

NLWJC - Kagan

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Family - Child Care Conference [2]

CHILD CARE

A summary of focus groups

"This is a point in history...a critical one"

In April, the President announced that a White House Conference on Child Care would be held in the fall of 1997. In June, six focus groups were held to gather ideas to help plan the conference and overall strategy. More than 65 child care experts, representatives of national organizations, foundations and corporations participated in these discussion sessions.

Participants were asked a series of questions including:

- What was your initial reaction to the conference announcement?
- What is the most important outcome we should seek from the conference?
- What is the one thing that the Administration could do to help promote affordable, quality care?

The following is a summary of the key messages, outcomes and conference program ideas suggested by the focus group participants. Notes from each of the six sessions are also attached.

Messages about child care

"This is not a women's issue, it is a workforce issue"

"Education is a journey, but we send kids out without gas in the car"

Three or four themes emerged from the focus groups about the overall child care message.

- **Child Care is one of the central issues of our time.** In a fully employed society of the 21st Century, we must address the issue of caring for children while parents work. **Poor quality care, unreliable child care arrangements are experienced as a silent, personal crisis by many families, rather than a societal crisis.**
- We need to recast the child care issue. **Child Care is about economics and education-** it is about workforce development and child development. One participant put it this way, *"Child care is a competitive edge issue in the global market place...good child care is competitive business."* Many suggested that we build upon the brain research to advance the image of child care as **crucial to school readiness and long-term academic achievement.**
- **Child care is important to all families.** Child care is a universal need- not a welfare issue. Without child care the country cannot work. **A quality, affordable child care system benefits everyone.**

Outcomes

"We need a Marshall Plan for child care"

- **This must be more than a one-day conference.** It should launch both **short-term actions** to build momentum and a **long-term process** for moving child care forward, including federal policy changes and legislative commitments for **new investments.**
- **We must have a clear vision of the goal:**

"Every community should have a continuum of quality care from infancy through adolescence to meet the needs of children of working families."

- **Governors, mayors and the private sector must be challenged to help meet the goal in every State and community.** Child care is everyone's responsibility. Neither parents nor the federal government can do it alone. **Everyone should leave the conference with something specific that they can do.**
- **The federal government should set an example** by looking at the opportunities to enhance and expand child care across agencies.
- **Parents must learn to recognize quality child care and to demand it,** to create demand-side pressure for change. However, the conference must be sensitive to the fact that quality is both expensive for some parents and in short supply in many communities. Parents should not be made to feel terrified or guilty about the arrangements that they can provide for their children.
- The most critical issue is how we can finance a high quality, affordable accessible system for all children who need it. **A long term plan must be established to finance the full cost of quality** so that families can afford good care and child care providers do not have to subsidize the cost of quality through low wages. As one participant put it, *"Let's finally wrestle the finance bear to the ground."*

General Conference Program Ideas

- **Nontraditional allies with new resources should be invited,** rather than the usual child care constituency. As one participant put it, "The conference will accomplish nothing if it merely preaches to the converted." Participants should include civic leaders, educators, law enforcement, health professionals, religious leaders and the business community. Parents should be included in the presentations. *"Child care is everyone's business and everyone must own it."*
- **The conference should be made accessible to the general public with viewing throughout the country.** The conference needs to reach a broad audience of parents and providers, as well as targeting a private sector audience. There should be satellite hook-up all across the country.
- **The conference should emphasize strengths and solutions,** but should avoid advancing very specific models that may be difficult to replicate due to expense or varying community circumstances. Models should be used where they point to universal principles that are essential for a successful child care system anywhere.

White House Conference Focus Group
June 18, 1997

Participants:

Helen Blank, Children's Defense Fund
Jeannie Brooks-Gunn, Columbia University
Ellen Clippinger, National School Age Care Alliance
Lynn Kagan, Yale University
Tonlee Rich?, National Head Start Association
Claudia Wayne, National Center for the Early Childhood Workforce
Janet Wise, National Indian Child Care Association

First Thoughts Upon Hearing of the Conference:

- "This better be more than an event."
- This is a good opportunity for the nation to think systemically and consider the infrastructure required to support quality
- This should have a durable impact. It is a "kickoff" of something larger and not an end in itself.

Message Recommendations:

- The current lack of high quality, affordable, accessible care is a societal problem; it is not an individual consumer problem. Parents are not alone in their struggles with their child care arrangements.
- Early care and education occur at every moment in a child's life. Although not every child is in a child care setting every child receives care. Every person has a stake in all of the children of the society and the care that is given them.
- Frame the initiative/challenge/expenditures as a "Downpayment on America's Future," which encompasses the idea that spending money, time, and effort on children early has positive outcomes for the country later.
- Child care is not just a problem for poor people. People of all income levels struggle with child care arrangements.
- Quality matters. Quality has an impact on both short-term and long-term outcomes for children.
- Quality child care is synonymous with quality early care and education.
- Providing quality child care is a professional skill. America must value the work of caregivers and pay them a

living wage. Quality cannot be ensured until we reach this goal.

- Resources are required to bridge the gap between what parents are able to pay and the full cost of providing quality child care.
- Child care encompasses the need for care from birth through adolescence. "It's not just preschool."
- High quality, reliable child care arrangements improve the productivity of parents in the workforce, while investing in the development of the workforce of the future.
- American children have a right to a safe and healthy environment.

Strategy Recommendations:

- Make this a White House/Presidential acknowledgment of a major societal problem upon which he intends to launch a vision for the future and extensive plan of action. [Participant cited the recent race initiative as example.]
- Assemble the best minds to envision the universal, integrated early care and education system that our nation should have twenty years from now. It should include diversified funding streams and delivery systems.
- Have the President "show good faith" with an immediate action (such as more Federal dollars) and challenge the Governors to do likewise (see below), while announcing an initiative to examine and address the larger issues with a larger, long-term focus (e.g. a Commission).
- Have the President issue a challenge to the Nation's Governors to address this issue with resources and 10 year strategic plans. Have a few Governors "buy in" early and announce their commitments at the conference. Also enlist tribal leaders and mayors. [Noted tie to the National Education Goal #1.]
- Follow the one-day White House conference featuring the President and First Lady with a think tank conference to more fully hash out the issues.
- Provide satellite downlinks for people to watch around the nation, followed by local, on-site panels to further address the issues. [Participants cited "WH Brain Conference" example.]
- Maximize media coverage. Time it to coincide with an event that will garner more media coverage (i.e. Back-to-School, Thanksgiving's family focus, another announcement or event).
- Use regional conferences throughout the country to follow up on the WH conference.

- Pilot a completely comprehensive model that would install all of the pieces that have been proven to work into one community or State.

Conference Program Recommendations:

- Do not focus on models. There is no comprehensive American model that addresses all parts of the need. Large initiatives, like statewide or citywide commitments of resources should be cited, but they should be presented in the context of a larger vision. [NC, IL, and Kansas City were mentioned. International models were mentioned.]
- Focus on caregivers. The conference should address training (tied to compensation), wages and benefits, turnover, and professional recognition. Recognize that all of these elements are linked: trained entrants into the profession often leave quickly because there are few wage and benefit incentives to remaining in the child care field. This cycle makes it difficult to build a skilled, stable, professional workforce.
- Include a panel with a center-based provider, a home provider, a relative provider, etc. and ask them to speak about their experiences.
- Build credibility with parents by focusing on their needs and including them in the program (e.g., on a panel or in dialogue with caregivers and employers). Strong parent involvement is necessary to have buy-in and the commitment of resources from multiple sectors of society.
- Focus on helping parents understand the elements of quality (e.g. through parent education, consumer education, and peer mentoring). Help parents feel ownership of their child care arrangements, learn to partner with caregivers, and learn to pursue high expectations of caregivers and settings.
- Include employers and the business community, but recognize that most working women are employed by small employers who do not have the resources to provide on-site child care. Be flexible and avoid a "one size fits all" approach for business participation. Encourage them to advocate for child care resources with their local, State, and Federal governments. Encourage them to think strategically about how child care impacts them and how they can contribute to improvement.
- Explore the connection between child care and the global economy.
- Emphasize that child care is a community problem that requires active community participation to address.

Recognize, however, that every community is different and have different levels of resources to address the problem.

- Focus on the importance of regulations and standards. Participant noted that we expect barbers to be licensed, but millions of children are in unregulated child care.

Concerns:

- Several participants expressed concern over the narrow connotations attached to the term "child care." They wanted a broader term that encompassed child development, early care and education, the inclusion of children with disabilities, cultural diversity issues, and a recognition of care needs from infancy through adolescence.
- Do not terrify parents and families about the current poor quality of many child care settings or the unavailability of quality, affordable care.
- Do not make parents feel guilty about the kind of care that they are currently able to provide for their children. Emphasize that this is a systemic breakdown, not a personal failure.
- Some of the ambivalence around child care is rooted in societal ambivalence about mothers in the workforce. We need to be careful about the message that may be sent (or perceived to have been sent) about this issue.
- Some Welfare to Work initiatives are eroding the value of caregiving as a profession by implying that anyone can do child care and that it requires no special skills or training.
- Some States are allowing TANF dollars to be spent on child care without standards, which removes part of the incentive for providers to be licensed and puts some providers in financial jeopardy because parents are choosing cheaper, unregulated care.

White House Conference Focus Group
June 20, 1997

Participants:

Ellen Galinsky, Families and Work Institute
Melinda Green, Child Care Connection, Trenton, NJ
Barbara Kamara, District of Columbia Dept. of Human Services
Roberta Malavenda, Save the Children
Carole Porterman, Detroit CCCC
Nancy Sconyers, National Association of Child Advocates
Tutti Sherlock, Minnesota Resource & Referral Network
Gail Solit, Gallaudet University Child Development Center
Barbara Willer, NAEYC
Alice Walker-Duff, Crystal Stairs, Los Angeles, CA

First Thoughts Upon Hearing of the Conference:

- "They can't really be serious-this Fall! It's about time."
- Curious about target audience and outcomes.
- "Wouldn't it be wonderful if the highest level of government embraced child care?"

Message Recommendations:

- Educated consumers are needed to help drive quality.
- Parents must understand the importance of their choices.
- We must respect the diversity of families.
- Accessible, affordable, quality child care is vital to economic stability and long-term productivity.
- Our current subsidy system is not even meeting the need to fund the poor quality system that we currently have, let alone the quality system that we should aspire to.
- Avoid any messages that seem to imply that government should "take over raising kids."

Strategy Recommendations:

- Develop new funding streams. Although the public sector must do more, it cannot realistically do everything. Use Presidential leadership, tax credits, collective financing strategies, and incentives, to get more people to the table with resources.
- Make the event a launching pad for action with a major Presidential initiative around resources and quality.
- Use the event to build the political will for money and quality.

- Follow a Renaissance Weekend type of format to foster creative thinking. Avoid simply bringing together the standard group of child care constituents who already regularly speak with and "lecture" one another.
- Establish community child care mobilization and planning money for local organization. Model it on the Empowerment Zones.
- Have every Cabinet agency examine its programs' interaction with child care.
- Launch a task force on financing with a Presidential commitment to follow-up on recommendations.
- Institute a Marshall Plan for child care.
- Disseminate widely on videotape the parts of the program that are relevant to parents to be used in Head Start, child care consumer ed, and parent ed programs.
- Consider expanding the CCDF, because it provides a strong, pre-existing legislative framework with a streamlined approach to child care.
- Build on the wave of devolution to the States to challenge and inspire the governors and mayors to sign on. Stress intergovernmental linkages.
- Get more quality money to the States, because the quality set-aside was reduced in CCDF.
- Parallel the need for and future development of early childhood education with universal public education. Note that some participants felt that this was a real danger politically and doesn't resonate with parents when tested in focus groups.
- Have a webpage in conjunction with the conference.
- Issue an Executive Order to institute National Child Care Professional Recognition Day. One participant expressed that parents have often requested a provider recognition day. Another expressed concern that it might simply be a token day.
- Have breakfast on the WH lawn for parents and providers.
- Build on the brain conference with a second round of media attention and local implementation and awareness work.

Conference Program Recommendations:

- Build a strong foundation with a clearly articulated Presidential vision.
- Bring people together to figure out how to generate the \$100 billion that we need for child care.
- Use a two-pronged approach: one part for parents, one part for policy makers.

- Take exceptional care about HOW we talk to parents. Use language that reflects the way that they think and talk about child care (cited brain conference, Child Care Aware focus groups.)
- Focus on resources. Even if parents have adequate consumer ed information about quality, they cannot purchase it if it is not affordable and the resources are not available.
- Use parents' voices. They are often ahead of the field in "militance and dissatisfaction with the child care status quo." They also describe quality most eloquently.
- Highlight principles from around the country. Look for pockets of excellence.
- Avoid small, narrow models that might be bound in a particular community's circumstance.
- Celebrate and promote community-based solutions. Don't advocate a one approach which may not fit all communities' needs.
- Focus on building a number of child care constituencies. Don't simply rely on the private sector.
- Focus on the early childhood workforce issues, including training tied to compensation, wage issues, benefit issues.
- Be mindful of the full range of providers, including family child care and Head Start.
- Look at the issue from the perspective of children, families, providers, business, and communities and examine how the needs are similar or different.
- Address the huge infant need.
- Ground content, recommendation, and actions in the context of data and information.
- Focus on accreditation to build and recognize quality. Think about national standards.
- Address racism and gender issues in child care. Have presenters and invitees who represent the diversity of people affected by child care. Consider language issues and the need for the program to be culturally sensitive to a variety of groups.
- Highlight the Federal government as a model employer on child care issues.

Concerns:

- "If you say the word 'quality' to policymakers, their eyes glaze over."
- The fact that child care programs have been administered by human services agencies, rather than education agencies, has reinforced the idea that child care is just for poor people.

- Be careful about addressing affordability issues, mindful of the fact that TANF and working families with low-incomes compete for the limited resources.

