
Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Removing the Barriers: Unleashing Ohio's Learning Power



A Report to Governor George V. Voinovich by the Governor's Education
Management Council and the Ohio Department of Education



Ted Sanders
Superintendent of Public Instruction

VERMONT'S "SUCCESS BY SIX" INITIATIVE



**A Report Presented to the Vermont General Assembly
by the
Agency of Human Services and Department of Education**

February, 1995

TABLE OF CONTENTS

I.	A VISION FOR YOUNG CHILDREN AND THEIR FAMILIES	1
II.	FROM VISION TO ACTION: DEVELOPING A COMPREHENSIVE SYSTEM OF SERVICES FOR YOUNG CHILDREN AND THEIR FAMILIES	1
III.	FROM ACTION TO RESULTS: GOOD OUTCOMES AND CONTINUING CHALLENGES FOR YOUNG CHILDREN AND THEIR FAMILIES	2
IV.	REALIZING THE VISION FOR ALL YOUNG CHILDREN AND FAMILIES: A TWO-PART STRATEGY	3
	(A) Core Child Development and Family Support Services	3
	(B) The "Success by Six" Initiative: Promoting Quality, Effective Coordination, and Access	6
	(C) Exploring the Range of Vermont's "Success by Six" Initiative	7
V.	PUTTING A HUMAN FACE ON "SUCCESS BY SIX" IN TWO COMMUNITIES	11
VI.	"SUCCESS BY SIX": AN INVESTMENT IN VERMONT'S CHILDREN	14
	(A) The "Success by Six" Investment	14
	(B) Benefits of "Success by Six"	15
VII.	EVALUATING VERMONT'S "SUCCESS BY SIX" INITIATIVE	18
	(A) System Performance	18
	(B) Impacts of the "Success by Six" Initiative on Children, Families, and the Early Childhood Service System	19

APPENDICES

Appendix A: "Success by Six" by Supervisory Union (map)

Appendix B: "Success by Six" Overview: FY 1993 -- FY 1996

I. A VISION FOR YOUNG CHILDREN AND THEIR FAMILIES

The health and well-being of Vermont's children and their families is a concern that we all share: as parents, family members, professionals, service providers, taxpayers, or people interested in their communities. Vermonters know that children are our nation's future. They are the key to our social and economic well-being. Vermonters also know that to thrive as individuals, as parents, workers, citizens, and community leaders, children need to grow up happy, healthy, and secure.

At any one time, nearly 50,000 children under the age of six are growing up in Vermont. The well-being of these children during pregnancy and from birth to age six profoundly influences their capacity to develop physically, mentally, emotionally, and socially, their ability to learn and succeed during their school years, and their ability to become caring and productive citizens.

Vermont is clearly recognized as one of the best places in the nation to be a child and to raise children. Partly, this is a gift of nature and demographics. However, much of it is the result of conscious effort invested over many years to develop a statewide system of child development and family support services. This effort is guided by a shared vision for children, their families, and communities.*

Every family in Vermont has the right to comprehensive, high quality child development services appropriate for their children. Every Vermont community shall nurture the healthy development of young children and strengthen families. To support communities, the State of Vermont will create a unified system of child development services which shares common standards for quality and respects the diversity and uniqueness of individuals and of programs.

II. FROM VISION TO ACTION: DEVELOPING A COMPREHENSIVE SYSTEM OF SERVICES FOR YOUNG CHILDREN AND THEIR FAMILIES

Vermont has come a long way in translating this vision into practice. Vermont has developed a comprehensive array of child development and family support services that emphasize primary prevention and early intervention and that are designed to **help children be better prepared to learn when they enter school.** This array of services includes:

-
- ✧ Early Childhood Workgroup, **Moving Toward a Unified System of Child Development and Family Support Services in Vermont**, Report from the Third Annual Work Session, October, 1994.

outcomes across the State. (See Chart 1, page 4 for several outcome indicators displayed by the 12 AHS Districts.)

- **Low Birthweight:** Although Vermont has one of the best rates nationwide of babies being born with full birth weights, 5.4% of all Vermont babies born between 1988 and 1992 were low birth-weight babies. AHS Districts ranged from 4.8% to 6.9% in their rate of low birth-weight babies.
- **Teen Births:** Between 1988 and 1992, an average of 6.1% of births to Vermonters were to single teens under age 20. AHS Districts ranged from 4.3% to 8.9% in the percentage of births to single teens.
- **New Families at Risk:** Between 1988 and 1992, an average of 34.9% of women giving birth for the first time had at least one of the three risk factors (i.e., under age 20, unmarried, and with less than 12 years of schooling). AHS Districts ranged from 27% to 49% in the percentage of women with risk factors at their first birth.
- **Child Poverty:** Based on a five year (1987-1991) average, the percentage of children living in poverty was 13.3%, compared to 19.7% for the nation. Vermont ranked ninth lowest among states. AHS Districts ranged from 8.4% to 16.1% in the percentage of children living in poverty.
- **Child Abuse/Neglect:** Vermont has a higher rate of sexual abuse and a lower rate of neglect than the rest of the nation. Sexual abuse declined in 1993, but has not returned to the lower rates of the early 1980's. Physical abuse and neglect have both declined gradually over the past five years.
- **Preparation for School:** In 1994, 134 kindergarten teachers reported that **80% of children entering kindergarten were ready to be active learners in school.** AHS Districts ranged from 74% to 88% in the percentage of children ready for school (according to their kindergarten teachers).

IV. REALIZING THE VISION FOR ALL YOUNG CHILDREN AND FAMILIES: A TWO-PART STRATEGY

To ensure good outcomes for all of Vermont's young children and their families requires: (1) **a comprehensive array of core child development and family support services** for all needing them; (2) **a unified system of early childhood services** that consistently promotes high quality service delivery, effective coordination and integration of services, and easy access to services for children and families.

