

**CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM**  
**Technical Assistance Workshop**  
**March 1999**

**Agenda**

8:30am – 9:15am

**Registration**

9:15am – 11:00am

**Welcome**

David A. Longanecker  
Assistant Secretary for Postsecondary Education

Claudio R. Prieto  
Deputy Assistant Secretary for  
Higher Education Programs

**Remarks from Congressional Sponsors**

Suzanne Day, Office of Senator Christopher Dodd (D-CT)

Tom Geier, Office of Senator Olympia Snowe (R-ME)

**Introduction of Staff**

**Purpose of the Pre-Application Workshop**

**Program Vision**

**Overview of General Information**

**Program Legislation**

11:00am – 11:15am

\*\*\*\*\*BREAK\*\*\*\*\*

11:15am – 1:00pm

**Selection Criteria**

**Reporting Requirements**

**Tips for Writing an Application**

**Questions and Answers**

1:00pm

**Adjourn**

# **FREQUENTLY ASKED QUESTIONS**

## **CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM**

## OFFICE OF HIGHER EDUCATION PROGRAMS

### FREQUENTLY ASKED QUESTIONS ABOUT THE CHILD CARE ACCESS MEANS PARENTS IN SCHOOL PROGRAM

CFDA No. 84.335

#### Overall Purpose

**1. *What is the purpose of the Child Care Access Means Parents in School (CAMPUS) program?***

The purpose of the CAMPUS program is to improve access for low-income parents to postsecondary institutions by providing quality campus-based child care. The goals are two fold: (1) to enable low-income parents to attend institution of higher education; and (2) to provide is quality care that prepares young children for pre-school and elementary school.

**2. *Why is the CAMPUS program needed?***

Higher education is crucial to meeting the needs of today's workplace. More than half of the jobs created between 1995 and 2000 will require education beyond high school. Currently, almost 40 percent of American jobs are in low skill occupations. By 2000, only 27 percent will fall into that category. Gaining the skills necessary to meet these market demands requires a higher level of education achievement.

However, for individuals with children, finding affordable quality child care can be a difficult barrier to attending college. The CAMPUS program offers an opportunity to oversee this barrier. Currently, there are approximately 2500 campus-based children's centers. But, they can not meet the need. Colleges and universities estimate that they serve only 10-25 percent of the students who need child care.

**3. *How will the CAMPUS grants work?***

Under the program, the Secretary of Education will make competitive grants to institutions of higher education. Institutions of higher education with a Pell Grant disbursement of at least \$350,000 for the previous fiscal year are eligible to apply for the grant. Institutions must explain how they would use this money to improve access for low-income parents through the provision of campus-based child care services.

## Eligibility

### **4. *What types of institutions are eligible for funding for the CAMPUS program?***

According to the Higher Education Act of 1965, as amended in 1998, eligible institutions include 2-year and 4-year, public and private institutions, proprietary institutions, and postsecondary vocational schools. However, an eligible institution must also have Pell grant disbursement equal to or exceeding \$350,000 for the previous fiscal year.

### **5. *What if an institution has several campus child care centers? Should each center apply individually or as one entity?***

Each institution should determine which process would be best to maximize the impact of the grant. *If the institution decides that the centers will file separate grant applications, the total requested by each child care center for one institution shall not exceed the 1% of the Pell Grant distribution for the previous fiscal year.* For example, if an institution has three child care center who apply for an application the total money that these three centers request may not exceed 1% of the institution's Pell Grant disbursement for the previous fiscal year.

### **6. *Could a consortium of institutions apply for a grant?***

Yes, as long as each institution separately meets the Pell grant eligibility requirement. Again, the consortium would be eligible for a total of 1% of the institutions' Pell Grant disbursement for the previous fiscal year.

### **7. *Are Tribal Colleges eligible for funding under this program?***

Yes, tribal colleges are eligible as long as they have a Pell Grant disbursement of at least \$350,000 for the previous fiscal year.

## Availability of Funds

### **8. *What is the total FY 1999 appropriation for this program?***

The Fiscal Year 1999 Omnibus Appropriations Act provides \$5,000,000 for this program.

### **9. *How will the funds be allocated?***

The funds will be allocated through a competitive grant process with a maximum grant award not to exceed 1% of an eligible institution's Pell Grant disbursement for the previous fiscal year. The minimum grant will be \$10,000.