White House Conference Focus Group
June 23, 1997

Participants:

Joyce Butler, National Child Care Association
Deborah Eaton, National Association for Family Child Care
Abbey Griffin, Zero to Three
Janice Gurney, American Academy of Pediatrics
Bruce Hershfield, Child Welfare League of America
Charlene Mohamed (for Billie Young)
Evelyn Moore, National Black Child Development Institute
Billie Osbourne-Fears, Starting Point for Child Care & Early Education
Carol Phillips, National Council on Early Childhood Professional Recognition
Julie Quaid, Confederated Tribes of the Warm Springs Reservation
Susan Russell, Day Care Services Association, NC
Michelle Seligson, School Age Child Care Project, Wellesley
Heather Weiss, Harvard Family Research Project

First Thoughts Upon Hearing About the Conference:

- "This should be about quality, not quantity"
- What will be achieved? There had better be an outcome.
- We need to generate "a clearer idea of what child care is and how it fits into the American landscape."
- We should change the nature of the discourse on child care by looking at it from the child's point of view.
- Hope it is more substance and not a few flashy models that will not be able to play out in other communities, because of different community characteristics.
- "It's about time. We can't do it alone. We have nothing to deal with training and supply in a real way."

Message Recommendations:

- Public investment in children needs to start earlier.
- Child care and early education are synonymous.
- Child Care is an investment with great returns in both the short and the long-run.
- Child care is about self-sufficiency and taking care of yourself and your family.
- The working poor are left out of the system.
- Parents should not feel guilty about child care. People should be able to feel good about working.
- Child care supports families' and parents' role in child development.

- The current healthy economy is a rationale for why we can make this is a good time to make an investment in capacity building. The healthy economy also can be cited for driving child care demand, by virtue of high employment rates.
- If we decide as a Nation that every able-bodied person must work, we must consider who will mind the children. If we don't we will pay for it in the child abuse and neglect system, the foster care system, and the juvenile justice system.

Strategy Recommendations:

- Parlay the conference into more than a one day event.
- Use technology to create a real-time broadcast. (See CNN's "Talk Back Live.")
- Don't preach to the converted. Address the whole population, including people without children. Engage parents who haven't yet gotten the message and bring in business leaders and State and local public officials who haven't yet embraced a child care agenda.
- Establish a commission to push the agenda on a powerful level.
- Introduce a specific legislative package. Use a "disaster relief" approach in the short run, in conjunction with a long-term strategic plan, including legislation and outcome measures.
- A legislative package might include: training scholarships; links to higher education; recommended voluntary health, safety, and quality standards; incentive money to build capacity via grants or loans; revision of the Dependent Care Tax Credit with expansion and refundability. Build in different funding streams include funds and incentives to parents, businesses, and providers.
- Examine current regulations and funding guidelines in the housing and community development arenas to remove barriers to using those funds for community child care.
- Use the bully pulpit to market the message and raise the dialogue through town hall meetings, hearings, etc., on the State and local levels.
- Open a high quality child care center with comprehensive services in the most economically depressed neighborhood in America and call it the "President's Child Care Center."

Conference Program Recommendations:

- Put child care in the context of the larger economy of women, families, work, and welfare reform, so it no longer conjures up babysitting in people's minds.

- Place this in the historical context of the WH decennial conferences on children.
- Include the both the economic and child development aspects of child care.
- Link provider education and training to compensation. Keep quality linked to supply; push for good child care, not just more child care.
- Focus on the most critical things to be done, because there are so many dimensions to the current child care situation.
- Focus on building infrastructure. There is inadequate infrastructure to support the current inadequate supply, much less to grow the system, improve the quality, or accommodate increased need from welfare reform.
- Highlight the most important infrastructure issues which are the development of human and financial resources. Look at the Making the Most of Out-of-School Time Initiative (MOST) for insight into how communities can build infrastructure.
- Approach the issue from a strengths perspective. Balance current issues and concerns with historical context and successful models, and the strengths of the profession.
- Do not highlight models without a broad-based frame of vision that can be expressed as legislation and a sense of movement toward a larger goal.
- Push toward universal child care in America, to unify us and produce a broader base of care. Until we do, resources will remain in jeopardy. Another participant expressed concern about the political unfeasibility of a "universal" focus.
- Don't leave parents hanging with no follow-up. After the brain conference, parents were eager to seek advice and follow-up, but too few mechanisms existed for it.

Concerns:

- Supply issues are more critical than ever. As people come off of welfare, the competition between the lower income people and the working poor for child care resources is going to intensify. When people leave welfare and join the working poor, will they lose the ability to pay for quality child care?
- Quality disparities may come to a head between people with very low incomes and the working class. As Head Start institutes performance measures and Early Head Start, there is not enough quality in the child care system to supply the working poor and wrap around Early Head Start.
- Some participants expressed concern that any attempt to establish national performance standards would lead to the demise of a legislative package or major strategic plan.

White House Conference Focus Group
June 25, 1997

Participants:

Randy Botnick, Benton Foundation
Kathleen Christenson, Alfred P. Sloan Foundation
Deanna Gombey, David and Lucille Packard Foundation
Mary Larner, David and Lucille Packard Foundation
Michael Levine, Carnegie Corporation of New York
Luba Lynch, A.L. Mailman Family Foundation
Marge Petrusca, The Howard Heinz Endowment
Linda Rich, Pew Charitable Trusts
Pam Stevens, Dewitt-Wallace, Reader's Digest Fund
Ruby Takanashi, Foundation for Child Development
Dee Topol, Traveler's Foundation

First Thoughts Upon Hearing of the Conference:

- "Send me the money. If a program could be initiated to bring the needed resources, that would be the top priority. We need to help families pay for quality, rather than have the Early childhood workers subsidize it. [This is the] one main thing that has escaped us as funders. We have put a lot of money on the table together, but it hasn't reached the core problem."
- "Great opportunity to get the point across that quality matters and there is going to be an economic imperative because of welfare reform."
- "This is bigger than a women's issue. It's a workforce issue."
- "It's the money, stupid."

Message Recommendations:

- The President should lay out the following facts for the American people: Women are going to work. Millions of children and adolescents have no care and supervision. We must do something about the situation.
- We must do a number of things simultaneously to address workforce development, child development, and current workforce needs.
- It is a travesty that, while our economy requires two parents to work to support a family, we haven't taken responsibility for the healthy care and development of working people's children.
- Working people are the most disadvantaged in the system.
- The difference between success and failure in community

experiments has been the availability of adequate resources. Subsidy alone will not beget quality unless an infrastructure is in place to support quality.

Strategy Recommendations:

- Bring more broadly-based constituents to the table than the traditional child care constituents. Give air time to the nontraditional players.
- Recognize that it is critical that the efforts be bipartisan. Enlist both Democratic and Republican governors, many of whom are already doing extraordinary things.
- Introduce legislation to shift the Federal, State, and local funding to realign the current funding structure so that costs are shared between 10-20% private, 10-20% parents fees, business contribution. Currently, too much is paid by parents and subsidized by child care workers via their low wages.
- Assemble the best economic and public policy minds to address the following question honestly: "Where do we get the money that child care workers currently subsidize?"
- Encourage systems reform and structural change so that communities can institute coalition-building and integrated systems. Provide planning money and use community leaders to let communities take charge and drive designs to increase quality and supply.
- Spark public private partnerships that focus on three or four primary aspects of quality.
- Launch a national campaign like the teenage pregnancy prevention campaign.
- Launch a BIG IDEA like the New Deal or the War on Poverty. Don't get so lost in details that the thread of the big picture is lost.
- Establish a commission funded with blended public and private resources. One participant suggested that the research has been and is being done already and should be assembled BEFORE the conference and analyzed before or during the conference, in lieu of a commission to perform this function afterwards. Another participant expressed that commission recommendations are often not implemented, due to changing political climates and/or administrations.
- Advocate two or three big strategies like universally funded Head Start, universal pre-K education with wrap-around child care, and the mobilization of the business community.
- Analyze the entire picture of Federal child care support, including tax credits, and determine to whom the money is flowing for what purposes. Determine if the results reflect

strong priorities and most appropriate distribution of Federal funds.

- Build a quality infrastructure by linking with welfare to work initiatives, the National Service movement, workforce development programs, and higher education.
- Examine Federal regulations to determine how they can be tightened to support quality. Link funding to quality standards. Several participants, though, expressed concern about national standards, and suggested using the private early childhood organizations to promulgate standards.

Conference Program Recommendations:

- Broaden the message to include pre-adolescents and adolescents who are spending more and more time unsupervised. Demographics will lead to a large cohort of adolescents in the near future.
- Focus on the economics of child care, like increased productivity and workforce development. One California county cost out the economic benefits of child care to the community and they were equal to the largest agricultural crops in the county.
- Validate the issue and take it out of the realm of the "soft issues." In the brain conference this was done by lending the import of scientists. Consider business representatives, economists, scientists, and parents.
- Focus on the outcomes of poor supervision and care.
- Talk about quality in a way that does not employ too much professional jargon.
- Focus on the plight of the child care worker and the degree to which early childhood is valued (or undervalued) as a profession. Discuss the women's business aspect of child care (e.g., microlending and microenterprise).
- Combat the perception that child care is only about poor children and families. The public perception is that child care only has to do with a small portion of the population.
- Explore the intersection between child care and Head Start.
- Explore the intersection between child care and family leave.

Concerns:

- It may be too difficult to send one coherent message if we focus on two vulnerable populations at once: young children and youths. One participant proposed that it deal specifically with younger children. Another participant responded that infancy through adolescence should be viewed as a continuum.

- The President and First Lady should convey specific messages, yet not segment the audience and the topic too much. Be broad without being too generic to generate interest; specific without being so narrow that it segments people and increases competition for limited resources.
- Policymakers need to understand the effects on the working poor, as well as the welfare recipient transitioning welfare recipient. For instance, is exempting people with infants from TANF requirements fair when working people cannot afford time off to spend with their infants?

White House Focus Group
June 27, 1997

Participants:

Margaret Browning, Mentor Graphics
Ted Childs, IBM
Michael Day, Bright Horizons
Madeline Fried, Fried & Sher
Dana Friedman, Corporate Family Solutions
Rosemary Jordano, Children First, Inc.
Chris Kjeldsen, Johnson and Johnson
Donna Klein, Marriott International
Mary Kay Leonard, Work Family Institute
Barbara Reisman, Schumann Fund
Charles Romeo, Con Agra

First Thoughts Upon Hearing about the Conference:

- This could be an important next step after the brain conference to "do something serious in this country about child development and parent education."
- Need to have a bold initiative on public policy.
- Are we ready for this after 30 years of talking about it? Can we air our dirty laundry in public? Can we build the public will to do what we need to do?
- What we've been doing and how we have been talking about it has not worked. How can we position the issue differently?

Message Recommendations:

- The President could build on his message of two more years of post-secondary ed, by emphasizing two more years of education before children enter elementary school.
- We must get the schools ready for the child and the child ready for the schools. Education is a journey and setting the child out on the journey without good early care and education is like trying to start without gas in the car.
- We must resolve to move toward a national system of affordable child care for the masses. However, a national system does not equal a national delivery system.
- It is unacceptable for an American child to come to Kindergarten not ready to learn. This is a war and we're going to win it.
- "Good child care is competitive business." We must view this as a part of America's competitive spirit and a

necessity to give us the competitive edge in the global marketplace.

- One of our country's fundamental principles is that we must educate our people to have an informed, responsible citizens in our democracy, yet we fail to build on our principles when we neglect the education of children from infancy.
- Child care is not babysitting. All providers, from relatives to center-based providers, are teachers.

Strategy Recommendations:

- Establish a process out in the field to prepare for the conference by running focus groups all over the country, lining up partners in communities, etc.
- Position the President as the "Working Family President" and link this initiative with the Family and Medical Leave Act, EITC, etc.
- Work with the Cabinet Secretaries (Daley, Shalala, and Hermann were mentioned) as a group to act on the cross-cutting issues around work, family, and child care. Have them lead the way by streamlining Federal child care activities and setting an example for the private sector.
- Use the Presidential bully pulpit to maximal effectiveness by building public will to support related legislation.
- Focus on employers, large, small, and ambivalent. Recognize that they fall on a continuum with regard to how far they have addressed the child care (work/family) agenda. Don't just focus on the employers who are already partners.
- Use CEO's who were in child care as children to deliver the message. Dollars tend to follow business leaders.
- Focus on funding. Don't be shy to talk about funding as an issue.
- Establish a child care investment fund, using the administrative skill and investment knowledge of the private sector. Make it a public/private partnership possibly through matching of community investments.
- Encourage business leaders to integrate their current programs into a multilateral approach to the work/family/child care issues. For instance, have the priorities of the corporate foundation in line with the employee initiatives in the human resource area and family-focused public relations campaigns.
- Leverage off of K-12 involvement and support programs already underway in the corporate sector. Incorporate child care into the various programs like "Adopt-A-School" programs.

- Have a concrete product that comes out of the conference.
- Provide earmarked student loans for early childhood education and training. Provide loan abatement or lower interest rate incentives to those who remain in the field 3-4 years.
- Maximize the use of our infrastructure by mandating that school buildings remain open full day/full year. Provide state and local governments with strategies to finance the extra hours (e.g., allowing community groups to use the space.)
- Change the perception of providers by recognizing leading teachers in the field, especially young teachers, to showcase quality and change the professional image.
- Link every other Presidential initiative to young children and working families.

Conference Program Recommendations:

- Link early childhood to K-12 education agenda.
- Focus on how to build a more cohesive system with partners in a variety of sectors.
- Explore ways to recruit and retain good people in the field. It gets harder every year to attract talented people and harder to retain them.
- Focus on child care as a continuum from infancy through adolescence.

Concerns:

- If you preach to the converted, you will accomplish nothing.
- The private sector models that are currently underway are primarily for families that can afford to pay. The private sector needs better strategies for dealing with low-wage workers.
- The military model does not work in the private sector because it relies too heavily on universal subsidy and lacks the element of competition that is central to the private employer.
- When linking with other systems, be aware that many delivery systems, especially school systems, are ineffective with families because they fail to understand cultural/linguistic diversity.
- Don't advocate a one-size-fits-all approach. Some communities may have strong school/educational systems on which to build, while others have a strong network of community-based organizations.

- Be aware of the potential to increase tension between those who can afford to pay and those who cannot.

Strategy Recommendations:

- Use the following frame: The President and First Lady articulate a vision of good child care across America. List the essential elements that are required to fulfill the vision. Emphasize that there is a lot of work to do and give people direction on the first steps. Check up on progress periodically.
- Obtain pledges and commitments (perhaps in advance) and then track and follow-up to ensure that they are carried out, like with the volunteer summit. Force accountability.
- Use child care as one mechanism through which the President can accomplish his other literacy and education goals.
- Launch a commission to investigate financing and ask the large companies to ante up into a huge public/private investment fund. The President must put money on the table, but use it to leverage other funds.
- Spawn similar conferences on a State and local scale with Governors and their spouses and local leaders.
- Place the exorbitant cost of quality child care in the context of the cost of higher education, to which people already relate.
- Foster the support of the middle class.