(A) Core Child Development and Family Support Services

To continue to improve outcomes for young children and their families will require increasing financial support for those services that form the foundation of Vermont's early

CHART 1

"SUCCESS BY SIX" OUTCOME INDICATORS BY AHS DISTRICT OFFICE

AHS DISTRICT OFFICES	OUTCOME INDICATORS							
	LOW BIRTH WEIGHT BIRTHS (1988-1992) %	SINGLE TEEN BIRTHS (1988-1992) %	FIRST BIRTHS TO MOTHERS WITH RISK FACTOR(S) (1988-1992) %	CHILDREN IN SINGLE PARENT FAMILIES (1990) %	CHILDREN LIVING IN POVERTY (1989) %	CHILDREN UNDER 6: ABUSED/ NEGLECTED (FY 1994) (Rate/1,000)	DEATHS OF CHILDREN UNDER 14 (1990) (Rate/10,000)	CHILDREN READY FOR SCHOOL (1993) %
STATE AVER.	5.4	6.1	34.9	18.4	13.3	7.0	6.8	80
BARRE	5.8	5.9	35.9	18.6	10.1	6.9	7.7	84
BENNINGTON	5.0	8.8	41	20	16.1	5.4	6.5	88
BRATTLEBORO	5.6	6.1	37.6	20	12.1	8.1	1.4	82
BURLINGTON	5.5	5.2	27.4	17.9	8.4	5.1	7.5	85
MIDDLEBURY	5.2	4.3	27.1	15.6	11.4	2	9.5	75
MORRISVILLE	4.9	6.5	37.9	18.7	12.5	1.9	6.5	89
NEWPORT	6.9	8.9	49	18.4	19.1	8.3	10.7	81
RUTLAND	5.5	5.3	35	17.7	10.9	4.4	4.7	82
ST ALBANS	5.6	6.1	38	17.3	12.9	8.8	5.4	74
ST JOHNS.	4.9	8.0	41.9	18.6	15.3	6	10.4	79
SPRINGFIELD	5.6	8.0	44.8	20.9	13.7	5.5	7.2	81
WHITE RIVER	4.8	5.1	32.9	18.5	9.9	8.1	4	80

childhood service system -- child care, pre-school public education, health care, and other child development and family support services. Presently, there is the lack of sufficient capacity in several key early childhood support service areas.

- **Child Care Services:** Although Vermont's child care system is one of the best in the nation, it is still very fragile. Of the 2,038 regulated child care providers in the State, only 22 (1%) have obtained national accreditation. Family day care homes are not inspected prior to registration, due to staffing limitations in the Children's Day Care Licensing Unit. There is a 44% annual turnover rate for family day care home providers and creates considerable discontinuity of care for young children, thereby lowering the overall quality of that care. The average annual salary for certified teaching staff in child care centers is \$14,601 for year round work and includes no or minimal benefits. Business partnerships with center-based child care programs have declined in the past five years, leaving more centers vulnerable to closure due to financial constraints.
- **Parent Child Centers:** Vermont has an extensive network of 16 independent, non-profit parent child centers (PCC's) that provide a wide range of family centered prevention and early intervention services. These services include parent education courses, parent support groups, "drop-in" information and counseling services, home based education services, playgroups for parents and young children, and resource and referral services. However, because of limited financial resources, PCC's can serve only a small portion of families need and wanting services. Less than 20% of families with young children in Vermont participate in core PCC programs.
- **Public Preschool Programs:** There are over 2,000 three and four-year old children considered to be at-risk of school failure who are not receiving Early Education Initiative (EEI) services. EEI programs have extensive waiting lists and their availability in many parts of the State is limited or non-existent. Most EEI and Essential Early Education (EEE) programs offer services based on the public school calendar, and often, there are no substitute services available. This schedule does not meet the needs of the 66% of working women in Vermont whose youngest child is under six. Also, many children live in rural, isolated areas, which prevents them from participating in programs that may require transportation. The resulting social isolation and lack of previous peer group interaction is a contributing factor to not being ready for school.
- **Head Start Programs:** Head Start programs in Vermont are serving about 30% of eligible children (or 1,275 out of 4,250 children). Some Head Start programs in the State serve a smaller percentage of eligible children.

CHART 1

"SUCCESS BY SIX" OUTCOME INDICATORS BY AHS DISTRICT OFFICE

AHS DISTRICT OFFICES	OUTCOME INDICATORS							
	LOW BIRTH WEIGHT BIRTHS (1988-1992) %	SINGLE TEEN BIRTHS (1988-1992) %	FIRST BIRTHS TO MOTHERS WITH RISK FACTOR(S) (1988-1992) %	CHILDREN IN SINGLE PARENT FAMILIES (1990) %	CHILDREN LIVING IN POVERTY (1989) %	CHILDREN UNDER 6: ABUSED/ NEGLECTED (FY 1994) (Rate/1,000)	DEATHS OF CHILDREN UNDER 14 (1990) (Rate/ 10,000)	CHILDREN READY FOR SCHOOL (1993) %
STATE AVER.	5.4	6.1	34.9	18.4	13.3	7.0	6.8	80
BARRE	5.8	5.9	35.9	18.6	10.1	6.9	7.7	84
BENNINGTON	5.0	8.8	41	20	16.1	5.4	6.5	88
BRATTLEBORO	5.6	6.1	37.6	20	12.1	8.1	1.4	82
BURLINGTON	5.5	5.2	27.4	17.9	8.4	5.1	7.5	85
MIDDLEBURY	5.2	4.3	27.1	15.6	11.4	2	9.5	75
MORRISVILLE	4.9	6.5	37.9	18.7	12.5	1.9	6.5	89
NEWPORT	6.9	8.9	49	18.4	19.1	8.3	10.7	81
RUTLAND	5.5	5.3	35	17.7	10.9	4.4	4.7	82
ST ALBANS	5.6	6.1	38	17.3	12.9	8.8	5.4	74
ST JOHNS.	4.9	8.0	41.9	18.6	15.3	6	10.4	79
SPRINGFIELD	5.6	8.0	44.8	20.9	13.7	5.5	7.2	81
WHITE RIVER	4.8	5.1	32.9	18.5	9.9	8.1	4	80

Ensuring Access to a Comprehensive and Coordinated Support Services: The "Success by Six" initiative is also developing ways to reach out to families with young children to help them learn about available services in their community and to learn how to obtain them. Sometimes, a family needs someone they can count on to help them navigate their way through a complex system. Getting information early on means better access to services in a timely way, and often can mean less costly duplication and overlap in services provision. In addition to reaching out to families, community organizations and providers are working together to develop more effective coordination of their respective services for children and families.

(C) Exploring the Range of Vermont's "Success by Six" Initiative

The scope of the "Success by Six" initiative in Vermont can be illustrated concretely by looking at some of the major community and state projects encompassed by it. Two projects – the Family, Infant, and Toddler Project and the Healthy Babies program -- have a relatively narrow focus, concentrating on very young children who meet specific eligibility criteria.

