

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. form	Letters of reference, Mother Goose Children's Center (2 pages)	nd	P6/b(6)
002. list	Possible attendees for visit (partial) (5 pages)	nd	P6/b(6)
003. list	Possible parent attendees (9 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] [2]

2012-0057-S

kc652

RESTRICTION CODES

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

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

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]

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

RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
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Pamela P. Ryder**Experience and Background Statement**

I started my career in Early Childcare about nineteen years ago when my daughter Nicole was born. I felt that it was very important to stay home and to be there for her. Five years later my son John was born and I still felt the same way. To be able to do this I decided to open a home day care. This gave me the opportunity to also love and nurture other children. I was able to do this for about eleven years. My dream had always been to become a teacher of pre-school children and when I left my home daycare and re-entered the work force I knew that I had to follow this career dream. My years of experience nurturing children enabled me to obtain a position with a local children's center. Mother Goose Children's Center had just opened an Infant-Toddler Program and it seemed just right for me. I wanted to do the best for these children so I joined HAEYC and attended conferences and workshops where I could learn new skills and ideas. This also gave me the opportunity to network with other early childhood professionals. Since then I have completed various home study courses, including "Child Day Care" from the International Correspondence School of Pennsylvania. I have also completed credit courses in Infant and Toddler Care from the California College for Health Sciences. In December, 1996 I completed the Child Development Associate Credential Course at Capital Community Technical College and I will take my final assessment exam for this credential on May 5, 1997.

Pamela P. Ryder

Experience and Background Statement

Other conferences and workshops that I have attended are Child First Aid, CPR, and I am now helping our center with the re-accreditation process. I find it very helpful and important to fulfill my Continuing Education hours by going to as many seminars as possible.

Pamela P. Ryder
Personal Statement

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First of all let me start by saying that I find it very difficult to write about myself. I love what I do and I love the children. I don't feel that I am extraordinary in any way. I just do what is best for the children in my care and their families.

My involvement with the children begins long before each child enters the two year old program. I review each child's application and information sheet with my supervisor to gain insight into the needs of the child and his/her family. This gives me the opportunity to make the children feel welcome when they visit our program prior to their first day. I also personalize a coat hook and a cubbie for the child's belongings before their first visit. I feel that this will give our new child a sense of belonging that will ease the anxiety that comes with entering a new program. I also ask the parents to supply several photographs of their family members that will be used to create a place mat that will be used each day at lunch time to help each child to recognize his/her special place at the lunch table. Any unused photos will be hung on low walls that divide the learning centers. The children take great pride in identifying not only their own families, but also the families of their friends. This is just one way that I encourage the children to establish a sense of self and community.

Circle time is one of the activities that I really enjoy because it gives me the opportunity to get down with the children and communicate. The children are very involved with the stories, songs, finger plays and felt board activities. I love to learn which songs and stories are their favorites and then I can make the felt pieces

Pamela P. Ryder
Personal Statement

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to create an exciting felt board activity. These activities encourage language development and also give the children an opportunity to use their imaginations as they make up new stories using the felt pieces in new ways. During circle time we also pick our "helpers of the day". Each child will be a weather person, morning or afternoon snack helper, or the lunch helper for that day. Everyone will get a turn to do a job during each week.

The children also use their imaginations each day in the dramatic play center. I have been lucky enough to have parents who have helped to fill several prop boxes with wonderful items that will help the children to create a "new" center every week. What a great way to generate social development and language development through cooperative play.

Knowing that it is very important for the children to be able to get away by themselves, I have created a quiet book area. This area provides the children with the opportunity to have some space of their own. A low book shelf holds the books. This quiet area is provided with two cubbies that the children can climb into, many soft pillows and stuffed animals to cuddle with. The children choose a book and then can decide whether to stay in this area or to find another special place of their own where they can look at the books.

Gross motor activities with lots of activity are just as important for growing bodies and therefore I provide an area where the children can climb, slide and jump on cushions. The equipment and activities in this area are changed weekly. We have cubes and a tunnel to climb through, mats to jump on and a nest with sponges

Pamela P. Ryder
Personal Statement

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and a ball pit to jump into. Sometimes even shredded paper is used, this helps to develop a lot of imagination by encouraging the children to institute new ways to use it. The large blocks make great balance beams and empty boxes also make interesting props.

I provide many avenues where the children can explore and use their imaginations. The sensory area is one of the favorites for most of the children. I have used a variety of materials in the sensory table where the children can also explore science and math concepts, from cars in sand to fresh coffee grounds and a funnel suspended from the ceiling. The easel is also open to the children throughout the day for more creativeness. Crayons, markers and water colors are always out for exploration during free play time. Sometimes items are put on the table just to see what the children will create in a community art project. The results are always interesting. The blocks and truck area is also another popular area for boys and girls. Different sizes of blocks, as well as the trucks are rotated throughout the week. All of these toys are on low shelves so that the children can choose their own desire for play. The shelves are labeled so that the children can take pride in putting their toys away when they are finished playing.

I encourage parents to discuss their ideas, questions and concerns with me at their convenience. I greet each parent every morning and if needed I will meet with them at any time. I will call the parent and request to set up a time for a conference at their convenience if I have a concern about a child. When a child is absent for more than one day I call to voice my concern and to inquire about the

Pamela P. Ryder
Personal Statement

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child's well-being. I also let the parents and know that everyone at school misses their child.

We have special needs children in our classroom and I try to make every effort to make that child and the parents feel comfortable with us. It often means that we must adapt the surroundings to accommodate the special needs of the child. I am learning sign language now to help one of the children that is in my care.

Another activity that we incorporate into our curriculum is a special theme day once a month. This has gone over well with the parent's and children's involvement. We have done a beach day in the middle of winter, a pajama day, a western day that included line dancing and we are now working on a sports day. These special theme days are rotated on different days of the week to enable all of the children to have a chance to participate, even the children who don't attend everyday. The parents really seem to like this special little activity that we do. We invite the parents to participate and to visit at any time. We encourage them to share any new ideas that they might have.

Every day is new and challenging when you work with two year old children and I enjoy every minute of it!

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April 16, 1997

I have had the pleasure of being Pam Ryder's Curriculum Supervisor for the past three years at Mother Goose Children's Center in South Windsor, CT. Our center currently employs 67 people and is Nationally Certified.

During this period of time, I have seen Pam grow from being a wonderful, responsible teacher to an incredible, amazing professional. Always, she is positive and sincere in her attitude towards children, staff and parents.

Pam has always enjoyed working with toddlers and always demonstrates a keen sense of meeting their needs. Whether it be changing her style of teaching or changing the environment. She makes going to childcare fun, stimulating, and interesting. Weekly and monthly themes set the tone of her room. You will find Western Days, Beach and Ocean Days, Pajama and Hat Days. Her two year olds are involved and exposed to a vast array of interesting hands on activities geared to their abilities.

Pam works diligently to get her parents involved in the classroom. You will see parents reading, helping with the various themes, having lunch with their children. Her evening Pot Luck Suppers are always a huge success and she manages to not only involve her parents with planning and preparing the evening, but they come and never want to go home. Pam has a phenomenal rapport with her parents and her staff. All of this is a great benefit to the children she cares for.

Keeping parents informed is a necessary part of childcare. Pam sends home weekly letters explaining her curriculum, special events and happenings. When she finds an interesting article on health and safety she sends it on to her parents. Twice a year formal progress reports go home and official conferences are established. I say formal and official here because Pam speaks to most of her parents daily and a summary of each child's daily events is sent home.

I feel Pam is very dedicated to Early Childhood. She reads, attends workshops and seminars that involve early childhood issues. You will find her sharing her ideas with other staff members. Many weekend days, Pam, may be found in her classroom attending to the fine details that allow a classroom to run smoothly.