### **10. *Is there a minimum or maximum grant award?***

Yes, institutions are eligible for a grant award of no more than 1 percent of the institutions Pell grant disbursement for the previous fiscal year. However, no institution will be awarded less

than \$10,000. This means that institutions with Pell grant disbursements between \$350,000 and \$1,000,000 will be eligible for \$10,000. The grant cycle is for four years.

**11. Is the award spread out over the four year period or is the award for each year of the grant?**

The award is for each year of the grant. For example, if an institution is awarded \$50,000, then it will receive \$50,000 for each year of the four year period.

**12. What is the expected range of grant awards?**

Funding range: \$ 50,000 - 200,000. Anticipated average award: \$125,000.

Note: Though some eligible institutions may fall outside of this range, they will not be excluded from consideration. However, it is unlikely that any institution will be award more than \$200,000 to ensure ample distribution of grant funds.

**13. How many awards do you expect to make?**

The Department estimates 40 grants will be awarded in FY 1999.

**14. How many applications do you expect to receive?**

Since this is a new program, we do not know how many applications we will receive. However, we anticipate distributing over 1,000 applications.

**15. When will grant awards be made?**

The Department expects to award the grants in July 1999.

**16. Is there a priority for determining which institutions are awarded the grants?**

Yes, there is a competitive priority. Under Section 419N(d), there is a priority in awarding grants to institutions that submit applications describing programs that include the following:

- ◆ Leverage significant local or institutional resources, including in-kind contributions, to support the program activities; and
- ◆ Utilize a sliding fee scale for child care services provided by the program to support a high number of low-income parents pursuing postsecondary education.

**17. How will this priority work in the application process?**

This is a competitive priority. The Secretary will award 10 points to an application that meets this competitive priority. These points are in addition to any points the application earns under the selection criteria.

**18. *Is there a matching requirement?***

No. However, institutions must demonstrate how they will leverage funds from other sources, federal, state, local and in-kind contributions.

**Program Operations**

**19. *How may the funds be used?***

Under Section 419N of the Higher Education Act, as amended, grant funds shall be used by an institution of higher education to support or establish a campus-based child care program primarily serving the needs of low-income students enrolled at the institution. In addition, funds may be used to provide before and after school services to the extent necessary to enable low-income students to pursue postsecondary education.

**20. *What is the definition of child care program?***

Child care centers, family day care arrangements, and before and after school programs are included in the definition.

**21. *May the funds be used for vouchers to the parents to use at a local child care facility?***

There is no prohibition on the funds being used for vouchers. However, the Department would encourage the use of vouchers as an interim step to building a more formal campus-based child care program. The purpose of the grant is to support or establish a campus-based child care centers. In addition, there is a requirement for a plan for the center(s) to achieve accreditation in three years. If an institution were to provide vouchers, it would need to coordinate the accreditation effort with participating child care centers.

**22. *May an institution contract out for child care services?***

Yes. However, there is a requirement for a plan for the center(s) to achieve accreditation in three years. If an institution were to contract out services, it would need to coordinate the accreditation effort with participating child care centers.

**23. *May the grant be used at a center that serves not only students, but also faculty, staff, and the community?***

Yes. While the emphasis is providing support to low-income student parents, the law explicitly allows others to be served by the facility. However, the facility *must* serve low-income students.

**24. What is the definition of low-income student?**

Section 419N(b)(7) of the Higher Education Act, as amended, states that the definition of low-income student is a student who is eligible to receive a Federal Pell Grant for the fiscal year for which the grant is made.

**25. What about graduate students or other students who might be low-income but are not eligible for Pell grants? Can they be included in the definition of low-income student?**

No.

**26. What is the definition of a program serving primarily low-income students?**

Over 50 percent of the beneficiaries served by the activities funded under the grant must be low-income students. For the definition of low-income student, please see question #23.

**27. Does an institution awarded a grant have to apply annually for the funds?**

No, but the institution will have to make a report after 18 months regarding the progress of the grant to draw down year three and year four funds.

**28. May the funds be used for direct subsidies if a campus-based child care program already exists?**

No, the purpose of the program is to support the development or expansion of such a program and to leverage other available funding to institutionalize quality child care on campus.

**29. What reporting requirements are there?**

Section 419N(e) states that each institution receiving a grant will report to the Secretary of Education 18 months and 36 months after receiving the award. The Secretary will make the third year annual grant payment upon review of the 18 month report to determine that the institution is making a good faith effort to ensure that low-income students have access to affordable, quality child care services.

