

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. schedule	FLOTUS, Wednesday, January 28, 1997 [wrong year, 1998], Draft #1 (partial) (1 page)	01/28/1998	P6/b(6)
002. schedule	FLOTUS, Wednesday, January 28, 1998, Draft #2 (partial) (1 page)	01/28/1998	P6/b(6)
003. list	Panel consideration (partial) (2 pages)	1/23/1998	P6/b(6)
004. list	Possible panelists (partial) (1 page)	01/23/1998	P6/b(6)
005. list	CT State Senators and Representatives listing [includes residence address and phone] (10 pages)	nd	P6/b(6)

COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20358

FOLDER TITLE:

Early Childhood [Event] Hartford, 1/28 [1998] [1]

2012-0057-S

kc651

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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[001]

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JANUARY 28, 1997

DRAFT #1*

WASHINGTON, D.C./HARTFORD, CONNECTICUT/WASHINGTON, D.C.

HARTFORD

LEAD ADVANCE:

ERICA ROSE

HARTFORD SHERATON

860/728-5151

PHONE

SITE ADVANCE:

PRESS ADVANCE:

WHITNEY WILLIAMS

SCHEDULER:

WENDY ARENDS

202/456-7007

PHONE

202/456-5340

FAX

P6(b)(6)

HOME

PREV RON

The White House

**8:00 am -
tbd**

GOOD MORNING AMERICA INTERVIEW

10:00 am

DEPART South Portico

EN ROUTE Andrews Air Force Base

[drive time: 20 minutes]

10:20 am

ARRIVE Andrews Air Force Base

10:35 am

WHEELS UP Andrews Air Force Base

EN ROUTE Hartford/Bradley International

[flight time: 50 minutes]

11:25 pm

WHEELS DOWN Hartford/Bradley International

11:40 pm

DEPART Hartford/Bradley International

EN ROUTE Child Care Panel

[drive time: approx. 30 minutes]

12:10 pm

ARRIVE Trinity College

GREETERS:

12:10 pm -
12:40 pm

CHILD CARE TOUR
Trinity Child Care Center
OPEN PRESS??

PARTICIPANTS:

~~Senator Chris Dodd~~
Congresswoman Barbara Kennelly

① fax some time
this afternoon
② Monday am

12:45 pm -
2:15 pm

CHILD CARE FORUM
Trinity College
OPEN PRESS

FORMAT:

PARTICIPANTS:

no more
speaking time
Mitt + Sheri: see Top of

2:15 pm

DEPART Trinity College
EN ROUTE Hartford/Bradley International
[drive time: 30 minutes]

2:45 pm

ARRIVE Hartford/Bradley International

3:00 pm

WHEELS UP Hartford/Bradley International
EN ROUTE Andrews Air Force Base
[flight time: 1 hour, 5 minutes]

4:05 pm

WHEELS DOWN Andrews Air Force Base

4:20 pm

DEPART Andrews Air Force Base
EN ROUTE the White House
[drive time: 20 minutes]

4:40 pm

ARRIVE the South Portico

RON

The White House

5 experts:

WEATHER FOR WASHINGTON, D.C.:

WEATHER FOR HARTFORD, CT:

WASHINGTON, D.C. EVENTS:

paper - 1 page
on Early Learning Fund:

Q + A // Mikes on floor:

small plane: no room
for press.

Withdrawal/Redaction Marker

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[002]

**SCHEDULE FOR HILLARY RODHAM CLINTON
WEDNESDAY, JANUARY 28, 1998**

DRAFT #2*

WASHINGTON, D.C./HARTFORD, CONNECTICUT/WASHINGTON, D.C.

HARTFORD

LEAD ADVANCE:

ERICA ROSE

HARTFORD SHERATON

860/728-5151

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FAX

SITE ADVANCE:

WHITNEY WILLIAMS

PRESS ADVANCE:

STEVE GRAHAM

1-888-210-9288

9

P6/(b)(6)

SCHEDULER:

WENDY ARENDS

202/456-7007

PHONE

202/456-5340

FAX

P6/(b)(6)

HOME

PREV RON

The White House

TBD



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tbd**

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10:00 am

DEPART South Portico

**EN ROUTE Andrews Air Force Base
[drive time: 20 minutes]**

10:20 am

ARRIVE Andrews Air Force Base

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WHEELS UP Andrews Air Force Base

**EN ROUTE Hartford/Bradley International
[flight time: 50 minutes]**

11:25 pm

**WHEELS DOWN Hartford/Bradley International
GREETERS:**

SCHEDULE FOR HILLARY RODHAM CLINTON

WEDNESDAY, JANUARY 28, 1998

PAGE 2

11:40 pm **DEPART** Hartford/Bradley International
 EN ROUTE Child Care Panel
 [drive time: approx. 30 minutes]

12:10 pm **ARRIVE** Trinity College

GREETERS:

12:10 pm - **CHILD CARE CENTER TOUR**
12:40 pm Trinity College Community Child Care Center
 Hold:
 Phone:
 Fax:
 OPEN PRESS??

PARTICIPANTS:

Representative Barbara Kennelly
Diane Zannoni, Acting Director, Child Care Center

12:40 pm **DEPART** Trinity College Community Child Care Center
 EN ROUTE Mather Hall

12:45 pm **ARRIVE** Mather Hall

GREETERS:

12:45 pm (T) **PANELIST MEET AND GREET**
 Mather Hall
 CLOSED PRESS/WH PHOTO

12:55 pm - **CHILD CARE PANEL**
2:15 pm Washington Room
 Mather Hall
 Trinity College
 Hold:
 Phone:
 Fax:
 OPEN PRESS

FORMAT:

- Elaine Zimmerman moderates a panel discussion with 10 panel participants.
- Audience Q & A follows discussion.

**Hartford Area
Child Care Collaborative**

85 Gillett Street, Hartford, CT 06105
(860) 241-0411 voice (860) 524-8348 fax
E-mail <haccc@hartnet.org>

<http://www.hartnet.org/haccc>

Fax

To: Neera Tanden

From: Judith Goldfarb

Fax: 202.456.2878

Pages: 2

Phone: 202.456.6275

Date: January 25, 1998

Re: Wednesday's visit/NYT

CC:

☒ **Urgent**

☐ **For Review**

☐ **Please Comment**

☐ **Please Reply**

☐ **Please Recycle**

● **Comments:** Neera, here are the updates and article as promised. In my most recent fashion of rushing, I have not necessarily added those names that I have suggested for panelists to the invited list, but they most certainly should be invited. Thanks.

Connecticut

Section 14

Changes in Welfare Push Demand for Child Care

By PEGGY MCCARTHY

AT 6:15 A.M. Catherine Donahue is still sleepy as she begins her workday. She opens the door of her ranch-style house in New Haven and greets Ryan Ferraiolo, 7, and Stacey Torre, 10, 5 years old. She feeds them breakfast and puts them on their school bus. Mrs. Donahue, a day care provider, agreed to wake up early for the two youngsters whose mother, Patricia Ferraiolo, must be at her hospital job by 6:30 A.M. But when other mothers asked Mrs. Donahue to work later to accommodate their night jobs, she refused. "I have to take care of my own kids," said the mother of four.

In the next two years, there will be at least 27,000 more children in the state needing day care because welfare laws now require recipients to go to work after 21 months on welfare, according to the Connecticut Commission on Children.

Most recipients are women who are getting part-time, minimum-wage jobs, according to State Department of Social Services figures. Finding affordable, accessible, quality day care is a challenge indeed.

Shelley Geballe, a director of Citizens for Children and Youth, based in New Haven, said "The main theme of what we're hearing is that there is a mismatch between jobs' work hours and child care. In some cases, Moms are leaving kids with boyfriends. Those may be fine. In some cases, they haven't been so fine."

Child advocates pointed out a national study showing day care supply in Connecticut is inadequate and quality is largely mediocre. The study, called "Cost, Quality and Child Outcomes," was led by Sharon Lynn Kagan, senior associate of the Child Study Center at Yale University. The increased need resulting from welfare reform exacerbates the problem.

Alice Frederick Torres, a regional coordinator for Area Cooperative Educational Services based in Hamden, told of focus groups conducted a



Sarah Donahue, 6; Ryan Ferraiolo, 7, and Stacey Torre, 10, having snacks around the kitchen table at day care provider Catherine Donahue's house.

dozen years ago where mothers who worked at night reported leaving their older children to care for younger siblings. "The stories then were scary and heartwrenching. It's just going to get worse," she predicted. One reason is the lack of public transportation, adding to the burdens of low-paying jobs that nevertheless

necessitate day care. Emma D. Rivera of Meriden, a 22-year-old former welfare recipient and mother of a 9-month-old son, is earning \$8.25 an hour as a program assistant at Meriden Community Action, and for a while, worked a second, night job at a department store. She said she quit the night job because the salary vir-

tually all went to pay a baby sitter. The first welfare recipients affected by the reform plan had their benefits end in October. William P. Vilano, executive director of the Regional Workforce Development Board in New Haven, said the experience in the greater New Haven area so far shows that although welfare recipi-

ents are getting jobs, "there are not enough people working a sufficient number of hours to make themselves self-sufficient." Mr. Vilano said of 3,000 people working but still receiving public assistance, "only 20 percent are working 35 hours or more, 45 percent are working between 26 and 34 hours, and 32 percent are

working between 1 and 19 hours." He said the emphasis in the program is on getting a job quickly, not getting job training, and since many recipients are either high school dropouts, illiterate, have little or no work experience or skills, or have been out of the work force for a long time, it limits them to "lower-end service jobs that may not provide them with enough funds to support their families."

The state recognizes that child care is "very, very expensive," according to Claudette J. Beaulieu, a spokeswoman for the State Department of Social Services. So it subsidizes child care on a sliding scale to a maximum of about \$80 a week for

The crunch comes with shifting to low-wage jobs with irregular hours.

welfare recipients and people who exit welfare but earn less than \$31,331, which is 75 percent of Connecticut's median income.

The money is sent directly to the provider. The system had problems after the state hired a private company, Virginia-based Maximus Inc., and some payments were delayed for months. The Rev. Bonita Grubbs, executive director of Christian Community Action in New Haven, said the delays had a "negative domino effect" because some providers stopped caring for children they weren't receiving payments for, and in turn, mothers lost jobs because they couldn't go to work without day care.

The State Commissioner of Social Services, Joyce A. Thomas, issued an ultimatum to Maximus in November, after which the company hired more employees, improved its phone

Continued on Page 6

Different Roads

Books Children Love, Lovingly Collected

01/25/98

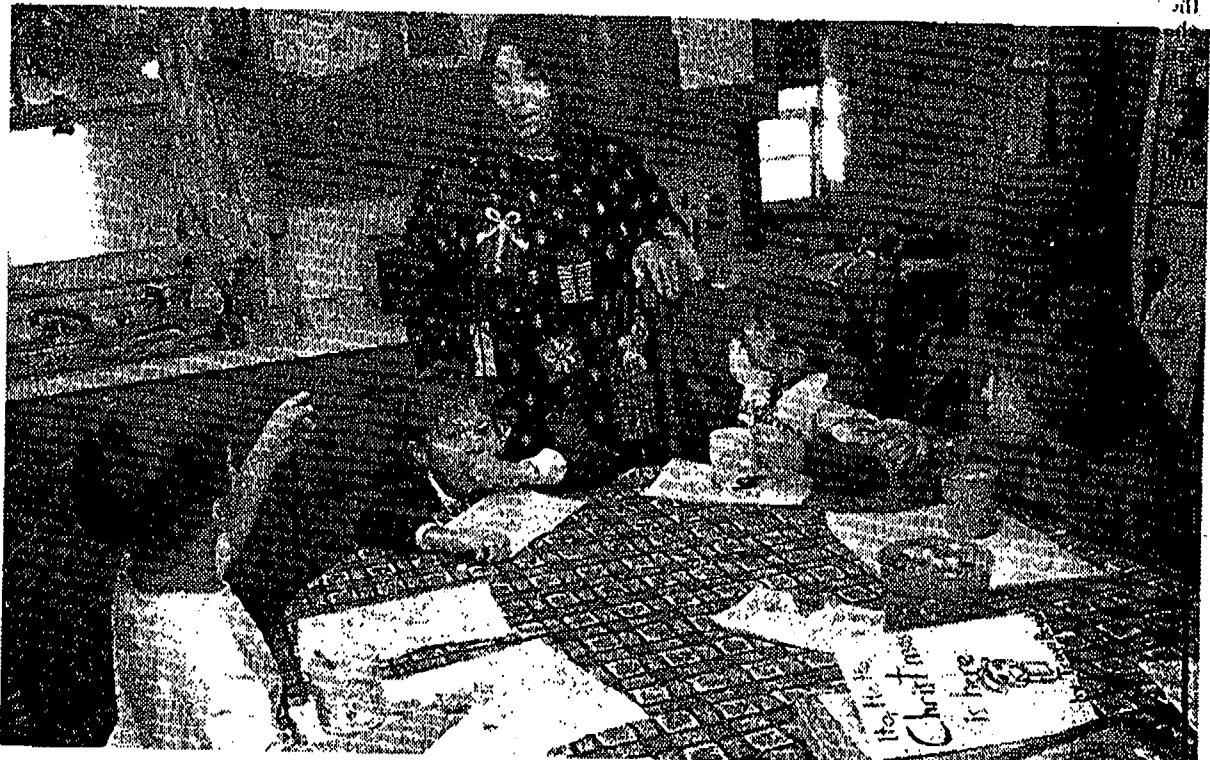
14:32

COORDINATING COUNCIL

002

NEW YORK TIMES, SUNDAY, JANUARY 25, 1998

The Demand for Child Care



Catherine Donahue, a mother of four, provides care for other youngsters as well at her home in New Haven.

