



California Cooperatives:

Today's Landscape of Childcare Cooperatives



A NOTE FROM THE AUTHORS

This paper has been a labor of love. We appreciate the opportunity to share our passion for cooperatives and the positive impact that they are making – and can make – throughout California. Our desire is that the information and perspectives shared here will inspire you to participate in and support cooperatives, both personally and professionally, and to advocate for coops as a way to address the social and economic challenges facing our state.

To our knowledge, the information about worker, housing and childcare cooperatives presented here has not been previously compiled in one publication. Our goal is to present the worker, housing and childcare sectors in the context of the cooperative movement, and to provide easy-to-use information about each cooperative sector. To this end, the report includes landscape and strategy analyses, brief historical backgrounds and recommendations, as well as data, stories, and coop profiles that together demonstrate the impact of cooperatives. Also included are relevant legal statutes; the location and names of California cooperatives in each sector; and references to additional information. To help those who want to take a deeper dive into cooperatives, we compiled annotated bibliographies for each sector, which are included in the appendices of the separated, sector-specific versions of the report.

Thank you to all who contributed to this paper and to everyone who works toward building and strengthening the legacy of our vibrant coop community in California.

Hilary Abell, Kim Coontz and Ricardo Nuñez

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through to completion. Your partnership has been invaluable!

This report is the outcome of a team effort. The primary authors each took responsibility for specific sections, but collaborated on overview sections and provided edits and feedback to one another. Coordination assistance from Annie Palacios and Franzi Charen, and editorial discussions with Karen Kahn were invaluable.

The following pages are part of a larger report called *California Cooperatives: Today's Landscape of Worker, Housing and Childcare Cooperatives*. The entire report is the outcome of a team effort. The primary authors each took responsibility for specific sections, but collaborated on overview sections and provided edits and feedback to one another. Coordination assistance from Annie Palacios and Franzi Charen, and editorial discussions with Karen Kahn were invaluable.

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Supplemental Information

- Childcare Cooperatives & Childcare Licensing Laws
- List of California Childcare Cooperatives
- Annotated Bibliography: Childcare Cooperatives



ABSTRACT: CHILDCARE COOPERATIVES

Parents across California struggle to find affordable, quality childcare. The situation is particularly dire for single parents and low-income households due to a shortage of available placements, high costs, and unequal access. Federal and state subsidies reach a small percentage of eligible families. As we argue in this chapter, cooperatives offer an underused opportunity to expand childcare options for working parents.



Cooperatives in the childcare sector can be organized by different stakeholders: in childcare centers this could be staff, parents, or employers while in home-based childcare, the providers of care would come together to form a cooperative. After reviewing each of these models, we recommend investing in two types of childcare cooperatives: 1) multi-stakeholder cooperatives in which parents and workers come together to operate a nonprofit licensed childcare center, and 2) cooperatives that bring together independent home-based providers in order to deliver greater support and economies of scale for these struggling businesses.

INTRODUCTION: WHY INVEST IN CHILDCARE COOPERATIVES?

The pandemic made clear that parents need quality, affordable childcare to participate in the workforce. As schools and childcare centers closed or moved to remote learning, women left the workforce in droves (Boesch and Phadke, 2021). But even before the pandemic, Californians faced a childcare crisis brought on by shortages of licensed care, high costs, and unequal access. Programs are so poorly funded that only 13% of low-income parents eligible for federal and state assistance actually receive support (Schumacher, 2017 and Ullrich et al, 2019).

At the same time that parents struggle to find affordable care, childcare workers, disproportionately Black and brown women, are among the most poorly paid workers in the United States. Irregular hours and limited benefits compound the low wages. Women who enjoy working with children are forced to seek other types of work, contributing to an average annual turnover rate of 26%. The high turnover rate undermines the quality of care for children (Roberts, A., Gallagher, K.C., Sarver, S.L, and Daro, A.M., 2018)



Childcare cooperatives cannot solve all of these problems, but they can expand childcare options and help to reduce costs while offering better quality jobs for workers. As we discuss in this chapter, childcare cooperatives can take many forms: parent cooperatives, employer consortiums, worker cooperatives, and family childcare home provider cooperatives. Each has particular strengths, and all can be used to improve working

conditions and quality outcomes. The most promising configuration for licensed childcare centers, we argue, is a multi-stakeholder cooperative, in which membership includes both parents and workers. This configuration balances the needs of two key constituencies committed to the well-being of the children. Additionally, we recommend home-based providers organize cooperatives as a means to stabilize their businesses and build a more supportive infrastructure.

Recommendations to Further the Growth of Childcare Cooperatives

1. Support the growth of childcare cooperatives to expand licensed childcare availability and affordability and to improve pay and working conditions for workers.

a. Encourage the development of multi-stakeholder cooperatives, with workers and parents as members.

b. Encourage the development of cooperatives among family childcare home providers.

2. Involve employers in expanding childcare choices.

a. Involve employers across all sectors in increasing childcare opportunities and assuring accessible, affordable childcare for their employees with children.

b. Use public and private funding sources to encourage employers to use nonprofit cooperative models of care

3. Broaden education and technical assistance to enhance knowledge and understanding of childcare cooperatives.

a. Implement programs to educate policymakers, employers, parents, and childcare workers.

b. Provide technical assistance to promote the growth of new cooperatives and provide governance support for effective operations.

c. Engage childcare Resource and Referral Agencies in supporting childcare cooperatives.

SECTION 1:

WHAT DRIVES THE CHILDCARE CRISIS?

California Families Need Childcare

Childcare is a necessity for working families. A changing economy, where labor force participation is essential to maintaining a minimum threshold standard of living in a climate of rising costs and flat wages, fuels today's high rates of dual wage-earning households and single women heads of households (Leonce, 2020). The most pronounced increase in labor force participation over the last quarter century, as can be seen in the chart below, has been among mothers with small children.

Parents' Labor Force Participation Rates, 1994–2019

YEAR	Parents with own children under age 18			Parents with own children under age 6			Women with own children under age 3	Women with own children under age 1
	ALL	MEN	WOMEN	ALL	MEN	WOMEN		
1995	80.3	94.1	69.8	76.6	95.5	62.3	58.9	N/A
2000	82.1	94.7	72.3	78.4	96.1	64.6	60.4	N/A
2005	80.7	94.1	70.5	77.0	95.4	62.8	58.4	N/A
2010	80.9	93.7	70.8	77.5	94.7	63.9	60.7	56.5
2015	80.0	92.7	69.9	77.4	93.9	64.2	61.4	58.1
2019	81.8	93.4	72.3	79.4	95.0	66.4	63.5	59.9

Source: Parents' labor force participation rates, 1994–2019 Source: UFMUP1378865, FMUP1378869, and FMUP1378872, available at <https://data.bls.gov/cgi-bin/surveymost?fm> (last accessed October 2020).

Insufficient Childcare Spaces for Families

Parents use two types of licensed out-of-home childcare: center-based care, which provides care in a facility, and family childcare, which is provided in a home setting, usually for 12 or fewer children. Despite the need for childcare, California, like other states in the nation, has a severe shortage of licensed care. In fact, licensed childcare spaces, whether at a childcare center or in family childcare home, are available to serve only 24.5% of infants and toddlers whose parents are seeking out-of-home care (KidsData, 2019). The pandemic has aggravated this situation even further, with many providers forced to close their doors permanently after a year of insufficient income (Gupta, A.H., 2021).

As the chart below shows, all income groups experience difficulty finding childcare, but the challenges are most pronounced for mothers of color. Parents who are unable to secure licensed childcare are forced to minimize or forgo employment, use unlicensed care, leave children in the care of older siblings, or patch together arrangements with the other family members and/or friends. These arrangements are not always safe for children, and offer less reliable childcare for working parents.

Certain Groups Have an Especially Hard Time Finding Childcare

Reported difficulty finding childcare in 2016, by household income, mother's race/ethnicity, and child's age

	NO DIFFICULTY	DIFFICULTY	DID NOT FIND THE PROGRAM I WANTED
OVERALL	49%	43%	7%
ANNUAL HOUSEHOLD INCOME			
\$30,000 or less	52%	37%	11%
\$30,000-\$60,000	43%	46%	10%
\$60,000-\$90,000	51%	42%	8%
\$100,000 or more	51%	47%	3%
MOTHER'S RACE/ETHNICITY			
White	53%	42%	6%
Black or African American	47%	45%	8%
Hispanic	43%	44%	13%
Asian	40%	53%	7%
American Indian or Alaska Native	49%	44%	12%
Native Hawaiian or other Pacific Islander	39%	53%	7%
CHILD'S AGE			
Infant or toddler (0-2 years old)	44%	48%	8%
Preschooler (3-5 years old)	55%	38%	7%

Note: "Difficulty" includes families who reported having "a little difficulty," or "a lot of difficulty" finding childcare. Percentages may not add up to 100 due to rounding.

Source: Author's analysis of National Center for Education Statistics, "2016 National Household Education Survey. Early Childhood Program Participation Survey" (Washington U.S. Department of Education Institute of Education Sciences, 2018).

The COVID-19 pandemic has demonstrated that we will not solve the childcare problem by having women work from home. Over the last year, mothers with young children, dealing with childcare and school closures, reduced their work hours at a rate four to five times greater than that of fathers, doubling the gap of work hours between women and men (Kashen et al.,). Many sources relate these trends to the care responsibilities of mothers (McKinsey & Company, 2021, Taub, 2020). A report by the Center for Economic and Policy Research (CEPR) explains:

Prior to the pandemic, women disproportionately spent more time on household labor even when they were primary earners in their family. Now they face additional workloads, caring for and assisting with children’s education from home often while balancing remote work or juggling essential work on the frontlines. As a result of care responsibilities, women are more likely to be laid off or leave work (CEPR, 2020).

