THE WHITE HOUSE

WASHINGTON

January 6, 1998

ANNOUNCEMENT OF CHILD CARE INITIATIVE

DATE:	**January 7, 1998**
LOCATION:	**East Room**
TIME:	**2:30 p.m.**
FROM:	**Bruce Reed**
	Melanne Verveer
	Elena Kagan

I. PURPOSE

To announce the child care initiative in your FY 1999 budget and highlight your commitment to helping American families succeed at home and at work.

II. BACKGROUND

Your child care initiative of about $20 billion over five years is the largest single child care investment in our nation's history. The initiative will help working families afford child care, improve the safety and quality of child care, promote early learning, and build the supply of good after-school programs.

At the White House Conferences on Early Childhood Development and on Child Care, you and the First Lady called together parents, experts, and advocates to discuss the importance of the earliest years of life and the challenge of ensuring that children get the care they need in those critical years and beyond. This initiative responds to what you heard at those conferences -- that America's working families, more than ever, are pressed to find safe, affordable care for their children. The child care initiative also builds on your record of providing opportunity to American families that includes: significant expansions of the Earned Income Tax Credit; an increase in the minimum wage; welfare reform; the Family and Medical Leave Act; children's health insurance; and the $500 per child tax credit.

The child care initiative will:

- Double the number of children receiving child care subsidies to more than two million by the year 2003 by increasing the Child Care and Development Block Grant by $7.5 billion over five years.
- Help three million working families pay for child care by increasing their tax credits under the Child and Dependent Tax Credit (estimated at $5.2 billion over five years).

- Provide a new tax credit for businesses that provide child care services for their employees (estimated at $500 million over five years).
- Establish an Early Learning Fund to provide grants to communities to promote early childhood development and improve child care quality for young children, with an investment of $3 billion over five years.
- Provide after-school care for 500,000 children per year by expanding the 21st Century Community Learning Center program, which provides start-up funds to school-community partnerships to establish or expand before- and after-school programs for school-age children, through an investment of $1 billion over five years.
- Step up enforcement of state child care health and safety standards by establishing a Standards Enforcement Fund for state efforts to improve licensing systems and enforce standards, including by increasing unannounced inspections of child care settings, with an investment of $500 million over five years.
- Promote training of child care providers by establishing a Child Care Scholarship Fund to support 50,000 scholarships per year, with an investment of $250 million over five years.
- Invest in research by establishing a Research and Evaluation Fund to increase support for data, research, and evaluation in child care, as well as finance a child care hotline for parents and a National Center on Child Care Statistics, with an investment of $150 million over five years.
- Increase Head Start to serve one million children by 2002 and double the number of children served by Early Head Start with an increased investment of $3.4 billion over five years.

Child and Dependent Tax Credit Reform	$5.2 billion over five years
Tax Credit for Businesses	$500 million over five years
Child Care Block Grant Increase	$7.5 billion over five years
Standards Enforcement Fund	$500 million over five years
Early Learning Fund	$3 billion over five years
Head Start Increase	$3.4 billion over five years
Child Care Provider Scholarship Fund	$250 million over five years
Research and Evaluation Fund	$150 million over five years
21st Century Learning Center Program	$1 billion over five years
TOTAL:	$21.5 billion over five years

III. PARTICIPANTS

Briefing Participants:

Secretaries Shalala, Riley and Rubin, Bruce Reed, Gene Sperling, Melanne Verveer, Ron Klain, Elena Kagan, Susan Liss, Jennifer Klein, June Shih

Meet and Greet Participants:

Members of Congress (subject to change):

Senator Mary Landrieu
Representative Rosa L. DeLauro (D-CT)
Representative Ellen O. Tauscher (D-CA)
Representative Eleanor Holmes Norton (D-DC)
Representative Marge Roukema (R-NJ)
Representative Constance A. Morella (R-MD)
Representative James P. Moran (D-VA)
Representative Barbara B. Kennelly (C-CT)
Representative Patrick Kennedy (D-RI)
Representative Robert A. Weygand (D-RI)

Other Elected Officials:

Governor Lincoln Almond (R-RI)
State Senator Pat Piper (D-MN)
State Representative Jane Maroney (R-DE)
County Commissioner Jane Campbell (D-OH)
County Commissioner Jane Hague (R-WA)
County Councilmember Marilyn Praisner (D-MD)

Children and Families:

Bridie Eckenrode and daughter Sandy Eckenrode (8 years old)
Mark Dalton and daughter Hilary Dalton (6 years old)
Gary Dikeos and son Darien Dikeos (5 years old)
Beverly Lancaster-Hyde and daughter Camille Hyde (4 years old)
Sally D'Italia and daughter Sarah (15 years old)
Tanya Sanders and daughter Tia (15 years old)
Mary Anne Carter and son Matthew Lundy (5 years old)
Binnie Harris and son Juan Gary Jr. (4 years old)
Leslie Bermudez and daughter Vivianna (7 years old)
Marcus Wilkins and daughter Rebecca (8 years old)
Yvonne Reyes and son Mulawin Diwa Reyes-Lozada (4 years old)

Event Participants:

The President
The Vice President
The First Lady
Mrs. Gore

Cabinet Members Attending:

Secretaries Shalala, Rubin, Riley, Slater, and Administrator Barram

Audience:

Approximately 160 leaders in the child care community, including experts and advocates (see attached list). Most were also present for the White House Conference on Child Care.

IV. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU will proceed to the Red Room for a briefing.
- YOU will proceed to the Blue Room to meet with elected officials and Members of Congress.
- YOU will meet with children and their parents in the Blue Room.
- YOU, the First Lady, the Vice President, and Mrs. Gore will proceed to the East Room, accompanied by children.
- YOU, the First Lady, the Vice President, and Mrs. Gore will proceed to stage.
- YOU, the First Lady, and the Vice President will be seated on stage.
- Mrs. Gore will make opening remarks and introduce the First Lady.
- The First Lady will make remarks and introduce the Vice President.
- The Vice President will make remarks and introduce YOU.
- YOU will make remarks.
- YOU, the First Lady, the Vice President, and Mrs. Gore will depart.

Jessica L. Gibson
01/06/98 06:52:42 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Jennifer L. Klein/OPD/EOP

cc:

Subject: Numbers for tomorrow's MOC outreach

Bruce Reed:

N/A Hatch-- (801)359-3320
✓Chafee-- (401)528-5294 very interested
WEB Boxer-- (415)403-0161-- her asst Nicole will connect them
(310)395-1598 may not be there
(310)702-4221 cellular phone
WEB Kerry-- (202)224-0214
✓N. Johnson-- (860)223-8412 Dave Kessler, COS
✓Hoyer-- after 10am: (202)225-4131 Caroline
N/A Morella-- (202)225-5341
✓Roukema-- (202)225-4465
WEB Roemer 219 284 3301

The President's Child Care Initiative

January 7, 1998

Internal Questions & Answers

1. What is the President announcing today?

President Clinton today announced an historic initiative to improve child care for America's working families. The President's FY 1999 budget will include **$20 billion over five years** for child care, the largest single investment in child care in the nation's history. President Clinton's initiative responds to the enormous struggles our nation's working parents face in finding child care that they can afford, trust, and rely on. The President's proposal will help working families pay for child care, improve the safety and quality of care, promote early learning, and build the supply of good after-school programs. This historic child care initiative will:

- Double the number of children receiving child care subsidies to two million by the year 2003 by increasing the Child Care and Development Block Grant.
- Help three million working families pay for child care by increasing their tax credits under the Child and Dependent Tax Credit.
- Provide a new tax credit for businesses that provide child care services for their employees.
- Establish an Early Learning Fund to provide grants to communities to promote early childhood development and improve child care quality for young children.
- Provide after-school care for 500,000 children per year by expanding the 21st Century Community Learning Center program, which provides start-up funds to school-community partnerships to establish or expand before- and after-school programs for school-age children.
- Step up enforcement of state child care health and safety standards by establishing a Standards Enforcement Fund for state efforts to improve licensing systems and enforce standards, including by increasing unannounced inspections of child care settings.
- Promote training of child care providers by establishing a Child Care Scholarship Fund to support 50,000 scholarships per year.
- Invest in research by establishing a Research and Evaluation Fund to increase support for data, research, and evaluation in child care, as well as finance a child care hotline for parents and a National Center on Child Care Statistics.

2. The President has been in office for five years. Why is he proposing a child care initiative now? Is this a new problem?

The child care initiative underscores President Clinton's commitment to strengthening America's families. As the President has said, child care is "the next great frontier if we're going to make sure all Americans can succeed at home and at work." (7/28/97) The initiative that the President announced today builds on the Earned Income Tax Credit, the Family Medical Leave Act, the Child Tax Credit, the new children's health insurance program, and a host of other legislation the President has fought for to help American families.

The initiative also builds on President Clinton's continuing efforts to improve and increase funding for child care. The 1996 welfare reform law increased child care funding by $4 billion over six years to provide child care assistance to low-income working families moving from welfare to work. 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 DOD to share its expertise with the civilian child care community.

During the Clinton Administration, funding for Head Start has increased by 43%, reaching over 800,000 children today. The President also initiated the Early Head Start Program to expand the proven benefits of Head Start to families with children age three and under.

3 How many parents need child care help and aren't receiving it?

Under the Clinton Administration, federal child care funding for America's working families and families moving from welfare to work has grown by nearly 70%, millions of families still struggle to find affordable and quality child care. There are approximately 10 million children who are eligible for federal child care assistance, but we are able to serve only over a million of these children.

4. How are you going to pay for this big package?

The President's budget carefully pays for each and every element of his child care initiative. The package is funded in a variety of ways -- some on the mandatory and others on the discretionary side of the budget. The offsets for the mandatory items include -- but are not limited to -- expected revenues from a national tobacco settlement, which the President hopes and and believes Congress will pass this year.

5. Since much of the funding of this proposal is based on the tobacco settlement, aren't you counting your chickens before they've hatched? What will you do if the tobacco settlement does not go through?

First, the initiative is paid for in a number of ways -- only one part comes from tobacco revenues. Second, we believe that a national tobacco settlement will pass. The President strongly supports legislation consistent with his principles, and many Republicans and Democrats alike are working vigorously to craft comprehensive legislation. Of course, no offset proposed in a budget is guaranteed; the Congress can reject any proposed way of financing a program. If Congress does not pass comprehensive tobacco legislation, we will work with Congress to find other offsets.

6. Aren't you just creating a new federal bureaucracy?

The President's child care initiative creates no new federal bureaucracy. Rather, it relies on states and communities to decide for themselves how best to address the child care challenges they face. Indeed, the funds for each major initiative flow either to states or communities, or in the case of tax credits, to individuals themselves.

7. The White House Conference on Early Learning and Development highlighted the crucial development that takes place in the first years of a child's life. Given that the best caregiver is a parent, what are you doing to help parents stay at home with their children during this important time?

The program announced today is primarily oriented toward families where both caregivers go to work, usually for reasons of financial necessity. It is designed to ensure that children in these families receive quality care even though their parents are in the workforce.

The President believes strongly, however, that we should respect and support parents who can and do choose to stay home. Today's announcement includes several proposals that will help these parents stay at home. First, the Administration will support demonstration projects in states and communities to test policies to help new parents who choose to stay home to care for their newborns or newly adopted children. Second, the President's Early Learning Fund supports parents who stay at home by supporting home visits and parent education. Finally, parents will be informed that they can adjust their withholding immediately upon the arrival of a new child to take advantage of an additional exemption and the new child tax credit.

These initiatives build on President Clinton's record of providing real choices and opportunities for parents. He has fought for: a $500 per child tax credit for families with children; the Earned Income Tax Credit that gives 15 million working families tax relief; health insurance for children; increases in the minimum wage; and the Family and Medical Leave Act. President Clinton is committed to helping parents make the choices that are right for their families, whether that means working or staying home to care for their children.

8. What role did the First Lady have in developing this initiative?

The First Lady has been a strong voice for children and families for over twenty-five years and

continues to work on these issues. Mrs. Clinton played an important role in developing the White House Conference on Early Development and the White House Conference on Child Care. During the policy development process for the child care initiative, the President looked to the First Lady for her advice and expertise on the problems with the child care system and on possible solutions.

9. How do you expect to get Republican support for this initiative?

Child care traditionally has been a bipartisan issue. In fact, two of the central elements of the President's child care initiative were strongly supported by previous Republican Presidents and Members of Congress. Both Presidents Reagan and Bush supported the expansion of the Child and Dependent Care Tax Credit, and President Bush supported the creation of the Child Care and Development Block Grant.

Many Members of the House and Senate from both sides of the aisle have shown a commitment to taking action by introducing legislation that would improve the quality of child care, make it more affordable, and promote early learning. We look forward to working with them to pass significant child care legislation this year.

TAX CREDITS

10. Today, the Child and Dependent Care Tax Credit (CDCTC) favors middle-income taxpayers and offers less relief to lower-income taxpayers. Wouldn't it be more fair to make the CDCTC refundable?

The President's proposed expansion of the CDCTC would wipe out tax liability for most families with incomes under 200% of poverty (*e.g.*, $35,000 for a family of four) who have the maximum allowable child care expenses. In addition, the President's proposal also significantly expands the Child Care and Development Block Grant, because it subsidizes a large portion of a family's child care costs, which has proven to be an effective mechanism to help low-income working families struggling to afford child care.

11. Wouldn't eliminating the marriage penalty help millions of working families with children? Why aren't you supporting eliminating the penalty as part of your child care initiative?

Helping working families, especially those with children, has been the centerpiece of the President's agenda on tax cuts. In 1993, the President expanded the Earned Income Tax Credit to give the average recipient with two children more than $1,000 in tax relief. In 1997, the President signed into law a $500 per child tax credit that will help 27 million families meet the costs of raising their children. In addition, his $1,500 HOPE Scholarship Tax Credit and Lifelong Learning Tuition Tax Credit will help nearly 13 million students meet the costs of college and higher education. The President will continue to focus tax

and overall economic policy on helping working families.

While the President may still consider options to reduce the marriage penalty, he did not make any such initiatives part of the child care initiative because the expansion of the CDCTC better targets support for parents with children in child care.

12. Won't the employer credit for child care expenses that the President is proposing create a windfall for companies already operating child care centers or otherwise subsidizing employee child care?

Very few for-profit employers are currently making child care services available to their employees. Therefore, the credit is expected and designed to serve principally as an incentive to employers to create new employee child care programs. Also, for those employers who already have a child care program, the credit will help support expansion of services.

SUBSIDIES

13. Why are you expanding the Child Care and Development Block Grant (CCDBG) when states aren't using all of their child care subsidy money now?

In fact, we are very encouraged by the state reports which show they have obligated over 99% of the child care fund available under the new welfare law for FY 1997. This demonstrates the tremendous need states have for child care, and President Clinton has continued to urge states to invest their dollars into helping these working families. But let's be clear—this current initiative is not aimed at mothers on welfare. It's aimed at working parents who desperately need this assistance. For example, working families with annual incomes under $14,400 that pay for care for children under five spend 25% of their income on child care -- and even then it's difficult finding accessible, quality care.

14. According to some news stories, states have big surpluses which they could spend on child care. Rep. Clay Shaw recently issued a report saying that states have significant and growing surplus federal welfare dollars. The report also said that given the surpluses and the increase in child care funding under the new welfare law, there isn't a need now for more child care money. So why are you proposing to add to CCDBG?

The Administration is very pleased that a strong economy and state welfare reform efforts have helped families move from welfare to work. But let's be clear—this initiative is not aimed at mothers on welfare. It's aimed at working parents. For example, working families with annual incomes under $14,400 that pay for care for children under five spend 25% of their income on child care. Currently, we're serving only a small percentage of eligible working family children: there are approximately 10 million children who are eligible for federal child care assistance, but we are able to serve only over a million of these children.

For America's working families to succeed in the workplace, they need quality choices in affordable and accessible child care. The President's initiative, with its combination of increased subsidies for low income families and tax credits for moderate and middle income families, will provide working parents the opportunity to remain self-sufficient and succeed both at home and at work.

14. In order to keep up with the additional need for child care under welfare reform, aren't states creating new slots at the expense of quality? What protection do you have against states just increasing slots without regard to quality if you simply increase the block grant?

The President believes that we must make child care more affordable as well as improve quality because he believes that both are important. That is why his child care initiative includes investments in both, and that is why the President fought hard during the welfare debate to preserve 4% of funding through the child care block grant for state investments in quality.

15. When the President signed the welfare bill, he claimed that the big increase in CCDBG would make welfare reform work. Now that he is proposing adding to it, is he admitting that his previous child care efforts were not sufficient?

No. The President fought to spend $4 billion more on child care in welfare reform legislation to help mothers on welfare go to work, and he continues to believe that child care is a critical component of welfare reform. However, low-income parents who have never been on welfare are also struggling to afford child care, and *all* working families want their children to be in safe, healthy settings where they can learn and grow. These initiatives address the concerns and needs of *all* working families in this country. In particular, expansion of the block grant will enable many states to provide subsidies for the first time to the non-welfare working poor.

QUALITY

16. What does the Early Learning Fund actually do? How will you measure results?

Recent scientific research has demonstrated that experiences during the earliest years of life -- before children reach school age -- are critical to their cognitive, emotional, and physical development. Nurturing and stimulating children in the first years of life help their brains develop and prepare them for the challenges of school and later life. We also know that too much child care for infants and toddlers is inadequate: one respected study found that 13% of regulated and 50% of unregulated family child care providers offer care that is inadequate for children ages zero to three. President Clinton's proposed Early Learning Fund is designed to improve early learning and development for our youngest children; to ensure health and safety in child care; and to support parents as they raise their children.

The President's Early Learning Fund builds on state initiatives such as North Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. Smart Start funds a broad variety of local efforts, including improving staff-to-child ratios, health linkages that have raised immunization rates, and parent education and mentoring programs to give new parents support.

17. How is the Early Learning Fund different from Early Head Start?

Early Head Start is a relatively small program that reaches only certain poor families. The new initiative will promote early learning and provide parent support and education to parents at a wider range of income levels. The Early Learning Fund also differs from Head Start and Early Head Start because it targets support to communities that have developed innovative approaches to foster early learning and meet the child care needs of families.

18. Wasn't the President already committed to serving one million children by 2002? What's new in this Head Start initiative?

The President's child care initiative proposes an additional $1 billion targeted to Early Head Start to double the number of infants and toddlers served, in addition to his commitment to reauthorize all of Head Start to reach one million children by 2002. The total cost is $3.8 billion.