**30. What is the definition of campus-based child care?**

The Department's working definition is that campus based child care centers are those centers that are on or near a college campus, serving the needs of the students.

**31. May the funds be spent on construction?**

Section 419N(f) states that no funds may be used for construction, except for minor renovation or repair to meet applicable state or local health or safety requirements.

**32. *The application asks for a plan to have the child care program accredited in three years. Who does the accrediting?***

There are several organizations that are recognized as leaders in the field of child care accreditation:

- The National Academy of Early Childhood Programs is a professionally sponsored, national, voluntary accreditation system for early childhood centers, schools, and school-age child care programs.
- National Association for Family Child Care Accreditation offers professional recognition to family child care providers.
- National Early Childhood Program Accreditation is an independent, voluntary accreditation program that is designed specifically for early childhood care and education programs.

In addition, some states and localities may have high standards or a tier system of licensure. Institutions may consider this in developing their accreditation plan. In the plan, the institution should explain its decision for using a certain accreditation system.

**Review Process and Selection**

**33. *How will institutions be selected for funding?***

All applications will be screened to determine eligibility of the applicant. Applications submitted by ineligible applicants will not be reviewed or considered for funding. Applications that are complete will be subject to a competitive review against the specific Selection Criteria outlined in the grant application. The review will be conducted in Washington, DC by teams of experts knowledgeable in the areas of child care services and administration, early childhood education, zero to three child development, expanding educational opportunities for low-income families, and related areas. The results of the competitive review will be analyzed by Federal staff who will recommend applications for funding to the Secretary of Education.

The Secretary will make the final selection of the applicants to be funded. Priority for funding will be given to institutions that submit applications describing programs that: (1) leverage significant local or institutional resources, including in-kind contributions, to support the program activities; and (2) utilize a sliding fee scale for child care services provided by the program to support a high number of low-income parents pursuing postsecondary education.

**34. *What circumstance would cause an application not to be reviewed?***

There are two circumstances that would cause an application not to be reviewed or considered for funding:

1. If the application was not postmarked by May 6, 1999.
2. If the applicant is ineligible (see question #1).

**35. Will reviewer notes be available?**

Yes, the reviewer notes will be sent to all applicants after the awards have been announced.

**36. Will applications receive any feedback on their applications?**

Yes, the reviewer notes will be provided to unsuccessful applicants.

**37. Will I receive my score and ranking?**

No, the Department does not provide scores or rankings to the public.

**38. What is the Catalogue of Federal Domestic Assistance Number?**

This number is assigned to the grant and the CFDA number is 84.335.

**39. What is the closing date?**

The closing date is May 6, 1999. Applications will be considered as meeting the deadline if they are postmarked on or before May 6, 1999.

Late applications: Applications that do not meet the criteria stated above and are not received by the closing date are considered late applications. These applications will not be reviewed or considered for funding.

**40. How long with the proposal review process take?**

Successful grantees will be notified in July 1999; those not selected for grant award will be notified as soon as possible after awards are made.

**41. Where do I submit my proposal?**

Applications may be submitted to the following address:

By Mail:

U.S. Department of Education  
Application Control Center  
Attention: Child Care Access Means Parent in School Program  
CFDA No. 84.335  
400 Maryland Avenue, SW  
Washington, D.C. 20202-4725.

Hand Delivered:

U.S. Department of Education Application Control Center  
Child Care Access Means Parents in School Program  
CFDA No. 84.335  
Room 3633, Regional Office Building #3  
7<sup>th</sup> and D Streets SW  
Washington, D.C. 20202-4725

***42. Who do I contact for additional information?***

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# National Child Care Information Center

243 Church Street, NW 2nd Floor

Vienna, Virginia 22180

Phone: (800) 616-2242 Fax: (800) 716-2242 TTY: (800) 516-2242

World Wide Web: <http://nccic.org>

The National Child Care Information Center (NCCIC) has been established by the Child Care Bureau, Administration for Children and Families (ACF), DHHS to complement, enhance and promote child care linkages and to serve as a mechanism for supporting quality, comprehensive services for children and families.