Many Families Cannot Afford Childcare and Subsidies Are Inadequate

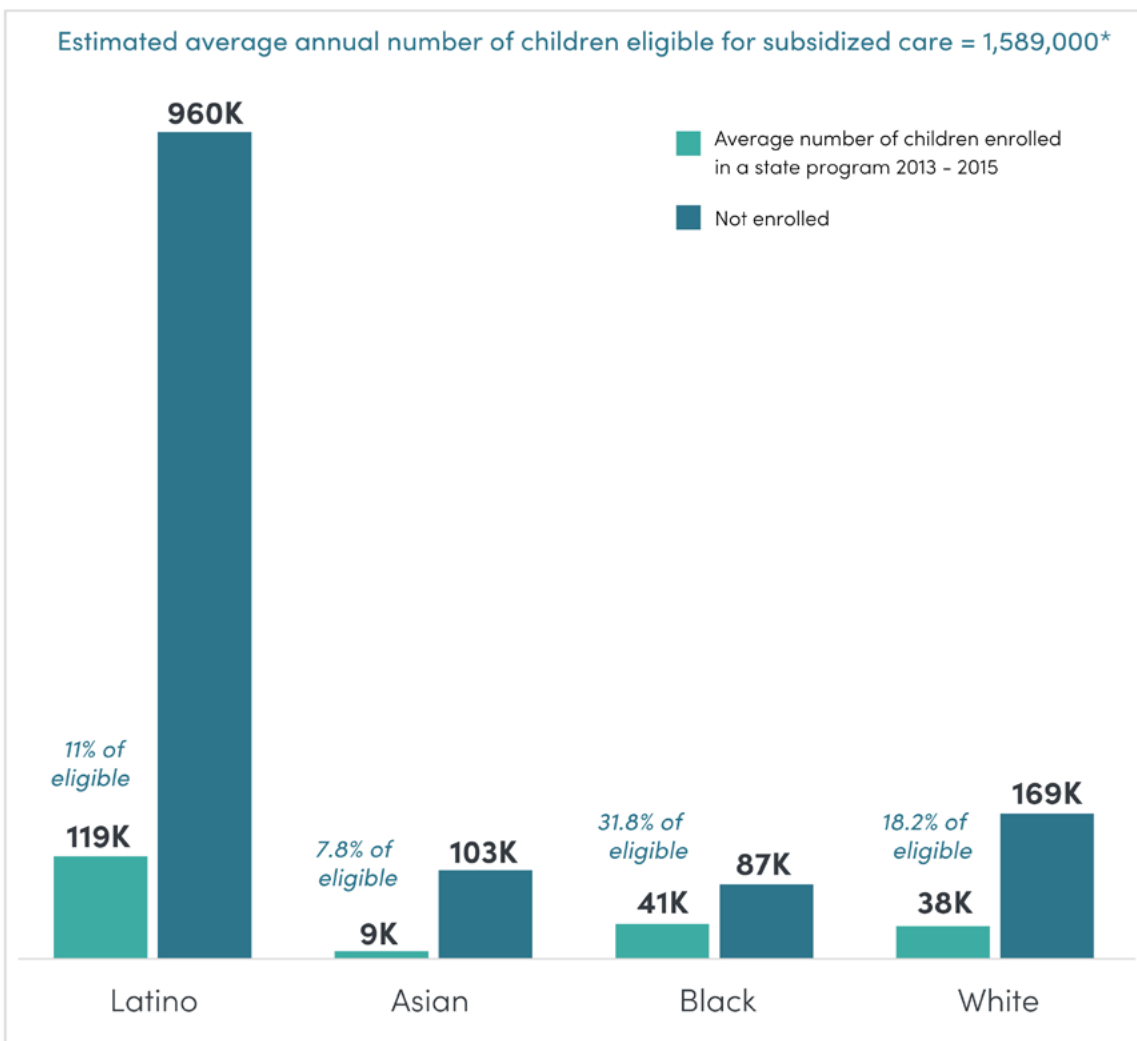
For most families, childcare expenses are among the household’s highest expenses, following (only slightly) after the cost of housing. California is among states with the highest prices for childcare and is the least affordable state for center-based infant care (Child Care Aware, 2020). As the chart below shows, licensed childcare centers are more expensive than home-based care, with both consuming a large percentage of the average family’s income. In the case of single parents and parents living at the poverty line, childcare expenses can exceed family income.

Center	Percent of Income Spent on Childcare	Home
17.5%	Infant Childcare - Married Couple Family	11.3%
29.5%	Two Children - Married Couple Family	21.9%
56.3%	Infant Childcare - Single Parent	36.3%
94.7%	Two Children - Single Parent	70.5%
100.2%	Married Family with Two Children at the Poverty Line	82.0%

Source: Parents’ labor force participation rates, 1994–2019 Source: UFMUP1378865, FMUP1378869, and FMUP1378872, available at <https://data.bls.gov/cgi-bin/surveymost?fm> (last accessed October 2020).

Public subsidies do not come close to meeting the needs of families. For example, the federal Child Care and Development Block Grant (CCDBG) program, which allocates funds to state agencies that administer them, serves fewer than 5% of eligible California children (Ullrich, 2019). The California Department of Education’s preschool program offers full-day care for low-income children but serves only a fraction of eligible households, and the same is true for subsidies allocated through the California Department of Social Services. As the chart below shows, of the nearly 1.6 million California children eligible for childcare subsidies, the average annual number of children enrolled is a little more than 200,000.

Enrollment in Subsidized Childcare and Full-Day State Preschool Varies by Race and Ethnicity



Note: Includes children enrolled in the full-day California State Preschool Program (CSPP). Excludes children enrolled in the part-day CSPP. Data are not available for California Community Colleges CalWORKs Stage 2.

Race and ethnicity data for CalWORKs Stage 1 are estimated.

*Estimate is an annual average of data for 2013 to 2015.

Source: California Department of Education, Department of Social Services, and Budget Center analysis of U.S. Census Bureau, Current Population Survey data.

New initiatives in California, including transitional kindergarten (TK) and very recent increases to state childcare subsidies for low-income families, along with President Biden’s plan to increase CCDBG funding, promise to improve the situation for low-income families. Still, the eligibility/subsidy gap is so large that the problem is far from solved.

Poor Jobs Lead to High Turnover that Undermines Quality

Across all occupations, childcare workers are among the lowest paid in the nation (Gould and Blair. 2020). In California, 58% of childcare workers earn so little that they qualify for public assistance. A study by the Center for the Study of Early Child Care Employment at the University of California-Berkeley found a “racial wage gap” as well. After accounting for education, African American early educators, who comprise 40% of California’s childcare workforce, earn about 78 cents less per hour than their white counterparts (Austin et al., 2019).



Low pay and poor benefits make for a fragile workforce, fueling high turnover that reduces the quality of care. The 26% annual turnover rate among childcare teachers (Roberts et al., 2018) makes it difficult for children to build trust and form the attachments that are crucial to high-quality care. It also makes it difficult to recruit workers and expand childcare options for parents.

¹While most licensing is through the Department of Social Services, some programs are regulated by the CA Department of Education.

Why is Childcare so Expensive?

Childcare is not a high-profit industry; rather it is an expensive service to provide because it is labor-intensive and highly regulated to keep children safe (Deahl, 2017; Thompson, 2019; Coontz, 2003). We know from decades of research that a high caregiver-to-child ratio is essential, and that children do best when caregivers are skilled, knowledgeable, and experienced. Children flourish when they can form attachments and build trust, which requires small groups and consistent caregivers (McMullen, 2018).

State regulations are designed to ensure childcare services meet these quality standards. California regulates almost all out-of-home childcare services, including family childcare homes and childcare centers. Both home-based and center care must follow safety requirements as well as maximum caregiver-to-child ratios (1:3 for infant care; 1:12 for preschool children). Childcare centers must comply with education requirements for caregivers, per-child indoor and outdoor square-footage requirements, and a host of other safety requirements (Title 22, *Community Care Licensing, CA Department of Social Services*).¹

These necessary regulations increase the cost of operating a childcare business, yet parents are limited in what they can pay. Eking out a profit is difficult. The largest expense that can be minimized is worker wages, which partly explains why the industry is known for poor wages and benefits.

SECTION 2:

WHAT ARE THE DIFFERENT TYPES OF CHILDCARE COOPERATIVES?

Childcare needs cannot be met with a one-size-fits-all approach. Parents desire care that is affordable and convenient, accommodates their work schedules, meets their expectation of quality, and meshes with their values. Yet, when faced with few options and the cost of care, parents are often immediately confronted with uncomfortable compromises. Parents may place their child in a caregiving situation they can afford, rather one that they believe provides the highest quality of care.

Cooperative models expand the options for affordable, quality childcare. Like other licensed models of care, cooperatives can accept vouchers and other subsidies for low-income families.

All cooperatives are democratically controlled by their members, but who the members are changes the priorities. For example, the members of parent and babysitting cooperatives are parents, so policies and decisions center around their needs, including fees and program scheduling. When members are workers or home childcare providers, they may be more likely to prioritize pay, benefits, and worker schedules.

Below we review the different types of childcare cooperatives and share some examples of successful enterprises. In all cases, childcare coops are most effective when members engage in regular training and education about governance, communication, and sound business practices. Professional development for staff in the cooperative is also important. Professional development opportunities convey respect for the importance of early education, increase job competency and satisfaction, and help childcare staff feel more engaged and appreciative of their work (Blackstone, 2019).



Parent Cooperatives

The parent cooperative is the most common form of childcare cooperative. Sometimes referred to as “Preschool Cooperatives” or “Parent Participation Nursery Schools,” the 238 parent cooperatives in California provide licensed center-based care and enrichment programs for children. Typically, such cooperatives are organized as tax-exempt nonprofit 501(c)3 corporations, rather than cooperative corporations.²

² Because they provide early education services that enable individuals to be gainfully employed and these services are open to all families, parent cooperatives are eligible for tax-exempt status (IRC 501(k), and case law: San Francisco Infant School, Inc: 1978-2 C.B).

Parents are attracted to childcare and preschool cooperatives because they offer high-quality, affordable early education for children. A parent-elected board of directors governs the cooperative, establishing policies and hiring and overseeing the program director. The program director, an expert in early childhood education, runs the day-to-day operation of the center, including hiring and supervising other staff.

Parents often contribute volunteer hours to their childcare cooperatives. This involvement reduces overhead costs and allows parent input and intimate knowledge regarding their child's out-of-home experiences; it also creates opportunities to interact with other parents and the teachers.³ The higher level of parent involvement is recognized in California's licensing regulations, which provide a staffing adjustment that recognizes parents in the required adult-to-child ratios (Child Care Center, General Licensing Requirements: 101216.5, Staffing-Parent Cooperative Centers).

For childcare workers, parent cooperatives appear to offer better-than-average working conditions. A 1998 survey indicates that California parent cooperatives, at that time, offered above-average pay and benefits.⁴ Based on the 146 responding cooperatives, the hourly wages reported for center directors and teachers at all levels were well above the national average. Worker retention was also high: 72% of program directors and director-teachers had worked at their coop for at least five years, and of this group, 75% had been with their coop for ten or more years. There were similar trends for teachers at all levels, with fewer than 3% of teachers having been with their coop for less than a year (Coontz, 2003).

The parent cooperative creates a community, offers opportunities to participate and share experiences with one's children, and provides a consistency of staffing that is attractive to many California families in need of childcare.

³California's Family-School Partnership Act requires that employers with 25 or more employees allow parents, grandparents, and guardians time off from work to participate in their children's school or childcare activities (Labor Code Section 230.8; 1995, with amendments in 1997).

⁴Anecdotal reports from interviews suggests that these trends continue.

What Is the History of Parent Childcare Cooperatives?

Cooperative childcare has its roots in the early childhood education movement, and the impassioned work of Friedrich Froebel, Margaret and Rachel McMillan, and Maria Montessori at the turn of the twentieth century.

In California, the development of parent cooperatives began in 1927 when Katherine Whiteside Taylor founded the Children's Community in Berkeley. Dr. Taylor inspired the parent participation nursery school movement through her belief that early education programs were most effective when educators and parents worked together. Cooperative preschools provided an opportunity for teachers, mothers, and children to form relationships in a setting of reciprocal learning. They also provided mothers with child-free time to pursue volunteer activities.