Family, Infant, and Toddler Project: "Part H" of the federal Individuals with Disabilities Education Act (I.D.E.A.) created the structure for a statewide system of comprehensive early intervention services for infants and toddlers with developmental delays and their families. The Family, Infant, and Toddler Project began statewide implementation in October, 1993. The Department of Education and Agency of Human Services function as co-lead agencies for this project.

The goal of this Project is to enhance the collaboration and coordination that already exists in communities throughout Vermont. The Project is designed to support regionally-based teams and equal access to services regardless of where children and their families live in the State.

Healthy Babies Program: Vermont's Healthy Babies program, administered by the Department of Health, is a voluntary, comprehensive family-centered public health program designed to improve the health of pregnant women and infants who receive Medicaid. Service coordination, counseling and health education, risk reduction intervention, home based care, and other supportive services are bundled together in a Healthy Babies "package" that is tailored to meet the health needs of each pregnant woman or family with an infant. A community coalition of obstetrical and pediatric care providers, public health and visiting nurses, parent child centers, participating families, and other providers oversee the local implementation of the program.

Five districts (Middlebury, Morrisville, Burlington, Springfield, and Brattleboro) are actively working to enroll families and to provide the services identified by the family and team members. The program will become statewide after July, 1996.

Two other projects or sets of projects are much broader in scope – potentially reaching all families with young children.

Information Strategy Planning (ISP) Project/Info Vermont: The ISP project was designed to address some of the major barriers that families face when they try to obtain services -- multiple and redundant eligibility and needs assessment processes. The project is developing a common eligibility determination across state funded programs, developing a common process and format for doing needs assessments, and developing common evaluation across all state funded programs serving families.

"Info Vermont," a multi-media, computerized guide to education, health, and other human services, offers information menus on computer screens that include a wide array of types of services, from education, jobs and training, families and children, services for people with disabilities, health, crises/emergencies, etc. In the future, "Info Vermont" will be found in Agency of Human Services' district offices, community centers, libraries, and shopping malls. When fully developed, "Info Vermont" will be interactive, allowing people to enroll themselves into programs, determine eligibility for assistance, or schedule an interview.

"Success by Six" Community Projects: Vermont has supported communities for three years in developing comprehensive "Success by Six" projects that address the specific needs of the children and families in their particular communities. (See Appendix A for a visual display of the geographic areas being served through "Success by Six" projects.) **In FY 1995, 14 community projects received funding to work on activities that foster the health and well-being of pre-school children and assist parents in nurturing their child's development.**

Communities around the State have used their "Success by Six" funds in a variety of ways, depending on the needs of families in their individual communities. The following brief summaries will illustrate the range of ideas and initiatives undertaken.

- **Addison County "Success by Six"** efforts center on the "Family Focus" telephone line, a one-stop information and referral service for families and providers in the area. "Family Focus" also publishes a monthly calendar of events for families, children, and providers in the area and distributes materials to all newborns through Porter Hospital and area pediatricians. In addition, the coordinator of "Family Focus" coordinates meetings and activities of the local early childhood network and distributes other materials of interest to families of young children in Addison County.
- **Barton FOCUS ("For Our Children United We Stand")** offers opportunities for community parents and service providers to participate in activities designed to benefit the area's children and families. These activities have included on-going family reading and literacy based activities, organized parent education activities, after-school enrichment programs, summer recreation programs, and a community-wide health assessment. Barton FOCUS has begun collaborating with neighboring communities as well.

- **Bennington** provides homevisiting services to families and children. Home visits provide support, role modeling, child developmental and family screening, assessment and monitoring, information, referral to community resources and services. Bennington is also strengthening coordination between family supports, education, and human services.
- **Brandon** is helping families, community service providers, and schools to work together to support safe, healthy homes and schools for young children. A family room at the Neshobe School, which provides a meeting and learning center for families with young children, is used by many families. New babies celebration bags are being developed with home visit delivery to begin in March, 1995. Family literacy continues to take on a stronger focus.
- **Brattleboro** is developing a community childcare scholarship fund, a school-based program of after school activities, and a substance free New Year's Eve celebration entitled "Last Night." They are continuing to support "It Takes a Village to Raise a Child," which will become more organized, visible, and accessible throughout the school district during 1995.
- **Burlington Early Childhood Connection** has established and coordinated many parent education and support programs in the city. These include: a "Parent as Teacher" monthly home visiting model for 35 children, a welcome visit to all new babies born in the city, a preschool literacy program in each of the six elementary schools for children and their parents, parent education and parent discussion and support groups and three resource library sites. A bi-monthly newsletter is mailed to over 800 families.
- **Danville's Good Beginnings Project** aims to enhance the relationship of the educational and human services communities and move them toward preventive services in the four towns of Barnet, Danville, Peacham, and Walden. Good Beginnings is supporting Beginning in Barnet (BIB) and family services through the Caledonia Rural Early Education Program (CREEP). BIB offers playgroups, a lending library of parent educational materials, parent education workshops, a Drop In Center for parents. CREEP has expanded their preschool program for three to five year olds.
- **Franklin County "Success by Six"** is working to build community capacity in 15 towns to increase or improve services to young children. These services include prenatal and postnatal care, family-centered parent education and support, and developmentally appropriate full and half-day, school-based and centered-based child care. In each community, "Success by Six" liaisons are working diligently to develop a grass-roots effort where community people are involved in the planning and implementation of their individual projects.

- **Grand Isle** is enhancing the collaborative network of family services by offering a Welcome Visit to every family with a newborn and giving them a gift bag filled with information on parenting and child development, lists of community resources for families with young children, and at least one children's book. Grand Isle "Success by Six" is also conducting a Saturday morning playgroup for working parents and their children that will foster healthy parent-child interactions, provide children with age appropriate activities, and increase parents' understanding of child development and their competence and confidence in their role as parents.
- **Morrisville** is supporting a homevisitor and a home/school coordinator to provide voluntary homevisits/personal contacts on a regular basis to parents with children birth to school age. The Lamoille Family Center, Essential Early Education (EEE), Head Start, and the Department of Health are all collaborating in a unified screening of children age three to five years. They are utilizing the "Connections" program provided through the Vermont Center for the Book to get quality books for young children and teach parents the skills necessary to read to their young children. Morrisville is also working with the VT Council on the Humanities and Adult Basic Education, using children's literature to create study groups where parents and teachers are peer learners.
- **Springfield** has created a six stage system that addresses the needs of children and their families from the pre-natal period through grade 5. The first two stages focus on access to pre-natal and infant health screenings, education, and support through home visiting. In the third stage (age 1-3 years), families/children in need continue to receive support and services; parent education, support groups, and quality daycare are available and accessible. In the fourth stage (age 3-5 years), all three year olds are screened collaboratively by Essential Early Education (EEE), the Department of Health, Head Start, the parent child center, and the school. Individualized plans to address needs prior to school entry are developed. In the fifth and sixth stages (Kindergarten to Grade 5), assistance from school social workers, including homevisiting and parent support, are available to children and their families as needed.
- **Washington Area "Success by Six"** is facilitating a region-wide community planning process and is enhancing prevention, intervention, and treatment services for young children and their families.