19. Much of the research the White House has highlighted tells us what we need to do to ensure healthy child development. Given that these practices are the same everywhere, why have you not proposed national standards?

We do know what works. As we learned at the White House Conference on Child Care, safe facilities, ongoing guidance from health professionals, and child care providers who are well trained and adequately compensated. However, we also learned at the conference that many states have good quality standards, but do not have the resources to fund enforcement of those standards. The President's Standards Enforcement Fund will help states improve licensing, enforce standards, and increase unannounced inspections of child care settings. In addition, particularly when it comes to the youngest children, different states face different challenges in their child care systems. That is why the President's Early Learning Fund gives states a menu of allowable activities to promote early learning and development so that states can concentrate on those areas where they are falling behind. In this way, the quality of care will improve across the country.

20. At the White House Conference on Child Care, you championed the National Crime Prevention and Privacy Compact. What happened to the Compact?

The National Crime Prevention and Privacy Compact has been transmitted to Congress. The Compact is an important part of the President's child care initiative, and the President will

push for its passage when Congress returns.

21. Won't the scholarship fund raise the wages of child care workers, and in turn, increase the cost of child care and make it unaffordable for many families?

This proposal is modeled after North Carolina's T.E.A.C.H. program; North Carolina has not seen higher costs since it put T.E.A.C.H. in place. Because child care workers are likely to stay in their jobs longer if they are trained and better compensated, any additional costs of increased wages will be offset to some extent by savings associated with reduced staff turnover.

22. If you are proposing a huge increase in federal research of child care issues, shouldn't you wait to make policy based on what you learn from the research?

While there is much we don't know about our child care system, we do know enough to act. Child care is a pressing problem in America: 45% percent of all children under the age of one are in child care on a regular basis; much of this is inadequate; and families with annual incomes under $14,400 that pay for care for children under five spend about 25% of their income on child care. We cannot afford to wait to improve the quality of care these children receive.

AFTER-SCHOOL PROGRAMS

23. Your after-school proposal requires programs to be run in the schools. What do you do for those children in communities where the school will not or cannot provide an after-school program?

While a major purpose of the 21st Century Learning Centers Program is to make use of underutilized school facilities, the Program includes a set aside to fund programs run by community groups. In addition, the President's FY 1999 budget includes $95 million for after school and other prevention programs administered by the Department of Justice. Innovative programs that are run by community groups in museums, recreation centers or other places outside schools may receive funding from this after-school initiative.

GENERAL

24. Much attention has been given to the au pair system since nineteen year old Louise Woodward was accused and tried for killing a baby in her care. What are you doing to reform the au pair system?

The U.S. Information Agency (the agency that runs the au pair program) announced in September updated regulations on the screening and placement of au pairs. Under the new regulations: au pairs who care for children under two years old must have 200 or more

documented hours of infant-care experience; au pair training will include 24 hours of child-development instruction; au pairs will be limited to working 10 hours a day and 45 hours a week; their pay will be increased from $115 to $139 a week; and the screening and selection process will be improved.

25. What are the child care options for parents who work at the White House?

Employees of the Executive Office of the President (EOP) can enroll their children in the nearby U.S. Kids Child Development Center, a center accredited by the independent National Association for the Education of Young Children. Additionally, White House parents may enroll their children in any of the 27 other Federal child care centers in the greater Washington, D.C. area.

26. What is the child care system for federal employees?

There are more than 230 child care centers for civilian government employees in federal buildings in as many as 36 states, including 108 centers overseen by the General Services Administration (GSA). Seventy-three percent of GSA sponsored centers are accredited by the independent National Association for Education of Young Children, and GSA is working to reach 100% accreditation within two years. Striving to meet the needs of parent workers, 89% of GSA centers have infant care, 74% have drop-in/emergency care, and 42% provide summer programs for school-aged children. In addition, more than 80% of centers are open 11 or more hours per day. Notably, nearly 70% of the child care center directors have ten or more years of experience in early childhood education.

27. Apparently many low-income federal employees cannot afford the federal child care system. What are you doing to help them?

The federal government, like the private sector, still faces challenges in providing affordable care to lower paid employees. GSA has studied this problem intensively this year and has released a report to Congress outlining a plan to increase revenues and enrollment, reduce operating costs, and expand the availability of tuition assistance for parents who can't afford to pay full fees.

28. You have touted the military's child care system as a model for the nation. Isn't it good because they spend so much?

While the military does invest significant resources into their child care system, they also set and enforce high quality standards (including through unannounced inspections), support family day care networks, offer a strong resource and referral system, and provide a wide variety of care options, all of which increase quality without large investments.

The Department of Defense's Child Care System serves over 200,000 children daily (age zero

to 12) daily, making it the largest employer-sponsored child care program in the nation. 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% of military child care programs are accredited, as compared to only 7% of other child care facilities nationwide.

27. Washington D.C.'s child care system is in crisis. What are you doing to improve the child care system in this city?

Administration officials, concerned over the state of child care in the District, have met with D.C. officials on several occasions to discuss ways to improve the quality of care the children who live in the District receive. A working group including major stakeholders -- the Department of Health and Human Services, the Office of Management and Budget, the office of the Mayor, the D.C. Council, the Control Board, and other city agencies have forged a partnership to improve the quality of child care services in the District. The District's Department of Consumer and Regulatory Affairs has issued a draft Strategic Plan to improve child care quality.

In addition, the President will include D.C. as one of three to five pilot cities involved in an inter-agency effort to eliminate duplication and better coordinate federal funding streams for after-school programs.

CHILD CARE: A CHALLENGE FOR AMERICA'S WORKING FAMILIES
January 7, 1998

Millions of Americans, struggling to be both good parents and good workers, rely on child care and after-school programs for part of each day. As the White House Conference on Child Care showed, America's working families, more than ever, are pressed to find safe, affordable care for their children.

Millions of America's children are in child care. In 1995, of the approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million children were in child care. Forty-five percent of children under age one were in child care on a regular basis. [National Center for Education Statistics, U.S. Department of Education]

Children are in care for many hours each working day. In 1990, more than half of children under five with mothers in the workforce were in child care 35 hours or more each week. [*National Child Care Survey*, 1990]

Families struggle to afford child care. Working parents who rely on child care often have a hard time paying for it. In 1993, the average family with an employed mother and a child under five spent about $74 per week for child care for all preschoolers in the family. [U.S. Department of Commerce, Bureau of the Census, 1997] Infant care is generally more expensive: in 1995, center-based care for infants averaged $112 per week. [*Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver, 1995] For families with children between three and five, at all income levels, child care is the second or third greatest household expense. [U.S. Department of Commerce, Bureau of the Census, 1997]

In 1993, families with annual incomes under $14,400 paying for child care for children under five years old spent 25 percent of their income on child care, compared with six percent for families with incomes of $54,000 or more.[*What Does it Cost to Mind Our Preschoolers?*, U.S. Bureau of the Census, Current Pop. Reports, 1995]

Many children are in settings that are not healthy or safe and do not promote early learning and development. Recent studies have raised concerns about the quality of care:

- A four-state study of quality in child care centers found that only one in seven centers (14 percent) were rated good quality. [*Cost, Quality and Child Outcomes in Child Care Centers*, University of Colorado at Denver, 1995]
- According to another study, 13 percent of regulated and 50 percent of unregulated 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]
- In the words of one well-respected report, "Many 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, 1995]

The quality of child care matters. Research shows that when children are in better quality child care programs, they have have stronger language, pre-mathematics, and social skills; better relationships with their teachers; and stronger self-esteem. In some instances, quality has even greater impact on children who are typically at-risk. [*Cost, Quality, and Child Outcomes in Child Care Centers*, University of Colorado, 1995]

After-school programs are in short supply. The Bureau of the Census estimates that in 1997 38.8 million children between the ages of five and 14 lived in the U.S., of whom 24 million had parents in the workforce or school. [1994 SIPP data from the Bureau of the Census] Experts estimate that nearly five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. [National Institute for Out-of-School Time at Wellesley College]

Good after-school programs matter. Constructive activities for children and youth are critical to enhancing their development and keeping them out of trouble. Studies show that school-age children who are left alone after school are at greater risk of truancy, risk-taking behavior, substance abuse, poor grades, and stress. ["Characteristics of Eighth-Grade Students Who Initiate Self-Care in Elementary and Junior High School, *Pediatrics*, 1990] Youth between the ages of 12 and 17 are most likely to commit violent acts or be victims themselves between 2:00 pm and 6:00 pm. [OJJDP 1997]

Studies also indicate that children under adult supervision in a formal program during after-school hours show 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]

PRESIDENT CLINTON ANNOUNCES CHILD CARE INITIATIVE
January 7, 1998

President Clinton today announced an historic initiative to improve child care for America's working families. The President's FY 1999 budget will include **approximately $20 billion over five years for child care, the largest single investment in child care in the nation's history.** President Clinton's initiative responds to the struggles our nation's working parents face in finding child care that they can afford, trust, and rely on. The President's proposal will help working families pay for child care, build the supply of good after-school programs, improve the safety and quality of care, and promote early learning.

THE PRESIDENT'S INITIATIVE:

Doubles the number of children receiving child care subsidies to more than two million by the year 2003, by increasing funding for the Child Care and Development Block Grant by $7.5 billion over 5 years.

Increases tax credits for three million working families to help them pay for child care by investing $5.2 billion over 5 years in the Child and Dependent Tax Credit. The President's proposal also provides a new tax credit for businesses that offer child care services for their employees.

Provides after-school care for up to half a million children per year by expanding the 21st Century Community Learning Center program by $800 million over 5 years to provide funds to school-community partnerships to establish or expand programs for school-age children.

Improves child care safety and quality and enhances early childhood development by establishing a new Early Learning Fund as well as supporting enforcement of state child care health and safety standards, providing scholarships to up to 50,000 child care providers per year, and investing in research and consumer education.

See attached fact sheets for details on the President's Initiative.

Child Care Block Grant Increase		$7.5 billion over five years
Child and Dependent Tax Credit Reform		$5.2 billion over five years
Tax Credit for Businesses		$500 million over five years
After-School Program		$800 million over five years
Early Learning Fund		$3 billion over five years
Head Start Increase		$3.8 billion over five years
Standards Enforcement Fund		$500 million over five years
Child Care Provider Scholarship Fund		$250 million over five years
Research and Evaluation Fund		$150 million over five years
	TOTAL:	**$21.7 billion over five years**

MAKES CHILD CARE MORE AFFORDABLE FOR WORKING FAMILIES

Doubles the Number of Children Receiving Child Care Subsidies to More than Two Million. The President proposes to expand the Child Care and Development Block Grant to help working families struggling to meet the costs of child care. This block grant is the primary federal subsidy program to pay for child care, enabling low-income parents to work. Funds are distributed by formula to the states to operate direct child care subsidy programs, as well as to improve the quality and availability of care. The President's initiative will more than double the number of children served, from the one million served in FY 95 (the latest year for which data are available)to more than two million. The President's budget will increase funding for the block grant by $7.5 billion (with a match) over five years, which will enable states to provide subsidies for more than two million children by 2003.

Increases Tax Credits for Child Care for Three Million Working Families. The Child and Dependent Tax Credit provides tax relief to taxpayers who pay for the care of a child under 13 or a disabled dependent or spouse in order to work. The credit is equal to a percentage of the taxpayer's employment-related expenditures for child or dependent care, with the amount of the credit depending on the taxpayer's income. The President's proposal increases the credit for families earning under $60,000. It provides an additional average tax cut of $358 for these families, and it eliminates income tax liability for almost all families with incomes below 200% of poverty ($35,000 for a family of four) that take the maximum allowable child care expenses under the law. The President's budget will include $5.2 billion over five years to expand the Child and Dependent Care Tax Credit for three million working families.

Provides New Business Tax Credits. The child care initiative includes a tax credit to businesses that provide child care services for their employees, by building or expanding child care facilities, operating existing facilities, training child care workers, reserving slots for employees at child care facilities, or providing child care resource and referral services to employees. The credit covers 25% of qualified costs, but may not exceed $150,000 per year. The President's budget will include approximately $500 million over five years for these tax credits.

PROMOTES EARLY LEARNING AND HEALTHY CHILD DEVELOPMENT

Promotes Early Learning. Research shows that children's experiences in the earliest years are critical to their development and future success. The President's proposed Early Learning Fund provides challenge grants to communities (distributed by states) to support programs to improve early learning and the quality and safety of child care for children ages zero to five. Funds may be used for the following activities: providing basic training to child care providers (including first aid and CPR); connecting individual child care providers to centers for education and support; assisting child care providers to meet accreditation and licensing requirements; linking child care providers with health professionals; reducing group sizes and child-to-staff ratios; and providing home visits, parent education, and consumer education about child care. The President's Early Learning Fund builds on state initiatives such as

North Carolina's Smart Start, which helps North Carolina's children enter school healthy and ready to succeed. Smart Start funds a broad variety of local efforts, including improving staff-to-child ratios, medical visits that have raised immunization rates, and parent education and mentoring programs to give new parents support. The President's budget will include $3 billion over five years for this fund.

Increases Investment in Head Start and Doubles the Number of Children Served by Early Head Start. Head Start provides early, continuous and comprehensive child development and family support services, preparing children for a lifetime of learning and development. The President is committed to reauthorize Head Start and reach one million children by 2002. The President's budget will invest $3.8 billion over five years to keep on track his commitment to serving one million children by 2002, and to double the number of infants and toddlers in Early Head Start to 80,000.

IMPROVES THE QUALITY OF CHILD CARE

Steps Up Enforcement of State Health and Safety Standards. Building on the military's model child care program, this proposed initiative will fund state efforts to improve licensing systems and enforce child care health and safety standards, including by increasing unannounced inspections of child care settings. The President's budget will include $500 million over five years for this program.

Facilitates Background Checks on Child Care Providers. On the day of the White House Conference on Child Care, the President transmitted to Congress the National Crime Prevention and Privacy Compact, which will facilitate effective background checks on child care providers by eliminating state law barriers to sharing criminal history information for non-criminal purposes. Although the vast majority of child care providers are dedicated to the teaching and nurturing of children, one tragedy in child care is too many. Background checks are an important way to ensure that the people watching our children are fit for this responsibility.

Increases Scholarships and Training for Child Care Providers. At the White House Conference on Child Care, the President proposed establishing a Child Care Provider Scholarship Fund to enable states to provide scholarship funds to students working toward a child care credential. Eligible child care workers must commit to remaining in the field for at least one year for each year of assistance received and will earn increased compensation or bonuses when they complete their course work. The President proposed a federal investment of $250 million over five years, which will support 50,000 scholarships per year. The President is also proposing to expand the Department of Labor's Child Care Apprenticeship Program to fund the training of child care providers.

Invests in Research. Because too little is known about our child care system, the President's budget will increase support for data, research, and evaluation. This research fund will also support a National Center on Child Care Statistics and a child care hotline that parents can call to get information about how to find child care in their communities and how to identify appropriate, quality care for their children. In addition, the research fund will support demonstration projects to test approaches to help new parents who choose to stay home to care for their newborns or newly adopted children. The President's budget will include $150

million over five years for this fund.

EXPANDS AND STREAMLINES AFTER-SCHOOL CARE

An estimated five million school-age children spend time as "latchkey kids" without adult supervision during a typical week. Research indicates that during these unsupervised hours children are more likely to engage in at-risk behavior, such as crime, drugs, and alcohol use. To meet this pressing demand, the President is proposing a dramatic expansion of after-school care.

Provides After-School Care for up to Half a Million Children a Year. The President proposes a dramatic expansion of the 21st Century Community Learning Center Program to provide start-up funds (with a local match) to school-community partnerships to establish or expand before- and after-school programs for school-age children. The program increases the supply of after-school care in a cost-effective manner primarily by funding programs that use public schools and their existing resources, such as computers, gymnasiums, and sports equipment. The program also includes a set aside to fund programs run by community organizations. The President's budget will request $800 million of entirely new money for this program, for a total of $1 billion over five years.

Improves Coordination of Federal After-School Initiatives to Help Communities Make Best Use of Existing Resources. The President will put in place a collaborative effort involving numerous federal agencies to eliminate duplication and better coordinate federal funding for after-school programs in three to five pilot cities, including the District of Columbia.

EFFECTS OF PRESENT OPTION TO EXPAND CDCTC

CDCTC: The option under consideration raises the top rate from 30 percent (current law) to 50 percent and moves the phase-out range from $10,000-$28,000 (current law) to $30,000-$59,000, indexed for inflation thereafter. Under this option, the credit would phase-out at a rate of one percentage point per $1,000 of income, from a high of 50 percent at $30,000 or less of income to 20 percent at more than $59,000.

- Additional benefits to 3 million taxpayers with adjusted gross income below $59,000.
- Average tax cut of $358.
- Eliminates tax liability for most families with incomes below 200% of poverty and maximum allowable child care expenses.

Hypothetical Family Experiences	Post-Credit Income Tax Liability Under Current Law	Post-Credit Income Tax Liability Under the Proposal	Change in Tax Liability from Current Law
Single head of household with a child under 13, whose income is $20,000 and has $1,900 of child care expenses	-$927	-$1,152	-$225
Single head of household with a child under 13, whose income is $25,000, and has $2,500 of child care expenses	$569	-$103	-$672
Married couple with two children under 13, whose income is $25,000 and have $3,750 of child care expenses	-$1,246	-$1,246	0
Single head of household, with one child under 13, whose income is $35,000 and has $2,700 of child care expenses	$2,470	$1,870	-$600
Married couple with two children under 13, whose income is $35,000 and have $4,050 of child care expenses	$665	0	-$665
Single head of household, with one child under 13, whose income is $50,000 and has $2,700 of child care expenses	$5,123	$4,883	-$240
Married couple with two children under 13, whose income is $50,000 and have $4,050 of child care expenses	$2,915	$2,510	-$405

[Treasury Department Analysis shown in 1999 dollars]

FYI

Summary of Dodd Child Care Bill

Total investment of approximately $30 billion over 5 years.

Improving the Affordability of Child Care -- Provide an additional $7.5 billion in mandatory funding over 5 years through the Child Care and Development Block Grant to increase the amount of child care subsidies available to working families. This investment will double the number of children served by the block grant to 2 million by 2003.