As the movement took hold, support organizations formed to facilitate communication among parent cooperatives. City, state, and regional councils formed, including, in 1948, the California Council of Parent Participation Nursery Schools. By 1952, New Jersey and Michigan had state councils, and the first multi-region council included Virginia, Maryland, and the District of Columbia. The cooperative approach also spread outside the United States, to Canada, New Zealand, and Europe. In 1960, Dr. Taylor founded the American Council of Cooperative Preschools, which later became the Parent Cooperative Preschools International (Hewes, 1998).

By the mid-1960s, parent cooperative programs were increasingly recognized and integrated into professional associations. The National Association of Nursery Education (today the National Association for the Education of Young Children) formed a cooperative committee, recognizing the value of parent

Employer-Assisted Childcare Cooperatives

A lack of reliable, affordable childcare options impacts California employers by making it more difficult to recruit and retain employees. A good deal of research shows that offering employer-assisted on-site or near-site childcare is effective in improving staff recruitment and retention, reducing absenteeism, and increasing job satisfaction and company loyalty (Anderson, 2019; Coontz, 2003; Moran, 2016).



Despite the research, California employers who offer on-site or near-site childcare are rare, and those that do are usually located at the headquarters of large corporations. Typically, these workplaces require that parents pay for care, but the cost is below market. The high cost of

childcare makes many employers reluctant to directly operate childcare centers, which can complicate issues around where to locate the center.

The high cost of childcare makes it unlikely that employers can fully pay for the costs for care; however, employers can play a significant role in reducing the cost of care, including:

- Developing employment agreements with the cooperative that include childcare workers on their healthcare or other benefit plans
- Providing building space, utilities, use of copying and other equipment
- Using employer-based food service to provide meals for children in childcare

While using a cooperative for employer-assisted childcare is rare, the model has a number of strengths: it creates new childcare spaces, it includes strong support from member employees, and the needs of parent-employees are recognized through parent leadership. The multi-stakeholder model adds worker representation, making it even stronger.

involvement in supporting the long-term success of children (Rimm-Kaufman and Pianata, 1999).

Parent cooperatives also influenced other programs. The highly regarded parent participation component of Head Start, a federally funded early childhood education program for low-income families, is a legacy of the cooperative preschool movement and is often credited with contributing to the success of the program (Hymes, 1991, p. 386-7).

Studies of Head Start programs show that parent involvement raises the aspirations parents have for their children, which encourages children to see themselves as capable of meeting those expectations. This cycle and strong parent-child bonds contribute to positive outcomes for children. One researcher illustrated this with the response a Head Start parent gave when he asked what difference Head Start made for her family. The mother responded:

“Well it’s simple When my daughter used to give me pictures she’d drawn I’d think to myself, that’s the ugliest picture I’d ever seen, and I’d wad it up and toss it in the wastebasket. After she was in Head Start, I’d take the picture, ask her to tell me about it, and post it proudly on the bulletin board.” (Zigler and Muenchow, 1992, p. 14).

Today, California’s more than 200 parent cooperatives have adapted to the changing times in which most parents are full-time workers. Although they resemble their 1950s counterparts in parent governance and community building, most programs have reduced expectations for parent involvement and offer full-day childcare for members who need it. Still, parent participation remains in the fabric of parent cooperatives; parents are the members of the cooperative and work with the childcare director and teachers to create quality, meaningful care for the children.

This model can be expanded to include consortiums of small businesses, nonprofit organizations, or public agencies that cooperatively develop near-site childcare to gain the recruitment and retention advantages that larger employers enjoy. In this model, the board normally consists of representatives from each employer, which can be parents. We propose expanding the board to also include workers.

Two cooperative models can promote the benefits of near-site or on-site childcare for employers and address the reluctance of employer involvement: the employee model and the consortium model. In both models, democratic member control of the program helps ensure user satisfaction and overall program success.

Employee Model: In the employee model, parents at the worksite are the members of the cooperative and elect the board of directors. The center operates almost identically to the parent childcare cooperative described above. The employer may assist the cooperative by helping with start-up expenses, contributing financially, or by providing any of the in-kind assistance presented above.

GeoKids in Menlo Park, CA, is an employee cooperative established in 1987 by federal employees of the Geological Survey. Employees lobbied for an on-site childcare center, and management eventually embraced the idea. The cooperative board of directors includes parent-employee members and one management appointee. The Geological Survey provides the on-site space at no cost, as well as use of a telephone system and utilities.

Consortium Model: In a childcare consortium, nearby businesses (private or corporate businesses, nonprofit organizations, or public agencies) join together to provide near-worksite childcare for their employees. The businesses, not the parents, are the members of the cooperative. This enables smaller businesses, or businesses with fewer parent employees, to offer childcare benefits. In this model, the board includes representatives from the member businesses (who may also be parents, and can also include representation from workers). Member businesses share the costs and benefits associated with the program and typically charge fees to employee-parents using the center.

Babysitting/Parent Exchange Coops

Babysitting cooperatives allow parents to equitably exchange babysitting services so they can enjoy a night or day excursion or cover childcare needs during work travel or overtime. These informal, unincorporated cooperatives have been around for decades and typically involve relatively short-term arrangements among an established group of member-parents. The cooperatives have established criteria and a process for bringing in members as well as established cooperative practices such as democratic decision making and systems to promote equality. When parents take care of one or more children from a member family, they earn points or scrip that can be exchanged when they need babysitting services.

Technology platforms such as the Kome App have been developed to connect parents so they can mutually arrange childcare. Komae declares itself a “cooperative childcare app,” but it is not a cooperative. This app and others like it may be helpful in identifying other parents who want to share babysitting responsibilities, but it does not function as a community with democratic decision making.

California legislation enacted in 2018 opened the door to expanding the babysitting cooperative model so that it can be used by employed parents. Under very specific situations, care exchanges among parents can be exempt from licensing (California Health & Safety Code § 1596.792(e); DSS Manual § 102358).

To distinguish this cooperative arrangement from the parent cooperative model previously described (which is a licensed childcare center), we refer to this arrangement as a Parent Exchange Coop. To take advantage of the exemption from licensing, Parent Exchange Coops must adhere to the following statutory requirements:

- No payment of money or receipt of in-kind income is provided in exchange for care
- All care is provided by a rotation of parents or close relatives
- No more than 12 children receive care at one time



While these cooperative childcare arrangements can be informal, it is useful for families to create an agreement about the details of the arrangement, scheduling, and each parent’s responsibilities. Besides offering clarity among members, the written agreement can also be helpful in the event of a dispute or a question about whether the arrangement needs to be licensed.

Perfect Tender Co-op has served law students at University of California–Davis for well over a decade. Currently the program is for infants under one year. A nursery is provided at the law school location, King Hall, and students take turns caring for the babies at no charge to parents.

Worker Cooperatives

A worker cooperative is owned by the people who provide the childcare: the director, teachers, and often classroom aides and administrative staff. By combining their energy, capital, and skills, worker members gain steady employment and income and participate in decisions that affect their workplace; they also share any business profits made from their investment and labor.

As with other worker cooperatives, childcare cooperatives that use this model empower workers to make decisions regarding the growth and success of the business. The model seeks to address the generally poor working conditions in the field and improve wages in order to boost staff retention, which benefits the children by enhancing “continuity of care.” Worker cooperatives, however, are rare in the childcare field because they face several inherent challenges.

First, childcare is a low-margin business, with multiple built-in expenses and a client population (parents) with limited resources to pay. As discussed earlier, necessary regulations that support quality of care for children increase costs.

Parent cooperatives also shoulder many of these expenses. However, as nonprofit corporations, they benefit from their tax-exempt status. Worker cooperatives, which are formed to benefit workers, are not tax exempt and, therefore, have the additional expense of state and federal taxes. Moreover, they are unable to receive tax-deductible donations or foundation grants that require nonprofit status.

Nonetheless, a few worker cooperatives have succeeded in the childcare space. One example is Childspace, a Philadelphia worker cooperative that operates from two locations: one in Mount Airy which started in 1988, and the second in Germantown, which started in 1991. The Philadelphia centers provide living-wage jobs for 57 members and high-quality programs for children. Both Childspace locations demonstrate their commitment to quality children’s services by obtaining certification from the National Association for the Education of Young Children (NAEYC). An effort to replicate the Childspace model in Richmond, CA, and other locations, however, were not successful, demonstrating the multiple challenges involved.



The ICA Group, a national nonprofit dedicated to research and development models for worker cooperatives, has sought to expand childcare cooperatives by encouraging sole proprietor childcare centers to sell their businesses to their employees. The ICA Group assisted in the transfer of the Rose Garden Early Childhood Center in Buffalo, NY, from the founder to the employees. Two cooperative lending institutions loaned the employees 70% of the financing to buy the business, and the founding owner financed the remaining 30%. During the first year of the transition, the owner provided guidance and consultation to the cooperative. Today, Rose Garden is celebrating two years as a successful worker cooperative.

One strategy that could work well for childcare worker cooperatives is contracting with a consortium of businesses or a nonprofit to provide childcare for employees. This would provide a steady stream of clients, without the added expense of marketing services. In such cases, the contracting entity may wish to be represented on the board, as is the case with the employer models discussed previously.

SECTION 3:

WHAT INNOVATIVE COOPERATIVE MODELS COULD GROW CHILDCARE OPTIONS?

There are two types of childcare cooperatives that are relatively rare but offer opportunities to expand childcare options while also improving jobs. These include multi-stakeholder cooperative childcare centers and cooperatives formed by independent family childcare home providers.

Multi-Stakeholder Cooperative Childcare Centers

As described previously, childcare centers may be organized as parent cooperatives or worker cooperatives. Worker cooperatives, which have formed to try to improve the quality of jobs, have faced a difficult economic environment. Multi-stakeholder childcare cooperatives that include both parent and worker members draw on the strengths of the parent model while ensuring that workers have a voice to promote better compensation and working conditions.

The multi-stakeholder model has a distinct advantage over a worker cooperative because it can qualify for nonprofit tax-exempt status as long as workers make up fewer than 50% of the board and forgo profit sharing. Because of the narrow industry margins, the tax savings can free funds for higher wages and benefits. Additionally, the tax status enables tax deductible donations and eligibility for grants and similar support.

There are not many examples of multi-stakeholder childcare cooperatives, but a very successful one is the Children's Center of the Stanford Community (CCSC), which was founded by graduate students in 1969. Today it offers full-time care for infants from age eight weeks through preschoolers aged five and under. The cooperative operates with a board of nine parents, five staff members, and a university representative. Parents organize an annual fundraiser and volunteer for several workdays to spruce up the facility and grounds. Members value the open dialogue and co-governance of the center.

Family Childcare Home Cooperatives

Family childcare homes, independent childcare programs operated out of a provider's home, are an important source of care for families. These programs provide options for families that are not always available through licensed childcare centers; for example, they often provide care for multi-aged children or have more flexible hours, including nights and weekends. This type of care also promotes more intimate relationships when compared to center care.

