Fall of 2002, Cornell University and the Alliance for Early Childhood Finance received a three-year, federally funded research grant to explore economic development and child care links in depth. The focus of the grant was threefold: to frame a consistent methodology for measuring the economic impact of the child care industry that could be used nationwide, to track state and local research in this area, and to explore how an economic development frame could help create new policy approaches for the field. Since that time, more than 70 states and localities have conducted economic impact studies (Warner 2006). [1]

This report is designed to provide an overview of lessons learned by the state and local study teams involved in conducting economic studies of the child care industry[2]. In the creation of these studies the child care community has engaged in a radical and exciting frame change process, simultaneously stretching our conceptions of the child care industry, while bringing new definitions and values to economic and business development. Learning from their experiences gives us valuable insight into the contribution and challenges of the child care industry and other, similarly situated, human development and social welfare sectors. To explore their stories this

Highlights from the Studies

Unique Measures:	The report produced by the Texas Workforce Commission projected the growth of the child care industry to 2010. Compared to other important industries, child care is projected to be the 11th fastest growing sector.
Media:	In Rowan County, North Carolina, the child care community reported meeting with a reporter on a monthly basis, this reporter would also attend advisory board meetings for the study. Articles have been printed in both the local daily and the Rowan Business Alliance Newsletter.
New Partners:	The Seattle Chamber of Commerce was actively involved with the Washington State study. Their participation led to the involvement of officials from major corporations based in the state.
Policy Initiatives:	In Vermont, all municipalities are now required to include child care in their municipal development plans.

[1] An interactive database that includes up-to-date information on all state and local studies (completed and in-progress), as well as individual case studies of approximately 30 studies, is available on the project website: http://economicdevelopmentandchildcare.org/economic_impact_studies.

[2] For purposes of this paper the terms *child care* and *early care and education* will be used interchangeably to refer to the full range of services used by families to care for and educate children from birth through age five, and programs for school-age children before and after school and during vacation.

report examines their conceptual and methodological choices, outreach strategies, new partners, and policy recommendations.

Context, Framing and Creating the Economic Impact Studies

The child care economic impact studies, which take the form of both short brochures and longer reports, typically describe the child care industry in terms of its size and composition, measure its linkage or multiplier effects on the regional economy, compare the industry to other industries in the region, and make policy recommendations to strengthen the industry.

> "As I was going out in the business community I realized that I didn't have very much clout. I couldn't speak the language, so it was hard to engage them on the issue...We have to use that frame in order to even catch their ear. And I really love putting childcare in that frame of a social infrastructure. I drive around Vermont and see road construction happening all the time. We are paying attention to our roads. Why? Because our economy depends on it: we have to move goods and services and people. It's hard sometimes for people to understand a social infrastructure, but if you keep saying it, they're going to get it."
> **Ellen Pratt, VT**

While the economic impact studies present new and exciting data on the economic contribution of child care, they serve an equally important role as discursive tools – media through which the child care community can transform the descriptive language, values, and images associated with their field. Their discursive strategy can be conceptualized as a *frame change* process, in which our fundamental understanding of the child care industry – our frame - is shifted by linking it to business and economic development. This link is created by the emphasis on business values, and the application of terminology such as *industry, social infrastructure, small business, workforce development, return on investment, multiplier effect,* and *bottom line* to the child care field. These concepts and vocabulary are a radical change for the child care industry, which has in the past described itself through the values and language of human development and social welfare.

The concept of *frames*, or the ways in which we view and define our reality, was developed by sociologists to help explain how individuals and groups construct meaning around events and experiences. In the context of social movements frames can help to guide group action and legitimate group campaigns (Benford and Snow, 2000:614). While frames can be subconscious, they may be deliberately created in response to specific needs or goals, often through group discussion, debate, action, and conflict. While frame change is a subtle aspect of social movement, it is also extremely powerful. According to the philosopher Foucault (1972), there is enormous power in labeling and describing, as such discursive practices "systematically form the objects of which they speak" (49). In other words, as we label or describe such simple concepts as "work" and "contribution", we also create, categorize, and limit our world.

Frame change begins with frame *articulation*, which involves repackaging elements of shared events and experiences in such a way as to alter the participants' understanding of "reality" (Benford and Snow, 2000:623). This encourages actors to see reality in a new light. The economic impact studies are an exercise in frame articulation; through them the child care community is significantly expanding the picture in which child care sits, drawing new connections between child care and workers, businesses, parents, communities, and society. Gerry Cobb, from North Carolina, explains this approach:

> *"We always talked in terms of what the needs of children were…and now, what we talk about is how it's making a difference for the communities and for the state as a whole from an economic development perspective."*

Frame change also involves frame *amplification,* or the deliberate accentuation of certain aspects of this new reality in order to imply that these aspects are more important or significant (Benford and Snow, 2000:623). Frame amplification is evident in the economic language and values emphasized throughout the studies, highlighting the dollar contribution of child care. The two discursive processes of frame articulation and amplification work simultaneously to alter how actors experience, understand, observe, and value their reality.

It is useful to consider the economic impact studies as a part of a frame change process, as it allows us to consider the studies in a larger context, to think creatively about how the process is carried out, and to imagine the potential of such a frame change.

"This report really did give the childcare community a little bit more empowerment; it also gave them the confidence to approach that business person with a child care message. At this point they know that they're an important part of their community, and they know that they bring value to it, so I think it did give them a boost of confidence that 'Hey, I can approach you because I'm important and my message is important. Even though you're not the usual suspect that I might approach, I think you'll want to know about this because of the results.'"
Marah Binder, FL

At the same time, it is important to acknowledge and think about the tension in this approach. While most of our interviewees reported that the language and message of the economic impact studies have helped the child care community think about themselves as professionals, they also said that some child care professionals have been uncomfortable with the economic focus. They concluded that it is important to balance this new message with child development goals and measurements in order to best represent the standpoint of the child care community. Christina Linville, of Solano County, CA explains this tension:

> *There's this unspoken dilemma about that [thinking of themselves as an industry/business]. Child care providers are hesitant to think of themselves as business people, because that somehow makes it seem like they don't care about kids – after all, it's not widgets that they're counting. They know that they're professionals in a business, but somehow when you say that, there's the risk that people won't understand that they understand that their cargo is precious little children.*

New frames and their accompanying concepts and language can prove challenging to those who use them, whose own values may at times appear to be rejected or in contest. Richard Rathge, of North Dakota, explains the importance of resolving these dilemmas with the Early Childhood Education community before reaching out to the Economic Development world:

> *"We wanted first to work with the child care industry folks to make sure everyone was comfortable and on the same wavelength, if you will, before we got diverse voices in the mix. And that way, we could clear up all the definitional problems and issues within the industry itself, before we added to the complexity of issues by getting another segment, such as the business community, involved. So we're taking it – it's an evolution we're taking one step at a time."*

The process of frame change can be a careful dance between two, often different, audiences – in the case of the economic impact studies, the child care and business/economic development communities (Warner, 2006). An approach that integrates these two important aspects of child care work can be both balanced and effective.

Methodology

The information included in this report is largely drawn from two sources. These include case studies (based on interviews with key informants from thirty state and local study teams) and a review of all written studies completed or in progress by summer of 2004. In conducting the interviews, we wanted to determine the story behind the study: how, why, who was involved, key challenges and successes experienced, and resulting frame changes in thinking and talking about child care and the economy. The interview questions used to guide case study preparation are included in Appendix A. Full copies of each case study are available on the project website[3]. Our analysis is broken into defining the sector, economic measurements, outreach strategies, and policy recommendations.