The community planning process has brought together parents, direct service providers, and administrative staff from schools, state agencies, and community agencies to conduct needs assessments, identify service gaps, and develop plans to fill those gaps with services desired by families. Eight supervisory union areas will receive seed money to support community planning.

A variety of prevention and early intervention services, as well as treatment services, will be enhanced. These include home visits on a voluntary basis to all newborns and their families who do not receive them through another funding source, and playgroups for parents and children in several communities. Early

intervention services include home visits for those children and families not otherwise served, and an extension of the teen parent program at the Barre Area Vocational Center through staff support from the Washington County Youth Service Bureau. Finally, a clinical therapist will provide therapeutic outreach services similar to those provided by a home school coordinator but directed to children under six and their families.

V. PUTTING A HUMAN FACE ON "SUCCESS BY SIX" IN TWO COMMUNITIES

To understand how individual community projects actually work with families and their young children, **two communities -- Morrisville and Springfield -- will be looked at in more depth.**

Picture yourself with the assignment of finding out what's going on in "Success by Six" projects in these two communities.

*You go first to **Morrisville**, where you meet with representatives of the school, the Health Department, the Family Center, and the community. As you listen to their discussion, and try to get a feel for what "Success by Six" really means in the Morrisville community, you realize that the group is ranging over a great many topics. Very quickly, though, you also see that all the conversation keeps coming back to a couple of core ideas. They talk about how important it is to recognize that **parents are the first and most important teachers of their children**, they acknowledge how essential it is for the community to support all families. They keep coming back to their recognition of the need to get families connected with the school. And they recognize how important it is for programs to fit the needs and abilities of individual communities.*

All these ideas are reflected in Morrisville's home visiting program. You've heard a lot about what a great idea it is to use the school nurse as a home visitor, because she is closely connected with the school, and because she's well known in the community. When you actually meet Dot Reeve (the school nurse/home visitor), you quickly see what people are talking about. Townspeople know Dot because she grew up in Morrisville, and because she's been a school nurse for eighteen years. Because she is so well known, and because she's an extremely friendly, neighborly person, you can readily picture her being warmly received when she makes her visits to the families of newborns.

When she tells you about what she does on her visits, you're struck again with how smoothly this all fits together. The focal point of the visit is talking with the parent about the books in the Mother Goose series, which Dot has brought as part of the welcome basket. These carefully chosen books have a variety of purposes, and the different books serve as cues for the different things that Dot wants to talk about. For example, there is a heavy cardboard book the baby can handle alone (when the child is a little older), there are books designed to keep the attention of a restless child, and there are books with few or no words, for use by parents who don't read well.

In the course of the meeting, Dot talks with the baby's mother and/or father about any concerns the parents may have about parenting. She tells the parent about the Drop-In Center, the Play Group that's open to all families, the video library with its tapes on

parenting and child development, and the nutrition workshops that are held at the Drop In Center. She also offers information about a whole host of supports and activities in the community, with appropriate information about how to hook up with these services and activities if the parent indicates that he or she wants that connection. Dot will even make the contact for the parent if that is what is wanted.

It's a neighborly visit, in the best sense of the word, and it reflects the idea that was expressed in one of the very earliest Morrisville "Success by Six" planning meetings: **"We want to do what good neighbors have always done for each other. We want everyone to feel, 'It's great to live in the Morrisville/Elmore area because here we take care of our kids.' It's home grown. It's home town. It's us, working together."**

"Success by Six" in Morrisville is involved in making a lot of things happen. They sponsor and coordinate Community Fun Days where parents and children come to the school to play together -- which helps parents and kids get comfortable with the school and school staff at the same time parents are getting comfortable playing with their kids.

"Success by Six" is heavily involved in literacy. The gifts of the Mother Goose series of books, Connections groups (which help parents understand different ways to use the books to encourage the child's enjoyment and appreciation of reading), story hours, and other literacy focused events, along with Head Start and Adult Basic Education services all work together to raise the level of literacy in the community.

"Success by Six" works on coordination of a screening day for three and four year olds who will be entering school shortly. This activity helps provide a smooth transition at the beginning of school for these children and parents.

And "Success by Six" works on issues that families have identified as priorities. For example, parents have identified the need for more opportunities for children to have a preschool experience, and so "Success by Six" board members have formed a work group which is working on meeting that need.

When you leave Morrisville and move on to Springfield, you get an impression of a very different, but equally effective "Success by Six" initiative.

Your most striking impression of **Springfield's "Success by Six"** is gained through an informal gathering where you have an opportunity to talk with a group of women whose lives have been positively affected by "Success by Six."

The stories of three of these women will help you fill in the picture of what these programs mean in the lives of real people.

Sarah is a young, middle class mother of several small children. Because her husband works long hours and has relatively little to do with raising the children, she considers herself a "married single mom". Sarah tells the group that she was raised in an alcoholic family and that her mother committed suicide when she was very young. When her father remarried, she says, her stepmother physically and emotionally abused Sarah and her siblings. Sara says that she "never knew that there was another way." Several years ago,

she started hitting her own kids. Sarah believes that if it had not been for the home visitor from the Parent Child Center supporting her and getting her comfortable enough with herself to try out the Nurturing Program at the PCC, she never would have been able to break out of the isolation and poor parenting practices that were making her miserable and that had the potential for seriously damaging her children. **Once she was in the Nurturing Program, she learned that she was "not alone", that "there was hope", and that "it can be done".** She started taking books out of the library and discovered Dreikers' Children, the Challenge, and a number of other really helpful books. Through her relationship with the home visitor, her reading, and the interactions she had at the Center in classes like "Positive Discipline" and "Siblings Without Rivalry", she eventually discovered lots of ways that "it can be done."