Family childcare homes create jobs by allowing providers to care for children in their homes, but the low wages, long hours, fluctuating client base, isolation from other adults, and limited opportunities for benefits such as sick leave or vacation lead to provider burnout and high turnover.

In recent years, the ICA Group began providing assistance in organizing family childcare home cooperatives to address these issues. In this model, each licensed childcare home remains a separate business, but members join together for mutual support and to strengthen their businesses through economies of scale. Decisions concerning the cooperative are made democratically by the provider-members.



The cooperative can provide support to members by creating a network of back-up care, where members provide care for the clients of a member who is ill or goes on vacation. Members can also gain efficiencies by sharing meal plans, templates for paperwork, and by leveraging joint purchasing power through bulk purchase of supplies, equipment, food items, and insurance. Individual members, or the cooperative as a whole, may specialize in particular types of care (evenings, weekends, age specific) or offer enhanced programs.

Organizing as a cooperative can also open the door to contracting with employers for childcare. This could improve provider

income, as employers pay a monthly amount for the care whether or not the space is used.⁵ The promise of steady income might also attract more people into the home childcare field. At their headquarters in Ventura, for example, Patagonia Outdoor Clothing and Gear contracts with family childcare homes to care for children who are not enrolled in their on-site program. Patagonia directs these relationships, but in a provider cooperative the members could proactively develop such employer relationships and steer the terms of such contracts.

Supported by the ICA Group, the Family Child Care Coalition (FC3) of Greater Philadelphia has created a network of home-based providers to support professional development, advocacy, and purchasing power through negotiated discounts. Members also support one another with back-up arrangements for when a home provider is ill or on vacation. The cooperative operates as a member-governed 501(c)3 nonprofit.

Ironically, some of the same reasons that family childcare providers can benefit from cooperative formation are also what challenges their formation. Low compensation prevents providers from being able to hire someone to coordinate cooperative affairs, and their long work hours leave them with little bandwidth to take on the coordination and administration. For these reasons, our recommendations include providing such support through an existing state-funded service: California Resource and Referral Agencies (see p. 17).

⁵For childcare providers who rely on public subsidies, one of the issues is that the funding is tied to each child's attendance. If the child doesn't show up, the provider loses that income.

SECTION 4: WHAT IS THE ECOSYSTEM SUPPORTING CHILDCARE COOPERATIVES?

Among the different types of childcare cooperatives, parent cooperatives have the most fully developed infrastructure, with regional, state, and national associations that date back a half-century or more. Most of these associations are staffed entirely by volunteers and have minimal budgets. Nonetheless, parent cooperative associations function exceptionally well.

Parent Cooperative Preschools International (PCPI) is a nonprofit international council representing more than 50,000 families and teachers. PCPI is dedicated to supporting and encouraging parent participation and continuing education for parents, teachers, and directors. Members are primarily in the United States, British Columbia, and Ontario. Today, PCPI is affiliated with the National Cooperative Business Association (NCBA), which provides administrative and material support to PCPI's volunteer officers and members.

California Council of Parent Participation Nursery Schools (CCPPNS) is a state-wide association supporting preschool cooperatives “founded on the principle that the best education will result from an active partnership among parents, teachers, and children” (CCPPNS website, www.ccppns.org). The council has a Southern Area, which includes 6 councils representing 61 preschools, and a Northern Area, which includes seven councils and 70 member preschools. Approximately 27 similarly organized state associations can be found across the United States. While many of the member schools run part-day programs, a growing number provide full-time childcare.



The California Center for Cooperative Development provides technical assistance to existing cooperatives and supports the development of new cooperatives. The Sustainable Economies Law Center offers legal resources and information about childcare cooperatives. Project Equity supports California business owners in assessing whether a worker cooperative might be a fit and identifying the best path forward. The ICA Group provides technical assistance in the conversion of sole proprietor or corporate childcare centers to worker ownership.

SECTION 5:

RECOMMENDATIONS: HOW CAN CHILDCARE COOPERATIVES THRIVE AND HELP SOLVE THE CHILDCARE CRISIS?

California needs a multifaceted approach to solving the childcare crisis. First and foremost, childcare subsidies for low-income families must be fully funded, along with federal and state initiatives to expand services. Among these initiatives should be support for childcare cooperatives as a strategy to diversify and expand childcare options for parents. Cooperatives are particularly well suited as a strategy to grow options for families, while also addressing the cost of care, poor working conditions, and racial inequities. Public and private funders should recognize the value and legitimacy of cooperative childcare arrangements and provide increased support.

Parent cooperatives are a well-established, proven model that can be expanded to include worker members to create multi-stakeholder cooperative childcare centers. In addition to parent and multi-stakeholder cooperatives, we recommend public and private support for family childcare home cooperatives that bring together independent home-based providers. Finally, we recommend incentivizing employers to expand childcare options for their employees by supporting on-site or near-site cooperative childcare centers or family childcare home cooperatives.

To further the development of childcare cooperatives, we recommend that California expand the role of Resource and Referral Agencies (R & R agencies). These agencies are funded by the California Department of Education and are located in each county. They collect information about childcare, help parents identify licensed care, and provide training for childcare providers. These established networks could effectively expand childcare and improve provider working conditions by becoming better educated about cooperative models in order to provide information, coordination, and assistance. This role would be particularly effective in supporting family childcare home provider cooperatives.

Our specific recommendations are detailed below.

1. Support the growth of childcare cooperatives to expand licensed childcare availability and affordability and improve pay and working conditions for workers.

- **Encourage the development of multi-stakeholder cooperatives with workers and parents as members.** Multi-stakeholder childcare cooperatives draw on the strengths of the parent model while ensuring that workers have a voice over the quality of their jobs. Because these cooperatives can be organized as tax-exempt nonprofits (as long as workers constitute less than 50% of board members), the model has a greater chance of being successful in an industry with very low margins.
- **Encourage the development of cooperatives among family childcare home providers.** Family childcare homes are an important source of childcare for families, but they face multiple obstacles; a cooperative can help these isolated providers address many of the challenges they face by providing a mechanism for back-up care and economies of scale for purchasing, marketing, accounting, and so on. Additionally, a cooperative of providers could potentially contract with local businesses to provide care for employees.

2. Involve employers in expanding childcare choices.

- **Employers should be involved in increasing childcare opportunities and assuring accessible, affordable childcare for their employees with children.** Participation from all sectors is needed to effectively address the childcare crisis, and employers benefit when their employees have secure childcare.
- **Public and private programs can provide funding to encourage employers to use nonprofit cooperative models of care.** Funding sources recognize the strengths of multi-stakeholder cooperatives (parents and workers), or family home childcare, by providing matching funds for start-up support for employers who sponsor near or on-site care.

3. Broaden education and technical assistance to enhance knowledge and understanding of childcare cooperatives.

- **Implement programs to educate policymakers, employers, parents, and childcare workers.** While cooperatives are an enduring part of the childcare field in California, they are largely overlooked. Programs to raise awareness about the important role this model can play in expanding care while addressing crucial issues of worker pay and equity will fuel awareness.
- **Provide technical assistance to promote the growth of new cooperatives and provide governance support for effective operations.** Professional cooperative development support in organizing and establishing cooperatives is essential to their growth. This can include starting new cooperatives, as well as converting programs at risk of closure to ownership by workers and parents. Support in effective decision-making practices is essential to growing and strengthening all cooperative models.
- **Engage childcare R&R agencies in supporting childcare cooperatives.** As existing state funded programs, R&R agencies can play an important role in expanding cooperatives by becoming better educated about cooperative models and incorporating this information into the communication and resource role they provide. They can also provide crucial coordination and administrative assistance to family childcare home cooperatives by:
 - Providing resources and organizing information sessions about cooperatives for home-based providers
 - Offering ongoing coordination services for online or in-person meetings
 - Providing outreach to employers
 - Providing administrative services including template agreements, bulk purchasing, and accounting
 - Facilitating and funding ongoing cooperative governance education by experienced professionals

WHAT IF ...\$12 Million for Childcare Coops?

We asked ourselves a provocative question: how could California utilize a significant investment in cooperatives, \$100 million for example, to address the crises in childcare, housing and quality jobs? Our “WHAT IF” scenario allocates \$12 million to childcare coops.

1. \$9 million towards technical assistance and establishing licensed coop childcare centers; design funding to encourage use of community and workplace buildings.
2. \$1.5 million for coops to establish programs to take advantage of government grants and to provide financial support for low-income families without government subsidies.
3. \$1.5 million to design and launch support for homecare childcare coops through already existing Resource & Referral Agencies.

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Childcare Cooperatives & Childcare Licensing Laws

For the most part, all cooperative childcare centers must be licensed and adhere to the same requirements of all childcare centers per California [Health and Safety Code Sections 1596.80 – 1596.879](#). Below are some exemptions that can be taken advantage of by childcare cooperatives. More detailed information can be found in the Community Care Licensing Division of the Department of Social Services’ [“Updated Covid-19 Guidance for Cohorts, Group Size, and Ratios In Licensed & License-Exempt Child Care Settings”](#) letter.

Staffing Requirements for Parent Cooperative Centers:

Cooperatives have the option of operating under general regulations or a code for parent cooperatives. This code recognizes some of the circumstances in parent cooperative childcare centers by allowing parents participating in the classroom to be included in the ratios, and by allowing centers with fewer than 25 children to combine the position of director and teacher. In exchange, the child-to-adult ratio for preschoolers is reduced from the general maximum of 1:12 to 1:5. When the number of children in the cooperative reaches 25, parent cooperative centers must employ a full-time teacher in addition to the director and participating parents. (Found in [22 CCR § 101216.5 – Staffing – Parent-Cooperative Centers](#). For authority reference, see Health and Safety Code Sections [1596.81](#), [1596.72](#), [1596.73](#), and [1597.05](#).)

Special Exemptions for Non-Center Parent Cooperatives:

Under very specific circumstances, California allows parent groups to care for their children through a cooperative arrangement, without getting a family childcare home license. California [Health and Safety Code Section 1596.792 \(e\)](#) and the Health and Human Services Agency’s Department of Social Services’ Manual of Policies and Procedures § [102358](#), explains the circumstances in which the exemption does not apply:

Any cooperative arrangement between parents for the care of their children when no payment is involved and the arrangement meets all of the following conditions:

- 1) Parents must combine their efforts so that each parent, or set of parents, rotates as the responsible caregiver with respect to all the children in the cooperative;
- 2) There can be no payment of money or receipt of in-kind income in exchange for care. This does not prohibit in-kind contributions of snacks, games, toys, blankets for napping, pillows, and other materials parents deem appropriate for their children. This does not prohibit payment for outside activities, like park admission fees, but the amount of that payment may not exceed the actual cost of the activity;
- 3) Any person caring for the children must be a parent, legal guardian, stepparent, grandparent, aunt, uncle, or adult sibling of at least one of the children in the cooperative;
- 4) No more than 12 children are receiving care in the same place at the same time.