## NCCIC activities include:

- ✓ **Dissemination of child care information** in response to requests from States, Territories and Tribes, other policy makers, child care organizations, providers, business communities, parents and the general public.
- ✓ **Outreach** to ACF child care grantees and the broader child care community via a toll-free 800 phone and fax, and through mail and electronic media to provide the following information and connections:
  - electronic networks and databases
  - clearinghouses and national organizations
  - sources of child care funding
  - current research
  - State, Territorial and Tribal program activities
  - promising practices
  - other child care resources
- ✓ **Publication of the *Child Care Bulletin***, published 6 times a year and distributed to Federal agencies, ACF child care grantees, national child care organizations and others interested in child care issues. The NCCIC also develops and disseminates publications on key child care issues.
- ✓ **Child care linkages.** The NCCIC convenes quarterly meetings of the National Child Care Organizations workgroup to collect information and resources on current activities.
- ✓ **State Technical Assistance.** Working closely with ACF Regional offices, the NCCIC provides technical assistance to states through a network of state technical assistance specialists.
- ✓ **National Leadership Forums** provide an opportunity for experts from across the country to participate in one-day conferences on critical issues affecting children and families.

**ADJUNCT ERIC CLEARINGHOUSE FOR CHILD CARE.** As part of the ERIC system, the NCCIC also makes information and resources available on-line through the Internet. The address of the World Wide Web site is: <http://nccic.org>

**Información en Español se encuentra al dorso de esta hoja**



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El Centro Nacional de Información para el Cuidado del Niño (NCCIC) ha sido establecido por la Oficina de Cuidado del Niño, Administración para Niños y Familias (ACF) del Departamento de Salud y Servicios Humanos para complementar, mejorar y promover los vínculos de cuidado del niño y para actuar como un mecanismo para apoyar servicios completos y de buena calidad para los niños y las familias.

## Las actividades del NCCIC incluyen:

- ✓ **Diseminación de información sobre el cuidado del niño** para responder a solicitudes de estados, territorios y tribus, otros formuladores de políticas, organizaciones del cuidado del niño, proveedores, comunidades de negocios, padres y el público en general.
- ✓ **Acercamiento** a beneficiarios de subvenciones para el cuidado del niño de ACF y a la comunidad de cuidado del niño más extensa por medio de un teléfono y fax sin cargo alguno para llamadas de larga distancia y a través de medios de correo y electrónicos para prestar la siguiente información y conexiones:
  - \* redes y bases de datos electrónicas
  - \* organizaciones de intercambio y diseminación de información y organizaciones nacionales
  - \* fuentes de financiamiento para el cuidado del niño
  - \* investigación actual
  - \* actividades de programas de estados, territorios y tribus
  - \* prácticas prometedoras
  - \* otros recursos para el cuidado del niño
- ✓ **Publicación del *Boletín para el Cuidado del Niño (Child Care Bulletin)***, publicado seis veces al año y distribuido a agencias federales, beneficiarios de subvenciones para el cuidado del niño de ACF, organizaciones nacionales del cuidado del niño y otros interesados en temas del cuidado del niño. El NCCIC también desarrolla y disemina publicaciones sobre temas clave del cuidado del niño.
- ✓ **Vínculos del cuidado del niño.** El NCCIC convoca reuniones trimestrales del grupo de trabajo de Organizaciones Nacionales del Cuidado del Niño para recopilar información y recursos sobre actividades actuales.
- ✓ **Asistencia Técnica para los Estados.** Trabajando de cerca con oficinas regionales de la AFC, el NCCIC presta asistencia técnica a los estados a través de una red de especialistas de asistencia técnica para los estados.
- ✓ **Foros de Liderazgo Nacional** brindan una oportunidad para que expertos de todo el país participen en conferencias de un día sobre temas críticos que afectan a los niños y las familias.

## **ORGANIZACIÓN PARA EL INTERCAMBIO Y LA DISEMINACIÓN DE INFORMACIÓN ERIC.**

Como parte del sistema ERIC, el NCCIC también brinda información y recursos en línea a través de la Internet. La dirección del sitio de la World Wide Web es: <http://nccic.org>

See reverse side for information in English

# 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 (Birth 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:

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<http://nccic.org>

The logo for the National Child Care Information Center (NCCIC) is displayed in a large, stylized, black font. The letters are bold and slightly irregular, giving it a hand-drawn or graphic feel.