Photographs by Gale Zucker for The New York Times

Continued From Page 1

system to expedite payments, and sent out overdue payments.

Ms. Beaulieu pointed out that the state provides some cushion by continuing full benefits for recipients who get jobs that pay them less than the Federal poverty level (\$13,300 for a family of three or \$16,050 for a family of four).

Around the state, efforts are being made to improve and expand day care. Last year, the General Assembly approved spending \$87.4 million for two years to expand preschool programs in the 14 neediest districts. The legislation, which has been praised by child advocates, has provided for School Readiness programs, most of which are just getting underway. In Stamford, for example, a new program in a municipal building is to accommodate 198 children in a full-day, yearlong program, said Elaine Zimmerman, executive director of the Commission on Children.

But child advocates said the program doesn't address the gap in care for infants, toddlers and school-age children after day care day is over.



Four-year-old Steven Beagle is among the younger children in Catherine Donahue's care.

Ms. Zimmerman said passage of President Clinton's child care plan in Congress could mean new Federal money for Connecticut to help fill the gaps in child care.

In an effort to increase day care slots and quality programs, some social service agencies are helping people to become licensed day care providers.

Devon A. Conover, health services supervisor in the State Department of Public Health, explained that licensing requires passing a first-aid course, background checks of adult members of an applicant's household for criminal convictions and cases of abuse and neglect, medical statements on household members, safety inspections, testing of private wells, as well as discussions about plans for children's recreation and philosophies about such issues as discipline.

Dr. Kagan, principal investigator in a child care study of four states including Connecticut, said "regulation is closely linked with quality of programs." As she put it, "What you've got now in the current setting is more people using unregulated care."

One effort to encourage more

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THE NEW YORK TIMES, SUNDAY, JANUARY 25, 1998

CT 7

censed care is being made by the Meriden-Wallingford Family Day Care Resource Coalition. With a \$68,000 Federal grant, the group is training people to provide evening and off-hours child care, and gives them equipment, like cribs and high chairs. Dawn Morrison, project coordinator, said that some women leaving welfare are becoming day care providers. She said there is a need for providers who are willing to work flexible hours to accommodate mothers who get, say, retail jobs

where hours may vary from day to day.

Licensing can mean perks. For instance, the Federal government pays licensed providers to buy healthy food and snacks for children in their care. Ms. Donahue, the New Haven day care provider, receives money from the Federal Child and Adult Care Food program to serve nutritional breakfasts and after-school snacks.

The Connecticut Association for Human Services is urging day care

Gaps in child care remain for infants, toddlers and children after school.

providers to become licensed so they can participate in the food program. Miranda McGuire-Schwartz, a child nutrition specialist with the association, knocks on doors in New Haven neighborhoods to inform people

about the program. She passes out fliers, answers questions, and distributes telephone numbers prospective providers can call for information and help.

"When you talk about families who

are struggling, they don't always have the resources to get the food they need," Ms. McGuire-Schwartz said.

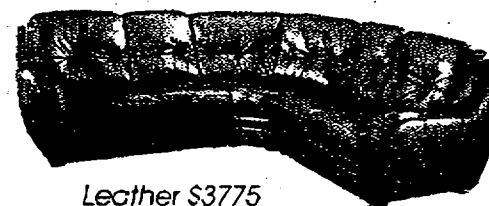
Ms. Cocover, of the Public Health Department, admitted that there is a backlog in processing licenses, and she said her agency is "working to catch up." She said applications may be delayed for several reasons, including waiting for references to submit letters and for applicants to correct deficiencies.

Patricia Ferralolo, the 36-year-old

mother of three whose two youngest children go to Mrs. Donahue's house before and after school, said she works in a hospital emergency room 32 hours a week, earning \$8.68 an hour. She receives food stamps, medical benefits for herself and her children as well as child care, all as part of the state's transitional welfare program. She said she doesn't know who else would take her children at 6:15 in the morning. Without Mrs. Donahue, she said, "I would be stuck."

Nothing costs less than buying it right the first time (especially during our Winter Sale!)

What's the real benefit of a Maurice Villency Sale? A sale so extensive even our made to order pieces are included. As always, our warm friendly salespeople will be happy to welcome you. Our professional design assistance is available at no charge, and you will still receive unparalleled quality and service.



Leather \$3775

Generously sized Italian imported black leather sectional's a great value at \$3775. ~~Solo \$1295.~~



SUGGESTED QUESTIONS FOR THE FIRST LADY

January 28, 1998

Child Care Expert: Professor Ed Zigler, Yale University. Professor Zigler is a national expert on early learning and quality child care. He is currently Sterling Professor of Psychology at Yale University, where he is also director of the Bush Center in Child Development and Social Policy. He will highlight the recent brain research on the importance of experiences in the earliest years of a child's life and the connection between quality child care and children's development.

Suggested Question: You've talked about the importance of quality child care for children's healthy development. What are the elements of quality?

Parent: Lisa Edmonds. Ms. Edmonds and her husband have two daughters, a three year old and a nine year old. When her second daughter was born premature, Ms. Edmonds decided to stay at home with her for the first year. At the end of the year, Ms. Edmonds returned to work and was very concerned about the quality of child care her daughter would receive. After a careful search, she chose the Women's League Child Care Center (the oldest child care facility in Connecticut) which has both a nurse and a social worker on site. Ms. Edmonds will discuss her initial worries about child care and her views about how quality child care has helped her daughter.

Suggested Question: What advice can you give to other parents who are looking for the right child care setting for their children?

Provider: Pam Ryder. Ms. Ryder has cared for two year olds at the Mother Goose Child Care Center for nine years. She is one of four child care providers who recently received the Hartford Child Care Collaborative's Quality Child Care Award. (She was recognized for her work with infants and toddlers.) Ms. Ryder will discuss what she sees as the important elements of quality child care for young children.

Suggested Question: You talked about how you work with parents to assure that their children are thriving. Can you tell us more about your relationship with the parents of the children you care for?

Government: Joyce Thomas, Commissioner, Connecticut Department of Social Services. Appointed by Governor John Rowland in January 1995, Joyce Thomas is the Commissioner of the State of Connecticut's Department of Social Services. The Department of Social Services administers public assistance, medical assistance, food stamps, job-training, child support enforcement, and child care, among other services. Ms. Thomas will discuss why government should address early learning and will describe Connecticut's recently enacted School Readiness Legislation, which will support and educate parents, improve the safety and quality of child care, and ensure that all children reach school ready to learn.

Suggested Question: I understand that you have been involved in employment and job

training for many years. Would you talk more about how safe, quality child care can both help parents work and children thrive?

Health Professional: Angela Crowley, Professor, Yale University School of Nursing. Ms. Crowley is an Associate Professor at Yale University School of Nursing, and practices as a Pediatric Nurse Practitioner in Hamden, Connecticut. She has focused her scholarly work, research and professional activities on promoting health in child care and linking child care providers with health professionals. She will address the role that health care professionals can play in ensuring that child care is healthy, safe, and developmentally appropriate for young children.

Suggested Question: How can we best build connections between health professionals and child care providers, particularly those providers who care for children in their homes?

Educator: Dr. Eddie Davis, Superintendent, Manchester Public Schools. Dr. Davis is the Superintendent of the Manchester Public Schools and was formerly Superintendent of the Hartford Public Schools. He is currently working on a "community collaborative" in Manchester to improve early learning and ensure that children are ready to learn when they enter school. This collaborative is one of a number of local partnerships created by the School Readiness Legislation recently enacted in Connecticut. Dr. Davis will discuss the connection between early learning and school readiness.

Suggested Question: You noted that you have worked extensively on what you refer to as community collaboratives. Why do you think that these local partnerships are important?

Business Leader/Civic Leader: David Carson, CEO, People's Bank. Mr. Carson is the Chief Executive Officer of People's Bank and has been active in the statewide effort to improve child care. Specifically, he was a key supporter of the state's recent early childhood legislation. He will address the connection between quality early learning and workforce productivity and the role of the business community in child care and early childhood development.

Suggested Question: Can you tell us why you got involved in early learning and school readiness? Why should other business leaders be interested in these issues?

Copyright 1992 The Hartford Courant Company
The Hartford Courant

April 23, 1992, A Edition

SECTION: CONNECTICUT; Pg. C1

LENGTH: 1026 words

HEADLINE: Women's League records 75 years of service in city;
Women's League to celebrate 75th anniversary

BYLINE: CONSTANCE NEYER; Courant Staff Writer

BODY:

In 1917, a group of black women started the Women's League in Hartford because no service agency at the time would have them.

Seventy-five years later, the league has evolved into a day-care operation that has thrived in Hartford's North End.

Saturday, the Women's League Child Development Center will celebrate its 75th anniversary with a dinner-dance at the Hartford Sheraton Hotel at 6 p.m. The main speaker will be Hazel N. Dukes, president of the National Association for the Advancement of Colored People.

Mercedes M. Croutch, executive director of the league, is thrilled that the agency has survived through tough economic times.

"I'm thankful we've been serving north Hartford for 75 years and giving it the greatest service," said Croutch, who has worked for the agency in various capacities for the past 26 years. "We plan to be here another 75 years."

The agency is so firmly entrenched at Seyms and North Main streets that it is conducting a \$ 2.1 million capital improvement drive to build several new, one-story buildings at its present site. The new center would be able to accommodate 200 children instead of the 130 children it can now serve.

The league is \$ 400,000 shy of its \$ 2.1 million goal to establish the new classroom, dining room and office facilities at the site. A big boost to its campaign was provided by a \$ 1 million grant from the state Department of Human Resources.

The agency boasts thousands of alumni of diverse racial, religious and

ethnic backgrounds.

Former Hartford Mayor Thirman L. Milner is one of the graduates and has many fine things to say about the center.

"It is a very, very good agency, and it started long before they talked about social service agencies," said Milner. "It's amazing that it's carried on so long when so many agencies have folded."

Hartford Mayor Carrie Saxon Perry taught there when she first graduated from college. She sent her son there, too.

"It's a wonderful, wonderful agency," she said last week. "My heart certainly is in that organization. It is so great that it has survived."

After 75 years, the league's mission statement is still pretty much the same, said Thomas C. Faniel, president of the nonprofit organization's board of directors -- "to foster the emotional, physical and social and mental growth of the whole child into a healthy, positive and confident individual in a child-care center."

The center is open to children from 2 to 12 and charges parents based on their ability to pay. The center, which in 1926 became one of the first black organizations in Hartford to receive United Way funding, has been a recipient of the Eleanor Roosevelt Community Service Citation and is one of the few centers in the state to have accreditation from the National Academy of Early Childhood Programs in Washington, D.C.

Tickets for the dinner-dance are still available. Tickets to the VIP reception with Dukes and dinner are \$ 50 per person while dinner-only tickets are \$ 40 per person. More information may be obtained by calling Croutch at 524-5969.

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Mercedes M. Croutch, executive director of the league, is thrilled that the agency has survived through tough economic times.