LIST OF CALIFORNIA CHILDCARE COOPERATIVES

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
A Parent Child Center (Little Wonders)	225 Tilton Ave.	San Mateo	CA	94401
All Children Great & Small Preschool	4612 Welch Place	Los Angeles	CA	90027
Almaden Parents Preschool	5805 Cahalan Avenue	San Jose	CA	95123
Altadena Nursery School, Inc	789 N.Altadena Drive	Pasadena	CA	91107
Atascadero Cooperative Pre-School	8935 Amapoa Ave.	Atascadero	CA	93422
Bakersfield Parent Nursery	2080 Stine Road	Bakersfield	CA	93309
Bakersfield Play Center	1620 Kentucky St.	Bakersfield	CA	93306
Bay School & Tularcitos Parent Co-Operative	8460 Carmel Valley Road	Carmel	CA	93923
Bayshore Co-op Preschool	5431 E Ocean Blvd	Long Beach	CA	90803
Beverly Glen Playgroup	10409 Scenario Lane	Los Angeles	CA	90077
Bonny Doon Community Preschool	1492 Pine Flat Road	Santa Cruz	CA	95060
Bright Beginnings Prechool	450 Blue Ravine Road	Folsom	CA	95630
Broadmoor Cooperative Preschool	951 Dowling Blvd.	San Leandro	CA	94577
Building Blocks	23800 Summit Road	Los Gatos	CA	95033
Bunker Hill Parent Participation Nursery School	802 N Sierra Drive	San Mateo	CA	94402
California Heights Parent Participation Nursery	1500 East Carson St.	Long Beach	CA	90807
Campbell Parent Participation Nursery School	528 Harrison Ave.	Campbell	CA	95008
Canyon Cooperative Nursey School	1820 N Las Palmas Ave.	Los Angeles	CA	90028
Carlmont Parents Nursery School	PO Box 814	Belmont	CA	94002
Castro Valley Parent Nursery School	3657 Christensen Lane	Castro Valley	CA	94546
Cazadero Performing Arts Camp	5385 Cazadero Hwy	Berkeley	CA	94707
Centennial Christian Preschool	5401 Freeport Blvd.	Sacramento	CA	95822
Centro Las Olas	1401 Broadway	San Francisco	CA	94110
Children's Center of the Stanford Community	140 Comstock Circle	Stanford	CA	94305
Children's Community Center	1140 Walnut St.	Berkeley	CA	94707
Children's Cottage Cooperative	2900 Larkspur Landing Circle	Larkspur	CA	94939
Christ Methodist Nursery School	1717 Yulupa Ave.	Santa Rosa	CA	95405
Christ The King Preschool	5811 Walnut Ave.	Orangevale	CA	95662
Claire Lilienthal Nursery School	3630 Divisadero St.	San Francisco	CA	94123
Claremont United Methodist Nursery School	215 W Foothill Blvd.	Claremont	CA	91711
Clayton Valley Parent Preschool	1645 West St.	Concord	CA	94521
Cotati Rohnert Park Cooperative Nursery School	150 West Sierra Ave.	Cotati	CA	94931
Cottage Nursery School	169 West Arlington Drive	Pasadena	CA	91105
Cow Hollow Cooperative Preschool	65 Funston Ave.	San Francisco	CA	94129
Creative Play Center	2323 Pleasant Hill Road	Pleasant Hill	CA	94523

LIST OF CALIFORNIA CHILDCARE COOPERATIVES, *continued*

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
Crescenta-Canada Cooperative Nursery School	1700 Foothill Blvd.	La Cañada	CA	91011
Crestwood Hills Nursery School	986 Hanley Ave.	Los Angeles	CA	90049
Cupertino Co-op Nursery School	563 W Fremont Ave.	Sunnyvale	CA	94087
Dandelion Nursery School	941 The Alameda	Berkeley	CA	94707
Davis Community Church Nursery School	412 C Street	Davis	CA	95616
Davis Parent Nursery School	426 W 8th street	Davis	CA	95616
Diamond Bar Community Nursery School	400 S Rancheria Road	Diamond Bar	CA	91765
DIG Childhood Center	3940 Grand View Blvd.	Los Angeles	CA	90066
Discovery Parent Child Preschool	1919 Gunston Way	San Jose	CA	95124
Dot Tot Preschool and Child Care	1630 12th St.	Sacramento	CA	95814
El Cerrito Preschool Cooperative	PO Box 463	El Cerrito	CA	94530
El Segundo Cooperative Nursery	300 East Pine St.	El Segundo	CA	90245
Encino Parent Cooperative Nursery School	16953 Ventura Blvd.	Encino	CA	91316
ETNA Elementary	220 Collier Way	Etna	CA	96027
Exeter Community Preschool	259 South E St.	Exeter	CA	93221
Explorer Preschool	2700 Booksin Ave.	San Jose	CA	95124
Fair Oaks Participation Preschool	4150 Temescal St.	Fair Oaks	CA	95628
Family Connections	P.O Box 358	San Carlos	CA	94070
Franklin Parent Nursery	1460 Eighth St.	Berkeley	CA	94710
Franklin Park Preschool	2095 Franklin Ave.	Santa Rosa	CA	95404
Fremont Parents' Nursery School	4200 Adler Ave.	Fremont	CA	94536
Fullerton Community Nursey School	2050 Youth Way, Building 2	Fullerton	CA	92835
Gan Israel Preschool	1055 Las Ovejas Ave.	San Rafael	CA	94903
Garden Grove First Pre-School	8461 Garden Grove Blvd.	Garden Grove	CA	92844
Geo Kids	345 Middlefield Road	Menlo Park	CA	94025
Glenridge Cooperative Nursery School	PO Box 31202	San Francisco	CA	94131
Grace Cooperative Preschool	2100 Tice Valley Blvd.	Walnut Creek	CA	94595
Haight Ashbury Cooperative Nursery School	1180 Stanyan Street	San Francisco	CA	94117
Hansel and Gretel PPNS	124 Hemlock Ct	Hercules	CA	94547
Happy Time Cooperative Preschool	1091 Bello St.	Pismo Beach	CA	93449
Hastings Ranch Nursery School	3740 E Sierra Madre Blvd.	Pasadena	CA	91107
Healdsburg Community Nursery School	444 1st St.	Healdsburg	CA	95448
Heffalump Cooperative Nursery School	3990 Ventura Court	Palo Alto	CA	94306
Hilltop Nursery School	3625 Marathon St.	Los Angeles	CA	90026
Hilltop Preschool	9685 Warner Ave.	Fountain Valley	CA	92708
Hollister Presbyterian Cooperative Preschool	2066 San Benito St.	Hollister	CA	95023
Honey Tree Pre-School Inc	1 West Avenida de los Arboles	Thousand Oaks	CA	91360

LIST OF CALIFORNIA CHILDCARE COOPERATIVES, *continued*

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
Inland Preschool	940 2nd St.	Calimesa	CA	92320
Irvine Community Nursery School	14341 Yale Ave.	Irvine	CA	92604-1901
Jack and Jill Cooperative Play School	1122 Franklin Road	Yuba City	CA	95991
James Marshall Parent Nursery School	919 Westacre Road	West Sacramento	CA	95691
John Knox Co-op Preschool	7421 Amarillo Road	Dublin	CA	94568
Kiddie Kampus Cooperative Play School	1711 2nd St.	Alameda	CA	94501
Kids Co-op	23800 Summit Road	San Francisco	CA	94110
Kids on Campus	500 El Camino Real	Santa Clara	CA	95053
King City Co-op Pre School	508 North Second St.	King City	CA	93930
La Playa Cooperative Nursery School	5041 Rhoda Way	Culver City	CA	90230
La Verne Parent Participation Preschool	909 Juanita Ave.	La Verne	CA	91750-0925
Lafayette Nursery School	979 First St.	Lafayette	CA	94549
Lagoon Playgroup	5119 Colorado St.	Long Beach	CA	90814
Laguna Parent Participation Preschool	23561 Alicia Parkway	Mission Viejo	CA	92691
Lake Arrowhead Cooperative Nursery School	351 CA-173	Lake Arrowhead	CA	92352
Laurel Hill Cooperative Nursery School	401 Euclid Ave.	San Francisco	CA	94118
Laurelwood Cooperative Preschool	955 Teal Drive	Santa Clara	CA	95051
Lil Cottonwood Preschool	12341 Montecito Road	Los Alamitos	CA	90720
Linda Beach Preschool	400 Highland Ave.	Piedmont	CA	94611
Linden Community Preschool	19147 E. Hwy 26	Linden	CA	95236
Little Hands: A Parent-Child Center	1300 5th Avenue	Belmont	CA	94002
Little Methodist Preschool	9849 Fair Oaks Blvd.	Fair Oaks	CA	95628
Little Village Nursery School	11827 W. Pico Blvd.	Los Angeles	CA	90064
Livermore Playschool	5261 East Ave.	Livermore	CA	94550
Loomis Community Nursery School	6414 Brace Road	Loomis	CA	95650
Los Angeles Family School	2646 Griffith Park Blvd.	Los Angeles	CA	90039
Los Feliz Cooperative Nursery School	3401 Riverside Drive	Los Angeles	CA	90039
Los Gatos Nursery School	15 Lyndon Ave.	Los Gatos	CA	95030
Los Gatos-Saratoga Observation Nursery School	4 Solano St.	Los Gatos	CA	95033
Lou Grant Parent Child Workshop	5400 6th St.	Carpinteria	CA	93013
Magic Years Cooperative Nursery	6303 Reseda Blvd.	Tarzana	CA	91335
Manhattan Beach Nursery School	1520 Nelson Ave.	Manhattan Beach	CA	90266
Mariposa Cooperative Preschool	3415 Woodlands Drive	Mariposa	CA	95338-1631
Menlo Atherton Cooperative Nursery School	802 Middle Ave.	Menlo Park	CA	94026
Mill Valley Nursery School	51 Shell Blvd.	Mill Valley	CA	94941
Millbrae Nursery School	86 Center St.	Millbrae	CA	94030
Milpitas Parents Preschool	355 Dixon Road	Milpitas	CA	95035
Miraloma Cooperative Nursery School	443 Foerster St.	San Francisco	CA	94127