Defining the Sector

The first decision that must be made when quantifying the economic importance of child care is to clarify exactly what is meant by the *child care* or *early care and education industry.* Will the study only count regulated programs? Or will regulation-exempt care be included? What about informal family, friend and neighbor care? Will programs operated by public schools be included? Determining exactly what will be included requires careful thought and discussion, but most teams tried to be inclusive and count all care that could be measured.

> Probably the largest challenge that we have is identifying child care providers in the state. We have three broad categories of child care providers, and it's fairly easy, because they're documented, to get the first two: those that are licensed, and those that are registered. But according to our best estimates, in our state, almost the majority of providers are outside those two categories. So that becomes problematic, because it's difficult to actually contact those individuals, and more importantly, how do you get information back from those individuals about expenditures and revenues and things like that?
> **Richard Rathge, ND**

Most study teams used data from licensing, Child Care Resource and Referral (CCR&R) Agencies and the administrative agencies that administer Early Childhood Education funds (such

[3] http://economicdevelopmentandchildcare.org/economic_impact_studies

as Head Start and pre-Kindergarten) to quantify the industry. However, a few study teams (New York State, Larimer and Boulder Counties in Colorado, and Rowan County in North Carolina) conducted surveys themselves. Larimer, Boulder and Rowan counties used survey data to measure parental demand and use of child care. The New York study team surveyed all of the state CCR&R agencies to gather data to augment and validate statewide licensing information. Additional information from CCR&Rs was particularly useful in counting regulation-exempt providers who were listed with the CCR&R agency but did not appear in any of the state-level databases. Another source used by New York was IRS self employment reports that capture providers who pay taxes but who might not be listed with CCR&Rs.

Counting Regulation-Exempt Establishments
In some states part-day nursery schools and/or public school sponsored pre-kindergarten programs are exempt from regulation and, unless CCR&Rs or other agencies maintain data on these programs, it can be difficult to obtain an accurate count of their number. A discussion of how teams measured different types of care follows. Study teams either used what data were available to estimate the number of programs and slots in this type of care, or excluded these providers from the study.

In most states the bulk of home-based early care and education providers are exempt from regulation. Thus, study teams typically included *regulated* home-based providers as well as those who were "registered" with the subsidy payment agency and/or a CCR&R agency. Clearly, this reflects only a small portion of the home-based early care and education sector -- a fact that is noted in all of the studies.

> "Parental choice is very important to us, and many times parents choose relatives as providers. So we wanted to capture that at first, but then when we looked at the data we realized that it would be very difficult to include that while at the same time giving all the qualifiers to show why it's different from the other parts of the industry. Also, you can't apply an economic multiplier on the relative providers, and that was one of the major reasons we decided not to include them. But then, coming up with those numbers and seeing that they're different from our standard numbers… shows that there's a disconnect between all the providers that we use and just what we included in this report."
> **Phil Warner, TX**

A handful of study teams also used available data sources to estimate, in some way, the size and/or impact of unregulated, home-based child care providers. The New York report included an estimate of unregulated, home-based care from the Census non-employer data series that lists all providers who pay taxes and say they provide child care.[4] The number was significant. In 2001, the US Census reported 49,047 self-employed, home-based child care providers in NYS. However, in that year only 14,648 home-based providers were listed as regulated by the state licensing agency. Two other study teams -- in Vermont and Alameda County, California -- roughly estimated the economic returns from unregulated, home-based child care by using data from other studies. Vermont estimated the number of unregulated providers by subtracting the number of regulated slots from the number of children with employed parents (as reported by the

[4] These data may be obtained from the nonemployer statistics tab in the quantitative state level data base at http://economicdevelopmentandchildcare.org/data_sources

US Census). Alameda County researchers used data from a study of the California child care industry, which found that the final revenue total of the industry could be as much as 50% greater if informal care were quantified.

The study teams in Larimer and Boulder County, Colorado conducted a telephone survey to gather data on a number of factors, including the supply of unregulated, home-based child care. The Larimer study team surveyed 200 parents and found that 71 percent of households rely on unpaid care by parents, relatives, or friends. Oak Park, Illinois also surveyed parents to determine the type of care used. They had not yet completed their report at the time of our analysis but were hoping to use the survey as a method to quantify the unlicensed child care sector.

Counting School-Based Establishments

Study teams wrestled with the issue of whether or not to include early childhood programs sponsored and funded by school districts because of the public funding aspects of those programs. Should school-based programs be included in a study of the early care and education sector, or should they be defined as part of the education sector along with all other K-12 education? In most cases, the decision was based on the extent to which the state contracted with the community-based programs to provide pre-kindergarten services. Since most states make pre-K funding available to both school and community-based programs, advisory committees frequently felt that it was indeed appropriate to include the establishments that provide services with pre-K funds, both school and community-based, in a study of the early care and education sector.

In states and communities where pre-K services are provided solely (or predominantly) by public schools, the study team often elected to omit these establishments from the study. Jefferson County, Kentucky, which has the 16th largest school system in the United States and a large group of separately-operated and heavily subsidized Head Start and pre-K programs, chose not to include these programs in their analysis and instead to focus on programs that are primarily funded by parent fees. The Kansas and Long Island, NY study teams omitted pre-kindergarten programs because they were all school-based. By contrast, the New York statewide economic impact report chose to include pre-kindergarten providers, because a majority of New York State school districts who receive pre-k funds contract with community-based organizations to run the program.

Sometimes a particular philosophical perspective defined which sectors were included in the report. For example, the study teams in Larimer and Boulder County, Colorado chose not to count part-day pre-kindergarten or Head Start programs because these are preschool programs and the study's primary focus was on child care's role in supporting working parents.

Other study teams felt strongly that it was essential to include pre-kindergarten programs even when they were operated by public schools. Massachusetts chose to represent the diverse array of formal child care options by including all pre-kindergarten programs as well as before-and after-school care and education programs. Jason Sachs, staff to the State Education Department summarized the issue this way:

> *There are 20,000 kids in public school preschool programs, but are they considered part of the industry? We think they are. They're serving kids. They're freeing up the*

workforce. And they're also, in Massachusetts, some of the highest quality programs. So in the end, we included everybody, and we called it the 'child care and early education industry.'

Economic Measures

There are diverse ways to quantify the economic importance of an industry. These include both physical measures, such as counting the number of establishments, employees, children and parents served, and monetary measures, such as gross receipts, multiplier and leverage effects, and tax revenues. These economic measures are important in that they demonstrate the business side of child care, and help to legitimize the child care industry in an economic frame.

Common Data Measures	
What was measured	**How it was measured**
Size of Industry	# of establishments
	Size of labor force
	# of children served
# of Children Served	Capacity Data
# of Parents using Paid Care	Dependent Care Tax Credit Claims
	Census Data
	State or national research on State % of working families
Gross Receipts	(# of slots x avg. price) + Gov't Funding + Parent Fee
	Data from survey of formal child care establishments
Size of Workforce	Licensing Ratios
	Employment wages and surveys

Table One: Common data measures

Common Measures

Nearly all studies measured the size of the industry by the number of establishments, the size of the child care labor force and the number of children served. These estimates were typically based on data from the state's child care licensing division, child care subsidy administrative agency, education agency, and CCR&R agencies, occasionally augmented by market rate survey data or other state research. For a summary of the common measurement choices, see table one, above.

Most study teams used capacity data (adjusted by vacancy rate data, if available) to estimate the number of children served. Licensing ratios typically were used to estimate the size of the workforce because standard data severely undercounts sectors with large numbers of small establishments. A few states had employment and wage surveys that provided more detailed information. The New York study team used a hybrid method, based on child-staff ratios further adjusted by an estimate of administrative and support staff.