Sarah tells a story that illustrates just how far she's come. She says that up to a couple of years ago she really dreaded taking her children out, even to the grocery store, because they were so out of control, and because she would so quickly lose her temper with them. They'd get into a screaming match while they were waiting to check out at the grocery store, and maybe she'd smack one of them and then "everyone would be looking at them, and she would feel about three inches high." She says she knows how different she is now, because, just a few weeks ago, she was in the grocery store and saw another young mom smacking a small child who was acting up. And instead of just joining the crowd watching and feeling upset, she went over to the mom and said, "Isn't it awful how they always pick a crowded store to act up in!" That simple offer of sympathetic support defused the situation by making the mom feel that she wasn't all alone in a situation she didn't know how to get out of. It is real clear that Sarah is currently not only dealing with her own children in a much healthier way, but that she has also become self confident and knowledgeable enough to intervene positively when someone else is in trouble.

Another young women, Meghan, has come into the room holding a four-year-old by one hand, while her other hand supports the seven-month old daughter sleeping on her shoulder. It is clear that Meghan agrees with a lot of what Sarah is saying, especially the part about the support she gets through the home visitor and the classes. Meghan, whose husband left her when she was pregnant with their third child, says that she had taken the Nurturing Class when her oldest child was little, and then came back again last year when her husband left, because she knew she "needed the support." She was having "such a difficult time", but she'd come to the Center and would feel better about herself, and more confident about her ability to be a good mom. She says that the Parent Child Center has "given her the tools she needs to raise her kids."

She talks about the lending library of toys that gives her children a chance to play with educational toys that she could never afford, and then she says that she has also recently discovered the lending library of books downstairs. Quite spontaneously, she mentions that she has just discovered a book titled You Are Your Child's First Teacher. She's thrilled with the idea that she, as a mother, is teaching her children as well as taking care of their needs and loving them; and it's clear that she is going to read the book and apply the ideas she discovers.

Julie, a single parent who is not able to attend our meeting, has taken the time to write a note about what the program has meant to her. Part of her note says: "Any program I

have attended at the Parent Child Center has been very rewarding for my child and myself. This program brings people together..."

You get the impression that it would come as a surprise to Julie, Sarah, Meghan and many other people whose lives are touched in such a positive way by this initiative to learn that the formal statement of the mission of the initiative is that "schools, state agencies, and the larger service community must work more closely among themselves and with people in the local communities toward the common mission of stronger families and healthier children" so that all parents, as the first teachers of their children, have the resources needed to be the best teachers they can be.

They probably don't know about that formal statement, just as they don't necessarily know about all the programs that are working together, with "Success by Six" as the coordinating center, to provide the interlocking web of services that support them.

What they do know is that they're getting the education and support they need to be better parents to their children. And that's a great testimony to the effectiveness of the "Success by Six" initiative.

VI. "SUCCESS BY SIX": AN INVESTMENT IN VERMONT'S CHILDREN

As the summaries of community and state projects make clear, Vermont's "Success by Six" initiative is taking root in communities across the State. This state and community effort is a long-term investment in Vermont's children -- one that will result in substantial benefits to them and their families as well as to the State's taxpayers.

(A) The "Success by Six" Investment

Past Investments (FY 1993 – 1995)

The General Assembly has supported "Success by Six" for three years with a total General Fund investment of \$1,140,200. (These funds were supplemented by \$243,259 in federal Drug Free Schools and Communities dollars.)

<u>Fiscal Year</u>	<u>New G.F. Investment</u>	<u>Total Annual G.F. Investment</u>	<u>Cumulative G.F. Investment</u>
1993	\$ 62,200	\$ 62,200	\$ 62,200
1994	\$ 247,800	\$ 310,000	\$ 372,200
1995	\$ 458,000	\$ 768,000	\$ 1,140,200

These state and federal funds (often called "Success by Six" dollars) have been used to support prevention and early intervention services through a total of 14 community projects throughout Vermont. In FY 1993, an initial seven community projects served 599 young children. In FY 1994, five additional projects received funding, and all together they

served 1,345 children. In FY 1995, two more communities were added, and an estimated 3,000 children will be served.

In FY 1995, "Success by Six" funds are also supporting the "Mother Goose" project, sponsored by the Vermont Council on the Humanities, as well as preschool to kindergarten transition activities in supervisory unions throughout the State. (See Appendix B for information on the allocation of state and federal dollars to Vermont communities.)

Future Investments (FY 1996 and Beyond)

For FY 1996, the Agency of Human Services and Department of Education are **requesting an additional \$307,000 in General Fund** to expand further the "Success by Six" community initiative. This expansion would continue to move the State toward the goal of an annual "Success by Six" investment of \$2.4 million, which would support an allocation of \$50 per child per year from birth through age five.

The Agency and Department anticipate reaching this goal over a period of four years, with "Success by Six" spending increasing in the following increments:

<u>Fiscal Year</u>	<u>New G.F. Investment</u>	<u>Total Annual G.F. Investment</u>	<u>Cumulative G.F. Investment</u>
1993	\$ 62,200	\$ 62,200	\$ 62,200
1994	\$ 248,000	\$ 310,000	\$ 372,200
1995	\$ 458,000	\$ 768,000	\$ 1,140,200
1996	\$ 307,000	\$ 1,075,000	\$ 2,215,200
1997	\$ 441,667	\$ 1,516,667	\$ 3,731,867
1998	\$ 441,667	\$ 1,958,334	\$ 5,690,201
1999	\$ 441,666	\$ 2,400,000	\$ 8,090,201
2000	\$ 0	\$ 2,400,000	\$10,490,201

By FY 2000, no new "Success by Six" investments will be required, and the total annual investment will remain stable at \$2.4 million.

(B) Benefits of "Success by Six"

The beneficiaries of Vermont's "Success by Six" initiative include both young children and their families and all of Vermont's taxpayers.

Benefits for Young Children and Their Families

The primary benefit to young children and their families of "Success by Six" has been greater awareness of and access to services available in their communities. Even more important perhaps is the opportunity for families to receive needed services in their homes. **A voluntary program of home visiting is a critical element in almost all "Success by Six" community activities.** Home visiting gives communities and service providers a way to make connections with families early on, in order to bring to bear all appropriate and desired resources as soon as possible.