Enhancing the Quality of Child Care and Early Childhood Development -- Provide $3 billion in mandatory funding over 5 years through the block grant to encourage states to invest in activities known to produce significant improvements in the quality of child care and early childhood development, such as the following:

- Bringing provider-child ratios to standards recommended by nationally-recognized child care accrediting bodies.
- Improving the enforcement of licensing standards, including the use of unannounced inspections of child care providers
- Conducting background checks on child care providers
- Providing increased payment rates for child care services for infants and for children with special health care needs
- Providing increased payment rates for child care services offered by licensed or accredited providers.
- Improving the compensation of child care providers
- Assisting child care providers in become licensed or accredited.
- Expanding activities to educate parents on the availability and quality of child care, including the development and operation of resource and referral systems
- Creating support networks for family child care providers
- Establishing linkages between child care services and health care services
- Offering training and education to child care providers, including offering scholarship and tax credits to assist with the expenses of obtaining such training and education
- Providing family support and parent education
- Ensuring the availability and quality of child care for children with special health care needs.

Increasing the Availability and Quality School-age Child Care

- Provide $3 billion in mandatory funds over 5 years through the block grant to increase the supply and quality of school-age care. Also, increase the age of children eligible to be served with block grant funds to 15 from 13 years old.

- Through the 21st Century Community Learning Centers, provide $1 billion/5 years to encourage schools to create before and after-school programs.

- Allow schools to use the National School Lunch Program to provide nutritious meals or snacks to children in afterschool programs.

Expanding the Dependant Care Tax Credit (estimated cost $8 billion/5 years)

- Make the credit refundable so that families with no or little tax liability (those making under $30,000) can receive assistance with child care expenses.
- Adjust the sliding scale to increase the credit for families earning under $60,000. For example, a family earning $30,000 with one child would be eligible for a credit of up to $1200, instead of $720 under current law.
- Index the current expense limits (currently $2,400 for one child and $4,800 for two or more children) for inflation to help the credit keep pace with rising child care costs.

Supporting Family Choices in Child Care (estimated cost $5 billion/5 years)

- Allow stay at home parents with children under the age of 1 to claim a portion of the dependent care tax credit, based on imputed expenses of $90 per month (maximum credit = $540). This credit would also be made refundable to allow families earning under $30,000 could benefit. The credit is phased out for families earning over $70,000.
- Expand the Family and Medical Leave Act to include businesses with 25-50 employees. This would protect an additional 13 million working Americans and their families and would provide coverage for 71% of the private workforce -- an increase of 14%.

Encouraging Private Sector Involvement

- Create a new discretionary program of competitive "challenge grants" in which communities who generate funds from the private sector would be eligible for matched federal grants to improve the availability and quality of child care on a community-wide basis. Authorized at $1 billion over 5 years.
- Provide a 25% tax credit to employers ($500 million/5 years) for operating on-site child care centers, contracting for off-site child care, contributing to the costs of accreditation or operating resource and referral systems.

Ensuring the Quality of Federal Child Care Facilities -- Require federal child care centers to meet all applicable state licensing standards.

C. care – Talking Points

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 Petitte 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.

CC conf.

The White House Conference on Child Care

Talking Points

- **On Thursday, October 23, the President and First Lady will Host the White House Conference on Child Care** in the East Room of the White House, bringing together parents, caregivers, business and labor leaders, child care experts and others.

- **President Clinton has called child care "the next great frontier" of public policy.** At the National Governors Association Annual Meeting, President Clinton said, "The First Lady and I have worked on [child care] -- she, particularly -- for a long time. We think every child should have access to quality child care, and we think it's the next great frontier if we're going to make sure all Americans can succeed at home and at work."

- **First Lady Hillary Rodham Clinton** recently wrote, "If you're a working parent, chances are that you have to struggle to find affordable, quality child care. Like millions of others, you know just how important child care is to your family's well being and to your ability to work without worry. Yet for too long, parents across the country have struggled with too little information, too few choices and too much anxiety."

- **Millions of Americans rely on child care and after-school programs to care for their children for part of each day.** The conference will explore how the public and private sectors can respond to the need for safe, affordable, quality child care for American families who are struggling to be both good parents and good workers.

- **The conference is intended to begin a dialogue on three critical child care issues** -- availability, affordability, and assuring safety and quality. And the conference is intended to highlight the roles that everyone -- including communities, business and labor leaders, child care providers, Federal, state and local governments, and parents themselves -- can play in addressing these issues.

- **The morning panel will discuss availability, affordability and assuring safety and quality in child care** -- exploring why child care is important to our children's development and our nation's economy, and examining what child care looks like in America today. **The afternoon panel will discuss how we mobilize all members of the community to support safe, affordable, quality child care for families who need it** -- focusing on promising child care efforts across the country, both public and private.

- **Interest is so great, the conference has expanded beyond the White House. Several Cabinet Secretaries will be hosting working sessions**; sessions will be held at the Department of Health and Human Services hosted by Secretary Shalala, at USDA hosted jointly by Education Secretary Riley and Agriculture Secretary Glickman, and at the Department of Labor hosted by Secretary Herman.

- **The conference proceedings will be watched across the country.** More than 85 Satellite Conferences will be held across the nation, convening community leaders to watch the White House Conference and participate in discussions on child care.

THE WHITE HOUSE

WASHINGTON

If you're a working parent, chances are that you have struggled to find affordable, quality child care. Like millions of others, you know just how important child care is to your family's well being and to your ability to work without worry. Yet for too long, parents across our country have struggled with too little information, too few choices and too much anxiety.

For far too long, America's families have faced this problem alone. Now it is time to move this issue to the top of our country's agenda. We have a special opportunity to do that when the President and I host a White House conference on child care on October 23. We hope that this conference will begin an honest national discussion about child care and build on promising efforts already underway in states and communities.

Here are some of the questions we need to answer -- as individual parents and as a nation: How can we ensure that children in care are safe from harm? What are the best ways to make the hours children spend in care as stimulating and nurturing as possible? How can we do a better job of valuing the important work of child care professionals? How can we encourage employers to provide child care benefits to their employees, a practice that makes sense not just for children, but for the corporate bottom line, as well? How can we put into practice what research tells us -- that when children participate in good after-school programs, they do better in school, don't engage in risky behavior and thrive? And how can we genuinely support parents who choose, often at significant economic cost, to stay at home with their children?

When I was a working mother with a young child, my friends and I shared these concerns. Today, when families are under even greater stress, I continue to worry about how we can meet the challenge of strengthening child care for American families. The President and I believe it will take parents, businesses, child care providers, experts, advocates, and officials at all levels of government working together to ensure that children get the care they need to learn and grow, that parents have peace of mind while on the job, and that employers can count on responsible, attentive workers. I hope you will join in this important discussion.

Hillary Rodham Clinton

The First Lady's Letter will be appearing in a number of magazines this month.

WHITE HOUSE CONFERENCE ON CHILD CARE
AGENDA

I. OPENING SESSION

II. PANEL DISCUSSION: THE CHALLENGE: AVAILABILITY, AFFORDABILITY, AND ASSURING SAFETY AND QUALITY CHILD CARE

The President and First Lady will moderate this session.

Part 1: Why Does Child Care Matter? This panel will address: the relationship between quality child care and children's healthy development, particularly in the earliest years of life; the importance of good after-school programs for youth; and the need for child care given dramatic changes in the workforce and economy.

Part 2: How Are We Doing in Meeting the Challenge? This panel will provide an overview of the strengths and weaknesses of child care in communities across the country and will also look at this question from the unique perspectives of parents and child care providers.

II. WHITE HOUSE LUNCHEON AND WORKING SESSIONS AT FEDERAL AGENCIES

During the White House luncheon, Secretaries Shalala, Herman, Riley and Glickman will host working sessions at several agencies.

III. PANEL DISCUSSION: LEARNING FROM WHAT WORKS

The Vice President and the First Lady will moderate this session. State and local officials, along with representatives of the military, business, health, labor, and faith communities, will highlight promising efforts around the country and discuss how all members of the community can address the challenges of assuring safe, affordable child care for working families who need it.

IV. SOUTH LAWN RECEPTION

w/ CC conf

The White House Conference on Child Care

October 23, 1997

Internal Q and A

GENERAL CONFERENCE QUESTIONS

Question: **Why are you hosting a White House Conference on Child Care?**

Answer: The President and First Lady are hosting the first-ever White House Conference on Child Care to 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.

The White House Conference on Child Care underscores and builds upon President Clinton's commitment to strengthen the American family. As he said to the National Governors Association, "We think every child should have access to quality child care, and we think it's the next great frontier if we're going to make sure all Americans can succeed at home and at work." (7/28/97)

Question: **What is happening at the Conference?**

Answer: There will be two panel discussions addressing three critical child care challenges -- availability, affordability and assuring safety and quality in child care. The morning panel, moderated by the President and First Lady, will explore why child care is important to our children's development and our nation's economy, and examine the strengths and weaknesses of child care in communities across the country. The afternoon panel, moderated by the Vice President and First Lady, will highlight promising efforts around the country and discuss how all members of the community can address the challenge of assuring safe, affordable child care for working families who need it.

Question: **What does the Administration see as the toughest problems facing parents when it comes to child care?**

Answer: The intent of this conference is to examine the tough questions facing parents when seeking child care -- ***Can I get it? Can I afford it? And can I trust it?*** Millions of Americans rely on child care and after-school programs to care for their children for part of each day. Parents need for it to be safe, available and affordable.

Question: **What has the President done on this issue?**

Answer: 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 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 one 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*.

Question: **What is the state of child care in America?**

Answer: The morning panel will examine the question: what does child care look like in America today? As we know, studies have shown that quality is not what it should be. A recent four-state study on child care centers found that one in eight expose children to unsafe or unsanitary conditions and that only 14 percent provide high quality care. The conference participants -- parents, academic experts, economists, child care providers, advocates, and representatives of the religious, labor, and business communities -- will explore how we can improve the current state of child care.

Question: **By focusing on paid child care, are you discouraging parents from staying at home? Isn't it really the parents' role to nurture the child?**

Answer: The President and First Lady believe that the most important people in children's lives are parents, and they value and respect parents who decide to stay home to care for their children We talk about family values in this country, but we need to look at steps to help parents make the choices that are right for their families. But, the reality is that 13 million children spend some or all of their day being cared for by someone other than their parents, either because both parents choose to or because both parents need to work. An important purpose of this conference is to address the needs of those 13 million children and their families.

Question: **Are you looking at doing something to support parents who want to stay at home and care for their children?**

Answer: This issue will be discussed at the Conference, and the President is looking at ways to support these parents at the same time as he is exploring ways to help working parents. Throughout his Presidency, President Clinton has worked hard to provide real choices and opportunities for parents. He has fought for policies that help working parents fulfill their responsibilities, including putting forth a $500 per-child tax credit for children; expanding the Earned Income Tax Credit to give 15 million working families tax relief, increasing in the minimum wage, and signing Family and Medical Leave into law. President Clinton is committed to helping parents make the choices that are right for their families, whether that means working or staying home to care for children.

Question: **How did you select these individuals who are panelists?**

Answer: The White House held discussions with experts on child care from all across the country and received recommendations.

Question: **The panels do not appear to be very bipartisan. Why not?**

Answer: We have encouraged and received participation from both sides of the aisle. Republican State Representative Jane Maroney of Delaware will be a panelist today. In addition, Republican members of Congress will speak at the luncheon and the reception.

Question: **What will the First Lady's role be in this?**

Answer: The First Lady will continue to do what she has done for the last twenty years -- be a strong voice for children and families.

Question: **Is the President intending to propose big investments in child care -- or strict regulation of child care -- in his next budget or State of the Union?**

Answer: The President is considering a wide range of proposals for inclusion in the budget or State of the Union. He has made no decisions yet. But the President believes that the best way to make progress in this area is through collaboration with states, rather than through big, exclusively federal programs.

QUESTIONS ON NEW PROPOSALS

Question: **What did the President announce today?**

Answer: The President announced his intention to develop a child care initiative as a part of his next budget proposal. In addition, he announced several new efforts:

1) The appointment of a **Child Care Working Group** that will report to Secretary

Rubin on the role that business can play in providing child care;
2) **A proposal for a new scholarship program** for students training to be child care providers, as well as an **outreach plan** to make child care workers aware of possible eligibility for Pell Grants;
3) The transmittal of the **"National Crime Prevention and Privacy Compact"** to Congress, which will enable states to share criminal history information for non-criminal purposes, including background checks on child care workers; and
4) **A strategy to use community service to strengthen after-school programs.** Enabling 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.

Question: **Are you announcing any new funding for child care today? What is the timing of your announcements? When will we see some really dollar figures? Next budget?**

Answer: The President took an important step to improve the quality of child care by asking Congress to enact a National Child Care Provider Scholarship Fund that will provide more than $300 million in scholarships over five years to up to a quarter of a million child care providers (50,000 annually), helping the approximately 2.5 million children they care for. In addition, as the President said, his next budget will include a child care initiative.

The Child Care Working Group

Question: **Who's on it?**

Answer: The Child Care Working Group will be made up primarily of prominent members of the business community. The group will consult with labor, economists and community leaders and report back to Secretary Rubin with recommendations.

Question: **What's its purpose?**

Answer: The group will look at promising models of child care and think more carefully about the role that business should play in providing child care for their employees or enabling their employees and others in the community to gain access to high quality child care.

National Child Care Scholarship Fund

Question: **What is it?**

Answer: The President is proposing a new scholarship program, the National Child Care Scholarship Fund, as well as an outreach plan to let child care providers know that they may be eligible for Pell Grants. The Scholarship Fund will provide more than $300 million in scholarships over five years to up to a quarter of a million child care

providers (50,000 annually). It will provide assistance to full-or part-time students who are working toward a Child Development Associate credential or another degree in child development and who agree to remain in the child care field for at least one year. Providers who complete their course work will receive increased compensation or a bonus. This program will be modeled after North Carolina Governor Hunt's T.E.A.C.H. -- Teacher Education And Compensation Helps Early Childhood Project -- and on the military system.

Question: **Why is the Administration proposing a new scholarship program, when the previously-existing Child Development Associate (CDA) Scholarship Program was consolidated under the Child Care and Development Fund?**

Answer: The Child Care Associate (CDA) scholarship program was a small program targeted at only one credential (the CDA). Given the limited nature of the CDA scholarship program, folding it into the Child Care and Development Fund made sense as part of an effort to simplify funding. The proposed new National Child Care Scholarship Fund is much broader in scope. It provides greater flexibility to States in designing programs that meet their needs. States can provide assistance to child care providers working towards state credentials, national credentials, and Associate, BA, or BS degrees.

Question: **Will the National Scholarship Fund raise the cost of child care?**

Answer: There is no evidence that child care costs will significantly increase since the overall demand for child care workers is continuing to grow, and any additional cost will be offset to some extent by savings associated with reduced staff turnover. North Carolina has not seen higher costs since it put T.E.A.C.H. in place.

Question: **How many people will the program affect?**

Answer: The program will provide training and support for up to 50,000 providers nationwide, affecting the care of more than a half million children per year.

Question: **Why is a national scholarship program needed since individuals can already receive assistance under the Pell Grant program?**

Answer: Pell Grants generally serve only very low-income individuals, and sometimes do not fully cover their costs. According to the U.S. Department of Education, among independent students (students for whom parental support is not expected), 70 percent of Pell Grant funds go to students with incomes of $9,000 or less. Many of these low income students are in need of additional financial support. And others who need support are ineligible for Pell grants. This program will pay for a variety of costs, instead of, or on top of, Pell grants, such as tuition, books, transportation, and child care. All students will need to apply to apply for a Pell grant before receiving benefits under this program.

Question: **Why is it important to remind child care workers that Pell Grants are available?**

Answer: We would like to attract many talented students into this field. It is important that students know about all their options. Pell Grants can help make higher education a reality. 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.

National Crime Prevention and Privacy Compact

Question: **What is the National Crime Prevention and Privacy Compact?**

Answer: The National Crime Prevention and Privacy 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.

Question: **The First Lady has talked a lot about a registry of offenders. Is this what you are proposing be put in place?**

Answer: If the compact is passed and ratified, it 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. That way, child care agencies or parents wanting to do background checks can gain access to ratifying states' complete criminal records. It is not a registry. It is an efficient, effective way of getting this important information to parents and agencies.

After-School Service Announcement

Question: **What is it?**

Answer: The President announced steps to use community service to strengthen after-school programs. 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, will:

- Release a "How-To Manual" that shows after-school programs how they can use service to strengthen their efforts; and
- Provide training and technical assistance to after-school programs that want to use national service and volunteers to help meet their needs.

Question: **Why is this important?**

Answer: We are 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. In addition, the Initiative will show after-school programs how to involve participating youth in service activities, so that the youth themselves gain the benefits of serving others.

Question: **Why are you proposing that volunteers provide child care and after-school care when the real need is for high-quality, trained professionals? Aren't volunteers ill-equipped to do this?**

Answer: We need both. There is a great need for better trained professionals in child care, but volunteers and those engaged in national service like AmeriCorps can greatly enhance and expand after-school options. Volunteer organizations like Boys and Girls Clubs, YMCA/YWCA's, and churches have a long history of providing high quality programs that have benefitted millions of children. In order to meet the need, we must tap the resources of many sectors.

OTHER CHILD CARE POLICY QUESTIONS

Question: **Can you explain the Child and Dependent Tax Credit? And can you tell us why it hasn't been adjusted for inflation since 1982? Is this something you are looking at?**

Answer: Working parents, who pay for the care of children under the age of 13, can reduce their income tax liability with the child and dependent care tax credit. Taxpayers can also claim the credit for the care of disabled spouses and dependents.

The credit can be applied to child care expenses of up to $2,400 for one child and $4,800 for two or more qualifying individuals. Married couples are generally only eligible for the credit if both the husband and wife work.

Regarding the question of an inflation adjustment: We are considering all options. This conference will explore how both the public and private sectors can respond to the need for safe, affordable, quality child care for Americans who are struggling to be both good parents and good workers.

Question: **Are there any incentives for businesses to provide child care?**

Answer: Yes. Currently, employers are allowed to exclude contributions for employer-provided child care expenses from employees taxable income.

Question: **Will you propose national standards on health and safety?**

Answer: As I said, nothing is off the table at this point, I will say that we realize that national standards are controversial, and we have found that the most successful efforts occur when the Federal government works hand-in-hand with States to improve and enforce high standards.

Child Care and Welfare Reform

Question: **When the President signed welfare reform into law, he praised the child care provisions of the bill. Has he changed his mind? Does he now think those provisions were inadequate?**

Answer: No, he has not changed his mind. When the President signed welfare reform into law, he praised the bill for spending $4 billion more on child care to help mothers on welfare go to work. The President continues to believe that child care is a critical component of welfare reform. But what was done in the welfare law is not enough. Today's conference will examine child care from a broader prospective, looking at the impact it generally has on child development, school readiness, and our economy as a whole. As the President said to the National Governors' Association in July, he and the First Lady think child care is "the next great frontier if we're going to make sure all Americans can succeed at home and at work."

