

Government Policy Workshop: Economic Development and Child Care

CRP 418/618, ARME 434/634, FGSS 420/620 4 credit hours

Wednesday and Friday 10:10 am -12:00 pm

301 W. Sibley

Class web site: <http://blackboard.cornell.edu>

Other important material can be found at <http://economicdevelopment.cce.cornell.edu>

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Office Hours: generally 2:00-4:00 Wednesdays and Fridays

Course Description:

Economic development has traditionally been thought of in terms of industrial recruitment and physical infrastructure investment. Recently, economic development theorists have been looking at the importance of quality of life and social infrastructure investments to promote and sustain economic growth. Feminist economists are pointing to a *crisis of care* as women's formal labor market participation increases and government support for social welfare contracts. This crisis is due in part to our traditional failure to adequately value care work in economic development terms. This workshop will help address that gap by working with teams at the state and local levels to promote new economic development approaches to child care policy.

State and local governments now bear increased responsibility to provide job training and day care to enable poor women to enter the labor force. Employers feel the crunch of family-work conflicts and respond with work/life policies. Economic developers now recognize child care is part of the social infrastructure for economic development. But parents are still left with the primary burden. Quality child care is costly and scarce. This workshop will help teams identify economic development policies to address these problems.

Students will work with representatives from counties in New York State that have conducted economic impact analyses of the child care sector and experienced community economic development practitioners to identify new economic development approaches to child care policy. Students will learn skills in economic and social policy analysis, multi-party collaboration and program design, and the process of policy change.

Students will develop a workshop for child care and economic development leaders from around the state, and then work in small groups with several county teams to help them move their reports to action.

Client: NYS Child Care Coordinating Council

Executive Director Carol Saginaw will help us identify county teams ready to work with student teams on issue identification and project design. We will help her with design of an economic development workshop, to be held in Albany with economic development partners in April.

Possible issues to cover include:

- a. “Traditional” economic development issues such as: tax abatements, tax credits, impact fees, business mgmt. training, revolving loan funds, public infrastructures, land use planning, industrial recruitment, etc. and how these can be applied to child care.
- b. “Contemporary” strategies: unionization, workforce development, business retention and expansion (small business visitations, business training), public private economic development partnerships, market research, workforce development, work/life policies and how these can be applied to child care.
- c. “Innovative” economic development policies such as: sectoral strategies, clusters (cooperative competition), economic renewal, capacity development, quality of life initiatives and how these can be applied to child care

Some of the issues which may be desired by county teams include:

Assessing Market Demand – Providing Critical Social Infrastructure

- Understanding your customer base.
- Address affordability (program design and outreach to parents)
- Strategies to match supply and demand
- Link changes in labor force demands of broader economy to child care – projecting social infrastructure requirements.
- Improving consumer information in the market place.

Improving Child Care Business Management and Retention

- Cooperative management from other fields characterized by many small providers.
- Strategies to address provider and labor turnover.
- Strategies to improve wages and provider quality.
- Finance for cash flow and infrastructure.
- Policy design and outreach to providers.

Linking Quality to Economic Development

- Policy design: subsidies, grants, loans, tax credits - to meet multiple (conflicting policy goals)
- Improving parent and provider information

Building Business Sector Interest and Support

- Promoting family friendly workplace policies,
- Projecting labor demand and child care requirements
- Showing parent labor productivity or labor mobilization results from quality child care

Expectations

As a workshop, the class must be responsive and flexible. We must complete objectives mutually agreed upon by our clients and ourselves. Leadership and responsibility are shared among students, professor and community partners. Workshops traditionally take more time

than other classes. Work quality must be professional, “A” quality work. Lower standards will not be accepted. Hence, expect to do many revisions before work is final.

Research - Research projects will be individual and group in nature. Students will be assessed on the rigor and quality of their research. Students are expected to help collect and analyze data, review and summarize relevant literature, and identify and profile innovative case studies and policy approaches.

Writing - Writing assignments will include research reports as well as shorter, edited and published synopses to be used as public education materials for the project. Students will rewrite formal publications until they meet the satisfaction of the partners and Professor Warner. Web page design will also be a part of this process.

Process Skills - students will work with community partners in organizing meetings. Students will be assessed on the quality of their group/community participation and facilitation skills.

In recognition of the importance of group collaboration skills to project success, 30% percent of each student’s grade will be determined by his/her peers. The remaining 70% will be determined by the professor according to performance in research, writing and process skills.

Roles

Professor - guide the process, provide research oversight, review and approve quality of all materials developed, handle larger political/managerial issues, manage budget.

Partners – serve as resource people, review and guide materials development.