The current practice of early hospital discharge after the birth of a child makes home visiting an attractive strategy during the first six weeks of a newborn's life. By providing at least one visit within the first two weeks, the home visitor can offer advice about infant feeding and support for breast feeding, answer questions about newborn care, assess the newborn's general health, and provide information about preventive health care, family services, and child care. The home visitor can be an important link between the family and community services. National research confirms that home visiting can decrease the incidence of infant mortality and child abuse. The research also suggests that home visiting can also foster early child development and school readiness. **In Vermont to date, 88% of families have accepted the offer of a voluntary home visit.**

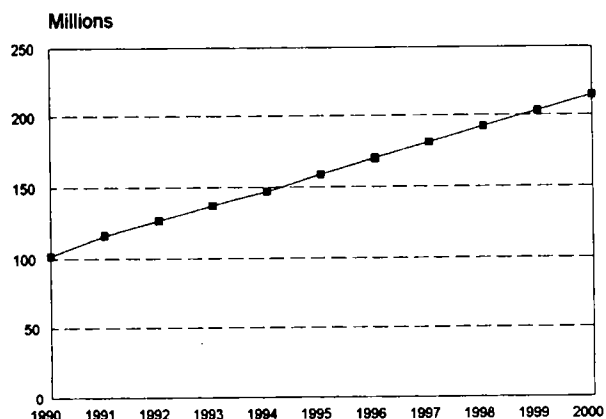
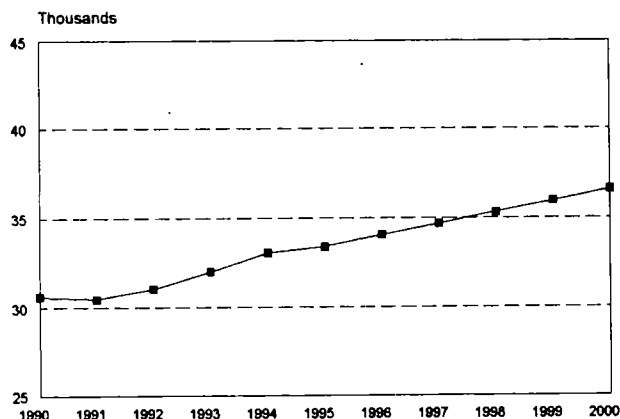
Benefits to Vermont's Taxpayers

For Vermont's citizens, the benefits of the "Success by Six" initiative will come in the form of **cost savings realized from reducing spending on more expensive intervention and treatment services** for children, adolescents, and adults.

The Burden of "Back End" Spending: At present, citizens spend about \$158 million a year on a wide variety of intervention and treatment services for at least 33,000 school age children.* (See graphs, below.)

Cases

Costs



- A recent report by the State Board of Education and Department of Education, Vermont's Act 230 and Special Education Funding and Cost Study, p. 4, presents a similar estimate of the number of children needing support services in schools

throughout the State. These services range from special education and compensatory education services, mental health services for children with severe emotional disturbance, substitute care services for children in state custody, income maintenance and food stamps for teenage mothers and their children, and correctional services for youth convicted of crimes.

Both the caseloads and costs of these services are increasing steadily. At present rates of growth, Vermont will be providing intervention and treatment services to over 36,000 children and adolescents by the year 2000. The costs of these services is increasing even more dramatically, from \$101 million in 1990 to \$146 million in 1994, with a projected growth to \$214 million in the year 2000.

"Bending the Curve" of Spending: "Success by Six" is an attempt to "bend the curve" of this spending. It is a strategy of investing in prevention and early intervention services for young children and their families in order to decrease the need for expensive intervention services later in a person's life. While projecting cost savings is difficult, research supports that it is reasonable to reduce caseloads from 2% to 10% as a result of prevention and early intervention services.

Consider the following scenarios of caseload and related cost reductions (based on 1995 caseload and service cost estimates):

<u>If Caseloads Were Reduced By:</u>	<u>Total Annual Service Costs Would Be Reduced By:</u>
2%	\$ 3.2 million
4%	\$ 6.4 million
6%	\$ 9.5 million
8%	\$ 12.7 million
10%	\$ 15.9 million

Therefore, even a minimal 2% reduction in the number of children receiving services during their school years would result in a savings of \$16 million in "back end spending" over a five year period.

As Vermont's "Success by Six" investment increases to the \$2.4 million level and a higher percentage of preschool children and their families get the help that they want and need, we would expect to increase our impact on reducing intervention and treatment caseloads, thereby increase the benefit-cost ratio even more.

VII. EVALUATING VERMONT'S "SUCCESS BY SIX" INITIATIVE

In order to maximize the potential impact of "Success by Six" on young children and their families and on the reduction of service costs, the Agency of Human Services, in collaboration with the Department of Education and the Early Childhood Workgroup, is developing a systematic framework for the continuous evaluation of the "Success by Six" initiative. Evaluation efforts will focus on two major areas: system performance and impacts on outcomes for children and families as well as system costs.

(A) System Performance

Current Evaluation Activities:

- The Agency of Human Services and Department of Education will track investments in early childhood and family support services over time, as well as the utilization and costs of health and mental health treatment services, special education supports, and services through the Department of Social and Rehabilitation Services. This will allow for continuous analyses of the short and long term fiscal impact of "Success by Six" investments on intervention and treatment services for children and youth.
- The Department of Health/Division of Local Health monitors by AHS District its comprehensive home visiting activities for pregnant women, infants, and children to age 5.
- The Department of Social and Rehabilitation Services/Child Care Service Division monitors the number of young children receiving child care services in regulated programs and the capacity of Vermont regulated child care system to serve children who need child care.
- The Parent Child Centers routinely compile data on the number of children and families served in each of their service programs.
- Public preschool programs collect data on the number of children served by supervisory union through Essential Early Education (EEE), the Early Education Initiative (EEI), and Early Compensatory Education (ECE) programs.
- Head Start programs across the State collect a wide range of health data on children served.
- Community projects supported with "Success by Six" funds report regularly on the activities carried out in support of children and their families. This information includes the number of children receiving specific services, including home visits and the total number of visits made on an annual basis.

Evaluation Methods Being Developed:

- More comprehensive measures of "Success by Six" activities must be developed to monitor the extent of community service capacity and to assess the quality, responsiveness, coordination, and efficiency of service delivery in individual communities.
- Data collected by the Department of Health, the Department of Education, the Child Care Service Division, Head Start programs, the Parent Child Center Network, and community "Success by Six" projects must be integrated into comprehensive analyses of all aspects of Vermont's developing system of early childhood services.