Question: **The new welfare law provided a substantial increase in funding for child care. Are states spending the additional funds?**

Answer: Every indication is that States are experiencing a high demand for child care and that States across the country have committed their own dollars in order to get the Federal share of the matching funds contained in the new welfare law.

Question: **The new welfare law contained a significant increase in child care funds. Are new investments really needed?**

Answer: Because child care is vital to the success of moving welfare recipients into work, the President fought hard to make sure that the welfare law contained increased funding. And because of the President's efforts, the welfare reform law provided an additional $4 billion in child care subsidies to address the real problem of child care availability. As today's conference will show, there are still many low-and middle-income working families who have never been on welfare who cannot afford the child care they need. And much of the child care available is of poor quality, and does not do enough to prepare our children for the challenges of the 21st century. Greater investment, be it public or private, is definitely needed.

Question: **How do you expect so many welfare recipients to go to work if there's not enough good quality child care available?**

Answer: Funds are available to help families on welfare go to work --the welfare reform law provided an additional $4 billion in child care subsidies to address this problem. But, as today's conference will show, there are still many low-and middle-income working families who have never been on welfare who cannot afford the child care they need.

Question: **Are welfare recipients getting preferential treatment for child care subsidies over families who've always worked and played by the rules?**

Answer: States have a great deal of flexibility in deciding which low income families receive child care subsidies. Many states are focusing their subsidies on very poor families making the transition from welfare to work. Some states --such as Illinois, Michigan, and Washington --have created seamless child care systems that help low income parents whether they used to be on welfare or not. In July, the President called this practice "a model that I hope one day we'll be able to have everywhere in America" in a speech before the National Governors' Association. Today's conference will explore these tough questions of how the public and private sectors can respond to the need for safe, affordable, quality child care for all American families who are struggling to be both good parents and good workers.

In addition, it's important to remember that one of the larger child care investments our nation makes is through the tax code, which assists non-welfare families through the child and dependent care tax credit.

Question: **At the Conference, you talked about supporting parents who want to stay at home and care for their children. But in the welfare law, mothers are required to go to work. Isn't this a contradiction in philosophy?**

Answer: It is true that parents accepting public monies will not have the choice to stay at home to care for their children. But that is perfectly consistent with helping self-supporting families deciding to get by on one income so that a parent can stay home. In addition, it is important to remember that the welfare law gives states flexibility to exempt mothers for a period of time so that they may stay home with young children; and many States have taken advantage of this provision.

Question: **There are a lot of child care proposals on the Hill. For instance, Senators John Kerry (D-MA) and Kit Bond (R-MO) announced yesterday an Early Childhood Development Act. Does the Administration support it?**

Answer: We appreciate the commitment shown by many members of the House and Senate towards child care and early child development programs, and are pleased that many members are speaking here today and that the Conference will be watched by satellite on Capitol Hill. Additionally, White House staff have met and continue to meet with Members of both parties and congressional staff, to explore promising ways to improve child care in America. We look forward to continuing our working relationship.

CHILD CARE FOR FEDERAL GOVERNMENT WORKERS

Question: **How do Federal employees learn about their child care options?**

Answer: The Office of Personnel Management (OPM) assists Federal employees in locating appropriate care by providing the *Handbook of Child Care and Elder Care Resources* and refers employees to the ChildCare Aware toll-free number (a national number anyone can use) which helps locate child care resources and referral organizations in their area.

Employees of the Executive Office of the President are told about U.S. Kids, the child development center serving the Executive Office of the President, during first-day orientation. In addition, notices are posted electronically on the internal electronic bulletin board, as well as the (old fashioned) standard push pin bulletin boards.

Question: **What are the child care options for parents who work at the White House?**

Answer: Employees of the Executive Office of the President (EOP) have the option of enrolling their children in the nearby U.S. Kids Child Development Center, a center accredited by the independent National Association for the Education of Young Children. Additionally, White House parents may enroll their children in any of the 27 other Federal child care centers in the greater Washington, D.C. area. U.S. Kids serves employees of the EOP, the Export-Import Bank, the Treasury Department and the Department of Veterans Affairs and is open from 7 a.m. to 7 p.m. and has programs for children ages three months to five years. [Address: 1425 New York Avenue, phone: (202) 233-4623. Center Director: Sharon Hall Fleming]

Question: **The President and First Lady tout the Military's Program. Why?**

Answer: The DoD Child Care System serves over 200,000 children (age zero to 12) daily, making it the largest employer-sponsored child care program in the nation.

DoD Addresses the Comprehensive Needs of Parents: The DoD 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.

DoD's Child Care System has been Recognized for its Devotion to Excellence: 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% of military child care programs are accredited, as compared to only 7% of other child care facilities nationwide.** Since the early '90s, the DoD

has focused on improving the quality, availability, and cost of child care for military families.

Question: **Isn't it unrealistic to hold up the Military child care system as the model?**

Answer: There are certain aspects of the DoD system that are unique. The Department of Defense as an employer invests significant funds into their system because providing for military personnel and their family needs benefits the overall readiness mission. Although DoD is unique, there are still lessons to be learned (including family day care networks, unannounced inspections, etc.) 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 the civilian child care communities. DoD is doing just that. Defense Secretary Cohen recently sent a letter to the President outlining this effort.

Question: **How does the civilian sector of the Federal Government rate?**

Answer: 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, 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. Notably, nearly 70 percent of the child care center directors have ten or more years in early childhood education experience.

Question: **One of the biggest barriers to finding quality child care is affordability. How is the Federal government addressing this issue?**

Answer: The Federal Government, like the private sector, still faces challenges in providing affordable care to lower paid government employees. The General Services Administration, the largest civilian sponsor of work-site child care in the nation, has studied this problem intensively this year. It found that while employer-supported child care is a cost-effective investment, it requires steady, predictable funding. In May, GSA released a report to Congress outlining the need to increase revenues and enrollment, reduce operating costs, and expand the availability of tuition assistance for parents who can't afford to pay full fees.

At the Executive Office of the President, U.S. Kids, the nearby Federal child care facility, does provide a small tuition assistance program fund. [Presently, there are four children receiving need-based scholarships.]

Question: **The Federal Government is often touted as a model employer. What are some of the innovations?**

Answer: 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. The Administration also **supports telecommuting** where appropriate.

ADDITIONAL QUESTIONS

Question: **Mark Fiedelholtz -- the father of Jeremy Fiedelholtz, an infant who died in a Florida child care center -- has been critical of the Administration, specifically your denying him a role in this conference. Do you have any comment?**

Answer: Mr. Fiedelholtz has litigation pending in the state of Florida regarding the death of his infant son Jeremy. It is White House policy not to comment on any matters currently before the courts -- we must avoid the impression that we are attempting to influence the outcome of judicial proceedings.

The President and First Lady were saddened to learn of the Fiedelholtz's loss and sent the family a condolence note in May. Additionally, Mr. Fiedelholtz has been in contact with the White House Office of Agency Liaison which has provided Mr. Fiedelholtz with the name and phone number of an HHS Administration for Children and Families staffer who handles such cases.

Question: **In Cambridge Massachusetts, a nineteen year-old British woman, in this country through an au pair program, is on trial for the murder of her young charge. Shouldn't these au pair programs be better regulated so qualified caregivers are taking care of our nation's children?**

Answer: This case is currently before a Middlesex County Court and it is White House policy not to comment on any matters currently before the courts -- we must avoid the impression that we are attempting to influence the outcome of judicial proceedings.

The U.S. Information Agency, the agency that runs the au pair program announced in September (unrelated to this case) updated regulations regarding the screening and placement of au pairs. The updated regulations include: au pair participants who care for children under two years old must have 200 or more documented hours of infant-care experience; au pair training will include 24 hours of child-development instruction; au pairs will be limited to working 10 hours a day and 45 hours a week; their pay will increased from $115 to 139.05 a week because of the increased minimum wage; and a more open process of verification of information has been put in place aiding the

selection and screening process of au pair participants.

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.

If you get questions about the new proposed solidarity program, you should

1) note that it's based on Hunt's TEACH program

2) emphasize that it goes directly to the problems of training and compensation that so many of the panelists discussed.
(ie - The program provides for training and then ensures that people who have this training will get added compensation)

I think you should try to pump this up as much as possible, because it really does respond to a lot of what people are saying.

child care conf

THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release October 3, 1997

REMARKS BY THE FIRST LADY
ON CHILD CARE

The University of Maryland
College Park, Maryland

MRS. CLINTON: Thank you very much. (Applause.) Thank you. Thank you very much. Thank you, Neil. Thank you, Professor Seefeldt. Thank you, Congressman Hoyer. Thank you, President Kirwan.

As I was sitting up here and Steny was introducing the President's family, when he introduced his wife, President Kirwan turned to me and said, you know, I met her in junior high school. (Laughter.) He said, she sat behind me and she couldn't stand me. (Laughter.) And I thought, that's exactly the kind of memories I have from junior high school -- you know, the boy you really liked at the end of the year was the one you couldn't stand at the beginning of the year.

But this junior high school romance has certainly stood the test of time. And I'm delighted to be here with your family and with the family of this great university.

I came here today for a number of reasons. Part of it, as the President suggested, is because I enjoyed my visit to be the commencement speaker so much and was very honored to receive an honorary degree, and also because I have followed with great interest the work that is being done at this university in many areas. But in particular, I have been impressed by the work that has been done in

the area of human development, social and public policy. And we, of course, as you know, we're blessed in the White House by having Professor Galston with us for a number of years, so I feel a real kinship with the work that is done here and the people who are part of this great university community.

So when the opportunity arose for me to come and speak with you about an upcoming White House Conference on Child Care, I immediately seized it, because, as the Congressman said, the President and I are hosting a White House Conference on Child Care on October 23rd, and I wanted to come and tell you why this is an issue that deserves White House attention, deserves the attention of our nation, one that we hope will raise awareness of these issues around our country.

Some of you may recall that last spring the President and I hosted a Conference on Early Learning and Brain Research, and we brought to the nation's attention the very exciting work that has been done by researchers here at NIH and elsewhere across the country that demonstrates clearly how important it is that we take the first three years of life, because of what is happening in a child's brain. And we wanted to get that information out because, although many people intuitively knew that, and experts like Professor Seefeldt taught that, there wasn't the hard data that supported that information until recently, with the kind of work that has been going on in brain research.

And so, for a lot of reasons, this is a time when all of us have to focus on what we best can do in our own homes and

families, as well as in our larger society, to ensure that each child has a chance to live up to his or her promise.

I saw that in action this morning here at the Center for Young Children. What a wonderful facility you have here -- a child care center that is warm and inviting, with workers that are creative and energetic and focused, a range of books and toys and crafts materials.

I answered question from the five-year-olds who wanted to know, among other things, what my favorite food was, what my favorite color was -- and then a real stumper was what my favorite

roller coaster was. (Laughter.) I had to confess to this little boy that it has been so long since I've been on a roller coaster I couldn't remember the names of any of the roller coasters I like. But I certainly had the feeling that this is a place where children are treasured and valued and stimulated, a place that any of us would happily stay for juice and nap time any day.

But that center is far too rare, even though more and more families are seeking child care. In fact, over half of the infants under age one are in day care; 12 million children under the age of six, and 17 million more age six through 13, have both parents or their only parent in the work force. The plain fact is that there is simply not enough quality care for the children who need it. Quality child care is financially out of reach for the hard-working American families whose children deserve the best attention they can receive.

So today I come with a very straightforward proposition that this situation must change for the sake of our children and our future. And there are ways I want to suggest that each of us can participate in this change.

Every working parent in this room and in this country knows how urgent the matter is. Any mom or dad who has ever left a child with a care-giver for even a minute has felt at the gut level the importance of quality care. The stress around child care affects families ranging from the poorest all the way to the most affluent. It is a daily pressure for parents with preschoolers and parents with children in school who, for whatever reason, cannot get home to supervise a child themselves.

For more than 25 years, I have worked on issues affecting children and families. But in the last four and a half years I've been privileged to travel around our country on my own and with my husband, listening and talking with parents about their economic concerns, the issues that affect them on the streets where they live, whether it's crime or the environment, and I've heard over and over again how important child care is. Yet, despite its importance in our everyday lives, it is not an issue that has been dealt with effectively by our society.

Now, there are many reasons for this oversight, and some of you who are students of human development and child care could

recite many of them, I'm sure. But I think it's fair to say that until the demographics of our citizenry changed, until economic forces and women's choices led so many mothers into the work force, this was not an issue that many people thought was serious. It was, like many issues affecting children in the past, viewed as a soft issue that was of disproportionate concern to women. Yet now we know it is one of the hardest issues we face and it is an issue that has economic and social implications that go far beyond the individual concern that each of us brings to it.

Fortunately, times are changing -- partly because of the work that many of you are doing, partly because more and more parents are speaking out, partly because America's employers have come to

understand that the strength of their bottom lines depends on workers who are not absent, who will have their mind on their work when they're there, whose child care needs are being met; and partly because we have people in leadership like the President of this university, like this member of Congress before you who represents you, and because of my husband and members of Congress and state legislators of both parties and many governors who have made this a priority.

All of this brings us together in the name of a shared belief that the children of our country deserve child care as fine as that provided right here at this university. In fact, American children deserve the best care in the world.

Now, there are many reasons to put our children's needs first, but let me just mention a few of them. One reason, as I've already stated, is because we know that how we care for our children is critical to their intellectual and emotional development. You know, it wasn't so long ago -- and I can actually recall when I was younger and thinking about children a lot and even pregnant with my own -- that it used to be kind of a joke among a lot of fathers that I knew that they would say, well, you know, let's wait until he can throw a ball or she can talk to me and then I'll pay attention. And it was the kind of attitude that had been prevalent for most of history that very young children should be cared for by their mothers, other women, that there wasn't much for fathers to do because there wasn't much happening until a child started to in some way assert a personality, act on his or her own. Well, now we know

clearly that that was mistaken. As we talked about at the White House Conference on Early Childhood Development in April, what happens to a child in those earliest years can make all the difference for a lifetime.

Just 15 years ago, even scientists thought that a baby's brain structure was virtually complete at birth. Now, neuroscience tells us that it is a work in progress and that everything we do with a child has some kind of potential physical influence on that rapidly forming brain. As one participant at the White House Conference put it, nature and nurture don't compete, they cooperate.

Children's earliest experiences -- the sights and sounds and smells and feelings they encounter, the challenges they meet --they determine how their brains are wired. For those of you who know a lot more about computers than I know, we're talking about how the brain shapes itself through repeated experiences. The more something is repeated, the stronger the neurocircuitry becomes. And those connections, in turn, can be permanent. In this way, even the seemingly unimportant, totally forgettable events of our first years are anything but trivial. It is during this time that children learn to soothe themselves when they're upset, to empathize, to get along with others, to become -- and we hope they will -- human beings of the finest order.

Experiences in those first three years of life can also determine how well a child learns. When someone speaks, reads or plays with an infant or toddler, her or she, whether it is a parent, a grandparent, an older sibling or a care-giver, is activating the connections in that child's brain that will one day enable her to think and read and speak and solve problems herself. Now, what that means is that sub-par care, whether in the home or in a child care setting, means that a young brain is being deprived of what it needs to live up to its natural potential.

Now, that is a very serious conclusion for us to reach, and now we have no more excuses. If we know that ignoring the child, being impatient, pushing off an 8-month-old or a 16-month-old, failing to invest the time that is necessary in that two-and-a-half-year-old, then we have to acknowledge it's not just a momentary
action, but it adds to the past and the present and the feelings that that child is internalizing, and it also, literally, affects the

brain.

Another reason we need to act is that we now have evidence that child care is too often inadequate. Research presents a troubling picture. A recent national study of child care centers found that 70 percent of children are in care that is barely adequate; 10 percent are in care that is dangerous to their health and safety. Infants and toddlers are at the greatest risk, with 40 percent in care that poses a threat to their health and well-being. That means that they spend hours of their days with care-givers who do not follow basic sanitary practices, who rarely cuddle, talk to or play with these infants and toddlers, in rooms that lack toys and other materials to encourage development, and in places where the ratio of children to adults is too high for individual attention. Only 20 percent of our children are in what we could call "high quality care," such as what I saw this morning.

A study of child care in family-based settings found equally disturbing patterns. Only 56 percent of these programs provided adequate care. Thirty-five percent were deemed inadequate, which means, as we now know, that the hours spent there could actually undercut a child's development. And only nine percent offered high-quality care, which was defined as enhancing the growth and development of children. And even where quality care is available, it is often financially out of reach for parents, particularly low-income parents.

According to the 1995 census, families earning under $1,200 a month pay an average of 24 to 25 percent of their income for child care. That takes a big chunk out of a household budget. But it was still not enough to ensure quality care. I asked about the cost of the child care centers here on this campus, and there is a sliding scale, which is very important, but it still costs between $340 and $600 a month. Middle class families are hit hard as well. Families earning up to $36,000 pay out 12 percent of their income for child care without any guarantee that that 12 percent is buying quality. It is difficult to think of a consumer situation in America where so many people are paying so much and too often getting so little.

Another reason we need to act is that we now know from another study that was just completed by the National Institute for Child Health and Development that good child care can be beneficial

to young children, whether it is care given at home or in a day care center. Now, there's not doubt that the most important, lasting influence on any child is that child's family. But we do know that good, quality child care can improve a child's chances, if that child is in a difficult family situation or enhance a chid's learning and maturity if that child is in a good family situation. And for children who come out of family situations that are not always conducive to their well-being, bad child care can make a difficult situation even worse.

Now, a final reason we need to act is because of the changing nature of the work force. We know that the American work force has changed dramatically in the past 40 years and that has meant dramatic changes in family life. Half of all mothers with children under the age of one are working outside the home, and not only are more parents working, they are working longer hours. So this issue must become a policy challenge for all of us because it clearly affects the well-being of children, American workers, and the dynamism of our economy itself.

I would imagine that many of you who are parents and those of you who are students, not yet parents, can equally shut your eyes and imagine or think back to one of those work-family conflicts that has occurred in all of our lives. Even though my daughter is a freshman in college, I still remember vividly the days when my child care arrangements fell through and I was not able to do anything about them. Now, luckily for me, those were very few because I had the kind of job where if my daughter were sick or if she had a special occasion that I wanted to take advantage of in her preschool or her school years, I could arrange my schedule. That is not the case for the vast majority of working moms and dads.