Conference Program Recommendations:

- Confront the issue of resources, which is central and lacking. The child care system that we talk about is expensive and we shouldn't pretend that it is not, however it saves money in the long run. Without a solid infrastructure and a 10 or 20 year roadmap, we won't get there.
- Cost out a real, comprehensive, quality system. If you had accurately predicted for people five years ago the level of the current new investment, they would have been happy, but now they feel it is still inadequate, because we lack an understanding of the actual scope of the need and a sense of what is required to address it.
- Make the connection to working families, especially the working poor, and portray child care as a crucial element in keeping parent(s) in the labor force.
- Focus on the silent customer in child care, which is the employer of the parent. Recognize that corporations' understanding of and efforts to address the child care situation fall along a continuum. Do not neglect small employers.

- Bring in the governors, mayors, business leaders, school leaders, and others to sell child care to different constituencies in the country. Have police chiefs sell it to police chiefs, superintendents to superintendents, etc..
Include unlikely allies like the labor unions, religious organizations, medical professionals, law enforcement, and the banking and finance industries. People will notice the messengers and what they represent.
- Give people focused recommendations for action and homework, so that they know what they are supposed to do the day after the conference.
- Have children speak about their experiences in child care settings of varying quality.
- Consider the delivery system very broadly. No matter where children are cared for, from relative care to center-based care, quality care in the first decade of a child's life is crucial to development.
- Connect the conference to the brain research to better demonstrate why early investment in children is important.
- Help parents understand what quality child care is from infancy through school-age.
- Have working parents speak for themselves. Highlight diverse parents and have them describe what they need from employers, from schools, etc.
- Give participants pre-work to do before they attend the conference. Each participant should investigate the state of child care in his or her community.
- Highlight child care as a system with an infrastructure and infrastructure needs, like facility and staff development.
- Ask: What policies can we have to ensure that all eligible children get good care?
- Include children's health, parents' health, and parental support.
- Use data to make the point.
- Avoid highlighting models that may not be transferable to other settings. Highlight only things which have the potential to be universal- not a cookie cutter, but a blueprint.

Concerns:

- Be aware of the frustration that is building from rehashing the same problems over and over again. Rather than exacerbate the frustration, highlight potential solutions.

White House Conference Focus Group
June 30, 1997

Participants:

Larry Aber, National Center for Children in Poverty
Judy Appelbaum, National Women's Law Center
Doug Baird, Associated Day Care, Boston
Barbara Bowman, Erikson Institute
John Brooks, YMCA of the USA
Barbara Clinton, Vanderbilt Center for Health Services
Angela Crowley, Nat'l Assoc. of Pediatric Nurse Associates & Practitioners
Jerlean Daniel, Univ. of Pittsburgh & NAEYC
Elaine Fersh, Parents United for Child Care
Nancy Kolben, Child Care, Inc., New York
Anne Mitchell, Early Childhood Policy Research
Patty Siegel, Calif. Child Care Resources & Referral Network
Sandra Skolnik, Maryland Committee for Children
Rhea Starr, YWCA of the USA
Bernice Weissbourd, Family Focus and Family Resource Center
Lynn White, National Child Care Association

First Thoughts Upon Hearing About the Conference:

- " How do we go from dialogue to action?"
- " An opportunity will be missed if it is just a conference. There must be a strong follow-on plan."
- " Will he include school-aged children?"
- " How will he sell it to the country?"
- " This is a point in a long history, but a critical one."

Message Recommendations:

- Working families in America use child care every day. But what do they currently have access to and how do we build to meet their needs?
- "The strength of the current system is diversity. The weakness of the current system is how ad hoc it is."
- Access to quality is a national priority.
- Child care is not just of concern to the child care community. It is everyone's concern.
- Child care is a piece of the bridge to the twenty-first century.
- Partnerships are necessary to get the job done. There must be solutions on various scales.

**White House Conference on Child Care
Draft Work Plan**

Formal Conference Announcement

- Draft Presidential statement on Conference for release -- N/J
- Draft Child Care Accomplishments/White House Conference framework piece for release as compendium to statement -- Joan

Follow up on focus groups

- Send out follow up letter -- N/J/Laura
- Review submissions from groups -- Joan/ACF

Policy Development Process

- Review HHS options -- N/J/Elena/Cynthia
- Involve other agencies -- July 24 meeting

Conference Program

- Plan format (topics, interactive, how many panels, etc.?) -- Joan/N/J
- Develop list of possible panelists/programs to be highlighted -- Joan to do first draft
- Schedule internal working group meeting for July 24 -- Cabinet Affairs, Intergov., Legislative, Communications, Press, Scheduling, Policy
- Create video of child care providers, parents and children talking about child care -- Media Strategies Group

- Prepare paper for conference (talking points on policy, accomplishments document, internal q and a) -- N/J/Crista

Conference Logistics/Funding

- Meet with Social Office -- N/J/Melanne

White House/OEOB Guest List

- Develop "must invite list" from child care community -- Joan
- Develop list of groups/individuals to solicit audience recommendations from -- Joan

Cabinet Plan/Interagency Working Group

- Send out memo to all COS's calling meeting and asking for memorandums summarizing efforts relating to child care and listing upcoming events/opportunities -- NR drafted -- date needs to be set and letter to go out
- Develop plan for Cabinet/regional administrator involvement -- asked Kris Balderston to do and coordinate with Intergovernmental plan
- Develop manual for satellite sites -- Kris B. with Emily Bromberg

Intergovernmental Plan

- Hold focus group for intergovernmental organizations -- Emily B.

- Develop plan (coordinated with Cabinet plan) for Governor/local official involvement in conference -- Emily B. with Kris B.
- Coordinate policy process with Governors -- Emily B.
- Decide if date of conference should be announced/challenge for Governors involvement issued at NGA conference on July 28

Congressional Plan

- Develop list of Members of Congress and consultation plan -- Janet Murguia (Q's: letter to Hill following formal announcement of date? Meeting with leg. staff of MOC sponsoring legislation -- at some point in policy dev. process?)

Press Plan

- Develop press plan -- Pat Lewis (and replacement), Scoop
- Develop list of reporters covering child care -- Media Strategies Group
- Work with specialty press on child care pieces -- Pat Lewis, Scoop

Other Events

- Make schedule of events leading to and from conference e.g., FLOTUS to Quantico -- Joan

White House Correspondence

- Draft WH letter from Alice/Jim forwarding material to Joan's office for review -- Jim Dorskind with J/N

Wednesday, May 28

JUSTICE

Meeting: Attorney General Reno will attend the U.S Attorney's Conference in Santa Fe, NM.

COMMERCE

Event: Secretary Daley will attend the US/EU Summit in the Hague, Netherlands.

HHS

Event: Secretary Shalala will meet with industry, government and media representatives at the INFO '97 breakfast in Washington D.C.

EDUCATION

Remarks: Secretary Riley will address the League of United Latin American Citizens.

EPA

Event: Administrator Browner will participate in the National Press Club panel on proposed air standards.

Remarks: Administrator Browner will address the "New England Circle" in Boston, MA.

USTR

Event: Ambassador Barshefsky will attend the US/EU conference in the Hague, Netherlands.

ONDCP

Event: Director McCaffrey will host the National Methamphetamine Conference in Omaha, NE.

FEMA

Remarks: Director Witt will travel to Eureka Springs, AR, to address the Arkansas Rural Development Commission.

Remarks: Director Witt will address the Pulaski County Bar Association in Little Rock, AR.

OPM

Event: Director King will visit the Federal Executive Institute in Charlottesville, VA, to participate in a symposium for senior executives.

Need to know what other agencies are doing related to
child care - e.g. transportation / WDA

ED / HUD / DOT / IRS

GA / DOD

Important people also need to be brought in -
do outreach here.

GSA

Event: Administrator Barram will attend a Blue Pages event with James Earl Jones in Washington, DC.

SSA

Event: Acting Commissioner Callahan will attend SSA's third public forum on its online computer service in San Jose, CA.

Thursday, May 29

TREASURY

Remarks: Secretary Rubin will give the keynote address at Treasury's 1997 Savings Bond Kick-Off Celebration.

Remarks: Secretary Rubin will give remarks at Treasury's 1997 Asian/Pacific Heritage Month Reception.

JUSTICE

Remarks: Attorney General Reno will address the National League of Cities' Crime Prevention Steering Committee reception in Omaha, NE.

Remarks: Attorney General Reno will address the ONDCP Methamphetamine Conference.

DOI

Event: Secretary Babbitt will dedicate a new temperature control device at the Shasta Dam outside of Redding, CA.

HHS

Meeting: Secretary Shalala will participate in a Welfare to Work meeting with the Vice President.

ENERGY

Event: Secretary Peña will attend a ground breaking ceremony of the National Ignition Facility at the Lawrence Livermore National Laboratory in CA.

VA

Event: Secretary Brown will tour the VA Medical and Regional Office Center in Togus, ME, with Congressman Baldacci.

Event: Secretary Brown will tour the University of New England in Biddeford, ME, with and Congressman Allen.

ONDCP

Event: Director McCaffrey will host the National Methamphetamine Conference in Omaha, NE.

raining copayments for parents.

OL - Highlight good, but also note bad.

Scholarship kids - total wipeout.

1. \$50 m item in Ed budget - learning chrs
2. Juv Justice??

MB - child care financing could be a whole conf.

(tho doesn't take into acct quality)

Creative things happening all over country

Follow-up report from France

Involve The Hill - in planning or as participants

People w/ long histories

Right now - just keep right people up to date on leg stuff /

Divide by age? -

(or)

Affordability / quality?

but leave that out of serious discuss -
in meaning?? have to do both

Hill

List of sub-issues
split up - subject matter
agenda for conf

SBA

Remarks: Administrator Alvarez will travel to Providence, RI, to address the Small Business Week dinner.

Friday, May 30

TREASURY

Meeting: Secretary Rubin will meet with Chairman Greenspan.

DOI

Meeting: Secretary Babbitt will meet with the representatives of NM Native American Tribes.

COMMERCE

Meeting: Secretary Daley will meet with the AFL-CIO President John Sweeney.

DOL

Remarks: Secretary Herman will address the Marymount University Conference on Sweatshops.

HHS

Meeting: Secretary Shalala will meet with the Brazilian Minister of Health.

DOT

Announcement: Secretary Slater will announce the Garrett A. Morgan Technology and Transportation Futures Program in Cleveland, OH.

EDUCATION

Event: Secretary Riley will attend a luncheon with West Coast College Presidents.

EPA

Meeting: Administrator Browner will meet with Mark Van Putten, President, National Wildlife Federation.

SBA

Remarks: Administrator Alvarez will host a breakfast with 50 women small business owners.

Saturday, May 31

EDUCATION

Remarks: Secretary Riley will deliver the commencement address at the University of California, at Stanislaus.

Child Care Conference 5- -97

Family-child care conference

- DOD report - by end of September

"Media threat group" - all the top people in cc. orgs - offering
briefing on media coverage of the issue? *

Working on list of national players and some local, commun-
based groups - about 50 people

Split up into groups - meet -

give them a process so they can get
back to you / give you ideas *

Have diff players for diff issues?

- financing strategies

- communications

overnight/training/certification - funding - DOD directive -
strategic agenda for conference

Avoid - something we have to deal w/ -
federal on-site programs -
Things missing.

Mitigated by study/plan - if
we do it.

Promising things going on - cent in July for all
st. administrators / nat orgs. All plans in by July 1.
highlighting military model

FLA/CA/WI - putting additional \$ in. But also some orgs -

6-22 Child Care Focus Group

Change nature of discourse re cc
child-focused - developmental issues; care + ed together
also econ issues.

Pub. investment needs to start earlier

Has to be substance; not flash

Has to be more than highlighting small models that can't
be broadly replicated

More than 1-shot event? And to ^{be} WH conference on children
each decade - try to launch something.

Crumbling cc infrastructure

Showcase model solutions - something positive
Chicago, Boston, Kettle - on scholarship systems

Quality based on staff - highlighting human resources - workforce issues

Push toward univ^{quality} CC in America - need to include more m-c
people so there's a base.

People w/ worst qual care - low income whg + middle cl. fams.

Tricks - want to define for others what
quality is / what standards are.

Need to give public/consumer br understanding of what good cc is
Need to make people understand in real dollars the return in
investment

NOT the people who do this now
The key business people

Audience - needs to be people w/ the power + \$
Other people doing stuff at same time.

Need to bring in other actors - public/private partnerships etc.

⇒ Legislati. - should speak to infrastructure - pick up on brain stuff
career ladder - compensati. -
training + recruitment (not univ subsidies)
scholarship prog

outcome - create cons. demand for qual care

leg - responds to this -

be this to business community.

healthy econ - demand for cc. shynochet's

models - another aspect - examples
of things.

⇒ Review DCTC - make rehab and above 2400
Multiple funding inputs - to make TAXE/ early head start work -
need real investment
Link quality piece w/ supply-building.

⇒ evaluate st + loc laws in other?

Nat. gov - recommended side - extra \$ if you
meet these

⇒ Pub/Private Partnership Act -
access pub \$ w/ private \$ - leverage
the private \$.

More tax credit it have hit in accord ch??

vehicles:

Tax credits to families/businesses/providers/even commu...

Early HS

Higher Ed is vehicle

??

Don't put thing is subsidies

6-24 Child Care Focus Group

Needed resources - "send me the \$"

Rational system - helping P to pay for qual care

Foundations can put \$ a table

But core problem is untabling

How to get point across - quality intr.

Imperative of WIC reform

Must be seen as lgr than poor W's issues - needs to be seen as workforce issue.

How to include pre-adv + adv. Hevils - un-superv. Direct
evid being lack of superv + test scores + other indicia of
achievement.

Whites 2x more likely than others to be un-superv.

How to focus on families + communities.

→ Cost-benefit studies re CC.

Bring more people to parent

While diff or of comments came from un-usual subjects

Pub/private partnerships are the key. EG - Smart Start

How to raise to high level of seriousness.

Cost cut - scientists - validated whole field.