During the past year, Pam has been involved working towards her CDA (Child Development Associate Degree). She has, also, taken the course on operating a fully integrated child care program. Pam has implemented a wonderful program to meet the needs of all children, including those children with disabilities. I find her to be excited about learning and applying various educational techniques whether it be Piaget or NAEYC Criteria.

Pam is a pleasure to observe in a classroom setting. She instinctively knows how to approach the individual child. Her unique ability to communicate with children reflects a gentle, nurturing style.

Pam is not only a leader among the staff of Mother Goose but is a respected educator in her field.

I am proud to recommend Pam Ryder to be the recipient of the Quality Childcare Teacher Award. She is truly a winner!

Terese Platteris Ms. Ed.

**Hartford Area
Child Care Collaborative**

85 Gillett Street, Hartford, CT 06105
(860) 241-0411 voice (860) 524-8346 fax
E-mail <haccc@hartnet.org>

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Fax

To: Neera Gordon From: Judith Goldfarb

Fax: 202-456-2878 Pages: 11

Phone: 456-6275 Date: 1/27/98

Re: Dist. Ladija Rosem CC:

☐ Urgent ☐ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

• Comments:

**Hartford Area
Child Care Collaborative**

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(860) 241-0411 voice (860) 524-8346 fax
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Fax

To: Neera Tanden

From: Judith Goldfarb

Fax: 202.456.2878

Pages: 5

Phone: 202.456.6275

Date: January 26, 1998

Re: Teacher award info

CC:

☒ **Urgent** ☐ **For Review** ☐ **Please Comment** ☐ **Please Reply** ☐ **Please Recycle**

• **Comments:** Neera, I'm sending a few pages from the award ceremony program. Just wanted to let you know that the Hartford Area Child Care Collaborative promotes and advocates for quality early care in education in the Greater Hartford area and consists of early 200 regional and local organizations and individuals. It is a project of the Hartford Foundation for Public Giving, funded through the Brighter Futures Initiative.

The Quality Child Care Teacher Awards

The care and education of our children are key to a strong society. While recognizing that families are the primary influence in the lives of children, we also know that the relationship between the child and the teacher is the single most important factor for child development in child care settings.

L. Alan Sroufe, Ph.D., and his colleagues at the University of Minnesota have found that children receiving warm and responsive caregiving and are securely attached to their caregivers cope with difficulties more easily when they are older. They are more curious, get along better with other children and perform better in school than children who are less securely attached.

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To encourage and publicly recognize the truly exceptional professionals who demonstrate innovation, leadership, respect, dedication and commitment, the Hartford Area Child Care Collaborative, a project of the Hartford Foundation for Public Giving, created The Quality Child Care Teacher Awards.

SELECTION PROCESS

The Quality Child Care Teacher Award, a project of the Hartford Area Child Care Collaborative, was officially launched on Tuesday, February 25, 1997. The launch was preceded by a year of planning by volunteer parents, early childhood education professionals, and community leaders.

Word of **The Quality Child Care Teacher Award** was spread through newspaper articles, radio talk shows, newsletters, web sites, businesses/employers and brochures distributed throughout the Greater Hartford Area. The brochure described how to recognize a quality child care teacher, who was eligible to receive the award, how to make a nomination, and why recognition is important. More than 14,000 brochures were distributed throughout the 35 towns in the Greater Hartford area.

More than 350 nominations were returned to the Hartford Area Child Care Collaborative from parents, colleagues, administrators, friends, neighbors, and relatives living in thirty-five communities in the Greater Hartford Area. Teachers submitted their applications in May, embarking on a three-step process.

First, each teacher's application was reviewed by at least two independent evaluators. Semi-finalists then had a personal interview with three judges. As the third step, judges made site visits to all twelve finalists at various times of the day and different days of the week. The selection committee chose, by consensus, one recipient in each category.

A word about our judges—these volunteers represent qualified early care and education professionals throughout the state, including university staff, business representatives, parents, providers, directors and child care and education consultants.

In recognition of those who have worked together to achieve the
extraordinary!
Many thanks to the people below who collectively volunteered thousands of
hours to make these awards possible.

Teacher Award Committee

Deane Argenta, University of Connecticut Cooperative Extension System, Project Coordinator
Leah Barbuto, Eastern Connecticut State University, Professor, Early Childhood Education
Tara Bartlett, University of Connecticut School of Social Work, Intern
Ruth Benanav, West Hartford Extended Experience II, Inc., Teacher
Jean Berkwitz, Early Childhood Education Consultant, CDA Coordinator
Beth Bye, Trinity College Community Child Center, Executive Director
Vivian Carlson, Consultant, Coordinator Early Childhood Education
Carol Cole, Community Consultant
Lois Davis, St. Joseph College, Professor of Early Childhood Education
Nanci Dower, Sunny Side Up Early Care Learning Center, Director
Elizabeth Downs, New England Insurance Services, Inc., President
Denise Duclos, United Way of Connecticut, INFOLINE, Child Care Community Liaison
Harriet Feldlaufer, State Department of Education, Early Childhood Consultant
Deborah Flis, Accreditation Facilitation Project, Coordinator
Terry Gagne, St. Francis Hospital Child Care Center, Director
Ida Gilbert, Community Renewal Team, Training Coordinator for Family Day Care
Jane Goldman, University of Connecticut, Professor of Early Childhood Education
Ines Gonzales, La Casa de Puerto Rico, Resource Worker
Cynthia Greenblatt, Capitol Community Technical College, Director of Early Childhood Education
Muriel Hamilton-Lee, Southern CT State University, Professor of Early Childhood Education
Martha Hickey, Bright Horizons, Regional Director
Kathy Hucks, Morley Extended Day Care, Inc., Director
Elsa Jones Nance, Yale-Bush Center, Consultant
Teri Lawrence, Connecticut Early Childhood Education Council, President
Sandra Lok, Connecticut State Department of Public Health/Daycare Licensing Specialist
Tracey Madden-Hennessey, YWCA of New Britain, Director of Programs
Lisa McGuire, People's Bank, Vice President, Community and Government Relations
Regina Miller, University of Hartford, Professor of Early Childhood Education
Mary Jane Newman, Mansfield Discovery Depot, Director
Abel Padro, LULAC Head Start, Director
Beth Reichert, Manchester Community Technical College, Child Development Coordinator
Iris Rouleau, Manchester Head Start, Program Director
Jean Rustici, Yale-Bush Center, Early Childhood Education Consultant
Amy Sevell-Nelson, CT Regional Education Council, Early Childhood/Special Education Consultant
Elizabeth Shack, Yale Child Study Family Support Services, Coordinator YICAPS
Claudia Shuster, Central Connecticut State University, Professor of Early Childhood Education
Andrea Vaughan, Supportive Consulting Services, Inc., Principal and Founder
Dianne Warner, Early Care and Education Consultant
Grace Whitney, Governor's Collaboration for Young Children, Project Director
Kathy Wilby, United Way of Connecticut, INFOLINE, Child Care Community Liaison



Pamela Ryder

Mother Goose Children's Center,
South Windsor

Infant/Toddler

"Pam enjoys working with toddlers and demonstrates a keen sense of meeting their needs. Whether it be changing her style of teaching or changing the environment, she makes going to child care fun, stimulating and interesting." Colleague

Pam frequently changes the classroom environment to keep the toddlers curious and interested. As one parent put it, "My daughter always has a new and exciting activity to experience each day. On a weekly/monthly basis, Pam has a different theme center such as a grocery store, hair salon, beach, etc." The surroundings are readily adapted to meet the requirements of special needs children, and Pam is learning sign language to help with a child in her care.

Pam looks for ways to get parents involved in the classroom. You often see parents reading, helping with the

various themes and having lunch with their children.