A majority of the study teams also chose to estimate the number of parents with children in paid care to show the importance of child care to a functional workforce. These data were derived in several different ways. Some states used data on the number of taxpayers who claimed the Dependent Care Tax Credit as a proxy for the use of paid care. Kansas, Louisiana and New York are examples. Some used census data to estimate the ratio of employed parents to children and then applied this ratio to the number of children served by regulated programs. Tompkins County, New York, and Vermont took this approach. Others, such as Washington and Florida, relied on state or national research on the percentage of working families in the state.

Almost all study teams measured gross receipts of the early care and education industry. Most teams calculated gross receipts by multiplying the number of slots by the average price (disaggregated by type of care and age of child) and then added government funding that was made available in addition to parent fees, such as Head Start and pre-kindergarten funding as well as industry supports like the Child and Adult Care Food Program, start-up grants, professional development funds and wage supplements. The North Carolina team went even further, including in gross receipts funding provided as health insurance benefits for child care providers, Title 1, mental health, and North Carolina Smart Start dollars.

Sometimes alternative approaches were used to estimate gross receipts. The Rowan County, North Carolina study, for example, calculated gross receipts based on data from a survey mailed to all formal child care establishments in the county. Survey results were used to estimate total payroll generation and purchase of goods and services.

The Connecticut study team extended their multiplier analysis to estimate the effect on state revenues and productivity if the formal early care and education industry were removed from the economy. They found a reduction of the state labor force. This approach involved several steps. Provider revenues and the number of workers using formal early care and education establishments were estimated. These data comprised the size of the industry. Then a theoretical model was created to remove the early care and education industry from the Connecticut economy and the economic loss caused by the removal of this sector was calculated.

The study teams in Larimer and Boulder County, Colorado were particularly interested in highlighting the new dollars injected into the local economy through the child care industry. Multiplier analysis is most appropriately applied to export income. In the case of child care, these two studies emphasized child care fees paid by working parents who lived in the county and reported that they would exit the labor force or reduce their hours of work *but for* the availability of paid child care. These studies also included the after tax earnings (net of child care expenditures) of parents who live outside the county but use child care centers inside the county and reported that they would exit the labor force or reduce their hours of work *but for* the availability of paid child care in the county. Oregon calculated the percentage of workers using child care who were in the export sector and pointed to child care's role in supporting Oregon's export economy.

The Cornell Methodology Guide provides detail on all aspects of how to conduct an economic impact analysis (Ribiero and Warner 2004). A meta analysis and theoretical perspective on the choices made by study teams is provided in Warner 2006.

Unique Measures
While most studies reported the direct effects of the early care and education industry, they also included information on a host of additional factors, including: community demographics, commuting patterns, family wage and budget information, employment links, and more detailed information on the early care and education industry.

Most of the California studies, as well as the Massachusetts and Minnesota statewide studies and Kentucky's Jefferson/Hardin County study, begin with a discussion of demographic and economic trends. These studies point out changes in population, labor force participation and future outlook and general economic trends. Some studies -- such as one completed in Merced County, California -- describe changes in commuting patterns and employment diversity that could significantly impact the early care and education industry. The Jefferson/Hardin County (Kentucky) study discusses the need to improve the workforce. Using results from a Workforce Investment Board survey of regional employers, the study points out that only 19 percent were satisfied with the skill level of the local workforce and that a significant percentage of adults in the area (over 20%) do not have a high school diploma.

The Jefferson/Hardin report, as well as those in Washington and Vermont, include data on the cost of living for working families and stress that child care costs consume a disproportionate share of the family budget. The Tompkins County (New York) study included a particular focus on affordability and subsidy use, and reports that the average family with young children can spend up to 35% of a family's monthly budget on child care. To show the relative role of public

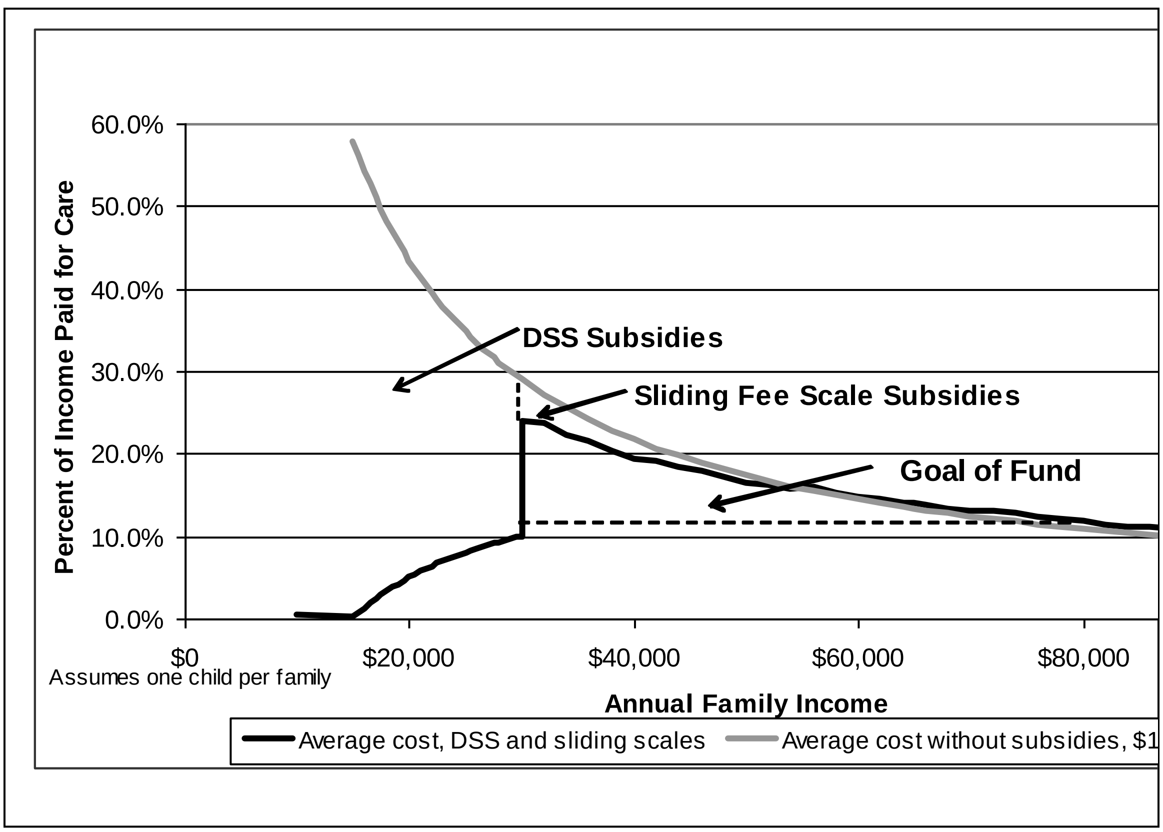

Figure 1. Continuum of Existing Subsidies, Tompkins Co, NY (Warner et al 2003 p: 301)

subsidies, sliding fee scales and the need for private (business and community) contribution, the study team developed a graph (Figure one) showing how middle-income families pay the greatest percentage of their income for child care.

Several other study teams (Maine, Minnesota, New York State and Long Island) included data that showed the percentage of overall early care and education industry revenues derived from parent fees. The implication here is that parent fees are the largest revenue source for the ECE industry. Not only do parents spend significant sums on early care and education, but the industry as a whole relies on those fees as a significant source of revenue. No other educational sector in this county is so reliant on user fees. Colleges and universities -- as well as most private schools -- have significant endowments. Institutions of higher education also receive direct subsidy from state government and private philanthropy. The ECE industry, however, receives very minimal third party support.