Hear from economists/business people - take it out of
"soft"

Economic side - welfare dev (our child dev)
But also (econ) concerns of poor care
developmental benefits.



Has to look more bipartisan than just one -
more govs
more business community

!! Structural changes enabling communities

Build supply / enhance quality / provide subsidies - all at same time.

If people just walk away knowing goal is imp - and
what we mean by quality - then will have lost
the moment.

Interactions b/w cc + Head Start.

* CC - parental leave policies

(Real wr issue - do you exempt those w/ infants)

Legis - leverage ~~and~~ ^{ground} quality

supply bldg / partnership - has to be done at local level

get \$ leveraging

Then - do tax credit work.

Univ H Start or univ pre-K education -
w/ wraparound cc

Family-Child Care - Conference
(new title)

Nicole R. Rabner

05/20/97 12:09:28 PM

Record Type: Record

To: Elena Kagan/OPD/EOP

cc: Jennifer L. Klein/OPD/EOP, Laura Emmett/WHO/EOP

Subject: mtg on child care conf

Elena, you had asked me to forward to you a list of the administration people to include in the next meeting on child care -- this one, as we discussed, would focus specifically on the Conference. If possible, it would be great to have this later this week, but I'll follow up with Laura about times. Thanks.

Joan Lombardi, HHS
202/401-6947

Carolyn Becraft, DoD
703/697-7220

Linda Smith, DoD
703/696-5733

Faith Wohl, GSA
202/632-0186

Melissa Skolfield, HHS
202/690-6853

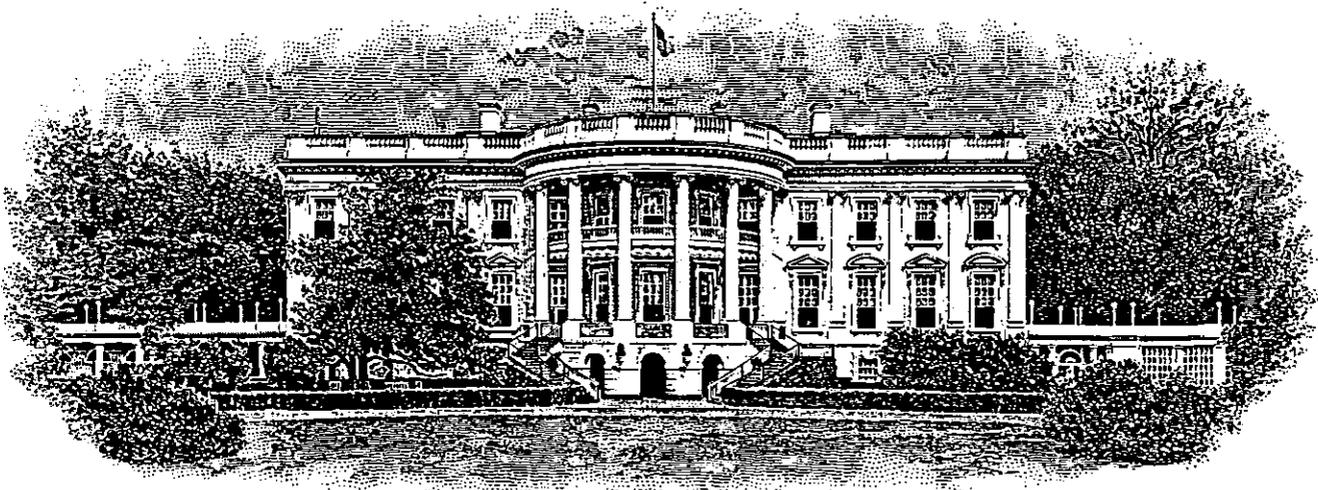
Mary Bourdette, HHS

Melanne Verveer
Katy at ext. 67264

**PHOTOCOPY
PRESERVATION**



The White House



THE WHITE HOUSE CONFERENCE ON CHILD CARE
October 23, 1997

"I hope that this conference will be the beginning of a national dialogue about how best to care for all of America's children and will make a valuable contribution to our effort to improve child care in this country."

-- President Clinton, July 23, 1997

Today, the President and First Lady are hosting the first-ever *White House Conference on Child Care*. The day-long conference will address the need that America's parents have for safe, affordable child care for their children. Millions of Americans, struggling to be both good parents and good workers, rely on child care and after-school programs to care for their children for part of each day. Exploring the roles of both the public and private sectors, the Conference is intended to begin a dialogue on three of the most pressing child care issues -- availability, affordability, and assuring safety and quality.

Clinton Administration Commitment to Strengthening Child Care. President Clinton has worked to improve and increase funding for child care. Under President Clinton's leadership, federal funding for child care has increased by nearly 70%. The 1996 welfare reform law increased child care funding by \$4 billion over 6 years to provide child care assistance to low-income working families and parents moving from welfare to work. A percentage of these funds are set aside for efforts to improve the quality of child care. To ensure that children in child care are in safe and healthy environments, the President also launched the Healthy Child Care America Initiative. And because the Department of Defense child care system has become a model of employer-sponsored child care and after-school programming, the President asked the DOD to share its expertise and lessons learned with the civilian child care community.

During President Clinton's time in office, funding for Head Start has increased by 43%. This funding will continue to expand until it reaches the President's goal of serving 1 million children by the year 2002. The President also initiated the Early Head Start Program to expand the proven benefits of Head Start to low-income families with children age three and under.

To expand the benefits of after-school care, the President has, among other things, supported and signed the Safe and Drug Free Schools and Communities Act to fund after-school programs; called for an increased number of community schools that stay open longer and provide valuable resources to families and communities; and published a guide on *Keeping Schools Open as Community Learning Centers*.

Clinton Administration Commitment to America's Working Families. This Conference builds on the President's record of helping America's working families. To take a few examples, the President fought for passage of the Family and Medical Leave Act to allow workers to take unpaid leave when their families need them. And he signed into law the Health Insurance Portability and Accountability Act to extend important new protections for an estimated 25 million Americans who move from one job to another, or who have pre-existing medical conditions. And in August 1997, the President signed the Balanced Budget Act which included \$24 billion for the Children's Health Initiative -- the single largest investment in health care for children since 1965. President Clinton has also fought to expand economic opportunity for working families, including a \$500 per-child tax credit for children under age 17 -- helping 27 million families with 45 million children. The Administration also expanded the Earned Income Tax Credit to give 15 million families tax relief, and increased the minimum wage by 90 cents.

Conference Program and Participants. During the morning session, experts will discuss why child care matters both to our children's development and to the economy, and will examine the state of child care in this country. The panelists for this first session are: Ms. Ellen Galinsky, Families and Work Institute; Ms. Michelle Seligson, National Institute of Out-of-School Time; Secretary of the Treasury, Robert Rubin; Secretary of HHS Donna Shalala; Governor James Hunt, North Carolina; Dr. Valora Washington, W.K. Kellogg Foundation; and Patty Siegel, California Child Care Resource and Referral Network. The afternoon session will highlight promising efforts around the country and discuss how all members of the community can meet critical child care challenges. Panelists are: Major General John G. Meyer, United States Army; Representative Jane Maroney, Delaware State Legislator; Dr. Susan Aronson, American Academy of Pediatrics; Bishop Joseph M. Sullivan, Diocese of Brooklyn; Ms. Beatriz Otero, Calvery Bi-Lingual Multicultural Learning Center; Mr. John J. Sweeney, AFL-CIO; and Mr. Doug Price, FirstBank of Colorado.

Broad Participation Across the Country. The entire conference will be broadcast by satellite to over 100 locations in over 45 states across the country, as well as to several Federal agencies. Satellite conferences will be co-hosted by regional federal agencies, local officials, and children's and other organizations.

PRESIDENT CLINTON ANNOUNCES CHILD CARE PROVIDER SCHOLARSHIP FUND

October 23, 1997

Today, President Clinton announced a National Child Care Provider Scholarship Fund as well as an outreach plan to let child care providers know that they may be eligible for Pell Grants. Too many child care providers currently do not have the training our children deserve and are not rewarded with higher compensation when they do have training. The measures announced today will help improve the quality of our nation's child care by helping caregivers get training and raise their pay, and thereby supporting efforts to recruit and retain them.

New National Child Care Provider Scholarship Fund: The National Child Care Provider Scholarship Fund will provide more than \$300 million in scholarships over five years to up to 50,000 child care providers annually -- helping the more than half a million children they care for.

Up to a \$1,500 Scholarship and Higher Pay For Continued Service: The Fund will provide scholarships of up to \$1,500 to current and future child care providers who agree to remain in the field for at least one year after receiving assistance. These providers will earn increased compensation or a bonus when they complete their course work, provided by some combination of the Fund and the provider's employer.

Public-Private Partnership: The Fund will receive at least \$250 million in Federal funds over five years, with every four dollars of Federal funds matched with at least a dollar of private, local or State funds. States will have flexibility in designing their programs, and can provide scholarships for students working toward a state or national credential, certificate, or Associate, B.A. or B.S. degree. States cannot use the Fund to substitute for existing efforts. States also cannot provide scholarships to employees or child care providers that are not licensed or registered.

Modeled on Successful Programs: The Fund is modeled on the North Carolina T.E.A.C.H. Early Childhood Project, a bipartisan program that has been shown to work. Participants in T.E.A.C.H. complete an average of 18 credit hours per year and receive an average 10 % increase in their wages. They have less than a 10 % turnover rate, compared to the statewide rate of 42 %. The President's Child Care Provider Scholarship Fund is also modeled on the Defense Department's model of tying pay raises to increased training, which has helped to make the Department of Defense child care system one of the best in the world.

Builds On Pell Grants: While not limited to those eligible for Pell Grants, the scholarships build on Pell Grants for those eligible, by covering any costs not covered by Pell, including tuition and fees, books, supplies, transportation, and child care expenses. For example, a typical caregiver in a child care center earns \$12,000 a year. Attending a community college half time, with total costs of \$3,000, this individual would be eligible for a \$1,350 Pell Grant in 1997-98. The Fund will then provide additional monies. All applicants must first apply for Pell Grants before receiving a Child Care Provider Scholarship.

Actions To Help Child Care Workers Take Advantage of Pell Grants, the New Lifetime Learning Tax Credit and Other Financial Aid: Many child care providers are not aware of other financial aid that is available now. Today, the Secretaries of Education and Health and Human Services jointly sent a letter to child care providers in all 50 states, providing them with information on the aid already available to current and future child care providers, including Pell Grants, the new Lifetime Learning and HOPE Tax Credits, and loans.

Builds on the President's Actions to Make Higher Education Universal and Lifetime Learning the Standard: Today's initiatives build on President Clinton's historic achievements to promote opportunities for lifelong learning, including winning the largest increase in Pell Grants in more than 20 years, creating HOPE and Lifetime Learning Tax Credits, expanding College Work Study, creating the Direct Lending program that lets students repay their loans as a share of their income, and creating AmeriCorps National Service program to enable young people to earn money for college while serving their country.

**THE PRESIDENT URGES SERVICE AS A STRATEGY
IN AFTER-SCHOOL PROGRAMS
The White House Conference On Child Care
October 23, 1997**

Today, at the White House Conference on Child Care, President Clinton announced steps to use community service to strengthen after-school programs.

Helping Communities Link Service and After-School Programs. To enable more communities to use community service to enrich their after-school programs, the President announced actions by the Corporation for National Service's new To Learn and Grow Initiative, a public-private partnership dedicated to expanding access to and enhancing the quality of after-school programs through service. The initiative will:

- Release a "How-To Manual" that shows after-school programs how they can use service to strengthen their efforts (prepared by the Corporation for National Service with the National Institute on Out-of-School Time at Wellesley College); and
- Provide training and technical assistance to after-school programs that want to use national service and volunteers to help meet their needs.

Building on What Works. Today, communities use both volunteers and those engaged in full-time service commitments such as AmeriCorps to extend the reach and improve the quality of many child care and after-school programs. These individuals work alongside child care providers, educators, and community-based professionals across the country. Two-thirds of national service programs supported by the Corporation for National Service, including AmeriCorps, address the needs of children and youth, many in child care and after-school programs. The To Learn and Grow Initiative will build on this experience to show programs across the country how to use volunteers and others engaged in service to provide better care to more children.

Young people can also benefit from serving others after school hours. For example, Big Brothers/Big Sisters committed at the Presidents' Service Summit that its mentors would participate with young people in service projects. In addition, the Corporation's Learn and Serve program supports service-learning programs across the country, where young people serve and then reflect on that experience. The To Learn and Grow Initiative's manual and training activities will guide after-school programs in incorporating service into their activities.

Successful Programs Exist. Successful programs where service strengthens after-school programs today include Jumpstart AmeriCorps, where AmeriCorps members get needy children and their families ready for school; Columbia University's Community Impact program, where AmeriCorps members provide educational enrichment, mentoring, and tutoring for youth from K-3rd grade in collaboration with the YMCA; the Retired and Senior Volunteer Program in St. Paul, Minnesota, which pairs seniors and middle school students in after-school programs with 900 children in K-3rd grade; and the Sheridan Family Resources Center in Colorado, where AmeriCorps members tutor at-risk youth, run after-school and summer camp programs, and help youths and senior citizens have access to health services offered by school-based and community clinics.

PRESIDENT CLINTON SENDS NATIONAL CRIME PREVENTION AND PRIVACY COMPACT TO CONGRESS

October 23, 1997

Today, President Clinton transmitted the National Crime Prevention and Privacy Compact to Congress. The compact will facilitate effective background checks on child care providers by eliminating state law barriers to the sharing of criminal history information for purposes other than ongoing criminal investigations. The vast majority of child care providers are caring people who have dedicated their lives to teaching and nurturing children. But one tragedy in child care is too many, and background checks are one important way to ensure that the people watching our children are fit for this responsibility.

Current Limitations on Information. Many states currently have laws prohibiting release of criminal history records for purposes other than ongoing criminal investigations -- such as in connection with background checks for employment or licensing. This means that a child care agency wishing to do a nationwide check to determine whether a potential child care worker has a criminal history will not be able to gain direct access to all states' records but instead must go to the FBI for information. FBI records, however, are not nearly as complete as states' own records because state reporting of criminal dispositions to the FBI is wholly voluntary. In addition, FBI checks can take weeks or months to complete because of the total volume of FBI records and the FBI's nationwide criminal responsibilities.