Pam has been working in the early childhood field for nineteen years. To enable her to "do her best" for the children in her care, Pam has taken several home study courses in early childhood education and completed the Child Development Associate Credential Course last year. Currently, she is assisting the center with the National Association for the Education of Young Children re-accreditation process.



Mirta Matias

Thomas D. Ritter Head Start
Program, Hartford

Preschool

"The children learn from me, I learn from the parents, the parents learn from the children and we all learn from each other."

Mirta believes, "It is essential that anyone involved in the education of children this age be caring, concerned, supportive, loving, devoted, giving and above all - involved." She strives to be all of these things and at the same time be an excellent role model for the children in her care. Described as "soft spoken," Mirta stresses respect and courtesy in her teaching. "I treat the children with the same respect and courtesy that I extend to my peers, their parents and any other person that may visit my classroom. I teach them to respect others and above all to respect themselves."

A supervisor says, "Her love for children is clearly displayed

in her interaction with every child on a daily basis."

Mirta Matias received her Associate in Science Degree in Early Childhood Education from the Greater Hartford Community College and was hired to work part time at the Lab School where she had worked as a student teacher. In 1993 she moved on to become an assistant teacher for Trinity College Community Child Center at Trinity College and then on to head teacher at the Thomas D. Ritter Head Start Program in 1996.

State of Connecticut
GENERAL ASSEMBLY



COMMISSION ON CHILDREN

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

TO: Neera Tanden

FAX: 202-456-2878

FROM: ELAINE ZIMMERMAN

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

**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

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) ■

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:

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 through a coordinated Intoline 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

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**

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**For any corrections or
changes call the CDC:
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



The Connecticut Commission on Children Vol. 1 No. 1 October 1997

Newsletter on School Readiness Legislation

Overview of the School Readiness Legislation

By Elaine Zimmerman,
Executive Director, Connecticut Commission on Children

The School Readiness initiative passed this June was landmark legislation supported by the Governor, the Legislature, Commissioners of Education and Social Services and the public. With unanimous support, this legislation represents Connecticut's commitment to quality, equal access and growth in the interests of young children's health, safety and learning.

The legislation is touted nationally for its pooling of funds, upholding of quality standards, commitment to a career ladder and training for providers, as well as financing of growth through significant low interest funds.

Key components of the legislation include:

Children's Ages— Provide a preschool program for both three and four year olds. Most states have expanded only to four year olds.

Full Access— Provide a program for families across incomes with a sliding scale mechanism to allow both state and personal payments.

Pooling of Funds and Resources— Provide school readiness dollars that can be wrapped around child care dollars to provide a full day opportunity for children.

Contemporary Time Frames— Stress priority for full day, year round programming to address both the child's learning needs and workforce trends.

Service Integration— Require linkages to health care, literacy, parent involvement, employment and job training, addressing the needs of the whole family in the interests of the child's learning.

Parent Involvement— Encourage participation from parents as key decision makers for their children. Service providers are expected to work in partnership with parents

Transition to Elementary School— State that each school readiness plan must prepare for transition to ensure that the gains of preschool do not get lost upon entry to kindergarten or the early grades.

Quality— Stress that preschool programs must be accredited or in the process of accreditation with National Association for the Education of Young Children (NAEYC), Head Start standards or other like standards determined by the SDE. The Department of Social Services will give more dollars to programs reflecting excellence through these national standards.

Local Coordination and Planning— Establish school readiness councils to determine the assets, gaps and needs within community. They report to the mayor and superintendent of schools who submit the local plan to the state.

A Career Ladder and Accreditation Training— Support a career ladder to have work experience, training and diverse courses as part of a substantive career path. Programs will be assisted towards accreditation through five accreditation sites throughout Connecticut.

Health Care is part of Early Care and Education— Acknowledge that health needs and care giving are better

coordinated through the care givers asking and reporting on Early, Periodic Screening and Diagnostic Treatment (EPSDT) screens of the preschoolers. We will soon know which children have had medical screens and which have not, speeding up health access and intervention.

Safety— Protect parents and children from undue anxiety through a series of worker criminal background checks to protect children from child abuse.

Upgrades and Expansion— Make low interest loans available for small, medium and large building and renovation goals to uphold excellence, increase openings and expand programming. The business sector has joined in a public-private partnership with the state to grow the early care and education industry.



School Readiness **UPDATE**

What Every School Readiness Council Should Know When Developing Its Two to Five Year Plan

By Thomas D. Ritter, Speaker of the House

Landmark Legislation

I am extremely proud of Public Act 97-259 An Act Concerning School Readiness. This landmark legislation is the response to what many parents, educators and government leaders know is needed in terms of early care and education. It is the result of a huge, personal investment by many people including child care providers, legislators, staff members from the Departments of Social Services and Education and it is bound to make a difference in the lives of our youngest citizens. I believe the success of this School Readiness initiative is now up to the local School Readiness Councils that are being organized throughout Connecticut.

School Readiness Council Membership

In my opinion, one of the key components of an effective local School Readiness Council is wide representation from all sectors of the community. Representatives

from local for-profit child care centers, child care programs associated with religious organizations and family day care homes, schools, libraries, the health care and business communities together with parents can make significant contributions to your local School Readiness plan.



Large and Small School Readiness Councils

Connecticut's fourteen larger cities, the priority school district cities, have already organized their School Readiness Councils. Other smaller municipalities, those with one or more severe need schools applying for the competitive grants, have also organized local or regional School Readiness Councils. But, all communities that care about improving and expanding programs for pre-school children should form a local or regional School Readiness Council. I would urge any municipality that may not be awarded a competitive grant this year to plan ahead and

organize a School Readiness Council. Your planning will be extremely helpful to your community and should enhance your competitiveness in future funding rounds.

Five Year Funding Plans

As local School Readiness Councils prepare their "Planning and Implementation Submission" for years 2, 3, 4 and 5, it may be helpful to know that the General Assembly planned that funding increases would be phased in over a five year period at 20% per year. Funds have been appropriated for the first two of these five years using this 20% per year phase-in for:

- the Department of Education early education component, and
- the Department of Social Services (DSS) Early Care "Wrap-Around."

While planning for years 3, 4, 5, remember that the 20% increases planned for in 1997, can only be appropriated by the General Assembly in Fiscal Years 2000-2002. But, in my opinion, it would be reasonable for your council's plan to reflect this planned increased level of state funding for years 3, 4, 5.

Capacity Expansion

Many cities will only be able to expand early care and education capacity in years 2, 3, 4, 5 by constructing additions to existing programs or building new child development centers. For these cities and programs the child care financing provisions of the School Readiness legislation will be a critical component of your 2 - 5 year plan.

The School Readiness legislation created three loan programs with an initial lending capacity of approximately \$70 million dollars. Seven major banks, the Department of Social Services, the Connecticut Health and Education Finance Authority (CHEFA), and the child care community have been charged with forming a new Child Care Loan Fund which will administer these loan programs. While the details of this new Child Care Loan Fund are still being worked out, it is important that each School Readiness Council fully appreciate how important this new source of financing can be to realizing your School Readiness goals. Your plan can access:

- CHEFA tax exempt bonds financing approximately \$50 million;
- Loan guaranteed by CHEFA (20% to 50%) with an initial lending capacity of \$10-20 million; and
- direct loan fund for loans up to \$10,000 which will be backed by an 80% CHEFA guarantee.

The School Readiness bill gives priority to those proposed loans supported by your School Readiness plan and which encourage "co-location" of School Readiness programs. Child Care financing can play a key role in expanding your cities child care capacity. It is also a vehicle for service integration.

I know this process has been intense in breadth and scope. Congratulations. The first year's work is closing and you will now have opportunity to design your 2 - 5 year plans your wish list for excellence for children.