Students - manage logistics, conduct research, do writing and editing and preliminary desktop publishing/web page design. Keep Warner and partners informed of all project developments. The following skills need to be covered: logistics (including master calendar), editing, desktop publishing and web design, financial and legal analysis, economic analysis, facilitation and interview skills. I recommend you form teams to work on the key project components outlined above.

Class Meetings

The class will meet on Wednesday and Friday mornings. We will use this time to touch base, check progress and work on group activities. There will be many other meeting times during the week in small groups and with community leaders. Expect out of town travel as well.

Schedule

The course is divided into three sections. In the first section of the course (3 weeks) we will do background theoretical and policy readings to get everyone focused. During this time we will finalize teams and work plans.

In the second section of the course (1 week) you will develop a thorough work plan proposal and form subgroups.

In the third section of the course you will conduct research with your client teams– literature searches as well as case studies, interviews etc. and develop annotated bibliographies, case studies, and implementation strategies and organize the Albany workshop. All materials developed will go through an extensive editorial review and revision process with external clients.

Jan 25-Feb 15

Review theoretical background on care work, child care policy and economic development policy.

Feb 15 - 24 Outline work plan, determine project components, create subgroups.

March – Begin work with teams, conduct research, First drafts due March 17

April – Revisions and review with project partners, conduct additional research to fill holes, prepare final materials, web site and presentation to partners. Extensive revisions. Hold Albany workshop

Detailed Schedule

Wed. Jan 25 Course Overview, Projects, Roles, Expectations

Review Linking Economic Development and Child Care Project web site

<http://economicdevelopment.cce.cornell.edu>

Fri Jan 27 Background on the Child Care Sector

Helburn, Suzanne and Barbara Bergmann, (2002). *America's Childcare Problem: The Way Out*. New York: Palgrave, St. Martin's Press.

Recommended

Harrington, Mona. 1999. *Care and Equality: Inventing a New Family Politics*, Knopf: New York.

Wednesday Feb 1 -3 A New Economic Development Frame for Child Care

Read Ribeiro, Rose and Mildred Warner 2004. *Measuring the Economic Importance of the Child Care Sector: The Cornell Methodology Guide*. Available at

<http://economicdevelopment.cce.cornell.edu>

Warner, M., Adriance, S., Barai, N., Hallas, J., Markeson, B. & Soref, W. 2005. *Economic Development Strategies to Promote Quality Child Care*, Ithaca, NY: Cornell University Department of City and Regional Planning.

<http://government.cce.cornell.edu/doc/pdf/EconDevStrat.pdf>

Shellenback, K. 2004. *Child Care and Parent Productivity: Making the Business Case*, Ithaca, NY: Cornell University Department of City and Regional Planning.
<http://government.cce.cornell.edu/doc/pdf/ChildCareParentProductivity.pdf>

Warner, M. E. *Child Care and Economic Development: The Role for Planners*, PAS Memo, American Planning Association. Jan/Feb 2006.
<http://government.cce.cornell.edu/doc/pdf/pasmemo0106.pdf>

Stoney, L. 2005. *Beyond the Comfort Zone: New Ideas for the Early Care and Education Industry*. Ithaca, NY and Raleigh, NC : Cornell Univ. Dept of City and Regional Planning and National Smart Start Technical Assistance Center.
<HTTP://GOVERNMENT.CCE.CORNELL.EDU/DOC/PDF/BEYONDTHECOMFORTZONE.PDF>

Recommended

Stoney, Louise. 1998. LOOKING INTO NEW MIRRORS: Lessons for Early Childhood Finance and System-Building, Horizons Initiative:
<http://nccic.org/pubs/mirrors.html>

Smith and Ribiero, 2002. Changing the Terms of the Debate: Child Care as a Public Concern
On the web at <http://www.cce.cornell.edu/restructuring/doc/reports/childcare/>

Mitchell, Anne, Louise Stoney, Harriet Dichter. 2001. *Financing Child Care in the United States: An Expanded Catalog of Current Strategies*, 2001 Edition E.M. Kaufman Foundation: Kansas City. Available at:
http://www.emkf.org/youth_development/childcare2001/index.cfm

Friday Feb 10 Understanding Standard Economic Development Policy

Bartik, Timothy J. 2003. Local economic development policies Kalamazoo, MI : W.E. Upjohn Institute for Employment Research.

Lynch, Robert G. 2004 Rethinking growth strategies : how state and local taxes and services affect economic development / Robert G. Lynch. Published: Washington, D.C. : Economic Policy Institute.

Philip Langdon. "The coming of the creative class" *Planning*. Chicago: Jul 2002. Vol. 68, Iss. 7; p. 10

Porter, Michael 1995 "The Competitive Advantage of the Inner City." *Harvard Business Review*.55-71.