Effect of the Compact. Under the compact, each ratifying state would agree to release its own criminal history information to other ratifying states for any purpose authorized by the receiving state's law. This means an agency wanting to do a nationwide check for a purpose authorized by state law need not rely on incomplete FBI records, but may gain access directly to other states' complete criminal records. The only role played by the FBI would be to give the requesting agency a list of the states in which the individual has a criminal record (information which the FBI would have in complete form), so that the agency can access those states' records directly. In this way, the compact will vastly increase the effectiveness and efficiency of nationwide criminal background checks.

One Step in Ensuring Safety of Child Care. A background check is only a first step in assuring that our children are cared for safely. Many people who are unsuited to be child care providers are never arrested or convicted of a crime; most child abuse cases, for example, are not prosecuted in criminal court. A recent study by the American Bar Association's Center for Children and the Law found that personal interviews and reference checks are essential tools in checking the credentials of caregivers.

Caring for America's Children

The Clinton Administration and Child Care

October 23, 1997

Over the past decade, the number of American families with working parents has expanded dramatically. Making high quality child care more affordable and accessible is critical to the strength of our families and to healthy child development and learning.... Each of us -- from businesses to religious leaders to policy-makers and elected officials -- has a responsibility and an important stake in making sure that children of all ages have the best possible care available to them. From infancy through adolescence, in child care settings and after-school programs, children can learn and thrive with the right care, attention, and education.

— President Clinton, July 23, 1997

President Clinton is hosting the first-ever White House Conference on Child Care to focus the nation's attention on the importance of addressing the need for safe, affordable, quality child care. This Conference underscores and builds upon the President Clinton's commitment to strengthen the American family by giving parents the tools they need to fulfill their responsibilities and giving children the ability to reach their full potential.

STRENGTHENING AMERICA'S WORKING FAMILIES

- **Putting Families First.** Throughout his presidency, President Clinton has worked hard to help America's working families. That is why the President fought for the passage of the Family and Medical Leave Act (FMLA) to allow workers to take up to 12 weeks unpaid leave to care for a newborn or adopted child, to attend to their own serious health needs, or to care for a seriously ill parent, child or spouse. In June 1996, President Clinton proposed expanding FMLA to allow workers to take up to 24 unpaid hours off each year for school and early childhood education activities, routine family medical care, and caring for an elderly relative. The President also has fought for greater health security for America's families. He signed into law the Health Insurance Portability and Accountability Act which includes important new protections for an estimated 25 million Americans who move from one job to another, who are self-employed, or who have pre-existing medical conditions. And in August 1997, President Clinton signed the Balanced Budget Act which included \$24 billion for the Children's Health Initiative -- the single largest investment in health care for children since 1965 -- to provide meaningful health care coverage to millions of uninsured children.
- **Providing Economic Opportunity.** In 1993, President Clinton put into place an economic strategy that invests in people and provides real opportunity. President Clinton has fought for policies that help working parents fulfill their responsibilities, including winning inclusion of a \$500 per-child tax credit for children under age 17 in the Balanced Budget Act -- helping 27 million families with 45 million children. The new Child Tax Credit is in addition to the Earned Income Tax Credit and the Child and Dependent Care Tax Credit (tax credits President

Clinton protected during the balanced budget negotiations). President Clinton also expanded the Earned Income Tax Credit to give 15 million working families tax relief. In 1997, the average tax credit is \$1,450 on family income up to \$29,290. And the President proposed and signed into law an increase in the minimum wage from \$4.25 to \$5.15. For a full-time, year-round worker at minimum wage, this 90-cent increase raises yearly income by \$1,800 -- as much as the average family spends on groceries over seven months.

INVESTING IN CHILD CARE

- **Increasing Child Care Funding.** Because of President Clinton's leadership, federal funding for direct child care subsidies has increased by nearly 70 percent since he took office, providing child care services for over one million children. The 1996 welfare law increased child care funding by \$4 billion over six years, providing child care assistance to low-income working families and parents moving from welfare to work.
- **Increasing Participation in Head Start and Improving Program Quality.** For more than thirty years, Head Start has been one of our nation's best investments ensuring that low-income children start school ready to learn. President Clinton has made expanding and improving Head Start a priority of his Administration. Since 1993, funding for the program has increased by 43 percent -- in fiscal year 1997, Head Start will serve nearly 800,000 low-income children four years old and younger. The Balanced Budget continues the expansion of Head Start toward the President's goal of serving one million children in 2002. Over the last three years, the Clinton Administration has also invested significantly in improving program quality, providing local programs with the resources they need to attract and retain high quality teachers, and ensuring the safety of Head Start centers.
- **Created Early Head Start for 0-3 Year Olds.** Initiated by the President in 1994, there are now 143 *Early Head Start* programs across the country, expanding the proven benefits of Head Start to low-income families with children age three and under. The program provides early, continuous and comprehensive child development and family support services, preparing children for a lifetime of learning and development. In FY 1997, the program will have served nearly 25,000 children and their families.
- **Developed a Full-Day, Full-Year Head Start Initiative.** In March 1997, the Administration announced a new Head Start initiative that will expand Head Start services for children while also helping parents, including those moving from welfare to work. Under the new initiative, child care providers will be given priority for Head Start expansion funds to deliver full-day, full-year Head Start services in partnership with Head Start. Children will stay in one place all day rather than attending Head Start for half a day then moving to child care for the remainder of the day.

- **Expanding Child Care in Rural America.** Under the Clinton Administration, the Agriculture Department's Rural Housing Service's Community Facilities program is directing its efforts towards meeting the need for quality child care in rural areas. As a part of this effort, 31 child care centers were created in FY 1997 and the program will expand in FY 1998. In addition, the Rural Housing Service has been forming partnerships with other federal programs (including Head Start) and the private sector to help provide child care in rural America.
- **Providing Child Care in Urban Communities.** Under the Clinton Administration, the Department of Housing and Urban Development is supporting working families and those moving to work by providing both quality child care for their children and opportunities for parents to become self sufficient. Community Development Block Grants fund initiatives that include education/training opportunities, on-site after-school child care and construction of child care and youth centers. The Ounce of Prevention Program enhances efforts already underway in Empowerment Zones/Enterprise Communities with summer and after-school education/recreation activities and mentoring and tutoring programs. In 1997, the Department awarded \$550 million in urban revitalization (HOPE VI) funds which will be used to physically revitalize communities and fund initiatives such as on-site day care centers and transportation services that provide access to employment centers and health care facilities. In 1997, the Administration funded \$42 million for the Family Economic Development and Supportive Services (EDSS) program that will include child care services, youth leadership and mentoring skills and family/parental development counseling.
- **Serving Children with Special Needs.** Under the Clinton Administration, the Department of Justice has worked hard to make sure that children with disabilities have access to child care along with non-disabled children. For instance, the Justice Department has entered into agreements regarding children with disabilities with the two largest child care companies in the country -- KinderCare has agreed to do "finger-prick" tests as requested by doctors and parents for children with diabetes and, in another agreement with KinderCare, the company has agreed to develop a model policy to enable a child with mental retardation to attend one of its centers with a state-funded personal care attendant. In addition, La Petite Academy has agreed to do the same "finger-prick" tests, to keep epinephrine on hand for severe and possibly-life-threatening allergy attacks, and to make changes to some of its programs so that children with cerebral palsy can participate. The Justice Department also provides information through its ADA information hotline (1-800-514-0301, 1-800-514-0383 TDD) and produces *Commonly Asked Questions about Child Care Centers and the ADA* for distribution. Additionally, the HHS Child Care Bureau has launched a special initiative to assist ten states to develop and implement effective plans aimed at improving and expanding their child care service delivery system. The project, "Map to Inclusive Child Care," will expand to other states over the next three years.
- **Easing the Commuting Dilemma for Families.** The President is fighting for welfare-to-work transportation grants to assist states and local communities in moving individuals from welfare-to-work -- including helping parents with small children obtain transportation to their jobs *and* to child care. Proposed legislation is included in the transportation authorization bills currently before Congress. In addition, as a part of the Transportation Department's Livable Communities Initiative, the Federal Transit Administration (FTA) has provided opportunities

for on-site community services -- Head Start facilities, a health clinic, and child care centers -- at transit facilities across the country to help parents obtain child care for their children on their commuting routes to work or training.

ENSURING HEALTH AND NUTRITION IN CHILD CARE

- **Improving Health and Safety with Healthy Child Care America.** In an effort to improve the health and safety of child care programs and to provide child health education to child care providers and parents, in 1995, the Clinton Administration launched the Healthy Child Care America initiative. This effort has established partnerships between child care providers and health care services in 46 states, helping to ensure that children in child care are in safe and healthy environments.
- **Ensuring that Children in Child Care Settings Are Properly Immunized.** In July 1997, President Clinton proposed new child care regulations to ensure that children in child care receive the immunizations they need on time. The proposed rule would require that all children in federally subsidized child care be immunized according to state public health agency standards. This proposed regulation will particularly affect those children in child care arrangements that are legal but exempt from state licensing requirements.
- **Providing Quality Nutrition to Children in Child Care.** President Clinton has maintained the commitment to providing quality nutrition in the Child and Adult Care Food Program (CACFP), a federal program that provides healthy meals and snacks in child and adult day care facilities. In 1997, the program provided meals to about 2.5 million children and almost 50,000 adults in approximately 35,000 child care centers (including after-school centers), 195,000 family and group day care homes, and 1,500 adult day care centers. Child care providers in the CACFP must serve meals that meet federal nutrition guidelines, and must offer free or reduced-price meals to those eligible. The General Accounting Office identified CACFP as one of the most effective vehicles for reaching family child care providers and enhancing the care they provide because of its unique combination of resources, training, oversight and peer support. Notably, 87 percent of family child care homes that are considered to be providing good quality child care are participating in the Child and Adult Care Food Program, according to the Families and Work Institute's *Study of Children in Family Child Care and Relative Care*.

CARING FOR SCHOOL-AGE CHILDREN

- **Convened the 1997 School-Age Child Care Forums.** The Child Care Bureau at the Department of Health and Human Services convened ten regional conferences to share promising initiatives for school-age children among child care, education, and community based organizations from nearly every state. These conferences spurred additional dialogue among participants and stimulated planning to address "out of school time" in states and communities across the country.

- **Keeping Schools Open as Community Learning Centers -- A Guide.** In May 1997, First Lady Hillary Rodham Clinton released *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School*. The Department of Education, along with the National Community Education Association, Policy Studies Associates, and the American Bar Association, wrote the step-by-step guidebook on how school facilities can be used for after-school programs.
- **Providing After-School Activities Through 21st Century Learning Centers and Title I.** The Clinton Administration's Improving America's Schools Act of 1994 reauthorized the Elementary and Secondary Education Act. This law included a new statutory requirement that encourages schools receiving funding to enhance their instruction with such programs as extended school years, before- and after-school programs, and summer programs -- effectively giving "teeth" to after-school options. For instance, Title I -- which is funded by the Improving America's Schools Act and provides extra help with basic and advanced skills to disadvantaged students in elementary and secondary schools -- has been successful in helping Title I funded schools provide after-school programs. In addition, under this law, the 21st Century Community Learning Center program has been developed -- a program that once fully implemented will benefit urban and rural schools and their communities, allowing schools to stay open beyond the normal hours, offering expanded learning opportunities to children after-school. The President's current budget request includes \$50 million to fund 350 21st Century Community Learning Center programs in FY 1998.
- **Supporting Positive After-School Choices with the Safe and Drug-Free Schools Communities Act.** Because children unsupervised after school are more likely to engage in risky behaviors like substance use, the Safe and Drug-Free Schools and Communities Act funds before and after-school programs. In the 1994-95 school year, over 2,700 school districts used these funds to support before- and after-school activities.
- **Staying Safe After School with Community Schools.** In the Anti-Gang and Youth Violence Initiative, the President has called for 1,000 new after-school initiatives across the country. Schools that stay open longer and are open on weekends and during the summer can provide students, parents and communities with access to valuable resources. Turning schools into after-hour safe havens can help to prevent violent crime and violent behavior while boosting our children's academic achievement.
- **Helping Children Through Service.** As co-chair of the Presidents' Summit for America's Future, President Clinton helped bring businesses, nonprofits, states and communities, and volunteer groups to Philadelphia in April 1997 to focus on service and to ensure that every child in America has five key resources -- a caring adult, a safe place, a healthy start, a marketable skill, and a chance to serve. Many of the hundreds of corporations and nonprofits that made commitments at the summit pledged to become involved in after-school and mentoring programs. America's Promise, the nonprofit organization founded to follow up on the summit promises, is now working with these organizations to ensure that they do so.

- **Enhancing Child Care and After-School Care with the Corporation for National Service.** Established by President Clinton in 1993, the Corporation for National Service, through AmeriCorps, Learn and Serve America and the National Senior Service Corps, is addressing the needs of children through service activities. Approximately two-thirds of the national service programs work to address the needs of children and youth often in child care and after-school settings. AmeriCorps members, college students, and senior volunteers, working alongside child care providers, are serving as tutors and mentors, health and nutrition educators, in both child care and after-school programs across the country.
- **Aiding the Boys and Girls Clubs of America.** The Clinton Administration is providing resources to the Boys and Girls Clubs of America to establish and enhance more clubs throughout the United States. These Clubs are situated in at-risk communities and reach thousands of kids through violence prevention and reduction, educational health programs and youth leadership development. For instance, the Boys and Girls Clubs of America was awarded an AmeriCorps grant to provide education awards to 100 full-time and 800 part-time AmeriCorps members in up to 100 clubs early next year. The AmeriCorps members will be either older (17 and 18 year-olds) Boys or Girls Clubs members or club member alumni who will serve as tutors, mentors, and recreation activity coordinators in after-school programs.