"I'm thankful we've been serving north Hartford for 75 years and giving it the greatest service," said Croutch, who has worked for the agency in various capacities for the past 26 years. "We plan to be here another 75 years."

The agency is so firmly entrenched at Seyms and North Main streets that it is conducting a \$ 2.1 million capital improvement drive to build several new, one-story buildings at its present site. The new center would be able to accommodate 200 children instead of the 130 children it can now serve.

The league is \$ 400,000 shy of its \$ 2.1 million goal to establish the new classroom, dining room and office facilities at the site. A big boost to its campaign was provided by a \$ 1 million grant from the state Department of Human Resources.

The agency boasts thousands of alumni of diverse racial, religious and ethnic backgrounds.

Former Hartford Mayor Thirman L. Milner is one of the graduates and has many fine things to say about the center.

"It is a very, very good agency, and it started long before they talked about social service agencies," said Milner. "It's amazing that it's carried on so long when so many agencies have folded."

Hartford Mayor Carrie Saxon Perry taught there when she first graduated from college. She sent her son there, too.

"It's a wonderful, wonderful agency," she said last week. "My heart certainly is in that organization. It is so great that it has survived."

After 75 years, the league's mission statement is still pretty much the same, said Thomas C. Faniel, president of the nonprofit organization's board of directors -- "to foster the emotional, physical and social and mental growth of the whole child into a healthy, positive and confident individual in a child-care center."

The center is open to children from 2 to 12 and charges parents based on their ability to pay. The center, which in 1926 became one of the first black organizations in Hartford to receive United Way funding, has been a recipient of the Eleanor Roosevelt Community Service Citation and is one of the few centers

in the state to have accreditation from the National Academy of Early Childhood Programs in Washington, D.C.

Tickets for the dinner-dance are still available. Tickets to the VIP reception with Dukes and dinner are \$ 50 per person while dinner-only tickets are \$ 40 per person. More information may be obtained by calling Croutch at 524-5969.

GRAPHIC: Cecilia Prestamo /The Hartford Courant

In a photograph taken during the 1960 United Way fund drive in Hartford, a group of children from the Women's League Child Development Center in the city hold up cards with numbers representing the amount of money raised in the campaign. The league is celebrating its 75 anniversary with a dinner-dance Saturday at the Hartford Sheraton Hotel.

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State of Connecticut
GENERAL ASSEMBLY



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DATE: January 21, 1998

Number of Pages: (INCLUDING COVER SHEET) 17

Enclosed please find a summary of our School Readiness
Legislation detailed in the Newsletters. I look forward to working
with you.

UPDATE

School Readiness



The Connecticut Commission on Children Vol. 1 No. 2 January 1998

Newsletter on School Readiness Legislation

Variety of Financing Available for Expansion of Quality Child Care Programs

With the expansion of school readiness opportunity through the school readiness legislation, many towns are seeking to address facilities expansion. The School Readiness and Child Day Care Financing Programs offer a public-private partnership to provide child care providers with access to financing. The legislation calls for the Connecticut Health and Educational Facilities Authority (CHEFA) to utilize its tax-exempt bond authority; and for the major banks in Connecticut to implement a statewide Child Care Facilities Loan Fund. Through a public-private partnership, the State of Connecticut, and this statewide Child Care Facilities Loan Fund, will make three different loan programs available. The initial lending capacity of those loan programs will be approximately \$70 million. Numerous cities, including Stamford, Norwalk, Danbury, New Haven, Hartford, Bristol and Windham are already looking into accessing this new financing.

Types of Financing Available

1. Tax-Exempt Financing via CHEFA Pooled Bond Issues:

These bonds will be backed by a DSS guarantee to pay debt service (principal and interest on the bonds), subject to a minimum statewide guarantee of at least 60 percent and subject to a state appropriation of \$3.5 million for the first two years of the program. Average loan size may range from \$500,000 to \$3.0 million to create at least 2,100 additional child care slots. In the first two years of operation, approximately \$35 - 50 million in financing can be made available. Your city's 2 - 5 year plan should specifically provide for how your city intends to access this new financing.

2. Child Care Loan Fund Guarantee Program: Financing for this program will be provided by seven major banks who have each agreed to make available up to \$3.0 million in funds to both profit and non-profit child care providers. DSS will transfer \$1.5 million in funding to CHEFA which will provide the loan fund guarantee. CHEFA will provide a loan guarantee of between 20 to 50 percent (average is expected to be 30 percent). The participating banks, CHEFA,



DSS and DOE will all be members of the Loan Fund Board and can be members of the credit committee that will approve all loans. Initial loan volume may be as high as \$21.0 million with 10 to 15 year amortizations. Loans can be used for acquisition, construction, expansion, working capital, renovations, equipment acquisition and bridge loans.

3. Small Revolving Direct Loan Fund: The participating banks will manage this program for loans up to a maximum of \$10,000 each. Loans can be to both for-profit and non-profit child care providers. DSS will transfer \$750,000 in funding to CHEFA to provide for an 80 percent guarantee of the portfolio (CHEFA is to provide the balance of the funds above the DSS guarantee). The initial volume of loans is expected to be up to \$2.5 million.

Targeted Borrowers and Funding Priorities

■ **Borrowers:** Qualified borrowers include for-profit and non-profit providers that operate child care and child development centers, family resource centers and Head Start programs.

■ **Priorities:** Priority will be given to those accredited by the National Association of the Education of Young Children, those included in local school readiness plans, those that promote co-location of school readiness programs and those in under-served areas ■

School Readiness **UPDATE**

Right from the Start: Investing in Early Childhood

By Kevin Sullivan State
Senate President Pro Tempore

Advocacy for early childhood is grounded in a new understanding of how much difference the first years of life make in a lifetime. What was once only a profound intuition about how children learn and grow, is now a body of science that makes the value of investing in early childhood indisputable. Positive experiences enhance and negative experiences stunt the cell



structure of the child's developing brain which in turn powers learning and growth. Ron Kutalak notes in *Inside the Brain*, "The first three years of a child's life are critically important to brain development. Unfortunately, for a growing number of children, the period from birth to age three has become a mental wasteland."

Unhealthy, unchallenged and stressed children fail to develop brain potential and that failure takes its toll in life. Poor pre-natal, pediatric and nutritional care; violence, abuse and emotional indifference; and under prepared parents and other care-givers who are unable to challenge juvenile minds with sight, sound, touch and language all take a toll.

Young brains develop especially fast in the first three years in ways that define a child's lifetime capacity

to learn and grow in healthy ways. Brain development continues at a relatively high rate until around age eight or ten, and then slows. All this clearly suggests an optimal time for certain educational, social and emotional functions to be acquired, stunted or lost. If we are truly to break the cycle of impoverished lives, we must begin with the defining years of our youngest children. For those most in need, Connecticut's new and collaborative focus on effective parenting, quality child care, school readiness and primary education represent an ounce of prevention well worth lifetime of cure.

That's why it's so important that Connecticut is investing in early childhood. The legacy of our 1997 School Readiness legislation is a new foundation for families and young children. With a proven investment in early childhood that returns benefits at least fivefold, we have chosen a prudent and caring course of real hope for a better future. ■

In October of this year, 25 School Readiness grants were given to 31 communities in Connecticut to begin the process of developing child care slots for some 3200 children. The core of the School Readiness initiative requires local government and public schools to foster collaborative planning and joint action to meet the ultimate objective of delivering high quality early childhood education services and child care for working families. Locally, the following vision is fostered:

- **total community ownership**—The care and education of preschool children is the responsibility of the whole community;
- **total community long-range planning**—High quality comprehensive child care and education is a continuing need and involves the coordination of many community resources and assets;
- **shared community investment**—High quality child care and education is a costly investment. Programs, facilities, staffing and professional development are among those cost centers that must be shared by the larger community to make child care affordable in most communities.

The School Readiness legislation requires that dialogue be conducted by a local School Readiness Council that is convened by the chief elected official and the local superintendent of schools. Councils are composed of parents, providers, school personnel, business leaders and representatives of local school systems.

A Vision for Children

By George A. Coleman
Bureau Chief of Early Childhood
Education and Social Services



The vision also is intended to redefine the role of state level organizations and their involvement with local communities. The vision fosters the following as appropriate for state government:

- The state develops local talent and leadership among parents, child care providers and policy makers. The state supports the development of each stakeholder, especially families, to be involved in local dialogue that fosters community change and improved services to children;
- The state, as a partner with communities, shares in funding to equalize services among communities. The cost of direct services is shared by the state, the family and the local community.
- The state is the interagency coordinating mechanism. Separate programs in many different state agencies must be coordinated at the state-level to enable local communities to maximize their financial resources and reach more children and families across service need areas.

As the Departments of Social Services, Education, Health, Higher Education, and the Commission on Children work together to implement this aspect of the vision, the initiative is taking shape. In the future we expect this vision to be expanded to respond to children across the age spectrum from birth through age 12.

Local communities are moving ahead and responding to their understanding that the quality of life in communities is measured largely by how well that community cares for its children and supports families in their development. ■

School Readiness **UPDATE**

Stamford First to Submit Five-Year Plan Application



The City of Stamford submitted its five-year planning application for school readiness. The city found through a study entitled "Close the Gap," that early literacy is the key to closing the gap in educational achievement. They found that from very early in a child's education, reading was important to a student's overall academic achievement. The second major finding was that parents, as children's first teachers, must be given information and tools to work with young children. In a parent survey, 35.9 percent of those who responded expressed a need for parenting education classes.

Data collected shows that children who have had preschool experience in private or public programs significantly outscored their kindergarten classmates who have had little preschool or Head Start experience. Furthermore, the gap that exists as these children enter kindergarten continues throughout students' school careers.

The findings are mapped out in the five-year program plans for School Readiness. Components include:

Health:

Each child will receive a health and dental screening and a list of all pediatric providers in the city. The Health Director of the School Readiness Program will give a bi-annual report to the School Readiness Council. Registered dietitians will review all nutritional policies and procedures and will provide nutritional training to all staff. Nutritional projects such as

snacks, and the growth of vegetables will be included in the curriculum. Early Childhood Wellness Team offer services to all child care providers.

Building Renovation: Facility renovation will allow Stamford to provide full-day, full-year care for 360 children and extended-day for 102 children. Parents will have access to private providers as well though a coordinated Infoline referral system. Half-day accredited programs will be available in elementary schools that will include the same program elements as the full-day program. Financing for this building renovation was provided for by the School Readiness legislation. Stamford has applied for tax-exempt bond financing from CHEFA.

Staff Training: Goals include teachers becoming better equipped to nurture creativity, integrating outstanding children's literature, developing a "sciencing" environment that encourages discovery, creating successful art experiences, planning learning experiences that develop children's problem solving capabilities, enhancing each child self esteem, encouraging children to think divergently, and effectively involving families in their

child's learning. Curriculum guides will be developed and distributed for use by participating providers.

An early childhood teacher/resource center will be established to act as a clearinghouse and library for early childhood staff development resource materials. Connecticut Charts-a-Course, the Cooperative Education Service, the early Childhood Council and Stamford Public Schools will provide workshops throughout the school year for any provider interested in receiving CEU's. CDA training will be offered at Norwalk Community Technical College. Oral language workshops will be offered to provide assessment and curriculum continuity between preschool and kindergarten.

Children with Disabilities:

Disability Coordinators will work closely with teaching staff, education coordinators and parents. The Center will coordinate with Birth to Three and Easter Seals Rehabilitation Center to screen and serve children with special needs. Transportation will be available as needed. A special education master teacher will be available to assist at the new facility.

Parent Involvement: The plan links the Parent Leadership Training Institute to help parents interface with all systems and agencies relative to their child's education, growth and development, sets up a parent resource room and a lending library to provide parental guidance on child development and education, and establishes an early childhood PTA.

Family Literacy and Job

Training: Referrals will be made to family literacy programs that incorporate adult basic education. GED tutoring will be arranged on an as needed basis. A transition to work consultant will be available.

Monitoring: Each child will be assessed on a Meissel Developmental Scale, used as a pre- and post-assessment tool. Longitudinal follow up of program participants will include performance on a KIDS Screen (a measure of cognitive, language and motor development), Reading Readiness (kindergarten), report cards grades K-5, and achievement on standardized testing including the Mastery Tests (2-5) ■

School Readiness **UPDATE**

Towns with Severe Needs Schools Apply for Funds to Bolster Preschool Programs

by Elaine Zimmerman

Executive Director, Connecticut Commission on Children

In addition to cities designated Priority School Districts, towns with Severe Needs Schools were invited to apply for increased access to high quality School Readiness programs. Severe Needs Schools are defined in the preschool legislation as those schools in which 40 percent or more of the schools' students are participating in the Federal Free and Reduced School Lunch Program.