Several study teams sought to estimate the ECE industry's impact on facility development. The Sonoma County (California) study reported that a $1 million dollar investment in child care facility construction results in at least sixteen full-time-equivalent jobs for one year including eight in the construction industry itself. The Rowan County (North Carolina) study quantified the number of square feet that child care centers occupy and estimated that there will be a need for 10% more space in the next three years.

Texas also included data on projected growth of the child care industry, and compared it with projections for other important industries. The Texas Workforce Commission Labor Market Information Department projects significant growth in the child care industry, and projects it to be the 11th fastest growing industry sector through 2010.

Most studies made general references to the important role that early care and education plays in parent productivity. However, several studies gathered specific information on the relationship between child care and employment. The Larimer and Boulder (Colorado) studies, for example, conducted parent surveys. Larimer found that 60% of parents would alter their labor force participation *but for* paid child care, while 41 percent of parents indicated that a working adult in their household would have to stop working if paid child care were no longer available. The Minnesota study referenced research conducted by Minnesota-based businesses on the relationship between child care benefits and employee retention. National data on the cost of unscheduled absenteeism was also included.

Multiplier Effects

Early care and education businesses -- and their employees -- purchase goods and services from other local businesses. Multipliers measure these ripples, or secondary effects, in the regional economy.

> The approach before the study was this constant battle with ourselves and with the then mayor about boiling it down to bottom line. You know: tell me what the impact is. Don't give me all the rhetoric. Tell me hard facts. And, so that was our challenge before. After the study, we were able to – I mean, for every dollar invested, this city gets $5.26 back. That captures their attention, they want to know, how in the world does that happen? You know, what is that about? So it captured their attention, and it gave us time to talk."
> **Nancy Hard, San Antonio, TX**

Just about every study reported on multiplier effects. However, study teams reported these data in different ways.

Many studies simply reported the multiplier--and compared it to multipliers in other industries--but did not calculate the economic returns that result from a multiplier effect. Kansas, Louisiana and New York are examples of studies that took this approach.

Other studies used multipliers to estimate total industry output and employment. The Santa Clara, California study, for example, estimates total direct, indirect and induced income in the county as well as estimates of the number of jobs in other industries that are sustained by the licensed child care sector. The Massachusetts study includes a multiplier analysis in an appendix -- at the back of the report -- but does not include these funds in their overall estimates of industry output.

A few study teams elected not to use multipliers at all. And in some cases, conservative economists warned against multipliers. This was in response to concern that multipliers designed for use in export industries should not be applied to a local service sector. Peggy Ball, State Child Care Administrator, North Carolina Division of Child Development, tells this story:

> *We showed the report to an economist from a very conservative think tank; someone who has often opposed our efforts on behalf of child care. He said it was the best thing our organization had ever done, and one of the reasons he liked it so much was because we didn't include multipliers. He thought it was a good, solid, conservative analysis of the industry's economic contributions.*

Regional economic modeling is biased toward exports. For a household service such as child care the most important aspect is how it serves households and enables parents to work, thus supporting the local economy. The export bias in regional economic models is being challenged by the increasing importance of services in our economy. A full debate on this issue can be found in Warner 2006, Pratt and Kay 2006, and Kay, Pratt, and Warner 2007.

Subsidy Impact

Concerns around the use of multiplier effects focus largely on measuring the impact of family contributions to the industry (e.g. parent fees). Few economists quarrel with the concept of applying multipliers to government subsidies--because they can be considered new dollars that are derived from outside the local economy. To this end, several study teams elected to apply multipliers only to early care and education subsidies. Louisiana, Kansas, New York, Chemung County, and Long Island are examples of this approach. These studies analyzed the relationship between state expenditures and the draw down of Federal funds to calculate the *leverage effect* of state and local investments in early care and education. For example in Kansas the state was not meeting its match to pull down its full level of federal subsidy dollars. The economic impact study calculated the leverage effect of full funding, and the linkage effect those extra new dollars would have on the state's economy. See Figure 2.

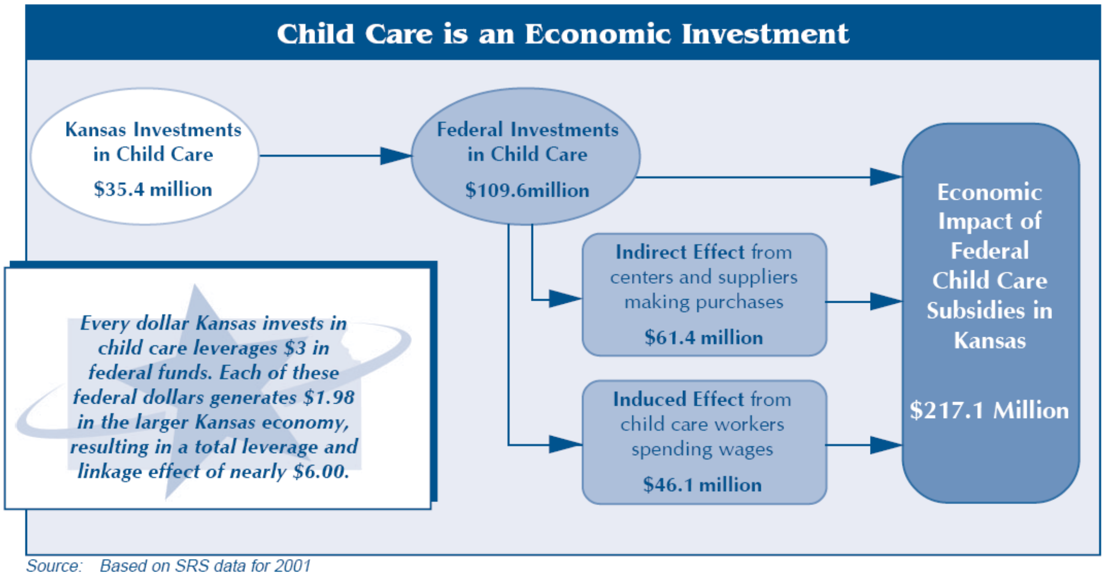

Figure 2 Economic Impact of Federal Funds in Kansas (Thorman, et al 2003)

Presentation of Gender in the Economic Impact Studies

The economic impact studies created an opportunity to demonstrate a new perspective on the role of gender in child care provision. Gender inequalities play a clear role in defining and limiting the sector, whether in resistance on the part of policymakers and businesspeople to take child care seriously, difficulty in defining the child care sector due to a lack of appropriate data, or insufficient societal valuation of caring labor limiting access to public or private funds for this work. In talking with interviewees we learned that inequalities in resources and power prompted the frame change process, and that the child care community was sensitive to gender in marketing the studies. Despite an awareness of the impact of gender on their work, most studies choose not to address gender concerns in the economic impact studies. The Massachusetts, Minnesota, and Winnipeg studies were among the few that did address gender concerns, either

" We were able to get extremely conservative white men to listen to this that otherwise would not give us – the industry - the time of day. You know? Cause they're tired of hearing the welfare thing…we needed to [show] how it's gonna affect their bottom line."
Kansas

"We wanted a male keynote speaker for the rollout. We wanted the Chamber and the Federal Reserve Bank to sponsor it, because those are two male-dominated organizations. So… yeah, that is a definite concern and strategy. How do we get men to care about this in a big, furious way? And my boss is a former state legislator, and he is going to be the host for the meeting with state legislators. And that's partly because he's my boss, but also…I'm hoping that with him hosting the meeting that some of the male legislators will come as well. So, yeah, I am constantly thinking about, 'How do we get men engaged?' Isn't that what women always do?
Seattle, WA

through the language and presentation of the study or through outreach work with organizations working towards gender equality.[5]

Spreading the Word

Gathering the data needed to describe early care and education as an industry is the first step. Sharing this information with others -- both inside and outside the industry -- is the next. Indeed, some of the most exciting stories that emerged in the course of our research were about outreach. The early care and education community has not only begun to define itself in new ways but also to reach a nontraditional audience, such as business and economic development leaders. Nearly every one of the key informants with whom we spoke emphasized the importance of effective outreach and media strategies. Many key informants felt that, given a second chance, they would devote even more time and resources to this key part of the process.