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

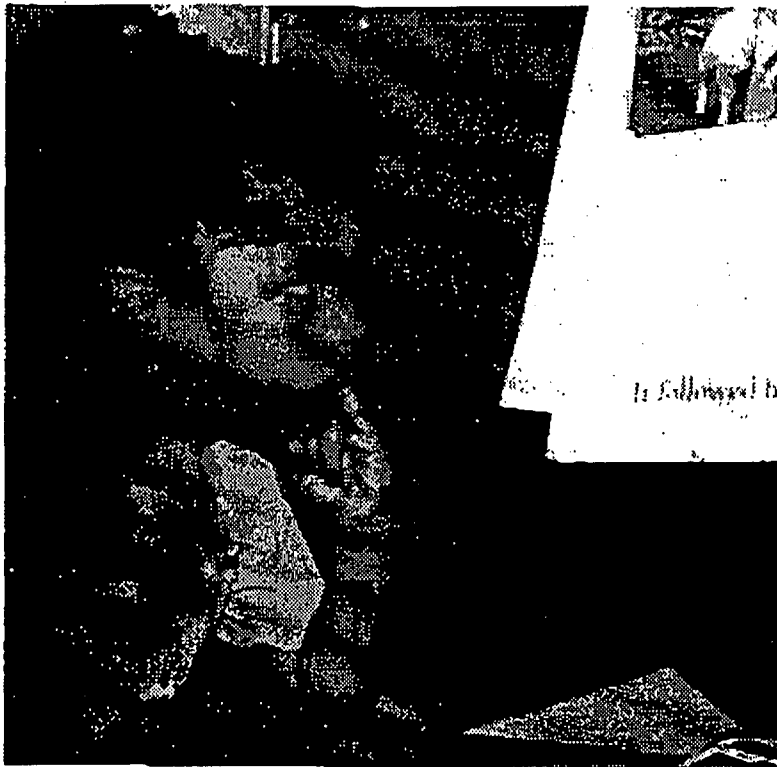
The fourteen priority school districts are: Bridgeport, Hartford, New Haven, Waterbury, New Britain, Stamford, Norwalk, Danbury, New London, Middletown, Meriden, Bristol, Windham and East Hartford.

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 & Kontos, 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. Hurlle, *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 the Statewide School Readiness Council
- Q&A with the AEA

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.



The Quality Child Care Teacher Awards

The care and education of our children are key to a strong society. While recognizing that families are the primary influence in the lives of children, we also know that the relationship between the child and the teacher is the single most important factor for child development in child care settings.

L. Alan Sroufe, Ph.D., and his colleagues at the University of Minnesota have found that children receiving warm and responsive caregiving and are securely attached to their caregivers cope with difficulties more easily when they are older. They are more curious, get along better with other children and perform better in school than children who are less securely attached.

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To encourage and publicly recognize the truly exceptional professionals who demonstrate innovation, leadership, respect, dedication and commitment, the Hartford Area Child Care Collaborative, a project of the Hartford Foundation for Public Giving, created The Quality Child Care Teacher Awards.

SELECTION PROCESS

The Quality Child Care Teacher Award, a project of the Hartford Area Child Care Collaborative, was officially launched on Tuesday, February 25, 1997. The launch was preceded by a year of planning by volunteer parents, early childhood education professionals, and community leaders.

Word of The Quality Child Care Teacher Award was spread through newspaper articles, radio talk shows, newsletters, web sites, businesses/employers and brochures distributed throughout the Greater Hartford Area. The brochure described how to recognize a quality child care teacher, who was eligible to receive the award, how to make a nomination, and why recognition is important. More than 14,000 brochures were distributed throughout the 35 towns in the Greater Hartford area.

More than 350 nominations were returned to the Hartford Area Child Care Collaborative from parents, colleagues, administrators, friends, neighbors, and relatives living in thirty-five communities in the Greater Hartford Area. Teachers submitted their applications in May, embarking on a three-step process.

First, each teacher's application was reviewed by at least two independent evaluators. Semi-finalists then had a personal interview with three judges. As the third step, judges made site visits to all twelve finalists at various times of the day and different days of the week. The selection committee chose, by consensus, one recipient in each category.

A word about our judges—these volunteers represent qualified early care and education professionals throughout the state, including university staff, business representatives, parents, providers, directors and child care and education consultants.

In recognition of those who have worked together to achieve the
extraordinary!
Many thanks to the people below who collectively volunteered thousands of
hours to make these awards possible.

Teacher Award Committee

Deane Argenta, University of Connecticut Cooperative Extension System, Project Coordinator
Leah Barbuto, Eastern Connecticut State University, Professor, Early Childhood Education
Tara Bartlett, University of Connecticut School of Social Work, Intern
Ruth Benanav, West Hartford Extended Experience II, Inc., Teacher
Jean Berkowitz, Early Childhood Education Consultant, CDA Coordinator
Beth Bye, Trinity College Community Child Center, Executive Director
Vivian Carlson, Consultant, Coordinator Early Childhood Education
Carol Cole, Community Consultant
Lois Davis, St. Joseph College, Professor of Early Childhood Education
Nanci Dower, Sunny Side Up Early Care Learning Center, Director
Elizabeth Downs, New England Insurance Services, Inc., President
Denise Duclos, United Way of Connecticut, INFOLINE, Child Care Community Liaison
Harriet Feldlaufer, State Department of Education, Early Childhood Consultant
Deborah Flls, Accreditation Facilitation Project, Coordinator
Terry Gagne, St. Francis Hospital Child Care Center, Director
Ida Gilbert, Community Renewal Team, Training Coordinator for Family Day Care
Jane Goldman, University of Connecticut, Professor of Early Childhood Education
Ines Gonzales, La Casa de Puerto Rico, Resource Worker
Cynthia Greenblatt, Capitol Community Technical College, Director of Early Childhood Education
Muriel Hamilton-Lee, Southern CT State University, Professor of Early Childhood Education
Martha Hickey, Bright Horizons, Regional Director
Kathy Hucks, Morley Extended Day Care, Inc., Director
Elsa Jones Nancc, Yale-Bush Center, Consultant
Teri Lawrence, Connecticut Early Childhood Education Council, President
Sandra Lok, Connecticut State Department of Public Health/Daycare Licensing Specialist
Tracey Madden-Hennessey, YWCA of New Britain, Director of Programs
Lisa McGuire, People's Bank, Vice President, Community and Government Relations
Regina Miller, University of Hartford, Professor of Early Childhood Education
Mary Jane Newman, Mansfield Discovery Depot, Director
Abel Padro, LULAC Head Start, Director
Beth Reichert, Manchester Community Technical College, Child Development Coordinator
Iris Rouleau, Manchester Head Start, Program Director
Jean Rustici, Yale-Bush Center, Early Childhood Education Consultant
Amy Sevell-Nelson, CT Regional Education Council, Early Childhood/Special Education Consultant
Elizabeth Shack, Yale Child Study Family Support Services, Coordinator YICAPS
Claudia Shuster, Central Connecticut State University, Professor of Early Childhood Education
Andrea Vaughan, Supportive Consulting Services, Inc., Principal and Founder
Dianne Warner, Early Care and Education Consultant
Grace Whitney, Governor's Collaboration for Young Children, Project Director
Kathy Wilby, United Way of Connecticut, INFOLINE, Child Care Community Liaison

Infant/Toddler



Pamela Ryder

Mother Goose Children's Center,
South Windsor

"Pam enjoys working with toddlers and demonstrates a keen sense of meeting their needs. Whether it be changing her style of teaching or changing the environment, she makes going to child care fun, stimulating and interesting." Colleague

Pam frequently changes the classroom environment to keep the toddlers curious and interested. As one parent put it, "My daughter always has a new and exciting activity to experience each day. On a weekly/monthly basis, Pam has a different theme center such as a grocery store, hair salon, beach, etc." The surroundings are readily adapted to meet the requirements of special needs children, and Pam is learning sign language to help with a child in her care.