There are thirty-three eligible towns with Severe Needs Schools which could apply alone or combine with other towns with Severe Needs Schools to create regional readiness applications. Seventeen towns with Severe Needs Schools were funded. Regional applications included: 1. Groton and Norwich, 2. Brooklyn, Killingly, Plainfield and Putnam, 3. Bloomfield and East Granby; 4. Torrington and Winsted. These towns have organized School Readiness councils.

A Sampler of Innovations in Towns with Severe Needs Schools

Manchester is creating a hub site to co-locate programs and allow for greater collaboration.

Programs will include child care provider training, job retention programs, health promotion, home visitation, and child abuse prevention.

West Hartford: Through the West Hartford Association of Home Child Care Providers,

the Family Resource Center has established an expanded relationship with home care providers to include training to help them plan for school readiness activities and in-service programs designed to increase the skills and competencies of child care staff. Preschool teachers will be included in the in-service activities available to the West Hartford Public Schools kindergarten staff.

Vernon is creating a Park West Hub which will link the School Readiness program, a Family Resource Center and the Park West Residents Association (a HUD housing complex consisting of 189 units that is owned and operated by the Association).

Bloomfield and **East Granby** are establishing an inter-district magnet 6-to-6 preschool with wrap around day care and social services. An early childhood advocate will be hired to implement the preschool plan, ensure service integration, establish procedures for progress reports and evaluations, and to fundraise. The towns are partnering to create cross town participation at the pre-school level and will continue through elementary, middle and high school. They seek to expand the diversity experience of students in educational settings in both towns to respond to the Sheff vs. O'Neill imperative.

The **Northeast Regional** application is for the towns of **Brooklyn, Killingly, Plainfield** and **Putnam**. A key component of the application is a model professional integration plan for early care and education providers through professional development activities and newsletters to all family day care and center-based early care and education providers and kindergarten teachers in the ten-town region. Technical assistance will be offered to any early care and education provider upon request. This regional application emerged from the work of the Northeast Economic and Workforce

Readiness Grant Program Municipalities with One or More Severe Need Schools

MUNICIPALITY	RANKING	SLOT CAPACITY	FUNDING LEVEL
Plymouth	1	10 new PD/PY 5 purchase FD/FY 15 new FD/FY	\$ 95,000.00
Manchester	2	20 new FD/FY	\$ 100,000.00
Norwich/ Groton	3	4 purchase PD/PY 8 purchase FD/FY 23 new FD/FY	\$ 190,000.00
Northeast Regional Brooklyn, Killingly Plainfield, Putnam	4	16 new PD/PY — B 16 new PD/FY — K 16 new FD/FY — K 16 new PD/PY — P 16 new FD/FY — P 16 new PD/PY — P 16 new FD/FY — P	\$ 340,000.00
Vernon	5	20 new FD/FY	\$ 100,000.00
Stafford	6	12 new PD/PY 18 new FD/FY	\$ 95,000.00
Bloomfield/East Granby	7	15 purchase FD/FY	\$ 95,000.00
West Hartford	8	3 purchase PD/PY 2 new PD/PY 6 purchase FD/FY 4 new FD/FY	\$ 95,000.00
Enfield	9	15 new FD/FY	\$ 100,000.00
Milford	10	5 purchase FD/FY 15 new FD/FY	\$ 95,000.00
Torrington/ Winsted	11	30 new FD/FY	\$ 95,000.00
TOTALS		77 PD/PY 263 FD/FY	\$ 1,400,000.00

School Readiness **UPDATE**

Development Coalition of 22 towns. This coalition began to look at child development as it links to economic development and established a School Readiness Advisory Committee three years ago.

Milford will create a preschool program that will be open year round with hours from 7:15 am to 6:15 pm. A speech language clinician will provide language development activities on a daily basis. A parent educator from the Family Resource Center will work closely with all families providing the full range of family resource linkages. Transportation will be available. Children will have a DIAL screening prior to entry with individual goals set for each child. The DIAL will be given again at the close of the program to evaluate each child's progress.

The **Norwich/Groton** School Readiness region will model professional development coordination through linkage with LEARN'S Regional Child Care Enhancement Program. Providers will be encouraged to attend monthly Child Development Associates and Connecticut Charts-a-Course approved trainings. The schools will work with the early care providers by providing information on pertinent school professional day training.

Plymouth's Council is supporting a collaboration between two quality programs, a NAEYC-accredited day care center and a school based OSPRI-approved Head Start program. Trainings will be coordinated among Head Start, school staff and child care center staff in family services, health, nutrition, mental health, education for special needs and parent involvement. Each program will have a family advocate to consult with staff and families, coordinate class and home activities, offer resource and referral to parents and serve as a liaison with the school system.

Next Steps. The four towns that did not receive a grant this year, and the towns that failed to submit an application, are urged to form a school readiness council and begin the local planning process. ■

School Readiness and Child Day Care Grant Program For the 14 Urban Priority School District Municipalities

DISTRICT	PART-DAY PART-YEAR SCHOOL READINESS	FULL-DAY FULL YEAR SCHOOL READINESS AND CHILD DAY CARE	EXTENDED DAY (a wrap-around service added to extend a part-day, part-year program to a full-day, full-year program)	GRANT FUNDS COMMITTED TO DATE	GRANT FUNDS ALLOCATED
Bridgeport	0	264	46	\$ 1,963,000.00	\$ 2,845,082.00
Bristol	0	46	68	\$ 321,722.00	\$ 495,234.00
Danbury	87	110	35	\$ 643,972.00	\$ 643,972.00
East Hartford	17	36	5	\$ 351,000.00	\$ 539,556.00
Hartford	123	394	234	\$ 2,752,583.00	\$ 3,095,187.00
Meriden	72	122	0	\$ 684,317.00	\$ 784,927.00
Middletown	15	61	35	\$ 399,750.00	\$ 493,365.00
New Britain	57	134	0	\$ 1,087,599.00	\$ 1,087,599.00
New Haven	52	125	87	\$ 943,117.00	\$ 2,516,001.00
New London	8	24	23	\$ 205,329.00	\$ 321,042.00
Norwalk	0	115	0	\$ 452,100.00	\$ 1,100,497.00
Stamford	0	96	102	\$ 1,252,586.00	\$ 1,252,586.00
Waterbury	0	115	68	\$ 597,883.00	\$ 1,933,398.00
Windham	0	47	0	\$ 268,887.00	\$ 269,563.00
Totals (=2823)	431	1689	703	\$ 11,923,845.00	\$ 18,500,000.00

What Are the Expected Outcomes from School Readiness Grants?

- T**he School Readiness legislation supports the development of a network of programs that will achieve the following:
- provide open access for children into quality programs that promote their health and safety and prepare them for formal schooling;
 - provide opportunities for parents to choose among affordable, accredited or approved programs;
 - encourage the coordination and cooperation among programs and prevent the duplication of services;
 - recognize the specific service needs and unique resources available to particular municipalities and provide flexibility in the implementation of programs;
 - prevent or minimize the potential for developmental delay in children prior to the age of five;
 - enhance federal- and state-funded school readiness programs;
 - strengthen the family through: (a) encouragement of family involvement in a child's development and education, and (b) enhance a family's capacity to meet the special needs of their children, including children with disabilities;
 - reduce the educational costs by decreasing the need for special education services for children and to avoid school retention;
 - assure that all children with disabilities are integrated into programs available for children who are not disabled; and
 - improve the availability and quality of school readiness programs.

School Readiness **UPDATE**

The Health Care Link

Child care providers and health care providers, in partnership, can promote the healthy development of young children. The School Readiness legislation facilitates this linkage by requiring that each School Readiness plan include referrals for health services, including referrals for appropriate immunizations and EPSDT screenings. Although immunization has dramatically reduced the incidence of many infectious diseases, we have recently witnessed outbreaks of serious infection because too many of our young children have not been fully immunized. Additionally, fewer than 50% of children eligible for EPSDT screens in Connecticut are receiving these health screens. Since children of working parents are likely to be cared for in some type of early childhood setting, child care and early education providers can help families learn about Medicaid, health care providers and the new HUSKY plan. School readiness programs can become the bridge to health care for children.

In accordance with the School Readiness bill, all licensed and unlicensed child care providers, in order to maintain eligibility for reimbursement under the DSS child care subsidy program, must now provide DSS with the name and address of the child's doctor, primary care provider and health insurance company, as well as information concerning whether the child has been immunized and has had EPSDT health screens.

Under the recently enacted HUSKY bill, which will provide health insurance for uninsured children, child care providers receiving funding under the Child Care Development Block Grant and Head Start will be eligible to be designated as "qualified entities." These qualified entities can grant immediate Medicaid eligibility to children ("presumptive eligibility").

This presents a wonderful opportunity for some child care providers to enroll some of the more than 35,000 Connecticut children who are eligible for HUSKY, Part A (Medicaid) but are not yet enrolled. It is also an opportunity for child care providers to encourage families that are enrolled under Medicaid to get the EPSDT health screens their children are entitled to, but are not receiving. Local School Readiness Councils need to encourage child care providers to be part of the link that connects families with health care. ■

Readiness Councils Convene to Share Strategies

On October 21, 1997, the School Readiness Council chairs for the 14 priority districts presented action steps and strategies. Chairs commented on the readiness initiative offering communities the capacity to address glaring shortages of early care and education slots within their cities. Some offered insights on the council process facilitating an integration of services, dollars and strategies. The majority of speakers stressed the importance of quality in developing supply, staff training, integration of dollars, public education and staff coordination.

Chairs were asked to discuss obstacles and next steps the Legislature should consider. Issue areas included transportation, coordinated benchmarking and evaluation, shortage of qualified staff, coordinated data collection including monitoring for quality, and increased building space and technical assistance on how to access and plan for expansion. ■

"This was a heroic piece of legislation. We are looking to you, the local school readiness councils, to make this work."

*Ted Sergi,
Commissioner of
Department of
Education*

"I am confident that the local school readiness councils will implement the vision of this school readiness legislation."

*Thomas D. Ritter,
Speaker of the
House*

"One does not dance without the other [Education and the Economy]."

*Senator Tom Gaffey,
Co-chair Education
Committee*

"We need to make sure that our programs provide consistency."

*Representative
Cameron Staples,
Co-chair Education
Committee*



School Readiness **UPDATE**

Chairs and Co-Chairs of Schools Readiness Councils in Towns with Severe Needs Schools

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**For any corrections or
changes call the COC:
860-240-0290.**



Critical Needs, Critical Choices

A Survey on Children and Families in America's Cities

By Judith Meyers and
John E. Kyle
Children and Families in
Cities Program

Center for Research and
Program Development
National League of Cities,
March 1996

Highlights from a survey on children
and families in America's cities:

- Nearly every responding city is involved with issues, programs, or policies affecting children and families.
- At least 73 percent of cities participate in collaborative activities with schools, neighborhood groups, non-profit organizations, businesses and/or individual citizens and parents, focusing on the needs of children and families.
- Cities report that child care continues to be one of the most pressing needs for children and families in cities across America.
- It is true for infants, toddlers, and preschoolers. Child care is listed as a pressing need for children from birth to 5 years old by 74 percent of all respondents.
- It is true for school-age children. For children from 6 through 9 years old, child care and before- and after-school programs together are seen as one of the most pressing needs by 92 percent of all respondents. Forty-four percent of respondents thought this to be true for children from 10 to 14.
- It is true for children from birth through age 14 in cities of all sizes, and in all regions of the United States. ■

School Readiness **UPDATE**

Next Update will include:

- What are some long range best practices planned by School Readiness Councils?
- Who has applied for financing? What kind of financing has been requested?
- How can the Early Childhood Resource and Training Academy support School Readiness?

How will the public know that School Readiness spaces are available?

Eligible children can be reached through cable network stations, parent outreach, public school newsletters, child care and school programs, Infoline, social service programs, economic development programs, housing initiatives, pediatricians, area conference of churches, family resource centers, public libraries, grocery stores, doctor's and health clinic offices, and WIC sites. Students in the elementary grades can take home questionnaires asking families if there are three and four year olds in the home. ■

The **School Readiness Checklist** is intended to facilitate school readiness planning. It can be read and downloaded from the Commission on Children internet site, www.state.ct.us/coc/

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Regional Collaboration

By David A. Cressy, Ph.D.

