A Toolkit for Organizing a Local Facilities Development and Financing Network in Your Community



Project Background

Building Child Care (BCC) is a collaboration of organizations working together to provide a centralized clearinghouse of information and services that improve child care providers' access to financial resources for facilities development projects in California. BCC is funded by the California Department of Education, and is comprised of the following four collaborative partners: the National Economic Development and Law Center, the California Child Care Resource and Referral Network, the Child Development Policy Institute Education Fund, and the Child Care Facilities Fund of the Low Income Investment Fund.

All too often, people interested in starting a child care business or current providers who need help expanding their services have been forced to find their way through a confusing maze of codes, regulations, financing requirements, building requirements, and construction challenges. In California, there has never been a central place to turn for technical assistance, support, training, referrals, publications, information, and materials specifically designed to help providers with child care financing and facilities development issues. This Collaborative takes the first step in establishing such a place.

Specifically, BCC provides technical assistance and information about facilities development and financing strategies to the child care community in California. We have a project web site (www.buildingchildcare.org) that contains information on community resources, publications, and financial resources, and we have a toll-free line (888-411-3535) that people can call to ask questions related to child care facilities development, and to learn more about the resources available to them.

Additionally, the BCC collaborative partners provide financial development trainings for local child care advocates such as Resource and Referral Agency and Regional Resource Center staff, who often provide the first level of contact to existing and potential providers looking for help in purchasing, expanding, building or renovating a center or home-based facility. As part of this effort to collaborate with existing advocates we also work to pull together the resources and expertise of other technical assistance entities across the state to create stronger networks of assistance for California's child care providers.

In recognition of the fact that the lack of available funding for child care facilities remains a major obstacle to creating sufficient child care capacity, BCC has begun to address the need for expanded financing options by working to identify the barriers to current financing and recommending concrete actions that will improve access to available funding for facilities development projects.

Finally, in addition to helping child care providers access the technical assistance, funding sources, and publications that are currently available, BCC also works to ensure that those resources expand and new ones are created to meet the enormous demand for child care facilities development and financing assistance throughout the state.

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Introduction

Building a child care facility requires a team of experts: developers, architects, contractors, community development planners, lawyers, child care professionals, licensing evaluators, lenders, and more. Yet, more often than not, these experts within a community involved with the planning and predevelopment phases of such projects have little or no direct knowledge of or contact with one another. Frequently, these key players may have heard about one another or, if they are fortunate, might even have telephone or email contact with each other. Seldom will these individuals have had the opportunity to physically meet with others in the community intimately involved in the development and financing of child care facilities specifically to discuss what happens when a provider embarks on such an effort.

The benefits of establishing an avenue whereby these key players can physically assemble to address the issues embedded in the development process are multiple. Collectively those involved in the planning process can identify common barriers that providers face in obtaining use permits, financing, or even technical assistance on operational issues and more importantly work to eliminate or at least reduce the impact of these hurdles on the development of physical plants for child care. Establishing communication links between and among these individuals can often shorten the long and tedious process of moving any facility project from an idea to reality. And most importantly, such a network can build within a community a cadre of well-informed and well-placed experts to support the development of child care programs, which are critical to the economic fiber of every region.

This publication, produced by Building Child Care (BCC), targets those individuals and organizations that are interested in building a strong, effective network of key players for child care facility development and financing within their communities. The suggestions offered within are based on the experiences of BCC in convening similar groups throughout California during 2003. The purpose of those meetings was to gain a better understanding of the gaps, challenges, and pitfalls that child care providers and advocates face in the process of financing and developing child care facilities. Each meeting was facilitated by a professional and attended by an array of interested parties in the community. The immediate result of the focus groups was a document detailing the barriers encountered by providers interested in developing and/or financing facilities throughout the state.

This toolkit, therefore, is intended to assist child care advocates and others in planning, hosting, and sustaining a local network of key individuals for the purpose of surmounting the barriers encountered by child care providers in the development and financing of facilities that serve children and their families and builds on BCC's experience bringing together these groups.