I also had the advantage, except for two years of her life, to live in a Governor's Mansion where there were lots of people around. That is not a common experience for most working mothers. And so I'm very aware that my situation was unique. But even with it, I recall vividly those few times when, despite my best efforts and a very supportive husband and all of the balancing we all do, it just all fell through and I had to scramble like crazy to make up for it.

One time in particular when I couldn't cancel something or just not go into work or go in late -- I had to be in court at

9:00 a.m. -- and Chelsea was up all night sick and my baby-sitter was sick, probably with the same thing Chelsea was sick with, and my husband was out of town and my family wasn't around, and I called one of my best friends and she wasn't available. And it was just a real terrible feeling that you get when you know that you want to be with your child and because of work demands you can't. And I was lucky enough to find a neighbor who could come in and sit with her. And I called home every chance I had a break and rushed home when I finished to find her very well taken care of.

But that is not what is available to most parents. And I know it is infinitely tougher for most women who every day are trying to do the best they can. And I honestly don't know how single parents do it. And I think we ought to be very sympathetic and very supportive of all parents, but particularly of single parents.

Too many children end up because of their parents' challenges, caring for themselves or being supervised by older siblings. And we know what happens when children are left unsupervised. According to the FBI, it is during the late afternoon that our youngest children, those who are in their preteens or early teens, are most likely to experiment with drugs, to become involved with criminal gangs, to get pregnant, to commit violence or to get in trouble in other ways. So, when that 3:00 p.m. bell rings, kids are relieved, but a lot of working parents panic. And we have to find a way to help parents with school-aged children as well.

So we know we need to act, but where do we start. Well, we can learn from models of excellent child care around our country. They can provide the energy and expertise and inspiration for what we need to do now. One very bright spot is the military's child care system. Our Defense Department runs the largest child care system in the world, taking care of the children of the parents who are in the front lines of America. I was privileged just two days ago at Quantico Marine Base to be able to see firsthand what is being provided for the children of our Armed Forces and I have to say I saw what every parent would want for her child -- a beautiful facility, well-trained workers, high standards, unannounced inspections both in the center and in the family day care settings, a toll-free number for parents to call with their concerns, mandatory training for everyone that comes into contact with and works with a child, and, most importantly, good wages and solid benefits and respect for staff. Now, that has resulted in lower turnover and more experienced

care-givers.

Now, that wasn't always the case, and I learned in a very open discussion that the military's child care was not always what we would hold up as an example. In fact, even the center that I visited at Quantico is brand-new because the previous one had to be shut down because it didn't make the grade a few years ago. But, the leadership of our military knows that readiness depends upon mothers and fathers being able to do their work without worrying about who's caring for their children. So the military made a commitment to turning its child care system around and Quantico is now a shining example of what can be done.

I want to tell two stories that I heard. The first, from one of the commanders there was what happens before good child care in the military. I heard about a mother and a father who were both called to duty on an emergency basis at the same time. I believe they were both pilots. They had to be in the air at the same time. When that happened, they had to bring their two infants in bassinets to the office of their commander -- (laughter) -- leave those bassinets in their commander's office with instructions for care and feeding. Now, that beats any story about child care challenges that I've ever heard.

The second story is about what happens now that there is quality care available, no matter what the occasion. I met a staff sergeant, a single dad raising two little girls. He said that when he took his daughters to day care the first day they cried when he dropped them off, but the second day they cried when he came to pick them up. (Laughter.) I was especially impressed by this very tough Marine who's obviously put in his time at the weight training facility, talking with great pride about how he mastered pigtails and ponytails for his daughters. But I think part of the reason his confidence is so high about embarking on the rather daunting task of being a single dad of two little girls is because he's gotten a lot of support from the child care facility and the care-givers who have been there, helping him along, encouraging him, giving him advice, helping to create that village.

On a serious note also, we were privileged to have Lt. Colonel Pote (phonetic), who I see in the audience here, speak about the perspective of the child care system from the perspective of a commander. He said that his soldiers are more productive when they

don't have to worry about their children. Now, I probably should say his Marines are more productive when they don't have to worry about their children. And the result of that is a much higher level of preparedness 24 hours a day.

Now, there are certainly differences between the military and civilian sector, but I believe that the military's experience can serve as a beacon for the American workplace in general. When parents don't have to come to work feeling concerned about how their children are doing, they can make a much more positive contribution which benefits all of us.

Just before I visited Quantico I was in Miami at Baptist Hospital there that also has made a commitment to child care. I saw another first-class facility. I learned about how they had adjusted the hours because, just like the military, they have 24-hour work days in a hospital. And I heard a lot of detail from the chief executive officer about why it is good economic sense to provide this service.

I met at the hospital with the Board of Directors of something called Florida's Child Care Executive Partnership, a group of business executives appointed by Governor Lawton Chiles to address child care issues. In creating this partnership, Florida put aside $2 million the first year to match dollar for dollar corporate contributions for child care. And the board was charged with engaging the private sector in this effort.

Once asked, the Florida business community responded quickly and generously, and this year the legislature and the business community are doubling their commitment so that we're taking both public dollars and private-sector dollars and pooling them to create more affordable quality child care. And because of this effort, thousands of more working families in Florida now have access to the kind of care I saw at Quantico, I saw at Baptist Hospital, and I saw here at the university.

Because we know that providing good child care requires community involvement. The grant money in Florida only goes to communities where businesses have come together with child care organizations to forge a plan of action. And when I asked these business leaders why they thought the partnership was successful, they didn't hesitate to answer in very businesslike terms; they said

it was good for the bottom line. They said they didn't have to spend as much time recruiting new workers who left because of child care problems, they didn't have to spend as much money recruiting new workers who had to be trained, they didn't have to worry about absenteeism, which had been cut dramatically. Now, that was also the experience of many other businesses with whom I have met, and I just find it being repeated over and over again.

So, because I find the partnership concept so impressive, I'm very pleased to announce today that the Department of Health and Human Services is awarding a half million dollar grant to the Families and Work Institute, the National Governors Association, and the Finance Project, to assist states in developing these partnerships with the private sector.

And the President has, earlier this year, tasked the military, the Department of Defense, to work with the private sector to take the experience they've gained, their guidelines which have been carefully written, and bring those to the table to discuss with more child care centers and family day care providers what can be done to use money like that available in Florida to make models that can be replicated. Because all sectors of society have to be involved -- businesses, schools, police departments, religious organizations, libraries, citizens organizations, the federal, state and the local governments.

We hope that the White House Conference will be a catalyst to bringing many of these sectors together. I also hope that at the White House Conference we will discuss ways that could assist parents who wish to make the choice to stay at home with their children more economically feasible, because it's not just creating good child care centers and family day care centers outside the home; how do we create real choices that are available to working families so that they, in the privacy of their family, can make a decision that it is economically feasible for one parent to be there for their children.

It is important to remember that this conference is a starting point. I hope that it marks the beginning of national discussion and action. And I hope that its focus on the three key areas will spark individual ideas around the country. Now, the three key areas are the lack of affordable child care, quality concerns, and the need for school-age care.

We have already discussed affordability, and we've made some progress. The President took some steps to address this need. For starters, he expanded federal funding for child care. In fact, since 1993, child care funding has risen by approximately 68 percent, and it now reaches more than one million children through subsidies which is critical if they're going to have financial access to quality care. And I'm encouraged, too, that in the last four years more states are committing their own resources to help working people pay for quality child care.

In the balanced budget agreement, the $500 child tax credit will go to 27 million families with 45 million children under the age of 17. Now, for the typical American family with two kids, this child tax credit will mean $1,000 more in take-home pay per year. That is especially important for low-income families who are also going to benefit from this child tax credit. Thirteen million children from families with incomes below $30,000 will receive the credit. That's a lot of young teachers, police officers, farmers, nurses, and others who will have some extra income to put into whatever their family decides, but certainly one of the great expenses is improving child care. Also, through the expanded Earned Income Tax Credit, more working families have had a cut in their taxes, which has on average meant an increase in their income of over $1,000.

So there have been real steps forward so that there is more child care available, it's subsidized, and there is more of an opportunity for families with children to take advantage of these programs.

The President has also made child care an essential component of welfare reform. He insisted that welfare reform include spending for child care because we're putting a lot more women, single women with children, into the work force. So it will be increased by nearly $4 billion over the next six years.

But that is still not enough and we have a long way to go to explore how better to enable parents to meet their child care costs.

Quality is the second key issue. We have to do more to support child care providers. We have not done a good job of lifting

up the profession that is so important in taking care of our children and matching that with increased income and job opportunities and benefits.

I've been to a lot of child care centers and I've met many, many terrific people running and working in them. But their salaries are woefully low, and many leave the profession because it's not one that enables them to support themselves and their own families. I remember one provider who told me with tears in her eyes that with the birth of her second child, she had to leave taking care of children, which is what she loved to do more than anything, and go to work in an office because she needed to make more income.

So we have to do all we can to encourage and support child care workers to get training, to build their skills and increase their knowledge, which will demand higher salaries and benefits. We have to find the very best people to take the jobs of caring for our children because parents should not have to worry whether their child is safe at day care. And the vast majority of teachers are absolutely superb in caring for their children, but there are a few who we need to make sure do not go into the classrooms of our day care centers.

And we also have to help parents do a better job of searching out good child care. In survey after survey, when parents are asked, they really don't know what they're looking for. They don't know what kind of equipment should be there; they don't know what kind of training they would be demanding for the child care workers. Too often, parents are better informed about what kind of car to buy than what kind of child care to choose. So we have to help parents become more informed consumers to create that demand that will absolutely say to the marketplace: we must have higher quality for the money we're paying.

One of the interesting results of a lot of the research that has been done recently is that good quality child care is

generally, but not always, more expensive than inadequate child care. And in the middle, there is a lot of child care that could be vastly improved with some good training and better guidance, that would make a big difference for the money that is being paid.

Now, I hope that we will continue to focus on safeguarding the health and safety of children in our disparate system around the country. Certainly, the President earmarked money going to the states for child care for quality improvements. And this summer he proposed a new rule requiring that child care programs that receive federal dollars make sure that all children are immunized.

And in 1995 the administration launched the Healthy Child Care America Campaign, which promotes partnerships between child care centers and health agencies. That initiative, now in 46 states, teaches child care centers how to create safe healthy environments. A lot of times when we do these surveys and we get the results, and people go in and say, this isn't sanitary, this is not appropriate -- the child care workers don't know that; nobody's told them; they're not sure about what they're supposed to be doing. So through the Healthy Child Care America Campaign, we intend to do a better job of educating child care workers.

And, finally, school-age care, a critical issue for millions of working American families. I have visited some excellent school-age child care programs. The other day in Quantico, I visited one of their schools and saw what was available for the children there. But most children and their parents do not yet have access to good school-age child care -- places where the children can do homework or play sports or learn to play a musical instrument. "Home Alone" might have been a hit movie, but it is not a good script for real children's lives, and we need to move to make sure more children can safely and productively spend those after-school hours in a place like a school or a library or some other setting that is good for them.

I'd like to close with one thought and then invite your questions. We are privileged to live in a time of tremendous bounty in our country. We are at peace. Our economy is booming. Social problems that for years held us back are receding. The crime rate is down. The teenage pregnancy rate is down. On so many fronts we're making progress together. And a time such as this presents a special opportunity. Free from crisis, we can do work that might not be possible in stormier moments. So we should use this good fortune to make a difference, to lay the groundwork so that the generations of children to come will be able, themselves, to build a country that has so many opportunities and take advantage of the blessings that we

all have.

So turning to child care is not just something that is a nice issue to talk about. It is, as the President calls it, the next great frontier of public policy. To build up and strengthen our families, to give them more support so they can do their jobs both at home and in the workplace will help us chart that frontier not only so that we are led to a better world for the children I saw today, but for generations of American children to come. And I invite all of you to be part in taking action to make sure that happens.

Than you all very much. (Applause.)

I'm glad there were babies here. That's a wonderful reminder of why this is so important. (Applause.)

END

child care conf Reed

THE WHITE HOUSE

CONFERENCE ON

CHILD CARE

October 23, 1997

Staff Copy

THE WHITE HOUSE CONFERENCE ON CHILD CARE

October 23, 1997

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Briefing

THE WHITE HOUSE

WASHINGTON

October 22, 1997

THE WHITE HOUSE CONFERENCE ON CHILD CARE

DATE:	**October 23, 1997**
LOCATION:	**The East Room**
TIME:	**9:20 a.m. - 12:00 p.m.**
FROM:	**Bruce Reed**
	Melanne Verveer

I. PURPOSE

To engage in a substantive discussion on child care with key policy-makers, experts, advocates, and community leaders.

Objectives for the Conference: (1) To call national attention to an issue that political leaders and policy-makers have traditionally ignored; (2) to prepare the way for a child care initiative in your next budget; and (3) to urge government and the private sector to address the significant challenge of ensuring that working families have access to safe, affordable child care.

II. BACKGROUND

The White House Conference on Child Care will bring together academic experts and economists; child care providers and advocates; religious, labor and business leaders; and parents. Several hundred additional people will attend sessions at three Federal agencies to watch the Conference proceedings by satellite and participate in working sessions with members of your Cabinet. The conference will also be broadcast live via satellite to more than 100 locations in at least 48 states. Mrs. Clinton will host a reception on the White House South Lawn at the conclusion of the conference for all those attending the White House and agency sessions.

The conference follows on a series of events that have included you, the First Lady, and other Administration officials, as well as years of involvement by you and the First Lady on child care. Recent events include your visit to a Head Start center in New Jersey; several appearances by the First Lady, including a visit to the Quantico Marine Base to view the military child care system, a round table discussion in Florida with business leaders involved in child care, and a speech at the University of Maryland; and numerous meetings with key constituencies hosted by members of the Domestic Policy team and the First Lady's staff.

Your opening remarks at the conference, however, will be your first opportunity to speak to the American people about this issue in a substantive way. In fact, you are the first President to address this issue seriously; focus group meetings with child care experts and advocates underscored the significance of your role in turning the nation's attention to this issue and recasting it as one in which all Americans have a stake. Your remarks will address the importance of good child care for America's working families, note past Administration accomplishments on this issue, announce several new policy initiatives and indicate your intent to unveil a child care proposal this winter.

Topics for Discussion: The conference will address three critical child care challenges -- availability, affordability, and safety and quality. You will be present for the morning session, which will include opening remarks by you and the First Lady, the presentation of a short video, and a panel discussion moderated by you and the First Lady. This panel discussion will be divided into two parts. First, panelists will discuss why child care matters -- both to our children's development and to the nation's economy. Second, panelists will examine how well (or badly) we are meeting the challenge of ensuring that safe, affordable child care is available to working families.

The afternoon panel discussion will be anchored by the First Lady, the Vice President, and Secretary Riley. This discussion will examine successful child care models across the nation and consider the roles that states, business and labor leaders, the faith community, health care professionals, and others can play in addressing critical child care challenges.

At the tabs that follow in this book, you will find a suggested script for each of the panels and bios of the panelists.

Policy Announcements: You will announce your intent to introduce a child care initiative as a part of your next budget proposal. In addition, you will announce several other initiatives (described in more detail in the attached October 20 memorandum):

1) The appointment of a Child Care Working Group that will report to Secretary Rubin on the role that business should play in providing child care;

2) An outreach plan to make child care workers aware of possible eligibility for Pell Grants, and a new scholarship program, of at least $50 million per year, that will provide assistance to full- or part-time students who are working toward a Child Development Associate credential or another degree in child development and who agree to remain in the child care field for at least one year (this program will be modeled after Governor Hunt's T.E.A.C.H. (Teacher Education And Compensation Helps) Early Childhood Project);

3) The transmittal of the "National Crime Prevention and Privacy Compact" to Congress, which will enable states to share criminal history information for limited other purposes, including background checks on child care workers; and

4) A strategy to expand access to and the quality of after-school programs through service activities, and the release of a "How-To Manual" describing how to integrate service and school-age care, identifying opportunities for children to learn through service, and highlighting programs that are currently using service to enrich out-of-school time.

III. PARTICIPANTS

Briefing Participants:

Bruce Reed, Melanne Verveer, Elena Kagan, Jennifer Klein, Nicole Rabner, June Shih

Event Participants:

Panel I (morning session moderated by YOU and the First Lady):

Ellen Galinsky, President and Co-Founder, Families and Work Institute.
Michelle Seligson, Founder and Director, National Institute on Out-of-School Time.
Secretary Robert Rubin, Secretary of the Treasury.
Secretary Donna Shalala, Secretary of Health and Human Services.
Governor James Hunt, Governor of North Carolina.
Valora Washington, Program Director, W.K. Kellogg Foundation.
Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

Panel II (afternoon session moderated by the Vice President and Mrs. Clinton):

Major General John G. Meyer, Chief of Public Affairs United States Army.
Jane Maroney, State Legislator, State of Delaware.
Dr. Susan Aronson, National Board, Member of the American Academy of Pediatrics.
Bishop Joseph M. Sullivan, Vicar of Human Services, Diocese of Brooklyn.
Beatriz Otero, Executive Director, Calvary Bi-Lingual Multicultural Learning Center.
John J. Sweeney, President, AFL-CIO.
Doug Price, President, FirstBank of Colorado.

Guests. The conference will be attended by approximately 150 guests, including: Members of Congress, Governors and other state and local officials, academic experts and economists; child care providers and advocates; religious, labor and business leaders; and parents. A complete guest list is attached.

VI. PRESS PLAN

Open Press.

V. SEQUENCE OF EVENTS

- YOU and the First Lady proceed to the Red Room for briefing;
- YOU and the First Lady proceed to the Blue Room for meet and greet with panelists from both the morning and afternoon panel discussions;
- YOU and the First Lady are introduced into the East Room;
- The First Lady makes remarks and introduces a 5-minute video on child care;
- Video is shown;
- Kathy Carliner (parent) introduces YOU;
- YOU make remarks;
- YOU and the First Lady lead a panel discussion on "The Challenge: Availability, Affordability, and Assuring Safety and Quality Child Care";
- YOU make closing remarks;
- The First Lady makes closing remarks;
- YOU depart;
- The First Lady hosts a lunch in the State Dining Room;
- The First Lady and Vice President moderate the second panel -- "Learning From What Works"; and
- The First Lady hosts a reception on the South Lawn.

VI. ATTACHMENTS

Conference Agenda
Panel Descriptions, Participant Bios, and Scripts
List of Participants
Remarks
Background
--Fact Sheets on Child Care
--Overview Memorandum
Articles

Agenda

THE WHITE HOUSE CONFERENCE ON CHILD CARE
AGENDA OVERVIEW

10:00-10:30 am
OPENING SESSION

10:00-10:10 The First Lady welcomes, makes remarks, and introduces video.
10:10-10:15 Video is shown.
10:15-10:17 Kathy Carliner (parent) introduces the President.
10:17-10:30 The President makes remarks.