Superintendent of Schools Killingly Public Schools

Although much of the focus implementing the School Readiness Legislation has been on Priority School District communities, significant implementation efforts have occurred in those communities designated as "severe need schools." One such effort is occurring in northeastern Connecticut where four communities —Killingly, Brooklyn, Plainfield and Putnam — collaborated to form a Regional School Readiness Council. Northeastern Connecticut parallels the 14 Priority School communities with similar rates of poverty, teen pregnancy and low birth weight children. These problems are exacerbated by rural isolation and the lack of many basic social services common in larger communities.

Regional collaboration has long been a necessity in northeastern Connecticut making the creation of an operational Regional School Readiness Council easy. This group is already looking beyond the borders of the four communities as they endeavor to establish a seamless continuum of services for their youngest citizens. Indeed, the grant calls for collaborative staff development and training services to schools, home day care, and private centers. The program will utilize existing family resource centers in Plainfield, Killingly and Putnam and a public preschool in Brooklyn.

The objective in a different piece of legislation, "Sheff vs. O'Neill," is to reduce the existence of racial and economic isolation in Connecticut. That objective is also incorporated in the northeastern Regional School Readiness Council efforts in several of our state's poorer rural communities. ■



School Readiness

UPDATE

The Connecticut Commission on Children
18-20 Trinity Street, Hartford, CT 06106

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School Readiness **UPDATE**

School Readiness Appropriations and Bonding

The Department of Social Services is responsible for the early care component of school readiness. The Department of Education is responsible for the early education component. Three and four year olds residing in the fourteen priority school districts* will receive an early education component with an early care component "wrap-around." New funding totaling approximately \$87.43 million for the first two years of a five year phase-in, is as follows:

School Readiness	FY 1997-98	FY 1998-99
■ Department of Education Early Childhood Program - Directs the use of education dollars to provide school readiness for 3- and 4-yr-olds in the 14 Priority School Districts and Priority Schools.	10,000,000	\$19,780,000
■ Department of Social Services Early Care "Wrap-Around"- directs the use of child care subsidy funds to provide early care services in the 14 priority school districts for 3 & 4 year olds.	\$8,780,000	\$17,560,000
■ DSS funding for state funded child care centers to provide child care services, increase rates paid to providers, increase the number of contracted child care slots in child development centers to be constructed.	\$8,760,000	\$12,420,000
■ Supplemental Quality Enhancement Grants- competitive grants awarded to local school readiness councils and child care centers to provide comprehensive services, buy educational equipment, enhance provider education, training and accreditation, and to conduct minor renovations for code compliance.	\$2,000,000	\$2,000,000
■ Regional Accreditation Project- funds five projects to assist licensed providers in becoming National Association for the Education of Young Children accredited.	\$600,000	\$600,000
■ Provider Training- funds grants/loans for training and resource and referral.	\$2,000,000	\$2,000,000
■ Provider Education- funds Connecticut Charts a Course, a career development program and scholarships administered by the Community Technical Colleges.	\$263,879	\$271,795
■ Provider Criminal Background Checks- funds criminal background checks of providers (may be transferred to the Department of Public Health)	\$100,000	\$100,000
■ Program Evaluation- funds a longitudinal study of child care and school readiness	\$100,000	\$100,000
■ Total Funds Appropriated	\$32,603,879	\$54,831,795

School Readiness Financing with the initial loan capacity of \$60 - 70 million:

1. Capitalizing Facilities- provides funds for debt service for the development of child care facilities through the Connecticut Health and Education Facilities Authority. This appropriation will service \$35-50 mil in tax exempt bond financing.	\$1,000,000	\$2,500,000
2. 1997 Bond Authorization for Guaranteed Loan fund State bonding will be transferred to CHEFA who will then issue loan guarantees of 20% to 50%. Seven banks will loan \$10 - 20 million to child care providers.	\$1,500,000	
3. 1997 Bond Authorization for Direct Revolving Loan Fund State bonding will be transferred to CHEFA, which will issue loan guarantees of up to 80% on loans up to \$10,000 made by seven banks. This will allow banks to loan up to \$2.5 million.	\$750,000	
4. Grants-in-aid for neighborhood facilities, child day care projects, elderly centers, multipurpose human resource centers, domestic violence shelters, homeless emergency shelters, and food distribution facilities. Since this very limited state bonding can be used for purposes other than child care, it is not included in total.	\$4,000,000	\$4,000,000

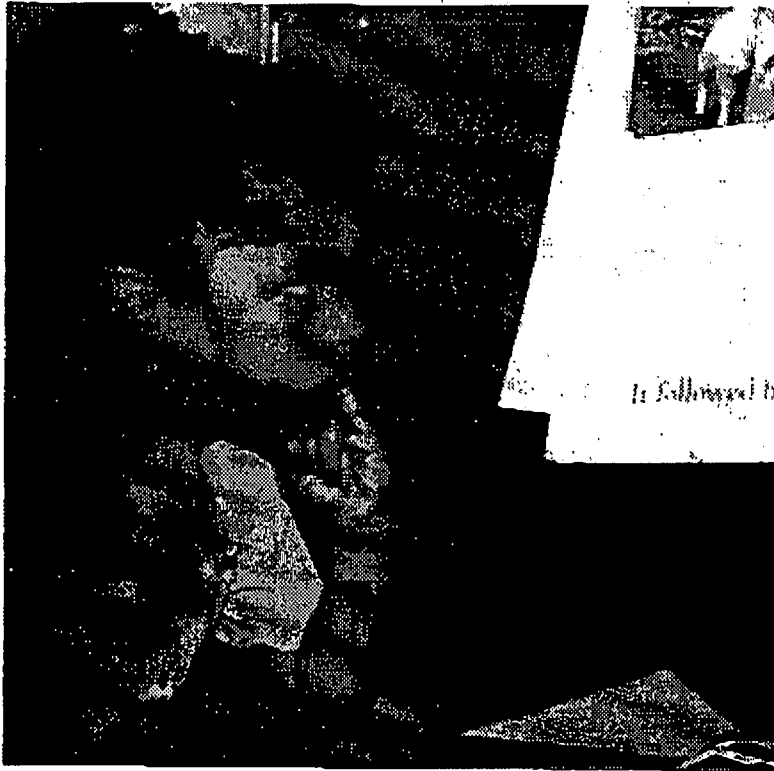
The fourteen priority school districts are: Bridgeport, Hartford, New Haven, Waterbury, New Britain, Stamford, Norwalk, Danbury, New London, Middletown, Meriden, Bristol, Windham and East Hartford.

Most of this budget information is contained in the 1997-99 Connecticut State Budget, Table V, DSS Budget, page 436. See also Education Budget, pages 486 and 492. For bonding see page 431.

School Readiness **UPDATE**

A Sampler of Initiatives

These ideas have been taken from the RFPs that have been submitted at this time. As other councils submit proposals, we will update the Sampler.



New Britain seeks to increase staff training in the use of screening instruments to provide earlier identification of special needs children. The district application requests a part time special education teacher to provide services.

Middletown seeks an early childhood coordinator to strengthen connections among providers, as well as between providers and community agencies.

Stamford is planning for building expansion. They have targeted a municipal building as the site for a new school readiness program which will fund 198 full year, full day slots. The city is establishing an Early Childhood Wellness Team to provide health services to children in full day, full year day care.

Danbury seeks to improve quality with a Quality Enhancement Committee comprised of area NAEYC accredited programs and other specialists. They will focus on training and technical assistance to meet the training needs and upgrade quality among early childhood education providers.

Windham practices true parent leadership by selecting parents to Co-Chair the School Readiness Council with an education leader. Priorities are outlined for children which includes language competency prior to starting school, parent support and home/school communication. Windham established a local maximum group/class size of 15 to ensure quality care and learning.

Hartford supports the hiring of a director and an administrative assistant for the School Readiness Council. The foundation recognized the quality of the work and success in coordination would be driven by a formal commitment to resources locally.

Opportunity for Growth

The school readiness legislation offers significant low interest loans for small, medium and large expansions. With the increase of over 27,000 children needing care in just the next two years, growth is projected in both programming and facilities expansion. Cities already looking into building expansion include New Haven, Danbury, Windham, Norwalk, Manchester, Hartford and Stamford.

Sample Structures for Long-Term Planning and Implementation

Middletown has set up school readiness planning committees to include: grant review, structure, community proposals, facilities, grant evolution, central quality enhancement and long term planning for years 2-5. An early childhood coordinator will work with the council to address quality and comprehensive services community wide.

Stamford has set up full day, full year readiness and child day care services to be coordinated through a child care provider network organized by the the Child Care Center.

Literacy

Stamford links child care with Reading is Fundamental. Teaching staff will discuss the importance of reading at parent conferences. There will be linkages for parents to literacy volunteers and the Board of Education's adult basic education courses. The children will go to the public library as a field trip.

Middletown will embark on a collaboration between the town libraries and Head Start. Children will receive library cards and books will be deposited for programs. Book lists will be designed and sent home with children. Children will receive book bags to bring to the library.

Long-Term Issues

Windham points to overall issues for consideration to include: funds for transportation, the development of a centralized clearing house which coordinates referrals and offers families simple point of entry assistance, consideration of family day care to address non-traditional work shift hours, standards for programming across systems, family literacy services, outcome evaluations, wage discrepancies and socio-economic integration of children.

School Readiness **UPDATE**

Building a Career Ladder

By Darlene C. Raggozine, Professor and Coordinator of Early Childhood Education,
Norwalk Community Technical College

The School Readiness legislation calls for a professional development plan for staff working with young children. Connecticut Charts-A-Course (CCAC) is a coordinated training system for career development in early care and education. Its goal is to ensure high quality early childhood programs by supporting professional development of the people who work with children.

Research consistently identifies a strong correlation between "the quality of child care services delivered to young children and the qualifications of the early care and education professionals who care for them." (Whitebrook, Howes & Phillips, 1989; Galinsky, Howes & Kontas, 1995)

CCAC promotes career pathways for early care and education professionals by recognizing the accumulation of their experience as well as their training. The components include:

■ **Registry** - Records experience and training for early care and education professionals;

■ **Training Approval Board (TAB)** - Establishes content and standards for non-credit training offered throughout the state as well as standards for those individuals who provide training;

■ **Early Childhood Articulation Plan** - Articulates non-credit training to credit-based programs; transfers certificate and associate degrees to baccalaureate degree institutions offering Connecticut Early Childhood Teacher Certification.

■ **Training Support Fund** - Provides scholarship assistance to income eligible practitioners who wish to obtain health and safety training towards Family Child Care licensing as well as the training towards the Child Development Associate (CDA) Credential.

■ **Regional Accreditation Facilitation Project** - Provides assistance and incentives to early care and education settings to obtain accreditation by the National Association for the Education of Young Children (NAEYC), train staff, encourage parental involvement and implement developmentally appropriate practice.

For brochures and information about CCAC call 1-800-832-7784.



Why Quality?

Quality early care and education is that which is most likely to support children's positive health, social and learning development.

The Cost, Quality and Child Outcomes study, which included Connecticut, found that across all levels of maternal education, child gender and ethnicity, **children's cognitive and social development all positively related to the quality of their early care and education experience.** Yet only one out of seven sites studied were high in quality. Most did not meet the children's needs for health, safety, warm relationships or learning.

School Readiness **UPDATE**

Health and Safety Standards

Prior to the 1997 Legislative session, there were no mechanisms in place to allow for a criminal background check on any non-relatives who may have resided in an informal care giver's household. Staff in licensed child care facilities are required to have a criminal background check. In the case of family day care, all adults who reside in the household are required to have that background check. Individuals choosing informal care do not have the same protections.

The School Readiness legislation expands background checks for all child care providers in Connecticut to include a national criminal check and includes non-relatives who care for children who receive state subsidies.