(B) Impacts of the "Success by Six" Initiative on Children, Families, and the Early Childhood Service System

Current Evaluation Activities:

- The Agency of Human Services conducts an annual statewide survey of kindergarten teachers to determine the strengths and needs of children entering school each year.
- The Agency of Human Services conducts an annual statewide survey of kindergarten parents to determine their satisfaction with a wide range of preschool programs and the ability of kindergartens to respond to their children's needs.
- The Vermont Children's Forum has produced The State of Our Children: 1993 Kids Count Data Book, a compendium of quality of life indicators for children of all ages and their families.
- Vermont's Welfare Restructuring Project, in collaboration with the Manpower Demonstration Research Corporation, has designed a complex framework to evaluate the short-term and long-term effects of welfare restructuring on low income families and their children. Data will be collected on several health, social, and economic outcomes for children and their families.

Evaluation Methods Being Developed:

- A more comprehensive array of child and family outcomes needs to be developed and used consistently statewide to assess the impact of the "Success by Six" initiative on the development of children and their families throughout their school years and beyond.

Outcomes would include indicators of the health and quality of life of young children; children's ability to be active learners when starting school; student performance through elementary and high school (using the 14 "Indicators of

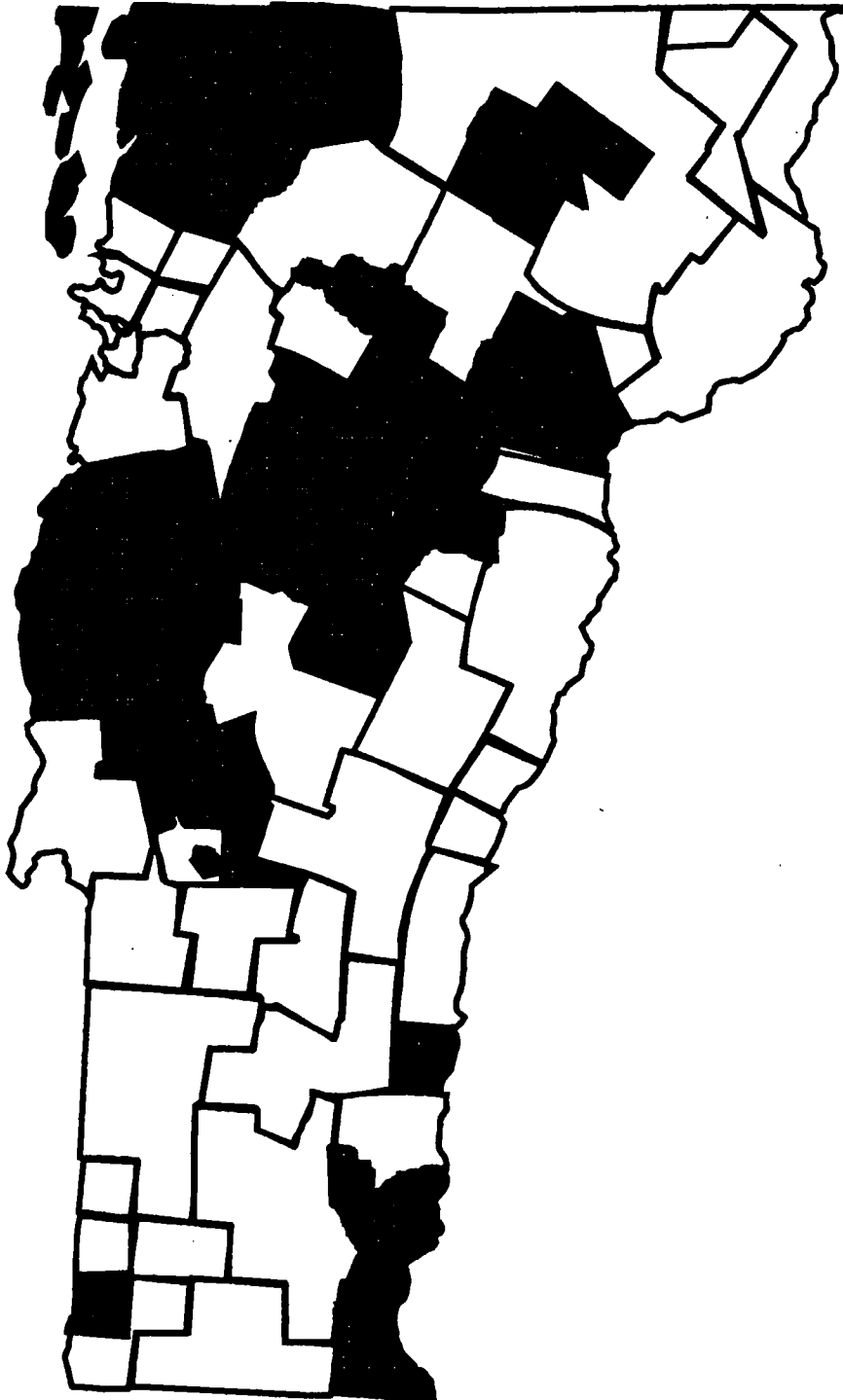
Progress" developed by the Vermont Department of Education*); parenting skills; effectiveness of schools and community human service providers in responding to the needs of children and families.

- Surveys/interviews would be conducted annually with children, their families, schools (teachers, aides, principals, superintendents), and human service providers to determine the impacts of service system initiatives on children and families, and on the relationships between educators/ providers and children/families.
- The Agency of Human Services and Department of Education will coordinate their data collection and analysis efforts in order to provide comprehensive trend and longitudinal analyses of outcomes for children of all ages and their families.

▫ The Green Mountain Challenge, Third Edition, August, 1994, p. 29.

