



Client Success Through Partnership: 2010 State TANF and Workforce Meeting

Resource Sheet

Child Care and TANF

Child Development Careers-WORKs! (CDC-WORKs!)

Contact: *Hillery Gladden*

Executive Director

Youth and Adult Services

Foundation for California Community Colleges

1102 Q Street

Suite 3500

Sacramento, CA 95811

Phone: 916-325-8563,

Email: hgladden@foundationccc.org

Web Site: <http://www.foundationccc.org/WhatWeDo/CDCWORKs/tabid/604/Default.aspx>

The CDC-WORKs! program is administered by the Foundation for California Community Colleges (FCCC) in partnership with California's welfare-to-work program, CalWORKs. The program provides assistance to current or former CalWORKs participants attending or who wish to attend community college as a way to secure a professional degree in Child Development and Early Childhood Education. The objective is to increase the number of qualified child development teachers and to assist current and former CalWORKs participants and their families in becoming economically self-sufficient. While attending classes, students also have access to child care for their own children, transportation, faculty mentoring, tutors, and support groups. Students are also offered support services such as tuition assistance, job placement assistance, book and transportation grants, tutors, mentors, workshops, and on-campus support groups. A campus program coordinator works closely with students to offer career guidance and facilitate access to available supports. Sixty-one of the 96 eligible community colleges in California participate in CDC-WORKs!

Milwaukee 4C Early Childhood Education & Care Initiative

Contact: *Jack McCommon*

Executive Director

1805 N.

Dr. Martin Luther King Drive

Milwaukee, WI 53212-3639

Phone: 414-562-2650, ext. 126,

Email: jmcccommon@4c-milwaukee.org

Web Site: <http://www.4c-milwaukee.org/>

In Milwaukee, welfare reform led public and private stakeholders to come together and design the 4C Early Childhood Education & Care Initiative, a neighborhood-based initiative aimed at





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building child care capacity. Partners, including the Milwaukee public schools, foundations, community organizations, and the State of Wisconsin, developed the project to address the needs of parents transitioning from welfare to work. Through the project, seven experienced providers of early care and education were funded to act as the "hub" for a network of smaller child care providers and other community service providers. Emphasis is placed on the provision of full-day care, coordination of care for sibling groups, advocacy addressing the needs of parents transitioning from welfare to work, and care during non-standard hours.

Child Care Executive Partnership (CCEP)

Contact: *Natalie Sellars*

Program Coordinator

Email: natalie.sellars@awi.state.fl.us

Web site: <http://www.ccep.bz/>

CCEP is a public/private partnership that was established by the Florida State Legislature in 1996 to engage employers in providing child care options for their employees. At the State level the CCEP is overseen by the Agency for Workforce Innovation, Office of Early Learning and receives Federal funds through the Child Care and Development Fund. Employers who participate in the partnership match Federal and State money to provide child care benefits for their employees. Benefits for employers include tax incentives as well as decreased absenteeism of employees due to child care breakdowns.

Advantage After School Programs

Contact: *Johnsie Hassan*

Capital View Office Park

52 Washington Street

Rensselaer, New York 12144

Phone: 518-485-8444

Email: Johnsie.Hassan@ocfs.state.ny.us

Web site: <http://www.ocfs.state.ny.us/main/bcm/tanf/aas/>

This program is administered by the New York State Office of Children and Family Services' Office of Youth Development. TANF funds are used to implement an after school programs for school age child and youth. In the State Fiscal Year of 2009-2010, \$11.3 million in TANF funds were allocated to this program. The program is operated by local nonprofits and faith based organizations that submit proposals to receive operating funds. Some programs also partner with 21st Century Community Learning Center programs to enhance services for youth. The programs operate five days a week and can elect to remain open on school holidays and to extend their hours into the later evening.





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Kansas Early Head Start

Contact: *Carrie Hastings*
Acting Services & Access Manger
Docking State Office Building
915 SW Harrison
Suite 580-W
Topeka, KS 66612
carrie.hastings@srs.ks.gov

In 1998, former Kansas Governor Bill Graves transferred \$5 million from the state's TANF block grant to the Child Care and Development Block Grant (CCDBG) to fund an expansion of 13 Kansas Early Head Start (KEHS) programs. KEHS provides full-day, full-year child care as well as incorporating programs on nutrition, health and social services, parent and community involvement, and self-sufficiency training for parents. This was the first effort to merge TANF-funded child care with the Federal Head Start program. The program is now funded through state revenue and the CCDBG and in 2006 increased funding to reduce the waiting list by 25 percent. A minimum of 10 percent of the slots available in the program are reserved for children with special needs.

Palcare

Contact: *Lisa Kiesselbach*
Executive Director
945 California Dr
Burlingame, California 94010
Phone: (650) 340-1289
Email: lisa@palcare.org
Web Site: <http://www.palcare.org/>

Palcare is a nonprofit organization in Burlingame, California that provides child care and early education to employees at the San Francisco International Airport and other surrounding businesses. The center was founded in 1993 at the urging of labor leaders in the local airline industry who were concerned about children sleeping in cars or attending work with their parents during night shifts. Palcare continues to receive funding and in-kind support from employers, unions, local governments, and community organizations. The facility, which initially was open 24 hours per day, is now open Monday through Saturday from 6:30 a.m. to 11:00 p.m. and serves more than 250 families. Families served by Palcare range from very low income to high income. In 2004-2005, 25-30 percent of families receive scholarships or some other form of tuition assistance. Palcare hopes to leverage additional funding to expand service to midnight and Sundays and to serve 75 more young children. Although Palcare largely serves children ages three months to five years, young school-age children may attend after 5:00 p.m. and on Saturdays.





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Abbot Pre-Kindergarten Program

Contact: *Ellen Wolock, Ed.D.*

Director

Office of Preschool Education

NJ Department of Education

PO Box 500

Trenton, NJ 08625-0500

(609)292-4469

Web Site: <http://www.state.nj.us/education/archive/abbotts/>

The New Jersey Abbott Pre-K program was developed following the 1998 New Jersey Supreme court case Abbott vs. Burke that mandated that the state provide preschool for three and four year old children in low-income areas. The Abbott program provides Pre-K to 3 and 4 year olds in 31 of the state's neediest school districts. The program is operated with funds from the state Department of Education, Child Care and Development Fund (CCDF), and TANF. Programs are required to offer a pre-kindergarten program that operates at least six hours per day as well as provide extended child care services for a total of 10 hours per day, including summer and holiday hours to accommodate low-income working parents. The program has been evaluated and found to be very successful in improving education and healthy relationship outcomes for children. The state has put quality program standards in place that include requiring certified teachers and assistants in each class, setting a maximum class size of 15 children, and the use of developmentally appropriate curriculum.