# STATE CHILD CARE AND DEVELOPMENT FUND CONTACTS\*

Updated: March 8, 1999

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\* Complete State Child Care Profiles are available on the World Wide Web at <http://nccic.org/statepro.html>

# Accreditation Provides Benchmarks for Quality

*Child Care Bulletin* May/June 1995, Issue 3

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*The quality of an early childhood program can be determined by the degree to which it meets the standards of the profession. (The What, Why, and How of High-Quality Early Childhood Education). Accredited programs demonstrate a commitment to providing high quality care for children and service to their families.*

**The National Academy of Early Childhood Programs (The Academy)**, is a professionally sponsored, national, voluntary accreditation system for early childhood centers, schools, and school-age child care programs. The Academy is administered by the National Association for the Education of Young Children (NAEYC). Since 1985, the Academy has aimed to improve and recognize the quality of care and education provided for young children in early childhood programs. More than 3,800 programs in 50 states have achieved accreditation thus far.

The Academy's Criteria for High Quality Early Childhood Programs are the basis for the accreditation system. The Criteria address all components of a high quality early childhood program.

The accreditation process involves three steps:

1. The program personnel conduct an in-depth self-study to determine how well the program meets the Academy's Criteria, make any needed improvements, and then report compliance with the Criteria to the Academy on the Program Description forms. The self-study is a comprehensive and internal evaluation of all aspects of the early childhood program. The self-study consists of classroom observations, an administrator's report, along with staff and parent questionnaires. The Program Description is then sent to the Academy.
2. Qualified early childhood specialists make an on-site validation visit. The purpose of the validation visit is to verify that the Program Description provides an accurate overview of the program's daily operations.
3. A Commission convenes to consider the validated Program Description, and determine if the overall quality of the program merits accreditation.

Academy staff are available throughout the accreditation process for consultation.

*For more information, contact the National Academy of Early Childhood Programs at: (202) 328-2601, or write to: 1509 16th St., NW, Washington, DC 20036-1426, or call the National Association for the Education of Young Children (NAEYC) at 1-800- 424-2460.*

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**The National Association for Family Child Care (NAFCC) Accreditation** offers professional recognition to family child care providers who not only meet the child care standards by state licensing and registration agencies, but also have demonstrated a commitment to reach beyond the minimum requirements to achieve standards of excellence. NAFCC is a professional organization representing family and group home child care providers that recognizes and encourages high quality care for children in family child care settings. Since it began in 1981, NAFCC has accredited more than 1,400 family child care providers in 41 states and the District of Columbia.

Accreditation criteria focus on assessing seven dimensions of child care: safety, health, nutrition,

interacting, learning environment, as well as outdoor environment, and professional responsibility. NAFCC accreditation requirements are contained in the study guide, *Assessment Profile For Family Day Care*.

The accreditation process promotes higher quality care for children. Accredited family child care providers find this useful because:

- Providers gain new skills, regardless of their level of expertise.
- It provides a working definition of quality in family child care.
- It helps providers to inform parents of the importance of accreditation and promotes higher standards of quality care.

Eligibility requirements are: 1) the applicant must have been caring for children as a family child care provider for at least 18 months, and 2) the applicant must meet state regulatory requirements.

During the accreditation process, the provider goes through a self-assessment as well as validation by a parent and a NAFCC validator.

*To learn more, contact the National Association for Family Child Care (NAFCC) at: 1331-A Pennsylvania Avenue, NW, Suite 348, Washington, DC 20004, or call NAFCC at 1-800-359-3817.*

**The National Early Childhood Program Accreditation (NECPA)** is an independent, voluntary accreditation program that is designed specifically for early childhood care and education programs. The accreditation process is an opportunity for a program to conduct a thorough examination of every aspect of the program based on recognized quality standards. Since 1992, the NECPA program has awarded accreditation to 44 centers in 10 states. The NECPA process uses an Automated Accreditation Indicator System as an evaluation measure.

The components of NECPA include:

- Demographic information is provided that gives the necessary background on the program that is seeking accreditation;
- A comprehensive self-evaluative document is completed by the program's director or owner, which includes staff and parent surveys;
- An on-site visit is made to verify the quality indicators, followed by the production of the program's profile which is used as a blueprint to enhance quality;
- A complete package is presented to NECPA's National Accreditation Council for accreditation recommendations before being reviewed by the NECPA Commission.

*For additional information, contact: The National Early Childhood Program Accreditation (NECPA) Commission, Inc. at: 1029 Railroad Street, Conyers, GA 30207, or call: 1-800-543-7161.*

**The National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP)** is a national, non-profit organization that supports private-licensed, center-based, and ecumenical early childhood programs under the sponsorship of the Child Care Institute of America. Since NACECPPP began in 1992, it has accredited 80 programs in five states.