Outreach Strategies

The teams engaged in conducting child care economic studies used a host of strategies to share the results of the research. We found that most of the studies were released at a large roll-out event. This was often followed by more targeted events. The media was involved not only at these events but throughout the entire process. Some teams were able to have their story reported in business sections of local papers and built personal relationships with reporters and editorial boards. New partnerships were also built with the business and economic development communities. Sometimes these new partners brought financial and media support.

> "For the child care community, it was kind of an eye opener that child care cost-benefit would ever be portrayed that way. Our child care community traditionally thought of the benefit of child care as it impacted the child: growth and development…[Following the economic impact study] one particular child care center went back and tried to track the employers of all of their customers, and from that, went out and tried to get meetings with those employers to market themselves, saying, 'This is what we're doing for your company.' They started to translate that into individual marketing capabilities for themselves."
> **Nancy Hard, San Antonio, TX**

Initial Roll-Out

Almost all of the states and regions organized a big roll-out event to officially release the economic study, to which they invited business, economic development, and government leaders. While representatives of the early care and education community participated in a variety of roles, most states and regions invited powerful representatives of business and government to be keynote speakers at these events. Often key informants saw this as a way to reach and inform new, non-traditional allies.

For example, Seattle rolled out the report at a breakfast meeting co-sponsored by the City of Seattle, the Federal Reserve Bank (San Francisco, Seattle branch), the Greater Seattle Chamber of Commerce, and the University of Washington Human Services Policy Center. Rob

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[5] For more on the role of gender in the economic impact studies, see Adriance 2009."To Gender or Not to Gender;" Pratt, 2009, "Valuing Non Market Family Care…;" and Warner "(Not)Valuing Care…;" available at http://economicdevelopmentandchildcare.org/technical_assistance/counting_care_work

Grunewald, from the Federal Reserve Bank, was the keynote speaker and Jill Nishi, Director of Economic Development for the City of Seattle, presented the report's findings. Rick Brandon from the University of Washington Human Services Policy Center presented policy implications. The event was moderated by the President/CEO of the Seattle Chamber of Commerce. The Federal Reserve Bank hosted the roll out and provided hot breakfast. Over 50 people attended including business representatives, child care advocates, foundation and elected officials (City Council members as well as state representatives and their staff), and a few media contacts. The event was covered by National Public Radio, a local family magazine (Parent Map) and the Puget Sound Business Journal. The study team then planned presentations for state legislative committees and local chambers of commerce, in collaboration with the local CCR&R agency or local chapter of the Washington Association for the Education of Young Children (WAEYC).

> "When we launched the PR effort, our first tier was targeted for media, we pitched it as a business story, not as an educational story. And we did have good success as a business story. [Usually] as soon as the media hear childcare: "Well I don't cover that, that's education". So I think pursuing the media and educating them from a business perspective, and putting them in touch with not just childcare providers, or not just the parents, but with that employer who is affected by that employee being late for work because of childcare issues, is how we can communicate that this is a big business issue and not just an education issue."
> **Marah Binder, FL**

North Carolina hosted a similar event at a business club. Powerful public and private sector leaders not only presented the research findings but also signed the roll-out invitation letter, which was sent to legislators, business leaders, economic development agencies, and many others. Additionally, the study research team created relevant economic data for each of the local Smart Start Partnership Boards. These data (which were not included in the report but made available on the web) were distributed along with a press packet, a power point presentation and training on how to present the data to key constituencies.

Local and Targeted Events
Like North Carolina, quite a few states and regions developed portable presentations of their study that were given to specific business or economic development organizations, Chambers of Commerce, policy makers, or groups of invitees from a variety of audiences. This method was used to keep the study fresh and moving, to inform audiences, and to engage potential partners. For example, the San Antonio, Texas study team created a PowerPoint presentation entitled "Child Care Return on Investment." The presentation has been particularly useful for the City's Child Care Division when making budget requests from state government. The Vermont team produced a presentation that was used with local planning groups as well as economic developers and businesses.

Quite a few study teams also created individualized, local versions of the study data. Alameda County, California, created one-page brochures for each of the 14 cities in the county. The brochures provided city-level data and local suggestions for action. Massachusetts created training materials and launched an "army" of 162 representatives to disseminate information at the local level. They equipped the representatives with copies of the report, a press release, and a set of Frequently Asked Questions. One local community in Massachusetts held a mini-conference with about 75 attendees, including a state representative and local business people.

Media Strategies

For many states and regions outreach involved engaging media in new and exciting ways. An important change in media strategies has been the effort by many states and regions to characterize child care economic studies as business news, rather than family or social news. This has helped to engage business partners in this effort, and has helped to create a place for the child care community in business and economic development discussions. Florida pitched their report as a business story, rather than as an educational piece, targeting Business Journals throughout the State. A copy of the Executive Summary of the report was mailed with personalized cover letters and testimonials from key Florida business figures to business leaders and policy makers across the state.

> "In and of themselves the recommendations that are in the report probably are not terribly different from what we've been saying for 10 years. It's getting the momentum. And the new voices to the table. You know, we've all been there, I can say it until I'm blue in the face. Somebody from the outside says it and everyone says 'ooooh!", and writes it down. It used to happen to me in my old job all the time! (Laughter) It's that credibility issue."
> **Ann McCully, MN**
>
> "The best if not only way to get anything done in this world is to build relationships with people, and this is just one way of getting that 20 minutes with the president of that company to sit down and it gives you a reason to knock on his door. Now what you do when you get in that door and whether or not you can be persuasive enough to get him on your side, that's something else. I really see this as a tool, not an end-product."
> **Kate Ertz-Berger, Contra Costa Couty, CA**

For some studies, engaging the media meant developing and fostering personal relationships with the press. In Rowan County, North Carolina, local media coverage has been extensive, with articles published in both the local daily and the Rowan Business Alliances Newsletter. A representative of the child care community meets monthly with a local reporter to discuss child care issues. This reporter attends Advisory Board meetings. In Minneapolis, rather than sending general press releases or hosting a press conference, the Greater Minneapolis Day Care Association met with key media individually to pitch the story at the time of its roll out. In San Antonio, TX the economic impact study committee has regularly talked with the editorial board of the local paper. The newspaper did a story on the report, and has continued to assist in publicizing the work of the committee.

The Maine study team created a 5-8 minute video that serves as a companion piece to their economic impact study. Featuring the State's Attorney General, who has been very active in promoting support for child care, the video is designed to encourage business to take a more active role.

New Partners

In our interviews, almost all states and regions stated that a key goal in producing the economic study was to gain the attention and interests of nontraditional partners for child care, such as the business and economic development communities. The language, format, and message of the economic impact studies were often developed with these audiences in mind.