10:30-12:00 pm
PANEL DISCUSSION -- THE CHALLENGE: AVAILABILITY, AFFORDABILITY, AND ASSURING SAFETY AND QUALITY IN CHILD CARE

The President and First Lady will moderate this session.

Panelists:

Ellen Galinsky, President and Co-Founder, Families and Work Institute.
Michelle Seligson, Founder and Director, National Institute on Out-of-School Time.
Secretary Robert Rubin, Secretary of the Treasury.
Secretary Donna Shalala, Secretary of Health and Human Services.
Governor James Hunt, Governor of North Carolina.
Valora Washington, Program Director, W.K. Kellogg Foundation.
Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

12:00-2:00 pm
WHITE HOUSE LUNCHEON AND WORKING SESSIONS AT FEDERAL AGENCIES

The First Lady will host the White House luncheon at which Members of Congress will speak. In addition, Secretaries Shalala, Herman, Riley and Glickman will host sessions at several agencies where guests will watch White House proceedings by satellite and participate in working meetings.

2:00-4:00 pm
AFTERNOON SESSION

2:00-2:05 The First Lady welcomes and introduces the Vice President.
2:05-2:15 The Vice President makes remarks and introduces Secretary Richard Riley.
2:15-2:20 Secretary Riley makes remarks.

PANEL DISCUSSION -- LEARNING FROM WHAT WORKS

The First Lady and Vice President will moderate this session.

Panelists:

Major General John G. Meyer, Chief of Public Affairs United States Army.
Jane Maroney, State Legislator, State of Delaware.
Dr. Susan Aronson, National Board, Member of the American Academy of Pediatrics.
Bishop Joseph M. Sullivan, Vicar of Human Services, Diocese of Brooklyn.
John J. Sweeney, President, AFL-CIO.
Beatriz Otero, Executive Director, Calvary Bi-Lingual Multicultural Learning Center.
Doug Price, President, FirstBank of Colorado.

4:00-6:00 pm
SOUTH LAWN RECEPTION

The First Lady will host a reception for White House and Federal agency participants on the South Lawn. Mrs. Clinton will make remarks and report on the Federal agency working sessions. In addition, Members of Congress will make brief remarks.

Panelist Bios

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. 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 (*SACCProject*), 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 *SACCProject*. *SACCProject* 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.

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.

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.

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.

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.

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.

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 Head Start programs in Brooklyn and Queens. Catholic Charities currently operates eighteen day care and Head Start 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.

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 Bilingual 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.

Mr. Doug Price: President, FirstBank of Colorado, and Chair, Colorado Business Commission.

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.

Guest List

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

THE PRESIDENT AND FIRST LADY

REPORT DATE: October 22, 1997
REPORT TIME: 6:21 PM

Accepts and No Responses

Ms. Pamela Nadine Abrams
Parents Magazine
New York, NY

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

Dr. Susan Aronson
American Academy of Pediatrics

Mr. Douglas Baird
President & CEO, Associated Day Care Services
Boston, MA

Hon. David J. Barram
Administrator, General Services Administration
Washington, DC

Ms. Rebecca Barrera
President, National Latino Children's Institute
Austin, TX

Mr. Jay Belsky
Penn State University
University Park, PA

Mrs. Helen Benham
Scholastic, Inc.
New York, NY

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

Ms. Helen Blank
Director of Child Care, Children's Defense Fund
Washington, DC

Mr. David Blau
Professor of Economics, University of North Carolina
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

Accepts and No Responses

Ms. Paula Broglio
Maryland English Institute

Hon. Yvonne Burke
County Supervisor, Los Angeles County
Los Angeles, CA

Dr. Bettye M. Caldwell
Professor of Pediatrics, Arkansas Children's Hospital
Little Rock, AR

Ms. Nancy "Duffy" Campbell
President, National Women's Law Center
Washington, DC

Ms. Kathryn Carliner

Ms. Mildred "Ticia" Casanova
Director, Via Nova School
Berkeley, CA

Mr. Dennis Van Roekel (Substitute for: Robert Chase)
NAE Executive Education Committee member and school teacher, Phoenix Schools
Phoenix, AZ

Mr. John T. "Ted" Childs
Vice President, IBM Corporation
Armonk, NY

Hon. (Rep.) William "Bill" L. Clay
D/Missouri, House of Representatives
Washington, DC

Hon. (Mayor) Emanuel Cleaver
Mayor, City of Kansas City
Kansas City, MO

Ms. Ellen Clippinger
President, National School Age Care Alliance
Indianapolis, IN

Ms. Cathy Collette
AFCSME

Mr. Dwayne Crompton
Executive Director, KCMC Child Development Corporation
Kansas City, MO

Ms. Angela Crowley
National Association of Pediatric Nurse Associates & Practitioners
New Haven, CT

Ms. Judsen Culbreth
Editor, Working Mother Magazine
New York, NY

Accepts and No Responses

Hon. (Rep.) Rosa DeLauro
D/Connecticut, House of Representatives
Washington, DC

Ms. Christine M. DeVita
President, DeWitt Wallace-Reader's Digest Fund
New York, NY

Hon. (Sen.) Christopher J. Dodd
D/Connecticut, United States Senate
Washington, DC

Dr. Alice Duff
Executive Director, Crystal Stairs, Inc.
Los Angeles, CA

Ms. Deborah Eaton
President, Family Day Care Association
Spring Valley, CA

Ms. Marian Wright Edelman
President, Children's Defense Fund
Washington, DC

Ms. Katherine Erickson
Executive Director, Path Finder Family Center
Minot, ND

Ms. Elaine Fersh
Director, Parents United for Child Care
Boston, MA

Mr. Dewayne Foskey
President, National Childcare Association
Conyers, GA

Honorable Diane B. Frankel
Director, Institute of Museum Services
Washington, DC

Ms. Ellen Galinsky
Co-President, Families & Work Institute
New York, NY

Hon. (Rep.) Benjamin A. Gilman
R/New York, House of Representatives
Washington, DC

Honorable Daniel Glickman
Secretary of Agriculture, Department of Agriculture

Hon. Olivia Golden
Assistant Secretary, Dept. of HHS
Washington, DC

Ms. Deanna Gomby
Los Altos, CA

Accepts and No Responses

Hon. Albert M. Gore

Ms. Sarah Greene
Chief Executive Officer, National Head Start Association, Partnership Project
Alexandria, VA

Ms. Annie Burr Griffin
Zero to Three National Center
Washington, DC

Ms. Eleanor Gugenheimer
Founder, Child Care Action Campaign
New York, NY

Ms. Peggy Haack
Wisconsin Early Childhood Association, Resource Specialist
Madison, WI

Hon. Jane Hague
County Supervisor, King County, Washington
Seattle, WA

Dr. David Alan Hamburg
President, Carnegie Corporation of New York
New York, NY

Dr. John Julian Hamre
Comptroller, U.S. Department of Defense
Washington, DC

Dr. Robert E. Hannemann
National President, American Academy of Pediatrics
Lafayette, IN

Mr. Irving Harris
Chairman, The Harris Foundation
Chicago, IL

Mr. William Harris
Harris and Lloyd
Cambridge, MA

Ms. Geraldine "Geri" Henchy
Senior Policy Analyst, Food Research & Action Center
Baltimore, MD

Dr. Bobby Henderson
The Center on the Family
Houston, TX

Hon. Alexis M. Herman
Secretary of Labor, Department of Labor

Ms. Sandra Hofferth
Research Scientist, University of Michigan Institute for Social Research
Ann Arbor, MI

Accepts and No Responses

Hon. (Gov.) James B. Hunt
Governor of North Carolina (D), State of North Carolina
Raleigh, NC

Dr. Brenda Hunter
Office of Hon. Dan Coats

Hon. (Rep.) Sheila Jackson-Lee
D/Texas, House of Representatives
Washington, DC

Hon. (Sen.) James M. Jeffords
R/Vermont, United States Senate
Washington, DC

Hon. (Rep.) Nancy L. Johnson
R/Connecticut, House of Representatives
Washington, DC

Hon. Elena Kagan
Dept. of HHS

Prof. Sharon Lynn Kagan
President, Yale University/Bush Center
New Haven, CT

Ms. Barbara Kamara
Executive Director, Early Childhood Development, DC Dept. of Human Services
Washington, DC

Dr. Augusta Kappner
President, Bank Street College
New York, NY

Hon. Edward M. Kennedy
D/Massachusetts, United States Senate
Washington, DC

Mr. Charles E.M. Kolb
President, Committee for Economic Development
New York, NY

Ms. Charlotte Koskoff
Plainville, CT

Ms. Deena Lahn
Executive Director, Child Care Law Center
San Francisco, CA

Dr. J. Ronald Lally
Director, Center for Child & Family Studies
San Francisco, CA

Hon. (Sen.) Mary L. Landrieu
D/Louisiana, United States Senate
Washington, DC

Accepts and No Responses

Hon. Joan W. Lawrence
State Representative, State of Ohio
Columbus, OH

Hon. (Rep.) Sander M. Levin
D/Michigan, House of Representatives
Washington, DC

Dr. Michael Levine
Program Officer, Carnegie Corporation of New York
New York, NY

Mr. David Liederman
Executive Director, Child Welfare League of America
Washington, DC

Dr. Eileen Lindner
National Council of Churches
New York, NY

Dr. Joan Lombardi
Associate Commissioner, HHS, Child Care Bureau
Washington, DC

Honorable Carolyn B. Maloney
D/New York, House of Representatives
Washington, DC

Hon. Jane Maroney
Wilmington, DE

Ms. Prema Mathai-Davis
CEO, YWCA
New York, NY

Mr. Matthew E. Melmed
Executive Director, Zero to Three National Center for Infants
Washington, DC

Mr. David Mercer
CEO, YMCA
Washington, DC

MajGen John Meyer

Ms. Elva Montalbo
Executive Director, Community for Hispanic Children & Family
New York, NY

Ms. Evelyn K. Moore
Executive Director, National Black Child Development Institute
Washington, DC

Ms. Gwen Morgan
Wheelock College
Boston, MA

Accepts and No Responses

Mrs. Anna Murdoch
President, Children's Institute International
Los Angeles, CA

Ms. Ann Plashette Murphy
Parents, Editor in Chief
New York, NY

Mr. Sanford Newman
President, Fight Crime, Invest in Kids
Washington, DC

Hon. (Rep.) Eleanor Holmes Norton
ID/District of Columbia, US House of Representatives

Ms. Karen Nussbaum
Director, Women's Program, AFL-CIO
Washington, DC

Ms. Beatriz Otero-Lemos
Calvary Bilingual Learning Center
Washington, DC

Mr. Brian Seibenlist (Substitute for: Carol Peck)

Dr. Carol Brunson Phillips
Executive Director, Council on Early Childhood Professional Recognition
Washington, DC

Dr. Deborah Phillips
Staff Director, Children, Youth & Families, National Research Council
Washington, DC

Honorable Patricia Piper
State Senator, State of Minnesota
St. Paul, MN

Honorable Marilyn Praisner
Council Member, Montgomery County Council
Rockville, MD

Mr. Douglas M. Price
President, First Bank of Colorado
Lakewood, CO

Hon. Bruce N. Reed
Assistant to the President for Domestic Policy, The White House

Mr. Robert Reiner
President, Reiner Foundation
Beverly Hills, CA
Guest: Mr. Chad H. Griffin

Ms. Barbara Reisman
Schuman Fund of New Jersey
Montclair, NJ

Accepts and No Responses

Ms. Nan H. Rich
National President, National Council of Jewish Women
Washington, DC

Hon. (Rep.) Frank Riggs
R/California, House of Representatives
Washington, DC

Hon. Richard W. Riley
Secretary of Education, Department of Education

Mr. Charles Romeo (Substitute for: Bruce Rohde)

Hon. (Gov.) Roy R. Romer
Governor of Colorado (D), State of Colorado
Denver, CO

Mrs. Marni Lachman Roosevelt
Valley Glen, CA

Mrs. Irma Margarita Rossello
San Juan, PR

Hon. Robert E. Rubin
Secretary of the Treasury, Department of the Treasury
Washington, DC

Ms. Dana Friedman (Substitute for: Marguerite Sallee)
Co-President, Families & Work Institute
New York, NY

Dr. Samuel G. Sava
Executive Director, National Association of Elementary School Principals
Alexandria, VA

Ms. Michelle Seligson
Executive Director, Center for Research on Women, Wellesley College
Wellesley, MA

Honorable Donna E. Shalala
Secretary of Health & Human Services, Department of Health & Human Services

Ms. Sarah Cardwell Shuptrine
President, The Southern Institute on Children & Families
Columbia, SC

Ms. Patty Siegel
CA Child Care Resource & Referral
San Francisco, CA

Ms. Cynthia Sikes
Los Angeles, CA

Hon. Rodney E. Slater
Secretary of Transportation, Department of Transportation
Washington, DC

Accepts and No Responses

Ms. Marilyn Smith
Executive Director, National Association for Education of Young Children
Washington, DC

Honorable Gene B. Sperling
Deputy Assistant To The Presid, The White House
Washington, DC

Hon. (Rep.) Debbie Stabenow
(Michigan), House of Representatives

Mr. Richard B. Stolley
President and CEO, Child Care Action Committee and Time Warner
New York, NY

Dr. Linda Stone
University of South Florida
Winter Park, FL

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

Mr. Ken Svedjan
State Representative, State of North Dakota
Bismark, ND

Mr. John J. Sweeney
President, AFL-CIO
Washington, DC

Ms. Ruby Takaneshi
Foundation for Child Development
New York, NY

Ms. Helen H. Taylor
Director, Head Start Bureau, Dept. of HHS
Washington, DC

Dr. Linda Thompson
Maryland State Office for Children, Youth & Families
Baltimore, MD

Mr. Dean Tice
Executive Director, National Association of Recreation and Parks
Washington, DC

Dr. William Tobin
Executive Director, Early childhood Legislation Coalition

Ms. Deborah Vandell
Child Care Researcher and Expert, University of Wisconsin
Madison, WI

Hon. Melanne Verveer
Assistant to the President & Chief of Staff to the First Lady, The White House

Accepts and No Responses

Ms. Yasmina Vinci
Executive Director, National Association of Child Care Resource and Referral Agencies
Washington, DC

Ms. Meredith Wagner
Senior Vice President, Lifetime Television Network
New York, NY

Ms. Kate Warren
Director, Family Resource Center
Oakland, CA

Dr. Valora Washington
Program Officer, W.K. Kellogg Foundation
Battle Creek, MI

Ms. Claudia Wayne
Director, National Center for the Early Childhood Workforce
Washington, DC

Mr. Sanford Weil
CEO, Travelers Group
New York, NY

Dr. Heather Weiss
Director, Harvard University Child Care and Development
Cambridge, MA

Ms. Bernice Weissbourd
President of Family Focus, Family Resource Coalition
Chicago, IL

Ms. Lynn White
National Child Care Association
Conyers, GA

Mr. William White
President, Mott Foundation
Flint, MA

Dr. Marcia "Marcy" Whitebook
Researcher, National Center for Early Childhood Workforce
Washington, DC

Ms. Gail Wilson
President, National Association of Child Care Resource and Referral Agencies
Engelwood, CO

Ms. Janet Wise
Chairperson, National Indian Child Care Association
Okmulgee, OK

Ms. Faith A. Wohl
National Performance Review

Hon. (Rep.) Lynn C. Woolsey
D/California, House of Representatives
Washington, DC

Accepts and No Responses

Dr. Edward Zigler
Professor of Psychology, Yale University Bush Center for Chil Development in Social Policy
New Haven, CT

Ms. Elaine Zimmerman
Executive Director, Connecticut Commission on Children
Hartford, CT

Script

The White House Conference on Child Care
Panel One

THE CHALLENGE: AVAILABILITY, AFFORDABILITY, AND ASSURING SAFETY AND QUALITY IN CHILD CARE

Participants

The President

The First Lady

Ms. Ellen Galinsky

Ms. Michelle Seligson

Secretary Robert Rubin

Secretary Donna Shalala

Governor James Hunt

Dr. Valora Washington

Ms. Patty Siegel

The White House Conference on Child Care

Suggested Script

MORNING SESSION

THE FIRST LADY welcomes, makes remarks, and introduces video.

Video (5 minutes) is shown.

Kathy Carliner (parent featured in video) introduces the ***PRESIDENT.***

The ***PRESIDENT*** makes remarks.

The ***PRESIDENT*** **and** ***FIRST LADY*** join PANEL DISCUSSION.

PANEL DISCUSSION -- The Challenge: Availability, Affordability, and Assuring Safety and Quality in Child Care.

THE FIRST LADY will introduce the seven members of the panel:

Ellen Galinsky, President and Co-Founder, Families and Work Institute.
Michelle Seligson, Founder and Director, National Institute on Out-of-School Time.
Secretary Robert Rubin, Secretary of the Treasury.
Secretary Donna Shalala, Secretary of Health and Human Services.
Governor James Hunt, Governor of North Carolina.
Valora Washington, Program Director, W.K. Kellogg Foundation.
Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

Part I: WHY IS CHILD CARE IMPORTANT?

The ***FIRST LADY*** introduces the first part of the panel: **We are first going to hear from three experts on why child care matters. First, Ellen Galinsky will address why child care is important to our young children and what good care looks like. Second, we will hear from Michelle Seligson, about the importance of after-school opportunities to our nation's youth. And lastly, we will hear from Secretary Rubin about the significance of child care to our economy.**

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

Lead in question for the ***FIRST LADY***: **Ellen Galinsky is going to start off by addressing why child care is important for young children and tell us a little bit about recent research in neuroscience and child development.**

Suggested follow-up for the *PRESIDENT*: **There are some who suggest that parents are the only good caregivers for children and, therefore, child care is harmful to children's development. Would you please address that?**

Suggested follow-up for the *FIRST LADY*: **Please speak more about how we can all do a better job of empowering parents to make choices about working and child care that are best for their families. In particular, what are your views about how we can support parents who want to stay home?**

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.

Lead-in for the *PRESIDENT*: **Let's turn now to Michelle Seligson to tell us about the importance of programs for school-age children for their development, school-readiness, and safety.**

Suggested follow-question for the *FIRST LADY:* **I know there is quite a debate over where before and after school programs should be located -- in schools, in community centers, or in church basements -- and how they should be funded. Can you speak to that?**

Suggested follow-up for the *PRESIDENT:* **Can you speak more about the components of a good after-school program. Are after school programs are only valuable if they're academically oriented?**

Secretary Robert Rubin, Secretary of the Treasury.