Growth in Programming - A Sampler

New Britain

57 school readiness program slots
134 full time, full year school readiness and child day care program slots

Middletown

15 school readiness slots
35 child day care program slots
61 full time, full year school readiness and child day care slots

Stamford

102 extended day child day care program slots
96 full time, full year school readiness and child day care slots

Danbury

57 school readiness program slots
5 child day care program slots
80 full time, full year school readiness and child day care slots

Windham

47 full time, full year school readiness and child day care slots

State Studies that Influenced the Legislation

Fewer than 50 percent of the children in our three largest cities have access to preschool. The schools within these cities where children did have preschool experience reflected significantly higher scores on mastery test scores.

Graustein Memorial Fund, DSS, SDE and COC

A recent study of the state budget requested by Speaker Tom Ritter showed that Connecticut spends less than 8.5 percent of its state's dollars, or \$865 million of its state's \$10 billion general-fund budget on prevention.

Speaker Tom Ritter, Office of Fiscal Analysis

National Studies

The Cost, Quality and Child Outcomes study found that most child care is mediocre in quality, sufficiently poor to interfere with children's emotional and intellectual development. State studies included California, Colorado, Connecticut and North Carolina. Across all levels of maternal education and child gender and ethnicity, children's cognitive and social development are positively related to the quality of their child care experience.

Cost, Quality and Child Outcomes, Lynn Kagan.



School Readiness **UPDATE**

Chairs and Co-Chairs Fourteen Priority School Readiness Councils

Bridgeport

Judith B. Hurlie, *Chair*
Board of Education
389 Kossuth Street,
Room 202
Bridgeport, CT 06608
203-576-7410

Alma Maya, *Co-Chair*
ASPIRA
1600 State Street
Bridgeport, CT 06604
203-336-5762

Bristol

Denise Carabetta,
Co-Chair
Bristol Board of Education
P O Box 450
Bristol, CT 06011-045
860-584-7754

Marilyn Lobaczewski,
Co-Chair
Bristol Preschool Child Care
Center
43 School Street
Bristol, CT 06010
860-589-7135

Danbury

Steve Flanagan, *Chair*
Danbury School Readiness
Council
One Willow Street
Danbury, CT 06810
203-743-9173

Kathy Dzubak, *Co-Chair*
Community Resource
Center
1 School Ridge Road
Danbury, CT 06811
203-797-4897 or
203-797-4733

East Hartford

Jim Fallon, *Co-Chair*
Assistant Superintendent of
Schools
31 School Street
East Hartford, CT 06108
860-282-3104

Nancy Thorpe, *Co-Chair*
Supervisor, Early Childhood
95 Willowbrook Road
East Hartford, CT 06108
860-282-3364

Nancy Fitzgerald, *Co-Chair*
Executive Director
YMCA
770 Main Street
East Hartford, CT 06108
860-289-6612, 569-8964

Hartford

Chris Hall, *Co-Chair*
Hartford Foundation for
Public Giving
85 Gillett Street
Hartford, CT 06105
860-548-1888

Ramon Rojano, *Co-Chair*
Hartford Dept. of Human
Services
2 Holcomb Street
Hartford, CT 06112
860-543-8888

Meriden

Audrey Burke, *Tri-Chair*
Early Intervention Program
22 Liberty Street
Meriden, CT 06450
203-630-4177

Eugene E. Luchansky,
Tri-Chair
Child Guidance Clinic
117 Lincoln Street
Meriden, CT 06451
203-235-5767

Nancy Wogman, *Tri-Chair*
Meriden's Children First
Initiative
105 Miller Street
Meriden, CT 06450-4285
203-630-3566

Middletown

Elizabeth Levering Morgan,
Chair
Middlesex Coalition for
Children
30 Gordon Place
Middletown, CT 06457
860-346-1522

New Britain

Donald DeFronzo, *Co-Chair*
Human Resource Agency
180 Clinton Street
New Britain, CT 06053
860-225-8601

Dr. Candace Jones,
Co-Chair
Magnet School Programs
One Liberty Square
New Britain, CT 06050-1960
860-872-2222

New Haven

Dr. Verdell Roberts,
Co-Chair
Associate Supt. of Schools
54 Meadow Street
New Haven, CT 06519
203-946-8810

Alma Ayala, *Co-Chair*
Mayor's Office
165 Church Street
New Haven, CT 06510
203-946-8200

New London

Diane Klotz, *Co-Chair*
New London Public Schools
134 Williams Street
New London, CT 06320
860-447-6000

Susan Murphy, *Co-Chair*
Curriculum Director
Board of Education
21 Mahan Drive
Norwich, CT 06360
860-823-4214

Mary Yankura, *Co-Chair*
LEARN
44 Hatchetts Hill Road
Old Lyme, CT 06371
860-434-4800 X148

Norwalk

Nina Taylor, *Chair*
Norwalk Children First
125 East Avenue,
P O Box 6001
Norwalk, CT 06852
203-854-4094

Stamford

Jennifer Lapin, *Chair*
Stamford Government
Center
888 Washington Blvd.
Stamford, CT 06904-2152
203-322-2798

Waterbury

Mayor Philip Giordano,
Chair
236 Grant Street
Waterbury, CT 06702
203-574-6712

Dick Cable, *Vice-Chair*
Waterbury Public Schools
1443 Thomaston Avenue
Waterbury, CT 06702
203-574-8024

Windham

Susan Collins, *Chair*
Board of Education
Windham Public Schools
P O Box 338, Route 14
Windham, CT 06280
860-456-7790

Annie Clark, *Vice Co-Chair*
50 Normandy Avenue
Willimantic, CT 06226
860-423-1557

Dawn Cobb, *Vice Co-Chair*
75 Ridgewood Road
Willimantic, CT 06226
860-456-0185

If there are any additions,
changes, or corrections,
please call 860-240-0290.

School Readiness UPDATE

Next Update will include:

- Letter from Kevin Sullivan, President Pro Tempore
- Article on Severn-Norfolk School Applications
- Questions and Answers

Connecticut Public Television Partners on School Readiness

CPTV has proposed creating a one-hour television workshop for parents and care providers. The program will demonstrate effective parenting, choosing a career as a child care provider, models of reading to children, and how to find good health information for pre-schoolers. The program and accompanying materials will be distributed free by partners such as libraries, family resource centers, and the Commission on Children.

Partnerships

Statistics overwhelmingly show that children succeed in primary and secondary school when they have had a pre-school experience. The work of all the readiness councils to increase preschool facilities and the quality of programs is vitally important to our community and economy.

The legislature, in 1997, made every bold, very important statement in passing the readiness bill. We are very proud to be a part of this exciting process as a lender for facilities; a trainer for small business management of child care businesses; and employee volunteers serving on readiness councils."

David E.A. Carson
CEO, Peoples' Bank

Accreditation Reflects Quality

The School Readiness Legislation has paved the way for enduring safety and quality in our programs. The legislation funds the Greater Hartford Accreditation Facilitation Project (AFP) and four new regional support projects. The new projects will replicate the Hartford model, providing local facilitators to work in each region.

The Hartford AFP has provided support and assistance to child care programs seeking National

Association for the Education of Young Children (NAEYC) accreditation since September 1991. The goal of the accreditation project is to improve the quality of early care and education services.

A 1997 study by the National Center for the Early Childhood Workforce found that accredited programs were six times more likely to be rated good to excellent in quality than non-accredited programs. The study also pointed out that centers receiving intensive support, such as the support provided through the AFP model, achieved accreditation at more than twice the rate of other programs receiving moderate or no support.

When you participate in the accreditation process, there are three major steps.

- First, you receive self-study materials to measure your program against national standards. AFP helps by giving individualized assistance, including site visits, staff and parent meetings, group meetings with others seeking accreditation and financial aid needed to allow your program to meet national standards.
- Second, when you feel your program meets the standards, NAEYC visits your site and validates your program description.
- Third, your program will be accredited or deferred. To date, 51 of the 99 participant sites have achieved NAEYC accreditation while others are involved in various stages of the process.

For information and workshop dates, call Deb Flis, Greater Hartford Accreditation Facilitation Project Coordinator 860-257-1104.



SUGGESTED QUESTIONS FOR THE FIRST LADY
January 28, 1998

Child Care Expert: Professor Ed Zigler, Yale University. Professor Zigler is a national expert on early learning and quality child care. He is currently Sterling Professor of Psychology at Yale University, where he is also director of the Bush Center in Child Development and Social Policy. He will highlight the recent brain research on the importance of experiences in the earliest years of a child's life and the connection between quality child care and children's development.

Suggested Question: You've talked about the importance of quality child care for children's healthy development. What are the elements of quality?

Parent: Lisa Edmonds. Ms. Edmonds and her husband have two daughters, a three year old and a nine year old. When her second daughter was born premature, Ms. Edmonds decided to stay at home with her for the first year. At the end of the year, Ms. Edmonds returned to work and was very concerned about the quality of child care her daughter would receive. After a careful search, she chose the Women's League Child Care Center (the oldest child care facility in Connecticut) which has both a nurse and a social worker on site. Ms. Edmonds will discuss her initial worries about child care and her views about how quality child care has helped her daughter.

Suggested Question: What advice can you give to other parents who are looking for the right child care setting for their children?

Provider: Pam Ryder. Ms. Ryder has cared for two year olds at the Mother Goose Child Care Center for nine years. She is one of four child care providers who recently received the Hartford Child Care Collaborative's Quality Child Care Award. (She was recognized for her work with infants and toddlers.) Ms. Ryder will discuss what she sees as the important elements of quality child care for young children.

Suggested Question: You talked about how you work with parents to assure that their children are thriving. Can you tell us more about your relationship with the parents of the children you care for?

Government: Joyce Thomas, Commissioner, Connecticut Department of Social Services. Appointed by Governor John Rowland in January 1995, Joyce Thomas is the Commissioner of the State of Connecticut's Department of Social Services. The Department of Social Services administers public assistance, medical assistance, food stamps, job-training, child support enforcement, and child care, among other services. Ms. Thomas will discuss why government should address early learning and will describe Connecticut's recently enacted School Readiness Legislation, which will support and educate parents, improve the safety and quality of child care, and ensure that all children reach school ready to learn.

Suggested Question: I understand that you have been involved in employment and job

training for many years. Would you talk more about how safe, quality child care can both help parents work and children thrive?

Health Professional: Angela Crowley, Professor, Yale University School of Nursing. Ms. Crowley is an Associate Professor at Yale University School of Nursing, and practices as a Pediatric Nurse Practitioner in Hamden, Connecticut. She has focused her scholarly work, research and professional activities on promoting health in child care and linking child care providers with health professionals. She will address the role that health care professionals can play in ensuring that child care is healthy, safe, and developmentally appropriate for young children.

Suggested Question: How can we best build connections between health professionals and child care providers, particularly those providers who care for children in their homes?

Educator: Dr. Eddie Davis, Superintendent, Manchester Public Schools. Dr. Davis is the Superintendent of the Manchester Public Schools and was formerly Superintendent of the Hartford Public Schools. He is currently working on a "community collaborative" in Manchester to improve early learning and ensure that children are ready to learn when they enter school. This collaborative is one of a number of local partnerships created by the School Readiness Legislation recently enacted in Connecticut. Dr. Davis will discuss the connection between early learning and school readiness.

Suggested Question: You noted that you have worked extensively on what you refer to as community collaboratives. Why do you think that these local partnerships are important?

Business Leader/Civic Leader: David Carson, CEO, People's Bank. Mr. Carson is the Chief Executive Officer of People's Bank and has been active in the statewide effort to improve child care. Specifically, he was a key supporter of the state's recent early childhood legislation. He will address the connection between quality early learning and workforce productivity and the role of the business community in child care and early childhood development.

Suggested Question: Can you tell us why you got involved in early learning and school readiness? Why should other business leaders be interested in these issues?



Manchester Public Schools
45 North School Street
Manchester, CT. 06040

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REMARKS:

Eddie L. Davis

Dr. Eddie L. Davis is the Superintendent of the Manchester Public Schools in Manchester, Connecticut. He was former Superintendent of the Hartford Public Schools and a twenty-two year veteran of the Hartford Public School System having come up through the ranks as a teacher, vice principal, and ten years as principal of Weaver High School.

A native of Milwaukee, Wisconsin, he earned his Bachelor's and Master's of Science degrees from the University of Wisconsin-Stout. He started his teaching career in the Baltimore City Schools and earned his 6th Year Certificate and Ph.D. from the University of Connecticut.