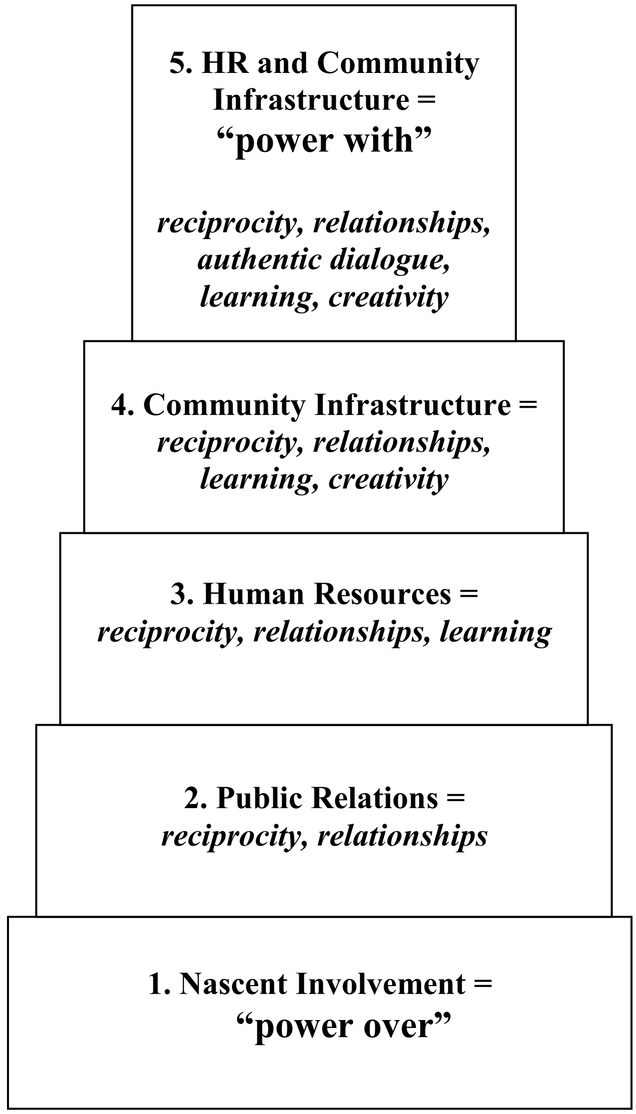

Figure Three: Child Care Strategies to Reach Businesses (Marshall 2006)

Nontraditional partners played a variety of roles, including advisory committee members, speakers at a roll-out event, assisting with outreach and public relations, and hosting smaller presentations of the report to target audiences. Sometimes this new partnership simply involved casual conversations between the study team and leaders in business or economic development, paving the way for potential interactions in the future. Regardless of the degree of involvement of these new partners, most key informants believed that these partnerships were an important outcome of the economic studies.

In Seattle, business was a strong partner from the very beginning. Since the Seattle Chamber of Commerce had already established a committee to explore the potential role of business in child care, it seemed logical to invite this committee to become involved in the economic impact study. As a result, the committee reviewed drafts, offered quotes (from the Vice President for Boeing Corporation, President and CEO of EMC Corporation, and the former president of the US Bank of Washington) to be inserted in text boxes throughout the report, and partnered with the authors in hosting a roll-out breakfast.

Within the business community, a key new partner has been human resources representatives for whom the child care connection has the greatest salience since it affects workplace productivity and employee retention (Shellenback 2004). Teams that had HR leadership were more often able to turn talk into action, as human resource policy provides tools at the firm level that can be implemented to address access, affordability and quality of child care. In Tompkins County, NY an exciting new initiative with the county's largest employer, Cornell University, was begun as part of a broader community-wide effort to strengthen access to quality child care (Warner, Ribeiro and Smith 2003).

Teams that built collaborations that shared power had the most success (Marshall 2006). Those *that gave over leadership to the business community found themselves frustrated by simplistic policy solutions that did not address the full complexity of the Early Childhood Education sector.* Partnerships must be carefully cultivated to share power with new business and economic development partners. Groups had more impact with their studies when they engaged the business community early on in the study, maintained their involvement throughout the study, and also worked with the business community on efforts supporting child care beyond the study (Marshall, 2006).

The Illinois team involved two nontraditional partners in the early stages. First, the study was initiated and co-funded by Elizabeth Evans of the Illinois Facilities Fund, a community development financial institution in Chicago. She suggested that Action for Children and Chicago Metropolis 2020 (an organization of local business and civic leaders that focuses on developing civic entrepreneurship in the Chicago metro area) work together in conducting the research.

An example of a region that incorporated the business community well throughout the process, leading to a "power with" relationship, is Kansas City (Marshall, 2006). Abby Thorman, the Director of the Metropolitan Council on Child Care, had intentionally cultivated relationships with the business community five years in advance of the study (Marshall, 2006). Once the study began, she continued to cultivate these relationships. In addition, she catered meetings to the style of the business community making them brief and with targeted recommendations for involvement. As a result, the process of doing an economic impact study led to significant outcomes benefiting both the childcare community and businesses. For example, Partners in Quality was formed, an innovative collaboration comprised of leaders from businesses and other sectors working together to enhance the childcare and early learning infrastructure in the region. In addition, as a result of the study, the Civic Council and the Chamber of Commerce both promote childcare in their annual agendas. In addition, in 2003, Smart Start initiative funding was substantially increased.

Nontraditional partners are not limited to the business community. In Vermont, local planning agencies have been engaged. The study team conducted a number of training sessions for planners and has produced a booklet on including child care in local plans. The Santa Cruz, California study team has reached out to planners, especially those in transportation. Butte County, California took this a step further, and launched a project called Assessing Child Care Economics, Needs and Transportation (ACCENT). The result was a study that included data on the overall economy, child care service supply and demand, and transportation. The project was completed through the participation of local child care, economic development, government, finance, and transportation professionals. Each component of the study provided quantitative data, qualitative analysis, and recommendations for future action.

State and local government agencies have played a key role in many states. In Mississippi, the state economic development council endorsed the study and volunteered to distribute 800 copies of the economic impact study to its constituents. In Jefferson County, Kentucky the mayor was the lead spokesperson at the roll out and quickly became a champion of child care. He pushed to increase child care benefits for government employees and has begun to engage federal representatives in a discussion about funding child care. In Maine, the State Attorney General has played a key role.

The Mayor of San Antonio played an important role in launching the economic report in this Texas city. In 1999, he and other city policy makers began discussing the possibility of devoting local funds for child care. The Mayor had experience using input-output analysis to help make a case for expenditures, and requested a similar analysis of local child care subsidies. Involving the private sector in this effort seemed to be a logical step, since San Antonio had a long history of public/private partnerships.[6] The results were positive. The County Board allocated funds for child care subsidies and the organizing coalition has been active for nearly ten years. In addition, the four primary investors in child care in the San Antonio area -- the City of San Antonio, Alamo Workforce Development, the United Way and the collaborative of corporate partners-- signed a letter of agreement that delineated each group's roles regarding leveraging funds and supporting child care. Since that time, the four partners have continued to revise and update this agreement. These leaders used the ten-year anniversary (of the original report and agreements) as a platform to prepare an updated report and put their findings back into the public discourse.

Funding Partners

A broad range of public and private entities provided funding for these economic impact studies. Of the studies for which funding data are available, approximately 45% were funded by the private sector, approximately 32% were funded by the public sector and 23% received funds from both the public and private sectors. Most studies had multiple funders.

Funding sources were diverse. Private sector funders primarily included foundations and the United Way. Public sector funders included state and local human service agencies, education agencies, Workforce Investment Boards and County Commissions. A few studies received support from the US Department of Health and Human Services Child Care Bureau, one used funds from an Early Learning Opportunities Act grant, and another was funded in part by the US Department of Education.

While businesses rarely funded studies, they often helped support the costs associated with message development and delivery, such as supporting roll-out events, printing and public relations.

New Policy Linking Economic Development and Child Care

Framing child care as an industry, and quantifying the economic contributions the industry makes to regional economies, was an important task for most study teams. During the research process, early care and education providers not only began to view themselves differently, but also forged new partnerships and learned to talk about child care in economic terms. And partners in other fields, such as economic development, planning, transportation and business, began to view child care in a new light. These leaders were now ready to take then next step: turning research into policy.