PROVIDING INFORMATION AND TECHNICAL ASSISTANCE

- **Providing Child Care Information.** In 1995, the Clinton Administration established the Child Care Bureau at the Department of Health and Human Services (HHS) to streamline child care program operations and improve the quality and efficiency of service. In addition, HHS launched the National Child Care Information Center to disseminate child care information, publications and resources to help providers start up child care centers, parents locate child care in their communities, and researchers and policy makers attain access to policy information. Through the Technical Assistance Project, HHS has brought states together to share promising practices and has held special forums on school-age care, consumer education, Tribal child care programs, and a range of other topics.
- **Promoting Public/Private Partnerships.** The Child Care Bureau has launched a nationwide effort to promote public/private partnerships in child care by providing technical assistance to states on promising initiatives going on across the country.
- **Providing a Resource and Referral Clearinghouse for Working Families.** The Department of Labor Women's Bureau recently published a report entitled: *What Works! The Working Women Count Honor Roll Final Report* which highlights employers who have made real change in the areas that working women and their families care about most -- pay and benefits, family friendly workplaces (including child care) and respect and fair treatment on the job. Hundreds of employers accepted this challenge to deliver real change -- especially in child care. This guide was a result of the Working Women Count national questionnaire which surveyed 250,000 working women -- the largest questionnaire of working women ever. Notably, child care was identified as a top issue for working women. In addition to this guide, the Labor Department has expanded its resource and referral clearinghouse for employers and working

families. The agency has established a toll-free number (1-800-827-5335) and provides materials like the *Work and Family Resource Kit* and *Care Around the Clock: Developing Child Care Before 9 and after 5*.

- **Training Caregivers – a Nationally Acclaimed Program.** The Education Department's Office of Educational Research and Improvement supports the regional laboratory in San Francisco, California called WestEd. WestEd has developed a nationally acclaimed Infant/Toddler Caregiver Training Program which teaches caregivers how to provide nurturing and stimulating environments to promote quality child care. Research-based videos and printed materials are available in Spanish, Chinese, and English. Eight thousand caregivers have been trained in California and the program has been expanded across the nation.

LEARNING LESSONS FROM THE MILITARY CHILD DEVELOPMENT PROGRAMS

- **Providing High Quality Child Care – The Military Model.** Under the Clinton Administration, the Department of Defense (DoD) has made important strides to improve the quality of child care for the children of the men and women who serve our country. The DoD Child Care System serves over 200,000 children (age zero to 12) daily making the U.S. military system the largest employer-sponsored child care program in the nation. The DoD Child Care System, known as the Child Development Program, includes Child Development Centers, Family Child Care homes, School Age Care programs, and Resource and Referral services. Through this system, the military offers full-day, part-day, and hourly child care, part-day preschools, before- and after-school programs for school age children, and extended hour care which includes nights and weekends to accommodate shift workers. Because of the Department of Defense's commitment to excellence in child care, since 1992, the number of military child care facilities that are accredited by the independent National Association for the Education of Young Children has risen from 55 to 353. Currently, over 75 percent of military child care programs are accredited, as compared to only 7 percent of other child care facilities nationwide. Since the early 1990s, the DoD has focused on improving the quality, availability, and cost of child care for military families.
- **Sharing the Military's Expertise.** Because of the DoD's high quality, comprehensive child care programs, in April 1997, President Clinton directed the Secretary of Defense to share the expertise and lessons learned from the Military Child Development Programs with Federal, State, tribal, and local agencies, as well as with private and nonprofit groups, that are responsible for providing child care. In his Directive the President stated, "The Military Child Development Programs have attained a reputation for an abiding commitment to quality in the delivery of child care. The Department of Defense's dedication to adequate funding, strict oversight, improved training and wage packages, strong family child care networks, and commitment to meeting national accreditation standards is laudatory. I believe that the military has important lessons to share with the rest of the Nation on how to improve the quality of child care for all of our Nation's children." In response to the President's directive, the Pentagon is implementing a plan to reach out to states and civilian child care centers to share its expertise.

SUPPORTING A FAMILY-FRIENDLY FEDERAL WORKPLACE

- **Promoting Family-Friendly Initiatives.** Under President Clinton's leadership, the federal government, striving to be a model employer for other private and public employers, has implemented family-friendly leave initiatives that enhance the ability of employees to balance family and employment obligations. In addition to leave initiatives, the federal government offers compressed or flexible work schedules to many workers so that they may spend more time with their families.
- **Providing Child Care for Federal Workers.** In addition to the Department of Defense's model child care program, there are more than 230 child care centers for civilian government employees in federal buildings in as many as 36 states. The General Services Administration (GSA) oversees 108 of these centers, making GSA the largest civilian sponsor of work-site child care in the nation. Under this Administration, the emphasis on quality has continued -- with 73 percent of GSA sponsored centers accredited by the independent National Association for Education of Young Children, and with a goal of reaching 100 percent accreditation within two years. Striving to meet the needs of parent workers, 89 percent of GSA centers have infant care, 74 percent have drop-in/emergency care, and 42 percent provide summer programs for school aged children. In addition, more than 80 percent of centers are open 11 or more hours per day. Nearly 70 percent of the child care center directors have ten or more years of experience in early childhood education.

The White House Conference on Child Care Panel One Participants

Ellen Galinsky. President and Co-Founder, Families and Work Institute.

Before founding the Families and Work Institute, Ms. Galinsky served on the faculty of Bank Street College of Education and as President of the National Association for the Education of Young Children (NAEYC). She has been an advisor to the U.S. Department of Education on business and family involvement in education and to the U.S. Department of Labor. She has also served as an advisor to many states on their early education and care initiatives and on work and family issues.

The Families and Work Institute, is a non-profit, national center for policy research on issues of the changing workforce and changing family lives. Under Ms. Galinsky's leadership, The Families and Work Institute currently directs studies on the quality of child care in America and on the work, family and personal lives of U.S. workers. In addition to these studies, Ms. Galinsky, in conjunction with the National Governor's Association and the National Center for Children in Poverty, is involved in an effort to provide technical assistance to several states as they work to develop a comprehensive, integrated agenda for young children. She is also coordinating the outreach activities for a public awareness campaign on what families and communities can do to promote young children's healthy development and school-readiness.

Ms. Galinsky can be reached at 212-465-2044

Ms. Michelle Seligson. Founder and director, National Institute on Out-of-School Time, formerly the School-Age Child Care Project at Wellesley College Center for Research on Women.

Before founding the School-Age Child Care Project (*SACCP*), Ms. Seligson was the Assistant Director of the Human Relations/Youth Resources Commission of Brookline, MA, where she developed a city-wide system of parent-administered after-school programs in the public schools. The project gained national recognition and inspired the creation of the *SACCP*. The *SACCP* has been active in calling attention to the problems facing latchkey children and their families. *SACCP* serves as a research, training and policy institute focusing on how children spend their out-of-school time. The National Institute on Out-of-School Time's mission is to improve the quantity and quality of school-aged care programs nationally by concentrating its efforts in five primary areas: research, education and training, consultation, program and community development and public awareness.

Ms. Seligson can be reached at 617-283-2547

Secretary Robert Rubin. Secretary of the Treasury.

Robert E. Rubin was sworn in as Secretary of the Treasury in January, 1995. From 1993-1995, he served in the White House as Assistant to the President for Economic Policy. In that capacity, he directed the National Economic Council, which oversees the Administration's domestic and international economic policymaking process, coordinates economic policy recommendations to the President and monitors the implementation of the President's economic policy goals. Prior to joining the Administration, Mr. Rubin spent 26 years at Goldman, Sachs & Co., in New York.

Secretary Donna Shalala.

Secretary Shalala was sworn in as the 18th Secretary of Health and Human Services in January, 1993. The Department of Health and Human Services leads the Administration's child care activities, coordinating Federal child care assistance through its Child Care Bureau.

Under Secretary Shalala's leadership, HHS is working to improve the health and safety of America's child care programs. For example, the Department launched the Healthy Child Care America Campaign to promote partnerships between child care and health agencies to ensure that children in child care are in safe and healthy environments and receive the health services they need. In October 1996, HHS awarded \$2.5 million in grants to support and encourage the development of statewide strategies and planning for healthy, safe child care programs.

Governor James Hunt. Governor of North Carolina.

Governor Hunt, who is serving his fourth term as Governor of North Carolina, has led education reform efforts in his state and challenged all North Carolinians -- educators, business and community leaders, policy makers and parents -- to dedicate themselves to improving education state-wide. He set up the primary reading program, reduced class size, created dropout prevention programs, and established the North Carolina School of Science and Mathematics. He also successfully pushed to make kindergarten available to every North Carolina child.

Governor Hunt helped establish and still chairs the National Board for Professional Teaching Standards, which is working to boost excellence in teaching. In addition, he was recently named chairman of the National Education Goals Panel, which was set up in 1990 to monitor the progress of "Goals 2000," an achievement plan developed during a summit of the nation's governors. Governor Hunt also chairs the National Commission on Teaching and America's Future, which promotes the teaching profession to young people.

For the next four years, Governor Hunt has laid out an *Agenda for Action* that focuses on giving children a healthy start in life and further improving North Carolina schools. *Smart Start*, the Governor's early childhood initiative, is providing higher quality day care, more day care slots, better trained teachers and preventive health screenings for thousands of North Carolina children. Governor Hunt was also critical in the establishment in 1990 of the T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood Project, which assists teachers, directors and family child care providers in completing coursework in early childhood education and increasing their compensation. The T.E.A.C.H. Project has provided scholarships to recipients in each of North Carolina's 100 counties and has since expanded to Georgia, Illinois, New York

and Colorado.

Dr. Valora Washington. Program Director, W.K. Kellogg Foundation.

The author of six books and over forty publications, Dr. Washington joined the Kellogg Foundation after serving as Vice President and tenured professor of Antioch College in Ohio, and having held both faculty and administrative posts at other Universities throughout the country. She has received several honors for her work on behalf of children and families, most recently in February 1997 when she was named one of "25 most influential working mothers" by *Working Mothers Magazine*.

As Program Director for the Kellogg Foundation, she has created and managed a variety of initiatives in excess of \$86 million to work with communities on efforts to support children, youth and families.

Dr. Washington can be reached at 616-968-1611

Patty Siegel. Executive Director, California Child Care Resource and Referral Network (R&R Network).

Since 1970, Ms. Siegel has been actively involved in the development and delivery of child care services, combining perspectives as a teacher, as a parent-organizer and as the founding director of one of the nation's first child care resource and referral agencies, the Children's Council/Childcare Switchboard in San Francisco.

Since 1980, she has served as the Executive Director of the California Child Care Resource and Network (R&R Network), a private non-profit agency which represents and assists sixty-one local child care resource and referral agencies that help parents find child care. The R&R Network combines practical knowledge at the local level with extensive experience in working on state and national child care policy.

Ms. Siegel oversees the Child Care Initiative Project, a \$7 million dollar statewide public-private partnership to expand the supply of licensed quality child care by recruiting and training new family child care providers, with special emphasis on infants and toddlers and Spanish speaking communities. She was involved in the creation and implementation of TrustLine, California's registry of license-exempt caregivers.

Ms. Siegel can be reached at 415-882-0234

The White House Conference on Child Care Panel Two Participants

Secretary Richard Riley. Secretary of Education.

Secretary Riley was sworn in as Secretary of Education in January, 1993. During the President's first term, Secretary Riley helped launch historic initiatives to raise academic standards; to improve instruction for the poor and disadvantaged; to expand federal grants and loan programs to help more Americans go to college; to prepare young people for the world of work; and to improve teaching. He also helped to create the Partnership for Family Involvement in Education, which today includes over 3,000 groups. In the second term, Secretary Riley has helped win an historic ruling by the F.C.C. to give schools and libraries deep discounts for Internet access and telecommunications services and helped win major improvements in the Individuals with Disabilities Education Act.

Before joining the Clinton Administration, Secretary Riley was a state representative and state senator from 1963-1977, and served as governor of South Carolina from 1978 to 1986.

Major General John G. Meyer, Jr. Chief of Public Affairs United States Army.

Major General John G. "Gil" Meyer, Jr. formulates Army public affairs policies and advises the Secretary of the Army and other senior Army and Department of Defense officials on public affairs matters relating to the Army. Prior to heading the Public Affairs Department, General Meyer served as the Commanding General of the Army's Community and Family Support Center, overseeing all family programs, including child development programs. Under his leadership, the Army improved its child care programs, reaching a national accreditation rate of 85% (meaning that 85% of the Army's child care facilities were accredited by the independent National Association for the Education of Young Children) compared to the national average of 5%. Major General Meyer was also instrumental in the military's efforts to increase the supply of child care.

Major General Meyer can be reached at 703-695-5135

Jane Maroney. State Legislator, State of Delaware.

Jane Maroney has served in the Delaware House of Representatives for eighteen years, where her legislative responsibilities include Health and Human Development, Education, Joint Finance Committees and the Delaware Commission on Family Law.

As chair of a legislative task force on child care in 1984, she successfully led the establishment of a resource and referral agency, the Child Care Connection, now called the Family and Workshop Connection. She serves on the Board of Directors as well as the St. Michael's Day Nursery, founded in 1895, providing quality early care to inner city children in Wilmington.

Representative Maroney has taken a leadership role in public health and safety issues both on national and local levels. In addition to championing early care, her recognition of the need to strengthen Delaware families has led her to focus on infant mortality, AIDS prevention and education, unintended pregnancy, youth suicide prevention, child support, and related issues. She currently serves as the Speaker's designee from the House of Representatives to the Delaware Health Care Commission and as a member of its Cost Containment Committee.

Representative Maroney can be reached at 302-478-2672

Dr. Susan Aronson. Member, American Academy of Pediatrics, National Board.

Dr. Aronson's involvement with the American Academy of Pediatrics spans over twenty years, to her most recent position as a District Chairperson. As the director of the Pennsylvania American Academy of Pediatrics Early Childhood Education Linkage System, she runs a state-wide program to improve health and safety in child care programs by providing technical assistance, and by training and linking health professionals and early care and education professionals. She serves as the co-chair of the Central Steering Committee for the second edition of the National Standards for Health and Safety in Out-of-Home Child Care, a joint project of the American Academy of Pediatrics, the American Public Health Association and the Maternal and Child Health Bureau of HHS. She has won numerous awards, most recently the Flashes of Brilliance - Gold Award for 1994, from the Academy for Health Services Marketing. Dr. Aronson is also a Primary Care Pediatrician at St. Christopher's Hospital for Children in Philadelphia, and a Clinical Professor in the Department of Pediatrics at the Hahnemann School of Medicine.

Dr. Aronson can be reached at 610-664-3923

Bishop Joseph M. Sullivan. Vicar of Human Services, Brooklyn, NY.