LIST OF CALIFORNIA CHILDCARE COOPERATIVES, *continued*

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
Modesto Parent Participation Preschool	1341 College Ave.	Modesto	CA	95350
Montclair Community Play Center	5815 Thornhill Drive	Oakland	CA	94611
Morgan Hill Parent Child Nursery School	16870 Murphy Ave.	Morgan Hill	CA	95037
Mountain View Parent Nursery School	1535 Oak Ave.	Los Altos	CA	94024
Mulberry School	220 Belgatos Road	Los Gatos	CA	95032
Multi-Cultural Child Development Center	1650 W Third St.	Santa Rosa	CA	95401
My Own School	501A Gold Strike Road	San Andreas	CA	95249-0723
Napa Valley Nursery School	641 Randolph St.	Napa	CA	94558
Neighborhood Nursery School	2700 Tesla Ave.	Los Angeles	CA	90039
New Horizons Nursery School	405 E Jack London Blvd.	Livermore	CA	94551
Noe Valley Nursery School	5210 Diamon Heights Blvd.	San Francisco	CA	94131
Novato Parents Nursery School	1473 South Novato Blvd.	Novato	CA	94947
Nurtury Preschool	14401 Dickens St.	Sherman Oaks	CA	91423
Oak Park Preschool	3500 2nd Ave.	Sacramento	CA	95817-2805
Oakland Progressive Daycare/ Beatie Street Preschool	733 Beatie St.	Oakland	CA	94606
Oaks Parent Child Workshop	605 West Junipero St.	Santa Barbara	CA	93105
Oneonta Cooperative Nursery School	1515 Garfield Ave.	South Pasadena	CA	91030
Open Gate Nursery School	2124 Brewster Ave.	Redwood City	CA	94062
Our Children's Place	3715 Pacific Ave.	Burbank	CA	91505
Pacifica Co-op Nursery School, Inc	548 Carmel Ave.	Pacifica	CA	94044-2461
Palo Alto Friends Nursery School	957 Colorado Ave.	Palo Alto	CA	94303
Palos Verdes Hill Nursery School	#6 Lariat Lane	Rolling Hills Estates	CA	90274
Paper Mill Creek Children's Center	503 B Street	Pt. Reyes Station	CA	94956
Parents' Nursery School Co-op	2328 Louis Road	Palo Alto	CA	94303
Paso Robles Cooperative Preschool	533 15th Street	Paso Robles	CA	93446
Patterson Co-op Pre-School	610 N Hartley	Patterson	CA	95363
Pepper Preschool	627 F Street	Petaluma	CA	94952
Petaluma Parent Nursery School	PO Box 894	Petaluma	CA	94953
Peter Pan Co-op Nursery School	4618 Allendale Ave.	Oakland	CA	94619
Pied Piper Preschool	2263 Whyte Park Avenue	Walnut Creek	CA	94595
Piedmont Cooperative Play School	401 Hampton Road	Piedmont	CA	94611
Pixie Play School	1797 Ayers Road	Concord	CA	94521
Playmates Cooperative Nusery School	344 East Morten	San Francisco	CA	94116
Pleasant Valley Preschool	440 Skyway Drive	Camarillo	CA	93010
Portola Preschool	386 2nd Aven.	Portola	CA	96122-1091
Portuguese Bend Nursery School	PO Box 231	Palos Verdes	CA	90274
Presbyterian Preschool	1550 Pacific Ave.	Santa Rosa	CA	95404-3508

LIST OF CALIFORNIA CHILDCARE COOPERATIVES, *continued*

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
Preschool Learning for Avalon Youth (P.L.A.Y)	4 Birdpark Road	Avalon	CA	90704
Puddle Jumpers Workshop	2700 Booksin Ave.	San Francisco	CA	94110
Rainbow Day Care Center	901 P St #155B	Sacramento	CA	95814
Rancho Cooperative Nursery School	2551 Motor Ave.	Los Angeles	CA	90064
Ready, Set, Grow	33122 Grape St.	Wildomar	CA	95295
Ready, Set, Grow! Preschool	39475 Whitewood Road	Murrieta	CA	92563
Red Bluff Cooperative Nursery School	6450 20th St.	Red Bluff	CA	96080-8627
Redbud Montessori	27082 Patwin Road	Davis	CA	95616
Redwood Parents Nursery School	3997 Jefferson Ave.	Redwood City	CA	94062
Resurrection Lutheran Co-Op Pre-School	7557 Amador Valley Blvd.	Dublin	CA	94568-2421
Rocky Mountain Participation Nursery School	2475 15th Street	San Francisco	CA	94114
Rose Scharlin Nursery School	2414 Lakeview Ave.	Los Angeles	CA	90039
Roseville Community Preschool	50 Corporation Yard Road	Roseville	CA	95678
Roseville Parent Education Preschool	3645 Old Auburn Road	Roseville	CA	95661
Rustic Canyon Cooperative Nursery School	601 Latimer Road	Santa Monica	CA	90402
San Anselmo Cooperative Nursery School	24 Myrtle Lane	San Anslemo	CA	94960
San Geronimo Valley Family Preschool	6350 Sir Francis Drake Blvd.	San Geronimo	CA	94963
San Jose Parents Participation Nursery School	2180 Radio Ave	San Jose	CA	95125
San Marcos Parent Child Workshop	400 Puente Drive, Suite A	Santa Barbara	CA	93110
San Mateo Parents' Nursery School	1732 Monte Diablo Ave	San Mateo	CA	94401
San Pedro Cooperative Nursery School	1435 W 7th Street	San Pedro	CA	90732
Sand Tots PPNS	P.O. Box 1599	Redondo Beach	CA	90278-0599
Sandy Hill Nursery School	1036 Solana Drive	Solana Beach	CA	92075
Santa Barbara Charter School	6100 Stow Canyon Rd.	Goleta	CA	93117
Santa Clara Parents Nursery School	471 Monroe St.	Santa Clara	CA	95050
Saratoga Parent Participation Nursery School	20490 Williams Ave.	Saratoga	CA	95070
Seal Beach Play Group	151 Marina Drive	Seal Beach	CA	90740
Seaside Parent Participation Nursery School	4565 Sharynne Lane	Torrance	CA	90505
Sequoia Nursery School	2666 Mountain Blvd.	Oakland	CA	94611
Sequoia Parent Nursery School	1839 Arroyo Ave	San Carlos	CA	94070
Serra Parent Preschool	1005 Calle Puente	San Clemente	CA	92672
Sheffield Village Preschool	247 Marlow Drive	Oakland	CA	94605
Sherman Oaks Cooperative Nursery School	14265 W. Addison St.	Sherman Oaks	CA	91423
Shooting Star Preschool	7156 Regional St.	Dublin	CA	94568
Shoreline Acres	40 John St.	Tomales	CA	94971
Sierra Madre Community Nursery School	701 E Sierra Madre Blvd.	Sierra Madre	CA	91024
Silverspot Co-operative Nursery School	999 Brotherhood Way	Brisbane	CA	94005
Simcha Preschool	3055 Porter Gulch Road	Aptos	CA	95003

LIST OF CALIFORNIA CHILDCARE COOPERATIVES, *continued*

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
Skytown Preschool	5714 Solano Drive	Richmond	CA	94805
Slippery Fish Co-op Preschool	12040 Union Ave.	San Francisco	CA	94132
Small Fry Nursery School	13878 Road 21 1/2	Madera	CA	93637
So Big Play Center Inc.	1201 W. 10th Street	Antioch	CA	94509
Soquel Nursery School	397 Old San Jose Rd.	Soquel	CA	95073
Southwest Community Nursery School	327 A street	Bakersfield	CA	93304
St Paul's Cooperative Nursery School	405 El Camino Real	Burlingame	CA	94010
St. Helena Cooperative Nursery School	1201 Niebaum Lane	Rutherford	CA	94573
St. Matthews Methodist Nursery School	15653 East Newton St.	Hacienda Heights	CA	91745
Starr King Parent Child Workshop	1525 Santa Barbara St.	Santa Barbara	CA	93101
Studio City Co-op Preschool	12621 Rye St.	Studio City	CA	91604
Summerville Parent Nursery School	20150 Tuolumne Rd N	Tuolumne	CA	95379
Sun'N Fun Creative Playgroup	343 12th street	Seal Beach	CA	90740
Sunnymont Nursery School	15040 Union Ave.	San Jose	CA	95124
Sunnymont Westside	4245 Lawton St	San Jose	CA	95124
Sunset Cooperative Nursery School	2131 Tustin Ave.	San Francisco	CA	94122
Sunshine Community Nursery School	5520 Gilgunn Way	Costa Mesa	CA	92627
Sutterville Preschool	1100 Lyons Avenue	Sacramento	CA	95822
Tahoe Parents Nursery School	11228 McCourtney Road	South Lake Tahoe	CA	96150
Tall Pines Nursery School	1401 Broadway	Grass Valley	CA	95949
TelHi Co-op	42690 Margarita Road	San Francisco	CA	94109
Temecula Play & Learn	19177 CA-120	Temecula	CA	92592
Tenaya Parent Preschool	3602 Eagle Rock Blvd.	Groveland	CA	95321
The Garden Nursery School	605 West Juniper St.	Los Angeles	CA	90065
The Oaks Parent Child Workshop	10 Irwin Way	Santa Barbara	CA	93105
The Orinda Preschool	1726 Pollasky Ave.	Orinda	CA	94563
The Treehouse Preschool	375 Palos Verdes Blvd.	Clovis	CA	93612
The Village Children's Center	1400 13th Ave.	Redondo Beach	CA	90277
Tiny Tot Time Preschool	415 Grant St.	Sacramento	CA	95822
Turlock Parent Participation Nursery School	225 W. Main St.	Turlock	CA	95382
Tustin Community Nursery School	13681 Newport Ave.	Tustin	CA	92780
Tustin Meadows Tiny Tots	229 Christian Valley Road	Tustin	CA	92780
Tutor Totter Preschool	56 Mohawk Ave.	Auburn	CA	95602
Twin Cities Community Preschool	444 Park Blvd.	Corte Madera	CA	94925
Ukiah Cooperative Nursery School	474 N. Parkview Drive	Ukiah	CA	95482
United Methodist Cooperative Nursery School	3233 South Sepulveda Blvd.	Burlingame	CA	94010
University Parents Nursery School	500 Amador St.	Los Angeles	CA	90034-4205
Vallejo Parent Nursery School	935 Camino Ramon	Vallejo	CA	94590

LIST OF CALIFORNIA CHILDCARE COOPERATIVES, *continued*

COOPERATIVE NAME	ADDRESS	CITY	STATE	ZIP CODE
Valley Parent Preschool	8619 Aviation Blvd 7300	Danville	CA	94526
Village Nursery School	700 West Manchester Ave.	Daly City	CA	94014
Watsonville Cooperative Nursery	220 Elm St.	Watsonville	CA	95076
Westchester Parent Nursery School	8619 Aviation Blvd.	Inglewood	CA	90301
Westminster Nursery School	13660 University Street	Westminster	CA	92683
Westside Parent Educaton Nursery School	1231 Bay St.	Santa Cruz	CA	95060
Winters Parent Nursery School	208 4th St.	Winters	CA	95694
Woodland Parent Nursery School	655 Fourth St.	Woodland	CA	95695
Woodside Parents Nursery School	3154 Woodside Road	Woodside	CA	94062

Annotated Bibliography: Childcare Cooperatives

Child Care Aware of America. (2020). *2020 State Child Care Facts in the State of: California* [Fact Sheet]. https://info.childcareaware.org/hubfs/2020%20State%20Fact%20Sheets/California-2020StateFactSheet.pdf?utm_campaign=Picking%20Up%20The%20Pieces&utm_source=California%20SFS

This document presents detailed snapshots of childcare in California from a myriad of perspectives: childcare need and availability, types of care, the childcare workforce, a summary of referrals and requests served by childcare resource and referral agencies in California, and state participation in the Quality Rating and Information System (QRIS), used to assess and improve childcare quality, and related programs. The appendix includes a summary called Price of Child Care in California.