Pam looks for ways to get parents involved in the classroom. You often see parents reading, helping with the

various themes and having lunch with their children.

Pam has been working in the early childhood field for nineteen years. To enable her to "do her best" for the children in her care, Pam has taken several home study courses in early childhood education and completed the Child Development Associate Credential Course last year. Currently, she is assisting the center with the National Association for the Education of Young Children re-accreditation process.

Preschool



Mirta Matias

Thomas D. Ritter Head Start
Program, Hartford

"The children learn from me, I learn from the parents, the parents learn from the children and we all learn from each other."

Mirta believes, "It is essential that anyone involved in the education of children this age be caring, concerned, supportive, loving, devoted, giving and above all - involved." She strives to be all of these things and at the same time be an excellent role model for the children in her care. Described as "soft spoken," Mirta stresses respect and courtesy in her teaching. "I treat the children with the same respect and courtesy that I extend to my peers, their parents and any other person that may visit my classroom. I teach them to respect others and above all to respect themselves."

A supervisor says, "Her love for children is clearly displayed

in her interaction with every child on a daily basis."

Mirta Matias received her Associate in Science Degree in Early Childhood Education from the Greater Hartford Community College and was hired to work part time at the Lab School where she had worked as a student teacher. In 1993 she moved on to become an assistant teacher for Trinity College Community Child Center at Trinity College and then on to head teacher at the Thomas D. Ritter Head Start Program in 1996.

● Stacey L. Rubin

01/23/98 05:53:44 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: Jeffrey A. Forbes/WHO/EOP

Subject: CT Members

Thus far, Kennelly is the only Member confirmed to go to CT w/ the First Lady.

The following Members are unable to attend:

Sen. Dodd

Sen. Lieberman

Rep. DeLauro

Rep. Shays

Rep. Nancy Johnson

The following Members are pending:

Rep. Gejdenson

Rep. Maloney

Message Sent To:

Evan Ryan/WHO/EOP
Brenda B. Costello/WHO/EOP
Christopher J. Lavery/WHO/EOP
Janet Murguia/WHO/EOP
Jessica L. Gibson/WHO/EOP
Peter D. Greenberger/WHO/EOP

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Ready to hear*

1/25/98
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Child Care Collaborative
85 Gillett Street, Hartford, CT 06105
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E-mail haccc@hartnet.org

			Why	Phone
Akinbobola	Rindalee	Kinsella Preschool	Accred. center	860.722.6695
Alfonso	Marilda	Aetna Foundation	funder	860.273.4770
Alisberg	Helene	Child Day Care Council	leader	860.561.1698
Alcroft	Maryann	HACCC	staff	860.241.0411
Alverio	Diane	Media Marketing Consultants, LLC	civic leader	860.826.5621
Anderson	Keith	Travelers Foundation	funder	860.954.6390
Andrews	Ray	Donaghue Medical Research Foundation	funder	860.521.9011
Anthony	J. Danford	Bissell Foundation	funder	860.275.0136
Archambault	Robert	Orange Foundation	funder	203.795.3716
Argenta	Deane	UConn Coop. Ext.	TAC	860.570.9078
Axelson	Roland	Principal, Dwight School	leader	860.246.4369
Bahamonde	George	United Way of the Capital Area	funder	860.493.6809
Bailey	Leah	Fleet Bank	funder	860.986.7632
Bangser	Michael	Htfd. Foundation for Public Giving/Ex.Dir.	major funder	860.548.1888
Barbuto	Leah	Plainfield Fam. Resource Ctr	TAC	860.564.1968
Bartlett	Tara	Htfd. Area Child Care Collab.	MSW intern	203-483-9014
Battit	Deb	Coordinating Council for Foundations	funder	860.525.5585
Behrmann	Lynn	CT Family Child Care Assoc. Network	leader	860.643.0880
Bell	Jean	CONSULT	TAC/leader	860.455.0545
Bellinger	Jan	Phoenix	business	860.547.5621
Benanav	Ruth	W.H. Ext. Exp.	TAC	860.523.9347
Berkwitt	Jean	ECE Consultant/CDA coord.	TAC	860.232.2773
Boyle	Beverly	Fisher Foundation	funder	860.525.1200
Brett	Leslie	Perm. Com on Status of Women		860.240.8300
Brohinsky	Greg	City of Hartford Day Care		860.543.8890
Browne	Jeffrey	Hartford Parent Network	parent	860.280.3187
Buccy	Kathleen	Southern New England Telephone	business/funder	203.771.3114
Bye	Beth	Accreditation Facilitation Project	board/leader/TAC	860.257.1402
Cabaniss	Cheryl	Hartford College for Women	training	860.768-5629
Carlson	Vivian	Eastern CT State Univ.	TAC	860.487.1978
Carroll	Jude	Yale/Bush Center		203.432.8960
Carter, Jr.	Robert	Mortensen Foundation	funder	860.521.4740

TAC=teacher award committee
leadership

First Lady Forum--Invite List

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 Child Care Collaborative
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 (860) 241-0411 voice (860) 525-0436 fax
 E-mail hacco@hartnet.org

1/25/98

Champlin	Gail	Univ. of Htfd	Board	860.768.5640
Cichon	Denise	Aetna	business support	860.273.5566
Clarke	Joy		parent	860.242-2311
Cohen	Debra	Hartford Hospital Child Care	Award finalist	860.545.7230
Cole	Carol	early childhood volunteer	TAC	860.651.4108
Copes	Ronald	MassMutual	business	860.987.3369
Coughlin	Kim	The Hartford	business	860.547.5621
Crampton	Ardith	Captitol Region Education Council		860.524.4057
Crosby	Sumner	Carolyn Foundation	funder	203.387.3386
Crutch	Mercedes	Women's League Child Care	Accred. center	860.524.5969
Daniel	Patricia	Hartford School Superintendent		860.297.8401
Davis	Eddie	Manch. Supt		860.647.3442
Davis	Lois	St Joseph College	TAC	860.232.4571x341
Diamond	Susan	Award Winner	Family	860.872.7210
Dionne	Adah	Hallmark Cards		860.741.9504
Dionzio	Denise	Small Wonders Child Care	Accred. center	860.240-4426
Dizes	Deborah	Trinity Community Child Center	Award finalist	860.297.5207
Dori	Jennifer	Trinity Community Child Center	Award finalist	860.297.5207
Dower	Nanci	Child Care Assn. of CT	TAC	203.239.6608
Downs	Liz	New England Insurance Services, Inc.	TAC	860.844.8288
Doyle	Valentine	Lawson Valentine Foundation	funder	860.521.3108
Driscoll	Jane	Phoenix	funder	860.403.5630
Duclos	Denise	INFOLINE	TAC/leader	860.865.9687
Estill	Pat	Com. on Chil		860.240.0024
Feldlauder	Harriet	State Dept. of Education	TAC	860.566.5620
Finkle	Susan	HAEYC		860.232.5038
Fiondello	Robert	Phoenix/CEO		860.403.5000
Firlick	Emily	Stamford Public Schools	pres./CAEYC	203.977.4922
Flis	Deb	Accreditation Facilitation Project	TAC/leader	860.257.1104
Franklin	Jerry	CT Public Television and Radio/CEO	early child. media leader	860.278.5310
Frechette	Beth	Hamilton Standard	business support	860.654.5468
Freeman	Richard	Bridgeport Area Foundation	funder	203.334.7511
Furek	Robert	Chair, Htfd Board of Trustees	leader/business/civic	860.561.5730

TAC=teacher award committee
 leadership

First Lady Forum--Invite List

Hartford Area
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 E-mail haccc@hartnet.org