Ordained as a priest for the Diocese of Brooklyn in 1956, Bishop Sullivan was appointed Assistant Director of Child Welfare in Catholic Charities Diocese of Brooklyn in 1961. Later as Director of Child Care of the Diocese he was responsible for coordinating ten child caring agencies which provided foster care services for 9,000 to 10,000 children. These agencies handled adoption, foster family care services, and residential treatment centers. In 1967, Bishop Sullivan initiated the development of day care and headstart programs in Brooklyn and Queens. Catholic Charities currently operates eighteen day care and headstart programs and a Montessori day care program for children in the community and children of Chase Manhattan Bank employees. He has served as the Vicar for Human Services since 1980.

Bishop Sullivan can be reached at 718-722-6080

John J. Sweeney. President, AFL-CIO.

Mr. Sweeney was elected President of the AFL-CIO in 1995. Prior to rising to that position, Sweeney was Vice President of the AFL-CIO and Chair of the Executive Council committees on

Health Care and Organizing and Field Services. In 1996, he authored *America Needs A Raise, Fighting for Economic Security and Social Justice*. He also co-edited the UNA-USA Economic Policy Council's *Family and Work: Bridging the Gap*.

Beatriz Otero, Executive Director, Calvary Bi-Lingual Multicultural Learning Center.

With over twenty years of experience designing and implementing community-based bilingual multicultural programs, Ms. Otero is the Founder and Executive Director of Calvary Bilingual Multicultural Learning Center, a child development, family centered organization. Calvary Bilingual Multicultural Learning Center provides early childhood and school-aged care to roughly 220 children, ages 2-14. Located in the Columbia Heights neighborhood, the Center's facility was donated in 1995 by Bell Atlantic, Washington, DC.

Ms. Otero has served as Program Director for early Childhood Programs at the Spanish Education Development (SED) Center and taught kindergarten in the DC Public Schools. A 1974 graduate in Education from the University of Maryland, Ms. Otero has taught at American University and the University of the District of Columbia. She has received numerous awards including the Betty Whaley Leadership Service Award from Leadership Washington and the Pioneer in Bilingual Education Award from the National Association on Bilingual Education. She serves as a member of the Mayor's Advisory Committee on Early Childhood Education and the Civic Council of DC Agenda, and is co-chair of the Columbia Heights-Shaw Family Support Collaborative.

Ms. Otero can be reached at 202-332-4200

Mr. Doug Price, President of FirstBank of Colorado.

As chairman of Governor Roy Romer's Colorado Business Commission on Child Care Financing, Mr. Price is leading Colorado's effort to examine the needs of working parents and their children. The Commission has promoted business awareness through statewide meetings with corporate executives and the Governor, to discuss the economic and social benefits of employers creating parent friendly work places. He also serves as president of the Food Bank of the Rockies, a non-profit food distribution agency in Colorado, which annually handles over 10 million pounds of donated food and provides an estimated 700,000 meals each month. He serves as chairman of the Center City Housing Council of the Downtown Denver Partnership.

Mr. Price can be reached at 303-235-1100

A Profile of the Child Care Work Force

Approximately three million child care teachers, assistants, and family child care providers in the U.S. care for 10 million children each day.

Who are the child care teaching staff?

97% are female
41% have children
10% are single parents

● Child care teaching staff earn an average of \$6.89 per hour or \$12,058 per year (based on 35 hours per week and 50 weeks per year) (data from *Cost, Quality and Child Outcomes in Child Care Centers*, Technical Report 1995, salary data are in 1993 dollars).

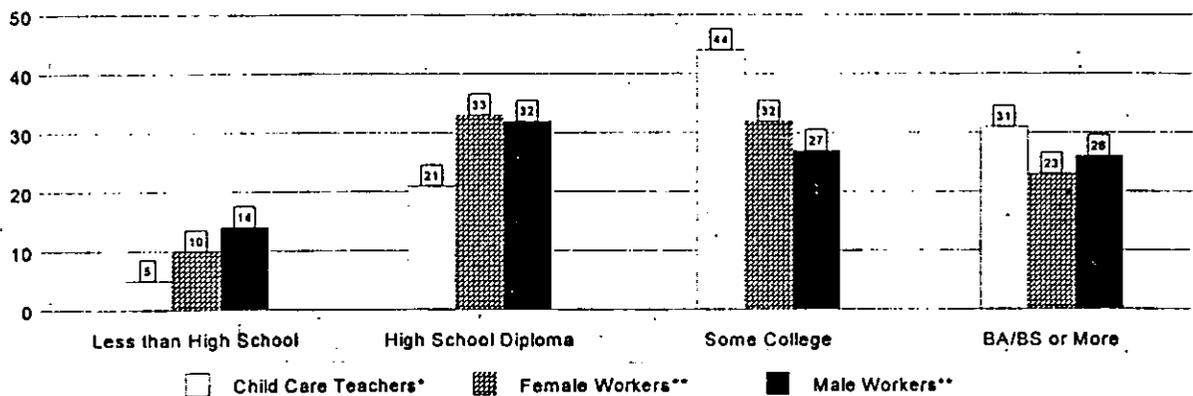
● Only 18 percent of child care centers offer fully paid health coverage to teaching staff.

● Although they earn lower wages, child care teachers are better educated than the general population.

● One-third of all child care teachers leave their centers each year.

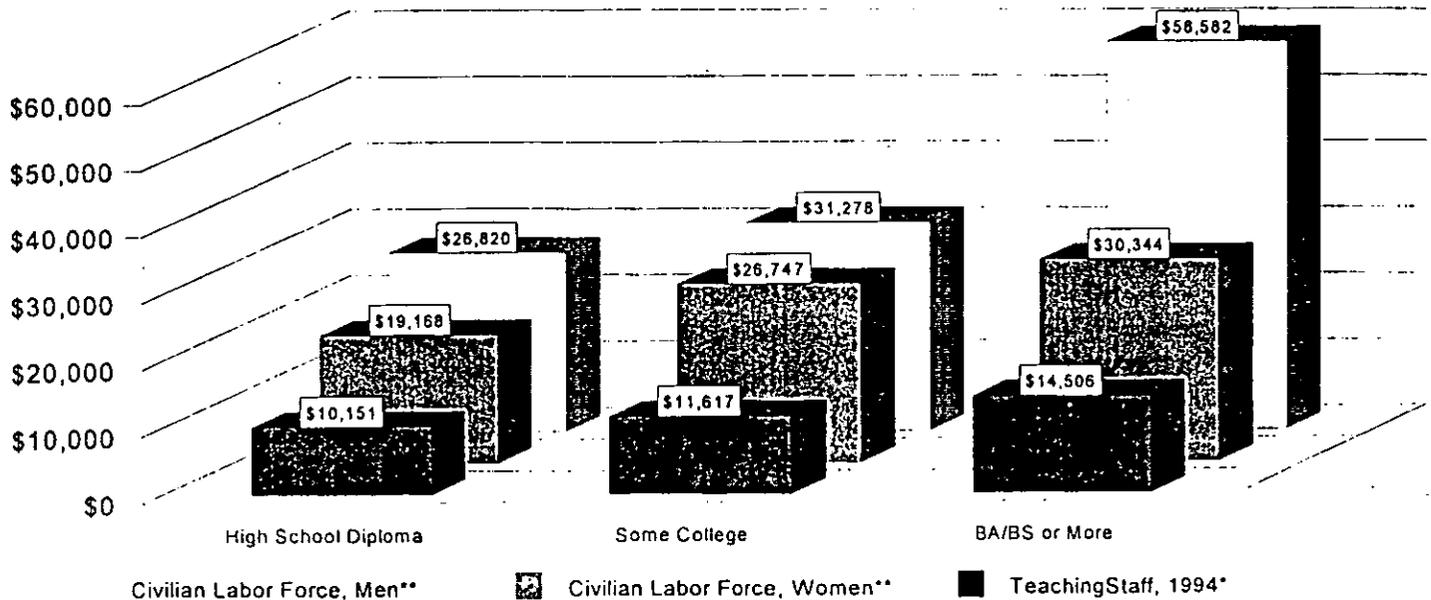
● Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn \$9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated providers, who care for fewer children and are offered fewer supports, earned just \$5,132 after expenses.

Education of Child Care Teaching Staff Versus All Workers***



*National Child Care Staffing Study **Current Population Surveys, 1995. Bureau of Labor Statistics, U.S. Department of Labor

Annual Wages of Child Care Teaching Staff Versus All Workers***



*National Child Care Staffing Study, wages in 1996 dollars **Current Population Surveys, 1996. Bureau of Labor Statistics, U.S. Department of Labor

***These charts only provide information on center-based teaching staff.

Child Care for Young Children: Demographics

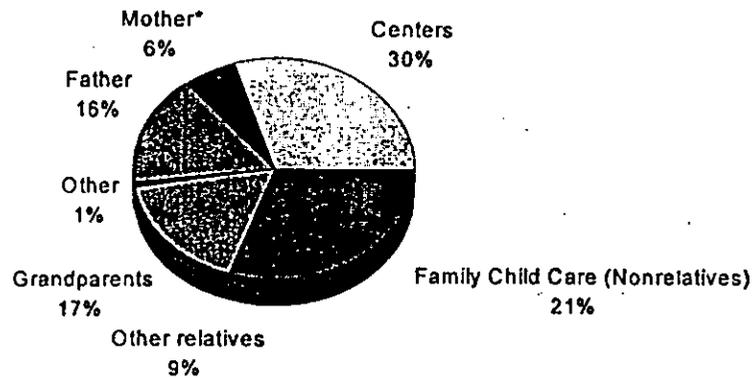
● According to the National Center for Education Statistics, in 1995 there were approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million of these children were in child care.[†]

● While use of center-based care increased from 1988 to 1993, most young children are still in a home-based setting, including family child care.^{**}

● Forty-five percent of children under age one were in child care on a regular basis.[†]

Primary Child Care Arrangements Used by Families with Employed Mothers for Preschoolers: 1993

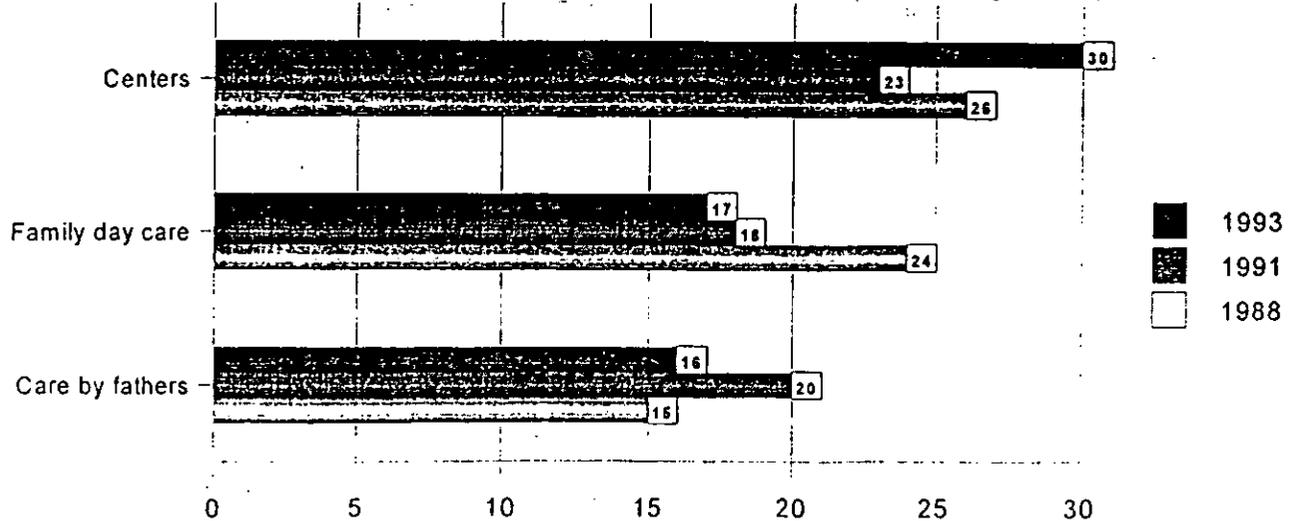
(Percent of preschoolers of working mothers in selected arrangements)



* Includes mothers working at home or away from home. Source: Casper, L.M. *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53, Washington, DC 1996

Changes in Selected Child Care Arrangements: 1988 to 1993

(Percent of preschoolers of working mothers in selected arrangements)



Source: Casper, L.M. *Who's Minding Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 53, Washington, DC 1996

This profile of child care demographics has been excerpted from information provided by the [†]National Center for Education Statistics, U.S. Department of Education and the ^{**}U.S. Bureau of the Census.

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at <http://ericps.crc.uiuc.edu/nccic/nccichome.html>

Child Care for Young Children: Quality

"Recent brain research suggests that warm, responsive child care is not only comforting for an infant; it is critical to healthy development."