Planning for Your Local Facilities Development and Financing Network Meeting(s)

In this section, basic information about setting the stage for a meeting of individuals critical to the development and financing of child care facilities is discussed. Among the topics covered are: who to invite, a sample invitation, underwriting the costs of the session(s), logistical considerations, and elements of successful meetings.

Who should be invited to participate?

There exists no hard and fast list of the key individuals to include in your local facilities development and financing network; each community should develop a complement of invitees that is appropriate for its locality, as well as the particular concerns and issues facing providers. In general, it is best to identify individuals from all stages of the facilities development and financing process within your community starting from conceptualization (i.e., Resource and Referral program [R&R], Community Care Licensing) to facility planners (i.e., developers, architects, building code personnel) to business and financing professionals (i.e., lenders, business development consultants). There may be many other people in your community who are appropriate participants in the network. The key strategy is to invite and involve those individuals with perspectives on the facility development and financing process who frequently interface with child care providers, either home or center-based, and who may be positioned to help make a difference within their own organization.

To assist you with the identification of potential participants in your community, a list of the key players and organizations in the facilities process who should be represented is outlined below.

- the child care resource and referral (R&R) program
- the Community Care Licensing Division
- the local child care planning council
- architects
- developers
- project managers
- the Small Business Administration (SBA) (including the Small Business Development Center [SBDC], Service Corps of Retired Executives [SCORE], and/or Women's Business Center)
- lenders
- the child care advocate
- city or county planning and/or building department(s)
- elected officials (especially at the city and county level)
- community development department(s)
- development intermediary organization(s)
- funders (i.e., foundations, First 5 Commission)

In each case, it is important to include individuals who frequently work with child care providers on facilities issues. These people are most likely to understand the complexities that providers face as they maneuver through the intricate web of steps

necessary to manage the acquisition, renovation or construction of a child care building project. Also, they can assist in affecting change within their own organizations to make these institutions more responsive to the needs of the child care community. If you don't know the most appropriate person in a particular agency to invite, talk to other invitees to ascertain whom they have worked with or know about or have a similar discussion with child care providers who have gone through the facility development and financing process for suggestions.

The decision to include child care providers in these meetings is one that should be carefully weighed. On one hand, providers can offer perspective on the process of developing a child care facility within a community. On the other, some may choose to use a gathering of facility development and financing professionals to further their own agendas or complain that the system isn't working; both scenarios can detract from the purpose of the meeting and inhibit or discourage key players from participating in future meetings. Some of the other participants in the session(s) (i.e., Community Care Licensing, R&R program) have regular contact with members of the field and should be able to represent the barriers faced by providers. Should you choose to include a provider or two, choose those who have completed a project(s) and are effective communicators of their experiences undertaking a child care building.

One challenge that you will face in the process of organizing a meeting of such a diverse group is their schedules. Finding a single date when they can all participate in a meeting will require some significant work. In the long run, you might find it easiest to identify an initial date when the vast majority of participants can attend a meeting and encourage those who cannot attend to participate in future sessions of the network. (Providing a meeting summary or minutes to those who are unable to attend the initial meeting is a great way to keep all potential participants engaged and additionally demonstrates your desire to ensure their future participation.)

Getting Players to the Table: Invitation Suggestions

In convening local networks of facility development and financing players throughout the state, Building Child Care discovered that a multi-pronged strategy worked best in securing the participation of multiple stakeholders. The following steps are recommended:

- Initial contact was made via telephone to inform the individual of the purpose of both the first meeting was outlined. Any questions were answered and his/her interest in participating was gauged. Often asking the individual to identify from his/her perspective what type(s) of problems providers encounter in the community when developing a facility offered a springboard to engaging interest in participating in the first meeting. The date of the initial meeting was shared. In instances where the individual was not available, an alternate from within the same organization was identified.
- A **letter reiterating the information** shared in the telephone conversation followed. This communication contained specifics including the location, date and time of the planned meeting. It requested an RSVP from the invitee.
- In cases where the individual did not respond to the written invitation a follow-up telephone call was made to the contact person to encourage his or her attendance.