Futernick	Stephen	CPTV	early child. media leader	860.278-5310 x 1207
Gagne	Terry	St. Francis Child Care	TAC/leader	860.714.4777
Garcia	Ana Maria	YWCA/CEO	leader	860.525.1163x256
Garfield	James	Torrington Area Fnd. for Public Giving	funder	860.489.0026
Gavin	Kathleen	early childhood consultant	leader	860.875.8282
Geballe	Shelley	Citizens for CT Ch and Youth	advocates	203.498.4240
Geertsma, M.D.	Alex	St. Mary's Hospital	health	203.575.7087
Gelfenbein	Roger	Andersen Consulting	business/leader	860.280.0800
Gilbert	Ida	Community Renewal Team	TAC	860.280.0185
Glasspiegel	Susan	Flexible Resources	business	860.651.5299
Glater	Marge	President, HAEYC	leader	860.644-9568
Goldfarb	Judy	HACCC	leader	860.241.0411
Goldman	Jane	Univ. of CT	TAC	860.486.4728
Gonzales	Ines	La Casa de Puerto Rico	TAC	860.522.7296
Graustein	Bill	Graustein Memorial Fund	funder	203.498.4030
Greenblatt	Cynthia	Capitol Com/Tech Col	TAC	860.520.7874
Greibel	Oz	BankBoston/CEO	business/leader	860.727.5000
Griffen	Lisa	Head Start	Award finalist	860.647.3502
Gruendel	Janice	Citz. for CT Ch and Youth		203.498.4240
Hadley	Nancy	Community Foundation of Gr. New Haven	funder	203.777.2386
Haighighat	Diana	Carrier Corp.	business	860.674.3118
Hall	Chris	Htfd. Foundation for Public Giving	major funder	860.548.1888
Hamilton-Lee	Muriel	Southern CT State Univ.	TAC	203.432.9133
Hamilton Jones	Renee	Parkville Day Care	Accred. center	860.722.6699
Harris	Wiley	GE Capital Svs.	business	203.357.6109
Hesterberg	John	DSS		860.566.1794
Hickey	Martha	Bright Horizons	TAC/leader	860.408.1213
Hoerle	Virginia	Award Winner	School-Age	860.243.0659
Horowitz	Carla	Calvin Hill Child Care	TAC	203.764.9350
Hucks	Kathy	Morley Ext. Day	TAC	860.232.5336
Jackson	Pauline	Chicago Teacher Award Winner		860.233.7978
Johnson, DDS	Ed	St. Francis Hospital, VP	Health	860.714.4811
Jones Nance	Elsa	Yale-Bush Center	TAC	203.432.9947

TAC=teacher award committee
 leadership

First Lady Forum--Invite List

1/25/98

Hartford Area
 Child Care Collaborative
 85 Gillett Street, Hartford, CT 06105
 (860) 241-0411 voice (860) 525-0436 fax
 E-mail haccc@hartnet.org

Joyce	John	Waverly Day Care	Accred. center	860.722.6694
Kantor	Robert	Fannie Mae	parent	860.278.3939
Key Borges	Saundra	City Manager, Hartford		860.543.8500
Koopman	Georgette	Auerback Foundation	funder	860.232.6406
Korostowski	Roxanne	Cigna	business	215.761.4781
Kraus	Eileen	Fleet Bank		860.244.5000
Kretschmar	Lani	Dexter Corporation Foundation	funder	860.292.7063
Kuszik	Carol	Montessori	leader	860.236.4565
Lawrence	Teri	CT Early Childhood Ed Council/Renbrook School	TAC	860.236.1661
Lillienthal	Helen		leader	203.762.5701
Lok	Sandra	State Dept of Public Health/Daycare Licensing	TAC	860.646.2460
Lord	Deborah	Bloomfield Early Learning Center	State Funded centr	860.243.2665
Lylis	Sara	Bloomfield Early Learning Center	board	860.243.2665
Lyman	Tim	Day, Berry and Howard		860.275.0329
MacDonald	David	Hartford Parent Network	parent	860.247.6698
Madden-Hennessey	Tracey	YWCA	TAC/leader	860.225.4681x288
Malis	Laura	Bayer Corporation	funder	203.812.6470
Martinez	Rolando	Hispanic Health Council	health	860.527-0856x268
Mason	James	Cigna Foundation	funder	860.726.7060
Matias	Mirta	Award Winner	Preschool	860.280.3175x4208
Mattheis	Catherine	Bright Horizons Child Care		203.272.0804
Mayer	Jean	St. Francis Child Care	Award semi-finalist	860.714.4659
McGuire	Lisa	People's Bank	TAC	860.280.2678
McKinney-Weaver	Gail	St. Francis Child Care	Award semi-finalist	860.714.4692
Messecar	Ann	Head Start	Award finalist	860.647.3502
Michaels	Elizabeth	Principal, Parkville School	leader	860.236.6186
Miller	Kate	Hartford Neighborhood Dev. Support Collab	funder	860.525.4821
Miller	Regina	University of Hartford	TAC	860.768.4553
Mojica	Maria	Graustein Memorial Fund	funder	203.498.4030
Moriarty	Nancy	Quality Improvement Project	leader	860.429.7203
Mouzakes	Doreen	United Technologies Corp.	business	860.728.7745

TAC=teacher award committee
 leadership

First Lady Forum--Invite List

1/25

Hartford Area
 Child Care Collaborative
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 E-mail haccc@hartnet.org

Moynihan	Tim	Chamber	business/leader	860.525.4451
Nee	David	Graustein	major funder	203.498.4030
Negron	Edna	The Hartford	funder	860.547.6088
Newman	Martha	Fisher Foundation	funder	860.523.7247
Newman	Mary Jane	Mansfield Discovery Depot	TAC	860.487.0062
O'Connor	Sally	Barnes Foundation	funder	860.653.0462
Padro	Abel	LULAC Head Start	TAC	203.775.7501
Palermينو	Peter	Dept. of Social Services	govt support	860.424.5006
Pelletier	Norma	City of Htrfd	Board	860.543.8890
Peters	Michael	Mayor, City of Hartford		860.543.8500
Phelps	Ronnie	CT School-Age Child Care Alliance	leader	860.267.7023
Pitt	Jennifer	Bright Horizons	Award finalist	860.657.3894
Porth	Richard	Capitol Region Council of Governments		860.522.2217
Powell	Mary-Ellen	New Britain Foundation for Public Giving	funder	860.229.6018
Prouty	Bruce	Arthur Andersen		860.280.0500
Puzzo	Paul	Community Renewal Team/CEO		860.280.0101
Ragozzine	Darlene	Norwalk Com-Tech Col./CT Charts a Course	training	203.857.7117
Reichert	Beth	Manchest Com/Tech Col.	TAC	860.647.6377
Ritter	Thomas	Speaker of the House	leader	860.240.8500
Roberts	Nancy	Coordinating Council for Foundations/Pres.	funder	860.525.5585
Rock	Melissa	Bright Horizons Child Care		203.366.4992
Rodriguez	Daisy	Yale University		203.432.4488
Rojano	Ramon	Director of Human Svcs, City of Hartford	leader	860.543.8888
Rostow	Sheilah	Elizabeth Carse Foundation	funder	860.986.4071
Rustici	Jean	Yale Bush Center	TAC	203.432.9940
Ryder	Pam	Award Winner	Infant	860.644.9568
Schaffer	Susan		Award finalist	860.675.3472
Schiro	Bernard	Auerback Foundation	funder	860.232.5854
Schiro	Dorothy	Auerback Foundation	funder	860.232.5854
Schmit	Ed	CT. Leg		860.240.85970
Schofield	Carol	Coordinating Council for Foundations	funder	860.525.5585
Sergio	Alexandria	Hartford Courant Foundation	funder	860.241.6472