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[6] About five years before the study a public/private partnership involving local corporations created an endowment for early child care and education. Many of these individuals were still involved, and provided leadership and assistance for the 1999 economic impact study.

The recommendations in the printed reports are revealing. More than half of the studies recommended increasing subsidies, building stronger ties to the business community, building stronger ties to economic development, and increased advocacy in their conclusions. In addition, about half of the studies included tax incentives, increased collaboration within education/early care, business training, and workforce training as important policy recommendations. Relatively few studies included specific policy recommendations such as quality ratings, land use development fees, and collective management (shared services). Not all of the studies made policy recommendations, approximately 20%, gave no policy recommendations at all.

The above breakdown indicates an interesting trend. The authors of most studies were looking to build stronger ties to new partners (business and economic development), while continuing to rely on known strategies (i.e. advocacy and subsidies). About half of the studies recommend the adoption of strategies common to these new partners, such as business skill development and workforce training. Very few of the studies actually looked at specific applications of these general strategies to the child care sector, and for this reason the Cornell University team researched and produced an economic development strategy guide, covering key economic development policies and their application to the child care sector (Warner et al 2004).

Child care can benefit from economic development strategies. Child care is not a typical entrepreneurial sector. Motivations in the child care sector are focused on child development, not just economic return. These dual public and private values of early childhood education make simple business development strategies insufficient. Study teams were most successful in framing child care as infrastructure for economic development. This also provided a useful approach to engage banks and business leaders. First Children's Finance, a non-profit

Investing in the Child Care Industry: An Economic Development Strategy for Louisiana

Incorporate child care into the State economic development plan.
Strategy: Target the child care industry with the benefits and supports that the state currently extends to small businesses and other sectors identified for economic development.

Advance the effectiveness and quality of the child care industry by strengthening workforce development and retention and by providing support for business management practices.
Strategy: Child care clusters can be formed to benefit from economies of scale by sharing infrastructure, technologies, and skill base.
Improve productivity through decreased transaction, overhead, or insurance costs. Use workforce development funds to support education scholarships for child care staff.

Help consumers differentiate between child care options.
Strategy: Implement a quality rating system for child care programs, to guide consumers and put pressure on child care markets to improve quality.

Use tax policy to support improvements in quality child care.
Strategy: Increase the state child care tax credit for parents who enroll their children in higher quality programs. Explore investment and franchise tax credits for child care as well as local tax abatements. Link all tax policies to a quality rating system.

organization helping to finance child care facilities and operations, involved business leaders and bankers in looking at child care centers as a business and financing model. They have expanded their program to a number of states (Markeson 2005). Social entrepreneurship may provide a fruitful model, and is being widely used in Europe to meld social and market goals and strategies.

Policy Articulation

Most study teams were familiar with child care policy, and used the new economic frame to argue for increases in or changes to traditional early care and education funding streams, such as the Child Care and Development Fund (CCDF), Temporary Assistance to Needy Families (TANF), public pre-kindergarten and Head Start.

Some reports listed specific strategies that link child care and economic development. The Louisiana report is one example. This study includes six recommendations, each followed by specific implementation strategies (see box, below.) In 2007 Louisiana was successful in implementing its tax credit program. For more detail on this program see Stoney and Mitchell 2007.

Many of the California studies focused on a county or region, and included recommendations aimed at responding to local policy needs such as facility development, revision of zoning laws and local planning efforts. The Alameda County report, for example, includes detailed recommendations regarding the inclusion of child care in city planning and community facilities policy. Additionally, the report suggests establishing developer fees or agreements and recommends that development projects be required to analyze their impact on child care demand and supply. Innovative partnerships with transportation are also recommended.

While most study teams offered specific recommendations regarding early care and education initiatives, they were far more vague about planning, business and economic development initiatives. In general, study teams chose to make broad goal or policy statements rather than specific policy recommendations.

Policy Implementation

Change takes time. With a few exceptions, most study teams had only begun to focus on implementing policy approaches that link child care and economic development at the time of our case studies in 2004. Key informants stressed, however, that the policy formulation process is often as important as the product that initially results. Initial policies are often first, baby steps. The overall goal is to raise awareness and build the strong alliances needed to continue working together.

Study teams that were most successful in implementing new policy fall into two general categories: 1) teams that were initiated to respond to specific policy goals, and therefore molded their studies to meet those needs (such as those in San Antonio, Texas and Tompkins County, New York) and, 2) the local California-based teams that have been working on this issue for many years and were initially part of the Local Initiatives in Child Care (LINCC) project.

As noted earlier, the San Antonio study was completed at the request of the Mayor, who was interested in building support for a county child care allocation. The study proved to be an effective tool in arguing for local child care funding and also helped to galvanize a group of local public and private funders. The Tompkins County study was prepared for a local Early Education Partnership, lead by the Chamber of Commerce, which was focused on creating a local child care scholarship fund. While the group was not successful in launching the fund as originally designed[7], they succeeded in securing over $600,000 new dollars for child care scholarships from the region's largest employer (Cornell University), increasing the county's public child care subsidy allocation, hosting a series of outreach events on child care benefits for families and employers and launching a common application and intake process for families seeking public child care assistance (Warner, Ribeiro and Smith 2003).

California's LINCC project has been involved in framing child care as an industry, and conducting economic impact studies, for many years. The first economic studies were completed in Santa Cruz, Contra Costa and Kearn Counties in 1997. Over the past eight years many other California counties have conducted economic impact studies and a strong, statewide coalition of individuals with experience in linking economic development and child care has matured. Even though funding has waned, LINCC partners continue to work together, share information, and host a website.

LINCC has made its strongest contribution in the area of local planning. Local groups work closely with planners, policy makers and advocates to ensure positive consideration of child care needs in community planning and development. Successes reported on www.lincc-childcare.com include the following:

- New child care policies were included in several city and/or county General Plans.
- Housing and transportation agencies are considering families' child care needs in their planning and in development projects.
- Two California local governments-- Bakersfield and Arvin (in Kern County) eliminated conditional use permits and fees for child care businesses.
- San Mateo County's Congestion Management Plan includes on-site child care as one of many traffic mitigation measures available to large development projects.
- State legislation was passed that provides density bonuses for residential developments that include child care space (Ca. Government Code §65915). A second bill, that would require consideration of child care in General Plans, passed the legislature in two sessions but was vetoed by the Governor.

Several other states are now engaged in working with planners as well as experts in workforce and economic development. Vermont is working with two key groups on a shared data collection effort. The project is a direct result of efforts to frame child care as economic development, and acknowledges that gathering data on early care and education supply and demand should be a shared responsibility that includes planners and child development leaders. Participants in the new effort include the state's eleven Regional Planning Commissions and the twelve Local

[7] The EEP originally hoped to launch a child care scholarship fund that pooled monies from multiple businesses and the public sector. However, the rules that guide Dependent Care Assistance Plans made a pooled fund impossible, and an economic downturn hampered their ability to attract dollars from other employers.

Affiliates of *Building Bright Futures: Vermont's Alliance for Children* the state's fledgling early childhood service delivery system. The goal of the project is to create partnerships and protocols to institutionalize the collection of data related to early care, health and education by the appropriate planning and evaluation bodies. Vermont has also required municipalities to include child care in their comprehensive plans. The child care community has supported this with the development of a child care planning guideline (Windham Regional Commission and Windham Child Care Association, 2004) and an interactive TV workshop to present the guideline to planners and answer questions regarding the child care goal.