Appendix A

'Success By Six' by Supervisory Union
FY95



= Success by Six

APPENDIX B:
"SUCCESS BY SIX" OVERVIEW
FY 1993 TO FY 1996

HISTORY OF DOLLARS BY FISCAL YEAR:

<u>Fiscal Year</u>	<u>Total \$</u>	<u>AHS</u>	<u>Education</u>	<u>DFSC *</u>
FY'93	\$195,459	\$ 32,200	\$ 30,000	\$133,259
FY'94	\$370,000	\$210,000	\$100,000	\$ 60,000
FY'95	\$818,000	\$568,000	\$200,000	\$ 50,000
FY'96 (Requested)	\$1,075,000	\$875,000	\$200,000	\$ 0

* DFSC = Drug Free Schools and Communities (federal funds)

CHILDREN SERVED BY FISCAL YEAR:

<u>Fiscal Year</u>	<u>Children Served</u>	<u>Cost per Child</u>
FY'93	599	\$ 326
FY'94	1,345	\$ 275
FY'95	3,000 (estimated)	\$ 273
FY'96	9,200 (projected)	\$ 117

COMMUNITIES AWARDED BY FISCAL YEAR:

<u>Fiscal Year</u>	<u>Community</u>	<u>Amount</u>	<u>\$ Breakdown</u>
FY'93	Barre	\$ 17,379	DFSC
	Bennington	\$ 5,000	All DFSC
	Brattleboro	\$ 4,564	All DFSC
	Burlington	\$ 58,976	DFSC
	Middlebury	\$ 20,000	DFSC
	Morrisville	\$ 58,900	\$26,700 DFSC; \$32,200 AHS
	Springfield	\$ 30,640	\$30,000 Ed; \$640 DFSC

END OF APPENDIX B

COMMUNITIES AWARDED BY FISCAL YEAR: (continued)

FY'94	Barre	\$ 20,000	Education
	Barton	\$ 5,000	DFSC
	Bennington	\$ 20,000	AHS
	Brandon	\$ 20,000	AHS
	Brattleboro	\$ 5,000	AHS
	Burlington	\$ 60,000	Education
	Danville	\$ 5,000	DFSC
	Grand Isle	\$ 2,500	DFSC
	Middlebury	\$ 20,000	Education
	Morrisville	\$ 91,000	AHS
	Springfield	\$119,000	\$74,000 AHS; \$45,000 DFSC
	St Albans Area	\$ 2,500	DFSC
FY'95	Barton	\$ 20,000	AHS
	Bennington	\$ 20,000	AHS
	Brandon	\$ 20,000	AHS
	Brattleboro	\$ 20,000	AHS
	Burlington	\$ 60,000	AHS
	Danville	\$ 30,000	\$20,000 Ed; \$10,000 DFSC
	Grand Isle	\$ 10,000	Ed
	Middlebury	\$ 20,000	Education
	Morrisville	\$ 91,000	\$33,000 Ed; \$58,000 AHS
	Randolph	\$ 25,000	\$20,000 Ed; \$5,000 DFSC
	Rutland	\$ 6,000	DFSC
	Springfield	\$120,000	AHS
	St Albans Area	\$ 10,671	\$10,000 AHS; \$671 DFSC
	Washington Area*	\$240,000	AHS

* Washington Area "Success by Six" includes all of the towns in Washington County as well as Williamstown in Orange County.

\$10,000 (Ed) will be awarded to the Vermont Council on Humanities for "Mother Goose"

\$87,000 (Ed) will be set aside for supervisory unions for preschool to kindergarten transition activities.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

National Youth Apprenticeship Demonstration Project

presented by
McDonald's Corporation
Business and Industry Services
Northern Illinois University

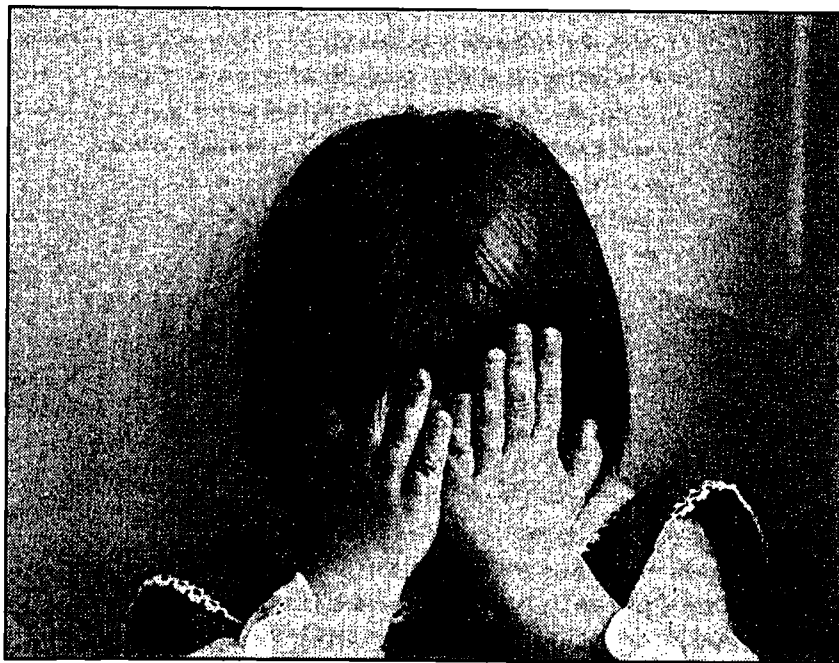
Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Children of a Hidden War



Clinton Presidential Records Digital Records Marker

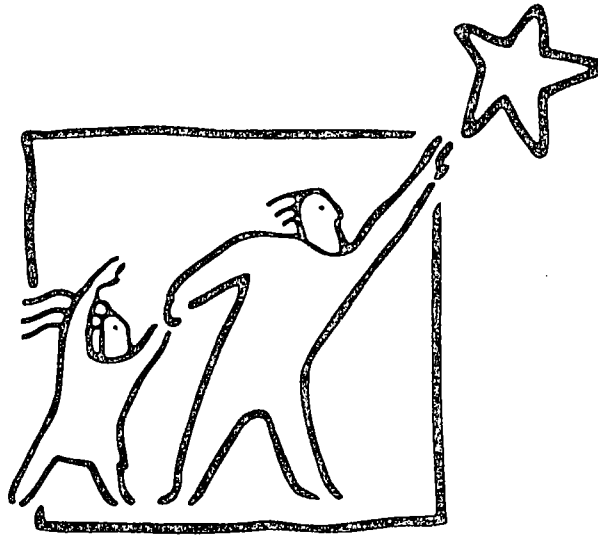
This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

RECONSIDERING CHILDREN'S EARLY
DEVELOPMENT AND LEARNING:

TOWARD COMMON VIEWS AND
VOCABULARY



NATIONAL
EDUCATION
GOALS
P A N E L

GOAL 1 TECHNICAL PLANNING GROUP

Sharon Lynn Kagan, Evelyn Moore, and Sue Bredekamp, Editors

JUNE, 1995

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

AMERICA'S Agenda

SPRING 1995 SCHOOLS FOR THE 21ST CENTURY



The Activist Approach

Parents search for
a broader role in their
children's education