TAC=teacher award committee
 leadership

First Lady Forum--Invite List

1/25

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Sevell-Nelson	Amy	CT Regional Education Council	TAC	860.524.4059
Shack	Elizabeth	Yale Child Study Center	TAC	203.785.6862
Shanks	Peggy	American Leadership Forum	civic leader	860.244.2503
Shuster	Claudia	Central CT State Univ.	TAC	860.832.2430
Solomon	Judy	Child Health		860.548.1661
Spivey	Marie	Hartford Hospital	civic leader/health	860.545.5000
Sussman	Richard	Htfd. Foundation for Public Giving	major funder	860.548.1888
Terry	Mertie	Northeast Utilities	business	665.5000x3128
Thiesfield	Yvette Melende	State Dept. of Education	leader	860.566.1233
Thomas	Pixie	Knight Hall	Award finalist	860.232.9015
Thompson	Jack	CT Leg	leader	860.240.8585
Townes	Jackie	Htfd. Area Child Care Collab.		203.272.9211
Urbano	Andrea	Westport YMCA	leader	203.226-8981 x109
Vance	Alex	Vance Foundation	funder	860.541.6361
Vaughan	Andrea	parent	TAC	860.537.6651
Warner	Dianne	Consultant	TAC	860.521.1575
Warren	Annika	Htfd. School Readiness Council		860.728.1460
Wasdo	Bobby	Fox Child Care	Accred. center	860.722.6698
Weaver-Bey	Richard	Greater Hartford Realty		860.522.1263
Webb-Mixter	Mary	Hyland Child Care	Accred. center	860.722.6564
Weyland	Orlene	Workplace Partnership	business	860.232.0381
Whitney	Grace	Head Start Collaboration	TAC	860.566.1945
Wilby	Kathy	UConn Coop Ext.	TAC	860.570.9081
Willard	Maggie	Donaghue Medical Research Foundation	funder	860.521.9011
Williams	Bertina	Jodik Foundation	funder	860.233.8928
Wohlman	Madelyn	First Union	business	203.401.5832
Worthen	Sherbie	United Way of Connecticut	leader	860.571.7500
Zimmerman	Elaine	Commission on Children	leader	860.240.0290

Dias	Angela	WTIC Radio	press	860.522-5300
Finholm	Valerie	The Hartford Courant	press	860.241-6632

TAC=teacher award committee.
 leadership

First Lady Forum--Invite List

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E-mail: haccc@hartnet.org

Thompson
Brown
Kent
Saffer

Nancy
Lou
Deborah
Jayne

Journal Inquirer
WVIT Ch 30
WFSB Ch 3
WTNH Chanel 8

press
press
press
press

860.646.0500
860.561 1925
860.244 1766
860.296 8882

TAC=teacher award committee
leadership

First Lady Forum--Invite List

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1/25

01/25/98

14:41

COORDINATING COUNCIL

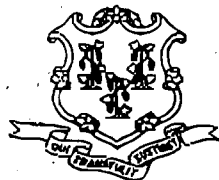
011

Hartford Area Child Care Collaborative

Sheet1

		Why	Phone
Randy	Dept. of Social Services	board/family support	860.566.2937
Miriam	Family Center	board/family support	860.524.6853
Iris	Dept. of Human Services	board/family support	860.543.8875x7426
Stephen	Leveraged Equity Assoc	business	860.523.8040
Wyrot	Phoenix	business	860.403.5000
Deborah	Hartford Public Schools	early childhood coordinator; helpful with presenters	860.297.8448

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.

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

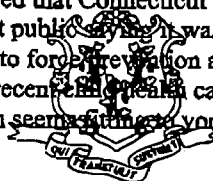
Deb Flis
Accreditation Project

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

State of Connecticut

Tom Ritter is the Democratic Speaker of the **GENERAL ASSEMBLY** and the 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 Hurler for school-age
Marta Mathias for preschool
Susan Diamon, Family Child Care
Pam Ryder, Mother Goose Child Care

COMMISSION ON CHILDREN
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HARTFORD, CONNECTICUT 06106
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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.

Paul Dworkin

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.

Television

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.

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.

Parents

I have contacted the head of the Hartford Parent Network, Jeff Brown to access parents. He himself is quite good. I just went with him to Ohio to present on parent leadership and participation in children's policies. He will forward us a few names in the next 24 hours.

Patricia Ward is the grandmother of a two-year old child who was killed in a childcare center in our state. She has spoken on this issue and is quite good. It is a tragic case with an eloquent spokesperson on the need for quality, standards and substantive oversight of facilities

Foundations

Maria Mojca is with the Graustein Foundation. She oversees the Children First Initiative which helps communities look at the needs of young children. She is a skilled organizer, highly regarded with good presence. She is able articulate on the neighborhood and community level for young children.

Anika Warren is with the Hartford Foundation. She was formerly a worker in the teen pregnancy field and she fully understands the links between prevention and good late outcomes. She staffs the school readiness work for Hartford. She is quite warm, easy to interview and offers a vibrant interview.

Let us know if we can offer any other information. Pat Estill, our press officer is glad to coordinate with your press. She is from *Weekly Reader Magazine* and has a good handle on sound bites, contacts, etc.

As discussed, I am glad to be on the panel if this would be useful. Also, we are glad to provide phone numbers, mailing lists, and staffing, as needed.

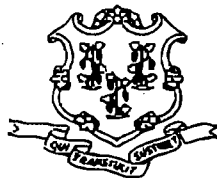
P.S. National Experts in the state include:

Ed Zigler
Sharon Lynn Kagan
James Comer

NAME	TELEPHONE NUMBER
David Carson	203-338-7309
Ramon Rojano	860-543-8860
Deb Flis	860-257-1104
Tom Ritter	860-240-8500
Virginia Hurler	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
Jerry Franklin	860-278-5310
Larry Rifkin	860-278-5310 ext 1252

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

State of Connecticut
GENERAL ASSEMBLY



COMMISSION ON CHILDREN

18 - 20 TRINITY STREET
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PHONE: (860) 240-0290
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FAX TRANSMITTAL

TO:

Neera Tandon

FAX:

202. 456. 2878

FROM:

ELAINE ZIMMERMAN

DATE:

Number of Pages: (INCLUDING COVER SHEET)

☐ Urgent

☐ For
Review

☐ Please
Comment

☐ Please
Reply

☐ Please
Recycle

Enclosed please find more lists,

Excuse the notes + marks. I'm calling

in a minute w/ parent choices for you.

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. list	Possible attendees for visit (partial) (5 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] [2]

2012-0057-S

kc652

RESTRICTION CODES

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

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

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.

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]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
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]

Social Health Index

[002]

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Danbury, CT 06810

Jerry Franklin, CEO
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Hartford, CT 06106

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Carol MacElwee
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Hartford, CT 06106

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Secretary of the State
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Chair, Social Health Index
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Christel Truglia
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New Haven, CT 06520

Dr. Edward Zigler
Yale University
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P6(b)(6)

School Readiness Campaign

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Judy Goldfarb
Hartford Area Child Care
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Glastonbury, CT 06033

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Marilyn Ondrasik
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Lisa Schuler
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National Council of Jewish Women
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~~Sherbie Worthen~~ R
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Rocky Hill, CT 06067

860-240-8600

School Readiness Taskforce

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Bob Haller ✓
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Milford, CT 06460

Walter Pawelkeiwicz
Town of Windham
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Lynn Kasen +
Jean Rustici ✓
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Laura Dee Simon
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Ron Thomas ✓
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New Haven, CT 06510
203.498.3000

Sen. Donald Williams
Judiciary Committee
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Sherbie Worthen
United Way of CT
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Rocky Hill, CT 06067
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Carolyn Gonzalez, Program Director