Lead-in for the *FIRST LADY:* **I'm now going to ask Secretary Rubin to address the significance of child care to our nation's economy.**

Suggested follow-up for the *FIRST LADY*: **Looked at from a broad economic perspective, how does the issue of child care affect our ability to bring all Americans into the economic mainstream?**

Suggested follow-up for the *FIRST LADY*: **Experts say that the child care market is fundamentally flawed. The cost of child care far outweighs the ability of most parents to pay for it. Can you speak to the limitations of the marketplace to solve this dilemma?**

Part II: HOW ARE WE DOING IN MEETING THE CHALLENGE:

The *FIRST LADY* will introduce the next section: **We are now going to turn to four experts who will address how we are doing in meeting the challenge of assuring that working families have access to safe, affordable child care. Secretary Shalala will provide an overview of child care across the nation. Governor Hunt will address the issue from a state perspective. Valora Washington will tell us what communities are doing. Patty Siegel will provide insights into child care on the front lines.**

The panelists are:

Secretary Donna Shalala, Secretary of Health and Human Services.
Governor James Hunt, Governor of North Carolina.
Valora Washington, Program Director, W.K. Kellogg Foundation.
Patty Siegel, Executive Director, California Child Care Resource and Referral Network.

Secretary Donna Shalala, Secretary of Health and Human Services.

Lead-in for the *FIRST LADY:* **Secretary Shalala, please begin by giving us an assessment and overview of how we're doing as a nation.**

Suggested follow-up for the *FIRST LADY:* **How has Head Start been effective in meeting child care needs, and what can we learn from the Head Start experience?**

Governor James Hunt, Governor of North Carolina.

Lead-in for the *PRESIDENT:* **We'll now hear from Governor Hunt, who has done so much in his state of North Carolina. Governor Hunt?**

Suggested follow-up for the *PRESIDENT:* **Governor Hunt, if we target efforts to improve quality, do we risk pricing care out of the reach of working families? Have you faced this problem in North Carolina?**

Suggested follow-up for the *FIRST LADY:* **By law, states must set aside a portion of their federal child care dollars for efforts to improve quality. The President fought hard for this provision in the Personal Responsibility and Work Opportunity Act. Should the Federal government do more to encourage states to make needed health and safety improvements?**

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

Lead-in for the *FIRST LADY:* **Now let's hear from Valora Washington about how communities are doing in addressing child care needs.**

Suggested follow-up for the *FIRST LADY:* **How can we begin to engage those in communities who don't think this issue affects them?**

Suggested follow-up for the *PRESIDENT:* **You've talked a lot about the importance of community investment in child care. Would you also speak about the cost to communities of making that investment?**

Patty Siegel, Executive Director, Child Care Resource and Referral Network.

Lead-in for the *PRESIDENT*: **Patty Siegel will now discuss what is arguably the most important perspective -- parents.**

Suggested follow-up for the *FIRST LADY*: **You were involved in creating TrustLine -- a system in California for checking the backgrounds of child care providers. Can you talk about TrustLine and, more generally, about background checks and registries?**

Suggested follow-up for the *PRESIDENT*: **In this country we talk a lot about family values, but we need ask ourselves whether we are giving parents the tools they need to make the choices that are best for them and their families. What can we do to help parents who want to stay at home?**

The *PRESIDENT* makes closing remarks.

The *FIRST LADY* makes closing remarks, and invites guests to lunch in the State Dining Room.

Suggested close for the *FIRST LADY*: **I'm so pleased that several members of the President's Cabinet -- Secretary Glickman, Secretary Herman, Secretary Shalala, and Secretary Rubin -- will now host working sessions at three Federal agencies.**

The White House Conference on Child Care
Panel Two

LEARNING FROM WHAT WORKS

Participants

The First Lady

The Vice President

Secretary of Education Richard Riley

Major General John G. Meyer

Ms. Jane Maroney

Dr. Susan Aronson

Bishop Joseph M. Sullivan

Mr. John J. Sweeney

Ms. Beatriz Otero

Mr. Doug Price

The White House Conference on Child Care
Panel Two

Suggested Script

AFTERNOON SESSION

The *FIRST LADY* welcomes and introduces the seven panelists:

Major General John G. Meyer, Chief of Public Affairs, United States Army.
Ms. Jane Maroney, State Legislator, State of Delaware.
Dr. Susan Aronson, Member, National Board, American Academy of Pediatrics.
Bishop Joseph M. Sullivan, Vicar of Human Services, Diocese of Brooklyn, NY.
John J. Sweeney, President, AFL-CIO
Ms. Beatriz Otero, Executive Director, Calvary Bilingual Multicultural Learning Center.
Mr. Doug Price, President FirstBank of Colorado, and Chair, Colorado Business Commission.

The *FIRST LADY* introduces the *VICE PRESIDENT.*

The *VICE PRESIDENT* makes remarks and introduces **Secretary Richard Riley.**

Secretary Richard Riley makes opening presentation.

PANEL DISCUSSION: Learning From What Works.

The *FIRST LADY* introduces the panel discussion: **The purpose of this discussion is to learn from successful models. Gathered with us here are representatives of many sectors of society to address what roles they can and do play in addressing and meeting child care needs.**

General Meyer, Chief of Public Affairs United States Army.

Lead-in for the *FIRST LADY*: **We'll begin by hearing from Major General Meyer. I am particularly happy to have him with us today, to discuss the strength of the military's child care programs, because I was privileged to visit Quantico Marine Base recently. Major General Meyer, please tell us about how the military has succeeded in making its child care programs so strong.**

Suggested follow-up for the *FIRST LADY:* **In April, at the White Conference on Early Childhood Development, the President held up the military as an exemplary model of child care delivery. There, the President asked the Department of Defense to share its expertise. Can you tell us what you've done to carry out that request?**

Suggested follow-up for the *VICE PRESIDENT:* **Major General, as you know, some argue that the military is not a useful model because of the unique characteristics of the military and because of the amount the government spends on it. What are your thoughts on this?**

Jane Maroney, State Legislator, Delaware.

Lead-in for the *VICE PRESIDENT*: **We'll now turn to Jane Maroney for another perspective of the role of states in improving child care.**

Suggested follow-up for the *FIRST LADY*: **What do you think our next steps should be as a nation; more specifically, how do you think the Federal government should work with and assist the states?**

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

Lead-in for the *VICE PRESIDENT*: **Dr. Susan Aronson is with us to address the role health professionals can play in improving the quality of child care, with special attention to health and safety.**

Suggested follow-up for the *VICE PRESIDENT*: **How can the health community help to address the needs of children in child care with chronic illnesses like asthma or with disabilities?**

Suggested follow-up for the *FIRST LADY*: **National health and safety standards have been very controversial. Can you address both the benefits and the disadvantages of national standards on health and safety? I'd also like to ask Jane Maroney to address this issue.**

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

Lead-in for the *FIRST LADY*: **Bishop Sullivan is with us to discuss the role of the faith community in addressing child care and supporting families.**

Suggested follow-up for the *VICE PRESIDENT*: **Religious institutions have long contributed to meeting child care needs. In your view, how can we build on these efforts and engage religious leaders to use their moral authority in communities to make further progress?**

Suggested follow-up for the *FIRST LADY*: **Based on your experiences working in New York, what are the particular challenges of working in the inner city?**

John J. Sweeney, President, AFL-CIO.

Lead-in for the *VICE PRESIDENT*: **We will now hear from John Sweeney who will discuss the role of the labor community in meeting the child care needs of working families.**

Suggested follow-up for the *FIRST LADY*: **You've mentioned that the best arrangements are those in which business and labor work in partnership. Can you give an example of where that has worked?**

Suggested follow-up for the *VICE PRESIDENT*: **As we've learned, the key to quality child care is the caregiver. Tell us about the child care workforce and what we can do to support and retain workers.**

Beatriz Otero, Executive Director, Calvary Bilingual Multicultural Learning Center.

Lead-in for the *FIRST LADY*: **Beatriz Otero is with us to talk about the role and responsibility of child care providers -- both in the workplace and the community. Beatriz?**

Suggested follow-up for the *VICE PRESIDENT*: **Tell us about a typical day at your center.**

Suggested follow-up for the *FIRST LADY:* **What are your thoughts on how we can continue to support the many providers you represent? What should our next steps be?**

Doug Price President, FirstBank of Colorado, and Chair, Colorado Business Commission.

Lead-in for the *VICE PRESIDENT:* **I am pleased to turn to Doug Price who has participated in one of the family conferences that Tipper and I host. He's with us today to discuss the role of business leaders in meeting child care needs. Doug, please tell us how you've become involved and what you and Governor Romer are doing in Colorado.**

Suggested follow-up for the *FIRST LADY*: **How can we enlist more business leaders to address the child care needs of their workers and of the communities in which they have a presence?**

Suggested follow-up for the ***VICE PRESIDENT*: How can we address the barriers that small businesses face in addressing child care issues?**

The ***VICE PRESIDENT*** makes closing remarks.

The ***FIRST LADY*** makes closing remarks and invites guests to South Lawn Reception.

SOUTH LAWN RECEPTION

The FIRST LADY welcomes and makes brief remarks, reporting on working sessions of Cabinet members from the different agencies, and introduces Members of Congress.

Members of Congress make remarks.

The First Lady makes closing remarks.

Remarks

Fact Sheets

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).

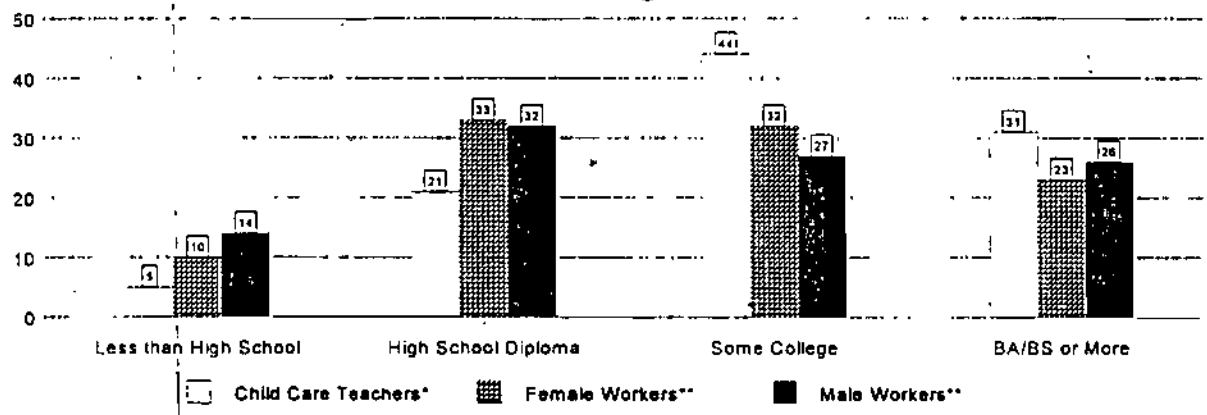
● Only 18 percent of child care centers offer fully paid health coverage to teaching staff.

● 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.

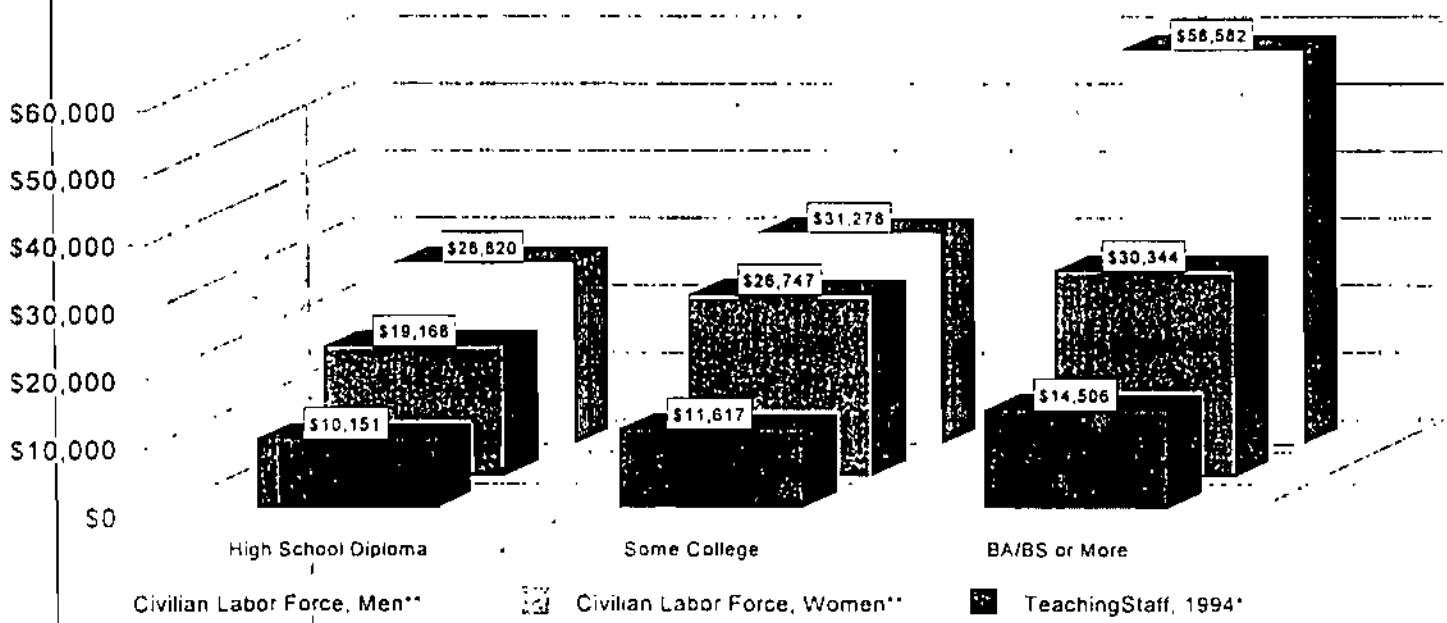
● Family child care providers who care for and educate young children in their homes also have very low earnings. Providers earn $9,528 annually after expenses (data from *The Economics of Family Child Care Study*, a forthcoming publication from Wheelock College, earnings in 1996 dollars). Unregulated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

This fact sheet is primarily excerpted from materials developed by the National Center for the Early Childhood Work Force (NCECW), (phone: 202-737-7700; E-mail: ncecw@ncecw.org).

Child Care for Young Children: Demographics

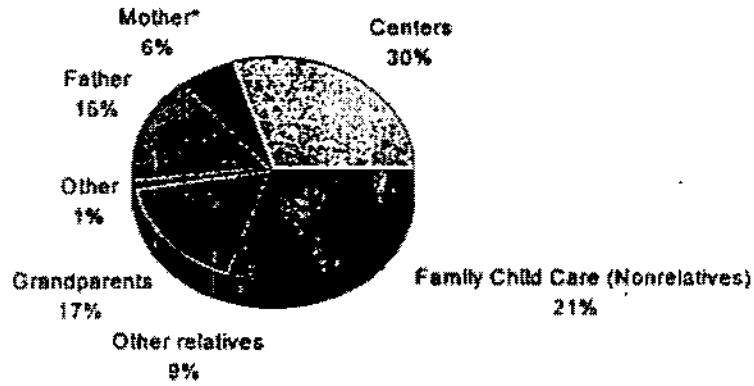
- According to the National Center for Education Statistics, in 1995 there were approximately 21 million infants, toddlers, and preschool children under the age of six in the U.S., more than 12.9 million of these children were in child care.[1]

- Forty-five percent of children under age one were in child care on a regular basis.[1]

- 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.**

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

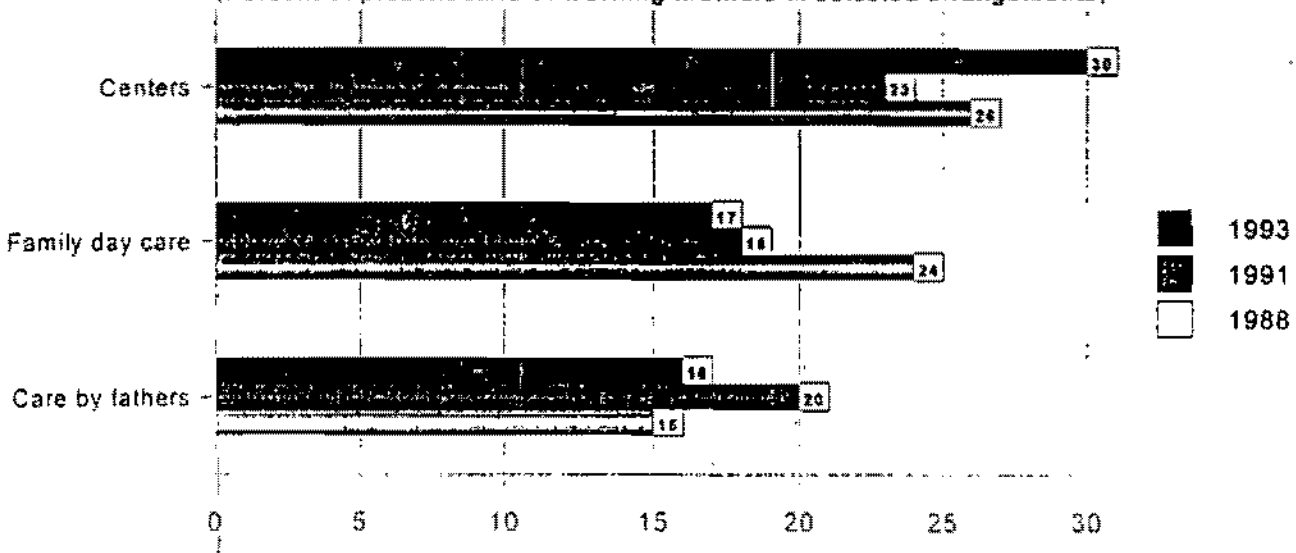
(Percent of preschoolers of working mothers in selected arrangements)



* 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 [1] 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.

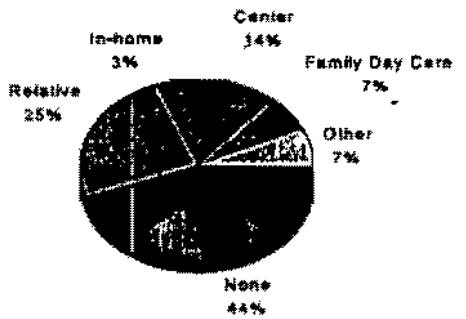
● In 1993-94, according to the National Center for Education Statistics, there were 18,111 before- or after-school programs in public schools—70% of public schools did not offer extended learning programs.