Dr. Davis is active in the Hartford community through his involvement in civic organizations. Among the organizations are the Hartford Courant Foundation Board, a founding member of the Black Men's Society, the American Leadership Forum, the Walter 'Doc' Hurley-Hartford Courant Scholarship Board, Hartford Hospital and St. Francis-Mt. Sinai Hospital Corporator. Dr. Davis is also the Senior Warden of the Vestry of St. Monica Episcopal Church.

Dr. Davis is the recipient of awards from the NAACP Greater Hartford Chapter, Hartford Seminary's Black Ministries Program, the Milken Family Foundation National Educator Award, The Greater Hartford National Association of Negro Business and Professional Women's Club, Inc. and the National Conference's Human Relations Award.

Dr. Davis is married to Susan Rodgers Davis and is the father of two daughters, Christine and Michelle.

**Hartford Area
Child Care Collaborative**

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E-mail <haccc@hartnet.org>

<http://www.hartnet.org/haccc>

Fax

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Judith Goldfarb is Executive Director of the Hartford Area Child Care Collaborative, a project of the Hartford Foundation for Public Giving. This agency is committed to improving and supporting high quality child care. Under Judy's direction, the Collaborative provides a forum for policymakers, educators, parents, providers, advocates and employers to effect positive change, maximize resources, eliminate duplication of services, and exchange information about child care in the Hartford region. Judy has spent a lifetime involved with young children as a mother, an elementary school teacher and director of the state's first nationally accredited school-age child care program. As a former National School-Age Care Alliance board member, she currently serves on their Accreditation and National Standards Committee. Judy serves as a validator and mentor for the National Association for the Education of Young Children, is a popular local, regional and national workshop presenter and lecturer, and oversees the Greater Hartford Accreditation Facilitation Project, as well as the Quality Child Care Teacher Award Campaign. Judy is a Senior Fellow of the American Leadership Forum.

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[003]

**Hartford Area****Child Care Collaborative**

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FAX: Neera Tanden 202.456.2878

West Hartford
860-

Judy Goldfarb

First Lady's Forum, Hartford, CT 1/28/98 Panel Consideration

TEACHERS

Jacquelynne Olson Batchelder School kindergarten teacher 860.249.5897

Christine Richards Waverly School kindergarten teacher 860.549.2020

both these teachers are in Hartford, both have been in public school settings for 20+ years and considered leaders by their peers, building administrators and have served on countless early childhood committees, understanding that children and families have tremendous social and health needs to be ready to come to school. They understand the importance of preschool programs and working in partnership.

*Jenny Hernadez

Migratory program—works with preschoolers in their homes

Barnard Brown (public school program) 860.722.8919

Elaine Bamford

1st grade teacher, Norfeldt School, West Hartford

860.233.4421

former child care provider and health background, excellent teacher. Also understands early childhood needs

Health professional

Paul Dworkin, M.D., St. Francis Hospital 860.714.5020

Margaret MacLaren, M.D. CT Children's Medical Center 860.545.9330

Business/Civic Leader

David Carson/CEO People's Bank

Ana Maria Garcia CEO/YWCA Hartford School Board of Trustees

Child Care Teacher Award Winners (Providers)

Pam Ryder infant/toddler winner South Windsor

*Mirta Matias preschool winner Hartford

Virginia Hoerle school-age Hartford

Susan Diamond family child care Tolland

Early Childhood "Experts"

Beth Bye Accreditation Facilitation Project

policy and practice/former Trinity Child Care Director

860.257.1402

Deborah Flis Statewide Accreditation Facilitation coordinator 860.257.1104

*Ida Gilbert Family Child Care Training 860.280.0185

Judith Goldfarb Htfd. Area Child Care Collab 860.241.0411

policy, former provider, community collaboration

Jean Berk Witt teacher training and practice 860.232.2773

provider:
meaningful experience

Ida Gilbert
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First Lady.doc

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John Ryder
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East
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Start
L. Johnson

out of Barnard Brown

home centers &

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in migratory
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5:00 fax

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P6(b)(6)
860.872.7210

any message
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spec. training me
my but good:

Marias
Jane Norgren
Stamford: cc
sit

Mercedes Crouch
architect
w/ am
860.524-5999

Variety of things:

Public schools: little shaky: Jenny Hernandez:
↳ poor English. home visitation

Quality CC Teachers Award:

Don Ryder: fabulous providers:

pull it off:

Public schools:

Goldie Davis: Danforth Foundation

Manchester → Hartford

Superintendent →

h:

P6(b)(6)

w: 800-647-3442

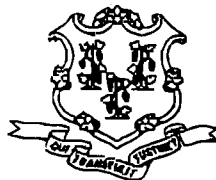
CPTV - call today:

Washington Room - hold 500 people

break out rooms:

Jerry Franklin - 440:
Larry Ripken. work:

State of Connecticut
GENERAL ASSEMBLY



COMMISSION ON CHILDREN

18 - 20 TRINITY STREET
HARTFORD, CONNECTICUT 06106
PHONE: (860) 240-0290
FAX: (860) 240-0248

TO: Jennifer Klein and Neera Tanden
FROM: Elaine Zimmerman
DATE: January 22, 1998
Re: Childcare Forum

We are so pleased that the First Lady will be coming to Connecticut to host a forum on childcare. As promised, enclosed please find names for possible panelists.

X **Business:** David Carson
CEO People's Bank
Bridgeport, CT

Mr. Carson has been involved in the economic development of this state for over a decade. He is the most trusted and successful banker. His work in early childhood lends itself to this event, as he is quite eloquent on the linkages between early childhood and lifelong learning. He can also well connect issues of workforce and productivity to childcare.

Civic Leader: Ramon Rojano
City of Hartford Human Services Director
Chair, School Readiness Council

Ramon is a Puerto Rican leader highly regarded in the city. He chairs the local council that will determine preschool need as well as facilities expansion for childcare. He presents well.

Hartford City Experts

Deb Flis
Accreditation Project

Deb Flis will oversee the accreditation of centers statewide. Her work in Hartford has been so successful that she was the natural hire for the statewide expansion of our accreditation efforts.

Policy Leaders

Tom Ritter is the Democratic Speaker of the House. He is the key person behind the legislation that just passed. It was his budget study which showed that Connecticut invested less than 10% on prevention, that launched the school readiness bill. He went public saying it was time we put our dollars on the front end, not the back end and used his budget study to force prevention and early childhood into the public arena. Ritter was also the key leader to move our recent child health care bill. If we discuss the legislation, his presence would be key in whatever function seems fitting to you.

Child Care Providers

It makes good sense to honor those who received Best Practice Awards for the Hartford Child Care Collaborative. The names of the winners include:

Virginia Hurle for school-age
Merta Mathias for preschool - Latmo / Head Start → a trouble
Susan Diamon, Family Child Care
Pam Ryder, Mother Goose Child Care

|| Child Care Providers

I had recent opportunity to observe a family day care provider from Meriden, Connecticut with her new baby. She runs a family day care program called "Angels in Training" and is President of the Family Day Care Network in Meriden, a working class conservative town. She was extraordinary with her baby and the baby was extraordinary in the class. If you wanted a mother and child to show on stage what love is about, she is able to both talk and hold her baby at the same time and offers a calm realistic frame on childcare.

If you want a male director, to fall out of the gender bias in our field, John Joyce heads the Simpson-Waverly Daycare facility in Hartford which is a city run site, NAEYC accredited and quite good.

Another outstanding provider is Jane Norgren in Stamford, Connecticut. She has one of the best programs in the state. It integrates dollars, programs, health, etc. We have put her on television and she does outstanding work.

Health

Angela Crowley is a health practitioner connected to Yale. She has worked with Joan Lombardi on the national level and understands beautifully the linkages between health and childcare. She presents well, is relaxed and highly skilled in this area of health, learning and safety.

Literacy

Dr. Paul Dworkin, a pediatrician at St. Francis Hospital is quite eloquent on the new brain research. I worked with him on the New England conference the same day that the Clinton's hosted the White House conference on the brain. He also runs a Reach out and Read program and understands the linkage between brain research, healthcare and early language acquisition. He is very good on the importance of early language through story, repetition, rhyme and being read to.

Jane Glover is both the mayor of New London and a librarian. She is highly skilled in early language acquisition and fluency. She is African American.

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On the television side we have CPTV recently funded by Travelers Foundation to help train child care practitioners in quality issues. The President is Jerry Franklin and the Vice President is Larry Rifkin. Larry brought Barney to public television. He is a gem. CPTV does 15 hours of children's programming every day.

Parent

Expert on Comm. on Children
Speaker of House as in his position: Tom Dem.

We also have the Singers here who are the experts on children watching too much television. They are very good on the connection of quality care and television use. They are also expert on how to use television positively. Mrs. Singer presents quite well.

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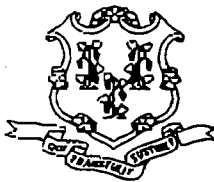
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PHONE: (860) 240-0290
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FAX TRANSMITTAL

TO:

Neera Tanden

FAX:

202.456.2878

FROM:

ELAINE ZIMMERMAN

DATE:

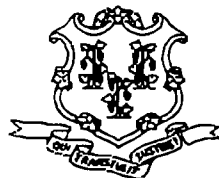
1/23/98

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Review☐ Please
Comment☐ Please
Reply☐ Please
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Enclosed please find proposed
speaker numbers. There's a few
missing, which I'll fix down
in the 1/2 hour.

State of Connecticut
GENERAL ASSEMBLY



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004. list	Possible panelists (partial) (1 page)	01/23/1998	P6/b(6)
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COLLECTION:

Clinton Presidential Records
First Lady's Office
Neera Tanden (Subject Files)
OA/Box Number: 20358

FOLDER TITLE:

Early Childhood [Event] Hartford, 1/28 [1998] [1]

2012-0057-S

kc651

RESTRICTION CODES

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Freedom of Information Act - [5 U.S.C. 552(b)]

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Ed Zigler
Sharon Lynn Kagan
James Comer

NAME	TELEPHONE NUMBER
David Carson	203-338-7309 H [REDACTED] P6/(b)(6)
Ramon Rojano	860-543-8860
Deb Flis	860-257-1104
Tom Ritter	860-240-8500
Virginia Hurle	860-243-0659
Marta Mathias	860-280-0100
Susan Diamon	860-872-7210
Pam Ryder	860-644-9568
Paul Dworkin	860-714-4455 or 60-714-5020
Jane Glover	860-441-6750
Angela Crowley	203-737-2548 2230 / 2231 H- [REDACTED] P6/(b)(6)
Jerry Franklin	860-278-5310
Larry Rifkin	860-278-5310 ext 1252

7-203-338-3600

11f: 203-737-6455

Mrs Singer	203-432-4565
Jeff Brown	860-280-3187
Patricia Ward	860-298-8341
Maria Mojeca	203-498-4030
Anika Warren	860-548-1888
Pat Estill	860-240-0024
Ed Zigler	203-432-4576 or 432-4575 / 203-288-

Professor Zigler:

Child Care Expert

3279

↳ F 203-432-7147

Eddie L. Davis

Dr. Eddie L. Davis is the Superintendent of the Manchester Public Schools in Manchester, Connecticut. He was former Superintendent of the Hartford Public Schools and a twenty-two year veteran of the Hartford Public School System having come up through the ranks as a teacher, vice principal, and ten years as principal of Weaver High School.

A native of Milwaukee, Wisconsin, he earned his Bachelor's and Master's of Science degrees from the University of Wisconsin-Stout. He started his teaching career in the Baltimore City Schools and earned his 6th Year Certificate and Ph.D. from the University of Connecticut.

Dr. Davis is active in the Hartford community through his involvement in civic organizations. Among the organizations are the Hartford Courant Foundation Board, a founding member of the Black Men's Society, the American Leadership Forum, the Walter 'Doc' Hurley-Hartford Courant Scholarship Board, Hartford Hospital and St. Francis-Mt. Sinai Hospital Corporator. Dr. Davis is also the Senior Warden of the Vestry of St. Monica Episcopal Church.

Dr. Davis is the recipient of awards from the NAACP Greater Hartford Chapter, Hartford Seminary's Black Ministries Program, the Milken Family Foundation National Educator Award, The Greater Hartford National Association of Negro Business and Professional Women's Club, Inc. and the National Conference's Human Relations Award.

Dr. Davis is married to Susan Rodgers Davis and is the father of two daughters, Christine and Michelle.