1600 State Street

Bridgeport, CT 06605

(203) 336-5762 / (203) 366-5803 -- Fax

Greater Hartford AIDS Fund

Beverly Boyle, Executive Director

85 Gillett Street

Hartford, CT 06105

(860) 525-1200

I Have A Dream Foundation

Sean Woodard, Project Coordinator

44 Trumbull Street

New Haven, CT 06510

(203) 946-7879 / (203) 782-2312 -- Fax

I Have A Dream Foundation

Andrea Karls, Project Sponsor

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[002]

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[002]

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Ms Lynn M.L. Behrmann

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REPRESENTING: Provider - Family
Home

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Ms Susan Holland - Public Info Chair

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Ms Patti Ewen

REPRESENTING: AFL-CIO

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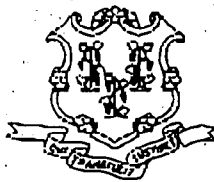
REPRESENTING: Commission on
Children

~~Ms Susan Holland~~

~~Ms Susan Holland~~

~~Ms Susan Holland~~

State of Connecticut
GENERAL ASSEMBLY



COMMISSION ON CHILDREN

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

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Latino & Puerto Rican Affairs Commission

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New Haven	CT	06513	
Jose	Perez	Office Phone	
Taino Housing Development		860-525-2799	Category
490 Ann Street		Fax Number	Agency
Hartford	CT	06103	
José	Perez	Office Phone	
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Hartford	CT	06106	
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Over the Rainbow		860-289-3237	Category
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225 Asylum St. 10th Floor			Fax Number	Health
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New Haven	CT		
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Hartford	CT		
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Spanish American Merchants		Fax Number	Agency
95 Park Street	06106	860-241-9000	
Hartford	CT		
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Hartford	CT		
Ana	Natal	Office Phone 860-278-5337	Category
HART Job Center		Fax Number	Agency
207 Washington St.	06106	860-520-1359	
Hartford	CT		
Peter	Noble	Office Phone 203-562-3135	Category
Centro San Jose, Inc.		Fax Number	Agency
290 Grand Avenue	06513	none	
New Haven	CT		
Lillian	Ortiz	Office Phone 860-247-3227	Category
CT Puerto Rican Forum, Inc.		Fax Number	Agency
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Hartford	CT		
Zoraida	Ortiz-Gibson	Office Phone 860-242-3050	Category
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Mr. Nelson S. Simons	Bank of Boston V.P Cultural Education and Healthcare	860-727-5000
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Mr. Gerald L. Washington	The Village for Families & Children Inc	860-297-0555
Frank R. Yulo	CT Assoc. of Public School Superintendent Inc.	860-521-0416

496-10775

**Common Grant Application Form
COVER SHEET**

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Today's date: August 5, 1997

1. Trinity College Community Child Center 297-2530
Legal name of organization
2. 300 Summit Street Hartford, CT 06106
Address of organization
3. Elizabeth Bye 297-5291 Director
Chief executive officer (CEO)/Executive Director Title
4. Diane C. Zannoni 297-2488
President of the Board

5. Principals purposes and services of the organization:

The Trinity College Community Child Center provides high-quality, nationally accredited, child care programs for children from diverse racial, ethnic, and economics backgrounds. From three sites we operate five programs for children from birth to twelve years: the Birth to Five Program, Campus Care (Kindergarten and after school), Fox Den (before and after school), summer camp, and the vacation/snow days program. We give priority to neighborhood families and scholarships are reserved for these families: over 60 children benefitted from scholarship assistance last year.

6. Geographic area served: Greater Hartford
7. Number of persons served annually: 178; in each region where applicable, indicate the percentage from:
Greater Hartford: 100%
8. Number of employees: 17 full-time; 2 part-time; 18 student workers volunteers
9. Ethnic and gender representation:
- a. Board: Total #: 12; percent minority: 25%; percent female: 83.3%
- b. Staff: Total #: 19; percent minority: 47.3%; percent female: 100%.

10. Specific purpose for which funds are requested:

Program costs associated with the Birth to Five Program

11. Amount request: \$15,000
Period of time in which funds will be spent: from 1997 to 1998
12. Organization's total budget: \$743,430. (All programs); \$461,940. (Birth to Five Program)
13. Does your organization receive support from United Way, Combined Health, Arts Council or other federated funds:
yes: no x
14. Letter from IRS stating 501 (c)(3) tax status: yes x no: _____ (please attach copy)
15. Diane C. Zannoni
Signature of Board Chair, indicating approval
- Elizabeth Bye
Signature of CEO/Executive Director

*Common Grant Application Form***Narrative & Attachments****A Narrative:****1. Organizational Information:****History and Track Record of Trinity College Community Child Center**

Our first stage was to build a self supporting center for children birth to five which provides scholarship support for low-income neighborhood children. The Birth to Five Program at Trinity College Community Child Center is in its thirteenth year of operation; it is a high-quality child care center that provides scholarship support to low-income neighborhood children. A grant from the Hartford Foundation for Public Giving in 1985 supported renovation of the space on Trinity's campus now occupied by the Birth to Five Program.

In our 1984 proposal to the Hartford Foundation for Public Giving we stated that it was our goal to become financially self-sufficient in five years. We made that goal: no other child care center in Hartford is self-sufficient and provides scholarships. We are incorporated separately from the College, and have an active and involved Board.

Our first efforts concentrated on children from birth to five years of age. We then moved to the second phase of our plan to provide comprehensive quality educational and recreational services for families with older children in our neighborhood. In 1990 we began a before and after-school program at Hyland Park; the program was relocated to the Fox Elementary School, less than a mile from campus. The focus of the program is care and programming for school-age children and parent education. Enrollments in our after-school program at the Fox School have climbed to our current full capacity.

With a major grant from the Hartford Foundation for Public Giving in 1992 we were able to raise matching funds and renovate another building at Trinity and launch the third stage in our development. The Campus Care Program opened in September 1993. We have a full day and half day kindergarten. It is from this site that our summer camp, which has been in existence for the last seven years. The newly renovated space is used extensively, not only throughout each weekday, but also with programs planned for the summer, snow and vacation days.

Description of Current Programs and Activities:

We provide high-quality, nationally accredited, child care programs for children from diverse racial, ethnic, and economics backgrounds. Thirteen years ago we served 45 children, birth through five years of age. This past year we served 178 children from birth through twelve years of age, in four settings: Birth to Five, Campus Care (Kindergarten and after school), Fox Den (before and after school), and summer camp. We give priority to neighborhood families and scholarships are reserved for these families: over 60 families benefitted from scholarship assistance last year. Appendices A and B provide information on the children in our programs.

Population Benefitted:

Appendices A and B provide information on the children in our programs. All of the parents in our programs are either working or completing school and all contribute a weekly sum towards tuition. Without child care many of our families would be forced to leave work and return to welfare. For others it would mean placing their child in un-licensed care, which is often unsafe and does not support childrens' learning during these critical early years. Sadly, this is the only choice for families from the disadvantaged neighborhoods surrounding Trinity. Seven child care centers have closed in Hartford in recent months. Currently there are over 12,000 children ages birth to five in Hartford and fewer than 3,000 licensed child care slots. Of the licensed programs, only sixteen are accredited. In this neighborhood we are one of three

accredited programs open to the public. Now it is even more difficult than before to serve the working poor in our neighborhood. The State of Connecticut has opened the Purchase of Service Program to new clients for only two days since April 1993. We are faced with hard-working families who would qualify for State Assistance, i.e., they have incomes less than 75% of the median in Connecticut, but are not receiving it.

2. Purpose of This Grant:

The purpose of the grant is to cover program costs associated with our Birth to Five Program so that we will be able to keep this program accessible to Hartford children.

3. Evaluation:

No evaluation planned; we have an annual audit of all our programs.

B. Attachment:

1. Finances

Budget for Birth to Five Program: 1997-98
Most recent Audit: June 1996

2. Other supporting materials

Copy of IRS letter
Program Census statistics
Center Newsletters