● 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.

Use of Supplemental Care,

Children 5 to 12 with Employed Mothers



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 o 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

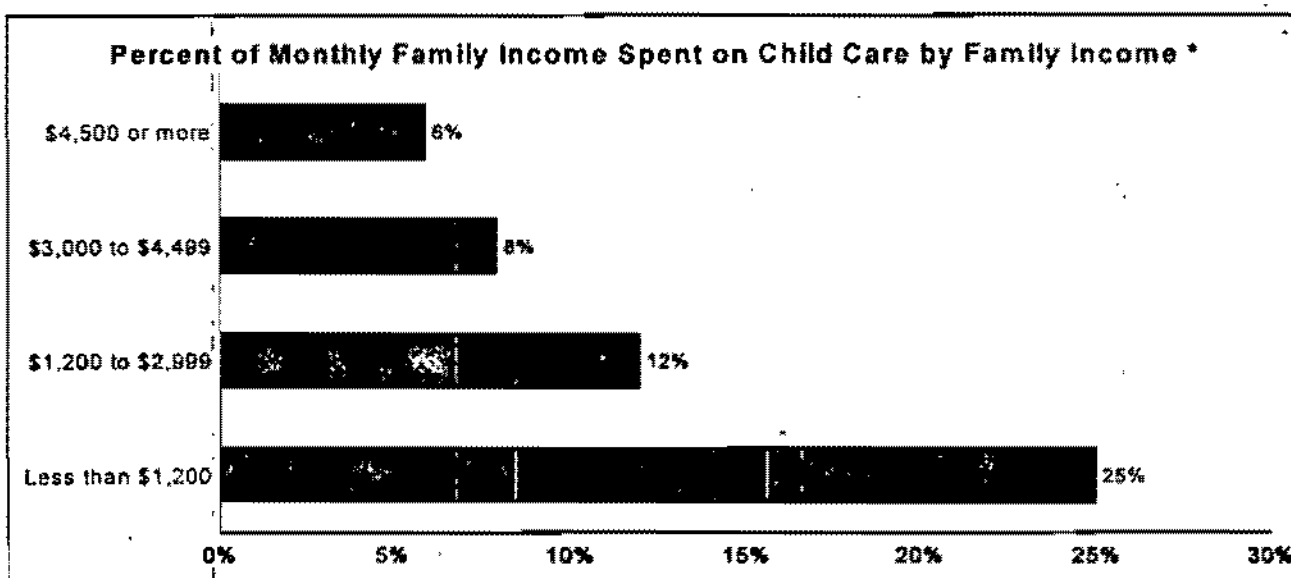
The most frequently mentioned barrier to participation is the parents' inability to pay the tuition and fees charged by programs. Other barriers include availability, quality of activities, inadequate facilities, transportation, high staff turnover, hours of the program and lack of resources.

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.

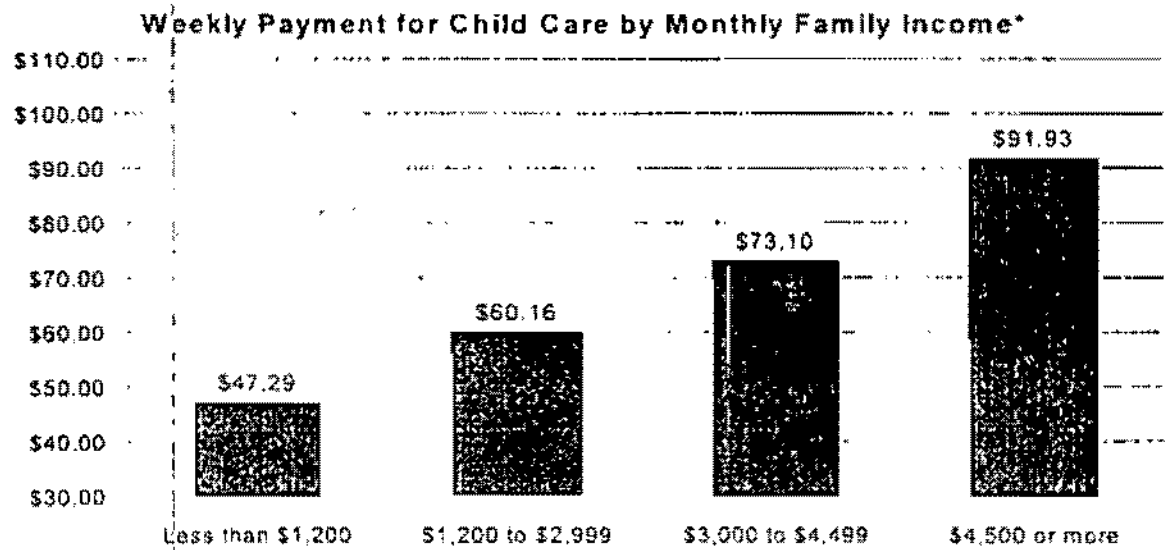
For information on what states and communities are doing to meet the need for school-age care, contact the National Institute on Out of School Time (formerly the School-Age Child Care Project), Center for Research on Women, Wellesley College at (617) 283-2547 or visit the World Wide Web site at: http://www.wellesley.edu/WCW/CRW/SAC/. 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.[1]
- 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 with a preschooler, 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



*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 [1] 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

Articles

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Who's Minding the Children?

Quality of Day Care Is Often a Casualty of the Booming Economy

By Barbara Vobejda
Washington Post Staff Writer
Wednesday, October 22, 1997; Page A01
The Washington Post

Two day-care centers in Columbus, Ohio, have closed recently because their operators couldn't find enough workers. In California, where the public schools are hiring teachers to reduce class sizes, day-care administrators say they are unable to find replacements for the staff they are losing to the schools. In Battle Creek, Mich., centers say they can't compete with factory jobs making cereal for Kellogg's, which pays two or three times child-care salaries.

This is what specialists in the field call the crisis of day care: hiring and retaining the kind of high-quality people it takes to provide good care. And with numerous national studies finding that most day care is of poor quality, child development experts warn that the emotional and intellectual development of a generation of children is being jeopardized.

Thursday, President Clinton and first lady Hillary Rodham Clinton will host a White House conference on child care, the single most visible effort yet to focus attention on the subject.

The conference agenda, acknowledging the problems of quality, availability and financing, is aimed at exploring solutions, primarily public-private sector partnerships to funnel new funds into the system. But even as advocates are encouraged by the high-profile platform, they are also skeptical that the federal government, states or the private sector are on the verge of making the kind of financial infusion it would take to turn around an industry whose basic economics work against quality.

The conference comes at a particularly challenging time, industry experts say, because the nation's healthy economy and low unemployment rate have made staffing shortages and high turnover in child care even worse.

The result, said Ed Hassenger, executive director of the Altrusa Day Nursery in Battle Creek, is an applicant pool with very poor qualifications, some who struggle to read and write.

"You have a population . . . unable to work with children," he said, and so centers work on their skills. "Then you start over again. So you have a vicious circle."

Even when workers were in greater supply, the industry had trouble paying the kind of premium wages it would require to keep highly trained staff.

Of the 3 million day-care workers in this country, half are likely to quit their jobs this year, according to Marcy Whitebook, co-director of the National Center for the Early Childhood Work Force and a leading expert on the industry's economics.

They will leave to earn more money as grocery store clerks or washing United Postal Service trucks or, if they have a college education, teaching in the public schools. It is no wonder, since a third are paid only the minimum wage.

Child-care providers say they would pay more if they could, but that would mean charging parents more, which is difficult because day care already accounts for a huge portion of family expenses.

"There simply isn't enough purchasing power in the hands of parents to insure children get good quality care," said Gail Richardson, who heads the Child Care Action Campaign, a national advocacy group.

But fixing the problem is difficult, because when it comes to day care, the standard rules of the marketplace don't apply.

First, said Suzanne Helburn, a University of Colorado economist who has studied child-care quality, "there's not enough money in the system."

Helburn and others said child care should be viewed not as a typical market, but like public education or health care, where the cost of providing the service far outweighs the capacity of consumers to pay. Yet unlike child care, public schools and health care are heavily subsidized or underwritten entirely by government or employers.

The subsidy to child care is much more limited, with 70 percent of the total price tag paid from the pockets of parents. On average, families with preschool-age children pay $74 a week for child care, making it the third largest expense, after housing and food, for many working parents.

While it strains a family budget, that $3,700 a year provides less than half what experts estimate quality care

would cost -- as much as $8,500 per child per year.

At the Shirlington Children's Center, an Arlington day-care center, director Anna Wodzynska is familiar with the problem. Two years ago, four of her seven workers left, and within a short time, all of the replacements quit.

"If you can keep a teacher for a year, that's great," she said.

But if she wanted to raise salaries from the $8 she now pays teachers to the $12 she thinks would lower turnover, it would increase the price of care from $130 a week to $200. But she said that is impossible. "Here, in Shirlington, no one could afford that."

Even the cost of day care is more than many parents can afford, especially low-income, single mothers.

Carrie Trombetta, a 20-year-old mother with two young children, earns $5.15 working at Barnhill's Country Buffet in Pensacola, Fla. She gets up each morning and starts calling around to friends and family, asking who might care for her boys while she goes to work.

"I look all day for a babysitter until I go to work," she said. "I offer to pay them in food stamps because I can't afford to give them money."

When she applied for a government child-care subsidy, she was told there were 600 people on the waiting list in front of her.

Over the past decade, the federal government has increased what it spends to help low-income parents pay for child care from $500 million to nearly $3 billion. But only one in 10 children who are eligible for those funds is receiving them, leaving many states with thousands of families on their waiting lists.

Experts point to numerous studies underscoring their arguments that financing affects quality: A 1995 study by researchers at four universities rated just one in seven day-care centers as good quality and linked the problem to wages, training and experience.

A year earlier, the Families and Work Institute, a New York-based research organization, found comparably poor levels of quality in home day care, when children are taken to another person's home rather than a center.

And in April, a similar White House conference focused on brain development from birth to age 3, emphasizing that in order to learn and develop properly, young children need consistent and positive relationships with adults.

Gloria Hicks, who runs the Teddy Bear Day Care in Fairfax, has seen firsthand the importance of that consistency.

"It's very hard for the younger ones, the infants and toddlers, to warm up to strangers," she said. "They're more fussy, crying" when new teachers take over. Hicks said she steps in and helps the children. Still, she said, "They have to develop a bond with a person, then all of a sudden, they have to develop a bond with a new person."

Even as advocates call for public and private investments to subsidize the system, they caution that simply adding dollars is not the answer.

Whitebook, the work force expert, argued that, even with the increased federal investment in recent years, little has been done to improve day-care wages or reduce turnover.

"The challenge is not just more money, but more money with an eye toward improving the care."

Indeed, even in the segment of the child-care system where there is plenty of money -- high-income parents willing to pay hundreds of dollars weekly -- there are still problems.

"The more affluent families are not very good consumers," said Helburn. "They don't understand what good quality is."

In part, parents lack the expertise to be good consumers but they also lack the emotional distance it sometimes takes to make a rational choice.

"Parents, when they're looking for child care, find it a very painful process," said Ellen Galinsky, co-president of the Work and Families Institute. The process of choosing day care, she said, "symbolizes separation. They don't look with dispassion" as they do in many other instances of comparison shopping.

DAY CARE IN AMERICA

Experts argue that the quality of child care is harmed by high turnover among providers. One in two workers is expected to quit this year, in part because wages are limited by how much parents can afford to pay.

Care providers for preschoolers with employed mothers, 1993

Child-care centers: 30%

Relatives: 25

Parents: 22

Home day care: 17

Nannies: 5

Other: 1

Budget for a typical child-care center, per child per month

COSTS

Labor: $285

Other: $44

Rent: $55

Food: $19

REVENUE

Parent fees: $302

Other: $55

Public fees: $63

The poorest Americans spend the greatest share of their income on child care.

Annual Weekly Share of income

income expense

Under $14,400 $47.29 25%

$14,400-35,999 $60.16 12%

$36,000-53,999 $73.10 8%

$54,000 and over $91.93 6%

Children under 6 who have both parents or only parent in work force: 12 million

Licensed child-care centers: 93,221

Average salary for providers in child-care centers: $6.89 an hour

Amount U.S. employers lose due to child-care-related absences: $3 billion

Percentage of employees eligible for employer-assisted child-care benefits: 4 percent

SOURCES: Packard Foundation, Child Care Action Campaign

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U.S. News

The Clintons' day-care model: the Pentagon

The military way emphasizes standards and, not surprisingly, more spending

BY BRUCE B. AUSTER

Five years ago, after receiving an anonymous tip, Linda Smith and her team of Pentagon specialists sped south to Quantico, Va., to inspect, unannounced, the Marine Corps's child-care center there. The facility, a wooden World War II-era structure that housed 85 kids under age 5, was so dilapidated that Smith's heel broke through the floor. One day later, she had shut it down.

Quantico's center has long since reopened in a new facility, with strict health and safety standards, and mandatory training and better wages for its staff. Many other military day-care centers were also bad a few years ago and are good today--a pattern that will lead first lady Hillary Rodham Clinton to praise the military model at this week's White House conference on child care. But while the military--which provides care for more than 200,000 children--provides many lessons for improving day care in the civilian sector, some can be copied only at great expense.

The armed services were stung by a General Accounting Office report in 1982 that concluded that many military facilities--including centers run in condemned buildings and one set up in a former stable--were "neither safe nor suitable places" for children. The military responded by demanding high standards of all its 800 centers and 9,800 in-home care providers. In theory, troops, who transfer to new posts every two or three years, should now find quality care wherever they are based. In contrast, child-care programs in the civilian world vary in quality from the very good to the very bad.

Facing turnover rates of 300 percent, the military placed an unusual emphasis on training and retaining its caregivers. Although entry-level pay for military day-care jobs isn't much better than the $7 an hour most civilian providers earn, it can rise to $9 an hour for teachers who get additional training. By contrast, in the civilian sector 32 states don't even require training. At Fort Meade in Maryland, turnover among the child-care center staff is less than 20 percent, compared with 36 percent in the civilian sector nationally. The center received a coveted national accreditation.

Surprise inspections. In the military, home-based caregivers, who serve one third of military kids, receive the same training as those at the large centers and are subject to the same health and safety standards. In the civilian sector, as many as 1.1 million at-home providers are unlicensed. Sheila Gregg, who has been caring for kids for 10 years in her Fort Meade duplex, gets four surprise inspections a year, in addition to monthly visits from an outreach worker. Although the standards mirror those in the civilian world, they are rigorously enforced.

But these improvements do not come cheap. The Pentagon spends $273 million a year on child care; combined with parents' investment, it costs about $6,800 a year for each child-care slot. That's well above the $3,700 national average for day care and roughly comparable to the $6,300 to $8,500 average for high-quality care. Even that investment fails to provide for 130,000 military children, whose parents must make other arrangements. And while the White House will showcase model child-care programs this week, it will not propose adding much to the $3 billion the federal government now spends, mostly targeted to low-income families. Business and civic leaders, who are already spending tens of millions of dollars on child care, will be called on to do more. But even the Pentagon, with its deep pockets, invested in child care only reluctantly, reasoning that its soldiers and sailors would fight better if they knew their kids were well cared for. "It was difficult for [the Pentagon] to fund child care," says Carolyn Becraft, the official responsible for day care. "But it's a readiness issue for us. It's a business decision." Part of the Clintons' goal is to persuade companies, parents, and communities that significant financial investments are in their interests, too.

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USA TODAY Washington

10/22/97- Updated 01:11 AM ET

Clintons to tackle child-care issues

WASHINGTON - As if on cue to illustrate the problem Hillary Rodham Clinton was describing, secretary and single mom Paula Broglio stood up and presented herself to the first lady as a living example of a working woman who can't make it on her own.

On a $25,000 salary and with no child support from her ex-husband, Broglio lives with her 4-year-old son in the guest bedroom of her parents' house so she can afford $200-a-month subsidized child care at a Catholic school while she's at work.

"If I did not have that, and I didn't have my parents, I would probably have to quit my job and go on welfare, because who would watch my child during the day and how could I afford to live in an apartment?" Broglio asked earlier this month at the University of Maryland, where the first lady was speaking about her latest effort to influence public policy.

"That is the problem," Clinton answered. "I could not more vividly describe it."

But Clinton couldn't say how the White House Conference on Child Care, which she and President Clinton will host Thursday, might help the 38-year-old Adelphi, Md., secretary and her little boy, Vincent.

"Your child will be in school before we probably get much of the changes that I would like to see happen," she said.

White House aides are being deliberately vague about what the Clintons have in mind to address the problems of affordability, availability and safety in the nation's child-care industry.

During the 1993-94 health-care debates, they learned that large-scale proposals can bring protest from those who see big government taking over a responsibility that should be left to families and private businesses.

"If you're having a White House conference, I suspect you think there's a government solution," says Gary Bauer of the conservative Family Research Council.

In an interview with USA TODAY on Tuesday, Hillary Clinton wouldn't say what the administration will propose.

"What I'm interested in is putting the spotlight on this issue and using the White House to . . . ignite a national conversation," she said.

The goal, she said, is to "call national attention to an issue that political leaders and policymakers should focus on but which has often been ignored."

She wouldn't talk specifics, and her aides said she is not necessarily backing ideas she has mentioned recently: creating a national registry of child-care workers who have been convicted of crimes, for example, or offering protection for caretakers who fear being sued over minor accidents.

In her book *It Takes a Village*, Clinton said child care "is an issue that brings out all of our conflicted feelings about what parenthood should be and about who should care for children when parents are working or otherwise unable to."

Children's issues have been a passion for Clinton since the early 1970s, when she worked as a lawyer at the Children's Defense Fund, a liberal advocacy group. Now she is wading back in to help tackle what the president calls "the next great frontier" in his effort to help working families.

In a recent speech at a Newark church, he ticked off a list of large and small initiatives he already has promoted: a new TV rating system to alert parents about violent or sexual content, a tobacco settlement that aims to stop smoking among children, a $500-per-child tax credit for working families and a balanced federal budget that increases funding for health care for low-income children.

"But we still have to make sure that our parents have access to quality, affordable child care," he said. "That's the great, big hurdle left."

Richard Stolley, president of the Child Care Action Campaign, hopes Thursday's conference can help convince businesses that helping employees find child care helps productivity. "Business needs to be convinced there is a bottom-line benefit," he says.

But the nation's child-care system is in such bad shape, he says, that "we're deluding ourselves if we think this is going to make an enormous difference."

By Mimi Hall, USA TODAY

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