 To ensure a respectable turnout, it may be helpful to send a reminder to participants via email or telephone a few days before the scheduled meeting.

A copy of the invitation used by Building Child Care is included in Appendix A.

Despite your best and repeated efforts *to sell* the value of attending a first meeting of a facilities development and financing network, some individuals will not be interested or have the time to participate. It is important that you gauge how critical that individual's participation is to the success of the meeting. In most cases, no meeting will succeed or fail as a result of one person's participation or absence. Holding the first meeting is the most critical step toward developing a viable network in your community; therefore, do not be discourage when you receive one or more negative replies.

How to Underwrite the Costs of a Network

In general, the costs associated with convening a network of facilities development and financing professionals can be fairly limited and may include staffing to facilitate the operations of the group, printing and postage for mailings, telephone expenses, and meeting expenses (i.e., refreshments and food). Of these, the most significant cost will be for staff.

For an initial meeting, the convening organization may decide to absorb these costs. Should the group make a collective decision to meet on a continuing basis, that organization may or may not have the resources to make that contribution to the effort. Should that be the case a number of alternatives may exist. For example,

- The task of organizing the meetings may rotate on either a quarterly or semiannual basis with different individuals and their organizations assuming that responsibility.
- A different participant may host the regular meetings of the group and agree to provide refreshments and food for that session.
- Participants may elect to contribute a nominal amount to underwrite the basic costs of convening the group. These funds would be used to cover communication and meeting expenses.
- In some limited cases, an organization may decide to request funding from another entity for the purposes of convening the network.

In many cases, organizations will determine that current staff can assume the responsibilities associated with the network as part of their current work. The same may be true for those expenses related to communication (i.e., telephone, printing, postage) and meeting expenses.,

Logistics of the Meeting(s)

Meetings are only successful if people attend them. Often what may seem like a minor detail to one person constitutes an obstacle to participation for another. Factors such as the location or time of a meeting, the availability of food and refreshments, or even the

travel time to a session can mean the difference between a well-attended and productive session versus one that most attendees question why they *wasted* their time.

Some of the factors that you should consider as you set up the first (and subsequent) meeting of the network are as follows:

- Location: Choose a site for your meeting that is convenient to the vast majority of invitees and fairly well-known. Make sure that your site has parking nearby and, if necessary, provide passes for complimentary or reduced fee parking.
- **Timing:** The day and time of the meeting(s) are critical. Mondays and Fridays tend to be days when people are either committed to other meetings within their offices or are away for personal reasons. Days in the middle of the week are frequently easier for people to get away from the office to attend meetings. As important is the actual time of the meeting. Early mornings and late afternoons often pose challenges to people with responsibility for young children or those in outlying communities. For many, the window between 10:00 a.m. and 2:00 p.m. presents the most viable time for meetings.
- Travel time: In large geographic or metropolitan areas, travel time to and from a
 meeting can make a difference between the participation of people in outlying
 communities and vacant seats at the table. To ameliorate the impact of travel
 time on participation consider rotating the sites of meetings, providing people
 with the option of participating in a session by conference call, or timing meetings
 so that attendees don't need to leave or arrive home well before or after their
 normal work hours.
- Food and refreshments: One factor that draws people to meetings is food. Offer to serve lunch and people will make a point of attending the meeting. Food also has a way of helping participants to focus on the subject before them, as opposed to their stomachs, which are craving fuel. Food and refreshments for meetings don't have to be elaborate or expensive. Sometimes coffee and a snack before or after lunch is enough to satisfy most people; sandwiches, fruit and a beverage can do the same around noon time. If you decide to offer some form of sustenance during a meeting remember to mention it in the invitation. It will make a difference!

Elements of Successful Meetings

Each of us attends countless meetings during the course of the year and only some of those would we judge to have been a success. Successful meetings don't happen by chance: they require planning prior to the session and skilled facilitation of the actual meeting. Participants are more likely to attend future meetings if the previous ones have been productive. Successful meetings...