Angela Crowley-January 28, 1998

Some of the most difficult moments for parents are the times when we must let go. But there is no more wrenching moment than when we hand over our babies to other caregivers. We must trust in that moment of letting go that child care providers will keep them safe and provide a healthy, stimulating, and nurturing environment. We trust that caregivers will understand the developmental and emotional needs of young children, that the staff and all the children in the program are immunized, that the providers not only maintain an environment that stimulates their young minds but an environment that is clean and free from harm. We trust as parents that the toys are not only developmentally appropriate but there are no small parts on which a young child could choke. We trust that caregivers will not only model good social behavior but will teach our children good health habits that can last a life time. We trust that the playground provides not only hours of fun and opportunities for promoting motor development but that the equipment is safe. And if our children fall they will not only be comforted by vigilant providers but they will be saved from injury because of appropriate surface materials.

For many children in this country, child care is an enriching, safe, and healthy experience. It is an experience which stimulates their development, promotes their health, and prepares them, ready to learn, for elementary education. Experienced and educated child care providers not only keep our children healthy and safe in a developmentally appropriate environment, they also care for and promote the development of the young family. In their day to day encounters with parents, they teach and support parenting skills. They assist families with accessing health care and community resources. Knowledgeable child care providers are often the first to identify health problems and developmental lags and they are eager to assist families with seeking out early intervention services. Educated child care providers integrate special needs and chronically ill children into their programs and foster acceptance and independence regardless of disabilities.

Unfortunately, most children and parents in this country do not have access to the high quality, healthy and safe care I describe. Either because of an insufficient supply of good care or an inability to pay, children are left daily in child care situations which threaten their development, their health, and even their lives.

Choosing child care and understanding what are the characteristics of high quality healthy, safe, and developmentally appropriate child care is a complex and almost overwhelming task for parents. But we know what constitutes good care. Early childhood professionals have defined components of high quality, developmentally appropriate programs and they have created an accreditation process to identify those programs. So too, we know what are the characteristics of healthy and safe care. Through support from the Maternal Child Health Bureau, the American Public Health Association and the American Academy of Pediatrics have published the National Health and Safety Performance Standards: Guidelines for Out-of-home Child Care Programs, and Stepping Stones to the Standards, which identifies approximately 200 standards which are critical for healthy and safe care.*

By adopting these standards in our state child care regulations we can strengthen the quality of child care programs. However, regulations are of little benefit unless we aggressively seek to bring unregulated care into the system, increase the number of licensors, and conduct frequent, unannounced visits.

Recently, a child care director told me that "the health decisions in child care are hard decisions." Understanding the sequencing and the purpose of specific immunizations, how to care for children with chronic conditions such as asthma, knowing when to exclude ill children, are hard tasks for child care providers. They are early childhood professionals not health professionals, and they deserve our support. We must provide caregivers with the information and training to maintain healthy and safe programs and to assist children and families with accessing health and early intervention services. We can and must develop child care health "warm lines" to assist parents and providers and we must utilize our local libraries and other community centers as access points for information and resources.

Connecticut is the only state which requires weekly health consultation to child care centers and group homes, which enroll infants and toddlers. In a study of child care directors' perceptions of this regulation, 85% of the sample believed that weekly health consultation was important or very important, and approximately 75% of the directors wanted consultation weekly or more frequently. However, the cost of health consultation was a problem for more than one-third of the sample. Child care providers recognize the necessity to link with and utilize health professionals in order to maintain high quality programs, and we must support their efforts to identify as well as finance health consultation. We also must expand that linkage to all child care programs.

For this reason, President Clinton's Child Care Initiative is so critical. This important proposal will address many of the factors which prevent parents' access to and the supply of high quality, affordable child care. In particular, the Early Learning Fund will provide challenge grants to communities to strengthen training on safety and health issues, including the care of special needs children**. These grants will support parent education, home visits, access to health consultants, assistance in meeting licensing requirements, and the reduction of group sizes and child-to-staff ratios.

The linkage between health, early childhood care, and parent involvement is not a new idea. Dr. Zigler, you were aware of this more than 30 years ago when you developed Head Start, a model program. Now more than ever, America's children and families need to trust that the licensed care which they choose will be healthy, safe, and developmentally appropriate.

*I plan to bring copies to show briefly. These standards are the foundation of the current *Healthy Child Care America Campaign*, which is funded and administered by the Maternal Child Health Bureau and the Child Care Bureau.

**Although the initiative does not specifically address special needs children, it seems that these grants can be utilized for this population as well as for those who are without disabilities.

EDWARD ZIGLER

BIOGRAPHY

Edward Zigler received a B.S. at the University of Missouri at Kansas City and obtained his Ph.D. in clinical psychology from the University of Texas at Austin in 1958. He taught at the University of Missouri at Columbia for one year before coming to Yale University in 1959.

Professor Zigler was a member of the National Planning and Steering Committee of both Project Head Start and Project Follow Through. In 1970, he was named by President Nixon to become the first Director of the Office of Child Development (now the Administration on Children, Youth and Families) and Chief of the U.S. Children's Bureau. While in Washington, Dr. Zigler was responsible for administering the nation's Head Start program. As Director of OCD, he led the efforts in conceptualizing and mounting such innovative programs as Health Start, Home Start, Education for Parenthood, the Child Development Associate Program, and the Child and Family Resource Program.

Upon leaving government, Dr. Zigler continued to assist policy makers by serving on the President's Committee on Mental Retardation and, at President Ford's request, chairing the Vietnamese Children's Resettlement Advisory Group. In 1980 Zigler was called upon by President Carter to chair the Fifteenth Anniversary Head Start Committee, a body charged with plotting the future course of this major intervention program. Recently he was a member of the Advisory Committee on Head Start Quality and Expansion and of the planning committee for the Early Head Start program for families and children ages zero to three.

Professor Zigler has served as a special consultant to numerous Cabinet rank officers and private foundations. He also appears with regularity as an expert witness

Zigler Bio (con't)

-2-

before many Congressional committees, and is frequently called upon by the media to comment on social policy issues concerning our nation's children and families.

At Yale, Professor Zigler directs a distinguished laboratory engaged in a variety of basic and applied studies of child development and family functioning. His scholarly work cuts across the fields of mental retardation, psychopathology, intervention programs for economically disadvantaged children, and the effects of out-of-home care on the children of working parents. He headed a national committee of distinguished Americans charged with examining the possibility of making infant care leaves a reality in America, work that inspired the Family and Medical Leave Act of 1993.

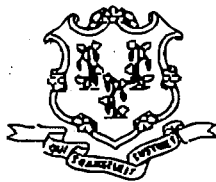
Professor Zigler is the author or editor of 26 books and has produced over 500 scholarly articles. He is a member of the editorial boards of 10 professional journals.

Dr. Zigler has received numerous honors, including the Harold W. McGraw, Jr. Prize in Education and awards from the Joseph P. Kennedy, Jr., Foundation, the American Psychological Association, the American Academy of Pediatrics, the National Association for Retarded Citizens, the American Association on Mental Deficiency, the National Academy of Sciences, the American Academy of Child and Adolescent Psychiatry, the National Head Start Association, and the American Orthopsychiatric Association, where he was the 1993-94 President.

Professor Zigler is currently Sterling Professor of Psychology at Yale University, where he is also director of the Bush Center in Child Development and Social Policy. He is the Head of the Psychology Section of Yale's Child Study Center.

6/97

State of Connecticut
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Number of Pages: (INCLUDING COVER SHEET)

10☐ Urgent☐ For
Review☐ Please
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Reply☐ Please
Recycle

Enclosed please find suggested
house list of key policy leaders
who have performed optimally
for children.

Withdrawal/Redaction Marker

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First Lady 'Holding Up Just Fine'

Associates Say First Lady Is Pragmatic In A Crisis

By BRIGID SCHULTE
Knight Ridder Newspapers

WASHINGTON — How can she stand it?

Hillary Rodham Clinton's friends and supporters say she doesn't believe former intern Monica Lewinsky's allegations that she had an 18-month affair with the president. But even more, they say, the first lady loves her husband. She believes they are on a mission to put a humane face on politics.

And she can take it.

"Hillary has a very strong sense of identity," said the Rev. Don Jones, an ethics professor, Methodist youth minister to Clinton and a longtime friend. "If she were an insecure person, if her life depended on what other people thought, then of course, she would be an alcoholic, commit suicide or do something crazy."

Detractors take a more cynical tone, suggesting that her relationship with her husband is a complicated partnership. She has stuck with him through allegations of a 12-year affair with Gennifer Flowers

Please see HILLARY, Page A9

01/27/98 10:40 202 225 1031

CONG KENNELLY

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BARBARA B. KENNELLY
DISTRICT CONNECTICUT

SENATE

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Congress of the United States

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CONGRESSWOMAN BARBARA B. KENNELLY

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As requested. Please call
if you have any questions.

CONGRESSWOMAN BARBARA B. KENNELLY'S RECORD ON CARING FOR CHILDREN

Barbara Kennelly has fought to provide safe and quality care for children for more than twenty years. Even before coming to Congress, she worked to improve the lives of children as the President of Catholic Family Services in Hartford. When elected to represent Connecticut's First Congressional District, one of the first bills she introduced was landmark legislation to increase child support collections from delinquent parents. The measure, known as the Child Support Enforcement Amendments of 1984, required among other things that money be directly withheld from the paychecks of absentee parents who refused to comply with court-ordered child support. This law in combination with other efforts helped increase child support collections in Connecticut from \$39 million in 1983 to \$117 million in 1995.

Her most recent legislative accomplishment also reflects Congresswoman Kennelly's continuing commitment to the safety and well being of children. She coauthored a new bipartisan law that will speed the adoption of children in foster care, and that will help prevent child abuse. The legislation, which was enacted late last year, now provides financial bonuses to states that find adoptive homes for foster care children and outlines specific precautions to prevent children from being returned to abusive homes.

Of course, Congresswoman Kennelly also recognizes the difficulty many parents have in finding safe and affordable day care for their children. To help low-income working families pay for quality child care, Congresswoman Kennelly helped lead the fight in 1990 and 1993 to expand the Earned Income Tax Credit (EITC). As a result, more than 130,000 families in Connecticut now benefit from the EITC, which can provide a working family with up to an additional \$3600 every year to care for their children.

Congresswoman Kennelly also realizes that welfare reform cannot work without a commitment to quality child care. And that's why in 1995, she offered an amendment in committee that would have prevented mothers from being penalized for not working if they were unable to find day care for their children. The amendment was defeated, but it helped frame the debate from that point on. As a result, the final welfare bill signed into law increased child care funding by over \$4 billion and prevented mothers with children under the age of six from being cut off when they were unable to work because they did not have access to child care.

State of Connecticut
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Brief Biography
Elaine Zimmerman

Elaine Zimmerman is the Executive Director of the Connecticut Commission on Children. In this office she reviews children's policy and programs and reports to the Executive, Legislative and Judicial branches on recommendations in children's legislation. Ms. Zimmerman staffs a Business Advisory of twenty four corporate presidents, and manages a Parent Leadership Institute to help parents become active leaders for children in the state.

Ms. Zimmerman co-designed Connecticut's School Readiness Campaign, which involves business, parents, the legislature, and early childhood educators. It has become a state model of policy and public education for young children and their families to attain the first National Education Goal with five component parts: 1) model state policy; 2) upbeat public education; 3) community capacity building; 4) business leadership linking child development and economic development; and 5) parent leadership. Ms. Zimmerman recently launched a state outreach effort for the public to discuss the block grants and their impact on readiness. She is coordinating a service integration project to look at children's policy and decategorization under the block grants.

Previous to her employment with the Connecticut Legislature, Ms. Zimmerman was the Director of the California Legislature's Committee on the Changing Family. She organized a statewide effort on family policy which issued the first state family policy agenda focus on children, employment, caregiving and intergenerational policy. Ms. Zimmerman was also the Senior Consultant to the California Legislature's Assembly Human Services Committee, which reviews legislation in child care, human services, employment and training.

Known for her skills as an organizer and policy analyst, she organized the California Women's Economic Agenda Project, a statewide multi-racial effort promoting a mass constituency to reverse the feminization of poverty. The action and policy agendas of this effort led to several bills' passage in the Legislature as well as grassroots efforts to increase women's economic self sufficiency.

Ms. Zimmerman is the author of several articles on family and work, child development, parent leadership and community strengthening. She is utilized by states to design both policy and organizing strategies. The mother of two children, ages five and seven, she is a resident of Hamden, Connecticut.