A number of studies resulted in the implementation of business training for child care providers. The Kentucky Counties have published a report for providers to help providers understand the importance of these issues. They consider the business aspect of care essential, since many providers start with a dream of caring for children without considering the importance of financing that care. In order to continue to care for children they must continue to be financially solvent.

Other communities are specifically trying to find ways to bring traditional business financing methods to child care and believed that conducting an economic impact study would assist them in that goal. In Seattle, the Northwest Finance Circle, an initiative to investigate financing for early education and after-school programs, was part of a local move to 'revolutionize the financing of child care in Seattle'. They believed that they were successfully tapping certain governmental sources for funding, but not in getting funding from foundations and the business community. By reframing the issue in terms of economic development impact they hoped to engage these groups in finding new ways to finance child care. Specifically, the impact study was a tool to gather interest in investing in child care from the business and policy sectors.

Solano County, California, hoped to move from directly funding facilities to helping the provider community and the funding community come together to find ways for child care providers to get loans through regular channels within the existing financial community. They hoped to use the impact study to convince financial institutions to be more willing to lend to both centers and in-home providers. One of the problems is a lack of awareness, on the part of both the child care community and the financial community, as to how to do this.

In Larimer County, Colorado, the advisory committee saw child care finance as a fundamental problem and a finance committee was formed and was charged with looking at fiscal and financial issues. One of their key questions was: What are the fiscal needs of child care? Child care funders were also called together to look for financial solutions within the traditional business finance system. They created a three step process. The first step was the economic impact study. The second was to hire a marketing firm to identify target audiences for their message. The third step was to work with a consultant on identifying policy decisions that are successful in financing child care. This workshop has made the organization more sophisticated in its discussions of economic impacts and finance. After the economic impact study came out, a state-level finance committee was organized. It is charged with creating a strategic plan for financing the early child care system.

Conclusion

Linking child care and economic development creates challenges for both the child care and the economic development community. For child care the link requires reaching beyond the primary human development focus and claiming its place as part of the social infrastructure of the economy. For economic development it requires reaching beyond industrial recruitment strategies and focusing on the investments that build quality of life and sustainability for people in communities. These are stretches – both intellectually and with regard to public policy – that are difficult. Leaders in early care and education have, however, quickly grasped this new frame and have begun to use it in new and creative ways. The economic development community has begun to respond, with articles on child care's economic impact in important journals: *Economic Development Quarterly* (Warner and Liu 2005), and *International Journal of Economic Development* (Warner and Liu 2006, Special Issue 2007), and a special issue of the *Journal of Regional Analysis and Policy* (2009). The Planning community has published an article on What Planners Can Do (Warner 2006) and devoted the feature article in a June 2007 special issue of *Planning* magazine to child care – "a critical community infrastructure" (Warner et al 2007). The frame change and its associated language is catching on. The task ahead is to keep the momentum going, support and share innovative ideas, and spawn new policy approaches.

To meet this need, the Linking Economic Development and Child Care Project has shifted from research on conducting sound economic impact studies to research and technical assistance on how to develop and implement effective policy. Using a variety of approaches, we have created opportunities for key leaders to come together, challenge old assumptions, encourage innovative ideas, and help craft new policies, procedures and initiatives that embrace an economic development frame.

Beginning in 2004, in partnership with Smart Start's National Technical Assistance Center, and with funding support from the W. K. Kellogg foundation, we launched a new venture grant program. The goal of this initiative was to seed new ideas and support efforts to link economic development and child care. Summary reports on the first three rounds of grantees is available on the project website
http://economicdevelopmentandchildcare.org/technical_assistance/venture_grants.

A new "learning community" focused on shared service strategies for early care and education businesses has been launched. This is a small, national group of leaders in organizations that are currently working on industry-wide approaches for product branding/marketing, management/administration, human resources, etc. Regular conference calls allow these leaders to share ideas and learn together. This group has been an important source of support for individuals who are doing innovative, cutting edge work but who often work alone, without models or the opportunity to learn from others who are forging similar paths. Information on this work is available at www.earlychildhoodfinance.org.

In May, 2005 The Linking Economic Development and Child Care Project hosted a meeting of academics, planners and researchers who were interested in crafting new research strategies for measuring the economic significance of early care and education. The meeting was a tremendous success and has helped to more clearly articulate additional research needs. A special issue of

Community Development: Journal of the Community Development Society was published with papers from this workshop in 2006 (Warner 2006). In summer 2007, we hosted a similar meeting with the Aspen Institute for leaders in economic and community development, finance, child care administration and related fields to explore new policy options that link child care and economic development. We have hosted meetings at the national conference of the American Planning Association for the last three years and in 2008 conducted a nationwide survey of the Role of Planners in Creating Family Friendly Communities (Israel and Warner, 2008).

In short, much has been accomplished but much remains to be done. Linking child care and economic development is an important task on many fronts. This approach will not only help to strengthen a vital industry, but also pave the way for a new look at the role that service industries play in 21st century economies.

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Appendix A

Table 1. Recently Completed State and Local Studies on the Economic Impact of the Child Care Sector

2000	
Tompkins Country, New York	
2001	
San Mateo County, California	State of California
2002	
Butte County, California	State of Vermont
United States	Mariposa County, California
Sonoma County, California	Orange County, California
Santa Clara County, California	Alameda County, California
Milwaukee, Wisconsin	
2003	
State of Texas	State of Maine
State of Mississippi	State of Rhode Island
State of Florida	State of Kansas
State of Minnesota	Rowan County, North Carolina
State of New York	Contra Costa County, California
Boulder County, Colorado	Monterey, California
Larimer County, Colorado	Merced County, California
Minneapolis, Minnesota	Solano County, California
2004	
Shelby County, Tennessee	Winnipeg, Canada
State of Colorado	State of Connecticut
State of Virginia	State of North Carolina
New York City, New York	Jefferson & Hardin Counties, Kentucky
Chemung County, New York	State of Arizona
State of South Dakota	Long Island, New York
State of Ohio	State of Oklahoma
State of Washington	State of Massachusetts
State of North Dakota	
2005	
State of West Virginia	State of Oregon
Riverside County, California	State of Hawaii
State of Missouri	State of Louisiana
Monroe County, New York	Middlesex County, New Jersey
Central New Hampshire	State of Illinois
State of Iowa	
2006	
State of New Jersey	San Francisco, California

Source: Cornell Linking Economic Development and Child Care project. Pdf files for all studies are available at http://economicdevelopment.cce.cornell.edu

Source: Warner, M.E. 2006. Putting Child Care in the Regional Economy: Empirical and Conceptual Challenges and Economic Development Prospects, *Community Development: Journal of the Community Development Society* 37(2):8

Appendix B

Core Interview Questions

1	Contents	For us to get a better feel for what made your study unique, could you tell me about context leading up to the study?
2	Initiation	Why did you decide to do the study?
3	Measurement Challenges	What challenges did you encounter in measuring the economic importance of child care and its relevance to economic development?
4	Frame Changes in the Child Care community	How has this study changed the way the child care community thinks about its work? (Context, challenges, lessons to share, lessons you would like to learn from others)
5	Business Involvement	Who from the business community was involved in this study? What was their role within their organization?
6	New Initiatives	What new initiatives or policies have emerged as a result of this study?
7	Public Relations and Outreach	Can you tell me about how the child care community approached PR and outreach prior to the study? How has their approach changed since the study?
8	Gender	Have you seen more men become involved in this discussion on child care? How have they become more involved?
9	Lessons Learned	Do you have any final thoughts?
10	Additional Materials	Could you send us a copy of any press clippings, PowerPoints, brochures, etc?Is there anyone else who we should definitely talk to about this study and its results?