Child Care Aware of America. (2019). *Price of Child Care in: California* [Infographic]. <https://info.childcareaware.org/hubfs/2019%20Price%20of%20Care%20State%20Sheets/California.pdf>

This infographic provides an overview of the annual costs of childcare in California in 2019, comparing costs based on the type of care facility as well as the child's age. These costs are compared to university tuition and annual mortgage payment for perspective, and are also presented as the percentage of income different types of households would spend on childcare annually.

Child Care Aware of America. (2019). *The US and the High Price of Child Care: An Examination of a Broken System*. <https://info.childcareaware.org/hubfs/2019%20Price%20of%20Care%20State%20Sheets/Final-TheUSandtheHighPriceofChildCare-AnExaminationofaBrokenSystem.pdf>

This report by Child Care Aware of America examines the issues of cost and accessibility that are creating setbacks for the current childcare system in the United States. The analysis is divided into six parts, which are also six key stakeholder roles in the system—children, families, childcare providers, communities, government, and private businesses—and explains how each stakeholder would benefit from a more affordable, high-quality childcare system. Finally, the report concludes with policy recommendations to improve the childcare system, including increasing data collection, improving parent and provider awareness, and strengthening financial mechanisms.

California Child Care Resource & Referral Network. (2019). *CalWORKs Child Care* [Fact sheet]. <https://rrnetwork.org/assets/general-files/CalWORKs.pdf>

The California Child Care Resource & Referral Network published this information sheet to introduce and explain the stages of the CalWORKs childcare system. This federal program is generally divided into three main stages, with small variations from county to county regarding implementation. CalWorks Stage One is administered by the California Department of Social Services and is intended for participants who are transitioning from welfare to work within the first six months of benefits. CalWorks Stage Two is under the California Department of Education (CDE); the target population is the same as Stage One, but the stages can combine and last up to 24 months. Finally, Stage Three is also administered by the CDE, and available to participants whose children meet the age and income eligibility for no time limit.

California Child Care Resource & Referral Network. (2019). *Subsidized Child Care in California* [Fact sheet]. https://rrnetwork.org/assets/general-files/Subsidized-Child-Care-2019_v2.pdf

This information sheet introduces and provides an overview of the demographics of participants in subsidized childcare in California. It includes charts and statistics related to the percentages of children served under subsidized childcare by type of care, age, ethnicity, as well as eligibility.

California Department of Social Services. (n.d.). Types of Subsidized Child Care Programs. CA.gov. <https://www.cdss.ca.gov/inforesources/calworks-child-care/subsidized-programs>

This website outlines two types of subsidized childcare programs identified by the California Department of Social Services: voucher-based childcare and Title 5 subsidized childcare. Voucher-based childcare consists of CalWORKs and Alternative Payment Programs, providing vouchers for families to receive support from childcare centers and homes. On the other hand, direct contracts/Title 5 childcare operate under the California Department of Education, which works directly with childcare centers to get a fixed number of slots.

Coontz, E. K. (2003). *Bringing Families Together: A Guide to Parent Cooperatives*. Regents of the University of California.

Although not explicitly declared, the book is divided into three sections: the first draws on academic and policy research to discuss the merits of cooperative childcare; the second lays out the steps in developing a childcare cooperative; and the third uses empirical research to discuss the effective operation of childcare cooperatives. The author uses a detailed body of research to make the case for childcare cooperatives from a myriad of outcomes, including: addressing a dire need for affordable, quality childcare; developing networks that promote better parenting and stronger families; forming cost-effective government programs; and providing an effective tool for employers to attract and retain employees. The book also includes examples of particular childcare cooperatives, as well as sample organizational and operation documents. [Childcare Co-ops | California Center for Cooperative Development \(cccd.coop\)](#)

Economic Policy Institute. (2020, October). The Cost of Childcare in California. <https://www.epi.org/child-care-costs-in-the-united-states/#/CA>

This website compiles data on the cost of childcare in California and analyzes this cost in comparison to other living expenses. The annual cost of care is reported to be \$16,945 for an infant, and \$11,475 for a 4-year-old, making California the third most expensive state for childcare. Considering the current median family income, infant care cost is taking up 24.9% of family income, which far exceeds the 7% of family income recommended by the Department of Health and Human Services. The high price of childcare also makes it out of reach for minimum wage workers as well as childcare workers in California.

Friedman-Krauss, A.H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G., & Gardiner, B. A. (2020). *The State of Preschool 2019*. National Institute for Early Education Research, Graduate School of Education at Rutgers. <https://nieer.org/state-preschool-yearbooks/2019-2>

This report provides an overview of the early childcare and education ecosystem in California from 2018 to 2019, including information on accessibility and spending per child. The report also dives deeper into two state-funded programs, the California State Preschool Program (CSPP) and California Transitional Kindergarten (TK), and includes breakdowns of children enrolled in each program, a benchmarks checklist, and the sources of spending for each program.

Gould, E. & Blair, H. (2020, January 15). *Who's Paying Now: The Explicit and Implicit Costs of the Current Early Care and Education System*. Economic Policy Institute. <https://www.epi.org/publication/whos-paying-now-costs-of-the-current-ecce-system/>

This REPORT is supplementary to the values-based budget articles, and provides a breakdown of the sources of spending in the U.S. early childcare and education system, as well as costs that could be cut down with an improved budget. About \$34 billion comes from public spending, which includes about \$22.2 billion from the federal government and \$11.8 billion from state and local governments. Parents are paying about \$42 billion, or about 10.2% to 28.6% of their income, which exceeds the recommended amount of income spent on childcare. The high cost of childcare also forces many parents to leave the workforce or work fewer hours to care for their children, leading them to forgo an estimated \$30 to \$35 billion of income, which in

results in a total of \$4.2 billion forgone tax revenue. Furthermore, when compared to the high degree of skills and effort that teachers bring to the work, many teachers currently face severely low wages and economic insecurity. With more emphasis on improving the workforce and providing more support to educators, the authors argue that the proposed values-based budget would ensure better quality for children and parents, and that the budget would yield a positive net effect in the long run.

Gould, E., Whitebrook, M., Mokhiber, Z., & Austin, L. J. E. (2020, January 15). *A values-Based Early Care and Education System would Benefit Children, Parents, and Teachers in California*. Economic Policy Institute. <https://www.epi.org/publication/ece-in-the-states/#/California>

This report takes a deeper dive into the values-based budget for California's early childcare and education system that was introduced in the authors' previous paper. The authors provide a list of the principles that were taken into consideration while drafting the budget and summarize the problems with childcare funding in California, which include low teacher pay and high costs of care for families. The proposed budget would benefit California's childcare system in many ways: it would allow teachers to deliver high-quality services without having to worry about wages, it would ensure children's well-being and success, it would generate an increase in employment. Finally, the authors provide an explanation as to their finding that the annual cost of a high-quality childcare system in California would be between \$29.7 and \$75.4 billion. The factors that were taken into consideration include the number of children expected to be in the childcare system, the number of staff members needed in the system, an estimate of teachers' salaries, and other non-personnel costs.

Gould, E., Whitebrook, M., Mokhiber, Z., & Austin, L. J. E. (2019, July 23). *Breaking the Silence on Early Child Care and Education Costs: A values-Based Budget for Children, Parents, and Teachers in California*. Economic Policy Institute. <https://www.epi.org/publication/breaking-the-silence-on-early-child-care-and-education-costs-a-values-based-budget-for-children-parents-and-teachers-in-california/>

In this report, the author addresses the current issues regarding early childcare and education funding in California. High-quality childcare costs more than what the average family in California is recommended to spend, which is 7% of their income. On the other hand, childcare teachers are not getting paid enough and often face economic insecurity. While policymakers have been focusing on making childcare accessible to low-income families, they are simultaneously neglecting to provide teachers with adequate pay and support, which is an equal contributor to the quality of care. These problems result from underfunding, and the authors suggest a values-based budget to outline costs that should be covered. Based on an analysis of what is needed for a high-quality childcare system, the estimated annual cost for a system that would benefit both parents and teachers is estimated to be from \$29.7 to \$75.4 billion.

Hewes, D. W. (1998). *It's the Camaraderie": A History of Parent Cooperative Preschools*. Center for Cooperatives, University of California. <https://www.worldcat.org/title/its-the-camaraderie-a-history-of-parent-cooperative-preschools/oclc/43303899>

Hewes presents a comprehensive history of the parent cooperative preschool movement, weaving together information about the advance and growth of parent cooperatives with details about the growth of theories of child development. This history draws on primary documents, periodicals, scholarly publications, as well as interviews with early cooperative preschool pioneers. The book focuses mostly on the United States and Canada, but also includes discussion of international trends in child development. Hewes make the case that the active participation of parents in cooperative preschools plays an important role in promoting developmentally appropriate positive parenting of young children.

Hopkinson, A. (2019, September 7). Quick Guide: Understanding Transitional Kindergarten in California. EdSource. <https://edsources.org/2017/understanding-transitional-kindergarten-a-quick-guide/585073>

This article introduces readers to the transitional kindergarten program (TK) implemented in California. Using a question-and-answer format, the article addresses commonly asked questions, concerns, and confusions about the program. The topics addressed range from discussion of the beginning days of the program, an explanation of the differences between TK and preschool, and discussions of the costs, age requirements and other issues.

Hymes, James. (1991). *Twenty Years in Review. A Look at 1972-1990*. National Association for the Education of Young Children. Washington DC. <https://www.worldcat.org/title/early-childhood-education-twenty-years-in-review-a-look-at-1971-1990/oclc/2344328>

Hymes draws on his experiences as a professor of early childhood education, his activism in the field, his placement in key offices, and his appointments and leadership in key policy commissions to chronicle key events and issues in early childhood education. The commentary presents data and key events over the 20 years between 1971 and 1990. Topics covered include the Act for Better Child Care bill and accreditation, considerations for children in quality childcare, federal and state roles in early childhood education; health; Head Start; kindergarten; the National Association for the Education of Young Children (NAEYC); the parent role in early childhood education; 11 position papers and reports; public schools; staffing; taxes; teacher education; television; and transitional classrooms. Subtly apparent in the commentary is Hymes' perspectives on the primacy of respecting the "whole child" by making school a 'friend' of the child by respecting and giving ample berth for the processes of growth that respects the emotional, social, and intellectual needs of the child.