- Take place in a setting that is free of interruptions that may distract
 participants from the tasks at hand, as well as one that has comfortable furniture
 and climate.
- Have an agenda that has been discussed and agreed upon at the onset of the meeting with specific and reasonable time for addressing each item.
- Explicitly outline the purpose of the meeting at the onset of the meeting, as well as any intended outcomes.

- Provide all participants with an agenda and any related materials that will be discussed during the meeting. (If it is possible to disseminate these materials beforehand, participants may arrive at the meeting more prepared for discussion).
- Are facilitated by someone who is skilled at focusing the discussion and moving
 it forward toward the making of decisions or taking actions, where appropriate.
 Different sections of the agenda may be facilitated by different people according
 to the items discussed.
- Have assigned someone the role of recorder or notetaker prior to the event to ensure that key elements of the discussion are captured on paper.
- Ensure that **all participants are introduced** to one another.
- Are flexible to incorporate newly introduce issues or provide a mechanism to ensure that these items are discussed at another time.
- Occur when individuals who have responsibility for reporting on a specific item come prepared.
- Provide **opportunities for all people to participate** in discussions and are not monopolized by any person or persons.
- Recap any decisions that have been made during the session and identify work that needs to be completed for the next session.
- Start and end at the agreed upon times.

Hosting the First Meeting of Your Network

This section addresses setting an agenda for your first meeting of the network, challenges that you may encounter in holding that session, and hints for facilitating discussion for this and other gatherings.

A Sample Agenda

The items to be included on the agenda for the first meeting of your network may vary, but there are probably some items that will be important for all in attendance. Given that such networks don't exist and many individuals won't know each other, provide time for general introductions and then a period for each organization to offer a short, basic orientation to the services it provides. It is also strategic to review briefly the agenda for the day, point out the availability of refreshments (and food, if offered), explain where the restrooms are located, and ask whether people have any questions prior to starting.

Building Child Care structured its meetings with local organizations so that participants read a scenario about a hypothetical child care center faced with facility issues. Participants then were asked a series of questions that explored who would help the provider in that particular community with specific issues. The discussion yielded a rich portrayal of the services available in each community and resulted in many new revelations for participants in the session. The same process was repeated with a family child care provider scenario. (Both scenarios and the questions are included in Appendices B-E) You may choose to adopt this approach or take another that helps to discern the barriers and problems that providers encounter in the renovation, acquisition or construction of a child care facility.

Participants left Building Child Care's sessions with a new understanding of who provides services within the community and the problems that providers who choose to undertake a facility development project face. The barriers discerned also yielded possible items to be addressed in future meetings of the network.

Lastly, consider doing a quick evaluation of the meeting to learn whether or not it was successful. One method that facilitators often use is to have participants brainstorm what went well and what could be better. This activity could yield useful information in constructing agendas for and running future meetings of the network.

The length of your first meeting will vary as well, but two hours with lunch or refreshments is probably the optimum time. Anything longer will result in fewer people being able to attend the meeting; a shorter period of time may mean that essential issues and discussions won't take place and leave participants with a sense that the session was unsuccessful.

To aid you in constructing your agenda a sample one is shown below.

TIME	AGENDA ITEM	RESPONSIBLE PARTY
10:00 – 10:20	Introductions of ParticipantsHousekeepingReview of Agenda	Host for meeting
10:15 – 11:00	 Discussion of Child Care Center Scenario 	All with Facilitator
11:00 – 11:30	 Discussion of Family Child Care Home Scenario 	All with Facilitator
11:30 – 11:50	 Next Steps for the Network 	Facilitator
11:50 – 12:00	 Evaluation 	Facilitator
12:00	 Adjourn 	

One last consideration is how to foster informal communication among the participants outside of the meeting. You might develop a roster of all people invited and/or attending the first session with their contact information including agency, mailing address, telephone, fax, and email. Should you choose to do this, pass a draft of the list around at the meeting and ask that people review it for accuracy. After the meeting, make sure to send the roster to everyone on it.