NACECPPP provides two interrelated services:

- Approved teacher training, and
- Professional Accreditation of Early Childhood Programs.

Becoming a NACECPPP Recognized Early Childhood Program of Excellence involves three phases:

1. Self-study phase: Program administrators, teachers, and parents are involved in reviewing all program aspects: the philosophy, goals, objectives, and curriculum. Programs complete a collegially-developed Self-Evaluation Report (SER), reflecting commonly accepted criteria and the program's own developmental philosophy.
2. Validation phase: Trained early childhood experts review the program on-site, in relation to the SER, to make an assessment, report, and recommendation.
3. Accreditation decision phase: The NACECPPP Board reviews the SER, accompanying documentation, report and recommendations of the Validators and makes the accreditation decision.

*To learn more, contact the National Accreditation Council for Early Childhood Professional Personnel and Programs (NACECPPP) at: Cleveland Park Station, P.O. Box 9518, Washington, DC 20016.*

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**A National System for Improvement and Accreditation of School- Age Care Programs** is being developed through the collaboration of the National School-Age Child Care Alliance (NSACCA) and the School-Age Child Care Project (SACCP) of the Center for Research on Women at Wellesley College.

The system will be piloted this fall in over 40 programs, including programs sponsored by Work/Family Directions and its clients, and participating programs in MOST (Making the Most of Out-of-School Time) implementation cities (see A National Accreditation System For School-Age Care and MOST Initiative, in the *Child Care Bulletin*, March/April 1995).

*To learn more about the National System for Improvement and Accreditation of School-Age Care Programs, contact SACCP at (617) 283-2547 or NSACCA at (202) 737-6722.*

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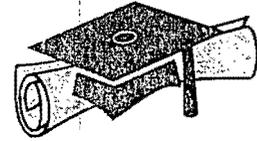
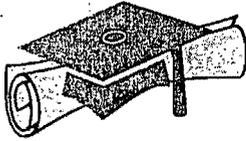
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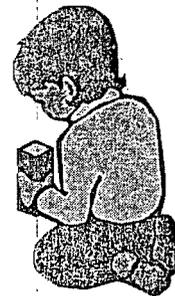
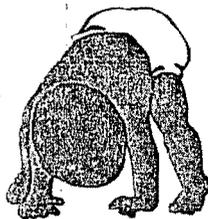
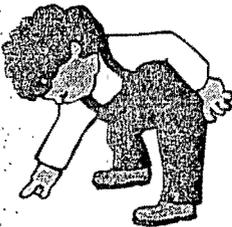


**U.S. Department of Education  
Office of Postsecondary Education  
Higher Education Programs**

**Child Care Access Means Parents in School  
Grants for Institutions of Higher Education  
(CFDA No. 84.335)**

*A Guide for the preparation of applications*

**Form Approved:  
OMB No. 1840-0737 Exp. Date: 03/31/2002**



**OPEN IMMEDIATELY---DATED MATERIAL  
Closing Date: May 6, 1999**

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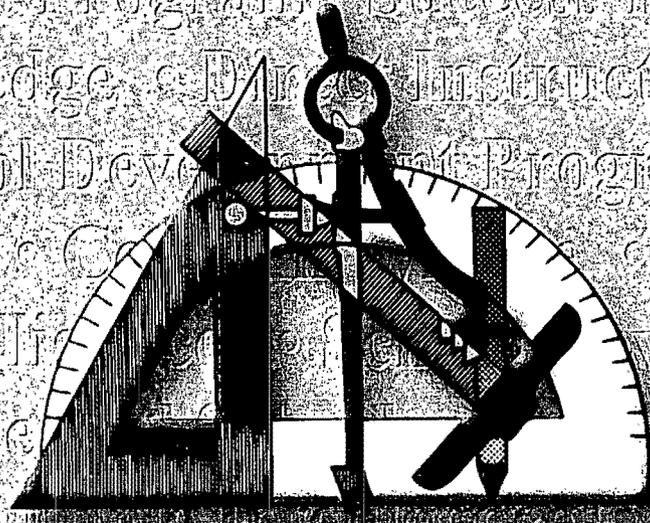
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# Better By Design?

## A Consumer's Guide to Schoolwide Reform

**James Traub**



THOMAS B  
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# **Report on State Implementation of the Gun-Free Schools Act**

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**School Year 1997-98**

**Final Report  
August 1999**

**Prepared under contract by:**

Westat  
Rockville, MD  
Contract No. EA94052001