Merrill Goozner. 1998 "The Porter prescription," *The American Prospect*. Princeton: May/Jun 1998. p. 56-65

Recommended

LeRoy, Greg. *The great American jobs scam : corporate tax dodging and the myth of job creation* San Francisco, CA : Berrett-Koehler, c2005.

LeRoy, Greg. 1997 *No More Candy Store: States and Cities Making Job Subsidies Accountable*, Inst. On Taxation and Economic Policy: Washington, DC.

*Florida, Richard L. 2002. *The rise of the creative class : and how it's transforming work, leisure, community and everyday life* New York, NY : Basic Books. Check out his web site for critiques and his responses at <http://www.creativeclass.org/>

Interesting critique articles of Florida

Ben Walker. Open door to a creative economy. *Regeneration & Renewal*. London: May 23, 2003. pg. 15

Chris Lehmann. "Class acts" *Raritan*. New Brunswick: Spring 2003. Vol. 22, Iss. 4; p. 147

Interesting Critique Articles of Porter

Porter, Michael E. "An economic strategy for America's inner cities: Addressing the controversy" *Review of Black Political Economy*. New Brunswick: Fall 1995/Winter 1996. Vol. 24, Iss. 2/3; p. 303

Harrison, Bennett. "Why business alone won't fix the cities," *Technology Review*. Cambridge: Oct 1995. Vol. 98, Iss. 7; p. 71

Wednesday Feb 15 Review Progress of County Teams

Read studies from NYS teams:

New York City	New York	December, 2004	http://www.childcareinc.org
Chemung County	New York	November, 2004	http://www.chemchildcare.com
Long Island	New York	Spring 2004	http://www.childcaresuffolk.org/pdf/news90.pdf
State of	New York	July, 2003	http://www.nyscccc.org/FinalReport4-22-2004.pdf
Tompkins County	New York	Spring 2000	http://government.cce.cornell.edu/doc/viewpage_e.asp?ID=Tompkins_County
Monroe Co	New York	Summer, 2005	www.racf.org

Feb 17-22 Develop Work Plan Proposal including plans for Conference in Albany

Fri Feb 24 Present Detailed Work Plan Proposal

Month of March

Work in project Teams

March 17 First drafts of materials due
Present work to Prof Warner and county teams for review.

March 22 and 24 Spring Break

March 29
Discuss reviews with Warner, begin additional research and revisions

March 31 Special Debriefing with Caren Grown, Bard College (if desired)

Month of April
Additional Research, Revision, Revision and Publication and Conference Preparation

April 24-26 Child Care Bureau Research Conference in Washington, DC (Warner out of town)

April 19 Second Draft of Reports Due - Circulate to External Reviewers

May 5 (last class) Third Draft of Reports due

Final Exam Date All Final Materials Due, Web Site Developed, Final Presentation

Present final reports in paper and on CD rom to Professor Warner and conduct a group evaluation.

Additional Resources

Completed Economic Impact Studies

See matrix of completed studies on project web site. <http://economicdevelopment.cce.cornell.edu>
Read several to get an idea of the focus and themes for each state. These state teams are the audience for the Economic Development primer.

General Materials on Economic Development and Child Care

Review all of project web site <http://economicdevelopment.cce.cornell.edu>

Also review web sites for materials developed by the following organizations. We want to supplement but not be redundant to resources already provided by these groups.

National Economic Development and Law Center (planning and zoning)

<http://www.nedlc.org/summary.pdf>

Local Initiatives Support Corporation (finance); <http://www.liscnet.org/>

Coastal Enterprises (economies of scale); <http://www.ceimaine.org/>

Center for Community Self Help (financing and rating); <http://www.self-help.org/aboutus/index.asp>

Annie Casey Foundation (financing and more); <http://www.aecf.org/>

Kaufman Foundation (entrepreneurship); <http://www.emkf.org/>

General Materials on Economic Development

Review web sites for economic development groups get a flavor for their style, interests.

Chamber of Commerce; <http://www.uschamber.com/default>

Committee for Economic Development; <http://www.ced.org/>

Corporation for Enterprise Development; <http://www.cfed.org/>

National Congress of Community Development Corporations; <http://www.ncced.org/>

General Information on Child Care

For background information on child care and a sense of the advocates

National Child Care Information Center has excellent materials and a thorough bibliography and data base; <http://www.nccic.org/>

Children's Defense Fund; <http://www.childrensdefense.org/>

Center for Law and Social Policy; <http://www.clasp.org/>

Child Trends; <http://www.childtrends.com/>

Annie Casey Foundation; <http://www.aecf.org/>