ICA Group. (2020). Child Care. <https://icagroup.org/childcare/>

This section of website of the ICA group, "a non-profit that brings strategic analysis and industry-focused support to the worker ownership sector," includes a description of the various ways that the cooperative business model can be used to organize a business so that those caring for the children own and control it. The website details strategies for worker ownership, which include strengthening family childcare by forming networks of home-based childcare programs, in addition to an in-depth overview of employee ownership and details to help current childcare providers fully understand the mechanics of selling their business to employees when they are ready to leave their business. The employee ownership section includes the following downloadable pdfs: 1) Worker Ownership: What does it mean for Childcare businesses?; 2) Worker Ownership: What does it mean for childcare workers?; 3) Six myths about worker ownership for childcare businesses; and 4) The Rose Garden Early Childhood Center.

ICA Group. (2019). *Case Study: The Rose Garden in Buffalo, New York*. <https://icagroup.org/wp-content/uploads/2019/06/Rose-Garden-Case-Study.pdf>

This case study provides an overview of the transition of a childcare center from a sole proprietor business to worker ownership. Thirty percent of the financing for the sale of the business came from a short-term loan from the owner, and the remainder was financed by a loan from the Working World Financial Cooperative. In addition to providing opportunities for worker ownership, the transfer of ownership created continuity of care for parents and children.

Jackson, S. (2017, January 17). Taking A Look at Transitional Kindergarten in California. Education Policy, New America. <https://www.newamerica.org/education-policy/edcentral/taking-look-transitional-kindergarten-california/>

This blog post explores the effectiveness of the transitional kindergarten (TK) program in California and its initial benefits for four-year-old children. It begins with a personal account by TK teacher Debra Weller, explaining that children with late summer and fall birthdays have a hard time catching up and therefore

would benefit from a new grade level that would prepare them for kindergarten. An evaluation by the American Institutes for Research indicates that the TK program has been working, using play-based learning and active learning environments to improve various learning skills. However, the program has run into challenges, such as difficulties ensuring that teachers receive appropriate training and being compared to State Preschool Program, which scores considerably higher on benchmark quality standards measured by the National Institute for Early Education Research. Despite these challenges, the TK program still proves to have potential as a transitional program to kindergarten.

KidsData. (2019). *Availability of Child Care for Working Families* [Data set]. Population Reference Bureau. <https://www.kidsdata.org/topic/99/child-care-availability/>

This website provides California's childcare availability for working families as estimated percentages of children ages zero to twelve for whom spaces are available or not available. The website brings together public data from the California Child Care Resource and Referral Network, the U.S. Census Bureau, and the American Community Survey, providing statistics for each county as well as the state as a whole.

Manship, K., Holod, A., Quick, H., Ogut, B., Brodziak de los Reyes, I., Anthony, J., Chernoff, J. J., Hauser, A., Martin, A., Keuter, S., Vontsolos, E., Rein, E. & Anderson, E. (2017, June). *The Impact of Transitional Kindergarten on California Students*. American Institute for Research. <https://www.air.org/system/files/downloads/report/Transitional-Kindergarten-Final-Report-June-2017.pdf>

This report summarizes the results of a study on the transitional kindergarten (TK) program, and whether it has a positive impact on students who participated. Drawing from direct assessments of 6,000 kindergarteners in California, teacher surveys, and national data on English proficiency, the authors discuss several key findings. The study found that TK gives students an advantage in certain literacy and math skills, and that these students are more engaged compared to their peers. While it is shown to be effective for all students who participated, TK had especially strong impacts on language skills for English learners and math skills for low-income students. The program has no impact on executive function and behaviors, and non-TK students generally still catch up with their peers by the end of kindergarten.

McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). *Early Childhood Workforce Index – 2020*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/wp-content/uploads/sites/2/2021/02/Early-Childhood-Workforce-Index-2020.pdf>

The study is the most recent in an annual series published by the Center for the Study of Child Care Employment (CSCCE) at the Institute for Research on Labor and Employment at the University of California, Berkeley. CSCCE collects data on the characteristics of those who provide care and early education for young children, and the characteristics of employment, including compensation, and access to educational opportunities, work environments, and early childhood workforce data sources and systems. CSCCE analyzes the data and recommends policies at the of national, state, and local levels to improve working conditions and workforce policies that support to early educators to ensure young children's optimal development.

McMullen, M. B. (2018). The Many Benefits of Continuity of Care for Infants, Toddlers, Families, and Caregiving Staff. *Young Children*. National Association for the Education of Young Children, 73(3), <https://www.naeyc.org/resources/pubs/yc/jul2018/benefits-continuity-care>

This brief article summarizes research on the importance of continuity of care among caregivers and children ages 0 to three in the home and in the childcare setting. Research recognizes the positive impacts on infants and toddlers when they have secure, lasting relationships with a small number of key adults. McMullen summarizes the benefits by listing 11 positive outcomes of quality out of home care that is structured to nurture continuity of care to the benefit of children, families, and caregiving staff.

Neely, P. (2018, April 18). Quantity Over Quality in Growth of Pre-K Programs in California (and the US). KPCC, Southern California Public Radio. <https://www.scpr.org/news/2018/04/18/82356/quantity-over-quality-in-growth-of-pre-k-programs/>

This article critiques the subpar quality of rising preschool programs across California. The number of children enrolled in state-funded preschool programs have increased dramatically over the years, and most of the state's funding has been allocated to transitional kindergarten (TK). Despite having a high number of children in pre-K programs, results based on the National Institute for Early Education Research benchmark standards showed that the state preschool met six benchmarks where TK programs met only two, averaging to a score of 4.3 out of 10. Legislators are looking at these results to learn how to improve quality and to inform their decision on whether to expand or to expand state preschool.

Petek, G. (2019, February 22). *The 2019-20 Budget: Analysis of the Department of Social Services Budget*. <https://lao.ca.gov/reports/2019/3947/Social-Services-Analysis-022219.pdf>

This report contains background information about the California Department of Social Services and several programs that it administers. These programs include CalWORKs, in-home supportive services, and the Supplemental Security Income/State Supplementary Payment programs (SSI/SSP), which provide support for low-income, aged, and disabled individuals. The report takes a look at the 2018-19 California government budget, analyzing the allocation and effectiveness of funds, and from there proposes changes that can be added to the 2019-20 budget.

Rimm-Kaufman, S. E., & Pianta, R. C. (1999). Patterns of Family-School Contact in Preschool and Kindergarten. *School Psychology Review*, 28(3), 426 <https://doi.org/10.1080/02796015.1999.12085975>

This journal article presents the results of the authors' study comparing family-school contact among different preschool and kindergarten programs, finding that teacher-family contact occurred more frequently in preschool, and was most pronounced in Head Start programs. Further, the interactions in kindergarten were more frequently negative notes to families, while the interactions were more positive in the preschool programs. Authors note the affirmative attributes of positive family-school contact on children and families and recommend increased priority on family-school contact in all settings, particularly in the preschool to kindergarten transition. The authors draw on other studies in asserting that children whose parents are more involved in school have higher achievement and aspirations, even after controlling for the effects of socioeconomic status and student ability.

Schochet, L. (2019, March). The Child Care Crisis Is Keeping Women Out of The Workforce Center for American Progress. <https://www.americanprogress.org/issues/early-childhood/reports/2019/03/28/467488/child-care-crisis-keeping-women-workforce/>

In the United States today, many families are facing difficult choices due to the lack of options in childcare, the primary reasons being cost, availability, and quality. Having the most trouble finding childcare are low- and middle-income families of color and families with infants and toddlers. Mothers are impacted more than fathers by the lack of accessible childcare programs; high childcare costs and limited financial assistance are currently driving mothers out of the workforce while these same factors have little to no impact on the employment of fathers. Taking results from a nationally representative poll, the author argues that better access to affordable childcare would alleviate mothers' financial burden and encourage them to stay in the workforce. The author provides examples of federal actions that can improve childcare accessibility such as increasing funding for the Childcare and Development Block Grant, passing the Childcare for Working Families Act, and targeting childcare deserts.

Schumacher, K. (2019, May 16). *Children and Families in California: Key Context for the May Revision*. California Budget & Policy Center. https://calbudgetcenter.org/wp-content/uploads/2019/04/Kristin-Schumacher_EveryChild-California-Day-at-the-Capitol_05.16.2019.pdf

This presentation summarizes some key information on California's childcare system in the last five years and serves as supplementary material to understanding the May revision of the 2019-2020 state budget. Variables such as income, poverty rate, ethnicity, and homeownership status all factor into childcare cost and accessibility, and the presentation includes charts and graphs that highlight statistics across these areas. The presentation concludes that childcare in California continue to face problems related to high prices and slow economic growth, and the May revision would add more resources to support children and families.

Schumacher, K. (2017, May). *Enrollment in Subsidized Child Care and Development Programs Varies by Race and Ethnicity*. California Budget & Policy Center. <https://calbudgetcenter.org/resources/enrollment-subsidized-child-care-development-programs-varies-race-ethnicity/>

The report is part of California's budget analysis and focuses in particular on the growth of the subsidized childcare program. While this program allows more than 1.5 million children of low-income families access to affordable childcare, only 13% of families of qualifying children were served from 2013 to 2015. The report also points out that, compared to other ethnic groups, Asian and Latino children had the lowest rate of participation in subsidized childcare. This statistic can be explained by the growth of these two groups' population, language barriers, and parents' low-wage jobs, all influencing accessibility to subsidized care. This finding further points to a need for increased funding for subsidized childcare and increasing participation for all children.

Ullrich, R., Schmit, S., & Cosse, R. (2019, April 25). *Inequitable Access to Child Care Subsidies*. The Center for Law and Social Policy. <https://www.clasp.org/publications/report/brief/inequitable-access-child-care-subsidies>

This report draws attention to the subsidized childcare program, focusing specifically on the Child Care and Development Block Grant (CCDBG), which is a main source of federal childcare assistance for income-eligible families. A key finding is that access to CCDBG-funded care was generally low, with 8% of eligible children receiving subsidies based on federal limits and 12% of eligible children based on state limits. Access to these funds also differ from state to state. These findings and variations can be explained by factors such as demographic changes and specific budget policy decisions. The report concludes by encouraging states to conduct more research and uncover inequitable access to the CCDBG grant and to bring in more investments at the state and federal levels.

Zigler, E. F., & Muenchow, S. (1992). *Head Start: The Inside Story of America's Most Successful Educational Experiment*. Basic Books. <https://www.basicbooks.com/titles/edward-zigler/head-start/9780465028856/>

The Head Start approach was developed using the wisdom of a distinguished group of esteemed child development leaders; author Edward Zigler, Sterling Professor Emeritus of Psychology at Yale University, is often referred to as the "architect" of Head Start. The authors present and analyze the research results of the detailed evaluation of Head Start parent participation by MIDCO Educational Associates, as well as the Perry Preschool Study (a landmark longitudinal study chronicling the long-term positive effects of quality High Scope preschool program), concluding that parental involvement was pivotal to the positive outcomes for children who participated in Head Start. Parent involvement, the authors explained, raised the aspirations parents had for their children, which encouraged children to see themselves as capable of meeting them. Benefits of the program were positive for the family as well as the child.

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