*- Rethinking the Brain: New Insights into Early Development
Families and Work Institute (1997)*

- **Higher quality child care for very young children (0 to 3) was consistently related to high levels of cognitive and language development.** "Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care", NICHD Early Child Care Research Network (1997)
- **Studies have raised concerns about the quality of care:**
 - A four-state study of quality in child care centers found **only one in seven (14%) were rated as good quality.** *Cost, Quality and Child Outcomes in Child Care Centers, (Executive Summary)* University of Colorado at Denver (1995)
 - **Thirteen percent of regulated and 50 percent of nonregulated family child care providers offer care that is inadequate.** *The Study of Children in Family Child Care and Relative Care*, Families and Work Institute (1994)
 - **"The quality of services provided by most centers was rated as barely adequate."** *The National Child Care Staffing Study (Executive Summary)*, National Center for the Early Childhood Workforce (1989)
- **"[M]any children living in poverty receive child care that, at best, does not support their optimal development and, at worst, may compromise their health and safety."** *New Findings on Children, Families, and Economic Self-Sufficiency*, National Research Council, Institute of Medicine (1995)

What Works to Improve the Quality of Child Care

- **Children who receive warm and sensitive caregiving are more likely to trust caregivers, to enter school ready and eager to learn, and to get along well with other children. . . . To ensure that child care settings nurture children, protect their health and safety, and prepare them for later school success, better qualified staff are essential.** *Starting Points: Meeting the Needs of Our Youngest Children*, Carnegie Task Force on Meeting the Needs of Young Children (1994)
- **"[S]maller group sizes, higher teacher/child ratios and higher staff wages result in quality child care. Outcomes for children are also better when they attend programs that include a curriculum geared to young children, well prepared staff and where parents are involved in programming."** *Early Childhood Care and Education: An Investment That Works*, National Conference of State Legislatures (1997)
- **Any child care setting will benefit from a health consultant. . . . to advise on potential infectious diseases, explain symptoms and treatments to families, plan health alert procedures when infectious disease occurs, and assist with public health reporting requirements.** *Caring for Infants and Toddlers in Groups, Zero to Three: National Center for Infants, Toddlers and Families* (1995)
- **States with stronger licensing requirements had a greater number of good-quality centers according to recent research.** *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)
- **Voluntary conformity to higher standards through professional center accreditation or through meeting another set of quality standards also increased the likelihood of higher classroom quality.** *Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver (1995)

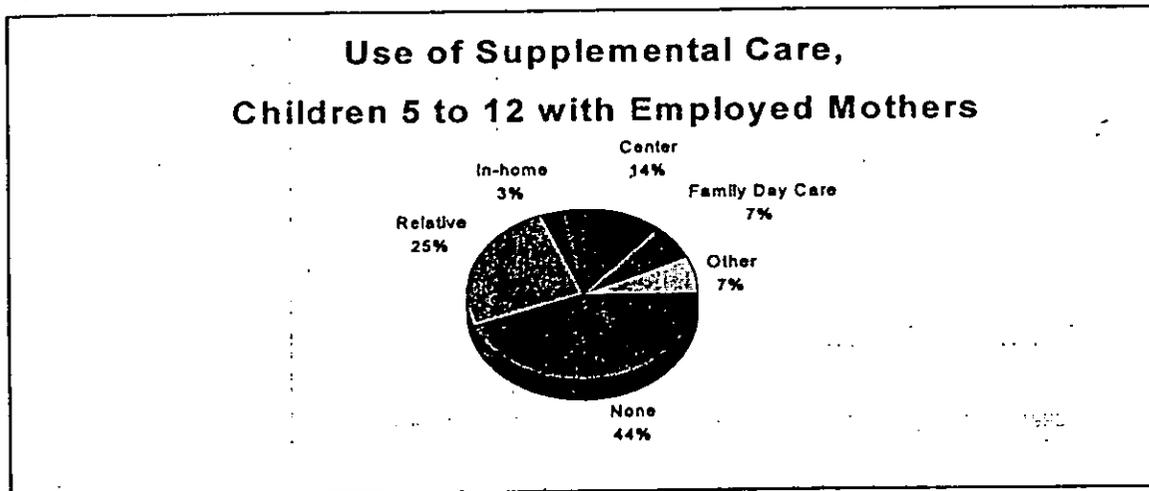
For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at <http://ericps.crc.uiuc.edu/nccic/nccichome.html>

Out-of-School Time School-Age Care

According to the Bureau of the Census, in 1997 there were 38.8 million children between the ages of 5 and 14 years living in the U.S. There are approximately 24 million school-age children with parents in the workforce or pursuing education (based on 1993 SIPP data from the Bureau of the Census).

Care Arrangements of School-Age Children

- Experts estimate that nearly 5 million school-age children spend time as latchkey kids without adult supervision during a typical week.
- Approximately 1.7 million children in kindergarten through grade 8 were enrolled in 49,500 formal before- and/or after-school programs in 1991, according to the National Study of Before and After School Programs.
- In 1993-94, according to the National Center for Education Statistics, there were 18,111 before- or after-school programs in public schools—70% of public schools did not offer extended learning programs.
- School-age children are likely to spend time in many different care arrangements. According to the National Child Care Survey (1990), 76 percent of school-age children with an employed mother spend time in at least two child care arrangements during a typical week, in addition to their time in school.
- According to the National Child Care Survey, children aged 5 to 12 with employed mothers use the following types of supplemental care: 7% are in family day care; 14% are in centers, 3% are cared for by in-home providers, 25% are cared for by relatives and 44% do not use supplemental care.



The Effects of Out-of-School Time on Children

- Children under adult supervision in a formal program during after-school hours have demonstrated improved academic achievement and better attitudes toward school than their peers in self- or sibling care. Miller and Marx, 1990 in *Supplement to the National Assessment of Chapter 1*
- Youth are at greatest risk of violence after the regular school day. Youth between the ages of 12 and 17 are most at-risk of committing violent acts or being victims between 2:00 pm and 6:00 pm—a time when they are not in school. *Fight Crime: Invest in Kids, 1997*

The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs. Other barriers include availability, quality of activities, inadequate facilities, transportation, high staff turnover, hours of the program and lack of resources.

Components of Successful Before- and After-School Programs include: linkages between after-school and regular school programs, children's participation in age appropriate learning activities, hiring of qualified staff, low student-staff ratio, involvement of parents, program evaluation and coordination with the schools and other community organizations.

For information on what states and communities are doing to meet the need for school-age care, contact the National Institute on Out of School Time (formerly the School-Age Child Care Project), Center for Research on Women, Wellesley College at (617) 283-2547 or visit the World Wide Web site at: <http://www.wellesley.edu/WCW/CRW/SAC/>. For additional information on extended learning in after-school programs in schools, contact the U.S. Department of Education, please call (800) USA-LEARN or visit the World Wide Web site at: <http://www.ed.gov/PFIE>.

Economics of Child Care

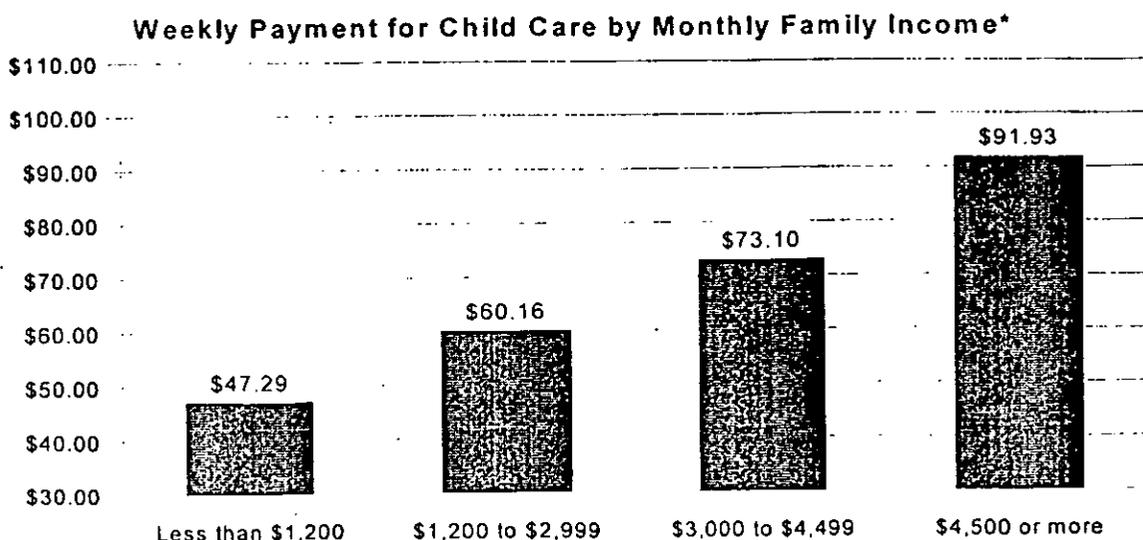
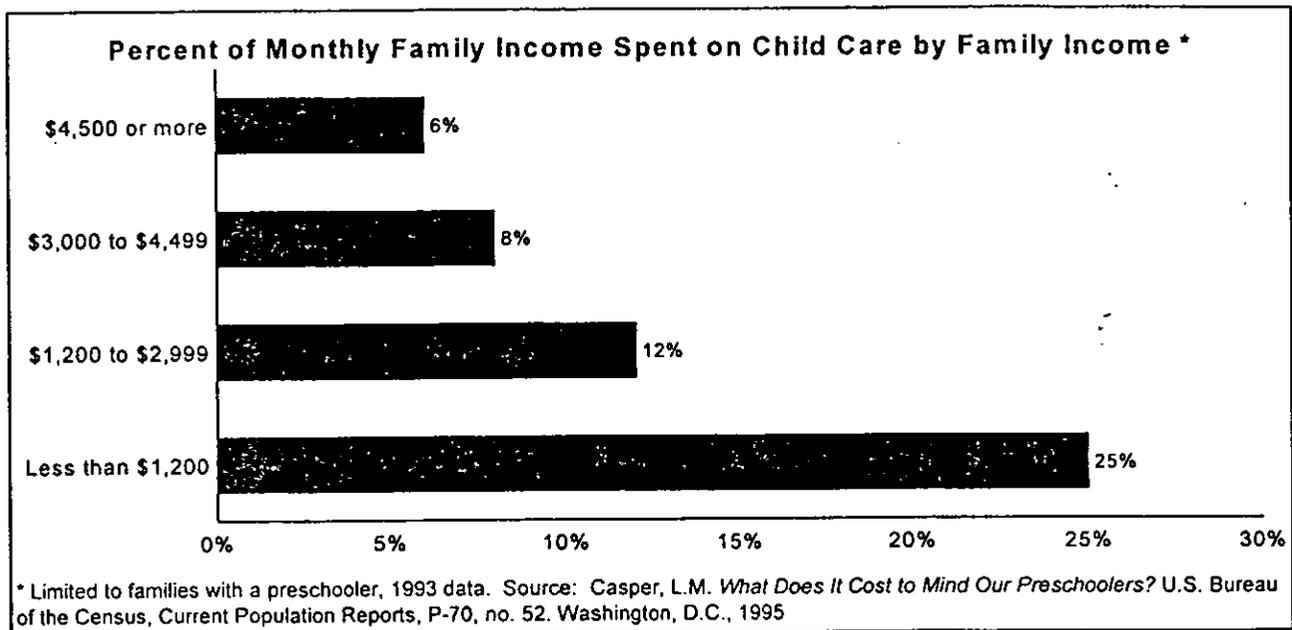
● In 1994, 62% of married mothers with a child under age six were in the workforce, compared with 30% in 1970.[†]

● The increased employment of mothers outside the home has led to a sharp increase in the use of child care over the past several decades. Eight of 10 employed mothers with children under six are likely to use some form of nonparental child care arrangement.[†]

● In 1990, 7.2 million mothers with 11.7 million children under age 15 worked full or part time during nonstandard hours.^{**}

● In 1993, the average family with an employed mother and a child under age five spent about \$74 per week for child care for all preschoolers in the family.*

● Families with annual incomes under \$14,400 that paid for care for children under five spent 25% of their income on child care, compared with 6% for families with incomes of \$54,000 or more.*



* Limited to families paying for child care for preschoolers, 1993 data. Source: Casper, L.M. *What Does It Cost to Mind Our Preschoolers?* U.S. Bureau of the Census, Current Population Reports, P-70, no. 52. Washington, D.C., 1995

Information in this fact sheet is excerpted from [†] Sandra L. Hofferth, "Child Care in the United States," *The Future of Children*, vol. 6, no. 2 Summer/Fall 1996, with additional information from: National Center for Education Statistics, U.S. Department of Education; *U.S. Bureau of Census; **Women's Bureau, U.S. Department of Labor.

For additional information, contact the National Child Care Information Center at (800) 616-2242 or visit the Web site at <http://ericps.crc.uiuc.edu/nccic/nccichome.html>

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President's List

**LUNCHEON & CONFERENCE ON CHILD CARE - Thursday OCT 23 1997 - 9:30 AM White House -
Business - East Visitors Entrance** For Official Government Use Only

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THE PRESIDENT AND FIRST LADY

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Accepts and No Responses

Ms. Pamela Nadine Abrams
Parents Magazine
New York, NY

Hon. (Rep.) Thomas H. Allen
(D/Maine), House of Representatives

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American Academy of Pediatrics

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Administrator, General Services Administration
Washington, DC

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President, National Latino Children's Institute
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University Park, PA

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Scholastic, Inc.
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Ms. Gail Birch
Provider's Choice Inc.
Minneapolis, MN

Ms. Helen Blank
Director of Child Care, Children's Defense Fund
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Chapel Hill, NC

Hon. Daniel T. Blue
Speaker, North Carolina State Legislature
Raleigh, NC

Ms. Mary Bourdette
Deputy Assistant Secretary for Legislation, US Department of Health & Human Services
Washington, DC

Dr. Barbara Bowman
Erikson Institute for Advanced Study of Childhood Development
Chicago, IL

Dr. Thomas Berry Brazelton
Professor Emeritus, Harvard Medical School
Boston, MA

Guest: Ms. Maureen O'Brien

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Accepts and No Responses

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NAE Executive Education Committee member and school teacher, Phoenix Schools
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Kansas City, MO

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Ms. Cathy Collette
AFCSME

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Executive Director, KCMC Child Development Corporation
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Ms. Marian Wright Edelman
President, Children's Defense Fund
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Executive Director, Path Finder Family Center
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Hon. Olivia Golden
Assistant Secretary, Dept. of HHS
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Accepts and No Responses

Hon. Albert M. Gore

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Wisconsin Early Childhood Association, Resource Specialist
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County Supervisor, King County, Washington
Seattle, WA

Dr. David Alan Hamburg

President, Carnegie Corporation of New York
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Dr. John Julian Hamre

Comptroller, U.S. Department of Defense
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National President, American Academy of Pediatrics
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Chairman, The Harris Foundation
Chicago, IL

Mr. William Harris

Harris and Lloyd
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Senior Policy Analyst, Food Research & Action Center
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The Center on the Family
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Secretary of Labor, Department of Labor

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Accepts and No Responses

Hon. (Gov.) James B. Hunt
Governor of North Carolina (D), State of North Carolina
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Dr. Brenda Hunter
Office of Hon. Dan Coats

Hon. (Rep.) Sheila Jackson-Lee
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Hon. (Sen.) James M. Jeffords
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Hon. (Rep.) Nancy L. Johnson
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Hon. Elena Kagan
Dept. of HHS

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Accepts and No Responses

Hon. Joan W. Lawrence
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MajGen John Meyer

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Accepts and No Responses

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Calvary Bilingual Learning Center
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Accepts and No Responses

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University of South Florida
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Bishop Joseph M. Sullivan

Vicar of Human Services
Brooklyn, NY

Mr. Ken Svedjan

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Hon. Melanne Vermeer

Assistant to the President & Chief of Staff to the First Lady, The White House

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Ms. Faith A. Wohl

National Performance Review

Hon. (Rep.) Lynn C. Woolsey

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Accepts and No Responses

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