Challenges That You May Encounter

Even the most carefully orchestrated meeting and best prepared facilitator may be beset by challenges posed by participants, the site, and other factors. To make your meeting successful, try to reduce the impact of these challenges and proceed with the meeting to the best of your ability. Some of the challenges may include:

- Late comers: Some people always arrive late at events no matter the consequences. You probably won't change them, so modify the way you operate. Avoid the tendency to delay the start of the meeting until all parties have arrived; this frustrates and penalizes those who have come to the meeting on time. It also discourages them from being on time in the future. Other hints include building a *registration* or *check-in* time into the meeting; generally, 10-15 minutes is sufficient. Once you have passed that time, start the meeting. Another suggestion is to start the meeting once you have a critical mass of participants, certainly more than half.
- Monopolizers: Some people believe that what they have to share is more important than others; they monopolize the conversation. To avoid this problem, try starting your first meeting with the development of norms or guidelines for discussions that govern this and future meetings. Such norms might include a statement that all participants are encouraged to share information, as well as to listen to the ideas of others. If a party continues to monopolize the discussion, directly ask other people for their ideas and thoughts. Should all else fail, you

might gently tell the offender to hold his/her comments so that others may have a chance to participate in the discussion.

• Tangents: Ancillary ideas often enter discussions. While they are interesting, these ideas may not be germane to the subject at hand and can derail accomplishment of the agenda at hand. Should such an topic arise consider putting it "in a bin" or "in a parking lot": a separate sheet of paper that lists subjects the group should address at a later time, either during the current meeting or in the future. Make sure to plan how the items on this list will be addressed in the future. Sometimes, doing this will not be sufficient and you will need to refocus people's attention to the main topic.

A caution is offered at this time: in some rare cases, tangents are so critical to the topic at hand that further work cannot be accomplished until the *tangent* is addressed. Should you encounter such a tangent, then do seek the permission of the entire group to proceed with a discussion of the subject and modify the planned agenda accordingly.

• **Conflict:** Although it is likely that many of the players at the table do not know one another, there is also the possibility that there exists tension between individuals and/or agencies. Facilitators must be prepared to deal with potential conflict, if it arises in the meeting.

Hints For Facilitating Discussions

The following ideas are intended to help you make the first (and subsequent) meeting(s) of your group the most productive.

- Make people feel as comfortable as possible by establishing an informal environment from the beginning. Make sure that people know where the restrooms are located and encourage them to move about the room as needed. Let them know what time you intend to finish. Also ask each individual to sign in on the sheet provided.
- 2. Encourage every participant to share his/her thoughts and ideas. This will be particularly important because some people will be more vocal than others.
- 3. Resist the urge to interject your ideas and thoughts. A facilitator should be a neutral guide, focused on moving the conversation forward. It is permissible to restate back to the participant what he/she is saying.
- 4. Pace the comments of participants so that the recorder can keep up with them. You may need to slow participants down if too many responses are being shared at one time.

- 5. Ask people to repeat statements or "say more" if you or the recorder don't understand what it is that the participant is saying.
- 6. Once you have completed all sections of the agenda, feel free to ask follow-up questions of participants. But don't exceed the time that you indicated the session will end.
- 7. When you are finished, thank the participants for their candor and for coming out.

NEXT STEPS

What Do You Do After The First Meeting?

As a part of the agenda for your first meeting, it is essential that participants have a discussion about whether there is value in continuing to meet. Making a unilateral decision that on-going meetings are necessary will not ensure continued participation by others. Rather the group collectively should have that discussion during the first meeting and collectively reach a decision about the future of the group. Items that might be addressed include: what is the specific purpose of the network, why does it exist, what does it strive to accomplish, and who is encouraged to participate.

If participants agree to gather again in the future, then seize the opportunity to schedule the next meeting of the network. You will want to consider how frequently meetings should take place: too often and people will lose interest, won't have the time, or just won't attend; too sporadic and you will lose momentum. If additional meetings are desired, set the date, time and location of the next session immediately. Also, it would be helpful to reach agreement on what items might be discussed, who will take responsibility for preparing any materials needed for the discussion, and who will send out a reminder for it.

Sending a brief letter to participants after the initial meeting is a nice way to convey to attendees that you value their time and participation. You can include meeting minutes and information on the next scheduled meeting, if such information is ready for dissemination.

For those people who weren't able to attend the first meeting, follow-up with them is essential to ensuring their future participation. Therefore, sending out minutes and/or having one-to-one conversations with them could prove critical to their future participation. These conversations could be handled by one or more participants in the first meeting.



APPENDIX A: Invitation to BCC Focus Groups

A California Statewide Collaborative

The National Economic Development and Law Center

«Prefix» «First_Name» «Last_Name»

«Organization» «Address»

«City», «State» «Zip»

Dear «Prefix» «Last_Name»:

The Child Care Facilities Fund of the Low Income Investment Fund

This is an invitation to participate in an upcoming San Diego Community focus group sponsored by the Building Child Care (BCC) Project. BCC is a collaboration of four organizations working together to provide a centralized clearinghouse of information and services designed to improve child care providers' access to financial resources for facilities development projects in California.

Monday, December 9, 2002

The Child Development Policy Institute Education Fund The purpose of this focus group is to bring together key individuals involved in child care facilities development and financing within the San Diego Community, to learn about the day-to-day problems and pitfalls you confront in your efforts to help develop and/or finance child care facilities. We believe that due to your experience in these areas, your input and perspective will be particularly helpful to the group.

This focus group will be one of eight planned across the state. Our ultimate aim is to gather information about the barriers to child care facilities development that are especially thematic throughout California. This information will assist BCC in identifying and implementing possible solutions to these problems.

The California Child Care Resource & Referral Network

The focus group in San Diego will be on Friday, December 13, from 10am to 12pm, and will be held at Educational Enrichment Systems, Linda Vista Child Development Center, 2360 E. Jewett St, San Diego, CA 92111. For directions you can call (858) 278-2571. The meeting will include about 10 to 15 people, all of whom have experience working with child care providers in the areas of facilities development and financing.

If you would like to participate in this meeting please call (510-251-2600 x.135) or email (<u>prudence@nedlc.org</u>) to confirm that you'll be joining us. We look forward to hearing from you.

Sincerely,

Prudence Beidler Project Coordinator, Building Child Care

APPENDIX B: Scenario for Child Care Center

A Child Care Center that has been in business for eight years currently serves forty low-income preschool children. Twenty-four of the children receive subsidies through a CDE contract, four have CalWORKS vouchers and twelve are private-pay. Based on requests from current families, the provider would like to expand services to include up to twenty-four toddlers aged 19-36 months. The director is considering renovating the current facility to add extra classrooms or, if that proves unfeasible, identifying a second facility in the immediate neighborhood. The center has seven years left on a fifteen year lease with favorable but not inexpensive rent. It is very well-regarded in the community and has always maintained a waiting list.

The center director has received a green light from his Board of Directors to explore expansion options. His first choice would be to add toddler classrooms to his existing site by reconfiguring the reception and conference room areas. However, he is uncertain whether there is sufficient space, whether it would be cost effective, and whether his outdoor play area can accommodate more children of a different age group.

The director is also concerned about his center's ability to absorb the operating cost of serving toddlers due to lower staffing ratios. His provisional expansion strategy includes applying for CDE expansion slots, enrolling more CalWORKS families, targeting private pay families and increasing the Board's fundraising efforts.

The director needs help in assessing the feasibility and cost of expanding his existing facility or identifying potential expansion sites in the neighborhood, which has limited commercial vacancies. He would also like to better assess the real demand for toddler slots, to determine the optimal number of slots to add, and to calculate the impact of adding these slots on his budget. The Center's Board of Directors has allocated \$5,000 to evaluate options and produce an expansion plan.

APPENDIX C: Scenario for Family Child Care Home

A FCC provider who has been in business for six years, is now considering expanding her business to accommodate 14 children. This provider owns her home, and is currently full with six children plus two after-school kids. She has submitted her application to Community Care Licensing for a large license. Licensing has contacted the Fire Department and an initial walkthrough has been done. The Fire Department said 2 things: (1) the garage area she would like to use for the large child care business needs a second exit that extends a minimum of 50 feet out; and (2) the drywall in the garage needs to be replaced with 1-hour minimum burn proof drywall.

She is having a very hard time contacting contractors and getting them to bid on her project. She has spent the last two months trying to get quotes. As a result, she has been unable to come up with a capital budget, and is only "guesstimating" what hard costs will run. She has no money of her own to fund the project, and is considering using credit card debt. She went to the Building Department to find out about permits, and found out that she needed a blueprint of her garage reflecting the improvements she is requesting. She doesn't know where to begin to locate an architect to draws plans for her for a reasonable amount of money (under \$1,500).

In addition, she has many other concerns regarding operating a large family child care home. For example, she is not sure how to get the "word out" to potential customers that she has openings. She has never hired staff, and is having trouble putting together a job description for the assistant she must hire in order to expand. She has not been successful in getting anyone to work with her, even part-time, for the wage she is able to offer.

Finally, the work, if it ever begins, will take approximately 6 to 8 weeks to complete. She is unsure of what to do with the children in her care while the work is being done. She cannot afford to close for six weeks. The 60-day window the Fire Department has given her to address corrections is running out and she will have to resubmit her Licensing application if she does not begin work immediately.

APPENDIX D: Focus Group Questions – Child Care Centers

CHILD CARE CENTER FOCUS GROUP QUESTIONS

Planning/Feasibility Stage

- 1. How can the director determine the real demand for toddler slots in the community? Where could he go for assistance with this? What kind of help would he receive?
- 2. With respect to planning, where would the director go to learn how to write a business plan? What kind of help would he need? What kind of help would he receive?

Follow-up Questions, if needed:

Impact of adding new toddler slots on his operating budget

3. How would the center director determine the pros and cons of expanding the current site vs. finding a new one? Where would he go for help with this? What kind of help would he receive?

Follow-up Questions, if needed:

Permitting and allowable use process Land use issues and barriers Costs associated with these activities

Predevelopment/Financing Stage

- 4. How would the director determine the costs of his facilities development project (e.g. capital costs, other costs)? Where would he go for help with this? What kind of help would he receive?
- 5. How would the director <u>identify</u> and <u>access</u> financial resources to pay for the costs of the facilities development project? Where would he go for help with this? What kind of help would he receive (i.e. help preparing and submitting a loan or grant application)?

Follow-up Ouestions, if needed:

What resources would be available if this were a nonprofit child care center?

- 6. What professional help will he need for facilities development (i.e., architects, project managers, contractors, etc.)? Where would he go to find this help? Is there any way for him obtain referrals for such professional help?
- 7. What costs are associated with the activities in this stage?

Development Stage

- 8. How would the director determine a reasonable timeline for this project, and a reasonable expectation of the time commitment for himself and other staff members?
- 9. What resources are available to help the director in working with architects, contractors and the financial entities involved in the project?
- 10. What costs are associated with this stage? How can the director pay for these costs? What resources are available to help him?

Start-up Stage

9. What funds (operating reserves) and what technical assistance resources are available to help the director during the start-up stage?

General

10. What about this scenario is likely in your community? What is unlikely?

APPENDIX E: Focus Group Questions – Family Child Care Homes

Planning/Feasibility Stage

- 1. Which of the resources identified for the child care center director earlier would **not** be available to the family child care provider in this scenario (i.e., determining demand, planning, design, financing)?
- 2. What are the land use barriers/issues in your community affecting family child care providers?

Predevelopment/Financing Stage

3. How can the provider encourage a better bid response from local contractors? Where would she go to find help with this? Is there any way for her to get referrals for local contractors with similar experience?

Start-up Stage

4. What funds are available to help the provider with operating reserves during the start-up stage?

General

- 5. What about this situation is likely in your community? What is unlikely?
- 6. How would the answers to the previous questions change if the provider were a renter and not a homeowner?